BOMBAY STATE
BEFORE 15.8.1947

SINDH

RAJASTHAN

KUTCH

GUJARAT

KATHIYAWAD

(Central India)
M. B.

(Central Provinces)
M. P.

ARABIAN SEA

HYDERABAD

MYSORE
CHAPTER I

INTRODUCTION

It is the belief of the present-day economists, educationalists, planners and philosophers that there is a close relationship between the educational development and economic condition of a particular society. The eminent educationist Brubacher says:

Of all the sociological factors that have conditioned the course of educational history perhaps none has so persistently posed the problems as has the economic. And oddly enough, perhaps none has been so overlooked, neglected or thrust to one side. Education owes its support to the basic economy but has been reluctant to accord it a prominent place in the curriculum. 1/

It is indeed a grim fact that very little attention has been given to study the inter-relationship of these two important factors.

STATE OF SOCIETY AND EDUCATION

The history of educational development is closely linked with the economic growth of the country. In the past, when society was passing through different evolutionary stages the need for education was not the same. Primitive man had no need for formal education for his children. In the slave-owing societies of ancient civilization the scope of education was limited by its aims and wants. Only citizens received this benefit of education. In the feudal system only two classes, the clergy and the military nobility were receiving formal education.

Due to the discoveries of new links among different countries, a new commercial boom helped education in the renaissance period. The industrial Revolution which changed the basic pattern of the means of production and class structure demanded a revolutionary outlook in education also. It remained no more a leisurely activity or a privilege of the selected few. Nowadays society thinks of expenditure on education as an investment for the future. The capacity to spend on education depends upon many factors such as the needs felt. In industrial countries the need is greater than in agricultural countries. It does not mean that this need increases as fast as the economic growth. The rise of proportionate expenditure has not kept pace with the rise in national income in rich industrial countries. But a definite relationship is seen in the newly born independent countries. Even in countries like the U.S.A., the U.S.S.R. and Japan the expenditure on education shows a rise. In short it is a general belief that the need in the form of sociopolitical awareness and economic demands accelerate the wheel of education. This belief has been analysed in the following pages.

Well-known economists had to say something on education while studying the problems of economics. Adam Smith wanted education for competition and efficiency. David Hume, Ricardo, Mill, Alfred Marshall all supported the cause of education.
Marshal said, "The most valuable of all capital is that invested in human beings". 1/

WHY EDUCATION

If it is an investment in human beings, it must yield good returns in the form of interest. How does it do so? It provides intelligence, and skills essential for modern industry. It also aids the well-being and health of the nation. Education helps by way of better exploitation of resources. Improvement in earnings brings efficiency in business and supplies captainship in industries. It may alter the behaviour of the workers or bring about more efficiency in their work.

All parents in urban areas today consider expenditure on the education of their children the right type of investment, though a long term one. In rural areas parents generally believe that it is good to spend on education because it will be paid back in the future. Their children will get jobs and send money home to help the family. Governments look upon education as a piece of social service. They look upon it as a way of improvement of the life of their people. The society believes that its investment on junior member is profitable for peace, harmony and progress. The state has to consider all these factors and invest money in education. As a matter of fact, the state is a manifestation of a given society and it puts certain ideas into action.

1/ Source: John Vaizey, The Economics of Education, (Faber & Faber) p.23.
The machinery is the government. It is a tool. Hence it is seen that all the governments of progressive countries assume the responsibility of educating their citizens. If this logic is to be extended, it is natural to think in terms of funds and taxation. The capacity to provide funds and the individual's capacity to bear taxes depends upon the structure of the society. Here is the crux of the problem.

In under-developed countries, the problem of the investment in education is different from that in rich countries. In under-developed countries, especially in rural areas, expenditure on education might prove to be a luxury or might bring educated unemployment. On the other hand, less expenditure may result in the revolt of the illiterate. Thus, educational development demands vigorous economic growth. In short, the relationship between the economic growth and education is worth studying to determine the extent to which educational development and economic growth go hand-in-hand. The subject has no scope for philosophical speculation or discussion.

This inquiry is prompted by the fact that the higher the industrialisation, the higher is the educational expenditure. Countries like the U.S.A., the U.S.S.R., the U.K. and Japan spend an appreciable share of their
national income on education; but in backward countries like India a very small portion of the national income is utilized for the cause of education. The study of proportion of expenditure on education of different countries may not give a clear picture, because in backward countries the national income itself is very low and hence the problems should be studied from the point of view of per capita expenditure. In countries like India the per capita expenditure on education is nearly 50 cents as compared to 50 $ in the U.S.A. (in 1958).

The same logic can be applied to the different parts of Indian Union. In India the level of economic development is not the same in different parts of the country. It has been observed that with the exception of States like Maharashtra, West Bengal, Punjab and Gujarat, all other States have low state income or low share of national income in proportion to their population. If this point of view is applied districtwise, the income of different districts in a state may not be uniform. In Gujarat for example some districts are industrially advanced while others are backward agricultural areas. Some agricultural areas have cash crop economy; but some have coarse food economy.

If the principle of "the higher the economic growth the higher the educational facilities" is true in case of different nations, it should be equally true in the case of different parts of a State. Of course, this may not be
quite valid for this nation which has planning as its bias. This assumption is to be tested in this thesis.

Three factors are taken up for discussion in the following pages. First: Does educational development depend on historical and socio-economic factors of the country? Second: Does economic growth demand investment in education? Third: Is there some sort of relationship between economic growth and educational development? All these questions demand independent studies. This study aims at investigating only the third point.

**INDIAN ECONOMY AND EDUCATION**

Since independence, national leaders, economists and educational planners all have felt a need for accelerating educational growth. Eminent economists of India like V.K.R.V. Rao have categorically stated the need for an over-all development of the educational system in the country. He believes that this is essential for the economic, social and technical development of the country. He also stated that a careful study of a number of foreign countries, revealed that their progress was mainly due to the development in education. Distinguished persons like Chagla and Ashok Mehta also demanded a higher share of national income for educational development for the same reason. The importance of education was not overlooked even at the time of three plan periods. The chapter on education in the First Five Year Plan states:-
"Education is of basic importance in the planned development of a nation. The educational machinery will have to be geared for the specific task which the nation sets itself through the plan so as to make available in the various fields, personnel of suitable quality at the required rate, the educational system has also an intimate bearing on the attainment of the general objectives of the plan in as much as it largely determines the quality of the manpower and the social climate of the community." 1/

The same relationship between education and economic growth was seen in the Report of the Second Five Year Plan. It is stated in this report:

"The system of education has a determining influence on the rate at which economic progress is achieved and the benefits which can be derived from it. Economic development naturally makes growing demands on human resources and democratic set up. It calls for values and attitudes in the building up of which the quality of education is an important element." 2/*

It was further elucidated in the Third Five Year Plan report which states:

"Education is the most important single factor in achieving rapid economic development and technological progress and in creating a social order founded on the values of freedom, social justice and equal opportunity. Programme of education lie at the base of the effort to forge the bonds of common citizenship, to harness the energies of the people, and to develop the natural and human resources of every part of the country. Developments of the past decade have created a momentum for economic growth; yet, there are large deficiencies in the sphere of education, which must be removed speedily if progress is to be sustained and enduring." 2/

Thus it is seen that there was an awareness on the part of educationists and economists that these two fields have

1/ First Five Year Plan, Planning Commission, Government of India, ch. 33, p. 525.
2/* Second Five Year Plan, Summary of contents, ch. 23, p. 500
2/ Third Five Year Plan, Government of India, Planning Commission, Summary contents, ch. 29, p. 573-
inter-related influence. But so far no study of this relationship seems to have been made.

In this regard eminent educationist J.P. Naik has categorically stated:

The fundamental feature of the Indian scene is the appalling poverty of the people and the most important task before the country is to raise their standard of living to a point where it becomes comparable with that in the more progressive countries of the world. This is necessarily a long-term project. But during the next 10-15 years, we shall have to develop the economy in such a way that the 'take-off' stage is reached very soon, before the end of the Fifth Plan, and the national dividend is increased from about Rs. 330 in 1961 to about Rs. 750 in 1981 (at constant prices). This would imply a supreme effort in economic development for which Indians would have to work extremely hard and deny themselves several comforts and privileges and the friendly advanced nations will have to come forward with unstinted and more liberal assistances.

Unfortunately, Indian education has never been properly geared to economic growth. I feel that this effort to co-ordinate education reconstruction with economic growth would have to begin on a large scale in the Fourth Plan.1

INDIAN ECONOMIC GROWTH BETWEEN 1950-51 AND 1960-61

It must be said to the credit of our national leadership that due to their painstaking efforts Indian economy could develop fast. During this decade, industrial production rose by 120%, food production by 44%, National income by 48% at current prices i.e. from 9530 crores of rupees to 14140 crores of rupees. The per capita income rose from 266 to Rs. 325, a rise of 22%. Similarly, during the First Plan the national income increased at the rate of 3.5% a year and during the second Plan

at the rate of 4% a year. But the average annual rate of growth of total educational expenditure in the First Plan was 10.6%. In the Second Plan, 12.7% and during the decade, 11.8%. The total expenditure on education rose from Rs. 144 crores to Rs. 344 crores at the end of the decade. The increase was 201%. The per capita expenditure which was Rs. 3.2 rose to Rs. 7.8, a rise of 144%. In short, the growth of expenditure on education was higher than the rate of growth of the national income or per capita income. It does not mean that the expenditure was very heavy. As a matter of fact, India was spending 1.2% of its national income in 1950-51 and this increased to 2.4% in 1960-61. Even the per capita expenditure on pupils was Rs. 44.2 in 1950-51 and this increased to Rs. 55.9. All these increased in expenditure are to be studied in the context of rise in prices. During this decade the wholesale price index rose by about 53% and the cost of living index for the working classes by about 24%.

In the light of this economic growth and increase in expenditure it would be interesting to note that the increase in general education was about 75%. At the primary stage the enrolment increased by 40%, at the middle school stage, by 77%, and at higher secondary stage, to 140%. Thus in the field of secondary education the pace of expansion was very rapid. The expansion was most rapid in
higher education. The number of universities rose from 27 to 45, Arts and Science Colleges increased from 498 to 1039 and professional and technical institutes from 208 to 852. The enrolment in higher education increased from 493519 to 986111.

DESIGNS OF STUDY

The thesis is divided into five sections with 26 Chapters in all. The first section deals with primary education, the second with secondary education, the third with higher education, the fourth with finance, and the fifth section with economic development in Gujarat followed by conclusions and findings.

In each section again there are sub-sections e.g. the first section deals with primary education covering five chapters. Each chapter deals with a definite period on the basis of historical reasons. The first period is a base period dealing with the year 1950-51, the second period covers 1950-51 to 1955-56, the third period is 1956-57 to 1958-59, the fourth 1958-59 to 1960-61, and the fifth is 1950-51 to 1960-61. As stated above, all these periods have a historical significance. Between 1950-51 and 1955-56 old Gujarat was part of Bombay State and so the data of old Gujarat had to be studied in the context of old Bombay State. During this period, Saurashtra and Kutch had separate administrations. They were part 'B' and 'C' States, respectively. Hence, their study had to be taken separately. 1/

1/ See Appendix 1
Between 1956-57 and 1960-61, old Gujarat, Saurashtra and Kutch were part of bilingual Bombay State and so their study was to be made separately. But, after 1958-59 due to the bifurcation, no report on education of the bilingual Bombay State was brought out and so this has to be dealt with separately.

The thread of these periods is mainly kept up in the discussion at secondary level. But, again when the problem of higher education is taken for study the statewise literature did not prove sufficient and so the information had to be gathered from the all-India reports.

In order to get the proper perspective every stage of education has been discussed against the large background of the Indian Union and against the background of Bombay State e.g. primary education in old Gujarat is discussed against the background of education in India and also in Bombay State. Similarly, to assess the rate of progress in old Gujarat, the progress in Bombay State as well as in the Indian Union have been discussed to give a comparative idea.

Each chapter is examined from the point of view of institutions, pupils, teachers, income and expenditure, and general findings; but it must be said that at times due to lack of literature or lack of data or information on all these heads is not available and hence there is no discussion of these items, in this study. To get statistical data on Saurashtra was
practically impossible in spite of the best efforts. This data had, therefore, to be inferred from the all-India Education Reports.

While collecting the data, a number of slight discrepancies in statistics were noticed at every stage, perhaps because of difference in districtwise Census figures in various reports. For example, the figures of the population of Ahmedabad district in the Annual Report on Public Instruction in Bombay State for the year 1950-51 (Page No. 301) differ from those given in the Hand Book of Basic Statistics, Gujarat State 1960 (Page 21). Such discrepancies are seen at every level in reports about education and also the figures are taken according to the demands of the situation. In spite of all these difficulties, no qualitative change can be seen in the outcome. The thesis is greatly handicapped by lack of details regarding economic development of the State. No work was done on the subject of economic development in the State of Gujarat between 1950-51 and 1960-61.

Secondly, the three regions of Gujarat State were at different levels in matters of administration and in the matter of economic development. The districtwise progress of Kutch and Saurashtra between 1950-51 and 1955-56 does not seem to have been recorded anywhere. As regards old Gujarat, the districtwise progress of all the factors of educational development are not available. Similarly, the progress of the economic growth of seventeen districts from 1950-51 to 1960-61 is not available; even if it is available, the information
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is very inadequate. It would be worth noting that in some of the districts the factors of economic growth were not available, or incomplete, inadequate or unreliable.

1. Backward population of Saurashtra.
2. Discrepancies in regard to the number of villages.
3. Different approaches to the classification according to livelihood classes.
4. Lack of information of irrigated area, according to districts.
5. Lack of information in districtwise co-operative societies, in Saurashtra.
8. Lack of information about the districtwise road transport.
10. Lack of information regarding number of factories in 1950-51.

In spite of all these limitations, the best use has been made of the available information taking 1950-51 as a basic year and 1960-61 as the end year and wherever the information of the base year is lacking, the adjoining year is taken to supplement the information and so arrive at a satisfactory picture of the growth of economic development.

OBJECTIVES OF THE THESIS

The main objectives of the thesis are to study


2. To survey the educational development at the primary, secondary and higher stage of education.

3. To survey the educational growth of the three regions of Gujarat State.
4. To survey the districtwise growth of educational development.

5. To study the growth of education in the light of old and new bilingual Bombay State and the Indian Union.

6. To study the growth of economic development during the decade, at district, regional and State levels.

7. To find out the correlation between the two developments.

8. To show the degree of correlation.

9. To suggest ways and means of equalizing educational opportunities in different districts and at State level.

**SOME EXPLANATION OF THE TERMS USED:**

The terminology used in the subject demands some sort of explanation. The term "education" means education at primary, secondary and higher levels. It does not include adult education, technical education at secondary level or vocational education at primary and secondary levels. The latter are left out for want of data. The word development which is related to the word education indicates the development at three historical periods of the state. Similarly, the word "growth" is a term taken from economics. It only indicates the growth between 1950-51 and 1960-61. Similarly, the expression "in the light of" indicates a simple correlation between education and economics.

1. **OLD BOMBAY STATE** - Old Bombay State means 28 districts of Gujarat and Maharashtra. In this state, eleven districts of Gujarat and seventeen districts of Maharashtra were included. (See map).

2. **OLD GUJARAT** - Old Gujarat State means eleven districts of
present-day Gujarat. (See map no. 2)

3. Saurashtra (Kathiawar) - Saurashtra means the five districts of present-day Gujarat.

4. Kutch (State) - Kutch means present-day Kutch district; till 1956 this district was part of C State.

5. Bilingual Bombay State - The bilingual Bombay State means the State which came into existence on 1st November 1956. This State had 24 districts of old Bombay State, 8 districts of old Madhya Pradesh State, 5 districts of Hyderabad, 5 districts of Saurashtra (or Saurashtra State) and Kutch. New Bombay State had 43 districts. The four districts of old Bombay State were transferred to Mysore State.

6. Gujarat Region - The Gujarat region means 17 districts of present-day Gujarat State which were amalgamated in new Bombay State.

7. Primary Pupils - Primary pupils means pupils studying in I to VII standards; but here this connotation gives different meanings in Bombay State and in the report of Central Government. In Bombay State the classes V, VI, and VII wherever attached to high schools are considered to be part of secondary schools, they are considered to be part of the primary schools. In the report of Central Government this term is referred to a child who is between 5 to 11 and who studies in primary schools.

8. Primary Schools - Classes from I to IV.

9. Middle School - Classes from V to VII.

10. Secondary School - Classes from V to XI in Bombay State. Secondary school consist of middle school classes plus high school classes.

11. High School - High school consists of classes from VIII to XI.

12. Higher Education - This term refers to the material which denotes post-matriculate studies. The study of higher education is taken up on the basis of the report of Education in India published by the Ministry of Education, Government of India, and on the data given in the State report - Education in the State of Bombay, and Annual Administration Report, Education Department, Government of Gujarat.
13. EDUCATION IN UNIVERSITIES - It means the data given in "Education in Universities in India". This data specially deals with the figures of colleges affiliated to universities.

14. BACKWARD POPULATION - It means scheduled castes and scheduled tribes population.

HISTORICAL BACKGROUND OF PRESENT-DAY GUJARAT STATE

Present-day Gujarat State has come into existence as a homogeneous unilingual state. Before 1960, this State was not in existence. After a long drawn struggle and after passing through various administrations, the State has come into existence. This information is necessary to know the background of the State and is useful in understanding the uneven growth of educational and economic activities.

In the year 1947, when India achieved independence, the present-day Gujarat regions were under different administrations. In 1947, the then Bombay Province was in existence. The area of this province was 76443 sq. miles and the population was 20849840. The Gujarati speaking population was 30% and this province had only 20 districts. Out of these, 5 districts belonged to Gujarat territory. The districts were Ahmedabad, Karia, The Panchmahals, Broach and Surat.

Bombay Province, though industrially advanced, had 60% of its population depending on agriculture. The five districts of Gujarat represented more or less the same
pattern.

Saurashtra (which was then called Kathiwar) with its 5 districts had a number of princely States. There were 218 small States, 452 units, 31 units, 31 jurisdictional States, 14 salute States. The area of these princely States was 31885 sq.miles and a population of 3.52 million.

Kutch was also a princely State with the area of 16724 sq.miles and a population of 567606. It was bounded by Pakistan in the north, old Gujarat in the east and the north, Saurashtra in the South and Indian ocean in the West. Kutch State was practically a backward area with feudal economy. The major crops of this area was Bajra, wheat and cotton. The people of this territory were known for their adventures at sea. There were 296 villages in the State with four small towns. A big portion of this territory is desert. Even then, 45 routes were covered by private Motor Transport.

In the year 1948, due to the policy of integration, many States of old Gujarat and Saurashtra merged into big units. The princely States of old Gujarat merged into Bombay State. These rulers agreed on March 17, 1948 that there should be a merger of their States. Thus 114 States, Estates, Talukas and Thanas with an area of 17680 sq.miles and a population of 2.7 millions and a total revenue of Rs.16.5 millions merged with old Bombay State. The government of Bombay
took over the administration of these States of June 10, 1948. After sometime, States like Danta and the Dangs, certain Agencies and States like Sirohi also merged with old Bombay State. In the end, Baroda State also merged with its 8236 sq.miles area and three million population. Thus old Bombay State became a State with 28 districts. Now in this State, the number of Gujarati speaking districts increased to 11. Thus between 1947 and 1950, small and big princely States of old Gujarat became territories of Bombay State. It should not be forgotten that 21 States and non-salutes merged with old Bombay State.

The year 1948 was also important for the Saurashtra region. There were 15 salute States, 17 non-salute States and 191 petty principalities, estates and talukas exercising varying degrees of sovereignty. It was difficult to handle them. Some of the princes of Saurashtra wanted secession from the Indian territory. After prolonged strikes and struggles, there came a unification of Saurashtra State and a new Saurashtra State came into being on 15th January 1948. New Saurashtra State had 5 districts with an area of 21451 sq.miles with a population of 4137359. The names of these districts were Zalawad, Surendranagar, Rajkot, Gohilwad (Bhavnagar), Halar (Jamnagar), Sorath (Junagadh). There were 63 talukas, 91 small municipalities and 4361 villages.

This State also had a predominantly agricultural economy. Even then there were some industries such as silk and
cotton textiles, cement, chemicals, glass factories, potters, salt etc. Thus there were some more than 500 big and small factories.

The year 1956 was also an important year for old Bombay State because in November 1956 the new State of Bombay came into existence as a result of reorganization of States. The new State had an area of 190832 sq. miles and the population of 48265221. The area and population of the new State represented 15% and 13.4% respectively of the area and population of the Indian Union. The new State had 43 districts. Four of its old districts were transferred to Mysore. The new State had 24 districts of old Bombay State, 8 districts of old Madhya Pradesh State, 5 districts of Hyderabad and 5 districts of Saurashtra and Kutch. This State had 613 towns and 54238 villages.

Thus in new Bombay State, the Gujarati speaking population with historical, cultural and geographical background came under one common administration. The 11 districts of old Gujarat, 5 districts of Saurashtra and Kutch districts became a part of the bilingual Bombay State.

It can be seen from the above facts that upto the time of 1960 the Gujarati speaking population which had no unilingual State of its own could not show its progress as one unit. Besides, the administrative problem, efficiency and outlook of three regions of the Gujarat State were at different levels. It is very difficult to get complete data
Gujarat State came into existence on 1st May 1961 as a result of the bifurcation of bilingual Bombay State. After that period the independent work of statistical type was taken up. Information on the problem of economic growth during the period 1950-51 and 1960-61 was not available. Even so, this data has been collected from various centres ranging from Rajkot and Bhavnagar to Poona, Bombay and Delhi.

**GEOGRAPHICAL POSITION OF GUJARAT STATE**

This State is situated on the west coast of India between 20.1 and 24.7 degrees north latitudes and 68.4 and 74.4 degrees east longitude. On the west coast of Gujarat is the Arabian sea; to the north west is the gulf of Kutch. To the North there are the small Rann of Kutch and Kewar desert and to the North East Abu. The eastern side is protected by forest. The State has an area of 72137 sq. miles and a population of 20612285. The area and population of the new State represents 6.40% and 4.7% respectively of the area and population of the Indian union. There are 131 towns and 19017 villages.

**CLIMATE**

The Tropic of Cancer passes through the Northern part of the State. It suffers from extremes of hot or cold
climate, but the Arabian Sea and the Gulf of Cambay make the climate bearable and healthy.

The rainfall in this State is not the same every where. It ranges from 15 to 100 inches annually. In south Gujarat, the rainfall varies mostly between 40" to 100". In north Gujarat it varies between 20" to 40". In lower Saurashtra, Saurashtra has 25" rainfall, but a milder winter; in Kutch the rainfall is very scanty.

ECONOMIC DEVELOPMENT OF GUJARAT STATE BETWEEN 1950-51 AND 1960-61

It will not be out of place to show some of the salient features of economic growth of the State. The detailed discussion is done in Section II of this thesis.

The population of the State increased by 26% during the decade. The ratio of urban and rural population was 27:73. This was a favourable ratio for economic growth. Similarly the literacy also increased from 22% to 30%. In the field of agriculture the State changed its production from food-crops to cash-crops. Similarly, Co-operative movement also spread during the decade. As regards industry, this State stands third and it accounts for more than 8% of the total registered units in the country, providing employment to 9% of the total workers of the country.

As regards percentage of income from industries and contribution to the total income this State stands third in
the Indian Union. The share of State income and rank as per State income per head of population is very high. Gujarat stands fourth in this matter. Thus the economy of Gujarat increased substantially during the decade under review.