

A Brochure On Educational Survey of India



A study of the distribution and size of all rural habitations with a view of grouping them together for delimiting school areas of the existing and proposed schools at the primary, middle and high school stages—data as on the 31st March, 1959

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FOREWORD

In pursuance of a recommendation of the Central Advisory Board of Education, an educational survey of India has been carried out in collaboration with the State Governments. It was commenced in November, 1957 and completed in April, 1959. It has been a colossal and difficult work, the first of its kind on such a wide scale, to be undertaken in this country.

In the past, it has not been possible usually to follow any definite policies or principles in deciding the location of new schools to be opened. Local and political pressures have often been determining factors in deciding the matter, instead of the actual educational needs of the different regions and areas. Thus, there are many instances where, on the one hand, schools are situated so close to one another that none of them can muster an adequate strength of numbers and, on the other hand, there are large areas without any schools at all! To correct such uneven distribution of schools to the extent possible and to decide the location of new ones to be opened in a planned manner it was considered necessary to conduct this survey.

Its main objectives were:—

- (i) to identify and enumerate every distinct habitation and prepare registers giving relevant information about them;
- (ii) to enumerate the existing primary, middle and high schools and the habitations served by them; and
- (iii) to plan school areas for each primary, middle and high school in a rational manner so as to derive the maximum benefit with the minimum of additional outlay from the existing schools and those to be opened or enlarged in future.

This brochure indicates the manner in which this work has been carried out and records its main findings from an All India point of view. Naturally, it has not been possible to include in it all the voluminous materials like the habitation registers and the maps showing the school areas as planned under this survey. These form part of the 'Taluka' or 'Tehsil' reports and are available for the use of officers in the States who are in direct charge of planning the expansion of educational facilities. It is gratifying to note that, according to information received from the State Governments, they are already making use of the findings of this survey.

This big work could not have been completed within such a short period but for the keen interest taken by the State Governments and Union Territory Administrations themselves and the hard work put into it by the concerned officers. I offer my sincere thanks to all of them and specially to the Government of Bombay who enabled us to organise and carry out this project by lending the services of their able Officer, Dr. B. B. Samant, who functioned as Officer on Special Duty for this purpose. I should like to take this opportunity to place on record my deep appreciation of the valuable work done by him in this project of great national importance. The devotion and earnestness with which he shouldered this heavy responsibility, without sparing himself, won the high appreciation of his colleagues and the Ministry and he can look back with satisfaction on a job of work well done.

K. G. Saiyidain

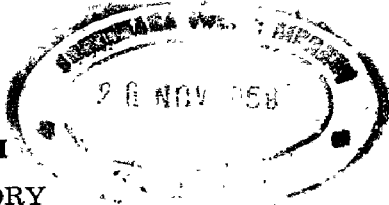
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CHAPTER I INTRODUCTORY

"The State shall endeavour to provide, within a period of ten years from the commencement of the Constitution free, and compulsory education for all children until they complete the age of 14 years."

This directive principle of the State's educational policy is embodied in Article 45 of the Constitution. In a Sovereign Democratic Republic, pledged itself to building up a democratic society based on social, economic and political justice and equality of status and opportunity to all its citizens irrespective of caste, creed and belief, its importance can hardly be over emphasised. If the citizens are to play their part fully and effectively in the new social order aiming to promote among all the citizens 'fraternity assuring the dignity of the individual and the unity of the nation', ignorance and illiteracy shall have to be wiped out as quickly as possible, notwithstanding the dimensions of the task, the paucity of resources at the disposal of the nation and several other difficulties that exist or may arise.

If every child upto a particular age is to attend school, it is pre-requisite that the school existed as near to the house of the child as possible, so that compulsion can be effectively introduced. Before the British rule, there existed in India a fairly wide network of informal indigenous institutions that had developed through centuries and adapted themselves to the local needs and conditions. But these, in spite of their vitality and hold on the masses, gradually died out due to discouragement and neglect during the British rule and the few new schools started under the British educational administration could hardly fill the void caused. The British educational administration failed to adapt the educational system to suit the socio-economic conditions of the highly stratified Indian society and due to the failure of the Downward Filtration theory experimented in its one form or another, elementary education could hardly reach the masses. As a net result of all these, the percentage of literacy in 1901 stood at 5.07% (that for women being only 0.8%), a figure, according to students of the history of education, lower than the estimated figure at the beginning of the 19th Century. In the first three decades, as this percentage rose by only one per cent in 10 years, as against one per cent rise per annum in population, the backlog of illiterates has been on the increase. The Thirties and Forties, a period synchronising with the formation of popular ministries in the then Provinces and the establishment of national government respectively, has shown phenomenal increase in the percentage of literacy. The number of primary schools has also risen considerably. In 1881, there were only 82,916 schools with 20.61,541 pupils. This rose only to 1.41 lakhs schools with about 11.068 lakhs pupils in 1947-48, and 1956-57, this figure for the whole of India was about 2.87 lakhs schools according to 'types' with an enrolment of about 239.13 lakhs. Even this phenomenal rise, both in the percentage of literacy and the number of institutions and their enrolment is not commensurate with the needs and aspirations of the country, as even with this rate of increase, it may take decades to reach the first target of literacy for all.

The Task Ahead.—There can be no illusion about the formidable task that lies ahead and the problems to be faced in reaching the target of free, compulsory education for all upto the age of 14 years. The index of literacy among men and women, as revealed by the last Census, the number of schools in the States and the number of boys and girls enrolled as available from the statistical data compiled annually along with available estimates of population and its trends are by themselves enough to have a general vista of the immensity of the leeway to be made up. However, the data available is extremely inadequate in formulating a rational programme in reaching the target as early as possible.

Inadequacy of the Available Data.—To size the needs and to locate the schools so as to avoid all over-lapping and duplication and to formulate a rational programme, the statistics available were extremely inadequate. In the first place, the number of schools is given according to 'types' or their nomenclature and not according to the number of institutions providing education at a given stage of education—primary, middle or high school; the same is the case regarding the number of teachers and other ancillary data. The number of pupils at each stage can, however, be calculated from the age-standard tables. Secondly, though the number of villages, towns and cities is known, the number of habitations in which the people actually reside is not known. The problem is more acutely felt in rural areas as though the number of villages, which are parcels of land delimited for revenue purposes, is known, what really matters for educational planning is the number of places where people actually live—the 'house clusters' or the 'population centres' or the 'habitations' as they may be called and their population. The revenue village may have the population clustered at one or more centre—it may have only the main 'gaonthan', or in addition may have one or more hamlets, while some may be absolutely uninhabited. No information regarding these habitations was available, much less about their population. The educational statistics give no information about the population of the habitations served by the schools or about the population and distance of habitations which they can or do serve.

Need of Survey.—To size the problem with reasonable accuracy for objective guidance in planning and in locating future schools, the need of survey was long being felt. The Government of India had, as early as in 1911, expressed the desirability of carrying out surveys in all the Provinces and indicated broadly the procedures for such a survey—mapping and grouping the 'population centres'—but except for a few sporadic attempts in small areas, particularly in Bombay, no systematic effort in this direction appears to have been made.

The Survey Scheme.—It was in January, 1956 that the Central Advisory Board of Education in its Annual Meeting endorsed a proposal for such a survey of the country. The recommendation was accepted by the Government of India and it was decided to carry out the survey with the co-operation of the State Governments by paying them grants to cover two-third of the expenditure involved.

The Survey Unit.—Steps were taken to obtain on loan the services of Dr. B. B. Samant from the Government of Bombay to work as Officer on Special Duty. A small Survey Unit with two statisticians,

one stenographer and two typist-clerks working under the Officer on Special Duty started its work from the 7th of November, 1956, the date on which the Officer on Special Duty took over charge. The Survey Unit in the Ministry completed its work on the 30th April, 1959.

CHAPTER II

THE OBJECTIVES AND THE PROCEDURE

The Objective.—The Survey was restricted to the study of only certain specific problems of administration of primary and secondary education, with a view to collect and collate data that would be useful to the State Governments in formulating their plans and programmes of expansion of primary and secondary education and particularly in implementing the directive principle of the State's educational policy enunciated in Article 45 of the Constitution.

To reach the target of universal free, compulsory education up to the age of 14 as early as possible, in the first place, it was essential to ensure that facilities for primary education existed within easy reach of the child. For this purpose, the number, nature and distribution of rural habitations in each administrative unit in which the facility existed and which, being in the neighbourhood, could be treated as served had to be found out. Though providing facilities for education in every population centre or habitation, howsoever small it may be, would be ideal, in the present circumstances, it is impracticable, and therefore, it was imperative to know, in the first instance, the mutual distances of habitations, the obstructions, if any, and the distance of the school-less habitations from the nearest school village, so that a comprehensive view of the whole situation could be taken and schools to be opened in future could be properly located. The facts and figures necessary for this purpose not being available in the Census reports or the periodical educational reports, the data had to be collected afresh.

Villages and Hamlets.—The first step in the educational survey was to identify and enumerate every distinct habitation throughout the country and to prepare a systematic register both of urban and rural habitations. For this purpose, it was necessary to distinguish a rural habitation from a village. The term 'village' as used in the Census is a revenue village which represents a parcel of land, the boundaries of which are defined and settled by revenue survey or by Cadastral survey. It may be, but need not always necessarily be, a single house-cluster or habitation with a local name, marking its distinctiveness as a residential locality. A revenue village may consist of only one compact habitation or of a number of habitations, the main village and its hamlets, that is *Mazras* or *Wadis*, of varying sizes and at varying distances from one another and from the main village. What was wanted for the present purpose was not the revenue village, but the population centre where people live, whether it be the 'gaonthan' of the main village or its hamlet.

Sources of Information.—Information regarding villages could be available from the Census, but not regarding their hamlets, and for this purpose, information had to be collected from the Patwaris, the village revenue officers as also from the school teachers and in some

cases from officers of other departments. The maps, particularly the topographical maps and in some cases the revenue maps proved extremely useful in locating habitations. As regards the schools, information could be obtained both from the Inspectorates and the schools direct.

Shifting of the Existing Schools.—In the past, schools not being generally opened according to any State-wide pre-planned programme, existence of schools in very small habitations with meagre enrolment and of far bigger habitations remaining without a school was not improbable. In such cases, the possibilities of shifting the existing location of such uneconomic schools, so as to make them more serviceable, were to be considered. The Survey, therefore, had also to examine whether the existing schools were properly located and if not whether they could not be shifted to a suitable central place so that the needs of a much larger population and area could be satisfied.

The School Areas.—A school in a habitation can serve the needs of the adjoining smaller habitations, provided they are within walking distance of the child. The area so served by the existing or proposed school is called a 'school area'. A 'school area', as conceived in the survey, is an educational unit consisting of one or more habitations for which at least one school is considered necessary, if it is not already there. The very concept of the school area necessitated considering the population of the habitations, the distance of the habitations from one another and of them all from a suitable central place in that area, the obstructions if any, such as existence of a river, a stream, a steep hill etc. in between the central habitation where the school existed or was proposed to be located and the other habitations, and also whether the existing school was properly located and if not, whether it would not be advisable to recommend its shifting to another suitable central place so that from the new location, the school could cater for a larger number of habitations and population.

The ideal solution of the problem would be to have a school for each habitation, howsoever small it may be,—an ideal impracticable in the present circumstances. To make the limited resources in men and money go the longest way, it was necessary so to plan that the existing schools as also those to be started in future could be put to maximum possible use and that there would be no duplication or overlapping. A school in one habitation has, therefore, to serve, wherever possible, the needs of neighbouring smaller school-less habitations, or to put in other words, all school-less smaller habitations have to depend on the central habitation with a school in it for schooling of their children.

The Register of Habitations.—For this purpose, the survey had to prepare a Register of all Habitations instead of that of villages enumerated in the Census and record their population according to the 1951 population, as it was considered inadvisable to use the estimates of the population given by the village officers or teachers while tabulating the data, though the information was used while proposing schools and delimiting school areas.

The Principles and Targets in Delimiting the School Areas.—In view of the imperative need of making the maximum use of the limited resources, a school could be proposed at a place only when

there was a reasonable chance of having in the long run adequate enrolment to justify the opening of at least a single-teacher school. Working on the basis of $12\frac{1}{2}\%$ of the population as that of the age-group 6-11, the total population of the area must be about 320. In view of this, if the population of a habitation or a group of habitations, according to the 1951 Census, be 300, that was considered to satisfy the minimum requirements of population to justify a school in the habitation. A single-teacher school would of course be considered only when multi-teacher school could not be justified, and hence this minimum limit is not to be interpreted to mean that for every 300 population in smaller habitations, a separate school was to be considered. It was just the minimum necessary. Though the school should be as near the home of the child as possible, the maximum distance which the child in rural areas at the age of 6-11 years could be expected to walk to school was fixed at about one mile. This distance of one mile is the actual walking distance along the road or by-path and not the shortest distance as the crow flies. In some areas, this limit had to be reduced and in extreme cases, the child was required to walk about $1\frac{1}{2}$ miles. A habitation with a population of 300-499 within about half a mile from an existing or proposed school was to be tagged on to it, but a habitation with a population of 500 and above was to be considered for a school in it, if there was none already, and unless there were strong reasons to the contrary, such as, for example, when a school existed in a habitation quite contiguous to it.

The Maps.—The population-distance limits together with consideration of obstructions on the way in grouping habitations gave a pivotal position to maps in delimiting school areas of existing and proposed schools. Being most convenient for the purpose, the Survey of India topographical maps to the scale of one inch per mile were used wherever available, but where these were not available, maps had to be specially drawn with the help of the revenue or other available maps and failing them, from the information collected. All habitations were marked on the maps and the habitations with the existing and proposed schools were shown by a green and red circle respectively and the habitations tagged on to them were shown by green or red arrows.

Delimiting the School Areas.—In the first place rural habitations with a population between 300 to 500 and within half a mile, and those with population below 300 and within one mile of the existing rural or urban school were to be tagged on to it. Then, considering all aspects of the problems in the light of the targets and principles laid down for guidance, habitations with population above 500 were to be considered for location of schools and other habitations to be tagged on to them as above, then were similarly to be considered habitations with population between 300 to 500 and finally group of habitations within a radius of about one mile, having a total population of about 300. Failing all these, the possibility of having a peripatetic-teacher school was to be considered, if the total population of the habitations at the two centres came to about 300.

An Independent School.—In the process of this delimiting of school areas, some primary school areas could include only one habitation each while others would have more than one. In the former case,

the school would be in the habitation itself and cannot or is not required to serve any other habitation. In this survey, such a school is termed an 'Independent school'. It is not independent in any other sense, except that the school or schools in the habitation can serve the population of that habitation only and of no other. Its existence, so to say, depends on the local population of school-going children.

Group School.—When on the other hand, an existing or proposed school is expected, in conformity with the targets and principles laid down, to cater to the needs of children in the adjoining habitations, as it would be serving a group of habitations, it is designated in this survey a 'Group school'. In a school area, there may be one or more schools in the same habitation or in different habitations.

The Peripatetic-Teacher Schools.—After considering the possibilities for opening an independent or a group school in accordance with the targets and principles, in the case of a few small and scattered habitations that did not form a total population of 300 in an area of 3-4 square miles, the possibility of whether another similar group of habitations within about 4 to 5 miles could be found so that the total population of these two groups could be at least 300 was found out, so that, instead of the child walking the distance, the teacher could walk the distance from one centre to the other. At each of the centres of this peripatetic teacher school, one or more habitations could be served. The session at each of the centre could be held by the teacher alternately (a) in the morning and evening or (b) on alternate days or (c) for three days at one centre and then for three days at the other.

The Middle School Area.—As educational facilities are to be provided for all children up to the age of 14, the middle school areas were also similarly chalked out, but here the minimum population of a habitation or group of habitations to justify the proposal of a middle school, was raised to 1,500, and the walking distance to three miles. This again does not mean that for every 1,500 population a school was to be proposed; it was just the minimum requirement. They were to be shown on the map by a triangle and the area enclosed by broken line both in green or red accordingly as the school was already existing or was being proposed.

The High School Area.—The population limit for a high school area was raised to 5,000 and the distance limit to five miles. Here again, this was the minimum requirement and not that for every 5,000 population, a high school was to be provided. The high school was shown by a square and the high school area by a dotted line on the map.

What the Survey Attempted.—The survey has attempted to identify each distinct habitation as on the 31st of March, 1957, and to enumerate each one of them systematically in the Habitation Register and also to classify them according to their population slabs, and to register them in the Slab Register with an entry regarding the existing educational facility and then to delimit the school areas of existing schools according to certain objective criteria laid down and applied with reasonable discretion and to suggest most convenient and economical location for the school for the habitations remaining unserved, so that as many children as possible from the neighbouring habitations could take advantage of it by walking not more than a specified

distance, at the primary, middle and high school stages, and then to delimit the school areas of the existing and the proposed schools and to map them out and to enumerate them suitably in a School Area Register. The objectives of the survey can, therefore, be stated in brief as (a) identification and enumeration of (i) every distinct habitation and (ii) every elementary school, (b) mapping out the location of schools, (c) delimiting the area served by the existing schools, (d) to decide on the location of new schools and the area that would be served by the proposed new schools by suitable classification and grouping of habitations and (e) preparation of district-wise statistical tables showing the results of the survey.

Incidentally the survey also tried to collect educational statistics regarding the number of local and non-local boys and girls in schools, the number of teachers, the accommodation available in the existing schools so that the extent to which each school has been serving actually the needs of the local and non-local pupils could be found out as also the additional number of pupils that could have been enrolled with the then existing staff and the additional staff necessary if and when all children could be enrolled. The Survey concentrates itself mainly on rural areas for evident reasons. However, to make the picture as complete as possible, data regarding the number of schools and pupils in urban areas was also collected. The District and State or All-India tables give only the totals or central tendencies wherein the deviations in individual units will largely cancel one another. It was not possible to subject these facts and figures about each individual school to critical statistical analysis by involved statistical procedures.

The Limitations of the Survey.—It may not be out of place to mention here what allied topics the survey does not include. It being an approach mainly to the problem regarding the location of schools, it does not deal with (a) the need for separate schools for boys and girls at any stage, (b) the number of divisions or classes available or necessary in a given standard, (c) the optimum size of a school or a class, (d) the necessity of having different schools at different places in bigger habitations, (e) the exact location of a school in the habitation or outside it, (f) the availability of land and suitability and adequacy of the existing accommodation and (g) the possibility of land and accommodation where the school is proposed. The present survey also does not deal with various other important problems such as that of attendance versus enrolment, wastage, stagnation, availability of teachers etc.

CHAPTER III ORGANISATION

Collaboration of the State Governments.—The survey scheme was primarily to assist the State Governments in collecting and compiling dependable data, so very essential for objective, realistic planning of the expansion programme of elementary and secondary education. The data was to be collected from the districts and therefore could best be collected by the officers already working in the districts. The scheme was therefore to be implemented only through the active co-operation and collaboration of the State Governments. Participation of all State Governments except the Government of West Bengal could be secured in the survey scheme.

Co-operation from other Departments.—The very nature of the survey required co-operation from other departments, and particularly from the revenue department. As the survey had addressed itself to identification and enumeration of every habitation, howsoever small or remote it may be, co-operation from *Lekhpals* or *Patwaris*, the Village Officers and Tehsildars and Collectors was necessary. What was true of Revenue Department was, to a certain extent, also true of other departments. To facilitate this, the officers of the other departments were contacted by the Education Secretaries or Directors and the necessary instructions to their subordinates got issued, in regard to the assistance that was expected of them and they were asked to do the needful ungrudgingly. Besides this, personal contacts were also established.

The State and District Survey Officers.—To direct, guide and supervise the survey work in the State and to compile the district and State statistical tables and prepare the draft district and State reports, the States were advised to entrust this work to a suitably qualified and experienced officer, possessing a flare for statistical research work and to assist him in the collection and collation of the data, in each district, one district survey officer was to be appointed, for a period of about six months. At the headquarters, the State Survey Officers were generally to be assisted by one supervisory assistant for every ten districts. However, only in a few States this assistance was given. Besides this, the State Survey Unit consisted of one or two statisticians-cum-clerks and one or two typists. The District Survey Officer was assisted by one or two clerks. The staff strength and the duration for which they were employed, of course, varied from State to State. On the whole, however, the survey units at the State level and their sub-units in the districts had just the minimum staff, working generally from morning to night, during the period of the field work and of tabulation of the data.

The Other Preliminaries.—As the survey was to be carried out for the benefit of the State Governments, the objectives and the broad outline of the procedure were placed in the first place before a small informal *ad hoc* Committee on the 17th January, 1957. The Advisory Committee endorsed the survey scheme and the procedure outlined. Copies of the outline were also sent to the State Governments for their comments and suggestions, if any.

The Status of the Survey Units.—With a view to give proper status and orientation to the survey units in the States and the districts and to ensure proper co-ordination and supervision and assistance from the subordinates the survey units in the State were to be attached to the office of the Director of Education or Director of Public Instruction as the case may be and all orders to be issued by the survey officers were to be in consultation with and as orders on behalf of the Director, so that they could have the necessary effect in the Districts. Similarly in the districts, to secure the necessary internal co-operation and team-work, the educational inspector was to be in overall charge of the survey work, whosoever be the survey officer in the district. In some cases the educational inspector was himself the survey officer.

The Central Seminar.—As this was a new venture, it was necessary to explain to the State Survey Officers the targets and principles with all their implications and to initiate them to the procedure and

technique to be followed uniformly in all the States. Accordingly, for the benefit of the State Survey Officers, a Central Seminar-cum-Pilot Survey was organised at Delhi from 28th January to 15th February, 1957. Shri J. P. Naik was invited to direct the seminar with the assistance of the Officer on Special Duty. The Seminar had the pleasure of meeting Dr. K. L. Shrimali, who inaugurated the Seminar and Shri K. G. Saiyidain, who addressed them at a later date. The seminar helped not only in initiating the survey officers to the spirit and nature of the work but introduced them to the uniform procedural details and techniques and in creating proper background and understanding and enthusing them in carrying out the project to its successful completion as early as possible. The officers returned to the States with a promise to do their best in the cause of this national work and the results now achieved show that they did keep their promise, in spite of several foreseen and unforeseen difficulties.

The State Seminars.—The State Survey Officers, in their turn, organised similar seminars for the training of the district officers. Though these were expected to be completed before the end of April, 1957, the first one started by the middle of April, 1957 and the last one ended on 7th January, 1958. The Officer on Special Duty attended practically all these seminars at one stage or another and gave the necessary guidance; wherever possible, he directed the work there for a couple of days.

The Difficulties.—For evident reasons, the data to be collected had to be with reference to a specified date and this was fixed as the 31st March, 1957, being most convenient and useful. The time schedule for completing the work was also accordingly drawn up, but due to various foreseen and unforeseen bottlenecks and difficulties, the work took a much longer time than originally envisaged. In the first place, with the general elections then ahead, the seminars could not be started till those were over. Though general instructions for the guidance of the State Survey Officers giving them an idea of the preliminaries necessary were issued and all possible steps were taken to reduce the administrative bottlenecks to the minimum, delays did occur in obtaining sanction, in the selection and appointment of staff etc. The school vacations also intervened and disturbed the programme as teachers could not be contacted. Transport difficulties did arise in certain areas during the rainy season and in some during winter. The 'flu' epidemic that broke all of a sudden was also instrumental in upsetting the time schedule. Maps were of fundamental importance in the survey, but for some areas they were not available and therefore had to be got prepared, and for others where they were available, it took quite a long time to obtain them. The threatened strikes of the *Patwaris* also dislocated the work in some areas. These delays and difficulties at the State and district levels had their own repercussions on the work of the tiny Survey Unit in the Ministry. All-India tables could not be finalised till all the State tables duly reconciled were in hand. The all India report could be drafted only when all the State Reports and Tables were available. Some of these were coming when this report was being compiled.

Guidance and Supervision.—Besides the guidance given at the Central Seminar to the State Survey Officers and at the State Seminars to both the State and District Survey Officers, the 'General Instructions for the Guidance of the Survey Officers' followed by the

'Notes for Guidance of the Survey Officers' were sent from the Survey Unit at the Centre. The Pilot Survey reports were checked at the Centre and the tehsil reports were first checked by the district officers and some of the earlier ones even in the survey unit at the Centre, and observations on the same were communicated for their guidance. Subsequently, 'Points for Guidance in the Compilation of the District and State Tables and preparation of the District and State Reports' were also sent. All district survey officers were required to send fortnightly progress reports to the State Survey Officer who in his turn had to send them to the Officer on Special Duty for the survey in the Ministry.

The District Reports and Tables, the School Area Registers, the Maps and the various lists were subjected to sample scrutiny with a view to ensure that the work was completed on the right lines. Some of these were scrutinised on the spot. Observations on these were communicated to the States Survey Officers and the Directors of Education/Public Instruction.

CHAPTER IV

THE HABITATIONS

From Census to Survey.—The first objective of the present Survey was to collect necessary data, to identify and enumerate the habitations or 'population centres' on large-scale maps and in a suitable register, so that an integrated clear picture of their size and mutual distance from their adjoining habitations could be at once obtained. The Census enumerates the villages, the parcels of land delimited for revenue purposes, but not the actual 'house-clusters' or 'habitations' which really matter for the problem in hand.

In this task of identification of habitations, the Census did provide a clue in as much as it gave the list of villages and their population according to the 1951 Census. Starting with this as the basis, therefore, information regarding the habitations had to be collected from teachers, village officers (the *Talathis*, *Lekhpals* or *Patwaris*), the *Tehsildars* as also from the local officers of other departments, wherever necessary. The Survey of India topographical maps also proved useful in this behalf as most of the habitations, villages as well as hamlets were shown on these maps. The teachers could give information only regarding the habitation in which their school was located and at the most about the habitations in the vicinity, and not about others. As every habitation had to be identified and enumerated, the co-operation of the village revenue officer had to be sought through the good offices of the district and the tehsil revenue officers. The officers of other departments also assisted in regard to certain areas such as, for example, the forest areas.

Apart from this, necessary adjustments had to be made for the various changes that had taken place since the Census in 1951 including those due to the re-organisation of States. In the light of the information collected from the *Patwaris*, teachers and other local officers and the local enquiries made, where necessary, certain corrections and adjustments had to be carried out in the Census data on various counts. Some of the villages enumerated in the Census were reported to be already *Bechirag* (uninhabited), while others had subsequently got submerged or flooded or were deserted by the people for one reason or another. Some of the villages mentioned in the

Census could not be traced, in spite of all the efforts made by the District Survey Officers. Some rural areas had since become urban. They either formed part of the neighbouring town or city or had themselves become small towns. These had to be all written off from the list of rural areas. On the other hand, besides the hamlets which had to be recorded for the first time, it was noticed that some villages had escaped mention, (may it be that their population might have been included in some other village) entirely new habitations had arisen, some habitations had lost their urban characteristics, and in some cases, a village *Bechirag* in 1951 had revived. These had to be taken into consideration along with all the corrections and adjustments that were necessary on account of the discrepancies that were noticed in the available Census records. In some cases, they had undergone change of names, in some other cases the habitations had shifted from one place to another, though the name remained the same.

Rural Habitations and their Population.—After making all reasonable enquiries from the available records and the concerned local officers of the different departments, the first fundamental register of the survey, *viz.*, the Register of Habitations, wherein all habitations—villages and their hamlets with their 1951 population along with the subsequent changes, wherever they occurred, were noted. The Register gives the position obtaining at the time of the survey, but the population indicated is according to the 1951 Census. Though the *Patwaris* were required to give the estimated present population and it was noted separately in the remarks column and taken into consideration in planning the school areas, it was considered inadvisable to tabulate the habitations according to the *ad hoc* estimates of population given by the teachers and the *Patwaris*. The consolidation of the taluka or tehsil tables into district tables and district tables into State tables, and those in their turn, into all-India tables give the following figures for the rural habitations and population arranged slab-wise:—

Pop. Slab	Habs.	Percentage to total	Population	Percentage to total	Average population per slab
5,000 & above	553	0·07	35,38,611	1·2	6,399
2,000—4,999	11,563	1·38	3,17,75,052	11·4	2,748
1,000—1,999	41,386	4·93	5,55,72,121	19·9	1,343
500—999	1,05,495	12·56	7,26,00,618	26·0	688
400—499	49,700	5·91	2,20,97,073	7·9	445
300—399	74,146	8·82	2,54,76,222	9·1	344
200—299	1,13,790	13·54	2,76,72,808	9·9	243
100—199	1,89,329	22·54	2,70,57,876	9·7	143
Below 100	2,54,071	30·25	1,37,60,565	4·9	54
TOTAL BELOW 500	6,81,036	81·05	11,60,64,514	41·5	170
GRAND TOTAL	8,40,033	100	27,95,50,946	100	333

These figures do not include the figures for West Bengal, which did not participate in the Survey, the two Union Territories of Andaman & Nicobar Islands and the Laccadive, Amindive and Minicoy Islands as also those for Pondicherry, the NEFA and the Naga Hills and seventeen villages in Punjab that could not be surveyed as they remained ice bound during the period of survey there.

Urban Areas and their Population.—After making all adjustments for the changes since 1951, the towns, town-groups and cities were also enumerated to make the picture complete, and for the area surveyed, their frequency distribution according to the population classes of the Census pattern was found to be as follows:—

Popu- lation	1 lakh and above.	50,000 to 99,999	20,000 to 49,999	10,000 to 19,999	5,000 to 9,999	Below 5,000	Total
Towns & Cities	70	95	349	602	1,127	569	2,812
Per- centage	2.5	3.4	12.4	21.4	40.1	20.2	100
Popu- lation	2,03,06,292	64,69,191	1,05,00,433	83,50,654	81,24,890	19,32,805	5,56,84,265
Per- centage	36.5	11.6	18.8	15.0	14.6	3.5	100

Location versus Adequacy of Schools.—This identification and enumeration of habitations being solely for the purpose of ensuring educational facility to as many habitations as possible, information about the existing primary education facility had to be collected from teachers and the local educational inspectors and suitably recorded in both the Habitation Registers and the maps. Here, what was of primary importance was whether or not the facility existed at a given place; whether or not it was adequate was entirely a different issue, as, once the location of the school was known and its area delimited, the number of teachers required for the children enrolled could be easily calculated. But even this was not quite simple, as, though the information regarding the number of schools was known, it was according to the 'nomenclature' or 'type' of schools and not according to the number of institutions where education was available at the primary, middle and high school stages. Moreover, schools vary in size and two or three schools at one place may provide for lesser number of children than one large school at another place. What was, therefore, significant for the survey was to ascertain, in the first place, the habitations in which schools providing education at a given stage existed, so that once the location was fixed, its school area could be delimited; the number of teachers required for the enrolment, actual or expected, could be found out either from the actual Census of school-going children or even by calculating the total population given in the Census.

From the basic information received from the *Patwaris* and teachers, the villages, with their hamlets, were recorded alphabetically in the Habitation Register. In the 'Slab Register', the same informa-

tion was recorded after re-arranging the population slab-wise. The habitation was located on the map and its serial number in the Register and, if possible, the population was noted there. Entries of *Bechirag* or untraceable habitations if any, on the map were crossed out.

CHAPTER V

THE EXISTING POSITION

Habitations with Schools.—With the help of lists of schools and the teachers' cards existence of educational facility could be noted in the Habitations Register and from this precise information regarding which and how many of the habitations had schools in them could be obtained. The existing facility was indicated on large-scale—one inch per mile—maps, by a circle in green for provision at the primary school stage, a triangle for that at the middle school stage and a square for that at the high school stage. Thus a visual picture of the existing position could at once be obtained from the map. The entries made in the Register of Habitations and other records give the slabwise distribution of habitations with schools as on the 31st March, 1957 and their population according to the 1951 Census. The information collected shows that on 31st March, 1957, out of 8,40,033 habitations with a population of 27,95,50,946, only 2,29,023 habitations (forming 27.26% of the total) with a population of 16,70,44,295 (forming 59.75% of the total) had a school in them. Their distribution according to the population slabs was as follows:—

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	528	95.47	33,87,783	95.74
2,000—4,999	10,911	94.36	2,99,81,883	94.36
1,000—1,999	36,911	89.19	4,97,96,761	89.61
500—999	75,984	72.03	5,33,62,641	73.50
400—499	25,100	50.50	1,12,17,961	50.72
300—399	27,274	36.78	94,42,645	37.07
200—299	26,169	23.00	64,92,954	23.47
100—199	19,339	10.21	29,27,445	10.82
Below 100	6,807	2.68	4,44,222	3.23
TOTAL BELOW 500	1,04,689	15.37	3,05,15,227	26.29
GRAND TOTAL	2,29,023	27.26	16,70,44,295	59.76

From the above table, it will be seen that in the higher population slabs, the percentage of habitations with schools in them was, as expected, far higher than in the lower population slabs. In the population slab below 100, only 2.68% of the habitations or 3.23% of the population in that slab had schools.

The position differs considerably from State to State as will be seen from the following table:—

State	Habitations	Percentage	Population	Percentage
Andhra Pradesh	22,708	44.77	2,10,29,875	81.07
Assam	11,001	43.07	55,60,463	66.35
Bihar	26,351	23.99	1,86,01,873	50.90
Bombay	40,528	53.22	2,88,20,646	82.46
Jammu & Kashmir	1,884	17.38	12,39,156	43.98
Kerala	5,751	53.95	90,70,814	72.44
Madhya Pradesh	20,824	25.34	1,20,75,537	52.63
Madras	17,979	34.65	1,52,27,351	66.89
Mysore	17,875	44.61	1,16,50,948	77.54
Orissa	15,032	29.22	77,94,028	55.71
Punjab	11,229	40.28	1,00,09,847	75.89
Rajasthan	8,933	19.08	69,82,778	53.58
Uttar Pradesh	26,168	11.11	1,77,84,482	32.54
Delhi	190	65.74	1,94,553	85.98
Himachal Pradesh	1 004	7.86	1,98,053	17.92
Manipur	671	34.82	4,53,199	69.99
Tripura	895	17.25	3,50,692	43.83
TOTAL	2,29,023	27.26	16,70,44,295	59.75

Among the States, in Kerala 53.95% and in Uttar Pradesh 11.11% of the habitations in those States had schools in them. In regard to population served in the home habitation, among the States, Bombay ranks highest with 82.46% and Uttar Pradesh ranks last with 32.5%. Among the Union Territories, Himachal Pradesh has schools in 7.86% of its habitations, having 17.92% of its population. Jammu & Kashmir and Rajasthan are the other two States with very low percentage. Bihar and Madhya Pradesh come next. There about one in four habitations had a school in it.

Need of Grouping together Habitations.—If the schools were to serve only the habitations in which they were located, 6,11,010 habitations forming the remaining 72.74% of the total number of habitations, that is, a little less than 3/4th of the habitations would have required to be treated as without any educational facility. Their population, however, formed only 40.24% of the total rural population. A

large majority of them are comparatively smaller habitations. In view of the imperative need of making the limited resources in men and money go the longest way, not only in the case of the tiny habitations but even where the habitations were not very small, it was necessary to consider as to which of them, lying within a reasonable walking distance for the child, could be treated as being served by the existing schools in the neighbouring habitation. The question of adequacy of teachers and accommodation for the total number that would be enrolled from the school habitation as also the adjoining ones will have, of course, to be attended to by the authorities separately, if and when the need arises, by taking into consideration the ceiling for the pupils per teacher and the floor-space per child that may be fixed in the state from time to time.

Delimiting the Primary School Areas.—To have some uniformity in procedure and standards employed, with of course, due allowance wherever necessary for local conditions and to meet the special circumstances in individual cases in regard to this delimitation of areas of existing schools at the primary school stage, all habitations with population between 300 to 500 within about half a mile's walking distance from the existing school, and those with population below 300 within about one mile's walking distance from the existing school, in rural or urban areas, were included in the school area of the existing rural or urban school, excepting, of course, those that were going to be more conveniently placed with reference to the new schools to be proposed. Before delimiting the area of existing schools, the question of shifting, if necessary, the present location to a more convenient place as also that of closing those with no prospect of reasonable enrolment had to be considered.

As the existing schools have been shown on the map by a tiny circle at the place, the other habitations included in the school area were shown by arrows in green running from those habitations to the school habitation. School areas have been enumerated alphabetically in the School Area Register, where, against each school, all habitations served by it together with their population and distance from the school habitation have been shown. From this data, the frequency distribution of habitations served by a school in the habitation as also those served by the adjoining habitations could be calculated.

Served by Schools in the Neighbourhood.—As a result of this grouping of smaller habitations in the vicinity, with the existing rural or urban schools, 3,70,962 habitations with a total population of 6,52,57,397 would be catered for. They form 44·16% of the total number of habitations and 23·34% of the total population. If the habitations excluded from this tabulation as they would be getting new schools either in them or at a shorter distance in view of the proposals to be made as per the principles set out were also to be taken into consideration, the number in each slab would rise further. However, with a view to avoid the chance of any confusion due to double entry in the School Area Register, they were not included in the school areas of the existing schools and consequently do not figure

here. The distribution of these habitations and their population in the different population slabs is as follows:—

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	6	1.27	35,859	1.01
2,000—4,999	272	2.35	6,93,574	2.18
1,000—1,999	2,443	5.90	31,44,302	5.66
500—999	15,658	14.84	1,02,23,099	14.08
400—499	13,182	26.53	58,28,997	26.38
300—399	25,891	34.92	88,45,799	34.72
200—299	53,890	47.36	1,29,67,922	46.86
100—199	1,07,532	56.80	1,52,38,503	56.32
Below 100	1,52,088	59.86	82,79,342	60.17
TOTAL BELOW 500	3,52,583	51.77	5,11,60,563	44.08
GRAND TOTAL	3,70,962	44.16	6,52,57,397	23.34

As in the case of habitations served by a school in them, so also in the case of habitations served by schools in the vicinity, the position differs from state to state. It will be seen from the following table that Bihar, Uttar Pradesh and Himachal Pradesh rank comparatively higher as far as habitations served by a school in the vicinity are concerned. Delhi has the lowest percentage and Manipur and Bombay come next:

State	Habitations	Percentage	Population	Percentage
Andhra Pradesh	14,757	29.09	22,88,709	8.8
Assam	7,507	29.39	13,08,262	16.6
Bihar	60,956	55.50	1,27,95,214	35.0
Bombay	20,212	26.54	31,86,513	9.12
Jammu & Kashmir	5,007	46.20	8,77,943	31.2
Kerala	3,339	31.32	22,60,177	18.05
Madhya Pradesh	24,974	30.40	34,75,646	15.14
Madras	27,827	53.64	63,23,102	27.8
Mysore	15,130	37.51	21,35,321	14.21
Orissa	24,310	47.25	44,34,679	31.7
Punjab	12,252	43.95	23,64,717	6.5
Rajasthan	15,117	32.28	16,71,262	12.8
Uttar Pradesh	1,29,297	54.89	2,11,15,677	38.7
Delhi	64	22.15	12,619	5.5
Himachal Pradesh	6,988	54.71	5,06,217	45.8
Manipur	484	25.12	96,429	14.9
Tripura	2,741	52.82	3,24,910	40.6
TOTAL	3,70,962	44.16	6,52,57,397	23.34

Independent Schools.—Whether or not an existing school could serve the neighbouring habitations depended among other things on the existence of habitations with population between 300-500 lying within a walking distance of less than half a mile and habitations with population below 300 within a walking distance of one mile. Even from amongst this, such of the habitations as would get a school in them or at a shorter distance, as a result of planning, were excluded. As a result of this, some habitations having a school in them, in spite of attempts to group together as many other habitations as possible round about the school habitation, could serve only their own school-going population and of no other. Of the 2,29,023 habitations with a school in them, 1,04,727, forming 12.47% of the total number of habitations, with a population of 9,12,12,677 forming 32.63% of the total population remained what are termed in this survey as 'Independent Schools', depending as they do for their strength on their own school-going population and no other. The frequency distribution of these according to the different population slabs is as follows:—

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	386	69.80	24,48,468	69.19
2,000—4,999	7,294	63.08	2,01,88,234	63.53
1,000—1,999	21,746	52.54	2,95,32,876	53.14
500—999	38,675	36.66	2,73,43,634	37.67
400—499	11,030	22.19	49,28,412	22.30
300—399	10,826	14.60	37,45,843	14.70
200—299	8,830	7.76	21,98,781	7.95
100—199	4,952	2.62	7,57,091	2.80
Below 100	988	0.39	69,347	0.50
TOTAL BELOW 500	36,626	5.38	1,16,99,474	10.08
GRAND TOTAL	1,04,727	12.47	9,12,12,677	32.63

The Group Schools.—The remaining 1,24,296 habitations could serve, besides themselves, the neighbouring 3,70,962 habitations, and as such, the schools in them are termed in this survey as 'Group Schools' and all these habitations, whether having school in them or those served by others, are termed as group school habitations. The

frequency distribution of these according to population slabs is as follows:—

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	148	26.76	9,75,174	2.76
2,000—4,999	3,889	33.63	1,04,87,223	33.00
1,000—1,999	17,608	42.55	2,34,08,196	42.12
500—999	52,965	50.21	3,62,40,998	49.92
400—499	27,146	54.62	1,20,60,258	54.58
300—399	41,961	56.59	1,44,04,614	56.54
200—299	70,711	62.14	1,71,35,577	61.92
100—199	1,21,163	64.00	1,73,00,002	63.94
Below 100	1,57,308	61.91	86,17,625	62.63
TOTAL BELOW 500	4,18,289	61.42	6,95,18,076	59.90
GRAND TOTAL	4,92,899	58.68	14,06,29,667	50.30

The Peripatetic-Teacher Schools.—Besides the independent and group schools included; there were 944 school areas served by peripatetic-teacher schools, where, the habitations were so small as not to form even the requisite minimum total population to justify the appointment of a single teacher. The teacher in this peripatetic teacher school holds the school at two centres at a distance between $1\frac{1}{2}$ miles to about five miles. The peripatetic teacher schools where the teacher had to walk only a comparatively shorter distance could hold the session at one centre in the morning and the other in the evening. With a little longer distance, the school is being held on alternate days, while in others at still longer distance, it is held at one centre for three consecutive days and then the teacher moves to the other to hold it there for the other three days. Of the 2,359 small habitations served by peripatetic-teacher schools, 1,888 had the peripatetic-teacher centre in them and children in 471 habitations had, as in the case of habitations tagged on to a group school, to walk some distance.

Distance from the School.—Of the 4,92,899 habitations served by group schools, 1,22,408 that is 14.57% of the total number of habitations had one or more schools located in them. 1,74,821 habitations forming 20.81% of the total number had it within half a mile, 1,76,999 forming 21.07% had it at a distance greater than half a mile but less than one mile and 17,444 forming 2.08% had it at a distance greater than one mile, but less than $1\frac{1}{2}$ miles. 1,227 forming 0.15% of the total had it at a distance slightly greater than $1\frac{1}{2}$ miles.

Of the 47 habitations served by peripatetic-teacher schools at some distance, 234 were served by a centre within half a mile, 222 within one mile, 14 within $1\frac{1}{2}$ miles and one within two miles. Those

having the facility of a peripatetic-teacher school in them formed only 0.22% of the total and the others tagged on to them form 0.06% of the total number of habitations.

Habitations Served.—As a result of this grouping of habitations into school areas, as will be seen from the following tabulation that in all, 5,99,985 habitations, i.e., 71.42% of the total number of habitations with a total population of 23,23,01,692 forming 83.1% of the total population had one or more schools either in the habitation itself or in an adjoining habitation, within walking distance of the child. This does not, however, mean that the existing schools were enough for all the children of the primary stage from these habitations.

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	534	96.74	34,23,642	96.75
2,000—4,999	11,183	96.71	3,06,75,457	96.54
1,000—1,999	39,354	95.09	5,29,41,063	95.27
500—999	91,642	86.87	6,35,85,740	87.58
400—499	38,282	77.03	1,70,36,958	77.10
300—399	53,165	71.70	1,82,88,444	71.79
200—299	80,059	70.36	1,94,60,876	70.33
100—199	1,26,871	67.01	1,81,65,948	67.14
Below 100	1,58,895	62.54	87,23,564	63.40
TOTAL BELOW 500	4,57,272	67.14	8,16,75,790	70.37
GRAND TOTAL	5,99,985	71.42	23,23,01,692	83.10

Habitations not Served.—Consequently, 2,40,048 habitations forming 28.58% of the total with a population of 4,72,49,254, i.e. 16.90% of the total population were treated as not at all served by the existing schools. As already pointed out, this number would have slightly come down if some of the habitations which were to have a school in them or in the vicinity or at a shorter distance were not excluded from this tabulation.

As a result of this delimitation of the areas of the existing schools, the number of habitations and population not served in the different population slabs comes out to be as follows:—

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	19	3.26	1,14,969	3.25
2,000—4,999	380	3.29	10,99,595	3.46
1,000—1,999	2,032	4.91	26,31,058	4.73
500—999	13,853	13.13	90,14,878	12.42
400—499	11,418	22.97	50,60,115	22.90
300—399	20,981	28.30	71,87,778	28.21
200—299	33,731	29.64	82,11,932	29.67
100—199	62,458	32.99	88,91,928	32.86
Below 100	95,176	37.46	50,37,001	36.60
TOTAL BELOW 500	2,23,764	32.86	343,88,754	29.63
GRAND TOTAL	2,40,048	28.58	4,72,49,254	16.90

It will be seen from the above that even in the highest slab there were habitations without educational facility. The percentage both in regard to habitations and population goes on rising as one comes to the lower slabs. The position varies from State to State, as will be seen from the table given below:—

States	Habitations	Percentage	Population	Percentage
Andhra Pradesh	13,258	26.14	26,22,850	10.1
Assam	7,034	27.54	14,32,252	17.1
Bihar	22,529	20.51	51,46,176	14.1
Bombay	15,411	20.24	29,43,704	8.4
Jammu & Kashmir	3,947	36.42	7,00,517	24.8
Kerala	1,570	14.73	11,91,440	9.5
Madhya Pradesh	36,380	44.27	73,95,059	32.2
Madras	6,075	11.71	12,28,533	5.4
Mysore	7,332	18.18	12,39,452	8.3
Orissa	12,106	23.53	17,61,632	12.6
Punjab	4,395	15.77	8,15,311	6.2
Rajasthan	22,780	48.64	43,78,955	33.6
Uttar Pradesh	80,090	34.00	1,57,50,905	28.8
Delhi	35	12.11	19,114	8.5
Himachal Pradesh	4,781	37.43	4,00,923	36.28
Manipur	772	40.06	97,880	15.1
Tripura	1,553	29.93	1,24,551	15.6
TOTAL	2,40,048	28.58	4,72,49,254	16.9

In Himachal Pradesh, Rajasthan, Madhya Pradesh and Uttar Pradesh the percentage of population without educational facility at the primary school stage is very high.

CHAPTER VI

THE POSITION AFTER PLANNING.

The Proposed Schools.—The locations of new schools were required to be proposed by the District and State Survey Officers, in conformity with the targets and principles laid down for their guidance after taking an integrated comprehensive view, from the map and data collected, of the existing educational facilities, both in the habitation and in the neighbourhood and of the habitations without educational facility. They have been proposed to be located in just the minimum number of habitations by suitably grouping as many

of the rest as possible. Independent schools have been proposed, in all, in 45,234 habitations and group schools have been proposed so as to serve, in all, 1,88,664 habitations. Some of these would have the school in them and others would be served by these schools. Peripatetic-teacher schools have been proposed to serve, in all, 12,349 habitations.

To distinguish the proposed schools from the existing ones, they have been shown on the maps in red, instead of green, a tiny red-circle standing for a proposed primary school, a red triangle for a proposed middle school and a red square for a proposed high school. The habitations tagged on to these are indicated by arrows, in red, from the habitation to be served to the school habitation in the case of primary schools. In the case of middle schools and high schools, they have been enclosed in curves drawn with dashes and dots respectively, the colour used being red for the proposed ones as against the green one for the existing school areas. The proposals could also be clearly seen in the School Area Register as information about them is tabulated in distinct columns. Besides these, to facilitate ready reference while taking decisions in due course while actually opening the new schools, these have been listed alphabetically *tehsilwise*, showing the total population that would be served by them in the appropriate slab.

Arriving at the Resulting Position.—The resulting position after the proposals made are implemented is not merely the summation of the figures for the existing position and the proposals, but it is the position that would be obtaining after making necessary adjustments in regard to the existing position. This is because in some cases a habitation that was served according to the existing position by a school at a longer distance (and was reckoned as a habitation served) would be getting a school in it or at a shorter distance; in some cases the existing school has been proposed to be shifted to another habitation and there are a few cases where the existing school is proposed to be closed. After making, therefore, all the adjustments on these various counts, the final position emerges; on the map, the school areas are shown in green for the existing position and in red for the proposed ones. In the case of some habitations, both the green and red arrows emerge from the same habitation showing thereby the position as it existed on 31st March, 1957 and as it would be, if and when the proposals are implemented. In the School Area Register, there being separate columns for showing the existing position and the proposals for new schools, complete information in this regard can be obtained separately. In the Habitation Register, however, the final position, after taking into account the existing position as well as the proposals, if any, is shown.

The Independent Schools after Planning.—The information regarding the proposed independent schools is tabulated in the tehsil, district and State tables IIIB and their list has also been appended to the District Reports. The final picture as it would be as a result of the existing and the proposed facilities is shown in the district and State tables IIIAB. By taking into account the existing position and the proposals in regard to the independent schools in all the States and Union Territories surveyed, it is found that the number of habitations served by independent schools will rise from 1,04,727 to 1,50,215.

forming 17.88% of the total number of habitations. The net increase, therefore, in the number of habitations is 45,488, showing an increase in the percentage to the extent of 5.41. This has its effect on the population that would be served by independent schools. It has increased to 11,55,48,709 raising the percentage from 32.63 to 41.32, that is, an increase of 8.69%.

The slab-wise distribution of rural habitations and population that would be served by independent schools is as follows:—

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	401	72.51	25,41,743	71.83
2,000—4,999	7,707	66.65	2,13,20,507	67.10
1,000—1,999	24,406	58.97	3,30,06,441	59.39
500—999	53,417	50.62	3,69,84,537	50.94
400—499	19,762	39.76	88,54,729	40.07
300—399	25,571	34.49	88,48,739	34.73
200—299	11,995	10.54	30,10,126	10.88
100—199	5,907	3.12	9,08,684	3.36
Below 100	1,049	0.41	73,203	0.53
TOTAL BELOW 500	64,284	9.44	2,16,95,481	18.69
GRAND TOTAL	1,50,215	17.88	11,55,48,709	41.32

Group Schools after Planning.—As regards the habitations to be served by group schools, their number would rise from 4,92,899 to 6,48,860, that is, instead of the former 58.68% of the habitations being served by group schools, the percentage would rise to 77.24, giving thereby a net increase of 1,55,961 habitations forming 18.56% of the total. As regards the population to be served by group schools, it would rise from 14,06,29,667 to 16,03,44,230, giving a net increase of 1,97,14,563. The percentage would rise by 7.06, from 50.30% to 57.36%.

The slab-wise distribution of these habitations and their population is as follows:—

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	151	37.31	9,91,299	28.01
2,000—4,999	3,855	33.34	1,04,51,034	32.89
1,000—1,999	16,976	41.02	2,25,61,113	40.60
500—999	52,047	49.34	3,55,92,744	49.03
400—499	29,835	50.03	1,31,95,956	59.72
300—399	48,281	65.12	1,65,26,241	64.87
200—299	98,774	86.80	2,39,45,529	86.53
100—199	1,72,772	91.25	2,46,61,630	91.14
Below 100	2,26,169	89.02	1,24,18,684	90.25
TOTAL BELOW 500	5,75,831	84.55	9,07,48,040	78.19
GRAND TOTAL	6,48,860	77.24	16,03,44,230	57.36

The Peripatetic Teacher Schools.—Besides the independent and the group schools, proposals have been made for the peripatetic teacher schools. So far, these schools existed in the State of Bombay and the four districts of old Bombay transferred to Mysore and the one district of Rajasthan. As such, the number of habitations served originally is very small, *viz.*, 2,359, forming only 0·28% of the total number of habitations. As a result of the proposals and closing down some of the existing ones and converting others into independent schools, in all, in the 'after planning' position, 13,602, *i.e.*, 1·62% of the habitations would be served by peripatetic teacher school centres located in the habitation or in the adjoining one within walking distance of the child, thus giving a net increase of 11,243, the percentage having increased just by 1·34. As these are small habitations, the percentage of population catered for is not much. It has increased from 0·16% to 0·61% as a result of increase of population so served from 4,59,348 to 16,92,685, the net increase being 12,33,337 accounting for an increase by 0·45%.

To be Served in the Habitation or in the Neighbourhood.—The classification into independent and group schools is for indicating whether or not the institutions serve other habitations in the neighbourhood. The peripatetic teacher school differs from these as it provides only a part-time facility. What really matters more is how many of these would have school located in them and how many would have to depend on the adjoining habitation for educational facility. In the case of independent schools, by their very nature, all would be located in the habitation itself. That, however, is not the case of habitations served by group schools. Of the total of 6,48,860 habitations served by group schools, 1,73,248, that is, about 20·62% of the total number of habitations would have the group school located in them and the remaining 4,75,612, forming 56·62% would have it within walking distance of the child. Of these, 2,34,453, that is 27·91% of the total would be having it within half a mile. Some of these would be having it in a habitation quite contiguous to it. In the case of 2,16,951 habitations, that is about 25·83% of the total number of habitations, the facility would be at a distance greater than half a mile, but not more than one mile. Of the remaining 22,257 habitations, that is 2·65% would have it within one to 1½ miles and 1,951 forming just 0·23% of the total number of habitations would have it at a distance a little longer than 1½ miles. Thus, most of the habitations served by group schools would have it either in them or within about half a mile.

As regards the peripatetic teacher schools, 8,848, forming 1·05% of the total number of habitations would have the centre in the habitation itself, 1,563 habitations would have it within half a mile, 2,446 within one mile, 683 within 1½ miles and 62 within two miles.

Thus, in all, 3,32,311 habitations would be having a school in them instead of the former 2,29,023. Speaking in terms of percentages, it would rise from 27·26% to 39·6%. As regards the number of habitations having the educational facility at the primary school stage within the child's walking distance, their number would be 4,80,366, instead of the former 3,70,962, the percentage rising from 44·16 to 57·2. The population of the habitations having school in them rises from 16,70,44,295 to 20,96,89,595, that is, forming 75·01% of the total population. As regards the population served in the vicinity, it rises from

5,52,57,397 to 6,78,96,029, giving a percentage of 24.29. It will, thus, be seen that the increase is comparatively more in regard to the habitations served by schools in them and not so much in those served by schools in the vicinity, the reason for this being that in the school areas of the existing schools, as many habitations as possible have been included and what remained to be provided for were mostly smaller, isolated habitations.

The slab-wise distribution of the habitations and population having the school in them would be as follows.

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	547	98.9	35,02,718	98.99
2,000—4,999	11,434	98.9	3,14 19,730	98.88
1,000—1,999	40,485	97.8	5,43,89,871	97.87
500—999	98,361	93.2	6,79,78,835	93.63
400—499	39,362	79.2	1,75,86,592	79.59
300—399	51,794	69.9	1,79,05,486	70.28
200—299	43,990	38.7	1,09,04,602	39.41
100—199	34,613	18.3	52,28,423	19.32
Below 100	11,725	4.6	7,73,338	5.62
TOTAL BELOW 500	1,81,484	26.6	5,23,98,441	45.14
TOTAL	3,32,311	39.6	20,96,89,595	75.01

These could be compared with the slab-wise distribution of habitations and population served by schools in the neighbouring habitations as given below :—

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	5	0.9	30,324	0.86
2,000—4,999	128	1.1	3,51,811	1.11
1,000—1,999	898	2.2	11,78,984	2.12
500—999	7,110	6.7	46,03,185	6.34
400—499	10,319	20.8	45,02,158	20.37
300—399	22,304	30.0	75,54,932	29.66
200—299	68,913	60.6	1,65,58,136	59.84
100—199	1,49,251	78.8	2,10,82,941	77.92
Below 100	2,21,438	87.2	1,20,33,558	87.45
TOTAL BELOW 500	4,72,225	69.3	6,17,31,725	53.19
GRAND TOTAL	4,80,366	57.2	6,78,96,029	24.29

The net increase in the number of habitations that would be having school in them is 1,03,288, giving an increase of 12·34% in the percentage, when in the case of habitations served in the vicinity, they have increased by 1,09,404, the increase in the percentage being of 13·04. The total increase, therefore, in the number of habitations getting educational facility is 2,12,692, causing an increase of 25·38 in the percentage. The net increase in the percentage of population having a school in the habitation itself is of 15·25%, as it rises from 59·76% to 75·01%, while that in the population getting the facility in the neighbourhood is only 0·95% as it rises from 23·34% to 24·29%. Thus it is that, though there is substantial increase in the number of habitations, the increase in the population getting facility for education in the neighbouring habitation has not shown considerable increase. The main reason for this is that the habitations tagged on to the school habitation are usually very small in size and secondly most of the habitations that could be grouped were already grouped in the areas of the existing schools and the remaining habitations were mostly scattered and as such a large majority of them had to be provided with independent schools. In a few cases, a tendency on the part of the district officers to propose, if possible, independent school instead of grouping it with another adjoining one, was noticeable, but this, it is felt, will not considerably affect the situation.

Habitations not Served.—As a result of these proposals, the total number of habitations that could be served by one or more schools either in them or in the vicinity would be 8,12,677, out of 8,40,033, providing educational facility to 96·7% of the total number of habitations, leaving out 27,356 habitations which form 3·3% of the total number of habitations. This is not a small number, but due to their size and lone situation not justifying even the appointment of one teacher, there was no other alternative for the district officers except leaving them out without educational facility. The total population of these was 19,65,322, forming only 0·70% of the total population, giving an average of about 72 per habitation. Here again, as will be seen from the following frequency distribution of the habitations in the different population slabs, some habitations with a substantially higher population above 300 have been shown as not served, even after the proposals. This is mainly because, though their population as enumerated or shown in the Census is quite high, either the figure as recorded in the Census was not correct or the population had, for one reason or another, dwindled down substantially during the last few years. In the few marginal cases that lie in the slabs 300-400, though the total population as indicated by the Census is correct, the population is scattered in lone houses all over the vast area and as a result, it is not possible to locate a school within one mile so as to get at least about 300 population round about the school. In some cases, the population has been shifting constantly and hence the district and state officers could not recommend any school in these.

The habitations not served do not figure in the School Area Register, but as every habitation is entered in the Habitations Register with an entry regarding the existing or proposed school in it or in the vicinity, those left out could be easily known from it. Moreover, in all such cases, in the remarks column, an entry regarding the reason for not providing for it had to be made. In the map also, these habitations have been underlined in red so as to draw pointed attention to them. Besides these, separate lists were required to be prepared

of all habitations not served by an existing or proposed school and with reasons for the same. These lists also give the present estimated population of the habitation and indicate the distance of the nearest school. It may be mentioned here that in the survey, though every hamlet, howsoever small, was in the first place identified while actually enumerating the habitations, tiny hamlets with a population below 25, as also farm-houses or isolated single houses were not taken into consideration, for evident reasons, though in the Census and therefore, in the present survey the population gets enumerated in the main village.

The slab-wise distribution of habitations and their population remaining without educational facility will be seen from the following:—

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above.	1	0.20	5,569	0.16
2,000—4,999	1	..	3,511	0.01
1,000—1,999	3	..	3,266	0.03
500—999	24	..	18,598	0.03
400—499	19	..	8,323	0.04
300—399	48	0.1	15,804	0.06
200—299	887	0.8	2,10,070	0.75
100—199	5,465	2.9	7,46,512	2.76
Below 100	20,908	8.2	9,53,669	6.93
TOTAL BELOW 500	27,327	4.0	19,34,378	1.67
GRAND TOTAL	27,356	3.3	19,65,322	0.70

The Population of School Areas.—Just as for revenue purposes the whole country is divided into revenue villages, similarly the present survey has grouped all the habitations into school areas. Their frequency according to the population slabs can be found out from the tabulated information in the School Area Registers. The maps as also the School Area Register show the categories of the different school areas, viz., which of these have or would have independent, group or peripatetic teacher schools. The School Area Register also give the population of the school area as also of each of the constituent habitations from which the frequency of the school areas according to the total population can be tabulated.

The school areas for the proposed schools and the total population that would be served being known, the order of priority while opening new schools can be fixed by the State Governments by reference to the School Area Registers and the list of proposed schools prepared.

It is true that due to the normal increase in population from year to year, the population of the individual habitations, and therefore, of the school areas will undergo change, but this, it is felt, will not in any way affect the composition of the school areas, as even with a total increase of about 15% in the course of say, a decade, the population of a school area having population of 300 would increase to about 345, and in the number of pupils, the increase would be only of about 5 or 6.

CHAPTER VII

ADEQUACY AND UTILISATION OF THE EXISTING FACILITIES

The Enrolment.—The formulation of the school areas would assist a great deal in calculating the maximum number of teachers that would be required if and when all the school-going pupils are enrolled, as also the minimum that would be necessary whatever be the enrolment, once definite decisions are taken on (a) the pupil-teacher ratio, (b) the maximum number of pupils a teacher would be required to teach and up to which limit an additional teacher will not be sanctioned and (c) the incidence of the increase in population on the population of school-going age. Calculation of the number of teachers required was not within the scope of this survey and moreover, as the school areas were not tabulated according to any specific population slabs, no attempt has been made in the survey to calculate precisely the number of teachers that would be required in the different districts or States. This, however, could be readily done at the State or district level by reference to the data already collected.

Incidentally, however, in order to study the adequacy and utilisation of the existing facilities, information was collected in form 7A, regarding the number of habitations and population served by the existing primary schools, the number of local and non-local boys and girls enrolled, the number of teachers—men and women—engaged and the accommodation in terms of rooms and floor-space available. This valuable data collected in regard to every school as on 31st March, 1957 lends itself to a number of valuable studies. Only a few fundamental aspects emerging from the totals of these tables have been discussed in the following pages. These statistics reveal that, of the 5,99,985 habitations served by the existing schools on 31st March, 1957, 2,29,023 that is 38·71% of the total number of habitations served, had one or more schools in them, and the remaining 3,70,962, that is 61·83% had them in the neighbourhood. As regards the population, of the 2,323·01 lakhs served, 1,670·44 lakhs that is 71·90% of the total served were served in their own habitation, while the remaining 652·57 lakhs were served by a school in the neighbourhood. Calculating at the percentage of school-going children according to 1951 Census, it was found that there were 290·42 lakhs children of school-going age of whom about 147·54 lakhs were boys and 142·88 lakhs were girls. Of these, 209·30 lakhs were local (106·21 lakhs boys and 103·09 lakhs girls) and the remaining 81·12 lakhs (41·33 lakhs boys and 39·79 lakhs girls) were non-local.

Local and Non-local Boys and Girls.—At the primary school stage, 176·24 lakhs children were enrolled. Of these, 127·73 lakhs were boys and 48·51 lakhs were girls. Majority of these would be naturally from the age-group 6-11, but some would be from lower age-groups and some from the higher age-groups also. The survey did not enumerate separately the children of the different age-groups. Of these, 138·98 lakhs pupils (96·81 lakhs boys and 42·17 lakhs girls) were local and the remaining 37·26 lakhs (30·92 lakhs boys and 6·34 lakhs girls) were non-local.

Comparing the local and the non-local children with the children enrolled, it is found that of the total number enrolled, 78·86% were local and 21·14% were non-local. In regard to boys, 75·79% were local.

and 24·21% were non-local. In the case of girls, as would be expected, of the total, the percentage of local girls was much higher, being 86·92. The non-local girls formed only the remaining 13·08%. These percentages varied considerably from State to State, ranging from 94·52% for the local boys in Andhra Pradesh to 30·3% in Himachal Pradesh. For local girls, the percentage varied from 96·58% in Andhra Pradesh to 45·15% in Himachal Pradesh.

Comparing the enrolment of local and non-local boys and girls with the total male and female population served, it was noticed that, of the total male population, only 10·83% was in schools. The percentage for girls was 4·24 and for the total population, male and female taken together, it was 7·59. The percentage for local boys and girls to local population was naturally higher, 11·43% of the local male population was in schools; the percentage for girls to the local female population was 5·12, the percentage for the total population, male and female taken together, being only 8·32. As regards the non-local children this percentage fell to 5·71%; that for the non-local boys to the non-local male population was 9·30% and of girls to the female population was only 1·98%.

Of the pupils enrolled, 72·47% were boys and 27·53% were girls; the percentage of girls was comparatively very high in Kerala, it being 45·03, boys forming 54·97%. It was lowest in Rajasthan, there being only 9·01% of girls as against 90·99% boys. Comparing the percentage of local boys and girls to the local children enrolled, it was found that 69·66% of them were boys and only 30·34% were girls. In regard to the non-local children, 82·97% of them were boys and 17·03% were girls.

These children were studying in 2,50,171 schools, of which 7,982 were indicated as girls' schools, the rest being boys' or mixed schools.

Teachers.—Comparing the number of pupils enrolled to the number of teachers, it was found that on an average there were 34 pupils per teacher, the pupil-teacher ratio in different States varying from 41 in Assam to 24 in Himachal Pradesh. Of the 5,13,013 teachers, only 62,262 were women; thus 87·86% were men-teachers and 12·14% were women-teachers. The percentage of women-teachers was found to be maximum in Kerala, it being 37·4%, while in Orissa it was only 1·42%.

On an all-India average the number of pupils per teacher at the primary stage is about 34. In consideration of the difficult resources position of the country it is necessary to make the utmost endeavour to raise it to about 40. In doing so, special conditions and difficulties of individual areas and localities—particularly the density of population—will no doubt, have to be taken into consideration. Fuller utilisation of the existing teachers to the extent possible in this manner will result in providing schooling facilities to many more children with very little additional expenditure.

It also follows that henceforth, the planning of primary schools and calculation of the requirement of teachers to provide compulsory primary education for all children should be made on the basis of an average pupil-teacher ratio of 40 : 1.

Schools and Pupils in Urban Areas.—The number of schools in urban areas as also the number of boys and girls enrolled in them was also incidentally found out to make the picture complete, though the survey was concerned mainly with rural areas. From the totals taken, it is found that in the 2,812 towns and cities, in all, there were 25,451 institutions giving education at the primary school stage, of which 5,132 were for girls only. In these schools, of the total number of 63,33,433 children, 42,66,711 were boys and 20,66,722 were girls. Information regarding the number of local and non-local children in the urban schools as also the number of men and women teachers was not collected. As already stated, it was not within the terms of reference of the present survey to calculate the requirements in regard to the teachers.

Teacher Requirements.—If the frequency distribution of school areas be found out by tabulating them according to the population slabs, for one, two, three or more teachers by taking into consideration the upper limit to be reached in a class for allotting an additional teacher and the incidence of increase in population of 6-11 age-group be known, the maximum staff requirements, if and when all children are enrolled, as also the minimum necessary for the present enrolment could be calculated.

Calculating the teacher requirements on the *ad hoc* basis of one teacher for every 40 children, discrepancies arise in two opposite directions, *viz.*, the smaller school areas would require at least one teacher, even though the total number of pupils to be enrolled may not in the near future reach 40. On the other hand, as an additional teacher is not likely to be given immediately the pupils' strength goes above 40, in many areas, the actual pupil-teacher ratio may remain quite high, though in averaging, these would tend to cancel one another.

CHAPTER VIII

MIDDLE SCHOOLS

The Middle School Areas.—As provision for education for all children of the age-group 6-14 is to be made, the areas for the existing middle schools were also delimited. For this purpose, though it would be always advisable to have the school as near to the home of the child as possible, middle schools could not be diffused as widely as the primary schools and of necessity the distance limit as also the minimum population limit to justify a middle school had to be changed. Therefore, the distance limit was put at three miles instead of one mile and the minimum population limit at 1,500. On the map, a triangle was drawn in green to indicate the location of the existing middle school and all habitations within three miles' walking distance from an existing middle school, whether in urban or rural area, were enclosed in a broken line, in green. For the habitations remaining uncatered for at the middle school stage, locations for the new schools have been suggested and the location has been indicated on the map with the help of red triangles and the habitations to be served by these proposed schools within three miles' distance have been enclosed in a broken line in red. The areas of the existing and the proposed schools had of course to be adjusted so that the habitation

would have a school as near and at as convenient a place as possible. In delimiting the school areas, it was not that for every 1,500 of population that a middle school was proposed, but the minimum population requirement was 1,500. In some special cases, the distance limit had to be increased and the population limit had to be lowered down.

The Existing Provision.—As a result of this delimitation of school areas, it was noticed that provision for education at the middle school stage existed on 31st March, 1957 in 26,267 habitations, forming 3·13% of the total number of habitations. Besides these, in the school area of these 3,96,544 habitations forming 47·21% of the total number of habitations could be included, and as a result, the existing classes at the middle school stage could be treated as serving 4,22,809 habitations, or in terms of percentage, 50·34% of the total number of habitations. This is slightly an under-estimate as some of the habitations in which schools were proposed and others that could be tagged on to the proposed schools at a shorter distance were not included in this by some of the district and State officers. Calculating on the basis of average population per habitation in the different slabs, these schools may be taken to provide facility for middle school education in the home habitation for a total population of about 354·6 lakhs, while the population of the adjoining habitation within about three miles' distance would come to about 1,205 lakhs; thus about 1,559·6 lakhs population can be treated as served by schools existing on 31st March, 1957.

After Planning.—As a result of the proposals, the number of habitations with schools in them would increase to 47,992, raising the percentage from 3·13 to 5·71. The number of habitations that would have schools in the vicinity would rise to 7,00,106, forming 83·34% of the habitations. Thus the total number of habitations that would be served would be 7,48,098, forming about 89·05% and according to this, only 91,935 habitations, that is about 10·94% of the total number of habitations, would be left without middle school facility. Even this is an over-estimate, as some habitations that came within the three-mile range, but were not served at the primary school stage were not included by some officers and in some cases the habitations served by urban areas were also not included.

Of the total number of habitations served by middle schools, 6·21% would have the facility in the habitation itself and the remaining 93·79% would have it in the adjoining habitation. As regards the population, 22·74% of the population served would be from the school habitations and the remaining 77·26% from the adjoining habitations.

Teachers and Pupils at the Middle School Stage.—There were 32,508 schools teaching at the middle school stage in these 26,267 habitations. Information regarding the number of girls' schools was not separately available from Bihar and Kerala. Excluding these, the total number of girls' schools providing education at the middle school stage amounted to 1,115. The maximum percentage of separate girls' schools comes to 15·95 in Delhi and the minimum in Madras, it being 0·32.

In these rural middle schools, there were 1,25,092 teachers. The number of women teachers in Bihar and Delhi was not available. Excluding these, therefore, in other States, there were 11,987 women

teachers. The pupil-teacher ratio ranges from 13 in Rajasthan to 29 in Delhi. The figures regarding floor-space and classrooms were not available in five cases. In the case of the rest, the average floor-space varied from 8 sq. ft. in Rajasthan to 19 sq. ft. in Bombay.

In these middle schools, of the 24,75,854 children, that is 1.59% of the total population served, 13,46,447 were local and 11,29,407 were non-local. Amongst the local children 2,89,493, that is 21.50% were girls and the remaining 78.5% were boys. Of the non-local children 1,11,812, that is 9.9% of the total were girls. The percentages vary considerably from State to State. Comparing the percentage of local boys and girls to the total number enrolled, it is noticed that, of the total number of boys enrolled, 50.95% were local and 49.05% were non-local. Amongst the girls, the percentage of local girls was 72.14 and non-local 27.86%. It is but natural that the percentage of non-local girls should be far less, compared to that of non-local boys. The percentages, here again, were found to vary considerably from State to State.

Middle School Education in Urban Areas.—In the urban areas, information regarding the number of girls' schools was not available from Bihar, Jammu & Kashmir and Kerala. From other States, the number of girls' schools was 2,892, out of 11,230 institutions providing education at the middle school stage. In these schools, of the 22,55,013 scholars enrolled, 6,44,775 forming 28.59% of the total were girls and the remaining 71.41%, that is 16,10,238 were boys. Comparing the number of pupils enrolled to the total population, they were found to be 4.05%, and comparing the boys and girls to the total male and female population respectively, the percentages come to 5.45 and 2.47.

CHAPTER IX

HIGH SCHOOLS

The Rural High School Areas.—At the high school stage, the existing schools were shown by green squares on the map and habitations within five miles' distance from these were grouped in their school areas, unless a school was to be proposed in them or they were nearer from an existing or proposed school. The school areas of the existing schools were shown by dotted green lines. These areas were not limited to the revenue boundaries of tehsil or district, but the school areas covered parts of one or more contiguous tehsils or districts.

The Existing Facilities.—It was found that facility for education at the high school stage existed in 4,500 habitations, forming 0.54% of the total number of habitations. These were found to serve 2,97,053 habitations forming 35.36% of the total number of habitations. Thus, the existing high schools were found to serve in all 3,01,553 habitations. Of the total number of habitations served, 1.49% had schools in them and the remaining 98.51% were served by a school in the adjoining habitation.

Calculating on the basis of average population per slab, it was noticed that the total population served was 1,117.7 lakhs. Of these, 91.16 lakhs were local and 1,026.54 lakhs were non-local; thus of the total population 8.16% was local and 91.84% was non-local.

After Planning.—To provide educational facility at the high school stage in the other habitations, location of high schools has been suggested in suitable habitations, by including in that area, habitations at a distance of about five miles, and that too, only after ensuring that all these habitations, taken together, had a total population of at least 5,000. As in the case of middle schools, here again, this does not mean that for every 5,000 population a high school was to be suggested. This was the minimum requisite for the purpose. In a few cases, however, the population limit had to be lowered down and the distance limit to be increased in order to provide for sparsely populated areas. The location of the proposed high schools was indicated on the map by red squares and its area by red dotted lines, after adjusting the proposed school areas within the existing school areas. In all, 13,487 habitations, that is 1.61% of the total number of habitations would be having provision at the high school stage in them. Besides these, 6,85,387 habitations, that is 81.59% of the total would be served within the distance of about five miles. As a result, in all 6,98,874 habitations, forming 83.2% of the total would have the high school facility if and when the proposed high schools are opened, leaving out thereby 1,41,159 habitations forming 16.8% of the total number without educational facility at the high school stage. This again, is an over-estimate as some of the State Officers did not include in the high school area habitations that were not served at the middle school and/or primary school stage as also in some cases those served by the urban areas. If their number be taken into consideration, it is felt, that the number of habitations remaining unserved would come down substantially.

Teachers and Pupils at the High School Stage in Rural Areas.—There were in all 4956 institutions teaching at the high school stage. As in the case of middle schools, information regarding girls' schools is not available separately from some of the States. But in the other States, there were found to be 59 institutions for girls in rural areas.

Of the 8,42,367 students enrolled, 3,45,726 forming 41% of the total were local and the remaining 4,96,641 forming 58.96% were non-local. Of the total children enrolled, 88.37% were boys and 11.63% were girls. Of the local children 60,260 were girls and among the non-local children 37,726 were girls. Of the total number of girls, 61.5% were local and 38.5% were non-local and amongst the boys, 38.35% were local and 61.65% were non-local.

In these schools, there were in all, 45,608 teachers. Separate information regarding women teachers was not available from Bihar and Orissa. In the rest 3,613 were women. The pupil-teacher ratio comes to 19 in the country as a whole, varying from about 12 in Rajasthan to about 23 in Assam and Orissa. Information regarding the number of rooms and floor-space was not available from three States. But in the rest, it varied from about 13 sq. ft. per child in Manipur to 45 sq. ft. per child in Madhya Pradesh.

Information regarding children staying in hostels was also collected, but the abstracts for the States were available only for 8 States. From these, it is noticed that the number of real local pupils, that is those staying in the habitation itself with their parents or guardians ranged from 17.9% in Uttar Pradesh to 58.3% in Andhra Pradesh. The percentage of girls in this respect was found to vary

from 45.9% in Manipur to 87.5% in Delhi. The number of students staying in hostels varied from 1.65% of the total children in Punjab to 10.43% in Mysore. In this regard, the number of girls in hostels varied from 0.26% in Madhya Pradesh to 7.82% in Andhra Pradesh. Variation in the percentage of boys was from 1.68% in Punjab to 11.36% in Mysore. A few children were found to stay with their relations or parents' friends. Their percentage to the total enrolled varied from nil in Delhi to 16.72% in Madhya Pradesh. Girls also were found to be staying with relations or friends of the family. Their percentage varied from 0.84% in Punjab to 10.82% in Manipur. Of the total number of children enrolled, not a small number was found to be cycling or walking daily to the school. Their percentage varied from 19.63% in Madhya Pradesh to 71.67% in Uttar Pradesh. Amongst the girls, this percentage varied from 9.22% in Madhya Pradesh to 35.06% in Manipur.

These, in brief, are the results of the Educational Survey of India. It was purely a fact-finding job, the preparation of a blue-print for the location of schools by collecting facts and figures from all possible sources. Its coverage was so extensive that no village or its hamlet was to be excluded from consideration. Thousands of village officers, the *Patwaris* and the teachers supplied the basic data that assisted in identifying and enumerating the habitations. Co-operation of other departments was also secured. Hundreds of informal meetings with the *Patwaris*, teachers and officers of the Education and other departments at the taluka, block or *hobli* headquarters helped in resolving doubts and in finalising the data.

The huge mass of data collected had to be screened and processed at the district, State and all-India level according to certain procedures, with an eye to accuracy and exactitude so as to obtain as objective, realistic and detailed a picture as possible. The statistical compilations did form an important part of the study, no doubt, but the main emphasis had to be on the placements of the existing and the proposed schools and delimitation of their school areas so that a child may have the school as near to his home as possible and at the same time, it was to be ensured that the existing facilities along with just the necessary number to be proposed encompassed as large a field as possible, within the limitations and in compliance with the principles and targets laid down for guidance. On the Survey Officers' zeal, industry and ingenuity in viewing each individual case with judicious discretion in the context of its position and strength with reference to the neighbourhood, depended the successful completion of the final picture, which is presented in the form of several maps, Registers, Tables and lists.

The work was specialised in nature without any previous experience to guide. The very nature and purpose of the project required it to be completed as quickly as possible. Difficulties, foreseen and unforeseen, were not few. Moreover, in consonance with the basic principle of economical planning of school areas, the colossal task was carried out with just the minimum staff and other requirements. There was only one officer at the State level, assisted by one officer in each district, working only for a few months (and in some cases, attending to the survey work in addition to their normal duties) and just a skeleton staff of a couple of clerks-cum-statisticians and typists.

Only in a few cases, they had the supervisory assistants. Notwithstanding this, and all personal inconveniences, the tiny State Survey Units and their district sub-units devotedly and sincerely strived with stress and strain to complete the project as best as they could. They sometimes did go wrong, this was but inevitable; but there was always the anxiety to rectify the mistakes, and as a result, corrections continued even during the preparation of the final drafts not only of the District and State reports but also the all-India report.

For each district has been prepared a district report; there are 299 such reports. To these are appended the district tables, School Area Registers, registers showing enrolment as also lists of proposed schools and habitations left without educational facilities and several large-scale maps, depicting clearly the school areas at the primary, middle and high school stages. The other documents not forming part of the district reports, namely, the Habitation Registers, the Slab Registers and the Cards filled in by the teachers, and *Patwaris* are preserved at the district level for reference.

Value of the work lies not in the Reports, but in the planning done—in the School Area Registers and on the thousands of maps prepared. The district reports and tables are simply summarised in the State Reports and the State tables respectively, and this all-India Report, in its turn, attempts just to summarise them.

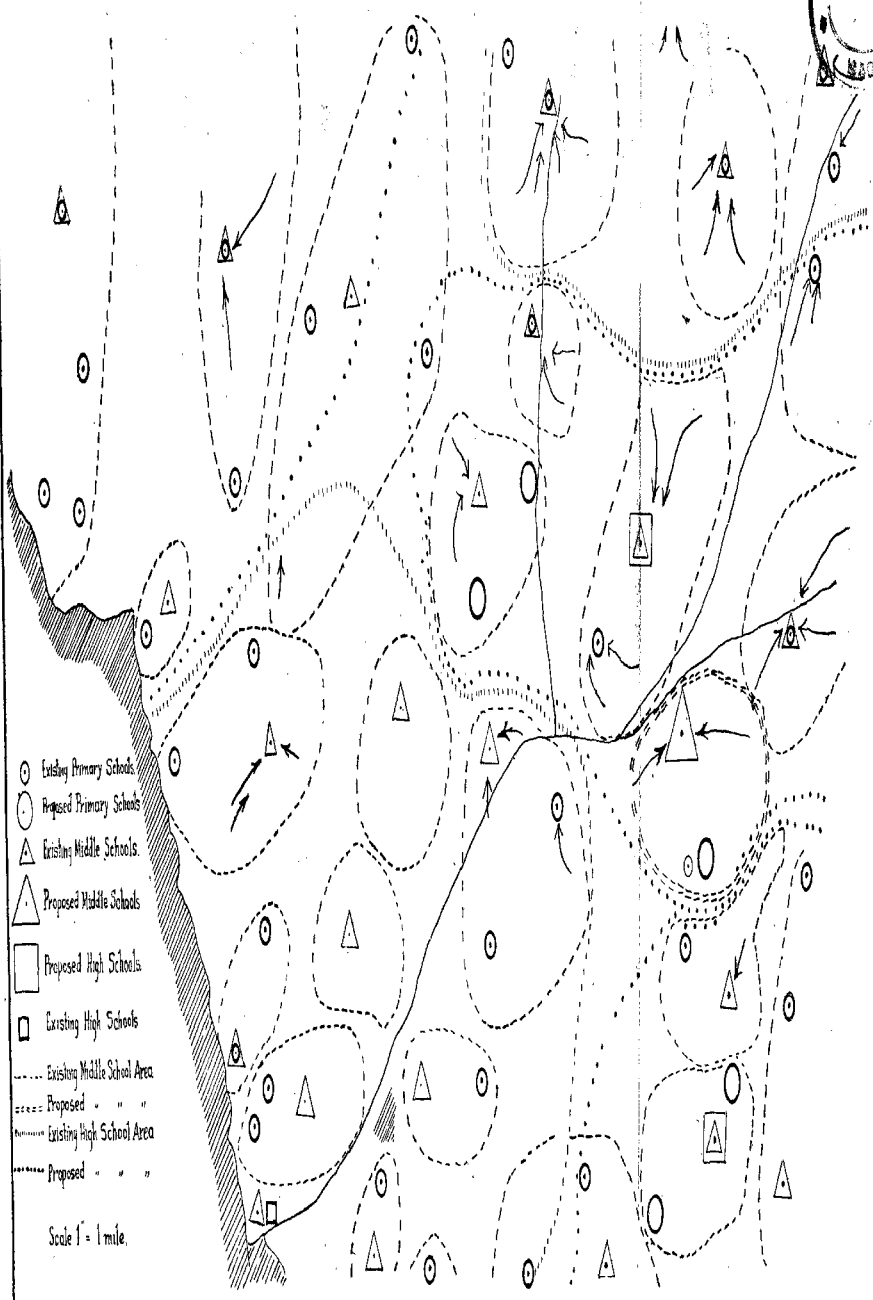
This all-India Report tries to present what the State Officers have compiled from the material collected and collated by their District units. It is the fruit of their labour in the field work and in the office, working not infrequently from morning to late at night with maps, the registers and the figures. In spite of all precautions taken and the checks and counterchecks applied at all levels, it is not unlikely that a few mistakes here and there have stealthily crept in, or in some cases, the principles and targets laid down might have been unwarrantedly relaxed by some district officers, but such cases, it is hoped, would be few. Moreover, this was inevitable in such voluminous collection and processing of statistical figures and delimiting of school areas by taking various factors into consideration in the limited time.

The district, State or this all-India report is an attempt to present what the tables and the maps have to say; they, as far as possible, avoid commenting on the situation, but have attempted to present the facts and figures objectively. The facts would, of course, speak for themselves.

The objectives were quite clear and these, it is hoped, have been achieved. The gratification lies in the fact that the results of the survey, as soon as they were ready, began immediately to be utilised by the States in the planning of the new schools. It is hoped that the data collected would continue to assist in the objective and realistic planning of educational development in future at the primary, middle and high school stages according to a properly-phased economic programme, so as to reach, at an early date, the cherished goal of universal free education enunciated in Article 45 of the Constitution.

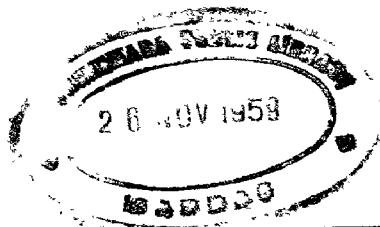
APPENDICES

SECTION OF A MAP OF A HILLY COASTAL AREA IN RATNAGIRI DISTRICT OF BOMBAY STATE



- Existing Primary Schools
- Proposed Primary Schools
- △ Existing Middle Schools
- △ Proposed Middle Schools
- Proposed High Schools
- Existing High Schools
- Existing Middle School Area
- Proposed " " "
- · - · - Existing High School Area
- Proposed " " "

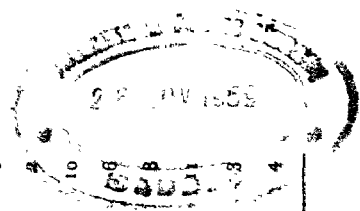
Scale 1" = 1 mile.



APPENDIX II
(Statistical Tables)

Educational Survey of India

No. 1 Administrative Units and Area



Sr. No.	States	No. of		Area in square miles			Percentage			R
		Districts	Taluka	Urban	Rural	Total	Urban	Rural	To Total	
1	Andhra Pradesh	22	179	1,520	1,02,974	1,04,494	1.5	98.5	9.20	5
2	Assam	11	105*	48	45,719	45,767	0.1	99.9	4.03	12
3	Bihar	17	574**	426	66,603	67,029	0.6	99.4	5.90	7
4	Bombay	43	412	5,545	1,71,653	1,77,198	3.1	96.9	15.61	1
5	Jammu & Kashmir	9	31	28	55,215	55,243	0.05	99.95	4.87	9
6	Kerala	7	55	146	14,834	14,980	1.0	99.0	1.32	13
7	Madhya Pradesh	43	190	763	1,70,289	1,71,052	0.44	99.56	15.06	2
8	Madras	13	103	1,590	48,429	50,019	3.2	96.8	4.41	10
9	Mysore	19	170	1,930	71,561	73,491	2.6	97.4	6.47	8
10	Orissa	13	49† 292‡	192	59,944	60,136	0.3	99.7	5.30	8
11	Punjab	17	72	449	45,340	45,789	1.0	99.0	4.03	8
12	Rajasthan	26	212	442	1,31,501	1,31,943	0.3	99.7	11.62	3
13	Uttar Pradesh	51	226	1,450	1,12,044	1,13,494	1.28	98.72	10.00	4

1	2	3	4	5	6	7	8	9	10	11
14	Delhi	1	1	87	491	578	15.05	84.95	0.05	17
15	Himachal Pradesh	5	29	22	11,502	11,524	0.2	99.8	1.01	14
16	Manipur	1	13	4	8,618	8,622	0.05	99.95	0.76	15
17	Tripura	1	45	4	4,112	4,116	0.1	99.9	0.36	16
	TOTAL	299	8	14,646	11,20,899	11,33,475	1.3	98.7	100.00	

*Thanas & Mouzas

**Anchal-cum-blocks

†Sub-divisions

‡Thanas

§1738 Tahsils or Tahukas plus 154 Thanas, and 574 Anchal-cum-blocks

No. 6. From Census to Survey—Habitations and Population Rural Areas

Item	Habitations			Population
	Villages	Habitations	Total	
A. According to the Census	5,47,468	1,69,190	7,16,658	27,85,50,889
B. Less :—				
Transferred to other Districts or States				
Transferred from Rural to Urban	5,931	605	6,536	41,56,528
<i>Bechrag</i> in 1951	487	136	623	7,23,104
<i>Bechrag</i> after 1951	17,711	2,329	20,040	1,889
Not Traceable	4,436	6,969	11,405	8,07,594
Blank Entries	5,503	2,254	7,757	9,92,307
Repeated Entries	1,254	..	1,254	64,074
Mistakes and Adjustments	1,003	113	1,116	3,97,824
	433	23,797	24,230	2,22,991
TOTAL	35,758	36,203	71,961	73,66,309
C. Add :—				
Transferred from Districts & States				
Transferred from Urban to Rural	3,866	1,512	5,378	36,98,398
Not Listed	307	147	454	4,04,840
Newly formed	2,745	1,68,647	1,71,392	9,33,351
<i>Bechrag</i> then but now <i>Chirag</i>	2,906	10,300	13,206	9,32,626
Mistakes and Adjustments	2,554	766	3,320	8,07,827
	1,280	311	1,591	15,89,824
TOTAL	13,658	1,81,683	1,95,341	83,66,866
D. According to the Survey	5,45,363	3,14,670	8,40,033	27,95,50,946

No. 7. Number of Urban and Rural Habitations

States	Cities & Towns	Rural Habitations			Total No. of Habitations
		Villages	Hamlets	Total	
Andhra Pradesh	282	26,657	24,066	50,723	51,005
Assam	29	23,120	2,422	25,542	25,571
Bihar	103	67,825	42,011	1,09,836	1,09,939
Bombay	632	54,373	21,778	76,151	76,787
Jammu & Kashmir	9	6,462	4,376	10,838	10,847
Kerala	27	4,242	6,418	10,660	10,687
Madhya Pradesh	202	69,658	12,520	82,178	82,380
Madras	295	20,024	31,857	51,881	52,176
Mysore	271	26,107	14,230	40,337	40,608
Orissa	39	47,055	4,393	51,448	51,487
Punjab	194	21,579	6,297	27,876	28,070
Rajasthan	227	31,630	15,200	46,830	47,057
Uttar Pradesh	477	1,11,618	1,23,937	2,35,555	2,36,032
Delhi	11	248	41	289	360
Himachal Pradesh	12	9,614	3,159	12,773	12,785
Manipur	1	1,755	172	1,927	1,928
Tripura	1	3,396	1,793	5,189	5,190
TOTAL	2,812	5,25,363	3,14,670	8,40,033	8,42,845

and Population (1951), as accepted for the Survey

Population			Percentage (Population)		
Urban	Rural	Total	Urban	Rural	Total
54,92,058	2,59,41,434	3,14,33,492	17.47	82.53	9.38
4,23,829	83,80,977	88,04,806	4.81	95.19	2.62
26,30,370	3,65,43,263	3,91,73,633	6.71	93.29	11.69
1,36,20,697	3,49,50,863	4,85,71,560	28.04	71.96	14.49
3,98,663	28,17,616	32,16,279	12.40	87.60	0.96
12,52,048	1,25,22,431	1,37,74,479	9.09	90.91	4.11
31,49,400	2,29,46,242	2,60,95,642	12.1	87.9	7.78
73,26,302	2,27,78,986	3,01,05,288	24.34	75.66	8.98
44,23,537	1,50,25,721	1,94,49,258	22.74	77.26	5.80
5,94,070	1,39,90,339	1,45,84,379	4.07	95.95	4.35
32,30,445	1,31,89,875	1,64,20,320	19.67	80.33	4.90
29,49,868	1,30,32,995	1,59,82,863	18.46	81.54	4.77
86,08,230	5,46,51,064	6,32,59,294	13.61	86.39	18.87
14,81,094	2,26,286	17,07,380	86.76	13.25	0.51
43,573	11,05,193	11,48,766	3.79	96.21	0.34
8,081	6,47,508	6,55,589	1.23	98.77	0.20
52,000	8,00,153	8,52,153	6.10	93.90	0.25
5,56,84,265	27,95,50,946	33,52,35,211	16.61	83.39	100.00

TABLE I (H)

No. 8. Distribution of Urban Habitations according to Population Slabs

Sl. No.	States	Population Slabs						Total	Percentage to Total
		1,00,000	50,000	20,000	10,000	5,000	Below 5000		
1	Andhra Pradesh	6	10	33	82	117	34	282	10.03
2	Assam	..	1	6	7	4	11	29	1.03
3	Bihar	5	6	22	36	26	8	103	3.66
4	Bombay	13	19	73	127	322	78	632	22.47
5	Jammu & Kashmir	1	1	1	1	4	1	9	0.32
6	Kerala	3	5	7	12	..	..	27	0.96
7	Madhya Pradesh	6	5	22	33	72	65	202	7.18
8	Madras	7	11	56	99	92	30	295	10.49
9	Mysore	6	7	21	57	134	46	271	9.64
10	Orissa	1	1	5	8	23	1	39	1.39
11	Punjab	3	7	29	34	59	62	194	6.90
12	Rajasthan	4	4	20	35	96	68	227	8.07
13	Uttar Pradesh	16	15	50	69	170	157	477	16.98
14	Delhi	2	2	3	1	3	..	11	0.39
15	Himachal Pradesh	..	..	..	..	4	8	12	0.43

No. 9 Distribution of Urban Population (1951 figures)

Sl. No.	States	Population		
		1,00,000 & over	50,000 to 99,999	20,000 to 49,999
1	Andhra Pradesh . . .	17,55,297	6,90,203	8,99,383
2	Assam . . . . .	..	58,512	1,93,283
3	Bihar	8,59,633	4,24,396	6,32,726
4	Bombay	58,50,769	12,58,891	21,93,196
5	J. & K.	2,64,473	65,000	23,075
6	Kerala	4,61,933	3,44,191	2,23,590
7	Madhya Pradesh . . .	10,46,670	3,47,525	5,88,515
8	Madras	26,10,518	8,04,885	17,19,531
9	Mysore	15,09,934	4,55,978	5,70,600
10	Orissa	1,02,505	62,343	1,38,055
11	Punjab	4,73,634	4,59,797	11,82,351
12	Rajasthan	7,85,593	2,63,650	5,64,701
13	Uttar Pradesh	33,94,229	10,39,685	14,55,715
14	Delhi	11,91,104	1,42,135	1,15,712
15	Himachal Pradesh . . .	..	..	..
16	Manipur . . . . .	..	..	..
17	Tripura . . . . .	..	52,000	..
	TOTAL	2,03,06,292	64,69,191	1,05,00,433
	PERCENTAGE TO TOTAL.	36.5	11.6	18.8

according to Population classes

I (P)

Slabs			Total	Percentage to Total
10,000 to 19,999	5,000 to 9,999	Below 5,000		
11,17,211	8,88,480	1,41,484	54,92,058	9.9
1,02,967	31,102	37,965	4,23,829	0.8
4,95,256	1,95,409	22,950	26,30,370	4.7
17,58,043	22,62,012	2,97,786	1,36,20,697	24.5
15,173	26,102	4,840	3,98,663	0.7
2,22,334	..	..	12,52,048	2.2
4,47,540	5,48,374	1,70,776	31,49,400	5.7
13,69,165	7,05,858	1,16,345	73,26,302	13.1
7,89,112	9,29,951	1,67,962	44,23,537	7.9
1,07,796	1,78,415	4,956	5,94,070	1.1
4,83,748	4,39,424	1,91,491	32,30,445	5.8
4,59,822	6,43,565	2,32,537	29,49,868	5.3
9,72,465	12,15,541	5,30,595	86,08,230	15.5
10,022	22,121	..	14,81,094	2.6
..	30,455	13,118	43,573	0.1
..	8,081	..	8,081	0.0
..	..	..	52,000	0.1
86,50,654	81,24,890	19,32,805	5,56,84,265	100.0
15.0	14.6	3.5	100.0	

No. 10. Distribution (in percentage) of Urban-Habitations and their Population according to Population Slabs

Sl. No.	States	No. of Habitations	Total Population	H or P	Population Slabs						Percentage to Total
					1 Lakh & over	50,000 to 99,999	20,000 to 49,999	10,000 to 19,999	5,000 to 9,999	Below 5,000	
1	Andhra Pradesh	282	54,92,058	H P	2.1 31.9	3.5 12.6	11.7 16.4	29.1 20.3	41.5 16.2	12.1 2.6	10.0 9.9
2	Assam	29	4,23,829	H P	.. ..	3.4 13.8	20.7 45.6	24.1 24.3	13.8 7.3	28.0 9.0	1.0 0.8
3	Bihar	103	25,30,370	H P	4.9 32.7	5.8 16.1	20.4 24.0	35.0 18.8	25.2 7.4	7.7 1.0	3.7 4.7
4	Bombay	632	1,36,20,697	H P	2.1 42.9	3.0 9.2	11.5 16.1	20.1 12.9	50.9 16.6	12.4 2.3	22.5 24.5
5	J. & K.	9	3,98,663	H P	11.1 66.3	11.1 16.3	11.1 5.8	11.1 3.8	44.5 6.6	11.1 1.2	0.3 0.7
6	Kerala	27	12,52,048	H P	11.1 36.9	18.5 27.5	25.9 17.9	44.5 17.7	.. ..	.. ..	1.0 2.2
7	Madhya Pradesh	202	31,49,381	H P	2.5 33.2	2.3 11.0	10.9 18.7	16.3 14.2	35.6 17.4	32.2 5.4	7.2 5.7
8	Madras	295	79,26,302	H P	2.4 34.5	3.7 12.2	19.0 23.4	33.6 18.6	31.2 9.6	10.1 1.7	10.5 13.1
9	Mysore	271	44,23,537	H P	2.2 35.6	2.6 10.1	7.7 12.6	21.0 17.4	49.5 20.6	17.0 3.7	9.6 17.9

10	Orissa	.	.	.	.	39	5,94,070	H P	2.6 17.2	2.6 10.5	12.8 23.3	20.5 18.1	58.9 30.2	2.6 0.7	1.4 1.1
11	Punjab	.	.	.	.	194	32,30,445	H P	1.5 14.7	3.6 14.3	14.9 36.7	17.5 15.0	30.5 13.6	32.0 5.7	6.9 5.8
12	Rajasthan	.	.	.	.	227	29,49,868	H P	1.8 26.6	1.8 8.9	8.8 19.1	15.4 15.6	42.2 21.8	30.0 8.0	8.1 5.3
13	Uttar Pradesh	.	.	.	.	477	86,08,230	H P	2.9 39.4	3.2 12.1	10.7 16.9	14.7 11.3	35.6 14.1	32.9 6.2	17.0 15.5
14	Delhi	.	.	.	.	11	14,81,094	H P	18.1 80.4	18.1 9.6	29.3 7.8	19.1 0.7	27.3 1.5	.. ..	0.4 2.6
15	Himachal Pradesh	.	.	.	.	12	43,573	H P	.. ..	.. ..	.. ..	.. ..	33.3 69.9	66.7 30.1	0.4 0.1
16	Manipur	.	.	.	.	1	8,081	H P	.. ..	.. ..	.. ..	.. ..	100.0 100.0	.. ..	.. 0.02
17	Tripura	.	.	.	.	1	52,000	H P	.. ..	100.0 100.0	.. ..	.. ..	.. ..	.. ..	.. 0.1
							Total									
							2812	5,56,84,265	H P	2.5 36.5	3.4 11.6	12.4 18.8	21.4 15.0	40.1 14.6	20.2 3.5	100 100

No. 11. *Distribution of Rural Habitations*

Sl. No.	States	Population			
		5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999
1	Andhra Pradesh	95	1,814	5,332	9,747
2	Assam	11	233	1,172	3,609
3	Bihar	56	1,186	5,274	14,663
4	Bombay	75	1,833	6,244	14,529
5	J. & K.	6	69	296	1,115
6	Kerala	84	1,515	3,568	2,776
7	Madhya Pradesh	15	412	2,159	9,048
8	Madras	79	1,122	3,912	9,467
9	Mysore	25	692	2,356	6,078
10	Orissa	8	183	1,327	5,912
11	Punjab	42	860	2,544	4,865
12	Rajasthan	8	420	1,658	4,906
13	Uttar Pradesh	44	1,151	5,284	18,149
14	Delhi . . . . .	..	19	60	85
15	Himachal Pradesh . . . . .	..	..	9	98
16	Manipur	4	38	111	199
17	Tripura	1	16	80	249
	TOTAL	553	11,563	41,386	1,05,495
	PERCENTAGE	0.07	1.38	4.93	12.56

according to Population Slabs

II (H)

Slabs					Total Below 500	Grand Total	Percentage to Total
400 to 499	300 to 399	200 to 299	100 to 199	Below 100			
3,474	4,529	6,091	8,895	10,746	33,735	50,723	6.04
1,624	2,331	3,608	5,794	7,160	20,517	25,542	3.04
6,955	10,331	16,051	26,010	29,310	88,657	1,09,836	13.08
5,881	8,222	10,721	14,830	13,816	53,470	76,151	9.07
565	895	1,428	2,461	4,003	9,352	10,838	1.29
602	622	541	464	488	2,717	10,660	1.27
5,247	8,510	13,478	20,743	22,566	70,544	82,178	9.78
3,921	5,441	7,440	10,037	10,462	37,301	51,881	6.18
2,805	3,945	5,399	7,909	11,128	31,186	40,337	4.80
3,441	5,056	7,703	12,034	15,784	44,018	51,448	6.12
1,906	2,433	3,397	4,853	6,976	19,565	27,876	3.32
2,493	3,850	6,031	10,523	16,941	39,838	46,830	5.57
10,457	17,426	30,727	60,850	91,467	2,10,927	2,35,555	28.04
24	30	27	19	25	125	289	0.03
100	222	650	2,507	9,187	12,666	12,773	1.52
83	130	178	459	725	1,575	1,927	0.23
122	173	320	941	3,287	4,843	5,189	0.62
49,700	74,146	1,13,790	1,89,329	2,54,071	6,81,036	8,40,033	100.00
5.96	8.82	13.54	22.54	30.25	81.06	100.00	

States	Area	Villages	Hamlets	Habitations
Andhra Pradesh	1,02,974	26,657	24,066	50,723
Assam	45,719	23,120	2,422	25,542
Bihar	66,603	67,825	42,011	1,09,836
Bombay	1,71,653	54,373	21,778	76,151
J. & K.	55,215	6,462	4,376	10,838
Kerala	14,834	4,242	6,418	10,660
Madhya Pradesh	1,70,289	69,658	12,520	82,178
Madras	48,429	20,024	36,857	51,881
Mysore	71,561	26,107	14,230	40,337
Orissa	59,944	47,055	4,393	51,448
Punjab	45,340	21,579	6,297	27,876
Rajasthan	1,31,501	31,630	15,200	46,830
Uttar Pradesh	1,12,044	1,11,618	1,23,937	2,35,555
Delhi	491	248	41	289
Himachal Pradesh	11,502	9,614	3,159	12,773
Manipur	8,618	1,755	172	1,927
Tripura	4,112	3,396	1,793	5,189
TOTAL	11,20,829	5,25,363	3,14,670	8,40,033

Population and Central Tendencies

Population	Area per Habitation	Distance	Habitation per 100 sq. miles	Population per Habitation	Density of Population per sq. Mile	p. c. of Rural Habitation to Total	p. c. of Habitation to Villages
2,59,41,434	2.03	1.53	49	511	252	6.04	191
83,80,977	1.79	1.44	54	328	183	3.04	105.
3,65,43,263	0.61	0.85	165	333	549	13.07	162
3,49,50,863	2.25	1.61	44	459	204	9.06	141
27,17,616	5.09	2.43	20	260	51	1.29	168
1,25,22,431	1.39	1.27	72	1175	844	1.29	252
2,29,46,242	2.07	1.51	48	279	135	9.78	118
2,27,78,986	0.93	1.04	107	439	470	6.18	260
1,50,25,721	1.77	1.43	56	373	210	4.80	144
1,39,90,339	1.16	1.16	86	272	233	6.12	109
1,31,89,875	1.63	1.37	61	473	291	3.32	130
1,30,32,995	2.80	1.80	36	279	99	5.57	140
5,46,51,064	0.48	0.74	210	232	488	28.04	211
2,56,286	1.70	1.40	59	783	461	0.03	121
11,05,193	0.90	1.02	111	86	96	1.52	133
6,47,508	4.47	2.27	22	336	75	0.23	110
8,00,553	0.79	0.96	126	154	195	0.62	153
27,95,50,946	1.32	1.23	75	333	249	100.0	159

No. 18 (a) *Urban and Rural Areas :*

States	Total Population	Total Area	Total Habitation
Andhra Pradesh	3,14,33,492	1,04,494	51,005
Assam	88,04,806	45,767	25,571
Bihar	3,91,73,633	67,029	1,09,939
Bombay	4,85,71,560	1,77,198	76,783
J. & K.	32,16,279	55,243	10,847
Kerala	1,37,74,479	14,980	10,687
Madhya Pradesh	2,60,95,622	1,71,052	82,384
Madras	3,01,05,288	50,019	52,176
Mysore	1,94,49,258	73,491	40,608
Orissa	1,45,84,379	60,136	51,487
Punjab	1,64,20,320	45,789	28,070
Rajasthan	1,59,82,863	1,31,945	47,057
Uttar Pradesh	6,32,59,294	1,13,494	2,36,032
Delhi	18,50,588	578	300
Himachal Pradesh	11,48,766	11,524	12,785
Manipur	6,55,589	8,622	1,928
Tripura	8,52,153	4,116	5,190
TOTAL	33,53,78,369	11,35,475	8,42,845

The Central Tendencies Compared

Percentage of Habitation		Percentage of Areas		Percentage of Population to Total		Percentage to Total of		
Urban	Rural	Urban	Rural	Urban	Rural	Habitation	Population	Area
0.56	99.44	1.5	98.5	17.47	82.53	6.05	9.37	9.20
0.11	99.89	0.1	99.9	4.81	95.19	3.03	2.62	4.03
0.09	99.91	0.6	99.4	6.71	93.29	13.03	11.68	5.90
0.82	99.18	3.1	96.9	28.04	71.96	9.11	14.48	15.61
0.10	99.90	0.05	99.95	12.40	87.60	1.29	0.96	4.87
0.25	99.75	1.0	99.0	9.09	90.91	1.27	4.11	1.32
0.25	99.75	0.4	99.6	12.07	87.93	9.77	7.78	15.06
0.56	99.44	3.2	96.8	24.33	75.67	6.19	8.98	4.41
0.67	99.33	2.63	97.37	22.74	77.26	4.82	5.80	6.47
0.07	99.93	0.3	99.7	4.07	95.93	6.11	4.35	5.30
0.69	99.31	1.0	99.0	19.67	80.33	3.33	4.90	4.03
0.48	99.52	0.3	99.7	18.46	81.54	5.58	4.77	11.62
0.20	99.80	1.3	98.7	13.61	86.39	28.00	18.86	10.00
3.67	96.34	15.05	84.95	87.78	12.22	0.04	00.56	0.05
0.09	99.91	0.02	99.98	3.79	96.21	1.52	00.34	1.01
0.05	99.95	0.05	99.95	1.23	98.77	0.23	00.19	0.76
0.02	99.98	0.10	99.90	6.10	93.90	0.63	00.25	0.36
0.33	99.67	1.3	98.7	16.65	83.35	100.0	100.0	100.0

No. 18 (b) *Percentage of Total Area, Habitations and Population to their Total, Density Habita*

States	Area		Habitations		Population	
	Urban	Rural	Urban	Rural	Urban	Rural
Andhra Pradesh . . .	1.5	98.5	0.56	99.44	17.47	82.53
Assam	0.1	99.9	0.11	99.89	4.81	95.19
Bihar	0.6	99.4	0.09	99.91	6.71	93.29
Bombay	3.1	96.9	0.82	99.18	28.01	71.96
J. & K.	0.05	99.95	0.10	99.90	12.40	87.60
Kerala	1.0	99.0	0.25	99.75	9.09	90.91
Madhya Pradesh . . .	0.4	99.6	0.25	99.75	12.07	87.93
Madras	3.2	96.8	0.56	99.44	24.33	75.67
Mysore	2.6	97.4	0.67	99.33	22.74	77.26
Orissa	0.3	99.7	0.07	99.93	4.07	95.93
Punjab	1.0	99.0	0.69	99.31	19.67	80.33
Rajasthan	0.3	99.7	0.48	99.52	18.46	81.54
Uttar Pradesh	1.3	98.7	0.20	99.80	13.61	86.39
Delhi	15.1	84.9	3.67	96.34	87.78	12.22
Himachal Pradesh	0.02	99.98	0.09	99.91	3.79	96.21
Manipur	0.05	99.95	0.05	99.95	1.23	98.77
Tripura	0.1	99.9	0.02	99.98	6.10	93.90
TOTAL	1.3	98.7	0.33	99.67	16.61	83.39

*of Habitations and Population, Average Mutual Distances and Area for Urban and Rural
Habitations*

Density of Population			Density of Habitation per 100 sq. Miles		Average Distance (Miles) between Habitations		Average Area per Habitation	
Urban	Rural	Total	Urban	Rural	Urban	Rural	Urban	Rural
3,613	252	301	0.27	49	20.5	1.53	370	2.03
8,830	183	192	0.06	54	42.5	1.44	1,577	1.79
6,175	549	584	0.15	165	27.3	0.85	651	0.61
2,456	204	274	0.36	44	17.9	1.61	280	2.25
14,238	51	58	0.02	20	78.3	2.43	6,138	5.09
8,576	844	920	0.18	72	25.3	1.27	555	1.39
4,128	135	153	0.12	48	31.0	1.51	847	1.97
4,608	470	602	0.59	107	13.9	1.04	169	0.93
2,292	210	265	0.37	56	17.4	1.43	271	1.77
3,094	233	243	0.06	86	42.1	1.16	1,542	1.16
7,195	291	359	0.42	61	16.5	1.37	236	1.63
6,674	99	121	0.17	36	25.8	1.80	581	2.80
5,937	488	557	0.42	310	16.5	0.74	238	0.48
18,670	461	3,202	1.90	59	7.7	1.40	52	1.70
1,981	96	100	0.10	111	33.2	1.02	960	0.90
2,020	75	76	0.01	22	99.3	2.27	8,622	4.47
13,000	195	207	0.02	126	68.6	0.96	4,116	0.79
3,812	249	295	0.25	75	21.4	1.23	403	1.32

No. 41. Statewise Distribution of Habitations and Population

States	School in			
	Habi- tations	Percentage	Population	Percentage
Andhra Pradesh	22,708	44.77	2,70,29,875	81.07
Assam	11,001	43.07	55,60,463	66.35
Bihar	26,351	23.99	1,86,01,875	50.90
Bombay	40,528	53.22	2,88,20,646	82.46
J. & K.	1,884	17.38	12,39,156	43.98
Kerala	5,751	53.95	90,70,814	72.44
Madhya Pradesh	20,824	25.34	1,20,75,537	52.63
Madras	17,979	34.65	1,52,27,351	66.89
Mysore	17,875	44.61	1,16,50,948	77.54
Orissa	15,032	29.22	77,94,028	55.71
Punjab	11,229	40.28	1,00,09,847	75.89
Rajasthan	8,933	19.08	69,82,778	53.58
Uttar Pradesh	26,168	11.11	1,77,84,432	32.54
Delhi	190	65.74	1,94,553	85.98
Himachal Pradesh	1,004	7.86	1,98,053	17.92
Manipur	671	34.82	4,53,199	69.99
Tripura	895	17.25	3,50,692	43.83
TOTAL	2,29,023	27.26	16,70,44,295	59.75

with and without Educational Facility as on 31-3-1957.

Schools near				Not served			
Habi- tations	Per- centage	Population	Per- centage	Habi- tations	Per- centage	Population	Per- centage
14,757	29.09	22,88,709	8.82	13,258	26.14	26,22,850	10.11
7,507	29.39	13,88,262	13.66	7,034	27.54	14,32,252	17.09
60,956	55.50	1,27,95,214	35.00	22,529	20.51	51,46,176	14.08
20,212	26.54	31,86,513	9.12	15,411	20.24	29,43,704	8.42
5,007	46.20	8,77,943	31.16	3,947	36.42	7,00,517	24.86
3,339	31.32	22,60,177	18.05	1,570	14.73	11,91,440	9.51
24,974	30.40	34,75,646	15.15	36,380	44.27	73,95,059	32.23
27,827	53.64	63,23,102	27.76	6,075	11.71	12,28,533	5.39
15,130	37.51	21,35,321	14.21	7,332	18.18	12,39,452	8.25
24,310	47.25	44,35,679	31.70	12,106	23.53	17,21,632	12.59
12,252	43.95	23,64,717	17.93	4,395	15.77	8,15,311	6.18
15,117	32.28	16,71,262	12.82	22,780	48.64	43,78,955	33.69
1,29,297	54.89	2,11,15,677	38.64	80,090	34.00	1,57,50,905	28.82
64	22.15	12,619	5.58	35	12.11	19,114	8.45
6,988	54.71	5,06,217	45.80	4,781	37.43	4,00,923	36.28
484	25.12	96,429	14.89	772	40.06	97,880	15.12
2,741	52.82	3,24,910	40.61	1,553	29.93	1,24,551	15.56
3,70,962	44.16	6,52,57,397	23.34	2,40,048	28.58	4,72,49,254	16.90

No. 42. Statewise Distribution of Habitations with and

States	Independent School		Group School		P. P. Teacher School	
	No.	Percentage	No.	Percentage	No.	Percentage
Andhra Pradesh . . .	14,751	29.08	22,714	44.78	..	..
Assam	6,555	25.66	11,953	46.80	..	..
Bihar	6,958	6.33	80,349	73.15	..	..
Bombay	27,302	35.86	31,225	41.00	2,213	2.90
J. & K.	458	4.23	6,433	59.36	..	..
Kerala	4,624	43.38	4,466	41.89	..	..
Madhya Pradesh . . .	8,031	9.77	37,767	45.96	..	..
Madras	6,493	12.52	39,313	75.78	..	..
Mysore	10,362	25.69	22,510	55.80	133	0.33
Orissa	6,055	11.77	33,287	64.70	..	..
Punjab	6,294	22.58	17,187	61.66	..	..
Rajasthan	3,102	6.62	20,935	44.70	13	0.03
Uttar Pradesh	3,005	1.28	1,52,460	64.72	..	..
Delhi	148	51.21	106	36.68	..	..
Himachal Pradesh . .	62	0.49	7,930	62.08	..	..
Manipur	371	19.25	784	40.69	..	..
Tripura	156	3.01	3,480	67.06	..	..
TOTAL	1,04,727	12.47	4,92,899	58.68	2,359	0.28

without Educational Facility as on 31-3-1957

School in the Habitation		School near		Total served		Not served		Total
No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage	
22,708	44.77	14,757	29.09	37,465	73.86	13,258	26.14	50,723
11,001	43.07	7,507	29.39	18,508	72.46	7,034	27.54	25,542
26,351	23.99	60,956	55.50	87,307	79.48	22,529	20.51	1,09,838
40,528	53.22	20,212	26.54	60,740	79.76	15,411	20.24	76,151
1,884	17.38	5,007	46.20	6,891	63.59	3,947	36.42	10,838
5,751	53.95	3,339	31.32	9,090	85.27	1,570	14.73	10,660
20,824	25.34	24,974	30.40	45,798	55.73	36,380	44.27	82,178
17,979	34.65	27,827	53.64	45,806	88.30	6,075	11.71	51,881
17,875	44.61	15,130	37.51	33,005	81.82	7,332	18.18	40,337
15,032	29.22	24,310	47.25	39,342	76.47	12,106	23.53	51,448
11,229	40.28	12,252	43.95	23,481	84.23	4,395	15.77	27,876
8,933	19.08	15,117	32.28	24,050	51.36	22,780	48.64	46,830
26,168	11.11	1,29,297	54.89	1,55,465	66.00	80,090	34.00	2,35,555
190	65.74	64	22.15	254	87.89	35	12.11	289
1,004	7.86	6,988	54.71	7,992	62.57	4,781	37.43	12,773
671	34.82	484	25.12	1,155	59.94	772	40.06	1,927
895	17.25	2,741	52.82	3,636	70.07	1,553	29.93	5,189
2,29,023	27.26	3,70,962	44.16	5,99,985	71.42	2,40,048	28.58	8,40,033

No. 43. *Statewise Distribution of Population with*

States	Independent School		Group School		P.P. Teacher School	
	Population	Per cent	Population	Per cent	Population	Per cent
Andhra Pradesh	1,47,58,144	56.89	85,60,440	33.00	..	..
Assam	36,50,475	43.56	32,98,250	39.35	..	..
Bihar	65,59,825	17.95	2,48,37,262	67.96	..	..
Bombay	2,11,63,272	60.55	1,04,00,444	29.76	4,43,443	1.27
J. & K.	3,61,296	12.82	1,75,58,030	62.31	..	..
Kerala	79,07,112	63.14	34,23,879	27.34	..	..
Madhya Pradesh	52,68,743	22.96	1,02,82,440	44.81	..	..
Madras	63,45,826	27.86	1,52,04,627	66.75	..	..
Mysore	77,39,562	51.51	60,32,107	40.14	14,600	0.10
Orissa	37,74,975	26.98	84,53,732	60.42	..	..
Punjab	67,65,053	51.29	56,09,511	42.53	..	..
Rajasthan	26,65,927	20.46	59,86,308	45.94	1,305	0.0
Uttar Pradesh	36,78,524	6.73	3,52,21,635	64.45	..	..
Delhi	1,45,888	64.47	61,284	27.08	..	..
Himachal Pradesh	26,511	2.40	6,77,759	61.32	..	..
Manipur	2,98,418	46.09	2,51,210	38.80	..	..
Tripura	1,03,126	12.89	5,72,476	71.54	..	..
TOTAL	9,12,12,677	32.63	14,06,29,667	50.30	4,59,348	0.16

and without Educational Facility as on 31-3-1957.

School In		School Near		Total served		Not Served		Grand Total
Population	Per cent	Population	Per cent	Population	Per cent	Population	Per cent	
2,10,29,875	81.07	22,88,709	8.82	2,33,18,584	89.98	26,22,850	10.11	2,59,41,434
55,60,463	66.35	13,88,262	13.66	69,48,725	82.91	14,32,252	17.09	83,80,977
1,86,01,873	50.90	1,27,95,214	35.00	3,13,97,087	85.90	51,46,176	14.08	3,65,43,263
2,88,20,646	82.46	31,86,513	9.12	3,20,07,159	91.58	29,43,704	8.42	3,49,50,863
12,39,156	43.98	8,71,943	31.16	21,17,099	75.14	7,00,517	24.86	28,17,616
90,70,814	72.44	22,60,177	18.05	1,13,30,991	90.49	11,91,440	9.51	1,25,22,431
1,20,75,537	52.63	34,75,646	15.15	1,55,51,183	67.78	73,95,059	32.23	2,29,46,242
1,52,27,351	66.89	63,23,102	27.76	2,15,50,453	94.65	12,28,533	5.39	2,27,78,986
1,16,50,948	77.54	21,35,321	14.21	1,37,86,269	91.75	12,39,452	8.25	1,50,25,721
77,94,028	55.71	44,34,679	31.70	1,22,28,707	87.41	17,61,632	12.59	1,39,90,339
1,00,09,847	75.89	23,64,717	17.93	1,23,74,564	93.82	8,15,311	6.18	1,31,89,875
69,82,778	53.58	16,71,262	12.82	86,54,040	66.40	43,78,955	33.60	1,30,32,995
1,77,84,482	32.54	2,11,15,677	38.64	3,89,00,159	71.18	1,57,50,905	28.82	5,46,51,064
1,94,553	85.98	12,619	5.58	2,07,172	91.56	19,114	8.45	2,26,286
1,98,053	17.92	5,06,217	45.80	7,04,270	63.72	4,00,923	36.28	11,05,193
4,53,199	69.99	96,429	14.89	5,49,628	84.88	97,880	13.12	6,47,588
3,50,692	43.83	3,24,910	40.61	6,75,602	84.44	1,24,551	15.56	8,00,153
16,70,44,295	59.75	6,52,57,397	23.34	23,23,01,692	83.09	4,72,49,254	16.90	27,95,50,946

No. 44. Consolidated Statement showing Slabwise Distribution of Habitations.

Served by	Population		
	5,000 & above	2,000 to 4,999	1,000 to 1,999
Independent Schools	386	7,294	21,746
Group Schools :—			
(a) In it	142	3,617	15,165
(b) Within $\frac{1}{2}$ Mile	4	165	1,418
(c) Within 1 Mile	2	104	1,014
(d) Within $1\frac{1}{2}$ Miles . . . . .	..	1	11
(e) Within 2 Miles . . . . .	..	2	..
TOTAL BY GROUP SCHOOLS	148	3,889	17,608
P. P. Teacher Schools :—			
(a) In it . . . . .	..	..	..
(b) Within $\frac{1}{2}$ Mile . . . . .	..	..	..
(c) Within 1 Mile . . . . .	..	..	..
(d) Within $1\frac{1}{2}$ Miles . . . . .	..	..	..
(e) Within 2 Miles . . . . .	..	..	..
TOTAL BY P. P. TEACHER . . . . .	..	..	..
School in it	528	10,911	36,911
School near	6	272	2,443
Total Served	534	11,183	39,354
No School	19	380	2,032
GRAND TOTAL	553	11,563	41,386

according to the Nature of the Existing Educational Facility.

Slabs						Total below 500	Grand Total
500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
38,675	11,030	10,826	8,830	4,952	988	36,626	1,04,727
37,308	13,964	16,074	16,847	13,744	5,547	66,176	1,22,408
7,439	6,649	13,055	25,194	50,409	70,488	1,65,795	1,74,821
7,925	6,176	12,076	26,154	51,470	72,078	1,67,954	1,76,999
285	355	738	2,370	5,189	8,495	17,147	17,444
8	2	18	146	351	700	1,217	1,227
52,965	27,146	41,961	70,711	1,21,163	1,57,308	4,18,289	4,92,899
1	106	374	492	643	272	1,887	1,888
1	..	3	15	53	162	233	234
..	..	1	10	58	153	222	222
..	..	..	1	2	11	14	14
..	..	..	..	..	1	1	1
2	106	378	518	756	599	2,357	2,359
75,984	25,100	27,274	26,169	19,339	6,807	1,04,689	2,29,023
15,658	13,182	25,891	53,890	1,07,532	1,52,088	3,52,583	3,70,962
91,642	38,282	53,165	80,059	1,26,871	1,58,895	4,57,272	5,99,985
13,853	11,418	20,981	33,731	62,458	95,176	2,23,764	2,40,048
1,05,495	49,700	74,146	1,13,790	1,89,329	2,54,071	6,81,036	8,40,033

No. 45. Consolidated Statement showing Slabwise Percentage of Habitations according to

Served by	Population		
	5,000 & above	2,000 to 4,999	1,000 to 1,999
Independent Schools	69.80	63.08	52.54
Group Schools :—			
(a) In it	23.68	31.28	36.64
(b) Within $\frac{1}{4}$ Mile	0.72	1.43	3.43
(c) Within 1 Mile	0.36	0.90	2.45
(d) Within $1\frac{1}{2}$ Miles . . . . .	..	0.01	0.03
(e) Within 2 Miles . . . . .	..	0.02	..
TOTAL BY GROUP SCHOOLS	26.76	33.63	42.55
P. P. Teacher Schools :—			
(a) In it . . . . .	..	..	..
(b) Near it . . . . .	..	..	..
TOTAL BY P. P. TEACHER SCHOOLS . . . . .	..	..	..
School in it	93.47	94.36	89.19
School near it	1.27	2.95	5.90
TOTAL SERVED	96.74	96.71	95.09
No School	3.26	3.29	4.91

the Nature of the Existing Educational Facility at the Primary School Stage.

Slabs						Total below 500	Grand Total
500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
36.66	22.19	14.60	7.76	2.62	0.39	5.98	12.47
35.36	28.10	21.68	14.81	7.26	2.18	9.72	14.57
7.05	13.38	17.61	22.14	26.63	27.74	24.34	20.81
7.51	12.43	16.29	22.98	27.19	28.37	24.66	21.07
0.27	0.71	1.00	2.08	2.74	3.34	2.52	2.08
0.01	0.0	0.02	0.12	0.19	0.28	0.18	0.15
50.21	54.62	56.59	62.14	64.00	61.91	61.42	58.68
0.00	0.21	0.50	0.43	0.34	0.11	0.28	0.22
0.00	..	0.01	0.02	0.06	0.13	0.07	0.06
..	0.21	0.51	0.46	0.40	0.24	0.35	0.28
72.03	58.56	36.78	23.00	10.21	2.68	15.37	27.26
14.84	26.53	34.92	47.36	56.80	59.86	51.77	44.16
86.87	77.03	71.70	70.36	67.01	62.54	67.14	71.42
13.13	22.97	28.30	29.64	32.99	37.46	32.86	28.58

No. 46. Consolidated Statement showing the Slabwise Distribution of Population at the Primary School

Served By	P or %	Population				
		5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499
Indep. Schools .	P	24,48,468	2,01,88,234	2,95,32,867	2,73,43,634	49,28,412
	%	69.19	63.53	53.14	37.67	22.30
Group Schools .	P	9,75,174	1,04,87,223	2,34,08,196	3,62,40,998	1,20,60,258
	%	2.76	33.00	42.12	49.92	54.58
P. P. Teacher Schools	P	..	..	..	1,108	48,288
	%	..	..	..	0.00	0.22
Schools in it .	P	33,87,783	2,99,81,883	4,97,96,761	5,33,62,641	1,12,07,961
	%	95.74	94.36	89.61	73.50	50.72
Schools near it .	P	33,859	6,93,574	31,44,302	1,02,23,099	58,28,997
	%	1.01	2.18	5.66	14.08	26.38
Total Served .	P	34,23,642	3,06,75,457	5,29,41,063	6,35,85,740	1,70,36,958
	%	96.75	96.54	95.27	87.58	77.10
	P	1,14,969	10,99,595	26,31,058	90,14,878	50,60,115
	%	3.25	3.46	4.73	12.42	22.90
GRAND TOTAL		35,38,611	3,17,75,052	5,55,72,121	7,26,00,618	2,20,97,073

(with percentages) according to the Nature of Existing Educational Facility Stage as on 31st March, 1957

Slabs				Total Below 500	Grand Total
300 to 399	200 to 299	100 to 199	Below 100		
37,45,843	21,98,781	7,57,091	69,347	1,16,99,474	9,12,12,677
14.70	7.95	2.80	00.50	10.08	32.63
1,44,04,614	1,71,35,577	1,73,00,002	86,17,625	6,95,18,076	14,06,29,667
56.54	61.92	63.94	62.63	59.90	50.30
1,37,987	1,26,518	1,08,855	36,592	4,58,240	4,59,348
0.54	0.46	0.40	0.27	0.39	0.16
94,42,645	64,92,954	29,27,445	4,44,222	3,05,15,227	16,70,44,295
37.07	23.47	10.82	3.23	26.29	59.76
88,45,799	1,29,67,922	1,52,38,503	82,79,342	5,11,60,563	6,52,57,397
34.72	46.86	56.32	60.17	44.08	23.34
1,82,88,444	1,94,60,876	1,81,65,948	87,23,564	8,16,75,790	23,23,01,692
71.79	70.33	67.14	63.40	70.37	83.10
71,87,778	82,11,932	88,91,928	50,37,001	3,43,88,754	74,72,49,254
28.21	29.67	32.86	36.60	29.63	16.90
2,54,76,222	2,76,72,808	2,70,57,876	1,37,60,565	11,60,64,544	27,95,50,946

States	Schools		
	Boys	Girls	Total
Andhra Pradesh	2,704	361	3,065
Assam	227	90	317
Bihar	1,930	..	1,930
Bombay	3,528	1,295	4,823
Jamini & Kashmir	166	..	166
Kerala	490	..	490
Madhya Pradesh	1,214	475	1,689
Madras	2,747	59	2,806
Mysore	1,885	654	2,539
Orissa	373	53	426
Punjab	719	460	1,179
Rajasthan	899	341	1,240
Uttar Pradesh	3,199	1,224	4,423
Delhi	181	109	290
Himachal Pradesh	23	11	34
Manipur	6	..	6
Tripura	28	..	28
TOTAL	20,319	5,132	25,451

Urban Areas—Primary School Stage

Form 6

Scholars			Percentage of Scholars to Total		Percentage of Scholars to Urban Population		
Boys	Girls	Total	Boys	Girls	Boys	Girls	Total
3,24,149	2,17,374	5,41,523	59.86	40.14	11.73	7.97	9.86
26,404	21,230	47,634	55.43	44.57	10.48	12.34	11.24
1,44,715	32,653	1,77,368	81.59	18.41	10.14	2.72	6.74
8,38,347	5,40,340	13,78,687	60.81	39.19	11.34	8.67	10.12
14,238	8,450	22,688	62.76	37.24	6.47	4.73	5.69
1,00,630	90,310	1,90,940	52.70	47.30	15.99	14.50	15.25
2,09,654	93,882	3,03,536	69.07	30.93	12.70	6.27	9.64
4,39,482	3,29,471	7,68,953	57.15	42.85	11.91	9.06	10.50
2,45,071	1,81,303	4,26,374	57.48	42.52	10.76	8.45	9.64
28,771	12,181	40,952	70.26	29.74	9.11	4.38	6.89
1,93,902	1,28,617	3,22,519	60.12	39.88	10.87	8.89	9.98
1,31,660	55,509	1,87,169	70.34	29.66	8.60	3.91	6.35
1,46,698	2,73,600	1,73,298	84.22	15.78	30.89	7.05	20.15
1,00,733	76,013	1,76,746	56.99	43.01	11.93	11.94	11.93
4,429	2,936	7,365	60.14	39.80	17.93	15.56	16.90
231	202	433	53.35	46.65	4.67	6.45	5.36
3,597	2,651	6,248	57.57	42.43	12.70	11.20	12.02
42,66,711	20,66,722	63,33,433	67.37	32.63	14.43	7.91	11.37

States	Schools		
	Boys	Girls	Total
Andhra Pradesh	633	117	750
Assam	104	57	161
Bihar	463	..	463
Bombay	2,408	864	3,272
Jammu & Kashmir	60	..	60
Kerala	260	..	260
Madhya Pradesh	394	203	597
Madras	972	143	1,115
Mysore	877	396	1,273
Orissa	24	25	49
Punjab	433	301	734
Rajasthan	415	168	583
Uttar Pradesh	1,241	573	1,814
Delhi	25	33	58
Himachal Pradesh	12	10	22
Manipur	8	..	8
Tripura	9	2	11
TOTAL	8,338	2,892	11,230

Scholars			Percentage to Total Scholars		Percentage of Scholars to Urban Population		
Boys	Girls	Total	Boys	Girls	Boys	Girls	Total
1,53,554	47,315	2,00,869	76.44	23.56	5.56	1.73	3.66
19,877	11,381	31,258	63.59	36.41	7.89	6.62	7.38
49,771	6,646	56,417	88.22	11.78	3.49	0.55	2.14
3,97,415	1,92,198	5,89,613	67.40	32.60	5.38	3.09	4.33
7,656	4,728	12,384	61.82	38.18	3.48	2.65	3.11
41,708	32,062	73,770	56.54	43.46	6.63	5.15	5.89
1,38,257	28,928	1,67,185	82.70	17.30	8.37	1.93	5.31
1,91,676	98,734	2,90,410	66.00	34.00	5.20	2.71	3.96
1,33,316	61,590	1,94,906	68.40	31.60	5.85	2.87	4.41
4,899	2,932	7,831	62.56	37.44	1.55	1.05	1.32
1,34,655	48,038	1,82,693	73.71	26.29	7.55	3.32	5.66
71,443	15,456	86,899	82.21	17.79	4.67	1.09	2.95
2,21,049	67,540	2,88,689	76.60	23.40	4.67	1.74	3.35
40,007	24,835	64,842	61.70	38.30	4.74	3.90	4.38
2,435	964	3,399	71.64	29.36	9.86	5.11	7.80
808	513	1,321	61.17	38.83	16.32	16.38	16.35
1,712	915	2,627	65.17	34.83	6.04	3.87	5.05
16,10,238	6,44,775	22,55,013	71.41	28.59	5.45	2.47	4.05

No. 70. Schools and Scholars in

States	Schools		
	Boys	Girls	Total
Andhra Pradesh	371	80	451
Assam	80	35	115
Bihar	268	..	268
Bombay	1,223	209	1,432
Jammu & Kashmir	50	..	50
Kerala	147	..	147
Madhya Pradesh	253	72	325
Madras	381	117	498
Mysore	343	88	431
Orissa	61	13	74
Punjab	382	170	552
Rajasthan	246	26	272
Uttar Pradesh	727	214	941
Delhi	102	61	163
Himachal Pradesh	10	5	15
Manipur	6	..	6
Tripura	6	2	8
TOTAL	4,656	1,092	5,748

Scholars			Percentage to Total		Percentage of Scholars to Urban Population		
Boys	Girls	Total	Boys	Girls	Boys	Girls	Total
1,12,710	20,925	1,33,635	84.34	15.66	4.08	0.77	2.43
26,036	9,524	35,560	73.22	26.78	10.34	5.54	8.39
81,389	6,080	87,469	93.05	6.95	5.70	0.51	3.33
3,27,542	93,623	4,14,165	77.39	22.61	4.34	1.50	3.04
11,117	7,461	18,578	59.84	40.16	5.05	4.18	4.66
28,621	18,931	47,552	60.19	39.81	4.55	3.04	3.80
48,189	8,044	56,233	85.70	14.30	2.92	0.54	1.79
1,67,060	54,804	2,21,864	75.30	24.70	4.53	1.51	3.03
1,01,332	26,990	1,28,322	78.97	21.03	4.45	1.26	2.90
21,359	4,055	25,414	84.04	15.96	6.76	1.46	4.28
64,456	14,935	79,431	81.20	18.80	3.62	1.03	2.46
32,301	4,225	36,526	88.43	11.57	2.11	0.30	1.24
2,26,124	31,475	2,57,599	87.78	12.22	4.78	0.81	2.99
18,744	9,362	28,106	66.69	33.31	2.22	1.47	1.90
1,538	311	1,849	83.18	16.82	6.23	1.65	4.24
2,282	446	2,728	83.65	16.35	46.10	14.24	33.76
955	355	1,310	72.90	27.10	3.37	1.50	2.52
12,64,795	3,11,546	15,76,341	80.24	19.76	4.28	1.19	2.83

No. 95. Statewise Distribution of Habitations with and

States	Independent Schools		Group Schools		P. P. Teacher Schools	
	Number	Percentage	Number	Percentage	Number	Percentage
Andhra Pradesh	16,994	33.50	28,932	57.04	810	1.60
Assam	8,718	34.13	14,556	56.99	..	..
Bihar	10,185	9.27	98,787	89.94	307	0.28
Bombay	32,515	42.70	37,210	48.86	2,864	3.76
J. & K.	750	6.93	8,951	82.59	87	0.80
Kerala	6,472	60.71	4,001	37.53	70	0.67
Madhya Pradesh	12,061	14.65	61,983	75.43	3,987	4.86
Madras	7,057	13.60	43,572	83.98	106	0.20
Mysore	11,733	29.09	26,642	66.05	1,201	2.98
Orissa	7,903	15.36	38,656	75.14	1,522	2.96
Punjab	6,751	24.22	20,391	73.15	82	0.29
Rajasthan	5,631	12.02	38,713	82.67	1,437	3.07
Uttar Pradesh	22,572	9.58	2,08,716	88.61	569	0.24
Delhi	175	60.55	144	39.45	..	..
Himachal Pradesh	123	0.96	12,349	96.69	26	0.20
Manipur	410	21.33	914	47.43	163	8.46
Tripura	165	3.18	4,373	84.27	371	7.15
TOTAL	1,50,215	17.88	6,48,860	77.24	13,602	1.62

without Educational Facility (After Planning Position)

School in		School Near		Total served		Net served		Total
Number	Per-centage	Number	Per-centage	Number	Per-centage	Number	Per-centage	
27,849	54.90	18,887	37.24	46,736	92.14	3,987	7.86	50,723
14,192	55.56	9,082	35.56	23,274	91.12	2,268	8.88	25,542
37,261	33.92	72,018	65.57	1,09,279	99.49	557	0.51	1,09,836
49,300	64.74	23,289	30.58	72,589	95.32	3,562	4.68	76,151
2,825	26.06	6,963	64.24	9,788	90.30	1,050	9.70	10,838
7,938	74.46	2,605	24.44	10,543	98.90	117	1.10	10,660
35,718	43.46	42,313	51.49	78,031	94.95	4,147	5.05	82,178
19,832	38.23	30,903	59.57	50,735	97.80	1,146	2.20	51,881
21,632	53.62	17,944	44.49	39,576	98.11	761	1.89	40,337
21,370	41.54	26,711	51.92	48,081	93.46	3,367	6.54	51,448
12,708	45.59	14,516	52.07	27,224	97.66	652	2.34	27,876
17,773	37.95	28,008	59.81	45,781	97.76	1,049	2.24	46,830
59,637	25.32	1,72,220	73.11	2,31,857	98.43	3,698	1.57	2,35,555
220	76.12	69	23.88	289	100.0	..	0.00	289
1,931	15.12	10,567	82.73	12,498	97.85	275	2.15	12,773
862	44.79	624	32.38	1,487	77.17	440	22.83	1,927
1,262	24.32	3,647	70.28	4,909	94.60	280	5.40	5,189
3,32,311	39.55	4,80,366	57.19	8,12,677	96.74	27,356	3.26	8,40,033

No. 95. Statewise Distribution of Population with and

States	III AB		IV AB		V AB	
	Population	Per-centage	Population	Per-centage	Population	Per-centage
Andhra Pradesh	1,57,62,631	60.76	97,58,386	37.62	1,31,009	0.10
Assam	47,98,936	57.26	34,22,251	40.83	..	..
Bihar	88,44,269	24.20	2,76,25,183	75.60	25,973	0.07
Bombay	2,31,38,470	66.20	1,10,78,486	31.70	4,59,352	1.31
Jammu and Kashmir	5,11,562	18.16	22,19,686	78.78	6,839	0.24
Kerala	1,00,71,128	80.42	24,34,779	19.44	7,832	0.06
Madhya Pradesh	72,46,482	31.58	1,49,06,267	64.96	4,89,305	2.13
Madras	66,43,884	29.17	1,60,36,726	70.40	13,957	0.06
Mysore	82,66,637	55.02	66,20,285	44.06	1,08,453	0.72
Orissa	47,19,471	36.73	89,22,968	63.78	1,45,110	1.04
Punjab	70,08,487	53.13	61,09,389	46.32	11,322	0.08
Rajasthan	38,42,961	29.49	89,36,312	68.57	1,76,439	1.35
Uttar Pradesh	1,40,44,750	25.70	4,02,45,746	73.64	72,698	0.13
Delhi	1,63,008	72.04	63,278	27.96	..	..
Himachal Pradesh	47,086	4.26	10,44,432	94.50	1,816	0.16
Manipur	3,18,408	4.92	2,77,242	42.82	19,809	3.06
Tripura	1,20,439	15.05	6,42,814	80.34	22,771	0.28
TOTAL	11,55,48,709	41.32	16,03,44,230	57.35	16,92,685	0.61

without Educational Facility (After Planning Position)

VII School in		VII School near		Total Served		VII No. Facility	
Population	Per-centage	Population	Per-centage	Population	Per-centage	Population	Per-centage
2,28,54,701	88.10	27,97,325	10.78	2,56,52,026	98.88	2,89,408	1.12
69,27,933	82.66	12,93,254	15.43	82,21,187	98.09	1,59,790	1.91
2,41,09,061	65.97	1,23,86,364	33.89	3,64,96,425	99.87	47,838	0.13
3,16,70,204	90.61	30,06,104	8.60	3,46,76,308	99.22	2,74,555	0.78
16,07,921	57.07	11,30,166	40.11	27,38,087	97.18	79,529	2.82
1,14,54,786	91.47	10,58,952	8.46	1,25,13,739	99.93	8,692	0.07
1,69,96,256	74.07	56,45,798	24.60	2,26,42,054	98.67	30,41,881	1.33
1,59,46,634	70.00	67,48,033	29.62	2,26,94,667	99.63	84,319	0.37
1,26,80,558	84.46	23,04,817	15.34	1,49,95,375	99.80	30,346	0.20
1,60,74,164	72.01	37,13,385	26.54	1,37,87,549	98.55	2,02,790	1.45
1,05,81,047	80.22	25,48,151	19.32	1,31,29,198	99.54	60,677	0.46
99,45,184	76.31	30,10,528	23.10	1,29,55,712	99.40	77,283	0.60
3,33,56,734	61.04	2,10,06,460	38.44	5,43,63,194	99.47	2,87,870	0.53
2,12,800	94.04	13,486	5.96	2,26,286	100.00	..	0.00
3,46,703	31.37	7,46,631	67.56	10,93,334	98.93	11,859	1.07
5,04,580	77.93	1,10,879	17.12	6,15,459	95.05	32,059	4.95
4,10,329	51.28	3,75,695	46.95	7,86,024	98.23	14,129	1.77
20,96,89,595	75.00	6,78,96,029	24.29	27,75,85,624	99.30	19,65,322	0.70

No. 109. *Habitations and Population served by*

States	Habitation with			
	In them		In the neighbourhood	
	No.	%	No.	%
Andhra Pradesh	22,708	60.61	14,757	39.39
Assam	11,001	59.44	7,607	40.56
Bihar	26,351	30.18	60,956	69.82
Bombay	40,528	66.75	20,212	33.25
Jammu & Kashmir	1,884	27.34	5,007	72.66
Kerala	5,751	63.27	3,339	36.73
Madhya Pradesh	20,824	45.47	24,974	54.53
Madras	17,979	39.25	27,827	60.75
Mysore	17,875	54.16	15,130	45.84
Orissa	15,032	38.21	24,310	61.79
Punjab	11,229	47.82	12,252	52.18
Rajasthan	8,933	37.14	15,117	62.86
Uttar Pradesh	26,168	16.83	1,29,297	83.17
Delhi	190	74.80	64	25.20
Himachal Pradesh	1,004	12.56	6,988	87.44
Manipur	671	58.10	484	41.90
Tripura	895	24.61	2,741	75.39
TOTAL	2,29,023	38.17	3,70,962	61.83

Existing Schools at the Primary School Stage

Schools	Population of Habitations with Schools				Total
	In them		In the neighbourhood		
	No.	%	No.	%	
37,465	2,10,29,875	90.19	22,88,709	9.81	2,33,18,584
18,508	55,60,463	80.02	13,88,262	19.98	69,48,725
87,307	1,86,01,873	59.25	1,27,95,214	40.75	3,13,97,087
60,740	2,88,20,646	90.04	31,86,513	9.96	3,20,07,159
6,891	12,39,156	59.53	8,78,77,943	41.47	21,17,999
9,090	90,70,814	80.05	22,60,177	19.95	1,13,30,991
45,798	1,20,75,537	77.65	34,75,646	22.35	1,55,51,183
45,806	1,52,27,351	70.66	63,23,102	29.34	2,15,50,453
33,005	1,16,50,948	84.51	21,35,321	15.49	1,37,86,269
39,342	77,94,028	63.74	44,34,679	36.26	1,22,28,707
23,481	1,00,09,847	80.89	23,64,717	19.11	1,23,74,564
24,050	69,82,778	80.69	16,71,262	19.31	86,54,040
1,55,465	1,77,84,482	45.72	2,11,15,677	54.28	3,89,00,159
254	1,94,553	93.91	12,619	6.09	2,07,172
7,992	1,98,033	28.12	5,03,217	71.88	7,04,270
1,155	4,53,199	82.46	96,429	17.54	5,49,628
13,636	3,50,692	51.91	3,24,910	48.09	6,75,602
5,99,985	16,70,44,295	71.90	6,52,57,397	28.10	23,23,01,692

No. 110. Total Number of Boys and Girls of Primary School

States	% of Males to Total	% of Children 6-11	Local		
			Boys	Girls	Total
Andhra Pradesh	50.4	12.4	13,14,283	12,93,422	26,07,705
Assam	52.9	13.8	4,05,925	3,61,419	7,67,344
Bihar	50.0	12.2	11,34,715	11,34,714	22,69,429
Bombay	50.3	12.8	18,55,589	18,33,454	26,89,043
Jammu & Kashmir	*53.3	12.5	82,669	72,226	1,54,895
Kerala	49.2	12.1	5,40,004	5,57,565	10,97,569
Madhya Pradesh	50.6	12.5	7,63,778	7,45,664	15,09,442
Madras	49.6	12.0	9,06,632	9,20,650	18,27,282
Mysore	50.7	12.8	7,56,100	7,35,221	14,91,321
Orissa	49.3	12.3	4,72,622	4,86,043	9,58,665
Punjab	53.5	12.8	6,85,474	5,95,786	12,81,260
Rajasthan	52.1	12.9	4,69,305	4,31,473	9,00,778
Uttar Pradesh	52.0	12.5	11,55,991	10,67,069	22,23,060
Delhi	54.4	11.6	12,277	10,291	22,568
Himachal Pradesh	52.0	11.1	11,432	10,552	21,984
Manipur	49.1	13.3	29,595	30,680	60,275
Tripura	52.4	13.6	24,972	22,722	47,694
TOTAL	50.9	12.5	1,06,21,363	1,03,08,951	2,09,30,314

*For Jammu & Kashmir percentage as in Punjab is presumed.

going Age (6-11 years) on the Basis of 1951 Census population.

Non-Local			Total		
Boys	Girls	Total	Boys	Girls	Total
1,43,035	1,40,765	2,83,800	14,57,318	14,34,187	28,91,505
1,01,346	90,234	1,91,580	5,07,271	4,51,653	9,58,924
7,80,508	7,80,508	15,61,016	19,15,223	19,15,222	38,30,445
2,05,061	2,02,813	4,07,874	20,60,650	20,36,267	60,96,917
58,712	51,030	1,09,742	1,41,381	1,23,256	2,64,637
1,34,553	1,38,928	2,73,481	6,74,557	6,96,493	13,71,050
2,19,836	2,14,620	4,34,456	9,83,614	9,60,284	19,43,898
3,76,351	3,82,421	7,58,772	12,82,983	13,03,071	25,86,054
1,38,574	1,34,747	2,73,321	8,94,674	8,69,968	17,64,642
2,68,915	2,76,551	5,45,466	7,41,537	7,62,594	15,04,131
1,61,936	1,40,748	3,02,684	8,47,410	7,36,534	15,83,944
1,12,324	1,03,269	2,15,593	5,81,629	5,34,742	11,16,371
13,72,519	12,66,940	26,39,459	25,28,510	23,34,009	48,62,519
796	668	1,464	13,073	10,959	24,032
29,219	26,971	56,190	40,651	37,523	78,174
6,297	6,528	12,825	35,892	37,200	73,100
23,135	21,053	44,188	48,107	43,775	91,882
41,33,117	39,78,794	81,11,911	1,47,54,480	1,42,87,745	2,90,42,225

No. 111. Consolidated Statement showing Slabwise Distribution of Habitation

Served by	Population		
	5,000 and above	2,000 to 4,999	1,000 to 1,999
Independent School Group School :—			
	401	7,707	24,406
(a) In it	146	3,727	16,078
(b) Within $\frac{1}{2}$ Mile	4	106	692
(c) Within 1 Mile	1	21	203
(d) Within $1\frac{1}{2}$ Miles	..	..	3
(e) Within 2 Miles	..	1	..
TOTAL GROUP SCHOOLS	151	3,855	16,976
P. P. Teacher Schools:—			
(a) In it	..	..	1
(b) Within $\frac{1}{2}$ Mile	..	..	..
(c) Within 1 Mile	..	..	..
(d) Within $1\frac{1}{2}$ Miles	..	..	..
(e) Within 2 Miles	..	..	..
TOTAL P. P. TEACHER SCHOOLS	..	..	1
School in it	547	11,434	40,485
School near it	5	128	898
TOTAL SERVED	552	11,562	41,383
No SCHOOL	1	1	3
GRAND TOTAL	553	11,563	41,386

according to the Nature of Educational Facility they would have after Planning.

Slabs						Total below 500	Grand Total
500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
53,417	19,762	25,571	11,995	5,907	1,049	64,284	1,50,215
44,938	19,516	25,983	29,930	24,154	8,776	1,08,359	1,73,248
5,010	7,509	15,460	32,807	69,881	1,02,984	2,28,641	2,34,453
2,051	2,661	6,429	33,118	71,060	1,01,407	2,14,675	2,16,951
46	147	398	2,690	7,078	11,895	22,208	22,257
2	2	11	229	599	1,107	1,948	1,951
52,047	29,835	48,281	98,774	1,72,772	2,26,169	5,75,831	6,48,860
6	84	240	2,065	4,552	1,900	8,841	8,848
1	..	2	27	205	1,328	1,562	1,563
..	..	2	33	324	2,087	2,446	2,446
..	..	2	9	100	572	683	683
..	..	..	..	4	58	62	62
7	84	246	2,134	5,185	5,945	13,594	13,602
98,361	35,362	51,794	43,990	34,613	11,725	1,81,484	3,32,311
7,110	10,319	22,304	68,913	1,49,251	2,21,438	4,72,225	4,80,366
1,05,471	49,681	74,098	1,12,903	1,83,864	2,33,163	6,53,709	8,12,677
24	19	48	887	5,465	20,908	27,327	27,356
1,05,495	49,700	74,146	1,13,790	1,89,329	2,54,071	6,81,036	8,40,033

No. 112. Consolidated Statement showing Slabwise Percentage of Habitations
the Primary School

Served by	Population		
	5,000 and above	2,000 to 4,999	1,000 to 1,999
Independent Schools	72.51	66.65	58.97
Group Schools :—			
(a) In it	26.40	32.23	38.85
(b) Within $\frac{1}{2}$ Mile	0.72	0.92	1.67
(c) Within 1 Mile	0.18	0.18	0.49
(d) Within $1\frac{1}{2}$ Miles . . . . .	..	..	0.01
(e) Within 2 Miles . . . . .	..	0.01	0.00
TOTAL BY GROUP SCHOOLS	27.31	33.34	41.02
P. P. Teacher School :—			
(a) In it . . . . .	..	..	0.00
(b) Near it . . . . .	..	..	0.00
TOTAL BY P. P. TEACHER SCHOOLS . . . . .	..	..	0.00
Schools in it	98.9	98.9	97.8
Schools near it	0.9	1.1	2.2
TOTAL SERVED	99.8	100.0	100.0
Not Served	0.2	0.0	0.0

according to the Nature of the Existing and Proposed Educational Facility at Stage after Planning.

Slabs						Total below 500	Grand Total
500 to 999	400 to 499	300 to 399	300 to 299	100 to 199	Below 100		
50.62	39.76	34.49	10.54	3.12	0.41	9.44	17.88
42.60	39.27	35.04	26.30	12.76	3.45	15.91	20.62
4.75	15.11	20.85	28.81	36.91	40.53	33.57	27.91
1.94	5.35	8.67	29.10	37.53	39.91	31.52	25.33
0.04	0.30	0.54	2.38	3.74	4.68	3.26	2.65
0.01	0.00	0.02	0.20	0.31	0.44	0.29	0.23
49.34	50.03	65.12	86.80	91.25	89.02	84.55	77.24
0.01	0.17	0.32	1.81	2.40	0.75	1.30	1.05
0.00	..	0.01	0.06	0.33	1.59	0.70	0.57
0.01	0.17	0.33	1.88	2.74	2.34	2.00	1.62
93.2	79.2	69.9	38.7	18.3	4.6	26.6	39.6
6.7	20.8	30.0	60.6	78.8	87.2	69.3	57.2
100.0	100.0	99.9	99.2	97.1	91.8	96.0	96.7
0.0	0.0	0.1	0.8	2.9	2.2	4.0	3.3

No. 113. Consolidated Statement showing the Stabwise Distribution
Facility at the Primary School

Served by	P or %	Populations				
		5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499
Indep. Schools .	P	25,41,743	2,13,20,507	3,30,06,441	3,69,84,537	88,54,729
	%	71.83	67.10	59.39	50.94	40.07
Group Schools .	P	9,91,299	1,04,51,034	2,25,61,113	3,55,92,744	1,31,95,956
	%	28.01	32.89	40.60	49.03	59.72
P.P. Teacher Sch.	P	..	..	1,301	4,739	38,065
	%	..	..	0.00	0.01	0.17
A School in it .	P	35,02,718	3,14,19,730	5,43,89,871	6,79,78,835	1,75,86,592
	%	98.98	98.88	97.87	93.63	79.59
A School near it.	P	30,324	3,51,811	11,78,984	46,03,185	45,02,158
	%	0.86	1.11	8.12	6.34	20.37
Total Served .	P	35,33,042	3,17,71,541	5,55,68,855	7,25,82,020	2,20,88,750
	%	99.84	99.99	99.99	99.97	99.96
Not Served .	P	5,569	3,511	3,266	18,598	8,323
	%	0.16	0.01	0.01	0.03	0.04
TOTAL .		35,38,611	3,17,75,052	5,55,72,121	7,26,00,618	2,20,97,073

of Population (with percentage) according to the Nature of Educational Stage after Planning

Slabs				Total below 500	Grand Total
300 to 399	200 to 299	100 to 199	Below 100		
88,48,739	30,10,126	9,08,684	73,203	2,16,95,481	11,55,48,709
34.73	10.88	3.36	0.53	18.69	41.32
1,65,26,241	2,39,45,529	2,46,61,630	1,24,18,684	9,07,48,040	16,03,44,230
64.87	86.53	91.14	90.25	78.19	57.36
85,438	5,07,083	7,41,050	3,15,009	16,86,645	16,92,685
0.34	1.83	2.74	2.29	1.45	00.61
1,79,05,486	10,90,602	52,28,423	7,73,338	5,23,98,441	20,96,89,595
70.28	39.41	19.32	5.62	45.14	75.01
75,54,932	1,65,58,136	2,10,82,941	1,20,33,558	6,17,31,725	6,78,96,029
29.66	59.84	77.92	87.45	53.19	24.29
2,54,60,418	2,74,62,738	2,63,11,364	1,28,06,896	11,41,30,166	27,75,58,624
99.94	99.25	97.24	93.07	98.33	99.30
15,804	2,10,070	7,46,512	9,53,669	19,34,378	19,65,322
0.06	0.75	2.76	6.93	1.67	0.70
2,54,76,222	2,76,72,808	2,70,57,876	1,37,60,565	11,60,64,544	27,95,50,946

No. 114. *Percentage of Boys and Girls of Different*

States	Age 6-11		Age 11-14	
	Boys	Girls	Boys	Girls
Andhra Pradesh	12.37	12.40	6.88	6.78
Assam	13.49	14.22	6.59	6.85
Bihar	12.39	12.06	6.69	6.47
Bombay	12.70	12.90	6.99	6.88
Jammu & Kashmir	12.40	12.53	6.86	6.76
Kerala	12.20	12.01	6.94	6.92
Madhya Pradesh	12.59	12.39	6.80	6.51
Madras	12.09	11.93	6.82	6.73
Mysore	12.47	13.17	6.96	1.02
Orissa	12.52	12.12	6.81	6.36
Punjab	12.59	13.03	6.93	7.10
Rajasthan	12.84	13.01	7.00	6.84
Uttar Pradesh	12.44	12.56	6.83	6.68
West Bengal	11.31	12.41	6.73	7.10
Delhi	11.35	11.87	6.48	7.26
Himachal Pradesh	10.27	11.78	5.93	6.15
Manipur	13.82	12.83	6.89	6.69
Tripura	13.32	13.98	6.55	7.10
TOTAL	12.40	12.53	6.86	6.76

Age Groups to the Male and Female population

Age 6-7		Age 14-16		Age 16-17		Age 14-17	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2.59	2.61	4.38	4.29	2.11	2.09	6.49	6.38
2.97	3.19	3.89	4.08	1.97	5.97	6.86	6.05
2.57	2.53	4.09	3.99	1.92	1.89	6.01	5.88
2.65	2.74	4.43	4.31	2.12	2.05	6.56	6.39
2.58	2.65	..	..	..	..	..	..
2.53	2.46	4.50	4.51	2.19	2.22	6.69	6.73
2.63	2.68	4.22	4.01	2.02	1.93	6.24	5.96
2.50	2.47	4.40	4.32	2.13	2.12	6.55	6.44
2.59	2.81	4.46	4.40	2.16	2.13	6.62	6.53
2.61	2.58	4.20	3.91	1.99	1.87	6.19	5.78
2.61	2.72	4.34	4.46	2.07	2.14	6.41	6.60
2.71	2.78	4.34	4.21	2.08	2.03	6.42	6.24
2.58	2.67	4.27	4.15	2.05	2.00	6.32	6.15
2.25	2.54	4.40	4.57	2.16	2.23	6.56	6.80
2.33	2.37	4.19	4.75	2.03	2.32	6.22	7.07
2.14	2.51	3.86	3.79	1.90	1.83	5.76	5.62
3.17	2.72	4.08	4.12	1.93	1.98	6.01	6.10
2.94	2.97	3.97	4.33	1.87	2.10	5.84	6.43
2.58	2.65	4.30	4.23	2.07	2.05	6.37	6.28

No. 115. *Number of Schools and Local and Non-local Pupils*

States	No. of Schools			Number		
				Local		
	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh .	25,684	264	25,948	11,48,403	6,28,080	17,76,483
Assam	11,912	724	12,636	4,60,516	1,83,291	6,43,807
Bihar	29,633	*	29,633	8,03,111	2,19,278	10,22,389
Bombay	42,248	830	42,078	18,52,426	8,88,943	27,41,369
Jammu & Kashmir	1,871	255	2,126	64,878	11,830	76,708
Kerala	7,749	..	7,749	7,21,051	5,90,926	13,11,977
Madhya Pradesh .	20,900	1,179	22,079	7,22,284	1,60,046	8,82,330
Madras	19,426	26	19,452	9,97,933	5,21,125	15,19,058
Mysore	19,204	673	19,877	6,96,441	3,71,828	10,68,269
Orissa	14,957	164	15,121	3,78,992	1,34,424	5,13,416
Punjab	10,941	1,403	12,344	5,54,599	1,71,397	7,25,996
Rajasthan	8,905	379	9,284	3,07,086	34,312	3,41,398
Uttar Pradesh . .	26,951	1,974	28,925	8,83,365	2,67,228	11,50,593
Delhi	189	63	252	16,181	4,793	20,974
Himachal Pradesh .	1,001	7	1,008	13,815	3,754	17,569
Manipur	711	34	745	36,890	14,865	51,755
Tripura	907	7	914	23,131	10,704	33,835
TOTAL	2,42,189	7,982	2,50,171	96,81,102	42,16,824	1,38,97,926

Enrolled in Primary Schools (as on 31st March, 1957).

of Scholars

Non-Local			Total		
Boys	Girls	Total	Boys	Girls	Total
66,616	22,232	88,848	12,15,019	6,50,312	18,65,331
99,990	38,534	1,38,524	5,60,506	2,21,825	7,82,331
6,39,877	53,615	6,93,492	14,42,988	2,72,893	17,15,881
1,71,508	45,893	2,17,401	20,23,934	9,34,836	29,58,770
38,624	3,071	41,695	1,03,502	14,901	1,18,403
2,98,400	2,44,235	5,42,635	10,19,451	8,35,161	18,54,612
2,42,053	15,070	2,57,123	9,64,337	1,75,116	11,39,453
1,61,311	58,980	2,20,291	11,59,244	5,80,105	17,39,349
76,941	32,651	1,09,592	7,73,382	4,04,479	11,77,861
98,682	13,224	1,11,906	4,77,674	1,47,648	6,25,322
93,075	23,813	1,16,888	6,47,674	1,95,210	8,42,884
62,708	2,098	62,806	3,67,794	36,410	4,04,204
9,86,058	66,658	10,57,716	18,69,423	3,33,886	22,03,309
2,137	796	2,933	18,318	5,589	23,907
31,778	4,560	36,338	45,593	8,314	53,907
5,892	2,097	7,989	42,782	16,962	59,744
18,211	7,035	23,246	41,342	17,739	59,081
30,91,861	6,34,562	37,26,423	1,27,72,963	48,51,386	1,76,24,349

No. 116. *Percentage of Local and Non-local Boys and Girls Enrolled (1) to of Boys and*

States	Percentage to total male and female population					
	Local			Non-Local		
	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	10.83	6.02	8.45	5.78	1.96	3.88
Assam	15.66	7.00	11.58	13.61	5.89	9.98
Bihar	8.63	2.36	5.50	10.00	0.84	5.42
Bombay	12.78	6.21	9.51	10.70	2.90	6.82
Jammu & Kashmir	9.79	2.05	6.19	8.23	0.75	4.75
Kerala	16.16	12.82	14.46	26.83	21.27	24.01
Madhya Pradesh	11.82	2.68	7.31	13.76	0.88	7.40
Madras	13.21	6.79	9.98	5.14	1.85	3.48
Mysore	11.79	6.47	9.17	7.11	3.10	6.07
Orissa	9.86	3.40	6.59	4.51	0.59	2.52
Punjab	10.36	3.68	7.25	7.36	2.17	4.94
Rajasthan	8.44	1.03	4.89	6.77	2.62	3.76
Uttar Pradesh	9.55	3.13	6.47	8.98	0.66	4.99
Delhi	15.29	5.40	10.78	31.13	13.83	23.24
Himachal Pradesh	13.41	3.95	8.87	12.07	1.88	7.18
Manipur	16.59	6.44	11.42	12.42	4.28	8.28
Tripura	12.59	6.41	9.65	10.70	4.55	7.77
TOTAL	11.43	5.12	8.32	9.30	1.98	5.71

Total Male and Female Population (1951) Served and (ii) to Total Number Girls Enrolled.

served			Percentage to total number of Boys and Girls					
Total			Local			Non-Local		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
10.34	5.62	8.00	94.52	96.58	95.24	5.48	3.42	4.76
15.25	6.78	11.26	82.16	82.63	82.29	17.84	17.37	17.71
9.19	1.74	5.47	55.66	80.35	59.58	44.34	19.65	40.42
12.57	5.88	9.24	91.53	95.91	92.65	8.47	4.09	7.35
9.14	1.51	5.59	62.68	79.39	64.79	37.32	20.61	35.21
18.29	14.51	16.37	70.73	70.76	70.74	29.27	29.24	29.26
12.26	2.28	7.33	74.90	91.39	77.43	25.10	8.61	22.57
10.85	5.34	8.07	86.08	89.83	87.33	13.92	10.17	12.67
11.06	5.95	8.54	90.05	91.93	90.70	9.95	8.07	9.30
7.92	2.38	5.11	79.34	91.04	82.10	20.66	8.96	17.90
9.78	3.58	6.81	85.63	87.80	86.13	14.37	12.20	13.87
8.16	0.88	4.67	45.99	94.24	84.46	54.01	5.76	15.54
9.24	1.79	5.66	47.25	80.04	52.22	52.75	19.96	47.78
16.25	5.92	11.54	88.33	85.76	87.73	11.67	14.24	12.27
12.45	2.46	7.65	30.30	45.15	32.59	69.70	54.95	67.41
15.85	6.07	10.87	86.23	87.64	86.63	13.77	12.36	13.37
11.68	5.52	8.74	55.95	60.34	57.27	44.05	39.66	42.73
10.83	4.24	7.59	75.79	86.92	78.86	24.21	13.08	21.14

No. 117. *Number of Local and Non-local Children, from the Existing*

States	Local		
	Boys	Girls	Total
Andhra Pradesh	1,65,880	6,65,342	8,31,222
Assam . . . . .	..	1,99,128	1,99,128
Bihar	3,31,604	9,15,436	12,47,040
Bombay	3,163	9,44,511	9,47,674
Jammu & Kashmir	17,791	60,396	78,187
Kerala . . . . .	..	..	..
Madhya Pradesh	41,494	5,85,618	6,27,112
Madras . . . . .	..	3,99,525	3,99,525
Mysore	59,659	3,63,393	4,23,052
Orissa	93,630	3,51,619	4,45,249
Punjab	1,30,875	4,24,389	5,55,264
Rajasthan	1,62,219	3,97,161	5,59,380
Uttar Pradesh	2,72,626	7,99,841	10,72,467
Delhi . . . . .	..	5,498	5,498
Himachal Pradesh . . . . .	..	6,798	6,798
Manipur . . . . .	..	15,815	15,815
Tripura	1,841	12,018	13,859
TOTAL	12,80,782	61,46,488	74,27,270

Primary School Areas, not Enrolled on 31st March, 1957

Non-Local			Total		
Boys	Girls	Total	Boys	Girls	Total
76,419	1,18,533	1,94,952	2,42,299	7,83,875	10,26,174
1,356	51,700	53,056	1,356	2,29,828	2,52,184
1,40,631	7,26,893	8,67,524	4,72,235	16,42,329	21,14,564
33,553	1,56,920	1,90,473	36,716	11,01,431	11,28,147
20,088	47,959	68,047	37,879	1,08,355	1,46,234
..
..	1,99,550	1,99,550	41,494	7,85,168	8,26,662
2,15,040	3,23,441	5,38,481	2,15,040	7,22,966	9,38,006
61,633	1,02,096	1,63,729	1,21,292	4,65,489	5,86,781
1,70,233	2,63,327	4,33,560	2,63,863	6,14,946	8,78,809
68,861	1,16,935	1,85,796	1,99,736	5,41,324	7,41,060
51,616	1,01,171	1,52,787	2,13,385	4,98,332	7,11,717
3,86,461	12,00,282	15,86,743	6,59,087	20,00,123	26,59,210
..	..	..	..	5,498	5,498
..	22,411	22,411	..	29,209	29,209
405	4,431	4,836	405	20,296	20,651
4,924	14,018	18,942	6,765	26,036	32,801
12,31,220	34,49,667	46,80,887	25,12,002	95,96,155	1,21,08,157

No. 118. Teacher-Pupil Ratio

Serial No.	State.	No. of Teachers			Total	Percentage of Men & Women Teachers		Pupil/Teacher Ratio
		Men	Women	Men		Women		
1	Andhra Pradesh	50,676	7,207	57,883	87.55	12.45	32	
2	Assam	17,349	1,778	19,127	90.70	9.30	41	
3	Bihar	43,721	3,321	47,042	92.94	7.06	36	
4	Bombay.	74,482	6,046	80,528	92.94	7.51	37	
5	Jammu & Kashmir	3,115	425	3,540	87.99	12.01	33	
6	Kerala	30,203	18,041	48,244	62.60	37.40	38	
7	Madhya Pradesh	32,637	1,953	34,590	94.35	5.65	33	
8	Madras	41,861	12,225	54,156	77.30	22.70	32	
9	Mysore	34,571	2,963	37,534	92.11	7.89	31	
10	Orissa	23,189	333	23,522	98.58	1.42	27	
11	Punjab	19,174	3,308	22,482	85.29	14.71	37	
12	Rajasthan	14,479	646	15,125	95.73	4.27	27	
13	Uttar Pradesh	59,073	3,368	62,441	94.61	5.39	35	
14	Delhi	778	164	942	82.59	17.41	25	

15	Himachal Pradesh	2,038	200	2,238	91.06	8.94	24
16	Manipur	1,684	56	1,740	96.78	3.22	34
17	Tripura	1,721	158	1,879	91.59	8.41	31
	TOTAL	4,50,751	62,262	5,13,013	87.86	12.14	34

No. 127. *Habitations (with percentages), with and without Educational Facility*

States	Existing Position					
	Schools in		Schools Near		Total Served	
	No.	%	No.	%	No.	%
Andhra Pradesh	1,116	2.20	20,378	40.18	21,494	42.38
Assam	1,309	5.13	14,353	56.19	15,662	61.32
Bihar	3,294	3.00	73,343	66.78	76,637	69.78
Bombay	5,484	7.20	25,981	34.12	31,465	41.32
Jammu & Kashmir	262	2.42	2,135	19.70	2,397	22.12
Kerala	1,941	18.21	7,302	68.50	9,243	86.71
Madhya Pradesh	1,388	1.69	24,010	29.22	25,398	30.91
Madras	1,782	3.43	35,589	68.60	37,371	72.03
Mysore	3,526	8.74	25,013	62.01	28,539	70.75
Orissa	778	1.51	20,220	39.30	20,998	40.81
Punjab	1,303	4.67	17,335	62.19	18,638	66.86
Rajasthan	714	1.52	13,616	29.08	14,330	30.60
Uttar Pradesh	3,008	1.28	1,09,753	46.59	1,12,761	47.87
Delhi	59	20.41	184	63.67	243	84.08
Himachal Pradesh	152	1.19	5,439	42.59	5,591	43.77
Manipur	75	3.99	571	29.63	646	33.52
Tripura	76	1.46	1,320	25.44	1,396	26.90
TOTAL	26,267	3.13	3,96,54	247.21	4,22,809	50.34

at the Middle Schools Stage as on 31st March 1957 and After Planning

VIII A—A B

Without Schools		After Planning Position							
		School in		Schools near		Total Served		Without School	
No.	%	No.	%	No.	%	No.	%	No.	%
29,229	57.62	3,161	6.23	39,034	76.96	42,195	83.19	8,528	16.81
9,880	38.68	1,721	6.74	17,933	70.21	19,654	76.95	15,888	23.05
33,199	30.23	4,385	3.99	1,03,926	94.62	1,08,311	98.61	1,525	1.39
44,686	58.68	10,250	13.46	49,406	64.88	59,656	78.34	16,495	21.66
8,441	77.88	530	4.89	4,380	40.41	4,910	45.30	5,928	54.70
1,417	13.29	2,172	20.38	8,228	77.19	10,400	97.57	260	2.44
56,780	69.09	3,868	4.71	56,899	69.24	60,767	73.95	21,411	26.05
14,510	27.97	2,372	4.57	45,777	88.23	48,149	92.80	3,732	7.19
11,798	29.25	4,704	11.66	34,119	84.58	38,823	96.24	1,514	3.75
30,450	59.19	1,811	3.52	39,571	76.91	41,382	80.43	10,066	19.57
9,238	33.14	2,166	7.77	25,322	90.84	27,488	98.61	388	1.39
32,500	69.40	3,110	6.64	41,296	88.18	44,406	94.82	2,424	5.18
1,22,794	52.13	6,943	2.95	2,18,212	92.64	2,25,155	95.59	10,400	4.42
46	15.92	80	27.68	209	72.32	289	100.00	..	..
7,182	56.23	418	3.27	11,271	88.24	11,689	91.51	1,084	8.49
1,281	66.48	100	5.19	768	39.85	868	45.04	1,059	54.96
3,793	73.10	201	3.87	3,755	72.36	3,956	76.23	1,233	23.76
4,17,224	49.66	47,992	5.71	7,00,106	83.34	7,48,098	89.05	91,935	10.94

No. 134. *Habitations (with percentages) with and without Educational*

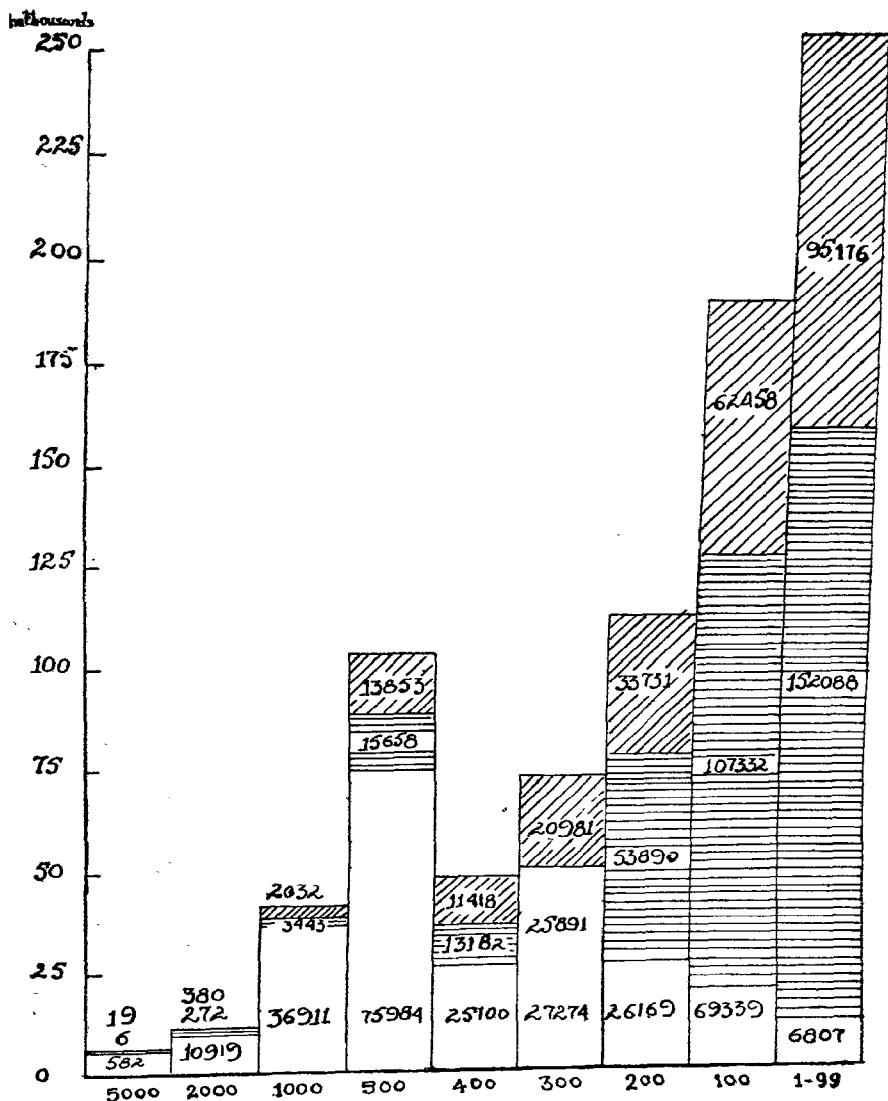
States	Existing Position					
	School in		School near		Total Served	
	No.	%	No.	%	No.	%
Andhra Pradesh	379	0.75	17,846	35.18	18,225	35.93
Assam	285	1.12	11,264	44.10	11,549	45.22
Bihar	868	0.79	61,180	55.70	62,048	56.49
Bombay	293	0.38	15,008	19.71	15,301	20.09
Jammu & Kashmir	86	0.79	1,333	12.30	1,419	13.09
Kerala	576	5.40	7,424	69.64	8,000	75.05
Madhya Pradesh	112	0.14	11,453	13.94	11,565	14.07
Madras	283	0.55	31,438	60.60	31,721	61.14
Mysore	147	0.36	20,663	51.23	20,810	51.59
Orissa	204	0.40	18,366	35.70	18,570	36.09
Punjab	578	2.07	18,606	66.75	19,184	68.82
Rajasthan	59	0.13	8,056	17.20	8,115	17.33
Uttar Pradesh	539	0.23	68,954	29.27	69,493	29.50
Delhi	12	4.15	223	77.16	235	81.31
Himachal Pradesh	37	0.29	3,939	30.84	3,976	31.13
Manipur	21	1.09	463	24.03	484	25.12
Tripura	21	0.40	837	16.13	858	16.53
TOTAL	4,500	0.54	2,97,053	35.36	3,01,553	35.90

Facility at the High School Stage as on 31st March 1957 and after Planning

Without School		After Panning Position							
		School in		School near		Total Served		Without School	
		No.	%	No.	%	No.	%	No.	%
32,498	64.07	1,239	2.44	40,506	79.86	41,745	82.30	8,978	17.70
13,993	54.78	495	1.94	17,295	67.71	17,790	69.65	7,752	3.35
47,788	43.51	1,410	1.28	1,05,543	96.09	1,06,953	97.38	2,883	2.62
60,850	79.91	1,835	2.41	42,671	56.03	44,506	58.44	31,645	41.56
9,419	86.91	164	1.51	2,636	24.32	2,800	25.84	8,038	74.16
2,660	24.95	768	7.20	9,511	89.22	10,279	96.43	381	3.57
70,613	85.93	1,060	1.29	44,682	54.57	45,742	55.66	36,436	44.34
20,160	38.86	607	1.17	45,249	87.22	45,856	88.39	6,025	11.61
19,527	48.41	578	1.43	37,463	92.88	38,041	94.31	2,296	5.69
32,878	63.91	464	0.90	38,649	75.12	39,113	76.02	12,335	23.98
8,692	31.18	938	3.36	26,602	95.43	27,540	98.79	336	1.21
38,715	82.67	1,037	2.21	42,884	91.57	43,921	93.79	2,909	6.21
1,66,062	70.50	2,648	1.12	2,18,436	92.73	2,21,084	93.86	14,471	6.14
54	18.69	17	5.88	272	94.12	289	100.0	..	..
8,797	68.87	166	1.30	10,881	85.19	11,047	86.49	1,726	13.51
1,443	74.88	32	1.66	707	36.69	739	38.35	1,188	61.65
4,331	83.47	29	0.56	1,400	26.98	1,429	27.54	3,760	72.46
5,38,480	64.10	13,487	1.61	6,85,387	81.59	6,98,874	83.20	1,41,159	16.80




APPENDIX 3

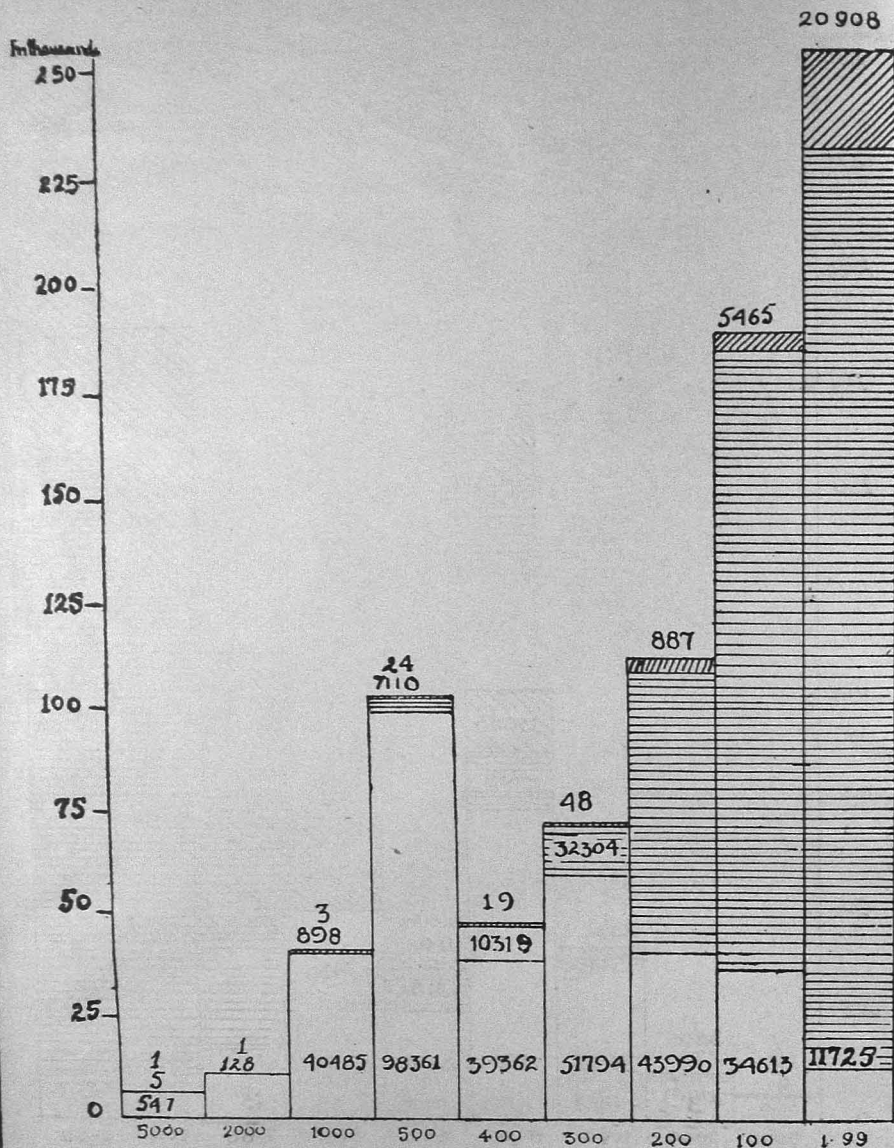
(Diagrams)



Population slabs →




Habitations with and without educational facility at the Primary school stage in them or in the neighbourhood (as on 31-3-1957.)

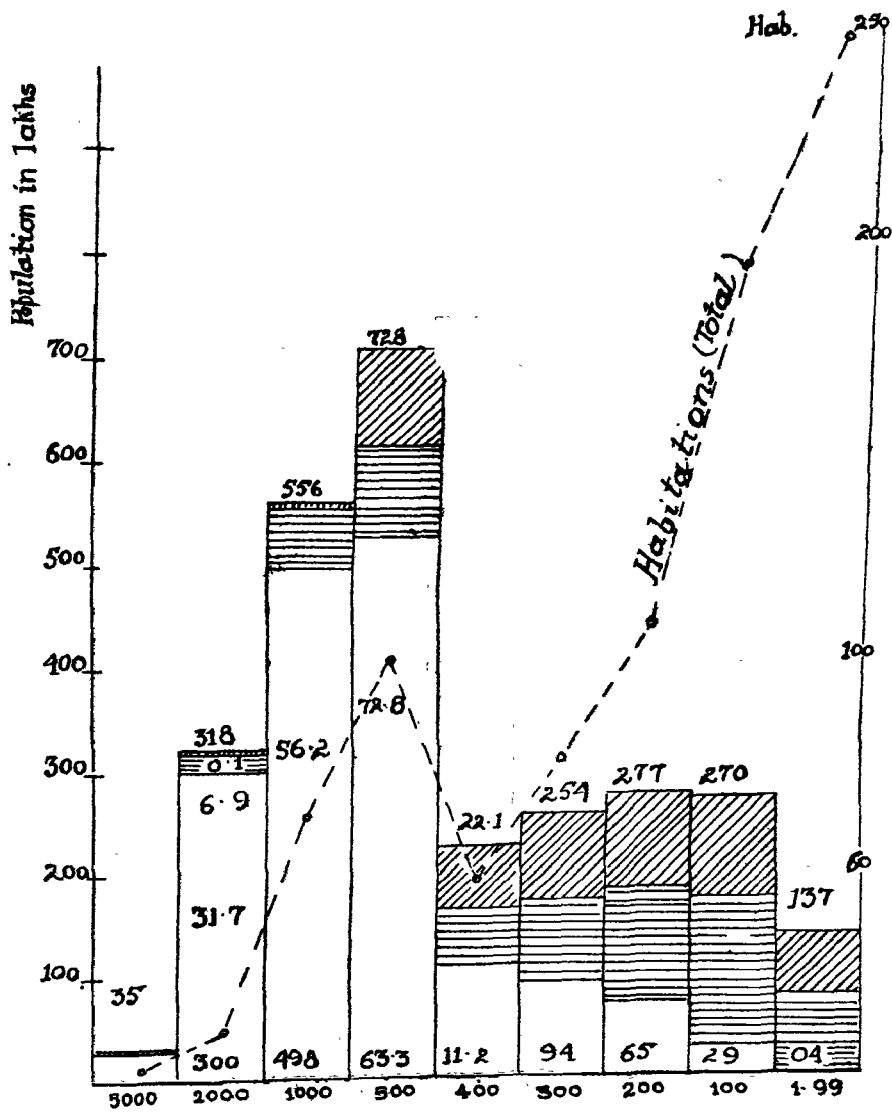
-  Without schools even in the neighbourhood
-  With schools in the neighbourhood
-  With schools in them






Population slabs

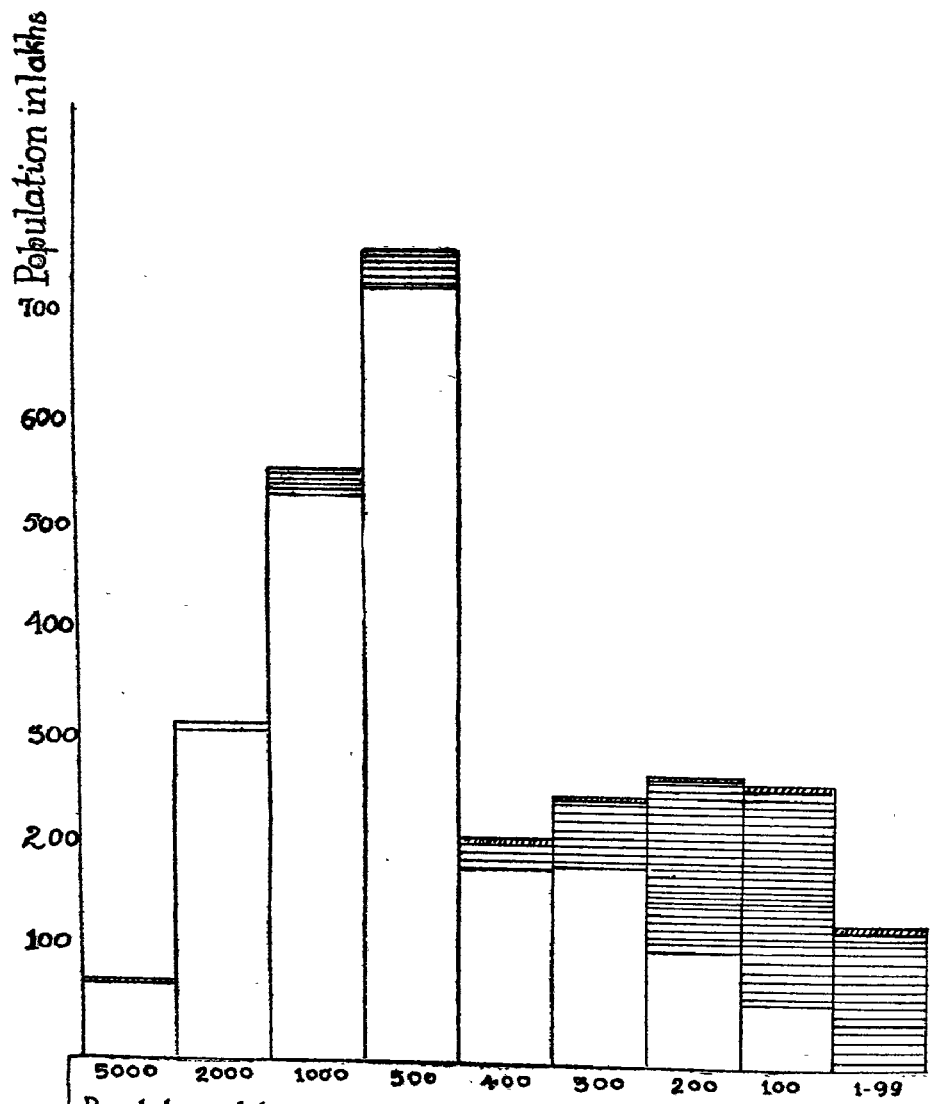
Habitations that would be with and without educational facility at the Primary schools stage in them or in the neighbourhood (after Planning Position)

-  Without school even in neighbourhood
-  With schools in the neighbourhood
-  With schools in them






Population with and without educational facility at the Primary school stage (as on 31-3-1957)

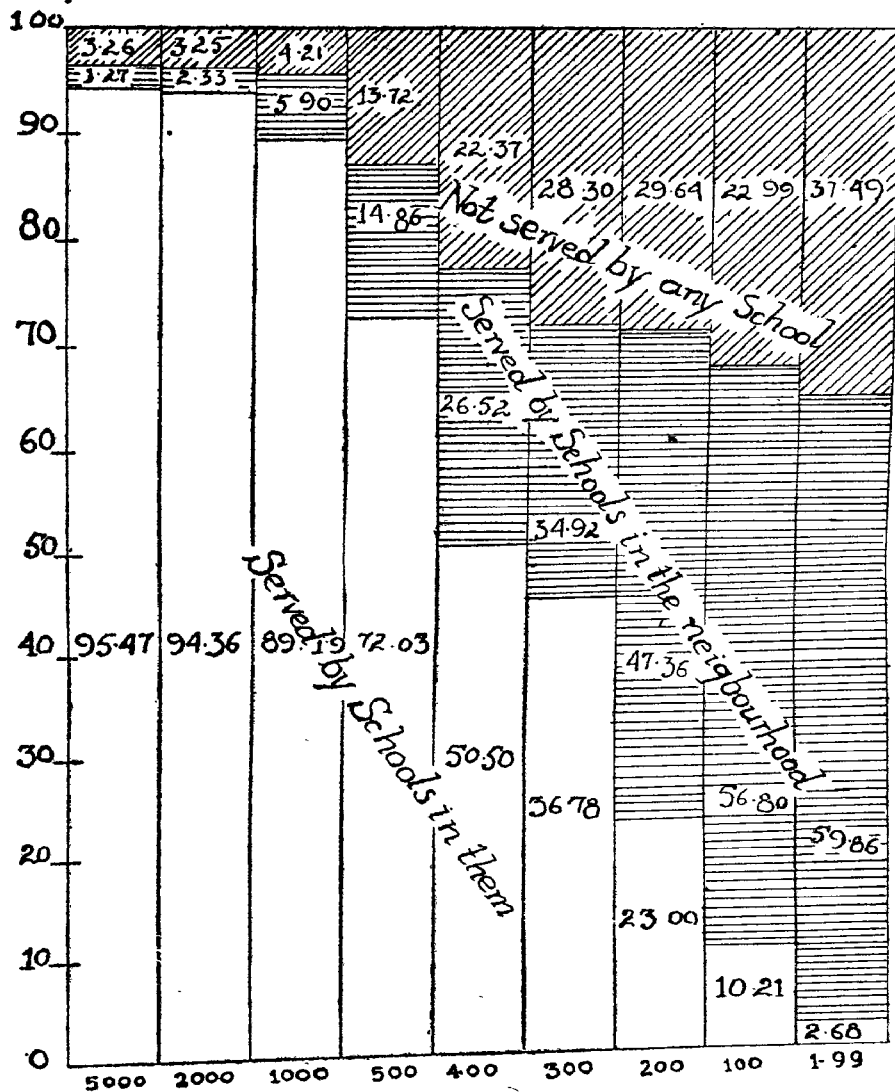
-  Not served
-  Served by schools in the Neighbourhood
-  Served by school in the Habitation.






Population slabs. →
 Population with and without educational facility at the Primary school stage (after Planning Position)

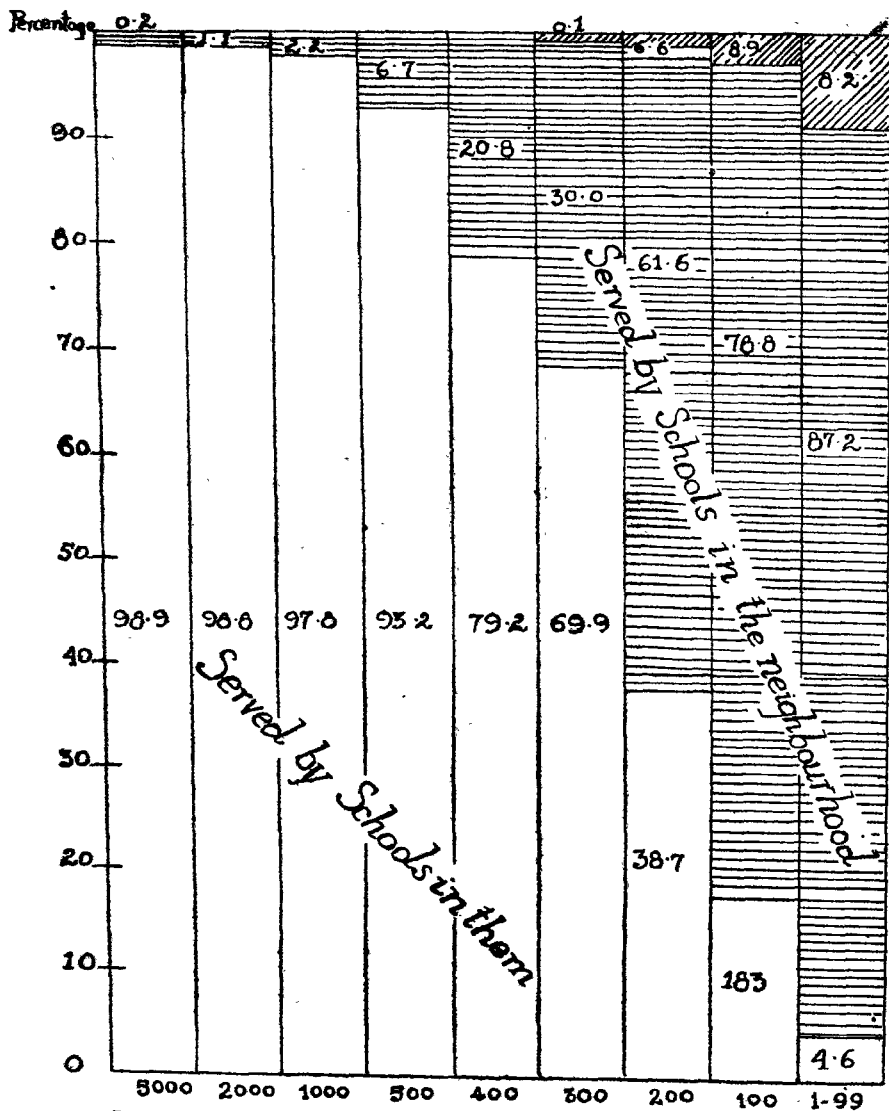
-  Not served
-  Served by schools in the neighbourhood
-  Served by schools in the habitation

Percentage






Percentage of Rural Habitations with and without Primary educational facility in them or in the neighbourhood (as on 31.3.1957.)

-  Not served
-  School in the neighbourhood
-  School in them

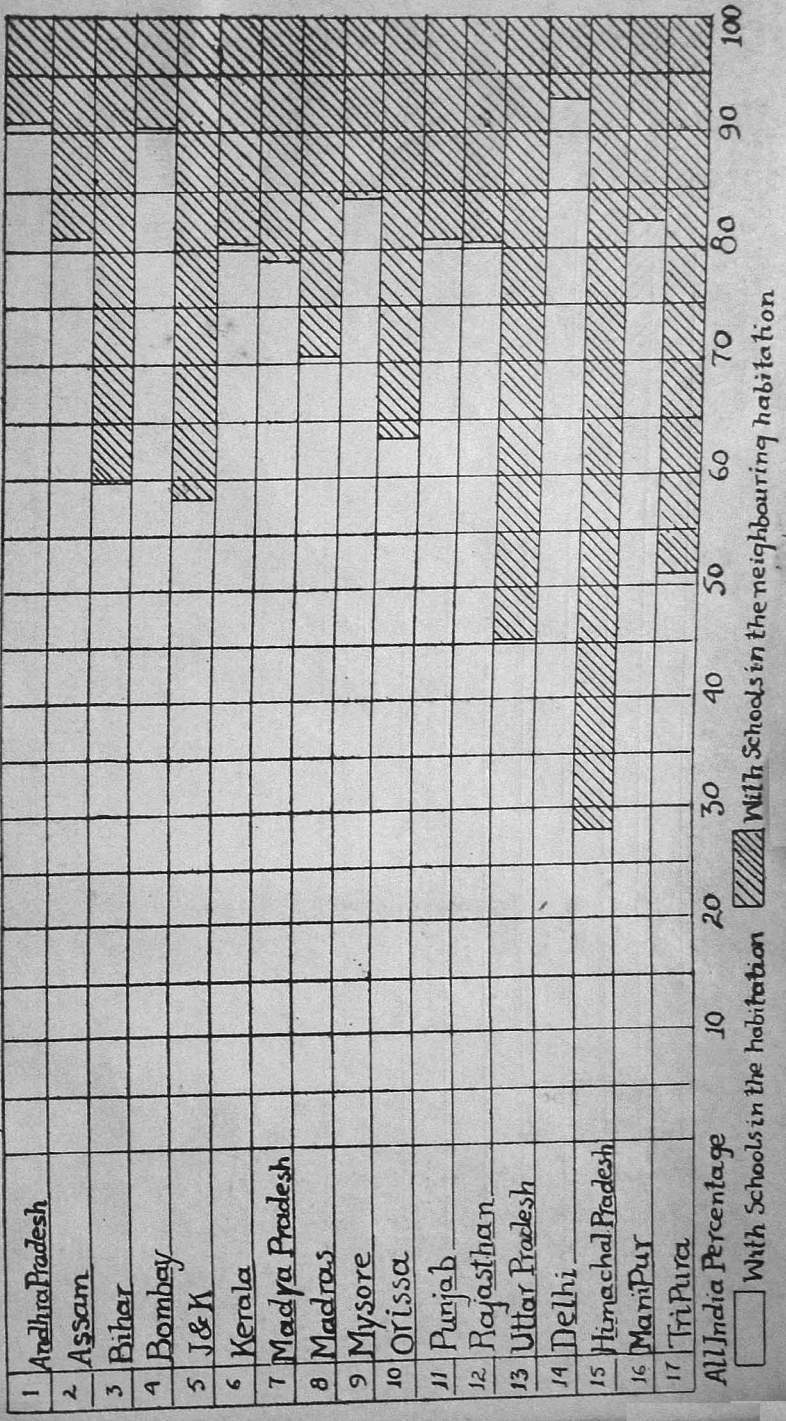


Population slabs →

Percentage of Rural Habitation that would have Primary educational facility in them or in the neighbourhood (after Planning Position)

-  School in them.
-  School in the neighbourhood
-  Not served

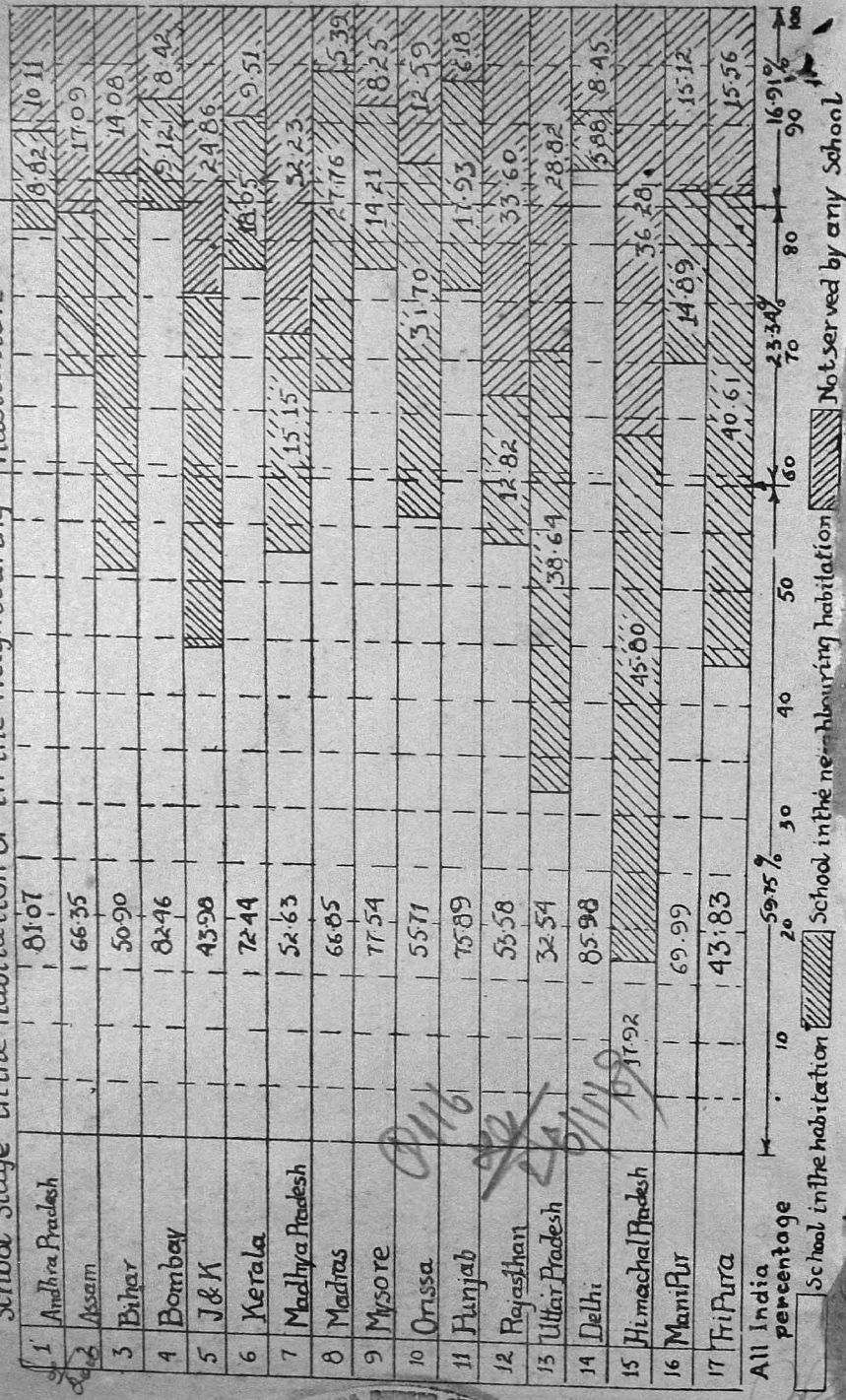
Percentage of Population with and without facility at the Primary School Stage, in the Habitation or in the neighbouring habitation. (after Planning Position.)



□ With Schools in the habitation ▨ With Schools in the neighbouring habitation

VIP%

Diagram showing the Percentage of Population with and without facility at the Primary school stage in the habitation or in the neighbouring habitation



School in the habitation
 School in the neighbouring habitation
 Not served by any school