CHAPTER II

THE DISTRICT

In order to be able to appreciate the social set up of the district, it is desirable to know its physical set up, for the two are in some ways related. Hence, here we study some of the physical aspects of the district by making a broad geographical survey of the district. Having done that we will also in this chapter consider the distribution of schools and discuss the need and supply of educational facilities in the areas as well as the agencies which control and those who avail of these facilities.

The Old Prant and Present District:

We cannot lose sight of the fact that the present Baroda district has emerged out of a part of the geographical territories of the old Baroda Prant, as it was known till 1949, when the Baroda State was merged with the then Bombay State.

The Baroda Prant had the river Narmada to mark its southern boundary, and on the North was the British Indian territory of the present Kaira district. In the centre of the Baroda Prant lay the capital of

the State, Baroda, a city of long history. The Prant had an area of 1933 sq.miles and a population of about 8½ lakhs.

The Baroda Prant could be territorially divided into two parts - the Eastern and the Western. The Eastern part included the talukas of Samkheda, Savli and Waghodia, which are all retained in the present district. But, consequent upon the merger of the Baroda State with the then Bombay State, the Eastern boundary of the Baroda district is changed and now are included in the Baroda district the former Indian States of Chhota-Udeipur, Samkheda-Mewas (small thakrats on the bank of Narmada river), Pandu-Mewas (small thakrats on the bank of Mahi river) and Bhadarwa - now territorially distributed over the new talukas of Chhota-udeipur, Jabugam and Naswadi, and the former talukas of Padra, Samkheda, Savli and Waghodia.

The western part was divided into three sub-parts. The rivers were taken as natural determinant of boundaries. Of these three parts, one, Charotar, was an area between the rivers Mahi and Sabarmati, comprising the talukas of Petlad and Bhadran. They now form a part of the Kaira district. Two, Vakal, is an area between the rivers Mahi and Vishwamitri and it

comprised the central talukas of Baroda and Padra. These talukas remain under the present Baroda district. Three, Kanam, is an area between the rivers Jambu and Narmada and it comprised the southern part of the Baroda taluka, and Karjan, Sinor and Dabhoi talukas.[1] These talukas are also retained in the present Baroda district.

Thus, the old Baroda Prant of Gaekwad State underwent some change in its areal extent and the delimitation of its outline since its merger in the Indian Union. (Refer the map) The present outline Baroda district, has emerged as a result of the transfer of some parts of old Baroda Prant to other districts and addition of some former Indian States and villages. While the original division lost the talukas of Petlad and Bhadaran, this loss of territory was more than compensated by the addition of former Indian States of Chhota-Udeipur, Samkheda and Pandu-Mewas and a village of Panchmahal district. The present district has eleven sub-divisions or talukas with a total area of 2788.3 sq. miles. The table below gives comparative idea of

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1. Based on Vadodra Prant Sarva Sangraha, P. 103-104.

the Prant as it was in 1941 and the district as in 1951.

TABLE 2.1

1941			1951		
Sr. No.	Talukas	Area in sq. miles.	Sr. No.	Talukas	Area in sq. miles.
1.	Baroda	241	1.	Baroda	263.1
2.	Bhadaran	86	2.	Chhotaudepur	434.1
3.	Dabhoi	217	3.	Dabhoi	249.0
4.	Karjan	237	4.	Jabugam	319.4
5.	Padra	202	5.	Karjan	232.4
6.	Petlad	183	6.	Naswadi	212.4
7.	Samkheda	215	7.	Padra	209.0
8.	Savli	212	8.	Samkheda	253.6
9.	Sinor	124	9.	Savli	314.9
10.	Tilakwada	38	10.	Sinor	114.4
11.	Waghodia	167	11.	Waghodia	185.7
	Baroda Cantonment	11			
		1933			2788.3

This shows that the area of the district has been enlarged by more than 850 sq. miles, but more significant than the simple fact of areal increase is the addition of some of the under-developed, rather under-developed,

areas lying on the slopes of Satpura hills on the eastern flank of the district.

Soil, Temperature etc.:

The district has a general constructional slope from East to West and the two rivers Narmada and Mahi mark its southern and northern boundaries respectively. The drainage pattern of the district appears to follow the natural slope. Located within the tropics, the district has a 'hot' climate; moderated only by the approach of rainy and winter seasons. June is the hottest and January the coldest months of the year.

There are primarily two types of soils in the district - the residual and transported. The residual -soils are usually black, called locally as 'Kali' and the transported soils are the result of the transported alluvium, locally called as 'Besar' and 'Gorat'.

The flat plain of the district has not permitted the growth of natural vegetation on it. Only the agriculturally unsuitable land is under grassland or forest.

There is not much of irrigation in the district and the main crops are rice, jawar, wheat and pulses. Non-food crops are represented by oil-seeds, cotton and other fibres, drugs and narcotics and fodder crops.

The district is growing industrially, but it has

already set in it, textile mills, chemical concerns and ginning factories. The four textile mills are all in the city. The leading chemical concerns are also in the city. The ginning factories are spread over the district and are located particularly in the cotton producing areas. Bajwa, Karjan, Sinor and Dabhoi have ginning as an industrial operation.

Settlements and population:

There is a uniform distribution of settlements in the district with greater concentration along the transport routes. No habitable part of the district is ignored by the people. There are in all 1710 settlements in the district comprising of 1700 villages and 10 towns.[1] The rural population of the district is 8,97,528 (75.13%) in contrast to urban population which is 2,97,218 (24.87%) of which 17.17% is in the city. This works out to a density of 401 persons to the sq.mile. The density, however, is not uniform and varies with the available resources. The plain region around Baroda in a radius of about 20 miles has a population density higher than the rest of the district. This is probably because of the nearness to and the

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1. As per Baroda District Census Handbook, 1951.

influence of the city.

The density of talukas of district

TABLE 2.2

Sr. No.	City/Taluka	Area in sq.miles	Total population	Density per sq.mile.*
1.	Baroda city	10.9	2,11,407	19,219.00
2.	Baroda Taluka	263.4	1,37,521	522.89
3.	Chhota Udepur	434.1	1,09,426	252.13
4.	Dabhoi	249.0	99,819	400.87
5.	Jabugam	319.4	83,613	265.24
6.	Karjan	232.4	72,838	313.95
7.	Naswadi	212.4	72,393	341.47
8.	Padra	209.0	1,16,472	557.28
9.	Samkheda	253.6	90,441	356.46
10.	Savli	314.9	1,08,363	344.00
11.	Sinor	114.4	41,387	354.27
12.	Waghodia	185.7	51,066	272.37
	Total:	2799.2	11,94,746	427.59

Based on District (Baroda) Census Handbook - 1951.

*For working out the density of population per sq. mile, the total area in sq. miles is converted to the next higher integer where it was more than .5 and was retained to the given integer where it was less than .5.

The two talukas of Chhotaudepur and Jabugam in the North-east part of the district have population density which stand in sharp contrast to the population density in the rest of the district. Baroda has the highest density which radially decreases on all sides. The areas between Baroda city and the peripherial zone of the district have an intermediate density as is evident from the figures for Padra and Dabhoi talukas. The density, however, does not decrease so rapidly to the West, as on the East.

Soil fertility is a very important determinent of the population distribution. Dabhoi, Karjan and Sinor talukas show a fairly high density, just because of their soil which is the only natural economic resource. The advantageous position in the orbit of urban influence has pushed up the density of Padra and even of Dabhoi. The talukas in the extreme east like Chhotaudepur and Jabugam are forested, hilly and far from the city of Baroda. They are the tribal areas. Their limited economic potentials having failed to support a large population have restricted the density.

Size of settlements:

The district is not very urbanised and majority of the settlements are supported by agriculture and

and possess the rural characteristics. About 90% of the settlements have population of less than 1000 persons, though the greatest number is accounted for by small villages with population less than 500.

Settlements with a population of more than 1000 persons are located either along the transport routes or on the river banks. The cultivation of cash-crops has presented the problem of transport and the thorough fares as factors of settlement location have become very important.

A settlement with a population of less than 500 is a small agricultural hamlet. Another with a population of nearly 1,000 retains some provision shops, with a primary school and a weekly market. A population of more than 2,000 in a settlement is indicative of a full-fledged vernacular school, a village panchayat headquarters and even a stationary store. A town with a population of about 5,000 persons shows some of the characteristics of urban settlements, in that it has a post office, atleast a medical practitioner, some general stores, a market to cater for the surrounding areas, and occasionally a police station and a high school. This also serves as a collection and distribution centre.

Most of the settlements with more than 5,000 population are taluka headquarters - equivalent to county of England - and are usually classed as urban settlements. The towns of the district are more or less

distributed uniformly, occupying, with the exception of Sinor, the central position of the taluka. Baroda has the largest population namely 2,11,407 in 1951, and is treated not as a town but as a city. Baroda is not only having the advantage of being located on the broad-gauge Western railway, but it has also got the historical momentum by virtue of its becoming the State capital of Gaekwads for about two centuries. It is both a cultural and industrial city. The residential university with practically the maximum number of faculties in Gujarat State is the unique feature of the city. The city has also a stable economic base provided by a good number of industries. The old princely capital which was a show piece of Gujarat,gradually obtained, in an increasing measure, an industrial aspect. The city has attained a more balanced ratio between its basic and non-basic economic activities. Developed initially between the four walls, it exploded outside with the growth of population and the progress-ive realisation of the futility of having a walled city. This, however, was not allowed to happen haphazardly and a planned start was given with wide roads, imposing buildings and in even one way traffic in some parts of the city. Today it is not only a

cultural centre of Gujarat but serves as a nodal point in regional economy of the district.

Not only the economy of the whole district is orientated to Baroda, Baroda itself serves as a regional capital through a hierarchy of sub-regional centres. The towns of the second and third grade, both in size and function, serve as intermediate link between the main city and the rural areas. The rural-urban interaction is a two-way process, in as much as the villages rely on the towns and the city for the sale of their raw materials and for the purchase of finished goods, while the towns serving as functional centres render services to the countryside and depend for their trade on the farm products.

The classification of settlements in different groups shows that there is a hierarchy of centres from the smallest hamlet to the biggest city varying not only in their size but also in the magnitude of functions. Most of the towns above 5,000 are the taluka headquarters, and they not only have small functional field but also have an administrative area under their control. Most of these small towns have sprung up because of their central location and the need for services in the surrounding area. This explains the

uniformly spacing of the towns. The towns are connected by metalled roads and enjoy good communication means.

These physical characteristics of the regions have influenced education in two ways: Firstly, in the distribution of schools, and secondly, in the social background of the students. Of these two, we study the first influence in what follows in this chapter and the other we will study in Chapter III and the subsequent chapters.

Number of boys/girls studying in high schools:

Area-wise distribution of boys/girls studying in upper classes of high Schools

Table 2.4

Area	Boys			Girls			Grand Total	Percentage
	X Class	XI Class	Total	X Class	XI Class	Total		
Rural	969	678	1647 92%	88	60	148 8%	1795 100%	21.52
Urban	1070	683	1753 88%	134	102	236 12%	1989 100%	23.85
City	1764	1313	3077 68%	874	603	1477 32%	4554 100%	54.63
Total	3803	2674	6477 78%	1096	765	1861 22%	8338 100%	100.00

It will be seen that a large bulk of students 54.63% belong to the city, whereas the others are distributed over the urban and the rural areas with 23.85% and 21.52% respectively. Viewed in relation to population, as discussed above, it will be found that whereas the city has 17.17% of the total population its student population in the inquiry is 54.63%; the urban area has 7.70% of the total population and 23.85% student population and the rural area has 75.13% of the total population but has only 21.52% of the student population. Percentage taking education is highest in the smallest percentage of population and also the smallest area and conversely, percentage taking education is lowest in the largest percentage of population and the largest area. Thus the city and the towns are able to send students to the high-schools nearly thrice their claim, whereas the rural area is able to send less than even 1/3 of the students it can claim to send on the basis of their population. The city and the towns are therefore very much represented and the rural areas are very much under represented at the level of secondary education.

Even in case of university education 'only 14% students come from rural areas. The places with

population of more than 1,00,000 which we may call cities, contribute about 43% of the students. About 39% of students belong to places whose population ranges between 50,000 and 1,00,000.' [1]

Thus, the city, urban and rural residence of the student acts as a selective agency. Though the educational institutions are open to all, the city and town population are able to take its advantage much more than the rural population.

Similarly, caste is the second selective agency. Of the 540 students under the sample, 59.64% students belong to the 3 upper castes of Brahmin, Bania and Patidar, of whom 17.04% are Brahmins, 16.85% Banias and 25.75% Patidars. Now, in the total population* there are 5% Brahmins, 4% Banias and 11% Patidars. In regard to the backward castes we find that in case of lower intermediates the population percentage is 17% whereas their student population in the inquiry is 1.11%. The lower castes have the largest percentage (i.e. 26%) of the total population, but their student population is 5.56% only. Harijans (untouchables) are

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1. Report on an inquiry into Physical Norms of Gujarat University Students, P.17.

* Caste-figures are not available in 1951 Census Report. The reference here is to 1941 Census figures based on "Baroda State Census-1941" (Gujarati) and have been commuted therefrom.

9% of the total population but their student population is 3.33%. Muslims have for them 10% of the total population and their student population is 4.81%.

Thus, percentage taking education is highest in the smallest percentage of caste population and percentage taking education is lowest in the largest percentage of caste population.

Thus, caste is the second selective agency.

In Baroda city 4554 students receive education at the S.S.C. and pre-S.S.C. levels, of whom 68% are males and 32% are females. In the urban area, 1989 students study at these levels of whom 88% are boys and 12% are girls. In the rural area, of 1795 students 92% are boys and 8% are girls.

It can, therefore, be said that secondary education, at the higher two classes, is more in case of boys than girls in the city; but in the urban and the rural areas, it is mainly confined to boys. As compared to the percentage of boys, the percentage of girls is very low.

Talking on the whole, of 8338 students who study at the pre-S.S.C. and S.S.C. levels, 78% are boys and 22% are girls. But, they are almost in an equal percentage in the total population [1] for the average

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1. Table C-IV :Age and Literacy (P.98) Baroda District Census Handbook - 1952.

age group to which they belong.

Hence, it can be said here also that in spite of an equal percentage of males and females in the total population, the percentage of males receiving education is larger than the percentage of females receiving education. This is also corroborated by the Kaira inquiry. There '82% students are boys and 18% are girls'(P.22).

This may be probably because of the reason that girls are looked upon as having an inferior position as compared to boys. Even this day, a family rejoices on the birth of a son, but not so on the birth of a daughter. This in its turn may be due to the fact that whereas the son is likely to be a permanent member of the family, the daughter is to leave the family after her marriage. Parents have different expectations from sons and daughters. Hence their treatment to them is also different. This traditional treatment still continues - less in case of cities and more in case of urban and rural areas.

Thus, sex is the third selective agench.

From the above, it is obvious that in the matter of receiving secondary education, the city and the urban population is at a greater advantage than the rural

population, the upper-castes are at a greater advantage than the other castes and that the males are at a greater advantage than the females.

Thus, it is the upper caste male urban and city student who avails to a much greater extent the facilities for secondary education.

This speaks for an extremely uneven availing of the facility for education. Whether this uneven availing of the facility is due to the uneven distribution of schools or not we will be observing in what follows.

Is the educational facility not availed even when it exists? Or does not the facility at all exist? Is it that only the city and urban area need high schools and the rural area does not need them? Or, is it that both need the high schools, but they are not supplied to the extent of the need in case of the rural areas? And if not, why?

Thus, our main problems are:

i) Whether an area needs educational facilities or not?

ii) Whether these facilities are created or not? And if not, why?

Our first problem is the assessment of the need of the facility for secondary education. But, how shall we determine the need?

For determining the need of educational facilities

We must look to the percentage of non-local students going to the high schools.

Local/non-local students in the rural, urban and city areas.

TABLE 2.5

Local / Non-local	Rural		Urban		City		Total	
	No.	%	No.	%	No.	%	No.	%
Local	75	53.57	104	69.34	227	98.80	406	75.18
Non-local	65	46.43	46	30.66	23	9.20	134	24.82
Total:	140	100.00	150	100.00	250	100.00	540	100.00

Whether the students stay at the place where the high school in which they study is situated or they stay at a place different from the place of the high school and come for purposes of study to the high school? Students residing at the place - the city, the town or the village - where the school is situated are treated as local students, whereas those coming from outside for purposes of study are treated as non-local students. How the local and the non-local students are distributed in the 3 areas of our investigation, can be seen from the table. We find that 75.18% students are local

students, whereas 24.82% students are non-local students i.e. for every three local students, there is one non-local student. In the Kaira inquiry 76% students are local and 24% are non-local.(P.24)

When we turn to the areas however, we find that this picture is not reflected there. In case of the city area, for every 9 local students, there is only 1 non-local student, in case of urban area 69.34% students are local and 30.66% students are non-local i.e. the percentage of non-local students in case of the urban area is higher than that, in case of the city area. When we come to the rural area, we observe that whereas 53.57% students are local, 46.43% students are non-local. Thus, the percentage of non-local students in the rural area is the highest as compared to the percentage of non-local students either in the city or in the urban area. This is very significant. This implies that students of city have greater facilities for education and that is the reason why 90.80% students in the city are local. The 9.20% non-local students in case of the city are those, who come from villages on the periphery of the city and which are, or in due course of time will be, incorporated as parts or the suburbs of the city. This is supported by

the fact that Chani and Gorwa, on the border of Baroda city, do not have a high school though they have a population over 5,000. They depend for this facility on the city.

In the urban area, the high school is situated, in most of the cases in the taluka town and therefore students belonging to villages in a radius of about 4 miles are availing of the high school facility in the urban towns; but in case of the rural area, the percentage of the non-local students is the largest, so much so that there is no substantial difference between the percentage of local and non-local students as is observable in the case of the urban and the city areas. This is because there are a fewer number of high-schools and they cater to the needs of several villages surrounding them. This explains why the percentage of non-local students is the highest in case of the rural area.

Now, for determining the need of educational facilities we will have to take into account the entire population of the non-local students, which is 24.28%. Non-local students, whether studying in city or the urban area or the rural area, come mostly from the rural area, within about 4 miles radius of the place of

of the school and in case of the city, within a radius of about 10 to 15 miles from the site of the school (as they have quick mode of communication like railway and State Transport buses.) As we have observed above, the percentage of the non-local students is proportionately greater in the city area than in the urban area, and greater in the urban area than in the rural areas. This indicates that the facilities of high school education are proportionately less in the rural and urban areas than the needs, whereas it is not so in case of the city area. Also, if we combine the population of non-local students of the rural and the urban areas, it is found that 38.54% of the total student population of these areas are non-local students. It is a significantly large percentage. It means that students belonging to places where high-schools do not exist go to the places where high-schools exist. But some of the interior small villages are located very far from the location of the high-school. The distance between them and the high schools may not be an easily reachable distance. And it is therefore likely that students from these places might not be joining high school on this account, eventhough they may desire to join it. Again, if the

high school education is available locally those who do not avail of the educational facility by going to a near about school and those who cannot avail of it on account of unreachable distance, will also be able to avail of the facility. If schools exist locally even girls come forward to avail of the facility.

It cannot, therefore, be said that the rural area does not need high schools. The need is there. Whether the supply is adequate to the need is a different problem. To determine that we must turn to the distribution of high schools in the district and observe whether it is even or uneven.

Distribution of Schools in the district.

TABLE 2.6

City/ Taluka	Number of High Schools	Number of Secondary Schools upto Class				Total
		X	IX	VIII	VII	
1. Baroda city	22*	3	-	-	1	4
2. Baroda Taluka	5	2	1	-	-	3
3. Chhotaudepur "	1	-	2	-	-	2
4. Dabhoi Taluka	7	1	1	-	-	2
5. Jabugam "	2	-	1	-	-	1
6. Karjan "	3	1	3	-	-	4
7. Naswadi "	Nil	2	-	-	-	2

TABLE 2.6 (contd.)

City/Taluka	Number of High Schools	Number of Secondary Schools upto Class				Total
		X	XI	VIII	VII	
8. Padra Taluka	5	-	3	2	-	5
9. Samkheda "	4	1	2	2	-	5
10. Savli "	4	-	1	-	-	1
11. Sinor "	2	-	1	-	1	2
12. Waghodia "	2	-	-	-	-	-
Total:	57	10	15	4	2	31

* Of these, five are exclusively girls' high schools.

How the 57 high schools of the district are distributed is seen from the table. Of these over 1/3 schools are in the city of Baroda only. It is also to be noted that it is only in Baroda city that there are as many as five high schools for girls. When we come to the talukas of the district, we observe that all taluka towns, and some rural areas in them, with the exception of Naswadi, have high schools. Jabugam taluka has no town and Jabugam has a high school. Next to the city of Baroda comes Dabhoi taluka with seven high schools; Baroda and Padra talukas have five high schools each, Karjan taluka has three and the talukas of Jabugam, Sinor and Waghodia have two high schools each. ~~Chhotaudepur~~

Chhotaudepur has only one high school and that in the taluka town.

It is clear that these areas of the district which are economically prosperous have high schools existing, and that in case of the backward areas, either there is no high school or if there is any, it is to the minimum.

When we now look to the number of secondary schools which will, in course of time, develop into full high schools, we find from the table that secondary education is in the direction of gradual progression except in case of Waghodia taluka. The 31 secondary schools of the district will emerge as full high-schools. But even in this increase in the number of high schools, the tendency is manifest that the additional high schools will also be coming up in those talukas, which have already a higher number of high schools. However, it must be observed that of 31 secondary schools which will be full grown high schools, excepting four in the city, the rest will emerge as full high-schools in the rural areas, of the talukas.

That means that secondary education will go deeper into the rural area. Not only that, the taluka of

Naswadi where there does not exist a high school at present will also come to have high schools. Whether with this increase in the facilities for secondary education, there will be a difference in the social composition of the students or not remains to be investigated. It seems, however, that more intermediate castes will avail of these facilities as compared to the lower castes. And since in the total population the percentage of the former is smaller, as compared to that of the latter, there may not be a material difference in the social composition of students.

City-urban-Rural Distribution of Schools

TABLE 2.7

Sr. No.	City/Taluka	No. of high schools		Total	Number of *	
		Urban	Rural		Towns	Villages
1.	Baroda city	22	-	22	1	-
2.	Baroda Taluka	1	4	5	-	121 **
3.	Chhota - " udepur	1	-	1	1	279
4.	Dabhoi "	3	4	7	1	119
5.	Jabugam "	-	2	2	-	212
6.	Karjan "	1	2	3	1	94
7.	Naswadi "	-	-	-	-	328
8.	Padra "	2	3	5	1	85

TABLE 2.7 (contd.)

Sr.	City/Taluka	No.of high schools		Total	Number of + Towns	Villages
		Urban	Rural			
9.	Samkheda Taluka	1	3	4	2***	177
10.	Savli "	1	3	4	1	173
11.	Sinor "	1	1	2	1	40
12.	Waghodia "	1	1	2	1	72
	Total:	22+12 34	23	57	10	1700

\+ As per Baroda District Census Handbook, 1951.

** Of these one, namely, Sokhda having a population of 5,273 persons and having other traits is included in the urban area in this inquiry. /urban

*** Of these one, Bahadharpur, having a population of 4,936 persons, is, in fact, a village-town, and is included in the rural area in this inquiry.

Of the 57 high schools, 22 are in the city of Baroda, 12 in the urban area of the taluka towns and 23 are situated in the rural area of the talukas. Thus, it is obvious that the high schools are concentrated more (38.6%) in the city. The whole of the rural area though much large in area and population than the city area, has only 40.4% of the high schools and the urban area has only 21%, (nearly half the percentage for the city area) of the high schools.

In the Kaira inquiry there are 31% high schools in the rural area and 69% in the urban area. (P. 19)

Thus, educational facilities exist in the rural area of the Baroda district to a greater extent than in the rural area of the Kaira district. This becomes significant particularly in view of the fact that the talukas of Petlad and Bhadran having number of high schools, which were formerly parts of the Baroda Prant are now included in the Kaira district. Otherwise, the percentage of high schools in the Kaira district would have been lower still. Also, if the tribal areas, mentioned in the earlier part of this chapter, were not added to the Baroda district, the percentage of high schools in the rural area of the Baroda district would have been higher still.

The 22 schools of the city are distributed over the six wards* of the city. (Refer the map). The concentration of schools in the wards of the city, in 1960-61, is seen from the following table:

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* Here we refer the 1951 Census wards and not the Municipal Wards.

TABLE 2.8

Ward No.	Name of the ward	No. of high schools	No. of Girls' high schools	Total	Percentage of high-schools	Population	Percentage of population
I	Babajipura	1	-	1	4.54	46,046	23.00
II	City	3	1	4	18.20	39,869	19.00
III	Fatehpura	1	-	1	4.54	22,984	11.00
IV	Raopura	6	2	8	36.40	43,390	20.00
V	Sayajiganj	4	1	5	22.70	20,794	9.00
VI	Wadi	2	1	3	13.62	38,524	18.00
	TOTAL:	17	5	22	100.00	2,11,407	100.00

It will be observed that the distribution of high schools over the wards is uneven. Judged from the stand point of percentage of high schools in relation to the percentage of population, it is found that the concentration of high schools is most in the Sayaji-Ganj ward and the three other wards to follow are Raopura, City and Wadi. The two wards of Babajipura and Fatehpura have only one high school each for 23.00% and 11.00% of the total population respectively. This is significant and its explanation lies in the social composition of the wards. Babajipura is inhabited largely by Maharastrians, most of whom are marathas. Further, it includes Navapura and Kangalpura, the areas inhabited by the lower and the backward castes and the untouchables. Similarly, Fatehpura ward, which comprises the areas known as Yakutpura,mainly inhabited by Muslims, and Kalupura inhabited by the marathas, is a backward area even in relation to Babajipura because the later includes atleast some areas like Dandia Bazar and Rajmahal road, which are inhabited by Maharashtrians, many of whom are Brahmins, and other upper caste Hindus. The city ward comprising Ladwada, Ghadiali Pole, Narsinhji's Pole, Bajwada and Mehta Pole is the main-stay of Banias - either Jaina or Vaishnav. This is the ward representative of the original Baroda,

when it was confined within the four gates, which stand even today glorifying the greatness of old Baroda. Raopura, is almost the centre part of the present city of Baroda. It comprises the five streets and Nagarwada inhabited by middle and upper middle class families, and Nagarwada and Salatwada which is a labour area. Sayajiganj is the first settlement on the western side of the river Vishwamitri and it is an area where people, who owned property in the city, moved. Sayaji Ganj Ward (including Pratap Ganj, Fatehganj and Alkapuri) is a cosmopolitan area. There are more number of tenants staying than the number of house-owners. The nearness of the railway station, the factories, two textile mills and the colleges, have substantially contributed to lend the cosmopolitan character of the ward. It is an area inhabited by people of higher, middle as well as lower economic strata, but is the mainstay of middle-class people. The Wadi ward is on the outskirt of the city. Even now some of the inhabitants there have their agricultural farm in the vicinity. However, it is becoming industrialised in an increasing measure. It is inhabited by Patidars who are mainly agriculturist and some of them have now become oil mill owners. It is also inahbited by Marathas and Muslims. A part of

the ward is even known as Mohamad Wadi.

Thus, though it is true, that in point of number, high schools are most concentrated in the city, they are found to be concentrated most in those wards which are inhabited by upper-caste and economically upper and middle class persons rather than in the others. This is corroborated by the fact that during the year 1961-62, 2 more high schools have come up in the Sayajiganj ward and 1 more high school has come up in the City ward.

When we come to the talukas, we have a picture which speaks itself for the educational advancement of the taluka. (Refer the map.)

It is significant that Naswadi taluka, with 328 villages (which is the maximum number) has no high school at all, that Chhotaudepur with 279 villages (Table 2.3) has only one high school in the taluka-town Chhotaudepur itself, and that Jabugam with 212 villages in it has only two high schools. As explained earlier, these are the areas which are economically less prosperous, and are forest and hilly areas inhabited by adivasis - the backward tribes. As against this, the other areas both economically well-off and inhabited by many castes have schools in greater numbers. Thus, Sinor with 40 villages has two high schools and Karjan with 94 villages has three high schools. Samkheda and Savli talukas with almost equal number of villages have four high schools each. Baroda taluka has 120 villages and five high schools and Padra has five high schools for 85 villages. Dabhoi with 119 villages has seven high schools. It is, therefore, clear that the number of high schools are more in the area originally contained in the Baroda Prant as compared to the areas subsequently added to the district.

But, in order that we may be able to work out the concentration of schools in the talukas, we now examine the distribution of high schools in the urban and rural areas of the talukas. Here we find that of

the 35 high schools in the talukas of the district, 12 are in the urban area and 23 are in the rural area (Table 2.8). That is, for every one high school in the urban area there are two high schools in the rural area. But every taluka has several villages included under it against one town comprising the urban area. Thus, Chhotaudepur has a high school only in the town and the 279 villages of the taluka have no high school at all. Jabugam has two high schools and both of them are in the rural area, perhaps because there is no town in the taluka, and of these two high schools, one is in Jabugam itself, the taluka headquarter. For 212 villages the taluka has two high schools. Sinor has one high school in the town, whereas it has one high school in the rural area against 40 villages. Almost the same holds good about other talukas. It is observed that whereas in the urban area every taluka town has atleast one high school, in case of the rural area there exists one high school for every 74 villages. It is significant that villages upto a population of 1000 persons (and they are 1496) have no high school at all. It is probably because they cannot maintain a high school. Villages with population upto 5000 persons have high-schools mostly in the villages belonging to the

territory of the old Baroda State. Excepting one highschool at Jabugam and one high school at Pavijetpur, there is not a single village of the type which was merged with the district later on had then or is having now a high school. Not the size of settlement but its general advancement determines the supply of educational facility. This corroborates our observation made earlier that the areas merged in Baroda Prant, to form the Baroda district, were backward areas. But, it must be noted that eventhough in the Baroda Prant area the number of high schools is more in the villages than in the villages of the non-Prant area, the proportion of high school is found to be still greater in city and urban areas than in the rural areas.

The general belief that secondary education is very widely spread is far from truth and can be accepted only with this reservation that it may be true in case of cities and towns, but not true in case of villages. The fact that on an average there exists only one high school between 72 villages, and that non-local students go for studies from an average distance of four miles evidences that the villages situated beyond a four mile radius of the village or town where the high school is situated, are denied

opportunities of receiving secondary education.

We will now examine this finding in relation to the total area in square miles and the population of the area.

Area in square miles and distribution of the schools:

TABLE 2.10

Sr. No.	City/Taluka	No. of High Schools	Area in sq. miles	Total population
1.	Baroda city	22	10.9	2,11,407
2.	Baroda Taluka	5	263.4	1,37,521
3.	Chhotaudepur Taluka	1	434.1	1,09,426
4.	Dabhoi Taluka	7	249.0	99,819
5.	Jabugam Taluka	2	319.4	83,613
6.	Karjan Taluka	3	232.4	72,838
7.	Nasawadi Taluka	Nil	212.4	72,393
8.	Padra Taluka	5	209.0	1,16,472
9.	Samkheda Taluka	4	253.6	90,441
10.	Savli Taluka	4	314.9	1,08,363
11.	Sinor Taluka	2	114.4	41,387
12.	Waghodia Taluka	2	185.7	51,066
	Total:	57	2799.2	11,94,746

As will be seen here, for the total area of

2799.2 sq. miles of the district, there exist 57 high schools, that is, there is the facility of a high school for an area of 49 sq. miles. Even such a state can be said to be far from satisfactory. When we observe the actual area the school caters for, we find that a very small area of the district is provided with the facilities of secondary education.

Baroda city has an area of 10.9 sq.miles, that is, 1/254th of the total area of the district and yet has 22 high schools in it. In making this observation, it is to be noted that we do not take into consideration the point that a school does not only cater the area of the city or town or village where it is situated, but also the villages, within an average radius of 4 miles from the adjoining area, for that is to be treated as a fact commonly applicable to any area where a school exists. With this point of clarification we can talk of the absolute number of schools for the city or towns or villages. Thus, here we observe, that though the city has an area which is only 1/254th of the total area of the district, it has over 1/3rd of the total number of high schools in the district catering for the need of an area of 10.9 sq. miles. The fact that high schools are concentrated in the city is here also corroborated.

Now, when we examine the position in regard to each of the talukas of the district, we find that, Baroda taluka with the total area of 263.4 sq.miles and having 5 high schools, actually caters for the needs of an area of 23.8 sq. miles, of which 4.6 sq.miles comprise the urban area and the remaining rural area. Chhotaudepur taluka has only one high school for a total area of 434.1 sq.miles and that caters for an area of 1.0 sq.mile. In case of Dabhoi taluka, with a total area of 249.0 sq.miles, there exist 7 high schools, three of which are situated in Dabhoi itself having an area of 9.2 sq.miles, and the remaining 4 schools cater for an area of 26.6 sq.miles of the remaining rural area of the taluka. It is significant to note here that Baroda city, with an area of 10.9 sq.miles has 22 high schools, whereas Dabhoi with an area of 9.2 sq.miles has only 3 high schools. This explains why in the present inquiry we have not included the city in the urban area, and treated it separately as an area by itself, an area which is to be distinguished from the rural area on the one hand and the urban area on the other. It is this which marks a point of distinct difference between the city area and the town area. The entire

area of Dabhoi is not inhabited and quite a substantial part of the area is under agricultural cultivation. The traits of the area being different, they are likely to be reflected in course of our investigations.

As observed earlier, Jabugam has no town under it, and the two high schools that exist there cater for an area of 4.17 sq.miles, out of the total area of 319.4 sq.miles for the taluka. Karjan taluka has a total area of 232.4 sq.miles. Karjan town has an area of 6.1 sq.miles and has one high school, whereas the other two high schools in the rural area cater the needs of an area of 7.4 sq.miles. We have seen that Naswadi taluka has no high school at all, to provide secondary education to its total area of 212.4 sq.miles. Padra town has an area of 5.2 sq.miles and has two high schools, and for an area of 16.2 sq.miles of the rural area, the taluka has 3 high schools, against its total area of 209 sq.miles. Samkheda taluka has an area of 253.6 sq.miles and of its 4 high schools, one caters for 3.5 sq.miles of the urban area, whereas there are 3 others for 8.8 sq.miles of the rural area. For a total area of 314.9 sq.miles, Savli taluka has one high school in the taluka town with an area of 6 sq.miles and 3 more in the villages

for an area of 15 sq.miles. Sinor taluka has 2 high schools, one of which is in the taluka town with an area of 6.3 sq.miles and the other in the rural area of 4.3 sq.miles, against the total area of 114.4 sq.miles for the taluka. Waghodia taluka with a total area of 185.7 sq.miles has 2 high schools, one of which is in the taluka town having an area of 6.6 sq.miles and the other in the rural area of 5.5 sq.miles.

Thus, of the total area of the district of 2799.2 sq.miles, high schools cater for the educational needs of only 1/16th part, that is, of 168.1 sq.miles only. Of these, Baroda with an area of 10.9 sq.miles has 22 high schools, that is, there is a high school for an area of 1/2 a sq.mile; the urban area of the district, with a total area of 48.5 sq.miles have 12 high schools, that is, there is a high school for every 4 sq.miles; and that in case of the rural area, with a total area of 2739.8 sq.miles, there are 23 high schools, that is, there exists a high school for an area of 119.1 sq.miles. This corroborates our earlier finding that high schools are concentrated most in the city, next in the urban area and are rare and scanty in the rural area.

Population and distribution of High Schools:

Now we examine the distribution of high schools in

the district and its talukas in relation to the population.

Rural-Urban population in talukas of Baroda District *

TABLE 2.11

Sr.No.	Name of Taluka	Rural popu--lation	Urban Popu-lation	Total
1.	Baroda Taluka (including Baroda City)	1,37,521	2,11,407	3,48,928
2.	Chhota Udaipur "	1,00,704	8,722	1,09,426
3.	Dabhoi "	74,867	24,952	99,819
4.	Jabugam "	83,613	-	83,613
5.	Karjan "	66,463	6,375	72,838
6.	Naswadi "	72,393	-	72,393
7.	Padra "	1,01,677	14,765	1,16,472
8.	Samkheda "	79,017	11,424	90,441
9.	Savli "	1,00,887	7,476	1,08,363
10.	Sinor "	34,286	7,101	41,387
11.	Waghodia "	46,100	4,966	51,066
	Total:	8,97,528	2,97,218	11,94,746
	%	75.13%	24.87%	100%

* Vide District Census Handbook - based on 1951 census.

It will be seen from the table that the rural population is nearly three times more than the urban population. In the Kaira district rural population is 72% and urban population is 28%.(P.35) But when we examine the distribution of high schools in relation to the population, we observe that for a total population of 2,97,218 persons (24.87%) the urban area (including Baroda city) has 33 schools. That is, in the urban area there exists one high school for a population of 9006 persons. In case of the rural area the total population is 8,97,528 persons (75.13%) and it has 23 high schools. That is, in the rural area there exists one high school for a population of 39,023 persons. Thus, whereas in point of population the rural area has a population three times that of the urban area, in point of existence of a high school in relation to population, the urban area has a high school for a population which is a little less than 1/4 of the population for which the rural area has a high school.

Thus, in relation to population also it is observed that high schools are more concentrated in the urban area and are rare in the rural area.

We can, therefore, conclude that high schools are concentrated most in the city, next come the urban area and they are indeed rare in case of the rural area.

This means that secondary education is still a privilege of the city and the towns comprising the urban area.

Thus, we find that though the need for educational facilities is present in rural as well as urban and city areas, the high school facilities are mostly available only in the city area and to a lesser extent in the town area. The rural areas are suffering acutely from lack of such facilities today eventhough their need is felt.

But, why is it so? This is probably because of the fact that those social groups whose aspirations could not be fulfilled without their wards receiving high school education have to be alive to the creation of such facilities, if they do not exist, and maintaining them, if they do exist.

We have observed earlier, while speaking about the composition of the students' population that it is mainly higher caste. Now, it is these higher castes which have their aspirations and hence they do come forward for the creation and maintenance of the educational facilities. The rest of the castes have neither the enterprise to start the school nor do they have such aspirations as are fulfilled only through receiving education. Hence, high schools have come up

at those centres only where the upper-caste and economically upper-class people reside.

The fact that the upper castes control secondary educational institutions is evidenced from the following table.

It was inquired from all the schools of the district as to who were the members of the managing committee. Of the 57 high schools of the district, the replies were received from 25 schools.

It is found that excepting the communal schools (from stand-point of management and not from the admissions to students of a particular community), in the rest (23) the management is in the hands of the three Hindu upper castes (86.12%). In case of one school there are only three Christians, and in case of one Muslim school only two Muslims, are on the managing committee. It can therefore, be safely established that it is the three upper castes who control secondary educational institutions.

Corroborating the point regarding the control of educational institutions, the Kaira inquiry observes, "It is noted that public donations towards the secondary schools have been from the upper castes Hindus - Patidars, Baniyas and Brahmins .....(P.81) An 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 .....(P.83)

Though most of the school management consists of

upper castes, most of the members are Patidars and this is more applicable in rural areas." (P. 83)

Bye and by the State has disowned the responsibility of starting and managing high schools. It is for this reason that of the 57 schools of the district only one at Sinor is a government run and managed school. How far this State policy is justifiable is a matter of controversy. However, such a policy of the State means that the control of educational institutions will remain, even in the years to come, in the hands of upper castes and the economically well-placed groups.

* * * *

Thus, we have seen that a change in the territorial boundaries has changed the distribution of schools in as much as the territories of the old Baroda State transferred to the Kaira district were much more advanced than the non-Baroda State territories which were merged in the Baroda district.

It is very clearly brought out that i) the city-urban-rural setting, ii) caste and iii) sex have worked as selective agencies in matter of availing of the facilities for high school education. The largest percentage of students is in the city and that there is almost and equal percentage of students in case of

rural and remaining urban area. Similarly, the upper caste students constitute a greater percentage though they have a small percentage in the total population. Again, amongst the students the percentage of male students is greater than the female students, but it is considerably greater in case of rural and urban areas.

The high schools are concentrated most in the city. Next to it come the urban area and the rural area comes last. This is found to be substantiated when judged in relation to the number of villages, the area in square miles and the population.