Education Department
Government of Bombay

THE EDUCATIONAL SURVEY OF BOMBAY STATE 1957

STATE REPORT

Bombay Educational Series No. 2

GOVERNMENT OF BOMBAY
EDUCATION DEPARTMENT

EDUCATIONAL SURVEY OF BOMBAY STATE 1957

STATE REPORT

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

26 January 1950

Article 45 of the Directive Principles of the Constitution

Bombay Educational Series No. 2

The Department of Education

Bombay State

offers its grateful acknowledgement

to

the Revenue Department

the Public Works Department

and

the Agriculture and Forests Department

Bombay State

for

their valuable co-operation during

the

Educational Survey

of

Bombay State

1957

EDUCATIONAL SURVEY OF INDIA—1957

EDUCATIONAL SURVEY OF BOMBAY STATE 1957

STATE REPORT

(IN THREE PARTS)

with

a separate

STATISTICAL APPENDIX

Part I: The Survey

Part II: The State

Part III: Analysis of Survey Data

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EDUCATIONAL SURVEY
OF
BOMBAY STATE
1957

STATE REPORT

PART I

THE SURVEY

MAP
OF THE
NEW STATE OF BOMBAY
1956

SCALE 40 MILES TO 1 INCH

RAJASTHAN
MADHYA PRADESH
ANDHRA PRADESH
MYSORE
GUJARAT
GULF OF CAMBAY
ARABIAN SEA
BOMBAY
Dhabera
Tharad
Vav
Deesa
Danta
PALANPUR
Bhoda
Santalpur
Radhanpur
Patan
Sidhpur
Kheralu
Visnagar
Harij
Vijapur
MEHSANA
HIMATNAGAR
Khed Brahma
Modasa
Malpur
Prantij
Kadi
Kalol
Viramgam
Dholka
Dhrangadhra
Morvi
SURENDRANAGAR
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AHMEDABAD
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Lunavada
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DAMAN (Portuguese)
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AURANGABAD
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TO MADRAS
TO DELHI
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Purli
Ahmadpur
Yeotmal
Yavatmal
Islapur
Tuljapur
Sirur
Jeur
Siur
Ghat
Sahyadri
Western Ghats
Arabian Sea


PAKISTAN
RAJASTHAN
RANN OF KUTCH
KUTCH
BANASKANTHA
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SABARKANTHA
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Limbdi
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Botad
GULF OF KUTCH
GULF OF CAMBAY
ARABIAN SEA
TO DELHI
TO INDORE
SCALE

NEW STA

REFERENCES

PREVIOUS STATE BOUNDARIES.....

FOREIGN TERRITORIES.....

DISTRICT BORDERS.....

NATIONAL HIGHWAYS.....

STATE ROADS.....

RAILWAYS.....

RIVERS.....

DISTRICT HEAD QUARTERS.....

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ARABIAN SEA

GULF OF CAMBAY

BAY OF BENGAL

DIU (Portuguese)

DAMAN (Portuguese)

BOMBAY

GOA

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Jetpur
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Girnar Hills
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Nilanga
Mahabaleshwar
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SHOLAPUR
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Muldrug
TO HYDERABAD
TO HYDERABAD
TO MADRAS
ROYNA R.
Karad
Vita
Devrukh
Islampur
Tasgaon
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BHIMA R.
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Miraj
KOLHAPUR
Rajapur
Kurundwad
Ichalkaranji
Vijayadurg
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TO BANGALORE
Malvan
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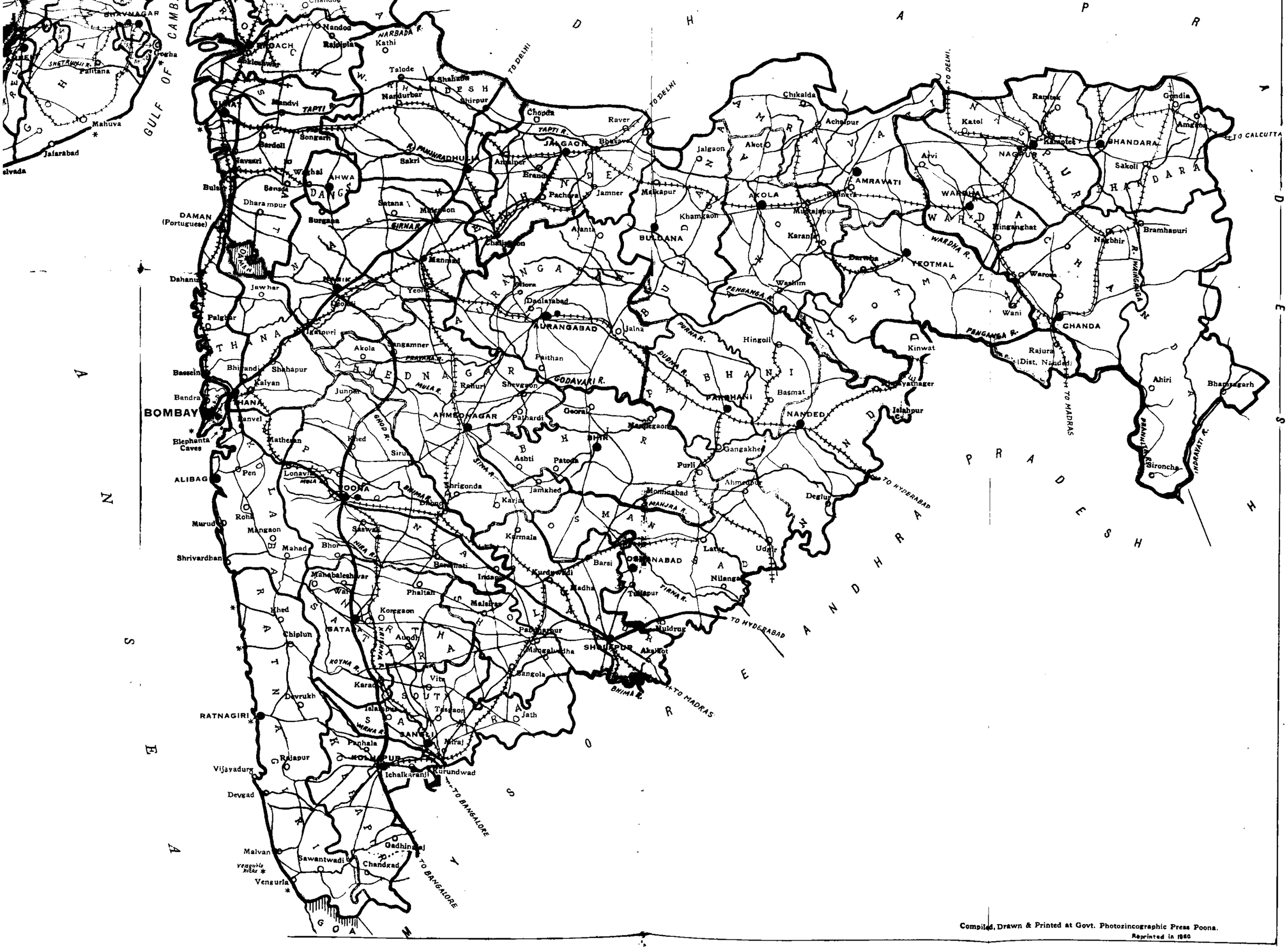
Vengurla Rocks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ANDHRA PRADESH
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THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

THE STATE REPORT

PART I—THE SURVEY

GENERAL CONTENTS

Frontispiece—Map of the New State of Bombay

THE EDUCATIONAL SURVEY OF BOMBAY STATE 1957

CHAPTER 1

THE GENESIS OF THE SURVEY

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

Article 45
Directive Principles of State Policy
Constitution of India.

1·1 To the children of the Nation, the Constitution of India, forged by the free will and determination of a free people, gave this charter—Article 45 of the Directive Principles—a promise of their long denied birthright and *sine qua non* of all human achievement. This was on 26th January 1950. For the first time in the long and chequered history of this great country, the lamp was kindled to shed illumination on a generation long steeped in ignorance and poverty holding out the dawn of a new era of enlightened citizenship.

With the prior claims of major nation-building activities which engaged and commandeered the energies and resources of the nation, the First Five-Year Plan could neither undertake nor achieve much in furtherance of the scheme of universal, free and compulsory education. Within the very limited resources at their disposal augmented by subsidies from the Centre, the State Governments, however, initiated cautious and staggered schemes of expansion and diffusion of primary education so as to provide educational facilities, in the first instance, to larger and more populous villages. For want of a common and uniform approach to the problem, the progress in the different States went unco-ordinated so that advanced States that were ahead of the less fortunate ones maintained their lead. There was nowhere an attempt made to take stock of the over-all existing position and to plan expansion economically so that the benefits accruing from the existing and the new facilities provided could achieve the maximum coverage of population and secure optimum utilisation. The States followed no common standards or targets and as such evaluation of achievements, individual or comparative, qualitative or quantitative, became well-nigh impracticable.

1·2 By 1956 five of the ten years stipulated in the Directive Principles had run out. At the 23rd meeting of the Central Advisory Board of Education in India held at New Delhi in January 1956, two detailed notes on :—

(*i*) a practical programme for the introduction of universal, free and compulsory education in India during the next ten years, and

(*ii*) an Educational Survey of India,—

by Shri J. P. Naik, Member, Panel on Education, Planning Commission, brought this lapse to pointed awareness of the Board. The Sub-Committee appointed by the Board considered the first scheme mooted by Shri J. P. Naik but did not agree with the basis of the scheme that almost exclusive emphasis should be laid on the quantitative aspect of educational development in the Second Five-Year Plan to the neglect of quality. It was, however, suggested that the scheme should first be examined in its administrative and financial detail by the Ministry of Education and then discussed, if necessary, with the Planning Commission and the State Governments.

The note on "Educational Survey of India", however, was unreservedly welcomed by the Committee. It was suggested that the survey should be undertaken at an early date and requisite funds made available for the purpose. The Central Advisory Board endorsed the views of the Standing Committee with certain modifications. The directive of the Constitution in favour of free and compulsory education upto the age of 14 years should be fulfilled in ten years, i.e., during the Second and the Third Plan. In this connection it was also suggested that a suitable machinery at the All-India level should be set up to solve the financial, administrative and pedagogic problems connected with Primary Education, if necessary on the lines of the All India Council for Secondary Education. With regard to the Educational Survey of India, which was to be a preliminary to the implementation of the directive of the Constitution, and which, therefore, covered education at the primary stage only, the Board recommended that the scope of the survey should be enlarged to cover Secondary Education including Technical Education at secondary level.

1·3 The Ministry of Education, Government of India, under their letter No. F.39/8-56.B.I., dated 3rd March 1956 approached the State Governments to collaborate with the Central Government in conducting the State-wise educational survey of the country. The objective of the survey as detailed in the letter was to ascertain :

"(*a*) number and population of cities, towns and villages already provided with primary and other schools;

(*b*) number and population of villages which are still to be provided with schools;

(*c*) the manner in which new schools can be started in the existing school-less villages so as to avoid all over-lapping and to achieve the maximum of effect at the minimum of cost."

The entire cost on account of the survey was to be borne by the Central Government. The letter indicated the administrative arrangements that would have to be made by the States to carry out the survey and also specified a provisional time-schedule for completing all the stages of the survey. The details of the data that were to be collected in the survey were summarised in the accompaniment which gave a brief outline of the procedure and the proformas to be used for the collection and consolidation of data. It was part of the scheme that each State Government should nominate a Special Officer for the educational survey of the State and depute him to attend a seminar-*cum*-pilot survey at New Delhi to receive training in survey procedures and techniques.

In a subsequent letter, dated 21st June 1956, the Ministry of Education stipulated that the total expenditure involved in carrying out the survey should be met by the Government of India and the State Government on a partnership basis, the Central Government bearing 2/3rds of expenditure and the State Government concerned contributing the remaining 1/3rds. This revised formula for meeting the expenditure on account of the survey was readily agreed to and accepted by the State Government.

1·4 As soon as the scheme of "Educational Survey of India" was accepted by the State Governments on the basis of the above formula in 1956, the Ministry of Education set up their own machinery, initially for training the State Special Officers, later for the direction, guidance and supervision of the survey of the States and for the consolidation of State data into All-India data. The officer to shoulder this colossal assignment had to be of considerable ability and experience and the choice fell on Dr. B. B. Samant, Principal, S. M. T. T. College, Kolhapur, Bombay State. Dr. B. B. Samant joined the Ministry of Education as Officer on Special Duty on 7th November 1956 and immediately established the Educational Survey Unit at the centre to set moving the scheme of the Educational Survey of India.

1·5 In working out the details of the scheme of the Educational Survey, the Ministry of Education elaborated the scheme to encompass three distinct aspects, viz.—

(1) The Basic Survey as originally planned,
(2) The Detailed Sample Survey or the detailed and intensive study of a few selected compact areas in each State, and,
(3) The Administrative Practices Enquiry.

The Advisory Committee for Educational Survey at its meeting at New Delhi on 17th January 1957 considered that the survey, not only of Primary Education but of Secondary Education including Technical Education at secondary level also, as visualised in the original proposal, was too ambitious a project and exceeded the immediate requirements needed for implementing the directive of the Constitution. The survey, therefore, was to confine itself mainly to the survey of Primary Education, and that of Secondary Education including Technical Education at secondary level was to be left out of the objectives of the scheme.

1·6 Early in January 1957, the Officer on Special Duty, Educational Survey Unit, Ministry of Education, Government of India, planned and organised the details of the seminar-*cum*-pilot survey and issued, on 18th January 1957, a brief note on the plan of the proposed Educational Survey for the information of the State Governments and the officers to be deputed by them for training. Shri J. P. Naik, who initiated the idea and formulated the original scheme of the Educational Survey of India, was designated by Government of India as Director of the seminar for the training of the State Special Officers for the survey. The seminar was scheduled to be held at Delhi and the pilot survey of a tehsil at Meerut during the period 28th January to 15th February 1957. The Central Seminar for the training of the States' Special Officers was held in Parliament House, New Delhi, and for the pilot survey the Meerut tehsil of Uttar Pradesh was selected.

The State Special Officers reported at New Delhi on Monday, 28th January 1957 for the seminar. Shri J. P. Naik, the Director of the seminar, conducted the seminar and directed the pilot survey assisted by Dr. B. B. Samant, Officer on Special Duty, Educational Survey Unit, Ministry of Education. The Deputy Minister for Education, Dr. K. L. Shrimali, inaugurated the seminar and addressed the trainees on the importance and urgency the Government of India attached to this first nation-wide educational adventure, the findings of which would enable Government to implement and achieve the Directive Principle of the Constitution within a reasonable measure of time. The first three days were devoted to discussions and discourses on the conceptual and theoretical background of the survey, its procedures and techniques. To give the trainees a practical demonstration of these the seminarists moved to Meerut City on Thursday, 31st January to survey the tehsil as a joint and co-operative assignment. The trainees, then, were farmed out in small batches of twos and threes to the other tehsils of Meerut District to conduct independent survey of these during the five days from Wednesday, 6th to Sunday, 10th February 1957. The seminar re-assembled at New Delhi on Tuesday, 12th February to study the records and documents of the survey of the tehsils of Meerut District and to continue further discussions. The sessions of the seminar were visited and addressed by Shri K. G. Saiyidain, Secretary and Adviser, Ministry of Education and Dr. P. D. Shukla, Deputy Educational Adviser, Ministry of Education, both of whom took keen interest in the work of the seminar and the documents prepared in the survey of the tehsils of Meerut. The seminar concluded on Friday, 15th February 1957. The States' Special Officers, fully equipped to undertake the organisation, direction and supervision of the survey in their own States, dispersed to their State Headquarters to plan and organise the details of the Educational Survey of the States.

1·7 In the light of the experience gained at the Seminar and particularly the pilot survey general instructions for the guidance of the State Survey Officers were issued from the Ministry of Education followed

by a printed booklet, " Notes for the Guidance of the Survey Officers ", by the Officer on Special Duty, Ministry of Education, to all the States for their information and guidance. This compact booklet of instructions served as a blue-print for conducting the survey of the States. As the district was the unit of organisation in conducting the survey copies of this instructive booklet were issued to all the District Survey Officers in the State to serve as a practical guide and book of reference during the actual field work of the survey and the documentation that was to follow. This was more than a book of instructions. It set, for the first time in a nation-wide educational endeavour, a common standard to evaluate the existing educational facilities all over the country, and, at the same time, formulated uniform and specific targets in planning the proposals for expansion of educational facilities to achieve maximum benefits at minimum cost. The Educational Survey conducted on the basis of this blue-print would thus facilitate the assessment, individual and comparative, of the existing educational provision in the different States and simultaneously help to enlarge these under uniform and phased schemes of expansion all over the country.

CHAPTER 2

BACKGROUND IN BOMBAY STATE

CHAPTER 2

BACKGROUND IN BOMBAY STATE

2·1 Educational surveys at the primary level have been undertaken in the past in Bombay State both by Government and private agencies for assessing existing educational provision and for planning the location of new primary schools so as to bring educational facilities within easy reach of children. The first of these, "A scheme for the extension of Primary Education in Dharwar Taluka", was conducted by Shri J. P. Naik in 1939 in his individual capacity. The taluka chosen for the investigation was Dharwar now included in the new enlarged State of Mysore. This pioneer investigation revealed that a primary school located in a village should not be considered as an independent and isolated provision of educational facility to that village alone but that it should also serve the needs of children living in nearby villages and hamlets thus utilising to maximum effect each and every existing school. The idea was to group villages and hamlets round about a central village with a school so that the children of the villages in the neighbourhood could thus be provided with primary education facilities within easy walking distance.

2·2 In the light of this personal experience, Shri J. P. Naik, as early as in 1940 mooted the idea of carrying out an educational survey of the then Bombay Province before the Provincial Board of Primary Education at its meeting on 2nd February. Government was addressed by the Board in March 1940 requesting Government "to direct the Department of Public Instruction to arrange to make an Educational Survey of the Province, with the taluka as the unit, through the agency of the Mamlatdar, the Circle Inspector, the Taluka Master and the Assistant Deputy Educational Inspector of the beat. The survey should cover each and every populated village in the Taluka and should give the distances from village to village ———." In his note, Shri J. P. Naik had suggested how the data should be collected on the basis of slabs of population so as to enable the Department to stagger its plans of expansion by providing schools to villages in the higher slabs of population in the first instance and progressively to those in the lower population slabs. Government in their Memorandum Education Department No. 6556-F of 12th November 1940, directed all Administrative Officers to submit statistical figures in specified *proformas* by 15th April 1941. It was then made out that as the Census of 1941 were under way it would be advisable to postpone the survey till the Census figures were available so that, based on these, the survey would provide the latest data as to villages and their population.

When the Census were out in the latter half of 1942, the Administrative Officers were again directed to carry out the survey according to the instructions issued in this behalf. The procedure of this survey did not entail any special or additional staff for carrying it out. The Administrative Officer with the assistance of his own Assistant Deputy Educational Inspectors was merely to fill in the specified *proformas* and indicate villages with schools and without schools. Neither did the procedure contemplate use of maps of any kind. This commendable enterprise ultimately had to be given up as the venture involved the use of a huge bulk of paper which then was in very short supply. It was, however, intended to reconsider the issue when the position about paper supply eased.

2·3 1945 saw the successful conduct of a thorough survey of a taluka of a district carried out under the private initiative of Shri R. V. Parulekar, M.A., M. Ed. (Leeds.), T.D. (Lond.) and Rao Saheb D. J. Kulkarni, under the auspices of the Local Self-Government Institute, Bombay, and subsidised by Sheth Motiram Narayan Desai Topiwalla, Bombay. The Rajapur taluka of Ratnagiri District was the venue of this experiment. In the words of the Director of the survey, Shri Parulekar, : "the main object of the present survey of primary education in Rajapur Taluka is to find out, by actual investigation, the total number of schools or educational centres which will have to be provided in order to bring primary education within the reach of every child of school-going age in the taluka, and also to determne the location of these schools or educational centres in each village, with a view to securing the maximum benefit thereof to the village or hamlets concerned."

The very first achievement of this survey was to discover as many as 965 hamlets to the 185 revenue villages of the taluka. For the first time this demonstrated the inadequacy of treating the revenue village as listed in the census as an administrative unit for the provision of primary education. For, a population of 3000 specified in a village in the census would normally, as revealed in Rajapur, be the sum total of the population of a number of hamlets which in reality form the census village of 3000. This break-up of the revenue village facilitated the correct grouping of hamlets as feeders to a central school within easy walking distance of these hamlets. The survey was conducted in Marathi but an English summary of the detailed report in Marathi was published by the Local Self-Government Institute, Bombay, in 1946 for the information of the general public. This report contains valuable statistical data in *proformas* quite thorough and complete. It is worthy of note that in this survey the revenue village maps were extensively used and tracings of these prepared for symbolizing the survey data.

2·4 In 1946, the Provincial Board of Primary Education again approached Government to undertake an Educational Survey of the State deferred in 1943 for want of adequate supply of paper. The Government after deliberation replied pleading that its inability to open new schools on grounds of financial stringency made the survey unnecessary. However, in July 1947, Government approved the proposal for conducting

an educational survey of Kolaba and Ratnagiri Districts on the lines of the earlier survey of Rajapur Taluka. The survey of Kolaba District was intended to be carried out by the official agency with the Deputy Educational Inspector in charge, while Ratnagiri District was to be surveyed by a non-official agency under the direction of Shri R. V. Parulekar, the cost on account of both of these being borne by Government. The Deputy Educational Inspector in charge of Kolaba was put under the direction and guidance of Shri R. V. Parulekar so that the two surveys could follow uniform procedures in their conduct. The estimated cost of these surveys was Rs. 6,000 for the non-official and Rs. 4,500 for the official. As matters turned out an additional expenditure of about Rs. 8,000 by way of remuneration to field-workers, not anticipated earlier, brought the actual expenditure to about Rs. 14,000 per district. The surveys were completed in March-July 1948, and the report of the Ratnagiri District survey was published by Government in 1950.

2·5 Encouraged by the success of these two experimental surveys, the Government in 1949 "with a view to ascertaining the existing educational facilities and the requirements of the scheme of compulsory elementary education, decided to prepare educational survey maps for each district of the Province.....". During the survey of Kolaba and Ratnagiri Districts, the Collectors of these districts actively co-operated with the survey organisation in making available to the survey teams detailed revenue village maps for carrying out the survey. The decision to prepare educational survey maps in 1949 placed the responsibility for preparing and making available detailed village revenue maps on the Revenue Department.

2·6 In 1951, Government decided to undertake a thorough investigation into the educational situation in one of the backward areas, namely, the Mulshi-Dam-area of Poona District. When the scheme nearly got under way, it was dropped in 1953 as "Government has since decided to bring out District Educational Hand-Books for all districts with separate taluka maps". The first of these District Hand-Books came out in print in 1953 with a foreword: "the Poona District Educational Hand-Book is the first of a series of similar District Hand-Books which Government has decided to bring out in the near future". This Hand-Book gives factual and informative data regarding schools, their types, their location, pupils on roll, boys and girls, teachers, trained and untrained, and other descriptive information as it stood on 30th June 1952. Similar information was compiled for the 27 other districts of the State but as these were prepared on the lines of the Poona District Hand-Book and after its publication, the data in these is as on 15th October 1955. Though the Hand-Books were ready in manuscript, their publication has been withheld by the Government as it is proposed to print and publish the District Survey (1957) documents in their place.

2·7 With a view to ascertaining the position regarding education in the backward areas of the State, and for general amelioration of the conditions of backward classes mainly through the provision of

educational facilities, the Government of Bombay carried out comprehensive surveys of the backward area districts of—

Thana (1947)

West Khandesh, Nasik and Panchmahals (1948)

Merged States Areas of Bombay State, Kanara, Kolaba (1949).

The reports of all these surveys have been published. They give descriptive and factual information of the conditions of backward classes in these areas and the measures that have to be taken by Government to ameliorate their standing by making available not only free educational facilities but even the necessities of life such as clothing, board and lodge and cost of books. The statistical part of these reports gives the list of villages, their population, location of existing schools and sites for future schools, teachers etc. In the strict sense of the word, these investigations do not fall under the category " Educational Survey ".

2·8 Kolhapur State, a district of Bombay State since 1949, conducted two educational surveys, one in 1943-44 of educational provision and the other in 1943-45 of school buildings. As a result of these surveys Panchayat Schools were opened in school-less villages with a population of 500 and over and aided schools encouraged in villages with less than 500 population. Shri J. P. Naik was closely associated with both of these surveys in an honorary capacity.

2·9 Thus, Bombay State had, at different times, undertaken and carried out surveys of various types including thorough and scientific educational surveys such as those of Kolaba and Ratnagiri Districts. Even as the Central Advisory Board for Education in India was considering the conduct of an Educational Survey of India, the Government of Bombay had approved and even sanctioned an educational survey of the whole State in 1956 and plans were afoot to organise and conduct this survey in 1957-58 in each of the districts at an estimated cost of about Rs. 60,000. The survey was to be conducted at the district level by special appointment of 5 supervisors, 5 primary teachers, 2 clerks, 5 peons each for one month in each of the districts. This scheme had to be dropped in view of the Government of India proposals for carrying out a thorough and scientific survey of the whole of the country as a Plan item during 1957-58.

CHAPTER 3

ORGANISATIONAL AND PRELIMINARIES

(G.C.P.) L-A Na 31—2a

THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

CHAPTER 3

ORGANISATIONAL AND PRELIMINARIES

3·1 Detailed and comprehensive suggestions discussed and finalised during the Central Seminar-*cum*-Pilot Survey at New Delhi and confirmed by specific written instructions from the Officer on Special Duty, Ministry of Education in his letter No. F. 6/56-B. 6/57, dated 26th February 1957, were adopted in setting up the administrative machinery in conducting the Educational Survey of the 43 districts of the New Bombay State. The Education Department at all levels naturally was to bear the brunt of the survey work-load. Even the village school teacher had an important part to play and a valuable contribution to make to the success of the survey. A survey of this magnitude could not be conducted independently by any one department of Government especially in the very limited time allotted to it without the specialised knowledge, experience and technical skill of other sister departments. As the first part of the survey, the field work, was to concentrate on enumerating every habitation as distinct from the revenue village as listed in the census, the active and wholehearted co-operation of the Revenue Department became indispensable. This department by its intimate knowledge and control over the smallest and most remote of the villages in the countryside possessed authentic records and data including revenue village maps which were to be extremely useful in the field work of the survey. The village-level Revenue official, the village Talati, was the key man who could contribute his knowledge of the local conditions about the spread of habitations and the walking distances between them in the rural areas. The Department of Land Records had a small but an important part to play by marking out the district, taluka, revenue inspector circle, Community Development/ National Extension Service Block boundaries on the Survey of India topo-sheets that were to be used in the survey. The Forest Department had also to render useful assistance in supplying data about the location and distances of small pockets of villages and hamlets scattered about in the forest areas of the districts. Lastly, the Public Works Department with its specialised technical knowledge in map-work and tracing, in particular the complicated Survey of India Maps with all their minute topographical detail, could help the survey by supplying tracings of non-available topo-sheets or parts of topo-sheets and by placing at the service of the survey teams its tracers for specialised map-work.

3·2 The administrative machinery set up at the state and district levels followed the pattern laid down by the Ministry of Education for

the guidance of the States. To organise and plan out the details of the survey in all the 43 districts of the New Bombay State, and, later, to direct, supervise and guide the survey throughout its course a State Special Officer for Educational Survey was appointed from 26th January, 1957. Shri G. S. Dhar, Lecturer in Education, Secondary Training College, Bombay, was nominated to this post and deputed to attend the Central seminar-*cum*-pilot survey at Delhi from 28th January to 15th February, 1957. Shri G. S. Dhar was to be appointed Research Officer in the Office of the Director of Education and it was thought administratively desirable to nominate the Research Officer designate as the Special Officer for survey so that the survey, which in itself was a research project of high magnitude, could be entrusted to the Research Unit in the Directorate of Education. On his return from the Central seminar he took over his main charge as Research Officer and held the additional post of Special Officer for Survey from 20th February, 1957 to 28th February, 1959—*vide* Government Resolution, Education Department, No. CAB. 1057, dated 26th August, 1957 and subsequent Government Resolutions on the subject.

At the State level, besides the Special Officer for Survey, four other officers to assist him as supervisory assistants were appointed in Bombay Educational Service Class II for varying periods. The other posts at the State level consisted of 2 statisticians, 4 comptists, typist-clerks and peons for the periods shown against these posts below. The posts were created and their tenure controlled by the load of work in hand and the exigencies of the situation throughout the survey period.

State level

Supervisory Assistants—

1 from 16th April 1957 (for 10 months)
1 from 16th April 1957 (for 7½ months)
2 from 1st May 1957 (for 7 months)

*Steno-typist**—

1 from 16th January 1958 (for 13th months and 5 days)

Statisticians—

1 from 27th July 1957 (for 13th months)
1 from 27th July 1957 (for 6 months)

Comptists—

1 from 20th July 1957 (for 6 months)
1 from 22nd July 1957 (for 6 months)
1 from 27th July 1957 (for 5 months and 5 days)
1 from 31st July 1957 (for 5 months and 1 day)

*Typist Clerks**—

1 for 10 months
9 for 6 months
2 for 4 months

* These posts were created and continued or terminated depending on the work-load in hand.

MAP
OF THE
STATE OF BOMBAY
1957.

ILLUSTRATIVE DATA AS ON 31ST MARCH 1957.

CODE NUMBERS OF DISTRICTS
used in the Survey.

PAKISTAN
RANN OF KUTCH
KUTCH
LITTLE RANN
BANASKANTHA
MEHSANA
SABARKANTHA
PANCHMAHALS
AHMEDABAD
SURENDRANAGAR
KAIRA
BARODA
BROACH
SURAT
DANGS
DIU (Port.)
DAMAN (Port)
JAMNAGAR
RAJKOT
JUNAGADH
AMRELI
BHAVNAGAR
GULF OF KUTCH
GULF OF CAMBAY
KATHIAWAR
SAURASHTRA
DIST. AMRELI
KHANDESH
EAST KHANDESH
WEST KHANDESH
BHULIA
JALGAON
NASIK
AURANGABAD
BULDANA
AKOLA
AMRAVATI
NAGPUR
WARDHA
BHANDARA
CHANDA
YEOTMAL
(Dist. Nanded)
THANA
BOMBAY
AHMEDNAGAR
PARBHANI
NANDED
BHIR
ALIBAG
POONA
OSMANABAD
SATARA
SOUTH SATARA
SHOLAPUR
RATNAGIRI
SANGLI
KOLHAPUR
GOA
ANDHRA PRADESH

G: 30 G: 36 G: 38 G: 40 G: 34 G: 37 G: 43 G: 28 G: 35 G: 39 G: 31 G: 41 G: 33 G: 29 G: 32 G: 42

M: 26 M: 11 M: 10 M: 8 M: 4 M: 14 M: 6 M: 25 M: 3 M: 16 M: 5 M: 27 M: 9 M: 15 M: 24 M: 2 M: 19 GB: 1 M: 12 M: 20 M: 7 M: 15 M: 17 M: 22 M: 18 M: 21 M: 23 M: 13

Supervisory Clerk—

1 from 1st August 1958 (for 4 months)

Steno-typists (Part-time)—

2 from 16th July 1958 (for 2 months)

*Peons**—

2 for 7 months

1 for 13 months

This formed the State organisation, the Educational Survey Unit of Bombay State. The Survey Unit was attached to the Directorate of Education, Poona, and placed under the personal supervision and guidance of Shri J. A. Vakil, Deputy Director of Education in the Directorate.

3·3 As the district was the sub-unit of organisation and a taluka the unit of survey, District Special Officers, designated as District Survey Officers were appointed from selected educational personnel in the districts. At the district level, the posts created were :

54 District Survey Officers (for 4 months)

86 Assistant Deputy Educational Inspectors (for 2 months)

86 Typist Clerks (for 4 months)

43 Typist Clerks (for 3 months).

Of the 43 districts of the State, 11 of the larger districts had two District Survey Officers each, 30 had one each, while one officer was appointed to be in charge of 2 districts. In the two large districts which were taken up for the State Seminar-*cum*-Pilot Survey, only one officer each was appointed, though normally they should each have had two, as most of the preliminary work including documents of the survey of these two districts were prepared during the seminar by the trainees. The officers were distributed as shown below :—

Districts† with one officer each :

1	GB :	1 — Greater Bombay	11	M :	15 — Nanded
2	M :	3 — Akola	12	M :	17 — North Satara
3	M :	4 — Amravati	13	M :	18 — Osmanabad
4	M :	5 — Aurangabad	14	M :	19 — Parbhani
5	M :	6 — Bhandara	15	M :	22 — Sholapur
6	M :	7 — Bhir	16	M :	23 — South Satara
7	M :	8 — Buldana	17	M :	25 — Wardha
8	M :	9 — Chanda	18	M :	26 — West Khandesh
9	M :	13 — Kolhapur	19	M :	27 — Yeotmal
10	M :	14 — Nagpur	20	G :	28 — Ahmedabad

* These posts were created and continued or terminated depending on the work-load in hand.

† The Letters and Numbers prefixing the names are the Code Numbers assigned to the districts—the letter indicating Language and the Number the Serial order—*vide* Map facing this page.

Districts with one officer each—contd.

21 G : 29 — Amreli
22 G : 30 — Banaskantha
23 G : 32 — Baroda
24 G : 32 — Broach
25 G : 34 — Halar
26 G : 35 — Kaira.
27 G : 39 — Panchmahals.
28 G : 40 — Sabarkantha.
29 G : 42 — Surat.
30 G : 43 — Zalawad.

Districts with two officers each :

1 M : 2 — Ahmednagar
2 M : 11 — East Khandesh
3 M : 12 — Kolaba
4 M : 20 — Poona
5 M . 21 — Ratnagiri
6 M : 24 — Thana
7 G : 33 — Gohilwad.
8 G : 36 — Kutch.
9 G : 37 — Madhya Saurashtra
10 G : 38 — Mehsana.
11 G : 41 — Sorath.

One officer for two Districts :

1 M : 10 — Dangs
2 M : 16 — Nasik

All the posts at the State and District level were created by Government on account of the survey under Government Resolution, Education Department, No. CAB. 1056-H, dated 18th April, 1957 and subsequent resolutions on the subject.

In each district the District Survey Officer was given the assistance of an experienced typist-clerk to accompany him during his tour from taluka headquarter to taluka headquarter during the field work of the survey. Besides, a typist-clerk was also stationed at the district headquarters to type out checked and finalised registers and other documents as received from the State headquarters after scrutiny. The Survey Officer had also the assistance of two experienced Assistant Deputy Educational Inspectors during the whole of the survey, during field work as well as during documentation. All these appointments were covered by the Government orders referred to above.

PRELIMINARIES

3·4 On 1st March, 1957, a directive was issued under the signature of the Director of Education to all District Officers of Education alerting them to the Educational Survey of the districts that was to be under way in the following months and instructing them to "offer your unstinted co-operation in this State endeavour". This was the first whisper of the approaching Educational Survey of Bombay State heard in the districts. On 9th March, "A Brief Note on Educational Survey—Bombay State" was issued by the State Educational Survey Unit giving an epitomised account of the survey to come—why the survey was undertaken, what it aimed to achieve, how it was to be conducted and when it was scheduled to be. This was issued to all the districts for distribution amongst all officers and subordinates of the Education, Revenue, Public Works and Forests Departments in the districts. To enlist the active co-operation of the 3 new regions of the State, Saurashtra-Kutch, Vidarbha and Marathawada, and to establish direct contact with them, the State Survey Officer visited

these areas in March-April, 1957 to meet the regional heads and the district officers of these regions. It was during these visits that the personnel for the district survey was finalised. The visits also helped to gather information about the conditions in these regions and the special organisational and administrative measures that would be required to carry out the survey successfully in these regions.

3·5 Quite early in March the departments of Revenue, Public Works, Land Records and Forests were approached at the Secretariat level to issue firm directives to all the district officers and their subordinates to offer the survey units in the districts their whole-hearted co-operation by contributing effectively the requisite information, data and even personnel, when needed, to carry out the survey thoroughly, accurately and expeditiously.

Circular letter No. BAR. 2257-E, dated 2nd April, 1957 from the Public Works Department, Government of Bombay, Sachivalaya, Bombay :

"It is earnestly requested that the Public Works Department Officers, at all levels, extend their co-operation to the Education Department by helping it with all the specialised and technical knowledge of the Department so that the survey may be carried out accurately and smoothly in the very limited time."

Circular letter, No. O/44922-S, dated 5th April, 1957, from the Revenue Department, Government of Bombay, Sachivalaya, Bombay :

"It is, therefore, desirable that the District Collectors co-operate with the District Survey Officers and issue necessary directives to Mamlatdars of talukas and through them to the village talatis to render such assistance to the Education Department as the Revenue Department can. The following are some of the items wherein the Revenue officials can place their services and experience at the disposal of the survey teams :—.....".

Circular letter No. FTR. 1357-J, dated 15th April 1957 from the Agriculture and Forests Department, Government of Bombay, Old Secretariat, Bombay :

"In the talukas abounding in forests the Range Officers, with their assistants, should be present at the meeting at the taluka Head-quarters and help in locating habitations and estimating distances between them. They can also supply valuable information regarding the difficulties and obstructions, etc., along the approaches to habitations.....".

On 23rd March, 1957, the Settlement Commissioner and Director of Land Records issued a directive to all the District Inspectors of Land Records to help the survey by marking the District, Taluka, Revenue Inspector Circle, Community Development/National Extension Service Block boundaries in the toposheets of the district that were to be used during the survey.

3·6 Thus, about a month before the survey was to be launched, the districts were flooded with informative and instructive literature to alert them and keep them prepared for the survey of the district that was to follow. The district personnel of the education and other departments was kept fully informed about the part each had to play and the contribution each had to make in furtherance of this State-wide project. The time-schedule of the taluka meetings, which formed the most important part of the survey, the field work, was widely circulated from the district to the village level. The Collectors and district heads of Education were contacted by the State Survey Officer through Demi-Official letters requesting them to give their personal attention in the distribution of the questionnaires that were to be issued in advance to all the village talatis and village school teachers.

3·7 As the Survey of India Maps formed the most essential aid in the survey, efforts were made to procure all the topo-sheets required to cover the whole of the State from Southern Circle, Survey of India, Bangalore. One of the supervisory assistants was sent to Bangalore personally to collect the required topo-sheets and bring them to State Headquarters at Poona so that they could be got ready in time for the survey. It was decided to cloth-back them as they would have to withstand rough handling during transit and the field work in taluka camps. Topo-sheets not available with Bangalore were ordered and obtained from Dehra Dun, the headquarters of Survey of India. Early efforts were also made to secure the restricted and semi-restricted topo-sheets by obtaining the sanction of the Secretary, Ministry of Defence, New Delhi and through the Secretary, Education Department, Bombay. Most of the sheets were in hand by the end of March and were issued for mounting in district lots. It was intended to give each District Survey Officer a complete set of the mounted topo-sheets required for his district during the seminar which was to precede the survey.

The State seminars were scheduled to be held—one in the second half of April and the other in the first fortnight of May for the training of the District Survey Officers of the Marathi Language districts and the Gujarati Language districts respectively. It was planned to use at these seminars and the pilot surveys accurate maps of the talukas to be surveyed by supplying each of the trainees a copy of the map to scale 1″ = 1 mile so that they could individually practice map-work as a training for the survey. For this purpose "true" tracings of the topo-sheets of Nasik (Nasik District) and Chorasi (Surat District) talukas were got prepared by competent Public Works Department tracers and enough copies reproduced at the Photo-zincographic Press, Poona, in advance. The trainees were to survey independently the remaining 12 talukas of Nasik District and 17 talukas of Surat District during the seminar. For their use during these surveys the topo-sheets of these districts were first marked on with the taluka boundaries and taluka pieces cut out. These were first pasted on strong drawing paper which in turn was

pasted on cloth. These 29 taluka cut-out pieces were also got ready in early April as a preparation for the seminar-*cum*-pilot surveys. In addition 13 copies of the district map of Nasik (1″ = 2 miles) and 18 copies of the district map of Surat (1″ = 2 miles) were also secured to be used as reference maps during the Seminar. As the map-work formed one of the most important aspects of the survey other reference material by way of Mazmuli maps of the Revenue Department, Halkabundi registers and latest taluka maps were also secured as supplementary to the topo-sheets.

3·8 Government orders were obtained quite early (vide Government letter, Education Department, No. CAB. 1056/16522-H, dated 29th March 1957) to obtain from the Director, Directorate of Printing and Stationery (i) printed forms, tables, registers, (ii) the requisite stationery both for the headquarters and for each of the districts and (iii) district census hand-books of all the 43 districts. The volume of printed stationery required for the survey can be judged from the following figures :—

A Brief Note on the Educational Survey—Bombay State.	3,000	(crown quarto)
Programme of the Survey in the Districts.	2,000	(crown quarto)
Forms—		
1/A	10,000	(Demy folio)
1/B	25,000	(Demy folio)
2	40,000	(Demy folio)
3/A	3,000	(Demy folio)
3/B	3,000	(Demy folio)
4	30,000	(Demy folio)
5	7,000	(Demy folio)
6	7,000	(Demy folio)
7	30,000	(Demy folio)
C/1-M	50,000	(½ demy Std. 6 page folder)
C/2-M	50,000	(½ demy Std. 6 page folder)
C/1-G	30,000	(½ demy Std 6 page folder)
C/2-G	30,000	(½ demy Std 6 page folder)
C/3	3,000	(Demy folio)

The above printed stationery, and other office stationery was received in 91 packing cases at Nasik, Surat and Poona. Transparent plastic discs of 1″ radius and cardboard discs of 3″ and 5″ radii were specially got manufactured as these were to help in the planning of Schools and their School-areas.

To expedite despatch and delivery the Director of Printing and Stationery was advised to despatch this huge bulk of printed stationery and other stationery articles required for the survey to Nasik and Surat where the seminars were to be held so that the material could be issued to the District Survey Officers during the

seminar to enable them to transport it with them on their return to their district headquarters.

3·9 The State Survey Officer had chalked out a detailed day-to-day programme and time-schedule of the survey for each of the talukas of the 24 districts of old Bombay State, 6 districts of Saurashtra-Kutch and for each Revenue Inspector Circle of the 8 districts of Vidarbha and 5 districts of Marathawada. This "Programme of the Survey in the Districts" was despatched in large numbers to each of the districts for advance information of the officers and the subordinate officers of the Education, Revenue, Forests and Public Works Departments.

The West coast districts of the State were the heavy monsoon areas and it was, therefore, necessary to complete the survey of these districts before the onset of monsoon in June of the year. Besides, May being a month of vacation for schools the services of the educational personnel would be readily available for the survey. For these practical reasons the survey was scheduled to commence in the 27 Marathi Language districts on 7th May, 1957, and in the 16 Gujarati Language districts on 22nd May, 1957. The monsoon districts were each given two District Survey Officers to enable the survey to be completed in these districts by the middle of June while in districts not affected by heavy monsoon it was planned to continue the survey even to the end of June or to the middle of July. The duration for field work allotted to each district is as follows :—

	Marathi Language Districts.	Gujarati Language Districts.
Survey commenced on :	Tuesday—7th May 1957.	Wednesday—22nd May 1957.
Closed on :		
Friday—31st May :	GB : 1 Greater Bombay. M : 6 Bhandara. M : 10 Dangs. M : 16 Nasik*.	G : 42 Surat*.
Saturday—15th June :	M : 2 Ahmednagar. M : 7 Bhir. M : 11 East Khandesh. M : 12 Kolaba. M : 20 Poona. M : 23 South Satara. M : 24 Thana. M : 25 Wardha.	
Sunday—30th June :	M : 3 Akola. M : 4 Amravati. M : 8 Buldana. M : 9 Chanda. M : 14 Nagpur.	G : 28 Ahmedabad. G : 29 Amreli. G : 33 Gohilwad. G : 36 Kutch. G : 37 Madhya Saurashtra.

* Seminar and Pilot Survey districts.

Sunday—30th June—*contd.*	M : 19	Parbhani.	G : 38	Mehsana.
	M : 21	Ratnagiri.		
	M : 27	Yeotmal.		
Monday—15th July :	M : 5	Aurangabad.	G : 30	Banaskantha.
	M : 13	Kolhapur.	G : 34	Halar.
	M : 15	Nanded.	G : 41	Sorath.
	M : 17	North Satara.	G : 43	Zalawad.
	M : 18	Osmanabad.		
	M : 22	Sholapur.		
	M : 26	West Khandesh.		
Wednesday—31st July :			G : 31	Baroda.
			G : 32	Broach.
			G : 35	Kaira.
			G : 39	Panchmahals.
			G : 40	Sabarkantha.

CHAPTER 4

STATE SEMINARS

THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

CHAPTER 4

STATE SEMINARS

4·1 It was an integral part of the scheme that the State Special Officer for survey should, in his turn, hold a seminar-*cum*-pilot survey on the lines of the Central Seminar at Delhi for the training of the District Survey Officers in the procedures and techniques of the survey. As the new Bombay State consisted of Greater Bombay, 13 districts of old Bombay State—Marathi, 10 districts of old Bombay State—Gujarati, 8 districts of Vidarbha—Marathi, 5 districts of Marathawada—Marathi and 6 districts of Saurashtra-Kutch—Gujarati, the districts had to be grouped by language and separate seminars held for the training of each language group. The two groups formed were Greater Bombay with 26 Marathi Language districts and 16 Gujarati Language districts. Besides, holding one single seminar for the training of as many as 57 officers would have been not only too unwieldy but would not have conduced to as thorough a training as two seminars would have. The 27 Marathi Language districts had 32 District Survey Officers and 2 Supervisory Assistants, a compact group of 34, while the 16 Gujarati Language districts had 22 District Survey Officers and 2 Supervisory Assistants making a smaller group of 23. Hence, two seminars were planned—one at Nasik for the training of 34 officers and the other at Surat for the training of 23 officers.

Invitations were issued to all the 57 officers on 13th April 1957 from the Directorate of Education instructing them to report at Nasik/Surat on 16th April/1st May to attend the seminar to be held for their training. They were asked to bring with them all the available data about their own districts as was necessary to plan the survey of the districts in detail.

4·2 Both the seminars followed the general pattern laid down at New Delhi and Meerut and were guided by the booklet "Notes for the Guidance of Survey Officers" copies of which were distributed to the Officers under training. While the Meerut pilot survey tended to be more of a demonstration, those at Nasik and Surat were planned to be thorough and accurate. These districts were not to be surveyed again as during the pilot survey and the individual survey of the talukas carried out by the trainees in batches of twos and threes all the documentation was completed at least in rough. It was only left to the local District Survey Officers of these two districts to check and finalise these rough documents and maps prepared by the trainees. The planning and execution of the pilot surveys and the other taluka surveys were carried out with meticulous care so as to

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serve as a model of planning and organisation to the trainees and to help them to follow the same procedure, stage by stage during the survey of their own districts.

The seminars at Nasik and Surat were conducted on similar lines. At Nasik the management of the H. P. T. College had put their spacious campus at the disposal of the Educational Survey Unit so that the trainees were comfortably accommodated which helped them to put in their best during the seminar. There were spacious halls for lectures and discussion-meetings, the college laboratory for work-shop activities, rooms for the office, stock-room for the huge bulk of stationery, hostels for residence and ideal boarding arrangements.

At Surat the management of the T. and T. V. Sarvajanik High School placed their entire group of buildings at the disposal of the Survey Unit so that the facilities here too were as good as at Nasik.

The daily work-day had a beginning usually at 9 a.m. but the end was never sure. With short breaks for lunch, tea and dinner, the sessions usually closed at 10-30 or 11 at night with most of trainees working individually later still.

With lectures, discussions, question-answers, individual-*cum*-group work-shop activities, practical work and clerical work, the training was both extensive and intensive. The trainees were made to go through every minor stage of the survey procedure and were guided in preparing model documents individually during the pilot survey of Nasik and Chorasi talukas.

4·3 The taluka meeting at Nasik was held in the Central Hall of the Government Girls' High School and at Surat in the Sorabjee J. J. Training College. These were attended by the District Collector/ Mamlatdar, the District Educational Inspectors, the Administrative Officers and all the seminarists. Questionnaires to talatis and village school teachers had been issued a fortnight in advance through the Collector and Mamlatdars for the talatis and through the Educational Inspector and the Administrative Officer for the village school teachers. The proceedings began with a short address explaining the purpose of the meeting and the contribution that was expected from the talatis and the village teachers. The talatis and teachers, then, broke up into groups by Revenue Inspector Circles and each group was met by a batch of District Survey Officers in separate rooms. Maps were spread : questionnaires collected, scrutinised and compared ; hamlets were marked and their locations fixed. When each of the villages mentioned in the census had been identified on the toposheets and each of the villages mentioned on the toposheets had been accounted for by questioning and cross-questioning and by reference to the questionnaires, the groups re-assembled in the hall for finalisation. A final confirmatory check was taken and all doubtful cases finalised. The meeting terminated with a brief concluding address. This was the end of the field work but the beginning of other labours to follow.

4·4 The days that followed were full of intense and hectic activity. The documentation was taken up as a work-shop activity. Each trainee had a map and proformas of his own. Through group activity

but by individual effort every one of the trainees was led through the procedure of documentation, stage by stage, so that each had a model set of documents to guide him in the execution of his own survey. The stages followed were :

Prior to the Meeting :

Scrutiny of the census list of villages and

Identification on the topo-sheets.

Listing : Villages in the census not in the topo-sheets ; villages in the topo-sheets not in the census.

Population figures near names of villages (in pencil).

Rough draft of Rural Habitation Register and Slab Register (with blanks).

Lists of Existing Schools and their management entered in Rural Habitation Register and Slab Register.

At the Meeting :

Accounting for all census villages and their break-up.

Discovery of hamlets, new habitations, submerged, shifted, newly deserted, revived,.....habitations.

Identifying and marking them on topo-sheets.

Scrutiny of talati and village teacher questionnaires.

Finalisation of Habitations.

Documentation :

Marking out all habitations and their population on topo-sheets.

Marking of existing schools—Primary, Middle, High—in Green.

Finalising the Rural Habitation Register by inserting hamlets and other habitations, their population and distances .....

Primary Stage :

Finalising existing part of the Slab Register with reference to the topo-sheets—columns 7, 8, 9 and 10 and forming existing school-areas.

Proposing new primary schools on topo-sheets.

Finalising " after Planning " part of the Slab Register with reference to the topo-sheets—columns 11, 12, 13 and 14 ; and forming " after Planning " school-areas.

A last effort to provide for left-out habitations.

Listing and marking habitations unprovided for.

Middle Stage :

Marking of " proposed " schools on topo-sheets and forming school-areas.

Listing of feeders with population.

High School Stage :

Marking of " proposed " schools on topo-sheets and forming school-areas.

Listing of feeders with population.

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Checks :

1″, 3″ and 5″ plastic/card-board discs for visible check for school-areas.

Forms 3A & 3B :

Totalling of columns of the Slab Register.

EXISTING : Slab-wise totals of columns 7 to 10 transferred to 3A ; calculation of percentages.

AFTER PLANNING : Slab-wise totals of columns 11 to 14 transferred to 3B ; calculation of percentages.

School-Area Register :

Primary Stage

Filling in columns 1 to 16 with reference to Rural Habitation Register, Slab Register and topo-sheets including feeders to urban areas.

Middle Stage

Filling in columns 17 to 20 with reference to the Rural Habitation Register, topo-sheets and lists prepared during mapping including feeders to urban areas.

High School Stage

Filling in columns 21 to 24 with reference to the Rural Habitation Register, topo-sheets and lists prepared during mapping including feeders to urban areas.

Statements & Lists :

Statement A : Special features of the Taluka.

Statement B : Area, population, ... density.

Statement C : Slab-wise schools : Existing and After Planning.

List 1 : Habitations without Primary Educational facilities.
List 2 : Closing/Shifting of Primary Schools.
List 3 : Proposed Primary Schools.
List 4 : Proposed Peripatetic-Teacher Schools.
List 5 : Proposed Middle Schools.
List 6 : Proposed High Schools.
List 7 : List of Existing Primary, Middle and High Schools.
List 8 : Taluka pattern of topo-sheets with Code numbers.

The Taluka documents of the pilot survey were compiled in 2 to 3 days in a joint and co-operative effort but by individual and independent activities in documentation and mapping. This training prepared the trainees for the independent surveys of the other talukas that they had to take up next.

4·5 With stationery, forms, maps, lenses and all other essential paraphernalia of the educational "survevor". the trainees left by bus and train for other far-flung taluka headquarters of the districts. The questionnaires for all these talukas had also been issued quite in advance so as to enable talatis and village teachers to fill them in correctly and bring them to the meeting at the taluka headquarters on the specified day. These taluka meetings followed the

model set during the pilot survey. The trainees spent 2 to 3 days at their camps in preparing all the documents of the taluka survey before returning to the camps of the Seminar.

On their return the documents were scrutinised, errors rectified and the documents brought to a stage of accuracy required by the standards of the survey. The seminar, then, discussed the procedure and stages in compiling and consolidating the district table from the taluka documents and drafting of the district report. The last day was devoted to the distribution of the printed stationery and office stationery required by each district, the cloth-backed topo-sheets, the district reference maps, census hand-books and other material required for conducting the survey.

4·6 The programme at these two seminars was as follows :—

	Nasik.	Surat.
Seminar ...	17 to 19 April	2—3 May.
Pilot Survey meeting.	20 April	4 May.
Follow-up work ...	21 to 23 April	5 to 8 May.
Transit to other Talukas.	24 April	9 May.
Taluka meeting ...	25 April	10 May.
Documentation ...	25 to 28 April	10—11 May.
Return to Seminar ...	29 April	12 May.
Documentation ..	.....	12 to 14 May.
Closing Day ...	30 April	15 May.
Visit of Dr. B. B. Samant, Officer on Special Duty, Ministry of Education.	19 April	14—15 May.
Visit of Shri J. A. Vakil, Deputy Director of Education.	29—30 April.	
Visit of Deputy Minister for Education, Smt. Nirmala Raje Bhosale.	30 April.	
Visit of Shri H. K. Desai, Minister for Education.	.....	12 May.

4·7 Dr. B. B. Samant, Officer on Special Duty, Educational Survey Unit, Ministry of Education, Government of India, visited the Seminar at Nasik on 19th April and at Surat on 14th—15th May. He met the trainees at an informal meeting and gave them a short but delightful discourse which instilled into the trainees the spirit of the survey and the significance of the pioneer work in which they were all fortunate enough to have a hand. He answered all the queries put to him by the District Survey Officers and left the place with a cheerful and encouraging word for all.

Shri J. A. Vakil, Deputy Director of Education, in supervisory charge of the survey, visited the seminar on 29—30th April at Nasik and spent a day watching the seminar activities. He represented the Department at the closing function which was held under the Presidentship of the Deputy Minister of Education, Bombay State.

4·8 The Deputy Minister for Education, Smt. Nirmala Raje Bhosale, had intimated her keen desire to visit the seminar and meet the trainees. Her visit coincided with the closing function at Nasik over which she presided. She was introduced to the seminar and the trainees and was shown the work done during the seminar-*cum*-pilot survey and the independent surveys of the talukas. The Deputy Minister addressed the seminar expounding an interesting and enthusing treatise on the subject of primary education.

The Minister for Education, Bombay State, Shri Hitendra K. Desai, visited the Seminar at Surat on 12th May 1957. The Seminar met in the Malvi Hall of the Sarvajanik High School which was decorated with topo-sheets and the district maps used during the Seminar. All the documents were on view. The proceedings began with the formal introduction of the Chief Guest to the audience and the seminar to the Chief Guest. A District Survey Officer under training then, gave his impressions and experiences of the seminar and the survey. The Minister then addressed the seminar on the importance and value of the educational survey undertaken by Government and how the findings of the survey could help Government in implementing Article 45 of the Constitution.

4·9 On the midnight of 30th April—1st May/15th-16th May the District Survey Officers, fully trained to the job they had to undertake in the survey of their districts, and equipped with all the material required for the survey, from pins to topo-sheets, returned to their district headquarters to launch the State-wide survey a week after. The survey of the districts was programmed to commence on Tuesday, 7th May in the 27 Marathi Language districts and on Wednesday, 22nd May in the 16 Gujarati Language districts throughout the districts of the new Bombay State.

It needs to be stressed that the talati and village teacher questionnaires for all the talukas of Nasik and Surat districts were filled in by the respective District Survey Officers and despatched through the Collectors and Educational Inspectors of the districts. But all the trainees were made to fill in the questionnaires meant for the first taluka of their districts—the home taluka of the district—from the seminar to gain practical experience in the manner of filling them as also to ensure that they reach the talatis and village teachers at least a week before 7th May/22nd May. One lot was despatched to the District Collector and the other to the District Education Officer for their signatures and for further transmission to the Mamlatdar and the Administrative Officer/Chief Executive Officer concerned, who, after signing them were to arrange for their posting.

CHAPTER 5

PROGRAMME OF THE SURVEY IN THE DISTRICTS

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5·1 The Educational Survey of India was a time-limit assignment as the Government of India was keen to have the findings of the survey at as early a date as possible so as to enable it to take measures to implement the findings in furtherance of achieving, by stages, the commitment contained in Article 45. In Bombay State the work was taken in hand in right earnest and every effort made to organise and plan the survey as efficiently and expeditiously as possible. The New State of Bombay comprised as many as 43 districts of which 19 districts formed amongst themselves 3 new regions included in the re-organised State with their individual administrative organisations different from that of the old districts of Bombay State. In physical dimensions also the State stretched about 640 miles North to South and about 800 miles East to West. All these factors had to be taken into consideration when drawing up the programme of the survey in the districts. From the experience gained at Delhi and Meerut, the State Survey Officer had fully realised the voluminous nature of the work and its exacting demands from the point of view of thoroughness and accuracy if the standards laid down by the Ministry of Education were to be maintained. The Ministry had issued instructions suggesting that each District Survey Officer should tour the district prior to the survey, establish contact with the officers at the taluka level, and, in consultation with them, draw up a programme of the survey for the district and submit the same to the State Survey Officer for approval and finalisation. This measure would have given undue freedom to each District Survey Officer in planning his district programme so that the educational Survey Unit would have found it difficult to co-ordinate and control the survey in the districts especially its break-up by talukas. It was, therefore, decided to organise and plan the district surveys, in particular the taluka meetings, from the State headquarters. Though the taluka was the unit of the survey, the unit of organisation, and even of consolidation of survey data was, to be the district. Faced with the vastness of the State and the varying sizes of the districts drawing up of a co-ordinated programme at the State level had its own difficulties. The size of the units in the different regions of the State is :

	Average talukas per District.	Average census villages per Taluka.
24 Districts of Old Bombay State.	11	120
6 Districts of Saurashtra-Kutch	12	74
5 Districts of Marathawada	9	166
8 Districts of Vidarbha	5	327
43 Districts of New Bombay State.	10	135

Gadchiroli taluka of Chanda District in Vidarbha had as many as 831 villages listed in the census hand-book, the largest in the State in area and in number of villages. Another taluka of the same district, Sironcha, had as many as 512 villages.

5·2 It was estimated that for an average taluka of about 150 census villages about 5 days would be required for complete documentation and mapping of the survey data. For purposes of uniformity and for fixing the duration and documentation, the taluka was maintained as the unit of survey. But the unit for the talati-village-teacher meeting had to be based on considerations of the number of villages to be dealt with at each meeting. A meeting of the talatis and teachers for a taluka of about 150 villages would normally take about 3-4 hours. On the basis of this the meetings were worked out thus :

24 Districts of Old Bombay State. 6 Districts of Saurashtra-Kutch.	Meetings by Taluka units at intervals of 5-6 days (for documentation).
8 Districts of Vidarbha ... 5 Districts of Marathawada ...	Daily meetings by Revenue Inspector Circles and 5-6 additional days (for documentation).

Under this scheme, in 30 districts where the taluka was the unit for the survey meeting, 100-120 census villages had to be dealt with at a meeting and documented during 5-6 days following the meeting while in 13 districts with survey meetings by Revenue Inspector Circles about 25-40 villages had to be dealt with daily with 5-6 additional days to complete the documents of the taluka.

The work-load of the survey for each district was, thus, evenly and equitably spread out but without a lag or even a break till completion of the field work and documentation of the whole district. Pre-determining and programming these survey meetings involved considerable forethought and planning as against entrusting each District Survey Officer with the work of drawing up his own programme. In this Bombay State followed, in general, the pattern laid down by the Ministry of Education and the programme of the

survey meetings in all the 412 talukas was drawn up with firm dates for all the districts. This in practice involved fixing of as many as 570 meetings by dates.

5·3 The region-wise break-up of the meetings were :

	Taluka.	Revenue Inspector Circle.
14 Marathi Language districts of old Bombay State.	136	...
10 Gujarati Language districts of old Bombay State.	91	...
6 Districts of Saurashtra-Kutch.	74	...
8 Districts of Vidarbha ...	...	181
5 Districts of Marathawada ...	...	88
43 Districts of New Bombay State.	301	269

= 570 survey meetings.

In drawing up this programme care had also to be taken to allot a convenient group of talukas to each District Survey Officer in districts where there were two officers for the survey. Besides, the movement from taluka headquarters to taluka headquarters had to be governed by considerations of ease and mode of travel and controlled in such a manner as not to involve crossing the same point more than once (except the districts headquarters). To achieve this reference had to be made to railway route maps and road maps in drawing up an efficient and yet workable programme in each of the districts.

5·4 A "Programme of the Survey in the Districts" was drawn up and got printed early in April and posted to all the districts in the State in large numbers so that a copy would be in the hands of each Collector, Mamlatdar, Revenue Inspector, District Education Officer, Deputy Education Officer, Administrative Officer, Chief Executive Officer of Janapad and Assistant Deputy Educational Inspector and also in the offices of these officers. This measure was necessary as it enabled the Survey Unit at Poona to exercise an over-all control and supervision over the survey in the meetings and the movement of the District Survey Officers during the survey. As it was binding on the District Survey Officer to camp at each taluka headquarters till the eve of the next meeting so as to enable the Survey Unit at headquarters to issue instructions to him or supply his requirements by post or for the State Survey Officer or his assistants to visit him at his camp, the programme drawn up was convenient and practicable.

When the "Programme of the Survey in the Districts" reached the districts, 5 Marathi Language districts and 6 Gujarati Language districts suggested minor alterations in the sequence of the talukas as programmed but without involving change of dates for reasons of climatic and other local conditions that were likely to prevail in these talukas and hamper the smooth conduct of the survey. Such alterations were made in the programme of these districts and the changes intimated to all those who had received a copy of the programme in those districts. Except for the cancellation and the necessary postponement of 3 survey meetings in 3 districts due to local elections in these talukas, all the other 567 meetings were held as per pre-planned programme throughout the 409 talukas of the 43 districts of the State.

CHAPTER 6

FUNDAMENTAL DATA

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FUNDAMENTAL DATA

District Census Hand-Books and Survey of India Topo-sheets :

6·1 All schemes affecting the welfare of the masses or administrative measures encompassing the general public have their base in the census, the only document that records the spread and distribution of population and details the particulars of this population under a variety of heads and sub-heads. All administration hinges on the census as the fundamental record and blue-prints of all State activities spring from the relevant and appropriate extracts from this demographic compilation.

In the administration of education, the unit has always been the village, the census village, which is a revenue entity representing a parcel of land the boundaries of which are defined and settled by Revenue Survey or by Cadastral Survey. For lack of a more exact measure or unit, the revenue village, however convenient, fails to be a satisfactory unit in administering education. Education is concerned fundamentally with bringing into school every child of school-going age and for this purpose the unit necessarily has to be a unit of population—a "habitation". A habitation is a compact or contiguous area where people live ; it is a single house cluster with an identifying name, often local, marking its distinctiveness as a residential locality. The survey, therefore, firstly, aimed at enumerating each and every distinct habitation, whether a revenue village or a hamlet of a revenue village or a new habitation come into being after the last (1951) census, and noting their distances and "walking" distances from each other and from the nearest main village. The only authentic record that could serve as a starting point for such an enumeration and investigation of habitations was the 1951 DISTRICT CENSUS HAND-BOOK.

6·2 Enumerating and listing of habitations, however, thorough, could not in itself serve any useful practical purpose unless accurate and exact particulars were also available about the location of these habitations in relation to others in the neighbourhood, their distances from each other, the obstructions, if any, along the "walking" path. For, in administering education the main consideration is : can the child walk to school—from home to school in the morning and school to home in the afternoon ? The only way this could be

done was by sending out inspection and surveying teams to visit the countryside and actually walk-out the distances between habitations and collect the necessary particulars for documentation. But in a survey of this nature, where time was limited, personnel and resources equally limited, this practical measure was out of question and as good a substitute had to be devised. The only substitute that was as good or even better was the Survey of India Topo-sheets published by Map Publication, Survey of India, Dehra Dun. These topographical maps, however, are not drawn according to the State, district or taluka limits. The series available for a survey of this nature was $\frac{1}{4}'' = 1$ mile, $\frac{1}{2}'' = 1$ mile and $1'' = 1$ mile, the last being the best suited for the present purposes. Studying these sheets, inch by inch, through a magnifying lens would be equivalent to or even better than "walking" every inch of the ground over land and across rivers, up mountains and hills and across dense forests or by rail, road and water.

The 1951 District Census Hand-Books and the topo-sheets, therefore, formed the fundamental data which served as the jumping board for the Educational Survey.

6·3 1951 District Census Hand-Books

The Census Hand-Book between its two covers, treasures such a fund of information and data that most of it, one way or the other, helped to give the survey a factual and realistic background. The Tables under A, B, C, D and E contain authentic and documented statistical and informative data that give the district, which otherwise is only a unit of administration, a personality and an individuality of its own. The statistical and information tables fall under the main categories :

General population tables
Economic tables
Index to non-Agricultural occupations
Household and age
Social and cultural
Summary figures
and
Primary Census Abstracts by Talukas and Petas.

6·3·1 Urban Areas

An enquiry like the Educational Survey of a State divides itself into two distinct major heads : Urban and Rural. While the urban problem is neither too urgent nor beset with difficult issues, the rural one presents, in the Indian setting, complicated and difficult administrative and other problems that need careful investigation and study. The present survey, therefore, concentrated on a thorough investigation of the rural sector in all its aspects and limited itself in scope about the enquiry into the urban sector.

Table A-V—Towns arranged Territorially—of the Census Hand-Book served as the basis for the enumeration of urban habitations. The cities and towns listed in this table, by definition of the census, were habitations having distinctly urban characteristics. Note was, however, taken of such of these urban areas as had reverted to rural characteristics, in which case, they were included in the Rural Habitation Register and the transfer indicated in the Urban Habitation Register. Note was similarly taken of new townships which came into existence either from rural beginnings or on uninhabited sites unidentified as habitations in 1951. These too were appropriately documented in both the Habitation Registers—Urban and Rural. The enumeration, identification and locating of urban areas, was, therefore, comparatively an easy procedure as the habitations coming under this category were few in number and easy of identification. The topo-sheets distinctly and prominently exhibited these and only the new townships had to be marked either on location already identified or on new sites.

The classification of urban cities and towns, according to the census, is on the basis of the following population slabs :

Class I	...	...	1,00,000 and above
Class II	...	...	50,000 to 99,999
Class III	...	...	20,000 to 49,999
Class IV	...	...	10,000 to 19,999
Class V	...	...	5,000 to 9,999
Class VI	...	...	Below 5,000.

The above classes of population slabs were adopted without modification in the present survey.

6·3·2 Rural Areas

The Census Hand-Book recognises only the following population slabs for habitations coming under rural areas :—

(*a*) 5,000 and above
(*b*) 2,000 to 4,999
(*c*) 1,000 to 1,999
(*d*) 500 to 999
(*e*) Below 500.

However suitable this classification was for purposes of the census, administration of education, especially at the primary stage, needed a reclassification of the habitations coming under "Below 500". In the present survey, therefore, the following further break-up has been accepted and adopted :—

(*e*) 400 to 499
(*f*) 300 to 399

(*g*) 200 to 299
(*h*) 100 to 199
(*i*) Below 100.

Further, to restrict the survey to practical limitations, habitations with 25 or more population have been taken note of and documented as deserving of educational recognition while those below 25 have been ignored, unless they were already listed in the census as revenue villages.

Fundamental data about rural areas was selected from the Primary Census Abstracts, detailed, taluka by taluka, in the Census Hand-Book. In these abstracts the revenue villages have been listed with exhaustive particulars about each of them. All the particulars have not been either documented in the survey or even used. Only the essentials required for an Educational Survey of this nature have been selected for documentation.

6·4 The Primary Census Abstracts of talukas and petas

The Primary Census Abstracts that formed the base in the survey investigation and documentation were not identical in all the 43 District Census Hand-Books of the State. They fell into three distinct categories :

(i) those of—

(*a*) 14 Marathi Language districts of old Bombay State
(*b*) 10 Gujarati Language districts of old Bombay State
(c) 6 Gujarati Language districts of Saurashtra-Kutch

(ii) those of 8 Marathi Language districts of Vidarbha

(iii) those of 5 Marathi Language districts of Marathawada.

6·4·1 Census Hand-Books of

(*a*) 14 Marathi Language and
(*b*) 10 Gujarati Language districts of old Bombay State
(c) 6 Districts of Saurashtra-Kutch.

The 1951 District Census Hand-Book of each of these 30 districts, under the Primary Census Abstracts, lists the revenue villages alphabetically, A to Z, with the running serial numbers 1, 2, 3, ... No Revenue Inspectors' Circles are indicated nor are the villages, being purely alphabetical in order, listed because of their proximity to each other. The villages enumerated are not all inhabited, some of them coming under "deserted", meaning "uninhabited" and not that they were once inhabited and now deserted. The frontispiece is an outline map of the district to scale 1" = 20 miles showing the boundaries of the talukas. This is the only map in the Hand-Book.

The deserted villages listed are numbered with the suffixed letter "A" so that the last number in the list gives the number of inhabited villages in the taluka. At places, however, non-municipal areas falling under the rural category are also suffixed with the letter "A". The relevant columns of the Abstracts used in the survey were :

Column 1 Serial Number.
Column 2 Name of village or town/ward
Column 5 Number of households
Column 6 Persons
Column 7 Males
Column 8 Females.

The names as listed and spelt differed at times from the colloquial or current names of the villages so that even variations in names had to be identified and clarified before they could be documented. The population figures in column 6 tallied with the total of the corresponding figures under columns 7 and 8. The totals columnwise at the end of a taluka were also invariably correct. As such the statistical data of the Primary Census Abstracts were reliable and very rarely needed correction by checking the totals.

The population figures in column 6 given against each village represented the population of the whole revenue village comprising, usually a single village as listed, and, sometimes, the population of the main village together with that of its hamlets scattered at varying distances from the parent village. When such hamlets were "discovered" during the survey, the population given in the census had to be split up into its components and assigned to the hamlets of the village from the evidence collected through the talatis, the village school teachers and their questionnaires.

6·4·2 Census Hand-Books of 8 districts of Vidarbha

The 1951 District Census Hand-Book of each of the 8 Vidarbha Districts, under the Primary Census Abstracts of the Tehsils (hereafter called talukas), lists the revenue villages of the taluka in continuous serial numbers 1, 2, 3,..... but they are in no recognisable order. The village names listed are neither alphabetical nor in the order of Patwari circle numbers nor in serial order of code numbers. No "deserted" villages are included in the enumeration and as such the list appears to be only of inhabited villages. There, however, are villages with population 5 or even 1.

The column heads contain two additional captions, Code Number (column 3) and Patwari Circle Number (column 4), not usually found in the census hand-books of other districts than those of Vidarbha. The Patwari Circle Numbers could only be used as checks. As the documentation of habitations had to be alphabetical for the survey records, this involved considerable preliminary manual labour to bring the list of census villages into the required alphabetical order.

First, the villages had to be arranged in the serial order of the code numbers as given in column 3. When all the villages were arranged

thus, it was noticed that they formed an alphabetical order according to the Devnagari alphabet. When so arranged the code numbers which formed an increasing sequence had to be coupled with the corresponding serial numbers as given in the census. Under this revision villages beginning with the same letter came together in groups though not in the correct alphabetical order amongst themselves by the Roman (English) alphabet. This, therefore, needed a second revision. This consisted in taking the village names beginning with, say "A", and arranging them in perfect (or near perfect) alphabetical order of the Roman alphabet. During this second revision, the villages received three identifying numbers, viz., new serial numbers, code numbers (of column 3) and the census serial numbers (of column 1). As prefixing a village with three numbers was both inconvenient and cumbersome the code numbers were dropped and the new serial numbers (of names in alphabetical order) and the census serial numbers (column 1) formed a combination number for the enumeration and identification of the villages. This was a time-consuming task and had to be gone through carefully if the survey of Vidarbha districts had to have a standard documentation with other districts of the State.

Again, the Vidarbha Districts being considerably larger than the other districts of Bombay State contain a very large number of villages per taluka. While a normal size taluka of the old Bombay State contains on an average about 120—150 villages, those of Vidarbha often contain 3-4 times as many. Gadchiroli and Sironcha Talukas of Chanda District contain as many as 831 and 512 villages respectively, the two largest talukas in the whole State. This large number of villages made the procedure involved in the two revisions still more difficult and complicated.

Another handicap of the Vidarbha Districts was that the total population was not indicated against any of the villages and instead only the population under the heads "Males" (column 7) and "Females" (column 8) specified. This involved the additional labour of adding male and female population figures of each village to get the total population of the village. Considering the large number of villages per taluka even this simple addition of figures turned out to be a tiring and long-drawn-out procedure. To make things worse, the grand total of the male and female population figures were not given at the end of each taluka but had to be referred to in Table A-I. What was most confusing was that the actual totals taken of columns 7 and 8 invariably did not tally with the totals specified in Table A-I. In other words, the population figures were most misleading and could not be reconciled by any available means.

Further, the names of some villages repeated as many as 3-6 times. In a few cases, these were not independent and separate villages but was the same village enumerated more than once. These appear to be different as the data against them invariably differed, e.g. the code numbers, the Patwari circle numbers, the area and even the population figures. But in many cases, though the names were the same, they were independent and separate villages and had to be identified by giving them serial numbers amongst themselves.

Under these circumstances the only alternative was to have a certified total population for each taluka after the survey, and, in most cases this certified total population differed considerably from the population given in Table A-I.

As it was impracticable to take the taluka as the unit for the survey meeting the Revenue Inspector Circle had, therefore, to be the unit. These Revenue Inspector Circles were quite sizable comprising about 40 to even 100 villages. Making the Revenue Inspector Circle as the unit of survey, though practicable, involved, again, a third revision and break-up of the villages already alphabetically listed. Even this break-up of Revenue Inspectors' Circles was not an easy matter, as the Patwari circle numbers given in the census had been altered considerably, and, therefore, did not tally with the Patwari circle numbers current during the survey. However, lists of Revenue Inspector Circle villages were obtained in advance from Revenue Inspectors through Tahsildars (hereafter called Mamlatdars) which helped to rearrange the villages of the taluka into Revenue Inspectors' Circles, within each Revenue Inspector Circle the villages being in alphabetical order, each village with combination numbers, one in serial sequence and the other the serial number as in the census.

Under these difficult conditions, the total number of villages in the taluka--without considering the hamlets discovered during the survey—do not always tally with the villages listed in the survey.

The Census Hand-Books of the Vidarbha Districts were the only ones which did not contain as frontispiece an outline map of the district showing the taluka boundaries.

Chanda District of Vidarbha comprising only five talukas is the biggest district in the New Bombay State. The area of Chanda, 9,312 square miles, is nearly equal to the area of the whole of France. The particular difficulties of this district can best be illustrated by the fact that two of the talukas have as many as 831 and 512 villages, excluding hamlets, a number equal to the number of villages in a fair-sized district. In spite of this colossal handicap of having to arrange the villages in a taluka alphabetically according to the Roman script by two revisions, it was thought unnecessary to re-split the villages so arranged into Revenue Inspector Circles. Though the Revenue Inspector Circle formed the unit of the survey in Chanda as in the other districts of Vidarbha, for purposes of documentation the taluka as a whole was used as the unit.

6·4·3 Census Hand-Books of 5 Districts of Marathawada

The 1951 District Census Hand-Book of each of the 5 Marathawada Districts, unlike those of all other districts of the State, is, perhaps, the best brought-out and most accurate Hand-Book in the State.

The frontispiece is a district outline map to scale 1" = 16 miles with the taluka boundaries marked therein. Again, preceding each Primary Census Abstract of a Tahsil (hereafter called taluka) is an

outline map of the taluka to scale 1" = 6 miles showing the boundaries of the Revenue Inspectors' Circles and in each Revenue Inspector Circle the villages, inhabited and deserted, marked with identifying numbers alongside them. These numbers run serially within each Revenue Inspector Circle by proximity of one village to the next. These numbers are the serial numbers used in listing of villages in the Primary Census Abstracts.

The list of villages is, therefore, by Revenue Inspectors' Circles, one group of villages following another, not alphabetically, but by the proximity of one village to the next within each group. Identifying of a village thus, is extremely easy as reference could always be made to the taluka map.

To fall in line with the survey procedure laid down for the whole of the State it necessitated arranging the villages in each of the Revenue Inspectors' Circles alphabetically within each Revenue Inspector Circle thus disturbing their physical sequence. This was made easy by the taluka map which served as a controlling reference. Hence, each of the villages bears a combination number, the first in serial sequence and the second the census serial number.

During the survey, the Revenue Inspector Circle was the unit for surveying but the taluka was the unit for documentation, the Revenue Inspectors' Circles recorded in alphabetical order within each taluka as in Vidarbha districts (except Chanda). All the villages, inhabited and deserted, being serially numbered the deserted had to be deducted from the total number to get the number of inhabited villages. Under some of the villages, the hamlets were also indicated by name with the prefixes (a), (b), ... though statistical data about them was not specified. The survey revealed that these were not the only hamlets as many more were "discovered" during the survey.

6·5 Thus the Primary Census Abstracts as recorded in the District Census Hand-Books formed the fundamental basis of the survey for the survey meeting as well as for documentation. The enumeration of all habitations, urban and rural, urban from Table A-I and rural from the Primary Census Abstracts, started off with the District Census Hand-Book as the starting point for the survey. Uniformity was maintained in documentation in all the districts of the State by making the taluka the unit, the 30 districts of old Bombay State and Saurashtra-Kutch recording the habitations alphabetically in each taluka while the 13 districts of Vidarbha-Marathawada recording them alphabetically in each Revenue Inspector Circle, the Revenue Inspectors' Circles themselves listed alphabetically within the taluka.

6·6 Topo-sheets

The other fundamental data which served as the base for the survey were the Survey of India topo-sheets covering whole of the State. A careful study of these reveals an almost realistic "walking tour"

INDEX
TO THE
TOPOGRAPHICAL MAPS
OF THE
STATE OF BOMBAY
1956

SCALE 0 32 64 96 128 MILES

REFERENCES:-
STATE BOUNDARY IS SHOWN THUS.....
DISTRICT " " " " .....

BANASKANTHA
MEHSANA
SABARKANTHA
PANCH MAHALS
KUTCH
GULF OF KUTCH
ZALAWAD
AHMADABAD
KAIRA
BARODA
HALAR
MADHYA SAURASHTRA
BROACH
SORATH
AMRELI
GOHILWAD
WEST KHANDESH
EAST KHANDESH
DANGS
SURAT
NASIK
GULF OF CAMBAY
AURANGABAD
BULDANA
AKOLA
AMRAOTI
YEOTMAL
NAGPUR
WARDHA
BHANDARA
CHANDA
DIST NANDED
PARBHANI
NANDED
THANA
AHMADNAGAR
POONA
KOLABA
OSMANABAD
NORTH SATARA
SHOLAPUR
SOUTH SATARA
RATNAGIRI
KOLHAPUR
GOA

over the whole of the State. In fact experience showed that more accurate and reliable data could be gathered from these sheets than from the actual survey of the districts through observation survey teams. For this survey, in particular, where "walking distances" and obstructions, if any, along "walking-paths" were essential, the topo-sheets were an ideal answer.

6·6·1 Unfortunately the sheets available to cover the whole of the State were not all of the same year of publication. Some sheets bore survey years 1871, some 1921 and some even 1945 and later. Another disparity was that some of the sheets supplied by Map Publications, Dehra Dun, were in black and white, some in colours, some in minute details and some with only general details.
Though most of the sheets were to scale 1" = 1 mile, there were a fairly good number that could only be had to the scale 1" = 2 miles.

1" = 1 mile : 934 : Single sheets : 15 M × 15 M.
1" = 1 mile : 103 : 15 M × 30 M or 27 M.
1" = 2 miles : 37 : Single sheets : 30 M × 30 M.

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6·6·2 The actual number of 1" = 1 mile sheets required to cover the whole of the State were : (*vide* Map on facing page).

CODE NUMBERS OF TOPO-SHEETS required to cover the whole of the New Bombay State (1" = 1 mile).

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Total.
40 ..																10	10
41 ..	10	2			16	14	10	3	16	16	16	6	16	16	16	4	158
45 ..				11													14
46 ..	16	16	15	7	13	16	16	16	3	8	15	16			9	16	182
47 ..	7	4			16	16	16	12	16	16	16	11	16	16	15	3	180
48 ..					5				4								9
55 ..			8	16			12	16			11	16			12	16	107
56 ..	16	16	9		16	13			11				11	1			93
64 ..			8	12													20
65 ..	13	4															17
Total ..	62	42	40	46	66	59	54	47	50	40	58	49	43	33	52	49	790

Of these 790 sheets there were some sheets common to 2, 3 and even 4 districts. Again, as all the sheets were not available in 1" = 1 mile scale and size 15 M × 15 M it necessitated securing at least 1,074 sheets of three categories to make up the 43 district lots. Inspite of having these large number of sheets, as some of them were 15 M × 27 M, narrow strips 3 M wide had to be got specially prepared by Public Works Department tracers in many of the districts where 15 M × 27 M sheets were used. Many of the sheets under index numbers 40, 41 and 47 were either restricted or semi-restricted.

6·6·3 The number of sheets required for each district and their scales and sizes are as under :

Topo-sheets required to cover each of the Districts of New Bombay State.

Serial No.	Code No.	District.	1 inch = 1 mile.	1 inch = 2 miles	1 inch = 1 mile (Double)	Total sheets.
1	2	3	4	5	6	7
1	GB : 1	Greater Bombay ...	2	.....	1	3
2	M : 2	Ahmednagar ...	40	.....	.....	40
3	M : 10	Dangs ...	8	.....	.....	8
4	M : 11	East Khandesh ...	27	.....	.....	27
5	M : 12	Kolaba ...	18	.....	1	19
6	M : 13	Kolhapur ...	23	.....	.....	23
7	M : 16	Nasik ...	33	.....	1	34
8	M : 17	North Satara ...	26	.....	.....	26
9	M : 20	Poona ...	33	.....	.....	33
10	M : 21	Ratnagiri ...	27	.....	4	31
11	M : 22	Sholapur ...	38	.....	.....	38
12	M : 23	South Satara ...	23	.....	.....	23
13	M : 24	Thana ...	23	.....	.....	23
14	M : 26	West Khandesh ...	33	.....	.....	33
		Total ...	354	.....	7	361
15	G : 28	Ahmedabad ...	20	.....	5	25
16	G : 29	Amreli ...	20	.....	3	23
17	G : 30	Banaskantha ...	14	1	8	23
18	G : 31	Baroda ...	15	.....	6	21
19	G : 32	Broach ...	18	.....	2	20
20	G : 35	Kaira ...	12	.....	6	18
21	G : 38	Mehsana ...	14	.....	10	24
22	G : 39	Panchmahals ...	18	.....	3	21
23	G : 40	Sabarkantha ...	13	.....	4	17
24	G : 42	Surat ...	29	.....	.....	29
		Total ...	173	1	47	221
25	M : 5	Aurangabad ...	27	4	.....	31
26	M : 7	Bhir ...	9	7	.....	16
27	M : 15	Nanded ...	17	6	.....	23
28	M : 18	Osmanabad ...	9	9	.....	18
29	M : 19	Parbhani ...	6	8	.....	14
		Total ...	68	34	.....	102
30	M : 3	Akola ...	24	1	.....	25
31	M : 4	Amravati ...	32	.....	.....	32
32	M : 6	Bhandara ...	25	.....	.....	25
33	M : 8	Buldana ...	29	.....	.....	29
34	M : 9	Chanda ...	43	1	4	48
35	M : 14	Nagpur ...	23	.....	.....	23
36	M : 25	Wardha ...	16	.....	.....	16
37	M : 27	Yeotmal ...	33	.....	.....	33
		Total ...	225	2	4	231
38	G : 33	Gohilwad ...	26	.....	3	29
39	G : 34	Halar ...	17	.....	6	23
40	G : 36	Kutch ...	11	.....	20	31
41	G : 37	Madhya Saurashtra ...	25	.....	3	28
42	G : 41	Sorath ...	18	.....	7	25
43	G : 43	Zalawad ...	17	.....	6	23
		Total ...	114	.....	45	159
		Grand Total ...	934	37	103	1,074

6·6·4 Even while securing the first set of sheets required for the field work of the survey, orders were placed for three copies of each sheet, in the first instance, as at least three full and complete sets had to be prepared for each district : one set for use during the survey and to remain with the district as record ; one set for the Ministry of Education, Government of India and one set for the records of the Directorate of Education. Though every care was taken to form correct district lots of topo-sheets the actual sheets required for each district could definitely be finalised during and at the end of the survey. Orders for the extra sheets required for the two additional sets were placed and the sheets obtained only when the final pattern of each district was definitely known. The two complete additional sets were ready by November-December 1957 and were then issued to the districts for duplication and triplication.

Special cloth-backed (on the inside), large-size envelopes were got prepared to preserve these district sets of maps. On the outside of these envelopes, besides specifications of the sheets, the outline of the whole district has been drawn indicating the taluka boundaries and adjoining talukas outside the district on all its sides. This facilitates quick selection of the correct topo-sheets required to cover a taluka and also helps to place the selected sheets in correct positions to form the taluka.

CHAPTER 7

THE PROCEDURE OF FIELD WORK

The Taluka Meeting

CHAPTER 7

THE PROCEDURE OF THE FIELD WORK

The Taluka Meeting

7·1 The fundamental documents which served as the starting point for the survey were : the 1951 District Census Hand-Books and the Topo-sheets. The Census Hand-Books gave the revenue villages with their serial numbers and population figures. The topo-sheets had a large number of habitations, Urban and Rural, marked on them, both by location and by name. Even co-ordinating these two documents would not have given the break-up of all the revenue villages into their hamlets. Other subsidiary sources had to be tapped for the primary purpose of enumerating and identifying all habitations be they villages, be they hamlets, be they deserted villages.

To co-ordinate the census list of villages and the topo-sheets every village in the census had to be searched for and found in the topo-sheets. When not found, these villages of the census had to be "solved" during the taluka meeting and located on the topo-sheets. Conversely, the names of villages found in the topo-sheets and not identified in the census list had also to be "solved" at the taluka meeting. These two types of villages, namely, (i) in the census but not in the topo-sheets and (ii) in the topo-sheets but not in the census, formed the very first two problems that had to be clarified at the taluka meeting. This was made possible by subsidiary but authentic data available from other sources.

7·2 Questionnaires were got printed in Marathi/Gujarati for issuing to village talatis and village school teachers. These questionnaires contained a variety of detailed heads and sub-heads under which information was called for from the village talatis and school teachers to substantiate, supplement and enlarge the available basic data of the census and the topo-sheets. These questionnaires aimed at collecting exact and exhaustive information regarding the village, its hamlets, if any, their population, the schools in the village or in the hamlets, the type of the school, the standards taught, the number of boys and girls in the different stages in the school, local and non-local pupils, the distances walked by the non-local pupils, and other essential particulars including statistical data.

*Each of these questionnaires was in the form of a six-page folder, a page of which contained an appeal to the talatis and the village school teachers asking them to co-operate in this national enterprise, and, as leaders of the village, to give correct and accurate information about the village on the items in the questionnaires. The questionnaires meant for the talatis were issued under the signatures of the Collector of the District and the Mamlatdar of the taluka concerned and were then distributed amongst the talatis of the talukas. The Revenue Department had issued a directive to all the Revenue Officials from the district to the village level to extend their fullest co-operation to the educational survey teams in this State project. The response from talatis, therefore, was, on the whole, enthusiastic.

In the 14 Marathi and 10 Gujarati Language districts of old Bombay State and the 6 districts of Saurashtra-Kutch the questionnaires meant for village school teachers were issued under the signature of the District Educational Inspectors and the Administrative Officers of the District School Boards and through the Taluka Masters reached every school even in the most remote corner of the districts. In the 8 districts of Vidarbha, the District Inspectors of Schools after signing these questionnaires passed them on to the Chief Executive Officers of the Janapads, the taluka officers, for their signatures and for further transmission to all the rural primary schools controlled by them. In the 5 districts of Marathawada, where most of the schools are Government, the questionnaires were signed first by the District Inspector of Schools and then by the Deputy Inspectors of Schools who distributed them to the schools in their respective taluka beats.

These questionnaires were issued to the talatis and the village school teachers 10-15 days in advance of the meeting called at the taluka Headquarters for collecting their contribution by way of detailed answers to the questions in the questionnaires. These questionnaires also contained a graph-lined pattern, the central square of which was indicated as "My Village", to a scale of one square in any direction being equal to one furlong. They were to mark on this pattern correct positions in correct directions of the villages and hamlets round about their village at distance of 2 to 2½ miles. This helped to fix each village or hamlet in its exact location in the constellation of habitations round about it.

At the taluka meeting attended by the talatis and the village school teachers, the questionnaires were collected, scrutinised, compared and discrepancies reconciled by bringing the talatis and the school teachers together before the topo-sheets. All hamlets and new habitations were indentified, located and fixed on the topo-sheets with reference to the questionnaires, the talatis and the village school teachers so that the enumeration and identification was reliable and accurate.

Vide Appendix B,

7·3 The other sources of reference used were a full District Map, 1" to 2 miles, Mazmuli maps of the Revenue Department, Halkabundi Registers and in some cases, lists of hamlets supplied by Mamlatdars or Revenue Inspector Circles.

Complete lists of all schools, Primary, Middle and High, with their standards, were obtained, taluka-wise, from each of the officers in administrative charge of these schools. The sources were :

	Primary/Middle	High
14 Marathi Language districts of old Bombay State.	Administrative Officers of District School Boards and Municipal School Boards and Education Officer, Bombay Municipal Schools Committee.	District Educational Inspectors.
10 Gujarati Language districts of old Bombay State.	Administrative Officers of District School Boards and Municipal School Boards.	District Educational Inspectors.
5 Districts of Saurashtra	Administrative Officers of District School Boards.	District Educational Inspectors, Officer on Special Duty (Education).
1 District of Kutch ...	Special Officer (Education), Kutch.	
8 Districts of Vidarbha...	Chief Executive Officers, Janapads District Inspectors and District Inspectresses of Schools.	Divisional Superintendents of Education, Inspectresses of Girl Schools and Regional Deputy Director of Education.
5 Districts of Marathawada.	Deputy Inspectors of Schools District Inspectors and Inspectresses of Girls' Schools.	Regional Deputy Director of Education

Before the meeting dispersed, the data collected from the various sources including that of the census and the topo-sheets were fully and satisfactorily co-ordinated and reconciled before taking up documentation that formed the next stage in the survey.

7·4 The Taluka Meeting was, in fact, the field work of the survey. Instead of going out into the countryside, village to village, hamlet to hamlet, walking the distances and noting the directions, the taluka meeting brought the countryside to the meeting room in the talatis and the village school teachers who could authoritatively supply all the data required by the survey. The topo-sheets played the most dominant role in this field work staged at the taluka meeting as it brought the topographical taluka to the meeting table.

As a general rule lists of hamlets were received from very few Mamlatdars. Where they were received, it was found that these referred to conditions as in 1951 during the census. But in a great many cases the Mamlatdars and Revenue Inspectors who attended the taluka meeting made out their own lists of hamlets and habitations as they were "discovered" in the survey. The survey began with its dependence on the Revenue Department, but the survey, in return, was helpful to the Revenue Department in supplying it with the latest data regarding hamlets and habitations as on 31st March 1957.

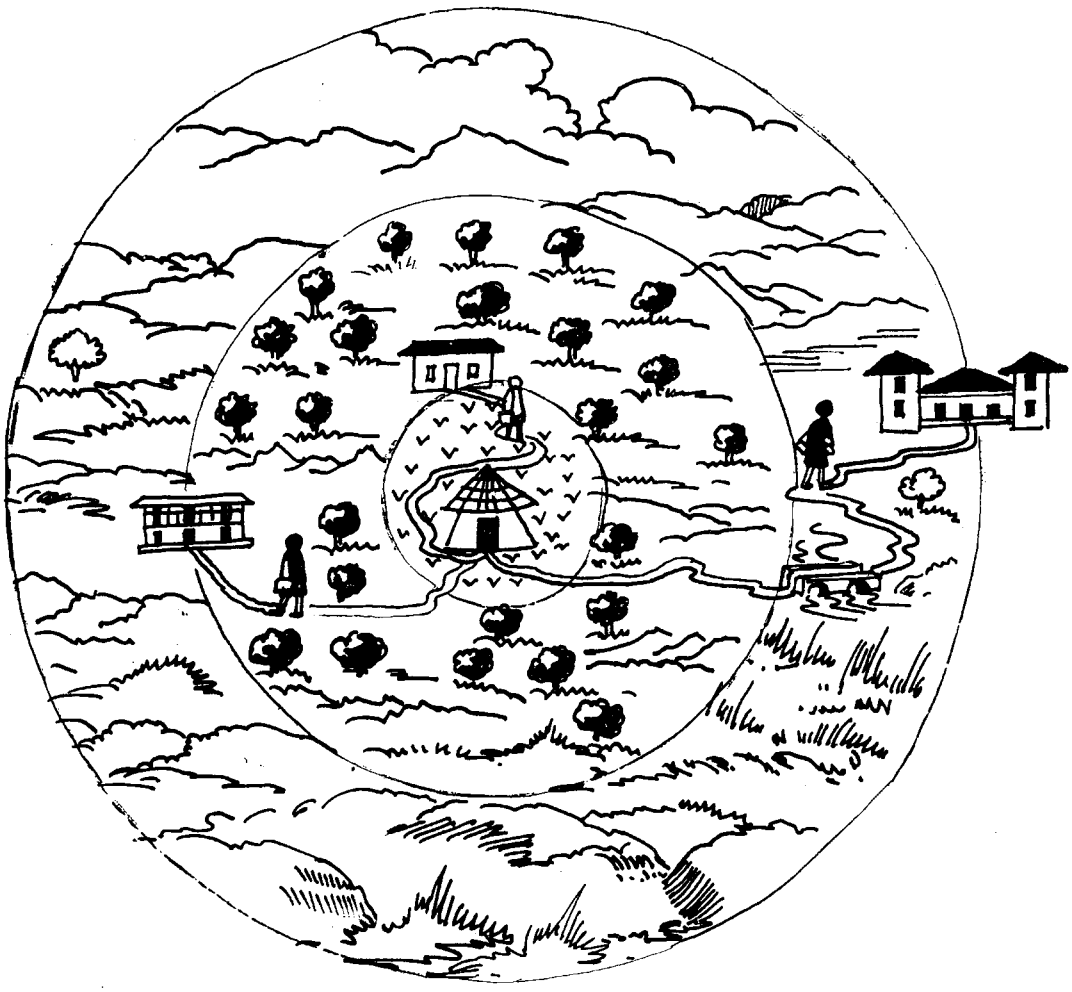
CHAPTER 8

TARGETS IN PLANNING

(G.C.P.) L-A Na 31—5

A Child Goes To School

— Walking Distance —



G.PZ.P.–Na 272–10–1959

CHAPTER 8
TARGETS IN PLANNING

8·1 The enumeration, identification and locating of habitations both by documentation in the Habitation Registers (Urban and Rural) and in the actual "mapping" of these habitations on the topo-sheets of the districts formed only the preparatory procedure for the educational part of the survey. These Registers and the maps now gave a complete list of population clusters, big or small, scattered about the districts. What this preparatory procedure achieved was "discovering" hamlets of existing villages and new habitations not accounted for or documented anywhere so far including the Census Hand-Books of 1951, and "fixing" them by location and population in relation to the neighbouring habitations.

This, in other words, was the fruit of the "field work" whereby the whole of the countryside was brought to the survey meeting table. In this first part of the survey the census village which formed the base of the survey as also the unit of educational administration so far was, for the first time, discarded and a new unit—the habitation—educationally established. With a complete and thorough list of these new units supplemented by detailed data about them, their population, their "walking" distances from each other, their exact location, the next stage of the survey, could now be taken in hand.

The educational part of the survey, therefore, would consist in identification and enumeration of all existing Primary, Middle and High Schools and de-limiting the school-areas served by them, as an initial step to further action. This would involve identification and enumeration of the present school-less habitations and their classification under the heads :

(i) those that ought to have their own schools ;

(ii) those that can go to schools located in other habitations ;

(iii) those very small pockets that may unfortunately remain, at least for the time being, without educational facilities.

8·2 Note had to be taken, first, of all the existing educational institutions as on 31st March 1957. The accepted stages in the educational ladder and adopted for the purposes of the survey are :

Primary Stage	...	Standards I to IV ;
Middle Stage	...	Standards V to VII ;
High School Stage	...	Standards VIII to XI.

(G.C.P.) L-A No 31—5a

While the Primary Stage has perforce to be widely diffused over the rural areas, the Middle Stage facilities have to be more restricted in their scatter and the High School facilities restricted to a still greater extent.

Taking into account every institution catering to each of these three stages, the existing institutions were marked with appropriate symbols (vide following Chapter) on the toposheets in the locations of the habitations containing them.

8·3 The distance target of a mile laid down by the Ministry happily coincided with the Rules in force in the districts of Old Bombay State where effective compulsion has been introduced. Firstly, the school-areas of the Primary Schools had to be fixed according to the Bombay Primary Education Act (1947) and Rules (1949), so that the feeder habitations to these existing Primary Schools were all within a mile's "walking" distance. The habitations not covered by such grouping had to be provided for either by proposing new schools to them or by tagging them to convenient and nearby Primary Schools to be proposed.

The Bombay Primary Education Act (1947) and Rules (1949) have been widely introduced and enforced in all the 24 districts of old Bombay State under phased and progressive schemes of expansion in recent years. Though the Act and the Rules have no legislative sanction to operate in the 19 new districts that have joined the 24 old districts to form the new Bombay State, as there are no similar Acts and Rules in effective operation in the 19 new districts of Vidarbha, Marathawada and Saurashtra-Kutch, for the purposes of this survey, Rule No. 89 of the "Bombay Primary Education Rules—1949" which states :

> "..... distance shall not ordinarily exceed one mile and may be different for different localities and may be less than a mile in the case of villages where communications are specially difficult throughout the year."

was accepted as the standard. Even in the 24 old districts of Bombay State schemes of compulsion were introduced on the basis of the 1951 Census. In the survey the "habitation" replaced the old unit of a census or revenue village and this necessitated, in many cases, the delimitation of the existing school-areas and re-grouping of habitations to reform more realistic and practical school-areas fully and more correctly to conform to Rule 89. The grouping of habitations to serve as feeders to existing primary schools under the "one mile walking distance" clause was carried out purely and solely on merits of population and distance and on the evidence of the finalised Rural Habitation Register and the topo-sheets. The grouping was to this extent theoretical but as the basis of the procedure was authentic and even realistic, its practicability was, therefore, assured. This was an essential and very important measure in the survey procedure—the optimum utilisation of all

existing primary educational facilities. Only after this had been achieved fully, could further steps be taken in the planning of similar educational provision to habitations left outside the scope of this first measure.

8·4 As progressive educational schemes of expansion have been implemented and even compulsion enforced in most rural areas of the 24 districts of Old Bombay State, and as under these schemes even villages with a population of 500 or less have been educationally provided for, the minimum population deserving of a Primary School, even a one-teacher school, was accepted at 300. Estimated at 13·88 per cent, this population would bring 40-42 of the 6-11 year-olds to school and on the basis of 40 pupils to a teacher, a school would be economically practicable.

8·5 The "walking distance" target of a mile and the population target of 300 formed the basic targets in providing the widest possible facilities at the Primary stage of education. These targets necessarily had to be low as at this stage the 6-11 year-olds had to be initiated into the habits of schooling with the least inconvenience and discomfort. With the background of school-going practice at this lower stage, for the higher age-group of children, these targets could be extended to higher levels for the Middle and High School stages of education.

Primary Stage

8·5·1 The essential and deciding criteria in educational provision at the Primary stage were thus :

(i) a minimum population of 300 to form a school-area ;

(ii) a maximum walking distance of one mile.

But in actual practice no rule of thumb could meet and solve the various complex situations arising in the planning and providing of these facilities. In amplification of these two main targets the following further specifications were applied at this stage :—

(1) Habitations with a minimum population of 300 to have a Primary School located in it *except* when

(2) there is a Primary School within a walking-distance of 4 furlongs from it.

(3) Primary Schools could be proposed for populations of 500 and more even if another school existed at a distance of 4 furlongs, but not less, from it.

(4) A Primary School could be proposed to a habitation with less than 300 population provided that within a mile's walking distance from it other habitations could, together with the home habitation, provide a school-area population of 300 or more.

(5) In exceptional cases and for very compelling reasons (hilly tracks, forest areas, etc.) the minimum population of 300 could be relaxed not to ignore so adversely placed habitations.

(6) Where there is no justification for proposing a Primary School according to the above, 2 habitations providing a total of at least 200 population and at a distance of 1½ to 5 miles may be proposed for Peripatetic-Teacher-Schools.

(7) In proposing Peripatetic-Teacher-Schools it would be advisable at each centre to tag other smaller habitations so that each centre becomes a group-centre providing larger number of pupils at the centre.

(8) Where group Peripatetic-Teacher-Centres are not possible, only then, Peripatetic-Teacher-Schools serving only 2 habitations may be proposed.

(9) Concerted efforts should be made to provide Primary educational facilities to almost all habitations in the rural area under one or the other of the specifications above. Habitations left completely out of Primary educational facilities should be kept within two to three per cent. of the total rural population. This percentage may be a little higher for very mountainous and densely forested areas.

(10) A habitation which comes within a "ring" of a mile from an urban area should be provided for by tagging it to the urban area unless on merits such a habitation deserves a school. All non-municipal areas with the breadth of about 4 furlongs round an urban area should be served by the urban area.

(11) The one-mile "walking-distance" limit may *in exceptional cases* be relaxed up to 1½ miles if otherwise a deserving habitation has to be left out of educational provision. The children of isolated habitations are by force of circumstances habituated to walking considerable distances. But this consideration should be used with the utmost discretion.

(12) Where possible facilities should also be provided across taluka and/or district boundaries if otherwise a habitation remains unprovided.

(13) Extreme care should be taken to estimate distances correctly by reference to topo-sheets, supplemented by information supplied by village talatis and the village-school teachers and their questionnaires.

Middle Stage

8·5·2 The directive in the Constitution specifies 6-14 as the years during which free and compulsory education should be enforced for the children of the nation. The achievement of this goal will necessarily have to pass through staggered stages, at least two, 6-11 being the first, the Primary stage, and, 11-14 the second, the Middle School

stage. In areas where the first stage is yet to be introduced it will be 4 to 5 years before the second stage becomes due. Besides, enforcement in the strictest sense of the term will take even a little longer at each of the two stages. In any case the implementation will perforce be staggered and spread over quite a number of years before the ultimate fulfilment of the directive in the Constitution. It will need the utmost concentration of the national energies and resources to reach this target during the Second and the Third Five Year Plans. It would, therefore, be a prudent measure to begin at the base, the Primary stage and diffuse this facility widely over the countryside to yield maximum returns in enrolment and attendance but at minimum or at least moderate cost. It will then take 4-5 years before children of 11 and above are ready to enter the next stage, the Middle School stage. The targets of population and distance can, therefore, be raised still higher to accommodate the lesser numbers, at least in the initial years, that will clamour for the Middle School facilities.

As children at the Primary Stage (6 to 11 years) are too young and too new to schooling, a walking-distance of a mile was suitable for enforcing compulsion though the ideal would have been to provide a school to each habitation, thus reducing all 'walking to school'. But, at the Middle Stage the children being older (11 to 14 years) and having been accustomed to walk to school and as also the numbers that would enter Middle Schools would normally be less than those entering Primary Schools, at least in the initial stages of compulsion, Middle Schools will have to be located in centrally situated habitations so that the Primary Schools round about them could act as their feeders. The targets of population and walking-distance can, therefore, be extended in the case of Middle Schools.

The target of population and walking distance can, at this stage, be raised to 1,500 and 3 miles respectively. Estimated at 7·05 per cent, this population would provide about 105-110 pupils in the age range 11-14 years so that a Middle school of 3 standards would definitely be a workable proposition involving a higher expenditure per capita at this stage.

The following specifications are in amplification of the main population distance targets of 1,500—3 miles :—

(1) A habitation with a population of 1,500 should normally be provided with a Middle School. This population requirement may, in exceptional cases, be relaxed up to 1,200.

(2) All habitations within a radius of 3 miles' walking-distance of a Middle School should be tagged on to it as feeders and the total population thus serving a Middle School should be 1,500 or more and the school-area about 28 square miles.

(3) A habitation with a population of less than 1,500 but, which can be served by other habitations in the neighbourhood making a total feeding population of about 1,500, should also be proposed a Middle School.

(4) When two Middle Schools are at a distance of less than 6 miles, their school-areas should be about 1,500 each and their areas shown separately.

(5) If a habitation falls within the school-area of a Middle School (3 miles' walking-distance radius i.e. about 28 square miles) and that habitation has not been provided with Primary educational facilities, then, the habitation is to be ignored from the school-area of the Middle school.

(6) If in a habitation there already exists an incomplete Middle School (up to Standard V or VI) and the habitation does not satisfy the distance-population target, then, such an incomplete Middle School should not be proposed for completion into a full-fledged Middle School, and should be recorded as being an incomplete Middle School even after Planning.

(7) The distance target may, however, be relaxed up to 4 miles in exceptional cases if a habitation deserving of provision otherwise gets left out.

(8) Avenues to use urban areas to the fullest extent should be explored when habitations are within the distance limits of such urban areas.

(9) Where possible provision should also be made available across taluka and/or district boundaries rather than leave a habitation unprovided.

8·5·3 High School stage

When educational facilities at the lower levels reach a stage of saturation or near saturation as a consequence of the State policy of expansion and compulsion as also of the conscious and awakened demand from rural areas, a stage will be reached when adequate provision even at a higher stage, the High School stage, will have to be met. Even if this stage is not to be the direct charge and reponsibility of the State in that the State is not committed to this obligation, the State cannot ignore the principle of providing equal opportunities to all irrespective, not only of birth, caste, creed or wealth, but even of accident of place of birth. It will, therefore, become necessary with the passing of years to provide, again in gradual stages, a net work of High Schools spread over the countryside to meet the growing needs of the educated generation aspiring for higher stages of learning.

Even the Directive Principle 45 does not contemplate enforcing compulsion for this stage (14 to 17 years) of education. However, so that schools may be wisely planned and suitably located to cover a wide rural area, targets were accepted in the planning and proposing of High Schools also. The children entering this stage being much older and having an urge for prosecuting studies at this higher level, the distance target could be relaxed even to a limit of 5 miles walking-distance.

The children of this age group will be the 14-17, 18 year-olds and the numbers seeking, admission into High Schools will be still fewer. At an estimation of 6·27 per cent, it will need a High School-Area population of about 5,000 to bring in, at full enrolment, about 300-320 scholars into these schools. The population-distance targets in the case of High Schools can, therefore, be accepted at 5,000—5 miles for the purpose of planning the location of new High schools.

(1) A habitation with a population of 5,000 should be proposed for a High School.

(2) All habitations within 5 miles' walking-distance of a High School should be considered as feeders to it and within its school-area. A High School school-area should be approximately 80 square miles.

(3) A habitation with a population of less than 5,000, but which can serve other habitations in the neighbourhood making a total feeding population of about 5,000 should also be proposed for a High School.

(4) When 2 High Schools are situated at a distance less than 10 miles' walking-distance from each other, each of them should be assured of a school-area population of about 5,000 and their school-areas should be shown separately.

(5) A habitation which falls within the school-area of a High School but which has not been provided with Middle School educational facility should not be taken into account in the school-area of the High School.

(6) If in a habitation there already exists an incomplete—High School (up to Standard IX or X) and the habitation does not satisfy the distance-population target, then, such an incomplete High School should not be proposed for completion into a full-fledged High School, and should be recorded as being an incomplete High School even After Planning.

(7) The distance target of 5 miles may in exceptional and deserving cases be relaxed with a view to providing this facility to a larger number of habitations which otherwise would remain unprovided.

(8) (*a*) Urban areas with High School provision should be fully exploited to provide the facility to all the habitations coming within the distance limits of the urban area;

(*b*) An Urban area not having High School provision should invariably be proposed a High School as its school-area would normally be over 5,000, the accepted population target.

(9) Wherever possible inter-taluka and inter-district facilities should be fully explored at this stage to provide this facility to the maximum.

The above specifications were uniformly applied in the planning part of the survey throughout the State. Targets and specifications, however definite and specific, cannot and do not answer and solve all situations. The District Survey Officers, therefore, were allowed to use their discretion in relaxing these specifications in situations which were compelling and at the same time deserving. Local conditions and other pertinent considerations which cannot always be recorded or documented have in many cases decided proposals and at a cursory glance the targets and specifications may, therefore, appear to have been overlooked or ignored.

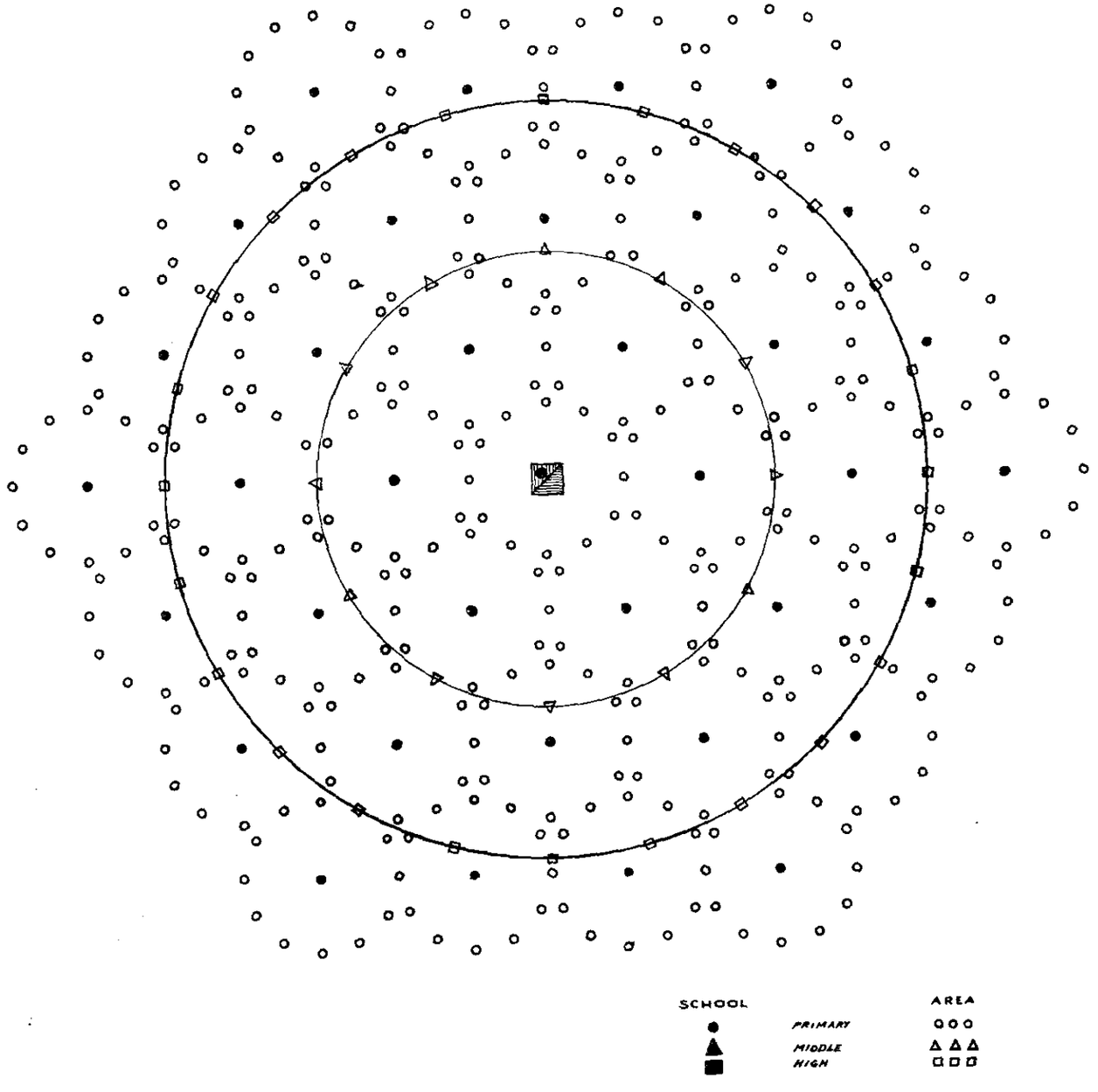
8·6 Facing the opening page of this Chapter is a pictorial representation of a child's "path" of view. The caption is: "A CHILD GOES TO SCHOOL—Walking Distance." The picture speaks for itself.

Article 45 of the Constitution is the educational vision of a resurgent New India. The Educational Survey of India is the first practical step towards translating that vision into a concrete reality. The educational "surveyor", therefore, had to have the tools of his professional assignment—the Census Hand-Books, the topo-sheets and the lenses. Tools alone could not accomplish the job without units and standards. The population-distance targets and their amplification are the units and the standards that formed the "know-how" of the job. But in applying these yardsticks the vision, however, was not lost sight of.

Facing this page is what, at a first glance, may appear to be a constellation of stars. It is the educational vision. "PATTERN in EDUCATIONAL PLANNING"—a mosaic of educational facilities—Primary, Middle and High.

The specifications detailed above are based on "Notes for the Guidance of Survey Officers" issued by the Ministry of Education. These have been amplified under sub-heads as further guidance to the District Survey Officers of the State.

PATTERN IN EDUCATIONAL PLANNING



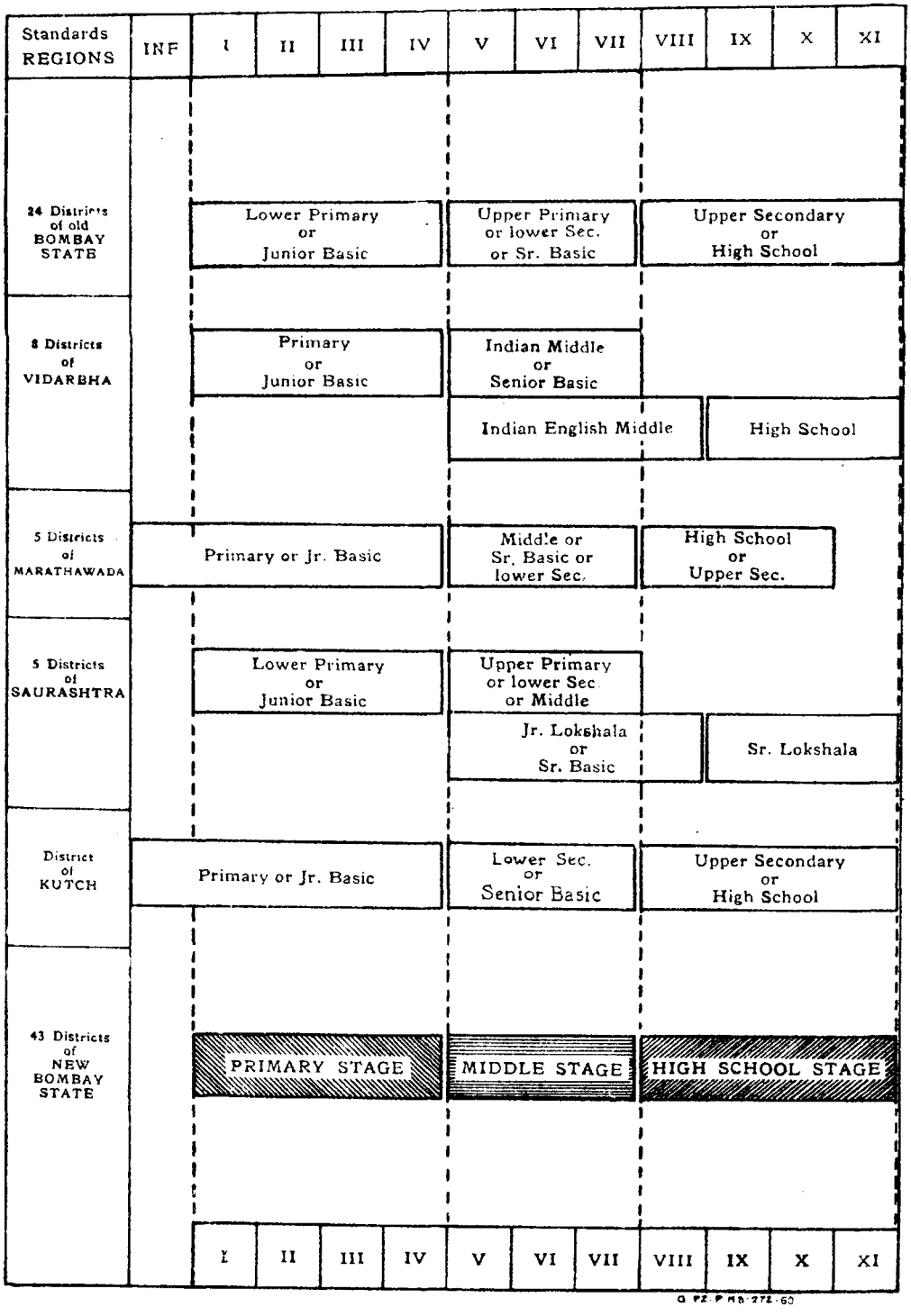
G.PZ.P. No. 272 - II - 1959.

CHAPTER 9

CLASSIFICATION OF SCHOOLS

— Stages and Standards —

STAGES and STANDARDS
IN THE REGIONS OF
NEW BOMBAY STATE
AS ON 31st. MARCH, 1957.



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CHAPTER 9

CLASSIFICATION OF SCHOOLS

— Stages and Standards —

9·1 The 19 new districts of Bombay State, viz., 8 districts of Vidarbha, 5 districts of Marathawada, 5 districts of Saurashtra and the district of Kutch brought with them their own administrative set up and educational patterns some of them quite different from those of the 24 districts of old Bombay State. While most of these districts had an educational ladder extending over a period of 11 years, almost identical with that of the districts of old Bombay State, some of them had a duration of 12 years of schooling from the lowest to the highest standards. These diversified stages and their standards had to be, for the purposes of the survey, demarcated into uniform stages so that the survey and its documentation could follow a uniform pattern and standard in its execution in all the 43 districts of the State.

9·1·1 24 Districts of Old Bombay State

(14 Marathi Language and 10 Gujarati Language districts of old Bombay State).

The school years in these districts begin with Standard I, the lowest of the Primary Stage, and, range up to Standard XI, the top standard of the High School stage. The accepted classification in these districts is :

Primary stage : Standards I—VII of which Standards I—IV are called the Lower Primary and Standards V—VII the Upper Primary.

Secondary stage : Standards V—XI of which Standards V—VII are termed the Lower Secondary and Standards VIII—XI Upper Secondary or High School.

There are no schools classified as Middle Schools though Standards V—VII of Primary Schools or of Secondary Schools form the Middle School stage. Again, schools with Standards V—VIII or even Standards V—IX are classified as Middle Schools as they do not have the highest Standards X and XI of the Secondary stage. In other words, all schools without the two highest Standards X and XI are

not classified as Secondary or as schools having the High School stage though in fact they do have one or two standards of the High School stage.

At the primary level the accepted pattern is Basic, with or without craft, and Junior Basic and Senior Basic correspond to lower and upper primary stages respectively. There are no independent units having Standards V—VII only, these standards being the extension of Standards I—IV. Most of these schools are to be found in towns and bigger villages the rest of the schools being lower primary of Standards I—IV. Mention may also be made of what is called a "Branch School" wherein a teacher from a main school holds sessions in a neighbouring village for the benefit of youngsters in Standards I and II. For higher standards the children are to go to the main school.

In urban areas the Secondary schools have Standards V—XI, most of them having the primary sections also, while in rural areas the secondary schools normally extend from Standards VIII—XI only. There is an integrated and, on the whole, co-ordinated course of studies throughout the school stages partly due to the fact that there are two public external examinations, one after completion of Standard VII called the Primary School Certificate Examination and the second at the end of the High School stage called the Secondary School Certificate Examination.

The medium of instruction throughout schooling is the mother-tongue of the child and English is taught from VIII standard upwards. The Higher Secondary stage leading to a three-year Degree course has not yet been introduced in these districts. The 11 years of schooling naturally fall into the three stages accepted in the survey, viz. :—

Primary stage	...	Standards I—IV	... 4 years.
Middle stage	...	Standards V—VII	... 3 years.
High School stage	...	Standards VIII—XI	... 4 years.

9·1·2 8 Marathi Language Districts of Vidarbha

The pattern of stages and standards is not without its anomalies in Vidarbha.

The Primary stage, Standards I—IV and of 4 years, is called the full primary course while schools with Standards I—III or less are termed 'lower primary'. This distinction arises from the fact that at the end of Standard IV there is a public examination held by the local authorties.

There is, however, a clear-cut Middle stage with a range V—VII as well as V—VIII making the Middle stage a duration of 3 or 4 years. Schools with V—VII are called "Indian Middle Schools". These

have no English in their course of studies and most of these are to be found in rural areas as extensions of the primary stage I—IV. Schools with Standards V—VIII are termed "Indian English Middle Schools" as English is a compulsory subject in these standards though the syllabus in all other subjects is identical with that of the Indian Middle School. These schools, again, are never in the isolated V—VIII stage but form the upper standards of I—VII or I—VIII schools. The Indian English Middle Schools are mostly situated in the urban areas and pupils from these can complete their education by going to High Schools while the Indian Middle Schools form a complete stage in themselves without leading to the High School. The Secondary schools, as in the districts of old Bombay State, range from Standards V—XI or from Standards VIII—XI, the High School stage being of 4 years. A very few of these, mostly in urban areas, have the Primary stage Standards I—IV attached to them.

The medium of instruction up to the High School stage is the mother-tongue and English is a compulsory subject from Standard V in Indian English Middle Schools and Secondary Schools having the Middle stage. On completing the High School stage, i.e. Standard XI, pupils appear for the public examination conducted by the Board of Secondary Education. Moves are, however, afoot to demarcate the High School stage into the Secondary stage of two years with Standards IX and X leading to a four-year degree course including the pre-University course of one year, and, the Higher Secondary of 3 years with Standards IX to XI leading to the three-year integrated degree course. Most of these Higher Secondary schools will be of the multipurpose type. At the Primary and the Middle stages some of the schools go under the names Junior Basic, Standards I—IV, and Senior Basic Standards V—VII, the latter being the Indian Middle School.

The stages of Education in Vidarbha are :—

Primary	...	Standards I to IV	... 4 years.
Middle	...	Standards V to VII or VIII	3 or 4 years.
High School	...	Standards IX to XI	... 3 years.

9·1·3 5 Marathi Language Districts of Marathawada

The 5 districts of this region begin their school stages with the infant class uniformly established all over these districts. The primary schools, whether Basic or non-Basic, have 5 years' duration, Infant and Standards I—IV of which infant and I—II are termed lower primary and III—IV upper primary. The Middle stage, however, is clear-cut comprising 3 years—Standards V—VII. These standards are the extension of the Primary stage ending at Standard IV. Due to peculiar circumstances under which Primary schools have grown up into Middle schools many of these are called Primary-*cum*-Middle schools, even when they have all the Standards

I—VII. Similarly the High Schools have expanded as extensions of Standard VII and most of these are termed Middle-*cum*-High Schools. The High School stage consists of only 3 years, Standards VIII—X, the only districts in the State having a three-year High School stage. It is not normal to find schools having only Standards V—VII or VIII—X as these invariably have lower stages attached to them. The new multipurpose schools that have started springing up, however, have Standards VIII—XI of 4 years' duration and are called Higher Secondary schools. All girls' High schools, however, begin with the Infant standard and provide complete facilities up to Standard X.

The medium of instruction is the mother-tongue in most of the schools though English is allowed during the transition period. Teaching of English commences in Standard V.

The stages in these districts though clear-cut are of :

5 years' Primary stage	...	Infant and Standards I—IV.
3 years' Middle stage	...	Standards V—VII.
3 years' High school stage	...	Standards VIII—X.

9·1·4 5 Gujarati Language Districts of Saurashtra

In the 5 districts of Saurashtra the primary stage stands out clear with Standards I—IV called Junior Basic. Basic is an accepted and prevalent pattern at this stage. At the Middle stage, however, there is diversity in that while schools with Standards V—VII are called Middle, schools with Standards V—VIII are called Senior Basic. The full basic course in this region is 8 years of Standards I—VIII. Again, schools having agricultural bias and with Standards V—VIII go in the name of Junior Lokshalas. The High School stage, however, is, again, clear-cut comprising Standards VIII—XI. This is mainly due to the fact that pupils of High Schools appeared for the Secondary School Certificate Examination of the Bombay State even before the States' re-organisation. Most of the High Schools have VIII—XI in the rural areas and V—XI in the urban. The agricultural biased High Schools are called Senior Lokshalas. In these districts schools not having the highest standard XI are usually called Middle schools even when they have the range V—X or VIII—X.

The medium of instruction through all the stages is the mother-tongue of the child and English is an optional subject from Standard VII.

The stages in these districts cover the Primary standards I—IV in 4 years, the Middle stage Standards V—VII or VIII in 3 or 4 years, the High School Standards VIII—XI in 4 years. The VIIIth Standard of the Senior Basic and Junior Lokshalas which are complete stages in themselves belong neither to the Middle nor to the High School

stage though the Shalant examination, equivalent to the Primary School Certificate examination, has its course covering. Standard VIII.

The Saurashtra pattern is :

Primary stage	...	Standards I—IV	... 4 years.
Middle stage	...	Standards V—VII or VIII	3 or 4 years.
High School stage	...	Standards VIII—XI	... 4 years.

9·1·5 District of Kutch

This northern-most district stands apart from all other districts of the State in that it follows, in general, the pattern of education of the districts of old Bombay State and yet has oddities of its own. The school ladder consists of 12 years. The lowest standard is the infant class and the highest Standard XI. The primary stage thus comprises 5 years—infant and Standards I—IV. These institutions have sprung up mainly due to private initiative and even today many of them remain unrecognised and un-aided.

Standards V—VII form the Middle stage and these are invariably attached to the Primary stage thus covering 8 years—infant to Standard VII These are called composite schools and a surprising thing to note is that this is the only district where many composite schools of 7 standards and 8 years are managed by a single teacher. The High School stage is of 4 years, Standards VIII—XI, and pupils from High schools have been appearing for the Secondary School Certificate Examination of Bombay State even before Kutch became a part of the new Bombay State. The pattern of education that is followed is that of the districts of old Bombay State.

The mother-tongue of the children is Kutchi, a dialect of Gujarati but having distinctly individual characteristics. The medium of instruction throughout the school years is Gujarati and the children find it fairly difficult to adjust to it especially at the Primary stage. English is taught from Standard VII upwards except in Girls' schools.

The stages in Kutch are :

Primary stage	Infant and Standards I—IV	5 years.
Middle stage	Standards V—VII	... 3 years.
High School stage	Standards VIII—XI	... 4 years.

9·2 The varying patterns in the school range as well as in the school stages prevalent in the different regions of Bombay State had to be modified to conform to a uniform pattern for the purposes of

the survey. The variations in the different stages modified and accepted for the survey purposes are as follows :—

Primary stage	Standards I—IV	...	6—11 years.
Middle stage	Standards V—VII	...	11—14 years.
High School stage	Standards VIII—XI	...	14—17 years.

In adopting the above classification of the stages mainly on the basis of standards than on actual age-groups mentioned above, the Infant standards current in Marathawada and Kutch had to be ignored rather than be considered as Standard I, this class being the first year of the Primary stage. Similarly High schools ending with Standard X in Marathawada and without Standard XI in other districts had to be considered as having the High School stage. Standard VIII of the Indian English Middle schools of Vidarbha because of its strategic importance in that it led to the High School stage, had to be considered under the High School stage. For the purposes of uniformity Standard VIII of the Senior Basic schools and Junior Lokshalas in Saurashtra had to be treated as a High school standard.

9·3 As a very rigid and uniform standard of classification had to be adopted during the survey, further amplification of the stages had to be specified to avoid dissimilarity in procedure in any of the districts of the State.

9·3·1 **Primary Stage: Standards I—IV**

The following were considered as Primary Schools :—

A school having—

(i) Standards I—IV.

(ii) Standards I—IV with an infant standard.

(iii) the lowest Standard or Standards of the Primary stage (beginning with Infant or Standard I), i.e., a school having Standard I, Standard I and II, or Standards I, II and III.

(iv) a branch school located in a habitation away from the main school even when the branch school remained administratively unrecorded as an independent unit and the teacher was on the establishment of the main school.

(v) a Peripatetic-Teacher-School centre though not a primary school in the strictest sense but a "home facility" was also considered as a Primary school.

No distinction was made between complete and incomplete primary schools as these latter necessarily had the lowest standard or standards and would ultimately grow up to Standard IV at least.

9·3·2 Middle Stage: 11-14 years: Standards V—VII

The following were treated as Middle Schools :—

1. Complete Middle Schools:

(i) A school having all the Middle Stage Standards V—VII.

(ii) A school having Standards V—VII in a I—VII School or in a V—XI (or less) School.

2. Incomplete Middle Schools:

A school having—

(i) Standard V or Standards V—VI.

(ii) Standard V in I—V school or Standards V—VI in a I—VI school.

3. Not a Middle School:

A school having—

(i) only Standard VI or Standards VI and VII as an independent school.

(ii) Standards VI—VII of VI—XI (or less) school.

(iii) Standard VII of a VII—XI (or less) school.

N.B.—(1) The lowest Standard V determined a Middle School, complete or incomplete ;

(2) A distinction was made between complete and incomplete Middle Schools, as a Middle School

(*a*) without the lowest standard may tend to be closed, standard by standard ;

(*b*) with the lowest standard may grow into a full-fledged Middle School.

9·3·3 High School Stage: 11-17 years: VIII—XI

The following came under High Schools :—

1. Complete High Schools:

A school having—

(i) all the High School Standards VIII—XI.

(ii) the highest standards without the lowest standards, i.e., schools with IX and X or IX—XI or X and XI.

(iii) all the standards except the highest was presumed to be a High School.

2. Incomplete High Schools:

A school having—

(i) Standard VIII or Standards VIII and IX.

(ii) Standard VIII of a V—VIII or a I—VIII school.

(iii) Standards VIII and IX of a V—IX or a I—IX school.

9·3·4 Stages in Combination

1. A Standards I—VII school was treated as having the two-stages Primary and Middle.
2. A Standards V—XI school was considered as having two stages Middle and High School.
3. A Standards I—XI school was considered to have all the three stages—Primary, Middle and High School.

Distinction was made between complete and incomplete schools at the Middle and High School stages, as, under the targets accepted for the survey, all incomplete Middle and High Schools would not necessarily satisfy the population-distances targets. Only those incomplete Middle and High Schools which satisfied the targets were proposed for completion as Middle and High schools (complete).

A school even without the highest standard, though incomplete, was presumed to be complete as it necessarily would acquire the highest standard in the following year(s).

9·3·5 Peripatetic-Teacher-Schools

These have two centres between which the teacher oscillates, the "teacher-school" meeting the children at the two centres separately, never simultaneously. At each centre there are usually never more than two standards. Though this is a primary educational facility, there is no school in the sense of a "primary school", even a one-teacher primary school.

9·4 The amplifications about the stages of education detailed above were discussed, decided and finalised at the seminars where the Survey Officers of all districts and from all regions of the State had assembled. Specific illustrative cases from each region were taken up and the pattern of these broken up into the stages as laid down by the Ministry of Education. The classification perforce had to be rigid so that a uniform and standard measure could be applied to all situations throughout the 43 districts of the State.

In Marathawada, the infant standard, though the first year of schooling, could not be treated as the Ist Standard and others in the school ladder upgraded by one standard making the top standard of the High School stage the XIth. Nor could the infant class of Kutch similarly be considered to upgrade the top class of the High School to the XIIth.

Standard VIII of the Indian English Middle Schools of Vidarbha was justly classified as a High School standard but the school itself a Middle School. This standard had strategic importance in that it determined and governed admission to a High School. For, passing out of this standard or an equivalent standard conferred eligibility to enter the High School stage of education.

CHAPTER 10

SYMBOLS FOR SCHOOLS

(and School-Areas)

CHAPTER 10

SYMBOLS FOR SCHOOLS

(and School-Areas)

10·1 The documentation of the survey had a two-fold aspect—of preparing documents such as the Rural Habitation Registers, School-Area Registers and other Tables of statistical data, and, of illustrating these documents on the topo-sheets that formed the basis of the survey. For example, the survey began with the field work which resulted in marking on the topo-sheets the habitations enumerated in the survey in their exact positions, and, then, listing them, their population, their distances and other data in the Rural Habitation Registers. The Rural Habitation Register and the topo-sheets were thus complementary documents, the topo-sheets "pictorially" illustrating what the Registers recorded.

Though the Rural Habitation Register contained all the habitations and all the data about them, it was ineffective to serve as the basis for the educational part of the survey. In fact this could only be done with the topo-sheets guiding and deciding the planning. It was only on the basis of the topo-sheets that habitations could be tagged to existing schools, new schools could be proposed, their school-areas formed.....To execute the planning part of the survey one "walked" over the topo-sheets with a magnifying lens, scrutinising habitations, assessing their population, their neighbourhood, the walking paths, the obstructions on the way and every situation appraised with reference to the data on the topo-sheets. This necessitated exploiting the topo-sheets to the fullest by marking on them all the existing schools of all stages and forming, judiciously and economically and yet practicably, their school-areas. Similarly, once the existing educational provision was used to its optimum utilisation, the creative part of the planning came in—where to propose new schools so that they could serve the widest area and the largest population. All this could only be done on the topo-sheets and only then recorded in registers and statements.

10·2 It was one of the directives of the Ministry of Education that green should be used for the "existing" and red for the "proposed". Besides the colours, symbols were also suggested : Circles, hollow or filled-in for Primary Schools ; Triangles, hollow or solid for

Middle Schools and Squares, hollow or inked-in for High Schools. These were accepted and followed in the symbolization of schools of the three types.

In Bombay, it was thought desirable to extend the symbols to cover all stages of the schools as they stood on 31st March 1957, complete or incomplete. For example, a school having Standards I-VI would normally receive a filled-in circle for Standards I-IV and a triangle about it to symbolize V-VI. This would not be strictly correct, as, firstly, the school is incomplete without Standard VII; secondly, the location of this particular school may be such that it would not satisfy the population-distance targets in which case it would be wrong to presume it to be a Middle School and suggest, by inference, its completion. Symbols had to be devised to cover this and other similar situations and the schools illustrated correctly to show their existing position.

10·3 The break-up of the symbols had to synchronise with the amplification of the stages of education treated in the previous chapter. The symbols were assigned on the following basis :

10·3·1 Primary School : Standards I-IV (or less)

Complete or incomplete would receive an inked circle or a big dot in the location of the habitation. Feeders to Primary Schools were indicated by a line joining the feeder to the school, an arrow-head pointing to the school.

10·3·2 Peripatetic-Teacher-Schools :

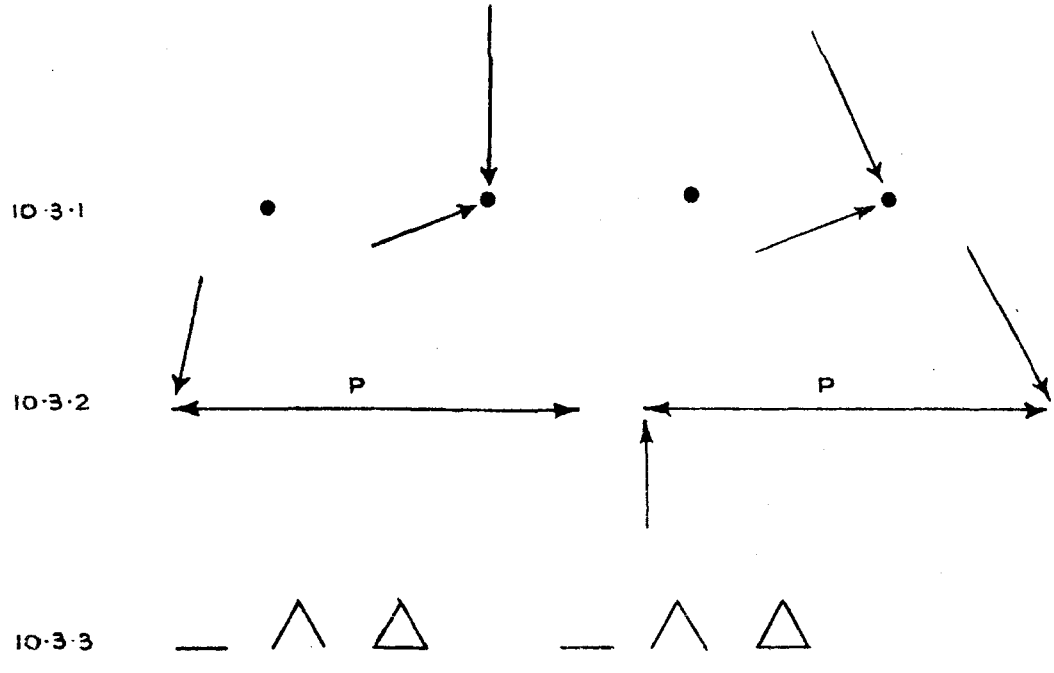
As these were strictly not schools but centres of instruction, no primary school symbol could be used. The two habitations, served by this facility, were joined by a line with arrow-heads at both ends and the letter " P " written on the line. Feeders, if any, were tagged to a centre by a line with an arrow-head.

10·3·3 Middle School : Standards V-VII :

The symbol was a triangle—a hollow triangle, i.e., a figure of three sides, and, each side could represent one standard so that Standard V only was denoted by a short line, Standards V-VI by an inverted " V " and Standards V-VII by the triangle.

10·3·4 High School : Standards VIII-XI :

Though a square has four sides and could represent the four standards of the High School stage, this would have unnecessarily increased the symbols at each habitation. For, normally in the location of a High School (VIII-XI) there would certainly be a Middle School (V-VII) and also a Primary School (I-IV). This would mean having three symbols, a square, a triangle and a big dot, at the same location. Instead of having a multiplicity of symbols at a location, composite symbols were devised thus :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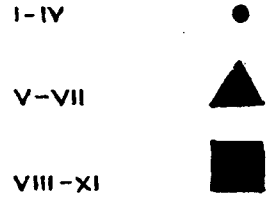
10·5·1



10·4 An inked circle would represent the Primary School. Circumscribing this would be a hollow triangle to illustrate Standards V-VII. The High School would have the four Standards VIII-XI. By the accepted definition regarding High Schools, a school with VIII or VIII and IX would be incomplete but would be complete with X and even without XI. On this basis VIII and IX would need one line to represent them and another to represent X or X and XI. Under this scheme, the triangle representing the Middle School could be completed by drawing two more sides to it to complete a square—one of the new sides indicating Standards VIII-IX and the other X or X and XI. If, however, a school had only Standards up to VIII or IX, then, only one side would be added to the triangle and the square left incomplete to show the incompleteness of the High School.

Again, though a square would indicate a High School, drawing its diagonal would form a composite symbol for a Middle School as well as a High School and placing an inked circle in one of the triangles formed by the diagonal would indicate the three stages I-IV (inked circle), V-VII (a triangle formed by the diagonal) and VIII-XI (the square itself).

Under this extended scheme of symbols, a complete or incomplete school could be correctly and completely illustrated with one composite symbol even when the school had a combination of stages all complete or the lower ones complete and the highest incomplete. This break-up of the symbols into their elements easily lent itself to a variety of fully representative composite symbols which could illustrate explicitly and clearly all the stages of education in all their completeness or incompleteness.

The following series of symbols was specified for "mapping" the schools and their school-areas in the topo-sheets during the survey.

10·5 The symbolization had necessarily to begin with "existing", that is, the symbols of all the existing schools of all stages had first to be "mapped" on the topo-sheets before any planning or proposals could be undertaken. The colour for the existing situation was "green". The following were the symbols for illustrating the existing data :

10·5·1 Existing (all in green)

Independent and separate stages:

Primary School ...	I—IV ...	A big dot or a small full circle or a small filled-in circle
Middle School ...	V—VII ...	A small full triangle or a small filled-in triangle
High School ...	VIII—XI ...	A small full square or a small filled-in square

Except for a Primary School, complete or incomplete, it would be rare indeed to find in a habitation a Middle School or a High School without the lower stage facility also. A habitation with a High School stage would necessarily have Middle School and Primary School facilities available, the lower ones complete even if the higher is incomplete. As such there would be need to illustrate combination of stages. Their symbols were :

10·5·2 Two or three stages in one :—

(i) Complete

I—VII ... A small thick dot in a triangle, i.e., a hollow triangle with a thick dot in it

V—XI ... A small hollow-square with a diagonal

I—XI ... A small hollow-square with a diagonal and a thick dot in one of the triangles

(ii) Incomplete

I—V ... A thick dot with a short line under it

I—VI ... A thick dot with an inverted "V" over it

Note.—No symbols were used for Standard V only or for Standards V-VI only as it would be extremely rare to find these standards in a habitation without I-IV. However, the following would be their symbols :

V only ... ... a short line

V—VI only. ... ... an inverted "V"

I—VIII / I—IX ... Incomplete square with three sides, with a diagonal and a thick dot in the triangle.

Note.—I-VIII or I-IX both being incomplete High School stages, the square is left incomplete.

I—X / I—XI ... A hollow square with a diagonal and a dot in one of the triangles.

Note.—The symbol is the same for I-X even in the absence of the highest standard as the school is presumed to be complete.

10·5·3 Peripatetic-Teacher-Schools :

These have no "dot" which symbolises a Primary School. The two centres are joined by a line with arrow-heads at the two ends of the line with the letter "P" written on the line.

10·6 After completely picturising the existing situation, the next stage would be planning. Planning, to be systematic, would fall into two stages : (1) of proposing completion of the existing incomplete schools at the Middle and High School stages, and enlarging the existing facility at Primary and Middle stages to the next higher stage if the population-distance targets were satisfied in both these cases ; (2) of making entirely new proposals by suggesting new schools at all stages under the population target specifications.

10·5·2·

i

I-VII

V-XI

I-XI

ii

I-V

I-VI

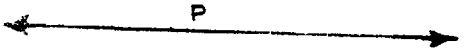
V ONLY

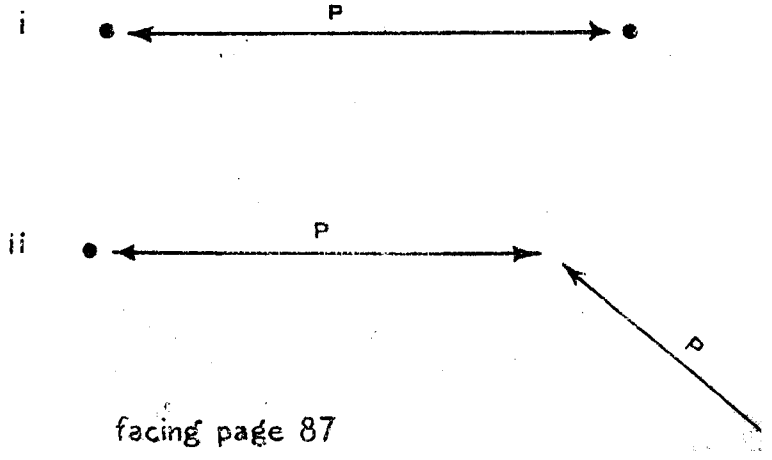
V-VI ONLY

I-VIII
I-IX

I-X
I-XI

10.5.3.





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10·7 The first part of planning would, therefore, involve in enlarging the existing green symbols into composite symbols by extensions in red. The extended facilities would naturally be complete stages as no incomplete stages were to be proposed though in actual implementation these proposed complete stages would pass through progressive stages of incompletion to a stage of completeness. The possible cases under this category are :

Under planning :	First stage	(Red extensions to existing green)	
Existing (in green)	Symbol	Proposed	Symbol (in red)
I-IV	Green dot	Middle School	Red triangle to circumscribe the green dot i.e. a red triangle about the green dot
I-V	A green dot with short green line under it.	Middle School	An inverted "V" in red to complete a triangle with the green line as the base and the green dot within the triangle
I-VI	A green dot with an inverted green "V" over it	Middle School	A red side completing the triangle with the green dot within it
V-VII	A green hollow triangle	High School	The green hollow triangle completed into a square with two red sides
V-VIII V-IX	An incomplete square with a diagonal	High School	The incomplete green square completed with a red side
I-VII	A green dot in a green hollow triangle	High School	The green hollow triangle completed into a square by two red sides
I-VIII I-IX	A hollow green incomplete square of three sides and a diagonal with a green dot in the triangle	High School	The square completed by a red side

Peripatetic-Teacher-Schools :

As green represents the existing and red the proposed, where both these colours appear the red would supersede the green.

(i) An existing Peripatetic-Teacher-School would be indicated by a line joining the two habitations with arrow-heads at the ends of the line and the letter "P" written on the line—all in green. If under planning the school is broken up and both centres given Primary Schools—red dots—then, these red dots would supersede the green line which will then only show the situation as it was.

(ii) If a Peripatetic-Teacher-School is broken and one or both the centres coupled with other habitations to form new Peripatetic-Teacher-Schools, then, the red lines indicating the proposal would supersede the green line or lines.

10·8 Enlarging the existing facilities, complete or incomplete, would lead to the second stage in planning. At this stage only new schools would be suggested at habitations having no existing facilities at all. The proposals would necessarily consist in suggesting mostly Primary Schools (red), a few Middle Schools (red) and fewer still High Schools (red). Primary Schools as a stage could be proposed but not Middle and High Schools independently but in combination of these—Primary and Middle or Primary, Middle and High. A situation in which only a Middle School has to be proposed would never arise nor a case where only a High School has to be proposed. For, without the lower facility the higher stage facility provided would be meaningless. If an existing lower stage facility is available and a higher stage has to be proposed, then, such a situation comes under stage one and has already been dealt with above.

The cases falling under this second stage are :

Under Planning—Second Stage (all in red).

Existing.	Proposed.	Symbol.
...	Primary school ...	A thick red dot
...	Primary and Middle schools	A red dot in a red hollow triangle
...	Primary, Middle and High Schools ...	A red hollow square with a red diagonal and a red dot in one of the triangles
...	Peripatetic — Teacher-School	A red line joining the two habitations with red arrow-heads at the two ends of the line and the letter "P" in red written on the line

Note.—1. No distinctive symbols were used to distinguish Girls' Schools from Boys' Schools.

2. Only one symbol was used for indicating more than one school of the same stage in a habitation.

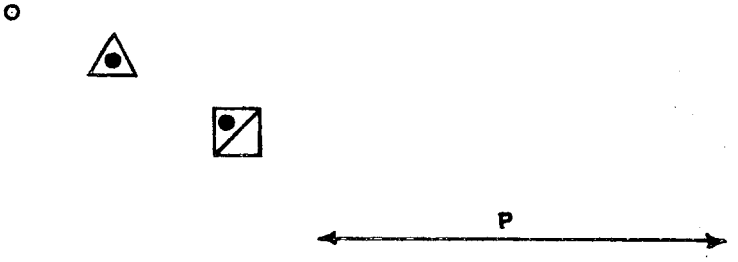
3. Purely residential schools had no distinguishing symbols. They were "mapped" on the toposheets but were not given a school-area.

10·9 School-Areas

"Mapping" schools, existing and proposed, of all stages was comparatively easy as the existing were known and the proposed were guided and even determined by the detailed specifications based on population-distance targets. But proposing schools when one had to scrutinise the neighbourhood and estimate the population and distances of habitations to apply the population-distance targets was not.

The next question was to determine the area, called school-area, served by each type of school. A school-area can be defined either as an actual area in square miles or an "area" of population served

10.8



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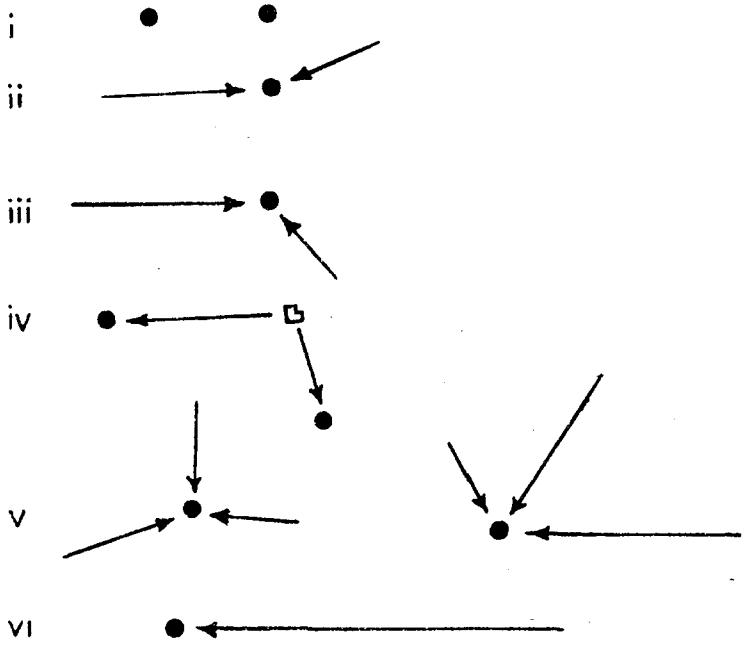

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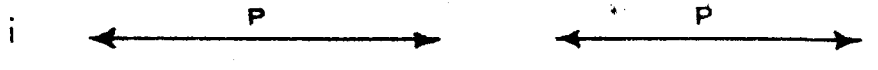

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by the school. Under the distance-targets, the School-Area of a Primary School would be the area of a circle with 1 inch radius i.e., about 3 square miles; of a Middle School the area of a circle of radius 3 miles, i.e., about 28 square miles and of a High School the area of a circle of radius 5 miles, i.e., about 80 square miles. Determining areas in square miles would be realistic and even correct if the land was even and one could walk in a straight line from a habitation to any other. As topography is never so plane the alternative was to consider the walking-path as the radius so that all habitations falling within a walking-distance of one mile, 3 miles and 5 miles would respectively form the school-areas of Primary, Middle and High Schools. The total population served by a school would then form its school-area expressed in population figures. Where habitations were beyond the distance-targets of a school, then, the school-area was the population of the habitation itself.

It was incumbent on the survey not only to specify the school-areas in figures of population but illustrate them on topo-sheets. School-areas were indicated on topo-sheets as below :

10·9·1 Of Primary Schools :

(i) The school-area of an independent school would be a dot only—green or red the symbol of the school itself.

(ii) The school-area of an *existing* Group Primary School was indicated by joining the school to the habitations served by it by green lines with green arrow-heads pointing to the school.

(iii) The school-area of a *proposed* Group Primary School was indicated by joining the school to the habitations served by it by red lines with red arrow-heads pointing to the school.

(iv) When a habitation was originally in the school-area of an existing school (green line with green arrow-head pointing to a green dot) and, in planning, was tagged to a newly proposed Primary School (red line with red arrow-head pointing to a red dot) the red line emanating from the habitation superseded the original green line.

(v) Existing Primary Schools would have only green lines leading to them and proposed Primary Schools would have only red lines leading to them.

(vi) A red line (proposed) leading to a green dot (existing Primary School) would signify that the distance-target was relaxed beyond one mile under planning.

10·9·2 Of Peripatetic-Teacher-Schools

(i) The school-area of the habitation at each centre would be indicated by the arrow-head line—green or red.

(ii) The school-area of a group centre would be indicated by the centre being joined to the feeder habitation with an arrow-head line, green or red, pointing to the centre.

(iii) No school-areas were distinctively indicated.

10·9·3 Of Middle Schools

The school-areas of all Middle Schools—existing (green) and proposed (red)—were indicated by closed curves drawn in green or red ink in continuous lines ; the distance of any point on the curve was 3 miles or less in the scale of the topo-sheet.

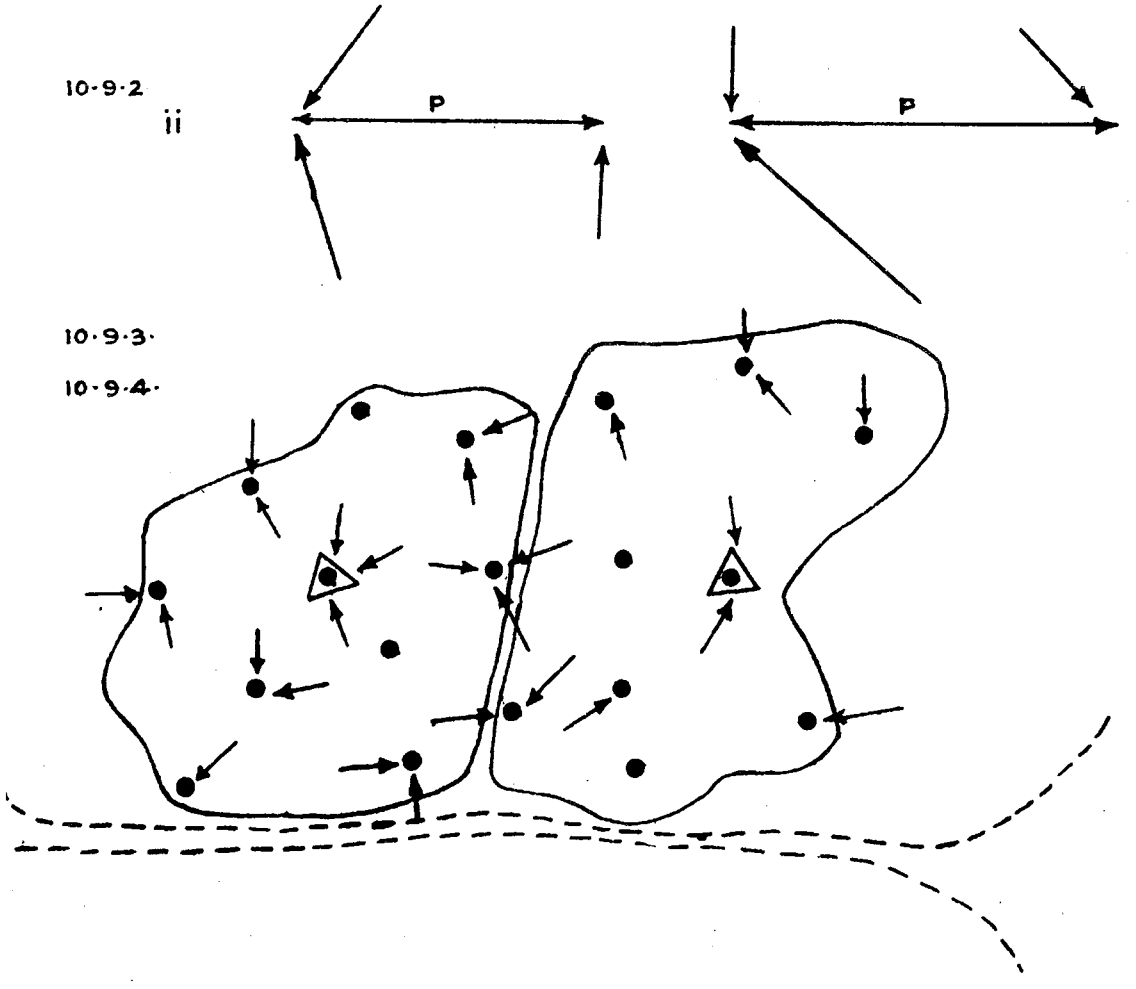
10·9·4 Of High Schools

The school-areas of all High Schools—existing (green) and proposed (red)—were indicated by closed curves drawn in green or red ink in broken or dotted lines ; the distance of any point on the curve was 5 miles or less in the scale of the topo-sheet.

10·10 In documentation of the schools in the registers, especially the Rural Habitation Registers, indications were given of the management of the schools of each stage by appropriate letters. This indication does not appear on the topo-sheets near the symbols of the schools. The letters used were :

D—District School Board
J—Janapad
G—Government
A—Aided
R—Recognised
LB—Local Board.

Symbolising of educational data on topo-sheets was, perhaps, the most exacting and tiring part of the survey procedure. It necessitated the use of the magnifying lens for long stretches of time followed by extremely careful and concentrated efforts to draw, neatly and yet strikingly, the innumerable symbols and combinations of symbols, in green, green/red and red. To carry out this work at far flung taluka town camps, often under inconvenient and difficult conditions, called for still greater effort.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CHAPTER 11

TALUKA DOCUMENTS

CHAPTER 11

TALUKA DOCUMENTS

11·1 The "Notes for the Guidance of Survey Officers" issued by the Ministry of Education specified all the forms* that were to be used in documentation of the Survey data at the taluka level. They were :

(i) Register of Habitations (Urban Areas)—Register No. I/A in Form No. 1/A.

(ii) Register of Habitations (Rural Areas)—Register No. I/B in Form No. 1/B.

(iii) Habitations With and Without schools (Arranged according to Population Slabs) in Form No. 2.

(iv) Habitations With and Without Educational Facilities in Form No. 3

Indicating the position

(*a*) As on 31st March 1957 called Form No. 3A and

(*b*) After Planning called Form No. 3B.

(v) Register of School-Areas (Rural)—Register No. II in Form No. 4.

(vi) Village Information Card

(*a*) for Village Officers—Form No. C/1

(*b*) for Village School Masters—Form No. C/2.

(vii) Secondary School Information Card (Rural)—Form No. C/3.

(viii) Areas served by High Schools (Rural)—Form No. 5.

(ix) Education in Urban Areas (as on 31st March 1957)—Form No. 6.

(x) Education in Rural Areas (as on 31st March 1957)—Form No. 7, sub-divided into :

Primary Stage called Form No. 7A
Middle Stage called Form No. 7B
High School Stage called Form No. 7C.

These were the forms specified for the use of the survey at the taluka level. Enough copies of these were issued by the Ministry

**Vide* Appendix B.

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of Education for use during the State Pilot and Practice surveys. Those actually required for the survey of the districts of the State were got printed in bulk much in advance of the survey.

11·1·1 The questionnaires for the village talatis and village school teachers were based on the specimens suggested by the Ministry but with additional and supplementary items on which information and data was collected. All the other forms used were identical with those laid down by the Ministry.

11·1·2 Form No. C/3—Secondary School Information Card (Rural)—was meant to be issued to all Rural Secondary Schools, complete or incomplete, with the standards beginning with V (or higher), and having some or all the High School standards VIII—XI. These were issued by the State Educational Survey Unit from Poona in April 1957 to all the districts of the State for collecting the primary data from all the rural High Schools. This data was to be consolidated later in Form No. 5.

11·1·3 Form No. 6—Education in Urban Areas—was issued simultaneously with Form No. C/3 to all the offices that administered or controlled education in urban areas. These agencies were many and varied in the different regions of the State.

24 Districts of Old Bombay State

	For stages.
Administrative Officers of Municipal School Boards	*Primary and Middle*
Administrative Officers of District School Boards	*Primary and Middle*
Education Officer, Municipal Schools Committee, Greater Bombay	*Primary and Middle*
District Educational Inspectors ...	*Middle (Lower Secondary) and High School*

8 Districts of Vidarbha

District Inspectors and Inspectresses of Schools	*Primary and Middle*
Divisional Superintendents of Education and Inspectress of Girls' Schools	*Middle and High School*

5 Districts of Marathawada

District Inspectors and Inspectress of Girls' Schools	*Primary and Middle*
Regional Deputy Director of Education	*Middle (Lower Secondary) and High School*

5 Districts of Saurashtra

Administrative Officers of District School Boards	*Primary and Middle*
District Educational Inspectors ...	*Middle and High School*

District Kutch

Special Officer (Education)	...	*Primary, Middle and High School*

11·1·4 Form No. 7—Education in Rural Areas—had 3 sub-divisions; 7A for Primary, 7B for Middle and 7C for High School stages of rural areas. As the data was to be collected from each and every rural school having any of the three stages of education, specimen forms (in English) were issued to all officers administering these stages for translation and re-issue of these in the language of the district to all the schools under them. The forms were issued in early July 1957 immediately on the reopening of the schools after the summer vacation. The Primary forms from each of the schools were to be collected by the officers through whom they were issued and then handed over to the District Survey Officers for consolidation. The following were the agencies that distributed and collected these primary forms :

24 Districts of Old Bombay State

	For stages
Administrative Officers of District and Municipal School Boards	*Primary and Middle*
District Educational Inspectors ...	*Middle (Lower Secondary) and High School*

8 Districts of Vidarbha

District Inspectors and District Inspectresses of Schools ...	*Primary and Middle*
Divisional Superintendents of Education and Inspectress of Girls' Schools	*Middle (Lower Secondary) and High School*

5 Districts of Marathawada

District Inspectors and Inspectress of Girls' Schools	*Primary and Middle*
Regional Deputy Director of Education	*Middle (Lower Secondary) and High School*

5 Districts of Saurashtra

Administrative Officers of District School Boards	*Primary and Middle*
District Educational Inspectors ..	*Middle (Lower Secondary) and High School*

District Kutch

Special Officer (Education)	...	*Primary, Middle and High School*

There was an inordinate delay in the collection of these primary forms 7A, 7B and 7C from the rural schools and with the very best of efforts the forms from a few schools were not received. From these primary forms (seven series) consolidations were made in Form No. 7 under the three categories A, B and C.

As the District Survey Officers were too busy with the actual field work of the survey immediately after the seminar, they were not loaded with the distribution and despatch work connected with the issue of Forms C/3, 6 and 7. They were only to collect and consolidate these later when they were free from the main survey work.

Forms C/3, 6 and 7 formed the means of consolidating the data of pertaining to existing schools of all stages for pupils in them, boys and girls. As the investigation of the rural area was to be more detailed and thorough the data collected in Forms C/3 and 7 was fuller : Pupils, boys—girls, local and non-local ; feeder habitations, area of floor space, number of teachers, male and female..... The data collected, consolidated and analysed is dealt with in a later section in this report.

11·2 The above forms and their consolidation did not form part of the field work of the survey. In the survey proper only Forms 1/A, 1/B, 2, 3 and 4 were used for recording all the information and data, under "Existing", "Proposals" and "After Planning". These were the minimum requirements laid down by the Ministry of Education. In Bombay State these requirements were supplemented by other subsidiary forms and statements so that the data compiled even at the taluka level would be fuller and more comprehensive. The main documents prepared as records of the survey of each taluka were :

1. Register of Habitations (Urban)—one for the whole district, in Form No. 1/A—Register No. I A. Register of Habitations (Rural) in Form No. 1/B—Register No. I B.
2. The "plotted" (with habitations) and "mapped" (with schools and school-areas) topo-sheets of the District.
3. Population-Slab Register or "Habitations With and Without Schools", Register in Form 2 called Slab Register.
4. "Habitations With and Without Educational Facilities" Form 3A—as on 31st March 1957, Form 3B—After Planning.
5. Register of School-Areas (Rural) in Form No. 4—Register No. II.
6. Statements : A—Characteristics of the taluka

   B—Area, population, density ..... Urban and Rural

   C—Educational Institutions by population slabs—Existing and After Planning (with increases or decreases).

7. Lists :

(i) Habitations without educational facilities (with population, nearest school and reasons)

(ii) Closing/Shifting of schools (giving reasons)

(iii) Proposed Primary Schools : Independent and Group (with population of home habitation and school-area population)

(iv) Proposed Peripatetic-Teacher-Schools and Closing of existing peripatetic-teacher-schools and alternative educational facilities provided (with population of Centres and school-area at each Centre)

(v) Proposed Middle Schools (with population of home habitation and school-area)

(vi) Proposed High Schools (with population of home habitation and school-area)

(vii) Lists of all schools—Primary, Middle and High —obtained from the offices in charge of these

(viii) Code Nos. and taluka pattern of topo-sheets covering the taluka.

As the District Report including the District Tables is a consolidation of these taluka documents, the following brief note on each of these taluka documents is appended.

11·2·1 *The Urban Habitation Register* in Form No. 1/A—Register No. I A—one for the whole district, enumerates, under slab-wise classification (*vide* Chapter 6, page 45), all the Urban areas (cities and towns) of the district, alphabetically in each slab, showing the break-up of these areas by wards with their population. The basis for this enumeration was Table A-V—Towns arranged Territorially—of the Census Hand Book. Note was taken in this Register of new townships, rural areas now prospered into townships as also townships that had reverted to rural characteristics.

The Rural Habitation Register in Form No. 1/B—Register No. 1 B—is a voluminous document prepared on the basis of one per taluka. This Register enumerates the Census list of villages (with the Census Serial numbers) in alphabetical order with break-up of the villages into their hamlets listed under them (alphabetically) with the split-up of the population of the original village. Each hamlet is assigned the population estimated from evidence collected during the survey meeting. The distances of the hamlets from the parent-villages, schools (all types) in them and their management are also indicated in the Register. After the main part of the Register, which strictly follows the Census list, subsidiary lists under (i) deserted villages as in the Census, (ii) new deserted villages, (iii) new villages and (iv) hamlets of towns are appended.

The most exacting work in connection with the Rural Habitation Register was to add the population figures of all the villages and hamlets and to match this total with the Census total under the Primary Census Abstract or with that in Table A-I. In recording the population of new villages or increases in population *plus* signs were used, and that of the newly deserted villages with *minus* signs. The same applied to the corresponding hamlets. As such the grand total of the population of the taluka or of the district gets recorded with plus and/or minus population figures together with the original district population as per Census.

The Rural Habitation Register thus finalised formed the document for planning educational facilities at all levels and was a reflection and counterpart of the topo-sheets which contained the same data pictorially.

11·2·2 *The Topo-sheets,* the other basic documents, were "plotted" with all habitations enumerated in the Rural Habitation Register with their population figures noted in pencil near them. The topo-sheets were, thus, a pictorial replica of the Rural Habitation Register.

In the four stages of mapping involved in the documentation of existing and proposed schools—Primary, Middle and High—classification of schools and symbols to represent them as detailed in Chapter 9 and 10 were used. The "mapping" also consisted in indicating the school-areas of all schools, existing and proposed, and, of all stages, Primary, Middle and High. The topo-sheets thus "plotted" and "mapped" served as a visible pictorial document both of habitations and educational facilities provided for them as a result of the survey.

11·2·3 *The Population-Slab Register* in Form No. 2 or "Habitations With and Without Schools" Register, though not a document in the strictest sense, is an extremely useful subsidiary document of the survey.

In this Register, habitations of the Rural Habitation Register were listed in alphabetical order but in their respective population-slabs (*vide* Chapter 6, page 45 and 46). The initial data of population, type of school in each habitation listed, repeated here from the data in the Rural Habitation Register. The Register comprised of 2 main divisions : "Existing—as on 31st March 1957" and the other "As it would be After Planning."

Under each division were three sub-heads :

Population of the habitations served

(i) by schools in it ;
(ii) by schools in the neighbouring habitations (with distances) and
(iii) by no schools.

Population of habitations with schools in them were entered under the first sub-head ; population of habitations served by existing schools under the second sub-head, and, population of habitations

not served by any school under the third sub-head. The habitations of the taluka and their population were thus classified on the basis of existing educational provision.

After new schools were proposed, all the habitations of the taluka and their population figures were again sub-divided under these three sub-heads, taking into consideration the existing as well as the proposed schools.

This documentation, therefore, covered all the taluka habitations and their population for Primary educational facilities, Before and After Planning.

The Slab-Register in itself has no significance unless the sub-divisions in the Register are consolidated to reveal meaning and substance.

11·2·4 "*Habitations With and Without* Educational Facilities" in Form No. 3, Form 3A—as on 31st March 1957, and, Form 3B—as After Planning, consolidates slab-wise the data of the Slab Register. In these forms under each slab the habitations and their population are classified under 3 sub-heads : with schools in them, with schools in the neighbouring habitations and without any schools in the vicinity, corresponding to the sub-heads in the Slab-Register. Under each slab and under each of the three sub-heads (and the totals) percentages are taken to indicate the percentage of each type of facility in each Slab and in the total—home, neighbouring and without.

These two Forms not only indicate the density and scatter of educational facilities provided to habitations and their population under the three sub-heads (schools in them, schools accessible and schools inaccessible) but are also a helpful index for administering and implementing staggered schemes of Primary education. Since the population-slabs below 500 are split-up with differences of 100, the educational position with regard to habitations and their population of any required population-slab becomes visibly clear.

Of all the taluka documents Forms 3A and 3B are, perhaps, the most important and the most significant.

11·2·5 *Register of School-Areas (Rural)* in Form No. 4—Register No. II—is the second important document of the survey which records complete data concerning habitations with schools—Existing and Proposed—and habitations served by them. Subsidiary information on account of Middle Schools and their feeders as well as High Schools and their feeders is also recorded in this Register.

The School-Area Register, primarily records, in detail, habitations of a taluka which contain Primary Schools, Boys and/or Girls, alphabetically and the habitations served by these schools. Population of the home habitations as well as the feeding habitations are also recorded with the distances of the feeders from the schools.

The Register also includes proposed Primary Schools and their feeders. The types of schools, Independent, Group and Peripatetic, are also recorded. As one runs an eye along the pages of this Register one passes from school-area to school-area of all Primary Schools covered by the Survey.

This Register incorporates particulars of Existing and Proposed Middle Schools, their locations, their feeders and the distances of the feeders from the schools. Similar particulars are also incorporated about High Schools.

Since the School-Area Register is primarily a Register of Primary School-Areas habitations, unfortunately not provided with this facility do not receive mention in it. Since such habitations have no Primary facilities, they automatically get left out from Middle School and High School provision in the Register though they may fall within their school-areas.

The educational facilities offered by towns to rural habitations provided at inter-taluka level and even at inter-district level are also recorded in this Register suitably.

If the Rural Habitation Register served as the fundamental basis for the educational part of the survey, the School-Area Register is the fundamental document produced by the survey. It gains its importance from the fact that it can serve as the blue-print for enforcing compulsion at the primary level even in the schools existing at present as also in helping to implement future schemes of expansion to cover more rural areas by opening new schools under progressive targets.

11·2·6 Statements:

As subsidiary to the documents described above and binding on the survey, three Statements were specified for each Taluka.

A : *Characteristics of the Taluka*—is a statement which describes briefly the chief geographical and other features of the taluka.

B : *Area, Population, Density.....Urban and Rural*—is a statement which gives statistical data about Urban and Rural areas under the heads—Area, Population, Number of villages, Density of population .....

C : is a detailed statement giving Slab-wise (Slab 5,000 and above to Slab Below 100), all the educational institutions at the Primary, Middle and High School stages. Institutions are recorded in this statement under the heads : Independent, Group and Peripatetic-Teacher-Schools at the Primary stage : complete and incomplete Middle Schools, and, incomplete and complete High Schools, under the two main heads : EXISTING and AFTER PLANNING, increases (decreases, if any) being indicated within brackets.

This Statement at a glance, gives the provision of educational facilities by numbers in the different slabs of population.

11·2·7 Lists :

Eight lists were specified for inclusion in the Taluka documents. They are :

(i) *Habitations without Educational facilities* :— This is an enumeration of habitations which could not be provided with primary educational facilities and hence got left out from all educational facilities at all levels. The list gives information on the heads : Rural Habitation Register Number, name of habitation, its population, distance from the nearest school and reasons for being unprovided.

(ii) Closing/Shifting of Schools :—Schools proposed to be closed or shifted are given in this list with reasons for such recommendation.

(iii) *Proposed Primary Schools.*—The schools proposed include Independent and Group Schools and to distinguish them, the population of the home-habitation as also of the school-area are recorded.

(iv) *Proposed Peripatetic-Teacher-Schools and Existing Peripatetic-Teacher-Schools broken and alternative educational facilities provided.*—The proposed Peripatetic-Teacher-Schools may be entirely new schools or may be new proposals for old centres. These are listed under two sections to indicate the new from the old.

(v) *Proposed Middle Schools.*—This lists Proposed Middle Schools with the population of the home-habitations and the school-area population.

(vi) *Proposed High Schools.*—This is a list similar to the list of proposed Middle Schools.

(vii) Contains lists of schools supplied by Offices in charge of the administration and control of Primary, Middle and High Schools in the taluka.

(viii) Is really the Taluka pattern of the Code numbers of the topo-sheets covering the whole of the taluka. The boundary of the taluka is also marked so that the sheets required to cover the taluka can be easily identified. Since the topo-sheets for the district are many, List No. VIII helps to select the appropriate sheets for each of the talukas.

The topo-sheets of the taluka, the three Registers I, Slab and II, the 3 statements, A, B and C, and the 8 lists formed the comprehensive documents of the survey of the taluka. Of these Register I and the reflection of the data in this register in the topo-sheets formed the

data collected at the taluka survey meeting while all the others were the result of educational planning on this data. The documentation, in particular, the Slab Register, Form 3A-3B and Register No. II, tended to be highly technical involving statistical compilation and balancing of figures for consistency in all the Registers and Forms.

These documents were made-up into four Booklets :

Booklet 1 : Register No. IA and IB

2 : Slab Register and Form 3A-3B

3 : Register No. II

4 : 3 Statements and 8 Lists.

CHAPTER 12

STAGES OF WORK

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STAGES OF WORK

12·1 The Taluka documents enumerated and described in the previous Chapter were the outcome of a hard and exacting field work carried out to schedule as laid down in advance for each of the districts. It would not, therefore, be out of place to narrate briefly the different stages of work that ultimately culminated in these taluka documents. It would not be an exaggeration to say that the survey of the first taluka of the district began even before the District Officers were trained for it. From Nasik/Surat the talatis' and village-teachers' questionnaires were filled in and posted to the District Headquarters, the first lot to the Collector and the second to the Educational Inspector/District Inspector of Schools for their countersignatures and for despatching them to the talatis and village teachers through their subordinates. These reached the remotest village of the district taluka 10-12 days before the scheduled date of the meeting 7 May/22 May.

ON REACHING THE DISTRICT HEADQUARTERS after the Seminar a number of pressing duties had to be carried out. The District Inspector/Superintendent of Land Records with his assistants was waiting to mark the Taluka/Revenue Inspector Circle boundaries on the topo-sheets of the district. The thousands of talatis' and village-teachers' questionnaires for all the remaining talukas had to be filled in, and, in lots, sent to the Revenue and Educational Officers for countersignatures and despatch to the different talukas and from thence to the villages neither too early nor too late. Lists of all schools—Primary, Middle and High—had to be collected from the different offices which were responsible for their administration. Rough drafts of the Rural Habitation Register and Slab Register in the sequence of the Census list with population figures had to be prepared for all the talukas of the district. Contacts had to be established through correspondence with the Mamlatdars about the meetings, with the Public Works Department for Dak Bungalows, with the Taluka Masters, Chief Executive Officers of Janapads and others, directly and indirectly connected with the survey of the talukas. The Urban Habitation Register of the district was also prepared at this stage.

12·2 BEFORE THE MEETING a careful and thorough study of the topo-sheets covering the taluka was the most important task in hand. The Census villages had to be identified in the sheets and the unidentified villages listed. The habitations marked on the topo-sheets had to be accounted for and, if not, listed. These formed the starting

problems to be clarified at the meeting. The rough draft documents, Rural Habitation Register and the Slab Register of the taluka, had to be checked and kept in readiness.

12 3 AT THE MEETING the survey followed, in general, the pattern of the first as described in Chapter 7. The enumeration, identification and the locating of all the habitations in the taluka was done by collecting the talati and teacher questionnaires and by scrutinising and comparing them. By questioning and cross-questioning with reference to the topo-sheets locations of all habitations were identified and fixed. Walking-distances between habitations and their present population were also estimated at the meeting. Detailed and useful notes were taken down of the evidence collected during the meeting to help documentation that was to follow.

12 4 IMMEDIATELY AFTER THE MEETING the Rural Habitation Register had to be taken in hand. This had to be careful but thorough work. When all the habitations of the taluka had been incorporated in the rough draft Rural Habitation Register it became the fundamental basis for the educational part of the survey.

The topo-sheets had now to be made representative of the Rural Habitation Register. Habitations were neatly marked, their names written and their population entered in pencil near them. The topo-sheets were now a pictorial replica of the Rural Habitation Register. Work on the toposheets involved continuous use of the magnifying lens without which the topo-sheet could not be easily read.

12·5 With the field work of the survey completed and documented both in the Rural Habitations Register and the topo-sheets, the educational planning part of the survey could now be taken in hand. The documentation of the planning part involved many stages, each time-consuming and exacting. The stages and operations as laid down had to be gone through, one by one, in the correct sequence if documentation was to be correct and consistent.

12·5·1 MAPPING—1st stage—was the next step. With the Rural Habitation Register on the left, the lists of schools on the right, the topo-sheets in front, the green-ink pen in the right hand and the lens in the left, all the existing Primary schools were "mapped" and their school-areas formed. Transparent plastic discs of 1" radius were constantly used to guide in forming schools-areas. The topo-sheets were thus covered for the whole taluka. All school-areas had to be first drawn in pencil and then finalised in ink as they had to be adjusted continually.

12·5·2 Then, the Slab Register had to be taken in hand. Population figures of habitations with schools in them, with schools in the neighbourhood (with distances) and without schools in the neighbourhood had to be carefully and correctly entered with reference to the topo-sheets, going over them inch by inch. The taking of totals slab-wise for columns 7, 8 and 10 was perhaps the hardest part of the job. Worse was to tally their totals with that of column 3.

12·5·3 FORM 3 A—Habitations With and Without Educational Facilities—as on 31st March 1957—was the next stage. This was an ingenious form which gave statistically a picture of the educational profile of

the taluka. Habitations, their population and the population percentages under each slab from "5,000 and above" to "below 100" were recorded in this Form. The most significant figure in this Form was that along row 9 and under column 13—percentage of population of the taluka without educational facilities under existing educational provision. The crux of the survey lay in lowering of this percentage to the minimum possible, within 2-3 per cent. except in areas physically and geographically beyond human control.

12·5·4 MAPPING—2nd stage—was concerned with planning of new Primary Schools. Habitations with 300 or more population received a red dot except when they were too close to each other. As one went on using the plastic disc new school-areas were formed. Small habitations with scanty population which could not be provided with Independent Schools and could not be grouped with nearby schools had to be provided, if practicable, with the last resort in educational provision—Peripatetic-Teacher facility. When even desperate efforts failed to provide for the far scattered tiny habitations, these were underlined in red and a cross put over them to indicate their exclusion from educational benefits.

12·5·5 Back to the Slab Register with the new face of the topo-sheet, green and red, existing and proposed schools and their school-areas, columns 11, 12, 13 and 14 were filled in, slab by slab. The second part of the Slab Register was completed by taking totals and checking them.

12·5·6 Then came FORM 3 B—Habitations With and Without Educational Facilities—After Planning. This was a Form similar to Form 3 A but referred to the educational situation After Planning. Form 3B gave the epitomised picture of the results of the survey. It gave at a glance the habitations, their population and the population percentage, slab by slab, from 5,000 and above to below 100, of those with schools in them, with schools in the neighbourhood and without schools in the vicinity. The percentage figure under column 13 and along row 9 was the most significant in this Form. This was the percentage of the taluka population unprovided with educational facilities.

12·5·7 THE REGISTER OF SCHOOL-AREAS was the next stage. Habitations with Primary Schools, existing and proposed, Independent, Group or Peripatetic-Teacher, were listed alphabetically with their feeders and their population and the distances of the feeders. The School-Area Register was a documentary replica of the completed map of the taluka.

12·5·8 MAPPING—3rd stage—of Middle Schools, existing and proposed, and, forming their school-area was the next stage. With the targets in view (*vide* Chapter 8) school-areas of all existing schools were formed and new Middle Schools proposed and their areas formed. Lists had to be prepared of all the Middle Schools, their feeders, the population of the home-habitations and the feeders and the distances of the feeders from their schools.

In the Register of School-Areas entries had to be made of the Rural Habitation Register numbers of the habitations with Middle Schools and their feeders in appropriate columns.

12·5·9 MAPPING—4th stage—High Schools, existing and proposed, and, their school-areas. The procedure was the same as for Middle Schools, High Schools were fewer but their feeders were more and so were their distances. Longer lists of feeders, with their population and their distances. All these had to be recorded in the School-Area Register. The School-Area Register now recorded schools of all stages and of all types and their school-areas too. Rural habitations served by towns, habitations served at inter-taluka level and even inter-district level were also suitably recorded.

12·5·10 One column in the Rural Habitation Register had yet to be filled in—column 9—School-Area Number. With the School-Area Register complete, against each habitation in the Rural Habitation Register the corresponding School-Area Number from the School-Area Register had to be entered. The Rural Habitation Register was now truly and fully complete.

12·5·11 A last few tasks remained—Statements A, B and C and Lists No. 1 to No. 8. These were all prepared with reference to the Rural Habitation Register, the Slab-Register, the School-Area Register and the topo-sheets.

12·6 These were many jobs and each called for accuracy and thoroughness. Most of the work was figure-work and one had to be accurate and exact. To complete all jobs during field work and within the scheduled time allowed to each taluka was very nearly impossible. Tasks remained in arrears, sometimes few, sometimes many. But they all tended to delay the finalisation of documents to the standard of accuracy and thoroughness demanded by the requirements of the survey.

The Survey Headquarters at Poona had clamped on the District Survey Officers a DISTRICT PROGRESS REPORT to be posted on the evening of each survey meeting at the Taluka Headquarters. This was a simple Report to fill in, but it demanded completion of most of the jobs enumerated above. It was both a Progress Report and a self-correction guide. It was a questionnaire with most of the questions of the "Yes—No" type. As they filled it with appropriate figures and with "Yes" and "No", they saw their own mistakes and carefully re-checked the documents and corrected the mistakes. As they went along they knew where they were wrong, how they were wrong and why they were wrong. They could thus guide, supervise and correct themselves as they progressed.

Those who scrupulously adhered to the rigorous discipline set for the work completed their jobs in each taluka before they moved out to the next. To pile up arrears was dangerous as it accumulated in volume and one would take much more time later than when the data was fresh and references and information readily available at the taluka headquarters.

Those who started well and stuck to the rigorous schedule ended well; those who slackened and, therefore, lagged behind had a hard time catching up with the arrears.

CHAPTER 13

SUPERVISION AND GUIDANCE

(G.C.P.) L-A Na 31—8

CHAPTER 13

SUPERVISION AND GUIDANCE

13·1 The two State Seminars, the two Pilot-Surveys, one of Nasik taluka and the other of Chorasi taluka, conducted co-operatively by the District Survey Officers under training and the independent Surveys of the 12 and 17 other talukas of the Pilot-Survey Districts were all aimed at acquainting the Survey Officers and the Supervisory Assistants with the survey techniques as also to give them practical experience in actually conducting taluka surveys before they embarked on their own. The model documents prepared by them were to serve them for reference and even guidance. A uniformity of approach, a rigorous sequence of procedure and a well tried and successful break-up of the stages of work had all been instilled into each of the officers fully to prepare them to undertake the surveys of their own districts. Detailed and clear cut instructions on all of these were also issued to them at the seminar and others followed them during field work in distant taluka towns. Inspite of all these preparatory measures it was incumbent on the State Survey Officer personally to supervise and guide the survey throughout its field work. Difficulties peculiar to each district and situations not covered by instructions were bound to arise and it was not always possible to issue clarifications and offer guidance by correspondence alone. Nor could the State Survey Officer visit all the 57 District Officers in their camps and cover the field work which was timed and controlled. The four Supervisory Assistants attached to Headquarters at Poona were also to share in these duties of supervision and guidance. The vastness of the State was a real handicap and the districts had to be conveniently grouped and allotted to the Supervisory Assistants for these duties.

13·2 Though the field work of the survey covered in all 86 days (7th May to 31st July), it was necessary that each District Survey Officer should be visited at the earliest opportunity and his first taluka documents scrutinised and checked for accuracy to set a uniform and common standard in documentation throughout the State. It was part of the survey discipline that until and unless the first taluka documents were scrutinised, checked and approved, those of other talukas were not to be finalised. Hence, it was imperative that the first taluka documents should be screened and observations made on them not only to bring them to the standard of accuracy laid down but as an example to follow in preparing the survey documents of the talukas to follow. At the same time the Headquarters at Poona could not be left

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unattended as references, queries, requests for forms, questionnaires, topo-sheets were pouring in by letters and wires, ordinary and express, and even by trunk telephone all the time. The work was so organised that either the State Survey Officer or one of the four Supervisory Assistants was always at the Headquarters while the remaining 4 were out in the field.

13·3 The months of May and June were not quite the best months to be out. Vidarbha and Marathawada were new regions and their summers as new. The climate of Saurashtra and Gujarat was no better. Rushing about in buses from taluka town to taluka town needed endurance and adaptability. One had to be on the move all the time if one was to cover most in least time. Halts had to be restricted just to the hours needed thoroughly to screen and check the first taluka records—the Rural Habitation Register, the Slab Register, the School-Area Register, the topo-sheets, the Statements and the Lists. Even though the work was shared by five, the State Survey Officer and his four Supervisory Assistants, it was necessary for the State Survey Officer himself to visit or meet each of the 53 District Survey Officers of the 43 districts and personally go through their records to maintain personal contact with them as also to set an over-all uniformity in documentation.

13·4 The regions of Vidarbha, Marathawada and Saurashtra-Kutch were new to the State and the District Officers as new. They were farthest from the Headquarters and, therefore, needed to be visited first. Vidarbha and Marathawada touch each other but there is no direct line of communication between them except by the circuitous route via Manmad by rail. Saurashtra was still further from these at the North-Western corner of the State. One had perforce to move South to Bombay to go North again. It was impossible for the State Survey Officer to visit all the officers in their camps though he and the Supervisory Assistants between them did cover all the districts within the first month. In some cases the officers had to be called to central and convenient centres with their documents to meet the State Survey Officer. The following itinerary will indicate how this was achieved.

During field work

Left Headquarters Saturday 25th May 1957

	Date	At	District
Vidarbha, 26th May—6th June	...27–5	Sakoli	Bhandara.
	29–5	Gadchiroli	Chanda.
	30–5	Chandur Railway	Amravati
	31–5	Belapur	Akola.
	31–5	Khamgaon	Buldana.
	1–6	Ramtek	Nagpur.
	2–6	Kelapur	Yootmal.
	3-6	Hinganghat	Wardha.
	4–6	Nagpur	Bhandara, Wardha.
Marathawada, 7th—13th June	... 7–6	Paithan	Aurangabad.
	8–6	Ahmadpur	Osmanabad.
	8–6	Kandhar	Nanded.
	10–6	Mominabad	Bhir.
	12–6	Partur	Parbhani.
	13–6	Return to Poona	

	Date	At	District
14 Districts of old Bombay State (Marathi) 19 June–28 June.	19–6	Poona ..	S. Satara, Thana.
	20–6	Poona ..	Kolaba.
	21–6	Chalisgaon ..	Nasik, Dangs, West Khandesh.
	22–6	Chalisgaon ..	East Khandesh.
	24–6	Poona ..	Ratnagiri.
	25–6	Poona ..	Poona.
	26–6	Poona ..	Kolhapur, North Satara, Sholapur.
	27–6	Poona ..	Ahmednagar.
	28–6	Bombay ..	Greater Bombay.
10 Districts of old Bombay State (Gujarati) 29 June–30 June.	29–6	Baroda ..	Baroda, Broach, Kaira, Panchmahals, Surat.
	30–6	Ahmedabad ..	Ahmedabad, Banaskantha, Sabarkantha, Mehsana.
6 Districts of Saurashtra-Kutch 1 July–3 July	1–7	Rajkot ..	Halar, Sorath, Zalwad.
	2–7	Rajkot ..	Amreli, Gohilwad, Madhya Saurashtra.
	3–7	Rajkot ..	Kutch.

13·5 The Supervisory Assistants were out too. The following diary details the places visited and the dates of visits :—

VISITS BY

District	The State Survey Officer		The Supervisory Assistants	
	On	At	On	At
13·5·1 14 Districts of Old Bombay State (Marathi)				
GB : 1 Gr. Bombay ..	28–6	Bombay	.. 27–5	Bombay.
M : 2 Ahmednagar ..	27–6	Poona	.. 1–6	Parner.
	15–8	Ahmednagar	.. 31–5	Nevasa.
	5–9	Bombay	.. 26–8	Ahmednagar.
N : 10 Dangs ..	21–6	Chalisgaon.	...	
M : 11 East Khandesh ..	22–6	Chalisgaon	.. 25–5	Raver.
M : 12 Kolaba ..	20–6	Poona	.. 25–5	Revadanda.
	7–8	Alibag	.. 26–5	Alibag.
			27–5	Dharamtar.
			14–8	Alibag.
M : 13 Kolhapur ..	26–6	Poona	.. 7–6	Shahuwadi.
M : 16 Nasik ..	21–6	Chalisgaon	.. 8–5	Nasik.
			9–5	Nasik.
M : 17 N. Satara ...	26–6	Poona	... 4–6	Patan.
M : 20 Poona ...	25–6	Poona	... 31–5	Khed.
M : 21 Ratnagiri ...	24–6	Poona	... 12–6	Chiplun
				Khed
			13–6	Malvan

District	The State Survey Officer		The Supervisory Assistants	
	On	At	On	At
14 Districts of Old Bombay State (Marathi)—contd.				
M : 22 Sholapur ...	26–6	Poona ...	6–6	Sholapur.
	16–8	Sholapur ...	10–6	Barsi.
M : 23 S. Satara ..	19–6	Poona ...	28–5	Islampur.
			22–24-6	Islampur.
			27–6	Sangli.
M : 24 Thana ...	19–6	Poona ...	25–5	Wada.
			26–5	Bhivandi.
M : 26 W. Khandesh ...	22–6	Chalisgaon ...	10–6	Taloda.
13·5·2 10 Districts of Old Bombay State—(Gujarati).				
G : 28 Ahmedabad ...	30–6	Ahmedabad ...	28—29·5	Ahmedabad.
G : 29 Amreli ...	2–7	Rajkot ...		
G : 30 Banaskantha ...	30–6	Ahmedabad ...	19–8	Mehsana.
G : 31 Baroda ...	29–6	Baroda ...	29–7	Baroda.
G : 32 Broach ...	29–6	Baroda ...	29–7	Baroda.
G : 35 Kaira ...	29–6	Baroda ...		
G : 38 Mehsana ...	30–6	Ahmedabad ...	8–7	Mehsana.
			11–7	
G : 39 Panchmahals ...	29–6	Baroda ...		
G : 40 Sabarkantha ...	30–6	Ahmedabad ...	6–7	Bayad.
G : 42 Surat ...	29–6	Baroda ...	13–7	Surat.
			29–30·7	
13·5·3 5 Districts of Marathawada				
M : 5 Aurangabad ...	7–6	Paithan ...	22–6	Aurangabad.
M : 7 Bhir ...	10–6	Mominabad ...		
M : 16 Nanded ...	8–6	Kandhar ...		
M : 18 Osmanabad ...	8–6	Ahmedpur ...	25–6	Nilanga-Latur.
	16–8	Sholapur ...		
M : 19 Parbhani ...	12–6	Partur ...		
13·5·4 8 Districts of Vidarbha				
M : 3 Akola ...	31–5	Belapur ...		
M : 4 Amravati ...	30–5	Chandur Railway ...		
M : 6 Bhandara ...	27–5	Sakoli ...		
M : 8 Buldana ...	31–5	Khamgaon ...		
M : 9 Chanda ...	29–5	Gadchiroli ...		

District	The State Survey Officer		The Supervisory Assistants		
	On	At		On	At
8 Districts of Vidarbha—contd.					
M : 14 Nagpur ...	1-6	Ramtek			
M : 25 Wardha ...	3-7	Hinganghat			
M : 27 Yeotmal ...	2-6	Kelapur			
6 Districts of Saurashtra-Kutch					
G : 33 Gohilwad ...	2-7	Rajkot	...	30-5	Sihore.
G : 34 Halar ...	1-7	Rajkot	...		
G : 36 Kutch ...	3-7	Rajkot	...		
G : 37 Madhya Saurashtra.	2-7	Rajkot	...	5-6 8-6	Dhoraji. Kothada-Sanghani.
G : 41 Sorath ...	1-7	Rajkot	...	4-6	Visavadar.
G : 43 Zalawad ...	1-7	Rajkot	...	9-7	Halwad.

13·5·5

13·6 During each visit the following taluka documents were thoroughly checked and "a check-up" report handed over to the officer for revising the documents :—

the topo-sheets of the taluka
the Rural Habitation Register
the Slab Register
the School-Area Register
the Statements (3) and
the Lists (8)

These were individually and mutually checked and compared, in particular, with the topo-sheets. Even when an officer had completed 3 or even 4 taluka surveys he was to keep his documents in draft form till his first taluka documents were scrutinised and suggestions offered for revising them on the basis of which others had to be finalised. The scrutiny, therefore, had to be thorough and the officer had to be shown the discrepancies and the mistakes in planning, in mapping, in documentation.....so as to help him to finalise the other documents as required.

13·7 During the visits to the camps of the District Officers, the State Survey Officer had an opportunity not only to study the work of the officers but also of their Assistants who were working with them. This observation was of fortunate use later, particularly in two districts. It was during these first visits that in two districts where the officers who proved incapable of carrying out the work satisfactorily had to be replaced by others. In Bhandara District of Vidarbha, quite early on June 6, the officer in charge had to be removed and one of the capable Assistants of the Yeotmal District Officer appointed in his place. On July 5, one of the two officers of Kutch had similarly to be relieved and the work handed over to the

other officer of the district. These were the only two cases where officers trained for the work had to be relieved of their posts for inefficiency and others substituted in their place. In West Khandesh just after the field work of the district was completed, the officer in charge was down with typhoid and one of his good assistants had to be appointed in his place. In Amravati District, a similar measure had to be taken. As late as in September when the consolidation of the taluka data into district tables was in hand, the Sabarkantha Officer had to be relieved of the work and one of his Assistants asked to attend to the remaining part of the Survey. There were in all 5 instances wherein persons other than those appointed and trained for this special work had to take over the work and complete it. A few others showed weaknesses which had to be watched and supervised by constant visits or by calling them to the Headquarters to work under close supervision and guidance. The work was not only heavy but exacting. It was new too and required perseverance, persistence and a dogged will to get through. Those who slackened or slowed down had perforce to be goaded and pushed.

13·8 The State Survey Officer had to make a second round of the districts of Vidarbha and Marathawada in mid-July to watch the progress of the work and its standard. The 5 district officers of Marathawada were called to Aurangabad to meet him on 12th July and individual and group guidance given at the meeting. This opportunity was availed of by the State Survey Officer to meet the District Inspectors of Schools of the region to enlist their further co-operation in the pending work. On 15th July, the State Officer moved to Nagpur to meet the 8 District Survey Officers of that region and on 16th July met the District Inspectors of Schools for a similar purpose.

13·9 The work of checking the first taluka documents either at the camps of the officers or at central places or Headquarters where they were called was completed in time. After the first taluka documents were gone through and returned for finalisation, they were yet again to be submitted to Headquarters for a final and thorough scrutiny. Every officer had first to submit to Headquarters the documents of the first taluka already scrutinised once. Only after it was finally approved by Headquarters could he submit the others. The taluka documents went forward and backward, time and again, till they were revised and brought to an acceptable standard.

CHAPTER 14

INTER-DISTRICT BOUNDARIES AND INTER-DISTRICT EDUCATIONAL PROVISION

CHAPTER 14

INTER-DISTRICT BOUNDARIES AND INTER-DISTRICT EDUCATIONAL PROVISION

14·1 The topo-sheets that formed the basic documents on which the survey proper was conducted as well as the educational planning did show by appropriate markings the taluka and district boundaries of each of the districts. But as the sheets that were available were of different years of publication, some even of 1871 and 1921, a few of 1945 and none of later years, the boundaries already marked on the topo-sheets could not be of much help in indicating the actual boundaries of the district or talukas as on 31st March 1957. Many alterations had taken place in district boundaries due to merger, accession and union of native States and principalities during the post Independence period. As such, it became necessary to get the boundaries in each district marked by the District Inspector of Land Records who was supposed to have authentic and correct information on these as on 31st March 1957. Directives had been issued from the Directorate of Land Records quite early in April to all the District Inspectors of Land Records to assist the district survey teams in this work. The district and taluka boundaries were, therefore, marked in red in all the topo-sheets of each district before the actual survey began on 7 May/22 May in the 27 Marathi Language districts/16 Gujarati Language districts. Though transfer of villages from one taluka to another did not materially affect the survey, transfer from district to district, however, had to be taken note of. Not only this but the survey organisation had to make sure that every inch of the new Bombay State had been covered by the survey before documentations could be finalised and accepted.

14·2 It was incumbent on the survey to provide educational facilities not only at inter-taluka level but also at inter-district level. The topo-sheets provided to each of the District Survey Officers were full sheets so that not only did the sheets cover the whole of the district but even extended into the neighbouring districts to a stretch of at least 3-7 miles. When a habitation on the border of the district could not be provided with educational facilities at any of the three stages within the district, attempts had to be made to provide them across the district border if this was possible. A procedure was laid

down whereby a District Officer who had habitations on the district border requiring educational facilities in the neighbouring districts had to correspond with his counterpart supplying him with full particulars of the habitation and its location so that the District Officer of the adjoining district could, from his existing and proposed position, provide the facility required. This information had also to be supplied to the Headquarters at Poona to keep it informed of the requirements of each district in this respect. 317 queries of this nature were made between district and district. In many cases the neighbouring districts could not provide the facility asked for and internal arrangements had invariably to be made. It became necessary before the survey could be finalised to make sure that every possible attempt had been made to provide such facilities across the district borders before such stranded habitations on the border could be finally dealt with.

14·3 The field work in the 27 Marathi Language districts closed on 15th July and in the 16 Gujarati Language districts on 22nd July respectively. Before the districts could finalise their taluka documents it was decided to call the District Officers together in two groups and on the spot compare the boundaries of contiguous districts on the topo-sheets to ensure that the boundaries were identical and that there was no "no man's land" left between them. These meetings could also help in a last attempt to provide educational facilities at the three stages of schooling across the district borders if that was possible. Two such meetings were planned for Sunday, 21st July at Manmad for the 27 Marathi Language districts and on Sunday 28th July at Baroda for the 16 Gujarati Language districts. As the meetings would require a spacious hall as well as rooms for the officers to meet in groups, Sunday was chosen so that school buildings would be available for the purpose. Intimations were issued on 6th July to the officers of 43 districts to attend these meetings and to bring with them such material as would be required. Topo-sheets and reference maps, Census Hand-books, district pattern of topo-sheets, lists of border habitations needing provision at the Primary, Middle and High School stages and magnifying lenses were the minimum material the officers had to bring. They were also issued *pro formas* to supply information about the topo-sheets that were common to contiguous districts as also the particulars of habitations needing the inter-district provision. Some of the district officers were asked to bring with them all their taluka documents so that these could be scrutinised again for their correctness.

14·4 The meeting at Manmad on 21st July was held in the G. I. P High School opposite the Railway Station. Thirty-three District Officers of 27 Marathi Language districts reported at 11 a.m. for this meeting. After preliminary discussions as to the purpose of the meeting and the procedure that was to be followed, the meeting broke up to form 6 groups of officers of contiguous districts to compare and check mutually their district boundaries as well as to make attempts at providing inter-district educational facilities by actual reference to the topo-sheets. At this first group meeting six of the districts

checked and finalised the district boundaries and inter-district provision. A second meeting of two groups helped to finalise similarly six more districts and the final and third meeting of 4 groups the remaining 15 districts. The officers re-assembled into a meeting and held discussions to clarify individual and common problems pertaining to documentation of taluka records. The meeting terminated with a community dinner and the officers dispersed the same evening to return to their district Head-quarters.

14·5 The meeting at Baroda on 28th July was held in Pratap High School, Sayaji Ganj, near the station. Besides the 21 District Officers of the 16 Gujarati Language districts, 4 others of Nasik, Dangs, Thana and West Khandesh were also called as their districts were contiguous with those of Gujarat. This meeting followed the same pattern as the one at Manmad. Two sub-meetings were held in groups of 3 and 2, and 11 and 9 respectively and the districts were finalised as to their boundaries and educational provision across the district borders. The officers dispersed after a community dinner the same evening.

14·6 The meetings at Manmad and Baroda achieved much more than they were expected to. The main objective was to ensure that every inch of the new Bombay State had been covered during the educational survey. The second was to provide maximum of inter-district educational facilities at all the three stages of schooling to the habitations stranded on the borders of the districts. These two main objectives were fully achieved as the officers physically checked their maps and their boundaries and compared their lists of border habitations that needed educational provision with the maps and their documents.

14·6·1 The meetings revealed that in 4 cases the boundaries of contiguous districts did not overlap and left a few habitations in the "no man's land" between the two boundaries as marked on the topo-sheets. But it was confirmed that in 3 of these cases, from the information supplied by the talatis and the village teachers, both in their questionnaires and at the taluka survey meeting, these villages had been correctly included in the respective districts and the boundaries provisionally altered. These three cases were correctly finalised at the meeting. There was actually a single habitation which happened to be deserted, left out, unsurveyed. Reference to the topo-sheets and the Census Hand-book confirmed that this particular habitation belonged to the Dangs and not to Surat. The boundaries were accordingly adjusted and the habitation included in the district of Dangs.

14·6·2 The anticipation that a large number of stranded habitations on the borders of districts could be provided educationally at this meeting was not borne out. Of the 317 habitations on borders of districts as many as 58, 11 at the Primary, 19 at the Middle and 28 at the High School stages, had been provided through correspondence according to the procedure laid down. At the meetings 29 habitations could

be provided, 2 at the Primary stage, 5 at the Middle stage and 22 at the High School stage leaving about 230 to be provided for in a last desperate effort within the district itself. The reasons that operated in not being able to provide inter-district facilities in a large measure were the natural barriers between districts which in many cases were physical obstructions by way of rivers, hills or "unwalkable" country. The District Officers had fully utilised the village teacher questionnaires which showed the number of pupils that came to existing schools from neighbouring habitations, be they from across taluka borders or across district borders.

14·6·3 At the meeting, opportunity was also taken carefully to scrutinise all the maps brought by the officers to see whether the planning of schools and the forming of school-areas were economically done according to the population-distance targets laid down for the survey. The taluka records of as many as 5 District Officers were also carefully scrutinised as these were, in the first scrutiny, not found to be quite satisfactory.

14·6·4 Perhaps the most important achievement of these meetings was to sit across a table and discuss the problems and difficulties each of the officers had either in documentation or the procedure to be adopted in the peculiar situations that each of them met with in their districts. Plans and procedures for the work to follow regarding consolidation of the taluka data into district statistical tables were also discussed and preliminary instructions issued on these.

It was at these meetings that the Educational Survey Unit finally confirmed that the survey had touched and covered the whole of the new Bombay State without leaving an inch of the ground outside its scope.

CHAPTER 15

THE DISTRICT REPORT

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THE DISTRICT REPORT

15. 1 The "Notes for the Guidance of Survey Officers" issued by the Ministry of Education was a comprehensive booklet of reference and a guide for the conduct of the survey throughout its duration of field work and the stages that followed. Under Appendix IV "Skeleton Form of the District Survey Report" (pages 39 and 40), this booklet specifies the following 18 tables and 7 lists. The proformas for all these were specified and specimens included.

Table No.	I	... Number of Urban Habitations and their Population.
Table No.	II	... Number of Rural Habitations and their Population.
Table No.	III-A	... Rural Habitations served by Independent Primary Schools—Existing.
Table No.	III-B	.. Rural Habitations served by Independent Primary Schools—Proposed.
Table No.	IV-A	... Rural Habitations served by Group Primary Schools—Existing.
Table No.	IV-B	... Rural Habitations served by Group Primary Schools—Proposed.
Table No.	IV-C	... Distances of Habitations from Group Primary Schools—Existing.
Table No.	IV-D	... Distances of Habitations from Group Primary Schools—Proposed.
Table No.	V-A	... Rural Habitations served by Peripatetic-Teacher-Schools—Existing.
Table No.	V-B	... Rural Habitations served by Peripatetic-Teacher-Schools—Proposed.
Table No.	V-C	... Distances which Children have to walk in Peripatetic-Teacher-Schools—Existing.
Table No.	V-D	... Distances which Children have to walk in Peripatetic-Teacher-Schools—Proposed.
Table No.	VI	... Habitations With and Without Educational Facilities as on 31st March 1957.
Table No.	VII	... Habitations With and Without Educational Facilities—After Planning.
Table No.	VIII-A	... Number of Habitations served by Middle Schools—Existing.
Table No.	VIII-B	... Number of Habitations served by Middle Schools—Proposed.

(G.C.P.) L-A Na 31—9

Table No. IX-A ... Number of Habitations served by High Schools—Existing.

Table No. IX-B ... Number of Habitations served by High Schools—Proposed.

Lists : List of proposed Independent Primary Schools.

List of proposed Group Primary Schools.

List of proposed Peripatetic-Teacher-Schools.

List of proposed Middle Schools.

List of proposed High Schools.

List of Habitations without educational facilities.

List of schools suggested to be closed/shifted—7 Lists.

Besides stipulating these 18 tables and 7 lists and giving specimens of the *pro-formas* to be used for the purpose, the Appendix gave a brief synopsis and outline of the District Report and indicated what was to be dealt with in it with Chapter indications. The District Reports of Bombay State were based on the suggestions contained in this Appendix and those made by the Officer on Special Duty during discussions with the State Survey Officer and as such were planned in anticipation of detailed instructions which were to follow.

15·2 The statistical Tables enumerated above as per Appendix IV of the "Notes" fell into two district groups—"Existing" and "Proposed", except Table VI which was Existing (as on 31st March 1957) and Table VII which came under "After Planning". As per suggestions from the Officer on Special Duty, a third series under "After Planning" were also introduced, the Tables of this series being indicated by the letter AB or CD-suffixed to the Roman Numerals specified by the Ministry. These Tables were :

Table No.		
IIIAB	...	Rural Habitations served by Independent Primary Schools—After Planning.
IVAB	...	Rural Habitations served by Group Primary Schools—After Planning.
VAB	...	Rural Habitations served by Peripatetic-Teacher-Schools—After Planning.
IVCD	...	Distances of Habitations from Group Primary Schools—After Planning.
VCD	...	Distances which Children have to walk in Peripatetic-Teacher-Schools—After Planning.
VIIIAB	...	No. of Habitations served by Middle Schools—After Planning.
IXAB	...	No. of Habitations served by High Schools—After Planning.

Besides these, two small series of completely new Tables were also devised with new *pro-formas* under all three categories—Existing,

Proposed and After Planning. These were V-A, Distances which Teachers have to walk in Peripatetic-Teacher-Schools and VA-B, School-Areas of Peripatetic-Teacher-Schools, making six new Tables.

15·3 The 7 lists suggested by the Ministry were enlarged by 3 more as under :

H	...	Closing of Existing Peripatetic-Teacher-Schools and Alternative Educational Facilities Provided.
ID	...	Inter-District Educational Facilities Provided.
T	...	Inter-Taluka/District Transfer of Villages.

Four new Statements based on those specified at the taluka level were also introduced at the district consolidation stage. They were :—

X	...	Area, Population ..... Urban and Rural.
Y	...	Towns and Villages as in the Census and After the Survey.
Z	...	Educational Institutions—Existing and After Planning—Slabwise.
M	...	Special Educational Needs of Minorities.

These in all totalled forty-five :

31 Statistical Tables

10 Appendices (which were lists) and

4 Statements.

For brevity they were called "45"s. The "45"s were decided upon quite early in August and the specifications of these, especially the new *pro-formas* introduced, sent to the Officer on Special Duty, Ministry of Education, New Delhi, for his information and approval.

15·4 The District Report was planned to be a full and comprehensive document of the survey including all the statistical Tables, Appendices, Statements. It was to present the district in its entirety as an individual and distinct entity. Its many facets were to receive note so as to bring out its pecularities and special characteristics not only to identify it but to distinguish it from others. The drafting of the Report called for three specific abilities—the literary—in introducing and presenting the district, the mathematical—in compiling the statistical data into the prescribed *pro-formas* and the analytical—in interpreting the statistical data meaningfully and significantly. Preliminary Instructions were issued to the District Survey Officers under DRI/12-7-57 to set about collecting material for the Report from local sources and to familiarise themselves with the data already collected and recorded. The Report was to be in three main parts as under :

Part I—about the Survey.

Part II—about the District.

Part III—the "45"s and their interpretation.

15·4·1 Part I was to deal mainly with the organization and set-up for the survey, the State Seminars, the Pilot and independent surveys, the fundamental data (Census Handbook and topo-sheets), the specifications laid down by the Ministry of Education, in particular the distance—population targets, the procedure and technique of the survey, the stages of work, the taluka documents and their description and the time-chart of the district survey. This part, on the whole, was common to all the districts except for a few details which were peculiar to each district. This part was prepared at the State Headquarters by the Educational Survey Unit and sent to all the districts in late October under instructions DRVI/14th October 1957, for inclusion of particulars and details pertaining to the district. This part dealt, exhaustively with the survey of the district and gave a full and clear account of what the survey was about, what it aimed to achieve and how it was organised and planned to be achieved. All the documents of the survey and the manner of preparing them also received full treatment in this part.

15·4·2 Part II was more ambitious. This part attempted not only to present the educational profile of the district but its many sided facets also. The following were the Chapters suggested for this part:

(i) Historical ... the antecedents of the district, its origin as an administrative unit.....

(ii) Geographical ... its land features, climate, crops, communications, resources .....

(iii) Economic ... occupations, industries, trade, commerce.....

(iv) Cultural ... the life of the common people, their pursuits, traditions, customs .....

(v) Educational under—

(a) the District set up—administrative organization at the district level.

(b) the Institutions—all the educational institutions in the district.

(c) Primary education—agency administering, standards, curriculum, text-books, fees, examinations, school hours, vacations, school buildings and other particulars bearing on —

(d) Peripatetic-Teacher-Schools—when introduced, how functioning, their contribution .....

(e) the education of moving populations—difficulty of providing for, extent of this problem in the district.

(f) the Middle Stage—now different from the Primary stage, Public Examination, differentiation in curricula, whether independent or leading to High School stage.....

(g) Basic schools—their introduction, how far Primary Schools converted to this pattern, how far successful .....

(h) the High School Stage—types of schools, standards, the Public Examination, qualifying or entrance to University ...

(i) Multipurpose Schools—where located, when started, courses of study, their popularity.

(j) Higher Secondary Schools—whether introduced, how many courses, popularity.

(k) Collegiate Education—types of colleges, courses of study, Universities in the district, if any, and their type.

(l) Institutions as on 31st March 1957, at the Primary, Middle and High School stages.

(m) Pupils in the above Institutions as on 31st March 1957, under Rural and Urban.

The above were the main chapters suggested, and, under each, pointed and appropriate items for paragraphs or units were detailed for further guidance. These instructions were issued under DRV/ 25th September 1957, a closely typed booklet of 18 pages to help and guide the District Survey Officer to do justice to this part.

Sources from which authentic information could be gathered were also suggested in these instructions.

15·4·3 Part III of the District Report fell into two clear and distinct sections. First: the "45"s made up of 31 statistical Tables, 10 Appendices and 4 Statements which were direct consolidations of the taluka data from the registers and documents prepared during the survey. The second was the interpretation of these "45"s so as to explain and high-light the findings of the survey with reference to each of these.

The Ministry of Education had issued all the *pro-forma* required for compiling most of these "45"s except those introduced by the State Educational Survey Unit. These *pro-formas* were in actual practice found to be inconvenient and too narrow for recording the statistical figures. New *pro-formas* were got printed locally at the Government Yeravada Prison Press in enough numbers to prepare 3 sets of these in each of the districts. These were issued to the Districts on 14th September 1957 though detailed and clear-cut

instructions in the manner of compiling these with a complete set of specimen *pro-formas* had been issued to the districts as early as in August under DRII/15th August 1957. The districts were given about a month to compile the "45"s and when the work was nearing completion they were issued a set of checks and counter-checks (DRIII/12th September 1957) to test each of the district Tables for their correctness and accuracy. Where these checks and counter-checks did not satisfactorily apply, they were also instructed how to set about revising and correcting the Tables to bring them to the required standard of accuracy. A number of queries, clarifications, difficulties poured in following the instructions on compilation and many more after the checks and counter-checks were issued. These were all attended to and the State Survey Officer even undertook a hurricane tour of all the districts asking the District Survey Officers to meet him at way-side stations or at convenient Railway stations or even travel with him a station or two to answer their difficulties, solve their problems and offer general and specific guidance in the compilation of the district statistical Tables.

15·4·4 As the "45"s were nearing completion, a new set of instructions, DRVII/15th October 1957, were issued regarding the interpretation of the "45"s. These instructions were in the form of pointed and critical questions on each of the "45"s so that the answers to these formed an analysis of each of these Tables. These interpretations explained each of the Tables and commented on their significance and relation to others. This section of Part III was to be the most important of all the 3 parts as it contained the cream-of the Survey—an exposition of the results and findings of the survey.

15·5 The District Report was to contain statistical information about the institutions at the different stages of education and the pupils in them as on 31st March 1957. This information was to be under two main heads: "Education in Urban areas" in Form No. 6 and "Education in Rural areas" in Form No. 7. The latter was split under 3 sub-heads, Primary Stage (7-A), Middle Stage (7-B) and High School Stage (7-C) and detailed and complete information under various heads was to be gathered directly from each and every rural institution at each of the 3 stages. The urban information was more general and contained few items concentrating only on institutions of each type and the pupils (boys, girls and total) in them.

15·5·1 With a view to collecting the data from each of the rural schools, early in July 1957, a directive was issued from the Directorate of Education to all District Officers in charge of the 3 stages of education instructing them to set afoot immediate measures to issue the prescribed *pro-formas* to all the institutions under them and collect the required data wihin the stipulated time-limit. Specially designed primary pro-formas called 7-a, 7-b, 7-c, with specimen entries were issued to these officers to help them in getting them translated into the local languages and duplicated for distribution to the schools under them. Inspite of periodic and repeated

reminders, the districts were slow to respond. The returns trickled in long after the specified time-limit and when the data reached the Headquarters it was found to be either incomplete or inaccurate or both in most cases. Repeated back references had to be made to get the data corrected, revised and altered. In many cases, the data reached the Headquarters as late as in June, July and even August of 1958—a year after issue ! Inspite of every effort to collect the most accurate and complete data on this account, the attempt was frustrated by much of the data received on this account being faulty in the totals and incomplete. Of the multiplicity of jobs connected with the survey, this serious and determined effort to collect complete information regarding each and every school in the rural area was met with a set-back delaying the work considerably. As many as 16 districts failed to supply the data regarding all the institutions under them, seven districts under Primary, seven districts under Middle and two districts under High Schools.

15·5·2 Form No. 6—"Education in Urban areas" and Form No. C/3-"Secondary School Information Card (Rural)"—were issued as early as in April, 1957, before the schools closed for the summer vacation. The agencies in charge of administering education in urban areas were few and the data called for was not under too many items. Still it needed concerted efforts to collect even this information, in some cases, through persevering and persistent efforts for a year or more. Form No. C/3 was to be issued only to rural High Schools and these were few in each district. It was optimistically anticipated that in this regard at least the response would be prompt and satisfactory. Collection of this data also had a similar set back and it was only through sheer dogged perseverence that full and complete information could at last be collected. In many cases, the information supplied was not wholly correct and repeated back references resulted in no improvement in the figures. The data was to form part of the Survey record, and, therefore, had to be collected and consolidated as part of the Survey work. Data in Forms 6, 7 and C/3 were collected from the 43 districts of the State after a year and more.

15·6 The form of the District Report of Bombay State was more broad-based than the skeleton of the form as indicated in Appendix IV of the "Notes" issued by the Ministry of Education. It was more ambitious too and covered a wider scope. Complete and full instructions on the 3 parts of the Report were issued at timed intervals between July and October 1957. The work on these 3 parts of the Report was also taken in hand by the districts in staggered sequence, one after the other, as prescribed by the Headquarters from August to November 1957. As many as 11 districts did complete the 3 parts of the District Report and submit them to the Headquarters in November 1957. It should also be stressed here that throughout this period copies of all instructions issued to the districts were posted to the Officer on Special Duty, Ministry of Education for his information and approval, and, during his rare visits to Bombay, the State

Survey Officer made it a point to run to Bombay to meet him and discuss with him every stage of the work and keep him fully informed about the day to day progress of the survey.

On 28th November 1957, the Ministry of Education issued specific and detailed instructions on the compilation of the District and State Tables and on the preparation of the District and State Report. The Officer on Special Duty, Ministry of Education, in his discussions with the State Survey Officer had earlier indicated the lines on which his instructions would be issued and the State Survey Officer had based his own, issued much earlier, on his discussions with the Officer on Special Duty. As such, the initiative taken by Bombay State to go ahead with the District Reports before the receipt of instructions from the Ministry was not in any way disturbed by these instructions arriving later.

15·7 The instructions on the compilation of District and State Tables and the preparation of the District and State Reports listed at the end the Appendices that were to accompany the District Reports. One of these was the School-Area Register of the talukas of each of the districts. In Bombay State, only two copies of this document were prepared in some of the districts mainly because policy-size type-writers were not available. Hand-writen copies had, therefore, to be prepared. It was also not possible to get these Registers re-typed at district Headquarters after the Survey as the Registers were intricate and involved considerable figure-work. Some districts which had the advantage of policy-size type-writers as part of their equipment on tour, did prepare enough copies of these Registers. However, as all the districts had a rough hand-written copy of this document, it was decided to call for the School-Area Registers of the talukas from each of the districts for submission to the Ministry. The other Appendices specified by the Ministry formed part of the District Report and an extra copy of each of these was prepared in advance for the specific purpose of submitting it to the Ministry. The accompaniments to the District Reports as stipulated by the Ministry are :

A : Registers :

(i) School Area Register of the talukas.

(ii) Register of Habitations (urban areas) (Form 1/A).

B : Maps :

(i) Taluka maps with school areas marked on it.

(ii) A sketch map of the district.

C : Lists :

(i) Habitations without educational facility—

(*a*) at the Primary School Stage.

(*b*) at the Middle School Stage.

(*c*) at the High School Stage.

(ii) A list of habitations where a school already exists but it is suggested that its location should be shifted indicating the names of the habitations, their population, the total population that was and would be served by them and the reasons for the change.

(iii) Separate lists of proposed—

(*a*) Independent

(*b*) Group and

(*c*) Peripatetic-Teacher-Schools (in *Pro-forma* No. 7).

(iv) A list of proposed Middle Schools in *Pro-forma* No. 8.

(v) A list of proposed High Schools in *Pro-forma* No. 8.

D : Tables :

(i) Areas served by High Schools (Form No. 5).

(ii) Education in Urban Areas as on 31st March 1957 (Form No. 6).

(iii) Education in Rural Areas (Primary School Stage) as on 31st March 1957 (Form No. 7A).

(iv) Education in Rural Areas (Middle School Stage) as on 31st March 1957 (Form No. 7B).

(v) Education in Rural Areas (High School Stage) as on 31st March 1957 (Form No. 7C).

(vi) Specimen copies of forms for—

(*a*) Village Information Card for—

(1) Village Officers (Form No. C/1).

(2) for School Teachers (Form No. C/2).

(*b*) Secondary School Information Card (Form No. C/3).

(c) Register of Habitations (Form No. 1/B).

(*d*) Habitations with and without schools (Form No. 2).

All the above had been got ready for submission to the Ministry of Education except (*b*) and (c) under C Lists (*i*) as these were specified by the Ministry for the first time in their instructions of 28th November, 1957. These could only be compiled from the basic Taluka documents, the School-Area Registers, and, the topo-sheets. As the District Survey Officers had all reverted to other original posts, these lists could not be got prepared for submission to the Ministry of Education. All the other prescribed appendices were submitted to the Ministry.

CHAPTER 16

THE STATE EDUCATIONAL SURVEY UNIT

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THE STATE EDUCATIONAL SURVEY UNIT

16·1 The State Educational Survey Unit was established at the Directorate of Education, Bombay State, Poona, on 20th February 1957, the Research Unit in the Directorate forming the nucleus of the Survey Unit. The Survey Unit was flexible, the strength of its personnel varying from two to twenty at different times depending on the load of work in hand and the exigencies of the situation. The Unit organised and planned the work of the survey in seven district stages, the stages often overlapping and telescoping into each other. The original time-schedule drawn up to cover these stages had to be revised time and again under force of circumstances mainly governed by the pace set by the districts. As events worked out the following was the final time-schedule of these stages :

1st stage	Preparatory	20th February to 15th May, 1957.
2nd stage	Field work	May to July, 1957.
3rd stage	Taluka documentation.	May to September, 1957.
4th stage	District documentation.	August to November, 1957.
5th stage	State documentation.	November 1957 to February, 1958.
6th stage	Aftermath	December 1957 to September, 1958.
7th stage	The State Report	October to December, 1958.

16·2 1st stage—Preparatory

The State Survey Officer on his return from the Central Seminar-cum-Pilot Survey took over charge on 20th February 1957 as Research Officer in the Directorate of Education and the work of the survey as an additional charge. The staff then consisted of the Research Officer, a Research Assistant, a steno-typist and a peon and the brunt of the load of work at this stage was borne by these four right from February to July when additional appointments were made on the Survey Unit. It was during this first stage that the plan and organisation of the survey was chalked out and all the preparations for conducting it finalised. The jobs were many, big and small, the following being the major ones :

Collection of data from districts ; organisation at the district level, diffusion of informative and instructive literature ; procurement of maps, making district sets and issuing them for cloth-backing ; printing of forms, pro-formas, registers ; issue of Forms number 6 and number C/3 ; organising the two State Seminars ; attending to the heavy load of correspondence ; issue of instructions to the districts—all these were heavy and taxing duties and the nucleus of four had a hard time attending to all of these between 20th February and 15th April prior to the first seminar scheduled to begin at Nasik. The actual conduct of the two seminars, the second at Surat following immediately on the heels of the first at Nasik, the distribution of maps and stationery and the innumerable tasks connected with meeting the requirements of each of the 53 District Survey Officers of 43 districts was the greatest test the microscopic staff had to stand. It is to the credit of this band of four that they stood the test and survived to shoulder the rest of it. The Preparatory stage of the survey ended with the second State Seminar at Surat on 15th May 1957.

16·3 Second stage—The field work

This was the most hectic period of the whole survey. The four Supervisory Assistants had been trained with the District Survey Officers, two at the Nasik Seminar and two at the Surat Seminar, but they were yet to be initiated into the organisational and supervisory duties of their posts. The survey of 27 Marathi Language districts began on 7th May but there were urgent calls made on the Headquarters from all over the State and the staff of eight was at Headquarters for a fortnight to plan the second stage of the work. Areas were demarcated for supervision and from 25th May began the game of racing against time and catching as many District Survey Officers as one could at their taluka camps. May, June and July were months of heavy touring with short visits to Headquarters for attending to the Headquarter duties in rotation. Each of the 53 District Survey Officers were contacted, their first taluka documents scrutinised and checked, their topo-sheets screened, and, oral and written instructions and observations issued on these before hopping to the taluka camp of the next District Survey Officer. The correspondence at the Headquarters, both inward and outward, was heavy and urgent and it was a principle with the Unit that no letter or reference should pend for more than 12 hours, especially that from the districts. This stage passed with lightning speed and in no time taluka documents began to pour in, first in trickles then in over-powering torrents.

The field work, the heaviest part of the assignment, was thus completed before 31st July within the time-limit prescribed by the Ministry of Education.

16·4 Third stage—Taluka documentation

The first taluka documents checked on "site" at taluka camps had to be submitted to the Survey Unit at Poona for a second and more thorough check-up. These began to pour in from the last week of June when the Unit was not ready with its full complement of staff to handle

this load. The officers in station during their brief halts, for practice, went at these taluka documents themselves. This was good experience to guide others later in the intricacies of checking the 412 taluka documents. Based on this preliminary experience, the officers of the Unit drew up detailed check-up forms, systematically and methodically, page by page, column by column, for checking every one of the taluka documents. The heaviest labour was to check totals of long columns of figures in the Rural Habitation Register, Slab Register, School-Area Register, the lists and the statements. Though two junior clerks had joined the Unit in late May, the technical staff of Statisticians and Comptists were appointed in late July. The Unit had no mechanical or electrical calculators and there were no avenues of acquiring them for the duration of the survey. Arrangements were, therefore, made with the Gokhale Institute of Political Science, Poona, to get their machines on loan on Saturdays, Sundays and holidays. The Unit compulsorily had to work full-time on Saturdays, Sundays and all holidays to make the most and best of the ten Facit Calculators that were loaned by the Institute. The Bureau of Economics and Statistics, Government of Bombay, Bombay, and the Institute of Vocational Guidance, Bombay, were other offices that placed their machines at the disposal of the Survey Unit on spells of loan. But for these it would have taken the staff ten times the time it did to go through all the 412 taluka documents, many of them twice or thrice over, checking the totals, calculating the percentages and comparing and reconciling the figures in all the inter-related and interlocked Tables, Lists and Statements. The work was carried out on the carrier-belt-system each member of the staff checking one particular item and passing the document on to the next for checking another item and so on. The taluka documents moved from table to table in a continuous chain till it came to the Supervisory Assistant in charge for a final scrutiny. Many of the taluka documents went back to the districts for revision and alteration and came back for a second, sometimes a third scrutiny. Each document came in duplicate, the hand-written and the typed. When the document was checked, approved and accepted, the typed one was retained at the Headquarters and the hand-written returned; if unacceptable, the typed one was returned and the hand-written retained till the typed one came back corrected. During this stage the despatch work was the heaviest as the documents returned to the districts in a continuous stream of Registered Parcels.

16·4·1 It was in early August that the threatened Posts and Telegraphs strike almost upset the plans of the Unit. Most of the taluka documents had gone back to the districts for finalisation and they were due at Headquarters in mid-August. Emergency measures had to be instituted against being involved in the strike by a cessation of all communications, by letter, by telegraph and by parcel with the districts. Express intimations were issued to all the districts to be ready with the documents and to meet the Supervisory Assistants either at way-side stations or at centrally selected Railway junctions to hand over their documents on specified days. The centres selected were Aurangabad, Badnera, Baroda and Rajkot, and the District

Survey Officers along the Railway route were to meet the Supervisory Assistants on the trains at the nearest stations. Four nearby districts were asked to call at Poona and personally deliver their documents at the Headquarters.

At Poona ...	10th August ...	Poona, Ahmednagar, Sholapur and Kolaba
At Bombay V. T. ...	10th August ...	Thana, Greater Bombay
On the train ...	11th August ...	Nasik, Dangs, West Khandesh, East Khandesh
At Aurangabad.	11th August ...	Four districts of Marathawada
At Badnera ...	11th August ...	Eight districts of Vidarbha
At Kolhapur ...	10th August 11th August } ...	Ratnagiri, North Satara, South Satara, Kolhapur
On the train ...	16th August ...	Surat
At Baroda ...	17th August ...	Baroda, Broach, Kaira, Panchmahals, Sabarkantha, Ahmedabad
At Rajkot ...	17th August ...	Five districts of Saurashtra, Kutch, Amreli, Banaskantha, Mehsana.

16·4·2 This was heavy grist to the Survey Unit and it fell on this load with re-doubled vigour for, any delay in clearing these would have held up the next stage in the work—the District Tables. Specimen *proformas* and instructions on the compilation of the District Tables had already gone out and the finalised taluka documents had to be back in the districts to help start the "45"s. As the districts clamoured with difficulties and pressed for clarifications on the "45"s, the State Survey Officer ventured out on a lightning tour of four days to meet the officers of as many as 35 districts out of 43 either at way-side stations or at the journey end. Twenty-nine District Survey Officers were met at way-side Railway stations along the route, many of them travelling with the officer beyond a station or two, and only six at "reversing" stations. It was during this tour that the State Survey Officer personally handed over to 35 districts their finalised taluka documents and in brief meetings received their problems and difficulties in writing and offered oral clarification on the pressing ones, later confirmed in detail by letters. The Supervisory Assistants were rushed to Kolhapur (for Ratnagiri and Kolhapur) passing Miraj (for South Satara) and Satara (for North Satara) to deliver the taluka documents of these districts. The State Survey Officer had also to make a hurried trip to Sholapur to meet the local District Survey Officer and the Osmanabad Officer who was called to Sholapur. A similar trip was made to Kolaba for the purpose.

Though the district documents were accepted as finalised in all good faith after a careful and thorough check-up, the latent errors, major and minor, were thrown up into relief later at the 4th stage—the

District documentation—which necessitated revising some of the taluka documents and in some cases calling the District Survey Officers concerned to the Headquarters at Poona for attending to their revision.

16·5 Fourth stage—District Documentation

The specimen "45"s with instructions were issued out to the districts for compilation in mid-August (DR.II/15-8-57) and the new larger *pro formas* a month later. Within a week of issue of these, from 22nd September 1957, the "45"s began to trickle in, first in ones and twos, later in fives and sixes. Being fewer in number compared to the taluka documents which were 412 and less voluminous, the checking of these was geared to a standard of thoroughness and accuracy that was born out of experience in scrutinising the taluka documents. Stage-wise work-instructions were prepared and checks and counter-checks perfected to screen these "45"s vertically and horizontally; the totals and the percentages; to compare the inter-related tables and the complementary tables so that even an error in a total that would not show up would stand revealed in a different operation in comparing it with a related table. Calculators were again loaned and the Unit was a bee-hive of clicking sounds of machines and murmuring whispers of "oral adders". The tale of the taluka documents repeated though to a lesser extent. The "45"s returned to the districts time and again, and came back modified and revised.

16·5·1 It was during this stage of work that the serious flaws in the taluka documents of as many as 8 districts came to light. Officers of these districts were summoned to Headquarters for revising their taluka documents and for carrying out consequential changes in the district tables. The District Officers called to Poona for the purpose were :

August	...	Sholapur.
September	...	Sabarkantha, Thana.
October	...	Poona, Osmanabad.
November	...	South Satara, Halar, West Khandesh.

Under the close supervision and guidance of the Survey Unit the officers of these districts toiled at their taluka documents and the "45"s to bring them nearer to accuracy and closer to consistency. Some of these officers were detained for as long a period as 3 to 4 weeks and those of the local district of Poona were repeatedly called to the Unit to alter their figures and revise their tables. In spite of these attentions and efforts the documents of Poona, Thana, Osmanabad, Sholapur and South Satara never achieved the mathematical consistency and accuracy that is a pre-requisite of all statistical tabulation. In the last week of October 1957, the two Statisticians on the staff of the Unit were sent, one to Gujarat and Saurashtra and the other to Vidarbha, to meet the District Survey Officers of these regions and to get their district tables corrected and revised. September to November, a period of three months, ran out before the district tables of the 43 districts could finally be accepted as approved.

16·6 Fifth stage—Stage Documentation

Side by side with the checking of the District Tables, Part I of the District Report was being drafted at Headquarters at Poona as this was to be a common part to all the 43 districts with a few Chapters different but, again, common to groups of districts. This was the stage where there was overlapping and telescoping of the stages connected with taluka documents, the district tables and the district report. Simultaneously, as each district "45"s were approved and accepted extracts from these were tabulated on large complicated *pro-formas* to prepare the State Tables.

16·6·1 The State Tables were to have a break-up under Regional Units accepted for consolidation. There were 5 distinct educational regions mainly based on language and administrative differentiation.

The districts grouped themselves into the 5 Regions :

14 Districts of Old Bombay State (Marathi)
10 Districts of Old Bombay State (Gujarati)
5 Districts of Marathawada (Marathi)
8 Districts of Vidarbha (Marathi)
6 Districts of Saurashtra-Kutch (Gujarati)

This necessitated first preparing the 5 sets of Regional Tables, many of them showing the district break-up, which then lent themselves to a State consolidation.

The "45"s of the districts magnified themselves into five "45"s of the regions and the "45"s of the State. These were what could be termed as the "basic" tables as they were the consolidation of the district "45"s. But at the State level there had to be subsidiary tables and summary tables, two new series of inter-related tables of similar and comparative data. Other tables were devised to extract other appropriate and significant relations between tables, in particular the Existing and Proposed situations. Patterns of the district topo-sheets, as many as 43, had to be included. The position regarding Community Development/National Extension Service Blocks had to be consolidated into tabular form. The various supplementary tables together with the basic ones ran to hundreds and as days passed approached the thousand mark.

All this was painstaking and laborious work. Figures had to be copied by hand, compared, checked and re-checked for mathematical accuracy. Prolonged and close work with figures for months led to eye-fatigue and the personnel of the Unit showed signs of figure-strain and errors began to creep in. Loaned calculators were available on odd days. The main load fell on manual computation. The work had to be cautious and necessarily slow and the comparing and checking as cautious and slower. Keeping track of the near-1000 tables in itself was a further strain. Control Registers, Progress Registers and Stage Registers were maintained to watch the progress

and to control the work from stage to stage, table by table, of the Regions and of the State. By February the work neared completion but much more was still left to be done.

16·7 Sixth stage—Aftermath

Though the time-schedule of the different stages of work was drawn up with caution and fore-thought the schedule had to be revised and advanced time and again as a consequence of the delay in the submission of documents and returns of essential data from the districts. Concurrently with the revision and finalisation of the district tables the compilation, consolidation and processing of these into the State Tables—basic, subsidiary, summary, auxiliary—was also taken in hand. The most significant and useful data of the Survey still remained to be gathered—

Education in Urban areas in Form No. 6

Education in Rural areas in Form No. 7—A—Primary School Stage
B—Middle School Stage
C—High School Stage

Secondary School Information Cards in Form No. C/3
Area served by High Schools in Form No. 5.

Repeated directives were issued to the districts to expedite the submission of these. The returns did trickle in but without the mathematical consistency such data should have. Many of these returns went forward and backward for reconciliation and revision. This further delayed matters and in as many as 16 districts even the most obdurate persistence failed to evoke complete and accurate data on the various forms specified. In 7 districts Form 7A (Primary), in 7 districts Form 7B (Middle), in 2 districts Form 7C (High School) were either incomplete or inaccurate. As the districts could not correct the figures or revise them to bring them to completness, the Educational Survey Unit had no other alternative but to complete the data on the basis of averages of the recorded information. In these districts in the respective Forms figures of the true and correct Existing position as to enrolment, local and non-local (boys, girls and total), number of rooms, area of floor space, number of teachers (men and women) and population figures are shown under "Actuals", "Adjusted" and "Total".

16·7·1 What was most disappointing was that the uniformity of stages and standards (vide Chapter 9) which were binding on all the 43 districts of the State and about which clear specifications had been diffused to every administering agency throughout the State, even to independent schools in the Rural and Urban areas, in some cases, had not been taken into account and the enrolment figures were submitted as per classification of stages and standards in force in the district or region. A complete analysis of these figures of all districts is dealt with in later Chapters in this Report. The months from December to September were mainly devoted to the collection and checking of these returns which were voluminous and purely statistical in nature.

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At the annual conference of the District Educational Officers of the State held in Poona in the first week of July 1958, the matter was again raised and discussed with the officers present and fresh returns called for. This last attempt also proved abortive.

16·7·2 The months February to April 1958, were again hectic. The district reports from Headquarters and the taluka documents and topo-sheets from the districts were despatched to the Officer on Special Duty, Ministry of Education, New Delhi, for his scrutiny and approval. These returned in lots, the District Reports to Poona and the taluka documents and topo-sheets to the districts from February to mid-April. As observations were received on these, last minute corrections, revisions and alterations kept the Unit on its toes. As the topo-sheets returned to the districts from New Delhi two new sets were issued to each of the districts with full and detailed instructions on duplicating and triplicating these two new sets with the symbols of schools and school-areas as in the original set prepared during the field work of the survey. This work again created a set back in the survey work. Though the new sets were issued in February-March 1958 as late as in July more than half the districts had yet to submit these after "mapping" on them. On October 1st of the year, 9 districts had not complied and had to be wired to repeatedly to expedite their despatch.

During this period the Unit was simultaneously compiling new districtwise tables of educational provision in Rural and Urban areas, of enrolment, of pupil-teacher ratios, of educational density at each of the stages based on the district returns in Forms 7A, B, C and 6. The Survey Unit had dwindled to a mere Statistician and a Stenotypist and in spite of the heavy load of computation in hand, the staff was not enlarged as the delay caused by the districts was not enough justification for such enlargement. At the time of writing as many as 5 districts had yet to submit the two sets of topo-sheets of the districts Aurangabad, Nanded, Osmanabad, Thana and West Khandesh.

16·7·3 The reasons for the delay, in some cases inordinate, at every stage of the work except the field work, is not inexplicable. The survey, though a time-limit assignment, formed part of the departmental responsibility from the State to the district level. The special posts of the Supervisory Assistants, the District Survey Officers and other subordinate posts were created by Government as additional staff to bear the load of the survey during its field work and documentation at the taluka level, which being heavy, could not have been attended to or carried out by the normal State or district staff. The posts therefore, had a short tenure of less than four months, except in the case of the Supervisory Assistants, within which period the most exacting and the time-limit part of the assignment had to be completed. The later jobs were, in fact, part of the normal duties of the districts and had to be attended to by them with other normal duties of similar nature. On the reversion of the District Survey Officers to their original posts their normal duties in almost all cases took them out of the district Headquarters on inspection work with rare

visits to the district offices. Besides, the tendency at district Headquarters to keep pending all matters pertaining to the survey till the ex-District Survey Officer returned to the District Offices, delayed the work considerably. The ex-District Survey Officers, had, therefore, to shoulder these "aftermath" duties single handed on the score of their having been specially trained for the work. The District Offices normally had their hands full and the survey work, which was passing, added to the load. The districts, on their side, did their best to get the jobs expedited but a stalemate could not always be avoided.

These later jobs in the final stages had nothing special or technical about them and could have been attended to and disposed off earlier than they were. The Educational Survey Unit at Poona throughout had to depend on the districts for its grist and even a couple of districts could, and did, hold at bay the progress and smooth working of the Unit at the Headquarters at Poona.

16·8 Seventh stage: The State Report:

The State Report, the very last stage of this assignment, then, had to wait the completion of the other innumerable jobs, big and small, connected with the survey. The personnel that formed the Survey Unit during its earlier months, of Supervisory Assistants, Statisticians, Comptists and even clerks, slowly dwindled by February to a skeleton leaving only 3—the State Survey Officer, a statistician and a steno-typist. The State Statistical Tables had to be checked and re-checked during this period and many of these revised, re-typed and even re-duplicated. This miscroscopic Unit was kept continuously at pressure during this stage.

The Synopsis of the State Report was tentatively drawn up in early November 1957 and sent to the Officer on Special Duty, Ministry of Education, New Delhi, for his approval. The Synopsis was finalised in the light of the suggestions made by the Officer on Special Duty in late November and the material for the report collected during the intervening months. The form of the State Report followed closely that of the district reports with minor deviations. This report consists of three main parts :

Part I : The Survey

Part II : The State

Part III : Analysis of the Survey Data

with a separate bulky volume, the "Statistical Appendix". A smaller appendix containing specimens of forms, proformas, questionnaires and other material used in the survey forms an accompaniment to the Report proper. The Report is interspersed with appropriate maps, charts, diagrams and graphs which illustrate and picturise the essential statistical data of the Survey.

16·9 Administrative Practices Enquiry :

As the basic Educational Survey of the State was nearing completion, the second part of the assignment, the Administrative Practices Enquiry, was taken in hand. The Ministry of Education had issued, quite early in 1957, an elaborate and exhaustive Questionnaire dealing with all aspects of Primary and Secondary education and their administration in the State. The questionnaire had two main parts—the Primary and the Secondary. Under the Primary there were as many as 22 sections made up of 208 main questions and as many as 339 sub-questions, while the Secondary consisted of 19 sections with 161 main questions and 228 supplementaries. No time-limit was specified for the completion of this Enquiry.

The replies to the questions and sub-questions in the Questionnaire were to form the Report of the Enquiry. But in support of each answer authentic and documented records had to be quoted such as Acts, Bills, Rules, Government Resolutions, Notifications issued either by Government or by the Directorate. These were to form the Appendix part of the Report. Though the Bombay Primary Education Act, 1947, and Rules, 1949, and the Grant-in-aid Code formed the basic source material for the Primary and Secondary parts of the enquiry respectively, these had undergone various changes through amendments so that the source material tended to be both voluminous and extensive in scope.

The following form the appendices to the two Parts of the Administrative Practices Enquiry.

Primary :

1. Primary Education Rules, 1949
2. Primary Education Act, 1947
3. Primary Teacher's Code
4. Copy of Government Resolution, Education Department, No. (i) P. T. C. 1951, dated 31st August 1954 and (ii) P. T. C. 1954(A), dated 31st August 1954
5. Government Resolution regarding formation of District Building Committees
6. Government Resolution regarding Middle School Scholarships
7. Government Resolution, Education Department, No. PTC. 1955, dated 10th February 1956
8. Government Resolution, Education Department, No. PTC 1957-A, dated 10th June 1957
9. Government Resolution, Education and Industries Department, No. 7896, dated 19th April 1949
10. Government Letter, Education and Industries Department, No. 7896-F, dated 19th April 1949
11. Course of Studies for Primary and Basic Training Colleges in the State
12. Rules for Primary Training Colleges

Secondary :

1. Grant-in-aid Code
2. Secondary School Certificate Examination Act
3. Regulations under the Secondary School Certificate Examination Act
4. Government Resolution, Education Department, No. SSN 1054, dated 15th April 1954
5. Government Resolution, Education Department, No. SSN. 1053, dated 28th June 1954
6. Government Resolution, Education and Industries Department, No. 6803, dated 15th May 1948
7. Government Resolution, Education and Industries Department, No. 6803, dated 16th November 1948
8. Government Resolution, Education and Industries Department, No. 6803, dated 18th November 1948
9. Government Resolution, Education and Industries Department, No. 6803, dated 26th April 1949
10. Government Resolution, Education and Industries Department, No. 6803, dated 16th June 1949
11. Government Resolution, Education and Industries Department, No. 6803, dated 18th June 1949
12. Government Resolution, Education and Industries Department, No. 6803, dated 5th July 1949
13. Government Resolution, Education Department, No. 6803, dated 7th September 1949
14. Government Resolution, Education Department, No. 6803, dated 9th December 1949
15. Government Resolution, Education Department, No. 6803, dated 16th December 1949

This Enquiry, again, was of a specialised nature and for assisting in its conduct a supervisory clerk was appointed in the Survey Unit from 1st August 1958 since when the Enquiry has been taken in hand. At the time of writing the Questionnaire has been fully and exhaustively dealt with under both its Parts with reference to the administrative practices in the 24 districts of the old Bombay State. But as the new State of Bombay consists of as many as four other distinct administrative units, namely of Saurashtra, Kutch, Vidarbha and Marathawada, it is intended to visit these regions and, on the spot, collect the source material bearing on the Enquiry. This will tend to make the Report a five-in-one as all the five administrative practices current in the new State on 31st March 1957 will have to be included in it.

It is anticipated that the Report would be completed and finalised by the end of March 1959, when it is expected to be submitted to the Ministry of Education, Government of India, New Delhi.

CHAPTER 17

THE CENTRAL DIRECTION

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THE CENTRAL DIRECTION

17·1 The Officer on Special Duty, Educational Survey Unit, Ministry of Education, Government of India, in executive charge of the conduct of the Educational Survey of India was the guiding force and controlling power behind this national adventure in Bombay State as in the other 13 component States and the four main Territories of the Indian Union. The "Notes for the Guidance of the Survey Officers" issued by him on behalf of the Ministry of Education early in 1957 formed the *magna carta* for the Survey Officers, State and district, all over the country. It laid down not only the pattern of organisation for the survey but dealt with the procedure of the survey through all its stages, from the State Seminars to the writing of the State Report. The "Notes" set a rigid and uniform standard in the survey technique all over the country, and, at every stage of the survey, served as a book of reference and a guide to the Survey Officers. In Bombay State the survey followed *in toto* the pattern in organisation, procedure and documentation as suggested in this valuable Survey Guide.

17·2 The Officer on Special Duty set the tone and tempo of the survey by keeping a friendly but critical eye over the progress of the survey in each of the States including Bombay. All correspondence from him and to him was at the demi-official level and this spirit of comaraderie percolated downward to the district level. Queries, difficulties and problems on account of the survey of the State presented to him elicited a prompt and immediate response which helped no end to get through bottle-necks and cross over hurdles. All instructions sent out to the districts in connection with the survey were posted to the Officer on Special Duty for his approval and suggestions.

The contact established with him by the State Survey Officer at New Delhi during the Central Seminar-*cum*-Pilot Survey was renewed in the official work at recurring intervals during the whole period of the survey. The Officer on Special Duty visited the State Seminars, on 19th April 1957 at Nasik and on 14th-15th May at Surat, to watch the proceedings of the Seminars and to offer his constructive suggestions. Later, during his rare visits to Bombay, the State Survey Officer made it a point to visit him to keep him informed of the progress of the survey in the State as also

to discuss the problems confronting him and seek his guidance on them. In the last week of April 1958, the State Survey Officer even rushed to Delhi to meet the Officer on Special Duty for a few hours for discussing some of the documents of the survey and their further processing.

17·3 The documents of the Pilot Surveys of Nasik and Chorasi Talukas were submitted to the Ministry of Education in September 1957 for scrutiny and remarks. The observations on these helped to re-check and revise the documents of other talukas at the Headquarters. The Annextures I, II and III which the Ministry issued for fortnightly reporting helped to set the pace for expediting the finalisation of the taluka documents and the district reports. These Annextures also kept the Ministry fully informed about the stage of progress not only of the survey as a whole but of each taluka document and of each district table of the State.

In late January 1958 the Ministry called for the District Reports, the School-Area Registers, the Urban Habitation Register and the topo-sheets of each of the 43 districts and of 412 talukas of the State. These were despatched in lots during the first week of February to Delhi. They returned in lots from Delhi during February-April with critical and searching observations on them which further helped to check and revise them to a yet higher standard of accuracy. The duplication and triplication of topo-sheets that were taken in hand in the districts from February 1958 were guided by fresh instructions issued to the districts based on the suggestions made by the Officer on Special Duty for the Educational Survey at New Delhi.

The Chapters of this Report are being posted to him as drafted and by return of post follow from Delhi constructive remarks which help to edit them before stencilling and duplicating.

The Educational Survey Unit of Bombay State succeeded in carrying out this assignment of the Educational Survey of the State under the watchful guidance of the parent Unit at New Delhi throughout the months of its activities.

CHAPTER 18

THE STATE TIME-CHART OF THE SURVEY

THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

CHAPTER 18

THE STATE TIME-CHART OF THE SURVEY

	JANUARY	**1957**	
18·1	28-15 Feb.	...	*First Stage of the Survey* : **Preparatory :** Central Seminar for the Training of States' Special Officers at New Delhi.
			Pilot Survey of Meerut Tehsil of Meerut District.
			Independent Survey of other Tehsils of Meerut District.
	FEBRUARY		
	20	...	The State Survey Officer took charge and established the Educational Survey Unit at the Directorate of Education, Bombay State, Poona.
	MARCH		
	1	...	Directive from Shri S. S. Bhandarkar, Director of Education, Bombay State, Poona, to the districts (No. S-123-10/R).
	9	...	"A Brief Note on the Educational Survey—Bombay State" posted to the districts.
	15	...	First lot of topo-sheets brought from Bangalore by special messenger.
	29	...	Government sanction for the stationery requirements of the survey and printing of forms, registers, *pro-formas*—(Government Letter, Education Department, No. CAB. 1056/16522-H).

APRIL		**1957**—contd.
2	...	Directive from the Public Works Department, Sachivalaya, to the districts to "extend their co-operation to the Education Department" (No. BAR. 2257-E).
5	...	Directive from the Revenue Department, Sachivalaya, to the districts "to render assistance to the Education Department" (No. 0/44922-S).
15	...	Directive from the Agriculture and Forests Department, Sachivalaya, to the districts "to extend their active co-operation to the Education Department" (No. FTR. 1357-J).
16	...	Appointment of 32 District Survey Officers of 27 Marathi Language Districts and two Supervisory Assistants at Headquarters became effective.
17-30	...	First State Seminar for the Training of 32 District Survey Officers of 27 Marathi Language Districts and two Supervisory Assistants at Headquarters at Nasik. Pilot Survey of Nasik Taluka. Independent Survey of 12 other Talukas of Nasik District.
18	...	Government sanctioned the creation of posts and expenditure in connection with the survey (Government Resolution, Education Department, No. CAB. 1056-H).
19	...	Officer on Special Duty, Ministry of Education, Government of India, visited the Seminar.
30	...	Smt. Nirmala Raje Bhosale, Deputy Minister for Education, Bombay State, presided over the closing function of the Seminar at Nasik.
MAY		
1	...	Appointment of 21 District Survey Officers of 16 Gujarati Language Districts and 2 Supervisory Assistants at Headquarters became effective.

1957—contd.

MAY

2-15	...	Second State Seminar for the Training of 21 District Survey Officers of 16 Gujarati Language districts and 2 Supervisory Assistants at Headquarters at Surat.
		Pilot Survey of Chorasi (Surat) Taluka Independent Survey of 17 other Talukas of Surat District.
4	...	Notification by the Director of Education, Bombay State, Poona, appointing 53 District Survey Officers for the 43 districts of the State and four Supervisory Assistants at Headquarters [No. S-20-B(1) & (2)].
7	...	The survey commenced in 27 Marathi Language Districts of Bombay State with 32 taluka meetings.
9	...	Instructions from the Director of Education, Bombay State, Poona, regarding the appointment of subordinate staff in the districts in connection with the survey [No. S-99/506-D (R)].
12	...	Shri Hitendra Desai, Minister for Education, Bombay State, addressed the Seminar at Surat.
14-15	...	The Officer on Special Duty, Ministry of Education, Government of India, visited the Seminar at Surat.
15	...	End of First Stage : Preparatory.
18·2 16	...	*Second and Third Stages of the Survey* : **Field work and taluka documentation.**
22	...	The survey commenced in 15 Gujarati Language Districts of Bombay State, with 20 taluka meetings.
		First additions to the Educational Survey Unit—2 Junior Clerks.
25-31 JULY	...	Continuous touring of the districts by the State Survey Officer and the Supervisory Assistants to supervise the field work and to check the first taluka documents of the survey.

1957—contd.

MAY —contd.

31	...	Field work of the survey completed in Greater Bombay, Bhandara and the Dangs.

JUNE

6	...	District Survey Officer of Bhandara relieved—substitute appointed.
15	...	Field work of the survey completed in Ahmednagar, Bhir, East Khandesh, Kolaba, Poona, South Satara, Thana and Wardha.
25	...	District Survey Officers of Poona District called to Head Quarters for scrutiny of taluka documents.
30	...	Field work of the survey completed in Akola, Amravati, Buldana, Chanda, Nagpur Parbhani, Ratnagiri and Yeotmal; Ahmedabad, Amreli, Gohilwad, Kutch, Madhya Saurashtra and Mehsana.
		Termination of the special post of District Survey Officer of Greater Bombay District.

JULY

1	...	Scrutiny and checking of taluka documents taken in hand at Head Quarters.
4	...	One District Survey Officer of Kutch relieved—charge handed over to the other.
5	...	District Survey Officer of Amravati relieved on medical grounds and substitute appointed.
12	...	State Survey Officer met the 5 District Survey Officers of Marathwada at Aurangabad.
13	...	State Survey Officer held discussions with the 5 District Inspectors of Schools of Marathwada at Aurangabad.

1957—contd.

JULY—contd.

15 ... Field work of survey completed in Aurangabad, Kolhapur, Nanded, North Satara, Osmanabad, Sholapur and West Khandesh; Banaskantha, Halar, Sorath and Zalawad.

Termination of special posts of District Survey Officers of Ahmednagar, Bhir, Nasik (Dangs), East Khandesh, Kolaba, Poona, South Satara, Thana, Wardha and Surat Districts.

State Survey Officer met the 8 District Survey Officers of Vidarbha at Nagpur.

16 ... State Survey Officer held discussions with the 8 District Inspectors of Schools and 4 Divisional Superintendents of Education of Vidarbha at Nagpur.

Substitute District Survey Officer appointed for Yeotmal District as the District Survey Officer proceeded on study-leave.

20 ... Two Comptists joined the Educational Survey Unit.

Ex-District Survey Officers of Poona District called to Head Quarters for revising their documents.

21 ... Manmad meeting of District Survey Officers of 27 Marathi Language Districts regarding Inter-District boundaries and Inter-District educational provision.

27 ... 2 Statisticians joined the Educational Survey Unit.

28 ... Baroda meeting of District Survey Officers of 16 Gujarati Language Districts and 4 contiguous Marathi language districts regarding Inter-District boundaries and Inter-District Educational provision.

31 ... Field work of the survey completed in the remaining districts of Baroda, Broach, Kaira, Panchmahals and Sabarkantha.

(G.C.P.) L-A Na 31—11*a*

1957—contd.

JULY—contd.

31—contd. ... Termination of the special posts of District Survey Officers of Akola, Bhandara, Buldana, Nagpur, Parbhani, and Ratnagiri; Ahmedabad, Amreli, Gohilwad, Madhya Saurashtra and Mehsana Districts.

End of Second Stage—Field work.

AUGUST

1 ... Scrutiny and checking of taluka documents in hand at Head Quarters.

Substitute District Survey Officer appointed for West Khandesh District as the District Survey Officer was down with typhoid.

6 ... Alibag—State Survey Officer held discussions with the Educational Inspector and Ex-District Survey Officers of Kolaba.

... District Survey Officer of Sholapur District called to Head Quarters for submitting taluka documents.

9 ... Facit calculators loaned for the first time from Gokhale Institute of Political Science, Poona.

10 ... District Survey Officers of Poona and Ahmednagar submitted taluka documents at Poona.

Thana District submitted taluka documents at Bombay V. T. to the Supervisory Assistant.

11 .. Badnera—8 districts of Vidarbha submitted taluka documents to the Supervisory Assistant in camp.

Kolhapur, Ratnagiri, North Satara, South Satara, Kolhapur submitted taluka documents to the Supervisory Assistant en route to and at Kolhapur.

12 ... Directive from the Political and Services Department, Sachivalaya, to the Block Development Officers in the State to supply lists of villages, their hamlets and maps of Community Development Blocks/National Extension Service Blocks to the District Survey Officers and the State Survey Officer (No. EDN. 1057-37164, W).

1957—contd.

AUGUST—contd.

18 3 15 ... *Fourth Stage of the Survey* : **District Documentation.**

State Survey Officer held discussions with the Educational Inspector and the Ex-District Survey Officer at Ahmednagar.

Instructions on compiling the 45 District Tables, Appendices, Statements issued to the districts from Head Quarters.

Termination of the special posts of District Survey Officers of Aurangabad, Kolhapur, Nanded, North Satara, Osmanabad, Sholapur, West Khandesh, Banaskantha, Halar, Sorath, Zalawad, Yeotmal, Chanda, Amravati and Kutch Districts.

16 ... State Survey Officer at Sholapur—Scrutiny of taluka documents of Sholapur and Osmanabad Districts.

17 ... Baroda—Baroda, Broach, Kaira, Sabarkantha, Ahmedabad submitted taluka documents to the Supervisory Assistant in camp.

Rajkot—5 Districts of Saurashtra, Kutch, Amreli, Banaskantha, Mehsana submitted taluka documents to the Supervisory Assistant in camp.

27 ... Pilot survey documents of Nasik and Chorasi (Surat) talukas sent to Delhi for scrutiny.

29-2 SEPTEMBER ... State Survey Officer on tour to meet the District Survey Officers of 16 Gujarati Language Districts, to return the taluka documents and to issue guidance on the District Tables.

31 ... Termination of the special posts of District Survey Officers of Baroda, Broach, Kaira, Panchmahals and Sabarkantha Districts.

SEPTEMBER

1 ... Scrutiny and checking of taluka documents still in hand.

Supervisory Assistant out on tour to meet District Survey Officers of Kolhapur, South Satara, North Satara, Ratnagiri, Kolaba to return taluka documents and to issue guidance on the District Tables.

1957—contd.

SEPTEMBER—contd.

2-3	...	State Survey Officer on tour to meet District Survey Officers of 4 Districts of Marathwada at Aurangabad, to return taluka documents and to issue guidance on the District Tables.
4-5	...	State Officer on tour to meet the District Survey Officers of West Khandesh, East Khandesh and 8 Districts of Vidarbha en route to Nagpur.
		Annexures I and II regarding the progress of field work of the survey and taluka documentation initiated by the Ministry of Education—First Report despatched.
12	...	Checks and counter-checks on the 45 District Tables issued to the districts from Head Quarters.
13	...	Ex-District Survey Officer of Sabarkantha called to Head Quarters for revising taluka documents.
14	...	Ex-District Survey Officers of Thana District called to Head Quarters to revise taluka documents.
		New larger pro-formas for District Tables issued to the districts from Head Quarters.
20	...	State Survey Officer at Ahwa; held discussions with the Educational Inspector regarding writing of the District Report.
22	...	The first District Tables received from Kaira District.
25	...	Instructions and guidance on District Report issued to the districts from Head Quarters.
30	...	End of Third Stage of Survey—taluka documentation.

OCTOBER

1	...	Scrutiny and checking of taluka documents still in hand.
		Scrutiny and checking of District Tables taken in hand.

1957—contd.

OCTOBER—contd.

	2	... Ex-District Survey Officers of Poona District called to Head Quarters to revise taluka documents and District Tables.
	4	... State Survey Officer met the Officer on Special Duty, Ministry of Education, at Bombay for discussions.
	8	... Ex-District Survey Officer of Sabarkantha relieved of the survey work and the work handed over to a substitute.
	10	... Ex-District Survey Officer of Halar District called to Head Quarters for revising taluka documents and District Tables.
	15	... Instructions and guidance on interpretation of "45"s issued to districts from Head Quarters.
	16	... Part I of District Reports posted to districts from Head Quarters.
	25	... Ex-District Survey Officer of Osmanabad District called to Head Quarters to revise taluka documents and District Tables. Ex-District Survey Officer of South Satara District called to Head Quarters to revise taluka documents and District Tables.
	31	... Third Stage of Survey completed—Taluka documentation. Scrutiny and checking of taluka documents completed.
18·4	NOVEMBER	... *Fifth Stage of the Survey* : **State Documentation.**
	1	Scrutiny and checking of District Tables in hand. Compilation of Regional and State Tables taken in hand.
	5	... Ex-District Survey Officer of Mehsana called to Head Quarters to revise taluka documents and District Tables.
	6	... Ex-District Survey Officer of West Khandesh District called to Head Quarters to revise taluka documents and District Tables.

1957—concld.

NOVEMBER—contd.

8 ... District Reports with taluka documents and maps of Bhir, Parbhani and Kolaba sent to Delhi for scrutiny.

11 ... Annexures I and II regarding taluka documentation—last Report despatched to Delhi.

11 ... State Survey Officer met the Officer on Special Duty, Ministry of Education, at Bombay for discussions.

22 ... Annexure III regarding progress of district documentation initiated by Delhi—first Report despatched.

30 ... Termination of three special posts of Supervisory Assistants at Head Quarters.

End of Fourth Stage of Survey—District documentation.

Points for guidance in the compilation of District and State Tables and for the preparation of the District and State Reports—issued by the Ministry of Education.

18·5 DECEMBER

1 ... *Sixth Stage of Survey*: **Aftermath** Scrutiny and checking of District Tables still in hand.

Compilation of Regional and State Tables in hand.

Collection of data on "Education in urban and rural areas" intensified.

24 ... Observations on the District Reports, taluka documents and maps of Bhir, Parbhani, Kolaba Districts received from Delhi.

31 ... Fourth stage of the Survey—District documentation completed.

Scrutiny and checking of District Tables completed.

1958

JANUARY

1 ... Compilation of Regional and State Tables still in hand.

1958—contd.

JANUARY—contd.

28 ... First lot of 8 District Reports, taluka documents and maps despatched to Delhi for scrutiny.

FEBRUARY

1 ... Compilation of Regional and State Tables nearing completion.

Checking of district data in Forms 5, 6, 7A, 7B and 7C taken in hand.

7 ... 9th and last lot of 4 District Reports, taluka documents and maps despatched to Delhi for scrutiny.

16 ... Termination of the last special post of Supervisory Assistant at Head Quarters.

17 ... Directive from the Public Works Department, Sachivalaya, to the districts to place the services of senior tracers at the disposal of the Ex-District Survey Officers for duplicating and triplicating topo-sheets with the school-symbols and school-areas.

21 ... First lot of district sets of topo-sheets with instructions despatched to the districts for duplication and triplication.

28 ... End of Fifth State : State documentation.

Basic Regional and State Tables completed.

MARCH

1 ... Revision of District Tables, Regional and State Tables as per observations of Officer on Special Duty, Ministry of Education, taken in hand.

Compilation of new District Tables from the taluka documents taken in hand.

Checking of district data in Forms 5, 6, 7A, 7B and 7C in progress.

4 ... State Survey Officer met the Officer on Special Duty, Ministry of Education, at Bombay for discussions.

25 ... Last lot of topo-sheets issued with instructions to the districts for duplication and triplication of school-symbols and school-areas.

1958—contd.

APRIL		
1	...	Revision of District, Regional and State Tables still in hand.
		Compilation of new District Tables from taluka documents still in hand.
8	...	Annexure III regarding progress of district documentation. Last Report despatched to Delhi.
15	...	Last lot of District Reports, taluka documents and maps received from Delhi with observations.
28	..	State Survey Officer met the Officer on Special Duty, Ministry of Education, at Delhi for discussions on processing of data in Forms 5, 6, 7A, 7B and 7C.
MAY.		
1	...	Compilation of new District Tables from taluka documents nearing completion.
		Processing of district data in Forms 5, 6, 7A, 7B and 7C taken in hand.
31	...	Ex-District Survey Officers of Poona District called to Head Quarters for revising statistical data in Forms 5, 6, 7A, 7B and 7C.
JUNE		
1	...	New Statistical Tables suggested by the Officer on Special Duty taken in hand.
		Processing of District data in Forms 5, 6, 7A, 7B and 7C still in hand.
19	...	Ex-District Survey Officers of Poona District called to Head Quarters for revising figures in Forms 5, 6, 7A, 7B and 7C.
JULY		
1	...	Defaulting districts pressed for district data in Forms 5, 6, 7A, 7B and 7C.
3	...	First copy of Statistical Appendix to State Report submitted to Government in the Education Department, Bombay.

1958—contd.

JULY—contd.

First copy of Statistical Appendix to State Report despatched to the Ministry of Education, Government of India, Delhi.

5-8 ... Annual Conference of District Educational Officers of Bombay State at Poona.

Discussions on editing of the District Reports and preparing Press copies of district documents for printing.

Final request for reconciling the statistical figures in Forms 5, 6, 7A, 7B and 7C.

30 ... State Survey Officer met the Officer on Special Duty, Ministry of Education at Bombay for discussions.

AUGUST

1 ... Second copy of Statistical Appedix to State Report submitted to Government in the Education Department, Bombay.

Consolidation and computation of statistical data regarding pupils in schools—urban and rural—in Forms 5, 6, 7A, 7B and 7C taken in hand.

Supervisory clerk appointed to assist in the Administrative Practices Enquiry.

Administrative Practices Enquiry taken in hand—Primary Section.

6 ... Second copy of Statistical Appendix to State Report submitted to Ministry of Education, Government of India, New Delhi.

31 ... Termination of special post of State Survey Officer for the Educational Survey of Bombay State (later continued till 28 February 1959).

18·6 SEPTEMBER

1 ... *Seventh and last Stage of the Survey* : **The State Report.**

Consolidation of statistical data regarding pupils (Boys and Girls) in 3 stages of schooling and computing of educational density of districts completed.

1958—contd.

SEPTEMBER—contd.

Administrative Practices Enquiry : Primary Section under-way.

15 ... Primary Section of Administrative Practices Enquiry completed with reference to 24 districts of old Bombay State.

Secondary Section taken in hand.

30 ... End of Sixth Stage of Survey. Aftermath.

OCTOBER

1-2 ... State Survey Officer met the Officer on Special Duty, Ministry of Education at Bombay for discussions.

State reconciliation tables prepared and handed over to the Officer on Special Duty at Bombay.

Administrative Practices Enquiry in hand—Secondary Section.

3 ... Preparation of new reconciliation tables—State, Regional and District for Tables IVA, IVB, IVC and IVCD taken in hand.

13 ... reconciliation tables IVA, IVAB, IVC and IVCD despatched to the Ministry of Education, New Delhi.

20 ... Administrative Practices Enquiry—Secondary Section completed with reference to 24 districts of old Bombay State.

Primary Section with reference to Saurashtra taken in hand.

22 ... Third copy (Revised and Corrected) of Statistical Appendix to the State Report submitted to the Ministry of Education, Government of India, Delhi.

At the time of writing, the State Report of the Educational Survey of Bombay State is nearing completion.

EDUCATIONAL SURVEY
OF
BOMBAY STATE
1957

STATE REPORT

PART II

THE STATE

THE STATE REPORT

PART II—THE STATE

GENERAL CONTENTS

THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

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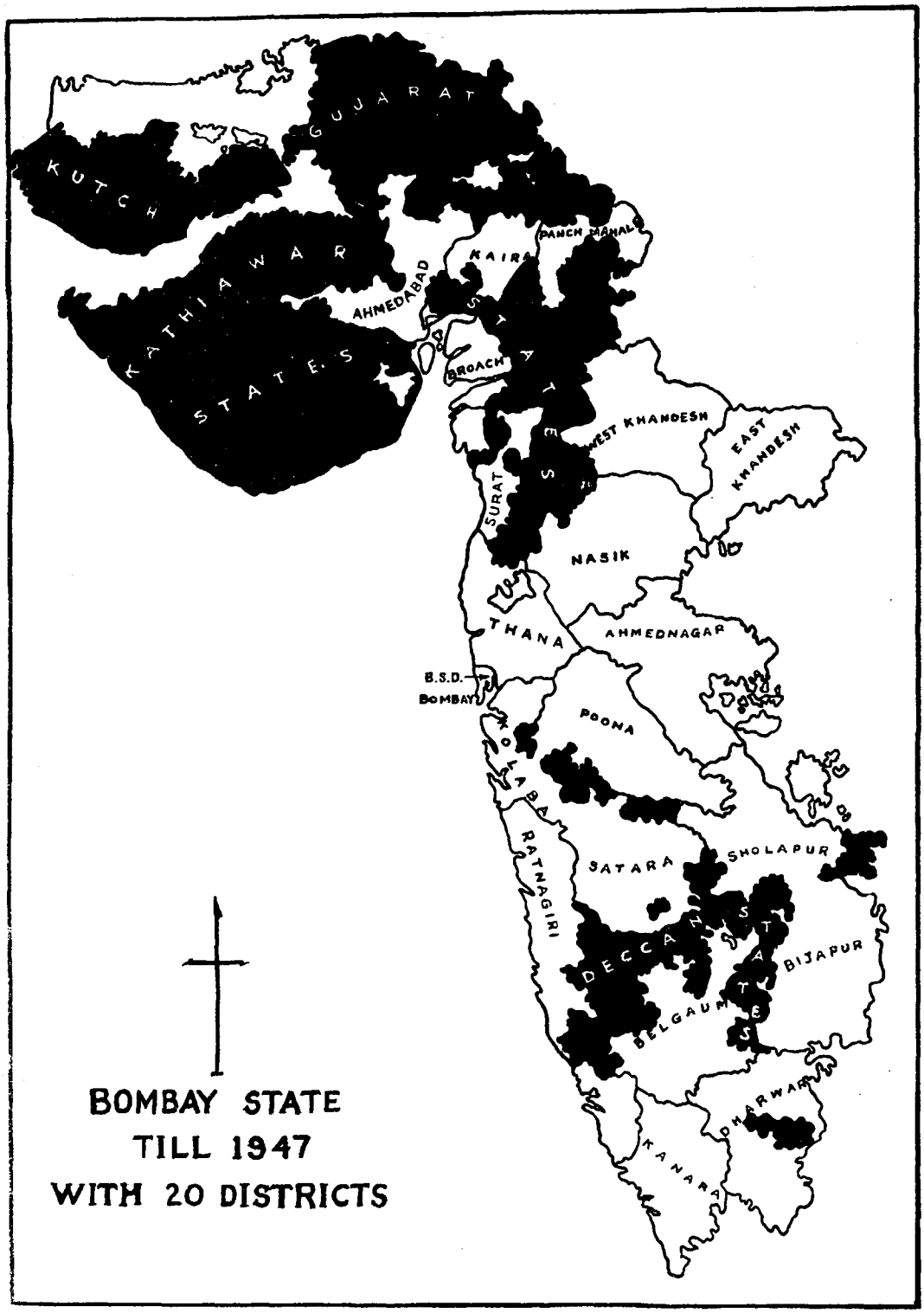
CHAPTER 19

THE BOMBAY STATE



BOMBAY STATE
TILL 1947
WITH 20 DISTRICTS

G.P.Z.P. – No 272 – 10-1959

CHAPTER 19

THE BOMBAY STATE

19·1 The new State of Bombay that was ushered in on 1st November 1956 together with other reorganised States of the Indian Union has the distinction of being the first largest in area and the second largest in population next only to Uttar Pradesh. With a long coast line washed by the Arabian Sea, stretching from Kutch on the borders of Pakistan to Goa in the South, the State sprawls eastwards piercing into the centre of the sub-continent. Prior to re-organisation, however, the State had passed through vicissitudes with kaleidoscopic changes in its physical and administrative pattern.

19·1·1 On the eve of Independence (15th August 1947), the State comprised 20* administrative districts and Bombay city, with 192 talukas, mahals and petas. Its area of 76,443 square miles and population of 2,68,49,840 souls covered 22,712 villages and towns according to the 1941 Census. It stretched between 13° 53′ and 23° 36′ North latitudes, a length of 670 miles and between 71° 52′ and 75° 30′ East longitudes, a breadth of 230 miles. With the liquidation of the 555 Indian States and principalities spread all over India after Independence, some through union among themselves, many acceding and many more merging with the neighbouring States, the then Bombay State received its due share of these which contributed to its enlargement, quickly changing its boundaries and administrative extent. The years between 1947 and 1950 saw the State expand almost day to day with additions of Native States, principalities and exchange of enclaves from the neighbouring States.

1948	...	... 16 States of Bombay Deccan
		Janjira State
		17 States and 18 principalities of Gujarat
		Danta State
		Dangs
1949	...	... Sirohi State
		Kolhapur
		Baroda
		Amreli
1950	...	... Exchange of enclaves between Bombay and Saurashtra.
		Exchange of enclaves between Bombay and Hyderabad.
		Abu Road and Dilwara Tehsils.

* *Vide* Map on facing page.

The Districts of Banaskantha and Sabarkantha were formed as a result of consolidating the Gujarat States and principalities leading to reconstitution of a number of existing districts in Gujarat. Kolhapur, Baroda and Amreli as districts came into being a year after, yet again re-shaping some of their adjoining districts. Many of the districts changed their boundaries by the inclusion of new areas and formation of new districts.

Satara	...	... from 13 talukas to 11 with the formation of South Satara.
Kolaba	...	... from 9 to 14 talukas.
Ratnagiri	...	... from 11 to 15 talukas.
Poona	...	... from 12 to 14 talukas.
Sholapur	...	... from 7 to 11 talukas.
Kaira	...	... from 7 to 10 talukas.
Panchmahals		... from 5 to 11 talukas.
Surat	...	... from 9 to 18 talukas.
Nasik	...	... from 12 to 13 talukas.

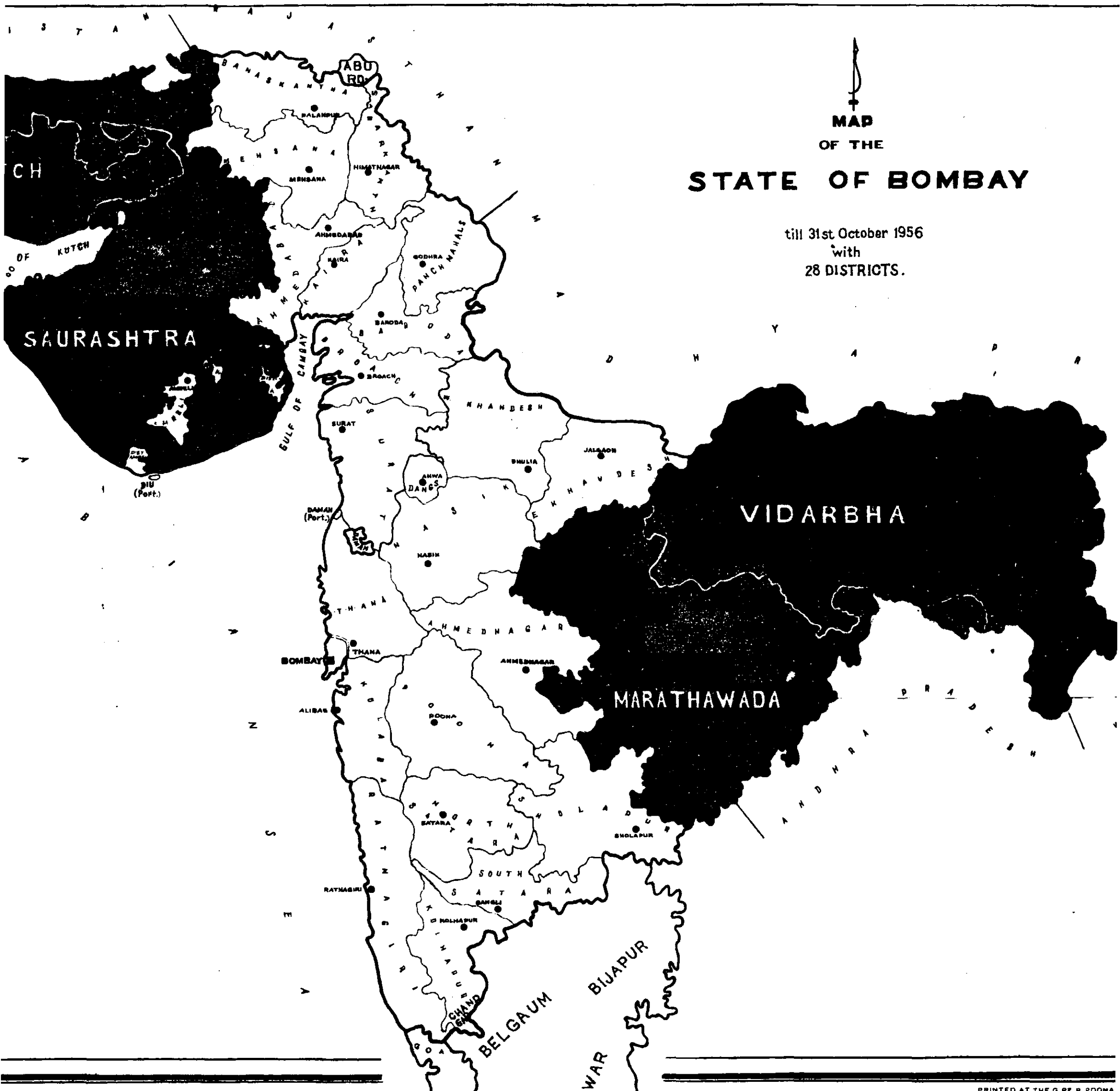
19·1·2 When finally the State stabilised, it comprised 28* districts of 303 talukas, mahals and petas ; an area of 11,434 square miles ; a population of 3,59,56,150 (Census of 1951) covering as many as 34,227 villages and 499 towns with a density of 323. It stretched between 13° 53′ and 24° 45′ North latitudes and, 69° and 76° 30′ East longitudes as the third largest in population and fourth largest in area in the whole of India. The 8 new districts formed were Banaskantha, Sabarkantha, Dangs, South Satara, Mehsana, Kolhapur, Baroda and Amreli. On the eve of re-organisation of States in 1956, the Bombay State had emerged out of political integration as a composite State with three major languages, viz., Marathi, Gujarati, and Kannada. The districts falling within each language group were :—

Multilinguial	...	Greater Bombay ...	1
Marathi	...	Ahmednagar, Dangs, East Khandesh, Kolaba, Kolhapur, Nasik, North Satara, Poona, Ratnagiri, Sholapur, South Satara, Thana and West Khandesh.	13
Gujarati	...	Ahmedabad, Amreli, Banaskantha, Baroda, Broach, Kaira, Mehsana, Panchmahals, Sabarkantha and Surat.	10
Kannada	...	Belgaum, Bijapur, Dharwar and Karwar	4
			28

* *Vide* Map on facing page

MAP
OF THE
STATE OF BOMBAY

till 31st October 1956
with
28 DISTRICTS.



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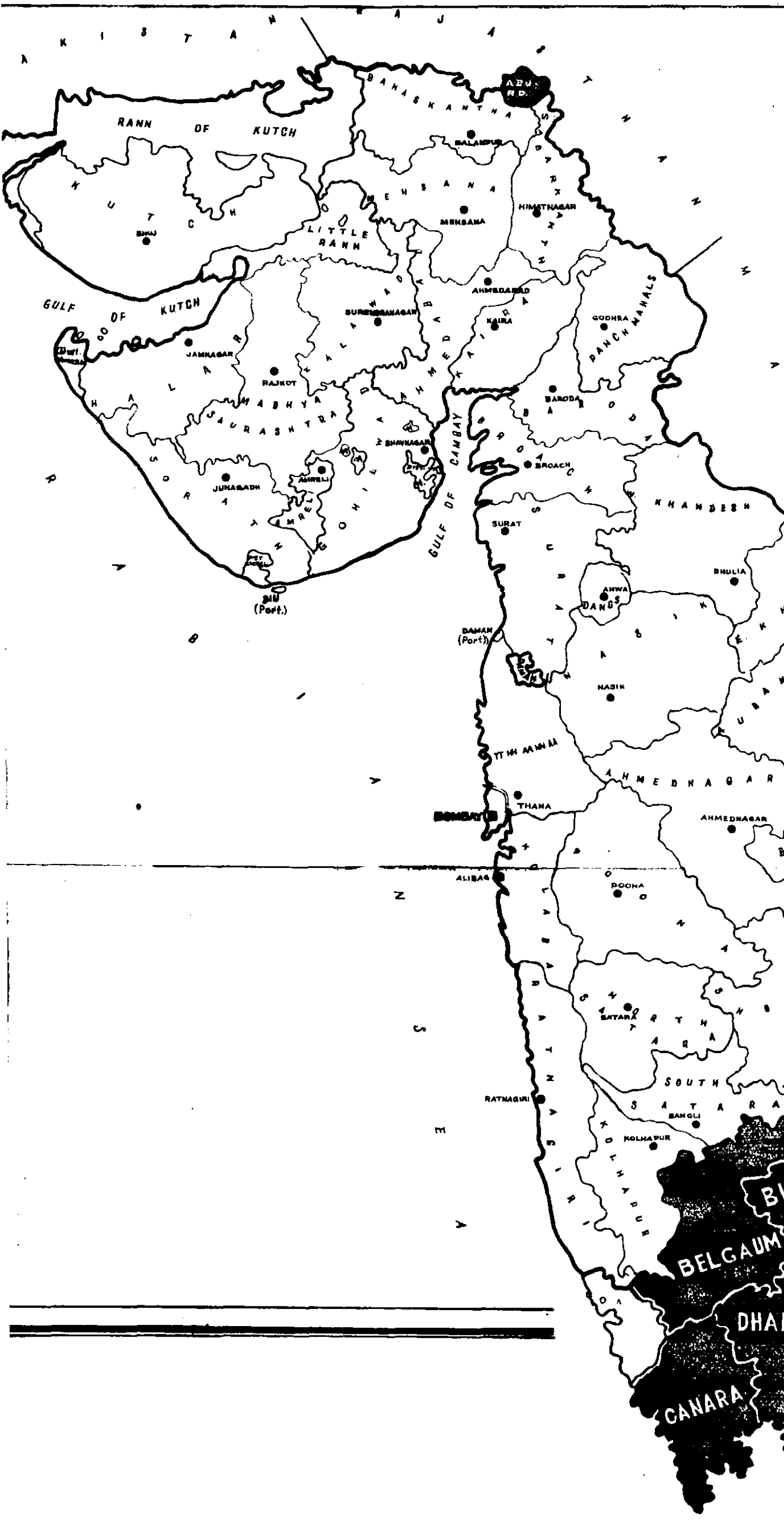
MAP
OF THE
STATE OF BOMBAY

After 1st November 1956
with
43 DISTRICTS.



PRINTED AT THE

The State had the biggest First Five Year Plan and had implemented it fully. The State had stabilised and its administration geared up to achieve the goal of a Welfare State when the reorganisation of all the States of the Union once again enveloped it in more dynamic and far-reaching changes.

19·1·3 When the Bill of Reorganisation of the States of India according to the State Reorganisation Commission recommendations came up for consideration before the Lok Sabha at its momentous session in 1956, the Government moved an amendment so as to constitute a new State of Bombay, bilingual in composition, the only State to be so organised amongst the 14 that came into existence based on linguistic frontiers. The new set-up of the State consisted of 43* districts comprising :

(*a*) the territories of the old (prior to re-organisation) State of Bombay excluding Bijapur, Dharwar and Kanara Districts and Belgaum District, except Chandgad Taluka, and Abu Road Taluka of Banaskantha District ;

(*b*) The area popularly known as Marathwada of Hyderabad State, that is, Aurangabad, Parbhani, Bhir and Osmanabad Districts, Ahmadpur, Nilanga and Udgir Talukas of Bidar District, Nanded District (except the Bichkonda and Jukkal Circles of Deglur Taluka and Mudhol, Bhiansa and Kuber Circles of Mudhol Taluka) and Islapur Circle of Boath Taluka, Kinwat Taluka and Rajura of Adilabad District, of the Hyderabad State ;

(*c*) Buldhana, Akola, Amravati, Yeotmal, Wardha, Nagpur, Bhandara and Chanda Districts known popularly as Vidarbha of Madhya Pradesh ;

(*d*) Saurashtra and

(*e*) Kutch.

While Bijapur, Dharwar, Kanara and Belgaum Districts formed part of the enlarged Mysore State, and Abu Road Taluka went to Rajasthan, the excluded Chandgad Taluka of Belgaum District, became part of Kolhapur District in Bombay State. Ahmadpur, Nilanga and Udgir Talukas were included in Osmanabad District, and Islapur Circle, Kinwat Taluka and Rajura Taluka in Nanded District. Kutch became a separate district. Bichkonda, Jukkal and other excluded areas of Nanded District went to the new State of Andhra Pradesh. In the context of the new Indian Union of 14 States and 6 territories that merged out in the process of integration and consolidation of the different areas, the new Bombay State was a challenge to the political and administrative astuteness of a State already marked out as one of the most progressive and enlightened. The State as reorganised extended between North latitudes 15° 36′ and 24° 42′ and between East longitudes 68° 6′ and 80° 53′ stretching nearly 640 miles north to south and 800 miles east to west, made up of 27 Marathi

* *Vide* Map on facing page

language districts, and 16 Gujarati language districts. The magnitude of the change due to re-organisation is best illustrated by the following :—

	Prior to 1st November 1956.*	From 1st November 1956 *
Districts	28	43
Language Districts	14 (Mar.) 10 (Guj.) 4 (Kan.)	27 (Mar.) 16 (Guj.)
Talukas	303	412
Area in square miles	1,11,434	1,90,872
Population (1951) ...	3,59,56,150	4,82,65,220
Density	323	253
Villages	34,227	54,281
Towns	499	625

The 24 districts of old Bombay State, 14 Marathi language and 10 Gujarati language, joined to 5 Districts of the State of Kathiawar or the United States of Saurashtra (Gujarati language), the former centrally administered part C State of Kutch (Gujarati language), the 8 districts of Vidarbha (Marathi language) and the 5 districts of Marathawada (Marathi language) now form the enlarged and re-organised New State of Bombay.

19·2 For the purposes of administration, the State is divided into 6 Divisions consisting of the following districts with headquarters at Bombay, Poona, Ahmedabad, Rajkot, Nagpur and Aurangabad.

Bombay Division ...	Surat, West Khandesh, Nasik, Dangs, Thana, Bombay, Kolaba and Ratnagiri (8 districts).
Poona Division ..	Ahmednagar, Sholapur, Poona, North Satara, South Satara and Kolhapur (6 districts).
Ahmedabad Division ...	Sabarkantha, Banaskantha, Mehsana, Ahmedabad, Kaira, Panchmahals, Baroda and Broach (8 districts).
Rajkot Division ...	Gohilwad, Halar, Madhya Saurashtra, Sorath and Zalawad of Saurashtra, Kutch and Amreli (7 districts).
Nagpur Division ...	Akola, Amravati, Bhandara, Buldhana, Chanda, Nagpur, Wardha and Yeotmal of Vidarbha (formerly of Madhya Pradesh) (8 districts).
Aurangabad Division ...	Aurangabad, Bhir, Nanded, Osmanabad and Parbhani of Marathawada (formerly of Hyderabad) and East Khandesh (6 districts).

* *Bureau of Economics and Statistics*, Government of Bombay.

The Data* about these divisions is as follows :—

Administrative Divisions	Districts	Area	Towns	Villages	Census 1951. Population (in 1,000s)			Density
					Rural	Urban	Total	
1	2	3	4	5	6	7	8	9
Bombay ...	8	28,325	111	10,358	6,857	4,573	11,430	404
Poona ...	6	28,930	124	6,460	6,106	2,245	8,351	280
Ahmedabad ...	8	26,699	120	10,634	6,772	2,427	9,199	344
Rajkot ...	7	39,809	105	5,651	3,429	1,593	5,022	160
Nagpur ...	8	36,880	75	12,448	5,971	1,636	7,607	206
Aurangabad ...	6	30,229	90	8,730	5,480	1,176	6,656	220
STATE ...	43	190,872	625	54,281	34,615	13,650	48,265	253

These divisions are essentially revenue. The administrative divisions of other departments will in due course be demarcated to this pattern so that administratively all departments including Education will follow the same regional or divisional organisation.

19·3 In educational administration, however, this divisional regrouping of districts has not yet been introduced though in the near future the decentralisation of the department into regional units will be ushered in for better and smoother administration of this vast new State. At present, educationally the State forms 5 distinct administrative patterns, namely, of the 24 districts of old Bombay State, of the 5 districts of Saurashtra, of the district of Kutch, of the 8 districts of Vidarbha and of the 5 districts of Marathwada, each of these today (31st March 1957) following their own original administrative set up and educational pattern.

For the purposes of the educational survey of the State, the administrative divisions or regions could not serve as sub-units, nor could the survey be conducted taking the whole State as one single unit for co-ordination and consolidation of the survey data and their findings. The new groups of districts that came in brought with them varying administrative set-ups and patterns of education which could not even be averaged up to yield a common factor. Besides, the educational progress in these different groups varied considerably, Marathwada being least fortunate amongst them. The assessment of existing educational facilities in the districts formed an important part in the investigation as without this no fresh proposals could be formulated for expansion of these facilities on a common and uniform standard. A scheme of sub-units based on grouping of

* *Bureau of Economics and Statistics*, Government of Bombay.

districts with similar educational background became necessary so that the survey data could be consolidated under these homogeneous sub-units correctly to examine each of these independently and in relation to others. This was all the more imperative as otherwise the less fortunate districts or group of districts would have been swamped by those more fortunate in educational provision so that it would not have been possible to analyse the special and peculiar needs of each district or group of districts. For these various reasons the 43 districts of the State have been grouped into 5 homogeneous educational regions as under * :—

14 Districts of old Bombay State.	Marathi language.	Greater Bombay, Ahmednagar, Dangs, East Khandesh, Kolaba, Kolhapur, Nasik, North Satara, Poona, Ratnagiri, Sholapur, South Satara, Thana, West Khandesh.
10 Districts of old Bombay State	Gujarati language.	Ahmedabad, Amreli, Banaskantha, Baroda, Broach, Kaira, Mehsana, Panchamahals, Sabarkantha, Surat.
5 Districts of Marathawada	Marathi language.	Aurangabad, Bhir, Nanded, Osmanabad, Parbhani.
8 Districts of Vidarbha	Marathi language.	Akola, Amravati, Bhandara, Buldhana, Chanda, Nagpur, Wardha, Yeotmal.
6 Districts of Saurashtra Kutch.	Gujarati language.	Gohilwad, Halar, Kutch, Madhya Saurashtra, Sorath, Zalawad.

* *Vide* Map on facing page.

CHAPTER 20

REGIONAL AND DISTRICT REVIEWS

14 Districts of Old Bombay State (Marathi)

CHAPTER 20

REGIONAL AND DISTRICT REVIEWS

14 Districts of Old Bombay State (Marathi)

20·1 The consolidation and amalgamation of the bilingual districts of the new Bombay State was only the first step in closely knitting these districts into an integration of their administrative patterns which has perforce to follow. This second stage can only be taken up after a transitional period during which the conditions and traditions of the new regions have to be closely studied *vis-a-vis* those of the districts of old Bombay State. Even out of the twenty-four districts of the old Bombay State, as many as eight are of post-Independence vintage and have just stabilised and attuned to the Bombay State pattern of administration. These eight districts—Banaskantha, Sabarkantha, Mehsana, Panchmahals, Amreli, Baroda, Kolhapur, South Satara—came into the State bringing with them varying standards of administration, high and low, of their native rulers, and acclimatised themselves to a new and better way of administrative life. But the new regions that joined Bombay State on 1st November 1956 came from well established and stabilised States with political, democratic and even autocratic histories of their own, different in laws, different in administrative machinery, different in educational patterns from those of the districts of the old Bombay State. The State, therefore, was divided into five educational regions based mainly on classification of language and sub-classification of their common educational background. The classification is :—

Marathi language districts	fourteen districts of old Bombay State	
	eight districts of Vidarbha	
	five districts of Marathwada	
Gujarati language districts	ten districts of old Bombay State.	
	five districts of Saurashtra	six districts of Saurashtra-Kutch
	district of Kutch.	

For purposes of this survey, the state was divided into five educational regions. Kutch, though individual in itself, was treated with the five districts of Saurashtra with which it had little that was common educationally except its language and physical proximity.

20·2 Fourteen Marathi Language Districts of Old Bombay State

The twenty-four districts of old Bombay State naturally fall into two main language groups, Marathi and Gujarati, with fourteen and ten districts respectively. Geographically also these two groups of

districts stand apart in close-knit association with well demarcated boundaries of language, tradition and custom.

The fourteen Maratni language districts stretch longitudinally south to north across the middle of the new State with the two new regions of Marathwada and Vidarbha on the east and the ten Gujarati Districts with the new region of Saurashtra-Kutch on the west. They lie between North latitudes 15°-36″ and 22°-7″ and between East longitudes 72°-38″ and 76°-24″ as a compact physical mass with Goa and Mysore in the South and Madhya Pradesh in the North as land-frontiers. In their vertical alignment they run in two series of districts, the first, Ratnagiri, Kolaba, Greater Bombay, Thana (Nasik) and the Dangs, and the second, running closely on the west Kolhapur, South Satara, Sholapur, North Satara, Poona, Amednagar, Naisk, West Khandesh and East Khandesh. The long coast line of Ratnagiri, Kolaba, Greater Bombay and Thana is open to the Arabian Sea with innumerable harbours, big and small, dotting the creeks along the coast. The Sahyadris divide these two chains of districts influencing their climate and general land fertility. The coast line districts are moist with high humidity and receive heavy rains as against those beyond the ghats which are dry and get moderate rain. The coastal districts are fertile and productive while those east of the ghats need river and irrigational facilities for agriculture. A brief note on each of these districts will present them in profile.

20·2·1 GB : 1

GREATER BOMBAY

Till 1950, Bombay City formed a unit by itself belonging to no district and in being none by itself. Beginning as an island made up of seven separate smaller islands with an area of 22·48 square miles, today, it covers 162 square miles. This enlargement was covered in two stages. The first on 15th April, 1950, when its limits of Sion-Mahim were extended up to Ghatkopar-Jogeshwari along the two main railway lines, the Central and the Western respectively. With this expansion, the Bombay Suburban District merged with Bombay City and the whole area formed the Greater Bombay District. On 1st February, 1957, the 2nd stage of expansion stretched its limits to Mulund on one side and Dahisar on the other. According to the Census, the Greater Bombay District today comprises Bombay City, nine other towns and eighty-two villages under the talukas South Salsette and Boriwali. But the whole area is purely Urban in character though a few fishing villages and agricultural homesteads on the out-skirts maintain a rural background in spite of strong urban influences.

Bombay is the Gateway of India. With a natural harbour and an international airport, it is also the terminus of two main railway lines—Western and Central. The Governmental and business edifices of the Fort area in the South are off-set by the tall smoking chimneys of the industrial North, both in conjunction moving the wheels of trade, commerce and transport in an ever increasing tempo. With the rich and productive hinterland of Maharashtra and Gujarat

behind it, the city is the trade and commercial centre of the whole of India. The life of the city is cosmopolitian and it is the meeting ground for all religions, castes and creeds. Every Indian language from Kashmir to Cape Comorin is heard in the streets and homes of Bombay. With its multilingual complexity, it rules the vast stretches of the bilingual State in acknowledged efficiency in administrative and developmental progress. All India in character, its political, economic, commercial and industrial influence dominates the councils of Government at Delhi. Because of its strategic importance to the nation as a whole, the States Reorganisation Commission was prone to award it to a bilingual Bombay State than to any uni-lingual.

To a stranger the city presents a spectacle of a disturbed beehive. The dense population centred in the city, with the added pressure of industrial labour is moving north to seek quieter homes. Simultaneously industrial areas are springing up northwards expanding the peaceful suburbs into humming townships.

Being on the sea front the city has an equitable climate though the summers because of high humidity tend to be sultry and uncomfortable. It has an average rainfall of seventy-five inches which is usually exceeded resulting in flooding of the streets and dislocation of traffic and the normal hectic life of the city. No rivers flow through this district but the corrugated sea front and the many creeks serve as ideal anchorage for all types of vessels from small country crafts to giant ocean liners.

The district for its size has the largest number of institutions of higher learning—secondary schools, Arts, Science and professional colleges. The cultural life of the city besides reflecting the bilingual texture of the State, even represents a cross-section of the multilingual character of the Indian Union.

In the context of the above the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	49·30	55·90	38·30
Schools—			
Pre-Primary	75	...	...
Primary	731	549	182
Middle	526	400	126
High	288	228	60
Multi-purpose	4	4	...
Special—			
Blind	4	4	...
Deaf and Dumb	2	2	...
In Need of Special Care	1	1	...
Training—			
Pre-Primary	2	...	2
Primary	6	1	5
Secondary	2	2	...
Hindi Shikshak Sanad	15	15	...
S. T. C. Classes	7	7	...

	Total	Male	Female
Collegiate—			
Arts	13	12	1
Science	1	1	...
Arts and Science	5	5	...
Commerce	2	2	...
Law	2	2	...
Engineering	1	1	...
Medical	4	4	...
Technology	1	1	...
Art and Painting	1	1	...
Architecture	1	1	...
Veterinary	1	1	...
Social Education—			
Classes	800 to 1,000	...	...
Others—			
Tailoring	97	...	...

20-2-2 M : 2

AHMEDNAGAR

Shaped like a slanting cross, Ahmednagar District is surrounded by as many as seven districts—Nasik, Aurangabad, Bhir, Osmanabad, Sholapur, Poona and Thana on its sides in the clockwise direction. Today it comprises an area of 6,472 square miles covering thirteen talukas of thirteen towns and one thousand three hundred and nineteen villages. Situated on a high plateau of the Deccan, it has a general slope from west to east. It is separated from Thana by the Sahyadri mountains. Four of its talukas lie in the valley of the Godavari. The Bhima river also contributes to the fertility of the region through which it passes. Besides these, the Mula, the Seena and the Kukadi also water its agricultural land.

Lying as it does on an elevated table land the climate, in general, is dry and healthy, with extremes of heat and cold in summer and winter respectively. With a rainfall of fifteen to twenty inches, except in Akola Taluka, it comes within the category of a famine district. In the north, centre and east are the fertile alluvial plains of Kopergaon, Rahuri, Newasa and Shevgaon in the valley of the Godavari. Between the Godavari and the Bhima valleys there is a variety of bare hills. The district produces wheat, millets, jowar and cereals. With expanding irrigational facilities provided by the canals of the Godavari and the Prawara, cash crops like sugar-cane are contributing today to the prosperity of the district. The district is of historic origin. With associations with Chalukyas and Bahamanis ending with the Nizamshahi dynasty which was followed by the Moghuls, it came under the British in 1817. The old fort and other historical ruins are evidence of its rich and glorious past.

The district has a broad gauge railway line crossing it supplemented by good roads. The rivers are narrow and shallow and are of importance only as water resources. The district has won a name for its rich sugar and gur which form its main products. Sugar factories have sprung up in the central and eastern parts of this district.

	Total	Male	Female
Literacy	18·80	29·40	7·90
Schools—			
Pre-Primary	6	6	...
Primary	1,866	1,813	53
Middle	485	454	31
High	54	51	3
Multi-purpose	2	1	1
Special—			
Training—			
Primary	5	4	1
Secondary	...	...	...
Hindi Shikshak Sanad	3	3	...
Collegiate—			
Arts and Science	1	1	...
Medical	1	1	...
Social Education—			
Classes	665	595	70
Others—			
Vocational	5	...	5
Nursing	2	...	2
Music	2	2	...
Gymnasia	2	...	...

The above is the Index of educational standing of Ahmednagar District.

20·2·3 M : 10

DANGS

The Dangs District as an independent district came into existence in 1948. Prior to this, it was administered by the Central Government under the Surat Political Agency. By its geographical nature it is a hilly region of forests and has been cut off from civilising influences, to a great extent, maintaining its aboriginal character. Lying at the end of the Sahaydri range this small hilly district once comprised as many as fourteen petty states each ranging from 6 to 53 villages. It is the smallest district in the State with an area of 658 square miles forming only one taluka of three hundred and ten villages.

The population belongs to the Adiwasi type and the whole of the district is classified as a Scheduled Area. Being heavily wooded timber, bamboo and minor forest produce are the important products. There is only one all-weather-road connecting it to Billimora. The

other road connecting it to Nasik is communicable only during fair weather. The district has no towns. Even the Headquarters Ahwa has a population of two thousand and thirteen. A narrow gauge railway connects Waghai to Billimora mainly for the transport of timber. The whole of the district is a Community Development Block and every effort is being made to raise the standard of the people by educational, agricultural, public health and other ameliorative measures. The domestic and social life of the people is very primitive and moral standards are lax. Festivals and ceremonies, and merry-making have a significant place in their life ; the practice of witch-craft is widespread. With the institution of active measures to wean them from old primitive rites and rituals, the whole of the district is being slowly but steadily lifted up from its primitive standards.

The climate of the district is wet, moist and unhealthy and bad-climate allowance is attached to all Government posts. Today with the intense development of the area the place is being rid of malaria and conditions are tending to be more healthy. The district produces rich varieties of timber as a commercial product, and, rice and other foodgrains for local consumption.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	6·40	10·40	1·80
Schools—			
Pre-Primary	...	...	...
Primary	91	91	...
Middle	19	19	...
High	1	1	...
Multi purpose	...	...	...
Social Education—			
Classes	66	65	1

20·2·4 M : 11

EAST KHANDESH

After a chequered history of having been ruled by Allaudin Khilji and even by Akbar, the Moghul emperor, and later by the Marathas, East Khandesh passed into the British hands in 1880. East Khandesh came into administrative being as a district in 1907 prior to which it was part of the district known as Khandesh. Today it comprises thirteen talukas covering twenty-nine towns and one thousand four hundred and twenty-four census villages and is more fertile and more plane than its sister district of West Khandesh.

It is surrounded by four ranges of mountains—the Satpudas, the Elephantas, the Ajanthas and the Sahyadris. In the new Bombay State along its northern boundaries East Khandesh occupies the

central position between Vidarbha on the east and Gujarat on the west. The Tapti river is the main river of the district with five or six others pouring their waters into it. These tributaries are shallow and run dry in summer.

Most of the region is flat and fertile and the wooded areas scattered all over the district produce very well-known species of timber. The climate of East Khandesh is generally hot with pleasant winters. With a rainfall of thirty to thirty-five inches supplemented by river and tank resources and gifted with black soil, the district is fertile in jawar, wheat and cotton. With a plentiful supply of cotton the district has ginning and pressing factories and a few cotton mills. Hand looms and power looms have introduced weaving as a cottage industry.

The broad gauge Central Railway passes through many of the talukas of this district forming junctions connected with other branch metre gauge lines. Bhusawal is a railway junction of note and has a railway workshop. Jalgaon, Amalner, Chopda are the main industrial towns. Parola, a taluka place, is famous for its weavers and is also the birth place of Rani Laxmibai of Zashi.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	27·90	43·60	11·80
Schools—			
Pre-Primary	7	7	...
Primary	1,327	1,266	61
Middle	513	462	51
High	55	51	4
Multi-purpose	1	1	...
Training—			
Primary (Basic)	4	3	1
Collegiate—			
Arts and Science	2	2	...
Social Education—			
Classes 1st	420	387	33
Classes 2nd	195	171	24
Others—			
Vocational	2	2	...
Ashram	2	2	...
Music	1	...	1

20·2·5 M : 12

KOLABA

Historically Kolaba has passed through five periods—Hindu period till about one thousand and three hundred, Mussalman period up to one thousand six hundred and sixty, Maratha period till one thousand eight hundred and three, the British period till one thousand nine hundred forty-seven and the post Independence period. The Janjira State and the Sudhagad Mahal from Bhor State have now been merged with Kolaba. Its eight talukas and six petas, according to the Census, contain twelve towns and one thousand seven hundred seventy-six villages. It lies between latitudes 72°55′ and 73°43′ and between longitudes 18°50′ and 17°50′. The district has a length of seventy miles north to south and a width of twenty to thirty miles west to east. With the sea on the west and the western Ghats on the east the whole of the district is full of hills and forests, the forests rich in resources. The rivers, though many, are short and swift and are not useful for irrigational purposes. Rain is bountiful and the climate uneven, healthy along the western coast and fever-ridden on the east.

Rice is the most important crop and fishing an important occupation. Connected to Bombay by ferry services and from Panvel by land there is heavy traffic of men and material from this district to Bombay. Because of its physical features there is no railway in the district except for a distance of twenty miles from Karjat to Neral. Travelling on land is by buses and by water along the coast. The district is purely agricultural and the only industries are the Tata Hydro-Electric Works at Khopoli and the Dhutpapeshwar Chemical Works at Panvel. Matheran in Karjat Taluka of this district is a hill station which attracts Bombay crowds.

Alibag, the district town, is on the sea front. It is without electric supply because of the magnetic station located there. Panvel and Pen, two taluka-towns, are bigger and more prosperous. The whole of the district including towns have a rural air about them mainly because of the occupation of the people—rice cultivation and fishing.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	19·20	29·40	9·40
Schools—			
Pre-Primary	...	...	...
Primary	1,346	1,324	22
Middle	251	234	17
High	27	25	2
Multi-purpose	2	2	...
Training—			
Primary (Basic)	2	1	1

	Total	Male	Femal
Social Education—			
Classes	388	360	28
Libraries	45	45	...
Others—			
Vocational	6	6	...
Ashram	1	1	..
Tailoring and Embroidery	1	...	1
Gymnasia	2	1	1

20·2·6 M : 13

KOLHAPUR

Kolhapur was a native State which passed through the rule of a number of dynasties before its inclusion in Bombay State in 1948. The present Kolhapur district comprises the original State with that name with some villages from Kurundwad State and the Chandgad Taluka of Belgaum district. The district has nine talukas and three mahals. Progressively it is developing into an industrial district.

It is a border district in the south eastern corner of the State touching Mysore in the east and the south. It has a natural boundary—the Varana river in the north, the Sahyadri ranges in the west, the Krishna on the east and the Tungabhadra in the south. The district is provided with many other rivers running through almost all its talukas but most of them are shallow and in floods during rains. These are being dammed to provide irrigational facilities.

Physically Kolhapur falls into three natural regions divided by boundaries running south to north almost parallel to the Sahyadri. The first region, the western part, is mountainous with an average height of 2,000 ft. and more. The central region is partly hilly and partly plane and the third, on the east, is plane delta-land of rivers and as such is the most fertile part of the district. The fertility of the land corresponds to the nature of these three regions. With varying rainfall, the land covered by the rivers is very fertile with rice and sugar-cane. Cotton, tobacco, ground-nuts, jawar, millets are the main crops.

The climate is healthy except in the western mountainous parts. Panhala is a summer resort which now is being developed more fully.

Kolhapur District is rising in its industrial importance in the Deccan mainly on account of the manufacture of textile, sugar-cane and ground-nut crushing machinery. A textile mill, sugar factories, hand loom products, a tanning factory, silver and gold smithies and clay products form its main industries. Except for a metre gauge line of about 22 miles from Miraj to Kolhapur, all communication in the district is by road.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	12·50	20·80	4·00
Schools—			
Pre-Primary	15	15	...
Primary	1,403	1,368	35
Middle	386	365	21
High	58	53	5
Multi-purpose	4	3	1
Special— ..			
Deaf and Dumb	1	1	...
Training—			
C. P. Ed.	1	1	...
Primary	3	2	1
Secondary	2	2	...
Hindi Shikshak Sanad..	2	2	...
S.T.C. Classes	1	1	...
Collegiate—			
Arts	2	2	...
Science	1	1	...
Commerce	1	1	...
Law	1	1	...
Social Education—			
Classes 1st	468	450	18
Workers' Training	1	1	..
Others— ..			
Art	4	4	...
Music	1	1	...
Gymnasia	18	18	...
Grahini Vidyalaya	1	—	1

NASIK

Nasik, the holy city, dates from Aryan civilisation. Sage Agastya is supposed to have built his hermitage near the city of Nasik. With close association with Rama of Hindu mythology, Panchavati stands as a living proof of these associations. Trimbakeshwar, a few miles away from Nasik, is a place for pilgrimage as the source of the sacred river Godavari begins here.

In 1880, the Nasik District of today belonged partly to Ahmednagar and partly to Khandesh. From 1837 to 1878 it passed through various phases until it emerged as a district with 12 talukas. In 1949, the Surgana State merged with Nasik giving it its present 13 talukas.

The whole district of Nasik forms part of what is known as the great trap region of the Deccan. Formed of volcanic formation, the district lies between 19°33′ and 20°53′ North latitudes and 73°16′ and 75°6′ East longitudes. Rhomboidal in shape, it measures 130 miles east to west and about 110 miles north to south. With West Khandesh and Dangs on the north, East Khandesh and Aurangabad on the east, Ahmednagar in the south, Thana to the south-west and Surat to the west, Nasik, like Ahmednagar, is centrally situated in a constellation of other districts. The Sahyadri range forms the western boundary, the Peint and Surgana Talukas being very hilly.

The District is drained by 2 chief rivers, the Girnar and the Godavari, and their tributaries. With many dams, minor irrigation works have brought considerable land under cultivation. The main crops are rice, bajri, jawar and wheat and the cash crops are cotton, ground-nuts, sugarcane and onions. Grapes are a speciality of the Nasik District. The rainfall in the district varies from heavy to very light and determines two distinct climatic conditions, one dry and bracing and the other wet and moist.

The Central Railway runs along the south-west corner of the district, moves north and then enters East Khandesh. The branch line from Manmad leads to Dhond and thence to Poona.

The main mode of transport is by road. The district produce, agriculture and non-agricultural, is mostly moved out of the district by motor transport. The handloom products of Malegaon, in particular, have achieved considerable repute.

By its religious significance Nasik City draws millions of pilgrims from all parts of India to the sacred banks of the Godavari and the ancient temples of Panchvati. Nasik City particularly has a stream of floating population which adds to the density of the city. With this pious background the district has produced well-known Marathi writers and poets of note.

In the context of the above, the following is the Index of educational standing of the district :

	Total	Male	Female
Literacy	21·40	33·20	9·10
Schools—			
Pre-Primary	4	4	..
Primary	1,637	1,581	56
Middle	471	421	50
High	52	48	4
Multi-purpose	4	3	1
Special—			
Blind	1	1	..
Training—			
Pre-Primary	1	1	..

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	Total	Male	Female
Collegiate—			
Arts and Science	1	1	..
Social Education—			
Classes { 1st	706	546	160
{ 2nd	257	223	34
Libraries	144	144	..
Others—			
Ashram	3	3	..
Language	2	2	..
Trades (10)	18	18	..
Remand Homes	2	2	..
Music	2	2	..
Sanskar Kendra	1	1	..
Gymnasia	3	3	..

20·2·3 M : 17

NORTH SATARA.

Prior to April 1947, Bombay State contained only one district by name Satara. With the merging of the Deccan States, a number of districts in the Deccan were reconstituted and the two Sataras, North and South, came into being thereafter. North Satara received the State of Phaltan, parts of Jamkhandi, Sangli, Akkalkot, Bhor and Aundh making up 9 talukas and 2 mahals with 15 towns. Satara City, the district Head Quarters, is historically connected with Chhatrapati Shahu who made it his capital when he was set free by the Moghuls. The district is full of historical forts and ruins associated with its past history. It has religious associations, the main being St. Ramdas's Samadhi which is located in this district.

Surrounded by Poona on the north, South Satara on the south, Sholapur on the east, Kolaba and Ratnagiri on the west, the district is bounded by the Sahyadris on the west and divided from Poona by the river Nira. The district can be conveniently divided into the eastern part which is hilly and full of forests and has a heavy rainfall next only to Cherapunji. Mahabaleshwar is a popular hill station in this region. The central region called "Krishna Khore" because of the rivers Krishna and Koyna, though not quite plane, is free from forests and hills. This is a jawar, bajri, groundnut, wheat and cane growing area, Karad Taluka being the richest. The third region, the western part of the district, is far removed from the influences of the Ghats and has scanty rainfall. Cattle rearing is the main occupation though a minor canal system is now progressively making the land cultivable.

The Poona-Bangalore line of the Southern Railway cuts across this district south to north. Roads are good and transport facilities fairly quick and comfortable.

The district has progressive industries like Ogale Glass Works, Cooper Engineering, Phaltan Sugar and other Sugar factories. With the Hydro Electric project of the Koyna which is now in hand, the district stands to gain considerably both in industries and irrigational facilities in the near future.

In the context of the above, the following is the Index of Educational standing of the district :—

	Total	Male	Female
Literacy	20·60	33·50	6·30
Schools—			
Pre-Primary	6	6	..
Primary	1,489	1,453	36
Middle	515	480	35
High	59	54	5
Multi-purpose	4	2	2
Training—			
Primary	7	5	2
Secondary	1	1	..
Collegiate—			
Arts	2	2	..
Medical	1	1	...
Social Education—			
Classes	782	608	174
Libraries	451	451	..
Others—			
Vocational	3	3	..
Remand Homes	1	1	..
Music	2	2	..
Sewing Class	1	..	1
Gymnasia	3	3	..

20·2·9 M : 20

POONA

The district of Poona comprises 14 talukas with 36 towns. The whole of the district is on a high plateau sloping eastwards from the Western Ghats. With a width of about 70 to 80 miles, it stretches 130 miles southeast, sloping gradually and narrowing to about 30 miles in the east. Bounded by the Western Ghats on the west, Ahmednagar and Sholapur on the east and North Satara in the south, it is centrally situated in relation to these districts.

The district has pre-historic and historic importance as the Chalukyas, Rashtra Kutas and Yadavas in the past and the Peshwas much later had sway over the district. The district is full of relics, ancient and historic—caves at Shivnar and Namoda; Alandi with memories of Sant Dyaneshwar; Dehu, the birth place of Tukaram, Besda, Karla, Bhaja caves; Parwati and Shanwarwada in Poona City are all stamped with past religious and historic associations. The National Academy at Khadakwasla, the National Chemical Laboratory at Pashan and the Penicillin factory at Pimpri are monuments of modern India.

Lying between 17°54′ and 19°24′ north latitudes and 73°19′ and 75°10′ east longitudes, the district has a salubrious and bracing climate. Many streams and rivers from the Western Ghats flow eastward and join the Bhima which passes through the district northeast to southeast. Gifted with forests, Poona has many resources for development. Jawar, bajri, sugarcane, rice and a variety of vegetables and fruits form the produce of the land.

The Central Railway passes through the district and the Southern Railway terminates at Poona junction. In spite of the unevenness of the land, the district has good roads and convenient bus facilities. The district industries are cotton and silk weaving mills in Poona city, a Glass factory at Talegaon, a paper mill at Mundhwa, Kirloskar Oil Engine factory at Kirkee, and numerous sugar factories at Malegaon, Sansar, Walchandnagar.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	28·10	39·80	15·70
Schools—			
Pre-Primary	23	23	..
Primary	1935	1855	80
Middle	505	459	46
High	107	92	15
Multi-purpose	5	5	..
Special—			
Blind and Deaf	3	3	..
Delinquents	84	83	1
Displaced	10	10	..
Training—			
Pre-Primary	1	...	1
Primary (Basic)	9	4	5
C. P. Ed.	1	1	..
Secondary	1	1	..
Collegiate—			
Arts and Science	5	4	1
Commerce	1	1	..
Law	1	1	..
Engineering	1	1	..
Medical	1	1	..
Agriculture	1	1	..
Social Education—			
Classes	824	715	109
Libraries	235	235	..
Others—			
Art	3	3	..
Music	9	9	..
Dancing	3	3	..
Sanskar Kendra	2	2	..
Gymnasia	7	7	..
Special Institutions for Higher Studies	3	3	..
A. C. C.	3	3	..

20·2·10 M : 21

RATNAGIRI

Ratnagiri District bounded by the sea on the west and the Western Ghats on the east is a narrow mountainous district covered all over with forests and uneven land-scape.

Historically it has seen the reign of a series of conquerors including the Marathas from whom the British conquered it in 1816. Till 1945, the district had only 9 talukas. With the merger of smaller native States, the district after 1949 comprises 11 talukas and 4 petas covering 13 towns and 1,515 villages.

Lying between 15°40′ and 18°5′ North latitudes and 73°5′ and 73°55′ East longitudes, the district has an uneven area of 4,983 square miles. It stretches north to south about 250 miles and its breadth east to west varies from 30 to 40 miles, the whole district being a narrow strip gradually rising from the sea coast eastwards to the Western Ghats. The district has 8 rivers of fair importance though many more smaller streams flooded in the monsoon hamper communication. The climate of the district is moist and on the whole healthy. Rainfall is abundant and comparatively regular. Rice cultivation is the main occupation supplemented by fishing and mango and cashew cultivation. Because of its physical peculiarities the district has no railways and all transport is by bus by land and by boat on water joining it to Bombay and other districts.

This is the only district in the State wherein the population of the females predominates over that of the males. The reason for this is the great exodus of mill labour from the district to Bombay City. Cultivation being hard and the soil poor, people migrate to the cities returning home during the harvest season for attending to the land. The district is education-conscious and has made rapid progress in spite of its physical handicaps.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	17·70	28·70	8·80
Schools—			
Pre-Primary	5	5	...
Primary	2,538	2,517	21
Middle	948	926	22
High	54	51	3
Multi-purpose	2	1	1
Training—			
Primary	4	3	1
Collegiate—			
Arts and Science	1	1	...

	Total	Male	Female
Social Education—			
Classes	385	348	37
Others—			
Vocational	2	2	...
Art	1	1	...
Music	3	3	...
Sewing	2	2	...
Sanskar Kendra	2	2	...
Gymnasia	2	2	...

20·2·11 M : 22

SHOLAPUR

Sholapur District shares with many others historic associations of the Moghuls and the Marathas. It was Shahu who put Fatesingh on the throne of Akkalkot State which survived till its merger with Sholapur and North Satara Districts in 1947. Today Sholapur consists of 11 talukas with 14 towns and 934 census villages.

The district lies between 17°10′ and 18°32′ latitudes and 75°42′ and 76°15′ longitudes with an area of 5,814 square miles. Bounded by Ahmednagar and Osmanabad Districts on the north, Mysore and partly Osmanabad on the east, Bijapur and South Satara on the south and on the west by South Satara and Poona, the district has a breadth of about 100 miles north to south and about 120 miles from east to west. It lies in the basin of the Nira, the Bhima, the Seena and the Man rivers. Malshiras once almost a desert for want of rain and water resources, today, because of irrigational facilities, has bloomed into a flowing garden of crops, sugar-cane being the main produce. Pandharpur, because of its religious importance, attracts seasonally a large concourse of pilgrims. The city itself is famous for the temple of Lord Siddeshwar and for the fort which is of historical significance. The textile mills form the nucleus round which the economic life of the city is based. The climate is healthy throughout the year; the summers, however, are extremely warm. With a rainfall of about 30 to 35 inches, the district manages to produce enough to sustain itself.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	15·00	24·10	5·30
Schools—			
Pre-Primary	14	14	...
Primary	1,509	1,454	55
Middle	590	539	51
High	54	54	4
Multi-purpose	3	3	...

	Total	Male	Female
Special—			
Deaf and Dumb	2	2	...
Training—			
Pre-Primary (Non-Basic)	1	...	1
Primary (Basic)	3	3	...
Secondary	1	1	...
S. T. C. Classes	1	1	...
Collegiate—			
Arts and Science	2	...	...
Commerce	1	1	...
Social Education—			
Classes	757	712	45
Others—			
Vocational	1	1	...
Language	3	3	...
Music	3	...	3
Hostels	1	1	...
Labour Welfare	10	...	...
Gymnasia	20	20	...

20·2·12 M : 23

SOUTH SATARA

With the merger of the 2 main Deccan States of Miraj and Sangli, the district of South Satara was formed in 1949 with the North Satara District as its counterpart. The district today comprises 6 talukas with 27 towns and 502 census villages. Bounded by the Sahyadris on the west, the river Warana on the south and the Belgaum district across it, and Bijapur and Sholapur on the east and North Satara on the North, the district is of undulating land with big and small rivers crisscrossing it. The Krishna, the Warana, the Warala, the Aghrani, the Man are the most important of these. With a fairly good canal system, land under cultivation has made the district agriculturally prosperous. The rainfall ranges from 10 to 200 inches, Shirala peta being heavily wooded and Jath Taluka being a deficit area.

Sangli is a progressive town with educational, medical, industrial, theatrical and electrical facilities. Miraj because of its past importance and present day specialised medical facilities is a modern town with conveniences of every type. Miraj is a railway junction and is connected to the districts in the neighbourhood including Kolhapur. The roads are motorable and convenient.

In the context of the above, the following is the Index of educational standing of the district :

	Total	Male	Female
Literacy	17·20	27·80	6·30
Schools—			
Pre-Primary	8	8	...
Primary	944	863	81
Middle	471	417	54
High	52	50	2
Multi-purpose	3	2	1
Training—			
Primary	4	3	1
C. P. Ed.	1	1	...
Hindi Shikshak Sanad	1	1	...
S. T. C. Classes	3	3	...
Collegiate—			
Arts and Science	1	1	...
Engineering	1	1	...
Social Education—			
Classes	586	450	136
Others—			
Language	1	1	...
Art	1	1	...
Music	1	...	1
Gymnasia	4	4	...

20·2·13 M : 24

THANA

Prior to 1774 when the British annexed it, Thana had pre-historic and historic antecedents as evidenced by the relics and ruins scattered about the district. Parts of this district have been merged with the Bombay Suburban District which later with Bombay City became the Greater Bombay District. The two talukas of Greater Bombay, South Salsette and Boriwali originally belonged to Thana. In 1957 it gave up Boriwali to Greater Bombay thus reducing it from 13 to 12 talukas. The district has 25 towns and 1583 census villages. Through Thana District pass the main lines of both the Central and the Western Railways, which has resulted in Thana and Virar becoming suburbs of Bombay. Being a border district of Maharashtra and Gujarat this district is bilingual.

Triangular in shape, the district has Greater Bombay and Kolaba to the south, Ahmednagar, Poona and Nasik on the east, and Surat on the north. The district naturally falls into two zones, the western which is more or less plane with facilities of communication and transport, while the eastern part is more or less hilly and wooded, Jawhar, Shahapur, Mokhada being particularly backward. Along the western coastline of the Arabian sea are the fertile fields of

rice, and fruit groves and coconut plantations. Umbergaon, Dahanu, Palghar and Golwad are famous for vegetables and fruits. Bhiwandi produces very popular handloom and power loom cotton saries which are slowly being replaced by silk and rayon. The land yields its rice and other crops, the sea the fish, and the hills the forest produce.

The Talukas of Dahanu, Jawhar, Shahapur, Umbergaon and Mokhada are Scheduled areas which are receiving particular attention of the Community Development and National Extension Service Organisation so that its backward people may be weaned from their primitive way of life and brought on par with modern democratic citizenship.

Thana is the terminus of the Central local trains connecting Thana and Bombay city while Kalyan is the railway junction where the trains branch off south and north. Virar is Kalyan's opposite member on the Western Railway. Facilities of quick railway transport having brought Thana and Kalyan on the Central Railway, Virar and Bassein on the Western Railway closer to Bombay City, these towns feed the industrial Bombay with man power in its offices and factories.

In the context of the above, the following is the Index of educational standing of the district:—

	Total	Male	Female
Literacy	25·50	35·20	14·80
Schools—			
Pre-Primary	15	15	..
Primary	1,699	1,675	24
Middle	310	288	22
High	60	55	5
Multi-purpose	2	1	1
Special—			
Blind	1	1	..
Training—			
Pre-Primary	1	..	..
Primary	4	3	1
Social Education—			
Classes 1st	257	229	28
Classes 2nd	91	77	14
Others—			
Vocational	26	..	..
Gymnasia	5	5	..

WEST KHANDESH

West Khandesh as an independent district is an off-shoot of the original Khandesh district and came into being as an independent administrative unit in 1907. It once formed with East Khandesh

part of the territory of Vidarbha when the latter was a kingdom of considerable extent and power. The district in succession has passed under the Moghuls till 1760 and under the Marathas, Holkar and Scindia till 1818, after which it psssed into the British hands. Lying between 20°8′ and 22°7′ north latitudes and 73°42′ and 75°11′ east longitudes, West Khandesh has an area of about 5405 square miles. West Khandesh is the most northernly section of the Deccan table land. It stretches 90 miles eastward along the river Tapti with a breadth of 70 to 90 miles. In the north it is bounded by Satpuda ranges, a mountain tract 20 to 40 miles wide. This marks the frontier between West Khanesh and Madhya Pradesh. Its north corner is bounded by the Narbada, west by Surat and Broach, south by the Dangs and Nasik and the east by East Khandesh.

West Khandesh is an up-land basin draining into the Tapti with a gentle westerly slope. It includes most varied tracts of land, dense hills and forests, rich green fields and gardens and stretches of barren plains. In the north is the belt of high and soaring Satpudas, in the south bare ridges and well-watered forest valleys and in the centre the rich Tapti Valley. Akrani Mahal in the north-west is a Scheduled Area inhabitated by Bhils and Powara peasants.

Black alluvial soil of the Tapti is fertile in wheat, cotton, ground-nut and jawar. With a typical continental climate, the climatic variations between summer and winter are extreme. Agriculture is the main occupation of the people, textiles being the only large scale industry. With cotton as the home product, spinning and weaving is a prosperous cottage industry in many of the towns and villages. Other small industries of the district are soap making, bidi making, brick making, oil-seed pressing and saw mills.

The branch line connecting Chalisgaon to Dhulia, the District Headquarters, is the only railway line in the district. Road communications, therefore, are the only means of travel. The National Highways—Bombay-Agra and Bombay-Nagpur—pass through the district. Amongst the old districts of Bombay State, barring the Dangs, this is the only district least urbanised. Consisting as it does of about 40 per cent. of the Adiwasi population the modern impact of civilisation has not penetrated deep in the district.

In the context of the above, the following is the Index of educational standing of the district :

	Total	Male	Female
Literacy	19·40	30·30	7·70
Schools—			
Primary	1,464	1,428	36
Middle	394	363	31
High	26	25	1
Multi-purpose	3	3	..

	Total	Male	Female
Training—			
Primary	2	..	..
Secondary	1	..	..
Collegiate—			
Arts and Science	1	1	..
Engineering (Diploma)	1	1	..
Social Education—			
Classes	115	110	5
Others—			
Vocational	9	..	..
Sewing	1	..	1

CHAPTER 21

REGIONAL AND DISTRICT REVIEWS

10 Districts of Old Bombay State (Gujarati)

THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

CHAPTER 21

REGIONAL AND DISTRICT REVIEWS

10 Districts of Old Bombay State (Gujarati)

21·1 10 GUJARATI LANGUAGE DISTRICTS OF OLD BOMBAY STATE

The ten Gujarati Language districts of old Bombay State stretch South to North in tiers in one compact mass with Surat in the South bordering on Thana—Nasik—West Khandesh, and, Banaskantha in the North bordering on Rajasthan and Pakistan. The limits of this region are between North latitudes 20°6′ and 24°43′ and East longitudes 71°4′ and 74°29′ with the Marathi language districts on the south and east, Madhya Pradesh on the east, Rajasthan on the north, and Saurashtra-Kutch and the Arabian Sea on the west. This region has a fairly long coast line along the districts of Surat, Broach, Kaira and Ahmedabad with the Portuguese territory of Daman in the South partly demarcating Surat from Thana. The coastal districts have maritime climate along the coast and in the interior, except in wooded and hilly tracts, the climate is fairly dry. The Northern Districts of Panchmahals, Sabarkantha, Mehsana and Banaskantha are districts of scanty rainfall; parts to the east of these districts are covered with forests and towards west are stretches of semi-deserts.

The homogeneity of language, however, does not preclude vagaries of climate and productivity of the land. While some districts are favoured with a network of rivers of perennial water supply, many others have only a few that remain dry most of the year. The land on the whole is bounteous and the region is self-sufficient in food and clothing. The districts cover some of the most fertile plains in the State producing cash crops and contributing to the industrialisation of many of the Urban centres like Ahmedabad, Billimora, Broach, Baroda, Navsari. The districts form a homogeneous and compact mass, the people having not only a common language but common traditions, customs and ways of life. The following brief sketches of the districts will highlight their peculiarities.

21·1·1 G: 28

AHMEDABAD

Like many other districts of Gujarat, Ahmedabad District also received fragments of the Gujarat Agency States and principalities

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and, gave up parts of it to the neighbouring districts during the bloodless revolution in 1948 that led to the liquidation of all the native States scattered all over India. Ghogo, which had formed part of Ahmedabad for nearly a century went to Amreli District; 20 villages of Katosan Thana, 2 of Palej taluka, 6 of Katosan State, a village of Viramgam taluka, Modasa Mahal and Vasna State were also excluded from the district. Dehgam taluka and Antersuba Mahal lying west of Vatrak river of Mehsana came into Ahmedabad reconstituting it as a new district with an area of 3401 square miles of 7 talukas covering 21 towns and 741 census villages.

The district is surrounded by Mehsana and Sabarkantha on the north, Kaira on the east, Gohilwad on the south and Zalawad on the west, with a short coast-line in the Gulf of Cambay. The city of Ahmedabad today forms the administrative headquarters of the Ahmedabad Revenue Division comprising the districts of Banaskantha, Sabarkantha, Mehsana, Kaira, Panchmahals, Baroda, Broach and Ahmedabad. The district is described thus: "The wide expanse of flat alluvial plains of high fertility, watered by the perennial rivers under a mild and general climate; a long gentle and shelving coast-line of a hospitable sea affording a number of safe anchorages; the absence of rugged rock terrain or sandy desert such as those that surround it on the east and north.....". With these endowments of nature and the enterprise of the people, the city of Ahmedabad vies with Bombay city as a trade and commercial centre, in particular, in textiles. Ahmedabad claims to be and is the nerve centre of the whole of the Gujarat region and occupies a strategic position in the commercial and industrial map of the State. The land is fertile and yields its bounty in granaries of wheat and bajri, and bales of cotton.

Deskroi Taluka which means "land within a radius of ten kos or miles" is a ring round the city with a prosperous suburban appearance forming almost an extension of the city. The land in the district has rich varieties of soil from the black soil of the cotton to that which harvests rich crops of wheat. The district has two distinct river systems—one flowing south-west from highlands of eastern Gujarat and the other flowing east from Saurashtra. None of these are, however, navigable. The Sabarmati with its many tributaries flowing into the Gulf of Cambay forms one system; the other is formed by Bhogavo, Bhadar, Utavali, Nilki, Pengaria and Adhia which flow from the Saurashtra hills straggling through sandy soil to reach the Gulf. The river deposits of the first system have, in general, contributed to the prosperity of the land and its rich yields.

The district obtains about 10"—20" of rain during the year. The climate is moderate near the coast and tends to be extreme in the interior. Irrigational facilities through canals and wells water the fields throughout the year. The city itself has by its position in industry helped to carry over the spirit of trade and commerce into

the interior so that almost every inch of the cultivable land is put under the plough to raise cotton, the cash crop, or wheat and bajri, the food crops.

The district has a net-work of communications by rail and road. These radiate from Ahmedabad in almost all directions making approaches to the city swift and easy. Quick movement of crops and industrial produce keep these arteries of communication busy and profitable. The city hums with the spindles and bobbins of as many as 57 textile mills continuously fed by the rich harvests of Vijay, Wagad and American varieties of cotton that grow in the district and in the hinterland. Even good quality rice is grown in parts of the district having black "kyari" soil. Like all other districts of the State the rural population is mainly dependent on agriculture while the urban areas have industrialised intensively. The textile industry keeps the rural acres under productive occupation so that the prosperity of the cities is shared with the rural effort.

Ahmedabad District is perhaps the richest district in the whole of Gujarat, both in its natural endowments of physical environment and the enterprise of the people in exploiting these endowments for the general prosperity of the district.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	32·60	43·60	19·70
Schools—			
Primary	1,075	966	109
Middle	493	395	98
High	74	..	..
Multi-purpose	13	..	..
Special—			
Blind	2	..	..
Deaf and Dumb	1	..	..
Training—			
Pre-Primary	1	..	..
Primary	5	..	..
Secondary	2	..	..
Hindi Shikshak Sanad	2	..	..
S. T. C. Classes	1	..	..
Drawing Teacher's Certificate	1	..	..
S. T. Course in Physical Education for Primary School Certificate	1	..	..
S. T. C. Course in Physical Education for Secondary School Certificate	1	..	..
Collegiate—			
Arts	1	..	..
Science	1	..	..
Arts and Science	1	..	..
Commerce	1	..	..
Law	1	..	..
Engineering	1	..	..
Medical	1	..	..

	Total	Male	Female
Collegiate—cont .			
Technology	1	..	..
Agriculture	1	..	..
Art and Painting	1	..	..
Architecture	1	..	..
Ahmedabad Textile Research Institute	1	..	..
Mahadev Desai Samaj Seva Mahavidyalaya	1	..	..
Gujarat Vidyapeeth	1	..	..
Social Education—			
Classes { 1st	142	..	..
Classes { 2nd	41	..	..
Others (Other Departments)—			
Vocational	3	..	..
Language	5	..	..
Art and Painting	2	..	..
Music	2	..	..
Dancing	1	..	..
Gymnasia	10	..	..
Sewing and Knitting	1	..	..
Sanskar Kendras	2	..	..
English teaching schools	2	..	..

21·1·2 G : 29

AMRELI

Amreli District is peculiar in the sense that it is the only district in the whole State which is not compact and contiguous as a unit but is scattered about the whole of Saurashtra. Okhamandal is 250 miles, Kodinar 105 miles and Ghogho 98 miles from the District Headquarters Amreli. As a district, it is one of the smallest in the State with its seven talukas spread about.

The historical reason for the district being non-contiguous is mainly the fact that the parts that form the district were conquered or annexed, at different times, in early days by the British or by the Gaikwad of Baroda. Amreli itself is mentioned in Aini-Akbari as constituting a Mahal in Akbar's time. The taluka was acquired by the Marathas from the native Kathies and from the Nawab of Junagadh. Kodinar Taluka acceded to Baroda from its original Nawabs by a treaty in 1813. Okhamandal was treated as a district in 1920 because of its distance and political importance, as the Waghers, the native inhabitants, led a nomadic and criminal life and were not amenable to follow the laws of the land. The district was handed over to Baroda State by the British in 1817 mainly due to the religious importance of the temple of Dwarka which is of All India fame. Ghogho was a part of Ahmedabad district and was merged with Amreli when Baroda State merged into Bombay State. Further, there was an exchange of enclave villages between Amreli and Saurashtra. This chequered history of Amreli District leaves it today as a district of 7 talukas, each of them small scattered about in nooks and corners of the region of Saurashtra.

Dhari Taluka and parts of Khambha have fairly high hills with small ones spread about the talukas. Damnagar and Amreli are plane and Okhamandal sandy. The only river of importance is the Shetrunji having its source in Gir forest and crossing the central part of Amreli. The other rivers are not of importance as they are dry most of the year except during monsoon. Kodinar is the most fertile of the talukas, while others have patches of fertile and rocky soil. Bajri, wheat and cotton are the main crops. Kodinar because of its fertility produces a large amount of sugar-cane.

The rainfall in Amreli District is scanty as is the case with the whole of Saurashtra. The climate is dry and salubrious. Diseases are very common. The main causes for this are the bad quality of water and the habits of the people.

Dwarka from time immemorial has been a small sea port on the Arabian Sea coast and communication by sea from here to other Saurashtra ports and Kutch is still being maintained. The temple of Dwarkadhish is considered one of the important temples in India on par with Badrinath in the North, Jagannath in the East and Rameshwar in the South. Its history runs to pre-historic times to the mythological Ramayana.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	29·70	39·40	19·70
Schools—			
Primary	326	295	31
Middle	128	107	21
High	12	11	1
Multi-purpose	3	2	1
Social Education—			
Classes Ist	45	45	...
Others—			
Vocational	1	1	...

21·1·3 G : 30

BANASKANTHA

Banaskantha District is composed of the old merged States and Jagirs of Gujarat each with its old customs and traditions. Palanpur, Wav, Tharad and other small Jahagirs went to constitute this district.

During the rule of the Nawabs and Jahagirdars, no attempt whatsoever was made to develop the area or even to provide the essentials of communication by post or road. The administration was highly autocratic. In this setting the district, when it joined Bombay State after Independence, brought with it backwardness in all spheres of life offering a strong contrast to other districts of the State.

In the northern parts of the district because of close proximity to Rajasthan, the Marwari way of life has influenced the people greatly. During Reorganisation of States, the district yielded Abu Road Taluka to Sirohi of Rajasthan and today contains only 9 talukas covering 3,682 square miles with 3 towns and 1,249 census villages.

This district, like Kutch, is the northern most district of the State and is bounded by Rajasthan in the north, Sabarkantha in the east, Mehsana in the south and the Rann of Kutch and Pakistan in the west. Its boundaries in the east and north are marked by the Aravalli hills. The district falls into 3 natural divisions—(1) the hilly region of Palanpur and Danta Talukas with numerous hills but no forests; (2) flat and fertile region of Vadgam, Deodar and Kankrej Talukas; and (3) the semi-desert region of Wav, Tharad and Thanera Talukas. The only big river is the Banas, which once formed a natural boundary between this district and Mehsana but now passes through the middle of the distict. Even this river remains dry during 8 months of the year and disappears in the Rann of Kutch.

The climate of the district is very dry with winters very cold and summers very hot. Crops like bajari, jawar and pulses are grown in the fertile patches of the district. The western part receives 10″—20″ of rain and often experiences famine conditions. Mainly due to scarcity of water, people migrate in search of better living conditions. Agriculture is solely dependent on the monsoon as there is no canal irrigation or alternative water resources.

With the inclusion of this district in Bombay State in 1948, the facilities of communication have improved considerably. The only railway line running north to Abu Road is now supplemented by a metre gauge line running 150 miles to Gandhidham. State Transport buses run between the towns and bigger villages and postal facilities have proportionately increased. With better and more contacts with the outer districts, the district is picking up in commerce and trade. There is considerable mineral wealth in the hills of Danta and Amirgadh, and with their exploitation and development the district may make a beginning in industrialisation.

In industries the district is very backward. Handloom weaving is an occupation in some of the talukas and the output finds an easy and good market in Rajasthan. In the hilly regions about 50 per cent of the population is of the Adiwasi type. Being the nearest district to Sind, displaced persons migrating into this district have settled mostly in urban areas as petty traders and a few in the rural areas pursuing agriculture. A section of the rural population rear cattle and sheep and move from place to place in search of water and fodder.

This district with its position in the extreme north in the new Bombay State and with its long traditions of Jagirdari rule and

with odds of nature against it, needs considerable development to lift it from its present backwardness and bring it on par with the nearby districts of Gujarat and Saurashtra.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	7·20	11·90	2·10
Schools—			
Primary	1,081	1,071	10
Middle	122	116	6
High	10	9	1

21·1·4 G : 31

BARODA

Baroda District was part of the Baroda State that ceded to Bombay State during integration and consolidation of the Native States in 1949. With an early history when Moghuls ruled over it, the territory passed on to the Marathas, who established a fairly stable and enlightened dynasty of the Gaikwads of Baroda. Even as a native State, Baroda was one of the most progressive Indian States. Shri Sayajirao III was mainly responsible for the position this State achieved under native rule. Amreli formed part of this State and joined Bombay together with its parent Baroda.

The present Baroda district comprises 11 talukas. With its inclusion in Bombay State, most of the districts round about Baroda were reconstituted. Petlad and Bhadra Talukas went to Kaira District, and Chhota-Udepur and Sankheda Mevas were joined to Baroda. The Gujarat States and principalities, big and small, that were merged in Bombay State earlier than Baroda were all amalgamated into sizable reconstituted districts affecting Kaira, Panchmahals, Broach and even Ahmedabad.

The district has two important rivers, the Mahi on the north-west separating it from Kaira and the great Narmada in the South dividing it from Broach district. With Panchmahals on the north, Madhya Bharat and West Khandesh as eastern neighbours, the district has an "E" shape. The district can be divided into two zones, one comprising plane land of the west intervened by small rivers and the other part, the eastern side, mostly hilly. The district lies between 21°52′ and 22°50′ North latitudes and 72°53′ and 74°17′ East longitudes and has hot summers and fairly cold winters. The rainfall averages 30″—40″ though it is not even all over the district. The taluka of Dabhoi is a trade and commerce centre. The broad gauge railway line of the Western Railway gives its benefits to the district and bifurcates at Baroda, one running north to Ahmedabad and the other to Delhi. The branches of narrow gauge railways pass through almost every taluka of the district thus making communications

cheap and swift. The National Highway from Bombay to Delhi passes through this district connecting Baroda with Kaira and Ahmedabad. Besides these, there are good motorable roads all over the district.

The district is fertile growing cotton, pulses, jawar, wheat. Cattle breeding is also an important occupation yielding milk and ghee. Cotton oil and rice mill are slowly industrialising the district. Chemical and manufacturing industries are also springing up mostly at Baroda.

This is one of the important districts of the State and truly has a bilingual complexion. Situated in Gujarat and by its long association with Maratha rule, Marathi and Gujarati are well established in this district particularly in the City.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
racy	28·60	39·00	17·20
Schools—			
Primary	1,139	1,092	47
Middle	464	423	41
High	69	65	4
Multi-purpose	2	2	...
Special—			
Deaf and Dumb	1	1	...
Training—			
Primary	3	2	1
Secondary	1	1	...
Collegiate—			
Arts	2	1	1
Science	1	1	...
Commerce	1	1	...
Engineering and Technological	1	1	...
Medical	1	1	...
Art and Painting (One Music College)	2	2	...
Home Science College.	1	...	1
Social Work	1	1	...
Sanskrit Maha-Vidyalaya	1	1	...
Social Education—			
Classes 1st	17	14	3
Libraries (University)	1	1	...
Others (Other Departments)—			
Vocational	1	1	...
Language	1	1	...

21·1·5 G : 32

BROACH

The district of Broach with a glorious and prosperous past has, today, deteriorated to being one of the poorest districts of Gujarat. In spite

of its natural resources, fertile soil, vast population and a number of small harbours, the district has not reached a stage of development it should have.

Broach, the District Headquarters, is situated on the bank of the river Narmada. With the merger of Rajpipla State, this district has almost doubled in size. The history of the district can be traced backwards to the mythological Ramayana. Rama and Sita are supposed to have sought shelter during their Vanavas at Gandhar. There are very many temples scattered about the banks of the Narmada which stand to-day as a living proof of this ancient memory. The Dutch Kothi and the fort in the city are supposed to have been an important trading centre with ships from Iran, Arabia, France and England bringing merchandise from abroad. Agriculturally this district was once prosperous and cotton as a home industry had historical beginnings here. Hand-spun and hand-woven silk saries, gold embroidered borders, gold and silver articles, wooden carvings were once famous in this district.

The district has Baroda in the north, Surat in the south and West Khandesh in the east. On the west is the Bay of Cambay which opens it for trade and communication by sea. It is roughly the central district in Gujarat and is demarcated by the river Narmada in the north-east and the Satpudas in the south-east. The landscape of the district contains hills and mountains, rivers and rivulets, plains and forests, dry as well as fertile lands. The climate, therefore, is not uniform, varying from the sea coast to the mountainous parts. Even the rainfall varies from 30″—35″ in the west to 40″—60″ in the east. Jungles of bamboo and other timbers are in plenty. Cotton is an important crop and some very best varieties are produced here. Ginning and pressing factories are many. The road communications being poor, four of the talukas are almost cut off from other talukas during the monsoon. Though a broad-gauge railway line passes through the district, it only covers 33 miles, the main lines of communication being a few narrow gauge lines and buses.

This is a district in which nearly 50 per cent. of the population is concentrated in the eastern part of the district in the forests and hilly areas of Rajpipla. Concentrated efforts are being made to provide cultural and educational amenities to these backward people.

In the context of the above, the following is the Index of educational standing of the district:—

	Total	Male	Female
Literacy	27·90	39·80	15·30
Schools—			
Pre-Primary	11	11	...
Primary	846	770	76
Middle	298	255	43
High	25	24	1
Multi-purpose	3	3	...

	Total	Male	Female
Training—			
Primary (Basic)	3	2	1
Secondary	1	1	...
Collegiate—			
Arts	1	1	...
Social Education—			
Classes	261	240	21
Others—			
Vocational	3	3	...
Tailoring	3	...	3
Gymnasia	3	3	...

21·1·6 G : 35

KAIRA

This district was ruled by the Rajput dynasties in the thirteenth century and passed on to the Moghuls in the fifteenth. After Akbar, in the region round Kaira, a number of small, independent States came into existence and Kaira was split amongst these. The region later came under the sway of the Peshwas who made no attempt to consolidate the region but left many of the petty rulers untouched. Later still, parts of this district were under the Baroda rulers and smaller chieftains of Cambay, Balasinor, Punadra..... The existence of too many petty States resulted in adventurous and daring people committing dacoities and seeking shelter in the neighbouring States. Conditions of life were unsuitable and insecure. Mahatma Gandhi first started his Satyagraha in Borsad taluka which has gone down in history as " Kaira Satyagraha ". Sardar Vallabhbhai Patel was a son of this soil born as he was in Karamsad of Anand Taluka.

With the merger of the numerous States scattered in this region in 1949, Kaira received its present shape and size. The Baroda territories of Petlad, Bhadran and Attarsumba were merged in this district together with the smaller States of Cambay, Balasinor, Punadra and Khadal. With the transfer of villages from neighbouring talukas and districts on 15th October 1950, the present district with 10 talukas was brought into being.

Kaira District is in the heart of Gujarat. It has partly a natural and partly an artificial boundary. Separated from the Panchmahals and Baroda by the great river Mahi in the East and South, with the Gulf of Cambay in the West, it is separated from Ahmedabad partly by the Sabarmati and partly by an artificial boundary. The district is between 22°7′ to 23°18′ North latitudes and 72°15′ to 73°37′ East longitudes. The Western Railway passes through the centre of the district covering a distance of 36 miles. The district has also a network of meter-gauge and narrow-gauge lines which make communications easy. Kaira, therefore, is connected both internally and externally.

The district has 3 types of land—Charotar, Bhal and Mal. The first is a land of gardens fertile with rich soil and yielding the money crop of tobacco. On the west is Bhal with black soil. With no trees it is a low land flooded during monsoon. In winter this area yields rich wheat and cotton. In the north and north-east are high level lands called Mal which means high land, yielding very poor returns. The District has the benefit of as many as nine rivers, the Mahi and the Sabarmati being the largest. The climate is very healthy and the rainfall averages 30″—40″. The rains being irregular, the district has prosporous and lean years.

With rich fertile lands and resources the district is prosperous. Anand is a dairy as well as an educational centre. The people of this district are commercially adventurous and many have migrated to Africa and established prosperous commercial enterprises. Their prosperity has indirectly contributed to the welfare of Kaira. The district has a high density of population next only to Greater Bombay.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	29·10	40·30	16·80
Schools—			
Pre-Primary	35	35	...
Primary	1,394	1,317	77
Middle	580	510	70
High	89	84	5
Multi-purpose	4	3	1
Training—			
Primary (Basic)	4	2	2
Collegiate—			
Arts	1	1	...
Science	1	1	...
Arts and Science	2	2	...
Commerce	1	1	...
Engineering	1	1	...
Medical	1	1	...
Agriculture	1	1	...
Social Education—			
Classes	248	228	20
Vocational	2	2	...
Language	4	4	...
Gymnasia	11	9	2
Native accounts class	1	1	...
Sanskar-Kendras	2	2	...

21·1·7 G : 38

MEHSANA

Mehsana District came into being after the Baroda State acceded to Bombay. With the accession of Baroda, the old Mehsana district of ex-Baroda State underwent boundary changes by exchange of talukas, in particular Dehgam and Utarsuba and by the addition of Mansa, Radhanpur, Sami, Thanas of Santalpur, Varahi and Gadhmal. To-day Mehsana district is one of the biggest districts in the Gujarat region.

With very ancient historic and pre-historic associations, Patan, the district head-quarters, was a capital in ancient days. Later, the region fell to the Marathas and was under the Gaikwads of Baroda till 1949 since which date it forms a part of Bombay State.

The boundaries of this district are partly natural and partly artificial. On the East is the river Sabarmati across which is the Sabarkantha district. The river Banas forms one boundary across which is the Banaskantha District except for Radhanpur and Santalpur Talukas which were added on to Mehsana later. On the South are Ahmedabad and Zalawad and to the North-West the Rann of Kutch. The Taranga hills are the only range of hills in the North of this district, the rest of the district being fairly plane. The Saraswati, the Banas and the Rupa are the main rivers of this district with the Sabarmati forming one of its boundaries. These rivers are shallow and broad and are fordable throughout the year except when in floods during the monsoon. The district has extremes of climate with cold winters and very hot summers. The rainfall is meagre, about 15—20 inches per year. Scarcity of water is one of the handicaps of the district. For lack of river irrigation most of the cultivation of the flat and fertile land is done by wells and tube-wells.

There are only 4 big towns—Patan, Sidhpur, Kalol and Visnagar. Though Mehsana is the District Head-quarters, Patan is more important from point of view of its ancient associations as the once capital. Visnagar is an educational centre and has developed considerably.

The whole of the district is interwoven with metre gauge railway lines which afford convenient mode of communication and transport. Communications other than by railway are not satisfactory though the National Highway and the State Highway pass through the district.

The main produce of the land is wheat, millet, pulses, jira, isabgul and cotton. Tobacco is also one of the cash crops. Sidhpur and Kalol are fairly industrialised mainly due to cotton mills situated in those towns.

Agriculture forms the main occupation of the district. In addition, an important home industry is that of weaving. Handicrafts and small scale cottage industries like leather and leather products, metal utensils and pottery are the main ones. There are pharmaceutical works at Unza, famous for Ayurvedic products

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	25·00	35·00	15·10
Schools—			
Pre-Primary	..	..	..
Primary : Basic	1,182	1,112	70
Non-Basic	591	536	55
High	83	80	3
Multi-purpose	2	1	1
Special—			
Deaf and Dumb	1	1	...
Training—			
Primary	1	1	...
Collegiate—			
Arts and Science	1	1	...

21·1·8 G : 39

PANCH MAHALS

Prior to 1933, this district was placed under the political agents for Reva Kantha Agency. From 1864 this district in matters of accounts was attached to the Kaira District. The original 5 mahals of this district were Godhra, Kalol, Halol, Dohad and Jhalod. From 1933 the Reva Kantha Agency was dissolved and Western India State Agency came into being and Panch Mahals ceased to be a district as it was amalgamated with the Broach District. In 1945 at the end of World War II, this district was reformed into an independent unit. Upto 1948 this district had an area of 1624 sq. miles with 693 villages. With the merger of Chhota Udepur, Baria, Lunawada, Santrampur, Sanjeli, Jambughoda, Kadana, Pandumewas and Sankheda, the district enlarged its boundaries considerably. Later, four of these native states were transferred to Baroda District in 1949. The district has now stablised with 10 talukas and one Peta thus losing the significance of its name.

This district lies between 22° 10′ and 23° 30′ North latitudes and between 73° 35′ and 74° 10′ East longitudes covering an area of 3499 sq. miles. On the east of this district are Madhya Bharat and Rajasthan States, on the west Kaira and Baroda Districts, on the north Banaskantha and Rajasthan and on the South, Baroda, and Madhya Bharat. The district falls into two natural divisions. The western part is a river tract of rich soil and the eastern part is, on the whole, rugged, undulating and barren though it contains a few fertile valleys, Mahi, Panam, Goma, Karad, Kun and three other rivers are the main water sources. Except the Mahi the other rivers are dry practically throughout the year and get flooded during the rains. Wells, tanks

and small pools supplement the water needs. In the forests in the West are wild animals like bears, tigers, and the thick forests harbour pockets of Adiwasis.

The district is well served by railways—the broad gauge Baroda-Ratlam line covering a distance of 79 miles in the district. Godhra is also connected with Anand by a short railway line of 15 miles. Though there are a few more short railway lines, they cover and touch very few towns or villages. Travel and transport of goods are both costly and difficult in this district. The main products in this district are maize, paddy, groundnut, millet and cotton. Industrially the district is backward except for manganese mines near Shivarajpur. A multi-purpose project is operating in Santrampur Taluka and is expected to initiate the industrial development of the district.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	13·40	20·00	5·90
Schools—			
Pre-Primary	8	8	...
Primary	1,617	1,585	32
Middle	260	232	28
High	29	29	...
Multi-purpose	4	4	...
Training—			
Primary (Basic)	3	2	1
Social Education—			
Classes 1st	196	196	...
Classes 2nd	53	53	...
Libraries (village)	92	92	...

21·1·9 G : 40

SABARKANTHA

This district like Banaskantha and Mehsana, was formed out of a consolidation and integration of the Western Indian States Agency and Godhwada Thana. The Indian States that came into this district were Vijayanagar, Ambliara, Malpur, Mohanpur and other tiny states of the Sadra division. Modasa Mahal and Prantij talukas of the Ahmedabad district, some border villages of Kaira, Panchmahals and Mehsana districts are also included in it. The whole District lies on the Eastern bank of the Sabarmati from which it derives its name. To-day the district has 8 talukas and 2 Mahals covering an area of 2447 square miles.

This district is situated north-east of Gujarat. There are the Aravalli hills on the northern and eastern border with Rajasthan ; Sabarmati separates it from Mehsana ; Banaskantha is on the west and Panchmahals in the south-east, Kaira in the south and Ahmedabad

in the south west. North to south it is nearly 100 miles long and east to west less than 60. In the most northern parts it is only 20 miles wide. There are thick forests and hills scattered about the district. There are many small rivers which meet the Sabarmati though most of them are full when in floods but crossable most of the year.

The climate of this district is extreme, cold in winter and hot in summer. The average rainfall is about 20" rising to about 40" in the hills. The general standard of health is below normal mainly due to insufficiency of food and unhygienic ways of living. Epidemics like small-pox and typhoid are very common.

A metre gauge railway line of about 63 miles runs through this district. The National Highway from Ahmedabad to Delhi also passes through this district. There is a fairly good net work of roads which forms the main means of communication. The main crops of the region are many. Cash crops are cotton, groundnut and tobacco, and food crops maize, millet, and sweet potatoes. Ginning factories have sprung up because of the local cotton, as also a few groundnut oil factories. Oil mills are also in evidence. In the rocky regions the stone Industry is developing fast.

This is one of the backward districts of the State mainly because of the handicaps of physical features and traditional backwardness. Himatnagar, the district headquarters is the only place with electric supply. Water supply is scanty. Added to these misfortunes is a large population of nomadic and primitive people whose uplift will alone help this district to rise to the level of others.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	14·40	23·69	4·90
Schools—			
Pre-Primary	3	3	...
Primary	904	881	23
Middle	245	230	15
High	28	28	...
Multi-purpose	2	2	...
Training—			
Primary (Basic)	1	1	...
Social Education—			
Classes	200	189	11
Others—			
Ashram	2	2	...
Tailoring Class	1	...	1
Sanskar Kendra	1	1	...

21·1·16 G : 42

SURAT

Surat District has the unique distinction of being the largest district in the old Bombay State with the greatest number of talukas. As at present constituted, it contains the old Surat District (barring the transfer of 2 villages to Nasik District and three to the Dangs) with the addition of the former Indian States of Bansda, Sachin, Dharampur, Navsari District of former Baroda State, 24 villages of Broach District and 4 villages from the Dangs.

Geographically Surat District is a curious mixture of fertility and barrenness. Situated in the southern most part of Gujarat, on the south it is bounded by the river Damanganga and on the east by Dharampur, Bansda and Songadh hills; on the north the Kin river and Rajpipla hills separate it from Broach District; on the West is the long coast line of the Arabian sea. It even touches West Khandesh, Nasik and the Dangs on the east. Except for Bansda, Dharampur, Mandvi and Songadh Talukas which are hilly and full of forests, the remaining 14 talukas of this 18-taluka-district are fertile and highly productive. The Tapti meanders through the district passing Surat, the District Headquarters, and helps intense cultivation on both its banks. The other rivers though dry in summer are highly useful for the purposes of cultivation.

With the sea on the west, the whole of the district enjoys moderate climate though summers are fairly warm. Places like Dumas, Hajira, Thithal near the sea serve as good health resorts. With the hills and forests on the east, the District receives good rainfall varying from 30 to 60 inches. The forest regions yield valuable and abundant timber and the flat plains, rich crops. Wheat, cotton, jowar, rice, sugarcane are grown in abundance. Vegetables, mangoes and bananas are grown in plenty and the district serves as a supplier to Bombay City.

Ginning and pressing factories, saw-mills, rice-mills have sprung up in almost all the towns. Surat, Navsari and Billimora have textile mills also. Fishing along the coast line is a paying occupation. Surat city itself is famous for gold and silver thread industry as also for power-loom products. The small-scale industries like dairy products, bricks, tiles, furniture are spreading throughout the district. Added to this, the district has a net work of broad gauge and meter gauge railways and convenient bus routes. With the quick means of transport offered by the daily Flying Rani, Surat City and some of its taluka towns have almost become the suburbs of Bombay.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	29·10	39·00	19·10
Schools—			
Primary	1,877	1,818	59
Middle	687	620	67
High	81	70	11
Multipurpose	4	3	1
Special—			
Schools	19	19	...
Training—			
Institutions	3	2	1
Collegiate—			
Arts	1	...	1
Arts and Science	4	3	1
Commerce	1	1	...
Law	1	1	...
Engineering	1	1	...
Medical	1	1	...
Social Education—			
Classes 1st	787	714	73
Classes 2nd	248	240	8
Others—			
Ashram	6	6	...

CHAPTER 22

REGIONAL AND DISTRICT REVIEWS

5 Districts of Marathawada

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CHAPTER 22

REGIONAL AND DISTRICT REVIEWS

5 Districts of Marathawada

22·1 The five districts of Marathawada claim kinship with hoary past as evidenced by the innumerable relics and ruins scattered about in almost every one of these districts. The mythological Ramayana has left its marks in Aurangabad in the Surpanath hill where Surpanakha, sister of King Ravana, is supposed to have resided. The Greeks had established relations with the Deccan, in particular with Paithan ("Plithana" in ancient records), by their sea route to Broach and over the land to the Deccan. A flash back in history recalls the Greeks (Yavanas), the Scythians (Sakas), Parthians and Chalukyas, Rashtra Kutas and Yadavas who have, one after the other, left their traces in Marathawada Deccan. 1295 saw the fall of the Yadavas at the hands of Allauddin Khilji at the Daulatabad Fort near Aurangabad, a standing monument to this historical event. The Khiljis, the Taghlaqs and the Bahamani dynasties lorded this region for nearly 230 years. The Nizamshahi of Ahmednagar which became an offshoot of the Bahamani kingdom had a glorious period under Shahajan and his successors.

In 1724, Nizam-ul-Mulk, a dominant personality in the Court of Aurangazeb, came South and established a kingdom of his own with Aurangabad as the capital. The capital was later shifted to Bhaganagar renamed Hyderabad. This dynasty ruled over the region for nearly 225 years and during the British period came to be known as Nizam's Dominions. The Marathas had a short rule over part of this region till the second battle of Marathas after which the whole of this region finally came under the Nizam.

Administratively Hyderabad State was divided into 3 regions—Marathawada, Karnatak and Telangana. In the recent past, compelled by the marauding activities of the Razakars, the Central Government initiated "Police Action" on 14th September 1948, and 26th January 1951 saw the State emerge as a new State with popular Ministers at the helm of a democratic Government. The States Reorganization Commission awarded this region with minor exchanges of talukas and Revenue Inspectors Circles to the new Bombay State that came into being on 1st November 1956.

The region as it is constituted today forms a solid block of five districts on the South-Eastern boundary of the new State stretching

between 17°—40′ and 20°—40′ North latitudes and 74°—39″ and 79°—31″ East longitudes. The region presents much variety of land surface. In some parts it is mountainous, wooded and picturesque and in others flat and undulating. The lands are of all description including many rich and fertile plains. The Aurangabad district in particular presents a variety of scenic aspect not met with elsewhere—undulating in parts with step-like ascents in some places and abrupt crags and cliffs in others. The soil is black and red and in some parts mixture of both. The region brings to the new State of Bombay the cultural heritage of its ancient monuments, caves and relics on the one hand and a backwardness in all spheres of development on the other. The Ajantha and Ellora caves with the frescoes and carvings of these caves are the imperishable monuments of this heritage. The region is full of potentialities and resources, and the years to come could transform this area into one of the most fruitful in the State. The district reviews that follow have many factors in common including the close and long association in the chequered history, ancient and modern.

22·1·1 M : 5

AURANGABAD

situated between North latitudes 19°—17′—32″ and 20°—40′—10″ and between East Longitudes 74°—39′—30″ and 76°—40′, has an area of about 6,318 sq. miles, measuring east to west 130 miles and north to south 95 miles. With Nasik to the West, East Khandesh to the north, Buldhana to the east the district is demarcated on the south by river Godavari with Bhir and Ahmednagar districts across the river boundary. The district naturally falls into three distinct sections—the uplands of the north, the low lands in the valley of the Godavari and the narrow strip of low land adjacent to East Khandesh. The general elevation is from about 1700′ to 2300′ above sea level, the drainage being in the south-east direction. The district is cut across by small and big hills so that the whole of the landscape is rugged and uneven. The main rivers are the Godavari, the Purna, principal tributary of Godavari, Dhamna, a tributary of Purna, the Kelna, the Ajana and three others. The course of these rivers is about 500 miles within the district.

The climate of the district is dry and bracing, the rainfall being about 30′—35″. The main varieties of soil are the black cotton soil and the red soil. The land is generally fertile except in the hilly tracts in the North. In spite of its numerous rivers there is no canal irrigation as most of the rivers have no perennial water supply. The chief crops are wheat, jawar, sugar-cane, gram as Rabi crops and bajari, mug, cotton, ground-nut as the Kharif crops.

There is only one railway line in this district which runs from Manmad to Hyderabad traversing a length of about 110 miles in the district. The road-communications, however, are extremely well organised under State Transport buses.

The importance of Aurangabad from the national and international point of view is the remarkable frescoes of the Ajantha caves and the architectural carving of the Ellora caves dating back to early periods of history. These have become places of pilgrimage of national and international tourism. The Bibi Ka Mukhbhara, a replica of the Taj, and the Daulatabad Fort are also of historic interest. Besides these outstanding monuments there are very many others in the form of caves and forts.

Modern industries have also touched this district. Textile and Silk Mills have made a start in Aurangabad city. Flour mills, ginning and pressing factories and oil-crushing factories have sprung up in almost all the taluka towns.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	... 10·80	18·10	3·30
Schools—			
Pre-Primary (Basic)	... 33	33	...
Primary	... 883	831	52
Middle	... 57	54	3
High	... 16	13	3
Multi-purpose	... 6	4	2
Training—			
Primary (Basic)	... 1	1	...
Secondary	... 1	—	—
Collegiate—			
Arts and Science	... 1	1	...
Commerce	... 1	1	...
Law	... 1	1	...
Medical	... 1	1	...
Social Education—			
Classes	... 135	133	2
Others	... 1	...	...

22·1·2 M : 7

BHIR

Bhir district shares the honours with Aurangabad in the wealth of mythological and historical past.

The district lies between 19° and 20° North latitudes and 75° and 77° East longitudes and is situated to the East of Maharashtra districts of the new Bombay State. The Balaghat ranges which are the offshoots of the Western Ghats cross from East to West through the middle of Bhir. The numerous streams that rush down these ranges have denuded the upper soil leaving the hills plain and bare, an example of the devastation caused by soil erosion. With an average rainfall of 25"—30" the whole of the district enjoys a very pleasant and agreeable climate throughout the year. The land all over the district is about 1780' to 3000' above sea level. There are

two railway lines, one broad-gauge and the other metre-gauge, running across the district not through the District Head Quarters, Bhir, but through the most South-Eastern part of the district.

The soil of the land is mainly basallic rock formation which gives plant nutrients such as lime, magnesium, iron and alkalies on which cotton and dry crops flourish. Jawar and cotton are the main crops while pulses, ground-nuts, linseed are also grown as commercial crops. Handloom weaving, sugar-cane and oil crushing, ginning and pressing, leather work from the basic industries of the district.

In the context of the above, the following is the index of educational standing of the district :—

	Total	Male	Female
Literacy	8·60	14·70	2·20
Schools—			
Primary	668	628	40
Middle	54	51	3
High	16	15	1
Multi-purpose	1	1	...
Training—			
Primary	1	1	...
Collegiate—			
Science	1	1	...
Social Education—			
Classes	24	23	1

22·1·3 M : 15

NANDED

Nanded District began with only six talukas and just prior to the States Reorganization it had 8 talukas. On 1st November 1956 with its inclusion in the new Bombay State it suffered exchanges with the new Andhra Pradesh by exchanging its Bichkonda and Jukkal Circles of Deglur Taluka and Mudhol, Bhaiansa and Kubar Circles of Mudhol Taluka to Andhra receiving in return the Islapur Circle of Boath Taluka, Kinwat Taluka and Rajura Taluka of Adilabad District. Of its 9 talukas, Rajura is separated from the main district and is sandwiched between Yeotmal and Chanda Districts of Vidarbha.

Nanded City situated on the bank of the Godavari has religious significance for the Sikhs for here is the famous Gurudwara where the Xth Guru Govind Singh of the Sikh community found his eternal peace.

Stretching right from the Penganga and the Wardha rivers in the North, the district spreads on the Northern site of the Manjara river. In the south and south-east its boundaries are common with Andhra Pradesh. The northern and southern parts of this district are hilly and thick with forests. Rivers like the Godavari, the Penganga, the Koyad, the Manyad and others flow through the

district making the land fertile but in floods devastate the villages and the land on their banks. With an average rainfall of 20"—25" the district enjoys extremes of climate, hot in Summer and cold in Winter. The district is cut across by two main Railway lines, one leading to Hyderabad in the South-East and the other to Adilabad in the North-East. The road communications are extremely unsatisfactory as there are neither National Highways nor trunk roads. The roads of the district, except the main ones are not motorable.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	7·79	13·62	1·84
Schools—			
Pre-Primary	2	...	...
Primary	715	680	35
Middle	49	47	2
High	19	18	1
Multi-purpose	1	1	...
Training—			
Primary	1	...	...
Collegiate—			
Arts and Science	1	...	...
Medical (Ayurvedic)	1	...	...
Others—			
Vocational	1	...	...
Art	1	...	...
Music	1	...	...

22·1·4 M : 18

OSMANABAD

The district derives its name from the Nizam of ex-Hyderabad State. This district also has associations with mythological Ramayana as evidenced by a number of caves and other relics. There are land-marks and monuments connected with Buddhism, Jainism and the Hindu religions.

Like the other districts of Marathawada, Osmanabad is on the Deccan plateau and as such the land is 2000' above sea level. It is bounded on the north by Bhir, on the south by Sholapur, on the east by Nanded and Bidar and on the west by Ahmednagar and Sholapur. The rivers Manjra and Terna flow across the district from West to East. It has a rainfall of about 30"—35" and has a uniform and healthy climate.

With the Reorganization of States it received the talukas of Udgir, Ahmedpur, Nilanga from Bidar district and now has 11 giving it an area of 5,484 sq. miles. The National High-way from Bombay to Hyderabad cuts 55 miles across this district. The Barsi Light Railway passes from Dhoki to Latur and the metre-gauge line connecting

Manmad and Hyderabad passes through Udgir taluka. Communication is normally by bus except for these short Railway lines. The original talukas of the district are fertile producing jawar, wheat, pulses, ground-nut and cotton, while the 3 new talukas added to the district are rather hilly and not very productive. Industrially the district can be considered to be backward with only a few oil crushing and ginning mills.

As its name suggests, the district has a fairly large Muslim population with mosques dotting its landscape. Side by side there are Hindu temples of note, namely Tuljapur temple, Goroba Kaka temple and the Shrine of Kalyan Swami at Domgaon.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	10·8	18·03	2·08
Schools—			
Primary	892	835	57
Middle	99	94	5
High	34	32	2
Multi-purpose	2	2	..
Training—			
Secondary (General)	1	...	..
Collegiate—			
Engineering	1	1	..
Social Education—			
Libraries	6	6	..

22 1·5 M : 19.

PARBHANI

Parbhani shares with the other districts of Marathawada antecedents of pre-historic and historic significance and as in other districts Parbhani too has its share of old historic temples, ruins and relics as a proof of its age long history.

Bounded by 3 districts of Vidarbha and 4 of Marathawada, it forms the central district in Marathawada. In the north, the Ajantha ranges of the Western ghats stretch across this district, making the northern talukas of Partur, Jintur and Hingoli hilly and uneven. Pathri and Parbhani are plain and fertile while the other talukas have their share of hills and forests.

The Godavari, the Purna, the Penganga and the Dudhana are the main rivers that flow through the district, the Godavari from west to east and the others north to south to meet the Godavari. The rivers are dry most of the year and flooded during monsoon. Small streams and rivulets are innumerable in this district but come to life only during the rains. The district has a number of natural tanks but not of any irrigational utility.

With warm summers and mild winters the climate of the district is not taxing. It receives a rainfall of 20″—30″. It has extremes of seasons, floods alternating with draughts. Malaria is rampant in the villages, and, cholera and typhoid almost annual visitors.

The district has 12 towns but most of them have the characteristics of over-grown villages. They do not show any pre-dominant urban characteristics except for population figures which classify them as such. The Manmad-Hyderabad metre-gauge line runs across this district passing through Parbhani, the district Head Quarters. There is a branch line from Parbhani to Parli.

Pulses, Cotton, Ground-nut and other oil seeds are the main money crops of the Kharif season. Rice and inferior types of jawar are also produced mostly for domestic consumption. Wheat, jawar, pulses and linseed are the main crops of the Rabi season and are more satisfactory. The district also produces plantains, mangoes, oranges and other tropical fruits. Sugar-cane cultivation is slowly being undertaken. Large scale industries have not sprung up in this district. Ginning and pressing factories, oil mills, oil and soap factories and hand loom products form the common industries.

In the context of the above the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	7·40	12·90	1·90
Schools—			
Primary	742	696	46
Middle	45	42	3
High	15	14	1
Multi-purpose	2	2	...
Training—			
Primary	1	1	...
Collegiate—			
Agriculture	1	1	...
Social Education—			
Classes	26	26	..
Others—			
Vocational (Extension Training Schools)	1	1	..

CHAPTER 23

REGIONAL AND DISTRICT REVIEWS

8 Districts of Vidarbha

CHAPTER 23

REGIONAL AND DISTRICT REVIEWS

8 Districts of Vidarbha

23·1 Vidarbha has a hoary past going back to the Vedic age. Upanishads also contain repeated references to Vidarbha. Rukmini, whose marriage with Lord Krishna is the subject of a beautiful tale of romance and adventure, hailed from Vidarbha. In historical times the area went into the hands of several dynasties—Satavahanas, Vakatakas, Nalas, Rashtrakutas and others.

History records the events of the 16th century during which the Gond Kingdom of Deogarh rose to prosperity with Nagpur as a walled-in capital city. In contrast to the 4 districts of Berar the districts of Wardha, Bhandara and Chanda shared their political vicissitudes with those of Nagpur with which they were closely associated. Bakht Buland was a wise and successful Deogarh King whom Chand Sultan succeeded. As a result of internal factions and the intervention of Raghuji Bhonsale from Berar, the area came under the control of Bhonsale who obtained rights of levying tributes from Berar to Cuttack and Bengal.

There was a succession of others of the dynasty until in 1853 the British annexed the area which then was governed by a Commission of officers till 1861 when with the Sagar and Narbada territories, the "Central Provinces" was constituted with Nagpur as the capital.

The history of the four Berar districts of Buldana, Amravati, Akola and Yeotmal closely followed that of the Marathwada region, the two having parallel destinies. In 1347 the area came under the Bahamani rulers. The Moghuls came on the scene in 1584 thus bringing it under the rule of Akbar, Jahangir and Shah Jahan. The Marathas later ruled over the area under Raghuji Bhonsale whose descendents were completely routed at Adgaon. The fleeting Maratha power disappeared with the assumption of control of the whole region by the British in 1853.

The Berar districts which were two, east and west, were later split into four—Buldana and Akola being the east and Amravati and Yeotmal the west. In 1903 these four districts were transferred from the jurisdiction of the Resident at Hyderabad to the then Central Provinces ever since when they have continued to stand together with the other four districts of Wardha, Nagpur, Bhandara and Chanda. With the consolidation of the Native States after Independence these as a block, continued in the erstwhile Madhya Pradesh State.

The States Reorganisation Commission in its findings recommended the formation of a Vidarbha State as the area comprising the eight districts had rich potentialities for development. When the Lok Sabha accepted the principle of a bilingual Bombay State, the eight districts of Vidarbha on merits of language got included in the new and larger Bombay State.

The region of Vidarbha is a huge land mass lying between 18°39′ and 21°46′ north latitudes and 75°57′ and 80°53′ east longitudes stretching west to east and forming the eastern part of the State. The region is fortunate in its rivers and the Nagpur plain that spreads through the districts of Nagpur, Wardha and Yeotmal is both luxuriant and highly productive. The region has forest wealth in the eastern districts of Bhandara and Chanda and rich cotton fields in other districts. The region has a great future and with intensified programmes of development it should prosper into an extremely productive area.

23·1·1 M : 3

AKOLA

Belonging as Akola district does to the region known as Vidarbha, it shares the honour with the other parts of Vidarbha of having prehistoric associations with the Mahabharata and historic associations with a series of rulers terminating with the Peshwas. Till 1956 it was part of the Madhya Pradesh Province and on reorganisation of the States of India it entered the new Bombay State.

Akola occupies nearly the middle of Berar. Most of its land is fertile except the Satpura plateau which rises abruptly on its northern border forming a part of the Ajantha hills. Nearly one-third of the population is made up of Kunbis, an agricultural caste by themselves.

The district lies between 21°16′ and 19°51′ north latitudes and 77° 44′ and 76° 38′ east longitudes. Its length north to south is 90 miles and east to west about 45 miles. To the north and north-east is Amravati district, to the east and south-east Yeotmal, to the south Parbhani and to the west Buldana. Half the border in the south is demarcated by the river Penganga. The district has 6 talukas with 10 towns and 1477 census villages.

The river Purna flows westward through the district. The southern part of the district is hilly. Where the land is plane it is rich in black cotton soil and the district cultivates cotton intensively. Rice is also grown in the poorer parts. Besides Purna and Penganga there are a number of streams that flow into the Purna making available water supply for cultivation. The rainfall is about 40″ on an average. The main crops are jawar, cotton and rice. The climate tends to be moderate with hot summers.

Akola city has a cotton mill and vegetable oil factories besides innumerable small industries like mining, quarrying, pressing and manufacture of food stuffs, textiles, leather and leather products, metals and chemicals. The broad gauge Bombay-Nagpur Central Railway passes

through Akola as also the National Highway to Calcutta. The district has good roads and communications for trade and commerce are swift and convenient.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy—	22·60	35·70	9·00
Schools—			
Pre-Primary	16	16	..
Primary	232	201	31
Middle	154	151	3
High	32	29	3
Multi-purpose	2	2	..
Training—			
Primary (Basic)	2	2	..
Secondary	1	1	..
Collegiate—			
Arts	2	2	..
Law	1	1	..
Medical (Ayurvedic)	1	1	..
Agriculture	1	1	..
Social Education—			
Classes 1st	53	..	..
Others (Other Departments)—			
Vocational	1	1	..
Language	1	1	..

23·1·2 M : 4

AMRAVATI

The history of Amravati District, like that of the other districts of Vidarbha, goes back to hoary antiquity. During the medieval and modern period all these districts came under the impact of the same events and historical movements. It formed originally a part of Madhya Pradesh and joined the new Bombay State with the other seven districts of Vidarbha on 1st November 1956.

The district stretches from 21°46′ to 20°32′ north latitudes and from 76°38′ to 78°27′ east longitudes and includes the northern and north Eastern portions of Berar. The district has 6 talukas covering 17 towns and 1567 census villages. The district boundaries are natural. Along the north-western boundary runs the Tapi, along the eastern side the Wardha while the Purna and Pedhi flow across the district. Though their beds are shallow these rivers have water throughout the year. On the north are Nimar, Betul and Chindwada Districts, to the east Nagpur and Wardha, to the south Yeotmal and to the west Akola and Buldana. East to west it is about 120 miles and north to south about 90 miles. The Melghat Taluka borders on the Satpura and is, therefore, at an elevation of 3,400 feet, with a hill station called Chhikalda. The only other range of hills is a low line of trap hills in the vicinity of Amravati extending Eastward. These are 200 to 300 feet above ground level or 1,500 feet above sea level. The district has extremes of climate, cold in winter and hot in summer.

The broad gauge line of the Central Railway from Bombay to Calcutta passes 6 miles away from Amravati city which is connected with Badnera junction by a narrow gauge line. The district has a few other narrow-gauge lines also and is fortunate in a net-work of good roads that make transport fairly cheap and quick. In fact, Amravati has the biggest motor-stand in the whole of Vidarbha.

The land being fertile, except in Melghat Taluka, practically the whole of the district is cultivated and is productive. Cotton, jawar, wheat, pulses constitute the main crops of Amravati and the city is an important cotton and commercial centre. Melghat is rich in good timber and other forest products.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	25·80	37·90	13·20
Schools—			
Primary	321	248	73
Middle	197	191	6
High	51	47	4
Multipurpose	1	1	..
Training—			
Primary (Basic)	4	2	2
C. P. Ed.	1	1	..
Secondary	3	2	1
Collegiate—			
Arts	1	1	..
Arts and Science	1	1	..
Commerce	1	1	..
Law	1	1	..
Engineering	1	1	..

23·1·3 M : 6

BHANDARA

From the central position which Bhandara District occupied in the old Madhya Pradesh Province, after its merger in the new Bombay State, it now marks the farthest north-eastern extremity of the State with the new Madhya Pradesh to the north and east across the boundary. The district contains only 3 talukas, the least number of talukas in any district of Bombay State except the Dangs which has one. Like Chanda, its neighbour, it is one of the backward districts especially the Sakoli and Bhandara Talukas.

On the east of this district is Nagpur, in the south Chanda and in the north and west new Madhya Pradesh. The northern boundary is marked by 3 important rivers, the Wainganga, the Bawanithari and the Bagh, the rest of the boundary being artificial. The largest of these, the Wainganga, passes twice through Bhandara Taluka. Through Gondia Taluka flow the Wainganga, the Pangadi, and the Bagh. Sakoli Taluka receives the Chulbandi and the Waingana. The plains of these rivers are fertile rice producing tracts. Practically half the taluka is covered with thick dense forests producing timber. With the average rain fall of 55 inches to 65 inches the district has abundant water supply. With numerous tanks, some of them very big, irrigation and water for cultivation are never scarce.

The communication facilities in this district are rather poor. A broad gauge line passes through the northern part of the district and is the only means of communication with the neighbouring districts. The National Highways to Delhi and Calcutta also pass through this district. There are narrow gauge lines connecting Gondia-Jabalpur, Gondia-Chanda and Nagpur-Nagbhir. The district is mainly agricultural the important industry being bidi manufacture. Gondia is famous for its huge bidi factories and this town has gained commercial importance by its being a railway junction. The district has great resources and when fully exploited may yield good returns.

About 20 per cent. of the population belongs to the Scheduled Castes and Tribes. The people mostly speak Marathi though the dialect called Gondi is the mother tongue of the backward classes.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	14·50	26·20	2·90
Schools—			
Primary	125	114	11
Middle	98	93	5
High	19	17	2
Multi-purpose	1	1	..
Training—			
Primary (Basic)	1	1	..

23·1·4 M : 8

BULDANA

This district lies between 19°51′ and 21°17′ north latitudes and 76° 49′ and 75° 57′ east longitudes and covers an area of 3,766 square miles of 5 talukas with 9 towns and 1188 census villages. In the north are Madhya Pradesh, East Khandesh and Amravati Districts; East Khandesh and Aurangabad are on the west; Parbhani is to the south and Akola to the east. The boundaries of this district are almost wholly artificial. The district has two natural sub-divisions, the Purna valley in the north and the Ajantha plateau in the south. Three big rivers flow through the district, the Purna, the Painganga and the Khadakpurna. The Purna flows westward while the other two flow towards south-east. Other small rivers have their source on the Ajantha hills and flow northward most of them joining the Purna. The rivers have perennial water and get flooded during monsoon. The climate of the district is generally warm but Chikli and Mehkar Talukas, because of their being hilly, are considerably cooler. Buldana itself is at a height of 2,200 feet above sea level and has a bracing climate. The average rainfall of the district is between 25 inches and 35 inches.

There are 9 towns in the district the biggest being Khamgaon situated in a cotton growing area and connected to the broad gauge main line by a metre gauge line joining at Jalamb. The whole of the

district produces good quality of cotton and with Akola, Khamgaon is one of the important cotton centres. The Bombay-Nagpur broad gauge line passes through the district as also the National Highway. There are good metalled roads connecting almost all the towns in the district. Bus routes are many and communications, therefore, are quite satisfactory. The northern parts which are level and plane have rich black soil and are very productive. Jawar and cotton are the main crops. Groundnuts form a subsidiary crop. In the extreme north in the hilly area timber is a valuable product and in the grass-lands cattle rearing is the main occupation. In the southern plateau, jawar, wheat, cotton, sugarcane are grown in the fertile patches. The important industries are ginning and pressing and other small scale industries. Inspite of abundant cotton production the district has no cotton mills. In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	20·40	33·01	7·30
Schools—			
Primary	201	178	23
Middle	172	167	5
High	35	34	1
Multi-purpose	1	1	..
Training—			
Primary (Basic)	1	1	..
Collegiate—			
Arts	1	1	..
Arts and Science	1	1	..
Others (Other Departments)—			
Vocational	1	1	..
Art	1	1	..

23·1·5 M : 9

CHANDA

The Chanda District is the largest in area of the 43 districts of new Bombay State. Its area of 9,312 square miles nearly equals that of France and is about 2 to 3 times that of an average district of the State. It has as many as 2494 census villages, again, the largest number in any district of the State. Gadchiroli, one of its talukas, contains as many as 831 census villages a number almost equal to the villages in a normal-sized district. This district forms the outpost of the State and has the eastern boundary common with Madhya Pradesh and southern boundary with Andhra Pradesh. To the north is Bhandara and to the east Nagpur, Wardha and Yeotmal.

It is situated between 80° 52′ and 78° 48′ east longitudes and 20° 50′ and 18° 39′ north latitudes. It occupies almost the central position in the map of India. The district is roughly in the form of a rugged triangle, the northern boundary forming the base. It has river boundaries, the Wardha on the west and the Indravati in the south-east. The northern and eastern parts are covered with mountain ranges and the rivers Wardha, Wainganga, Godavari and Indravati are its water sources. Physically, the district is made

up of hills, forests and rivers. The Wainganga flowing north-south divides the district into two parts—Gadchiroli and Sironcha to the east and Chanda, Bramhapuri and Warora to the west. The bigger rivers have perennial water supply though they are shallow and get flooded during the rains. Gadchiroli Taluka in particular gets cut off from the rest of the district in monsoon because of the over-flowing rivers. The only fertile areas in the district are in the basins of the rivers, the rest of the district being wooded and hilly. The importance of the district is mainly due to its forest wealth. These forests are infested with wild animals and the aboriginals found in these belong to the hunting type. A number of tanks, big and small, are scattered in the district and form subsidiary water resources.

Climatically, the district is not congenial to health, the conditions worsening as one proceeds towards the east. The summers are very hot and the winters cold. The average rainfall is 40 inches to 50 inches increasing eastwards towards the forests. There are no big cities or towns in the whole of the district, Chanda being the largest with about 41,000 population. Because of its physical features communications are both difficult and inconvenient. Motorable roads are very few. The main broad gauge railway line from Wardha to Kazipeth crosses the district through Warora and Chanda Talukas and two small branch lines also cut across the districts.

The most important product of this district is timber and other forest products. The crops are rice, jawar, and cotton in small quantities. The industries number a paper mill, a few saw-mills, a power station and coal mines near urban areas. Pottery, soap-making and glass works form subsidiary industries.

The district has so far received no particular attention inspite of the latent mineral and other resources. Of late iron mines in Gadchiroli and Bramhapuri are attracting attention. Mica is found in Sironcha Taluka near Aheri. The area needs intensive development which may yield good returns in years to come bringing progress and prosperity to this backward district. At Aheri a multipurpose project which is in execution is trying to develop the area more intensively.

In the context of the above, the following is the Index of educational standing of the district :

	Total	Male	Female
Literacy	10·90	19·20	2·50
Schools—			
Primary	76	63	13
Middle	59	57	2
High	15	14	1
Multi-purpose	1	1	...
Training—			
Primary (Basic)	1	1	..
Social Education—			
Classes 1st	117	110	7
Others (Other Departments)—			
Vocational	1	1	..
Extension Agriculture School	1	1	..

23·1·6 M : 14

NAGPUR

Nagpur city was the capital of the erstwhile Madhya Pradesh Province prior to the re-organisation of the states in 1956. Being centrally situated, not only with reference to old Madhya Pradesh but even in relation to the country as a whole, this city, even in pre-historic and historic times, was the capital of its rulers. With its inclusion in the new Bombay State it has suffered in its political and administrative importance though otherwise its place in the new Bombay State is unaffected.

The district lies between 20°36′ and 21°43′ north latitudes, and between 78°17′ and 79°42′ east longitudes in the eastern part of the bilingual State of Bombay. Next to it on the east is Bhandara district which is the State's outpost district, in the north is Madhya Pradesh, in the South Chanda and along the north-eastern boundary the river Wardha.

The district is immediately south of the great table lands of the Satpura range. Its northern frontier is one continuous chain of hills. At its western extremity this chain consists of spurs and further to the east these mountains themselves form the boundary. The second division of hills shuts in the district on the south-western side. Across the country thus enclosed the third range runs from north to south dividing it into two great plains but of very unequal size. This range of hills is bare and is studded with rugged and often grotesque outlines. From the heights of these the two valleys on either side appear to be smiling with corn and garden cultivation as a luxuriant manifestation of nature. The western plain is watered by the Jam and the Mandar which join the great river Wardha. This plain is highly cultivated and abounds in mango, orange and other fruit trees forming the richest garden cultivation in the district. The plain on the east which is at least 6 times larger than the other stretches right up to the boundaries of Bhandara and Chanda. It is a rich undulating and vast plain luxuriant with fruit cultivation and dotted with countless small tanks. The main river Kanhan which receives many tributaries flows through this plain watering the fertile land as it passes through it.

The district like others of Vidarbha has extremes of climate with hot summers and very cold winters. The rainfall averages 30 inches to 45 inches. The rivers which criss-cross this district making the land fertile and productive help to cultivate rich harvests of cotton, jawar, pulses, oil-seeds and rice as the chief crops. Sugarcane is chiefly grown on the banks of the river Kanhan and also at other places where well irrigation is available. Katol and Saoner are rich in orange and mango cultivation and Ramtek in plantains and betel leaves. The forest in the north, west and south are rich in bamboo, gum and other forest produce. Basket making forms the cottage industry in these areas. The district is rich in mineral products especially manganese, mica and white stone. Textile mills

are centred at Nagpur and ginning and pressing factories are scattered all over the district. Nagpur has a highly perfected hand-loom industry whose products have won all India fame. Industries like match making, soap manufacture, glass, pottery are established at and near Nagpur. The river deposits of silt of the Kanhan give rise to industries like cement, pipes, bricks and tiles. The Tendu leaves of the forest form the raw material for the bidi industry in the district.

Nagpur city itself is the main railway junction as well as an air terminus. The broad gauge line to Calcutta passes through Nagpur and a number of metre-gauge lines spread across the country terminate here. The roads are good and convenient. This erstwhile capital of a province is connected by a network of metalled roads to all the neighbouring districts and beyond. The two State Highways intersect at Nagpur thus connecting it with Bombay, Madras, Delhi and Calcutta.

In the context of the above, the following is the Index of educational standing of the district:—

	Total	Male	Female
Literacy—	24·00	34·60	13·00
Schools—			
Primary	337	256	81
Middle	173	141	32
High	66	50	16
Multi-purpose	1	1	...
Special—			
Blind	1	1	...
Deaf and Dumb	1	1	...
The Industrial Institute for Blind, Deaf and Dumb ...	1	1	...
Training—			
Primary (Basic)	3	3	...
Primary	2	...	2
Secondary	1	1	...
Collegiate—			
Arts	4	3	1
Science	2	2	...
Arts and Science	2	2	...
Commerce	1	1	...
Law	1	1	...
Engineering	1	1	...
Medical and Ayurved	2	2	...
Technology	1	1	...
Tailoring	1	1	...
Homeopathy and Biochemic	1	1	...
Others (Other Departments)—			
Extension Training Centre	1	1	...
Vocational	6	6	...
Nursing	3	...	3
Language	1	1	...
Art	4	3	1
Music	3	3	...
Medical School	1	1	...
Stockman-*cum*-Health Assistant	1	1	...

23·1·7 M : 25

WARDHA

This district originally was a part of Nagpur district till 1862 when it was separated as an independent district with the 3 talukas of Arvi, Hinganghat and Wardha. Like Bhandara, this is the second district in the State with the least number of talukas except the Dangs. The district occupies the western portion of the Nagpur plain and is at the foot of the Satpuras. The district lies in the valley of the Wardha river and consists of a long strip of land running north-west to south-east along its right bank narrowing at the north and gradually widening southward. The Wardha forms a natural boundary in the north and west beyond which lies the Amravati district. On the east is Nagpur and in the south-east Chanda. The greatest length of the district is about 80 miles and the breadth at the southern extremity is only 36 miles.

Wardha naturally divides itself into two parts, the northern being hilly while the southern is an undulating plain intersected by streams and broken at places by isolated hills rising abruptly from the surface. About a fourth of the district is covered with hilly tracts while the rest is a fertile plain. The soil is rich and produces fine crops of cotton. Wardha is the only river of importance with perennial waters with minor tributaries joining it. The average rainfall in the district is between 30 inches and 50 inches. The climate is less inclement than Nagpur though the summers are warm and winters fairly cold. The important crops of the district are cotton, jawar, pulses and wheat. Wells are the main source of water supply for cultivation. Cotton has given rise to subsidiary industries of ginning and pressing with cotton mills at Hinganghat and Pulgaon.

Wardha is an important railway junction where the broad gauge lines leading to Nagpur, Bombay, Delhi and Madras cross. A number of narrow-gauge lines also spread out from here. With a network of good roads bus transport has made communications easy and swift.

The district gains added importance because of Sevagram, the experimental colony established by Mahatma Gandhi, and also because of the training centre in Basic Education. The influence of Sevagram is discernible not only in the immediate neighbourhood of Sevagram but also over the whole of the district.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy—	19·40	30·10	2·50
Schools—			
Primary	119	106	13
Middle	79	76	3
High	17	15	2
Training—			
Primary	1	...	...

23·1·8 M : 27

YEOTMAL

Next to Bhandara and Chanda, Yeotmal abounds in miles of hills and a plateau with rugged land with long stretches of plains at places. It is the second largest district next to Chanda with an area of 5219 square miles. Its greatest width east-west is about 120 miles and north-south about 100 miles. With Amravati and Wardha in the north, Chanda in the east, Akola and Parbhani in the west and Nanded in the south, it partly forms the frontier between Bombay and Andhra in the south-east. The district has 5 talukas with 8 towns and 1634 census villages.

The plains of Wardha stretch southward into this district to a length of about 100 miles with a width of 5 to 15 miles at places. The Painganga also contributes a strip of fertile plain along the south boundary of the district. The Wardha and the Painganga are both the boundaries of this district. The tributaries of these rivers though shallow have water throughout the year. The network of streams and rivulets joining the Painganga contribute to the fertility of the uneven land in the district. The average rainfall is 35 inches to 40 inches and normally suffices the needs of the district. The climate of the district is fairly good except in the hilly tracts.

Because of the nature of the landscape the roads in this district are not very conducive to quick and easy communication. There is only one narrow-gauge railway line connecting Yeotmal to Murtijapur, a broad gauge junction on the Bombay-Nagpur line. Approaches to Nagpur and other district headquarters and the neighbouring districts are quicker by bus than by train. There are no industries of any importance in this district though a few are springing up in the urban areas. The main crops are jawar, wheat and cotton with subsidiary crops in the areas where the land is fertile.

In the hilly areas the Scheduled Castes and Scheduled Tribes form a majority especially in the forests. The tribal welfare department has launched numerous schemes for the betterment and uplift of these unfortunate pockets of population.

In the context of the above, the following is the Index of educational standing of the district.

	Total	Male	Female
Literacy—	13·30	21·80	8·70
Schools—			
Primary	174	157	17
Middle	132	128	4
High	30	28	2
Multi-purpose	2	2	...
Training—			
Primary (Basic)	1	1	...
Collegiate—			
Arts	1	1	...
Social Education—			
Classes 1st	119	119	...

CHAPTER 24

REGIONAL AND DISTRICT REVIEWS

6 Districts of Saurashtra-Kutch

CHAPTER 24

REGIONAL AND DISTRICT REVIEWS

6 Districts of Saurashtra-Kutch

24·1 The word "Saurashtra" is derived from "Su-rashtra", meaning the "Good Kingdom". In Indian mythology, the Yadavas under Lord Krishna are said to have fled from Mathura and established their kingdom with its capital at Dwarka. From 386 B.C. to 380 A.D., when its historical period begins, Saurashtra was under the Mauryas and Kshatrapas. In the 8th century the Rajputs invaded the land and laid the foundations of several hundred independent States which existed right up to the time of their integration into one United States in 1948.

The rulers of these States belonged mainly to the sect of "Kathi" whence the region etymologically derived its name of Kathiawar or State of Kathiawar. From other sect names like "Gohil", "Zala" came the district names Gohilwad and Zalawad. The early settlers called "Waghers" were a wandering and marauding type of nomadic population that lived by cattle grazing and plundering when opportunity offered itself. The descendents of these are still to be found in isolated areas, in particular, in the approaches to Dwarka. With the fragmented native Jagirs and States scattered about the peninsula, and with an administration that tended to be lax and autocratic, this area made little progress during the centuries. A few enlightened rulers introduced ameliorative measures but these were not very effective in the context of the situation. The States comprised as many as 30 in number, the largest of these being Nawanagar (area 3,791 square miles, population 5 lakhs, revenue Rs. 9·8 million) and Bhavnagar (area 2,961 square miles, population 6 lakhs, revenue Rs. 8·039 million), and the smallest, Patdi, barely 30 square miles (population 3,000) besides innumerable Jagirs of groups of villages.

The liquidation of these Native States followed as a natural consequence of the dawn of Independence. Without bloodshed or even bad blood the States merged among themselves to form the State of Kathiawar or the United States of Saurashtra which had an Independent status as a democratic State from 1948 to 1956, a span of 8 years. This resulted in adjustment in the boundaries of these 5 districts by mutual exchange of enclave villages so as to form contiguous and compact district areas. With the reorganisation of the States of the Indian Union on 1st November 1956, the 5 Gujarati language districts of Saurashtra were grouped together with their counterparts, the 10 Gujarati language districts of old Bombay State

Kutch, lying north of Saurashtra, has a history not dissimilar to that of Saurashtra except that it was not broken up into tiny Jagirs or States. Prior to its inclusion in Bombay State it was a Part C State under a Commissioner directly administered by the Central Government. Because of its proximity to Pakistan, from point of security, this district has strategic importance. Kutch is a small peninsula in the Arabian sea. It is mainly an agricultural district. Cattle breeding is almost the natural occupation of the people. On the south and west are the Gulf of Kutch and the Arabian Sea ; on the east is the Little Rann and beyond it are the areas of Saurashtra and north Gujarat ; on the north is the Great Rann. The Rann of Kutch is a geographical phenomena. It is a sheet of water during the rains and yet is dry enough to allow one to walk across in other seasons. Legend has it that it is the submerged bed of the river Indus which has meandered to a new course. Kutch, thus, forms an outpost district of the State and is almost an island district isolated by its physical environment and natural barriers. Because of the similarity of history and general background, Kutch is grouped with the 5 districts of Saurashtra for the purposes of this survey.

The Saurashtra-Kutch region form two distinct land masses, one, the peninsula of Saurashtra and, the other the island district of Kutch. The region lies between 20° 41′ and 24° 39′ North latitudes and between 68° 6′ and 72° 25′ East longitudes and forms the Western most part of the new Bombay State. The whole area is marked with ancient and historical monuments and relics notable amongst these being the Temples of Dwarka and the Somnath Temple at Prabhas Patan. The landscape of this region varies from the Gir forest of Sorath, the sanctuary of the Indian lion, to scrub land and semi-desert interspersed with fairly fertile patches. The rivers of this region, though many, are not perennial and the dams that are being built across some of these will bring more land under cultivation. Kutch with its peculiar situation and land forms will continue to be the lone outpost of this region. The new port of Kandla has given this district a new status and with the tapping and exploitation of its mineral resources this district too should develop into a productive asset to the State.

24·1·1 G : 33

GOHILWAD

Gohilwad district like other districts of Saurashtra was constituted out of the native States and Jagirs of the East Coast of the Saurashtra peninsula. The name Gohil is derived from the particular sect of Rajputs called " Gohils " who ruled the petty States and the Jagirs. The present district comprises Bhavnagar, Palitana, Lathi and Vallabhipura with the addition of the old State of Jafrabad, some part of Junagad State and parts of the Agency jurisdiction such as Songadh

and Chital. Among the 14 talukas and one Mahal of Gariadhari created after 1951, the taluka of Jafrabad lies in the extreme South cut off by the sea from the rest of the talukas.

Most parts of the Gohilwad District are hilly and other parts wooded, in particular, Rajula and Nageshri. Palitana has one of the highest mountains called Shetrunje with a height of 5000′ and one of the biggest rivers, the Shetrunji, has its source on this mountain. A dam built across this river is irrigating the land for cultivation. The few rivers of this district are dry most of the year and when in water flow into the Gulf of Cambay. The climate varies from taluka to taluka as also the rainfall. On an average the district receives about 20″ of rain. Wheat, cotton, millet, sugar-cane, oilseeds and pulses are grown in the fertile parts of the district. Three dams have been constructed across the rivers Ranghola, Malan and Shetrunji. There are no natural harbours though Bhavnagar and two others serve this purpose.

Almost all the taluka Headquarters are joined by railways, meter and narrow gauge. There are many small junctions helping the movement of goods from taluka to taluka. The industries centre round oil products, ginning factories, oil and saw mills, snuff industry and iron and steel at Kundla.

	Total	Male	Female
Literacy	18·33	26·69	9·49
Schools—			
Primary	996	963	33
Middle	336	306	30
High	23	21	2
Special—			
Blind	2	1	1
Training—			
Primary	4	4	...
Collegiate—			
Arts	3	2	1
Science	1	1	...
Commerce	1	1	...
Janata College	1	1	...
Lok-Bharati (Rural University)	1	1	...
Others—			
Vocational	3	3	...
Language	4	4	...

The above is the Index of educational standing of the district.

24·1·2 **G : 34**

HALAR

The present Halar District consists of two old native States of Jamnagar and Dhrol. Jam-Raval from whom Jamnagar gets its

name was the first Hindu king who came to Halar from Kutch and established his kingdom. The district is situated in the North-West of Saurashtra and is surrounded by the sea on two sides with Sorath to the South and Madhya Saurashtra to the East. Being open to the sea, the district has strategic importance from a military point of view. Small ports along the coastline have achieved importance for trading in the past and for smuggling at present. There is only one small range of hills called the Barda hills which is partly wooded. The rivers in the district are short and narrow and are dry in summer.

Due to the nearness of the sea the climate is temperate and humidity high. Rainfall annually is about 15″-20″. Along the coast the Waghers, the original settlers of this region, make good seamen and divers and pearl fishing is a very paying occupation.

The district has 6 railway junctions and a net-work of meter gauge lines criss-cross the district. There are good motorable roads throughout the district and communication with the neighbouring districts is quick and convenient. The main crops of the district are millet, wheat, groundnut, garlick and potato. There is a fairly large area of wasteland only good enough to graze cattle. Cattle rearing is an important occupation yielding dairy products. Jamnagar is the only industrial centre famous for a special process called "Bandhani" of dyeing cloth. Manufacture of buttons, ear-rings and other trinkets form the other small scale industries.

In the context of the above, the following is the Index of educational standing of the districts :—

	Total	Male	Female
Literacy	17·72	25·08	10·17
Schools—			
Primary	641	609	32
Middle	133	126	7
High	16	14	2
Training—			
Primary	2	1	1
Collegiate—			
Arts and Science	1	1	...
Medical	1	1	...
Social Education—			
Classes—full time	13	13	...
part time	58	58	...
Others—			
Vocational	1	1	...

24·1·3 6 : 36

KUTCH

From the land formation and the surrounding Rann, the origin of Kutch as having emerged from the sea is geologically proven. The land rises gradually from the sea and is mostly hard rock with scarcely any plains except on the banks of the rivers that flow through it. This district in pre-historic times is supposed to have been visited and crossed by King Ravan in his wanderings. History records that it has successively passed into the hands of the Greeks, Parthians, Guptas and lastly the Kathis and Jadejas. When the land became habitable, Brahmins and Banias from Gir and Marwar, Bhatias and Lohanas from Sind, Gujarat and Saurashtra, gradually migrated to settle here. The mother-tongue of the Banias, Brahmins and other upper classes was Gujarati, while the Jadejas, Lohanas and Bhatias spoke a dialect called Kutchi which has no script. Kutch, thus, has been meeting place of a variety of people who have integrated after long settlement into one homogeneous population.

From 1816, it came under the British influence with a British Resident administering the State. The Maharao dynasty continued even after this date. In 1924, Kutch was put in direct relation with the Government of India through the Resident of the Western India States Agency and the post of the Political Agent for Kutch was abolished. On 1st June 1948, Kutch became a Part C State under a Chief Commissioner and the administration of the State came under the direct control of the Government of India. To the original Kutch was added, in 1949, the Morvi State of Saurashtra which was merged with Bhachau taluka. As a Part C State the region made fairly good progress from its backwardness. Under the States reorganization, from 1st November 1956, Kutch became a district of the new Bombay State.

According to the Surveyor General the area of this district is 16,724 square miles of which more than 8,000 is covered by the Rann of Kutch surrounding the land formation so that only about 8,300 square miles is the effective area of the district. The whole territory is barren ; except for certain areas overgrown with grass, the entire region is rocky. There is a huge sweet-water lake called Narayan Sarovar which provides water to the rice growing fields in the north-western part of the district. The coastal portion is covered with mangrove swamps, the rest of the district rising in rows of sand hills. In the south and east there are a few broad deep-soil plains. In the north is a big grass growing low plain named Banni with a few small villages of cattle breeders.

The district has 13 talukas some of them having as few as 10 or 12 villages. Bhuj, the capital, is a walled city protected against surprise invasions. Anjar is a fairly prosperous trade centre.

The climate of this district is extreme with hot summers and cold winters. The rainfall is very scanty averaging 10"-15". Famine in Kutch is quite a common occurrence. The rivers in this district are

short and none of them flow throughout the year. Most of them flow into the Rann and some flow into the Arabian Sea. Though there are no big mountains, hills are many and the land uneven.

Kandla is a major port, Mandvi an intermediate port and there are four or five minor ports for country craft. The district has about 220 miles of coastline dotted with small minor ports for coastal traffic. The district produces bajri, jawar, gram, wheat and cotton in small quantities on the dry farming basis. In food it is a deficit area. Irrigation is being tried and where there is sub-soil water, wells are bored for vegetable gardening. The land has fairly good amounts of minerals like lignite, lime stone, clay, iron ore, bauxite, glass, gypsum and alum. Building stone is quarried at various places. There are no big industries though cottage industries and small scale industries like gold and silver wares, carving on vessels and pots, buttons, enamel work and nut crackers, penknives have made a name for themselves. The weavers of Kutch produce very good cloth both from wool and cotton. Calico printing of Mundhra is of a special variety.

A new railway line linking Bhuj with Mehsana and Banaskantha has been a boon to the district. The roads are not easily communicable, especially during the monsoon, which, though short, cuts off communication. Bhuj is now connected to two new townships of Gandhidham and Kandla. With the new port at Kandla the district is on the way to further development and prosperity.

	Total	Male	Female
Literacy	17·06	24·48	10·23
Schools—			
Primary	701	643	58
Middle	222	202	20
High	18	16	2
Special—			
Blind	1	1	...
Training—			
Primary	1	1	...
Collegiate—			
Arts and Science	1	1	...
Social Education—			
Classes 1st	125	122	3
Others—			
Vocational	3	3	...
Language	2	2	...
Art	1	1	...
Bal Mandirs	8	8	...
Tailoring classes	2	...	2

The above is the Index of educational standing of the district.

24;1;4 G : 37

MADHYA SAURASHTRA

In 1947, the States of Western India State Agency with the exception of Junagadh, Manavadar and Mangrol, acceded to the dominion of India. The formal inauguration was on 15th January 1948 but the complete political integration was achieved on 15th April 1948 The different States of Saurashtra were consolidated and constituted into five districts of which Madhya Saurashtra by its very name occupies the central position. The States that merged to form Madhya Saurashtra were Gondal, Morvi, Rajkot, Wankaner which were fairly big and petty ones like Jasdan, Jetpur, Kotadasangani, Malia, Vadia, Virpur. Gondal, for example, though the biggest was made up of 18 separate land islands. Besides these 10 fairly major States, there were 13 still smaller ones which amalgamated to form Madhya Saurashtra. The district contains 9 talukas and 6 mahals.

Madhya Saurashtra by its position has land on all its sides except in the north where Navalakhi, a minor port and the former waterway to Kutch, is situated. Except for the hill range on the western part of the district the entire district is, more or less, flat. The District is bounded by Zalawad and Gohilwad in the east, Sorath in the south and Halar in the west. Like other rivers of Saurashtra those of Madhya Saurashtra are many but dry during summer. Three dams are in progress and when ready will help to bring more land under cultivation. The main crops grown are wheat, bajari and millets; ground-nuts and cotton form the cash crops. Rajkot and Wankaner have textile mills; Morvi, potteries; and ground-nut and oil mills are to be found in most of the bigger towns. Rajkot is connected by railway to the other districts of Saurashtra and there is a net-work of good cement roads connecting the other district Headquarters by State Transport buses.

In the context of the above, the following is the Index of educational standing of the district :—

	Total	Male	Female
Literacy	22·17	30·46	13·69
Schools—			
Primary	1,070	1,015	55
Middle	390	350	40
High	45	37	8
Training—			
Primary	3	2	1
Collegiate—			
Arts and Science	1	...	...
Commerce	1	...	...
Law	1	...	...
Others—			
Vocational	2	...	...

24·1·5 G : 41

SORATH

This district with an area of 3,427 Sq. miles is situated in the south-western part of Saurashtra and is a coastal district. The major State that went to form this district is Junagadh with other small States like Porbandar, Bilkha, Manavadar, Mangrol, Manpur and many other smaller ones. Two island villages of Amreli, were included in Sorath so that to-day Amreli is a compact district without island villages. The Nawab of Junagadh, on the partition of India in 1947, opted for Pakistan but the people's will prevailed and the Nawab fled to Pakistan leaving the "Arzi Hakumat Government" to take over in January 1949.

Sorath is famous for the Gir forests, the home of the famous Indian lion. The rivers flowing from this forest are Ozat, Uban, Hiran and four others which add fertility to the land. The greater part of Sorath is plane and fertile. The Gir forests cause fairly heavy rain in the district. The "ghed area" which is low land, is swampy and uncultivable during monsoon.

Being a coastal district and bounded by the Gir forest in the West, the climate of Sorath is moderate unlike the interior. The ports of Veraval and Porbandar are the main commerce and trade centres. Porbandar, incidentally, is the supposed birth place of Sudama, the friend and devotee of Lord Krishna, and is of Mahatma Gandhi. Porbandar has a cotton mill, a cement factory and a vegetable ghee production factory and salt pans. Fishing is fairly well developed. Veraval produces house tiles. The temple of Somnath, of historic fame, is located in this district. Junagadh is connected by railway routes with the rest of Saurashtra and by sea lines for coastal traffic. The roads are motorable and the traffic along these is heavy. This district is the most fertile and agriculturally the wealthiest in Saurashtra. The main produce consists of wheat, cotton, jawar, pulses and ground-nuts.

	Total	Male	Female
Literacy	16·51	24·87	8·02
Schools—			
Primary	960	910	50
Middle	429	391	38
High	55	50	5
Multipurpose	3	3	...
Special—			
Blind	1	1	...
Training—			
Primary (Basic)	3	3	...
Secondary	1	1	...

	Total	Male	Female
Collegiate—			
Arts	1	...	1
Arts and Science	1	1	...
Social Education—			
Classes	300	294	6
Others—			
Vocational (Agriculture School at Junagadh)	1	...	...
Language	2	2	...
Lokshalas	6	6	...

The above is the Index of educational standing of the district.

24-1-6 G : 43

ZALAWAD

Zalawad derived its name from the " Zala " sect to which the original rulers of the native States belonged. It was one of the districts of the original State of Kathiawar which later became the United States of Saurashtra. Under reorganization the district comprises 9 revenue talukas. These are formed from as many as 18-20 petty States of this region. In constituting this new district, 24 island villages were added to this district and 13 transferred to other districts. But strange to note. Karanghad, a village of Lakhtar taluka has become an island village in the nearby district of Gujarat, Ahmedabad, in the East.

The district is bounded by Ahmedabad on the east, Gohilwad and Madhya Saurashtra in the south, Madhya Saurashtra along the whole of the west and the Rann of Kutch and Mehsana in the north. The district Headquarters is Surendranagar named after the ruler of Wadhwan.

The climate of this district is dry with extrtme cold in winter and extreme heat in summer. The rain-fall is very scanty. The soil is part black and part yellow, the former fertile and good for cultivation and the latter useful for pottery. On the whole, the land is of a poor quality mainly due to salty minerals in the soil. The main crops are cotton, wheat, bajari, jawar, grams, pulses and oil-seeds. Mainly due to lack of water facilities the land productivity is not as high as it should be. Cattle breeding and poultry keeping are subsidiary occupations. The rivers of this district, four in number, like other rivers of Saurashtra, are dry most of the year and get flooded during heavy rains. The industries comprise cotton spinning and weaving, oil crushing, soap manufacture, chemical works, salt manufacture, potteries, quarries and some small scale industries.

A metre gauge line passes through Surendranagar connecting it to Ahmedabad and beyond on one hand and Rajkot and further off

on the other. There are good metalled roads and bus transport is quick and convenient.

	Total	Male	Female
Literacy	18·45	25·57	11·08
Schools—			
Primary	610	586	24
Middle	210	191	19
High	41	36	5
Multi-purpose	3	3	...
Training—			
Primary (Basic)	1	1	...
Primary	1	...	1
Collegiate—			
Arts and Science	1	1	...
Social Education—			
Classes	344	326	18
Others—	4	2	2

The above is the Index of educational standing of the district.

These comprise the 43 districts of the new Bombay State. The map of the State, at a first glance, appears almost like the Map of India with an outsize Saurashtra and Kutch on the West. The State occupies more than half the Western coast line and projects into the Indian peninsula Eastward almost to the centre of the land mass. The new regions have brought with them their historical, cultural, agricultural and industrial wealth and with intensified schemes of development already in hand the State as a whole is well on its way to achieving the goal of a Welfare State.

CHAPTER 25

EDUCATIONAL

24 Districts of old Bombay State

CHAPTER 25

EDUCATIONAL

25·1 Education either in administrative set-up or in school stages and standards or even in nomenclature has no common and uniform features in all the 43 districts of the Bombay State. The varying stages and standards in the different districts or group of districts have already been dealt with in an earlier Chapter (nine). The administrative and organizational set-up correspondingly differ in these districts or group of districts. In conducting the educational survey of the State, the unit of organization throughout the State was the district and that of surveying, the taluka. The basic survey documents prepared in detail at the taluka level were later consolidated into district units, the District Reports, one for each district. The District Reports, therefore, not only summarised the survey data of the district but dealt with it in the context of the peculiar and characteristic background of the district. Though in the survey procedure definite and rigid standards were prescribed, particularly the distance-population targets for each stage of education, Primary, Middle and High School, these, however, had to be applied, keeping the setting of the district and its peculiar needs and requirements in view. In the planning and proposing part of the survey especially, the existing educational index had to receive dominant consideration. The existing educational provision was *de facto* dependent on and governed by the administrative and organizational set-up in force in the district or group of districts with identical or common administrative machinery. In this respect the 43 districts of the State grouped themselves into 5 distinct administrative units, some of these groups identical with the educational regions defined for the survey (*vide* Chapter 20) and some merging and some standing out of these regions. The educational regions and the administrative units were related as below :

Educational Regions	Administrative Units
14 districts of old Bombay State (Marathi) 10 districts of old Bombay State (Gujarati). 5 districts of Marathwada. 8 districts of Vidarbha.	24 districts of old Bombay State.
6 districts of Saurashtra-Kutch ...	5 districts of Saurashtra and the district of Kutch.

The 24 districts of old Bombay State, 14 Marathi language and 10 Gujarati language, by their continuity in the new Bombay State

shared the same educational set-up and an identical system with regard to stages, standards, curricula.....and, therefore, need to be considered *en bloc* in spite of their language differentiation. The 5 districts of Marathawada stand together as do the 8 districts of Vidarbha, the districts in these regions sharing an identical educational system. The region of 6 districts of Saurashtra-Kutch, however, splits itself into two sub-units, the 5 districts of Saurashtra having and sharing a common educational heritage, while the lone district of Kutch standing out separate and individual with its own educational set-up.

In an educational survey of this nature it becomes necessary to survey briefly even the administrative set-up and the educational system of each of the districts or group of districts as the difference in educational standing between district and district or group of districts is to a great extent determined by these. The following reviews will, therefore, serve as background for the survey data and findings as they throw light on the factors and conditions that govern the educational divergences between the districts of the State.

25·2 24 Districts of old Bombay State

Of the 24 districts of old Bombay State as many as 8 are of post-independence standing and came into the State about 8 to 10 years ago either with educational systems nearly resembling that in the original districts of the Bombay State as in Baroda, Amreli, Kolhapur, South Satara or with no systems at all as in the Gujarat States and principalities that went to form the districts of Sabarkantha, Banaskantha and Mehsana. These native States, Jahagirs and principalities that merged in Bombay State in 1948-49 could, therefore, easily assimilate themselves into a new but well established educational system which was made easier by the reconstitution of the other neighbouring districts like Kaira, Surat, Panchmahals, Ahmedabad, North Satara, Sholapur, each of which received parts of these new areas. These 24 districts, therefore, shared, on 31st March 1957, an identical educational organization and system.

25·3 The fountain-head of the department, as in other States, is the Government in the Education Department with a Secretary for Education at the head at the Secretariat level. The Secretary belongs to the I. C. S. cadre and is assisted by Deputy Secretaries, Under Secretaries, Assistant Secretaries and the usual secretariat staff. The Government in Education Department is the final sanctioning and controlling authority for all schemes of education, creation of posts in all cadres and of expenditure on all educational heads. Appointments to gazetted ranks are made either by selection through the Bombay Public Service Commission or by promotion with the concurrence of the Commission. The Education Department functions in close co-operation with the Finance Department on all matters of expenditure and with the Political and Services Department in matters of appointments. The Government in Education Department is answerable to the State Legislature and is represented in it by a Minister

and a Deputy Minister for Education. The pattern at the Governmental level is similar to that in other States of the Indian Union. The 43 districts of the new State of Bombay come directly under the powers of the Government though, during the present transitional period, the new merged regions are allowed to function within their commitments, financial and others, as obtaining in the original States from which they came.

25·4 Next in hierarchy comes the Directorate of Education, Bombay State, with Headquarters at Poona. The Director of Education, who is the administrative Head of the Department, is assisted by a team of 7 Deputy Directors of Education, each in charge of one or more branches in the Directorate. The Directorate initiates schemes, submits proposals to Government for consideration and sanction on the one hand, and on the other is responsible for carrying out the policy of Government except in those institutions imparting instruction in medicine, agriculture, industry, veterinary science and technical education which are controlled by Government through the heads of departments concerned. A separate Directorate of Technical Education is in charge of technical Education in the State. Primary Education is the direct responsibility of local authorities, the District School Boards and the Authorised Municipalities, except in two instances—the districts of Dangs where Government shoulders the responsibility and Greater Bombay where the Municipal Corporation administers education.

25·5 At the district level the Educational Inspector is in complete administrative charge over education as the representative of the Director of Education except the collegiate which is directly under the Director. The Educational Inspector is responsible in his district unit for the supervision of all Primary Education and Social Education, administration and control of all Government Primary, Secondary and Training Institutions, and control and inspection of all Secondary Schools including English Teaching and Vocational High Schools (i.e. Agricultural and Commercial High Schools), Lokshalas, Training institutions for Primary School teachers and the Special Schools as are under the control of the Department. Of the 24 districts of old Bombay State in 22 districts Primary Education (Standard I to VII) is administered by the District School Boards, in Greater Bombay by the Municipal Corporation and in the district of Dangs by Government. The District School Board has an executive officer appointed by Government designated Administrative Officer who is the Secretary of the District School Board. The duties of the Administrative Officer include carrying out the decisions of the District School Board within the frame work of the Bombay Primary Education Act, 1947, and Rules, 1949, and implementing schemes of expansion and compulsion sanctioned by Government. The District Educational Inspector is the Chairman of the Staff Selection Committee, the Chairman of the District School Board and the Administrative Officer being the other two members of the Committee. The District Educational Inspector has direct charge of Secondary Education but exercises his administrative control over Primary

Education through the Deputy Educational Inspector who works directly under him. The Deputy Educational Inspector is assisted by a team of Assistant Deputy Educational Inspectors in inspecting all Primary Schools in the district, submitting reports of inspection and confidential reports on the primary school teachers. The Assistant Deputy Educational Inspectors under the Deputy Educational Inspector comprise graduates as well as senior primary teachers, amongst the graduate Assistant Deputy Educational Inspectors there being specialists for physical education and basic education. With expanding educational activities at the primary and social education levels the duties of the Assistant Deputy Educational Inspectors are enlarging day to day including examining the products of social education classes and inspection of village libraries. The Assistant Deputy Educational Inspectors are allotted beats, usually a taluka forming a unit. They also assist the District Educational Inspector in the inspection of secondary schools in the district. Primary Training Colleges are also directly under the Educational Inspector. Special schools such as those for the blind, deaf and dumb, Pathshalas, gymnasia also come under the direct control of the Educational Inspector.

There are two Inspectresses of Girls' Schools, one for Bombay City and the Gujarati Language districts and the other for the Marathi Language districts. They are in charge of Girls' Secondary Schools and Primary Training Colleges for Women, and, though independent in status, channel their inspection reports and recommendations to the Directorate through the respective Educational Inspectors of the districts. Inspectoresses of Girls' Schools have no independent Assistant Deputy Educational Inspectors under them, the local Assistant Deputy Educational Inspectors of each district assisting them in their inspectional duties.

25·6 The educational system in the departmental terminology has only two stages—the Primary and the Secondary. The Primary stage covers Standards I to VII, Standards I to IV called lower Primary and Standards V to VII called upper Primary. Education at the Primary stage is the responsibility of local authorities, District School Boards and the Municipal School Boards. But when Standards V to VII form the lower standards of a High School these are called the Lower Secondary standards as distinguished from Standards VIII to XI which are termed Upper Secondary Standards. A full-fledged Secondary School with Standards V to XI is in charge of the Educational Inspector of the district, including Standards V to VII. It will, therefore, be seen that no definite stage called "Middle" is in vogue though Standards V to VII, the Upper Primary of Primary Schools and the Lower Secondary of Secondary Schools, in fact, are the Middle stage standards.

The basic pattern of Primary Education (Standards I to VII) is the accepted system and craft is a compulsory subject till Standard VII in all schools. Standards I to IV are also termed Junior Basic and Standards V to VII Senior Basic. Spinning, weaving, cardboard work, agriculture, leather work and carpentry are the main and popular crafts in these schools. All Primary Training Colleges are organized on the Basic concept of correlated instruction centred round a craft.

25·7 Compulsory Education at the Primary level has been in force in these districts since 1947. The Bombay Primary Education Act 1947 and Rules 1949, lay down the procedure for enforcing compulsion in any selected area and local authorities promulgating schemes of expansion and compulsion have to receive administrative sanction of Government before implementing these schemes. By staggered targets of increasing population slabs the scheme now embraces practically all census villages of 500 and more population ; and under the scheme of group schools and peripatetic-teacher-schools even villages with 200 population have been covered in the 24 districts of old Bombay State. Some small pockets of isolated villages now remain to be covered under compulsion. The enforcement of compulsion is by ages beginning with plus 7 years gradually extended, year to year, to the higher age groups. Bombay is perhaps the only State in the Indian Union which has legislated on this measure and enforced it with steady progress during the last 10 years and achieved commendable results.

25·8 The syllabus of studies from Standard I to XI is a co-ordinated one there being no distinction between Standards V to VII of Primary Schools and Secondary Schools. The medium of instruction is the mother tongue of the child throughout the full 11 years of schooling though in bigger cities a few English teaching schools are permitted to use English as the medium of instruction. English is taught from Standard VIII to XI, a course of 4 years, while the national language Hindi is introduced in Standard V and is a compulsory subject, till Standard XI. For those whose mother tongue is not one of the regional languages (Marathi or Gujarati), the study of the regional language (in addition to Hindi) is compulsory. Though there is not much variety in the types of schools at the Primary level except in the choice of crafts, at the High School stage the schools fall under distinctive categories like commercial high schools, agricultural high schools, technical high schools,.....Multipurpose High Schools with diversified courses of study are progressively being opened or existing schools up-graded into multi-purpose schools. The Higher Secondary Stage leading to the 3 years' integrated degree course has not yet been implemented in the 24 districts of old Bombay State.

25·9 Within each district the Standard IV annual examination is held as a common examination for all the schools under the District School Board. For bringing in uniformity in achievement and assessment at annual examinations, common papers are set even for standards V, VI and VII within the districts. These examinations are conducted by the Assistant Deputy Educational Inspectors attached to the District Education Offices. At the end of Standard VII the first public examination is held, the Primary School Certificate Examination, which qualifies those who obtain P. S. C. certificates for lower Government posts. The passing of this examination with high marks confers eligibility for selection as primary school teachers. The next public examination is at the High School stage after Standard XI. It is the Secondary School Certificate Examination conducted by the Secondary School Certificate Examination Board, an autonomous body set up by

Government for the purpose. The Secondary School Certificate Examination offers a multiplicity of subjects and groups of subjects for study and examination, some of which only entitle the certificate holders to prosecute higher studies at the University level.

25·10 The school sessions are not uniform. In Urban areas the sessions are usually from 11 a.m. to 5 p.m. with an hour's break in the afternoon. Where accommodation is a problem the schools, even primary, meet in shifts, half the school meeting in the forenoon and the other half in the afternoon. In rural areas, generally, the hours are 11 a.m. to 5 p.m. and in some districts the schools meet in two sessions, one early in the morning and the other late in the afternoon. Shift system as laid down in the Primary Education Rules for Standards I and II is in force in all the districts as a measure for bringing more pupils to schools without increasing the staff. Vacations are generally two — 4 weeks for summer and two weeks during Diwali for primary schools; and 6 weeks and 2 weeks respectively for the secondary schools. In rural areas vacations are allowed to be adjusted to synchronise with the harvest season and the schools remain closed during monsoon and work during summer.

25·11 Teachers in Primary Schools are recruited mostly from Primary School Certificate holders though Secondary School Certificate holders are increasingly offering competition for these posts. Primary Training Colleges for Men and Women run by Government and by private managements prepare these teachers for their vocation. Secondary teachers who are graduates are trained in Secondary Training Colleges. Like Primary Training Colleges these institutions are also of two types, Government and private. Under-graduate and even graduate teachers can professionally qualify by passing the Secondary Teachers' Certificate Examination conducted by the Department of Education.

25·12 There are special Government agencies for inspection of and catering to special needs of schools. The Inspector of Drawing and Craft-Work and the Inspector for Visual Education are two officers having specialised jurisdiction over these aspects of Education. The Inspector for Drawing and Craft-Work is responsible for the inspection of drawing and craft-work in schools, the organisation of the teaching of these subjects and the organisation of Drawing Grade examinations. The Visual Education Department loans cine projectors and films and other visual aids to schools for exhibition and simultaneously trains school teachers in the principles and uses of audio-visual aids in instruction by arranging short courses. He is also responsible for the organisation, development and direction of the work of the department of visual education. The Vocational Guidance Bureau with Headquarters at Bombay is progressingly expanding the range of its activities by counselling and advising pupils at all stages of education on the choice of future careers and vocations. Secondary teachers are being trained at short but intensive Career Masters' Courses so that schools may have the benefit of counselling and advisory services within the school. The Inspector for Commercial Schools supervises and inspects the commercial side of education

especially in the new Multipurpose schools that are springing up and also in the commercial institutions that cater to the special subjects in this branch of education. A separate State Inspectorate for Physical Education is responsible for the promotion and organisation of schemes of Physical education in Primary and Secondary Schools and Training Colleges in the State ; advising and assisting the Director of Education on all matters connected with physical education ; inspecting secondary schools and training colleges and reporting on the position of physical education in them and organising short term training courses for primary teachers. The Inspectorate also organises district and State tournaments, holiday camps and other recreational activities to encourage sports, games, atheletics and other forms of physical education. The Auxiliary Cadet Corps is making a commendable headway in almost all schools and supplements the physical side of education.

The 24 districts of old Bombay State have followed, year to year, progressive schemes of education and have attained to-day a stage of stabilised usefulness to the general public. Private enterprise in the form of private-owned schools is slowly disappearing from the educational scene giving place to boards of management and school committees thus eliminating the profit motive in this sphere of national activity. Besides quantitative expansion, the State has also evolved safeguards and procedures to improve the quality of instruction at all stages of education from the Primary to the Collegiate, through periodic refresher courses, seminars and conferences of those directly connected with education. The educational mosaic of the State is designed to cater to the various and varying needs of the community, both rural and urban, in furtherance of educating the younger generation to fulfil its destiny as useful future citizens of a secular democratic State.

CHAPTER 26

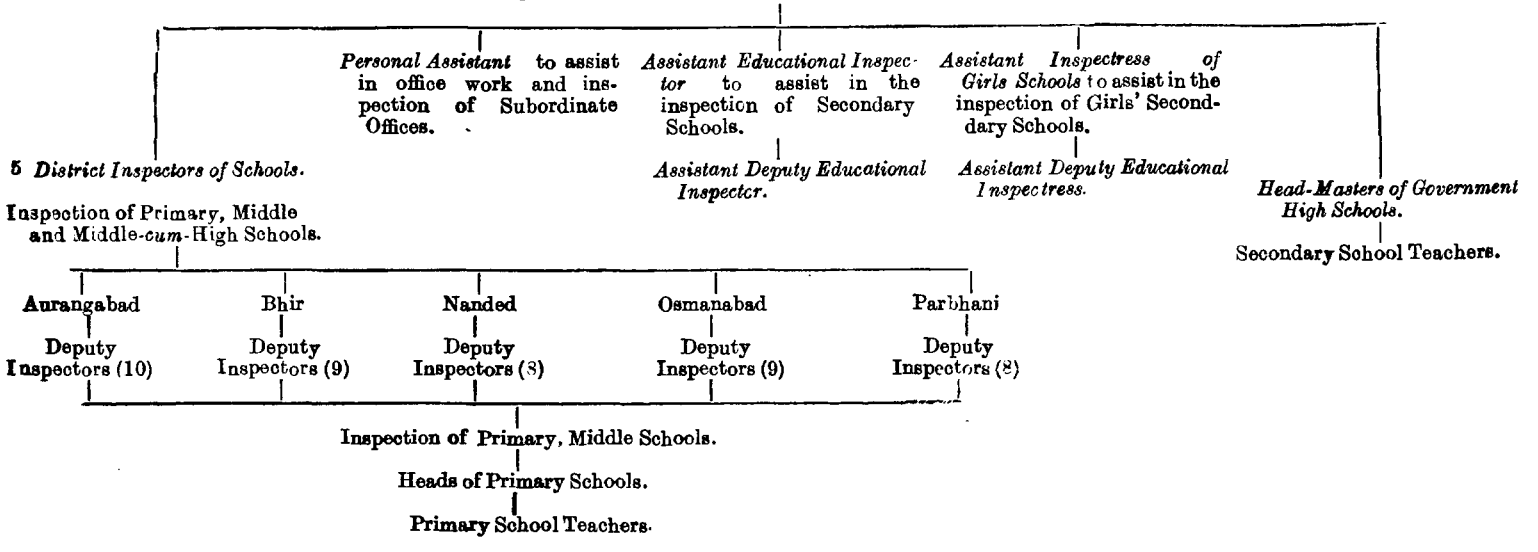
EDUCATIONAL

5 Districts of Marathawada

(G.C.P.) L-A Na 31—18

DEPUTY DIRECTOR OF EDUCATION, AURANGABAD

In charge of 5 districts of Marathawada and East Khandesh District.



CHAPTER 26

EDUCATIONAL

5 Districts of Marathawada

26·1 The educational history of the five districts of Marathawada is closely linked up with its political and administrative antecedents as a part of the "Nizam's Dominions" prior to 1948. Prior to 1948, the whole State was dotted with a number of Jagirs, big and small. Under such a feudal system, education received scant consideration. Primary schools were few and these fell into two distinct types : Government managed and Local Fund Schools. The former were financed from state revenue and consisted of primary schools with five standards—Infant and Standards I-IV. These were the better of the two types of schools, the Local Fund Schools generally being of the single-teacher type and a few of them of the two-teacher type teaching only up to Standard II. In 1942, Primary Education was reorganised and Government took over all the Local Fund Schools thus making primary education a monopoly of the Government. With the liberation from political enslavement in 1948 and following the demand for wider facilities for education, phased educational expansion was programmed under the First Five-Year Plan. This was not easy of achievement as most of the area was extremely backward, especially in the earstwhile Jahagirs.

26·2 The schemes of expansion had perforce to depend to a large measure on local support and participation. In 1952-53, in particular, a scheme of voluntary teachers was introduced whereby a local qualified teacher in a village who conducted a school and observed certain minimum conditions was paid Rs. 300 O.S. per annum, later converted into a grant of Rs. 30 p.m. For the expansion of Primary Schools into Middle Schools and Middle Schools into High Schools, the higher standards were opened if local contribution met all the non-recurring expenditure on furniture, equipment, accommodation....., the Government providing the staff. These schools went under the name of Primary-*cum*-Midlle Schools and Middle-*cum*-High Schools, as the budgetary head for these went under the original allotment. The Headmasters of such schools remained unchanged, thus leading to situations in which under-graduates were in charge of Middle-*cum*-High Schools. An improvement on this scheme was the institution of grant-in-aid to private enterprise to open and attach higher standards to existing Government Primary and Middle Schools, the additional classes being admissible for grant-in-aid, the lower

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standards continuing to function as a Government institution. Under all the schemes of expansion, education, especially at the primary level, made some head-way during the years 1953-56.

Attempts at introducing compulsion led to the passing of the Hyderabad Compulsory Primary Education Act in 1952. The Act follows the Bombay Primary Education Act in general but no rules were framed for the enforcement of compulsion. In 1953 all villages in the Community Development areas (together with about 20 contiguous villages in every district) came under the Act. In June 1956, the compulsion artas covered about 217 villages in the Marathawada region. Compulsion was not introduced by age groups but by standards and even this feeble attempt had dwindled to inaffectiveness when the area merged into Bombay State on 1st November 1956.

26·3 The chart facing page 269 shows the administrative set-up in the Marathawada region. The East Khandesh district of old Bombay State is also placed under the Deputy Director of Education, Aurangabad, the educational region thus coinciding with the Revenue Division in this particular case. Pending educational integration, the old organizational and educational system is allowed to continue during the transitional period. The Deputy Director is under the administrative control of the Director of Education, Bombay State, but, during the interim stage finance and other commitments made by the former State Government of Hyderabad are to be fulfilled. The Deputy Director is assisted by a Personal Assistant in his administrative work, by an Assistant Educational Inspector in his inspection work of Secondary schools and an Assistant Inspectress in the inspection of Girls' Secondary schools. The Deputy Director's office has three Deputy Inspectors of Schools one under the Assistant Inspectress of Girls' Schools, one for the inspection of Crafts and the third for Social Education. At the district level each district is manned by a District Inspector of schools assisted by a team of Deputy Inspectors of Schools normally one per taluka.

26·4 The Educational ladder stretches from the infant class of the primary school to Standard X of the High school divided into the following stages :—

Infant and Standards I-IV—5 years—Primary school stage.

Standards V-VII—3 years—Middle school stage.

Standards VIII-X—3 years—High school stage.

Pre-Primary education is not known in the region. As the Middle schools grew out of Primary schools under various schemes of expansion, there are no separate Middle schools without Primary sections except in a few urban areas. The same applies to High Schools as these grew out of Middle Schools in most cases. Girls' schools, however, have all the standards from infant to X. Under the scheme of Multipurpose schools many of the schools have been upgraded

into what are called Higher Secondary Schools with Standard XI as the highest standard. In urban areas a few schools have only the upper Standards VII-XI without the lower.

26·4·1 English is introduced as a compulsory subject from Standard V and craft is continued up to Standard VII. There is no public examination except at the end of Standard X conducted by the Board of Secondary Education, Hyderabad, called the Higher Secondary Examination. The course of studies and curricula in these schools follows normal trends. Basic Education has just been introduced at the Primary and Middle level, and by phased programmes schools are being converted into the Basic pattern year to year. Crafts, however are compulsory in Standards I-VII, in many cases, a main craft supplemented by a subsidiary. Agriculture is generally a common craft in rural areas.

No annual or promotion examinations are held for the Infant, I and II standards, the school records and the yearly progress of the pupils determining the promotion to the next higher standard. In Standard III an annual examination with a written test in mother-tongue and Arithmetic and an oral test in other subjects is held. For all the other standards the normal practice of terminal and annual examinations is in force. For introducing a measure of uniformity in examinations of Standards IV-VII, common printed question papers are set and the examinations are conducted through the agency of Examination Committees made up of the Deputy Inspector of Schools and local trained Headmasters of Primary and Middle Schools.

26·4·2 The medium of instruction is the child's mother-tongue-Marathi. When the number of children with Urdu as the mother-tongue is 15 or more parallel classes are run mostly in urban areas where a fairly large percentage of the population is urdu-speaking. In such cases the study of the regional language, Marathi, is compulsory.

26·4·3 The school sessions are uniform in the district. The rural schools follow the 8 a.m. to 11 a.m. and 2 p.m. to 4 p.m. working day while in urban areas the hours are 10 a.m to 4 p.m. with a break between 1 p.m., and 2 p.m., Sunday is a holiday—it used to be Friday under the Nizam—and Saturday half working day in all schools. The vacations are 3 : 1½ months for summer, 2 weeks for Diwali and 8 days for Christmas. Shift system as introduced in the compulsory areas of old Bombay State districts under the Bombay Primary Education Rules is not in vogue. In urban areas for lack of accommodation a few schools work under the shift system, half the school meeting in the forenoon for 4½ hours and the other half in the afternoon for the same period.

26·4·4 The present position of teachers is rather mixed. While from 1954 only Matriculates have generally been appointed as primary school teachers, those in service prior to this date and with lower qualifications, some times inadequate, have been allowed to continue.

26·4·5 No local authority is responsible for any stage of education even Primary. There are no District School Boards or Municipalities administering education in any part of the region. The District Boards are required to earmark part of their revenues on such educational expenditure as acquisition of land for school buildings, purchase and repairs to furniture and miscellaneous expenditure on schools. Except the voluntary teacher schools there is no private agency at the Primary level conducting schools though at the higher levels private managements have contributed considerably to the expansion of Middle and High Schools.

26·5 There is one Secondary Training College preparing graduates for the B.Ed. degree. In each district there is a Basic training college for secondary teachers who are non-graduates providing a two years' course of training. The output of these training colleges is at present meagre. Under the Second Five-Year Plan the capacity of these is being stepped up to meet the demand for more trained personnel arising out of the expansional activities.

26·6 The educational setting in Marathawada is full of anomalies. While at the Primary level the Government has almost a complete monopoly in the field, at the higher levels there is a partnership between private management and Government, wherein higher standards in Government schools are conducted and managed by non-Government agencies on the basis of grants. This situation arises out of an impasse when Government could not meet the popular demand for upgrading of schools without local contribution. In the context of the present day local trends, the public is disinclined to take over the whole school from Government and run it as a grant-in-aid institution. Nor is it the policy of Government to acquire hold and control over education at higher levels which it would prefer and desire private enterprise to shoulder on the basis of State aid. It would need great administrative astuteness to integrate a system under which Government bear the full responsibility for Primary Education and share the responsibility with the private sector at the higher level into an acceptable pattern more in tune with democratic ideals of passing on the responsibility to local authorities at the Primary level and to private management at the Secondary or High school level.

CHAPTER 27

EDUCATIONAL

8 Districts of Vidarbha

CHAPTER 27

EDUCATIONAL

8 Districts of Vidarbha

27·1 Regional Deputy Director of Education, assisted by 4 Divisional Superintendents of Education and one Inspectress of Schools for Girls' Education.

	Divisional Superintendents of Education.			Inspectress of Schools.
1	2	3	4	5
Nagpur Division for Nagpur District.	Central Division for Wardha, Bhandara and Chanda Districts.	East Berar Division for Amravati and Yeotmal Districts.	West Berar Division for Akola and Buldana Districts.	For all the 8 Districts.
		assisted by—		
Eight District Inspectors of Schools.			...	Three District Inspectresses of Schools.
		each assisted by—		
A team of Assistant District Inspectors of Schools, one for each Taluka.				Eight Assistant District Inspectresses of Schools, one for each district.

The above chart illustrates the administrative set-up in the region of Vidarbha in respect of Education, its administration and control.

The Deputy Director of Education is the Regional Head of the Department and holds all powers of the former Director of Public Instruction. He exercises control over Primary and Secondary Education in the region through the Divisional Superintendents of Schools and the Inspectress of Schools. For administrative convenience the region is divided into four divisions, comprising one or more than one district according to the nature of the work and the number of schools. The Divisional Superintendent of Education supervises and controls Secondary and Primary Education in his division, of which, Secondary Education is directly under his control and supervision, whereas, control over Primary and Middle Schools is exercised through the District Inspectors of Schools.

Primary Training Colleges are also under his direct charge. The Inspectress of Girls' Schools is in charge of both Secondary and Primary Education in all the 8 districts of Vidarbha and is assisted by 3 District Inspectresses each having 2 or more districts under her. Duties of the Inspectress of Schools and District Inspectresses of Schools correspond to those of the Divisional Superintendent of Education and the District Inspectors of Schools respectively.

27·2 At the district level there is a District Inspector of Schools for each district. He is responsible for Primary and Middle School Education in the district. The Middle Schools are of two types—the Indian Middle Schools with Standards V—VII and the Indian English Middle Schools with Standards V—VIII in which English is a compulsory subject. The inspection of Indian English Middle Schools comes under the duties of the District Inspector of Schools and the District Inspectress of Girls' Schools whereas the other schools, Primary and Indian Middle Schools, are distributed among the Assistant District Inspectors of Schools and Assistant District Inspectresses of Schools. The District Inspector of Schools in addition to his administrative and supervisory duties renders advice and guidance to the Janpad Sabhas and the Municipal Committees on all matters of education when called upon to do so.

27·3 At each Taluka Headquarters there is an Assistant Inspector of Schools who keeps himself in touch with Janpad Sabhas and helps and guides them in educational matters over and above his normal duties of inspection of Primary Schools and the conduct of the Primary Certificate Examination. With the expansion of Primary Schools, at present, two or more Assistant District Inspectors of Schools are stationed at a Taluka Headquarter. The Assistant District Inspectresses are, however, stationed at the District Head-Quarters, and not at the taluka. Besides these subordinate officers at the taluka level there are Social Education organisers who, though borne on the establishment of education, are directly under the control and powers of the Block Development Officers, and, hence, cannot be directly utilised by the department. On an average each Assistant District Inspector of Schools has 45-60 schools in his range including Primary Schools, Senior Basic Schools and Indian Middle Schools. The Schools are inspected during his first round of the taluka, the second round being utilised for the conduct of the Primary Certificate Examination of Standard IV in all the schools.

27·4 The Primary School teachers in rural as well as urban areas are under the direct control and administrative supervision of the local bodies concerned, the Janapad Sabhas in rural areas and Municipal Committees in urban areas. Their appointments, transfers, promotions and even confirmations are done without the consultation or advice of the Assistant District Inspector of Schools of the beat. This places the Assistant District Inspector of Schools in a weak and vulnerable position as he has wholly to depend on the goodwill and co-operation of the local bodies in his administrative duties. The teachers of the Primary and Indian Middle Schools have to possess

the minimum qualification of Trained Teachers' Certificate, Primary grade, and those of Indian English Middle Schools should have passed the High School Certificate Examination of the Secondary Board of Education, Vidarbha. For teachers in High Schools a University degree is essential and confirmation is dependent on acquiring a degree in teaching.

27·5 Primary Education in the erstwhile Central Provinces (and Berar) has been the responsibility of local bodies since 1920 under the Central Provinces Local Self-Government Act, 1920. The District Council or an Independent Local Board could undertake the complete control, administration and supervision of Primary Education by appointing a School Board under it. The Act was repealed in 1948 and replaced by the Central Provinces and Berar Local Government Act, 1948, populary known as Janapad Act, which made the Janapad Sabha, a taluka unit, directly responsible for Primary Education. Municipalities were also authorised to undertake educational provision within their jurisdiction. These local bodies could approach Government for introducing compulsory education within their jurisdiction. At present Primary Schools are mostly maintained by the 38 Janapad Sabhas, one for each Talukas, 61 Municipalities, one Cantonment Board and one Corporation (of Nagpur) in the 8 districts of Vidarbha. Most of the Boys' Primary Schools are maintained by these local authorities, a very small percentage of these being Government and a still smaller percentage aided. Government schools cater to special needs such as in Backward areas. Of the Girls' Schools, Government maintain nearly 40 percent of these directly. The local bodies have wide and far reaching powers excluding laying down the syllabi and text-books which is done by Government and holding the Primary Certificate Examination which is conducted by the departmental Officers.

27·6 The Vidarbha districts were under the Central Provinces and Berar Primary Education Act, 1920, till four months before the reorganisation of States when, on its repeal, the Madhya Pradesh Primary Education Act, 1956, was enacted. No rules were framed under the new Act and for all practial purposes the Act of 1920 is in force in the area. Inspite of fairly comprehensive legislation on compulsion no headway has been made in achieving even moderate results in enforcing compulsion. On 31st March 1957, out of 75 urban areas compulsion had been introduced only in 31, including the Nagpur Corporation area and only in 183 villages in the rural areas of the 8 districts. Though educational provision at the Primary level is fairly well diffused even in rural areas, no serious efforts have been made either to introduce compulsion or to enforce it rigorously, if already introduced.

27·7 The Educational system in Vidarbha falls into three clear cut stages :—

the Primary	...	Standards I—IV.
the Middle	...	Standards V—VII or VIII.
the High School	...	Standards VIII or IX to XI.

The Primary stage is of 4 years at the end of which is the first Public Examination called the Primary Certificate Examination conducted by the Assistant District Inspectors of Schools in each of the Talukas of the districts. The age of admission is "not less than 5" both for boys and girls. At the end of the Primary stage a child can either enter an Indian Middle School or an Indian English Middle School, the former facility available in most rural areas and the latter only in urban. The distinction between these two arises from the fact that the Indian Middle School provides 3 years' schooling following the Primary Course without further avenues for education while the Indian English Middle School prepares pupils for the High School Course. All Indian English Middle Schools teach English as a compulsory subject from Standard V though in all other respects, including syllabi and medium of instruction, the two types of Middle Schools are alike. Though the distinction between these two types of Middle Schools is still being maintained, local pressure has compelled local authorities to open English classes in Indian Middle Schools so that children passing out of these are enabled to go to High Schools. The High School stage consists of Standards IX—XI, Standard VIII of the Indian English Middle Schools determining the entrance to High Schools. Most High Schools have Stds. V—XI in a continuous chain but very few, except in urban areas, have Stds. I—XI Many of the High Schools have been upgraded into Multipurpose Schools and these are slowly being converted into Higher Secondary Schools which will lead to a 3 years' integrated degree course at the University stage. The Indian Middle Schools are non-Basic and under schemes of conversion they are progressively being converted into the Basic pattern.

The full Secondary stage covers 7 years of instruction from Standard V—XI, in two stages, the lower being the Indian English Middle School stage and the higher the High School stage. When the scheme of Higher Secondary Schools becomes affective the High School stage will be reduced by a year to cover Standards IX and X only. The medium of instruction in the Primary, Indian Middle and Indian English Middle Schools is the mother tongue of the child. Many of the High Schools have also changed over to the mother tongue as a medium of instruction though a few still continue to use English. After the Primary Certificate Examination which comes at the end of Standard IV, the next public examination is the Secondary School Certificate Examination held by the Vidarbha Board of Secondary Education after Standard XI at the end of the High School Stage. This examination is likely to undergo radical changes next year (1958) with the introduction of the Higher Secondary stage of 3 years and the ordinary High School stage of 2 years.

27·8 The schools usually meet in one session from 11 a.m. to 4-30 p.m. Where double shift is in force the hours are adjusted to local needs and circumstances. All Sundays and Pubic Holidays are observed as holidays and Saturdays or the local bazar days are half working days. The vacations are two—60 days during summer and 10 days

during Diwali. Mohamedans and Christians are allowed to adjust their vacations during Muharram and Christmas respectively with the permission of the controlling authorities. In cities like Nagpur for reasons of accommodation schools meet in shift with different set of teachers for each shift. In Standards I and II 3 hours' instruction by the same teacher as laid down in the Bombay Primary Education Rules is not in practice.

CHAPTER 28

EDUCATIONAL

5 Districts of Saurashtra

CHAPTER 28

EDUCATIONAL

5 Districts of Saurashtra

28·1 The five districts of Saurashtra in the short span between its liberation from fedualism in 1948 and its inclusion in Bombay State on 1st November 1956, have made rapid progress in educational expansion at the Primary level. As compared to the districts of Marathawada, with whom they share much in common in pre-Independence traditions, the Saurashtra districts have emulated the Bombay educational pattern to great advantage making their educational integration with old Bombay State easier and much smoother.

Saurashtra brought with it into the Bombay State a Primary Education Act almost parallel to the Bombay Primary Education Act of 1947 with a few deviations from the Bombay Act. Though the Act received Legislative sanction only a month before the merger of Saurashtra into Bombay, the Act promulgated earlier by the Rajpramukh in July 1956, in its entirety, inclusive of all the detailed provisions regarding establishment of District School Boards, their powers, jurisdiction.....is on the model of the Bombay Primary Education Act and Rules. During 1956-57, the Government of Saurashtra declared one taluka of each district to be an area of compulsion.

Gohilwad	Kundla Taluka.
Halar	Bhanwad Taluka.
Madhya Saurashtra	Gondal Taluka.
Sorath	Mangrol Taluka.
Zalawad	Limbdi Taluka.

As there were no specific rules published for the enforcement of compulsion, this attempt ultimately proved in practice to be more a scheme of expansion than of compulsion.

28·2 Prior to the re-organisation of States, the united States of Saurashtra had a popular Ministry and a full-fledged Directorate of Education in complete charge of education at all levels from Primary to Collegiate. The Director of Education, in the year before merger with Bombay, had a Deputy Director of Education and 4 Assistant Directors who were in charge of Primary, Secondary, Collegiate and

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Technical education respectively. The Inspectress of Girls' Schools attached to the Directorate looked after the general education of girls in addition to her specific duties of inspecting Girls' High Schools. The districts were manned by District Educational Inspectors with the assistance of Deputy Educational Inspectors few of whom were graduates, the others being undergraduates. Each district had a Deputy Educational Inspector for Physical Education. The Primary schools were mostly Government institutions till a few months before merger with Bombay when they were handed over to the newly established District School Boards in July 1956.

As from the date of re-organisation, from 1st November 1956, the Director of Education, Saurashtra, was designated Officer on Special Duty (Education) and placed under the administrative control of the Director of Education, Bombay State, Poona. The district of Amreli, though a district of the old Bombay State, was placed under the direct control of the Officer on Special Duty (Education) with the additional neighbouring district of Kutch. The educational region is thus co-terminus in this case with the Revenue Division comprising 7 districts called Rajkot Division with Headquarters at Rajkot. The District Educational Inspectors are responsible for the administration, control and inspection of Secondary Schools only, the Primary Schools forming the direct charge of the Administrative Officers of the District School Boards who have the Assistant Deputy Educational Inspectors also directly under them. Unlike in old Bombay districts, the District Educational Inspectors and the Administrative Officers are of equal status (gazetted Class II) and have independent powers and jurisdiction. The Assistant Deputy Educational Inspectors who are under the Administrative Officer have to inspect all Primary Schools and no separate lady Assistant Deputy Educational Inspectors are allotted for the inspection of girls' schools. The District Educational Inspector has a much smaller staff than the Administrative Officer and is handicapped in the inspection of Secondary Schools as he receives no assistance from the Assistant Deputy Educational Inspectors. As no municipalities are authorised to administer education, the District School Boards provide educational facilities in rural as well as urban areas.

28·3 The Stages and Standards of schooling in Saurashtra follow the Bombay pattern. The stages are:

Standards I to IV	...	Primary School Stage.
Standards V to VII	...	Middle School Stages or Upper Primary or Lower Secondary.
Standards VIII to XI	...	High School Stage or Upper Secondary.

The full primary course is of 7 years from standard I to VII. "Balwadis", now termed pre-basic schools, are separate units attached to Primary Schools and are popular only in urban areas. Primary Schools with standards I to IV are termed Junior Basic and with standards V to VIII Senior Basic. The full basic course

in Saurashtra covers 8 years while the non-basic only 7 years. The standards V to VIII schools are also known as Junior Lokashalas as against Standards VIII to XI schools which are called Senior Lokshalas. All Lokshalas are agriculture biased and are situated in rural environment. Independent Standards V to VII schools are only found in urban areas, all rural institutions having these standards as a continuation of Primary standards. All Primary Schools are co-educational and separate girls' schools are opened only when the numbers and popular demand justify their opening. The departure from the normal pattern in Saurashtra are the Lokshalas, Junior and Senior. These are agriculture biased giving intensive vocational training at the middle and high school stages of education. These are classified under basic. These cater to the needs of the agricultural community which forms the majority in Saurashtra.

28·4 Schools meet in one session—11 a.m. to 5 p.m.—in urban areas and in 2 sessions—8 a.m. to 11-30 and 3-00 p.m. to 5-30 p.m.—in rural areas. In winter the morning session is changed from 9 a.m. to 12 noon. The vacations are uniform in all the districts, 4 weeks during summer and 2 weeks during Diwali. In urban areas where there is shortage of accommodation, some schools meet in shifts—half the school for each half of the day. At the Primary level, in Standards I to II, the shift system as defined in the Bombay Primary Education Rules is not in practice. The position regarding buildings is quite satisfactory. In fact, popular enthusiasm has benefited schools in this respect and some of the Primary School buildings are spacious enough to accommodate High Schools.

28·5 The examinations of Standards I to III are organised by the Assistant Deputy Educational Inspectors and are held for awarding promotions at the end of the year. For standards IV to VIII there are common examinations for the whole district with common question papers and uniform standard of marking and results. The Shalant which is a public examination is held at the end of Standard VIII and not VII as in the old Bombay State, its syllabus covering standard VIII of Secondary and High Schools.

The syllabus is a co-ordinated one from Standards I to VIII, there being a common syllabus for Standards V to VII whether of the upper Primary or of the Lower Secondary Schools. The course of studies in the High Schools (Standards VIII to XI) is influenced by the Secondary School Certificate Examination of the Bombay State which all pupils from Sauarashtra take. There is no public examination conducted in Saurashtra at the High school stage.

28·6 Inspite of the numerous native States and Jagirs that went to form the United States of Saurashtra which later merged with Bombay State, the language of the whole region is predominantly Gujarati. This has been one of the main reasons for the homogeneity of the people and their traditions though smaller exclusive communities function within the larger community. The medium of instruction at all stages, therefore, is Gujarati. English which was once taught from Standard V has been abolished and is now retained only

as an optional subject from Standard VII to XI. Most of the pupils, however, opt for it.

28·7 Training facilities in Saurashtra are adequate. Primary School teachers are recruited from those having the Secondary School Certificates, Senior Lokshala or Shalant examination Certificates. The Selection Committee for Primary teachers consists of the Chairman of the District School Board as the Chairman, a nominee of the Director of Education and the Administrative Officer as members. Pre-Primary Training Institutions are only two in Saurashtra, both aided. They run a year's course for the Secondary School Certificate qualified and a two years' course for those with Shalant Certificates.

28·8 Secondary Education is patterned on the Bombay model mainly because of the influence of the Secondary School Certificate Examination. Rajkumar College, Rajkot, prepares pupils for the Bombay Secondary School Certificate as well as for the Senior Cambridge. All High Schools conducted by Government, being free, are overcrowded and, as a consequence, the aided schools have poor enrolment. The policy of ex-Saurashtra Government to provide instruction to every child who passed from its institutions has mainly contributed to this position. The problem is very acute in cities like Rajkot and Jamnagar. Many of the High Schools have been upgraded to Multipurpose schools with diversified courses of instruction. There are two training institutions for secondary teachers, one preparing for the B.Ed. Degree of Gujarat University and the other awarding a diploma in Basic Education.

It is indeed highly creditable that an area like Saurashtra with the background of fragmented native rule for centuries, was able to establish a sound and well diffused system of Primary Education all over the 5 districts that comprise it in a comparatively short span of 8 years. Education at the higher level has not made as noteworthy a headway. There are fairly large taluka towns in each of the districts which are not served by High School facilities. Amongst the new regions that make up the bilingual Bombay State, this is one region which has adjusted itself smoothly within the educational frame work of old Bombay State inspite of certain significant deviations from the Bombay pattern in various directions, e.g. the stages, the constitution of the District School Boards and the Government conducted free Secondary Schools.

CHAPTER 29

EDUCATIONAL

District of Kutch

THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

CHAPTER 29

EDUCATIONAL

District of Kutch

29·1 Prior to its merger with Bombay State on 1st November 1956 as a district, Kutch was a Part C State without a legislature. The Head of the State was the Chief Commissioner for Kutch and the State was centrally administered. Till 1956 the Commissioner was helped by two Advisers elected by the Electoral College, one of the Advisers *inter alia* holding the *port folio* of Education and the Chief Secretary to the Government of Kutch being in charge of Education. The Directorate of Education of Kutch consisted of a Director of Education with an Assistant Director, two Educational Inspectors, two Asst. Educational Inspectors (non-gazetted), a Statistician, an Office Superintendent and an adequate clerical staff. The Directorate was understaffed and with as many as 500 and more Primary Schools, about 15 High Schools, Government and recognised, and a number of Middle Schools, the inspecting staff could barely pay two-yearly visits to any of the institutions especially in the interior, the communications being poor and the distances great.

29·2 As from 1st November 1956, these officers were redesignated : Director of Education—Special Officer (Education) ; Assistant Director of Education—Deputy Educational Inspector ; Educational Inspectors—Assistant Deputy Educational Inspectors ; Office Superintendent—Head Clerk and the Head Clerk—senior clerk. The Statistician was transferred as a supernumerary Statistician in the office of the Director of Education, Bombay State, Poona. The inspecting staff was strengthened by the addition of two more Assistant Deputy Educational Inspectors. The Special Officer (Education) now holds powers equivalent to those of an Educational Inspector in the old districts of Bombay State and is directly under the control of the Director of Education, Bombay State, Poona, through the regional Deputy Director of Education, Saurashtra region at Rajkot.

29·3 PRIMARY EDUCATION

Education in Kutch—both at the primary as well as at the secondary level—is free in Government schools. Primary education has not been made compulsory and there are no rules and regulations either governing recognition or grants to primary schools. Most of the

Primary Schools are run by Government, a few being aided. Most of the schools are single teacher schools and many of these have an Infant class and Standards I-VII. Kutch is probably the only district in the State where a single teacher instructs as many as eight standards. Because of the far-scattered villages without hamlets and the difficulty of communications, standards I to IV schools tend to add an additional standard year to year without any addition to the staff for providing educational facilities of the higher standards which otherwise would be denied to the village.

29·3·1 There are no Local Authorities like District School Boards responsible for Primary Education. The District Local Board which has no School Board, however, runs a few part-time institutions from its own revenues such as octroi and local taxes. Private unaided and unrecognised Primary Schools are many. These are financed by Kutchis who are plying business in Bombay and other cities of the State and who remit a fixed sum, usually about Rs. 30, to meet the salary of the teacher. There are no rules regarding pay and allowances and in these schools even Dearness Allowance is neither paid nor claimed. The schools work from morning to evening with a lunch-break and have very few holidays, a feature unknown in a well organised system. These schools are neither willing nor eager either for recognition or grants from Government though they usually follow the syllabus and text-books prescribed by Government with such changes as the teacher deems necessary. About 10 years back, these private unrecognised schools outnumbered all other institutions, but progressively most of them have been taken over by Government or receive aid. To-day the Government schools predominate over the aided and unaided. Prior to 1951, there were nine "Nagar Sabhas" which were equivalent to Munincipalities. Since 1951, however, the Bombay Municipal Boroughs Act, 1925 has been in force and four Municipalities at Bhuj, Mandvi, Mundra and Anjar, the bigger of the taluka towns, administer Primary Education.

29·3·2 The full primary course consists of 8 years : Infant and I-IV forming the lower primary stage and V-VII the upper primary. The Infant classes are over-crowded, the children being nearly 60 per cent. of the strength of the lower primary schools. Admissions are made throughout the year and the pupils are admitted to any standard for which they are found fit. Birth-date certificates or other evidence of date of birth are not insisted upon and the age specified by the parent is accepted for documentary purposes. The instruction in these schools follows the pattern in the districts of old Bombay State. The Basic pattern has not yet been introduced though the existing schools are to be progressively converted, in staggered phases, to this national pattern.

29·3·3 In the rural areas, most of the schools have Infant standards and I-IV, only a few providing instruction up to VII. Pupils join the Secondary Schools either in Standard VIII in rural areas or in Standard V in urban. The subjects and curricula are mainly adopted from the Bombay system with this difference that English is taught

from Standard VII in boys' schools only and there is no public examination at the end of Standard VII though pupils are free to appear for the Shalant examination conducted in Saurashtra. Standards V-VII form the middle stage of education. There are no policy rules regarding co-education but all schools are co-educational at the primary stage, both in the rural and the urban areas. Where numbers justified, girls' schools have sprung up mostly in larger villages and in taluka towns.

29·3·4 The medium of instruction is Gujarati. The mother tongue of the child, however, is a dialect called Kachhi which has no script, and children find it difficult in the beginning to master the alphabets and the language so that Gujarati as a medium of instruction does not have the same natural advantage as when it is the mother tongue of the child.

Shift system for Standards I and II as laid down in the Primary Education Rules of Bombay State, is not in vogue. The position regarding buildings is fairly satisfactory except in unaided and unrecognised schools.

29·3·5 The examination system in Kutch at the Primary level (I-VII) is unique. Under a directive from the Special Officer, the Headmasters of the schools conduct examinations of pupils in Infant I and II standards. The examinations are mostly oral in the academic subjects like language (reading and recitation), writing, Arithmetic, General knowledge and practical in Drawing, Drill and games. Standards III and IV are examined by the Assistant Deputy Educational Inspectors with the assistance of senior primary teachers and teachers of Middle and High Schools who are appointed by the Special Officer for this specific purpose. There are no common question papers, the questions being dictated or written on black boards. The examiners tour round the schools in March and April and conduct the annual examinations of all the schools allotted to them.

In Standards V-VII, the examinations follow the usual practice. As English is taught in Standard VII for boys, the girls have the alternative subjects tailoring and embroidery.

29·3·6 The male teachers form the majority in the profession. Trained teachers are few and practically no one is trained in the Basic system by correolated instruction. Crafts are not compulsory even in Standards V—VII. There is one Primary Training College in the district and it has switched over to a two years' course of the Basic pattern from a one year's course only lately (1954).

29·4 SECONDARY STAGE

29·4·1 The full secondary stage is from Standard V—XI, the Standards VIII—XI forming the High School Stage. English teaching begins in Standard VII in boys' schools and Hindi in Standard V as a compulsory subject in all the schools. The course of studies is based on the old

Bombay State pattern as the pupils from Standard XI appear for the Secondary School Certificate Examination conducted by the Secondary School Certificate Examination Board of the old Bombay State. There are no English medium schools; all the schools teach through Gujarati. There are, however, two Hindi and one Sindhi medium schools. The district has no Multipurpose School.

The grant-in-aid rules generally follow the clauses of the Bombay Code. Instruction is free in all Government Secondary Schools. The school hours, school terms and vacations are, again, similar to those in the districts of old Bombay State. There are an equal number of Government and aided High Schools for boys (six each) and for girls (one each). The Middle Schools are comparatively fewer and there are no separate ones for girls.

29·4·2 There are no Secondary Training Institutions in Kutch. The remoteness of the district and its forbidding environment make it difficult to recruit trained or even untrained graduates. Housing and water difficulties make living costly and the district has to fall back on local resources whether adequate or inadequate. The schools in urban areas are crowded, especially the Government institutions, as they charge no fees.

In the final assessment, Kutch, at the Primary level, shows a fairly satisfactory picture considering the peculiar situation of the District and its terrain. Because of the unregulated and free growth of Primary Education, particularly in the form of unaided and unrecognised Primary Schools—most of them known and many of them unknown—quantitatively the needs of the district are served but at the cost of quality. Both quantitative and qualitative improvement appears to be the main need. At the higher levels, Middle and High School, the provision is inadequate and needs considerable enlargement.

CHAPTER 30

RETROSPECT AND PROSPECT

CHAPTER 30

RETROSPECT AND PROSPECT

30·1 The Reorganisation of States coalesced together the 24 bilingual districts of old Bombay State into conglomeration with their counterparts, the 19 new districts, to form the bilingual new State of Bombay. This unique political experiment in bilinguism, for the first time, brought together the 27 Marathi Language Districts in the Indian Union into a co-partnership with the 16 Gujarati Language Districts of the Union to forge out and evolve a new administrative State extensive in its jurisdiction and diverse in its components. Educationally the State represents five distinct administrative and educational systems with much that is not common among them, yet each with an established tradition and routine in its working. Primary education in Marathawada and Kutch is primarily the responsibility of Government while in the pre-integration Bombay districts and in Saurashtra, the District School Boards administer this stage of education. In Vidarbha, again, primary education is managed by local authority, the Janpad Sabha, a taluka unit, which among other revenue duties, administers and controls primary education. The stages and standards in the educational ladder, again, present a diversity with individual pecularities. Vidarbha, Saurashtra and the Districts of the old Bombay State and even Kutch have the highest standard XI at the Secondary stage, Kutch beginning with the Infant class at the lower end and making the school years 12 as against 11 of the others. Marathawada, too, has a span of 11 years, commencing at the Infant standard and ending with Standard X. Vidarbha and Marathawada recognise a clear cut Middle stage : the Indian Middle and the Indian English Middle Schools with a fine shade of distinction between them in Vidarbha, and the Primary-*cum*-Middle and Middle-*cum*-High Schools of Marathawada, part Government and part non-Government. Saurashtra and the districts of old Bombay State have no clearly defined Middle stage, but Standards V to VII of these regions are either Upper Primary or Lower Secondary, Saurashtra having a deviation in the Senior Basic schools which have Standards V to VIII. Kutch follows the old Bombay pattern with 3 years of standards V to VII falling under the Middle stage. The High School stage is of 4 years' duration in the districts of old Bombay State, Saurashtra (except in Senior Lokshalas), Kutch and even Vidarbha, but of 3 years' duration in Marathwada. The diversity in stages and

standards gives rise to other parallel distinctive features in the curriculum, the text-books, the teachers, their qualifications, their training and other educational adjuncts. The system of control, supervision and inspection shows varying standards each with its strong points and its short-comings. One of the administrative difficulties which has to be overcome in the earlier stages, from the Departmental view point, is the question of inter-regional transfers, fixation of seniorities and equation of posts of the educational personnel. The practical aspect of this as affecting the schoolgoing children, specially of transferable parents, is beset with inconveniences with regard to change of syllabi and text-books. These and other divergences in the administrative and educational system of the different components of the State will tend, at least in the early years of transition, to handicap the administration in having to work in diverse patterns in these regions.

30·2 The variations in the regions of the State are not only at the educational level. The other State Departments together with the Education Department face similar problems arising out of reorganisation and the inclusion of regions from other States in the new Bombay State. Any attempts to bring in educational homogeneity in structure and function in these regions will necessarily be a matter of time and study. If integration is to come about, it cannot be by imposing the pattern of one region, however commendable, on others. On the other hand a review of each of these varying patterns and a synthesis of all that is best in each of them to formulate a new pattern may lead to patch-work.

In education, in particular, the problem is not only of academic or theoretical importance but of national significance. Modern thought and practice in education are passing through quick-changing phases and what was good enough a year back tends to become antiquated today. The greatest incentive education has received in recent years is the popular awakening to the necessity of education in this progressive world of today. The inauguration of development plans on a nation-wide scale has contributed to this general awareness all over the country, in particular, in the rural areas. The decentralisation of administration to the village level and the delegation of responsibility to the village panchayats is an indication of the popular desire not only to initiate schemes of development but to share in their implementation. Education is no longer looked upon as an imposition from above for the general good but as an essential right and privilege. These signs of appreciation of the value of education portend a new approach to the problem of administering education. Progressively popular participation and sharing of responsibilities in this enterprise of national and personal importance will wax and with it the role of the State wane. Any scheme of integration of the educational patterns in the regions of the State necessarily will have to take note of these popular trends and formulate such a unified and homogeneous pattern as will leave enough scope for popular initiative and active participation so that progressively the role of the State would be reduced to that of guidance, supervision and aid than of

authority, control and management. With the variations in the educational standing of the different regions, any common pattern that may be evolved will have to be cautiously and discreetly introduced in each of the regions of the State so as to level up these differences than accentuate them by uniform schemes in implementation. The occasion will also present an opportunity to assess the needs of each region so that those unfortunately placed may receive commensurate attention for raising them to the level of others more fortunate.

The present educational survey of the State, from this view-point, is timely and its findings and results will not only enable the assessment of the educational situation and the future needs of the State as a whole, but will also enable comparision of one region with another within the State in this regard and an assessment of the needs of each in the context of its present position.

30·3 The problem of providing free, compulsory and universal education in Bombay State as in other States, but to a lesser extent, is beset with complex issues—political, religious, geographical, social, linguistic, economic. The pious hopes and efforts of the decades in this direction have not achieved the expected results in enrolment figures or in appreciably raising the literacy standards. Of all the obstacles in the way of universal Primary Education the one great obstacle has been the poverty of the people and the consequent poverty of the State. This dismal and dark prospect is showing signs of being lifted by the expanding rural economy and the raising of living standards by the intensive development of these areas under the development plans that are spreading in the countryside. The wave of popular enthusiasm created by these developmental activities will have to be fruitfully harnessed for the provision of better educational facilities and for raising educational standards. In this atmosphere of public co-operation and participation in activities affecting the well-being of the countryside, the community will have to share and shoulder greater responsibility in the financial burden involved in educational advancement.

Under the compelling directive Principle 45 of the Constitution, the State policy at the primary level is to accept full and entire responsibility to achieve the goal of free and compulsory education for the age group 6 to 14 years by phased programmes of compulsion. With the inclusion of the new regions, this responsibility of Government is made more difficult by the diverse educational standing of these regions, some of them needing greater attention in the matter of educational expansion. With the acceptance by Government of the ideal of achieving the first stage in this programme, namely, compulsory education to the age group 6 to 11 years by the end of the Third Five-Year Plan, the day is not far off when at the Primary level the different components of the State will reach a common level in achievement. The community could advance this target date by co-operating actively in these educational expansion schemes mainly by filling schools with eligible children in this age group and simultaneously sharing with Government part of the financial load on this account.

At the High School stage, Government have already laid down and have been pursuing a definite policy of liberal grant-in-aid to institutions serving this educational need. As at present constituted, these institutions cater to a favoured and fortunate minority. With the implementation of forceful and successful schemes of educational expansion at the lower primary level, the numbers that would be coming up, with the passing of years, to seek the High School stage of education would progressively increase. Private enterprise with State aid will have to anticipate these developments and be fully equipped and prepared to receive the larger number of pupils that would be entering this stage of education.

In the 24 districts of old Bombay State, the target is within easy reach of accomplishment as considerable headway has already been made in promoting schemes of compulsion during the First and Second Five-Year Plans. The first consideration that needs to be attended to in any scheme of integration of the different regions of the State will be to bring about a uniformity in achievement within reasonable time by stepping up the regions lagging behind in educational provision. This will necessitate judicious allotment of developmental expenditure in proportion to the needs of the regions thus helping them to make up for their present deficiencies.

The integration of the different components of the State at the administrative and educational levels will also call for drawing up of a common pattern of stages and standards, curricula, text-books and other educational standards if the State is to establish a unified and integrated scheme of education in all its 43 districts. This will give an opportunity to the planners to review the present position in each of the regions and to recommend such changes or series of progressive changes as would help to evolve, through a short but smooth period of transition, a system of integrated education that would enable the regions smoothly and easily to adjust themselves from the current to the new. This will truly usher in and establish even at the school level, the unity of the bilingual State by adopting and sharing a common educational ideal which will level up the differences between region and region and put them all on par with each other. In education, more than in any other field, the need is for unification and integration as against deviation and divergence in educational thought and practice. The future success of this vast and expansive State will, to a great extent, depend on the system of education that will be inaugurated as part of the process of integration of the different component parts that form its unity.

EDUCATIONAL SURVEY
OF
BOMBAY STATE
1957

STATE REPORT

PART III

ANALYSIS OF

SURVEY DATA

THE EDUCATIONAL SURVEY OF BOMBAY STATE

1957

THE STATE REPORT

NOTE ON PART III

ANALYSIS OF THE SURVEY DATA

The data of the Educational Survey of Bombay State was recorded in three progressive stages of documentation :

1st Stage—Taluka Documentation

With the Taluka as the Unit and the Habitation as the sub-Unit the basic documents of the Survey were prepared at this stage.

2nd Stage—District Documentation

With the District as the Unit and the Taluka as the sub-Unit the basic taluka documents were consolidated into District Tables, Appendices and Statements. In the Appendices and Statements the Unit of recording was the Habitation.

3rd Stage—State Documentation

The State documentation is six-in-one :

The State consolidation with the Region as the Unit and

Five Regional consolidations with the District as the Unit

which together form the *Statistical Appendix*—a companion volume of STATE AND REGIONAL TABLES to this Part III of the State Report.

(G.C.P) L-A Na 31—20

GUIDE TO THE STATISTICAL APPENDIX TO THE STATE REPORT

The analysis attempted herein has reference to the STATISTICAL APPENDIX containing the State and Regional Tables.

Each set of Tables has a separator for easy reference.

Each Table has two identifying numbers :	
the Code Number on the left-hand-top-corner :	Serial No./State or Regional Index.
the Page Number :	Printed Page No. in serial order for the State and each of the Regional Sets.

The State and Regional Indices are :

43 Districts of new Bombay State (State)	43
14 Districts of Old Bombay State (Marathi)	14
10 Districts of Old Bombay State (Gujarati)	10
5 Districts of Marathawada	5
8 Districts of Vidarbha	8
6 Districts of Saurashtra-Kutch	6

All references to the Statistical Appendix are indicated in *brackets* thus :

(1/43—1)

1/43 : the identifying Code Number meaning Serial Number 1 of the State Tables 43 (State).

1 : the Page Number of the State (43) Tables.

(B/8—58)

B/8 : the identifying Code Number meaning Serial letter B of the Regional Tables 8 (Vidarbha).

58 : the Page Number of the Regional (8) Tables.

All references to the Chapters in this Report are indicated in *brackets* thus :

(I-9)

I : the Part of the Report and

9 : the Chapter of the Report.

SPECIMEN OF A TOPO-SHEET

Showing

SCHOOLS AND SCHOOL-AREAS

-PRIMARY-MIDDLE - HIGH -

opposite

is 1/1074th of the Bombay State

This is a specimen of the 1074 topo-sheets that cover the whole of the State of Bombay. The green and red symbols are of schools and school-areas superimposed on the topo-sheeets by the Survey.

THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

THE STATE REPORT

PART III—ANALYSIS OF THE SURVEY DATA

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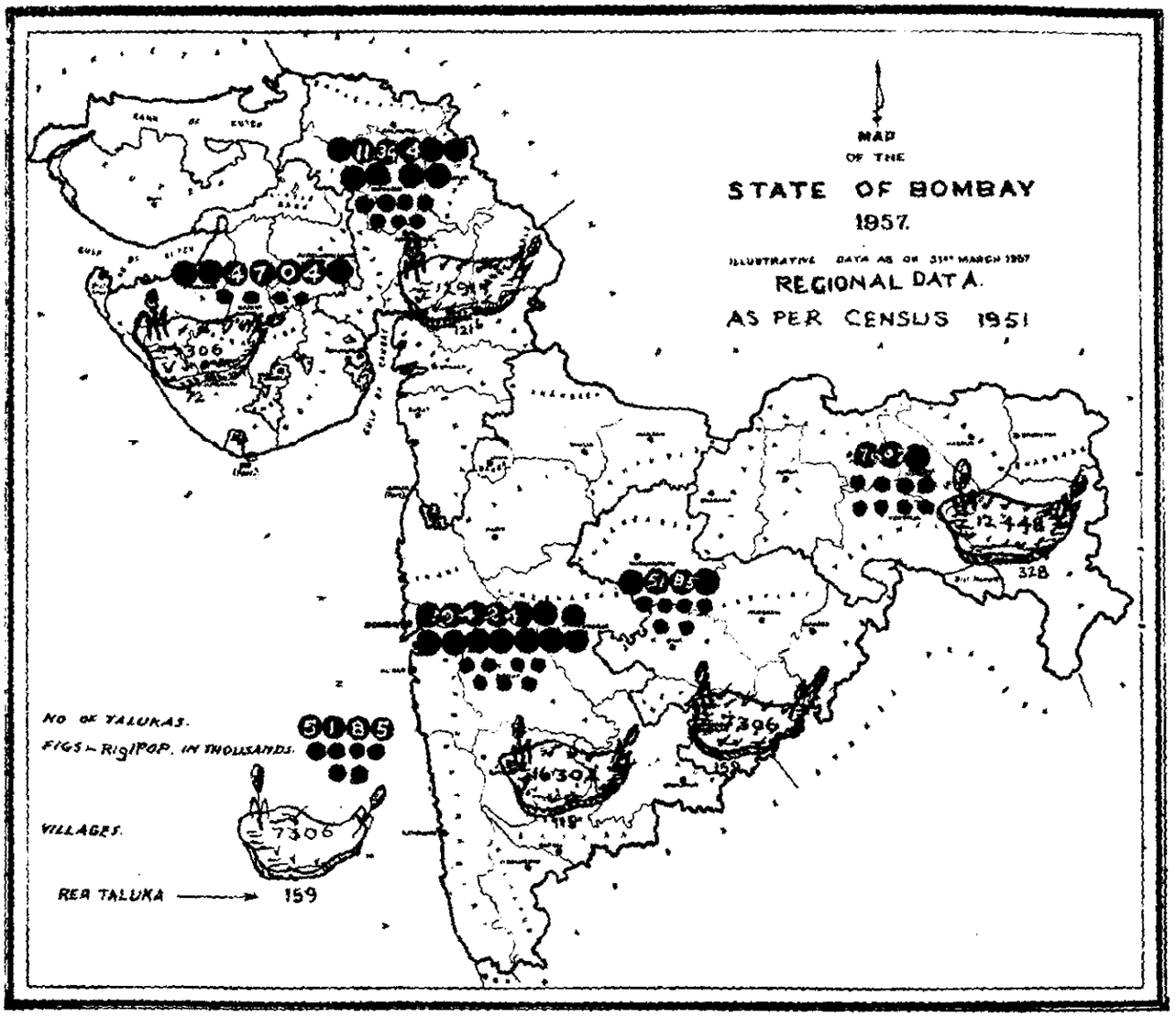
CHAPTER 31

THE CENSUS

Area and Population

REGIONAL & STATE DATA

as per Census—1951



STATE

CHAPTER 31

THE CENSUS

Area and Population

31·1 The fundamental document which lists urban and rural areas with their population and which served as the starting point for the Educational Survey of the State was the District Census Hand Book of 1951. There was and there could be no other document that could have formed the basis for the first stage of the Survey, of enumerating all the villages, their hamlets, the old deserted villages and the newly deserted villages and the newly formed villages. The 43 District Census Hand-Books as they stood on 31st March 1957 did not cover the whole of the area of the new Bombay State that emerged out on 1st November 1956 as a result of reorganisation of States. Though the 43 district names of the new State were identical with those of the Census Hand-Books many of the districts had undergone reconstitution so that the summation of the data in the 43 District Census Hand-Books did not add up to represent the new Bombay State statistically. The 43 Census Hand-Books gave the following totals :—

Towns	... 623	Population	13543858
Villages (including deserted)	54742	Population	34281740
Total	... 55365	Population	47825598

The towns, the number of villages and their population were given in Table A-I (Area, Houses and Population) in the Census books. These did not take into account the deserted villages as listed in the Primary Abstracts of the Talukas that followed later in the Hand-Books. In many books the deserted villages were suffixed with the letter A to distinguish them from inhabited villages ; in some the deserted villages had no distinguishing numbers. Such villages had to be taken note of in any final summation of villages to derive the total number of inhabited villages in the new State of Bombay.

31·2 The changes due to reorganisation were mainly those specified in the State Reorganisation Commission Report with the addition of 8 Districts of Vidarbha (*vide* I-19). The Census Hand-Books being true as in 1951, minor and major changes that occurred in the districts and even in the talukas by mutual exchange of villages were not recorded therein. Even such changes had to be taken

notice of at the taluka and district levels so that the data of the talukas and the districts could be correct and true as on 31st March, 1957. The inter-taluka changes were taken note of at the documentation at the taluka and district levels, while the inter-district changes were recorded throughout, at the taluka, at the district and at the State level. The transfer and exchange of villages and towns in districts in the interior did not materially affect the position of the State as the additions and substractions mutually cancelled. But where changes had occurred or transfers had been made between districts on the border of the State and those in the neighbouring States, correct and exact data about the number of urban and rural areas so exchanged and the population of these areas had to be noted and documented.

The exchanges between the districts which did not affect the State data were mainly the following :—

(i) Thana to Bombay : 9 urban areas of Malad, Pahadi, Kanheri, Eksar, Bhaindar, Dahisar, Borivali, Poisar and Kandiwali of Borivali Taluka with a population of 127630 and 24 villages with a population of 27542.

(ii) Mehsana to Ahmedabad : One village of population 551.

(iii) Gohilwad to Madhya Saurashtra : 2 villages with a population of 692.

The total transfers between districts amounted to 27 villages with 28785 population and 9 towns (*vide* 71/43-72).

31·3 Of the 43 districts of the State as many as four, namely, Banaskantha, Kolhapur, Osmanabad and Nanded suffered due to exchange or transfer of villages and towns from or to the districts across the border in the adjoining States.

Banaskantha gave up Abu Road taluka to Sirohi of Rajasthan with its two urban areas, Mount Abu and Abu Road, with a total population of 16983 and 82 census villages with a population of 35446. In this case the transfer was only one-way and a corresponding deduction had to be made from the data in the Banaskantha Census Hand-Book.

Belgaum which originally belonged to old Bombay State and which went to new Mysore State from 1st November, 1956, retained all its talukas except Chandgad which came into Kolhapur District of new Bombay State. The Chandgad taluka brought with it no urban areas and only 130 census villages with a population of 80513.

Osmanabad district of Marathwada, which originally was in Hyderabad State, received from its neighbour district Bidar (of present Andhra State) 3 full talukas of Ahmedpur, Nilanga and Udgir consisting of 5 urban areas, Ahmedpur, Chakur, Nilanga, Udgir and Wadhona with a population of 41048 and 691 census villages (including hamlets) with a population of 361541. Figures in Osmanabad Census Book had correspondingly to be increased to this extent.

Nanded, another district of Marathwada, when it came into Bombay State, suffered a two-way exchange of towns and villages. To Adilabad District of Andhra state it gave two towns, Bhainsa and Mudhol, with a population of 18659 and, 150 census villages with a population of 73986 and to Nizamabad District (also of Andhra) the town of Madnur with a population of 4040 and 111 census villages with a population of 57716, in all giving up 3 urban areas of population 22699 and 261 villages of population 131702. In return it received from Adilabad District two urban areas, Rajura and Kinwat, with a population of 8993, and 483 villages with a population of 154574. Nanded District, thus, had major changes in its Census Hand-Book, of additions and deductions. All these changes resulted in an over-all increase of 2 urban areas and as many as 961 census villages (including 156 hamlets) changing the data as in the 43 Census Hand-Books to :—

Urban areas ... 623 plus 2 = 625

Rural areas ... 54742 plus 961 = 55703 census villages

including 1422 deserted villages which give a total of 54281 census inhabited villages.

The corresponding population changes involved in the transfers and exchanges, of towns and villages, with the border districts of the neighbouring States, mainly of Rajastan, Mysore and Andhra, finally gave the following population figures :—

Urban	...	13649972
Rural	...	34615248
Total	...	48265220

31·4 The area of the new State of Bombay as reconstituted on 1st November 1956 is variously quoted in Government publications albeit with minor differences. All of these figures, however, specify 190 thousand sq. miles, the variations being beyond the thousand. The Government of India publication "India 1957" on page 11 quotes the area as 190919 sq. miles and the population as 48265221. The area of the State calculated directly from the Census Hand-Books with the changes following transfers and exchanges comes to 177197 sq. miles, these figures being derived from E-Summary Tables. It should be noted that the area of a district is variously estimated by the Surveyor General of India and the local Land Records authorities. For example, Kutch is credited with 8300 sq. miles by the Land Records and nearly a double area by the Surveyor General. This is understandable as nearly half of Kutch is covered by the semi-desert Rann of Kutch, the little and the big. Similar differences contribute to bringing the total area of the State from about 190919 sq. miles to 177197 sq. miles, the latter according to E-Summary of the Census. **The population figures, however, do not vary much, the difference being only "1".**

Before the Educational Survey commenced in the districts each district had to finalise its population figures (urban and rural) as well as the rural and urban areas both in the taluka units and in the district as a whole. Thus, prior to the survey on the basis of the 1951 census, the new State of Bombay had an urban population of 13649972 and a rural population of 34615248 giving a total population of 48265220, which formed the starting figures for the survey. This population covered 625 urban areas and 54281 inhabited villages without taking into account the deserted villages as recorded in the Census (*vide* A. 43-80).

31·5 (A. 43-80)**

The 43 districts of the State of Bombay comprise, for the purpose of this survey, 5 distinct regional units of 14, 10, 5, 8 and 6 districts. The State average, therefore, serves as a good index for the comparison of regions as well as the districts. The 43 districts of the State break-up into 412 talukas with 625 towns and 54281 inhabited census villages. The district averages work out at 9·6 talukas, 14·5 towns and 1262 inhabited villages per district. Using these as standards for the five regions, Vidarbha has the least number of talukas per district averaging 4·8 and Saurashtra-Kutch the largest number 12·3. Bhandara and Wardha have 3 talukas each, the least number any district has in the State except Dangs which has one. On the other hand, the census villages in Vidarbha average 1556 the highest in the State as against 884 in Saurashtra-Kutch which is the least. Marathwada districts come next, with 1461, Gujarat region with 1292 and the region of "14" Districts, 1165. The State population per village works out at 638, the regions of "14" and "10" Districts over-reaching it with 768 and 654 respectively, while Vidarbha districts average 480. The density of population per sq. mile is the highest in the region of "10" Districts, a sure sign of general fertility and productivity of land, while the Saurashtra-Kutch districts have the lowest density, 176, a proof, again, of the unfertility of the land and the difficulty of closer settlement. The region of "14" Districts has the second highest density of 341 and Marathwada districts the second lowest with 203 very nearly that of Saurashtra-Kutch.

31·5·1 (A. 14-63)*

Amongst the 14 Districts, Poona stands out with 36 towns none other even with 30, East Khandesh being the next with 29 and South Satara with 27. If urbanisation is a sign of industrialisation then Greater Bombay with 10 towns in the smallest area stands out first and Poona second. The Dangs has no urban areas the whole of the district being rural with only one taluka. Ratnagiri has the highest number of talukas, though they are small, and Kolaba and Poona come next with 14 each. South Satara for its 6 talukas has as many as 27 towns, a definite sign of intensive urbanisation. Kolaba has the largest number of villages, 1776, with Nasik next with 1653 and Dangs the least with 310. Greater Bombay which is mostly urban has a few far-flung pockets of villages, 82 in number, which came into it with the addition of Boriwali taluka in February 1957.

Vide Map **facing page 309; *on facing page.

MAP OF THE STATE OF BOMBAY 1957.

ILLUSTRATIVE DATA AS ON 31ST MARCH 1957

DISTRICT DATA AS PER CENSUS 1951

DISTRICT DATA

74438 POPULATION PER TALUKA (AV)
NO. OF TALUKAS
FIG: DIST. POP. (IN 1000s)

1033 VILLAGES

74 VILLAGES PER TALUKA (AV)

PAKISTAN

RANN OF KUTCH

GULF OF KUTCH

LITTLE RANN

GULF OF CAMBAY

ANAND

MAHSANA

HIMATNAGAR

BANASKANTHA

PANCHMAHALS

GODHRA

KAIRA

BARODA

BROACH

SURAT

DANGS

NASIK

THANA

BOMBAY

KOLABA

RATNAGIRI

SATARA

KOLHAPUR

SANGLI

POONA

AHMEDNAGAR

AURANGABAD

BHIR

OSMANABAD

PARBHANI

NANDED

BULDANA

AKOLA

AMRAVATI

YEOTMAL

WARDHA

NAGPUR

BHANDARA

CHANDA

BALAGHAT

JALGAON

DHULIA

SHOLAPUR

JAMNAGAR

RAJKOT

JUNAGADH

BHAVNAGAR

AMRELI

SURENDRANAGAR

MEHSANA

DIU (Port.)

DAMAN (Port.)

(Dist. Nanded)

ANDHRA PRADESH

Ahmednagar in this region is the biggest district with 6472 sq. miles, Poona next with 6023 sq. miles and Greater Bombay the least with 162 sq. miles. The density per village is, again, highest in South Satara (1421), least in Dangs (153), Kolaba next lowest with 458. Ratnagiri and Sholapur have dense villages each with more than thousand head of population and Kolhapur the highest density per sq. mile, 412, excepting Greater Bombay.

31·5·2 (A. 10-63)*

Kaira district has, in the whole State, the second highest density per sq. mile, 629, next only to Greater Bombay, no other district falling in the 500s. Ahmedabad is the nearest with 496, with Amreli as low as 207. Surat with 18 talukas has the largest number of villages 1938. Kaira villages average 1223 population, Ahmedabad with 930. Mehsana 928 and Sabarkantha, the least, with 382. The size of talukas with regard to human settlement is revealed by the villages per taluka, 49 in Amreli as against 176 in Panchmahals, 95 in Kaira and Mehsana. Kaira with 95 villages per taluka, 1223 population per village and 629 density of population shows signs of densely populated villages with high cultivation and intense urbanisation in the 38 towns, the highest number for any district in the State.

31·5·3 (A. 5-57)*

The highest number of talukas in any district is 11, Aurangabad and Osmanabad sharing the honours, with Bhir the least, only 7. Osmanabad has 19 urban areas as against 8 in Bhir. Of all the districts of Marathwada, Bhir appears to be the least developed though it has a population of 719 per village and its density is 193, the second lowest, the lowest being Aurangabad with 187. Aurangabad has the greatest number of villages, 1855, and, Bhir the least, 1029, with 147 villages per taluka and Osmanabad, 125 per taluka. Parbhani has 8 talukas with 12 towns and for its 1500 villages a density of population of 208.

31·5·4 (A. 8-57)*

Bhandara stands out as the least urbanised with 4 towns as against Amravati with 17 and Nagpur with 13. Bhandara with Wardha has the least number of talukas, 3 each. Chanda, the biggest district in the State with 9312 sq. miles has only 7 towns but 2494 villages, again, the highest for the State. It has the lowest density per sq. miles, 105, and the least population per village, 355, a clear sign of backwardness. This is mainly due to the nature of the district which is infested with dense but rich forests. Bhandara, for all its backwardness, next only to Chanda, has concentrated villages averaging 657 population, the highest for Vidarbha. Buldana and Akola are fairly fertile with a low density of nearly 230 and a fairly high concentration per village, 612 for Buldana and 502 for Akola.

* *Vide* Map facing page 312.

31·5·5 (A. 6-57)*

Sorath District, like Ratnagiri, has 15 talukas and contains 22 towns, Madhya Saurashtra having an equal number. Kutch has the least concentration of population in Bombay State with a density of 68. Gohilwad in this respect has 682 heads per village with the density at 277, with Sorath at 292, the highest. The low density of population and comparatively high population per village in this region indicate the spread out nature of the village distribution, the population centres clustering round water resources which are not very many in Saurashtra.

31·6 In the whole State of Bombay, Chanda, Bhandara, Dangs and Kutch are the least developed districts mainly due to their land features. Ratnagiri inspite of its physical handicaps shows a high concentration of villages next only to Thana. Thana has backward areas too, four of its talukas coming under scheduled areas. Kaira has the largest number of towns 38 and Poona is next with 36 while Banaskantha has only 3, the lowest and Bhandara 4. Dangs has none the whole area being rural. Kutch, for all its size, with the Rann, is the largest and the least developed with only 10 towns and a density of 68 head of population per sq. mile. The talukas of Vidarbha are the largest in the State except of Wardha and the region has contrasting anamolies, in highly populated Amravati and Nagpur against the far-scattered villages of Chanda.

The new State of Bombay covers in its vast extensiveness all types of areas from the highly industrialised Greater Bombay, Ahmedabad and Poona to the highly urbanised Kaira and Amravati, and the contrasting districts of Kutch, Chanda, Bhandara and Dangs which are least developed. Surat for all its general fertility and development, agricultural and industrial, has the backward areas of Bansda, Dharampur, while even Amravati with its wealth in cotton production contains the Melghat taluka which is a scheduled area. Each of the districts of the State shows individual and distinguishing characteristics thus giving the State a complexion of variety and novelty as it includes every conceivable type of land feature and population centre, from high concentration to sparse and far scattered. The Saurashtra-Kutch region, in particular, has population centres far removed from each other, while those of the "14" districts have heavy concentration with villages closer together. The Vidarbha region has, next to Saurashtra-Kutch, scattered villages but for contrary reasons. The fertility of the land has brought most land under cultivation and population tends to settle at central situations. In Saurashtra the depredation of decoits and wandering tribes of the insecure days of old forced the people to settle in larger colonies for safety of numbers. Marathawada, on the other hand, has low density of population per sq. mile with proportionally large villages at considerable distances for similar reasons. This, again, is traceable to the days when people preferred to stay in compact and close settlements in positions where water resources and land fertility were deciding factors. There are large tracts of land not yet brought under the plough and with future development, population centres may yet spread to new locations.

* *Vide* Map facing page 312.

CHAPTER 32

FROM CENSUS TO SURVEY

(G.C.P.) L-A Na 31—21a

THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

CHAPTER 32

FROM CENSUS TO SURVEY

32·1 The Survey began with the starting figures as in the Census Hand-Books. The summation of these from the 43 Census Books gave the following :—

Urban areas	623
Rural areas (including deserted) ...	54,742
Urban population	1,35,43,858
Rural population	3,42,81,740
Total population	4,78,25,598

In the previous chapter the changes in urban and rural areas as well as in their population due to transfers and exchanges with the border districts of the neighbouring States were dealt with and final figures were derived from the Census (1951) but as true on 31st March, 1957. But the Census of 1951 could not, even after taking into account the known changes due to transfers and exchanges, be taken as fully true as on 31st March, 1957. After 1951 there have been considerable changes in the census data due to various, known and unknown causes. For example, many new locations or population centres must have come into being ; some inhabited villages must have reverted and become deserted ; once deserted villages might have been revived and become inhabited ; a few rural areas might have developed and urbanised during the years ; urban areas might have reverted to rural characteristics ; these and many other changes had to be noted and corresponding adjustments recorded on account of these changes that occurred between 1951, when the Census was taken, and March 1957, when the survey data was to date. The survey, therefore, could not treat or accept the census figures as final and conclusive.

32·2 The first stage of the survey, in fact, tended to be a "Census Survey", an attempt to assess the applicability of the census data to the position as on 31st March, 1957. In the process the survey also achieved its main objective of delimiting the census villages and breaking them up into their component hamlets. The Census listed only revenue villages, inhabited or deserted. In some census books, the deserted were identified with the letter "A" suffixed to

serial numbers. In some books the deserted were not distinguishable from the inhabited, except for the remarks against them. In many cases population figures of 1 or 2 were stated against inhabited villages and these perforce had to be treated as actually deserted. Most of the evidence to verify the admissibility of the census data as true on 31st March 1957 came from the local authorities in the countryside, namely, the village talati and the village school teacher.

32·3 Since it was the main and the first objective of the survey to enumerate and list every inhabited habitation as distinct from a revenue village, the survey procedure at this stage had to be thorough and exact. In this investigation the following types of situations were met and dealt with :—

Deserted villages as per Census.
Since deserted.
Not traceable.
Transferred to urban area.
Transferred to other districts.
Transferred to other States.
Blank census numbers.
Repeated numbers in Census.
Other census mistakes.
Other mistakes.

The above formed the deletions that had to be made in the survey data to arrive at a more accurate position regarding the existing situation. Besides these, there were other categories which involved additions to the census data. These were :—

Not listed in Census.
Newly formed.
Originally deserted, but now revived.
Transferred from urban areas.
Transferred from other districts.
Transferred from other States.
On account of census mistakes.
On account of shifting.
On account of other mistakes.

The above formed the additions that had to be made in the census data on account of positive changes that occurred between 1951 and 1957. In Bombay State, items under Nos. 3, 7 and 14 had not to be dealt with as these did not arise. Under all other items corresponding changes had to be made in the starting data of the census figures to arrive at a more correct and truer position as on 31st March, 1957.

32·4 The Table on the facing page summarises the number of areas-urban and rural—and their population as affected by the changes that occurred between 1951 and 1957. Of only one thing the survey did not take note of and that was the natural increase in the

Statement showing how starting from the 1951 figures regarding number of towns, villages, hamlets, habitations and population and by the process of additions and subtractions, the corresponding figures accepted for the survey were obtained.

Items.	Towns or Cities.	Villages.	Hamlets.	Total Habitations Rural.	POPULATION.		
					Urban.	Rural.	Total.
1	2	3	4	5	6	7	8
According to 1951 Census.	623	54742	..	54742	13543858	34281740	47825598
To be reduced.							
1. Bechirag		1421	..	..	..	..	..
2. Since bechirag		510	..	..	..	36643	..
3. Not traceable		..	..	..	..	..	..
4. Transferred to Urban areas. ..		17	..	..	..	23354	..
5. Transferred to other districts. ..		27	..	..	..	28785	..
6. Transferred to other States.	5	343	..	..	154293	167148	..
7. Blank census numbers. ..		..	..	..	..	..	..
8. Repeated numbers in Census. ..		12	..	..	..	..	..
9. Other census mistakes. ..		..	..	..	..	9369	..
10. Other mistakes submerged. ..		8*	..	..	..	..	..
Total to be reduced ..	5	2338	..	..	154293	265299	..
To be added.							
11. Not listed in Census ..	..	..	21778	..	..	..	..
12. Newly formed ..	7	592	..	..	190084	305316	..
13. Then bechirag but now revived. ..		23	..	..	..	2403	..
14. Transferred from urban areas. ..		..	..	..	..	..	..
15. Transferred from other districts. ..		27	..	..	..	28785	..
16. Transferred from other States.	7	1304	..	..	41048	596628	..
17. On account of census mistakes. ..		1	..	..	..	1290	..
18. On account of shifting. ..		5*	..	..	..	..	..
19. On account of other mistakes. ..		17	..	..	..	..	..
Total to be added ..	14	1969	..	..	231132	934422	..
As per survey ..	632	..	..	76151	13620697	34950863	48571560

* Of the 8 submerged villages, 5 are known to have shifted to new locations while the remaining 3 have dispersed.

population of urban and rural areas which is estimated at 1·4 per cent at compound interest. The population figures as given in the Census were accepted except for such categories as now deserted and newly received wherein the population figures had to be either minus or plus to indicate the correct position. It would be interesting to follow the table on the opposite page, item by item, and derive the final figures of areas, urban and rural, and their population as established by the survey. The figures against the caption "According to 1951 Census" relates to the summed up total from the 43 District Census Hand-Books.

32·4·1 *Urban Areas (Column 2)*

The starting point was 623 urban areas. Two from Banaskantha and three from Nanded got transferred into the border districts of the adjoining States. These 5 are indicated against item 6 under column 2. These are the only transfers out of the State districts. Then, under item 12, "Newly Formed," 7 rural areas had been urbanised between 1951-1957 and as such treated as urban though in the Census, they were listed under rural. Under item 16, "Transferred from other States", Osmanabad received 5 from Bidar, and Nanded received 2 from Adilabad, making a total new townships of 14. With a deduction of 5 and an addition of 14, i.e., a net addition of 9, the total urban areas as on 31st March, 1957, came to 632, the final figure under column 2.

32·4·2 *Rural Areas (Column 3)*

The starting figure was 54,742, the summation of all the census villages, inhabited and deserted, as enumerated in the 43 Census Hand-Books bearing the names of the 43 districts of the new State of Bombay, without taking into account the transfers and exchanges and the changes that occurred beween 1951 and 1957. Out of these as many as 1421 (item 1) were listed as deserted in the Census Hand-Books themselves, as many as 510 (item 2) were found to be deserted on 31st March, 1957, and, both these, had to be deducted from the total of 54,742.

Seventeen rural areas (item 4) listed in the Census were found to have been urbanised and had to be treated as such, but since all of these had local educational provision they were documented in the Rural Habitation Register and not in the Urban Habitation Register. This did not involve any decrease in the rural areas or increase in the urban areas and, hence, these 17 are again shown against item 19 to balance each other. 27 rural habitations were transferred from district to district in the interior affecting the position of the districts concerned but without affecting the State total of rural areas. These 27 villages have, therefore, been entered against item 5 as well as against item 15, again, to balance each other. The districts affected were Thana to Bombay 24 villages, Mehsana to Ahmedabad 1 village and Gohilwad to Madhya Saurashtra 2 villages. The major transfers from the districts of the State to the neighbouring States occurred in the districts of Banaskantha and Nanded, Banaskantha giving up 82 villages to

Rajastan, Nanded giving 150 villages to Adilabad and 111 villages to Nizamabad making a total of 343, entered against item 6. Though most of the census books were accurate, some of the Vidarbha books, however, had minor errors especially due to repetition of villages against differing serial numbers. These were 12 and are entered against item 8. Due to intensive river valley projects undertaken as part of the developmental activities of the State as many as 8 locations of villages were discovered to have been submerged as shown against item 10. But of these 8 villages, 5 had moved to new locations with the original names and as such these 5 are indicated against item 18. Three, however, did not move to new locations but had dispersed into the villages in the neighbourhood. The total villages that had to be deducted from the original starting figure of villages comes to 2338 as indicated under column 3. As against these, there were additions to be made on account of the following :—

As many as 592 (item 12) villages were discovered to have newly sprung up after 1951 and hence, were not recorded in the Census. Besides these as many as 23 villages which were recorded as deserted in the Census had been revived and had become inhabited as shown against item 13. The 1304 (item 16) villages which came into Bombay State as a transfer from districts in the neighbouring States break up into three groups : 130 of Chandgad which came into Kolhapur from Belgaum, 691 which came into Osmanabad with the talukas Ahmedpur, Nilanga and Udgir, and, 483 villages into Nanded from Adilabad. There is only one village entered against item 17 as a mistake in totals. This actually is a deserted village which remained unrecorded and as such has been entered against item 17. The total number of deserted villages as in the Census Hand-Books actually should be 1422 but as one remained unrecorded this is, for accuracy, shown against item 17.

The total number of villages that had to be added totalled up to 1969 as against a reduction of 2338, i.e., a net reduction of 369 villages.

32·4·3 HAMLETS (Column 4)

The figures so far dealt with, under column 3, " Villages ", were with reference to the names of villages as listed in the Census. These names do belong to particular villages but the population shown against them in the Census is very rarely the actual population of the villages bearing the names, but of a group of hamlets of the village and the village itself. The survey was out not to enumerate villages but to break them up into their constituent hamlets with their respective population. This the survey succeeded in doing and as many as 21,778 hamlets were discovered in the 43 districts of the State. It is worth stressing that except in the Census Hand-Books of Marathwada none others even mentioned the names of hamlets under the parent villages. The Census Hand-Books, therefore, contained no hamlets, only villages according to the census definition. Even in Marathwada though the names of a few hamlets were indicated below the parent villages under sub-indications (a), (b), (c), ... no particulars of population, area, ... were specified against these. Hence, even these had to be treated

as "discovered" by the survey as full particulars and details about them were collected and recorded during the survey. The 21,778 hamlets discovered by the survey, therefore, are nowhere documented in the Census or in any other records. This, perhaps, is the most important achievement of the Survey.

Starting with 54,742 villages, with 2338 deletions and 1969 additions resulting in a net reduction of 369, and, with the addition of 21,778 hamlets, the total number of HABITATIONS in the new State of Bombay, as arrived at by the survey, is 76,151.

32·4·4 URBAN POPULATION (Column 6)

The starting figure for the urban population was 13,543,858, the sum of the population figures of urban areas in the 43 Census Hand-Books. Due to the transfer of 5 urban areas to other States as recorded against item 6 in column 2, the corresponding population figure of 154,293 had to be deducted from the urban population. This was the only population reduction. Against this, the 7 rural habitations specified against item 12, column 2, with their original population and the increased population due to urbanisation comes to 190,084, which had to be added to the urban population. Again, the population of urban areas that came into the State, 5 in Osmanabad and 2 in Nanded, total up to 41,048, the total urban increase being 231,132. This resulted in arriving at the final urban population figure of 13,620,697, which is recorded in the State Table (1/43-1).

32·4·5 RURAL POPULATION (Column 7)

The summation of the rural population as given in the 43 Census Hand-Books came to 34,281,740. The newly deserted 510 villages (item 2, column 3) had a population of 36,643. This could not be legitimately included in any appropriate village or villages and as such had to be deducted from the total rural population, though, in actual fact, this population should form part of the rural population. The 17 rural areas (column 3, items 4 and 19) which had urbanised had a population of 23,354 and this is indicated aganist item 4, without a parallel entry under "to be added", as this population has already been included in the urban areas under item 12. The inter-district changes due to 27 villages (column 3, items 5 and 15) involved a population of 28,785 and this is recorded twice against item 5 and 15 as this population did not materially alter the State rural population. The 343 villages against item 6 which went to the neighbouring States had a population of 167,148 which needed to be reduced. The mistakes in census population figures amounted to 9369, mainly in Vidarbha, and, as such, come under column 7 against item 9. The total population to be deducted totals up to 265,299. There are corresponding increases in population under rural for the following reasons. The 592 newly formed villages against item 12 brought with them a population of 305,316 and the 23 newly revived villages under item 13 brought a population of 2403, both of which had to be added to the rural population. The 1304 villages (item 16)

that came into the State from the neighbouring States account for an increase of 596,628. Lastly, the census population figures of Vidarbha, again, account for a mistake in total to the extent of 1290 to be added to the rural population. Under the above heads, the additions to the rural population total up to 934,422. With a reduction of 265299, the net difference of 669123 has to be added to the starting rural population of 34281740, bringing the final rural population to 34,950,863. This, then is the total rural population accepted for the survey and recorded in State Table (3/43-3).

32·4·6 The urban population of 1,36,20,697 and the rural population of 34,950,863 add up to a total population of 48,571,560 for the whole of the State according to the survey. It should be noted that this population is at variance with the documented population of the State which is 48,265,220 for obvious reasons. The newly formed villages and the newly urbanised rural areas have been credited with estimated increases of population which have been taken note of and recorded in the survey. Only such increases as are legitimate on account of their not being in existence in 1951 during the Census have received such increases. The survey did not attempt to allocate the estimated or actual population of each and every habitation, rural or urban, though evidence on this account was available from the talatis and the village school teachers during the survey meetings. Had the survey attempted this, it would have deviated from its main objective of enumerating and listing of each individual habitation as opposed to the revenue village listed in the Census and become more a Census than an educational survey. It was adequate for the purposes of the educational part of the survey to accept the census population figures as specified in the Census 1951 except in those cases where the Census could not record changes which occurred after 1951. Only such increases as could not be taken note of by the Census have been investigated and recorded in the survey population figures.

32·5 The process and procedure of arriving at final acceptable and conclusive figures for urban and rural habitations and their population was, perhaps, the hardest part of the survey. Without this preliminary requirement, which was part census and part statistical work, the educational part of the survey had no base to work on. Tracing the history and development of the various types of villages and their present position as on 31st March 1957 involved reference to the talati and village school teacher questionnaires, their authentic and dependable local knowledge and other sources that were available for the survey teams. What was hardest was to locate and mark, in correct and exact positions, these habitations be they hamlets or newly sprung villages or newly deserted villages ..... on the topo-sheets which formed the most important basic document of the survey. Without marking these on the topo-sheets the educational part of the survey would not have been authentic and, therefore, useful in correctly assessing the existing educational provision and in planning future provision for providing educational facilities for areas not covered by the existing. The implications of this preliminary part of the survey will become obvious in the stages and their procedure that were followed in the survey.

32·6 The procedure and process of arriving at a mathematically correct and authentic estimate of the number of urban areas, rural areas and their population had to be gone through in each of the districts in the taluka units which formed the unit of the Survey. Classifying the villages and habitations, in particular, and allotting them correctly estimated population figures helped to prepare a new list of habitations in the Rural Habitation Register, one for each taluka. This Rural Habitation Register, in fact, was the Survey Census list on which the whole of the educational part of the survey was based. This Register recorded only the particulars required by the educational part of the Survey, viz., the names of villages and their hamlets and the other categories of villages and habitations, their individual population their distances from each other, the specifications of schools in them. The Register also recorded the deserted villages as in the Census as well as the newly deserted ones, the newly sprung, the hamlets of towns, ... with relevant particulars of these. The population of newly deserted villages were indicated with "minus" signs, those of newly sprung by "plus" signs. It is the summation of these, from taluka units to district consolidation, from district consolidation to State consolidation, that yielded the full data at the State level.

The Educational Survey is based, therefore, on the following basic figures :—

	As on 31st March 1957.
Number of Urban areas in the State	632
Number of Rural areas in the State (Habitations).	76,151
Urban population of the State	13,620,697
Rural population of the State	34,950,863
Total population of the State	48,571,560

CHAPTER 33

CENSUS vs. SURVEY

or

VILLAGES vs. HABITATIONS

CHAPTER 33

CENSUS vs. SURVEY
or
VILLAGES vs. HABITATIONS

33·1 The Census Hand-Book, being the only demographic document, determines all schemes where population by slabs forms the basis of administration. The revenue village accepted by the Census as the unit of recording is, in reality, determined by a piece or parcel of land than by a cluster of population residing in one compact group. Invariably a census village with a specified population is not a single village having that population, but a group of hamlets scattered round the main village, bearing the name specified in the Census, whose total population is the population stated against the census village. For educational needs the revenue village has been, for want of a better unit, the unit for administration. With all its failings, the revenue village has governed schemes of expansion, especially the census population, on the basis of which schools have been opened and villages grouped for enforcing compulsion. But the practicability of this procedure has often broken down as, very often, the village mentioned in the Census has much less population than one of its hamlets, and, inspite of this, the smaller village receives a School and a bigger village has to go to it for schooling facilities. Again, the census population is often misleading in the sense that though a school is provided, say, for a population of 1,200 as specified in the Census, it does happen that the population of the particular village where the school is located has barely a population of 400 to 500 while the rest of the population is scattered, sometimes, as far away as at a distance of 1 to 3 miles. In such rare cases the provision of a school does not serve the population it was intended to.

Ideally, the unit of educational administration should be a child. For, education is primarily concerned with bringing into school every child in the land. Though this may ultimately be the aim in the final stages of educational provision and compulsion, the practical unit which ought to govern educational provision should be a single house-cluster or a single population centre where people live in a compact group. This, in educational terminology, is called a Habitation. For the purposes of this survey a Habitation with 25 or more souls has been taken note of and recorded in the survey. In enumerating and listing of habitations it became necessary to break down the revenue village into its constituent hamlets assigning to them their estimated population on the basis of evidence

or accuracy. Many of such hamlets were so clustered that a road or a field separated them. Many of these were only a group of houses owned by a prominent local landlord after whom the hamlet was named. This presented a problem and in order to make documentation and "mapping" convenient and practicable, hamlets which were at distances of less than 1 to 2 furlongs were treated as one. As this district receives heavy rain, intensive cultivation of its limited land is one of the reasons why many small habitations in the form of hamlets are to be found attached to villages in this district. Sholapur, in a few cases, gave as many as 19 hamlets scattered at distances from 3 furlongs to 3 miles round about the main village. Ahmednagar offered instances of 16 hamlets to a village. In most cases the hamlets were at distances of half a mile to 2 miles, Poona having a few hamlets at distances of even 5 miles. The average number of hamlets for these districts came to about 7 to 8 per village. The following striking figures will illustrate the cluster of hamlets about the villages in some of the districts. The hamlets are to every 100 census villages :—

Ratnagiri	228
Thana	145
Poona	121
Ahmednagar	110
Nasik	57
Kolaba	55
Dangs	4
East Khandesh	1

The average for the region works out at 89·2 hamlets for every 100 revenue villages.

33·3·2 (E/10-67)*

The region of "10" Districts contains, on the whole, less hamlets per village than the region of "14" Districts does. For every hundred census villages there are about 23 hamlets in this region, as against 89·2 in the region of "14" Districts. Kaira, of all these districts, has the maximum number of hamlets, 79·8 for every 100 villages ; next comes Ahmedabad with 32 and Surat with 30. Sabarkantha, because of its unfavourable land features, has practically no hamlets attached to its villages. Amreli has as few as 7 per 100, Banaskantha as few but one of its villages did yield as many as 20. Though the average distance of the hamlets from the main village is 2 to 3 miles, a few of them, especially in Banaskantha, were found at distances of 4 miles. The average number of hamlets per village is 2 to 3 barring Sabarkantha which has a rare one or two.

* *Vide* Map facing page 328.

33·3·3 (E/5-61)*

The Marathwada region yielded considerably less hamlets than the region of "14" or "10" Districts, the average for the region being 19·7 per 100 villages, Aurangabad having the least, 9·9, Bhir, the most, 48·3, Osmanabad 23·4, Nanded 17·9 and Parbhani 11·8. In the Census Hand-Book of Marathwada a few of these hamlets were mentioned by name under the main village but without the particulars about their population and other details. The average number of hamlets to a village was 4 to 5, Bhir having a few villages with as many as 14 hamlets. The maximum distance noticed was in Parbhani, a distance of 4½ miles from the parent village. Aurangabad had one or two of its villages with 11 hamlets some of them at a distance of 3 miles.

33·3·4 (E/8-61)*

The region of Vidarbha comes next in the paucity of hamlets of villages. The regional average is only 5·9 for 100 villages, the highest being in Bhandara, 25·7, and, the least in Amravati which has no hamlets at all. Chanda, though physically similar to Bhandara, exhibited very few hamlets, 7·6. Other districts showed similar characteristics. The main reason for this appears to be that in the Census 1951 not only were the main villages enumerated and listed but even the hamlets received recording. This is proved by the fact that in the Census Hand-Books of Vidarbha many of the villages mentioned in the Primary Abstracts bear the same Patwari number and the survey revealed that these, in fact, in many cases, were hamlets and not main villages. But since they were listed in the Census as villages they were treated as such and not as hamlets though evidence to this effect was available during the survey. The average number of hamlets per village works out at 1 to 2, scattered at distances of 1 to 2 miles, very few of them being as far away as 3 miles. Amravati, in fact, discloses for its 1567 census villages only 1,504 inhabited villages, the others being deserted or uninhabited.

33·3·5 (E/6-61)*

The Saurashtra-Kutch region presented the poorest picture in the matter of hamlets of villages. The villages themselves, in this region, are so far-scattered, mostly located at rare water sources. Such settlement of fairly big villages proved the safety in numbers which the population sought because of frequent decoities. The rainfall in this region being scanty and rivers dry most of the year, cultivation becomes possible only at places where water facilities are available. This also is one of the reasons why the villages of Saurashtra-Kutch are far spread about than in any other region. The maximum hamlets per 100 villages were in Halar 8·2, 4·2 in Gohilwad, 1·5 in Sorath, the rest under 1 per 100. Zalawad, in

* *Vide* Map facing page 328.

particular, yielded not a single hamlet and Kutch only 5. Kutch presents from the air a bleak and craggy appearance with villages far-scattered, miles distance from the next. Only one village in Kutch yielded as many as 6 hamlets, quite a remarkable thing for a village of Kutch. Halar had one or two hamlets which were as far away as 4 miles from the parent village.

33·4 According to the Census as on 31st March 1957, the State contained 55,703 census villages which included as many as 1,422 deserted villages. The survey yielded in all 76,151 habitations. This preliminary part of the survey was in the nature of an educational Census to discover all available units for educational administration. From the Census which formed the basis of this procedure, the survey prepared its own educational census register called the Rural Habitation Register which listed, true to the Census, the census villages in the same order and with identical census serial numbers, but showing the break-up of villages under hamlets. From the local evidence collected from the talati and school teacher questionnaires and through authentic evidence at the survey meetings at the taluka headquarters, the estimated population of these hamlets and their distances from the parent villages were also recorded in the Rural Habitation Register. Data regarding existing schools in each of the villages or their hamlets were also recorded with particulars of standards taught in the same register. This register, therefore, became the fundamental document wherein all habitations with more than 25 population were systematically and methodically recorded to serve as the census base for the educational part of the survey. As a counterpart to this register the topo-sheets used during the survey illustrated pictorially all the data of the registers on their surface—the villages, their hamlets, the new habitations, the distances of one from the other, the obstructions, if any, on the way and even the population figures which were written near each of them. The survey, in this first stage, produced the Register of Habitations which was to serve as the Educational Census Hand Book during all the other stages of the survey. The 76,151 habitations established by the survey were to form the Educational administrative units whose educational needs formed the investigation of the survey.

33·5 Urban Areas

What was true of the rural section of the district was not equally true of its urban counterpart. Urban areas, by nature did not multiply, they only enlarged or expanded. Most of the towns had increased in size as well as in population. But their number very nearly stood constant as in 1951 except for the merger of a few rural areas into the nearby urban. According to the Census there were 625 urban areas in the State (vide III-32) on 31st March 1957 and the survey yielded 7 more by the merger of rural areas into urban, or urbanisation of a few rural ones. One of these was a rural habitation which had acquired the status of a new township, Tirora, in Gondia taluka of Bhandara district of Vidarbha.

Another was in district Gohilwad, 3 in Kutch and others by their merger in urban areas formed their wards. While the rural areas increased by 20,448, from 55,703 to 76,151, the urban areas showed only an increase of 7, from 625 to 632. Urban areas, throughout the survey, received only formal recognition and recording. The problem of urban areas is not of lack of educational provision but of expansion of the available facilities as against the rural which is of providing the barest minimum provision, at least in the first instance. The rural areas contrast very poorly in this respect and the Survey, therefore, concentrated on this vital problem of investigating the needs of the 76,151 habitations that were in the Register of Habitations.

CHAPTER 34

SPREAD OF HABITATIONS AND POPULATION

CHAPTER 34

SPREAD OF HABITATIONS AND POPULATION

34·1 Diffusion of educational provision at the Primary level in rural areas will mainly depend, in the final stages of expansion, in providing every habitation with a local school so as to eliminate altogether "walking to school" by children. This would enable compulsion to be introduced in a more successful and humane manner so that every child of school-going age could attend the local school without having to walk far to school. This utopian ideal, however, cannot be reached until the intermediate stages have been passed through during which it would be economically impracticable to provide every habitation with an independent school as a home facility. In the initial stages only the larger habitations would naturally receive schools, if they do not have one already, and habitations within a walking distance of a mile will have to be compelled to go to the school in the bigger habitation in the neighbourhood. The Bombay Primary Education Act, 1947, and Rules, 1949, stipulate a walking-distance of one mile for the purpose of enforcing compulsion. The question of compelling children to walk to school within a mile will depend, primarily on the pattern in which habitations are spread in the rural area and, secondly, on the population of each of the habitations intended to be grouped for educational provision. This would necessitate at least a cursory study of the manner in which population centres are located within a district, especially in the rural areas, and the population of such centres. The State and Regional Statements in X series and Summary Tables in B series in the STATISTICAL APPENDIX to this Report give complete and detailed information on the spread of habitations and their densities, regionwise and districtwise. A brief study of these Tables would help to understand the pattern in which habitations and their population are scattered or concentrated in different rural areas which alone can guide in planning education, in particular, in grouping of habitations for educational provision. The statistical data of these two series of Tables mentioned above are pictorially illustrated in the maps included in this chapter.

The Tables present revealing Statistical data with regard to Urban, Rural as well as the total population in relation to Area, Habitations, ... Under the head Rural the most important indices are :—

the density of population per sq. mile ;

the number of habitations per 100 sq. miles ;

the average population per habitation ;

and the percentage of Rural population to the total population.

A scrutiny of these indices of each of the five regions helps to gauge the pattern in which rural habitations are diffused or concentrated in the countryside. On this will depend, to a great extent, the maximum utilisation of educational facilities at all levels

34·1·1 (73/14-60) and (B/14-64)

In the region of "14" Districts, Greater Bombay District stands apart by its high urbanisation and intense industrialisation and the few rural habitations (82) do not characterise it, in any sense, as a singnificant rural area. Even as an urban area, because of its all-India character and multi-lingual complexion, educationally, it does not need to be considered critically, at least, for the provision of Primary educational facilities. The other 13 districts of this region deserve a more careful study with regard to their rural aspect. Even in these 13 districts if the urban areas need consideration, it would be at the highest stage of schooling, the High School stage. Primary education facilities in the urban areas of these districts are adequately met and if there is a problem it would be of expansion of the existing facilities than of providing new.

If the scatter of population is to be judged by the density of population per sq. mile, Kolhapur District with 342 head of population per sq. mile tops these districts with Dangs at the other end with only 72 per sq. mile. The others range between 300 and 180 per sq. mile indicating a low concentration, mainly due to a wider spread of habitations in the countryside. This is borne out by the fact that Kolhapur has 68 habitations per 100 sq. miles and Ratnagiri with 330 density, 104 habitations per 100 sq. miles, Thana 271 and 115 respectively indicative of a pattern of a fairly close spread-out of habitations in the countryside. Sholapur, inspite of its large area, has only 27 habitations per 100 sq. miles with a density of 191. These figures would go to indicate the large number of habitations spread out all over the countryside leading to a lower density of population per sq. mile. Corresponding to these figures the population per habitation would be a better index to evaluate the significance of the scatter and density of habitations in the rural area. The average population of a habitation for this region works out at 402, South Satara having 763, East Khandesh 649 and Dangs as low as 145. This reveals that the population per habitation is, in general, fairly large and their distribution fairly close, close enough to be of educational advantage. In this region it would be possible and even practicable to assign a school to a large habitation, if it already has not one, and group the neighbouring habitations as feeders to it. In other words, it would not be necessary to provide each habitation with a school, even if that habitation met the population target stipulated for the

survey, if, by its proximity, its need could be served by a near-by habitation. Most of the habitations in the rural area could be covered by educational provision by Independent schools, in the few cases, where close-by habitations for grouping are not available, and, in the majority of cases a school could be made to serve the needs not only of the home habitation, but of a number of habitations in the neighbourhood.

Another useful index for assessing the rural problem as compared to the urban situation would be the percentage of rural population to the district population. In this respect Dangs with 100 per cent, Ratnagiri with 91 per cent, North Satara with 86 per cent and West Khandesh 83 per cent, of the district population in the rural areas, will deserve more attention in rural educational provision than districts like Poona, Sholapur, Thana and East Khandesh with 57, 69, 71, 68 per cent rural population respectively. In the region as a whole 65 per cent of the population is rural, 35 per cent being urban. Of all the 5 regions of the State the region of "14" Districts has the highest urban and the lowest rural percentage of population.

34·1·2 (73/10-60) and (B/10-64)

The region of "10" Districts presents almost an identical picture to that of the "14" Districts. In these districts the average population per sq. mile is a little higher, the habitations per 100 sq. miles a little lower and the population per habitation proportionately higher. To quote instances: Surat has a density of 360 with 65 habitations per 100 sq. miles, while Kaira with a density of 503 has 73 habitations per 100 sq. miles. The lowest in this region is Amreli with 160 density and 25 habitations per 100 sq. miles. This would indicate fewer habitations per 100 sq. miles with a correspondingly higher density of population per sq. mile. This is further borne out by population per habitation which is 554 for Surat, 685 for Kaira and 627 for Amreli, Mehsana having the highest figure 725. It would appear from these figures that the habitations in this region are larger and not so close together as in the region of "14" Districts. In other words, this region has habitations with a much larger population and these are fairly far apart than those of the "14" Districts. Educational provision for these districts in rural areas, therefore, can be on the basis of providing almost all the bigger habitations with schools and tagging only such habitations as are close to the bigger ones for the purposes of schooling.

Comparing the percentage of rural population to urban, Banaskantha has 94 per cent of the population rural, Sabarkantha 93, Panchmahals 88, showing a more acute rural problem, while Kaira with 72, Baroda with 75 and Ahmedabad with as low as 40 show a less serious problem. The highest percentage of population in urban areas in Ahmedabad would go to indicate not only a high degree of urbanisation, but also a fairly high development in

industrialisation which draws part of the rural population of the district into the urban areas in lucrative employment. Where districts are highly industrialised even when such industrialisation is in the urban areas, the influence of this factor is indirectly felt in the rural areas which have to cater to the needs of the urban industries. Banaskantha, Sabarkantha and Panchmahals are handicapped by the nature of their land features which make these districts less productive agriculturally mainly on account of the scarcity of rain and alternative water resources. The problem of educational provision in these districts is, therefore, of a more serious nature mainly on account of the habitations in them having a low population and also having a wider scatter. The region, as a whole, has 74 per cent. rural population, the population per habitation being fairly high at 518.

34·1·3 (73/5-54) (B/5-58)

In contrast to the other two regions already dealt with the Marathawada region presents a much poorer picture. Whereas in the previous regions the density was in the 200s, none of these districts reach even 200, Osmanabad being the densest with 192 heads per sq. mile. Aurangabad District, inspite of its being the regional headquarter district, has as low a density as 161 with others in the 170s. The habitations per 100 sq. miles also show low figures: 32 for Osmanabad, 35 for Aurangabad, 36 for Bhir and Parbhani and the highest 43, for Nanded. This clearly indicates that the habitations are scattered far and wide with a low density per sq. mile. This is further confirmed by the average population per habitation which nowhere ranges into the 700s, the highest being 618 in Parbhani, with Nanded as low as 417, Aurangabad 465 and Bhir 480. With habitations located at greater distances from each other the population per habitation is fairly large indicative of concentrated settlements at points where water facilities and cultivable land are available.

The percentage of rural population in the districts of this region also shows a consistency of high percentages—90 per cent in Bhir and, in all other districts, in the neighbourhood of 85. This is fairly indicative of absence of industrialisation in the urban areas and the dependence of the general population on agricultural livelihood. Educationally this region presents a fairly difficult problem. In most cases, because of the high population figures per habitation, Independent schools are indicated as grouping would not be possible as a general rule because of greater distances between habitation and habitation.

34·1·4 (73/8-54) (B/8-58)

Vidarbha presents an equally similar picture to Marathawada. The population per sq. mile averages 162 as compared to the region of "14" Districts which has 238. Bhandara, inspite of its backwardness and hilly and wooded tracts has a density of 271, the highest, with Chanda the lowest 95. All the other districts

have a density round about 170, Yeotmal with a low 157. Coupled with the low density per sq. mile, the number of habitations per 100 sq. miles is as low: Chanda with the lowest 29 and Bhandara with the highest 52, Akola with 36, Amravati 32, Nagpur 45, indicating fewer number of habitations which implies greater distances between them. This is further confirmed by the fairly high average population per habitation 453, as against 402 and 518 in the regions of "14" and "10" Districts respectively. The picture that the rural area presents is one of fewer hamlets with habitations fairly well spread out each with a large population.

The percentage of rural and urban population presents a mixed picture, Chanda and Bhandara having 91 per cent population rural, Yeotmal 88. These three districts are highly rural compared to Nagpur with 53 per cent rural. The regional average is 78 per cent rural as compared to 65 and 74 for the regions of "14" and "10" Districts respectively. The reasons for such scatter is understandable. In districts like Chanda and Bhandara, because of the dense forests, the population has concentrated in the few places where cultivation and agricultural operations are possible. In districts like Nagpur, Amravati, Wardha, where land is more fertile and agricultural pursuits more remunerative, a high degree of cultivation is practised leading to heavier concentration of population at few points with very few hamlets close-by. The educational problem in this region is acute in Bhandara and Chanda and less so in other districts excepting parts of Yeotmal.

34·1·5 (73/6-54) (B/6-58)

Saurashtra-Kutch stands at the opposite extremity to the regions of "14" and "10" Districts, Vidarbha and Marathwada being intermediate. This region has the lowest density per sq. mile, as low as 126, the highest in any district being 208 in Sorath and 202 in Gohilwad. Kutch has the lowest 56, indicating that the population is far-scattered in the countryside. The picture of the scatter becomes all the more clear when the number of habitations per 100 sq. miles is compared with the density. Here again, this region strikes the lowest with an average of 22 habitations per 100 sq. miles, Kutch with 13, Zalawad with 20, Halar with 22 and Sorath with the highest 35. With so few habitations per 100 sq. miles and a correspondingly low density, the rural setting presents a very widely spread scatter of habitations with very few hamlets, each habitation standing apart and alone and almost isolated from others at distances. Further proof of this is available from the population figures per habitation. This region has as high an average as 574 population per habitation, the highest in any region of the State, Madhya Saurashtra with 649, Gohilwad 647 and Kutch, the lowest, 444. The 444 population per habitation of Kutch is higher than the average for the "14" Districts which is 402.

Saurashtra-Kutch, with a scattered rural area, presents a surprisingly low percentage of population for the rural areas. Kutch has 78 per

cent of the population rural and all other districts below 70 per cent. The average for the region is 68 rural and 32 urban indicating if not high industrialisation at least a high degree of urbanisation. This is the region which has proportionately the highest number of towns, 99 for 6 districts, while Vidarbha for its 8 districts has only 76. The reasons for high urbanisation are not the same in Saurashtra-Kutch as in Ahmedabad and Poona. The rural population is not attracted to urban areas on account of lucrative employment in industry. The yield of land is fairly poor mainly due to low rainfall and lack of river resources which contribute to the high percentage of urban population.

34·2 (73/43-74) (B/43-81)

The figures for the State as a whole area:—

Density per sq. mile-204; habitations per 100 sq. miles-44; population per habitation-459 and percentage of rural population to State population-72. If these State averages could serve as a general index for comparison, the regions arrange themselves thus with regard to density per sq. mile:—

Region of "10" Districts,
Region of "14" Districts,
Marathwada,
Vidarbha, and
Saurashtra-Kutch.

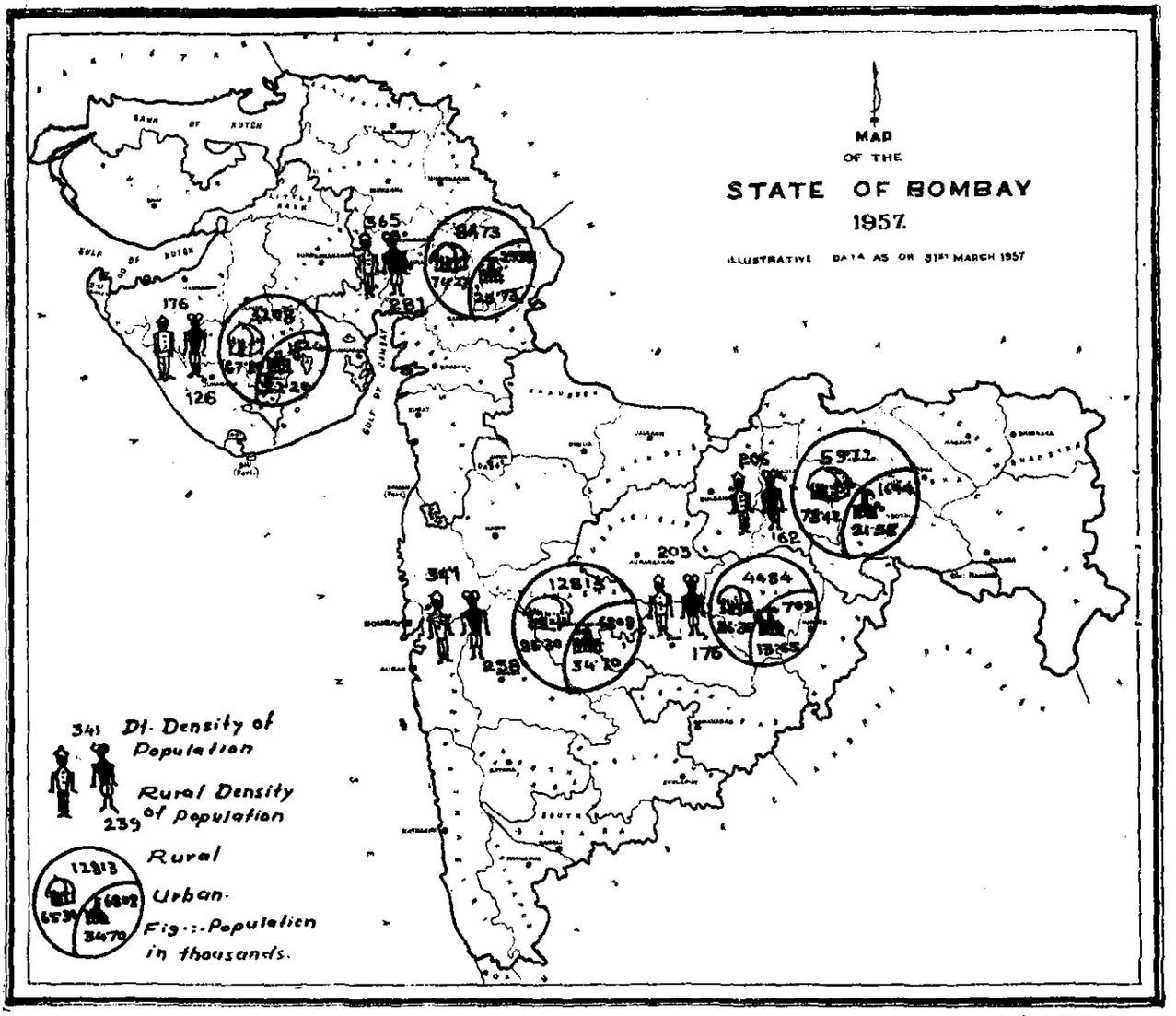
This order nearly coincides with that of number of habitations per 100 sq. miles: the region of "14" Districts leading with 59, the "10" Districts following with 54, Marathwada with 36, Vidarbha with 35 and Saurashtra-Kutch with 22. The picture would be more complete when these figures are compared with those of population per habitation in these regions which are:—

Saurashtra-Kutch	...	574
Region of "10" Districts	...	518
Marathwada	...	489
Vidarbha	...	453
Region of "14" Districts	...	402

The population per habitation appears to be approximately in the reverse order to the density of population per sq. mile and the number of habitations per 100 sq. miles. Greater the population per habitation, lower the population per sq. mile and fewer the habitations per 100 sq. miles. This would mean larger villages at greater distances making fewer for 100 sq. miles leading to a lower density per sq. mile. When habitations are close-knit and dense in the countryside, lower the population per habitation more the habitations per 100 sq. miles and higher the density per sq. mile.

DENSITY & PERCENTAGE OF POPULATION

REGIONAL & STATE DATA



The percentage of the rural population to the population of the region gives a fair indication of the concentration in the rural and urban areas. In the "14" Districts, 65 per cent of the population is rural, in the region of "10" Districts 74 per cent, Marathwada 86, Vidarbha 78 and Saurashtra-Kutch 68. Of all the regions that of "14" Districts has the largest number of urban areas averaging 17·7 per district, while the next is Saurashtra-Kutch with 16·5 per district, the region of "10" Districts with 14·7, Marathawada with 12·4 and Vidarbha, the lowest, 9·5. If the number of towns is to be an index of the degree of urbanisation, but not of industrialisation, the order of the regions would be "14" Districts, Saurashtra-Kutch, "10" Districts, Vidarbha and, lastly, Marathawada. This order very nearly corresponds to the percentage of rural population in these regions.

The general conclusion that seems indicated from the above is that practically no two regions are similar in the manner and pattern of their spread of habitations either in their scatter by distance from each other or in the number of habitation per 100 sq. miles or even in the population per habitation. Each region presents individual and peculiar characteristics in this respect which will need individual and separate treatment in educational provision. Whereas in some of the districts in the region of "14" Districts group schools would be practicable, in the region of Saurashtra-Kutch this would almost be impossible in the light of the wide scatter of habitations in that region. Marathawada and Vidarbha appear similar in their pattern of habitation-spread but the matter of distance, especially walking distance, will present more difficulties in Marathawada than in Vidarbha. The habitations in these regions are fairly large in their averages but Marathawada is made up of many smaller habitations whose educational provision will present peculiar difficulties.

The educational part of the survey began with the maximum utilisation of the existing facilities by grouping as many habitations as were practicable to the existing schools within walking-distance of a mile for the provision of Primary educational facilities. In planning this each region presented its own peculiar characteristics. Many of the existing schools in Saurashtra-Kutch could be tagged to very few feeders and most of the schools, therefore, remained independent serving only the home habitations. In the second stage of Educational planning, new schools had to be provided to cover as many habitations as possible by grouping. In this too Saurashtra-Kutch received more Independent schools than Group schools. Marathawada presented mixed situations, in some areas grouping being easy, in some impracticable. Vidarbha offered fewer feeders to schools but the habitations, on the whole, were larger. The regions of "14" and "10" Districts offered more scope for economical planning as the proximity of habitations helped to supply feeders to existing and proposed schools.

CHAPTER 35

HABITATIONS

Urban and Rural

THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

CHAPTER 35

HABITATIONS

Urban and Rural

35·1 The preliminary part of the survey based on the Census Hand Books and the evidence collected at the survey meetings established a total of 76,783 habitations for the whole of the new State of Bombay, 632 urban and 76,151 rural. These formed the new educational units for the administration of education. The educational part of the survey was, from now on and throughout, concerned with these 76,783 habitations, in providing educational facilities at all stages of education—Primary, Middle and High school, to all or most of them.

The problem of providing educational facilities at the urban level was not beset with many difficulties, at least at the Primary and Middle stages, except of enlarging the existing facilities than of providing new. This could not be said of the povision at the High school level. To this extent, the urban area did present, at the High school stage, difficulties which necessitated providing the High school facilities where there were none.

At the rural level the problem was more acute and needed more serious consideration at all levels—Primary, Middle and High school. All the survey statistical data, therefore, refers to 632 urban habitations and 76,151 rural habitations of which the latter receives detailed and thorough treatment.

35·2 URBAN HABITATIONS: (1/43-1)

The urban habitations being fewer and their needs not being of pressing importance were recorded as per Table A-V of the Census Hand Book in the Urban Habitation Register with all particulars about their wards, population, in decreasing slabs of population. No other documents than this were prepared for these habitations either at the taluka or the district or the State level.

At the district and State levels, Table No. I summarises the position of these urban habitations. From slab "1,00,000 and Over" to "Below 5000" these are arranged in descending order. In the whole of the State there were 632 habitations out of which 13 fell in the largest slab entitling these to be called cities. Their distribution was uneven: 6 in the region of the "14" Districts, 3 in the region of "10", none in Marathwada, 1 in Vidarbha and 3 in Saurashtra-Kutch. They were: Greater Bombay, Ahmednagar, Kolhapur,

(G.C.P.) L-A Na 31—23

Poona City, Poona Cantonment and Sholapur; Ahmedabad, Baroda and Surat; Nagpur; Bhavnagar, Jamnagar and Rajkot according to the regions. Bombay State contains 13 of the 72 cities in the Indian Union, a percentage of 18·3. Amongst the towns in other slabs, just more than half (322) are in the slab "5000 to 9999" and only 78 in the slab "Below 5000".

These 632 habitations offer no problems to solve in the provision of Primary and Middle stages of education. All of them have facilities at these stages, though in the larger towns, because of over-crowded schools many of the schools meet under shift, half the school meeting in the forenoon and half in the afternoon. The problem, if there is one, is of extending these facilities and providing them uniformally on a whole-time basis than part-time. At the High school stage some of these habitations needed and received more careful scrutiny and under the survey procedure, proposals had to be made in as many as 112 urban areas to provide this facility. The areas were distributed thus:—

Region of "14" Districts	...	...	47
Region of "10" Districts	...	...	12
Marathawada	...	..	17
Vidarbha	...	...	8
Saurashtra-Kutch	...	...	28

35·3 As the survey was concerned more intimately with the rural sector, the documentation at the taluka level and the consolidations at the district and State levels received fuller and more comprehensive treatment resulting in the compilation of a large number of statistical tables to show, in break-up, all the types of facilities at each of the stages.

The Rural Habitation Register, one per taluka, actually served as the Educational Census Hand Book. This gave complete information about all the habitations and was a complete guide for providing them with educational facilities. All the documents of the survey pertaining to rural areas were based on this register. This register and the habitations listed in them formed the very fundamental and basic document on which the later stages of the survey were based.

At the district level, data from these registers was consolidated in Table II series with the taluka break-up. At the Regional level the same series was continued but with the district break-up and at the State level with the regional break-up. A scrutiny of State Table II reveals the following :—

(3/43-3)

Out of 76151 rural habitations only 22681, less than 1/3rd fall in slabs "Above 500", while the remaining 53470 fall in the lower slabs "500" to "Below 100", clearly indicating the magnitude of the educational problem of providing for more than 2/3rds of the rural habitations with smaller population figures. Even accepting the

target of 300 population for the provision of a school, as many as 39367 habitations have "Below 300" population so that provision for these was really the crux of the problem.

35·3·1 (3/14-3)

The Region of "14" Districts exhibits similar features as the State figures do. Out of 31870 rural habitations only 7734 fall in the slabs "Above 500" and as many as 24136 in slabs "Below 500". Of these 18972 have population less than 300 so that except on special grounds most of these would have to be served by schools in habitations in the upper slabs. The district of Dangs being wholly rural, from this point of view, becomes a problem district. Only 3 habitations have population more than 500 as many as 323 falling in slabs "Below 500" and 309 in slabs "Below 300" have to be catered for by a combination of the existing and the proposed provision. The position is also acute in Thana, Ratnagiri and Kolaba, where large number of habitations falling in slabs "Below 300" have to be provided educationally. But in these districts as the habitations are not far scattered but tend to be grouped at close distances, grouping of smaller habitations to be fed by schools in larger habitations becomes possible and even practicable.

35·3·2 (3/10-3)

The Region of "10" Districts has 5536 habitations in slabs "Above 500" and 10814 in slabs "Below 500" out of which as many as 7625 have population less than 300, the total habitations in the region being 16350. Amreli, out of 368 habitations has 121 with population "Below 300", Sabarkantha 1077 out of 1754, Banaskantha 584 out of 1343 and Panchmahals 1194 out of 2477. In this region the habitations tend to have larger population and they are not in as close proximity as in the region of "14" Districts. By right most of the bigger habitations either have or will receive schools and it would be possible to tag large number of smaller habitations to these to form Group schools.

35·3·3 (3/5-3)

In Marathawada, out of 9165 rural habitations 5933, more than half, are in slabs "Below 500" and 3947 in slabs "Below 300". Of the 5 districts, Osmanabad and Parbhani present peculiar difficulties as most of the habitations in these districts are in slabs "Below 300". The uneven scatter of habitations in the countryside makes the problem a mixed one as a uniform pattern of provision cannot be provided. The larger habitations which have no schools would receive schools under planning but the number of feeders to these would be very few so that the provision of a larger number of schools would be indicated.

35·3·4 (3/8-3)

In Vidarbha of the 13180 habitations a little more than half, 6745, fall in slabs "Below 300" and 3864 in slabs "Above 500". Chanda is the most difficult district as 1794 of its habitations with low

population figures have to be provided for economically out of 2685. Bhandara is a little better, 832 out of 1874 habitations belonging to slabs "Below 300" population. The habitations of Vidarbha have one advantage in that most of them are fairly large and inspite of the fact that distances between habitations are fairly great, Indepen-dent schools would meet most of their needs while a few would have to be tagged even beyond the one mile limit.

35·3·5 (3/6-3)

Saurashtra and Kutch present an over-all picture not dissimilar to that of the other regions. Out of 5586 habitations, 2315, a fairly large proportion, fall in slabs "Above 500". Out of 3271 which are "Below 500" as many as 2078 are in slabs "Below 300". Kutch has very nearly 600 habitations in slabs "Below 300" out of 1029. The other districts present a fairly better picture with fewer habitations in the lower slabs. It has already been noted that habitations of Saurashtra-Kutch tend to be isolated and are situated at great distance from each other. The habitations being fairly large, feasibility of grouping habitations for common educational needs is more difficult in this region than in any other.

35·4 Though the districts within each region show, in general, common characteristics in the spread of habitations and their population, each district had its own peculiarities which had to be dealt with at the district and taluka levels in the context of their setting. The District Survey Officers being local men and having a fairly intimate acquaintance with the rural areas of the districts were best suited to face and solve the problems of each district at the taluka level. Though targets were laid down both for population and distance these perforce had to be relaxed in cases where special factors determined educational provision. It should also be noted that though Table No. II series formed the basis for the educational part of the survey most of the population figures in these tables were as per Census without showing the increases during 1951-57. Besides, there were cases, in almost all the districts, where certain habitations had phenomenal increases due to local factors which had influenced such increases. If the survey had made an attempt to indicate true population figures as on 31st March 1957, the Educa-tional Survey would have turned into a population Census.

35·5 The statistical data prepared by the survey is wholly based on Table II series which presented the rural area in its entirety. All the Tables at the Primary, Middle and High school stages were based and compiled in relation to Table II. These Tables were all different break-ups of Table II so that in an assessment of educational provision either Existing or After Planning, the summation of the types of provision would always add up to Table II.

As the Tables are many and almost bewildering, a brief elucidation on these would help to distinguish the different types of tables, the stages of education they cover and the nature of the data they present. This would also help to identify the different tables and to select those from the Statistical Appendix to this Report when references are made to them in this part of the Report.

35·6 The Statistical Appendix is six-in-one containing 6 sets of tables in the following order :—

those of the State called State Tables (43), and
those of the 5 Regions in the order 14—10—5—8—6 Districts.

In each set the Tables follow the same sequence and bear the same general code number identified by the distinguishing numbers 43, 14, 10, 5, 8 and 6 for identifying the region to which they belong. All the two-way tables in the Statistical Appendix are without regional break-up in the State Tables and without district break-up in the Regional Tables. Even these have been broken-up into their two elements to show regional and district break-up of one line of data. All the other Tables are with regional break-up for the State and district break-up for the Regional Tables.

The basic Tables are two: Table No. I of Urban Habitations and Table No. II of Rural Habitations. Table No. I has no follow-up Tables as the survey did not concentrate on the Urban areas. All the other Tables are follow-up Tables of Table No. II and give its break-up under different categories of educational provision under a variety of classifications and sub-classifications depending on the nature of the data presented.

All Table Numbers with suffixes A or C refer to "Existing" educational provision; B or D to "proposals" and AB or CD to "After Planning" provision, i.e., the combined picture emerging out of "Existing" and "After Planning".

The following classification of the Tables is applicable to the State as well as the Regional Tables :—

TABLES

III refer to Independent Primary schools under A, B & AB.

IV refer to Group Primary schools under A, B and AB and also under C, D and CD.

V refer to Peripatetic-Teacher-schools under A, B and AB and also under C, D and CD and others.

VI give full and complete "Existing" educational provision-are A.

VII give full and complete "After Planning" educational provision-are AB.

VIII refer to Middle schools under A, B and AB.

IX refer to High schools under A, B and AB.

All the above Tables have population slab break-up and most of them have regional (in State Tables) and district (in Regional Tables) break-up. These include a few two-way tables, slab of population—distance tables, which also have been indicated under two break-ups, Slabs and Distances.

The Appendices that follow group themselves thus—

List of Proposed:—

A Independent Primary schools.
B Group Primary schools.
C Peripatetic-Teacher-schools.
D Middle schools.
E High schools.
F Habitations without Primary Educational facilities.
G Primary schools suggested to be closed/shifted.
H Closing of Peripatetic-Teacher-schools.
ID Inter-district educational provision.
TD Inter-district transfer of villages.

Then follow the Statements :—

TS Inter-State transfer of villages (State Table only).
X Area, population—Urban and Rural.
Y Towns and villages as per Census and survey.
Z Educational institutions "Before and After Planning" under 3 classifications.
M Educational needs of minorities.

These are followed by Summary Tables:—

A Analysis of census data.
B Population: Percentages and Densities.
C Population of Primary, Middle and High schools—Existing and After Planning.
D Ratio of Primary—Middle—High schools—Existing and After Planning.
E Ratio of villages to habitations.
F Percentages of rural population with and without educational facilities.
SCST Scheduled castes and Scheduled tribes.
CDP Community Development Projects.
Topo Code numbers of topo-sheet pattern of districts.

In the following chapters an attempt is made to analyse the important Tables and their essential characteristics. Those left out from this analysis only elucidate the main ones in greater detail.

CHAPTER 36

EDUCATIONAL FACILITIES

Types

CHAPTER 36

EDUCATIONAL FACILITIES

Types

36·1 All educational facilities, in the manner in which they are served, fall under two broad but important types : first, of home service wherein the school, of whatever stage, is located in the habitation where the child resides so that walking to school is minimised to the most ; second, where a habitation in which a child resides has no school and the child has to walk to the nearest habitation with a school. In the second case the distance a child has to walk to school is determined by the distance target specified for the survey. At the Primary stage it is a mile, at the Middle stage 3 miles and at the High school stage 5 miles. All the three stages of education can be and are served in these two ways. At the Middle and High school stages these would be the only two ways in which these facilities can be served to children.

36·2 At the primary stage these two modes of providing education can be administered by three different types of schools, each of them providing both home service and neighbourhood service. Schools are classified as Independent Primary schools, Group Primary schools or Peripatetic-Teacher-schools—each of which serves children of the habitations in which they are situated and children of the neighbourhood also. The distinction between Independent schools and Group schools is a matter of forced circumstances. Every school ideally is a Group school as there can never be any restriction on children from neighbouring habitations, however far, attending it. But in practice when a school is so located that it has no other habitations close-by within a mile, then, in the matter of enforcing compulsion no habitations can be tagged on to it to form a Group school and in such cases the school becomes an Independent Primary school. If, however, children from neighbouring habitations within a mile of the school can be compelled to walk to school, then, the school becomes a Group school serving the needs of not only the home habitation but also of others in the vicinity. In an ideal pattern of educational administration walking to school should be cut down to the minimum and this can only be done by providing each habitation with its own school. This, however, is not economically workable and Group schools have an important function in educational administration. In contrast, the Peripatetic-Teacher-schools are a make-shift educational provision for serving far-scattered habitations with scanty population of 100 or 200. The Peripatetic-Teacher-schools transfer the walking to school from the child to

the teacher who oscillates between two small habitations serving the needs of each in three recognised methods:—

(*i*) when the habitations are not too far off but about 1½ to 2 miles, the teacher teaches one centre in the morning and the other in the afternoon involving a walking to and fro during the day;

(*ii*) when the habitations are further apart, 2 to 3 miles, the teacher holds his session on alternate days at each of the centres;

(*iii*) when the distance between the two habitations is nearer to 5 miles, he holds the school at each centre 3 days of the week moving to the other centre for the next 3 days. It should be noted that the strain on the teacher in the enforced physical movement from one centre to the other is fairly compensated by the smaller number of children he has to instruct at each centre. In any case the Peripatetic-Teacher facility is the last resource in educational provision when Independent or Group schools are not justifiable. To make this provision more effective and to bring in more children, it is possible to tag on to each centre such of the nearby habitations as fall within a mile walking-distance Peripatetic-Teacher-Centres can thus be Group centres also, bringing slightly larger numbers for instruction at each centre.

36·2·1 The provision of schools at the Primary stage is mainly governed by the population target of 300. Because of this low population requirement, all statistical data regarding Primary schools has to be expressed in statistical terms of habitations and population in slabs with 100 population differences in the lower slabs. This provision will cover all slabs from "5000 and over" to "below 100". It would be rare to locate a school in any habitation with a population less than 300 unless justified by very compelling reasons. Peripatetic-Teacher-Centres are governed by a population requirement of 200 or less and very rarely and for justifiable reasons for population above 300. Situations do arise when Peripatetic-Teacher-schools have to be operated between centres having population more than 300, however exceptional these may be. There are habitations with a fairly large population, say, of 400, which are by local circumstances antipathic to schooling. In these cases, though the population justifies award of a school, the number of children that may be forthcoming even under compulsion may not justify its location. Peripatetic-Teacher-schools may be considered as a preliminary initiation into the habits of schooling, and after a time, with a better response from the community, this should convert to full-time instruction. The Peripatetic-Teacher-school has been instituted only in the 24 districts of old Bombay State, the new regions of Marathwada-Vidarbha and Saurashtra-Kutch, when they came into the State, having only the orthodox type of full-time instruction schools. The old Bombay State, perhaps, is the only State in the Indian Union which has experimented on this type of part-time instruction to provide the barest minimum of educational provision to smaller and far-flung habitations. The information and data about Peripatetic-Teacher-schools are recorded in a manner similar to that of Group schools, under slabs of population as well

as the distance between the two centres. The Peripatetic-Teacher-schools yield further particulars in additional Tables—the School-Areas, the distances teachers have to walk and the distances which children have to walk to school, all of which are two-way Tables.

According to the instructions of the Ministry of Education, the school-area of a Peripatetic-Teacher-school is the total population of the two or more habitations served by a Peripatetic-Teacher. This was to account for the number of children served by a teacher. Besides, if the Peripatetic-Teacher service was closed, then, automatically both the centres were bereft. This bond between the two centres justified including the population served at both the centres to represent the school-area of Peripatetic-Teacher-schools. In Bombay State, however, the School-area of Peripatetic-Teacher-schools was considered as two per teacher, the population served at each centre being treated as an independent school-area. The reasons for this are: these centres, in course of years, would grow up into one-teacher school facilities providing full-time instruction. Treating each centre as an independent school-area would provide ready data for future conversion of the Peripatetic-Teacher facilities into a single-teacher facility which is not possible if the two centres are treated as one school-area. Mathematically, the school-areas, as defined by the Ministry of Education, would be exactly half of those documented in the records of the State.

36·2·2 There is yet another facility which is receiving wider practice in the 24 districts of old Bombay State. When a habitation is at a distance of a mile or a little more from a school, instead of forcing the children to walk to school, especially in the lowest standard I, the main school deputes a teacher to the habitation to give local instruction, if the numbers attending instruction justify such a measure. This administrative device is used to provide home instruction to children of 7 and below to eliminate compulsorily walking to school, and, secondly, to bring more children under instruction by offering them a home facility. Though these are called branch schools they are not recorded as Schools departmentally as the teacher so deputed is on the establishment of the regular school. In the survey records, however, these branch schools have been treated as Independent or Group schools depending on the number of habitations served by such provision, as, in course of time, these will grow into at least one-teacher schools.

36·2·3 For the purposes of this survey only three categories of instruction were recognised and documented: Independent Primary schools, Group Primary schools and Peripatetic-Teacher-schools. Correspondingly the statistical Tables giving data about these fell into three series corresponding to these three types.

36·3 MIDDLE SCHOOLS

The provision of Middle schools is determined by a minimum population requirement of 1500 and, for grouping, a walking distance

of 3 miles. To represent the data on account of Middle schools statistically, the slabs of population were not with differences of 100 but:

5000 and above.
2000—4999.
1500—1999.
1000—1499.
Below 1000.

While in the case of Group Primary schools the distances the children had to walk to school were recorded at ½ mile differences, the habitations served by Middle schools were classified under three general heads:—

having a school in them,
served by a school outside,
not served by any school.

The statistical Tables representing the data about these were all two-way tables with slabs vertically and type of facility horizontally.

36·4 HIGH SCHOOLS

The data about High schools are recorded in a manner similar to those of Middle schools. The slabs of population are identical and the types of facilities the same.

36·5 EXISTING

It is necessary to define, however briefly, what "Existing" connotes in the context of this survey. The schools as established and functioning on 31st March 1957, in most cases, were established on the basis of the census data of revenue villages. They were supposed to serve a population recorded in the Census Hand-Book which very often was not true in practice. Even in areas of compulsion, grouping of schools was solely based on the data supplied by the Census. The existing picture of educational provision was, therefore, completely dependent on the census data. In the survey, after breaking down the census revenue villages into habitations, the survey further proceeded to utilise to the maximum the existing schools on the basis of the educational Census Hand-Book—the Rural Habitation Register and the topo-sheets. The existing schools were tagged with feeders, wherever possible, within the specified one mile walking-distance, thus using the existing provision to the maximum. The educational facilities thus provided on the basis of habitations and not of revenue villages, on the basis of topo-sheets and the evidence collected in the survey meetings, are termed "Existing".

36·6 PROPOSED

When the existing institutions had been utilised to the maximum benefit of the rural area, the survey, then, undertook proposing new institutions of all categories to cover the habitations left out of the

existing provision. The proposals were in the form of recommending, based on the population—distance targets, new institutions, either Independent or Group, depending on the local pattern of the habitations in the area. Appropriate Tables were compiled to indicate the proposals of all types in a manner similar to those of the existing.

36·7 AFTER PLANNING

After Planning should not be considered as Existing plus Proposals. Under the existing situation maximum utilisation was achieved by providing as many habitations as possible with educational facilities according to the population-distance specifications. But in framing proposals, a habitation on the merits of its population would be awarded a new school, so that under the proposals, it would be served by an Independent school and its original status as a feeder would get nullified. Again, a Group school under existing conditions may get converted into an Independent school after one or two of its feeders, on merit, receive proposed schools. These and many other changes in the existing situation would be covered under proposals. Hence, though the After Planning picture would be a sum of the Existing and Proposed in its effect, it would not be an algebraic sum of these two. The After Planning situation gave a combined picture of the provision under proposals *plus* under existing, if the proposals which effect the existing are eliminated. Mathematically, it would be true to say that 'After Planning' is equal to 'Existing' and 'Accepted' *plus* 'Proposed.'

CHAPTER 37

PRIMARY SCHOOL STAGE

Existing

Independent Primary Schools

(G.C.P.) I-A Na 31—24

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

EXISTING—14 DISTRICTS OF OLD BOMBAY STATE (MARATHI)

SERIAL NO.	DISTRICT	Total number of Habitations	HABITATIONS SERVED BY				TOTAL POPULATION.	POPULATION SERVED BY				PERCENTAGE OF POPULATION SERVED BY				
			Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No Schools		Independent Schools	Group Schools	Peripatetic-Teacher-schools	No schools	All schools	Independent schools	Group schools	Peripatetic-Teacher-Schools	No Schools
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	GB: 1 Greater Bombay.	82	38	12	..	32	145498	99525	18690	..	27283	81·25	68·40	12·85	..	18·75
2	M: 2 Ahmednagar ..	2777	1203	1390	2	182	1215937	774718	419176	507	21536	98·23	63·71	34·48	0·04	1·77
3	M: 10 Dangs ..	326	20	164	..	142	47377	4988	26984	..	15405	67·49	10·53	56·96	..	32·51
4	M: 11 East Khandesh	1547	879	582	12	74	1004068	757547	235778	2415	8328	99·17	75·45	23·48	0·24	0·83
5	M: 12 Kolaba ..	3031	507	1836	51	637	813055	255972	473437	9533	74113	90·89	31·48	58·24	1·17	9·11
6	M: 13 Kolhapur ..	2056	820	926	74	236	1031303	754308	240107	10984	25904	97·48	73·14	23·28	1·06	2·52
7	M: 16 Nasik ..	2650	1003	1173	38	436	1066497	708202	297842	7892	52561	95·07	66·40	27·93	0·74	4·93
8	M: 17 North Satara	2294	910	1117	40	227	1035844	634541	357841	7754	35708	96·55	61·25	34·55	0·75	3·45
9	M: 20 Poona ..	3319	906	1517	181	715	1122182	539218	450783	31120	101061	91·00	48·06	40·17	2·77	9·00
10	M: 21 Ratnagiri ..	5041	1160	3291	25	565	1606321	618952	889006	3799	94564	94·11	38·53	55·34	0·24	5·89
11	M: 22 Sholapur ..	1502	1126	283	14	79	1054829	892325	149170	2346	10988	98·96	84·59	14·14	0·23	1·04
12	M: 23 South Satara	988	638	284	12	54	753519	601741	142037	1427	8314	98·90	79·86	18·85	0·19	1·10
13	M: 24 Thana ..	4085	557	2737	267	524	965674	316072	537959	37938	73705	92·37	32·73	55·71	3·93	7·63
14	M: 26 West Khandesh.	2172	887	823	223	239	951313	643592	239182	31405	37134	96·10	67·65	25·14	3·31	3·90
REGION OF "14" DISTRICTS ..		31870	10654	16135	939	4142	12813417	7601701	4477992	147120	586604	95·42	59·32	34·95	1·15	4·58

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

EXISTING—10 DISTRICTS OF OLD BOMBAY STATE (GUJARATI)

SERIAL NO.	DISTRICT	HABITATIONS SERVED BY					TOTAL POPULATION.	POPULATION SERVED BY				PERCENTAGE OF POPULATION SERVED BY				
		Total Number of Habitations.	Independent Schools.	Group Schools.	Peripatetic-Teacher-Schools.	No Schools		Independent Schools.	Group Schools.	Peripatetic-Teacher-Schools.	No Schools.	All Schools.	Independent Schools.	Group Schools.	Peripatetic-Teacher-Schools.	No Schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	G: 28 Ahmedabad ...	1003	603	285	32	83	676920	526723	124323	6852	19022	97·19	77·81	18·37	1·01	2·81
2	G: 29 Amreli ...	368	189	26	70	83	230873	177535	17072	19538	16728	92·75	76·89	7·39	8·47	7·25
3	G: 30 Banaskantha	1343	548	152	462	181	657643	434938	78581	113683	30441	95·35	66·14	11·95	17·26	4·65
4	G: 31 Baroda ...	2059	698	796	18	547	899951	558498	252102	4261	85090	90·55	62·06	28·02	0·47	9·45
5	G: 32 Broach ...	1423	459	608	53	303	579866	355788	169891	10645	43542	92·49	61·35	29·30	1·84	7·51
6	G: 35 Kaira ...	1721	752	928	14	27	1178941	794472	375660	4792	4017	99·66	67·39	31·86	0·41	0·34
7	G: 38 Mehsana ...	1588	706	501	173	208	1151199	783098	271573	47142	49386	95·71	68·02	23·59	4·10	4·29
8	G: 39 Panchmahals..	2477	860	1094	304	219	1013301	554632	346701	62421	49547	95·11	54·74	34·22	6·15	4·89
9	G: 40 Sabarkantha ...	1754	462	921	101	270	637369	322701	247949	16705	50014	92·15	50·62	38·90	2·63	7·85
10	G: 42 Surat ...	2614	1289	1049	47	229	1446935	990082	418271	10284	28298	98·05	68·43	28·91	0·71	1·95
	REGION OF "10" DISTRICTS ...	16350	6566	6360	1274	2150	8472998	5498467	2302123	296323	376085	95·56	64·89	27·17	3·50	4·44

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

EXISTING—5 DISTRICTS OF MARATHAWADA

SERIAL NO.	DISTRICT	Total Number of Habitations	HABITATIONS SERVED BY				TOTAL POPULATION	POPULATION SERVED BY				PERCENTAGE OF POPULATION SERVED BY				
			Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No School		Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No Schools	All Schools	Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No Schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	M: 5 Aurangabad...	2180	596	663	.....	921	1013308	521614	248194	.....	243500	75·97	51·48	24·49	...	24·03
2	M: 7 Bhir ...	1545	405	387	.... .	753	741351	342117	196139	.....	203095	72·61	46·15	26·46	...	27·39
3	M: 15 Nanded ...	1957	396	635	.....	926	817318	335959	253909	.....	227450	72·17	41·11	31·06	...	27·83
4	M: 18 Osmanabad ...	1728	628	405	.....	695	1054072	637895	211431	.....	204746	80·58	60·52	20·06	...	19·42
5	M: 19 Parbhani ...	1755	513	289	.....	953	858023	468687	154527	.....	234809	72·64	54·62	18·02	...	27·36
	MARATHAWADA ...	9165	2538	2379	.....	4248	4484072	2306272	1064200	.....	1113600	75·16	51·43	23·73	...	24·84

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

EXISTING—8 DISTRICTS OF VIDARBHA.

SERIAL NO.	DISTRICT	HABITATIONS SERVED BY					POPULATION SERVED BY					PERCENTAGE OF POPULATION SERVED BY				
		Total Number of Habitations	Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No Schools	TOTAL POPULATION	Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No Schools	All Schools	Independent Schools	Group Schools	Peripatetic-Teacher Schools	No Schools
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	M: 3 Akola ..	1,486	557	763	....	166	741,238	410,027	296,593	....	34,618	95·33	55·32	40·01	....	4·67
2	M: 4 Amravati.	1,504	538	669	....	297	747,838	448,077	257,468	....	42,293	94·35	59·92	34·43	....	5·65
3	M: 6 Bhandara.	1,874	330	1,008	....	536	980,164	364,958	485,070	....	130,136	86·72	37·24	49·48	....	13·28
4	M: 8 Buldana ..	1,223	641	392	....	190	726,559	521,188	174,311	....	31,060	95·73	71·74	23·99	....	4·27
5	M : 9 Chanda..	2,685	372	879	....	1,434	885,274	335,512	337,482	....	212,280	76·02	37·89	38·13	....	23·98
6	M: 14 Nagpur ..	1,723	291	697	....	735	661,732	252,599	275,260	....	133,873	79·77	38·17	41·60	....	20·23
7	M: 25 Wardha..	964	302	492	....	170	413,203	222,319	167,096	....	23,788	94·24	53·80	40·44	....	5·76
8	M: 27 Yeotmal..	1,721	600	568	....	553	816,070	464,647	217,409	....	134.014	83·58	56·94	26.64	....	16·42
	VIDARBHA ..	13,180	3,631	5,468	....	4,081	59,72,078	30,19,327	2,210,689	....	742,062	87·57	50·55	37·02	....	12·43

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

EXISTING—6 DISTRICTS OF SAURASHTRA-KUTCH

SERIAL NO.	DISTRICT	Total Number of Habitations	HABITATIONS SERVED BY				TOTAL POPULATION	POPULATION SERVED BY				PERCENTAGE OF POPULATION SERVED BY				
			Independent Schools	Group Schools	Peripatetic Teacher Schools	No School		Independent Schools	Group Schools	Peripatetic Teacher Schools	No Schools	All Schools	Independent Schools	Group Schools	Peripatetic Teacher Schools	No Schools
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	G : 33 Gohilwad ..	1085	808	215	..	62	702162	602662	87959	..	11541	98·36	85·83	12·53	..	1·64
2	G : 34 Halar ..	712	494	143	..	75	389099	321843	55551	..	11705	96·99	82·71	14·28	..	3·01
3	G : 36 Kutch ..	1029	507	184	..	338	456535	342154	65420	..	48961	89·28	74·95	14·33	..	10·72
4	G : 37 M. Saurashtra	983	827	101	..	55	637895	590959	35515	..	11421	98·21	92·64	5·57	..	1·79
5	G : 41 Sorath ..	1127	760	185	..	182	676356	567314	84243	..	24799	96·33	83·87	12·46	..	3·67
6	G : 43 Zalawad ..	650	517	55	..	78	346251	312573	16752	..	16926	95·11	90·27	4·84	..	4·89
SAURASHTRA-KUTCH ..		5586	3913	883	..	790	3208298	2737505	345440	..	125353	96·09	85·33	10·76	..	3·91

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

EXISTING—43 DISTRICTS OF NEW BOMBAY STATE

SERIAL NO.	REGION.	HABITATIONS SERVED BY					TOTAL POPULATION	POPULATION SERVED BY				PERCENTAGE OF POPULATION SERVED BY				
		Total Number of Habitations	Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No School		Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No. Schools	All Schools	Independent Schools	Group Schools	Peripatetic-Teacher Schools	No Schools
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Of "14" Districts.	31870	10654	16135	939	4142	12813417	7601701	4477992	147120	586604	95·42	59·32	34·95	1·15	4·58
2	Of "10" Districts...	16350	6566	6360	1274	2150	8472998	5498467	2302123	296323	376085	95·56	64·89	27·17	3·50	4·44
3	Marathawada ...	9165	2538	2379	...	4248	4484072	2306272	1064200	...	1113600	75·16	51·43	23·73	...	24·84
4	Vidarbha ...	13180	3631	5468	...	4081	5972078	3019327	2210689	...	742062	87·57	50·55	37·02	...	12·43
5	Saurashtra-Kutch ...	5586	3913	883	...	790	3208298	2737505	345440	...	125353	96·09	85·33	10·76	...	3·91
	STATE ...	76151	27302	31225	2213	15411	34950863	21163272	10400444	443443	2943704	91·58	60·55	29·76	1·27	8·42

CHAPTER 37

PRIMARY SCHOOL STAGE

Existing

Independent Primary Schools

37·1 Primary educational provision, in terms of schools, can be served through three types of institutions—Independent Primary schools, Group Primary schools and Peripatetic-Teacher-schools. Of these the Peripatetic-Teacher-Schools stand as a class by themselves as they, in reality, form not schools in the strict sense, but instruction centres, as the teacher himself is a moving school. The difference between Independent and Group schools is more in their service than in their function. A Group school serves the habitation in which it is located as well as other neighbouring habitations that fall within a mile walking-distance from it. Its purpose, therefore, is multiple, and while serving other habitations, it serves the parent habitation also and to that extent, to the home habitation, it is an Independent school. An Independent school classified as such serves only the home habitation not because it was established for this specific purpose, but by force of natural circumstances, since there are no habitations within easy reach of it from which children can attend it. An Independent school may also serve only the home habitation if habitations fairly close-by which could have been served by it have their own schools. The Peripatetic-Teacher-schools are, after all, the last resort in educational provision. These really are experimental schools established with the purpose of initiating educational instruction in smaller and far-scattered habitations on a part-time basis. In the whole State, only in 24 districts, the regions of "14" and "10" Districts, have these been tried, while in the other 3 regions of Marathawada, Vidarbha and Saurashtra-Kutch there are no Peripatetic-Teacher-schools in existence on 31st March, 1957.

It should also be understood that Independent and Group schools in the sense used in the survey are not departmentally classified as such. These schools are termed Independent and Group in the survey on the basis of a thorough attempt to utilise the existing schools to their fullest extent by providing, as far as possible, a greater coverage of habitations and population for enlarging their utility. For example, the Branch schools which have been instituted in the 24 districts of the old Bombay State have been classified as Independent or Group in the survey depending on their nearness to other habitations which they could serve. Many Independent schools, in the survey, received feeder habitations from the vicinity and became Group. Most of the existing Peripatetic-

Teacher-schools were of the two centre type without feeders at either of the centres. When those were nearby habitations to any of the centres, they were tagged on so that the centres became group centres. The Statistical Tables recording the data about habitations and their population relating to all these three types of schools are representative of the maximum utilisation of existing educational facilities. This chapter will deal with the manner and method by which the 76151 rural habitations in the State have been covered by existing educational facilities under the different categories of Primary educational provision and those left out of this provision.

37·2 INDEPENDENT SCHOOLS : IIIA Series

These Tables give a slabwise break-up from "5000 and above" to "below 100" of habitations and their population falling under them of all Independent schools. Normally these schools could be expected only in higher slabs of population, 1000 and above, and a few in slabs below this population. Branch schools which have been treated as Independent may, in many cases, come under lower population slabs.

Of the 76151 rural habitations in the State, 27,302 habitations have Independent Primary schools serving the needs of the habitations in which they are located. These have no feeders, either because there are no habitations close-by, or, if there are, they have their own schools. The break-up of these under regions are discussed below.

37·3 (4/14-4)*

In the region of "14" Districts, there are as many as 10,654 Independent Primary schools serving the needs of a population of 7601701. Their distribution shows that the majority of the habitations in the upper slabs "above 500" have these schools and those in other slabs are possibly Group schools. Educational advance in these "14" Districts has been fairly rapid and the facilities very well diffused and as such a large number of habitations, even "below 500", also contain Independent schools. In fact, 95 habitations with a population "below 100" have these, and, 823 in the slab 100-199 and 1546 in 200-299. The total habitations in this region are 31,870, out of which nearly 1/3rd (10,654) are covered by Independent schools. In the district break-up of these schools, Sholapur and South Satara show a very high percentage of the total habitations having Independent schools indicating the extent of provision available in these districts as well as the distances between the habitations. In most of the other districts the proportion of the total rural habitations having Independent schools, is much lower, East Khandesh having 879 out of 1547, Kolaba 507/3031, Poona 906/3319. Thana as few as 557/4085. In these districts habitations being fairly concentrated the number of Independent schools is proportionately less and the Group schools proportionately more. If the population served by Independent schools is to be criterion of the density of educational

* *Vide* Table on page 361 also.

provision under Independent schools, 84·59 per cent of the rural population of Sholapur is served by Independent schools.

79·86 per cent of S. Satara,
75·45 per cent of East Khandesh,
73·14 per cent of Kolhapur,
which are high percentages. In contrast,
in Dangs only 10·53 per cent,
in Kolaba 31·48 per cent,
in Thana 32·73 per cent, and
in Ratnagiri 38·53 per cent.

of the rural population is served by Independent schools. In the whole of this region, the 10,654 habitations served by Independent schools cover a population of 59·32 per cent of the total rural population, a fairly high percentage. This indicates that more than half the rural population of the district is served by a home facility at the Primary level. The total population served at home will be much higher than 59·32 per cent as the population served by Group schools in their home habitations will contribute to raise this percentage.

(4/10-4)*

37·4 In the region of "10" Districts, out of 16350 habitations 6566 are served by Independent schools. This is a low number partly indicative of the spread of habitations in this region. The majority of the habitations in the upper slabs are covered by these schools and even in the lower slabs home provision is available, as many as 2279 out of 6566 habitations served by Independent schools falling in slabs "below 500". There are 29 habitations in the slab "below 100" having Independent facilities, 234 in the slab 100-199 indicative of either Branch schools or Single-Teacher-schools located in these low population groups. A scrutiny of the district break-up of this region presents a fairly mixed picture. In Panchmahals 860 habitations out of 2477 are served by Independent schools, in Mehsana 706/1588, in Baroda 698/2059, in Banaskantha 548/1343, indicating that in these districts the habitations are much closer and can be served by Group schools. In contrast, in Surat, 1289/2614 are served by Independent schools,

603/1003 in Ahmedabad,

752/1721 in Kaira. The percentage of rural population served by Independent schools is highest in Ahmedabad, 77·81, 76·89 in Amreli, 68·43 in Surat and the lowest percentage of 50·62 in Sabarkantha, the regional average of 64·89 per cent being the rural population served by Independent schools. This percentage is much higher than that of the region of "14" Districts with respect to population served by Independent schools.

* *Vide* Table on page 362 also.

(4/5-4)*

37·5 Marathawada, in the matter of educational provision under Independent schools, makes a poor showing. Out of 9165 rural habitations only 2538 are served by these schools. In this region many of the habitations in the " 500 " slab are not covered by these schools and in the lower slabs, especially 300-399, there are only 102 habitations out of 1119 having these schools. Amongst the 5 districts almost everyone has a low proportion of habitations served by Independent schools. Nanded has 396 habitations covered by Independent schools out of 1957,

Parbhani 513/1755,

Bhir 405/1545,

Aurangabad 596/2180, and

Osmanabad 628/1728.

The percentage of rural population covered by Independent schools works out at 51·43, the second lowest in the regions of the State, 50·55 being the lowest for Vidarbha. Of all the districts, Osmanabad has the highest percentage of rural population served at home by Independent schools, 60·52, Parbhani 54·62, Aurangabad 51·48 and Nanded only 41·11. As will be seen later the Group schools in this region serve a much lower percentage of population than the Independent schools do.

(4/8-4)**

37·6 In Vidarbha only 3631 habitations are served by Independent schools out of 13180. The habitations in the upper slabs " above 500 " are fairly well served, in the lower slabs the facilities are poor as illustrated by 431, 276, 73 and 8 habitations being served in the slabs 300-399, 200-299, 100-199 and " below 100 " respectively. The distribution of these 3631 Independent schools in the districts also do not present a happy picture. Nagpur has only 291 habitations out of 1723 served by Independent schools,

Chanda 372/2685,

Bhandara 330/1874,

Akola 557/1486.

The percentage of rural population served averages 50·55 for the region, Buldana having the highest percentage of 71·74,

Amravati ... 59·92 per cent,
Akola ... 55·32 per cent,
Wardha ... 53·80 per cent,
Yeotmal ... 56·94 per cent, and

Bhandara and Chanda above 37 per cent. As will be seen later even under Group schools the districts of this region do not exhibit better provision.

* *Vide* Table on page 363 ; ** 364 also.

(4/6-4) *

37·7 Of all the regions in the State, the Saurashtra-Kutch region is served by the greatest number of Independent schools in relation to the total number of rural habitations, as many as 3913 habitations out of 5586 being served by these. Upper slabs have high concentration of Independent schools and even in the lower slabs the provision is fairly dense. In the slab 200-299, out of 712 habitations 470 are served, in 100-199, 312/712. Because of a fairly large number of habitations in this region having large population and the distances between habitations also being great, the number of Independent schools is considerable. In Madhya Saurashtra 827 habitations out of 983 are served by Independent schools,

517/650 in Zalawad,

808/1085 in Gohilwad and as good a proportion in the other districts. The provision under Group schools is much less as will be seen later. The percentage of rural population served in this region is the highest in the State, 85·33, the region of "10" Districts coming next with 64·89. In Madhya Saurashtra 92·64 of the rural population is served by Independent schools,

90·27 per cent. in Zalawad,
85·83 per cent in Gohilwad,
83·87 per cent in Sorath,
82·71 per cent in Halar, and the lowest,

74·95 per cent in Kutch. These high percentages of population served by Independent schools are matched with extremely low percentages for Group schools.

(4/43-5)**

37·8 The over-all picture in the State with regard to Independent school provision is fairly high, 27302 habitations out of 76151 being served by home facility by Independent schools. The percentage for the State works out at 60·55 of the rural population. Of the 5 regions in the State, Vidarbha has the lowest percentage, 50·55 per cent of the rural population served by Independent schools, with Saurashtra-Kutch the highest 85·33 per cent. The indication of a high or low percentage of population served by these schools is not truly indicative of the index of the density of home facilities. A much truer picture would be indicated by the Group schools in these regions or better still, by a combination of Independent and Group schools for assessing the provision at the Primary level. In the 24 districts of old Bombay State educational provision has been widely expanded to cover even habitations of population less than 300 under the various schemes introduced in the Five-Year Plans. Similar schemes of expansion and diffusion have not been carried out to as great an extent in other regions of the State, nor have the other regions pursued schemes of compulsion as in the districts of old Bombay State. The only region that shows a remarkable achievement is Saurashtra-Kutch. The position in the regions would be more complete and much clearer if the provision under Group schools is studied *vis-a-vis* that under Independent schools.

Vide Table on page * 365 : ** 366 also.

CHAPTER 38

PRIMARY SCHOOL STAGE

Existing

Group Primary Schools

CHAPTER 38

PRIMARY SCHOOL STAGE

Existing

Group Primary Schools

38·1 The data under Group schools has been documented at the district, regional and State levels in two series of Statistical Tables, the IV-A and IV-C series. The first series, IV-A, presents the numerical data about habitations and their population served by Group schools under population slabs from " 5000 and above " to " below 100 ". The Tables in this series do not, however, indicate the habitations in which these schools are located. As such the population served by these schools at " home " cannot be extracted from the Tables. As the Tables cover all habitations served by Group schools, the home habitations and the feeder habitations are not distinguishable. The IV-C series, however, indicates the location of the Group schools and also the distances of the feeder habitations from the schools. These are two-way Tables with the slabs of population vertically and the distances of habitations horizontally, the distances with differences of half a mile. Though this series indicates the habitations having schools, their exact population is not specified, but only the slab of population.

In IV-A Tables, normally, a majority of habitations in the lower slabs would be covered as the habitations with low population serve as feeders to Group schools situated in habitations with higher population. Habitations in lower slabs can also contain Group schools as their location in them is not determined by their own population but by the total population served by the school which will include the population of nearby habitations also.

It has been seen that out of 76151 habitations in the State only 27302 were served by Independent schools. The Group schools serve an additional 31225 habitations out of which 11432 are habitations containing the schools, the remaining being the feeder habitations. The difference between Independent and Group schools being mainly functional, the schools being of the same type in the sense that they are full time institutions, any assessment of either of them should

be in relation to the other. In the observations under Group schools, therefore, the relation between them and Independent schools will have to receive adequate mention.

38·2 (7/14-7) (10/14-10) and Break-up Tables*

In the region of "14" Districts, the coverage of Group schools in the number of habitations is fairly high, but the percentage of the rural population served by them, is proportionately much lower, especially in relation to the Independent schools. Whereas 10,654 habitations have Independent schools serving a population of 59·32 per cent, 16135 habitations served by Group schools cover only 34·95 per cent of the rural population. The main reason for this apparent anamoly is that the 16135 habitations covered by Group schools fall, most of them, in the lower slabs of population as against the location of independent schools, which are all in higher slabs.

Since the criterion for a Group school is a minimum population of 300, not of one habitation but of the habitations served, the majority of the Group schools would be serving habitations of low population. This is evident from the fact that out of 16135 habitations served by Group schools as many as 13897, a very large proportion, fall in slabs "below 500" and only about 2200 in slabs "above 500"; as many as 4845 fall in the slab "below 100", 4749 under slab 100-199 and 2324 under slab 200-299. The district break-up of these 16135 habitations reveals considerable divergence. In Dangs the number of habitations served by Independent schools to the number of habitations served by the Group schools is 20 habitations to 164 habitations, in Kolaba 507 to 1836 and in Thana 557 to 2737, showing a very high coverage by Group schools compared to a very low density of Independent schools. The same is nearly true, but not to the same high degree, in the other districts, the exceptions being West Khandesh, 887 served by Independent schools to 823 served by Group schools, South Satara 638 to 284, and Sholapur 1126 to 283. The large number of habitations served by Group schools in comparison with those served by Independent schools is mainly due to the closer cluster of habitations in districts like Ratnagiri, Thana and Kolaba where the habitations served by Independent and Group schools are 1160 and 3291, 557 and 2737, and 507 and 1836 respectively.

Though the number of habitations covered by Group schools appears large, the population coverage is not proportionate, the habitations being of the lower population slabs. As such the percentage of rural population served by Group schools, normally, is much less than the percentage served by Independent schools. In the region as a whole the percentage of rural population served by Group schools is 34·95 as against 59·32 served by Independent schools. The general overall relation in percentages between the population served by Group schools and Independent schools is not consistently reflected in the

* *Vide* Table on page 361 also.

districts of the region. The comparative percentages for the population served by Independent schools and Group schools show two diametrically opposite relations.

In Dangs the percentages are	...	10·53 and 56·96,
in Kolaba	...	31·48 and 58·24,
in Ratnagiri	...	38·53 and 55·34,
in Thana	...	32·73 and 55·71,

clearly indicating the very large number of habitations served by Group schools. In contrast some of the districts present a contrary relationship in the percentages.

Ahmednagar	...	63·71 and 34·48
East Khandesh	...	75·45 and 23·48
Kolhapur	...	73·14 and 23·28
Nasik	...	66·40 and 27·93
Sholapur	...	84·59 and 14·14
West Khandesh	...	67·65 and 25·14

This contrary relation is mainly due to the provision of a large number of schools in these districts so that the coverage left for Group schools is very limited.

The above observations cover all rural habitations served by Group schools without distinguishing the habitations containing the schools from the habitations that serve as feeders. The demarcation between these two types of habitations served by Group schools is presented by IV-C series of Tables. Out of 16135 habitations covered by Group schools, 5784 had schools in them, while the remaining 10351 were their feeders. This is a fairly high degree of neighbourhood service by Group schools. Of these 10351 feeders offered, nearly half are within half a mile and most of the rest within 1 mile and only 429 beyond one mile. The location of the schools is distributed with 2064 of them in slabs "above 500" and the remaining 3720 in "below 500". The district break-up of their feeders throws more light on the spread of habitations and the neighbouring facility offered by these schools. In Thana 2737 habitations are served by 779 Group schools, in Kolaba 1836 by 688 schools, in Ahmednagar 1390 by 509 schools, in Ratnagiri 3291 by 1143 schools and in the other districts, the relation between the total habitations served and the number of schools is very moderate.

38·3 (7/10-7) (10/10-10) and Break-up Tables*

In the region of "10" Districts, out of 16350 habitations the Group schools serve in all 6360 habitations and Independent schools 6566 habitations, almost equal numbers. Judging from percentages of rural population served by these schools, it is noticed that while 6566 Independent schools serve a population of 64·89, the 6360 habitations served by Group schools cover only 27·17 per cent of the population indicating that though the number of habitations is large, their population is not as the habitations fall in the lower slabs. Out of 6360 habitations as many as 5144 fall "below the slab 500" and the remaining 1216 in slabs "above 500". As Independent and Group schools are complementary between them they serve as many as 12926 habitations with full-time instruction.

A scrutiny of the break-up of habitations served by Group schools in relation to those served by Independent schools reveals consider able divergence. In Banaskantha, the relation between the habitations served by Independent schools and Group schools is 548 habitations to 152 habitations, in Amreli 189 to 26, because habitations in these two districts, in particular, are far-scattered and hence, difficult to tag on as feeders to schools. In almost all the other districts, this relation is in the inverse order. In Panchmahals it is 860 to 1094, in Kaira 752 to 928, in Sabarkantha 462 to 921. The over-all picture of near equality between the habitations served by Independent schools and Group schools is not reflected in any of the districts of the region. The percentage coverage of the rural population by Independent and Group schools shows a similar divergence. In Amreli the relation between the habitations served by Independent schools and Group schools is 189 to 26 and the relation between the percentage of population served is 76·89 to 7·39, and in Banaskantha 66·14 to 11·95 as against the habitations 548 and 152. In the other districts, inspite of the fact that the number of habitations served by Group schools is more than those served by Independent schools, the percentages are in inverse order. The relation between the percentage served by Independent schools to Group schools in Ahmedabad is 77·81 to 18·37, in Surat 68·43 to 28·91, in Mehsana 68·02 to 23·59, in Kaira 67·39 to 31·86, and in the other districts almost with similar differences. This is because the region has fewer smaller habitations almost all of which are covered by Group schools while the bigger habitations are covered by Independent schools.

The scrutiny of Table IV-C reveals that the 6360 habitations are served by 2359 schools, out of which 1122 are in slab "above 500" and 1237 in slabs "below 500". The distances of the 4001 feeder habitations indicate that 1638 are within half a mile, 2221 within a mile and 142 within 1½ miles. This roughly indicates the greater distance (more than half mile) at which feeder habitations are situated in this region. A district break-up of IV-C Tables indicates that, in many cases, the habitations served at a distance are not

Vide Table on page 362 also.

comparably very high except in Surat where 1,049 habitations are served by 408 schools, in Sabarkantha 922 habitations served by 324 schools, in Panchmahals 1,094 are served by 381 schools and in others a similar ratio, but lower in Kaira and Baroda. In the other districts the feeders are very few. The region, as a whole, exhibits contrary characteristics in some districts, the feeders to Group schools being many and in some very few. Again, the habitations covered by Group schools in some districts are more than those served by Independent schools and in some quite the reverse. These variations indicate, on the whole, fairly widely scattered habitations as the average feeders to a Group school work out just a little less than 2 per school.

38·4 (7/5-7), (10/5-10) and Bread-up Tables*

The Marathawada region, in many respects, resembles the region of "10" Districts. Out of 9,165 habitations in the region 2,379 are served by Group schools as against 2,538 by Independent schools. This is clearly indicative of the fewer feeders that are available at walkable distances to form Group schools. The population served by Group schools in this region is 23·73 as against 51·43 by Independent schools.

Except in Aurangabad and Nanded, where the number of habitations served by Group schools is more than those served by Independent schools' in the other three districts, fewer habitations are covered by Group schools than Independent schools, in Bhir 387 to 405, in Osmanabad 405 to 628, in Parbhani 289 to 513.

The percentage of population served by the Group schools in relation to that served by Independent schools shows the same difference as in other regions, in Parbhani 54·62 per cent served by Independent schools and 18·02 served by Group schools, in Osmanabad 60·52 and 20·06 and in Aurangabad 51·48 and 24·49. The regional percentages are 51·43 per cent served by Independent schools and 23·73 per cent served by Group schools.

2,379 habitations are served by 836 schools, the rest of the habitations, 1,443, being feeders. Of the 1,443 feeders, 461 are within half a mile, 888 within one mile, 92 within 1½ miles and 2 just more than 1½ miles. As most of the bigger habitations have Independent as well as Group schools under the existing conditions, many of the neighbouring habitations get tagged on to the existing schools forming Group schools. In Aurangabad 663 habitations are served by 203 schools, in Nanded 635 by 240 schools. and in Osmanabad 405 are served by 157 schools. Most of the feeders are at distances of a mile indicative of the far-scattered habitations in the region.

**Vide* Table on page 363 also.

38·5 (7/8-7), (10/8-10) and Break-up Tables*

Vidarbha, like the region of "14" Districts, shows a high number of habitations, 5,468, served by Group schools as against 3,631 served by Independent schools. In Yeotmal the habitations served by Group schools and Independent schools are nearly equal, 568 and 600, in Bhandara, Chanda and Nagpur very many more-1,008 to 330, 879 to 372 and 697 to 291 respectively. In other districts the habitations served by Group schools are also more than those served by Independent schools. In the whole region the percentage of population served by Group schools works out at 37·02 as against 50·55 by Independent schools. The percentage of population of 37·02 is the highest for any region of Bombay State, Bombay being next with 34·95 and Saurashtra-Kutch, the least, with 10·76. In the 3 districts of Bhandara, Chanda and Nagpur the percentage population served by Group schools is higher, though of small margin, than the population served by Independent schools, as was noticed in the districts of Dangs, Kolaba. Ratnagiri and Thana. The common factor that these 3 districts of Vidarbha share with the 4 districts of the region of "14" Districts is that all these districts are highly wooded with unfavourable land features which contribute to scattering small habitations all over the countryside. Chanda, as a whole, and most of Bhandara, are typical areas covered with dense forests, as also Ratnagiri, Dangs, Kolaba and the parts of Thana which are covered with hills and forests and uneven land forms. In the other districts of Vidarbha, the percentage of rural population served by Group schools shows a lower percentage than the percentage for Independent schools as in other districts of the State, the differences being much less.

5,468 habitations are served by 1,957 schools, the remaining 3,511 being feeders. Of these 1,373 are at half a mile or less, 1,969 at one mile or less, and 169 at 1½ miles or less distances from the schools. As many as 1,115 schools are located in slabs "above 500" and only 842 in slabs "below 500" indicating the paucity of adequate number of habitations to serve as feeders. The district break-up of the feeders and schools shows a fairly large number of feeders to schools, 1,008 to 289 schools in Bhandara, 879 habitations served by 290 schools in Chanda, 697 by 266 schools in Nagpur, and almost a similar picture in the other districts.

In the region, as a whole, the Independent schools serve 50·55 per cent. of the population, the lowest for any region in the State and 37·02 per cent by Group schools, the highest for any region in the State. This does not, however, indicate that more feeders are available to schools than in other regions of the State. A very large number of habitations are left out of educational provision, the percentage of their population being as high as 12·43 for the region rising to 23·98 per cent in Chanda. In fact this is one of the regions next to Marathawada which requires considerable expansion to reach the smaller habitations which do not come within the scope of the existing schools.

**Vide* Table on page 364 also.

38·6 (7/6-7), (10/6-10) and Break-up Tables*

The region of Saurashtra-Kutch shows peculiar characteristics not found in any other regions of the State. Of the 5,586 habitations in the region only 883 are served by Group schools as against 3913 by Independent schools. Of these 883, as many as 686 fall in slabs "below 500" and the rest in the slabs "above 500". The reasons for this are two-fold. One, most of the bigger habitations in this region are provided with schools at a very liberal scale, and two, the habitations are far-scattered at great distances from each other than in any other region of the State. The district break-up reveals remarkable consistency.

The habitations served by Independent schools bear a consistent relation in all the districts. In Zalawad 55 habitations are served by Group schools to 517 by Independent schools, in Madhya Saurashtra 101 to 827, in Gohilwad 215 to 808, in Kutch 184 to 507 and almost the same relationship in the other districts. The number of habitations served by Group schools is much less than those served by Independent schools. The percentage of population, again, shows remarkable differences. In Zalawad the percentage of population served by Independent schools and Group schools are 90·27 and 4·84, in Madhya Saurashtra 92·64 and 5·57, in Gohilwad 85·83 and 12·53 and in the other districts the same relationship holds good, the differences being slightly less.

The 883 habitations served by Group schools are catered for by 396 schools, of which 184 fall in slabs "above 500" and 212 in slabs "below 500". The 487 feeders to the 396 schools are spread : 164 within half a mile, 300 within a mile, 22 within 1½ miles, and 1 at a distance of more than 1½ mles. In the districts, 98 schools of Gohilwad serve a total of 215 habitations, Halar, 63 and 143, Zalawad 27 and 55, Kutch, 83 and 184. The census villages of Saurashtra-Kutch have very few hamlets to them which makes provision by Group schools extremely difficult.

This is the only region in the State in which the percentage or rural population served by Independent schools is the highest, 85·33, and the percentage served by Group schools, the lowest, 10·76.

38·7 (7/43-8), (10/43-11) and Break-up Tables**

A review of the 5 regions of the State exhibits a variety of disparity in the matter of habitations and their population served by Group schools as compared to Independent schools. In the case of the region of "14" Districts and Vidarbha, more habitations are served by Group schools than by Independent schools, while in the other three regions, the habitations served by Group schools are much less than those served by Independent schools, Saurashtra-Kutch having the least proportion in this respect. Inspite of this, in the

Vide Table on page *365; **366 also.

over-all picture of the State, 31,225 habitations are served by Group schools as against 27,302 by Independent schools mainly due to the region of "14" Districts and Vidarbha. The percentage population served by Group and Independent schools are 29·76 and 60·55 respectively and the break-up of these in the regions of the State, however, does not show, as it did in the case of habitations, the same divergencies. The percentage of population served by Group schools is always less than that served by Independent schools, the difference being about—

Saurashtra-Kutch	...	... 75 per cent
Region of "10" Districts	...	... 37 per cent
Marathawada	...	... 28 per cent
Region of "14" Districts	...	... 25 per cent
Vidarbha	...	... 13 per cent

These percentages when read with the percentage of population left out of existing educational provision will truly reveal the likely causes behind the varying differences between the two percentages. These percentages are :—

Saurashtra-Kutch	...	... 3·91
Region of "10" Districts	...	... 4·44
Marathawada	...	... 24·84
Region of "14" Districts	...	... 4·58
Vidarbha	...	... 12·43

and the corresponding for the whole State 8·42. A more complete picture of the total educational provision in the State and its 5 regions would be discernible in a later chapter to follow.

CHAPTER 39

PRIMARY SCHOOL STAGE

Existing

Peripatetic-Teacher-Schools

CHAPTER 39

PRIMARY SCHOOL STAGE

Existing

Peripatetic-Teacher-Schools

39·1 The information and data about Peripatetic-Teacher-schools is exhibited in Tables of VA and VC series supplemented by those with suffixed letters A and B series. The VA series is parallel to the series in IIIA and IVA, giving slabwise habitations and the actual population of all the habitations served by these schools. As in Group school Tables IVA, the centres of instruction and the feeders, if any, are not discernible in the VA series of Tables. VC series corresponds to the IVC series of Group schools in that they are two-way tables, slabs and distances. The Tables do not give the actual population of the habitations falling under the different distances. The distances are those that "children have to walk". "No distance" column in these Tables indicates the location of the centres and the other columns, the distances of the feeder habitations from the centres. One divergence that Bombay State followed from the instructions issued by the Ministry of Education was that in Peripatetic-Teacher-schools, the school-area of each centre was distinguished and recorded separately and not of the 2 centres combinded to form one school-area. The reasons for this divergence, from the State administrative point of view, have already been explained in an earlier Chapter (III-36).

The VA and VC series were specified by the Ministry of Education, the first "Rural Habitations Served by Peripatetic-Teacher-Schools" and the second "Distances Children have to Walk in Peripatetic-Teacher-schools". These two Tables were supplemented by two others in Bombay State, one, "the Distances Teachers have to Walk" and the other, "School-Areas". It was felt that though the distances walked by children helped to indicate the distance of the feeder habitations from the centres, the distance walked by the teacher also had administrative importance, as also the school-areas of these schools. These two new series and the IVC series, which are all-two-way Tables, have been broken-up to show district break-up either way so that the position in each of the districts is available for scrutiny.

Normally this facility of a Peripatetic-Teacher is to be provided only for habitations in the "200 and below" slabs. But the peculiar and exceptional circumstances in some of the districts have necessitated

the introduction of this facility even to habitations in the higher slabs of "300-399" and "400-499". There are areas in some of the districts of the State, in particular the region of "10" Districts, where habitations even in higher slabs are antipathic towards education, the main reasons for this being the utter poverty of the people and their uncertain means of livelihood. In many cases it was found and verified that the population figures as given in the Census were not true to the situation on 31st March 1957. Some of the habitations classified in slabs of 300 and 400 had moving populations, mostly cattle breeders and sheep rearers who were, most of the time, on the move. The survey did not and could not make major and even drastic changes in population figures as has been explained elsewhere lest the survey should tend to be a Census. Hence, many of the habitations served by Peripatetic-Teacher facility will be found to have higher population figures than are justified by the specifications laid down for this type of facility.

It is worth mentioning that the Peripatetic-Teacher facility has been introduced only in the 24 districts of old Bombay State, the regions of "14" and "10" Districts, firstly, as an experimental measure to introduce to smaller and scattered habitations educational facilities with a view to enlarging and making these full-time in course of time. The regions of Marathawada, Vidarbha and Saurashtra-Kutch on 31st March 1957 did not contain any Peripatetic-Teacher-schools.

In the State on 31st March 1957, there were as many as 2,213 habitations served by Peripatetic-Teacher facilities covering a population of 4,43,443, 1,274 of these in the region of "10" Districts and 939 in the region of "14" Districts. A brief review of these follows.

39·2 (19/14-19), (20/14-20), (22/14-22), (24/14-24) and Break-up Tables*

In the region of "14" Districts out of 31,870 as few as 939 habitations are covered by Peripatetic-Teacher facilities as against 10,654 by Independent schools and 16,135 by Group schools. The population covered by these is only 1·15 per cent, as against 94·27 per cent by Independent and Group schools. This type of facility has not been introduced in the Dangs and Greater Bombay but is functioning to a greater or lesser extent in all the other districts. Thana had 267, West Khandesh 223, Poona 181 and other districts less than 100, ranging from 2 to 74, habitations served by this facility. The percentage of population covered in the districts is not highly significant, the highest being 3·93 per cent. in Thana and the lowest 0·04 per cent in Ahmednagar. This facility is not to cover larger percentages of population for obvious reasons. This provision is, after all, on part-time basis and should be considered only as a last resort in making some educational provision instead of none.

Most of these districts have a few centres falling in the slab "300 and above", 23 in Thana, 25 in Poona, 15 in West Khandesh, 9 each in Nasik and Kolaba, the others having one or two only. As this

Vide Table on page 361 also.

facility is provided to isolated habitations which cannot be grouped conveniently to be feeders to a Group school, their location becomes inaccessible for the purpose of education. Most of the habitations in the higher slabs are not enthusiastic about education and—the numbers that attend are not proportionate to the children in the age range who should be in schools. Out of 939 habitations served by this facility 100 fall in the slab "300 and above" and 328 in the slab "below 100".

The actual centres of instruction serving the 939 habitations are 620, 319 being the feeders at either of the centres. The maximum number of centres, as is to be expected, is in Thana — 158, in West Khandesh 148, in Poona 110, other districts having less than 50 each. Of the 620 centres 265 are at distances of 1½ miles or less, 191 at 2 miles or less, 42 at 2½ miles or less and six at 5 miles or less. As walking from centre to centre involves a physical inconvenience and even strain on the teacher the distances between the centres tend to be within 2 miles and 164 centres are at distances above 2 miles and the majority, 456, within 2 miles.

39·3 (19/10-19), (20/10-20), (22/14-22), (24/10-24) and Break-up Tables*

The Region of "10" Districts, belonging as it does to old Bombay State, shares with the other "14" Districts of old Bombay State Peripatetic-Teacher-schools in all the 10 of its districts. The number of habitations served by them are 1,274 out of 16,350 in the region. Out of these as many as 378 fall in the slab "300 and above" the reasons for which have already been dealt with. The district break-up of the distribution of these 1,274 habitations shows Banaskantha with 462, Panchmahals 304, Mehsana 173, Sabarkantha 101, Amreli 70, Broach 53 and each of the remaining districts less than 50. The comparatively large number of habitations in Banaskantha, Panchmahals, Mehsana, Sabarkantha go to indicate, as compared to the other districts in the region, a fairly large number of isolated and far flung habitations whose educational needs can only be met by Peripatetic-Teacher instruction. The population served by these institutions works out at 17·26 for Banaskantha, a percentage much higher than 11·95, the percentage for Group schools, conclusively indicative of the nature of backwardness of the district. Next comes Amreli with 8·47 per cent. served by Peripatetic-Teacher-schools, Panchmahals with 6·15, Mehsana with 4·10 and Sabarkantha with 2·63 and others with nearly one or less than one.

The 1,274 habitations served by this facility are catered for by 1,174 Peripatetic-Teacher centres, only 100 habitations being the feeders to these. The distribution of the centres districtwise, again, reveals the nature of the district requiring such part-time and not very adequate educational facility—Banaskantha 430, Panchmahals 300, Mehsana 146, Sabarkantha 80, Amreli 70 and the rest about 50 or below. The feeders to these 1,174 centres are distributed fairly closeby, only 4 of them falling outside of the 1 mile range. The distances walked by teachers between centres break up into 737 at

*Vide Table on page 362 also.

less than 1½ miles, 243 at less than 2 miles, 96 at less than 2½ miles, the number of habitations decreasing with distance ending with 6 at 5 miles or less.

The Peripatetic-Teacher facility meets in the whole region, the requirements of 3·50 percentage of the rural population of 1,274 habitations.

39·4 (19/43-20), (20/43-21), (22/43-23), (24/43-25) and Break-up Tables*

In the whole of the State, as mentioned earlier, only the regions of "14" and "10" Districts have introduced the Peripatetic-Teacher system of part-time instruction in their districts. The figures quoted below will, therefore, be the averages pertaining to a combination of these two regions i.e., 24 districts and not to 43.

The total habitations served in the State is 2,213, 478 of these falling in the slab "300 and above". The total percentage of population served by them works out at 1·27 per cent. with 3·50 for "10" Districts and 1·15 for the "14" Districts. Even this percentage for the regions is indicative of the need for such provision being more in the "10" Districts than in the "14", 2,213 habitations, served by 1,794 centres, the feeders being 419.

The Educational Survey had to take note of this provision in introducing it in the new regions of the State in such situations when Independent or Group schools were neither economical nor practicable. On the other hand, existing centres in the 24 districts of old Bombay State had to be scrutinised and only in such cases where a better facility could not be provided the existing one allowed to continue. However, as many as 861 centres with a population 1,97,231 were closed and alternative educational facilities provided for them. These included 347 Independent schools, 251 Group schools, 250 tagged to Group schools, 10 paired off to new partners and only 3 unprovided. Two of the unprovided ones had become uninhabited and the third, with a population of 83, was not provided mainly as its population was "Moving" (*vide* 69/43-70).

The Peripatetic-Teacher facility being the minimum provision that can be offered to the children of any habitation has to be proposed judiciously only in such cases where all other attempts to provide better facilities through Independent or Group schools become impossible. Such cases arise mostly in habitations situated in forest or hilly areas where access between habitation and habitation, especially for children, is neither safe nor easy. Though the burden of walking is shifted from children to the teacher, from the many to one, this provision is not to be considered as either adequate or suitable at the Primary school stage. At best this provision makes a beginning in providing instruction and making such isolated and forlorn habitations education-conscious so that, in later years, the provision could be improved and made full-time.

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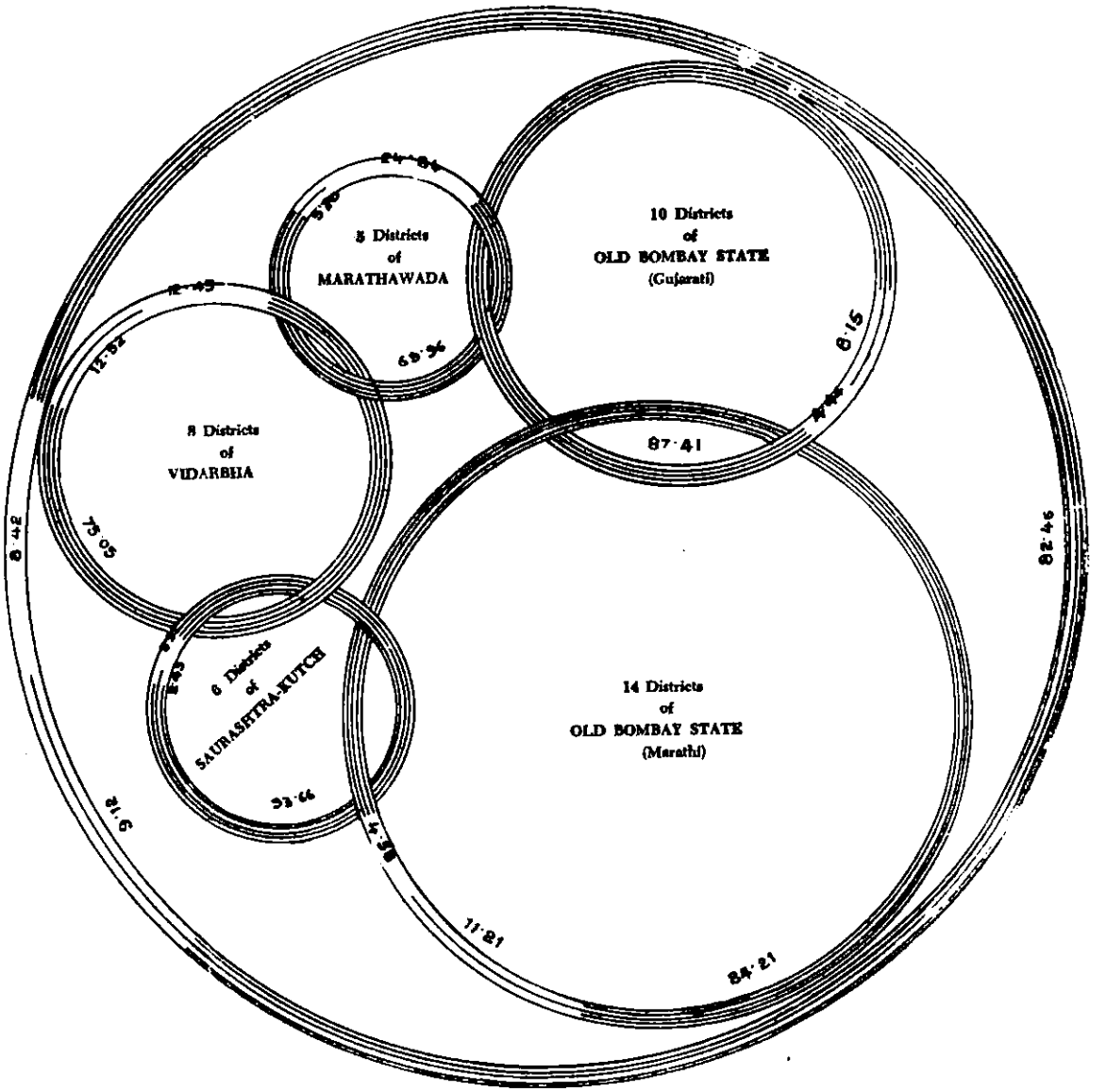
* *Vide* Table on page 366 also.

PRIMARY EDUCATIONAL FACILITIES

Regional & State

-EXISTING--

43 DISTRICTS of NEW BOMBAY STATE



Home facilities

Neighbourhood facilities

Without facilities

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CHAPTER 40

PRIMARY SCHOOL STAGE

Existing

Epitome

CHAPTER 40

PRIMARY SCHOOL STAGE

Existing

Epitome

40·1 (40/43-41) and (41/43-42)

Of the many Tables included in the Statistical Appendix, an accompaniment to this Report, Table VI series forms the epitome of the complete existing position regarding educational provision as on 31st March 1957. This is the most significant though condensed Table produced by the survey. It is not a consolidation in the sense of being the algebraic sum of the preceding Tables but is an effective sum of the provision represented by the other Tables at the Primary school stage.

Table VI series contains all the slabs from "5000 and above" to "below 100" under which habitations and their actual population are tabulated under three main heads. One, habitations "with schools in them", with their population and the percentage of the population to the total population in each slab; two, habitations "with schools in the neighbouring habitations" with their population and the percentage of the population in each slab to the total population in the slab, and, three, habitations "without any school in the vicinity" with their population and the percentages in each slab. The last two rows give the total of the habitations and their population in each of the slabs vertically.

Rows 1 and 2 under each slab specify the number of habitations and their population having schools in them. These habitations and their population refer to all existing Independent schools and the habitations containing Group schools, the habitations which are Peripatetic-Teacher-Centres and habitations with Branch schools, all of which provide home educational facilities. The habitations and their population falling within the category "schools in them" are the habitations the children of which are not to "walk" to school.

The second category "with schools in the neighbouring habitations" against rows 4 and 5, similarly, specify the number of habitations and their population served by schools located outside them. These are habitations which are feeders either to Group schools or to Group-Peripatetic-Teacher-Centres.

The third category, "without any school in the vicinity", against rows 7 and 8, indicates the habitations and their population which are not covered by existing Primary schools of all types, even under maximum utilisation.

Rows 10 and 11 give the sum of all the break-ups of the habitations and their population in each of the slabs, vertically, belonging to the three categories covered by the Table. The figures against rows 10 and 11 agree *in toto* with similar figures in Table II series "number of rural habitations and their population". A fuller analysis of Table VI series, region by region, with the State VI follows.

40·2 (40/14-40) and (41/14-41)

In the region of "14" Districts, Table VI presents a fairly adequate provision of Primary educational facilities available to the districts in the region. 84·21 per cent of the rural population is served at home, 11·21 per cent served in the vicinity and 4·58 not served at all and remains unprovided under existing provision.

Those served at home are as many as 17058 habitations out of 31870 which is the regional total of habitations. In the higher slabs "above 500" the provision is quite adequate and under slabs "below 500" the provision appears to be even better. As many as 418 habitations under "below 100", 2074 under 100-199 and 2772 under 200-299 out of 7119, 7286 and 4567 respectively are served at home. The habitations served by "neighbourhood facilities" are 10670 under all the slabs. 3 in the highest slab, 8 under 2000-4999, 25 under 1000-1999, 138 under 500-999. These have no schools of their own and have to go to neighbouring schools. As is to be expected, the habitations in the lower slabs serve as feeders, 4850 in "below 100" slab, 3839 in 100-199, 1268 in 200-299, 408 in 300-399, and 131 in 400-499, making a total of 10496 in the slabs "below 500". The habitations unserved by existing schools number 4142 out of which 47 are in slabs above 500, 4 of them falling between 2000-4999, 6 in 1000-1999 and 37 in 500-999. In "below 500" there are 4095 without educational facilities.

It should be remembered that the habitations under the second category, "neighbouring facilities", falling under the higher slabs should normally have their own schools unless they are so near to others having schools that there would be no need to propose new schools to them. On the other hand, the 47 habitations which are not provided with educational facilities lying in slabs "above 500" should definitely receive their own schools under the targets accepted for the survey. The planning part of the survey would, therefore, consist in reducing the numbers under "without facilities" to the barest minimum and raising them under category "neighbourhood facilities" if not to "home facilities", and, providing those now served in the neighbourhood by proposing new

schools to them, if by population they justify such award. Ideal planning would be to reduce the "without facilities" percentage from 4·58 to the minimum possible and raising the "neighbourhood facilities" from 11·21 to a higher percentage even if the "home facility" percentage of 84·21 is not raised.

The district analysis of percentages under the three categories reveals that Dangs with 32·51 per cent of population unprovided needs immediate and urgent attention. The other districts are fairly well-placed except Kolhapur with 2·52, Poona 9·00. Thana 7·63, Ratnagiri 5·89 and North Satara with 3·45 per cent of the rural population remaining unprovided for. East-Khandesh and South Satara seem to be very advantageously placed with only 0 83 and 1·10 per cent of the population respectively not served. The educational planning which was to follow had to take note of the districts mentioned above just to lower the percentages quoted so as to bring educational facilities within easy reach of a larger population and lowering the percentage unserved to 2-3 per cent. or less, if possible.

40·3 (40/10-40) and (41/10-41)

The region of "10" Districts presents almost a parallel picture to that of the "14" Districts in its Table VI. 87·41 of the population is served at home. 8·15 in the neighbourhood and 4·44 remains unprovided. Of the 16,350 habitations in the region, 10,099 are served at home, 4101 in the vicinity and 2,150 remain without any provision.

Under home facility most of the habitations in the higher slabs have home schools, these even reaching the lower slabs as indicated by 190 under "below 100". These evidently are Peripatetic-Teacher-Centres or Branch schools providing instruction to very small habitations.

Under neighbourhood facilities there are 94 habitations in slabs "above 500" which should normally have their own schools. The lower slabs are well represented as feeders to existing Group schools.

In the category "without provision" there are 33 habitations having a population above 500, which appears rather surprising for the region. There are 96 and 231 habitations in slabs 400-499 and 300-399 respectively having no provision.

In this region, 94 habitations in the higher slabs falling under "neighbourhood facilities" need to be provided for at home unless they have schools very close to them. But the 33 habitations unprovided for should definitely receive their own schools. It is interesting to note that only 8·15 of the population is served in the

neighbourhood in this region as against 11·21 in the region of "14" Districts, indicating the paucity of feeders at closer distances to serve as feeders to Group schools.

The district break-up of existing provision reveals that Baroda has 9·45 of the rural population unprovided, Sabarkantha 7·85, Amreli 7·25, Broach 7·51, Panchmahals 4·89 and all the other districts with more than 3 per cent except Kaira with 0·34 and Surat 1·95 per cent. This reflects on the inaccessibility of providing education in some of the backward areas of the districts. The survey, however, will have to make determined efforts to lower the percentage of unprovided population in many of the districts in this region.

40·4 (40/5-34) and (41/5-35)

The Marathawada region presents a dismal situation so far as the existing educational facilities are concerned. It has as high a percentage as 24·84, nearly a quarter of the rural population, unprovided for, even under maximum utilisation of the existing facilities. The percentage of population served by neighbourhood services amounts to only 5·20 indicating the difficulty of tagging habitations to Group schools because of greater distances between habitations. A percentage of 69·96 population only is provided at home.

The home facilities reveal 11 habitations in slab "below 100" and 30 in slab 100-199 as having home facilities. These are not due to either Peripatetic-Teacher-schools or Branch schools which are not current in Marathawada ; if anything, these 41 habitations with schools in them indicate the unwise location of schools in these lower slabs, when habitations in higher slabs remain unprovided.

Under vicinity facilities 38 habitations fall in the slab "above 500" and 1,405, a very meagre number, below 500. Habitations without facilities include one under 1,000-1,999, 273 under 500-999, 563 under 400-499 and increasing numbers in the lower slabs. The problem of Marathawada is rather acute as provision of Group schools is not very easy the habitations being scattered and providing Independent schools to so many is not economical. In any case, the high percentage of 24·84 without educational provision will have to be lowered considerably even at the cost of transferring the reduced percentage to home facilities. Attempts will have to be made to raise the percentage 5·20 under vicinity facilities by bringing under this head more habitations to serve as feeders.

The district break-up in this region presents as poor a picture. Bhir, Nanded and Parbhani have as high as 27 and odd per cent of the population without educational facilities, the figures being 24·03 for Aurangabad, and 19·42 for Osmanabad. The figures for neighbourhood facilities are also disappointing nearly 3 per cent in Bhir and Parbhani, 4 per cent in Osmanabad and 7 per cent in Aurangabad and Nanded serving as feeders to Group schools.

40·5 (40/8-34) and (41/8-35)

Vidarbha makes a better showing than Marathawada but has to make considerable headway in improving its educational provision. The population served at home, in the neighbourhood and not served are 75·05, 12·52 and 12·43 respectively for the region. This region too has 28 and 168 habitations in the slabs "below 100" and 100-199 respectively having schools in them, with no Peripatetic-Teacher or Branch school system functioning in this region. Under neighbourhood facility as many as 238 habitations with population of more than 500 are served from outside when normally these should have their own schools. Under the category "without educational facilities" there are 148 habitations in slabs "above 500" and 628 in the slabs 300-499.

The position in Vidarbha is not uniformly adequate in all the districts. 12·43 per cent of the population unprovided for is mainly due to two districts, Chanda and Bhandara, which are full of forests and hills which make educational provision extremely difficult. This is borne out by the district break-up which shows the following unprovided percentages :

Chanda	...	...	23·98
Nagpur	...	...	20·23
Yeotmal	...	...	16·42
Bhandara	...	...	13·28

and others ranging from 4 to 6 per cent.

40·6 (40/6-34) and (41/6-35)

The region of Saurashtra-Kutch shows, perhaps, the highest Primary educational provision in the whole of the State. 93·66 per cent of the population is served at home, 2·43 served in the neighbourhood and only 3·91 per cent not served at all. The low percentage of 2·43 neighbourhood facilities confirms the evidence given by Group schools that the habitations in these regions are widely spread and scattered over the countryside making the provision of Group schools difficult.

In this region there are 25 habitations with "above 500" population which are unprovided. One more habitation with a population of 5,569 is also included in this category of unprovided for very strange reasons. This is a habitation in district Zalawad which has a seasonal dense population during the manufacture of salt in the summer season. The normal population of this habitation, evidence confirmed, is about 30, but as the Census had specified this as a habitation of 5,569 population, under the existing conditions, the survey had to take note of it and classify it as unprovided.

The problem, in Saurashtra-Kutch, of providing Primary educational facilities to a greater number of habitations is not difficult. Only a few habitations in the higher slabs are left out of provision and these could easily be covered under proposals.

The district break-up reveals an uneven picture. Kutch has 10·72 per cent of its population unserved, Halar 3·01, Zalawad 4·89, Sorath 3·67 and Madhya Saurashtra and Gohilwad 1·79 and 1·64 respectively. Gohilwad is the only district which is well placed in educational

provision. The position regarding neighbourhood facilities in the districts shows a low percentage, as low as 0·89 per cent. in Zalawad, 1·31 in Madhya Saurashtra and not more than 3·8 in other districts. The solution for better provision by increasing educational facilities will have to be by the provision of Independent schools and not Group schools in this region.

40·7 (40/43-41) and (41/43-42)

The over-all situation in the whole State exhibits a mixed picture due to the varying degrees of provision in the different regions of the State. Out of the total rural population of 3,49,50,863, 82·46 is provided with educational facilities at home, 9·12 in the neighbourhood, and 8·42 remains unprovided for. The total number of habitations with population more than 500 unprovided add up to 528 which will have to receive Independent or Group schools located in them. Even under neighbourhood facilities there are as many as 557 habitations which should normally have their own schools. The problem of lowering the unprovided percentage of 8·42 will necessitate transferring the habitations under category "without provision" to the category of neighbourhood facilities, some of them to the home facilities and many of the habitations at present receiving neighbouring provision to home provision.

A comparison of the regions reveals :—

Saurashtra-Kutch	...	3·91
Region of "10" Districts	...	4·44
Region of "14" Districts	...	4·58
Vidarbha	...	12·43
Marathawada	...	24·84

per cent of the rural population which has no educational provision at present. The percentages of population served by neighbourhood facilities show a remarkable variance also.

Saurashtra-Kutch	...	2·43
Marathawada	...	5·20
Region of "10" Districts	...	8·15
Region of "14" Districts	...	11·21
Vidarbha	...	12·52

The variations in percentages above are mainly due to the pattern in which the habitations are spread out in the rural areas, fairly close in parts of Vidarbha and the "14" Districts, moderately spread out in the region of "10" Districts and widely spread out in Marathawada and Saurashtra-Kutch, making provision of

feeders to Group schools a problem. If the provision of home facilities is an index of the educational standing of a region, then, tne regions line themselves up as below :—

Saurashtra-Kutch	...	93·66
Region of "10" Districts	..	87·41
Region of "14" Districts	...	84·21
Vidarbha	...	75·05
Marathawada	...	69·96

The most crucial figures that call for special attention are the percentages of unprovided population in each of the regions of the State. It should be remembered that the total educational picture presented by Table VI series is based on utilising the existing facilities to the maximum which, in actual practice, has not been achieved. Inspite of this disparity between region and region, they will all need to be levelled up by bringing all of them to a high percentage of provision either at home or in the neighbourhood. The most economical as also practical procedure to provide better and more educational facilities would be to lower the unprovided percentage by shifting most of it to the neighbourhood category which would involve less of financial commitments. This obviously is not possible unless schools are proposed in habitations at present in the neighbourhood facility category. Any proposals for the improvement of the situation would increase the percentage under home facilities and also increase the percentage under neighbouring facilities jointly contributing to the lowering of the percentage under without provision. It is the aim of the survey to limit the percentage of population unserved to the lowest possible except in such districts as Chanda and Bhandara where due to physical and natural handicaps it would be practically impossible to provide facilities of any sort to the smaller habitations, even Peripatetic, under the peculiar difficulties prevailing in these districts. Barring such exceptional areas, it should be possible economically to propose educational provision, either home provision or neighbourhood provision, to cover nearly 100 per cent. of the rural population in each of the regions and in each of the districts of these regions and also in every one of the talukas of these districts.

A later chapter will deal with the proposals of the survey for achieving this end in view and a chapter following it will deal with the After-Planning position in detail.

DISTRICT DATA

MAP
OF THE
STATE OF BOMBAY
1957.

ILLUSTRATIVE DATA AS ON 31ST MARCH 1957.

PRIMARY EDUCATIONAL FACILITIES
— RURAL —
EXISTING AND AFTER PLANNING

RANN OF KUTCH
LITTLE RANN
GULF OF KUTCH
GULF OF CAMBAY
PALANPUR
MEHSANA
HIMATNAGAR
AHMEDABAD
KAIRA
GODHRA
PANCHMAHALS
SURENDRANAGAR
JAMNAGAR
RAJKOT
BHAVNAGAR
JUNAGADH
AMRELI
DIST. AMRELI
BARODA
BROACH
SURAT
DANGS
BHULIA
JALGAON
NASIK
AURANGABAD
BULDANA
AKOLA
AMRAVATI
WARDHA
NAGPUR
BHANDARA
YEOTMAL
CHANDA
(Dist. Nanded)
PARBHANI
NANDED
THANA
BOMBAY
ALIBAG
AHMEDNAGAR
BHIR
POONA
OSMANABAD
SATARA
SOUTH
SHOLAPUR
RATNAGIRI
SANGLI
KOLHAPUR
BIJU (Port)
DAMAN (Port)
GOA
MAHARASHTRA
MYSORE
ANDHRA PRADESH

EXISTING — AFTER PLANNING
HOME FACILITIES
NEIGHBOURHOOD FACILITIES
WITHOUT FACILITIES

CHAPTER 41

PRIMARY SCHOOL STAGE

Existing

The Whole and the Parts

CHAPTER 41

PRIMARY SCHOOL STAGE

Existing

The Whole and the Parts

41·1 Tables VI series gave in a tabloid form the epitome of the complete existing position under the three categories served at home, served in the vicinity and not served. The tables in this series, at a glance, present a condensed picture of the State with respect to educational provision by habitation, its population and the slab under which it falls under these three categories. The density of provision or lack of it or the extent to which provision has diffused in the rural areas can be made out in a scrutiny of this Table. Further, the Table supplies statistical information for staggering schemes of expansion in primary education, slab by slab of population, so that beginning with higher slabs, by phased programmes of expansion, educational facilities could be made, in gradual stages, to reach the lower slabs of population. Table No. VI is a summary of the other primary Tables pertaining to Independent schools (III-A series), to Group schools (IV-A and IV-C series) and to Peripatetic-Teacher-schools (VA and VC and other series). It would be appropriate to indicate here how these primary Tables are reflected in Table VI series.

41·2 Rows 1 and 2 in Table VI refer to habitations and their population served by Primary schools of all types at home, that is, by Independent schools, Group schools in relation to the habitations in which they are located, Peripatetic-Teacher-Centres and Branch schools. The habitations and population along rows 1 and 2 are, therefore, reflected in IIIA of Independent schools, of IV-A, but with the feeders and of VA, also with feeders. From IVA and VA it is not possible to extract the population served at home while Tables IVC and VC help to specify the number of habitations of the Group and the Peripatetic Teacher-type that have the facility at home. Rows 1 and 2 of Table VI, therefore, contain the data of IIIA completely and of IVA and VA partly.

41·3 Rows 4 and 5 of Table VI give the habitations and their population that go to other habitations for schooling. The relevant data on this account is not included in IIIA, is partly covered by IVA and partly by VA. IVA and VA contain "neighbourhood facilities" as well as the habitations and population of home facilities. To obtain the data about the habitations which are feeders from IVA and VC, if the

corresponding habitations under "no distance" from IVC and VC respectively are substracted, the number of feeder habitations could be determined but not their population.

41·4 Again, along rows 7 and 8 the habitations and population not served by Primary educational facilities are recorded slabwise in Table VI. There are no primary Tables reflecting this information and data, but by elimination it is possible to obtain these figures. For, habitations and population without educational facilities are the corresponding differences between the total number of habitations and their population in the State (or Region) and the sum of the number of habitations and population served at home *plus* served in the neighbourhood. Expressed in a mathematical equation : Total in the State—total served (home plus vicinity)=not served, holds good for habitations and population, i.e. II *minus* sum of IIIA, IVA and VA will give the number of habitations and their population without Primary educational provision.

41·5 The educational facilities available to habitations and their population which may be called "total served" could easily be derived by an algebraic sum of Tables IIIA, IVA and VA. In Table VI this would be the sum of rows 1 and 4 for habitations and the sum of rows 2 and 5 for population, slab by slab. It will thus be seen that though Table VI was compiled from the data recorded in the Slab Register at the taluka level and then consolidated, by stages, the information presented by it bears a close resemblance to and is identical with the data recorded in Tables IIIA, IVA and VA.

41·6 Therefore, it becomes necessary that the information slabwise in Table VI should be identical to that in Tables IIIA, IVA and IVC, and VA and VC, slab by slab, from 5000 and above to "below 100". This relation should hold good for each of the Tables VI in the series at the State, regional and district levels with the corresponding series in IIIA, IVA and IVC, and, VA and VC respectively. It would be a check of accuracy and thoroughness if reconciliation between VI and the independent Tables IIIA, IVA and IVC, and VA and VC is identical, slab by slab, to prove the authenticity and the accuracy of the statistical data recorded by the survey.

CHAPTER 42

PRIMARY SCHOOL STAGE

Existing

Reconciliation of Correlated Tables

STATE RECONCILIATION TABLE OF TABLES, IIIA, IVA, VA, IVC, VC, AND VI

EXISTING—43, DISTRICTS OF NEW BOMBAY STATE

	ITEM	5000 and above	2000–4999	1000–1999	500–999	400–499	300–399	200–299	100–199	Below 100	TOTAL
	1	2	3	4	5	6	7	8	9	10	11
1	II Habitations	75	1833	6244	14529	5881	8222	10721	14830	13816	76151
2	Population	472792	5113883	8356345	10086715	2611296	2811216	2599237	2104229	795150	34950863
	Habitations										
3	III-A	55	1377	4766	10176	3054	3330	2889	1461	194	27302
4	IV-A	19	451	1457	3852	1746	2692	4664	8336	8008	31225
5	V-A	.....	.....	.....	....	104*	374	503	728	504	2213
6	Total Served	74	1828	6223	14028	4904	6396	8056	10525	8706	60740
7	III-A	55	1377	4766	10176	3054	3330	2889	1461	194	27302
8	IV-C : No Distance	16	432	1390	3384	1267	1536	1703	1410	294	11432
9	V-C : No Distance	.....	.....	.....	....	104*	370	477	619	224	1794
10	Total Home Facility	71	1809	6156	13560	4425	5236	5069	3490	712	40528
11	IV-A—IVC : No Distance . ..	3	19	67	468	479	1156	2961	6926	7714	19793
12	V-A— VC : No Distance	....	....	....	....	....	4	26	109	280	419
13	Total Vicinity	3	19	67	468	479	1160	2987	7035	7994	20212

14	Home	71	1809	6156	13560	4425	5236	5069	3490	712	40528
15	Vicinity	3	19	67	468	479	1160	2987	7035	7994	20212
16	Total Served	74	1828	6223	14028	4904	6396	8056	10525	8706	60740
17	Without	1	5	21	501	977	1826	2665	4305	5110	15411
18	Total II	75	1833	6244	14529	5881	8222	10721	14830	13816	76151
					Population						
19	III-A	350138	3832086	6376849	7142567	1363887	1145466	718773	223697	14809	21163272
20	IV-A	117085	1267695	1953590	2646235	768462	907519	1108575	1161593	469690	10400444
21	V-A	.....	....	.....	....	47433*	136608	122834	104953	31615	443443
22	Total Served	467223	5099781	8330439	9788802	2179782	2189593	1945182	1490243	516114	32007159
23	VI-Home	450043	5042047	8244783	9485185	1971797	1800588	1247221	527447	51585	28820646
24	Vcinity	17180	57734	85706	303617	207985	389005	697961	962796	464529	3186513
25	Total Served	467223	5099781	8330439	9788802	2179782	2189593	1945182	1490243	516114	32007159
26	Without	5569	14102	25906	297913	431514	621623	654055	613986	279036	2943704
27	Total II	472792	5113883	8356345	10086715	2611296	2811216	2599237	2104229	795150	34950863

CHAPTER 42

PRIMARY SCHOOL STAGE

Existing

Reconciliation of Correlated Tables

42·1 The reconciliation Table on pages 404 and 405 (and in Appendix A at the end) shows the complete break-up of habitations and population under each of the slabs from "5000 and above" to "below 100" by the type of educational "service" provided at home, in the neighbourhood and without. The reconciliation Table contains extracts from Tables VI, IIIA, IVA, IVC, VA and VC, slabwise, which are to be correlated for concurrence. The analysis attempted here will only deal with the figures under column 11 and show, by stages, the process of correlating the "whole" (VI) with its counter-parts, the A series and the C series of Tables. For clarity and for avoiding confusion, the reconciliation will be taken in two parts, one of habitations and the other of population, separately, for the State Tables.

42·2 OF HABITATIONS (Col. 11; Rows : 1 to 18)

The total number of rural habitations in the State is 76151. They have to be shown in break-up under 3 categories of educational provision—home, neighbourhood and without. Habitations served are :

3	IIIA	Home	...	27302
4	IVA	Home and vicinity	...	31225
5	VA	Home and vicinity	...	2213
6		Total served	...	60740

From the above it will be clear that out of 76,151 habitations as many as 60,740 are served at home or in the neighbourhood as indicated in Tables IIIA, IVA and VA which give all the habitations coming under the two categories.

Served at home :

7	IIIA	Home	...	27302
8	IVC	No distance	...	11432
9	VC	No distance	...	1794
10		Total served at home	...	40528

From the above it becomes obvious that out of a total of 60740 habitations served at home and in the neighbourhood, 40528 are served only at home. The habitations served in the neighbourhood only will be 60740 *minus* 40528, that is, 20212. This can be verified thus :

Served in the neighbourhood :

11	IVA minus IVC—No distance	... ...	19793
12	VA minus VC—No distance	... ...	419
13	The total served in the vicinity	... ...	20212

The habitations served at home are 40,528 and the total habitations served in the neighbourhood 20,212 as derived above from the Tables pertaining to Independent schools, Group schools and Peripatetic Teacher-schools. These habitations are also reflected in Table VI, thus :

	VI		
14	Home served	...	40528
15	Served in the vicinity	...	20212
16	Total served	...	60740

each of which agrees with the respective number of habitations derived independently above. The number of habitations without educational facilities, therefore, under each of the above computations will give the same number of habitations 15,411 by substraction (from 76,151) of the total number of habitations served 60,740.

This establishes the indentity of statistical data presented by the independent Tables IIIA, IVA and IVC, and VA and VC on the one hand, and Table VI on the other. The reconciliation developed above is on the basis of the total number of habitations only. A cursory glance at the reconciliation table will show that the relation just established is as true for each of the slabs from "5,000 and above" to "below 100" for the Reconciliation Table series, with respect to habitations under rows 1 to 18.

42·3 OF POPULATION (Col. 11 : Rows : 19 to 27)

A similar process of development and analysis, as above, with respect to population figures will establish a similar relationship of identity in all the Tables.

	Total served		
19	IIIA Home served	...	21163272
20	IVA Home and vicinity	...	10400444
21	VA Home and vicinity	...	443443
22	Total served	...	32007159
	VI		
23	Home served	...	28820646
24	Vicinity served	...	3186513
25	Total served	...	32007159

each yielding the remaining population of 29,43,704 as unserved, that is, without any educational provision. This establishes the identity of the Epitomised Table VI and correlated Tables IIIA, IVA and IVC, and VA and VC in the total of habitations and their population. A similar analysis in each of the slabs of population will reveal a similar relationship. This has been worked out slab by slab, separately, for habitations and population in the reconciliation Table. The Table will show along rows No. 6 and 16, 10 and 14, and 13 and 15, identical figures establishing the complete identity of relationship between VI on one hand and the correlated Tables on the other.

42·4 The educational facilities at the Primary school stage are covered by 3 types of instruction—the Independent, the Group and the Peripatetic-Teacher. In observations under chapters 37, 38 and 39 the number of habitations covered by each of these types of provision and the population so provided have received adequate treatment. A fuller districtwise statistical exposition of this data is compiled in the "Summary of Educational Provision (Rural)" presented by Tables on pages 361-366.

Summary Tables in 'F' series have been compiled partly from exact data available and partly from estimated data, for a comparative analysis of the different types of Primary educational provision, that of full-time instruction as in Independent or Group schools and of part-time instruction as in Peripatetic-Teacher-schools. The full-time facilities are, again, broken up into home facilities and neighbouring facilities. The upper-line of entries indicates the percentages in the existing situation and the lower line of entries of percentages under "After-Planning".

Note on Reconciliation Tables

In the Region of "10" Districts in Table VA pertaining to "Rural Habitations served by Peripatetic-Teacher-schools"—EXISTING—in slab "300-399", there were 104 habitations with a population of 47433 that actually belonged to slab "400-499". As such these 104 habitations and their population of 47433 are shown under "400-499" slab against rows 5, 9 and 21 respectively in the Reconciliation Table of the Region of "10" Districts as well as of the State for indicating the correct position of the Habitations and their Population.

HABITATIONS
with and without
PRIMARY EDUCATIONAL FACILITIES
—EXISTING & AFTER PLANNING—

EXISTING — AFTER PLANNING

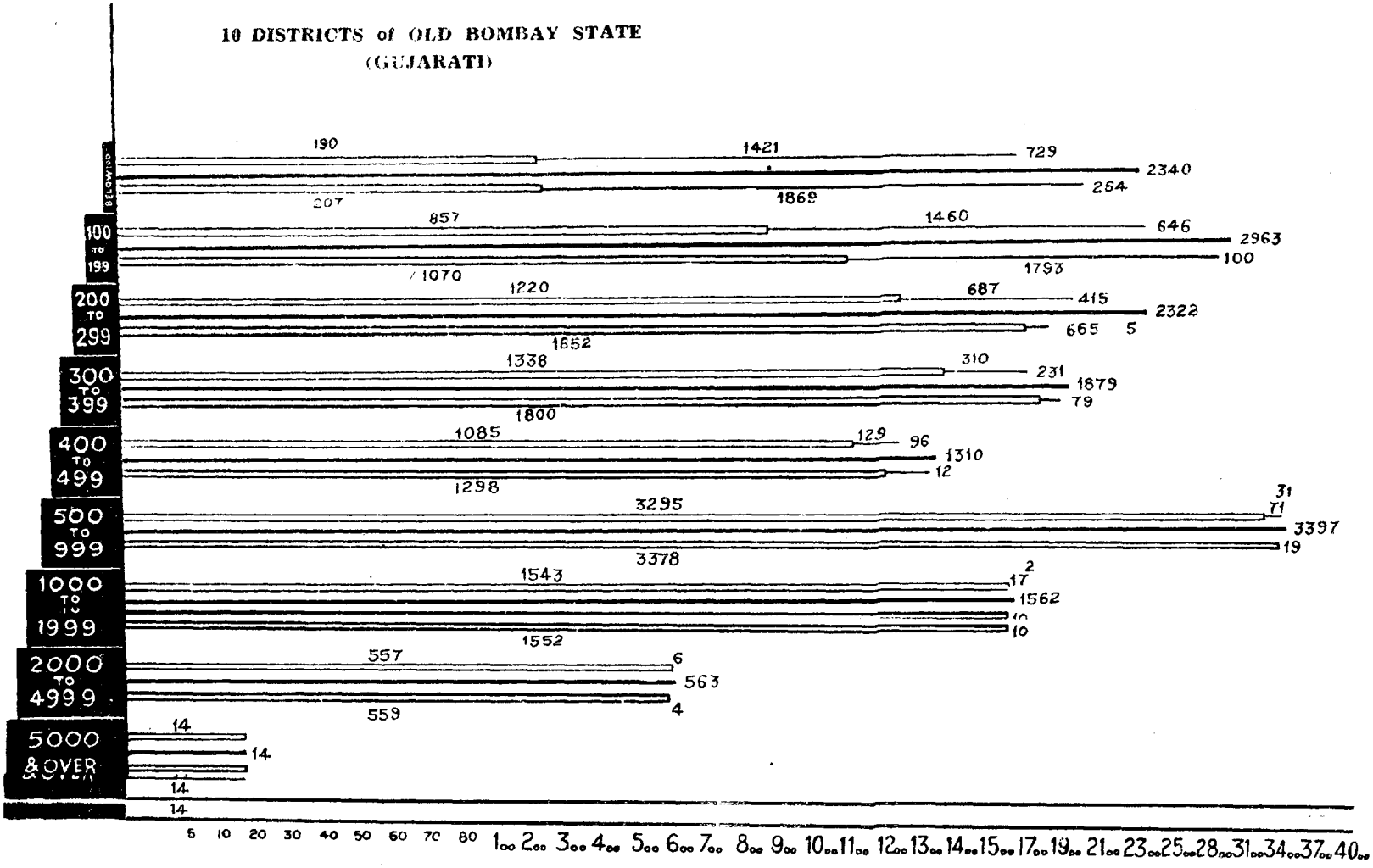
— Habitations

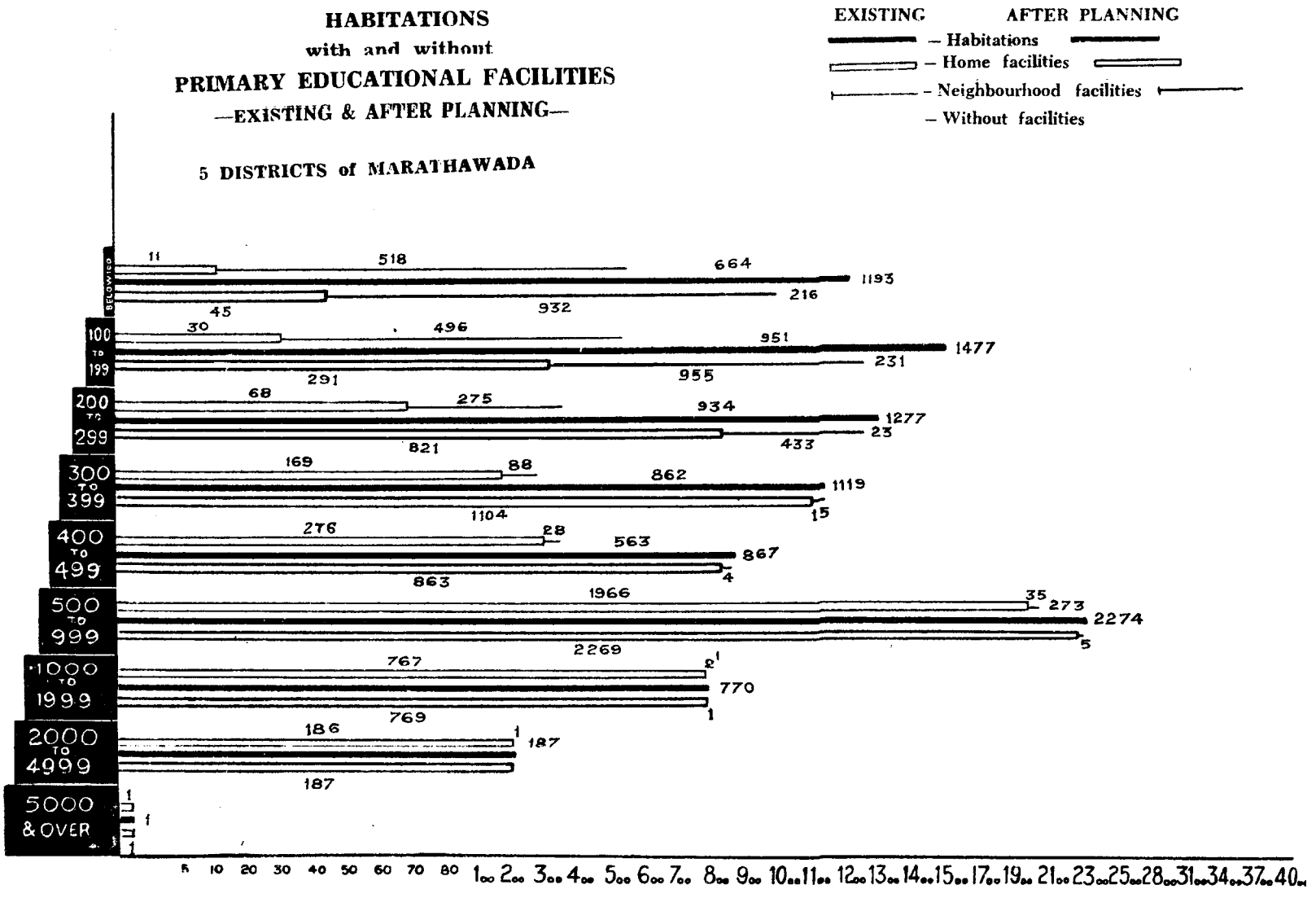
— Home facilities

— Neighbourhood facilities

— Without facilities

10 DISTRICTS of OLD BOMBAY STATE
(GUJARATI)




HABITATIONS
with and without
PRIMARY EDUCATIONAL FACILITIES
—EXISTING & AFTER PLANNING—
5 DISTRICTS of MARATHAWADA
EXISTING
AFTER PLANNING
– Habitations
– Home facilities
– Neighbourhood facilities
– Without facilities
BELOW 100
11
518
664
1193
45
932
216
100 TO 199
30
496
951
1477
291
955
231
200 TO 299
68
275
934
1277
821
433
23
300 TO 399
169
88
862
1119
1104
15
400 TO 499
276
28
563
867
863
4
500 TO 999
1966
35
273
2274
2269
5
1000 TO 1999
767
2
770
769
1
2000 TO 4999
186
1
187
187
5000 & OVER
1
1
1
5 10 20 30 40 50 60 70 80 1.00 2.00 3.00 4.00 5.00 6.00 7.00 8.00 9.00 10.00 11.00 12.00 13.00 14.00 15.00 17.00 19.00 21.00 23.00 25.00 28.00 31.00 34.00 37.00 40.00

HABITATIONS
with and without
PRIMARY EDUCATIONAL FACILITIES
—EXISTING & AFTER PLANNING—

EXISTING — AFTER PLANNING

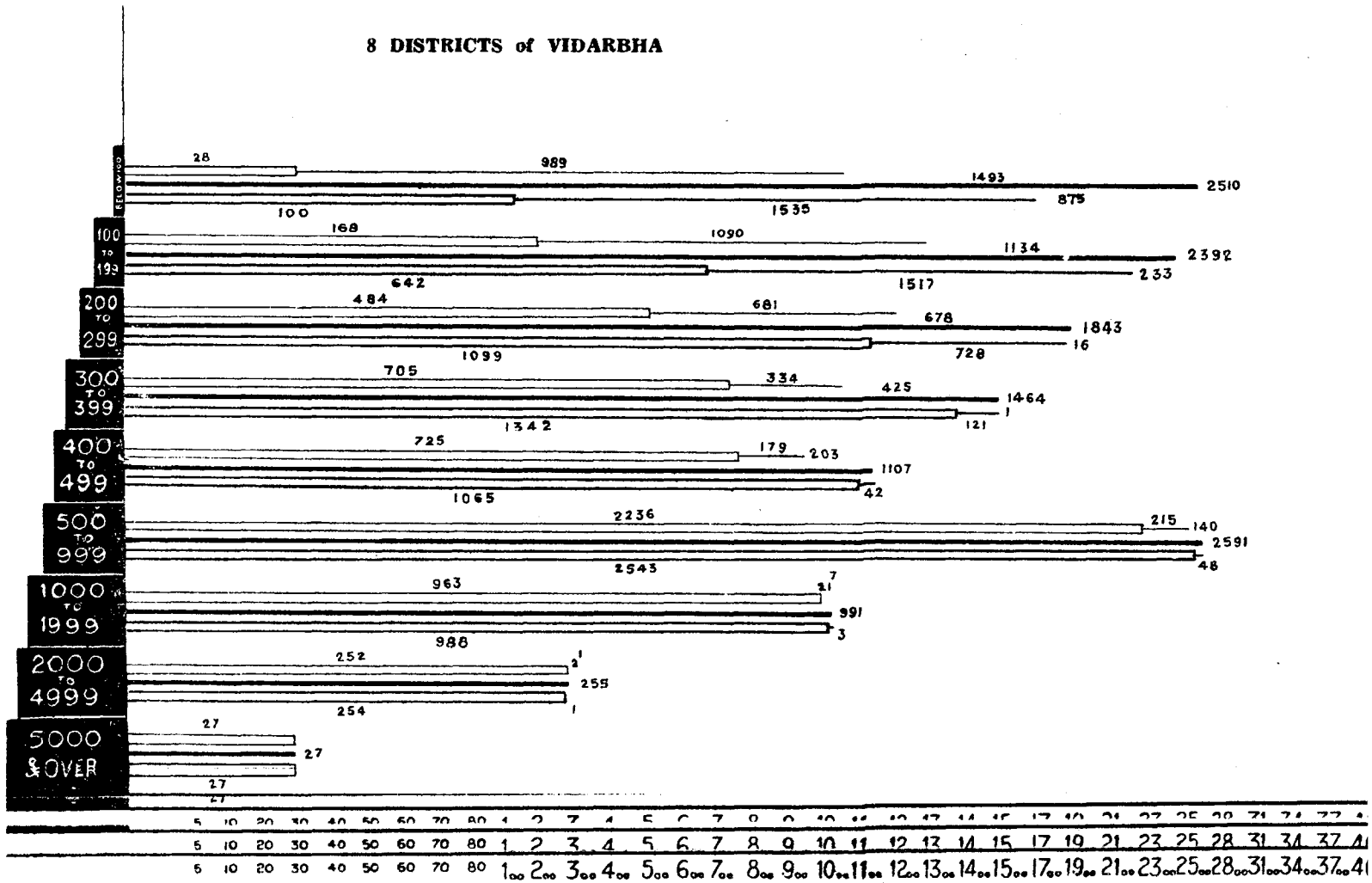
— Habitations

— Home facilities

— Neighbourhood facilities

— Without facilities

8 DISTRICTS of VIDARBHA



HABITATIONS
with and without
PRIMARY EDUCATIONAL FACILITIES
—EXISTING & AFTER PLANNING—

6 DISTRICTS of SAURASHTRA-KUTCH

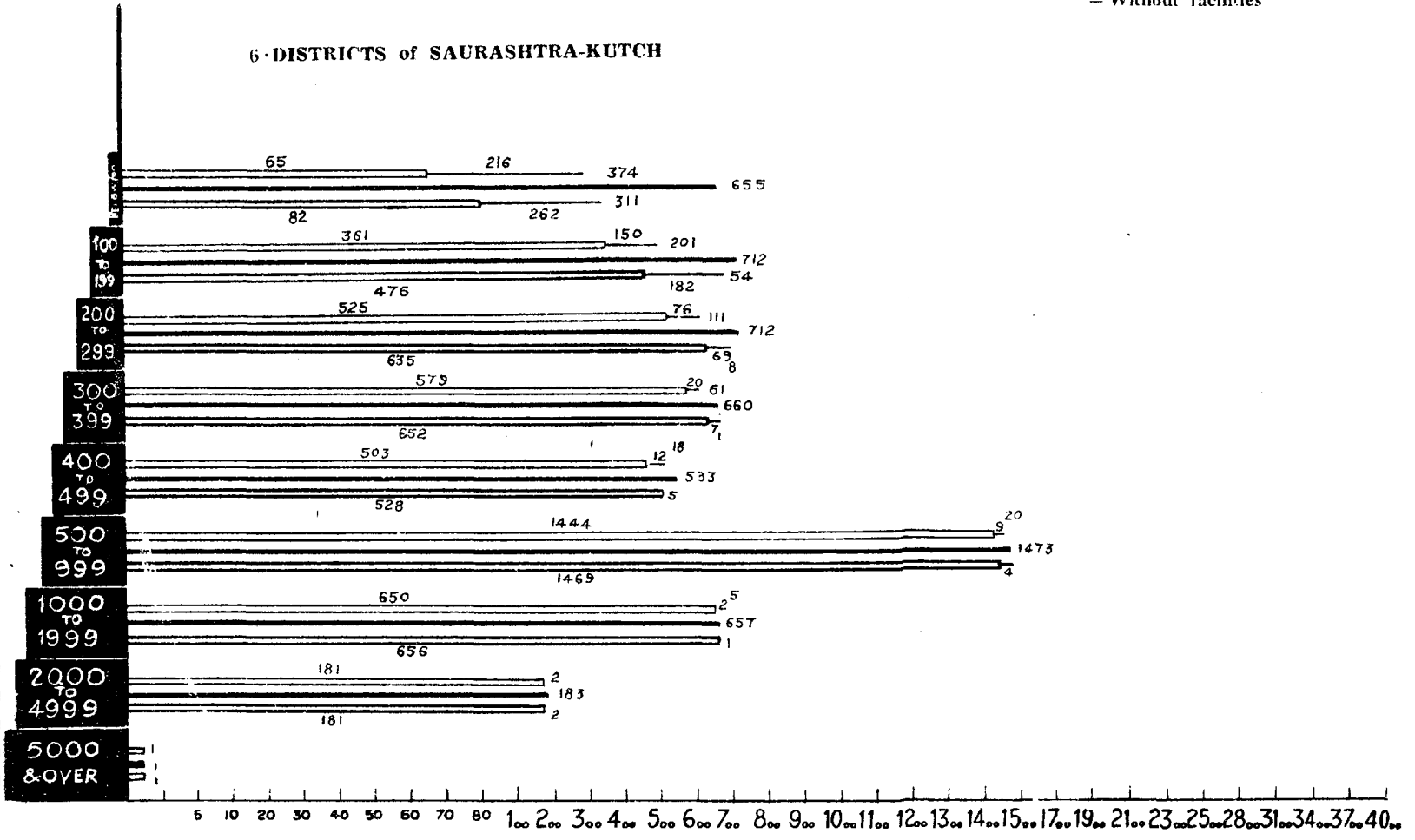
EXISTING — AFTER PLANNING

— Habitations

— Home facilities

— Neighbourhood facilities

— Without facilities



CHAPTER 43

PRIMARY SCHOOL STAGE

Proposals

(G.C.P.) L-A Na 31—27a

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

PROPOSALS—14 DISTRICTS OF OLD BOMBAY STATE (MARATHI)

SERIAL NO.	DISTRICT	HABITATIONS SERVED BY				TOTAL POPULATION	POPULATION SERVED BY			PERCENTAGE OF POPULATION SERVED BY			
		Total Number of Habitations	Independent Schools	Group Schools	Peripatetic-Teacher-Schools		Independent Schools	Group Schools	Peripatetic-Teacher-Schools	All Schools	Independent Schools.	Group Schools	Peripatetic-Teacher-Schools
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	GB : 1 GREATER BOMBAY ..	82	21	6	2	145498	23967	2883	308	18·66	16·47	1·98	0·21
2	M : 2 AHMEDNAGAR	2777	31	60	39	1215937	17082	8551	5742	2·57	1·40	0·70	0·47
3	M : 10 DANGS	326	6	64	2	47377	1610	7297	337	19·51	3·40	15·40	0·71
4	M : 11 EAST KHANDESH ..	1547	23	14	6	1004068	5524	2823	873	0·92	0·55	0.28	0·09
5	M : 12 KOLABA	3031	64	122	33	813055	18179	17848	3560	4·87	2·24	2.19	0·44
6	M : 13 KOLHAPUR	2056	12	103	18	1031303	4139	12033	1939	1·76	0·40	1.17	0·19
7	M : 16 NASIK	2650	71	147	64	1066497	23694	19927	7436	4·78	2·22	1.86	0·70
8	M : 17 NORTH SATARA ..	2294	40	79	108	1035844	16100	13575	15719	4·39	1·56	1.31	1·52
9	M : 20 POONA	3319	153	365	58	1122182	41816	50636	7193	8·88	3·73	4.51	0·64
10	M : 21 RATNAGIRI	5041	197	319	82	1606321	76699	61546	14006	9·48	4·78	3.83	0·87
11	M : 22 SHOLAPUR	1502	19	4	..	1054829	6830	552	..	0·70	0·65	0.05	..
12	M : 23 SOUTH SATARA	988	16	6	5	753519	6314	1130	625	1·07	0·84	0·15	0·08
13	M : 24 THANA	4085	148	506	15	965674	42912	68165	1237	11·63	4·44	7.06	0·13
14	M : 26 WEST KHANDESH ..	2172	76	238	16	951313	24269	32274	1849	6·13	2·55	3.39	0·19
	REGION OF 14 DISTRICTS. ..	31870	877	2033	448	12813417	309135	299240	60824	5·22	2·41	2·34	0·47

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

PROPOSALS—10 DISTRICTS OF OLD BOMBAY STATE (GUJARATI)

SERIAL NO.	DISTRICT	HABITATIONS SERVED BY				TOTAL POPULATION	POPULATION SERVED BY			PERCENTAGE OF POPULATION SERVED BY			
		Total Number of Habitations	Independent Schools	Group Schools	Peripatetic-Teacher-Schools		Independent Schools	Group Schools	Peripatetic-Teacher-Schools	All Schools	Independent Schools	Group Schools	Peripatetic-Teacher-Schools
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	G : 28 AHMEDABAD ..	1003	33	17	....	676920	11434	3759	....	2·25	1·69	0·56	....
2	G : 29 AMRELI ..	368	93	23	28	230873	37478	6754	4604	21·15	16·23	2·93	1·99
3	G : 30 BANASKAKTHA ..	1343	34	18	42	657643	10982	3061	6897	3·19	1·67	0·47	1·05
4	G : 31 BARODA ..	2059	145	352	71	899951	47519	57798	9128	12·71	5·28	6·42	1·01
5	G : 32 BROACH ..	1423	68	302	63	579866	21218	43447	5929	12·18	3·67	7·49	1·02
6	G : 35 KAIRA ..	1721	49	35	2	1178941	19805	6427	296	2·26	1·68	0·55	0·03
7	G : 38 MEHSANA ..	1588	196	153	24	1151199	73213	32774	3833	9·54	6·36	2·85	0·33
8	G : 39 PANCHMAHALS ..	2477	265	348	6	1013301	92127	63836	636	15·45	9·09	6·30	0·06
9	G : 40 SABARKANTHA ..	1754	134	163	17	637369	42317	26651	2259	11·17	6·64	4·18	0·35
10	G : 42 SURAT ..	2614	130	107	2	1446935	52296	17475	428	4·85	3·61	1·21	0·03
REGION OF "10" DISTRICTS ..		16350	1147	1518	255	8472998	408389	261982	34010	8·31	4·82	3·09	0·40

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

PROPOSALS—5 DISTRICTS OF MARATHWADA

SERIAL NO.	DISTRICT	Total Number of Habitations	HABITIONS SERVED BY			TOTAL POPULATION	POPULATION SERVED BY				PERCENTAGE OF POPULATION SERVED BY			
			Independent Schools	Group Schools	Peripatetic-Teacher-Schools		Independent Schools	Group Schools	Peripatetic-Teacher-Schools	All School	Independent Schools	Group Schools	Peripatetic-Teacher Schools	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	M: 5 AURANGABAD ..	2180	481	306	238	1013308	179356	66403	36894	27·91	17·71	6·56	3·64	
2	M: 7 BHIR ..	1545	297	455	....	741351	113423	89529	....	27·38	15·30	12·08	.....	
3	M: 15 NANDED ..	1957	295	582	....	817318	112980	119322	....	28·42	13·82	14·60	....	
4	M: 18 OSMANABAD ..	1728	321	233	17	1054072	131085	54995	3572	18·00	12·44	5·22	0·34	
5	M: 19 PARBHANI ..	1755	430	276	49	858023	156217	59884	7471	26·06	18·21	6·98	0·87	
	MARATHAWADA ..	9165	1824	1852	304	4484072	693061	390133	47937	25·23	15·40	8·70	1·07	

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

PROPOSALS—8 DISTRICTS OF VIDARBHA

SERIAL NO.	DISTRICT		HABITATIONS SERVED BY			TOTAL POPULATION	POPULATION SERVED BY			PERCENTAGE OF POPULATION SERVED BY			
		Total Number of Habitations	Independent Schools	Group Schools	Peripatetic-Teacher-Schools		Independent Schools	Group Schools	Peripatetic-Teacher-Schools	All Schools	Independent Schools	Group Schools	Peripatetic-Teacher-Schools
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	M: 3 AKOLA ..	1486	105	124	18	741238	37617	25704	2958	8·94	5·07	3·47	0·40
2	M: 4 AMRAVATI ..	1504	61	91	54	747838	21105	16176	7655	6·00	2·82	2·16	1·02
3	M: 6 BHANDARA ..	1874	314	393	30	980164	165999	100767	3656	27·58	16·93	10·28	0·37
4	M: 8 BULDANA ..	1223	37	35	34	726559	11740	6904	5968	3·39	1·62	0·95	0·82
5	M: 9 CHANDA ..	2685	237	555	375	885274	99601	97938	47564	27·67	11·24	11·06	5·37
6	M: 14 NAGPUR ..	1723	163	392	108	661732	68714	81109	15715	25·01	10·38	12·26	2·37
7	M: 25 WARDHA ..	964	67	111	....	413203	22909	20968	....	10·61	5·54	5·07	....
8	M: 27 YEOTMAL ..	1721	212	179	25	816070	78600	37657	3911	14·72	9·63	4·61	0·48
	VIDARBHA	13180	1196	1880	644	5972078	506285	387223	87427	16·42	8·48	6·48	1·46

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

PROPOSALS—6 DISTRICTS OF SAURASHTRA-KUTCH

SERIAL NO.	DISTRICT		HABITATIONS SERVED BY				TOTAL POPULATION	POPULATION SERVED BY			PERCENTAGE OF POPULATION SERVED BY			
			Total Number of Habitations	Independent Schools	Group Schools	Peripatetic-Teacher-Schools		Independent Schools	Group Schools	Peripatetic-Teacher-Schools	All Schools	Independent Schools	Group Schools	Peripatetic-Teacher-Schools
1	2		3	4	5	6	7	8	9	10	11	12	13	14
1	G : 33 GOHILWAD	..	1085	18	14	17	702162	6871	2980	3396	1·88	0·98	0·42	0·48
2	G : 34 HALAR	..	712	19	8	27	389099	5478	2499	4768	3·28	1·41	0·64	1·23
3	G : 36 KUTCH	..	1029	82	80	20	456535	30775	14477	2477	10·45	6·74	3·17	0·54
4	G : 37 M.SAURASHTRA	..	983	35	8	14	637895	9121	1688	2598	2·10	1·43	0·26	0·41
5	G : 41 SORATH	..	1127	31	48	9	676356	11505	9884	1581	3·39	1·70	1·46	0·23
6	G : 43 ZALAWAD	..	650	18	10	19	346251	4916	1065	2978	2·59	1·42	0·31	0·86
	SAURASHTRA-KUTCH	..	5586	203	168	106	3208298	68666	32593	17798	3·71	2·14	1·02	0·55

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

PROPOSALS—43 DISTRICTS OF NEW BOMBAY STATE

SERIAL NO.	REGION	Total Number of Habitations	HABITATIONS SERVED BY			TOTAL POPULATION	POPULATION SERVED BY			PERCENTAGE OF POPULATION SERVED BY			
			Independent Schools	Group Schools	Peripatetic-Teacher-Schools		Independent Schools	Group Schools	Peripatetic-Teacher-Schools	All Schools	Independent Schools	Group Schools	Peripatetic-Teacher-Schools
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Of "14" Districts	31870	877	2033	448	12813417	309135	299240	60824	5·22	2·41	2·34	0·47
2	Of "10" District	16350	1147	1518	255	8472998	408389	261982	34010	8·31	4·82	3·09	0·40
3	Marathawada	9165	1824	1852	304	4484072	693061	390133	47937	25·23	15·46	8·70	1·07
4	Vidarbha	13180	1196	1880	644	5972078	506285	387223	87437	16·42	8·48	6·48	1·46
5	Saurshtra-Kutch	5586	203	168	106	3208298	68666	32593	17798	3·71	2·14	1·02	0·55
	STATE ..	76151	5247	7451	1757	34950863	1985536	1371171	247996	10·31	5·68	3·92	0·71

CHAPTER 43

PRIMARY SCHOOL STAGE

Proposals

43·1 In the preceding chapters the existing position regarding Primary schools of all the three types—Independent, Group and Peripatetic was scrutinised in detail and the area served by them, by habitations and populations, noted. The habitations left out of educational provision, even after intense utilisation of the existing provision, were taken note of for receiving priority in the planning part of the survey. What the Survey achieved so far is :

(i) to assess fully and completely the existing educational provision and to utilise it extensively for including as much of the rural area as possible under the distance-target accepted for the survey ;

(ii) to determine correctly and exhaustively all the habitations and their population not served educationally by the existing available provision.

With this data recorded fully and in detail in registers, Tables and topo-sheets, the next and the most crucial part of the survey followed—that of providing educational facilities for the unprovided habitations and their population. The proposals had to be made according to the population—distance targets laid down and elucidated in chapter 8 of Part I of this report.

43·2 In planning of educational provision and proposing of schools, Independent, Group and Peripatetic-Teacher, the following main changes occurred in the existing position during this procedure :

(i) Habitations in higher slabs when farther than 4 furlongs from existing schools received Independent or Group schools even if they were already served by existing schools ;

(ii) Habitations so far unprovided for were tagged on to the newly proposed schools if any of them fell within a mile walking-distance from them ;

(iii) In rare but unavoidable cases, habitations at distances greater than a mile were tagged on as feeders either to existing or to newly proposed schools if no other alternative was open to provide for them ;

(iv) Habitations tagged to existing schools were disassociated from their existing grouping and tagged on to newly proposed schools if they were nearer to them;

(v) In very compelling circumstances, schools were proposed forming a school-area of less than the stipulated 300 not to leave out habitations from educational provision;

(vi) Many of the Peripatetic-Teacher-Centres with fairly large population were broken up and were served by newly proposed schools;

(vii) In some cases of broken Peripatetic-Teacher-Centres, where new schools could not be proposed, these Centres were coupled with new centres to form new Peripatetic-Teacher-schools;

(viii) In a few rare but very exceptional situations existing schools were suggested to be closed or shifted to better locations so as to serve a wider area than before;

(ix) In a few cases in which habitations would have been deprived of educational provision only because they had a population less than the specified 300, they were awarded schools as special or exceptional cases.

All the specifications and their amplifications detailed in chapter 8 of Part I were adhered to in planning and proposing of new Primary school facilities. This had to be attended to cautiously and critically, requiring alterations and revisions in the proposals, again and again, in the context of the situation as it developed on the topo-sheets. All planning and proposing of new schools could only be done on the topo-sheets, habitation by habitation, area by area.

43·3 The proposals of the survey are consolidated in the Appendices A, B and C series regarding Independent, Group and Peripatetic-Teacher-schools respectively. These Appendices are consolidations giving regionwise (in the State Tables) and districtwise (in the Regional Tables) break-up of the three types of schools under appropriate population slabs. At the taluka and district levels, however, when a habitation was awarded a school, its own population and the total population served by it were also specified in detail, taluka by taluka, from which, first, the regional and, then, the State consolidation was complied. These proposals and the particulars about them are discussed below, type by type.

43·4 INDEPENDENT PRIMARY SCHOOLS

The statistical data of proposed Independent Primary schools is compiled in Table IIIB series in the District, Regional and State consolidations. Table IIIB is identical with Table IIIA which pertains to existing Independent schools. The proposed Independent schools are also consolidated in Appendix A series giving the regional break-up in State Tables and district break-up in Regional

Tables, Table IIIB and Appendix A being complementary to each other. As Independent schools serve only the habitations they are located in, their school-areas are the population figures of the habitations themselves and as such the difference in Table IIIB and Appendix A is only in the slabs of population under which Appendix A is tabulated. Appendix A does not have all the slabs "5000 and above" to "Below 100" but have slightly modified and combined slabs.

43·4·1 (5/14-5) and (62/14-50)*

In the region of "14" Districts 877 Independent schools have been proposed serving a population of 309135 as detailed in Table (5/14-5). 787 of these fall below the slab "500" population and only 90 in slabs "above 500". The proposals are spread out in all districts with 197, the highest, in Ratnagiri, 153 in Poona, 148 in Thana, 71 in Nasik, 64 in Kolaba and smaller numbers in the other districts. Dangs receives 6. The 877 newly proposed Independent Schools serving a population of 309135 cater to a rural population of 2·41 per cent. Of the percentages in the districts, 16·47 for Greater Bombay rural areas is the highest. Excluding Greater Bombay the percentages range between 4·78 in Ratnagiri and 0·40 in Kolhapur. This indicates that most of the habitations deserving of schools already have them and only a few needed to be provided for.

43·4·2 (5/10-5) (62/10-50)**

The region of "10" Districts receives 1147 Independent schools which serve a rural population of 408389, a percentage of 4·82. These are fairly evenly distributed in the "10" Districts except in Ahmedabad which receives 33, Amreli 93, Banaskantha 34, Broach 68, and Kaira 49, the rest receiving more than 100, Panchmahals 265, the highest number of schools. The population served in each of the districts ranges from 16·23, the highest, in Amreli to 1·67, the lowest, in Banaskantha. The fairly large number of Independent schools, 1147, proposed for this region partly indicates the impracticability of providing Group schools because of the difficulty of the far-scattered habitations in the region.

43·4·3 (5/5-5) and (62/5-44)†

The region of Marathwada receives as many as 1824 Independent schools, the highest for any region of the State, thereby indicating the greater need of this region for educational provision. These schools are fairly evenly distributed in the districts of the region and the percentages of population served by them range between 18·21, the highest, in Parbhani and 12·44, the lowest, in Osmanabad. The region as a whole serves an additional 15·46 per cent. of the rural population through these proposed Independent schools.

Vide Table on page *413 **414 †415 also.

43·4·4 (5/8-5) and (62/8-44)*

Vidarbha has been proposed 1196 Independent schools covering a population of 506285 in the rural areas. Of these, 943 are from slabs "below 500" and 253 from slabs "above 500". Distribution of these within the districts shows an unevenness, Amravati and Wardha receiving 61 and 67 respectively, showing that they are already fairly well provided. Against this, Bhandara receives 314, Chanda 237, Yeotmal 212, Nagpur 163 and Akola 105. The proposed schools serve an additional population of 8·48 per cent. the percentage varying between 16·93 in Bhandara and 1·62 in Buldana.

43·4·5 (5/6-5) and (62/6-44)†

Saurashtra-Kutch was proposed 203 Independent schools, the lowest for any region of the State, serving a population of 68666 covering 2·14 per cent of the rural population. In the distribution of 203 Independent schools in the districts, Kutch received the highest, 82, and Gohilwad and Zalawad 18, the lowest. The percentage of population covered by these proposals range between 6·74 in Kutch and 0·98 in Gohilwad. The needs of this region in this regard were comparatively few as the region was well supplied with adequate Primary stage provision under existing conditions.

43·4·6 (5/43-6), (62/43-63)‡

The over-all position of the State is that 5247 Independent schools have been proposed for its 76151 habitations serving an additional population of 1985536, 5·68 per cent of the rural population. A comparative study of the regions indicates that Marathwada received the highest number of Independent schools, 1824, and Saurashtra-Kutch, the lowest, 203, with the region of "14" Districts, the second lowest, with 877. The percentage of popuulation served in the regions varied from 15·46 in Marathwada, the highest, to 2·14 in Saurashtra—Kutch, the lowest. Any correct assessment of the provision under proposed Independent schools can only be gauged in relation to the proposed Group schools as these two together provide adequate full-time provision though of slightly varying types.

43·5 GROUP PRIMARY SCHOOLS

The data about proposed Group schools is recorded in Table IVB series which is a parallel to Table IVA series of the existing Group schools. The Tables in this series, under all the slabs, give the habitations and their population served by Group schools. Since

Vide Table on page *416 †417 ‡418 also.

all the habitations (and population) served by Group schools are consolidated in this Table, the Table does not indicate the habitations containing the schools. Table IVD series is a two-way Table, slabs—distances, which indicates the location of the habitations served by Group schools, the habitations coming under the column, "no distance" being the habitations containing the schools. The feeders, under each slab are shown at the appropriate distances from half a mile or less to 1½ miles or more. The break-up of these Tables under slabs and distances give the regional (in the State Tables) and district (in Regional Tables) position. Appendix B series under slightly modified slabs gives the number of habitations where Group schools are located together with the total population served by them. The number of habitations in this Appendix tallies with the number of habitations under "no distance" column of Table IVD and the population with the total population in IVB.

43·5·1 (8/14-8), (13/14-13), (63/14-51) and Break-up Tables*

2033 rural habitations with a population of 299240 are covered by proposed Group schools in the region of "10" Districts. The distribution of these 2033 habitations shows great variance in the districts of the region. The maximum number 506 are in Thana, 365 in Poona, 319 in Ratnagiri, 238 in West Khandesh, with a minimum of 4 in Sholapur. These figures clearly indicate the existence of small habitations in hilly or secluded regions of the districts as in the Scheduled areas of Thana and West Khandesh, and the hilly regions of Poona and Ratnagiri. The district break-up of the total population served by these schools shows a corresponding variance nearly in the same proportion as the habitations served. The population percentage served is highest in Dangs, 15·40, in Thana 706, in Poona 4·51, in Ratnagiri 3·83, in West Khandesh 3·39 and in the other districts much lower.

These 2033 rural habitations are served by 745 Group schools out of which 35 are in population slabs "above 500" and 710 in slabs "below 500". The distances of the feeders from the schools show a decrease from half a mile to 2½ miles or less, 633 in half mile or less, 581 in one mile or less and only 74 in 1½ miles or less. The schools located in the higher slabs are distributed, one in Greater Bombay, two in Ratnagiri, two in Thana, in the slab 1000 and over. Thana receives the highest number of Group schools, 165, Poona 139, Ratnagiri 128 and all others much less than 100, the least being in Sholapur, 2.

In the region as a whole, 745 Group schools cover 2033 habitations serving a rural population of 2·34 per cent which is nearly equal to the percentage served by proposed Independent schools which is 2·41. These figures indicate that in the region of "14" Districts a fairly dense concentration of educational provision has been achieved with very little leeway to be made by Group or Independent schools.

Vide Table on page 413 also.

43·5·2 (8/10-8), (13/10-13), (63/10-51) and Break-up Tables*

In the region of "10" Districts 1,518 rural habitations are served by proposed Group schools covering a population of 2,61,982 in the rural area. These habitations are spread out in the districts—Baroda 352, Pachmahals 348, Broach 302, Sabarkantha 163, Surat 107, Mehsana 153, and the others much less than 50 each. The population covered by these habitations give a percentage of 7·49 for Broach, 6·42 for Baroda, 6·30 for Panchmahals, 4·18 for Sabarkantha and less than 3 per cent in the other districts, the least being

0·55 for Kaira.

630 proposed Group schools serve these 1,518 rural habitations. Eighteen of these schools have population more than 500 and 612 less than 500. It is interesting to note that out of the 888 feeders only 341 are within half a mile and 522 within one mile and 25 within 1½ miles indicating the wider spread of habitations in this region. Of the 630 schools, Mehsana has 5 in the slab over 1000 and 142 fall in the slab 500-999. Panchmahals received the highest number of schools 154, Baroda 139, Broach 118, Sabarkantha 74, Mehsana 62, Surat 43 and the remaining districts less than 15 each. This region for its 1518 rural habitations covered by Group schools as compared to 2033 in the region of "14" Districts, covers a higher percentage of rural population, 3·09, as against 2·34 in the other region. The percentage of population served by proposed Group schools is slightly higher than half the percentage served by proposed Independent schools. Under the existing educational facilities the region of "10" Districts has better provision under Independent schools than the region of "14" Districts as compared to the provision under Group schools so that under proposals the "10" Districts covered a slightly higher percentage of population under Group schools.

43·5·3 (8/5-8), (13/5-13), (63/5-45) and Break-up Tables**

In Marathwada, under the proposals, 1852 habitations with a population of 390133 are covered by the proposed Group schools for educational facilities. These habitations are fairly evenly spread out in the districts except in Nanded which has the highest 582 indicating the acute need of the districts of this region for educational provision. The population of these districts served by these proposals work out at 14·60 in Nanded, 12·08 in Bhir, 6·98 in Parbhani, 6·56 in Aurangabad and 5·22 in Osmanabad.

The proposed Group schools are 774 in number, 65 of these being located in habitations with more than 500 population and the remaining 709 in habitations with population less than 500. The distances of the 1078 feeders to these 774 schools are spread out, 292 within half a mile or less, as many as 626 within one mile or less and 160 within 1½ miles or less indicating the greater distances

Vide Table on page *414 **415 also.

between habitations. Two schools have been proposed in habitations with over 1000 population, 335 in habitations in the slab 500-999. Nanded received 240 of these schools, Bhir 164, Aurangabad 137, Parbhani 127 and Osmanabad, the least, 106.

With much to make up in educational provision, against the 15·46 percentage of the rural population served by proposed Independent schools, this region covered a fairly high percentage of 8·70 rural population through the Proposed Group schools.

In fact, this region received proportionately more Independent and Group schools which helped to provide educational facilities to a larger percentage of rural population under each of the categories, to make up for its present deficiencies, and, under the survey specifications, raise it up to the standard of the other regions.

43·5·4 (8/8-8), (13/8-13), (63/8-45) and Break-up Tables*

In Vidarbha the proposed Group Primary schools serve as many as 1880 rural habitations with a population of 387223. The habitations covered by Group schools are very unevenly spread out in the districts. In Chanda as many as 555 being served and in Amravati only 91. Bhandara and Nagpur had 393 and 392 habitations respectively served by the proposed Group schools. The percentage of population served in the districts shows great variations with 12·26 in Nagpur and 0·95 in Buldana. The average percentage for the district works out at 6·48. The low provision made under proposed Group schools in Amravati and Buldana is indicative of the adequate existing provision in these two districts.

The Group schools proposed in this region number 791 feeding 1089 neighbouring habitations, besides, home habitations. Of these 791 schools 79 fall in the slab "above 500" and 712 in slab "below 500". The spread of 1089 feeder habitations is indicative of the greater distances between habitations as 304 are within half a mile and as many as 710 within one mile and 75 within 1½ miles. Of the 791 schools proposed, 17 are in the slab "above 1000" and the rest in the slabs "below 1000". Chanda received 208, Nagpur 173, Bhandara 166, Yeotmal 81, Akola 55, Wardha 51, Amravati 41, Buldana 16 of the 791 schools proposed. Here again, Buldana shows fairly good provision needing only 16 Group schools.

The region as a whole covered under the Group school provision a rural population of 6·48 per cent as compared to 8·48 under Independent schools. This is the second region in the State, next to Marathawada, which needs educational expansion to bring it to be on par with other regions. The apparent backwardness of this region is mainly due to the two problem districts of Chanda and Bhandara in which the introduction of educational facilities is beset with innumerable difficulties.

**Vide* Table on page 416 also.

43·5·5 (8/6-8), (13/6-13), (63/6-45) and Break-up Tables*

The Saurashtra-Kutch region received 76 Group schools serving an additional 168 rural habitations with a population of 32593 in the region. The habitations covered by these Group schools are unevenly distributed in the districts, 80 being covered in Kutch, 48 in Sorath, 14 in Gohilwad and 10 or less than 10 in other districts. The population percentage covered by these habitations is remarkably low, Kutch with the highest 3·17, Sorath with 1·46 and all others with less than one per cent. Of the 76 schools proposed, 7 are in slabs " above 500 " and 69 in slabs " below 500 ". The distances of the 92 feeders are typical of the region, 16 of them within half a mile, 57 within one mile and 19 within 1½ miles. Kutch received 36, Sorath 21, Gohilwad 7 and others 4 each of the 76 proposed Group schools.

Saurashtra is the only region in the State in which Primary educational facilities are liberally diffused in the rural areas inspite of the fact that grouping of habitations for common facilities are extremely difficult in this region. This is also the region which received the least number of Independent schools. The coverage of population under proposals is 1·02 for Group schools and 2·14 for Independent schools, both these being the lowest for any region in the State.

43·5·6 (8/43-9), (13/43-14), (63/43-64) and Break-up Tables**

The proposals under Group schools for the State as a whole give the following over-all picture. 7451 rural habitations with 1371171 population are served by proposed Group schools, the percentage of population in the State working out at 3·92 per cent as against 5·68 per cent served by the proposed Independent schools. As in the case of proposed Independent schools, the region of Marathawada received a high proportion of proposed Group schools, and Vidarbha next to Maráthawada. The percentage of population covered by the new proposals on account of Group schools shows the following variations :—

Marathawada	...	...	8·70
Vidarbha	...	...	6·48
Region of " 10 " Districts	...	...	3·09
Region of " 14 " Districts	...	...	2·34
Saurashtra-Kutch	...	...	1·02

as against the corresponding percentages for proposed Independent schools 15·46, 8·48, 4·82, 2·41, 2·14 respectively.

Vide Table on page *417 **418 also

43·6 PERIPATETIC-TEACHER-SCHOOLS

The Tables which give the statistical data on account of Peripatetic-Teacher-schools are in many series, the important of them being VE, VD and Appendix C series with two additional series on "distances which teachers have to walk" and "school-areas". The VB series is identical with the VA series which reflects the existing position. All the other series are two-way Tables and their one-way break-up has also been included in the additional Tables under this head.

The slabs of population for all these series begin with "300 and above" as it would be rare to provide Peripatetic-Teacher-Centres to habitations with more than this population. The proposals under Peripatetic-Teacher-schools include not only the new proposals but also revisions and modifications of the existing position with regard to these. Many of the existing Peripatetic-Teacher-Centres have been "broken" and alternative provision made either by awarding them new Independent or Group schools or by serving their needs by existing or proposed Group schools.

43·6·1 (26/14-26), (31/14-31), (64/14-52) and Other Tables*

For the region of "14" Districts, 344 Peripatetic-Teacher-Centres have been proposed to serve 448 habitations with a population of 60824. The 344 centres give 172 Peripatetic-Teacher-schools serving not only the 344 habitations but 104 feeders. The habitations covered by this facility are unevenly distributed in the districts, with North Satara providing this facility to 108 habitations, Ratnagiri to 82, Nasik to 64, Poona to 58 and in all the other districts less than 50 each, some of them less than 10 and Sholapur none. The percentage of population served by these proposals in the districts ranges from 1·52 in North Satara to 0·08 in South Satara. The percentage for the whole region works out at 0·47.

Of the 344 centres 16 are in the slab "300 and above", 5 in Ahmednagar, one in Kolaba, 2 in Nasik, 3 in North Satara, one in Poona and 4 in Ratnagiri. The reasons for including habitations in this particular slab have been explained earlier.

The 104 feeders to the 344 centres are spaced, 60 within half a mile, 43 within a mile and only one within 1½ miles. The distances which teachers have to walk between the centres break-up into, 130 within 1½ miles, 98 within 2 miles, 73 within 2½ miles, 26 within 3 miles and about six each within 3½, 4½ miles and none within 5 miles.

Though Peripatetic-Teacher-schools have been proposed, the proposals were based, in almost all cases, on the inaccessibility of the habitations selected for this provision and the difficulty of providing better facilities on a full-time basis either by Independent or Group schools. Besides, in most cases this provision is meant to make a beginning in educational provision so that in years to come this provision may grow into a full-time provision.

**Vide* Table on page 413 also.

43·6·2 (26/10-26), (31/10-31), (64/10-52) and Other Tables*

The region of "10" districts has been proposed 216 Peripatetic-Teacher-Centres (108 Peripatetic-Teacher-Schools) serving 255 habitations with a population of 34,010. The distribution of the habitations in the districts shows high variance Baroda having 71 of these, Broach 63, Banaskantha 42, Amreli 28, Mehsana 24, Sabarkantha 17 and the others less than 10. The population percentage served by this facility under proposals ranges between 1·99 in Amreli and 0·03 in Kaira and Surat, Ahmedabad having been proposed no new Peripatetic-Teacher-Centres.

Of the 216 centres proposed only 3 fall in the slab "above 300", one in Amreli and two in Banaskantha, both educationally difficult to provide for. The 39 feeders to the 216 centres are distributed, 9 within ½ a mile, 24 within one mile and 6 within 1½ miles. The distances the teachers have to walk between centres are 118 within 1½ miles, 49 within 2 miles, 40 within 2½ miles, 5 within 3, and 4 within 3½ miles.

In the region as a whole, the 255 habitations which are served by this facility under the proposals cover a percentage of 0·40 of the rural population. This region with the region of "14" Districts has existing Peripatetic-Teacher-schools which serve a population of 3·50 so that the new proposals are comparatively insignificant. It should also be noted that the new proposals to the extent of 0·40 do not add to the existing percentage of population under this type of provision as many of the existing centres have been broken and better provision made for them.

43·6·3 (26/5-20), (31/5-25), (64/5-46) and Other Tables†

The region of Marathawada under the proposals covers 304 habitations with a population of 47937 in the rural areas under the Peripatetic-Teacher facility. These habitations are unevenly spread in the districts, 238 in Aurangabad, 49 in Parbhani, 17 in Osmanabad and none in Nanded and Bhir. The population served by this facility is as high as 3·64 in Aurangabad, 0·87 in Parbhani and 0·34 in Osmanabad.

The actual centres of instruction are only 270 (135 Peripatetic-Teacher-schools) and the 34 feeders to the group centres are : 14 within half a mile and 20 within one mile. Four of the centres have population more than 300, 3 in Aurangabad and one in Osmanabad. The distances which teachers have to walk break up into 126 within 1½ miles, 127 within 2 miles, 11 within 2½ miles and 6 within 3 miles.

Marathawada had, prior to the survey, no Peripatetic-Teacher facilities. Hence, the proposals, for the first time, introduce this facility with a view to catering to the far-placed habitations which otherwise cannot be provided for. This provision has been supplied only in 3 districts and the percentage of population covered is only 1·07 in the whole region.

Vide Table on page *414, †415 also.

43·6·4 (26/8-20), (31/8-25), (64/8-46) and Other Tables*

Vidarbha, like Marathwada and Saurashtra-Kutch, had no Peripatetic-Teachers on 31st March 1957. The proposals of the survey recommended 484 Peripatetic-Teacher-Centres serving 644 habitations with a population of 87427. These habitations are spread unevenly in the districts, Wardha having none and Chanda, the problem district of the region, receiving as many as 375, Nagpur 108 and others about 50 or less. The population covered by this facility works out as high as 5·37 in Chanda, 2·37 in Nagpur and as low as 0·37 in Bhandara.

Of the 484 centres, 11 are in the slab "300 and above", one in Akola, 7 in Chanda and 3 in Nagpur. These are habitations to which education is reaching for the first time because of their isolated position. The distances which children have to walk in the 160 feeders to these centres break up into : 47 within half a mile, 95 within one mile and 18 within 1½ miles. The 18 cases are as a result of relaxing the distance-target so as to provide for utterly destitute habitations which otherwise would never be served. The distances which teachers have to walk between the 484 centres are distributed from within 1½ miles to within 5 miles, the frequencies at half a mile intervals being 105 (within 1½ miles), 149, 81, 50, 51, 26, 16 and 6 (within 5 miles).

Under this provision a rural population of 1·46 per cent is served in Vidarbha. The facility being new to the region its success, if and when introduced, will determine the expansion of this facility to other far-scattered habitations in the region, in particular in Chanda, Bhandara and parts of Amravati and Yeotmal.

43·6·5 (26/6-20), (31/6-25), (64/6-46) and Other Tables†

The provision of Peripatetic-Teacher-schools in Saurashtra-Kutch (under the proposals) is the least proposed for any region in the State. This facility is also new to the region. Besides, Saurashtra-Kutch is so liberally provided with existing Primary educational facilities that the Peripatetic-Teacher-schools, introduced for the first time in this region, can only hope to cover a few straggling habitations of meagre population which so far have been left out of educational reckoning. 98 centres have been proposed covering 106 habitations with a population of 17798. The 106 habitations are distributed unevenly in the districts, Halar having 27, Kutch 20, Zalawad 19, Gohilwad 17, Madhya Saurashtra 14, and Sorath 9. The population percentage covered by these ranges from 1·23 in Halar to 0·23 in Sorath, the percentage for the region being 0·55.

The feeder habitations to the Peripatetic-Teacher-Centres are only 8, 4 lying within half a mille and the other 4 within a mile. Only one of the centres in Hallar has a population above 300. The frequencies of the distances which teachers have to walk at intervals of half a mile are 14 (within 1½ miles), 43, 15, 10, 6, 6, 0 and 4 (within 5 miles).

Vide Table on page *416 †417 also.

This region enjoys wide diffusion of Primary educational facilities, and, under proposals, receives very little additional provision which attempts to reach a few isolated habitations which have not been touched so far. Even under Independent, Group and Peripatetic-Teacher-schools, the proposals serve the low percentages of 2·14, 1·02 and 0·55 respectively of the rural population. These are the lowest percentages for any region except in the Peripatetic-Teacher category. This is because, for the first time, the isolated habitations in this region are being brought within the educational fold.

43·6·6 (26/43-27), (31/43-22), (64/43-65) and Other Tables*

In the whole of the State 1412 Peripatetic-Teacher-Centres (706 schools) serving in all 1757 habitations with a population of 247996 have been proposed mainly to cover very small habitations which have had no tradition of education in the past. In numbers, the habitations covered by this facility are highest in Vidarbha and lowest in Saurashtra-Kutch. The percentage of population served by this facility works out at 1·46 in Vidarbha, 1·07 in Marathawada and less than one per cent in the other regions, the percentage for the State being 0·71. There are 35 centres falling in the slab "above 300", 16 in the region of "14" Districts, 3 in the region of "10" Districts, 4 in Marathawada, 11 in Vidarbha and one in Saurashtra-Kutch. The feeders to these centres are distributed : 134 within half a mile, 186 within one mile and 25 within 1½ miles. The distances walked by teachers have the frequencies 493, 466, 220, 97, 67, 38, 21 and 10 within the distance range of "within 1½ miles" to "within 5 miles" at half mile intervals.

43·7 The region of "14" Districts and the region of "10" Districts had Peripatetic-Teacher facilities under existing educational provision while these are being introduced for the first time in the regions of Marathawada, Vidarbha and Saurashtra-Kutch. The proposals of the survey are, therefore, new in the 3 regions where they have been recommended for the first time while in the regions of "14" and "10" Districts the proposals of the survey are, in some cases, not only not new but are modifications of the existing facilities. Many of the existing Peripatetic-Teacher-Centres have been broken and in a few cases Independent schools proposed, in a few others Group schools and in a fairly large number of cases new pairs of Centres. There were also cases where broken Centres were tagged as feeders to existing Group schools or newly proposed Group schools.

During this part of the survey, under planning and proposing, the topo-sheets which were so far green received red symbols as part of the proposals. The changes in the existing educational provision led to red symbols superseding the green. Such changes altered the existing provision considerably so that, mathematically, it is not correct to say that the existing and the proposed sum up to "After Planning". In the total picture emerging out of the survey as

* *Vide* Table on page 418.

a summation of the existing and the proposals, the existing provision underwent considerable changes so that in the final picture only a major part of the existing provision was accepted and part modified by the proposals. Mathematically it would be correct to state " Existing & Accepted *plus* Proposals " equals " After Planning " position.

The School-Area Register, which was the final document of the survey at the taluka level, gave a true picture of the educational provision in the rural areas as a result of the survey. This Register clearly indicates the existing part that has been accepted in forming the proposals and also shows, separately, the proposals of the survey. The changes made in the existing situation are, however, not indicated in this Register. Whereas the School-Area Register recorded the data of the survey in its final shape, the topo-sheets, the counter-part of the School-Area Register, represented this document in an illustrated form inclusive of the correct existing provision and the changes in this provision as a result of planning and proposing. The topo-sheets on which the survey was based in the districts also show the population figures of each of the habitations so that they are a true reflection of the School-Area Register.

The achievements of the survey are based mainly on the proposals dealt with in this chapter. These, together with the accepted part of the existing educational provision, form the final achievement of the survey in covering the rural areas of the State with a net-work of schools of all types, Independent, Group and Peripatetic, which will bring education within reach of a maximum possible number of habitations in the State so that the percentage of population unserved may be reduced to the minimum, about two to three per cent. A complete assessment of the achievements of the survey in educational provision will be dealt with in chapters to follow.

CHAPTER 44

INTER-DISTRICT EDUCATIONAL PROVISION AND Closing/Shifting of Primary Schools.

CHAPTER 44

INTER-DISTRICT EDUCATIONAL PROVISION AND Closing/Shifting of Primary Schools

44·1 The objective of the survey was to provide educational facilities to as many rural habitations as possible through one or other type of service. Most of this provision, normally, was to be within the boundaries of each district since the unit of organisation was the district. But providing educational facilities within the district was not always possible.

It often happened during the planning and proposing part of the survey that a few habitations, big and small, were stranded on the borders of districts for want of educational provision at one or the other stages of education as these could not be provided within the district. Such habitations could only be provided with the required facilities across the borders of the district in the neighbouring districts. A procedure was laid down during the survey (*vide* I-14) whereby each District Survey Officer having such habitations to provide for was to correspond with his counterpart with full particulars of such habitations so that an attempt could be made to provide for them in the neighbouring district. 317 queries on this account were made between district and district with intimation to the headquarters. Of these, 58 were provided, 11 at the Primary stage, 19 at the Middle stage and 28 at the High school stage, by correspondence. A final attempt to provide for as many as possible was made at the meeting of the District Survey Officers at Manmad on 21st July and at Baroda on 28th July, 1957. At these meetings 29 more were provided at the inter-district level, 2 at the Primary, 5 at the Middle and 22 at the High school stage. All attempts to provide, at the inter-district level, for the remaining 230 proved fruitless and desperate efforts had to be made to provide for each of them within the home districts. The data about these habitations and the neighbouring districts that served them are given in Appendix F series.

As the taluka was the Unit of the survey and also of documentation, many cases arose wherein educational provision had to be made at inter-taluka level. As these fell within the boundaries of the district, they were only recorded and documented at the taluka level and not consolidated either at the district or State level.

44·2 During the planning and proposing of new schools, instances arose where some of the existing schools were not functioning to their full capacity. Most of these came under the Peripatetic-Teacher category, some Independent and a few Group. Many of the Peripatetic-Teacher-Centres had to be closed and alternative provision made for the habitations deprived of this meagre provision. Some of these which satisfied the population target were awarded Independent schools, a few Group schools and many coupled with new habitations forming new Peripatetic-Teacher-schools. There were many which could be tagged on to newly proposed schools thereby converting the part-time instruction facility into a full-time schooling facility. The number of habitations the schools in which were suggested to be closed and for which alternative and better educational provision was made amounted to 45, 28 in the region of "14" Districts, 13 in the region of "10" Districts, 3 in Marathawada and 1 in Saurashtra-Kutch.

There were some schools which, in their present existing locations, were found to be inadequate usefulness and shifting them to nearby habitations would have increased their utility by bringing in more children into the school in the new locations. This measure would also have brought the school within a walking distance of a few habitations that were left unprovided previously. Under these compelling circumstances existing schools were recommended to be shifted to new locations. The number involved in this suggestion was 27, 14 in the region of "14" Districts, 7 in the region of "10" Districts, 2 in Marathawada, 1 in Vidarbha and 3 in Saurashtra-Kutch.

It very often happened that a school was situated in a habitation with a moderate population when a nearby habitation with nearly double or triple the population was without a school and had to walk to the school in the smaller habitation. Such cases arose where the local community actively contributed to put up a school building so that a smaller habitation received a school and a larger one went without one. Closing or shifting of schools could only be suggested under extremely forceful and compelling reasons. Local opinion would always resist such drastic changes and it is very unlikely that these suggestions of the survey could be put into effect without local opposition.

The data about schools suggested to be closed or shifted are given in Appendix G series in the Statistical Appendix to this report.

CHAPTER 45

PRIMARY SCHOOL STAGE

After Planning

Independent Primary Schools

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

AFTER PLANNING—14 DISTRICTS OF OLD BOMBAY STATE (MARATHI)

SERIAL No.	DISTRICT	HABITATIONS SERVED BY					TOTAL POPULATION	POPULATION SERVED BY				PERCENTAGE OF POPULATION SERVED BY				
		Total Number of Habitations	Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No Schools		Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No Schools	All Schools	Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No Schools
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	GB: 1 Gr. Bombay..	82	59	18	2	3	145498	123492	21477	308	125	99·91	84·89	14·78	0·24	0·09
2	M: 2 Ahmednagar ..	2777	1234	1404	39	100	1215937	791800	410355	5742	8040	99·34	65·12	33·75	0·47	0·66
3	M: 10 Dangs ..	326	26	265	2	33	47377	6598	38303	337	2139	95·49	13·93	80·84	0·72	4·51
4	M: 11 East Khandesh	1547	893	596	10	48	1004068	760433	238601	1808	3226	99·68	75·74	23·76	0·18	0·32
5	M: 12 Kolaba ..	3031	571	2227	84	149	813055	274151	515133	13093	10678	98·69	33·72	63·35	1·62	1·31
6	M: 13 Kolhapur ..	2056	832	1028	92	104	1031303	758447	251440	12923	8493	99·18	73·55	24·38	1·25	0·82
7	M: 16 Nasik	2650	1074	1310	88	178	1066497	731896	311066	10913	12622	98·82	68·65	29·16	1·01	1·18
8	M; 17 North Satara	2294	950	1135	134	75	1035844	650641	357887	19605	7711	99·26	62·82	34·55	1·89	0·74
9	M: 20 Poona ..	3319	1059	1956	147	157	1122182	581034	512400	18772	10072	99·10	51·78	45·66	1·66	0·90
10	M: 21 Ratnagiri ..	5041	1357	3454	99	131	1606321	695651	885108	15591	9971	99·38	43·30	55·11	0·97	0·62
11	M: 22 Sholapur ..	1502	1145	322	14	21	1054829	899155	151466	2346	1862	99·81	85·23	14·36	0·22	0·19
12	M: 23 South Satara	988	654	281	17	36	753519	608055	140683	2052	2729	99·64	80·69	18·67	0·28	0·36
13	M: 24 Thana ..	4085	705	3198	77	105	965674	358984	590640	7692	8358	99·13	37·17	61·16	0·80	0·87
14	M: 26 West Khandesh.	2172	948	1071	69	84	951313	664690	272093	9353	5177	99·45	69·87	28·60	0·98	0·55
	REGION OF "14" DISTRICTS ..	31870	11507	18265	874	1224	12813417	7905027	4696652	120535	91203	99·29	61·70	36·66	0·93	0·71

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE.

AFTER PLANNING—10 DISTRICTS OF OLD BOMBAY STATE (GUJARATI)

SERIAL No.	DISTRICT	HABITATIONS SERVED BY				TOTAL POPULATION	POPULATION SERVED BY				PERCENTAGE OF POPULATION SERVED BY				
		Total Number of Habitations	Independent Schools	Group Schools	Peripatetic Teacher Schools	No School		Independent Schools	Group Schools	Peripatetic Teacher Schools	No School	All Schools	Independent Schools	Group Schools	Peripatetic Teacher Schools	No School
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	G: 28 Ahmedabad ...	1093	636	302	30	35	676920	538157	128082	6160	4521	99·33	79·50	18·92	0·91	0·67
2	G: 29 Amreli ...	368	275	33	48	12	230873	210705	11897	7926	345	99·85	91·27	5·15	3·43	0·15
3	G: 30 Banaskantha ...	1343	582	213	492	56	657643	445920	88814	118585	4324	99·34	67·81	13·50	18·03	0·66
4	G: 31 Baroda ...	2059	843	1024	73	119	899951	606017	276784	9383	7767	99·14	67·35	30·75	1·04	0·86
5	G: 32 Broach ...	1423	526	815	70	12	579866	376869	195685	6887	425	99·92	64·99	33·74	1·19	0·08
6	G: 35 Kaira ...	1721	801	914	2	4	1178941	814277	364133	296	235	99·98	69·07	30·88	0·03	0·02
7	G: 38 Mehsana ...	1588	901	618	52	17	1151199	856227	284508	9458	1006	99·91	74·39	24·72	0·80	0·09
8	G: 39 Panchmahals ...	2477	1125	1278	52	22	1013301	646759	356229	9204	1109	99·89	63·82	35·16	0·91	0·1
9	G: 40 Sabarkantha ...	1754	596	1017	98	43	637369	365018	254954	14481	2916	99·54	57·27	40·00	2·27	0·46
10	G: 42 Surat ...	2614	1419	1127	19	49	1446935	1042378	397940	3275	3342	99·77	72·04	27·50	0·23	0·23
	REGION OF "10" DISTRICTS ...	16350	7704	7341	936	369	8472998	5902327	2359026	185655	25990	99·69	69·66	27·84	2·19	0·31

(G.C.P.) 1-4 Na 31—29

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

5 DISTRICTS OF MARATHAWADA

AFTER PLANNING

SERIAL NO.	DISTRICT	HABITATIONS SERVED BY					TOTAL POPULATION	POPULATION SERVED BY				PERCENTAGE OF POPULATION SERVED BY				
		Total Number of Habitations	Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No Schools		Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No Schools	All Schools	Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No Schools
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	M: 5 Aurangabad ..	2180	1077	774	238	91	1013308	700970	267650	36894	7794	99·23	69·20	26·41	3·62	0·77
2	M: 7 Bhir ..	1545	702	842	...	1	741351	455540	285668	....	143	99·97	61·45	38·52	....	0·03
3	M: 15 Nanded ..	1957	691	1181	...	85	817318	448939	360099	....	8280	98·99	54·93	44·06	....	1·01
4	M: 18 Osmanabad ..	1728	949	637	17	125	1054072	768980	266032	3572	15488	98·53	72·97	25·22	0·34	1·47
5	M: 19 Parbhani ..	1755	943	595	49	168	858023	624904	207160	7471	18488	97·85	72·83	24·15	0·87	2·15
	MARATHWADA ..	9165	4362	4029	304	470	4484072	2999333	1386609	47937	50193	98·88	66·89	30·92	1·07	1·12

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

After Planning—8 Districts of Vidarbha

SERIAL NO.	DISTRICT		HABITATIONS SERVED BY TOTAL POPULATION					POPULATION SERVED BY				PERCENTAGE OF POPULATION SERVED BY				
			Total Number of Habitations	Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No School	Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No School.	All Schools	Independent School	Group Schools	Peripatetic-Teacher Schools	No School
1	2		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	M: 3 Akola	..	1486	662	772	18	34	741238	447644	288696	2958	1940	99·74	60·39	38·95	0·40	0·26
2	M: 4 Amravati	..	1504	599	700	54	150	747838	469182	259252	7655	11749	98·43	62·75	34·66	1·02	1·57
3	M: 6 Bhandara	..	1874	644	1096	30	104	980164	530957	438815	3656	6736	99·31	54·17	44·77	0·37	0·69
4	M: 8 Buldana	..	1223	678	448 (+1)	34	64	726559	532928	182200	5968	5463	99·25	73·34	25·07	0·84	0·75
5	M: 9 Chanda	..	2685	609	1295	375	406	885274	435113	377899	47564	24698	97·21	49·16	42·68	5·37	2·79
6	M: 14 Nagpur	..	1723	454	1015	108	146	661732	321313	315547	15715	9157	98·62	48·56	47·69	2·37	1·38
7	M: 25 Wardha	..	964	369	511	..	84	413203	245228	162787	...	5188	98·78	59·34	39·44	...	1·22
8	M: 27 Yeotmal	..	1721	812	747	25	137	816070	543247	255066	3911	13846	98·30	66·57	31·25	0·48	1·70
	VIDARBHA	..	13180	4827	6584	644	1125	5972078	3525612	2280262	87427	78777	98·68	59·04	38·18	1·46	1·32

SUMMARY OF EDUCATIONAL PROVISION (RURAL)

PRIMARY SCHOOL STAGE

AFTER PLANNING—6 DISTRICTS OF SAURASHTRA-KUTCH

SERIAL NO.	DISTRICT.	HABITATIONS SERVED BY					TOTAL POPULATION	POPULATION SERVED BY				PERCENTAGE OF POPULATION SERVED BY				
		Total Number of Habitations	Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No Schools		Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No Schools	All Schools	Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No Schools
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	G : 33 Gohilwad ..	1085	826	217	17	25	702162	609533	87493	3396	1740	99·75	86·82	12·46	0·47	0·25
2	G : 34 Halar ..	712	512	148	27	25	389099	327321	55173	4768	1837	99·53	84·12	14·18	1·23	0·47
3	G : 36 Kutch ...	1029	589	249	20	171	456535	372929	73387	2477	7742	98·30	81·69	16·07	0·54	1·70
4	G : 37 Madhya Saurashtra.	983	862	93	14	14	637895	600080	33506	2598	1711	99·73	94·07	5·25	0·41	0·27
5	G : 41 Sorath ..	1127	791	219	9	108	676356	578819	88561	1581	7395	98·88	85·57	13·08	0·23	1·02
6	G : 43 Zalawad ..	650	535	65	19	31	346251	317489	17817	2978	7967	97·72	91·68	5·17	0·87	2·28
	SAURASHTRA-KUTCH ..	5586	4115	991	106	374	3208298	2806171	355937	17798	28392	99·12	87·48	11·09	0·55	0·88

(G.C.P.) L-A No 31—29a

SUMMARY OF EDUCATIONAL PROVISION

PRIMARY SCHOOL STAGE

AFTER PLANNING—43 DISTRICTS OF NEW BOMBAY STATE

SERIAL No.	REGION.	HABITATIONS SERVED BY					TOTAL POPULATION	POPULATION SERVED BY				PERCENTAGE OF POPULATION SERVED BY				
		Total Number of Habitations	Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No. School		Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No School	All Schools	Independent Schools	Group Schools	Peripatetic-Teacher-Schools	No School
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	14 Districts of Old Bombay State (Marathi).	31870	11507	18265	874	1224	12813417	7905027	4696652	120535	91203	99·29	61·70	36·66	0·93	0·71
2	10 Districts of Old Bombay State (Gujarati).	16350	7704	7341	936	369	8472998	5902327	2359026	185655	25990	99·69	69·66	27·84	2·19	0·31
3	5 Districts of Marathawada.	9165	4362	4029	304	470	4484072	2999333	1386609	47937	50193	98·88	66·89	30·92	1·07	1·12
4	8 Districts of Vidarbha.	13180	4827	6584	644	1125	5972078	3525612	2280262	87427	78777	98·68	59·04	38·18	1·46	1·32
5	6 Districts of Saurashtra-Kutch.	5586	4115	991	106	374	3208298	2806171	355937	17798	28392	99·12	87·48	11·09	0·55	0·88
	43 DISTRICTS OF NEW BOMBAY STATE.	76151	32515	37210	2864	3562	34950863	23138470	11078486	459352	274555	99·21	66·20	31·70	1·31	0·79

CHAPTER 45

PRIMARY SCHOOL STAGE

After Planning

Independent Primary Schools

45·1 Table IIIAB series gives consolidated data, regionwise in State Tables and districtwise in Regional Tables, regarding the position of Independent schools after Planning. In most cases the schools of this type as emerging out of planning would be the sum total of the existing and proposed Independent Primary schools, but under planning certain minor changes and revisions did affect a few of them, so that it would be mathematically incorrect to say that Existing plus Proposed should always be equal to After-Planning number of schools. Though it may appear that all habitations in the higher slabs would necessarily have Independent Primary schools, it would be rare to find this so in actual practice as some of the habitations in the higher slabs are likely to be Group schools with feeders from the neighbourhood. What would be true is that every habitation in the higher slab would normally have a school located in it, Independent or Group, unless it is so near to another habitation with a school that its needs are satisfactorily met.

45·1·1 (6/14-6)*

The regions of "14" Districts had, at the end of the survey, 11507 Independent Primary schools catering to a rural population of 7905027. Of these 5968, very nearly half, were in habitations in slabs "below 500" and the rest in slabs "above 500". The distribution of these in the districts went by the size of the habitations and their distances from other habitations as the nearness of other habitations determined the formation of a Group school than any other factor. The number of Independent schools in a district could not give any comparative or relative position of one district *vis-a-vis* another, but the percentage of population served by them in each district would be fairly indicative of the density of educational provision in the district. Sholapur had 1145 Independent Primary schools as against 1357, the highest, in Ratnagiri and 1234 in Ahmednagar, the second highest, but the rural population served by these bore percentages of 85·23, 43·30 and 65·12 respectively, Sholapur having the highest percentage of population served by

* *Vide* Table on page 439 also.

Independent schools. Next is Greater Bombay with 84·89, South Satara with 80·69, East Khandesh with 75·74, Kolhapur with 73·55, ending with Dangs with 13·93. For the region as a whole the percentage of rural population served by Independent schools works out at 61·70. Any correct assessment of fulll-time schooling facilities provided in each district could only be gauged by taking into account the provision under Independent and Group schools as a whole.

45·1·2 (6/10-6)*

As a result of the proposals of the survey, the region of "10" Districts had, After Planning, 7704 Independent schools serving a rural population of 5902327. The schools are fairly evenly distributed in the districts according to their size and needs, the largest number being in Surat, 1419.

Panchmahals	...	...	...	1125
Mehsana	...	...	...	901
Baroda	...	...	...	843
Amreli, the least	...	...	...	275

What would be more indicative than the number of schools is the percentage of rural population served by these in each of the districts. In Amreli 91·27 per cent of the rural population is served by Independent schools,

in Ahmedabad	...	...	...	79·50,
in Mehsana	...	...	...	74·39,
in Surat	...	...	...	72·04,
in Kaira	...	...	...	69·07,

the lowest percentage being 57·27 in Sabarkamtha which is decidedly a difficult district. For the region as a whole, the percentage of rural population served by Independent schools comes to 69·66 a higher percentage than 61·70 of the region of "14" Districts.

45·1·3 (6/5-6)†

Marathawada has 2538 existing Independent schools. At the end of the survey it had as many as 4362 covering a rural population of 2999333. These Independent schools are fairly evenly distributed in the districts with Aurangabad having 1077,

Osmanabad	...	...	...	949,
Parbhani	...	...	...	943,
Bhir	...	...	...	702, and
Nanded	...	...	...	691.

Vide Table on page * 440 † 441 also.

As the number of schools in a district does not correctly represent the population served by them, as this will depend on the size of the habitations having the schools, the percentage of population served by them would give a clearer idea of their coverage. These percentages work out at

72·97 for Osmanabad,
72·83 for Parbhani,
69·20 for Aurangabad,,
61·45 for Bhir,
54·93 for Nanded.

For the region as a whole, the percentage of population served by Independent schools after planning is 66·89.

45·1·4 (6/8-6)*

Vidarbha, After Planning, has 4,827 Independent Primary schools serving a rural population of 35,25,612 of the region.

Yeotmal has the highest number of schools 812, Buldana, the second highest, 678,

Akola 662,
Nagpur 454,

and Wardha, the least, 369, the other districts receiving 600 and odd each. A scrutiny of the percentage of population served by these reveals that the number of schools is not a correct criterion of their utility. Yeotmal which has the highest number serves a rural population of 66·57, while Buldana with a lesser number serves 73·34 per cent of the rrural population

Akola	...	60·39 per cent.
Amravati	...	62·75,
Bhandara	...	54·17,
Chanda	...	49·16,
Nagpur	...	48·56 and
Wardha	...	59·34 of the rural

population. The over-all percentage of rural population served for the region is 59·04, the llowest for any region in the State.

45·1·5 (6/6-6)†

Saurashtra-Kutch had very little to make up in the matter of Primary educational provision. It had 3913 existing Independent

Vide Table on page * 442 † 443 also.

schools and as a result of the survey, the schools increased to 4,115 serving a rural population of 28,06,171. These districts in this region received a few additions and after the survey had :

Madhya Saurashtra	...	3632
Gohilwad	...	3266
Sorath	...	7911

and others between 500-600. The percentagge of rural population served by these schools in the districts rangess from 94·07 of Madhya Saurashtra to 81·69, the lowest, for Kutchh. 87·48 is the average percentage of population served by Independdent Primary schools in the region after planning.

15·1·6 (6/43-7)*

The State as a whole had 27,302 Independdent Primary schools on 31st March 1957 and as a result of the surveyy, with slight changes in the existing number of schools and with thhe addition of proposed schools, it had 32,515 Independent Primary schools after planning, serving a rural population of 2,31,38,470. By numbers the "14" Districts had the most, the "10" Districts coming next, Vidarbha, Marathawada and Saurashtra-Kutch following in the same order.

The percentage of rural population served by Independent Primary schools in the regions of the State, in decreasing order, are :

87·48 for Saurashtra-Kutch,

69·66 for the region of "10" Districts,

66·89 for Marathwada,

61·70 for the region of "14" Districts and

59·04 for Vidarbha.

The State average is 66·20 per cent. These figgures, however interesting, do not give the correct standing of the regions in the matter of Primary educational provision. Independent schools are called so because of the accident of their not having near by habitations which could have served them as feeders thus extending their usefulness, or because the nearly habitations also have their own schools so that each becomes an Independent school. For a correct assessment of educational provision on a full-time basis, the population served by Independent and Group schools together would present the correct educational situation.

* *Vide* Table on page 444 also.

CHAPTER 46

PRIMARY SCHOOL STAGE

After Planning

Group Primary Schools

CHAPTER 46

PRIMARY SCHOOL STAGE

After Planning

Group Primary Schools

46·1 The information and data about Group Primary schools as they stood After Planning are given in Table IVAB series which is parallel to IVA or IVB series. The information about the distances of habitations served by these schools is given in Table IVC series, which again, is parallel to IVC or IVD series. While IVAB series gives exact particulars of all the habitations served by Group schools, including home habitations and feeder habitations, the Table does not distinguish one from the other. The information about the home habitations and feeder habitations can only be extracted from Table IWCD without, however, their respective population figures.

46·1·1 (9/14-9), (16/14-16) and Break-up Tables*

In the region of "14" Districts at the end of the survey 18,265 habitations in all were served by Group schools, the population covered being 46,96,652. The habitations served by this facility were unevenly spread out in the districts of the region, Ratnagiri serving the most habitations, 3,454,

Thana 3,198,

Kolaba 2,227,

and Dangs, the least, 265,, excluding 18 of Greater Bombay. Since the number of habitations served is not truly indicative of the population served by them, as this is dependent on the population of the habitations served, a scrutiny of the percentage of population of these habitations would reveal a more correct assessment of their utility in provision. Dangs being wholly rural is served to the extent of 80·84 by Group schools,

Kolaba 63·35

Thana 61·16

Ratnagiri 55·11

Sholapur, the least, 14·316.

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* *Vide* Table on page 439.

As the distinction between Independent and Group schools will more truly define the spread of habitations and give a correct picture of their concentration or scatter, the percentage of population served by Independent and Group schools of the district would throw more light on the spread of habitations. While in most districts the percentage of population served by Independent schools is greater than the percentage of population served by Group schools, in the districts of Dangs, Kolaba, Ratnagiri and Thana, the percentage of population served by Independent schools is considerably lower than that served by Group schools, the respective figures being 13·93 and 80·84, 33·72 and 63·35, 43·30 and 55·11, 37·17 and 61·16 for these districts.

These figures, in the case of these 4 districts, convincingly show that the habitations cluster close to each other so that the majority of the schools tend to be of the Group type rather than of the Independent type as there always is some habitation or other in close vicinity to go to the school in a neighbouring habitation. The percentage of rural population served by Group schools, in the region as a whole, works out at 36·66 as against 61·70 served by Independent schools.

The number of Group schools in this region After Planning stands at 6,567 serving in all 18,265 habitations including the home habitations. Of these 6,567 schools, 2,090 are in slabs "above 500" and the remaining 4,477 in slabs "below 500". The distances of the 11,698 feeder habitations from the schools give interesting information, as many as 5,950 are within half a mile, 5,268 within a mile, 472 within 1½ miles and 8 beyond 1½ miles. As more than half of these feeders are at a distance less than hallf a mile, this is indicative of the closeness of habitations in the rurall areas of this Region.

The percentage of population served by Group schools is a little more than half the percentage served by Independent schools. This relation is not, however, reflected in each of the districts of the region. In the 4 districts already quoted, the percentage served by Group schools is considerably higher than the percentage served by Independent schools. In almost all the districts of this region the total population served by Group and Independent schools providing full-time instruction ranges between 94·77 in Dangs to about 99 in all other districts, clearly showing a fairly high degree of Primary educational provision achieved by the survey.

46·1·2 (9/10-9) (16/10-16) and Break-up Tables*

7,341 rural habitations are served by Group schools After Planning in the region of "10" Districts covering a population of 23,59,026.

* *Vide* Table on page 4440.

The habitations served by Group schools in the districts number

1,278 in Panchmahals,
1,127 in Surat,
1,024 in Baroda,
1,017 in Sabarkantha,
914 in Kaira,
815 in Broach,
618 in Mehsana, and as few as 33 in Amreli.

Since the number of habitations served by Group schools does not indicate the density of educational provision through Group schools, the percentage of population would need to be scrutinised. In all the districts the percentage served by Group schools is much lower than the percentage served by Independent schools, indicative of the lack of adequate feeders to schools. The highest percentage is 40·00 in Sabarkantha, and, the lowest, 5·15 in Amreli, a district in which habitations are far scattered. For the region as a whole, the percentage stands at 27·84.

The region contained 2,994 Group schools serving in all 7,341 habitations amongst which 4,347 are feeder habitations. 1,140 of these schools are located in habitations with population more than 500, and 1,854 in habitations with less than 500 population. The distances of the 4,347 feeders reveal the scatter of the habitations and the distances between them : 1,714 are within half a mile, 2,410 are within 1 mile, and 223 within 1½ miles. As more than half the feeders are at distances of 1 mile or less from the schools as against within half a mile in the region of "14" Districts, the habitations in this region are not so close to each other as in the other region.

In the region as a whole, the 7,341 habitations served by Group schools serve 27·84 per cent of the rural population as against 69·66 served by Independent schools. As the percentage of population served by Independent and Group schools is a fairly good index of the density of educational provision, this percentage approximates 98 or 99 per cent in all the districts of this region, showing a very high degree of provision achieved by the survey.

46·1·3 (9/5-9) (16/5-16) and Break-up Tables*

Marathawada serves 4,029 rural habitations after planning under Group schools covering a population of 13,86,609. The habitations are fairly evenly spread in the districts with 1,181 in Nanded, the highest, and 595 in Parbhani. The percentage of population served by Group schools works out at 44·06 in Nanded, 38·52 in Bhir, and above 25 per cent in the other three districts. In all the districts the percentage of population served by Group schools is considerably less than that served by Independent schools.

* *Vide* Table on page 441.

The number of Group schools in the region after planning is 1,718 of which 813 are in slabs "above 500" and 905 in slabs "below 500". The 2,311 feeders of the 1,718 Group schools distribute according to distances, thus :

659 within half a mile,
1,398 within a mile,
252 within 1½ miles, and

2 beyond 1½ miles. In this region also more than half the habitations served by Group schools lie at a distance of about a mile from the schools indicative of the scatter of the habitations as in the region of "10" Districts. In the region as a whole, the 1,718 Group schools serving in all 4,029 habitations cater to the educational needs of 30·92 per cent of the rural population as against 66·89 served by Independent schools. In no district is the percentage of population served by Group schools more than that served by Independent schools. Tagging on habitations to schools is not always easy as the habitations tend to be at fairly long distances from each other. The total provision of educational facilities through Independent and Group schools gives a percentage ranging between 95 and 99 in the districts of this region, the regional average being 97·81. This region has received under Planning a disproportionately large number of Independent and Group schools to raise it from its present educational deficiencies so that under the common targets accepted for the survey this region too might, under planning, reach the same degree of educational provision as the other regions of the State.

46·1·4 (9/8-9) (16/8-16) and Break-up Tables*

In Vidarbha 6,584 rural habitations with a population 22,80,262 are served by Group schools, after planning. The number of habitations in the districts of the region served by Group schools are,

1,295 in Chanda,
1,096 in Bhandara,
1,015 in Nagpur,
772 in Akola,
747 in Yeotmal,
700 in Amravati,
511 in Wardha, and

448, the lowest, in Buldana. As the number of habitations served by Group schools is not a true indication of the coverage by this provision, the percentages of population served by them are :

47·69 in Nagpur,
44·77 in Bhandara.
42·68 in Chanda, and

* *Vide* Table on page 442.

31·25, the least, in Yeotmal. The average percentage of rural population served by Group schools in Vidarbha stands at 38·18. In no district in the region is the percentage of population served by Group schools more than the percentage served by the Independent schools, though in Nagpur the two percentages vary by 1, in Chanda by about 7 and in Bhandara by about 9 and in all others by more than 20.

Vidarbha, after planning, contains 2,749 Group schools of which 1,196 are in slabs "above 500" and 1,553 in slabs "below 500". The 3,835 feeders of these Group schools are distributed thus according to distances : 1,272 within half a mile, 2,319 within a mile and 244 within 1½ miles. As in Marathwada and the region of "10" Districts, but much more so, about 2/3rds of the feeder habitations are at distances of a mile or more further evidence of the scatter of habitations in this region which makes tagging of more feeders to schools difficult.

In Vidarbha the percentage of population served by Group schools is 38·18 as against 59·04 served by Independent schools. The percentage of population served jointly by Group and Independent schools in the districts ranges between about 91 per cent and 99 per cent, the regional average being 97·22. Vidarbha, next only to Marathawada, needs considerable expansion at the Primary stage and, therefore, has received considerably enhanced provision under planning and proposing. Though some of the districts in this region are very well provided for educationally, e.g., Buldana and Amravati the over-all picture in the region is lowered by Bhandara and more so by Chanda district where natural and physical handicaps make educational provision very difficult.

46·1·5 (9/6-9) (16/6-16) and Break-up Tables*

Of all the regions of the State, Saurashtra-Kutch has the least number of habitations, 991, served by Group schools covering 3,55,937 of the rural population after planning. The distribution of these habitations is extremely uneven in the districts there being as few as 65 in Zalawad and as many as 249 in Kutch. The percentage of rural population served by Group schools ranges from 16·07, the highest, in Kutch to 5·17, the lowest, in Zalawad. In all the districts the percentage served by Group schools is considerably lower than that served by Independent schools. This is indicative of very few feeders that are available within a mile walking distance to bring more children to school.

The 991 habitations covered by Group schools are served by 467 Group schools of which 189 are in slabs "above 500" and 278 in slabs "below 500". The 524 feeders to these 467 Group schools are situated, 158 within half a mile, 328 within a mile, 37 within 1½ miles and 1 beyond 1½ miles. As more than half the feeders

Vide Table on page 443.

are at a distance of a mile or less, this gives a picture of the very few habitations that could serve as feeders because of the great distance at which they lie from other habitations in the rural areas.

Saurashtra-Kutch, as has been noted earlier, is very well provided with Primary educational facilities under existing conditions and the provision is served most by Independent schools and very few Group schools. After planning the percemtage of population served by Group schools is 11·09 as against 87·48 by Independent schools. The total percentage of population served by Group and Independent schools ranges between 97 and 99 in the districts of the region, the regional average being 98·57. This is the only region in the State which needed the least additional provision so that the after planning educational situation may satisfy the targets laid down for the survey.

46·1·6 (9/43-10) (16/43-17) and Break-up Tables*

In the State as a whole, the Group schools covered 37,210 rural habitations with a population of 1,10,78,486 after planning. The percentage of rural population served by Group schools works out at 31·70 as against 66·20 served by Independent schools. The after planning picture in the regions of the State has one consistency in that the percentage of population served by Group schools is less than that served by Independent schools though the difference between the two percentages shows marked variations. In Vidarbha the Group schools cover a population percentage of 38·18, the highest for any region in the State, while in Saurashtra-Kutch the percentage is the least, 11·09. As against this, Saurashtra-Kutch has the highest percentage 87·48 for Independent schools while Vidarbha has the least 59·04. Marathawada, on the other hand, has a percentage of 66·89 coverage for Independent schools, higher than the corresponding percentages for "14" Districts and Vidarbha, and, a percentage of 30·92 for Group schools which is higher than the corresponding percentages in "10" Districts and Saurashtra-Kutch, and yet, has almost the least total achievement through Independent and Group schools, both "10" Districts and Saurashtra-Kutch having a higher percentage provision and other regions nearly the same. The percentage provision through Independent and Group schools after planning in the regions is :

Saurashtra-Kutch	...	98·57
"14" Districts	...	98·36
Marathawada	...	97·81
"10" Districts	...	97·50
Vidarbha	...	97·22

*Vide Table on page 444.

CHAPTER 47

PRIMARY SCHOOL STAGE

After Planning

Peripatetic-Teacher-Schools

CHAPTER 47

PRIMARY SCHOOL STAGE

After Planning

Peripatetic-Teacher-Schools

47·1 Of the 3 types of institutions catering at the Primary level, the Peripatetic-Teacher-schools underwent considerable changes during the planning and proposing stage of the survey. The Peripatetic-Teacher facility was, after all, an experimental measure and its utility in service is never high. The survey found that many of the habitations served by this facility under the existing situation could be better served by providing the habitations with Independent or Group schools or making them feeders to nearby schools. Many Peripatetic-Teacher-Centres got "broken" and better facilities were provided for them. The Peripatetic-Teacher-schools closed and the alternative educational provision made for them are given in Appendix H series.

47·1·1 (33/14-33) (38/14-38) and Other Tables*

The region of "14" Districts after planning contained 606 Peripatetic-Teacher-Centres catering to 874 habitations and serving a population of 1,20,535. The centres were distributed unevenly in the districts of the region—

North Satara	...	112
Ratnagiri	...	78
Poona	...	66
Kolaba	...	60
Kolhapur and Nasik	...	58 each

West Khandesh 56 and the remaining districts less than 50, with Dangs having only 2. The feeders to these 606 centres were 268, 179 of which were within half a mile, 88 within a mile and 1 within 1½ miles of the centres. There were 28 habitations in slabs "above 300" and the rest in "below 300", of which 296 were in the slab "below 100" served by Peripatetic-Teacher facilities. The percentage of population served by this facility in the districts of the region was highest in North Satara being 1·89,

in Poona 1·66,

in Kolaba 1·62,

in Kolhapur 1·25,

in Nasik 1·01 and in all the other districts less than 1, the lowest being 0·18 in East Khandesh. The distances which teachers have

* *Vidle* Table on page 439 also.

to walk range from 1½ miles to 5 miles, 247 within 1½ miles, 185 within 2 miles and the centres decreasing to 2 within 5 miles.

In the region as a whole this facility serves only 0·93 per cent. of the rural population. The contribution of this facility to the total educational provision in the region is not very significant.

47·1·2 (33/10-33) (38/10-38) and Other Tables*

In the region of "10" District after planning 936 habitations were served by part-time facilities through Peripatetic-Teachers covering a population of 1,85,655. The habitations were distributed in the districts of the region very unevenly with Banaskantha having 492, the highest, and Kaira having only 2, the least. The population percentage served by this facility in the districts ranges from 18·03 in Banaskantha, a percentage higher than the percentage of population served by Group schools—

3·43 in Amreli,
2·27 in Sabarkantha,
1·19 in Broach,
1·04 in Baroda, and
less than 1 per cent in the other districts.

The 936 habitations catered for by this facility are served by 832 Peripatetic-Teacher-Centres out of which 182 fall in the slab "300 and above". The Centres are distributed very unevenly, Banaskantha having 460, the highest, and Kaira 2, the lowest. The distances which children have to walk in the 104 feeder habitations range : 39 within half a mile, 56 within a mile and 9 within 1½ miles. The distances between the centres vary from 1½ miles to 4 miles or less, the maximum centres, 262, being at a distance of 2 miles from their counterparts.

In this region the Peripatetic-Teacher facility has made a fairly significant contribution to educational provision and under planning serves 2·19 per cent of the rural population, the highest for any region. This is indicative of a large number of isolated and secluded habitations which can only be provided for by this make-shift provision, however, unsatisfactory.

47·1·3 (33/5-27) (38/5-32) and Other Table.†

The region of Marathawada had no Peripatetic-Teacher-schools prior to the survey As such the after planning position regarding this region is identical with the proposals as detailed in chapter 43. The following is the summary of the position after planning :

Total habitations served	...	304
Total Population served	...	47,937
Peripatetic-Teacher-Centres	..	270

Vide Table on page * 440 † 441 also.

None in Bhir and Nanded

		Percentage of Population Served	Centres
Aurangabad	...	3·62	216
Osmanabad	...	0·34	16
Parbhani	...	0·87	38
For the region	...	1·07	270

Marathawada, like the region of "10" Districts, has areas where education can reach the far-flung habitations only through the facility of the Peripatetic-Teacher. With expansion of education and a growing consciousness in the community for better facilities of education, the Peripatetic-Teacher facility may ultimately get replaced by a full-time facility.

47·1·4 (33/8-27), (38/8-32) and Other Tables *

Vidarbha, like Marathawada, had no existing Peripatetic-Teacher facilities and, hence, the after planning position is the same as that detailed under proposals in chapter 43. The following summarises the after planning position :—

Habitations served ...	644
Population served ..	87,427
Percentage of population served.	1·46

	Habitations Served	Centres	Percentage of Population Served
Akola ...	18	16	0·40
Amravati ...	54	52	1·02
Bhandara ...	30	24	0·37
Buldhana ...	34	34	0·84
Chanda ...	375	252	5·37
Nagpur ...	108	82	2·37
Wardha ...	...	...	...
Yeotmal .	25	24	0·48
VIDARBHA ...	644	484	1·46

This provision has been proposed fairly intensely in Chanda as the difficulties in this district preclude normal facilities of Independent or Group schools which would be uneconomical because of the small habitations scattered in the forest areas of the district. Nagpur has received the second highest number of Peripatetic-Teacher-schools in areas where this facility alone can, at least in the beginning, work. If a beginning is made in educational

Vide Table on page 442 also.

provision through the Peripatetic-Teacher, it may, with growing demand for better facilities, be substituted by a Single-Teacher school in due course.

47·1·5 (33/6-27), (38/6-32) and Other Tables*

As in Marathawada and Vidarbha, Saurashtra-Kutch was proposed Peripatetic-Teacher facilities under proposals of the survey as this provision was not in existence in the region even as an experimental measure. The after planning position is identical with the proposals as detailed in chapter 43. The following summarises the position after planning :

Habitations served	...	...	106
Population served	...	...	17,798
Peripatetic-Teacher Centres	...	...	98

	Habitations Served	Centres	Population Percentage Served
Gohilwad ...	17	16	0·47
Halar ...	27	26	1·23
Kutch ...	20	16	0·54
Madhya Saurashtra ...	14	14	0·41
Sorath ...	9	8	0·23
Zalawad ...	19	18	0·87
SAURASHTRA-KUTCH ...	106	98	0·55

The habitations of Saurashtra-Kutch tend to have large population and most of them, under existing conditions, have been served with adequate educational provision. The few that needed have been provided either through Independent or Group schools under the proposals. The habitations that were located too far and were too small to be served by Independent or Group schools have, for the first time, been covered by Peripatetic-Teacher-Centres under the proposals of the survey. With distances great and habitations isolated if this facility is introduced in the region successfully, it may ultimately lead to the provision of better facilities once a tradition of education is established in these habitations.

47·1·6 (33/43-34), (38/43-39) and Other Tables†

In the State as a whole, after planning, 2,864 rural habitations are served by Peripatetic-Teacher-facilities covering a population of 4,59,352 which works out at 1·31 per cent of the rural population.

Vide Table on page *443 †444 also.

The habitations served by this facility in the State give the regional break up :

936 in the "10" Districts,

874 in the "14" Districts,

644 in Vidarbha,

304 in Marathawada, and the least,

106 in Saurashtra-Kutch.

The centres are 2,290, 832 in the "10" Districts, 606 in the "14" Districts, 484 in Vidarbha, 270 in Marathawada and 98 in Saurashtra-Kutch.

The percentage of population served by the provision of Peripatetic-Teacher institutions is the highest in the "10" Districts being 2·19, the lowest in Saurashtra-Kutch, 0·55, the average for the State being 1·31.

The Peripatetic-Teacher provision is after all a part-time provision which can only serve as a first stage in the introduction of education to habitations without educational traditions. For a correct assessment of the total educational provision of a district or a region, the percentage of rural population covered by this facility is not usually very significant. However, for want of better provision, for the time being at least, the Peripatetic-Teacher facility will remain the only provision for the few unfortunate habitations that will otherwise be altogether unserved educationally. Taking into account the percentage of rural population served by this facility, the total educational provision in the regions of the State works out :

The region of "10" Districts	...	99·69,
The region of "14" Districts	...	99·29,
Saurashtra-Kutch	...	99·12,
Marathawada	...	98·88,
Vidarbha	... ...	98·68,
the corresponding figure for the State being		99·21.

This chapter has briefly dealt with the position of Primary education in the regions of the State under the three types—Independent, Group and Peripatetic-Teacher—as it has merged out under the the proposals made by the survey. It needs to be stressed that as many changes in the existing situation have been brought about in the planning and proposing part of the survey, the after planning position is not the allebraic sum of the Existing and the Proposed. The three types of facilities discussed fall under 4 main services, full-time home facility, full-time neighbourhood facility,

part-time home facility and part-time neighbourhood facility. Since the Peripatetic-Teacher facility, either at home or in the neighbourhood, is to cater only to standards I and II where instruction is more oral than written, for the purposes of assessment, these are taken as full-time home facilities or full-time neighbourhood facilities. Under this assumption, the existing condition dealt with in chapter 40, Epitome, classified the Peripatetic-Teacher facility under home facility with Independent schools and the home habitations of Group schools. In a later chapter to follow, the epitome of After Planning position will be summarised under the three categories, home facility, neighbourhood facility and without facility, consolidated in Table VII series.

CHAPTER 48

URBAN CONTRIBUTION TO RURAL EDUCATION

BOMBAY STATE

PRIMARY STAGE

HABITATIONS SERVED BY URBAN AREAS

HABITATIONS / POPULATION

SLABS OF POPULATION	REGIONS					
	"14" Districts	"10" Districts	Maratha-wada	Vidarbha	Saurash-tra-Kutch	STATE
1	2	3	4	5	6	7
5000 and above ..	5	1	....	..	..	6
	29844	5005	..	..	..	34849
2000—4999 ..	4	2	..	..	3	9
	15372	7224	..	..	10184	32780
1000—1999 ..	4	6	..	..	..	10
	5670	10178	..	..	..	15848
500—999 ..	8	4	..	..	..	12
	6050	3112	..	..	..	9162
400—499 ..	2	1	..	1	1	5
	882	466	..	474	463	2285
300—399 ..	5	3	1	2	..	11
	1665	1050	300	654	..	3669
200—299 ..	10	5	7	7	..	29
	2499	1183	1529	1656	..	6867
100—199 ..	28	15	9	17	..	69
	4167	1925	1332	2311	..	9735
Below 100 ..	14	7	10	24	1	56
	862	300	534	1255	30	2981
TOTAL ..	80	44	27	51	5	207
	67011	30443	3695	6350	10677	118176

BOMBAY STATE

MIDDLE SCHOOL STAGE

RURAL HABITATIONS SERVED BY URBAN AREAS

HABITATIONS / POPULATION

SLABS OF POPULATION	REGIONS					
	"14" Districts	"10" Districts	Maratha-wada	Vidarbha	Saurashtra-Kutch	STATE
1	2	3	4	5	6	7
5000 and above	4 24556	1 5005	.. ..	1 7018	.. ..	6 36579
2000—4999	8 22664	5 14226	4 9104	1 2261	4 12514	22 60769
1500—1999	11 18659	5 8338	5 8573	4 6134	1 1629	26 43333
1000—1499	46 61721	43 51174	27 31910	21 24448	12 13208	149 182461
Below 1000	951 302683	637 239230	504 189932	437 152587	234 93836	2763 978268
TOTAL	1020 430283	691 317973	540 239519	464 192448	251 121187	2966 1301410

BOMBAY STATE

HIGH SCHOOL STAGE

RURAL HABITATIONS SERVED BY URBAN AREAS

HABITATIONS/POPULATION

SLABS OF POPULATION	REGIONS					STATE.
	"14" Districts	"10" Districts	Marathawada	Vidarbha	Saurashtra-Kutch	
1	2	3	4	5	6	7
5000 and above ...	5 32666	4 19581	....	2 144044	....	11 66291
2000—4999 ...	136 378086	120 320275	14 32991	19 48 8261	17 45775	306 825388
1500—1999 ...	124 207939	105 177901	24 41760	26 455449	25 41359	304 514408
1000—1499 ...	340 394380	232 284211	81 95200	70 82 2782	80 92462	803 949035
Below 1000 ...	3466 1155502	2203 779244	1127 401744	8 860 3508549	680 294905	8336 2981944
TOTAL ...	4071 2168573	2664 1581212	1246 571695	1 977 5411085	802 474501	9760 5337066

CHAPTER 48

URBAN CONTRIBUTION TO RURAL EDUCATION

48·1 There were in the State, according to the survey, 632 urban areas of which 625 were classified as such in the Census Hand Books and 7 were rural habitatidons which had urbanised after the Census of 1951. The survey hadd to accept 632 as the only urban areas in the State though there were others which had urban characteristics but had not received recognition as such. Most of these urban areas were taluka towns and other important centres mostly of industry or trade. By their very classification these areas showed a marked civic consciousness and every sign of progressiveness to reach that stage off urbanisation which characterises a town from a big prosperous villdage. Some of these which were taluka towns were not truly urban in their outward appearance, but gained their importance by the loccation of the taluka treasury and other Government offices which maade them an important, even if not big, habitation. Many of thesse had authorised and unauthorised municipalities with Public HHealth, medical and other amenities. In an atmosphere of genneral awareness, these habitations showed educational consciouss:sness also. All of these were fully provided with Primary educatioonal facilities as well as Middle school facilities.

The 632 urban areas were distributed in the 5 regions of the State as below :—

The region of "14"" Districts		..	248
The region of "of 100" Districts		...	147
Marathawada	...	...	62
Vidarbha	...	...	76
Saurashtra-Kutch	...	...	99
STATE			632

48·2 What is more importannt, where urban areas are concerned in relation to the rural, is the innfluence that urban areas bring to bear on the surrounding countrysiside, influence not only educational but occupational and general. The anmular ring round an urban area, which usually forms its subuurbs, is very often included in the town though in the Census its popuulation is noted with a remark that it is included in the urban areas. Such habitations had the letter A suffixed to the Census number sso that these habitations though mentioned in the Primary Abstractts of the Census were, in fact, parts of the town. Where such inndications were not given these habitations

were treated as rural and provision was made according to accepted procedures. Such areas formed a ring round the town with a width of about 3—4 furlongs and, for all practical purposes, formed an integral part of the town, though situated on its boundaries. These areas were directly influenced by the towns so that there was no significant difference between the towns and these habitations.

The indirect influence of urban areas extends over a wider field beyond its immediate boundaries. The town serves, if not the daily needs of such habitations, at least the emergency needs, for the sale of farm produce, purchase of house-hold, professional or occupational needs, for medical, legal and other specialised matters affecting life and living. Round about a town there usually are transport facilities so that contact with the town is neither difficult nor inconvenient. The indirect influence that a town brings to bear upon the surrounding area at a radius of 5-10 miles is a general feeling of dependancy on the town and a desire to avail of the amenities which the urban areas can offer. Under this general influence of the town over the neighbouring countryside could be included the educational. Broadly speaking, a town forms a centre of contacts and associations to the countryside around it so that the educational consciousness of the urban area is partly shared by the rural. The urban areas, therefore, contribute considerably not only in the consciousness they create in the rural area which they influence, but also contribute to the needs of the rural areas by offering them the educational facilities which they usually possess.

48·3 To assess more correctly the contribution made or the facilities afforded by urban areas to rural, it becomes necessary to review how the documentation in this regard was made in the survey. All the recording of school facilities at the Primary, the Middle and the High school stages was done on the School-Area Register which formed the most important document that the survey prepared. All habitations served at these three stages of education were suitably recorded in this Register.

48·3·1 At the Primary level every habitation with a school, Independent, Group or Peripatetic, was recorded in the School-Area Register. The feeders of Group schools were listed below the home habitations so that the population of the home habitations and the feeders were summed up to indicate the school-area population. In recording Peripatetic-Teacher-schools, the population served at each centre was independently classified as its school-area and the companion centre was mentioned below its partner to indicate the association between the two. In the case of feeders to Group and Peripatetic-Teacher-Centres, the distances of these were also recorded. Since the Register was of rural school-areas, when a rural habitation was served by a town i.e. when a rural habitation was tagged to a town for its Primary educational needs, the school-area being centred in the town could not be recorded as the school-area in the Register. Rural habitations served by towns were listed at the end of the Register without school-area numbers, but with a clear indication of the towns

serving their needs and the distances of the towns from the habitations served. Such habitations naturally formed part of the school-area of the town.

48·3·2 At the Middle stage level no separate School-Area Register was prepared, but by an ingenious method a habitation having a Middle school or a proposed Middle school or served by any existing or proposed Middle school was suitably recorded in the same Register. The feeders to a Middle school, however, were not entered near the school serving them, but against these habitations the rural habitation register number of the habitation having the school was recorded.

Under this system every habitation served with Middle school facilities received an entry about habitations providing this need and the distances of the habitations from the school.

Very often it happened that a rural habitation was served either at home or in the neighbourhood by other rural habitations for its Primary educational needs, while for the Middle school stage it had to go to the town. In other words, many habitations were served rurally at the Primary stage and by urban areas for the Middle school stage. These cases were also suitably recorded.

48·3·3 The rural habitations served by rural High Schools or urban High schools were recorded in the School-Area Register in a manner similar to the Middle schools. Cases did arise, however, where a few habitations which had Primary facilities rurally did not come within the Middle school area if there was no town within the 3 miles walking distance, but did come within 5 miles, the distance target for High school provision. These cases could not be suitably recorded in the School-Area Register. It appears almost an anamoly that a habitation denied Middle school facilities by force of its location comes within High school provision. These cases had to be recorded as having no High school facilities in the documents of the survey. In a majority of such cases it should be presumed that the Middle-school facility would be availed of, though not recorded, leading to the High-school stage which is within the reach of the habitation. Such cases arose where habitations were situated in a belt-round an urban area between a radius of 3-5 miles.

48·4 The rural habitations on the periphery of towns within 4 furlongs were considered to be served by the town at the Primary level. Those habitations situated 4 to 8 furlongs from the town were also tagged to the town for Primary educational facilities as feeders and documented as such. The Primary school coverage being within a radius of one mile or roughly three square miles of area, habitations included in this area formed feeders to the towns. There were very rare cases where rural habitations sought primary needs in the towns. Either there was a rural ring round a town which formed part of the town itself or the habitations were at considerable distances beyond a mile, so that very few of them could avail of the urban facilities for Primary education.

The Primary educational facilities* provided to rural habitations in the State were 207 with a population of 1,18,176, averaging 571 population per habitation. These were usually small home-steads dotted near towns. Bigger habitations invariably were at greater distances from the town. Even the hamlets of towns were very rarely close enough to be served by the town itself. The regional break-up of these habitations is :

	Habitations	Population Served
The Region of "14" Districts ...	80	67,011
The Region of "10" Districts ...	44	30,443
Marathawada	27	3,695
Vidarbha	51	6,350
Saurashtra-Kutch	5	10,677
STATE	207	1,18,176

It will be seen from the above that the number of rural habitations served by a district average :

in the Region of "14" Districts	6
in the Region of "10" Districts	4·4
in Marathawada	5
in Vidarbha	6
in Saurashtra Kutch	1

indicating that Saurashtra-Kutch has the least number of rural habitations close to towns, while, the "10" Districts comparatively have 6 times as many. The majority of habitations served by towns are in the slab 100-199 in "14" Districts and "10" Districts and others in all the slabs from "5,000 and above" to "below 100"; in Marathawada in slabs "below 300", in Vidarbha in slabs "below 400", while in Saurashtra-Kutch they are in three slabs scattered in the slab scale.

From the above it appears that there are very few rural habitations close to towns which could be served by the educational facilities available in the towns.

48·5 The range of Middle school provision** being a walking distance of 3 miles and an area of about 28 square miles, the urban areas could offer this facility over a larger field to the rural areas around it. The total number of rural habitations served by towns in the State is 2,966 with a population of 1,301,410. The district break-up is :

	Habitations	Population Served
Region of "14" Districts ...	1,020	430,283
Region of "10" Districts ...	691	317,973
Marathawada ...	540	239,519
Vidarbha ...	464	192,448
Saurashtra-Kutch ...	251	121,187
STATE ...	2,966	1,301,410

Vide Table on page *466 **467.

The average number of habitations served by the towns per district works at

73 for "14" Districts,
69 for "10" Districts,
108 for Marathawada,
58 for Vidarbha,
42 for Saurashtra-Kutch, and
69 for the State as a whole.

These figures, again, confirm the paucity of feeders in Saurashtra-Kutch and a glut of them in Marathawada, the other regions having a moderate number. The habitations served range in all the slabs in "14" Districts, "10" Districts and Vidarbha, while they range in habitations "below 2,000" in Marathawada and Saurashtra-Kutch. The coverage by towns of rural habitations for Middle school facility is nearly 14 times that at the Primary stage.

48·6 High school areas* are still more extensive than the Middle school areas, spreading over about 80 square miles with a radius of 5 miles from the location of the school. As such over an area of 80 square miles spreads the High School facility that a town can offer. It should, however, be noted that many of the urban areas did not have High schools in them and, therefore, this facility, under existing conditions, was denied to the habitations scattered round these 112 urban areas.

The total rural habitations served by towns for High school facility are 9,760 with a population of 5,337,066. The average number of habitations served by a town is 15 and the average population of these habitations works out at 547.

The regional break-up is:

	Habitations	Population Served
Region of "14" Districts ...	4,071	2,168,573
Region of "10" Districts ...	2,664	1,581,212
Marathawada ...	1,246	571,695
Vidarbha ...	977	541,085
Saurashtra-Kutch ...	802	474,501
STATE ...	9,760	5,337,066

The average number of rural habitations served by a district works out at 291 for the "14" Districts, 266 for the "10" Districts, 249 for Marathawada, 122 for Vidarbha, 134 for Saurashtra-Kutch and 227 for the State.

**Vide* Table on page 468.

High-school facilities offered by towns to rural areas around them are the highest among the 3 facilities offered by them. The direct and indirect influence which an urban area brings to bear on the rural area round about it, is felt predominently in the matter of High school education, most of the habitations round a town taking full advantage of this facility. This is because of the greater age range of the children who could be trusted to go longer distances either by foot or by cheap conveyance to towns for schooling. The same privilege is not usually offered to children in the age group 6 to 11 or 11 to 14, and particularly due to this reason, the facilities at the lower levels are not so widely made use of by rural habitations near towns.

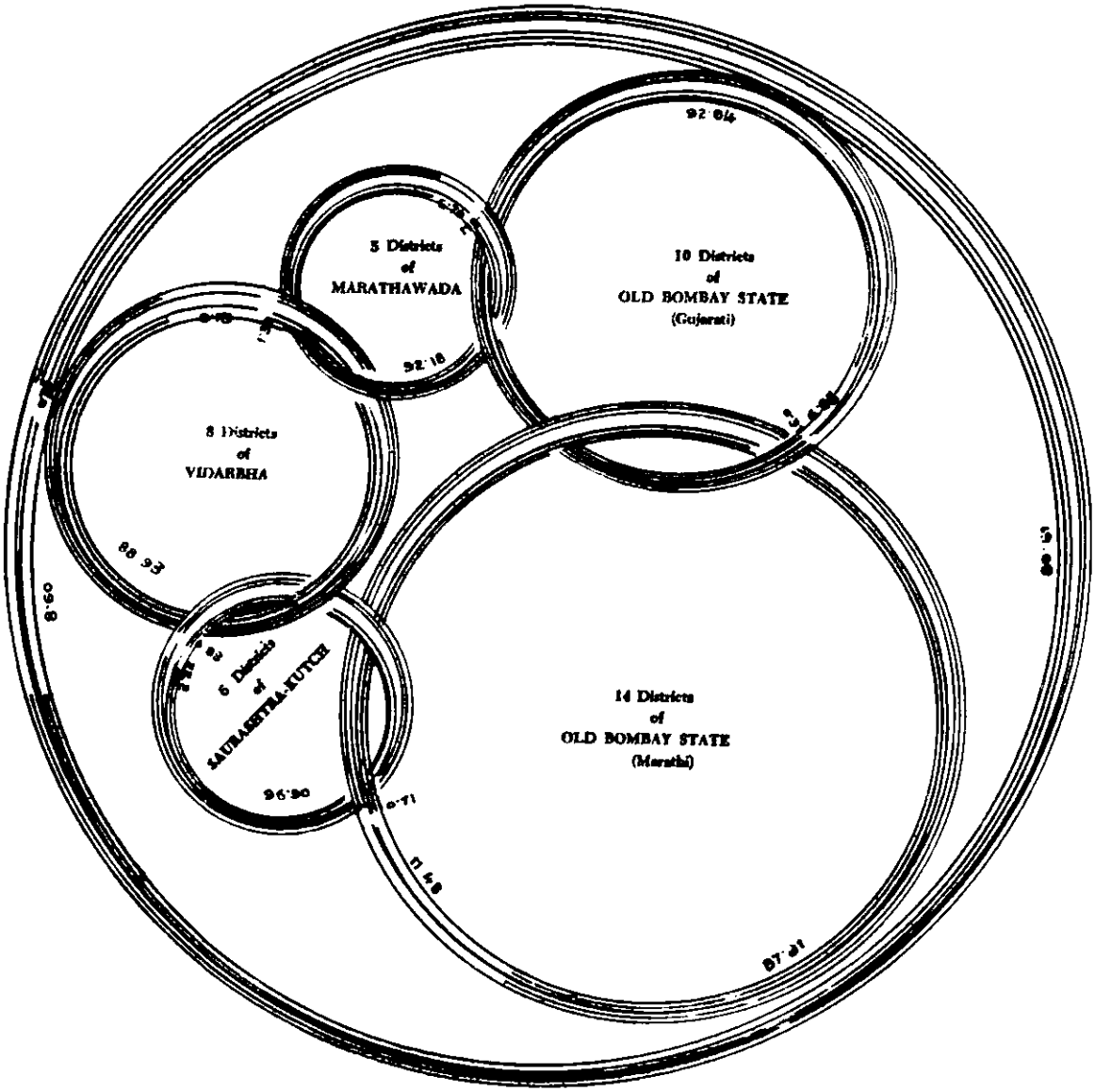
The urban areas, excepting a few that have not the facility themselves, make their most important contribution to rural education by providing the High school stage of education which under the present conditions is not freely or easily available in the countryside. The Primary facility, because of the limits accepted in grouping, is not offered by urban areas to the same extent as the High school facility. Most of the habitations have or should have their own Primary schools or have the facility within easy reach in the rural areas. As Middle schools cannot be diffused as liberally as Primary schools, a few habitations have to seek this facility in towns. The High school facility, however, is available to a larger rural area and this perhaps is the most important contribution of towns to the education of the countryside.

PRIMARY EDUCATIONAL FACILITIES

Regional & State

—AFTER PLANNING

43 DISTRICTS of NEW BOMBAY STATE



Home facilities

Neighbourhood facilities

Without facilities

G.P.I.P. - No. 272 - 10-1959 -

CHAPTER 49

PRIMARY SCHOOL STAGE

After Planning

Epitome

(G.C.P.) L-A Na 31—31a

THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

CHAPTER 49

PRIMARY SCHOOL STAGE

After Planning

Epitome

49·1 Before a critical assessment can be attempted of the achievement of the survey in providing Primary educational facilities to the rural areas of the State under the population-distance targets accepted as standards in the planning and proposing part of the survey, it becomes necessary to give a resume of the existing educational position as it stood on 31st March 1957 but under maximum utilisation of the facilities available on that date. This position is correctly and fully summarised in Table VI series under the 3 main categories— served at home, served in the vicinity and not served, under all the population slabs from " 5000 and above " to " below 100 ". The Table also gives the percentage of rural population under each of the slabs and coming under each of the three categories of service. Table VI has been fully dealt with in chapter 40 and only the salient features of this Table which guided and determined the proposals will receive high-lighting in the resume.

49·1·1 (40/43-41)

Under the first category, served at home, the habitations in the different slabs need no consideration as they are already served at home. The number of habitations coming under this service is 40528 and the percentage of population served at home 82·46. The distinction between Independent schools and Group schools being only functional in that Group schools serve not only the home habitations but also the neighbouring habitations, which leads to compelling children to walk to school, from the administrative point of view, a Group school has greater utility value than an Independent school. Very often an Independent school is independent because by its location it has no feeders near it or the neighbouring habitations have their own schools. But if education is to be made attractive and convenient, in the ideal pattern which education should ultimately take, every child should have the facility at the door. An economical method of planning would be to increase Group schools without increasing Independent schools and so locate schools that they are Group. This is not always possible as habitations with large population deserve by right their own schools even if they tend to be Independent than Group. Hence, the 40528 habitations having existing home facilities and made up of existing

Independent (including Branch), Group and Peripatetic-Teacher-schools will increase mainly due to the award of Group schools to larger habitations now not provided, and Independent schools that will have to be proposed to some of the habitations in the higher slabs. Another alteration in the habitations served at home will be the closing of Peripatetic-Teacher-schools and providing to the broken centres Group school facilities in which case they will get transferred to the lower category, served in the vicinity.

49·1·2 Under the second category, neighbourhood facility, under the existing situation there are as many as 557 habitations in slabs "above 500" which are being served by schools outside. In addition, there are 1639 habitations with population 300 to 500 which may have to be provided with schools if they are not conveniently and easily served in close vicinity. There are in all 20212 habitations having neighbourhood facilities with a population per cent 9·12 many of which will have to receive their own schools so that a large number of these, under planning, will have to go into the first category, home served, thereby increasing the habitations under that category and consequently reducing the number of habitations under "neighbourhood facility".

49·1·3 The most crucial figures in Table VI are under the category "without facilities". The five habitations under 2000-4999,

21 under 1000-1999,
501 under 500-999,
977 under 400-499,
and 1826 under 300-399,

will have to be provided and receive first priority in the planning and proposing of new schools. Concerted efforts will also have to be made to provide, as far as possible, for the habitations under the lower slabs, 2665 under 200-299

4305 under 100-199
and 5110 under below 100

The total number of habitations unprovided under existing provision is 15411 and the percentage of population unprovided is 8·42. The first concern of the survey under planning was to reduce to the minimum the 15411 unprovided habitations and simultaneously to reduce the percentage 8·42 to the barest minimum by lifting habitations from the category they belonged to, to the other two. The 527 habitations in the higher slabs by virtue of their being too far from any existing schools, for which reason they are now unprovided, will have to receive their own schools unless new schools proposed to some of them or to other habitations at present falling under the category "neighbourhood facilities" are near enough to serve them.

49·1·4 Any improvement in the existing provision will, therefore, result in working backwards from "without facilities" through "neighbourhood facilities" to "home facilities" so that the 15411 habitations now un-served would decrease in number with a consequent increase in the 20212 habitations now under "neighbourhood facilities", which themselves would decrease by transfer to "home

facilities", consequently increasing the 40528 habitations now under "home facilities". This would result in reducing the percentage of population un-served from 8·42, a definite increase in the percentage 82·46 now under home facilities, while the percentage 9·12 under neighbourhood facilities may or may not proportionately increase. In fact, the criterion for a high percentage for the category "neighbourhood facilities" is purely dependent on the manner and pattern in which habitations are spread in the countryside, closer clusters tending to increase this percentage and wider scatter to reduce this percentage. For, when habitations are closer together more schools will tend to be of the Group type and hence utilised more intensively increasing neighbourhood facilities, while habitations scattered at greater distances will tend to make schools Independent thereby reducing the neighbourhood facilities. For these reasons the percentage of population served under neighbouring facilities may or may not increase as a consequence of planning and the proposals.

As the overall achievement in the State after planning is dependent on the improvement affected in its Regions, the regional analysis will precede the State.

49·2 (40/14-40), (42/14-42), (43/14-43)

In the region of "14" Districts,

17058 habitations were served at home,

10670 served in the vicinity,

and 4142 not served at all,

under existing provision, the corresponding percentages of population being 84·21, 11·21 and 4·58 respectively. Of the 4142 habitations unprovided, 47 had a population of more than 500, and 344 had population between 300 and 500. These, therefore, received first consideration in planning and were removed from this category and transferred to home facilities and vicinity facilities. A large number of habitations falling in slabs "below 200" were also provided, mostly by way of neighbourhood facilities, some as Group schools, so that a majority of them received educational provision. The total number of habitations unprovided which stood at 4142 reduced to 1224 and the percentage of population unserved decreased from 4·58 to 0·71 after planning. The habitations which remained unprovided, 21 in slab 200-299, 300 in 100-199 and 903 in "below 100" making up a total of 1224 could not be provided as the population of some of them was, in actual fact, much less than that specified in the Census, added to which they were located too far from habitations with schools.

In the region of "14" Districts, as noticed earlier, habitations, in particular hamlets of villages, tend to cluster in groups in close proximity so that formation of Group schools, on the whole, was both convenient and easy. This is reflected in an increase in the number of habitations receiving neighbourhood facilities after planning, from 10670 to 11966, the percentage of population increase

being 11·21 to 11·48. Under the category neighbourhood facilities, out of 174 habitations with population more than 500, 69 received schools and 105 continued to be served by schools in close proximity. The number of habitations under the other slabs after planning decreased or increased as under :

400-499 from 131 to 76,
300-399 from 408 to 253,
200-299 from 1268 to 1356,

with increases in the last two slabs.

Under home facilities the total number of habitations increased from 1708 to 1868, the percentage of rural population served at home rising from 34·21 to 87 81. The increase of habitations in slabs " below 500 " was 1506.

The percentage of population unprovided which decreased by 3·87 was counter-balanced by an increase of 0·27 under " vicinity " and 3·60 under " home ". The corresponding transfer of habitations being *minus* 2918, *plus* 1296 and *plus* 1622 respectively. The final picture as it emerges out of the planning and proposing which accepted most of the existing, and with the addition of the survey proposals in the region of " 14 " Districts, the population unserved has been reduced to the irreducable minimum of 0·71 per cent, 11·48 receiving neighbouring educational facilities and 87·81 of the population having home facilities. The 1224 habitations unprovided are either so small or so isolated that they can only be reached under uneconomical or almost impracticable measures. These changes, carried out habitation by habitation, slowly and steadily, transformed Table VI into Table VII. As Table VII of the region of " 14 " Districts is a consolidation of similar Tables of each of the " 14 " Districts, the achievement at the regional level is reflected in varying degrees in the " 14 " Districts that comprise it. The percentages of population served at home, served in the neighbourhood and not served for the districts of the region are as below :—

EXISTING/AFTER PLANNING

	Home	Vicinity	Without
1 GB : 1 Greater Bombay ...	80·82	00·43	18·75
	99·28	00·63	00·09
2 M : 2 Ahmednagar ...	90·00	08·23	01·77
	91·99	07·35	00·66
3 M : 10 Dangs ...	46·79	20·70	32·51
	57·55	37·94	04·51
4 M : 11 East Khandesh ...	93·71	05·46	00·83
	94·14	05·54	00·32
5 M : 12 Kolaba ...	69·93	20·96	09·11
	73·83	24·86	01·31
6 M : 13 Kolhapur ...	90·07	07·41	02·52
	91·18	08·00	00·82
7 M : 16 Nasik ...	85·21	09·86	04·93
	88·46	10·36	01·18

			Home	Vicinity	Without
8	M : 17 North Satara	...	87·39	09·16	03·45
			90·63	08·63	00·74
9	M : 20 Poona	...	81·51	09·49	09·00
			87·69	11·41	00·90
10	M : 21 Ratnagiri	...	72·12	21·99	05·89
			80·02	19·36	00·62
11	M : 22 Sholapur	...	96·18	02·78	01·04
			96·69	03·12	00·19
12	M : 23 South Satara	...	95·60	03·30	01·10
			96·78	02·86	00·36
13	M : 24 Thana	...	68·52	23·85	07·63
			74·40	24·73	00·87
14	M : 26 West Khandesh	...	87·66	08·44	03·90
			89·92	09·53	00·55
	REGION	...	84·21	11·21	04·58
			87·81	11·48	00·71

49·3 (40/10-40), (42/10-42), (43/10-43)

In the region of "10" Districts, under the existing situation, there were in all 2150 habitations unserved with a rural population of 4·44 per cent. 33 habitations were in slabs "above 500" and 327 in slabs "300 to 500". These 33 and 327 habitations received priority in educational provision and were provided with home or vicinity facilities. Even in the lower slabs a large number received Group schools or served as feeders to newly proposed schools, reducing the 2150 unprovided habitations to 369, a decrease of 1781 habitations. The corresponding decrease in the percentage of population unserved under planning was 4·13 so that only 0·31 of the population remained unprovided for.

Under "vicinity", out of 94 habitations in slabs "above 500", 61 received schools and only 33 remained served at close proximity. In the lower slabs the habitations decreased and in the lowest slabs increased :

	400-499	129 to	12,
	300-399	310 to	79,
	200-299	687 to	665,
	100-199	1460 to	1793,
Below	100	1421 to	1869,

in all 350 more habitations being served in the "vicinity" than under existing conditions. A remarkable thing to note is that, though the number of habitations served in the neighbourhood increased by 350, instead of an increase in the percentage of population served, there was a definite decrease of 1·30 per cent, accounted for by the large number of habitations transferred out from this category and substituted by many more smaller habitations so that though there

is an increase in the number of habitations, there is a clear decrease in the population.

Under home facilities there was an increase of habitations from 10,099 to 11,530, the percentage of population increase being 5·43 from 87·41 to 92·84.

The educational provision that emerges out as a result of the survey provides for 99·69 per cent of the rural population, 92·84 at home and 6·85 in the neighbourhood. This was achieved by a percentage decrease of 4·13 under unserved, a decrease of 1·30 under "vicinity" and by a corresponding increase of 5·43 under home, the habitations involved in these transfers being *minus* 1781, *plus* 350 and *plus* 1431 respectively.

A provision of 99·69 per cent was achieved in the region of "10" Districts by providing the largest number of Peripatetic-Teacher-schools any region in the State received so that the very many isolated habitations scattered in the hilly and wooded areas in the districts could have the benefits of education. The region is made up of, on the whole, well populated habitations located not too near each other which makes educational provision in the neighbourhood difficult resulting in a large number of Independent schools. The survey has provided the maximum educational facilities possible by an economical awarding of schools and utilising them to serve to their maximum capacity in the context of the situation in the region.

		Home	Vicinity	Without
1	G : 28 Ahmedabad ...	93·69	03·50	02·81
		95·64	03·69	00·67
2	G : 29 Amreli ...	91·37	01·38	07·25
		98·31	01·54	00·15
3	G : 30 Banaskantha ...	93·25	02·10	04·65
		96·28	03·06	00·66
4	G : 31 Baroda ...	80·71	09·84	09·45
		90·22	08·92	00·86
5	G : 32 Broach ...	82·97	09·52	07·51
		90·44	09·48	00·08
6	G : 35 Kaira ...	92·27	07·39	00·34
		94·70	05·28	00·02
7	G : 38 Mehsana ...	90·30	05·41	04·29
		95·51	04·40	00·09
8	G : 39 Panchmahals ...	82·52	12·59	04·89
		90·14	09·75	00·11
9	G : 40 Sabarkantha ...	78·53	13·62	07·85
		87·80	11·74	00·46
10	G : 42 Surat ...	88·27	09·78	01·95
		92·20	07·57	00·23
	REGION ...	87·41	08·15	04·44
		92·84	06·85	00·31

49·4 (40/5-34), (42/5-36), (43/5-37)

Marathawada, with a high percentage of 24:84 of the rural population unprovided under existing provision, needed careful and thorough planning to reduce this percentage to the minimum possible for the region.

As on 31st March 1957, there were 274 habitations in slabs "above 500" and 1425 in slabs "300 to 500" in the region unserved by schools. The total number of habitations unprovided for was 4248. The survey, therefore, first attempted to provide for the 274 and 1,425 habitations by awarding Independent or Group schools to them. A large number of habitations in the lower slabs had also to be served under proposals and their number was reduced

from 934 to 23 in slab 200—299.
951 to 231 100—199.
664 to 216 below 100

so that as many as 3,778 habitations were covered by educational facilities leaving 470 unprovided.

Under "vicinity" there were 38 habitations with population more than 500, of which 32 were provided with home facilities and six continued to be served in the neighbourhood. In the lower slabs the position after planning was —

400-499 28 reduced to 4,
300-399 88 reduced to 15,
200-299 275 increased to 433,

and similar increases in the lower slabs. The net effect of this was to increase the number of habitations under "vicinity" from 1443 to 2345 an increase of 902. The percentage of population served in the vicinity increased from 5·20 to 6·70.

Under home facilities, the increase was from 3474 to 6350 by which an additional 2876 habitations received home facilities either through Independent, Group or Peripatetic Schools. The percentage of increase under home facilities was 22·22 from 69·96 to 92·18.

In the region of Marathawada, the three categories of educational provision indicated in Table VI underwent changes of high magnitude from one category to the other. The habitations and the percentage of population under "vicinity" does not indicate a great difference between the existing and the after planning as transfers from this category to home facilities was counter-balanced by the transfers from unprovided to this category. The over-all changes in the region amounted to a decrease of 3778 in the unprovided habitations, with a balancing increase of 902 under "vicinity" and 2876 under home, the percentage of population affected by these changes being *minus* 23·72, *plus* 1·50 and *plus* 22·22 respectively.

The changes in habitations and the population percentages were reflected in the districts of this region to the same degree of

magnitude as in the region itself. The following percentages will indicate the districtwise changes under existing/after planning.

		Home	Vicinity	Without
M : 5 Aurangabad	...	68·03	07·94	24·03
		93·87	05·36	00·77
M : 7 Bhir	...	69·45	03·16	27·39
		91·36	08·61	00·03
M : 15 Nanded	...	65·16	07·01	27·83
		88·12	10·87	01·01
M : 18 Osmanabad	..	76·52	04·06	19·42
		93·59	04·94	01·47
M : 19 Parbhani	...	69·24	03·40	27·36
		93·01	04·84	02·15
REGION	...	69·96	05·20	24·84
		92·18	06·70	01·12

49·5 (40/8-34), (42/8-36), (43/8-37).

In Vidarbha, as in Marathawada, the problem of providing educational facilities to a large percentage of the rural population was beset with peculiar difficulties, in particular, in Chanda, major part of Bhandara, parts of Yeotmal and Melghat taluka of Amravati.

The educational situation as it stood on 31st March, 1957, and summarised in Table VI of Vidarbha is not very encouraging. Amongst the unprovided habitations there were as many as 148 in slabs "above 500" and 628 in slabs 300 to 500, the total number of habitations without educational provision totalling 4081. These formed the crux of planning and proposing of schools. The 148 and 628 habitations received first priority and all but one in the slab 300 to 399 were provided with home or "vicinity" facilities. The single habitation of population 346 left out of provision had really a much smaller population than recorded in the Census. Out of 4081 unprovided habitations, 2956 were provided for leaving 1125 without educational facilities after planning. The percentage of population unserved falls from 12·43 to 1·32. A much lower percentage than 1·32 was achieved in almost all the districts of the region except in Chanda, Yeotmal and Amravati which were difficult to provide for.

Under "vicinity", the 238 habitations with a population abovs 500, together with those coming from the category without provision, were provided with schools so that, after planning, only 52 remained served in the neighbourhood. In the lower slabs there were positive and negative changes giving increases and decreases in the following slabs :—

400-499 from 179 to 42,
300-399 from 334 to 121,
200-299 from 681 to 728,
100-199 from 1090 to 1517,
below 100 from 989 to 1535,

the final number of habitations served in the "vicinity" totalling 3995, an increase of 484. The percentage of population served in the neighbourhood decreased from 12·52 to 9·75.

The large number of schools of all types proposed for the region raised the number of habitations served at home from 5588 to 8060, an increase of 2472. This increase was due to all the 3 types of schools, Independent, Group and Peripatetic, all of which have home facilities and two neighbourhood facilties also. The percentage of population served at home rose from 75·05 to 88·93.

The lowering of the percentage of rural population unserved, by providing educational facilities to most of them in Vidarbha, from 12·43 to 1·32 involved over-all changes of firstly, reducing the unprovided habitations from 4081 to 1125, a decrease of 2956 ; increasing the habitations which neighbouring facilities from 3511 to 3995, an increase of 484, and, an increase from 5588 to 8060, an increase of 2472 habitations under home facilities resulting in consequent changes in the percentage of population served under these three categories, namely, *minus* 11·11, *minus* 2·77 and plus 13·88, respectively.

		Home	Vicinity	Without
1	M : 3 Akola ...	82·68	12·65	04·67
		90·31	09·43	00·26
2	M : 4 Amravati ...	84·18	10·17	05·65
		89·29	09·14	01·57
3	M : 6 Bhandara ...	64·31	22·41	13·28
		88·23	10·98	00·69
4	M : 8 Buldana ...	91·14	04·59	04·27
		94·19	05·06	00·75
5	M : 9 Chanda ...	62·83	13·19	23·98
		85·47	11·74	02·79
6	M : 14 Nagpur ...	64·86	14·91	20·23
		85·01	13·61	01·38
7	M : 25 Wardha ...	80·39	13·85	05·76
		89·28	09·50	01·22
8	M : 27 Yeotmal ...	77·17	06·41	16·42
		90·12	08·18	01·70
	REGION ...	75·05	12·52	12·43
		88·93	09·75	01·32

49·6 (40/6-34), (42/6-36), (43/6-37)

The region of Saurashtra-Kutch afforded the least difficulty in planning and proposing of educational facilities. It was almost a question of awarding Independent schools and forming a few Group schools. The region, under the existing provision, is very well provided with schools except for a few isolated habitations, some of

them fairly big, whose needs had to be attended to by the survey. Out of 5586 habitations in the region only 790 were unprovided for, of which 25 were in slabs "above 500" and 764 in slabs below 500. After planning, no habitations were left unprovided in slabs "above 500" and in slabs "below 500" the unserved habitations dropped from 764 to 374. The total number of habitations provided in this category was 416, the unserved after planning remaining at 374. The population unserved which was 3·91 under existing provision was lowered to 0·88, a reduction of 3·03.

One habitation recorded with a population of 5569 in the Census had to be classified under "below 100" for the following reasons :— This village is in Dosada Taluka of Zalawad District and has a normal population of about 30. During summer, when the salt pans are worked, the village expands into a temporary township to relapse again, after summer into its insignificant size. The village is Oduagar, Census No. 61.

There were 13 habitations in slabs "above 500" served in the "vicinity" and 474 in slabs "below 500." Out of 13, 6 were provided with schools leaving only 7 whose needs were served by neighbouring schools. The changes in habitations in slabs "below 50" were :—

400-499 from 12 to 5,
300-399 from 20 to 7,
200-299 from 76 to 69,
100-199 from 150 to 182,
below 100 from 216 to 262,

so that after planning the habitations served in the "vicinity" rose from 487 to 532, an increase of 45. Though the number of habitations served in the neighbourhood increased, the percentage of population so served dropped from 2·43 to 2·22. This is accounted for by the large number of smaller habitations with less population coming into this category and the fewer habitations of larger population going out of it.

Even under home facilities the increase was only 371, from 4309 to 4680. There was a corresponding rise in the percentage of population from 93·66 to 96·90, an increase of 3·24.

Whereas in the other regions of the State the percentage of population in the category unserved showed a marked drop, Saurashtra-Kutch had a reduction of only 3·03, the lowest for any region of the State. This was mainly achieved by providing for 416 habitations from the unprovided category and by compensating in categories "vicinity" and "home". The parallel change from "vicinity" to "home" also accounted for a decrease under "vicinity" and an increase under "home." The over-all effect of these was to cause an increase of 45 habitations under "vicinity" and an increase of

371 habitations under "home" the changes in percentage of population being *minus* 3·03, *minus* 0·21 and *plus* 3·24 respectively.

As Table VII of the region was a consolidation from the corresponding Tables of the six districts of the region, the changes in the regional VII are reflected in varying degrees in the district VIIs.

	Home	Vicinity	Without
1 G : 33 Gohilwad ...	96·07	02·29	01·64
	97·80	01·95	00·25
2 G : 34 Halar ...	93·20	03·79	03·01
	96·16	03·37	00·47
3 G : 36 Kutch ...	85·69	03·59	10·72
	94·52	03·78	01·70
4 G : 37 Madhya Saurashtra.	96·90	01·31	01·79
	98·85	00·88	00·27
5 G : 41 Sorath ..	93·46	02·87	03·67
	96·39	02·59	01·02
6 G : 43 Zalawad ...	94·22	00·89	04·89
	96·63	01·09	02·28
REGION ...	93·66	02·43	03·91
	96·90	02·22	00·88

49·7 (40/43-41), (42/43-43), (43/43-44)

The effect of planning and proposing at the district level had their cumulative effect on the regional Table VI and their consolidated effect on the State Table VI. The over-all changes that occurred in the State Table VI, under planning, led to Table VII which achieved a very high degree of educational provision, leaving only 0·79 per cent of the rural population of the State unprovided. This percentage under existing conditions of educational provision was 8·42 so that the survey provided for an additional 7·63 per cent of the State rural population.

Under home facilities the number of habitations increased from 40528 to 49300, an increase of 8772, matched by a corresponding increase in the percentage of rural population served at "home", the increase being 8·15 from 82·46 to 90·61. The habitations included those of Independent schools, home habitations of Group schools and Peripatetic-Teacher Centres all of which had home facilities, full-time or part-time.

Under neighbouring facilities the number of habitations served increased from 20212 to 23289, an increase of 3077. This increase in the number of habitations, however. did not result in a corresponding increase in the percentage of population served in "vicinity" but in a slight drop, the percentage decreasing from 9·12 to 8·60, by 0·52.

This is explained by the fact that a large number of habitations from the lower slabs came into this category while a smaller number of large habitations went out of this category to "home served".

Under existing educational facilities there were 15411 habitations unserved, and these ranged in the slabs 2000-4999 to below 100, those below 500 accounting for 14883. Of these unprovided habitations, all those in slabs above 300 were provided for resulting in a transfer of as many as 11849 habitations, leaving 3562 unprovided. These fell under the following slabs : —

300-399—2

200-299—73

100-199—918

below 100—2569.

Of these, the two habitations falling under 300-399 are known to have much lower populations than specified in the Census. But their population was not changed as this would have been unjustifiable since similar changes, positive or negative, were not incorporated in other habitations. The 73 habitations under 200-299 were scattered far and wide in the rural areas so that these could not be approached even with the Peripatetic-Teacher facility. The 3562 habitations left unserved after planning could not, by every concerted effort of the survey, be provided with the minimum of educational facilities and had to be recorded as unprovided.

49·8 Of all the regions in the State, Marathawada, which began with a handicap of 24·84 per cent of the rural population uncatered to by educational facilities, reached a level of educational provision nearly on par with other regions of the State. The regions range themselves in the following order in educational provision achieved after planning : —

Region of "10" Districts	...	0·31 not served	99·69 served.
Region of "14" Districts	...	0·71 not served	99·29 served.
Saurashtra-Kutch	...	0·88 not served	99;12 served.
Marathawada	...	1·12 not served	98·88 served.
Vidarbha	...	1·32 not served	98·68 served.

This degree of educational provision was achieved by a number of internal changes in Table VI of each of the regions which in turn affected the State Table VI.

If the Directive Principle 45 of the Constitution was to be translated into a reality, it needed a correct assessment of all the available educational facilities in the State, not according to their achievement as on 31st March 1957, but on the estimation of their optimum

utilisation under reasonable and practicable target of distance so that every school could serve the maximum population in the countryside. This formed the first stage in the educational part of the survey. Table VI series represented in a condensed but statistical form the extensiveness of service provided by the educational institutions of all types as they stood on 31st March 1957.

The over-all assessment as revealed by State Table VI indicated—

		Habitations	Percentage of Population
Unserved	...	15411	08·42
Served in the vicinity	...	20212	09·12
Served at home	...	40528	82·46

This was the crucial data on which the survey had to frame its planning and proposing, firstly, to provide the un-served habitations and their population with adequate educational facilities, and, secondly, to provide the larger habitations coming under "served in the vicinity" with home facilities so that they could in turn cater to the needs of smaller habitations which by their population could not be provided with schools. While the smaller habitations under "without" moved into "served in the vicinity" increasing the habitations in this category, the larger habitations in this category themselves moved into the "served at home" category. Some of the larger habitations under "without" also moved directly into "served at home" so that there were in all three kinds of transfers.

The net result of these changes due to transfers was to increase the number of habitations under "served at home" and also the population so served; to decrease the number of habitations and population under "un-served", and, to increase the number of habitations coming under "served in the vicinity" without appreciably increasing the population in this category, in some cases even appreciably decreasing the population in this category. The changes in habitations and population in the Regional Tables VI under the three categories of educational facilities altered State Table VI in their cumulative affect.

These changes are indicated below :—

REGION		HABITATIONS			PERCENTAGE OF POPULATION		
		without	vicinity	home.	without	vicinity	home.
Of "14" Districts	...	—2918	1296	1622	—03·87	00·27	03·60
Of "10" Districts	...	—1781	350	1431	—04·13	—01·30	05·43
Marathawada	...	—3778	902	2876	—23·72	01·50	22·22
Vidarbha	...	—2956	484	2472	—11·11	—02·77	13·88
Saurashtra-Kutch	...	—416	45	371	—03·03	—00·21	03·24
STATE	...	—11849	3077	8772	—07·63	—00·52	08·15

Note.—all signs "plus" except when indicated by "—".

The transformation of Table VI into Table VII was achieved through a series of stages in the planning and proposing stage of the survey. A comparative study of Tables VI and VII in their totals will bring out the standard of educational provision achieved by the survey.

	HABITATIONS.		POPULATION		PERCENTAGE OF POPULATION	
	VI	VII	VI	VII	VI	VII
Not served ...	15411	3562 (−11849)	2943704	274555 (—2669149)	08·42	00·79 (−07·63)
Served in the vicinity ...	20212	23289 (+3077)	3186513	3006104 (—180409)	09·12	08·60 (—0·52)
Served at home ...	40528	49300 (+8772)	28820646	31670204 (+2849558)	82·46	90·61 (+8·15)

N.B.—Differences are shown in brackets.

State Table VII is the epitome of the achievements of the survey, the blue-print for realising the cherished ideal of free, compulsory and universal education in the State of Bombay. Table VII does not cover the full span of the age-group 6-14 years envisaged by the Directive Principle but only the first phase 6-11 years in the programme of implementation to which the States are committed during the Third Five Year Plan.

DISTRICT DATA

MAP OF THE NEW STATE OF BOMBAY 1957

ILLUSTRATIVE DATA AS ON 31ST MARCH, '57

INSTITUTIONS

— RURAL —

AT

THE PRIMARY STAGE, MIDDLE STAGE,

HIGH SCHOOL STAGE

EXISTING AND AFTER PLANNING

EXISTING	INSTITUTIONS	AFTER PLANNING
42	PRIMARY	68
11	MIDDLE	34
7	HIGH SCHOOL	16 +4

plus figures in red are proposed High Schools in Urban areas

P.Z. P. PUNA, 1959.

CHAPTER 50

PRIMARY SCHOOL STAGE

After Planning

Habitations without Primary Educational Facilities

(G.C.P.) L-A Na 31—32a

CHAPTER 50

PRIMARY SCHOOL STAGE

After Planning

Habitations without Primary Educational Facilities

50·1 As the ideal in enforcing effective compulsion in education is to bring to school the last truant, in educational planning, for achieving this goal, the first pre-requisite is that there should be a school within easy reach of each child in the State. Given the new Bombay State, vast in its extensiveness and varied in its natural and physical endowments not always favourable to the administration of education, the goal of providing schools within easy walking distance of every rural habitation in the State is beyond achievement, at least, in the earlier stages of educational expansion. The survey achieved in preparing a blue-print for educational expansion based on modest and workable standards of population-distance targets which guided the survey procedures from stage to stage throughout. The stipulations laid down by the Ministry of Education were to be applied on an All-India basis so that future progress in education may be based on a uniform pattern of planning and programming. The States have accepted the responsibility for and set the target date to complete the first stage in this national programme, viz. to make education free, compulsory and universal for the age-group 6-11 years by the end of the Third Five Year Plan. It is in pursuance of this that the Educational Survey of the States in the Indian Union was undertaken as a Plan Item. The findings and proposals of the survey of the State are to form the blue-print for undertaking expansion programmes for achieving the modest but, none the less, colossal target accepted by Government. The survey findings and proposals will help to pre-plan and pre-determine the location of schools of the various types so that in the phased and staggered schemes of expansion, progressively, more and more children could be brought to school.

Every effort was, therefore, made to bring into the fold of the survey every truant habitation from its secluded isolation to provide it with the benefits of Primary education. It is through these efforts that the survey could cover as many as 72,589 out of 76,151 rural habitations of the State to serve a rural population of 3,46,76,308 out of 3,49,50,863 and provide them with educational facilities through existing and proposed Independent, Group and Peripatetic-Teacher-

schools. The 3,562 habitations left unserved by any educational facilities include a population of 2,74,555 giving an average of 77 head of population per habitation.

50·2 (67/43-68)

Appendix F series gives the information and data on account of these 3,562 habitations left out of educational reckoning. The regional break-up is :—

		Habitations	Population
"14" Districts		1,224	91,203
"10" Districts		369	25,990
Marathawada	...	470	50,193
Vidarbha	...	1,125	78,777
Saurashtra-Kutch	...	374	28,392
STATE	...	3,562	2,74,555

At a first glance it may appear strange that 3,562 habitations should have been left out of educational coverage in the State, but these unprovided habitations are located in such seclusion and isolation, mostly in the recesses of forest areas, that approaches to them are extremely difficult. These are little pockets with sparse population and the inhabitants are primitive and unsocial. In the scheduled areas declared as such, attempts are being made to win them over to better ways of life and educational provision is progressively entering into their strong-holds. Some of these unserved habitations are actually semi-deserted habitations with population much less than that specified in the Census. As it was not part of the survey to assign the population figures as true on 31st March 1957, the population of these habitations was left untouched and recorded as stated in the Census. It was only after every concerted effort failed to provide these that they were left out from educational provision.

50·3 The district break-ups of these 3,562 habitations are presented in Tables 67/14-55, 67/10-55, 67/5-49, 67/8-49 and 67/6-49. The unprovided habitations average 83 per district and compared to the number of habitations in a district, are not too many especially considering their locations. As will be seen, most of these are situated in the hilly parts of the districts where because of their land features access to them is too difficult for normal approach.

50·3·1 In the region of "14" Districts almost everyone of the districts has a few unprovided habitations. Dangs which is wholly hilly and covered with forests has 33 such. Kolhapur has not provided for 104 habitations most of which are on the western parts of the district which are bounded by the Western Ghats, a mountainous and wooded tract. Kolaba, which is a narrow strip of a district with the sea on one side and the towering Sahyadris in the east, accounts for 149. Nasik accounts for 178, most of these located in the hilly tracts of Surgana, Peint and Kalwan, too remote to be approached. Poona harbours 157 in the hilly areas of the ghats. Ratnagiri, which has much in common with Kolaba, could not

provide for 131, a low number considering the handicaps of the district. Thana, with three of its talukas declared scheduled areas, contains 105 of these, too small and too isolated to be provided for. The other districts of this region contain fewer habitations.

50·3·2 In the region of "10" Districts, one district, Baroda, contains as many as 119 unprovided habitations while the rest of the districts contain about 50 or less each. Baroda, too, has its share of forests and hills which harbour these in little pockets in the interior, most of them being forest habitations. Surat has 49 in the jungles of Bansda, Dharampur and on the borders of Dangs which are inhabited by the Adiwasis who have yet to be socialised to finer ways of life. Panchmahals, Sabarkantha and Banaskantha contain 22, 43, 56 of these respectively and the backwardness of these districts is enough reason for leaving out these out of educational provision in these districts.

50·3·3 In Marathawada, Osmanabad contains 125 unprovided habitations, Parbhani 168, Nanded 85, Aurangabad 91 and Bhir only 1. Some of the habitations in this region are semi-deserted and the rest scattered about in the barren parts of the countryside.

50·3·4 Vidarbha contains in all 1,125 habitations of which Amravati has 150, Chanda 406, Bhandara 104, Nagpur 146 and Yeotmal 137.

The number of habitations left unserved in Chanda is too meagre for that district which is inhabited by tribes of primitive and unintelligible dialects in the depths of its thick and fearful forests. Melghat Taluka of Amravati is a declared Scheduled area harbouring pockets of small habitations in its hilly and wooded areas. Yeotmal and Nagpur have their share of the hills and forests which account for the unprovided habitations. Considering the lay of the land in the districts of this region, the 1,125 unserved habitations are two few and the Survey had achieved marked success against odds in this region.

50·3·5 In the region of Saurashtra-Kutch of the 374 habitations, Kutch accounts for 171 and Sorath 108. The villages of Kutch are not only spread out at great distances but many of them are inhabited by cow-herds and shepherds who are roving tribes so that the population mentioned in the Census invariably is not the true population of the habitations. The forests of Gir of Sorath shelter most of the 108 villages unprovided for in this district. Most of the habitations in this region are big enough and are served with educational facilities. The ones left out are the most remote in the districts and their population too meagre to be seriously taken note of.

There is one habitation reported in the Census with a population of 5,569. The village is Zalawad District of Saurashtra and is listed under Census No. 61, Odu-Agar in Dosada Taluka. This is one of the un-served villages. The village normally is reported to

have a population of 30 and only during the summer, when the salt pans are worked, the population rises to 5,000 and odd as reported in the Census. In Table VII this habitation is entered under "Below 100" and classified as unserved.

50·4 It was only after the most concentrated attempts to provide for these unfortunate 3,562 habitations had failed that the survey had to record them as educationally UNSERVED. The survey was convinced that any provision made to serve these would have been at very high cost and the returns would not have justified such flagrant abuse of standards and targets laid down for the guidance of the survey. These 3,562 habitations out of 76,151 of the State by their location in inaccessible hide-outs in scheduled isolation classify themselves as unapproachable and the survey could do no more than record them as such.

CHAPTER 51

PRIMARY SCHOOL STAGE

After Planning

Reconciliation of Correlated Tables

STATE RECONCILIATION TABLE OF TABLES III-AB, IV-AB, V-AB, IV-CD, V-CD AND VII

43/AP — AFTER PLANNING—43 DISTRICTS OF NEW BOMBAY STATE — 43/AP

ITEM	5000 and above	2000–4999	1000–1999	500–999	400–499	300–399	200–299	100–199	Below 100	TOTAL
1	2	3	4	5	6	7	8	9	10	11
1. II Habitations	74*	1833	6244	14529	5881	8222	10721	14830	13817	76151
2. Population	467223*	5113883	8356345	10086715	2611296	2811216	2599237	2104229	800719	34950863
					Habitations					
3. III-AB	55	1384	4812	10798	4162	5337	4124	1640	203	32515
4. IV-AB	19	449	1432	3731	1644	2743	5935	10971	10286	37210
5. V-AB	...	...	...	...	75*	140	589	1301	759	2864
6. Total Served	74	1833	6244	14529	5881	8220	10648	13912	11248	72589
7. III-AB	55	1384	4812	10798	4162	5337	4124	1640	203	32515
8. IVCD: No Distance	16	434	1400	3578	1505	2271	2709	2170	412	14495
9. VCD: No Distance	...	...	...	...	75*	137	564	1181	333	2290
10. Total Home Facility	71	1818	6212	14376	5742	7745	7397	4991	948	49300
11. IVAB—IVCD No Distance ...	3	15	32	153	139	472	3226	8801	9874	22715
12. VAB—VCD No Distance ...	...	...	...	...	...	3	25	120	426	574
13. Total Vicinity	3	15	32	153	139	475	3251	8921	10300	23289

14.	III Home	71	1818	6212	14376	5742	7745	7397	4991	948	49300
15.	Vicinity	3	15	32	153	139	475	3251	8921	10300	23289
16.	Total Served...	74	1833	6244	14529	5881	8220	10648	13912	11248	72589
17.	Without	.....	.....	.....	.....	.....	2	73	918	2569	3562
18.	Total II	74	1833	6244	14529	5881	8222	10721	14830	13817	76151
						Population						
19.	III-AB	350138	3851924	6434627	7521714	1853972	1825069	1032439	252968	15619	23138470
20.	IV-AB	117085	1261959	1921718	2565001	723400	935735	1410965	1535666	606957	11078486
21.	V-AB	.....	.....	.....	.....	33924*	49684	139282	189877	46585	459352
22.	Total Served..	467223	5113863	8356345	10086715	2611296	2810488	2582686	1978511	669161	34676308
23.	VII Home	450043	5065180	8313976	9985525	2551059	2653134	1826572	755171	69544	31670204
24.	Vicinity	17180	48703	42369	101190	60237	157354	756114	1223340	599617	3006104
25.	Total Served...	467223	5113883	8356345	10086715	2611296	2810488	2582686	1978511	669161	34676308
26.	Without	.....	.....	.....	.....	.....	728	16551	125718	131558	274555
27.	Total II	467223	5113883	8356345	10086715	2611296	2811216	2599237	2104229	800719	34950863

* One Habitation with a population of 5,569 listed under "5000 and above" in Table II, was a Habitation with a permanent population of about 30 (in Zalawad District). Hence, it is transferred under "Below 100", giving only 74 Habitations (pop. 4,67,223), under "5,000 and above".

CHAPTER 51

PRIMARY SCHOOL STAGE

After Planning

Reconciliation of Correlated Tables

51·1 In Chapter 42 the reconciliation of Table VI and the correlated Tables IIIA, IVA and IVC, and VA and VC was analysed both for habitations and their population. A similar reconciliation and analysis is appropriate with reference to Table VII and the correlated Tables IIIAB, IVAB and IVCD, and VAB and VCD. The analysis attempted here is on the same lines as that in Chapter 42, but briefer as the reconciliation Table (pp. 498, 499) is self-explanatory. Instead of dealing with the analysis under the two different heads, habitations and population, a parallel reconciliation is being attempted.

51·2 Table VII is the epitome of the achievement of the survey in providing the largest possible number of habitations and their population with the Primary educational facilities under the standards laid down by the Ministry of Education for uniformity in educational planning in all the States in the Indian Union. In Bombay State the achievement was that out of 76,151 habitations in the rural areas, as many as 72,589 were educationally provided leaving only 3,562 unprovided because of their peculiar and difficult location in forest and hilly areas in the State. The rural population covered is 3,46,76,308 working out to a percentage of 99·21 of the total rural population, according to the survey. The number of habitations served at home is 49,300 with a population of 3,16,70,204 covered by Independent schools, home facilities of Group schools, Branch schools, Peripatetic-Teacher-Centres, all these based on the existing and those proposed by the survey. The neighbourhood facilities have been provided for 23,289 habitations with a population of 30,06,104, which works out to a percentage of 8·60 of the total rural population. Table VII, thus, demarcates the habitations and their population of the State into the three categories of educational provision. Home facilities, Neighbourhood facilities and without facilities.

51·3 The statistical Tables that give data about habitations and population pertaining to the three types of Primary educational facilities, Independent, Group and Peripatetic-Teacher-Schools, are IIIAB about Independent Primary schools, IVAB and IVCD about Group

Primary schools, and VAB and VCD about Peripatetic-Teacher-schools. IIIAB specifies the number of habitations and their population slabwise, similar to the information contained in IIIA or IIIB. IVAB presents similar information, but of all the habitations served by Group schools, the home as well as the feeder habitations. It is not possible to separate the home habitations and their population and the feeder habitations and their population from this Table. But Table IVCD, though it does not give the correct population of the habitations, does make a distinction between habitations containing the schools and habitations which are feeders to these schools. VAB and VCD are similar to IVAB and IVCD and give data regarding Peripatetic-Teacher-schools.

The reconciliation attempted here tries to correlate the data of Table VII with that in Tables IIIAB, IVAB, and IVCD, and VAB, and VCD.

51·4 The references are to the State Reconciliation Table, Column 11. The total number of habitations of the State according to State Table II is 76,151 and the total rural population 3,49,50,863 both of which had to be reconciled between Table VII and the correlated Tables under the different heads of educational provision, home facilities, neighbourhood facilities and without facilities.

		Habitations	Population		
TOTAL SERVED					
3	IIIAB	32,515	2,31,38,470		19
4	IVAB	37,210	1,10,78,486		20
5	VAB	2,864	4,59,352		21
6	TOTAL SERVED ..	72,589	3,46,76,308		22
HOME SERVED					
7	IIIAB	32,515	..		
8	IVCD – No Distance ..	14,495	..		
9	VCD – No Distance ..	2,290	..		
10	Total Home Served ..	49,300	3,16,70,204	VII	23
SERVED IN THE VICINITY					
11	IVAB –(IVCD – No Distance).	22,715	..		
12	VAB –(VCD – No Distance) ..	574	..		
13	Total Served in the Vicinity ..	23,289	30,06,104	VII	24
VII					
14	Home Served	49,300	3,16,70,204	VII	23
15	Served in the Vicinity ..	23,289	30,06,104	VII	24
16	Total Served	72,589	3,46,76,308	VII	25
WITHOUT					
17	Without	3,562	2,74,555	VII	26
	Total II	**76,151**	**3,49,50,863**	**VII**	**27**

51·5 HABITATIONS

From the above it will be seen that the total number of habitations served are 72,589 (item 6) according to the correlated Tables and also according to Table VII (item No. 16). Similarly, the habitations served at home add up to 49,300 (item 10) which is identical with the number of habitations in Table VII (item No. 14). The number of habitations served in the vicinity according to the correlated Tables totals up to 23,289 (item 13) an identical figure of Table VII (item 15). In both computations the habitations left out from educational provision is 3,562 which when added to the number of habitations served, at home and in the neighbourhood, adds up to 76,151, the total number of rural habitations in the State.

51·6 POPULATION

A cursory glance at the right side of the analysis above will indicate that the population figures against item 22 as derived from the correlated Tables are identical with those against item 25 derived from Table VII. Like the habitation figures, the population figures also are identical between those derived from Table VII and those from the correlated Tables.

The above establishes the concurrence between Table VII which forms a condensed epitome of the After-Planning position with the break-up as recorded in the correlated Tables, IIIAB, IVAB and IVCD, and VAB and VCD.

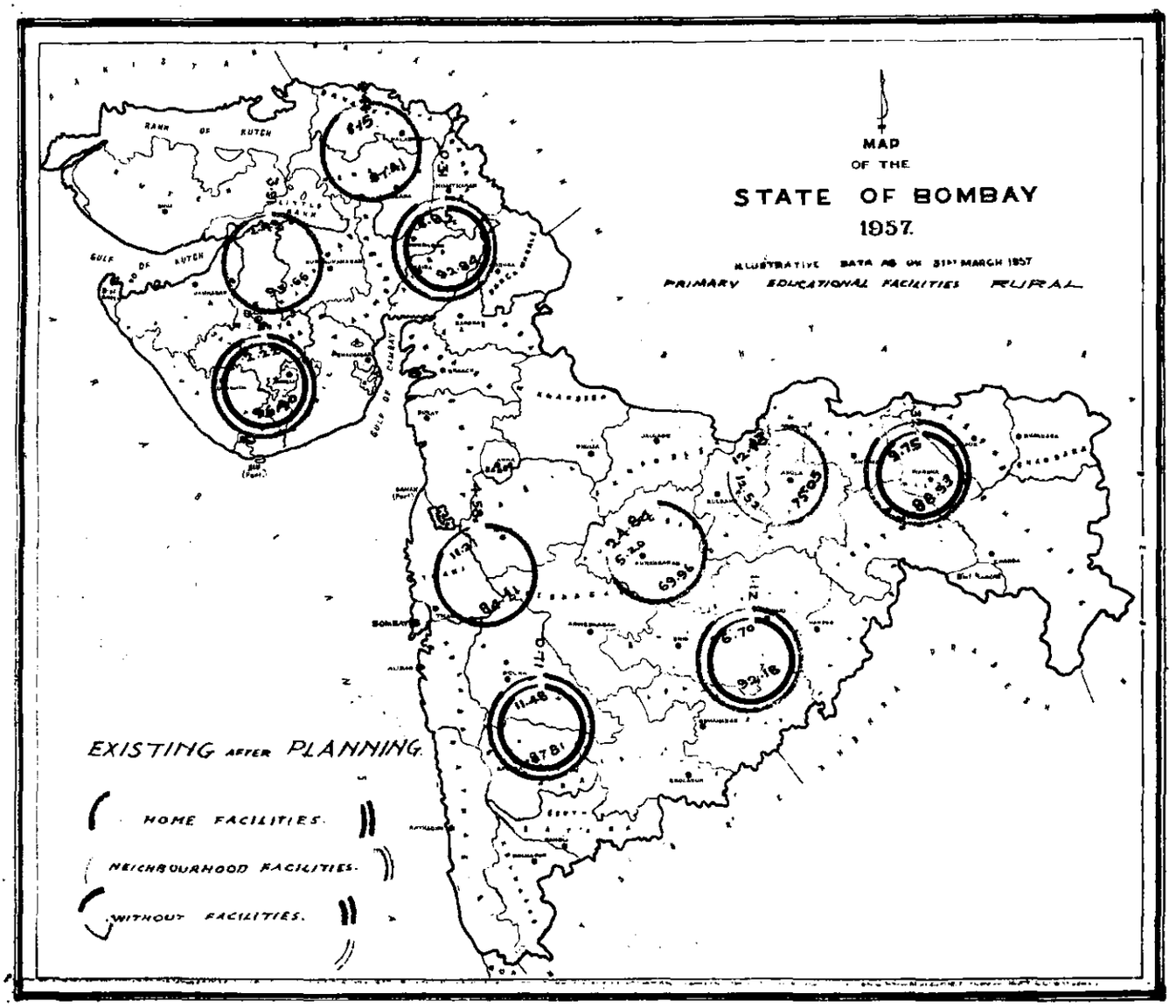
51·7 It needs to be stressed that though the sources of information and data for all the Tables were the Rural Habitation Register and the topo-sheets, Tables VII were compiled from the Slab Register which is a subsidiary document of the survey, while the correlated Tables were compiled and consolidated from the School—Area Register, which is the main document prepared by the survey. The identity of relation between VII and the correlated Tables establishes the accuracy and thoroughness of the various consolidated tables prepared from the basic documents at the taluka level.

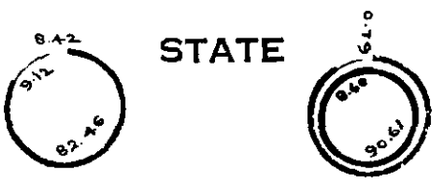
The Reconciliation Tables of the Regions are presented in Appendix A, at the end of this Report.

PRIMARY EDUCATIONAL FACILITIES—Rural
(Percentages)

—EXISTING & AFTER PLANNING—

REGIONAL & STATE DATA





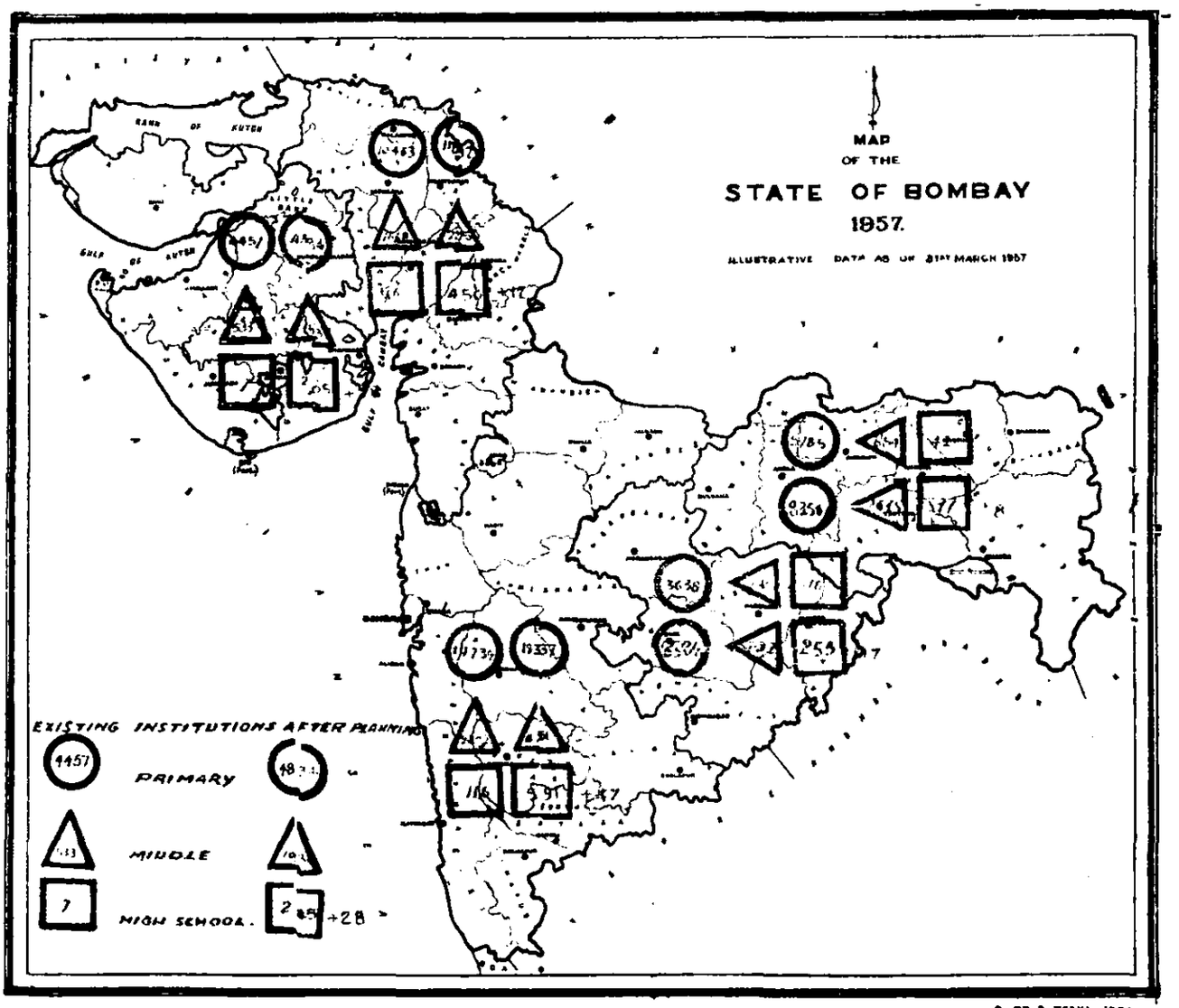
INSTITUTIONS

— RURAL —

AT THE PRIMARY STAGE, MIDDLE STAGE,

HIGH SCHOOL STAGE,

EXISTING AND AFTER PLANNING



STATE

EXISTING	INSTITUTIONS AFTER PLANNING
42082	50820
5775	10541
270	18 38 +112

Plus figures in red are proposed
High Schools in Urban areas.

CHAPTER 52

MIDDLE SCHOOL STAGE

Existing, Proposed and After Planning

(G.C.P.) L-A No 31—33

CHAPTER 52

MIDDLE SCHOOL STAGE

Existing, Proposed and After Planning

52·1 For the purposes of the survey standards V to VII formed the Middle school stage uniformly throughout the State. The variations and peculiarities in the different regions of the State in the matter of stages and standards have been dealt with in chapter 9 of Part I. In Bombay State, a dstinction was made between complete and incomplete Middle schools. As it was binding on the survey in justifiable cases to recommend the closing or shifting of schools, it also became necessary to scrutinise every incomplete Middle school and recommend it for completion only if the distance-population targets laid down on this behalf were satisfied. Only when an incomplete Middle school could form a school-area of about 1,500 with all the habitations within 3 miles' walking-distance, was it proposed for completion. For indicating complete and incomplete Middle schools distinctive symbols were also devised to illustrate them on the topo-sheets (I-10).

52·2 In documentation no separate Middle School-Area Registers were prepared. The Primary School-Area Register (Rural) also indicated by suitable entries the location of Middle schools, existing or proposed, as also their feeders with their distances from the schools. Since the provision at the Middle school stage was incorporated in the Register covering Primary educational facilities, in a few cases, it happened that a habitation unserved at the primary level and, therefore, left out from the School-Area Register, when it came within the school-area of a Middle school, could not be suitably recorded in the School-Area Register. The habitations unserved at the Primary level were in such locations that it was very unlikely that they would fall within the Middle school range.

The School-Area Register, again, indicated the educational position after planning under which it incorporated by acceptance most of the existing pattern of provision and the proposed according to the survey. The district Tables on account of Middle school provision were compiled directly from the School-Area Registers so that the Tables formed the extracts and consolidations from this Register. The full and correct existing position in respect of Middle schools is, therefore, not available though every existing school is accounted for and included in the records. The alterations are in the feeders to

(G.C.P.) L-A Na 31—33a

Middle schools some of which have been included in the school-areas of newly proposed Middle schools if they happened to be nearer to these than to the existing ones. It would be more correct, therefore, to term the school-areas of Middle schools as "Existing and Accepted". Because of this, it is mathematically correct to say that existing and Accepted *plus* Proposed is equal to After Planning position.

52·3 It has already been pointed out that the age-group entering Middle schools calculated at 7·05 per cent would yield a school population of 105 to 110 under a school-area of 1500 for Middle schools. The children being of a higher age-group and having been accustomed to the habits of schooling, a greater walking-distance of 3 miles would be a satisfactory target at this stage. While Primary schools have necessarily to be widely diffused in the countryside so that every child has easy access to them, the same would not be true in the case of Middle schools. The Middle school should serve as a central school to which the out-put from every Primary school should find admission. On the population basis normally there should at least be one Middle school to meet the needs of five Primary schools. The Middle school, therefore, should be centrally situated in a fairly large village surrounded by others with Primary schools in them.

On the basis of the school-areas specified for Primary schools and Middle schools, a minimum of five Primary schools would be needed to justify one Middle school in the rural areas. The ratio of Primary schools to a Middle school would be 5 : 1 or 5, which could be used as a standard to assess the comparative provision of these two stages of education. To indicate the improvement under planning, the ratio of the existing to the after planning provision is also computed and stated alongside the ratio of schools. These Tables are appended under each of the regions in the regional study that follows.

The provision at the Primary stage has perforce to be widely diffused and hence the lower and more liberal targets of distance and population. Any planning of educational stages and provision for them should have an inter-relation so that one stage feeds the next higher one. Any assessment of provision at a higher stage has to be in relation to the achievement at the lower stage so that there may be no bottle-necks between one stage and the next. The assessment of provision at the Middle schools stage, therefore, has to take note of provision at the lower, the Primary stage.

52·4 The Tables in which the data about Middle schools are consolidated are in three series. Table VIII-A series which is a two-way table, slabs and facilities, refers to the existing and accepted situation. The slabs are not those used at the Primary stage but are only 5, namely, above 5,000, 2,000-4,999, 1,500 to 1,999, 1,000-1,499 and

below 1,000. The three categories under which the facilities are tabulated are :—

having a school in them,

served by a school outside,

and not served by a school.

For brevity these will be called home served, vicinity served and not served. It should be noted that the total number of habitations which formed the basis for Middle school provision were those for which provision at the Primary level existed. In other words, the habitations unprovided for at the primary level were not included in making provision at the Middle stage.

Table VIII-B series summarises the proposals of the survey with regard to Middle schools. The Table is similar to VIII-A and covers the habitations unprovided in VIII-A and for which provision was made under the proposals.

Table VIII-AB series consolidates the data about the position in respect of Middle schools after planning. This Table gives the final achievement of the survey in the provision of Middle school facilities to the rural habitations.

While at the Primary level all the related Tables gave complete information, not only about the number of habitations but also their population under population slabs ranging from "5,000 and over" to "below 100", all the Tables of Middle school facilities specify only the number of habitations without specifying their population. Even the population slabs under which Middle school information is consolidated are condensed to 5 slabs with only one slab for below 1,000. Any assessment of provision at the Middle school stage, therefore, will have to be in terms of habitations only, without taking into account the actual population served.

Besides, as the information about existing schools is classified under habitations "having schools in them", only the number of habitations is entered under this column so that there is no indication of the number of existing schools in these habitations. Even when a habitation has more than one school, the information in the Table will be of one habitation having "schools in them", however many schools it may contain. A brief study of the related Tables pertaining to Middle school stage of education, first, the regional followed by the State, is attempted here.

52·5 The region of "14" Districts contained 31,870 rural habitations with a population of 1,28,13,417 of which 30,646 have been provided with Primary educational facilities and 1,224 remained unreserved. In this region, therefore, the number of habitations that formed the base for Middle school provision was 30,646 habitations with a population of 1,27,22,214. The Tables, however, classify only the habitations.

52·5 1 (44/14-44)

Table VIII-A of this region reveals that there are 2,702 habitations with Middle schools in them. These are distributed—

26 in the slab 5,000 and above,
598 in the slab 2,000-4,999,
480 in the slab 1,500-1,000,
763 in the slab 1,000-1,499,
and 835 in the slab below 1,000.

Under the first slab there are 26 with schools, two are served in the vicinity, three without; in the next slab 598 with schools, 4 vicinity served and 43 not served; in the third slab 480 with schools, 58 vicinity served and 103 not served. These form the important slabs and habitations in these had to receive attention in planning and proposing. Out of 30,646 habitations as many as 14,536 were not served with Middle school facilities with 3, 43, 103 falling in the higher 3 slabs. These had to be, in any case, provided, preferably, with home facilities or neighbourhood facilities.

52·5·2 (47/14-45)

Table VIII-B contains the proposals of the survey in respect of Middle schools. 1,449 habitations have been proposed Middle schools, 7,709 habitations brought within neighbourhood facilities, leaving only 5,378 habitations unserved. In the higher slabs all the habitations are provided with Middle school facilities of home or vicinity service and 60 habitations in slab 1,000-1,499, 5,318 habitations in slab below 1,000 slab remain unprovided.

(65/14-53)

The proposals are listed in Appendix D series under number of schools and the total population served. The population slabs in this Appendix are different from those in VIII-B. Besides, there is no identity in the entries in Table VIII-B and the Appendix. VIII-B tabulated the habitations on the basis of the population of the habitations while Appendix D tabulates the habitations under population slabs of their school-areas. The 1,449 proposed Middle schools appear in the Appendix D,

30 in the slab above 5,000,
693 in the slab 2,000-4,999,
686 in the slab 1,000-1,999,
40 in the slab below 1,000.
1,449 total.

Only forty of the proposed Middle schools have school-areas less than the stipulted 1,500. But it should be remembered that the population specified in Appendix D are the Census figures and a few more habitations at distances greater than 3 miles may also avail of the facility beyond the target distance.

The 1,449 proposed Middle schools are unevenly distributed in the districts of the region, Ratnagiri receiving the highest number 222, Dangs the least 8, South Satara 32, Greater Bombay 21, Kolaba 83, Thana 84, Nasik 91 and all the others more than 100 each.

52·5·3 (50/14-46)

The final picture that emerges after planning provides for 25,268 habitations out of 30,646, 4,151 with home service, 21,117 with vicinity service. The unserved column in this table is identical with that of VIII-B and there are no habitations with population above 1,500 unprovided. 79 habitations in slabs above 1,500 have not been proposed schools but provided with nearby facility. It will also be noticed that the total number of habitations with schools is 2,702 *plus* 1,449 i.e. 4,151, indicating existing *plus* proposed is equal to after planning in relation to the habitations with schools.

The over-all changes after planning amount to 4,151 habitations with schools in them as against 2,702 under the existing conditions, 13,408 habitations which were served in the neighbourhood have increased to 21,117 and 14,536 habitations which were unserved have been reduced to 5,378 under proposals.

52·5·4 The Table below gives the related ratios between Primary and Middle schools, existing and after planning :

		EXTG/AFT PLING (1 : X)		P. Ss. : 1 M. S. (X : 1)	
		P. Ss.	M. Ss.	EXTG	AFT PLING
1	GB: 1 GREATER BOMBAY ...	1·3	2·3	5.2	2·9
2	M: 2 AHMEDNAGAR ...	1·0	1·4	6·5	4·9
3	M: 10 DANGS ...	1·3	2·2	15·2	9·2
4	M: 11 EAST KHANDESH ...	1·0	1·6	5·1	3·3
5	M: 12 KOLABA ...	1·1	1·6	9·0	6·3
6	M: 13 KOLHAPUR ...	1·0	1·9	7·4	4·1
7	M: 16 NASIK ...	1·1	1·5	7·6	5·7
8	M: 17 NORTH SATARA ...	1·1	1·5	4·7	3·5
9	M: 20 POONA ...	1·1	1·6	8·7	6·3
10	M: 21 RATNAGIRI ...	1·2	1·4	4·7	3·9
11	M: 22 SHOLAPUR ...	1·0	1·6	5·0	3·2
12	M: 23 SOUTH SATARA ...	1·0	1·1	3·4	3·1
13	M: 24 THANA ...	1·1	1·7	12·9	8·7
14	M: 26 WEST KHANDESH ...	1·1	1·7	8·9	5·6
14	DISTRICTS OF OLD BOMBAY STATE (MARATHI).	1·1	1·5	6·3	4·5

In the Table above the increase in the Primary schools in the region as a whole is 1·1 times while in Middle schools it is 1·5 times. In general, there was a deficiency in the provision of Middle schools under the existing conditions so that an increase of 1·1 in Primary schools had to be made up by a higher increase in the Middle schools. The increases under Primary schools in all the districts matches the regional average except in Ratnagiri, Dangs and Greater Bombay. The break-up of the villages into hamlets led to Ratnagiri receiving more Primary schools and Dangs, being deficient in provision at the primary level, had to be raised in its provision.

The Middle school increases show a disproportionately higher percentage increase in all districts except South Satara. This goes to show that the provision under existing conditions was a little below par. Dangs, again, had more Middle schools proposed than any other district in relation to the existing provision. Kolhapur, Thana, West Khandesh are nearly in a class with Dangs in this respect. The position of Greater Bombay is slightly different as the few villages that came into it only a month before the survey originally belonged to Thana District where the provision was not adequate in relation to that in Greater Bombay.

Comparing the ratio of Primary schools to a Middle school, the last two columns in the above Table indicate a clear improvement in the after planning position. Whereas in the region an average of 6·3 Primary schools served one Middle school under existing conditions, 4·5 serve after planning. This is very nearly the standard ratio 5 on the basis of school-area population. Districts which still have to make head-way are Dangs (9·2), Kolaba (6·3), Thana (8·7) while all others indicate an adequate relation. South Satara shows the least difference indicating that the position in the district even under existing conditions was satisfactory.

52·6 In the region of "10" Districts out of a total of 16,350 rural habitations with a population of 84,72,998, 15,981 (population 84,47,008) habitations were provided with Primary educational facilities and only 369 left unprovided. Of these, for the purpose of Middle school provision, only 15,981 were taken into consideration and as many of them as could be provided were.

52·6·1 (44/10-44)

The region contains 1,529 habitations with Middle schools serving 5,951 habitations in the neighbourhood and with 8,501 left out of provision. There are :—

1 in the slab 5,000 and above,
106 in the slab 2,000-4,999,
167 in the slab 1,500-1,999,
451 in the slab 1,000-1,499,
and 7,776 in the slab below 1,000.

unprovided. 1, 106, 167 habitations above will have to be provided under the proposals either by allotting schools to some of them and providing nearby facilities to the others. The proposals will have to make provision for the habitations at present un-served and also provide schools to some of those in higher slabs under served in the vicinity. Only the unserved habitations receive attention during proposals so that any schools allotted to them will serve some of these habitations as well as others in the vicinity by bringing them nearer to the newly proposed ones.

52·6·2 (47/10-45)

1, 106, 167 habitations in the first three slabs are provided with home facilities and a large number from the lower slabs with home or neighbourhood facilities. The proposals leave out 31 habitations in slab 1000-1499 and 1663 in slab below 1000. The proposals allotted 1259 schools to as many habitations and brought 5548 within neighbourhood facilities leaving 1694 unprovided.

(65/10-53)

Appendix D tabulates the 1259 schools according to their school-areas. They are—

30 in the slab above 5000.

686 in the slab 2000-4999.

504 in the slab 1000-1999.

39 in the slab below 1000.

1259 total.

The number of schools proposed in habitations with population less than 1000 number only 39.

The 1259 Middle schools proposed in the region of "10" Districts were distributed :

229 in Baroda, 216 in Mehsana, 172 in Surat, 119 in Panchmahals, 114 in Broach, 102 in Kaira, 101 in Sabarkantha, 92 in Banaskantha, 67 in Ahmedabad, and 47 in Amreli.

52·6·3 (50/10-46)

In Table VIIIAB the habitations left out of provision are the same as those in Table VIIIB. It will be noticed that 1, 16, 43, habitations in the first three slabs have not been provided with schools but are catered for by neighbourhood facilities. Out of 15981 habitations 2788 have home facilities, 11499 neighbourhood facilities and 1694 remain un-served after planning. The increases are 1259 under home facilities, 5548 under neighbourhood facilities and a reduction of 6807 under un-served.

52·6·4 The following Table gives the relation between Primary schools and Middle schools.

	EXTG/AFTPLNG (1 : X)		P. Ss. : 1 M. S. (X : 1)	
	P. Ss.	M. Ss.	EXTG.	AFTPLNG.
1. G: 28 AHMEDABAD ...	1·0	1·4	5·0	3·7
2. G: 29 AMRELI ...	1·2	2·3	8·5	4·6
3. G: 30 BANASKANTHA ...	1·1	2·8	20·5	7·9
4. G: 31 BARODA ...	1·3	3·0	8·6	3·9
5. G: 32 BROACH ...	1·2	1·6	4·1	3·2
6. G: 35 KAIRA ...	1·0	1·3	4·1	3·2
7. G: 38 MEHSANA ...	1·1	2·4	6·9	3·4
8. G: 39 PANCHMAHALS ...	1·1	1·8	10·1	6·3
9. G: 40 SABARKANTHA ...	1·2	1·8	6·7	4·6
10. G: 42 SURAT ...	1·1	1·5	4·8	3·6
10 DISTRICTS OF OLD BOMBAY STATE (GUJARATI).	1·1	1·8	6·3	4·1

The first column of figures gives the increase in Primary schools and the second of Middle schools. For the region as a whole Primary schools increased 1·1 times and the Middle schools 1·8 times the existing, indicating that the existing provision in these two stages were fairly satisfactory though there was a comparative inadequacy of provision of Middle schools. In the districts except in Baroda, Broach, Sabarkantha and Amreli the increases are on par with that of the region. In Middle schools, however, some of the districts show a marked increase, Baroda 3·0, Banaskantha 2·8, Mehsana 2·4 and Amreli 2·3 while the others approximate to the regional average. Two of the four districts mentioned above had a similar deficiency to make up at the Primary level.

The third and the fourth columns give the ratio of Primary schools to a Middle school under existing and after planning conditions. Compared to the regional average which is 6·3, Primary schools to a Middle school under existing conditions show a decidedly poor provision in Banaskantha and Panchmahals at the Middle stage inspite of fairly adequate provision at the Primary stage under "existing". However, all the districts show a very favourable ratio after planning except Banaskantha and Panchmahals, again, where there are 7·9 and 6·3 Primary schools to a Middle school, respectively. Even the regional average of 4·1 Primary schools to a Middle school is lower than the standard ratio 5.

52·7 In Marathwada out of a total of 9165 rural habitations 470 were unprovided with Primary educational facilities after planning, the corresponding population being 4484072 and 50193 respectively. 8695 habitations that received Primary educational provision under planning form the base for providing Middle school educational facilities.

52·7 1 (44/5-38)

Marathwada had only 119 habitations containing Middle schools. These served 1569 of the neighbouring habitations so that 7007 habitations were unprovided under existing schools. The habitations un-served either by home or vicinity service were—

92 in the slab 2000-4999
157 in the slab 1500-1999
423 in the slab 1000-1499
6335 in the slab below 1000
7007 total

The proposals had to concentrate on the 92, 157 and some of the 423 habitations for planning home or neighbourhood provision and most of 6335 for either of the facilities.

52·7·2 (47/5-39)

Table VIIIB tabulates the proposals in respect of Middle schools. Of the 92 habitations in the slab 2000-4999, 88 receive schools in them and 4 have neighbourhood facility; of the 157 in the slab 1500-1999, 132 get schools and 25 go to neighbouring schools; of 423 in the slab 1000-1499, 249 get home facilities, 118 neighbourhood facilities and 56 remain unprovided; of 6335, 148 are home served, 3863 vicinity served and 2324 remain un-served. The proposals add up to 617 home facilities, 4010 neighbourhood facilities and 2380 without facilities.

(65/5-47)

Appendix D classifies the proposed schools according to their school-areas. The 617 newly proposed Middle schools, according to their school-areas, fall in the following slabs :—

157 in the slab above 5000
425 in the slab 2000-4999
35 in the slab 1000-1999.
617 total.

According to the proposals, Osmanabad received 68 Middle schools Nanded 93, Bhir 104, Aurangabad 166, Parbhani 186 making a total of 617 newly proposed Middle schools.

52·7·3 (50/5-40)

After planning there are no habitations in the 3 higher slabs left out of provision. There are 56 in the slab 1000-1499 and 2324 in below 1000 unserved. The habitations with schools now total up to 736, the habitations served in the neighbourhood to 5579 and those unprovided to 2380. The changes due to the proposals sum up to an increase of 617 in home facilities, an increase of 4010 in neighbourhood facilities and a decrease of 2380 in the unprovided, out of the 8695 habitations.

52·7·4 The following Table compares the existing and after planning situation with regard to Primary and Middle schools :—

	EXTG/AFTPLING (1 : X)		P. Ss. : 1 M. S. (X : 1)	
	P. Ss.	M. Ss.	EXTG	AFTPLNG.
1. M : 5 AURANGABAD ...	2·0	9·3	41·5	8·9
2. M : 7 BHIR ...	1·7	6·2	31·5	8·8
3. M : 15 NANDED ...	1·8	6·8	41·1	10·9
4. M : 18 OSMANABAD ...	1·5	2·3	15·8	10·6
5. M : 19 PARBHANI ...	1·9	17·9	62·1	6·5
5 DISTRICTS OF MARATHAWADA.	1·8	6·1	20·3	8·?

The region as a whole was poorly supplied with Primary educational facilities as indicated by nearly doubling (1·8) of the facilities after planning. Even in the districts each of them received nearly a double provision under planning, Osmanabad having the least, 1·5 times the existing. Under the Middle schools the provision is still worse, the region as a whole needing 6·1 times the existing provision. In Parbhani the increase of Middle schools was 17·9 times, in Aurangabad 9·3 times, in Nanded 6·8 times, in Bhir 6·2 times and in Osmanabad 2·3 times. The above figures by indicating the expansion needed under the proposals clearly bring out the existing unsatisfactory position with regard to Primary and Middle schools.

The number of Primary schools to a Middle school under existing conditions makes a poor showing, 30·3. Parbhani shows a remarkable inadequacy of 62·1 Primary schools to a Middle school and Osmanabad has the lowest ratio amongst the districts, 15·8. After planning, there is a marked improvement in the ratio, 8·8 Primary schools to a Middle school being the regional average and Nanded 10·9 to one. Even under the Survey proposals, the region of Marathwada, inspite of liberal provision, could not reach a better standard in relative provision as compared to the other regions of the State. (*vide* III-54).

52·8 Out of 13180 rural habitations in Vidarbha 12055 with a population of 5893301 are provided with Primary educational facilities and these

come under consideration for the provision for Middle school facilities. The habitations unprovided at the primary level which number 1125 are left out of consideration for Middle school facilities as they do not have the lower stage provision.

52·8·1 (44/8-38)

Out of 12,055 habitations with Primary education facilities in Vidarbha, 608 had Middle schools in them which served 3,852 habitations in the neighbourhood. Amongst the 7595 unprovided habitations 54 were in the slab 2000-4999, 127 in the slab 1500-1999, 400 in the slab 1000-1,499 and 7014 in the slab below 1000. The habitations that had to be attended to in proposals were those in the higher slabs for home facilities and those in the lower slabs for home or neighbourhood facilities. It would mean the transfer of habitations from unserved to home served or vicinity served or from vicinity served to home served.

52·8·2 (47/8-39)

Under the proposals 881 habitations have been provided with schools, 53 in slab 2000-4999, 123 in slab 1500-1999, 287 in slab 1000-1499 and 418 in slab below 1000. There are only 20 habitations in slab 1000-1499 and 2224 in slab below 1000 which could not be provided with Middle school facilities. In slab 2000-4999 one habitation has neighbourhood service and four habitations in the next lower slab. The proposals provide 881 habitations with home facilities, 4,470 with neighbouring facilities and 2,244 remaining un-served.

(65/8-47)

The 881 habitations provided with schools are tabulated in Appendix D under slabs of school-areas. The distribution is 30 in the slab above 5000, 488 in the slab 2000-4999, 301 in the slab 1000-1999, 62 in the slab below 1000, total 881.

Since uniform standards were applied in the planning and proposing of Middle schools, the unequal distribution of these in the districts of Vidarbha roughly indicates the needs of the districts in this respect. Bhandara received 322 Middle schools, Nagpur 137, Chanda 124, Yeotmal 95 and others about 50 each.

52·8·3 (50/8-40)

After planning, in Vidarbha, there were 1,489 habitations with Middle schools distributed in the slabs in the order 26, 248, 256, 432 and 527. There were no habitations in the three upper slabs unprovided while there were 1, 7, 22 habitations served in the neighbourhood in these slabs. After planning 9,811 habitations were provided with Middle school facilities, 1,489 at home, 8,322 in the neighbourhood leaving 2,244 without facilities. The changes from the existing position amounted to an increase of 881 in home facilities, an increase of 4,470 in neighbourhood facilities and a decrease of 2,244 in the unserved habitations.

52·8·4 The Table below gives the relative existing and after planning position regarding Primary and Middle schools.

	EXTG/AFTPLING (1 : X)		P. Ss. : 1 M. S. (X : 1)	
	P. Ss.	M. Ss.	EXTG	AFTPLNG
1 M 3 AKOLA	1·2	1·4	7·3	6·1
2 M 4 AMRAVATI	1·2	1·3	6·3	5·6
3 M 6 BHANDARA	1·8	8·5	14·5	3·1
4 M 8 BULDANA	1·1	1·5	7·4	5·5
5 M 9 CHANDA	2·0	4·2	17·2	8·4
6 M 14 NAGPUR	1·7	3·4	10·3	5·2
7 M 25 WARDHA	1·3	1·8	8·0	5·4
8 M 27 YEOTMAL	1·4	2·1	9·8	6·4
8 DISTRICTS OF VIDARBHA.	1·4	2·3	8·8	5·4

Column one above gives the ratio of Primary schools after planning compared to those " Existing ". The regional average is 1·4 and this is nearly reflected in all the districts except Bhandara, Chanda and Nagpur which needed slightly higher provision of Primary schools under planning. Chanda is wholly a wooded district, Bhandara, most of it, and even Nagpur has northern parts—which evaded satisfactory provision at the Primary stage. As regards Middle schools the existing position was not quite favourable as these multiplied 2·3 times under planning. Here, again, Bhandara, Chanda and Nagpur received disproportionately larger provision to make up for the existing deficiencies. The other districts show a fairly moderate increase except Yeotmal which had 2·1. The ratio of Primary schools to a Middle school is also unsatisfactory being 8·8 for the region under " existing ". Chanda, Bhandara and Nagpur had fewer Middle schools in relation to the existing Primary schools which in themselves were inadequate. Under after planning, the regional ratio is 5·4 very nearly equal to the standard ratio while in Chanda, Akola and Yeotmal it is more than 5 Primary schools to a Middle school Bhandara strangely enough has 3·1 Primary schools to a Middle school after planning.

52·9 Saurashtra has 5,586 rural habitations with a population of 3,208,298. Of these 5,212 with a population of 3,179,906 are provided wth Primary educational facilities and are, therefore, eligible to be considered for the next stage in educational provision, the Middle school stage. **The unprovided habitations numbering 374 because of their location, in secluded areas of the region, are not taken into account for the Middle school provision.**

52·9·1 (44/6-38)

Out of 5,212 habitations in Saurashtra 526 had Middle schools in them serving 1,201 habitations in the neighbourhood. Among the 3,485 habitations unserved by Middle school facilities one was in the slab 5,000 and above, 24, 71, 297, 3,092 in the succeeding slabs. The proposals of the survey had, therefore, to take particular note of the habitations in the upper slabs for providing home or neighbourhood facilities and also most of the habitations in the lower slabs for providing neighbourhood facilities.

52·9·2 (47/6-39)

The proposals of the survey allotted Middle schools to 560 habitations which brought an additional 1,688 habitations under neighbourhood facility leaving only 1,237 unprovided. These latter fall only in the last two slabs, 25 under 1000-1499 and 1,212 under below 1000. In the first two upper slabs all the habitations are home served, in the next, 60 home served, and 11 vicinity served, with none unprovided.

(65/6-47)

Appendix D tabulates the new Middle schools proposed according to their school-areas as against Table VIIIB which classifies them according to the population of home habitations. The 560 schools are distributed :—

3 in the slab above 5000

255 in the slab 2000-4999

215 in the slab 1000-1999

87 in the slab below 1000

560 total.

Though Saurashtra-Kutch is liberally provided with primary educational facilities these are not backed with adequate provision at the Middle school stage. The number of Middle schools proposed in the districts is indicative of this. Sorath was proposed 158 Middle schools, Madhya Saurashtra 131, Gohilwad 112, Halar 75 and Kutch and Zalawad 42 each.

52·9·3 (50/6-40)

The after planning position regarding Middle schools in Saurashtra-Kutch shows the following :—

1,086 habitations home served

2,889 vicinity served

1,237 not served

The distribution of habitations under home served are in the sequence 1, 183, 159, 345 and 398 in the successive slabs beginning with 5000 and above. The changes due to proposals include an increase of 560 habitations under home provision, an increase of 1,688 under neighbourhood provision and a decrease of 1,237 under the habitations unserved at the Middle stage.

52·9·4 The relation between Primary and Middle schools is tabulated below in the form of ratios :

	EXTG/AFTPLING (I : X)		P. Ss. : 1 M. S. (X : 1)	
	P. Ss.	M. Ss.	EXTG	AFTPLING
1 G: 33 GOHILWAD	1·0	2·2	10·3	4·8
2 G: 34 HALAR	1·2	3·0	15·1	5·5
3 G: 36 KUTCH	1·2	1·3	4·8	4·4
4 G: 37 MADHYA SAURASHTRA	1·1	2·0	6·7	3·6
5 G: 41 SORATH	1·1	3·1	11·4	3·9
6 G: 43 ZALAWAD	1·1	1·7	9·1	5·8
6 DISTRICTS OF SAURASHTRA KUTCH.	1·1	2·1	8·4	4·4

The region of Saurashtra-Kutch under planning has 1·1 times the provision under "existing", a ratio very nearly equal to that in the regions of "14" and "10" Districts. Even Kutch for all its backwardness gives a ratio of 1·2. With regard to Middle schools, however, the region was not adequately provided under existing conditions. The increase in Middle schools is 2·1 times for the region, in Sorath 3·1 times and in Halar 3·0 times. Saurashtra-Kutch had a fairly liberal provision at the Primary level which was not backed by as adequate a provision at the Middle school stage.

Column 3 gives the ratio of the existing Primary schools to one existing Middle school. In the region there were 8·4 Primary schools to a Middle school, 15·1 in Halar, 11·4 in Sorath and no district having lower than six except Kutch. Under planning, the ratio of Primary schools to a Middle school shows a considerable improvement, the regional average being 4·4 Primary schools, only Halar and Zalwad having slightly higher number of Primary schools to a Middle school.

52·10 The State of Bombay consisted of 76,151 rural habitations with a population of 34,950.863 out of which 72,589 with a population of 34,676,308 were provided with Primary educational facilities under planning. The unprovided habitations number 3,562 and the population unserved 274.555. When assessing the existing position regarding Middle schools and under planning and proposing of new Middle schools, these 3,562 habitations unprovided at the

Primary level were not taken into account and provision was tried to be provided for 72,589 habitations which had facilities at the lower level. The Tables VIIIA, VIIIB and VIIIAB consolidate the existing (and accepted), the proposed, and the after planning distribution of habitations under home served, vicinity served and unserved, respectively.

52·10·1 (44/43-45)

The State contained 5484 Middle schools on 31st March 1957, this being the sum total of the schools at this stage in the five regions of the State. These schools, besides serving 5484 home habitations, provided neighbouring facilities to 25981 more habitations leaving 41,124 unprovided with facilities at this stage. Amongst the unprovided habitations :—

5 were in the slab 5000 and above
319 were in the slab 2000-4999
625 were in the slab 1500-1999
2078 were in the slab 1000-1499
38097 were in the slab below 1000.

5, 319, 625 habitations had to receive priority in planning and proposing, and home or closeby neighbourhood facilities had to be provided for these large habitations and those in the last two slabs had also to be provided. This was tried to be achieved by proposing schools to habitations in the larger slabs so that these could in turn offer neighbourhood facilities to many more unprovided under existing conditions.

52·10·2 (47/43-48)

The State Table VIIIB presents the proposals of the survey. The 5 habitations in slab 5000 and above were proposed new Middle schools; of the 319 habitations in slab 2000-4999, 306 received schools and 13 were given neighbourhood facilities; of 625 habitations in slab 1500-1999, 562 were proposed schools and the remaining 63 received neighbourhood facilities; in slab 1000-1499, 1432 Middle schools were proposed, 454 habitations served in the vicinity and the remaining 192 were left unprovided; and in the last slab as many as 2461 were allotted schools, 22,895 provided with neighbourhood facilities leaving 12741 in the slab without facilities.

(65/43-66)

The State Appendix D tabulates the 4766 newly proposed schools in slabs of population of their school-areas. The frequencies are :—

250 in the slab above 5000
2547 in the slab 2000-4999
1741 in the slab 1000-1999
228 in the slab below 1000
4766 total.

The distribution of these in the regions of the State is uneven the "14" Dstricts receiving 1449, the highest, "10" Districts 1259, Vidarbha 881, Marathawada 617 and Saurashtra-Kutch 560. A general scrutiny of this distribution indicates that the "10" districts received a disproportionately large number averaging 126 per district,

Marathawada 123 per district,

Vidarbha 110 per district,

"14" Districts 103 per district and

Saurashtra-Kutch 93 per district.

52·10·3 (50/43-51)

The after planning position regarding Middle schools in the State shows that 10,250 habitations had schools in them, 49,406 habitations were served in the neighbourhood and 12,933 were unserved. The unserved habitations were under the last two slabs of population,

192 under 1000-1499

and 12,741 under below 1000.

The habitations served in the negihbourhood include 4 under 5000 and above, 49 under 2000-4999, 192 under 1500-1999, 1420 under 1000-1499 and 47741 under below 1000.

52·10·4 The following State Table gives the regional ratios regarding Primary and Middle schools.

	EXISTING/AFTER PLANNING (1 : X)		P. Ss : I. M. S. (X : 1)	
	P. Ss.	M. Ss.	EXISTING	AFTER PLANNING
1. "14" Districts of Old Bombay State (Marathi).	1·1	1·5	6·3	4·5
2. "10" Districts of Old Bombay State (Gujarati).	1·1	1·8	6·3	4·1
3. 5 Districts of Marathawada ...	1·8	6·1	30·3	8·8
4. 8 Districts of Vidarbha ...	1·4	2·3	8·8	5·4
5. 6 Districts of Saurashtara-Kutch	1·1	2·1	8·4	4·4
43 Districts of New Bombay State ...	1·2	1·8	7·3	4·8

The regional comparison of the above figures reveals the regional characteristics as well as the deficiencies in the matter of Primary and Middle school provision. The first column which indicates the ratio of the number of Primary schools "existing" to "after planning" give a State average of 1·2. The regions of "14" Districts, "10" districts and Saurashtra-Kutch have a lower ratio of 1·1, indicating adequate provision under "existing", while Marathawada and Vidarbha show considerable inadequacy. With regard to Middle schools, the indications are no different. While the State ratio is 1·8 and of the "14" Districts and "10" Districts as much or little less, the other three regions show higher ratios indicating the disproportionately large number (in relation to the State average) of Middle schools proposed by the survey. The highest amongst these is Marathawada which received 6·1 times the existing Middle schools, Vidarbha 2·3 times and Saurashtra-Kutch 2·1 times.

The ratio of Primary schools to a Middle school under existing conditions gives the State average 7·3 which is over reached only by the regions of "14" and "10" Districts. In the other regions there are more Primary schools to a Middle school than the State average, Marathawada 30·3, Vidarbha 8·8 and even Saurashtra-Kutch 8·4. The after planning position approximates to the standard, the State average being 4·8 Primary schools to a Middle school. Marathwada even under planning has 8·8 Primary schools to a Middle school and Vidarbha 5·4.

The provision after planning at the State level is 1·2 times in Primary schools and 1·8 times in Middle schools of the existing provision. Under existing conditions, there are 7·3 Primary schools to a Middle school, an inadequate provision at the Middle stage. This can be understood as most schemes of expansion were implemented at the Primary level of Standards I to IV without a proportionate expansion at the next stage, the Middle, Standards V-VII. In well planned schemes when provision at a lower level is expanded it is normal to provide adequate provision at the next higher stage. After all, pupils pouring out of the increased number of Primary schools will, in increasing numbers than before, be entering the next stage, the Middle, for higher education. The survey has fairly achieved this my providing 4·8 Primary schools to a Middle school, a ratio very nearly equal to the standard ratio so that there would be no bottle-neck between the lower stage, Primary, and the next stage, Middle, on account of insufficient provision.

As more and more children come out of the increasing Middle schools, there will have to be an adequate provision at the next higher stage, to receive these growing numbers. The number of High schools needed to meet the situation will be governed mainly by the provision of Middle schools.

(G.C.P.) L-A Na 31—34a

CHAPTER 53

HIGH SCHOOL STAGE

Existing, Proposed and After Planning

CHAPTER 53

HIGH SCHOOL STAGE

Existing, Proposed, and After Planning

53·1 As there were variations in the standards at the High school stage in the different regions of the State, a common and uniform classification was adopted in all the 43 districts of the State for the purposes of the survey (*vide* I-9), so that the findings of the survey may be comparable between region and region. Standards VIII to XI were accepted as the High school standards; where the highest standard was X, XI was presumed and when a High school was incomplete lacking only the highest standard, it was presumed to be complete. The survey also took note of incomplete High schools and recorded them. As definite standards were laid down about population requirements to form school-areas of High schools, only those incomplete High schools which satisfied the targets of the survey were proposed for completion and others which did not, were not proposed to be completed. Symbols were also devised for incomplete High schools (vide I-10) which were " mapped " on the topo-sheets.

By their very function all High schools belong to the group school type. The distance-target of 5 miles gave a much extended area of about 80 square miles from which the school drew its pupils, the population served being 5,000 or more. This gave the school more feeders and an assured strength of pupils in the age group 14 to 17 years. Calculated at 6·27 per cent. this would fill a High school with 300 to 320 pupils in standards VIII to XI so that the school would be economically workable.

Accepting the school-area population of a Middle school to be 1,500 and of a High school 5,000, the ratio of Middle schools that could themselves serve as feeders to a High school would work out to 3·3 : 1 or 3·3. This would mean that as five Primary schools would need one Central Middle school, in the case of High schools, 3·3 or 4 Middle schools could send out their output to a High school centrally situated in relation to them. Since urban areas serve rural areas for High school provision, in comparing the provision at the rural level, a ratio, of 7 : 1 or 7 Middle schools to a High School would be a very moderate ratio for purposes of comparison.

The provision of High school facilities has to be assessed in relation to those at the Middle stage as the latter leads to the former. The provision at each of these stages has to be inter-related so that

the pupils coming out of Middle schools have adequate and satisfactory provision at the High school stage. A correct assesment of the High school provision can only be made in relation to that at the Middle stage. Normally, all urban areas could be expected to have High school facilities not only to serve the urban areas they are located in, but a wider area of about 80 square miles round about them. This, however, has not been found to be true under existing conditions of educational provision at the High school stage. The survey had to propose a large number of High schools even in urban areas as most of these satisfied the population requirements and could, in addition, serve the rural areas within the radius of about 5 miles from them.

53·2 The survey did not prepare a separate High School-Area Register but incorporated the High school data in the School-Area Register of the Primary educational provision. This was done, as in the case of Middle-schools, by entering against the habitations served by High schools the Rural Habitation Register number of the habitatons that served it and their distances from the High school. The feeders to a High school, did not come together in sequence but were scattered about in the Register. It should also be mentioned that the School-Area Register (Primary) gave an over-all picture After-Planning so that, even in the case of High schools, though the existing High schools were accepted *in toto* the feeders underwent a slight change as feeders of existing schools were tagged on to newly proposed schools, if these were nearer to them than existing schools. For this reason, the full and correct position in respect of school-areas is not recorded in any of the High school Tables, but only the After-Planning situation. It could, therefore, be said that in the matter of schools or habitations containing schools existing *plus* proposed is equal to After-Planning. The same cannot, however, be said about the feeders to High schools. The formula existing and accepted *plus* proposed is equal to After-Planning position would be the correct relation.

The habitations left out of provision at the Primary stage have been ignored throughout in Middle school and High school provision. As stated earlier, these habitations were located in remote corners of the districts and in their present situation they could not be provided with educational provision. Therefore, out of 76,151 rural habitations in the State only 72,589 which were served at the Primary stage were taken into consideration for provision at the High school stage as was done at the Middle school stage.

53·3 The data about High schools with regard to the habitations having schools, habitations served by High schools and habitations not served by any, are given in Table IX series. The Tables do not indicate the number of High schools but only the habitations " having schools in them ". As it is rare to find more than one High school in any rural habitation, the number of habitations having schools would also be equal to the number of schools. Table IXA series gives the existing position about habitations containing High schools

and of the feeders to these as also the unserved. The Table is two-way, slab and facilities. The slabs are the same as in the case of Middle School Tables :

5000 and above,
2000—4999,
1500—1999,
1000—1499,
Below 1000 and, the facilities,
habitations having schools in them,
served by a school outside, and,
not served by any school.

Table IXB series gives the summary of the proposals in a Table similar to IXA.

Table IXAB series sums up the After-Planning situation with respect to habitations having High schools, served by High schools and not served by High schools.

The Tables do not include urban areas which contain High schools but include rural habitations served by urban areas. High schools proposed in urban areas are also not included in these Tables, as the Tables refer only to rural habitations. High schools proposed in urban areas are indicated with *plus* signs to distinguish them from those proposed in rural areas.

53·4 In the region of "14" Districts there are 31,870 rural habitations of which 30,646 are served at the Primary stage. These form the base for the provision of High school facilities. Though only 25,268 rural habitations in all are provided with Middle school facilities, this number has not been taken as the starting point in the provision of High school facilities but the number of habitations served at the Primary stage, i.e., 30,646. 1,224 rural habitations unserved at the Primary level have been ignored in the provision of High school facilities as was done in the case of Middle school facilities and for the same reasons.

53·4·1 (53/14-47)

In the region of "14" Districts there were, on 31st March 1957, 115 habitations containing High schools which, besides serving their home habitations, served 6,918 others in the neighbourhood. 23,613 rural habitations were unprovided with High school facilities and of these :—

15 were in 5000 and above,
387 in 2000-4999,
445 in 1500-1999,
1066 in 1000-1499, and
21700 in "below 1000."

The survey had, therefore, to attend to providing these 23,613 habitations with High school facilities especially those in the higher slabs

of population for home provision and others for neighbourhood provision.

53·4·2 (56/14-48)

Out of 23,613 habitations unprovided in the existing situation, as many as 476 habitations were provided with High schools and 9,620 provided with neighbouring facilities, leaving 13,517 without provision. The habitations provided with schools came under all the slabs in the sequence 12, 189, 92, 99 and 84 beginning with slab 5,000 and above. The feeders to these in a similar sequence were 3, 135, 205, 574 and 8,703 while those unserved were 0,63, 148,393 and 12,913.

(66/14-54)

Regional Appendix E gives in tabulated form the 476 High schools proposed in this region according to habitations and the school-areas of the schools. While Table IXB tabulated the habitations against their own population under 5 slabs, Appendix E classifies the habitations to which schools are proposed together with their school-area population. The slabs in the Appendix are different from those in Table IXB. The 476 High schools proposed in this region are distributed thus :

455 in slab above 5,000

and 21 in slab 2,000-4,999.

There are no proposed High schools with school-areas less than 2,000 in this region.

The distribution of these High schools in the districts of the region vary considerably.

70 are proposed in North Satara,

54 in Kolhapur,

53 in Ahmednagar, and only 1 in the Dangs. Out of 248 urban areas in this region as many as 47 did not have High schools. The survey, therefore, proposed High schools one each, to these 47 urban areas as they satisfied the population specifications. The distribution of these 47, in the districts of the region is as under :—

1.	GB : 1	GREATER BOMBAY	.....
2.	M : 2	AHMEDNAGAR	1
3.	M : 10	DANGS	.....
4.	M : 11	EAST KHANDESH	4
5.	M : 12	KOLABA	3
6.	M : 13	KOLHAPUR	3
7.	M : 16	NASIK	6
8.	M : 17	NORTH SATARA	1
9.	M : 20	POONA	8
10.	M : 21	RATNAGIRI	4
11.	M : 22	SHOLAPUR	2
12.	M : 23	SOUTH SATARA	7
13.	M : 24	THANA	6
14.	M : 26	WEST KHANDESH	2
		REGIONAL TOTAL ...	47

53·4·3 (59/14-49)

The after planning position in this region shows a marked improvement over the existing. As against 115 habitations which had schools in them under existing conditions, after planning, 591 habitations had schools, an increase of 476 ; 9620 habitations which were served in the neighbourhood rose upto 16538, an increase of 6918 habitations, and, the unprovided habitations which were 23613 dropped to 13517, a decrease of 10,096. The after planning position shows no unserved habitations in the top-most slab and only 63, 148, 393 and 12,913 in the other slabs in descending sequence of slabs.

53·4·4 The following Table gives the relationship between Middle schools and High schools, existing and after planning, in the form of ratios.

		EXTG / AFT PLN (1 : X)		M. Ss. : 1 H. S. (X : 1)	
		M. Ss.	H. Ss.	EXTG	AFTP LNG
1	GB : 1 GREATER BOMBAY ..	2·3	1·6	2·0	2·8
2	M : 2 AHMEDNAGAR ..	1·4	11·6	54·4	6·5
3	M : 10 DANGS	2·2	2·0	6·0	6·5
4	M : 11 EAST KHANDESH ..	1·6	2·8	16·4	9·7
5	M : 12 KOLABA	1·6	3·4	16·1	7·3
6	M : 13 KOLHAPUR ..	1·9	28·0	85·5	5·7
7	M : 16 NASIK	1·5	5·6	32·0	8·1
8	M : 17 NORTH SATARA .	1·5	6·8	24·8	5·5
9	M : 20 POONA	1·6	8·0	32·8	6·4
10	M : 21 RATNAGIRI ..	1·4	2·6	22·6	12·6
11	M : 22 SHOLAPUR	1·6	6·0	33·3	8·9
12	M : 23 SOUTH SATARA ..	1·1	4·1	21·7	5·9
13	M : 24 THANA	1·7	13·3	12·2	6·2
14	M : 26 WEST KHANDESH ..	1·7	22·5	77·5	5·6
	14 DISTRICTS OF OLD BOMBAY STATE (MARATHI)	1·5	5·1	24·4	7·2

In the first column the ratios of Existing to After Planning Middle schools are expressed in the form of numbers. In the region as a whole, there are, after planning, 1·5 times the existing number of Middle schools. This is fairly reflected in all the districts with Kolhapur having a slightly higher increase as also Dangs. Dangs is peculiarly situated, being a schedule area, and needs considerable

expansion in Middle stage educational provision. Greater Bombay has 2·3 times after planning in consideration of the inadequacy of provision in the few rural habitations that merged into Bombay from Thana. Compared to the Middle schools, the High schools under planning increased 5·1 times the existing. The provision at this level was very inadequate in Kolhapur (28·0), West Khandesh (22·5) and Ahmednagar (11·6), and in the other districts the increase ranges from 1·6 times in Bombay to 8·0 times in Poona. These figures indicate that whereas provision at the Middle school level was fairly satisfactory there was not an adequate number of High schools to receive the children from Middle schools.

The third column indicates the number of Middle schools to a High school under existing conditions. The regional average is 24·4 Middle schools to a High school, quite an inadequate provision. In the districts the position is much worse with West Khandesh having 77·5 Middle schools to a High school, Kolhapur 85·5, Ahmednagar 54·4 and many others in the 20s and 30s. Dangs shows 6 Middle schools to a High school which appears a good ratio, but it is because of inadequacy in both these provisions. Column 4 gives the ratio after planning. The regional average is 7·2 Middle schools to a High school. Against the standard ratio of 7, even after planning some of the districts show fairly inadequate provision. Ratnagiri has 12·6 Middle schools to a High school, East Khandesh 9·7, Sholapur 8·9 and others about 5 to 6. The only district which shows extremely good provision is Greater Bombay with 2·8 Middle schools to a High school.

Though the correct standard ratio of Middle schools to a High school is 4, as the rural areas served by High schools in urban areas are not taken into account in working out these ratios, it would be legitimate to accept the norm at about 7. Since the ratios worked out refer only to rural High schools and rural Middle schools without taking into account the provision availed of in urban areas, the regional ratio of 7·2 after planning could be considered as adequate.

53·5 There are 16,350 rural habitations in the region of "10" Districts out of which 15,981 receive Primary educational provision after planning under the survey. These 15,981 were taken into consideration in the provision of High school facilities, though only 14,287 of these had Middle school facilities after planning.

53·5·1 (53/10-47)

The region of "10" Districts had 116 habitations containing High schools which served an additional 4,320 rural habitations leaving 11,545 unprovided with High school facilities. These came under slabs in the sequence 9, 266, 237, 728 and 10,305. It was necessary that the survey proposals should consider these habitations for providing home facilities, especially to the habitations in the higher slabs, and neighbourhood facilities to most in the lower slabs.

53·5·2 (56/10-48)

Table IX-B summarises the proposals of the survey with regard to High schools in this region. Of the 9 habitations in the top most slab, 8 received schools and 1 is served in the neighbourhood; out of 266 in the slab 2000—4999,

132 are allotted schools,

114 provided vicinity facilities, and

20 remain unprovided.

In the lower slabs, all the 47, 217 and 4144 habitations received neither home provision nor neighbourhood provision. The number of habitations with proposed schools number 3,34 and the habitations served in the neighbourhood 6,783.

(66/10-54)

Appendix E of this region presents the 334 proposed High schools with their school-areas under population slabs. The school-areas fall under 2 slabs with 315 schools in 5000 and above and 19 in 2000—4999.

The 334 schools are distributed unevenly in the districts,

Baroda receiving 64,
Broach 46,
Panchmahals 43,
Surat 40,
Sabarkantha 34,
Banaskantha 29,
and others less.

Besides these 334 rural High schools, 12 urban High schools were also proposed in towns which had no High schools, as below :—

1	G : 28 AHMEDABAD		6
2	G : 29 AMRELI		2
3	G : 30 BANASKANTHA		...
4	G : 31 BARODA		...
5	G : 32 BROACH		1
6	G : 35 KAIRA		2
7	G : 36 MEHSANA		...
8	G : 39 PANCHMAHALS		...
9	G : 40 SABARKANTHA		...
10	G : 42 SURAT		1
		REGIONAL TOTAL ...	12

53·5·3 (59/10-49)

The after planning position in this region presents considerable improvement over the existing regarding High school provision. Out of 15,981 habitations, 450 had their own schools, 11,103 were served in the neighbourhood and 4,428 were left unprovided. Those without provision were in the sequence 0, 20, 47, 217 and 4,144 in descending order of the slabs. This improvement was brought about by an increase of 334 habitations under "schools in them", an increase of 6,783 habitations under "served" in the vicinity and a corresponding decrease of 7,117 in the unprovided.

53·5·4 The Table below gives the relation between Middle schools and High schools, existing and after planning, in the form of ratios.

	EXT : AFT PLNG (1 : X)		M. Ss : 1 H. S (X : 1)	
	M. Ss.	H. Ss.	Extg	AftPlng
1 G: 28 AHMEDABAD ..	1·4	[3·6	32·2	12·6
2 G: 29 AMRELI	2·3	11·0	35·0	[9·1
3 G: 30 BANASKANTHA ..	2·8	29·0	52·0	4·9
4 G: 31 BARODA	3·0	5·0	7·3	4·3
5 G: 32 BROACH	1·6	7·6	27·4	5·8
6 G: 35 KAIRA	1·3	2·2	13·9	9·2
7 G: 38 MEHSANA	2·4	2·4	7·4	7·3
8 G: 39 PANCHMAHALS ..	1·8	22·5	76·0	6·0
9 G: 40 SABARKANTHA ..	1·8	3·1	8·2	4·6
10 G: 42 SURAT	1·5	2·4	13·4	8·1
10 DISTRICTS OF OLD BOMBAY STATE (GUJARATI)	1·8	3·9	14·3	6·5

Column 2 indicates the number of Middle schools after planning compared to those existing. In the region of "10" Districts the Middle schools under planning are 1·8 times those under existing conditions. In the districts, the increase is much above the regional average, in Baroda 3·0, in Banaskantha 2·8, in Mehsana 2·4 and in Amreli 2·3. Ahmedabad, Kaira, Broach and Surat show lower figures than the regional 1·8 indicating that under planning the provision was not highly enhanced. Column 3 gives similar information about High schools. In the region under planning, the High schools multiplied by 3·9 and the districts show a considerable divergence. Banaskantha after planning had 29·0 times the existing High schools, Panchmahals 22·5 times, Amreli 11·0 times and others fairly moderate increases. This is quite

understandable as in the districts quoted above, which are backward educationally, facilities at the High school level in rural areas are difficult to provide and if provided difficult to be availed of.

Column 4 gives the ratios of existing Middle schools to an existing High school. The ratio for the region under existing conditions is 14·3 Middle schools to a High school and in the districts varies from 76·0 in Panchmahals to 7·3 in Baroda. Baroda has a lower figure which signifies a better provision mainly because the Middle schools were also inadequate, i.e., the inadequacy in Middle schools and High schools gave 7·3 Middle schools to a High school. Under planning the regional average is 6·5 Middle schools to a High school and all the districts show a fairly moderate ratio, except Ahmedabad which has 12·6 Middle schools to a High school. If the standard, exclusive of urban High schools, is accepted as 7, the region of "10" Districts can be considered to have adequate relative provision between Middle schools and High schools after planning.

53·6 In Marathawada 8,695 out of its 9,165 rural habitations received Primary educational provision under planning, though only 6,315 of these received Middle school provision. For the purposes of High school provision the habitations taken into account were 8,695, those which were covered by Primary educational facilities.

53·6·1 (53/5-41)

The 5 Districts of Marathawada contained as few as 16 High schools under existing conditions. These served 1,301 habitations by neighbourhood service and 7,378 were unprovided. Of these one was in slab about 5,000,

155 in 2,000—4,999,

164 in 1,500—1,999,

483 in 1,000—1,499,

and 6,575 in "below 1000", 1, 155, 164 habitations in the higher slabs needed to be considered for proposing High schools or in the alternative to be provided with neighbouring facilities. The habitations falling under the last two slabs had also to be considered, at least a majority of them, for similar provision.

53·6·2 (56/5-42)

Under planning Marathawada received 239 High schools in all the slabs in the sequence 1,109, 52, 60 and 70. The single habitation in the top-most slab received a school; out of 155 habitations in the second slab,

109 received schools,

34 received neighbourhood facilities and

12 remained unserved ; in the next slab out of 164,
52 were provided at home.
85 in the neighbourhood, and, 27 remained unprovided.

The habitations in the lowest slabs were similarly provided, leaving 101 in 1,000 to 1,499 and 2,769 in "below 1,000" without provision. The final picture was that 239 received schools in them, 4,230 received neighbouring facilities and 2,909 were left unprovided.

(66/5-48)

The 239 proposed High schools with their school-areas are presented in Appendix E of the region. All the proposed High schools come under two slabs,

225 in above 5,000, and

14 in slab 2,000—4,999.

Aurangabad received the highest number of High schools 77,

Parbhani 64,

Osmanabad 40,

Bhir 30, and Nanded 28.

There are urban areas in this region, as many as 17, which did not have High schools. These were proposed High schools.

1	M : 5 AURANGABAD ...	... 6
2	M : 7 BHIR ...	... 1
3	M : 15 NANDED ...	... 6
4	M : 18 OSMANABAD ...	... 3
5	M : 19 PARBHANI ...	... 1
	REGIONAL TOTAL ...	17

53·6·3 (59/5-43)

The after planning situation with regard to High schools shows a considerable improvement over the existing in Marthawada. As against 16 habitations with schools in them, after planning, there were 255 ; as against 13,01 habitations served in the neighbourhood there were 5,531, an increase of 4,230 ; as against 7,378 unprovided habitations, there were now 2,909, a decrease of 4,469. The habitations unprovided are :—

12 in slab 2,000-4,999,

27 in 1,500-1,999,

101 in slab 1,000-1,499,

and 2,769 in slab below 1,000.

53·6·4 The ratio between Middle schools and High schools under existing and after planning situations are given in the following Table:

	EXTG : AFTPLNG 1 : X		M. Ss. : 1 H. S. X : 1	
	M. Ss.	H. Ss.	EXTG.	AFTPLNG.
1 M: 5 AURANGABAD ..	9·3	77·0	20·0	2·4
2 M: 7 BHIR	6·2	11·0	6·0	3·7
3 M: 15 NANDED	6·8	15·0	8·0	3·6
4 M: 18 OSMANABAD ..	2·3	4·6	4·8	2·4
5 M: 19 PARBHANI	17·9	64·0	11·0	3·1
5 DISTRICTS OF MARATHAWADA.	6·1	15·9	7·5	2·9

In Marathawada there was inadequacy of provision at the Middle school stage as indicated by the fact that the Middle schools under planning multiplied by 6·1 of the existing. Parbhani was most unsatisfactorily provided and had to receive 17·9 times the existing Middle schools. Regarding High schools, the position in the region as a whole is worse, 15·9 times the existing High schools having had to be proposed after planning. Aurangabad received 77·0 times and Parbhani 64·0 times while the others were below the regional average.

Column 4 gives the ratio of existing Middle schools to a High school. The regional average is 7·5 and Parbhani has 11·0 Middle schools to a High school and Aurangabad 20·0. The other districts are within the regional average. The expansion proposed by the survey has strangely affected the after planning position regarding High schools. The regional average 7·5 has risen to 2·9 Middle schools to a High school under planning, with no district having more than 3·7 Middle schools to a High school. This does not really indicate that the provision at the High school stage is extravagant. Even after planning, because of the peculiar spread of habitations in Marathwada, the provision at the Middle school level was not on par with other regions of the State. The flattering ratio of 2·9 Middle schools to a High school has to be interpreted as reflecting the inadequately few Middle schools in the region even after planning, as against an adequate number of High schools. The inadequacy of Middle schools has already been noted under 52·7·4 above.

53·7 In Vidarbha out of 13,180 habitations in the region 12,055 were provided with Primary educational facilities and 9,811 with Middle school facilities, but for the purposes of High school provision the habitations taken into consideration were 12,055.

53·7·1 (53/8-41)

Out of 12,055 habitations which form the base for the provision of High school facilities in Vidarbha, only 39 had schools in them, 1930 went to other schools for their needs and 10,086 were left unprovided under existing conditions. Those unprovided were in all the slabs of population in the sequence from the highest to the lowest slabs, 13, 201, 210, 547, 9,115. The habitations in the higher slabs had perforce to be provided with schools or with nearby facilities and the others in lower slabs either provided with schools if they satisfied the population requirements or tagged on to newly proposed High schools.

53·7·2 (56/8-42)

The 13 habitations in the highest slab were all allotted schools; out of 201 in the next slab 115 received schools, 51 were given neighbourhood facilities and 35 remained unprovided :—

Out of 210 in slab 1,500-1,999,

54 were provided with home facilities,

85 neighbouring and 71 unprovided.

Similarly in the lowest two slabs 196 and 4,610 respectively remained without provision.

Proposals gave home facilities to 295 habitations and to 4,879 neighbourhood facilities.

(66/8-48)

Appendix E presents the school-areas of the 295 proposed High schools in Vidarbha. These are distributed :—

241 in slab 5,000 and above,
37 in 2,000-4,999,
15 in 1,000-1,999,
and 2 in below 1,000.

The distribution in the districts was :—

95 in Bhandara,

52 in Nagpur,

40 in Wardha,

33 in Amravati,

28 in Yeotmal,

19 in Chanda and Buldhana each, and 9 in Akola. 8 Urban High schools were proposed in the region, as these had no High schools.

The following Table gives the district break-up :—

1	M : 3 AKOLA ...	... 1
2	M : 4 AMRAVATI ...	... 2
3	M : 6 BHANDARA ...	... 1
4	M : 8 BULDANA ...	... ...
5	M : 9 CHANDA ..	... 2
6	M : 14 NAGPUR ...	... 1
7	M : 25 WARDHA ...	... 1
8	M : 27 YEOTMAL ...	... ...
	REGIONAL TOTAL	... 8

53·7·3 (59/8-43)

Table IXAB summarises the after planning position with regard to High schools. In the region, 334 habitations had schools in them, 6,809 had neighbourhood facilities and 4,912 were left without High school provision. The unprovided habitations were, in the sequence of the slabs, 0, 35, 71, 196, and 4,610. The home facilities increased from 39 to 334, an increase of 295; the neighbourhood facilities increased from 1930 to 6,809, an increase of 4879, and, the unprovided habitations fell from 10086 to 4912, a decrease of 5174.

53·7·4 The relation between Middle schools and High schools, existing and after planning, is tabulated below:

	EXTG / AFTPLNG 1 : X		M. Ss. : 1 H. S. X : 1	
	M. Ss.	H. Ss.	EXTG	AFTPLNG
1 M: 3 AKOLA	1·4	2·5	19·0	11·0
2 M: 4 AMRAVATI	1·3	3·5	10·3	3·5
3 M: 6 BHANDARA	8·5	24·8	10·7	3·7
4 M: 8 BULDANA	1·5	2·7	10·8	5·9
5 M: 9 CHANDA	4·2	20·0	39·0	8·1
6 M: 14 NAGPUR	3·4	53·0	57·0	3·7
7 M: 25 WARDHA	1·8	21·0	29·5	2·6
8 M: 27 YEOTMAL	2·1	8·0	22·2	5·7
8 DISTRICTS OF VIDARBHA ..	2·3	8·0	15·5	4·5

Vidarbha after planning received 2·3 times the existing number of Middle schools, a fairly high expansion. In the districts the variations were,

8·5 in Bhandara,

4·2 in Chanda,

3·4 in Nagpur,

and in the other districts within the regional average 2·3. The peculiar needs of Bhandara, Chanda and Nagpur have already been stressed when dealing with Middle schools. The High school expansion is 8·0 times the existing for the region and as high as 53·0 times in Nagpur, 24·8 times in Bhandara, 20·0 times in Chanda, 21·0 times in Wardha, while in the other districts it is much below the regional average. The expansion is mainly due to the existing inadequacy of High school provision.

Column 4 which gives the number of Middle schools to a High school under existing conditions, gives a ratio of 15·5 for Vidarbha as a whole, with the districts varying between 57·0 in Nagpur to 10·3 in Amravati. It has already been seen that provision of Middle schools in Vidarbha is not satisfactory and the ratios in column 3 not only confirm this, but reveal the inadequate provision even at the High school stage. After planning the Vidarbha average is 4·5 Middle schools to a High school and the districts range from 11·0 in Akola to 2·6 in Wardha. Against 7 the moderate ratio for rural areas, the Vidarbha average of 4·5 is fairly high.

53·8 Saurashtra-Kutch had 5,586 rural habitations in all out of which 5,212 received Primary educational provision and 3,975 Middle-school facilities after planning. The 5,212 habitations with Primary educational facilities form the base for the provision of High schools under the survey.

53·8·1 (53/6-41)

Saurashtra-Kutch, though very well provided with Primary facilities made a poor showing in the matter of High school provision. Under the existing situation only 7 habitations had High schools in them and these served only 539 habitations leaving 4,666 unprovided. The unserved habitations came under all the slabs in the sequence of the slabs, 1, 163, 154, 428 and 3,920. The survey had to attend to these first and provide most of them either by proposing schools or by providing neighbourhood facilities in the newly proposed schools.

53·8·2 (56/6-42)

Table IXB summarises the proposals of the survey with regard to High school provision. The single habitation in the higher slab received a school; the 163 habitations in the slab 2,000-4,999 were dealt with by providing 103 of them with schools, 29 of them with neighbourhood facilities, leaving 31 of them unprovided.

Of the 154 in the next slab,

37 received schools,

54 received neighbouring facilities,

and 63 were left unprovided. In the lower slabs 157 and 2,066 respectively were left unprovided and others provided with home facilities and neighbourhood facilities. Under the proposals 198 received schools, 2,151 were given neighbourhood facilities and 2,317 could not be provided for.

(66/6-48)

The 198 High schools proposed in Saurashtra-Kutch are tabulated with their school-areas in Appendix E of the region. 139 schools have school-areas above 5,000,

32 between 2,000 and 4,999,

23 have 1,000-1,999 and

4 have below 1,000.

The schools are distributed unevenly in the districts,

Gohilwad receiving 56,

Madhya-Saurashtra 53

Sorath 43

Kutch 18

Zalawad 17

and Halar 11.

The region being poor in High school provision even at the urban level, as many as 28 urban areas out of 99 which did not have this facility were proposed new High schools. Their distribution is as below :

1.	G : 33 GOHILWAD	5
2.	G : 34 HALAR	4
3.	G : 36 KUTCH	5
4.	G : 37 MADHYA SAURASHTRA	8
5.	G : 41 SORATH	5
6.	G : 43 ZALAWAD	1
	REGIONAL TOTAL ...	28

From the above Table it will be seen that Madhya Saurashtra receives 8 High schools, the maximum proposed for any district, and Zalawad 1, the minimum.

53·8·3 (59/6-43)

The after planning position in Saurashtra-Kutch shows a considerable improvement over the existing, in that there are 205 habitations with schools in them, 2690 are provided with neighbourhood facilities and 2317 are left unprovided. The unserved habitations are distributed in the slabs in decreasing sequence, 0, 31, 63, 157 and 2066. The improvement in the situation after planning sums up to an increase from 7 to 205 in the home facilities, an increase of 198; an increase from 539 to 2690 in the neighbourhood provision an increase of 2151, and, a reduction from 4666 to 2317 in the unprovided habitations, a reduction of 2349 habitations under this category. Of the habitations unprovided 31 are in the slab 2000-4999, 63,157 and 2066 in the other slabs in the decreasing order of the slabs.

53·8·4 The Table below gives the relation between Middle schools and High schools under existing and after planning situations in the form of ratios.

		EXTG/AFTPLNG 1 : X		M. Ss. : 1. H. S. X : 1	
		M. Ss.	H. Ss.	EXTG.	AFTPLNG.
1	G : 33 GOHILWAD	2·2	57·0	91·0	3·5
2	G : 34 HALAR	3·0	12·0	38·0	9·4
3	G : 36 KUTCH	1·3	7·0	44·8	8·3
4	G : 37 MADHYA SAURASHTRA	2·0	53·0	133·0	5·0
5	G : 41 SORATH	3·1	22·5	38·0	5·2
6	G : 42 ZALAWAD	1·7	17·0	61·0	6·1
	6 DISTRICTS OF SAURASHTRA-KUTCH ..	2·1	29·3	76·1	5·3

Saurashtra-Kutch after planning had 2·1 times the existing number of Middle schoos indicating the fairly poor provision at the Middle stage under existing conditions. In the districts Halar (3·0) and Sorath (3·1) show a greater inadequacy under existing conditions than the regional average. The position is much worse regarding High schools. The region as a whole after-planning had 29·3 times the existing number of High schools, Gohliwad 57·0 times, Madhya Saurashtra 53·0 times, while Kutch 7·0 times. The region had an inadequate provision at the Middle stage and a much worse one at the High school stage.

The number of Middle schools to a High school under existing conditions is given in column 3, the regional average being 76·1. In Madhya Saurashtra, the ratio is as high as 133·0 and in Sorath and Halar the lowest 38·0. After planning there is considerable improvement, the regional average being 5·3 Middle schools to

a High school. In the districts, Halar has 9·4 and Gohilwad 3·5, of all the districts Gohilwad and Madhya Saurashtra showing the most improvement. The regional average of 5·3 compares favourably with the accepted standard 7, excluding the facilities offered by urban High schools.

53·9 The State contained 76151 habitations with a population of 34950863 out of which, under the survey, 72589 with a population of 34676308 were provided with Primary educaticnal facilities leaving 3562 with a population of 274555 unserved at the Primary level. Of these which received Primary facilities, only 59656 received the Middle facility, but, for the purposes of providing High school facilities, 72589 habitations formed the base and not 59656. The State proposals are the sum total of the 5 regional proposals and the State Tables with regard to High schools form the consolidation of the corresponding regional Tables.

53·9·1 (53/43-54) and Other Tables.

State Table IXA presents the over-all picture in the State with regard to High school provision under the existing situation. There were in the State 293 rural habitations having schools in them. These, besides serving the home habitations, served also 15008 feeder habitations in the neighbourhood. Under the existing provision 57288 habitations were left out of the range of High school provision. These had to receive attention from the survey and attempts had to be made to provide for them either at home or in the neighbourhood. These habitations were distributed in all the slabs from 5000 and above to "below 1000" in the sequence 39 1172, 1210, 3252 and 51615.

53·9·2 (56/43-57)

Under planning, as many as 1542 new High schools had to be proposed in the rural areas. They were distributed in the slabs in decreasing order of the slabs thus:

35, 648, 301, 329 and 229. In all 27,663 neighbouring habitations were served by these High schools and a total of 28,083 habitations were left out of provision under High schools.

(66/43-67)

The State Appendix E presents the data about the school-areas of the proposed 1542 High schools. These are spread in all the slabs, 1375 in above 5000,

123 in 2000-4999,

38 in 1000-1999,

and 6 in "below 1000".

The distribution in the region is :

476 in the region of "14" Districts,

334 in the region of "10" Districts,

295 in Vidarbha,

239 in Marathawada,

198 in Saurashtra-Kutch.

As 112 urban areas out of 632 in the State did not have High schools in them, the survey had to propose High schools to these so as to provide them with home facilities at the High school stage and in turn to serve the neighbouring rural habitations near to them. The High schools are unevenly distributed in the regions as shown in the following Table:—

1.	"14" Districts of Old Bombay State (Marathi) ...	47
2.	"10" Districts of Old Bombay State (Gujarati) ...	12
3.	5 Districts of Marathawada	17
4.	8 Districts of Vidarbha	8
5.	6 Districts of Saurashara-Kutch	28
	43 Districts of New Bombay State ...	112

As the number of schools proposed in urban areas is not indicative of the average number of High schools proposed per district, the following district averages serve to assess the urban deficiency in the matter of High schools :

STATE	2·6
Saurashtra-Kutch	4·7
Marathawada	3·4
Region of "14" Districts	3·4
Region of "10" Districts	1·2 and
Vidarbha	1

These averages indicate the proportional needs and the lack of existing provision in urban areas in the matter of High schools in the 5 regions of the State.

53·9·3 (59/43-60)

In the State as a whole, the after-planning position with regard to High school educational facilities is—

1835 habitations served at home,

42671 habitations served in the neighbourhood,

and 28083 habitations left out of provision

as against the existing which was—

293 habitations served at home,

15008 habitations served by neighbouring schools.

and 57288 habitations not served at all.

The comparatively improved position is with respect to rural High schools only. Of the 28,083 rural habitations unprovided even after-planning—

161 are in the slab 2000-4999,
356 in 1500-1999,
1064 in 1000-1499, and
26502 in "below 1000".

The over-all improvement is in increasing the home facilities to 1835 habitations from 293, an increase of 1542 ; increasing the neighbourhood facilities to 42,671 habitations from 15008, an increase of 27663, and, decreasing the unprovided habitations from 57288 to 28083, a decrease of 29205.

The above figures do not take into account the rural habitations served by 112 newly proposed urban High schools which will cover the rural area within and even beyond the stipulated distance of 5 miles radius.

The regional position after-planning is:—

"14" Districts	...	...	...	591
"10" Districts	...	...	...	450
Marathawada	...	...	...	255
Vidarbha	...	...	...	334
Saurashtra-Kutch	...	...	...	205
State	...	...	...	1835

High schools giving a district average of 42·2, 45·0, 51·0, 41·8 and 34·2 respectively for the regions and 42·7 for the entire State. All the regions except Marathawada and Saurashtra-Kutch approximate to the State district average 42·7. Marathawada shows an over-provision of 51·0 and Saurashtra-Kutch an under-provision of 34·2 mainly because of the lay-out of the habitations in these regions.

53·9·4 The following Table gives the comparative figures relating to Middle schools and High schools, existing and after-planning in the form of ratios:—

		EXTG : AFTPLNG 1 : X		M. Ss. : 1 H. S. X : 1	
		M. Ss.	H. Ss.	EXTG	AFTPLNG
1	"14" Districts of Old Bombay State (Marathi).	1·5	5·1	24·4	7·2
2	"10" Districts of Old Bombay State (Gujarati).	1·8	3·9	14·3	6·5
3	5 Districts of Marathawada ..	6·1	15·9	7·5	2·9
4	8 Districts of Vidarbha ..	2·3	8·0	15·5	4·5
5	6 Districts of Saurashtra-Kutch ..	2·1	29·3	76·1	5·3
	43 DISTRICTS OF NEW BOMBAY STATE ..	1·8	6·2	19·5	5·7

The State average for Middle schools indicates that the total number of Middle schools After Planning were 1·8 times the Existing. This State average is exceeded by Maratnawada (6·1), Vidarbha (2·3) and Saurashtra Kutch (2·1), while the regions of "14" and "10" Districts are within the state average. The provision at the Middle school stage under existing conditions were unsatisfactory in Vidarbha and Saurashtra-Kutch and much more so in Marathawada. The position regarding High schools is similar to that of Middle Schools. While in the State as a whole after planning the High schools were 6·2 times the Existing, the regional ratios are 29·3 times in Saurashtra-Kutch, 15·9 times in Marathawada and 8·0 times in Vidarbha, the regions of "14" and "10" Districts coming within the state average.

The number of Middle schools to a High school under the existing situation gives a State average of 19·5 Middle schools to a High school. The regions show considerable divergence from this state average. Saurashtra-Kutch 76·1, the region of "14" District 24·4 and the other regions falling with the state average. Though Marathawada has a ratio of 7·5, this is because of the unsatisfactory provision at both the levels, Middle and High, which gives the low figure of 7·5. After planning the situation shows considerable improvement. The state average is 5·7 Middle schools to a High school, the region of "14" Districts having 7 2 and all others much less. Marathawada has 2·9 Middle schools to a High school, an extremely favourable position mainly due to considerable expansion under the proposals of the survey at the High school stage.

53·10 One apparent anamoly needs to be clarified in relation to the provision made under Middle schools and High schools. On the basis of the documentation of the survey, for these higher educational facilities, the number of habitations served with Primary educational facilitities, the lowest stage in education, had to form the base for provision. It needs to be stressed that the few habitations, whose population was only 0·79 per cent. of the State rural population that could not be provided with Primary educational facilities inspite of concentrated efforts, were habitations so situated that they were inaccessible or too small to be provided for. But in a few cases some of these, though lacking in the provision at the lower level, came within the school-areas of Middle schools as the distance targets for these were greater. According to documentation these automatically got left out of the higher educational provision since they did not have the lower. The statistical figures presented in the Statistical Appendix to this Report and the analysis in this part of the Report, from this point of view, are under estimations.

A similar situation arises regarding habitations unserved at the Middle school level but which come within the orbit of High school facilities. In these cases too, because the habitations do not have the lower facility at the Middle school stage, the High school stage facility, under documentation, was not available to these habitations.

As such habitations when they fall within the school-areas of High schools also come within the range of Middle school provision but at an extended distance. Many of these habitations can and will avail themselves of the lower facilities leading to the High school. For this reason the number of rural habitations served at the High school stage are many more than are reflected in the Tables discussed earlier in this chapter.

There is one more valid reason why the number of habitations served in the neighbourhood at the High school stage is under estimated. During the survey it was noticed that many of the urban areas did not have High schools and as such not only were these urban areas not served with High school facilities but the surrounding rural area was also deprived of the benefit of these. The survey, therefore, proposed new High schools to all such urban areas as detailed region-wise above. As these proposed urban High schools are not reflected in the School-Area Registers (Rural), the rural feeders of such urban areas where High schools were recommended are not included in Tables IXB or IXAB. The High schools proposed to urban areas were 112 and these normally cover much more area than an average 80 sq. miles (5 miles radius) as transport facilities to and from towns are cheap and regular.

The Tables pertaining to High schools do give a correct picture of the habitations " with schools in them ", while the figures under " served by a school outside " are under estimates as these do not include the two categories of habitations mentioned above. Even at a very conservative estimate, the total number of habitations coming under these two categories would be about half of those shown as unprovided in Table IXAB. The correct position regarding provision at the High school stage can only be assessed if half the habitations now classified as unserved are transferred to " served by a school outside ".

CHAPTER 54

BEFORE AND AFTER

THE SURVEY

CHAPTER 54

BEFORE AND AFTER THE SURVEY

54 The first objective of the survey, namely, to enumerate and list all habitations, rural and urban, yielded the educational Census Registers, the Habitation Registers of Urban and Rural Areas which formed the base for the educational planning of school provision at all the three stages of education under existing and after-planning situations. These habitations which, in fact, formed the new educational administrative units established by the survey, have been dealt with in detail in chapter 33 of this Report. On this preliminary achievement is based all the rest of the survey—the educational.

In the earlier chapter, the educational provision under existing and after planning situations was discussed piece-meal under different heads such as, Independent Primary, Group Primary, Peripatetic-Teacher, Middle and High-schools. An attempt at summing up under chapters "Epitome" dealt with the provision at the Primary school stage but even this was under categories "served at home," "served in the neighbourhood" and "not served." The treatment so far, therefore, has been mainly analytical.

This chapter will attempt to synthesize the earlier chapters comparing and contrasting the over-all educational situation as it was before and as it will be after the survey, by a critical evaluation of the total educational service under the three stages of schooling—Primary, Middle and High. The evaluation will cover the following :—

(i) Habitations under slabs of population and institutions in them,
(ii) Average number of habitations served by schools,
(iii) Schools and school-areas of the regional units, and,
(iv) School-areas,
(v) Percentage of population served and not served (Primary stage),
(vi) Habitations served and not served,
(vii) Average area served by schools,
(viii) Average population served by schools,
(ix) Ratio of after-planning to existing schools,
(x) Ratio of Primary to Middle and Middle to High schools for the district as well as regional units.

The following formed the bases for evaluating the existing and the after-planning situations :

54·i Habitations under slabs of population and institutions in them

The census classification of villages by population slabs was replaced by the educational classification of slabs by extended population slabs, the 500 and below group being broken up into slabs at 100 population intervals. While all the Primary school Tables of Independent (III series), Group (IV series) and Peripatetic-Teacher (V series) schools took note of the habitations having schools in them, the number of schools in any of them was neither recorded nor accounted for in the Tables, as, from the point of view of educational provision, the number of schools, one or more, was not very significant. Larger habitations in the higher slabs had, as they should, more than one school to meet the needs of such habitations fully. In an over-all assessment of educational provision the total number of schools available to serve the community is significant. The proposals of the survey, however, are limited to proposing never more than a single school to a habitation as, if needs demanded, this would grow into a multi-standard school or a separate school to meet the needs of the habitation. The number of schools in a habitation is also significant in assessing the slabs of population till which they have reached and the slabs which have yet to be covered by schools in them.

In Bombay State the Peripatetic-Teacher facility has passed the experimental stage and has become part of educational provision albeit an initial stage in such provision. For, a Peripatetic-Teacher facility is served only at the first two standards, I and II, so that after the first two years of experimentation, the part-time facility automatically grows into a single-teacher facility of full-time instruction or a group-school facility. Since, at each centre is a home facility service, a centre having this facility is counted as a habitation having "a school". This would enable conversion of the existing Peripatetic-Teacher-Centres into single-teacher schools after the initial two years or their grouping with other nearby newly proposed schools when these are opened.

In the case of Middle schools and High schools, a similar note of all existing schools under slabs of population will have to be taken though it would be rare to find more than one High school in a rural habitation.

54·ii Average number of habitations served by schools

Another index of educational provision would be the average number of habitations served by schools calculated from the total number of habitations and the total number of schools at each stage. This would be too general an index of comparison but adequate enough to compare the regional units which are higher consolidations.

54·iii Schools and School-Areas

What the survey achieved in educational planning was to form school areas—Existing and After-Planning—so that the whole of the countryside was demarcated into suitable areas of population served by schools to their maximum utilisation. School-areas generally are not synonymous with schools as more than one school can fall within the same school-area. At the regional level the number of school-areas formed out of the existing schools and the schools after-planning would be fairly indicative of the coverage of educational provision.

The total population served by a Peripatetic-Teacher at both the centres should normally form the school-area of a Peripatetic-Teacher-school. As under the accepted practice, these two centres, after the initial two years, would each receive a single-teacher facility or a group-school facility, the school-area of each centre is separately counted as this will facilitate the change-over. According to survey standards the two centres form a single school-area and if so documented the separate population served at each centre would not be separable from the total. For this reason, in Bombay State, a Peripatetic-Teacher-school is recorded as having two school-areas, one at each centre.

54·iv School Areas

The comparative educational provision under the existing and after-planning situations can be estimated roughly by the school-areas under each situation. This would partly be a correlate to the number of schools and their coverage before and after the survey.

54·v Percentage of population served and not served (Primary stage)

Primary educational provision can be served as a home facility or a neighbourhood facility under full-time or part-time instruction. While the ideal would be the provision of home facilities, neighbourhood facilities, within limits, will always form an integral part of practical administration. But in an over-all assessment of educational provision, the percentage of population served at home or in the neighbourhood and the percentage of population left unserved are correct indices of the degree of provision achieved under existing and after-planning situations. This criteria, however, is applicable to the Primary stage only as at the other stages habitations form units of provision.

54·vi Habitations served and unserved

The number of habitations served with educational facilities at each stage of education is also fairly indicative of the degree of educational provision. But the habitations left out of provision will always be those in the lower slabs so that their population will always be much less than that of the habitations served which will mostly be from the higher slabs. While at the Primary stage the habitations left out of provision would normally be those that are too small or

too remote to be served, at the other two stages, the number of habitations not served will be over-estimations as the recording was limited to those habitations that were served at the Primary level only. At a very conservative estimate half the number of habitations left out of provision at the lower level would fall within the provision at the higher level because of the greater distance specification, and, will, therefore, have to be counted as served. The case would be stronger still with regard to High school provision as urban areas to which High schools have been proposed have not been documented in the Primary School-Area Register and these would cover a fairly large number of habitations of the rural area. Even under this proviso, for obvious reasons, the habitations left out would cover a much lower percentage of population than the habitations served.

54·vii Average area served by schools

On the basis of the "walking distance" targets of the survey, the school-area in square miles is about 3 of a Primary school, about 30 for a Middle school and about 80 for a High school. It would be rare indeed to find schools covering these specified areas in the countryside due to the unevenness of land features and spread of habitations, areas covered by schools invariably falling short of these maxima. But in an over-all assessment of educational provision the average area served by schools in a district or a region would be fairly indicative of the degree of provision and, therefore, serves as a useful index in comparing the provision between district and district or region and region. The state average, in this case, would serve as the norm for such comparison.

54·viii Average population served by schools

The population targets followed by the survey, 300 for a Primary, 1500 for a Middle and 5000 for a High school, were the minima as under planning, each type of school would cater to a much larger population than the target population specified. Here, again, in an ad-hoc evaluation of educational facilities provided in a district or a region, the average of the district or regional population served by respective schools would be a fair general index in population units of such provision. The state average population served by each type of school would then serve as an over-all norm in this respect.

54·ix Ratio of after-planning to existing schools

Since the survey proposals under all the three stages of schooling aimed at providing the largest possible population with educational facilities at each of the stages, the total number of schools after planning expressed in terms of existing schools would indicate the enhancement in school provision needed by each district or region. This ratio would further high-light the adequacy or inadequacy of the existing position in numbers and the stepping up of the numbers which the survey achieved. As the standards of provision were uniformly applied all over the districts of the State, this ratio of

schools, After-Planning to "Existing," would, in fact, be a true and correct index in evaluation. Here, too, the state ratio would serve as a useful norm.

In chapters 52 (Middle schools) and 53 (High schools) these ratios have already received adequate treatment but in a synthesis of the nature attempted in this chapter, they will receive only such mention as would support or refute conclusions derived from other measures of evaluation.

54·x Ratio of Primary to Middle and Middle to High schools.

Though the survey followed numerical targets of distance and population in the formation of school-areas of schools of each type, under Existing and After-Planning, the inter-relation between one stage of provision and the next higher was implied in these specifications. The output from standard IV of Primary schools had to find adequate Middle school facilities within the specified walking distance, and, if, by stages, compulsion is to reach up to age 14, i.e., standard VII of Middle schools, there will have to be an adequate provision at the Middle school stage in proportion to the needs of the situation. The same applies to the next stage, from Middle school to High school, though compulsion at the High school stage is not a commitment of the State.

On the basis of a minimum population of 300 for a Primary school and a minimum of 1,500 for a Middle school, for every 5 Primary schools, there will have to be a central Middle school to receive the children passing out of the Primary stage of education. The ratio 5 : 1 would be the standard relation between Primary schools and Middle schools by numbers.

On a similar consideration of population specifications, 3·3 Middle schools for every High school would be the ratio between the two types of schools. But as High schools in urban areas contribute considerably to the provision of this facility to the rural areas, a much lower ratio of 7 : 1 would be a fair standard to assess the relative provision of these two facilities in the rural areas.

These ratios and their indications have already been dealt with in chapters 52 (Middle schools) and 53 (High schools), and, will, therefore, receive only such mention as will help to sum up the total educational provision in the synthesis attempted in this chapter.

For convenience the synthesis attempted here will be dealt with under four sections, one "General" and the other three synchronising with the three stages of education—the Primary, the Middle and the High-school, under the same chapter number 54, and, the above measures of evaluation applied under each stage. As the treatment will have to be of the district units under regional consolidation and of the regional units under state consolidation, only the broad and general indications will be high-lighted with reference to the comparative Tables presented for the purpose. A scrutiny of the Tables will yield a more detailed and critical assessment of each of the districts and regions.

CHAPTER 54—**GENERAL**

BEFORE AND AFTER

THE SURVEY

Regional and State

NUMBER OF INSTITUTIONS (RURAL)

EXISTING / AFTER PLANNING / INCREASE

SLABS OF POPULATION	REGION OF "14" DISTRICTS				REGION OF "10" DISTRICTS				MARATHAWADA			
	HABITATIONS	Primary	Middle	High	HABITATIONS	Primary	Middle	High	HABITATIONS	Primary	Middle	High
1	2	3	4	5	6	7	8	9	10	11	12	13
5000 and over ..	31	86	48	14	14	29	23	4	1	2	1	..
		86	51	26		29	24	12		2	1	1
		0	*3*	*12*		*0*	*1*	*8*		*0*	*0*	*1*
2000—4999	645	959	663	65	563	794	589	88	187	292	82	12
		963	702	254		795	691	220		293	170	121
		4	*39*	*189*		*1*	*102*	*132*		*1*	*88*	*109*
1000—1999	2264	2408	1269	24	1562	1638	656	18	770	803	28	4
		2421	1731	215		1647	1140	144		805	409	116
		13	*462*	*191*		*9*	*484*	*126*		*2*	*381*	*112*
500—999	4794	4664	591	6	3397	3308	324	4	2274	1983	9	..
		4766	1211	61		3397	823	49		2279	151	17
		102	*620*	*55*		*89*	*499*	*45*		*296*	*142*	*17*
400—499	2064	1845	80	2	1310	1088	31	..	867	275	..	..
		1991	189	13		1295	108	8		861	3	..
		146	*109*	*11*		*207*	*77*	*8*		*586*	*3*	..
300—399	3100	2453	75	2	1879	1335	20	..	1119	173	..	..
		2850	177	8		1803	75	13		1105	1	..
		397	*102*	*6*		*468*	*55*	*13*		*932*	1	..
200—299	4567	2780	49	1	2322	1222	13	..	1277	69	..	..
		3175	126	11		1656	37	1		820	..	..
		395	*77*	*10*		*434*	*24*	*1*		*751*	..	..
100—199	7286	2098	23	1	2963	858	10	2	1477	30	..	..
		2528	52	3		1064	26	3		*291*	1	..
		430	*29*	*2*		*206*	*16*	*1*		*261*	*1*	..
Below 100	7119	446	4	..	2340	191	..	..	1193	11	..	..
		557	12	..		206	1	..		45	1	..
		111	*8*	..		*15*	*1*	..		*34*	*1*	..
TOTAL ..	31870	17739	2802	115	16350	10463	1666	116	9165	3638	120	16
		19337	4251	591		11892	2925	450		6501	737	255
				+47*				+12*				+17*
		1598	*1449*	*476*		*1429*	*1259*	*334*		*2863*	*617*	*239*
				*+47**				*+12**				*+17**

N.B.—PRIMARY : Independent, Group and Peripatetic-Teacher centres.
OTHERS : Only complete Middle and High schools.

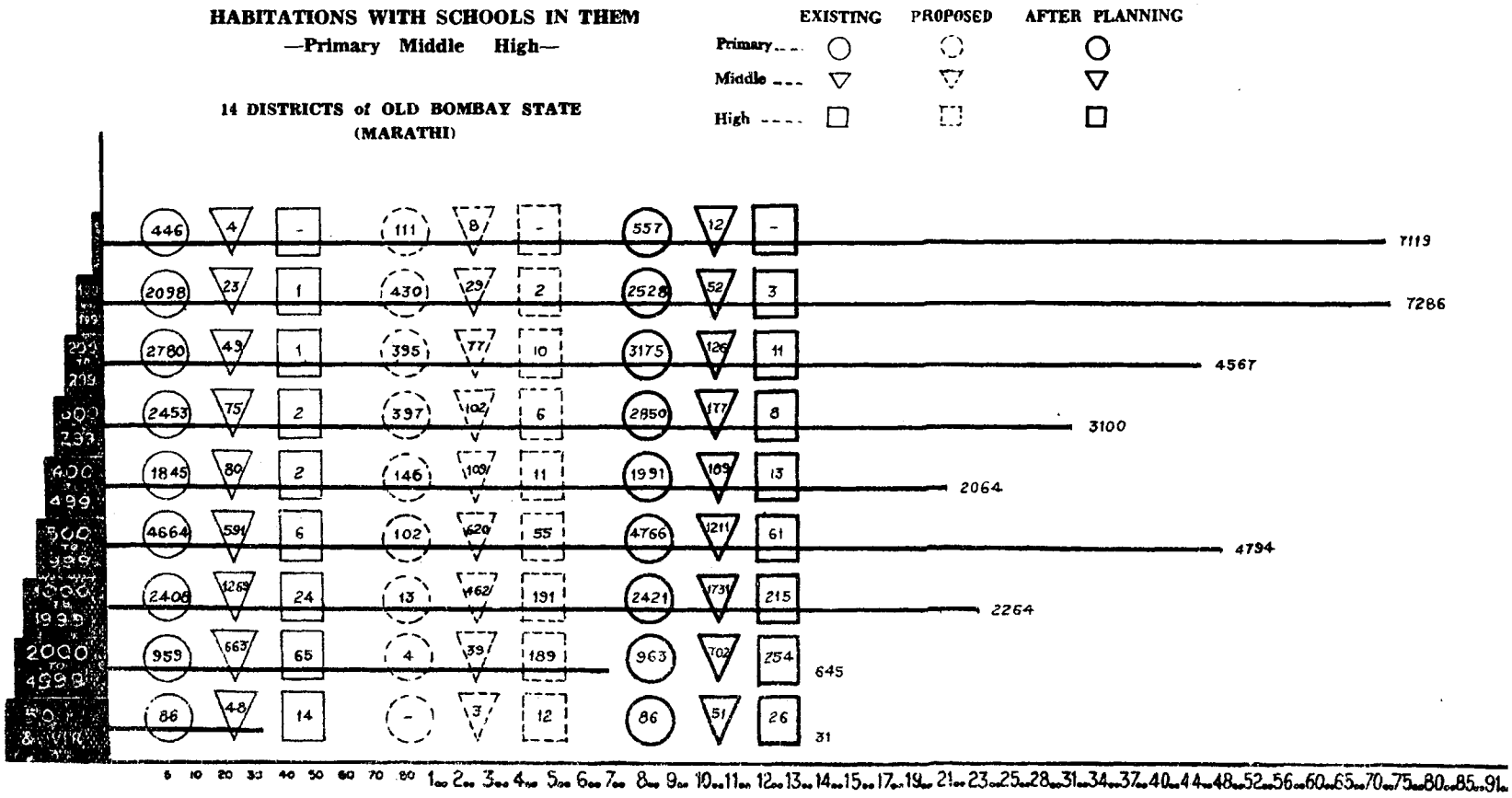
SLABS OF POPULATION	VIDARBHA				SAURASHTRA-KUTCH				NEW STATE OF BOMBAY			
	HABITATIONS	Primary	Middle	High	HABITATIONS	Primary	Middle	High	HABITATIONS	Primary	Middle	High
1	14	15	16	17	18	19	20	21	22	23	24	25
5000 and over	27	59	43	14	2	1	...	...	75	177	115	32
		59	43	27		1	1	1		177	120	67
		0	*0*	*13*		*0*	*1*	*1*		*0*	*5*	*35*
2000—4999	255	374	217	18	183	263	166	5	1833	2682	1717	188
		376	270	133		264	190	108		2691	2023	836
		2	*53*	*115*		*1*	*24*	*103*		*9*	*306*	*648*
1000—1999	991	997	279	9	657	697	247	1	6244	6543	2479	56
		1022	689	136		704	504	75		6599	4473	686
		25	*410*	*127*		*7*	*257*	*74*		*56*	*1994*	*630*
500—999	2591	2243	103	1	1473	1459	100	...	14529	13657	1127	11
		2547	442	36		1484	336	19		14473	2963	182
		304	*339*	*35*		*25*	*236*	*19*		*816*	*1836*	*171*
400—499	1107	727	8	...	533	503	9	...	5881	4438	128	2
		1067	48	3		530	32	1		5744	380	25
		340	*40*	*3*		*27*	*23*	*1*		*1306*	252	*23*
300—399	1464	703	3	...	660	581	7	...	8222	5245	105	2
		1333	26	1		652	20	...		7743	299	22
		630	*23*	*1*		*71*	*13*	...		*2498*	*194*	*20*
200—299	1843	486	1	...	712	526	...	...	10721	5083	63	1
		1105	14	1		638	*5*	...		7394	182	13
		619	*13*	*1*		*112*	*5*	...		*2311*	*119*	*12*
100—199	2392	168	...	...	712	362	3	1	14830	3516	36	4
		645	1	...		478	3	1		5006	83	7
		477	*1*	...		*116*	*0*	*0*		*1490*	*47*	*3*
Below 100	2510	28	...	...	654	65	1	...	13816	741	5	...
		102	2	...		83	2	...		993	18	...
		74	*2*	...		*18*	*1*	...		*252*	*13*	...
TOTAL ...	13180	5785	654	42	5586	4457	533	7	76151	42082	5775	296
		8256	1535	337		4834	1093	205		50820	10541	1838
				+8*				+28*				+112*
		2471	*881*	*295*		*377*	*560*	*198*		*8738*	*4766*	*1542*
				*+8**				*+28**				*+112*

* Newly proposed Urban High schools.
The italic figures are increases.

HABITATIONS WITH SCHOOLS IN THEM

—Primary Middle High—

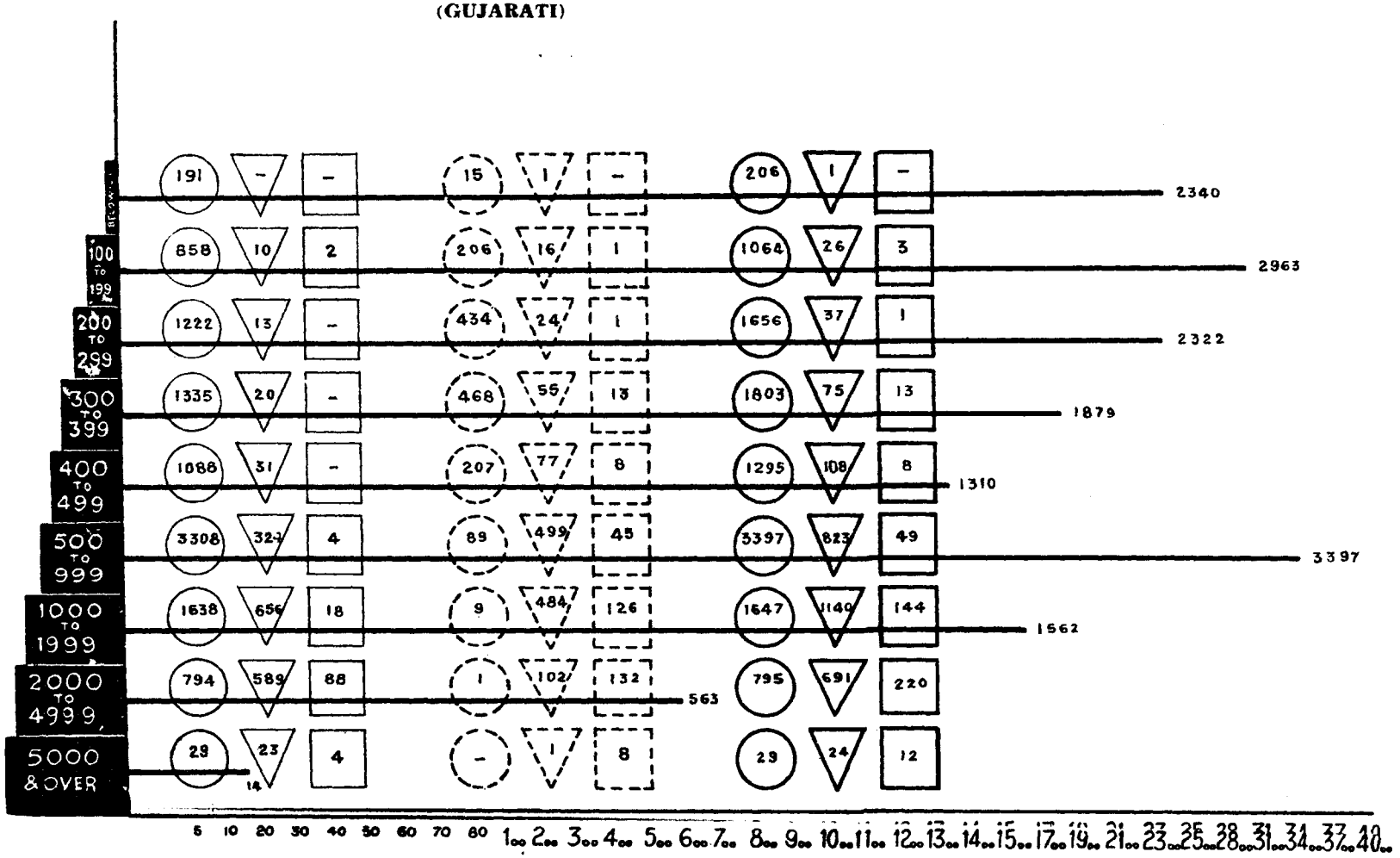
14 DISTRICTS of OLD BOMBAY STATE
(MARATHI)



HABITATIONS WITH SCHOOLS IN THEM

—Primary Middle High—

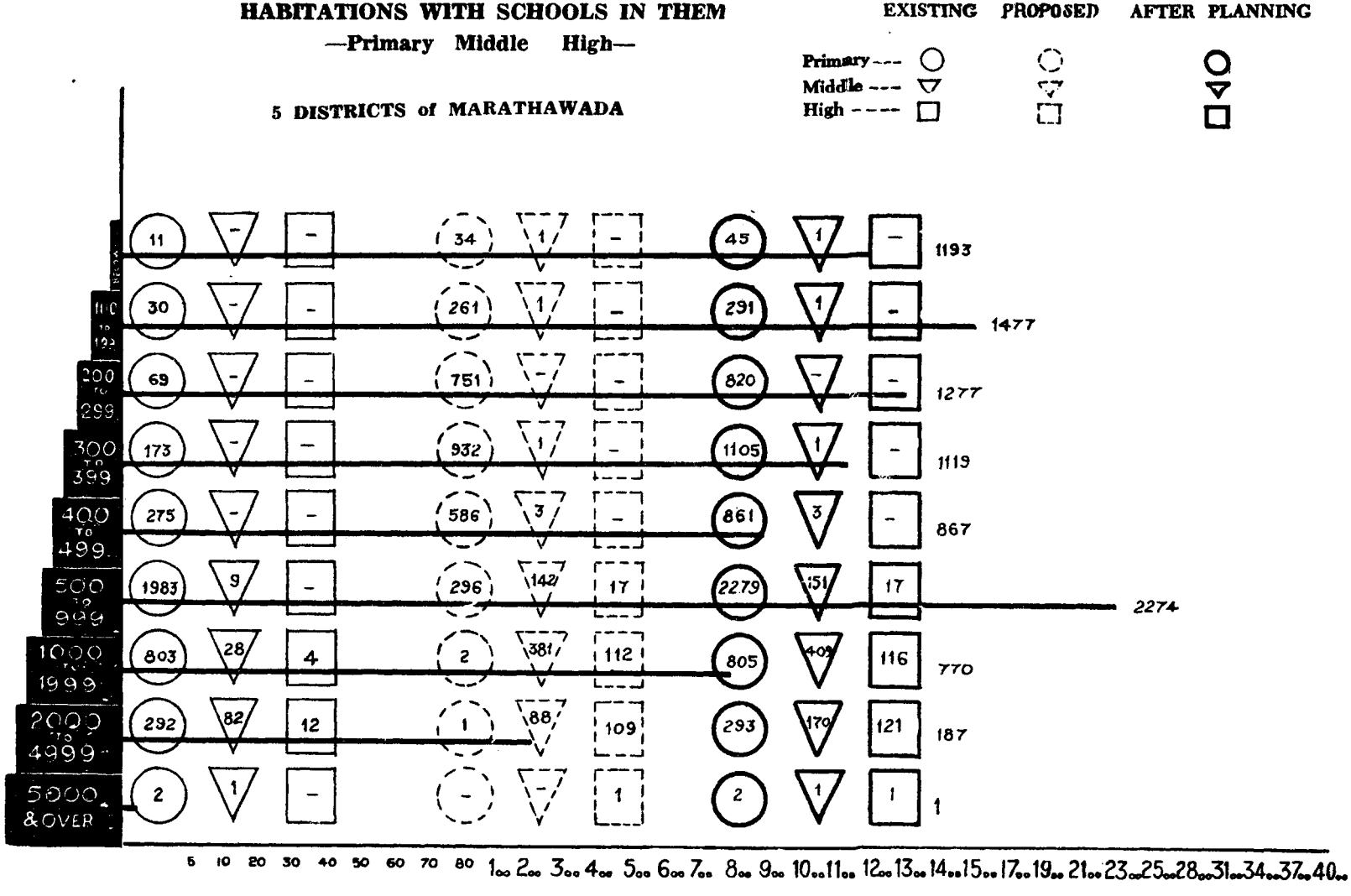
10 DISTRICTS of OLD BOMBAY STATE
(GUJARATI)



HABITATIONS WITH SCHOOLS IN THEM

—Primary Middle High—

5 DISTRICTS of MARATHAWADA



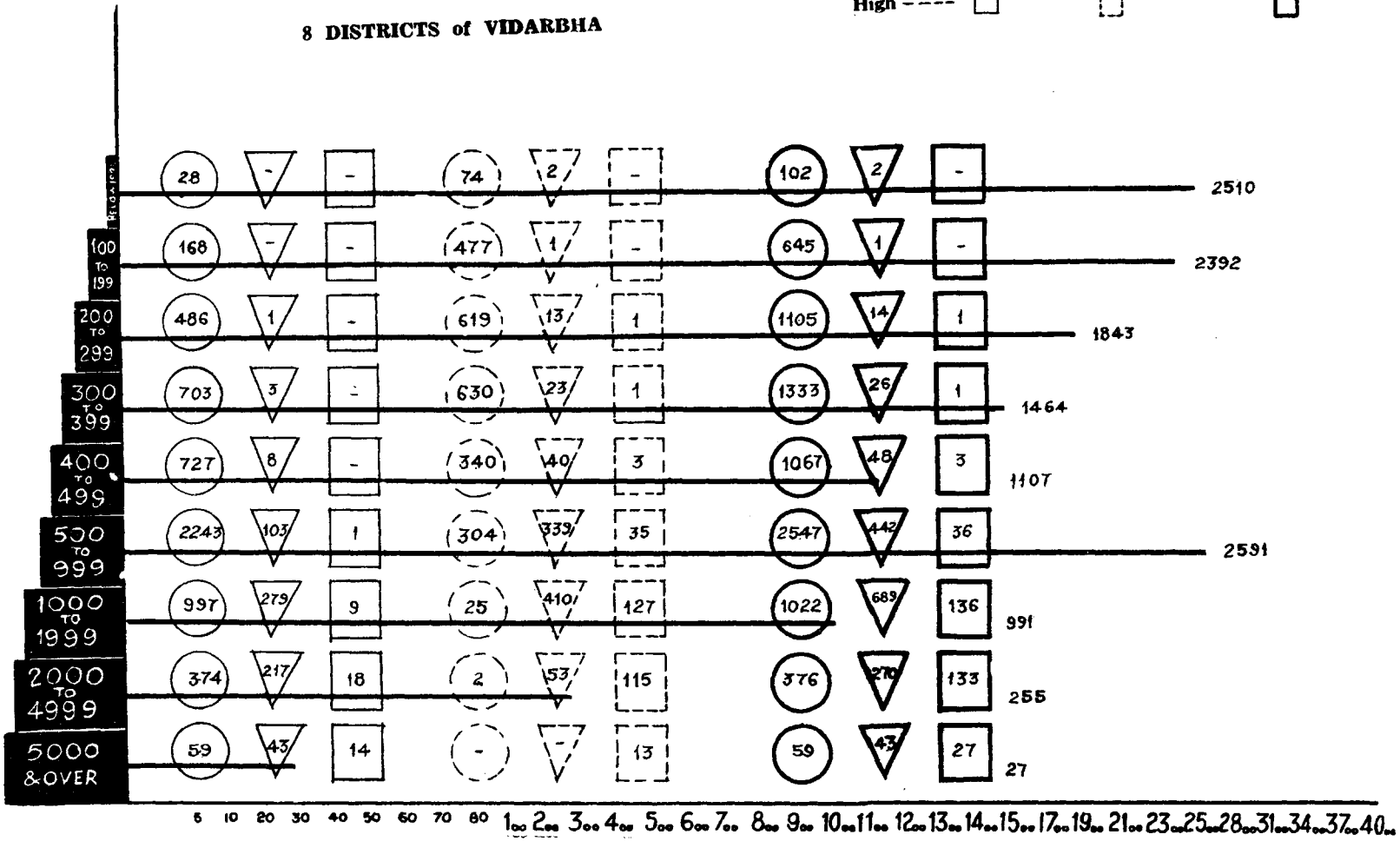
HABITATIONS WITH SCHOOLS IN THEM

—Primary Middle High—

EXISTING PROPOSED AFTER PLANNING

Primary---
Middle ---
High ----

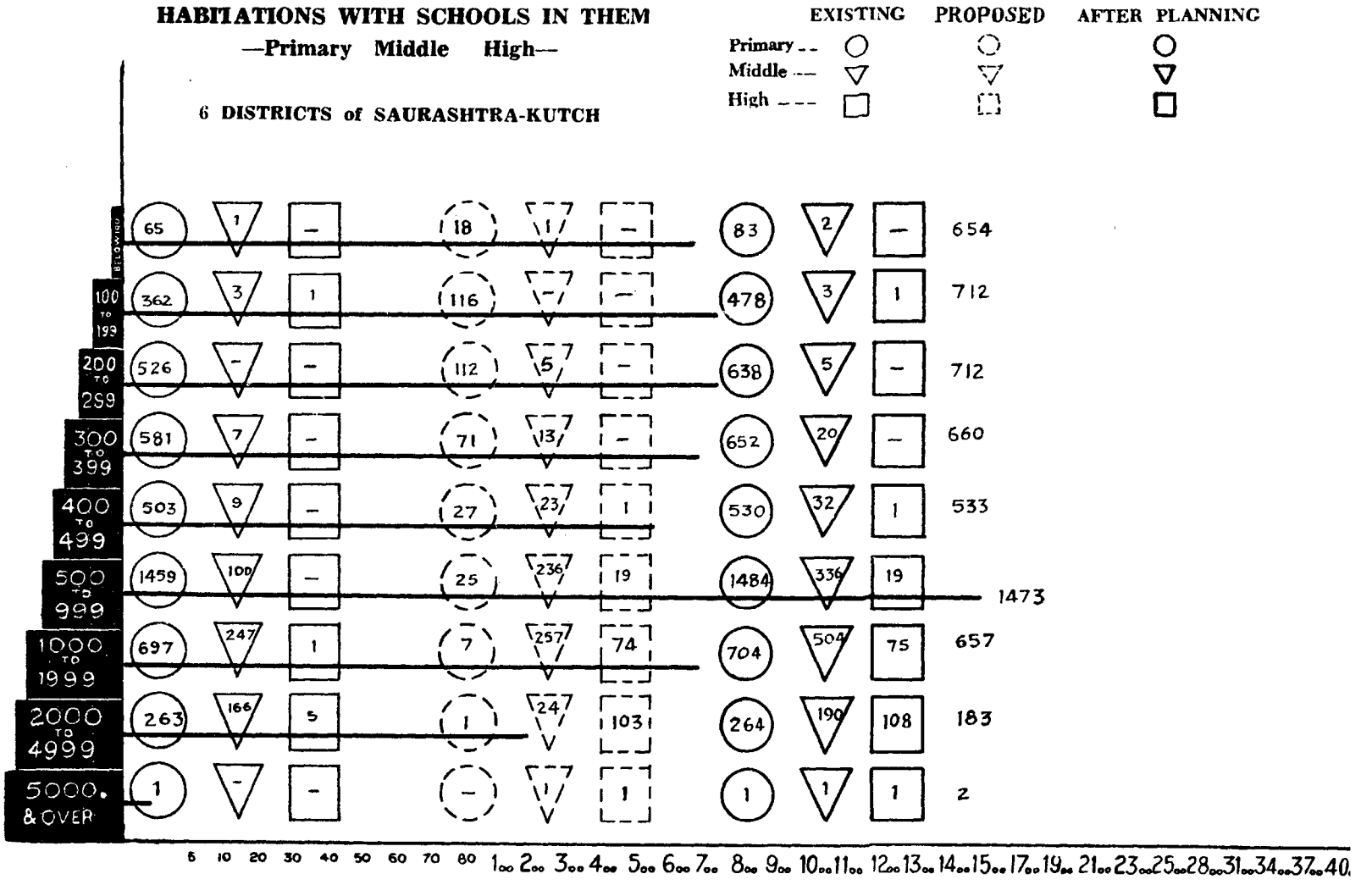
8 DISTRICTS of VIDARBHA

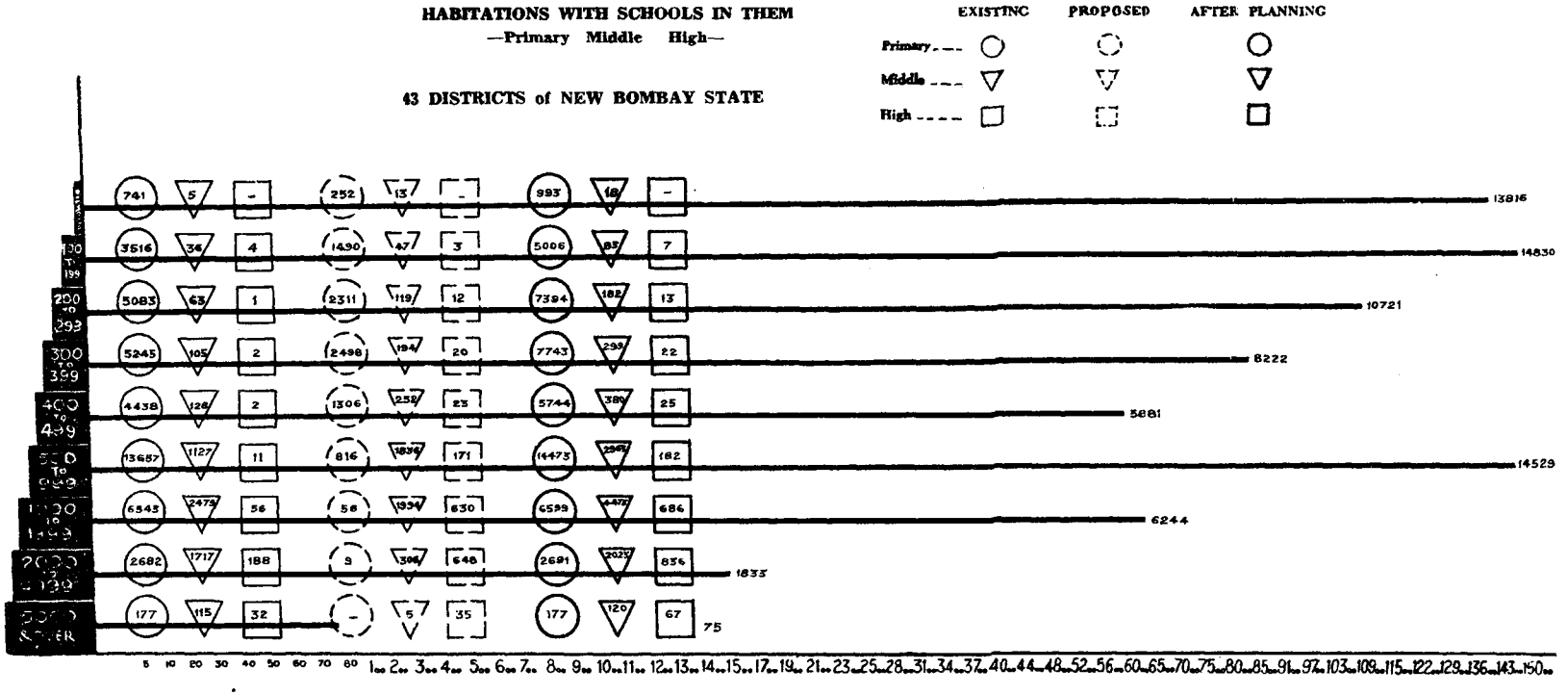


HABITATIONS WITH SCHOOLS IN THEM

—Primary Middle High—

6 DISTRICTS of SAURASHTRA-KUTCH




HABITATIONS WITH SCHOOLS IN THEM
—Primary Middle High—
43 DISTRICTS of NEW BOMBAY STATE
EXISTING
PROPOSED
AFTER PLANNING
Primary
Middle
High
741 5 - 252 13 - 993 18 -
13816
3516 36 4 1490 47 3 5006 85 7
14830
5083 63 1 2311 119 12 7394 182 13
10721
5245 105 2 2498 194 20 7743 293 22
8222
4438 128 2 1306 252 23 5744 388 25
5881
13657 1127 11 816 1838 171 14473 2961 182
14529
6543 2478 56 58 1934 630 6599 4472 686
6244
2682 1717 188 9 306 648 2691 2027 836
1833
177 115 32 - 5 35 177 120 67
75
5 10 20 30 40 50 60 70 80 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 17 19 21 23 25 28 31 34 37 40 44 48 52 56 60 65 70 75 80 85 91 97 103 109 115 122 129 136 143 150

CHAPTER 54—General

Before and after the Survey

Regional and State

Habitations under Slabs of Population and Institutions in Them*

N.B.—For a more critical evaluation of the Primary school stage the Table on the preceding pages should be "read" in conjunction with the corresponding Tables VI and VII of the region or State. The relevant extracts, however, are being quoted.

54·1 The Table on pages 558 and 559 under slabs from "5000 and over" to "below 100" gives the number of habitations in each of the regions and in the State. Against the number of habitations are three other lines of entries, first of the "Existing schools," the second of the "After-Planning" schools and the third of the "increases." The Schools are of the three stages of education—Primary, Middle and High. The Middle and High schools specified are complete schools, complete as existing and complete after-planning, under newly proposed or incomplete proposed for completion. But the Primary schools as specified have a more specific significance in this Table. While Independent and Group schools are schools as such, the Peripatetic-Teacher-centres and Branch schools have been counted as "schools" in this Table as they form "instruction centres". The reasons for this have already been advanced in earlier chapters. The number of schools at the Primary level will have to be treated as "instruction centres" to mean schools in a broader and general sense.

The Table will be discussed under the three stages, Primary, Middle and High, for each of the Regions.

54·1.P Primary School Stage*

In the region of "14" Districts, as in others, it will be noticed that the number of habitations in the slabs increase from the higher slab up to slab 500-999, after which, initially they decrease, and, later increase to reach the maximum in the last slabs. The number of habitations under slab 500-999 is 4794 and the largest number of habitations 7286 are in slab 100-199. A scrutiny of the Primary schools in the slabs indicates that in the highest three slabs till 1000-1999, the number of schools are more than the number of habitations in each of the slabs. This means that many of the habitations have at least one school in them. In the top-most slab there are 86 schools in 31 habitations which indicates that every habitation has

**Vide* Table on pages 558 and 559.

1 or more schools. But actually three habitations (vide Table VI and VII), under existing and after-planning situations have no schools in them as these are served by schools located very near to them, within a distance of half a mile or less. In the next slabs 4 and 6 habitations respectively not only did not have schools in them, but did not have schooling facilities in the neighbourhood also. In these slabs 4 and 13 habitations did not have schools and were, therefore, provided and 8 and 17 were not provided with schools but with neighbourhood facilities. The increases in the number of schools have an upward trend reaching the maximum in slab 300-399 after which the number declines. The schools, in particular in the lower two slabs, are mostly Peripatetic-Teacher-centres and a few Group schools. The total increase in the number of schools in this region is 1598, comparatively a small increase over the regional 17739 schools. This is a clear indication that the existing provision of Primary schools in this region is fairly adequate. The need for proposed schools arises from the fact that the existing schools were established on the basis of the census villages so that when these were delimited and broken up into the constituent habitations a few villages supposed to have been catered for by existing schools were actually found to be not served at all.

The region of "10" Districts almost presents a similar picture to that of the "14" Districts. The highest number of habitations 3397 are in the slab 500-999 and none of the lower slabs has a number anywhere near this. In the highest slab all the 14 habitations have schools in them, most of them more than 1 each, no habitation being served in the neighbourhood. In the next slab 2000-4999, 6 of the habitations had no schools in them, but were served in the vicinity and after-planning 2 of them received schools. In the slab 1000-1999, 9 schools were proposed and 10 served in the neighbourhood. The highest increase in the number of schools after-planning is in the slab 300-399 after which the increase declines. The total increase in the region is 1429 over the existing number of schools 10463, not a very large increase. The region under existing conditions is fairly well provided and the proposals help providing better facilities, in particular, home, to larger habitations.

In Marathawada the largest number of habitations are to be found in the slab 500-999, each of the lower slabs having nearly half this number of habitations. This concentration of habitations in the slab 500-999 is indicative of fewer number of smaller habitations spread out far apart in most of the districts of the region which makes grouping of habitations rather difficult. In each of the three higher slabs the number of schools is more than the number of habitations in them though in slabs 2000-4999 and 1000-1999 there are 1 and 2 habitations respectively without schools in them and 1 of them without any educational facilities. Three of these 4 had to be proposed schools and one served in the neighbourhood. The maximum number of schools proposed is in the slab 300-399 after which the number decreases in the lower slabs. The total increase in the schools is 2863 almost an increase of 80 per cent. over the existing. This speaks of the inadequate existing provision of schools in Marathawada.

In Vidarbha the highest number of habitations, 2591, are in the slab 500-999, the number of habitations in the lowest slab almost equalling this. The provision of schools in the different slabs follows nearly the same pattern as in other regions, many of the habitations in the higher slabs having more than 1 school. In the slab 2000-4999, inspite of 374 schools in 225 habitations, 3 had no schools in them which necessitated providing two of these with schools and neighbourhood facility to one. In slab 1000-1999, 25 schools had to be proposed, a fairly large number for the slab and 3 habitations served in the neighbourhood. Even in slab 500-999 as many as 304 schools had to be proposed and 48 habitations served in the neighbourhood. The highest increase in the schools, 630, is in slab 300-399 after which there is a natural decline. The total increase in the schools after-planning is 2471, nearly 50 per cent. of the existing schools, indicating not quite an adequate provision under existing conditions.

The region of Saurashtra-Kutch differs considerably from the other regions in that the highest number of habitations are in slab 500-999, as in other regions, but in each of the lower slabs the number of habitations is less than half this number. The habitations in Saurashtra-Kutch tend to be well populated, smaller ones being fewer and far apart from each other. In slab "5000 and over" there are 2 habitations out of which 1 has a school while the other is actually a habitation with only a normal population of 30 and seasonal population of "5000 and above" during the summer months when salt panning is in hand. In slab 2000-4999 only 1 school is proposed and in the next slab 7. The highest increase in the number of schools is in the slab 100-199 which goes to show that most of the slabs above are already adequately provided for, the new provision being in the last slabs. In all other regions the highest increase is in slab 300-399. The total increase in the number of schools is 377 over the existing 4457, an increase of less than 10 per cent.

In the State as a whole the characteristics of the 5 regions sum up and smoothen the variations in the slabs. The highest number of habitations is in slab 100-199 mainly due to the weightage contributed by the region of "14" Districts and others to a lesser extent. The greatest increase in schools is in slab 300-399, cumulative effect of a similar position in all the regions of the State except Saurashtra. The total increase in schools is 8738 over the existing 42,082, an increase of nearly 20 per cent. This percentage increase is mainly due to the short-fall in Marathawada to a great extent and in Vidarbha to a smaller extent.

54·1·M Middle School Stage*

The significant slabs with reference to Middle schools are the first three, "5000 and over", 2000-4999 and 1000-1999. In the region of "14" Districts in the first two slabs, there are more Middle schools than the number of habitations, but 3 and 39 habitations respectively under existing conditions had no schools in them and had to be

Vide Table on pages 558 and 559.

provided new schools under planning. The highest increase in Middle schools, 620, is in slabs 500-999 as the closer cluster or habitations could provide a school area of 1500 and above to each of the schools in this slab. The total increase in the Middle schools is 1449, a number almost equal to the increase in Primary schools which is 1598. The increase in the Middle schools is nearly 50 per cent of the existing 2802, revealing thereby the inadequacy or provision at the Middle school stage inspite of a fair provision at the Primary school stage.

In the region of "10" Districts almost a similar picture is presented by the figures in the Table except that the increase in the number of Middle schools shows a higher trend in slab 2000-4999 in which as many as 102 schools have been proposed, though normally habitations in this slab should have had existing Middle schools. The highest increase of Middle schools, 499, is in slab 500-999 after which the increase suddenly drops in the lower slabs. Middle schools being necessarily of the group type the fewer Middle schools in the lower slabs is mainly due to the paucity of feeders which in this region are widely spread out. The total increase in the Middle schools is 1259 over the existing 1666, an increase of nearly 80 per cent. In this region too, the provision at the Middle school stage compared to that at the Primary stage is not adequate, the increase of 1259 in the number of Middle schools comparing unfavourably with the increase of 1429 in Primary schools.

In Marathawada, in slabs 2000-4999 and 1000-1999 as many as 88 and 381 schools respectively had to be proposed. The highest increase in the Middle schools is in the slab 1000-1999 inspite of the fact that the largest number of habitations are in slab 500-999, the latter slab receiving 142 schools and all the other lower slabs a total of 6 only. This is indicative of the difficulty of proposing Middle schools since the home habitations with the feeders cannot between them provide a school population of 1500 per school. The inhabitations being widely scattered, and, fewer and smaller than in other regions, creates this peculiar situation of having an inadequate number of Middle-schools even after-planning. This will be clear from the fact that while in the regions of "14" and "10" Districts the number of Middle schools proposed were a little less than the number of proposed Primary schools, in Marathawada the corresponding relationship is 617 Middle schools to 2863 Primary schools. The increase is more than 5 times the existing 120 Middle Schools. Though the inadequacy at the Primary level could be considerably stepped-up, a proportionate increase in Middle schools was not possible under the population-distance targets followed in planning. If the Middle school provision is to be proportionate to the Primary schools, the population targets will have to be considerably lowered in Marathawada if pupils from standard IV of the Primary schools are to receive Middle school facilities.

Vidarbha presents a situation similar to that in Marathawada with regard to Middle schools. 53 Middle schools had to be proposed

in the slab 2000-4999 and 410 in the next slab, this being the highest increase in any slab. Slab 500-999 received an increase of 339, all the other slabs receiving in all 79 Middle schools. The increase in the Middle schools is 881 as against the existing 654 an increase of 130 per cent. Here, again, the disparity between the increase in the Primary schools and Middle schools is 2471 and 881, respectively. The provision of Middle schools in Vidarbha, as in Marathawada, is not quite adequate. The main reasons for this are the problem district of Chanda and parts of Bhandara, Amravati and Yeotmal.

Saurashtra-Kutch is the only region where the increase in the number of Middle schools is much greater than the increase in the Primary schools. While the Primary schools increased by 377 the Middle schools increased by 560. The highest increase 257 is in slab 1000-1999, 236 in the next slab and only 42 in all the remaining lower slabs. Grouping of habitations for feeding Middle schools is most difficult in Saurashtra-Kutch as the habitations by their distance do not come within the distance targets. This is the region which though fairly well provided with Primary schools is extremely poorly served by Middle schools, the increase in Middle schools being nearly 110 per cent over the existing.

In the State as a whole the highest increase, 1994, of Middle schools is in slab 1000-1999, the next highest being 1836 in slab 500-999. The number of schools proposed in the highest two slabs are 5 and 306 respectively. The total increase in the Middle schools is 4766, an increase of nearly 80 per cent. over the existing 5775 as against an increase of 8738 Primary schools. The difference of about 4000 between the increase of Middle and Primary schools is mainly due to Marathawada and Vidarbha which received considerably less number of Middle schools than they should have.

54·1·H High School Stage*

In considering the location of High schools the most significant slabs are 2000-4999 and 1000-1999 as the highest slab "5000 and over" contains very few habitations to be significant. In the region of "14" Districts in the top-most slab out of 31 habitations 14 had High schools and 12 had to be proposed High schools and 3 served in the neighbourhood. In slab 2000-4999, 189 High schools had to be proposed and 191 in the next lower slab. The total increase in High schools in 476 over the existing 115. Rural areas in this region, as in all the others, under existing conditions, is poorly provided with High schools, the increase being nearly 410 per cent. The situation is made worse by 47 of the urban areas out of 248 not having High schools and having to be proposed new High schools. The rural High schools proposed in this region averaged 34 per district, as against the State average of 36. The inadequacy of High school provision is high-lighted by an increase of nearly 410 per cent as compared to an increase of about 50 per cent in the case of Middle schools.

**Vide* Table on pages 558 and 559.

In the region of "10" Districts the High school provision, on the whole, is slightly better than in the "14" Districts. Out of 14 habitations in the highest slab, 4 had High schools and 8 had to be provided with schools and 2 could be served in the neighbourhood. In slab 2000-4999 are 132 High schools, highest for any slab, and, 126 had to be proposed in the next slab. The increase in rural High schools is 334 over the existing 116, an increase of nearly 290 per cent. Out of 147 urban areas only 12 did not have high schools and had to be proposed. The district average for proposed rural High schools is 33, the least for any region. The increase in Middle schools which is nearly 80 per cent is set off by an increase of nearly 290 per cent in High schools.

Marathawada shows an unsatisfactory position regarding High schools under existing conditions, even the single habitation in slab "5000 and over" not having a High school. In slab 2000-4999 there were only 12 High schools in the 187 habitations and 109 had to be proposed. The highest number of High schools, 112, is in the slab 1000-1999, the next slab having 17 and none in the lower slabs. The total increase in High schools is 239 over the existing 16, an increase of nearly 1490 per cent. The anamoly in Marathawada is that while Middle schools were difficult to propose under the population-distance targets, comparatively more High schools could be proposed as the longer 5 mile distance target could cover a wider range of habitations to serve High schools than Middle schools at 3 mile distance. Comparatively, therefore, there are more High schools in relation to the needs of the Middle schools after-planning. Out of 62 urban areas 17 had no High schools and had to be proposed new High schools. In the region as a whole the district average increase of rural High schools works out at 48, the highest for any region in the State as against the State average of 36.

In Vidarbha the provision of High schools is much better than in Marathawada though not as favourable as in the regions of "14" and "10" Districts. In the highest slab out of 27 habitations 14 had schools and 13 had to be proposed schools and none could be served in the vicinity. In slab 2000-4999 there were 18 High schools and 115 had to be proposed. The highest number of proposed High schools, 127, is in slab 1000-1999, 35 in the next slab and only 5 in all the remaining slabs. The total increase in High schools is 295 over the existing 42, an increase of about 700 per cent. Out of 76 urban areas in the region 8 which had no High schools had to be proposed. The increase of 295 High schools in rural areas of the region give a district average of 37, 1 more than the State average of 36.

Saurashtra-Kutch of all the regions, is least provided with High school facilities in rural areas. In the highest slab 1 High school had to be proposed, in the next 103, the highest for any slab. The total increase in High schools is 198 over the existing 7, an increase of nearly 2830 per cent. The increase of 198 High schools in rural

areas gives a district average of 33, the least for any region. Out of 99 urban areas, 28 had no High schools and were proposed.

In the whole State, 35 High schools were proposed in slab "5000 and over" and 648, the highest for any slab, in the next. The total increase in High schools is 1542 over the existing 296, an increase of 520 per cent. Out of 632 urban areas, 112 had to be proposed High schools since these did not have existing High schools. Considering the 43 districts of the State, the district average increase of rural High schools is 36, a fairly high number mainly due to the increase in Marathawada which is 48 per district.

54·11 Average number of habitations served by schools*

In assessing the over-all position of educational provision a fairly rough index is the average number of habitations served by each type of school, taking into account all the habitations, served or unserved, and all the schools at each stage. In the Table on page 571, the total number of habitations are indicated against each region while the number of schools is as in the previous Table (pages 558-559).

54·11·P Primary School Stage*

The State as a whole contains 76,151 habitations and they contain 42082 Primary schools in the general sense of "instruction centres" under existing conditions. This gives an over-all average of 1·8 habitations per Primary school. This could be used as a general index of educational provision since it is weighted differently by the degree of provision in the different regions. Taking 1·8 habitations per school as the standard, Marathawada with 2·5 and Vidarbha with 2·3 stand out as inadequately provided with Primary educational facilities. Saurashtra-Kutch, on the other hand, with 1·3 indicates a fairly high intensity of provision in the region. The regions of "14" and "10" Districts with 1·8 and 1·6 respectively are very close to the state average and can be considered to be on the whole satisfactorily provided with Primary educational facilities.

After planning, the state average drops to 1·5 and the regional averages drop considerably especially in Marathawada and Vidarbha. Saurashtra-Kutch with 1·2 habitations per school still shows the best provision amongst the regions. The region of "10" Districts and Marathawada with 1·4, a lower average than the State, indicate a considerable improvement over the Existing. The region of "14" Districts, however, gives an average of 1·6, slightly above the state average. This is due to the very large number of habitations in this region most of which fall in the lowest two slabs and on the basis of habitations gives a slightly higher average for this region.

On the whole, except for the regions of Marathawada and Vidarbha, all the regions of the State are satisfactorily provided under existing conditions, and after planning, only Marathawada and Vidarbha show a marked improvement in Primary educational provision while the other three regions do not indicate such a significant difference.

*Vide Table on page 571.

54·ii·M Middle School Stage*

In assessing the provision at the Middle school stage on the basis of average habitations served by Middle schools, the habitations, most of them in the lower slabs, not served by this stage give undue weightage in the averages for the regions of the State. But this is off-set by many of the habitations in the higher slabs having more than 1 school all of which are counted in calculating the averages.

Under the existing conditions, the state average is 13·2 habitations per Middle school. While the region of "10" Districts, Saurashtra-Kutch and "14" Districts fall within the state average, Marathwada with 76·4 habitations per Middle school, highlights its extreme lag in Middle school provision, Vidarbha with 20·2 coming next.

The improvement after planning is very significant in all the regions of the State, but in varying degrees. Against a state average of 7·2 habitations per Middle School, Saurashtra-Kutch has the lowest 5·1 followed by the "10" Districts with 5·6. Marathawada with 12·4 habitations per Middle school indicates not so satisfactory a situation even after planning. Middle school provision being still inadequate. Vidarbha with 8·6 which is much above the state average is, in actuality, fairly provided with Middle schools except in unfavourable parts of some of the districts. Taking an over-all view, all the regions of the State except Marathawada are fairly provided with Middle school facilities very nearly in proportion to the needs of the Primary school stage. Marathawada, because of its peculiar characteristics in the pattern of habitations, is not satisfactorily provided with an adequate number of Middle schools.

54·ii·H High School Stage*

In using the average number of habitations per rural High school the contribution of urban High schools to rural areas is naturally ignored. But for purposes of gauging the over-all provision by using the average number of habitations served, the index would be fairly indicative of divergences if not of the exact degree of provision.

Under existing conditions the state average is 257·2 habitations per rural High-school and only the region of "10" Districts has a favourable average of 140·9 while all the others show varying inadequacies from 277·1 to 798·0. Of all the regions, the rural areas of Saurashtra-Kutch are the most poorly served with High schools even Marathawada showing a better provision with 572·8 and Vidarbha with 313·0. The inadequacy of High school provision in the countryside is not inexplicable as this stage of education, under existing conditions, is for the few fortunate and favoured only.

After planning, there is a decided improvement in the High school facilities. Saurashtra has 27·3 habitations per rural High school and Marathawada has 35·9 while all the others have larger averages.

Vide Table on page 571.

The region of "14" Districts which exhibited very favourable characteristics at the Primary and even at the Middle stage, with 53·9 at the High school stage, lags behind all the other regions. The improvement in Marathawada is due to peculiar circumstances under which a large number of habitations come within a range of 5 miles, while very few come within 3 miles. Hence, with an unsatisfactory provision at the Middle school stage, Marathawada has extremely favourable facilities at the High school stage. The state average of 41·4 habitations per rural High school is exceeded only by the region of "14" Districts with 53·9.

The indications of High school provision as denoted by the average number of habitations served by a rural High school will be borne out by other measures of evaluation dealt with in paragraphs to follow. Though no compulsion is being contemplated at this stage of education, sound planning calls for pre-determining the most favourable locations of High schools so that with greater numbers filling the schools at the 2 lower stages, it will necessarily lead to a greater number than at present clamouring for the higher stage of schooling, the High school stage.

54·iii Schools and School-Areas (Rural)*

It has been pointed out already that the number of school-areas under existing and after planning situations will be less than the number of schools under each situation. The relative number of schools and the corresponding school-areas at all the three stages of education are indicated in the Table on page 572. At the Primary stage there is a wide divergence between numer of schools and the number of school-areas as in many cases more than 1 school falls within the same school-area. At the Middle school stage, however, the divergence is much less though in a few cases, in particular, where the habitations are large, the school-area of a Middle school will contain more than one Middle school. But in the case of High schools it would be normal even in the larger rural habitations to find only 1 High school so that in general the number of school-areas will be equal to or nearly equal to the number of schools.

A scrutiny of the Table will reveal great differences between schools and school-areas in the regions of the State. These differences at the Primary level are in keeping with the number of existing schools as against the number after-planning. The differences between existing and after-planning school-areas will, therefore, be proportionate to the existing and after-planning situations. Marathawada and Vidarbha show a very great difference both at the Primary and Middle stages in their school-areas under existing and after-planning situations.

At the High school stage, however, all the regions have as many school-areas as there are High schools as only 1 High school is located in each habitation. The only region which deviates from this

**Vide* Table on page 572.

pattern is Vidarbha which under existing conditions has 42 High schools in 39 habitations, so that for the 42 High schools there are 39 school-areas.

The above regional and state assessment of the comparative provision under existing and after-planning situations was dealt with under three general measures of evaluation. Other seven measures lend themselves to a more detailed evaluation of the regions with district characteristics and the State with the regional characteristics. The following three chapters dealing with the three stages of education, will assess the provision under these by applying the seven measures of evalution.

STATE TABLE

HABITATIONS PER SCHOOL (RURAL) EXISTING / AFTER PLANNING.

Serial No.	REGION	Number of Habitations	No. of Habitations per School		
			Primary	Middle	High
1	2	3	4	5	6
1	Of "14" Districts ..	31870	1·8 1·6	11·4 7·5	277·1 53·9
2	Of "10" Districts ..	16350	1·6 1·4	9·6 5·6	140·9 36·3
3	Of Marathawada ..	9165	2·5 1·4	76·4 12·4	572·8 35·9
4	Of Vidarbha	13180	2·3 1·6	20·2 8·6	313·0 39·1
5	Of Saurashtra-Kutch ..	5586	1·3 1·2	10·5 5·1	798·0 27·3
	NEW STATE OF BOMBAY ..	76151	1·8 1·5	13·2 7·2	257·2 41·4

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STATE TABLE

SCHOOLS AND SCHOOL-AREAS (RURAL)— EXISTING / AFTER / PLANNING.

Serial No.	REGION	PRIMARY		MIDDLE		HIGH	
		Schools	School-Areas	Schools	School-Areas	Schools	School-Areas
1	2	3	4	5	6	7	8
1	Of "14" Districts.. ..	17739 19337	17058 18680	2802 4251	2702 4151	115 591 +47*	115 591
2	Of "10" Districts.. ..	10463 11892	10099 11530	1666 2925	1529 2788	116 450 +12*	116 450
3	Of Marathawada	3638 6501	3474 6350	120 737	119 736	16 255 +17*	16 255
4	Of Vidarbha	5785 8256	5588 8060	654 1535	608 1489	42 337 +8*	3 334
5	Of Saurashtra-Kutch ..	4457 4834	4309 4680	533 1093	526 1086	7 205 +28*	7 205
	NEW STATE OF BOMBAY ..	42082 50820	40528 49300	5775 10541	5484 10250	296 1838 +112*	293 1835

* Urban High schools—Proposed

CHAPTER 54—**PRIMARY**

BEFORE AND AFTER

THE SURVEY

REGIONAL COMPARATIVE SUMMARY TABLE

EXISTING AND AFTER PLANNING—REGION OF "14" DISTRICTS

Serial No.	DISTRICT	SCHOOL-AREAS EXISTING/ AFTER PLANNING.	EXISTING/ AFTER PLANNING per cent. of Population (Primary)		EXISTING/ AFTER PLANNING Area* (square miles) per school			EXISTING/AFTER PLANNING Population per school.			EXISTING/ AFTER PLANNING 1 : X SCHOOLS			P. Ss. : 1 M. S.		M. Ss. : 1 H. S.	
			Served.	Not Served.	Primary.	Mid.	High.	Primary.	Middle.	High.	Pri.	Mid.	High.	Existing.	After Planning.	Existing.	After Planning.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	GB : Greater Bombay	44	81·25	18·75	1	5	10	1752	9094	18187	1·3	2·3	1·6	5·2	2·9	2·0	2·8
		70	99·91	00·09	1	2	6	1335	3932	11192							
2	M : 2 Ahmednagar ..	1714	98·23	01·77	4	23	1248	683	4470	243187	1·0	1·4	11·6	6·5	4·9	54·4	6·5
		1786	99·34	00·66	3	16	108	654	3200	20964							
3	M : 10 Dangs ..	89	67·49	32·51	7	110	658	520	7896	47377	1·3	2·2	2·0	15·2	9·2	6·0	6·5
		118	95·49	04·51	5	51	329	394	3644	23689							
4	M : 11 East Khandesh.	1152	99·17	00·83	4	18	318	875	4482	77236	1·0	1·6	2·8	5·1	3·3	16·4	9·7
		1171	99·68	00·32	4	12	112	853	2820	27137							
5	M : 12 Kolaba ..	1235	90·89	09·11	2	18	297	624	5607	90339	1·1	1·6	3·4	9·0	6·3	16·1	7.3
		1367	98·69	01·31	2	12	86	567	3566	26228							

6	M : 13 Kolhapur	..	1192	97·48	02·52	2	18	1506	815	6031	515652	1·0	1·9	28·0	7·4	4·1	85·5	5·7
			1251	99·18	00·82	2	9	54	782	3243	18416							
7	M : 16 Nasik	..	1450	95·07	04·93	4	30	957	722	5555	177749	1·1	1·5	5·6	7·6	5·7	32·0	8·1
			1594	98·82	01·18	4	20	164	659	3769	30471							
8	M : 17 North Satara	..	1368	96·55	03·45	3	13	319	743	3476	86320	1·1	1·5	6·8	4·7	3·5	24·8	5·5
			1514	99·26	00·74	2	9	47	664	2312	12632							
9	M : 20 Poona	..	1630	91·00	09·00	3	28	915	652	5696	187030	1·1	1·3	8·0	8·7	6·3	32·8	6·4
			1934	99·10	00·90	3	18	114	557	3632	23378							
10	M : 21 Ratnagiri	..	2321	94·11	05·89	2	10	221	672	3226	73015	1·2	1·4	2·6	4·7	3·9	22·6	12·6
			2706	99·38	00·62	2	7	85	579	2231	28181							
11	M : 22 Sholapur	..	1265	98·96	01·04	4	21	689	790	3951	131854	1·0	1·6	6·0	5·0	3·2	33·3	8·9
			1284	99·81	00·19	4	13	115	778	2482	21976							
12	M : 23 South Satara	..	759	98·90	01·10	3	12	258	917	3153	68502	1·0	1·1	4·1	3·4	3·1	21·7	5·9
			782	99·64	00·36	3	10	62	892	2781	16381							
13	M : 24 Thana	..	1494	92·37	07·63	2	29	356	615	7915	96567	1·1	1·7	3·3	12·9	8·7	12·2	6·2
			1695	99·13	00·87	2	17	108	540	4688	29263							
14	M : 26 West Khandesh.		1345	96·10	03·90	4	34	2644	692	6138	475657	1·1	1·7	22·5	8·9	5·6	77·5	5·6
			1408	99·45	00·55	4	21	118	659	3702	21140							
	REGION	..	17058	95·42	04·58	3	19	469	722	4573	111421	1·1	1·5	5·1	6·3	4·5	24·4	7·2
			18680	99·29	00·71	3	13	91	662	3014	21681							

* Corrected to integers.

REGIONAL COMPARATIVE SUMMARY TABLE

EXISTING AND AFTER PLANNING—REGION OF "10" DISTRICTS

Serial No.	DISTRICT	SCHOOL AREAS EXISTING AFTER PLANNING	EXISTING/ AFTER PLANNING per cent of Population (Primary)		EXISTING/ AFTER PLANNING Area* (square miles) per school			EXISTING/AFTER PLANNING Population per school			EXISTING/ AFTER PLANNING 1 : X SCHOOLS			P. Ss. : 1 M. S.		M. Ss. : 1 H. S.	
			Served	Not Served	Primary	Middle	High	Primary	Middle	High	Primary	Middle	High	Existing	After Planning	Existing	After Planning
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	G : 28 Ahmedabad ..	746	97·19	02·81	4	20	649	846	4204	135384	1·0	1·4	3·6	5·0	3·7	32·2	12·6
		785	99·33	00·67	4	14	180	809	2969	37607							
2	G : 29 Amreli ..	276	92·75	07·25	5	41	—	780	6596	—	1·2	2·3	11·0	8·5	4·6	35·0	9·1
		338	99·85	00·15	3	18	161	607	2816	25653							
3	G : 30 Banaskantha ..	1064	95·35	04·65	3	70	—	618	12647	—	1·1	2·8	29·0	20·5	7·9	52·0	4·9
		1141	99·34	00·66	2	25	126	581	4567	22677							
4	G : 31 Baroda ..	994	90·55	09.45	3	23	170	883	7692	56247	1·3	3·0	5·0	8·6	3·9	7·3	4·3
		1322	99·14	00·86	2	8	34	668	2601	11249							
5	G : 32 Broach ..	727	92·49	07·51	4	15	414	737	3020	82838	1·2	1·6	7·6	4·1	3·2	27·4	5·8
		902	99·92	00·08	3	9	55	601	1895	10941							

6	G : 35 Kaira	..	1100	99·66	00·34	2	8	112	985	4024	56140	1·0	1·3	2·2	4·1	3·2	13·9	9·2
			1159	99·98	00·02	2	6	50	945	2985	25084							
7	G : 38 Mehsana	..	1054	95·71	04·29	4	25	187	1057	7332	54819	1·1	2·4	2·4	6·9	3·4	7·4	7·3
			1217	99·91	00·09	3	11	77	920	3086	22573							
8	G : 39 Panchmahals	.	1541	95·11	04·89	2	23	1725	657	6666	506650	1·1	1·8	22·5	10·1	6·3	76·0	6·0
			1708	99·89	00·11	2	13	77	593	3739	22518							
9	G : 40 Sabarkantha	..	866	92·15	07·85	3	18	150	724	4829	39836	1·2	1·8	3·1	6·7	4·6	8·2	4·6
			1074	99·54	00·46	2	10	48	588	2735	12747							
10	G : 42 Surat	..	1731	98·05	01·95	2	11	144	806	3858	51676	1·1	1·5	2·4	4·8	3·6	13·4	8·1
			1884	99·77	00·23	2	7	59	743	2645	21278							
	REGION	..	10099	95·56	04·44	3	18	260	809	5086	73043	1·1	1·8	3·9	6·3	4·1	14·3	6·5
			11530	99·69	00·31	3	10	67	712	2897	18829							

*Corrected to integers.

REGIONAL COMPARATIVE SUMMARY TABLE

Existing and After Planning—Region of Marathawada

Serial No.	DISTRICT.	SCHOOL AREAS EXTG/ AFTP-LNG.	EXTG/AFTPLNG per cent of Popln. Primary		EXTG/AFTPLNG Area *(Sq. miles) per school.			EXTG/AFTPLNG Population per school.			EXTG/AFTPLNG 1 : X SCHOOLS			P. Ss. 1 : M.S.		M. Ss. : 1 H. S.	
			Served	Not Served.	Pri-mary	Mid.	High	Primary	Middle	High	Pri-mary	Mid.	High	Extg.	Aft. Plng.	Extg.	Aft. Plng.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	M : 5 Aurangabad ..	799	75·97	24·03	8	315	—	1220	50665	—	2·0	9·3	77·0	41·5	8·9	20·0	2·4
		1633	99·23	00·77	4	34	82	608	5448	13160							
2	M : 7 Bhir ..	599	72·61	27·39	7	214	1424	1177	37068	247117	1·7	6·2	11·0	31·5	8·8	6·0	3·7
		1060	99·97	00·03	4	34	129	679	5979	22465							
3	M : 15 Nanded ..	636	72·17	27·83	7	286	2285	1242	51082	408659	1·8	6·8	15·0	41·1	10·9	8·0	3·6
		1167	98·99	01·01	4	42	152	687	7498	27244							
4	M : 18 Osmanabad ..	785	80·58	19·42	7	103	498	1259	19888	95825	1·5	2·3	4·6	15·8	10·6	4·8	2·4
		1241	98·53	01·47	3	45	107	823	8711	20668							
5	M : 19 Parbhani ..	655	72·64	27·36	7	439	—	1256	78002	—	1·9	17·9	64·0	62·1	6·5	11·0	3·1
		1249	97·85	02·15	4	25	75	672	4355	13407							
	REGION ..	3474	75·16	24·84	7	220	1591	1232	37367	280255	1·8	6·1	15·9	30·3	8·8	7·5	2·9
		6350	98·88	01·12	4	35	96	689	6084	17585							

* Corrected to integers.

REGIONAL COMPARATIVE SUMMARY TABLE

Existing and After Planning—Region of Vidarbha

Serial No.	DISTRICT		SCHOOL AREAS EXTG/ AFTPLNG.	EXTG/AFTPLNG percent. of Population Primary		EXTG/AFTPLNG Area * (Sq. miles) per school.			EXTG/AFTPLNG Population per school			EXTG/AFTPLNG 1 : X SCHOOLS			P.Ss : 1 M. S.		M. Ss : 1 H. S.	
				Served.	Not Served	Primary	Mid.	High	Primary	Middle	High	Primary	Mid.	High	Extg.	Aft Plng.	Extg.	Aft Plng.
1	2		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	M : 3 Akola	..	832	95.33	04.67	5	36	679	888	6502	123540	1·2	1·4	2·5	7·3	6·1	19·0	11·0
			1009	99.74	00.26	4	25	272	732	4492	49416							
2	M : 4 Amravati	..	787	94.35	05.65	5	35	356	883	5581	57526	1·2	1·3	3·5	6·3	5·6	10·3	3·5
			942	98.43	01.57	5	26	101	747	4201	16257							
3	M : 6 Bhandara	..	619	86.72	13.28	6	84	903	1573	22795	245041	1·8	8·5	24·8	14·5	3·1	10·7	3·7
			1122	99.31	00.69	3	10	36	873	2685	9901							
4	M : 8 Buldana	..	826	95.73	04.27	4	32	341	823	6106	66051	1·1	1·5	2·7	7·4	5·5	10·8	5·9
			913	99.25	00.75	4	21	125	749	4105	24219							
5	M : 9 Chanda	..	662	76.02	23.98	14	238	9275	1319	22699	885274	2·0	4·2	20·0	17·2	8·4	39·0	8·1
			1358	97.21	02.79	7	57	464	647	5431	44264							
6	M : 14 Nagpur	..	557	79.77	20.23	6	66	3788	1129	11609	661732	1·7	3·4	53·0	10·3	5·2	57·0	3·7
			970	98.62	01.38	4	20	71	659	3411	12486							
7	M : 25 Wardha	..	458	94.24	05.76	5	41	1212	877	7003	206602	1·3	1·8	21·0	8·0	5·4	29·5	2·6
			582	98.78	01.22	4	22	58	698	3791	9838							
8	M : 27 Yeotmal	..	847	83.58	16.42	6	59	1302	939	9169	204018	1·4	2·1	8·0	9·8	6·4	22·2	5·7
			1164	98.30	01.70	4	28	163	688	4435	25502							
	REGION	..	5588	87.57	12.43	6	56	875	1032	9132	142192	1·4	2·3	8·0	8·8	5·4	15·5	4·5
			8060	98.68	01.32	4	24	109	723	3891	17721							

* Corrected to integers.

REGIONAL COMPARATIVE SUMMARY TABLE

EXISTING AND AFTER PLANNING—REGION OF SAURASHTRA-KUTCH

Serial No.	DISTRICT	School Area Existing/ After Planning	EXISTING/ AFTER PLANNING Percentage of Population Primary		EXISTING/ AFTER PLANNING Area* (Sq. miles) per school			EXISTING/ AFTER PLANNING Population per School			EXISTING/ AFTER PLANNING 1 : X SCHOOLS.			P.Ss : 1 M.S.		M.Ss : 1 H.S.	
			Served	Not served	Primary	Middle	High	Primary	Middle	High	Primary	Middle	High	Existing	After Planning	Existing	After Planning
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	G : 33 Gohilwad	906	98·36	01·64	4	38	3478	749	7716	702162	1·0	2·2	57·0	10·3	4·8	91·0	3·5
		947	99·75	00·25	4	17	61	719	3459	12319							
2	G : 34 Halar ...	557	96·99	03·01	6	83	3163	679	10239	389099	1·2	3·0	12·0	15·1	5·5	38·0	9·4
		605	99·53	00·47	5	28	264	625	3443	32425							
3	G : 36 Kutch ...	590	89·28	10·72	13	60	2699	716	3407	152178	1·2	1·3	7·0	4·8	4·4	44·8	8·3
		721	98·30	01·70	10	46	386	591	2594	21740							
4	G : 37 Madhya Saurashtra	870	98·21	01·79	5	31	.....	717	4796	.....	1·1	2·0	53·0	6·7	3·6	133·0	5·0
		921	99·73	00·27	4	16	77	675	2416	12035							
5	G : 41 Sorath ...	842	96·33	03·67	4	43	1624	783	8899	338178	1·1	3·1	22·5	11·4	3·9	38·0	5·2
		902	98·98	01·02	4	18	72	732	2890	15030							
6	G : 43 Zalawad ..	544	95·11	04·89	6	54	.....	624	5676	.....	1·1	1·7	17·0	9·1	5·8	61·0	6·1
		584	97·72	02·28	6	32	195	584	3362	20367							
	REGION ...	4309	96·09	03·91	6	48	3628	719	6019	45833	1·1	2·1	29·3	8·4	4·4	76·1	5·3
		4680	99·12	00·88	5	23	124	663	2935	15650							

* Corrected to integers.

STATE COMPARATIVE SUMMARY TABLE

EXISTING AND AFTER PLANNING—43 DISTRICTS OF NEW BOMBAY STATE.

Serial No.	REGION	SCHOOL AREAS EXTG/ AFTPLNG.	EXTG/AFTPL per cent of Popln.		EXTG/AFTPLNG Area* (Sq. miles) per school			EXTG/AFTPLNG Popln. per school			Extg/Aftplng 1 : X Schools			P.Ss : 1 M.S.		M.Sc. : 1 H.S.	
			Served	Not Served	Pri.	Mid.	High.	Pri.	Mid.	High	Pri.	Mid.	High.	Extg.	Aft. plng.	Extg.	Aft. plng.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	"14" Districts ..	17058 18680	95·42 99·29	04·58 00·71	3 3	19 13	469 91	722 662	4573 3014	111421 21681	1·1	1·5	5·1	6·3	4·5	24·4	7·2
2	"10" Districts ..	10099 11530	95·56 99·69	04·44 00·31	3 3	18 10	260 67	809 712	5086 2897	73043 18829	1·1	1·8	3·9	6·3	4·1	14·3	6·5
3	Marathawada ..	3474 6350	75·16 98·88	24·84 01·12	7 4	220 35	1591 96	1232 689	37367 6084	280255 17585	1·8	6·1	15·9	30·3	8·8	7·5	2·9
4	Vidarbha ..	5588 8060	87·57 98·68	12·43 01·32	6 4	56 24	875 109	1032 723	9132 3891	142192 17721	1·4	2·3	8·0	8·8	5·4	15·5	4·5
5	Saurashtra-Kutch ..	4309 4680	96·09 99·12	03·91 00·88	6 5	48 23	3628 124	719 663	6019 2935	45833 15650	1·1	2·1	29·3	8·4	4·4	76·1	5·3
	NEW STATE OF BOMBAY ..	40528 49300	91·58 99·21	08·42 00·79	4 3	30 16	580 93	831 688	6050 3316	118000 19015	1·2	1·8	6·2	7·3	4·8	19·5	5·7

* Corrected to integers.

AFTER—PLANNING EDUCATIONAL PROVISION

RURAL—(HABITATIONS ONLY)

REGION	STAGE.	TOTAL HABITATIONS				
		Served at home.	Served in the vicinity.	Total served.	Not served.	Total.
1	2	3	4	5	6	7
"14" DISTRICTS	Primary School Stage ..	18680	11966	30646	1224	31870
	Middle School Stage ..	4151	21117	25268	5378 +1224	30646 +1224
	High School Stage ..	591 +47*	16538	17129	13517 +1224	30646 +1224
"10" DISTRICTS	Primary School Stage ..	11530	4451	15981	369	16350
	Middle School Stage ..	2788	11499	14287	1694 +369	15981 +369
	High School Stage ..	450 +12*	11103	11553	4428 +369	15981 +369
MARATHAWADA	Primary School Stage ..	6350	2345	8695	470	9165
	Middle School Stage ..	736	5579	6315	2380 +470	8695 +470
	High School Stage ..	255 +17*	5531	5786	2909 +470	8695 +470
VIDARBHA	Primary School Stage ..	8060	3995	12055	1125	13180
	Middle School Stage ..	1489	8322	9811	2244 +1125	12055 +1125
	High School Stage ..	334 +8*	6809	7143	4912 +1125	12055 +1125
SAURASHTRA-KUTCH	Primary School Stage ..	4680	532	5212	374	5586
	Middle School Stage ..	1086	2889	3975	1237 +374	5212 +374
	High School Stage ..	205 +28*	2690	2895	2317 +374	5212 +374
NEW STATE OF BOMBAY	Primary School Stage ..	49300	23289	72589	3562	76151
	Middle School Stage ..	10250	49406	59656	12933 +3562	72589 +3562
	High School Stage ..	1835 +112*	42671	44506	28083 +3562	72589 +3562

* Proposed Urban High schools.

THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

CHAPTER 54—PRIMARY

BEFORE AND AFTER THE SURVEY

54·P The Primary school stage, being the most important from the point of view of immediate national needs, will have to be more critically assessed. In an over-all evaluation of this stage of education, it will sometimes become necessary to reiterate the salient characterestics already touched upon in earlier chapters to inter-relate the other new view-points presented in this and the following chapters. This chapter will deal with the Primary stage and the following two with the next higher stages, Middle and High, the criteria for evaluation indicated in an earlier chapter forming the basis of treatment. The Tables on pages 574-582 are composite Tables prepared from abstracts drawn from Summary Tables included in the Statistical Appendix which is a companion volume to this Report. Throughout this and the next two chapters, the references are to these Tables.

54·iv·P School Areas*

The difference in the school-areas under existing and after-planning situations is a fair index of Primary educational provision. In the region of "14" Districts in most of the districts this difference ranges between 29 in Dangs to 385 in Ratnagiri. Ratnagiri, Poona, Kolaba and Thana which have fairly large tracts of hilly and forested areas show a greater difference in their school-areas than other districts of the region. In the region as a whole the schools-areas, after-planning, increase by 1622 giving an average of 116 per district. In many districts a fairly large number of school-areas include more than one Primary school.

In the region of "10" Districts the increase in the school-areas is 1431 giving a district average of 143. In Baroda there is a difference of 328, in Sabarkantha 208, in Broach 175 and in Surat 153, these being the largest variations in the region mainly because of these districts having pockets of villages in wooded and hilly areas. Most of the other districts show a variation of 100 or less.

Marathawada, which received a proportionately very large number of Primary schools most of which tended to be of the Independent type, shows an increase of 2876 in school-areas after-planning giving a district average of 575. Aurangabad had an increase of 834,

* *Vide* Appropriate Tables on pages 574—581.

Parbhani 594 and Osmanabad, the least, 456. Most of the districts in this region received considerable enhancement in Primary educational provision which tended to contribute to the large differences in school-areas.

Vidarbha districts show an uneven increase in the school-areas after-planning. Bhandara has an increase of 503, Chanda 696 as against Buldana which had only 87. The regional increase is 2472 giving a district average of 309.

Saurashtra-Kutch had the least increase in its school-areas after planning, only 371. The district average for the region works out at 62 with Kutch 131 and Zalawad the least, 40.

A comparison of the regions in the matter of school-areas puts Marathawada with the greatest difference at 575, Vidarbha being next with 309 and Saurashtra-Kutch, the least, with 62. The total increase in school-areas in the State as a whole is 8772 yielding a district average of 204. The variation in the school-areas is a fairly good index of the adequacy or inadequacy of existing provision and the consequent increase under planning according to the targets of the survey. The state average 206 per district is a fair standard for comparing the regional variations.

54·V·P Percentage population served and not served*

In an over-all assessment of educational provision, as in the matter of schools, the home and the neighbourhood facilities, whether full-time or part-time, have to be considered as a whole in assessing the provision under existing conditions and that achieved by the survey.

In the region of "14" Districts, East Khandesh under existing conditions had only a rural percentage population of 00·83 unserved with Sholapur second with 01·04, as against Dangs with 32·51, Kolaba 09·11, Poona 09·00 and Thana 07·63. The districts mentioned above have difficult terrain which made provision difficult. After-planning almost all the districts are provided for very satisfactorily, the least percentage being 95·49 served in Dangs and the highest 99·81 in Sholapur excluding Greater Bombay. For the region as a whole, the unserved rural population was 04·58 per cent which was brought down under the survey to 00·71. The percentage population unserved was high in districts like, Thana (00·87), Ratnagiri (00·62), Poona (00·90), Nasik (01·18), Kolaba (01·31) and Dangs (04·51) for obvious reasons. In this region as habitations tended to be too many and most of them in the last two slabs providing for these economically was not easy. The total habitations left out of provision is 1224 whose population works out at 00·71 per cent of the total rural population.

*Vide Appropriate Tables on pages 574-581.

In the region of "10" Districts the existing provision was nearly the same as in the region of "14" Districts. The unprovided population per cent was highest in Baroda at 9·45, Sabarkantha 7·85, Amreli 7·25 and many others with above 4 per cent. These districts were either those with hilly and forest areas or backward economically.

Under planning a fairly high degree of provision has been attained, almost all the districts reaching more than 99 per cent provision. Baroda with 00·86 is, amongst the districts, least provided and Kaira with 00·02 the best provided after-planning.

In the region as a whole, the unprovided percentage of 4·44 was brought down to 00·31 by the survey so that the total percentage of 99·69 of the rural population is served adequately at the Primary level. The habitations left out of provision are 369, all of these falling in the lowest slabs of population.

The most glaring inadequacy in Primary educational facilities is in Marathawada, the regional percentage of rural population not served being 24·84, with Nanded the highest 27·83 and Osmanabad the least 19·42. This speaks of a general backwardness in Primary educational provision which had to be stepped up considerably by the provision of new schools under the survey.

Even after-planning Parbhani has a population of 02·15 per cent unserved, Nanded 01·01 and the others less than 1 per cent.

In the region as a whole the unserved percentage of 24·84 was brought down to 01·12 by additional provision of a large number of Primary schools most of them tending to be Independent.

Vidarbha comes next to Marathawada in the paucity of Primary educational provision. The percentage of rural population unprovided for under existing conditions is 12·43, with Chanda 23·98, Nagpur 20·23 and Yeotmal 16·42, as against the least unprovided 04·27 in Buldana.

Under planning, considerable provision was achieved, in particular, in the districts of Chanda where the percentage of unprovided population was brought down from 23·98 to 02·79, Nagpur from 20·23 to 01·38 and Yeotmal from 16·42 to 01·70.

In the region as a whole, after-planning, 98·68 of the rural population has been served leaving 01·32 per cent unprovided. Most of this unprovided population is located in the difficult tracts of Chanda, Bhandara, Amravati, Yeotmal and Nagpur districts.

Saurashtra-Kutch, of all the regions, shows the best provision under existing conditions, only 3·91 of the rural population being unserved. Amongst the districts Kutch, because of its land features, had as high a percentage as 10·72 unserved, the next highest being Zalawad

with 4·89, while Gohilwad is the most satisfactorily provided with only 1·64 unserved.

Even after-planning, Zalawad has a rural population per cent of 2·28 unserved, Sorath 1·02, Kutch 1·70 and all the other districts less than 1 per cent. The regional percentage works out at 99·12 provided and 0·88 unprovided.

It should be borne in mind that the above percentages for the districts as well as for the regions are not computed from the actual existing conditions but by applying the survey distance-population targets extensively throughout the districts with a view to achieving the maximum utilisation of the existing facilities before making proposals for new schools. Of all the regions Marathawada is the least favoured and, therefore, had to be most provided under planning. The state percentages work out at 8·42 of the rural population unserved under existing conditions and 91·58 served by all types of Primary schools. The survey achieved in lowering the unprovided percentage of population to 0·79, the irreducible minimum that the survey efforts could achieve. The 3,562 habitations out of 76,151 left out of Primary educational facilities, are so situated in remote and inaccessible locations that all the efforts of the survey could not bring them within educational provision according to the standards laid down for the survey.

54·vi·P Habitations served and not served*

The Table on page 582 classifies habitations of each region of the State under the categories " served at home ", " served in the vicinity ", " total served " and " unserved " at each stage of education. The first line of entries refer to Primary educational facilities and deserve at least a cursory scrutiny.

In the region of " 14 " Districts out of 31,870 habitations of the region 1,224 have been left out of Primary educational facilities even after-planning. These 1,224 habitations, it needs to be stressed, cover only 0·71 percentage of rural population as most of them fall in the lowest slabs of population. Besides, the survey revealed that most of these habitations had much smaller population figures than stated against them in the Census. Many of them were so situated that providing facilities for them would have been uneconomical as well as impracticable.

Comparatively in the region of " 10 " Districts fewer habitations were left out of Primary educational facilities, the habitations left out being 369 out of 16,350. The population of these 369 habitations was only 0·31 per cent. of the rural population. Most of these were situated in the backwoods of Surat, Baroda, Broach and in the semi-desert stretches of Banaskantha, Sabarkantha and Panchmahals.

* *Vide* Table on page 582.

In Marathawada the 1·12 percentage of rural population unprovided with Primary educational facilities even after-planning, came from 470 habitations out of 9,165 of the region. As is peculiar to Marathawada, which has in general a wide scatter of habitations, these 470 could not be brought within the range of Primary educational facilities without violating the standards laid down for the survey.

Vidarbha after-planning has 1,125 habitations unserved by Primary educational facilities out of 13,180 habitations of the region. As stated earlier these belong to the problem district of Chanda and the hilly tracts of Nagpur, Amravati and Yeotmal. The population percentage covered by these 1,125 habitations is 1·32.

Saurashtra-Kutch has only 374 habitations unserved after planning out of its 5586 habitations. The percentage of population covered by these 374 habitations is only 0·88 per cent of the rural population.

54·vii·P Average area served by Schools*

With the distance target at 1 mile for grouping of habitations for Primary educational facilities, the average area in sq. miles served by Primary schools according to the target is about 3. Normally the actual area covered in the countryside will be much less than this as the distance to be considered is walking distance and not distance as a "crow flies". In assessing educational provision by area in sq. miles there is an over-estimation as the total area of a district is taken into account as against those patches which contain habitations. But as all the schools or "instruction centres" are also taken into account, the average area served before and after-planning would be a fairly general index for assessing educational provision.

In the "14" Districts the regional average is 3 sq. miles per school before and after-planning, the figures being correct to integers. The variations in the districts are also not very significant. For example 4, 4, in East Khandesh, Nasik, Sholapur and West Khandesh ; 3, 3, in Poona and South Satara, and, 2, 2, in Kolaba, Kolhapur, Ratnagiri and Thana. The most variation is seen in Dangs 7, 5, Ahmednagar 4, 3, and North Satara 3, 2. Greater Bombay with 1, 1, is highly concentrated with educational provision as the rural area that lately came into Greater Bombay is too small in extent to effect the high intensity of school provision. On the whole this region, even on the basis of area covered by Primary schools, offers further evidence of adequate provision at the Primary level.

The region of "10" Districts is almost similar to that of "14" Districts. The regional average area is 3 sq. miles per Primary school before and after-planning. The greatest variation is in Amreli 5, 3, while Ahmedabad with 4 even after-planning gives 4 sq. miles per Primary school. All the other districts give an overall average of 3, 3 sq. miles per Primary school, which is further proof of adequacy of provision at the Primary School stage in this region.

**Vide* Appropriate Tables on pages 574—581.

In contrast to the above two regions, Marathawada before planning gave a regional average of 7 sq. miles per school as against 4 after planning. In the districts, Aurangabad changed from 8 to 4, Bhir, Nanded and Parbhani from 7 to 4 and only Osmanabad from 7 to 3. The extremely meagre existing provision, inspite of liberal enhancement, could only yield a regional average of 4 sq. miles per school which is also the district average for all districts except Osmanabad which yields 3 sq. mile per school.

Vidarbha as a whole under existing conditions gives an average of 6 sq. miles per school as against 4 after planning. Chanda, the problem district of the region, had an average of 14 before planning and 7 after. Amravati one of the best provided regions yields an average 5, 5 and Buldana 4, 4. The other districts show a decrease of 1 or 2 after planning. Vidarbha like Marathawada, though not to the same extent, is handicapped under existing conditions and even after planning yields only 4 sq. miles per school.

Saurashtra-Kutch, it has already been noted, has fewer smaller habitations, most of them tending to be fairly large. Habitations being far spread out, the average area per existing schools is 6 square miles as against 5 after planning. Kutch, the most unfavourable district, gives an average of 13, 10. In Gohilwad (4, 4), Sorath (4, 4) and Zalawad (6, 6) there is no appreciable change in the average area served by schools as these districts had ample provision under existing conditions.

A comparative study of the regions indicates no appreciable change in the 24 districts of old Bombay State while there is a drop of 3 sq. miles per school in Marathawada (from 7 to 4) and 2 in Vidarbha (6 to 4) while it is only 1 in Saurashtra-Kutch (6 to 5). The state average yields 4 sq. miles per school existing and 3 sq. miles per school after planning.

54·viii·P Average population served by schools*

Though the accepted population target for the survey was a population of 300 for a Primary school, this population requirement was the minima and not the maxima. Normally Primary schools, either Independent or Group, would have a school-area much greater than 300 in population. In larger habitations in the higher slabs the total population served by these types of schools would be much greater while in the case of schools proposed in the lower slabs the school-area population would be nearer to 300 unless there is a close cluster of habitations near the location of the school. In considering the over-all provision of Primary schools and the rural population served by them the average population calculated from the total rural population and the total number of schools or "instruction centres" would, for purposes of comparison, serve as a useful index.

In the region of "14" Districts, in most of the districts the average population served by Primary school does not show a marked

*Vide Appropriate Tables on pages 574—581.

difference under existing and after planning. Greater Bombay gives the highest average population 1752 existing and 1335 after planning, mainly because of the limited extent of the rural areas of the district. In most of the districts the variation in the average between existing and after-planning is less than 100, Dangs showing 126, the only district whose average drops by more than 100. The regional average under existing conditions is 722 and after planning 662, a drop of only 60. This would go to give added proof of the adequacy of existing Primary educational provision which did not need to be greatly enhanced under planning.

The region of "10" Districts, however, presents wider variations within the districts than the region of "14" Districts. In some districts the average population served after planning drops by more than 100. For example, in Amreli by 173, in Baroda by 215, in Broach 136, in Mehsana 137, in Sabarkantha 136 while all the others have a decrease of less than 100. The districts mentioned above had adequate provision in the more populous areas in the districts needing wider facilities in the hilly and wooded parts. The regional averages, existing and after planning, are 809 and 712 respectively, a fall of 97 in the average population served by Primary schools.

Marathawada whose existing provision at the Primary level was inadequate for which reason considerable provision had to be made under planning, presents extreme variations in the average population served by Primary schools, existing and after planning. In all the districts under the existing situation the average population served by Primary schools is in the neighbourhood of 1200 except in Bhir where it is 1177. After planning most of the districts yield an average population of 600 and odd, Osmanabad with 823. The regional averages are 1232 and 689 for the existing and after planning situations respectively. This is one region where the survey had to propose a large number of schools to bring the region on par with the others.

Vidarbha has more in common with Marathawada than with the regions of "14" and "10" Districts. Under the existing situation Bhandara gives an average population of 1573, Chanda 1319, Nagpur 1129, Yeotmal 939 and the other 4 districts more than 800. These figures further confirm the inadequacy of Primary educational provision, in particular, in the 4 districts mentioned above. After planning the average population dropped in Bhandara by 700, in Chanda by 672, in Nagpur by 470 and in Yeotmal by 251 and in the others by a near 100. The average population served by Primary schools in the region as a whole is 1032 and 723 respectively under existing and after planning situations.

Saurashtra-Kutch exhibits characteristics nearly akin to "14" and "10" Districts. The average population served by Primary schools after planning decreases by 50 or less in all the districts except Kutch where the decrease is 125. This region is very well provided

with Primary educational facilities so that even the regional averages, existing and after planning, are 719 and 663 with a difference of 56 only.

In the State as a whole the 5 regions exhibit two clear cut characteristics in the matter of Primary educational provision under existing conditions. The regions of "14" and "10" Districts and Saurashtra-Kutch show an average population in the neighbourhood of 700-800 while Marathawada and Vidarbha above 1000. Since the survey applied uniform standards of population targets in the formation of school areas of existing and proposed Primary schools, the average population served by Primary schools after planning approximates between 600 and 700 in all the regions. The State averages for existing and after planning are 831 and 688, a decrease of 143 after planning.

54·ix·P Ratio of after planning to existing schools*

A more clear indication of the existing provision of Primary schools and the provision achieved by the survey would be denoted by the relation between the number of schools existing and after planning. This relation is expressed in the form of a ratio specifying how many times the after planning schools are of the existing.

In the region of "14" districts the enhancement of Primary schools in the districts was not very significant as the maximum increase in any district was 1·3 times the existing or an increase of about 30 in Dangs and the rural areas of Greater Bombay. Ratnagiri had an increase by 1·2 times mainly due to additional provision given to the large number of hamlets discovered by the survey. In Ahmednagar, East Khandesh, Kolhapur, Sholapur and South Satara the increase in Primary schools is almost negligible compared to the existing showing a high degree of existing provision and in the other districts an increase of about 10 per cent. For the region as a whole the number of Primary schools after planning increased by about 10 per cent indicating that after planning the Primary schools were 1·1 times the existing.

The region of "10" Districts has much in common with that of "14" Districts. The regional increase in Primary schools is 1·1 times the existing, most of the districts having the same ratio. Baroda had an enhancement of nearly 30 per cent, Amreli, Broach and Sabarkantha about 20 per cent and the rest the same as the regional except Kaira where the increase was negligible. The existing provision in this region as well as in the "14" Districts is fairly adequate as evidenced from the above.

Marathawada under planning received an increase of nearly 80 per cent over the existing schools. In Aurangabad the existing schools were nearly doubled, only Osmanabad showing the least ratio 1·5, the other 3 districts having ratios of 1·7, 1·8, 1·9 in Bhir, Nanded and Parbhani respectively.

* *Vide* Appropriate Tables on pages 574-581.

In Vidarbha, in Chanda the ratio is 2, in Bhandara 1·8 and in Nagpur 1·7, in the other districts between 1·2 and 1·4. The region as a whole after planning had 1·4 times the existing number of schools.

Saurashtra-Kutch presents characteristics similar to regions of "14" and "10" Districts. Gohilwad had almost a negligible increase in Primary schools while Halar and Kutch had an increase of nearly 20 per cent, while the other 3 districts had only about 10 per cent. The region as a whole had 1·1 times the existing number of schools, an increase of about 10 per cent.

A comparison of the regions of the State from the point of view of Primary schools after planning compared to the existing gives further evidence of the disparity in Marathawada and Vidarbha and fair adequacy in the other three regions.

54·x·P Ratio of primary to middle schools

This ratio will be dealt with in the following chapter while discussing Middle Schools.

CHAPTER 54—**MIDDLE**

BEFORE AND AFTER

THE SURVEY

CHAPTER 54—**MIDDLE**

BEFORE AND AFTER THE SURVEY

54·M The seven measures of assessment applied at the Primary school stage do not all apply at the Middle school and High school stages. Whereas the Primary school stage has a strategic place in educational administration, the same is not true to an equal extent in the case of Middle and High school stages. The survey concentrated and documented thoroughly the data about Primary educational provision both with regard to habitations, their population and the formation of school-areas so that a complete and full picture at the Primary level is available in the toposheets, in the documents and the Statistical Tables pertaining to this stage. The Middle school and High school data was incorporated in the Primary School-Area Register so that though there are school-areas at these stages in documentation or in the Statistical Tables, they are not as clear or as full as in the case of the Primary stage. For these and other reasons school-areas of Middle schools and High schools will not be dealt with in this chapter and the next. The regional and state evaluation on this head has already been dealt with in chapter 54 under 54·iii (pages 569-570).

It has already been noted that the Statistical Tables pertaining to Middle schools and High Schools do not use the whole range of slabs from "5000" and above" to "below 1000", but a shorter range till "below 1000" and only the habitations having Middle and High schools in them and habitations served by them are tabulated. As such, the actual population served by Middle and High Schools is not available from the Tables on these heads. It has also been explained how and why the habitations not served at the Primary level had unfortunately to be left out of account in Middle school and High school provision, the main reason being that these habitations could not receive any record in the School-Area Register at the Primary level so that even when they came within the range of Middle and/or High school provision, these could not be taken note of as documented. It has also been mentioned that in forming Middle school-areas and High school-areas, nearly half the habitations left out of provision at the lower level came within the provision at the next higher level, because of the greater distance targets which covered greater areas round about these schools.

In this chapter dealing with the Middle school stage and the next with the High school stage measure iv. "School-Areas" and v. "Percentage of Population served and not served" will not form the bases of evaluation. Only measures vi to x will be applied in the case of these higher stages of schooling.

54·vi·M Habitations served and not served*

In the region of "14" Districts out of 31,870 habitations in the region, 4,151 received home facilities at the Middle school stage, 21,117 received facilities in the neighbourhood so that a total of 25,268 habitations had Middle school facilities in the region. These left out 6602 habitations from the range of Middle school facilities of which 1224 were habitations without Primary educational facilities and 5378 habitations were with Primary educational facilities, but unprovided with Middle school facilities. All these habitations belong to the lower slabs of population, mostly in the 100-199 and "below 100" slabs so that the population in these would not be proportionate to the number of habitations. The Tables under Middle schools account for 30,646 habitations ignoring 1224 which have no Primary educational facilities.

In the region of "10" Districts out of 16,350 habitations in the region, 2,788 have home facilities, 11,499 have neighbourhood facilities so that a total of 14,287 habitations are served with Middle school provision. The number of habitations left out of account are 2063 of which 369 are without Primary educational facilities. The Tables pertaining to Middle schools of this region account only for 15,981 habitations ignoring 369 which have not the lower stage facilities.

In Marathawada 736 habitations have home facilities, 5579 have neighbouring facilities and 2850 habitations are left out of Middle school provision. Of these latter 470 have no Primary facilities. The total habitations served at the Middle school stage comes to 6315 and the Tables relating to Middle schools of this region account for 8695 habitations, not taking into account 470 which are left out of Primary educational facilities.

In Vidarbha out of 13,180 habitations, 9811 receive Middle school facilities, 1489 at home and 8322 in the vicinity. Of the 3369 habitations left out of Middle school provision, 1125 are habitations without Primary educational facilities, so that the Middle school Tables of this region account for 12,055 habitations out of 13,180 in the region.

In Saurashtra-Kutch 1086 habitations have home facilities and 2889 neighbourhood facilities at the Middle school stage, the total habitations served being 3975 leaving 1611 without Middle school facilities. Of these latter 374 are not served with Primary stage facilities so that the Middle School Tables of this region take note of 5212 habitations out of 5586 of the region, ignoring 374 not recorded in Primary School-Area Registers.

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* *Vide* Table on page 582.

In the State as a whole 10,250 habitations are served at home and 49,406 habitations served in the neighbourhood making a total of 59,656 habitations served with Middle school facilities. The number of habitations left out of provision is 16,495 which include 3562 habitations without Primary educational facilities mainly because of their remoteness and size. In the State Tables pertaining to the Middle Schools only 72,589 habitations are accounted for as 3,562 habitations do not receive recording in the School-Area Registers.

The habitations served at home at the Middle school stage naturally have schools in them, in many cases more than 1, especially when the habitations are in the top-most slabs. Since the criterion of 1500 population target was binding in proposing schools at this stage, where smaller habitations of lower slabs came together, they could not form the specified school-areas of 1500 which resulted in their being left out of Middle school provision. It needs to be stated, however, that in many cases when a habitation which was denied Primary educational facility but came within the Middle school range, it could be presumed to avail of the lower stage provision beyond the specified distance limit with a view to later availing of the higher stage which comes within its range. If this view is conceded, many of the habitations without the Primary educational facilities would be covered by Middle School facilities and as such would also be served with Primary facilities at extended distances.

54·vii·M Average area served by schools*

According to the distance target for Middle schools a 3-mile walking-distance would roughly give a land area of about 30 sq. miles as the school-area of a Middle school. Normally it would be difficult to find any Middle school having 30 or near 30 sq. miles of actual school-area, most areas being much less than 30.

The average area in sq. miles served by the Middle Schools in the region of "14" Districts shows great variance in the districts of the region. Under existing conditions a Middle school in Dangs serves 110 sq. miles, the highest in the region for any district and 10 in Ratnagiri, the lowest barring Greater Bombay which is 5. Most of the districts give an area of 12 to 30 sq. miles which appears favourable under existing conditions. After planning there is a considerable decrease in the area served by a Middle school in all the districts of the region. Even in Dangs the area falls from 110 to 51, still the largest area for any district in the region. The lowest is 2 sq. miles for Greater Bombay and 7 for Ratnagiri. Ratnagiri shows fairly adequate provision at the Middle school stage, the districts next to it being North Satara and Kolhapur with 9, South Satara with 10 and East Khandesh and Kolaba with 12. The existing schools give a regional average of 19 sq. miles and after planning 13. The districts which have an average area more than the regional are Ahmednagar (16), Dangs (51), Nasik (20), Poona (18), Thana (17) and West Khandesh (21).

* *Vide* appropriate Tables on pages 574—581.

The region of "10" Districts presents a slightly better situation with regard to Middle schools. The regional average for areas served by Middle schools is 18 sq. miles under existing and 10 sq. miles after planning situations. Under the existing conditions many of the districts of the region show much higher averages than the regional, Amreli 41, Banaskantha 70, Baroda and Panchmahals 23, Mehsana 25, while, Broach with 15, Kaira with 8 and Surat with 11 show lower averages than the regional. After planning there is a considerable decrease in the area served by Middle schools the regional average being 10 sq. miles per Middle school. Districts having a lower area are Baroda (8), Broach (9), Kaira (6) and Surat (7), only 1 district, Sabarkantha, achieving an average area equal to the regional. Banaskantha with 25, Amreli with 18, Panchmahals with 13 and Mehsana with 11, have areas more than the regional average 10 indicating the difficulty of providing Middle school facilities in these districts mainly because of the terrain and the semi-desert land features of these districts.

Marathawada presents an extremely unhappy picture both under "existing" and after planning. The regional average is 220 sq. miles per Middle school, Parbhani having as high an average as 439 and Nanded 286 and Aurangabad 315. The poor provision at the Primary stage is over-shadowed by a greater inadequacy at the Middle school stage. Even after planning Marathawada has an average of 35 sq. miles per Middle school for the region as a whole, quite an inadequate coverage. Osmanabad gives an average of 45, Nanded 42 and the others just a little less than the regional average 35. The main difficulty in this region is that the habitations do not group together, even at a 3 mile radius to form a minimum of 1500 school-area. The only way in which better provision can be made available in Marathawada at the Middle school level is to relax the population targets considerably so that smaller school-areas for Middle schools could bring this provision to more habitations in the region.

Vidarbha makes a slightly better showing than Marathawada in Middle school provision. The regional average area per Middle school is 56 under existing conditions, Chanda with 238, Bhandara with 84, Nagpur with 66, Yeotmal with 59 and the others in between 30 and 40. Even after planning the regional average comes to 24. In spite of enhancing Middle school provision under planning, Chanda gives an average of 57 sq. miles, Yeotmal 28, Amravati 26, Akola 25 and the others less than the regional average.

Saurashtra-Kutch which has extremely adequate Primary educational provision presents, in contrast, a poor provision at the Middle school stage. The average area per Middle school in the districts under existing schools is 83 in Halar, 60 in Kutch, 54 in Zalawad, 43 in Sorath, 38 in Gohilwad and 31 in Madhya Saurashtra. After planning the regional average drops from 48 to 23 with a corresponding decrease in the districts. Madhya Saurashtra has the least area of 16 sq. miles, Gohilwad 17, Sorath 18 and others more than 20.

In the State as a whole the 5 regions present varying characteristics. While the existing provision is comparatively satisfactory in the

regions of "14" and "10" Districts it is utterly inadequate in Marathawada, Vidarbha and Saurashtra-Kutch. With the population—distance targets binding on the survey, the survey could achieve a drop of about 6 sq. miles in "14" Districts, 8 sq. miles in "10" Districts, 185 sq. miles in Marathawada, 32 sq. miles in Vidarbha and 25 sq. miles in Saurashtra-Kutch. The State averages before and after planning are 30 and 16 respectively.

54;viii M. Average population served by schools*

The consideration of average population served by Middle schools will go to confirm the standard of provision as existing and after planning indicated by other measures already applied. In the region of "14" Districts the average population served by Middle schools is 4,573 under existing and 3,014 after planning. The districts show an extremely wide range of variation in the average population. Under existing conditions Thana shows an average of nearly 8,000, West Khandesh, Kolhapur and Kolaba nearly 6,000 and other averages range between 3,000 and 5,000. After planning the average population for Middle schools shows a considerable decline indicating the availability of a fairly large number of Middle schools in the districts of the region. The regional average is 3,014 while in the districts it ranges from 2,231 in Ratnagiri to 4,688 in Thana.

The region of "10" Districts as compared to "14" Districts, has lesser provision at the Middle school stage, the average population served by Middle schools being 5,086 as against 4,573 in the "14" districts. The range in the districts is very wide from 12,647 in Banaskantha to 3,020 in Broach. After planning there is a considerable decrease in the averages, Banaskantha with 4,567 against 12,647 under existing and Broach as low as 1,895. The regional average is 2,897.

Marathawada offers a glaring contrast to all the other regions with a population average of 37,367 under existing conditions and a high 6,084 even after planning. In the districts Parbhani gives an average of 78,002, Nanded 51,082 and even Aurangabad 50,665. After planning though there is a great drop, the figures are still high compared to those of other regions. Osmanabad gives an average population of 8,711, Nanded 7,498 and others less than 6,000.

Vidarbha is better provided with Middle schools than Marathawada, but the provision under "existing" is anything but adequate. The average for the region is 9,132 with the districts showing as high an average as 22,699 in Chanda, 22,795 in Bhandara and in the other districts between 12,000-5,500. After planning, the regional average drops to 3891, even Chanda giving an average of 5431. Vidarbha shares with Marathawada, though not to the same extent, the difficulty of bringing more feeders to Middle schools which makes grouping of habitations to yield a school-area of 1,500 population difficult.

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* *Vide* appropriate Tables on pages 574-581.

Saurashtra-Kutch is a little better off than Vidarbha but is nowhere near the "10" and "14" Districts in the matter of Middle school facilities. Under existing Middle schools the average population served is 6,019, Sorath giving an average of 8,899 and Halar 10,239. After planning the regional average drops to 2,935, most of the districts having an average ranging between 2,400 and 3,600.

A comparative study of the regions of the State ranks the regions in almost a parallel sequence to the provision at the Primary stage, the "10" and "14" districts leading and Marathawada bringing up the rear. Even after planning, Marathawada still presents an extremely unfavourable situation with regard to Middle school provision.

54;ix;M Ratio of after planning to existing schools*

A scrutiny of the regions with regard to Middle schools, existing and after planning, reveals great differences. In the State as a whole the Middle schools after planning are 1·8 times the existing and the regions show a divergence from 1·5 to 6·1 times. The only region which has a ratio less than the State is "14" Districts with 1·5 indicating, amongst the regions, the best provided under existing conditions. Marathawada with 6·1 times the existing Middle schools receives the most in the State. Vidarbha comes next with 2·3, then Saurashtra-Kutch with 2·1 and the region of "10" Districts with 1·8, the State average.

In the region of "14" Districts variations extend from 2·3 in Greater Bombay and 2·2 in Dangs to 1·1 in South Satara. The regional ratio is 1·5 indicating an increase of about 50 per cent in Middle schools over the existing number.

The region of "10" Districts has 1·8 times the existing Middle schools after planning. In the districts Banaskantha has a ratio of 2·8, Mehsana 2·4, Baroda 3·0, Amreli 2·3, and the others less than 2. Ahmedabad with 1·4, Kaira 1·3, Surat 1·5 and Broach with 1·6 show a ratio less than the regional 1·8.

Marathawada with a regional ratio of 6·1 shows variations from 17·9 in Parbhani to 2·3 in Osmanabad. The enhancement of Middle schools has been great in every district of the region. In spite of a disproportionate increase in the number of Middle schools after planning, Marathawada, compared to other regions of the State, is inadequately provided.

Vidarbha as a whole, has, after planning, 2·3 times the existing Middle schools, Bhandara with a ratio of 8·5, Chanda 4·2, Nagpur 3·4, Yeotmal 2·1 and the others less than 2. The best provided districts are Amravati with 1·3, Akola with 1·4 and Buldana with 1·5. It is worth noting that the districts of the region that are poorly provided with Primary educational facilities under existing conditions are as poorly provided at the Middle school stage.

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* *Vide* appropriate Tables on pages 574-581.

Saurashtra-Kutch receives an increase of 110 per cent in Middle schools after planning. The districts of the region do not show a very great variance, the ratios ranging from 3·1 in Sorath to 1·3 in Kutch.

Expressing the ratios in terms of percentage increase of schools, the regions range themselves as below:—

Marathawada	...	...	...	510 per cent.
Vidarbha	...	...	...	130 per cent.
Saurashtra-Kutch	...	...	...	110 per cent.
"10" Districts	...	...	...	80 per cent.
"14" Districts	...	...	...	50 per cent.
STATE	...	...	...	80 per cent.

Of all the regions in the State compulsion has been effectively enforced to the age group 7 to 11 years in the regions of "14" Districts and "10" Districts only. The other regions have not attempted to enforce this measure though expansion of primary education has been tried and achieved to varying levels. Saurashtra-Kutch has diffused primary education very widely in the countryside so that, from the point of view of number of schools, the region shows a better situation than even the 24 districts of old Bombay State. Compulsion having reached only till the age 11 years in the 24 districts of old Bombay State, Standards I to IV Schools i.e. Primary schools have made a great headway in these districts. This has not been matched with a corresponding increase in the Middle schools since no compulsion has been applied at the next stage. However, as a natural consequence of expansion at the lower level, the Middle stage also has received considerable attention in expansion schemes in these districts. But in the other regions, for lack of efforts to bring in more children into schools at the Primary level, there is a considerable corresponding lag in the provision at the Middle school stage so that there is no co-ordination between the two stages. This is markedly noticeable in Marathawada where inadequate primary facilities are over-shadowed by greater inadequacies at the Middle school stage. In this region, if and when primary educational facilities get more widely diffused and compulsion is enforced, as a natural consequence, the number of Middle schools should tend to increase in number. It should also be noted that the increase in Middle schools will be wholly dependent on an increase in the Primary schools first so that pupils from these, when they come out in increasing numbers, may find enough Middle schools to enter into.

54:x M Ratio of Primary schools to Middle schools*

For an over-all assessment of the adequacy of Middle school provision in relation to that at the Primary level, the number of schools at each stage could be related as near as possible to the standard

Vide Appropriate Tables on pages 574-581.

ratio 5 Primary schools to a Middle school. The ratio of Primary schools to Middle schools under the existing situation and after planning would, therefore, give a clearer idea of the achievement of the survey in co-ordinating the two stages of schooling.

In "14" Districts there is considerable variance in the ratio of Primary schools to Middle schools under existing conditions. Dangs has a ratio of 15·2, an extremely inadequate inter-relation as against South Satara with a ratio of 3·4. The regional ratio is 6·3 Primary schools to a Middle school, the districts of Greater Bombay, East Khandesh, North Satara, Ratnagiri, Sholapur and South Satara having lower ratios. After planning the regional ratio drops to 4·5, quite a satisfactory relation between Primary schools and Middle schools. Variations in the districts after planning range between 2·9 in Greater Bombay, 3·1 in South Satara and 9·2 in Dangs and 8·7 in Thana. Ratnagiri has made commendable advance in educational provision against the odds of land features both at the Primary and Middle stages, while similarly or better placed districts like Kolaba (6·3), Nasik (5·7). Poona (6·3) and Thana (8·7) make a poor showing. Ratnagiri with a ratio of 3·9 Primary schools to a Middle school after planning shows an extremely favourable situation.

The region of "10" Districts, as a region. is almost parallel to "14" Districts. The regional ratio under "existing" is 6·3 Primary schools to a Middle school. Amongst the districts Banaskantha with 20·5, Panchmahals with 10·1, Baroda with 8·6, Amreli with 8·5, Sabarkantha with 6·7 and Mehsana with 6·9 are the only districts which show a higher ratio than the regional. After planning with a regional ratio of 4·1 Primary schools to a Middle school, Amreli (4·6), Banaskantha (7·9) and Panchmahals (6·3) are the only districts which do not come within the regional ratio. Broach and Kaira with 3·2 each are the most favourably placed districts.

Marathawada under existing conditions has 30·3 Primary schools to a Middle school, the districts ranging from 62·1 in Parbhani to 15·8 in Osmanabad. As mentioned before Marathawada could not be provided with adequate number of Middle schools under the standards accepted by the survey. As such. even after planning. the regional ratio indicates 8·8 Primary schools to a Middle school with Nanded 10·9, Osmanabad 10·6 and Parbhani 6·5, the least in the region. This inter-relation between Primary schools and Middle schools is quite unsatisfactory as the pupils coming out of Primary schools will not find either enough number of Middle schools or Middle schools within their range for entering the next stage of education.

Vidarbha makes a much better showing than Marathawada in the matter of Middle school provision both under existing and after planning situations. Under existing there are 8·8 Primary schools to a Middle school, Chanda with 17·2, Bhandara 14·5 and Yeotmal 9·8,

the other districts falling within the regional ratio 8·8. After planning the regional ratio 5·4 is fairly adequate, the districts varying between 8·4 in Chanda and 3·1 in Bhandara.

Saurashtra-Kutch is very nearly on par with Vidarbha with 8·4 Primary schools to a Middle school under existing conditions. The districts show a variance between 15·1 in Halar and 4·8 in Kutch. After planning the region shows a very favourable ratio of 4·4 Primary schools to a Middle school, the districts ranging between 5·8 in Zalawad and 3·6 in Madhya Saurashtra.

In the State, as a whole, after planning, the regions arrange themselves in the order:—

"10" Districts	...	4·1
Saurashtra-Kutch	...	4·4
"14" Districts	...	4·5
Vidarbha	...	5·4
Marathawada	...	8·8
STATE	...	4·8 Primary schools to a Middle school.

It needs to be stressed that the ratio 8·8 Primary schools to a Middle school in Marathawada is the best the survey could achieve, though even this provision is inadequate and not on par with the standards achieved in the other regions of the State.

CHAPTER 54—HIGH

BEFORE AND AFTER

THE SURVEY

CHAPTER 54—HIGH

Before and After the Survey

54 H In evaluating the provision at the High school stage in the rural areas of the regions of the State and the districts within the regions, only the rural High schools are taken note of. It is realised that urban High schools play an important role in contributing to rural education by providing this facility to a much wider range than the accepted 5 miles. Urban High schools provide facilities of hostel accommodation also so that the service offered by urban High schools permeates, in many cases, over a very wide area of the taluka or district. As such any evaluation based only on rural High schools would tend to be under-estimation of this provision. The treatment in this Chapter will, therefore, be on broad lines more to highlight the differences between the regions than the variations in the districts within the regions.

54 vi·H Habitations served and not served*

It has already been pointed out that the habitations accounted as served by rural High schools are only those that had Primary and Middle school facilities. Because of this, the number of habitations served by High Schools may appear to be too low, though with extended distance limits, the provision can reach more habitations, not only at the High school level, but even at the lower, the Middle school stage.

In the region of "14" Districts 591 habitaions are served at home after planning, 16,538 are served in the neighbourhood and 14,741 left out of provision. Of these latter, 1224 habitations are those without Primary educational facilities. The habitations served by rural High schools do not include habitations served by 47 proposed urban High schools, whose range of coverage would be considerable so that the number of habitations recorded as unprovided with High school facilities would considerably decrease, if the feeders to the new 47 urban High schools are taken into account. Under this proviso, it would be a fair estimation to consider half the number of unprovided habitations as being served at the High school stage.

In the region of "10" Districts a total of 11,553 habitations are served by High school facilities after planning, 450 at home and 11,103 in the neighbourhood. The habitations left out of provision number

Vide Table on page 582.

4797 of which 369 are those left out of Primary educational facilities. This region received 12 urban High schools which would cover a large number of rural habitations in their service. Though 4797 are the total habitations unserved by High schools according to the Tables pertaining to High schools, half to one third of these would be covered by the urban High schools and by hostel accommodation in urban or some of the rural High schools.

Marathawada after planning provides High school facilities to 5786 habitations, to 255 at home and to 5531 in the neighbourhood. The habitations left out of provision are 3379 of which 470 are unprovided at the Primary stage. The region received 17 urban High schools whose feeders would form many of the habitations from the 3379 indicated as unserved in the High school Tables of the region.

In Vidarbha 334 habitations are served with High school facilities at home and 6809 in the vicinity so that the total number of habitations served total to 7143. 6037 habitations, mostly in the lower slabs, are left out of High school provision of which 1125 have no Primary educational facilities. The region received 8 urban High schools which would normally cater to many of the rural habitations at present falling under " unserved ".

In Saurashtra-Kutch 2691 habitations out of 5586 are not served at the High school level. Of the 2895 habitations served, 205 are served at home and 2690 in the neighbourhood. As many as 28 urban High schools have been proposed in this region and these would cater to a fairly large number of the 2691 habitations now classified as not served.

In the State as a whole, of the 76,151 habitations in the State 1835 are served at home by schools in them and 42,671 served in the neighbourhood within a 5-mile range. 31,645 habitations, according to the State Tables, get classified as not served of which 3562 are those not appearing in the Primary School-Area Registers, but many of which come within the range of High school provision. The State received 112 urban High schools under the proposals of the survey so that these urban High schools would cover a fairly large number of habitations now falling under " not served ".

It needs reiteration that High school provision though at present serving a fortunate majority is intended, under the proposals of the survey, to reach as many habitations as possible as with the expansion at the lower levels, there would be a greater demand for High school facilities in years to come.

54 vii·H Average area served by schools*

According to the distance target of 5 miles specified for High schools, the area in sq. miles served by a High school would be about 80. In actual fact it would be rare indeed to find children from distances of 5 miles walking to school everyday. Besides,

**Vide* Appropriate Tables on pages 574—581.

since the distance specified is a "walking distance", the actual coverage by High schools would be much less than 80 sq. miles. As against this a few pupils from habitations at distances greater than even 5 miles do take advantage of High school facilities either by walking or by cycling to school or residing temporarily in the habitation where the High school is located.

It should also be noted that under the existing conditions, the facilities at the High school stage are anything but satisfactory. The reasons for this are many and the existing High schools are taken advantage of only by a very small minority in the rural areas. Efforts at expansion have so far been made concertedly at the Primary level only so that the Middle school stage has not so far received the same enhancement as at the Primary. Consequently the number going to High schools are restricted on this account as well as on that of the difficulty of access to them. High schools as existing are rarely located in rural areas on for back of adequate number of pupils to fill them.

In spite of these short-comings regarding High schools a general measure of assessment is afforded by the average area served by them under existing and after planning situations. In the State as a whole the existing rural High schools cover an average area of about 580 sq. miles and after planning the average area drops down to 93 sq. miles per rural High school without taking into account the High schools existing or proposed in urban areas.

In the region of "14" Districts, Greater Bombay, because of the predominant influence of the city proper over the small rural area included in it and because of the swift and convenient transport system, does not need to be considered on par with the rural areas of other districts. The existing High schools yield an average area of 469 sq. miles against which the districts exhibit a very high range of variation from 2644 to 221. Ratnagiri gives the lowest average of 221 sq. miles as against West Khandesh, 2644. The districts that average less than the regional are East Khandesh, Kolaba, North Satara, South Satara and Thana, while the rest have averages more than the regional. After planning the regional average 91 sq. miles per High school is exceeded by many of the districts except Kolaba (86), Kolhapur (54), North Satara (47), Ratnagiri (85), South Satara (62). Dangs with 329 has poor High school provision for obvious reasons.

The region of "10" Districts under existing conditions presents a much better provision at the High school stage than the "14" Districts. The regional average coverage is 260 sq. miles per High school, the districts varying between 1725 of Panch Mahals and 112 sq. miles of Kaira. Amreli and Banaskantha have no rural High schools at all under existing conditions. After planning the regional average is 67 sq. miles, Baroda (34), Broach (55), Kaira (50), Sabarkantha (48) and Surat (59) having a much lower average and the other districts having higher averages ranging between 180 in Ahmedabad and 77 in Mehsana and Panch Mahals.

Marathawada exhibits, at the High school stage, an inadequacy consistent with those at the Primary and Middle stages. The regional average under existing conditions is 1591 sq. miles per High school, Aurangababd and Parbhani having no rural High school at all. Osmanabad with an average of 498 appears to be, for Marathawada and in comparison with other districts, favourably placed. After planning the regional average is 96 sq. miles per rural High school with Aurangabad 82, Bhir 129, Nanded 152, Osmanabad 107 and Parbhani 75.

Vidarbha is more favourably provided than Marathawada under existing conditions at the High school stage, the regional average being 875 sq. miles per rural High school. The districts, however, show a great variation with Chanda 9275, Nagpur 3788 as against Amravati 356 and Buldana 341. After planning the regional average drops to 109 sq. miles, with Amravati, Bhandara, Nagpur and Wardha showing lower averages and the other districts higher.

Saurashtra-Kutch, on the basis of average area served by existing High schools, is the most unsatisfactorily provided region in the State. Madhya Saurashtra and Zalawad have no rural High schools at all and in Gohilwad and Halar the averages are above 3000 sq. miles, in Kutch nearly 3000 and in Sorath above 1500. After planning the regional average comes to 124, Halar with 264, Kutch with 386 and Zalawad with 195 exceeding the regional average.

The State as a whole has an existing average area of 580 sq. miles per rural High school. On the basis of this figure except the regions of "14" and "10" Districts, the other three are poorly provided with existing provision. After planning the State average is 93 and here again Marathawada, Vidarbha and Saurashtra-Kutch show slightly higher averages than the State.

54·viii·H Average population served by schools*

Not much significance can be attached to the average population served by existing or after planning High schools as the average will invariably be high figures so that any comparison at the district level would be statistically unreliable. At the Primary school stage and the Middle school stage the number of schools being many as compared to High schools, the population average could and did serve as a general index of provision at these stages. Since this is not applicable in the case of High schools though the averages are tabulated alongside those for the Primary and Middle stages, in assessment with reference to High schools, these are not taken into consideration.

54·ix·H Ratio of after planning to existing schools*

It is accepted that while the Primary educational facilities have to be widely diffused to be within reach of every child in the country, the Middle school stage will reach this degree of intensity only after saturation at the lower stage. But at the High School stage the provision cannot reach this intensity, at least not in the near

**Vide* Appropriate Tables on pages 574—581.

future, as this stage falls outside the commitment of the State. However, with increasing numbers coming out of Middle schools in years to come a better provision than is available at present will have to be established. For safeguarding against High schools springing up in unsuitable locations, the proposals of the survey indicate most convenient and central locations for future High schools. The index of assessment of provision achieved after planning is the ratio of High schools, after planning to the existing.

In the region of " 14 " Districts the rural High schools after planning were in number 5·1 times the existing. In the districts Kolhapur had a ratio of 28, West Khandesh 22·5, Ahmednagar 11·6 and all the other districts less than 10. Greater Bombay had a low ratio of 1·6, Dangs 2 and Ratnagiri 2·6 indicating a fairly satisfactory provision in these districts under existing conditions. The region received an increase of 410 per cent in rural High schools.

The region of " 10 " Districts, again, shows 3 districts with very high ratios, Banaskantha 29·0, Panchmahals 22·5 and Amreli 11·0 and some of the districts a fairly low ratio, Kaira 2·2, Mehsana and Surat 2·4, Sabarkantha 3·1 and Ahmedabad 3·6. The regional enhancement in the matter of High schools was 2·9 times the existing an increase of 290 per cent.

Marathawada received a fairly large number of High schools, as, under the extended population-distance targets, more habitations came within the 5 mile range as against very few within the 3 mile distance at the Middle school stage. For the region as a whole the number of High schools after planning is 15·9 times the existing, in Parbhani 64·0, in Aurangabad 77·0, in Nanded 15·0, in Bhir 11·0 and in Osmanabad, the lowest for the region, 4·6. The number of High schools after planning, as will be seen, are adequate for the region though the provision of Middle schools is not proportionately adequate.

Vidarbha, compared to Marathawada, is fairly better provided. After planning the number of High schools were 8 times the existing. In the districts of the region, however, the variations are very wide, Nagpur, with a ratio of 53, Bhandara 24·8, Chanda 20, Wardha 21 and the other districts with less than 8. Buldana, Amravati and Akola show very low ratios of 2·7, 3·5 and 2·5 respectively.

Saurashtra-Kutch is placed similarly to Marathawada in the existing High school provision though not to the same degree. The region as a whole gives a ratio of 29·3 indicating an increase of 2930 per cent of High schools. In the districts the ratios are 53 in Madhya Saurashtra.

57 in Gohilwad,
22·5 in Sorath,
17 in Zalawad,
12 in Halar and the lowest,
7 in Kutch.

The regions of the State, in the matter of High school provision, existing and after planning, show wide differences. The increase in the existing High schools expressed in percentages is :—

"10" Districts	...	...	...	290
"14" Districts	...	...	...	410
Vidarbha	...	...	...	700
Marathawada	...	...	...	1490
Saurashtra-Kutch	...	...	...	2830
STATE	...	...	...	520.

It should be noted that these percentage increases were the result of applying uniform standards of population and distance in proposing new rural High schools in all the regions of the State. Existing or proposed urban High schools are not included in the above.

54·x·H Ratio of Middle Schools to High Schools*

It has already been stated that normally for 3·3 Middle schools there should at least be one High school in the rural areas and that considering the contribution of urban areas to rural areas in the matter of High school provision the ratio could be lowered to 7 Middle schools to a High school. This inter-relation of Middle schools to High schools ensures a fairly adequate number of High schools for receiving children coming out from Middle schools and seeking admission to the next stage of education. The ratio that will be dealt with is with reference to the existing Middle schools to show the inter-relation between these as existing and their relation after planning to indicate the degree of provision achieved by the survey.

The "14" Districts of old Bombay State (Marathi) show a wide difference in the relation between existing Middle schools and High schools, the ratios ranging from 85·5 in Kolhapur to 2 in Greater Bombay, 6 in Dangs and 12·2 in Thana. In most of the districts the number of Middle schools to a High School is 3 and 4 times and even more times the accepted ratio of 7. Even for the region as a whole there are 24·4 Middle schools to a High school. After planning the High school provision in relation to Middle schools gives a relation of 7·2 Middle schools to a High school for the region. In the districts those with a higher ratio are East Khandesh 9·7, Kolaba 7·3, Nasik 8·1, Ratnagiri 12·6, while the others are below the regional ratio 7·2. Excluding Greater Bombay, the best ratio is in North Satara 5·5, West Khandesh 5·6, South Satara 5·9. The greatest increases were in West Khandesh from 77·5 to 5·6, in Kolhapur from 85·5 to 5·7 and in Ahmednagar from 54·4 to 6·5.

In the region of "10" Districts the existing relation between the Middle and High schools is a ratio of 14·3. In the districts, however, the ratios range from 76·0 in Panchmahals to 7·3 in Baroda, with 27·4 in Broach, 52·0 in Banaskantha and about 30 in Ahmedabad and Amreli. After planning the regional ratio declines to 6·5 Middle

**Vide* Appropriate Tables on pages 574—581.

schools to a High school some of the districts having a higher ratio:—

Ahmedabad	...	12·6
Amreli	...	9·1
Kaira	...	9·2
Mehsana	...	7·3 and
Surat	...	8·1

The two districts which made-up considerably are Panchmahals from 76·0 to 6·0 and Banaskantha from 52·0 to 4·9.

Marathawada, as stated earlier, received, compared to Middle schools, an adequate number of High schools but disproportionately too many compared to the inadequate number of Middle schools after planning. Even under existing conditions too low a number of Middle schools is matched with too few High schools which give the ratio of 7·5 Middle schools to a High school. In the districts the variations are much less than in any other region, 4·8 in Osmanabad, 6 in Bhir, 8 in Nanded, 11 in Parbhani and 20 in Aurangabad. After planning the situation improved still further with the region having 2·9 Middle schools to a High school. In the districts the ratios range between 2·4 in Osmanabad and 3·7 in Bhir. These figures should be read with caution and not supposed to mean that there is an excess provision in Middle schools and High schools. The correct interpretation of these figures, after a scrutiny of the Middle school provision under planning, would reveal fewer Middle schools than there should have been as against a fairly adequate number of High schools. This is the main reason why the ratios under existing as well as after planning situations are the lowest for any region in the State.

Vidarbha presents a better picture under "existing" than the regions of "14" and "10". In the region there were 15·5 existing Middle schools to every High school. The variations in the districts range from 57·0 in Nagpur to 10·3 in Amravati. After planning, the regional ratio falls to 4·5, the districts of the region again showing a wide range from 2·6 in Wardha to 11·0 in Akola. Even Chanda gives a ratio of 8·1 Middle schools to a High school, Yeotmal 5·7, Buldhana 5·9 and the others above 3·5.

Saurashtra-Kutch has very few existing High schools compared to Middle schools. In Madhya Saurashtra there are 133·0 Middle schools to a High school, 91 in Gohilwad, 61 in Zalawad, 44·8 in Kutch and 38·0 in Halar and Sorath. The regional ratio 76·1 after planning drops to 5·3. A similar drop in the districts brings the ratios to 9·4 in Halar, 8·3 in Kutch, 6·1 in Zalawad, 5·2 in Sorath and 3·5 in Gohilwad. The greatest increases are in Madhya Saurashtra from 133 to 5 and in Gohilwad 91 to 3·5.

In the State as a whole, after planning, the ratios of Middle schools to High schools has a very narrow range from 2·9 in Marathawada, which has to be accepted with caution, to 7·2 in "14" Districts. The State average is 5·7 Middle schools to a High school.

54 This chapter and the preceding three attempted to assess the provision at the three stages of education under ten specific criteria for comparing and contrasting the existing provision as against that achieved by the survey. The wide differences and variations, between region and region in the State as well as between districts in each region have been high-lighted correctly to gauge the provision under existing and after planning situations. One consistent and predominant characteristic in the existing situation stands out in this assessment. Under existing conditions of Primary educational provision, though the regions between themselves show great variations, the degree of intensity of this provision has been, on the whole, higher than the other two at the higher stages. The "14" and "10" Districts with Saurashtra-Kutch show an extremely favourable provision as against an utterly inadequate one in Marathawada and an unsatisfactory one in Vidarbha. Compared to the coverage at the Primary school stage those at the Middle and High school stages in all the regions is not on par. The main reason for this is obvious. All attempts at diffusing educational facilities had to and did begin at the lowest level, the Primary. While the "14" and "10" Districts have implemented effective schemes of compulsion resulting in the provision of a great number of schools of all types, the other regions of the State which have not undertaken similar schemes showed a poorer provision at this level. The "14" and "10" Districts as a natural consequence had also better provision than the other regions even at the Middle school stage. The three regions of Marathawada, Vidarbha and Saurashtra-Kutch fell short in Middle school facilities to the same extent, though in some cases even below, as at the Primary stage.

The High school provision in the regions shows great variations in its service, for, of the three stages, this is the only stage left to private enterprise. That is why though the "14" and "10" Districts make a better showing than the others, even in these two regions the provision, in relation to the Middle schools, is not quite satisfactory. At the High school stage the State has no commitments and even in years to come private enterprise under State aid will have to shoulder the responsibility of catering to greater numbers by habitations and population. If and when the facilities at the Primary level are stepped up to reach the goal set for the first phase towards free and compulsory education, the provision at the Middle school will progressively expand as a natural consequence and lead to the second and final phase of achieving the goal of free, compulsory and universal education for every child in the country from the age of 6 to 14 years. Though this is the accepted responsibility of Government a well planned and well distributed chain of High schools would be an indirect responsibility of Government to ensure adequate provision at this stage for the greater number of children that will be seeking, in the years to come, this higher stage of schooling. If the schemes of expansion receive enthusiastic and co-operative response from the masses a day will certainly dawn when High school education may be sought more than it is to-day and cease to be the privilege of a few.

CHAPTER 55

COMPULSORY EDUCATION

A REVIEW

CHAPTER 55

COMPULSORY EDUCATION

A REVIEW

55·1 The varying administrative units and the differing educational systems of the regions that form the new State of Bombay have been briefly dealt with in Part II, Chapters 25 to 29, of this Report. The dissimilarities and divergences in administrative practices in the different regions are reflected in their individual achievements in all matters educational. At the Primary level the divergence is most marked in policies and practices, especially in implementing schemes of expansion of Primary education in furtherance of fulfilling the commitment contained in the Directive Principle of the Constitution of providing free, compulsory and universal education to the age group 6-14 years. All the regions of the State, barring the single district of Kutch, have on their statute book Primary Education Acts almost indentical in import only differing in details, but, in enforcing schemes of gradual compulsion some of the regions have shown scant cognizance of the Acts. The position regarding compulsion in the different regions of the State will be dealt with briefly under the following groups of districts:—

24 districts of old Bombay State

5 districts of Marathawada

8 districts of Vidarbha

5 districts of Saurashtra

and the district of Kutch.

55·2 Bombay State comprised 19 districts when, in 1917, the first piece of legislation on compulsory education was passed under a Bill moved in the Legislature by Vithalbhai Patel. This Act was permissive in nature and empowered Municipalities in the districts to introduce schemes of compulsion in the municipal areas with the sanction of Government. This Act was a forerunner of a number of similar enactments in several parts of India. The Bombay Primary Education Act of 1923 transferred the control and administration of Primary education to local bodies in the districts.

(G.C.P.) L-A Na 31—40

Broach was one of the districts to take early action and introduce compulsion in all villages with more than 500 head of population. Other sporadic attempts were made in the other districts of the State but without much co-ordination or homogeneity in their working. In 1938 when Congress first came into power, the Act of 1923 was amended to rectify the serious defects and deficiencies which had come to light in its working. Not much ground was, however, covered till 1947 when Congress returned to power for the second time and the Bombay Primary Education Act, 1947, was enacted rescinding the earlier Act of 1923. This new Act not only removed the drawbacks and the shortcomings of the old Act but it also envisaged the co-ordination and uniformity of method in the process of expansion of Primary education in view of the decision which the Congress Government had then taken that compulsory Primary education upto Standard IV should be introduced throughout the State within a period of about ten years. Primary Education Rules came into force in 1949, since when compulsory education as a State Policy has made steady progress in all the districts of the State.

Compulsion was applied to the age group 7-11 in staggered stages, year to year. Though the general trend in enforcing compulsion is to begin with *plus* 6 the State accepted, on educational and psychological grounds, the principle of applying compulsion at a later than an earlier age and by a policy of gradualism of phasing by extending the programme age to age on the one hand and from larger to smaller villages on the other. By the end of the Post War Reconstruction period all rural areas with a population of 1000 or more (Census 1941) had been covered by the schemes. During the two years 1952-53 and 1953-54 of the First Five-Year Plan the *status quo* was maintained in respect of compulsion and efforts were directed towards consolidation of the position reached in each of the districts.

The year 1954-55 marked a distinct advance and expansion schemes relating to compulsion received a spurt under the programmes launched by the Government of India. Beginning with the age 7-8 years in the merged areas in the State following the liquidation of native States and Jahagirs, more villages came under enforcement of compulsion so that by 1957-58 the whole of the age range 7-11 years will have been covered in the 24 Districts of old Bombay State. The schemes launched to achieve this self-imposed target included those for relieving unemployment of the educated under which a number of volunteer teacher schools were opened in smaller villages which could not be covered earlier. Formation of group schools brought in still more villages to a central school and the institution of Peripatetic-Teacher-Schools brought educational facilities to the doors of the smaller and distant villages in rural areas. The introduction of the shift system in standards I and II brought in still more pupils to school without increasing the staff proportionately.

On 31st March 1957, all the urban areas in the 24 Districts were under compulsion. In the rural areas schools had been provided in all villages (Census) with 1000 and more population and facilities had also reached the lower slabs of population so that except for a few stray and scattered villages with 200 or less population compulsory education was the accepted pattern of education over the whole of the countryside.

In Greater Bombay, the Municipal Corporation had been the pioneer in introducing compulsion in gradual stages, from ward to ward, in the City. Dangs is the only district which has not been covered under compulsion. Being a scheduled area district the responsibility for administering Primary education has been directly borne by Government. Intensive schemes of Ashram schools, educational concessions and scholarships are bringing in more pupils to schools. Measures are afoot to establish a District School Board as in other districts so that benefits of compulsion may reach this backward district.

Thus, the 24 Districts of old Bombay State have achieved a high level of educational expansion simultaneously introducing compulsion from area to area, age to age, so that in these districts, the first stage of providing free and compulsory education in fulfilment of the Directive Principle of the Constitution would be achieved by the end of the Second Five-Year Plan.

One notable experiment in the field of compulsory education needs special mention. Baroda State, now a district in Bombay State, under its enlightened ruler Maharaja Sayajirao, Gaekwar of Baroda, launched schemes of effective compulsion in the State as early as in 1906. The scheme was applied to boys and girls simultaneously and the results of this pioneer and successful experiment carried over a number of years have heartened and given impetus to other States to emulate.

In the 24 Districts of Bombay State compulsion has been applied simultaneously to boys and girls though, in the earlier stages, girls were exempted from the operation of the enactment. The progress of education of girls has shown remarkable improvement and co-education at the Primary level is the accepted practice. Only in villages where numbers justify, separate Girls' schools are provided or in the alternative, girls' divisions in Boys' schools. With the State principle of treating the sexes without discrimination, the opportunities for women have greatly expanded giving a new impetus and fillip to the enrolment of girls in institutions of all types. At the Secondary level co-education is accepted as unavoidable and the number of girls entering this stage, though on the increase, does not show the same improvement as at the Primary stage. In the larger urban areas separate secondary schools for girls are full and the Universities are also showing increasing enrolment of girl students.

55·3 In Marathawada, today, Primary education is completely managed by Government. No local authorities, even municipalities, are having any share or responsibility in administering it. The Hyderabad Primary Education Act of 1952 which applied to the erstwhile Hyderabad State has not been implemented except in an experimental and half-hearted manner. In October 1953, the Act was made applicable to all villages in Community Development Blocks and 20 other contiguous villages in each district. 20 more villages were added on in 1955-56. There were no rules to support the Act and the enforcement, therefore, failed to achieve substantial results. The Act was not enforced by ages so that all children of 6 to 11 years were collected and put in the lowest class, the infant, which was, in Marathawada, the first standard of schooling.

On 31st March 1957, the position regarding compulsion in the 5 districts of Marathawada was as follows :—

	Towns.	Villages.
Aurangabad	Nil.	37
Bhir	Nil.	40
Nanded	Nil.	40
Osmanabad	2 out of 19.	33
Parbhani	Nil.	20

As there was neither a machinery nor rules to pursue the meagre experiment, the scheme languished and, for all practical purposes, is inoperative.

55·4 The 8 districts of Vidarbha, under the ex-Madhya Pradesh State, had made a beginning in compulsory education. In 1948 the District Councils were abolished and smaller units of local bodies called Janpad Sabhas, one per Tehsil, came to be established. The latest legislation, the Madhya Pradesh Primary Education Act 1956 passed on 27th October 1956, four days before the reorganisation of States, repealed a similar Act of 1920. But as no rules were framed, the Act of 1921, for all practical purposes, operates. The age of compulsion begins at plus 6 and is for 4 years, applicable only to boys. In Vidarbha there is an act for Secondary Education also the only region in the State to have one.

The present position is that out of 62 Municipal Committees and 38 Janpad Sabhas, 31 Municipal Committees have introduced compulsion for boys only and some Janpad Sabhas have made a beginning in trying out this measure in a few selected areas. Nagpur has made compulsion applicable to girls also from October 1955. Buldana is another town that has introduced compulsion within Municipal limits. The position is static and very little progress is

being either made or maintained. The districts present the following picture :—

	Towns.	Villages.
Akola ...	... 5	34
Amravati ...	... —	52
Bhandara ...	... 1	57
Buldana ...	... 4	20
Chanda ...	... 7	1
Nagpur ...	... 6	19
Wardha ...	... 3	—
Yeotmal ...	... 5	—
REGION ...	... 31	183

The figures are not encouraging and a serious and more purposeful effort alone will help this region to achieve better and wider results.

55·5 The position in Saurashtra is none better than in Vidarbha. The consolidation of the numerous native States and Jahagirs, big and small, to form the United States of Saurashtra in 1948, gave the five districts and the region an enlightened Government. On 10th July 1956 the Rajpramukh promulgated the Saurashtra Primary Education Ordinance Part I 1956, which was modelled on the Bombay Primary Education Act, 1947. Under this Act, District School Boards were established on the pattern of those in the old Bombay districts. There are no municipalities authorised to administer education even towns coming under the District School Boards. The Ordinance was repealed by the Saurashtra Primary Education Act passed on 26th September 1956, just a month before the reorganisation of States. Though there was an Act of compulsion there were no supporting rules to help introduce compulsion vigorously.

In 1956-57 one taluka in each of the districts was declared a compulsory area by the Saurashtra Government. The areas were :—

Gohilwad district ...	... Kundla
Halar district ...	... Bhanvad
Madhya Saurashtra district ...	... Gondal
Sorath district ...	... Mangrol
Zalawad district ...	... Limdi.

As there was no machinery to enforce this measure, no progress was made in these selected talukas. When Saurashtra joined Bombay State in November 1956, compulsion as known and practised in the old Bombay State was nowhere in evidence. What was attempted was expansion of Primary education which was ultimately to lead to compulsion. Inspite of this sporadic attempt, Primary education has made long strides in Saurashtra, the countryside being well provided with Primary schools. Besides, education is free throughout schooling in Government managed institutions.

55·6 Kutch was a Part 'C' State prior to its joining Bombay State as a district. No legislation, in any form, has been introduced on education. There are no local authorities in charge of Primary education and the administration of this stage of education has become the responsibility of Government. The District Local Boards on their own run a few Primary schools called Samanya Dynana Shalas. There are many un-recognised private schools scattered all over the district which do not come under the jurisdiction of Government but are contributing to the education of the far-scattered villages of the district.

55·7 From the foregoing, it will be seen that the only schemes of compulsion working effectively are in the 24 Districts of old Bombay State, the regions of "14" and "10" Districts. The only other region whose attempts at compulsion can be recognised is Vidarbha where in Nagpur and Buldana compulsion has been introduced and is showing fairly satisfactory results. The districts of the other new regions have not made even a beginning in this direction and have, therefore, a long way to go before compulsory education becomes a reality.

The State is now committed to the programme of enforcing free and compulsory education to the age-group 6-14 years by achieving the first stage of the programme by bringing into schools all children in the age range 6-11 years by the end of the Third Five-Year Plan. The 24 Districts of old Bombay State have this objective within reach even earlier than the target date. The regions of Marathawada, Vidarbha and Saurashtra-Kutch will have to speed up their expansion programmes if not to keep pace with the "24" Districts at least to reach the achievement before the target date. The problem in Saurashtra-Kutch is not so acute. With the existing schools put to greater utility and by a vigorous drive for increased enrolment the region can keep the date. Vidarbha, inspite of a favourable administrative machinery backed by comprehensive legislation, has not been able to make much headway. Given an impetus and adequate resources the region can rise up and honour the State commitment in reaching the target within the stipulated period. Education till 14 years is free in this region but girls have not yet been brought within the provisions of compulsion even in the majority of the urban areas.

Marathawada poses a problem. The present situation is dismal enough. Added to this is the paucity of schools which themselves are not put to maximum use by bringing in more children. Even expansion of education if not compulsion has not yet reached the larger habitations in the region. Greater investment in personnel and resources will have to be poured into this region to lift it from its present inadequacy to reach the common goal set for the State as a whole. The region, from the district to the village level, will have to be geared to a higher tempo to undertake and accomplish the harder tasks ahead of it.

The State policy of impartially treating each region in the context of its present existing stage of development and assessing its needs in relation to those of other regions, and, making available to it governmental resources in proportion to these needs for bringing it in line with the regions ahead of it, holds out promise of all the regions co-operatively progressing together for the achievement of the common targets set for the State as a whole. The regions now at varying stages of educational development will be helped to progress harmoniously to attain a common and integrated level of achievement in furtherance of implementing the educational ideal of free and compulsory education to all the children of the State in the age group 6-11 years by the end of the Third Five-Year Plan.

55·8 Education of the Minorities

The bilingualism of the State is nothing new in the body politic of the State. Prior to reorganisation of States, the 28 Districts of old Bombay State (vide II-19) were tri-lingual with the additional regional language Kannada. The State has had three-language dimensions so long that the present bilinguism is no problem at all either at the administrative level or at the educational level. Bombay City which has always been in the State, by its multi-lingual complexity has set an example in the solution of all linguistic problems.

The language of instruction in all schools up to and inclusive of the High school stage is the mother-tongue of the child barring a few exceptions of English medium schools. At the Primary level it is obligatory on the local authorities to provide for the education of all linguistic minorities by establishing adequate number of schools to serve the children of these communities. Bombay City, again, sets the model with Primary schools in almost all languages of the Indian Union. Dangs, which is a billingual district, is catered to by both the languages, Marathi and Gujarati, at all stages, even the only High School at Ahwa, the district headquarters, having two language sections. Baroda is, again, a bilingual district and its needs are adequately served by schools of both languages at all the three stages. Where the mother-tongue of a child is not one of the regional languages, the learning of one of the two regional languages is compulsory, even in schools with English as the medium. At all Public examinations, the children of all languages are accommodated by providing them with question papers in their own languages. Even at the scholarship examinations at the Middle school and High school entrance stages, Kannada, which is no longer a regional language, is still served for the benefit of a minority that is in the border districts of the State. The Secondary School Certificate examination lists all the Indian languages so that no child is ever debarred from an examination on the ground of language.

In Marathawada where a fairly large minority is Urdu-speaking, parallel classes are run with Marathi standards if numbers justify

such provision. In predominantly Urdu-speaking areas, separate Urdu schools are adequately provided to meet the local needs. Vidarbha has a fairly representative Hindu minority which is satisfactorily served by Hindi medium schools both in urban and rural areas where their need is expressed. The problem district in Vidarbha is Chanda. Except in the urban areas and bigger villages of this district, where Marathi is the common language, the language of the majority, in smaller villages is neither Hindi nor Marathi. The taluka presents an all-round problem. It is partly a scheduled area inhabited by aboriginals most of whom speak Telugu, the language of Andhra Pradesh, while dialects like Madia, Gondi, Halbi are also in usage. The educational needs of these latter can only be met by bringing them into Marathi schools and the former by providing Telugu schools to rehabilitate them educationally. Where the language of the people is a dialect having no script and no literature, there is really no language problem as the language most akin to the dialect becomes the language of instruction in schools.

The five districts of Saurashtra happily offer no language difficulties as Gujarati has been the language of the region inspite of its having lived a fragmented existence for long under the native rulers. Kutch, however, has a language difficulty albeit a minor one. Though the mother-tongue of the people is a dialect called Kutchi, which has neither a script nor a literature, when children join the Infant standard in schools they take a fairly long time to adjust themselves to the new spoken language, Gujarati. Gujarati, however, has always been the medium of instruction in Kutch so that the initial handicap of the first entrants to schools has always been there nor is there a better alternative to the traditional practice.

It is a happy augury for the State that its tri-linguism of Marathi, Gujarati and Kannada, has been simplified to a bilinguism of Marathi and Gujarati which poses no problems either at the administrative or educational level. The mother-tongue of the child, by all accepted standards, remains the medium of instruction in the schools and adequate provision exists for educational service to all children of the State whatever language their mother-tongue.

CHAPTER 56

EDUCATION OF THE SCHEDULED CASTES AND SCHEDULED TRIBES FOREST AREAS

CHAPTER 56

EDUCATION OF THE SCHEDULED CASTES AND SCHEDULED TRIBES

The State shall promote with special care the educational and economic interests of the weaker Scheduled Castes and the Scheduled Tribes, and sections of the people, and, in particular, of the shall protect them from social injustice and all forms of exploitation

Article 46 Directive Principles of State Policy

56·1 The Backward Classes are divided broadly into three sections :

(i) the Scheduled Castes, popularly known as Harijans and who are treated as Harijans ;

(ii) the Scheduled Tribes, who live in hills or jungles in secluded isolation and not fully assimilated in the main body of the people, and,

(iii) the erst-while ex-Criminal Tribes who mainly fall under Scheduled Tribes.

Besides, these three main groups, there are other Backward Classes, some of them nomadic and some semi-nomadic.

While the Scheduled Castes and the other Backward Classes have spread far and wide in urban and rural areas and have formed part of the general masses, the Scheduled Tribes still continue to live in settlements following their age-old ways of life untouched by the modern. Most of them live by agriculture and hunting, tending to keep themselves aloof, reluctant even to be approached. These areas are declared by the President of the Indian Union as extremely backward under the Fifth Schedule of the Constitution and it is the special responsibility of Government to initiate welfare measures to wean them from their backwardness and offer them, even by reservation, not only protection but intensified opportunities to raise themselves to the standards of the general population.

56·2 The two legislative measures that demolished the social barriers that separated them from the masses were :

The Bombay Harijan (Removal of Social Disabilities) Act 1946 and The Harijan Temple Entry Act 1947.

The first field of Backward Class Welfare was education. Through education a beginning could be made to rehabilitate them and offer them fresh avenues of livelihood on a par with others. Progressively, through concessions and other encouraging measures, they are being attracted to prosecute studies and in the process shed their exclusiveness and socialise with others on a footing of equality.

Education is free to all Backward Classes in all stages of education, from the Primary to the Collegiate and professional. At the Primary stage there is provision for the supply of free books and slates. Even free clothes are supplied to deserving ex-Criminal Tribe pupils. For higher primary standards, secondary and collegiate stages, lump sum scholarships are given for the purchase of books and stationery and to pay examination fees.

Adequate hostel facilities are also available to the Backward Class pupils in the 89 hostels run by District School Boards and 253 hostels run by voluntary agencies, which are aided by Government. Government runs two hostels for boys (one in Poona and the other in Ahmedabad), as also a girls' hostel in Poona. Besides these, a reservation of five per cent accommodation exists in hostels run by recognised private schools and colleges, the Government bearing the cost on account of deposits, room-rent and other over-heads.

At the Primary level, Ashram Schools providing free boarding, lodging and instruction, are established to train the pupils not only in the crafts like agriculture, weaving, spinning, kitchen gardening, poultry farming, but also to inculcate a new spirit of leadership, social service and even culture with a view to establishing them on an equal footing with others. Some of the Ashram Schools have Sanskar Kendras attached to them for the Vimukta Jatis. Balwadis are springing up, to introduce, at an early age, the habits of cleanliness, hygiene and civilised behaviour. There are 11 such Balwadis in the 24 districts of old Bombay State. Twelve Balwadis have been specially opened for the children of nomadic and semi-nomadic Tribes. 35 Sanskar Kendras have been established to enable the Backward Classes to adjust themselves in a free society on equal terms and to harmonise themselves in it.

Industrial centres for the training of the children of ex-Criminal Tribes are expanding giving them specialised training in useful vocations. To encourage continuance at school, prizes are awarded for passing each of the standards IV-VII and the Primary School Certificate Examination. A teacher gets a bonus of Rs. 5 for a boy and Rs. 10 for a girl who passes the Primary School Certificate Examination. To attract good teachers and to induce them to continue to serve in Scheduled areas a bad climate allowance of Rs. 3 per month is awarded to them besides a special non-pensionable pay of Rs. 5 per month.

Other schemes launched by Government with a view to encouraging education among these classes are :

(i) Special Scholarships of Rs. 3 in standards V and VI, and, Rs. 4 in standard VII to pupils of ex-Criminal Tribes.

(ii) Scholarships at the Secondary stage for each standard in rising amounts.

(iii) Tuition grants to non-Government Primary Training Colleges on account of Backward Class students.

(iv) Reservation of seats in Schools, Colleges and professional training Centres.

The declared Scheduled areas in the districts of old Bombay State fall, five in Maharashtra and five in Gujarat. They are :—

West Khandesh	...	Navapur, Akkalkuva, Akrani Mahal.
Dangs	...	Dangs.
East Khandesh	...	Parts of Chopda, Yawal and Raver.
Thana	...	Dahanu, Jawahar, Shahapur, Umbargaon, Mokhada.
Nasik	...	Kalwan, Surgana, Peint.
Baroda	...	Chota Udepur, Parts of Naswadi.
Broach	...	Nandod, Jhagadia, Dediapada, Valia, Sagbara.
Panchmahals	...	Deogad Baria, Limkheda, Santrampur and Part of Jhalod.
Sabarkantha	...	Vijaynagar, Khedbrahma, Bhiloda, Medhraj.
Surat	...	Vyara, Dharampur, Bansda, Songadh, Part of Mangrol.

Most of these regions are covered by Community Development Blocks so that intensive Welfare Schemes are being launched and pursued to raise these areas of backwardness to an all-round development.

56·3 In Marathawada the Scheduled Areas cover 74 villages of Kinwat Taluka and 64 villages of Nanded district. These border on the district of Chanda of Vidarbha, most parts of which are also Scheduled Areas.

Scholarships are awarded to Backward Class pupils in Primary and Secondary Schools. Seven hostels for Scheduled Castes, one for other Backward Classes and one for Scheduled Tribes, are run by Government which provide free boarding and lodging facilities. Seven hostels run by private agencies are supported by grant-in-aid by Government. Grant for books, tuition and examination fees, miscellaneous scholarships for technical courses are also provided by Government.

56·4 In Vidarbha a provision of 1900 Middle school and 1950 High school Scholarships have been made for the Welfare of Scheduled Castes. In all 122 Primary schools, 10 Middle schools, one High school and 10 Hostels are run for the Scheduled Tribe children.

Twelve other hostels for Backward Classes, including Scheduled Tribes, are run by the Social Welfare Department and 31 are aided by the Education Department. At Nagpur there is a hostel with an accommodation for 80 Scheduled Caste students. Various activities such as multi-purpose co-operative societies, supply of medicine, veterinary facilities are radiated from ten centres of the welfare organisation.

Chanda, which contains most of the Scheduled areas in the region, is slowly being developed under a net-work of Community Development Blocks. Aheri, one of the most densely forested areas, has been taken up as a multi-purpose project area. Melghat Taluka of Amravati is another area which is also receiving intensified development.

The concessions and scholarships for encouraging education are generally available all over this region too as in others.

56·5 Saurashtra-Kutch has no Scheduled areas declared as such. But there are large semi-nomadic and nomadic Tribes roaming across the country whose welfare is receiving considerable attention. Jamnagar and Port Victor house two Industrial Homes for training in carpentry, tailoring, dyeing, bleaching, printing and bamboo work. Scholarships and fee concessions, lump sum grants for books, examination fees, tuition fees are also provided in this region.

There are 56 Sanskar Kendras and 55 Shikshan Kendras running in Saurashtra for the benefit of Backward Classes, besides three Sanskar Grihas. 31 Chhatralayas run by voluntary agencies are aided by Government. There are five residential schools for Scheduled Tribe pupils, five cultural centres for ex-Criminal Tribes and ten for other Backward Classes.

56·6 In Kutch, Government runs three Boys' Hostels at Vallabhpur, Nalia and Mundra. Vallabhapur also houses a girls' hostel for 20 girls. Supply of free books, slates and even clothes, are made to the deserving Backward Class pupils. There are 28 Social Education Centres, 6 Recreation Centres and 3 Community Centres for Scheduled Castes.

56·7 Though wide and extensive schemes of welfare are a feature of the 24 districts of old Bombay State, the other regions have not initiated bold and positive measures to the same extent. In the old Bombay State in 1947 and 1948 a survey of seven of its districts, which contained large proportion of Scheduled Castes and Tribes, was carried out to assess the needs of these areas and to promote welfare and educational schemes for raising these areas from their static backwardness to progressive participation in the common life of the general masses so as to assimilate them in the body politic through gradual stages.

The educational and economic condition of the Backward Classes has been considerably improved and their social and cultural harmonisation with the rest, backed by forceful legislation, is showing marked signs of improvement. These intensive measures for lifting these backward classes educationally, socially and economically by the award of special concessions and privileges may have to be continued beyond the ten years guaranteed by the Constitution. The advance made in the last ten years is so significant that within a reasonable span of time the objective of the Constitution to create a classless society based on social justice and equality may be fully realised. When the assimilation and integration of the Backward Classes into the common stream of the people is achieved, the unhappy expression "backward" will then be obsolete and a homogeneous social order devoid of social and economic disabilities be established.

Forests Areas

56·8 On pages 633-634 is a statement giving the total area in square miles, forest area and percentage of forest area for each of the 43 districts of the State of Bombay. The areas specified in the statement are those under the jurisdiction and control of the Forests Department exclusive of other areas. The Revenue Department hold jurisdiction and rights over about 10 per cent of "light" forests which are potential grazing pastures. In times of scarcity these areas are let out free to villagers as grazing ground for the cattle of the village.

The percentage of forest areas to the district areas quoted in the statement are not all so densely forested as to be termed reserved forests. Where these forests are dense and stretch over hills and vales for miles, there are found secluded and hidden settlements of the Scheduled Tribes. These are generally inhabited by "Adivasis" or "Aboriginals" belonging to the primitive races of India.

With the advent of the Aryans, these aboriginals receded to hills and thick forest areas and took to a secluded way of life. With the lapse of centuries, this segregation resulted in cutting these people off from the general public and the common progressive stream of civilization. Patches of such areas, sprinkled almost all over the hilly parts and forest areas of the State, thus remained extremely backward socially, educationally and economically.

In the initial stages these aboriginals were exploited by the forest contractors and the money-lenders who first came in contact with them. This resulted in making their condition still more deplorable. Government, then, came to the rescue of these unfortunate people and declared these areas "Partially Excluded Areas". These areas were further formed as "Scheduled Areas" and the administration of these areas is made a special responsibility of the Governors who are empowered to introduce special Acts or exclude these areas

from the enforcement of any general Acts to safeguard the interests of the tribal people inhabiting them. On the other hand, special measures were instituted to absorb and assimilate these tribes into the general populace.

The thickly forested areas are coextensive with Scheduled areas. Dangs which is 99·93 per cent forested is wholly a scheduled area and is covered by a Community Development Block working for the welfare and betterment of the Adivasis of the district. The Scheduled areas of the "10" Districts in Surat, Sabarkantha, Panchmahals, Broach and Baroda districts are all forest areas where colonies of Bhils, the natives of these areas, have settled down for centuries. The Thana district Tribes are Warlis, Katkaris or Kathodis and Thakars. Most of the Tribes are called by the general generic Bhils each area having a particular sect of these. Nasik, East Khandesh and West Khandesh also contain such areas.

Chanda district in Vidarbha is 77·45 per cent covered with forests and the natives living in these forests speak a dialect of Telugu. Being a border district to Andhra Pradesh this is understandable. These tribes once had cannibalistic tendencies and even today it is not safe to venture alone into their settlements. Aheri, one of the talukas of this district, has been taken up for a multipurpose project and with intensive development of the area, these Tribes are likely to be brought out of their hide-outs and rehabilitated in the open. Melghat Taluka of Amravati contains a smaller area of a similar nature.

Marathawada and Saurashtra-Kutch are free from Scheduled Areas though Sorath in Saurashtra contains thick forests, the Gir forests, the home of the Indian lion.

Most of these forest areas covering Scheduled areas form Community Development Blocks and intensive and co-ordinated measures for the general welfare of these people are being undertaken for their betterment. The educational concessions and facilities offered to these Scheduled Tribes have been dealt with in the earlier part of this chapter.

FOREST AREAS IN BOMBAY STATE

(As supplied by Forests Department)

Serial No.	DISTRICT	Area (in square miles)	Forest Area	Percentage of forest area
1	2	3	4	5
1	G B: 1 Greater Bombay	189	....	....
2	M: 2 Ahmednagar	6602	939·39	14·23
3	M: 10 Dangs	662	661·52	99·93
4	M: 11 East Khandesh..	4535	779·61	17·19
5	M: 12 Kolaba	2715	645·81	23·79
6	M: 13 Kolhapur	3150	639·06	20·29
7	M: 16 Nasik	6035	1330·95	22·05
8	M: 17 North Satara	4034	687·10	17·03
9	M: 20 Poona	6028	607·32	10·07
10	M: 21 Ratnagiri	5021	76·23	01·52
11	M: 22 Sholapur	5682	45·18	00·79
12	M: 23 South Satara	3434	201·51	05·87
13	M: 24 Thana	3817	1520·06	39·82
14	M:26 West Khandesh	5391	1585·80	29·42
	14 Districts of Old Bombay State (Marathi) ...	**57295**	**9719·54**	**16·96**
15	G: 28 Ahmedabad	3529	4·92	00·14
16	G: 29 Amreli	1634	101·54	06·21
17	G: 30 Banaskantha	4091	524·51	12·82
18	G: 31 Baroda	2969	189·60	06·38
19	G: 32 Broach	2911	604·67	20·77
20	G: 35 Kaira	2542	46·89	01·84
21	G: 38 Mehsana	4312	6·70	00·16
22	G: 39 Panchmahals	3500	830·03	23·72
23	G: 40 Sabarkantha	2845	490·02	17·22
24	G: 42 Surat	4499	1100·32	24·46
	10 Districts of Old Bombay State (Gujarati) ...	**32832**	**3899·20**	**11·88**

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FOREST AREAS IN BOMBAY STATE—*contd.*

Serial No.	DISTRICT.	Area (in square miles).	Forest Area.	Percentage of forest area.
1	2	3	4	5
25	M : 5 Aurangabad	6318	393·13	06·22
26	M : 7 Bhir	4278	86·53	02·02
27	M : 15 Nanded	4726	812·96	17·20
28	M : 18 Osmanabad	5477	Figures not available.	
29	M : 19 Parbhani	4855	158·28	3·26
	5 Districts of Marathwada	**25654**	**1450·90**	**05·65**
30	M : 3 Akola	4093	354·43	18·66
31	M : 4 Amravati	4715	1473·77	31·26
32	M : 6 Bhandara	3580	1324·39	36·99
33	M : 8 Buldana	3760	543·98	14·47
34	M : 9 Chanda	9223	7143·30	77·45
35	M : 14 Nagpur	3842	1091·52	28·41
36	M : 25 Wardha	2429	342·93	14·12
37	M : 27 Yeotmal	5238	1510·28	28·83
	8 Districts of Vidarhba	**36880**	**13784·60**	**37·38**
38	G : 33 Gohilwad	4675	52·34	01·12
39	G : 34 Halar	3890	280·68	07·22
40	G : 36 Kutch	16724	263·34	01·57
41	G : 37 Madhya Saurashtra	4660	9·37	00·20
42	G : 41 Sorath	3801	757·52	19·93
43	G : 43 Zalawad	4425	48·46	01·09
	6 Districts of Saurashtra-Kutch	**38175**	**1411·71**	**03·70**
	43 Districts of new Bombay State ..	**190836**	**30265·95**	**15·86**

CHAPTER 57

EDUCATIONAL

Definitions

(G.C.P.) L-A No 31—41a

THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

CHAPTER 57

EDUCATIONAL

Definitions

57·1 By terms of reference, the Educational Survey of India, of which the Educational Survey of Bombay State was a part, was concerned with, firstly, assessing fully the existing provision at the Primary, Middle and High school stages of education, and, secondly of proposing new schools under the specifications laid down for the purpose so as to cover the greatest number of habitations and to serve the maximum population, especially of the rural area. Of the three stages of education, the survey concentrated mainly on the first stage. the Primary, and dealt with the other two stages, Middle and High, in a less intensive manner. Normally these three stages are associated with the following age groups :—

Primary school stage	...	...	6 to 11 years
Middle school stage	...	...	11 to 14 years
High school stage	...	...	14 to 17 years.

These age-ranges had to be taken into consideration in assessing the likely number of children in each age group so that adequate provision could be made available at each stage for children of school-going age in these groups. In chapter 8 of Part I of this Report, the population specifications for a Primary, Middle and High school have been dealt with. The minimum population specified for the school-area at each stage was dependent on and estimated at the percentage of school-going children in each of these age groups in relation to the practicability of providing a school for them. The consideration was that a population of 300 would contribute enough children in the age group 6 to 11 years for a Primary school, 1500 in the age group 11-14 years for a Middle school and 5000 in the age group 14-17 years for a High school. Chapter 9 of Part I of this report dealt with, in detail, the stages and standards in schooling current in the different regions of the State and laid down a common specification of stages and standards for the purpose of bringing in uniformity in survey recording in all the regions of the State. On the basis of this uniform pattern of stages and standards, the procedure of the survey concerned itself with providing educational facilities at all the three stages to cover the maximum area in the countryside and to prepare a blue-print for the expansion and enhancement of educational provision at all the three stages of education. The survey so far did not take into account the actual utilisation of the existing

schools in terms of the number of children on roll as on 31st March, 1957. The five chapters that follow captioned "Educational Statistics" will deal with education as on 31st March 1957, with reference to the actual number of children, boys and girls, in schools, the habitations they come from, the size of the school, the number of rooms, the number of male and female teachers and other relevant particulars. These particulars lend themselves for an assessment of the total educational situation in the rural areas if definite educational standards and norms could be applied in evaluating this data. It, therefore, becomes necessary to define the educational constants and norms which will help to assess the educational statistics as on 31st March 1957, that will be dealt with in the next five chapters.

57·2 Stages and their duration

The regions of the State present a diversity in stages, standards and duration of the stages, as detailed in chapter 9 of Part I. Even the nomenclature differed from region to region. The following is the actual position in the regions of the State :

Regions.	Primary.	Middle.	High.	
"14" Districts "10" District Vidarbha Saurashtra	I-IV 4 years.	V-VII 3 years.	VIII-XI 4 years.	11 Years.
Marathawada	Infant I-IV 5 years.	V-VII 3 years.	VIII-X 3 years.	11 years.
Kutch	Infant I-IV 5 years.	V-VII 3½years.	VIII-XI 4 years.	12 years.

From the above it will be seen that though there is identity of stages, standards and duration at the Middle school stage, there is divergence at the Primary and High school stages. For the purposes of the survey a uniform pattern of stages, standards and duration were laid down for all the regions of the State :

Primary Stage ...	I—IV	4 years
Middle stage ...	V—VII	3 years
High school stage ...	VIII—XI	4 years

Under the above, the whole duration of schooling covers 11 years subdivided into 4, 3 and 4 years corresponding to the three stages of education. These were followed uniformly in all the 43 districts of the State.

57·3 Age Groups

Normally the age groups associateh with these stages of education are :

Primary stage	... 6 to 11 years	5 years
Middle stage	... 11 to 14 years	3 years
High school stage	.. 14 to 17 years	3 years
All stages	... 6 to 17 years	11 years

Though the total duration of 11 years synchronises with the total duration of the 3 stages accepted by the survey, the sub-division of this duration, however, does not tally with each of the stages. On defining correctly the age groups at each stage, will depend the correct assessment of education on the heads of enrolment of boys and girls in the schools at each stage. The age ranges of 4 years, 3 years and 4 years corresponding to the 3 stages followed by the survey, give different age groups depending on the age of first entrance into schools. Since children in most of the regions of the State are admitted into schools at age *plus* 5, the possible age groups at each of the stages would be :—

Primary stage	...	4 years	5 to 9 years 6 to 10 years 7 to 11 years
Middle stage	...	3 years	9 to 12 years 10 to 13 years 11 to 14 years
High school stage	...	4 years	12 to 16 years 13 to 17 years 14 to 18 years
School duration	...	11 years	5 to 16 years 6 to 17 years 7 to 18 years

Fixing of the correct age ranges for each of the stages will enable correct estimation of the percentage of children of school-going age in each age range and the percentage of children actually in schools for assessing the degree of educational provision made use of.

57·4 Percentage of Children of School-going age

In chapter 8 of Part I of this report it has already been stated that in Bombay State the percentage of children of school-going age coming under specific age groups differs slightly from the percentages laid down by the Ministry of Education. In Bombay State according to the Bureau of Economics and Statistics, Government of Bombay, the percentage of children of school-going age to the total population is :—

6 to 11 years	...	...	...	13·88
11 to 14 years	...	...	...	7·05
14 to 17 years	...	...	...	6·27
6 to 17 years	...	...	...	27·20

But these age ranges do not correspond with the school stages accepted by the survey. With the duration of the stages 4 years, 3 years and 4 years the age groups would be :—

Primary stage	...	6 to 10 or 7 to 11 years
Middle stage	...	10 to 13 or 11 to 14 years
High school stage	...	13 to 17 or 14 to 18 years

As the Ministry of Education have laid down the constant percentage of 2·5 per year of school age, the percentage of children of school-going age in each group to the total population would be :—

Primary stage	...	...	4 years	10·0
Middle stage	...	...	3 years	7·5
High school stage	...	...	4 years	10·0
Total schooling	...	...	11 years	27·5

The percentage of school-going children for the whole duration of 11 years of schooling according to the Ministry of Education and the Bureau of Economics and Statistics are very nearly equal but in the break-up for each age group they differ. For the sake of uniformity and to line up with other States, the constant ratio of 2·5 per cent of the total population for each year of school-going age is being accepted in assessing the present educational situation with regard to pupils in schools on 31st March 1957. The percentage of school-going children to the total population will, therefore, be 10·0, 7·5, and 10·0 for the three stages Primary, Middle and High school respectively, half of these percentages being of boys and half of girls.

57·5 Estimated population on 31st March 1957

The children on roll forming the educational statistics are true as on 31st March, 1957. The survey depended mainly on the Census of 1951 in all its procedures and techniques as village by village population estimates were not available. But it would be a statistical fallacy to relate either the children of school-going age in any of the age groups or the percentage of children in schools to the census population of 1951. The true picture of educational utilisation as on 31st March 1957 can only be had if the educational statistics are related to the estimated population as on 31st March 1957. For this purpose the estimated population for the urban and rural areas of each of the 43 districts of the new Bombay State were obtained from the Department of Public Health, Government of Bombay. On these estimated figures for 31st March 1957 are based all the statistical computations regarding enrolment per cent at the three stages of education.

57·6 Educational Statistics

The educational statistics of children on roll, boys and girls, size of schools, number of rooms, floor-areas, teachers, male or female, are not included in the Statistical Appendix which is a companion volume

to this report. These Tables form Appendix A to this report and are appended at the end of this Part III of the report. The primary educational statistics Tables were talukawise, later consolidated into district units. The Tables in Appendix A are regional with district break-up and State with regional break-up. The Tables are :

(as on 31st March 1957)

Education in Rural Areas	...	Primary school stage From Form No. 7 called A.
Education in Rural Areas	...	Middle school stage From Form No. 7 called B.
Education in Rural Areas	...	High school stage. From Form No. 7 called C.
Secondary School Information	...	Rural. From Form No. 5.
Education in Urban Areas	...	From Form No. 6.

On the basis of the data in the above Tables the educational densities, rural, urban, and, urban and rural have been computed and presented in a series of 6 Tables contained in Appendix A.

Specimen of Form No. C/3 which was issued to each rural High school and the information from which was consolidated in Form No. 5, Specimens of Form Nos. 5, 6 and 7 A, B, C, are also presented in Appendix B. These forms were consolidated first at the taluka level and later into district units. The Tables presented in Appendix A have district units. Extracts from these showing percentages, averages and ratios are used for discussion in the following five chapters. References, however, will be made to the Tables in Appendix A during discussion

CHAPTER 58

EDUCATIONAL STATISTICS—RURAL PRIMARY SCHOOL STAGE

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF "14" DISTRICTS

PRIMARY SCHOOL STAGE (STDS. I-IV)

DISTRICT	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per School		TEACHERS		PUPIL-TEACHER RATIO
	LOCAL	NON-LOCAL							
	Boys Girls	Boys Girls	Boys Girls	Total	Number	Area (Sq. ft.)	Average per School	Men : Women	
1	2	3	4	5	6	7	8	9	10
GB: 1 GREATER BOMBAY ..			URBAN AREA						
M: 2 AHMEDNAGAR ..	62·30 36·10	01·20 00·40	06·16 03·54	09·70	01·60	332	01·70	13·00	42
M: 10 DANGS	51·60 20·70	22·60 05·10	05·54 01·93	07·47	01·10	496	01·10	07·80	36
M: 11 EAST KHANDESH ..	61·10 35·70	02.40 00.80	06·58 03·79	10·37	02·20	341	02·30	22·70	39
M: 12 KOLABA	62·50 28·80	07·00 01·70	06·76 02·96	09·72	01·40	363	01·60	06·20	38

M: 13 KOLHAPUR	69·20 29·90	00·80 00·10	06·61 02·83	09·44	02·10	313	02·20	22·30	37
M: 16 NASIK ..	62·50 33·90	02·90 00·70	05·94 03·15	09·09	01·90	352	02·00	34·50	35
M: 17 NORTH SATARA	58·70 36·50	03·90 00·90	06·59 03·92	10·51	01·90	371	02·10	14·90	39
M: 20 POONA ..	54·10 33·00	09·10 03·80	06·73 03·92	10·65	01·70	369	01·70	08·70	43
M: 21 RATNAGIRI	43·90 30·30	16·50 09·30	06·92 04·53	11·45	01·30	509	01·60	06·90	45
M: 22 SHOLAPUR	61·40 37·50	00·90 00·20	06·55 03·97	10·52	01·90	564	02·00	16·50	44
M: 23 SOUTH SATARA	65·80 33·20	00·80 00·20	07·12 03·57	10·69	02·10	333	02·20	10·50	45
M: 24 THANA	60·40 27·40	09·60 02·60	04·76 02·04	06·80	01·60	315	01·40	14·10	36
M: 26 WEST KHANDESH ..	65·40 29·80	03·80 01·00	05·93 02·65	08·58	01·70	338	01·70	15·40	37
REGION ..	59·40 32·90	05·50 02·20	06·37 03·44	09·81	01·70	378	01·80	12·40	40

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF "10" DISTRICTS

PRIMARY SCHOOL STAGE (STDS. I-IV)

DISTRICT	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per School		TEACHERS		PUPIL-TEACHER RATIO
	LOCAL	NON-LOCAL							
	Boys, Girls	Boys, Girls	Boys, Girls	Total	Number	Area (Square feet)	Average per School	Men : Women	
1	2	3	4	5	6	7	8	9	10
G : 28 AHMEDABAD	62·60 34·20	02·80 00·40	07·24 03·84	11·08	01·90	337	02·20	11·00	48
G : 29 AMRELI	57·60 41·30	00·90 00·20	05·79 04·11	09·90	02·20	340	02·20	11·80	38
G : 30 BANASKANTHA	82·24 15·98	01·77 00·01	05·05 00·96	06·01	01·04	284	01·20	28·60	35
G : 31 BARODA	55·90 33·80	07·50 02·80	06·11 03·52	09·63	02·10	736	02·40	16·80	37
G : 32 BROACH	57·50 37·20	04·30 01·00	06·11 03·78	09·89	01·70	376	02·20	07·20	35

G : 35 KAIRA	60·50 34·20	04·40 00·90	06·75 03·65	10·40	02·10	425	02·30	07·50	48
G : 38 MEHSANA	62·40 35·00	02·30 01·30	05·93 03·23	09·16	02·20	382	02·80	17·90	38
G : 39 PANCHMAHALS	65·40 21·80	10·80 02·00	05·79 01·81	07·60	01·30	312	01·40	18·10	39
G : 40 SABARKANTHA	61·80 25·20	11·70 01·30	06·50 02·35	08·85	01·30	399	01·60	24·20	42
G : 42 SURAT	56·80 37·90	03·60 01·70	06·06 03·97	10·03	01·60	329	01·80	05·60	47
REGION ..	61·20 32·50	05·10 01·20	06·16 03·13	09·29	01·60	375	01·90	10·80	41

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF MARATHWADA

PRIMARY SCHOOL STAGE (STDS. I—IV)

DISTRICT	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per School		TEACHERS		PUPIL-TEACHER RATIO.
	LOCAL	NON-LOCAL							
	Boys Girls	Boys Girls	Boys Girls	Total	Number	Area (Sq. ft.)	Average per School	Men : Women	
1	2	3	4	5	6	7	8	9	10
M: 5 AURANGABAD ..	78·10 15·60	06·00 00·30	03·45 00·65	04·10	01·62	315	01·75	12·80	30
M: 7 BHIR	77·20 17·60	04·90 00·30	02·86 00·63	03·49	01·69	354	01·70	13·50	26
M: 15 NANDED	75·20 15·50	09·00 00·30	02·99 00·56	03·55	01·76	259	01·70	27·80	27
M: 18 OSMANABAD	75·70 17·50	06·60 00·20	03·83 00·82	04·65	02·11	255	01·99	23·10	30
M: 19 PARBHANI	77·80 15·70	06·30 00·20	02·54 00·48	03·02	01·53	246	01·63	22·30	24
REGION ..	76·80 16·40	06·60 00·20	03·18 00·64	03·82	01·75	284	01·77	18·20	28

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF VIDARBHA

PRIMARY SCHOOL STAGE (STDS. I-IV)

DISTRICT	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASSROOMS Average per School		TEACHERS		PUPIL-TEACHRE TOTAL—
	LOCAL	NON-LOCAL							
	Boys Girls	Boys Girls	Boys Girls	Total	Number	Area (Sq. ft.)	Average per school	Men : Women	
1	2	3	4	5	6	7	8	9	10
M : 3 AKOLA	62·20 29·00	07·80 01·00	05·33 02·28	07·61	01·90	315	02·20	22·30	29
M : 4 AMRAVATI	59·70 33·60	05·00 01·70	05·60 03·05	08·65	02·20	268	02·60	09·10	29
M : 6 BHANDARA	59·50 18·80	20·30 01·40	04·83 01·22	06·05	02·80	282	03·20	44·70	31
M : 8 BULDANA	67·60 25·90	05·80 00·70	05·28 01·92	07·20	01·80	338	02·10	22·30	29
M : 9 CHANDA	67·70 16·10	14·90 01·30	03·76 00·79	04·55	02·50	304	02·00	29·40	31
M : 14 NAGPUR	61·00 23·60	13·70 01·70	04·29 01·45	05·74	01·90	448	02·10	12·20	31
M : 25 WARDHA	61·50 27·70	08·90 01·90	04·75 01·99	06·74	02·10	280	02·10	13·50	28
M : 27 YEOTMAL	64·30 25·10	09·20 01·40	04·27 01·55	05·82	01·40	260	02·10	26·80	27
REGION ..	62·80 25·20	10·60 01·40	04·74 01·71	06·45	02·10	309	02·30	18·20	29

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF SAURASHTRA-KUTCH

PRIMARY SCHOOL STAGE (Stds. I-IV)

DISTRICT	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per School		TEACHERS		PUPIL-TEACHER RATIO
	Local	Non-Local							
	Boys Girls	Boys Girls	Boys Girls	Total	Number	Area (Sq. ft.)	Average per school	Men : Women	
1	2	3	4	5	6	7	8	9	10
G : 33 GOHILWAD	80·15 19·10	00·72 00·03	04·55 01·08	05·63	01·24	382	01·39	07·50	32
G : 34 HALAR	75·39 23·89	00·63 00·09	05·23 01·65	06·88	01·60	428	01·56	10·60	31
G : 36 KUTCH	73·80 24·20	01·60 00·40	04·25 01·38	05·63	01·36	305	01·39	06·70	30
G : 37 MADHYA SAURASHTRA ..	73·60 26·40	....	05·24 01·88	07·12	01·50	649	01·80	07·20	28
G : 41 SORATH	77·97 21·05	00·93 00·05	04·68 01·24	05·92	01·50	424	01·53	12·60	32
G : 43 ZALAWAD	77·60 22·25	00·14 00·01	05·49 01·57	07·06	01·49	472	01·89	05·70	25
REGION ..	76·55 22·75	00·63 00·07	04·85 01·43	06·28	01·44	478	01·58	07·90	30

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

43 DISTRICTS OF NEW BOMBAY STATE

PRIMARY SCHOOL STAGE (STDS. I-IV)

REGION	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per school		TEACHERS		PUPIL-TEACHER RATIO
	LOCAL	NON-LOCAL	Boys / Girls	Total	Number	Area (Square feet)	Average per School	Men : Women	
	Boys / Girls	Boys / Girls							
1	2	3	4	5	6	7	8	9	10
OF "14" DISTRICTS	59·40 32·90	05·50 02·20	06·37 03·44	09·81	01·70	378	01·80	12·40	40
OF "10" DISTRICTS	61·20 32·50	05·10 01·20	06·16 03·13	09·29	01·60	375	01·90	10·80	41
OF MARATHAWADA	76·80 16·40	06·60 00·20	03·18 00·64	03·82	01·75	284	01·77	18·20	28
OF VIDARBHA	62·80 25·20	10·60 01·40	04·74 01·71	06·45	02·10	309	02·30	18·20	29
OF SAURASHTRA-KUCTH ..	76·55 22·75	00·63 00·07	04·85 01·43	06·28	01·44	478	01·58	07·90	30
NEW STATE OF BOMBAY ..	62·60 30·00	05·80 01·60	05·50 02·54	08·04	01·80	354	01·90	12·30	37

(G.C.P.) I-A Na 31—42a

CHAPTER 58

EDUCATIONAL STATISTICS—RURAL PRIMARY SCHOOL STAGE*

58·0 The educational statistics pertaining to the Primary school stage are condensed in abstract Tables under :

Pupils	...	Percentage of local and non-local boys and girls
Enrolment	...	Percentage to estimated population, boys, girls and total
Class-rooms	...	Averages, number and area per school
Teachers	...	Average per school, ratio of men to women
Pupil-Teacher	...	Ratio.

Though these form the five main heads of data, the consolidated Tables in Appendix A of which these are abstracts, present additional information regarding schools, boys' and girls'; total number of pupils on roll, local and non-local, boys and girls; actual number of rooms and floor area; number of male and female teachers.

The only items left out of these consolidated Tables are :

Number of habitations with schools

Total number of habitations served

Population of habitations with schools

Population of school-areas, i.e., population served.

In this and the following chapters which deal with educational statistics the following will be the items under which the analysis of the data will be presented :

1. HABITATIONS	...	With schools and total habitations served,
2. POPULATION	...	Of habitations with schools and of school-areas,
3. SCHOOLS	...	For boys and girls.
4. PUPILS	..	Percentage of local and non-local, boys and girls.
5. ENROLMENT	...	Percentage to estimated population, boys and girls.
6. CLASS-ROOMS	...	Average number and area.
7. TEACHERS	...	Average per school and ratio of men to women.
8. PUPIL-TEACHER	...	Ratio.

Vide Appropriate Table on pages 644-651.

Under items 1 and 2 the data from the original district consolidations will be quoted for the region and for the districts in the region; under item 3 consolidations in Appendix A will be referred to and for other items (4 to 8) the abstract Tables included in these chapters used. As the data under items 1 and 2 above will be concretely amplified under item 4 with reference to pupils than habitations or population only, the regional data will usually receive mention under items 1 and 2.

The educational statistics presented in these chapters are not as per survey documents or Tables discussed in the earlier chapters. These statistics refer to the actual existing situation in the districts and the regions and were collected by the survey as part of its procedure to assess correctly and fully the existing position and utilisation of educational facilities. The data was collected from each Primary school in the State and consolidated into the Tables discussed in these chapters.

To keep within bounds the analysis will attempt only to highlight the most striking characteristics without a detailed district to district screening of the data. A scrutiny of the data in the Tables, however, will reveal finer shades of variations and peculiarities of each of the districts.

58·1 Region of "14" Districts

Cut of 14 Districts coming under this region, Greater Bombay for the purposes of educational statistics is being treated as wholly urban though during the survey the few rural areas in the district received treatment as rural. The district of Dangs is wholly rural and as such will be the only district whose educational statistics will be completely represented under rural. The other 12 districts have distinct urban and rural areas, the rural educational statistics being presented in the Table on pages 644-645.

58·1·1 Habitations

The data in this Table is tabulated according to the Departmental location of schools. For example, branch schools are not treated as separate units as separate records on account of these are not available. Out of 31,870 habitations in the region 17,330 have schools in them and serve a total ot 27,958 habitations of the region. This is a fairly high degree of utilisation of existing facilities of the schools as they stand on 31st March 1957. In most of the districts of the region the same relation holds good except in Ratnagiri where though the habitations in the district are 5,041 the total habitations served by schools comes to 6,170. This apparent inconsistency that the number of habitations served is more than the total number of habitations in the district is explained by the fact that, in many cases, children from habitations without a school go to more than one school in the vicinity. As such many habitations come within the school-area of not one school but two or more. This is mainly due to the fact that the district is so clustered with hamlets that the children have the option of going to more than one school each within an easy walking-distance.

58·1·2 Population (in 1000s)

With regard to population served by schools this region presents evidence of intensive use of existing schools. The rural population of the region is 12,813 as against the total population served, 13,016. As in the matter of habitations, the population of many habitations goes under the school-area of more than one school so that the sum total of the school-areas of all schools adds up to a population greater than that of the district. In the districts this anamoly is reflected in Ahmednagar, Kolhapur, North Satara where the total population served is greater than the population of the district. In most of the other districts the population served if not greater than the district rural population is very near to it. As explained above even in these cases it should not be read to mean that a high percentage of the district population is served by existing schools. The population figures do not correctly indicate the extent to which schools are actually being utilised but give only a general idea of their usefulness. A truer indication is given by pupils actually in schools.

58·1·3 Schools

In the region out of 17,648 schools, 182 are separate Girls' schools while the others, though called boys', are co-educational. Girls' schools are opened only in habitations where the numbers justify so as to encourage more enrolment of girls though girls are admitted in boys' schools. The largest number of Girls' schools are found in South Satara (50 out of 821), Ahmednagar (23 out of 1,780), East Khandesh (17), North Satara (16), Kolhapur (12), Nasik (10) and others less than 10. Dangs has no separate Girls' schools as education has not still permeated into the traditions of this scheduled area district.

58·1·4 Pupils

Though by habitations and population the utilisation of the existing schools in this region appeared intense, the correct criterion in this regard would be the percentage of non-local pupils attending schools. For, while local pupils will naturally attend the home school the usefulness of the school can only be gauged by the service it affords to the neighbouring habitations. In the region as a whole 7·7 per cent of the pupils on roll are non-local as against 92·3 local. The proportion in the districts shows a very great variance, Dangs with 27·7 and Ratnagiri 25·8 per cent non-local, while in the other districts the percentage of non-local pupils is considerably less. In Thana it is 12·2, in Poona 12·9, in Kolaba 8·7, in Sholapur 1·1 and in Kolhapur 0·9. The girls, on the whole, local or non-local, are, for the region, a little more than half the number of boys. This is also reflected in all the districts of the region the highest percentage of local girls being in Sholapur (37·5.), North Satara (36·5), Ahmednagar (36·1), East Khandesh (35·7) as against the non-local 0·2, 0·9, 0·4 and 0·8 respectively. The highest percentage of non-local girls is in Ratnagiri (9·3), Poona (3·8), Thana (2·6), West Khandesh (1·0)

with Kolhapur as low as 0·1. The number of girls in schools in the districts of this region is still not on par with that of boys.

58·1·5 Enrolment

A more correct index of diffusion of Primary education and utilisation of existing school facilities is afforded by the percentage of children, boys and girls, in schools calculated on the basis of estimated population for the region or the district. In the region as a whole the percentage of boys to the rural estimated population comes to 6·37, a very high percentage considering that only 5 per cent of the population are boys in the age group 7 to 11 years, i.e. an age range of 4 years. This high percentage of boys can only be explained by the fact that though compulsion in these districts is applied from age 7 years, children below 7 are also admitted into schools so that the 6·37 per cent of the boys cover not only boys of 7 to 11 years, but some of even a year or two less. The regional percentage for girls is 3·44 which is below 5 per cent that should be in schools. The percentage for all children in schools at the Primary stage works out to 9·81, a fair percentage in comparison with 10 per cent the percentage norm, though it is the number of boys that raises it to this level. In the districts, there is a fairly wide variation in the percentage of total enrolment, with Ratnagiri the highest 11·45 and Thana the least 6·80. The districts having more than 10 per cent are East Khandesh (10·37), North Satara (10·51), Poona (10·65), Sholapur (10·52), South Satara (10·69), the other districts having a percentage less than 10. Regarding enrolment of girls the percentages vary from 4·53 in Ratnagiri to 1·93 in Dangs. These figures indicate that the enrolment of girls has not yet reached the level with boys.

58·1·6 Class-Rooms

The number of class-rooms for the region averages 1·7, the districts of South Satara, Kolhapur and East Khandesh having an average more than 2. Many of the schools in the rural areas are of the single-teacher type and when multi-teacher, under the shift system, a greater use is made of the available rooms for more intense facilities.

The average square feet per room is 378 for the region giving about 9 square feet floor space per child. Some of the districts show a very high average of floor space per room, 564 in Sholapur, 509 in Ratnagiri, 496 in Dangs, mainly due to mixing up of floor areas of Primary and Middle stages by some schools with standards I to VII. The regional average, however, can be taken to be representative of the districts.

58·1·7 Teachers

The teachers average 1·8 per school in the region, the districts of East Khandesh (2·3), Kolhapur (2·2), Nasik (2), North Satara (2·1), Sholapur (2) and South Satara (2·2) giving an average higher than

the regional. In second grade schools or schools having only standards I to IV in larger habitations, there are two or three teachers depending on the number of children on roll.

Though it is accepted that women teachers should normally form the majority in Primary schools, the difficulty of securing women teachers to settle down in rural areas brings the ratio of men to women teachers rather high. For the region as a whole there are 12·4 men to a woman teacher. The ratio is highest in Nasik (34·5) and greater than 10 in all the districts except Dangs (7·8), Kolaba (6·2), Poona (8·7) and Ratnagiri (6·9).

58·1·8 Pupil-Teacher Ratio

The region has an average of 40 pupils to a teacher at the Primary school stage. This ratio is exceeded in Ahmednagar (42), Poona (43), Ratnagiri (45), Sholapur (44) and South Satara (45) all the other districts having less than 40 with a minimum of 35 in Nasik. The accepted ratio in the 24 districts of old Bombay State is 40 pupils to a teacher and the pupil-teacher ratio in the districts as well as in the region indicates a fairly high enrolment in relation to the teachers in the schools.

The above discussion points out to a satisfactory situation in the "14" Districts in the matter of education at the Primary school stage. These "14" Districts (except Dangs) are under compulsion and the fairly high figures of enrolment and pupil-teacher ratios indicate a successful implementation of enforcement of compulsion.

58·2 The Region of "10" Districts

Administratively the region of "10" Districts has much in common with the "14" Districts as both of them together form the districts of old Bombay State prior to reorganisation. Measures of compulsion have also been applied in these 10 Districts so that educationally there is not only an integration but a uniformity in all the "24" Districts.

58·2·1 Habitations

This region too indicates a fairly intensive utilisation of existing school facilities as indicated by the habitations served by schools in the districts. In Kaira 1913 habitations are served at the Primary stage when the total number of habitations in the district are only 1721 indicating that many habitations go to more than one school in the neighbouring habitations. The same is the case with Surat 2636 habitations being served against a total number of 2614 in the district. Regionally of the 16350 habitations 10059 have schools in them and serve in all 15062 habitations.

58·2·2 Population (in 1000s)

The population figures show remarkable characterestics both at the regional level and in some of the districts of the region. As the population of some habitations repeat in the school-areas of more

than one school, in the region a population of 8979 is shown as served as against the regional rural population of 8473. This is also reflected in Baroda (918 and 900), Mehsana (1162 and 1151), Sabarkantha (878 and 637) and Surat (1797 and 1447). In other districts though the population served does not sum up to a figure greater than the district population, the two figures are very nearly equal which speaks of the full advantage taken by the districts of existing facilities at the Primary school stage.

58·2·3 Schools

Out of 10489 schools 270 are Girls'. The least number of Girls' schools for any district, 5, is in Banaskantha, while, the highest, 56, is in Broach. Most of the other districts have more than 10 Girls' schools. In this region too education at the Primary level is mixed and Girls' Schools are opened by popular demand when the number of girls attending justify such a measure.

58·2·4 Pupils

A more correct index of utilisation of existing schools is furnished by the percentage of children attending from habitations outside the school habitation. In the region 93·7 per cent of the pupils are local and 6·3 non-local. Of the non-local 5·1 are boys and 1·2 girls, whereas the girls form more than half the boys amongst the local pupils. Panchmahals and Sabarkantha have a high percentage of non-local pupils 12·8 and 13·0 per cent respectively. The lowest is in Amreli 1·1. In most of the districts the percentage of local girls is more than half that of boys, with slight variations in the districts. The highest number of non-local girls is in Baroda 2·8 and the least in Banaskantha 0·01.

58·2·5 Enrolment

The percentage of children of school-going age of the estimated population works out at 6·16 for boys, 3·13 for girls and 9·29 for all children in the region. As in the case of "14" Districts the excess of the percentage over 5 per cent for boys is due to the fact that whereas compulsion is applied at 7 years, children from plus 5 are admitted into schools so that part of this percentage of 6·16 is of the lower ages. In the districts the highest percentage of enrolment for boys is in Ahmedabad (7·24) and for girls in Amreli (4·11) while the lowest figures are in Banaskantha, for boys 5·05 and for girls 0·96. Taking the enrolment percentage for all pupils the regional average 9·29 is exceeded by Ahmedabad (11·08), Amreli (9·90), Baroda (9·63), Broach (9·89), Kaira (10·40) and Surat (10·03). The lowest percentage is in Banaskantha (6·01) for all children.

58·2·6 Class-Rooms

The average number of class-rooms per school is 1·6 for the region many of the districts giving averages more than 2. The lowest average 1·04 is in Banaskantha and the highest 2·2 in Amreli and Mehsana.

The average floor area per room is 375 for the region and 5 of the districts exceed this limit, Baroda with an average as high as 736. According to the regional average there is a floor accommodation of 9 square feet per child against 8 square feet specified according to the rules.

58·2·7 Teachers

The average number of teachers per school in the districts range from 2·8 in Mehsana to 1·2 in Banaskantha, against the regional average of 1·9.

As compared to the "14" Districts, there are slightly greater number of women teachers, 10·8 men to a woman teacher. Banaskantha has the fewest women teachers 28·6 men to a woman and Sabarkantha 24·2. Broach shows a comparatively larger number of women teachers the ratio being 7·2 and Surat the least ratio 5·6.

58·2·8 Pupil-Teacher Ratio

The number of pupils per teacher in the region yields an average of 41 which is exceeded in many of the districts, Ahmedabad and Kaira with 48, Sabarkantha with 42, and Surat with 47. The least ratio is in Banaskantha and Broach (35) with others in the neighbourhood of 40.

From the above it appears that of all the districts Banaskantha has much leeway to make with poor figures in enrolment (6·01), in class rooms (1·04), in floor area (284), in women teachers (28·6) and even in pupil-teacher ratio (35). The other districts which have to make up are Sabarkantha and to some extent Panchmahals. These 3 districts are rather physically handicapped by stretches of forests and hills on one hand and semi-deserts lacking in water resources on the other.

58·3 The Region of Marathawada

The region of Marathawada, as the following will show, is served unsatisfactorily at the Primary school stage. Almost all the districts of the region show inadequacy of existing provision and a low utilisation of even the existing facilities. The educational statistics of the region compared to those of other regions of the State reveal deficiencies in all aspects of Primary education.

58·3·1 Habitations

Out of 9165 habitations in the region 3473 contain Primary schools and serve in all 5666 habitations in the region. In the districts of the region, the habitations served at the Primary stage are, in many cases, just a little more than half the number of habitations in the districts. The apparent anamoly noticed in the regions of "14" and "10" Districts wherein more habitations appeared to be served than the number in the district is not evidenced in Marathawada. The utilisation of existing schools does not appear to be intense.

58·3·2 Population (in 1000s)

The population served by Primary schools is 3836 out of 4484 in the region, a population of 3192 being served at home. In the districts almost a similar relation holds good. In Aurangabad out of a rural population of 1013, 796 is served by Primary schools. In other districts the population served is nearly 80 per cent. of the district rural population which may appear to be a satisfactory position. The population served, on the basis of school-areas, is not the correct criterion for assessing the utility of existing schools as even when a single child from a habitation walks to a near-by school, the population of that habitation forms part of the school-area of the school. This cannot, however, be considered enough ground for treating that habitation as served unless it falls within a mile's walking distance from the school. The correct criterion of educational service offered by the existing schools would be the actual number of pupils walking to school from near-by habitations.

58·3·3 Schools

Out of 3640 schools in the region, 139 are Girls' schools, each of the districts having a fairly large number of these. There are 37 in Osmanabad, 31 in Aurangabad, 29 in Bhir, 26 in Parbhani and 16 in Nanded. Education at the Primary level in this region is also co-educational and these schools are opened mainly due to local pressure when the number of girls is large enough to deserve a separate school.

58·3·4 Pupils

A scrutiny of pupils in schools shows that 93·2 are local and 6·8 come from neighbouring habitations. Of the 6·8 non-local pupils, 6·6 are boys and 0·2 girls and of the local pupils 76·8 are boys and 16·4 girls, even the local girls being less than one-fourth of the local boys. In the districts, Nanded shows 9 per cent of the total pupils as non-local boys, the highest percentage for any district and Aurangabad 0·3 girls, the highest. Even in the districts the local girls in schools are invariably less than one fourth to one-fifth of the local boys.

58·3·5 Enrolment

In Marathawada, as a whole, the enrolment percent of the children to the estimated population is 3·82 of which 3·18 are boys and 0·64 girls. This low percentage is reflected in all the districts, the highest percentage being 4·65 for all pupils in Osmanabad, and, 3·02, the lowest, in Parbhani. The highest percentage for boys in the districts is 3·83 in Osmanabad and 2·54, the least, in Parbhani. Even the enrolment of boys is not anywhere near 5 per cent, the percentage of school-going boys in the age group 6 to 10 or 7 to 11 years. It should also be remembered that the percentages quoted include pupils in infant class so that the percentages actually refer to 5 standards of the age range of 5 years for which the percentage

of school-going children is 12·5 and not 10. Even on the basis of 10 per cent for four school years Marathawada presents a very low percentage of enrolment.

58·3·6 Class-Rooms

The provision of class-rooms appears to be satisfactory in Marathawada the regional average being 1·75 per school. Osmanabad has an average of 2·11 rooms per school and Parbhani 1·53.

The average floor-area for the region is 284 and is about 10 square feet per child. In the districts, Bhir has an average floor area of 354 square feet per room, the hghest for any district of the region.

58·3·7 Teachers

The regional average for teachers per school is 1·77 with Osmanabad having the highest average of 1·99. As is to be expected most of the schools in the rural area are of the single-teacher type and only big habitations have multi-teacher schools.

The number of women teachers is extremely low, the regional ratio being 18·2 men to one woman teacher. The ratio is 27·8 for Nanded, the highest, and 12·8 for Aurangabad, the lowest.

58·3·8 Pupil-Teacher Ratio

Consistent with other average figures this region gives an extremely low pupil-teacher ratio of 28. In the districts, Osmanabad and Aurangabad have 30, Nanded 27, Bhir 26, and Parbhani 24. The short-fall of pupils in schools can easily be stepped up without any enhancement of teachers to bring the pupil-teacher ratio nearer to 40, the normal ratio.

The statistical figures under the different items quoted above add up to show the inadequacy not only of the existing provision of schools but even their low utilisation. The existing schools can take more pupils than are on the rolls. It should also be noted that no compulsion has been applied either to boys or to girls in any of the rural areas effectively except in about 20 to 30 villages in each district in the Community Development Blocks where compulsion is supposed to have been applied. Marathawada will have to make an effort to fill its existing schools with more children by a drive for greater enrolment with a view to using the existing schools to greater advantage and more intensity.

58·4 Region of Vidarbha

Vidarbha presents an uneveness in educational provision in its districts. While Amravati and Buldana have made very good progress, Chanda, because of its handicaps, does not present a satisfactory picture. Even Nagpur and Yeotmal are not on par with Amravati or Buldana in the matter of Primary educational facilities.

58·4·1 Habitations

Out of 13180 habitations in Vidarbha 10621 are served with Primary educational facilities by existing schools. In the districts, Buldana and Akola, on the basis of habitations, show an extremely favourable situation. In Buldana 1428 habitations appear to be served out of the district total of 1223 habitations. In Akola too 1655 habitations seem to be served out of 1486. The reasons for this is the inclusion of some habitations in the school-areas of more than one school, as children from one habitation are found to go to two or three schools in the neighbourhood. The other districts do not present a similar relation, the habitations served being less than the total number in the district.

58·4·2 Population (in 1000s)

According to the existing situation out of a population of 5972 of the region 5590 appears to be served at the Primary stage. The population figures in some of the districts indicate a higher population served than the population of the district, in Buldana 828 against 727, in Wardha 447 against 413 and even in Bhandara 1061 against 980. Though the population figures appear to indicate an extremely satisfactory situation the actual pupils in schools, local and non-local, will belie the evidence of population figures. The reasons for this apparent anamoly have already been specified when dealing with the regions of "14" and "10" Districts.

58·4·3 Schools

Vidarbha has 111 Girls' schools as against 5726 Boys' schools, Education at the Primary level, as in other regions, is co-educational and Girls' schools are opened by Government to encourage girls' education, as otherwise the attendance of girls in boys' schools shows a poor percentage. Nagpur has 26 Girls' schools, Amravati 25, Buldana 18, Akola 15 and others less than 10 each.

58·4·4 Pupils

In Vidarbha as a whole the percentage of the total pupils in Primary schools breakup into 88·0 local of which 62·8 are boys and 25·2 are girls, and, 12·0 non-local of which 10·6 are non-local boys and 1·4 are non-local girls. The highest percentage of non-local boys are 20·3 in Bhandara, 14·9 in Chanda and 13·7 in Nagpur while in other districts it is less than 10. The non-local girls are, in no district, near 2 per cent, the lowest being 0·7 in Buldana and the highest 1·9 in Wardha. Even among the local pupils, the girls are one-half to one-fourth of the local boys.

58·4·5 Enrolment

The total enrolment of pupils to estimated population is 6·45 of which 4·74 are boys and 1·71 are girls. The percentage of boys approximates to 5 per cent, the normal percentage of children of school-going age in 4 years of Primary schooling. The girls with

a percentage of 1·71 indicate that enrolment of girls is much less than half that of the boys. The advanced districts are Amravati (8·65), Akola (7·61) and Buldana (7·20) while the lowest is in Chanda (4·55). The percentage of boys and girls is the highest in Amravati 5·60 and 3·05 respectively, and the lowest in Chanda, 3·76 for boys and 0·79 for girls. It should be noted that compulsion has not been enforced in the rural areas of Vidarbha but education is encouraged as it is free up to the age of 14. The percentage of boys in almost all the districts shows a very favourable figure while that for girls falls very short.

58·4·6 Class-Rooms

Vidarbha has an average of 2·1 class-rooms per Primary school, Bhandara 2·8, Chanda 2·5, Wardha 2·1, Amravati 2·2 and others less than 2.

The average floor-area for the region is 309 which gives each child an average of 10 square feet, Nagpur giving the highest average of 448 and Yeotmal 260, the least.

58·4·7 Teachers

The average number of teachers is 2·3 per Primary school, an extremely favourable average. Bhandara has the highest average of 3·2, Amravati 2·6 and all others range between 2·0 and 2·2.

The position regarding women teachers is unsatisfactory as in Marathawada there being one woman-teacher to 18·2 men teachers. Chanda has a ratio of 29·4 and Bhandara 44·7. The most favourably placed district is Amravati with 9·1 men teachers to one woman teacher.

58·4·8 Pupil-Teacher Ratio

The pupil-teacher ratio at the Primary stage for Vidarbha as a whole is a low figure of 29. Even in the districts the highest is 31 in Bhandara, Chanda and Nagpur, the lowest being 27 in Yeotmal. This clearly indicates a short-fall in pupils attending Primary schools. The present enrolment could easily be stepped-up without any increase in the teachers. The existing schools and teachers could be more intensively taken advantage of by bringing larger number of pupils into schools.

58·5 Region of Saurashtra-Kutch

Saurashtra-Kutch presents adequate Primary educational facilities in the rural areas. In none of the districts has compulsion been introduced though there have been attempts at expansion of Primary educational facilities in the rural areas of the region.

58·5·1 Habitations

Out of 5586 habitations in the region, 4659 are served by Primary schools. In the districts of the region on the basis of school-areas,

indicated in the educational statistics, a fairly large number of habitations appear to be served. In Gohilwad, for example, out of 1085 habitations 1010 are served. These school-areas are formed on the basis of the advantage taken of schools in the neighbourhood irrespective of their distances from the habitations.

58·5·2 Population (in 1000s)

Out of the regional population of 3208 the population served is 3093. As in the matter of habitations the population supposed to be served does not give a real and correct picture of the coverage by the schools. Only the district of Gohilwad exhibits the anamolous situation that 716 of the population is served out of a total population of 702 in the rural areas. This is because the population of some habitations is included in the school-area of more than one school. In the other districts the population served is 80 to 90 per cent. of the district population which, numbers, appears favourable.

58·5·3 Schools

The region has 4464 schools of which 128 are exclusively for girls. In the districts, Kutch has a maximum of 40 Girls' schools, Gohilwad 27, Madhya Saurashtra 18, Sorath 20, Halar 14 and Zalawad 9. Education at the Primary level in this region is co-educational.

58·5·4 Pupils

The percentage break-up of the pupils in schools gives 99·30 local pupils of whom 76·55 are boys and 22·75 are girls; 0·70 non-local of whom 0·63 are boys and 0·07 are girls. The districts show a very poor percentage of non-local pupils. Kutch has the highest percentage of 1·6 for non-local boys, no other district having even one per cent, and, in no district is the percentage of non-local girls more than 0·4. The highest percentage of local girls is 26·4 in Madhya Saurashtra and the lowest 19·10 in Gohilwad. The local girls are less than one-third the local boys in almost all the districts of the region.

58·5·5 Enrolment

The percentage of pupils in Primary schools to the estimated population is 6·28, of which 4·85 is of boys and 1·43 is of girls. The percentage for boys is very nearly 5, the percentage of school-going children in an age-range of 4 years, the Primary course. The districts show fairly high percentage for boys, Zalawad 5·49, Madhya Saurashtra 5·24, Halar 5·23, the least being 4·25 for Kutch. The percentage for girls is nowhere above 1·88, the highest in Madhya Saurashtra, and, the lowest 1·08 in Gohilwad. The highest percentage for all pupils is 7·12 in Madhya Saurashtra and the lowest 5·63 in Gohilwad. For a region which has not introduced compulsion, these figures are very satisfactory, indicating Primary educational expansion by diffussion of schools in rural areas.

58·5·6 Class-Rooms

The average number of class-rooms per school works out at 1·44 for the region, none of the districts having an average of 2. The lowest average is 1·24 in Gohilwad and the highest 1·6 in Halar.

The average floor-area per room shows wide divergences in the districts, 649 in Madhya Saurashtra and 305 in Kutch. The floor-area is roughly about 10 square feet per child against the standard 8 square feet according to educational rules. On the whole the class rooms in this region at the Primary level are not over-crowded.

58·5·7 Teachers

The average number of teachers per school is 1·58 none of the districts having an average of even 2. The average ranges between 1·89 in Zalawad and 1·39 in Gohilwad and Kutch.

The position regarding women-teachers appears fairly satisfactory in this region compared to the others, the regional ratio being one woman teacher to 7·9 men-teachers. In Sorath the ratio is 12·6, in Halar 10·6, Zalawad having the most favourable ratio of 5·7 in the region.

58·5·8 Pupil-Teacher Ratio

The regional ratio is 30 pupils to a teacher, the districts having a narrow range between 25 in Zalawad and 32 in Gohilwad and Sorath. This is indicative of inadequate enrolment in schools as the schools can take more pupils under existing teachers to raise the ratio at least to 40.

58·6 The State

The five regions of the State exhibit wide variations in the educational statistics as on 31st March 1957. Of the regions, the "14" and "10" Districts which formed the old Bombay State show great similarity while Marathawada, Vidarbha and Saurashtra-Kutch each exhibit individual characteristics. Compulsion at the Primary stage has been effectively introduced only in the 24 districts of the Old Bombay State while the other regions are handicapped by lack of similar enforcement in the rural areas of the districts.

58·6·1 Habitations

Of the 5 regions of the State the regions of "14" and "10" Districts appear to cover most of the habitations in the regions on the basis of the school-area indications in the educational statistics. Almost a similar but a lesser degree of provision appears to be available to rural habitations in other regions also. It has to be explained that this is so, as, when even a single child from a habitation attends a neighbouring school that habitation gets included in the school-area of the school which is not fully justifiable. As such the existing provision available to the habitations as revealed by the educational statistics cannot be taken as a true and correct picture of facilities available to rural areas.

58·6·2 Population (in 1000s)

In the State as a whole the population figures indicate that out of a rural population of 34951, a population of 34514 is served by Primary educational facilities. This high population figure, as in the case of habitations, does not give a true assessment of Primary educational facilities available in the rural areas. In the region of "14" Districts the anamalous relation that a population of 13016 out of 12813 is served and in the region of "10" Districts 8979 is served out of 8473 arise from reasons already stated elsewhere that like habitations population figures also repeat in different school-areas. The population figures are, therefore, not really indicative of the correct position which can only be assessed from the percentage of non-local pupils attending schools.

58·6·3 Schools

In all the regions of the State at the Primary level the pattern is co-educational. Schools though termed "Boys" are open to girls and only on justification of numbers separate Girls' schools are opened. In the State as a whole there are 830 Girls' schools as against 41248 boys' schools. In Marathawada there are 139 schools which are, for the region, a fairly high number, as the average number per district works out at 28. The other regions give much lower averages per district, 27 in "10" Districts, 21 in Saurashtra-Kutch, 14 in Vidarbha and 13 in "14" Districts. The reasons and the factors that lead to opening of separate Girls' schools in Marathawada are based on social and cultural needs of the rural areas than on the progress of girls' education. In Marathawada the extremely poor number of girls in boys' schools is one of the reasons for establishing separate Girls' schools as an encouragement for girls to join school in greater numbers. In other regions of the State these factors are not as dominant at the Primary level as girls are freely sent to co-educational schools at this level.

58·6·4 Pupils

In the State as a whole the percentage of local and non-local pupils to total pupils is 92·6 and 7·4 respectively, of these 30 per cent and 1·6 per cent are girls. 7·4 per cent of pupils is an inadequate percentage of pupils having neighbourhood facilities.

The regions of the State show great variation in the non-local pupils. Vidarbha has the highest percentage 12·0 and Saurashtra-Kutch the lowest 0·7 for non-local pupils. The percentage of non-local girls is very low, the highest being 2·2 in "14" Districts and the lowest 0·07 in Saurashtra-Kutch. Amongst the local pupils in "14" and "10" Districts, the girls are just a little more than half the boys, in Marathawada less than one-fourth, in Vidarbha much less than half and in Saurashtra-Kutch less than one-third against the possible relation one. In no region is education of girls on par with that of boys.

58·6·5 Enrolment

The percentage of enrolment calculated on estimated rural population of the State is 8·04 of which 5·50 is for boys and 2·54 for girls. The percentage of enrolment of boys appears quite satisfactory against 5 per cent on the basis of 2·5 per cent for all children for each year of schooling. The percentage 2·54 for girls is nearly one-half that of boys and indicates unsatisfactory enrolment of girls at the Primary stage.

On the basis of total enrolment percentages calculated on estimated population, the regions arrange themselves in the following sequence :

"14" Districts	...	9·81
"10" Districts	...	9·29
Vidarbha	...	6·45
Saurashtra-Kutch	...	6·28
Marathawada	...	3·82

While in the regions of "14" and "10" Districts the overall percentages of enrolment approximate to 10, the percentage of school-going children in a 4 year range, the other three regions fall much below the State average and also of 10 per cent.

The order of the regions in percentages of enrolment of boys is :

"14" Districts	...	6·37
"10" Districts	...	6·16
Saurashtra-Kutch	...	4·85
Vidarbha	..	4·74
Marathawada	...	3·18

The above percentage figures for boys determine the total enrolment percentages and the order of the regions in this regard.

The percentage figures for enrolment of girls follow the same order as in total enrolment the percentages being 3·44, 3·13, 1·71, 1·43 and 0·64, respectively.

In general, in all the regions of the State, the enrolment of girls compared to that of boys shows unsatisfactory percentages needing stepping up, while in the regions of Vidarbha, Saurashtra-Kutch and Marathawada the urgency is still greater. The main reasons for the above variations in the regions both on account of boys and girls is the enforcement of compulsion which has been introduced in the rural areas of 24 Districts reaching habitations of population up to 200 while similar schemes have not been implemented in the other

regions. Even in the 24 districts while it can be said that compulsion of boys show commendable results, the same is not true about girls.

58·6·6 Class-Rooms

The average number of class rooms per school is 1·8 for the State, the average varying between 2·10 in Vidarbha to 1·44 in Saurashtra-Kutch. Except in the larger rural habitations Primary schools tend to be of the single-teacher type so that in all regions the average is not much above 2 rooms per school.

The average floor-area per child according to regulations is 8 square feet. On this basis all the regions of the State meet this specification, some of the regions giving an average of about 10 square feet per child. In Saurashtra-Kutch, Vidarbha and Marathawada, where the averages are 10 square feet per child, more children could be accommodated in the existing schools for greater utilisation.

58·6·7 Teachers

The State average is 1·9 teachers per Primary school. This average is exceeded only by Vidarbha with an average of 2·3, while all the other approximate to the State average. This is indicative of the large number of one-teacher schools in all the regions. Multi-teacher schools are only found in larger habitations mostly in population slabs above 1,000 so that the average teachers per school will normally be above one and below two in rural areas.

The number of women teachers in Primary schools is generally not satisfactory in all the regions of the State with minor variations. The State ratio of a woman teacher to 12·3 men teachers is bettered in Saurashtra-Kutch with 7·9 and in "10" Districts with 10·8. Vidarbha and Marathawada yield ratios of 18·2 each and the "14" Districts a ratio of 12·4. The reasons for the inadequacy of women teachers in rural areas in all the regions of the State are too obvious to need elaboration.

58·6·8 Pupil-Teacher Ratio

The pupil-teacher ratio depends on intense utilisation of Primary education facilities, higher the ratio greater the coverage or usefulness of Primary schools. The state average ratio is 37 and the regions show the following :—

"10" Districts	... 41
"14" Districts	... 40
Saurashtra-Kutch	... 30
Vidarbha	... 29
Marathawada	.. 28

The "24" Districts of old Bombay State give the normal ratio of 40 indicating full utilisation of teachers in Primary schools. The other three regions have short falls of 10 to 12 pupils per teacher indicating measures that could be taken to raise the ratio to 40 by bringing in more children to school in each of these regions without increasing the number of teachers.

The above analysis of educational statistics as on 31st March 1957 at the Primary school stage highlights the lead of the "14" and "10" Districts over the others in the matter of progress at the Primary education level. This is mainly due to the enforcement of compulsion in these regions to the age group 7 to 11 covering the 4 years' duration of the Primary course. The other three regions do not present as good a picture mainly on the ground that compulsion does not figure in the scheme of Primary education. Inspite of this Vidarbha and Saurashtra-Kutch show a fairly satisfactory position regarding enrolment of boys though the enrolment of girls has not even reached half that of the boys. Marathawada makes poor showing among the regions of the State. The enrolment of boys is most unsatisfactory with a percentage of 3·18 and that of girls almost insignificant at 0·64. If the regions of Vidarbha, Saurashtra-Kutch and Marathawada are to keep pace or at least reach the goal of free and compulsory education in the "age group" 6 to 10 or 7 to 11 years at the Primary stage by the end of the Third Five-Year Plan, considerable efforts will have to be made, especially in Marathawada, if the target is to be reached. The needs of Marathawada are great and as pressing. Concerted efforts through heavy investment of resources can only help in raising this region to the level of other regions of the State.

CHAPTER 59

EDUCATIONAL STATISTICS—RURAL MIDDLE SCHOOL STAGE

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF "14" DISTRICTS—MIDDLE SCHOOL STAGE (STDS. V-VII)

DISTRICT	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per School		TEACHERS		PUPIL-TEACHER RATIO
	LOCAL	NON-LOCAL							
	Boys / Girls	Boys / Girls	Boys / Girls	Total	Number	Area (Sq. ft.)	Average per School	Men : Women	
1	2	3	4	5	6	7	8	9	10
GB : 1 GREATER BOMBAY			URBAN AREA						
M : 2 AHMEDNAGAR ...	66·20 12·80	20·30 00·70	01·07 00·17	01·24	02·20	738	02·20	10·70	17
M : 10 DANGS ...	82·90 16·30	00·50 00·30	00·63 00·13	00·76	00·53	400	01·10	20·00	19
M : 11 EAST KHANDESH ...	67·60 13·20	18·90 00·30	01·58 00·25	01·83	01·10	345	01·10	17·70	46
M : 12 KOLABA ...	54·10 18·60	23·70 03·60	00·85 00·24	01·09	02·60	403	02·90	04·90	15
M : 13 KOLHAPUR ...	62·20 08·90	28·50 00·40	01·08 00·11	01·19	01·50	268	01·50	228·00	29
M : 16 NASIK ...	72·60 10·10	16·90 00·40	00·97 00·11	01·08	04·50	361	04·70	19·70	08

M : 17 NORTH SATARA	..	64·90 18·70	15·70 00·70	02·13 00·51	02·64	02·90	348	03·20	20·40	20
M : 20 POONA	..	57·80 11·50	29·00 01·70	00·96 00·15	01·11	01·90	361	01·90	09·90	18
M : 21 RATNAGIRI	..	48·20 14·90	31·30 05·60	01·51 00·39	01·90	01·20	327	01·40	09·70	26
M : 22 SHOLAPUR	..	77·50 09·60	12·70 00·20	01·25 00·13	01·38	01·10	291	00·97	29·30	34
M : 23 SOUTH SATARA	...	75·80 10·90	12·90 00·40	01·57 00·20	01·77	01·80	293	02·00	22·00	19
M : 24 THANA	..	54·20 29·10	13·50 03·20	00·63 00·30	00·93	01·60	595	01·60	05·50	36
M : 26 WEST KHANDESH	..	71·60 13·80	14·30 00·30	01·15 00·16	01·31	02·00	293	02·10	14·80	21
REGION	..	63·70 14·40	20·30 01·60	01·23 00·23	01·46	01·90	389	02·10	13·30	21

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF "10" DISTRICTS—MIDDLE SCHOOL STAGE (STDS. V-VII)

DISTRICT	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per School		TEACHER		PUPIL-TEACHER RATIO
	LOCAL	NON-LOCAL							
	Boys Girls	Boys Girls	Boys Girls	Total	Number	Area (Sq. ft.)	Average per School	Men : Women	
1	2	3	4	5	6	7	8	9	10
G : 28 AHMEDABAD	68·70 21·50	09·50 00·30	01·22 00·34	01·56	04·00	428	04·70	06·90	15
G : 29 AMRELI	74·70 14·40	10·70 00·20	00·51 00·09	00·60	03·30	323	03·20	09·80	05
G : 30 BANASKANTHA	71·30 04·30	24·30 00·10	00·48 00·02	00·50	01·20	298	01·40	150·00	25
G : 31 BARODA	60·90 18·40	20·00 00·70	00·74 00·18	00·92	03.40	369	04·20	12·50	06
G : 32 BROACH	62·10 16·40	20·60 00·90	01·25 00·26	01·51	01·00	388	01·40	08·80	26

G : 35	KAIRA	..	..	60·70 18·50	19·90 00·90	01·29 00·31	01·60	01·60	430	01·80	09·80	26
G : 38	MEHSANA	..	..	70·00 15·60	14·20 00·20	01·30 00·24	01·54	03·00	387	03·50	15·80	11
G : 39	PANCHMAHALS	..	..	45·30 10·20	43·10 01·40	01·04 00·14	01·18	01·60	395	02·20	13·30	27
G : 40	SABARKANTHA	..	..	52·40 09·90	37·10 00·60	01·26 00·15	01·41	00·89	311	01·20	41·00	38
G : 42	SURAT	..	..	52·70 25·70	17·30 04·30	01·37 00·59	01·96	01·60	400	01·80	06·70	28
	REGION		..	59·30 17·90	21·30 01·50	01·12 00·27	01·39	02·10	387	02·50	10·80	17

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF MARATHAWADA—MIDDLE SCHOOL STAGE (STDS. V—VII)

DISTRICT	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per School		TEACHERS		PUPIL-TEACHER RATIO
	LOCAL	NON-LOCAL							
	Boys / Girls	Boys / Girls	Boys / Girls	Total	Number	Area (Sq. ft.)	Average per School	Men : Women	
1	2	3	4	5	6	7	8	9	10
M: 5 AURANGABAD	52·80 04·10	42·90 00·20	00·27 00·01	00·28	03·24	480	04·92	45·80	16
M: 7 BHIR	46·60 03·90	49·10 00·40	00·27 00·01	00·28	03·26	549	03·34	117·00	19
M: 15 NANDED	52·10 03·20	44·40 00·30	00·21 00·01	00·22	03·37	253	03·70	100·00	19
M: 18 OSMANABAD	56·70 04·80	37.90 00.60	00·69 00·04	00·73	04·20	476	06·24	437·00	18
M: 19 PARBHANI	52·30 05·10	42.20 00·40	00·18 00·01	00·19	02·39	215	02·78	64·00	26
REGION ...	53·60 04·40	41·60 00·40	00·34 00·02	00·36	03·60	436	04·69	225·30	18

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF VIDARBHA—MIDDLE SCHOOL STAGE (STDS. V-VII)

DISTRICT	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS ROOMS Average per School		TEACHERS		PUPIL-TEACHER RATIO
	LOCAL	NON-LOCAL							
	Boys Girls	Boys Girls	Boys Girls	Total	Number	Area (Sq. ft.)	Average per School	Men Women	
1	2	3	4	5	6	7	8	9	10
M : 3 AKOLA	54·20 11·10	33·50 01·20	01·31 00·18	01·49	02·80	371	04·31	85·90	18
M : 4 AMRAVATI	53·50 16·80	27·20 02·50	01·67 00·40	02·07	03·50	301	04·60	34·10	21
M : 6 BHANDARA	47·50 05·90	45·70 00·90	00·72 00·05	00·77	02·60	421	03·94	64·40	24
M : 8 BULDANA	51·80 7·90	39·30 01·00	01·35 00·13	01·48	03·30	358	04·11	36·60	19
M : 9 CHANDA	56·50 07·20	35·80 00·50	00·39 00·03	00·42	05·00	336	04·60	43·80	22
M : 14 NAGPUR	62·10 09·10	28·00 00·80	00·75 00·08	00·83	03·10	410	03·53	28·80	21
M : 25 WARDHA	54·10 13·30	30·80 01·80	00·74 00·13	00 87	02·30	250	03·06	59·30	20
M : 27 YEOTMAL	62·80 09·20	26·30 01·70	00·96 00·12	01·08	03·00	298	04·07	82·50	18
REGION ..	54·80 10·80	33·00 01·40	00·97 00·13	01·10	03·10	342	4·11	47·10	20

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF SAURASHTRA-KUTCH—MIDDLE SCHOOL STAGE (STDS. V-VII)

DISTRICT	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per School		TEACHERS		PUPIL-TEACHER RATIO
	LOCAL	NON-LOCAL							
	Boys Girls	Boys Girls	Boys Girls	Total	Number	Area (Sq. ft.)	Average School	Men : Women	
1	2	3	4	5	6	7	8	9	10
G : 33 GOHILWAD	80·29 14·63	05·02 00·06	01·15 00·20	01·35	01·20	308	01·37	08·03	24
G : 34 HALAR	79·10 12·50	08·30 00·10	00·49 00·07	00·56	01·62	963	01·75	16·10	11
G : 36 KUTCH	82·70 14·70	02·60	00·65 00·11	00·76	02·03	312	01·87	05·70	10
G : 37 MADHAYA SAURASHTRA	76·30 23·70	....	00·63 00·20	00·83	02·10	409	02·60	05·40	06
G : 41 SORATH	80·70 08·80	10·40 00·10	00·64 00·06	00·70	01·15	426	01·15	36·60	12
G : 43 ZALAWAD	81·70 14·90	03·30 00·10	00·56 00·10	00·66	02·29	452	03·26	03·80	04
REGION ...	79·96 15·18	04·80 00·06	00·73 00·13	00·86	01·67	430	01·92	06·50	10

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

43 Districts of new Bombay State

MIDDLE SCHOOL STAGE (STDS. V-III)

REGION	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per School		TEACHERS		PUPIL-TEACHER RATIO
	LOCAL	NON-LOCAL							
	Boys Girls	Boys Girls	Boys Girls	Total	Number	Area (Sq. ft.)	Average per School	Men: Women	
1	2	3	4	5	6	7	8	9	10
OF "14" DISTRICTS ...	63·70 14·40	20·30 01·60	01·23 00·23	01·46	01·90	389	02·10	13·30	21
OF "10" DISTRICTS ...	59·30 17·90	21·30 01·50	01·12 00·27	01·39	02·10	387	02·50	10·80	17
OF MARATHAWADA ...	53·60 04·40	41·60 00·40	00·34 00·02	00·36	03·60	436	04·69	225·30	18
OF VIDARBHA ...	54·80 10·80	33·00 01·40	00·97 00·13	01·10	03·10	342	04·11	47·10	20
OF SAURASHTRA-KUTCH ...	79·96 15·18	04·80 00·06	00·73 00·13	00·86	01·67	430	01·92	06·50	10
NEW STATE OF BOMBAY ...	61.80 14·50	22·30 01·40	01·00 00·19	01·19	02·10	390	02·40	12·80	18

THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

CHAPTER 59

EDUCATIONAL STATISTICS—RURAL MIDDLE SCHOOL STAGE*

59·0 The previous chapter dealt with Educational Statistics at the Primary school stage in rural areas as per data collected from each and every Primary school in the State and consolidated into appropriate Tables. The analysis attempted an estimation of the consolidated data under 8 items at the Primary stage. It was necessary to attempt a fuller analysis as the data lent itself to such treatment. At the Middle school stage, however, the first two items, habitations and populations, will be treated under a common head so that the analysis will be numerically under 7 items only.

At the Middle school stage a slight confusion arises in the matter of distinguishing and demarcating the Primary stage from the Middle stage in schools having all the Standards I to VII. In such schools it is not always easy separately to indicate the teachers teaching the two stages or the class-rooms and their floor-area. The data under these items, in a few schools, have been given either under Primary or under Middle school stage. As such at the district level the averages are slightly vitiated though the regional averages would be fairly reliable in estimation.

The Middle school stage comprises 3 years of schooling in standards V, VI and VII. The percentage of school-going children at 2·5 per cent per year of schooling for the 3 years' of the Middle school stage would be 7·5 per cent. of the estimated population. Of this percentage the boys and girls would each be approximately 3·75 or 3·8 per cent. This is the basis on which enrolment of boys and girls at the Middle School stage will be assessed. It has already been pointed out that at the Primary school stage schemes of compulsion are in force only in the 24 Districts of Old Bombay State and not in the three new regions of the State. The age range of compulsion is 7 to 11 years corresponding to standards I to IV. Compulsion has not been applied above this age range. Schemes of expansion launched to enforce compulsion as in the "24" Districts or as a preliminary to the introduction of compulsion as in the three other regions have resulted in concentrating on providing educational facilities at the Primary stage and as a consequence proportionately wider facilities have not been provided at the Middle

**Vide* Appropriate Table on pages 672—679.

school stage. It would be natural, therefore, to expect the number of pupils at the Middle school stage to be much less than at the Primary stage in all the regions of the State though there is likely to be a slightly higher enrolment at this stage in the regions where compulsion is in force than in others.

The regions of the State will receive scrutiny region by region ending with the State in this chapter.

59·1 The Region of "14" Districts

This region is covered under compulsory schemes of education at the Primary stage between 7 and 11 years but not at the Middle school stage. Standards V to VII which from the Middle school standards are invariably extensions of standards I to IV as separate V to VII schools are not to be found in the region. Most of these standards form the upper primary of I to VII schools or the lower secondary of V to XI schools. The first grade Primary schools (standards I to VII) are usually situated in central locations in relation to second grade Primary schools (standard I to IV) or single-teacher schools in rural areas.

59·1·1 Habitations and Population (Population in 1000s)

In the region as a whole out of 31,870 habitations, 12,246, less than half are served at the Middle school stage. In the districts the number of habitations served varies from about one-fifth in Thana to about three-fifths in Ratnagiri. In no district is the number of habitations served greater than the total number of habitations in the districts, as was the case noticed at the Primary school stage.

Out of a total rural population of 12,813 only 7,606 is served in the region, a percentage of about 60. The percentage variation in the districts extends from about 33 in Thana to about 90 per cent in East Khandesh. In the matter of habitations as well as population figures, it should be noted that the figures quoted above are slight over estimations as a few habitations and their population come within the school-areas of 2 or 3 Middle schools, in the same manner as was seen at the Primary school stage.

59·1·2 Schools

In the region as a whole out of 4,666 Middle schools 120 are exclusively for girls. The schools for girls range from none in Dangs, 3 in Thana, 1 in Kolhapur to 24 in South Satara, 17 in East Khandesh, 12 each in North Satara and Ahmednagar, 10 each in Nasik and Sholapur and in the other districts less than 10. At the Middle school stage girls do not tend to join boys' schools in as great a number as at the Primary stage as they reach the age of 11 or 12 years. Opening separate Girls' schools is one of the ways to induce girls to continue education after the Primary School stage.

59·1·3 Pupils

The break-up of the total number of pupils in Middle schools under local and non-local presents a much better situation than at the Primary stage. The percentage of non-local pupils is 21·9 of which

20·3 are boys and 1·6 girls as against a total percentage of 7·7 non-local pupils at the Primary stage. Of the local 78·1, the percentage of local pupils, 63·7 are boys and only 14·4 girls. The number of local girls is roughly a little more than one-fourth. In the region as a whole and in the districts the percentage is less than one-eighth to less than half nowhere approximating to half or one-third. Non-local pupils are about 31·3 per cent boys in Ratnagiri, the highest for boys, and 5·6 per cent girls in the same district, the highest percentage for girls. It may also be noted that the percentages of non-local boys and girls are highest in Ratnagiri (31·3 and 5·6), Kolaba (23·7 and 3·6) and Thana (13·5 and 3·2) the reasons for which have already been dealt with in previous chapters.

59·1·4 Enrolment

The enrolment at the Middle school stage as compared to the Primary shows a sudden drop. Whereas the total enrolment at the Primary school stage was 9·81, it is only 1·46 at the Middle school stage, of the boys 1·23 and of the girls 0·23. In the districts the variations approximate to the regional. The highest enrolment is 2·64 in North Satara and the lowest 0·76 in Dangs. The highest for girls is 0·51 also in North Satara with 0·11 the lowest in Kolhapur and Nasik. The enrolment figures for all pupils do not reach the percentage of 7·5, the percentage of school-going children at this stage, either in the region or in any of the districts.

59·1·5 Class-Rooms

The regional average, is 1·9 classes, per Middle school, 4·5 in Nasik and 0·53 in Dangs being the range. There are no single-teacher schools at the Middle stage in any of the districts of this region.

The average floor area per class-room is 389 square feet with a moderate variation in the districts. Ahmednagar and Thana give high averages mainly because in specifying areas, some of the schools in these districts included the total area of the school without demarcating the areas occupied by standards V to VII.

59·1·6 Teachers

The average number of teachers per Middle school for the region comes to 2·1, with Nasik 4·7, as some of the schools in this district included all the teachers under Middle school even those who should have gone under Primary schools. Middle schools invariably have more than 1 teacher to handle the 3 standards of the stage.

The proportion of women-teachers to men-teachers shows a worse ratio than at the Primary stage. Whereas at the Primary stage there were 12·4 men-teachers to a woman-teacher, at the Middle school stage the ratio is 13·3. In the districts the ratio shows a very wide divergence with 228 in Kolhapur, 29·3 in Sholapur and as low as 5·5 in Thana and 4·9 in Kolaba.

(G.C.P.) L-A Na 31—44a

59·1·7 Pupil-Teacher Ratio

The regional average is 21 pupils to a teacher at the Middle school stage, the highest in the districts being 46 in East Khandesh and the lowest 15 in Kolaba, ignoring 8 of Nasik which is an under-estimation. The pupil-teacher ratio indicates an extremely poor enrolment at the Middle school stage and with a forceful drive, it should be possible to bring in an improvement almost to double the number of children in the schools without increasing the number of teachers.

The region of "14" Districts presents no parallel to the position at the Primary stage and is extremely unsatisfactory. The low percentage of enrolment is not due to an inadequacy in the provision of schools, the pupil-teacher ratio 21 for the region indicating availability of a good many teachers without the full complement of 40 pupils per teacher. From the figures above it appears that enforcement of compulsion has not had significant influence in encouraging children to pass on to Middle schools from Primary schools.

59·2 The Region of "10" Districts

The ten Districts of the region are on a par with the Districts of "14" as these 24 Districts form the districts of old Bombay State. The situation in these ten Districts and the pattern of the Middle school stage are the same as in the "14" Districts.

59·2·1 Habitations and Population (Population in 1000s)

Of the 16,350 habitations in the region 7,217, a little less than half, are served at the Middle school stage. In the districts of the region the habitations served approximate 30 to 50 per cent. of the total number of habitations. In no district are more habitations served than the total number of habitations in the district as was noticed at the Primary school stage.

Of the regional population of 8,473 about 5,592 is served at the Middle stage, the percentage of the population served being about 66 per cent. In the districts the percentage of population served varies from about 80 per cent. in Baroda to 28 per cent. in PanchMahals. The number of habitations and their population served at the Middle stage should not be considered as the correct coverage by Middle school provision.

59·2·2 Schools

There are 180 Girls' schools in the region as against 2,783 Boys' schools. Even at this stage provision is co-educational but as girls group-up beyond the age of 11, the last year of compulsion, the number of girls declines in Boys' schools. The number of Girls' schools is highest in Surat being 37, 25 in Broach, Kaira, Mehsana and only one in Banaskantha. At the Middle school stage no compulsion has been enforced in the districts of this region.

59·2 3 Pupils

Of the total pupils in Middle schools 22·8 are non-local of which 21·3 are boys and 1·5 are girls; of the 77·2 local pupils 59·3 are boys and only 17·9 are girls. The girls in Middle schools form less than one-fourth of the boys in the region. In the districts, Panch Mahals has a percentage of 44·5 for non-local pupils, Sabarkantha 37·7, Banaskantha 24·4 and other districts between 9·8 and 21·6. Even amongst the local pupils, girls are about half the boys in Surat and one-seventeenth in Banaskantha. Whereas at the Primary stage the non-local pupils were about 6·3 per cent, at the Middle school stage they are about 22·8; the total girls were 33·7 per cent at the Primary stage and are 19·4 at the Middle school stage.

59·2·4 Enrolment

Compared to a total enrolment of 9·29 per cent at the Primary stage, the Middle school stage averages only 1·39 per cent for the region. Of this 1·12 are boys and 0·27 girls. In the districts the highest percentage 1·96 is in Surat and the lowest 0·50 in Banaskantha. The percentage of girls is not even one per cent in any of the districts, the highest being 0·59 in Surat. The reasons for low percentages of enrolment are the same in this region as in the region of "14" Districts.

59·2·5 Class-Rooms

The average number of class-rooms per Middle school is 2·1 for the region with the highest 4·0 in Ahmedabad and the lowest 0·89 in Sabarkantha. There are no single-teacher schools at the Middle stage and as such normally a Middle school has more than one room.

The average floor-area per class is 387 for the region. The variations in the districts range from 430 in Kaira to 298 in Banaskantha. The standard 8 square feet per child is exceeded in almost all the districts.

59·2·6 Teachers

The regional average number of teachers per Middle school is 2·5. The average of 4·7 in Ahmedabad and 4·2 in Baroda is over-weighted as some Primary teachers have also been included in the data.

The number of women teachers at the Middle stage gives the same average as at the Primary stage, 10·8 men-teachers to a woman teacher. The most favourably placed districts are Ahmedabad and Surat with 6·9 and 6·7 men teachers to a woman teacher respectively. The ratio is as high as 150 in Banaskantha, 41 in Sabarkantha, 15·8 in Mehsana and in the other districts much lower.

59·2·7 Pupil-Teacher Ratio

The regional ratio is 17 pupils per teacher as against 41 at the Primary stage. Some of the districts, however, give much higher ratios, 38 in Sabarkantha, 28 in Surat, 27 in Panch Mahals, 26 in

Broach and Kaira and 25 or less in the other districts. Except in Sabarkantha in all the other districts, the number of pupils per teacher is much below the accepted 40 pupils for a teacher.

This region has almost the same characteristics as the region of "14" Districts. The enrolment of pupils compared to that at Primary stage shows an extremely unsatisfactory percentage of 1·39 against 9·29 at the Primary stage. The enrolment of girls is much lower than at the Primary stage, the corresponding figures being 0·27 and 3·13 respectively. As indicated by the pupil-teacher ratio considerable improvement, almost double, in enrolment could be achieved without the need of additional teachers. The benefits of compulsion till 11 years have not extended beyond the Primary stage to the Middle school stage and the pupils in Middle schools are nearly 15 per cent of those in the Primary schools.

59·3 Region of Marathawada

Marathawada which presented very poor educational statistics at the Primary School stage follows them up with as poor or poorer statistics at the Middle School stage. Almost every one of the districts of the region is inadequantely provided at the Middle School stage and the analysis to follow will reveal the magnitude of this inadequacy.

59·3·1 Habitations and Population (Population in 1000s)

In the whole of the region, out of 9165 habitations only 1403 have Middle school facilities, about one-sixth of the total habitations. In the districts the facilities are as poor. In Parbhani only 143 habitations out of 1755 are provided.

493 out of 1728 in Osmanabad

211 out of 1957 in Nanded

219 out of 1545 in Bhir and

337 out of 2180 in Aurangabad.

The population served is as low, 1172 out of 4484 being served. The districts reflect the same inadequacy in the figures for population served, no district being served to within one-third of the total rural population. In the region as a whole only about 26 per cent of the population is served at the Middle school stage.

59·3·2 Schools

The most remarkable thing about Marathawada is that there is not a single Middle school exclusively meant for girls as against 193 for boys. In parts of Marathawada, especially in the rural areas, it is not uncommon to find parents unwilling to send their girls to co-educational institutions even at the Primary school stage. Primary schools for girls were as many as 139 in Marathawada giving, in fact, the highest average of schools per district among the regions of the State. But at the Middle school stage,

the absence of Girls' schools is indicative of the lack of encouragement to girls' education as well as the apathy of the parents to send their girls to the next stage of education after the Primary.

59·3·3 Pupils

The Middle schools in Marathawada being disproportionately few even compared to the inadequate number of Primary schools, the percentage of non-local pupils to total pupils in Middle schools shows an extremely high percentage. Out of the 42 per cent non-local pupils 41·6 are boys and only 0·4 girls. Even amongst the local pupils 53·6 per cent are boys and a meagre 4·4, less than one-thirteenth, are girls. In tthe districts the local girls are about one-tenth to one-seventeenth of the local boys in the Middle schools.

59·3·4 Enrolment

The total enrolment percentage to estimated population works out in decimals for the region as well as in each of the districts. The regional per cent is 0·36 of which 0·34 are boys and an insignificant 0·02 girls. The highest percentage of enrolment 0·73 is in Osmanabad with the highest 0·69 and 0·04 for boys and girls respectively. The total enrolment of 0 36 at the Middle school stage compares unfavourably with 3·82, the percentage at the Primary school stage.

59·3·5 Class-Rooms

The Middle schools in Marathawada appear to be more spacious than in other regions, the regional average for number of rooms per school being 3·6, with Osmanabad giving the highest average of 4·2. Even the average floor-area is remarkably high, 549 square feet per room in Bhir, 480 in Aurangabad, a low 215 in Parbhani with a regional average of 436 square feet per room.

59·3·6 Teachers

The schools at the Middle stage in Marathawada appear to be over-staffed as indicated by the average number of teachers per school which is 4·69 for the region. This is on par with the average number of rooms per school. The average number of teachers is as high as 6·24 per school in Osmanabad, the lowest average being 2·78 in Parbhani.

The ratio of men teachers to a woman teacher shows great variations in the districts. In Osmanabad for every woman teacher there are 437 men teachers and the ratio is 117 in Bhir, 100 in Nanded, 64 in Parbhani, 45·8 in Aurangabad yielding a regional ratio of 225·3. At the Primary school stage the ratio was 18·2.

59·3·7 Pupil-Teacher Ratio

As is to be expected in the light of the foregoing, the region has a very low number of pupils per teacher, the regional ratio being

18 and in the districts varying between 26 in Parbhani, 16 in Aurangabad and 18 or 19 in the other three districts. Marathawada had an extremely low ratio of 28 pupils per teacher at the Primary level. The ratio of 18 at the Middle school level shows the inadequacy of enrolment in schools which can easily be stepped up by bringing in more children into Middle schools of the region without additional cost on account of teachers.

The Middle school stage situation in Marathawada looked at from any angle is more discouraging than the situation at the Primary school stage. The most disappointing feature is that though there is an over-all inadequacy of provision, even the available one is not utilised to greater advantage. Schools appear to be half-full and the teachers too many. Class rooms are spacious without children to fill them. It should be fairly easy with forceful measures to encourage enrolment to utilise the existing facilities to a much higher degree of usefulness.

59·4 Region of Vidarbha

Vidarbha gave a fairly good account of itself in the matter of provision and enrolment at the Primary school stage, even without the backing of enforcement of compulsion. But it is surprising to note that even with the concession of free education up to the age of 14 years, the Middle school stage presents fair inadequacy in the region. As has been pointed out earlier (II-27) Vidarbha has a distinct and separate Middle school stage with diversity of two types of institutions one from V to VII and the other from V to VIII. For the purposes of educational statistics on account of Middle schools only standards V to VII have been included.

59·4·1 Habitations and Population (Population in 1000s)

Of the total habitations in Vidarbha just a little more than one-fourth are served at the Middle school stage, 3801 out of 13180. The districts of Bhandara and Chanda are least provided with 314 out of 1874 and 204 out of 2685, respectively. The population served in the region is about 45 per cent 2696 out of 5972. The percentages vary between about 16 to 65 in the districts.

59·4·2 Schools

There are only six separate Girls' schools in the rural areas of Vidarbha as against 111 at the Primary school stage. The number six compares unfavourably with 812 Boys' schools at this stage. Though girls study in Boys' school in fair numbers at the Primary school stage, at the Middle school stage the numbers are less and encouragement to girls' education can only be given by providing separate Girls' schools at this stage. A meagre six Girls' schools one each in Amravati, Bhandara, Chanda and Yeotmal and 2 in Nagpur are quite an inadequate provision in the districts.

59·4·3 Pupils

Of the total pupils in Middle schools 34·4 per cent are non-local of which 33·0 per cent are boys and 1·4 per cent girls. Of the 65·6 per cent of local pupils, 54·8 are boys and 10·8 girls. Whereas at the Primary school stage the non-local pupils were only 12 per cent in the region, at the Middle school stage the percentage is much higher being 34·4. The total number of girls in Middle schools is about one-eighth of the boys. In the districts the number of girls varies from about one-third in Amravati to about one-eighth in Chanda. Strangely enough, Bhandara has the highest percentage of 45·7 for non-local boys and Amravati the highest percentage for non-local girls, 2·5. In Yeotmal the non-local pupils are the least, 28 per cent.

59·4·4 Enrolment

The total percentage enrolment to estimated population for Vidarbha is 1·10 of which 0·97 is of boys and 0·13 of girls. In the districts the total enrolment is highest in Amravati 2·07, 1·48 in Buldana, 1·49 in Akola, 1·08 in Yeotmal and in the remaining districts less than one. The highest enrolment for boys as well as for girls is in Amravati 1·67 and 0·40 respectively. While Vidarbha showed fairly adequate percentages of enrolment at the Primary school stage, 6·45 total, 4·74 for boys and 1·71 for girls, at the Middle school stage, the corresponding figures are disappointing.

59·4·5 Class-Rooms

Next to Marathawada, Vidarbha presents a high average number of rooms per Middle school, the regional average being 3·1 and the averages in the districts ranging from 5 in Chanda to 2·3 in Wardha. The Middle schools in this region appear to be quite spacious, almost one room per standard.

The average floor-area works out at 342 square feet for the region giving much more than the regulation 8 square feet per child. In the districts Nagpur has an average area of 410, Bhandara 421 and Wardha 250 square feet per room.

59·4·6 Teachers

In keeping with the average number of rooms per Middle school, the average number of teachers per school is also high, little higher than the average number of rooms. Against an average of 3·1 rooms the average number of teachers is 4·11 per Middle school. The districts of the region give varying averages from 3·06 in Wardha to 4·60 in Amravati and Chanda.

The number of women teachers in comparison with men teachers is much lower than at the Primary school stage. As against 18·2 men teachers at the Primary stage there are 47·1 men teachers to a woman teacher at the Middle school stage. The ratio is highest in Akola 85·9, and, the lowest in Nagpur, 28·8.

59·4·7 Pupil-Teacher Ratio

The low enrolment at the Middle school stage is reflected in the pupil-teacher ratio which averages 20 in the region. The lowest ratio, 18, is in Akola and Yeotmal, and, the highest, 24, in Bhandara. Vidarbha has not utilised the existing Middle school facilities to even half their capacity as revealed by the figures above. With 3·1 rooms and 4·11 teachers per Middle school, the pupil-teacher ratio of 20 for the region presents a picture of inadequate utilisation of the available facilities. It should be very easy to increase enrolment by bringing in more pupils into schools so that the pupil-teacher ratio could be raised to 40 or near 40 without additional cost.

59·5 Region of Saurashtra-Kutch

Saurashtra-Kutch showed at the Primary School stage wide diffusion of Primary school facilities which resulted in presenting favourable educational statistics on account of enrolment in Primary schools. It should be remembered that Saurashtra-Kutch has not implemented any schemes of compulsion in any of the districts but expansion of Primary education has reached the rural areas to such an extent that the next stage, of compulsion, would be fairly easy to enforce. With this bright background at the Primary school stage the region presents an extremely disappointing situation at the next stage, the Middle school.

59·5·1 Habitations and Population (Population in 1000s)

Out of 5586 habitations in the region about 1810, just less than one-third, are provided with Middle school facilities. In the districts, habitations served range between one-seventh in Halar and about one-half in Madhya Saurashtra. The population served in the region is 1768 out of 3208, a percentage of about 55. With distances between habitations fairly large a percentage of 55 of population served appears quite satisfactory for the region. But in a few districts a few habitations and their population get repeated in the school-areas of more than one school which raises the percentage of population served higher from the actual.

59·5·2 Schools

Out of 1508 Middle schools in the region 61 are Girls' schools. These are spread out 17 each in Gohilwad and Kutch, 12 in Sorath, 5 in Zalawad and 3 in Halar. With 128 Girls' schools at the Primary school stage 61 at the Middle school stage is fairly good provision for girls.

59·5·3 Pupils

This is the only region which shows an extremely low percentage of non-local pupils in Middle schools, the percentage being 4·86 of which only an insignificant 0·06 is of girls. Of the 95·14 local pupils about 80 per cent. are boys and about 15 girls. The girls in the region are less than one-fifth of the boys in Middle schools.

The percentage of non-local pupils is highest in Sorath 10·5 and 2·6, the lowest in Kutch, none being girls. Among the local pupils the girls are about one-third in Madhya Saurashtra and about one-tenth in Sorath.

59·5·4 Enrolment

The percentage of enrolment at the Primary school stage in Saurashtra-Kutch was 6·28. As against this the total enrolment at the Middle school stage is 0·86, 0·73 for boys and 0·13 for girls. In all the districts except Gohilwad the total percentage of enrolment is below one. The enrolment percentages for boys vary between 1·15 in Gohilwad to 0·49 in Halar and for girls 0·20 in Gohilwad and Madhya Saurashtra to 0·06 in Sorath. The regional percentages are 0·73 for boys and 0·13 for girls with a total enrolment of 0·86.

59·5·5 Class-Rooms

The number of class-rooms as in the 24 Districts of old Bombay State averages nearly 2, the actual average being 1·67 rooms per Middle school. The highest number of rooms per school is in Zalawad, 2·29 and the lowest in Sorath, 1·15.

The average floor-area per room works out at 430 square feet per room, Halar having the highest average of 963 and Gohilwad the least 308. The Middle schools in the region are spacious and some of them appear almost like institutions of higher education.

59·5·6 Teachers

The average number of teachers per school is 1·92 for the region, 3·26 in Zalawad and 1·15 in Sorath. Kutch yields an average of 1·87 inspite of the fact that many of the Middle schools are one-teacher schools, probably the only district in the State to exhibit this peculiarity.

The number of women teachers at this stage compared to that at the Primary school stage shows an improvement, the only region where such an improvement is noticeable. There are 6·5 men teachers to a woman teacher as against 7·9 at the Primary school stage. In the districts the variations range from 36·6 in Sorath to 3·8 in Zalawad.

59·5·7 Pupil-Teacher Ratio

The most significant index which reveals the inadequacy of enrolment next to the enrolment percentages is the pupil-teacher ratio which is as low as 10 for the region. The district of Zalawad yields a ratio of 4, Madhya Saurashtra 6 and the other districts 10 or just above and only Gohilwad 24. At the Primary school stage the regional ratio was 30 and 10 at the Middle school stage indicates the meagre number of pupils that enter the Middle school stage from the Primary in the rural areas of Saurashtra-Kutch.

Saurashtra-Kutch will need the institution of similar measures as in Marathawada and Vidarbha to step up enrolment in Middle schools in the districts so that the available Middle school facilities may be utilised to greater advantage without needing addition of teachers or class rooms.

59·6 The State

As at the Primary school stage, the five regions of the State exhibit similar variances with regard to the provision at the Middle school stage as revealed by the educational statistics. Of the five regions the "14" and "10" Districts being parts of the old Bombay State have much in common not only in their pattern of education at this stage but even in their achievements. Of the other three regions, Marathawada over-shadows the inadequacy of Primary school provision with a greater inadequacy at the Middle School stage. Vidarbha and Saurashtra-Kutch presented fairly favourable achievements at the Primary school stage though at the Middle they show inadequacy with the "14" and "10" Districts, but to a greater degree.

59·6·1 Habitations and Population (Population in 1000s)

If the total number of habitations served by Middle school facilities in the regions is to be the criterion for comparision, the regions of "10" and "14" Districts in which a little less than half the habitations are served, lead the other regions, Saurashtra-Kutch serving less than one-third, Vidarbha less than one-fourth and Marathawada less than one-sixth of the total number of habitations in the respective regions. Regarding percentage of population served at the Middle school stage, as revealed by the educational statistics, the regions fall in the following order :—

"10" Districts	...	...	... 66
"14" Districts	...	...	... 60
Saurashtra-Kutch	...	...	... 55
Vidarbha	...	...	... 45
Marathawada	...	...	.. 26

These percentages are fairly representative of the degree of provision in each of the regions though in a few districts the population figures repeat in the school-areas of more than one school.

59·6·2 Schools

If the average number of Middle schools per district is to be used in assessing the relative standing of the regions in the matter of Middle school provision the averages are—

333 in "14" Districts.
296 in "10" Districts.
251 in Saurashtra-Kutch.
102 in Vidarbha.
39 in Marathawada.
236 in the State.

Regarding Girls' schools, Marathawada has none and the other regions give district averages of :—

1 in Vidarbha

8 in "14" Districts

10 in Saurashtra-Kutch

18 in "10" Districts

and 8 in the State.

The reasons for providing separate Girls' schools at the Middle school stage are nearly shared by all the regions as parents are reluctant to send girls above 11 or 12 years to co-educational institutions. In the State as a whole there are 367 Girls' Middle schools as against 9781 for boys.

59·6·3 Pupils

As compared to the percentage of 7·4 of non-local pupils in Primary schools, at the Middle school stage there is a much higher percentage of 23·7 attending Middle schools from neighbouring habitations. In the regions the percentage of non-local pupils vary from 42 per cent in Marathawada, the highest, to 4·86, the lowest, in Saurashtra-Kutch. The provision at this stage being better in the "10" and "14" Districts, about 22 per cent non-local pupils attend Middle schools in these regions as against higher percentages in Marathawada and Vidarbha. The reasons for low percentage of non-local pupils in Saurashtra-Kutch can only be attributed to the difficulty of access between habitation and habitation on account of greater distances between them.

The percentage of Girls' in Middle schools shows wide divergence in the regions of the State, the percentages being (to the total pupils) :—

"10" Districts	...	...	.. 19·4
"14" Districts	...	...	... 16·0
Saurashtra-Kutch	...	...	... 15·2
Vidarbha	...	..	... 12·2
Marathawada	...	...	... 4·8

In the State as a whole the percentages of boys and girls in Middle schools are 84·1 and 15·9 respectively, the girls being a little less than one-fifth of the boys.

59:6·4 Enrolment

The percentage of enrolment to the estimated population is 1·19 for the State as a whole with 1·00 for boys and 0·19 for girls. The State percentage of enrolment at the Primary school stage was 8·04 against which 1·19 at the Middle school stage shows an unsatisfactory

enrolment at the Middle school stage. Of the school-going children in the 3 years' range, barely a seventh are in schools and amongst them the girls are almost insignificant. In the regions the percentages of enrolment are :—

"14" Districts	...	...	...	1·46
"10" Districts	...	...	...	1·39
Vidarbha	...	...	...	1·10
Saurashtra-Kutch	...	...	...	0·86
Marathawada	...	...	...	0·36

which is the same sequence as the percentages of enrolment at the Primary school stage. In all the regions the percentage of enrolment of boys is much higher than that of girls, the highest being 1·23 for boys in "14" Districts and 0·27, the highest, for girls in "10" Districts as against the lowest for both in Marathawada 0·34 and 0·02 respectively. The maxima and minima of percentage of enrolment at the Primary and Middle school stages will indicate the drop in enrolment at the Middle school stage as compared to that at the Primary :—

	MAXIMUM		MINIMUM	
	Boys.	Girls.	Boys.	Girls.
Primary school stage ...	6·37	3·44	3·18	0·64
In Region ...	"14" Districts		Marathawada	
Middle school stage ...	1·23	0·27	0·34	0·02
In Region ...	"14"	"10" Districts.	Marathawada	

The above will indicate that the "14" and "10" Districts maintain a lead both at the Primary and the Middle stages while Marathawada stands lowest amongst the regions at both the stages.

59·6·5 Class-Rooms

The average number of class rooms is 2·1 per Middle school for the State, in the regions the number varying from 1·67 in Saurashtra-Kutch to 3·6 in Marathawada. In the rural areas the accommodation for Middle schools is extremely good in Marathawada and Vidarbha as compared to the other regions. Saurashtra-Kutch is the only region where in rural areas of Kutch there are single-teacher schools not only managing Middle schools but the seven standards of the Primary and Middle stages together with the Infant class.

The average floor area for the State is 390 square feet per room, Marathawada with the highest 436 and Vidarbha with the least 342.

59·6·6 Teachers

The regions of the State show extreme divergence in the number of teachers per Middle school :—

4·69 in Marathawada
4·11 in Vidarbha
2·50 in "10" Districts
2·10 in "14" Districts
and 1·92 in Saurashtra-Kutch

yielding a state average of 2·4. Saurashtra-Kutch is the only region which gives an average less than 2 for reasons already stated above.

The ratio of men teachers to a woman teacher is 12·8 in the State, the ratios exhibiting very wide variances :—

Marathawada	...	...	..	225·3
Vidarbha	...	...	...	47·1
"14" Districts	...	..	...	13·3
"10" Districts	...	...	...	10·8
Saurashtra-Kutch	...	...	...	6·5

Saurashtra-Kutch is the only region which shows an improvement in the ratio as compared to that (7·9) at the Primary School stage. The difficulty of obtaining women teachers in the rural Middle schools is felt in all the districts of the State the peculiar situation obtaining in Marathawada making the problem more acute.

59·6·7 Pupil-Teacher-Ratio

In the State as a whole there are 18 pupils to a teacher at the Middle school stage. The ratios in the regions are :—

(ratios at the Primary school stage are shown in brackets).

"14" Districts	..	...	...	21	(40).
Vidarbha	...	...	...	20	(29).
Marathawada	...	...	...	18	(28).
"10" Districts	...	...	...	17	(41).
Saurashtra-Kutch	...	...	...	10	(30).

The considerable drop in the pupils per teacher in all the regions of the State at the Middle school stage goes to indicate that while efforts to increase enrolment at the Primary school stage are generally made in all the regions though to varying degrees of achievement, similar attempts at the Middle school stage are not noticeable.

Though provision at the Middle school stage in all the regions of the State shows an inadequacy of varying degrees, the number of rooms per school read with the average number of teachers per school and the pupil-teacher ratio more clearly reveal the differences

between the regions. For example, in the "14" Districts an average of 1·9 rooms and 2·1 teachers per Middle school gives an indication that on an average 2 teachers manage three standards of the Middle school stage. The pupil-teacher ratio of 21 for this region has, therefore, to be read taking into consideration that the pupils belong to three standards. Almost a similar situation exists in the "10" Districts. In contrast in Marathawada with an average of 3·6 rooms and 4·69 teachers the low figure of 18 pupils per teacher points to a very unsatisfactory position. For, on an average there is one teacher per class and as such the available accommodation and teacher strength is not being utilised even to half its capacity. Nearly the same situation is noticeable in Vidarbha.

With Primary educational provision at a fairly high level in all the regions of the State except Marathawada and the existing provision at the Middle stage not being utilised to full capacity in all the regions, it should not be difficult to show higher enrolment figures at the Middle school stage in all the regions of the State with a more concerted drive to bring in more children into Middle schools. The existing accommodation and teachers in Middle schools would be able to provide facilities for nearly double the number of pupils than are in schools at present. Only after the existing facilities provided by schools, in particular their accommodation and teaching staff, has been used to capacity can schemes of expansion at the Middle school stage be undertaken.

CHAPTER 60

EDUCATIONAL STATISTICS—RURAL

HIGH SCHOOL STAGE

(G.C.P.) L-A Na 31—45

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF "14" DISTRICTS

HIGH SCHOOL STAGE (STDS. VIII—XI)

DISTRICT	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per School		TEACHERS		PUPIL-TEACHER RATIO
	LOCAL	NON-LOCAL							
	Boys Girls	Boys Girls	Boys Girls	Total	Number	Area. (Sq. ft.)	Average per School	Men : Women	
1	2	3	4	5	6	7	8	9	10
GB: 1 GREATER BOMBAY ...			URBAN AREA						
M : 2 AHMEDNAGAR ...	56·20 07·40	35·60 00·80	00·17 00·02	00·19	03·00	453	03·50	10·50	.....
M : 10 DANGS ...	41·80 10·90	40·00 07·30	00·09 00·02	00·11	05·00	186	00·00	09·00	.....
M : 11 EAST KHANDESH ...	50·40 03·80	45·60 00·20	00·19 00·01	00·20	04·50	429	06·10	99·00	.....
M : 12 KOLABA ...	42·70 16·60	35·70 05·00	00·15 00·04	00·19	04·80	391	06·20	09·40	.....

M : 15 KOLHAPUR	48·60 03·30	47·90 00·20	00·07 00·002	00·072	02·50	261	03·50	52 00	.....
M : 16 NASIK	25·60 02·20	70·60 01·60	00·09 00·004	00·094	04·00	394	06·10	61·00	.....
M : 17 NORTH SATARA ...	33·90 07·20	58·00 00·90	00·25 00·02	00·27	03·40	701	05·30	13·60	.....
M : 20 POONA	56·20 15·20	28·30 00·30	00·11 00·02	00·13	04·30	330	04·60	05·80	.....
M : 21 RATNAGIRI	43·30 11·40	41·50 03·80	00·24 00·04	00·28	06·10	337	07·80	09·80	.....
M : 22 SHOLAPUR	39·40 04·40	55·70 00·50	00·12 00·006	00.126	02·90	368	04·20	79·00	.....
M : 23 SOUTH SATARA ...	37·70 07·00	54·90 00·40	00·23 00·02	00·25	03·80	356	05·20	26·30	.....
M : 24 THANA	46·40 17·90	32·80 02·90	00·09 00·02	00·11	04·10	396	07·70	05·60	.....
M : 26 WEST KHANDESH ...	33·30 03·60	62·50 00·60	00·09 00·004	00·094	03·70	350	04·90	53·00	.....
REGION ...	43·30 08·80	46.20 01·70	00·15 00·02	00·17	04·10	402	05·60	13·60	.....

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF "10" DISTRICTS

HIGH SCHOOL STAGE (STDS. VIII—XI)

DISTRICT	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per School		TEACHERS		PUPIL-TEACHER RATIO
	LOCAL	NON-LOCAL							
	Boys Girls	Boys Girls	Boys Girls	Total	Number	Area (sq. ft.)	Average per School	Men : Women	
1	2	3	4	5	6	7	8	9	10
G : 28 AHMEDABAD	50·70 09·20	39·30 00·80	00·22 00·02	00·24	10·00	286	10·10	13·40	....
G : 29 AMRELI	56·40	43·60	00·015	00·015	03·00	252	01·70	05·00	....
G : 30 BANASKANTHA	51·90 01·30	46·80	00·02 00·0003	00·0203	01·70	403	01·70	10·00	....
G : 31 BARODA	41·70 06·90	50·80 00·60	00·29 00·02	00·31	04·20	440	05·50	195·00	....
G : 32 BROACH	42·40 06·20	50·60 00·80	00·25 00·02	00·27	08·50	211	06·80	16·60	....

G : 35 KAIRA	48·60 11·40	39·10 00·90	00·32 00·04	00·36	04·90	379	05·50	52·30	....
G : 38 MEHSANA	49·50 02·00	48·40 00·10	00·32 00·007	00·327	04·50	354	04·90	108·00	....
G : 39 PANCHMAHALS	43·60 07·30	48·70 00·40	00·06 00·005	00·065	02·30	341	02·70	20·50	....
G : 40 SABARKANTHA	41·30 01·70	56·70 00·30	00·25 00·004	00·254	03·90	353	04·40	95·00	....
G : 42 SURAT	22·70 08·30	60·60 08·40	00·41 00·08	00·49	06·40	416	09·20	20·30	....
REGION ..	39.20 07·10	50·80 02·90	00·25 00·03	00·28	04 90	362	05·80	33·50	....

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF MARATHWADA

HIGH SCHOOL STAGE (STDS. VIII—XI)

DISTRICT.	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per School		TEACHERS		PUPIL-TEACHER RATIO.
	LOCAL	NON-LOCAL							
	Boys Girls	Boys Girls	Boys Girls	Total	Number	Area (Sq. ft.)	Average per School	Men : Women	
1	2	3	4	5	6	7	8	9	10
M : 5 AURANGABAD	78·90 00·80	20·30 00·00	00·01 00·00	00·01	05·33	1607	07·66	23·00	....
M : 7 BHIR	47·50 00·60	51·90 00·00	00·04 00·00	00·04	03·60	362	04·80	23·00	....
M : 15 NANDED	36·90 00·00	63·10 00·00	00·02 00·00	00·02	01·75	234	03·00	12·00	....
M : 18 OSMANABAD	58·20 00·70	41·00 00·10	00·08 00·00	00·08	05·42	196	04·75	57·00	....
M : 19 PARBHANI	21·10 00·00	78·90 00·00	00·04 00·00	00·004	01·00	270	01·00	01·00	....
REGION ..	54·20 00·60	45·10 00·10	00·03 00·00	00.03	04·28	438	04·68	116.00	....

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF VIDARBHA

HIGH SCHOOL STAGE (STDS. VIII-XI)

DISTRICT	PERCENTAGE TO TOTAL PUPILS			ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per School		TEACHERS		PUPIL-TEACHER RATIO
	LOCAL		NON-LOCAL	Boys Girls	Total	Number	Area (Sq. ft.)	Average per School	Men : Women	
	Boys Girls		Boys Girls							
1	2		3	4	5	6	7	8	9	10
M : 3 AKOLA	46·00	04·40	49·60	00·08	00·004	00·084	03·80	436	05·80	35·00 ....
M : 4 AMRAVATI	58·70	07·70	32·90 00·70	00·21	00·02	00·23	05·40	375	07·20	17·80 ....
M : 6 BHANDARA	28·10	01·40	68·90 01·60	00·04	00·001	00·041	03·80	459	05.20	26·00 ....
M : 8 BULDANA	59·60	01·90	38·30 00·20	00·11	00·002	00·112	03·90	397	04·80	53·00 ....
M : 9 CHANDA	36·80	07·90	54·40 00·90	00·01	00·001	00·011	01·30	477	02·30	07·00 ....
M : 14 NAGPUR	76·20	14·30	09·50	00·002	00·0004	00·0024	02·00	300	03·00	03·00 ....
M : 25 WARDHA	79·20	20·40	00·40	00·09	00·02	00·11	13·50	415	14·00	28·00 ....
M : 27 YEOTMAL	55·40	02·40	41·60 00·60	00·04	00·001	00·041	04·90	293	02·80	23·00 ....
REGION ..	55·60	06·60	37·30 00·50	00·07	00·005	00·075	04·60	384	05·50	52·80 ....

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

REGION OF SAURASHTRA-KUTCH

HIGH SCHOOL STAGE (STDS. VIII—XI)

DISTRICT	PERCENTAGE TO TOTAL PUPILS		ENROLMENT PERCENTAGE TO ESTIMATED POPULATION		CLASS-ROOMS Average per School		TEACHERS		PUPIL-TEACHER RATIO
	LOCAL	NON-LOCAL	Boys, Girls	Total	Number	Area (Sq. ft.)	Average per School	Men: Women	
	Boys, Girls	Boys, Girls							
1	2	3	4	5	6	7	8	9	10
G : 33 GOHILWAD	30·30 09·60	59·50 00·60	00 02 00·002	00·022	07·00	320	10·00	10·00	....
G : 34 HALAR	55·50 15·70	28·80	00·04 00 008	00·048	06·00	227	09·50	03·80	....
G : 36 KUTCH	77·60 04·20	18·20	00 05 00·002	00·052	03·40	398	02·71	19·00	....
G : 37 MADHYA SAURASHTRA ..	93·90 06·10	....	00·06 00·004	00·064	05·00	....	08·55	02·30	....
G : 41 SORATH	31·10 01·90	67·00	00·19 00·004	00·194	03·03	385	04·68	131·00	....
G : 43 ZALAWAD	75·30 15·40	09·00 00·30	00·08 00 02	00·10	03·67	573	07·28	03·80	....
REGION ..	51·90 05·90	42·10 00·10	00·08 00·005	00·085	03·84	446	06·36	04·70	....

EDUCATION IN RURAL AREAS AS ON 31ST MARCH 1957

43 DISTRICTS OF NEW BOMBAY STATE

HIGH SCHOOL STAGE (STDS. VIII-XI)

REGION.	PERCENTAGE TO TOTAL PUPILS.		ENROLMENT PERCE TAGE TO ESTIMATED POPULATION.		CLASSROOMS Average per School.		TEACHERS.		PUPIL-TEACHER RATIO.
	LOCAL	NON-LOCAL							
	Boys Girls	Boys Girls	Boys Girls	Total	Number	Area (sq. ft.)	Average per School	Men : Women	
1	2	3	4	5	6	7	8	9	10
OF "14" DISTRICTS ..	43·30 08·80	46·20 01·70	00·15 00·02	00·17	04·10	402	05·60	13·60	....
OF "10" DISTRICTS ..	39·20 07·10	50·80 02·90	00·25 00·03	00·28	04·90	362	05·80	33·50	....
OF MARATHAWADA ..	54·20 00·60	45·10 00·10	00·03 00·00	00·03	04·28	438	04·68	116·00	....
OF VIDARBHA ..	55·60 06·60	37·30 00·50	00·07 00·005	00·075	04·60	384	05·50	52·80	....
OF SAURASHTRA-KUTCH ..	51·90 05·90	42·10 00·10	00·08 00·005	00·085	03·84	446	06·36	04·70	....
NEW STATE OF BOMBAY ...	43·20 07·50	47·30 02·00	00·14 00·01	00·15	04·40	374	05·70	14·80	....

CHAPTER 60

EDUCATIONAL STATISTICS—RURAL

HIGH SCHOOL STAGE*

60·0 The place of High school education in rural areas stands far and apart from the importance the earlier stages, the Primary and Middle, receive, in educational administration. As this stage of education is to-day in the rural setting, the provision is too inadequate to serve even the minimum of the rural needs. The facility is almost wholly provided by private enterprise with grant-in-aid from Government so that the privilege of prosecuting studies at a High school remains the prerogative of a favoured minority. Nor can this stage of education be ever brought within the reach of the vast majority of those who complete the Middle stage of education in a conceivable span of time. But what can be attempted is to pre-determine and pre-plan the location of future High schools so that the greater demand for this stage of education, following, firstly, the schemes of expansion at the Middle school level and, later, enforcement of compulsion may not be denied to those who by merit or desire clamour for this provision.

The existing provision of High school education, therefore, cannot be judged with the same critical evaluation as the earlier two stages were. The assessment of educational statistics as on 31st March 1957 on account of this stage of education will have to make allowances for the characteristics of this stage of education as against the Primary and Middle. For example, the pupil-teacher ratio which is an item of importance in evaluating the educational statistics at the Primary and Middle school stages has not the same significance with respect to High schools as the pattern of High school instruction differs basically from that of the Primary and Middle schools. While at the lower stages a teacher per class is the ideal in educational provision, at the High school stage a teacher per subject is the requirement. At the Primary and Middle stages a room per class is the standard while the High school education needs supplementary accommodation for specialised subjects and even workshops, laboratories and fields.

The basis of analysis, therefore, can only be under general items of assessment of :

1. Habitations and population.
2. Schools.

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* *Vide* appropriate Table on pages 698—706

3. Pupils.
4. Enrolment

while,

5. Class rooms and floor area
6. Teachers, men and women

can only receive passing mention, and,

7. the pupil-teacher ratio

can be ignored because of its lack of relevance.

The difference in stages and standards in the regions of the State necessitated specifying of a uniformity in these for the purposes of the survey and the educational statistics under High school education will not, therefore, strictly be comparable between region and region, in particular the districts of one region with those of any other. The analysis will, therefore, attempt only to deal in a general and broad manner the implications and significance of the data under this head. Only High schools conforming to the classification will be dealt with.

60·1 Region of "14" Districts

The districts of this region are fairly well provided with rural High schools though the provision is not enough fully to cater to the needs of the rural areas. High schools in rural areas normally tend to have only the High school standards VIII to XI while those in urban areas usually are from standards V to XI. In rural areas the local authorities, the District School Boards are responsible for the administration of education from standards I to VII under a very nominal school fees unless when it is free. It would not, therefore, be economically workable to attach the lower secondary standards V to VII to rural High schools.

60·1·1 Habitations and Population (Population in 1000s)

In the region as a whole out of 31,870 habitations only 2,453 are served by High school provision, only one-thirteenth of the total habitations. In the districts of the region the provision follows the same meagre coverage of habitations. In Ahmednagar out of 2,777 habitations only 196 are served,

in East Khandesh 146 out of 1,547,
in Kolaba 155 out of 3,031,
in Nasik 67 out of 2,650,

in no district the number of habitations served approximating even to one-fourth or one-fifth of the habitations in the district. The population served in the region is 2,582 out of 12,813, a percentage of about 20. On the whole the coverage by existing High schools as indicated by the educational statistics is too meagre.

60·1·2 Schools

There are in all 223 rural High schools in the region, the number varying between 36 in Ratnagiri and 1 in Dangs. Some of the districts are well provided with High schools,

36 in Ratnagiri,

30 in North Satara,

21 in South Satara and Ahmednagar,

and in all the other districts less than 20 in each. There are no separate Girls' High schools catering exclusively to girls. Seven High schools with only Standard VIII in Ahmednagar and two urban High schools included in Poona in consolidated Table 7C are being ignored.

60·1·3 Pupils

Of the total pupils at the High school stage as high a percentage as 47·9 is non-local and only 52·1 is local. Of the non-local 1·7 are girls and of the local 8·8. Of the total pupils in High schools 10·5 are girls, nearly one-nineth of the boys. In the districts Nasik has the highest percentage of non-local pupils 72·2 and Poona the least 28·6. In the districts girls in schools approximate from 3·5 per cent. in Kolhapur to 21·6 in Kolaba. It will be noticed that the percentage of non-local pupils which was 7·7 at the Primary stage and 21·9 at the Middle stage rises to 47·9 at the High school stage indicating the wider coverage of High schools than the schools of the lower stages.

60·1·4 Enrolment

Enrolment figures are, however, disappointing, the total enrolment per cent being 0·17 of which 0·15 is of boys and 0·02 of girls. The highest percentage in the districts is 0·28 in Ratnagiri.

0·27 in North Satara,

0·25 in South Satara,

0·20 in East Khandesh, and in the other districts a percentage less than 0·2 with Kolhapur having the least percentage of 0·072. The enrolment of girls is almost insignificant in the districts of the region.

60·1·5 Class-Rooms

The regional average of the number of class rooms per school is 4·1, the variations in the districts ranging from 6;1 in Ratnagiri to 2;5 in Kolhapur. The floor area gives a regional average of 402 square feet per class room, North Satara having the highest floor area of 701 square feet per room and Dangs having the least 186.

60·1·6 Teachers

The number of teachers per High school averages 5·6 for the region, the minimum being 3·5 in Ahmednagar and Kolhapur and the highest

9·0 in Dangs. With the need for specialised teachers at this stage of education the average number of teachers normally is more than 4, the number of standards in the stage.

At the High school stage the provision of women teachers in this region is nearly equal to that at the Middle school stage. There are 13·6 men teachers to a woman teacher in the region, Thana having a ratio of 5·6, the lowest, and, Kolhapur the highest, 52. As most of the rural High schools are situated in larger habitations the recruitment of women teachers is not such a serious problem as at the lower two stages. The districts of Dangs, East Khandesh, Nasik and Sholapur have no women-teachers in High Schools.

High school facilities in the region of "14" Districts under existing conditions and in comparison with other regions, though inadequate, are available in every district of the region. The enrolment figures which are in decimals cannot be raised by ordinary measures applicable at the lower stages. It is only through the felt need of the rural community that this provision can expand to cover more rural areas in the region.

60·2 Region of "10" Districts

Belonging as these "10" Districts do with the "14" Districts to old Bombay State, they share a common educational pattern and almost equal achievements. What has been stated about the "14" Districts applies with equal force to the "10" Districts in this region.

60·2·1 Habitations and Population (Population in 1000s)

In this region out of 16,350 habitations only 2,146 are served at the High school stage. In the districts the provision covers a small fraction of the habitations in the district. The coverage is

92 habitations out of 1,003 in Ahmedabad,
2 out of 368 in Amreli,
36 out of 1,343 in Banaskantha,
110 out of 2,477 in Panchmahals;

and other districts having as poor or poorer coverage. The population served in the region is 2,209 out of 8,473, a percentage of 26. The existing High schools, therefore, do not even provide for 30 to 40 per cent of the rural population.

60·2·2 Schools

This region contains 1 Girls' rural High school in the district of Surat. The distribution of 224 High schools of the region in the districts is :—

44 in Mehsana,
39 in Kaira,
37 in Surat,

36 in Baroda

21 in Sabarkantha

16 in Panchmahals

13 in Broach

10 in Ahmedabad

6 in Banskantha, and the least

2 in Amreli.

In Banaskantha a new school with Standard VIII only is being ignored.

60·2·3 Pupils

Of the total pupils in High schools of this region 53·7 are non-local of which 50·8 are boys and 2·9 girls; of the 46·3 local, 39·2 are boys and 7·1 girls. Of the total pupils about 10 per cent are girls and 90 per cent boys, girls being one-nineth of the boys. The districts show, on the whole, a very high percentage of non-local pupils.

69 per cent in Surat,

57 in Sabarkantha,

49·1 in Panchmahals,

51·4 in Broach and Baroda, and

less than 50 per cent in the other districts. The number of girls in the High schools of the districts vary from 0 in Amreli to 16·7 in Surat. In Banaskantha, Mehsana and Sabarkantha the number of girls in High schools is 2 or below 2 per cent of the total pupils in High schools.

60·2·4 Enrolment

The enrolment percentages in this region show almost similar figures to those in the "14" Districts. The total percentage enrolment is 0·28 of which 0·25 is of boys and 0·03 is of girls. The district with the highest enrolment is Surat with 0;49 and, the lowest, Amreli with 0·015. The percentage of girls is almost insignificant, the highest being 0·08 in Surat and, the lowest, 0·0003 in Banaskantha. Compared to the total percentage enrolment of 9·29 at the Primary and 1·39 at the Middle school stage, the percentage of 0·28 at the High school stage compares very unfavourably.

60·2·5 Class-Rooms

The average number of class rooms is 4·9 for the region, the variations in the districts ranging from 10·0 in Ahmedabad to 1·7 in Banaskantha. The floor area per room averages 362 square feet in the region, Baroda having the maximum floor area of 440 square feet and Broach having the least, 211.

60·2·6 Teachers

On an average there are 5·8 teachers per High school in the region with wide variations in the districts from 1·7 in Amreli and Banaskantha to 10·1 in Ahmedabad. The number of men teachers to a woman teacher is 33·5 in the region, the ratio varying in the districts from 108 in Mehsana to 5·0 in Amreli. Difficulties in recruiting women teachers is not as acute in High schools as it is in Primary and Middle schools. Amreli and Banaskantha have no women teachers in rural High schools.

Except for slight variations in the averages for class rooms and ratios for teachers, the two regions of "10" and "14" Districts show a similarity in the educational statistics. The enrolment is slightly higher in the "10" Districts than in the "14" though in both the cases the percentages do not even reach one for boys and girls together.

60·3 The Region of Marathawada

This region showed a very unsatisfactory situation with regard to provision at the Primary and Middle school stages. It would, therefore, be natural to expect a much worse position with regard to High school provision. The three stages after all form a sequence in education, one leading to the next, so that the degree of provision at the High level is dependent on and is determined by that at the next lower, the Middle.

60·3·1 Habitations and Population (Population in 1000s)

In Marathawada about one-forty-second of the total habitations is served by existing schools according to the educational statistics regarding High schools, only 213 habitations out of 9,165 being served. In the districts the position varies considerably, in Parbhani 4 habitations being served out of 1,755 and 24 out of 2,130 in Aurangabad. The population served approximates to 5 per cent, only a population of 212 being served out of 4,484, with low percentages in each of the districts.

60·3·2 Schools

In the whole of Marathawada there are 24 rural High schools all of them being co-educational and none exclusively for girls. The distribution in the districts is, one in Parbhani, 3 in Aurangabad, 4 in Nanded, 5 in Bhir and 11 in Osmanabad. One school with Standard VIII in Osmanabad has not been taken into account.

60·3·3 Pupils

As in other regions of the State, in Marathawada also a fairly high percentage of pupils in High schools is non-local, the percentage being 45·2. Except Osmanabad no other district has non-local girls, and, Nanded and Parbhani have no local girls too. The girls form 0·7 per cent of the High school population.

60·3·4 Enrolment

This is the only region in the State in which the total percentage of enrolment is not only in decimals but in one-hundredths, the regional percentage being 0·03 made up of almost only of boys, the percentage for girls being negligible. In the districts Osmanabad gives the highest total percentage of 0·08 and Parbhani the least, 0·004. It is strange that with a total enrolment per cent of 0·36 at the Middle stage only about 8 per cent of the Middle school pupils should be in High schools.

60·3·5 Class-Rooms

The average number of class-rooms for the region is 4·28, quite a good average. Osmanabad gives the highest average of rooms, 5·42, Parbhani, the least, 1·0. The floor area averages 438 square feet per room in the region; the variations range from 1,607 in Aurangabad to 196 in Osmanabad.

60·3·6 Teachers

The number of teachers per school averages 4·68, very nearly equal to the average number of rooms, 4·28. The highest average is 7·66 in Aurangabad and the least 1·0 in Parbhani.

The ratio of men-teachers to a woman teacher is 116·0 for the region, only the district of Bhir having one woman teacher.

Marathawada appears to have fairly spacious buildings for High schools with enough rooms and floor area to make the provision more than adequate for the number attending them. As in the case of Primary schools and Middle schools it should be possible to fill the schools with greater numbers so that the available facilities may be used to capacity.

60·4 The Region of Vidarbha

Vidarbha makes a little better showing than Marathawada in the matter of educational provision at the High school stage.

60·4·1 Habitations and Population (population in 1000s)

Out of 13,180 habitations in the region only 388 are served, nearly one-twenty-fifth of the total habitations. The habitations served are 2 in Wardha, 3 in Nagpur, 20 in Chanda, 37 in Yeotmal, 44 in Akola and in other districts more than 50 habitations. In Amravati 129 habitations are served out of 1,504, the largest coverage in any of the districts. The percentage of population served is about 7 per cent of the total rural population, 431 out of 5,972 in the region. Amravati serves the largest population, Bhandara being next.

60·4·2 Schools

There are in all 48 High schools in the rural areas of Vidarbha. No separate Girls' school is available in rural areas exclusively for girls.

Amravati with 13 High schools and Buldana with 11 are the best provided districts in the region. Among the other districts Nagpur has only 1, Wardha 2, Chanda 3, Bhandara and Akola 5 and Yeotmal 8 High schools. An urban Indian Middle school included in Akola has been ignored.

60·4·3 Pupils

Of the total pupils in High schools 62·2 are local and 37·8 non-local of which 6·6 and 0·5 are girls and 55·6 and 37·3 boys respectively. The girls form 7·1 per cent of the total High school pupils. In the districts the highest non-local pupils are in Bhandara, 70·5 per cent and, the least in Wardha, 0·4. There are no non-local girls in Wardha, Nagpur, Akola, and in the other districts the percentage of non-local girls varies from 1·6 in Bhandara to 0·2 in Buldana.

60·4·4 Enrolment

The enrolment percentage for all pupils for the region works out to 0·075 of which the boys are 0·07 and girls 0·005. The district with the highest percentage of enrolment is Amravati with 0·23, Buldana with 0·112 and Wardha with 0·11, the district with the least percentage of enrolment being Nagpur with 0·0024. With a total enrolment of 1·10 at the Middle school stage, the High school enrolment percentage of 0·075 is disappointing for Vidarbha.

60·4·5 Class-Rooms

The provision of class rooms in Vildarbha appears to be satisfactory, the regional average being 4·6 class rooms per High school. Wardha has the highest average of 13·5 rooms per school and Chanda the least, 1·3. The floor area averages 384 square feet per room, the variation in the districts ranging from 293 square feet in Yeotmal to 477 in Chanda.

60·4·6 Teachers

The average number of teachers per High school is 5·5 for the region indicating a very satisfactory position with regard to teachers. In the districts, however, there is a great divergence, 14 in Wardha, 7·2 in Amravati, 5·8 in Akola, as against 2·8 in Yeotmal and 2·3 in Chanda. Compared to class rooms the average number of teachers is just a little over the average number of rooms per school in the districts, as well as in the region.

For Vidarbha as a whole there are 52·8 men-teachers to a woman teacher indicating that the number of women teachers in High schools is much lower than in the Middle (47·1) and Primary (18·2) stages. Amravati is the only district in the region which has 5 women teachers, other districts having none.

Vidarbha is fairly well provided with adequate accommodation and staffing of teachers in its rural High schools. Of all the regions, in Vidarbha the percentage of non-local pupils is much lower than

that in the other regions of the State. It should be possible to increase enrolment at the High school level by providing satisfactory residential accommodation to pupils from far away habitations so that the existing provision is used to capacity.

60·5 Region of Saurashtra-Kutch

Saurashtra-Kutch inspite of its handicaps presents a slightly more satisfactory situation with regard to High school statistics than Vidarbha. The habitations in Saurashtra-Kutch are widely spread-out in the districts so that the High school provision cannot be availed of by a large number of habitations in the neighbourhood of a High school.

60·5·1 Habitations and Population (Population in 1000s)

The region contains 5586 habitations of which only 146 are served at the High school stage, about one-thirty-fifth of the total habitations. The least number served is 6 in Halar, 17 in Gohilwad and Kutch and between 28 and 41 habitations in the other districts. The population served is about 6 per cent of the total rural population, 196 out of 3208.

60·5·2 Schools

Saurashtra-Kutch, has a few senior basic schools with the highest standards VIII. For the purposes of the survey, standard VIII was classified as a High school standard. But the actual number of High schools is 18, one each in Gohilwad and Zalawad, 2 each in Halar and Madhya Saurashtra, 5 in Sorath and 7 in Kutch. There are no separate Girls' schools in any of the districts exclusively meant for the girls as the existing High schools admit girls. But the number of girls entering the High school stage is very small.

60·5·3 Pupils

Inspite of the wide scatter of habitations the pupils in High schools in Saurashtra-Kutch yield a percentage of 42·2 non-local pupils of which 0·1 are girls. Of the total pupils in schools 94 per cent are boys and only 6 per cent girls. The non-local pupils are highest in Sorath (67 per cent) and, least in Zalawad (9·3 per cent). Except in Zalawad and Gohilwad in the other districts there are no non-local girls. The non-local pupils were 4·8, 9;7 at the Middle and Primary stages, respectively. A fairly high percentage of 42·2 at the High school level is mainly due to the residential facilities available in many of the High schools in rural areas of Saurashtra-Kutch.

60·5·4 Enrolment

Against an enrolment of 0·86 per cent at the Middle school stage Saurashtra-Kutch has only a total percentage of 0·085 at the High school stage of which 0·08 is of boys and 0·005 is of girls. The district with the highest enrolment is Sorath 0·194, and, with the least enrolment Gohilwad with 0·022. The percentage of girls is highest in Zalawad, 0;02 and least in Halar, 0;008.

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60·5·5 Class-Rooms

The average number of class rooms is 3·84 per High school in the region. Gohilwad gives a high average of 7 and Sorath the least 3·03. The floor area averages 446 square feet per class room in the region quite a good floor space for the High school stage. The accommodation in the High schools of Saurashtra-Kutch is quite adequate, some of the High schools presenting an appearance of opulence and spaciousness.

60·5·6 Teachers

In the region the teachers average 6·36 per High school, very nearly double the average number of class rooms per school. Kutch, however, has a very low average of 2·71 teachers per school indicating the inadequacy regarding High school teachers, as physical conditions in Kutch are not very tempting. Gohilwad has the highest average of 10 per school.

The ratio of men teachers to a woman teacher is 4·7 for the region. The districts of Gohilwad, Kutch and Sorath have no women teachers in rural High schools.

Saurashtra-Kutch has made a good beginning of providing wide educational facilities at the Primary level within a short period of its existence as a State after 1948. With this advantage at the lowest level in the educational system, it should not be difficult for this region to make up for its deficiencies at the Middle school stage, so that in course of time the High schools of the region, especially in the rural areas, may be filled with greater number of pupils and utilise the High schools to their full capacity.

60·6 The State

The five regions of the State exhibit varying characteristics and achievements at the High school stage. The " 14 " and " 10 " Districts which showed considerable similarity in the educational statistics at the Primary and Middle school stages continue to maintain the similarity even at the High school stage. In all the regions of the State, the High school provision, especially the utilisation at this level, is, from the stand point of percentage of school-going children in the age range falling within this stage, quite inadequate. Though the reasons for this are many and peculiar to each of the regions, the analysis of the regional data in comparison with each other will only touch the indications revealed by the statistics and not probe into their causes.

60·6·1 Habitations and Population (Population in 1000s)

In the State as a whole about one-fourteenth of the total habitations, 5346 out of 76151. are served by High schools. In the regions of the State the proportion of habitations served varies considerably, one-eighth in " 10 " Districts, one-thirtheenth in " 14 " Districts, one-

twentyfifth in Vidarbha, one-thirtyfifth in Saurashtra-Kutch and one-fortysecond in Marathawada. Even under this head Marathawada amongst the regions presents unsatisfactory provision. Assessed on the basis of population the percentage of rural population served works out—

" 10 " Districts	26	(66)
" 14 " Districts	20	(60)
Saurashtra-Kutch	6	(55)
Vidarbha	7	(45)
Marathawada	5	(26)

The figures in brackets indicate approximately the percentage of rural population served at the Middle school stage in the regions. The great disparity between the percentages of population served at the two stages is mainly due to the inaccessibility of High schools within a walking distance from the neighbouring habitations. The percentage of population served in each of the regions could be considerably enhanced if convenient and cheap residential facilities could be provided, either in the High schools or in the habitations where the High Schools are located. As on 31st March 1957 the coverage by existing High schools except in the " 24 " Districts of old Bombay State is inadequate. It needs to be mentioned that even the percentages quoted above are not fully and correctly representative of the service offered by High schools in rural areas. For, even when a few pupils from a distant habitation, as an exception, avail of this facility, the habitation and its population are counted as being served though it would be incorrect to presume that the whole of the habitation is served and that all or most of the pupils coming out of Middle schools from that habitation avail of the facility.

60·6·2 Schools

The consolidated Table 7C (*vide* Appendix A) specifies 610 High schools. Ignoring the Standard VIII schools and urban schools included in this Table, the High schools are—

223 in " 14 " Districts
224 in " 10 " Districts
24 in Marathawada
48 in Vidarbha
18 in Saurashtra-Kutch
and 537 in the State.

In comparing and assessing the High school provision under " schools " the total number of schools in each of the regions do not correctly indicate the provision available. The average number of High schools in each of the districts of the region would, from this

point of view, be a better index of assessment. The regions of the State line up as follows :—

"10" Districts	...	...	... 22
"14" Districts	...	...	... 16
Vidarbha	...	...	... 6
Marathawada	...	...	... 5
Saurashtra-Kutch	...	...	... 3

Marathwada with an average of five High schools per district as against 3 in Saurashtra-Kutch serves a much lower population than in Saurashtra-Kutch though Saurashtra-Kutch is handicapped, more than Marathawada, in the spread of its habitations. In many of the rural High schools in Saurashtra-Kutch, however, residential facilities are available to pupils from distant habitations and for this reason the coverage by High schools in Saurashtra-Kutch is wider than in Marathawada.

60·6·3 Pupils

In the State as a whole of the total pupils in High schools 49·3 per cent are non-local of which 47·3 are boys and 2·0 girls. The percentage of non-local pupils is the highest in "10" Districts (53·7) and the lowest in Vidarbha (37·8). The percentage of girls, however, is fairly high in the "14" and "10" Districts being 1·7 and 2·9 respectively while in the other three regions it is much less than one per cent. The total number of girls in High schools is 9·5 per cent as against 90·5 boys. The percentage of girls in High schools varies considerably in the districts the percentages being :—

"14" Districts	...	...	10·5
"10" Districts	...	...	10·0
Vidarbha	...	...	7·1
Saurashtra-Kutch	...	...	6·0
Marathawada	...	...	0·7

The above is fairly indicative of the percentage of girls as compared to boys in High schools.

60·6·4 Enrolment

The total percentage of enrolment to estimated population of the State is 0·15, of boys 0·14 and of girls 0·01. These percentages, as compared to the enrolment percentages at the Middlle school stage, are disproportionately low indicating, that—

13 per cent of total pupils
14 per cent of boys
5 per cent of girls

from Middle schools enter the High school stage.

Amongst the regions the total enrolment is highest in the "10." Districts (0·28), the "14" Districts coming next (9·17) and the three regions showing percentages of enrolment in the one-hundredths. The percentage of enrolment of girls in the regions is :—

"10" Districts	...	...	0·03 (0·25)
"14" Districts	...	...	0·02 (0·15)
Saurashtra-Kutch	...	...	0·005(0·08)
Vidarbha	...	...	0·005(0·07)
Marathawada	...	...	0·00 (0·03)

The figures in brackets are the percentage of enrolment of boys. Percentages for boys and girls run almost parallel the percentage of boys in Marathawada equalling the percentages of girls in the "10" Districts.

60·6·5 Class-Rooms

The average number of class-rooms per rural High school in the State averages 4·4 indicating on an average one class room for each of the standards of the High school stage. Saurashtra-Kutch is the only region which has an average of 3·84 which is less than 4. The average floor-area per class room is 374 square feet for the State, Saurashtra-Kutch having the highest average 446. On the whole the rural High schools in Saurashtra-Kutch are spacious and the number of rooms adequate.

60·6·6 Teachers

The average number of teachers per rural High school is 5·7 which is slightly above the average number of rooms per school (4·4). The staffing of High schools being on the basis of subjects than standards as in the case of Middle and Primary school stages, the number of teachers is naturally in excess of the number of rooms. Marathawada is the only region where the number of teachers works out at 4·68 as against the average number of rooms 4·28 all the other regions maintaining a difference of one.

The State ratio of men teachers to women teachers is 14·8 men teachers to a woman teacher as against 12·8 and 12·3 at the Middle and Primary school stages respectively. The State ratio, however, is slightly deceptive as the regions show extreme variance in regard to the women teachers in High schools. Saurashtra-Kutch has the favourable ratio of 4·7 men teachers to a woman teacher, "14" Districts having a ratio of 13·6.

"10" Districts	...	...	33·5
Vidarbha	...	...	52·8
Marathawada	...	...	116·0

The recruitment of women teachers in High schools is easier than at the lower stages as most of the rural High schools are located in

the larger habitations so that conditions of service and of residence are more favourable than in schools of the lower stages. In the region of the State all the districts do not have women teachers in rural High schools. Four districts in the region of "14" Districts, 2 districts in the region of "10" Districts, 4 in Marathawada, 7 in Vidarbha and 3 in Saurashtra-Kutch have no women teachers in rural High schools.

No pupil-teacher ratios have been calculated at the High school stage as these are not truly indicative of staffing of High schools. The reasons for this have already been advanced above. In the first stage of educational expansion the Primary school stage will receive the concentrated energies of the State to reach the target of free, universal and compulsory education by the end of the Third Five-Year Plan. Simultaneously with this there will be, though not to the same degree, expansion at the Middle school stage as a preliminary to carrying over the range of compulsion after the Third Five-Year Plan into the next higher stage of education. It is only when Middle school facilities are more widely available that greater numbers will come out of these schools and a proportionately larger number than at present seek entrance into High schools. With this end in view the survey encompassed the High school stage within its purview so that new High schools may be located in the most advantageous locations to serve wider areas in the countryside. But the intensity of provision at the High school stage will never be on a par with the Primary school or the Middle school stage. What is being aimed at is that even High school facilities should be available in the rural areas so that no deserving or desirous child should be denied the facility at this stage merely on the basis of distance.

CHAPTER 61

EDUCATIONAL STATISTICS—RURAL SECONDARY SCHOOL INFORMATION

SECONDARY SCHOOL INFORMATION (RURAL) AS ON 31ST MARCH 1957

REGION OF "14" DISTRICTS

DISTRICT	PERCENTAGE TO TOTAL PUPILS							
	LOCAL		NON-LOCAL					
			IN HOSTELS		WITH OTHERS		WALKING CYCLING	
	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total
1	2	3	4	5	6	7	8	9
GB: 1 GR. BOMBAY ..	....	....	....	....	....	....	....	....
M: 2 AHMEDNAGAR..	45·10 10·31	55·41	12·75 00·53	13·28	05·78 00·04	05·82	24·68 00·81	25·49
M: 10 DANGS ..	43·60 10·90	54·50	38·20 07·30	45·50	00·00 00·00	00·00	00·00 00·00	00·00
M: 11 E. KHANDESH ..	51·50 04·40	55·90	11·30 00·00	11·30	07·00 00·10	07·10	25·60 00·10	25·70
M: 12 KOLABA ..	43·70 17·10	60·80	01·60 00·10	01·70	02·00 00·30	02·30	30·90 04·30	35·20
M: 13 KOLHAPUR ..	34·20 03·60	37·80	09·80 00·00	09·80	05·60 00·00	05·60	46·60 00·20	46·80
M: 16 NASIK ..	25·60 02·30	27·90	26·90 00·00	26·90	11·60 00·60	12·20	32·00 01·00	33·00
M: 17 N. SATARA ..	30·70 08·90	39·60	05·70 00·00	05·70	06·90 00·30	07·20	46·10 01·40	47·50
M: 20 POONA ..	55·60 15·20	70·80	05·30 00·10	05·40	01·20 00·10	01·30	22·30 00·20	22·50
M: 21 RATNAGIRI ..	39·20 10·90	50·10	06·20 00·10	06·30	08·90 00·80	09·70	30·60 03·30	33·90
M: 22 SHOLAPUR ..	32·90 05·10	38·00	33·10 00·00	33·10	09·10 00·30	09·40	19·10 00·40	19·50
M: 23 S. SATARA ..	38·80 08·70	47·50	08·20 00·00	08·20	03·60 00·00	03·60	40·40 00·30	40·70
M: 24 THANA ..	41·80 18·10	59·90	03·30 00·00	03·30	04·10 00·30	04·40	28·50 03·90	32·40
M: 26 W. KHANDESH.	33·90 03·80	37·70	28·90 00·00	28·90	08·90 00·20	09·10	23·90 00·40	24·30
REGION ..	39·80 09·60	49·40	10·50 00·10	10·60	06·40 00·30	06·70	31·70 01·60	33·30

SECONDARY SCHOOL INFORMATION (RURAL) AS ON 31ST MARCH 1957

REGION OF "10" DISTRICTS

DISTRICT.	PERCENTAGE TO TOTAL PUPILS							
	LOCAL		NON-LOCAL					
			IN HOSTELS		WITH OTHERS		WALKING, CYCLING	
	Boys Girls.	Total	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total
1	2	3	4	5	6	7	8	9
G : 28 AHMEDABAD ..	41·40 16·50	57·90	03·70 00·00	03·70	00·00 00·00	00·00	37·40 01·00	38·40
G : 29 AMRELI ..	56·40 00·00	56·40	33·40 00·00	33·40	05·10 00·00	05·10	05·10 00·00	05·10
G : 30 BANASKANTHA.	51·80 02·90	54·70	00·00 00·00	00·00	03·60 00·00	03·60	41·70 00·00	41·70
G : 31 BARODA ..	39·50 09·10	48·60	05·30 00·70	06·00	02·00 00·30	02·30	41·20 01·90	43·10
G : 32 BROACH ..	47·20 10·10	57·30	08·00 00·00	08·00	03·50 01·00	04·50	29·40 00·80	30·20
G : 35 KAIRA ..	48·70 14·50	63·20	04·40 00·00	04·40	01·20 00·20	01·40	30·20 00·80	31·00
G : 38 MEHSANA ..	37·60 09·80	47·40	04·90 02·80	07·70	01·20 00·70	01·90	31·00 12·00	43·00
G : 39 PANCHMAHALS.	48·70 07·20	55·90	04·60 00·00	04·60	02·30 00·00	02·30	36·30 00·90	37·20
G : 40 SABARKANTHA.	42·40 02·10	44·50	07·50 00·00	07·50	10·70 00·20	10·90	37·10 00·00	37·10
G : 42 SURAT ..	27·20 10·40	37·60	07·60 00·50	08·10	03·50 00·90	04·40	43·80 06·10	49·90
REGION ..	38·80 10·60	49·40	06·00 00·70	06·70	02·60 00·50	03·10	36·50 04·30	40·80

SECONDARY SCHOOL INFORMATION (RURAL) AS ON 31ST MARCH 1957

REGION OF MARATHAWADA

DISTRICT	PERCENTAGE TO TOTAL PUPILS							
	LOCAL		NON-LOCAL					
			IN HOSTELS		WITH OTHERS		WALKING, CYCLING	
	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total
1	2	3	4	5	6	7	8	9
M: 5 AURANGABAD.	78·90 00·80	79·70	00.00 00.00	00·00	12·50 00·00	12·50	07·80 00·00	07·80
M: 7 BHIR ..	40·40 04·50	44·90	05.40 00.00	05·40	14·80 00·10	14·90	34·70 00·10	34·80
M: 15 NANDED ..	23·70 00·00	23·70	00.00 00·00	00·00	22·00 00·00	22·00	54·30 00·00	54·30
M: 18 OSMANABAD.	46·70 01·80	48·50	13·80 00·00	13·80	10·70 00·00	10·70	26·70 00·30	27·00
M: 19 PARBHANI .	08·10 00·00	08·10	62·20 00·00	62·20	09·30 00·00	09·30	19·80 00·60	20·40
REGION ..	42·54 02·43	44·97	12·48 00·00	12·48	12·69 00·03	12·72	29·63 00·20	29·83

SECONDARY SCHOOL INFORMATION (RURAL) AS ON 31ST MARCH 1957

REGION OF VIDARBHA

PERCENTAGE TO TOTAL PUPILS

DISTRICT	LOCAL		NON-LOCAL					
			IN HOSTELS		WITH OTHERS		WALKING CYCLING	
	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total
1	2	3	4	5	6	7	8	9
M: 3 AKOLA ..	42·20 09·80	52·00	13·40 00·10	13·50	12·90 00·40	13·30	21·20 00·00	21·20
M: 4 AMRAVATI.	39·40 09·70	49·10	09·20 00·00	09·20	08·50 01·20	09·70	29·40 02·60	32·00
M: 6 BHANDARA.	35·60 03·50	39·10	04·30 00·00	04·30	20·20 01·10	21·30	34·90 00·40	35·30
M: 8 BULDANA ..	41·60 05·90	47·50	02·70 00·00	02·70	07·70 00·60	08·30	40·40 01·10	41·50
M: 9 CHANDA ..	34·80 08·40	43·20	03·90 00·00	03·90	27·80 00·90	28·70	23·90 00·30	24·20
M: 14 NAGPUR ..	64·20 10·40	74·60	00·00 00·00	00·00	05·60 00·00	05·60	18·70 01·10	19·80
M: 25 WARDHA ..	46·30 20·60	66·90	00·00 00·00	00·00	00·00 00·00	00·00	33·10 00·00	33·10
M: 27 YEOTMAL ..	49·20 08·20	57·40	16·30 00·00	16·30	09·10 01·20	10·30	16·00 00·00	16·00
REGION ..	41·14 08·17	49·31	07·26 00·01	07·27	11·26 00·85	12·11	30·22 01·09	31·31

SECONDARY SCHOOL INFORMATION (RURAL) AS ON 31ST MARCH 1957

REGION OF SAURASHTRA-KUTCH

PERCENTAGE TO TOTAL PUPILS

DISTRICT	LOCAL		NON-LOCAL					
			IN HOSTELS		WITH OTHERS		WALKING CYCLING	
	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total
1	2	3	4	5	6	7	8	9
G: 33 GOHILWAD ...	28·80 09·70	38·50	52·30 00·00	52·30	00·00 00·00	00·00	08·60 00·60	09·20
G: 34 HALAR ...	55·50 15·70	71·20	13·60 00·00	13·60	00·00 00·00	00·00	15·20 00·00	15·20
G: 36 KUTCH ...	61·60 08·70	70·30	23·50 00·00	23·50	02·20 00·30	02·50	03·70 00·00	03·70
G: 37 MADHYA SAURASHTRA. ...	93·90 06·10	100·00	00·00 00·00	00·00	00·00 00·00	00·00	00·00 00·00	00·00
G: 41 SORATH ...	29·20 01·60	30·80	50·60 00·00	50·60	04·50 01·80	06·30	12·30 00·00	12·30
G: 43 ZALAWAD ...	75·00 15·60	90·60	00·00 00·00	00·00	00·00 00·00	00·00	09·10 00·30	09·40
REGION ...	57.10 08.50	65·60	25·10 00·00	25·10	01·50 00·40	01·90	07·30 00·10	07·40

SECONDARY SCHOOL INFORMATION (RURAL) AS ON 31ST MARCH 1957

43 DISTRICTS OF NEW BOMBAY STATE

REGION	PERCENTAGE TO TOTAL PUPILS							
			NON-LOCAL					
	LOCAL		IN HOSTELS		WITH OTHERS		WALKING CYCLING	
	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total
1	2	3	4	5	6	7	8	9
OF "14" DISTRICTS	39·80 09·60	49·40	10·50 00·10	10·60	06·40 00·30	06·70	31·70 01·60	33·30
OF "10" DISTRICTS	38·80 10·60	49·40	06·00 00·70	06·70	02·60 00·50	03·10	36·50 04·30	40·80
OF MARATHAWADA	42·54 02·43	44·97	12·48 00·00	12·48	12·69 00·03	12·72	29·63 00·20	29·83
OF VIDARBHA ...	41·14 08·17	49·31	07·26 00·01	07·27	11·26 00·85	12·11	30·22 01·09	31·31
OF SAURASHTRA-KUTCH	57·10 08·50	65·60	25·10 00·00	25·10	01·50 00·40	01·90	07·30 00·10	07·40
NEW STATE OF BOMBAY	40·20 09·50	49·70	08·40 00·40	08·80	05·60 00·50	06·10	32·80 02·60	35·40

CHAPTER 61

EDUCATIONAL STATISTICS—RURAL SECONDARY SCHOOL INFORMATION

61·0 The previous chapter dealt with the rural High schools in the State, High schools with standards VIII and over. It was pointed out that for purposes of assessing the High school provision only schools which classified themselves as High schools were considered for the purpose of analysis. For example, though standard VIII was treated as a High School standard in the survey, Senior Basic Schools in Saurashtra-Kutch whose highest standard was VIII had to be ignored. Normally in rural areas High schools have the standards VIII to XI, in a very few cases V or VI to XI, as standards I to VII are administered by local authorities either free or under a very nominal fee. This chapter is concerned with rural Secondary schools as distinct from rural High schools dealt with in the previous chapter. For assessing fully and completely the contribution of rural Secondary schools exhaustive data regarding

Standards taught

Pupils : local, boys and girls

non-local, under
(i) in hostels
(ii) with others
(iii) daily going to school

became necessary.

The population served in the case of rural Secondary schools is rather deceptive. For, even when a few pupils reside in hostels or with others in the school habitation, the population of the habitations from which they come gets included in the school-area of the rural Secondary school which is not quite correct. Such habitations may, as usually they do, fall far outside the range of 5 miles specified as the target for the survey. As such the school-areas of these schools as recorded in consolidated Form No. 5 will have to be accepted with great caution.

Information about rural Secondary schools was collected from individual schools by issuing Form No. C/3 a specimen of which is included in Appendix B. The form collected data on :

General information regarding management, medium, type
School standards
Number of classes in each standard

* *Vide* appropriate Table on pages 722—727.

Boys, girls, total in the school

Pupils, under,

(i) Local boys and girls

(ii) Non-local under

(a) in hostels
(b) residing in the village
(c) coming daily to school

Building—Ownership, rooms, floor-area,

Teachers—graduates, under-graduates, specialists, trained and untrained, men and women.

Feeders—their names and distances from the school.

For a correct and true assessment of rural Secondary schools these Forms if scrutinised will yield interesting and valuable data about them.

The information collected in Form No. C/3 was consolidated in Form No. 5 under the heads

Name of School

Standards taught

Habitations served and their distances from school

School-area population

Pupils in schools under

local and non-local
under various heads

The consolidated data in Form No. 5 is included in Appendix A at the end of this report.

As the figures of pupils, boys and girls, local and non-local, are not meaningful or significant in themselves these have been related to the total school-area population and presented in the form of percentages in abstract Tables for the purposes of discussion in this chapter. But during the discussion references will be made to consolidation in Form No. 5 as also to the detailed data collected from the schools.

The most important contribution rural Secondary schools make in educational provision can only be assessed by a study of the pupils in these schools and their break-up under the different heads mentioned above. The analysis attempted in this chapter is under items.

(1) Population served

(2) Schools

(3) Pupils.

N. B.—The percentage of pupils quoted during discussion refers to percentage of total pupils in schools unless otherwise specified.

61·1 Region of "14" Districts

This region contains 228 complete or incomplete Secondary schools as against 232 High Schools dealt with in the earlier Chapter under the head of rural High schools. Secondary schools in this region by departmental specification are schools with standards V or more to XI though most of the schools in rural areas tend to be VIII to XI.

61·1·1 Population (in 1000s)

On the basis of the pupils in rural Secondary schools and the habitations they come from, whether within or without the limit of 5 miles, the school-area served by these schools is the total population of the habitations from which the pupils in the school come. On this basis the total population served in this region is about 18 per cent of the total rural population. In the districts the percentage population served varies from about 45 per cent in South Satara and at the other extreme only 11 per cent in Dangs. More than 20 per cent of the rural population is served in Ahmednagar (25), Kolhapur (20), North Satara (34) and Ratnagiri (27), in all other districts the percentage being less than 20 per cent.

61·1·2 Schools

In the region as a whole there are 228 rural Secondary Schools of which

14 are complete Secondary schools

70 complete High schools

7 incomplete Secondary schools

137 incomplete High schools

The incomplete Secondary schools have standards from V or above to XI or less and the incomplete High schools with a standard or two missing in the range VIII to XI. A scrutiny of the total number of Secondary schools in the districts shows.

36 in Ratnagiri

30 in North Satara

21 in Ahmednagar and South Satara

20 in Kolhapur

the other districts having less than 20 and Dangs only 1.

61·1·3 Pupils

Of the total pupils in this region studying in rural Secondary schools 49·4 per cent are local and 50·6 non-local. Of the local 9·6 and of the non-local 2 0 per cent are girls. The girls are 10·4 per cent of the total local pupils and 3·9 per cent of the total non-local pupils.

The percentage of local pupils in all the districts is very high those with less than 50 per cent being :

Kolhapur	...	...	...	... 37·8
Nasik	...	...	...	... 27·9
North Satara	...	...	...	... 39·6
Sholapur	...	...	...	... 38·0
South Satara	...	...	...	... 47·5
West Khandesh	...	...	...	... 37·7

The highest number of local girls is in Thana 30·2 and the least in Nasik, 8·2, with East Khandesh having 7·9 per cent of the total local pupils in these districts. Among the districts, Poona has the highest percentage (70·8) and Nasik the lowest (27·9) for local pupils.

The non-local pupils who form 50·6 per cent break-up into

10·6 residing in hostels,

6·7 residing with others, and

33·3 coming to school daily from their homes.

Of the students in hostels only 0·9 per cent are girls, staying with others 4·5 and coming to school daily 4·8 per cent of the total under each category. In Dangs the pupils are either local or residing in hostels as walking to school is extremely difficult in this district.

61·2 Region of "10" Districts

The nomenclature of standards of Secondary schools in this region is identical with that in "14" Districts as together these two regions belong to the old Bombay State. The region as a whole contains 225 rural Secondary schools distributed in its 10 districts.

61·2·1 Population (in 1000s)

Of the total rural population in the region about 29 per cent. is served by rural Secondory schools, the percentage population served varying between 5 per cent. in Amreli and 49 per cent. in Baroda. In the 5 districts Baroda, Broach, Kaira, Mehsana, Sabarkantha and Surat the percentage population served is 25 or more than 25 per cent. These percentages, however, are only approximations.

61·2·2 Schools

The region contains 225 rural Secondary schools of which only one in Surat is a Girls' School. They sub-divide thus :

57 complete Secondary schools,

29 complete High schools,

55 incomplete Secondary schools,

84 incomplete High schools.

The distribution of Secondary schools in the districts varies considerably with—

44 in Mehsana,
39 in Kaira,
37 in Baroda and Surat,
21 in Sabarkantha

and the other districts having less than 20 each. The rural Secondary schools average 22·5 per district and 6 of the districts fall below this average.

61·2·3 Pupils

Of the total pupils in rural Secondary schools 49·4 per cent are local and 50·6 per cent non-local. Of the local 10·6 and of the non-local 5·5 per cent are girls. Of the local pupils 21·5 of the total are girls. In the districts the girls range from 28·5 per cent in Ahmedabad to 5·3 per cent in Banaskantha and 4·7 per cent in Sabarkantha to the total local pupils in these districts. Kaira with a percentage of 63·2 has the highest local pupils and Surat with 37·6 the least.

The break up of non-local pupils is—

6·7 in Hostels,
3·1 with others, and
40·8 going to school daily.

In these categories 10·5, 16·1 and 10·5 per cent respectively are girls. This region shows fairly adequate hostel facilities for girls with a percentage of 10·5 as against 0·9 per cent in the "14" Districts. The districts having fairly good hostel facilities for boys are Amreli, Surat, Sabarkantha and Broach. However, there are no non-local girls at all in the districts Amreli and Banaskantha in this region. The non-local pupils who come to school daily are highest in Surat (49·9) and least in Amreli (5·1).

It will be seen that the percentage of local and non-local pupils in this region is identical with corresponding percentages in the region of "14" Districts.

61·3 Region of Marathawada

In Marathawada there are in all 24 rural Secondary schools. Secondary education has not made much progress in rural areas in this region as will be revealed by educational statistics under this head.

61·3·1 Population (in 1000s)

Out of the rural population of 4484 the rural Secondary schools serve 223 giving a percentage of about 5 for the population served. In the districts Parbhani with only one incomplete Secondary school serves a meagre population of 0·6 of the district even this percentage being an over-estimation. Osmanabad serves 9 per cent. Bhir 8 per

cent, Nanded 5 per cent and Aurangabad only 2 per cent of the rural population of the districts.

61·3·2 Schools

The region contains 24 rural secondary schools of which—

9 are complete Secondary schools,
6 are complete High schools,
4 are incomplete Secondary schools, and
5 are incomplete High schools.

Osmanabad has 11, Bhir 5, Nanded 4, Aurangabad 3 and Parbhani 1 making a total of 24.

61·3·3 Pupils

The total pupils in rural Secondary schools break-up into percentages of 44·97 local and 55·03 non-local. Of these 2·43 and 0·23 per cent respectively are girls.

Of the total local pupils only 5·4 are girls. There are no local girls at all in Nanded and Parbhani while in the other districts their percentage to the local pupils is—

10·0 Bhir
3·7 Osmanabad
1·0 in Aurangabad.

Parbhani has the least percentage of local pupils (8·1) and Aurangabad the highest (79·7).

The 55·03 percentage of non-local pupils fall under :—

12·48 in hostel,
12·72 with others, and
29·83 going to school daily.

There is no hostel facility at all for girls in any of the districts while a very negligible percentage resides with others and girls who come to school daily are only 0·7 per cent of the total pupils walking to school. Aurangabad and Nanded have no non-local girls at all in rural Secondary schools.

Most of the pupils in Marathawada are either local or walk to school daily, about 25 per cent staying in hostel or with others in the school village.

61·4 Region of Vidarbha

Vidarbha contains in all 48 rural Secondary schools in its 8 districts. In this region there is a clear cut Middle school stage of two distinct types, one ending at Standard VII as a complete stage and the other leading to the High school stage. In rural areas there are no High schools with High school standards IX to XI or less, all the schools having standards V—XI.

61·4·1 Population (in 1000s)

In the region as a whole the rural Secondary schools serve a population of about 11 per cent of the regional rural population, 648 out of 5972. The percentage population served in the districts is—

23 in Amravati,
19 in Buldana

and much less in the other districts with 0·7 percent in Akola. These percentages tend to be overestimated and should be read as such.

61·4·2 Schools

The 48 rural Secondary schools in this region break-up into—

37 complete Secondary schools,
7 incomplete Secondary schools, and
4 incomplete High schools

there being no complete High schools in any of the rural areas. It is a characteristic of Vidarbha that almost all Secondary schools have the complete range of standards I to XI and none with the High school standards IX to XI. This is quite in contrast to the pattern of Secondary schools in the regions of "10" and "14" Districts.

The Secondary schools are distributed—
13 in Amravati,
11 in Buldana,
8 in Yeotmal,
5 each in Akola and Bhandara

and less than 4 in the other 3 districts. Amravati and Buldana have made good progress at the Secondary school stage as at the Middle and Primary stages in the rural areas of the districts.

61·4·3 Pupils

The percentage of pupils in rural Secondary schools in this region is 49·31 local and 50·69 non-local. Of these 8·17 and 1·95 respectively are girls.

The local pupils among the districts are highest in Nagpur (74·6) and least in Bhandara (39·1). The local girls, in the districts, percentage to the local pupils—

30·8 in Wardha,
19·8 in Amravati,
19·5 in Chanda,
18·9 in Akola.

and less than 20 in the other districts.

The non-local pupils who are 50·69 per cent of the total pupils are—

7·27 in hostel,
12·11 with others, and
31·31 going to school daily.

The percentage of girls in hostels is negligible, while those staying with others are 7 per cent and walking to school 3·5 per cent of the pupils under each category. There are no hostel facilities either for boys or girls in Wardha and Nagpur while except in Akola there are no rural facilities for hostel accommodation for girls. In Wardha all the non-local pupils come to school daily, none staying in hostels or with others. The pupils going daily to school give a percentage of 35·3 in Bhandara and 16 in Yeotmal.

In Vidarbha the provision for residential accommodation in hostels or with others in rural areas appears to be low compared to other regions of the State, the majority of non-local pupils going to school every day.

61·5 Region of Saurashtra-Kutch

Saurashtra-Kutch presents a peculiarity in Secondary school provision in that of Middle schools, which are termed Senior basic schools having standards V to VIII, which form a self-contained unit, standard VIII falling within the High school stage. The consolidated Table in Form No. 5 includes many of these schools under Secondary and as such for the purposes of this chapter will have to be ignored. These schools are—

18 in Madhya Saurashtra,
20 in Zalawad.

These districts, therefore, will be credited with only 2 and 1 schools respectively in this chapter.

61·5·1 Population (in 1000s)

The rural population served by rural Secondary schools in this region is about 5 per cent of the total population. In the districts the population per cent served is the highest (15) in Zalawad and 1, the least, in Kutch and Madhya-Saurashtra, the percentage being much less than 5 per cent in all the other districts.

61·5·2 Schools

The 18 rural Secondary schools in this region are—

3 complete Secondary schools.
3 complete High schools,
11 incomplete Secondary schools.
1 incomplete High school.

The complete Secondary schools are 1 in Kutch and 2 in Sorath while High schools are 1 each in Gohilwad, Halar and Kutch.

61·5·3 Pupils

The consolidation in Form No. 5 received from Madhya-Saurashtra contains no break-up of local and non-local pupils all the pupils in rural Secondary schools shown as local.

In the region as a whole the pupils in Secondary schools are 65·6 per cent local and 34·4 non-local of which 8·5 and 0·5 respectively are girls.

In the districts the local pupils are highest in Zalawad, 90·6 per cent and the lowest in Sorath, 30·8 per cent. The percentages of local girls are, in Halar 22·1, in Zalawad 17·2, in Kutch 12·4, in Madhya-Saurashtra 6·1 and in Sorath 5·2 to the total local pupils in the dstricts.

The non-local pupils who are 34·4 per cent. fall under the three categories :

25·1 in hostels,
1·9 with others, and,
7·4 going daily to school.

There is no hostel facility for boys in Zalawad and none for girls in any of the districts. Only in the districts of Kutch and Sorath do boys and girls reside with others in the school villages.

Saurashtra-Kutch offers fairly adequate hostel accommodation to 25·1 per cent of the total pupils in rural Secondary schools. Distances being great, the percentage of pupils walking to school in the region is only 7·4 so that the majority of the pupils in school is local.

61·6 The State

The 5 regions of the State exhibit diverse characteristics with regard to rural Secondary schools. Except the "10" and "14" Districts which have a homogeneity, the other 3 regions differ considerably in the pattern of their Secondary schools. The service offered by rural Secondary schools and the degree of their usefulness is dependent on factors peculiar to each region. The spread of habitations determines partly the advantage the neighbouring habitations can take of these facilities ; the availability of hostel accommodation is another factor to be noted when considering the intensity of usefulness of these schools. The regions differ widely in the manner in which the facilities offered by rural Secondary schools in availed of in the region and in the districts in each of the region.

61·6·1 Population (in 1000s)

In the State as a whole about 17 per cent of the total rural population is served. As already indicated above, the population served by these schools is not to be taken as true and correct coverage by

rural Secondary schools but as indicative of their usefulness on the basis of the actual children studying in these schools as on 31st March 1957.

61·6·2 Schools

The total number of rural Secondary schools in the State sum up to 543 and fall under :

120 complete Secondary schools,
108 complete High schools,
84 incomplete Secondary schools, and
231 incomplete High schools.

For a better comparison between regions of the State the average number of schools per district of each region would be a fair index. The State average works out at 12·6 rural Secondary schools per district and the regional district averages are :—

"10" Districts	22·5
"14" Districts	16
Vidarbha	6
Marathawada	5
Saurashtra-Kutch	3

From the above it is seen that the regions of "10" and "14" Districts lead in the matter of rural provision at the Secondary level while the others appear to be lacking adequate facilities.

Vidarbha is the only region which does not have any complete High schools as the rural Secondary schools invariably have the lower standards V to VIII attached to them called Indian English Middle schools. In most of the regions Primary education upto standard VII is either free or provided at a very nominal charge. Rural Secondary schools maintain only High school standards which charge full fees. For this reason most of the Secondary schools have only the High school standards, in particular, in the "14" and "10" districts as also in Saurashtra-Kutch.

61·6·3 Pupils

In the whole State of the total pupils in rural Secondary schools 49·7 are local and 50·3 non-local. All the regions of the State approximate to these State percentages Saurashtra-Kutch having 65·6 for local pupils and 34·4 for non-local.

Among the local pupils 19·1 per cent are girls in the State as a whole, the percentages in the regions being :

"10" Districts	21·5
"14" Districts	19·4
Vidarbha	16·6
Saurashtra-Kutch	12·9
Marathawada	5·4
State	19·1

The above shows that the number of local girls attending rural Secondary schools is nearly one-fifth of the total pupils in the

"14" Districts and nearly as many in the "10" Districts while in the other 3 regions less, than 20 per cent, Marathawada having very few girls in these schools.

A study of the non-local pupils, boys and girls together reveals that of the total non-local pupils those residing in hostels percentage.

Saurashtra-Kutch	...	...	...	25·10
Marathawada	...	...	...	12·48
"14" Districts	...	...	...	10·60
Vidarbha	...	...	...	7·27
"10" Districts	...	...	...	6·70

Saurashtra-Kutch appears to have quite adequate facilities for hostel accommodation while the "10" Districts seems to be rather inadequately provided in this respect.

The convenience of staying with others in the school village for the purposes of education is a matter purely dependent on social and family relations than on objective factors. Hence, the estimation of pupils staying with others cannot be considered for analysis, even comparative. From the figures above it is seen that in Marathawada and Vidarbha a fairly large percentage (about 12) of pupils stay with others while in Saurashtra-Kutch very few (1·9 per cent) avail of this convenience.

The non-local pupils who walk or cycle to school every day, however, are worth a careful scrutiny. In the State as a whole 35·4 percent of the total pupils in rural Secondary schools go to school from neighbouring habitations. The regional percentages are :—

"10" Districts	...	...	...	40·8
"14" Districts	...	...	...	33·3
Vidarbha	...	...	...	31·3
Marathawada	...	...	...	29·8
Saurashtra-Kutch	...	...	...	7·4

The fairly large percentage of pupils going to school daily in the "14" and "10" Districts can be explained by the fact that there are comparatively more High schools in these regions so that pupils from neighbouring habitations and at fairly long distances avail of this facility. In Marathawada and Vidarbha Secondary schools being few pupils from larger habitations even at great distances avail of the facility at great inconvenience by walking to school. Saurashtra-Kutch in this respect differs from all the other regions in that only 7·4 percent, a very low percentage, of the total pupils in schools are from the neighbouring habitations.

In the matter of non-local pupils their distribution under the categories in hostels, with others and going to school daily shows great variance in the regions of the State. Of the total pupils who are in hostel only 4·5 per cent in the whole State are girls, the facilities being not available in Saurashtra-Kutch and Marathawada and negligible in Vidarbha. In the "14" and "10" Districts this facility is being availed of by girls who form 0·9 and 10·5 percent of the total pupils in hostels in the two regions respectively.

The percentage of girls to the total pupils staying with others as on 31st March 1957 gives the regional percentage :

Saurashtra-Kutch	21·1
"10" Districts	16·1
Vidarbha	7·0
"14" Districts	4·5
Marathawada	0·2

calculated on the basis of total pupils "with others" for each region.

Of the total pupils who go to school daily from neighbouring habitations the girls form 7·3 percent at the state level. Their distribution in the regions is :

"10" Districts	10·5
"14" Districts	4·8
Vidarbha	3·5
Saurashtra-Kutch	1·4
Marathawada	0·7

The lower percentage of non-local girls from neighbouring habitations cannot only be explained on the basis of the greater distance of habitations from school villages. Rural Secondary schools are usually located in such central habitations as are likely to bring in adequate strength to the school. With the lower enrolment percentage at the Middle school stage and a proportionately smaller number of pupils, boys and girls, going out of Middle schools, those who enter Secondary schools in rural areas would naturally be low. In the three regions of Vidarbha, Saurashtra-Kutch and Marathawada these reasons partly explain the few girls that attend Secondary schools from the neighbourhood.

The consolidated Form No. 5 of the regions indicates habitations which are served by rural Secondary schools at distances of 1 to 20 miles, those at greater distance being resident in the school village. Pupils who walk to school usually come from habitations within a distance range of 3 to 5 miles, very rarely from beyond. As an analysis on the basis of distance of habitations from rural Secondary schools can only be done by reference to the original Form No. C/3, this Chapter does not touch the distance aspect of rural Secondary education.

CHAPTER 62

EDUCATIONAL STATISTICS—URBAN

Primary Middle High

EDUCATION IN URBAN AREAS AS ON 31ST MARCH 1957

PERCENTAGE ENROLMENT OF ESTIMATED POPULATION—ALL STAGES

DISTRICT.	PRIMARY STAGE			MIDDLE STAGE			HIGH SCHOOL STAGE		
	Boys	Girls	ALL	Boys	Girls	ALL	Boys	Girls	ALL
1	2	3	4	5	6	7	8	9	10
GB : 1 GREATER BOMBAY ..	5·19	3·20	8·39	2·26	1·50	3·76	1·49	0·80	2·29
M : 2 AHMEDNAGAR	5·11	3·59	8·70	2·16	0·96	3·12	2·48	0·53	3·01
M : 10 DANGS	....	....	....	....	....	....	....	....	....
M : 11 EAST KHANDESH ..	6·19	4·31	10·50	2·51	0·95	3·46	2·22	0·32	2·54
M : 12 KOLABA	6·25	4·36	10·61	2·65	1·55	4·20	2·40	0·91	3·31
M : 13 KOLHAPUR	6·83	3·67	10·50	2·62	0·90	3·52	2·88	0·54	3·42
M : 16 NASIK	6·33	4·82	11·15	2·37	1·08	3·45	2·24	0·48	2·72
M : 17 NORTH SATARA	7·32	5·48	12·80	3·08	1·50	4·58	3·46	0·85	4·31
M : 20 POONA	4·99	3·91	8·90	2·20	1·18	3·38	1·86	0·75	2·61
M : 21 RATNAGIRI	6·41	5·36	11·77	2·96	1·60	4·56	2·63	0·80	3·43
M : 22 SHOLAPUR	4·56	2·57	7·13	5·06	2·12	7·18	1·70	0·34	2·04
M : 23 SOUTH SATARA	6·18	3·76	9·94	2·19	0·85	3·04	2·08	0·38	2·46
M : 24 THANA	2·98	2·44	5·42	1·51	0·85	2·36	1·31	0·60	1·91
M : 26 WEST KHANDESH ..	6·09	4·50	10·59	2·86	1·21	4·07	2·16	0·34	2·50
REGION OF "14" DISTRICTS ..	**5·29**	**3·54**	**8·83**	**2·46**	**1·32**	**3·78**	**1·83**	**0·65**	**2·48**

G : 28 AHMEDABAD	5·08	3·59	8·67	2·02	1·17	3·19	1.83	0·65	2·48
G : 29 AMRELI	6·91	4·28	11·19	2·52	1·11	3·63	1.71	0·27	1·98
G : 30 BANASKANTHA ..	7·42	2·98	10·40	2·29	0·56	2·85	2·15	0·26	2·41
G : 31 BARODA	6·07	4·61	10·68	2·67	1·46	4·13	2·58	0·90	3·48
G : 32 BROACH	6·52	4·83	11·35	2·82	1·42	4·24	2·61	0·60	3·21
G : 35 KAIRA	6·21	4·31	10·52	2·85	1·43	4·28	2·87	0·68	3·55
G : 38 MEHSANA	6·01	3·86	9·87	2·91	0·87	3·78	2·90	0·32	3·22
G : 39 PANCHMAHALS	6·76	4·76	11·52	3·06	1·42	4·48	2·49	0·53	3·02
G : 40 SABARKANTHA ..	7·32	4·27	11·59	3·50	0·94	4·44	3·59	0·27	3·86
G : 42 SURAT	5·35	3·95	9·30	3·86	2·26	6·12	2·87	0·92	3·79
**REGION OF "10" DISTRICTS ..	5·75	4·02	9·77	2·68	1·36	4·04	2·41	0·65	3·06**
M : 5 AURANGABAD	4·18	2·36	6·54	2·70	0·62	3·32	1·95	0·58	2·53
M : 7 BHIR	4·05	2·21	6·26	3·51	0·54	4·05	2·37	0·13	2·50
M : 15 NANDED	4·17	1·29	5·46	2·17	0·25	2·42	1·24	0·06	1·30
M : 18 OSMANABAD	3·38	1·94	5·77	2·84	0·44	3·28	2·54	0·09	2·63
M : 19 PARBHANI	3·24	1·87	5·11	2·19	0·27	2·46	1·40	0·09	1·49
**MARATHAWADA REGION ..	3·89	1·92	5·81	2·61	0·42	3·03	1·87	0·20	2·07**
M: 3 AKOLA	6·43	2·42	8·85	0·94	0·52	1·46	5·18	0·59	5·77
M : 4 AMRAVATI	5·64	4·75	10·39	2·21	0·66	2·87	3·19	1·01	4·20
M : 6 BHANDARA	6·61	1·76	8·37	4·55	0·51	5·06	2·39	0·13	2·52
M : 8 BULDANA	5·71	3·57	9·28	4·05	1·21	5·26	2·36	0·33	2·69

DISTRICT	PRIMARY STAGE			MIDDLE STAGE			HIGH SCHOOL STAGE		
	Boys	Girls	ALL	Boys	Girls	ALL	Boys	Girls	ALL
1	2	3	4	5	6	7	8	9	10
M: 9 CHANDA	5·82	2·96	8·78	4·49	0·91	5·40	1·99	0·26	2·25
M: 14 NAGPUR	5·96	3·68	9·64	3·29	1·41	4·70	1·44	0·41	1·85
M: 25 WARDHA	5·89	3·55	9·44	4·43	0·89	5·32	1·94	0·52	2·46
M: 27 YEOTMAL	5·42	3·91	9·33	4·21	1·44	5·65	2·15	0·35	2·50
VIDARBHA REGION	**5·93**	**3·56**	**9·49**	**3·16**	**1·04**	**4·20**	**2·46**	**0·51**	**2·97**
G: 33 GOHILWAD	3·83	0·33	4·16	1·92	2·22	4·14	3·18	0·53	3·71
G: 34 HALAR	5·96	3·55	9·51	1·39	0·54	1·93	1·34	0·35	1·69
G: 36 KUTCH	6·02	3·88	9·90	2·06	0·99	3 05	1·45	0·43	1·88
G: 37 M.SAURASHTRA ..	4·98	3·24	8·22	2·18	0·87	3·05	2·11	0·68	2·78
G: 41 SORATH	4·89	2·95	7·84	2·07	0·83	2·90	1·40	0·42	1·82
G: 43 ZALAWAD	6·43	2·99	9·42	1·94	1·23	3·17	2·49	0·58	3·07
SAURASHTRA-KUTCH	**5·07**	**2·63**	**7·70**	**1·97**	**1·15**	**3·12**	**2·08**	**0·52**	**2·60**
REGION OF "14" DISTRICTS ..	5·29	3·54	8·83	2·46	1·32	3·78	1·83	0·65	2·48
REGION OF "10" DISTRICTS ..	5·75	4·02	9·77	2·68	1·36	4·04	2·41	0·65	3·06
MARATHAWADA	3·89	1·92	5·81	2·61	0·42	3·03	1·87	0·20	2·07
VIDARBHA	5·93	3·56	9·49	3·16	1·04	4·20	2·46	0·51	2·97
SAURASHTRA-KUTCH	5·07	2·63	7·70	1·97	1·15	3·12	2·08	0·52	2·60
NEW BOMBAY STATE	5·36	3·46	8·82	2·54	1·23	3·77	2·05	0·60	2·65

THE EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

CHAPTER 62

EDUCATIONAL STATISTICS—URBAN*

Primary—Middle—High

62·1 The Educational Survey of Bombay State was concerned with an investigation into the educational provision available in the State as on 31st March, 1957, and, in the light of the estimation of this provision to propose new educational facilities in areas not covered by the existing. The survey had perforce to concentrate more on the rural areas in the State as provision in these was beset with innumerable problems and difficulties not associated with provision in urban areas. Most of the chapters of this report, therefore, had to deal with education in rural areas under various heads and sub-heads while the same is not necessary with reference to urban areas.

62·2 The distinction between urban and rural education is more fundamental than it appears on the surface. In rural areas the problem is one of inadequate existing provision leaving large areas out of the benefits of Primary education and of providing wider facilities. At the urban level the problem is not so much of providing new facilities as of expanding the existing ones. In rural areas, even where there are schools they are not full. There is a huge gap between enrolment and attendence, with a high incidence of absenteeism, resulting in educational waste. Provision of school buildings is another handicap together with the difficulty of recruiting Primary school teachers for schools located in remote parts of the countryside. As against this in Urban areas the problem is not of half-empty schools but of too-full schools and working of the existing schools in shifts to cater to larger numbers. Absenteeism is not too acute a problem nor recruitment of teachers but lack of adequate accommodation and other ancillary requirements are in shortage. If enrolment figures in rural schools are low, it is an indication of insufficient pupils in schools while in urban areas it is a sign of inadequate accommodation for greater numbers that could be in schools. Therefore, in assessing the urban provision of education the number of schools is not so significant as in rural areas but the number of pupils in them. For this purpose in assessing education in urban areas as on 31st March 1957 the enrolment of pupils, boys and girls, will receive more attention.

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* *Vide* Table on pages 742-744.

(G.C.P.) L-A Na 31—48

62·3 The standard percentages of enrolment with which enrolment figures in urban schools at the 3 stages will be assessed are :

Primary school stage	...	... 10·0 per cent
Middle school stage	...	... 7·5 per cent
High school stage	...	... 10·0 per cent
All stages	...	... 27·5 per cent

of the estimated population of urban areas.

62·4 The State contains 632 urban areas as on 31st March 1957, and each of these had home provision at the Primary and Middle school stages. There was, therefore, no question of investigating or proposing new schools to any of these areas. Normally the urban areas would be expected to have High school facilities also on the basis of the larger population in towns and cities. The survey, however, noted that as many as 112 urban areas out of 632 did not have High schools located in them. It, therefore, became necessary to propose under the survey 112 High schools in these urban areas which were distributed :

47 in "14" Districts
12 in "10" Districts
17 in Marathawada
8 in Vidarbha
28 in Saurashtra-Kutch
112 in State.

In evaluating High school provision in rural areas the location, the school-areas and the pupils in rural High schools were of significance in assessing the contribution of rural High schools. In particular, the break-up of the pupils under—

staying in hostels
staying with other in the school village and
coming to school daily

makes it possible to assess more correctly the coverage of rural High schools in the countryside. In urban areas, on the other hand, there usually are hostel facilities and because of convenient and wide spread transport facilities habitations located far from the town can also take advantage of the High school provision provided by urban areas. This aspect of urban contribution to rural education has already been dealt with in chapter 48 of this report.

62·5 The agencies that administer the three stages of education in urban areas have already been referred to and detailed in pages 94-95 of chapter 11 in Part I of this report. All these agencies were issued Form No. 6 which collected information on

Name of town or city
Its population
Institutions at the Primary, Middle and High school stages for boys and girls.

Total scholars in them—boys, girls and total

The specimen of Form No. 6 is included in Appendix B of this report.

The information collected in Form No. 6 under urban units was consolidated districts-wise again in Form No. 6 und these Tables are included in Appendix A of this report. The statistics regarding pupils, boys and girls, in institutions at each stage of education and the percentage of enrolment to estimated population are tabulated in special Tables captioned "Educational Density—Urban" and included in Appendix A. Abstracts from these Tables are presented in a summary table for the purpose of this chapter under "Education in Urban Areas—Percentage Enrolment of Estimated Population".

The five regions of the State, except the "14" Districts, have urban and rural areas in each of their districts. In the region of "14" Districts, however, the district of Dangs is wholly rural and is left out of treatment in this chapter so that only 13 districts receive analysis. The district of Greater Bombay, which is mostly urban, was treated as wholly urban in collecting the educational statistics regarding institutions and pupils. In assessing educational data of these districts by calculating regional and state averages for the purpose of comparison, the data of Greater Bombay will be ignored and only of the 12 districts of the region taken into account so that the regional averages will be based on 12 districts and the State averages on 41 districts.

The analysis in this chapter will be under items

1. Institutions

   Enrolment

2. of boys
3. of girls
4. of all

stage by stage, region by region, ending with the state analysis.

62·6 PRIMARY STAGE

The educational statistics compiled on account of urban areas follow the same classification of standards as in rural, Standards I to IV forming the Primary stage. In Marathawada and Kutch, however, the infant class has been included under Primary so that the data in the 6 districts, 5 of Marathawada and 1 of Kutch, will actually be of 5 standards and not of 4 as in the districts of other regions.

62 6·1 Region of "14" Districts

The Primary stage of education in this region is free and compulsory for children of the age group 7 to 11 years and is administered by local authorities in all the "14" Districts. There are no infant classes attached to Primary schools, the stage covering only 4 years.

Greater Bombay, which for the purposes of educational statistics, has been considered as urban, has a preponderantly large number of schools and pupils in them incomparable with any of the districts of the State. The institutions and pupils in Greater Bombay are not being taken into account in assessing the provision of education at the 3 stages in the regions or their districts as the averages taken with Greater Bombay would be disproportionately inflated, and, therefore, cannot serve as a balanced index for comparison. The averages of the "14" Districts will be based on 12 districts and of the State on 41 districts.

62·6·1·1 Institutions

The 13 districts of the region contain 238 urban areas which provide Primary educational facilities through 2,330 Primary schools of which 1,770 are for boys and 560 are for girls. The Boys' schools in urban areas, as in rural, in the region are co-educational and because of greater number of girls separate schools for them are provided by local authorities. For assessing the provision of schools in the districts of the region the averages per district work out, 101·8 Boys' schools, 31·5 Girls' schools and 133·3 total schools for the region, excluding the schools in Greater Bombay.

Of 12 districts to which these averages apply 7 exceed the regional average 101·8 for Boys' schools and only 4 districts exceed the regional average 31·5 for Girls' schools. Taking all Primary schools the districts which are above the regional average of 133·3 per district are

East Khandesh with	...	178
Kolhapur with	...	143
Nasik with	...	157
Poona with	...	236
Ratnagiri with	...	146
Sholapur with	...	164
and Thana with	...	137

the 5 remaining districts with schools below the average, Ahmednagar having the least 86.

62·6·1·2 Enrolment : Of Boys

The enrolment percentage in urban Primary schools calculated with reference to estimated population of urban areas averages 5·29 for the region for boys. This average enrolment is 0·29 in excess of the standard 5 per cent for the age group in Primary schools of 4 years' duration. The corresponding percentage of enrolment in rural areas was 6·37, higher than that for urban areas by 1·08. In the districts North Satara has the highest percentage of enrolment 7·32 and Thana the least 2·98. All the districts except Thana (2·98), Sholapur (4·56) and Poona (4·99) exceed the standard percentage of 5, only Greater Bombay and Ahmednagar in addition falling below the regional average.

62·6·1·3 Enrolment: Of Girls

The enrolment of girls gives a regional percentage of 3·54 as against 3·44 for girls in rural areas of the region. Some of the districts do not reach this regional average of 3·54, the districts being Greater Bombay (3·20), Sholapur (2·57), Thana (2·44). The enrolment of girls, as in the rural areas, is much below that of the boys.

62·6·1·4 Enrolment: Of All

The percentage of enrolment for boys and girls together, however, is 8·83, below the standard percentage of 10 by 1·17, mainly due to the lower percentage of girls. The districts that fall short of this percentage are

Greater Bombay with	...	8·39
Ahmednagar with	...	8·70
Sholapur with	...	7·13
and Thana with	...	5·42

The district which shows the highest percentage 12·80 is North Satara with Ratnagiri next with 11·77. The lowest percentage of total enrolment is in Thana, 5·42.

62·6·2 Region of "10" Districts

This region has an identical Primary school system to that of the "14" Districts. All the 10 Districts with their 147 urban areas are being taken into consideration in discussing this region.

62·6·2·1 Institutions

The region contains 688 Boys' schools, 264 Girls' schools giving a total of 952 urban Primary schools, distributed in the 147 urban areas of the region. The highest number of urban areas 38 is in Kaira and the least 3 in Banaskantha. The district average of Boys' schools for the region is 68·8 and only 3 of the districts, Ahmedabad, Baroda and Kaira, exceed this average.

The 264 Girls' schools in the region yield an average of 26·4 Girls' schools per district. Ahmedabad with 68, Kaira with 52, Mehsana with 32 and Surat with 28 exceed this average and amongst the other districts Banaskantha has 5 and Sabarkantha only 9 Girls' Primary schools.

The regional average per district of all Primary schools is 95·2 the districts that exceed this average being Ahmedabad 275, Kaira 196 and Baroda 120.

62·6·2·2 Enrolment : Of Boys

The percentage of enrolment of boys to the estimated population of urban areas of this region averages 5·75, 0·46 higher than the corresponding average for the " 14 " Districts. The districts that fall below this regional average are—

Ahmedabad with	...	...	5·08
and Surat with	...	..	5·35

The corresponding percentage for the boys in rural areas was 6·16, higher than the urban average. The percentage of enrolment of boys exceeds the standard percentage of 5 so that the urban areas of the districts have adequate enrolment of boys.

62·6·2·3 Enrolment : Of Girls

The percentage of enrolment of girls in the urban areas of the region is 4·02, 0·48 more than the corresponding figure for the " 14 " Districts and higher than the percentage 3·13 of enrolment of girls in rural areas. In the districts the regional percentage for girls is not reached by—

Ahmedabad with	...	...	.. 3·59
Banaskantha with	...	...	... 2·98
Mehsana with	...	..	.. 3·86
Surat with	...	...	... 3·95

The enrolment of girls in urban areas falls short of the standard 5 per cent by 0·98.

62·6·2·4 Enrolment : Of All

The percentage of enrolment for boys and girls together ranges from 11·59 in Sabarkantha to 8·67 in Ahmedabad, the regional percentage being 9·77. The districts that fall short of this regional percentage are—

Ahmedabad with	...	...	... 8·67 and
Surat with	...	..	.. 9·30

The total enrolment percentage of 9·77 just falls short of the standard 10 per cent by 0·23. On the whole, the region shows good enrolment figures though there is much leeway for the girls to make up. The percentage enrolment for rural areas at the Primary stage is 9·29 a little less than the corresponding figure for urban areas.

62·6·3 Region of Marathawada

In the educational statistics of Marathawada the pupils in infant class are also included together with those of standards I to IV so that the data regarding pupils at the Primary stage are over-estimations, as in all other regions except in the district of Kutch, the

statistics refer to 4 years of schooling only. Marathawada contains 62 urban areas, Osmanabad containing the highest 19, and, Bhir, the least, 8. There is no compulsion enforced in any of the urban areas of the region.

62·6·3·1 Institutions

Marathawada provides Primary educational facilities to its 62 urban areas through 260 Primary schools of which 169 are meant for boys and 91 for girls. The district averages for Boys' schools, Girls' schools and all schools are 33·8, 18·2 and 52·0 respectively for the region.

Nanded and Parbhani with 38 and 39 schools respectively for boys exceed the regional average of 33·8. As to Girls' schools, Osmanabad and Parbhani have 20 each, Aurangabad 21 and Nanded 19 and only one district less than the regional district average 18·2. Bhir with only 38 Primary schools falls much below the regional district average of 52·0, the other districts exceeding this average.

62·6·3·2 Enrolment of Boys

Marathawada yields a percentage of enrolment of 3·89 for boys in the 62 urban areas of the region.

The districts that exceed this regional percentage are—

Aurangabad with	...	...	...	4·18
Bhir with	...	...	..	4·05
and Nanded with	..	..	...	4·17

Parbhani having the least percentage of 3·24 in the region. The region falls much short of the standard percentage 5 for boys in urban areas as in the rural areas, the corresponding rural percentage being 3·18

62·6·3·3 Enrolment : Of Girls

The percentage of enrolment of girls in the urban Primary schools is 1·92 for the region. The regional percentage of 1·92 is not reached by 2 of the districts—

Nanded	...	1·29
Parbhani	...	1·87,

Aurangabad having the highest percentage for girls, 2·36. The enrolment percentage for girls in rural areas is 0·64, considerably lower than the corresponding figure 1·92 for urban areas. Still the urban percentage is not anywhere near 5 per cent the standard percentage for girls of 4 years' Primary schooling.

62·6·3·4 Enrolment: Of All

Even after including the infant class pupils in calculating the percentage of enrolment in urban areas, the region yields an enrolment percentage of 5·81. It is 4·19 below the standard 10 which is for an age range of 4 years. The districts that fall short of this regional percentage of 5·81 are—

Nanded	..	...	5·46
Osmanabad	..	...	5·77
Parbhani	...	..	5·11,

Aurangabad having the highest percentage of enrolment, 6·54.

The urban areas of Marathawada present much better enrolment figures than the rural, the corresponding figures being 5·81 and 3·82 respectively for the region for all pupils.

62·6·4 Region of Vidarbha

Vidarbha has a Primary stage of 4 years. The educational statistics under urban areas cover the standards I to IV. Out of 76 urban areas in the region only in 31 has compulsion been introduced for boys. Only 2 towns, Nagpur and Buldana have applied compulsion to girls also.

62·6·4·1 Institutions

Primary education is catered for in the 76 urban areas of Vidarbha by 767 Primary schools of which 511 are for boys and 256 for girls. The regional district averages work out at 63·9 for boys, 32·0 for girls and 95·9 for all schools.

Only 2 districts Amravati and Nagpur exceed the regional district average 63·9 for Boys' schools, the same districts also exceeding the regional district average 32·0 for Girls' schools. Taking all Primary schools, of all districts Amravati and Nagpur are the only two that exceed the district average of 95·9, the others falling much below it. Chanda has the least number of Primary schools 37, with Bhandara the second lowest with 42, Yeotmal 51, Wardha 60, Buldana 64 and Akola 91.

62·6·4·2 Enrolment: Of Boys

The percentage of enrolment of boys calculated on estimated population for urban areas ranges from 5·42 in Yeotmal to 6·61 in Bhandara. The regional percentage for boys is 5·93, 5 of the districts falling below this percentage and only Akola with 6·43, Bhandara with 6·61 and Nagpur with 5·96 exceeding the percentage. The corresponding percentage for rural areas is 4·74. The urban percentage of 5·93 exceeds the standard percentage of 5, thereby indicating fairly good achievement in enrolment of boys even without enforcement of compulsion in many of the urban areas of the region.

62·6·4·3 Enrolment: Of Girls

The enrolment of girls, however, has not made the same headway as that of boys. Amravati has the highest percentage of enrolment 4·75, Yeotmal second with 3·91, the least being in Bhandara, 1·76. The regional percentage for girls is 3·56 for urban areas which compares favourably with the corresponding percentage for rural areas which is 1·71. The urban percentage of 3·56 falls much short of the standard percentage of 5 for girls.

62·6·4·4 Enrolment: Of All

The percentage of enrolment in the region for all pupils is 9·49, 0·51 short of the standard percentage 10 for 4 years' Primary schooling. Vidarbha in its urban areas presents much better achievement in enrolment figures than in rural areas for which the corresponding figure is 6·45. The districts which fall short of the regional percentage are :

Akola with	...	8·85
Bhandara with	...	8·37
Buldhana with	...	9·28
Chanda with	...	8·78
Wardha with	...	9·44
and Yeotmal with	...	9·33

62·6·5 Region of Saurashtra-Kutch

The 5 districts of Saurashtra follow the old Bombay State pattern and have a Primary stage of 4 years while Kutch, like Marathawada, has an infant class attached to Primary schools. The statistical figures of pupils at the Primary stage in Kutch, therefore, include the infant class pupils and the total pupils in the region, therefore, are slightly over—estimations.

Compulsion has not been applied in any of the 6 districts of the region though in the 5 Saurashtra districts educational expansion schemes have helped the urban areas, as in rural, to provide Primary educational facilities very widely.

62·6·5·1 The region contains 99 urban areas in the 6 districts of the region. These are served by 390 Boys' schools and 124 Girls' schools making a total of 514 Primary schools. Education at this stage is co-educational but separate Girls' schools are opened in urban areas as the numbers justify separate Girls' schools. In the region as a whole the district averages for Boys' schools is 65·0, for Girls' schools 20·7 and for all schools 85·7. Only 2 districts, Madhya Saurashtra and Sorath exceed the average for Boys' schools, the same two districts

exceeding the average for Girls' schools. The total number of Primary schools in the districts are :

51 in Gohilwad
69 in Halar
63 in Kutch
180 in Madhya Saurashtra
96 in Sorath
and 55 in Zalawad.

62·6·5·2 Enrolment : Of Boys

The percentage of enrolment of boys for the region is 5·07, the corresponding percentage for rural areas being 4·85. Zalawad has the highest percentage of 6·43 and Gohilwad the least 3·83. Kutch which presents a percentage of 6·02 achieves this high figure mainly because a large number of pupils in infant class are included under Primary. The regional percentage 5·07 for boys is slightly higher than the standard percentage 5 for boys.

62·6·5·3 Enrolment : Of Girls

The enrolment percentage for girls in the urban areas of the region is 2·63, only one of the districts in the region showing an extremely poor percentage of 0·33, the district being Gohilwad. The highest percentage of enrolment for girls is in Kutch 3·88, the reasons for which have been stated above. The regional percentage of enrolment in rural areas is 1·43, the urban percentage of 2·63 comparing very favourably with this.

62·6·5·4 Enrolment : Of All

The total enrolment percentage in the region is 7·70, 2·30 below the standard 10 for 4 years' schooling. Amongst the districts Kutch has the highest percentage of 9·90, Halar which comes second having 9·51, Zalawad 9·42 and Gohilwad having the least percentage. The rural enrolment percentage for all pupils is 6·28, much below the urban percentage of 7·70. In spite of the absence of compulsion at the Primary stage the urban areas of Saurashtra-Kutch present a fairly high percentage of 7·70. The percentage would have been higher but for the low percentage of girls, 2·63 for the region.

62·6·6 The State

The 5 regions of the State contain in all 632 urban areas distributed
248 in "14" Districts
147 in "10" Districts
62 in Marathawada
76 in Vidarbha
99 in Saurashtra-Kutch.

The 10 urban areas of Greater Bombay and the district itself will be left out of consideration in taking averages for purposes of comparison.

62·6·6·1 Institutions

The State contains 4823 Primary schools of which 3528 are for boys and 1295 for girls. The state ratio of Boys' schools to Girls' schools is 2·7, the corresponding ratios in the regions being (in descending sequence) :

"14" Districts	...	3·2
Saurashtra-Kutch	...	3·1
"10" Districts	...	2·6
Vidarbha	...	2·0
Marathawada	...	1·9

Marathawada gives a ratio of 1·9 which appears very favourable for the simple reason that the schools for boys as well as for girls are inadequate.

The state average per district is 72·7 Boys' schools, 27·2 Girls' schools and 99·9 all schools, the regions presenting the following corresponding figures :

"14" Districts	...	101·8	31·5	133·3
"10" Districts	...	68·8	26·4	95·2
Saurashtra-Kutch	...	65·0	20·7	85·7
Vidarbha	...	63·9	32·0	95·9
Marathawada	...	33·8	18·2	52·0

The above averages show up the difference between the regions. A better index would be the number of Primary schools, boys', girls' and all per urban area. The state averages are 4·8, 1·8 and 6·6 respectively and the regional :

"14" Districts	...	5·1	1·6	6·7
"10" Districts	...	4·7	1·8	6·5
Marathawada	...	2·7	1·5	4·2
Vidarbha	...	6·7	3·4	10·1
Saurashtra-Kutch	...	3·9	1·3	5·2.

A scrutiny of the above reveals that Vidarbha has the highest average of Boys' schools per urban area and also for Girls' schools with "14" and "10" Districts following, Saurashtra and Marathawada coming last.

62·6·6·2 Enrolment : Of Boys

The state percentage of enrolment for all the urban areas comes to 5·36 for boys. In the regions the ratio varies from the highest 5·75 in "10" Districts to 3·89 in Marathawada. Only 2 regions exceed this percentage, "10" Districts and Vidarbha. Except Marathawada the other 4 regions exceed the standard ratio of 5 per cent for boys. The most significant point revealed by the percentage of enrolment figures of the region is that the "14" and "10" Districts where compulsion has been applied in urban areas show a slightly lower percentage than the urban areas of Vidarbha where compulsion has not been applied in all. Saurashtra-Kutch also shows a very favourable percentage of enrolment of boys.

62·6·6·3 Enrolment : Of Girls

The enrolment of girls, however, presents much lower percentages than those of boys. The state percentage of enrolment is 3·46, exceeded by "14" Districts, "10" Districts and Vidarbha with 3·54 4·02 and 3·56, respectively. Marathawada with 1·92 indicates poor enrolment of girls in Primary schools in urban areas. The state percentage of 3·46 falls short of the standard 5 per cent by 1·54.

62·6·6·4 Enrolment : Of All

Amongst the regions of the State the "10" Districts presents the highest percentage 9·77 of enrolment for boys and girls together, very nearly equal to the standard percentage 10, Vidarbha following with 9 49 and then the "14" Districts with 8·83, Saurashtra-Kutch with 7·70 and lastly Marathawada with 5·81. The state percentage for all pupils is 8·82, 1·18 less than the standard percentage of 10 per cent, the percentage of school-going pupils with a 4-year range.

All the regions of the State have to make considerable progress in enrolment figures of girls in Primary schools in urban as well as in rural areas. The figures for boys are quite favourable except in Marathawada where the percentage of boys almost approximates to the percentage of girls in the other regions.

62·7 Middle School Stage

For purposes of uniformity Middle school stage was accepted as comprising standards V to VII in all the regions of the state, though there were considerable variations in the stages in some of the regions. This stage coming between the lower stage Primary and the upper stage High has a dual significance. In the 24 districts of Old Bombay State these standards are called Upper Primary of first grade Primary schools having standards I to VII and are also called Lower Secondary in Secondary schools with standards V to XI. The same pattern is followed in Saurashtra and Kutch though in Saurashtra the senior basic schools which are Middle schools have standards V to VIII. Vidarbha has two types of Middle schools, Indian Middle and Indian English Middle, the former

complete in itself and the latter leading to the High school stage. Marathawada has a Middle school stage of standards V to VII like the 24 districts of old Bombay State. Compulsion has not been applied to this stage of education in any of the regions of the State.

62·7·1 Region of "14" Districts

In this region Dangs is ignored being rural and Greater Bombay statistics will not be taken into account for purposes of calculating averages or for comparison of districts.

62·7·1·1 Institutions

The urban areas of this region contain 1,718 Middle schools of which 1,281 are for boys and 437 for girls. The regional averages are 73·4, 25·9 and 99·3 for boys, girls and all schools respectively per district. In the districts the regional district average of 73·4 for Boys' schools is not reached by four districts the others exceeding the average. The districts of East Khandesh, Nasik, Poona, Sholapur and South Satara have Girls' schools exceeding the regional district average of 25·9. Considering all schools, boys' and girls',

East Khandesh with	...	149
Kolhapur with	...	99
Nasik with	...	122
Poona with	...	138
Sholapur with	...	124
South Satara with	...	105
and Thana with	...	122

exceed the regional average of 99·3 Middle schools per district.

62·7·1·2 Enrolment of Boys

The percentage enrolment to estimated population for boys is 2·46 for the region. As many as 7 districts give percentage enrolment higher than the regional, Sholapur having the highest 5·06 and Thana the least 1·51. The regional percentage 2·46 for boys is double the corresponding percentage for rural areas which is 1·23.

62·7·1·3 Enrolment of Girls

The percentages of enrolment of girls in the districts of the region range from 0·85 in South Satara and Thana to 2·12 in Sholapur. The regional percentage of enrolment for girls is 1·32 just a little above half that for boys. Against the urban enrolment of 1·32 the rural enrolment for girls is 0·23.

62·7·1·4 Enrolment of All

The percentage of enrolment for boys and girls for the region is 3·78 against 8·83 at the Primary school stage. The highest percentage of enrolment at the Middle school stage is 7·18 in Sholapur,

Thana having the least percentage of 2·36. The district which fall below the regional percentage of 3·78 are —

Greater Bombay	...	...	3·76
Ahmednagar	..	...	3·12
East Khandesh	...	...	3·46
Kolhapur	...	...	3·52
Nasik	...	...	3·45
Poona	...	...	3·38
South Satara	...	...	3·04
Thana	...	...	2·36

Under compulsion at the Primary school stage the districts of the region yielded a percentage enrolment of 8·83 for all pupils. There is no carry over of the effect of compulsion on to the next stage. the Middle school stage, the percentage of enrolment at this stage being less than half, 3·78.

62·7·2 Region of "10" Districts

This region is identical with "14" Districts as both of them share a common pattern of education belonging as they do to old Bombay State.

62·7·2·1 Institutions

There are 641 Boys' Middle schools and 264 Girls' schools giving a total of 905 Middle schools in the 147 urban areas of this region. The regional averages per district work out 64·1 for Boys' schools, 26·4 for Girls' schools and 90·5 for all Middle schools.

Of all the districts Banaskantha appears to be least provided with only 7 Middle schools for boys and 5 for girls. Only three districts in the region have Middle schools which exceed 64·1, the regional district average.

The provision of Girls' schools though available in each of the districts of the region varies between 5 in Banaskantha, 9 in Sabarkantha and 81 in Ahmedabad and 45 in Kaira. As many as 6 of the districts fall short of the regional district average 26·4 in Girls' Middle schools. The Middle schools for boys and girls together are highest in Ahmedabad 332 and only 12 in Banaskantha. The districts which have less than the regional district average of 90·5 are—

Amreli	...	...	30
Banaskantha	...	...	12
Baroda	...	...	87
Broach	...	...	46
Panchmahals	...	...	41
Sabarkantha	...	...	27
and Surat	...	...	86

62·7·2·2 Enrolment of Boys

The regional percentage of enrolment is 2·68 for boys, 0·22 higher than that for the "14" Districts. Surat with 3·86 has the highest enrolment in the region, Ahmedabad having the least 2·02. As many as four districts fall short of the regional percentage 2·68. The corresponding percentage of enrolment for boys in rural areas is 1·12.

62·7·2·3 Enrolment of Girls

In the districts of the region Banaskantha has the lowest percentage 0·56 of enrolment for girls and Surat the highest 2·26. The regional percentage is 1·36 and five of the districts do not reach this percentage. The corresponding percentage for rural areas is 0·27, 1·09 less than that for urban areas.

62·7·2·4 Enrolment of All

The total enrolment percentage to the estimated population in the region is 4·04 for boys and girls together. The urban areas of Surat yield the highest percentage of enrolment of 6·12 against the lowest 2·85 in Banaskantha. The regional percentage 4·04 is exceeded by—

Baroda with	...	...	4·13
Broach with	...	...	4·24
Kaira with	...	...	4·28
Panchmahals with	...	...	4·48
Sabarkantha with	...	...	4·44
and Surat with	...	...	6·12

The percentage enrolment in the rural areas is 1·39 against the urban 4·04. At the Primary school stage the percentage enrolment for all pupils was 9·77 more than double the corresponding figure at the Middle school stage.

62·7·3 Region of Marathawada

Marathawada has a three years' Middle school course comprising standards V to VII. Most of the schools in this region are managed by Government and the Middle school invariably is an extension of the Primary standards I to IV.,

62·7·3·1 Institutions

Marathawada contains 111 Middle schools, 95 for boys and 16 for girls. The highest number of schools for boys is 24 in Osmanabad and the least 16 each in Aurangabad and Bhir. The regional average is 19·0 Boys' schools per district. The Girls' schools are very few compared to the Boys' schools the regional average being 3·2 per district, Aurangabad, Bhir and Parbhani having 3 each, Nanded 2 and Osmanabad 5. The total Middle schools in each of the districts

of the region vary between 29 in Osmanabad and 19 each in Aurangabad and Bhir. Nanded and Parbhani have 22 each.

62·7·3·2 Enrolment of Boys

Marathawada yields a percentage enrolment of 2·61 for boys, Nanded with 2·17 and Parbhani with 2·19 falling short of this. The corresponding rural percentage for boys is 0·34.

62·7·3·3 Enrolment of Girls

The percentage of enrolment of girls for the region is 0·42, again, the districts of Nanded and Parbhani not reaching this percentage. The corresponding rural percentage for girls is extremely low 0·02.

62·7·3·4 Enrolment of All

The percentage of enrolment for boys and girls in the urban areas of Marathawada is 3·03 against the corresponding percentage of 0·36 for rural areas. The districts which exceed this percentage are—

Aurangabad with	...	3·32
Bhir with	...	4·05
and Osmanabad with	...	3·28

The percentage of enrolment for all punils was 5·81 at the Primary school stage. and the percentage for Middle schools is more than half this percentage. The urban areas of Marathawada show considerably better enrolment at the Middle school stage than the rural areas which have a total percentage enrolment of 0·36.

62·7·4 Region of Vidarbha

In Vidarbha the Middle school stage is provided under two patterns and both these types of schools invariably have the Primary sections attached to them. In some districts the figures of Middle school stage have been included under High school stage as by nomenclature the Middle school standards are secondary standards of High schools.

62·7·4·1 Institutions

The Middle schools in the districts of Vidarbha show considerable variance, the total schools for boys and girls ranging from 9 in Yeotmal to 97 in Nagpur. The regional average for Boys' schools is 24·0, for Girls' schools 6·8 and for all schools 30·8 per district. Five of the districts are much below the regional average 24·0 per district and 7 fall short of the regional average for Girls' schools 6·8. The districts which contain more than 30·8 Middle schools are—

Amravati	...	37
Buldana	...	35
and Nagpur	...	97

62·7·4·2 Enrolment : of Boys

The percentage of enrolment of boys is 3·16 for the urban areas of Vidarbha. Most of the districts give a percentage of enrolment higher than the regional. Enrolment percentage for rural areas is 0·97 as compared to 3·16 of the urban areas.

62·7·4·3 Enrolment : of Girls

The percentage of enrolment of girls is 1·04 for the region in the urban areas of Vidarbha. The highest enrolment is in Yeotmal 1·44 the districts ranging between 0·51 of Bhandara and 1·44.

62·7·4·4 Enrolment : of All

Vidarbha yields a percentage of enrolment to estimated population of 4·20 for boys and girls in its urban areas. This compares very favourably with the corresponding percentage of 1·10 in the rural areas. The regional percentage is exceeded by six of the districts. Against a percentage of enrolment of 9·49 at the Primary level the Middle school percentage enrolment is just less than half. Vidarbha has introduced compulsion at the Primary stage only in some of the urban areas. Compulsion has not been applied at the Middle school stage, but education being free till the age of 14 some of the urban areas in the region show fairly high enrolment figures in particular Nagpur and Buldana.

62·7·5 Region of Saurashtra-Kutch

Saurashtra-Kutch has no clear cut Middle school stage, but called under the name of Upper Primary or Lower Secondary. There are a few senior basic schools which form the Middle school stage, but these have the VIIIth standard for the highest class. Kutch follows the pattern of districts of old Bombay State and has a Middle school stage of three years' schooling.

62·7·5·1 Institutions

The six districts of this region contain 292 Middle schools of which 199 are for boys and 93 for girls. The regional averages are 33·2, 15·5 and 48·7 for boys', girls' and all schools.

Madhya Saurashtra contains the highest number of Boys' schools 82 and Halar the least 12. Four of the districts fall short of the regional district average of 33·2. The Girls' schools are least in Kutch, the number being 3 and highest in Madhya Saurashtra, 33. Halar has only four while the other districts have more than 10. Of the total Middle schools, Madhya Saurashtra has 115, Halar 16. The regional average 48·7 per district is exceeded by Sorath with 70 and Madhya Saurashtra with 115.

62·7·5·2 Enrolment : of Boys

The percentage of enrolment of boys to estimated population is 1·97 for the region as against 0·73 in the rural areas of the region. Three of the districts of Saurashtra-Kutch, Kutch, Madhya Saurashtra and Sorath exceed this regional average.

62·7·5·3 Enrolment : of Girls

Saurashtra-Kutch yields a percentage of enrolment of 1·15 for girls in its urban areas. Except Gohilwad and Zalawad with an enrolment of 2·22 and 1·23 per cent respectively all the other districts have a percentage less than one. The percentage of enrolment of girls in urban areas is favourable compared to 0·13 in the rural areas of Saurashtra-Kutch.

62·7·5·4 Enrolment : of All

The regional percentage for the urban areas of Saurashtra-Kutch is 3·12 as against the corresponding percentage of 0·86 for the rural areas. Against 7·70 per cent. of enrolment at the Primary school stage the percentage of 3·12 at the Middle school level appears inadequate. Saurashtra-Kutch has made much head-way at the Primary level but has not made proportionate progress at the Middle stage.

62·7·6 The State

The five regions of the State exhibit varying characteristics in Middle school provision in their urban areas. The educational statistics under this head refer to three years' schooling in all the regions. None of the regions of the State has compulsion at the Middle school stage though in Vidarbha education is free upto the age of 14. Very nominal fees are charged in the standards of Middle school stage in the 24 districts of Old Bombay State, in the other regions the provision being free.

62·7·6·1 Institutions

The 632 urban areas in the State are served by 3272 Middle schools in all, 2408 meant for boys and 864 for girls. Middle schools called "boys" are co-educational though the attendance of girls in relation to boys is meagre. For purposes of comparison of the regions of the State, average of Middle schools for boys, girls and all calculated per urban area and per district would serve as indices to assess their standing. In calculating these averages, however, the schools in Greater Bombay are being ignored.

The average number of Boys' schools per urban area is 3·2 for the 622 urban areas. The regional averages are—

"10" District	..	4·4
"14" Districts	...	3·7
Vidarbha		2·5
Saurashtra-Kutch	...	2·0
Marathawada	...	1·5

The lead of the "10" Districts is obvious from the above. Computing the average number of Boys' schools per district for the 41 districts the State average is 49·0. The regions arrange themselves in the following order :

"14" Districts	...	...	73·4
"10" Districts	...	...	64·1
Saurashtra-Kutch	...	...	33·2
Vidarbha	...	...	24·0
Marathawada	...	...	19·0

The above sequence read with the one earlier points to the high ranging of "14" and "10" Districts and the lag in Marathawada. For a better assessment the regional district average for all schools, boys and girls, compared with the State average of 67 line the regions :

"14" Districts	...	...	99·3
"10" Districts	...	...	90·5
Saurashtra-Kutch	...	...	48·7
Vidarbha	...	...	30·8
Marathawada	...	...	22·2

The enforcement of compulsion at the Primary school stage in the 24 districts of old Bombay State has had some influence on the provision at the Middle school stage as under compulsion more pupils come out of the Primary school stage than in areas which have not the benefit of enforcement. In general, all the regions of the State indicate inadequacy of varying degrees in the provision of Middle schools in urban areas. As has said earlier the problem of accommodation is the main obstacle in the matter of expanding available facilities either by addition of divisions or by opening of new schools.

62·7·6·2 Enrolment of Boys

The percentage of enrolment for the State as a whole for boys is 2·54 to the estimated population of urban areas. This percentage compares favourably with 1·00 in the rural areas of the State. The regions in order of their percentages of enrolment are :

Vidarbha	...	...	3·16
"10" Districts	...	...	2·68
Marathawada	...	...	2·61
"14" Districts	...	...	2·46
Saurashtra-Kutch	...	...	1·97

Marathawada in its urban areas appears to have adequate enrolment of boys at the Middle school stage though at the Primary

stage the percentage was 3·89. The third place of Marathawada is mainly due to the pupils of infant classes who have been taken into account, the enrolment percentage 2·61 being of 5 standards in all. Infant classes are usually packed classes with high enrolment. Saurashtra-Kutch with high provision at the Primary school stage has not followed up with as adequate a provision at the Middlle school stage.

62·7·6·3 Enrolment : Of Girls

The regions of the State show a different sequence in enrolment percentage of sirls as against that of boys. Marathawada and Vidarbha which gave fairly satisfactory figures for boys in comparison with other districts, make a poor showing in the matter of girls' enrolment. The state percentage enrolment is 1·23 and the regions have :

"10" Districts	...	...	1·36
"14" Districts	...	..	1·32
Saurashtra-Kutch	...	...	1·15
Vidarbha	...	...	1·04
Marathawada	...	...	0·42

62·7·6·4 Enrolment : Of All

The enrolment figures of boys and girls usually run parallel, the figures for girls being consistently lower than those for boys. But the regions of the State have exhibited fluctuations in this general trend so that for an over-all assessment of the standing of the regions the percentage enrolment of all pupils in urban areas would give a more correct standing of the regions in relation to each other. Against the state percentage 3·77 of enrolment for all pupils the regions show :

Vidarbha	...	...	4·20
"10" Districts	...	...	4·04
"14" Districts	...	...	3·78
Saurashtra-Kutch	...	...	3·12
Marathawada	...	...	3·03

The state percentage of enrolment of 3·77 falls short by 3·73, almost by half, of the standard percentage of 7·5 for the age range of 3 years at the Middle school stage. The short fall is slightly less for boys but much more for girls.

62·8 High School Stage

According to the definition accepted by the Survey the High school stage was of 4 years' duration comprising standards VIII to XI. This duration was current in all the regions of the State except

Marathawada which had a High school course of 3 years' duration with Standards VIII to X. High school education is normally restricted to those who can meet the higher cost to pursue this stage and at present is restricted to a fortunate minority. In Saurashtra, however, High school education is free in Government schools, in all the other regions fairly high fees being charged in all the Standards of High schools.

Urban areas invariably have Middle stage standards V to VII attached to High schools, the schools called Secondary, with lower and upper secondary stages corresponding to the Middle and High school stages of the survey.

62·8·1 Region of "14" Districts

This region has a High school range of 4 years covered by standards VIII to XI. In urban areas the High schools are usually separate for boys and girls. Most of the High schools are full to capacity and in larger cities like Bombay, Ahmedabad, Poona High schools meet in shifts, the lower secondary in the morning and the upper secondary in the afternoon.

62·8·1·1 Institutions

This region contains 719 High schools of which 606 are for boys and 113 are for girls in the 248 urban areas. The regional averages for Boys', Girls' and all High schools are 31·5, 4·4 and 35·9 respectively per district. Six of the districts of the region do not reach the district average 31·5 in Boys' schools and 8 the average of 4·4 of Girls' schools. Taking all High Schools into consideration, Boys' and Girls', as many as six of the districts—

Ahmednagar with	...	26
Kolaba with	...	12
North Satara with	...	29
Ratnagiri with	...	18
South Satara with	...	31
and West Khandesh with	...	15

do not reach the regional district average of 35·9.

62·8·1·2 Enrolment: of Boys

As is to be expected the enrolment of boys suffers a considerable drop from the Middle school stage to the High school stage. The percentage of enrolment of High school boys is 1·83 in the urban areas of this region as against 0·15 in rural areas. There are great variations in the districts the range being 3 46 in North Satara to 1·31 in Thana. In Greater Bombay, Sholapur and Thana districts the percentages are below the regional 1·83.

62·8·1·3 Enrolment: of Girls

The percentage of enrolment of girls in urban areas of this region, including Greater Bombay, is 0·65, less than half of that for boys. None of the districts have a percentage of one, all of them being below 1. The highest percentage of enrolment 0·91 is in Kolaba and the least 0·32 in East Khandesh. The regional percentage of enrolment of girls to estimated population is 0·65 as against 0·02 in rural areas, the corresponding percentage for rural areas being 0·02.

62·8·1·4 Enrolment: Of All

The enrolment percentage for boys and girls gives a more correct picture of the total utilisation of High school provision in the urban areas. The regional percentage for all pupils is 2·48 and the corresponding percentage in the rural areas of the region is 0·17. The districts which fall below the regional percentage 2·48 are

Greater Bombay	...	...	2·29
East Khandesh	...	...	2·54
Sholapur	...	...	2·04
South Satara	...	...	2·46
and Thana	...	...	1·91

The highest for any district of the region is 4·31 in North Satara. High school education, even in urban areas, has not made proportionate headway in relation to Middle school education. Against a percentage of enrolment of 3·78 for all pupils at the Middle school stage, the percentage of 2·48 for the High school stage is not satisfactory.

62·8·2 Region of "10" Districts

This region has the same pattern and has reached an equal or better, achievement in High school provision than the region of "14" Districts.

62·8·2·1 Institutions

The 147 urban areas in the 10 Districts of this region are provided with High school facilities through 270 Boys' High schools, 37 Girls' High schools, making in all 307 urban High schools. The district averages for the region for Boys' schools, Girls' schools and all schools are 27·0, 3·7 and 30·7, respectively.

Of the 10 Districts the urban areas of as many as 5 of the districts do not reach the average 27·0 for Boys' schools. Panchmahals and Sabarkantha have no urban Girls' schools at all, Amreli, Banaskantha and Broach have one each, Mehsana 3, Kaira 5, Surat 10 and Ahmedabad, the highest, 12. Considering the total number of High schools in the region, the regional average of 30·7 per district is not reached by

Amreli with	...	..	... 10
Banaskantha with	...	...	... 4
Broach with	...	...	... 12
Panchmahals with	...	...	... 13
and Sabarkantha with	...	...	... 6

urban High schools in the districts.

62·8·2·2 Enrolment : Of Boys

The region as a whole yields a percentage of enrolment of 2·41 for boys in the 147 urban areas. The percentage enrolment varies from 3·59 in Sabarkantha to 1·71 in Amreli, only 3 districts Ahmedabad, Amreli and Banaskantha falling short of the regional percentage.

62·8·2·3 Enrolment : Of Girls

The percentage of enrolment of girls in the urban areas of this region is 0·65, the same as in the "14" Districts. None of the districts has the percentage of 1, the highest being 0·92 in Surat and the lowest 0·26 in Banaskantha. Against 0·65 per cent in urban areas the corresponding percentage for girls' enrolment in rural areas is 0·03.

62·8·2·4 Enrolment : Of All

The percentage of enrolment for all pupils, boys and girls, for the region is 3·06 in the urban areas. The highest in the districts is 3·86 in Sabarkantha and the lowest 1·98 in Amreli. The districts that fall short of the regional percentage 3·06 are

Ahmedabad with	...	...	... 2·48
Amreli with	...	...	... 1·98
Banaskantha with	...	...	... 2·41
and Panchmahals with	...	..	... 3·02

The rural areas of the region have a percentage of enrolment of 0·28 against the urban 3·06.

62·8·3 Region of Marathawada

As High schools in this region have a 3 years' course covering standards VIII to X, the percentage of enrolment calculated on the basis of estimated population in urban areas, as in rural, will be under estimates as the standard percentage accepted for the High school stage is 10 per cent. In assessing percentage of enrolment in this region the standard percentage will have to be taken as 7·5 instead of 10.

62·8·3·1 Institutions

Marathawada has 75 High schools in its 62 urban areas, 67 are for boys and 8 for girls. In the districts the High schools for boys are

20 in Osmanabad
14 in Nanded
13 in Parbhani and
10 each in Aurangabad and Bhir,

against a district average of 13·4 High schools. The Girls' schools are few, one each in Bhir, Nanded and Parbhani, 2 in Osmanabad and 3 in Aurangabad. The average number of High schools per district is 15·0 only Nanded and Osmanabad equalling and exceeding this average with 11, 13 and 14 High schools in Bhir ; Aurangabad and Parbhani, respectively.

62·8·3·2 Enrolment : of Boys

Marathawada yields a percentage enrolment of 1·87 for boys in urban areas. The highest in the region is 2·54 in Osmanabad and the lowest 1·24 in Nanded.

62·8·3·3 Enrolment : of Girls

Enrolment of girls is very poor in the region. The highest percentage in the region is 0·58 in Aurangabad and least 0·06 in Nanded against a regional percentage of enrolment of 0·20 the lowest for girls in any region of the State.

62·8·3·4 Enrolment : Of All

The enrolment for all pupils in urban High schools of Marathawada is 2·07

Aurangabad with	...	...	...	2·53
Bhir with	...	...	...	2·50
and Osmanabad with	...	...	...	2·63
exceed this average and				
Nanded with	...	...	...	1·30
and Parbhani with	...	...	...	1·49

falling much short of the urban per cent 2·07. These percentages have to be judged on the basis of a standard percentage of 7·5. Even then, the achievement in Marathawada in the matter of enrolment at the High school level is the lowest in any region in the State.

62·8·4 Region of Vidarbha

Vidarbha on 31st March 1957 had a High school course of 4 years, comprising standards VIII to XI. The children of land-owners holding 16 acres or less are provided with free High school education in the rural areas of the region.

62·8·4·1 Institutions

Vidarbha has 216 High schools in its 76 urban areas, 185 and 31 being Boys' and Girls' schools respectively. The regional district average works out at 23·1 for Boys' schools, 3·9 for Girls' schools and 27·0 for all schools. Nagpur has the highest number of High Schools 65 and Chanda 12, the least. The regional district average 23·1 for Boys' schools is exceeded by the districts Amravati and Nagpur only, the district average 3·9 schools for girls', again, by the same districts. The Girls' schools are 1 each in Buldhana and Chanda, 2 each in Bhandara, Wardha and Yeotmal, 3 in Akola, 4 in Amravati and 16 in Nagpur.

62·8·4·2 Enrolment : Of Boys

Vidarbha yields a percentage of enrolment of 2·46 for boys in the region only Akola and Amravati exceeding this percentage. The least percentage enrolment 1·44 is in Nagpur.

62·8·4·3 Enrolment : Of Girls

The percentage of enrolment for girls, compared to that of boys, is considerably lower in Vidarbha the percentage being 0·51 for the region. In the districts, Amravati with 1·01 has the highest percentage and Bhandara with 0·13, the least.

62·8·4·4 Enrolment : Of All

The percentage enrolment of 2·97 for all pupils in the urban High schools of Vidarbha appears favourable in the context of a percentage of 4·20 at the Middle school stage. The district with the lowest percentage of enrolment is Nagpur with 1·85. The percentages in Akola and Amravati 5·77 and 1·20, respectivey, are too high as in the enrolment figures the pupils of Indian English Middle-schools which form part of Secondary schools have been included under High schools. The correct position of Akola and Amravati would be better assessed in the chapter following this where the total enrolment for the whole school range will be analysed.

62·8·5 Region of Saurashtra-Kutch

This region strictly follows the pattern of High school stage of the "10" and "14" Districts. In Government High schools education is free at this stage and the schools in the urban areas are, as a result, over-crowded.

62·8·5·1 Institutions

The 99 urban areas of Saurashtra-Kutch are catered to by 119 High schools of which 95 are Boys' High schools and 24 Girls' High schools. Kutch has the least number of Boys' and Girls' schools, 9 and 2 respectively, while Sorath has the most, 27, of which 22 are for boys and 5 for girls. The district averages for Boys', Girls' and all High schools are 15·8, 4·0 and 19·8 respectively.

62·8·5·2 Enrolment : Of Boys

The highest percentage of enrolment of boys is 3·18 in Gohilwad and the least 1·34 in Halar, the regional percentage being 2·08. Three of the districts, Halar, Kutch and Sorath do not reach the regional average 2·08.

62·8·5·3 Enrolment : Of Girls

The percentage of enrolment of girls is less than one in all the districts of the region, the regional percentage being 0·52, Halar, Kutch and Sorath, again, falling short of the regional percentage. The highest percentage of 0·68 is in Madhya Saurashtra.

62·8·5·4 Enrolment : Of All

The total enrolment of pupils in urban High schools varies between 1·69 in Halar and 3·71 in Gohilwad, the regional percentage being 2·60. This percentage falls short of the standard 10 by 7·4, indicating inadequate enrolment at this stage of education.

62·8·6 The State

The 43 districts of the State contain 632 urban areas distributed in the regions :—

248 in "14" Districts
147 in "10" Districts
62 in Marathawada
76 in Vidarbha and
99 in Saurashtra-Kutch.

Greater Bombay, which is a district in the region of "14" Districts, has 10 towns in its restricted area and has an intensity of educational provision which would inflate the regional and stage averages with regard to institutions. In comparing the districts in each region and the regions in the State, the schools in Greater Bombay will be discounted as done above at the Primary and Middle stages.

62 8 6·1 Institutions

The State contains in its 632 urban areas 1436 High schools of which 1223 are for boys and 213 for girls. The averages of these

schools per urban area are 1·6, 0·2 and 1·8, respectively and the district averages 24·3, 3·6 and 27·9, respectively. Judged from the regional average of 1·6 Boys' High schools per urban area, the regions of the State present the following averages :—

"10" Districts	...	...	... 1·8
"14" Districts	...	...	... 1·6
Marathawada	...	...	... 1·1
Vidarbha	...	...	... 2·4
Saurashtra-Kutch	...	...	... 0·96
State	...	...	... 1·6

From the above Vidarbha appears to have a high concentration per urban area and even Marathawada makes a better showing than Saurashtra-Kutch in this respect. A better assessment would be to compare the average number of High Schools per district in each of the regions :—

"14" Districts	...	...	... 31·5
"10" Districts	...	...	... 27·0
Marathawada	...	...	... 13·4
Vidarbha	...	...	... 23·1
Saurashtra-Kutch	...	...	... 15·8
State	...	...	... 24·3

According to the average number of Boys' High schools per district, which is a better standard for assessment, the order in which the regions arrange themselves indicates the degree of provision available for boys in the regions of the State.

The Girls' High schools similarly assessed give the averages noted against them, the first being the average number of Girls' schools per urban area and the second the average Girls' schools per district :

"14" Districts	...	0·2	4·1
"10" Districts	...	0·3	3·7
Marathawada	...	0·1	1·6
Vidarbha	...	0·4	3·9
Saurashtra-Kutch	...	0·2	4·0
State	..	0·2	3·6

It will be seen from the above that on the first basis of average Girls' schools per urban area, Marathawada is the only region which falls below the state average 0·2. Even on the basis of the average number of Girls' Schools per district, Marathawada is the only region that fails to reach the State average 3·6. As assessment of the provision of High schools in urban areas of the region would be more indicative on the basis of averages of total High schools,

for boys and girls, per urban area and per district. These averages in the regions are:—

"14" Districts	...	1·8	35·6
"10" Districts	...	2·1	30·7
Marathawada	...	1·2	15·0
Vidarbha	...	2·8	27·0
Saurashtra-Kutch	...	1·2	19·8
State	...	1·8	27·9

In this over-all comparison on the basis of averages per urban area, Marathawada and Saurashtra-Kutch each with 1·2 fall short of the State average 1·8 by 0·6, while on the basis of the average per district against the state average 27·9, again, Marathawada and Saurashtra-Kutch fail to reach the State average.

62·8·6·2 Enrolment : Of Boys

The percentage of enrolment of boys in the regions of the State varies from 1·83 in the "14" Districts to 2·46 in Vidarbha against a regional percentage of 2·05. The regions in decreasing order of percentages are :—

Vidarbha	...	...	2·46
"10" Districts	...	...	2·41
Saurashtra-Kutch	...	...	2·08
Marathawada	...	...	1·87
"14" Districts	...	...	1·83
State	...	...	2·05

Thus, in the above order the region of "14", Districts ranks too low in the sequence with a percentage of 1·83. The regional percentage 2·05 for boys in urban High schools has its counterpart of 0·14 for the Rural High Schools of the State.

62·8·6·3 Enrolment : Of Girls

The State percentage of enrolment of girls is 0·60 the corresponding percentage for the regions being :—

"14" Districts	..	...	0·65
"10" Districts	...	...	0·65
Saurashtra-Kutch	...	...	0·52
Vidarbha	..	...	0·51
Marthawada	...	...	0·20
State	...	...	0·60

In the matter of enrolment of girls the "14" and "10" Districts stand on par and Marathawada lags much behind. Only the two regions of "10" and "14" Districts exceed the State percentage 0·60 by 0·05.

62·8·6·4 Enrolment : Of All

The comparison of the percentages of enrolment of all pupils, boys and girls, in urban areas in the regions of the State stand thus :—

"10" Districts	...	..	... 3·06
Vidarbha	...	...	... 2·97
Saurashtra-Kutch	...	...	... 2·60
"14" Districts	...	...	... 2·48
Marathawada	...	...	... 2·07
State	...	...	... 2·65

In a regional comparison the region of "10" Districts is ahead of the others and Marathawada comes last. The State percentage of 2·65 is considerably below the standard percentage of total enrolment of 10, the difference being nearly the same in each of the regions of the State. Either under the existing provision or with future expansion the percentage of enrolment at the High school level will never reach to be equal or near equal to the standard percentage of 10 as High school provision, even in urban areas, will always be for a minority though in numbers the minority may increase in coming years.

CHAPTER 63

EDUCATIONAL FACILITIES—DISTRICT

All Stages

EDUCATIONAL DENSITY

AS ON 31ST MARCH 1957

REGION OF "14" DISTRICTS

DISTRICT	ENROLMENT PER CENT TO ESTIMATED POPULATION					
	RURAL		URBAN		RURAL+URBAN	
	Primary Middle High	TOTAL	Primary Middle High	TOTAL	Primary Middle High	TOTAL
1	2	3	4	5	6	7
GB: 1 GR. BOMBAY ...	... ...	...	08·39 03·76 02·29	14·44	08·39 03·76 02·29	14·44
M: 2 AHMEDNAGAR...	09·70 01·24 00·19	11·13	08·70 03·12 03·01	14·83	09·54 01·54 00·63	11·71
M: 10 DANGS ...	07·47 00·76 00·11	08·34	... ...	...	07·47 00·76 00·11	08·34
M: 11 EAST KHANDESH	10·37 01·83 00·20	12·40	10·50 03·46 02·54	16·50	10·41 02·37 00·97	13·75
M: 12 KOLABA ...	09·72 01·09 00·19	11·00	10·61 04·20 03·31	18·12	09·82 01·43 00·54	11·79
M: 13 KOLHAPUR ...	09·44 01·19 00·07	10·70	10·50 03·52 03·42	17·44	09·66 01·70 00·81	12·17
M: 16 NASIK ...	09·09 01·08 00·09	10·26	11·15 03·45 02·72	17·32	09·66 01·73 00·81	12·20
M: 17 N. SATARA ...	10·51 02·64 00·27	13·42	12·80 04·58 04·31	21·69	10·81 02·91 00·83	14·55
M: 20 POONA ...	10·65 01·11 00·13	11·89	08·90 03·38 02·61	14·89	09·85 02·12 01·25	13·22
M: 21 RATNAGIRI ...	11·45 01·90 00·28	13·63	11·77 04·56 03·43	19·76	10·47 02·16 00·59	13·22
M: 22 SHOLAPUR ...	10·52 01·38 00·13	12·03	07·13 07·18 02·04	16·35	09·45 03·23 00·74	13·42
M: 23 S. SATARA ...	10·69 01·77 00·25	12·71	09·94 03·04 02·46	15·44	10·47 02·13 00·88	13·48
M: 24 THANA ...	06·80 00·93 00·11	07·84	05·42 02·36 01·91	09·69	06·32 01·43 00·73	08·48
M: 26 W. KHANDESH	08·58 01·31 00·09	09·98	10·59 04·07 02·50	17·16	09·06 01·80 00·51	11·37
REGION ...	09·81 01·46 00·17	11·44	08·83 03·78 02·48	15·09	09·45 02·33 01·03	12·81

EDUCATIONAL DENSITY

AS ON 31ST MARCH 1957

REGION OF "10" DISTRICTS

DISTRICT	ENROLMENT PER CENT TO ESTIMATED POPULATION					
	RURAL		URBAN		RURAL + URBAN	
	Primary Middle High	TOTAL	Primary Middle High	TOTAL	Primary Middle High	TOTAL
1	2	3	4	5	6	7
G: 28 AHMEDABAD ...	11·08 01·56 00·24	12·88	08·67 03·19 02·48	14·34	09·61 02·54 01·59	13·74
G: 29 AMRELI ...	09·90 00·60 00·02	10·52	11·19 03·63 01·98	16·80	10·25 01·41 00·54	12·20
G: 30 BANASKANTHA	06·01 00·50 00·02	06·53	10·40 02·85 02·41	15·66	06·26 00·64 00·15	07·05
G: 31 BARODA ...	09·63 00·92 00·31	10·86	10·68 04·13 03·48	18·29	09·90 01·76 01·14	12·80
G: 32 BROACH ...	09·89 01·51 00·27	11·67	11·35 04·24 03·21	18·80	10·16 02·00 00·80	12·96
G: 35 KAIRA ...	10·40 01·60 00·36	12·36	10·52 04·28 03·55	18·35	10·43 02·36 01·26	14·05
G: 38 MEHSANA ...	09·16 01·54 00·33	11·03	09·87 03·78 03·22	16·87	09·32 02·03 00·94	12·29
G: 39 PANCHMAHALS	07·60 01·18 00·07	08·85	11·52 04·48 03·02	19·02	08·08 01·58 00·43	10·09
G: 40 SABARKANTHA	08·85 01·41 00·25	10·51	11·59 04·44 03·86	19·89	09·04 01·63 00·51	11·18
G: 42 SURAT ...	10·03 01·96 00·49	12·48	09·30 06·12 03·79	19·21	09·87 02·85 01·20	13·92
REGION ...	09·29 01·39 00·28	10·96	09·77 04·04 03·06	16·87	09·41 02·08 01·00	12·49

EDUCATIONAL DENSITY

AS ON 31s MARCH 1957

REGION OF MARATHAWADA

DISTRICT	ENROLMENT PER CENT TO ESTIMATED POPULATION					
	RURAL		URBAN		RURAL+URBAN	
	Primary Middle High	TOTAL	Primary Middle High	TOTAL	Primary Middle High	TOTAL
1	2	3	4	5	6	7
M: 5 AURANGABAD...	04·10 00·28 00·01	04·39	06·54 03·32 02·53	12·39	04·48 00·74 00·40	05·62
M: 7 BHIR ...	03·49 00·28 00·04	03·81	06·26 04·05 02·50	12·81	03·79 00·69 00·30	04·78
M: 15 NANDED ...	03·55 00·22 00·02	03·79	05·46 02·42 01·30	09·18	03·86 00·58 00·23	04·67
M: 18 OSMANABAD ...	04·65 00·73 00·08	05·46	05·77 03·28 02·63	11·68	04·81 01·09 00·44	06·34
M: 19 PARBHANI ...	03·02 00·19 00·004	03·214	05·11 02·46 01·49	09·06	03·37 00·56 00·24	04·17
REGION ...	03·82 00·36 00·03	04·21	05·81 03·03 02·07	10·91	04·10 00·75 00·33	05·18

EDUCATIONAL DENSITY

AS ON 31ST MARCH 1957

REGION OF VIDARBHA

DISTRICT.	ENROLMENT PER CENT TO ESTIMATED POPULATION					
	RURAL		URBAN		RURAL+URBAN	
	Primary Middle High	TOTAL	Primary Middle High	TOTAL	Primary Middle High	TOTAL
1	2	3	4	5	6	7
M: 3 AKOLA ...	07·61 01·49 00·08	09·18	08·85 01·46 05·77	16·08	07·91 01·48 01·43	10·82
M: 4 AMRAVATI ...	08·65 02·07 00·23	10·95	10·39 02·87 04·20	17·46	09·16 02·31 01·40	12·87
M: 6 BHANDARA ...	06.05 00.77 00.04	06·86	08·37 05·06 02·52	15·95	06·27 01·16 00·27	07·70
M: 8 BULDANA ...	07·20 01·48 00·11	08·79	09·28 05·26 02·69	17·23	07·53 02·14 00·56	10·23
M: 9 CHANDA ...	04·55 00·42 00·01	04·98	08·78 05·40 02·25	16·43	04·96 00·90 00·22	06·08
M: 14 NAGPUR ...	05·74 00·83 00·002	06·572	09·64 04·70 01·85	16·19	07·69 02·76 00·93	11·38
M: 25 WARDHA ...	06·74 00·87 00·11	07·72	09·44 05·32 02·46	17·22	07·44 01·99 00·71	10·14
M: 27 YEOTMAL ...	05·82 01·08 00·04	06·94	09·33 05·65 02·50	17·48	06·27 01·67 00·36	08·30
REGION ...	06·45 01·10 00·08	07·63	09·49 04·20 02·97	16·66	07·15 01·82 00·74	09·71

EDUCATIONAL DENSITY

AS ON 31st MARCH 1957

REGION OF SAURASHTRA-KUTCH

DISTRICT	ENROLMENT PER-CENT TO ESTIMATED POPULATION					
	RURAL		URBAN		RURAL + URBAN	
	Primary Middle High	TOTAL	Primary Middle High	TOTAL	Primary Middle High	TOTAL
1	2	3	4	5	6	7
G : 33 GOHILWAD ..	05·63 01·35 00·02	07·00	04·16 04·14 03·71	12·01	05·14 02·26 01·22	08·62
G : 34 HALAR ..	06·88 00·56 00·05	07·49	09·51 01·93 01·69	13·13	07·81 01·05 00·63	09·49
G : 36 KUTCH ..	05·63 00·76 00·05	06·44	09·90 03·05 01·88	14·83	06·48 01·22 00·42	08·12
G : 37 MADHYA SAURASHTRA	07·12 00·83 00·06	08·01	08·22 03·05 02·79	14·06	07·59 01.80 01·23	10·62
G : 41 SORATH ..	05·92 00·70 00·19	06·81	07·84 02·90 01·82	12·56	06·58 01·45 00·75	08·78
G : 43 ZALAWAD ..	07·06 00·66 00·10	07·82	09·42 03·17 03·07	15·66	07·82 01·47 01·06	10·35
REGION ..	06·28 00·86 00·09	07·23	07·70 03·12 02·60	13·42	06·76 01·63 00·94	09·33

EDUCATIONAL DENSITY
AS ON 31ST MARCH 1957

43 DISTRICTS OF NEW BOMBAY STATE

REGION	ENROLMENT PER CENT TO ESTIMATED POPULATION					
	RURAL		URBAN		RURAL+URBAN	
	Primary. Middle. High.	Total.	Primary. Middle. High.	Total.	Primary. Middle. High.	Total.
1	2	3	4	5	6	7
OF "14" DISTRICTS ..	09·81 01·46 00·17	11·44	08·83 03·78 02·48	15·09	09·45 02·33 01·03	12·81
OF "10" DISTRICTS ..	09·29 01·39 00·28	10·96	09·77 04·04 03·06	16·87	09·41 02·08 01·00	12·49
OF MARATHAWADA ..	03·82 00·36 00·03	04·21	05·81 03·03 02·07	10·91	04·10 00·75 00·33	05·18
OF VIDARBHA ..	06·45 01·10 00·08	07·63	09·49 04·20 02·97	16·66	07·15 01·82 00·74	09·71
OF SAURASHTRA-KUTCH.	06·28 00·86 00·09	07·23	07·70 03·12 02·60	13·42	06·76 01·63 00·94	09·33
NEW STATE OF BOMBAY.	08·04 01·19 00·15	09·38	08·82 03·77 02·65	15·24	08·27 01·95 00·90	11·12

CHAPTER 63

EDUCATIONAL STATISTICS—DISTRICT*

All Stages

63·1 In the preceding chapters the educational statistics regarding enrolment per cent of boys, girls and all were dealt with under each of the stages, Primary, Middle and High, separately under the two main heads Rural and Urban. No attempt was made so far either to co-ordinate or to combine the rural and the urban statistics on any of the topics discussed so far. The enrolment figures and enrolment percentages at each stage of education served as approximate indices of achievement in practical school provision as on 31st March 1957. The statistical analysis so far was treated in isolation and, now, in this chapter, an attempt will be made to assess the total educational achievement in the districts or the regions by combining the data of enrolment percentages at three stages and analyse it under rural, urban and, then, under rural *and* urban for each region of the State followed by the State.

63·2 For evaluating the totality of achievement at the district or regional level the enrolment of all pupils, boys and girls, at all stages will be dealt with to yield a better index of the educational standing of the district. An attempt, therefore, will be made to synthesize the data and assess the total percentage of pupils in schools from age 6 to 17 years or 7 to 18 years in the age ranges of the three stages.

Primary School Stage	*Middle School Stage*	*High School Stage*	*Total*
4 years	3 years	4 years	11 years

as in "14" Districts, "10" Districts, Vidarbha and Saurashtra;

5 years	3 years	3 years	11 years

as in Marathawada and,

5 years	3 years	4 years	12 years

as in Kutch.

The total years of schooling are 11 in all the districts of the State except Kutch in which it is 12 years. For the purpose of uniformity the total duration of schooling from the beginning of the Primary to the end of the High school stage will be accepted at 11 years and the total enrolment per cent will be judged in the

* *Vide* appropriate Table on pages 776—781.

light of the pupils of school-going age in 11 years of schooling. The percentage of school-going children on the basis of 2·5 per cent of the estimated population per year of schooling for 11 years works out at 2·5×11=27·5 per cent or in the break-up

Primary stage	... 4 years	...	2·5×4=10·0 per cent
Middle school stage	... 3 years	...	2·5×3= 7·5 per cent
High school stage	... 4 years	...	2·5×4=10·0 per cent

whole duration of schooling

from Primary to High school	... 11 years	...	2·5×11=27·5 per cent.

Instead of computing the number of children of school-going age in an age range of 11 years, the percentage of total enrolment of all children, boys and girls, in all the three stages will be computed to the estimated population as on 31st March 1957 so that the short-fall or excess could easily be discerned.

63·3 It has already been seen that the number of children in schools is highest at the Primary stage, decreases at the Middle stage and is the least at the High school stage, both in urban and rural areas. The percentage of enrolment to the estimated population also substantiated the decreasing pupils through decreasing percentages of enrolment in the three stages. In assessing the totality of educational achievement the final index will partly be dependent on the position in number of pupils and their percentage of enrolment at the Primary stage. Whether among districts or among regions a high percentage of enrolment at each stage will automatically ensure a high percentage in total enrolment of the combined stages. A very high percentage at the Primary stage combined with much lower ones at the next two stages will still influence the total percentage to raise it above the average.

63·4 An assessment of the total education enrolment first under rural, secondly under urban, and, lastly, under urban *plus* rural would give a more correct and true position regarding all children in schools as well as permit the assessment of the comparative standing of a district in relation to others of a region or of a region in relation to other regions in the State. Finally, the state percentage of enrolment will help to assess the standing of the State in relation to the other States in the Indian Union in the total educational achievement as on 31st March, 1957.

This chapter will deal with an analysis of the above under 3 heads

1. Rural
2. Urban
3. District (or Region)

region by region, ending with the State.

On pages 776-781 are presented "Educational Density" Tables which summarise the percentage of enrolment at each stage in the rural, urban, and urban *and* rural areas of the districts.

63·5 Region of "14" Districts

In this region in the analysis to follow Greater Bombay district will be treated as wholly urban and Dangs as wholly rural. Under these heads only 13 districts will be dealt with while all the 14 districts of the region will be included under the head urban *and* rural.

63·5·1 Rural

The percentage enrolment of all children at each stage of education summed up yields the total percentage of enrolment of children in schools calculated on the estimated population of the rural areas. In this region the highest per cent of enrolment is 13·63 in Ratnagiri and the lowest 07·84 in Thana, the regional percentage being 11·44. Taking the regional percentage 11·44 as the index for comparison, six of the districts have percentages above and seven below the regional index. The districts when ranked, the first five districts that rank in decreasing order are :—

Ratnagiri	...	...	13·63
North Satara	...	...	13·42
South Satara	...	...	12·71
East Khandesh	...	...	12·40
Sholapur	...	...	12·03

and the last five districts in increasing order are :—

Thana	...	...	07·84.
Dangs	...	...	08·34.
West Khandesh	...	...	09·98.
Nasik	...	...	10·26.
Kolhapur	...	...	10·70.

The above ranking of the districts according to the total percentage of enrolment of all children in schools in the rural areas of the districts needs no elaboration.

63·5·2 Urban

The regional total enrolment per cent of all children of all stages of education is 15·09. Compared with this percentage nine of the districts have a percentage above and four of the districts below the regional average of 15·09. The first five districts ranked in decreasing order and the last five in increasing order are :—

Decreasing.			Increasing.		
North Satara	...	21·69	Thana	...	09·69
Ratnagiri	...	19·76	Greater Bombay	...	14·44
Kolaba	...	18·12	Ahmednagar	...	14·83
Kolhapur	...	17·44	Poona	...	14·89
Nasik	...	17·32	South Satara	...	15·44

63·5·3 Districts

In assessing the total educational enrolment in the districts of the region the sum of all pupils in rural and urban schools were related to the estimated population of the district in arriving at total percentage of enrolment.

In the districts North Satara, with a percentage of enrolment 14·55 ranked first and Dangs which is wholly rural with 08·34 and Thana with 08·48 rank the last amongst the districts. The districts arranged in decreasing and increasing sequence of percentage of enrolment are :—

Decreasing.		Increasing.	
North Satara	14·55	Dangs	08·34
Greater Bombay	14·44	Thana	08·48
East Khandesh	13·75	West Khandesh	11·37
South Satara	13 48	Ahmednagar	11·71
Sholapur	13·42	Kolaba	11·79

Ratnagiri which had the highest percentage enrolment for rural areas and the second highest for urban areas was exceeded by North Satara in total achievement as it had a very high percentage in urban areas. Thana standing lowest both in urban and rural enrolment stands last in the district assessment.

63·6 Region of "10" Districts

All the districts of this region have urban and rural areas under which educational statistics have already been presented and discussed. The enrolment figures combined for all the three stages for the rural and the urban areas will be separately analysed as also under urban plus rural.

63·6·1 Rural

The 10 Districts of the region yield a total rural percentage enrolment of 10·96, Ahmedabad having the highest 12·88 and Banaskantha the least 06·53. Five of the districts exceed the regional percentage of enrolment 10·96 and five others fall short of it. The districts when ranked in decreasing and increasing sequence are :—

Ahmedabad	12·88	Banaskantha	06·53
Surat	12·48	Panchmahals	08·85
Kaira	12·36	Sabarkantha	10·51
Broach	11·67	Amreli	10·52
Mehsana	11·03	Baroda	10·86

63·6·2 Urban

In the total enrolment per cent for all children in urban schools, Sabarkantha yields the highest percentage 19·89 and Ahmedabad the least 14·34, the regional percentage of total enrolment being 16·87. Seven of the districts exceed the regional percentage and three districts fall below it. The districts rank :—

(decreasing)			(increasing)		
Sabarkantha	...	19·89	Ahmedabad	...	14·34
Surat	...	19·21	Banaskantha	...	15·66
Panchmahals	...	19·02	Amreli	...	16·80
Broach	...	18·80	Mehsana	...	16·87
Kaira	...	18·35	Baroda	...	18·29

63·6·3 District

The regional percentage of total enrolment for all children in urban and rural schools for the region is 12·49, Kaira yields the highest percentage, 14·05 and Banaskantha the least 07·05. The districts halve themselves, half of them exceeding and half of them falling short of the regional percentage 12·49. The following are the decreasing and increasing ranking of the districts :—

(decreasing)			(increasing)		
Kaira	...	14·05	Banaskantha	...	07·05
Surat	...	13·92	Panchmahals	...	10·09
Ahmedabad	...	13·74	Sabarkantha	...	11·18
Broach	..	12·96	Amreli	...	12·20
Baroda	...	12·80	Mehsana	..	12·29

It is interesting to note that Ahmedabad with the highest enrolment per cent for the rural areas has the least amongst the districts for urban areas, while Kaira which was third rurally and fifth in urban enrolment stands first in total enrolment.

63·7 Region of Marathwada

Marathawada comprising five districts has a large proportion of its population in rural areas and the rest in urban areas. The total duration of schooling is 11 years, the same as in "10" and "14" Districts.

63·7:1 Rural

Marathawada yields a regional total percentage enrolment of 04·21 for the rural areas. Among the districts Osmanabad has the highest percentage 05·46 and Parbhani the least 03·214. Only two of the districts exceed the regional percentage, the other three falling below it. The districts rank—

(decreasing)			(increasing)		
Osmanabad	...	05·46	Parbhani	...	03·21
Aurangabad	...	04·39	Nanded	...	03·79
			Bhir	...	03·81

63·7·2 Urban

The urban percentage of enrolment for all pupils in Marathawada is 10·91. The highest for any district is 12·81 in Bhir and the least 09·06 in Parbhani. Three of the districts exceed the regional percentage. The districts rank—

(decreasing)			(increasing)		
Bhir	...	12·81	Parbhani	...	09·06
Aurangabad	...	12·39	Nanded	...	09·18
Osmanabad	...	11·68			

63·7·3 District

The percentage of enrolment for all children, rural and urban, estimated to the total population of the region comes to 05·18, in the districts Osmanabad having the highest percentage of 06·34 and Parbhani having the least 04·17. Two of the districts exceed the regional percentage and three do not reach it. The following are the ranking of the districts in two sequences :—

(decreasing)			(increasing)		
Osmanabad	...	06·34	Parbhani	...	04·17
Aurangabad	...	05·62	Nanded	...	04·67
			Bhir	...	04·78

A scrutiny of the figures above read with the earlier ones reveal that Parbhani which ranked last both in urban and rural enrolment percentages also ranks last in the total percentage of enrolment. Osmanabad with the highest rural enrolment and standing third in urban enrolment stands first in total enrolment, while Bhir inspite of being first in urban enrolment with a third rank in rural stands only third in the total. Aurangabad ranks second in the rural, urban, and, also in rural plus urban total enrolment.

63·8 Region of Vidarbha

Vidarbha also has a total duration of 11 years' schooling from standard I at the Primary to standard XI at the High school.

63·8·1 Rural

The rural enrolment percentage for the region as a whole is 07·63, Amravati having the highest percentage 10·95 and Chanda the least 04·98 among the districts. Four of the districts overreach the regional percentage and four fall below it. The districts rank—

(decreasing)			(increasing)		
Amravati	...	10·95	Chanda	...	04·98
Akola	...	09·18	Nagpur	...	06·57
Buldana	...	08·79	Bhandara	..	06·86
Wardha	...	07·72	Yeotmal	..	06·94

63·8·2 Urban

The percentage of enrolment of all children in the urban areas of Vidarbha is 16·66. Among the districts Yeotmal presents the highest percentage of 17·48 and Bhandara with 15·95 presents the least. Here again half the districts exceed the regional percentage and half do not reach it. The districts rank—

(decreasing)		(increasing)	
Yeotmal	... 17·48	Bhandara	... 15·95
Amravati	... 17·46	Akola	... 16·08
Buldana	... 17·23	Nagpur	... 16·19
Wardha	... 17·22	Chanda	... 16·43

63·8·3 District

Combining the enrolment of children in urban and rural areas the percentage of total enrolment for the region as a whole yields 09·71, Amravati having the highest percentage 12·87 and Chanda the least 06·08. Of the eight districts five have percentages above the regional and three below. The districts arranged in decreasing and increasing sequence are—

(decreasing)		(increasing)	
Amravati	... 12·87	Chanda	... 06·08
Nagpur	... 11·38	Bhandara	... 07·70
Akola	... 10·82	Yeotmal	... 08·30
Buldana	... 10·23		
Wardha	... 10·14		

A scrutiny of the earlier figures and those above show that Amravati with the first rural rank and the second under urban is placed first in the total enrolment amongst the districts. While Chanda with the lowest under rural and fifth under urban still ranks the last in total enrolment.

63·9 Region of Saurashtra-Kutch

In Saurashtra-Kutch the five districts of Saurashtra have a total of 11 years' schooling while in Kutch the duration of schooling extends over 12 years. Kutch, however, has fairly low figures of enrolment both under rural and urban so that assessing it with other districts of the region will not vitiate its standing adversely.

63·9·1 Rural

Saurashtra-Kutch as a region has a total rural enrolment percentage of 07·23, the percentages in the districts ranging between 08·01 of Madhya Saurashtra and 06·44 of Kutch. Half the districts exceed the regional percentage and the other half fall below it.

The districts rank—

(decreasing)		(increasing)	
Madhya Saurashtra ...	08·01	Kutch ...	06·44
Zalawad ..	07·82	Sorath ...	06·81
Halar ...	07·49	Gohilwad ...	07·00

63·9·2 Urban

The total percentage of enrolment for the urban areas of Saurashtra-Kutch is 13·42, Zalawad having the highest percentage 15·66 and Gohilwad the least 12·01. Here again, the districts divide into two halves about the regional percentage. The ranking of the districts is—

(decreasing)		(increasing)	
Zalawad ...	15·66	Gohilwad ...	12·01
Kutch ...	14·83	Sorath ...	12·56
Madhya-Saurashtra ...	14·06	Halar ...	13·13

63·9·3 District

The percentage of enrolment of all children in urban and rural areas gives a regional percentage of 09·33, the districts having a range from 10·62 of Madhya Saurashtra to 08·12 of Kutch. Here again, half the districts exceed the regional percentage and half fall short of it. The ranking of the districts, decreasing and increasing is—

(decreasing)		(increasing)	
Madhya Saurashtra ...	10·62	Kutch ...	08·12
Zalawad ...	10·35	Gohilwad ...	08·62
Halar ...	09·49	Sorath ...	08·78

A scrutiny of the rural, urban, and district enrolment figures reveals that Kutch with the least rural percentage and the second urban percentage still ranks last in the district percentages, while Madhya Saurashtra ranks first in the district percentages because of the advantage it had in being first in rural enrolment though it ranks third in urban.

63·10 The State

The five regions of the State in their percentage of enrolment under rural, urban and district exhibit varying characteristics within their districts so that the regional percentage could be considered as an index for the region. To assess the standing of the State as a whole it is necessary to assess the standing of each of the regions of the State in relation to the others under the same heads of analysis as above.

63;10·1 Rural

The state percentage of enrolment for rural areas is 09·38. The region with the highest enrolment percentage 11·44 is the "14"

Districts and the lowest Marathawada with 04·21. Only two of the regions "14" and "10" exceed the State percentage and the other three do not reach it. The regions arrange themselves in the following order :—

"14" Districts	...	...	...	11·44
"10" Districts	...	...	...	10·96
Vidarbha	...	...	...	07·63
Saurashtra	...	...	...	07·23
Marathawada	...	...	...	04·21

In rural enrolment the above sequence places the "14" Districts first, the "10" second and Marathawada last.

63·10·2 Urban

The percentage of enrolment of all children in the three stages of education in the urban areas of the State is 15·24. Among the regions of the State, the "10" Districts rank first with 16·87 and Marathawada, again, ranks last with 10·91. The order of the regions is

"10" Districts	...	...	...	16·87
Vidarbha	...	...	...	16·66
"14" Districts	...	...	...	15·09
Saurashtra-Kutch	...	...	...	13·42
Marathawada	...	...	...	10·91

It may be noticed that Marathawada again ranks last while the region of "14" Districts now stands third with Vidarbha ranking second. Saurashtra-Kutch has maintained its fourth rank under urban also.

63·10·3 Region

Combining the enrolment figures of rural and urban areas at all stages of education and computing their percentage enrolment to the estimated population of the State gives the enrolment percentage of 11·12. The regions of the State stand in the following order in decreasing percentage of enrolment

"14" Districts	...	...	...	12·81
"10" Districts	...	...	...	12·49
Vidarbha	...	...	...	09·71
Saurashtra-Kutch	...	...	...	09·33
Marathawada	...	...	...	05·18

In the above order Marathawada has maintained its last rank and Saurashtra-Kutch its second last-rank at the rural, urban and regional enrolment percentages. The region of "14" Districts in the regional total enrolment ranks first retrieving its third rank under urban because of its lead under rural. The rural population being normally high compared to urban, in combining the enrolment figures, the rural weightage over-shadow the urban and partly

helps to raise the total enrolment percentage. In contrast, the region of "10" Districts which ranks first under urban and second under rural, only manages to rank second in the total enrolment percentage. Vidarbha ranks third in the total enrolment as it did under rural inspite of a second ranking under urban. The total enrolment ranking is dominantly influenced by the ranking under rural than under urban.

63·11 Accepting the percentage of school-going children of an age range of 11 years of schooling from the Primary to the High school stage as 27·50, this percentage of enrolment can only be reached under the ideal when every child between the ages 6 and 17 or 7 and 18 years is in school. A scrutiny of the regional figures of enrolment under rural indicate that the "14" Districts achieved only 11·44 percentage of enrolment, less than half the standard percentage of 27·50 as against the State percentage of 09·38 for rural areas.

Under urban, the State percentage is much higher being 15·24, the "10" Districts reaching the highest for any region 16·87 which is nowhere near the maximum possible percentage of 27·50.

Combining the enrolment figures under urban and rural the percentage of enrolment for all children in school in the State is 11·12 which is less than half the standard percentage 27·50 the maximum that any region reaches being 12·81 of the "14" Districts.

The figures quoted above in relation to the percentage 27·50 of school going children of an age range of 11 years may appear too low. In the previous chapters it has been shown that the percentages at the Primary level in rural areas for boys at least have been high enough approaching and in many cases exceeding the percentage of school-going children of the Primary school stage range. This is the stage where either through enforcement of compulsion or schemes of expansion efforts have been made to bring in more children into the schools. These efforts have shown fruitful results though in varying degrees of magnitude in the different regions of the State. In needs to be pointed out that at the Middle school stage no concerted efforts have so far been made either to provide wider facilities or to bring in more children into the existing schools. The percentages of enrolment for the Middle stage, as has been shown earlier, fall much short of the percentage of children of school-going age at this stage.

At the High school stage in many regions the percentage of enrolment is in tenths of decimals. not even in units.

Amongst the regions of the State the region of "14" Districts earns the place of pride in being first in total enrolment, first in rural and second in urban enrolment. Saurashtra-Kutch and Marathawada maintain a consistent ranking at all the three levels of enrolment. Vidarbha with a third under rural. a second under urban maintains third under total while "10" Districts with an inverse ranking to that of "14" Districts manages to stand second under total.

The State with enrolment percentages of

09·38 under rural
15·24 under urban, and
11·12 under Total

of all children in schools in the State will find its placing, high or low, in relation to the other States in the Indian Union on the merit of these figures true as on 31st March, 1957.

(G.E.P.) 2-A No 31—51

CHAPTER 64

COMMUNITY DEVELOPMENT AREAS

A REVIEW (Educational)

(G.C.P.) 1-A No 31—31-6

COMMUNITY DEVELOPMENT AREAS

(As per Census 1951)—as on 1st April 1957

DISTRICT	VILLAGES		POPULATION		PERCENTAGE OF POPULATION
	Total	Covered	Total	Covered	
1	2	3	4	5	6
GB: 1 Greater Bombay	82	....	2996267	....	....
M: 2 Ahmednagar	1319	270	1410873	266233	18·87
M: 10 Dangs	310	313	47282	47282	100·00
M: 11 East Khandesh	1424	406	1471351	301688	20·51
M: 12 Kolaba	1776	613	909083	231579	25·48
M: 13 Kolhapur	1078	394	1308060	481374	36·81
M: 16 Nasik	1653	565	1429916	367567	25·71
M: 17 North Satara	1152	603	1175309	563926	47·99
M: 20 Poona	1475	285	1950976	387160	19·85
M: 21 Ratnagiri	1515	518	1711964	435217	25·42
M: 22 Sholapur	934	283	1505316	313575	20·84
M: 23 South Satara	502	203	1000141	339851	33·99
M: 24 Thana	1583	756	1361053	433052	31·83
M: 26 West Khandesh	1501	687	1146024	336703	29·38
Region of " 14 " Districts ..	16304	5896	19423614	4505207	23·20
G: 28 Ahmedabad	741	383	1685630	358967	21·29
G: 29 Amreli	345	195	317203	132374	41·74
G: 30 Banaskantha	1249	435	696367	284418	40·84
G: 31 Baroda	1700	812	1194746	348117	29·14
G: 32 Broach	1180	494	706035	214082	30·33
G: 35 Kaira	946	538	1612426	619099	38·41
G: 38 Mehsana	1238	235	1471662	315428	21·43
G: 39 Panchmahals	1936	539	1148432	331343	28·85
G: 40 Sabarkantha	1634	569	684017	187363	27·39
G: 42 Surat	1938	611	1827842	459865	25·16
Region of " 10 " Districts ..	12917	4811	11344360	3251056	28·66

COMMUNITY DEVELOPMENT AREAS—*contd.*

(As per Census 1951)—as on 1st April 1957

DISTRICT	VILLAGES		POPULATION		PERCENTAGE OF POPULATION
	Total	Covered	Total	Covered	
1	2	3	4	5	6
M: 5 Aurangabad	1855	846	1179404	521936	44·26
M: 7 Bhir	1029	398	826046	316382	38·31
M: 15 Nanded	1550	245	958888	144964	15·12
M: 18 Osmanabad	1372	329	1210041	289756	23·95
M: 19 Parbhani	1500	344	1010864	151318	14·96
Region of Marathawada ..	7306	2162	5185243	1424356	27·47
M: 3 Akola	1477	1304	950994	741741	82·31
M: 4 Amravati	1567	1221	1031160	661430	64·15
M: 6 Bhandara	1491	758	1071657	471495	43·98
M: 8 Buldana	1188	768	870168	480975	55·27
M: 9 Chanda	2494	1118	977618	439396	44·94
M: 14 Nagpur	1667	1058	1234556	438880	31·68
M: 25 Wardha	930	1111	538903	298349	55·35
M: 27 Yeotmal	1634	891	931982	396194	42·51
Region of Vidarbha ..	12448	8229	7607038	3928460	51·64
G: 33 Gohilwad	1033	504	1020130	363971	35·69
G: 34 Halar	644	245	574472	152990	26·63
G: 36 Kutch	964	638	567606	439710	77·47
G: 37 Madhya Saurashtra	968	494	1045675	272828	26·04
G: 41 Sorath	1052	381	1001154	296622	29·63
G: 43 Zalawad	645	279	495928	133658	26·97
Region of Saurashtra-Kutch ..	5306	2541	4704965	1659779	35·28
Region of " 14 " Districts	16304	5896	19423614	4505207	23·20
Region of " 10 " Districts	12917	4811	11344360	3251056	28·66
Region of Marathawada	7306	2162	5185243	1424356	27·47
Region of Vidarbha	12448	8229	7607038	3928460	51·64
Region of Saurashtra-Kutch	5306	2541	4704965	1659779	35·28
New State of Bombay ..	54281	23639	48265220	14768858	30·60

Courtesy of Bureau of Economics and Statistics, Government of Bombay.

CHAPTER 64

COMMUNITY DEVELOPMENT AREAS

A REVIEW (Educational)

64·1 The Conference of Development Commissioners organised by the Ministry of Community Development in April 1957 at Mussoorie was of opinion that "since the future administration of the country is being planned on the basis of the blocks, it is necessary that the results of the survey should be available block-wise instead of tahsil/taluka-wise". The question was accordingly considered by the Ministry of Education and two modifications by way of additions in survey procedures were suggested. Under No. 248/57.B.6 (S), dated 24th May 1957, the Ministry issued the following instructions to the State Survey Officer through the Education Department of the State.

1. "Each District Officer for the survey be directed to indicate by an asterisk against the village, in the remarks column in the register, the name (number) of the block in which that village has been included. For this purpose, complete lists of villages and hamlets included in each of the blocks, as well as the map of each tahsil/taluka indicating the boundaries of the blocks, will have to be made available to the District Survey Officers."

2. "Each tahsil/taluka map to be finally included in the survey report should mark out the boundaries of the block in which that tahsil/taluka has been/is proposed to be divided".

The above instructions were received by the Educational Survey Unit at Poona in early June 1957 and immediate directives were issued to the 43 districts of the State to attend to these requirements, and, for the purpose, to contact the District Development Officers and obtain through them the information and maps required for carrying out the instructions.

64·2 From the State Head-quarters at Poona the Political and Services Department of the Government of Bombay was requested to issue directives to all the Block Development Officers in the districts of the State to supply each District Survey Officer with a complete list of villages and hamlets together with a taluka map showing the boundaries of the blocks to enable the survey organisation to incorporate the requisite data in the documents and topo-sheet maps of the survey. The Political and Services Department, Sachivalaya, Bombay, under No. END. 1057-37164-W, dated 12th August 1957

issued a detailed circular letter to all officers in the districts of the State connected with Community Development areas in the districts directing them to comply with the requirements of the educational survey. From the Development Blocks spread all over the State in the 43 districts information about villages and hamlets and the maps began to pour in during the months of September 1957 to February and even March 1958.

64·3 On pages 796-797 is a tabulated statement regarding Community Development Areas in the State of Bombay as on 1st April 1957. The statement gives districtwise information regarding all development blocks under the heads, total villages in the district, villages covered by the blocks, total population of the district, total population covered by the blocks; percentage of population coming under the blocks. A scrutiny of this Table will reveal the number of villages and the percentage of population of the district covered in the various districts of the State by Community Development Projects as on 1st April 1957. The districts show varying proportions of their areas covered by the blocks. The district of Dangs is wholly a Community Development Project area and also a Scheduled Area. The least percentage of population covered in any of the districts is in Parbhani of Marathawada where only 14·96 of the population of the district comes under Community Development Programmes.

A REVIEW

(Educational)

64·4 For centuries the village folk in India have lived more or less an isolated existence. The Industrial Resolution has only, widened this gap between the village and the town. One of the main problems before all "planners" is how to revitalise the villages of India at the same time maintaining their distinct individuality. The Community Development programmes aim at helping the villages to raise their standard of living by co-operative and democratic methods. New interests and values are created in the village community bringing to them not only benefits that affect economic well-being through provision of water facilities, better produce through use of fertilizers and improved quality of seeds, wells and canals for irrigation, medical aid through dispensaries and mobile health units, sanitation and public health, but also the more valuable and lasting though intangible benefit of enlightening their minds and ways of thought.

64·5 A democracy requires for its efficient functioning, among other things, a body of free and enlightened voters and a band of conscientious and trained leaders. In a country like India where more than 80 per cent of the population is illiterate the vital role that education has to play cannot be over-rated. The Community Development authorities have inaugurated various activities that are "educative" some in the strict sense of being instructional, others

in the liberal sense tending to inculcate democratic values. These activities can be classified as :

(i) Instructional : provision of educational facilities for children and adults

(ii) Cultural and recreational

(iii) Training for enlightened citizenship.

The line dividing all these is at best vague and arbitrary. Recreational activities like dramatics, sports, tours, have an educative value of their own, but consideration of healthy enjoyment is certainly more decisive in these. The activities listed under (iii) are undertaken with a view to training leaders for the local community by giving them an opportunity to organise certain social services and thereby be one with the community.

These activities encourage, and indeed presuppose, active and enthusiastic co-operation on the part of the villagers. In fact, the real measure of the success of these programmes is the degree of initiative and enthusiasm for voluntary participation evinced by the members of the community. In view of this all these educational activities are channelled through the local authorities like the District School Board and the Administrative Officer of the District School Board, the executive head, taking into account the various needs of different villages and their priorities, ensuring an equitable distribution and efficient utilization of the funds made available by the Community Development authorities.

64·6 The main service that the development organisation renders to the village in the matter of education is the provision of a school building and a permanent school. Where the number of children of school-going age justifies the construction of a Primary school building, the block authorities contribute 60 per cent of the cost provided 40 per cent popular contribution from the village is forthcoming. The buildings are built to "type design" prescribed by Government, the rooms being 18′ × 22′ estimated at Rs. 3,400 per room.

The Community Development authorities have no specific programme for increasing enrolment of children in the schools, decreasing absenteeism and preventing stagnation and wastage. At the same time the intense contact between officials on the one side and the village leaders on the other helps considerably in creating an atmosphere of mutual help and co-operation which indirectly reflects on the usefulness of the school. Need for education and an awareness of its utility and potentialities is growing amongst the villagers particularly amongst those living in villages adjoining towns. The leaders of the community can certainly help in creating this consciousness resulting in better enrolment and adequate attendance.

Many of the village schools are short of equipment so necessary for effective instruction. The block unit awards special grants to schools for the purchase of equipment by way of charts, maps, apparatus, geographical models, scientific instruments and other aids to teaching by placing the allotment at the disposal of the Administrative Officer. Under his advice the funds are utilised for distributing the equipment among the schools in the block.

New Basic schools are opened in the villages in addition to the existing ones, expenditure on this head being entirely borne from the Government funds. Conversion of ordinary schools into Basic is also borne from the block funds, the expenditure being incurred by the Administrative Officer of the District School Board on behalf of the block.

Under the Social Education programmes the Community Development authorities try to meet the problem of adult illiteracy. The village elders though amply endowed with mother wit lack the knowledge of three " R "s. Their ignorance of these is not only a serious handicap to themselves in the daily intercourse of life but from the national view-point a positive drag to the growing democracy.

Adult literacy centres are the pivot of all social, educational and community activities. The activities like the wall-paper, radio-listening, offer opportunities to the neo-literates to maintain their literacy and even improve upon it.

64·7 Besides these concrete contributions for providing new educational facilities or for improving the existing ones, the Community Development organisation takes part and initiates in allied ancillary activities that bring new life into the villages especially to the children.

In every block a child welfare centre is opened to cater to the care and well-being of children. Children's play-grounds are provided with games and play apparatus like see-saws, swings, slides. The cost on this account is borne at 75 per cent by Government and 25 per cent from popular contribution. Kitchen gardens are attached to schools where the women of the village and children co-operatively raise vegetables and flowers. The cost involved is, again, borne on the basis 75 : 25 contribution.

Bal Mandirs which are play centres for children are opened with a view to getting children interested in recreational activities. Kathamalas and excursions are organised through these Bal Mandirs to bring the children into contact with life outside the villages. Children's rallys called Bal-Melas and hobby centres are organised on the basis of 3 : 1 contribution. These centres hold seasonal competitions in sports and conduct cultural activities for the benefit

of the children and their parents. Film shows are regularly held as the block owns' a permanent cinema unit specically for this purpose. Grants are also given to buy equipment for Bhajan or Legim Mandals.

Establishment of village libraries on the basis of 50 per cent grant is undertaken and separate libraries for women and children are also encouraged. Circulating libraries or Mobile libraries are established, the popular contribution on this head being only Rs. 10. Each box contams books worth Rs. 44 and these are moved from village to village so that a fresh and new supply of books is made available to the village at regular intervals.

These and many other activities have brought new life and a new vision into the village and children of the village with the adults share in the slowly growing benefits and advantages that accrue under the development schemes.

64·8 Leadership classes are started with a view to training the village youth in agriculture, co-operative service, animal husbandry and other activities connected with the life of the village. This is to ensure that local talent and initiative are not diverted to the urban areas but conserved for the village giving them scope and opportunities to exercise their qualities of leadership and thus find their due place in the village socio-economic life.

Talim and Community Centres are started on 50 : 50 basis; these are expected to become not only a nucleus for cultural and recreational activities but also a school for training in the art of community living. A variety of activities like Sanskar Kendras, Samaj Mandirs, provision of play-grounds etc., are organised under this programme. Organisation of shibirs, rallies, exhibitions form an integral part of these Centres. The expenditure on these is borne on the 1 : 1 basis.

Mahila Mandals are started provided the village contributes 25 per cent of the expenditure. These Mandals run classes in sewing, tailoring, knitting and embroidery. They also provide lessons in personal hygiene, maternity, child-care and such other subjects of special interest to women. Youth clubs and dramatic clubs for adults are also being established to help in the cultural rejuvenation of the villages. The Community Development Areas are today creating a nucleus of a new decentralized administration. The village panchayats are slowly getting interested in the art of administration. In due course they will be able to pull their weight and provide stable and efficient administration at the village level. The delegation of these administrative powers will, in gradual stages, strengthen the very fibre of the administrative machinery so that, in turn, the whole of the administrative structure, from the village to the State level will be democratised in surging waves of co-operative and joint endeavour.

EPILOGUE

The Educational Survey of Bombay State formed part of the national project, the Educational Survey of India, initiated by the Central Government as a Plan Item in the Second Five-Year Plan during 1957-1958. The Survey was a time-limit assignment in duration but extensive in its coverage and intensive in its procedures. The resources in personnel and finance were equally limited. Against these odds the assignment had to be carried through with exemplary discipline and over-emphasized thoroughness and accuracy. The organisation was simple, a State Unit with District sub-units which formed the structure and the machinery for executing the assignment.

The work was specialised in nature and statistical in execution. With all the handicaps and odds of time, personnel and resources the best of efforts and devotion could not obviate the chance errors that creep in stealthily in all time-limit jobs of statistical complexity. The STATISTICAL APPENDIX *which forms the data collected and worked upon by the Survey, may reveal, to an eye more critical than most and more seeing than the average, discrepancies and disparities that eluded the most careful screening by the Survey Unit.*

The objectives of the Survey were few but clear: to prepare a blueprint of Education—of the present and for the future. This the Survey did. The STATE REPORT *that forms the final document of the survey together with the companion volume, the Statistical Appendix, belies its name. This Report has no recommendations to make or conclusions to draw. The Survey was purely a fact-finding mission that set out to collect facts and figures, data and information about education as it is, and, on the basis of this, to plan and propose what it should be. The Report, therefore, deals only with facts and figures, percentages and averages regarding habitations and population, schools and children, and, little else.*

These facts through figures have been presented in Tables, Appendices, Statements, ... in the Statistical Appendix and the Report has only attempted to "read" them. One who searches for the "end" will only find a beginning—the beginning of an era of planned educational development, by stages and phases, to reach that cherished goal when the Directive Principle 45 of the Constitution:

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

EDUCATIONAL SURVEY
OF
BOMBAY STATE
1957

STATE REPORT

APPENDICES
A and B

EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

STATE REPORT

APPENDIX A

A1

BOMBAY STATE FORM

EDUCATION IN RURAL AREAS

43 Districts of

Serial No.	District	Schools			Local Pupils		Other Pupils	
		Total	Boys	Girls	Boys	Girls	Boys	Girls
1	2	8	10	11	12	13	14	15
1	14 Districts of Old Bombay State (Marathi).	17,648	17,466	182	7,89,903	4,36,928	73,718	29,915
2	10 Districts of Old Bombay State (Gujarati).	10,489	10,219	270	5,19,277	2,76,154	42,973	10,051
3	5 Districts of Marathawada ..	3,640	3,501	139	1,36,584	29,262	11,655	428
4	8 Districts of Vidarbha ..	5,837	5,726	111	2,46,694	99,045	41,829	5,348
5	6 Districts of Saurashtra-Kutch ..	4,464	4,336	128	1,59,968	47,554	1,333	151
	43 Districts of New Bombay State.	42,078	41,248	830	18,52,426	8,88,943	1,71,508	45,893

No. 7-A

PRIMARY STAGE

AS ON 31st MARCH 1957

New Bombay State

Total Pupils			Class Rooms		Teachers		Pupil Teacher Ratio
Boys	Girls	Total	No. Average per School / Room	Area (Sq. ft.).	Men Per School	Women	
16	17	18	19	20	21	22	24
8,63,621	4,66,843	13,30,464	31,348 1·7	1,18,83,149 378	30,658 1·8	2,476	40
5,62,250	2,86,205	8,48,455	17,611 1·6	65,99,332 375	18,719 1·9	1,740	41
1,48,239	29,690	1,77,929	6,378 1·75	18,07,776 284	6,091 1·77	335	28
2,88,523	1,04,393	3,92,916	11,835 2·1	36,53,660 309	12,752 2·3	701	29
1,61,301	47,705	2,09,006	6,426 1·44	21,37,399 478	6,262 1·58	794	30
20,23,934	9,34,836	29,58,770	73,598 1·8	2,60,81,316 354	74,482 1·9	6,046	37

(G.C.P.) L-A No 31—52

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BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

10 Districts of Old

Serial No.	District	Schools			Local Pupils		Other pupils	
		Total	Boys	Girls	Boys	Girls	Boys	Girls
1	2	8	10	11	12	13	14	15
1	G : 28 Ahmedabad	800	759	41	51,755	28,275	2,368	304
2	G : 29 Amreli	296	275	21	14,076	10,069	190	54
3	G : 30 Banaskantha	1,068	1,063	5	36,248	7,044	780	3
4	G : 31 Baroda	1,019	997	22	51,039	30,877	6,846	2,515
5	G : 32 Broach	786	730	56	34,431	22,303	2,603	619
6	G : 35 Kaira	1,198	1,173	25	79,491	44,838	5,781	1,240
7	G : 38 Mehsana	1.092	1,054	38	71,825	40,312	2,663	291
8	G : 39 Panch Mahals	1,557	1,540	17	54,543	18,188	8,959	1,661
9	G : 40 Sabarkantha	880	866	14	37,708	15,390	7,125	775
10	G : 42 Surat	1,793	1,762	31	88,161	58,858	5,658	2,589
	10 Districts of Old Bombay State (Gujarati).	10,489	10,219	270	5,19,277	2,76,154	42,973	10,051

No. 7-A—*contd.* PRIMARY STAGE

AS ON 31st MARCH 1957

Bombay State (Gujarati)

Total Pupils			Class rooms		Teachers		Pupil-Teacher Ratio
Boys	Girls	Total	No. Area (Sq. Ft.) Average per School / Room		Men per School	Women	
16	17	18	19	20	21	22	24
54,123	28,579	82,702	1,571 1·9	5,29,495 337	1,591 2·2	145	48
14,266	10,123	24,389	655 2·2	2,22,770 340	591 2·2	50	38
37,028	7,047	44,075	1,116 1·04	3,16,620 284	1,230 1·2	43	35
57,885	33,392	91,277	2,112 2·1	8,15,253 736	2,348 2·4	140	37
37,034	22,922	59,956	1,372 1·7	5,16,289 376	1,500 2·2	207	35
85,272	46,078	1,31,350	2,474 2·1	10,52,307 425	2,410 2·3	323	48
74,488	40,603	1,15,091	2,386 2·2	9,11,848 382	2,844 2·8	159	38
63,502	19,849	83,351	1,964 1·3	6,11,716 312	2,025 1·4	112	39
44,833	16,165	60,998	1,154 1·3	4,59,927 399	1,380 1·6	57	42
93,819	61,447	1,55,266	2,807 1·6	11,63,107 329	2,800 1·8	504	47
5,62,250	2,86,205	8,48,455	17,611 1·6	65,99,332 375	18,719 1·9	1,740	41

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BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

5 Districts of

Serial No.	District	Schools			Local Pupils		Other pupils	
		Total	Boys	Girls	Boys	Girls	Boys	Girls
1	2	8	10	11	12	13	14	15
1	M : 5 Aurangabad	830	799	31	33,484	6,687	2,556	119
2	M : 7 Bhir	630	601	29	21,125	4,833	1,326	81
3	M : 15 Nanded	658	642	16	23,194	4,791	2,790	77
4	M : 18 Osmanabad	839	802	37	37,885	8,742	3,294	89
5	M : 19 Parbhani	683	657	26	20,896	4,209	1,689	62
	5 Districts of Marathwada ..	3,640	3,501	139	1,36,584	29,262	11,655	428

No. 7-A—*contd.* PRIMARY STAGE

AS ON 31st MARCH 1957

Marathwada

Total pupils			Class-Rooms		Teachers		Pupil-Teacher Ratio
Boys	Girls	Total	No. Average per School	Area. (Sq. ft.) Room	Men per School	Women	
16	17	18	19	20	21	22	24
36,040	6,806	42,846	1,347 1·62	4,24,634 315	1,347 1·75	105	30
22,451	4,914	27,365	1,063 1·69	3,76,524 354	997 1·70	74	26
25,984	4,868	30,852	1,158 1·76	2,99,837 259	1,083 1·70	39	27
41,179	8,831	50,010	1,766 2·11	4,50,433 255	1,596 1·99	69	30
22,585	4,271	26,856	1,044 1·53	2,56,348 246	1,068 1·63	48	24
1,48,239	29,690	1,77,929	6,378 1·75	18,07,776 284	6,091 1·77	335	28

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BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

8 Districts

Serial No.	District	Schools			Local pupils		Other pupils	
		Total	Boys	Girls	Boys	Girls	Boys	Girls
1	2	8	10	11	12	13	14	15
1	M : 3 Akola	887	872	15	35,205	16,388	4,395	589
2	M : 4 Amravati	847	822	25	38,348	21,532	3,232	1,087
3	M : 6 Bhandara	623	621	2	36,883	11,624	12,618	869
4	M : 8 Buldana	883	865	18	35,995	13,802	3,090	367
5	M : 9 Chanda	671	663	8	28,781	6,860	6,351	561
6	M : 14 Nagpur	586	560	26	23,317	9,016	5,225	647
7	M : 25 Wardha	471	463	8	16,997	7,655	2,473	521
8	M : 27 Yeotmal	869	860	9	31,168	12,168	4,445	707
	8 Districts of Vidarbha ...	5,837	5,726	111	2,46,694	99,045	41,829	5,348

No. 7-A—*contd.* PRIMARY STAGE

AS ON 31st MARCH 1957

of Vidarbha

Total pupils			Class-rooms		Teachers		Pupil-Teacher Ratio
Boys	Girls	Total	No. Average per School	Area (sq. ft.). Average per Room	Men per School	Women	
16	17	18	19	20	21	22	24
39,600	16,977	56,577	1,648 1·9	5,18,228 315	1,892 2·2	85	29
41,580	22,619	64,199	1,841 2·2	4,92,527 268	2,012 2·6	221	29
49,501	12,493	61,994	1,756 2·8	4,94,664 282	1,965 3·2	44	31
39,085	14,169	53,254	1,546 1·8	5,22,656 338	1,762 2·1	79	29
35,132	7,421	42,553	1,676 2·5	5,10,017 304	1,323 2·0	45	31
28,542	9,663	38,205	1,171 1·9	5,24,604 448	1,131 2·1	93	31
19,470	8,176	27,646	1,008 2·1	2,82,288 280	928 2·1	69	28
35,613	12,875	48,488	1,189 1·4	3,08,676 260	1,739 2·1	65	27
2,88,523	1,04,393	3,92,916	11,835 2·1	36,53,660 309	12,752 2·3	701	29

BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

6 Districts of

Serial No.	District	Schools			Local pupils		Other pupils	
		Total	Boys	Girls	Boys	Girls	Boys	Girls
1	2	8	10	11	12	13	14	15
1	G : 33 Gohilwad ...	945	918	27	33,239	7,921	301	11
2	G : 34 Halar ...	572	558	14	20,949	6,638	173	26
3	G : 36 Kutch ...	638	598	40	19,894	6,531	440	89
4	G : 37 Madhya Saurashtra ...	890	872	18	33,547	12,001	...	...
5	G : 41 Sorath ...	864	844	20	32,463	8,763	383	20
6	G : 43 Zalawad ...	555	546	9	19,876	5,700	36	5
	6 Districts of Saurashtra-Kutch ...	4,464	4,336	128	1,59,968	47,554	1,333	151

No. 7-A—concld. PRIMARY STAGE

AS ON 31st MARCH 1957

Saurashtra-Kutch

Total pupils			Class-rooms		Teachers		Pupil-Teacher Ratio
Boys	Girls	Total	No. Average per School	Area (sq. ft.) Average per Room	Men per School	Women per School	
16	17	18	19	20	21	22	24
33,540	7,932	41,472	1,168 1·24	4,46,315 382	1,158 1·39	155	32
21,122	6,664	27,786	939 1·6	4,01,551 428	816 1·56	77	31
20,334	6,620	26,954	865 1·36	2,64,047 305	772 1·39	115	30
33,547	12,001	45,548	1,333 1·50	86,497 649	1,406 1·80	195	28
32,846	8,783	41,629	1,294 1·50	5,48,291 424	1,223 1·53	97	32
19,912	5,705	25,617	827 1·49	3,90,698 472	887 1·89	155	25
,61,301	47,705	2,09,006	6,426 1·44	21,37,399 478	6,262 1·58	794	30

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BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

43 Districts of

Serial No.	District	Schools			Local Pupils		Other Pupils	
		Total	Boys	Girls	Boys	Girls	Boys	Girls
1	2	8	10	11	12	13	14	15
1	14 Districts of Old Bombay State (Marathi).	4,666	4,546	120	1,25,998	28,373	40,151	3,157
2	10 Districts of Old Bombay State (Gujarati).	2,963	2,783	180	75,463	22,852	26,978	1,971
3	5 Districts of Marathwada ..	193	193	..	8,901	731	6,900	69
4	8 Districts of Vidarbha ..	818	812	6	36,884	7,240	22,223	977
5	6 Districts of Saurashtra-Kutch ..	1,508	1,447	61	22,859	4,343	1,375	18
	43 Districts of New Bombay State.	10,148	9,781	367	2,70,105	63,539	97,627	6,192

No. 7-B

MIDDLE STAGE

AS ON 31st MARCH 1957

New Bombay State

Total Pupils			Class-Rooms		Teachers			Pupil-Teacher Ratio
Boys	Girls	Total	No.	Area (Sq.ft.) Average per Room	Men	Women		
			School			per School		
16	17	18	19	20	21		22	23
1,66,149	31,530	1,97,679	9,163	35,65,135	8,967		673	21
			1·9	389		2·1		
1,02,441	24,823	1,27,264	6,339	24,54,325	6,799		630	17
			2·1	387		2·5		
15,801	800	16,601	677	2,95,291	901		4	18
			3·6	436		4·69		
59,107	8,217	67,324	2,588	8,84,356	3,294		70	20
			3·1	342		4·11		
24,234	4,361	28,595	2,513	10,81,058	2,514		386	10
			1·67	430		1·92		
3,67,732	69,731	4,37,463	21,280	82,80,165	22,475		1,763	18
			2·1	390		2·4		

BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

14 Districts of Old

Serial No.	District	Schools			Local Pupils		Other Pupils	
		Total	Boys	Girls	Boys	Girls	Boys	Girls
1	2	8	10	11	12	13	14	15
1	GB : 1 Greater Bombay ..							Treated as
2	M : 2 Ahmednagar	422	410	12	10,762	2,082	3,300	107
3	M : 10 Dangs ..	19	19	....	321	63	2	1
4	M : 11 East Khandesh	364	347	17	12,891	2,519	3,598	52
5	M : 12 Kolaba	214	207	7	5,083	1,750	2,230	335
6	M : 13 Kolhapur	287	286	1	8,263	1,180	3,789	62
7	M : 16 Nasik	349	339	10	9,126	1,269	2,130	45
8	M : 17 North Satara ..	446	434	12	18,723	5,388	4,531	186
9	M : 20 Poona ..	367	360	7	7,764	1,548	3,895	222
10	M : 21 Ratnagiri ..	854	845	9	14,568	4,481	9,451	1,685
11	M : 22 Sholapur	466	456	10	12,064	1,496	1,975	25
12	M : 23 South Satara	366	342	24	10,532	1,526	1,787	51
13	M : 24 Thana	188	185	3	5,872	3,146	1,464	343
14	M : 26 West Khandesh ..	324	316	8	10,029	1,925	1,999	4
	14 Districts of Old Bombay State (Marathi).	4,666	4,546	120	1,25,998	28,373	40,151	3,15

No. 7-B—*contd.* MIDDLE STAGE

AS ON 31st MARCH 1957

Bombay State (Marathi)

Total Pupils			Class-Rooms		Teachers		Pupil-Teacher Ratio
Boys	Girls	Total	No.	Area (Sq. ft.) Average per School / Room	Men per School	Women	
16	17	18	19	20	21	22	23
wholly Urban							
14,062	2,189	16,251	947 2·2	6,98,886 738	867 2·2	81	17
323	64	387	10 0·53	4,000 400	20 1·1	....	19
16,489	2,570	19,059	402 1·1	1,38,806 345	389 1·1	22	46
7,313	2,085	9,398	562 2·6	2,26,177 403	515 2·9	106	15
12,052	1,242	13,294	439 1·5	1,48,496 268	456 1·5	2	29
11,256	1,314	12,570	1,581 4·5	5,70,313 361	1,593 4·7	81	8
23,254	5,574	28,828	1,303 2·9	4,53,551 348	1,363 3·2	67	20
11,659	1,770	13,429	716 1·9	2,58,980 361	665 1·9	67	18
24,019	6,166	30,185	1,055 1·2	3,45,791 327	1,063 1·4	110	26
14,039	1,521	15,560	506 1·1	1,47,178 291	440 0·97	15	34
12,319	1,577	13,896	692 1·8	2,02,882 293	703 2·0	32	19
7,336	3,489	10,825	305 1·6	1,81,384 595	256 1·6	47	36
12,028	1,969	13,997	645 2·0	1,88,691 293	637 2·1	43	21
1,66,149	31,530	1,97,679	9,163 1·9	35,65,135 389	8,967 2·1	673	21

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BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

10 Districts of Old

Serial No.		District	Schools			Local Pupils		Other Pupils	
			Total	Boys	Girls	Boys	Girls	Boys	Girls
1		2	8	10	11	12	13	14	15
1	G : 28	Ahmedabad ..	161	144	17	7,991	2,508	1,111	33
2	G : 29	Amreli ..	98	87	11	1,092	211	156	3
3	G : 30	Banaskantha ..	110	109	1	2,647	161	898	4
4	G : 31	Baroda ..	377	361	16	5,300	1,598	1,742	63
5	G : 32	Broach	252	227	25	5,672	1,503	1,882	89
6	G : 35	Kaira	432	407	25	12,269	3,749	4,018	192
7	G : 38	Mehsana	495	470	25	13,585	3,026	2,757	37
8	G : 39	Panchmahals ..	219	202	17	5,867	1,321	5,582	183
9	G : 40	Sabarkantha ..	218	212	6	5,073	967	3,593	62
10	G : 42	Surat	601	564	37	15,967	7,808	5,239	1,305
		10 Districts of Old Bombay State (Gujarati).	2,963	2,783	180	75,463	22,852	26,978	1,971

No. 7-B—*contd.*

MIDDLE STAGE

AS ON 31st MARCH 1957

Bombay State (Gujarati)

Total Pupils.			Class-Rooms.		Teachers.			Pupil-Teacher Ratio.
Boys.	Girls.	Total.	No.	Area (Sq. ft.) per Room.	Men.	Women.		
			Average per School.		Per School.			
16	17	18	19	20	21	22		23
9,102	2,541	11,643	651 4·0	2,78,640 428	658 4·7	95		15
1,248	214	1,462	328 3·3	1,05,930 323	284 3·2	29		5
3,545	165	3,710	135 1·2	40,272 298	150 1·4	1		25
7,042	1,661	8,703	1,270 3·4	4,68,533 369	1,449 4·2	116		6
7,554	1,592	9,146	257 1·0	99,725 388	315 1·4	36		26
16,287	3,941	20,228	705 1·6	3,03,013 430	707 1·8	72		26
16,342	3,063	19,405	1,502 3·0	5,80,955 387	1,625 3·5	103		11
11,449	1,504	12,953	354 1·6	1,39,889 395	439 2·2	33		27
8,666	1,029	9,695	194 0·89	60,312 311	246 1·2	6		38
21,206	9,113	30,319	943 1·6	3,77,056 400	926 1·8	139		28
1,02,441	24,823	1,27,264	6,339 2·1	24,54,325 387	6,799	2·5	630	17

(G.C.P.) L-4 Na 31—53

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BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

5 Districts

Serial No.	District.	Schools.			Local Pupils.		Other Pupils.	
		Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	8	10	11	12	13	14	15
1 M: 5	Aurangabad ..	38	38	...	1,556	123	1,265	5
2 M: 7	Bhir ..	35	35	...	1,049	90	1,105	8
3 M: 15	Nanded ..	27	27	...	1,009	61	860	6
4 M: 18	Osmanabad ..	70	70	...	4,407	371	2,959	43
5 M: 19	Parbhani ..	23	23	...	880	86	711	7
	5 Districts of Marathwada ..	193	193	...	8,901	731	6,900	69

No. 7-B—*contd.* MIDDLE STAGE

AS ON 31st MARCH 1957

of Marathwada

Total Pupils.			Class-Rooms.		Teachers.			Pupil-Teacher Ratio.
Boys.	Girls.	Total.	No. Average per School.	Area (Sq. ft.) per Room.	Men. Per School.	Women. Per School.		
16	17	18	19	20	21	22		23
2,821	128	2,949	123 3.24	58,983 480	183 4.92	4		16
2,154	98	2,252	114 3.26	62,555 549	117 3.34	....		19
1,869	67	1,936	91 3.37	22,780 253	100 3.70	....		19
7,366	414	7,780	294 4.2	1,39,888 476	437 6.24	....		18
1,591	93	1,684	55 2.39	11,085 215	64 2.78	....		26
15,801	800	16,601	677 3.60	2,95,291 436	901 4.69	4		18

(G.C.P.) L-A Na 31—53*a*

A11

BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

8 Districts

Serial No.	District.	Schools.			Local Pupils.		Other Pupils.	
		Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	8	10	11	12	13	14	15
1 M: 3	Akola	141	141	..	6,009	1,236	3,721	132
2 M: 4	Amaravati	160	159	1	8,206	2,582	4,166	380
3 M: 6	Bhandara	83	82	1	3,735	461	3,595	69
4 M: 8	Buldana	137	137	..	5,689	865	4,315	110
5 M: 9	Chanda	39	38	1	2,216	281	1,404	22
6 M: 14	Nagpur	76	74	2	3,453	507	1,558	44
7 M: 25	Wardha	59	59	..	1,927	475	1,101	63
8 M: 27	Yeotmal	123	122	1	5,649	833	2,363	157
	8 Districts of Vidarbha ..	818	812	6	36,884	7,240	22,223	977

No. 7-B—*contd.* MIDDLE STAGE

AS ON 31st MARCH 1957

of Vidarbha

Total Pupils.			Class-Rooms.		Teachers.		Pupil-Teacher Ratio.
Boys.	Girls.	Total.	No. Average per School	Area (Sq. ft.). Room.	Men. Per School.	Women.	
16	17	18	19	20	21	22	24
9,730	1,368	11,098	400 2·8	1,48,255 371	·601	7 4·31	18
12,372	2,962	15,334	563 3·5	1,69,419 301	715	21 4·60	21
7,330	530	7,860	221 2·6	93,162 421	·322	5 3·94	24
10,004	975	10,979	459 3·3	1,64,532 358	·549	15 4·11	19
3,620	303	3,923	196 5·0	65,856 336	175	4 4·60	22
5,011	551	5,562	240 3·1	98,379 410	·259	9 3·53	21
3,028	538	3,566	139 2·3	34,676 250	178	3 3·06	20
8,012	990	9,002	370 3·0	1,10,077 298	495	6 4·07	18
59,107	8,217	67,324	2,588 3·1	8,84,356 342	3,294	70 4·11	20

A12

BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

6 Districts

Serial No.	District.	Schools.			Local Pupils.		Other Pupils.	
		Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	8	10	11	12	13	14	15
1	G : 33 Gohilwad ..	305	288	17	7,984	1,455	499	6
2	G : 34 Halar	117	114	3	1,810	285	189	3
3	G : 36 Kutch	197	180	17	3,030	537	95	..
4	G : 37 Madhya Saurashtra ..	355	348	7	4,119	1,282	..	..
5	G : 41 Sorath	359	347	12	3,971	431	513	6
6	G : 43 Zalawad	175	170	5	1,945	353	79	3
	6 District of Saurashtra-Kutch ..	1,508	1,447	61	22,859	4,343	1,375	18

No. 7-B—*concld.* MIDDLE STAGE

AS ON 31st MARCH 1957

of Saurashtra-Kutch

Total Pupils.			Class-Rooms.		Teachers.		Pupil-Teacher Ratio.
Boys.	Girls.	Total.	No. Average School	Area (Sq. ft.). per Room.	Men. per School.	Women.	
16	17	18	19	20	21	22	24
8,483	1,461	9,944	366 1·20	1,13,094 308	373 1·37	45	24
1,999	288	2,287	190 1·62	1,82,906 963	193 1·75	12	11
3,125	537	3,662	401 2·03	1,24,879 312	314 1·87	55	10
4,119	1,282	5,401	745 2·10	3,04,667 409	779 2·60	145	6
4,484	437	4,921	411 1·15	1,74,849 426	403 1·15	11	12
2,024	356	2,380	400 2·29	1,80,663 452	452 3·26	118	4
24,234	4,361	28,595	2,513 1·67	10,81,058 430	2,514 1·92	386	10

BOMBAY STATE FORM

EDUCATION IN RURAL AREAS

43 Districts of

Serial No.	Region.	Schools.			Local Pupils.		Other Pupils.	
		Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	8	10	11	12	13	14	15
1	14 Districts of Old Bombay State (Marathi).	*232	*232	..	10,027	2,048	10,698	395
2	10 Districts of Old Bombay State (Gujarati).	225	224	1	9,967	1,801	12,905	740
3	5 Districts of Marathawada ..	†25	†25	..	798	9	665	1
4	8 Districts of Vidarbha ..	‡49	‡49	..	2,526	299	1,691	24
5	6 Districts of Saurashtra-Kutch ..	§79	§79	..	1,431	164	1,160	2
	43 Districts of New Bombay State	¶ 610	¶ 609	1	24,749	4,321	27,119	1,162

* 4 in excess ; † 1 in excess ; ‡ 1 in excess ; § 61 Std. VIII of Sr. Basic (I-VIII) included ¶ 6 are in

No. 7-C

HIGH SCHOOL STAGE

AS ON 31st MARCH 1957

New Bombay State

Total Pupils.			Class-Rooms.		Teachers.		Pupil-Teacher Ratio.
Boys.	Girls.	Total.	No. Average per School	Area (Sq. ft.) Room.	Men. Per School	Women.	
16	17	18	19	20	21	22	24
20,725	2,443	23,168	937 4·1	3,77,423 402	1,209 5·6	89	....
22,872	2,541	25,413	1,120 4·9	4,05,558 362	1,272 5·8	38	....
1,463	10	1,473	107 4·28	46,824 438	116 4·68	1	....
4,217	323	4,540	227 4·6	87,201 384	264 5·5	5	....
2,591	166	2,757	304 3·84	91,008* 446	415 6·36	88	....
51,868	5,483	57,351	2,695 4·4	10,08,014 374	3,276 5·7	221	....

excess and 61 Std. VIII of Sr. Basic (I-VIII) Schools.

* of 5 Districts only.

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BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

14 Districts of Old

Serial No.	District.	Schools.			Local Pupils.		Other Pupils.	
		Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	8	10	11	12	13	14	15
1	GB : 1 Greater Bombay ..							Treated as
2	M : 2 Ahmednagar	*28	*28	..	1,383	182	878	20
3	M : 10 Dangs	1	1	..	23	6	22	4
4	M : 11 East Khandesh.. ..	16	16	..	1,054	79	954	4
5	M : 12 Kolaba	15	15	..	720	281	602	85
6	M : 13 Kolhapur	†15	†15	..	414	28	408	2
7	M : 16 Nasik	10	10	..	295	26	815	19
8	M : 17 North Satara	30	30	..	1,014	215	1,731	27
9	M : 20 Poona	‡18	‡18	..	921	249	464	5
10	M : 21 Ratnagiri	36	36	..	1,965	518	1,885	172
11	M : 22 Sholapur	19	19	..	576	64	815	7
12	M : 23 South Satara	21	21	..	728	136	1,059	7
13	M : 24 Thana	12	12	..	588	226	415	37
14	M : 26 West Khandesh ..	11	11	..	346	38	650	6
	14 Districts of Old Bombay State (Marathi).	§232	§232	..	10,027	2,048	10,698	395

*7 Standard VIII Schools included; †5 Standard VIII Schools excluded

No. 7-C—*contd.* HIGH SCHOOL STAGE

AS ON 31st MARCH 1957

Bombay State (Marathi)

Total Pupils.			Class-Rooms.		Teachers.		Pupil-Teacher Ratio.
			No.	Area (Sq. ft.) Average per	Men.	Women.	
Boys.	Girls.	Total.	School	Room.	Per School		
16	17	18	19	20	21	22	24
Wholly Urban							
2,261	202	2,463	84 3·0	37,151 453	115	11 3·5	....
45	10	55	5 5·0	928 186	9	.... 9·0	....
2,008	83	2,091	73 4·5	31,275 429	99	.... 6·1	....
1,322	366	1,688	73 4·8	28,542 391	85	9 6·2	....
822	30	852	38 2·5	9,935 261	52	1 3·5	....
1,110	45	1,155	40 4·0	15,766 394	61	.... 6·1	....
2,745	242	2,987	103 3·4	72,278 701	149	11 5·3	....
13,85	254	1,639	78 4·3	25,702 330	70	12 4·6	....
3,850	690	4,540	219 6·1	73,730 337	254	26 7·8	....
1,391	71	1,462	55 2·9	20,250 368	79	.... 4·2	....
1,787	143	1,930	79 3·8	28,113 356	105	4 5·2	....
1,003	263	1,266	49 4·1	19,383 396	78	14 7·7	....
996	44	1,040	41 3·7	14,370 350	53	1 4·9	....
20,725	2,443	23,168	937 4·1	3,77,423 402	1,209	89 5·6	....

‡ 2 Urban Schools included; hence § 4 in excess.

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BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

10 Districts of Old

Serial No.	District.	Schools.			Local Pupils.		Other Pupils.	
		Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	8	10	11	12	13	14	15
1	G : 28 Ahmedabad	10	10	.....	909	165	706	14
2	G : 29 Amreli	2	2	.....	22	.....	17	.....
3	G : 30 Banaskantha	6	6	.....	81	2	73	.....
4	G : 31 Baroda	36*	36*	.....	1,255	208	1,531	18
5	G : 32 Broach	13	13	.....	681	100	812	13
6	G : 35 Kaira	39	39	.....	2,213	519	1,778	39
7	G : 38 Mehsana	44	44	.....	2,011	80	1,968	6
8	G : 39 Panchmahals	16	16	.....	339	57	378	3
9	G : 40 Sabarkantha	22†	22†	.....	714	30	979	4
10	G : 42 Surat	37	36	1	1,742	640	4,663	643
	10 Districts of Old Bombay State (Gujarati).	225	224	1	9,967	1,801	12,905	740

*A School with Std. VIII

†A new School

No. 7C—*contd.* HIGH SCHOOL STAGE

AS ON 31st MARCH 1957

Bombay State (Gujarati)

Total pupils.			Class Rooms.		Teachers.		Pupil-Teacher Ratio.
			No.	Area. (Sq. ft.) Average per	Men.	Women.	
Boys.	Girls.	Total.	School	Room.	Per School.		
16	17	18	19	20	21	22	24
1,615	179	1,794	100 10·0	28,556 286	94 10·1	7	....
39	....	39	6 3·0	1,510 252	5 1·7	....	....
154	2	156	10 1·7	4,031 403	10 1·7	....	....
2,786	226	3,012	150 4·2	66,049 440	195 5·5	1	....
1,493	113	1,606	110 8·5	23,218 211	83 6·8	5	....
3,991	558	4,549	191 4·9	72,463 379	209 5·5	4	....
3,979	86	4,065	197 4·5	69,741 354	216 4·9	2	....
717	60	777	36 2·3	12,259 341	41 2·7	2	....
1,693	34	1,727	84 3·9	29,650 353	95 4·4	1	....
6,405	1,283	7,688	236 6·4	98,081 416	324 9·2	16	....
22,872	2,541	25,413	1,120 4·9	4,05,558 362	1,272 5·8	38	....

only excluded.

with Std. VIII included.

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BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

5 Districts of

Serial No.	District.	Schools.			Local Pupils.		Other Pupils.	
		Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	8	10	11	12	13	14	15
1	M : 5 Aurangabad	3	3	.....	101	1	26	.....
2	M : 7 Bhir	5	5	.....	150	2	164	.....
3	M : 15 Nanded	4	4	.....	65	.....	111	.....
4	M : 18 Osmanabad	12*	12*	.....	474	6	334	1
5	M : 19 Parbhani	1	1	.....	8	.....	30	.....
	5 Districts of Marathwada ...	25*	25*	.....	798	9	665	1

*Std. VIII of I—VIII

No. 7C—*contd.* HIGH SCHOOL STAGE

AS ON 31st MARCH 1957

Marathwada

Total pupils			Class Rooms		Teachers			Pupil-Teacher Ratio.
Boys.	Girls.	Total.	No.	Area (Sq. ft.) Average per Room.	Men.	Women.		
			School		Per School.			
16	17	18	19	20	21	22		24
127	1	128	16	25,718	23	....		....
			5·33	1,607	7·66			
314	2	316	18	6,526	23	1		....
			3·60	362	4·80			
176	....	176	7	1,635	12	....		....
			1·75	234	3·00			
808	7	815	65	12,675	57	....		....
			5·42	196	4·75			
38	....	38	1	270	1	....		....
			1·00	270	1·00			
1,463	10	1,473	107	46,824	116	1		....
			4·28	438	4·68			

School included.

A17

BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

8 Districts of

Serial No.	District.	Schools.			Local Pupils.		Other Pupils.	
		Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	8	10	11	12	13	14	15
1	M: 3 Akola	6*	6*	...	290	28	313	...
2	M: 4 Amravati	13	13	...	994	131	558	12
3	M: 6 Bhandara	5	5	...	120	6	295	7
4	M: 8 Buldana	11	11	...	495	16	318	2
5	M: 9 Chanda	3	3	...	42	9	62	1
6	M: 14 Nagpur	1	1	...	16	3	2	...
7	M: 25 Wardha	2	2	...	381	98	2	...
8	M: 27 Yeotmal	8	8	...	188	8	141	2
	8 Districts of Vidarbha ...	49*	49*	...	2,526	299	1,691	24

*One of these is an Urban Indian

No. 7-C—*contd.* HIGH SCHOOL STAGE

AS ON 31st MARCH 1957

Vidarbha

Total pupils.			Class-Rooms.		Teachers.		Pupil-Teacher Ratio.
Boys.	Girls.	Total.	No.	Area. (Sq. ft.) Average per School / Room.	Men.	Women. Per School.	
16	17	18	19	20	21	22	23
603	28	631	23 3·8	10,026 436	35	.... 5·8	....
1,552	143	1,695	70 5·4	26,241 375	89	 7·2	....
415	13	428	19 3·8	8,726 459	26	.... 5·2	....
813	18	831	43 3·9	17,065 397	53	.... 4·8	....
104	10	114	4 1·3	1,906 477	7	.... 2·3	....
18	3	21	2 2·00	600 300	3	.... 3·0	....
383	98	481	27 13·5	11,212 415	28	.... 14·0	....
329	10	339	39 4·9	11,425 293	23	.... 2·8	....
4,217	323	4,540	227 4.6	87,201 384	264	5 5·5	....

Middle School Std. VIII.

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BOMBAY STATE

FORM

EDUCATION IN RURAL AREAS

6 Districts of

Serial No.	District.	Schools.			Local Pupils.		Other Pupils.	
		Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	8	10	11	12	13	14	15
1 G: 33	Gohilwad ..	1*	1*	..	54	17	106	1
2 G : 34	Halar ..	2*	2*	..	110	31	57	..
3 G : 36	Kutch ..	7*	7*	..	184	10	43	..
4 G : 37	Madhya Saurashtra ..	20†	20†	..	387	25	..	..
5 G : 41	Sorath ..	28†	28†	..	427	26	922	..
6 G : 43	Zalawad ..	21†	21†	..	269	55	32	1
	6 Districts of Saurashtra-Kutch ..	79‡	79‡	..	1,431	164	1,160	2

Std. VIII of Sr. Basic (I-VIII) : * excluded; †18, 23, 20 included;

No. 7-C—*concld.*

HIGH SCHOOL STAGE

AS ON 31st MARCH 1957

Saurashtra-Kutch

Total pupils.			Class-Rooms.		Teachers.			Pupil-Teacher Ratio.
Boys.	Girls.	Total.	No.	Area. (Sq. ft.) Average per School / Room.	Men.	Women.		
					Per School.			
16	17	18	19	20	21	22		24
160	18	178	7 7·00	2,240 320	10	10·00	....	....
167	31	198	12 6·00	2,720 227	15	9·50	4	....
227	10	237	23 3·4	9,159 398	19	2·71	....	....
387	25	412	100 5·00	....	119	8·55	52	....
1,349	26	1,375	85 3·03	32,733 385	131	4·68	....	....
301	56	357	77 3·67	44,156 573	121	7·28	32	....
2,591	166	2,757	304 3·84	91,008§ 446	415	6·36	88	....

‡61 included ; §Excluding G : 37 Madhya Saurashtra.

BOMBAY STATE

FORM No. C/3 IN

CONSOLIDATION OF SECONDARY

43 Districts of

Serial No.	Region.	Schools.					
		Complete.		Incomplete.		Total.	Total Population served.
		Secondary.	High School.	Secondary.	High School.		
1	2	3	4	5	6	7	8
1	14 Districts of Old Bombay State (Marathi).	14	70	7	137	228	23,88,244
2	10 Districts of Old Bombay State (Gujarati).	57	29	55	84	225	24,07,463
3	5 Districts of Marathawada ..	9	6	4	5	24	2,23,548
4	8 Districts of Vidarbha ..	37	....	7	4	48	6,48,137
5	6 Districts of Saurashtra-Kutch ..	3	3	15*	35*	56*	1,69,879
	43 Districts of New Bombay State	120	108	88*	265*	581*	58,77,271

*4, 34, 38 are Standard VIII of Senior Basic

FORM No. 5 RURAL

SCHOOL INFORMATION CARDS

New Bombay State

Number of Pupils attending as on 31st March 1957.

Total in Schools.		Local.		From Neighbouring Habitations.					
				In Hostels.		With Others.		Walking, Cycling.	
Boys. Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.
9	10	11	12	13	14	15	16	17	18
21,162	23,943	9,535	11,836	2,514	2,537	1,520	1,593	7,593	7,977
2,781		2,301		23		73		384	
29,087	34,693	13,455	17,115	2,063	2,319	912	1,097	12,657	14,162
5,606		3,660		256		185		1,505	
2,924	3,004	1,278	1,351	375	375	381	382	890	896
80		73		..		1		6	
11,275	12,544	5,160	6,184	910	911	1,415	1,522	3,790	3,927
1,269		1,024		1		107		137	
2,193	2,411	1,374	1,578	606	606	36	47	177	180
218		204		..		11		3	
66,641	76,595	30,802	38,064	6,468	6,748	4,264	4,641	25,107	27,142
9,954		7,262		280		377		2,035	

(I-VIII) Schools.

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BOMBAY STATE

FORM No. C/3_IN

CONSOLIDATION OF SECONDARY

14 Districts of

Serial No.	District.	Schools					Total Population served.
		Complete		Incomplete			
		Secondary.	High School.	Secondary.	High School.	Total.	
1	2	3	4	5	6	7	8
1	GB : 1 Greater Bombay						Treated as
2	M : 2 Ahmednagar	.....	4	2	15	21	3,02,685
3	M : 10 Dangs	.....	1	.....	.....	1	5,244
4	M : 11 East Khandesh ...	2	2	.....	12	16	1,91,860
5	M : 12 Kolaba	1	9	.....	5	15	1,08,495
6	M : 13 Kolhapur	.....	1	.....	19	20	2,10,796
7	M : 16 Nasik	.....	6	.....	4	10	1,82,191
8	M : 17 N. Satara	1	10	1	18	30	3,48,641
9	M : 20 Poona	1	4	2	9	16	1,52,574
10	M : 21 Ratnagiri	4	16	.....	16	36	4,26,180
11	M : 22 Sholapur	1	5	.....	13	19	1,60,742
12	M : 23 S. Satara	1	5	.....	15	21	3,39,437
13	M : 24 Thana	3	5	2	2	12	1,41,241
14	M : 26 West Khandesh ...	.....	2	.....	9	11	1,24,926
	14 Districts of Old Bombay State (Marathi).	14	70	7	137	228	23,68,244

FORM No. 5—*contd.* RURAL

SCHOOL INFORMATION CARDS

Old Bombay State (Marathi)

Number of Pupils attending as on 31st March 1957.

Total in Schools.		Local.		From Neighbouring Habitations.					
				In Hostels.		With Others.		Walking, Cycling.	
Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.
9	10	11	12	13	14	15	16	17	18
wholly Urban.									
1,850 245	2,095	945 216	1,161	267 11	278	121 1	122	517 17	534
45 10	55	24 6	30	21 4	25	....	....	....	....
2,140 103	2,243	1,155 99	1,254	254 ..	254	156 2	158	575 2	577
1,374 383	1,757	767 300	1,067	28 1	29	36 6	42	543 76	619
1,078 42	1,120	383 40	423	110	110	63	63	522 2	524
1,110 45	1,155	295 26	321	311	311	134 7	141	370 12	382
2,949 347	3,296	1,012 292	1,304	187	187	229 9	238	1,521 46	1,567
1,373 254	1,627	905 248	1,153	86 1	87	19 1	20	363 4	367
3,907 694	4,601	1,807 504	2,311	284 6	290	409 36	445	1,407 148	1,555
1,289 78	1,367	451 69	520	452	452	125 4	129	261 5	266
1,849 185	2,034	788 178	966	167	167	73	73	821 7	828
1,222 351	1,573	657 285	942	52	52	64 5	69	449 61	510
976 44	1,020	346 38	384	295	295	91 2	93	244 4	248
21,162 2,781	23,943	9,535 2,301	11,836	2,514 23	2,537	1,520 73	1,593	7,593 384	7,977

BOMBAY STATE

FORM No. C/3 IN

CONSOLIDATION OF SECONDARY

10 Districts of Old

Serial No.	District.	Schools				Total.	Total Population served.
		Complete.		Incomplete.			
		Secondary.	High School.	Secondary.	High School.		
1	2	3	4	5	6	7	8
1	G: 28 Ahmedabad	3	2	4	1	10	1,09,019
2	G: 29 Amreli	.....	.....	.....	2	2	11,019
3	G: 30 Banaskantha ...	.....	.....	.....	6	6	55,710
4	G: 31 Baroda	11	.....	18	8	37	4,42,278
5	G: 32 Broach	5	1	4	3	13	1,46,383
6	G: 35 Kaira	14	3	4	18	39	4,76,065
7	G: 38 Mehsana	10	4	18	12	44	5,08,846
8	G: 39 Panchmahals ...	1	.....	3	12	16	1,13,328
9	G: 40 Sabarkantha	2	5	1	13	21	1,58,332
10	G: 42 Surat	11	14	3	9	37	6,13,885
	10 Districts of Old Bombay State (Gujarati).	57	29	55	84	225	24,67,463

FORM No. 5—*contd.* RURAL

SCHOOL INFORMATION CARDS

Bombay State (Gujarati)

Number of Pupils attending as on 31st March 1957.

Total in Schools.		Local.		From Neighbouring Habitations.					
				In Hostels.		With Others.		Walking, Cycling.	
Boys, Girls.	Total.	Boys, Girls.	Total.	Boys, Girls.	Total.	Boys, Girls.	Total.	Boys, Girls.	Total.
9	10	11	12	13	14	15	16	17	18
1,591	1,929	798	1,116	72	72	....	....	721	741
338		318		....		....		20	
39	39	22	22	13	13	2	2	2	2
....		....		....		....		....	
135	139	72	76	....	....	5	5	58	58
4		4		....		....		....	
4,545	5,161	2,040	2,511	276	310	104	120	2,125	2,220
616		471		34		16		95	
2,430	2,757	1,302	1,579	221	221	97	124	810	833
327		277		....		27		23	
5,358	6,335	3,087	4,005	281	281	73	83	1,917	1,966
977		918		....		10		49	
4,669	6,247	2,351	2,964	307	480	76	118	1,935	2,685
1,578		613		173		42		750	
839	913	445	511	42	42	21	21	331	339
74		66		....		....		8	
1,925	1,971	835	877	148	148	211	215	731	731
46		42		....		4		....	
7,556	9,202	2,503	3,454	703	752	323	409	4,027	4,587
1,646		951		49		86		560	
29,087	34,693	13,455	17,115	2,063	2,319	912	1,097	12,657	14,162
5,606		3,660		256		185		1,505	

BOMBAY STATE

FORM No. C/3 IN

CONSOLIDATION OF SECONDARY

5 Districts of

Serial No.	District.	Schools.					
		Complete.		Incomplete.		Total.	Total Population served.
		Secondary.	High School.	Secondary.	High School.		
1	2	3	4	5	6	7	8
1	M: 5 Aurangabad ...	.....	2	.....	1	3	17,746
2	M: 7 Bhir ...	3	.....	2	.....	5	61,819
3	M: 15 Nanded ...	.....	1	.....	3	4	43,991
4	M: 18 Osmanabad ...	6	3	1	1	11	93,768
5	M: 19 Parbhani ...	.....	.....	1	.....	1	6,224
	5 Districts of Marathwada ...	9	6	4	5	24	2,23,548

FORM No. 5—*contd.* RURAL

SCHOOL INFORMATION CARDS

Marathwada

Number of Pupils attending as on 31st March 1957.

Total in Schools.		Local.		From Neighbouring Habitations.					
				In Hostels.		With Others.		Walking, Cycling.	
Boys, Girls	Total.	Boys, Girls.	Total.	Boys, Girls.	Total.	Boys, Girls.	Total.	Boys, Girls.	Total.
9	10	11	12	13	14	15	16	17	18
127	128	101	102	....	....	16	16	10	10
1		1		....		....		....	
907	952	385	428	51	51	141	142	330	331
45		43		....		1		1	
177	177	42	42	....	....	39	39	96	96
....		....		....		....		....	
1,542	1,575	736	765	217	217	169	169	420	424
33		29		....		....		4	
171	172	14	14	107	107	16	16	34	35
1		....		....		....		1	
2,924	3,004	1,278	1,351	375	375	381	382	890	896
80		73		....		1		6	

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BOMBAY STATE

FORM No. C/3 IN

CONSOLIDATION OF SECONDARY

8 Districts

Serial No.	District	Schools				Total	Total Population served.
		Complete		Incomplete			
		Secondary	High School	Secondary	High School		
1	2	3	4	5	6	7	8
1	M : 3 Akola ...	5	.....	.....	.....	5	4,922
2	M : 4 Amravati ...	12	.....	1	.....	13	1,72,762
3	M : 6 Bhandara ...	4	.....	1	.....	5	1,45,356
4	M : 8 Buldana ...	11	.....	.....	.....	11	1,38,404
5	M : 9 Chanda ..	1	.....	2	.....	3	38,934
6	M : 14 Nagpur ...	.....	.....	1	.....	1	11,820
7	M : 25 Wardha ...	2	.....	.....	.....	2	64,910
8	M : 27 Yeotmal ...	2	.....	2	4	8	71,029
	8 Districts of Vidarbha	37	.....	7	4	48	6,48,137

FORM No. 5—*contd.* RURAL

SCHOOL INFORMATION CARDS

of Vidarbha

Number of Pupils Attending as on 31st March 1957									
Total in Schools		Local		From Neighbouring Habitations.					
				In Hostels		With Others		Walking, Cycling.	
Boys, Girls.	Total	Boys, Girls.	Total	Boys, Girls.	Total	Boys, Girls.	Total	Boys, Girls.	Total
9	10	11	12	13	14	15	16	17	18
1,421	1,584	669	824	212	213	204	211	336	336
163		155		1		7		....	
3,097	3,580	1,409	1,756	331	331	303	346	1,054	1,147
483		347		....		43		93	
1,620	1,705	607	667	73	73	344	363	596	602
85		60		....		19		6	
2,822	3,053	1,269	1,450	82	82	235	252	1,236	1,269
231		181		....		17		33	
689	762	265	329	30	30	212	219	182	184
73		64		....		7		2	
237	268	172	200	....	....	15	15	50	53
31		28		....		....		3	
377	475	220	318	....	....	....	....	157	157
98		98		....		....		....	
1,012	1,117	549	640	182	182	102	116	179	179
105		91		....		14		....	
11,275	12,544	5,160	6,184	910	911	1,415	1,522	3,790	3,927
1,269		1,024		1		107		137	

BOMBAY STATE

FORM No. C/3 IN

CONSOLIDATION OF SECONDARY

6 Districts of

Serial No.	District.	Schools.				Total.	Total Population served.
		Complete.		Incomplete.			
		Secondary.	High School.	Secondary.	High School.		
1	2	3	4	5	6	7	8
1	G : 33 Gohilwad ...	.....	1	.....	.....	1	15,715
2	G : 34 Halar ...	.....	1	1	.....	2	10,731
3	G : 36 Kutch ...	1	1	4	1	7	29,680
4	G : 37 Madhya Saurashtra ...	.....	.....	2	18‡	20‡	45,616
5	G : 41 Sorath ...	2	.....	3	.....	5	16,244
6	G : 43 Zalawad ...	.....	.....	5**	16††	21§	51,893
	6 Districts of Saurashtra-Kutch.	3	3	15†	35†	56†	1,69,879

‡18, **4 of these, ††16, §20 of these are Standard VIII

FORM No. 5—*concld.* RURAL

SCHOOL INFORMATION CARDS

Saurashtra-Kutch

Total in Schools.		Local.		From Neighbouring Habitations.					
				In Hostels.		With Others.		Walking, Cycling.	
Boys, Girls.	Total.	Boys, Girls.	Total.	Boys, Girls.	Total.	Boys, Girls.	Total.	Boys, Girls.	Total.
9	10	11	12	13	14	15	16	17	18
314	350	101	135	183	183	..	..	30	32
36		34		..		..		2	
167	198	110	141	27	27	..	..	30	30
31		31		..		..		..	
535	588	362	413	138	138	13	15	22	22
53		51		..		2		..	
387	412	387	412	..	..	..	..	..	..
25		25		..		..		..	
493	510	149	157	258	258	23	32	63	63
17		8		..		9		..	
297	353	265	320	..	..	..	..	32	33
56		56		..		..		1	
2,193	2,411	1,374	1,578	606	606	36	47	177	180
218		204		..		11		3	

of Senior Basic Schools; Hence †4, 34, 38 also.

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BOMBAY STATE FORM

EDUCATION IN URBAN AREAS AS ON

43 Districts of New

Serial No.	Region.	No. of Urban areas.	Number of Institutions.								
			Primary			Middle.			High School.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
1	14 Districts of Old Bombay State (Marathi)	248	1,770	560	2,330	1,281	437	1,718	606	113	719
2	10 Districts of Old Bombay State (Gujarat).	147	688	264	952	641	264	905	270	37	307
3	5 Districts of Marathwada.	62	169	91	260	95	16	111	67	8	75
4	8 Districts of Vidarbha.	76	511	256	767	192	54	246	185	31	216
5	6 Districts of Saurashtra-Kutch.	99	390	124	514	199	93	292	95	24	119
	43 Districts of New Bombay State.	632	3,528	1,295	4,823	2,408	864	3,272	1,223	213	1,436

No. 6 URBAN

31st MARCH 1957

Bombay State

Number of Scholars.								
Primary.			Middle.			High School.		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
13	14	15	16	17	18	19	20	21
4,26,915	2,85,821	7,12,736	1,98,814	1,06,512	3,05,326	1,47,387	52,755	2,00,142
1,84,711	1,28,885	3,13,596	86,021	43,723	1,29,744	77,508	20,891	98,399
31,243	15,450	46,693	20,967	3,360	24,327	15,006	1,644	1,6650
1,08,443	64,990	1,73,433	57,779	18,941	76,720	44,985	9,315	54,300
87,035	45,194	1,32,229	33,834	19,662	53,496	35,656	9,018	44,674
8,38,347	5,40,340	13,78,687	3,97,415	1,92,198	5,89,613	3,20,542	93,623	4,14,165

(G.C.P.) L-A Na 31—55

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BOMBAY STATE

FORM

EDUCATION IN URBAN AREAS

14 Districts of Old

Serial No.	District.	No. of Urban areas.	Number of Institutions.								
			Primary.			Middle.			High School.		
			Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
1	GB: 1 Greater Bombay.	10	549	182	731	400	126	526	228	60	288
2	M: 2 Ahmednagar ..	12	56	30	86	44	19	63	23	3	26
3	M: 10 Dangs ..					*Nil.*					
4	M: 11 East Khandesh.	29	134	44	178	115	34	149	35	4	39
5	M: 12 Kolaba ..	12	30	14	44	27	10	37	10	2	12
6	M: 13 Kolhapur ..	19	120	23	143	79	20	99	38	5	43
7	M: 16 Nasik ..	23	111	46	157	82	40	122	38	4	42
8	M: 17 North Satara ..	15	75	20	95	46	23	69	24	5	29
9	M: 20 Poona ..	36	163	73	236	99	39	138	74	15	89
10	M: 21 Ratnagiri ..	13	134	12	146	81	13	94	15	3	18
11	M: 22 Sholapur ..	15	126	38	164	83	41	124	35	4	39
12	M: 23 South Satara ..	27	92	31	123	75	30	105	29	2	31
13	M: 24 Thana ..	25	118	19	137	103	19	122	43	5	48
14	M: 26 West Khandesh.	12	62	28	90	47	23	70	14	1	15
	14 Districts of Old Bombay State (Marathi).	248	1,770	560	2,330	1,281	437	1,718	606	113	719

No. 6—contd. URBAN

AS ON 31st MARCH 1957

Bombay State (Marathi)

Number of Scholars.								
Primary.			Middle.			High School		
Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.
13	14	15	16	17	18	19	20	21
1,79,141	1,10,397	2,89,538	78,083	51,641	1,29,724	51,450	27,452	78,902
12,593	8,857	21,450	5,402	2,355	7,757	6,122	1,305	7,427
Nil.	*Nil.*	*Nil.*	*Nil.*	*Nil.*	*Nil.*	*Nil.*	*Nil.*	*Nil.*
31,539	21,976	53,515	12,810	4,864	17,674	11,329	1,632	12,961
65,72	4,588	11,160	2,787	1,628	4,415	2,529	957	3,486
21,551	11,568	33,119	8,260	2,856	11,116	9,081	1,711	10,792
27,434	20,880	48,314	10,259	4,681	14,940	9,707	2,069	11,776
12,658	9,480	22,138	5,338	2,595	7,933	5,978	1,475	7,453
49,475	38,822	88,297	21,825	11,749	33,304	18,441	7,398	25,839
10,888	9,096	19,984	5,027	2,723	7,750	4,467	1,360	5,827
23,971	13,486	37,457	26,577	11,162	37,739	8,954	1,803	10,757
19,456	11,834	31,290	6,896	2,660	9,556	6,535	1,191	7,726
18,231	14,940	33,171	9,248	5,206	14,454	8,036	3,650	11,686
13,406	9,897	23,303	6,302	2,662	8,964	4,758	752	5,510
4,26,915	2,85,821	7,12,736	1,98,814	1,06,512	3,05,326	1,47,387	52,755	2,00,142

(G.C.P.) L-A Na 31—55a

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BOMBAY STATE

FORM

EDUCATION IN URBAN AREAS

10 Districts of Old

Serial No.	District.	No. of Urban areas.	Number of Institutions.								
			Primary.			Middle.			High School.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
1	G : 28 Ahmedabad ..	23	207	68	275	251	81	332	84	12	96
2	G : 29 Amreli ..	10	20	10	30	20	10	30	9	1	10
3	G : 30 Banaskantha ..	3	8	5	13	7	5	12	3	1	4
4	G : 31 Baroda ..	10	95	25	120	62	25	87	29	4	33
5	G : 32 Broach ..	7	40	20	60	28	18	46	11	1	12
6	G : 35 Kaira ..	38	144	52	196	103	45	148	45	5	50
7	G : 38 Mehsana ..	27	58	32	90	66	30	96	36	3	39
8	G : 39 Panchmahals ..	8	45	15	60	30	11	41	13	....	13
9	G : 40 Sabarkantha ..	6	15	9	24	18	9	27	6	.....	6
10	G : 42 Surat ..	15	56	28	84	56	30	86	34	10	44
	10 Districts of Old Bombay State (Gujarati).	147	688	264	952	641	264	905	270	37	307

No. 6.—contd. URBAN

AS ON 31st MARCH 1957

Bombay State (Gujarati)

Number of Scholars								
Primary			Middle			High School		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
13	14	15	16	17	18	19	20	21
57,813	40,848	98,661	22,943	13,302	36,245	20,769	7,445	28,214
6,272	3,886	10,158	2,289	1,003	3,292	1,549	246	1,795
3,258	1,309	4,567	1,007	247	1,254	946	114	1,060
20,269	15,398	35,667	8,921	4,892	13,813	8,633	2,995	11,628
8,799	6,516	15,315	3,807	1,917	5,724	3,521	815	4,336
30,814	21,414	52,228	14,148	7,106	21,254	14,260	3,350	17,610
20,553	13,208	33,761	9,974	2,970	12,944	9,915	1,089	11,004
10,319	7,267	17,586	4,678	2,174	6,852	3,797	807	4,604
3,913	2,283	6,196	1,871	505	2,376	1,918	144	2,062
22,701	16,756	39,457	16,383	9,607	25,990	12,200	3,886	16,086
1,84,711	1,28,885	3,13,596	86,021	43,723	1,29,744	77,508	20,891	98,399

BOMBAY STATE

FORM

EDUCATION IN URBAN AREAS

5 Districts of

Serial No.	District'	No. of Urban areas	Number of Institutions								
			Primary			Middle			High School		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
1	M : 5 Aurangabad ..	10	32	21	53	16	3	19	10	3	13
2	M : 7 Bhir ..	8	27	11	38	16	3	19	10	1	11
3	M : 15 Nanded ..	13	38	19	57	20	2	22	14	1	15
4	M : 18 Osmanabad ..	19	33	20	53	24	5	29	20	2	22
5	M : 19 Parbhani ..	12	39	20	59	19	3	22	13	1	14
5	Districts of Marathawada.	62	169	91	260	95	16	111	67	8	75

No. 6—*contd.* URBAN

AS ON 31st MARCH 1957

Marathwada

Number of Scholars								
Primary			Middle			High School		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
13	14	15	16	17	18	19	20	21
7,840	4,426	12,266	5,057	1,165	6,222	3,648	1,087	4,735
3,825	2,088	5,913	3,314	508	3,822	2,234	125	2,359
7,007	2,163	9,170	3,642	419	4,061	2,086	108	2,194
6,947	3,528	10,475	5,157	799	5,956	4,614	176	4,790
5,624	3,245	8,869	3,797	469	4,266	2,424	148	2,572
31,243	15,450	46,693	20,967	3,360	24,327	15,006	1,644	16,650

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BOMBAY STATE

FORM

EDUCATION IN URBAN AREAS

8 Districts of

Serial No.	District	No. of Urban areas	Number of Institutions								
			Primary			Middle			High School		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
1	M : 3 Akola ..	10	60	31	91	10	3	13	23	3	26
2	M : 4 Amravati ..	17	89	72	161	32	5	37	34	4	38
3	M : 6 Bhandara ..	5	32	10	42	11	4	15	12	2	14
4	M : 8 Buldana ..	9	41	23	64	30	5	35	23	1	24
5	M : 9 Chanda ..	7	25	12	37	19	1	20	11	1	12
6	M : 14 Nagpur ..	13	182	79	261	67	30	97	49	16	65
7	M : 25 Wardha ..	7	47	13	60	17	3	20	13	2	15
8	M : 27 Yeotmal ..	8	35	16	51	6	3	9	20	2	22
	8 Districts of Vidarbha ..	76	511	256	767	192	54	246	185	31	216

No. 6.—contd. URBAN

AS ON 31st MARCH 1957

Vidarbha

Number of Scholars.								
Primary.			Middle.			High School.		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
13	14	15	16	17	18	19	20	21
14,828	5,586	20,414	2,161	1,201	3,362	11,940	1,372	13,312
17,576	14,796	32,372	6,883	2,064	8,947	9,943	3,136	13,079
6,963	1,857	8,820	4,795	539	5,334	2,520	144	2,664
8,959	5,607	14,566	6,355	1,895	8,250	3,704	529	4,233
5,788	2,946	8,734	4,466	905	5,371	1,979	255	2,234
39,475	24,454	63,929	21,788	9,326	31,114	9,562	2,721	12,283
8,216	4,952	13,168	6,170	1,247	7,417	2,697	727	3,424
6,638	4,792	11,430	5,161	1,764	6,925	2,640	431	3,071
1,08,443	64,990	1,73,433	57,779	18,941	76,720	44,985	9,315	54,300

BOMBAY STATE

FORM

EDUCATION IN URBAN AREAS

6 Districts of

Serial No.	District.	No. of Urban areas.	Number of Institutions.								
			Primary.			Middle.			High School.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
1	G : 33 Gohilwad ..	18	45	6	51	18	13	31	20	2	22
2	G : 34 Halar ..	12	51	18	69	12	4	16	12	2	14
3	G : 36 Kutch ..	13	45	18	63	22	3	25	9	2	11
4	G : 34 Madhya Saurashtra.	22	143	37	180	82	33	115	17	8	25
5	G : 41 Sorath ..	22	66	30	96	44	26	70	22	5	27
6	G : 43 Zalawad ..	12	40	15	55	21	14	35	15	5	20
	6 Districts of Saurashtra-Kutch.	99	390	124	514	199	93	292	95	24	119

No. 6—*concld.* URBAN

AS ON 31st MARCH 1957

Saurashtra-Kutch

Number of Scholars.								
Primary.			Middle.			High School.		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
13	14	15	16	17	18	19	20	21
13,699	1,173	14,872	6,884	7,945	14,829	11,378	1,894	13,272
13,150	7,821	20,971	3,065	1,201	4,266	2,957	783	3,740
7,253	4,674	11,927	2,481	1,198	3,679	1,744	516	2,260
24,069	15,664	39,733	10,548	4,185	14,733	10,188	3,285	13,473
17,723	10,669	28,392	7,494	3,006	10,500	5,076	1,528	6,604
11,141	5,193	16,334	3,362	2,127	5,489	4,313	1,012	5,325
87,035	45,194	1,32,229	33,834	19,662	53,496	35,656	9,018	44,674

BOMBAY STATE

EDUCATIONAL DENSITY AS ON

43 Districts of New

Serial No.	Region.	Rural		Pupils on Roll as on 31st			
		Population as per Census 1951.	Estimated* Population for 1957.	Primary.		Middle.	
				Boys. Girls.	Total.	Boys. Girls.	Total.
1	2	3	4	5	6	7	8
1	14 Districts of Old Bombay State (Marathi).	1,25,23,024	1,35,57,124	8,63,621 4,66,843	13,30,464	1,66,149 31,530	1,97,679
2	10 Districts of Old Bombay State (Gujarati).	84,42,081	91,33,124	5,62,250 2,86,205	8,48,455	1,02,441 24,823	1,27,264
3	5 Districts of Marathawada ..	44,76,500	46,61,583	1,48,239 29,690	1,77,929	15,801 800	16,601
4	8 Districts of Vidarbha ..	59,70,593	60,91,284	2,88,523 1,04,393	3,92,916	59,107 8,217	67,324
5	6 Districts of Saurashtra-Kutch	31,98,050	33,26,003	1,61,301 47,705	2,09,006	24,234 4,361	28,595
	43 Districts of New Bombay State	3,46,15,248	3,67,69,118	20,23,934 9,34,836	29,58,770	3,67,732 69,731	4,37,463

* From the Department of

31st MARCH 1957

Bombay State

March 1957.		Percentage to Estimated Population.					
High School.		Primary.		Middle.		High School.	
Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.
9	10	11	12	13	14	15	16
20,725	23,168	6·37	9·81	1·23	1·46	0·15	0·17
2,443		3·44		0·23		0·02	
22,872	25,413	6·16	9·29	1·12	1·39	0·25	0·28
2,541		3·13		0·27		0·03	
1,463	1,473	3·18	3·82	0·34	0·36	0·03	0·03
10		0·64		0·02		0·00	
4,217	4,540	4·74	6·45	0·97	1·10	0·07	0·75
323		1·71		0·13		0·005	
2,591	2,757	4·85	6·28	0·73	0·86	0·08	0·085
166		1·43		0·13		0·005	
51,868	57,351	5·50	8·04	1·00	1·19	0·14	0·15
5,483		2·54		0·19		0·01	

Public Health.

BOMBAY STATE

EDUCATIONAL DENSITY AS ON

14 Districts of Old Bombay

Serial No.	District.	Rural.		Pupils on Roll on 31st			
		Population as per Census 1951.	Estimated* Population for 1957.	Primary.		Middle.	
				Boys Girls.	Total.	Boys. Girls.	Total.
1	2	3	4	5	6	7	8
1 GB : 1	Greater Bombay ..	....	....	....	....	the whole of the	
2 M : 2	Ahmednagar ..	11,96,041	13,17,896	81,158 46,593	1,27,751	14,062 2,189	16,251
3 M : 10	Dangs ..	47,282	51,037	2,830 985	3,815	323 64	387
4 M : 11	East Khandesh ..	10,03,918	10,42,205	68,564 39,463	1,08,027	16,489 2,570	19,059
5 M : 12	Kolaba ..	8,13,055	8,59,349	58,091 25,416	83,507	7,313 2,085	9,398
6 M : 13	Kolhapur ..	10,30,603	11,18,107	73,882 31,609	1,05,491	12,052 1,242	13,294
7 M : 16	Nasik ..	10,59,966	11,57,726	68,825 36,505	1,05,330	11,256 1,314	12,570
8 M : 17	North Satara ..	10,14,970	10,89,530	71,751 42,731	1,14,482	23,254 5,574	28,828
9 M : 20	Poona ..	11,16,253	12,13,437	81,624 47,517	1,29,141	11,659 1,770	13,429
10 M : 21	Ratnagiri ..	15,53,858	15,86,793	1,09,755 71,833	1,81,588	24,019 6,166	30,185
11 M : 22	Sholapur ..	10,35,098	11,27,536	73,886 44,793	1,18,679	14,039 1,521	15,560
12 M : 23	South Satara ..	7,13,211	7,84,491	55,779 28,000	83,779	12,319 1,577	13,896
13 M : 24	Thana ..	8,68,096	11,59,450	55,173 23,628	78,801	7,336 3,489	10,825
14 M : 26	West Khandesh ..	9,50,553	10,49,567	62,303 27,770	90,073	12,028 1,969	13,997
	14 Districts of Old Bombay State (Marathi).	1,25,28,024	1,35,57,124	8,63,621 4,66,843	13,30,464	1,66,149 31,530	1,97,679

*From the Department of

31st MARCH 1957—contd.

State (Marathi)

March 1957.		Percentage to Estimated Population.					
High School.		Primary.		Middle.		High School.	
Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total	Boys Girls.	Total.
9	10	11	12	13	14	15	16
District is Urban							
2,261 202	2,463	6·16 3·54	9·70	1·07 0·17	1·24	0·17 0·02	0·19
45 10	55	5·54 1·93	7·47	0·63 0·13	0·76	0·09 0·02	0·11
2,008 83	2,091	6·58 3·79	10·37	1·58 0·25	1·83	0·19 0·01	0·20
1,322 366	1,688	6·76 2·96	9·72	0·85 0·24	1·09	0·15 0·04	0·19
822 30	852	6·61 2·83	9·44	1·08 0·11	1·19	0·07 0·002	0·072
1,110 45	1,155	5·94 3·15	9·09	0·97 0·11	1·08	0·09 0·004	0·094
2,745 242	2,987	6·59 3·92	10·51	2·13 0·51	2·64	0·25 0·02	0·27
1,385 254	1,639	6·73 3·92	10·65	0·96 0·15	1·11	0·11 0·02	0·13
3,850 690	4,540	6·92 4·53	11·45	1·51 0·39	1·90	0·24 0·04	0·28
1,391 71	1,462	6·55 3·97	10·52	1·25 0·13	1·38	0·12 0·006	0·126
1,787 143	1,930	7·12 3·57	10·69	1·57 0·20	1·77	0·23 0·02	0·25
1,003 263	1,266	4·76 2·04	6·80	0·63 0·30	0·93	0·09 0·02	0·11
996 44	1,040	5·93 2·65	8·58	1·15 0·16	1·31	0·09 0·004	0·094
20,725 2,443	23,168	6·37 3·44	9·81	1·23 0·23	1·46	0·15 0·02	0·17

BOMBAY STATE

EDUCATIONAL DENSITY AS

10 Districts of Old

Serial No.	District.	Rural.		Pupils on Roll on			
		Population as per Census 1951.	*Estimated Population for 1957.	Primary.		Middle	
				Boys Girls.	Total.	Boys Girls.	Total.
1	2	3	4	5	6	7	8
1	G : 28 Ahmedabad	6,89,445	7,47,861	54,123 28,579	82,702	9,102 2,541	11,643
2	G : 29 Amreli	2,30,767	2,46,079	14,266 10,123	24,389	1,248 214	1,462
3	G : 30 Banaskantha ...	6,56,508	7,33,315	37,028 7,047	44,075	3,545 165	3,710
4	G : 31 Baroda	8,97,528	9,47,886	57,885 33,392	91,277	7,042 1,661	8,703
5	G : 32 Broach	5,77,030	6,05,846	37,034 22,922	59,956	7,554 1,592	9,146
6	G : 35 Kaira	11,56,891	12,63,269	85,272 46,078	1,31,350	16,287 3,941	20,228
7	G : 38 Mehsana	11,48,431	12,55,204	74,488 40,603	1,15,091	16,342 3,063	19,405
8	G : 39 Panch Mahals ...	10,11,285	10,95,914	63,502 19,849	83,351	11,449 1,504	12,953
9	G : 40 Sabarkantha ...	6,35,005	6,89,775	44,833 16,165	60,998	8,666 1,029	9,695
0	G : 42 Surat	14,39,191	15,47,975	93,819 61,447	1,55,266	21,206 9,113	30,319
	10 Districts of Old Bombay State (Gujarati).	84,42,081	91,33,124	5,62,250 2,86,205	8,48,455	1,02,441 24,823	1,27,264

*From the Department of

ON 31st MARCH 1957—contd.

Bombay State (Gujarati)

31st March 1957.		Percentage to Estimated Population.					
High School.		Primary.		Middle.		High School.	
Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.
9	10	11	12	13	14	15	16
1,615	1,794	7·24	11·08	1·22	1·56	0·22	0·24
179		3·84		0·34		0·02	
39	39	5·79	9·90	0·51	0·60	0·015	0·015
....		4·11		0·09			
154	156	5·05	6·01	0·48	0·50	0·02	0·0203
2		0·96		0·02		0·0003	
2,786	3,012	6·11	9·63	0·74	0·92	0·29	0·31
226		3·52		0·18		0·02	
1,493	1,606	6·11	9·89	1·25	1·51	0·25	0·27
113		3·78		0·26		0·02	
3,991	4,549	6·75	10·40	1·29	1·60	0·32	0·36
558		3·65		0·31		0·04	
3,979	4,065	5·93	9·16	1·30	1·54	0·32	0·327
86		3·23		0·24		0·007	
717	777	5·79	7·60	1·04	1·18	0·06	0·065
60		1·81		0·14		0·005	
1,693	1,727	6·50	8·85	1·26	1·41	0·25	0·254
34		2·35		0·15		0·004	
6,405	7,688	6·06	10·03	1·37	1·96	0·41	0·49
1,283		3·97		0·59		0·08	
22,872	25,413	6·16	9·29	1·12	1·39	0·25	0·28
2,541		3·13		0·27		0·03	

Public Health,

(G.C.P.) L-A Na 31—56

BOMBAY STATE

EDUCATIONAL DENSITY AS

5 Districts of

Serial No.	District.	Rural		Pupils on Roll on			
		Population as per Census 1951.	*Estimated Population for 1957.	Primary.		Middle.	
				Boys Girls.	Total.	Boys Girls.	Total.
1	2	3	4	5	6	7	8
1	M : 5 Aurangabad ...	... 10,12,789	10,43,546	36,040 6,806	42,846	2,821 128	2,949
2	M : 7 Bhir ...	... 7,39,540	7,83,807	22,451 4,914	27,365	2,154 98	2,252
3	M : 15 Nanded ...	... 8,16,624	8,69,877	25,984 4,868	30,852	1,869 67	1,936
4	M : 18 Osmanabad	... 10,51,005	10,75,480	41,179 8,831	50,010	7,366 414	7,780
5	M : 19 Parbhani	... 8,56,542	8,88,873	22,585 4,271	26,856	1,591 93	1,684
	5 Districts of Marathwada	... 44,76,500	46,61,583	1,48,239 29,690	1,77,929	15,801 800	16,601

*From the Department of

ON 31st MARCH 1957—contd.

Marathawada

1st March 1957.		Percentage to Estimated Population.					
High School.		Primary		Middle.		High School.	
Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total	Boys Girls.	Total.
9	10	11	12	13	14	15	16
127 1	128	3·45 0·65	4·10	0·27 0·01	0·28	0·01 0·00	0·01
314 2	316	2·86 0·63	3·49	0·27 0·01	0·28	0·04 0·00	0·04
176	176	2·99 0·56	3·55	0·21 0·01	0·22	0·02 0·00	0·02
808 7	815	3·83 0·82	4·65	0·69 0·04	0·73	0·08 0·00	0·08
38 ..	38	2·54 0·48	3·02	0·18 0·01	0·19	0·004 0·000	0·004
1,463 10	1,473	3·18 0·64	3·82	0·34 0·02	0·36	0·03 0·00	0·03

Public Health.

BOMBAY STATE

EDUCATIONAL DENSITY AS ON

8 Districts of

Serial No.	District.	Rural.		Pupils on Roll on 31st March 1957			
		Population as per Census 1951.	Estimated* Population for 1957.	Primary.		Middle.	
				Boys Girls.	Total.	Boys Girls.	Total.
1	2	3	4	5	6	7	8
1	M: 3 Akola	7,40,762	7,43,400	39,600 16,977	56,577	9,730 1,368	11,098
2	M: 4 Amarawati	7,48,221	7,42,461	41,580 22,619	64,199	12,372 2,962	15,334
3	M: 6 Bhandara	9,79,692	10,24,198	49,501 12,493	61,994	7,330 530	7,860
4	M: 8 Buldana	7,26,571	7,39,551	39,085 14,169	53,254	10,004 975	10,979
5	M: 9 Chanda	8,85,140	9,33,808	35,132 7,421	42,553	3,620 303	3,923
6	M: 14 Nagpur	6,56,906	6,64,954	28,542 9,663	38,205	5,011 551	5,562
7	M: 25 Wardha	4,13,051	4,09,899	19,470 8,176	27,646	3,028 538	3,566
8	M: 27 Yeotmal	8,20,250	8,33,013	35,613 12,875	48,488	8,012 990	9,002
	8 Districts of Vidarbha ..	59,70,593	60,91,284	2,88,523 1,04,393	3,92,916	59,107 8,217	67,324

*From the Department

1st MARCH 1957—contd.

idarbha

Percentage to Estimated Population.							
High School.		Primary.		Middle.		High School.	
Boys. Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.
9	10	11	12	13	14	15	16
603 28	631	5·33 2·28	7·61	1·31 0·18	1·49	0·08 0·004	0·084
1,552 143	1,695	5·60 3·05	8·65	1·67 0·40	2·07	0·21 0·02	0·23
415 13	428	4·83 1·22	6·05	0·72 0·05	0·77	0·04 0·001	0·041
813 18	831	5·28 1·92	7·20	1·35 0·13	1·48	0·11 0·002	0·112
104 10	114	3·76 0·79	4·55	0·39 0·03	0·42	0·01 0·001	0·011
18 3	21	4·29 1·45	5·74	0·75 0·08	0·83	0·002 0·0004	0·0024
383 98	481	4·75 1·99	6·74	0·74 0·13	0·87	0·09 0·02	0·11
329 10	339	4·27 1·55	5·82	0·96 0·12	1·08	0·04 0·001	0·041
4,217 323	4,540	4·74 1·71	6·45	0·97 0·13	1·10	0·07 0·005	0·075

blic Health.

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BOMBAY STATE

EDUCATIONAL DENSITY AS ON

6 Districts of

Serial No.	District.	Rural.		Pupils on Roll on			
				Primary.		Middle.	
		Population as per Census 1951.	Estimated* Population for 1957.	Boys Girls.	Total.	Boys Girls.	Total.
1	2	3	4	5	6	7	8
1	G:33 Gohilwad	7,04,681	7,37,369	33,540 7,932	41,472	8,483 1,461	9,944
2	G:34 Halar	3,85,324	4,04,070	21,122 6,664	27,786	1,999 288	2,287
3	G:36 Kutch	4,53,852	4,79,026	20,334 6,620	26,954	3,125 537	3,662
4	G:37 Madhya Saurashtra ..	6,36,453	6,40,171	33,547 12,001	45,548	4,119 1,282	5,401
5	G:41 Sorath	6,72,489	7,02,825	32,846 8,783	41,629	4,484 437	4,921
6	G:43 Zalawad	3,45,251	3,62,542	19,912 5,705	25,617	2,024 356	2,380
	6 Districts of Saurashtra Kutch	31,98,050	33,26,003	1,61,301 47,705	2,09,006	24,234 4,361	28,595

*From the Department

31st MARCH 1957—concld.

Saurashtra-Kutch

31st March 1957.		Percentage to Estimated Population.					
High School.		Primary.		Middle.		High School.	
Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.
9	10	11	12	13	14	15	16
160 18	178	4·55 1·08	5·63	1·15 0·20	1·35	0·02 0·002	0·022
167 31	198	5·23 1·65	6·88	0·49 0·07	0·56	0·04 0·008	0·048
227 10	237	4·25 1·38	5·63	0·65 0·11	0·76	0·05 0·002	0·052
387 25	412	5·24 1·88	7·12	0·63 0·20	0·83	0·06 0·004	0·064
1,349 26	1,375	4·68 1·24	5·92	0·64 0·06	0·70	0·19 0·004	0·194
301 56	357	5·49 1·57	7·06	0·56 0·10	0·66	0·08 0·02	0·10
2,591 166	2,757	4·85 1·43	6·28	0·73 0·13	0·86	0·08 0·005	0·085

Public Health.

BOMBAY STATE

EDUCATIONAL DENSITY AS ON

43 Districts of New

Serial No.	District.	Population as per Census 1951.	Estimated* Population for 1957.	Urban — Pupils on Roll on — Primary — Boys Girls.	Primary — Total.	Middle — Boys Girls.	Middle — Total.
1	2	3	4	5	6	7	8
1	14 District of Old Bombay State (Marathi).	70,20.711	80,67,596	4,26,915 2,85,821	7,12,736	1,98,814 1,06,512	3.05,326
2	10 Districts of Old Bombay State (Gujarati).	29,02,279	32,11,146	1,84,711 1,28,885	3,13,596	86,021 43,723	1.29,744
3	5 Districts of Marathawada ..	7,08,743	8,04,834	31,243 15,450	46,693	20,967 3,360	24,327
4	8 Districts of Vidarbha† ..	1,636,445	18,28,469	1,08,443 64,990	1,73,433	57,779 18,941	76,720
5	6 Districts of Saurashtra-Kutch†	15,06,915	17,18,399	87,035 45,194	1,32,229	33,834 19,662	53,496
43	Districts of New Bombay State ..	1,36,49,972	1,56,30,444	8,38,347 5,40,340	13,78,687	3,97,415 1,92,198	5,89,613

*From the Department of

31st MARCH 1957

Bombay State

31st March 1957.		Percentage to Estimated Population.					
High School.		Primary.		Middle.		High School.	
Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.
9	10	11	12	13	14	15	16
1,47,437	2,00,192	5·29	8·83	2·46	3·78	1·83	2·48
52,755		3·54		1·32		0·65	
77,508	98,399	5·75	9·77	2·68	4·04	2·41	3·06
20,891		4·02		1·36		0·65	
15,006	16,650	3·89	5·81	2·61	3·03	1·87	2·07
1,644		1·92		0·42		0·20	
44,985	54,300	5·93	9·49	3·16	4·20	2·46	2·97
9,315		3·56		1·04		0·51	
35,656	44,674	5·07	7·70	1·97	3·12	2·08	2·60
9,018		2·63		1·15		0·52	
3,20,542	4,14,165	5·36	8·82	2·54	3·77	2·05	2·65
93,623		3·46		1·23		0·60	

Public Health. †In many cases the pupils have been classified by Institutions than by Stages.

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BOMBAY STATE

EDUCATIONAL DENSITY AS ON

14 Districts of Old

Serial No.	District.	Urban.		Pupils on Roll on			
		Population as per Census 1951.	Estimated Population for 1957.	Primary.		Middle.	
				Boys. Girls.	Total.	Boys. Girls.	Total.
1	2	3	4	5	6	7	8
1	GB : 1 Greater Bombay ..	29,96,267	34,49,456	1,79,141 1,10,397	2,89,538	78,083 51,641	1,29,724
2	M : 2 Ahmednagar ..	2,14,832	2,46,486	12,593 8,857	21,450	5,402 2,355	7,757
3	M : 10 Dangs ..						the whole of the
4	M : 11 East Khandesh ..	4,67,433	5,09,828	31,539 21,976	53,515	12,810 4,864	17,674
5	M : 12 Kolaba ..	96,028	1,05,158	6,572 4,588	11,160	2,787 1,628	4,415
6	M : 13 Kolhapur ..	2,77,457	3,15,611	21,551 11,568	33,119	8,260 2,856	1,11,16
7	M. 16 Nasik ..	3,69,950	4,33,422	27,434 20,880	48,314	10,259 4,681	14,940
8	M : 17 North Satara ..	1,60,339	1,73,006	12,658 9,480	22,138	5,338 2,595	7,933
9	M : 20 Poona ..	8,34,723	9,92,478	49,475 38,822	88,297	21,825 11,749	33,304
10	M: 21 Ratnagiri ..	1,58,106	1,69,871	10,888 9,096	19,984	5,027 2,723	7,750
11	M: 22 Sholapur ..	4,70,218	5,25,632	23,971 13,486	37,457	26,577 11,162	37,739
12	M : 23 South Satara ..	2,86,930	3,14,754	19,456 11,834	31,290	6,896 2,660	9,556
13	M : 24 Thana ..	4,92,957	6,11,576	18,231 14,940	33,171	9,248 5,206	14,454
14	M : 26 West Khandesh ..	1,95,471	2,20,318	13,406 9,897	23,303	6,302 2,662	8,964
14	Districts of Old Bombay State (Marathi).	70,20,711	8,067,596	4,26,915 2,85,821	7,12,736	1,98,814 1,06,512	3,05,326

*From the Department

31st MARCH 1957—contd.

Bombay State (Marathi)

31st March 1957.		Percentage to Estimated Population.					
High School.		Primary.		Middle.		High School	
Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.
9	10	11	12	13	14	15	16
51,450 27,452	78,902	5·19 3·20	8·39	2·26 1·50	3·76	1·49 0·80	2·29
6,122 1,305	7,427	5·11 3·59	8·70	2·16 0·96	3·12	2·48 0·53	3·01
District is Rural.							
11,329 1,632	12,961	6·19 4·31	10·50	2·51 0·95	3·46	2·22 0·32	2·54
2,529 957	3,486	6·25 4·36	10·61	2·65 1·55	4·20	2·40 0·91	3·31
9,081 1,711	10,792	6·83 3·67	10·50	2·62 0·90	3·52	2·88 0·54	3·42
9,707 2,069	11,776	6·33 4·82	11·15	2·37 1·08	3·45	2·24 0·48	2·72
5,978 1,475	7,453	7·32 5·48	12·80	3·08 1·50	4·58	3·46 0·85	4·31
18,441 7,398	25,839	4·99 3·91	8·90	2·20 1·18	3·38	1·86 0·75	2·61
4,467 1,360	5,827	6·41 5·36	11·77	2·96 1·60	4·56	2·63 0·80	3·43
8,954 1,803	10,757	4·56 2·57	7·13	5·06 2·12	7·18	1·70 0·34	2·04
6,535 1,191	7,726	6·18 3·76	9·94	2·19 0·85	3·04	2·08 0·38	2·46
8,036 3,650	11,686	2·98 2·44	5·42	1·51 0·85	2·36	1·31 0·60	1·91
4,758 752	5,510	6·09 4·50	10·59	2·86 1·21	4·07	2·16 0·34	2·50
1,47,437 52,755	2,00,192	5·29 3·54	8·83	2·46 1·32	3·78	1·83 0·65	2·48

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BOMBAY STATE

EDUCATIONAL DENSITY AS ON

10 District of Old

Serial No.	District.	Urban.		Pupils on Roll on			
		Population as per Census 1951.	Estimated* Population for 1957.	Primary.		Middle.	
				Boys Girls.	Total.	Boys Girls.	Total.
1	2	3	4	5	6	7	8
1 G : 28	Ahmedabad ..	9,96,185	11,38,035	57,813 40,848	98,661	22,943 13,302	36,245
2 G : 29	Amreli ..	86,436	90,782	6,272 3,886	10,158	2,289 1,003	3,292
3 G : 30	Banaskantha ..	39,859	43,918	3,258 1,309	4,567	1,007 247	1,254
4 G : 31	Baroda ..	2,97,218	3,34,109	20,269 15,398	35,667	8,921 4,892	13,813
5 G : 32	Broach ..	1,29,005	1,34,919	8,799 6,516	15,315	3,807 1,917	5,724
6 G : 35	Kaira ..	4,55,535	4,96,425	30,814 21,414	52,228	14,148 7,106	21,254
7 G : 38	Mehsana ..	3,23,231	3,42,191	20,553 13,208	33,761	9,974 2,970	12,944
8 G : 39	Panchmahals ..	1,37,147	1,52,673	10,319 7,267	17,586	4,678 2,174	6,852
9 G : 40	Sabarkantha ..	49,012	53,480	3,913 2,283	6,196	1,871 505	2,376
10 G : 42	Surat ..	3,88,651	4,24,614	22,701 16,756	39,457	16,383 9,607	25,990
	10 Districts of Old Bombay State (Gujarati).	29,02,279	32,11,146	1,84,711 1,28,885	3,13,596	86,021 43,723	1,29,744

*From the Department of

31st MARCH 1957—contd

Bombay State (Gujarati)

31st March 1957.		Percentage to Estimated Population.					
High School.		Primary.		Middle.		High School.	
Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.
9	10	11	12	13	14	15	16
20,769	28,214	5·08	8·67	2·02	3·19	1·83	2·48
7,445		3·59		1·17		0·65	
1,549	1,795	6·91	11·19	2·52	3·63	1·71	1·98
246		4·28		1·11		0·27	
946	1,060	7·42	10·40	2·29	2·85	2·15	2·41
114		2·98		0·56		0·26	
8,633	11,628	6·07	10·68	2·67	4·13	2·58	3·48
2,995		4·61		1·46		0·90	
3,521	4,336	6·52	11·35	2·82	4·24	2·61	3·21
815		4·83		1·42		0·60	
14,260	17,610	6·21	10·52	2·85	4·28	2·87	3·55
3,350		4·31		1·43		0·68	
9,915	11,004	6·01	9·87	2·91	3·78	2·90	3·22
1,089		3·86		0·87		0·32	
3,797	4,604	6·76	11·52	3·06	4·48	2·49	3·02
807		4·76		1·42		0·53	
1,918	2,062	7·32	11·59	3·50	4·44	3·59	3·86
144		4·27		0·94		0·27	
12,200	16,086	5·35	9·30	3·86	6·12	2·87	3·79
3,886		3·95		2·26		0·92	
77,508	98,399	5·75	9·77	2·68	4·04	2·41	3·06
20,891		4·02		1·36		0·65	

BOMBAY STATE

EDUCATIONAL DENSITY AS

5 Districts of

Serial No.	District.	Urban.		Pupils on Roll on			
		Population as per Census 1951.	Estimated* Population for 1957.	Primary.		Middle.	
				Boys Girls.	Total.	Boys Girls.	Total.
1	2	3	4	5	6	7	8
1 M : 5	Aurangabad ..	1,66,615	1,87,420	7,840 4,426	12,266	5,057 1,165	6,222
2 M : 7	Bhir ..	86,506	94,421	3,825 2,088	5,913	3,314 508	3,822
3 M : 15	Nanded ..	1,42,264	1,68,051	7,007 2,163	9,170	3,642 419	4,061
4 M : 18	Osmanabad ..	1,59,036	1,81,527	6,947 3,528	10,475	5,157 799	5,956
5 M : 19	Parbhani ..	1,54,322	1,73,415	5,624 3,245	8,869	3,797 469	4,266
	5 Districts of Marathawada ..	7,08,743	8,04,834	31,243 15,450	46,693	20,967 3,360	24,327

*From the Department of

ON 31st MARCH 1957—contd.

Marathawada

31st March 1957.		Percentage to Estimated Population.					
High School.		Primary.		Middle.		High School.	
Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.	Boys Girls.	Total.
9	10	11	12	13	14	15	16
3,648 1,087	4,735	4·18 2·36	6·54	2·70 0·62	3·32	1·95 0·58	2·53
2,234 125	2,359	4·05 2·21	6·26	3·51 0·54	4·05	2·37 0·13	2·50
2,086 108	2,194	4·17 1·29	5·46	2·17 0·25	2·42	1·24 0·06	1·30
4,614 176	4,790	3·83 1·94	5·77	2·84 0·44	3·28	2·54 0·09	2·63
2,424 148	2,572	3·24 1·87	5·11	2·19 0·27	2·46	1·40 0·09	1·49
15,006 1,644	16,650	3·89 1·92	5·81	2·61 0·42	3·03	1·87 0·20	2·07

Public Health.

BOMBAY STATE

EDUCATIONAL DENSITY AS ON

8 Districts of

Serial No.	District	Urban.		Pupils on Roll on			
				Primary.		Middle.	
		Population as per Census 1951.	Estimated* Population for 1957.	Boys Girls.	Total.	Boys Girls.	Total.
1	2	3	4	5	6	7	8
1	M : 3 Akola† ..	2,10,232	2,30,661	14,828 5,586	20,414	2,161 1,201	3,362
2	M : 4 Amravati† ..	2,82,939	3,11,440	17,576 14,796	32,372	6,883 2,064	8,947
3	M : 6 Bhandara ..	91,965	1,05,288	6,963 1,857	8,820	4,795 539	5,334
4	M : 8 Buldana ..	1,43,597	1,56,916	8,959 5,607	14,566	6,355 1,895	8,250
5	M : 9 Chanda ..	92,478	99,453	5,788 2,946	8,734	4,466 905	5,371
6	M : 14 Nagpur ..	5,77,650	6,62,706	39,475 24,454	63,929	21,788 9,326	31,114
7	M : 25 Wardha ..	1,25,852	1,39,441	8,216 4,952	13,168	6,170 1,247	7,417
8	M : 27 Yeotmal ..	1,11,732	1,22,564	6,638 4,792	11,430	5,161 1,764	6,925
8	Districts of Vidarbha** ..	16,36,445	18,28,469	1,08,443 64,990	1,73,433	57,779 18,941	76,720

*From the Departmnet of

**In many cases pupils have been classified

†Pupils of Indian English Middle Schools (V-VIII)

31st MARCH 1957—contd.

Vidarbha**

March 1957		Percentage to Estimated Population					
High School		Primary		Middle		High School	
Boys Girls	Total	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total
9	10	11	12	13	14	15	16
11,940 1,372	13,312	6·43 2·42	8·85	0·94 0·52	1·46	5·18 0·59	5·77
9,943 3,136	13,079	5·64 4·75	10·39	2·21 0·66	2·87	3·19 1·01	4·20
2,520 144	2,664	6·61 1·76	8·37	4·55 0·51	5·06	2·39 0·13	2·52
3,704 529	4,233	5·71 3·57	9·28	4·05 1·21	5·26	2·36 0·33	2·69
1,979 255	2,234	5·82 2·96	8·78	4·49 0·91	5·40	1·99 0·26	2·25
9,562 2,721	12,283	5·96 3·68	9·64	3·29 1·41	4·70	1·44 0·41	1·85
2,697 727	3,424	5·89 3·55	9·44	4·43 0·89	5·32	1·94 0·52	2·46
2,640 431	3,071	5·42 3·91	9·33	4·21 1·44	5·65	2·15 0·35	2·50
44.985 9,315	54,300	5·93 3·56	9·49	3·16 1·04	4·20	2·46 0·51	2·97

Public Health.

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BOMBAY STATE

EDUCATIONAL DENSITY AS ON

6 Districts of

Serial No.	District	Urban		Pupils on Roll on 31st			
		Population as per Census 1951	Estimated* Population for 1957	Primary		Middle	
				Boys Girls	Total	Boys Girls	Total
1	2	3	4	5	6	7	8
1	G : 33 Gohilwad ..	3,15,449	3,57,935	13,699 1,173	14,872	6,884 7,945	14,829
2	G : 34 Halar ..	1,89,148	2,20,605	13,150 7,821	20,971	3,065 1,201	4,266
3	G : 36 Kutch ..	1,13,754	1,20,469	7,253 4,674	11,927	2,481 1,198	3,679
4	G : 37 Madhya Saurashtra ..	4,09,222	4,83,558	24,069 15,664	39,733	10,548 4,185	14,733
5	G : 41 Sorath ..	3,28,665	3,62,521	17,723 10,669	28,392	7,494 3,006	10,500
6	G : 43 Zalawad ..	1,50,677	1,73,311	11,141 5,193	16,334	3,362 2,127	5,489
	6 Districts of Saurashtra-Kutch†	15,06,915	17,18,399	87,035 45,194	1,32,229	33,824 19,662	53,496

*From the Department

†In many cases pupils have beer

31st MARCH 1957—concld.

Saurashtra-Kutch†

March 1957		Percentage to Estimated Population					
High School		Primary		Middle		High School	
Boys Girls	Total	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total
9	10	11	12	13	14	15	16
11,378 1,894	13,272	3·83 0·33	4·16	1·92 2·22	4·14	3·18 0·53	3·71
2,957 783	3,740	5·96 3·55	9·51	1·39 0·54	1·93	1·34 0·35	1·69
1,744 516	2,260	6·02 3·88	9·90	2·06 0·99	3·05	1·45 0·43	1·88
10,188 3,285	13,473	4·98 3·24	8·22	2·18 0·87	3·05	2·11 0·68	2·79
5,076 1,528	6,604	4·89 2·95	7·84	2·07 0·83	2·90	1·40 0·42	1·82
4,313 1,012	5,325	6·43 2·99	9·42	1·94 1·23	3·17	2·49 0·58	3·07
35,656 9,018	44,674	5·07 2·63	7·70	1·97 1·15	3·12	2·08 0·52	2·60

Public Health.

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BOMBAY STATE

EDUCATIONAL DENSITY AS

43 Districts of New

Serial No.	District	Rural and Urban		Pupils on Roll on 31st March 1957			
				Primary		Middle	
		Population as per Census 1951	Estimated* Population for 1957	Boys Girls	Total	Boys Girls	Total
1	2	3	4	5	6	7	8
1	14 Districts of Old Bombay State Marathi.	194,23,614	216,24,720	12,90 536 7,52,664	20,43,200	3,64,963 1,38,042	5,03,005
2	10 Districts of Old Bombay State (Gujarati).	113,44,360	123,44,270	7,46.961 4,15,090	11,62,051	1,88.462 68,546	2,57,008
3	5 Districts of Marathwada ..	51,85,243	54,66,417	1,79,482 45,140	2,24,622	36,768 4,160	40,928
4	8 Districts of Vidarbha† ..	76,07,038	79,19,753	3,96,966 1,69,383	5,66,349	1,16.886 27,158	1,44,044
5	6 Districts of Saurashtra-Kutch†	47,04,965	50,44,402	2,48.336 92,899	3,41,235	58,068 24,023	82,091
	43 Districts of New Bombay State	4,82,65,220	5,23,99,562	28.62,281 14,75,176	43,37,457	7,65,147 2,61,929	10,27,076

*From the Departme

†In many cases pupils have be

ON 31st MARCH 1957

Bombay State

H gh School		Percentage to Estimated Population					
High School		Primary		Middle		High School	
Boys Girls	Total	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total
9	10	11	12	13	14	15	16
1,68,112 55,198	2,23,310	5·97 3·48	9·45	1·69 0·64	2·33	0·78 0·25	1·03
1,00,380 23,432	12,3,812	6·05 3·36	9·41	1·53 0·55	2·08	0·81 0·19	1·00
16,469 1,654	18,123	3·28 0·82	4·10	0·67 0·08	0·75	0·30 0·03	0·33
49,202 9,638	58,840	5·01 2·14	7·15	1·48 0·34	1·82	0·62 0·12	0·74
38,247 9,184	47,431	4·92 1·84	6·76	1·15 0·48	1·63	0·76 0·18	0·94
3,72,410 99,106	4,71,516	5·46 2·81	8·27	1·45 0·50	1·95	0·71 0·19	0·90

f Public Health.

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BOMBAY STATE

EDUCATIONAL DENSITY AS

14 Districts of Old

Serial No.	District		Urban and Rural		Pupils on Roll on			
			Population as per Census 1951	Estimated* Population for 1957	Primary		Middle	
					Boys Girls	Total	Boys Girls	Total
1	2		3	4	5	6	7	8
1	GB : 1	Greater Bombay ..	29,96,267	34,49,456	1,79,141 1,10,397	2,89,538	78,083 51,641	1,29,724
2	M : 2	Ahmednagar ..	14,10,873	15,64,382	93,751 55,450	1,49,201	19,464 4,544	24,008
3	M : 10	Dangs ..	47,282	51,037	2,830 985	3,815	323 64	387
4	M : 11	East Khandesh ..	14,71,351	15,52,033	1,00,103 61,439	1,61,542	29,299 7,434	36,738
5	M : 12	Kolaba ..	9,09,083	9,64,507	64,663 30,004	94,667	10,100 3,713	13,813
6	M : 13	Kolhapur ..	13,08,060	14,33,718	95,433 43,177	1,38,610	20,312 4,098	24,410
7	M : 16	Nasik ..	14,29,916	15,91,148	96,259 57,385	1,53,644	21,515 5,995	27,510
8	M : 17	North Satara ..	11,75,309	12,62,536	84,409 52,211	1,36,620	28,592 8,169	36,761
9	M : 20	Poona ..	19,50,976	22,05,915	1,31,099 86,339	2,17,438	33,484 13,249	46,733
10	M : 21	Ratnagiri ..	17,11,964	17,56,664	1,20,643 80,929	2,01,572	29,046 8,889	37,935
11	M : 22	Sholapur ..	15,05,316	16,53,168	97,857 58,279	1,56,136	40,616 12,683	53,299
12	M : 23	South Satara ..	10,00,141	10,99,245	75,235 39,834	1,15,069	19,215 4,237	23,452
13	M : 24	Thana ..	13,61,053	17,71,026	73,404 38,568	1,11,972	16,584 8,695	25,279
14	M : 26	West Khandesh ..	11,46,024	12,69,885	75,709 37,667	1,13,376	18,330 4,631	22,961
14 Districts of Old Bombay State (Marathi).			1,94,23,615	2,16,24,720	12,90,536 7,52,664	20,43,200	3,64,963 1,38,042	5,03,005

*From the Department

ON 31st MARCH 1957—contd.

Bombay State (Marathi)

31st March 1957		Percentage to Estimated Population					
High School		Primary		Middle		High School	
Boys Girls	Total	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total
9	10	11	12	13	14	15	16
51,450 27,452	78,902	5·19 3·20	8·39	2·26 1·50	3·76	1·49 0·80	2·29
8,383 1,507	9,890	5·99 3·55	9·54	1·25 0·29	1·54	0·54 0·09	0·63
45 10	55	5·54 1·93	7·47	0·63 0·13	0·76	0·08 0·02	0·10
13,337 1,715	15,052	6·45 3·96	10·41	1·89 0·48	2·37	0·86 0·11	0·97
3,851 1,323	5,174	6·71 3·11	9·82	1·05 0·38	1·43	0·40 0·14	0·54
9,903 1,741	11,644	6·65 3·01	9·66	1·42 0·28	1·70	0·69 0·12	0·81
10,817 2,114	12,931	6·05 3·61	9·66	1·35 0·38	1·73	0·68 0·13	0·81
8723 1717	10,440	6·68 4·13	10·81	2·26 0·65	2·91	0·69 0·14	0·83
19,826 7.652	27,478	5·94 3·91	9·85	1·52 0·60	2·12	0·90 0·35	1·25
8,317 2,050	10,367	6·86 4·61	10·47	1·65 0·51	2·16	0·47 0·12	0·59
10,345 1,874	12,219	5·92 3·53	9·45	2·46 0·77	3·23	0·63 0·11	0·74
8,322 1,334	9,656	6·85 3·62	10·47	1·75 0·38	2·13	0·76 0·12	0·88
9,039 3,913	12,952	4·14 2·18	6·32	0·94 0·49	1·43	0·51 0·22	0·73
5,754 796	6,550	6·10 2·96	9·06	1·44 0·36	1·80	0·45 0·06	0·51
1,68,112 55,198	2,23,310	5·97 3·48	9·45	1·69 0·64	2·33	0·78 0·25	1·03

of Public Health.

BOMBAY STATE

EDUCATIONAL DENSITY AS

10 Districts of

Serial No.	District	Urban and Rural		Pupils on Roll on 31st			
				Primary		Middle	
		Population as per Census 1951	Estimated* Population for 1957	Boys Girls	Total	Boys Girls	Total
1	2	3	4	5	6	7	8
1	G: 28 Ahmedabad ..	16,85,630	18,85,896	1,11,936 69,427	1,81,363	32,045 15,843	47,888
2	G: 29 Amreli ..	3,17,203	3,36,861	20,,538 14,009	34,547	3,537 1,217	4,754
3	G: 30 Banaskantha ..	6,96,367	7,77,233	40,286 8,356	48,642	4,552 412	4,964
4	G: 31 Baroda ..	11,94,746	12,81,995	78,154 48,790	1,26,944	15,963 6,553	22,516
5	G: 32 Broach ..	7,03,035	7,40,765	45,833 29,438	75,271	11,361 3,509	14,870
6	G: 35 Kaira ..	16,12,426	17,59,694	1,16,086 67,492	1,83,578	30,435 11,047	41,482
7	G: 38 Mehsana ..	14,71,662	15,97,395	95,041 53,811	1,48,852	26,316 6,033	32,349
8	G: 39 Panchmahals ..	11,48,432	12,48,587	73,821 27,116	1,00,937	16,127 3,678	19,805
9	G: 40 Sabarkantha ..	6,48,017	7,43,255	48,746 18,448	67,194	10,537 1,534	12,071
10	G: 42 Surat ..	18,27,842	19,72,589	1,16,520 78,203	1,94,723	37,589 18,720	56,309
	10 Districts of Old Bombay State (Gujarati).	1,13,44,360	1,23,44,270	7,46,961 4,15,090	11,62,051	1,88,462 68,546	2,57,008

* From the Department

ON 31st MARCH 1957—contd.

Old Bombay State (Gujarati)

March 1957		Percentage to Estimated Population					
High School		Primary		Middle		High School	
Boys Girls	Total	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total
9	10	11	12	13	14	15	16
22,384 7,624	30,008	5·93 3·68	9·61	1·70 0·84	2·54	1·19 0·40	1·59
1,588 246	1,834	6·09 4·16	10·25	1·05 0·36	1·41	0·47 0·07	0·54
1,100 116	1,216	5·19 1·07	6·26	0·59 0·05	0·64	0·14 0·01	0·15
11,419 3,221	14,640	6·09 3·81	9·90	1·25 0·51	1·76	0·89 0·25	1·14
5,014 928	5,942	6·19 3·97	10·16	1·53 0·47	2·00	0·68 0·12	0·80
18,251 3,908	22,159	6·60 3·83	10·43	1·73 0·63	2·36	1·04 0·22	1·26
13,894 1,175	15,069	5·95 3·37	9·32	1·65 0·38	2·03	0·87 0·07	0·94
4,514 867	5,381	5·91 2·17	8·08	1·29 0·29	1·58	0·36 0·07	0·43
3,611 178	3,789	6·56 2·48	9·04	1·42 0·21	1·63	0·49 0·02	0·51
18,605 5,169	23,774	5·91 3·96	9·87	1·90 0·95	2·85	0·94 0 26	1·20
1,00,380 23,432	1,23,812	6·05 3·36	9·41	1·53 0·55	2·08	0·81 0·19	1·00

Public Health.

BOMBAY STATE

EDUCATIONAL DENSITY AS

5 Districts of

Serial No.	District.	Urban and Rural		Pupils on Rollon 31st			
		Population as per Census 1951	Estimated* Population for 1957	Primary		Middle	
				Boys Girls	Total	Boys Girls	Total
1	2	3	4	5	6	7	8
1	M: 5 Aurangabad	11,79,404	12,30,966	43,880 11,232	55,112	7,878 1,293	9,171
2	M: 7 Bhir	8,26,046	8,78,228	26,276 7,002	33,278	5,468 606	6,074
3	M: 15 Nanded	9,58,888	10,37,928	32,991 7,031	40,022	5,511 486	5,997
4	M: 18 Osmanabad	12,10,041	12,57,007	48,126 12,359	60,485	12,523 1,213	13,736
5	M: 19 Parbhani	10,10,864	10,62,288	28,209 7,516	35,725	5,388 562	5,950
5	Districts of Marathawada ..	51,85,243	54,66,417	1,79,482 45,140	2,24,622	36,768 4,160	40,928

*From the Department

ON 31st MARCH 1957—contd.

Marathawada

March 1957		Percentage to Estimated Population.					
High School		Primary		Middle		High School	
Boys Girls	Total	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total
9	10	11	12	13	14	15	16
3,775 1,088	4,863	3.57 0.91	4.48	0.64 0.10	0.74	0.31 0.09	0.40
2,548 127	2,675	2.99 0.80	3.79	0.62 0.07	0.69	0.29 0.01	0.30
2,262 108	2,370	3.18 0.68	3.86	0.53 0.05	0.58	0.22 0.01	0.23
5,422 183	5,605	3.83 0.98	4.81	0.99 0.10	1.09	0.43 0.01	0.44
2,462 148	2,610	2.66 0.71	3.37	0.51 0.05	0.56	0.23 0.01	0.24
16,469 1,654	18,123	3.28 0.82	4.10	0.67 0.08	0.75	0.30 0.03	0.33

of Public Health.

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BOMBAY STATE

EDUCATIONAL DENSITY AS

8 Districts of

Serial No.	District	Urban and Rural		Pupils on Roll on 31st March 1957			
		Population as per Census 1951	Estimated* Population for 1957	Primary		Middle.	
				Boys Girls	Total	Boys Girls	Total
1	2	3	4	5	6	7	8
1	M : 3 Akola†	9,50,994	9,74,061	54,428 22,563	76,991	11,891 2,569	14,460
2	M : 4 Amravati†	10,31,160	10,53,901	59,156 37,415	96,571	19,255 5,026	24,281
3	M : 6 Bhandara	10,71,657	11,29,486	56,464 14,350	70,814	12,125 1,069	13,194
4	M : 8 Buldana	8,70,168	8,96,467	48,044 19,776	67,820	16,359 2,870	19,229
5	M : 9 Chanda	9,77,618	10,33,261	40,920 10,367	51,287	8,086 1,208	9,294
6	M : 14 Nagpur	12,34,556	13,27,660	68,017 34,117	1,02,134	26,799 9,877	36,676
7	M : 25 Wardha	5,38,903	5,49,340	27,686 13,128	40,814	9,198 1,785	10,983
8	M : 27 Yeotmal	9,31,982	9,55,577	42,251 17,667	59,918	13,173 2,754	15,927
8	Districts of Vidarbha†† ..	76,07,038	79,19,753	3,96,966 1,69,383	5,66,349	1,16,886 27,158	1,44,044

*From the Department

†Pupils of Indian English Middle Schools

††In many cases pupils have been classified by

ON 31st MARCH 1957—contd.

Vidarbha

Percentage to Estimaetd Population							
High School		Primary		Middle		High School	
Boys Girls	Total	Boys Girls	Total	Boys Girls	Total	Boys Girls	Total
9	10	11	12	13	14	15	16
12.543 1,400	13,943	5·59 2·32	7·91	1·22 0·26	1·48	1·29 0·14	1·43
11,495 3,279	14,774	5·61 3·55	9·16	1·83 0·48	2·31	1·09 0·31	1·40
2,935 157	3,092	5·00 1·27	6·27	1·07 0·09	1·16	0·26 0·01	0·27
4,517 547	5,064	5·33 2·20	7·53	1·82 0·32	2·14	0·50 0·06	0·56
2,083 265	2,348	3·96 1·00	4·96	0·78 0·12	0·90	0·20 0.02	0·22
9,580 2.724	12,304	5·12 2·57	7·69	2·02 0·74	2·76	0·72 0.21	0·93
3,080 825	3,905	5·04 2·40	7·44	1·67 0·32	1·99	0·56 0·15	0·71
2,969 441	3,410	4·42 1·85	6·27	1·38 0·29	1·67	0.31 0·05	0·36
49,202 9,638	58,840	5·01 2·14	7·15	1·48 0·34	1·82	0·62 0·12	0·74

of Public Health.

have been entered under "High School".

Institutions than by Stages.

BOMBAY STATE

EDUCATIONAL DENSITY AS

6 Districts of

Serial No.	District	Urban and Rural		Pupils on Roll on 31st March 1957			
		Population as per Census 1951	Estimated* Population for 1957	Primary		Middle	
				Boys Girls	Total	Boys Girls	Total
1	2	3	4	5	6	7	8
1	G : 33 Gohilwad	10,20,130	10,95,304	47,239 9,105	56,344	15,367 9,406	24,773
2	G : 34 Halar	5,74,472	6,24,675	34,272 14,485	48,757	5,064 1,489	6,553
3	G : 36 Kutch	5,67,606	5,99,495	27,587 11,294	38,881	5,606 1,735	7,341
4	G : 37 Madhya Saurashtra ..	10,45,675	11,23,729	57,616 27,665	85,281	14,667 5,467	20,134
5	G : 41 Sorath	10,01,154	10,65,346	50,569 19,452	70,021	11,978 3,443	15,421
6	G : 43 Zalawad	4,95,928	5,35,853	31,053 10,898	41,951	5,386 2,483	7,869
6	Districts of Saurashtra-Kutch ..	47,04,965	50,44,402	2,48,336 92,899	3,41,235	58,068 24,023	82,091

*From the Department of Public Health.

ON 31st MARCH 1957—concld.

Saurashtra-Kutch†

Percentage to Estimated Population							
High School		Primary		Middle		High School	
Boys Girls	Total	Boys Girls	Total.	Boys Girls	Total.	Boys Girls	Total.
9	10	11	12	13	14	15	16
11,538 1,912	13,450	4·31 0·83	5·14	1·40 0·86	2·26	1·05 0·17	1·22
3,124 814	3,938	5·49 2·32	7·81	0·81 0·24	1·05	0·50 0·13	0·63
1,971 526	2,497	4·60 1·88	6·48	0·93 0·29	1·22	0·33 0·09	0·42
10,575 3,310	13,885	5·13 2·46	7·59	1·31 0·49	1·80	0·94 0·29	1·23
6,425 1,554	7,979	4·75 1·83	6·58	1·13 0·32	1·45	0·60 0·15	0·75
4,614 1,068	5,682	5·79 2·03	7·82	1·01 0·46	1·47	0·86 0·20	1·06
38,247 9,184	47,431	4·92 1·84	6·76	1·15 0·48	1·63	0·76 0·18	0·94

†In many cases pupils have been classified by Institutions than by Schools.

REGIONAL RECONCILIATION TABLE

14 Districts of Old

Item	5000 and above	2000–4999	1000–1999	500–999
1	2	3	4	5
1. II Habitations	31	645	2,264	4,794
2. Population	2,15,845	18,13,623	30,23,531	32,83,518
		Habitations		
3. IIIA	23	477	1,730	3,219
4. IVA	8	164	528	1,538
5. VA	....	....	....	....
6. Total Served	31	641	2,258	4,757
7. IIIA	23	477	1,730	3,219
8. IVC-No distance	5	156	503	1,400
9. VC-No distance	....	....	....	....
10. Total Home Facility	28	633	2,233	4,619
11. IVA—IVC-No distance	3	8	25	138
12. VA—VC-No distance	....	....	....	....
13. Total Vicinity	3	8	25	138
14. VI—Home	28	633	2,233	4,619
15. Vicinity	3	8	25	138
16. Total Served	31	641	2,258	4,757
17. Without	....	4	6	37
18. Total II	31	645	2,264	4,794
		Population		
19. IIIA	1,64,176	13,38,208	23,15,078	22,14,092
20. IVA	51,669	4,63,313	7,00,107	10,47,047
21. VA	....	....	....	....
22. Total Served	2,15,845	18,01,521	30,15,185	32,61,139
23. VI—Home	1,98,665	17,75,034	29,83,540	31,74,261
24. Vicinity	17,180	26,487	31,645	86,878
25. Total Served	2,15,845	18,01,521	30,15,185	32,61,139
26. Without	....	12,102	8,346	22,379
27. Total II	2,15,845	18,13,623	30,23,531	32,83,518

OF TABLES IIIA, IVA, VA, IVC, VC AND VI

Bombay State (Marathi)

400-499	300-399	200-299	100-199	Below 100	Total
6	7	8	9	10	11
2,064	3,100	4,567	7,286	7,119	31,870
9,11,655	10,49,484	10,89,508	10,11,834	4,14,419	1,28,13,417
		Habitations			
1,246	1,495	1,546	823	95	10,654
721	1,258	2,324	4,749	4,845	16,135
....	100	170	341	328	939
1,967	2,853	4,040	5,913	5,268	27,728
1,246	1,495	1,546	823	95	10,654
590	854	1,072	986	218	5,784
....	96	154	265	105	620
1,836	2,445	2,772	2,074	418	17,058
131	404	1,252	3,763	4,627	10,351
....	4	16	76	223	319
131	408	1,268	3,839	4,850	10,670
1,836	2,445	2,772	2,074	418	17,058
131	408	1,268	3,839	4,850	10,670
1,967	2,853	4,040	5,913	5,268	27,728
97	247	527	1,373	1,851	4,142
2,064	3,100	4,567	7,286	7,119	31,870
		Population			
5,53,901	5,08,471	3,76,776	1,24,359	6,640	76,01,701
3,15,435	4,21,811	5,45,790	6,48,739	2,84,081	44,77,992
....	37,292	41,268	48,523	20,037	1,47,120
8,69,336	9,67,574	9,63,834	8,21,621	3,10,758	1,22,26,813
8,12,856	8,32,659	6,73,914	3,09,400	29,578	1,07,89,907
56,480	1,34,915	2,89,920	5,12,221	2,81,180	14,36,906
8,69,336	9,67,574	9,63,834	8,21,621	3,10,758	1,22,26,813
42,319	81,910	1,25,674	1,90,213	1,03,661	5,86,604
9,11,655	**10,49,484**	**10,89,508**	**10,11,834**	**4,14,419**	**1,28,13,417**

REGIONAL RECONCILIATION TABLE

10 Districts of Old

Item	5000 and above	2000–4999	1000–1999	500–999
1	2	3	4	5
1. II Habitations	14	563	1,562	3,397
2. Population	84,286	15,73,585	20,98,109	23,70,163
		Habitations		
3. IIIA	10	435	1,233	2,609
4. IVA	4	128	327	757
5. VA	.....	.....	.....	.....
6. Total Served	14	563	1,560	3,366
7. IIIA	10	435	1,233	2,609
8. IVC-No distance	4	122	310	686
9. VC-No distance	.....	.....	.....	.....
10. Total Home Facility	14	557	1,543	3,295
11. IVA—IVC-No distance	.....	6	17	71
12. VA—VC-No distance	.....	.....	.....	.....
13. Total Vicinity	.....	6	17	71
14. VI—Home	14	557	1,543	3,295
15. Vicinity	.....	6	17	71
16. Total Served	14	563	1,560	3,366
17. Without	.....	.....	2	31
18. Total II	14	563	1,562	3,397
		Population		
19. IIIA	57,377	12,09,163	16,55,872	18,29,583
20. IVA	26,909	3,64,422	4,40,118	5,21,307
21. VA	.....	.....	.....	.....
22. Total Served	84,286	15,73,585	20,95,990	23,50,890
23. VI—Home	84,286	15,55,039	20,75,478	23,04,515
24. Vicinity	.....	18,546	20,512	46,375
25. Total Served	84,286	15,73,585	20,95,990	23,50,890
26. Without	.....	.....	2,119	19,273
27. Total II	84,286	15,73,585	20,98,109	23,70,163

*These habitations and their population are from slal

OF TABLES IIIA, IVA, VA, IVC, VC AND VI

Bombay State (Gujarati)

400–499	300–399	200–299	100–199	Below 100	Total
6	7	8	9	10	11
1,310	1,879	2,322	2,963	2,340	16,350
5,79,811	6,38,071	5,64,777	4,23,558	1,40,638	84,72,998
		Habitations			
677	782	557	234	29	6,566
433	592	1,017	1,696	1,406	6,360
104*	274	333	387	176	1,274
1,214	1,648	1,907	2,317	1,611	14,200
677	782	557	234	29	6,566
304	282	340	269	42	2,359
104*	274	323	354	119	1,174
1,085	1,338	1,220	857	190	10,099
129	310	677	1,427	1,364	4,001
.....	.....	10	33	57	100
129	310	687	1,460	1,421	4,101
1,085	1,338	1,220	857	190	10,099
129	310	687	1,460	1,421	4,101
1,214	1,648	1,907	2,317	1,611	14,200
96	231	415	646	729	2,150
1,310	1,879	2,322	2,963	2,340	16,350
		Population			
3,01,689	2,66,913	1,38,595	36,515	2,760	54,98,467
1,88,415	1,94,970	2,41,527	2,38,559	85,896	23,02,123
47,433*	99,316	81,566	56,430	11,578	2,96,323
5,37,537	5,61,199	4,61,688	3,31,504	1,00,234	80,96,913
4,82,530	4,58,348	3,01,695	1,30,296	14,239	74,06,426
55,007	1,02,851	1,59,993	2,01,208	85,995	6,90,487
5,37,537	5,61,199	4,61,688	3,31,504	1,00,234	80,96,913
42,274	76,872	1,03,089	92,054	40,404	3,76,085
5,79,811	6,38,071	5,64,777	4,23,558	1,40,638	84,72,998

"300 and above" but falling under "400–499".

REGIONAL RECONCILIATION TABLE

5 Districts of

Item.	5000 and above.	2000–4999.	1000–1999.	500-999.
1	2	3	4	5
1. II—Habitations	1	187	770	2,274
2. Population	6,153	5,02,692	10,26,501	15,81,119
		Habitations		
3. IIIA	1	140	533	1,509
4. IVA	....	47	236	492
5. VA	....	....	....	....
6. Total Served	1	187	769	2,001
7. IIIA	1	140	533	1,509
8. IVC-No distance	....	46	234	457
9. VC-No distance	....	....	....	....
10. Total Home Facility	1	186	767	1,966
11. IVA—IVC-No distance	....	1	2	35
12. VA—VC-No distance	....	....	....	....
13. Total Vicinity	....	1	2	35
14. VI—Home	1	186	767	1,966
15. Vicinity	....	1	2	35
16. Total Served	1	187	769	2,001
17. Without	....	....	1	273
18. Total II	1	187	770	2,274
		Population		
19. IIIA	6,153	3,76,371	7,07,721	10,81,600
20. IVA	....	1,26,321	3,17,618	3,41,303
21. VA	....	....	....	....
22. Total Served	6,153	5,02,692	10,25,339	14,22,903
23. VI—Home	6,153	5,00,688	10,22,850	14,00,521
24. Vicinity	....	2,004	2,489	22,382
25. Total Served	6,153	5,02,692	10,25,339	14,22,903
26. Without	....	....	1,162	1,58,216
27. Total II	6,153	5,02,692	10,26,501	15,81,119

OF TABLES IIIA, IVA, VA, IVC, VC AND VI

EXISTING

Marathawada

400-499	300-399	200-299	100-199	Below 100	Total
6	7	8	9	10	11
867	119	1,277	1,477	1,193	9,165
3,86,740	3,85,716	3,13,457	2,12,282	69,412	44,84,072
		Habitations			
187	102	40	19	7	2,538
117	155	303	507	522	2,379
....	....	....	....	....	....
304	257	343	526	529	4,917
187	102	40	19	7	2,538
89	67	28	11	4	936
....	....	....	....	....	....
276	169	68	30	11	3,474
28	88	275	496	518	1,443
....	....	....	....	....	....
28	88	275	496	518	1,443
276	169	68	30	11	3,474
28	88	275	496	518	1,443
304	257	343	526	529	4,917
563	862	934	951	664	4,248
867	1,119	1,277	1,477	1,193	9,165
		Population			
84,907	36,286	9,856	2,940	438	23,06,272
52,943	53,323	71,715	71,160	29,817	10,64,200
....	....	....	....	....	....
1,37,850	89,609	81,571	74,100	30,255	33,70,472
1,25,410	59,545	16,874	4,551	658	31,37,250
12,440	30,064	64,697	69,549	29,597	2,33,222
1,37,850	89,609	81,571	74,100	30,225	33,70,472
2,48,890	2,96,107	2,31,886	1,38,182	39,157	11,13,600
3,86,740	3,85,716	3,13,457	2,12,282	69,412	44,84,072

REGIONAL RECONCILIATION TABLE

8 Districts of

Item	5000 and above	2000-4999	1000-1999	500-999
1	2	3	4	5
1. II—Habitations	27	255	991	2,591
2. Population	1,55,076	7,29,143	13,33,018	18,10,291
		Habitations		
3. IIIA	21	164	667	1,511
4. IVA	6	90	317	940
5. VA	....	....	....	....
6. Total Served	27	254	984	2,451
7. IIIA	21	164	667	1,511
8. IVC-No distance	6	88	296	725
9. VC-No distance	....	....	....	....
10. Total Home Facility	27	252	963	2,236
11. IVA—IVC-No distance	....	2	21	215
12. VA—VC-No distance	....	....	....	....
13. Total Vicinity	....	2	21	215
14. VI—Home	27	252	963	2,236
15. Vicinity	....	2	21	215
16. Total Served	27	254	984	2,451
17. Without	....	1	7	140
18. Total II	27	255	991	2,591
		Population		
19. IIIA	1,22,432	4,74,225	8,96,370	10,75,486
20. IVA	32,644	2,52,918	4,28,362	6,48,536
21. VA	....	....	....	....
22. Total Served	1,55,076	7,27,143	13,24,732	17,24,022
23. VI—Home	1,55,076	7,22,633	12,96,248	15,82,366
24. Vicinity	....	4,510	28,484	1,41,656
25. Total Served	1,55,076	7,27,143	13,24,732	17,24,022
26. Without	....	2,000	8,286	86,269
27. Total II	1,55,076	7,29,143	13,33,018	18,10,291

OF TABLES IIIA, IVA, VA, IVC, VC AND VI

EXISTING

Vidarbha

400-499	300-399	200-299	100-199	Below 100	Total
6	7	8	9	10	11
1,107	1,464	1,843	2,392	2,510	13,180
4,95,399	5,07,852	4,53,349	3,49,968	1,37,982	59,72,078
		Habitations			
480	431	276	73	8	3,631
424	608	889	1,185	1,009	5,468
....	....	....	....	....	....
904	1,039	1,165	1,258	1,017	9,099
480	431	276	73	8	3,631
245	274	208	95	20	1,957
....	....	....	....	....	....
725	705	484	168	28	5,588
179	334	681	1,090	989	3,511
....	....	....	....	....	....
179	334	681	1,090	989	3,511
725	705	484	168	28	5,588
179	334	681	1,090	989	3,511
904	1,039	1,165	1,258	1,017	9,099
203	425	678	1,134	1,493	4,081
1,107	1,464	1,843	2,392	2,510	13,180
		Population			
2,16,143	1,51,784	70,184	12,009	694	30,19,327
1,88,982	2,10,033	2,16,929	1,73,871	58,414	22,10,689
....	....	....	....	....	....
4,05,125	3,61,817	2,87,113	1,85,880	59,108	52,30,016
3,26,322	2,47,434	1,22,463	27,517	2,130	44,82,189
78,803	1,14,383	1,64,650	1,58,363	56,978	7,47,827
4,05,125	3,61,817	2,87,113	1,85,880	59,108	52,30,016
90,274	1,46,035	1,66,236	1,64,088	78,874	7,42,062
4,95,399	5,07,852	4,53,349	3,49,968	1,37,982	59,72,078

REGIONAL RECONCILIATION TABLE

6 Districts of

Item.	5000 and above	2000-4999	1000-1999	500-999
1	2	3	4	5
1. II Habitations	2	183	657	1,473
2. Population	11,432	4,94,840	8,75,186	10,41,624
		Habitations		
3. IIIA	.....	161	603	1,328
4. IVA	1	22	49	125
5. VA	.....	.....	.....	.....
6. Total Served	1	183	652	1,453
7. IIIA	.....	161	603	1,328
8. IVC-No distance	1	20	47	116
9. VC-No distance	.....	.....	.....	.....
10. Total Home Facility	1	181	650	1,444
11. IVA—IVC-No distance	.....	2	2	9
12. VA—VC-No distance	.....	.....	.....	.....
13. Total Vicinity	.....	2	2	9
14. VI—Home	1	181	650	1,444
15. Vicinity	.....	2	2	9
16. Total Served	1	183	652	1,453
17. Without	1	.....	5	20
18. Total II	2	183	657	1,473
		Population		
19. IIIA	5,863	4,34,119	8,01,808	9,41,806
20. IVA	5,863	60,721	67,385	88,042
21. VA	.....	.....	.....	.....
22. Total Served	5,863	4,94,840	8,69,193	10,29,848
23. VI—Home	5,863	4,88,653	8,66,617	10,23,522
24. Vicinity	.....	6,187	2,576	6,326
25. Total Served	5,863	4,94,840	8,69,193	10,29,848
26. Without	5,569	.....	5,993	11,776
27. Total II	11,432	4,94,840	8,75,186	10,41,624

OF TABLES IIIA, IVA, IVA, VA, IVC, VC AND VI

Saurashtra-Kutch

400–499	300–399	200–299	100–199	Below 100	Total
6	7	8	9	10	11
533	660	712	712	654	5,586
2,37,691	2,30,093	1,78,146	1,06,587	32,699	32,08,298
		Habitations			
464	520	470	312	55	3,913
51	79	131	199	226	883
....	....	....	....	....	....
515	599	601	511	281	4,796
464	520	470	312	55	3,913
39	59	55	49	10	396
....	....	....	....	....	....
503	579	525	361	65	4,309
12	20	76	150	216	487
....	....	....	....	....	....
12	20	76	150	216	487
503	579	525	361	65	4,309
12	20	76	150	216	487
515	599	601	511	281	4,796
18	61	111	201	373	790
533	660	712	712	654	5,586
		Population			
2,07,247	1,82,012	1,18,362	47,874	4,277	27,37,505
22,687	27,382	32,614	29,264	11,482	3,45,440
....	....	....	....	....	....
2,29,934	2,09,394	1,50,976	77,138	15,759	30,82,945
2,24,679	2,02,602	1,32,275	55,683	4,980	30,04,874
5,255	6,792	18,701	21,455	10,779	78,071
2,29,934	2,09,394	1,50,976	77,138	15,759	30,82,945
7,757	20,699	27,170	29,449	16,940	1,25,353
2,37,691	2,30,093	1,78,146	1,06,587	32,699	32,08,298

REGIONAL RECONCILIATION TABLE

14 Districts of Old

Item	5,000 and above	2000-4999	1000-1999	500-999
1	2	3	4	5
1. II Habitations	31	645	2,264	4,794
2. Population	2,15,845	18,13,623	30,23,531	32,83,518
		Habitations.		
3. IIIAB	23	481	1,743	3,292
4. IVAB	8	164	521	1,502
5. VAB	.....	.....	.....	.....
6. Total Served	31	645	2,264	4,794
7. IIIAB	23	481	1,743	3,292
8. IVCD-No distance	5	156	504	1,425
9. VCD-No distance	.....	.....	.....	.....
10. Total Home Facility	28	637	2,247	4,717
11. IVAB—IVCD-No distance	3	8	17	77
12. VAB—VCD-No distance	.....	.....	.....	.....
13. Total Vicinity	3	8	17	77
14. VII—Home ...	28	637	2,247	4,717
15. Vicinity	3	8	17	77
16. Total Served	31	645	2,264	4,794
17. Without	.....	.....	.....	.....
18. Total II	31	645	2,264	4,794
		Population.		
19. IIIAB	1,64,176	13,50,310	23,31,732	22,57,890
20. IVAB	51,669	4,63,313	6,91,799	10,25,628
21. VAB	.....	.....	.....	.....
22. Total Served	2,15,845	18,13,623	30,23,531	32,83,518
23. VII—Home	1,98,665	17,87,136	30,01,798	32,34,994
24. Vicinity	17,180	26,487	21,733	48,524
25. Total Served	2,15,845	18,13,623	30,23,531	32,83,518
26. Without	.....	.....	.....	.....
27. Total II	2,15,845	18,13,623	30,23,531	32,83,518

OF TABLES IIIAB, IVAB, IVCD, VCD AND VII

Bombay State (Marathi)

400-499	300-399	200-299	100-199	Below 100	Total.
6	7	8	9	10	11
2,064	3,100	4,567	7,286	7,119	31,870
9,11,655	10,49,484	10,89,508	10,11,834	4,14,419	1,28,13,417
		Habitations.			
1,376	1,825	1,743	920	104	11,507
688	1,247	2,640	5,679	5,816	18,265
....	28	163	387	296	874
2,064	3,100	4,546	6,986	6,216	30,646
1,376	1,825	1,743	920	104	11,507
612	997	1,304	1,275	289	6,567
....	25	143	317	121	606
1,988	2,847	3,190	2,512	514	18,680
76	250	1,336	4,404	5,527	11,698
....	3	20	70	175	268
76	253	1,356	4,474	5,702	11,966
1,988	2,847	3,190	2,512	514	18,680
76	253	1,356	4,474	5,702	11,966
2,064	3,100	4,546	6,986	6,216	30,646
....	....	21	300	903	1,224
2,064	3,100	4,567	7,286	7,119	31,870
		Population.			
6,11,243	6,16,875	4,25,972	1,39,455	7,374	79,05,027
3,00,412	4,22,663	6,20,654	7,78,262	3,42,252	46,96,652
....	9,946	38,118	54,849	17,622	1,20,535
9,11,655	10,49,484	10,84,744	9,72,566	3,67,248	1,27,22,214
8,78,676	9,66,152	7,73,655	3,74,253	35,556	1,12,50,885
32,979	83,332	3,11,089	5,98,313	3,31,692	14,71,329
9,11,655	10,49,484	10,84,744	9,72,566	3,67,248	1,27,22,214
....	....	4,764	39,268	47,171	91,203
9,11,655	10,49,484	10,89,508	10,11,834	4,14,419	1,28,13,417

REGIONAL RECONCILIATION TABLE

10 Districts of Old

Item	5000 and above	2000—4999	1000—1999	500—999
1	2	3	4	5
1. II—Habitations	14	563	1,562	3,397
2. Population	84,286	15,73,585	20,98,109	23,70,163
		Habitations		
3. IIIAB	10	436	1,240	2,677
4. IVAB	4	127	322	720
5. VAB	....	....	....	....
6. Total Served	14	563	1,562	3,397
7. IIIAB	10	436	1,240	2,677
8. IVCD-No distance	4	123	312	701
9. VCD-No distance	....	....	....	....
10. Total Home Facility	14	559	a 1,552	3,378
11. IVAB—IVCD-No distance	....	4	10	19
12. VAB—VCD-No distance	....	....	....	....
13. Total Vicinity	....	4	10	19
14. VII—Home	14	559	1,552	3,378
15. Vicinity	....	4	10	19
16. Total Served	14	563	1,562	3,397
17. Without	....	....	....	....
18. Total II	14	563	1,562	3,397
		Population		
19. IIIAB	57,377	12,12,398	16,64,727	18,72,553
20. IVAB	26,909	3,61,187	4,33,382	4,97,610
21. VAB	....	....	....	....
22. Total Served	84,286	15,73,585	20,98,109	23,70,163
23. VII—Home	84,286	15,59,569	20,86,454	23,57,275
24. Vicinity	....	14,016	11,655	12,888
25. Total Served	84,286	15,73,585	20,98,109	23,70,163
26. Without	....	....	....	....
27. Total II	84,286	15,73,585	20,98,109	23,70,163

*These habitations and their population are from slab

OF TABLES IIIAB, IVAB, VAB, IVCD, VCD AND VII

Bombay State (Gujarati)

400—499	300—399	200—299	100—199	Below 100	Total
6	7	8	9	10	11
1,310	1,879	2,322	2,963	2,340	16,350
5,79,811	6,38,071	5,64,777	4,23,558	1,40,638	84,72,998
		Habitations			
905	1,254	885	268	29	7,704
330	518	1,230	2,245	1,845	7,341
75*	107	202	350	202	936
1,310	1,879	2,317	2,863	2,076	15,981
905	1,254	885	268	29	7,704
318	439	567	469	61	2,994
75*	107	200	333	117	832
1,298	1,800	1,652	1,070	207	11,530
12	79	663	1,776	1,784	4,347
....	....	2	17	85	104
12	79	665	1,793	1,869	4,451
1,298	1,800	1,652	1,070	207	11,530
12	79	665	1,793	1,869	4,451
1,310	1,879	2,317	2,863	2,076	15,981
....	....	5	100	264	369
1,310	1,879	2,322	2,963	2,340	16,350
		Population			
4,02,070	4,24,078	2,23,652	42,636	2836	59,02,327
1,43,817	1,76,121	2,91,276	3,15,240	1,13,484	23,59,026
33,924*	37,872	48,670	52,251	12,938	1,85,655
5,79,811	6,38,071	5,63,598	4,10,127	1,29,258	84,47,008
5,74,743	6,12,525	4,11,359	1,63,675	16,411	78,66,197
5,068	25,546	1,52,239	2,46,552	1,12,847	5,80,811
5,79,811	6,38,071	5,63,598	4,10,127	1,29,258	84,47,008
....	....	1,179	13,431	11,380	25,990
5,79,811	6,38,071	5,64,777	4,23,558	1,40,638	84,72,998

"300 and above" but falling under "400—499".

REGIONAL RECONCILIATION TABLE

5 Districts of

Item	5000 and above	2000—4999	1000—1999	500—999
1	2	3	4	5
1. II—Habitations	1	187	770	2,274
2. Population	6,153	5,02,692	10,26,501	15,81,119
			Habitations	
3. IIIAB	1	141	535	1,736
4. IVAB	....	46	235	538
5. VAB	....	....	....	....
6. Total Served	1	187	770	2,274
7. IIIAB	1	141	535	1,736
8. IVCD-No distance	....	46	234	533
9. VCD-No distance	....	....	....	....
10. Total—Home Facility	1	187	769	2,269
11. IVAB—IVCD-No distance	....	....	1	5
12. VAB—VCD-No distance	....	....	....	....
13. Total—Vicinity	....	....	1	5
14. VII—Home	1	187	769	2,269
15. Vicinity	....	....	1	5
16. Total Served	1	187	770	2,274
17. Without	....	....	....	....
18. Total II	1	187	770	2,274
			Population	
19. IIIAB	6,153	3,78,375	7,10,092	12,12,815
20. IVAB	....	1,24,317	3,16,409	3,68,304
21. VAB	....	....	....	....
22. Total Served	6,153	5,02,692	10,26,501	15,81,119
23. VII—Home	6,153	5,02,692	10,25,221	15,78,124
24. Vicinity	....	....	1,280	2,995
25. Total Served	6,153	5,02,692	10,26,501	15,81,119
26. Without	....	....	....	....
27. Total II	6,153	5,02,692	10,26,501	15,81,119

OF TABLES IIIAB, IVAB, VAB, IVCD, VCD AND VII — AFTER PLANNING

Marathawada

400—499	300—399	200—299	100—199	Below 100	Total
6	7	8	9	10	11
867	1,119	1,277	1,477	1,193	9,165
3,86,740	3,85,716	3,13,457	2,12,282	69,412	44,84,072
			Habitation		
649	804	463	26	7	4,362
218	314	708	1,056	914	4,029
....	1	83	164	56	304
867	1,119	1,254	1,246	977	8,695
649	804	463	26	7	4,362
214	299	276	108	8	1,718
....	1	82	157	30	270
863	1,104	821	291	45	6,350
4	15	432	948	906	2,311
....	....	1	7	26	34
4	15	433	955	932	2,345
863	1,104	821	291	45	6,350
4	15	433	955	932	2,345
867	1,119	1,254	1,246	977	8,695
....	....	23	231	216	470
867	1,119	1,277	1,477	1,193	9,165
			Population		
2,89,766	2,77,382	1,20,103	4,209	438	29,99,333
96,974	1,07,940	1,68,486	1,50,944	53,235	13,86,609
....	394	19,886	23,796	3,861	47,937
3,86,740	3,85,716	3,08,475	1,78,949	57,534	44,33,879
3,84,972	3,80,800	2,07,853	44,164	3,556	41,33,535
1,768	4,916	1,00,622	1,34,785	53,978	3,00,344
3,86,740	3,85,716	3,08,475	1,78,949	57,534	44,33,879
....	....	4,982	33,333	11,878	50,193
3,86,740	3,85,716	3,13,457	2,12,282	69,412	44,84,072

REGIONAL RECONCILIATION TABLE OF

8 Districts of

	Item.	5000 and above.	2000—4999.	1000—1999.	500—999.
	1	2	3	4	5
1	II Habitations	27	255	991	2,591
2	Population	1,55,076	7,29,143	13,33,018	18,10,291
		Habitation			
3	III AB	21	165	687	1,743
4	IVAB	6	90	304	848
5	VAB	....	....	....	....
6	Total Served	27	255	991	2,591
7	IIIAB	21	165	687	1,743
8	IVCD-No Distance	6	89	301	800
9	VCD-No Disatance	....	....	....	....
10	Total Home Facility	27	254	988	2,543
11	IVAB—IVCD-No Distance	....	1	3	48
12	VAB—VCD-No Distance	....	....	....	....
13	Total Vicinity	....	1	3	48
14	VII—Home	27	254	988	2,543
15	Vicinity	....	1	3	48
16	Total Served	27	255	991	2,591
17	Without	....	....	....	....
18	Total II	27	255	991	2,591
		Population			
19	III AB	1,22,432	4,76,722	9,20,714	12,24,340
20	IVAB	32,644	2,52,421	4,12,304	5,85,951
21	VAB	....	....	....	....
22	Total Served	1,55,076	7,29,143	13,33,018	18,10,291
23	VII—Home	1,55,076	7,27,130	13,26,893	17,76,629
24	Vicinity	....	2,013	6,125	33,662
25	Total Served	1,55,076	7,29,143	13,33,018	18,10,291
26	Without	....	....	....	....
27	Total II	1,55,076	7,29,143	13,33,018	18,10,291

TABLES IIIAB, IVAB, VAB, IVCD. VCD AND VII

Vidarbha

400-499	300-399	200-299	100-199	Below 100	Total
6	7	8	9	10	11
1,107	1,464	1,843	2,392	2,510	13,180
4,95,399	5,07,852	4,53,349	3,49,968	1,37,982	59,72,078
			Habitation		
746	872	506	79	8	4,827
361	588	1,211	1,740	1,436	6,584
....	3	110	340	191	644
1,107	1,463	1,827	2,159	1,635	12,055
746	872	506	79	8	4,827
319	467	484	247	36	2,749
....	3	109	316	56	484
1,065	1,342	1,099	642	100	8,060
42	121	727	1,493	1,400	3,835
....	....	1	24	135	160
42	121	728	1,517	1,535	3,995
1,065	1,342	1,099	642	100	8,060
42	121	728	1,517	1,535	3,995
1,107	1,463	1,827	2,159	1,635	12,055
....	1	16	233	875	1,125
1,107	1,464	1,843	2,392	2,510	13,180
			Population		
3,34,085	3,03,444	1,30,096	13,085	694	35,25,612
1,61,314	2,02,988	2,94,409	2,54,616	83,615	22,80,262
....	1,074	25,244	49,777	11,332	87,427
4,95,399	5,07,506	4,49,749	3,17,478	95,641	58,93,301
4,77,160	4,66,329	2,74,131	99,701	7,811	53,10,860
18,239	41,177	1,75,618	2,17,777	87,830	5,82,441
4,95,399	5,07,506	4,49,749	3,17,478	95,641	58,93,301
....	346	3,600	32,490	42,341	78,777
4,95,399	5,07,852	4,53,349	3,49,968	1,37,982	59,72,078

REGIONAL RECONCILIATION TABLE OF

6 Districts of

Serial No.	Item	5000 and above	2000–4999	1000–1999.	500–999
	1	2	3	4	5
1	II Habitations	2	183	657	1,473
2	Population	11,432	4,94,840	8,75,186	10,41,624
		Habitations			
3	IIIAB	.....	161	607	1,350
4	IVAB	1	22	50	123
5	VAB	.....	.....	.....	.....
6	Total Served	1	183	657	1,473
7	IIIAB	.....	161	607	1,350
8	IVCD-No Distance	1	20	49	119
9	VCD-No Distance	.....	.....	.....	.....
10	Total Home Facility	1	181	656	1,469
11	IVAB—IVCD-No Distance	0	2	1	4
12	VAB—VCD-No Distance	.....	.....	.....	.....
13	Total Vicinity	.....	2	1	4
14	VII—Home	1	181	656	1,469
15	Vicinity	.....	2	1	4
16	Total Served	1	183	657	1,473
17	Without	.....	.....	.....	.....
18	Total II	2	183	657	1,473
		Population			
19	IIIAB	.....	4,34,119	8,07,362	9,54,116
20	IVAB	5,863	60,721	67,824	87,508
21	VAB	.....	.....	.....	.....
22	Total Served	5,863	4,94,840	8,75,186	10,41,624
23	VII—Home	5,863	4,88,653	8,73,610	10,38,503
24	Vicinity	.....	6,187	1,576	3,121
25	Total Served	5,863	4,94,840	8,75,186	10,41,642
26	Without	.....	.....	.....	.....
27	Total II	11,432	4,94,840	8,75,186	10,41,624

TABLES IIIAB, IVAB, VAB, IVCD, VCD AND VII

Saurashtra-Kutch

400-499	300-399	200-299	100-199	Below 100	Total
6	7	8	9	10	11
533	660	712	712	654	5,586
2,37,691	2,30,093	1,78,146	1,06,587	32,699	32,08,298
			Habitations		
486	582	527	347	55	4,115
47	76	146	251	275	991
.....	1	31	60	14	106
533	659	704	658	344	5,212
486	582	527	347	55	4,115
42	69	78	71	18	467
.....	1	30	58	9	98
528	652	635	476	82	4,680
5	7	68	180	257	524
.....	0	1	2	5	8
5	7	69	182	262	532
528	652	635	476	82	4,680
5	7	69	182	262	532
533	659	704	658	344	5,212
.....	1	8	54	310	374
533	660	712	712	654	5,586
			Population		
2,16,808	2,03,290	1,32,616	53,583	4,277	28,06,171
20,882	26,023	36,140	36,604	14,371	3,55,937
.....	398	7,364	9,204	832	17,798
2,37,691	2,29,711	1,76,120	99,391	19,480	31,79,906
2,35,508	2,27,328	1,59,574	73,478	6,210	31,08,727
2,183	2,383	16,546	25,913	13,270	71,179
2,37,691	2,29,711	1,76,120	99,391	19,480	31,79,906
.....	382	2,026	7,196	13,219	28,392
2,37,691	2,30,093	1,78,146	1,06,587	32,699	32,08,298

EDUCATIONAL SURVEY OF BOMBAY STATE, 1957

STATE REPORT

APPENDIX B

A BRIEF NOTE ON THE EDUCATIONAL SURVEY—BOMBAY STATE

Article 45 of the Directive Principles in the Constitution of India declares : "The State shall endeavour to provide, within the period of ten years from the commencement of the Constitution" (26th January, 1950), "for free and compulsory education for all children until they complete the age of fourteen years". To implement this Directive, the Central Advisory Board of Education has, as a preliminary to further action, suggested to the Planning Commission the need for carrying out a thorough Educational Survey of the whole Country :

(*i*) to assess the educational facilities available in the States, at the Primary, Middle and High School Stages, and, in the light of these existing conditions, for planning the consolidation and further expansion of education ;

(*ii*) to conduct a detailed sample Survey of representative areas for studying in greater detail all types of problems connected with Education ; and

(*iii*) to enquire into the Administrative Practices at the Primary, Middle and Secondary levels.

The Ministry of Education, Government of India, have taken up this project as an important item in the Second Five-Year Plan, and, in collaboration with all the State Governments, is now embarking on a nation-wide Educational Survey. The Survey is being carried out in the ensuing months in all the States in the country by the respective State Governments.

We, in our State, have, in recent years, chalked out and implemented comprehensive programmes of education in general and primary in particular. It now becomes necessary to take stock of the educational facilities already provided and to assess the extent to which they serve the needs of the State so that future plans of educational expansion may yield the maximum of benefit at reasonable cost. An enquiry of this nature divides itself into two distinct major heads : Urban and Rural. While the urban problem is neither too urgent nor beset with difficult issues, the rural one presents complicated and difficult administrative and other problems that need careful investigation and study. The present Survey, therefore, concentrates on a thorough investigation of the rural sector in all its aspects and limits itself to a study of the existing educational facilities in the urban sector. The procedures of the survey in respect of these two will, therefore, vary in that the factual data about the rural areas will be collected from diverse sources and in greater detail and that about urban areas only from agencies and organizations administering education.

Habitations and School-Areas

2. The unit for the administration of education has so far been the village—the revenue village—as enumerated in the Census Handbooks. However convenient this unit may be for revenue purposes, it fails to be a satisfactory unit for administering education. The educational unit, therefore, has to be a unit of population, a "habitation". A habitation is a compact and contiguous area where people live. A habitation, in general, delimits a revenue village. For, very often a village is made up of a number of habitations called its hamlets. Sometimes one habitation is enumerated as two villages and goes under two distinct names even when the two form one contiguous area ; certain villages enumerated as such are described as "deserted" or "uninhabited". Hence, the educational unit has to be a populated, independent entity in itself ; in other words, a habitation. The present Survey will, therefore, enumerate habitations and prepare a Habitation Register to serve as the basis for administering education.

3. A school, by its location, is primarily meant to serve the needs of the home village. But this is not always true or even practicable. Under the Primary Education Rules a school is to serve not only the needs of the home village but also those of the smaller neighbouring villages (situated within a "walking distance" of a mile) which cannot be economically and efficiently served by independent schools. The total population thus served by a school becomes its school-area. School-areas as at present constituted on the basis of revenue villages will, in many cases, break down and need re-forming when the habitation replaces the revenue village as a unit. Again, with the lowering of targets (see below) in progressive schemes of expansion, villages now served by a neighbouring school and included in its school-area will become entitled to an independent school to serve its own needs. The Habitation Register will, therefore, help to delimit the existing school-areas and to reconstitute them for the future planning and location of schools. This Survey will also prepare a School-Area Register forming school-areas covered by existing schools and the proposed schools, both conforming to the targets now accepted on an All-India basis.

Targets

The targets accepted on an All-India basis fall under two categories : general and special.

4. *General.*—Article 45 of the Directive Principles of the Constitution lays down : "The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen years." Any practical measures undertaken to implement this directive will have to be related to the capacity and the resources of the States. Schemes of educational expansion, therefore, will have to be staggered under two stages : providing educational facilities to the age group 6-11 in the immediate future forming the first stage and to the 11-14 age group in the second stage. Accepting this as a reasonable and practicable work-plan for achieving the goal set by the Directive, the immediate concern in educational expansion will have to be the planned provision of a net-work of primary schools catering to the needs of the 6-11 all over the country and tentative proposals to cover the second stage of expansion, viz., of Middle Schools for the age group 11-14. These measures will meet the needs for implementing the directive of the Constitution. So that all future educational expansion at all levels may conform to certain basic principles and targets, even the next stage, the High School stage (14-17), will need to be kept in view in all educational development programmes. These stages call for the laying down of specific targets in planning and locating future schools for the 6-11 (Primary), the 11-14 (Middle) and the 14-17 (High School) stages.

5. *Special*—

(i) 6-11 : (*a*) A habitation with a minimum population of 300 should have an independent primary school, unless, there are strong reasons to the contrary and the educational needs of the habitation are fully met otherwise ;

(*b*) Habitations with a population of less than 300 should be grouped among themselves and a group school assigned to them, no habitation in the group being more than a mile (walking distance) from the school.

(ii) 11-14 : (*a*) 1,500 population ; (*b*) 3 miles.

(iii) 14-17 : (*a*) 5,000 population ; (*b*) 5 miles.

This Survey will generally follow the above targets, unless, in specific cases, facilities outside the limits of these targets have to be provided for compelling and convincing reasons.

The Basic Survey

6. The basic survey will prepare the Habitation Register and the School-Area Register for each Taluka conforming to the targets accepted as the basis for the Survey. Besides these a Map of the schools (P, M & H) will be plotted on a Taluka survey topo-sheet Map (1" = 1 mile). Though the working unit for the survey will be a Taluka, the Taluka data will be consolidated into a District Report after the whole District is surveyed.

The Detailed Sample Survey

7. Either concurrently with the basic survey or immediately after it a detailed Sample Survey of a few selected but representative areas in the State is to be undertaken to investigate, more intensively, some of the following administrative and other problems connected with education :—

(*i*) Stagnation, Wastage and lapse into illiteracy ;

(*ii*) enforcement of compulsory primary education in a few selected areas with special reference to administrative problems involved and the problems of non-enrolment and non-attendance ;

(*iii*) the difficulty encountered in bringing more girls into schools and making them attend regularly till the school period is over ;

(*iv*) the utilization of teachers in primary schools and the provision of school buildings ;

(*v*) the educational problems and administrative difficulties in tribal areas ;

(*vi*) the problems connected with teachers—their minimum qualifications, training, conditions of service, physical amenities and the steps that will have to be taken to recruit the necessary number of teachers and to induce them to work in rural areas.

The Administrative Practices Enquiry

8. The Administrative Practices at the Primary and Secondary levels vary from State to State. As a part of this assignment the administrative practices in force in this State are to be enquired into and a detailed questionnaire answered in this connection. In answering this questionnaire documents such as Legislative Acts and Government Resolutions will have to be quoted and the relevant extracts of these appended.

The above three come under the terms of reference laid down for the Survey to be undertaken in the State.

Seminar

9. For the training of the District Survey Officers of the 43 districts of the State two Seminars are to be held, one at Nasik and the other at Surat. The first 2-3 days would be devoted to meetings and discussions during which the survey procedures and programmes would be discussed and finalised. This will be followed by an actual survey of the Nasik/Surat Taluka by all the trainees. After this initial observation and experience they will be sent out in teams of 2s or 3s to survey the remaining talukas of the district. For the last 2 days of the Seminar, they will reassemble at Nasik/Surat and compile the District Report.

The Seminar will, therefore, equip them both with the theoretical knowledge and the practical experience in survey work which will train them for the survey of their own districts. The actual survey of the districts will commence about a week after the Seminar.

Procedure

10. The basis of the basic survey will be the revenue villages and population figures as given in the District Census Hand Books and the Survey Topographical Maps (1" = 1 mile) of the Talukas. The revenue officials at the village and Taluka level are being alerted actively to co-operate with the Survey teams in enumerating habitations and accurately locating them on the topo-sheets. The help of the village school masters is also to be taken for supplying data concerning the village, the village school, the enrolment, attendance, etc. Detailed questionnaires will be issued to all village talatis in Taluka (through and under the signature of the Mamlatdar) and to all Head Masters (one for each village) of village schools (through and under the signature of the appropriate officers) a week or so in advance of a joint meeting of these at the Taluka Headl Quarters. The answers to the questionnaires will be collected, checked and cross-checked and all doubts and uncertainties clarified at the meeting. Where necessary (*e.g.*, in forest areas) the Local Forest Officers are also to be tapped to supplement the information collected through other sources. Even the local police may be of some help in a few cases. The work, thus, is being concentrated at each Taluka Head Quarters eliminating (except where necessary to clarify conflicting facts and opinions) actual field work in the villages. It may even become necessary to seek clarifications from the Mamlatdar and his revenue maps. Once the enumeration and defining of all habitations in a Taluka is over, and these are identified and fixed in the topo-sheet maps, the rest of the work is of preparing Registers, plotting schools on the Map, consolidating school-areas and the Register, preparing lists, filling in forms and tables and calculating percentages. The work at Taluka Head Quarters will take about 4-5 days and end with the writing of the Taluka Report. These Reports have to be submitted to the Survey Head Quarters at Poona, taluka by taluka, and got approved. As the taluka reports are being approved, one by one, consolidating them into a District Report can also be taken in hand at the District Head Quarters. As the District Report has to be by Talukas alphabetically it would be to greater all round advantage if the Talukas are surveyed alphabetically so that consolidation can be taken in hand with the least possible delay. Surveying the talukas alphabetically may have certain physical disadvantages (*e.g.*,, having to cross one or two talukas and return to them later), but the gain in efficiency and saving of time would outweigh these considerations.

The general procedure and the particulars of the detailed Sample Survey and the Administrative Practices enquiry will be forwarded to you, in due course, when finalised.

Time Schedule

11. The Survey has to be carried out and completed in record time if its findings are to be available for planning during the next financial year (1958-59). An All-India time schedule has been drawn up and each State allowed to make such alterations and modifications as are dictated by local conditions in each State. As the onset of the monsoon and its later intensity have to be reckoned with in the districts along the west coast, the time schedule for Bombay State will have to be drawn up taking these factors into consideration. A detailed time-schedule will be drawn up for each of the 43 Districts of the State and the same will have to be strictly adhered to in each of the Districts.

Findings of the Survey

Exhaustive and factual data collected in the Survey will be consolidated into a District Report in each District. The Report will comprise the Habitation Register, Slab-of-Population Register, School-Area Register and the basic District Map, mapped with schools, existing and proposed by the Survey.

The District Reports of the 43 Districts will, in their turn, be consolidated into a State Report for the whole of the new Bombay State. This Report will be printed and published.

PROGRAMME OF THE SURVEY IN THE DISTRICTS, 1957

Educational Survey of the Bombay State conducted by the

DIRECTORATE OF EDUCATION

Poona

Copy to :

(*i*) The Educational Inspector ;
(*ii*) The District Collector, the Taluka Mamlatdars ;
(*iii*) The District Forest Officer ;
(*iv*) The Superintending Engineer and the Executive Engineer (P. W. D.)
(*v*) The District Inspector of Land Records ;
(*vi*) The A. Os. of D. S. Bs. and M. S. Bs., and all A. D. E. Is.;
(*vii*) The District Survey Officer.

} with compliments.

Note.—The Meetings will, as a rule, be in the Office of the Mamlatdar at the Taluka Head Quarters unless otherwise decided upon by the District Survey Officer and previously intimated to all the District Officers, the Talatis (in the Questionnaires) and the Village Teachers (in the Questionnaires).

The Meetings, as a rule, will begin at 11-00 a.m. unless otherwise decided upon by the District Survey Officer and previously intimated to all those concerned.

The schedule laid down herein should be strictly adhered to without deviation, except under extraordinary and compelling reasons. When such deviations are intended, the District Survey Officer should necessarily obtain the prior approval of the State Survey Officer and inform all those affected by the alteration at least a fortnight in advance.

EDUCATIONAL SURVEY UNIT,
DIRECTORATE OF EDUCATION,
POONA 1.

12th April 1957

G. S. DHAR,
State Survey Officer.

SEMINARS

FOR THE TRAINING OF DISTRICT SURVEY OFFICERS.

1ST SEMINAR: NASIK: April

FOR THE DISTRICT SURVEY OFFICERS OF MARATHI LANGUAGE DISTRICTS.

17th: Inaugural Function.

17th to 19th: Meetings and Discussions.

20th: Joint Meeting of Talatis and Village Teachers of Nasik Taluka.

20th to 23rd: Survey of Nasik Taluka.

24th: Transit to Head Quarters of other Talukas.

25th: Meetings of Talatis and Village Teachers of other Talukas at the Taluka Head Quarters.

25th to 28th: Survey of other Talukas of Nasik District.

29th and 30th: Return to Nasik.

Compilation of the Nasik District Report.

2ND SEMINAR: SURAT: May

FOR THE DISTRICT SURVEY OFFICERS OF GUJARATI LANGUAGE DISTRICT.

2nd: Inaugural Function.

2nd and 3rd: Meetings and Discussions.

4th: Joint Meeting of Talatis and Village Teachers of Chorasi Taluka.

4th to 7th: Survey of Chorasi Taluka.

8th: Meetings and Discussions.

9th: Transit to Head Quarters of other Talukas.

10th: Meetings of Talatis and Village Teachers of other Talukas at the Taluka Head Quarters.

10th to 13th: Survey of other Talukas of Surat District.

14th and 15th: Return to Surat.

Compilation of the Surat District Report.

Survey commences on

Greater Bombay and
Marathi Language Districts: Tuesday, 7th May 1957.

Gujarati Language Districts: Wednesday, 22nd May 1957.

PROGRAMME OF THE SURVEY IN THE DISTRICT

DISTRICT	TALUKA	PARTICULARS OF MEETINGS FOR *Taluka or Revenue Inspector Circle*	AT *Place*	ON *Day*	ON *Date*
GB. 1 GREATER BOMBAY	1 BORIVALI			Fri.	10 May
	2 SOUTH SALSETTE			Mon.	20 May
	MARATHI LANGUAGE DISTRICTS				
M.2 AHMEDNAGAR	(*a*) 1 AHMEDNAGAR	Ahmednagar	Ahmednagar	Tues.	7 May
	2 JAMKHED	Jamkhed	Jamkhed	Mon.	13 May
	3 KARJAT	Karjat	Karjat	Mon.	20 May
	4 SHRIGAONDA	Shrigaonda	Shrigaonda	Sat.	25 May
	5 PARNER	Parner	Parner	Fri.	31 May
	6 PATHARDI	Pathardi	Pathardi	Thurs.	6 June
	7 SHEVGAON	Shevgaon	Shevgaon	Wed.	12 June
	(*b*) 1 AKOLA	Akola	Akola	Tues.	7 May
	2 SANGAMNER	Sangamner	Sangamner	Mon.	13 May
	3 KOPERGAON	Kopergaon	Kopergaon	Mon.	20 May
	4 SHRIRAMPUR	Shrirampur	Shrirampur	Sat.	25 May
	5 NEWASA	Newasa	Newasa Khurd	Fri.	31 May
	6 RAHURI	Rahuri	Rahuri	Thurs.	6 June
	7 SHEVGAON	Shevgaon	Shevgaon	Wed.	12 June
M.3 AKOLA	1 AKOLA	1 Akola	Akola	Tues.	7 May
		2 Barshi Takli	Akola	Wed.	8 May
		3 Bargaon Manju	Akola	Thurs.	9 May
		4 Kurankhed	Akola	Fri.	10 May
		5 Pinjar	Akola	Sat.	11 May
		6 Ugwa	Akola	Mon.	13 May
	2 AKOT	1 Adgaon	Akot	Sat.	18 May
		2 Akot	Akot	Mon.	20 May
		3 Jaulka	Akot	Tues.	21 May
		4 Panchgavan	Akot	Wed.	22 May
		5 Telhara	Akot	Thurs.	23 May
	3 BALAPUR	1 Balapur	Balapur	Tues.	28 May
		2 PATUR	Balapur	Wed.	29 May
		3 Ural	Balapur	Thurs.	30 May
		4 Wadegaon	Balapur	Fri.	31 May
	4 MANGRULPIR	1 Dhamni	Mangrulpir	Wed.	5 June
		2 Mangrulpir	Mangrulpir	Thurs.	6 June
		3 Manora	Mangrulpir	Fri.	7 June
	5 MURTIZAPUR	1 Dhanaj Budruk	Murtizapur	Tues	11 June
		2 Kamargaon	Murtizapur	Wed.	12 June
		3 Karanja	Murtizapur	Thurs.	13 June
		4 Mana	Murtizapur	Fri.	14 June
		5 Murtizapur	Murtizapur	Sat.	15 June

PROGRAMME OF THE SURVEY IN THE DISTRICTS—*contd.*

1	2	3	4	5
M. 3 AKOLA—*contd.*	6 WASHIM	.. 1 Ansingh	.. Washim	.. Thurs. 20 June
		2 Gowardhan	.. Washim	.. Fri. 21 June
		3 Malegaon	.. Washim	.. Sat. 22 June
		4 Pardi Takmor	.. Wassim	.. Mon. 24 June
		5 Risod	Washim	.. Tues. 25 June
		6 Rithod	.. Washim	.. Wed. 26 June
		7 Washim	.. Washim	.. Thus. 27 June
M. 4 AMRAVATI	.. 1 AMRAVATI	.. 1 Amravati	.. Amravati	.. Tues. 7 May
		2 Ashti	.. Amravati	.. Wed. 8 May
		3 Badnera	.. Amravati	.. Thurs. 9 May
		4 Dhawalsari	.. Amravati	.. Fri. 10 May
		5 Khelapur	.. Amravati	.. Sat. 11 May
		6 Nandgaon Khandeshwar.	Amravati	.. Mon. 13 May
		7 Mahuli	.. Amravati	.. Tues. 14 May
	2 ACHALPUR	.. 1 Achalpur	.. Achalpur	.. Mon. 20 May
		2 Chandur Bazar	.. Achalpur	.. Tues. .. 21 May
		3 Paratwada	.. Achalpur	.. Wed. 22 May
		4 Sirasgaon Kasba.	Achalpur	.. Thurs. 23 May
	3 CHANDUR RLY.	.. 1 Chandur Rly.	.. Chandur	.. Wed. 29 May
		2 Dhamangaon	.. Chandur	.. Thurs. 30 May
		3 Kurha	.. Chandur	.. Fri. 31 May
		4 Talegaon	.. Chandur	.. Sat. 1 June
		5 Tiosa	.. Chandur	.. Mon. 3 June
	4 DARYAPUR	.. 1 Adula	.. Daryapur	.. Sat. 8 June
		2 Angangaon	.. Daryapur	.. Mon. 10 June
		3 Daryapur	.. Daryapur	.. Tues. 11 June
		4 Khallar	.. Daryapur	.. Wed. 12 June
	5 MELGHAT	.. 1 Chikhaldara	.. Dharni	.. Mon. 17 June
		2 Dharni	.. Dharni	Tues. 18 June
	6 MORSHI	.. 1 Jarud	.. Morshi	.. Sat. 22 June
		2 Morshi	.. Morshi	.. Mon. 24 June
		3 Pusla	.. Morshi	.. Tues. 25 June
		4 Rithpur	.. Morshi	Wed. 26 June
M. 5 AURANGABAD	.. 1 AURANGABAD	.. 1 Aurangabad Karmad.	& Aurangabad	.. Tues. 7 May
		2 Phumbari Pimpari.	& Aurangabad	.. Wed. 8 May
	2 JALNA	.. 1 Badhanapur	& Jalna	.. Mon 13 May
		Jalna.	& Jalna	.. Tues. 14 May
		2 Neir Pirkalyan.		
	3 AMBAD	.. 1 Ambad & Kundar.	Ambad	.. Mon. 20 May
		2 Raniunche-gaon & Wadigodra.	Ambad	.. Tues. 21 May
	4 KHULDABAD	.. 1 Sawangi & Verul	Khuldabad	.. Mon. 27 May

PROGRAMME OF THE SURVEY IN THE DISTRICTS—*contd.*

1	2	3	4	5	
M. 5 AURANGABAD—*contd.*	5 PAITHAN	.. 1 Abdul Budruk & Bidkingaon.	Paithan	.. Sat.	1 June
		2 Lohagaon & Paithan.	Paithan	.. Mon.	3 June
	6 GANGAPUR	.. 1 Gangapur & Harsul.	Gangapur	.. Sat.	8 June
		2 Turkabad & Valuj.	Gangapur	.. Mon.	10 June
	7 KANNAD	.. 1 Debeegaon & Kannad.	Kannad	.. Sat.	15 June
		2 Kanranjkhada & Pishor.	Kannad	.. Mon.	17 June
	8 SILLOD AND SEOGAON	1 Aland, Ajantha & Kirmad.	Sillod	.. Fri.	21 June
		2 Sillod & Seogaon.	Sillod	.. Sat.	22 June
	9 BHOKARDAN	.. 1 Bhokardan & Dhawada.	Bhokardan	.. Fri.	28 June
		2 Hasanbad & Sipora Bazar.	Bhokardan	.. Sat.	29 June
	10 JAFFERABAD	.. 1 Jafferabad & Temburni.	Jafferabad	.. Thurs.	4 July
	11 VAIJAPUR	.. 1 Shivar & Vaijapur.	Vaijapur	.. Tues.	9 July
		2 Virgaon	.. Vaijapur	.. Wed.	10 July
M. 6 BHANDARA	.. 1 BHANDARA	.. 1 Adyar	.. Bhandara	.. Tues.	7 May
		2 Bhandara	.. Bhandara	.. Wed.	8 May
		3 Mohadi	.. Bhandara	.. Thurs.	9 May
		4 Tumsar	.. Bhandara	.. Fri.	10 May
	2 GONDIA	.. 1 Amgaon	.. Gondia	.. Thurs.	16 May
		2 Gondia	.. Gnidia	.. Fri.	17 May
		3 Goregaon	.. Gondi	.. Sat.	18 May
		4 Tiroda	.. Gondia	.. Mon.	20 May
	3 SAKOLI	.. 1 Arjuni	.. Sakoli	.. Fri.	24 May
		2 Deori	.. Sakoli	.. Sat.	25 May
		3 Lakhnadon	.. Sakoli	.. Mon.	27 May
		4 Sakoli	.. Sakoli	.. Tues.	28 May
M. 7 BHIR	.. 1 BHIR	.. 1 Bhir & Chowsala.	Bhir	.. Tues.	7 May
		2 Pimpalnur & Rajuri.	Bhir	.. Wed.	8 May
	2 GRORAI	.. 1 Georai	.. Georai	.. Tues.	14 May
		2 Jatgaon & Khalegaon.	Georai	.. Wed.	15 May
	3 MANJLEGAON	.. 1 Manjlegaon & Mitrud.	Manjlegaon	.. Mon.	20 May
		2 Talkhed & Sirsala.	Manjlegaon	.. Tues.	21 May

PROGRAMME OF THE SURVEY IN THE DISTRICTS—*contd.*

1	2	3	4	5	
M. 7 Bhir—*contd.*	4 ASHTI	1 Ashti	Ashti	Sat.	25 May
		2 Dadegaon & Pundi.	Ashti	Mon.	27 May
	5 PATODA	1 Patoda & Padali.	Patoda	Fri.	31 May
	6 KAIJI	1 Dharur & Digolamba.	Kaiji	Wed.	5 June
		2 Edda & Kaiji	Kaiji	Thurs.	6 June
	7 MOMINABAD	1 Ghatnandur & Mominabad.	Mominabad	Mon.	10 June
		2 Parli & Renapur.	Mominabad	Tues.	11 June
M. 8 BULDANA	1 CHIKHLI	1 Amdapur	Buldana	Tues.	7 May
		2 Andhera	Buldana	Wed.	8 May
		3 Buldana	Buldana	Thurs.	9 May
		4 Chikhli	Buldana	Fri.	10 May
		5 Deulgaon Raja	Buldana	Sat.	11 May
		6 Dhad	Buldana	Mon.	13 May
	2 JALGAON	1 Babanbir	Jalgaon	Sat.	18 May
		2 Jalgaon	Jalgaon	Mon.	20 May
		3 Tamgaon	Jalgaon	Tues	21 May
	3 KHAMGAON	1 Bori Adagaon	Khamgaon	Mon.	27 May
		2 Jalamb	Khamgaon	Tues	28 May
		3 Khamgaon	Khamgaon	Wed.	29 May
		4 Pimpalgaon Raja.	Khamgaon	Thurs.	30 May
		5 Shegaon	Khamgaon	Fri.	31 May
	4 MALKAPUR	1 Bora Khadi	Malkapur	Thurs.	6 June
		2 Dhamangaon	Malkapur	Fri.	7 June
		3 Malkapur	Malkapur	Sat.	8 June
		4 Nandura	Malkapur	Mon.	10 June
		5 Wadner	Malkapur	Tues.	11 June
	5 MEHKHAR	1 Bibi	Mehkhar	Mon.	17 June
		2 Dongaon	Mehkhar	Tues.	18 June
		3 Janaphal	Mehkhar	Wed.	19 June
		4 Kingaon Raja	Mehkhar	Thurs.	20 June
		5 Lonar	Mehkhar	Fri.	21 June
		6 Mehkhar	Mehkhar	Sat.	22 June
		7 Sakar Kheda	Mehkhar	Mon.	24 June
M. 9 CHANDA	1 CHANDA	1 Chanda	Chanda	Tues.	7 May
		2 Kothari	Chanda	Wed.	8 May
		3 Mul	Chanda	Thurs.	9 May
		4 Saoli	Chanda	Fri.	10 May
	2 BRAHMPURI	1 Brahmpuri	Brahmpuri	Fri.	17 May
		2 Nagbhid	Brahmpuri	Sat.	18 May
		3 Pathri	Brahmpuri	Mon.	20 May
		4 Shindewahi	Brahmpuri	Tues.	21 May
	3 GADCHIROLI	1 Armori	Gadchiroli	Tues.	28 May
		2 Chamurshi	Gadchiroli	Wed	29 May
		3 Dhanora	Gadchiroli	Thurs.	30 May
		3 Gadchiroli	Gadchiroli	Fri.	31 May
		5 Kankhedi	Gadchiroli	Sat.	1 June

PROGRAMME OF THE SURVEY IN THE DISTRICTS—*contd.*

1	2	3	4	5
M. 9 CHANDA—*contd.*	4 SIRONCHA	.. 1 Ahari	.. Sironcha	.. Mon. 10 June.
		2 Etapalli	.. Sironcha	.. Tues. 11 June.
		3 Sironcha	.. Sironcha	.. Wed. 12 June.
	5 WARORA	.. 1 Bhadrawati	.. Warora	.. Tues. 18 June.
		2 Chimur	.. Warora	.. Wed. 19 June.
		3 Shankarpur	.. Warora	.. Thurs. 20 June.
		4 Shegaon	.. Warora	.. Fri. 21 June.
		5 Warora	.. Warora	.. Sat. 22 June.
M. 10 DANGS	.. 1 DANGS	.. 1 Dangs	.. Ahwa	.. Sat. 25 May.
M. 11 E. KHANDESH	.. (*a*) 1 JALGAON	.. Jalgaon	.. Jalgaon	.. Tues. 7 May.
	2 ERONDAL	.. Erondal	.. Erondal	.. Mon. 13 May.
	3 PAROLA	.. Parola	.. Parola	.. Mon. 20 May.
	4 BHADGAON	.. Bhadgaon	.. Bhadgaon	.. Sat. 25 May.
	5 PACHORA	.. Pachora	.. Pachora	.. Fri. 31 May.
	6 CHALISGAON	.. Chalisgaon	.. Chalisgaon	.. Thurs. 6 June.
	7 JAMNER	.. Jamner	.. Jamner	.. Wed. 12 June.
	(*b*) 1 AMALNER	.. Amalner	.. Amalner	.. Tues. 7 May.
	2 CHOPDA	.. Chopda	.. Chopda	.. Mon. 13 May.
	3 YAVAL	.. Yaval	.. Yaval	.. Mon. 20 May.
	4 RAVER	.. Raver	.. Raver	.. Sat. 25 May.
	5 BHUSAWAL	.. Bhusawal	.. Bhusawal	.. Fri. 31 May.
	6 EDLABAD	.. Edlabad	.. Edlabad	.. Thurs. 6 June.
	7 JAMNER	.. Jamner	.. Jamner	.. Wed. 12 June.
M. 12 KOLABA	.. (*a*) 1 PANVEL	.. Panvel	.. Panvel	.. Tues. 7 May.
	2 URAN	.. Uran	.. Uran	.. Mon. 13 May.
	3 POLADPUR	.. Poladpur	.. Poladpur	.. Mon. 20 May.
	4 MAHAD	.. Mahad	.. Mahad	.. Sat. 25 May.
	5 KHALAPUR	.. Khalapur	.. Khalapur	.. Fri. 31 May.
	6 KARJAT	.. Karjat	.. Karjat	.. Thurs. 6 June.
	7 SUDHAGAD	.. Sudhagad	.. Sudhagad	.. Wed. 12 June.
	(*b*) 1 ALIBAG	.. Alibag	.. Alibag	.. Tues. 7 May.
	2 SHRIVARDHAN	.. Shrivardhan	.. Shrivardhan	.. Mon. 13 May.
	3 MHASLA	.. Mhasla	.. Mhasla	.. Mon. 20 May.
	4 MURUD	.. Murud	.. Murud	.. Sat. 25 May.
	5 MANGAON	.. Mangaon	.. Mangaon	.. Fri. 31 May.
	6 ROHA	.. Roha	.. Roha	.. Thurs. 6 June.
	7 PEN	.. Pen	.. Pen	.. Wed. 12 June.
M. 13 KOLHAPUR	.. 1 KARVEER	.. Karveer	.. Kolhapur	.. Tues. 7 May.
	2 HATKANANGLE	.. Hatkanangle	.. Hatkanangle	.. Mon. 13 May.
	3 SHIROL	.. Shirol	.. Shirol	.. Mon. 20 May.
	4 KAGAL	.. Kagal	.. Kagal	.. Sat. 25 May.
	5 PANHALA	.. Panhala	.. Panhala	.. Fri. 31 May.
	6 SHAHUWADI	.. Shahuwadi	.. Shahuwadi	.. Thurs. 6 June.
	7 BAVDA	.. Bavda	.. Bavda	.. Wed. 12 June.
	8 CHANDGAD	.. Chandgad	.. Chandgad	.. Tues. 18 June.
	9 GADHINGLAJ	.. Gadhinglaj	.. Gadhinglaj	.. Mon. 24 June.
	10 AJARA	.. Ajara	.. Ajara	.. Mon. 1 July.
	11 BHUDARGAD	.. Bhudargad	.. Bhudargad	.. Sat. 6 July.
	12 RADHANGARI	.. Radhangari	.. Radhangari	.. Fri. 12 July.
M. 14 NAGPUR	.. 1 NAGPUR	.. 1 Bori	.. Nagpur	.. Tues. 7 May.
		2 Hingna	.. Nagpur	.. Wed. 8 May.
		3 Kamptee	.. Nagpur	.. Thurs. 9 May.
		4 Nagpur	.. Nagpur	.. Fri. 10 May.
		5 Pardi	.. Nagpur	.. Sat. 11 May.

PROGRAMME OF THE SURVEY IN THE DISTRICTS—*contd.*

1	2	3	4	5
M. 14 NAGPUR—*contd.*	2 KATOL ..	1 Jalalkhera ..	Katol ..	Sat. 18 May.
		2 Katol ..	Katol ..	Mon. 20 May.
		3 Kondhali ..	Katol ..	Tues. 21 May.
		4 Narkhed ..	Katol ..	Wed. 22 May.
	3 RAMTEK ..	1 Kanhan ..	Ramtek ..	Wed. 29 May.
		2 Mounda ..	Ramtek ..	Thurs. 30 May.
		3 Parseoni ..	Ramtek ..	Fri. 31 May.
		4 Ramtek ..	Ramtek ..	Sat. 1 June.
	4 SAONER ..	1 Kalmeshwar ..	Saoner ..	Sat. 8 June.
		2 Katod ..	Saoner ..	Mon. 10 June.
		3 Saoner ..	Saoner ..	Tues. 11 June.
	5 UMRER ..	1 Bela ..	Umrer ..	Tues. 18 June.
		2 Bhiwapur ..	Umrer ..	Wed. 19 June.
		3 Kuhi ..	Umrer ..	Thurs. 20 June.
		4 Mandhal ..	Umrer ..	Fri. 21 June.
		5 Umrer ..	Umrer ..	Sat. 22 June.
M. 15 NANDED ..	1 NANDED ..	1 Ardhapur & Mudkhed.	Nanded ..	Tues. 7 May.
		2 Nanded & Nimgaon.	Nanded ..	Wed. 9 May.
	2 DHARMABAD ..	All R. I. Circles ..	Dharmabad ..	Mon. 13 May.
	3 BILLOLI ..	1 Adampur & Billoli.	Billoli ..	Mon. 20 May.
		2 Dharmabad, Kutur & Manjaram.	Billoli ..	Tues. 21 May.
	4 MUKHED ..	1 Mukhed ..	Mukhed ..	Mon. 27 May.
		2 Mukarampur & Rajura.	Mukhed ..	Tues. 28 May.
	5 DEGLUR AND MUKHED.	1 Deglur & Markhal.	Deglur ..	Mon. 2 June.
	6 KANDHAR ..	1 Kandhar & Loha.	Kandhar ..	Sat. 8 June.
		2 Osmannager & Sonkhed.	Kandhar ..	Mon. 10 June.
	7 HADGAON ..	1 Hadgaon & Himayatnagar.	Hadgaon ..	Fri. 14 June.
		2 Mantha & Tamsa.	Hadgaon ..	Sat. 15 June.
	8 BHOKAR ..	1 Bhokar ..	Bhokar ..	Thurs. 20 June.
		2 Kini & Peth Umri.	Bhokar ..	Fri. 21 June.
	9 ISLAPUR ..	All R. I. Circles ..	Islapur ..	Wed. 26 June.
	10 KINWAT ..	1 Chikli & Islampur.	Kinwat ..	Wed. 3 July.
		2 Kinwat, Mohar & Patoda.	Kinwat ..	Thurs. 4 July.
	11 RAJURA ..	All R. I. Circles ..	Rajura ..	Wed. 10 July.

PROGRAMME OF THE SURVEY IN THE DISTRICTS—*contd.*

1	2	3	4	5
M. 16 NASIK ...	1 NASIK ...	Nasik ...	Nasik ...	Sat. 20 April.
	2 to 13 TALUKAS ...	All other Talukas ...	Taluka H. Qs. ...	Thurs. 25 April.
M. 17 N. SATARA ...	1 SATARA ...	Satara ...	Satara ...	Tues. 7 May.
	2 JAOLI ...	Jaoli ...	Medha ...	Mon. 13 May.
	3 WAI ...	Wai ...	Wai ...	Mon. 20 May.
	4 MAHABALESHWAR	Mahabaleshwar ...	Mahabaleshwar ...	Sat. 25 May.
	5 PATAN ...	Patan ...	Patan ...	Fri. 31 May.
	6 KARAD ...	Karad ...	Karad ...	Thurs. 6 June.
	7 KOREGAON ...	Koregaon ...	Koregaon ...	Wed. 12 June.
	8 KHATAV ...	Khatav ...	Khatav ...	Tues. 18 June.
	9 MAN ...	Man ...	Man ...	Mon. 24 June.
	10 KHANDALA ...	Khandala ...	Khandala ...	Mon. 1 July.
	11 PHALTAN ...	Phaltan ...	Phaltan ...	Sat. 6 July.
M. 18 OSMANABAD ...	1 OSMANABAD ...	1 Dimli ...	Osmanabad ...	Tues. 7 May.
		2 Osmanabad & Ter.	Osmanabad ...	Wed. 8 May.
	2 PARANDA ...	1 Anala & Javala, Nizamuddin.	Paranda ...	Mon. 13 May.
		2 Paranda ...	Paranda ...	Tues. 14 May.
	3 BHOOM ...	1 Bhoom & Wasi ...	Bhoom ...	Mon. 20 May.
	4 KALLAM ...	1 Kallam ...	Kallam ...	Sat. 25 May.
		2 Moha & Siradhon.	Kallam ...	Mon. 27 May.
	5 LATUR ...	1 Kasakhed & Latur.	Latur ...	Fri. 31 May.
		2 Siral ...	Latur ...	Sat. 1 June.
	6 AHMADPUR ...	1 Ahmadpur & Kingon.	Ahmadpur ...	Thurs. 6 June.
		2 Sirur-Taj-Band & Waswal.	Ahmadpur ...	Fri. 7 June.
	7 UDGIR ...	1 Her & Udgir ...	Udgir ...	Wed. 12 June.
		2 Valandi ...	Udgir ...	Thurs. 13 June.
	8 OWSA ...	1 Owsa ...	Owsa ...	Tues. 18 June.
		2 Matola & Lamjana.	Owsa ...	Wed. 19 June.
	9 NILANGA ...	1 Aurad Shahajani & Kasarsirsi.	Nilanga ...	Tues. 25 June.
		2 Nilanga & Siruramantpal.	Nilanga ...	Wed. 26 June.
	10. OMERGA ...	1 Lohara & Moram.	Omerga ...	Mon. 1 July.
		2 Omerga ...	Omerga ...	Tues. 2 July.
	11 TULJAPUR ...	1 Naldurg & Savergaon.	Tuljapur ...	Mon. 8 July.
		2 Tuljapur ...	Tuljapur ...	Tues. 9 July.

PROGRAMME OF THE SURVEY IN THE DISTRICTS—*contd.*

1	2	3	4	5
19 PARBHANI	1 PARBHANI	1 Parbhani & Pingali.	Parbhani	Tues. 7 May.
		2 Purna & Singapur.	Parbhani	Wed. 8 May.
	2 BASMATH	1 Basmath & Chudawa.	Basmath	Tues. 14 May.
		2. Hatta & Kurunda.	Basmath	Wed. 15 May.
	3 HINGOLI	1 Aundha & Goregaon.	Hingoli	Tues. 21 May.
		2 Hingoli & Narsi..	Hingoli	Wed. 22 May.
	4 KALAMNURI	1 Akhada Balampur & Basamba.	Kalamnuri	Tues. 28 May.
		2 Kalamnuri & Nandapur.	Kalamnuri	Wed. 29 May.
	5 JINTUR	1 Adgaon & Bamni.	Jintur	Tues. 4 June.
		2 Bori & Jintur	Jintur	Wed. 5 June.
	6 PARTUR	1 Ashti & Doodha.	Partur	Tues. 11 June.
		2 Mantha & Partur.	Partur	Wed. 12 June.
	7 PATHRI	1 Manwath & Pathri.	Pathri	Tues. 18 June.
		2 Sailu	Pathri	Wed. 19 June.
	8 GANGAKHED	1 Gangakhed	Gangakhed	Tues. 25 June.
		2 Palam & Sonpeth.	Gangakhed	Wed. 26 June.
20 POONA	(*a*) 1 POONA CITY	Poona City	Poona City	Wed. 8 May.
	2 DHOND	Dhond	Dhond	Mon. 13 May.
	3 BARAMATI	Baramati	Baramati	Mon. 20 May.
	4 INDAPUR	Indapur	Indapur	Sat. 25 May.
	5 BHOR	Bhor	Bhor	Fri. 31 May.
	6 PURANDHAR	Purandhar	Saswad	Thurs. 6 June.
	7 VELHE	Velhe	Velhe	Wed. 12 June.
	(*b*) 1 HAVELI	Haveli	Poona City	Tues. 7 May.
	2 MULSHI	Mulshi	Mulshi	Mon. 13 May.
	3 MAWAL	Mawal	Lonavala	Mon. 20 May.
	4 KHED	Khed	Khed	Sat. 25 May.
	5 AMBEGAON	Ambegaon	Ambegaon	Fri. 31 May.
	6 JUNNAR	Junnar	Junnar	Thurs. 6 June.
	7 SIRUR	Sirur	Sirur	Wed. 12 June.
21 RATNAGIRI	(*a*) 1 RATNAGIRI	Ratnagiri	Ratnagiri	Tues. 7 May.
	2 LANJA	Lanja	Lanja	Mon. 13 May.
	3 MANDANGAD	Mandangad	Mandangad	Mon. 20 May.
	4 SANGMESHWAR	Sangmeshwar	Sangmeshwar	Sat. 25 May.
	5 CHIPLUN	Chiplun	Chiplun	Fri. 31 May.
	6 GUHAGAR	Guhagar	Guhagar	Thurs. 6 June.
	7 KHED	Khed	Khed	Wed. 12 June.
	8 DAPOLI	Dapoli	Dapoli	Tues. 18 June.

(G.O.P.) MO-A Na 31—60a

PROGRAMME OF THE SURVEY IN THE DISTRICTS—*contd.*

1	2	3	4	5
M.21 RATNAGIRI—*contd.*	(*b*) 1 RATNAGIRI ... Ratnagiri	... Ratnagiri	... Tues.	7 May
	2 RAJAPUR ... Rajapur	... Rajapur	... Mon.	13 May
	3 SAWANTWADI ... Sawantwadi	... Sawantwadi	... Mon.	20 May
	4 KUDAL ... Kudal	... Kudal	... Sat.	25 May
	5 KANKAVLI ... Kankavli	... Kankavli	... Fri.	31 May
	6 DEOGAD ... Deogad	... Deogad	... Thurs.	6 June
	7 MALWAN ... Malwan	... Malwan	... Wed.	12 June
	8 VENGURLA ... Vengurla	... Vengurla	... Tues.	18 June
M.22 SHOLAPUR ...	1 N. SHOLAPUR N. Sholapur	... Sholapur	... Tues.	7 May
	2 S. SHOLAPUR ... S. Sholapur	... Sholapur	... Mon.	13 May
	3 AKKALKOT ... Akkalkot	... Akkalkot	... Mon.	20 May
	4 MOHOL ... Mohol	... Mohol	... Sat.	25 May
	5 MADHA ... Madha	... Madha	... Fri.	31 May
	6 BARSI ... Barsi	... Barsi	... Thurs.	6 June
	7 KARMALA ... Karmala	... Karmala	... Wed.	12 June
	8 MALSHIRAS ... Malshiras	... Malshiras	... Tues.	18 June
	9 SANGOLA ... Sangola	... Sangola	... Mon.	24 June
	10 PANDHARPUR... Pandharpur	... Pandharpur	... Mon.	1 July
	11 MANGALWEDHE. Mangalwedhe	... Mangalwedhe	... Mon.	8 July
M.23 S. SATARA ...	1 MIRAJ ... Miraj	... Miraj	... Tues.	7 May
	2 JATH Jath	... Jath	... Mon.	13 May
	3 KHANAPUR ... Khanapur	... Khanapur	... Mon.	20 May
	4 TASGAON ... Tasgaon	... Tasgaon	... Sat.	25 May
	5 SHIRALA ... Shirala	... Shirala	... Fri.	31 May
	6 WALWA ... Walwa	... Walwa	... Thurs.	6 June
M.24 THANA ...	(*a*) 1 UMARGAON ... Umargaon	... Umargaon	... Tues.	7 May
	2 JAWHAR ... Jawhar	... Jawhar	... Mon.	13 May
	3 MOKHADA ... Mokhada	... Mokhada	... Mon.	20 May
	4 WADA ... Wada	... Wada	... Sat.	25 May
	5 DAHANU ... Dahanu	... Dahanu	... Fri.	31 May
	6 PALGHAR ... Palghar	... Palghar	... Thurs.	6 June
	(*b*) 1 THANA ... Thana	... Thana	... Tues.	7 May
	2 KALYAN ... Kalyan	... Kalyan	... Mon.	13 May
	3 BASSEIN ... Bassein	... Bassein	... Mon.	20 May
	4 BHIVANDI ... Bhivandi	... Bhivandi	... Sat.	25 May
	5 MURBAD ... Murbad	... Murbad	... Fri.	31 May
	6 SHAHPUR ... Shahpur	... Shahpur	... Thurs.	6 June
M.25 WARDHA ...	1 WARDHA ... 1 Deoli	... Wardha	... Tues.	7 May
	2 Pulgaon	... Wardha	... Wed.	8 May
	3 Selu	... Wardha	... Thurs.	9 May
	4 Sindi	... Wardha	... Fri.	10 May
	5 Wardha	... Wardha	... Sat.	11 May
	2 ARVI ... 1 Ashti	... Arvi	... Mon.	20 May
	2 Arvi	... Arvi	... Tues.	21 May
	3 Karanja	... Arvi	... Wed.	22 May
	4 Kharangana	... Arvi	... Thurs.	23 May
	5 Rohna	... Arvi	... Fri.	24 May
	3 HINGANGHAT ... 1 Alipur	... Hinganghat	... Mon.	3 June
	2 Hinganghat	... Hinganghat	... Tues.	4 June
	3 Girad	... Hinganghat	... Wed.	5 June
	4 Samudrapur	... Hinganghat	... Thurs.	6 June
	5 Wadner	... Hinganghat	... Fri.	7 June

PROGRAMME OF THE SURVEY IN THE DISTRICTS—*contd.*

1	2	3	4	5
M.26 W. KHANDESH ...	1 DHULIA	... Dhulia	... Dhulia	... Tues. 7 May
	2 SHIRPUR	... Shirpur	... Shirpur	... Mon. 13 May
	3 SINDKHEDA	... Sindkheda	... Sindkheda	... Mon. 20 May
	4 AKRANI	... Akrani	... Akrani	... Sat. 25 May
	5 SHAHADA	... Shahada	... Shahada	... Fri. 31 May
	6 TALODA	... Taloda	... Taloda	... Thurs. 6 June
	7 AKKALKUWA	... Akkalkuwa	... Akkalkuwa	... Wed. 12 June
	8 NANDURBAR	... Nandurbar	... Nandurbar	... Tues. 18 June
	9 NAWAPUR	... Nawapur	... Nawapur	... Mon. 24 June.
	10 SAKRI	... Sakri	... Sakri	... Mon. 1 July
M. 27 YEOTMAL ...	1 YEOTMAL	... 1 Babulgaon	... Yeotmal	... Tues. 7 May
		2 Hiwari	... Yeotmal	... Wed. 8 May
		3 Kalamb	... Yeotmal	... Thurs. 9 May
		4 Sawar	... Yeotmal	... Fri. 10 May
		5 Yelabra	... Yeotmal	... Sat. 11 May
		6 Yeotmal	... Yeotmal	... Mon. 13 May
	2 DARWA	.. 1 Arni	... Darwa	... Sat. 18 May
		2 Darwa	... Darwa	... Mon. 20 May
		3 Digras	... Darwa	... Tues. 21 May
		4 Ladkhed	... Darwa	... Wed. 22 May
		5 Lohi	... Darwa	... Thurs. 23 May
		6 Mahagaon Kasba.	Darwa	... Fri. 24 May
		7 Ner	... Darwa	... Sat. 25 May
	3 KELAPUR	.. 1 Ghatangi	... Kelapur	... Thurs. 30 May
		2 Pandhar Kawada.	Kelapur	... Fri. 31 May
		3 Parwa	... Kelapur	... Sat. 1 June
		4 Ralegaon	... Kelapur	... Mon. 3 June
		5 Sawali	... Kelapur	... Tues. 4 June
		6 Wadki	... Kelapur	... Wed. 5 June
	4 PUSAD	.. 1 Bhojla	... Pusad	... Mon. 10 June
		2 Dhanki	... Pusad	... Tues. 11 June
		3 Jawala	... Pusad	... Wed. 12 June
		4 Mahagaon	... Pusad	... Thurs. 13 June
		5 Pusad	... Pusad	... Fri. 14 June
		6 Umarkhed	... Pusad	... Sat. 15 June
	5 WANI	.. 1 Mardi	... Wani	... Fri. 21 June
		2 Nawargaon	... Wani	... Sat. 22 June
		3 Patan	... Wani	... Mon. 24 June
		4 Shirpur	... Wani	... Tues. 25 June
		5 Wani	... Wani	... Wed. 26 June

MARATHI DISTRICTS : SURVEY CLOSES ON

GB. 1 GREATER BOMBAY	.. 31 May	M. 15 NANDED	.. 15 July
M. 2 AHMEDNAGAR	.. 15 June	M. 16 NASIK	.. 31 May
M. 3 AKOLA	.. 30 June	M. 17 N. SATARA	.. 15 July
M. 4 AMRAVATI	.. 30 June	M. 18 OSMANABAD	.. 15 July
M. 5 AURANGABAD	.. 15 July	M. 19 PARBHANI	.. 30 June
M. 6 BHANDARA	.. 31 May	M. 20 POONA	.. 15 June
M. 7 BHIR	.. 15 June	M. 21 RATNAGIRI	.. 30 June
M. 8 BULDANA	.. 30 June	M. 22 SHOLAPUR	.. 15 July
M. 9 CHANDA	.. 30 June	M. 23 S. SATARA	.. 15 June
M. 10 DANGS	.. 31 May	M. 24 THANA	.. 15 June
M. 11 E. KHANDESH	.. 15 June	M. 25 WARDHA	.. 15 June
M. 12 KOLABA	.. 15 June	M. 26 W. KHANDESH	.. 15 July
M. 13 KOLHAPUR	.. 15 July	M. 27 YEOTMAL	.. 30 June
M. 14 NAGPUR	.. 30 June		

PROGRAMME OF THE SURVEY IN THE DISTRICTS—*contd.*

1	2	3	4	5	6
		GUJARATI LANGUAGE DISTRICTS			
G. 28 AHMEDABAD	1 AHMEDABAD City.	Ahmedabad City	Ahmedabad	Wed.	22 May
	2 DESKROI	Deskroi	Ahmedabad	Tues.	28 May
	3 SANAND	Sanand	Sanand	Mon.	3 June
	4 DEHGAUM	Dehgaum	Dehgaum	Mon.	10 June
	5 DHANDHUKA	Dhandhuka	Dhandhuka	Sat.	15 June
	6 DHOLKA	Dholka	Dholka	Fri.	21 June
	7 VIRAMGAM	Viramgam	Viramgam	Thurs.	27 June
G. 29 AMRELI	1 AMRELI	Amreli	Amreli	Wed.	22 May
	2 DHARI	Dhari	Dhari	Tues.	28 May
	3 KHAMBHA	Khambha	Khambha	Mon.	3 June
	4 KODINAR	Kodinar	Kodinar	Mon.	10 June
	5 GOGHA	Gogha	Gogha	Sat.	15 June
	6 DAMNAGAR	Damnagar	Damnagar	Fri.	21 June
	7 OKHAMANDAL	Okhamandal	Dwarka	Thurs.	27 June
G. 30 BANASKANTHA	1 PALANPUR	Palanpur	Palanpur	Wed.	22 May
	2 DANTA	Danta	Danta	Tues.	28 May
	3 VADGAON	Vadgaon	Vadgaon	Mon.	3 June
	4 DEESA	Deesa	Deesa	Mon.	10 June
	5 DHANERA	Dhanera	Dhanera	Sat.	15 June
	6 DEODAR	Deodar	Deodar	Fri.	21 June
	7 KANKREJ	Kankrej	Sihori	Thurs.	27 June
	8 THARAD	Tharad	Tharad	Wed.	3 July
	9 WAV	Wav	Wav	Tues.	9 July
G. 31 BARODA	1 BARODA	Baroda	Baroda	Wed.	22 May
	2 PADRA	Padra	Padra	Tues.	28 May
	3 KARJAN	Karjan	Karjan	Mon.	3 June
	4 SINOR	Sinor	Sinor	Mon.	10 June
	5 DABHOI	Dabhoi	Dabhoi	Sat.	15 June
	6 SANKHEDA	Sankheda	Sankheda	Fri.	21 June
	7 NASWADI	Naswadi	Naswadi	Thurs.	27 June
	8 JAMBUGAUM	Jambugaum	Jambugaum	Wed.	3 July
	9 CHHOTA UDEPUR	Chhota Udepur	Chhota Udepur	Tues.	9 July
	10 VAGHODIA	Vaghodia	Vaghodia	Mon.	15 July
	11 SAVLI	Savli	Savli	Mon.	22 July
G. 32 BROACH	1 BROACH	Broach	Broach	Wed.	22 May
	2 JAMBUSAR	Jambusar	Jambusar	Tues.	28 May
	3 SAGBARA	Sagbara	Sagbara	Mon.	3 June
	4 DEDIAPADA	Dediapada	Dediapada	Mon.	10 June
	5 NANDOD	Nandod	Nandod	Sat.	15 June
	6 VALIA	Valia	Valia	Fri.	21 June
	7 JHAGADIA	Jhagadia	Jhagadia	Thurs.	27 June
	8 VAGRA	Vagra	Vagra	Wed.	3 July
	9 HANSOT	Hansot	Hansot	Tues.	9 July
	10 AMOD	Amod	Amod	Mon.	15 July
	11 ANKLESHWAR	Ankleshwar	Ankleshwar	Mon.	22 July
G. 33 GOHILWAD	(*a*) 1 BHAVNAGAR	Bhavnagar	Bhavnagar	Wed.	22 May
	2 SIHOR	Sihor	Sihor	Tues.	28 May
	3 LATHI	Lathi	Lathi	Mon.	3 June
	4 UMRALA	Umrala	Umrala	Mon.	10 June
	5 VALLABHIPUR	Vallabhipur	Vallabhipur	Sat.	15 June
	6 GADHDA	Gadhda	Gadhda	Fri.	21 June
	7 BOTAD	Botad	Botad	Thurs.	27 June

PROGRAMME OF THE SURVEY IN THE DISTRICTS—*contd.*

1	2	3	4	5	
G. 33 GOHILWAD—*contd.*	(*b*) 1 TALAJA	.. Talaja	.. Talaja	.. Wed.	22 May
	2 MAHUWA	.. Mahuwa	.. Mahuwa	.. Tues.	28 May
	3 RAJULA	.. Rajula	.. Rajula	.. Mon.	3 June
	4 JAFRABAD	.. Jafrabad	.. Jafrabad	.. Mon.	10 June
	5 KUNDLA	.. Kundla	.. Kundla	.. Sat.	15 June
	6 LILIA	.. Lil'a	.. Lil'a	.. Fri.	21 June
	7 PALITANA	.. Palitana	.. Palitana	.. Thurs.	27 June
G. 34 HALAR	1 JAMNAGAR	.. Jamnagar	.. Jamnagar	.. Wed.	22 May
	2 KHAMBHALIA	.. Khambhalia	.. Khambhalia	.. Tues.	28 May
	3 KALYANPUR	.. Kalyanpur	.. Raval	.. Mon.	3 June
	4 KALAWAD	.. Kalawad	.. Kalawad	.. Mon.	10 June
	5 JODIA	.. Jodia	.. Jodia	.. Sat.	15 June
	6 BHANWAD	.. Bhanwad	.. Bhanwad	.. Fri.	21 June
	7 LALPUR	.. Lalpur	.. Lalpur	.. Thurs.	27 June
	8 DHROL	.. Dhrol	.. Dhrol	.. Wed.	3 July
	9 JAM-JODHPUR	.. Jam-Jodhpur	.. Jam-Jodhpur	.. Tues.	9 July
G. 35 KAIRA	.. 1 NADIAD	.. Nadiad	.. Nadiad	.. Wed.	22 May
	2 ANAND	.. Anand	.. Anand	.. Tues.	28 May
	3 PETLAD	.. Petlad	.. Petlad	.. Mon.	3 June
	4 BORSAD	.. Borsad	.. Borsad	.. Mon.	10 June
	5 CAMBAY	.. Cambay	.. Cambay	.. Sat.	15 June
	6 MATAR	.. Matar	.. Matar	.. Fri.	21 June
	7 MEHMEDABAD	Mehmedabad	.. Mehmedabad	.. Thurs.	27 June
	8 THASRA	.. Thasra	.. Thasra	.. Wed.	3 July
	9 BALASINOR	.. Balasinor	.. Balasinor	.. Tues.	9 July
	10 KAPADVANJ	.. Kapadvanj	.. Kapadvanj	.. Mon.	15 July
G. 36 KUTCH	.. (*a*) 1 BHUJ	.. Bhuj	.. Bhuj	.. Wed.	22 May
	2 BANNI	.. Banni	.. Bhirandiala	.. Tues.	28 May
	3 ANJAR	.. Anjar	.. Anjar	.. Mon.	3 June
	4 BACHAU	.. Bachau	.. Bachau	.. Mon.	10 June
	5 ADHOI	.. Adhoi	.. Adhoi	.. Sat.	15 June
	6 RAPAR	.. Rapar	.. Rapar	.. Fri.	21 June
	7 KHADIR	.. Khadir	.. Khadir	.. Thurs.	27 June
	(*b*) 1 BHUJ	.. Bhuj	.. Bhuj	.. Wed.	22 May
	2 KHAVDA	.. Khavda	.. Khavda	.. Tues.	28 May
	3 MANDRI	Mandri	.. Mandri	.. Mon.	3 June
	4 MUNDRA	Mundra	.. Mundra	.. Mon.	10 June
	5 NAKHTRANA	.. Nakhtrana	.. Nakhtrana	.. Sat.	15 June
	6 ABDASA	.. Abdasa	.. Nalia	.. Fri.	21 June
	7 LAKHPAT	.. Lakhpat	.. Lakhpat	.. Thurs.	27 June
G. 37 MADHYA SAURASHTRA.	(*a*) 1 RAJKOT	.. Rajkot	.. Rajkot	.. Wed.	22 May
	2 LODHIKA	.. Lodhika	.. Lodhika	.. Tues.	28 May
	3 KOTDA SANGANI	Kotda-Sangani	.. Kotda-Sangani	.. Mon.	3 June
	4 PADDHARI	.. Paddhari	.. Paddhari	.. Mon.	10 June
	5 WANKANER	.. Wankaner	.. Wankaner	.. Sat.	15 June
	6 MORVI	.. Morvi	.. Morvi	.. Fri.	21 June
	7 MALIA	.. Malia	.. Malia	.. Thurs.	27 June
	(*b*) 1 GONDAL	.. Gondal	.. Gondal	.. Wed.	22 May
	2 JETPUR	.. Jetpur	.. Jetpur	.. Tues.	28 May
	3 DHORAJI	.. Dhoraji	.. Dhoraji	.. Mon.	3 June
	4 KANDORNA	.. Kandorna	.. Kandorna	.. Mon.	10 June
	5 JASDAN	.. Jasdan	.. Jasdan	.. Sat.	15 June
	6 BABRA	.. Babra	.. Babra	.. Fri.	21 June
	7 KUNKAVAV	.. Kunkavav	.. Kunkavav	.. Thurs.	27 June

PROGRAMME OF THE SURVEY IN THE DISTRICTS—*contd.*

1	2	3	4	5
G. 38 MEHSANA	..(*a*) 1 MEHSANA	.. Mehsana	.. Mehsana	.. Wed. 22 May
	2 SIDHPUR	.. Sidhpur	.. Sidhpur	.. Tues. 28 May
	3 KHERALU	.. Kheralu	.. Kheralu	.. Mon. 3 June
	4 VISNAGAR	.. Visnagar	.. Visnagar	.. Mon. 10 June
	5 VIJAPUR	.. Vijapur	.. Vijapur	.. Sat. 15 June
	6 KALOL	.. Kalol	.. Kalol	.. Fri. 21 June
	7 KADI	.. Kadi	.. Kadi	.. Thurs. 27 June
	(*b*) 1 MEHSANA	.. Mehsana	.. Mehsana	.. Wed. 22 May
	2 PATAN	.. Patan	.. Patan	.. Tues. 28 May
	3 CHANASMA	.. Chanasma	.. Chanasma	.. Mon. 3 June
	4 HARIJ	.. Harij	.. Harij	.. Mon. 10 June
	5 SAMI	.. Sami	.. Sami	.. Sat. 15 June
	6 RADHANPUR	.. Radhanpur	.. Radhanpur	.. Fri 21 June
	7 SANTHALPUR	.. Santhalpur	.. Santhalpur	.. Thurs. 27 June
G. 39 PANCH MAHALS.	1 GODHRA	.. Godhra	.. Godhra	.. Wed. 22 May
	2 KALOL	.. Kalol	.. Kalol	.. Tues. 28 May
	3 HALOL	.. Halol	.. Halol	.. Mon. 3 June
	4 JAMBUGHODA.	Jambughoda	.. Jambughoda	.. Mon. 10 June
	5 DEVGAD-BARIA	Devgad-Baria	.. Devgad Baria	.. Sat. 15 June
	6 LIMKHEDA	.. Limkheda	.. Limkheda	.. Fri. 21 June
	7 LUNAVADA	.. Lunavada	.. Lunavada	.. Thurs. 27 June
	8 SANTRAMPUR.	Santrampur	.. Santrampur	.. Wed. 3 July
	9 DOHAD	.. Dohad	.. Dohad	.. Tues. 9 July
	10 JHALOD	.. Jhalod	.. Jhalod	.. Mon. 15 July
	11 SHAHERA	.. Shahera	.. Shahera	.. Mon. 22 July
G. 40 SABARKANTHA	.. 1 HIMATNAGAR	Himatnagar	.. Himatnagar	.. Wed. 22 May
	2 BHILODA	.. Bhiloda	.. Bhiloda	.. Tues. 28 May
	3 IDAR	.. Idar	.. Idar	.. Mon. 3 June
	4 KHEDBRAHMA	Khedbrahma	.. Khedbrahma	.. Mon. 10 June
	5 VIJAYNAGAR	.. Vijaynagar	.. Vijaynagar	.. Sat. 15 June
	6 MALPUR	.. Malpur	.. Malpur	.. Fri. 21 June
	7 MEGHRAJ	.. Meghraj	.. Meghraj	.. Thurs. 27 June
	8 MODASA	.. Modasa	.. Modasa	.. Wed. 3 July
	9 BAYAD	.. Bayad	.. Bayad	.. Tues. 9 July
	10 PRANTIJ	.. Prantij	.. Prantij	.. Mon. 15 July
G. 41 SORATH	.. (*a*) 1 JUNAGADH	.. Junagadh	.. Junagadh	.. Wed. 22 May
	2 BHESAN	.. Bhesan	.. Bhesan	.. Tues. 28 May
	3 VISAVADAR	.. Visavadar	.. Visavadar	.. Mon. 3 June
	4 TALALA	.. Talala	.. Talala	.. Mon. 10 June
	5 UNA	.. Una	.. Una	.. Sat. 15 June
	6 PATAN	.. Patan	.. Veraval	.. Fri. 21 June
	7 MALIA	.. Malia	.. Malia	.. Thurs. 27 June
	8 MENDARDA	.. Mendarda	.. Mendarda	.. Wed. 3 July
	(*b*) 1 JUNAGADH	.. Junagadh	.. Junagadh	.. Wed. 22 May
	2 KESHOD	.. Keshod	.. Keshod	.. Tues. 28 May
	3 MANGROL	.. Mangrol	.. Mangrol	.. Mon. 3 June
	4 VANTHALI	.. Vanthali	.. Vanthali	.. Mon. 10 June
	5 MANAVADAR	.. Manavadar	.. Manavadar	.. Sat. 15 June
	6 KUTIYANA	.. Kutiyana	.. Kutiyana	.. Fri. 21 June
	7 RANAVAV	.. Ranavav	.. Ranavav	.. Thurs. 27 June
	8 PORBANDER	.. Porbander	.. Porbander	.. Wed. 3 July
G. 42 SURAT	.. 1 CHORASI	.. Chorasi	.. Surat	.. Sat. 4 May
	2 to 18 Talukas	.. All Other Talukas	.. Taluka Head Quarters	Fri. 10 May

PROGRAMME OF THE SURVEY IN THE DISTRICTS—*concld.*

1	2	3	4	5	
G. 43 ZALWAD ..	1 WADHWAN	.. Wadhwan	.. Wadhwan	.. Wed.	22 May
	2 LAKHTAR	.. Lakhtar	.. Lakhtar	.. Tues.	28 May
	3 DASDA	.. Dasda	.. Dasda	.. Mon.	3 June
	4 LIMBDI	.. Limbdi	.. Limbdi	.. Mon.	10 June
	5 MULI	.. Muli	.. Muli	.. Sat.	15 June
	6 SAYLA	.. Sayla	.. Sayla	.. Fri.	21 June
	7 CHOTILA	.. Chotila	.. Chotila	.. Thurs.	27 June
	8 DHRANGHDRA	.. Dharangdhra	.. Dharangdhra	.. Wed.	3 July
	9 HALVAD	.. Halvad	.. Halvad	.. Tues.	9 July

GUJARATI DISTRICTS : SURVEY CLOSES ON

G. 28 AHMEDABAD	30 June	G. 36 KUTCH	30 June
G. 29 AMRELI	30 June	G. 37 MADHYA SAURASHTRA ..	30 June
G. 30 BANASKANTHA	15 July	G. 38 MEHSANA	30 June
G. 31 BARODA	31 July	G. 39 PANCH MAHALS	31 July
G. 32 BROACH	31 July	G. 40 SABARKANTHA	31 July
G. 33 GOHILWAD	30 June	G. 41 SORATH	15 July
G. 34 HALAR	15 July	G. 42. SURAT	15 May
G. 35 KAIRA	31 July	G. 43 ZALAWAD	15 July

EDUCATIONAL SURVEY UNIT,
DIRECTORATE OF EDUCATION,
CENTRAL OFFICES,
POONA 1.

12th Apil 1957

G. S. DHAR,
State Survey Officer.

I—M

मुंबई सरकार

मुंबई राज्याची शैक्षणिक पहाणी

शिक्षण संचालकालय
पुणें १

B23

खेड्यांतील अधिकाऱ्यांस विनंति.

प्रश्नांचीं उत्तरें देण्यापूर्वी खालील सूचना काळजीपूर्वक वाचाव्यात :—

स्वातंत्र्यप्राप्तीच्या उषःकालानंतर स्वतंत्र भारतांतील मुलाना शिक्षण देणें या प्राथमिक गरजेबाबत सर्वसामान्य जनता व सरकार जास्तींत जास्त जागृत होत आहे. योग्य त्या मोबदल्यांत नव्या शाळांपासून जास्तींत जास्त फायदा मिळावा अशीच शाळांची विचारपूर्वक मांडणी करावयास हवी. सध्यां आपलें सरकार सर्व देशाची शैक्षणिक पहाणी करीत आहे ; त्यामुळें योग्य ती शैक्षणिक संधि लोकांना देतां येईल ; आणि ज्यांना फायदा मिळत नाहीं त्यांना फायदा घेणें सोपें होईल ; आणि भावी शैक्षणिक विकासाची योजना आंखता येईल.

आपण अधिकारी या नात्यानें देशाचे जबाबदार नागरिक आहांत. म्हणून तुम्ही आपल्या खेड्यांतील योग्य, तंतोतंत व बरोबर माहिती द्याल म्हणून तुमच्याकडे ही प्रश्नपत्रिका देत आहोंत. ही प्रश्नपत्रिका काळजीपूर्वक वाचून योग्य व बरोबर उत्तरें शोधून ती भरावी म्हणून ही पत्रिका अगोदरच पाठवीत आहोंत. बरोबर उत्तरें दिल्यास तुमची सरकारला व तुमच्या गांवाला मोठीच मदत होईल.

तालुक्याच्या मुख्य ठिकाणीं जेव्हां खेड्यांतील सर्व अधिकाऱ्यांना बैठकीसाठीं बोलविलें जाईल तेव्हां ही प्रश्नपत्रिका बरोबर आणावी.

बैठकीचें ठिकाण..... (तालुक्याचें मुख्य ठिकाण).

बैठकीचा दिवस..... (दिवस व तारीख).

बैठकीची वेळ .....

कृपाकरून बैठकीस अवश्य हजर रहावें.

बैठकीसाठीं येतांना महसूल नकाशा अवश्य आणणें.

....

मामलेदार. जिल्हाधिकारी.

तालुका..... जिल्हा .....

दिनांक..... दिनांक.....

मुंबई राज्य

FORM No. C/1-M

खेड्याविषयक माहिती पत्रिका.

(खेड्यांतील अधिकाऱ्यांसाठी.)

१. तालुक्याचें नांव..... २. जिल्ह्याचें नांव.....

खेडें क्र. [ ]

३. खेड्याचें नांव .....४. लोकसंख्या .....(१९५१ च्या खानेसुमारीनुसार)

(या ओळीवरील माहिती अगोदरच भरून पाठवावी.)

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५. या गांवाला दुसरें नांव आहे काय ? .....नवें किंवा जुनें ? .....कोणतें ?.....

६. सध्यांची लोकसंख्या—अंदाजें (१९५१ च्या खानेसुमारीपासून कांहीं प्रमाणांत कमी अगर जास्त झाली असल्यास).....

७. गांवापासून अलग असा एखादा हरिजन वाडा आहे काय ? .....असल्यास, तो मूळ गांवापासून किती दूर आहे (मैल) ? .....त्याची लोकसंख्या किती आहे ? .....

८. तुमच्या गांवाजवळ एखादें नवीन खेडें निर्माण झालें आहे काय ? .....असल्यास, किती दूर ? .....लोकसंख्या किती आहे ?.....

९. तुमच्या गांवालगत एखादें लहान खेडें (पाडा) आहे कां ? .....

असल्यास खालील माहिती द्या :—

अनुक्रमांक.	पाड्याचें नांव.	एकूण कुटुंबें.	लोकसंख्या.	मूळ गांवापासून अंतर.	एका गांवाहून दुसऱ्या गांवीं येतांजातांना असलेल्या मार्गस्थ अडचणी.
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१०. तुमच्या गांवांतील शाळांबद्दल खालील माहिती द्या (फक्त 'होय' किंवा 'नाहीं' लिहा) :—

प्राथमिक—वर्ग १ ते ४..... मुलांच्या ? ..... मुलींच्या ? ..... मुलामुलींच्या ?.....

माध्यमिक—वर्ग ५ ते ७..... मुलांच्या ? ..... मुलींच्या ? ..... मुलामुलींच्या ?.....

दुय्यम—वर्ग ८ ते ११..... मुलांच्या ?..... मुलींच्या ? ..... मुलामुलींच्या ?.....

११. तुमच्या गांवालगतच्या लहान खेड्यांत (पाड्यांत) एकादी शाळा आहे का ? .....असल्यास कोणत्या पाड्यांत ?.....

१२. तुमच्या गांवांत शाळा नसल्यास तुमच्या गांवांतील मुलें कुठल्या गांवच्या शाळेंत जातात ? खालील तपशील भरा :—

अनुक्रमांक.	शाळा असलेलें गांव किंवा पाडा.	गांवापासून किती दूर.	शाळेचा प्रकार ('प्रा.', 'मा.' किंवा 'दु.').	तुमच्या गांवांतून दुसऱ्या गांवीं शाळेंत जाणाऱ्या मुला-मुलींची संख्या.	
				मुलगे.	मुली.
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१३. तुमच्या गांवाच्या सभोंवताली असलेल्या गांवांचा अगर पाड्यांचा तपशील द्या :—

अनुक्रमांक.	गांवाचें अगर पाड्याचें नांव.	तुमच्या गांवाच्या कोणत्या दिशेस.	तुमच्या गांवापासून किती दूर ? (मैल)	मार्गांत असलेले अडथळे.	तेथें एकंदर किती शाळा आहेत.		
					प्राथमिक.	माध्यमिक.	दुय्यम.
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४							
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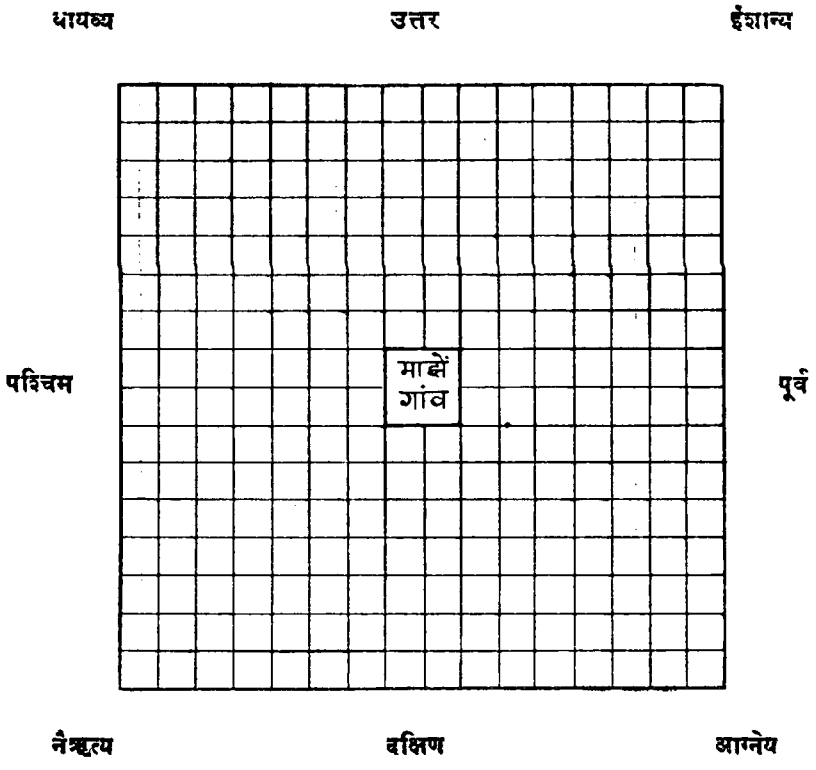
१४. खालील आकृतींत मध्यावर असलेला चौकोन हें तुमचें गांव आहे असें समजा. प्रत्येक चौकोन प्रत्येक दिशेकडे १ फर्लांग अंतर दाखवितो. तुमच्या गांवाच्या सभोंवतालच्या खेडचांचीं व पाडचांचीं ठिकाणें, योग्य त्या चौकोनांत फुली (×) मारून, त्या त्या गांवाचें व पाडचाचें नांव लिहून दाखवावें. या गांवांत शाळा असतील तर त्या त्या खेडचाच्या नांवाजवळ 'प्रा.', 'मा.', किंवा 'दु'. हीं अक्षरें शाळेचा प्रकार कळण्याकरितां लिहावींत.



दिनांक.....

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खेडें अधिकाऱ्याची सही.
(तलाठी)

2—M

मुंबई सरकार

मुंबई राज्याची शैक्षणिक पहाणी

शिक्षण संचालकालय
पुणें १

B29

(G.O.P.) MO-A No 31—61

B30

खेड्यांतील शिक्षकांस विनंति.

प्रश्नांचीं उत्तरें देण्यापूर्वी खालील सूचना काळजीपूर्वक वाचाव्यात :—

स्वातंत्र्यप्राप्तीच्या उषःकालानंतर, या स्वतंत्र भारतांतील मुलांना शिक्षण देणें या प्राथमिक गरजेबाबत सर्वसामान्य जनता व सरकार जास्तींत जास्त जागृत होत आहे. योग्य त्या मोबदल्यांत नव्या शाळांपासून जास्तींत जास्त फायदा मिळावा अशीच शाळांची विचारपूर्वक मांडणी करावयास हवी. सध्यां आपलें सरकार सर्व देशाची शैक्षणिक पहाणी करीत आहे. त्यामुळें योग्य तो शैक्षणिक संधि लोकांना देतां येईल आणि ज्यांना फायदा मिळत नाहीं, त्यांना फायदा देणें सोपें होईल, आणि भावी शैक्षणिक विकासाची योजना आंखतां येईल.

आपण शिक्षक या नात्यानें देशाचे एक जबाबदार नागरिक आहांत. म्हणून सदरहू खेड्यांतील आपण योग्य, तंतोतंत व बरोबर माहिती द्याल म्हणून तुमच्याकडे ही प्रश्नपत्रिका देत आहोंत. ही प्रश्नपत्रिका काळजीपूर्वक वाचून योग्य व बरोबर उत्तरें शोधून तीं भरावी म्हणून ही पत्रिका अगोदरच पाठवीत आहोंत. बरोबर उत्तरें दिलींत तर तुमची सरकारला व तुमच्या गांवाला मोठीच मदत होईल.

जर ही प्रश्नपत्रिका तुमच्या गांवाशीं संबंधित असेल तर तुम्हांला उत्तरें देणें अगदीं सोपें जाईल.

जर ही प्रश्नपत्रिका तुमच्या गांवाशीं संबंधित नसून ज्या गांवांत शाळा आहे अशा शेजारच्या गांवांशीं संबंधित असेल तर कृपा करून त्या गांवांत जाऊन प्रश्नांचीं उत्तरें लिहिण्यास मदत होईल अशी सर्व माहिती काढून आणावी.

तालुक्याच्या मुख्य ठिकाणीं जेव्हां सर्व खेड्यांतील शिक्षकांना बैठकीसाठीं बोलाविलें जाईल, तेव्हां ही प्रश्नपत्रिका बरोबर आणावी.

बैठकीचें ठिकाण..... (तालुक्याचें मुख्य ठिकाण).

बैठकीचा दिवस..... (दिवस व तारीख).

बैठकीची वेळ.....

कृपा करून बैठकीस अवश्य हजर रहावें.

धन्यवाद !

..... शासनाधिकारी,

तालुका .....

दिनांक .....

..... जिल्हा शिक्षणाधिकारी,

जिल्हा .....

दिनांक .....

मुंबई राज्य

FORM No. C/2-M

जर एकाद्या खेडयांत शाळा नसली, तर ही पत्रिका जवळच असलेल्या खेडयांतील शिक्षकाकडे देणें.

खेड्याविषयक माहिती पत्रिका.

(खेडयांतील शिक्षकांसाठीं.)

१. जिल्हा..... २. तालुक्याचें नांव .....

खेडें क्रमांक

३. खेडयाचें नांव ..... ४. लोकसंख्या.....(१९५१ च्या खानेसुमारीनुसार.)

(या ओळीवरील माहिती अगोदरच भरून पाठवावी.)

५. या गांवालगत एकादें लहान खेडें (पाडा) आहे कां? .....

असल्यास, खालील माहिती द्या:—

अनुक्रमांक.	पाडयाचें नांव.	एकूण कुटुंबें.	तुमच्या गांवापासून अंतर.	मार्गस्थ अडचणी.
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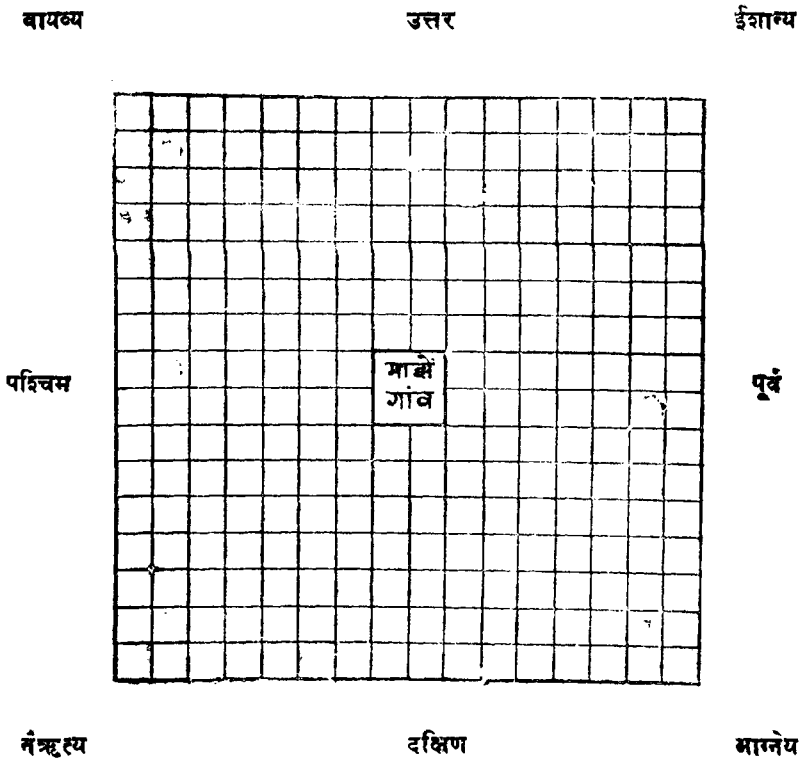
(G.G.P.) MO-A Na[31—61a

६. खालील आकृतींत मध्यावर असलेला चौकोन हें तुमचें गांव आहे असें समजा. प्रत्येक चौकोन प्रत्येक दिशेकडे १ फर्लांग अंतर दाखवितो. तुमच्या गांवाच्या सभोंवतालच्या खेडयांचीं व पाडयांचीं ठिकाणें, योग्य त्या चौकोनांत फुली (×) मारून, त्या त्या गांवाचें व पाडयाचें नांव लिहून दाखवावें. या गांवांत शाळा असतील तर त्या त्या खेडयांच्या नांवाजवळ 'प्रा.', 'मा.' किंवा 'वु.' हीं अक्षरें शाळेचा प्रकार कळण्याकरितां लिहावींत.



या गांवांत शाळा असेल तरच खालील प्रश्नांचीं उत्तरें द्यावींत.

७. तुमच्या गांवांत असलेल्या शाळेबद्दल खालील रकान्यांत आवश्यक ती माहिती भरा :—

अनुक्रमांक.	शाळेचें नांव अगर क्रमांक.	मुलांच्या कीं मुलींच्या शाळा.	व्यवस्था—बोडाची, खासगी वगैरे.	शिकविलें जाणारे वर्ग.	दिनांक ३१ मार्च १९५७ रोजीं पटावर असलेले विद्यार्थी.						शिक्षकांची संख्या.			शालागृह.		
					प्राथमिक अवस्था.			माध्यमिक अवस्था.								
					मुलगे.	मुली.	एकूण.	मुलगे.	मुली.	एकूण.	पुरुष.	स्त्रिया.	एकूण.	मालकीचें, भाडोती अथवा बिनभाड्याचें.	खोल्यांची संख्या.	एकूण व्यापलेलें क्षेत्र (चौरस फूट).
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८. तुमच्या गांवांतील शाळेंत शेजारच्या गांवांतील अगर पाड्यांतील मुलें येतात कां ?.....येत असल्यास खालील माहिती द्या :—

अनुक्रमांक.	गांवाचें अगर पाड्याचें नांव.	तुमच्या गांवापासून अंतर. (मैल).	त्या गांवांतून येणारीं मुलें.						शेरा. (कांहीं खास कारणें असल्यास त्यांच्याबद्दल अगर कांहीं मार्गस्थ अडचणी असल्यास त्याबद्दल).
			प्राथमिक शाळेंतील.			माध्यमिक शाळेंतील.			
			मुलगे.	मुली.	एकूण.	मुलगे.	मुली	एकूण.	
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९. ६ ते ११ वर्षेपर्यंत वयाचीं तुमच्या गांवांत असलेलीं एकूण मुलें (अंदाजें) .....
त्यांपैकीं किती शाळेंत येतात ? .....

१०. मुलांना शाळेंत दाखल करून घेण्यांत कोणत्या अडचणी आहेत ? .....

.....

त्यांना वेळेवर हजर ठेवण्यामध्यें अडचणी--.....

.....

या गांवांत शाळा नसेल तर खालील प्रश्नांचीं उत्तरें द्या.

११. ६ ते ११ वर्षेपर्यंत वयाचीं या गांवांत असलेलीं एकूण मुलें (अंदाजें) .....

१२. या गांवांतील किती मुलें शेजारच्या गांवांतील शाळेंत जातात ? ..... खालील माहिती द्या :-

अनुक्रमांक.	शेजारच्या गांवची शाळा.	शाळेपासून अंतर.	त्या शाळेंत जाणारीं मुलें.			
			प्राथमिक.		माध्यमिक.	
			मुलगे.	मुली.	मुलगे.	मुली.
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.....
शिक्षकाची सही.

दिनांक .....

नांव .....

I—G

મુંબઈ સરકાર

મુંબઇ રાજયની શૈક્ષણિક તપાસણી

શિક્ષણ સંચાલકાલય
પ્રના ૧

તલાટીને વિનંતિ.

આ સાથેના પાનાઓ ઉપર આપેલા પ્રશ્નોના જવાબ આપતાં પહેલાં નીચે આપેલી સૂચનાઓ કાળજીપૂર્વક વાંચવી જરૂરી છે.

સ્વતંત્રતાનું પ્રભાત થતાં આપણી પ્રજા અને આપણી સરકાર આપણાં રાષ્ટ્રનાં બધાં બાળકોને કેળવણી આપવાની પ્રાથમિક જરૂરીઆત વિશે વધારે ને વધારે જાગૃત બનતાં ગયાં છે. નિશાળોની વ્યવસ્થા એવી સંપૂર્ણ વિચારણા-પૂર્વક કરવાની છે કે જેથી દરેક નવી નિશાળમાંથી લોકો સૌથી વધારેમાં વધારે લાભ મેળવી શકે. આપણી સરકારે આખા દેશની કેળવણીની આજની પરિસ્થિતિની તપાસણી હાથ ધરી છે કે જેથી હાલમાં મળતી કેળવણી વિષયક સગવડોનો તાગ મેળવી શકાય. અને તે ઉપરથી કેળવણીના વિકાસનો ભાવિ કાર્યક્રમ ઘડી શકાય, કે જેને પરિણામે હાલમાં જેમને નિશાળની સગવડ નથી તેમને તેનો લાભ આપી શકાય.

તમે તમારા તાબાનાં ગામનાં એક જવાબદાર અમલદાર તરીકે તમારા ગામ વિશે ચોક્કસ અને સાચી વિગતો આપો એ માટે આ દ્વારા તમારો સંપર્ક સાધવામાં આવે છે. આ સાથેની પ્રશ્નાવલી તમને પહેલેથી મોકલી આપીએ છીએ કે જેથી તમે તેનો ચોક્કસાઈપૂર્વક અભ્યાસ કરી શકો, અને પ્રશ્નોના ચોક્કસ અને સાચા જવાબો મેળવીને આ સાથેની પ્રશ્નાવલીમાં લખી શકો. સાચા યોગ્ય જવાબો આપીને તમે સરકારને તો મદદ કરશો જ અને તેની સાથે સાથે તમારા તાબાના ગામને પણ મદદ કરી શકશો.

જ્યારે તાલુકાનાં મુખ્ય સ્થળે બધા તલાટીઓની સભા રાખવામાં આવે ત્યારે તમને હાજરી આપવા વિનંતિ કરવામાં આવે છે. તમે આવો ત્યારે આ સાથે મોકલેલી પ્રશ્નાવલી તમારી સાથે લેતા આવશો.

સભાસ્થળ.....(તાલુકાનું મુખ્ય મથક)

તારીખ.....વાર.....

સવારના.....સમયે સભા રાખવામાં આવી છે.

સભામાં જરૂરથી હાજરી આપી આભારી કરશો.

મુલાકાત વખતે તમારા ગામનો નકશો (ગામ તળનો નકશો) તમારી સાથે લેતા આવશો.

....

મામલતદાર. જિલ્લાધિકારી

તાલુકા..... જિલ્લો.....

તારીખ..... તારીખ.....

મુંબઈ રાજ્ય

FORM C/1-G

ગામડા વિશેનું માહિતીપત્રક.

(તલાટીઓ માટે)

ગામનો નંબર

૧. તાલુકો..... ૨. જિલ્લો.....

૩. ગામનું નામ..... ૪. વસ્તી..... (સને ૧૯૫૧ની વસ્તીગણત્રી પ્રમાણે)

(આ લીટી ઉપરની માહિતી પહેલેથી જ ભરવાની છે.)

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૫. આ ગામ બીજું કોઈ નામ ધરાવે છે?.....નવું કે જૂનું?.....કયું?.....

૬. અત્યારની અંદાજે વસ્તી (સને ૧૯૫૧ની વસ્તીગણત્રી પછી એમાં ખાસ વધારો અગર ઘટાડો થયો તેની સાથે).....

૭. તમારા ગામનો હરિજનવાસ જુદો છે કે?.....જો હોય તો તે તમારા ગામથી કેટલે દૂર છે? (માઈલમાં અંતર)..... તેની વસ્તી કેટલી છે?.....

૮. તમારા ગામની બાજામાં કોઈ નવું ગામડું વસેલું છે કે?..... જો હોય તો તે કેટલું દૂર છે?..... તેની વસ્તી કેટલી છે?.....

૯. તમારા ગામ પાસે બીજું કોઈ ખેડું (ફળિયાં) છે?..... જો હોય તો તે વિશે નીચે આપેલાં ખાનાઓમાં માહિતી પૂરો:—

ક્રમ.	ખેડુંનું (ફળિયાનું) નામ.	કુટુંબોની સંખ્યા.	વસ્ત .	મુખ્ય ગામથી તેનું અંતર.	તેના માર્ગમાં આવતા અવરોધો.
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(પાછળ આપેલી સૂચનાઓ પ્રથમ વાંચવી.)

૧૦. તમારા ગામની નિશાળો વિશે નીચે માગ્યા મુજબની વિગતો આપો. ('હા' અથવા 'ના' માં જણાવો.)

પ્રાથમિક કેળવણી—ધોરણ ૧ થી ૪.....છોકરાઓની?.....છોકરીઓની?.....મિશ્ર?.....

માધ્યમિક કેળવણી—ધોરણ ૫ થી ૭.....છોકરાઓની?.....છોકરીઓની?.....મિશ્ર?.....

ઉચ્ચ કેળવણી—ધોરણ ૮ થી ૧૧.....છોકરાઓની?.....છોકરીઓની?.....મિશ્ર?.....

૧૧. આ ગામનાં કોઈપણ ખેડુંમાં નિશાળ છે કે?..... જો હોય તો તે કયા ખેડુંમાં?.....

૧૨. જો તમારા ગામમાં નિશાળ ન હોય તો તમારાં ગામનાં બાળકો કઈ નિશાળમાં ભણવા જાય છે? નીચેનાં ખાનાંઓમાં જરૂરી વિગતો ભરો:—

ક્રમ.	જ્યાં નિશાળ છે તે ગામનું અગર ખેડુંનું નામ.	આ ગામથી કેટલે દૂર?	નિશાળનો પ્રકાર (પ્રા., મા., ઉ.)	તમારા ગામમાંથી બીજા ગામની નિશાળમાં ભણવા જતાં બાળકોની સંખ્યા.	
				છોકરાઓ.	છોકરીઓ.
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૧૩. તમારી પડોશનાં બધાં ગામડાઓની અથવા ખેડું સંબંધી માહિતી આપો:—

ક્રમ.	ગામનું અથવા ખેડુંનું નામ.	તમારા ગામની કઈ દિશામાં.	તમારા ગામથી અંતર (માઈલમાં).	માર્ગમાં આવતા અવરોધો.	એકંદરે કેટલી શાળાઓ છે		
					પ્રાથમિક	માધ્યમિક	ઉચ્ચ.
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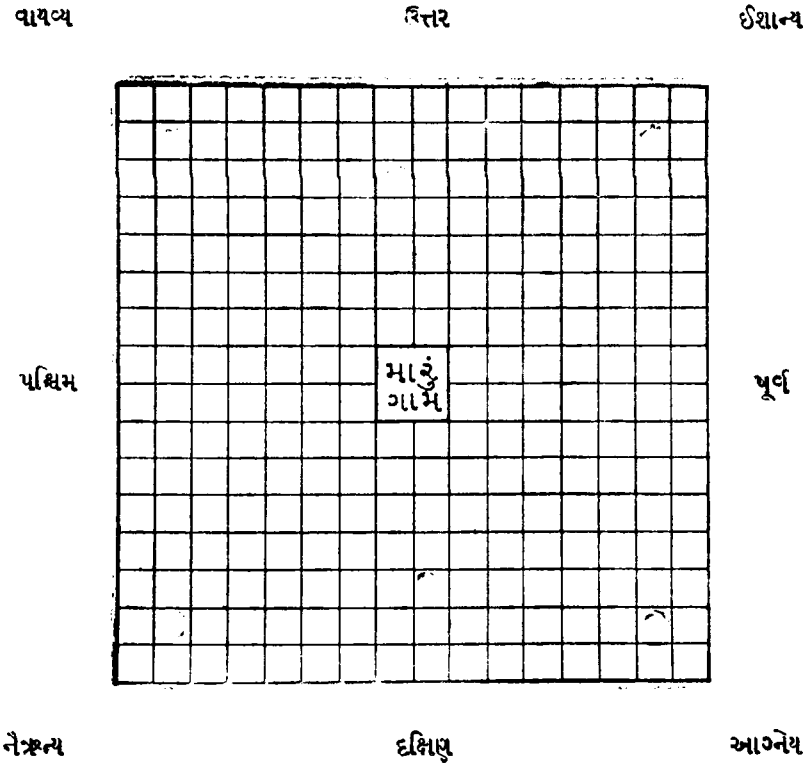
૧૪. ધારો કે નીચે આપેલી આકૃતિમાં બરાબર વચમાંનો ચોરસ તમારું ગામ બતાવે છે. બીજા દરેક ચોરસ એક (૧) ફર્લાંગનું અંતર દરેક દિશામાં બતાવે છે. તમારા ગામની આજુબાજુના ગામડાંને માટે આકૃતિમાંના બરાબર યોગ્ય ચોરસમાં ચોકડી (×) મૂકો, તેમનું સ્થાન બતાવો અને તે દરેક ચોકડીની પાસે તે તે ગામનું નામ લખો. જો આ પાડોશનાં ગામડાંઓમાં નિશાળો હોય તો તેમના પ્રકાર પ્રમાણે ગામોના નામની બાજુમાં 'પ્રા.', 'મા.', 'ઉ.' એ પ્રમાણે લખો.



તારીખ.....

તલાટીની સહી.....

2—G

મુંબઈ સરકાર

મુંબઇ રાજયની શૈક્ષણિક તપાસણી

શિક્ષણ સંચાલકાલય
પૂના ૧

B41

ગામડાની નિશાળના શિક્ષકોને વિનંતી.

[આ સાથેના પાના ઉપર આપેલા પ્રશ્નોના જવાબ આપતાં પહેલાં નીચે આપેલી સૂચનાઓ કાળજીપૂર્વક વાંચવી જરૂરી છે.]

સ્વતંત્રતાનું પ્રભાત થતાં આપણી પ્રજા અને આપણી સરકાર આપણાં રાષ્ટ્રનાં બધાં બાળકોને કેળવણી આપવાની પ્રાથમિક જરૂરીઆત વિશે વધારે ને વધારે જાગૃત બનતાં ગયાં છે. નિશાળોની વ્યવસ્થા એવી સંપૂર્ણ વિચારણાપૂર્વક કરવાની છે કે જેથી દરેક નવી નિશાળમાંથી લોકો સૌથી વધારેમાં વધારે લાભ મેળવી શકે. આપણી સરકારે આખા દેશની કેળવણીની આજની પરિસ્થિતિની તપાસણી હાથ ધરી છે કે જેથી હાલમાં મળતી કેળવણી વિષયક સગવડોનો તાગ મેળવી શકાય અને તે ઉપરથી કેળવણીના વિકાસનો ભાવિ કાર્યક્રમ ઘડી શકાય, કે જેને પરિણામે હાલમાં જેમને નિશાળની સગવડ નથી તેમને તેનો લાભ આપી શકાય.

તમે એક સજ્જન નાગરિક અને શાળાના શિક્ષક હોઈ તમે આ ગામને વિશે **ચોકકસ** અને **સાચી** વિગતો આપશો એમ જાણીને તમારો **સંપર્ક** સાધવામાં આવ્યો છે. અગાઉથી તમને આ પ્રશ્નાવલી મોકલી આપીએ છીએ કે જેથી તમે તેનો ચોકસાઈપૂર્વક અભ્યાસ કરી શકો અને પ્રશ્નોના **ચોકકસ** અને **સાચા** જવાબો શોધીને આ સાથેની પ્રશ્નાવલીમાં લખી શકો. સાચા અને યોગ્ય જવાબો આપીને તમે સરકારને અને તેનાં પરિણામરૂપે આ ગામને મદદ કરી શકશો.

જો આ પ્રશ્નાવલી આ ગામને લાગુ પડતી હોય તો તેમને તેના જવાબો આપવા સહેલ જણાશે.

જો આ પ્રશ્નાવલી તમારા ગામને લાગુ પડતી નહીં હોય, પણ પાડોશનાં ગામને લાગુ પડતી હોય અને જેમાં નિશાળ ન હોય તો તે ગામની મુલાકાત લેવા વિનંતી છે.

તાલુકાનાં મુખ્ય મથકે બધા શિક્ષકોની સભામાં હાજરી આપવા તમે પધારો ત્યારે આ પ્રશ્નાવલી સાથે લેતા આવશો.

સભા.....ગામે (તાલુકાનાં મુખ્ય મથકે) મળશે.

તેની તારીખ.....અને વાર.....

સભામાં જરૂરથી હાજરી આપી આભારી કરશો.

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શાસનાધિકારી. જિલ્લા શિક્ષણાધિકારી.

જિલ્લો..... જિલ્લો.....

તારીખ..... તારીખ.....

મુંબઈ રાજ્ય

FORM C/2-G

જો ગામમાં શાળા ન હોય તો આ પત્રક નજીકમાં ગામની શાળાના શિક્ષકને આપવું.

ગામડા વિશે માહિતીપત્રક

(ગામડાના શિક્ષકે ભરવાનું)

૧. જિલ્લો..... ૨. તાલુકો.....

ગામડાનો નંબર.

૩. ગામનું નામ..... ૪. વસ્તી.....(સને ૧૯૫૧ની વસતીગણતરી પ્રમાણે)

(આ લીટી ઉપરની માહિતી પહેલેથી ભરવી.)

૫. તમારા ગામ પાસે કોઈ ખેડું (ફળિયું) છે?.....

હોય તો નીચે પ્રમાણે માહિતી આપો:—

ક્રમ.	ખેડુંનું (ફળિયાનું) નામ.	કુટુંબોની સંખ્યા.	મુખ્ય ગામથી તેનું અંતર (માઈલમાં).	માર્ગમાં આવતા અવરોધો.
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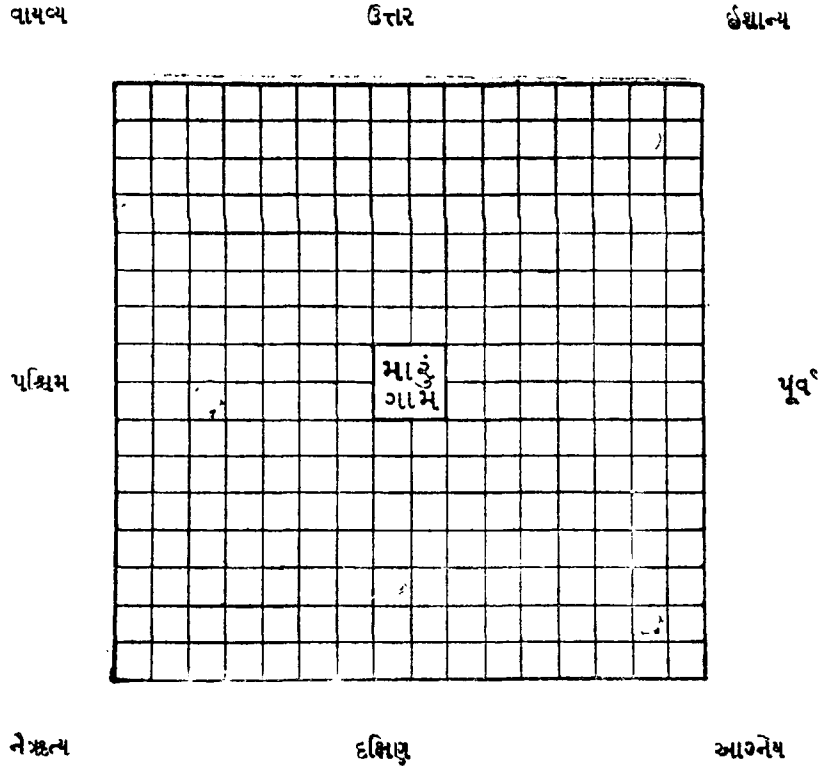
૬. ધારો કે નીચે આપેલી આકૃતિમાં બરાબર વચમાંનો ચોરસ તમારું ગામ બતાવે છે. બીજા દરેક ચોરસ એક (૧) ફર્લાંગનું અંતર દરેક દિશામાં બતાવે છે. તમારા ગામની આજુબાજુનાં ગામડાંને માટે આકૃતિમાંના બરાબર યોગ્ય ચોરસમાં ચોકડી (×) મૂકો, તેમનું સ્થાન બતાવો અને તે દરેક ચોકડીની પાસે તે તે ગામનું નામ પણ લખો. જો આ પાડોશનાં ગામડાંઓમાં નિશાળો હોય તો તેમના પ્રકારો પ્રમાણે ગામોનાં નામની બાજુમાં 'પ્રા.', 'મા.', કે 'ઉ.', એ પ્રમાણે લખો :—



આ ગામમાં શાળા હોય તો જ નીચેના પ્રશ્નોના ઉત્તરો આપવા.

૭. આ ગામની નિશાળો વિશે નીચે માગ્યા પ્રમાણેની વિગતો આપો:—

શાળાનું નામ અથવા ક્રમાંક.	છોકરાઓની અથવા છોકરીઓની.	વ્યવસ્થા (બોર્ડ, ખાનગી વગેરે).	શીખવવાનું ધોરણ.	તા. ૩૧-૩-૫૭ને રોજ રજીસ્ટર પ્રમાણે વિદ્યાર્થીઓની સંખ્યા.						શિક્ષકોની સંખ્યા.			શાળાનું મકાન.		
				પ્રાથમિક કક્ષા.			માધ્યમિકના નીચલાં ધોરણો.						પોતાનું ભાડાનું અથવા મફત.	કુલ ખંડ.	કુલ મળ્યા, ૭૦૧ (ચો. ફૂ.).
				છોકરાઓ.	છોકરીઓ.	કુલ.	છોકરાઓ.	છોકરીઓ.	કુલ.	પુરુષો.	સ્ત્રીઓ.	કુલ.			

૮. પાડોશનાં ગામોનાં બાળકો તમારા ગામની શાળામાં ભણવા આવે છે?..... આવતા હોય તો નીચે માંગ્યા પ્રમાણેની માહિતી આપો:—

ગામનું અથવા ખોડુંનું નામ.	ગામનું અંતર (માઈલમાં)	છોકરાંઓની કુલ હાજરી.						શેરો (કોઈપણ ખાસ કારણ હોય એટલા માટે અથવા માર્ગમાં કોઈપણ અડચણ હોય તો તે).
		પ્રાથમિક વિભાગમાં			માધ્યમિક વિભાગમાં			
		છોકરાઓ.	છોકરીઓ.	કુલ.	છોકરાઓ.	છોકરીઓ.	કુલ.	

૯. તમારા ગામમાં ૬થી ૧૧ વર્ષ સુધીની વયના બાળકોમાંથી એકંદર કેટલાં બાળકો શાળામાં આવે છે.....

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૧૦. બાળકોને શાળામાં દાખલ કરવા માટે કઈ કઈ મુશ્કેલીઓ નડે છે?.....

તેમની અનિયમિતતા માટેનાં કારણો કયાં છે?.....

જો આ ગામમાં શાળા ન હોય તો નીચેના પ્રશ્નોના ઉત્તરો આપો.

૧૧. તમારા ગામમાં ૬થી ૧૧ વર્ષ સુધીનાં ઉમ્મરનાં કુલ બાળકો (આસરે).....

૧૨. ગામમાંથી કુલ કેટલાં બાળકો પાડોશની ગામની શાળામાં જાય છે તેની માહિતી નીચે આપવી:—

ક્રમ.	પાડોશના ગામની નિશાળ	શાળાનું અંતર.	તે નિશાળમાં જનારાં બાળકો.			
			પ્રાથમિક.		માધ્યમિક.	
			છોકરાઓ.	છોકરીઓ.	છોકરાઓ.	છોકરીઓ
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ગામની શાળાના શિક્ષકની સહી.

તારીખ.....

ગામ.....

BOMBAY STATE

SECONDARY SCHOOL INFORMATION CARD (RURAL)

Form No. C/3

..... Taluka. District .....

Name of the school ..... Place .....

Scholars in different standards (as on the 31st March 1957) :— Management .....

STANDARDS										TOTAL
Total Number of pupils in the school.	Boys ..									
	Girls ..									
	Total ..									
Local pupils ..	Boys ..									
	Girls ..									
Non-Local pupils — In the Hostel..	Boys ..									
	Girls ..									
Non-Local pupils — Residing in the school village.	Boys ..									
	Girls ..									
Coming daily from their village.	Boys ..									
	Girls ..									

SECONDARY SCHOOL INFORMATION CARD (RURAL)—contd.

BUILDING—

(*a*) Whether owned, rented, free, etc..... (*c*) Total floor area of class rooms.....

(*b*) Number of rooms..... (*d*) Whether the school works in two shifts.....

Teachers.	Graduates		Under-graduates		Specialists	Others	Total
	Trained	Others	Trained	Others			

TOWNS AND VILLAGES FROM WHICH THE PUPILS COME TO SCHOOL (The School area):—

Name of the Village 1	Distance	Name of the Village 2	Distance	Name of the Village 3	Distance

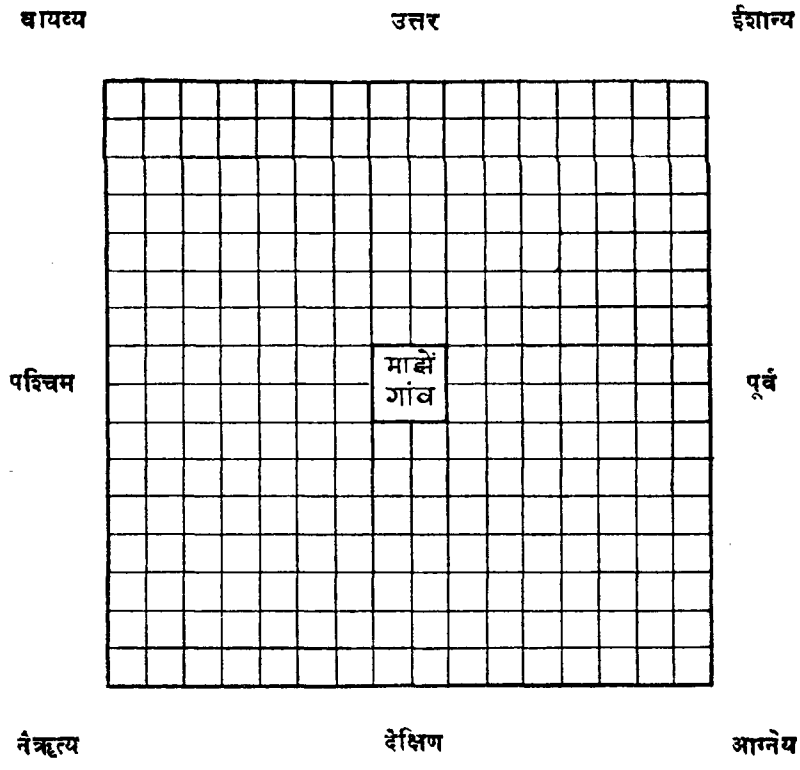
At the back draw, if possible, a *rough sketch* of the area served by your school.

.....

Dated ..... HEADMASTER.

SECONDARY SCHOOL INFORMATION CARD (RURAL)—contd.

खालील आकृतींत मध्यावर असलेला चौकोन हें तुमचें गांव आहे असें समजा. प्रत्येक चौकोन प्रत्येक दिशेकडे १ फर्लांग अंतर दाखवितो. तुमच्या गांवाच्या सभोंवतालच्या खेड्यांचीं व पाड्यांचीं ठिकाणें, योग्य त्या चौकोनांत फुली (×) मारून, त्या त्या गांवाचें व पाड्याचें नांव लिहून दाखवावें. या गांवांत शाळा असतील तर त्या त्या खेड्यांच्या नांवाजवळ 'प्रा.', 'मा.' किंवा 'दु.' हीं अक्षरें शाळेचा प्रकार कळण्याकरितां लिहावींत.



BOMBAY STATE

REGISTER OF HABITATIONS (URBAN AREAS)

Form No. 1/A

District .....

Serial No.	Name of the City or Town.	Urban Areas Included.		Population of the		Remarks.
		No.	Name.	Urban Area (Column 4).	Town or City (Column 2).	
1	2	3	4	5	6	7

BOMBAY STATE **REGISTER OF HABITATIONS (RURAL AREAS)** **Form No. 1/B**

B52

..... *Taluka* District .....

Serial No.	Name of the Village.	No. of Habitations.	Habitations.		Distance of the Habitation from the villlage.	Population of the		Serial No. of the School area.	Number of Schools.			Remarks.
			Serial No.	Name.		Habitation.	Village.		Primary.	Middle.	High School.	
1	2	3	4	5	6	7	8	9	10	11	12	13

BOMBAY STATE

HABITATIONS WITH AND WITHOUT SCHOOLS (RURAL)

Form No. 2

(Arranged according to Population Slabs)

..... *Taluka* District .....

CLASS ..... POPULATION SLAB .....

Serial No.	Name of the Habitation.	Population.	No. of Existing Schools at			Population of the Habitation served by							Remarks.
						(As on 31st March 1957)				(As it would be after Planning)			
			Primary Stage.	Middle Stage.	High School Stage.	Schools in it.	Schools in the Neighbouring Habitation.		No School.	Schools in it.	Schools in the Neighbouring Habitation.		No School.
							Population.	Distance.			Population.	Distance.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

B53

BOMBAY STATE

HABITATIONS WITH AND WITHOUT EDUCATIONAL FACILITIES (RURAL)

Form No. 3-A

B54

(INDICATING THE POSITION AS ON 31st MARCH 1957)

.....*Taluka* District .....

1	FOR HABITATIONS 2	POPULATION GROUP										Grand Total
		Above 5000	2000–4999	1000–1999	500–999	BELOW 500						
						400–499	300–399	200–299	100–199	Below 100	Total below 500	
		3	4	5	6	7	8	9	10	11	12	13
WITH SCHOOLS IN THEM.	1. No. of habitations ..											
	2. Their total population ..											
	3. Percentage of their population to total population.											
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 THE VICINITY.	7. No. of habitations ..											
	8. Their total population ..											
	9. Percentage of their population to total population.											
TOTAL ..	10. Total No. of hamlets ..											
	11. Total population ..											

BOMBAY STATE — HABITATIONS WITH AND WITHOUT EDUCATIONAL FACILITIES (RURAL) — Form No. 3-B

(INDICATING THE POSITION AFTER PLANNING)

..... *Taluka* District .....

1	FOR HABITATIONS 2	POPULATION GROUP										Grand Total
		Above 5000	2000–4999	1000–1999	500–999	BELOW 500						
						400–499	300–399	200–299	100–199	Below 100	Total below 500	
		3	4	5	6	7	8	9	10	11	12	13
WITH SCHOOLS IN THEM.	1. No. of habitations ..											
	2. Their total population ..											
	3. Percentage of their population to total population.											
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 THE VICINITY.	7. No. of habitations ..											
	8. Their total population ..											
	9. Percentage to their population to total population.											
TOTAL ..	10. Total No. of hamlets ..											
	11. Total population ..											

B55

BOMBAY STATE **REGISTER OF SCHOOL**

..... *Taluka*

Serial No.	Name of the School Area	No. of Habitations	Names of Habitations in the School Area	Serial No. of Habitation	Population		Primary School				
					Of each Habitation	Of School Area	Re : Existing Schools				
							Number of Schools			Type	Its Distance
							Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10	11	12

AREAS (RURAL) **Form No. 4**

District .....

Stage				Middle School Stage				High School Stage				
Re : Proposed Schools				Number and Location of Schools			Distance from School	Number and Location of Schools			Distance from School	Remarks
Its Type and Location			Distance from new School	Existing	Proposed	Serving it		Existing	Proposed	Serving it		
Independent School	Group School	Peripatetic School										
13	14	15	16	17	18	19	20	21	22	23	24	25

BOMBAY STATE

AREAS SERVED BY HIGH SCHOOLS (RURAL)

Form No. 5

B58

District .....

Serial No.	Name of the Town or Village	Name(s) of the High School(s)	Standards taught	Area served		Distance from School	Population of		Number of Pupils attending (as on 31st March 1957)												Remarks
				No.	Name		Habitations	Total area served	Total in School			Local		From Neighbouring Habitations							
														In Hostels		With Others		Walking or cycling, etc.			
									Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		21

BOMBAY STATE

EDUCATION IN THE URBAN AREAS (AS ON 31st MARCH 1957)

Form No. 6

District.....

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

B69

BOMBAY STATE **EDUCATION IN RURAL AREAS**

.....*Taluka*

Serial No.	Name of the School Area	Habitation with School		Total No. of Habitation.	Population of—		Number of Schools	Serial No. of the School Area	Number of Schools	
		No.	Name.		The Habitation	School Area			Boys	Girls
1	2	3	4	5	6	7	8	9	10	11

(AS ON 31st MARCH 1957)

Form No. 7

District .....

Number of Scholars							Class Rooms		Teachers.		Remarks.
Local		Others		Total							
Boys.	Girls	Boys	Girls	Boys.	Girls	Total.	Number	Area (Sq. ft.)	Men	Women	
12	13	14	15	16	17	18	19	20	21	22	23