

CHAPTER - IV

.....

Growing population, poverty, famine, nakedness, unemployment, not even minimal standards of living and acute economic differentials within the country are still very much there. Changes that are perceived in the rural scene are a combination of spontaneity and inducement - neither can the government be blamed for all the failures or praised for the bright spots, nor is it possible to say that the changes would have been there for certainly even without government's planning and developmental activity.

- V.K. Mathur.

(in 'Panchayati Raj - The Human Factor')

CHAPTER

FOUR

THE PANCHAMAHALS DISTRICT : A
PROFILE IN BACKGROUND DETERMINANTS
OF EDUCATION

4.1 Introduction

Development of education never takes place in vacuum. The research evidence indicates in our country and elsewhere that several factors help or hinder the establishment of educational institutions, the effectiveness of staff recruitment, the quality of the intake of students in the institutions and the quality of the output in terms of higher achievements. The physical as well as human inputs have always been the crucial determinants of education. These determinant variables are varied and complex. They are mainly intermingled. Social cultural, economic, political and even educational variables interplay with one another and weave the variegated fabric of educational progress of a habitation, district, region or State.

The purpose of the present chapter is to describe briefly some of the major factors that have helped or hindered the progress of primary education in the Panchamahals District. It would provide a meaningful background setting in which the leadership in the Panchayat bodies in the district emerges and functions. In fact, the leadership in the Panchayati Raj bodies in the Panchamahals District grows out of the social, cultural, economic, political and educational life in it, it reacts on it and is fed by it.

Such an inter-disciplinary approach in understanding the forces that shape rural people leadership is likely to provide more understanding, and even insight, in the problem of the Panchayat leadership in the Panchamahals District.

The treatment of the background profile of the Panchamahals District would be on the following lines :

- (a) Origin, Location and size
- (b) The demographic factor.
- (c) The social factor
- (d) The economic factor
- (e) The political factor
- (f) The progress of primary education(1854 to 1874)
- (g) Conclusion.

PANCHMAHALS DISTRICT



4.2 Origin, Location and Size

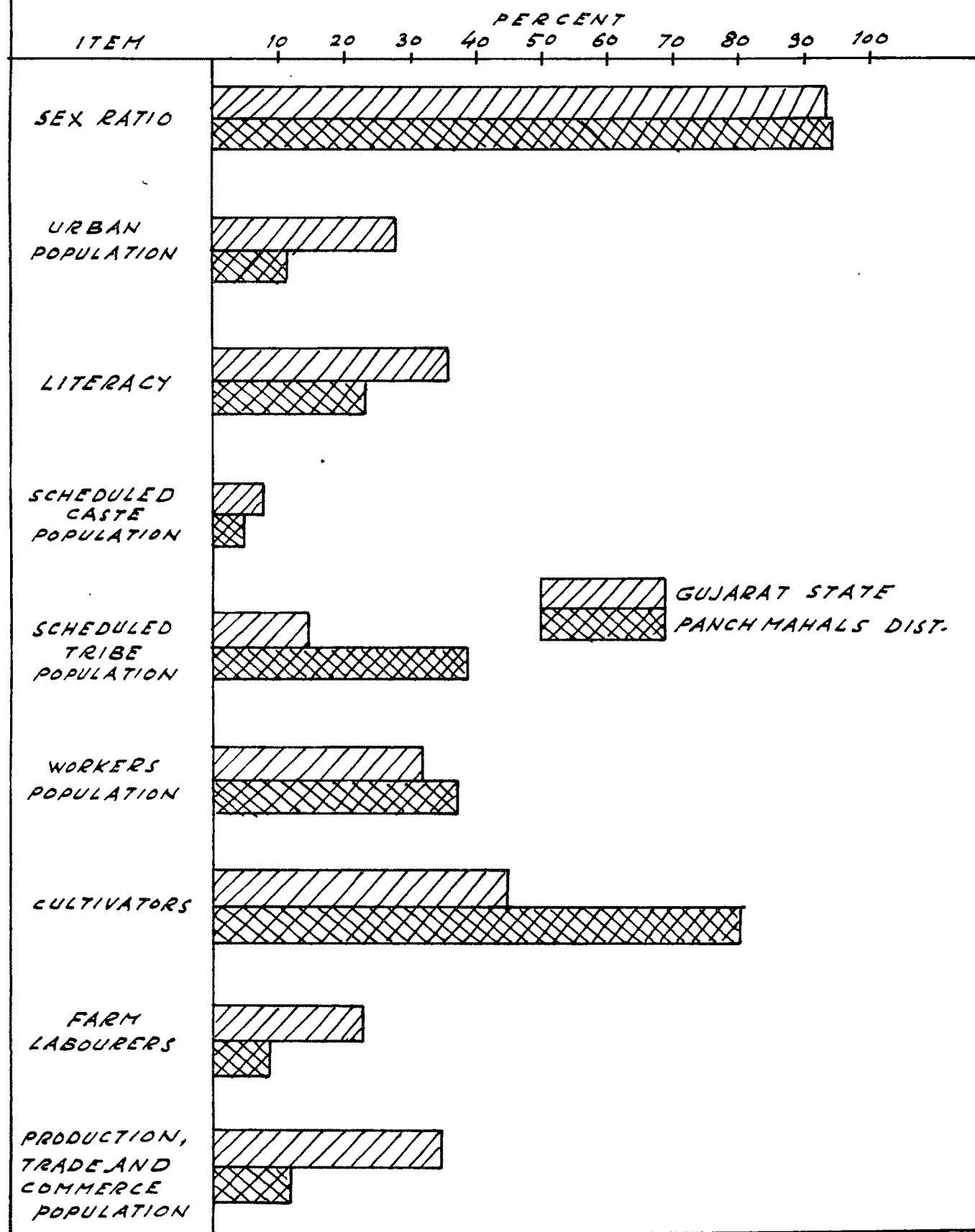
The district is called Panchamahals because it originally consisted of 5 mahals, viz.; Godhra, Kalol, Halol, Dohad and Jhalod. During the Scindia's Regime in the Maratha Period, the district was called Pavagadh Panchamahals, because the Pavagadh was the headquarters of Scindia's subas who administered the mahals from 1761 to 1853. After the integration of states in 1948, the district expanded from 5 mahals to 10 talukas and 1 mahal. As a result, the district has ceased to be Panchamahals but the old name clings to it because of historical antecedents.

The district is one of the districts on the eastern border of Gujarat State. It roughly lies between $73^{\circ} 15'$ and $74^{\circ} 30'$ eastern longitude and $20^{\circ} 30'$ and $23^{\circ} 30'$ northern latitude. Its north-south length is about 128.75 kms or 80 miles and east-west breadth is about 115-87 kms (72 miles). The district is bounded on the north by the Sabarkantha District of Gujarat State and Banswara District of Rajasthan, to the West by the Baroda and Kaira districts, to the South by the Baroda district and the Jhabua District of Madhya Pradesh and to the east by Jhabua district also of Madhya Pradesh.

The district has an area of 8,866 sq.kms. In size, it ranks ninth among the 19 districts of Gujarat State. It is even bigger than the Ahmedabad District (8707 sq.km.), Vadodara District (7788 sq.km.) Kheda District (7194 sq.km.), Surat District (7,745 sq.km.) and Valsad District (5,238 sq.km.). The mean size of a district in Gujarat State is 10,315 sq.km. Thus, the Panchamahals District is smaller than the mean size of a district in the State. It can be called the Eastern Gujarat.

Except the western part comprising Kalol and parts of Halol, Godhra and Lunawada which constitute a plain country, this district is a hilly tract. The whole of northern and eastern portion comprising mainly Lunawada, Santrampur, Jhalod, Dohad, Limkheda, Devgadhi Baria and Jambughoda talukas are covered by hills and forests intercepted by plain cultivated lands in villages situated in the river valley. The western part mainly comprises parts of Lunawada, Shehera, Godhra, Kalol and Halol talukas. It rises gradually to the east and is cut into by rivers and intercepted by hills of low altitude except the south where the altitude of the Pavagadh peak rises to 829.36 metres above the sea level. The western part forms three belts, a northern, a middle and a southern. The western part of the tract of the district is mostly flat, punctuated at places by isolated hills. The lands in Godhra

SOME CHARACTERISTICS OF GUJARAT STATE
AND PANCHMAHALS DISTRICT



taluka of this western part are in parts rich and well tilled.

4.3 The Demographic Factors

The size of population and some of the demographic variables are the factors that affect the development of education. According to the 1971 Census of India, the population in the Panchamahals District was to the tune of 18.48 lakhs or 1.85 million. The size of population per sq.km. is 209. In this dimension, the district ranks the seventh - those standing higher than it being the Kheda District (341), Ahmedabad District (334), the Gandhinagar District (309), The Vadodara District (254), the Surat District (231), and the Mehsana District (232). The district includes 0.93 percent of the total 20.70 million population.

In the district, there are 944 women for every 1,000 men residing in it. This is slightly higher than the State average of 934.

The district does not have a single city having even a population of 100,000. It has only 9 cities which inhabit 11.21 percent of the total population of the district. In this, the district stands quite low among the 19 districts of the State, It is higher only than the Banaskantha District (9.45 p.c.) and the Sabarkantha District (8.75 p.c.).

The nine main cities in the district stand as under in the population size.

TABLE : 4.1: Cities and Their Population in the Panchamahals District. (1971)

City	Population	percentage in the District population.
1. Godhra	66,853	32.37
2. Kalol	11,081	5.35
3. Halol	14,629	7.06
4. Shivrajpur	4,764	2.30
5. Lunawada	18,850	9.10
6. Santrampur	8,534	4.12
7. Dahod	51,406	24.81
8. Freeuland- ganj.	17,818	8.60
9. Devgadhbaria	13,235	6.39

The Panchamahals District has, thus, very small sized cities.

The decennial population in-crease has been remarkable in the district, particularly from 1931. The table 4.2 is given on the next page.

It will be seen that there has been substantial decennial increase in population in the district. This means that the Panchayati Raj bodies will have to be continuously planning to expand the school facilities so that the increasing

number of children born every year will find a place in school when they grow up to the age of 5+.

TABLE :4.2 : Population Trends in the Panchamahals District (1931-1971)

Year	Population in lakhs.	The Increase in p.c.
1931	8.22	+19.01
1941	9.46	+15.06
1951	11.31	+19.55
1961	14.69	+29.85
1971	18.49	+25.86

This district has a large population of the tribal people. The five talukas of Dohad, ~~Halol~~, Santram~~pur~~, Limkheda and Baria have large tribal population. There are 17 tribes residing in the district, the predominant of which is the Bhils. Around 39 percent of the district population is tribal. The of the tribal people 7.13 lakhs of the district constitute 19.09 percent of the total tribal population of Gujarat State. This high proportion of the population of the tribal people in the district gives rise to a score of difficult and complex problems for universalising primary education in the age-group of 6-14. It poses the problem of leadership come from the tribal people where the tradition, habit, motivation and climate for education has been the least helpful to the cause of education. The problem of enrolment, of recruitment of teachers and the was-^{of} tage and stagnation are likely to be the baffling and elusive

obstacles to universalising primary education.

The Harijans or scheduled castes are also to be found in the district. Their population is around 68 thousands which constitutes 3.68 pf the State population of the scheduled castes. There are 12 major caste-groups among the scheduled castes population of the district. The scheduled castes population also poses problems in educational expansion. They do not have a helpful tradition, habit and attitude to education. But in the last two decades they have begun to come up in the sphere of education. More scheduled caste children attend schools now than was the case in the past, and there are a number of Harijan teachers who get recruitment as primary, and even secondary school teachers. They seem to be better motivated than the scheduled tribes because they perceive education as a lever in the field of improvement of social status, economic position and political importance. With the creation of the Panchayati Raj in the State in 1963, the political importance of both the scheduled castes and scheduled tribal adult population has increased substantially and this changing political image acts as a helpful factor in their seeking for increased educational facilities and the State Government coming out with increased aids and concessions in educational institutions for their children.

The 1961 census of the district has discussed the influence of great size of the low castes in the district on

the Panchayat election. Secondly the introduction of Panchayati Raj has increased the importance of certain castes which have a decisive numerical strength in villages. Now the numerical strength of castes determines the voting strength in the Panchayati Raj and other elections. As a result, the minority castes, even though economically and educationally advanced have lost their political power to the backward but numerically stronger caste in the villages. The impact of the change is reflected in the election of Sarpanch in the villages in the eastern talukas of Dohad, Jhalod, Santrampur, Limkheda, Devgadhi Baria and Jambughoda. The Sarpanchas have been elected from the castes of Bhils, Baniyas, Naiks, Rathwas, Malis and Kolis in a large measure on account of their numerical strength.

Out of 866 Sarpanchas in the district as many as 302 Sarpanchas are from the Scheduled Tribes. In view of their concentration in the towns and cities no member of scheduled castes has been elected as Sarpanch in the villages. These backward castes have thereby acquired a leverage in the village politics. Further, the Sarpanchas are also the members of the Taluka Panchayats. In 4 Nagar Panchayats of the district out of 44 members 9 members are from scheduled castes and 3 from the scheduled tribes. All the Nagarpatis are from the advanced castes. In 11 Taluka Panchayats of the district out of 948 members, there are 22 members from scheduled castes and 312 members from the scheduled tribes. One Taluka President

is from the Scheduled tribes. These socially backward castes have thereby acquired weightage and political power. In the District Panchayats, the Taluka Presidents are members with the result that the socially backward castes have got effective representation even at the district level. Out of 44 members in the District Panchayat there are 13 members from the Scheduled Tribes and 1 member from the Scheduled Caste. The President of the District Panchayat is from the Bhil Caste of the Dohad Taluka. Their association with the development administration at the village, taluka and district levels has awakened among them political consciousness which could not be dreamt of before.

The density of population is also an important factor in determining the growth and development of educational facilities in a given area. Studies on education have shown that it is easier and ^{more} economical to set up primary schools in areas where the population density is high, because to run a school economically, it is necessary to have adequate enrolment which can come only if the local and surrounding areas are adequately populated. In areas of sparse and scattered population, it has always been a problem to establish a school and to get a sufficient number of children to run the school on economical lines. The Table given on the next page gives the population density of the Panchamahals district talukawise - which can help in understanding this

factor.

TABLE : 4.3 : Density of Population in the Panchamahals District

State/District/ Taluka	P O P U L A T I O N					
	Per sq. Mile			Per Sq.Km.		
	Total: Rural : Urban			Total : Rural:Urban		
State	290	218	7194	112	84	1444
District	426	384	4845	264	248	1870
<u>Talukas</u>						
1. Godhra	512	395	6731	197	152	2595
2. Kalol	646	584	46110	249	225	19366
3. Halol	511	489	1058	197	189	408
4. Jambughoda		287			111	
5. Shehera		397			153	
6. Lunawada	410	369	3354	158	142	1291
7. Santrampur	358	349	1646	138	135	638
8. Jhalod		387			150	
9. Dohad	559	413	14167	216	160	5482
10. Limkheda		308			119	
11. Devgadhi Baria	319	368	2997	151	142	1114

It will be seen from the above table that in the matter of providing and expanding primary school facilities, the kalol taluka is best placed with a population of 225 per sq.km. Halol, and Dohad have also fairly satisfactory population

density. Jambugodha and Limkheda are rural talukas with practically no urban habitations and their population density is also low - it is 111 and 119 per sq.km. respectively.

The Panchamahals District has a large number of small villages and a smaller number of bigger villages. Smaller villages are uneconomical in providing and running schools. In this respect, the Table 4.4) clarifies the point.

TABLE : 4.4.: Percentage Distribution of Rural Population in the Panchamahals District by Size Group of Villages.

Population size group.	No. of villages.	Percentage to total no. of villages.	Rural Population	Percentage to total rural population.
Less than 200	427	22.30	49606	3.77
200 - 499	606	31.65	204431	15.56
500 - 999	465	24.28	331718	25.24
1000 - 1999	330	17.23	447596	34.06
2000 - 4999	80	4.18	230609	17.55
5000 - 9999	5	0.26	38985	2.21
10000 & above	2	0.10	21142	1.61

Of the total, 1915 inhabited villages in the district 1033 or 53.95 percent fall in the size groups of population below 500; 795 or 41.51 per cent in the size groups of 500-999 and 1000-1999; and only 87 or 4.54 percent are large sized

villages of population 2,000 and above which cover 21.37 percent of rural population. There is concentration of rural population in small or medium sized villages. Around 330 or 17.23 percent in the size group 1000-1999 and only 87 or 4.54 are large sized villages of population 2000 and above.

4.4 The Social Factor

Not much social data about the population living in the district are available. On a rough estimate the proportion of the high caste population in the district does not exceed 30 percent. The high caste groups are the Brahmins, the Banias, and the Patels. Around 80 percent of the population are farmers. Among them, the proportion of women is higher - it is 84.23 percent against the male population of 78.43 percent. The scheduled castes constitute 3.68 percent and the scheduled tribes 38.55 percent.

The Bhils are the dominant among the tribes in the district. Almost all these tribes live in solitude of forests and jungles clad hills. Their life is an un-ending series of terrors, terror of man, animal and unknown powers. In the words of Sir Herbert Risely they "worship and seek by all means to influence and conciliate the shifting and shadowy company of unknown powers. There is nothing so grinding and corrosive as fear and fear forms the stuff of life and beliefs of these tribes. Fear has degraded many of them to the

deepest depths of misery and abasement. Unacquainted with the more civilised methods of agriculture and industries and ignorant of the ways of trade and commerce, their life is hard pressed by poverty and rigour of starvation often drives them to occasional acts of violence and crime and to be classed by law as a "criminal Tribe"..... Here are strange social institutions in a nebulous state slowly hardening and taking shape, dim glimmerings of a faith in future life and fantastic cosmologies, crude rituals to propitiate evil influences, a life surrounded by ignorance and chased by terrors, known and unknown. They are "defeated in the fierce race of modern civilization and hard hit by the strenuous conditions of civilised life.

The extreme primitiveness of the Bhils can be seen at the first glance. The Bhil does not live in congregations. Five or six or at most eight hovels are pitched up together almost always on some prominent rock or hillock and become individualised as a village or 'falia' as it is called.

Each average falia is populated by ten or twenty souls and includes none but the Bhils. Neither carpenter, nor blacksmith, not the retail vendor or corn, grocery and miscellanea ~~are~~ to be found in the falia.

The Bhil does scarcely anything except existing, and his needs are little greater than those of the cattle amidst whom he lives. Th~~is~~ huts or hovels are made of bamboo, ju~~g~~le wood, stone or suitable boulders that may be handy and never of bricks or mud walls and the roofs are more often than not made of grass and leaves and twigs thatched over the structure . Few

huts are more than six feet at the caves or cover an area of more than 15 to 25 feet ² suare. The entrance is usually too low for the adult to walk straight in and the doors are often left out as dispensable luxuries or perhaps as hⁱndrances. Windows seem to be ruled out of Bhil constructions. In strict justice the Bhil hut is all cracks and crevices and loopholes. In cloths the Bhil male has next to nothing. Even the adult possesses little fabric to cover his nudity. The education among the Bhils has to be developed in this environment.

4.5 The Economic Factor.

The economy and livelihood pattern of the people of the Panchamahals District are mostly agro-based, as 89.46 percent of its population live in rural areas, which is higher than the percentage of the State (74.23) as a whole. The reasons are that the district is covered by rocky and hilly tracks, that the soil is not very fertile and that there are no big industries. A large portion of its population as noted earlier, belongs to the scheduled castes and scheduled tribes. The

people generally are poor and backward. Although there are no big industries, small-scale industries are well developed. According to the 1961 census, 51.31 percent of its active population ~~were~~ engaged in gainful and allied activities accounted for 45.21 percent.

In terms of economic activities[†], the people, there are only 6.78 lakhs of persons who work as against 11.70 lakhs of persons who do not work or produce economic wealth. Among the economically idle population, women constitute 7.37 lakhs. The workers are classified as under :

TABLE : 4.5 : Workers and Their Economic Classification(1971)

Economic Activity	Percentage
1. Farmers	79.80
2. Farm labourers	7.78
3. Cattle rearing, forestry, fisheries, horticulture, etc.	0.46
4. Minerals and Mining.	0.19
5. Cottage industries.	1.37
6. Petty industries other than Cottage Industries.	1.13
7. Construction	0.51
8. Trade and Business	2.88
9. Transport and communication	1.83
10. Other services	<u>4.05</u>
	100.00

In the district there are 16,707 industrial organisations including 6,997 organisations for cottage industries. There are 17 main industrial groups among which the following ~~are~~ are the main, viz., production of non-metal goods, food-stuffs, textile goods, wood and wooden furniture, repairs, tanning and other productive industries.

Transport facilities help social mobility and intercourse, spread of education and also it is a factor helping economic growth. Of the total 1,903 ~~in~~ inhabited villages only 516 or 27.12 percent villages have all season roadways; 362 or 19.62 percent villages have bus transport facilities only in winter and summer seasons and as many as 1,025 or 53.86 percent of the villages are not connected by pakka roads and S.T. Bus services.

The district has a large number of scarcity villages. From 1965 to 1969, the number of scarcity villages has remained as big as 1,415 to 1,783. In the current year i.e. in 1974, the Panchamahals District has been hit very badly by the failure of the rains. People in rural areas have been starving. A survey revealed that the food scarcity has very adversely affected attendance in rural primary schools. The daily attendance in primary schools has fallen down by 50 to 55 percent.

The weak economy of the Panchamahals District has been a major factor that has continued to inhibit rapid progress of universal, compulsory and free primary education in the district.

4.6 The Political Factor

In the pre-independence days, the present Panchamahals territories had both the bureaucratic and the feudal set-up. The people at large were backward both socially and economically. Therefore, there was limited scope for developing public opinion and political ideology. Several leaders worked relentlessly to develop the people socially, culturally, economically and even politically. The stalwarts in this respect were Thakkar Bapa (A.V. Thakkar), Mamasahab Phadke (V.L. Phadke), Vaman Mukadam (V.R. Mukadam), Manilal Mehta (M.M. Mehta), Maneklal Gandhi, Nanubhai Desai, Dahyabhai Naik and a score others. These leaders struggled hard to arouse the people socially and even economically. Political consciousness came in the wake, but very slowly. After the attainment of independence, the political consciousness began to assume more clarity and acquire a pitch of intensity. The introduction of the Panchayati Raj in 1963 gave a further fillip to the trend of increased participation of people in local affairs and made the backward communities realise their political importance in General Elections and the Panchayat Elections.

In the Panchamahals District the Congress party is the dominant party, but it had never had the complete hold over the people. In 1952 General Elections to the Lok Sabha, the Congress polled 63.47 percent of popular votes as against 36.53 percent polled by the Socialist Party. From 1952 onwards, the Congress Party has been losing ground, though gradually, in the Panchamahals District. In 1957 General Elections, the Congress secured 52.28 percent votes as against 42.72 percent polled by the Independents. In 1962 Elections, out of the five political parties which were the contestants to the Lok Sabha seats, 44.49 percent votes went to the Congress and 41.70 percent to the Swatantra Party. In 1967 General Elections, the Swatantra Party with 57.7 percent votes overtook the Congress Party which polled only 40.14 percent votes. In 1971 General Elections the contest was between the New Congress Party led by Smt. Indira Gandhi and the Old Congress Party led by Shri Morarji Desai. The Old Congress has been leading in the Panchamahals District.

In the Panchamahals, the political rivalry between the Old Congress Party and the New Congress Party has become pronounced. This conflict has entered all elections including even the Panchayat elections. It has some desirable consequences in the sense that people have been adding to their political consciousness. The backward communities in the district have realised the importance of their voting strength and

power. They have, therefore, begun to ask for social and economic concessions and better educational facilities in exchange of their votes. The Panchamahals District is a case where public consciousness and a demand for participation in managing public affairs have begun to develop as a result of social workers on one hand and the growing realisation among the backward communities that they have unrefutable political on the other hand, significance. This consciousness has been, in a way, to the progress of the people including progress in primary education.

4.7. Progress of Primary Education in the Panchamahals District (1854 - 1970)

The district formed two parts : the British areas, and the princely states. In the British areas, a beginning of western education in the district may be traced to the first vernacular school, which was established in the year 1854 at Godhra. In the year 1856, the number of such schools rose to 7. In 1958-59, there were 8 schools under the supervision of the Education Department, Northern Division. There was also a small girls' school at Kalol mustering 15 children and nucleus of another at Malav. By 1877-78 the number of schools rose to 36 with 2,689 students on the roll. In the year 1893-94, there were 142 primary schools with 6746 students on the roll and in the year 1902 due to plague and famine they declined to 108 with 5500 students. In

the year 1911, the number of schools was 196 with 9982 pupils. In the year 1921 the number rose to 219 with 13,198 pupils.

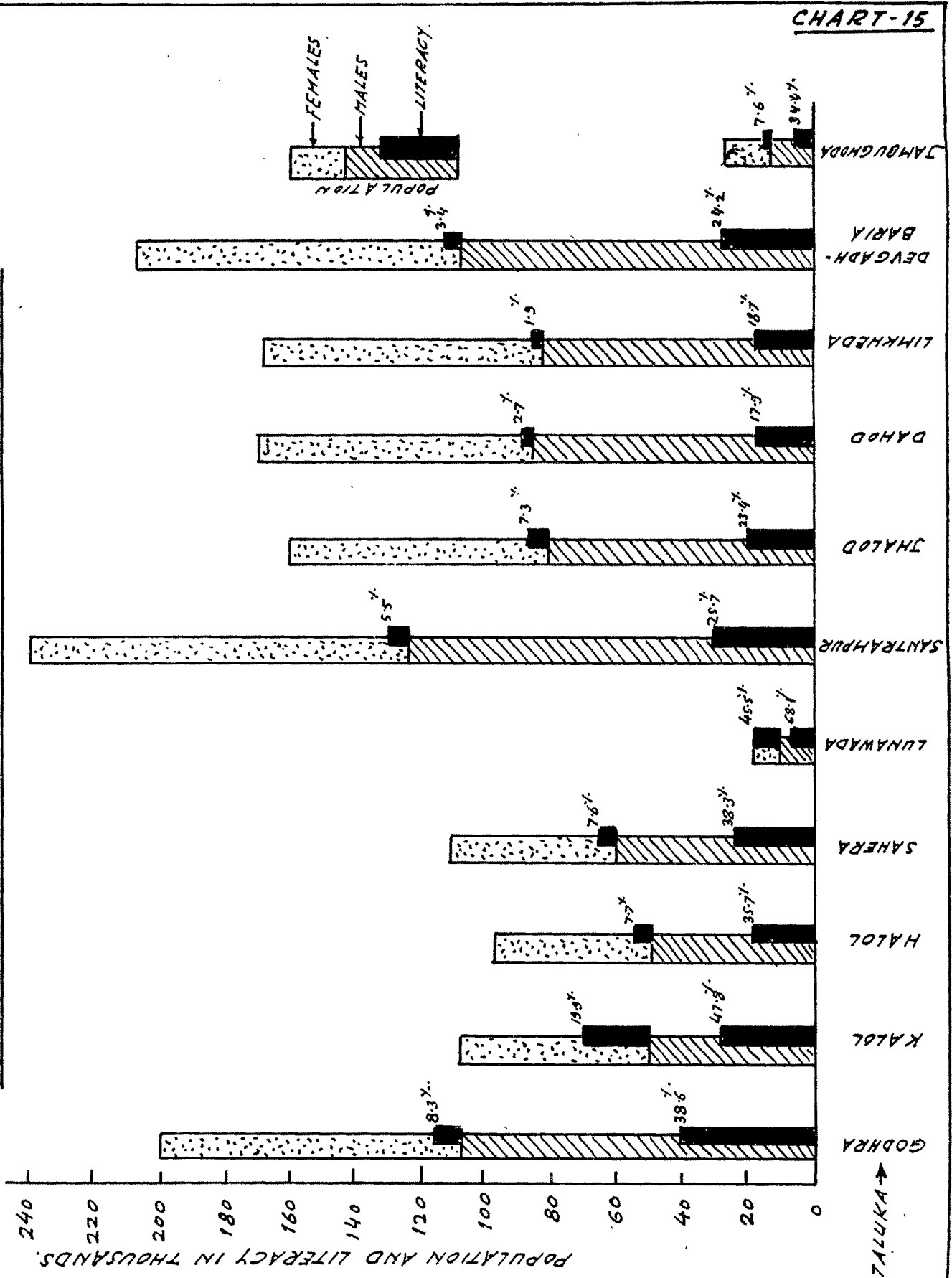
In the princely states, which are now merged into this district after integration of the States, the progress of education was directly under the Agency administration.

Attempts were made to catch up with the progress made in the British Panchamahals. In the year 1864, there were 5 schools (4 boys and one for girls) with 287 students. In the year 1878-79 the number of schools rose to 36 (Baria 15 schools, Lunawada 13 schools, Sant 7 and Sanjeli 1), and the number of students to 1625.

In the year, 1921, the number of primary schools rose to 47. The primary education was free in most of the states and was almost compulsory in Jambughoda State. In the year 1934-35 there were 47 primary schools in Baria, 26 in Lunawada, 14 in Sant and two in Sanjeli.

In the thirties during the British rule, the Panchamahals District was considered to be a backward district in education. Available educational statistics show that prior to 1938 there were 174 primary schools for the five talukas of the district, the mean number being around 35. The total number of children enrolled in these primary schools was only 12,312 or around 2463 per taluka. In 1937, the popular Congress Ministry came

CHART SHOWING TALUKA-WISE POPULATION AND LITERACY



into power. In 1938, the Jilla School Board came into existence. This gave a spurt to the expansion of primary education. In 1940, the scene of growth in primary education in the district began to change. The number of primary schools went upto 251 (mean = 50) and the number of school children improved to 18,388 (mean = 3,678). Between 1940 and 1946 the number of schools increased only marginally(it became 254) because these years were the years of the World War II.

In 1948, a major re-organisation of the district took place. The princely states of Lunawada, Santrampur, Devgadh Baria, Sanjeli, Jambughoda etc. were merged into the territories of the district. The district grew in size, as more talukas were added to it.

Under the Bombay Primary Education Act, 1947, primary education was made compulsory in the district in the age-group 6-11. This increased school enrolment and the number of primary schools in each of the 11 talukas of the district. In March 1951, the district reported 767 primary schools in it. There were 1,762 teachers working in them. The total enrolment in primary schools was 70,896 of which only 6,618 were girls and 19,648 belonging to the backward sections of the society.

In May 1960, the new State of Gujarat came into existence. This gave a further fillip to the development of primary education according to its declared policy to support universal

compulsory and free primary education. In 1961, the number of primary schools increased to 1,736 with a total enrolment of 1.31 lakhs of which 0.36 lakh were girls and 0.43 lakh children belonging to the backward communities.

But it was in the sixties that the primary education really expanded. In 1969, it was reported in the Second All India Educational Survey (Gujarat:1966) that 96.70 percent of rural habitations had facilities for primary education either in their own local areas or within one mile walking distance from the residence of every schoolegoing child of the age-group 6-11. This expansion of school facilities increased the enrolment of boys substantially - it was 79 per cent but for girls it was as low as 39.2 percent in the district. The rate of wastage among boys and girls in Stds. I to IV was respectively 59.69 percent and 69.05 percent and in Stds. V to VII it was respectively 46.59 percent for boys and 45.67 for girls.

In 1969, the Panchamahals District had a total of 5,165 primary school teachers of whom 97.0 percent were trained.

Looking to the statistics given in the "Perspective Plan of Gujarat : 1974-1984", the enrolment in Stds. I to IV was 1.69 lakhs (79.- percent) and in Stds. V to VII 0.46 lakhs (33.2 percent) These figures were for the year 1969. The

EXPANSION OF PRIMARY EDUCATION IN PANCHMAHALS DIST.

(1960-61 TO 1973-74)

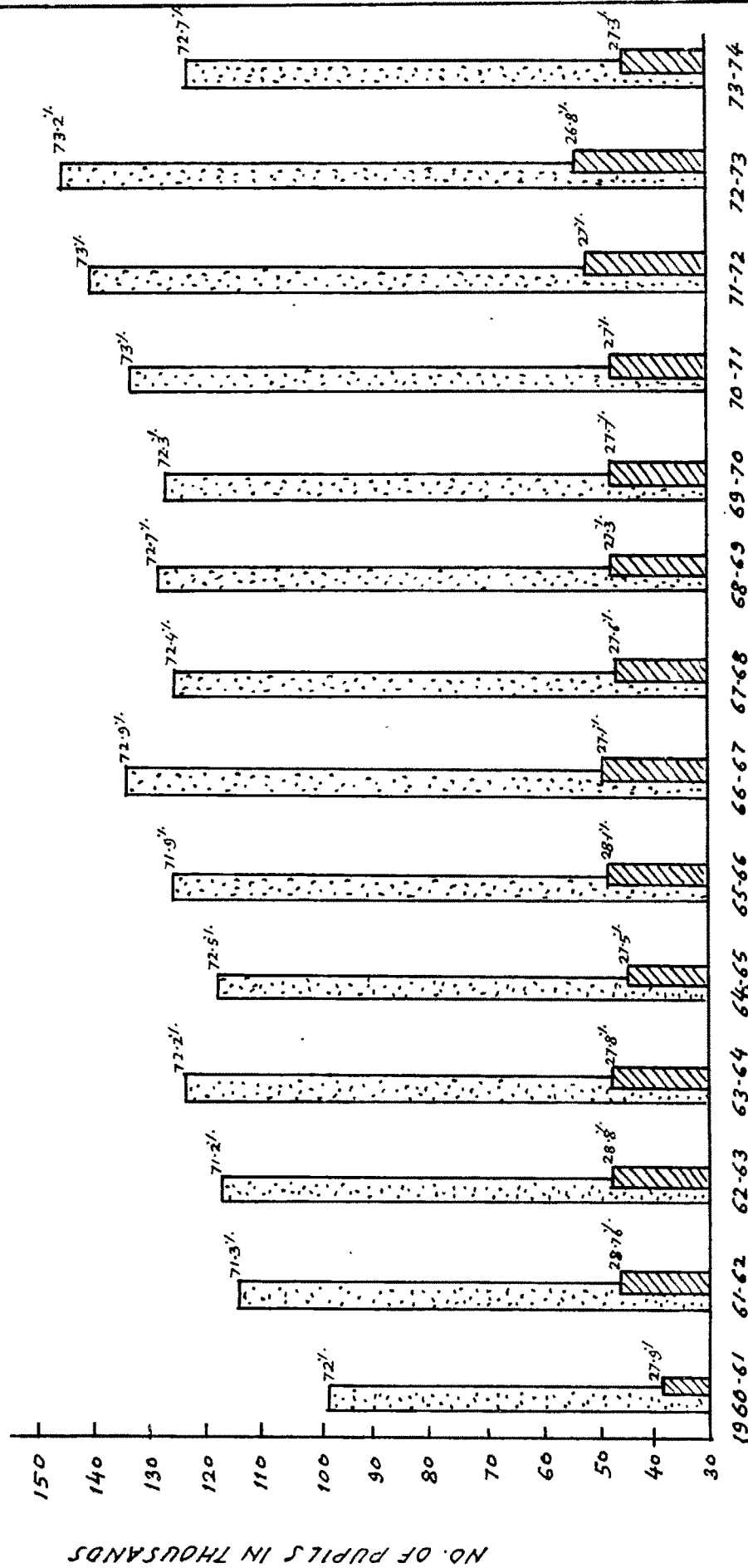
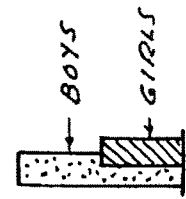


CHART-16



YEAR

Perspective Plan did some projections for enrolment in lower as well as upper primary school classes. The projection of additional enrolments to be brought in classes I-IV (6-10 age-groups) was 1.07 lakhs and in classes V-VII (10-13 age-groups) 1.33 lakhs. This additional enrolment has to be achieved by 1980-81.

Tables 4.6 to 4.11 deal with the achievements of the district in primary education over a period of time.

According to the 1971 Census, 1,432 villages in the district have primary school facilities. But, there are as many as 501 villages in which there is not a single primary school. Of these 501 villages 30 are not populated at all. The distribution of school-less villages over the 11 talukas of the district is given in Table 4. .

There are some villages in which each has more than one primary school. The primary school at a village meets not only the needs of local school-going children but also cater to suburbs situated in the round about the villages. The school-less villages are in the Santram Taluka (N=159), the Lunawada Taluka (N=135), the Limkheda Taluka (N=62), Jhalod (N=41) and the Kalol Taluka (N=6).

The tribal population of this district lives, as stated earlier, in scattered habitations in small huts.

TABLE - 4.6 : Progress of Primary Education in the
Panchamahals District after the Creation
of the Gujarat State

Sr. No.	Year	No.of primary schools.	No.of primary teachers	Enrolment		
				Boys	Girls	Total
1	1961-62	—	—	—	—	N.A
2	1962-63	1837	4352	116225	47049	163274
3	1963-64	1839	4592	121606	47850	169456
4	1964-65	1918	4732	118791	45138	163929
5	1965-66	1880	4978	123422	48344	171766
6	1966-67	1883	5136	132441	49428	181859
7	1967-68	1840	4807	125329	47773	173102
8	1968-69	1852	4898	127552	48088	175640
9	1969-70	1860	4980	125957	48391	174348
10	1970-71	1882	5028	133530	54775	188305
11	1971-72	1884	5191	139087	51124	190211
12	1972-73	1889	5461	144430	52984	197414
13	1973-74	1898	5346	121198	45652	166850
Percentage of increase.		2.8	23.2	24.3	12.6	20.99

TABLE - 4.7 : Progress of Education After Independence in Panchamahals District. (1951-52 to 1973-74)

Year	Primary schools including Basic schools.	Pupils	Secondary schools.	Pupils	Colleges arts, science, Commerce.	Pupils	Tech. Institutions	Pupils
1951-52	773	71311	14	4902	-	-	-	-
1956-57	1539	112585	28	7153	-	-	-	-
1961-62	1817	160861	67	13589	1	373	5	N.A.
1966-67	1952	175523	89	29585	4	1459	5	N.A.
1969-70	1887	179331	116	33007	4	2174	5	1093
1973-74	1898	196136	-	-	7	N.A.	5	N.A.

Therefore, in many such settlements, the population is small and there are not enough children to the age-group 6-10 coming out to fill a school. This explains why a number of small villages do not have the facility of a primary school within it.

TABLE : 4.8 : School-less Villages in the District
Taluka-wise (1971)

Sr.No.	Taluka	No. of Villages school-less.	No. of unpopulated villages.
1.	Godhra	14	-
2.	Halol	6	4
3.	Halol	25	3
4.	Shahera	12	7
5.	Lunawada	135	11
6.	Santrampur	159	1
7.	Jhalod	41	1
8.	Dahod	10	2
9.	Limkheda	62	1
10.	Dewgadhbaria	16	-
11.	Jambughoda	21	-
		501	30
	Percentage to the total villages in the district.	25.9	1.5

The progress of girls' education in the district was very slow and halting before Independence. This was obvious because the district had a prepondering population of tribal people and the general cultural background as well as the intellectual climate of the entire district was very low. The people generally had not educational motivation. One of the factors responsible for reluctance of the parents to send their daughters was the absence of separate schools for girls. A reference has already been made to girls' education in the Panchamahals district during the nineteenth century. In the year 1878-59 there was a small girls' school at Kalol with only 15 pupils. In the year 1878-79 there were ³ girls schools in the district, one was in the old Panchamahals District and the other two were in the Princely territories of, Baria and Lunawada. Thus, the impetus to girls' primary education came from enlightened Indian rulers. In the year 1911-12 in the former Panchamahals District 882 girls were taking education in public schools and the number rose to 2,640 in the early decades of the twentieth century in the year 1921-22. The private enterprise came on the scene in the second decade of the twentieth century. The number of girls studying in private schools in the year 1911-12 was 1899 and this number rose to 2,898 in the year 1921-22. In the year 1921-22 among the princely states there was one girls' school in each State, Baria, Lunawada and Santh.

On the eve of Independence, the primary education for girls had made some headway. In 1947, the number of girls under primary education was 9,763 out of these 5,864 were studying in mixed schools and 3,899 girls were studying in 39 girls' schools.

The progress of girls' education in the primary section caught up a pace after Independence. This can be clearly seen from the following statistics.

TABLE : 4.9 : Progress of Girls' Primary Education in the Panchmahals District.

Year	No. of girls' schools and Students		No. of girls studying in mixed schools.	Total No. of girls studying in primary schools.
	(a)	(b)		
1951-52	37	18,002	7,482	25,484
1956-57	32	29,174	11,285	40,459
1960-61	32	24,292	11,474	35,665
1969-70	32	29,871	14,888	44,759
1973-74	32	30,352	15,300	45,652

TABLE -4.11: Education in Non-municipal Areas 1970-71

Sr. No.	Taluka	Number of Primary schools.	Percen- tage of average Atten- dance.	Number of Schools		
				Per thou- sand of popu- lation.	Per primary school.	Per Teacher in primary schools.
1	Jambu- ghoda	37	58	106	62	36
2	Jhalod	167	60	91	86	36
3	Godhra	195	54	116	121	37
4	Shehera	110	51	127	131	36
5	Halol	152	62	97	74	35
6	Linkheda	197	58	73	61	39
7	Lunawada	230	73	109	89	32
8	Kalol	123	73	121	116	33
9	Devgad- Baria	224	56	73	71	41
10	Santram- pur	270	75	82	75	35
11	Dohad	180	87	107	99	78
Total:		1885	64	97	88	38

Source : Administrative Officer,
District Education Committee,
District Panchayat.

4.8 Conclusion

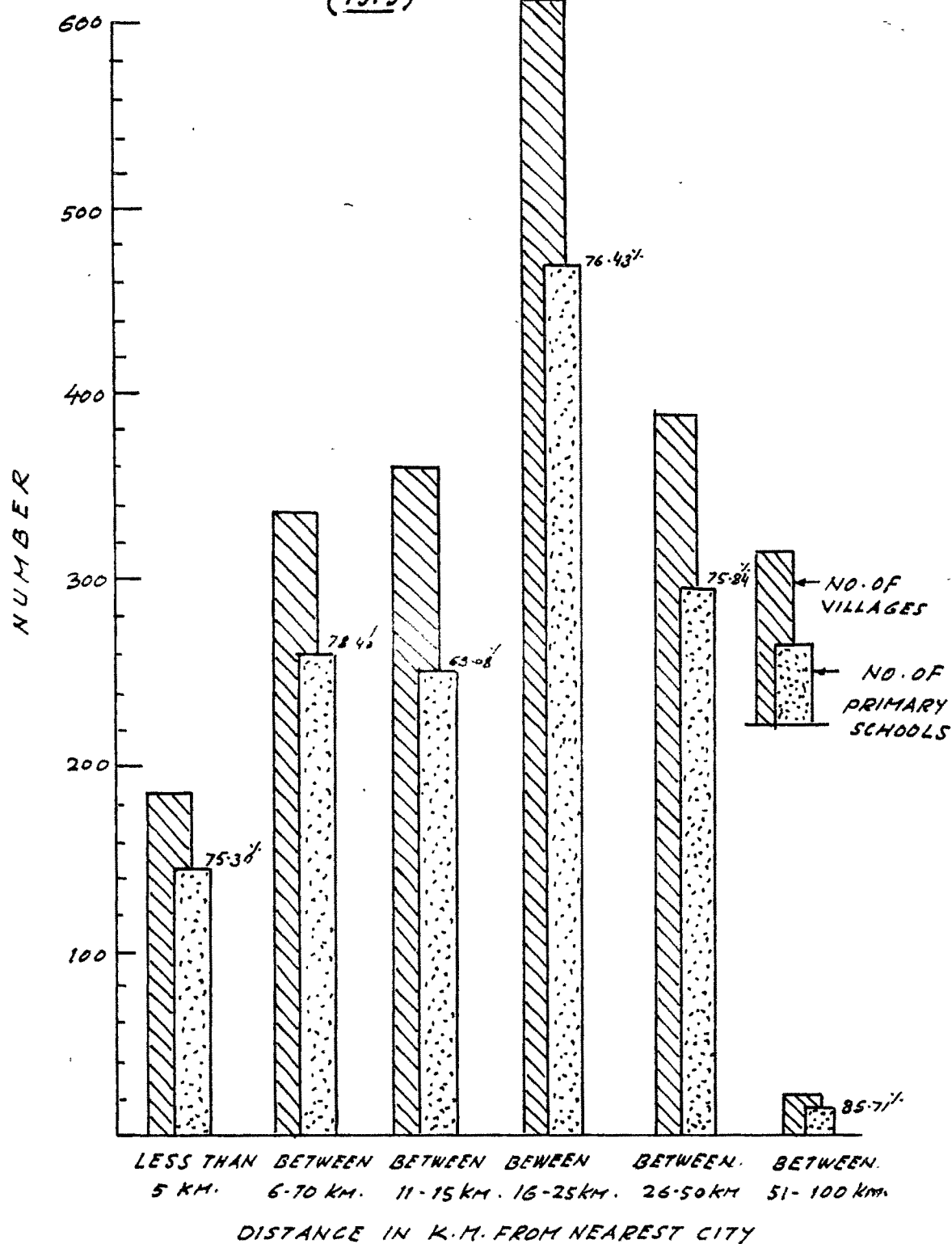
It would thus be seen that the Panchamahals District can be considered as a developing district. Physically, socially and economically it is not so well placed. A large area of the the district is not agriculturally productive. Its land is mostly barren and hilly. Over 40 percent of its population comes from scheduled castes and schaduled tribes. These communities are economically very poor and socially very backward. Excepting the monsoon season, they migrate to round about urban centres to earn their bread.

The bulk of the district consists of rural environment. As stated earlier only in 884 of the total 1947 villages the population is settled and lives in sufficiently big social cluster groups, but in as many as 1,063 villages, the population is scattered, Over an area of five to six miles. This accounts for the fact that there are a large number of single-teacher schools (over 50 p.c.) and incomplete schools (there are only 564 schools having classes I-VII) and the attendance of enrolled school children is small and irregular. Dire poverty constitutes one of the major hurdles to the success and development of school education in the district. Over 50% of the primary schools in the district are run by the private enterprise.

In the five talukas, viz., Dohad, Jhalod, Santrampur, Limkheda and Devgadhbaria, the main population is of the tribal people. Here, there is little social and intellectual climate and motivation to educate children. In literacy the Panchamahals is very backward. Its literacy percentage in 1971 was only 22.61 percent. (for male 33.69 percent; for females 11.52 percent) It ranked 12th among the 19 districts of Gujarat State. The literacy percentages improved from 19.2 in 1961 to 22.61 in 1971.

In the district the enrolment in classes I to IV was only 79.9 percent of the total 6-10 age-group children. The authors of the Perspective Plan of Gujarat :1974-1984' had envisaged in the year 1980-81 an additional enrolment of 1.07 lakhs in classes I-IV and of 1.33 lakhs in classes V-VII. This shows that the Panchamahals District has still a long way to go to reach the target of universal primary education in the age-group of 6-14. It is going to pose a stiff challenge to the Panchayati Raj Administration in primary education in the district. The percentages of wastage in classes I to IV for boys and girls were reported to be 59.69 and 69.05 respectively. and in classes V to VII, the figures for boys and girls were 46.82 percent and 45.67 percent respectively.

VILLAGES HAVING PRIMARY SCHOOLS IN
PANCHMAHALS DISTRICT DISTRIBUTED ON THE CRITERION
OF DISTANCE FROM THE NEAREST CITY
 (1973)



This adds to the challenges facing the Panchayat Shikshan Samities in the district. The district has a larger size of the weaker sections of the society and when it is remembered that over 80 percent of the non-attending primary school children are from the weaker sections of the society, the challenges facing the Panchayati Raj Administration in Education in the district become all the more grave and disturbing.

Against such a background the issue of the leadership in Panchayats in the Panchamahals District should be studied. The present investigator has borne in mind all these dimensions and issues in making his research design which was broadly set forth in the previous Chapter.

The next chapter will be devoted to the statistical analysis and interpretation of the data and the last chapter would be focused on Conclusion and discussion of the results.

....

REFERENCES

1. Congress Bhavan: Congress Patrika, Special Issue, 1st May, 1970, Ahmedabad-1970.
2. Panchamahals Jilla Congress Samiti: Smriti Granth, Shri Madhuvan Shah, Godhra, 1971.
3. Gujarat Census : 1971. Departmental Statistics: Panchamahals District, District Census Handbook, 1971.
4. Panchamahals District : Aayojanaman Adhar Varsha, (Eighteen years of planning), Gujarat State, 1966.
5. Gazetteer of India : Gujarat State: Panchamahals District, Ahmedabad, 1972.
6. Census, 1971, Series 5 Gujarat Parts X (A) and (B)
7. Census 1961, Series 5 Gujarat Parts X (A) and (B)
8. Some Issues of Daily News Papers : 'Loksatta, Baroda, 1973.
Sandesh, Ahmedabad, 1973.

...