

**THE SPREAD OF GIRLS'
EDUCATION
IN
MEHSANA DISTRICT**

A SAMPLE SURVEY



**MINISTRY OF EDUCATION AND YOUTH SERVICES
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INTRODUCTION

It is needless to stress the importance of girls' education. Everyone knows and accepts its importance. No programmes of family planning, of improving the standard of day-to-day living, of social security or of bringing about change in habits and attitudes can be effective unless the people for whom they are meant, understand them. Women constitute about a half of our total population. So long as these womenfolk are illiterate and ignorant, no social change can be effectively brought about. Hence, the importance of girls' education.

The home and the family are chiefly organised by women. The home, the school and the society are the main agencies of education. The home is the most powerful and important agency. A child spends much more of his time at home than at school or in the society. His habits and attitudes are formed more at home than at the school. If the child comes from a cultured home, the chances of its growing into a cultured person are greater, and at home, the mother is the key factor. It is, therefore, extremely necessary that the mother should be well-educated so as to build the character of her child. This again leads us to the paramount importance of girls' education.

It is right, therefore, that we survey the position as it obtains today in the field of girls' education. As a sample, Mehsana district in Gujarat was selected for this type of survey. The district education committee promised to extend its full co-operation in this endeavour.

Those institutions that were working for the cause of girls' education were selected as the centres for this survey. Eleven such centres were selected. The Chairman and the Administrative Officer of the District School Board and the Educational Inspector of the district extended their full co-operation and guidance. The Headmistress, Sanskar Tirth, Ajol, was appointed as the convener for the survey.

A questionnaire was prepared. It was to be filled in by the head of the family. The questionnaire is divided into four sections.

The first section relates to general information. It includes questions about children in the family, studying and not-studying at present.

Section II of the questionnaire pertains to the home and the family. It includes questions like the number of the members of the family, their educational attainments or the lack of them and the betrothal of the girls in the family.

The third section relates to the economic condition of the family. It consists of questions regarding the economic status of the family and the income earned by the girls. These questions are, however, optional.

Section IV of the questionnaire invites the views of parents on girls' education in general.

There are in all 41 questions covering all the four sections. One of these questions is of the rating scale. A meeting of the heads of the centres, the chairman, the administrative officer, the educational officer and persons from S.I.E. was held at Sanskar Tirth, Ajol. Instructions as to how to get the questionnaire filled in from the head of the family were given and the whole questionnaire was explained.

The problem of girls' education is more acute in villages than in cities and towns and even more acute in developing areas. Hence it was decided that each centre might survey at least three villages. The following were the criteria for selecting the villages for survey :

- *The villages for the survey work should be selected from among the developing areas.
- *At least 80 per cent of the population in the selected villages should be from backward communities.
- *The questionnaire should be got filled in such a way as to be a representative sample of the village on the random sampling basis.

*The information about the economic condition of the family should not be insisted upon.

A time-limit for filling in the questionnaire was fixed. A cyclostyled instruction sheet was sent to each and every centre so as to analyse the answers of the questionnaire. Each centre might collect figures village-wise and send them to the State Institute of Education. It was decided that the S.I.E. should compile these results and prepare a consolidated report of the survey work and draw conclusions and give suggestions thereon.

ANALYSIS AND INTERPRETATION OF THE ANSWERS

Each of the 11 centres has surveyed three villages. The following table gives the names of the centres, the names of the villages and the number of questionnaires filled in.

TABLE I
Questionnaires Filled in Village-wise

Sl. No.	Centre	Village	No. of Questionnaires Filled	No. of Families in the Village	Per-centage of the Sample
1	2	3	4	5	6
1.	Sanskar Tirth, Ajol	Ladara	350	1,034	33.8
2.	Do.	Ridrol	322	828	38.8
3.	Do.	Dhameda	156	269	58.0
4.	Sheth K.G.M. High School, Kajol	Serisa	300	507	59.1
5.	Do.	Isand	85	468	18.5
6.	Do.	Chhatral	300	622	48.2
7.	Gram Seva Mandir, Naradipur	Naradipur	476	978	48.6
8.	Do.	Veda	398	640	62.1
9.	Do.	Golathara	184	365	50.4
10.	Manasa Girls' H.S., Manasa ..	Itadra	449	846	53.0
11.	Do.	Rampura	79	152	51.9
12.	Do.	Parbatpura	279	371	75.2
13.	Jivkorben K.V., Unjah ..	Unava	200	1,677	11.9
14.	Do.	Alithor	190	937	21.0
15.	Do.	Maktupur	260	526	49.4
16.	Do.	Shihi	199	381	52.2

1	2	3	4	5	6
17.	P.J.A. Girls' H.S., Sidhupur ..	Bilia	93	706	13·1
18.	Do.	Pali	29	233	12·4
19.	Do.	Kot	54	79	68·3
20.	K.K. Girls' H.S., Paṭan ..	Kungher	60	829	7·2
21.	Do.	Anavada	39	214	18·2
22.	Do.	Rajpur	40	149	26·8
23.	Adayapan Mandir, Brahmanwada	Vadvada	287	306	93·7
24.	Do.	Brahmanwada	307	651	47·1
25.	Do.	Kamali	252	796	31·6
26.	Basic Male Training College, Ranuj	Finchal	96	159	60·3
27.	Do.	Norata	87	490	17·7
28.	Do.	Ranuj	201	975	20·6
29.	Female Training College, Paṭan	Runi	143	163	87·7
30.	Do.	Mandotri	174	186	93·5
31.	Do.	Hansapur	101	160	63·1
32.	D.D. Kanya Vidyalaya, Visnagar	Thalota	146	211	69·1
33.	Do.	Kansa	300	906	33·1
TOTAL .. .			6,643	17,814	37·2

This reveals that :

*The maximum percentage of the sample is 93·7 of Vadvada. 287 questionnaires were filled in out of the population of 306 families.

*174 families filled in the questionnaire out of 186 families in the village, Mandotri. This is 93·5 per cent of the population.

*The least percentage is 7·2 of Kungher. Only 60 families filled in the questionnaire out of the total of 829 families. This is 7·2 per cent of the population.

*There were only 8 villages where the number of families covered is less than 25 per cent of the total number of families.

*The 33 villages covered in the survey, have a total of 17,814 families. Out of these, 6,643 families filled in the questionnaire. This comes to 37·2 per cent of the population. This shows that a fairly good sample was covered.

The third question is : "Is there a primary school in your village ?" All villages gave an affirmative reply. Thus, in every village under survey there is a primary school.

Analysis of the reply to the question, "How many standards are there in the school ?", is given in Table II.

TABLE II
The Highest Standard in the School

Standard	Number of Schools	Percentage of the Total Number
7	17	51.5
6	5	15.2
5	4	12.1
4	6	18.2
3	—	—
2	1	3.0
TOTAL	33	100.0

From this table it would be seen that in 17 villages out of 33, *i.e.* in 51.5 per cent villages, there are schools teaching up to standard VII; 5 schools, *i.e.* 15.2 per cent of schools under survey, provide teaching up to standard VI; 12.1 per cent of schools have facilities of teaching up to standard IV; and there is only one school which provides learning to children up to standard II. From this it could be seen that there is facility for primary education in almost all the villages under survey.

Information about the types of schools is as under :

TABLE III
Types of Elementary Schools

Types of Schools	No. of Villages
Mixed	29
Separate Schools for both Boys and Girls	3
Boys	1
TOTAL	33

This shows that most of the schools are mixed schools. There are three villages where there are separate schools for boys and girls. In one village, there is only a boys' school. This means that in that school girls do not go to learn.

As regards secondary schools, out of 33 villages surveyed, there are secondary schools in 11 villages and in 22 villages there are no secondary schools. In all the 11 villages, there are full-fledged high schools. Thus one-third of the total villages surveyed, gets the benefit of secondary schools.

The question, "Do girls go to school in your village to study?", is replied to in the affirmative in most of the villages. In 32 villages out of 33, girls go to school for study. The reply of the only village left is in the negative. Its reason is that the village is very small. Only 79 families reside in that village. The school teaches up to the 2nd standard. This is a boys' school and girls do not go to study there.

In the remaining 32 villages girls go in for schooling. Their number along with the total number of children studying in the school village-wise is given in the following table :

TABLE IV
Girls Studying in the Village School

Sl. No.	Villages	Information about Students		Percentage of the Total
		Girls	Total No. of Pupils	
1	2	3	4	5
1.	Ladara	352	858	41.0
2.	Ridrol	340	747	46.8
3.	Dhameda	30	150	20.0
4.	Serisa	37	205	18.0
5.	Isand	226	320	39.0
6.	Chhatraj	220	537	40.9
7.	Naradipur	347	819	42.3
8.	Veda	204	551	39.9
9.	Golathara	20	169	15.9

1	2	3	4	5
10. Itadra		230	720	31·9
11. Rampura		80	190	42·1
12. Parbatpura		160	400	40·0
13. Unava		600	1,250	48·0
14. Alither		305	783	38·9
15. Maktapur		207	498	49·6
16. Shihi		137	319	43·1
17. Billa		300	700	42·9
18. Pali		66	110	60·0
19. Kot		—	30	0·0
20. Kungher		209	417	49·9
21. Anavada		25	109	22·9
22. Rajpur		19	81	23·4
23. Vadawada		130	359	36·2
24. Brahmanwada		305	608	50·1
25. Kamali		412	918	44·8
26. Finchal		85	161	52·7
27. Norata		3	100	3·0
28. Ranuj		430	947	45·4
29. Runi		33	93	35·7
30. Mandotri		55	154	35·7
31. Hansapur		27	93	29·0
32. Thalota		83	225	36·8
33. Kansa		492	1,110	44·3
TOTAL ..		6,069	14,713	41·2

From this table the facts as below could be deduced :

*In 33 villages under survey 14,731 children study in primary schools. Out of them, 6,069 are girls who constitute 41·2 per cent of the total number of students. Thus amongst children studying at present in these schools 41·2 per cent are girls and 58·8 per cent are boys.

*Kot is a village where not a single girl goes to school. In the school there are only 30 boys.

- *In the school at Norata where 100 pupils study, there are only 3 girls and thus the percentage of girls there is only 3.
- *The percentage of girls in the school at Golathara is 51.9 and that at Anavada is 22.9.
- *In the school at Pali the percentage of girls is 60.0. This means that in this school there are 66 girls and 44 boys. The number of girls is higher than that of boys.
- *The] proportion of boys and girls studying in the Boys' School and the Girls' School at Brahmanwada is almost equal.
- Analysis of answer to the question, "How many children of yours study in this school?" is given in the following table.

TABLE V
The Number of Children of the Families Studying in the School

No. of Children of the Family	No. of Families	Percentage of the Total No. of Families
0	1,931	29.2
1	2,023	30.8
2	1,567	23.7
3	747	11.4
4	258	3.9
5 or more	70	1.0
TOTAL	6,596	100.0

From this it could be seen that:

- *Out of 6,596 families, 1,931 i. e. 29.2 per cent families are such that not a single child from these families studies.
- *One child each of 30.8 per cent of families and two children of 23.7 per cent families study in the school.
- *The percentage of families from which 3 children study is 11.4 out of 6,596 families. 5 or more children from only 70 families study in the primary school of the village.

Information received in reply to the question, "How many children coming under the age-groups of compulsion, i.e., 7 to 14 years of age, are there in the house?", is given in Table VI.

TABLE VI

Families with Boys and Girls of Age-Groups of Compulsion

No. of Boys in the Family	No. of Families having Boys as in Col. (1)	Percentage of Col. 2 to the Total No. of Families	No. of Girls in the Family	No. of Families having Girls as in Col. 4	Percentage of Col. 5 to the Total No. of Families
(1)	(2)	(3)	(4)	(5)	(6)
0	2,168	35·8	0	1,914	34·2
1	2,470	40·7	1	2,507	44·9
2	1,117	18·5	2	886	15·8
3	252	4·2	3	235	4·2
4	48	00·75	4	42	0·8
5 or more	3	00·05	5	8	0·1
TOTAL	6,058	100·00	TOTAL	5,592	100·00

It could be said from this table that:

*Out of 6,058 families, in 2,168 families there is no boy of the age-group of compulsion, and in 1,914 families out of 5,592 families there is no girl of that age-group. Virtually families in the case of boys and girls should have been the same, but it seems that while filling up forms, the noting about the number of girls might have been done in less number of cases; but this does not affect the survey results. There is one boy of the age of compulsion in each of the 2,476 families, and in each of the 2,507 families there is only one such girl.

*In 18·5 per cent of families there are 2 boys and in 15·87 per cent of families there are 2 girls of the compulsory age-group.

*Families having 5 or more such girls are only 0·1 per cent.

*Also amongst families surveyed, 64·2 per cent of families have boys coming under the age of compulsion, and 65·8 per cent families have girls of such age.

Analysis of answers to the question, "How many girls who are coming under the age of compulsion do not go to school?", is as under:

TABLE VII

Girls of Compulsory Age-Group, Who Do Not Go to A School

No. of Girls per Family Not Going to School							No. of Families	Percentage of such Families to the Total No. of Families
0	..	..	..	..	..	..	2,464	71·2
1	..	..	..	..	..	..	637	18·4
2	..	..	..	..	..	..	312	9·0
3	..	..	..	..	..	..	45	1·3
4	..	..	..	..	..	..	3	00·08
5 or more	..	..	..	..	..	..	1	00·02
TOTAL	..	..	..	..	..	..	3,462	100·00

From this table it can be seen that:

- *2,464 are those families where there are girls of the age-group of compulsion and yet not a single girl is going to school. The main problem is how to make these families send their daughters to schools. There are 71·2 per cent of such families.
- *One girl from 637 families out of 3,462, i. e. from 18·4 per cent of families, do not go to school.
- *Two girls of compulsory age-group do not go to school in each of the 9 per cent of families.
- *There is one family in which there are 5 or more girls of the age-group of compulsion who do not go to school,
- *In the same way 4 such girls do not go to school from each of 3 families.

The position with regard to girls of compulsory age-group who have given up studies is indicated in the following table, showing their ages and standards reached before leaving studies.

TABLE VIII
Girls under the Compulsory Age-Group Who Have Left Studies

Age	No. of girls who have given up study showing standard of their study								Total Study
	I	II	III	IV	V	VI	VII	Other	
7—8	448	39	3	—	—	—	—	9	499
9—10	244	64	51	21	4	—	1	4	389
10—12	265	114	113	97	33	13	6	2	643
13—14	193	61	67	114	66	47	49	2	599
TOTAL	1,150	278	234	232	103	60	56	17	2130

From the above table the following results could be seen:

*448 girls of the age of 7 to 8 studied up to standard I and left the school. 39 girls of the same age-group studied up to II standard and 3 girls up to III standard and then gave up their studies.

*In the age-group of 9 to 10, 244 girls after the I standard, 64 girls after the II standard, 51 girls after the III standard, 1 girl after the VII, gave up their study. 4 girls continued study after the VII and then they gave up study.

*In the age-group of 10 to 12, most of the girls, who studied up to the I, II and III standards were 265, 114 and 113 respectively.

*193 girls of 13 to 14 years studied only up to the I standard, while 114 girls studied up to the IV standard and 49 girls studied up to the VII standard. Two girls studied further also.

*Thus out of 2,130 girls who are under the age-group of compulsion and yet who do not study, 1,150 girls studied up to standard I, 278 girls up to II standard, 234 girls up to III standard and 232 girls up to IV standard.

*Considering from the view-point of age, out of 2,130 girls who are not studying at present and yet who are under the age-group of compulsory education, 499 girls are of 7 to 8 years, 389 girls are of 9 to 10 years, 643 girls of 11 to 12 years and 599 girls are of 13 to 14 years.

The reasons for not sending the girls of the compulsory agegroup to school were asked and also the reasons why those

who had gone to school had left it earlier after studying for a few years. Their answers are as given below:

TABLE IX
Frequencies of the Reasons for Not Sending the Girls to School

No.	Reasons	Frequencies
1.	Help is needed in domestic work	1,375
2.	It is difficult to make both ends meet	992
3.	Economic difficulty	529
4.	Help is needed to look after the children	422
5.	The girls do not like to study	362
6.	There is no convention of girls' education in the caste	765
7.	Help is needed in agricultural work	388
8.	Shortage of educated boys in the caste	232
9.	Guardians are engaged in the work	130
10.	Girls are very weak in studies	121
11.	They have to stay in the farm	112
12.	Help is needed in labour work	103
TOTAL		5,501

Each family had to give three reasons in response to the question.

Many reasons have been obtained. A few of them have frequency only of one or two i. e. these reasons might be true for only those very families. Such reasons have, therefore, been excluded from this report. Only those reasons having frequency more than 100 have been shown here.

The analysis of the answers shows that mostly the reason for not sending the girls to school is to get their help in domestic work. This help may be of different types, such as looking after the children, doing manual work, etc. The frequency of the reason, "Girls help the guardian", is 1,375. 992 have reported that it was difficult to make both ends meet. The frequency of "There is no convention of educating girls in the caste" is 765. "Girls are needed for manual work" are reported by 103.

Besides these, there is objection on the part of the girls themselves to study.

Amongst these, main reasons are those that they do not like to study and that they are very weak in studies. The frequency of these reasons in the present survey is 362 and 121 respectively.

FAMILY AND SOCIAL INFORMATION

The analysis of the responses to the question, "How many members are there in your family," is given in Table X.

TABLE X

No. of Male Members	Frequency of Such Families	No. of Female Members	Frequency of such Families
0	38	0	28
1	997	1	1,121
2	2,225	2	2,559
3	2,720	3	2,562
4	2,128	4	1,903
5 or more	2,017	5 or more	1,894
TOTAL	10,125		10,067

The table shows that:

- *There are 38 families not having any male members in the family while there are 28 families not having any female members.
- *997 families have only one male member, while 1, 121 families have only one female member.
- *The families having two male members are 2,225, while the families having two female members are 2,559.
- *The number of families having three male members is 2,720, while the number of families having three female members is 2,562.
- *The number of families having four male members is 2,128, while the number of families having four female members is 1,903.
- *The number of families having five or more male members is 2,017 while the number of families having five or more female members is 1,894.

The analysis of the response to the question, "How many boys and girls of your family are being educated at present?", is as follows.

TABLE XI
Boys and Girls Being Educated

Std.	No. of Boys	No. of Girls	Total
1 to III	1,599	1,390	2,989
IV to VI	825	587	1,412
VII to IX	422	126	548
X to XI	200	29	229
Inter	54	—	54
B. A.	36	—	36
Other Study	17	1	18
TOTAL	3,153	2,133	5,286

Age-Group	No. of Boys	No. of Girls	Total
6 to 10	1,521	1,151	2,672
11 to 15	1,113	671	1,784
16 to 20	424	105	529
21 to 25	193	65	5,243
TOTAL	3,251	1,992	5,243

It is inferred from the above figures that:

- *There are 10,125 male members and 10,067 female members in the families under survey. Out of these, 3,153 boys and 2,133 girls are being educated at present.
- *There are 54 boys studying in the 2nd year of the college and 36 boys studying in B. A. There is no girl taking college education.
- *1,599 boys and 1,390 girls are studying in standards I to III and 825 boys and 587 girls are studying in standards IV to VI.
- *There are 200 boys and 29 girls studying in standards X to XI.

Information about the study of grown-up men and women not studying at present was asked for. It is as follows:

TABLE XII
The Study Grown-up Men and Women

Standard of Study	Families having no. of women as						Families having no. of men as						Grand Total of the No. of Families
	1	2	3	4	5 or more	Total of Families	1	2	3	4	5 or more	Total of Families	
Illiterate	2,852	1,192	619	362	194	5,219	1,738	685	405	259	70	3,157	8,376
Up to Std. II	597	180	49	40	19	885	655	177	20	43	2	897	1,782
Std. III to IV	745	182	72	49	53	1,101	1,177	336	61	68	7	1,649	2,750
Std. V to VI	268	43	10	—	30	351	756	139	31	17	20	963	1,314
Non-Matric	74	29	—	—	—	103	365	59	6	—	—	430	533
<u>Pre-S. S. C.</u>													
Matric	37	1	—	—	—	38	224	13	3	—	—	240	278
<u>S. S. C.</u>													
Graduate	3	—	—	—	—	3	63	3	—	—	—	66	69
Any other	—	—	—	—	—	—	16	—	—	—	—	16	16

The above table shows that:

- *Of all the families under survey, 5,219 families have 1 to 5 illiterate women, and 3,157 families have 1 to 5 illiterate men. There are 2,852 families each having only one illiterate woman, 1,192 each having two illiterate women and 619 families each having three illiterate women, 362 families each having 4 illiterate women and 194 families each having 5 or more illiterate women.
- *There are 885 families having the women educated up to standard II. Out of these, 597 families have only one woman each, 180 families have two women each and 49 families have three women each, while each of 19 families have five or more women educated up to standard II.
- *There are 1,101 families having women educated up to standard III or IV. Out of these, 745 families have one woman each, 182 families have two women each, 72 families have three women each, 49 families have four women each and 53 families have 5 or more women educated up to standard III or IV.
- *There are 351 families having women educated up to standard V to VII. Out of these, 268 families have only one woman each educated up to V to VII.
- *There is no family having four women with the education of standard V to VII.
- *Only 103 families under survey have with them non-matric or non-S. S. C. women. Out of these, 74 families have only one non-S. S. C. woman and 29 families have 2 non-S.S.C. women each.
- *38 families have women who have matriculated or passed S. S. C. Out of these, 37 families have only one matric or S.S.C. passed woman each. There is only one family having two matriculates or S. S. C. passed women.
- *There are only three families who each have one graduate in their home.

To the question, "Has the girl of the age of 7-14 who is not going to school been engaged or married?", the expected response is yes or no. 1,032 responses are in the category of 'Yes', while 3,549 responses are in the category of 'No.' Thus, out of 4,581 families, only 1,032 families have the girls of the age 7 to 14, not going to school. As the area under survey is a developing area, it is the custom of the people to marry the girl at an early age. But here only 22.5 per cent are such families as go according to this custom. And the remaining 77.5 per cent families have girls of this age-group not married or engaged at such an early date. One can infer from this that the developing areas are also progressing and the percentage of early marriages is getting reduced. Isand, Finchal and Norata are the villages in which there is no girl of the age-group 7-14 married or engaged.

The analysis of the responses to the question, "If married or engaged how far educated is the boy?" is as follows:

TABLE XIII
Educational Level of the Engaged Boys

Educational Level	Frequency	Per-centage of Total No.
Illiterate	61	10.5
Std. I to II	80	13.8
Std. III to IV	113	19.4
Std. V to VII	170	29.2
Std. VIII to X	111	19.1
S. S. C.	43	7.4
Inter	2	0.4
B. A.	1	0.2
TOTAL	581	100.0

From this table it can be gathered that:

*Information is received on the study of 581 betrothed boys. Out of them, 61, i.e. 10.5 per cent, are not at all

literate. There are 80 betrothed boys, *i.e.* 13·8 per cent, who have studied up to std. II.

*113 boys have studied from III to IV stds. and 170 boys have studied from V to VII stds.

*Out of 581 boys, one boy is a graduate and two have passed the intermediate examination. Out of 581, 43, *i.e.* 7·4 per cent boys have studied up to S.S.C.

The answer to the question, "Is any girl taken away from the school in the belief that after marriage or betrothal the girl cannot go out and cannot study?" was required in the form of yes-no. In all, 3,882 answers were received. Out of them, 467, *i.e.* only 12 per cent, answers are 'Yes', and 3,415, *i.e.* 88 per cent answered 'No'. If these answers are considered reliable and there is no reason why they should be considered otherwise, it can definitely be said that marriage or betrothal is not the reason for not educating the girl further.

INFORMATION ABOUT ECONOMIC CONDITION

Answers to the question, "What is the main source of the maintenance of your family?" are given in Table XIV.

TABLE XIV

Source of Maintenance	Fre- quency	Perce- ntage
Agriculture	3,948	55·1
Labour	1,875	26·2
Service	807	11·2
Business	467	6·5
Animal Husbandry	71	1·1
TOTAL	7,168	100·0

From the above it can be gathered that:

*Out of 7,168 families, 3,948 families, *i.e.* 55 per cent, have agriculture as the main source of maintenance. It is very natural. Villages were selected as the field for survey and the main business of the villages is agriculture. So it is in the fitness of things that agriculture

is proved to be the main source of maintenance of most of the families.

*26.2 per cent families live on labour. Labour in and outside the field is another main occupation of villages.

*Out of 7,168 families, 807, *i.e.* 11.2 per cent families live on service and 6.5 per cent families live on business.

*Only one per cent of the families lives on animal husbandry.

The analysis of the answers to the question, "How many members of your family earn?" is as under:

TABLE XV

Men	Fre- quency	Percen- tage	Women	Fre- quency	Percen- tage
0	33	0.4	0	942	27.2
1	5,125	71.6	1	1,955	56.5
2	1,446	20.3	2	390	11.3
3	376	5.2	3	114	3.3
4	103	1.5	4	24	0.7
5 or more	73	1.0	5 or more	34	1.0
TOTAL ..	7,156	100.0	TOTAL	3,459	100.0

From this table it can be seen that:

*As for earning members of the family, the information regarding women was not received to the extent it was in the case of men. 7,156 answers were received about male earning members and 3,459 answers about female earning members.

*In 0.4 per cent families, out of villages surveyed, not a single male member earns. There are 27.2 per cent families in which not a single female member earns. Here the statement that the male may earn and the female may run the house is found fruitful.

*In 71.6 per cent families one man earns and in 56.5 per cent families one woman earns. In selected areas, most

of the families are such where one man earns and in slightly more than half the number of families, one woman earns.

*There are 20.3 per cent families where two men earn and there are 11.3 per cent families where two women earn.

*There are 1.5 per cent families where four men earn and there are 0.7 per cent families where four women earn.

“What is the total annual income of the family from all sources?” was also asked. But it is quite natural that people hesitate in disclosing their income. So it was decided that the answer to this question should not be insisted upon. Still, some families have stated their income as under:

TABLE XVI

Annual Income	Frequency
Rs. 1 to 500	2,687
Rs. 501 to 1000	2,353
Rs. 1001 to 3000	793
Rs. 3001 to 5000	129
Rs. 5001 to 10,000	21
TOTAL	5,983

The above table reveals that:

*Out of 5,983 families, 2,687 families have an annual income of less than Rs. 500.

*2,353 families have an annual income of Rs. 501 to Rs. 1000.

*793 families have an annual income of Rs. 1001 to Rs. 3000 and 129 families have an income of Rs. 3001 to Rs. 5000. Only 21 families have an annual income of Rs. 5001 to Rs. 10,000.

The answers to the question, “Does the girl of school-going age who is not educated, earn?” were to be given as “yes-no”.

Out of 3,767 answers, 533 answers are in "Yes" and 3,234 answers are in "No". That is only in 533 families, girls of the school-going age earn and hence they do not learn.

The next question was: "If the answer is 'Yes' what is her annual income?" The answers to this question are tabulated below:

TABLE XVII
The Annual Income of Earning Girls

Income	Fre- quency	Percen- tage
Rs. 1 to 50	29	11.6
Rs. 51 to 75	81	32.6
Rs. 76 to 100	62	24.9
Rs. 101 to 125	5	2.0
Rs. 126 to 150	23	9.3
Rs. 151 to 175	49	19.6
TOTAL	249	100.0

In regard to the above table the following picture is revealed:

*In response to the question, "Whether the girls of the school-going age, if not educated, earn or not", 533 answers show that such girls earn. But when asked about their annual income only 249 answers were received. The remaining did not answer this question.

*In 249 families, the girls do not learn but earn. Out of them, 29 families have an annual income from Rs. 1 to 50.

*In 32.6 per cent families, the annual income of the girls earning but not learning, ranges between Rs. 51 to 75.

*The maximum annual income from the earnings of the girls is from Rs. 151 to Rs. 175 and that is the income of 19.6 per cent families.

*For negligibly small incomes, the girls are not sent to school but engaged in earning.

The question was : "If she does not earn but goes to school what loss has the family to bear?" From Table XVII it would appear that 249 families have to bear loss. But the answer to this question was given only by 165 families, and not 249 families. The answers are classified in the following table:

TABLE XVIII
Loss to the Family if the Girl Goes to School

Loss in Rupees	Frequency
1 to 50	26
51 to 75	26
76 to 100	33
101 to 125	5
126 to 150	23
151 to 200	42
More than 200	10
TOTAL	165

From this it is clear that:

*165 families only have answered this question, and out of them, 26 families have to bear a loss of Rs. 1 to 50, another 26 families, a loss of Rs. 51 to 75. .

*If the girl does not earn and goes to school, ten families have to bear a loss of more than Rs. 200, 42 families a loss of Rs. 151 to 200 and five families a loss of Rs. 101 to 125.

"Are you ready to learn if you get financial help?"—the response to this question was called for in "Yes" or "No.", Very few families have answered this question. Out of 3,751 families 1,940 families have answered in 'Yes' and 1,811 families have answered in 'No'. In other words, in both categories the figure is about 50 per cent. So it cannot be said definitely that the parent may educate his daughter if he gets financial help.

The next question was : "If the response is 'Yes' how much help is required?" 1,940 families had answered the earlier question in 'Yes'. Hence a similar number of families should have ans-

wered this question, but that has not happened, The information about the need for help is tabulated below:

TABLE XIX
Information about Financial Help

Financial Help	Frequency
Rs. 1 to 25	647
Rs. 26 to 50	210
Rs. 51 to 75	47
Rs. 76 to 100	231
Rs. 101 to 125	215
Rs. 126 to 150	99
Rs. 151 to 175	74
Rs. 176 to 200	47
Rs. 201 to 250	26
TOTAL	1,596

The above table shows that:

*Out of 1,596 families, 647 families require financial assistance up to Rs. 25 only, whereas 210 families require financial assistance of Rs. 26 to 50.

*The maximum assistance of Rs. 201 to 250 is required by 26 families.

“Was a fine imposed for not educating a girl of compulsory age?”—this question was answered by only 2,552 families. Out of them, the answer of only two is “Yes”. That is, only two families were fined and the remaining 2,550 families were not fined. There is a provision for imposing a fine for not educating the girls of compulsory age, but it is not executed. This is the inference that can be drawn here.

The next question was : “If the answer is ‘Yes’ then what was the amount of fine?” From replies to the previous question, it revealed that only two families were fined. These two families are from Norata village. They were fined but the amount of fine was not mentioned in answer to this question.

The answers to the next six questions were demanded in 'Yes' or 'No'. The questions, in brief, and the analysis of answers to the questions are given in the following table:

TABLE XX

The Questions in Brief	Frequency		
	Yes	No	Total
(a) If a cradle home is provided for looking after the small children, will you send the girls to school?	1,574 (45·3)	1,901 (54·7)	3,475 (100·00)
(b) Does your daughter go for grazing the cattle?	1,199 (35·4)	2,192 (64·5)	3,391 (100·00)
(c) If the answer is 'Yes', will you send her to a special class, if provided for the purpose?	1,225 (37·8)	2,016 (62·2)	3,241 (100·00)
(d) Does your daughter help in your agricultural occupation?	1,304 (37·9)	2,162 (62·1)	3,366 (100·00)
(e) If she goes to school, will it result in any hindrance in your agricultural occupation?	1,259 (36·7)	2,172 (63·31)	3,431 (100·00)
(f) If the answer is 'Yes', then if the school holidays are kept in accordance with your agricultural work will you send her to school?	1,266 (36·8)	2,176 (63·2)	3,442 (100·00)

(The figures in the brackets indicate percentages)

The following picture emerges from the answers in the above table:

*That the girls have to look after small children at home, so the parents do not send them to schools is too general a statement. Hence a specific question was asked to find out whether the parents would send the girls to school if this reason is removed. The attitude of the guardians revealed in the answers is not positive. 45.3 per cent of guardians have shown their willingness to send the girls to schools if cradle homes are provided whereas 54.7 per cent have refused. If this position is taken as representative of the true opinion of the guardians it can be said that the guardians are not in favour of cradle homes.

*In the case of 35·4 per cent of families, girls go for grazing the cattle and in the case of 64·6 per cent families they do not.

*Where the girls go for grazing the cattle the parents do not send them to school; in such cases provision for special classes was suggested. It is deduced from the answers to this question that this facility, if provided, will also not be successful in bringing girls to school. 62·2 per cent of families are not willing to send the girls even if provision for special class is made. The reaction of only 37·8 per cent is positive.

*In 37·9 per cent of families the girls help in agriculture; in 62·1 per cent of families they do not help.

*36·7 per cent of families believe that there will be difficulties in agricultural work if girls go to school and 63·3 per cent believe that there will be no such difficulty. If these answers are considered reliable and there is no reason for considering them otherwise, it can be inferred clearly that if girls go to school there will be no difficulty in agricultural work.

*The answer to the question, "If the school holidays are observed in accordance with the work in agriculture, will you send them to school?", was 'No' by 63·2 per cent; so this measure will not be useful. It also follows that where the question of helping in agriculture does not arise, to think of a remedy is uncalled for. Only 36·8 per cent replied, in the affirmative, to the question.

SOME REASONS AND MEASURES

The factors that stand generally in the way of spreading girls' education are well-known. But their relative importance is not precisely grasped. They fluctuate in their applicability and intensity from area to area or region to region. Some are predominant in some areas; others which are of less importance in those areas assume more importance in other areas. So in the questionnaire a mere enumeration of the reasons was not de-

manded but they were asked to mark the given reasons in the order of their importance. Any particular reason from the given list which was felt most important for the area was to be marked. Similarly they were asked to rate up to 5. In this manner the answers to the first question of this section were demanded.

To give proper weightage to the frequencies marked as Sr. Nos. 1 to 5 for every reason the frequency of the first Sr. No. is multiplied by 5, that of the second Sr. No. by 4, and, similarly, the frequency of Sr. No. 5 is multiplied by 1. By adding all frequencies so arrived at, the total frequency for every reason is obtained. The result is given in Table XXI.

TABLE XXI
What Stands in the Way of Girls' Education

Reasons in Brief	Sr. No.					Total Frequency in Terms of Weightage
	1	2	3	4	5	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Many girls in the caste are not studying ..	422	342	159	100	61	4,216
Educated bridegrooms are not available in the caste	271	319	188	136	67	3,534
The girls are married The parents do not like the education of girls.. ..	177	141	63	45	35	1,763
We do not realise the importance of education	225	215	187	96	92	2,830
A girl is another's property	151	273	257	157	126	3,058
She herself is very weak in studies ..	153	89	178	140	105	1,920
	160	188	131	115	71	2,246

(1)	(2)	(3)	(4)	(5)	(6)	(7)
The untouchables come to school for study	74	82	49	44	34	967
She is required to look after small children in the house and to help in household work	318	355	440	261	135	4,987
The girl is physically unfit for study ..	79	83	94	83	75	1,250
The girl hates the teacher	66	47	47	49	80	837
The school hours are not suitable ..	94	90	128	166	86	1,632
The education given in the school is not good	74	35	41	54	58	799
Educated girl is not helpful to the family in work	48	56	44	120	99	935
Male teachers are teaching in the school	25	29	47	50	79	561
Financial difficulties..	695	309	214	280	200	5,953
The earnings of the family depend on her	36	24	38	44	60	538
<i>Other Reasons</i>						
1. No provision for further study ..	2	2	4	2	1	39
2. Provision for building	15	4	—	5	—	97

On the basis of the above table, what stands in the way of girls' education, is arranged in the descending order of frequencies, as follows:

1. Financial difficulty
2. She is required in the home to look after the small children of the family and do household work
3. Many girls in the caste are not studying

4. Educated bridegroom is not available in the caste so it is difficult to settle the marriage of an educated girl
5. We do not realise the importance of educating a girl
6. We, the parents, do not like the education of girls
7. The girl herself is weak in studies, so she does not like to study
8. The girl is another's property
9. The girl is married and her husband's family does not like her study
10. The school hours are not suitable to us

In reply to the question regarding measures for removing the reasons for not sending the girls to schools, very few families have suggested any. The measures that have, however, been suggested along with their frequencies, are given below.

TABLE XXII

Sl. No.	Measure	Frequency
1.	To give financial aid	1,610
2.	Cradle homes to be provided for looking after babies ..	837
3.	Ignorance to be removed from the caste	503
4.	School-hours to be kept suitable and interest for school to be created in the girls	299
5.	To explain the importance of education to the guardian ..	271
6.	To introduce the scheme of mid-day meals	240
7.	Women teachers to be provided for teaching	227

From the above it can be inferred that:

- * All considered that to give financial aid is the main measure.
- * The girl has to look after babies in the home, so the parents do not send her to school. As a remedy, the arrangement of creches has been suggested by 837 families.
- * The third remedy suggested is to remove illiteracy.

- * The fourth remedy suggested by 581 families is to keep suitable school hours as per community needs.
- * The remedies suggested by less than 200 families have not been recorded here.

The response to the question, "If the above-mentioned remedies are adopted, would you like to send your girls to school?", out of 3,274, 2,035 responses are in the affirmative and 1,239 responses are in the negative. It means that there are 1,239 families who are not willing to send their girls to school in spite of removing all the difficulties, while 2,035 families are willing to send their girls if the above-mentioned difficulties are removed.

The next question was: "If your answer to the above question is 'No', please give reasons for it". In all, 1,239 families had reported 'No' as their answer. Out of this number, most of them have not reported the reasons for saying 'No'. The analysis of a few responses is as follows:

TABLE XXIII

The reasons for not sending the girls to school in spite of removing the difficulties:

Reasons	Frequency
1. Help is needed in domestic work	42
2. The girl has been married	16
3. We do not want the girl to be educated	13
4. We do not like the educated girls	9
5. The tongue of the girl is stammering	6
6. The in-laws of the girl refuse to allow education	6
7. There is some social difficulty	5
8. The married life of the educated girls is a failure	5
9. Education increases unemployment	4
10. The girl herself does not want to study	9
TOTAL	115

It can be seen from this table that:

- * Only 115 answers are received in place of 1,239 families, *i.e.*, most of the families have avoided responding.

- * The help needed in domestic work is the main reason for not sending the girls to school, as the frequency of this is 42.
- * The frequency of the reason, "the girl has been married", is 16.
- * 13 responses suggest that they do not want to educate their girls.
- * Four families believe that education increases unemployment and five families have reported that the marriage life of the educated girl becomes a failure, because they do not have tolerance.
- * Even after thinking about the reasons for not sending the girls to the school, there are 1,239 families unwilling to permit girls' education, and the number of families giving reasons for it is so low that these reasons may not be considered reliable.

SURVEY RESULT : FINDINGS AND SUGGESTIONS

The survey was undertaken with a view to seeing the spread of girls' education in 33 villages of the developing areas of Mehsana district. The following findings emerge, in the main :

1. There is a primary school at least up to standard IV in practically all the villages, except one. More than 50 per cent of these villages have a primary school teaching up to standard VII. Hence it cannot be said that there is a lack of facility for study. Most of these schools are mixed schools where boys and girls study together.
2. In about one-third of the villages under survey there are secondary schools teaching up to standard XI.
3. Of the pupils studying in primary schools, 41·2 per cent are girls and hence the percentage of boys is 58·8 per cent. This shows that the extent of girls' education is not less in these villages but it requires to be further raised.

4. The case of Kot and Norata is peculiar. Not a single girl of Kot goes to school. Similarly, in the village Norata, only three girls are studying with 100 boys in the school. It is, therefore, necessary to consider the question of these two villages separately.
5. Besides, it is necessary to adopt such measures as to increase the number of school-going girls in villages like Dhameda, Sherisa, Golathara, Itadara, Anavada, Rajpur, Vadiwada, Runi, Mandotri, Hansapur and Thalota. Efforts should be made through the village panchayat to make more girls go to school.
6. So far as the survey reveals, there are girls of the compulsory age-group and not going to school in 3,462 families of the 33 villages surveyed. On an average there are 100 such families per village. The importance of girls' education should be explained to these families and they should be persuaded to send their girls to school.
7. Out of 2,130 girls of the compulsory age-group but not studying now, 1,150 girls have studied up to standard I, 278 girls up to standard II, and 234 and 232 girls up to standard III and IV respectively. These girls should be encouraged to study further.
8. The information regarding the study of the females in the family reveals that 5,218 families are such where one, two, three or more female members are quite illiterate. Similarly, in 8,376 families one, two, three or more male members are quite illiterate. There are 885 families where females have studied up to standard II and there are 1,782 families where males have studied up to standard II. Females have studied up to standard IV in 1,101 families and males in 2,750 families. This shows the importance of social education and this is as important as educating their children.
9. This survey points out that the majority of the girls of the age-group 7-14 and not studying, is not betrothed. Hence

the reason of not sending the girl to school because of her betrothal does not seem to have any basis.

10. The reason that the girl though of a compulsory age-group is not sent to school because of her betrothal has been refused by many. So betrothal is not a factor for not sending the girls to schools.
11. It is in 533 families only that the girls of compulsory age-group do not go to school but earn. This shows that the girls have to earn only in a few families and so they cannot study. Hence this reason does not apply in a majority of cases but the cases of this small minority should be considered.
12. Ghodia Ghar is a village where arrangements do exist for keeping small children, for the conduct of special classes for girls going to graze the cattle, and to have school vacation for encouraging girls' education. Most of the families under survey have, however, refused to send their girls to schools even though these remedies are adopted. No answer pertaining to the remedies is statistically significant. The reason perhaps is that the people are not educationally conscious. Hence it is necessary to make them educationally conscious.
13. The reasons that hamper the progress of girls' education are quite well-known. The heads of families were asked to rate the first five reasons that, they feel, really come in the way of girls' education. The ratings were analysed and the weighted frequency for each reason was found out. The following are the five reasons in order of frequency :
 - (1) Economic difficulty.
 - (2) Girls are required to take care of the young ones in the family and to help in household work.
 - (3) In our community girls do not study much.
 - (4) It is very difficult to get educated bridegrooms for the educated girls.

- (5) We do not see the importance of educating the girls.

Efforts should, therefore, be made to remove these reasons.

The above are the findings of this particular survey. It is hoped that these will be of help in any endeavour to plan facilities for increased enrolment of girls in educational institutions, particularly in rural and backward areas.