

CHAPTER



DEVELOPMENT OF SECONDARY EDUCATION
FOR GIRLS IN GUJARAT
(1947 - 1960)

6.1 FORMATION OF THE BOMBAY STATE AND
REORGANISATION OF ITS GUJARAT REGION

On the 15th August 1947, the British rule in India ended and India became a free country. Free India, carved out by the partitioning of the sub-continent, was born with many stresses and strains and at the same time with great aspirations and dreams of reconstruction, regeneration and rapid and stupendous progress. The country launched upon the projects of development in various sectors which constituted, in the words of the Kothari Education Commission, the 'nation's attempts to compress centuries of development into decades'.

With the attainment of freedom, the old Bombay Province died and a new Bombay State was born. Extensive territorial changes took place after 1947. Between 8th March 1948 and 1st May 1949, the boundaries of the old Province of Bombay changed considerably. Gujarat continued to be the part of the Bombay territories, but it became a much enlarged region. In 1948, a bloodless revolution under the dynamic and far-sighted engineering of Sardar Vallabhbhai Patel took place which led to the liquidation of all the native States scattered over India. The Baroda State and the Gujarat States Agency merged either into the neighbouring districts of Gujarat or new districts were formed out of them. During the British rule, there were only five districts - Ahmedabad, Kaira, Panch Mahals, Broach and Surat. In the new Bombay State that was formed, the Gujarat region had ten districts. The five new districts, that came to be added were : Banaskantha, Sabarkantha and Mehsana in the North, ~~the~~ Baroda in the Central Gujarat and Amreli in the West located in the former Kathiawad.

We will briefly indicate the changes that occurred in the formation of the ten districts of the Gujarat region of the Bombay State in 1948.

The Ahmedabad district received some fragments of the Gujarat Agency States and principalities and gave up parts of it to the neighbouring districts of Amreli and Mehsana. The reconstituted Ahmedabad district had an area of 3,401 square miles, consisting of seven talukas, covering 21 towns and 741 Census Villages.

The Amreli District was formerly a part of the Baroda State. With the merger of the Baroda State with the Bombay State in 1949, it became a part of its Gujarat region and a new district was formed out of it. As a district Amreli was one of the smallest in the State with its 7 talukas spread about, the Banaskantha District was composed of the old merged States and Jagirs of Gujarat, each with its old customs and traditions. Palanpur, Wav, Tharad and other small Jagirs and States went to constitute this district. It is the northernmost district of Gujarat and has its borders touching those of Pakistan. This district was formed in 1948.

The Baroda District was a part of the Baroda State that ceded to the Bombay State during the integration and consolidation of the Native States in 1949. It comprised 11 talukas. With its inclusion in the Bombay State, most of the districts round about Baroda were reconstituted. Part of the Baroda territories - the Petlad and the Bhadarva Talukas went to the Kaira District.

The Gujarat States and principalities, big and small, that were merged in the Bombay State were all amalgamated into sizeable reconstituted districts affecting Kaira, Panch Mahals, Broach and even Ahmedabad Districts.

The Broach District received the territories of the former Rajpipla State. Fifty per cent of the population came to be concentrated in the eastern part of the district in the forests and hilly areas of Rajpipla.

The Kaira District, as stated earlier, received some territories of the former Baroda State. The smaller native States of Cambay, Balasinor, Punadra and Khadal were merged into this district. With the transfer of villages from the neighbouring talukas and districts on 17th October 1950, the present Kaira District with its 10 talukas took shape. The district is in the heart of Gujarat.

The Mehsana District was formed out of the territories of the former Baroda State. Even today, it is one of the biggest districts of Gujarat.

The Panch Mahals District received territories of the smaller States of Chhota Udepur, Baria, Lunawada, Santrampur, Sanjeli, Jambughoda, Kadana, Pandumevas and Sankheda on their merger in the Bombay State. Later, in 1949, four of these Native States territories were transferred to the Baroda District.

The Sabarkantha District, like Banaskantha and Mehsana, was formed out of the consolidation and integration of the Western Indian States Agency and Godhwada Thana. The Indian States that went into this district were Vijaynagar, Ambaliara, Malpur, Mohanpur and other tiny States of the Sadra division. The Modasa Mahal and the Prantij talukas of the Ahmedabad district, some border villages of Kaira, Panch Mahals and Mehsana Districts were also included in it. The district is situated north-east of Gujarat. There are thick forests and hills scattered about the district. It is one of the backward districts of Gujarat.

The Surat District, too, was a very large district of the new Bombay State. To it were added the territories of the former Native States of Bansadā, Sachin, Dharampur, Navsari District of the old Baroda State, 24 villages of the Broach District and 4 villages from the Dangs.

Such was the reconstitution and enlargement of the Gujarat region on the formation of the Bombay State after the attainment of independence in 1947.

6.2 FORMATION OF THE UNITED STATES OF SAURASHTRA

Several hundred independent States which existed in Kathiawad during the British rule of India were integrated into one United States of Saurashtra in 1948. The formal inauguration of the new State took place on 15th January 1948 but complete political integration was achieved on 15th April 1948. The integrated units were 30 Native States, the largest being the Navanagar State having an area of 3,791 square miles, population 5 lakhs, revenues Rs. 9.8 million, and the Bhavnagar State having an area of 2,961 square miles, population 6 lakhs, revenue Rs. 8.039 million; the smallest State was Patdi, barely 30 square miles, having a population 3000. Besides these 30 States, there were innumerable Jagirs of groups of villages.

The Cutch Native State became a part 'C' State under a Commissioner directly administered by the Central Government,

as because of its proximity of Pakistan, it had, and has, strategic importance from the point of security.

The State of Saurashtra thus constituted had five districts, Gohilwad, Hal&ar, Madhya Saurashtra, Sorath and Zalawad.

The Gohilwad District was constituted out of the Native States and Jagirs of the East Coast of Saurashtra peninsula. It comprised the territories of the old Native States of Bhavnagar, Palitana, Lathi and Vallabhipur, with the addition of the old State of Jafrabad, some part of the Junagadh State and parts of the Agency jurisdiction such as Songadh and Chital. It consisted of 14 talukas.

The Hal&ar District was formed by integrating the territories of the former States of Navanagar and Dhrol.

The former Native States that went to constitute the Madhya Saurashtra District were Gondal, Morvi, Rajkot, Vankaner which were fairly big, and petty ones like Jasdan, Jetpur, Kotadasangani, Malia, Vadia and Virpur. Besides these 10 fairly major States, there were still 13 smaller ones which amalgamated to form the Madhya Saurashtra District. The District contained 9 talukas and 6 mahals.

The Sorath District had an area of 3,427 square miles. The major Native State that went to form this district was Junagadh with the small States of Porbunder, Bilkha, Manavadar,

Mangrol, Manpur and many other small States. Sorath is famous for the Gir forests, the home of the famous Indian lion.

The last district of the newly formed Saurashtra State was Zalawad. It was one of the districts of the original State of Kathiawad. The district was formed from as many as 18-20 petty States of this region.

Such was the composition of the State of Saurashtra in 1948.

6.3 MAJOR DEVELOPMENTS IN INDIA AND IN THE BOMBAY STATE (1948-1960)

Several important events took place in India and Bombay State during the period of 1948-1960 that had important bearing on the development of education in general and secondary education for girls in Gujarat, Saurashtra and Kutch.

The first event was the partition of India and the gruesome communal tragedy that resulted in several areas that had Muslim majority population. As a result of partition, the boundaries of the old Bombay Province was reshaped and a new bilingual Bombay State was forged out of it.

The second big event was the merger of the Native States and principalities into neighbouring States. In India 555 Indian States and principalities were liquidated. In Gujarat, the former Western India States Agency, Gujarat States and the

Baroda State were wiped out and a consolidated new Gujarat Region and a new Saurashtra State and the Kutch State emerged. The mainland of Gujarat had additional 5 districts - Banaskantha, Sabarkantha, Mehsana, Baroda and Amreli. The exchange of enclaves between Bombay and Saurashtra also took place. The years between 1947 and 1950 saw the Bombay State expand day to day with additions of the Native States, principalities and the exchange of enclaves from the neighbouring States.

The third great event was the publication of the recommendations of the Radhakrishnan University Education Commission in 1948-49 which observed that there could not be educated people without educated women. "General education for interesting and intelligent living and citizenship can be the same for men and women..... Women should share with men the life and thought and interests of the times. They are fitted to carry the same academic work as men, with no less thoroughness and quality. The distribution of general ability among women is approximately the same as among men."(1)

The fourth epoch-making event was the framing of the Constitution of India and its implementation from 1950. The Constitution provided equality of educational opportunity and assured social, economic, political and cultural justice to all citizens which paved the way for increased access for women to education at all stages and in all sectors.(2)

The fifth most significant event was the launching of the First Five-Year Plan (1950-51 to 1955-56) and the Second Five Year Plan (1955-56 to 1960-61). The Five-Year Plans of Development in education sector reflected a firm faith of the national government in the fact that educational development lies at the very base and education is essentially concerned with the training and development of human resources.(3)

The sixth major event was the publication of the recommendations of the Secondary Education Commission (1952-53). Among the recommendations that influenced the future course of development of secondary education of girls in all States were : differentiation of curriculum, upgrading of high schools into higher secondary schools and conversion of high schools into multipurpose schools. The Commission did not devote a separate chapter for the discussion of development of secondary education for girls. It observed that "There is no special justification to deal with women's education separately. Every type of education open to men should also be open to women".(4) The Commission introduced diversified curricula and multipurpose higher secondary schools. It popularised the home science stream and the fine art stream, in its scheme of seven streams of school studies, for girls.

The seventh major event was the establishment of the All India Council for Secondary Education in 1955 to implement the recommendations of the Secondary Education Commission, and under its auspices the institutions of Departments of Extension

Services in some selected Colleges of Education in the country were set up.

The eighth unique event was the undertaking of the first All-India Educational Survey covering all the States of the Indian Union in 1957. Under this survey, a thorough ~~survey~~ ^{study} of the Bombay State including all the Gujarati speaking districts was made.

The ninth stimulating event was the appointment of the National Committee on Women's Education by the Government of India in May 1958 to go into various aspects and problems of women's education. The epoch-making report of the Committee was published in the year 1958-59.

In the Bombay State - in Gujarat also, some important events took place during the period under review.

The first event was the abolition of the separate Primary School Certificate Examination for girls and for the first time in 1948, there was a common P.S.C. Examination for boys and girls. This measure raised the status of the P.S.C. passed girls, because in the past the P.S.C. Examination that was set ^{up} for girls was "of a slightly lower standard than the one for boys". (5)

The second event was the closing down of the English classes usually attached to primary classes in 1948-49 as a result of the abolition of English from the first three

standards of secondary schools. This resulted in the reduction in the number of secondary school institutions.

The third event was the replacement of the Matriculation Examination of the Bombay University by the Secondary School Certificate Examination by the Bombay S.S.C. Examination Board in 1949. This new Examination had provision for the wide variety of diversified subjects for girls such as Painting, Music, Needle-work, Tailoring, Embroidery, Leather Work, House Craft, etc.

The fourth event was a new venture in secondary education - the starting of girls' Lokshala in 1949. The main object of this innovation was to give a chance to girls who ^{had} passed the Primary School Certificate Examination early and were too young up to proceed to training colleges to continue their education. The Lokshala taught all subjects except English, upto the S.S.C. standard in a period of three years.

The fifth event was the policy decision taken by the State Government in 1950 that it would not run ordinary secondary schools as far as possible and it would hand over ex-State schools in merged areas to private associations.

The sixth event was also the policy decision taken by the State Government to stop grant-in-aid to secondary schools which were not registered under the Bombay Province Trust Act of 1950 or the Society Registration Act of 1860.

The seventh event was the re-organisation of the Bombay State into a large bilingual State consisting of a total of 43 districts under the States Reorganisation Act of 1956. Under this Act, the districts of Saurashtra and Kutch became integrated parts of the Gujarat Region of the Bombay State.

The eighth event was the Educational Survey of the Bombay State in 1957, under which all the regions of the State were comprehensively surveyed in respect of the existing educational facilities and their future planning was done.

The ninth event was the appointment of Integration Committees on Primary Education (1957-58) and Secondary Education (1958-59).

The last event was the bifurcation of the Bombay State into two separate linguistic States of Gujarat and Maharashtra in 1960.

6.4 SOME DEMOGRAPHIC DATA OF THE GUJARAT REGION, SAURASHTRA AND KUTCH

We tried to give a broad picture of the formation of the 10 districts of Gujarat as a region of the new constituted Bombay State in 1947 in Section 6.1 and of the formation of the State of Saurashtra in 1948 in Section 6.2. Such a presentation was deemed necessary to project a newly created background for the development of education. It would be much

more helpful to study the development of girls' secondary education in the Gujarat region and the Saurashtra State under conditions created by the attainment of complete political freedom on ^{the} one hand and the achievement of fuller consolidation and integration of former British and Native States territories on the other. Girls' secondary education had a much better scope than before for progress under such integrated political, social, cultural and, to some extent, economic set-up.

In this Section, we will briefly describe some demographic data of these two Gujarati speaking regions that could provide a base to our study. Here also, our main source of data would be the Census of India, 1951.

In 1951, the Bombay Gujarat Region was spread over an area of 33,136 square miles. It formed about 33 per cent of the total area of the Bombay State in 1951. Its population was 11,396,789 which was 31.7 per cent of the total population of the Bombay State. Substantial increase in population occurred in some districts of the Gujarat region during the decade 1941-1951. For instance, the Ahmedabad District registered an increase of 28.7 per cent and the Banaskantha of 28.4 per cent. The birth rate in Gujarat was 41.0 per 1,000 and the death rate was 22.6 per 1,000. The Census of 1951 had forecast an increase of about 20 per cent in the population of Western India. (6)

As much as 62.16 per cent of the Gujarat Region population was engaged in agriculture, 10.93 per cent in production, 7.58 per cent in commerce, 1.70 per cent in transport and the rest in other services or occupations. Thus, Gujarat was predominantly an agricultural region. In an agricultural society, the spread of secondary education among girls is slower than in an industrial society. As grown up girls are needed in agricultural operations, they are largely withdrawn round about ages 10-11.

The Gujarat's population living in rural areas was 72.77 per cent. Its urban areas recorded an increase of 42.3 per cent in 1931-41.

The Saurashtra State and the Kutch State had an area of 21,451 and 16,724 square miles respectively. The Gujarat Region, the Saurashtra State and the Kutch State had, between them, a total area of 71,311 square miles which was about 71.02 per cent of the total area of the Bombay State. The populations of the States of Saurashtra and Kutch were 4,137,359 and 567,606 respectively. The total population of the Gujarat Region, Saurashtra and Kutch put together was about 1.61 crore which was roughly 44.5 population of the Bombay State.

In Saurashtra and Kutch, the agricultural classes constituted 46.62 per cent and 42.03 per cent respectively as against 62.16 per cent in the Gujarat Region. Among the non-agricultural classes, 17.96 per cent in Saurashtra and 19.16 per cent in

Kutch were engaged in production, 10.24 per cent and 11.30 per cent respectively in commerce, and 22.07 per cent and 25.03 per cent respectively in other services. The corresponding percentages for the Gujarat Region were 13.93, 7.53 and 14.63 respectively. Thus, the occupation of the people in the Gujarat Region was more agricultural than in Saurashtra and Kutch. Agricultural communities usually withdraw their girls from school as soon as they become of age to be able to work in fields.

The proportion of unmarried persons in the female population increased by 8.7 per cent between 1921-1951. Infant marriages had become extremely rare, though some did take place. But they were confined to backward classes. Most of the girls were reported to have married at the age of 14 years. Ninety seven out of every 1000 married females in 1941 were less than 15 years. In 1951, the number had fallen to 60. The trend in the Bombay State and in the Gujarat Region suggests that public opinion was increasingly setting itself against very early marriages of girls. Whether a reduction in the number of females marrying at an age below 15 years could be secured "by a further statutory raising of the age of marriage is open to doubt. There is no substitute for enlightened public opinion." (7)

The Census data on married females thus show slow but sure a social change which is going to be more helpful for the rapid spread of education among females in years to come. The

trend towards a higher age of marriage for males and females would certainly increase women's access to secondary and higher education in Gujarat.

In Saurashtra and Kutch also, the age of marriage was becoming progressively higher. This augured well for the spread of education of men and women. Still, the age was not so high as to encourage high school education of girls. Most of the females married at or about the age of 15. The same was the position in the Gujarat Region and the Bombay State. "In 1949, the minimum age of marriage was raised to 15 in the case of girls, a fact that singularly few people seemed to know about. In 1961, 6 per cent of the married women in Bombay, Saurashtra and Kutch were below the age of 15." (8) The raising of the age of marriage for girls was a happy feature of development. That means that if educational facilities for secondary education for girls can be made locally, if social prejudices can be encountered, if an enrolment drive is made in respect of girls and if other conditions favouring the access of women to secondary education can be made, the efforts for developing secondary education among girls can be given a real momentum in the Gujarat, Saurashtra and Kutch regions in the immediate future.

Table LVII

Some Important Civil and Social Data regarding Women
in Gujarat
1951

District	Total Female Population (in lakhs)	% of urban Female Population	% of rural Female Population	% of Scheduled Castes Female Population	% of Scheduled Tribes Female Population	% of Hindu Females	% of Muslim Females	Percentage of Literacy		
								Male	Female	
Gujarat Region										
1. Ahmedabad	7.74	56.9	43.1	9.9	10.3	83.9	10.8	32.60	43.60	10.70
2. Banaskantha	3.65	7.7	92.3	9.9	5.2	30.3	6.9	7.20	11.00	2.10
3. Baroda	5.70	24.1	75.9	19.5	1.9	90.7	7.9	28.60	39.00	17.20
4. Broach	3.43	18.1	81.9	5.5	34.4	82.5	16.3	27.90	39.70	16.30
5. Amreli	1.55	27.6	72.4	7.7	2.5	89.7	3.3	29.70	39.40	19.70
6. Sabarkantha	3.37	7.1	92.9	8.5	11.2	93.3	4.4	14.40	23.69	4.90
7. Mehsana	7.33	21.7	78.3	9.8	1.5	91.5	5.4	25.00	35.00	15.10
8. Fanch Mahals	5.55	11.9	88.1	3.6	41.4	94.5	4.5	13.40	20.00	5.90
9. Kaira	7.69	28.1	71.9	7.3	0.9	97.5	8.1	29.10	40.30	16.80
10. Surat	9.10	20.8	79.2	6.9	46.9	91.1	6.3	29.10	39.00	19.10
Saurashtra State										
1. Halar	2.86	33.3	66.7	2.5	2.1	90.3	15.4 15.4	17.73	25.03	10.17
2. Dhadhya Saurashtra	5.19	30.5	60.5	1.9	1.3 1.3	86.3	11.9	22.17	30.46	13.69
3. Zalawad	2.43	31.3	68.7	4.9 4.9	0.4	87.6	6.5	13.45	25.57	11.09
4. Gohilwad	4.99	31.1	68.9	3.6 3.6	0.6	90.9	7.2	13.33	26.69	9.40
5. Sorath	4.96	31.5	68.5	3.0 3.0	0.6 0.6	86.9	12.5	16.51	24.97	9.02
Kutch State										
1. Kutch	2.95	20.0	80.0	1.4	2.9	67.5	19.3	17.06	24.43	10.23

N.B.:— This Table is built up with the help of data collected from Census of India, 1951, and other sources

The Table LVII presents some vital social and literary data about the female population of Gujarat, Saurashtra and Kutch that has a bearing on the development of secondary education for girls.

The districts of Ahmedabad, Baroda, Amreli, Mehsana, Kaira and Surat had 20 per cent or more female population living in urban areas. Therefore, other things being equal, secondary education for girls had a better chance of development in these areas. Banaskantha, Sabarkantha and Panch Mahals are largely rural districts, and secondary education develops at a slower rate in rural areas where facilities for education even for boys are limited. The Saurashtra districts had more urban population than that of the Gujarat Region. The Saurashtra State could have better facilities for secondary and higher education, but the decades of neglect of education in this area were a serious handicap. In all the districts of the Gujarat Region we had female population of scheduled castes ranging from 3.6 per cent in the Panch Mahals District to 19.5 per cent in the Broach District. Among the females of the scheduled castes, even the spread of primary education was, at this time, far from being satisfactory. Therefore, this population would come in the way of the universal spread of secondary education for girls in all the 10 districts of Gujarat. In comparison to the districts of the mainland of Gujarat, the districts of Saurashtra and the Kutch States had less percentage of female population of scheduled Castes.

The population of scheduled tribe females was not evenly spread out in the 10 districts of Gujarat. The districts of Broach, Panch Mahals and Surat had a very high proportion of female population of scheduled tribes. The scheduled tribe is another population unit where primary education among both boys and girls could make extremely slow and inadequate progress. The possibility of the development of secondary education for girls among this class of female population was very remote.

The Muslim Community had been gradually coming up in education. However, the education of their women progressed at a very slow rate. We do not have the statistics of the Muslim women which received education in 1951, because the separate section of the education of Muslims given in the Annual Reports of Public Instruction in the Bombay Province was discontinued from 1937-38. But the population of Muslim Female constituted a factor against universal secondary education of girls at this period. The percentage of Muslim female population ranged from 4.4 per cent in the Sabarkantha District to 16.3 per cent in the Broach District. In Saurashtra, excepting the districts of Zalawad and Gohilwad, the population of Muslim females was in higher proportion than in the districts of the Gujarat Region. In the Kutch State out of every 5 females, almost 1 was Muslim.

From the Table LVII, we find considerable disparity between the figures of literacy for males and females. The percentages of female literacy were not even half of those for males. In the Gujarat Region, the female literacy ranged from 2.10 per

cent in the Banaskantha District to 19.70 per cent in the Ahmedabad District. In the matter of female literacy, the districts of Banaskantha, Sabarkantha and Panch Mahals were very backward. These districts posed real difficulties in the spread of female education at all the levels.

In Saurashtra, the percentage of literacy ranged from 16.51 in the Sorath District to 22.17 per cent in the Madhya Saurashtra District. Here also there was a wide gap persisting between the literacy of men and women. The percentage of female literacy ranged from 8.02 in the Sorath District to 13.69 in the Madhya Saurashtra District. In the Kutch State, the percentage of literacy was 17.06 and that of female literacy 10.23.

In short, female literacy in Gujarat, Saurashtra and Kutch was in a backward state. It might be better in comparison to the female literacy in many districts of the Bombay State and of other States of the Indian Union. But it was not at the 'set-off' stage to give a real push to the secondary education of daughters.

With this background type preliminary discussion of the demographic and social and cultural data of the Gujarat Region, Saurashtra and Kutch States in 1951, we will turn our discussion to the development that took place in the secondary education of girls in Gujarat between 1947 and 1960.

6.5 DEVELOPMENT OF SECONDARY EDUCATION FOR GIRLS IN THE BOMBAY STATE (1948-1959)

Before we take up for discussion the development of girls' secondary education in Gujarat, Saurashtra and Kutch from 1948 to 1960, we would like to note briefly the major developments in secondary education for girls in the Bombay State. This we deem it necessary because it was not a practice with the Bombay Education Department to provide separate break-up of educational data for the Gujarat Region, and therefore, we have to largely depend upon the composite Bombay data to understand the trends and measures of development of secondary education for girls in the Gujarat Region.

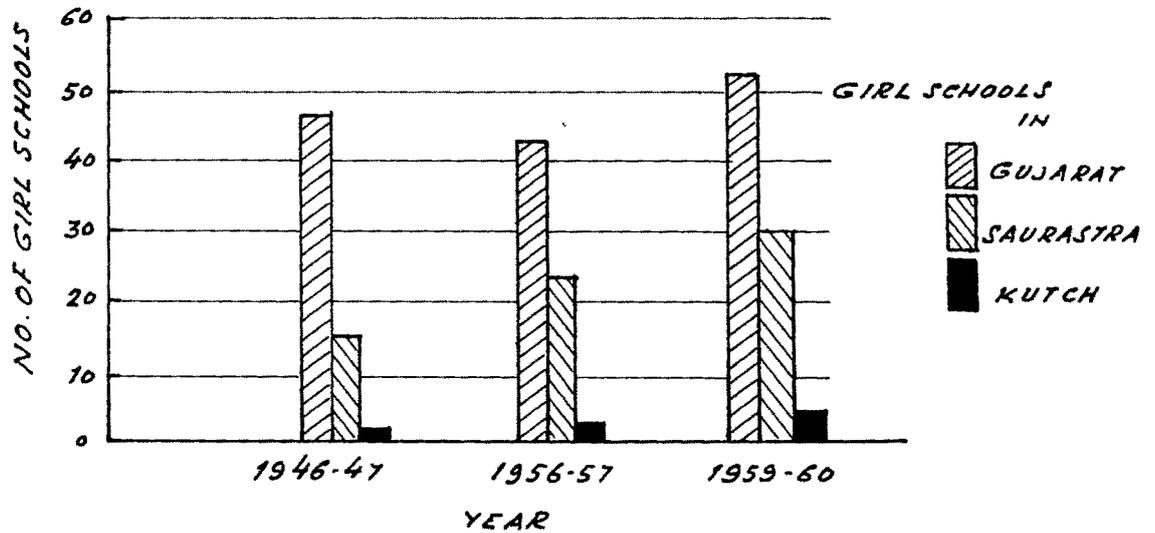
Expansion

Table LVIII

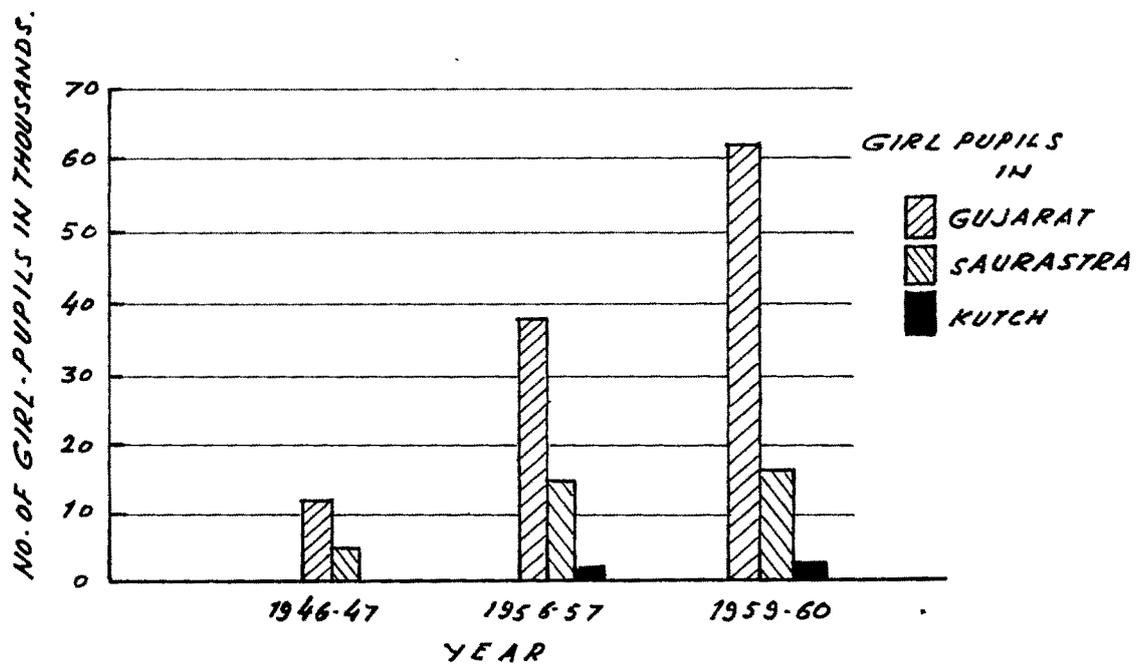
Expansion of secondary education of Boys and Girls in the State of Bombay (1947-1959)

	Year	Number of Secondary Schools					
		For Girls		for Boys		Total	
		No.	%age	No.	%age	No.	%age
<u>Schools</u>	1946-47	184	15.6	997	84.4	1,181	100.0
	1956-57	263	11.9	1,947	88.1	2,210	100.0
	1958-59	232	10.8	2,267	89.2	2,549	100.0
<u>Pupils</u> (in lakhs)	1946-47	0.39	61.3	0.24	38.7	0.63	100.0
	1956-57	1.02	54.2	0.86	45.8	1.88	100.0
	1958-59	1.21	11.1	8.18	88.9	9.39	100.0

CHART-



a - DEVELOPMENT OF SECONDARY SCHOOLS FOR GIRLS IN GUJARAT, SAURASTRA & KUTCH FROM '46 TO '60



b - GIRL PUPILS IN SECONDARY SCHOOLS IN GUJARAT, SAURASTRA AND KUTCH FROM '47 TO '60

The above figures show the substantial increase in the number of girls' secondary schools in the Province during the period under review. However, the percentage of girls' secondary schools not only did show an increase but showed a drop in the percentage. The percentage of girls' secondary schools moved around 11 per cent. This happened because along with the increase in the number of girls' secondary schools, the number of boys'/mixed secondary schools registered corresponding increase.

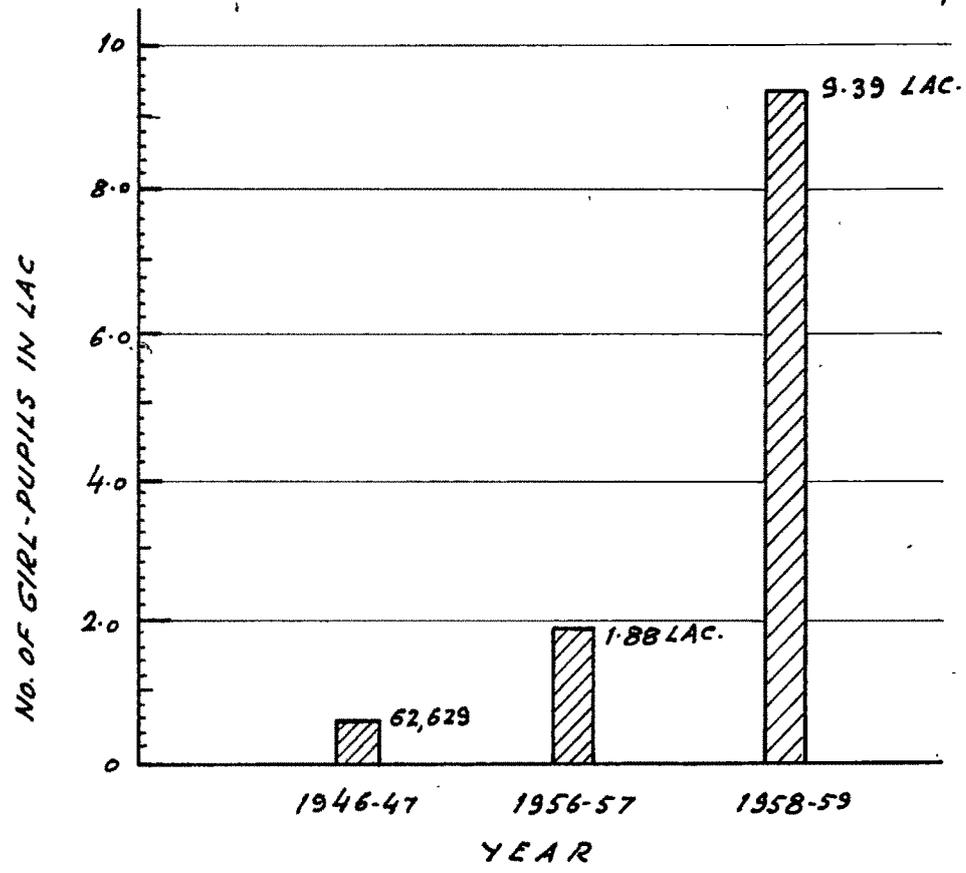
Of the total 2,549 secondary schools in the State, 85.5 per cent were run by private bodies, of which 4.7 per cent were run by unaided private bodies. The State Government conducted 9.0 per cent, District Boards 2.9 per cent and Municipal Boards 2.6 per cent secondary schools.

The total number of pupils in secondary schools also shows an increase from 0.63 lakh in 1947 to 9.20 lakhs in 1959. The average annual rate of growth in the enrolment was 0.72 lakh pupils. The annual rate of growth in girls' secondary schools was only 0.5 lakh.

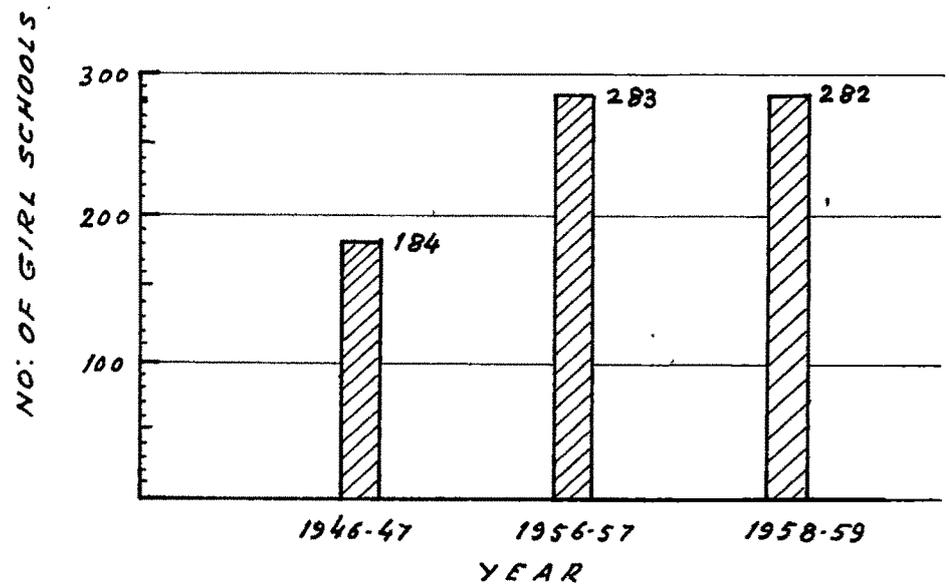
Co-education

In 1946-47, the percentage of girls studying in girls' secondary schools was 61.3 and in boys' or mixed schools, it was 38.7. In 1956-57, the percentage of girls studying in girls' secondary schools dropped down to 54.2 and that of girls in boys' or mixed schools rose to 45.8 per cent. In 1958-59,

CHART-



a - ENROLMENT OF GIRL PUPILS IN SECONDARY SCHOOLS IN THE BOMBAY STATE (1947 - 1959)



b - DEVELOPMENT OF SECONDARY HIGH SCHOOLS FOR GIRLS IN THE BOMBAY STATE FROM 1946-47 TO 1958-59

the percentage of girls studying in boys' or mixed secondary schools went still higher - it was 50.3. Thus, there was a distinct trend in the Bombay State in favour of girls enrolling themselves in boys' or mixed secondary schools. In 1958-59, Kerala reported the highest percentage of girls (65.5 per cent) under instruction in boys' secondary schools. Next in order was ~~WERE~~ Bombay (50.3), Below Bombay Province were Orissa (45.6), Assam (45.1), Andhra Pradesh (41.6), Madras (39.8), Mysore (31.9), Bihar (24.4), Rajasthan (16.8), Madhya Pradesh (15.1), Punjab (11.6), West Bengal (7.2), Uttar Pradesh (6.8) and Jammu and Kashmir (2.6).(9)

Girls from Backward Classes : In 1946-47, the percentage of girls studying at the secondary stage was 0.9. It improved considerably in 1956-57 - it became 3.6. In sheer number, the girls from the backward class became 6,212 in 1956-57 in place of only 525 in 1946-47. This was another welcome trend in the State regarding the secondary education of girls. Girls had begun to come forward in an increasing number to receive secondary education.

S.S.C. Results : In 1946-47, 2,707 girls appeared at the Matriculation Examination and 1,602 passed. Thus, the percentage of pass was 59.17 for girls. After a decade, we find 17,979 girls taking the S.S.C. Examination in 1956-57, and 11,411 or 63.35 per cent passed out. In 1958-59, 62,911 girls took the S.S.C. Examination and 29,473 or 44.1 per cent of them passed the examination. Thus, a large number of girls were taking

the S.S.C. Examination and about 30,000 girls were joining the rank of the S.S.C. passed category of women.

Teachers

In 1958-59, there were 38,323 teachers in position in high/higher secondary schools in the Bombay State of which 7,949 or 20.7 per cent were women. The percentage of secondary school teachers was 61.5. More of the male than female teachers were trained.

Finance

In 1958-59, the total expenditure on high/higher secondary schools in the Bombay State was Rs. 1008.27 lakhs, of which expenditure on girls' high/higher secondary schools constituted 14.4 per cent. The percentage of expenditure on secondary schools to total direct expenditure on education was 26.4 per cent. Of this expenditure, 42.6 per cent came from government funds, 1.5 per cent from district local board funds, 2.3 per cent from municipal board funds, 44.9 per cent from fee receipts, 2.0 per cent from endowments and the remaining from other sources.

Such were the broad aspects of the development of girls' secondary education in the Bombay State between 1947 and 1959. During the period under review, the annual rate of growth in the number of girls' high schools was around 8; the annual rate of growth in girl pupils was 5.6 thousand; 85 per cent

of girls' high schools were run by the private enterprise; the percentage of girls studying in co-educational high schools showed a steady rise - in 1959, half the number of girls studying at the high/higher secondary stage ~~were~~^{was} in co-educational institutions; annual rate of growth of girls taking the S.S.C. Examination was 5,017; about 4 out of every 10 girls who appeared the S.S.C. Examination passed out. One-fifth of the total teachers in high/higher secondary schools ~~were~~^{was} women and there were less trained women teachers than that of men teachers; the expenditure on secondary schools accounted for a little more than one-quarter of the state budget on education; about 88 per cent of the expenditure on girls' secondary schools came from government funds and fee receipts. Endowments formed a very small part of the resources for secondary schools for girls.

Against this broad picture of the development of secondary education for girls in the Bombay State, we will attempt to study the development of secondary education for girls in Gujarat in those aspects in which separate data for Gujarat ~~would be~~^{are} available.

6.6 DEVELOPMENT OF SECONDARY EDUCATION FOR GIRLS IN THE GUJARAT REGION, SAURASHTRA AND KUTCH STATES (1947-1956)

Expansion

The collection of data for the study of the progress of secondary education for girls in the Gujarat region of the

Bombay State during 1947-1959 poses the same difficult problem that we encountered earlier. The problem became all the more difficult because the General Educational Tables given in the Annual Administration Report of the Bombay State from 1947-48 onwards do not give region-wise break-up of educational developments in the State; what it presents is a consolidated picture of educational progress for the whole of the Bombay State. There is no other means to get information on the developments of girls' secondary education in Gujarat. However, some data on the establishment of girls' high schools and A.V./Middle Schools were available from the List of Recognised Secondary Schools published by the Gujarat State in 1966. The following Table is developed with the help of this List.

Table LIX

Secondary Schools for Girls in the Districts of
Gujarat, Saurashtra and Kutch
(1947 - 1955)

District	1948 - 1955		
	Boys' Schools	Girls' Schools	Total
Ahmedabad	75 (30)	11 (4)	86 (34)
Kaira	82 (23)	6 (2)	88 (25)
Baroda	60 (12)	6 (0)	66 (12)
Broach	24 (7)	1 (0)	25 (7)
Surat	74 (13)	10 (3)	84 (16)
Panch Mahals	18 (6)	- -	18 (6)
Banaskantha	7 (4)	1 (0)	8 (4)
Sabarkantha	37 (13)	- -	37 (13)
Mehsana	71 (19)	3 (1)	74 (20)
Rajkot *	28 (2)	6 (0)	34 (2)
Amreli *	15 (6)	1 (0)	16 (6)
Bhavnagar*	23 (6)	3 (1)	26 (7)
Jamnagar *	17 (7)	2 (0)	19 (7)
Junagadh *	23 (6)	4 (1)	27 (7)
Surendranagar*	12 (3)	1 (0)	13 (3)
Kutch	31 (15)	4 (3)	35 (18)
Total	569 (168)	59 (15)	628 (183)

N.B.:- Figures in brackets signify increase in number of schools that existed in the previous years.

At the end of 1947, there were in all 445 secondary schools of which 401 were for boys and 44 for girls. Thus, the proportion of separate girls' secondary schools to the total secondary schools in Gujarat, Saurashtra and Kutch was 1 to 10. It was likely that most of the 401 boys' schools admitted girls also, and therefore, many of them must be mixed schools. From 1948 onwards, the number of purely boys' secondary schools has been gradually decreasing, and the trend towards mixed secondary schools has deepened. It was more pronounced in the Gujarat Region than in Saurashtra and Kutch and even among the latter two, it was more noticeable in Saurashtra than in Kutch.

In the period 1948-55, the number of girls' secondary schools ranged from 1 each in the Broach, Banaskantha, Mehsana, Amreli and Surendranagar Districts to 11 schools in the Ahmedabad District. The Surat District with 10 girls' secondary schools came close to the Ahmedabad District. The Districts of Kaira, Baroda and Rajkot each had 6 girls' schools; Junagadh and Kutch each had 4 girls' schools; the Bhavnagar District 3 and the Jamnagar District 2. The Sabarkantha District had no girls' secondary school, though it had as many as 37 boys' schools.

The Table LIX shows that between 1948 and 1955, the number of secondary schools in Gujarat rose to 628 from 445 at the end of 1947. Thus, there was an increase of 183 secondary schools

or on an average annual increase of about 23 secondary schools. Of the total 623 secondary schools in 1955, there were 59 separate girls' secondary schools. This means that there were 9 separate girls' secondary schools per every 100 secondary schools in Gujarat in 1955.

The growth in the number of pupils at the secondary stage in Gujarat is given in the following table.

Table LX
Growth in the Number of Secondary School Pupils
in Gujarat
(1952 - 1956)

District	1952	1953	1954	1955	1956
Ahmedabad	34,603	37,048	39,294	41,565	45,438
Kaira	24,623	23,897	25,508	25,829	27,237
Sabarkantha	2,581	2,563	3,073	3,353	3,866
Banaskantha	2,453	2,263	2,385	2,506	2,592
Amreli	1,814	1,752	1,892	2,041	2,270
Mehsana	14,929	13,896	15,520	16,109	17,523
Baroda	17,420	17,216	17,780	17,833	18,876
Surat	24,659	23,661	25,138	26,781	28,632
Broach	6,737	6,633	7,138	7,179	7,374
Panch Mahals	5,731	5,485	5,927	6,252	6,878
Total	1,35,550	1,34,414	1,44,655	1,48,957	1,39,619

The figures show increase in number of secondary school pupils in all the districts of Gujarat. It is not known how many of these pupils were girls. In one study, it was revealed that in 1956-57, 21.2 per cent of the total secondary school pupils were girls (10). This figure gives an indication that about 1/6th to 1/5th of the total enrolment at the secondary stage in the 10 districts of the Gujarat region between 1948 and 1956 must be girls.

In Saurashtra, in 1948, 1,481 girls were studying in high schools as against 17,305 boys. The girls in high schools constituted a little less than 8 per cent. The number of girls studying in middle schools was 4,553 as against 10,907 boys. Thus, at the middle school stage in Saurashtra, there were 3 girls for every 7 boys enrolled (11).

In 1955-56, the girls' enrolment in high schools increased to 5,216, more than three-fold growth. The corresponding figure at the middle school stage dwindled down to 1,431 (12). In 1955-56, girls' enrolment at high schools and middle schools formed 19.9 per cent and 8.7 per cent respectively of the total enrolment at these stages.

For Kutch, the figures for 1955-56 are not available. However, in 1957, there were 2,013 girls against 5,737 boys in secondary schools (13). The percentage of girls in the secondary schools to the total enrolment at the secondary stage was 25.9.

6.7 THE EDUCATIONAL SURVEY OF GUJARAT,
SAURASHTRA AND KUTCH (1957)

As a part of the Educational Survey of the Bombay State (1957), the 10 districts of Gujarat of the old Bombay State, the 5 districts of Saurashtra of the new Bombay State after its reorganisation in 1956 and the Kutch District were surveyed in 1957. In this Section, we will present the major findings of the survey regarding the expansion of secondary education for girls. Some other pertinent findings will be discussed later under relevant sub-sections.

A - Gujarat

The Survey spotted in the 10 districts of Gujarat (we will henceforth refer to it as 'Gujarat') 147 urban areas having a total population of 29.36 lakhs. The districts of Ahmedabad (23), Kaira (38), Mehsana (27), and Surat (15) had each more than 18 urban habitations. Between these 4 districts, 70 per cent of the total urban habitants of the State were covered. The total number of rural habitations was 16,350 in Gujarat; it ranged from 366 in the Amreli District to 2,614 in the Surat District, the average number of rural habitations per district being 1,635.

Middle Schools : Of the total 15,981 habitations of Gujarat, 1,529 or 9.5 per cent had a middle school in them; another 5,951 or 37.2 per cent were served by a school outside

each habitation and the remaining 8,501 or 53.1 per cent of habitations were not served by any school. The Survey did not show how many of the habitations had middle schools for girls. Usually, middle schools for boys are in greater number than those for girls. Therefore, the number of habitations not served by middle schools for girls must be more than 8,501. Even if it is maintained that at the middle schools stage, schools must be of the mixed types, a large number of mixed middle schools was needed by Gujarat in 1957. The Survey proposed replanning of the location of some middle schools. This would enable 14.8 per cent of habitations to have middle schools in them and 65.3 per cent of habitations to have middle schools outside them. Even then, 19.9 per cent of habitations would go without middle schools.

The Gujarat average for areas served by middle schools was 18 square miles; after the planning situation it improved to 10 square miles. Many of the districts of Gujarat showed much higher averages than the regional. For instance, Amreli had an average of 41 square miles, Banaskantha 70 square miles, Baroda and Panch Mahals 23 square miles, Mehsana 25 square miles; while Broach with 15 square miles, Kaira with 8 and Surat with 11 showed lower averages than the regional. Therefore for the spread of middle school education among boys and girls, the districts of Baroda, Broach, Kaira and Surat were better placed than the other 6 districts of Gujarat. After planning, the average square miles for middle schools in Gujarat could

be reduced to 10 square miles, and districts having a lower area than the average for Gujarat would be Baroda 8 square miles, Broach 9 square miles, Kaira 6 square miles and Surat 7 square miles. Only 1 district - the Sabarkantha would have an average area equal to that of Gujarat. "Banaskantha with 25, Amreli with 18, Panch Mahals 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." (14)

The Saurashtra-Kutch regions revealed a poor position 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 21 in Madhya Saurashtra. After planning, the regional average drops from 48 to 23 with a corresponding decrease in the districts. Madhya Saurashtra had the least area of 15 square miles, Gohilwad 17, Sorath 18, and others more than 20".

The findings of the 1957 Survey regarding the middle school facilities in the districts of Gujarat and Saurashtra-Kutch were very much disturbing. The average population served by middle schools in Gujarat was 5,086. The range in the districts was very wide from 12,647 in Banaskantha to 3,020 in Broach. After planning, there was considerable improvement in the location of middle schools. Even then, the middle school

facilities were inadequate to meet the needs of school-going boys and girls of 14-17 age-group.

There should be at least 1 middle school per every 5 primary schools is an accepted criterion to judge the adequacy or otherwise of the provision of middle schools in a region. In Gujarat, the regional ratio before planning was 6.3. Among the districts there prevailed great imbalance. For instance, the district of Banaskantha had a ratio of 20.5, Panch Mahals 10.1, Baroda 8.6, Amreli 8.5, Sabarkantha 6.7, and Mehsana 6.9. The proposals for planning would reduce the regional ratio to 4.1 primary schools to a middle school, Amreli (4.6), Banaskantha (7.9), and Panch Mahals (6.3) would be the only districts which would still exceed the regional ratio. Broach and Kaira with 3.2 each were the most favourably placed districts in Gujarat.

Had the proposed planning been really carried out, Gujarat would have really less problems in providing girls' high schools or mixed high schools and there would have been rapid expansion of girls' secondary education thereafter. But, it is not known how much of the planning proposed by the Survey was implemented. The same remarks would apply to the Saurashtra-Kutch region.

Schools for Girls in Rural Areas

The 1957 Educational Survey gave some useful data regarding girls' secondary education in the Bombay State along with the regional break-ups.

(a) Girls' Middle Schools in Rural Areas

In the Gujarat Region, it reported 180 girls' middle schools as against 2,783 boys' middle schools. Thus, girls' middle schools constituted 6.1 per cent of the total number of middle schools existing in Gujarat. The number of girls' middle schools was highest in Surat being 37, 25 in Broach, Kaira, ^{and} Mehsana and only 1 in Banaskantha. At the middle stage, no compulsion had been enforced in Gujarat.

In the Saurashtra-Kutch region, out of the total 1,503 middle schools in operation in 1957, 61 or a little more than 4 per cent were girls' schools. The girls' middle schools were spread out 17 each in Cchilwad and Kutch, 12 in Sorath, 5 in Zalawad, and 3 in Halar. With 128 girls' schools at the primary stage, the Survey regarded 61 girls' schools at the middle school stage as "fairly good provision for girls".(15)

Enrolment of Girls : Of the total pupils in the middle schools in Gujarat, 77.2 per cent were local and 22.8 per cent were non-local. Among the local pupils, 17.9 per cent were girls as against 59.3 per cent boys. Even amongst the local pupils, girls were about half the boys in Surat and 1/17th in Banaskantha. Of the non-local pupils, the percentage of girls was only 1.5 as against 21.3 for boys. This shows that at the middle school stage in Gujarat, the tendency among girls was to join local schools - only a small number of them go out to the neighbouring schools. This was largely due to the social

attitude of parents to protect girls after they attain puberty; they do not like that their grown-up girls of 11-14 age group go to neighbouring towns on foot for middle school education. Where this happens, such girls go walking to a neighbouring town or a village in group.

The girls in middle schools formed less than one-fourth of the boys in the region. Thus, grave imbalance between the middle school education of boys and girls was revealed. At this stage, the ideal percentage of school-going children was placed by the Survey at 7.5. In Gujarat, it was, however, 1.39 per cent, much below the norm. Of this, the percentage of girls was only 0.27 (for boys it was 1.12). Thus, in Gujarat, the percentage of school-going girls at the middle school stage was extremely low.

In the Saurashtra-Kutch Region, in rural areas the percentage of non-local pupils in the middle schools was very low - it was 4.86 and for girls it was an insignificant 0.06 per cent. This reveals the socially unfavourable attitude of parents about sending their adolescent girls to schools in the neighbouring places on foot. Of the 95.14 per cent of local pupils, girls formed a small percentage of 15 as against 80-14 for boys. Thus, in Saurashtra-Kutch, girls were less than 1/5th of the boys in middle schools.

The percentage of age-group 11-14 attending middle schools in Saurashtra-Kutch in rural areas was only 0.86. It ought to

have been 7.5. It was very low for girls - 0.13 as against 0.73 for boys. In all the districts, except Gohilwad, the percentage of enrolment was below one. The enrolment percentage for boys varied 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. An enrolment percentage of 0.13 for girls can be considered extremely unsatisfactory for Saurashtra-Kutch. This shows that the expansion of girls' secondary education would need more vigorous efforts in the rural areas of Saurashtra-Kutch Region than in the rural areas of the Gujarat Region.

(b) Girls' High Schools in Rural Areas

The following Table summarises the position regarding girls' high schools in Gujarat and Saurashtra-Kutch Regions.

Table LXI

High School Education of Boys and Girls in Rural Areas in
Gujarat and Saurashtra-Kutch Regions
(1957)

District	Percentage to Total Pupils				Enrolment Percentage to Estimated Population		
	Local		Non-local		Boys	Girls	Total
	Boys	Girls	Boys	Girls			
Ahmedabad	50.70	09.20	39.30	00.80	00.20	00.02	00.24
Amreli	56.40	-	43.60	-	00.02	-	00.02
Banaskantha	51.90	01.30	46.80	-	00.02	00.01	00.02
Baroda	41.70	06.90	50.80	00.60	60.29	00.02	00.31
Broach	42.40	06.20	50.60	00.80	00.25	00.02	00.27
Kaira	48.60	11.40	39.10	00.90	00.32	00.04	00.36
Mehsana	49.50	02.00	48.40	00.10	00.32	00.01	00.33
Panch Mahals	43.60	07.30	48.70	00.40	00.06	00.01	00.25
Sabarkantha	41.30	01.70	56.70	00.30	00.25	-	03.80
Surat	22.70	08.30	60.60	08.40	00.41	00.08	00.49
Gujarat Region	39.20	07.10	50.80	02.99	00.25	00.03	00.28
Gohilwad	30.30	09.60	59.50	00.60	00.02	00.002	00.002
Halar	55.50	15.90	23.50	-	00.04	00.008	00.05
Kutch	77.60	04.20	18.20	-	00.05	00.002	00.05
Madhya Saurashtra	93.90	04.20	-	-	00.06	00.004	00.064
Sorath	31.10	01.90	67.00	-	00.19	00.004	00.194
Zalawad	75.30	15.40	09.00	00.30	00.08	00.02	00.10
Saurashtra-Kutch Region	51.90	05.90	42.10	00.10	00.08	00.005	00.085

High Schools : In the Gujarat Region 1 girls' rural high school was reported in the district of Surat. The district-wise distribution of 224 rural high schools in Gujarat was as under: Mehsana 44, Kaira 39, Surat 37, Baroda 36, Sabarkantha 21, Panch Mahals 16, Broach 13, Ahmedabad 10, Banaskantha 6, and Amreli 2.

In Saurashtra-Kutch region, the actual number of high schools in rural areas was 18, one each in Gohilwad and Zalawad, 2 each in Halar and Madhya Saurashtra, 5 in Sorath and 7 in Kutch. There was no separate girls' high school in the rural areas of any of the districts of Saurashtra-Kutch exclusively meant for the girls as the existing high schools admitted girls. But the number of girls entering the high school stage in the rural areas of Saurashtra-Kutch was very small.

Enrolment : Of the total pupils in high schools of the Gujarat Region, 53.7 per cent were non-local of which 50.8 per cent were boys and 2.9 per cent were girls. Of the 46.3 per cent of local pupils, 39.2 per cent were boys and 7.1 per cent were girls. Of the total pupils, about 10 per cent were girls and 90 per cent were boys; girls being 1/9th of the boys. The districts showed, on the whole, a very high percentage of non-local pupils. (60 per cent in Surat, 57 per cent in Sabarkantha, 49.1 per cent in Panch Mahals and 51.4 per cent in Broach and Baroda and less than 50 per cent in other districts).

The total number of girls in the high schools of the districts ~~vary~~^{varies} from 0 per cent in Amreli to 16.7 per cent in Surat. In Banaskantha, Mehsana and Sabarkantha, the percentage of girls in rural high schools was 2 or below 2 of the total pupils in high schools. Thus, the high school education could spread to a small extent in rural areas of the Gujarat Region excepting a few advanced districts like Surat.

The total percentage of enrolment was 0.28 for Gujarat, of which 0.25 was for boys and 0.03 was for girls. The percentage of girls' enrolment at the high school stage in the rural areas of Gujarat was almost insignificant, the highest being 0.08 in the Surat District and the lowest 0.0003 in the Banaskantha District. Compared to the total percentage enrolment of 9.29 at the primary stage, and 1.39 at the middle school stage, the percentage of 0.28 at the high school stage in Gujarat compared very unfavourably. The position was worse for high school enrolment of girls.

The Saurashtra-Kutch Region, inspite of the wide scatter of habitations, yielded a percentage of 42.2 non-local pupils of which girls constituted an insignificant 0.01 per cent. Of the total pupils in high schools in rural areas Saurashtra-Kutch had a ratio of 8.4 primary schools to a middle school. It showed a variance between 15.1 in Halar and 4.8 in Kutch. After planning, the situation could be considerably retrieved. The region would show a ratio of 4.4 primary schools to a middle school, the districts ranging between 5.8 in Zalawad and 3.6 in Madhya Saurashtra.

At the high school stage, the provision of educational facilities in Gujarat and Saurashtra-Kutch was all the more unsatisfactory.

Only 116 out of the total 15,981 habitations in Gujarat had a high school in them (they served an additional 4,320 rural habitations); 4,320 or 27.03 per cent of them were served by a high school outside them, and 11,545 or 72.2 per cent of the total habitations were not served by any high school at all. This presents not only a disturbing picture for girls but also for boys. In the Saurashtra-Kutch region, the situation was slightly better. There were 198 habitations that had a high school in them, 2,151 or 46.1 per cent habitations had high schools in their neighbourhood and 50.3 per cent habitations were not served by any school. The planning that was proposed by the Survey would improve the situation. After planning, 4.4 per cent habitations would have local high schools, 51.7 per cent habitations would have high schools in their neighbourhood and 43.9 per cent habitations would go without high schools.

The Survey had laid down certain norms for high schools also. For instance, there should be a high school at a walking ~~or crying~~ distance of 5 miles from the residence of every child. The high school should draw its pupils from an area of 80 square miles, the population served being 5,000 or more. This would give the high school more feeders and an assured strength of 300 or 320 in the age-group 14 to 17 years (calculated at 6.27 per cent). As 5 primary schools would need 1 middle

school, 3.3 or 4 middle schools would need 1 high school. In urban areas a higher ratio - 7 middle schools to 1 high school would be quite sufficient.

Applying this criterion to the existing high schools in Gujarat and Saurashtra-Kutch, we find the following situation in 1957. The table below gives the relation between middle schools and high schools existing and after planning in the form of ratios.

Table LXII

Relation between Middle Schools and High Schools in Gujarat and Saurashtra-Kutch : Existing and After Planning (1957)

District	Ratio between Middle Schools and High Schools	
	Existing	After Planning
Ahmedabad	1.4	3.6
Amreli	2.3	11.0
Banaskantha	2.8	29.0
Baroda	3.0	5.0
Broach	1.6	7.6
Kaira	1.3	2.2
Mehsana	2.4	2.4
Panch Mahals	1.8	22.5
Sabarkantha	1.8	3.1
Surat	1.5	2.4
Average for Gujarat	1.99	8.88
Gohilwad	2.2	57.2
Halar	3.0	12.0
Kutch	1.3	7.0
Madhya Saurashtra	2.0	53.0
Sorath	3.1	22.5
Zalawad	1.7	17.0
Average for Saurashtra-Kutch	2.2	28.1

In the Saurashtra-Kutch Region, 94 per cent were boys and only 6 per cent were girls. Except in Zalawad and Gohilwad, in other districts there were no non-local girls. This shows that the social attitude of parents towards sending their daughters to high schools situated in neighbouring places was not favourable. That means that more high schools should be provided at local level if the high school education for girls is desired to be extended on a desirable scale in Saurashtra-Kutch.

Against an enrolment of 0.86 per cent at the middle school stage, Saurashtra-Kutch had only a total percentage of 0.085 at the high school stage which should be considered highly unsatisfactory. The enrolment percentage for girls was 0.005 as against 0.08 for boys. The percentage of enrolment of girls was highest in Zalawad - 0.02 and least in Halar - 0.008.

Such were some important findings of the Educational Survey of 1957 for Gujarat and Saurashtra-Kutch Regions. It reveals how unsatisfactory was the development accomplished in Gujarat, Saurashtra and Kutch and what a difficult task lay ahead for expanding secondary education for girls.

6.8 DEVELOPMENT OF SECONDARY EDUCATION FOR GIRLS IN GUJARAT, SAURASHTRA AND KUTCH (1957-1960)

We described in great details the findings of the Educational Survey of 1957 as they were applicable to Gujarat and

Saurashtra-Kutch regions. Our major finding was that facilities for secondary education for girls was extremely unsatisfactory in both the Gujarat and Saurashtra-Kutch Regions - the situation was worse in Saurashtra-Kutch than in Gujarat. The Educational Survey made suggestions for reorganisation and planning of the facilities for education at the school stage. It is not known to what extent the proposals for future planning made in the Survey were actually implemented by the State Government. However, in order to complete our review of the progress achieved in the expansion of secondary education for girls in Gujarat and Saurashtra-Kutch Regions, we will present the statistics of girls' secondary education for the period 1957-60, so that a picture of the progress achieved and the lee-way yet to be made in girls' secondary education at the time when the new Gujarat State was created could emerge.

Table LXIII presents the statistics of the expansion that took place in the secondary education for girls in the last three years of the decade, i.e. from 1957 to 1960.

Table LXIII

Expansion of Secondary Education for Girls in Gujarat and
Saurashtra-Kutch Regions
(1957 - 1960)

Region	Year	Number of Secondary Schools			Number of Pupils		
		Boys	Girls	Total	Boys	Girls	Total
Gujarat	1956-57	487	42	529	1,37,261	36,498	1,73,739
	1957-58	NA	NA	567	1,56,808	44,575	2,01,378
	1959-60	893	85	978**	2,87,292	38,374	3,25,656**
Saurashtra	1956-57	134	23	157	51,167	13,875	65,042
	1957-58	NA	NA	200*	58,242	15,532	73,774
	1959-60	Included in figures for Gujarat					
Kutch	1956-57	25	2	27	6,035	2,101	8,136
	1957-58	NA	NA	NA	5,737	2,013	7,750
	1959-60	Included in figures for Gujarat					

* includes schools from Kutch

** includes schools from the Saurashtra-Kutch Region
and enrolment therein

Source : Annual Report of the Bombay State for 1956-57 and 1957-58
and "Education in India", Vol. I, 1959-60.

It will be seen that in 1956-57 in the Gujarat Region secondary schools exclusively for girls constituted 7.9 per cent of the total schools. In Saurashtra and Kutch, the corresponding percentages were 14.6 and 7.4 respectively. As regards the enrolment of girls in secondary schools, the percentage in the Gujarat Region was 21.2; in Saurashtra it was 21.2 and in Kutch it was 25.7. By and large, it can be said that in 1956-57, out of every 100 pupils enrolled in the secondary schools of the Gujarat and Saurashtra-Kutch regions, 21 were girls. In 1959-60, secondary schools exclusively for girls formed only 8.7 per cent of the total secondary schools in the districts of Gujarat and Saurashtra-Kutch Regions. Thus, the percentage of separate secondary schools for Gujarat did not go up significantly during the 13 post-independence years. In the Bombay State as a whole the girls' secondary schools constituted 18.9 per cent of the total secondary schools in 1956-57 and the girls studying in them 23.9 per cent of the total enrolment in secondary schools. Thus, in 1956-57, Gujarat's achievement in the development of girls' secondary education was below the general level attained in the State as a whole in the field.

In 1959-60, however, Gujarat's percentage of 8.7 per cent for girls' secondary schools was slightly below the Bombay State's corresponding percentage of 8.9 (16). In 1959-60, the percentage of girl-pupils in the total secondary school pupils in Gujarat, Saurashtra and Kutch was 11.6; the corresponding percentage for the Bombay State was 33.3 (17). This shows that

the girls' enrolment in secondary schools was about 1/3rd of that of in the Bombay State as a whole. That is to say, whereas in the Bombay State out of every 100 secondary school pupils 33 were girls, in Gujarat and Saurashtra-Kutch Regions out of every 100 secondary school pupils only 11 were girls. This again shows that Gujarat had to make rapid strides to correct the imbalance between the development of secondary education for boys and girls.

6.9 SOME FURTHER ASPECTS AND PROBLEMS OF DEVELOPMENT OF SECONDARY EDUCATION FOR GIRLS IN THE GUJARAT AND SAURASHTRA-KUTCH REGIONS (1948 - 1960)

Under this Section, we will examine questions such as co-education, curriculum, wastage and stagnation, women teachers and finance as they affected the development of girls' secondary education in the Gujarat and Saurashtra-Kutch Regions during the period under review.

Co-education

It was observed in the preceding chapter that in the last decade of the British rule, there was in evidence a distinct trend in favour of co-education at the secondary stage. Annual Reports on the Public Instruction in the Bombay State frequently referred to the growing popularity of mixed secondary schools in all parts of the State. For instance, in the Annual Report for

the year 1951-52, he wrote : "There was a tendency among the parents to send their girls to co-educational schools in preference to high schools meant specially for girls".(18) The Educational Survey, 1957, also gave ample evidence of parents preferring to send their daughters to mixed schools.

In 1959-60, Gujarat ranked third in achievement in co-education at the high school stage among all States and Union Territories in India. In Gujarat, the percentage of girls studying in boys' schools to the total number of girls was 51.3. This was above the corresponding percentages in Andhra Pradesh (42.4), Assam (47.4), Bihar (23.1), Maharashtra (50.7), Jammu and Kashmir (2.8), M.P. (15.1), Madras (41.9), Orissa (46.3), Punjab (12.3), Rajasthan (19.3), Delhi (20.7), Himachal Pradesh (41.7), West Bengal (9.5), A. & N. Islands (7.3), Manipur (43.8), Tripura (27.8) and Pondicheri (32.9). It ranked below only NEFA (100.0) and Kerala (66.3). The national average in girls' enrolment in boys' schools in 1969-70 was 35.6.

This otherwise welcome trend in favour of co-education had begun to create some problems for the girls' secondary schools in Gujarat and Saurashtra-Kutch. The girls' high schools had to face a very tough competition with boys' high schools in which, in most cases, they were in a losing position.

"Boys' schools being older and well established, command a greater confidence, and parents are anxious to send their girls to boys' schools in spite of the various special advantages offered by girls' schools by paying them grants at higher rates, and also by not allowing boys' schools in places where girls' schools existed

to admit girls except with the permission of the Inspectress of Girls' Schools to thrive and to attain a higher standard of efficiency, but it also led to considerable discontent among parents who did not like this restriction on their choice of schools for their wards."(20)

However, it was difficult for the Education Department to control the swing in favour of mixed schools in urban areas. But then, it laid down certain conditions for mixed schools so that the cause of secondary education for girls could be better served. For instance, it enjoined that boys' schools desirous of admitting girls had to provide for a retiring room for girls engage a woman teacher on the staff for every 40 girls admitted in a class and provide for teaching subjects like needle-work. Even then the difficulties of girls' secondary schools continued. With this policy of the State Education Department, new girls' secondary schools began to find it difficult to attract enough pupils and to improve their standards of efficiency. This also had a warping effect on the rapid expansion of separate girls' secondary schools in all parts of the State.

Curriculum

We have already referred to a wide variety of courses of studies provided for the S.S.C. Examination. As a result of this, girls' secondary schools began to provide diversified courses of studies for girls. The teaching of home science received a special impetus by the establishment of a Faculty of Home Science in the M.S.University of Baroda. Between 1951 and 1955, the Baroda Home Science Faculty turned out a total of 169

graduates in Home Science (21). The Faculty of Education and Psychology at Baroda also provided for the training of the Home Science graduates in the education theory and practice.

In 1952-53, the Report of the Mudaliar Commission on Secondary Education was published. It recommended diversification of courses in secondary schools.

"While tradition pulls secondary education towards the unilinear pattern of languages, mathematics and science and university, the changing needs of the socio-economic structure and the varied interests and abilities of that difficult age of adolescence call for a wide diversification of courses in high schools. Most parents cling to this tradition and call it 'real education' leading to sensitivity of understanding, scholarship and intellectual discipline and preparing for courses of higher study in colleges and universities." (22)

This was broadly the picture obtaining at the secondary education stage in Gujarat. The curriculum was such that it failed to serve the needs of the individual (the adolescent boy and girl) and the society. The Secondary Education Commission, too, observed :

"In view of the fact that education upto the age of 14 has been made free and compulsory under the Constitution, students with a very wide variety of talents will be seeking education in future. This postulates that our secondary education should no longer be 'single-track' institutions but should offer a diversity of educational programmes calculated to meet varying aptitudes, interests and talents which come into prominence towards the end of the period of compulsory education. They should provide more comprehensive courses which will include both general and vocational subjects and pupils should have an opportunity to choose from them according to their needs." (23)

The Secondary Education Commission recommended seven streams of courses of studies and multi-purpose higher secondary schools. The streams of courses were to be parallel and alternative. The seven streams suggested were : humanities, science, technical, agriculture, commerce, fine arts and home science. It was expected that the State Government would reorganise high school courses and provide one or more streams in high schools for boys as well as girls. The Central Government provided for financial assistance to States in the Second and the Third Five-Year Plans to convert the traditional high schools into multi-purpose schools. But in the Gujarat and Saurashtra-Kutch regions very little development took place in respect of the conversion of high schools, boys as well as girls, into multi-purpose schools.

Patel, in a Study on Multipurpose High Schools in the Gujarat Region done in 1959-60, found that multipurpose school programme had begun in Gujarat from 1954-55 and that there were 37 multipurpose high schools in the 10 districts of the old Bombay State against 460 academic type of traditional high schools, the percentage of multipurpose high schools coming to about 8.05 per cent (24). The percentage of pupils attending all the multipurpose schools was about 17.5. Excepting the Sabarkantha District, all other 9 districts each had one multipurpose school with home science specialisation for girls. There were in all 7 multipurpose high schools offering courses in Fine Arts. Six districts other than Ahmedabad, Baroda,

Broach and Sabarkantha each had one multipurpose school with courses in Fine Arts. The Kaira District had 2 such schools.

The following Table gives the strength of pupils in academic course divisions in the multipurpose schools in the Gujarat Region.

Table LXIV

Pupils in Academic and Multipurpose Courses in High Schools of the Gujarat Region

Diversified Course	1954-55		1956-57		1958-59		1959-60	
	Ac.	Multi	Ac.	Multi	Ac.	Multi	Ac.	Multi.
Agriculture	446	55	2,374	529	3,371	910	4,590	1,014
Commerce	-	-	3,647	373	6,211	933	8,335	1,492
Fine Arts	-	-	809	190	2,753	471	3,801	844
Home Science	-	-	1,558	90	2,687	815	4,105	962
Total	446	55	8,388	1,082	15,022	3,129	20,831	4,312

Source : R.D. Patel : A Critical Study of Existing Multipurpose High Schools in Gujarat (1960), Table 17, pp.131.32.

We have no data as to how many of the above recorded pupils were girls. But it is very likely that in the Home Science stream, all the pupils must be girls; in the Fine Arts stream also, a good proportion of pupils must be girls; even in the Commerce stream, some of the pupils must be girls; but

in the Agriculture stream, most of the pupils must be boys.

Thus, in the second half of the fifties, some further advance, though quite small, was made in the diversification of secondary school curriculum for girls.

Women Teachers

No separate data for teachers in position in the secondary schools of the Gujarat and Saurashtra-Kutch regions are available for the period 1948-1956. Therefore, we will have to use the data regarding teachers available for the Bombay State as a whole and make broad inferences regarding the strength of teachers of secondary schools in the Gujarat and Saurashtra-Kutch Regions.

In 1947-48, there were 14,836 teachers in all secondary schools of the Bombay State. Of this number, 3,757 or 25.3 per cent were women teachers. In 1947-48, the average number of teachers per a secondary school in the Bombay State was 13.1. In the 10 districts of Gujarat Region, there were 390 secondary schools in 1947-48. Therefore, the number of secondary school teachers must be around 5,070 including about 570 women teachers at the rate of 10 per cent of total secondary teachers (which was the proportion reported in a study (25)). The percentage of trained secondary school teachers in the State was 43. We might, therefore, broadly infer that about 2,180 secondary teachers including about 245 women teachers must be trained.

We do not have data regarding teachers in the Saurashtra-Kutch Region.

The Educational Survey of 1957 reported, among others, on teachers in position in middle schools and high schools. The following Table (26) gives the number of secondary teachers in the rural areas of Gujarat and Saurashtra-Kutch Regions district-wise.

Table LXV

Number of Women Teachers at the Middle School and High School Stages in Rural Areas of Gujarat and Saurashtra-Kutch Regions (1957)

District	Middle Schools		High Schools	
	Women Teachers	Percentage to the total No. of teachers	Women Teachers	Percentage to the total No. of teachers
Ahmedabad	95	12.7	7	6.9
Amreli	29	10.2	Nil	Nil
Banaskantha	1	0.6	Nil	Nil
Baroda	116	7.4	1	0.5
Broach	36	10.2	5	5.9
Kaira	72	9.2	4	1.8
Mehsana	103	5.9	2	0.9
Panch Mahals	33	7.0	2	4.9
Sabarkantha	6	2.3	1	1.1
Surat	139	13.0	16	4.7
Total for Gujarat Region	630	8.4	38	2.9
Gohilwad	45	10.4	Nil	Nil
Halar	12	5.8	4	21.0
Kutch	55	14.9	Nil	Nil
Madhya Saurashtra	145	15.8	52	30.5
Sorath	11	2.8	Nil	Nil
Zalawad	118	20.7	32	20.8
Total for Saurashtra-Kutch	386	13.3	88	11.4

The Table LXV gives information regarding the number of women teachers in middle schools and high schools situated in rural areas of the Gujarat and Saurashtra-Kutch Regions. It shows that in regard to women teachers, the Saurashtra-Kutch Region was better placed than the Gujarat Region. In both the regions, there were more women teachers at the middle school stage than at the high school stage. Among the districts, Ahmedabad, Broach, Panch Mahals and Surat in the Gujarat Region and Halar, Madhya Saurashtra and Zalawad were better placed. The Banaskantha and Sabarkantha districts in Gujarat and Sorath district in Saurashtra-Kutch regions were backward in respect of women teachers.

The Report of the Ministry of Education on 'Education in India' 1959-60 gives statistics of women teachers in all States including Gujarat at middle school and high school stages. According to this Report (27), there were 9,509 women teachers in 1959-60. They constituted 28.5 per cent of the total teachers in position at the middle school stage. The percentage of trained teachers to the total number of teachers at this stage was 55.5. In 1959-60, at the high school stage, there were 1,892 women teachers who constituted 15.1 per cent of the total high school teachers in position. The percentage of trained teachers at the high school stage was 58.4.

In a study made on the secondary school teachers of Gujarat, Saurashtra and Kutch in 1959-60, which included a population of

7,348 teachers, the following were the findings. The findings are quantified in the following table.

Table LXVI

Region-wise Distribution of Secondary School Teachers
(Trained Teachers)
(1959-60)

Trained Teachers	Gujarat Districts of the old Bombay State		Saurashtra District		Kutch	
	Men	Women	Men	Women	Men	Women
Graduates with B.T., D.Ed.	2,749	469	452	86	34	6
Matriculates etc.	2,578	361	489	84	32	8
Total	5,327	830	941	170	66	14

The above table shows that the population included in the study consisted of 7,348 trained teachers. Out of these trained teachers 6,334 were trained men teachers and 1,014 were trained women teachers. From these figures it can be easily stated that the number of trained women teachers were less in the State of Gujarat.

Now this very same Table reveals another fact that Saurashtra and Kutch were badly in need of women teachers. In Saurashtra only 170 and in Kutch only 14 were trained women teachers.

This Table reveals one more fact that the Gujarat Region had more graduate teachers (men and women) than ~~that~~ ^{those} of Saurashtra and Kutch. This may be one of the reasons for the slow progress of girls' education in Saurashtra and Kutch.

From Table LXVI, it can be said that the number of trained women teachers was less than that of trained men teachers. Most of the trained women teachers were available in the urban areas, but the rural areas felt acutely the shortage of trained women teachers, which made the task of opening separate girls' schools very difficult. Most of the women teachers were only matriculates - they were not graduates. Naturally, they could not handle the top classes of secondary schools. The management had therefore to employ trained male teachers in girls' schools. It is also necessary to know the adequate number of untrained teachers. The study gives data regarding untrained women teachers also. This is presented in the Table below.

Table LXVII
Region-wise Distribution of Untrained Teachers in Secondary Schools (1959-1960)

Untrained Teachers	Gujarat District of Old Bombay State		Saurashtra		Kutch	
	Men	Women	Men	Women	Men	Women
Graduates	1,246	241	569	150	38	13
Matriculates, etc.	1,415	289	978	139	136	41
Total	2,661	530	1,547	289	174	59

From Table LXVII, it is seen that in the old Gujarat Region ~~districts~~ of the old Bombay State among the untrained teachers 241 women teachers were graduates, while in Saurashtra only 150 women teachers were graduates and in Kutch only 13 were graduates. In the old Gujarat district 239 women teachers were matriculates, in Saurashtra this number was 139 and in Kutch it was 41.

The study points out to the fact that in Saurashtra and Kutch more women did not come forward to adopt teaching as a career; it also implied that very few girls took secondary education or higher education. So schools located in Saurashtra and Kutch always suffered from the shortage of women teachers. That was one of the reasons why Saurashtra and Kutch had made slow progress in girls' secondary education.

In the Gujarat Report of the old Bombay State, the number of women teachers was less as compared to that of men teachers. There was no difference in the number of graduate women teachers and matriculates. In these districts most of women teachers served in the secondary schools located in big towns or cities. The rural areas were badly in need of women teachers. Owing to the dearth of the women teachers, most of the rural areas had to remain without the facility of a girls' secondary school.

Such were the developments and problems in respect of women teachers in Gujarat, Saurashtra and Kutch during the period under review.

Wastage and Stagnation

It is customary to study the twin-problems at the primary stage. Not much work is done in this field at the post-primary stage. The Annual Reports of the Bombay State did not provide separate data for Gujarat so that any study could be attempted on the basis of official documents. The following Table giving figures for the year 1948-49 broadly indicates how the number of girl-pupils get reduced as they go up in higher classes of the middle school (28).

Table LXVIII

Pupils in Classes I to VIII in the Gujarat Region
(1948 - 1949)

Std.	Boys	%age	Girls	%age	Total	%age
<u>A. Primary</u>						
I	1,23,365	60.6	79,555	39.4	2,02,920	100.0
II	93,833	64.1	45,299	35.9	1,38,832	100.0
III	72,754	68.9	33,302	31.1	1,06,056	100.0
IV	36,440	69.3	15,524	30.7	51,964	100.0
Total	3,26,392	65.2	1,73,680	34.8	4,99,777	100.0
<u>B. Middle School</u>						
V	20,344	63.8	9,003	36.2	29,347	100.0
VI	14,274	70.0	5,807	30.0	20,081	100.0
VII	13,123	72.8	5,285	27.2	18,408	100.0
Total	47,741	70.1	20,095	29.9	67,836	100.0
Grand Total of A and B	3,74,133	67.9	1,93,775	34.1	5,67,608	100.0

The Table shows that the number of girls dwindle as they go up from Std. I to Std. VII. As against 79,555 girls in Std. I, there were only 5,285 girls or about 1/6th of the number of Std. I in Std. VII. In the case of boys the number in Std. VII was only 10.5 per cent of their number in Std. I. Thus, girls enrolled in Std. I reached in greater proportion to Std. VII than boys. Still, the fact that there were only 20 thousand girls in Std. VII against 80 thousand girls in Std. I or only 6.2 per cent was indeed sad and distressing. In a satisfactory situation, there should be at least 60 thousand girls in Std. VII when their number is 80 thousand in Std. V. This drop-out must be due to both failure in the annual examinations and their withdrawal by parents from the schools on account of economic and social reasons.

An investigation into the wastage at the secondary stage in Gujarat was made by Principal L.R. Desai and Dr. K.G. Desai of the A.G. Teachers' College, Ahmedabad in 1956 (29). Their findings throw considerable light on the problem of wastage as it existed at the secondary school stage. We would summarise the main findings of this investigation.

- 19.7 per cent of the pupils entering the bottom class (i.e. Class V) of the secondary school ~~to~~ went to higher classes and passed the final Secondary School Certificate Examination at the end of the seven years of schooling.
- The effectiveness of the secondary school system was thus only 19.7 per cent. It also meant that there was an apparent waste of 80.3 per cent in secondary school education.

- If it is considered only those pupils who leave their studies before finishing satisfactory their career as constituting clear waste, the percentage of clear waste was 42.1 per cent.
- Wastage was found to be more in the backward districts like the Banaskantha, Sabarkantha and the Panch Mahals, etc. than in the more advanced ones like Surat, Baroda, Ahmedabad, etc.
- It is, however, not substantiated that wastage was more in semi-urban areas than in the urban areas.
- The waste (both the apparent and clear) was found to be slightly more in the case of girls than in case of the boys.
- The wastage figures for the advanced communities like the Hindus and Jains were much lower than the average figures, whereas those for the intermediate and the backward Hindus as well as the Muslims, they were much higher than the average.
- Almost all those pupils who were detained twice in the same grade were found to be leaving school for good.
- About 30 per cent of the school-leavers left school in the very first grade; viz. Std. V and Stds. V and VI together showed 50 per cent of the school leavers. A large number also was seen leaving school in Std. VIII.
- The figures of wastage among girls were higher than those among boys. The observations of the investigators regarding the causes of wastage were as under. *Wastage

is mainly due to the social and economic condition of the parents. If a father has a boy and a girl to be educated and if he has not enough means to educate both, ordinarily it is the girl that suffers. Added to this economic factor is the social indifference towards the education of girls which also contributes to this wastage. Education is being held more as an economic relief rather than as a cultural necessity. The head of the family does not ordinarily consider a daughter as a future economic asset to the family and, by and large, remains therefore indifferent to her education.

Finances

For the earlier years of the period under review, no separate figures of expenditure on secondary education in Gujarat, Saurashtra and Kutch are available. In 1950-51, the total expenditure on secondary education in the State as a whole was about Rs. 457.68 lakhs. Its break-up in terms of its sources of income in percentages was as follows : 35.0 per cent from government funds, 0.1 per cent from district school board funds, 0.5 per cent from municipal funds, 52.8 per cent from fees and 11.6 per cent from other sources (30). The annual average cost per pupil was Rs. 111 of which the cost to government was Rs. 39. The annual average cost per student was different in different managements' schools. It was Rs.123 in government schools, Rs. 91 in Board's schools, Rs. 110 in aided schools and Rs. 130 in unaided schools.

The expenditure on girls' secondary schools in 1950-51 was Rs. 4.13 lakhs which formed a very small part of the total expenditure on secondary education in the State. Of Rs. 4.13 lakhs spent on girls' secondary education in 1950-51, 61.2 per cent came from government funds, 35.1 per cent came the receipt of fees, 2.3 per cent came from endowments, donations, etc. and the remaining from the funds of the local bodies.

By 1959-60, the expenditure on girls' secondary education in Gujarat increased considerably. Rs. 73.35 lakhs were spent on middle school education for girls in 1959-60 as against Rs. 364.31 lakhs on boys (31). Thus, expenditure on girls' middle school education constituted 16.7 per cent of the total expenditure on middle school education in Gujarat in 1959-60. The annual cost per girl-pupil was Rs. 32.7. In 1959-60, the percentage of expenditure on middle schools to total direct expenditure in Gujarat was 32.4 per cent. Of the total amount spent on middle school education in Gujarat in 1959-60, 81.8 per cent came from government funds, 6.8 per cent from district board funds, 6.5 per cent from municipal board funds, 2.2 per cent from fees, 0.4 per cent from endowments and 2.3 per cent from other sources (32). No separate figures on the break-up of expenditure on girls' middle school education are available.

In 1959-60, the percentage of expenditure on high schools in Gujarat was 24.6. The expenditure on girls' high school education in 1959-60 in Gujarat was Rs. 39.48 lakhs against Rs. 293.21 lakhs for boys. Thus, the expenditure on girls'

high school education constituted 11.8 per cent of the total expenditure on high school education in Gujarat in 1959-60. The average annual cost per girl student in high schools was Rs. 50.2.

The break-up of expenditure on girls' high school education by sources is not available for the year 1959-60. But we will get a general idea of the different sources contributing to the expenditure of high school education for girls from the break-up of expenditure on high school education (boys and girls) according to the sources of income. In 1959-60, to the over-all direct expenditure on high school education in Gujarat, government funds contributed 46.8 per cent, district board funds 2.8 per cent, municipal funds 4.2 per cent, fees 38.1 per cent, endowment 3.1 per cent and other sources 5.0 per cent. The average annual cost per pupil was Rs. 102.2 as against Rs. 50.2 for each girl student.

Our general conclusions from the study of the finances of secondary education for girls in Gujarat are : (i) expenditure on middle school education for girls formed a little more than 1/6th part and on high school education about 1/9th part of the total expenditure on those stages respectively; (ii) the lion share of expenditure on middle school and high school education came from government funds; (iii) income from fees constituted only a 2.2 per cent at the middle school level and 38.1 per cent at the high school stage; (iv) while per girl student average annual cost on middle school education did

not very much differ from that for boys, it was very less than the general per student cost at the high school stage; and (v) Gujarat's annual average expenditure of Rs. 31.7 per pupil in middle schools was less than all other States, viz. Andhra Pradesh (Rs. 51.6), Assam (Rs. 43.4), Bihar (Rs. 32.8), Maharashtra (33.7), Jammu and Kashmir (Rs. 41.2), Kerala (Rs. 42.0), Madhya Pradesh (Rs. 50.0), Madras (Rs. 35.2), Mysore (37.4), Orissa (Rs. 60.1), Punjab (Rs. 49.9), Rajasthan (Rs. 56.0), Uttar Pradesh (Rs. 49.5) and West Bengal (Rs.70.3). The national average at the middle school stage was Rs. 39.6. Gujarat's spending was higher than that of the national average (33). However, at the high school stage, the position had improved. Only States of Maharashtra (Rs. 112.9), Madhya Pradesh (Rs. 112.6) and Rajasthan (Rs. 117.5) spent more than that of Gujarat (Rs. 102.2) per student in high schools. The national average at the high school stage was Rs. 88.6. Here also Gujarat's spending was much higher than that of the national average.

Such were some of the main aspects of finances of secondary education for girls during the period under review.

6.10 CONCLUSION

In May 1960, Gujarat, Saurashtra and Kutch ceased to be regional units of the Bombay State. Gujarat's integral relationship spread over a century and a half with the Bombay

Province/State came to an end, and Gujarat, Saurashtra and Kutch formed a part of an independent integrated State of Gujarat.

Between 1818 and 1960, secondary education for girls developed considerably. The struggle for girls' secondary education that began in the last quarter of the nineteenth century and which was intensified after 1937 succeeded by 1960. Still, the pace of growth was slow, because the expansion of girls' education at the lower primary stage in the age-group 6-11 proceeded slowly. When the new Gujarat State was formed only 57.03 per cent of girls in the age-group 6-11 could be brought into school (34); the percentage of girls' enrolment in the age-group 11-14 years was only 13.8 (35). Thus, Gujarat had to go a long way in the middle school or lower secondary education for girls. To enrol the remaining 86.2 per cent of girls in middle schools and to provide for a rise in population constituted a colossal task.

The problem of rapid expansion of secondary education for girls became difficult in Gujarat because wastage and stagnation were very acute problems among girls at the primary stage.

"With the expansion of education, the problem of wastage and stagnation has assumed menacing proportions. Partly because of economic and social difficulties and partly because of lack of interest in education, many school children leave school prematurely..... The wastage in the case of girls is much higher than in the case of boys. This is due to the fact that a girl is considered to be more useful at home and is, therefore, withdrawn from the school at an early age. There is a general feeling that a boy is more likely to profit by education than a girl." (36)

Thus, the slow rate of expansion and high rate of stagnation and wastage among girls in lower primary schools came in the way of rapid expansion of secondary education for girls. The other causes of slow and inadequate expansion of girls' secondary education were : absence of or inadequate expansion of primary education among backward class communities and aboriginal tribes, social indifference to the secondary education for girls, inadequate direct interest taken by government for the spread of girls' secondary education, larger burden of girls' secondary education thrown on private enterprise the resources of which were inadequate and uncertain, insufficient school facilities for girls in rural areas; acute shortage of women teachers, inadequate annual output of graduate women from colleges who could staff girls' high schools; the unwillingness of graduate women to go to rural areas to serve in rural high schools for girls; and the more costly nature of girls' secondary education. There were other administrative and financial causes also.

When the new Gujarat State was formed, there were 101 girls' secondary schools out of a total 1,099 secondary schools in the State. Thus, girls' separate secondary institutions formed only 9.2 per cent of the total secondary schools. The enrolment of girls at the secondary school state was 44,358 which constituted about 12.0 per cent of the total enrolment at the secondary school stage (37). Thus, only 12 girls against every 88 boys could be brought into the secondary schools.

Thus, the new State of Gujarat had inherited from the Bombay State a very stupendous and challenging task of bridging the wide gap between the secondary education of boys and girls.

Of the total 101 secondary schools inherited by the new Gujarat State from the Bombay Government, 17 or 16.8 per cent were run by government, 10 or 9.9 per cent run by municipal boards and the remaining 73.3 per cent were conducted by the private enterprise. Such a large participation in the management of girls' secondary schools by the private enterprise reflects on the whole the yearning for girls' secondary education among the people, but it also makes the expansion of girls' secondary education difficult and slow because the private enterprise, every where in India, suffers from serious handicaps of limited resources.

It was true that there were more secondary schools in Gujarat in rural areas than ~~there~~ ^{there} in urban areas (590 in rural areas; 509 in urban areas). But so far as girls' secondary schools were concerned, they were mostly in urban areas. In fact, girls' secondary education in Gujarat has developed mostly in urban areas during the Bombay State administration. The new State was left with the responsibility of turning the tide of expansion of girls' secondary education in towns and villages.

There were 14,208 secondary teachers when the Gujarat State came into existence. Of these, 2,239 or 15.8 per cent were

women. The private aided girls' secondary schools claimed 77.8 per cent of the total women teachers in position. Only 56-8 per cent of women teachers were trained. The proportion of untrained women teachers was higher in private schools than those run either by Government or Local Bodies. The expenditure on girls' secondary education was only Rs. 45.90 lakhs in a total budget of Rs. 3.531 crores for secondary education. The per girl-student expenditure was only Rs. 49.6. It was much higher on per boy-student.

Such was broadly the picture of the development of girls' secondary education when the new State of Gujarat was formed on 1st May 1960. In the next, and the last Chapter of our study of the historical development of girls' secondary education in Gujarat, we will try to review the further progress in the field and examine the problems solved or left unsolved.

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