

CHAPTER III

ABOUT THE SCHOOL SYSTEM

INTRODUCTORY :

In the first Chapter we examined spread of secondary education and social set up in Kaira district. We found that the traditional social structure has acted as a sieve in the spread of secondary education in this district, as it is highly confined to Charotar area and upper castes, though it is open to all.

Now, in this Chapter, we shall examine the school system with reference to the social set up of Kaira district. This will enable us to understand how the school system has been related to the social system. To be specific, we shall examine following aspects of school system in Kaira district :

- i) Growth of secondary education,
- ii) Types of secondary schools,
- iii) Types of management,
- iv) Curriculum of secondary schools.

It is our presumption that caste which is a salient

feature of a traditional Hindu social structure, may appear in one way or the other in the school system also, as we saw it playing a significant role in the spread of secondary education, in the previous chapter.

Growth of Secondary Education in Kaira district :

The following table No.17 gives an idea of the development of secondary education in this district over a period of 100 years.

Table No. 17

Number of Secondary Schools and High Schools in Kaira district from 1856 to 1959

Year	No. of secondary schools	No. of High schools
1856	2	-
1906	8	4
1938	48	20
1947	65	34
1959	103	68

In 1856, beginning of secondary education was made in this district, by starting two schools, one at Kaira and the other at Nadiad. Both of them were started and run by government. The above table shows that from 1856 to 1906, there was a very slow development in secondary education. During this period, two new secondary schools, one at Cambay and the other at Umreth were started, which by 1897 and 1899 respectively became High Schools. (Teaching upto Matriculation class i.e. secondary school certificate class or XIth class of to-day.) The above table shows that by 1906, there were in all 8 secondary schools in this

district and out of them 4 were High Schools. Thus, it is clear from the above table that during the first fifty years of the history of secondary education in this district, its development was very slow.

In 1938, the total numbers of secondary schools and High Schools which were 8 and 4 in 1906, go as high as 48 and 20 respectively. This shows a steady growth. But a remarkable development in secondary education begins after 1938. Within 9 years (1938-1947) the numbers of secondary schools and High Schools rise to 65 and 34 respectively from 48 and 20. The table again shows that after independence, the district has registered another phenomenal development in secondary as well as High School education. The number of High Schools has doubled in 1959 as compared to the figure in 1947 and the number of secondary schools also has reached to 103 from 65.

When we observe the development of secondary education ~~of secondary education~~ in the different talukas of this district, as shown in the following table No.18 :

Table No.18

Development of Secondary Education in different talukas of
Kaira District

Name of Taluka	: 1856		: 1906		: 1938		: 1947		: 1959	
	No. of	No.	No. of		No. of		No. of		No. of	
	S.S.	H.S.	S.S.	H.S.	S.S.	H.S.	S.S.	H.S.	S.S.	H.S.
Anand	-	-	2	1	10	4	15	8	23	18
Nadiad	1	-	2	1	11	6	15	7	17	14
Petlad	-	-	2	4	10	4	13	6	16	11
Borsad	-	-	-	-	5	2	6	3	13	7
Cambay	-	-	1	1	3	1	5	2	7	5
Matar	-	-	-	-	-	-	1	-	7	3
Thasra	-	-	-	-	2	1	2	2	4	2
Kapadwanaj	1	-	1	1	2	1	3	2	8	4
Mahemdabad	1	-	1	1	3	1	3	2	6	2
Balashinor	-	-	-	-	2	-	2	1	3	2
Total	2	-	8	4	48	20	65	34	103	68

We find that Charotar is the foremost throughout the history of the development of secondary education in Kaira district. It is significant to note that after 1938, the development of secondary education is rapid as compared to the previous periods. The above table again shows that after 1947 the development of secondary education is very rapid as the number of secondary schools reaches to 103 in 1959 from 65 in 1947 and that of High Schools to 68 from 34. This shows that the growth of High Schools is very high after 1947.

The table again shows that in 1947, out of 65 secondary schools and 34 High schools of Kaira district, 49 secondary schools (75.5 %) and 24 High Schools (70.5 %) were located in Charotar only. In 1959, out of 103 secondary schools and 68 High Schools, 69 secondary schools (67 %) and 50 High Schools (77 %) are situated in Charotar. This shows that though after independence of India in 1947, there is a rapid development of secondary education in this district, Charotar is more forward than the rest of Kaira district.

The above table again shows that in Balashinor taluka, development of secondary education is the lowest. It can also be observed that in Thasra and Mahemdabad talukas, there is no increase in the number of High Schools during the period 1947-'59, though the number of secondary schools has increased.

Types of Secondary Schools in Kaira district :

Though, there is co-education in secondary schools of this district, there are few separate schools specially meant for girls. After 1947, there has been a move for multipurpose schools with vocational bias. But it should be noted that the number of separate girl-schools, multipurpose schools and

ordinary schools with vocational bias is small, as out of 68 High Schools of this district, numbers of the above three types of schools are 17.

The following table No.19 shows the development of girl-schools in this district.

Table No. 19
Development of Girls' School

Year	:No. of Girls' :Secondary Schools	:No. of Girls' :High Schools
1938	1	-
1947	3	1
1959	5	5

As we observed previously, there is co-education in secondary schools of this district. Hence, in a sense there is no special necessity of starting girl-schools. Yet beginning of separate girl-school was made in 1938, by opening one such school at Nadiad. The above table shows that after 1947 there is some progress in establishing separate girl-High Schools, as in 1959 there are five girl High Schools, while in 1947 there was only one. It should be remembered that all the 5 secondary schools for girls (which are girls' High Schools also) are situated in only 4 towns of Charotar viz., Nadiad (2); Anand (1); Umreth (1) and Bhadran (1).

The following table No.20 shows the location of Multi-purpose schools and ordinary schools with vocational bias in this district in the year 1958-'59.

Table No. 20

Location of multi-purpose schools and schools with
vocational bias

<u>Multi-purpose schools</u>	<u>:Schools with vocational bias</u>
1. Government H.S., Nadiad	1. Cambay H.S., Cambay
2. Sheth M.R.H.S., Kathlal	2. Sharda H.S., Anand
3. Sansthan H.S., Dakor	3. C.N.Vidyalaya, Kapadwanaj (Technical & Commercial bias)
4. D.N.H.S., Anand	4. V.N. H.S., Dharmaj,
5. Kasturba Kanyavidyalaya, Anand	5. Sardar Patel H.S., Karamsad
	6. Sharda Mandir H.S., Vallabh Vidyanagar
	7. Municipal H.S., Kapadwanaj

Before 1947, there was only one school with vocational bias (I.G. Kapoorwala High School at Anand, which is now closed) in this district. After 1947 there is a move towards vocational education but considerable development in this direction has been accomplished only after 1955.

From the above Table No.20, it can be seen that all the multi-purpose schools and schools with vocational bias are located in towns of this district. Further, it should be noted that out of 5 multi-purpose schools 3 are located in towns of Charotar and out of 7 ordinary schools with vocational bias, 4 are in towns of Charotar. This shows that schools providing vocational training are few in this district and majority of such schools are situated in Charotar

Types of Managements :

It is significant to note that for the development of secondary education in this district, local education societies (Kelavani Mandals) Viddyottejak Mandals; Pragati

Mandals etc.) have been mainly responsible. Hence a very large majority of secondary schools are run by these societies

Secondary Schools owned by private managements were only 6 in number in the year 1953. It is to be noted that these schools were situated in a few towns of Charotar viz., Anand, Nadiad and Petlad.

If we examine the following table No.21,

Table No. 21

Types of School Managements

Year	Managed by			Private:	
	: Government	: Municipality	: Education	: Owned	: Total
			: Societies		
1953	: 6	: 2	: registered	71:	6 : 85
			: under trusts		
1959	: 3	: 2	: Acts.	98:	- : 103

We find that in 1953, out of 85 secondary schools, only 6 were run by Government and in the year 1959 the number of such schools decreased to 3. In the same way, the number of schools run by private managements was 6 in 1953, while in 1959, the number of such schools is nil. Private schools have been converted into trust schools after 1953, on account of the policy of the Government to give less grant-in-aid to privately owned schools. The above table shows that only in 2 cases schools are managed by municipalities (in Mahemdabad and Kapadwanaj). Thus it can be seen that a very large majority of schools are managed by local education societies, regulated by trust acts. The development of Secondary Education in this district is mainly based upon the efforts of local education societies and the co-operation of local population. It has been the policy of the Government, to give grants-in-aid to secondary schools and after 1947, it has become liberal in giving grants, but

from the beginning it has been the policy of the government not to take responsibility of running secondary schools, though few secondary schools have been run by it.

General observations about the secondary school system in Kaira district :

Our observations based on the tables 17 to 21, as regards growth of secondary education, types of secondary schools and managements show the following in general :

- (1) Though Secondary education was started in 1856, for a period of 50 years (until ~~1906~~ 1906) there was a negligible development in secondary education. From 1906 to 1938, there is some progress. But after 1938, spread of secondary education gets momentum and particularly from 1947 onwards, there is a higher progress comparing to the previous periods.
- (2) Charotar has remained forward in secondary education and after 1947, many secondary schools in Charotar have become High Schools.
- (3) The move towards establishing girls' schools took effect in 1938. But the number of such schools is few and all of them are located in few towns of Charotar only.
- (4) After 1947, we find a ~~gg~~ growing ~~demand~~ trend towards establishing Multi-purpose schools and for schools having vocational bias.
- (5) Privately owned schools were few and have vanished after 1953. Though Government helps secondary education by providing grants-in-aid to secondary schools it refrains from running secondary schools.
- (6) Spread of secondary education, mainly owes to people themselves.

Moreover, we find following in general, as regards curriculum and managements of secondary schools of this district.

In educational policy, so far as curriculum

(i) ~~So far as curriculum~~ and medium of instruction are concerned, there have been marked changes. Until 1937, English was a medium of instruction from IV th (VIII th standard of to-day) standard to Matriculation class. (Equivalent to secondary school certificate class at present.) From 1938, onwards, vernacular languages have been allowed as mediums of instructions. As a result, medium of instruction in all the secondary schools of Kaira district, came to be Gujarati after 1938. After independence, another significant change occurred as English language which was a compulsory subject previously, was abolished from lower standards (V, VI, VII th). Now English is taught as an additional language in the upper standards, but it is not a compulsory subject for passing the secondary school certificate examination.

(ii) After independence, there is a good deal of change in school curriculum also. In lower standards craft or agriculture has been made compulsory. Physical Education has been given more importance. Drawing which was one of the subjects upto VIII th only, now has been made a compulsory subject upto X th form. Hindi language has been given more weightage and is made a compulsory subject from Vth standard to secondary school certificate class. In social studies, there is a general course of History, Geography, Civics and Administration. In general science also, there is a

combination of Physics, Chemistry, Biology, Botany, Physiology and Hygiene. A number of optional subjects (63 in all) have been introduced at secondary school certificate examination and by passing in 7 subjects a student can get through the examination.

(iii) In almost all cases, the managements are composed of upper class Hindus and there too, most of them are Patidars. It is significant to note that 60 % population of the district is composed of Baraiyas, yet hardly there is any person of this caste in school managements.

(iv) It is generally observed that most of the secondary school teachers belong to upper castes. In schools located in rural area, where most of the population is Hindu, it is difficult to appoint a person belonging to lower castes or to Muslim or Christian community, though he may be well qualified for the post of a secondary school teacher.

(v) Almost all High Schools have decent school-buildings, whether they are located in urban or rural area. But the High situation is not the same with Middle Schools. Most of the middle schools have no separate school buildings of their own. These schools are mainly run in Charitable Community Buildings (Dharamshalas).

(vi) As there is co-education in secondary schools of this district, lady teachers are required according to departmental rule, but there is a great dearth of lady teachers in rural area. It is also difficult to get trained graduate teachers in secondary schools situated in rural area.

(vii) In some schools there is a bifurcation in the management. There is a local governing body which is mainly concerned with the financial aspect, while in academic

matters, particularly in appointing and relieving teachers, powers are given to the Charotar Education Society, Anand.

School system does not exist in vacuum, but it exists and works in the social surrounding. We shall now therefore examine how social set up has been responsible for moulding the school system, as we just observed.

Social surrounding and school system in Kaira district :

In order to understand the school system in the light of social surrounding, we shall have to examine how it was started and how it developed. This will require a brief history of social surrounding in which secondary school system grew and developed.

British rulers' Educational Policy :

The educational policy of British rulers in India, was a peculiar one. Their main aim was to secure an ample number of Indians, at comparatively low wages in mainly lower government services. The British rulers constructed educational policy suitable to their rule, through out the country. From about 1854, this policy came into force. Thus, for a period of little less than 100 years secondary and higher education was moulded according to the British rulers' policy. There were three main features of their educational policy : (i) To impart education through English, (ii) Not to impart religious instructions, (iii) In each district, a model High School, well equipped and properly furnished should be run by the Government.

As a result English remained as a medium of instruction for a pretty long time and only after provincial autonomy in 1938, it has ceased to be the medium of instruction in upper standards of secondary schools. However, English was given

importance in the curriculum and was a compulsory subject from 1st standard (Vth standard at present) to Matriculation class (Secondary school certificate class at present).

Place of English after Independence :

With the dawn of independence, the dominance of English in the secondary school curriculum lost its significance. The new needs of new democratic republic necessitated the reduction of emphasis on English and increasing attention to the vernaculars. English has now been dethroned from being a compulsory subject at the secondary school certificate examination, though it is a compulsory subject in VIII th, IX th and Xth classes and is taught as a voluntary subject in secondary school certificate class.

Instruction of English in lower standards of secondary schools (Vth, VIth and VII th standards) has been prohibited. Now a student who has passed the VII th standard of primary school, is directly admitted to the VIII th standard of the secondary school, which was not possible before, as English was a compulsory subject right from the beginning of the secondary education. Thus it has been made possible for the poor students to get some economic relief in secondary education. Now, poor students generally join VIII th standard of secondary schools after passing the last i.e. VII th standard of the primary school. This has affected the lower standards of secondary schools. For want of sufficient number of students, some schools have closed their lower standards; which can be seen from the following Table 22 :

Table No. 22
Standards taught in secondary schools of
Kaira district

Standard	: 1953	: 1957
5 to 11	38	41
6 to 11	5	4
7 to 11	5	7
8 to 11	3	10
6 to 10	2	-
7 to 10	-	1
8 to 10	2	3
9 to 9	9	4
6 to 9	1	2
7 to 9	6	7
8 to 9	1	5
5 to 8	3	2
6 to 8	2	-
7 to 8	2	-
only 8	2 1	4
5 to 7	1	-
6 to 7	1	-
Total	82	90

Charotar Education Society and development of secondary education after 1906 :

We have observed that from 1856 to 1906 the development of secondary education was slow. By 1906 there were only 8 secondary schools, out of which 4 were High Schools, in this district. Along with High Schools at Kaira, Nadiad, Umreth and Cambay, there were secondary schools (not eligible for providing instructions for Matriculation Examination) at Petlad, Sojitra, Vaso and Karamsad.

In 1906, on account of the late Motibhai Amin's efforts matriculation class was started at Petlad and a boarding house was also run there, for non-local students. Late Motibhai Amin devoted his life for the cause of education in this area and under him Petlad High School and boarding made rapid progress and through them, a new educational atmosphere continued to spread in the Charotar area. Some social service minded students of this boarding, after their graduation, inspired by the Deccan Education Society, insisted upon Motibhai to start such an educational society, to spread secondary education in this area, particularly in Charotar. Thus, in 1916, Charotar Education Society was established at Anand. The missionary spirit and servicable zeal for the cause of education originated at Petlad Boarding under the inspiration of Motibhai Amin, got full realization in Charotar Education Society. The Society has maintained the same zeal and spirit uptil now with the help of volunteers who have dedicated themselves to the cause of education. Since its establishment Charotar Education Society has continued to give inspiration to the cause and spread of secondary education in this district. Under its guidance and inspiration at many places - rural as well as urban, local education societies, (Kelavani Mandals, Pragati Mandals etc.) were formed and through them secondary schools were started. In the beginning, Charotar Education Society, managed these schools in academic affairs. But, it has formed a policy to withdraw this responsibility, by finding the school working on sound lines. At present,

the Charotar Education Society, manages about 14 secondary schools in academic matters.

Second World War and Economic Prosperity of Kaira district :

From 1939, there have been favourable economic circumstances for the growth of secondary education in this district. With the beginning of the second world war in 1939, the era of economic depression ended and a new phase of economic prosperity began. The market rates of tobacco which is a main cash crop of Charotar and elsewhere also in Goradu land of this district, shot sky high. Charotar peasants, particularly Patidars thus grew prosperous. Some businessmen, mostly patidars and some advanced caste persons, made their fortune during this period. In different parts of India, mainly in Nagpur, Calcutta, Madhya Pradesh, Bihar and Orissa, they started wholesale and retail shops, dealing in Bidi tobacco. Many of them who started previously also prospered after 1939. Thus industrious peasants cultivating tobacco and darring businessmen dealing in Bidi-tobacco, brought a new phase of economic prosperity in Charotar. Like tobacco, cotton and oil-seeds, important cash crops of Thasra and Kapadwanaj talukas, also proved highly beneficial. Prices of food-grains which is a common crop of the district, also went high. Thus with the beginning of the second World war, almost all the areas of this district have economically benefitted and among them, Charotar region is benefitted the most.

Better economic prospects has proved highly beneficial to the development of secondary education, which can be seen from the following table No.23.

Table No. 23

Increase of secondary education in Charotar and Kaira district
between 1938 - 1947

Year	No. of secondary schools in:				No. of High Schools in			
	Charotar		Kaira district		Charotar		Kaira district	
	No.	%	No.	%	No.	%	No.	%
1938	36	75.5	48	100	16	80	20	100
1947	49	75.5	65	100	24	70.6	34	100
=====								
No. & % of increase	13	36	17	35.5	8	50 %	14	70

The above table shows that within 9 years after 1938, the number of secondary schools reached to 65 from 48 (i.e., an increase of 35.5%) and the number of High Schools reached to 34 from 20 (i.e. an increase of 70%). Hence we can find that better economic situation has facilitated the growth of secondary education in this district. It is significant to note that 75 % secondary schools and 80 % High Schools were situated in Charotar only in the year 1938. In 1947, the percentages of secondary schools and High Schools in Charotar were 75.5 and 70.6 respectively. This shows that though after 1938, economic condition of the district as a whole improved, yet very large proportion of secondary education remained confined to Charotar.

The economic pursuits of the people of the district, mainly centres round agriculture. They are either landless agricultural labourers or tenants or owner agriculturists or cattle breeders or are engaged in trade or industry. Very few are salaried engaged in concerns which are not connected with agriculture. Thus the economic life of this district is organised round and sustained by

agriculture. If agriculture prospers, the people prosper; if it languishes, the people languish. Thus the fortune of the people of this district, is linked with the fortune of agriculture. With the beginning of second world war, agriculture prospered. Tobacco proved to be a rich cash crop. It fetched very high prices. As a result the whole district prospered and especially in Charotar, peasantry as well as businessmen earned riches. Hence the spread of secondary education got momentum during this period (1939 to 1947). But as we observed in Chapter II, that demand for secondary education is higher in Charotar on account of larger proportion of upper castes, in comparison to the remaining part of the district, secondary education largely remained confined to Charotar.

Growth of Secondary Education in Kaira district after Independence :

After independence in 1947, there has been a rapid growth of secondary education. Many secondary schools teaching upto VIII th or IX th standards, expanded into High Schools. The rapid growth of secondary education can be observed from the following table No.24

Table No. 24

Growth of secondary education after independence

Year	: No. of Secondary : Schools	: No. of High : Schools
1947	65	34
1959	103	68
Increase in %	58.5	100

No doubt, the favourable economic conditions since

the inception of world war II, is accountable for the growth of secondary education. But it is not the only factor. The other factors like the increased hunger for education among the people and a liberal government policy in giving grants to schools, after independence also contributed a great deal to the development of secondary education.

After 1947, financial help to non-government secondary schools (out of 103 secondary schools in 1959, only 3 were government schools and all other were non-government schools.) has been given on the following basis. Secondary schools have been divided into urban and rural area schools. In schools situated in rural area, government gives (from 1960-61 percentage of grants given to secondary schools is 50 in rural area and 45 in urban area) 33½ % grant on the total admissible expenditure which includes basic salary of the teachers. In schools located in urban area, the percentage of grant-in-aid is 30. In case of dearness allowance, government gives 50 % grant both to schools situated in urban and rural area. If we examine the following table No.25

Table No.25

Grants-in-aid given by the Government to Secondary Schools

Year	: Grants Given (in rupees)
1950-51	6,07,335
1951-52	6,84,490
1958-59	12,00,000 (approximately)

We find that in 1958-'59 the amount of grant just doubled that of 1950-

doubled that of 1950-51. During the Second Five-Year Plan, provision was made for advancing loans to the managements of non-government secondary schools, for the construction of school buildings and hostels.

The most important programme in respect of secondary education, is the programme of starting multi-purpose schools, which was taken up during the last year of the First Five Year Plan and which has been implemented more effectively during the Second Five Year Plan, by starting additional multi-purpose schools. The Second Five Year Plan also included provision for giving grants to the schools for the purchase of radio receiving sets, film projectors etc. Ancilliary grants are paid to the High Schools for libraries and for introducing core and craft subjects.

If the school makes profit which is more than 10% of the aggregate expenditure, the grant amounting that sum is curtailed.

Though Government is becoming liberal in giving grants, the policy of the Government is to give basic importance to primary education. Government expects that people themselves should bear the burden of secondary education. That is why Government, wants to run only one secondary school by itself in the district and the remaining Government run schools are to be gradually handed over to the local people concerned. We have observed previously that in 1953, 6 secondary schools were run by Government, while in 1957 number for the same is 3. This supports the policy mentioned above.

It is also the policy of the Government that private owned and managed secondary schools should be eradicated.

That is why Government has declared to cut the amount of grant given to these schools. Government is eager to see that these schools should be run by trust or education societies. Government thus, by minimizing individual private interests and rendering more financial help to public managed schools, provides a good opportunity to the development of secondary education based on peoples own initiative and resources. In 1953, out of 85 secondary schools, 6 were private and 68 were run by public education bodies, while in 1959, out of 103 secondary schools privately owned school is nil and other-~~leal~~ schools were run by local educational societies and trusts. This confirms our observation.

It is to be noted that privately owned schools in the district were only 6 in 1953 a time upto which grants to trust owned and private schools were given on equal basis. These schools, moreover, were located in Anand, Nadiad and Petlad - 3 out of 38 towns of the district. In rural area no secondary school was run by private management. To run a High School is ordinarily not a profitable thing, and in rural area, though Government is more liberal in giving grants, the schools have to shoulder great economic hardships. That is why privately owned schools could develop only in enlightened towns of this district.

We have seen that Charotar is advanced in secondary education and after 1947, it is foremost in the development concerning High School education, which can be seen from the following Table No.26.

Table No. 26

Development of Secondary Education in Charotar and
remaining part of Kaira district

Year:	No. of secondary schools:				Tot	No. of High Schools:				No.
:	Charotar	Remaining	part	of	-al	Charotar	Remaining	part	of	tal
:	:	of	Kaira	Dist.	:	:	of	Kaira	Dist.	:
:	No.	No.	No.	No.	:	No.	No.	No.	No.	:
1938:	inc:	inc:	inc:	inc:	:	inc:	inc:	inc:	inc:	:
:	ased:	ased:	ased:	ased:	:	ased:	ased:	ased:	ased:	:
1938	36	-	12	-	48	-	16	-	4	-
1947	49	(13)	16	(4)	65	17	24	(8)	10	(6)
1959	69	(20)	34	(18)	103	38	51	(27)	17	(7)

From the above table, it can be examined that in a period of 12 years after independence (in 1959), 20 new secondary schools were started in Charotar, whereas in the remaining part of the district, 18 schools could be started during this period. This shows that so far as rate of growth of secondary schools is concerned, there is no significant difference in Charotar and in remaining part of Kaira district, during the period 1947-1959. But it is significant to note that there is a striking difference in the growth of High Schools in Charotar and the remaining part of Kaira district in this period (1947-1959), as in Charotar, 27 High Schools could be started during this period, while in the remaining part of Kaira district, only 7 could be started.

After 1938, under new era of economic prosperity, secondary schools located at towns in area other than Charotar, of this district, got opportunity to develop into High Schools. Hence by 1947 we find that 6 High Schools could be established in the remaining part of Kaira district. In Charotar 8 High Schools were started

during this period. In this period (1938-'47) 13 new secondary schools were started in Charotar, whereas in the remaining part of this district, only 4 new schools could be started. This shows that in the period between 1938-'47, move towards opening new secondary schools was higher than that towards High Schools in Charotar.

With the advent of independence, scope of white-collar jobs increased and the Government became liberal in giving grants to secondary schools. Hence, Charotar where demand for secondary education is higher on account of upper castes, made higher progress in expanding secondary schools into High Schools.

Girls Schools :

We have seen that there are 5 girls' High Schools in this district. Beginning of girls' school was made only in 1938, but after 1947, 4 new girls' schools have been opened, All of which being High Schools now. We have seen that after 1947 secondary education has made a very rapid progress in this district and with the expansion of secondary education, entry of girls to secondary schools also increased after 1947, But as we have observed in Chapter II (Table No.3) a very large majority of these girl-students belong to Charotar and there too in urban area. It is significant to note that all the girls' High Schools are situated in 4 towns of Charotar viz., Anand, Nadiad, Umreth and Bhadran. Nadiad is the biggest town of this district and its population is 62,645. A considerable number of the population of this town consists of Brahmins, Baniyas and Patidars. On Umreth, the population of Brahmins and Baniyas is higher. In Bhadran, number of

Patidars is the highest. In Anand, the proportion of Higher castes is considerable. Now, in these upper castes, social factor such as consideration of girl's education at the time of marriage settlement has made the parents conscious about their daughter's education. Co-education in secondary schools has helped upper castes to satisfy their demand for their daughter's education. But among the people of these upper castes, there are persons who desire for separate schools for girls. It is their belief that in a Co-education system, there is a moral degradation, particularly of girls. But these parents have no other go, except to send their daughters to secondary schools, where there is co-education, as it is difficult to run a separate girl-school on account of not adequate number of girl-students. Hence in places, where these people of upper castes, are in a position to run a girls' school by getting adequate number, there is a tendency towards starting girls' school. In Anand, Nadiad, Umreth and Bhadran, thus girls' schools could be started.

Upper-castes' initiative in starting Secondary Schools and their hold in school management :

During the British rule, it was the policy of the Government to refrain from directly running secondary schools, though one model High school was run by Government in each district. After independence also, it is the policy of the Government not to shoulder direct responsibility of running secondary schools. Hence, the spread of secondary education in this district mainly owes to local initiative. We have seen that privately owned secondary schools were few and after 1953, they have been eradicated in this district. A very large majority of secondary schools (98 out of 103)

have been established and managed by local education societies.

High Schools of this district and especially those of Charotar located both in rural and urban areas possess beautiful school-buildings on account of the generous donations from the local people.

It is to be noted that public donations towards the secondary schools have been from the upper castes Hindus - Patidars, Baniyas and Brahmins. But the largest share of the donations come mostly from Patidars. It is interesting to note that out of 68 High Schools of this district, 19 bear names of local persons, of whom 13 are Patidars, 5 are Baniyas and 1 is Brahmin. Persons whose names have been attached to High Schools are chief-donors to High Schools. Population of each of the upper castes viz., Brahmins, Baniyas and Patidars in rural and urban areas and economic condition of each of the upper caste as a whole, have influenced donations towards secondary schools. It is to be noted that all the 5 High schools bearing names of local persons of Baniya caste are in towns. One High School bearing the name of Brahmin is in Umreth which is also a town. Though varying number of Baniyas are found in rural and urban areas, yet their population is comparatively more in some towns viz. Nadiad, Kathlal, Kapadwanaj and Thasra.

The aggregate population of Brahmins would not be less than that of Baniyas. However, only one High School bears the name of a person belonging to Brahmin caste. Unlike Baniyas, Brahmins are proportionately economic condition of Brahmins on the whole is also not good, in comparison to the other upper castes. Hence donation for secondary schools is small from this caste.

Patidars are found both in rural and urban areas, but in rural area, proportionately their population is higher. Hence, in secondary schools located in rural area, a very large donation is given by Patidars. In urban area also, in most of the cases, population of Patidars is considerable and in secondary schools, their contribution is larger in urban area also. We have seen that Patidars are the chief landholders and agriculturists in this district. Moreover, some persons of this group mainly belonging to Charotar, are well placed in business and service in different parts of India and abroad. This has made possible generous donations from Patidars for secondary education, particularly in Charotar.

We have previously seen in Chapter II that upper castes of this district have a higher demand for secondary education in order to maintain their social status in the changed political and economical situations. As Government refrained from shouldering direct responsibility of running secondary schools, people of the upper castes took initiative in starting secondary schools in this district. As the population of Patidars is much higher than that of Brahmins and Baniyas and as Patidars are comparatively better off than the remaining two upper castes, (Brahmins and Baniyas) local initiative of starting secondary schools was taken in many cases by Patidars and with co-operation of the remaining upper castes they expanded secondary education in this district.

Upper-castes and management of the Schools :

As initiative in starting secondary schools has been

provided by the upper-castes, managing committees in this district, also consist of persons belonging to the upper castes. Though, 60 % of the total population of this district consists of Baraiyas, there is hardly any person of this group in the managing committee of the school. Lower castes have also no access to the management. It is mainly because leading part in social and cultural spheres is played by the upper castes in many places, rural and urban of this district. It is significant to note that where local leadership is not in the hands of upper castes, but in the hands of Baraiyas who constitute majority of the total population of this district, the areas whether rural or urban (For example, Adas and Samarkha) have remained backward in secondary education. This does not mean that in all places where local leadership is in the hands of upper castes, there are secondary schools. But in such places there is a demand for secondary education and as circumstances permit, they fulfil the demand.

Though the school management consists of upper castes, most of the members are Patidars and this is more applicable in rural areas. We have seen that among upper castes, population of Patidars is the highest. Moreover their economical condition is comparatively better and their donation towards secondary schools is higher. Hence a large majority of the members of the school-management are Patidars. This is highly applicable not only to the rural area but barring a few towns (Umreth, Kapadwanaj etc.) to urban area also.

It is important to note that in varying degrees, managements show caste and class spirit in the appointment of teachers and Head-Masters. If a person belonging to lower

castes, particularly Harijan applies for the post of a teacher, he has hardly any chance to be taken up, though he may be qualified for the post. Persons of intermediate castes are taken up as teachers, but there is a tendency to prefer persons of upper castes. But for the post of a Head-Master, appointment of a person belonging to intermediate caste is difficult, though he may be fit for the post. For instance, in one town of Charotar viz., Karamsad, few years back some members of the managing committee proposed to appoint an able person as an Head-Master. He was quite competent for the post, but he was not taken up because he was a carpenter by caste, which is lower to upper castes. Hence, he was thought to be improper for the post of a Head Master.

If the management appoints a person as a teacher belonging to a lower caste or to religions other than Hinduism, its action is generally criticised by the local public and this is highly applicable in the rural area. For instance in one village of Charotar, a local Muslim teacher was appointed in the High-School, situated in the village. He was qualified for the post, but as he belonged to different religious community, the action of the management was highly criticised by the local public and some members of the managing committee were also against the appointment of that teacher, simply because he happened to be a Mohmaden. Ultimately, the teacher was made to leave the school.

In few cases, where the management is mainly under Brahmins and Baniyas, caste spirit has been found in having prejudice against Patidars. For instance, in one High School at Umreth a well qualified and capable teacher was promised to be made a Head Master, few years back, but that could not be done,

be done

^ because he was not a Brahmin.

We have observed that a very large majority of secondary schools are run by local education societies.

Managements in these schools are composed of upper castes and there too mostly of Patidars. But generally the constitution of these local education societies, is such that special seats are reserved for donars. There are seats for ordinary members also. But here too, well to do persons of upper castes though they may be little educated, are in many cases selected.

The executive head of the school committee is known as ^{the} President or the Chairman. He is assisted by a Secretary. These two persons are of great importance so far as school governing is concerned. Other members of the governing body play mostly a passive role, mainly because of their little education and their little understanding of the academic problems. This is much more applicable to schools in rural area. The general impression about managements in rural areas and in most of the towns is that most of the members of the school committee, have received little or no secondary education while the Presidents and Secretaries are comparatively better educated. On account of this, the governing policy of the school, rests mainly in the hands of President and the Secretary. If they are sincere enough and govern the school from the point of view of education only, the school can make good progress.

Remaining members of the governing body, are mostly dummies. They, it has been observed take little interest in school affairs. Under these circumstances, it is obvious that a Head Master or his assistants, if they are in good books

of the President and the Secretary, they are quite safe so far as their service is concerned, though they may be inefficient and unfit for their jobs. On the contrary, it also happens that a strong and capable hand quite fit for the job, but in the bad books of the President and the Secretary, has to leave for no fault of his own.

The number of members of managing committee of the school generally varies from 9 to 15. They are selected by the members of the local education society. To become a member of such society a nominal membership-fee of Rs.5/- or Rs.11/- is annually subscribed, and generally it is open for all castes to become a member by paying the necessary membership fee. But it is significant to note that castes other than Brahmin, Baniya and Patidar, show no interest in becoming member of such education societies. The tenure of the members of the managing committee of the school varies from 1 year to 3 years in different places. At one place the school is run by two villages (Mahelav and Bandhani). Financial assistance for the construction of school building and maintenance fund, have been almost equally shared by people of two villages. This joint education body has become possible, because these two neighbouring villages have good deal of social connections and the distance between the two is nearly of one mile only. On account of the joint efforts of the two leading villages of this area, financial problem of the High School, which is a crucial problem for a rural High School, has been satisfactorily solved. This has made possible the construction of a magnificent school building and a considerable reserve fund for the maintenance.

We have seen that most of the secondary schools are run by education societies. Out of them Charotar Education Society about which we have referred earlier, is note-worthy. Charotar Education Society, Anand, directly governs D.N. High School and Kasturba Kanya Vidyalaya, both at Anand. The actual management of the above schools, is in the hands of volunteers. It is these volunteers, who, out of missionary spirit have devoted their lives to the cause of education and have made these institutions ideal not only in academic sphere, but in multi-farious other activities. It runs a good hostel under the supervision of volunteers who try their utmost to mould mental and moral developments of about 300 students who reside in it. In games and physical training activities, the school sets an ideal model. It is important to note that not a single student belonging to this High School, has replied in the questionnaire that he does not like physical training period.

We have previously seen that founders of the Charotar Education Society had an ideal in their mind to spread secondary education in Charotar. The volunteers have helped a lot to form secondary schools and High Schools at different places in Charotar. At present the society jointly manages 14 schools. Local management manages about financial matters, while in academic affairs, volunteers of the Society manage. Appointments of teachers are not made by the local committee, but by the volunteers of the society. The special advantage under this system has been that the schools under the joint managements, have been immune from local politics which play sometimes havoc in the case of appointment or removal of teachers.

In the case of other schools run by local education bodies, efficiency of the school is sometimes marred on account of local politics. Many a times, these bodies become a prey of local politics and pure personal likes and dislikes, rather than a sound educational policy rules the school. Under these circumstances, the fate of a Head-Master or an assistant teacher is immediately determined if he sides opposition party in burning local problem even if the problem is not pertaining to the school or education. In a number of schools in the district, there are local teachers. Sometimes they play an active part of a local politician in school matters. Hence, at some places like Boriavi, Napad etc. it has been decided not to engage local persons. But this is not followed in all schools. At certain schools, local teachers are really a boon to the school.

Secondary schools in rural area and in many towns, are always in financial difficulties. It has become a custom that on marriage occasion the bride-groom side should give a small donation to his local school and to the school at bride's place. It is interesting to note that this custom has been formed by Patidars at some places in Charotar. The custom is applicable to Patidars only. In many villages and towns of Charotar, where there are secondary schools and managements consist of Patidars, the above custom is mostly found and the caste-councils of Patidars have sanctioned it. In many secondary schools situated in rural area, girls are given special concession in tuition fees. They are charged half fees and freeships are given to them

liberally. In Vasad, Maholel, Uttarsanda, Narsanda etc., this sort of concession has been given in order to promote secondary education among girls in rural areas where parents are generally apathetic and sometimes even opposed to educating their daughters as they think it unnecessary and as it entails additional expenditure. Even the parents who can well afford the expenses, also think in terms of rupees, also think that there is no need of educating girls.

Secondary schools and their working :

Under the British rule, it was a general conception that primary school means a Gujarati school and secondary school means an English school. It is interesting to note that along with the names " Middle School ", " A.V.School", and " High School ", " English School " was also used for some secondary schools. The above names for secondary schools have been retained in majority of the cases, but it may be noted that now the words viz., " Vidyalaya ", " Sharda Mandir ", " Vinay Mandir " etc., have come into use in some places in place of English terms mentioned above.

Under the British rule, a full primary school, consisted of seven standards and a complete secondary school was also composed of seven standards. A student after passing IVth standard of primary school, could get admission in 1st standard of a secondary school. The curriculum in Vth, VIth and VII th standards of a primary school, was the same as was in Ist, IInd and IIIrd standards respectively, of the secondary school. The only difference in curriculum was that English language was not taught in any standard of a primary school, while it was a compulsory subject in all the standards of a secondary school. Hence a student who passed

VIIIth standard of a primary school, could not get admission in IV th standard of a secondary school.

Thus the difference between upper standards of primary school and lower standards of secondary school was mainly this, that English was a compulsory subject in the case of secondary schools and comparatively there were more qualified teachers and better equipments. Under these circumstances a number of A.V. Schools and middle-schools were established, which taught upto lower standards of secondary schools.

After independence, as we have seen previously, English is not a compulsory subject in lower standards of secondary schools. Hence lower standards of secondary schools have been closed at some places, as the student after passing VIIth standard of primary school is directly admitted to VIIIth standard of secondary school.

It is to be noted that after independence, there is a change in education policy as it now combines primary and secondary education. Primary and secondary education combined, have been divided into 11 standards. 1 to 7 standards are considered as primary and 8th to 11 standards are considered as secondary. Instead of IVth, Vth, VIth and VIIth, now VIIIth, IXth, Xth and XIth terms are used for the upper classes of secondary schools. Under the British rule, at the end of VIIth standard, matriculation examination was conducted by the Bombay University. A student only after passing this examination was admitted in a College. For Government services also, this qualification was considered necessary. In the Matriculation examination, there were 7 subjects and all were compulsory. After

independence, matriculation examination is termed as Secondary School Certificate Examination. The student has been given a wide choice of subjects. He has now to pass in 7 subjects chosen by him out of 63 subjects in aggregate.

In Government schools of the district, rate of fees is as under :

Standard	VIII	Rs. 4-8-0 monthly
"	IX	Rs. 5-0-0 "
"	X	Rs. 5-8-0 "
"	XI	Rs. 6-0-0 "

In non-Government schools, minimum rate is Rs. 3/- to 4 monthly and the maximum is between Rs.4-8-0 to Rs.9-0-0. If the school charges more than the maximum amount fixed, the school is not given grant by the Government.

In addition, to the above, tuition fee, term fee is also charged. This is utilized for drawing-class, water facilities, tour etc. It is a Government rule that 10 to 15 percents of the total number of students may be given free-ships. If the percentage is less than 10 or more than 15, contribution towards free-ship is not granted by the Government. Certain schools give this benefit to girls also, as we have previously seen.

The school year begins from the second week of June and ends at the last date of April. This period is divided into two terms. First term begins from June and ends generally in the third week of October. Second term begins from November and lasts till the end of April. First term ends with a vacation of nearly 24 days. At the end of the second term, there is a summer vacation of about 42 days, beginning from 1st of May and lasting upto 2nd week of June.

In addition to these vacations, 42 more holidays are observed by the schools. Besides 95 holidays, there are 45 Sundays and 40 half working days. In effect this means that there are 155 days as clear holidays. Thus the school works for 210 days in the year and these include unforeseen holidays or half-holidays, days of annual social gathering and days of festivals when schools meet but do no academic work. Hence, it can be said that the school works for 200 days in the year and put in ~~about~~ 800 hours of actual teaching work. This means that on an average schools do actual teaching for about 2-2½ hours a day.

In all schools, Government sanctioned text-books are used. According to the rule, a text-book once prescribed is to be used for three years. Generally the Head Master with the help of senior teachers, decides the text-books to be used in the school concern, out of different books sanctioned by the Government. It is to be noted that in about 22 schools that have joined with D.N.High School, Anand for examination purpose, the text-books are decided for them by D.N.High School.

After independence, craft or agriculture has been made compulsory in Standards Vth, VIth and VIIth by the Government. Previously Drawing was compulsory upto VIIIth standard. Now, the subject is compulsory upto Xth. Certain schools coach students for elementary and intermediate drawing examinations.

Previously, physical education was not given proper importance. After independence, physical training has been given its due importance in the school curriculum. In all schools, half an hour of each working day is meant for physical education. Mostly, last period of each working day is allotted

for this. On each Saturday, mass drill is conducted. Schools have to celebrate 3 days, prescribed by Government as "Physical Education Days". Generally these days are celebrated in the last week of December or January.

In addition to the daily routine work of schools, many extra-curricular activities are conducted by schools. In almost all high-schools and many secondary schools tours are conducted during Diwali Vacation. Certain schools conduct long tours to visit different parts of India. In rural area and in most of the towns, such tours are not possible to conduct for want of students. It is to be noted that railway authorities have now given special concessions to students, as they charge only 1/8th of the railway fare to students' educational tours conducted by schools. Some schools which generally conducted tours for Pavagadh or some nearby place, now conduct tours even for distant places. In High Schools, the students perform mostly annually, an entertainment programme. Girl-students participate in Garbas etc. but not in dialogues and such other items where mixed participation may be required. In some cases, girls participate in one act plays in which there is no male character or wherein male character is also performed by girls.

Certain schools conduct co-operative stores where stationery useful to students is sold and the profit is used for the benefit of the students. Scout and A.C.C. training are also imparted in some schools. A.C.C. has been introduced in 75 schools in the district. The number of cadets has grown from 3,300 in 1954-55 to 4,450 in 1956-'57. Camps lasting three days each are also held once in a year. The purpose behind is to give the students training in ~~kan~~

hard camp life, social service and co-operation. Certain schools arrange programmes for social welfare service like Gram Safai, Shrama-Yagna etc.

Extra-reading has been given special importance. Schools have to maintain special reading rooms. Moreover, there is a small class-library for each class. In a reading room, a number of magazines and news-papers are kept. Students read them mainly during the recess.

For the lower standards under-graduate teachers are generally appointed. Graduate teachers engage upper classes. It is a departmental rule that every teacher should be a trained one. In towns like Anand and Nadiad, it is comparatively easy to get trained teachers. But in many towns and in all schools located in rural area, there is a dearth of trained graduate teachers. They are paid higher salaries than Government scales. Government does not give grant on this additional amount and the management has to shoulder the burden. This has added financial difficulties of schools in rural area and that is why many schools simply run but do not make progress.

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Thus we observed that though secondary education was introduced in this district by the British rulers in 1856, it made rapid progress only after 1938 and particularly after independence in 1947. We examined that growth of secondary school education in the district chiefly depended upon the local initiative ~~appe~~ of upper castes. We have also seen that a very large majority of secondary schools are run by local education societies and there is the hold of Patidards in

managements of most of the schools. We observed that after independence there is a good deal of change in curriculum and there is a trend towards vocational training.

The above features of the secondary school system of this district have a relationship with the political, economical and social surroundings of this district.

British rulers, as they required persons helping in administration, introduced formal education system in India. But they refrained from shouldering responsibility of running secondary schools directly. Hence upper castes, in order to maintain their higher social status in the changed political situation, undertook the responsibility of developing secondary education in this district. To run a secondary school being not gainful, privately owned schools were very few. Thus, most of the secondary schools have been started and run by local education societies, which are chiefly composed of the upper castes. Among the upper castes, Patidars are more in population. They are economically better off and they are chief donors to secondary schools. Hence in a large number of school managements, their hold is greater.

As Charotar is economically better than the remaining part of this district and the proportion of the persons of upper castes is comparatively more in Charotar, than that of the rest of this district, growth of secondary education from its very beginning, has been higher in Charotar than that of the remaining district.

With the beginning of World War II, this district as a whole economically prospered. Hence, the spread of secondary education got momentum after 1938. With the independence of India in 1947, avenues for employment in white-collar jobs

have increased greatly and the new democratic Government has been liberal in giving grants to secondary schools. Thus the spread of secondary education is very rapid after 1947. But the local initiative, in this rapid growth of secondary ~~school~~ education has been provided by the upper castes as the demand for secondary education is higher among them and at the same time, they are in the position to afford it.

During the British rule, curriculum of secondary schools, was fixed according to the needs of foreign rulers. Hence, English was a compulsory subject in all the standards of secondary schools and until 1938, when provincial autonomy was given, medium of instruction was English from IV th standard to the Matriculation class. After independence, English has been dethroned from its former place. Now Hindi is made a compulsory subject, in secondary schools, as it is a national language of India. Teaching of crafts and agriculture have been introduced in the lower standards of secondary schools. Attention is now paid to vocational training in secondary schools. Now, measures have been also taken to eradicate privately owned secondary schools. Thus we find that with a rise of a democratic Government there is a change in secondary education.

In this Chapter, we saw that in the changed political and economic situation, so far as school system is concerned, caste has percolated mainly through the growth of secondary education and management, of the schools. This confirms our assumption made in the beginning of this Chapter, that caste in one ^{way} or the other, may appear in the school system.



એમ. એમ. હાઈસ્કૂલ



ઈ. એમ. હાઈસ્કૂલ, ભોરસદ

SOME HIGH SCHOOL BUILDINGS IN



ધી કેરબે હાઈસ્કૂલ, ખંભાત

URBAN AREA IN KAIRA DISTRICT



શેઠ ભે. એચ. સોનાવાલા હાઈસ્કૂલ



કસ્તૂરબા કન્યાવિદ્યાલય, આહુદ



HIGH SCHOOL BUILDINGS IN
RURAL AREA.



This community Building (Dharma shala) was used for running a secondary school at NARSANDA (Rural area) from 1928 to 1954.



② A separate High school building constructed in 1954-55 at NARSANDA.

③ In 1960 extension under construction of the above High school Building





① This Community building (Dharma-shala) was used for running a secondary school at VASAD (Rural area.)



② Present High School building at VASAD



As the student at
high school at
KANTO
KANTO