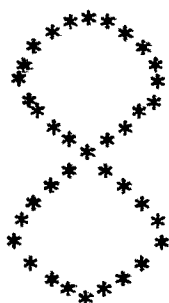


CHAPTER



A FIELD STUDY OF PROBLEMS

8.1 INTRODUCTION

In Part II we traced the development of secondary education for girls in Gujarat from the early days of the British rule to the present times, identified at each phase of its development some major problems and discussed them with whatever social, political, demographic, educational and statistical data that were available to us. We used several types of sources to collect and collate our data including the official documents on the progress of education in the Bombay Province from 1840 to 1960, research work done on the development of education in Gujarat, Saurashtra and Kutch and allied research on education in the Bombay Province, reports of Educational

Commissions and Committees, reports of Committees on special aspects of girls' education, Census reports from 1901 to 1971, some sociological studies of Gujarat, some biographies, autobiographies and writings of some literary masters of the Gujarati literature, life-memoirs of some leading women leaders of Gujarat depicting contemporary social mind and problems, etc. We have attempted to examine and discuss the problems of girls' access to secondary education in Gujarat in certain major aspects such as growth of girls' separate secondary schools and mixed secondary schools, growth in enrolment region-wise and after 1956 district-wise, the problem of expansion of development of secondary education in Gujarat in rural areas, the problem of co-education and the social attitude to it in Gujarat, the problem of differentiated curricula for girls, the problem of wastage and stagnation and the rising number of girls' appearing at the Matriculation or S.S.C. Examination, the problem of recruiting women teachers for girls' and mixed secondary schools, the problems of the private enterprise in girls' secondary education and the problems of financing girls' secondary education in Gujarat.

As a part of our critical study of the development of girls' secondary education in the Gujarat State, we had also planned a field investigation to study some of the above mentioned problems at close quarters. We developed two questionnaires, one for principals of girls' and mixed high schools and the other for girls students of high schools in

the Gujarat State. The Questionnaire for school principals was posted to them but we visited some of the centres where the girls' high schools and mixed high schools are and sought to collect the views, perceptions and reactions of the school principals through personal interviews. We also personally administered the second questionnaire to girl students of some high schools in the State.

As it happens in our country with long and detailed questionnaires, the respondents did not give their responses to each item in the case of our field study. Their responses were short, sketchy and some times elusive - avoiding controversial aspects. School principals are usually very busy and reluctant administrators who are not willing to spare time for this kind of investigations and these days there are so many of such investigations and questionnaires. Sometimes they gave appointment, sometimes they did not; sometimes the appointment was not kept. It was not possible for the investigator to stay at a place for more than a day or two, as it was difficult to be away for long from the place of her work. Thus, the field study that ^{was} ~~were~~ attempted suffered from certain inherent, natural, attitudinal and administrative limitations. In the subsequent Sections of this Chapter, the results of this field study will be discussed briefly. In order that our findings could be seen in proper perspective, we have briefly summarised, for each district of the State, basic literary data and educational level given in the Census 1961

Report of each district, and also referred to some studies done on the secondary education of girls in certain districts in the Universities of Gujarat.

8.2 EDUCATIONAL LEVEL REACHED BY EACH DISTRICT OF THE GUJARAT STATE : EXAMINATION OF POSSIBLE PROBLEMS IN FURTHER EXPANSION OF GIRLS' SECONDARY EDUCATION

Before we take up the field investigation that we had undertaken in 1967 to 1969 to study the causes retarding further expansion of secondary education in each district of the Gujarat State, we would like to present, by way of background and a focus on the basic preliminary conditions assisting or hindering expansion of girls' secondary education, the spread of literacy and educational level reached in each district. Here apparently, our source is the 1961 Census Report of each district. We will group the districts under four divisions :

1. North Gujarat : Mehsana, Banaskantha and Sabarkantha Districts
2. Central Gujarat : Ahmedabad, Kaira, Panch Mahals and Baroda Districts
3. South Gujarat : Broach, Surat and Dangs
4. West Gujarat : Surendranagar, Bhavnagar, Rajkot, Amreli, Junagadh and Jamnagar.

We will now briefly discuss the Census data on educational development in each district.

1. North Gujarat

Mehsana District : This district belonged to the Baroda State before its merger with the Bombay State in 1949. The district is divided into 10 Talukas and 1 Mahal. According to the 1961 Census, the district had the literacy of 31.36 per cent for all persons, 42.70 per cent for males and 19.74 per cent for females. The highest percentage of literacy among persons was 46.28 in the age-group 15-34. The highest percentage of literacy among men was 61.63 in the age-group 15-34 in the whole district, while the highest among girls of the age-group 5-14 in the whole district. In the rural areas, the highest percentage of literacy was 57.94 among men of the age-group 15-34, while the highest percentage of literacy was 32.36 among girls of the age-group 5-14. In the urban areas, the highest percentage of literacy was 79.92 among men of the age-group 15-34, while the highest percentage of literacy among women was 45.22 in the age-group 15-34. Thus, the percentage of literacy was higher in urban areas than that of in rural areas and among men than that of among women. The percentages of female literacy in rural areas ranged from 3.94 per cent in the Sami Taluka to 27.76 per cent in the Visnagar Taluka, and in the urban areas it ranged from 21.37 per cent in the Harij Mahal to 37.91 per cent in the Siddhpur Taluka. Thus, the Mehana District had fairly satisfactory female literacy. This was due to the fact that the former Baroda State was ahead of the then British Districts in the matter of literacy and compulsory primary education.

The other findings pertaining to literacy among women were : the urban areas of Patan, Chanasma, Siddhpur, Kadi and Kalol Talukas of the District showed some progress in the literacy of women as compared with that of women in the other Talukas; the rural areas of Mehsana, Siddhpur, Visnagar, Vijapur, Kalol Talukas gave a satisfactory picture of literacy among women as compared with the rural areas of the other Talukas; and the girls' education had not spread in Sami Taluka and Harij Mahal. In these districts further expansion of girls' education would be more possible. The factors for expansion are favourable.

In the District Scheduled Tribes constituted 0.24 per cent of population. The percentage of literacy among women of backward classes in the district was 18.72 per cent in rural areas and 22.54 per cent in urban areas (19.36 per cent for all areas). Among the Scheduled Tribes (their population was 0.24 in the district), the literacy was 9.44 per cent among men and 5.80 per cent among women (all persons 6.40 per cent).

In the district 2.87 per cent of boys and 0.85 per cent of girls of the age-group 15-19 had completed Matriculation or higher level of education and 0.02 per cent of boys and 0.004 per cent of girls of the age-group 10-14 had completed Matriculation level. Thus, the development of secondary education is not much. Further expansion is needed. In the age-group 10-14, 33.50 per cent of boys and 26.97 per cent of girls were without any education and in the age-group 15-19, 22.60 per

cent of boys and 18.44 per cent of girls had no education.

Such was the picture of the educational status of girls in the Mehsana District according to the data given in 1961 Census.

Sabarkantha District : The district was formed principally from 29 merged States of the former Western India States Agency in 1949. Girls' education was in a backward state in the Western India States for a long time, and therefore, the district started with a historical handicap. The district also consists of Prantij and Modasa Talukas of the former Ahmedabad District. These two Talukas, therefore, had a better historical tradition in women's education.

According to the 1961 Census, the district had a literacy of 24.03 per cent for all persons, 36.20 per cent for males and 11.26 per cent for females. In the age-group 5-14, the literacy was 50.15 per cent for males and 23.38 per cent for females, and in the age-group 15-34, the literacy was 45.89 per cent for men and 11.73 per cent for females. In rural areas, 34.32 per cent of males and 9.82 per cent of females were literate. Taking the two main age-groups of 5-14 and 15-34, we find that the male literacy was 49.00 per cent and 43.34 per cent respectively, and the female literacy 21.61 per cent and 9.56 per cent respectively. Evidently, in urban areas, the picture of literacy was better. Here, 61.33 per cent of males and 32.65 per cent of females were literate.

Among the two main age-groups of 5-14 and 15-34, the percentages of male literacy were 66.92 and 75.40 per cent respectively and in the case of women 50.90 per cent and 42.59 per cent respectively.

Among the different Talukas in rural areas the percentage of literacy among women ranged from 3.96 per cent in the Meghraj Taluka to 12.31 per cent in the Himatnagar Taluka, and in urban areas the percentage of female literacy ranged from 29.10 in the Prantij Taluka to 38.64 in the Himatnagar Taluka. Six Talukas of the total ten Talukas - Khedbrahma, Vijaynagar, Bhiloda, Meghraj, Malpur and Bayad were completely rural. The rural character of the district was also one major reason of slow and inadequate spread of girls' secondary education in the district.

In the district, 41.47 per cent of the total 1,500 villages were even without primary schools. There was, therefore, no scope for secondary schools in four out of every ten villages and in school-less villages.

Among men 1.25 per cent and among women 0.19 per cent in the age-group 15-19 were literates with educational level of Matriculation or above. This figure shows inadequate secondary education for both boys and girls developed till 1961 in the district. The picture of literate boys and girls in the age-group 15-19 was very sad. The percentages of literate (primary education) boys in the age-group 10-14 and 15-19 were 38.18

and 23.70 respectively and the percentages of literate girls were 17.46 and 8.23 respectively.

Out of the total 40,045 males and 38,441 belonging to the Scheduled Castes, 28.69 males and 3.82 females were literate.

The district had 13.94 per cent of its total population composed of Scheduled Tribes. This constituted another obstacle to the expansion of girls' secondary and primary education. Among them, 18.74 per cent of males and 2.24 per cent of females were literate. Thus, the percentages of illiteracy among the Scheduled Castes and Tribes were very high. To expect the spread of secondary education for boys, not to speak of girls, among them was far from reality.

These data ^{are} ~~was~~ collected from the Census 1971. They reveal such a backward state of educational development in the district that the expansion of girls' secondary education in it would pose a heart-breaking task.

Banaskantha District : This district was constituted on the merger of the States of Palanpur, Radhanpur, Danta, Tharad, Vav, Deodar and Thara jagirs and the old agency Thanas of Bhabhar, Deodar, Sihori, Varahi and Santalpur and the sub-Thana of Suigam. These former Indian States and Jagirs were educationally very backward. Therefore, the district suffers from its inherited load of educational backwardness.

Percentage of literacy in the district, according to 1961 Census, was 12.73 (20.45 for males and 4.56 for females). Among the rural areas, only 17.82 per cent of the total males and 3.21 per cent of the total females were literate; among the urban areas the male and female literacy were 54.50 per cent and 22.48 per cent respectively.

In the break-up of literacy age-wise, we find 28.51 per cent males and 8.31 per cent females in the age-group 5-14 and 25-75 per cent males and 5.76 per cent females in the age-group 15-34 respectively were literate.

The district has 12 Talukas, of which 7 are completely rural. This would mean expansion of secondary education for girls would be a real job in most of the parts of the district. In rural areas, female literacy is also very disheartening. Among the rural areas in the Talukas, the percentage of female literates ranged from 0.96 per cent in the Tharad Taluka to 7.11 per cent in the Vadgam Taluka, and among the urban areas, the percentages of literate women ranged from 6.23 per cent in the Tharad Taluka to 26.25 per cent in the Radhanpur Taluka.

The district possesses somewhat satisfactory facilities for primary schools in its villages. Out of the total 1,359 villages in the district, 91.24 per cent had primary schools and only 119 or 8.76 per cent had no primary schools. In these 119 villages, there was no scope for primary schools.

Among the boys and girls of the age-group 15-19 only 242 boys or 0.52 per cent and 44 girls or 0.10 per cent had reached the educational level of Matriculation and above. From this, it would be clear that secondary education had not developed as it should have in the Banaskantha District. Only 5.02 per cent of girls in the age-group 10-14 had completed primary education. This condition which prevailed in primary education had its sad repercussions on the growth of secondary education in the district. The girls' secondary education had been consequently very little developed.

The literacy is low in Scheduled Castes and Scheduled Tribes. Out of total 46,515 males among the Scheduled Caste 16.31 per cent were literate and out of total 46,515 females 1.61 per cent were literate. Scheduled Tribes constituted 5.29 per cent of the total population of the district. The percentage of literacy among males of the Scheduled Tribes was 5.26 and among females it was 0.33. This, very unfavourable conditions existed in the district for the spread of secondary education for girls among Scheduled Castes and Scheduled Tribes.

2. Central Gujarat

We included districts of Ahmedabad, Kaira, Broach and Baroda in Central Gujarat.

Ahmedabad District : The district is educationally fairly advanced. The percentage of literacy for all persons, according to 1961 Census, was 41.88 per cent (males 52.51 and females 29.29). In rural areas the literacy figures were : 27.20 per cent (males 39.09 and females 14.46). In the age-group 5-14, the literacy percentage was 52.88 (males 59.53, females 45.22) and in urban areas the corresponding figures were : 62.49 per cent for all persons (males 66.92, females 57.40). It would thus be seen that primary education was fairly well spread among females in this district by 1961.

Among the 7 Talukas of the district, only one - the Daskoi District is completely rural. The percentage of literacy among females in rural areas of the Talukas ranged from 9.66 per cent in the Sanand Taluka to 18.80 per cent in the Daskoi Taluka; and in the urban areas of the Talukas, it ranged from 27.48 per cent in the Sanand Taluka to 40.77 per cent in the Ahmedabad City and Taluka.

Of the total 737 villages in the district only 15 or 2.04 per cent were without primary schools. As far as girls' education was concerned, the rural areas of each Taluka was more or less backward.

Among boys 7.71 per cent and among girls 4.10 per cent, of the age-group 15-19, had completed their secondary education. 48.32 per cent of boys and 37.38 per cent of girls of the age-group 10-14 and 40.89 per cent of boys and 8.26 per cent of

girls in the age-group 15-19 had completed their primary education.

This data are from the 1961 Census Report.

Kaira District : This is also another district where significant advance was made in the development of secondary education for girls.

According to 1961 Census, the percentage of literacy in the Kaira District was 36.24 (male 48.48 per cent and females 22.74 per cent). In the rural areas of the district, the percentage of literacy was 32.35 (males 44.95 per cent and females 18.44 per cent), and in urban areas the percentage of literacy was 52.48 (males 62.82 per cent and females 40.80 per cent). Thus, female literacy was fairly satisfactory in urban areas; in rural areas it was low though not very low. In the age-group 5-14, the literacy was 47.09 per cent (55.96 for males and 36.56 for females). Thus, primary education had made, by 1961, some progress among females (at the primary stage) in the district, and therefore, given adequate facilities, climate and motivation, female's schooling can be extended to the secondary stage. In the age-group 5-14, the percentage of female literacy in rural areas was 31.60 as against 57.59 in urban areas. Thus, rural areas in this district also needed more special efforts for the spread of at least school education.

The district is composed of 10 Talukas. Only Matar Taluka is completely rural. All the Talukas have shown more or less, educational progress. In rural areas, the percentage of female literacy ranged from 7.85 in the Balasinor Taluka to 28.18 in the Petlad Taluka; and in the urban areas, the percentage of female literacy ranged from 33.23 in the Balasinor Taluka to 47.46 in the Nadiad Taluka. The Nadiad, Anand, Petlad and Mehmedabad Talukas had shown more educational advancement than ~~that~~^{those} of other Talukas of the district. Out of the total 965 villages in the district, 54 or 5.60 per cent of them did not have primary school facilities. Most of these villages were in the two talukas only - the Kapadwanj (9.58 per cent) and Balasinor (22.72 per cent) Talukas. Of the total 93,353 boys and 76,810 girls in the age-group 15-19, 4.35 per cent and 1.27 per cent respectively had completed their education at the Matriculation level or above. In the age-group 10-14 years, 59.29 per cent of boys and 37.29 per cent of girls; and in the age-group 15-19 years, 51.59 per cent of boys and 28.70 per cent of girls completed their primary education. This shows that if right efforts are made, it would be possible to expand secondary education for girls by ensuring that the primary school leavers (girls) enrol themselves in secondary schools, within their habitations or in neighbouring habitations.

Baroda District : This is also one of the educationally advanced districts of the State, So far as urban areas are concerned. This was due to the fact that the district was a

part of the former Baroda till its merger with the Bombay State in 1949. As the Baroda State was educationally much advanced than most of the then districts of the British Gujarat, the Baroda District has much better background in primary, secondary and higher education than most of the other districts in Gujarat.

According to the 1961 Census, the percentage of literacy was 35.21 (45.89 per cent for men and 23.43 per cent for women). In the rural areas, the literacy percentage was 39.46 for all persons, 39.46 per cent for males and 17.12 per cent for females. In the urban areas, the literacy percentage was 53.57 (males 63.64 per cent and females 41.95 per cent). In the age-group 5-14, 45.05 per cent males and 32.62 per cent females were literate. This shows that in primary education, for boys and girls, some fairly satisfactory advance was made in the district and if some of the conditions necessary for the rapid development of girls' secondary education are fulfilled, the latter would definitely make a rapid headway.

The District has 12 Talukas, of which five Talukas - Savli, Waghodia, Tilakwada, Naswadi and Jabugam are completely rural. In the rural areas of the Talukas, the female literacy ranged from 6.26 per cent in the Jabugam Taluka to 33.50 per cent in the Sinor Mahal. The district has total 1,691 villages of which 624 or 36.90 per cent have no primary schools. These school-less villages ranged from 3 in the Padra Taluka to 170 in the Naswadi Taluka.

In the age-group 15-19 years, out of total 66,539 males or 5.94 per cent and 55,654 or 2.39 per cent females had completed secondary education. Only 0.007 per cent of boys and no girls of the age-group 10-14 had completed secondary education. In the age-group 10-14, 42.15 per cent of boys and 28.74 per cent of girls had completed primary education. Thus, if these girls could be prevailed upon to continue their studies in high schools, a further advance in secondary education will be made.

Among the females of the Scheduled Castes 15.98 per cent were literates. Scheduled Tribes formed 21.47 per cent of the population in the district. The tribes which are more numerous are Bhils, Bhagalia, Bhilala, Pawza and Vasava. The female literacy among them was 4.13 per cent as against male literacy of 18.87 per cent.

Such was the picture of ^{the} educational development as it emerged from the 1961 Census.

Panch Mahal District : In the Central Gujarat, Panch Mahal is educationally the most backward district.

According to the Census 1961, the percentage of literacy for all persons was 19.23, 29.01 per cent for males and 8.80 per cent for females. In the rural areas, the literacy of percentages for all persons, males and females were 15.53, 25.04 and 5.39 respectively. In the urban areas of the district, the percentages of literacy were 50.68, 62.28 and 38.06

respectively. In urban areas, the percentage of literacy for all persons was more than three times the literacy in rural areas. The literacy figures for women were more than four times of their corresponding percentages in the rural areas. In the age-group 5-14, the percentages of literacy were 15.71 for females as against 39.14 for males. This shows that primary education among females did not make much headway in the Panch Mahal District and this inadequate development at that stage consequently affected adversely the development of girls' education at the secondary stage.

The district has 11 Talukas/Mahals, of which 4 are completely rural. In rural habitations of the Talukas, the percentage of female literacy ranged from 1.74 per cent in the Limkheda Taluka to 14.80 per cent in the Kalol Taluka. In the urban habitations of the district, the percentage of female literacy ranged from 15.73 per cent in the Halol Taluka to 44.96 per cent in the Dohad Taluka. In female literacy, and therefore, in the development of primary education, there was a wide gap between rural areas and urban areas and the progress achieved in rural areas was very much low to hold out heartening hopes for development of girls' high school education in them. The situation was further aggravated by the fact that out of the total 1,915 villages in the district, 440 or 22.98 per cent were without even primary school facilities. These school-less villages were concentrated in all the Talukas of the district excepting Kalol, Shehra and Dohad. This would mean that

development of secondary education for both boys and girls is a difficult problem in the rural habitations of most of the Talukas of the district.

Regarding the actual expansion of secondary education that could take place in the district upto 1961, we could say that in the age-group 15-19 only 1.06 per cent boys and 0.40 per cent girls could reach educational level of Matriculation or above.

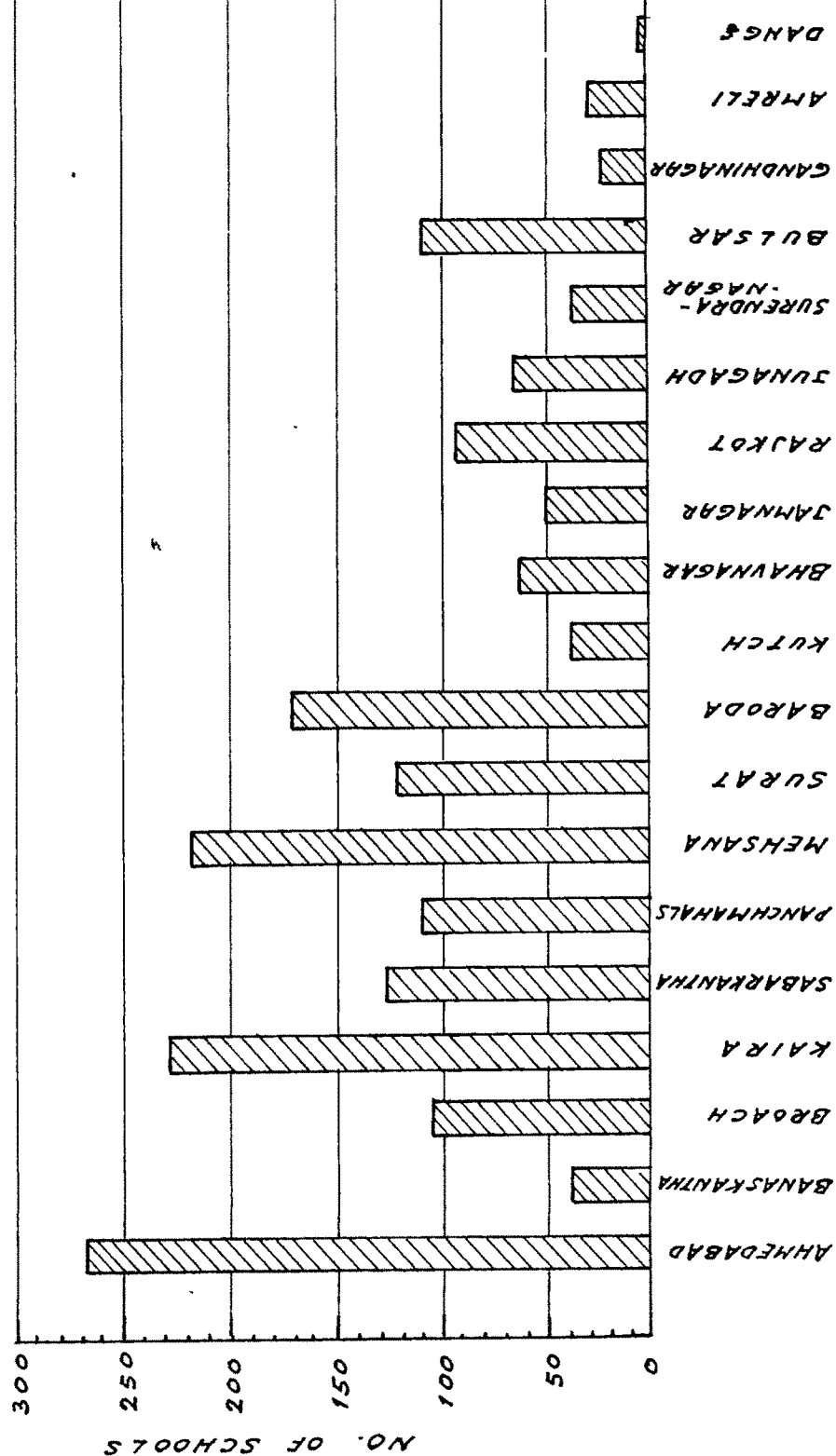
Among the obstacles to the speedy spread of secondary education among girls were the high proportion of illiteracy among them in the age-group 11-14 (78.81 per cent) and in the age-group 15-19 (85.08 per cent); 74.60 per cent male illiterates and 94.29 per cent female illiterates among Scheduled Caste and 88.04 per cent male illiterates and 98.91 per cent female illiterates among the Tribal population. In 1961, the Scheduled Tribes in the Panch Mahal District constituted 34.26 per cent of its total population.

3. South Gujarat

Broach District : According to the 1961 Census, the percentage of literacy in the Broach District was 34.26 (male 46.39 per cent and females 21.44 per cent). In the rural areas of the district, the percentage of literacy was 31.40 per cent (males 43.60 per cent and females 8.50 per cent) and in the urban areas, the percentage of literacy was 50.47 per

CHART -

DISTRICTWISE DISTRIBUTION OF SECONDARY SCHOOLS IN THE GUJARAT STATE (1972)



cent (males 61.87 per cent and females 38.24 per cent). Thus, female literacy was fairly satisfactory in the urban areas; in rural areas it was low though not very low.

In the age-group 5-14, the literacy was 45.38 per cent (53.48 for males, and 36.65 per cent for females). Thus, primary education could make some progress among females and, therefore, given adequate facilities, climate and motivation, female's schooling can be extended to the secondary stage. In the age-group 5-14, the percentage of female literacy in rural areas was 33.69 per cent as against 53.72 per cent in urban areas. Thus, rural areas in this district also needed more special efforts for the spread of at least school education.

The district is composed of 11 Talukas. Of them as many as 6 Talukas (Vyara, Amod, Hansot, Valia, Dediapada and Jhagadia) are completely rural. All the talukas had shown more or less educational progress. In the rural areas, the percentage of female literacy ranged from 3.44 per cent in the Dediapada Taluka to 28.52 per cent in the Broach Taluka, and in the urban areas, the percentage of female literacy ranged from 33.40 in the Jambusar Taluka to 39.75 in the Ankleswar Taluka. ~~The~~ Broach, Jambusar, Ankleswar, Hansot, Amod had shown more educational advancement than other Talukas of the district.

Out of 1,217 villages in the district, 342 or 28.10 per cent of villages did not have primary school facility.

Out of the total 36,474 boys and 32,062 girls in the age-group 15-19, 2.18 per cent and 0.82 per cent respectively had completed their education upto the Matriculation level or above. In the age-group 10-14 years, 65.19 per cent of boys and 44.54 per cent of girls and in the age-group 15-19, 57.84 per cent of boys and 33.58 per cent of girls had completed their primary education. This shows that if right efforts could be made, it would be possible to expand secondary education for girls by ensuring that the primary school leavers (girls) enrol themselves in secondary schools within their habitations or in neighbouring habitations.

The percentage of illiteracy was high in Scheduled Caste population. It was 52.80 per cent for males and 89.02 per cent for females. There is predominance of Scheduled Tribes which constituted 41.59 per cent of the total population of the district. Among the tribes, the percentage of literacy was 22.98 per cent among males and 4.39 per cent among females. Such a high proportion of the population of Scheduled Tribes in the district and 95.61 per cent of illiteracy among tribal females posed a serious problems to Government, Social Workers and private enterprise in education to spread even primary education among them. A fairly wide spread secondary education among tribal women seems to be a distant possibility.

Surat District : We will present the Census Data jointly for the present Surat and Bulsar Districts, because till June 1964, there was one district for the present Talukas of the Bulsar and Surat Districts.

According to the 1961 Census, the percentage of literacy in the composite Surat District was 34.35, males 44.36 per cent and females 24.26 per cent. In the rural areas, the literacy percentage for all persons was 28.72, for males 38.50 and for females 19.02, and in urban areas these figures were 54.19 per cent for all persons, 64.19 per cent for males and 43.43 per cent for females. In the age-group 5-14, the percentage of literacy was 42.81 (48.71 for men and 36.59 per cent for females). The rural-urban break-up for male and female literacy in this age-group was 44.23 per cent males - 31.06 per cent females, and 65.15 per cent males and 57.33 per cent females respectively.

The composite district was composed of 21 Talukas/Mahals, of which Olpad, Mangrol, Palsana, Songadh, Valod, Mahuva, Bansada, Chikhli, Uchhal and Nizar were completely rural. In rural areas, the percentage of female literacy ranged from 1.81 per cent in the Utchal Mahal to 32.07 per cent in the Gandevi Mahal. In urban areas, the percentages of female literacy ranged from 30.82 per cent in the Dharampur Taluka to 45.36 per cent in the Navsari Taluka. The district has totally 2,112 villages, of which 339 or 16.05 per cent had no primary schools in them. In these villages, most of them concentrated on Mangrol, Songadh and Dharampur Talukas, it would be a herculean task to develop secondary education for either or both the sexes.

In the age-group 15-19, 3.40 per cent of boys and 0.75 per cent of girls could complete the educational level of Matriculation or above. So far as primary education was concerned, 62.40 per cent of boys and 46.50 per cent of girls in the age-group 10-14 completed it. Therefore, there is scope for expansion of secondary education for boys boys and girls in the district.

The population of the Scheduled Castes and Tribes present real problem for spread of school education in the district. Among the Scheduled Castes 70.79 per cent of females were illiterate. This district is known for its preponderance of the tribal population. The tribal population in 14 out of 21 Talukas/Mahals constituted more than 50 per cent of their total population. The female literacy was 5.71 per cent in tribal population.

From the Census data, ^{the} above problems in the speedy and adequate spread of female secondary education arise.

Dangs District : The territory of the Dangs was formerly covered by small principalities presided over by 5 Rajas and 9 Naiks. The district has only 1 Taluka and is entirely rural.

According to the 1961 Census, the percentage of literacy in the district was only 9.26 per cent (14.26 per cent for males and 3.78 per cent for females). In the age-group 5-14 the literacy figures were 13.18 per cent for all persons, 18.47

per cent for males and 7.19 per cent for females. There was wide disparity between the literacy of males and females. This was understandable because the whole district is habited by tribal people, and it would be too much to expect a good figure of literacy for tribal women. There are 312 villages in the district of which 152 or 48.72 per cent are without even primary schools. It would not be possible to expect any development of secondary education in the places where there is no primary school. Therefore, literacy among males and females would be low, and most of the girls would go without primary and secondary education. In the age-group 15-19, 0.04 0.40 per cent males and 0.12 per cent females could complete secondary education. Even the percentage of boys and girls in the age-group 10-14 who had completed primary education was very low - it was 21.37 per cent for boys and 8.71 per cent for girls.

4. West Gujarat

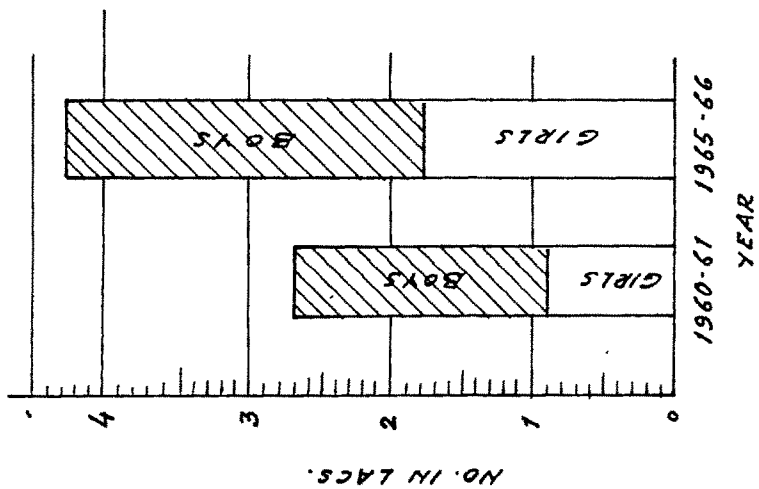
The West Gujarat consists of Saurashtra and Kutch.

Regarding the problems of the development of secondary education in Saurashtra, we would present some pertinent data about each of the districts of Saurashtra that we could cull out from the 1961 Census.

A Amreli District : According to the 1961 Census, the total literacy was 28.91 per cent (39.76 per cent for males and 18.62 for females). In rural areas the total per cent of literacy was 25.36 to which male contributed 35.27 per cent and women contributed 15.91 per cent. In urban areas the literacy per centage exceeded by about 15 per cent. The percentages for all persons, males and females, were respectively 40.52, 51.60 and 28.78. In the age-group 5-15, 34.46 per cent were literate (41.45 per cent males and 26.56 per cent females). The percentage of female literacy showed that nearly three quarters of the female population in the district went without any education.

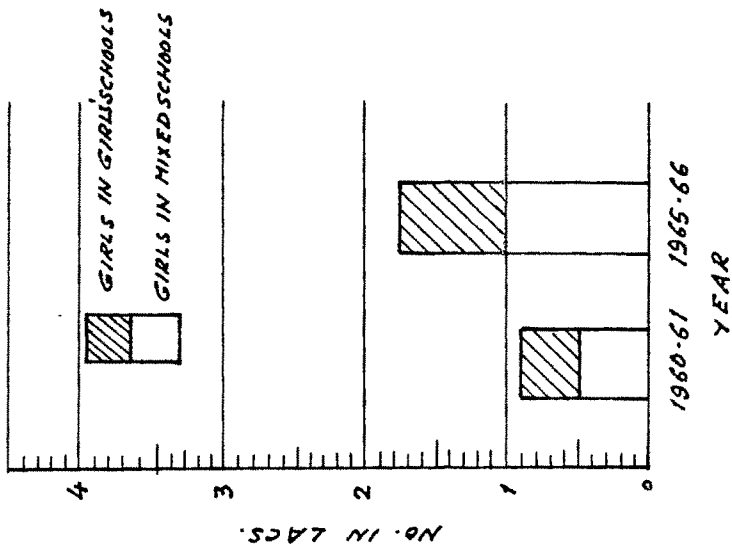
The district has 10 Talukas. Only Khambhamahal is completely rural, the other 9 Talukas have both rural and urban areas. In the rural areas, the percentage of female literacy ranged from 4.39 per cent in the Jafrabad Mahal to 29.17 per cent in the Amreli Taluka. The female literacy seemed to be somewhat better in Amreli Taluka, Lathi Taluka and Kodinar Taluka. In the urban areas, the percentage of female literacy ranged from 17.34 per cent in the Jafrabad Mahal to 36.01 per cent in the Kodinar Taluka. From the figures of the literacy of females in the district, it appears that Amreli Taluka, the Dhari Taluka and the Kodinar Taluka had made some progress. In the age-group 10-14, 53.51 per cent of boys and 34.81 per cent of girls had completed their primary education. Among these girls secondary education could be spread if effective measures could be taken.

CHART -



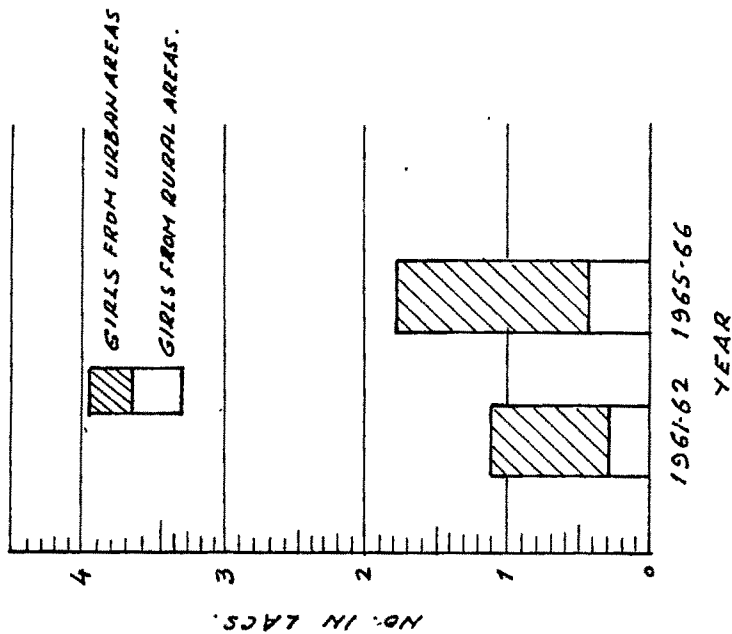
(a)

ENROLMENT OF BOYS & GIRL
STUDENTS IN THE SECONDARY-
SCHOOLS IN THE GUJARAT STATE
(1960-61 AND 1965-66)



(b)

NUMBER OF GIRL STUDENTS
STUDYING IN SECONDARY SCHOOLS
FROM 1960-61 TO 1965-66



(c)

NUMBER OF GIRL STUDENTS OF THE
RURAL & URBAN AREAS STUDYING
IN SECONDARY SCHOOLS FROM
(1961-62 TO 1965-66)

In the age-group 15-19, only 1.05 per cent of boys and 0.37 per cent of girls had completed Matriculation or above level of education. This showed that even for boys the secondary education had not satisfactorily developed.

Among the women of Scheduled Caste 8.99 per cent females were literate as against 26.47 per cent literate males. The spread of literacy among Scheduled Tribes was equally inadequate. There were 22.34 per cent of male and 3.22 per cent of females among the small population of Scheduled Tribes in the district who were literate.

Junagadh District : According to 1961 Census, the spread of literacy in the district seems to be on an inadequate scale. The literacy figures for all persons were 24.42 per cent (for males 35.44 per cent and for females 12.83 per cent). In the rural habitation the percentage of literacy was 17.72 (27.85 per cent for males and 7.00 per cent for females). In the urban areas of the district, the percentage of literacy for all persons stood at 41.43 (54.63 per cent for men and 27.46 per cent for women). In the age-group 5-14 again the percentage of literacy was small - it was only 29.56 (38.54 per cent for males and 19.65 per cent for females). This showed that even in primary education much was yet to be done.

The district had 15 Talukas/Mahals. Only one Taluka namely the Bhasen Taluka was purely rural. In the rural areas of these Talukas, the percentage of female literacy ranged from

3.28 per cent in Patan Veraval Taluka to 10.64 per cent in the Vanasthali Taluka. This shows that in the rural areas in almost all the Talukas education among females had not made noticeable progress. The situation in urban areas was somewhat better. Here the percentage of female literacy ranged from 18.04 per cent in the Patan Veraval Taluka to 35.92 per cent in the Junagadh Taluka.

In the age-group 15-19, 1.75 per cent of boys and 0.82 per cent of girls could complete the secondary education. This further shows that girls were educationally backward. The percentages of illiterate girls in the age-group 10-14 and in the age-group 15-19 were 71.47 and 76.60 per cent respectively. This showed that 3 out of every 4 girls in the district in the educable age were illiterate. More efforts, therefore, we need to spread literacy among them, only then further advancement could be planned for them.

This district had sizeable proportion of backward class population. The percentage of literacy among males of Scheduled Caste was 17.10 per cent as against 1.60 per cent for female. So far as the population of Scheduled Tribes was concerned, the percentage of male literacy was 4.47 as against 0.49 for females.

From this, it would appear that the development of secondary education for girls would itself constitute a challenging task for the government and the people.

Bhavnagar District : In the district according to 1961 Census, the total percentage of literacy was 27.43. (The percentage of literacy for men was 38.33 and for females it was 15.80). In the age-group 5-14, 41.39 per cent males were literate, while the percentage of female literates was 21.87. In the rural habitation of the district, the male literacy was 30.08 and female literacy was 7.99 per cent. In urban areas, the total literacy percentage was 44.97 (56.17 per cent males and 32.92 per cent females). In the urban areas, female literates were three and half times of the number in the rural areas.

The district has 12 Talukas or Mahals. The Talukas consisted of both rural and urban habitation. The rural areas of the talukas, the percentage of literacy ranged from 16.43 in the Mahuva Taluka to 24.32 in the Vallabhipur Mahal. In the case of female literacy the variation in the rural areas talukas ranged from 4.9 per cent in the Mahuva Taluka to 11.30 per cent in the Godha Mahals. In the urban areas the range of the percentage of female literacy was 17.34 in the Godha Mahals to 37.31 in the Bhavnagar Taluka.

The rural areas of Bhavnagar, Botad, Palitana, Gariardhar, Kundla and Talaja Taluka were educationally backward as far as girls' education was concerned.

The district had 881 villages of which 64 or 6.26 per cent had no primary school facilities. Two talukas-mahals which had many school-less villages were Ghogha where 19.35 per cent

had no primary schools and Mahuva Taluka where 12.03 per cent villages were also without school facilities. In school-less villages, it would not be possible to develop secondary education for girls, not to speak of for boys.

In the age-group 15-19, only 2.71 per cent of boys and 1.32 per cent of girls had completed secondary education by 1961. This shows that secondary education both for boys and girls has a long way to go in the Bhavnagar District.

The 68.32 per cent of females in the age-group 10-14 and 62.25 per cent females in the age-group 15-19 were illiterate. This further shows that the spread of education among girls would be a very difficult proposition in the district.

Among the Scheduled Casts, the percentages of literacy for males and females were 26.0 and 3.7 respectively. The district does not seem to have tribal population, therefore the difficulty of spreading education among the Backward Classes would be confined to mostly Scheduled Castes.

Jamnagar District : This district too had made a fairly satisfactory advancement in educational endowments.

According to the 1961 Census, the district had an overall percentage of literacy ~~was~~ 26.55 (36.38 per cent for males and 16.24 per cent for females). In the rural areas, the over-all percentage of literacy was 17.90 (26.94 for males and 8.5 for females). In urban areas, the over-all percentage of literacy

was about two and half times more than the percentage of literacy in rural areas. In the urban areas, percentage of literacy was 42.30 to which male contributed ^{to} the extent of 53.21 per cent and female to the extent of 30.54 per cent. In the age-group 5-14, the percentage of literacy was 32.60 (39.97 for males and 33.63 for females). This would mean that primary education among females had made some progress. Of course, the progress was more in urban areas than that of in rural areas.

The district is composed of 10 Talukas or Mahals. Only 1 Mahal, namely, Kalyanpur was purely rural. In the rural areas of the talukas, the percentage of female literacy ranged from 5.61 in Khambhalia Taluka to 12.33 per cent in the Jam Jodhpur Taluka. Thus female education seems to be advanced very unsatisfactorily in the rural habitation of the district. However, the urban habitations showed the remarkable improvement in the situation. Here the percentage of literacy ranged from 22.88 in the Khambhalia Taluka to 32.89 in the Jamnagar Taluka.

In the age-group 15-19, only 3.06 per cent boys and 1.31 per cent of girls would complete secondary education. However, in the age-group 10-14, 36.31 per cent of boys and 22.01 per cent of girls had completed primary education. The super-structure of development of secondary education for girls should be built on those girls who have been able to complete primary education on one time and by bringing in more girls in primary schools. Still the task is going to be heavy and

ardous because 66.16 per cent of girls in the age-group 10-14 and 71.74 per cent of girls in the age-group 15-19 were reported illiterate by 1961 Census.

Among the women of the Scheduled Caste of the district, only 1.83 per cent of the females were literate as against 20.48 per cent of male literates.

This showed that even the spread of primary education would be a challenging task for males as well as for females of the Scheduled Caste. The district had also some population of Scheduled Tribes. Out of 1,618 men, 7.73 per cent and out of 1,729 women, 1.04 per cent were literate. This means that by 1961 even primary education had not reached to the Scheduled Tribes in such a way that the development of secondary education could be planned for them.

Rajkot District : Rajkot is^a fairly educationally advanced state.

According to the 1961 Census, the percentage of literacy was 31.74 for males and 20.51 for females. Among the rural areas the literacy percentage was 21.56 (31.96 per cent for males and 10.77 per cent for females). In the urban areas, the percentage of literacy was more than double than the literacy of the people in the urban areas. 47.36 per cent of the people in the urban areas were literate. The literacy percentage for males was 59.28 and for females it was 35.96.

Taking the age of schooling children, we found that in the age-group 5-14, the percentage of literacy was 38.24 (males 47.09 per cent and 28.54 per cent for females). It would thus be seen that primary education had succeeded to some extent among females. Nearly 3 out of every 10 girls of the age-group 5-14 had primary education. This opened up possibility of secondary education at least for these 28.54 per cent girls.

The district has 13 Talukas of which 4 Talukas, viz., Paddharin Kotada, Somgani and Lodhika were completely rural. Among the rural areas of the talukas, the percentage of female literacy ranged from 5.13 per cent in the Vankaner Taluka to 22.69 per cent in the Dhoraji Taluka.

In the urban areas, the percentage of female literacy ranged from 12.24 per cent in the Maliya Taluka to 42.73 per cent in the Rajkot Taluka. From the percentages of female literacy in the urban areas, it appears that excepting the Maliya Taluka in the other talukas secondary education for girls could be developed if proper facilities are provided and the social climate is properly manipulated by adopting ^{the} right types of approaches. However, rural areas of the district are educationally so backward that they would need more planned development and vigorous actions.

Among the boys and girls in the age-group 15-19, only 3.56 per cent of boys and 1.95 per cent of girls had completed secondary education. This further shows how great efforts are needed to push ahead the programme of the secondary education for girls in the district.

Among the Scheduled Caste as much as 77.24 per cent of males and 97.99 per cent of females were illiterate. This shows that the spread of even primary education, not to speak of secondary education, would be an uphill task in the district.

The district had only 0.02 per cent of its population composed of Scheduled Tribes. Out of the total 35,777 male population of tribal people, 22.76 and out of total 34,997 females 2.01 per cent were literate. This would mean that the spread of both primary and secondary education would be a herculean task in case of scheduled caste and tribes.

Surendranagar District : According to 1961 census, the percentage of literacy was 24.52 in the Surendranagar District (Males 33.83 per cent and females 14.66 per cent). In rural areas of the district, the percentage of literacy was 16.90 (males 25.93 per cent and females 7.29 per cent) and in the urban areas the percentage of literacy was 44.13 (males 54.28 per cent and females 33.47 per cent). Thus, female literacy is fairly satisfactory in urban areas; in rural areas it was very low. In the age-group 5-14, the literacy was 33.88 per cent (males 36.41 and females 20.39). Thus, primary education had made very little progress among females at the primary stage, and therefore, given adequate facilities, climate and motivation, females' schooling could be extended to the primary as well as secondary stage. In the age-group 5-14, the percentage of female literacy in rural areas was 10.62 per cent as against 45.45 per cent in urban areas. Thus, rural areas

in this district also need more special efforts for the spread of atleast school education.

The district is composed of 9 Talukas. Only Dasada Taluka is completely rural. All talukas have shown more or less educational progress. In the rural areas, the percentage of female literacy ranged from 3.75 per cent in the Chotila Taluka to 9.52 in the Lakhtar Taluka; and in the urban areas, the percentage of female literacy ranged from 22.17 in the Sayla Taluka to 36.50 per cent in the Wadhwan Taluka. The Wadhwan, Muli, Limbadi, Halvad Talukas have shown more educational advancement than ^{those} ~~that~~ of other Talukas of the district. Out of total 30,371 boys and 26,935 girls in the age-group 15-19, 2.02 per cent and 1.32 per cent respectively had completed their education~~at~~ at the Matriculation level or above.

In the age-group 10-14 years, 35.83 per cent of boys and 20.30 per cent of girls; and in the age-group 15-19 years, 48.33 per cent of boys and 36.07 per cent of girls had completed their primary education.

Out of total 33,650 males and 32,794 females belonging to the Scheduled Caste 22.32 per cent of males and 1.20 per cent of females were literate.

Kutch District : In Kutch the percentage of literacy was 25.00 for all ages (33.43 per cent for males and 16.19 per cent for females). In the rural areas, out of every 100 persons, 20 were literates. Out of every 100 males, 28 were literate

and out of every 100 females 13 were literates. These figures were much better for urban areas. In them, out of every 100 persons 46 were literates; out of every 100 males 56 were literates and out of every 100 females 35 were literates. Thus, primary education for girls was spread more in urban areas than ~~that of~~ in rural habitation. This would be supporting by 48.76 per cent female literacy in urban areas and 27.36 per cent literacy in rural areas in the age-group 5-14.

The district consists of 8 Talukas or Mahals. It seems to be predominantly a rural district because as many as 7 Talukas/Mahals are completely rural. In rural areas the percentage of female literacy ranged from 2.41 per cent in the Khadir Mahal to 28.60 per cent in the Mandvi Taluka. In the urban areas the percentage of female literacy ranged from 29.70 per cent in the Anjar Taluka to 40.72 per cent in the Mandvi Taluka. In the district the three Talukas, viz. Kutch, Mandvi and Mundra seem to have made fairly good progress in female education than ~~that of~~ other Talukas.

It would be sad to observe that girls' education has not filtered down to the rural habitation of the Kutch district. The district has 905 villages of which 309 or 34.14 per cent of villages were without primary school facilities. The villages without primary school facilities were spread over all Talukas in the district.

Out of 25,051 boys and 527 boys or 2.10 per cent, and out of 26,323 girls, 200 girls or 0.75 per cent in the age-group

15-19 had completed the Matriculation level or above. In the age-group 10-14, 43.77 per cent of boys and 64.34 per cent of girls and in the age-group 15-19, 50.55 per cent of boys and 67.19 per cent of girls were illiterate. So, this district is educationally backward.

In the Scheduled Caste out of 31,204 men and out of 31,897 women, only 16.61 per cent of men and 2.53 per cent of women were literate.

Thus were the Census data on the literacy and the educational developments reached in each district of Gujarat by 1961. Now we will describe our field-study and present its findings on problems involved in expanding secondary education for girls in the State.

8.3 RESEARCH TOOLS :

QUESTIONNAIRE-INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS
AND QUESTIONNAIRE FOR GIRL-PUPILS

We had planned a field-study to survey the problems of the development of secondary education for girls in the State of Gujarat. The details of the sample of population used in this field-study will be discussed in the next Section. For collecting data, we developed two questionnaires, one for school principals and the other for girl-pupils of some selected secondary schools in the State. These questionnaires are given in the Appendix I. We will briefly describe the contents of these questionnaires in this Section.

(a) Questionnaire for School Principals

It contained nine items. Item I sought history of the school. The purpose was to know the standing of the school and incidentally^{al} to discover since how long girls' education had been catered to at the place of the location of the school. Item II sought standardwise strength in the school from 1947 onwards. Under Item III opinion of the school principal was sought as to the causes of expansion of girls' education in the Taluka/District in general and the city/town/village of the school in particular. Item IV required the number of girls' secondary schools in the area in 1950 and 1966. The purpose was to study the rate of expansion. Item V related to teachers on the staff of the school, their qualifications, their training status, recruitment. Here the obvious purpose was to study to what extent the school faced the problem of shortage of well qualified and trained women teachers. Item VI was about the marital status of the girl-pupils of the school. Here, the purpose was to see whether the age of marriage in different castes and communities ^{has} ~~have~~ risen high as not to interfere ~~with~~ the secondary education for girls. Item VII was about the curriculum of the school. The purpose was to find out whether differentiated curriculum was followed in the school or not. Item VIII pertained to the study of the economic status of the girl-pupils and their parents. Item IX sought such data as location of the school, the nature of surrounding, distance from residence, special problems such as irregular attendance, delinquency, parental co-operation and wastage and stagnation.

The purpose was to locate and examine problems that retard the rapid expansion of girls' secondary education at the place.

(b) Questionnaire for School Pupils

This questionnaire was developed with a view to knowing the views of the girl-pupils about their various difficulties and problems that come in the way of their successful completion of secondary education. The Items of the Questionnaire were focused on the following :

- The objectives of girls in pursuing their high school education;
- The difficulties that they encountered in completing their studies successfully;
- Their willingness and desire to prosecute their studies further;
- Their vocational interests and career preferences; and
- Some specific problems of girl-pupils in rural and urban areas.

These two questionnaires were used to collect field data on the problems of development of girls' secondary education in different parts of the Gujarat State.

8.4 THE SAMPLE TAKEN FOR THE FIELD STUDY

For the purpose of collecting data, either visits to, or contacts through friends or postal correspondence with schools

in the following districts and places were undertaken during the period 1967 to 1970.

Table LXXXVIII
Places of Visit for Field Study

Division	District	Places of Visit
A. North Gujarat	1. Mehsana	Mehsana, Visnagar, Patna, Ladol, Kamani, Panchot
	2. Sabarkantha	Himatnagar, Idar, Bayad, Vadali, Gabat, Khedbrahma
	3. Banaskantha	Palanpur, Radhanpur, Ambaji, Thara, Chhapi, Tharad
B. Central Gujarat	1. Ahmedabad	Ahmedabad, Sanand, Dehgam, Viramgam, Bareja, Naroda, Dohka, Sarkhej, Lali, Kanbha, Lambha.
	2. Kaira	Nadiad, Anand, Vidyanagar, Petlad, Ajarpura, Udel, Matar, Jalsan, Tarapur, Nenpur
	3. Baroda	Baroda, Padra, Dabhoi, Sinor, Chhani, Por, Kasindra, Varnama, Koyli, Bajva.
	4. Panch Mahals	Godhra, Dohad, Lunawada, Devgad Baria
C. South Gujarat	1. Broach	Broach, Ankleshwar, Hansot, Jambusar, Samni, Jhagadia, Vaghra
	2. Surat	Surat, Navsari, Bilimora, Bardoli, Chikhli, Mangrol, Rander, Bulsar, Gandeva
D. West Gujarat	1. Kutch	Bhuj, Mandvi, Anjar, Mundra, Gandhigram.
	2. Junagadh	Junagadh, Prabhas Patan, Veraval.
	3. Jamnagar	Jamnagar, Jodia, Aliabada, Dwarka.

(contd..)

Table LXXXVIII contd....

Division	District	Places of Visit
D. West Gujarat (contd..)	4. Surendranagar	Surendranagar, Joravarnagar,
	5. Bhavnagar	Bhavnagar
	6. Rajkot	Rajkot, Jetpur
	7. Amreli	Amreli, Chalala.

The actual sample used in the collection of the data is given in Table .IC. The schools included therein are the schools visited by us with two exceptions. From the schools of Kutch, we collected data through postal correspondence with the assistance of the District Educational Inspector and in the Panch Mahals District at some places we collected data through friends.

It will be seen that our sample consisted of 3.7 per cent of schools in the North Gujarat, 8.5 per cent in the Central Gujarat, 6.5 per cent in the South Gujarat and 7.6 per cent in the West Gujarat. Thus, all the parts of the State were almost covered in the sample. Similarly, all the districts were also covered. The girls' high schools as well as the mixed high schools were also included in the study. The urban schools as well as the rural schools were covered in the sample.

We wanted to keep comparable proportion of urban and rural schools in our sample, but the difficulty of collecting data from schools and places planned by us was so heart-breaking that we could not proceed according to our plan. We had to try again and again at several places to collect responses to our questionnaires. Appointments were given which were not honoured, and all sorts of excuses were offered for not supplying data that we requested of them. Getting the co-operation of rural schools and separate girls' schools was a challenging task. Often we were at our wit's end. We felt that it was not possible in practice to plan for a perfect sample satisfying the characteristics of a stratified sample.

We will not, under the limitations with which we had to work, claim representative character for our sample. We would only say that our sample included schools of all managements, schools of all districts, urban as well as rural schools, separate girls' schools as well as mixed high schools and small as well as large size schools. The findings are indicative of problems rather than giving conclusive evidence about them.

We will present the results of the analysis of the data in subsequent Sections.

Section 8.5 : Opinions of schools' Principals on expansion
of girls' education - district-wise;

Section 8.6 : Growth in the enrolment of girls in schools
included in the sample;

Sr. No.	District	Number of Secondary Schools for Girls/ Mixed			Sample included in the Study			Percentage of Schools included in the Sample							
		Urban		Mixed	Urban		Girls' Schools	Rural		Grand Total					
		Urban	Rural	Total	Girls' Schools	Mixed Schools	Total	Girls' Schools	Mixed Schools	Total					
1.	Mehsana	31	135	166	3	-	3	-	2	2	4	5	5.7	2.2	3.0
2.	Banaskantha	5	32	37	-	1	1	-	4	4	8	5	2.7	12.8	13.5
3.	Sabarkantha	6	74	80	-	1	1	-	3	3	6	4	16.5	4.1	5.0
<u>North Gujarat Total</u>		42	241	283	3	2	5	-	9	9	18	14	11.9	5.8	3.7
1.	Ahmedabad	37	142	209	12	7	19	-	3	3	6	27	51.4	4.6	12.9
2.	Kaira	34	172	206	2	-	2	-	11	11	13	13	5.9	6.4	6.3
3.	Baroda	44	94	128	5	-	5	-	4	4	8	9	14.9	4.9	7.0
4.	Panchmahals	23	67	90	2	1	3	-	2	2	4	5	13.0	2.9	6.1
<u>Central Gujarat Total</u>		133	495	633	21	8	29	-	25	25	50	54	21.0	5.1	3.5
1.	Surat & Bulsar	43	131	174	3	1	4	-	4	4	8	3	9.3	3.0	4.6
2.	Broach	15	68	83	1	3	4	-	4	4	8	3	26.6	4.8	9.6
3.	Dangs	-	1	1	-	-	-	-	1	1	2	1	-	100.0	100.0
<u>South Gujarat Total</u>		58	200	258	4	4	8	-	9	9	17	17	13.9	4.5	6.5
1.	Amreli	4	30	34	-	-	-	-	1	1	2	1	-	2.9	2.9
2.	Surendranagar	20	22	42	1	-	1	-	1	1	2	2	5.0	4.5	4.7
3.	Bhavnagar	20	45	65	5	3	8	-	2	2	4	10	40.0	4.4	15.3
4.	Rajkot	29	60	89	4	1	5	-	-	-	5	5	5.6	-	5.6
5.	Jamnagar	16	42	58	1	-	1	-	2	2	4	3	6.2	4.7	5.1
6.	Junagadh	14	58	72	1	-	1	-	1	1	2	2	7.1	1.3	2.7
7.	Kutch	20	4	24	2	3	5	-	1	1	2	6	20.0	25.0	25.0
<u>West Gujarat Total</u>		123	261	384	14	7	21	-	3	3	6	29	17.1	3.1	7.6
<u>Grand Total</u>		361	1,197	1,558	42	21	63	-	51	51	102	114	17.1	4.2	7.3

Section 8.7 : Factors responsible for growth in the enrolment of girls in the schools;

Section 8.8 : The problem of recruitment of women teachers faced by the schools;

Section 8.9 : Wastage and stagnation that operated in the schools; and

Section 8.10: Difficulties faced by girl students and their perceptions about them.

The presentations of results would be for the whole State and not division-wise or district-wise, excepting in Section 8.4 which would deal with opinions on factors assisting or hindering expansion of girls' secondary education in different parts of the State.

8.5 OBSERVATIONS OF SCHOOL PRINCIPALS ON THE EXPANSION OF SECONDARY EDUCATION FOR GIRLS

As mentioned earlier, we visited some schools in each district, excepting the Kutch District and collected their views on the factors helping or hindering the expansion of girls' secondary education at their places or in their Taluka/District. In this section we will briefly describe observations of school principals belonging to different districts which have a bearing on this problem.

A. North Gujarat

We will begin with North Gujarat and briefly indicate the

district-wise observations made by some of their school principals.

(1) Mehsana District

Some of the schools visited by us in the Mehsana District disclosed the condition regarding girls' education prevailing there. In the Mehsana City, there was not a single secondary school for girls upto 1950. Only Patan had one secondary school for girls, while Ladol, Kamana, Panchot had not a single school for girls upto 1950.

After 1950, in Visnagar and Mehsana each a secondary school for girls was established, while other places went without a single school for girls upto 1965. At Mehsana, the Sarvajanik High School for girls was established in 1954. After 1950 some schools for girls were started at such places as Unjha, Mansa, Sidhpur and Visnagar. The private enterprise took the initiative and lent an edge to a slowly growing demand for girls' secondary education as a result of more girls completing primary education than before and advanced communities favouring high school education for girls.

According to the heads of the mixed schools situated at Ladol, Panchot, Kamana, there seemed to be no prospects in near future for starting separate secondary schools for girls, since most of the girls dropped out from school very early. So, there was the problem of drawing adequate sustenance for developing separate girls' schools at these places. Secondly, they stated that the management could never be sure that the

number of girls could be maintained at optimum level. The third reason set forth by them was acute paucity of women teachers (trained or untrained) in these areas. Even at present (i.e. 1967) there was not a single lady teacher in Ladol though the management had tried to secure the services of a lady teacher by advertising the post quite often. It is not possible to start a girls' school without some lady teachers, because the public would not place faith in high schools with only male teachers in the staff; parents would not be enthusiastic about educating their young daughters in high schools which are staffed by young male teachers. The lurking fear in their minds is that adolescent girls with strong manifestation of sex-urge and attraction for the male would be swept away by these urges and attraction and they would lose their good name in the society. The management was willing to appoint either a single lady teacher or a couple, but it was not possible to get a graduate lady teacher either from the village or from outside to serve in a village.

Further, it was pointed out to us that the village community does not realise the necessity of education for girls, and hence parents withdraw their girls from the school immediately after betrothal and/or marriage.

The managements adopted various schemes to attract girls to the high school. The school was liberal in giving results and the rate of fees for girl-pupils was almost nominal. As a result, there was an increase in the number of girl-pupils,

but the number was not enough to warrant the establishment of a separate girls' high school. The above state of affairs prevailed ⁱⁿ the Mehsana District which was otherwise educationally much advanced in tradition as well as in actual development than the two neighbouring districts of Sabarkantha and Banaskantha. When interrogated the school principals further on the question of financial support coming forth from the local community for starting girls' high schools locally, it was pointed out to us that though it would not be impossible to raise the funds for funding girls' high schools, the collection of funds for this purpose had become very difficult. If at all such funds could be raised, they would not be from many persons of the local community but from a few rich philanthropists who have established themselves in Bombay, Ahmedabad and such other industrial and business centres. Social workers and congress leaders, according to them, should prepare local communities to give secondary education to girls - women's education should be a part of their main propaganda. Even Government should play a more direct and active role. When the Educational Inspector visits their schools for annual inspection, he should make it a point to meet some local community leaders and try to enthuse them about developing increased facilities for secondary education of girls. He must similarly meet the local women organizations and incite them to work for the cause of women's education.

We were told that the rural areas owe much to a few social workers and leaders - Chhaganbha, Manibhai Dave, Chhotubhai

Pandit, Bapubhai Gaini, Nathabhai Desai, Kalyanbhai Patel and Chhaganbhai K. Patel for whatever educational developments that could place in them.

(2) Sabarkantha District

In the opinion of the heads of secondary schools, Sabarkantha is a very backward area. Idar was formerly a native State, where a secondary school for boys was started with the support of the local native ruler. But it did not enthuse much the local community to enrol their daughters for secondary education. Upto 1965 only 85 girls were studying in the Pratap High School, Idar. In the high school at Vadali only 84 girls were studying. So the number of girl-pupils was not found to be adequate to start^a separate high school for girls. Sabarkantha, being a hilly region and the bulk of population consisting of Adivasis and other backward classes, it was quite difficult to run a separate girls' high school. These people did not send even their boys to secondary schools inspite of financial assistance offered by the Government. The Thakarda community did not relish the idea of educating their boys and girls.

There were lady teachers in the schools but their number was very small. They served in the school only for a short time. Though the management tried to attract lady teachers by providing them better facilities and amenities, they did not like to serve in small towns and villages. For want of an

adequate number of lady teachers, management could not run a separate girls' high school.

Moreover, a majority of girls left school before reaching the S.S.C. Class since their parents needed their help in the domestic tasks. Generally, girls drop out in Std. IX or in Std. X. Often their marriages were arranged before the completion of the secondary school course, so they had to attend to social duties which resulted in irregular attendance and backwardness in studies and consequent failure at the annual examination.

After 1947, the number of girls studying in mixed secondary schools had increased but the number was not adequate enough to warrant the starting of a separate girls' high school. Himatnagar, being a town, the number of girls studying in the secondary school was larger than that of girls in other places in the district. It had facilities for higher education. After 1965, Himatnagar could boast of a new girls' high school.

(3) Banaskantha District

During our visit and talk with the heads of some of the mixed high schools at places mentioned earlier in the Banaskantha District, we found an unfavourable social, economic and educational climate for the development of girls' secondary education in the district. Radhanpur was formerly a princely state and there was only one mixed secondary school in the whole of the Radhanpur Taluka situated at Radhanpura Taluka head-quarters.

There was only one school in Thara, a small village, and only five girls were studying in the high school. In the Ambaji Gram Panchayat Madhyamikshala only 14 girls were studying. in Chhapi High School, there were only 21 girls in the school and in Radhanpur High School, only 25 girls were studying.

According to the heads of the institutions visited for the purpose of investigation, the bulk of the population consists of Adivasis and backward class people in Banaskantha. In Radhanpur, the majority of the people being Muslims, they were found averse to sending their daughters to school. Secondly, in this district, there was a nomadic community known as Lativarias who were always on the move. They do not lead a settled life; and hence members of this community were deprived of the opportunity of getting education.

In Thara, people being abjectly poor, they could not realise the importance of education. Most of the people were backward and were given to predatory habits. Only 5 girls belonging to the advanced community were studying in the school. It was not possible to run a separate girls' school for want of adequate strength of girls. Tharad and Chhapi suffered from the same draw-backs. Upto 1956-57, there was not a single secondary school either in Vadgam Taluka or the Kankrej Taluka.

It was not possible for girls living at a great distance from a school to attend it for want of transport facilities.

As a consequence, children from small villages had to remain

without the benefit of secondary education.

The managements keenly felt the dearth of women teachers, since no woman teacher was willing to settle in Thara, Chhapi or Tharad. It was stated by the managements that not a single application from women teachers was received by them. Thus, precluding the possibility of having a separate girls' school with the exception of the town of Palanpur, The Banaskantha District was found not very enthusiastic about girls' secondary education.

According to the information supplied by the head of the Ambaji Gram Panchayat Madhyamikshala, the management had admitted six Adivasi boys but all of them had run away before the expiry of the academic year.

From this, it can be safely concluded that the North Gujarat is in need of special attention in respect of girls' education. Only the Mehsana District of North Gujarat was an exception in the case of girls' education and made some progress, on account of its having formed formerly a part of the erstwhile Baroda State where primary education was compulsory and it had made some impact on further education of boys and girls.

Professor Vinod B. Patel of the College of Education, Cambay (Kaira District) had also made a field-study of the development of girls' education in the Banaskantha District in 1966. The brief report of this study was published in Gujarati

in the 'Nootan Shikshan', July 1967 (pp.399-406). We will briefly summarise his findings in respect of secondary education for girls in this District.

- Secondary education is still in formative stage in this district;
- Excepting one or two Talukas, the facilities for secondary education in all other Talukas are inadequate;
- Though in this District, the history of secondary education began from 1840, there is only one girls' high school in the district. This shows that no vigorous and sincere effort has been made in the district to advance high school education for girls;
- Secondary education has developed more in two Talukas - Palanpur and Vadgam - than other Talukas; 63 per cent of the total secondary schools - mixed as well as boys - are concentrated in these two Talukas having an area of 345.5 square miles whereas the other Talukas having a total area of 3,598 square miles have remaining 37 per cent of high schools. Considered on the basis of population, in the Vadgam Taluka, there is only one secondary school (mixed) for a population of 10,019 and in the Dhanera Taluka, there is one secondary school for a population of 89,250;
- As most of the mixed and boys' secondary schools are located in the taluka head-quarters, children of the people of distant villages go without secondary education; where public opinion is not adequately stimulated

for the spread of secondary education among girls, it is understandable that parents will not send their daughters to distant taluka head-quarters to receive secondary education;

- In the whole district, there is only one hostel for girls; this also constitutes a serious handicap to girls' access to secondary education;
- The small number of women teachers at the secondary stage also acts as an obstacle to the progress of secondary education for girls. For instance, in 1963-64, there were only 18 women teachers in the total 278 teachers in position in the secondary schools of the district;
- The small proportion of primary schools upto Std. VII for girls also acts as a handicap to the development of secondary education for girls; only 4 per cent of the girls who receive primary education go further to secondary schools (the corresponding figures for the Kaira District in the same year was 31.4 per cent), whereas 95 per cent of boys receiving primary education go further up to high schools;
- Between 1959 and 1964, at the secondary stage in the district, an increase of 2,397 in the enrolment was recorded. Of this, girls were only 110 (15.5 per cent) as against 2287 boys (84.5 per cent); during the same five years' period, the proportion of boys and girls in the secondary schools remained 90 and 10 respectively;

- In 1964, out of the total 745 girls enrolled in the secondary schools of the district, 649 or 87 per cent were concentrated in only three cities or towns, viz., Palanpur, Radhanpur and Deesa; the remaining 96 girls or 13 per cent were spread over the other urban and rural areas of the district;
- In rural areas, the proportion of boys and girls in high schools is 97.5 : 2.5. It is in the rural areas that vigorous, serious and sincere campaigns should be launched to enrol more girls in high schools.

Such was broadly Patel's findings regarding the development of girls' secondary education. They support and supplement our findings in this field.

Sabarkantha and Banaskantha were very backward areas, geographical condition being a contributory factor for such a condition. Only after Indo-Pakistan War in 1965 roads were constructed. Besides, native princes in these two districts were not so enlightened. The Nawabs of Palanpur and Radhanpur as well as the Prince of Idar made efforts to establish schools which were located only in the chief towns of their respective States. But they did practically nothing to ameliorate the condition of the women of the States. The educational policy of each State differed. Palanpur, the head-quarters of the District, made some progress, but the other towns and villages of the district presented a bleak picture in respect of girls' schools and girls' enrolment.

The above mentioned facts give the picture about the condition of secondary education for girls that prevailed in North Gujarat.

B. Central Gujarat

1. Ahmedabad District

Our visit to places in the Ahmedabad District showed that this district of Central Gujarat showed appreciable advance in girls' education. But here also we find that most of the girls' high schools were situated in the urban areas. Upto 1950, Sanand, Viramgam, Dehgam, Bareja, Naroda, Dholka, Sarkhej, Lali, Lambha, Kanbha could not have separate girls' schools. Upto 1965 Bareja, Naroda, Sarkhej, Lali, Lambha and Kanbha could not boast of having any separate girls' high school.

After 1950, the number of schools for girls had increased. in the City of Ahmedabad, 19 more girls' schools, in Sanand one girls' school, in Dehgam one girls' school and in Dholka one girls' school came into existence. In other places such as Bareja, Sarkhej, Viramgam, Lali, Naroda, Lambha and Kanbha the girls secured admission in mixed schools, but there seemed to be no prospects in near future for starting a separate secondary school for girls in them.

As observed earlier, most of the girls' schools were started in urban areas only. The city of Ahmedabad had more girls' schools because of its industrial development.

Among the factors which favoured the rapid growth of secondary education for girls in the urban areas of the district, the following were emphasised by the principals of the schools we visited :

- In general, wider spread of education even among middle and lower class families;
- More men and women receive collegiate education, and educated parents like to impart at least secondary education to their daughters;
- Rapid development of mixed high schools (85 to 90 per cent of high schools are mixed schools);
- A better social and environmental climate for the spread of girls' secondary education. Girls like to go to high schools because either their girl friends are studying in high schools or they have decided to join high schools;
- 3 Late age of marriage for girls - it was round about 15 to 17;
- Sending girls to secondary schools for study has become almost a social habit with educated sections of the society;
- Facilities of secondary education have remarkably increased;
- Boys prefer at least high school educated girls as their brides;
- Girls can help their parents in low income group by taking jobs, and jobs are available to educated girls.

The causes that hindered the spread of secondary education among the rural areas of the district were more or less the same that are found operating in the rural areas of other districts of the Central Gujarat. They include (1) the dearth of secondary school facilities locally or at a distance of 1 or 2 miles; (2) social attitude to the girls' high school education as something not necessary for them; (3) the age of female marriage round about 13-14 years; (4) the employment of girls in house-hold work; (5) uneducated mothers not realising the importance of educating their daughters beyond the primary stage; (6) morbid fears of parents that their daughters would lose their character by studying in boys' schools, and that they would become insolent in their behaviour; (7) strong belief among rural parents that it was far more important for their daughters to know cooking and such other duties assigned to women by the society than to know school subjects which are of no practical importance to them in their day-to-day life; (8) low motivation among girls themselves for receiving high school education; (9) poverty of parents; (x) harassment of schooling girls by boys and some times by unsocial elements in the society; and so on.

Smt. Lilavati Jani had made a survey of the development of secondary education for girls in the Ahmedabad city in 1964. She gave the following reasons for ^{the} rapid expansion of girls' high school education in the City :

- The rapid rate of increase in the municipal area of the city after the formation of the Gujarat State in 1960; many new housing co-operative societies have been built and the road transport has remarkably expanded and improved;
- The city being a thriving centre of trade, business and industrial development, many families come from surrounding villages, settle in the city, improve their economic conditions and this facilitates their girls going to high schools;
- High schools have sprung up in almost all parts of the city; the easy access to the high schools ~~have~~ has motivated parents to send their girls to high schools;
- Many government offices have come up after the separation of Maharashtra and Gujarat as separate States; there is thus a good population of government employees drawing from all parts of the Gujarat State; these employees send their daughters for education to high schools;
- The public mind is educated in favour of female education; the values have changed; the degree of conservatism has lessened; people are developing broader social, religious and cultural outlook; the former differentiated treatment and outlook about boys and girls have considerably undergone change; people have now begun to believe that education for girls is as much important as education for ~~girls~~ boys;

- People do not seem to entertain opposition to co-education even at the secondary stage;
- The number of women teachers in high schools has been rapidly increasing; more trained graduate women are available as high school teachers than before. In 1964, in the girls' high schools of the Ahmedabad City there were 407 women teachers as against 192 male teachers; the number of trained women teachers were 304 as against 148 trained male teachers.

We, too, had similar observations to make regarding the development of girls' high school education in the Ahmedabad City.

2. Kaira District

In the Kaira District upto 1950 only Nadiad had two girls' schools. The other places could not afford to have a separate girls' school. Upto 1965 Nadiad had totally five secondary schools for girls and Petlad had one girls' school. So in Kaira District also separate girls' schools were situated only in urban areas. As compared with the district of Ahmedabad, Kaira district had few girls' schools; yet there is development of girls' education. It is so, because parents who lived in Africa sent their daughters for study in the schools situated in their own villages or towns of the district. The Charotar Education Society had also played an important role in the spread of secondary education for both boys and girls.

The Charotar Education Society was founded in 1916 by Shri Motibhai Amin. Several other volunteers of the Society helped him to expand and enrich the activities of the Society. The Society was responsible for developing secondary education at Anand, Vaso, Borsad, Ode, Bandhari, Ajarpura, Bakrol, Sinhol, Napa, Ras, Rudel, Petlad, Sunav, Changa, Vasad, Karamsad, Nadiad, Vallabh Vidyanagar (higher education). Among its many volunteers, besides Shri Motibhai Amin, the illustrious names of Shri Bhai Kaka, Bhikhabhai K. Patel, Ishvarbhai Patel, Ambalal Patel, P.C. Shah, Goverdhandas Chunibhai Bhatt were there. Among several fields of education, the Society worked for promotion of girls' education. It offered scholarships to girls who would enrol themselves in Class V. It would give prizes to girls and women who would pass examinations conducted by it and the Vernacular Society. The Society ran boarding houses for boy students and girl students of its secondary schools. It started a girls' high school - the Kasturba Kanya Vidyalaya - in 1963. In 1965, there were 757 girls studying in it. The Society's many high schools had contributed to the development of secondary education for boys and girls at many rural centres.

The following were the findings regarding the development of girls' secondary education in the Kaira District. They are based on the opinions expressed by the head-masters and also based on a study of Girls' Education in the District by B.A. Shah in 1963 :

- The number of secondary schools really grew after the attainment of independence. During the period of the first two Plans, i.e. from 1951 to 1961, the number of secondary schools grew from 54 to 82. The increase was about 52 per cent;
- The expansion had been largely due to the private enterprise (60.1 per cent Trust Schools and 35.5 per cent Society Schools); municipalities and Gram Panchayats conducted 4.4 per cent of secondary schools;
- Girls' schools were not enough - only 1 in every 17 mixed high schools;
- Enrolment of girls in primary classes not satisfactory - roughly about 8 per cent of the total enrolment in Classes I to IV; about 8 per cent and a half in classes V to VII and about 18 per cent in Classes V to XI;
- About 800 girls from backward communities and 3,400 girls from advanced and middle class families are added every year to girls' enrolments;
- The recruitment of women teachers is a problem in this district also. Only one-fifth of teachers in secondary schools were women;
- The unstability of women teachers was also a problem. Of course, the extent of unstability among male teachers was described three times ^{more than} that among female teachers;

The other causes of the slow expansion of girls' secondary education followed the broad pattern described by us relating to the causes of retardation of the growth of secondary education for girls.

3. Baroda District

In Baroda District, rural areas which were visited had no secondary schools for girls upto 1950. After 1950 only Padra boasted ^{of} a separate girls' school. Only the urban areas of the District of Baroda had separate girls' schools. The district of Baroda is educationally backward, because the bulk of the population consists of Adivasis.

We inquired of the school principals of the schools of the places which we visited during our field study as to which causes, according to them, favoured or hindered the growth of secondary education for girls at their or neighbouring places. The reasons that they have were more or less similar to what we discussed earlier in the case of other districts. They made out a few additional points which we would like to mention here. The head-master~~x~~ of the Por High School pointed out to us that before his school was established in 1958, the students from his village used to go to the neighbouring village of Itola. But before 1965, only one girl was going to Itola for secondary education. Most of the parents were not ready to send their daughters to Itola for further education after primary stage due to many inconveniences and social and moral considerations. Girls had begun to receive secondary education only after a high school was established in the village in 1965. In 1965-66, 12 girls enrolled themselves in Std. VIII-IX; in 1966-67, the enrolment of girls in Std. VIII to X increased to 24; in 1967-68 the enrolment of girls in Std. VIII to XI increased to 32 and in 1968-69, the total girls studying in Std. VIII-XI were 66.

In Dabhoi we were told that because of the establishment of Colleges in the town more girls had become interested in going to high schools. In Koyli and Bajva, we were told that the expansion of girls' education in their villages was due to prosperity, the influence of the Baroda City which is nearby and the establishment of a refinery at Koyli. In the Baroda City we were told that almost all of its high schools (excepting Sayaji Boys' High School) were mixed, and there had been an increased demand for admission in girls' schools by the local girls. Families living in the vicinity of a girls' high school feel very sad and disappointed if their daughters did not get admission in the local girls' high schools. They said that their schools were largely attended by girls from middle class and lower middle class families. There were 6 girls' high schools in the City, 2 of these girls' schools were multi-purpose schools, one with a bias in home science and the other with a bias in fine arts. The demand for admission in these schools remained quite heavy. In one of the 6 girls' high schools, 50 per cent of applications for admissions every year had to be rejected for want of accommodation, and in other girls' schools 20 to 35 per cent of applications for admission had to be turned down. There seemed to be a natural demand from parents for the secondary education of their girls after they complete primary schooling. The primary education of girls had been expanding at a fast rate and the girls after having completed primary school education sought access to high schools, separate or mixed whichever was available to them. Such was

broadly the picture of problems of expansion that we could get from our talks with ^{the} principals of six girls' schools in the Baroda City.

4. Panchmahal District

During our visit to some places in the Panchmahal District - Godhra, Dohad, Lunawada, Halol and Kalol - we discussed with the heads the problems of expansion of secondary education for girls in the district. We were told that secondary education expanded slowly because mostly it was confined to city and town areas. Godhra, Halol and Kalol were the places where secondary education first began, and that too by the efforts of Shri Manilal K. Mehta. Shri Mehta is called as a founder of secondary education in the district. For many years, no girls' school could be established in the district because there was neither much demand or favourable climate for girls' secondary education. The first girls' school was established in Lunawada in 1958. Dohad had also a girls' school soon. The Girls' High School at Godhra came up only in 1963-64, though it was the district head-quarters. In 1964, Panchmahals had in all 79 secondary schools including A.V. Schools. Of them about 1/5th were in urban areas catering to nearly 12 per cent of the population of the district; the remaining secondary schools catered to 88 per cent of the rural population.

Girls had begun to enter the secondary schools, but their number was small. We were told that 47 girls attended the mixed schools; the enrolment thereafter considerably expanded b

but even in 1964, they did not constitute more than 20 per cent of the total pupils in high schools.

Almost all the principals and other public leaders whom we met said that the shortage of separate girls' high schools retarded the development of girls' high school education in the district. From the office of the Educational Inspector, we obtained the following interesting information regarding the number of villages served by one school : Devgadhi Baria 47 villages, Dohad 9, Godhra 14, Halol 26, Jambughoda 56, Jhalod 51, Kalol 7, Limkheda 244, Lunawada 20, Santrampur 50, and Sahera 15. The talukas where girls' enrolment in secondary schools was backward were Jambughoda, Limkheda, Santrampur and Sahera and the talukas where it could make some headway were Dohad, Devgadhi Baria, Godhra, Halol and Kalol.

The reasons pointed out by the heads for slow progress of girls' secondary education followed the same pattern as in other districts. They included preponderance of mixed schools, a small percentage (roughly 1 in every 9 teachers) of trained women teachers, social apathy, preponderance of tribal population, ^{and} absence of vigorous drives for female education. It was told to us that girls did not like to study in schools where most of the teachers were male.

The Central Gujarat is the heart of Gujarat. The four districts constituting it are educationally advanced. They are economically, culturally and even socially also fairly well advanced. They have a long history of educational progress.

They include the greatest number of educational institutions and scholars. The private enterprise is here well organised and certain education Societies like the Charotar Education Society, Ahmedabad Educational Society, New Era Education Trust, Muslim Education Society, Parsi Panchayat, etc. have a long and high record of dedicated work in the field of education. The Central Gujarat presented, therefore, a very promising area for the development of secondary education for girls. Not only urban areas are well prepared and equipped for girls' secondary and higher education, but some of their rural areas have also shown determination and resources to develop girls' education beyond the primary stage.

C. South Gujarat

Here four districts are included : Broach, Surat, Bulsar and Dangs. Our data for Surat-Bulsar are combined, because educationally, culturally and even economically they are more or less inter-locked and for many years they were parts of the larger district of Surat.

1. Broach District

From our visit to the Broach City and to the Office of the Educational Inspector, we found that till 1950 there were only 5 secondary schools in the district; the R.S. Dalal High School at Broach and N.M. Chamadia High School are perhaps the oldest secondary schools in the district. Between 1900 and 1940,

9 more secondary schools came into existence. But the number of high schools began to increase rapidly after the attainment of independence. Between 1940 and 1960, the number increased from 14 in 1940 to 47 in 1960. In 1965, the Broach District had 77 high schools, most of them being mixed schools. Most of these high schools are managed by private bodies. In 1960-61, the number of high schools conducted by the private management was 44; it rose to 74 in 1964-65.

Our general findings about the district were as follows :

- A great majority of secondary schools under private management in the district are from Std. VIII to XI. The reason for this is that it is very difficult to get buildings for schools with enough rooms to accommodate classes V to XI;
- Secondary education spread better in Broach, Hansot and Nanded talukas than ⁱⁿ other talukas. In the Dadiapada taluka there was only one secondary school for a population over 45,000;
- The three girls' schools are limited only to two places, Broach having 2 such schools and Ankleswar having 1. At all other places, the high schools were mixed;
- Girls' high school education could make some headway at taluka head-quarter places and in the Broach city. It had very little chance of development in villages because many villages are situated far apart and some areas are cut off from the rest particularly in the rainy season;

- The Navdurga group of schools in the Nandod Taluka has contributed much towards the expansion of secondary education, for both boys and girls, in that taluka. It is due to the provision of hostel accommodation and Adivasi Ashram for pupils of backward classes and for the aboriginal tribes;
- Excepting the four municipal towns of Broach, Ankleswar, Jambusar and Rajpipla, all the rest of the villages are with a population of less than 10,000. So, development of separate girls' high schools in them is a very difficult proposition;
- Whatever little development that took place in secondary education for girls at places other than the Broach City took place only between 1960 and 1965;
- Three municipalities and 2 Nagar Panchayats conducted mixed secondary schools; and
- Enrolment of girls was about 8 or 9 in classes VIII to XI. It was 14 to 16 in Classes V to VII in those schools which had these classes.

The other causes of the retardation of the expansion of girls' education were more or less on the lines which we discussed earlier in respect of other districts.

The whole district is educationally and economically backward. The bulk of the population consists of Muslim and Ghanchi community. These two communities do not recognise the importance of girls' education. They gave their daughters in marriage at

an early age. So girls could not complete their secondary education.

According to the head of Samni Satal High School, Samni, the management cannot employ women teachers because a graduate lady is not available in the village. Secondly, the women or the couple are not prepared to settle in a small village.

In order to uplift the girls of lower strata of the society, "Akhil Hind Mahila Parishad" started a girls' school but this institution could enrol not an adequate number of girls.

2. Surat and Bulsar Districts

We had tried to collect data from Surat, Bulsar and Dangs Districts, but the response from the head masters of the secondary schools for girls was not very encouraging; yet we could collect data from a few places - urban as well as rural.

In the rural areas of the Surat District, especially, Kosamba, Vankal, Velachha, there was not a single school for girls upto 1965. After 1950, some schools for girls were started in such places such as Bardoli, Astan, Dalvan, Rupan Bad-Vadpur.

According to the heads of the mixed schools situated in Kosamba, Vankal and Velachha, there seemed to be no prospects in near future for starting a separate secondary school for girls, since most of the girls dropped out from school very

early. So there was the problem of adequate strength for a separate girls' school.

Secondly, the management could never be sure that the number of girls could be maintained at optimum level. The third reason advanced was paucity of women teachers (trained or untrained). It is not possible to start a girls' school without some lady teacher(s). The management was willing to appoint either a lady teacher or a couple, but it was not possible to get a graduate lady teacher either from the village or from outside to serve in a village school.

The Bulsar District showed some progress. In the urban areas, there were secondary schools. After 1950 some schools for girls were started in such places as Udwada, Bilimora, and Bulsar. Most of the villages of Bulsar district were without secondary schools for girls.

Dangs is the most backward area of the State of Gujarat. It being a forest region, has no big city or town and the bulk of the population consists of hill-tribes. So here the progress was very slow and less.

Shri E.J. Parmar made a study on the development of women's education in the Surat District in 1962-63. His findings, we have thought ~~it~~ fit to summarise, because that would help us in getting a better understanding of the problems of development of secondary education in the Surat-Bulsar Districts.

- Certain talukas like Bardoli, Bulsar, Choryasi, Gandevi, Navsari, Pardi and Palsana had fairly satisfactory enrolment of girls in comparison to the enrolment of boys at the middle school stage, but in other talukas especially Bansada, Dharampur, Mangrol, Olpad, Valod, Nizar, Uchhal and Umargam there was great disparity between the enrolment of the two sexes. The disparity was there in all the talukas; it became more glaring and disturbing at the high school stage. It was particularly striking in ~~the~~ Bansada, Chikhali, Kamrej, Mandvi, Mangrol, Olpad, Pardi, Valod and Umargam;
- At the secondary stage the public opinion was definitely opposed to co-education, and therefore where there was no separate girls' high schools, parents withdrew their daughters;
- Orthodox and narrow-minded parents do not appreciate the value of girls' secondary or higher education. "If girls get this type of education, they create expensive habits and they do not become either good mothers or home makers."
- A number of parents believed that it was not good to educate their daughters after a certain age, otherwise it becomes difficult for them to get married.

3. Dangs District

It was in very backward state of educational development. It is mostly a forest infested district, inhabited by the

scheduled tribes. The problems of development of education in the Dangs are the problems of expanding educational facilities, securing increased enrolment, recruitment of both male and female teachers, prevalence of a large size wastage and stagnation, little educational climate and motivation, lack of parental co-operation, inadequate development of local dialects, absence of private enterprise, etc. The school at Ahva is a mixed school and is run by Government.

D. West Gujarat

This includes all the districts of the Saurashtra and Kutch. In the field of girls' secondary education, for historical reasons, West Gujarat has remained more backward than other parts of Gujarat excepting the Banaskantha and Sabarkantha districts of North Gujarat and the Dangs District of the South Gujarat.

In this region, we visited a few places. The data from Kutch ^{are} ~~was~~ collected with the help of the Educational Inspector of the District and through postal correspondence. Our findings from the visits and the written responses of our questionnaire are shown below.

In the District of Kutch, secondary education was not developed before 1947. Before 1947, Kutch remained isolated from the rest of ~~the~~ Gujarat as a result of which it remained backward in all the spheres of activities. After 1947, Kutch

was merged with independent India, and was centrally administered by the Central Government.

In Bhuj, there was only one girls' school upto 1965. It shows that there was no progress in Bhuj. There were no secondary schools for girls in Mandvi, Anjar, Mundra, Gandhidham, upto 1950. Anjar and Gandhidham had not a single girls' school upto 1965.

From these facts it can be concluded that the rural areas of Kutch district were without the facility of secondary schools for girls; there was little urge for education. As women occupied a low social status, not much of secondary education could be spread among them. Some castes like Nagar and Luhana had girls' secondary education to a noticeable degree.

Junagadh was a native State before 1947; and the Native Prince did not pay attention to the development of secondary education. After 1950, some schools for girls were started in such places as Veraval, Keshod, Malia, Hatina, Mangrol.

According to the head of the institutions at Prabhas-Patan, there seemed to be no prospects in near future for starting a separate secondary school for girls. Most of the population consists of Muslims who do not realise the importance of girls' education.

In the Jamnagar District also secondary schools for girls were situated in the urban areas only. According to the head

of one institution at Dwarka, the rural areas of this District were educationally backward. The whole Dwarka Taluka had only one girls' school situated at Dwarka. Mithapur had one mixed school because of its industrial development. It means the people of Saurashtra did not appreciate much the need for and importance of girls' education.

The following were some additional reasons given by different heads of high schools for slow development of secondary education for girls in Saurashtra and Kutch :

- Inadequate development of primary education for girls;
- Limited facilities of girls' separate high schools;
- Poverty of parents;
- Conservatism and apathy of parents;
- Little background of education in several castes;
- At several places, little of traditions in female education;
- Inadequate development of private enterprise at the secondary stage;
- Incomplete secondary schools;
- Support to girls' schools from former native States limited to only a few places;
- The early missionary efforts confined to a few places;
- Parents at many places not much interested in high school education of their daughters because they do not see any utility or practical values in it;

- Too much importance given to English and Mathematics which acts as a damping influence on girls to complete secondary education;
- In Saurashtra and Kutch, secondary education for girls has remained largely an urban concept and programme; to the villages it is still a forced concept and involvement of rural communities in different parts of Saurashtra is very meagre;
- One headmaster explained the reason of slow progress of high school education for girls at his place in the following words :

" At many places and in many castes, girls are given away in marriage as soon as they complete Std. VII or the age of 13. And from that time, a lock is placed on their education. When the girls are married, it does not mean that they have to shoulder the burden of the household duties at their father-in-law's place. A girl becomes a house-wife in the real sense of the word two or three years after marriage. This time she could be helped to utilise for further studies. But parents think that their duty regarding educating their daughters ceased as soon as their marriage was completed. Moreover, many parents think that their right over their daughters is over as soon as they are given away in marriage. They can continue their education only if their in-laws so desire. And in many instances,

the in-laws are not in favour of further education of their daughters-in-laws.";

- The premature involvement of girls in household work;
- The ignorance of the Society about the value of secondary and higher education for girls. "More education is^a means for earning family bread and girls have not to earn to support their family."; and
- Strong barriers set by certain castes and communities on the further education of girls;
- Too many male teachers in schools for girls.

Such were the obstacles pointed out by some school principals and headmasters of mixed and girls' schools in Saurashtra.

The following additional causes were revealed for backwardness of girls' secondary education in Kutch :

- Century-old unfavourable traditions;
- For many decades, Kutch lived in isolation because of poor transport and communication, and other parts of the country like Saurashtra and Gujarat;
- Abject poverty of the people;
- Bulk of the masses being ignorant and illiterate;
- Kutch remained long very backward socially and economically;
- Even primary education in Kutch confined to only high castes;
- The women world of Kutch had little of educational, social and economic justice for a very long time;

- the regime of the native ruler not very progressive educationally;
- whatever little achievement done in girls' secondary education has been due to two forward-looking pioneer - two brothers Doshabhai Lalchand, and Karamchandbhai;
- women teachers had to put up with a lot of social antagonism

"The women teachers had to face harsh opposition from the conservative mind of the society in Kutch. If these women used umbrella even during rains or scorching heat, the society criticised them severely; if they went out for a stroll in the evening or if they did not cover their head with their sari, a notice would be taken of these lapses on their part as if they were criminal acts".;

- co-education forced out many girls from schools after the primary stage.

Such were the causes given by some headmasters, headmistresses and lady officers of the Education Department of the Gujarat State.

8.6 THE ENROLMENT TRENDS IN SECONDARY SCHOOLS VISITED

During our visit to schools, we tried to collect the statistics of the enrolment strength of girl-pupils in each standard from class V onwards where classes from V were there and from classes VIII which had only secondary sections. We

could collect these data from 102 secondary schools which included urban schools as well as rural schools and also separate high schools for girls and mixed high schools. The figures of girls' enrolment are for years from 1947 to 1966. The table XC gives the consolidated total number of girls studying in secondary schools over a period of two decades beginning from 1947.

From Table XC the following conclusions can be drawn :

- The enrolment of girls had increased steadily over the period of two decades beginning from 1947 in each class beginning from Class V to Class XI; The growth was about 58.1 per cent;
- In the case of enrolment of girls in mixed schools, the growth was 3012 per cent. The average annual rate of growth was about 150 per cent; in the case of enrolment in girls' schools, the growth was 919.5 per cent; the average annual rate of growth being about 46 per cent;
- In 1947 and 1966, the average size of enrolment of girls in Classes V to XI was as under :

<u>Std.</u>	<u>1947</u>	<u>1966</u>
V	3.9	18.3
VI	4.0	20.6
VII	4.9	21.5
VIII	3.4	74.3
IX	3.8	61.8
X	2.4	47.1
XI	1.6	37.2

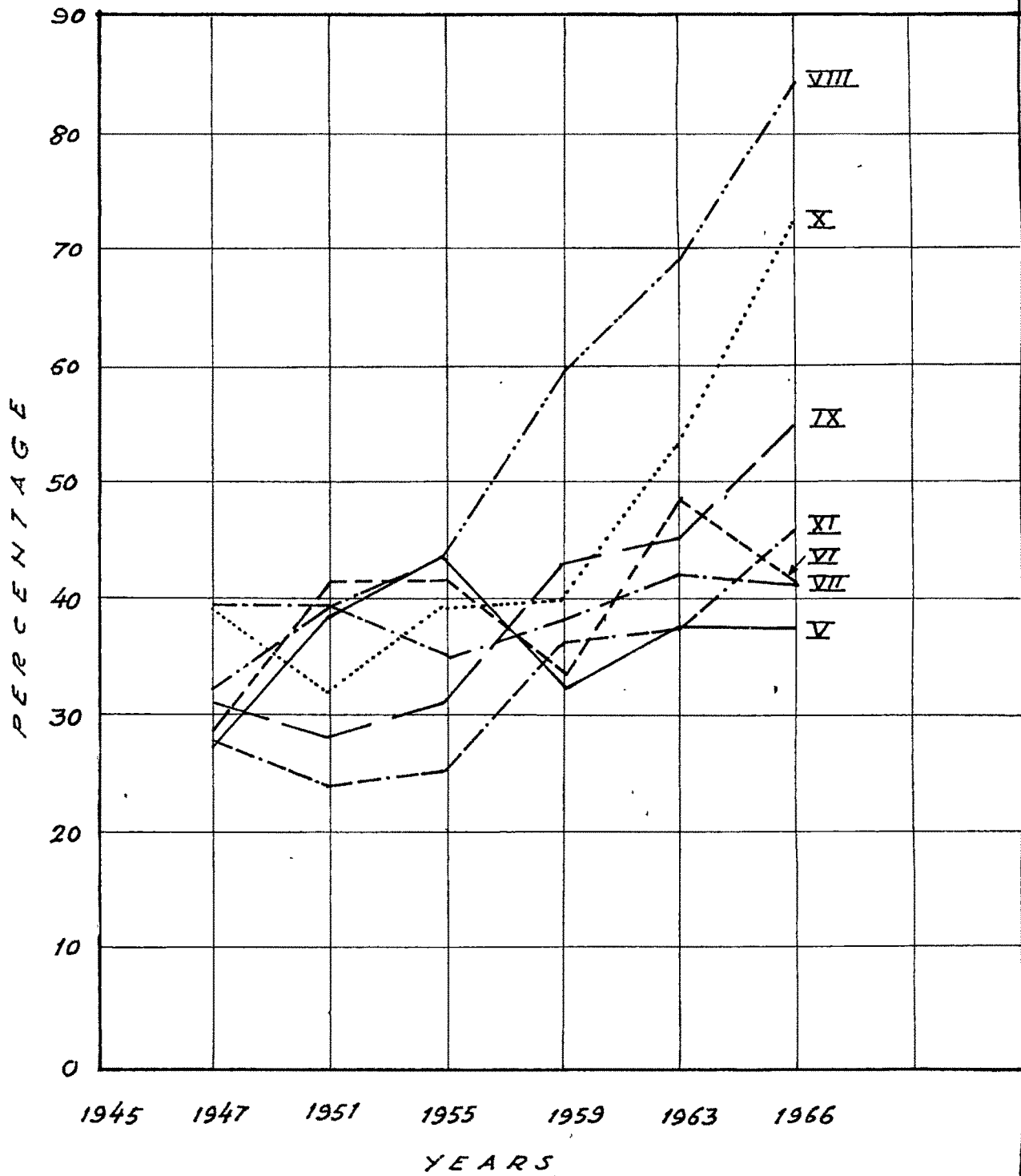
Table XC

Enrolment of Girl-pupils in the 102 Secondary Schools of Gujarat visited
(1947 - 1966)

Stds.	1947		1951		1955		1959		1963		1966	
	Boys' Sch-ools	Girls' Sch-ools	Boys' Sch-ools	Girls' Sch-ools	Boys' Sch-ools	Girls' Sch-ools	Boys' Sch-ools	Girls' Sch-ools	Boys' Sch-ools	Girls' Sch-ools	Boys' Sch-ools	Girls' Sch-ools
V	86	316	106	837	76	985	1222	1197	381	1427	581	1291
VI	30	378	99	843	135	1080	592	968	530	1629	561	1545
VII	83	419	90	919	96	1095	238	1412	439	1789	616	1579
VIII	13	338	140	867	215	1329	531	2898	1400	4447	2002	5579
IX	11	376	86	680	170	1106	380	2380	979	3547	1540	4766
X	7	240	72	549	112	808	563	1672	820	2905	1165	3642
XI	12	158	39	377	78	593	199	1334	472	2103	824	2973
Total	242	2325	632	5072	883	6996	2725	11861	5021	17847	7289	21375

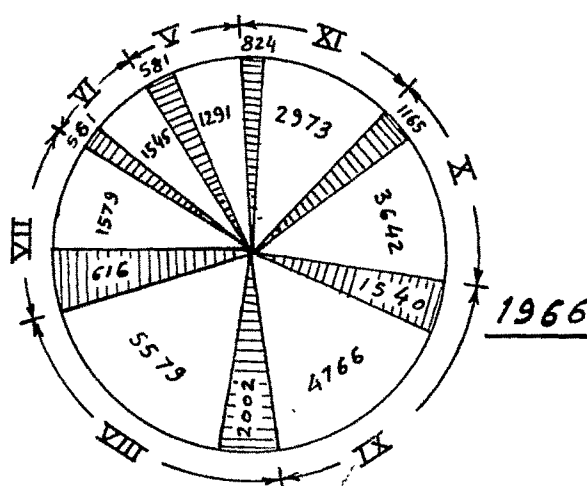
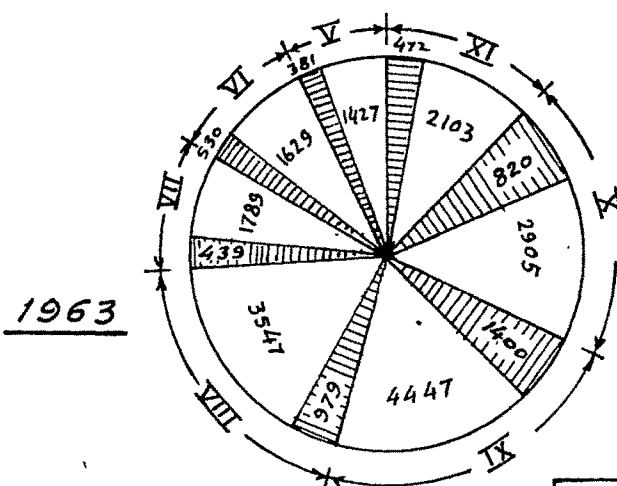
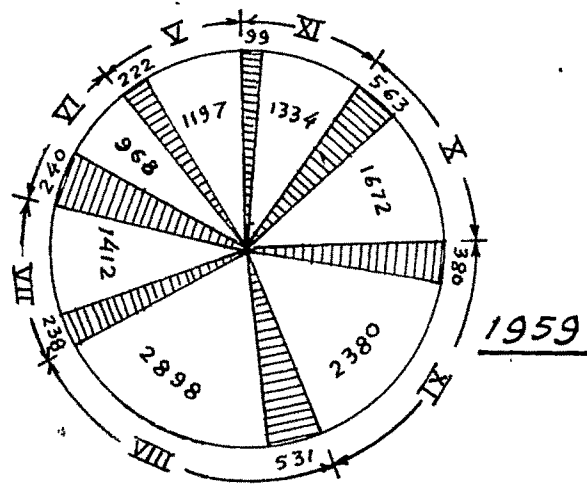
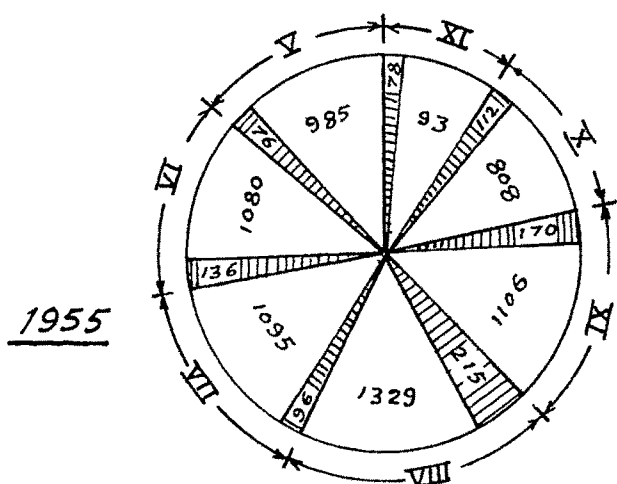
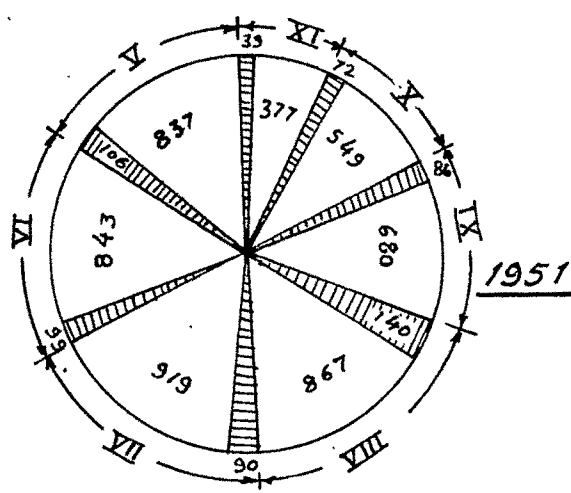
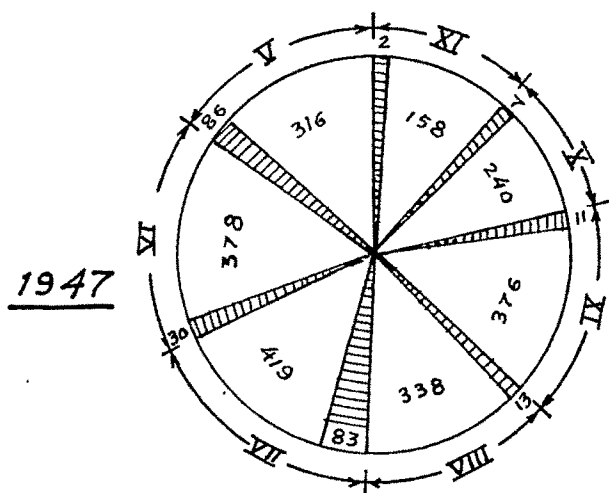
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
ENROLMENT OF GIRL PUPILS FROM 1947 TO 1966
IN THE SECONDARY SCHOOLS OF GUJARAT
 (IN THE COURSE OF INVESTIGATION)



- * the average size of enrolment in classes V to XI was very small in 1947; it improved significantly in 1966;
 - * Even in 1966, the average strength of girls in each class size began to get smaller after Std. VII; in 1966, the same thing happened after Std. VIII;
 - * Most of the girls dropped down from Class VIII and onwards. This must be due to the fact that most of the girls get married when they are in Std. IX or Std. X. The wastage is highest in these two classes.
- In 1947, in each class, there were more girls enrolled in girls' high schools than in mixed schools; this trend continued during the next twenty years. In 1951, 1955, 1959, 1963 and 1966, we find more girls studying in girls' high schools than in mixed high schools. This shows that the Gujarati society, by and large, prefers sending girls to separate girls' schools for study at the secondary stage. Parents usually send their daughters to mixed schools when there are no separate girls' high schools at the place of their residence. They would not prefer sending their daughters to walk down to a girls' high school situated in a neighbouring town. Instead of that they would prefer sending their daughters to a local boys' high school.

CHART- ENROLMENT OF GIRL-PUPILS FROM 1947 TO 1966 IN THE SECONDARY SCHOOLS IN GUJARAT (IN THE COURSE OF INVESTIGATION)



 GIRLS STUDING IN GIRLS SCHOOLS.
 GIRLS STUDING IN MIXED SCHOOLS.

Such were broadly the findings of our field-study regarding the enrolment trends and behaviour of girl-pupils in secondary schools.

8.7 FACTORS ASSISTING THE GROWTH OF GIRLS' SECONDARY EDUCATION IN THE SCHOOLS VISITED

As a part of our study of the expansion of secondary education for girls, we examined some major factors that seemed to contribute to the growth. This we did through our interview with the heads of the schools we visited for our field-study. The factors can be broadly grouped as economic and social.

Economic Factors

According to the Item III in our questionnaire for school principals, the growth of girls' education was due to economic reasons. These reasons are tabulated as follows.

Table XCI

Different Kinds of Economic Help provided for the Development of Girls' Education

Government's Help			Institution's Help				Other Economic Reasons			
Econo- mically B.C. Freestu- dentship	Back- ward Class Schol- arship	Free- ship	Less Fee	Free Edu- ca- tion	Scho- lar- ship	Book etc	Earn- ing	Inde- pen- dent life	To help fami- ly	Muni- cipal Help
27.6	12.3	14.5	7.6	7.6	8.6	5.4	5.4	3.2	3.2	4.4

The figures in the Table indicate percentages of school principals giving that particular reason as the prime factor in promoting girls' secondary education in their place. According to them, government's help played an important part in the growth. 27.6 per cent of the principals of the secondary schools visited by us opined that more girls could come to school because of government's help given to economically backward classes.

Parents whose income was very low could not give education to their daughters. The financial handicap hindered the growth of girls' education among poor classes of the society. Government gives financial assistance to those parents for the education of their children in secondary schools.

Similarly, the government gives financial help to backward class community (scheduled castes and scheduled tribes) so that the girls from these strata are able to prosecute their studies. Thus, owing to the government efforts the number of girls studying in the secondary schools had increased.

Moreover, institutions also give financial help to deserving girls. 7.6 per cent of the principals believed that the number of girls had increased because of the lower rates of fees.

The principals of Jalsan High School situated in the Cambay Taluka and Dwarka High School for Girls said that in their schools, the rates of fees were very low. This had,

according to them, enabled the girls of workers' community to come to secondary schools. Some institutions give free education to girls only. This they tried to develop girls' education in their area. As for example, the Lambha High School does not charge fees from girls. 8.8 per cent of the principals believed that because of scholarships given to deserving girls, the number of girls has increased; 5.4 per cent of the principals believed that the help given not in cash but in kind was also responsible for the growth of girls' education.

Jalsan High School, Jalsan and Lambha High School, Lambha, supply text-books and stationery to the pupils. They do so because they desire to spread girls' education in their area by motivating girls.

After the attainment of independence, the outlook of people to education of boys and girls has changed. There has been educational awakening in all communities and classes. A trend is also noticeable, according to the school principals, among modern girls who want to live an independent and self-reliant life. Hence, they go in for secondary and higher education. Parents also desire to educate their girls because in future they would be able to support financially their family, if needed, by earning. 3.2 per cent of the principals believed these two reasons accounted for the growth of girls' secondary education.

Semi-government bodies like ^{The} Municipality, Municipal Corporation also give financial help to the children of their employees. The Ahmedabad Municipal Corporation gives financial help to the children for the education of its employees.

The growth of education depends upon the industrial development also. Industrial areas are thickly populated and so there will be full scope for opening new schools. As for example, the Mithapur High School has an adequate number of students because of the industrial development in its catchment area.

Social Factors

The principals also pointed out the social factors as having helped the promotion of girls' secondary education in their areas. The table below indicates it.

Table XCII

Social Factors responsible for the Development of
Girls' Secondary Education

Factor	Number of Respondents	Per- centage
Development of new outlook	41	46.0
Social awakening	22	23.6
Improved living conditions in the area	7	8.0
Other reasons	20	22.4
Total	90	100.0

Ninety different social reasons were given by the heads of the institutions visited by the investigator. Forty-six per cent of the head masters felt that the growth of girls' education was due to the development of a new outlook in society; 23.6 per cent of them thought that secondary education for girls developed because of social awakening for the education of women; 8 per cent of principals believed that changed social attitudes were responsible for the growth of secondary education for girls; 22.4 per cent of them said that total impact of improved living conditions of a particular area was responsible for the growth of girls' secondary education.

We also tried to analyse further each of these broad categories of social factors. For instance, we analysed through further interrogation, what they meant by 'the development of a new outlook in the society'. The answers given by the heads of the institutions are tabulated as follows.

Table XCIII

Details of Social Factors responsible for the
Growth of the Girls' Secondary Education

Factors	Percentage
1. Need of women education	66.7
2. Social change	10.6
3. B.C. girls were given first preference	2.4
4. Social status of girls was improved	5.8
5. Girls from each community seek admission	2.4
6. Propaganda for girls' education	2.4
7. To convince the parents	7.3
8. Development of new outlook in society	2.4
Total	100.0

66.7 per cent of the principals felt that society had accepted the need for women's education; 10.6 per cent of them believed that on account of several social, economic and political happenings, there was social change which helped the greater promotion of girls' secondary education; 2.4 per cent of principals opined that girls' education made some progress because of the efforts made both by government and social workers for the upliftment of the backward classes; 5.8 per cent said that in the present-day society the social status of a girl had changed, and that had opened up for her greater access to further education.

Thus, the whole outlook of the society had begun to change. There was social awareness in the society which accelerated the pace of progress of girls' secondary education.

We also tried to analyse the term 'social awareness', which was used by some of the principals.

Table XIV

Social Awareness responsible for the Growth of Girls' Secondary Education

	Percentage
1. Educated parents developed faith in girls' education	13.7
2. Spread of mass education	54.5
3. A new attitude towards education	4.5
4. Efforts made by social workers and philanthropists	27.3
Total	100.0

According to 27.3 per cent of the principals, the growth of girls' education had become possible because of the efforts of the social workers and philanthropists; 54.5 per cent of them felt that there was social awareness because of mass education; 13.7 per cent believed that educated parents understood and realised the importance of girls' education.

Not only was social awareness responsible but also social customs were responsible for the growth of the girls' education.

Table XCV

Other Social Factors responsible for the Growth
of Girls' Secondary Education

	Percentage
1. Boys desire educated girls in marriage	57.1
2. Boys and girls marry late	28.6
3. Educated wife necessary to lead a happy life	14.3
Total	100.0

The above indicated change in social custom was self evident. As boys take more education, naturally they want educated girls as their life partners. 57.1 per cent of the principals believed that owing to the boys' demand for educated girls in marriage, parents give education to their daughters; 28.6 per cent of them said that late marriages take place, so naturally girls get an opportunity to prosecute their studies upto secondary stage and even higher than that; 14.3 per cent

of the principals thought that both girls and boys want to lead a happy married life; for that both of them need to have received at least secondary education.

Some other reasons were also given which are listed under the head 'other reasons'.

Table XCVI

Other Reasons responsible for the Growth of Girls' Secondary Education

	Percentage
1. Demand for separate girls' institutions	65.0
2. Village women teachers were ready to serve the institution	5.0
3. Head of the institution was a lady	5.0
4. Girls' hostels were attached to girls' schools	25.0
Total	100.0

These factors were responsible for the increase in the number of girl-students in schools. According to 65 per cent of the principals, secondary schools for girls increased because of the demand for separate girls' schools from the society; 25 per cent of them believed that girls' hostels also played an important part in the growth of girls' education; 5 per cent of the principals believed that village women teachers who were constantly in contact with village girls were able to persuade the girls and parents to send their daughters to schools.

Political Factor

Thus, socio-economic factors had given a fillip to the diffusion of girls' education in the State of Gujarat. Not only these socio-economic factors but political conditions in India also made a contribution to the further spread of women's education. As India attained independence and was transformed into a republican State after 1950, every citizen had begun to feel duty-bound to contribute to the development of the country. Some of the heads of the institutions, during our visit, cited some political reasons for the spread of girls' education.

Table XCVII

Political Factors responsible for the Growth of
Girls' Secondary Education

	%age
1. The enforcement of Compulsory Primary Education Act	60.00
2. India becoming a free country	20.00
3. Stress was put on learning in this space-age	20.00
Total	100.00

Sixty per cent of the principals said that owing to the introduction of compulsory and free education at the primary level, the number of children including the girls had increased by leaps and bounds inasmuch as the pupils passing standard IV or VII sought admission in high schools in standard V or VIII.

Secondly, the girls joining the standard VII tried to study upto S.S.C.Class and to get through the S.S.C. Examination.

Another view expressed by 20 per cent of the heads of the schools was that India being an independent country, its children of today were destined to play a much larger and useful role as the citizens of our free country in future; and hence they would need more and better education. This reasoning applies to girls also.

Twenty per cent of the principals thought that the world was passing through an unprecedented technological revolution. So naturally if India wanted to make progress and raise the standards of living for its people and modernise the tradition of the society speedily, its citizens, including girls must be educated. As India is the largest democratic country in the world and every citizen, man as well as woman of 21 years of age is armed with the power of franchise, an illiterate electorate would constitute a great danger in itself, as it could be easily influenced by unscrupulous demagogues, and they would elect undesirable representatives who would hinder national development and jeopardise national security. For this reason every citizen is to be educated.

Some other reasons of a miscellaneous kind were also given by some of the heads of the institutions. They are listed below.

Table XCVIII

Miscellaneous Factors responsible for the Growth
of Girls' Secondary Education

	%age
1. Fewer girls' schools making society more keen to open more girls' high schools	16.5
2. Prestige of girls' schools	25.2
3. Homely and healthy atmosphere	5.8
4. Schools' environment	5.8
5. Schools' activities	5.8
6. Girls' schools situated near the village	5.8
7. Facilities and amenities given to pupils	19.4
8. Introduction of Home Science	4.8
9. Keen interest of the Kelavni Mandal	2.7
10. Girls are coming from neighbouring villages	2.7
11. Liberal results	1.9
12. English being taught from Std. V	0.9
13. Municipal schools have no standards beyond the primary level	0.9
14. Public institutions	0.9
15. Multi-purpose schools	0.9

Total	100.0

From the above table, it can be concluded that the prestige of the schools provides greater attraction to girls as well as to their parents. So, 25.2 per cent of the principals said that the prestige of the local school was one of the factors

for increase in the strength; 19.4 per cent of the principals believed that facilities and amenities given to the pupils also played an important part in ~~the~~ increasing the enrolment of girl pupils; 16.5 per cent indicated that the number of girl pupils has increased in the mixed schools because of fewer girls' schools.

The table below is the consolidated table on the social, economic and political factors assisting the growth of secondary education among girls that we discussed earlier. These factors are grouped as those indicated by school principals of different periods of their experience in the field of secondary education.

Table XCIX

Social, Economic and Political Factors responsible for the Growth of Girls' secondary education according to the Experience span of the principals of different schools
(Figures indicate percentage)

Factors	Experience in years							
	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	31 to 35	36 to 40

A. Social Factors

1. Need of women's education	-	2.1	2.1	8.6	2.1	7.5	-	-
2. Social change	-	2.1	1.0	1.0	6.4	1.0	2.1	1.0
3. B.C. girls were given first preference	-	-	-	1.0	-	-	1.0	-
4. Social status of girls is improved	-	1.0	1.0	1.0	-	-	-	-
5. Propaganda for girls' education	-	-	1.0	1.0	1.0	-	-	-

contd....

Table XCIC contd.....

Factors	Experience in years							
	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	31 to 35	36 to 40
6. To convince the parents	-	-	1.0	2.1	-	-	1.0	-
7. Development of new outlook	-	-	-	-	-	-	-	-
8. Educated parents believed in girls' education	1.0	2.1	-	1.0	-	-	-	-
9. Spread of mass education	-	3.2	1.0	5.4	4.3	3.2	3.2	-
10. A new attitude towards education	-	1.0	-	2.1	-	1.0	-	-
11. Efforts made by social workers and philanthropists	-	1.0	-	1.0	-	1.0	-	-
12. Boys desire educated girls in marriage	-	2.1	2.1	1.0	2.1	6.4	3.2	-
13. Owing to late marriage	-	-	1.0	1.0	-	-	3.2	-
14. To lead a happy married life	-	-	1.0	1.0	-	-	3.2	-
15. Demand of separate girls' institutions	-	2.1	1.0	1.0	-	6.4	-	-
16. Village ladies were ready to serve institutions	-	1.0	-	2.1	-	1.0	-	-
17. Head of the institution was a lady	-	-	-	-	-	1.0	-	-
18. Girls' hostels attached to girls' schools	-	2.1	3.2	2.1	-	-	-	-

B. Political Factors

1. Compulsory Primary Education Act	-	2.1	1.0	7.7	1.0	3.2	2.1	1.0
2. India is a free country	1.0	-	-	-	-	-	-	-
3. Stress was put on learning in space age	1.0	-	-	-	-	-	-	-

contd.....

Table XCIX contd.....

Factors	Experience in years							
	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	31 to 35	36 to 40

C. Economic Factors

1. Economically Backward Class Freestudentship	1.0	4.3	-	4.3	-	1.0	4.3	1.0
2. Backward Class Freestudentship	1.0	3.2	-	4.3	-	1.0	4.3	-
3. 3 per cent freeship	1.0	3.2	-	4.3	-	-	3.2	1.0
4. Less fee	-	2.1	-	1.0	-	-	1.0	-
5. Free education	-	2.1	-	3.2	-	-	-	-
6. Scholarship	-	-	-	-	-	-	-	-
7. Books, stationery, etc.	-	1.0	-	2.1	-	-	1.0	-
8. Independent life	-	-	-	3.2	1.0	4.3	1.0	-
9. To help family	-	-	-	2.1	1.0	2.1	1.0	-
10. Municipal help	-	-	-	-	-	1.0	1.0	-
11. Industrial centre	-	-	1.0	4.3	1.0	-	1.0	-

The school principals who had experience of between 16 and 20 years believed that social and economic conditions had greater impact on the development of girls' secondary education, than other factors.

If the whole table is kept in view, it can be said that socio-economic factors had greater effect on ^{the} education of girls than the political condition of the country. More experienced

principals thought that economic situation had given an impetus to the growth of girls' secondary education. Political situation had its effect but it was not very pervading and lasting.

8.8 THE PROBLEM OF RECRUITMENT OF WELL-QUALIFIED AND TRAINED WOMEN TEACHERS

During our visit to the secondary schools chosen for our field study of the problem, we collected data regarding women teachers in position^{and} their training status and tried to examine the extent to which these schools felt the problem of shortage of women teachers. Item No. 3 in our Questionnaire pertained to this aspect.

We found in all 2,053 teachers. This figure is for 102 secondary schools. Of these total teachers, women teachers were 745 or 36.3 per cent while 63.7 per cent of teachers were male teachers. This was due to the fact that there was a dearth of women teachers, especially in rural areas.

Among the male teachers, 44.6 per cent were trained whereas among the female teachers only 19.2 per cent were trained. The shortage of trained women teachers was another problem faced by the schools included in our study.

Item No. 4 of our Questionnaire pertained to the qualifications of the teachers in the schools included in our study. We found that the proportion of graduate and under-graduate

teachers in the 102 schools studied by us was 56:44. This was decidedly not a good situation. In secondary schools, most of the teachers should be at least graduates. Among the 1,150 graduate teachers, women numbered 478 or 41.5 per cent. This again was an unsatisfactory situation. There were more under-graduate women teachers than ~~that of~~ graduate women teachers. This further points out to the difficulty of recruiting graduate women teachers especially in smaller towns and rural areas. Graduate women teachers are there in cities; they are there in surplus. But, because of very little social mobility, especially on the part of unmarried women, the problem of recruitment of graduate women teachers for mixed and girls' high schools in mofussil places remains ~~as~~ very acute. Among the women graduate teachers, the percentage of trained ones was 45.6 and among under-graduate women teachers, the percentage of trained ones was 63.2. Thus, recruitment of trained women teachers is more acute at the graduate stage than at the under-graduate stage.

In order to study the problem of shortage of women teachers progressively from the year 1947-48, we collected the following data.

Table C

Number of Women Teachers in Secondary Schools visited

	1947- 1948	1951- 1952	1955- 1956	1959- 1960	1963- 1964	1965- 1966
Trained	18	17	75	151	345	503
Untrained	14	47	104	156	211	202
Total	32	64	179	307	556	705

These figures show that as time passed on, the number of women teachers increased. In 1947, only 32 women teachers were employed in secondary schools; in 1965-66 this number rose to 705. It shows some progress. But even then in 1965-66, the following secondary schools reported to us that they were not able to get the services of women teachers :

1. Lali High School, Lali;
2. Sarvajanic High School, Kanbha;
3. Prakash High School, Bareja;
4. Bharti Vidyalaya, Kanama, (N.G.);
5. Navchetan English School, Rampatelna Muvada, (Panch.);
6. Samni High School, Samni, (Broach);
7. B.K. Vidyalaya, Godhara, (Kutch);
8. Shri Navsarjan High School, Mahuva, (Bhavnagar);
9. Gram Panchayat High School, Gariadhar, (Bhavnagar);
10. Ambaji Gram Panchayat Madhyamik Shala, Ambaji, (N.G.);
11. Thara High School, Thara, (N.G.);
12. Udel High School, Udel, (Cambay);
13. Gangabai High School, Chhani, (Baroda); and
14. Prabhas Patan High School, Prabhas Patan, (Saurashtra).

Mostly the rural areas felt the acute dearth of women teachers. We discussed with the heads of the schools the difficulties experienced by them in recruiting women teachers. Most of them pointed out to us that they did not get women teachers who could satisfy their needs. In other words, they felt the dearth of science graduates, drawing teachers and teachers trained in physical education. The following Table

shows position of women teachers in 1966 having different qualifications

Table CI

Number of Teachers (Science Graduates, Drawing Teachers and P.E. Teachers) in the Secondary Schools visited

	Science Graduates		Drawing Teachers		P. E. Teachers	
	Men	Women	Men	Women	Men	Women
Trained	162	29+2*	110	12	89	19
Untrained	83	35+3*	-	-	-	-
Total	245	64+5*	110	12	89	19

* These figures show the number of women teachers who have got their graduation with Home Science.

The Table shows that the proportion of women science graduates was less than that of men teachers. The same was the case with drawing teachers and the physical education teachers. The secondary schools felt the dearth of science graduates, drawing teachers and P.E. teachers (women) very much.

We solicited the views of the school principals on the reasons for this shortage. The following is the analysis of their responses.

Twenty-five per cent of the principals said that parents were not so ambitious about the career of their daughters as

they were about their sons. They (parents) believed that girls were interested in getting degree of Arts and should settle down in life as a house-wife, while for the boys they thought about the various careers and accordingly they advised their sons to get admission into Science College.

Ten per cent of the principals believed that the girls who get admission in Science Colleges desire to be doctors. Very few girls are able to go in for medical line. Therefore, very few girls prefer Science Colleges. They prefer to join Arts Colleges.

Fifteen per cent of the principals believed that very few girls complete their graduation with Home Science as their principal subject, because very few colleges have the provision for home science. So, if the management desires to start Home Science as one of the subjects in a high school, it cannot do so because of the dearth of women teachers who can teach Home Science in high school classes.

The same was the condition about drawing teachers. Ten per cent of the principals thought that girls passed the Intermediate (Drawing) Examination during their school-life. But afterwards they did not prosecute their studies further upto the D.T.G. Examination.

The same was the case with the Physical Education Teachers according to 20 per cent of the principals. The reason was that this course is physically hard and naturally girls did not

like to get such an arduous training. Secondly, the training institutions of physical education are very few and far between and girls did not prefer to stay there during their training.

Of the total 102 secondary schools visited by us, 35 or 30.3 per cent secondary schools did not feel any dearth of women teachers. The reason was that all of them were situated in the urban areas. Sixty-seven secondary schools situated in the rural areas felt acutely the shortage of women teachers. The reasons given by the principals of these 67 schools were as follows :

1. 18.0 per cent of them had experienced this difficulty because after marriage the lady teachers left their institutions;
2. 34.0 per cent of them expressed a view that the lady teachers did not like to settle in rural areas, because firstly, they did not like to live alone in a small village; secondly, if they lived alone then the local society looked with ^{an} eye of suspicion upon their moral character; thirdly, they did not get any type of recreation in a small village; fourthly, they were eager to go to their native place on Saturdays and Sundays; fifthly, if they get married with teachers, their husbands would get any tuition or financial help; sixthly, the education among local women was not much, and naturally, the outsider cannot mix with these uneducated conservative, traditional women; seventhly,

they did not get comfortable living accommodation as in cities. Their conditions would be just like those of a fish out of water. Sometimes women prefer to remain unemployed but are not inclined to serve in rural areas;

3. Fifty per cent of the principals believed that local ladies were not available because the society did not think that women could serve in any institution. Parents also did not like to take financial help from their daughters and husbands also did not like that their wives should earn. Parents preferred to settle their daughters in life through marriage. Sometimes, women were not inclined to serve in rural areas. Schools felt the dearth of trained women teachers;
4. Thirteen per cent of the principals stated that the management could not get local ladies (teachers) because education had not spread among these local ladies. Most of the women-folk of a family worked in the farm and sometimes because of previous unhappy experiences the management had decided not to employ local people; and
5. Six per cent of the principals stated that though the management had given advertisement, because of backward area, no applications from women were received by the management.

There is another factor responsible for the dearth of women teachers in secondary schools. Twenty per cent of the principals were less inclined to employ lady teachers in the schools. They set forth their experiences as follows :

They expressed that "if the management employed an unmarried woman as a teacher, as soon as she gets married she would leave the institution. So, the tradition is not maintained properly and the school programme is disturbed; the continuity is broken; the training imparted to the new recruit is lost and the principal has to undergo the same pains for preparing another newcomer for the job. Further, the management has to grant maternity leave. This forces the principal to distribute the work of that lady-teacher to other teachers which also affects the work of the school adversely. A married woman has to look after her home - husband, children, in-laws. Naturally, she cannot give much time to extra-curricular activities of the school. Sometimes being exhausted with the house-hold work, she cannot work in the school to satisfaction of the students and the management. If her husband is in government service, when he is transferred, she leaves the institution at a very short notice, before the school can make alternative arrangement.

If the lady teacher is employed from outside, she does not prefer to live in the rural areas; she would like to come daily by bus from her own home-town, and in the evening, she is always on her feet to take the return bus. In such a condition, she is naturally less inclined to devote time to the institution

after school hours. In another situation, she may live in the village but on Saturdays and Sundays she goes away to her own place if it is nearby, so she is not able to spare Sunday for the school and the school children. She is not ready to attend seminars, conferences held in towns or cities.

Such are the problems faced by schools in the recruitment of women teachers. These problems make the work of the expansion of girls' secondary education in the Gujarat State very difficult.

8.9 WASTAGE AND STAGNATION

The widely prevalent concept of wastage in education includes the waste of effort and money spent on those pupils who do not successfully complete the course of studies undertaken by them. A boy or a girl, who joins a high school is, in fact, expected to finish within a period of four years (after completing Std. VII) his or her high school education and pass the Secondary School Certificate Examination at the end of Std. XI. In actual practice, a great number of boys and girls who join high school with initial great enthusiasm and aspirations drop out from school after a short time or sometimes even after six or seven years without passing the Secondary School Certificate Examination. Such cases constitute waste. Since the effort and money spent on them are wasted in so far as they give up the course undertaken by them without

completing it successfully. This is one sense in which the term 'waste' is used. There is another sense in which also the term is frequently used. All those who do not finish satisfactorily their secondary education in the prescribed period of years also constitute waste. Thus, a boy or a girl who fails once, twice or more times, at any intermediate stage or stages will also be unable to finish his or her secondary education in the prescribed period of years. He or she might, however, take additional one or more years to finish the course and pass the final examination. In this case, then, it is not a complete waste of effort and money. The apparent waste is due to detention or stagnation.

One more point needs clarification. The clear waste does not connote the absolute waste of effort and money spent on the early school leavers. This can be better understood by its reference to primary education. In primary education, the wastage is absolutely as the period spent before completing the lower primary stage is absolutely wasted inasmuch as the schooling during the period does not help the child in achieving permanent literacy. The clear waste in high schools is, however, not so absolute as that, as the partial schooling does give the pupil some benefit by way of knowledge, skill, interest, attitude, etc. The pupil entering a secondary school is literate enough to be benefited by the new or the old subjects taught during the period.

In the questionnaire for the school principals, Item No.

X (g) related to the extent and causes of wastage and stagnation in their schools. In the following Table, the percentage of failures in Std. V to Std. X is given. The standards are of the 102 secondary schools for which the data were analysed.

Table CII
Percentage of Wastage and Stagnation in the Secondary Schools visited

Std.	1961-62		1962-63		1963-64		1964-65		1965-66	
	Total Girls	P.C.of Failure	Total Girls	P.C. of Fail.	Total Girls	P.C. of Fail.	Total Girls	P.C.of Fail.	Total Girls	P.C.of Failure
V	1505	12.7	1525	8.0	1591	10.3	1764	15.3	2110	12.7
VI	1540	8.4	1644	12.2	1937	7.3	2062	8.8	2501	9.7
VII	1722	7.8	1820	8.2	2215	6.2	2353	6.8	2231	9.7
VIII	4098	14.9	4297	16.4	5818	17.8	6589	19.1	7211	18.0
IX	3230	16.9	3510	16.5	4303	17.2	5013	16.4	5705	18.1
X	2513	14.8	2864	16.1	3771	17.0	4115	17.4	4704	16.5

From the above Table it would be seen that the percentage of failures is there in all standards. Firstly, it is high in Std. V and then in standards VIII and IX. Secondly, in most of the classes, the percentage of failures has progressively increased. Thirdly, in Std. IX the percentage of failures is particularly high. This means that at the secondary stage, the stagnation was found in all the classes and its size increased

in Stds. VIII and IX. We have described earlier this kind of stagnation as 'apparent waste'.

We also collected data from the school principals about the number of their girl-pupils passing the S.S.C. Examination every year. The percentage of girls who passed the S.S.C. Examination in 1961 was around 42. In that way the 'apparent waste' in 1961 was about 58 per cent. In the S.S.C. Class, the apparent waste in subsequent years was as under : 1963, 47.3 per cent; 1964, 53.8 per cent; 1965, 48.6 per cent; 1966, 50.5 per cent; and 1967, 48.7 per cent.

This apparent waste or stagnation could be considered quite high. But this is not confined only to the schools studied and to the girls only. This is the general picture of failures at the S.S.C. Examination all over the State and is true of boys as well as girls. A further scrutiny of the examination results of the schools included in the field-study revealed that the percentage of wastage was higher at Bhavnagar, Broach and Jamnagar than at other places of school visits. The analysis of the data further showed that the percentage of wastage had increased between 1961 and 1966.

We also studied the extent of drop-out in different standards. The three standards from which girls dropped out were Std. VII, Std. IX and Std. X. In urban areas, the average drop-out was around 13 per cent in Std. VII; and about 5 per cent in Stds. IX and X. In rural areas, the average was higher - it was 21 per cent in Std. VII, and it ranged from 10 to 15

per cent in Stds. IX and X. In other classes, in a class of 40, 2 to 5 girls would usually drop out. That means that if a girl could remain in the school in Std. VII, there are very many chances that she would continue in Std. VIII, and if she did not drop out in Std. IX or Std. X, she would continue to study in Std. XI and take up the S.S.C. Examination. Out of every 10 girls who fail at the S.S.C. Examination 5 or 6 would reappear at the Examination, but most of them give up their studies after 2 to 3 unsuccessful attempts to pass the examination. In rural areas, more girls drop out after the first failure at the S.S.C. Examination; in urban areas, they tend to take two or three trials.

Such was broadly the picture of stagnation and wastage that we could build up from the data collected by us from about 102 secondary schools visited by us.

We solicited the views of the school principals on the probable causes of this stagnation and wastage. Their views are summarised below :

- The first reason given by the school principals is the poverty or economic backwardness of the parents. 11.8 per cent of the principals held such a view. Owing to financial difficulties the parents withdraw their daughters from the school. The parents are not able to find enough money to buy learning materials like textbooks, notebooks, etc. for their daughters. In rural areas, the girls can find remunerative work as a farm-worker. Naturally, poor

parents send their daughters to farms and fields to earn. In urban areas the poor mothers do others' domestic work and daughters have to help their mothers.

- The second reason is marriage or betrothal. 11.7 per cent of the principals pointed out this as the cause of the withdrawal of girls from school.
- The third reason given by them is that being an eldest daughter in the family, she has to sacrifice her school career. 5.8 per cent of the principals expressed such a view point. She has to help her mother in cooking and in other house-hold duties and work. Sometimes, she has to look after her younger brothers and sisters. In the event of sickness of her mother, she has to do the entire domestic work which forces her to be out of the school. Domestic engagements make her attendance irregular and when frequently scolded by the class teacher about it, she leaves the school under pressure.
- The fourth reason is that the girl-pupil as well as her parents are less interested and motivated in education. 15.8 per cent of the principals attributed wastage to this cause. Girls are weak in study because of certain circumstances; sometimes, they do not like certain subjects. Naturally, they are not interested. Parents are indifferent towards their daughters' education. They do ^{not} take care of their progress in school studies. The rural parents are

working on the field. They have no time to inquire about the progress of their sons' and daughters' schooling.

- The fifth reason is ^{the} lack of educational environment at home. The girls cannot get sufficient time for preparing their lessons. Some families with four or five members live only in one room. Naturally, it is not possible to get a quiet corner for concentrated studies and home-work.
- The sixth reason is frequent failure in the same standard. The girls owing to this reason, get discouraged, feel ashamed and leave the school. In some cases, they join another school, but in many cases they leave the school for ever.
- The seventh reason is the caste. According to some of the principals, in some castes educated girls do not get proper life-partners. Naturally, the parents withdraw them either before girls complete Std. VII or when they pass it.
- The eighth reason is that the girls coming from backward class community or from scheduled tribes leave the school as soon as they can. Most of them are not serious about passing examinations and they quit as soon as they can.
- The ninth reason put forward by the principals is that uneducated parents are also responsible in several ways for the drop-out of their daughters.

- Some girls start their primary education at a later age. Naturally, they are older so they cannot adjust with other class-mates. This is also a cause of wastage.
- 2.5 per cent of the principals believed that unhealthy atmosphere in the town or village, the local unsocial element, harassment of girls by boys and sometimes by a gunda are responsible for the wastage. ~~Some~~
- Some institutions like Vithal Kanya Vidyalaya have to face behavioural problems of girls. The girls who have lost either their mothers or fathers or both the parents suffer from emotional disturbance. So they cannot complete their study. This was the experience of 2.5 per cent of the principals.
- 3.1 per cent of the principals said that conflict among parents and other kinds of family disturbance is also a responsible factor for wastage and stagnation.
- In rural areas where separate girls' schools are not available, parents are not willing to send their adolescent daughters to the mixed schools. Similarly, backward area is also responsible for this.
- The fifteenth reason is mental retardation. 2 per cent of the principals put forward this as the cause of wastage.
- The sixteenth reason is pupil's own illness. Illness forces a girl to be irregular in attendance and home-work

and she is, therefore, not able to pass the examination.

- The seventeenth reason is the frequent transfer of the parents. The principals (2 per cent) expressed that the people from rural areas go to urban areas for earning. This disturbs the study of their children. This leads to stagnation and wastage.
- The eighteenth reason given by 2 per cent of the principals is the location of the school. If it is too far from the girl-pupil's residence, they find it very inconvenient to go to school on foot everyday. If they are not able to make satisfactory progress in the school studies, they tend to drop-out from the school. In some villages, there is no adequate conveyance of transport.
- The last reason expressed by the principals is unstable staff and shortage of women teachers.

Among other causes of stagnation and wastage, the following were also mentioned by some of the principals.

1. Untrained teachers;
2. Indifference or inefficiency of teachers;
3. Lack of good building;
4. Over-crowding in classes;
5. Shift system;
6. Incomplete secondary schools;
7. Non-existence of separate girls' middle schools and high schools;

8. The caste or community factor. For instance, the Muslim Community in rural areas is not enthusiastic about completing secondary education of their girls;
9. The involvement of some girls in love affairs and sexual problems. (The number is, however, small); and
10. Too many male teachers in school;
11. Bad friendship;
12. Few girls in the class; etc.

Such were the causes of stagnation and/or wastage that emerged from our study of the problem in 102 secondary schools.

8.10 DIVERSIFIED CURRICULUM FOR GIRLS

During our visit to secondary schools, we solicited the views of the school principals on the question of differentiated curricula for boys and girls, and also tried to ascertain to what extent they could provide diversified courses for girls in their schools. Should there be a separate and special course for girls ? On this question, we encountered two view-points. Some school principals expressed the opinion that there should be no separate and special courses for girls, while most of them believed that there should be separate courses for girls. The unanimity of opinion was that there should be an identical curriculum for boys and girls at the primary level. At the middle stage the opinion was, however, not unanimous. Some strongly expressed the view that course for boys and girls should be different. They said that the main justification for

the difference in curricula arises from differences in the nature of duties and responsibilities that in after-life would devolve on boys and girls. The difference of environment independently as well as through its impact on duties and responsibilities of life is another important factor demanding a different curriculum for girls from that for boys. There exist physical, mental, particularly emotional or temperamental differences between girls and boys, differences of aptitudes between them, they do begin to manifest themselves in the 11-14 age-group in which the children would generally be in the middle stage. There is one more point, the consideration of which is relevant. Majority of our girls also would not go beyond the middle stage in their educational career. Thereafter the education of most of the girls would come to an end. Therefore, in drawing up the curriculum for the middle stage full consideration should be given to this point also. One of them made a remark, "we find that throughout the educational career of our girls almost an attitude of criminal neglect of the needs and problems that are closely related to their life is in evidence".

We asked the school principals about the difficulties encountered in introducing different courses for girls. To our great surprise, we found that, though a number of principals felt that courses of studies for girls should be different, they had not even enough thought to the different courses which would be suitable for girls. They pointed out only one subject -

Home Science - as a suitable subject for girls. According to them in future the girls have to shoulder the responsibilities of house-wives. They should get the knowledge of home-making and hence Home Science is a very useful subject for all girls to learn.

When the principals were asked whether they would like to introduce different courses such as Home-economy, typography, fine arts, nursing, etc., they put forward their difficulties in introducing such courses for girls. The difficulties stated by them are as follows :

- Schools do not have sufficient funds for the introduction of new subjects for girls;
- The schools which have already introduced home-science as a subject cannot get trained women teachers to teach the subject;
- If such diversified courses are introduced at the secondary level, girls who want to prosecute their studies further do not get facilities at college level at all places; most of the mofussil colleges are Arts or Science or Commerce Colleges;
- In rural areas where very few girls come to schools, it is not possible to introduce different courses for girls;
- The principals also stated that they had to adopt the curriculum prescribed by Government. So if Government introduces special courses for girls and if trained teachers are available to teach such courses, they would

seriously think about providing in their schools the diversified course or courses.

From this it can be said that there is no scope for the introduction of diversified courses for girls in the near future, though many school principals felt that this was the best thing to be done.

8.11 DIFFICULTIES AND PROBLEMS ENCOUNTERED BY RURAL AND URBAN HIGH SCHOOL GIRLS

As mentioned earlier, we had also developed a questionnaire for girl-pupils with a view to knowing their mind on such aspects about their schooling as purpose of high school education, difficulties that they encounter in their studies, their future plans about further studies or career, their broad cultural, social and academic interest, their views on co-education, etc. This questionnaire could be given to 1000 girl-pupils of secondary schools situated both in urban areas and rural areas and belonging to both mixed high schools and girls' high schools. Their responses are analysed as under so that girls' own perception about some of the problems confronting the development of secondary education for girls in the State could be obtained. It is very much essential to get girl-pupils' perceptions also because without that the emergent picture of the problems of girls' secondary education in the State would be incomplete and truncated. We will first analyse the responses of the rural girls and then those of the urban girls.

1. Why do girls like to receive

High School Education ? The responses are very interesting :

- 18 per cent of the girls stated that they joined high school because they wanted to get more knowledge. It was surprising that most of the girls who held this view belonged to the middle class families and farmer families.
- 11 per cent of the girls said that they came to school because their parents sent them.
- Girls were conscious that they would get a better status in the society by getting high school education. Twenty-two per cent of them said this.
- Very few girls expressed that they could get educated life-partners only if they got high school education.
- 13.5 per cent of the girls studied for economic reasons.
- 6.1 per cent of the girls joined high school because of educational environment at home.
- 6.1 per cent of the girls said that they continued their study in high school because their friends did the same thing.
- 7.6 per cent of the girls studied so that they could be good citizens.
- 5.6 per cent of the girls came to school because they were deserted by their husbands, and they would like to

be self-supporting by getting high school education.

- 14.4 per cent of the girls joined high schools because in future they would be able to earn if the situation so demands.
- 6.1 per cent of the girls took high school education because they would like to lead an independent life.
- 6.1 per cent of the girls desired to live a happy married life so they came to school.

From these responses, it can be said that the most of the girls were conscious about the purpose of their high school education. It was not blind walking into the school. This would mean a fairly good motivation on their part. Such motivation should reduce, if other things are equally favourable, the extent of stagnation and wastage.

2. Obstacles to Study

The girls had to encounter certain handicaps and difficulties which reduced the effectiveness of their studies.

- 10 per cent of the girls had to help their mothers in cooking so they did not get sufficient time for home-work and additional reading.
- 6.8 per cent of the girls had to look after their younger brothers and sisters, so they could not do their lessons well.

- 4.2 per cent of the girls could not study because of illness of one or the other members of the family.
- 5.4 per cent of the girls could not attend the school regularly because of their indifferent and delicate health.
- 6.1 per cent of the girls were irregular because of house-hold duties and responsibilities.
- 6.8 per cent of the girls often came late because of house-hold work.
- 6.1 per cent of the girls could not get books, note-books, etc., so they could not prepare their lessons; their parents did not like their going to local boys studying in their class to borrow their books, note-books, etc.
- 6.1 per cent of the girls had no facility for preparing lessons at home, owing to shortage of living accommodation.
- 5.0 per cent of the girls could not concentrate on their studies because parents desired to withdraw them from schools.
- 4.2 per cent of the girls could not attend the school because of their hetrothal.
- 6.8 per cent of the girls could not attend the school regularly because of financial difficulty of their parents.

- 4.3 per cent of the girls did not feel interested in the co-curricular activities of their school because the school did not provide the activities which they liked most.
- 5.7 per cent of the girls had to leave school before school time because they had to look after their younger brothers and sisters when their mothers were away from home to attend social call.
- 3.5 per cent of the girls could not concentrate on their studies because of family disturbances.
- 5.0 per cent of the girls had no interest in study.
- 3.7 per cent of the girls left the school because of over-age.

3. Preference or Otherwise^{for} Co-education

- 18.0 per cent of the girls preferred mixed schools.
- 64.0 per cent of the girls preferred the girls' schools.
- 18.0 per cent of the girls preferred the school in which home science is taught.

From this, it can be observed that girls, by and large, were not in favour of co-education; the girls' schools were the most popular among rural girls. Naturally if there was no separate girls' school, they had to give up their study.

4. Their Future Plans for Further Study

Most of the rural girls were ready to study upto S.S.C. only. Their percentage was as high as 61.1.

- 37.7 per cent of the girls desired to study further beyond the high school stage upto graduation.
- 1.2 per cent of the girls desired to study upto post-graduation.

From this, it can be said that most of the girls had no plans to receive higher education. They knew that most of them would be married at the age of sixteen or seventeen. Therefore, high school education would be at the most possible for them.

5. Their Future Plan for Career

The rural girls gave their preference to the teaching profession. They did not opt for other professional and vocational education.

- 38.5 per cent of the girls preferred the profession of nursing.
- 12.0 per cent of the girls desired to become lady doctor.
- 7.0 per cent of the girls were willing to become clerks.
- 2.4 per cent of the girls desired to become telephone operators or telegram operators.

- 2.4 per cent of the girls desired to become typist girls or stenographers.
- 20.5 per cent of the girls desired to become Gram Sevikas.
- 2.4 per cent of the girls preferred the profession of Pracharika (Sales woman).
- 3.6 per cent of the girls preferred the profession of tailoring.

From this, it can be concluded that the rural girls mostly preferred the profession of teaching, and the other careers like legal practice, air-hostess, dancing, music, engineering, chemist, receptionist were almost unknown to them. It should also be noted that as they desired to become primary teachers, they thought that the education upto S.S.C. pass was enough for them. In the Indian society, especially in rural areas, careers as teacher, nurse, doctor are accepted as respectable for women. So, the rural girls' choice is affected by social climate.

The investigator has also tried to know the difficulties felt by the urban girls.

The difficulties were faced by both rural and urban girls. The only difference was that in rural areas, the difficulties were more intense and of greater magnitude. Certain difficulties like insufficient living accommodation, over-crowded classes, long distance bus-riding or cycling, noisy surroundings,

shortage of servants to do house-hold work and the consequent fall of duty on girls to lend a helping hand to the mother in house-hold work, insufficient leisure, more distraction to ^{like cinema, drama, etc.,} studies, greater sense of autonomy for females and consequently more behavioural problems; girls in urban areas are also less protected than the girls in rural areas, higher cost of education, etc. were more felt in urban areas than in rural areas, and therefore, the urban girls suffered from these handicaps. As against these obstacles, the urban girls enjoyed certain distinctive advantages. For instance, high schools have better staff, there are separate girls' high schools, more women teachers are available, better equipments are provided in the schools and they have richer curricular and co-curricular activities. There is also better educational and environmental climate helping the greater promotion of girls' high school education. People are more broad-minded and tolerant of girls' participation in various cultural, curricular and extra-curricular programmes. They have a better chance to take up diversified courses. Urban girls also marry at an age which enables them to complete high school education. Facilities like coaching classes are available in cities which help in reducing the extent of stagnation and apparent wastage. There is more facility of educational and vocational guidance in urban areas, and more careers are open for girls. They can take up training in such practical courses as typing, shorthand, book-keeping, secretarial practices, nursing, receptionist, etc.

Such was the picture of the difficulties and problems faced by rural and urban high school-going girls from their responses to our Questionnaire.

8.12 CONCLUSION

In the preceding sections we presented the problems confronting the development of secondary education for girls in the Gujarat State as they emerged from our field-study. The problems related to the establishment of more high schools for girls in rural areas, with a view to reducing the alarming imbalance between high school education facilities for boys and girls, increasing the enrolment of girls by providing more economic incentive and improving social climate for the entry of girls in high schools, and popularising co-education; plugging the various holes from which a large number of girls drop out prematurely before completing their high school education successfully, the recruitment of well-qualified and trained women teachers in sufficient number, especially in rural areas, to staff girls' high schools and mixed secondary schools, the provision of diversified courses of studies more suited to the role that women are expected to play in home-making and nation-building. The problems that emerged from the results of our field-study confirmed, by and large, to the nature, magnitude and intensity of the problems that were yielded by our historical study of the development of secondary education for girls given in Part II of this thesis. Thus,

the findings of this Chapter supported largely the findings of the previous Chapters in Part II of this Study.

From the preceding historical study and the present field-study, the following lines of action for future reconstruction and further development of secondary education for girls in the Gujarat State automatically become evident :

- A firm policy for the development of secondary education in the State should be formulated by the State Government and a commitment to the pursuit of that policy should be announced by the State Government;
- A perspective plan for the expansion of girls' secondary education in the State should be prepared by the State Government so that in the course of the next twenty years or so, the imbalance between the secondary education for boys and girls could be largely corrected;
- Controversy regarding co-education should be settled;
- Studies and research to identify factors causing stagnation and wastage in the secondary education should be organised, and based on these findings, a programme of action to reduce the ill-effects of these two evils should be drawn and it should be implemented in a reasonable period of time;
- Provision should also be made for more diversified courses of studies which are suited to the role girls are expected to play in future at home and in the society;
- Measures should be adopted to reduce the shortage of well qualified and trained women teachers at present being

- felt by mixed and girls' high schools in the State; and
- A special administrative machinery should be created in the State to promote education among women.

These aspects of reconstruction and further development of secondary education for girls will be dealt with in the next Chapter which would be the final Chapter in our Study.

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