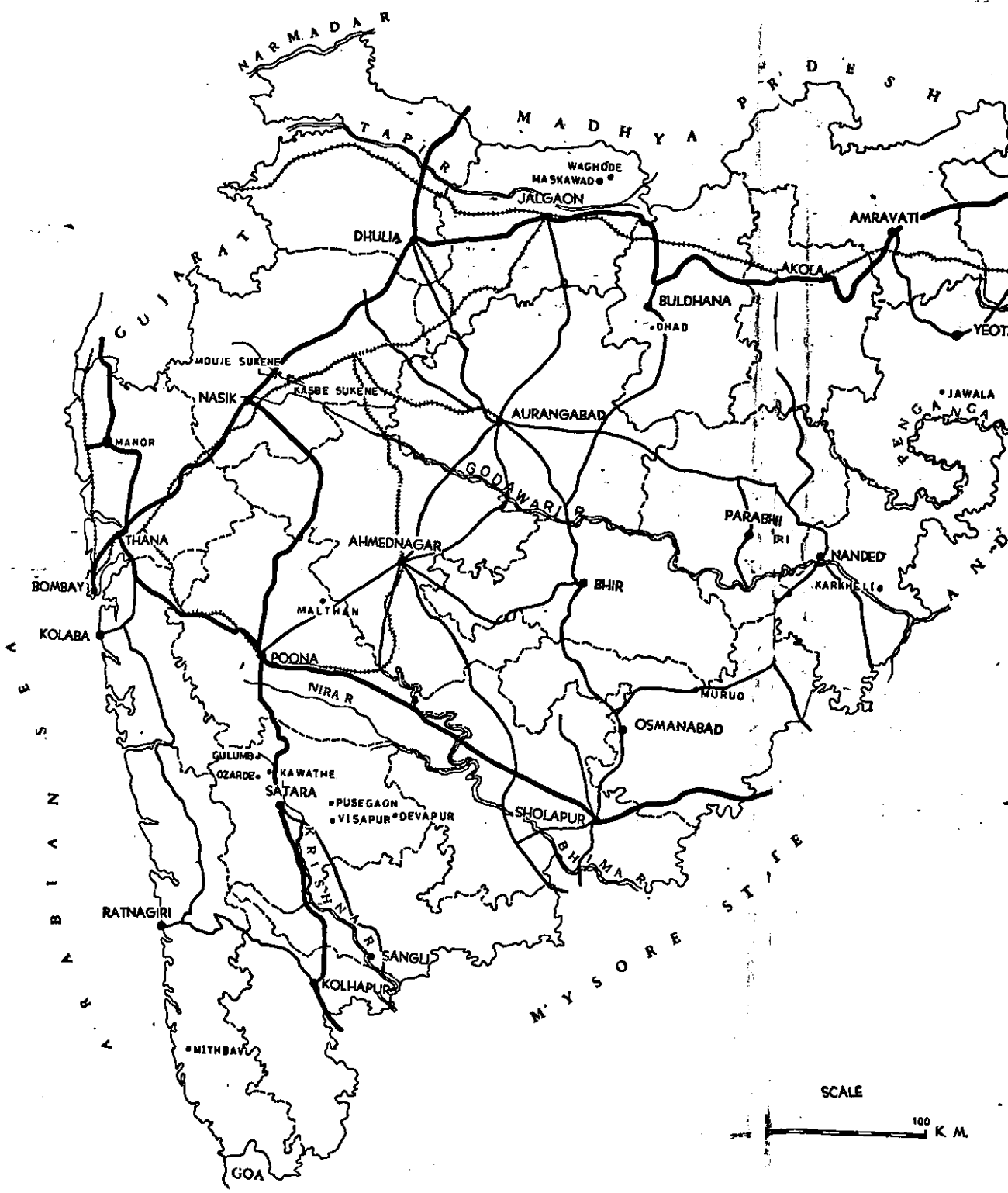


MAP C



Gokhale Institute Studies, No. 56

PROGRESS OF EDUCATION IN RURAL MAHARASHTRA

**PROGRESS OF EDUCATION
IN RURAL MAHARASHTRA
(Post-Independence Period)**

A. R. KAMAT

**GOKHALE INSTITUTE OF POLITICS AND ECONOMICS
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Shri V. M. DANDEKAR, at the Gokhale Institute of Politics and Economics, Poona.

FOREWORD

THE PURPOSE of this study is to bring together information on literacy and education, collected during a number of village surveys conducted by the Institute in Maharashtra since 1955 when the Agro-Economic Research Centre sponsored by the Ministry of Food and Agriculture, Government of India, was established at the Institute. A few village surveys done earlier are also included in this study. Altogether, the study covers 69 villages from 14 out of the 25 rural districts of Maharashtra. Most of the villages were surveyed only once. However, quite a few, in fact, 29 out of the 69, were surveyed a second time during 1959-1963. It will be seen that the surveys and re-surveys put together give considerable direct information on the progress of literacy and education in rural areas over a period of nearly a decade.

Fairly comprehensive information on literacy and education for the post-Independence period is available in the relevant reports of the two population censuses of 1951 and 1961. This is summarized in Chapter 3 of the present study. The principal merit of the data available in the village surveys is that they give information on several important aspects which the tabulated and published data from the censuses do not give. Such, for instance, are literacy and education in the rural population classified by caste, size of land-holdings, income and such other factors which are known to affect levels and progress of literacy and education. This information is presented in Chapters 4-6 of the present study.

Chapter 2 presents a brief history of primary education in Maharashtra State. This is followed up, in Chapter 7, by a brief history of free and compulsory primary education in Maharashtra. Chapter 8 presents information on quality of rural education as indicated by equipment, staffing and functioning of the schools in the surveyed villages. These include, besides the primary schools, a few secondary schools and teachers training colleges as well.

Chapter 9 presents the case of an intensively surveyed village and illustrates the nature of the data and analysis attainable by means of such intensive studies. In an appendix is given a brief note on Rayat Shikshan Sanstha, a voluntary agency which has done pioneering work in the field of rural education in Maharashtra.

As already mentioned, the study brings together fragmentary data from a number of village surveys. The original surveys were not specially directed to the problem of literacy and education, and hence the available information is not logically complete in many respects. It is hoped, nevertheless, that the bringing together of this information in the present study will help place the problems of literacy and education in rural areas in the real perspective.

Gokhale Institute of Politics
and Economics, Poona.

October 1, 1968.

V. M. DANDEKAR

PREFACE

THE PURPOSE of the book is to describe and analyse the progress of literacy and education in the rural areas of Maharashtra during the period after Independence. It also illustrates how data in certain specific areas can be sometimes retrieved from the schedules of multi-purpose village surveys and put together to study the changes that are taking place in them.

Two papers based on parts of the material contained in this book have appeared in the *Indian Educational Review* in 1967 and 1968 and a third paper is published in the *Economic and Political Weekly* in 1968.

It gives me great pleasure to express my grateful thanks to the following : Professor V. M.-Dandekar and Shri M. B. Jagtap for making available extensive material on education in Gulumb; the authorities of the Rayat Shikshan Sanstha, Satara, for sending me their annual reports and allowing their use; Shri A. G. Deshmukh, Shri R. K. Pandit and Smt. S. Vilekar for helping me with tabulation and analysis; Smt. S. Barve for drawing a map of Maharashtra; and Shri S. D. Naik for preparing the index. I am also thankful to many colleagues on the research staff in the Institute, who helped me in preparing the village notes and made many useful suggestions about the presentation of this material. I should also like to thank Shri G. T. Chavan and Smt. S. Soman for seeing the book through the press.

October 1968.

A. R. KAMAT

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CHAPTER 1

PURPOSE AND SCOPE OF THE STUDY

THE GOKHALE INSTITUTE OF POLITICS AND ECONOMICS has conducted a large number of socio-economic village surveys for different purposes over the last several years.¹ Many of these villages have also been resurveyed after an interval of five or six years. In these surveys, along with the information for which the surveys were planned, information was also collected on literacy and education of the village population. It is proposed to bring together all this material on literacy and education for the surveyed villages and present it in this monograph. The purpose is to see the sort of picture that emerges in this respect and to study its main features.

Fairly comprehensive information on literacy and education for the post-Independence period is available in the relevant reports of the two population censuses of India of 1951 and 1961, and the information covers each and every town and village in India. The information on which this monograph is based covers only a few villages; but it may be considered to have certain other advantages over the Census information. First the Institute's surveys were conducted by qualified research workers with the assistance of field investigators trained for this purpose and therefore the data collected here is expected to be superior in quality to that collected in the census which is necessarily, and understandably, a hurried piece of work carried out with whatever personnel that might be available. Secondly, in these surveys much other information was also recorded on many important socio-economic items, which cannot and need not be covered in a population census. For instance, classification by caste which is an important social factor in considering the educational progress (in fact any socio-economic progress) in this country is just not available in the census statistics of 1951 and 1961.² Finally in the case of the Institute's surveys it is also possible to relate the figures of literacy and educational progress in the village to the development and growth of educational institutions in the village, information on which was specially collected for this purpose.

¹ Many of these surveys were Agro-Economic surveys with the objective of measuring village change during a period of five years and were therefore necessarily followed up by resurveys.

² The item of caste except in the case of Scheduled Castes and Scheduled Tribes was dropped from Census questionnaires from 1951. The idea was to discourage caste consciousness in the Indian national life.

This study may therefore be looked upon as an attempt to go behind the familiar figures of totals and averages for literacy and educational progress and to find out what is happening in this respect at the level of individual villages. Such investigation is expected to reveal in greater detail the various aspects of the progress achieved in this sector and also to indicate areas where special attention needs to be focussed. It may also pinpoint the difficulties which have to be faced and overcome in this sphere in the rural areas. As most of the surveyed villages are in the present Maharashtra State this study is written in the context of Maharashtra.

It should be stated here, however, that the villages selected for these surveys are not a properly constituted sample of the rural areas of Maharashtra. They were chosen as typical villages for the purposes of the Agro-Economic or other surveys, and the surveys are essentially case studies. No attempt is therefore made to blow up the figures to give estimates for the Maharashtra State. What is described here should therefore be taken only as typical instances of what is happening in the villages of Maharashtra in its different rural regions.

Description of the data

The names of the villages surveyed with their districts and the years of survey and resurvey are given in an Appendix at the end of the chapter. It shows that the surveys cover 69 villages from 14 districts (out of the total number of 25 districts, excluding the Bombay Suburban district which is mainly urban) of the present State of Maharashtra. There is a fair geographical representation of the four main regions of Maharashtra, viz., the coastal strip of *Konkan*, the rest of Western Maharashtra or *Desh*, the *Nagpur-Vidarbha* region and *Marathwada*. This may be seen from the following brief summary.

Classification of surveyed villages

<i>Region</i>	<i>Total No. of rural districts in Maharashtra</i>	<i>Villages covered by the surveys</i>	<i>From districts</i>	<i>No. of centres</i>
Konkan	3	6	2	2
Desh	9	23	4	6
Nagpur-Vidarbha	8	24	5	5
Marathwada	5	16	3	3
Total	25	69	14	16

Among the 69 surveyed villages there are six villages from two districts of Konkan, 23 from four districts of Western Maharashtra, another 24 from five districts of Nagpur-Vidarbha and the remaining 16 from three districts of Marathwada. Actually the 69 villages constitute 14 centres or clusters, each cluster consisting of a nuclear village and smaller peripheral villages, and having a population between 4,000 and 6,000. (In Agro-Economic surveys a number of different types of localities or centres were selected. In most cases a centre constituted one large central village together with a few smaller surrounding villages naturally connected with it, with the total aggregative population of the centre of about 5,000. The central village is called the nuclear village, the surrounding smaller villages are called peripheral villages. Some centres are exceptional in the sense that they constitute just one village or two or more villages of comparable size.)

Most of the first surveys were carried out during the years 1955 to 1960 except (i) the Devapur surveys, which were village surveys conducted in the famine tract of Satara district during the period 1949-1950, and (ii) the Gulumb surveys, which were carried out first during 1942-1944. All the resurveys, which have taken place in 29 of 69 villages mentioned above, have been carried out during the period 1959-1963. It should also be stated that the Devapur famine surveys mentioned above are based on sample households selected from the three villages, while all the remaining surveys and resurveys are based on a complete count of the households in the respective villages.

From the data tabulated for these surveys we have taken out for our purpose information on each individual about sex, age, whether attending educational institution, and the highest educational standard attained, along with information on caste, occupation of the head of the household, income and size of the agricultural holding, if any, for each household.³ The data were tabulated and analysed separately for each village. Data were also collected in 1964 about the primary schools in the villages and their development after 1947. The items collected for this purpose will be described in a later chapter where this information is used.

³ This was extracted from the same punched cards which were already prepared for the original purpose of the survey. The same coding and classification has therefore been used in the present investigation. Consequently there were inevitable limitations on analysis especially as regards uniform classification. It is believed that they do not seriously affect the general line of reasoning followed in the sequel.

APPENDIX TO CHAPTER 1

List of the villages surveyed and the years of survey and resurvey

<i>Centre</i>	<i>District</i>	<i>Village</i>	<i>Year of survey</i>	<i>Year of resurvey</i>
1. Manor	Thana	Manor	1956-57	
		Maswan	1956-57	
		Kondhan	1956-57	
		Avdhan	1956-57	
		Ambhan	1956-57	
2. Mithbav	Ratnagiri	Mithbav	1954-55	1959-60
3. Waghode	Jalgaon	Waghode	1956-57	1962-63
		Maskawad Khurd	1956-57	
		Maskawad Seem	1956-57	
4. Gulumb	Satara	Gulumb	1942-43	1958-59
		Kawathe	1942-43	1958-59
		Ozarde	1942-43	1958-59
5. Devapur	Satara	Jambhulani	1949-50	1959-60
		Gangoti	1949-50	1959-60
		Panvan	1949-50	1959-60
		Devapur	1959-60	
		Pulkoti	1959-60	
		Valai	1959-50	
		Hingani	1959-60	
		Shirtav	1959-60	
6. Pusegaon	Satara	Palasawade	1959-60	
		Pusegaon	1955-56	1960-61
		Visapur	1955-56	1960-61

List of the villages surveyed and the years of survey and resurvey (Contd.)

<i>Centre</i>	<i>District</i>	<i>Village</i>	<i>Year of survey</i>	<i>Year of resurvey</i>
7. Malthan	Poona	Malthan	1957-58	
		Sone Savangi	1957-58	
		Nimgaon Bhogi	1957-58	
		Amdabad	1957-58	
8. Kasabe Sukene	Nasik	Kasabe Sukene	1955-56	1960-61
		Mauje Sukene	1955-56	1960-61
9. Selu	Wardha	Selu	1955-56	
		Dhanoli	1955-56	
		Belgaon	1955-56	
		Vadgaon	1955-56	
10. Dhad	Buldhana	Dhad	1955-56	1961-62
		Dudha	1955-56	1961-62
		Dhal Savangi	1955-56	1961-62
		Savali	1955-56	1961-62
		Karadi	1955-56	1961-62
11. Jawala	Yeotmal	Jawala	1958-59	
		Taroda	1958-59	
		Brahman Wada	1958-59	
		Selu	1958-59	
		Gavna	1958-59	
		Kinhi	1958-59	
		Jamb	1958-59	
		Khandala	1958-59	

List of the villages surveyed and the years of survey and resurvey (Contd.)

<i>Centre</i>	<i>District</i>	<i>Village</i>	<i>Year of survey</i>	<i>Year of resurvey</i>
12. Goregaon	Bhandara	Goregaon	1956-57	
		Ghoti	1956-57	
		Zanjia	1956-57	
13. Kothari	Chanda	Kothari	1957-58	
		Palasgaon	1957-58	
		Kawadjai	1957-58	
		Amdi	1957-58	
14. Murud	Osmanabad	Murud	1955-56	1962-63
		Watawada	1955-56	1962-63
		Karakata	1955-56	1962-63
15. Bori	Parabhani	Bori	1954-55	1960-61
		Dhanora	1954-55	1960-61
		Nagapur	1954-55	1960-61
		Deogaon	1954-55	1960-61
		Mudha	1954-55	1960-61
		Nagathana	1954-55	1960-61
		Ganapur	1954-55	1960-61
		Dohara	1954-55	1960-61
		Chandaj	1954-55	1960-61
16. Karkheli	Nanded	Karkheli	1957-58	
		Chikana	1957-58	
		Dhanora	1957-58	
		Vilegaon	1957-58	

CHAPTER 2

A BRIEF HISTORY OF PRIMARY EDUCATION IN MAHARASHTRA STATE *

AN ATTEMPT is made here to outline briefly the historical development of primary education in the Maharashtra State. It is believed that this will serve a useful background to the findings of this monograph. Most of the history outlined here will be naturally for the period before the formation of the present State of Maharashtra and will therefore describe the developments in the former Bombay (Province or) State. It will therefore hold mainly for the Western Maharashtra region (Desh and Konkan) of the present State of Maharashtra, and it will not cover adequately the developments in the Vidarbha and Marathwada regions. For the same reason most of the statistics given here, unless otherwise mentioned, are with reference to the old Bombay Province or State as it was from time to time till 1960 when the present Maharashtra State came into existence.

Indigenous schools

Modern educational development may be said to have commenced in this part of the country after the year 1818 when the Peshwa regime suffered its final defeat and the British rule was established in major parts of the Bombay Presidency. This does not mean, however, that there were no schools and no system of education in these areas before the advent of the British regime. It is believed that there was a fairly well-functioning system of indigenous schools mainly at two levels: Schools of Learning for the teaching of traditional religious texts for the profession of priesthood, and Elementary Schools for imparting common education, that is, reading, writing including letter writing and simple arithmetic including accounts. All this education was based on traditional knowledge and culture and, naturally enough, did not reflect the scientific, industrial and social developments that had taken place in the West. Classes of the second type of schools were held in temples or other public places such as *chavadi* or houses of benevolent well-to-do persons of the village, and the teachers were supported by the village as a whole and also through per capita contribution or fees from

* This account deals only with the general growth and development of primary education and does not deal with its other aspects such as expenditure, syllabi, examination system, fees, and salaries of teachers.

parents of the pupils. Printed books were rare and there were no regular text-books. This school education was confined only to boys. Scheduled Caste boys (untouchables) were not admitted to these schools. Perhaps there were no other caste restrictions, but most of the students were either Brahmins or from other advanced castes.

This school system was fairly widespread. Three different estimates made between the year 1823 and 1842 placed the number of such elementary schools in that period between 1,400 and 1,600 and the number of pupils studying in them between thirty and thirty-five thousand, which was estimated as approximately 1.4 per cent of the total male population. Historians of education believe, however, that education was much more widespread than what these low figures would indicate.

Soon after the commencement of the British rule, new schools with modern content of education began to be established. The new system, however, developed as an alternative to the old one and no systematic attempts were made to utilize or absorb the indigenous school system for this purpose. It is reported that Mount Stuart Elphinstone, the then Governor of Bombay (1819-1827), wanted to see whether the indigenous schools could be modified and used for imparting modern education. But this view was not accepted and the new schools started independently. It seems the number of indigenous schools and pupils went on increasing for some decades during the British period but they never exceeded four thousand schools and eighty thousand pupils. With the expansion of the modern school system the indigenous system began to collapse. This process was rapid in the twentieth century and by 1936-37 there were not many schools of the old type left in the Bombay Province.

Early British Period

Even before 1818 as the British rulers stabilized their hold on Bombay and the surrounding areas, schools were started for the education of the Anglo-Indian and European children in the City of Bombay. A small number of Hindu, Parsi and Muslim children was also admitted and received education in these schools. But it was Elphinstone who initiated the first systematic efforts to establish a new educational system for the education of Indians in the Bombay Presidency. He encouraged the formation of the Bombay Native School and School Book Society (later on known as the Bombay Native Education Society) with a view to spreading modern education in this part of the country. The Society established 24 vernacular schools in 1824. Its activities increased rapidly, and, in 1840, in addition to Hindu College in Poona and Elphinstone Institution in Bombay, it was conducting three English Schools and 115 vernacular schools providing elementary education in the City and in the districts.

This went on till 1840 when the Government established a Board of Education and all education and educational institutions, whether conducted directly by the Government or by the Bombay Native Education Society, were transferred to this Board. The Board generally continued the policy of the Bombay Native Education Society, and, by 1855, the number of primary schools conducted by the Board rose to 200 with more than eighteen thousand pupils. It may be mentioned that among the primary schools in the villages under the present investigation, the earliest school was established in this period, in 1845, at Kasabe Sukene. (See Chapter 8.)

Simultaneously with this governmental effort in primary education, private organizations were also becoming active. A number of foreign missionary societies had started their own educational institutions, and, in 1855, there were several primary schools run by the missions in Bombay and in other places. The missionary effort extended the activities of the Board of Education in primary education in two new directions, viz., the education of girls and the education of the backward classes especially the untouchables. Social tradition was against the education of girls among all communities in the Indian society, and the untouchables could not get admission in schools of the Hindus.⁴

During this period it was the Government policy not to give any grant-in-aid to the missionary institutions of education. On the other hand the Government provided grant-in-aid to schools started by Indians. Consequently several private educational institutions including primary schools were started during this period. By 1855 the total number of primary schools was 322 with 22,950 pupils on their rolls.

After Wood's Education Despatch, 1855-1870

A new period of development began after Wood's Education Despatch of 1854. Following its recommendations the Government of India themselves assumed responsibility for education. In 1855 the Board of Education in Bombay was replaced by the Department of Education headed by the Director of Public Instruction for the Bombay Province. Thus the Provincial or State Department of Education has existed for more than a century although the head is now renamed Director of Education from 1951. For the next 15 years from 1855 the Bombay Department of Education worked under the direct control of the Government of India. In spite of the delay in taking decisions and in their implementation which this kind of central control always implies the newly established Department of Education in Bombay was able to start a number of new primary schools during this

⁴ A solitary example of indigenous effort in this connection was that of Jyotiba Phule who started a school for girls in 1851 in Poona and a school for untouchable boys in 1853. Both attempts proved to be short-lived.

period. The Department secured additional funds for its use by persuading the Provincial Government in 1863-64 to levy a local fund cess for education at the rate of one anna on every rupee of land revenue, and exercised strict economy of expenditure. By 1871 there were 2,788 primary schools with an enrolment of 1,49,298 pupils, almost a tenfold increase in a period of 15 years. As mentioned in Chapter 8, six of the oldest primary schools in the surveyed villages date from this period. Special efforts were made to enrol girls in schools. Separate schools were started for this purpose, and, by 1871, there were 159 special Government schools for girls with 6,066 pupils. Special primary schools were also started for the untouchables; there were 16 such schools in 1881-82.⁵

Period from 1870 to 1901

In 1871 education (among other subjects) was transferred back to the Provincial Government and since then it has always remained primarily a Provincial (or State) responsibility. This resulted in the discontinuance of much of the Central assistance for education, which the Province was getting so far. So the Provincial Government decided in 1884-85 that the Municipalities should provide from their income for two-thirds of the expenditure on education in the Municipal Schools. The idea was to release a substantial portion of the local fund cess which could be then spent on opening new primary schools in the rural areas.

Another important development of this period can be traced directly to the policy of Lord Ripon (Governor General of India, 1880-1884) who recommended the establishment of local authorities in urban and rural areas, with transfer of power in limited spheres and provision of adequate financial resources for its exercise. Accordingly Primary Education was transferred to local bodies. Every Municipality as well as District Local Board was made responsible for the administration of primary schools within their area. In practice, however, inspection of schools and all general supervision were exercised by the officers of the Department of Education. The District Local Boards decided questions mainly about the location of schools and regulation of fees but all other administrative powers such as the power of making appointments and transfers of teachers were delegated to the Department. The Municipalities wielded greater power and control over the primary schools in their areas.

The local initiative, although limited in scope as mentioned above, and

⁵ In 1856 an untouchable pupil who wanted to join a government school at Dharwar was denied admission. This gave rise to a controversy in government circles as a result of which all government schools were thrown open to untouchables in 1858. In practice, however, untouchables continued to suffer in many places. Separate schools were started to mitigate this iniquity to some extent.

the availability of larger funds from the local fund cess for rural areas led to a considerable growth of primary education in the districts during this period. The number of primary schools increased from 2,788 to 8,987 in the thirty years from 1870-71 to 1901-1902, and the enrolment increased from 149,298 to 513,211. Separate schools for girls also increased and their number in 1901-1902 was 768 as against 218 in 1870-71, with a consequential rise in their enrolment. Moreover, separate training colleges were also established for the training of women primary teachers. The number of special schools for the untouchables also increased.

Period from 1901 to 1920

With the turn of the century, another period commenced for education in general and for primary education in particular. Lord Curzon, who was appointed the Governor General of India in 1899, reversed the previous policy of leaving the educational development entirely to the Provincial Governments. Although he did not advocate the taking over of education by the Central Government, he laid down policy directives for educational development to be carried out by the Provincial Governments and offered large recurring and non-recurring grants for that purpose. His Resolution on Educational Policy of 1904 directed the Provincial Governments to exercise greater and stricter governmental control on private and official institutions of education. Curzon's policy in this as well as in many other spheres aroused widespread resentment in the country. So far as primary education was concerned, however, Curzon's policy resulted in greater expansion and opening up of more schools because of the larger financial assistance. Curzon's successors continued more or less the same educational policy. The number of primary schools increased from 8,987 to 12,622 in the period of twenty years from 1901-02 to 1921-22, and the enrolment increased from 513,211 to 798,508, an increase of more than 50 per cent.

An important development of this period is the insistent public demand for introducing universal compulsory and free primary education. (A more detailed account is given in Chapter 7.) Although the demand was rejected by the Government, it resulted in a more liberal governmental policy towards the spread of primary education. Grants-in-aid to aided schools became more liberal. Larger resources were also made available to provide buildings and equipment for schools and for starting additional training colleges for primary teachers. Special schools for girls increased from 768 in 1901-02 to 1,452 in 1921-22, and the total enrolment of girls in all primary schools increased from 76,068 to 161,085. Special Schools for the untouchables also increased to 515 in 1921-22 with an enrolment of 18,222, while the total enrolment of untouchable children in all primary schools rose to 36,674,

Period of Dyarchy : 1921-1936

A new period commenced for education after 1921. Under the Government of India Act of 1919, some of the Departments of Provincial administration were transferred to Indian Ministers who belonged to the elected element in the legislature, and Education was one of them. The key departments such as Home, Revenue and Finance, however, were retained in the hands of Executive Councillors who were directly responsible to the Governor. Thus, when the new system called *Dyarchy* (or the two-wing rule) came into force in 1921, an Indian Minister answerable to public opinion assumed charge of Education for the first time, raising high expectations of rapid development in all spheres of education and particularly in primary education. But as mentioned above Revenue and Finance were under the direct control of the Governor. This kind of division with the strings of the purse in the hands of the Governor and the official element imposed severe limitations on the activities of the transferred departments. Moreover, not only the overall Central control over education assumed since Curzon, was abolished, but the Central Government now showed a total lack of interest in Education. They stopped all Central assistance to education.

The demand for universal primary education, which had been gathering momentum during the preceding twenty years, naturally claimed immediate attention of the Minister of Education. The Bombay Primary Education Act passed in 1923 introduced two major reforms amongst others. Municipalities and District Local Boards were given a very large measure of control over primary education. Statutory bodies called District School Boards were created for this purpose, subject to the control of the District Local Board and the Department of Education, and they were given powers of administration including inspection of primary schools. Secondly, enabling powers were given to the local authorities for preparing schemes for the introduction of compulsory primary education and for carrying them out after obtaining sanction from the Government. The Government assured the Municipalities and the District Local Boards that they will bear a part of their additional expenditure on education. The District Local Boards were authorized to raise the local fund cess from one anna to two annas in a rupee of land revenue to augment their income for financing the schemes of expansion of education.

The results of the working of the Act did not measure up to the high expectations created by its adoption. The limitations on finance mentioned above, together with the severe cuts imposed during the period of the Great Depression of the early thirties, prevented any large-scale expansion of education. The number of schools did not register any appreciable increase. (The figures given in the table on page 17 are not comparable because of the formation of separate Sind Province in 1936. Even allowing for the reduc-

tion on this account the increase in the number of schools does not appear to be appreciably large. The actual proportional increase in enrolment would be somewhat greater than that indicated by the figures given in the next few lines because of the separation of Sind.) The enrolment in primary schools increased to 1,140,299 in 1936-37 as against 798,508 in 1921-22. But a relatively greater progress was recorded in the education of girls where the enrolment increased from 161,085 in 1921-22 to 287,061 in 1936-37, and in the education of the Scheduled Castes (untouchables) where although the number of special schools decreased from 515 to 411 in the fifteen-year period, the number of pupils (in special and common primary schools together) increased from 36,674 to 77,717. Another important innovation was the starting of the Agricultural Bias Schools, thus taking a first step towards occupation-oriented diversification in primary education.

Education under popular Provincial Ministry : 1937-1946

The Government of India Act of 1935 brought about far-reaching changes in the government of the Provinces where (Provincial) Autonomy was granted, that is, most of the administration in the Provinces came into the hands of popular Ministers responsible to the elected representatives in the legislature. A popular government, a Congress Ministry, came to power in the Bombay Province in 1937. A programme of rapid development of education and particularly of primary education was conceived. But before they could introduce many changes to implement it World War II started, the ministry resigned office, and in the period of ensuing political struggle from 1940 to 1945 a bureaucratic government carried on the administration. In 1946 the popular ministry again assumed power and resumed their programme of education. A year later the country achieved Independence and this ensured continuation of their policies and programme. In the intervening period of 1940 to 1945 the policies of the popular government were not actually reversed, but they were not pursued with any vigour or enthusiasm.

One of the first measures taken by the popular government after assuming power in 1937 was to introduce radical changes in the Bombay Primary Education Act of 1923, which was amended in 1938. The functions of inspection and supervision including control of the services of primary teachers which had been handed over in 1923 to the District School Boards, were again taken over by the Government and entrusted to the Department of Education. The idea was to remove the inefficiency and malpractices which had become prevalent during the administration by the School Boards. The Act of 1938 created a State Board of Primary Education and it has continued since then as the main advisory body on primary education. Some progress was also made in introducing compulsory and free primary educa-

tion. (See Chapter 7.) New Schools were opened in many villages so that the number of primary schools rose from 12,901 in 1936-37 to 18,992 in 1946-47 with a rise in enrolment from 11,40,299 to 16,65,042. This was facilitated by the new liberal policy of grant-in-aid to aided or voluntary schools in villages and hamlets where there were no government schools. Consequently the number of aided schools rose from 1,808 in 1936-37 to 8,089 in 1941-42. Schools were now opened in 5,455 villages which had no schools before. The number of separate schools for the girls also increased from 1,478 in 1936-37 to 1,804 in 1946-47, and the total number of girls in all primary schools rose from 287,061 to 489,789.

In the case of the Scheduled Castes (untouchables) greater stress was now given on the elimination of discrimination and segregation in common schools rather than on running special separate schools. Consequently the number of special separate schools for the Scheduled Castes decreased from 411 in 1936-37 to 251 in 1940-41, and, in 1947, separate schools were discontinued altogether. The Scheduled Tribes and other backward communities were given special encouragement with the result that the enrolment of all Backward Class pupils (Scheduled Castes, Scheduled Tribes and others) in primary schools rose by more than 60 per cent, from 140,134 to 234,713, in the decade 1936-37 to 1946-47. All this makes a creditable record for the popular ministry if one takes into consideration the fact that during this short period of just ten years the popular ministers were in office for hardly three to four years and there was a break of more than five years in between, from 1940 to 1946.

Post-Independence Period I : 1947-55

This brings us to the last phase, the post-Independence period after 1947, an era of high promise and of potentially unlimited progress. The Congress ministries have been continuously in power in this State during all these years. Before the progress achieved during the post-Independence period is outlined, it is necessary to bear in mind the territorial changes which took place from time to time during this period.⁶ Immediately after 1947 many new areas were incorporated in the Bombay State as a result of the merger of the princely states, but Saurashtra still constituted a separate State in the Indian Union. In the linguistic reorganization of States, which took place in 1956, the four Kannada-speaking districts of the Bombay State were transferred to the Mysore State; and Saurashtra, the Vidarbha region of the then Madhya Pradesh State and the Marathwada region of the

⁶ Sind was already separated in 1936 from the then Bombay Province, and in 1947 it formed a part of Pakistan as a result of partition of the country into two separate states.

Hyderabad State were brought in to form the bigger bilingual State of Bombay consisting of the Marathi-speaking and Gujarati-speaking areas. Finally, in 1960, a separate State was formed of the Gujarati-speaking areas leaving the present Maharashtra State as the State of all the Marathi-speaking districts.

A comprehensive new Primary Education Act was passed in 1947. While retaining the powers of inspection and supervision of primary schools with the Department of Education, the Act changed the whole basis of grant-in-aid to the local bodies. The government now virtually assumed all financial responsibility for primary education. Instead of pegging the government assistance to the local bodies at a fixed percentage of their expenditure on primary education, the government now fixed the contribution of the local bodies towards primary education as a fixed proportion of their income. Moreover, the District Local Boards were authorized to raise their important source of income, the local fund cess, from two annas in a rupee of land revenue to three annas. It was also announced that all additional expenditure on account of primary education (such as extension of compulsory education) shall be borne by the Government. According to an estimate made by J. P. Naik in 1955 more than 96 per cent of the total expenditure incurred by the District Local Boards on primary education now came from the Government sources.⁷

The period of elementary education or Junior Primary Course was reduced from five to four years. Until 1901-02 the primary course consisted of the Infant Class and Standards I to VI, that is, of seven years' duration. In that year standard VII was added, thus making the total duration eight years. The Infant Class and the first four Standards made up what was called Junior Primary or Elementary Course. In 1947 the Infant Class was dropped.⁸

The Government announced in 1947 that it would be their policy to bring about universal primary education of four years' duration within the next ten or twelve years. As a first step it was decided to establish primary schools in all villages with a population over 1,000 immediately. Education was made free for all children for the first four Standards. Fees were charged from Standard V onwards, but many categories of pupils were exempted from paying fees on account of social or economic backwardness. It was claimed that because of these liberal exemptions no pupil was required

⁷ *A Review of Education in Bombay State 1855-1955*, published by Government of Bombay, 1958.

⁸ It seems there was some delay and hesitation in dropping the Infant Class altogether. For a year or two the class of Standard I was held in two sequential classes, of Standard IA and Standard IB; and thus the former Infant Class continued under the name of Standard IA for some time.

to pay for primary education up to the seventh standard if his parents could not really afford to pay.

In 1953-54 the Government launched an intensive drive to provide schooling facilities in as many villages as possible (i) by opening independent schools in villages with a population below 1,000 but above 500, (ii) by starting *group schools* whereby small neighbouring villages could be grouped together and have a common school, and (iii) by appointing *peripatetic* teachers who taught on alternate days or half-days in two villages which were not close enough to have a group school but not very far for the teacher to travel. The drive was also facilitated by encouraging voluntary aided schools of which there were 10,136 in the total of 33,213 primary schools in 1955. More than 1,600 new schools were opened under these schemes in the next two years so that in 1955 as many as 30,737 villages of the 34,726 villages of the then Bombay State had schooling facilities.

The other important developments of the period up to 1955 are briefly as follows. Basic Education which was initiated in 1938 was now introduced in a larger number of schools until in 1955 there were 2,816 basic (or craft-oriented) schools. The number of girls in primary schools and the number of women teachers registered a substantial increase. An important policy decision in this respect was to encourage co-education rather than establish separate schools for girls at the primary stage. The pace of progress was maintained in the case of the Scheduled Castes, the Scheduled Tribes and other Backward Classes. In the interests of social integration special separate schools for the Scheduled Castes were discontinued from 1947, but other existing concessions were continued and a number of new concessions were introduced. (Figures are not quoted here as they are not comparable with those given previously because of the territorial changes. Some selected statistics in Primary Education for the Bombay State are given in the table on the next page for the entire period from 1855 to 1955.)

Post-Independence period II : 1956 and after

This brings us to the developments of the immediate past, the period after 1956, which will now be briefly described. As mentioned earlier two territorial reorganizations took place in 1956 and 1960. What is described below essentially deals with the present Maharashtra State as it emerged after the changes in 1960. The State now consisted of three main regions, Western Maharashtra, Vidarbha and Marathwada which differed in their past developments and therefore faced somewhat different problems as regards educational progress.

The opening of new schools continued, and in 1963-64 there were 38,930 primary schools in the State. By 1964 only 3,842 of the total number of

*Some Selected Statistics in Primary Education for the Maharashtra State (former Bombay State)**

<i>Year</i>	<i>Number of primary schools</i>	<i>Pupils in primary schools</i>	<i>Aided schools</i>	<i>Indigenous schools</i>	<i>Girls' schools</i>	<i>Girls in all primary schools</i>	<i>All Backward Class pupils in primary schools</i>
1855-56	322	22,950	—	2,386	65 (in 1854)	3,500*	—
1870-71	2,788	149,298	44	3,330 (in 1875)	218	9,190	—
1881-82	5,338	332,688	196	3,954	326	19,917	6,000*
1901-02	8,987	513,211	1,929	2,470	768	76,068	—
1921-22	12,622	798,508	2,690	1,139	1,452	161,085	53,956
1936-37	12,901	1,140,299	1,808	542	1,478	287,061	140,134
1946-47	18,992	1,665,042	6,684	—	1,804	489,789	234,713
1954-55	33,213	3,830,466	10,136	—	2,049	1,279,175	751,117

* Most of the figures are taken from: *A Review of Education in Bombay State, 1855-1955*, edited by J. P. Naik/

* These figures are approximate.

N.B.: (i) Territorial changes described on page 14 have to be taken into consideration when interpreting these figures. (ii) Figures in the last column include pupils from Scheduled Castes and other Backward Class pupils.

35,557 villages in Maharashtra had no schooling facilities. Of these 1,155 were in Western Maharashtra, all of them with a population less than 500. In Marathwada and Vidarbha school-less villages were still rather large in number, viz. 663 and 2,024 out of a total of 7,075 and 12,706 villages respectively. Compulsory education spread to new areas. (See Chapter 7 for details.) Basic Education was extended to more primary schools and 4,934 (or 12.7 per cent) of the primary schools were converted into basic schools by 1963-64 and 24.3 per cent of the total enrolment in primary schools was in the basic schools. An important decision in this respect was taken in 1955-56 by which the two different syllabi in basic and ordinary primary schools were replaced by one common syllabus for both types of schools. Simultaneously a common Primary School Certificate (P.S.C.) examination began to be held for students appearing from basic and ordinary primary schools.

In 1959 all elementary education (that is education up to Standard VII) became free in Western Maharashtra in all primary schools except those conducted by private agencies. In Vidarbha education is free for all pupils in the age-group 6-13 years, and several concessions are available for those above 14 years. And in Marathwada no fees are charged in primary schools except in those conducted by private agencies.

Of the education of girls it has already been mentioned that emphasis was no longer on opening separate schools. In 1963-64 there were only 1,557 separate primary schools for girls but the enrolment of girls in all primary schools was 36.4 per cent of the total enrolment. In rural areas it was less, only 32.8 per cent. In the same year 24 per cent of the primary teachers were women teachers and more than three-fourths of them were trained.

Another development during the period is the progress in adult literacy and Social Education, and particularly the movement for making whole villages literate called *Gram Shikshan Mohim*. (See Chapter 8 for details.)

The Backward Classes in the Maharashtra State continued to progress during the period 1956-64. Perhaps it is desirable to deal with them in greater detail. Until 1959-60 they were classified into three main groups. (i) The Scheduled Castes: They included all former untouchable communities. (ii) The Scheduled Tribes: They included the aboriginal, semi-aboriginal and hill tribes. (iii) Other Backward Classes: This group consisted of communities which belonged neither to (i) nor to (ii) but which are none the less very backward because of the general social conditions. The basis of defining them was usually caste and a number of nomadic and semi-nomadic communities as well as the communities which were described under the general name of "Criminal Tribes" before the year 1949 were included among Other Backward Classes. The Scheduled

Castes and the Scheduled Tribes are specified under the Constitution, and their welfare is covered by Article 46 of the Directive Principles of State Policy.⁹ Other Backward Classes, however, are weaker sections of the society specifically recognized by an individual State and as such they may differ from State to State, and from region to region or district to district in the same State, and also from time to time. For instance, in 1956 Other Backward Classes connoted different communities in Western Maharashtra, Vidarbha and Marathwada regions.

Various educational concessions and incentives from the Central and State Governments were available to these three sections of people at various stages of education prior to 1956 and the Scheduled Castes and the Scheduled Tribes continue to enjoy them. So far as the Other Backward Classes are concerned, in April 1959, the State Government decided to extend the then existing classification of Other Backward Classes based on caste alone. Henceforward all persons who did not fall under either of the above three categories but whose annual income did not exceed Rs. 900 were to be treated like Other Backward Classes irrespective of caste or religion, and pupils from these classes now became entitled to receive free education at all stages, whether Secondary, Higher or any other kind of education. Educational concessions already granted to the former Other Backward Classes continued in the interim period. In July 1960 the income limit was raised to Rs. 1,200. A new terminology Economically Backward Classes (E.B.C.) and E.B.C. Concessions thus came into use. These concessions are no doubt in the spirit of the Article 46 of the Constitution furthering the welfare of the weaker sections of the society.

Starting from October 1956 developments of far-reaching social significance have happened on account of which it has become difficult to follow and interpret the figures of educational progress of the Scheduled Castes. They were the mass religious conversions from among the Scheduled Castes to Buddhism, which took place under the leadership of the late Dr. Ambedkar, giving rise to what are now called *Nava Bouddhas* (Neo-Buddhists). A few years later the *Nava Bouddhas* were included under Other Backward Classes. Thus it is only the Scheduled Tribes which have retained their identity throughout this period. While the Scheduled Castes and Other Backward Classes thus got mixed up, they continue to connote the same communities as a combined group. The enrolment in primary schools from the Scheduled Tribes rose from 168,901 in 1959-60 to 194,025 in 1963-64. The enrolment of the Scheduled Castes and Other Backward Classes taken

⁹ "The State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation."

together increased during the same period from 707,349 to 931,320. According to 1961 census, the Scheduled Tribes and the combined group mentioned above formed respectively 6.1 per cent and 14.3 per cent of the population of the State. The 1963-64 enrolments to primary schools from the same two groups were respectively 3.9 per cent and 18.8 per cent, and the proportions of girls amongst them were respectively 26.1 per cent and 31.8 per cent, as against 36.4 per cent for the proportion of girls for the total population. The proportionately higher total enrolment of the Scheduled Castes and Other Backward Classes taken together is no doubt due to the incentives and concessions given to them.¹⁰ However the Scheduled Tribes have not reached the level of the general population in the matter of enrolment to primary schools or in the enrolment of girls.

We end this brief account of the history of primary education in Maharashtra State with figures for 1959-60 and 1963-64. Figures for the Backward Class pupils and Scheduled Caste pupils are to be interpreted with caution indicated above.

Primary education in Maharashtra State from 1959 to 1964

	1959-60	1963-64
Number of primary schools	32,934	38,930
Villages with no schooling facilities *	5,423	3,888
Private aided schools	2,849	3,122
Special Girls' Schools	1,729	1,557
Enrolment in primary schools	39,39,710	49,55,709
Girls in all primary schools	13,92,293	18,01,792
All Backward Class pupils in primary schools	8,76,250	11,25,345
Scheduled Caste pupils in primary schools	4,15,352	4,69,765

* There were 35,557 villages in Maharashtra according to the figures for 1963-64.

¹⁰ The main differences in the concessions for the Scheduled Castes, the Scheduled Tribes and Other Backward Classes and the E.B.C. concessions appear to be as follows. The E.B.C. Concessions consist of free education at all levels. The Scheduled Castes and the Scheduled Tribes are given additional benefits in the form of books, scholarships, hostel facilities, etc. These are provided by the State Government up to the secondary level and by the Central Government at the collegiate level. Other Backward Classes also get certain State Government benefits, that is up to the secondary level, and the E.B.C. concessions afterwards. A large number of scholars at all levels from the former Scheduled Castes households (now *Nava Bouddhas*) appear to have continued to register themselves as belonging to the Scheduled Castes, presumably to claim the additional benefits.

CHAPTER 3

GENERAL PROGRESS OF LITERACY

THE GROWTH of literacy will be considered in this chapter. To provide a setting we first note the growth of literacy in the country as a whole and in the Bombay Province (of which the Konkan and Desh regions of the present State of Maharashtra formed a part before its reorganization in 1960) over the period from 1901 to 1951. This is shown by the census figures for the percentage of literates to the total population given below. (Figures are not available for the present Maharashtra State for the period before 1951.)

Progress of literacy in India and Bombay Province from 1901 to 1951

	Year					
	1901	1911	1921	1931	1941	1951
India	5.53	5.91	7.09	7.97	13.55	16.61
Bombay	6.75	7.13	8.93	9.87	18.28	24.56

Source: Census of India 1901, 1911, 1921, 1931, 1941; Census of India Paper No. 5, Literacy and Educational Standards, 1951 Census, and Volume IV Bombay, Saurashtra and Kutch, Part I.

It is clear that the progress of literacy has been very slow indeed during all this period, the only exception being the decade 1931-41¹¹ when there occurred an appreciable spurt in the otherwise slow pace. Low as these figures are the disparity between the literacy levels of the male and female population is even more striking. This is shown by the sexwise breakdown of literacy percentage for India and Bombay Province for the period from 1921 to 1951 which is given below.

¹¹The two main reasons were the attention paid to education by the popular governments which came to power in the provinces in 1937, and the unprecedented interest in literacy as a part of the growing national consciousness during this period. (For other factors the reader is referred to the census tract mentioned above.)

Literacy among males and females in India and Bombay Province from 1921 to 1951

Year	India		Bombay	
	Male	Female	Male	Female
1921	12.1	1.8	14.9	2.5
1931	13.2	2.4	16.5	2.9
1941	21.1	6.1	28.7	8.4
1951	24.9	7.9	35.5	12.9

Source: Census of India 1921, 1931, 1941. Census of India Paper No. 5, Literacy and Educational Standards, 1951 Census, and Volume IV Bombay, Saurashtra and Kutch, Part I.

Progress in the post-Independence period

It is, however, more important to know about the post-Independence period and especially the period after 1951 when national plans began to operate. The table on next page shows the progress of literacy between 1951 and 1961 for India and Maharashtra. They are classified by sex and provide separate figures for urban and rural population.

The figures show that although in literacy Maharashtra is ahead of India as a whole the increase during the ten years from 1951 to 1961 is of the same order for both Maharashtra and India whether we consider the total population and the rural population (about 7 to 8 per cent) or the urban population (11 to 12 per cent). It is important to note that there is hardly much difference between the country as a whole and Maharashtra in respect of literacy among the rural population which is lagging considerably behind the urban population. In the rural areas the female population is still largely illiterate; the literacy percentage for 1961 for Maharashtra is only 9.34 and the increase registered from 1951 to 1961 is only five points as compared with the increase of 11 points for the male population which showed a literacy percentage of 33.51 in 1961.

Definition of literacy

The data collected in the village surveys will be considered against this background of general growth of literacy. Before the data are presented, however, it is necessary to consider the question of the definition of literacy.

Male and female literacy in India and Maharashtra State 1951, 1961

	<i>Percentage of literates to total population</i>			
	<i>India</i>		<i>Maharashtra</i>	
	1951	1961	1951	1961
<i>All population</i>				
Male	24.88	34.44	31.64†	42.04
Female	7.87	12.95	9.93	16.76
Total	16.61	24.02	21.11	29.82
<i>Rural population</i>				
Male	19.02*	29.07	22.55†	33.51
Female	4.87	8.54	4.18	9.34
Total	12.10	19.00	13.35	21.46
<i>Urban population</i>				
Male	45.06*	57.49	51.65†	61.62
Female	22.33	34.51	25.67	37.90
Total	34.59	46.97	40.04	51.07

Sources: Census of India 1961 Vol. I Part II-A(ii); Census of India 1961 Vol. X Part II-A; Census of India Paper No. 5, Literacy and Educational Standards, 1951 Census; and District Census Handbooks of Bombay State, Hyderabad State and Madhya Pradesh.

* These figures are based on the 10 per cent sample of the census population of 1951.

† These figures are arrived at by taking 1951 figures for the districts which are now in Maharashtra but without adjusting them for subsequent changes in their boundaries when they became parts of Maharashtra State.

In the censuses before 1901 there used to be a three-fold classification: literate, learning and illiterate. As the second category 'learning' could include both literates and illiterates (if the 'learner' has not acquired literacy by then) this was dropped in 1901. Both the definition of literacy and the instructions in respect of this item have remained more or less unchanged since 1911 in all the subsequent censuses. According to the current census definition, literacy is defined to mean the ability to read and to write a simple letter.

(See: *Census of India* 1951, Volume IV, Part 1, p. 137; *Census of India* 1961, Volume X, Part VIII A, pp. 80, 109.) It seems that in the case of schooling children, all those in the third standard and above in primary schools are recorded as literates. But those who are studying in the first and second standards of the primary school are not counted as literates unless they satisfy the criterion laid down above. (The idea appears to be that those who leave the primary school in the first two standards may often lapse into illiteracy.) It is anybody's guess how precisely or effectively this definition works in the actual conduct of the hurried large-scale operation that the population census is. It is very likely that all adults who assert that they are literates are recorded as literates. And in the case of children studying in the first two classes of primary schools an arbitrary number (and in some cases perhaps all of them) are excluded.

The definition of literacy followed in the village surveys conducted by the Institute is different from the census definition. A person is recorded literate if the respondent asserts that he can read and write, and this assertion can always be corroborated if necessary, since the investigator stays in the village for an appreciable period. In the case of schooling children all of them are counted as literates irrespective of the standard in which they are studying. This definition of literacy is operationally very simple though in the case of schooling children it rests on the hopeful assumption that all those who join the primary school will remain there long enough to be able to read and write and will not lapse into illiteracy after leaving school. The age-group 0 to 4 is recorded illiterate (even if a few exceptional children belonging to this group may happen to attend school).

Tables 1-3 give population and percentage of literates for the total population, and also separately for males and females, from the censuses of 1951 and 1961 and from the surveys. (Serially numbered tables for individual villages are all given at the end.) Table 1 gives population and literacy figures from 1951 and 1961 censuses for those villages for which both survey and resurvey data were available. The corresponding set of figures collected from survey and resurveys for these villages is given in Table 2. In Table 3 we give population and literacy figures from the two censuses and the corresponding figures from survey data for villages for which only one-survey data were available.

A study of corresponding figures of population and literacy in these tables shows that there are in some cases wide discrepancies in the census figures and the survey figures. For instance, the survey figures for literacy for a preceding year are in some cases appreciably larger than the corresponding figures from the 1961 census, while the general trend is clearly that of growing literacy. These differences are often due to difference in the definitions of literacy used in the surveys and in the census. These and the other dis-

crepancies are discussed in a separate note in an Appendix at the end of this chapter. In the sequel the census figures will be used for a general ten-year comparison between 1951 and 1961, and the survey figures will be used for all other purposes.

General picture of the progress

The general picture that emerges from the figures in Tables 1-3 is that of a general progress in literacy in most of these villages during this period. But the figures also show that this progress is far from uniform. Taking the 1961 census figures for the literacy percentage in the total population one finds that while six of the villages (Mithbav, Maskawad Khurd, Maskawad Seem, Kawathe, Ozarde and Pusegaon) have more than 45 per cent literates, more than a dozen villages have not yet crossed even the 10 per cent mark. This unevenness is to be seen not only in the literacy figures for 1951 or 1961 but also in the increase in literacy from 1951 to 1961. For instance, Mithbav, Maskawad Khurd, Kawathe, Devapur, Visapur, and Amdabad had more than 20 per cent rise in literacy during this period as will be seen from the following figures. On the other hand several villages show very little

Percentage of literates between 1951 and 1961

<i>Village</i>	<i>1951</i>	<i>1961</i>	<i>Rise</i>
Mithbav	20.8	47.0	26.2
Maskawad Khurd	14.4	45.3	30.9
Kawathe	27.2	48.4	21.2
Devapur	5.1	26.1	21.0
Visapur	10.4	34.2	23.8
Amdabad	4.6	30.2	25.6

progress in this period and appear to have stagnated. This is observed in the figures for the following seven villages. Amongst them are not included the villages where census figures appear to be doubtful or under-estimated (see Appendix to this chapter) nor villages with population under 500. It is important to note that not all of these seven are small villages where educational effort has only recently started; Manor, Malthan and Jawala are nuclear villages with population above 2000 and the primary schools in these villages date as far back as 1874,

Percentage of literates between 1951 and 1961

<i>Village</i>	<i>1951</i>	<i>1961</i>	<i>Rise (or fall)</i>
Manor	34.7	37.2	2.5
Maswan	22.2	25.0	2.8
Kondhan	3.7	7.7	4.0
Malthan	18.1	17.8	-0.3
Jawala	31.1	33.8	2.7
Palasgaon	14.6	17.1	2.5
Amdi	14.1	17.9	3.8

Uneven progress—main contrasts

An important feature of this unequal development is the great disparity between male and female literacy. Literacy percentage for women is in most cases less than half of that for men, and very often it is much less. This lag in female literacy is seen from the figures for the following nuclear villages.

Literacy by sex (1961 census)

<i>Village</i>	<i>Literacy</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	
Devapur	42.5	4.0	26.1
Goregaon	56.4	14.5	35.3
Kothari	39.8	7.3	23.9
Murud	45.1	11.5	30.6
Bori	42.5	10.1	26.3
Karkheli	32.5	7.0	19.9

In smaller (non-nuclear) villages this disparity is even greater. In some of them such as Devapur villages and some of the peripheral villages in Manor, Dhad, Bori and Karkheli centres very few women, if at all, were literate in 1961,

The nuclear villages have larger population and they generally have better educational facilities than the surrounding smaller peripheral villages. Schools have existed there for a much longer period. As a consequence they show a larger proportion of literates than the peripheral villages in most of the centres. The following figures for Bori, Manor and Kothari centres where all the surrounding smaller villages are taken together for convenience show this contrast in a pronounced form.

Literacy in nuclear and surrounding villages (1961 census)

<i>Centre</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Manor	43.8	29.7	37.2
Other surrounding villages	18.4	7.4	12.8
Kothari	39.8	7.3	23.9
Other surrounding villages	26.1	4.2	15.7
Bori	42.5	10.1	26.3
Other surrounding villages	21.3	1.5	11.5

Educational progress is the result of several other influences besides the existence of educational institutions. Centres like Waghode, Pusegaon, Kasabe Sukene and Selu are relatively more prosperous because of better irrigation facilities and/or cash crop economy than other centres like Devapur, Malthan, Goregaon, Kothari and Murud. The figures in Tables 1-3 show that the former generally have better literacy percentage than the latter. Actually the villages in Devapur centre lie in a famine tract in the eastern part of Satara district. (See Appendix to this chapter and also Appendix B at the end.) This is undoubtedly the main reason of its backwardness in literacy. Centres in the Marathwada area (Murud, Bori and Karkheli) which was in the former princely State of Hyderabad have still to get over their legacy of relative neglect, although they have registered considerable progress during the last few years. Some villages like Mithbav and Gulumb have close association with the metropolitan city of Bombay; a large section of its population have members of their families working in that city. This urban contact adds its influence on the progress of literacy in these villages. On the other hand there is the general governmental drive promoting literacy and education such as opening new schools, extension of compulsory primary education and

providing facilities for adult education, the efforts of private organizations like the Rayat Shikshan Sanstha in Western Maharashtra (especially in Satara district) and the recent literacy campaigns in some districts conducted by local bodies and with local initiative. The present achievement and the future promise are a result of all these influences and several others.

In the following chapters it is proposed to study the different aspects of the educational progress in the surveyed villages further and in greater detail.

APPENDIX TO CHAPTER 3

A note on the discrepancies between Survey and Census figures of population and literacy

As mentioned earlier in this chapter, brief comments are given here on the discrepancies in the figures given in Tables 1-3 for population and literacy as observed in the censuses and the surveys.

Population

Since population has been increasing everywhere, the population figures at successive points of time should ordinarily be an increasing sequence for every village. Wherever this is not observed, or appreciable difference is observed between two counts taken at a short interval, it calls for an explanation. Such discrepancies in population figures are observed mainly for the following villages: Manor; Mithbav; Panvan, Hingoni, Palasawade and Valai (all from Devapur centre); Pusegaon; Malthan, Sone Savangi and Amdabad (from Malthan centre); Kasabe Sukene and Mauje Sukene; Belgaon (from Selu centre); Goregaon; and Karkheli.

Manor, Mithbav: It is customary for many people from the Konkan area who normally work in Bombay to return to their villages in February-March for the Holi festival. This may explain the excess of the census population in 1951 and 1961 over the respective survey populations.

Villages in Devapur centre: All these villages lie in the scarcity area in the north-eastern part of Satara district and a large number of people move out in the cold season to the adjoining sugar tract in Sholapur district as casual farm labour. Thus the census count of 1961 is likely to be less than the survey count of 1959-60 in some of these villages.

Pusegaon: The substantial increase of population in the 1961 census over the resurvey in 1960-61 may be due to the fair which is held in January-February when many people, who normally live elsewhere, return to the village. It may be remembered that the first census count is taken in January or February of the census year.

Malthan centre: The census figures for 1951 exceed the survey figures of 1957-58. This is mainly due to the large number of temporary immigrants working in the famine relief projects in 1951.

Kasabe Sukene and Mauje Sukene: In these villages there is an influx of casual labour in the winter season for work on the irrigated farms growing garden and other cash crops, thus swelling the census population.

Belgaon (Selu centre): The sudden increase from 1955-56 survey to 1961 census is mainly due to the establishment of Block Development Offices (of Selu Block) in this village during this period.

Goregaon: Here it is the impression of the survey researcher that some families may have been omitted due to the negligence of the fieldman.

Karkheli: The steady decrease in population is due to the fact that this village has recently lost its importance as a commercial and trade centre due to the opening of new markets in nearby villages.

It may therefore be assumed that the survey figures give a more precise count of the population which lives in the village *throughout the year* for all these villages (except perhaps Goregaon) than the census figures of population.

Literacy

Literacy has also been increasing in most villages during this period. Figures which contradict this general tendency or appreciable differences between two estimates of literacy made at short intervals will, therefore, need explanation. Such discrepancies may be of four types: (i) literacy figures obtained in a survey and a census separated by a very short interval differ widely; (ii) literacy figure of an earlier survey or resurvey is greater than that of the 1961 census; (iii) literacy observed in 1961 census is less than that observed in 1951; (iv) literacy observed in a resurvey is less than that observed in the earlier survey of the same village. There are no discrepancies of type (iv) so that the survey and resurvey figures everywhere follow the expected pattern. The main reasons for differences of types (i) and (ii) are due to the difference between the definitions of literacy (mentioned earlier in this Chapter) used in the censuses and the surveys. The survey definition of literacy is wider and is also interpreted in a more liberal manner both for school-going children and adults with the result that the survey figures of literacy should generally be higher than the corresponding census figures. This is corroborated by the fact that if the number of children schooling in the first two standards of primary school, which forms the bulk of the difference between the two figures, is excluded, the survey figure comes much closer to the census figure for literacy in a number of cases. For instance, the survey literacy figure 36.6 for Kasabe Sukene obtained from the 1960-61 resurvey then reduces to 30.4 which compares well with the 1961 census figure 30.1. Again the apparent inconsistency between the 1958-60 resurvey figure 33.9 for Gulumb and the 1961 census figure 30.5 (of a later date) is resolved, because the resurvey figure then reduces to 27.5.

Differences which persist even after making such allowance for the difference in the definitions of literacy will now be considered. (Small villages where a difference of a few individuals gives rise to relatively large differences in literacy percentage will be excluded for this purpose.)

Villages in Devapur Centre (except at Palasawade): Here the differences

are due to (1) the fluctuating population in these famine tracts, and (2) the small-size sample and abnormal famine conditions at the time of the 1949-50 survey. At Palasawade the 1961 census figures appear to be doubtful. (See page 32.)

Mauje Sukene: Here the 1961 census figures for literacy are low when compared to the 1960-61 resurvey figures. This may be because of the influx of labourers (on sugarcane farms in the winter season mentioned above) most of whom are likely to be illiterate. Extensive sugar-cane cultivation is relatively recent.

Jawala and Taroda: It is suggested that the positive difference between literacy recorded in the 1958-59 survey and the 1961 census may be due to the fact that there is a continuous outflow of the Mahars (who are relatively literate) to Bhilai and other industrial centres, and a similar inflow of tribals like Gonds (who are mostly illiterate) from the neighbouring tribal areas.

Visapur: The much higher literacy figures of the 1961 census over the preceding 1960-61 survey figures are perhaps due to the adult literacy campaign which took place in the village towards the end of the period of survey.

Villages in Dhad centre: There is relatively a very great difference between literacy figures for the 1961 census and the 1961-62 survey at Dhad, Dudha and Dhal Savangi. A closer analysis of the figures suggested that almost the whole of the school-going population (not merely those who were in the first two standards) may have been treated as illiterate by the census enumerators. This is supported by the following figures:

Village	Number of students in school in 1961-62		Difference between survey and census figures of literates	
	Male	Female	Male	Female
Dhad	325	141	343	154
Dudha	70	36	84	45
Dhal Savangi	49	14	55	18

No explanation was available for the discrepancies in literacy figures at (i) Karakata (in Murud Centre) where the number of literates in the 1962-63 resurvey is much larger than that in the 1961 census, and (ii) Vilegaon (in Karkheli Centre) where the 1957-58 survey figure is much higher than the later figure for the 1961 census.

On the other hand we find discrepancies of the type (iii) where the literacy figure for the 1961 census is actually lower than the 1951 census figure for no apparent reason, for the following villages:

<i>Village</i>	<i>Literacy</i>	
	<i>1951 Census</i>	<i>1961 Census</i>
Avdhan (Manor centre)	3.5	2.9
Palasawade (Devapur centre)	18.5	15.7
Malthan	18.1	17.8
Dhad	30.3	27.7
Dudha (Dhad centre)	23.7	16.0
Karadi (Dhad centre)	19.4	16.2

We may perhaps exclude Palasawade, because it is small and may have fluctuating population as it is in the famine tract, and Karadi, because it is small. Even then no explanation could be found for the decrease in literacy in the remaining four villages during the decade 1951-61, which was elsewhere a period of increasing literacy. It seems very likely that these discrepancies are due to defective census work.

The survey figures of literacy (in the context of the definition used therein) may therefore be taken to be more accurate estimates both because they are based on a population which was not subject to temporary inflow or outflow and because a more uniform (although wider) interpretation of literacy was used in the surveys.

CHAPTER 4

ANALYSIS OF LITERACY AND EDUCATION BY CASTE

IN THIS CHAPTER it is proposed to investigate the progress of literacy and education among the principal caste-groups. It may be recalled that the census figures do not give this information. We shall be using the data of the surveys and resurveys where this was an important item of information. (In fact for all further discussion throughout this study we shall mainly rely on these data.)

Procedure of analysis

On the basis of previous experience of village surveys in Maharashtra and the caste structure observed in this region, castes were grouped into eight major groups as follows:¹² I Brahmins, II Advanced Hindus, III Marathas and allied castes, IV Intermediate Hindus—1, V Intermediate Hindus—2, VI Backward classes and tribes, VII Scheduled Castes, and VIII Muslims, Christians and other non-Hindus. Details of this grouping are given in the Appendix at the end of this chapter. Inevitably minor variations had to be made in the caste constituents of these groups for some of the villages. They are, however, not of great consequence when we are reviewing broad progress. (They will be mentioned if necessary when individual villages or centres are discussed.)

Table 4 gives for a village (or groups of peripheral villages) the total population in each caste-group, the number and percentage of illiterates and of literates classified into four broad stages of education and the percentage of educands to the total population in each caste-group. These are given separately for males and females and both for surveys and resurveys for the following villages: Mithbav, Waghode, Gulumb, Kawathe, Ozarde, three Devapur villages, Pusegaon, Visapur, Kasabe Sukene, Mauje Sukene, Dhad, peripheral villages of Dhad, Murud, peripheral villages of Murud, Bori and peripheral villages of Bori. Figures for small peripheral villages have been added together.

The population considered here (and henceforward in this monograph for

¹² As will be seen from the Appendix the sequence I to VII of caste groups generally follows the social hierarchical sequence as traditionally observed in the village society in Maharashtra. The groups III, IV, V, however, should not be considered rigidly sequential.

the calculation of literacy percentage, unless otherwise mentioned,) excludes children who have not completed four years of age. (In the villages in Gulumb Centre the excluded age-group is 0-3.) The stages of education used in this table are: (i) illiterates, (ii) literates and up to the completion of primary education (up to the 4th standard), (iii) from 5th to 7th standard or middle school education, (iv) above 7th standard or high school education. Further classification of (iv), into those who have not passed the Secondary School Certificate (S.S.C.) Examination and those who have, has not been made, since in most villages there will be small numbers even in this combined category.

In what follows we shall first make general observations on the data presented in this table taking all the villages together. Brief description of the situation in individual villages and comments thereon are given in the village notes in Appendix B at the end.

General picture

In most villages the major caste-group is the Maratha caste-group (III) followed by the Scheduled Castes (VII), all other caste-groups together forming less than 20 to 30 per cent of the population. In some villages the caste-groups II (Advanced Hindus), VI (Backward classes and tribes) and VIII (non-Hindus, who are almost all Muslims) also assume importance. But by and large it is the progress in education of the Marathas and the Scheduled Castes (caste-groups III and VII), and mainly that of the Marathas (caste-group III) which sets the pace for the educational progress of the village as a whole. This can be verified in this table.

Let us first make a broad comparison of literacy in the various caste-groups. Although it may not be strictly appropriate to compare the literacy percentages in different caste-groups within each village because of small numbers in several caste-groups, an overall scrutiny of the figures for all these villages establishes a general pattern of the relative position of different caste-groups. Considering the Hindus first, caste-group I (Brahmins) stands first, then comes group II consisting of advanced castes, which is followed by the artisan caste-group IV (Intermediate Hindu-1). The next positions are occupied by the Marathas (caste-group III), and by the caste-group V (Intermediate Hindu-2). They are followed by the Scheduled Castes (group VII), and the Backward classes and tribes (group VI) is very often the last. There are of course variations in this order from one village to another, but this appears to be by and large the order in literacy both for surveys and resurveys, and for males and females. The non-Hindu group VIII, which is overwhelmingly Muslim, occupies a position near the caste-groups IV, III or V.

Traditional pattern

Now the traditional association between castes and professions in village society in Maharashtra may be broadly described as follows. The advanced professions including priesthood and the learned professions were in the hands of the Brahmins (I), but shared to a certain extent with the Advanced Hindus (II) who also controlled trade and commerce. The Intermediate Hindus (IV and V) manned the skilled and semi-skilled non-agricultural occupations, the more skilled occupations being with caste-group IV. The Marathas (III) were chiefly landholders and cultivators. The Scheduled Castes (VII), that is, the former untouchables, were mainly agricultural labourers (either landless or with very little land) and did other kinds of unskilled labour including the so-called low professions (e.g. skinning of dead cattle or making footwear). The Backward classes or tribes (VI) consisted of groups which were either hill-people or nomadic, semi-settled or settled (with a recent nomadic past). And the Muslims (VIII) in villages were closer to the Marathas (III) and Intermediate Hindus-2 (V) in their occupations.

For the last fifty years and more the educational attainment among males was closely associated with this traditional occupational structure, in the order described above, viz., from caste-group I through II, IV, III, V, VII, to VI in this descending order, with the Muslims (VIII) taking a position (in education) somewhere in between caste-groups IV, III or V. A caution is, however, necessary against treating this pattern as hard and fast. Actually there would be considerable variations in it as one goes from one sub-region of Maharashtra to another, due to the following factors: the Marathas formed a large and not very homogeneous group; differences in income had considerable influence on educational attainment; the Marathas, especially in the higher income group, were often more advanced educationally than Intermediate Hindus-1; the Backward Class castes when fully settled tended to become educationally more advanced than the Scheduled castes. Moreover, the pattern of female literacy was different, and it has not been described here because the number of literate women was very small.

It appears, therefore, at least in the case of the male population, that the growth of literacy still generally corresponds to the occupational pattern traditionally associated with the caste structure of the village society so far as relative positions are concerned. We should hasten to add, however, that this does not mean that the educational situation in the village has not changed during the recent past. In fact the reverse is true. Although the relative positions of literacy percentages in different caste-groups are still in the same order as before, a sea-change has taken place in the village society because of the very substantial increase of literacy and education

during the last few decades among the major but hitherto more or less illiterate caste-groups. This is illustrated by means of figures towards the end of this chapter.

Male literacy

Taking a closer view of literacy among males it is observed that the Brahmins had already reached at the time of first survey a high literacy rate, almost hundred per cent, in many villages. The caste-group II of Advanced Hindus had also attained a fairly high literacy, very often comparable to the Brahmins even at the survey stage. The other caste-groups were relatively lagging much behind. But almost all of them have registered definite progress during the short period from survey to resurvey, except in villages like Mithbav, Kasabe Sukene, Mauje Sukene and Waghode where there has not been much progress during this period. (It should be noted, however, that male literacy was already high in these villages at the time of the first survey.) The Maratha caste-group (III) which was in most cases ahead of the Scheduled Castes group (VII) at the survey stage not only maintained that position but has invariably registered greater increase in literacy during the period between survey and resurvey. The only exceptions are the Devapur villages, and Mauje and Kasabe Sukene where the Scheduled Castes still have a higher male literacy. In the two (Sukene) villages the Scheduled Castes are rather small in number and had a higher literacy at the time of the first survey. Barring these exceptions, however, the Scheduled Castes are lagging behind considerably in many villages both in absolute terms and in terms of increase in literacy as will be seen from the following figures.

Male literacy among caste-groups III and VII

<i>Village</i>	<i>Caste-group</i>	<i>Literacy (percentage)</i>		
		<i>Survey</i>	<i>Resurvey</i>	<i>Increase (or decrease)</i>
Visapur	III	44.0	53.3	9.3
	VII	22.4	24.0	1.6
Gulumb (15-year period)	III	34.6	57.9	23.3
	VII	36.8	42.7	5.9
Waghode	III	57.4	61.8	4.4
	VII	51.3	51.2	-0.1

The Muslims appear to maintain their relative position. They are in a sizable group only in Waghode, Dhad, Bori, and to a certain extent in Murud (at the time of the resurvey); in Dhad, Bori and Murud they seem to have maintained their position but in Waghode where general literacy did not move at all (survey 67.0 per cent, resurvey 67.3 per cent) they have registered a set-back from 64.2 to 60.9 per cent.

There are two other general features of these data. First, in villages like Pusegaon, Mithbav, Waghode, Dhad, Kasabe Sukene, Mauje Sukene, Kawathe and Ozarde where male literacy has reached 60 per cent and more most communities have shared this progress except the Backward Classes (caste-group VI) and in some villages the Scheduled Castes (group VII). Secondly, in peripheral villages the pace of male literacy is much more slow than that in the nuclear village but the general pattern is similar to what is described above, the only other notable point being the almost absence of caste-groups I and II in the populations of these villages.

Proportion of male educands

This is the situation of the immediate past and the present, a situation greatly influenced by the past. What about the future? The future trend in male literacy will be indicated to a very great extent by the proportion of educands to the total population in each caste-group given in the same set of tables (Table 4) in the last column. It is clear that here also there is general improvement in most villages among all caste-groups from survey to resurvey. Many of them like Pusegaon, Kawathe, Gulumb, Ozarde and Mithbav have achieved a high proportion of educands, since 25 to 30 per cent educands may be considered high enough.¹⁸ But others, like Dhad and its peripheral villages and peripheral villages of Murud, have still a rather low proportion of educands; the three Devapur villages (in the famine tract) with 4.8 per cent educands have indeed a long way to go. Here also the peripheral villages are lagging behind the nuclear villages as will be seen from centres like Dhad, Murud and Bori.

The analysis by caste-groups shows almost the same relative pattern as that for total male literacy observed above. Examining closely the major caste-groups III and VII and other caste-groups where they are in substantial number, one finds certain significant trends. The Maratha caste-group III is pushing ahead rapidly and is achieving a high proportion (more than 25 per cent) of educands. This advance is to be seen even in Waghode where

¹⁸ If children of age-group 0 to 4 are excluded, according to the 1961 Census male population between the ages 6 and 14 in Maharashtra is 22.7 per cent and that between the ages 6 and 17 is 29.9 per cent. Even if it is assumed that some children under 6 also join school, 25 to 30 per cent is a fairly high proportion of educands. This also applies to female population and total population.

the over-all male literacy was observed to have stagnated over the period. But the Scheduled Castes (group VII) appear to be lagging behind almost everywhere. In fact, in some villages the Scheduled Castes group is stagnant in this respect or has even suffered a set-back as will be seen from the following figures.

Proportion of educands (males) in caste-groups III and VII

<i>Village</i>	<i>Caste-group</i>	<i>Survey</i>	<i>Resurvey</i>
Visapur	III	22.7	28.4
	VII	16.0	13.3
Gulumb (15-year period)	III	12.2	29.9
	VII	19.5	15.6
Mithbav	III	37.7	44.8
	VII	32.7	27.8
Waghode	III	19.7	24.8
	VII	11.9	14.9
Murud (peripheral villages)	III	16.5	23.2
	VII	12.2	11.0

A part of these differences may possibly be accounted for by differential migration to the cities. Even then the differences are rather large. This means that while the Maratha community and with it the other village population will attain high male literacy in the near future in most villages, the Scheduled Castes (and the Backward Classes, group VI) are likely to trail considerably behind in many villages. In other words the present differences are likely to increase.

So far as the Muslims (Group VIII) are concerned, in Dhad (nuclear village) and Murud (nuclear village) they have registered progress in the proportion of male educands, but in Waghode, Bori and Dhad (peripheral villages, that is at Dhal Savangi,) they appear to have stagnated in this respect or have even suffered a set-back like the Scheduled Castes. Nowhere do they appear to register rapid advance comparable to the Maratha caste-group, as will be seen from the following figures.

Proportion of male educands among Muslims

<i>Village</i>	<i>Survey</i>	<i>Resurvey</i>
Waghode	17.4	17.1
Dhad (nuclear)	14.7	19.1
Dhad (peripheral)	8.7	9.0
Bori (nuclear)	17.8	15.0
Murud (nuclear)	15.5	19.9

Female literacy

Let us now turn to female literacy. It is clear that female literacy is moving with a considerably slower pace in all villages, and this is particularly so in smaller peripheral villages (e.g. of Dhad, Murud and the Devapur villages). It is only in Pusegaon, Ozarde and Mithav that it has crossed the 30 per cent mark at the time of resurvey; in many others it is still less than 20 per cent. In the smaller villages it is as low as 10 or 11 per cent, and in the Devapur villages and in the peripheral villages of Bori it is as low as 3 per cent, at the time of the resurvey. But the figures also show that it has rapidly stepped up from survey to resurvey in most relatively

Comparison of male and female literacy in caste-groups III and VIII

<i>Villages</i>	<i>Caste-group III</i>		<i>Caste-group VIII</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
Visapur	53.3	19.5	24.0	4.2
Mithav	72.2	36.5	60.0	15.0
Kawathe	63.1	24.3	51.9	22.2
Gulumb	57.9	20.4	42.7	6.6
Waghode	61.8	21.9	51.2	14.6
Dhad	62.7	14.5	60.3	15.8
Murud	60.0	20.5	43.9	11.0
Bori	60.9	19.1	26.6	3.0

advanced villages—except in Kasabe Sukene (which shows an increase of only 4.6 per cent) and Waghode (with an increase of only 3.9 per cent).

Figures for female literacy by caste-groups show almost the same relative positions for different caste-groups as in the case of male literacy. Among the Brahmins it is considerably high and follows closely the male literacy, and in the caste-group II of Advanced Hindus also it is catching up. But in all other caste-groups, especially in the major caste-groups III and VII, it still trails considerably behind male literacy as will be seen from the resurvey figures for villages which are relatively advanced in general literacy. These figures also show that the Scheduled Caste women are in a much worse position in most of the villages. (See table on page 39.)

Again, if one compares survey and resurvey figures, one finds that the Marathas often show a much greater increase in female literacy than the Scheduled Castes who seem almost to stand still at their very low level in many villages, especially the peripheral villages where there is no literacy to speak of among the Scheduled Castes women. This is seen from the following illustrative figures. In Kasabe Sukene, for which the figures are

Comparison of female literacy in caste-groups III and VII

<i>Village</i>	<i>Caste-group</i>	<i>Survey</i>	<i>Resurvey</i>	<i>Increase</i>
Pusegaon	III	20.2	34.6	14.4
	VII	7.7	16.9	9.2
Visapur	III	8.6	19.5	10.9
	VII	4.0	4.2	0.2
Gulumb (15-year period)	III	2.0	20.4	18.4
	VII	—	6.6	6.6
Dhad	III	8.6	14.5	5.9
	VII	7.3	15.8	8.5
Murud	III	10.6	20.5	9.9
	VII	2.9	11.0	8.1
Bori	III	6.9	19.0	12.1
	VII	1.9	3.0	1.1
Dhad (peripheral villages)	III	7.1	12.3	5.2
	VII	3.0	7.8	4.8
Murud (peripheral villages)	III	2.5	14.9	12.4
	VII	1.0	4.9	3.9
Bori (peripheral villages)	III	—	4.9	4.9
	VII	—	—	—

not given in this table because the figures for the Maratha caste-group are not comparable (see : Village Notes in Appendix B), the literacy percentage in the Schedule Castes decreased from 25.0 to 21.0 in the period from survey to resurvey.

Muslim women appear to fare better than the Scheduled caste-group VII in Waghode, Dhad (where they fare better than even the Maratha caste-group III) and Bori, but in Waghode there is a clear set-back for female literacy among Muslims from survey to resurvey (from 22.4 per cent to 17.7 per cent).

Female educands

One important point to be remembered when considering female literacy is that it does not reflect the educational effort *in the village* alone, since many of the married women may hail from other, though perhaps nearby, villages. This will especially be the case in smaller villages. The proportion of female educands to the total female population in a category would serve as a better indicator of the progress of female education in the village, since girls in school will be unmarried and therefore indigenous to the village. Moreover, it indicates the change which will take place in the near future.

The figures for female educands show that, although there is an increase in most villages in the proportion of female educands to the total female population, this proportion is still very low. At the time of the resurvey it had not even reached near 20 per cent except in Pusegaon (21.2), and Mithbav (19.7), and was less than 15 per cent in all other villages except Kawathe and Ozarde. In most other villages it was less than 10 per cent and in the peripheral villages of Bori it was as low as 1.1 per cent.

Taking castewise figures one finds that among the Brahmins and the Advanced Hindus the proportion of female educands is considerably high and the relative positions of the other caste-groups are similar to their positions in female literacy. There is undoubtedly an increase in these figures from survey to resurvey in most caste categories. But here again, there is evidence that the caste-group III (the Marathas) is pushing ahead in many villages much more rapidly than the caste-group VII (the Scheduled Castes) as will be seen from the following figures. Actually in Waghode the proportion of educands in caste-group VII has decreased from survey to resurvey. In Kasabe Sukene the percentage of educands in the Scheduled Castes decreased from 12.0 to 7.6 in the period from survey to resurvey. (Figures are not given in this table because there is no comparability of the figures for the Maratha Caste-group : See Village Notes in Appendix B.) The situation in smaller peripheral villages is even more pitiful than the big nuclear villages. It is clear from these figures that female education

Percentage of female educands in caste-groups III and VII

<i>Village</i>	<i>Caste-group</i>	<i>Survey</i>	<i>Resurvey</i>
Pusegaon	III	10.4	22.3
	VII	6.1	7.0
Visapur	III	4.6	9.3
	VII	3.0	3.4
Gulumb (15-year period)	III	0.3	11.2
	VII	—	0.9
Waghode	III	10.6	11.1
	VII	7.4	5.5
Bori	III	4.4	8.0
	VII	1.4	1.7

in the villages has still a long way to go to catch up with male education. While in bigger villages the major caste-group III is definitely on the move, the same cannot be said of the second major caste-group VII of the Scheduled Castes. Female educands among Muslims in Dhad and Bori appear to move with other groups of population, but at Waghode there appears to be a big set-back from 14.3 per cent to 4.9 per cent from survey to resurvey.

Literacy in different age-groups

Table 5 displays the situation in literacy at the time of survey and resurvey, classified by age-groups, separately for males and females for the total population and for the major caste-groups in the village. For most of the villages the age-groups considered are 5-9, 10-14, 15-19, 20-34, 35-49 and 50-onwards. But in some villages somewhat different age-group classifications have been used. This is the case for (i) Devapur villages, (ii) Gulumb, Ozarde and Kawathe, (iii) Waghode, and (iv) Bori villages. The use of different age-groups, however, does not affect very much the general reasoning pursued below.

If we compare the literacy figures in the corresponding age-groups for surveys and resurveys, it is clear that literacy has increased in almost every age-group for both males and females and for most of the major caste-groups during the period from survey to resurvey. What is more striking to note is the rapidity with which they increase from older to younger

age-groups in the case of both surveys and resurveys. This reflects the pace of the spread of education from generation to generation.

The figures for the initial age-group 5-9, however, need explanation in this respect, as they appear low as compared with the figures for the next age-group 10-14. This is due to the fact that a number of children in this age-group have not yet joined school. Secondly, the year in which the minimum age of entry to primary school was raised from 5 to 6 falls in the period from survey to resurvey for a number of villages so that the percentage of literates (that is school-goers according to our definition) in this age-group may be in some cases less for resurveys than that for surveys.

The crucial age-group for indicating the future trend in literacy is the age-group 10 to 14. In fact, it is a better indicator of the literacy in future than the proportion of educands considered above, because once this age-group attains high literacy and the subsequent generations continue to maintain it at least at that level the whole population in that village (or category) will soon have achieved the aim of high literacy in course of time. (In the case of women, however, this may not always happen, as an appreciable number of them belonging to higher age-groups, higher than 15, will be immigrants on account of their being married into the village.)

Male literacy in age-groups

Let us now consider the progress of literacy over time shown by this table, starting with the figures for males. It is clear that male literacy in most of these villages is making rapid strides over the past 10 to 15 years, and in particular during the period from survey to resurvey. The only exceptions appear to be Mauje Sukene and Kasabe Sukene where it seems to have slowed down; Waghode where, it has been already noted, it stagnated during the survey-resurvey period; and the Devapur villages which have their own peculiar problems and where literacy has not made much headway. Focussing attention on the age-group 10-14 in the resurvey, we find that Pusegaon, Gulumb, Ozarde, Kawathe, Mithbav and Dhad have already crossed 90 per cent mark in male literacy in this age-group and all others are between 70 and 90 per cent, except Bori (66 per cent) and its peripheral villages (53 per cent) and the Devapur villages (32 per cent). Here again the nuclear villages are doing better than peripheral villages which appear to lag behind the former considerably. (See figures on next page.)

The differential progress of the major caste-groups III and VII is also well brought out from the corresponding figures of male literacy in this age-group in the resurvey. There are villages like Kawathe, Ozarde and Dhad (nuclear village) where Scheduled Caste males have reached almost

Male literacy for age-group 10 to 14: Nuclear and peripheral villages

<i>Centre</i>	<i>Nuclear village</i>	<i>Peripheral villages</i>
Dhad	91.3	81.8
Murud	76.3	70.3
Bori	66.2	52.9

90 per cent mark in this age-group. But by and large they are lagging considerably behind as will be seen from some of the larger differences for the caste-groups given below from the resurvey figures :

Male literacy in age-group 10 to 14 : caste-groups III and VII

<i>Village</i>	<i>Caste-group III</i>	<i>Caste-group VII</i>
Visapur	81.8	47.9
Gulumb	95.8	72.2
Waghode	91.2	50.0
Dhad (peripheral)	91.3	79.3
Murud (peripheral)	78.7	56.4
Bori	78.6	41.4
Bori (peripheral)	72.1	31.8

Again, the position is worse in the peripheral villages than that in the nuclear villages. And in Waghode (which has been discussed earlier) there is actually a set-back for the Scheduled Castes in this age-group of 10 to 14 from 73 per cent to 50 per cent. Among Muslims (group VIII) male literacy in this age-group progressed with the general stream in Dhad nuclear village, but is trailing considerably behind it in Dhad peripheral villages; and it appears to have suffered a reverse in Waghode and Bori, in the period from survey to resurvey. It is clear that if this trend persists it will surely affect adversely over-all male literacy among Muslims in years to come.

Female literacy in age-groups

Let us now consider the age-wise literacy figures for females. There is evidence of the same rapid progress during the last 10-15 years and in

particular from survey to resurvey. The pace of progress is in some villages even more rapid than in the case of men. Compare, for instance, the percentages of literates in age-groups 10 to 14 and 21 to 35 for Mithbav, Waghode, Pusegaon and Mauje Sukene in the resurvey figures. There is no doubt about the rapid spread of female literacy in the post-Independence period.

Scrutinizing the age-group 10 to 14 one finds that while there are villages like Pusegaon, Ozarde, Kawathe and Mithbav that have reached 75 per cent level in this age-group at the time of resurvey and others like Gulumb, Kasabe Sukene, Mauje Sukene and Waghode that are between 50 per cent and 75 per cent, many more are very much below, such as Visapur (40), and peripheral villages of Murud (20). In peripheral villages of Bori (3.3) and the Devapur villages (5.8), female education does not appear to have made a beginning at all, even at the time of the resurvey. It is clear that in many villages female literacy has still a long way to go to catch up with male literacy. (This may be described in terms of a time-lag in the educational progress between men and women. The lag may be broadly measured by the difference in years between the male age-group which has literacy comparable to the present literacy in the 10 to 14 age-group of women. Looking at the figures this way it appears that the time lag is from 5 to 10 years in Mithbav and Ozarde to more than 20 to 25 years in many other villages.) This is even more so in peripheral villages as will be seen from the following figures for female literacy for this age-group 10 to 14 :

Female literacy in age-group 10 to 14

<i>Centre</i>	<i>Nuclear</i>	<i>Peripheral</i>
Dhad	48.0	27.3
Murud	40.3	20.2
Bori	34.5	3.3

Comparing female literacy in the age-group 10 to 14 among the major caste-groups III and VII, we find that (except for Ozarde and Dhad villages) the Marathas (group III) are much more ahead of the Scheduled Castes (group VII) as is seen from the following figures for the resurvey. But it is a hopeful sign that at least in certain villages like Kawathe (58.6) and Ozarde (88.0), female literacy among the Scheduled Castes in this age-group is catching up with the rest and reaching a high level.

Female literacy in age-group 10 to 14 for caste-groups III and VII

<i>Village</i>	<i>Caste-group III</i>	<i>Caste-group VII</i>
Pusegaon	81.3	30.0
Visapur	47.6	10.0
Kawathe	72.8	58.6
Waghode	43.6	29.0
Murud (nuclear)	36.1	21.1
Murud (peripheral villages)	23.3	6.1
Bori (nuclear)	35.0	6.1
Bori (peripheral villages)	9.5	—

Among Muslims, female literacy in this age-group is ahead of the general population in Dhad nuclear village (58 per cent as against 48 per cent) but is trailing behind it in Dhad peripheral villages (22 as against 27), and in Bori (23 as against 34). But in Waghode where there was general stagnation in the period from survey to resurvey, it had a definite set-back (from 38 to 24 per cent).

In sum, female literacy, in spite of the considerable progress achieved during the post-Independence period, is still a long distance behind male literacy and exhibits in a more accentuated form the same features as male literacy in respect of differences between bigger and smaller villages and differences among caste-groups. It is only in a few villages like Mithbav and Ozarde that in spite of a relatively late start female literacy has made rapid progress and is already reaching the high level attained by male literacy.

Analysis by stages of education

Finally, we consider briefly the progress of education by the stages of education: (i) up to the 4th standard or primary education, (ii) 5th to 7th standard or middle school education, and (iii) 8th standard and beyond, high school education and above. As mentioned earlier, no further classification is done in (iii), because there is usually a very large migration to towns and cities of persons who pass or go beyond the S.S.C. Examination (i.e. the 11th standard in high school). If figures in (iii), or in (ii) and (iii) together, are examined, one can easily see the change that is taking place in villages even in the short period of five years from survey to resurvey. The number of persons reaching higher stages of education is increasing

everywhere not only in villages with high literacy like Pusegaon, Mithbav, Ozarde, Kawathe, Waghode, Dhad and Murud but also in villages with low literacy. This tendency is noticeable even in Waghode where we had seen that over-all literacy had stagnated during this period. Further scrutiny of these figures shows patterns similar to those observed above when one considers differences between male and female populations, between nuclear and peripheral villages and among the different caste-groups.

We shall therefore avoid details and shall mention only one important point in this respect. Although, as mentioned earlier, the traditional relative positions of different caste groups in the rural areas still continue in respect of literacy and education (percentage figures), a great change has come over them in recent years because of the very growth of education. Unlike the situation some years ago large numbers of people from less advanced communities have now gone through schooling, with the result that the Brahmins and Advanced Castes are not the only literate or educated communities in village society. In fact, even the higher stages of education are now no longer a preserve of the advanced caste-groups as against the less advanced ones, or of men as against women. The small percentage figures of those who have reached the higher stages of education in the major caste-groups may not bring this out clearly, and the reader is likely to under-estimate the importance of this change. The change can be better appreciated if, as illustration, actual numbers are considered of persons who are educated beyond the seventh standard (middle school education) for different caste-groups. These are presented below for Mithbav and

Number of persons educated beyond Middle School

Caste- Group	Mithbav		Pusegaon	
	Males	Females	Males	Females
I	20	11	15	6
II	9	5	14	—
III	165	44	82	10
IV	7	4	20	3
V	2	1	20	1
VI	—	—	1	—
VII	4	—	12	2
VIII	—	—	3	2
Total	207	65	167	24
Total population	1,927	2,660	1,888	1,150

Pusegaon from the resurvey data. They point out the far-reaching changes and shifts in the social and cultural life in the village, which have already taken place and which are bound to develop further in the years to come when the major caste-groups, both men and women, continue to make big advances in education. Similar breakdown of figures for the school-going children (educands) by stages of education attained gives an idea of what is going to happen in this respect in the near future. This is not discussed here for considerations of space, since it underscores the trends pointed out above.

Castewise analysis of one-point data

Data of villages for which only one-point data are available, (where there was no resurvey,) were similarly analysed by caste classification. The figures generally show the same tendencies which were noted above about wide differences between nuclear and peripheral villages, between male and female literacy, the general pattern of the relative positions of different caste-groups and the special position of particular caste-groups peculiar to specific villages. Some of these points will be mentioned in village notes on individual centres in Appendix B at the end, and they are not therefore discussed here in detail. Since, however, education and literacy data classified by castes are not always available, we are giving the tables for all these villages, viz. Manor, peripheral villages of Manor, peripheral villages of Waghode, six Devapur villages (another group), Malthan, peripheral villages of Malthan, Selu, peripheral villages of Selu, Jawala, peripheral villages of Jawala, Goregaon, peripheral villages of Goregaon, Karkheli and peripheral villages of Karkheli. Table 6 corresponds to Table 4 and gives literates by stages of education and number of educands by the principal caste-groups. Literacy in different age-groups in male and female populations and in major caste-groups in the village is given in Table 7 which corresponds to Table 5. It should be mentioned that the classifications, especially as regards age-groups, are not identical for all centres; but the differences are not large. In the villages of Jawala centre, literates could not be further subdivided by stages of education attained.

APPENDIX TO CHAPTER 4

Caste Classification

I *Brahmins* : Chitpavan, Deshastha, Karhada, Saraswat, and other Brahmins.

II *Advanced Hindus* : Vaishya (Vani), Marwari, Bania, Lingayat, Chandraseniya Kayastha Prabhu (C.K.P.), Pathare Prabhu, Rajput, Khatri, Leva Gujar, Hindu Jangam, Krishna Pakshiya, and others.

III *Marathas and allied Castes* : Maratha, Patidar, Jain (Cultivator), Agarwal, Oswal, Mali, Gavali, Dhangar, Gabit, Kunbi, (Telangi) Maratha, etc.

IV *Intermediate Hindus—1* : Sutar, Lohar, Shimpi, Sali (Koshti), Sonar, Tambat (Gingar), Kasar, Rangari, etc.

V *Intermediate Hindus—2* : Nhavi, Parit, Kumbhar, Gurav (Gondhali), Gosavi, Devali, Teli, Kalal, Bhoi, Lonari, Bairagi, Kajbau, etc.

VI *Backward Classes and Tribes* : Laman, Vadar, Bhil, Kaikadi, Raval, Vanjari, Burud, Khatik, Govari, Gond, Warli, etc.

VII *Scheduled Castes* : Mahar, Chambhar, Mang, Dhor, Bhangi, Holap, Nava Bouddha, Ramoshi, etc.

VIII *Non-Hindus* : Muslim (all sects), Christian, Sikh, Parsee.

(The list in each category is not exhaustive.)

CHAPTER 5

ANALYSIS BY OCCUPATION AND BY SIZE OF LAND-HOLDING

IN THIS CHAPTER we shall first analyse literacy and education in the villages by the occupation of the head of the household. A brief analysis according to the size of land-holding is attempted towards the end of the chapter.

Occupational classification

For the purpose of these surveys and resurveys occupations were classified under five broad groups (except in the case of Gulumb, Kawathe and Ozarde where a much simpler but different grouping was used, and will be dealt with later) as follows: I Cultivators; II Labour including agricultural labour, other primary producers, transport and construction workers, etc.; III Artisan class including processing-occupations and semi-skilled services in the village; IV Trade and commerce; V (Skilled) Services such as health, teaching, etc.

It will be seen that this broad classification is a sort of a compromise between the elaborate standard occupational classification, classification based on the type and amount of skill or training involved in the occupation, and classification based on traditional occupation pattern in villages. It will therefore impose its own limitations when it comes to interpretation. For instance, group II includes not only mine and quarry workers etc., but also primary producers like fishermen and hunters. Most of the artisan class in the village will naturally fall under group III. While group IV is fairly demarcated, the same cannot be said of group V. For instance, the government servants in the village will all be included under that group. For the sake of convenience the groups will be briefly referred to as: I Cultivators, II Labourers, III Artisans, IV Trade and commerce, and V Services, with the connotations given above.

The relative strength of population in the first four occupation groups in a village is invariably in the descending order, the major occupation group being that of Cultivators (I) and the next major group that of Labourers (II). (The only exceptions are Murud and Bori nuclear villages; see notes on individual centres in Appendix B at the end.) Group V of Services has a variable number of people from village to village, and the population of this group as well as that of group IV is generally small.

In Gulumb and Kawathe (the data for Ozarde was not available for unavoidable reasons) occupations were divided into the following four

broad groups : I Cultivators; II Partly cultivator and partly agricultural labour; III Agricultural labour; and IV All those with non-agricultural main occupations. It is clear that group IV includes all those who are either artisans or who render other skilled or semi-skilled services in the village.

Table 8¹⁴ gives figures for the percentage of illiterates and of literates classified by four stages of education for these five occupation groups separately for males and females, for surveys and resurveys, for the following villages : Mithbav, Waghode, Gulumb, Kawathe, Pusegaon, Visapur, Kasabe Sukene, Mauje Sukene, Dhad, peripheral villages of Dhad, Murud, peripheral villages of Murud, Bori, and peripheral villages of Bori. It should be noted that one more stage of educational attainment has been introduced in these tables, viz. S.S.C. Examination and above, for all villages except Gulumb and Kawathe. As before, figures for peripheral villages have been taken together.¹⁵

A preliminary scrutiny of these figures shows that in most of the different occupation groups literacy has increased from survey to resurvey. In general the Services (group V) have the highest literacy, then come the groups of Trade and commerce (IV), Artisans (III) and Cultivators (I) in that order; and the Labourers (group II) have almost always the lowest literacy. With some variations this is the general pattern in most villages for both males and females and for both surveys and resurveys.

Male literacy

Comparison of the two major occupation groups, Cultivators (I) and Labourers (II), is especially important, because the general educational progress of a village consists of the progress of these two groups that together constitute the bulk of the village population. It is useful to note the other major features of these occupation groups. In terms of castes, the occupation group I of Cultivators will include a large proportion of the Marathas and allied castes, and group II of Labourers, though fairly mixed, will include most of the Scheduled Castes. It is also clear that the occupation group I will be economically much better off than group II.

Let us first consider male literacy for which the following short table

¹⁴ The reader may find that the numbers in these and other tables may, for some villages, be slightly different from the corresponding numbers in Table 4. These discrepancies are due to the non-availability of information on some items in a few schedules. Such cases, however, are very few.

¹⁵ In this chapter and the following two chapters data are not given for *all* villages under survey. The main consideration was that of saving space. The choice of villages depended on the availability of processed or processable data and the desirability of illustrating as many different patterns as possible.

is extracted. The relative position of these two groups is now very clear, with the Cultivators often very much ahead of the Labourers. (The only notable exception is Mithbav where the difference exists but is not pro-

Literacy among males in the two main occupation groups I and II

Village	Occupation Groups					
	Survey		Resurvey		Increase	
	I	II	I	II	I	II
Pusegaon	59.2	51.0	69.2	51.2	10.0	0.2
Visapur	40.3	31.0	50.0	19.6	9.7	-11.4
Mithbav	74.6	62.1	75.2	67.3	0.6	5.2
Kasabe Sukene	55.9	38.5	59.5	45.9	3.6	7.4
Mauje Sukene	60.9	46.1	67.0	39.6	6.1	-6.5
Waghode	80.1	53.2	83.0	53.0	2.9	0.2
Dhad (nuclear)	58.2	37.7	74.5	57.9	16.3	20.2
Dhad (peripheral)	47.5	28.3	58.5	36.2	11.0	7.9
Murud (nuclear)	43.3	36.1	57.1	36.1	13.8	0.0
Murud (peripheral)	41.0	20.4	51.0	31.7	10.0	11.3
Bori (nuclear)	52.5	33.1	66.8	26.8	14.3	-6.3
Bori (peripheral)	22.2	6.5	42.5	17.3	20.3	10.8

nounced. This is because of its peculiar economic structure as will be seen from the notes on individual villages in Appendix B at the end.) What is even more important is that while the occupation group I has registered progress, often a rapid one, during the period from survey to resurvey, the occupation group II has remained stagnant in the villages of Pusegaon, Waghode and Murud (nuclear village) and has even deteriorated in Mauje Sukene and Visapur. The main reason for the backwardness of the Labourers in education is well known; their children are often required to seek work from an early age.

The prospect for the future is also not at all very encouraging for this occupation group (II of Labourers) as will be seen from the following figures for the proportion (per cent) of educands in the population in that group for the following villages that have registered a reverse during the period. In fact, the decrease in literacy in this group in Mauje Sukene and Visapur is due to the reduction in the number of educands in the period from survey to resurvey. The cultivators (group I) on the other hand have recorded notable progress in this respect in many villages from survey to resurvey; e.g. Pusegaon (from 26.0 to 35.1), Waghode (from 25.4 to 32.1), and Bori nuclear village (from 14.6 to 27.5). And in no

Proportion of male educands in occupation group II

<i>Village</i>	<i>Survey</i>	<i>Resurvey</i>
Visapur	20.8	11.7
Mauje Sukene	23.4	14.1
Dhad (nuclear)	14.1	13.4
Dhad (peripheral)	13.2	10.2
Murud (nuclear)	17.9	13.1
Murud (peripheral)	14.4	10.7
Bori (nuclear)	13.8	9.9

village have they stagnated or suffered a set-back in the proportion of educands. The implication is clear. The peasant farmers are making progress in education. But the weakest section in the village population is not showing the same progress; it is sometimes suffering a set-back.

Female literacy

Turning to literacy among women one finds the same sort of relative positions of different occupation groups but on a relatively much lower level of literacy than among men. Comparison of the two major occupation groups (I and II) gives the following figures :

Literacy among women for occupation groups I and II

<i>Village</i>	<i>Occupation Groups</i>					
	<i>Survey</i>		<i>Resurvey</i>		<i>Increase</i>	
	<i>I</i>	<i>II</i>	<i>I</i>	<i>II</i>	<i>I</i>	<i>II</i>
Pusegaon	22.2	11.3	37.4	14.1	15.2	2.8
Visapur	8.9	4.4	18.3	5.5	9.4	1.1
Mithbav	30.7	24.6	39.1	31.5	8.4	6.9
Kasabe Sukene	20.4	9.5	27.2	10.8	6.8	1.3
Mauje Sukene	25.2	7.3	34.3	6.9	9.1	-0.4
Waghode	31.3	11.2	39.7	13.8	8.4	2.6
Dhad (nuclear)	17.5	5.7	29.7	10.2	12.2	4.5
Dhad (peripheral)	7.4	2.0	11.8	6.3	4.4	4.3
Murud (nuclear)	9.0	4.1	17.6	8.4	8.6	4.3
Murud (peripheral)	3.2	0.9	14.0	3.5	10.8	2.6
Bori (nuclear)	12.1	3.9	18.9	3.1	6.8	-0.8
Bori (peripheral)	0.1	—	4.0	1.1	3.9	1.1

If we exclude Mithbav (with its peculiar occupation structure and other exceptional features) it is clear that even in the general background of very slow progress of female literacy, the occupation group II (Labourers) has not really started on the road to female literacy and is very far behind the Cultivators (group I) as well as the other occupation groups which are even further ahead in this respect.

We shall now consider the proportion of educands in the female population for different occupation groups. It will be recalled that this is not only indicative of the future trend but also representative of the actual educational effort among girls in the village itself. We have found in earlier chapters that some villages have not progressed in the proportion of educands in females in the period from survey to resurvey. In villages in which some advance has been made in this respect, one finds that the occupation group I is advancing, and in some cases outstripping other advanced groups (III to V) and more particularly group III of Artisans. But group II is lagging far behind group I, and in some villages it has not moved at all, as will be seen from villages like Pusegaon and Waghode for which the figures are given below. This again supports what has been said above about the

Proportion of educands in females in occupation groups I and II

<i>Village</i>	<i>Survey</i>		<i>Resurvey</i>	
	I	II	I	II
Pusegaon	11.7	4.3	24.0	7.5
Waghode	13.5	5.3	18.1	6.0

pace of progress of these two occupation groups in the villages.

Educational progress by stages of education

With the increase in literacy a large number of persons are reaching higher stages of education. This is accompanied by a gradual but significant change in the relative positions of different occupation groups, shown by the number of persons reaching higher stages of education. It is found that the major occupation group of Cultivators (I) is pushing ahead, and higher education is no longer the preserve of occupation groups III, IV and V. The occupation group II is relatively trailing behind, though it has registered some progress in this respect with the increase of literacy. This is what is observed in the figures by stages of education for different occupation groups for surveys and resurveys for males as well as females given in Table 8, and we do not labour that point further except to illustrate it

by extracting a small table of persons who have passed the 7th standard, for the villages of Pusegaon and Waghode. This is given below. It leaves

Occupation Group	Pusegaon		Waghode	
	Male	Female	Male	Female
I	71	16	74	5
II	12	1	13	—
III	28	2	11	—
IV	17	1	6	—
V	39	4	8	3
Total	167	24	112	8

no doubt that the cultural life in the village is now largely influenced by the educated sons and daughters of peasant cultivators and will be increasingly more so in the future.

In the remaining two villages of Gulumb and Kawathe where a different occupation-grouping was used, there is more or less the same pattern of progress. It should also be noted that in their case the period from survey to resurvey was of fifteen years. For these two villages a particular mention should be made of the notable relative advance made by the Cultivators group (I) in the proportion of educands during the fifteen-year period from survey to resurvey. See, for instance, the following figures for Gulumb for the proportion of educands for the Cultivators group.

	Male	Female
Survey	33.4	0.5
Resurvey	13.2	11.5

Analysis of literacy by size of land-holding

Size of land-holding is an important classification of rural population and it was therefore thought appropriate to analyse the progress of literacy in villages by this characteristic. For this purpose the households were first divided into two broad categories: (1) those who actually worked on land irrespective of whether they were owner cultivators, tenants or agricultural labourers, and (2) those who did not work on land. Then households in each of these categories were classified into the following subclasses by the size of the land-holding: less than 2 acres, 2-5 acres, 6-10 acres, 11-20 acres and above 20 acres. (The classification is somewhat different for some villages.) The second category above, of those not actually

working on land, corresponds to the households following non-agricultural occupations but who may also own land. It was found from the actual tables, however, that most of the households in this group owned very little or no land at all and thus came under the single sub-class of less than 2 acres, and there were very few households owning larger-size holdings. (This situation has come about during the recent years after the enactment of the Tenancy Laws under which land which is not worked by the owner has to be transferred to the tenants. So, at least for official purposes, there are no land-holders who do not themselves work on land. But there will still be a few households whose principal occupation is non-agricultural and yet some members of their families may be cultivating the family holding.) Since analysis by the occupations, whether agricultural or non-agricultural, has already been done earlier in this chapter, it was not considered worth while to pursue this second category further in the present analysis.

Table 9 gives figures for literacy and stages of education of persons belonging to the first category, that is, from households actually working on land classified by the size of land-holding they are cultivating, separately for males and females and for surveys and resurveys, for the following villages: Mithbav, Waghode, Gulumb, Pusegaon, Kasabe Sukene, Dhad, Murud, Bori and peripheral villages of Bori. They are given only for one (nuclear) village in each centre and for only one set of peripheral villages in order to illustrate the observations made below. It should be remembered that many in the class of less-than-2-acres have no land (either as owner or tenant) and are in fact just agricultural labourers. It is therefore to be expected that this group when contrasted with others will show, in the main, all the characteristics of the contrast between agricultural labourers and cultivators, which was examined earlier in this chapter when we compared occupation groups I and II.

Male literacy

Considering first the literacy in males it is found that a well-differentiated pattern of literacy increasing with size of land-holding, as observed in Waghode and Murud (nuclear village) in resurveys, is hardly in evidence

Literacy (percentage) among males by size of holding

Village	Size of holding				
	Below 2 acres	2 to 5 acres	6 to 10 acres	11 to 20 acres	Above 20 acres
Waghode	56.6	73.7	80.7	83.3	88.0
Murud	28.3	33.3	40.9	48.5	61.4

in other villages. These two villages throw the following figures for resurveys : But the tendency of considerably high literacy in the above-20-acres group is observed in some other villages as well. This is seen, for instance, in the following figures for resurveys :

Literacy and educands (percentage) among males

Village	Size of holding			
	11 to 20 acres		Above 20 acres	
	Literacy	Educands	Literacy	Educands
Gulumb	55.1	24.4	67.6	32.4
Bori (nuclear)	38.6	14.3	69.8	29.2
Bori (peripheral)	26.6	6.3	54.0	18.8

This is also seen in the proportion of male educands in the villages mentioned above. This means that literacy takes a significant jump in the high income-group among the cultivators in some of the villages. The figures for Bori (not given here) also show the tendency that those with a size of holding larger than 20 acres have also progressed more rapidly than others during the period from survey to resurvey. (The slow progress of those with less than 2 acres and their deterioration in some villages has already been indirectly commented on above while comparing the occupation groups of Labourers against the Cultivators.)

With literacy attaining higher levels we find that relatively more persons are reaching higher stages of education from the more well-to-do class of cultivators. This is clearly illustrated by the following resurvey figures for males for Pusegaon, Waghode and Murud.

Educated males by stages of education classified by size of land-holding

		Educational stages				
		Up to 4th Std.	5 to 7	8 to 11	S.S.C. and above	Total literates
Pusegaon	Below 20 acres	230	149	59	5	443
	Above 20 acres	21	18	15	2	56
Waghode	Below 20 acres	483	215	56	4	758
	Above 20 acres	34	37	20	4	95
Murud	Below 20 acres	133	22	10	—	165
	Above 20 acres	189	51	23	15	278

So in the agricultural population it is the cultivator class which is generally leading the advance in literacy and education. And among the cultivators it is the more affluent section which is making further progress in education.

Female literacy

The general level of female literacy and education is very low in most villages, and female education has made very little progress among households with less than 2 acres of land. (See Table 9.) But similar to what was observed above there is a markedly higher level of female literacy and education among households having more than 20 acres of land than among those having less, and the rate of increase is also relatively faster. This is seen from the following figures for surveys and resurveys. It is clear that the richer section of peasant farmers is leading the progress in female education.

Literacy and educands (percentage) among females classified by size of land-holding

Village		Size of holding					
		11 to 20 acres		Above 20 acres		All holdings	
		Literacy	Educands	Literacy	Educands	Literacy	Educands
Bori	S	5.7	1.9	17.1	7.5	8.0	3.6
	R	5.8	2.9	19.5	9.8	8.5	4.2
Murud	S	2.3	1.2	9.5	6.4	7.4	4.7
	R	5.8	2.6	22.8	11.3	12.7	6.5
Dhad	S	15.7	6.5	18.7	5.7	13.4	5.2
	R	25.7	9.0	32.9	11.9	21.0	7.4
Gulumb (15-year period)	S	2.7	0.9	15.0	—	2.0	0.2
	R	16.5	6.8	31.8	18.2	18.8	10.0
Pusegaon	S	24.2	13.7	28.7	17.2	19.7	9.9
	R	40.6	22.4	51.2	32.9	33.1	20.9

(Here S denotes Survey and R denotes Resurvey.)

In fact this differentiation in female literacy among cultivators by the size of land-holding begins to appear at the level of 10 acres in Pusegaon and Waghode, and at the level of 5 acres in Kasabe Sukene, all of which are irrigated areas. Thus among cultivators, income is an important factor in the growth of literacy and education.

CHAPTER 6

ANALYSIS BY OTHER FACTORS

IN THE LAST two chapters the figures for literacy and education in the surveyed villages were analysed using three main socio-economic classifications—by caste, occupation and size of land-holding. In this chapter it is proposed to examine them in relation to three other characteristics, income of the household, educational status of the head of the household, and urban contact.

Analysis by household income

Let us first consider the classification by household income. In this connection we should mention a study by Deshpande and Sapre¹⁶ in which the authors investigated literacy differentials in relation to the relative prosperity of villages, using the average income, irrigation facilities and cultivation of cash crops as classificatory characters. Here male and female literacy in the surveyed villages will be analysed by using household income as a classificatory character. The figures have been reconstructed from nine village surveys for which the relevant processed information was available in comparable income-groups.¹⁷

Main table 10 deals with the following nine centres, taking together the population of all the villages in the centre, nuclear as well as peripheral : Manor (1956-57), Waghode (1956-57), Pusegaon (1955-56), Malthan (1957-58), Kasabe Sukene (1955-56), Selu (1955-56), Dhad (1955-56), Goregaon (1956-57) and Murud (1955-56). The brackets give the year of survey and it will be seen that all these investigations have taken place within a period of two to three years. In this investigation Kasabe Sukene centre consists of three villages. Mauje Sukene, Kasabe Sukene and Mauje Oney; the last was excluded in the earlier chapters because the relevant processed data was not available. The grouping used for annual household income is :

¹⁶ Deshpande, V. D. and S. G. Sapre, 'Extent of Literacy in the Rural Maharashtra', *Indian Journal of Agricultural Economics*, 1963, Vol. XVIII, pp. 294-301.

¹⁷ Although individual income figures collected in village surveys conducted by the interview method may very often suffer from lack of reliability, it is expected that they are much more reliable when grouped under broad income groups. Actually in these surveys the income figure was computed by the investigator after converting, wherever necessary, the reported physical produce into money income.

below Rs. 250, Rs. 251 to 500, Rs. 501 to 750, Rs. 751 to 1000, Rs. 1001 to 1500, and above Rs. 1500. In some villages the second and third income-groups are constituted slightly differently, but this will not affect much the general observations made in the sequel. The tables give separately for males and females, total population in each income-group, percentage of literates, percentage of educands, non-adult population (defined here as below 15 years of age) and percentage of educands in non-adult populations. (Unlike most of the previous tables the age-group 0 to 4 years is included.)

Scrutinizing the tables one finds a general pattern for most villages; the percentage of literates and educands steadily increases with income. For instance see the remarkable regularity in the following figures for Pusegaon for male and female literacy for the six income-groups in the increasing order. Of course not that every village throws up such close regularity,

Male and female literacy in Pusegaon classified by household income

<i>Income-group</i>	1	2	3	4	5	6
Male literacy -	27.9	29.6	40.0	42.3	45.6	52.5
Female literacy	3.2	5.4	9.0	13.0	16.0	26.3

but it is easy to see the general direction. This is brought out more clearly by the following summary table which uses only two broad income-groups : (A) above Rs. 1000, and (B) below Rs. 1000. All the three ratios are higher in value for the high income-group. When the general literacy is high as in Waghode, Pusegaon, Kasabe Sukene and Goregaon centres for males, the difference between the income-groups narrows down and it will almost vanish for the next generation as can be inferred from the figures for the proportion of educands in Kasabe Sukene and Goregaon centres. The same is shown by the Waghode centre in the case of females, when contrasted with other centres.¹⁸ The figures for women show not only the general lag but also the wide differences in female literacy between different income-groups at many centres. An important tendency for the future is indicated by the high figures for the proportion of educands among women in the high income-group, e.g., at Manor, Waghode, Kasabe Sukene and Selu. Other important factors working towards high female literacy at these centres are nearness to big city (Bombay) as in Manor, and the general prosperity of villages as in the case of Waghode and Kasabe Sukene, and

¹⁸ This narrowing-down of difference occurs only in respect of bare literacy; the differences in attaining higher stages of education remain, as observed in earlier chapters.

Summary Table : Literacy and educands (percentages) classified by two broad income groups

<i>Centre</i>	<i>Income group</i>	<i>Male</i>			<i>Female</i>		
		<i>Literacy</i>	<i>Educands</i>	<i>Educands among non-adults</i>	<i>Literacy</i>	<i>Educands</i>	<i>Educands among non-adults</i>
Manor	A	54.3	19.7	38.1	33.4	15.1	29.8
(and 4 villages)	B	21.7	7.6	14.3	9.4	3.8	8.2
Waghode	A	65.7	21.7	41.6	32.4	14.2	36.0
(and 2 villages)	B	52.0	17.1	32.1	20.4	10.0	24.3
Pusegaon	A	48.6	21.9	38.9	20.8	10.2	24.7
(and Visapur)	B	36.2	18.1	33.8	8.3	4.6	11.1
Malthan	A	29.2	14.1	30.7	9.8	5.6	13.4
(and 3 villages)	B	23.8	9.1	20.3	6.3	3.5	8.5
Kasabe Sukene (and	A	51.9	17.8	38.6	21.3	10.8	27.5
Mauje Sukene and	B	47.4	17.9	36.3	10.7	6.2	16.7
one village)							
Selu	A	54.7	19.2	36.7	27.6	11.4	28.1
(and 3 villages)	B	40.0	13.2	28.8	11.6	5.6	14.2
Dhad	A	51.8	17.9	37.5	15.5	7.0	18.5
(and 4 villages)	B	34.5	13.0	27.1	6.6	3.0	7.1
Goregaon	A	54.6	13.9	33.2	13.1	5.9	16.5
(and 2 villages)	B	44.7	13.9	33.1	7.1	3.1	9.2
Murud	A	57.8	24.6	46.5	17.1	10.1	22.1
(and 2 villages)	B	32.2	14.5	27.6	3.8	2.2	5.3

nearness to big city (Wardha) and the block development activities at Selu.

Returning to the main tables for a closer scrutiny, one exception to the general pattern is Malthan where there is little differentiation in the literacy among the sub-groups in these two broad income groups. (See main tables, Table 10.) This is probably due to the general stagnation in literacy in this centre during this period to which reference has already been made in earlier chapters (and to local conditions which will be described in the Village Notes in Appendix B at the end). In Kasabe Sukene the percentage of male educands shows no differences between income-groups. Again, in the case of women the differentiation is not always clear in lower income-groups, which is probably a reflection of the general lag in education of women. But even here there is a very clear jump between the highest-but-one and the highest income-groups in almost all villages. In the case of men, in addition to the same sort of jump at the upper end of the income-groups, there is, in many villages, a decrease in literacy as one goes from the lowest group of below Rs. 250 to the next group Rs. 251-500. See for instance the following figures for Manor, Selu and Murud where the population in the lowest group is not small (as in Malthan and Goregaon). This is perhaps

Male literacy in the two lowest income-groups

Income-group	Village		
	Manor	Selu	Murud
Below Rs. 250	16.8	43.7	30.6
Rs. 251-500 (or 550)	14.0	35.7	25.6

accounted for by the fact that the Scheduled Castes, who very often constitute the lowest income-group, have a higher literacy among males than the Backward Class castes, which include communities with a tribal or nomadic past.¹⁹

The analysis by household income was not pursued further to investigate the attainment of higher stages of education, as it was expected to give results similar to what were observed in the analysis by caste, occupation and size of land-holding.

Education of the head of the household

Another important influence on the development of literacy and education is the education of the head of the household. Generally one should expect

¹⁹ The lowest income-group in villages will generally consist of landless households carrying on the lowest occupations.

that a literate head will not allow the younger members of his household (at least the male children) to remain illiterate, and the higher he has climbed the educational ladder the higher he will desire them to reach and help them. To study this influence the data of literacy and education for a few nuclear villages were analysed, classifying the literacy and education of the head of the family under the same five classes: illiterate, literate and up to 4th standard, 5th to 7th standard, 8th to 11th standard, and passed the S.S.C. examination and above. Table 11 gives these figures for resurveys separately for males and females for the following seven villages: Mithbav, Waghode, Gulumb, Pusegaon, Kasabe Sukene, Dhad and Murud.

Before drawing conclusions it is necessary to note a few procedural points. In this table, heads of households in the relevant group are not included among the members of the household classified by educational attainment so that the numbers and proportions in the various classes (except for the proportion of educands) are based on the remaining members of the households. But the heads are included in the respective populations, male or female, before calculating the proportion of male or female educands. Secondly, the age-group 0-4 (or 0-3 in the case of Gulumb) is excluded as in the analysis of earlier chapters, and the proportion of educands is to the total population excluding this age-group in that category as before. Thirdly, the table also mentions the number of female heads of households (figure given in brackets in each row) in each category. The number of female heads is sizable in the case of the class of illiterate heads of households, and it is quite large in Gulumb and Mithbav. In the case of many households with illiterate or little educated female heads they may just be nominal local heads and the real mainstay of, and influence in, the family may be living in Bombay or elsewhere in big cities and it may well be that the latter person is well educated. Caution has therefore to be exercised in interpreting the corresponding figures.

It is quite clear from Table 11 that literacy in a household increases with educational attainment of the head of the household. This is true for both males and females. The figures for literacy and the proportions of educands are extracted from this table for households having illiterate heads and those having heads who have reached the 8th standard or beyond in order to emphasize the contrast. They are given for Mithbav, Pusegaon, Kasabe Sukene, Dhad and Murud. (See page 65).

The difference between these two classes is quite substantial both in literacy and the proportion of educands for males as well as for females (although the percentages for the females are much less than those among the males especially for households with illiterate heads). Literacy is very high in those households where heads are educated beyond the 7th standard, more than 80 per cent among males and above 60 per cent among females. Here

Literacy and proportion of educands

<i>Village</i>	<i>Head of household</i>	<i>Male</i>		<i>Female</i>	
		<i>Lite-racy</i>	<i>Proportion of educands</i>	<i>Lite-racy</i>	<i>Proportion of educands</i>
Mithbav	Illiterate	74.6	46.4	44.1	16.4
	Reached 8th standard	94.3	43.0	78.2	41.2
Pusegaon	Illiterate	70.2	27.5	26.7	16.6
	Reached 8th standard	96.4	34.7	68.2	28.6
Kasabe Sukene	Illiterate	57.4	19.0	14.1	7.3
	Reached 8th standard	76.2	30.0	73.8	23.8
Dhad	Illiterate	61.7	16.2	12.7	6.0
	Reached 8th standard	83.7	27.8	65.8	15.7
Murud	Illiterate	53.4	17.7	8.5	4.8
	Reached 8th standard	82.4	28.4	74.5	17.1

one expects that the backlog of adult illiterates will be soon cleared through the efflux of time, and they will assume more or less full literacy in the next generation. This is also seen from the high proportion of educands²⁰ both among males and females, the only exception being the females in Dhad and Murud where they are still to catch up with men. But in the case of households with illiterate heads although they appear to have registered substantial progress with male literacy the situation among females is far from satisfactory. The prospect for the immediate future is also not very bright as will be seen from the very low figures for the proportion of educands (five to seven per cent) among females in this group of households for Kasabe Sukene, Dhad and Murud.

²⁰ The figures for the proportion of educands among females in the group of households with illiterate heads in Mithbav need explanation. Here, while the proportion of educands is 46.4 per cent for males, which is comparable to (in fact higher than) the other group, it is very much less for females, only 16.4 per cent. The high figure in the first case and the low figure in the second are due to the fact that out of 736 households in this category 509 had female heads. The sex ratio is also extremely adverse for these households. Here, therefore, is a situation about which the reader was cautioned previously. This tends to yield an inflated value for the proportion of educands in males, because many adult working males will be away, and a deflated value for the proportion of educands among females, because many adult women will continue to stay in the village instead of migrating with their men.

that a literate head will not allow the younger members of his household (at least the male children) to remain illiterate, and the higher he has climbed the educational ladder the higher he will desire them to reach and help them. To study this influence the data of literacy and education for a few nuclear villages were analysed, classifying the literacy and education of the head of the family under the same five classes: illiterate, literate and up to 4th standard, 5th to 7th standard, 8th to 11th standard, and passed the S.S.C. examination and above. Table 11 gives these figures for resurveys separately for males and females for the following seven villages: Mithbav, Waghode, Gulumb, Pusegaon, Kasabe Sukene, Dhad and Murud.

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Village	Head of household	Male		Female	
		Literacy	Proportion of educands	Literacy	Proportion of educands
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	Reached 8th standard	94.3	43.0	78.2	41.2
Pusegaon	Illiterate	70.2	27.5	26.7	16.6
	Reached 8th standard	96.4	34.7	68.2	28.6
Kasabe Sukene	Illiterate	57.4	19.0	14.1	7.3
	Reached 8th standard	76.2	30.0	73.8	23.8
Dhad	Illiterate	61.7	16.2	12.7	6.0
	Reached 8th standard	83.7	27.8	65.8	15.7
Murud	Illiterate	53.4	17.7	8.5	4.8
	Reached 8th standard	82.4	28.4	74.5	17.1

one expects that the backlog of adult illiterates will be soon cleared through the efflux of time, and they will assume more or less full literacy in the next generation. This is also seen from the high proportion of educands²⁰ both among males and females, the only exception being the females in Dhad and Murud where they are still to catch up with men. But in the case of households with illiterate heads although they appear to have registered substantial progress with male literacy the situation among females is far from satisfactory. The prospect for the immediate future is also not very bright as will be seen from the very low figures for the proportion of educands (five to seven per cent) among females in this group of households for Kasabe Sukene, Dhad and Murud.

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When we examine the number of persons in different classes of households reaching various stages of education, we come to a similar conclusion. Men and women from households having heads with a higher educational attainment tend to reach higher stages of education, and this is much more so in the case of men than in the case of women. Two points should be mentioned in this connection. First, there is usually a higher migration rate among persons reaching higher stages of education. This is reflected in relatively much smaller number of families where heads have reached the 8th standard or the S.S.C. stage. (This was one reason why these two classes were combined for constructing the short table in the last paragraph. Even then the villages Waghode and Gulumb had to be excluded, because there the total number of such households were only 15 and 7 respectively.) Secondly, if we look to the figure it is significant to note that young men and women from families with no background of education (with illiterate heads) are coming to school and reaching high stages of education. This will be clearly seen from the following figures for Mithbav, Waghode, Pusegaon and Murud.

Persons from household with illiterate heads reaching high educational attainment

Village	Households with head illiterate	Persons reaching 8th standard and above	
		Men	Women
Mithbav	736	83	14
Waghode	291	30	3
Pusegaon	263	44	6
Murud	401	35	2

From the logic of the process described above it is clear that this will tend to operate like a law of compound interest and thus will accelerate the educational progress in the years to come. There is also no doubt that this process will bring about (and must have already started) considerable shifts in the social and cultural life in the village.

Influence of urban contact

One expects that urban contact will have an influence in favour of literacy and educational development in the rural areas. Members of a rural household who have migrated to big cities such as Bombay will not only

avail themselves of the better educational facilities in the urban centres for their children, but will also be more favourably disposed towards education, because of the urban environments. An attempt was made to study this factor with the help of the survey data. Unfortunately a systematic study became possible only in the case of two villages, Gulumb and Kawathe. The figures are presented in Table 12. It should be mentioned that the figures are not the same as in the tables given in earlier sections for these two villages, where persons who were away in the cities for the major part of the year were excluded. For the present purpose the figures had to be reconstructed by restoring to these households their members who were living away in the cities.

Table 12 gives for the reconstructed households of Gulumb and Kawathe the number of illiterates and literates classified by the usual stages of education, separately for men and women, classified by major occupation groups and according as they had at least one of their members living in the cities (mostly in Bombay in this case) or none at all. They also give the percentage of literates and school-going children to the total number of people in the group above three years of age. The figures are for resurveys which were carried out in 1957-58. In Gulumb 210 out of the total number of 417 households had such urban contact, and in Kawathe 174 out of 464 households were connected with the cities.

The following figures extracted from Table 12 shows that households with urban contact have higher literacy among men, but there is no such difference among women. Again it is clear from the main tables that a

Literacy classified by urban contact

<i>Literacy</i>	<i>Urban contact</i>		<i>No urban contact</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
Gulumb	72.0	20.3	62.3	21.0
Kawathe	77.3	27.9	70.7	27.3

relatively larger number of persons reaches higher stages of education among households having urban contact especially among men. The percentages of men who reached beyond the 7th standard among the literates are 12.2 at Gulumb and 19.9 at Kawathe among households with urban contact as against 5.8 and 11.4 respectively among households without urban contact. This also means that migration to cities is greater from the better educated households. Another factor inducing migration seems to be a larger size

of the household, that is, households with a larger number of male adults. The average household size at Gulumb and Kawathe in households having urban contact is 7.5 and 9.2 as against 4.7 and 5.4 respectively among households without such contact. This has a relevance when the figures in the main tables of percentages of the school-going children are compared between the two sets of households. The figures as they are do not show much difference, and the difference where it exists is in favour of households with no urban contact. But this is mainly due to a larger percentage of adults in the households with urban contact. If, however, one considers the total number of non-adults (defined as those between the ages of 4 and 17 years) in each category, the following figures are obtained. The figure

Percentage of school-going non-adults

	<i>Urban contact</i>		<i>No urban contact</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
Gulumb	158 (91.1)	146 (28.1)	112 (77.7)	91 (31.4)
Kawathe	167 (98.2)	137 (54.7)	192 (84.9)	145 (53.1)

without brackets is the total number of non-adults and the bracketed figure is the percentage of school-goers amongst them. The higher proportion of school-going non-adults among males in households with urban contact is now clearly seen though there is no appreciable difference of this kind among females. Figures in the main tables also show that there is a higher proportion of educands in the higher stages of education among the households having urban contact.

CHAPTER 7

UNIVERSAL PRIMARY EDUCATION

THE CONSTITUTION of the Indian Republic lays down the following Directive Principle: "The State shall endeavour to provide, within a period of ten years from commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years." (Section 45.) The Constitution came into force in 1950, and a period of more than ten years has already elapsed. Moreover, successive five-year plans of development, including that of education, have been in operation since 1952. It is therefore proposed to review in this chapter the progress achieved in this respect in the villages of Maharashtra, with the help of the data collected in the village surveys. It will be perhaps appropriate to start with a brief history of free and compulsory primary education in Maharashtra State. The present Maharashtra State as constituted in 1960 includes the Western Maharashtra region (Konkan and Desh) which was part of the former Bombay Province or State, and the Vidarbha and Marathwada regions which were parts of the former Central Provinces and Berar, and Hyderabad State respectively. This is an account of the developments in the former Bombay Province and therefore holds mainly for the Western Maharashtra region. It should be considered as supplementary to the contents of Chapter 2 on the History of Primary Education.

Early efforts

Introduction of compulsory and free primary education began to be advocated very early after the advent of the British rule. One of the early proposals of this nature was made by a British Revenue Commissioner, Captain Wingate, who suggested in 1852 that the proceeds of the proposed local fund cess should be utilized for providing compulsory free education of three years' duration to the *boys* from the agricultural households. The theme of compulsory education was taken up later in the century by a number of prominent Indian social workers. In 1882, for instance, Mahatma Jyotiba Phule of Poona repeated this demand in his evidence submitted to the Indian Education Commission. Sir Chunilal Setalvad, a well-known lawyer and a prominent politician from Bombay, proposed to the government in 1894 that compulsory and free primary education be immediately

introduced in all municipal schools, and if necessary a local rate may be levied for this purpose. A decade later Sir Ibrahim Rahimatoola, who was a member of the Bombay Legislative Council, advocated the introduction of compulsory primary education in the City of Bombay, and a committee was appointed in 1906 to go into the question under the chairmanship of the Municipal Commissioner. Needless to say all these attempts proved of no avail; the government turned them down as either unsuitable or impracticable. The same was the fate of the heroic efforts in the Central Legislature made by Gopal Krishna Gokhale who moved a bill for this purpose in the Imperial Legislative Council (Central Legislature) and pursued it doggedly between 1910 and 1913. The Government refused to recognize even the principle of compulsory education for "financial and administrative" reasons and declared that it was not practicable "to dispense wholly with fees without injustice to the many villages which are waiting for the provisions of school."

Patel Act

In spite of all these failures the demand was never given up and this insistent popular pressure bore partial fruit when a bill on this subject moved by Vithalbai Patel in 1918 in the Bombay Legislative Council was passed and became the Bombay Primary Education Act of 1918, popularly known as the Patel Act. This appears to be the first enactment on free and compulsory primary education in British India. The Act was applicable only to the urban areas (excluding the City of Bombay) and its provisions were only permissive. Under the Act a municipality could introduce, with the previous sanction of the Government, a scheme of free and compulsory education for children of either or both sexes, the age period of compulsion being from 6 to 11 years. The other provisions of the law enabled the municipal authorities to levy rates and taxes for this purpose and they also included measures for the enforcement of compulsion. The financial provisions of the enactment were, however, far from satisfactory, and only six municipalities of the then Bombay Province (three in the present Maharashtra State, Bandra [now in Bombay urban area], Satara and Dhulia) availed themselves of its provisions to commence free and compulsory primary education in their areas.

The development in the Bombay City in this respect was somewhat different. After the unsuccessful attempt by Rahimatoola in 1906 to introduce free compulsory education, the Corporation proposed a scheme for expansion of education in 1916 and introduced it in 1918-1919. In 1920 the Corporation was authorized to introduce free and compulsory primary education and accordingly compulsion was introduced in F and G wards of the City in 1925 and in the whole of the municipal area in 1939-40. (The

exact quantum of financial assistance from the Government was in dispute for a long time and had at one time even become a subject of a civil suit in the High Court.) The progress of compulsion in the City was, however, not satisfactory due to limitations of finance as well as of weak enforcement. After Independence the Corporation has made vigorous efforts for compulsory education and a great deal of progress has been achieved.

Primary Education Act of 1923

When the Dyarchy was introduced in the Provinces under the Montague-Chelmsford reforms of 1919, the Department of Education was transferred to an elected non-official minister. The Bombay Primary Education Act of 1923 replaced the Patel Act, and it was applicable to both urban and rural areas. Under the new Act the District Local Boards could prepare schemes of compulsory primary education and the Government could also prepare such schemes on their own, if the Boards failed to do so. In the matter of finance the Boards could raise their resources by increasing the rate of local fund levy from one anna to two annas in a rupee of land revenue. The Government also agreed to give financial assistance to all sanctioned schemes of compulsory primary education, to the extent of half the expenditure in the case of the major Municipalities and up to two-thirds of the expenditure in the case of District Local Boards. Even after the advent of the popular ministry in 1937, until 1946-47, the legal provisions in this respect remained more or less the same as in 1923, though primary education did receive greater encouragement under the short-lived regime of the popular ministry before the Second World War.

In spite of the Act of 1923, however, the compulsory education did not make much progress. In practice the Government did not use its powers of introducing compulsion nor were they keen to fulfil the financial obligations they had undertaken under the Act. In Western Maharashtra only five cities—Ahmednagar, Poona, Sholapur, Malegaon and Jalgaon—introduced compulsory primary education under its provisions. In the non-municipal (rural) areas the West Khandesh District Local Board introduced compulsory education, for boys only, in all villages with a population of 1,000 and over in 1929. This was the first (and at the time the only) attempt to introduce free compulsory primary education over such an extensive rural area in Western Maharashtra. This was followed much later, in the period from 1938 to 1946, by Ratnagiri district in 16 villages (boys and girls); Satara in 24 villages (boys and girls); East Khandesh in 97 villages (boys only); and by Sholapur in 19 villages (boys and girls).

This was therefore the entire progress of compulsory education in the rural areas of Western Maharashtra during almost a quarter of a century.

since 1923; and except perhaps for the district of West Khandesh it was far from satisfactory. The main limiting factor was of course finance. Moreover, even in the areas in which compulsory education was introduced the enforcement of compulsion was feeble and halting. No sustained efforts were made either for building up a popular local initiative or for using the penal provisions of the legislation.

Post-Independence period

It was only after the popular ministry had again come to power in 1946, and particularly after the achievement of Independence in 1947, that the compulsory primary education began to receive the attention it deserved. Two important changes were immediately introduced. First, the Infant Class was abolished and the duration of the Junior Primary Course was reduced from five to four years. Thus the age period of compulsion now became 7 to 11 years instead of 6 to 11 years. Secondly, the Government assumed all financial responsibility of schemes of extension of compulsory primary education. In 1947 the Government also publicly declared as its policy that Universal Compulsory and Free Primary Education of four years' duration would be introduced everywhere in the State in a period of 10 to 12 years. As a first step it was introduced both for boys and girls in villages with a population of 1,000 and over. The scheme was to be immediately enforced in the districts which were parts of the Old Bombay Province and it was then to be extended to the co-called 'merged' areas which had been parts of the former princely states. Changes were introduced in the procedure of the enforcement of compulsion and it was also decided to invoke and utilize local initiative and initiative on the part of the teachers for this purpose.

Accordingly compulsory education was extended to villages with a population of 1,000 and above in the districts of Western Maharashtra (excluding those which were merged areas) progressively to children in the age-groups 7-8, 7-9, 7-10 and 7-11 so that by the end of the year 1951-52, all children of the age-group 7-11 in these villages were brought under compulsion. From 1954 the same was done in the same manner to villages with a population of 1,000 and above in the merged areas of Western Maharashtra so that at the end of 1957-58 all children in the age-group 7-11 in villages with a population of 1,000 and above in the whole of Western Maharashtra were under compulsion. In the meanwhile from 1956-57 compulsion was extended to villages with a population between 500 and 1,000 (and also to villages with a population below 500 where there were schooling facilities) progressively. By the end of 1960-61, therefore, all localities in Western

Maharashtra except a few hamlets with less than 200 people were officially reported to have come under compulsory primary education.

After linguistic reorganization of 1956

With the linguistic reorganization of the States in 1956 Vidarbha and Marathwada areas joined the then bilingual Bombay State and they had their own background in this respect. In Vidarbha compulsory primary education was introduced as early as 1926-27 under the former Central Provinces Act of 1920. But the provisions of the Act were such that the pace was slow and halting as everywhere else in the pre-Independence period. The pace quickened after 1947 and in 1956 there was compulsion for boys and girls in two towns and for boys only in 28 towns and 183 villages. In 1964, eight years after linguistic reorganization, the position cannot be said to have greatly improved; compulsion was now in force in two towns for boys and girls, and for boys only in 38 towns and 198 villages.

Marathwada was, till 1956, a part of the Hyderabad State which was formed after the police action in 1948-49. The Hyderabad Compulsory Primary Education Act was passed in 1952. The Act became effective in villages covered by the Community Development projects in 1953, in one block of 20 contiguous villages in each district. In 1955-56 another group of 20 contiguous villages in each district was brought under compulsion. By 1956 when the Marathwada districts joined the former Bombay State, 217 villages were under compulsion in that region. Two distinguishing features of the compulsion scheme in this area were that all children in the age-group 7-11 were simultaneously brought under compulsion, instead of progressively by stages, and that only persuasive measures (not legal proceedings and fines) were used to enforce compulsion. In this region also no further extension seems to have taken place in the eight years until 1964 when there were one town and 170²¹ villages under compulsion.

So the position in 1964 can be summarized as follows: In Maharashtra State as a whole 68.0 per cent of the population was reported to have been brought under compulsory primary education. This consisted of almost all population in Western Maharashtra, 20.8 per cent of the population of Vidarbha and only 3.1 per cent of the population of Marathwada. The effectiveness of the compulsion is indicated by the following figures for the enrolment as percentage of the total children of the compulsion age in the respective areas where compulsion was in force: Western Maha-

²¹ Varying figures are recorded in the successive Annual Education Reports of the State Department of Education of Maharashtra. The reduction in the number of villages from 217 to 170 is mainly due to the transfer of one taluka from Maharashtra to Andhra Pradesh in 1957-58;

rashtra 83.8 per cent, Vidarbha 46.5 per cent and Marathwada 55.1 per cent.

This no doubt implies that much remains to be done both in the matter of extension of compulsory education (especially to Vidarbha and Marathwada²²) and its effective enforcement in the areas under compulsion. But the basic policy and programmes have been laid down. It is now more a question of adopting an effective strategy for its vigorous and determined implementation.

Illustrations of implementation from survey data

We shall now examine against this background the progress in respect of the aim of universal primary education, as observed from the figures for some of the villages under survey. For this purpose only the resurvey figures were considered as they would describe a relatively later situation and the scrutiny was confined only to relatively bigger villages, those with a population over 2,000. Tables 13 and 14 give figures for the total number of children in the age-groups 6 to 11 and 6 to 14 (or age-groups near about these ages) and the number of those among them who attended school, separately for boys and girls and classified by the principal caste-groups used in Chapter 4. This is done for the seven villages listed below. The reasons for concentrating on age-groups 6 to 11 and 6 to 14 will be obvious in the context of the brief history given above. (In practice it was not

<i>Village</i>	<i>Year of Resurvey</i>	<i>Age-groups considered</i>	<i>Whether compulsion introduced and when</i>
Mithbav	1959-60	6 to 11 6 to 14	Introduced in 1947
Waghode	1962-63	6 to 11 6 to 14	Introduced in 1947
Murud	1962-63	6 to 11 6 to 14	Not introduced till the resurvey year
Bori	1960-61	7 to 11 7 to 14	Not introduced till the resurvey year
Gulumb	1957-58	8 to 12	Introduced in 1947
Kawathe	"	"	"
Ozarde	"	"	"

²² Compulsory education has been extended to the age-group 7-9 in Vidarbha and Marathwada from August 1965.

possible to obtain tabulated figures for these age-groups for many villages because of the limitations of the coded data nor was it possible to stick to these exact age-groups. So for some of them age-groups close to the desired ones were taken.) The following table summarizes the figures of percentages of children attending school in the different categories in the respective year of resurvey.

Percentage of school-going children among total children

<i>Village</i>	<i>Age-group 6 to 11</i>		<i>Age-group 6 to 14</i>	
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>
Mithbav	76.8	66.8	82.1	65.2
Waghode	68.4	42.7	66.3	39.6
Murud	64.4	35.3	63.5	31.9
	<i>Age-group 7 to 11</i>		<i>Age-group 7 to 14</i>	
Bori	65.4	35.6	57.5	27.2
	<i>Age-group 8 to 12</i>			
Gulumb	90.0	43.6		
Kawathe	92.4	69.5		
Ozarde	93.4	69.5		

Except in the three villages at the Gulumb centre nowhere has the enrolment in school reached the aim of universal education, not even in the case of boys. In Murud and Bori compulsion was not introduced till the time of the resurvey. But even in Mithbav and Waghode where compulsion was in force for more than ten years and where the level of general literacy was high, universal education had not been achieved in the relevant age-group. Secondly, the percentage of school-going girls is considerably less than that of boys; this is very low even in a village like Waghode where compulsion has been formally in force for the last so many years.

The following few points are relevant in this connection. The school entrance age was raised from 5 plus to 6 plus during the period from survey to resurvey. Also the age period of compulsion has been changed from 6-11 to 7-11 age-group. This probably accounts for a higher percentage

of school-going children in age-group 6-14 than in age-group 6-11 at Mithbav, although in other villages this figure is lower as one should expect. Perhaps the age-group 8 to 12 is the optimum in this respect (as suggested by the figures of Gulumb, Kawathe and Ozarde) when the child is not considered too young to go to school but is not old enough to be withdrawn for useful work.

Caste-wise figures

The caste pattern which emerges from the main tables (Tables 13, 14) is similar to the caste pattern of general literacy discussed in Chapter 4. If the major caste-groups, the Marathas (group III) and the Scheduled Castes (group VII), are compared with one another, one finds the same large differences which were observed in that chapter (except in Kawathe and Ozarde in the case of boys and at Ozarde in the case of girls where the percentages of school-going children in the two caste-groups are comparable). See for instance the following figures for Waghode, where compulsion is

Percentage of school-going children in Waghode

<i>Caste-group</i>	<i>Age-group</i>	<i>Boys</i>		<i>Girls</i>	
		<i>6-11</i>	<i>6-14</i>	<i>6-11</i>	<i>6-14</i>
Marathas	(III)	77	75	42	39
Scheduled Castes	(VII)	47	46	18	17

in force for several years, which show all these characteristics, including the appalling situation in the case of the Scheduled Caste girls.

Apart from the figures of children who have not joined school at all (illiterates), Tables 13 and 14 also give the number of boys and girls who have been withdrawn from school in these age-groups (literate but not in school). This number is naturally larger in the age-group 6 to 14 than in the group 6 to 11. In the case of age-group 6 to 14 it is observed that the number withdrawn is larger in the case of girls than in the case of boys in the villages where the number of school-going girls is not very low as in Waghode, Bori and Murud. To press this point further, in the main tables for Gulumb, Kawathe and Ozarde (Table 14) those who are not in school are further classified into: (i) those who are considered too young

for school by their parents and (ii) those who are not considered so young. The former number is not very large and the latter who will never join school, and therefore will probably remain illiterate for all their life, are quite appreciable in number especially among girls. This is seen in the following figures for the total number of boys and girls given below :

Analysis of children in the age-group 8 to 12 at Gulumb centre

Village	Total	In school	Not in school		
			Left school	Too young	No intention of joining
<i>Boys</i>					
Gulumb	160	144	2	4	10
Kawathe	183	169	2	3	9
Ozarde	214	200	4	1	9
<i>Girls</i>					
Gulumb	149	65	12	10	62
Kawathe	154	107	6	10	31
Ozarde	220	153	27	5	35

From what has been observed so far it is clear that the situation as regards universal primary education in the rural areas of Maharashtra at the time of resurveys cannot be considered very satisfactory. Even in the villages where compulsory education has been in force for many years, vigorous efforts do not appear to have been made for its enforcement. The school enrolment of children leaves much to be desired, and in the case of girls the ideal is still rather remote. (This is taken up again in Chapter 8 where the data about primary schools in the surveyed villages for 1963-64 is analysed.)

Effectiveness judged from literacy in 10-14 age-group

Finally, since the immediate aim of universal free and compulsory primary education is the achievement of literacy in the coming generation, a table is extracted here to give an idea of the situation in the villages under survey in this respect at the time of resurveys. Table 15 gives the percentage of literates in the age-group 10 to 14 separately for males and females for all the population in the village as well as in the main caste groups. This is

not the same as the percentage of school-going children but is next best to it. The figures are for resurveys. They are taken out from Table 5 and put together here in a separate table, as they more or less directly reflect the achievements in respect of universal education in these villages. No specific comments are thought necessary, as the figures illustrate the same general situation described above. Moreover, comments as regards differences between nuclear and peripheral villages, between the sexes, and between the main caste-groups have already been given in Chapter 4.

CHAPTER 8

SCHOOLS IN THE SURVEYED VILLAGES

IT WAS MENTIONED in Chapter 1 that information was collected about the educational institutions in the 69 surveyed villages. The idea was to study the institutional aspect of the educational situation in these villages. The following were the main items of the information collected: (i) number of elementary schools in the village; (ii) type of school; (iii) year of establishment; (iv) standards taught; (v) record from 1947-48 to 1963-64 about the number of pupils (boys and girls); and (vi) similar information about teachers classified as men and women, and as trained and untrained teachers. Besides these items, information was also collected about the craft introduced in the Basic schools, whether compulsory education has been introduced and if so the year of introduction, about adult education classes, about school buildings, and about the villagers' interest in the school. If there was a High School (secondary school) or any other educational institution in the village, information was also collected about it. All this information will be summarized and discussed in the present chapter. Table 16 is the main table giving this information.

In the year 1963-64 there were in all 79 elementary schools in the 69 villages under survey. Out of them six were separate schools for girls and three were Urdu schools. There were two high schools (secondary schools) in one village (Selu) and one each in 13 villages, and in two other villages secondary school classes were run in the main elementary school of the village, so that secondary education facilities were available in 16 of the 69 surveyed villages. There were two training colleges for men primary teachers, one at Mithbav and the other at Murud.

Primary schools

Let us first consider the elementary or primary schools, starting with their distribution over the villages. The following table classifies villages by population and the number of primary schools. The population is the 1961 census population. Explanation is necessary for the total number of villages which are given here in the following table as 68 instead of 69. Three villages Maskawad Budruk, Maskawad Seem and Maskawad Khurd with populations 1,902, 1,765 and 687 respectively in 1961 have two primary schools in common, one for boys and one for girls. Since the villages are very

close to one another we have taken the three of them together as one composite Maskawad village with population 4,354 for the purposes of this chapter. Actually while Maskawad Seem and Maskawad Khurd were surveyed in Waghode centre in Jalgaon district, the third, Maskawad Budruk,

Villages classified by population and number of primary schools in 1964

Population	Villages with				Total
	no school	1 school	2 schools	3 or more schools	
Below 500	5	11	—	—	16
501 — 1000	—	25	—	—	25
1001 — 1500	—	6	—	—	6
1501 — 2000	—	—	—	—	—
2001 — 3000	—	8	1	—	9
3001 — 4000	—	2	3	2	7
4001 — 5000	—	1	3	—	4
Above 5000	—	—	—	1 (with 6 schools)	1
Total	5	53	7	3	68

was not included under village surveys. So our figures in this chapter cover 70 villages out of which 69 are surveyed villages and one is not surveyed. But for the present analysis they will be treated as 68 villages.

The figures show that out of these 68 villages, three villages have three or more primary schools, seven have two schools, 53 have one school and five have no primary school. At the upper end the three villages are Pusegaon, Dhad, and Mithbav which has six primary schools. One of the three schools at Dhad is an Urdu school and one of the six schools at Mithbav is only for girls. There are 21 villages (including the 'composite' Maskawad village described above) with a population exceeding 2,000 and all of them have one or more schools, 10 of them having two or more schools. At the other end, out of 47 villages with a population less than 2,000 (less than 1,500 in fact), 42 have one school each and five have no school. Actually all villages in this investigation, with a population above 500, have now a primary school and from the 16 villages with a population below 500 no less than 11 do

have a school. The five schoolless villages in 1964 were Dhanora (411), Nagapur (143), Nagthana (179), Ganapur (184) all in the Bori centre in Parabhani district, and Gavana (58) in the Jawala centre in Yeotmal district, with population figures shown in brackets. Actually Gavana is very close to the nuclear village Jawala, and from the four schoolless villages in the Bori centre Dhanora is at a distance of only one mile from Devgaon which has a school, and the other three are within two miles of Bori. In the last four villages facilities of elementary education for very young children were available in the form of private classes.²³ Therefore so far as educational facilities for primary education are concerned all these villages appear to have them in a reasonable measure.

Since the size classification of villages (i) big villages with population over 2,000, and (ii) small villages with population less than 2,000, will be often used in the following analysis, it will be convenient to specify the villages. The 21 villages which are called big villages for the purpose of the present chapter are: Manor, Mithbav, Waghode, Maskawad, Gulumb, Kawathe, Ozarde, Devapur, Pusegaon, Visapur, Malthan, Kasabe Sukene, Mauje Sukene, Selu, Dhad, Jawala, Goregaon, Kothari, Murud, Bori and Karkheli. Out of these Maskawad belongs to Waghode centre and its peculiar position has been explained above; Kawathe and Ozarde belong to Gulumb centre; Visapur belongs to Pusegaon centre; and Mauje Sukene belongs to Kasabe Sukene centre. The remaining 16 are the nuclear villages of the 16 centres of our village surveys and Devapur has been included among them although its population is less than 2,000, because it is in a sense the nuclear village of that centre. The remaining 47 villages are peripheral villages of 11 centres; the five centres Mithbav, Waghode, Gulumb, Pusegaon and Kasabe Sukene consist of only big villages, that is villages with more than 2,000 population.

Year of starting

When were these schools established? Following the historical developments in primary education outlined in Chapter 2, it is convenient to con-

²³ Private schools, aided (receiving government grants) or unaided, were and still are the common form of educational facilities in villages where there are no public primary schools. Many of the surveyed villages, big and small, had such schools before the Government or Local Board schools were established. For instance a number of villages in the Devapur centre had private aided schools run by Rayat Shikshan Sanstha till 1953-55. Aided schools which were encouraged by the government in the period after 1938 are now dwindling in number. (See: Chapter 2 on the History of Primary Education.) But both aided and unaided schools or classes still exist and serve a useful purpose. They are found even in villages having government schools e.g. Bori and Dhad. (See: Appendix B at the end on Village Notes.)

ceive eight periods as follows: (1) Before 1855, (2) 1855 to 1870, (3) 1871 to 1900, (4) 1901 to 1920, (5) 1921 to 1936, (6) 1937 to 1947, (7) 1948 to 1955, and (8) after 1955. Classification of schools by the year of their starting over big and small villages gives the following table. The earliest seven

Classification of schools by the year of starting

<i>Period</i>	<i>Big villages</i>	<i>Small villages</i>	<i>Total</i>
Before 1855	1	—	1
1855 — 1870	6	—	6
1871 — 1900	11	—	11
1901 — 1920	7	2	9
1921 — 1936	4	6	10
1937 — 1947	4	5	9
1948 — 1955	—	20	20
After 1955	4	9	13
	37	42	79

schools which started almost a century back are in the following villages given in chronological order: Kasabe Sukene (1845), Kothari (1857), Pusegaon (1864), Ozarde (1865), Dhad (1867), Mithbav (1870) and Kawathe (1870). All of them are big villages. During the next thirty years 11 more schools were started, again in the big villages. In the first twenty years of this century another nine schools were started of which seven were in the big villages. By 1920, twenty of the twenty-one big villages of this inquiry had at least one primary school. Only the Devapur school (1940) belongs to a later period; and Devapur is after all a small village. But up till 1920 primary schools were established in only two small villages of this group, one at Taroda of Jawala Centre in 1902 and another at Maswan of Malthan centre in 1919. In fact no real progress appears to have been made in this direction until 1947. Most of the schools in small villages, 29 out of 42, were established after 1947, during the campaign for opening schools in schoolless villages undertaken in 1953-1955. They are mostly in villages with a population below 1,000 and 11 of them in villages having less than 500 population. This clearly brings out the great difference between the efforts for the spread of education made before and after 1947.

All these schools are public schools, that is, run by the Government, that is by the Local Boards (now called Zilla Parishads). There were no voluntary or aided schools in any of these villages in 1963-64 although some of the present public (Zilla Parishad) schools had started as voluntary (private aided) schools. The primary schools in the villages of Western Maharashtra are administered by the Zilla Parishads in accordance with the Zilla Parishad and Panchayat Samiti Act of 1961 and Primary Education Act of 1947. In Vidarbha region also, the administration of primary schools is largely entrusted to the Zilla Parishads, although there is no separate Act for this purpose. But in Marathwada the primary schools were under the direct control of the government till 1961; they were transferred in that year to the Zilla Parishads under the Act of 1961 mentioned above.

Systems of School Classes

Before further classifications are attempted it will be helpful to give a brief description of the different systems of school classes in Maharashtra State as they existed in 1963-64. They differed somewhat in the three regions: (i) Western Maharashtra (Konkan and Desh), (ii) Vidarbha and (iii) Marathwada.

Western Maharashtra: Here the total duration of the school course is of eleven years. This consists of an integrated Primary Course of seven years (standards I to VII) and a High School course of four years (standards VIII to XI). Standards V to XI when taught in an integrated manner are said to constitute the full Secondary Course. The primary course is subdivided into the Lower Primary or Junior Basic course of the first four standards (I to IV) and the Upper Primary or Senior Basic course of three years (standards V to VII). At the end of the full primary course there is a public examination called the Primary School Certificate (P.S.C.) Examination held by the Department of Education. Several high schools run the full secondary course of seven years (standards V to XI). At the end of the secondary course (standard XI) there is another public examination, the Secondary School Certificate (S.S.C.) Examination held by the S.S.C. Examination Board. (English is not a compulsory subject for this examination although it is compulsory for admission to a college.)

Vidarbha: The primary course in Vidarbha consists of only four standards (I to IV), at the end of which there is a public examination held by Inspectors of Schools. Pupils passing this examination join the secondary course in the middle schools. The middle schools are either (i) Indian Middle Schools or Senior Basic Schools teaching standards V to VII with standards I to IV attached to them, or (ii) Indian English Middle Schools

teaching standards V to VIII. (The main difference between these two categories was that while schools in (i) did not teach English, schools in (ii) taught it. This difference is now not so sharp as many schools in the category (i) have introduced standard VIII and teach English.) The Upper Secondary Course from standard IX upwards is of two types: (i) High School Course of two years (standards IX and X), and (ii) Higher Secondary Course of three years (standards IX, X and XI). At the end of these courses there are respective public examinations.²⁴ They are conducted by a separate Board called the Vidarbha Board of Secondary Education.²⁵

Marathwada: In this region the primary school course extends over five years (Infant class and standards I to IV). There is no public examination at this stage. The middle school course consists of three years (standards V to VII) whether English is a compulsory subject. This is followed by the high school or higher secondary course, the former consisting of three years (standards VIII to X) and the latter of four years (standards VIII to XI.)²⁶ At the end of each of these courses there are corresponding public examinations held by the S.S.C. Examination Board mentioned above.²⁷

The classification of schools adopted since 1958-59 for all-India purposes is as follows: (i) Primary Schools are those which have standards I to IV or less (with or without the Infant class). (ii) Schools with standards I to V, VI or VII are called Middle Schools (Primary). (iii) Schools with standards V to VII or less are called Middle Schools (Secondary). (iv) Finally, High Schools or Higher Secondary Schools are those which have standards V to VIII and above or have standards VIII and above. Even schools having Standards I to XI or I to XII are called Secondary Schools.²⁸

The classification of primary schools by the standards taught is given for big and small villages in the following table. The instruction provided in 13

²⁴ The main difference in the S.S.C. course in Western Maharashtra or High School courses in Vidarbha and Marathwada on the one hand and the Higher Secondary course in the last two regions on the other is that pupils completing the former courses join college in the beginning year called the Pre-Degree year while those completing the latter can straightway join the first year of three-year degree course, that is, in the second year in college.

²⁵ A common State Board for Secondary Education has been established in 1956; for all the three regions of Maharashtra.

²⁶ From 1964-65 the Infant class is named as Standard I and the subsequent standards are re-numbered so that the full course is from Standards I to XII up to the Higher Secondary Course.

²⁷ See footnote 25.

²⁸ In this monograph, however, we shall mostly use the terminology in common parlance in Maharashtra.

schools had not reached the standard IV stage in 1963-64, and 11 of them were in small villages. Some of them were started after 1960 and have therefore yet to reach this stage. But in some small villages like Ambhan (Population 234) in Manor centre and Dhanora (population 866) in Kar-

Classification of primary schools by standards taught

<i>Standards taught</i>	<i>Big villages</i>	<i>Small villages</i>	<i>Total</i>
I	1	2	3
II	—	3	3
III	1	6	7
IV	11	25	36
V	1	3	4
VI	2	—	2
VII	21	3	24
	37	42	79

kheli centre the schools have not reached the complete Junior Primary stage even after a period of more than four years. This may be either because a fuller primary school is available for older children in a village nearby or because of administrative or local difficulties or through sheer neglect and indifference. Of the 49 schools with classes up to and including standard IV as many as 23 are one-teacher schools and in most of them the enrolment is below 50. Twenty of these one-teacher schools are in small villages. On the other hand it is important to note that in most of these small villages children can complete the first stage of the primary course, and in 3 of them they can complete the full primary course of seven years up to the P.S.C. examination. In the case of big villages 16 of the 21 have one or more full primary schools of seven standards. In the remaining five there are secondary schools or high schools which provide education for standards V to VII, so that all the big villages have facilities for education at least up to the P.S.C. level. In fact, as mentioned above in the beginning, 16 of them have also secondary schools and can thus provide education up to the S.S.C. level.

Progress from 1950-51 to 1963-64

Let us now see the progress of primary education in these villages in the post-Independence period as shown by the data from the schools. The

following is a summary table of figures for the 21 big villages and 47 small villages, giving the number of schools, the number of pupils and the number of teachers by their main classifications for the years 1950-51 and 1963-64. The year 1950-51 is selected instead of 1947-48, because the educational

Primary schools, pupils and teachers in big and small villages

	<i>21 Big villages</i>		<i>47 Small villages</i>	
	1950-51	1963-64	1950-51	1963-64
Population (No age-group is excluded)	56,666	68,032	26,345	31,835
Schools	33	37	20	42
Boys	5,311	6,867	867	2,153
Girls	2,015	4,192	244	851
Total	7,326	11,059	1,111	3,004
Teachers	198	299	31	79
Trained	119	248	15	50
Untrained	79	51	16	29
Women teachers	20	64	—	5

policy had stabilized by then and the areas under the princely states had also merged in the Indian Union. It should be mentioned that figures were not available for 1950-51 for six of the 33 schools in the big villages and for seven of the 20 schools in small villages, because the records were not available. We have therefore substituted for this purpose the figures for the nearest succeeding year for which they were available. Since this is a period of general expansion of education this improvisation has inflated somewhat the figures imputed to the year 1950-51 and the educational growth from 1950-51 to 1963-64 is in fact somewhat more than what is shown by the comparison of the two sets of figures given above. The population figures for the two sets of villages for the 1951 and 1961 censuses are also given. Another point which should be borne in mind while interpreting these figures is that while some children from the small villages will be attending the schools in the neighbouring big villages the reverse will not ordinarily happen.

Both in the number of schools and their enrolment the small villages have registered a more rapid progress than the big villages during these thirteen years. Schools have more than doubled and the total enrolment has almost

tripled in the small villages as against 12 per cent increase in the number of schools and 50 per cent increase in the enrolment in the big villages. But it must be remembered that the big villages had a much early start, and this difference in their pace of progress is therefore perfectly natural. There is a corresponding increase in the number of teachers. The number of girls shows a much greater increase than the number of boys in the big and small villages. This again is to be expected.

The following table constructed from the one above will facilitate comparison between the situation in the big and small villages in 1950-51 and 1963-64. While in both the total enrolment of children and relative enrol-

Certain ratios about schools, pupils and teachers in big and small villages

	<i>Big villages</i>		<i>Small villages</i>	
	1950-51	1963-64	1950-51	1963-64
Children in school per 100 of population	12.9	16.3	4.2	9.4
Proportion of girls in the total enrolment (per cent)	27.5	37.9	22.0	28.3
Average size of school	222	299	56	72
Pupil-teacher ratio	37	37	36	38
Proportion of trained teachers (per cent)	60.1	82.9	48.4	63.3
Proportion of women teachers (per cent)	10.1	21.4	—	6.3

ment of girls the big villages have achieved considerable progress, the smaller villages are still lagging behind. The relative position of the enrolment of girls in the small villages in 1963-64 is comparable to the level reached by the big villages in 1950-51, but in the total enrolment they have yet to reach even that level. The same is the situation in respect of trained teachers; but the progress achieved in this respect in both big and small villages is indeed impressive. Considering women teachers one finds that while one in every five teachers in the big villages is a woman teacher in 1963-64 in the case of the small villages this has just made a beginning. It seems educated women are still not prepared to go and teach (or remain and teach) in smaller villages.

Differences between centres

To bring out the differences at different centres tables have been constructed separately for each of the 21 big villages and of the remaining 42 small peripheral villages taken together at each centre for the year 1963-64. (The schoolless villages have been omitted.) Tables 17 and 18 give population figures from 1961 census, the enrolment in primary schools and the number of teachers for the year 1963-64. Percentages of the proportion of enrolment to the total population and proportion of girls in the total number of pupils are given in the last two columns.

The figures show large differences reflecting widely different local conditions. (They are described in greater detail in the notes on individual centres in Appendix B at the end.) Here comments will be confined to the general features observed in the figures of the last two columns. The enrolment is relatively much lower in the small (peripheral) villages than in the big (nuclear) villages at every centre, although this difference is not very large at Selu and Kothari centres. Also it is generally lower for centres in Vidarbha and (more so) in Marathwada than for centres in Western Maharashtra. This is in accordance with the general progress of primary education in the three regions. (See footnote ²⁰ and also Chapter 2 on the History of Primary Education.) The enrolment figures are high for villages like Mithbav, Devapur, Maskawad and Pusegaon. But they are rather low in others, even in Western Maharashtra. It is to be expected that the proportion of girls will be high in places where there is a high enrolment because of the general spread of education; also it should be higher in big villages than in small villages. This is generally borne out by the figures in Tables 17 and 18. But there are also exceptions, as for instance Mauje and Kasabe Sukene, Jawala and Karkheli. These are due to local factors which are worth illustrating. For instance the primary school at Mauje Sukene has only the first four standards and the numbers of boys and girls are naturally comparable at this stage. The children from Mauje Sukene join the High

²⁰ The following figures give the enrolment in primary schools per 100 of population and the number of girls per 100 children enrolled for 1963-64 for the three regions. They include both urban and rural areas.

	<i>Western Maharashtra</i>	<i>Vidarbha</i>	<i>Marathwada</i>
Enrolment per 100 population	14.4	10.6	8.2
Proportion of girls	38.1	36.3	24.8

(Constructed from figures given in Statistical Epitome of Education in Maharashtra State for 1963-64.)

School in that village for standards V to VII. But the school at Kasabe Sukene has standards I to VII, and it is known that the percentage of girls falls in higher standards (V to VII) as many girls are withdrawn from schooling in that age-group. This explains partly the difference in the figures for the two Sukene villages including the low enrolment at Mauje Sukene. The same also holds for Jawala and its peripheral villages, and for Karkheli and its peripheral villages. In addition the caste composition in these two centres also works in the same direction. In Karkheli nuclear village half the population is Muslim and the education of girls is not yet favoured in that community, while in the peripheral villages Muslims form a very small proportion of the population. In the peripheral villages of Jawala the backward classes (Scheduled Tribes) form a large bulk of the population; the enrolment is therefore low, but among those who enrol the girls are in good proportion.

Secondary Schools-

Having summed up the general situation as regards primary education, let us turn to secondary education in these villages. There were 17 high schools (or secondary schools) in 1963-64 in the following sixteen villages, all of them (except Devapur) with a population over 2000: Manor (1960), Mithbav (1924), Ozarde (1960), Devapur (1955), Pusegaon (1950), Malthan (1963), Mauje Sukene (1961), Selu (1944, 1961), Dhad (1958), Jawala (1963), Goregaon (1957), Kothari (1956), Murud (1953), Bori (1959) and Karkheli (1962). The figure in brackets gives the year of starting the high school. There were two high schools at Selu; all other villages had one each. The high schools at Mauje Sukene, Selu, Dhad, Goregaon, Kothari and Murud have classes from standards V onwards. The remaining have proper high school classes from standard VIII onwards. The school at Murud is craft-oriented and agriculture and technical subjects can be offered in the secondary course. Two of them, the schools at Bori and Karkheli, are not really separate institutions; the Zilla Parishads have provided facilities for standards VIII to X in their elementary schools in these villages. Information about high schools is presented in Table 19.

Two of the high schools, those at Dhad and Goregaon, are conducted by the Zilla Parishads; the remaining are under the management of private education societies. The earliest of them to be started is the high school at Mithbav which was established more than forty years back, in 1924. The next, chronologically, is one of the schools in Selu, started in 1944. All others were established after 1950 and nine of them after 1959. This last year is important because in that year the Maharashtra State Government introduced the E.B.C. concessions, full fee concessions for the Economically

Backward Classes, which have acted as a strong incentive for starting secondary schools and colleges in the rural areas. (The E.B.C. Concessions have been briefly described in Chapter 2 on the History.)

To study the growth of secondary education in the surveyed villages it will be unrealistic to go back to 1950-51, because in that year there were only three high schools (at Mithbav, Selu and Pusegaon) with a total enrolment of less than 300 pupils. The major part of this development has taken place after 1950-51. It is, however, useful to compare the situation in 1963-64 with that in 1959-60, the year in which the E.B.C. concessions were introduced. This is done in the following summary table. (The table includes the high school boys from Bori and Karkheli.) In four years the extent

Summary of high school information

	1959-60	1963-64
No. of villages with high schools	9	16
No. of high schools	9	17
Enrolment	Boys	1,798
	Girls	198
	Total	1,996
Teachers	Men	81
	Women	4
	Total	85

of secondary education has doubled which indicates that the E.B.C. concessions have clearly accelerated the pace of secondary education. The number of girls has increased almost four times. The number of women teachers, however, is still very small. As women primary teachers avoid small villages, women secondary teachers avoid rural areas and prefer towns.

Let us examine the 1963-64 figures a little further. If pupils in standards V to VII are separated we are left with the proper high school pupils (standards VIII onwards). The primary school figures (for all villages, big and small) considered earlier can be similarly broken down into (i) (junior) primary school students (up to standard IV), and (ii) middle school or

senior primary students (standard V to VII). All these figures are then collected and presented together below.

Summary of school-goers for 1963-64

	Boys	Girls	Total	Proportion of girls (per cent)
Junior Primary (up to Std. IV)	6,868	4,172	11,040	37.8
Senior Primary (from V to VII in Primary schools)	2,047	870	2,917	29.8
Total Primary (Std. I to VII)	8,915	5,042	13,957	36.1*
Junior Secondary (from V to VII in Secondary schools)	1,184	348	1,532	22.7
High School (from VIII onwards)	2,325	428	2,753	15.5
Total Secondary	3,509	776	4,285	18.1*

* The corresponding ratios for the whole of Maharashtra State for 1963-64 were 36.4 and 27.8 respectively. For rural areas they were 32.8 and 15.2 respectively.

It is clear that the proportion of girls is fairly high at the junior primary stage and with the spread and enforcement of compulsory education it should reach 50 per cent. This proportion decreases at the higher stages; it decreases sharply at the secondary stage. There are three reasons for this. First, there is still a strong tendency to withdraw girls from education when they grow up. Secondly, at the secondary stage, parents prefer to have for the girls separate schools of which there are not many and none whatsoever in these villages. Thirdly, parents send their boys to secondary schools in the neighbouring villages at appreciable distances from home and even to stay there for this purpose; but very few rural parents are willing to do this for their girls.

Training Colleges

Before we end this general account of institutions of education we should mention, for the sake of completeness, the two Training Colleges for men primary teachers. The college at Mithbav was started in 1949 and is conducted by a private education society. The course of training is of two years. In 1950-51 the college had 23 trainees and in 1963-64 the

number rose to 86. The college meets in the morning in the same building as the high school. The college at Murud, conducted by the Zilla Parishad, was started in 1959 to meet a long-felt need in this region for the training of primary teachers. The college provides a junior training course of two years and a senior course, also of two years. The building was put up by the local body at Murud. In 1963-64 there were 188 trainees in the college.

Education of girls

This is the general educational situation in the surveyed villages. Let us now consider special particular sectors of education such as the education of the girls. We have already noted the enrolment of girls in primary and secondary schools and the number of women teachers in these schools. For the last many years and particularly since 1947 the policy of the government has been to encourage co-education especially at the primary stage. Consequently the number of separate primary schools for girls is not very large.³⁰ In the 68 villages under investigation only six of the 79 primary schools in 1963-64 were separate schools for girls. The rest of the primary schools and all secondary schools were co-educational. The exclusive primary schools for girls were all situated in big villages and the following figures summarize their information. The bracketed figure

Primary schools for girls (1963-64)

<i>Village</i>	<i>Year of starting</i>	<i>Standards</i>	<i>No. of girls</i>	<i>Teachers</i>
Mithbav	1962	up to V	24	1 (1)
Maskawad	1958	„ VII	430	11 (9)
Jawala	1956	„ IV	112	3 (3)
Selu	1917	„ IV	227	7 (7)
Murud	1942	„ VI	147	3 (3)
Bori	1923	„ III	72	2 (2)

gives the number of women teachers. Only three of these six schools were started after 1947 and at least three girls' schools are reported to have been

³⁰ For instance, in 1963-64 in Maharashtra State there were only 1,557 primary schools exclusively for girls. Out of them 656 were in the rural areas which had a total of 33,970 primary schools so that less than 2 per cent of schools in the rural areas were separate schools of girls.

closed down during that period. In Mithbav a special school for girls existed till 1937 when it was merged in the common school and it was revived again in 1962 when a local donor offered to construct a building for it. It does not appear to serve any special purpose in the village as it has on its rolls only 24 of the 671 girls in the six schools in Mithbav. The school of Maskawad was separated from the school in 1958 and is undoubtedly a flourishing institution. But it is almost like a separate girls' wing of the big common school. The Jawala school, started in 1956, became a middle school in 1958, but was reverted to the first four standards in 1962. Girls in Jawala now join the common school for further education. The schools at Selu and Murud appear to be working satisfactorily. But the Bori school seems to be in difficulties. So three of the six separate schools for girls do not appear to be in a satisfactory situation. Whatever purpose the separate schools may have fulfilled in the past and may be fulfilling even now in particular local situations, they do not seem to make a major contribution to the education of girls at least at the primary stage of education. Including Maskawad they account for only 1,012 of 4,192 girls in primary schools in the big villages (and excluding Maskawad for only 582 of 3,762). An overwhelming majority of girls receives primary education in common schools.

Urdu schools

In the villages under investigation there are three Urdu primary schools one each at Manor, Waghode and Dhad. Their information for 1963-64 is summarized below.

Urdu primary schools (1963-64)

<i>Village</i>	<i>Year of starting</i>	<i>Standards</i>	<i>No. of students</i>			<i>Teachers</i>
			<i>Boys</i>	<i>Girls</i>	<i>Total</i>	
Manor	1911	up to VI	56	62	118	4
Waghode	1920	„ IV	57	22	79	2
Dhad	1879	„ IV	107	72	179	4

It was a part of the educational policy of the British Government ever since 1870 to establish separate Urdu schools for the education of Muslims and some of these schools are as old as the school at Dhad. This policy was more vigorously pursued later after the Morley-Minto reforms of 1909 till the assumption of power by the popular ministries in 1937. After Independence the religious and linguistic minorities have been assured of

their right to have their own schools if they so desire and they are provided with adequate grant-in-aid. But no sectional interests are shown any special favour, except the Scheduled Castes, the Scheduled Tribes and other backward communities. The existing Urdu primary schools are therefore continued, and new schools are opened if there is a sizable segment of the local population desirous of having schooling facilities in that medium. The following figures for 1964 give information about 1,474 Urdu primary schools in the whole of Maharashtra State (urban and rural areas). A large majority of Muslims in Maharashtra lives in urban or semi-urban areas. Some big villages may have them in sizable proportion, but very few Muslims, if at all, live in small villages. Many of the Urdu schools are therefore in small towns and big cities. There are not many Urdu schools in the rural areas.

Urdu primary schools in Maharashtra State (1963-64)

	<i>Schools</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Western Maharashtra	1,075	95,362	89,106	184,468
Vidarbha	366	29,406	23,424	52,830
Marathwada	33	11,313	6,271	17,584

Let us briefly consider the Urdu schools in the villages under survey against this background. The Muslim population at Manor, Waghode and Dhad was, according to our village survey figures, respectively 22 per cent, 18 per cent and 39 per cent of the village population. At Manor the Urdu school meets in the same building as the main common primary school, at Waghode it meets in a masjid and at Dhad it has a separate building of its own built by the Zilla Parishad. Thus the Urdu schools seem to have the same kind of accommodation as other village primary schools. From their previous records it appears that while the school at Dhad is quite vigorous the other two schools are plodding along like many common primary schools. These schools are co-educational but there are no women teachers.

Among the villages under this investigation only two other villages have comparable large Muslim population: Bori, 18 per cent; and Karkheli, 44 per cent. (In most other villages it is insignificant.) They both belong to Marathwada which was a part of the former princely State of Hyderabad. Under the circumstances one would ordinarily expect Urdu primary schools in these two villages, but it is surprising to see that there are no such schools. The reason is perhaps that this region has been backward in education and the rural Muslim community shares this backwardness. This is to be

seen from the much smaller number of primary schools (and also Urdu schools) in this region as a whole. It is only during the last 15 years that it is on the move.

In some of these villages there are private teaching-facilities in Urdu. For instance, such classes were reported to have been working at Dhal Savangi in Dhad centre till 1963-64, and now in 1964 a regular Urdu school has been started with the help of the Zilla Parishad with 40 children on its roll. There are about 50 Muslim households in this village, the only one in our small villages having a sizable Muslim population. Similar classes but on a much smaller scale are also reported at Bori and Karkheli.

Education of the Scheduled Castes

The third special interest in primary education for which separate schools were provided during the pre-Independence period was the Scheduled Castes (the former untouchables). As mentioned in the chapter on history (Chapter 2), special primary schools began to be established for them from 1870, and this policy continued up to 1937. When the popular ministries came to power in 1937, they laid greater stress on integration and on special concessions and incentives to the Scheduled Caste pupils rather than on separate schools. In the post-Independence period all separate schools were abolished and the Constitution directs the State to promote the educational interests of the Scheduled Castes and Scheduled Tribes. Special scholarships, stipends and concessions have been provided for the students from these communities. The measures recently taken by Maharashtra State in this connection are briefly described in Chapter 2. It has been observed in previous chapters that although these communities have registered progress during the last two decades, they are still lagging much behind the other communities in education, and the position of women in this respect is much worse.⁵¹

⁵¹ According to the figures published by the Department of Education the percentage of all Backward Class (which includes Scheduled Castes, Scheduled Tribes and Other Backward Classes) enrolment to the total enrolment is higher than the percentage of their population in the entire population. (See : Chapter 2 page 20). But our survey data show that both literacy and proportion of educands are appreciably lower for them than for the entire population. The difference may be due to the following : (i) The figures cited by the Department of Education are for urban and rural areas together; it may be that the enrolment from the Backward Classes and particularly from the Scheduled Castes may be much better in the urban areas than in the rural areas. (ii) Their enrolment may be higher in higher stages of education because of the special incentives. (iii) The statistics collected by the Department may not be accurate.

Turning to the question of social disabilities in schools, our survey shows that integration has been achieved in all villages; discrimination was not in evidence against Scheduled Caste children and Scheduled Caste teachers in primary schools (even in schools which use temples for accommodation). But it is well known that this does not hold for other aspects of the ordinary civil life in the village. The number of Scheduled Caste teachers in the rural areas is very small, and there are only solitary examples of women teachers from among them. And it is well known that they find it extremely difficult to get suitable living accommodation particularly in small villages.⁸²

Basic Education

Other important aspects of education in the villages under investigation will now be considered, in particular, Basic Education, Compulsory Primary Education and Adult Education (which has recently assumed the name of Social Education). Although it was recognized very early in theory that primary education should not be merely book-based but should involve manual work oriented towards urban or rural life, little was done to give it an orientation in that direction till 1939 beyond establishing a small number of Agricultural-Bias schools in the twenties. After the Congress Ministry came to power in 1937, influenced by the thought of Mahatma Gandhi, they made a beginning in what has been since called Basic Education, that is, primary education built around the teaching of a craft such as agriculture or spinning and weaving. It is not proposed here to go into the history of basic education nor into its fundamental concepts which have undergone many changes, nor into its growth. Suffice it to say that after Independence this policy was pursued more vigorously, turning many full-grade (Standards I-VII) primary schools first into craft-oriented schools, and then into proper basic schools as teachers adequately trained in basic education became available. Since 1960 junior primary schools (standards I to IV) are also being converted into basic schools. Although this drive seems to have now slowed down, a considerable number of children receive

⁸² The following additional remarks are based on the impressions of a friend who is a knowledgeable person in these matters. In villages in the interior there exist schools where Scheduled Caste children are still made to sit apart or outside the main temple buildings used for schools. Scheduled Caste teachers are denied accommodation in the village proper and they are forced to seek a transfer from the village on account of this and other pressures including false accusations. This happens even in villages which have received awards for the *complete eradication* of untouchability! Scheduled Caste youth is taking to the profession of primary teachers in large numbers, one of the lowest paid professions for those who are educated. They prefer to work in the urban areas where social conditions are less discriminatory.

primary education in basic schools.³³

Basic schools now invariably go by the name *Jeevan Shikshan (Vidya) Mandir*. One of the following five crafts is usually taught in the basic schools: (a) Agriculture (including kitchen gardening), (b) Spinning, (c) Spinning and Weaving, (d) Cardboard work, (e) Cardboard work and Wood work (carpentry). A large majority of basic schools has either agriculture or spinning and weaving.

In the villages under this investigation 19 of the 79 primary schools in 1963-64 were basic primary schools, 15 in big villages (two in Mithbav and one each in the remaining 12) and five in small peripheral villages. Some ordinary primary schools also carry the name of *Jeevan Shikshan Mandir*, perhaps hopefully, although they do not teach a craft. Out of the 19 schools nine have agriculture, seven have spinning or spinning and weaving, and three have wood-work as the basic craft. Besides the basic schools there is one fishery school in Mithbav which has a sea-coast and a large fishing population. In the girls' school at Maskawad cooking and needlework are taught. Two of the agricultural basic schools, at Kothari and Kasabe Sukene, were started in 1926-27, the period when Agricultural-Bias Schools were first started. Five more basic schools were started in 1947-49, eight more in 1950-59 and the remaining five after 1960. Some of these basic schools appeared to be very active in 1964, but others gave the impression of being almost like other non-basic primary schools. In one school all the agricultural equipment was lying idle, because a piece of land has not been made available by the villagers. The fishery school was reported to lack teachers qualified in that profession. And the process of conversion from ordinary to basic schools is not always one-way. It was reported that three schools stopped basic education after a few years, one in a big village, and basic in agriculture (because the piece of land leased to them was taken back by the owner), two others in spinning.

We should also mention here that two training colleges for men primary teachers, at Mithbav and Murud, impart training in basic education. Most training colleges for primary teachers in Maharashtra State are basic training colleges.

Compulsory Education

The successive stages by which compulsory primary education was introduced in the villages of Western Maharashtra has been described in Chapter 7. The information collected by us in 1964 shows that compulsion was in

³³ In 1963-64 out of 38,930 primary schools 4,934 (12.7 per cent) were Basic schools with an enrolment of 12.065 lakhs, (24.3 per cent) out of a total enrolment of 49.557 lakhs.

fact introduced in all the surveyed villages in all the eight centres in Western Maharashtra and the process had been completed by 1961. In Vidarbha although the introduction of compulsion started as early as 1926, compulsion had not been extended to many areas till 1964, and in Marathwada also compulsory education which had made a beginning in 1952 had covered only a few villages by 1964. (See Chapter 7). Of the five centres in Vidarbha, compulsory education was in force only in one centre, in the two villages of Goregaon and Ghoti. It was introduced in 1926 for boys only and continued to be so in 1964. The rest of the villages in Vidarbha and Marathwada, that is, in seven other centres, were not covered by compulsory education till 1964.²⁴

How is the compulsion operating? How far is it effective in the surveyed villages where it has been introduced? We have already dealt with these questions partly in Chapter 7 in the light of the information collected in surveys and resurveys. A few more observations will be added here on the basis of the information on primary schools collected in 1963-64. It was not possible to make a quantitative estimate of its enforcement on the basis of these data, because the number of children in the compulsory age-group was not available. But it is clear from the information collected that the enforcement and the effectiveness of compulsion are very uneven as between centres, between big and small villages and between boys and girls.

In Mithbav, Ozarde and Pusegaon, it was reported, all children registered under compulsion were in school in 1963-64; even in Pulkoti, a small village in Devapur Centre, this was so. But in many villages, big and small, a number of children on the compulsion register did not attend school. In some villages the register has not even been brought up to date recently for several years. In Malthan and many small villages it was reported that children in the age period of compulsion did not attend school in spite of reminders, the issuing of notices (in a few cases) and in spite of legal proceedings launched (in a few cases). There is a larger number of defaulters among girls than among boys. For instance in Maskawad, a fairly progressive village, while according to our information 10 boys in the compulsion age-period did not attend school as many as 25 of the girls did not attend in spite of the fact that there is a thriving separate school for girls. The main reason is of course the apathy of parents and social neglect as in the case of Scheduled Castes. But sometimes there are other genuine reasons such as distance (in the case of very young children), household work (in the case of girls) and the nature of the occupation of parents (goatherds and other semi-nomadic communities). Two schools reported the difficulty that the defaulting children did not have adequate clothes to wear for going to

²⁴ Compulsory education was extended to age-group 7 to 9 in Vidarbha and Marathwada from August 1965.

school. So the enforcement and the effectiveness depend on local conditions and on the enthusiasm of the local leadership and school teachers. The success of the little village of Pulkoti of less than 800 souls was largely due to the efforts of one single individual, a social worker who devoted himself to education for the last 15 years and ran a small hostel for boys. It was the observation of the field investigators that the legal provisions of compulsion are seldom invoked or enforced. The general impression was that in many villages the initial enthusiasm had waned and the organization had become slack except in the (few) villages where the *Gram Shikshan Mohim* described in the next few paragraphs) had succeeded or was active.

Adult education

The demand for the abolition of adult illiteracy had grown in strength with the growth of national consciousness, and reference has already been made to fairly widespread public movement for literacy in cities like Bombay in the pre-Independence period, especially during the thirties. It was therefore natural that organized attempts for adult education backed and financed by the Department of Education were started after the Congress Ministry came to power in 1937 and more effectively after 1947. Soon the concept of adult education broadened beyond the mere imparting of literacy to include simple introductory lessons on problems related to everyday life in the rural community such as hygiene, civics, elementary history and geography, social and economic problems as well as recreational and cultural activities. Adult literacy thus acquired the name of Social Education. Ordinarily two sequential courses are organized under the scheme of social educational classes with tests at the end of each course, the pre-literacy course of four months for acquiring literacy and the post-literacy course of five months for strengthening it by dealing with the topics mentioned above for the benefit of the new literates. Administrative set-up and schemes of assistance were soon drawn up. Primary school teachers in the village were required to take up this work. In addition or alternatively social education classes could be conducted by any person suitably qualified for that purpose at any suitable place. The target was to bring all illiterate persons in the village between 14 and 50 years in the literacy classes and make them literate. There are regular literacy classes, post-literacy classes and also home classes where children teach adults; separate classes can be organized for women and many such classes exist.³⁵ Books and booklets, charts and

³⁵ In 1963-64 there were 161,662 Social Education classes in Western Maharashtra excluding Greater Bombay, 6,262 in Vidarbha and 8,238 in Marathwada. The enrolment was 740,195 in Western Maharashtra, 74,900 in Vidarbha and 61,323 in Marathwada; and the numbers of adult literates turned out during the year were 318,284 in Western Maharashtra, 51,441 in Vidarbha and 54,511 in Marathwada,

other material were specially prepared for this purpose both for imparting literacy and for maintaining it in the neo-literates. Periodicals are being published, e.g., *Lokashikshan*, a Marathi monthly, and *Rehbar* an Urdu fortnightly. Village libraries and reading-rooms have been started and recreational and cultural programmes are organized with the help of local primary schools, under the scheme of social education.

A new impetus was given to the adult education activities in 1961 by what has now been named as *Gram Shikshan Mohim* (campaign for village education). The idea underlying the new scheme is to make the whole adult population of the village literate by a simultaneous intensive and concerted effort. All adult literacy work in rural areas is now done under the auspices of the Committee for *Gram Shikshan Mohim*. It is reported that the new scheme has been very successful in some villages where *Gram Gowrawa* (praising the village) celebrations were held to announce the achievement of hundred per cent literacy.

Let us now summarize against this background the information collected in 1963-64 about social education activities in the villages under survey. The adult education classes were started in some of these villages as early as 1954 or even earlier. It was reported that out of the 21 big villages no classes were ever started in Manor, Selu, Dhad, Goregaon and Karkheli, and they were started but discontinued before 1964 in the following seven villages: Mithbav, Ozarde, Kasabe Sukene, Mauje Sukene, Jawala, Kothari and Murud. In the remaining nine villages they have continued. Among the 42 small villages with primary schools classes were not yet started in 15, and 18 of the 27 villages where they were started, they have been discontinued.

Classes were discontinued in some villages, because, it is reported, all the target population was literate on account of the *Gram Shikshan Mohim* or otherwise. This was for instance the case with Mithbav. Celebrations of full literacy were performed some years back in a few villages, e.g. Kawathe.³⁰ In Pusegaon and Visapur they have, it is reported, very nearly reached the target in 1963-64. In Malthan nearly 80 per cent of the total population was reported to be literate in 1964, in spite of the stagnation in school education during the earlier period up to 1961 as observed in earlier chapters. In Waghode, Maskawad, two peripheral villages of Bori centre and in some of the Devapur villages good work seems to be going on. But there is no activity at all in many other villages, and in some others it has stopped after partial fulfilment.

To sum up, social education activity is extremely uneven and much

³⁰ Some of these claims may be exaggerated, especially about female population. For instance one village where the celebration of full literacy had taken place in 1960 did not show even 50 per cent total literacy in 1961 census; and the female literacy as reported in the census was less than 40 per cent.

depends on the local initiative. Apparently the efforts started round about 1954-55 stagnated in a few years, but a new impetus was given in some villages by the *Gram Shikshan Mohim* started in 1961. The results of this latter campaign appear to have been impressive in a few villages. (But this would not be reflected in the figures given in our earlier chapters based on surveys and resurveys as it is a much later development.)

School and village

Before we end this account of the educational institutions in the villages under survey we shall record briefly the general impressions about the working of the primary schools and the interest taken by the villagers in their work. Except in a few small villages where the school meets in a temple or *chavadi* or in a rented place, most of the schools have their own buildings; most of them were built jointly by the village and the government or Zilla Parishad. The contribution of the village is usually one-third or more in the form of cash and *Shramadan* or voluntary labour. Contribution by the village towards the school building, known as Popular Contribution, appears to be a condition for obtaining the government or Zilla Parishad share. In a few places the village or some philanthropic persons or trust have borne an even larger share, sometimes even the full cost. Community development grants were also made available for school buildings, for instance, in Selu and Gulumb centres.

The quality of work in the village school naturally depends a great deal on the teachers and the interest taken by influential persons in the village. The effort of putting up a building for the school no doubt implies a minimum interest in the school on the part of the village people. But where this interest does not continue thereafter the school work appears to slacken and suffer. Most of the schools find their present accommodation insufficient for the growing number of pupils, and this problem can be solved only if the local population and the Zilla Parishad take active interest in solving it. In villages like Mithbav and Maskawad and villages in Gulumb centre where the village leadership takes keen interest, the schools, especially the big schools, are flourishing. In Mithbav a number of families have earning members in Bombay, well-placed in life, and many of them are actively interested in improving the educational facilities in their native village; in Gulumb, Ozarde and Kawathe there are prominent local persons who are also influential leaders in the taluka or the district, and so on. Normally the Gram Panchayat does take interest in the local schools. Sometimes the enthusiasm of some local busy-bodies oversteps the bounds of helpful interest and becomes a nuisance affecting adversely the day-to-day administration of the school. And in some villages there are factions and quarrels with a resulting neglect or even animosity towards the school. (Teachers in one school are

reported to have remarked to our investigator that local leaders visit school only when they intend to find fault with or to put obstacles in the working of the school !)

In many big schools the teachers are enthusiastic and the schools are working well. In others, especially smaller villages, they are devoid of interest and are apathetic and would like to be transferred to bigger places. In some cases the school has stagnated because the teacher does not live in the village but only attends it during the school hours, the reason given being lack of suitable accommodation or that the teacher is a native of a neighbouring village. In some schools (mostly small schools) the teachers complained about lack of minimum equipment in the school.

A closer liaison between the school and village panchayat (without undue interference in the day-to-day academic work), better teaching-aids and equipment, provision of at least minimum suitable accommodation in single-teacher small-school villages and a keener interest by the Zilla Parishad leadership appear to be the most important desideratives for effecting improvement in the working of rural primary schools.

CHAPTER 9

EDUCATION IN GULUMB : A CASE STUDY

IN THIS CHAPTER we shall give an account of the growth and development of literacy and education in one village, Gulumb, about which fairly detailed information was available to us.* The geographical location and other features of the village are briefly described in the note on Gulumb centre in Appendix B at the end. The following account should be read against the background of that note and the chapter on the history of primary education.

Early beginnings

It will be recalled that local bodies were established in urban and rural areas during the rule of Lord Ripon (Governor General of India from 1880 to 1884) and that limited powers and responsibilities were transferred to them in certain spheres of local administration. Primary education was one such subject. This led to the opening of new primary schools in rural areas during the subsequent years, and the school at Gulumb was started during this period, in 1887. Thus the present school at Gulumb is eighty years old. It is possible that an indigenous school or a private school might have been working in the village before 1887 but this could not be ascertained.

When the Gulumb school started, the primary school course in the Bombay Presidency consisted of the Infant Class and Standards I to VI; the seventh standard was added to the course in 1901-02 when the full primary course became an eight-year course. We do not know the number of pupils with which the school started. The school record as regards the number of pupils and other things is not very satisfactory till the year 1899. But we know that in 1899 the school had only one teacher and six classes (up to the fifth standard). During this period the annual promotion to the next class was based on an annual examination conducted by Inspectors of Schools belonging to the Department of Education. The results of the annual examination were recorded in an Inspection Book. Such an Inspection Book exists among the records of the school, and the first entry in the book shows that in 1899

* This chapter is based on the draft notes prepared by Prof. V. M. Dandekar tracing the development of Gulumb up to 1957-58. The author is indebted to him for making this material available and for permitting its use in this book. Information for the period after 1957-58 was collected by us in 1966 to bring this account up to date.

there were 72 pupils in the school, of which 46 appeared for the annual examination. There were no schools in the neighbouring villages of Vele and Chandak in this period, and it is possible that some of the pupils in the Gulumb school were from these villages.

Initial setbacks

It has been mentioned in the chapter on history that as a result of Lord Curzon's policy the Central Government again began to take active interest in primary education after 1901. The educated public opinion had also started demanding free and compulsory primary education. The government did not concede even the principle of compulsory education. But a number of primary schools were opened, among them a school at Vele in 1909, and another at Chandak in 1911. It seems, however, that the school at Gulumb was just plodding along during this period; it had not evoked much interest in education among the villagers. In 1907 there were only 51 pupils on the roll, of which only 23 appeared for the annual examination, a clear set-back when compared to the figures of 1899. Moreover the fifth standard was discontinued in that year reducing the teaching in the school to the Junior Primary Course.

The Inspection Book of the school records in 1913 that the birthday of the then Viceroy, Lord Hardinge, was celebrated in the school on the 20th of June when the school committee of the village met in the school and sweets were distributed to children. But this need not be indicative of the villagers' interest in school and in education. The occasion must have been officially inspired in order to offer felicitations to the Viceroy who had escaped an attempt made on his life by revolutionaries a few months earlier at the time of the Darbar procession in Delhi. In 1914 the number of pupils dwindled further, perhaps also because of the depletion caused by the new schools at Vele and Chandak, and the fourth standard was also closed down. It was reopened in 1918 but the school had still only 60 pupils on roll, of which 55 appeared for the annual examination. The school was now thirty years old and many pupils of its initial period must have had children of the school-going age. But this does not seem to have made a great difference. The education in the village had really not taken a stride.

Education evokes interest

A new period started from 1921 when education was transferred to an Indian minister from the elected element in the legislature, and a comprehensive Primary Education Act was passed in 1923. Compulsory education could be introduced under this Act in urban as well as in rural areas. (Actually, compulsory education had been introduced in Satara City in 1921

under the old Patel Act, but nothing was done to introduce it in the villages of Satara District until 1946.) But the situation began to improve during this period because of the change in the government policy and more so because of the rise in the political and social consciousness in the country. In 1924 the school in Gulumb had 60 pupils on its roll and 54 of them appeared for the annual examination; and the school still had only one teacher. In 1925 a second teacher was added to the school and the number of pupils began to increase. The greater attention and encouragement given to the education of the Scheduled Castes during this period also finds its reflection in the school record. For instance, it is recorded for 1928 that slates, pencils and books were distributed free to the children of the Scheduled Castes which in Gulumb mainly consisted of the Mahar community.²⁷

In 1930 the school had 90 pupils, of which 77 appeared for the annual examination. That the school had now definitely evoked interest in the village is seen from the fact that in 1930 the villagers decided to erect a school building through their own efforts. The school, when it first started in 1887, met in the house of one Govindrao Kulkarni and then for some years in the house of Mahadu Patne. After a few years it moved to the Maruti temple in front of the temple of Bhairav. The Maruti temple was a small place and obviously inadequate for 90 pupils which the school had on its roll in 1930. So the villagers built a structure around the Bhairav temple with 1,565 square feet of covered and enclosed space divided into five class-rooms, and 1,028 square feet of covered but open verandah. The school moved into the new building in 1931, and in that year the fifth standard was started again after a lapse of 23 years. One head master of this period, Appaji Hiraji Kumbhar, took keen interest in gymnastics and games, and the school acquired a gymnasium. In the year 1934-35, the Governor of Bombay Province paid a visit to Gulumb. For this occasion the villagers had built roads connecting Gulumb to Vele and to Kenjal. The sixth standard was added in 1937 and the school had now four teachers and 151 pupils.

Full-grade primary school

As mentioned in Chapter 2 the first popular Ministry came to power in 1937, and they adopted a number of new measures. Administration and inspection of primary schools were now taken over by the Department of

²⁷ The first Scheduled Caste (untouchable) students to join Gulumb school were two Mahar boys in 1892. The school had untouchable students off and on, and they were made to sit apart from others up to 1930 or thereabout. The social segregation in school gradually decreased in intensity and virtually ended after Independence. This is not to be confused, however, with social segregation in the village which still exists in one form or other.

Education. Changes were made in the system of examinations for promotion in the primary schools. Examinations now became internal, held by the teachers themselves; but the results of the examination and promotion were scrutinized by the Inspectors and the Administrative Officer to ensure that the promotions were fair and equitable. The Inspection Book continued to be maintained as a record of the result of the annual examination.

The school continued to grow and in 1940, with the addition of the seventh standard, it became a full-grade primary school. Up till now pupils who wanted to take the Vernacular Final Examination (renamed as Primary School Certificate Examination since 1937) at the end of the seventh standard had to join schools outside Gulumb, the nearest being in Surur at a distance of three miles. Such pupils were, naturally, few in number. Now it was possible to complete the full primary course in Gulumb itself and appear for the P.S.C. examination. The school had taken 53 years to reach this stage, and passed through a number of ups and downs before reaching it. In 1940 the strength of the school was 4 teachers and 140 pupils, but the average daily attendance was as low as 85. It seems the habitual absentees were removed from the roll in the next two years, for in 1942-43 there were only 117 pupils but the average attendance was still 86. Next year it came down to 108 pupils on the register with an average attendance of 73, a decrease which was probably due to the disturbed conditions in the district during Quit India movement of 1942-44. In 1943 out of the four teachers in the school one was a Brahmin, the second a Maratha, the third a Muslim and the fourth a Christian! None of them belonged to Gulumb; they came from their nearby native villages like Surur and Kenjal and attended school during working hours.

Year of first survey

This brings us to the year of the first survey (school-year 1943-44) when the school had already completed its 55th year. This means that there had been a school in Gulumb in the life-time of most of its senior inhabitants. But the survey information shows that only 341 of the 952 men and 26 of the 949 women were literate in that year.³⁸ (They include 87 boys and six girls who were reported to be attending the Gulumb school. The school register had 108 names, 91 boys and 17 girls; apparently 15 of them, four boys and 11 girls, never attended after registration!) The percentages of male and female literacy were therefore 35.8 and 2.8 respectively in 1943.

³⁸ These figures will not tally with figures in the earlier chapters because they also include members of Gulumb households staying away in Bombay and other places for employment. In other words they are members of the reconstructed entire households.

Male literacy in 1943

It is instructive to analyse the literacy in Gulumb in 1943 by age-groups as follows. The figures then indicate the progress in literacy, achieved in successive periods of 15 years.

<i>Age-group</i>	<i>Literacy among men</i>	<i>Literacy among women</i>
8 — 17	62.7	6.5
18 — 32	51.9	3.7
33 — 47	35.3	} 0.7
48 — 62	19.8	
63 and above	19.6	

In the first place this clearly shows that the younger people are more literate than the older ones. Secondly, we can now consider the age-group 18-32 which will have attained the maximum possible literacy in that generation, since nobody will be ordinarily joining school as fresher after he is 18 years of age. Since the age-group 33-47 in 1943 was the age-group 18-32 in 1928, by a throw-back procedure, the table above helps us to construct figures for literacy in this age-group of 18-32 at successive points of time in the past. Thus one has the following figures for literacy among men in the age-group 18-32 in successive periods at an interval of 15 years.

<i>Year</i>	<i>Inferred literacy among men of age-group 18-32</i>
1898	19.6
1913	19.8
1928	35.3
1943	51.9

This throw-back method is based on two or three assumptions; that mortality and migration did not depend on literacy and that literates did not ordinarily lapse into illiteracy. The first was unlikely and investigations showed that the third did not take place. It was further found that migra-

tion was very little in the period prior to 1943, and there was no evidence of differential migration. Since most of the literates were educated at Gulumb, these figures reflect the progress in literacy which had taken place in the village from 1898 to 1943. The inferred figures generally agree with the history of the school described above. Thus we may summarize the situation about male literacy up to 1943 as follows: it reached 20 per cent in 1898 and stagnated at that level for the next 15 years, after which it steadily rose at the rate of one per cent a year till 1943.

Female literacy in 1943

Compared to men, the Gulumb women were almost illiterate in 1943; only 26 women were literate out of whom six were girls in school. Since girls from Gulumb have mostly married out and older women in Gulumb have married into Gulumb, it will not be appropriate to attempt a throw-back and thus try to trace the progress of female education in the village. But this can be gauged otherwise, by considering the number of girls attending school. The school records show that the first girl pupils joined school within six years of its starting and that in 1898-99 there were five girls attending school regularly; two were Brahmins, two Tambolis (trader families) and one from a Dhangar family who wove and sold indigenous blankets, (*ghongadi* or *kambali* in Marathi). That a group of five girls was in school in those early years was no doubt an exceptional situation. Further figures show that although the number of girls on roll was often as high as 20, those who regularly attended were very few and comparable to the figure 6 of 1943. So education of girls had not made much headway during forty-five years; most of the villagers, except a few householders belonging to advanced classes, had not got over their prejudices or inhibitions in this respect in Gulumb even in 1943.

Education of boys was far more widespread in 1943, but it was nowhere near its goal. In that year there were 121 boys of the age-group 7-11, but 64 of them did not go to school. (Among them were 11 of the 12 boys of that age-group in Kochalewadi. Kochalewadi is beyond the Chandraganga stream, and the school at Kenjal was more convenient to them than the Gulumb school. But even that school was a mile away, and only one out of the 12 boys joined the school.) Compulsion had not yet been introduced and the major social groups, especially the poorer and backward strata among them, had not yet been drawn towards education. Another local factor which must have definitely operated against the popularization of education was that none of the four teachers lived in the village. They were in Gulumb only during the school hours and this was not conducive to developing closer contact with the village population.

Further improvement

The situation altered in 1944-45 when a new head master came to live in Gulumb. The subsequent improvement can be seen from the following figures. Both the number on roll and attendance improved and stabilized.

Year	Number on roll			Average daily attendance
	Boys	Girls	Total	
1943-44	91	17	108	73
1944-45	120	20	140	101
1945-46	121	19	140	115
1946-47	126	17	143	118

In 1946-47 the school gained one more teacher so that there were now five teachers of whom three were trained. It will be seen, however, that the increase was only in the number of boys; the number of girls remained at the same low figure as before.

As mentioned in the chapter on history the Congress Ministry which re-assumed power in 1946-47 started implementing the programme of compulsory education of boys and girls of age-group 7-11 by stages in villages with a population 1,000 and above. So the scheme was introduced in Gulumb in 1947 and all children of age-group 7-11 were covered by it by 1950-51. Under this scheme the Infant Class was abolished but it continued to remain in the Gulumb school under the name of Standard I-A or some other form till 1949-50 and it was finally abolished in 1950-51. The duration of the junior primary course was thus reduced to four years. Education up to the first four standards now became free for all children. Formerly it was free for girls and for boys under certain categories; others had to pay fees.

After the introduction of compulsory education

When the compulsory education scheme was introduced, as in other villages an intensive drive was made to enrol all children in the age-group 7-11 after taking a complete count of them. The following figures give the picture of the entire implementation of the scheme. In four years the strength of the school increased to almost double its former size, but it is clear that the enrolment of girls was far short of the mark. Although the

Year	Number on roll			Average daily attendance
	Boys	Girls	Total	
1946-47	126	17	143	118
1947-48	149	53	202	129
1948-49	170	104	274	171
1949-50	171	98	269	173
1950-51	179	85	264	171

total attendance stabilized round about 170, its proportion to those enrolled was less than before, indicating that a large number of children had merely their names on the muster but did not in fact attend school. This was particularly so in the case of the girls.

There were no doubt many difficulties. Efforts of the special attendance officers appointed to persuade and enforce compulsion proved ineffective and the posts were soon discontinued. The school building around the Bhairav temple, built 20 years earlier, was inadequate for accommodating a hundred more children. To get over this difficulty the first two standards began to meet in two shifts, girls in the morning and boys in the afternoon. The staff position was also not satisfactory. Only one more teacher was added during the period, bringing the total number of teachers to six, of whom only two were trained. Their number was clearly inadequate for the task of bringing all the enrolled children to school and of teaching them.

If we examine the attendance and other figures for the school during the period 1951-59, given below, it seems that the initial enthusiasm about

Year	Number on roll			Average daily attendance	Teachers	
	Boys	Girls	Total		Total	Trained
1951-52	159	81	240	172	6	2
1952-53	165	59	224	141	6	2
1953-54	189	29	218	157	6	2
1954-55	202	30	232	178	7	4
1955-56	217	100	317	221	7	4
1956-57	237	109	346	257	8	5
1957-58	213	133	346	256	8	6
1958-59	245	157	402	290	9	8

compulsion soon wore off. The pupils who were very irregular in their attendance either withdrew or their names were struck off the register. While the number of boys increased steadily, so far as the girls were concerned, in 1953-55 the situation returned to what it was before the introduction of compulsion in 1946-47! In other words the importance of educating the sons was realized by most people in the village, but they were not yet enthusiastic about educating their daughters.

Girls' education takes start

Perhaps the problem was not that simple. As the number of teachers, and trained teachers among them, increased after 1954-55, the number of boys began to show a steady increase. The enrolment of girls, it seems, required the presence of a lady teacher in the school. For it had a sudden spurt after the school secured its first lady teacher, when a teacher couple came to the Gulumb school in 1955-56. Since then there has always been a lady teacher in the school till 1965. The number of girls in the school went on steadily increasing so that in 1958-59 it was five times the number of girls in 1954-55. Thus it took almost ten years after the introduction of compulsory education before the girls' education could make headway in Gulumb. The presence of a lady teacher in the school was without doubt an essential factor in this process.

The steady increase in the number of pupils created inevitably the problem of accommodation. As mentioned earlier, the first two standards were already meeting in two shifts. With further increase in 1955-56, some classes began to be held in the Maruti temple where the school was held before 1931. But even this improvisation soon proved inadequate and a new structure became absolutely necessary. This was built in 1958 on a plot of land outside the village site but close to it. The finances came partly from the Community Development Block administration and were partly collected by the villagers, the major share coming from the Gulumbers in Bombay. The new building provided only two class-rooms. So now the school met in three places, the main school building around the Bhairav temple, the Maruti temple and the new school building.

Year of resurvey 1958-59

We shall now have a more detailed look at the educational situation as it existed in Gulumb in 1958-59, the year of the resurvey, and compare it with the situation 15 years earlier at the time of the first survey. The population of the village had no doubt considerably increased, but literacy had also considerably increased. Out of 1,301 male population in 1958, 692

were literate and 198 of the female population of 1,244 were literate*. This means in the 15 years from 1943 to 1958 male literacy rose from 35.8 to 53.2 and female literacy from 2.8 to 15.9. It is instructive to go through the age-wise analysis as before. The figures are as follows.

<i>Age in years</i>	<i>Male literacy (per cent)</i>		<i>Female literacy (per cent)</i>	
	1943	1958	1943	1958
8—17	62.7	90.0	6.5	48.4
18—32	51.9	80.2	3.7	20.7
33—47	35.3	52.6	0.7	5.6
48—62	19.8	37.4	—	0.6
63 and above	19.6	17.0		

On examining the literacy figures for men, the literacy figures for age-groups above 33 for 1958 are found almost to coincide with those for age-groups above 18 for 1943 thus supporting the throw-back procedure followed earlier for estimating the extent of literacy in the earlier periods in Gulumb. (This does not apply to women where the age-group above 18 consists of those who are married into Gulumb.) Secondly, in the period from 1943 to 1958 male literacy in the age-group 18-32 increased from 51.9 to 80.2, the rate of increase being two per cent per year, double the rate of the previous 15-year period. Again literacy figures 80.2 per cent and 90.9 per cent, for age-groups 18-32 and 8-17 respectively for 1958, show that the expansion of education including enforcement of compulsory education was nearing its objective of full literacy among the younger people.

In 1943, literacy among women in the age-group 18-32 was 3.7. In 1958 it was 20.7. The progress of education among women was slow, at the rate of about one per cent per year, and compared to men they had only made a beginning. But the important point is that they were on the move. As mentioned above this is not the result of the educational effort in Gulumb itself but reflects the general rise in female education in the surrounding rural areas. In Gulumb itself the effort was quite impressive; the literacy percentage in the age-group 8-17 increased from 6.5 in 1943 to 48.4 in 1958. It is clear that women will not now take all that long period which men had taken to achieve literacy of the order of 90 per cent.

* See footnote 38.

We have observed (in the village notes in Appendix B) that the Marathas constitute the overwhelming majority in Gulumb; the Scheduled Castes are about 10 per cent and the other caste-groups are almost insignificant. So the advance of education in Gulumb primarily means its advance among the Marathas. The Scheduled Castes and the Backward Class castes lag behind them and all other castes are more advanced than them. This is the general pattern observed in both survey and resurvey, that is, in 1943 and 1958.

Enforcement of compulsion in 1958

Let us now examine the situation as regards the enforcement of compulsory education in 1958. In 1958 only 24 of the total number of 196 boys of the age-group 7-11, that is about 12 per cent, did not attend school. This percentage was over 50 in 1943. Scrutinizing the cases of the defaulters in 1958 one finds that 10 of them belonged to Mahars (now Nava Bouddhas) and five to partially settled communities like Kaikadis, Vadars and Dhangars. The default of the latter is explained by the unsettled character of the occupation of the father. But in the case of Mahars the reasons were just dire poverty and the social neglect on the part of the village. Education had made very little progress among these communities even after the introduction of compulsory education. From among the remaining households having 160 boys of the age-group 7-11, only nine did not join school; two of them were physically disabled, one mentally handicapped, and one a case of parental poverty and neglect, so that there were only five boys whom their parents could have sent to school but did not. Even at Kochalewadi the situation had vastly changed from 1943; all the 15 boys there in the age-group 7-11 attended the school at Kenjal. In short, primary education of boys was now considered a must by large sections of population at Gulumb.

The situation as regards girls' education was, however, different. Definite progress was no doubt registered during the four or five years previous to 1958; the enrolment rose from 30 in 1954-55 to 157 in 1958-59. But about a third of them did not attend school; only their names were on the register. Out of the 189 girls of the age-group 7-11 only 55 per cent were in school. That is the girls' education was at the same stage in 1958 at which the boys' education was fifteen years ago in 1943. The default was of course the largest in the economically and socially backward sections of the population. For instance there was only one girl in school from Mahars (Nava Bouddhas). Therefore the objective of universal education was still rather remote. Nevertheless, girls' education was no doubt on the move, and considering the rapid pace of recent years, one would expect

a much shorter period than 15 years to achieve the same progress as boys in the near future.

Greater awareness of education

The principal objective of the introduction of compulsion was to make the primary education up to the fourth standard universal. We observed above that it was fairly effective in its operation in 1958 so far as the boys were concerned. This led to a spread of literacy and primary education in the village. But this was not all. There was now a far greater awareness of education (apart from mere literacy) than in 1943. This is seen from the following break-down of the educands of Gulumb in 1943 and 1958 by standards reached in school.* In 1943 only seven boys had progressed beyond the fifth standard and there was none who had reached the high

<i>Standard</i>	<i>Boys in 1943</i>	<i>Per cent</i>	<i>Boys in 1958</i>	<i>Per cent</i>
I to IV	70	76.9	165	59.2
V	14	15.4	39	14.0
VI and VII	7	7.7	40	14.3
High School	—	—	35	12.5
Total	91		279	

school stage. In 1958, 75 boys, which is more than one-fourth of 279 educands, were schooling in the VI standard or above.³⁹ Moreover 35 of them, that is, one-eighth of the total number of educands were studying in high school or in higher institutions. Out of these 35, one was doing radio technology in Bombay and another was in the Military Academy at Dehra Dun and the remaining 33 were in high school: six in Surur, 17 in Wai, seven in Bombay and three at other places. The nearest high school was at Surur, three miles away from Gulumb, and was only recently started. Many of them joined the much older high school at Wai which is 10 miles away from Gulumb. Naturally they could not go there every day; so they lived in Wai and managed their own cooking. They were determined to

* See footnote 38.

³⁹ This process must have been helped by a more liberal policy about fees for standards V to VII adopted during this period which made education free for most pupils. Education was already free for everybody up to IV standard since 1947. It became free for everyone up to VII standard in 1959.

have the high school education.

It is interesting to have a look at the caste composition of the 35 high school boys of 1958; eight of them were Brahmins, 20 were Marathas (farmers), three were Dhangars (blanket-makers), two Kasars (bangle-sellers), and one each was a Mahar (Nava Bouddha) and a Mang (rope-maker). So although the advance of education was still confined to the traditionally advanced communities to some extent it was slowly beginning to spread towards the backward communities.

Education of girls in 1958

Let us now investigate the progress of education of girls. It was observed above that the enrolment of girls in 1958 was comparable to the enrolment of boys in 1943. Analysing the figures by standards, however, it is found that the advance of education among girls was not very fast. Only a few girls had advanced beyond the Junior Primary Course of the first

<i>Standard</i>	<i>Boys in 1943</i>	<i>Per cent</i>	<i>Girls in 1958</i>	<i>Per cent</i>
I to IV	70	77.0	107	92.2
V	14	} 23.0	2	} 7.8
VI	2		3	
VII	5		4	
Total	91		116	

four standards in 1958. It is true that the education of girls had clearly got going from 1954-55. But there is no doubt that the tendency to withdraw older girls from school still prevailed to a very large extent in 1958. Even then there was definite progress over the situation fifteen years ago when only six girls attended school regularly and all of them except one were either in the Infant class or the first standard. At that time, in 1943, there was only one exception to this general rule. This was a daughter from a forward-looking Muslim family who believed in educating their girls as well as their boys. This girl, their eldest daughter, was in Standard VII in 1943. That is, she was already in school for seven years which was very exceptional indeed in those days. Now in 1958 there were nine girls in Standards V to VII, three Brahmins, four Marathas (farmers), one Sonar (goldsmith) and one Dhangar (blanket-maker). Of the four girls in Standard VII, one was a daughter of a Brahmin teacher in the Gulumb school and two had their

fathers working in mills in Bomay. So the education of girls in 1958 in the real sense was still very selective in Gulumb and had just begun to move. The large enrolment in the primary classes had not yet effectively advanced to the higher standards.

Education in the adult population in 1958

We shall now consider the changes that the spread of education had brought about in the adult population, those of age 18 years and above. While only 250 men above 18 had some sort of schooling in 1943, there were 456 such men in 1958*. Not only were the latter large in number and in proportion to the total population (56.9 per cent as against 35.8 per cent) than the former but they were also educationally more advanced. This is seen from the following figures. In 1943 those who had completed

Standardwise classification of men

<i>Standard completed</i>	<i>Men in 1943</i>	<i>Per cent</i>	<i>Men in 1958</i>	<i>Per cent</i>
I	10	4.0	10	2.2
II	42	16.8	48	10.5
III	42	16.8	61	13.4
IV	69	27.6	114	25.0
V	41	16.4	64	14.0
VI	22	8.8	50	11.0
VII	22	8.8	74	16.2
High School	2	0.8	35	7.7
Total	250	100.0	456	100.0

the VII standard were only 24, less than 10 per cent, and only two of these 24, both Brahmins, had higher attainments. Even they had not progressed beyond VIII and IX standards respectively. Conditions had changed during 15 years. In 1958 out of the men who had gone through school 109, that is nearly 25 per cent, had completed the VII standard, and 35 of these 109 had higher attainments. The caste composition of the 35 men was as follows: five Brahmins, 14 Marathas (farmers), five Dhangars, three Mahars, two Muslims and one each a Sonar, a Nhavi (barber), a Shimpi

* See footnote 38.

(tailor), a Koli (water-carrier) and a Mang. The following break-down of these 35 by stage of educational attainment is instructive. This means that 15 of these 35 had definitely attained a higher stage in education.

Standard VIII	8
" IX	4
" X	3
" XI	5
Matriculates (S.S.C.)	10
Intermediate (in College)	1
Teacher's training (after VII)	3
Teacher's training (after S.S.C.)	1
Total	35

Effect of education on occupations

It is instructive to examine how and to what extent education changed the occupation of the educated in Gulumb. Education up to Standard IV in a primary school makes a person literate with a fair proficiency in the three R's. Anything further may be considered a real educational attainment especially if he completes the VII Standard. For many decades the passing of the public examination at the end of Standard VII was considered an adequate qualification to join the subordinate public service such as the primary school teacher, the Talathi (or the village record-keeper), the surveyor and similar services. In fact till 1905 this examination was called a Public Service Examination of some sort or the other. After 1905 it was called Vernacular Final Examination and in 1940 it was renamed as the Primary School Certificate (P.S.C.) Examination. After the popular ministries came to power, and especially after Independence, much thought was given to the contents of primary education. Syllabi were revised, and, as mentioned earlier, many primary schools were converted into Basic Schools or Jeevan Shikshan Mandirs. The Gulumb school became Basic in 1956-57 with carpentry and cardboard work as the Basic craft. It can be safely assumed, however, that in the period previous to 1958 the P.S.C. examination was still looked upon in Gulumb and elsewhere as an opening to lower governmental or similar services.

It was observed earlier that in 1943 there were 24 men who had passed the P.S.C. examination. Out of them 15 were still living in the village and

following the traditional occupations. Ten continued as farmers; one, a Dhangar, continued to weave indigenous blankets; one, a Brahmin, continued to do his traditional occupation in the village; two others were Marathas of whom one started a grocer's shop and the other worked on a sewing machine as a tailor; and finally the last one, a Brahmin, engaged himself in small trade in agricultural commodities. Although education may have played an indirect role in the case of the last three in their opening out on new lines, many others in the village, without similar educational attainment, were also following similar occupations in the village. So in the case of the 15 who stayed in Gulumb, the passing of the P.S.C. examination had not made much of a difference in their occupations. Nine others who moved out were in Bombay; four working in textile mills (two Mahars, a Maratha and a Brahmin); one, a Maratha, was doing odd jobs involving physical labour in a grain-dealer's shop; a Nhavi was working as a barber; and finally two men, Marathas, had become policemen. The passing of the P.S.C. examination was perhaps directly useful in the case of the last two; in the case of others it may have played only an indirect role.

In 1958 more than a hundred men had completed Standard VII (that is the P.S.C. level) and 35 had progressed further. Instead of following all of them, which will be obviously very elaborate, we shall follow only the latter 35 in their occupations. The biggest group among them is that of 10 primary teachers; three of them came to Gulumb from other places, and seven belonged to Gulumb. Out of the seven from Gulumb, two were working in the Gulumb school and the remaining five in various other villages; three of them were Dhangars, and one each was a Maratha, a Mahar, a Koli and a Muslim. From the remaining 25 there were seven who lived in Gulumb and pursued more or less their traditional occupations. Three who were sons of Maratha farmers continued farming but did not like it over much; another three a Brahmin, a Nhavi and a Muslim, followed their ancestral occupations; and the seventh, a Dhangar, was running a shop. This accounts for 17 out of the 35 who had attained high school education. The remaining 18 had gone out for jobs: 11 were in Bombay and the others at Poona, Wai and Kolhapur. Classified by occupation they were: textile mill workers three; hotel worker one; shopkeepers four; bus conductor one; clerks four; shop assistant one; peons two; army one; jail warder one. In many of these cases their high school education must have been at least partly relevant to their present employment.

The same analysis for 1958 for women above the age of 18 years who had gone through a school gives the following figures. It is clear that this compares favourably with the men in 1943, since the percentage of women completing the VII standard in 1958 in Gulumb was 11.6 while that of

<i>Standard completed</i>	<i>Number of women in 1958</i>	<i>Per cent</i>
I	7	5.8
II	33	27.3
III	24	19.8
IV	36	29.7
V	3	2.5
VI	4	3.3
VII	11	9.1
High School	3	2.5
Total :	121	100.0

men in 1943 had been 9.6. Amongst the 14 women one was a school teacher who had come from outside to the Gulumb school. Out of the remaining only two were from Gulumb, the others were married into Gulumb and therefore had their education elsewhere. One of them was the wife of a school teacher who was working in Gulumb, while she worked as a teacher at another place. Leaving out the two school teachers, from amongst the remaining 12 only one was doing a job, a clerk in Bombay. The remaining all stayed at home working in the house: six in Gulumb, two in Bombay, two in Poona and one in Wai. We can therefore say that education of women had affected very little their occupations in Gulumb in 1958.

Looking at the educational progress in the period from survey to resurvey one is left in no doubt about the big changes brought about by the expansion of education. This had inevitably brought about a remarkable change in the village elite, both in its strength and its composition, and consequently considerable shifts in the cultural life of the village.

This was the picture in 1958, with a promise of further progress in the future. What is the situation today, in 1966? To see the progress of the last eight years a rapid count was taken recently and the salient features of this investigation will be briefly described below.

Educational situation in 1966-67

In 1966-67 the population had increased further; there were now 1,470 men and 1,414 women*, and out of them 971 men and 449 women were

* See footnote 38.

literate. This means that during the eight years from 1958-59 to 1966-67 male and female literacy increased from 53.2 per cent to 66.1 per cent and from 15.9 per cent to 31.8 per cent respectively. Analysing by caste one finds that illiteracy is more prevalent in the Scheduled Castes (mainly Mahars or Nava Bouddhas) and in the Backward Class caste-groups (Kaikadis, Vadars, etc.). But every caste-group has made progress during the eight-year period. If we examine literacy in the two important age-groups, 8-17 and 18-32, and compare it with that in 1958-59 we have the following figures.

<i>Age-group</i>	<i>Male Literacy (per cent)</i>		<i>Female Literacy (per cent)</i>	
	1958	1966	1958	1966
8 — 17	90.9	96.8	48.4	76.6
18 — 32	80.2	87.4	20.7	32.6

Literacy among boys in the age-group 8-17 shows that the spread of education has almost achieved its objective of complete literacy; there are only 11 illiterate boys in the total number of 344 boys of this age-group. Looking into them we find that these 11 consist of two Kaikadis, three Vadars, two Marathas and one each a Koli, Mahar (Bouddha), Dhangar and Ramoshi. One of them is dumb and the three Vadars pleaded they did not join school because they did not know Marathi (which was merely an excuse for neglect). The others did not join school because of poverty and neglect. Four of them are working, one in Bombay, the other three as farm servants in Gulumb.

Substantial increase in literacy has also been registered among the girls in this age-group, from 48.4 per cent in 1958 to 76.6 per cent in 1966. Thus the increase of more than three points per year has taken place during these eight years, a very rapid pace indeed. Scrutinizing the 79 illiterate girls in this age-group we have the following figures. So we know that the sections

<i>Caste-group</i>	<i>Number of girls in age-group 8-17</i>	<i>Illiterates amongst them</i>	<i>Percentage</i>
Marathas	264	51	19.2
Backward class caste-group	17	13	76.5
Scheduled castes	27	11	40.7
Other castes	29	4	13.8
Total	337	79	23.4

of the society where female literacy is slow to penetrate are the socially and economically backward communities.

The adult age-group 18-32 has also progressed but not as rapidly as was expected. While men are on their way to achieving full literacy, women are still appreciably behind. It is true most of the women in this age-group are married *into* Gulumb. If it is assumed, however, that the progress of literacy among the girls of age 8-17 observed above is a general phenomenon in the surrounding rural areas and not merely confined to Gulumb, there is no doubt that literacy among women in the age-group 18-32 will show a comparable rise in the next ten years.

Progress of Gulumb school during 1958-1966

This progress in literacy, especially in the age-group 8-17 has to be viewed against the background of the progress of the Gulumb school. The enrolment and attendance figures for the period 1958-59 to 1965-66 are given below. So except for the natural increase in population the enrolment in school appears to have stabilized (about the figures 270 boys and 150 girls). Attendance has greatly improved during this period, which is an indication that the people in Gulumb are now much more convinced about the usefulness of education to their children and are more watchful about it.

The enrolment of girls, compared to that of the boys, is still rather low and has not improved during the last eight years. This is not merely due to apathy on the part of many parents towards the education of their

Year	Enrolment			Average daily attendance	Teachers	
	Boys	Girls	Total		Total	Trained
1958-59	245	157	402	290	9	8
1959-60	237	165	402	278	9	8
1960-61	252	150	402	293	9	8
1961-62	252	142	394	314	9	9
1962-63	250	119	369	327	11	10
1963-64	270	144	414	329	11	11
1964-65	275	142	417	351	10	10
1965-66	270	149	419	352	9	8

daughters which no doubt still exists to a considerable extent. But the smaller number of girls in the school relative to boys is also due to the early withdrawal from school as they grow up. This is seen from the

following figures of the pupils in the school by their standards for the year 1965-66. The same fact is also observed from the following analysis of

<i>Standard</i>	<i>Boys</i>	<i>Girls</i>	<i>Standard</i>	<i>Boys</i>	<i>Girls</i>
I	30	26	V	35	24
II	34	39	VI	36	7
III	56	30	VII	37	1
IV	52	22			

boys and girls of age-group 8-17 for 1966 classified under the categories : (i) too 'young' to join school (according to the parents); (ii) attending school; (iii) withdrawn from school; and (iv) never joined school. In the case of girls, about a quarter of them were not sent to the school at all. But at least an equal number was withdrawn early from the school. This means

	<i>Too 'young' to go to school</i>	<i>Attending school</i>	<i>With-drawn</i>	<i>Never joined school</i>	<i>Total</i>
Boys	—	298	35	11	344
Girls	4	149	105	79	337

that even those parents who send their daughters to school are still not very enthusiastic about educating them beyond Standard IV or V. They would rather see them married off early enough.

Compulsory education in 1966-67

What is the situation in 1966 as regards compulsory education? Out of 191 boys of age-group 7-11 only four did not attend school. One of them, a Maratha, is seven years old, and his parents still think of him as too young to go to school. Another, a Dhangar, is nine, and his family has neglected his education. The remaining two are Vadar boys aged 8 and 10. The excuse given by their parents was that they did not know Marathi; but there are six other Vadar boys of the same age-group in the school! But the important point to note is that during the eight-year period, compulsory education has moved closer to its objective of entire enrolment. Almost everyone in the village now accepts that his son has to join school.

In the case of the girls, however, Gulumb is still away from realizing the objective of universal primary education. Of the 170 girls of age-group

7-11 in 1966, only 132 are in school, which is 77.6 per cent. This is no doubt an increase from 55 per cent enrolment in this age-group in 1958, but it is clear that further efforts are necessary. Investigating the cases of the 38 girls of this age-group who are not in school we have the following figures by caste-groups.

<i>Caste-group</i>	<i>Total number of girls in age-group 7-11</i>	<i>Number in school</i>	<i>Percentage</i>
Marathas	129	22	17.1
Backward Class castes	9	8	88.9
Scheduled Castes	15	4	26.7
Other caste-groups	17	4	23.5
Total	170	38	22.4

So it is the Backward Class group, Vadars and Kaikadis, who are least reconciled to the education of their daughters. Classifying these 38 girls by the reasons given by their parents for not enrolling them in school it was found that one of them was blind, one was mentally handicapped, four were considered "too young" to go to school, 31 were required to help the family for household work or tending cattle, and one Vadar, whose parents gave their usual reason that their daughter was not enrolled as they did not know Marathi. It seems that many among the socially and economically backward sections of Gulumb have not yet accepted that they must educate their daughters along with their sons. This realization may very well come to them during the next few years.

It should be mentioned before leaving this topic that a register of children of this age-group in the village was maintained by the teachers ever since the introduction of compulsory education, and it was brought up to date every year. But this practice has been discontinued for the last four years.

Spread and deepening of education

During these eight years not only literacy but education as such has also increased. This can be seen from the following analysis of educands in 1966 by the stages of their educational attainment—the standard they are studying in school. The educands, both boys and girls, have not only increased in number during 1958 to 1966, but their number relative to

the respective populations has also increased; they are respectively 26.9 per cent and 14.1 per cent in 1966 as against 21.4 per cent and 9.3 per cent in 1958. While there were 35 boys (12.5 per cent of the educands) in high

<i>Standard</i>	<i>Boys</i>	<i>Per cent</i>	<i>Girls</i>	<i>Per cent</i>
I to IV	176	44.4	137	68.8
V to VII	123	31.1	44	22.1
High School	93	23.5	18	9.1
Beyond S.S.C.E.	4	1.0	—	—
Total	396	100.0	199	100.0

school in 1958, there are now 93 in high school, almost one fourth of the educands. Only 13 of them are living in Bombay and other towns; the remaining 80 receive high school education in Surur or in Wai. Four boys are continuing their education after passing the S.S.C. Examination; three of them are Marathas, two in Arts colleges in Wai and Satara and one in the Engineering College in Poona, and one, a Brahmin, is in college in Poona.

Compared to boys, girls have not yet progressed to the higher standards in school to this extent. Most of them are withdrawn from school as they grow up. But some have managed to climb the higher reaches of the educational ladder. There were no girls in high school in 1958; now there are 16 girls in high school; four in Bombay, two in other towns and 10 in Gulumb. Amongst them one each is a Brahmin, a Sonar and a Kasar, and the rest are all Marathas. It should be remembered that there is no high school at Gulumb; so those in Gulumb walk for it to Surur 2 to 2½ miles away.

The desire for high school education has therefore taken firm root in Gulumb especially among boys. The E.B.C. concessions introduced in 1958 have no doubt played a considerable role in this development. (See Chapter 2 on History.) The demand for places in high school has greatly increased with the result that the high school at Surur is already finding it difficult to accommodate all the new entrants from Gulumb and other surrounding villages and there is a proposal that high school classes starting from Standard VIII should be introduced in Gulumb. Among other things this will necessitate additional class-rooms. If this and other difficulties are met Gulumb may soon provide high school education.

Let us now examine the educational attainment of men and women who

have passed through school and are no longer receiving education.⁴⁰ There are 565 such men and 244 women in Gulumb in 1966. Classifying them by standards attained in school we obtain the following figures. Comparing

<i>Standard completed</i>	<i>Men</i>		<i>Women</i>	
	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>
I to IV	225	39.8	156	63.9
V to VI	137	24.2	59	24.2
Passed VII	97	17.2	24	9.8
High School or Training College, etc.	74	13.1	4	1.6
Passed S.S.C.E.	32	5.7	1	0.4
Total	565	100.0	244	100.0

them with the figures for 1958 it is evident that greater proportions of both men and women have achieved higher educational attainments in 1966. No less than 203 men have now passed at least standard VII, 106 of them have gone beyond this stage and 32 of them have passed the S.S.C. Examination. In 1958 only three men in Gulumb had passed the S.S.C. Examination. In the case of women, while in 1958 only 14 women had completed the seventh standard, in 1966 there are 29 such women and one of them has passed the S.S.C. Examination. The progress in both cases during the last eight years has been much faster than in the previous years.

Occupational change

What is the occupational distribution of these men and women who possess these higher educational attainments? For the 1958 data we considered for this purpose all those men (35 in number) who had some sort of education in high school or in other institutions after Standard VII. Now in 1966 there are 106 such men; so we shall confine our attention only to those 32 amongst them who have passed the S.S.C. Examination. They

⁴⁰ It seems adult education, that is, education outside school, was only fitfully attempted in Gulumb in spite of the reported existence of adult literacy classes. In 1966 only 10 men and six women were reported as literates without having formal school education. At the same time it was reported that in the home literacy classes conducted by students under the guidance of school teachers there were eight men and 22 women in 1965 and nine men and 104 women in 1966. If this effort persists the backlog of illiteracy among women should soon disappear,

belong to all castes : three Brahmins, 15 Marathas, six Dhangars, three Mangs and one each a Nava Bouddha, Kasar, Sonar, Koli and Muslim. This means that high school education is spreading among all sections of the village society in Gulumb. Only one of them continues to live in Gulumb working on his farm. The rest are all scattered elsewhere. Classified by occupation they are : Seven primary and one secondary school teacher; nine clerks or in similar positions in government or private offices; one in navy and two in air force; two policemen, three in radio companies, one in textile mill, one in an automobile tyre company, two bus conductors in the BEST organization, and one running his own restaurant. All the last ten are in Bombay. The remaining one is unemployed and is seeking a suitable job. There is now hardly any doubt that the progress of education is leading young men from Gulumb into the cities and into urban occupations. It should be remembered, however, that all these men are much more educated than the group of 35 whom we considered for 1958 where only three of them had passed the S.S.C. Examination.

Out of the 29 women in Gulumb in 1966 who have passed the seventh standard, three have also spent a year or two in high school, one has completed two years' training course as primary teacher, and one has passed the S.S.C. Examination. There are seven Brahmins (including the one who has done the S.S.C.E.), 15 Marathas (including the one who has done the teachers' training), four Dhangars, two Muslims and one Koli. Only three of them, two Brahmins and one Maratha, are occupied in service elsewhere. One is a primary school teacher in Wai, the other two are in other taluka towns, one (who has passed the S.S.C.E.) is a clerk in a family-planning centre, and the third is a clerk in a Social Welfare Centre. The remaining are all at home (21 in Gulumb and six in Bombay or elsewhere) occupied in domestic work or as helping hands in farming and allied occupations. All the three women employed in service are married *out*. From the remaining 26 women 19 are married *into* Gulumb. But the remaining eight are Gulumb girls, all between 15 and 18 years of age, waiting to be married. Therefore in 1966 women's education had not yet spread out to all sections of population in Gulumb, nor had it much affected their traditional rural occupations. From what we have observed above in the case of men the passing of the S.S.C. Examination now appears to be the 'critical' stage for bringing about change and diversification in occupations. The progress of education among women has begun only recently in Gulumb. Perhaps when more women have more education, (there was only one with the S.S.C. in 1966), there will also be changes in their occupation structure.

There is no doubt, however, that education already attained has considerably affected the traditional pattern of life and human relationships in rural households and in the village society.

CHAPTER 10

SUMMING UP

THE GROWTH of literacy and education in the rural areas of Maharashtra during the post-Independence period was considered in the foregoing chapters studying its different aspects on the basis of the data collected in the village surveys. An attempt will now be made to sum up briefly the main features of this educational progress.

The general picture which emerges from this study is that of a significant advance in education in the rural areas during the last two decades. Primary schools established during the pre-Independence period have grown in size and classes. New schools have been established in small and remote villages. Compulsory education of four years' duration has been introduced in Western Maharashtra and is now being extended to Vidarbha and Marathwada. With the implementation of compulsion a large proportion of the younger generation, often as large as 80 to 90 per cent (age-group 10 to 14), especially among males, has acquired literacy. An increasing number of girls is also taking to education. Socio-economic strata which were hitherto backward in education are on the move and the pace of advance is often quite rapid. Education is making inroads among those sections of population who had in the past absolutely no background of education. And not only literacy and elementary education but also high-school education is spreading in the rural areas, thanks to the introduction of the E.B.C. concessions.

This general educational progress is, however, not uniform everywhere; it is in fact extremely uneven. Bigger villages, where schools have existed during the pre-Independence period, had an early start in this respect, and they are much ahead of the smaller villages where schools have been opened only recently. Moreover, bigger villages have, naturally enough, better schooling facilities in terms of the standards taught even now. Many of the schools in small villages are just one-teacher-four-standard schools. Western Maharashtra, where compulsory education was introduced in the period 1947 to 1955, has a much higher percentage of literacy and of schooling children than Vidarbha and Marathwada where it is being implemented only now. Moreover Marathwada has also to overcome its relative backwardness in education due to its historical legacy from a feudal princely state.

Another contrast in the educational progress is the relative backwardness

of women. The situation is no doubt improving so far as elementary education is concerned in bigger villages, especially in those where compulsory education has been effectively implemented. But even here women remain far from attaining higher stages of education as compared with men. In smaller villages and in villages where the educational effort is of a much more recent origin (as for instance in many Marathwada villages) women's education has not made much progress; it has just begun to move.

The spread of education during this period in the rural areas is found to be very uneven also as between different socio-economic sections of the society. It is true, great changes have taken place during the last two decades; education is no longer the preserve of the few advanced caste-groups, of Brahmins and Advanced Hindus. Although both in terms of the percentage of literacy and percentage of persons who have attained higher stages of education these caste-groups are still leading, the spread of education in the other caste-groups which form the overwhelming majority in the rural areas has completely changed the face of the village *elite*. The very logic of large numbers has inevitably brought about major shifts in social influence and social prestige in the village society.

The three main caste-groups in the villages of Maharashtra are the Marathas, the Scheduled Castes (mainly Mahars) and the Backward Class Communities (mostly the Scheduled Tribes) and their numerical strengths are generally in that order in most of the villages under survey. During the post-Independence period the Marathas have made considerable educational progress, often a very rapid one. The progress of the Scheduled Castes has a slower pace. And the progress of the Backward Class Communities is the slowest; in certain areas they are just making a beginning. Both because of their numerical superiority and greater advance the Marathas and allied castes have now emerged as educationally the most dominant section of the rural society. Female education, although considerably behind, shows the same pattern in respect of the three important above-mentioned caste-groups. Thanks to the extension of compulsion, elementary education has made considerable headway among the Maratha women but it has not registered similar progress among the two other caste-groups. In fact it was found that education had stagnated in some areas among the Scheduled Castes and had not even touched the women of the Backward Classes in certain areas. Evidently much remains to be done in this respect. So far as Muslims are concerned they are in sizable numbers only in certain bigger villages and while they are maintaining their progress along with other sections of the society in Western Maharashtra and Vidarbha, they seem to be still dragging their feet in Marathwada.

Classification by other criteria such as occupation, size of landholding, and income enhanced our understanding of the educational progress that

has taken place in the rural areas during the recent period. It is found that it is the peasant farmer who is pushing ahead, often very rapidly; the labourers (mainly agricultural labourers) are relatively backward. In terms of the size of landholding and income it is the more affluent sections of the society that have registered greater progress. In this context it becomes relevant whether the village has irrigation or cash-crop economy. It is true that the spread of compulsory education operates towards reducing these differences especially in the case of men. For instance, in many villages the enrolment of boys in elementary schools in villages is more or less comparable among different sections of the society. It is also noticed that when the general (male) literacy is high the differences in literacy according to income narrow down considerably. But the contrasts mentioned above always crystallize sharply when one considers higher attainments in education and even literacy among women. When one takes into consideration the existing economic and occupational structure in the Maharashtra villages these contrasts are obviously closely related with those mentioned above in the castewise analysis.

The general features of the educational progress which has taken place during the post-Independence period in the rural areas of Maharashtra have been briefly summarized above. At the level of an individual village several other influences also operate, some of which tend to accelerate the progress of education in the village while some others tend to retard it. For instance, the geographical situation of a village in respect of communications and proximity to a big city is an important factor in its educational development as can be seen from the village notes given in Appendix B. But urban influence does not necessarily operate only through geographical proximity. As in the case of Mithbav and Gulumb, it sometimes operates, even more powerfully, through the urban contact carried back by the large number of villagers who have gone to a big city (like Bombay) for employment. Similarly in a village which develops as a trading centre of the area there inevitably takes place greater diversification of its occupation structure and this influences the educational development in the same direction, towards greater educational progress.

The peculiar local conditions within the village itself are also relevant. In villages where population lives in far-flung clusters, in *vadis* or *vastis*, it is clear that the distance between the school and the *vadis* operates against the spread of education in the village. Another relevant factor is the peculiar combination in the village of the major caste and sub-caste groups with their different traditions. These may differ in the same caste in different areas. For instance, in certain areas of Maharashtra, Mahars (Scheduled Castes) have a stronger tradition of education than in some other areas. Certain sub-castes in the major caste-group of Marathas are such that they

have not yet shown much interest in the education of girls. Thus the general features of the educational progress described above contain within themselves several important local variations.

The organization of the school and particularly its teaching personnel are important elements in the educational progress of the village. It is clear that the spread of education in its initial stages and during the initial period of compulsory education greatly depends on the enthusiasm and initiative shown by the school-teachers and particularly the head master. But it was found that irrespective of personal factors, the progress of education is accelerated, when the teachers live in the village than when they do not live there (but live in the neighbouring villages) and only attend school during the school hours. Similar is the effect of the presence of trained teachers on the staff. In some villages it was noticed that the education of girls made a real start only after the school staff acquired a lady teacher. In a village in a Marathwada Centre it was noticed that the attendance of girls in a girls' school dropped considerably after the services of the women servant who went round the village to collect girls and bring them to school were discontinued. So the personnel of the staff, the proportion of trained teachers among them, the presence of lady teachers are all relevant to the progress of rural education.

Finally the attitude of the local leadership towards education and the village school plays an extremely important role in the educational progress of the village. In some villages, thanks to the enthusiasm of the local leaders who collected funds and organized voluntary labour, good school buildings have come up and many amenities have been provided in the school. In this they could evoke the local patriotism of the villagers who were working in big cities, particularly in Bombay. In others they were fortunate in having financial assistance from official agencies like the Block Development Schemes, or private munificence like Sir Dorabjee Tata Trust. It is also necessary to mention in this connection the pioneering efforts in rural education of voluntary people's organizations like the *Rayat Shikshan Sanstha*. (See the brief note in Appendix A at the end.)

In the foregoing paragraphs we have briefly indicated the different factors and influences operating on the growth of literacy and education in the rural areas of Maharashtra as observed in the village surveys. It is clear that a more thorough-going investigation than the present one, and planned specifically for that purpose, will be necessary if it is intended to study this aspect of the educational progress in greater detail.

APPENDIX A**A Note on Rayat Shikshan Sanstha**

IN EARLIER CHAPTERS, especially in Chapter 8 on the educational institutions in the surveyed villages, reference has been made to Rayat Shikshan Sanstha. (*Rayat* means masses or common people in the country or peasantry; the name of the institution can therefore be translated as People's Education Society.) The Sanstha has greatly influenced the development of education in the southern districts of Western Maharashtra during the last thirty years. A brief account of its efforts and activities is given below.

The Sanstha was founded fifty years ago by the late Bhaurao Patil (1886-1959) and its present growth and wide range of educational activities are mainly due to the single-minded endeavour of the founder. Bhaurao was in many ways a remarkable man in the context of modern Maharashtra. He came from a poor Jain family with the rural background of Satara and Kolhapur. Bhaurao himself was not very educated; he had not even completed the secondary education. In his young days he came under the influence of the non-Brahmin movement (which went under the name of *Satyashodhak Samaj* movement) in Maharashtra during the early part of the century. The powerful personality of Shahu Chhatrapati, the then Maharaja of Kolhapur, and his pioneering efforts for the education of the non-Brahmin communities in the Kolhapur State and in Maharashtra also appear to have been an important factor in his mental makeup. He decided to devote himself to the cause of education among the rural people irrespective of distinctions of caste or religion. He made Satara city and the district the centre of his activities and spent all his life for the development of Rayat Shikshan Sanstha.

The initial activities consisted of conducting two or three hostels for boys in the villages of Satara district. The Chhatrapati Shahu Boarding House of Satara, founded in 1924 and inaugurated at the hands of Mahatma Gandhi, was the first important institution of the Sanstha. There are now 81 such hostels spread over 10 districts of Maharashtra. Student inmates come from all communities and they live, eat and work as members of one household without any distinction of religion, caste or creed. All the manual work for the upkeep of the hostel is done by the students themselves; there are no servants. During 1963-66 there were more than 3,800 inmates in the hostels of the Sanstha, of whom Scheduled Caste students were more than 50 per cent. There were also a few Muslims.

The next important institution started by the Sanstha was a primary teacher's training college at Satara in 1935. This was to meet the growing need for trained teachers in the village primary schools, both government

and private. The Sanstha now conducts seven such training colleges including one for women.

One of the most important activities of the Sanstha during the pre-Independence period was the running of primary schools, 'voluntary' primary schools as they were then called. (See Chapter 2 on the history.) They were started even in very small villages, of population 1,000 and less, and at one time (in 1948-49) the Sanstha used to conduct 578 primary schools with 823 teachers and more than 25,000 pupils. Primary schools and training colleges were thus complementary activities. After Independence the State Government began to take over the voluntary schools and so most of them have now been handed over to the government (that is Zilla Parishads).

The main educational activity of the Sanstha during the present period is to conduct in small towns and big villages secondary schools (high schools) and colleges, the two spheres of education in Maharashtra where most institutions are run by private agencies. The first high school of the Sanstha was started in 1940 and the first college in 1947. There are now 233 high schools spread over 12 districts of Maharashtra and one district of Mysore State. Nine of the high schools are either multi-purpose or technical schools. The Sanstha is also now starting high schools exclusively for girls at a few places. The number of colleges is now 11, providing instruction in Arts, Science and Commerce. The rapid increase in the secondary and collegiate institutions of the Sanstha has taken place mostly after 1959-60 and may be attributed to the impetus given by the introduction of the E.B.C. scheme of concessions. (See : Chapter 2 on the history.) In the period 1963-66, for instance, more than 75 per cent of the pupils studying in the secondary schools of the Sanstha were receiving some sort of concessions from the government, most of them being under the E.B.C. scheme.

The other activities of the Sanstha include the running of pre-primary schools, certified schools (for juvenile delinquents), *Sanskar Kendras* (cultural uplift centres for the benefit of the Scheduled Castes, and Scheduled Tribes), agricultural centres and a sheep-breeding centre. The Sanstha has also a scheme for sending its alumni for specialized training to foreign countries, and many of the returnees are holding responsible posts in its institutions. The Sanstha has a central office at Satara and three regional offices. Its activities are mainly concentrated in the following four districts of Western Maharashtra : Satara, Ahmednagar, Poona and Sangli. It has a scheme of life insurance and provident fund for its employees and it runs a co-operative credit society for their benefit. The Sanstha has built quarters for its staff at a number of centres and it provides free education in its institutions to the children of its employees.

How does the Sanstha finance its manifold activities? The emphasis

was always on self-help to start with; contributions came in small amounts, in cash and kind, from the rural people themselves and from people in small towns. The idea of helping the institution which sought to educate the poor but deserving students from the lowest strata of society on bare sustenance level naturally evoked a generous response from them. Later on donations from the rising class of the non-Brahmin sections of the society became an important source of funds. For instance the co-operative sugar factories which have sprung up in rural Maharashtra during the last twenty years have been making sizable contributions to the funds of the Sanstha.

The urban resources are also now flowing in, from individuals who have still retained roots in rural areas or who are socially sympathetic with the work of the Sanstha. The grants from the State Government, especially in the form of capital grants and the E.B.C. concessions, now form an important item of income of the Sanstha (as they are of every other educational society.) The organizational pattern is the life-member system based on sacrifice and devoted service; all its important office-bearers are life-members.

The impact of the activities of the Rayat Shikshan Sanstha has been three-fold on the social life of Maharashtra. First, it showed that a successful educational effort can be organized even in the poverty-stricken rural environments on the basis of self-help and selfless service. Secondly, by educating the promising youngsters from the lowest communities and classes of society, it has given a powerful impetus to their regeneration; it has brought them hope, confidence and a feeling of self-respect. Thirdly, the Sanstha, from its very beginning, not only emphasized the coming together of individuals from all sections of society, and the breaking down of caste and social barriers, but actually practised it as a deliberate policy by including the Scheduled Caste and Muslim students in its hostels and other institutions. In this respect the emphasis on running combined hostels where caste Hindus, untouchables and Muslims worked, lived and dined together was of far-reaching importance. Not only its hostels but its roll of life-members also reflects this fundamentally new character of conducting social institutions. It is easy to imagine the far-reaching effect this has made and continues to make on furthering the processes of social change.

Viewing in historical perspective the work of Bhaurao Patil and the Sanstha founded by him one may describe them as belonging to the rural strand in the movement of social reform in Maharashtra. Ever since the society in this part of the country began to react consciously to the British rule in India during the last century, two more or less distinct strands emerged in the efforts of social regeneration. One was represented by Ranade, Agarkar and Karve who laid stress on education, liberal thought and social reform, and although they had an all-inclusive theoretical basis,

in practice their thoughts and activities were mostly concerned with the urban higher and middle classes and therefore with the Brahmins and higher castes and the higher social strata. The other strand was represented by Jyotiba Phule, Vithalrao Shinde and to a certain extent by Shahu Chatrapati of Kolhapur whose activities centred around the lower castes and lower strata of society. It is significant in this respect that Phule's work of social reform included the starting of a school for girls, and a school for untouchables. He is said to have erected a huge statue of a peasant in front of the *pandal* of the session of the Indian National Congress in 1889, and he is reported to have donned the traditional attire of a cultivator when he attended a reception given in honour of the British Crown Prince. He may thus be characterized as the (urban) spokesman of the downtrodden people in the countryside, downtrodden both socially and economically. Bhaurao Patil was a continuation of this second tradition and in a sense more representative of it than them since all his work was in fact in the rural context. Bhaurao, unlike the other non-Brahmin leaders of his time who concentrated their attention on positions of political power, devoted himself solely to the education of the rural people. Moreover, unlike most of them, he consciously tried to reach the lowest sections of the society. The two strands are obviously complementary but it is quite clear, by the sheer logic of numbers, the second strand is bound to assume greater and greater importance in times to come.⁴¹ The process of social change is by no means near completion; it has only begun.

⁴¹ These two strands do not complete the entire process of social change in Maharashtra. There are several others. But mention must be made here of a third, comparable to the other two mentioned above and distinct from them, the one represented by Dr. Ambedkar and the movement for the social uplift and educational progress of the Scheduled Castes.

APPENDIX B

Brief Notes on the Surveyed Villages

THIS APPENDIX consists of brief notes describing the surveyed villages in the 16 centres. Each note deals with one centre considering all the villages in that centre together, the nuclear villages as well as the other villages in the centre. It is hoped, this will provide for the reader a useful background material which will help towards a better appreciation of the facts presented and the arguments made in the previous chapters. The positions of important villages in the 16 centres are indicated in the map of Maharashtra State given on the fly-leaf.

Manor Centre (Survey 1956-57)

There were four villages in this centre besides Manor : Maswan, Kondhan, Avdhan and Ambhan. They are all in Palghar taluka of Thana district. Manor is on the Palghar-Wada metalled road about 11 miles east of Palghar which is a railway station on the Bombay-Ahmedabad route. Manor is also by the side of the Bombay-Ahmedabad (Western) highway. Maswan lies almost midway on the road between Palghar and Manor. The other three villages are in the interior and are within a radius of four or five miles of Manor. They are connected to Manor by *kucha* roads. Manor has a river port since historical times and small barges can still come from the sea up the Vaitarana river-creek to within a mile of Manor. Manor has Grama Panchayat, a sub-post office and a weekly market. There is a medical centre at Manor run by the Zilla Parishad. At Maswan there is a branch post office and a primary health centre. While the other three villages depend on Manor for many facilities, Maswan really depends on Palghar rather than on Manor.

These villages are in the hilly area in the western coastal strip, about 20 miles from the sea, and have a rainfall of 90 to 100 inches. There are extensive reserved forest areas in this region. Manor is one of the important centres from which timber cut from the forest is sent down the river to other places. A small tributary of Vaitarana passes on one side of Manor and a small stream flows on the other side. During the dry season, however, Manor suffers from scarcity of water; the villages depend on wells for drinking-water.

Paddy is grown in the low areas, and the hill-sides provide good fodder. Besides cultivation, the forest provides important occupations, felling trees for timber and firewood, and making of charcoal. In fact this is of central importance to the economy of the villages in this area. Many forest contractors are based on Manor and during the last few years co-operative

societies of *Adivasis* (tribal people who actually work) have also been operating in this field.

Muslims form an important section in the population of Manor; many of them were connected with forest contracts in the past and with trade, and form a well-to-do and influential community. The other two major communities are the Marathas and allied castes, and the Backward Classes and Tribes (or *Adivasis*) mainly consisting of Warlis and Kolis. In the other four villages almost the whole of the population belongs to the Backward Classes, mainly Vanjaris in Maswan and Warlis and Kolis in the other three villages. While the occupational pattern of Manor is more varied, the only occupations in the other villages are agriculture, and forest labour during the non-agricultural season.

In 1964 there were two primary schools at Manor; one of them, a full-grade Marathi school, has been in existence since 1876; the other, an Urdu school, was started in 1911. A high school was opened in 1960. Maswan has a full primary school which was established in 1919. The schools in the other three villages are recent; the one at Ambhan was for a few years a part-time school (in charge of a teacher who also taught in another school in the nearby village of Bandhan). During the last two decades efforts have been made for the uplift of the tribal communities and one of the welfare activities is the running of a hostel for *Adivasi* students at Manor. Although compulsory education was in force it was not very effective in 1964 especially among the Backward Class communities; there were no adult classes. The survey figures (1956-57) showed that while Muslims (both males and females) were advanced in education, the others, especially the Backward Classes, were very much behind. Curiously enough literacy was much lower (only 10 per cent among males and one per cent among females) in the *Adivasis* at Manor than in the other villages (24 per cent and eight per cent respectively). This is perhaps the reflection of their economic conditions in the respective villages. Among the other villages Maswan is fairly advanced in education. But both in Manor and in Maswan literacy did not register much increase in the period from 1951 to 1961.

Mithbav Centre (Survey 1954-55, Resurvey 1959-60)

This centre consists of only one big village, Mithbav, in Devgad taluka of Ratnagiri district. Ratnagiri district has no railway route. The taluka town Devgad is a small coastal harbour and can be reached from Bombay and Ratnagiri by sea. Mithbav is at a distance of nine miles to the south-west from a point 12 miles east of Devgad on the metalled road from Devgad to Kolhapur, and there is a good road with bus service from this point to Mithbav. Mithbav is also connected by road to Malvan in the south.

This is a big sprawling village with a line of low hills in the north and

north-west right up to the sea. The village has a coast of one and a half miles. Two streams, a small one in the north and a bigger one in the south, run westwards to the sea. The village has 25 to 30 *wadis* or separate localities. Mithbav has a Grama Panchayat, a multi-purpose co-operative society and a sub-post office, and a recently established telegraph office. Medical facilities are available in the form of private practitioners.

Mithbav is in a fairly wooded tract with less than 30 per cent of its area under cultivation mostly under paddy grown during the rainy season. The annual rainfall is from 80 to 100 inches. The only other cultivation of importance is coconut, but it is not of much commercial significance. Drinking-water is from wells. The soil is poor and land-holdings are small. There is no irrigation for taking out a second crop. Fishing is an important occupation at Mithbav. The main-stay of many families is, however, remittances from Bombay where a large number of persons from the village are employed. Many of them retain their families in Mithbav. This is reflected in the adverse sex-ratio and a large number of female heads of household. A large number of them return to lead a retired life in Mithbav. In fact this close contact with and economic dependence on Bombay are important factors in the socio-economic and cultural life of Mithbav.

The caste structure of Mithbav looks very simple, with the Maratha caste-group-as the overwhelming group. There are, however, three distinct main castes in this group: the Gavadas (who call themselves Kshatrakulotpanna Marathas), the Gabits and the Bhandaris. The first are traditionally mainly cultivators, the second mainly fishermen, and the third have cultivation as well as other diverse occupations, sea faring being an important one amongst them. It is important to note, however, that almost one third of the total households in the village have remittances from Bombay as the major source of income. The income level of Mithbav centre is not high as compared with other centres.

Mithbav has six primary schools located in different *wadis* of the village; one of them is a separate school for girls teaching five standards, and the other five are full primary schools teaching seven standards. The main primary school was started in 1870, the others respectively in 1911, 1929, 1934, 1947 and 1962, this last being the girls' school mentioned above. Three of them are basic schools, one with agriculture, another with spinning and weaving and the third with carpentry and fishery. The separate school for girls was started in 1962; the reason appears to lie rather in the philanthropy of a donor who donated a building than in a real need of special efforts for the education of girls. Mithbav has a high school, started as early as in 1924, and a basic training college for men primary teachers since 1949, both run by Kshatrakulotpanna Maratha Samaj (in Bombay). The village has displayed ample local initiative and pioneering spirit in education.

All school buildings have been built by the villagers (with the help of the financial resources from Bombay). An important factor in this development is the presence in the village of a large number of persons who have been or are still in the teaching profession, primary or secondary teachers. Compulsory education is in force, and it was reported in 1964 that almost every boy and girl of the compulsory age-group in the village was in school. No adult education classes were reported; as years pass they will not be needed at all.

Male literacy was high, more than 70 per cent, at the time of resurvey. Female literacy was much lower, 37 per cent; but one reason for the low figure is the preponderance of the older age-group among them especially in families living on remittances. The Scheduled Castes who are small in number have lower literacy. A large number of persons in the village have reached higher stages of education including college education.

Waghode Centre (Survey 1956-57, Resurvey 1962-63)

This centre consists of three villages Waghode, Maskawad Khurd and Maskawad Seem in Raver taluka which is in the north-eastern part of Jalgaon District. Waghode is on the Yawal-Raver metalled road, 10 miles south-west of the taluka town Raver which is both on road and railway routes, and about four miles from the nearest railway station Nimbhora on the Bombay-Delhi route. It is connected by road to Savada town two and a half miles to the west on the Yawal-Raver road and to Savada station via Savada town. The other villages are two of the three villages clustered close together, Maskawad Budruk, Maskawad Seem and Maskawad Khurd, all between Savada and Waghode at a distance of one mile from the former and two miles from the latter. They are connected by *kucha* roads to Savada and Waghode and communications become difficult during the rains. It should be noted that Waghode is not a nuclear village of Maskawad villages. All of them depend on Savada town in that respect. For instance Waghode has no weekly market which is held in Savada and for medical facilities also all these villages depend on Savada. There are Grama Panchayats in the villages and there is a post office in Waghode as well as in Maskawad. All these villages have been joined to the electricity grid in 1962. Both survey and resurvey data were available for Waghode, but only the survey data were available for Maskawad Seem and Maskawad Khurd. Again the three Maskawad villages (of which only two are surveyed) have common schools and they are so close that in Chapter 8 on schools the three of them together are considered as one village.

Although Raver taluka has many hilly and forest areas, the villages under survey are in a plain tract with some minor streams in between. The

Tapi river is at a distance of 10 to 15 miles. The rainfall is 28 inches a year on the average. This tract has rich black soil and fairly good well-irrigation. Of the cultivable area in the village about one-fourth to one-third was under irrigation in 1956-57. *Jowar* and wheat are the important cereals grown, but these villages have essentially a cash-crop economy based on banana, cotton and groundnut; banana is more important to Waghode and cotton to the Maskawad villages. All these villages are evidently much more prosperous than those in other centres. Between them Waghode may be considered at a higher level of income than Maskawad Seem and the latter than Maskawad Khurd.

The caste composition in Waghode shows that the major group is that of Advanced Hindus, mostly Leva Gujars, with agriculture as the main occupation. The next important groups are the Marathas, the Scheduled Castes and the Muslims. In the two Maskawad villages, however, the major group is the Marathas (mostly Leva Patidars) and the next group of importance is the Scheduled Castes. More than 75 per cent of the population has agriculture as the main occupation and this is even more so in Maskawad Khurd. Not much diversification appears to have taken place in occupation except that a few households combine agriculture with marketing and trade in cash crops. This last is perhaps due to the proximity of Savada town on which these villages depend.

The Marathi primary school at Waghode was started in 1879 and teaches up to the seventh standard. In addition there is an Urdu primary school started in 1920 and it teaches four standards. In the Maskawad complex of three villages there are two full primary schools, one for boys and the other for girls. The school for boys is basic in spinning and weaving. Till 1958 there was one common school for boys and girls; the girls' section was separated into a separate school in that year. All the schools are fairly big. Since 1960 there is a high school in Maskawad started by a local educational society and the strength had reached 250 by 1963-64. Many pupils (from Waghode) also go to the high school in Savada. Compulsory education is in force since 1947; it appears to be more effectively enforced in Maskawad than in Waghode. Adult education classes were continuing in 1963-64 in all these places.

At the time of survey in 1956-57 literacy among males was fairly high (67 per cent at Waghode and 80 per cent in Maskawad) and female literacy in Maskawad was also relatively quite high, 45 per cent, but it was only 23 per cent in Waghode. The other notable fact was that in the five years between survey and resurvey Waghode did not register much further progress in literacy. Leva Gujars are a richer community than Leva Patidars, but the latter are traditionally better disposed towards education. This may perhaps explain the difference. In other respects the usual caste-pattern is in evidence. A number of persons have reached higher stages in education.

Gulumb Centre (Survey 1942-43, Resurvey 1958-59)

This centre consisted of three villages Gulumb, Kawathe and Ozarde in Wai taluka in the north-western area of Satara district. It is important to note at the outset that, unlike most other centres, all the three villages in this centre are big villages and although they are not far from each other and have many common features they are not contiguous. Nor do they depend on each other for market or other nuclear-village facilities. The three villages lie near the Poona-Bangalore highway on its west. Gulumb is off the road at a distance of two miles from Vele which is on the highway 46 miles from Poona in the north and 24 miles from Satara in the south. Two miles south of Vele is Surur where a metalled road branches off west to the taluka town Wai and then on to Mahabaleshwar. Wai is seven miles from Surur. Kawathe is on the Poona-Bangalore highway a mile south of Surur. The nearest railway station Wathar is far away at a distance of 18 to 20 miles to the east on the Poona-Bangalore metre-gauge route. From Wathar a metalled road goes westwards to Wai. It crosses the Poona-Bangalore highway six miles south of Surur, and on this road lies the third village Ozarde two miles west of the highway and five miles east of Wai.

Each of the three villages has Grama Panchayat and they are fairly active as regards village streets, water supply, drainage and street lights. None of them has a weekly market. Gulumb and Kawathe depend in this respect on Surur, and Ozarde depends on Bhujinj which is at a distance of two and a half miles from it and lies on the Poona-Satara highway. The bigger weekly market including a cattle market is held at Panchvad which is a few miles further south on the same highway. All the three villages are also near and well-connected to Wai the taluka town. There are branch post offices in all the three villages; the telegraph office is at Wai. Electricity has reached these villages recently in 1963-64 and it is used for lighting as well as for operating irrigation pumps. Under the Block Development scheme a well-equipped health centre is working at Kawathe since 1958 with a qualified doctor, nurses, a maternity home with four to six cots and a jeep. There are smaller health centres in the surrounding villages under the supervision of this main centre. There are no medical practitioners at Gulumb and Ozarde, the former depends for this facility on Surur and the latter on Kawathe. There are other Block Development activities also at Kawathe.

The region in which the villages lie is within 30 miles of the Sahyadri mountain range and is consequently a hilly tract. Gulumb is in a valley; Kawathe has a high hill to the east, and Ozarde is in a relatively plain area. The annual rainfall is about 30 inches. A stream named Chandraganga originates near Chandak and then flows past the villages of Gulumb, Kenjal,

Surur, Kawathe, Pande, Bopegaon and Ozarde, and meets the river Krishna flowing down from Wai at a point south of Ozarde. Chandraganga has water in it up to the month of March and is the vital source of water supply for all the three villages. There are a number of low dams on it (about 20 to 30 in its entire course of 10 to 12 miles) and they bring hundreds of acres under irrigation in the three villages (about 400 acres each in Gulumb and Kawathe and 200 acres in Ozarde). Wells are also important both for drinking-water and for irrigation. In Gulumb the Panchayat has made drinking-water available by lifting water from a big well to an overhead tank by means of an electric pump and distributing it by pipes to about 25 to 30 taps spread over the village. The main crops are *jowar*, *bajara*, wheat and groundnut, and other miscellaneous irrigated cash-crops.

The caste-structure in these villages is simple, the major groups being the Marathas and allied castes, and the Scheduled Castes. The main occupations are agriculture and agricultural labour. Both the caste-structure and the occupation structure are a little more varied in Ozarde than in the other two villages. There is considerable migration to Bombay from Gulumb for employment; next to it in this respect is Kawathe, and migration from Ozarde is the least. This is related in the reverse way to the relative prosperity of the cultivators in the three villages.

Local leadership has played an important role in the post-Independence development of these villages, especially of Kawathe and Gulumb. The former has a leader of considerable standing in the district and the State and he is a Member of Parliament. The village has benefited from activities under the Community Development and Block Development schemes. In the case of Gulumb a local leader is an important and active office-bearer of the Taluka Panchayat. Ozarde has the village leadership of a traditional type, of historically important landlord families.

All the three villages have very old primary schools which are now full-grade primary schools. The Ozarde school dates back to 1865, and those at Kawathe and Gulumb to 1870 and 1887 respectively. Ozarde has a high school since 1960. Children from Kawathe and Gulumb go to Surur for high school education, the distances being one mile and three miles respectively. Compulsory education has been in force since 1947, and while it is effective at Ozarde it is not entirely so in the other two villages. Adult classes were started in all the three villages. Those at Kawathe were discontinued after it had celebrated *Grama Gowrawa* ceremony on the achievement of full literacy in the villages. The classes were continuing in the other two villages in 1964.

The first survey of the three villages was carried out in 1942-43 in the pre-Independence period. They were resurveyed in 1958-59. Male literacy at the time of the resurvey was fairly high (about 60 per cent) in these

villages, female literacy was between 20 and 34 per cent, and the usual caste-pattern is in evidence. At the time of the resurvey Ozarde was more advanced in education than Kawathe and Kawathe than Gulumb. Kawathe appears to have pushed ahead after 1958. During the period after Independence a number of young men from these villages have completed the secondary schools course and a few have received even college education.

Devapur Centre (Survey 1949-50, Resurvey 1959-60)

There were nine villages in this centre : Devapur, Pulkoti, Valai, Hingani, Shirtav, Palasawade, Jambhulani, Gangoti and Panvan. Actually there was only one complete village survey of all the nine villages, in 1959-60. But information was also available on random sample basis for the last three villages for the year 1949-50. So for the sake of convenience the two sets of data for the three villages are chronologically called survey and resurvey data.

The villages are in Man taluka in the north-eastern part of the Satara district. The nearest railway station is Koregaon on the Poona-Miraj railway route at a distance of about 50 miles from Devapur. Mhaswad which is the nearest town to these villages is on the Satara-Pandharpur road 61 miles from Satara. (The taluka town is Dahivadi further east on the same road.) From Mhaswad one takes a cart track to reach these villages; Devapur is four miles from Mhaswad which has about 10,000 population and is the nearest weekly market for these all villages. There are now post offices at Pulkoti and Hingani.

The villages lie in the valley of Torala Nala which is a tributary of Man river. Devapur, Palasawade and Hingani are along Rajewadi Tank constructed on Man river near the place where Torala Nala meets it. The remaining villages (except Jambhulani which is off the Nala) lie along Torala Nala starting from its origin at Valai. Rajewadi Tank (which irrigates nearly 11,000 acres in the adjoining Sholapur district) is most important for Devapur, Hingani and Palasawade villages which can cultivate nearly 1,800 acres of the Tank's water-bed when the water recedes after December.

Rainfall is scanty and uncertain ranging between 20 and 30 inches. The soil is very poor and there is considerable erosion. This tract is better suited to sheep and cattle breeding than for cultivation; (the Statistical Atlas describes it more as grazing land than land for tillage). Man taluka itself is regarded as the home of a hardy breed of cattle named *Khillar*. The density of population is relatively low due to the scarcity conditions prevailing over many years. During the census year 1951 when there were famine conditions there was considerable temporary emigration.

The caste structure in these villages has certain peculiarities. The major

caste-group, the Marathas, include Dhangars (who are traditionally shepherds but now settled to agriculture) as the dominant group in some villages. In one village a large group of them had the occupation of wool-weaving, making woollen plaids (*kambali*). The next important group is the Scheduled Castes, mainly Mahars (many of whom are now Nava Bouddhas) and Ramoshis who are a sizable group in some of these villages. The third group of importance is the Intermediate Hindus-2 which include Lonaris (with a traditional occupation of cement and mortar work) who are now agriculturists.

A major socio-economic influence in this area during the recent years is the Rural Welfare Board, started in 1952 by the Sir Dorabji Tata Trust, which adopted these villages for rural reconstruction. The activities of the Board include soil conservation schemes, schemes of agricultural and live-stock improvement, fibre centre, farming and multi-purpose co-operative societies on the one hand and supply of drinking-water, co-operative housing, medical relief, schools and recreational facilities on the other. Since 1952 till the year 1959-60, the Board spent over five lakh rupees on various items (about Rs. 83 per capita) and advanced about three lakh rupees as loans for bunding and other purposes. (The welfare schemes have continued and are still continuing.) The emphasis of the Board's schemes has always been on local initiative, local leadership and (at least partial) self-effort in cash or kind. Many of these activities are centred in Devapur which has therefore been taken as the nuclear village although it is otherwise just a small village like other villages all of which depend on Mhaswad for many things.

There are now primary schools in all these villages. The one at Jambhulni was started in 1925 but is still a one-teacher-four-standard school. The Rayat Shikshan Sanstha opened primary schools in many of these villages, some of them as early as in 1940. Two of them, those at Devapur and Pulkoti, are now full primary schools. The Devapur school is a basic school in agriculture. All are now taken over by the Zilla Parishad. Since 1955 there is a high school at Devapur under the management of the Rayat Shikshan Sanstha. As mentioned above all these institutions have been liberally financed by the Rural Welfare Board for school buildings and equipment. Compulsory education has been in force for the last few years but is not yet satisfactorily effective (except at Pulkoti). The same is the case with adult education classes which are working well in some villages but not in others, depending on local enthusiasm. Mention should be particularly made here of the efforts of a social worker (who hails from the Ramoshi caste) who was inspired by the example of Karmaveer Shri Bhaurao Patil, the founder of the Rayat Shikshan Sanstha to start a hostel for students at Pulkoti in 1942. He developed it with single-minded devotion

and it earned recognition both from the State Government and Harijan Sevak Sangh in 1946. Named after Shri A. V. Thakkar it has since been transferred to Devapur and has substantially contributed to the educational progress of this area, particularly of Devapur and Pulkoti.

Because the 1946-50 figures are based on a small sample and relate only to three villages, comparison between these figures and 1959-60 figures is really not very appropriate. The 1959-60 figures show some progress in male literacy, and in order of the achievement of literacy the three major caste-groups were the Marathas, the Scheduled Castes and the Intermediate Hindus-2. Female literacy was very low, less than five per cent. Greater progress, it is expected, will have been achieved after 1960.

Pusegaon Centre (Survey 1955-56, Resurvey 1960-61)

This centre consists of two villages Pusegaon and Visapur in Khatav taluka of Satara district. They are fairly big and have comparable populations. They are both 10 to 12 miles from the nearest railway station Koregaon, which lies on the railway line from Poona to Satara. But while Pusegaon is on the Satara-Pandharpur road, at a distance of four miles from the taluka town Khatav, Visapur is about two and a half miles off this road to the south. Both villages have weekly markets, but Pusegaon becomes an important marketing centre during the potato season (from October to December). Both villages have post offices, and Pusegaon has now telegraph and telephone facilities. There is a Grama Panchayat in Pusegaon as well as in Visapur. Medical facilities are available in Pusegaon, one of the two dispensaries being aided by the Zilla Parishad. Electricity has reached Pusegaon recently in 1966. Pusegaon has another important institution in the temple called the Datta Mandir and the Math of Sewagiri Maharaj. The Math has no inmates, but a fair is organized in the village in January-February (*Poush* according to Hindu Calendar) every year in memory of the late Sewagiri Maharaj.

The two villages lie in the dry and relatively flat country in the eastern part of Satara district. The average annual rainfall is about 20 inches. Pusegaon is on the eastern bank of a small river Yerala which is also its main supply of drinking-water; besides the river there are also wells. A canal from Yerala serves Pusegaon and reaches Visapur to the south. There are no hamlets (or *wadis*) in Pusegaon, but Visapur has a few of them. Pusegaon has greater irrigation facilities than Visapur and has better soil. Because of these and other reasons Pusegaon is the more prosperous of the two villages. While 70 per cent of the households in Pusegaon were land-owners, in Visapur the proportion was much higher, about 85 per cent. The main crops are *bajri* and *jowar*, while potato and groundnut were the important cash crops.

The overwhelming majority of the population in both villages consists of two important caste-groups the Marathas and the Scheduled Castes (mainly the Mahars). Intermediate Hindus are in sizable number only in Pusegaon; they are insignificant in Visapur.

Pusegaon has a full-grade basic primary school teaching up to the seventh standard with agriculture as the basic subject. The school was established as early as 1864. Visapur has three primary schools; the main school, started in 1904, teaches up to the seventh standard, the other two are in the two *wadis* and teach up to the fourth standard. Compulsory education is in force in both the villages and it appears to be effectively enforced. Adult classes have been working, and it was claimed in 1964 that almost all adult population below the age of 50 was literate in the two villages. (This is not reflected in the 1961 census or the resurvey figures, especially in the case of women.) The resurvey figures (1960-61) show that while the Marathas have registered remarkable progress both among men and women at Pusegaon, this is not so at Visapur where women are lagging behind. And the Scheduled Caste literacy among both men and women was very low at Visapur. Since 1950 there is a high school at Pusegaon conducted by the Rayat Shikshan Sanstha, and it has made excellent progress during the last fifteen years.

Malthan Centre (Survey 1957-58)

Malthan centre consists of four villages Malthan, Sone-Sangavi, Nimgaon-Bhogi and Amdabad in Sirur taluka, in the north-east region of Poona district. Malthan, which is the nuclear village, is at a distance of 10 miles west of Sirur, and at a distance of about 35 miles from Poona. It lies on the Pabal-Sirur road which is crossed by many shallow streams some of which sometimes hold up bus traffic during the rains. The other three villages are within a radius of four miles from Malthan and are off the road. The approach tracks from Malthan to these villages are across the country. Amdabad is on the banks of the river Ghodnadi and it suffered severe damage due to unprecedented floods in 1948. The other villages are away from the river. Malthan has both Grama Panchayat and Nyaya Panchayat, and it has a post office. Sone Sangavi and Nimgaon Bhogi have also now post offices. There is a weekly bazar in Malthan on Tuesdays. Medical facilities of the Ayurvedic kind are available at Malthan which has also a Government Health Unit with a qualified nurse. These facilities are shared by the other three villages.

The whole of Sirur taluka lies in the area of precarious rainfall which is on the average 20 inches a year. This is an unirrigated tract and the soil is not particularly fertile. Except Amdabad the other villages are served

only by small streams so that the main source of water supply is wells. The main crops are food-grains *bajra* and *jowar*, the other important crops being groundnut, potato and vegetables. Well-irrigation is used on a modest scale.

Malthan has two *wadis* within a distance of one and a half miles of the main village, with sizable population in each of them. In fact, in this centre many families live together on farms in separate clusters, each such cluster forming what is called a *vasti*. The population of Malthan is scattered over 15 *vastis*. A prominent feature of Malthan is the "Palace", an old fortified mansion belonging to the *Inamdar* family of Powars, which is now being used partly to house the high school. The major caste-group is the Marathas among whom there is a good proportion of Malis and Dhangars; the latter live in Dhangarwadi two miles away. The Dhangars are a settled group, mainly cultivators. The next important group is the Scheduled Castes with Mahars as the predominant section. The major occupation is farming.

There is a full-grade basic primary school in Malthan, the basic craft being spinning and weaving. The school dates back to 1876. Besides the main school it has two (one-teacher) branch schools teaching up to the fourth standard, one in Lakhewadi and the other at Thoratwadi, to meet the needs of the widely scattered population. The three villages Sone Sangvi, Nimgaon Bhogi and Amdabad have each a school, teaching up to the fourth standard. Compulsory education was introduced in Malthan in 1948 and later on in other villages, but there is no effective enforcement, two main factors against it being the scattered households and migrating sections in the population because of the general scarcity in the area. A high school was started in 1963 under the management of the Rayat Shikshan Sanstha.

The literacy figures for the survey in 1957-58 and the 1961 census are very low except at Amdabad. (The discrepancies in the census figures have already been commented upon in Chapter 3.) The Marathas had not registered much advance in this centre as they had done elsewhere. The information collected in 1964 reported that vigorous efforts were now being made for adult literacy in all these villages.

Kasabe Sukene Centre (Survey 1955-56, Resurvey 1960-61)

Three villages Kasabe Sukene, Mauje Sukene and Mauje Oney were originally included in this centre. The data for Mauje Oney was, however, not available to us; it was therefore dropped for all other discussion except for income classification for which processed data were available

for the survey. This note will therefore deal with only the first two villages.

The villages Kasabe and Mauje Sukene, in Niphad taluka of Nasik district, are very close to each other and lie on the main railway line from Nasik to Manmad. There is a small railway station (named Kasabe Sukene but actually situated in the village Mauje Sukene!) about one mile from the village site. The Sukene villages are at a distance of 18 miles from Nasik on one side and four miles from Niphad on the other. They are connected by three approach roads to neighbouring villages; none of the roads are metalled. One of them leading to Ozar at a distance of three miles is important because Ozar lies on the Bombay-Agra Road. The twin village lies on the banks of Banaganga, a small tributary of Godavari. A post office services the two villages. The Zilla Parishad dispensary is located in Kasabe Sukene. There is Grama Panchayat in each of the villages. Electricity came to the Sukene villages in 1962.

The Sukene villages lie in an open country which has a rainfall of about 20 inches in the year. The soil is good and the villages are situated in an old irrigated tract. At the time of survey Mauje Sukene was served by first class irrigation facilities, that is, a government canal from Kadava River, while Kasabe Sukene had second class irrigation facilities in the form of a private canal maintained by the villagers. (Kasabe Sukene has since then been included in first class irrigation under the Gangapur Scheme.) Besides these canals there is also well-irrigation. The main grain crops are *bajari*, *jowar* and wheat; and the cash crops are sugar-cane and onions. Because of the better irrigation facilities Mauje Sukene is perhaps the more prosperous of the two villages. There is a co-operative credit society in the village.

The major caste-group is the Marathas in both Kasabe Sukene and Mauje Sukene. The Scheduled Castes population is much smaller in Kasabe Sukene and is insignificant in Mauje. The apparent change in caste-structure in the period from survey to resurvey is due to reclassification of the Koli community. They were included under the Marathas at the time of survey and were classified under the Backward Classes and Tribes at the time of resurvey. They are relatively more numerous in Kasabe than in Mauje Sukene.

There are two primary schools, one each at Kasabe and Mauje Sukene. The one at Kasabe Sukene is the oldest school in our villages under survey; it was started in 1845. It is now a basic school with agriculture as the basic craft and teaches up to the seventh standard. The school at Mauje was started in 1914; it was once a full-grade school but now it teaches only the first four standards. It should be noted, however, that the two villages are very near and that there is a high school in Mauje Sukene. This latter

was started in 1961 and had already reached a strength of 300 pupils in 1964. So the two villages have excellent educational facilities in primary and secondary education. There were separate primary schools for girls in the two villages till 1953, but they were merged in the two main schools respectively in that year. Compulsory education is in force from 1947, but the enforcement is not completely effective (especially in the case of the Backward Class families). Adult education classes were started a few years back but were not operating in 1964 for more than two years. It was reported in 1964 that there were many more adults still illiterate in Kasabe than in Mauje Sukene. Proximity to Nasik with its ample education facilities has considerably influenced the villages in this area. Many students go to stay in Nasik for school and college education.

According to the resurvey figures of 1960-61 the literacy among males was quite high (60 per cent and above) and it was higher among the Scheduled Castes than among the Marathas. However, literacy was rather low (25 to 30 per cent) among females. The advance registered by the Maratha caste-group from survey to resurvey is illusory, as much of it is due to the transfer of Kolis from this caste-group to the Backward Class group. As the resurvey figures show, the Backward Class communities had low literacy and the position was even worse among the women.

Selu Centre (Survey 1955-56)

Selu centre consisted of the following four villages : Selu, Dhanoli, Belgaon and Vadgaon. Selu is in Wardha taluka in Wardha district and is on the Wardha-Nagpur bus route at a distance of 10 miles from Wardha. The nearest railway station is Pavnar at a distance of four miles on the Wardha-Nagpur route. But most people from Selu and the surrounding villages use Wardha railway station. Belgaon is a small village beyond the river only a mile away from Selu (on the road to Nagpur); Dhanoli is at a distance of one and a half miles and Vadgaon is at a distance of two to two and a half miles; both of them are off the road. Selu has Grama Panchayat and a post and telegraph office. It has a weekly market which is an important cattle market. Recently Selu has become a Block Development centre, and has therefore acquired a new importance and the accompanying developmental facilities such as a health centre. Actually the Block offices are situated in the village Belgaon with a consequent rise in its population. There are three private medical practitioners in Selu. For many facilities Selu and other villages naturally depend on the district town of Wardha. Electricity had already reached Selu and other villages in 1955-56 and it is used for lighting as well as for water-pumps and power looms.

This is a flat fertile tract with an annual rainfall between 25 and 30 inches. The river Bor flows from the north to the south and forms the eastern boundary of Selu; it is a tributary of the river Wardha. These villages are crossed by a number of streams in the rainy season. Wells are the source of drinking-water in all the villages. The main crops are *jowar* and cotton, the other important crops being chillies and oil-seeds. A small percentage of the cultivated area in Selu and Vadgaon is under well-irrigation where bananas and oranges are grown.

The caste-structure at Selu is different from that at the other centres. Here instead of the Maratha caste-group the major caste-groups are Intermediate Hindus-1 and-2, Koshtis (weavers) and Telis (oil-pressers by tradition) being the main communities. The Koshtis still carry on their traditional occupation of weaving but the Telis are mainly cultivators and agricultural labourers. In the other villages Kunbis (Marathas) are an important community. As mentioned earlier Belgaon has a number of recently immigrated families on account of the Block Development offices.

There are two primary schools at Selu; one for boys was established in 1875 and the other for girls was started in 1917. There are two high schools. One of them, started in 1944, had more than 600 pupils in 1964 and the other, started in 1961, had about 400 pupils on its roll in 1964. Vadgaon has a primary school dating to 1928, and more recently schools have also been started in Dhanoli and Belgaon. So all the villages now have fairly good educational facilities. Compulsory education was not introduced till 1964 and there were no adult education activities in either of these villages. At the time of the survey male literacy was fairly high both at Selu and the other three villages. Female literacy was not so high, it being about 21 per cent in Selu and 16 per cent in the other villages.

Dhad Centre (Survey 1955-56, Resurvey 1961-62)

The villages included in this centre were Dhad, Dudha, Dhal Savangi, Karadi and Savali, Dhad being the nuclear village for other villages. They are in Chikhali tahsil of Buldhana district, and they all lie on the slope of the Balaghat plateau which is interspersed by the spurs of the Ajanta hills. Dhad is the terminus of the Buldhana-Dhad metalled road 17-mile south-west of Buldhana and is connected to Chikhali, the tahsil place 27 miles to the east, by another bus road. The nearest railway station on the Bombay-Nagpur route is Malakapur 47 miles away in the north, and can be approached by road via Buldhana. Dudha and Dhal Savangi are on the Buldhana-Dhad road, respectively six miles and two miles from Dhad; but Karadi and Savali are off the road, respectively half a mile and two miles to the south of Dhad. They can be approached

from Dhad by *kucha* roads, which become difficult for cart transport during the rains. There are Grama Panchayat and Nyaya Panchayat at Dhad, and also a police station. There are post offices in Dhad, Dhal Savangi and Dudha, but the remaining two villages have to rely on others for this service. Medical facilities are available at Dhad; a Zilla Parishad dispensary manned by a qualified doctor and a private Ayurvedic practitioner. Veterinary services are also available. Dhad is an important trade centre and a collection centre for agricultural produce from the neighbouring areas in Aurangabad district to which it is connected by cart roads. Dhad has a weekly market, and a bank. Dudha also has a weekly market but a smaller one.

Being on the slope of a plateau and crossed by hills the terrain is uneven except on the actual sites of the villages. Dhad is on the river Khadak Purna, a tributary of Godavari; at Dhad it is near its source and naturally very small. Dudha is on the summit of the ghat descending from Buldhana to Dhad; and Dhal Savangi is below the ghat and is on the slopes of a hill. Karadi is on Khadak Purna just south of Dhad, but Savali is further away. Streams cross all these valleys to drain them into Khadak Purna.

The annual rainfall in this area is 30 to 35 inches. The soil is black in the flat regions of the villages and there is plenty of sub-soil water. Wells are therefore an important source of water supply and, except at Dudha, also of irrigation. The main grain crops are *jowar* and pulses; and the main cash-crops are cotton, groundnut and oilseeds which cover a little less than half of the cultivable area. Cotton is the most important of cash crops.

The caste-composition of the villages shows that Muslims are the major group in Dhad and Dhal Savangi; and they form a closely knit community. The Marathas form the second major group in these two villages, and in the other three villages they are in an overwhelming majority. In Dhal Savangi and Dudha the Backward Classes (mainly Lad Vanjaris) have a sizable population; they are all a settled group, settled on land. In all the five villages the Scheduled Castes (mainly Mahars) are an important section of the population; except at Dhad they are almost one-fifth of the village population.

The main primary school in Dhad dates back to 1887. Recently (in 1963) a one-teacher school has been started in the Borkheda locality of Dhad. In addition there is an Urdu primary school, started as far back as in 1879. It used to teach up to the seventh standard, but the number dwindled down during the days of the Razakar activity (in the adjoining Nizam's territories in 1947-48), and since then it teaches only four standards. The primary school at Dudha teaching seven standards is also fairly old; it was opened in 1923. The other three villages have primary schools teaching four

standards, the one at Karadi being the most recent (started in 1963). Besides the primary schools, the Zilla Parishad is also conducting, since 1958, a high school as an extension of the main primary school in the same building. At Dhal Savangi, where more than 30 per cent of the population is Muslim, a private Urdu school has been started recently. There was no compulsion in primary education (till 1964), and there was no activity in adult education.

Male literacy at Dhad was high (70 per cent) at the time of resurvey, the Marathas, the Scheduled Castes and the Muslims all having more than 60 per cent literates. Female literacy, however, was low (24 per cent). Both among males and among females, Muslims fared much better than the Marathas and the Scheduled Castes. In the other four villages also male literacy was fairly high (52 per cent) at the time of resurvey, but female literacy was very low, only 10 per cent. Dudha where the school was started as far back as in 1923 had far better literacy than Karadi where it was started in 1963.

Jawala Centre (Survey 1958-59)

The centre comprises eight villages, Jawala, Taroda, Brahmanwada, Selu, Gavana, Kinhi, Jamb and Khandala in the southern part of Darwaha tahsil of Yeotmal district. Jawala is the nuclear village of the group. Taroda has a sizable population, but all others are rather small. At the time of survey the village Gavana was partially deserted. Brahmanwada and Selu are, in fact, two separate villages but are considered as one village for revenue purposes. Jawala and Taroda lie on the Arni-Yeotmal bus road about 20 miles from the district place of Yeotmal which is the terminus of the Yeotmal-Murtizapur narrow-gauge railway route. A road was recently constructed to connect Jawala with Darwaha 18 miles away. Darwaha also lies on this narrow-gauge railway route. The other villages are off the road and are connected with Jawala by cart tracks. Jawala has a weekly market and Taroda also has a small weekly market. There is Grama Panchayat, a co-operative bank and a post office in Jawala. It has medical facilities with two or three medical practitioners; a health visitor is also stationed in this village. Electricity reached Jawala in 1964.

The terrain of this part of the district is undulating and interspersed with high and low hills. This group of villages lies on the slope of one such range sloping towards the river Adana which is a tributary of Penganga. Taroda, Brahmanwada and Selu are on the banks of the river Adana while Kinhi and Jamb are in the interior in the hilly parts. The rainfall in this area is about 30 inches. There is very little irrigation. Wells are the main source of water-supply. The main crops are *jowar* and cotton, with chillies

from Dhad by *kucha* roads, which become difficult for cart transport during the rains. There are Grama Panchayat and Nyaya Panchayat at Dhad, and also a police station. There are post offices in Dhad, Dhal Savangi and Dudha, but the remaining two villages have to rely on others for this service. Medical facilities are available at Dhad; a Zilla Parishad dispensary manned by a qualified doctor and a private Ayurvedic practitioner. Veterinary services are also available. Dhad is an important trade centre and a collection centre for agricultural produce from the neighbouring areas in Aurangabad district to which it is connected by cart roads. Dhad has a weekly market, and a bank. Dudha also has a weekly market but a smaller one.

Being on the slope of a plateau and crossed by hills the terrain is uneven except on the actual sites of the villages. Dhad is on the river Khadak Purna, a tributary of Godavari; at Dhad it is near its source and naturally very small. Dudha is on the summit of the ghat descending from Buldhana to Dhad; and Dhal Savangi is below the ghat and is on the slopes of a hill. Karadi is on Khadak Purna just south of Dhad, but Savali is further away. Streams cross all these valleys to drain them into Khadak Purna.

The annual rainfall in this area is 30 to 35 inches. The soil is black in the flat regions of the villages and there is plenty of sub-soil water. Wells are therefore an important source of water supply and, except at Dudha, also of irrigation. The main grain crops are *jowar* and pulses; and the main cash-crops are cotton, groundnut and oilseeds which cover a little less than half of the cultivable area. Cotton is the most important of cash crops.

The caste-composition of the villages shows that Muslims are the major group in Dhad and Dhal Savangi; and they form a closely knit community. The Marathas form the second major group in these two villages, and in the other three villages they are in an overwhelming majority. In Dhal Savangi and Dudha the Backward Classes (mainly Lad Vanjaris) have a sizable population; they are all a settled group, settled on land. In all the five villages the Scheduled Castes (mainly Mahars) are an important section of the population; except at Dhad they are almost one-fifth of the village population.

The main primary school in Dhad dates back to 1887. Recently (in 1963) a one-teacher school has been started in the Borkheda locality of Dhad. In addition there is an Urdu primary school, started as far back as in 1879. It used to teach up to the seventh standard, but the number dwindled down during the days of the Razakar activity (in the adjoining Nizam's territories in 1947-48), and since then it teaches only four standards. The primary school at Dudha teaching seven standards is also fairly old; it was opened in 1923. The other three villages have primary schools teaching four

standards, the one at Karadi being the most recent (started in 1963). Besides the primary schools, the Zilla Parishad is also conducting, since 1958, a high school as an extension of the main primary school in the same building. At Dhal Savangi, where more than 30 per cent of the population is Muslim, a private Urdu school has been started recently. There was no compulsion in primary education (till 1964), and there was no activity in adult education.

Male literacy at Dhad was high (70 per cent) at the time of resurvey, the Marathas, the Scheduled Castes and the Muslims all having more than 60 per cent literates. Female literacy, however, was low (24 per cent). Both among males and among females, Muslims fared much better than the Marathas and the Scheduled Castes. In the other four villages also male literacy was fairly high (52 per cent) at the time of resurvey, but female literacy was very low, only 10 per cent. Dudha where the school was started as far back as in 1923 had far better literacy than Karadi where it was started in 1963.

Jawala Centre (Survey 1958-59)

The centre comprises eight villages, Jawala, Taroda, Brahmanwada, Selu, Gavana, Kinhi, Jamb and Khandala in the southern part of Darwaha tahsil of Yeotmal district. Jawala is the nuclear village of the group. Taroda has a sizable population, but all others are rather small. At the time of survey the village Gavana was partially deserted. Brahmanwada and Selu are, in fact, two separate villages but are considered as one village for revenue purposes. Jawala and Taroda lie on the Arni-Yeotmal bus road about 20 miles from the district place of Yeotmal which is the terminus of the Yeotmal-Murtizapur narrow-gauge railway route. A road was recently constructed to connect Jawala with Darwaha 18 miles away. Darwaha also lies on this narrow-gauge railway route. The other villages are off the road and are connected with Jawala by cart tracks. Jawala has a weekly market and Taroda also has a small weekly market. There is Grama Panchayat, a co-operative bank and a post office in Jawala. It has medical facilities with two or three medical practitioners; a health visitor is also stationed in this village. Electricity reached Jawala in 1964.

The terrain of this part of the district is undulating and interspersed with high and low hills. This group of villages lies on the slope of one such range sloping towards the river Adana which is a tributary of Penganga. Taroda, Brahmanwada and Selu are on the banks of the river Adana while Kinhi and Jamb are in the interior in the hilly parts. The rainfall in this area is about 30 inches. There is very little irrigation. Wells are the main source of water-supply. The main crops are *jowar* and cotton, with chillies

and groundnut as other minor crops.

The principal caste-group in Jawala is Intermediate Hindus-2 consisting of Teli, Kamati and Varti communities. They are mainly agriculturists. In the peripheral villages the Backward Class communities, mainly Gonds and Banzaras, constitute the major caste-group. Kunbis classified under the Maratha caste-group are found in all the villages, and the Scheduled Castes, mainly Mahars, are concentrated more in Jawala and Taroda. Agriculture is the main-stay in all these villages. Tailoring has suddenly sprung up as an important other occupation.

Jawala had three primary schools in 1964, one of them for girls. It has also a high school since 1963. The main primary school was established in 1874. The primary school at Taroda is also old; it was started in 1902. In the fifties schools were opened in all other villages except Gavana. The latter has only a dozen families and is very close to Jawala. Compulsory education had not been introduced till 1964. Adult classes were started at Jawala and in three other villages but were discontinued after a few years. Male literacy was fairly high (about 70 per cent) at Jawala and also in the smaller villages (about 50 per cent) at the time of the survey. But female literacy was low. It was very low in the peripheral villages and particularly among the Backward Class caste-group.

Goregaon Centre (Survey 1956-57)

This centre consisted of three villages Goregaon, Ghoti and Zanjia in Gondia tahsil of Bhandara district. The nuclear village, Goregaon, is nine miles by bus from the tahsil town Gondia, on a metalled road from Gondia to Arjuni on the main trunk road to Nagpur. It can also be approached by railway from Gondia, the nearest railway station being less than a mile away. Ghoti is also near the road and railway, but Zanjia is further away ordinarily accessible by a cart track from Goregaon but is sometimes inaccessible in the rainy season because of a small river flowing in between. Proximity to Gondia which is the largest town in the district with more than 50,000 population and a big centre of rice trade and *bidi*-making weilds great influence on these villages especially Goregaon and Ghoti. Goregaon is served by a post office, a medical dispensary, a veterinary dispensary, and a social welfare centre for women and children. There is Grama Panchayat and Nyaya Panchayat in the village. There is a weekly market in Goregaon. It has also electricity since 1962.

Although Bhandara district has many hilly and forest areas, Goregaon is in an open cultivated area, with a rainfall between 50 and 60 inches. The villages under survey have tank- and well-irrigation covering nearly 40 per cent of the areas. The main occupation is agriculture and the main crop

is paddy. The land-holdings are often quite large in size. There were two rice mills, one in Goregaon and another in Ghoti in 1956. *Bidi*-making is also an important subsidiary occupation in all the three villages.

The caste composition of population shows that the Advanced Hindus form the most important group. This is because of the Ponwars who are classed as Advanced Hindus; they are mainly farmers by occupation. There is a large Backward Class population also, consisting of the Halbis, Govaris and Gonds, many of them being agricultural labourers. They are settled communities and their tribal past is not recent. Scheduled Castes, mainly the Mahars, form an important section of the population, and their main occupation is very often *bidi*-making. A number of Mahar households are well above the poverty line usually associated with the Scheduled Castes. Many of them were formerly weavers on handlooms but have now taken to *bidi*-making.

In 1964 Goregaon had one primary school; the school dates back to 1892. Ghoti and Zanjia also have a primary school each with four standards. Compulsory education was introduced in Goregaon and Ghoti in 1926 but only for boys. The same position continued till 1964. Adult literacy classes were started but were discontinued after a few years. Goregaon has a high school since 1957 run by the Zilla Parishad. It is a flourishing institution and serves the neighbouring villages as well.

Literacy was quite high, 62 per cent, among the males at the time of the survey. It was high even among the Scheduled Castes and Backward Classes, undoubtedly a consequence of the compulsory education for boys started 40 years ago. But female literacy was still very low, only 13 per cent. The Ponwars who claim descent from Rajputs used to observe *purdah* until a few years back; this perhaps explains the very low female literacy amongst them. From the figures of educands at the time of the survey and the enrolment in primary schools in 1964, it appears that the compulsion (among boys) is reasonably effective.

Kothari Centre (Survey 1957-58)

The centre consisted of Kothari as the nuclear village and Amdi, Palasgaon and Kawadjai as three peripheral villages. Kothari is in Chanda tahsil of Chanda district, about 21 miles south of Chanda on the metalled road from Chanda to Sironcha in the south-east. The nearest railway station is Ballarshah 10 miles north of Kothari on the railway route from Chanda to Nagpur. Amdi, three miles away from Kothari, is also on the Chanda-Sironcha road, but the other two villages are two or three miles off the road with no approach roads. The cart tracks become difficult during the rains. At the time of the survey the post office at Kothari was often used by the

villagers in the three villages, but their letters were delivered by another post office at Vithalwada eight to ten miles away; there was no daily delivery of letters to these villages. The nearest telegraph office was Ballarshah. Kothari has Grama Panchayat and Nyaya Panchayat. A weekly market is held in Kothari. For medical facilities the surrounding villages depend on Kothari which had two dispensaries, one of a private practitioner and the other, an Ayurvedic dispensary aided by the Zilla Parishad. Since 1964 Kothari has been covered by the scheme of rural electrification.

Kothari and Amdi are on the eastern bank of the river Wardha. The principal source of water supply at Kothari, however, is a small stream in the north and wells; Wardha river is two miles away from the main cluster of houses. This is a relatively low-rainfall region of Chanda district. Chanda district is known for its vast forest areas, but Kothari and other villages lie in open field tract more or less barren; the forest area starts a few miles south of Kothari. Palasgaon and Kawadjai have tank irrigation, but there are no irrigation facilities in the other two villages. The main crops are *jowar*, oilseeds and chillies; paddy is an important crop in the irrigated villages of Kawadjai and Palasgaon. The peripheral villages are poor, especially Kawadjai, as compared with Kothari.

The caste composition in this centre has some interesting features. The Marathas (mainly Kunbis) are the principal caste-group but Intermediate Hindus-2 (who are really cultivators), Backward Classes and Scheduled Castes also form sizable groups. Mahars, (now Nava Bouddhas,) are the main group among the Scheduled Castes. The most important section in the Backward Classes are Gonds, a closely-knit community with a powerful Jat-Panchayat; they are more than 60 per cent of the population in Kawadjai. Because of the forest areas in the district there is said to be considerable seasonal migration.

There are primary schools in all the four villages. The one at Kothari is reported to have been established round about 1860 or so. It used to teach up to the seventh standard until the high school started in 1956 took over the teaching from the fifth standard onwards. The high school, conducted by a local educational society, had more than 350 pupils in 1964. An aided school was run in Amdi for a few years round about 1935. But the present primary schools in all the three peripheral villages are recent; the one at Palasgaon was well-attended in 1964. Compulsory education was not in force till 1964 in any of the four villages. It was also reported that adult education classes started in the earlier years in Kothari and Palasgaon were discontinued a few years later.

The male population of Kothari and the surrounding villages had a fair amount of literacy (about 50 and 40 per cent) at the time of the survey,

but the female literacy was very low, less than 10 per cent. Scheduled Caste males were more literate than the Marathas and Intermediate Hindus-2. The Backward Class males were least literate, but were coming up (25 to 30 per cent). But the female literacy was uniformly low in all these caste-groups.

Murud Centre (Survey 1955-56, Resurvey 1962-63)

There were three villages in this centre, Murud, Watawada and Karkata of which Murud is the nuclear village. Murud is in Latur taluka of Osmanabad district which was part of Hyderabad State before 1956 and was under the Nizam rule until the police action in 1948. Murud lies on the narrow-gauge railway line from Barsi to Latur; the station which is two miles away from the village is connected to it by a *kucha* road. The metalled road from Barsi to Latur passes through Murud village, and the road from the district place of Osmanabad to Latur also passes through it. Actually the former road lies along the old pilgrim track from the north-eastern parts of Marathwada to the holy place of Pandharpur. The other two villages are small villages at a distance of about two to three miles north-west and east of Murud respectively. Karkata, the poorer of the two, is on the road from Murud to Latur; the other village Watawada, connected to Murud by a cross-country road, is off the Barsi-Latur road at a distance of about two miles. Both of them depend on the nuclear village Murud for many amenities.

Murud is reported to be the biggest cattle market in the district with a reported sale of about 50,000 cattle every year. Besides Grama Panchayat it had at the time of the survey Rural Reconstruction Society (established in 1953) which had started a number of educational and economic and welfare activities in the village. Murud has a weekly market. There was only a post office in the village till recently, but now it has both telegraph and telephone service. Electricity had reached Murud in 1953, and very recently, in 1966, it has also reached Watawada. Medical facilities are available at Murud, and at the time of the survey a qualified midwife was stationed in the village.

This area is in the dry tract of the district. It is a flat country and there is no irrigation. The average rainfall is about 30 inches a year. A small stream runs by the side of Murud village. The main source of drinking-water is wells. The main food-grain crop is *jowar*, the other important crops being cotton and groundnut. The average size of land-holding is much bigger in this area, but then it is dry unirrigated land.

The caste structure of the population in the villages is simple; the two main caste-groups are the Marathas and the Scheduled Castes (mostly Mahars). In Murud nuclear village the Muslims form the third significant

group. The main occupation in the village is agriculture, and the number of agricultural labourers is quite large. At Murud, which is a marketing centre, not only trade and commerce but a number of other occupations also assume considerable importance.

There are two primary schools at Murud. The main school, which dates back to 1897, teaches up to the seventh standard and is a basic school with agriculture. The other is a separate school for girls; the school which was started about 25 years ago seems to be doing well. Compulsory education was not introduced till 1964; but a School-Entry week was observed at the beginning of the academic year. There are primary schools at Watawada and Karkata up to the fourth standard. There is a basic training college for training men primary teachers at Murud. There is also a multi-purpose high school which was started in 1953 and is managed by a local private educational society. A hostel for boys is also being run by the Rural Reconstruction Centre. Some efforts were made for conducting adult education classes but they were not running in 1964 except at Karkata.

The figures for literacy for survey and resurvey show that significant progress was registered in male literacy. The female literacy is still rather low, especially in the peripheral villages and among the Scheduled Castes.

Bori Centre (Survey 1954-55, Resurvey 1960-61)

This centre comprised the following villages: Bori, Dhanora, Nagapur, Deogaon, Mudha, Nagathana, Ganapur, Dohara and Chandaj. They are all in Jintur taluka in the central part of Parbhani district. Bori lies on the Parbhani-Jintur metalled road, 20 miles from Parbhani in the south and eight miles from Jintur in the north. The nearest railway station is Parbhani on the Aurangabad-Nanded metre-gauge route. Among the remaining villages Nagapur is within two miles of Bori on the Bori-Jintur road. Chandaj is three fourths of a mile off the road, and the others are in the interior connected with Bori only by cart tracks. Bori has a weekly market including a cattle market, and it is a more important centre of trade and commerce than even the taluka town of Jintur. Bori has Grama Panchayat and a post office, and medical facilities—a private medical practitioner. Among the other villages, Chandaj and Dohara have population over 500; the rest are very small. They all depend on Bori for the facilities mentioned above.

This is a flat fertile area with an annual rainfall of about 30 inches. The river Karapara, a tributary of Purna, flows from the west to the east on the northern boundary of Bori at a distance of one and a half to two miles. On the same river lie the villages Nagapur, Deogaon, Mudha, Dohara and Chandaj. Wells are the principal source of drinking-water at Bori and

other villages. There is very little irrigation. The main crops are *jowar*, cotton and oilseeds. The farm-size is much larger in this centre than in many other centres.

In Bori, besides the two major caste-groups, the Marathas and the Scheduled Castes, Muslims also form an important section of the population. In the smaller villages the number of Muslims is small, but the Backward Classes and Tribes are important. The main occupation is agriculture and the number of agricultural labourers is much larger than that of the cultivators. At Bori, which is a centre of trade and commerce, there is a diversified occupation-structure and other occupations assume importance. The peasant farmer in this area is said to be relatively prosperous.

Bori has a primary school since 1908, and the Zilla Parishad has started secondary classes in this school from 1960. There is also a separate school for girls in Bori. The primary school at Chandaj was established in 1935; those at Dohara, Deogaon and Mudha are more recent. In 1964 there were no schools in the other four villages; but it should be noted that Dhanora is only one mile from Deogaon which had a school, and Nagapur, Nagathana and Ganapur are within a radius of two miles of Bori. In all these small villages where there is no school, private classes are conducted for very young children. Compulsory education was not introduced in these villages till 1964, but a School-Entry week was observed at the beginning of the school year with a drive for enrolment. Adult education classes were being conducted in Bori, Chandaj and Dohara. The resurvey figures show that male literacy was high (56 per cent) in 1960-61 in Bori, but female literacy was low (17 per cent). In the peripheral villages male literacy was 32 per cent, but female literacy was very very low — only 3 per cent. The Scheduled Castes and the Backward Classes were lagging behind, and female education among these caste-groups was almost non-existent.

Karkheli Centre (Survey 1957-58)

Karkheli centre included besides itself the following three villages : Chikana, Dhanora and Vilegaon. They are all in Biloli taluka in Nanded district, in the northern part of the district. Karkheli lies on the metre-gauge railway route from Nanded to Nizamabad (in Andhra Pradesh) and is at a distance of 36 miles to the north of Nanded. To reach the taluka town of Biloli, which is 13 miles to the east, there is a *kucha* road intercepted by the Godavari river over which there is no bridge. A more convenient route is to go to Nanded or Nizamabad by railway and then by bus to Biloli which lies on the Nanded-Nizamabad bus route. Vilegaon is one mile away from Karkheli, Dhanora one and a half miles, and Chikana three miles. They are connected to Karkheli by cart-tracks. Karkheli has Grama

Panchayat, a co-operative credit society, a weekly market and medical facilities (private medical practitioners). There is a sub-post office, but for telegrams one has to depend on the railway station. Since 1964-65 Karkheli is connected to the electric grid. Karkheli was till recently an important marketing centre for cotton and other goods. But during the last ten years, Karkheli has lost its importance as a centre of trade and commerce to Dharmabad (in the north) which is an important market for chillies and grain, and to Umbari (in the south) which has now developed as a big marketing centre in cotton.

Karkheli and the other three villages lie in a relatively flat region of fertile black soil. Vilegaon is on the slope of a low hill and there are also low hills in Dhanora and Chikana. The annual rainfall is between 35 and 40 inches. There are streams flowing through these villages, but they all dry up in summer. The only nearby river is Godavari eight to nine miles away from Karkheli. There are several tanks in these villages and they are an important source of irrigation in Chikana, Dhanora and Karkheli, in that order. Drinking-water is obtained from wells. The main crops are *jowar*, cotton and chillies, and the main crop in the tank-irrigated areas is paddy.

Muslims are the major community in the population of Karkheli; in Chikana also they are numerically important. But in the other villages the two major caste-groups are, as usual, the Marathas and the Scheduled Castes. While the occupation structure is fairly varied in Karkheli, cultivation and agricultural labour are the only two occupations in the other three villages. Between 1951 and 1961 there was considerable emigration from Karkheli because of the dwindling trade.

The primary school at Karkheli is reported to have been started in 1900. There was a primary school for girls till 1953 but was merged with the boys' school in that year. The Zilla Parishad has started secondary classes in the school from 1963. Schools have also been recently opened in the other three villages, and the one at Chikana had more than 100 pupils in 1964. Compulsory education was to be introduced in 1964, and adult education classes which were started in these villages in the initial period have now been discontinued. At the time of the survey in 1957-58, male literacy was 47 per cent in Karkheli and 31 per cent in the other three villages; female literacy was, however, very low, 10 per cent in Karkheli and only four per cent in the other three villages.

Table 1: POPULATION AND LITERACY ACCORDING TO 1951 AND 1961 CENSUSES IN THE VILLAGES FOR WHICH BOTH SURVEY AND RESURVEY DATA WERE AVAILABLE

Centre	Village	1951 Census						1961 Census					
		Population			Literacy (per cent)			Population			Literacy (per cent)		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1.	Mithbav	2,383	3,057	5,440	35.6	9.2	20.8	2,499	3,175	5,674	63.7	33.9	47.0
2.	Waghode	1,499	1,459	2,958	43.8	10.3	27.3	1,797	1,678	3,475	51.7	17.3	35.1
3.	Gulumb	838	992	1,830	28.7	7.2	17.0	937	1,123	2,060	47.0	16.7	30.5
	Kawathe	1,164	1,241	2,405	43.3	12.2	27.2	1,332	1,411	2,743	59.3	38.1	48.4
	Ozarde	1,128	1,153	2,281	42.3	14.4	28.2	1,314	1,392	2,706	58.8	34.8	46.5
4.	Devapur												
	Panvan	342	349	691	3.8	0.3	2.0	385	384	769	18.7	1.6	10.1
	Gangoti	246	249	495	4.5	0.4	2.4	315	349	664	16.2	0.9	8.1
	Jambulani	388	469	857	12.1	0.2	5.6	535	589	1,124	13.8	1.5	7.4
5.	Pusegaon	1,199	1,152	2,351	43.2	13.9	28.8	1,597	1,546	3,143	58.7	31.4	45.2
	Visapur	1,366	1,412	2,778	18.2	2.8	10.4	1,585	1,681	3,266	48.4	20.8	34.2

Table 1: POPULATION AND LITERACY ACCORDING TO 1951 AND 1961 CENSUSES IN THE VILLAGES FOR WHICH BOTH SURVEY AND RESURVEY DATA WERE AVAILABLE (Contd.)

Centre	Village	1951 Census						1961 Census					
		Population			Literacy (per cent)			Population			Literacy (per cent)		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
6. Kasabe	Kasabe Sukene	1,291	1,371	2,662	39.2	8.6	23.4	1,740	1,756	3,496	43.9	16.5	30.1
	Sukene	894	866	1,760	45.7	7.5	26.9	1,132	1,118	2,250	39.1	15.6	27.4
7. Dhad	Dhad	1,491	1,482	2,973	44.5	15.9	30.3	1,899	1,843	3,742	42.3	12.6	27.7
	Dudha	289	293	582	42.2	5.5	23.7	389	372	761	27.0	4.6	16.0
	Dhal Savangi	323	339	662	20.4	1.2	10.6	448	446	894	26.3	2.2	14.3
	Savali	309	316	625	23.3	0.9	12.0	389	391	780	45.4	5.9	25.5
	Karadi	112	89	201	34.8	—	19.4	137	123	260	28.5	2.4	16.2
8. Murud	Murud	1,317	1,147	2,464	27.0	4.9	16.7	2,534	1,916	4,450	45.1	11.5	30.6
	Watawada	501	458	959	12.3	0.4	6.7	600	588	1,188	38.2	8.2	23.3
	Karakata	280	247	527	6.4	—	3.4	330	281	611	19.1	3.2	11.8

Table 1: POPULATION AND LITERACY ACCORDING TO 1951 AND 1961 CENSUSES IN THE VILLAGES FOR WHICH BOTH SURVEY AND RESURVEY DATA WERE AVAILABLE (Contd.)

Centre	Village	1951 Census						1961 Census					
		Population			Literacy (per cent)			Population			Literacy (per cent)		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
9. Bori	Bori	1,630	1,616	3,246	27.1	3.6	1.54	1,918	1,920	3,838	42.5	10.1	26.3
	Dhanora	188	194	382	0.5	-	0.3	207	204	411	18.8	0.5	9.7
	Nagapur	54	58	112	18.5	-	8.9	74	69	143	18.9	1.4	10.5
	Deogaon	137	155	292	4.4	-	2.1	151	169	320	17.2	-	8.1
	Mudha	137	139	276	-	-	-	167	156	323	13.8	-	7.1
	Nagathana	67	68	135	9.0	-	4.4	85	94	179	17.6	-	8.4
	Ganapur	71	67	138	9.9	-	5.1	87	97	184	12.6	1.0	6.5
	Dohara	287	261	548	5.9	-	3.1	340	309	649	21.8	1.0	11.9
	Chandaj	385	349	734	13.2	0.6	7.2	427	406	833	29.3	3.9	16.9

Table 2 : POPULATION AND LITERACY OBSERVED IN SURVEYS AND RESURVEYS

Centre	Village	Year of Survey	Population			Sur
			Men	Women	Total	
1. Mithbav	Mithbav	1954-55	2,244	2,880	5,124	
2. Waghode	Waghode	1956-57	1,661	1,508	3,169	
3. Gulumb	Gulumb	1942-43	728	893	1,621	
	Kawathe	1942-43	956	1,094	2,050	
	Ozarde	1942-43	902	926	1,828	
4. Devapur (The figures for Survey are based on a sample.)	Panvan	1949-50	85	73	158	
	Gangoti	1949-50	70	63	133	
	Jambulani	1949-50	63	75	138	
5. Pusegaon	Pusegaon	1955-56	1,296	1,298	2,594	
	Visapur	1955-56	1,463	1,487	2,950	
6. Kasabe Sukene	Kasabe Sukene	1955-56	1,474	1,442	2,916	
	Mauje Sukene	1955-56	773	721	1,494	
7. Dhad	Dhad	1955-56	1,624	1,580	3,204	
	Dudha	1955-56	320	305	625	
	Dhal Savangi	1955-56	367	371	738	
	Savli	1955-56	340	334	674	
	Karadi	1955-56	125	103	228	
8. Murud	Murud	1955-56	1,528	1,309	2,837	
	Watawada	1955-56	546	493	1,039	
	Karakata	1955-56	318	284	602	
9. Bori	Bori	1954-55	1,692	1,707	3,399	
	Dhanora	1954-55	196	168	364	
	Nagapur	1954-55	53	53	106	
	Deogaon	1954-55	143	146	289	
	Mudha	1954-55	153	155	308	
	Nagathana	1954-55	55	67	122	
	Ganapur	1954-55	71	77	148	
	Dohara	1954-55	300	259	559	
	Chandaj	1954-55	388	355	743	

FOR VILLAGES WHICH WERE SURVEYED TWICE

<i>Survey</i>			<i>Year of Resurvey</i>	<i>Resurvey</i>					
<i>Literacy (per cent)</i>				<i>Population</i>			<i>Literacy (per cent)</i>		
<i>Men</i>	<i>Women</i>	<i>Total</i>		<i>Men</i>	<i>Women</i>	<i>Total</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
59.1	25.9	40.5	1959-60	2,233	2,925	5,158	62.5	32.3	45.4
53.9	19.7	37.6	1962-63	1,857	1,695	3,552	57.0	22.7	40.6
32.4	2.6	16.0	1958-59	921	1,114	2,035	51.5	19.3	33.9
44.8	6.5	24.3	1958-59	1,212	1,313	2,525	57.6	24.8	40.5
41.6	7.7	24.4	1958-59	1,276	1,268	2,544	59.6	31.2	45.4
4.7	-	2.5	1959-60	440	415	855	16.6	2.2	9.6
14.3	-	7.5	1859-60	308	338	646	22.4	1.5	11.5
17.5	4.0	10.1	1959-60	563	575	1,138	17.4	3.0	10.1
51.2	19.2	35.2	1960-61	1,396	1,349	2,745	58.6	31.1	45.1
32.8	7.9	20.3	1960-61	1,551	1,653	3,204	40.0	14.3	26.7
48.0	18.0	33.2	1960-61	1,597	1,558	3,155	51.0	21.9	36.6
50.7	16.6	34.2	1960-61	897	835	1,732	52.6	25.0	39.3
43.1	11.8	27.7	1961-62	1,928	1,951	3,879	59.5	19.8	39.5
41.6	9.8	26.1	1961-62	360	394	754	52.5	15.7	33.3
28.6	4.0	16.2	1961-62	465	456	921	37.2	6.1	21.8
33.8	3.6	18.8	1961-62	400	392	792	45.0	5.6	25.5
28.8	-	15.8	1961-62	140	133	273	42.1	5.3	24.2
41.9	8.4	26.5	1962-63	2,319	2,105	4,424	51.3	18.5	35.7
29.9	2.4	16.8	1962-63	632	612	1,244	41.3	10.5	26.1
22.9	0.7	12.5	1962-63	358	339	697	39.1	8.3	24.1
44.0	9.6	26.7	1960-61	1,929	1,849	3,778	47.5	15.0	31.6
10.2	-	5.5	1960-61	213	237	450	22.1	-	10.4
20.8	-	10.4	1960-61	69	72	141	21.7	4.2	12.8
14.0	-	6.9	1960-61	150	180	330	20.0	-	9.1
13.7	0.6	7.1	1960-91	165	150	315	18.2	-	9.5
30.9	-	13.9	1960-01	82	93	175	37.8	3.2	19.4
16.9	-	8.1	1960-61	84	92	176	26.2	-	12.5
10.7	-	5.7	1960-61	317	300	617	32.2	4.3	18.6
20.9	-	10.9	1960-61	429	412	841	35.4	4.6	20.3

Table 3: POPULATION AND LITERACY ACCORDING TO 1951 AND 1961 CENSUSES

Centre	Village	1951 Census						1961		
		Population			Literacy (per cent)			Population		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
1	Manor	1,579	1,318	2,897	44.6	22.8	34.7	1,725	1,534	3,259
	Maswan	391	366	757	32.0	11.7	22.2	446	439	885
	Kondhan	311	303	614	7.1	0.3	3.7	384	433	817
	Avdhan	313	324	637	6.4	0.6	3.5	342	353	695
	Ambhan	77	78	155	2.6	—	1.3	113	121	234
2	Maskawad Khurd	308	282	590	16.9	11.7	14.4	335	334	669
	Maskawad Seem	710	669	1,379	61.3	26.2	44.2	813	751	1,564
3	Devapur	243	247	490	9.9	0.4	5.1	471	350	821
	Pulkoti	292	312	604	28.4	2.6	15.1	404	374	778
	Valai	317	320	637	2.8	2.2	2.5	274	268	542
	Hingani	316	312	628	5.1	0.3	2.7	528	529	1,057
	Shirtav	135	160	295	14.1	1.9	7.5	154	175	329
	Palasawade	86	92	178	34.9	3.3	18.5	156	157	313
4	Malthan	1,148	1,102	2,250	29.5	6.2	18.1	1,501	1,428	2,929
	Sone savangi	359	385	744	5.8	—	2.8	527	523	1,050
	Nimgaon	308	285	593	5.8	1.1	3.5	379	342	721
	Bhogi									
	Amdabad	302	287	589	8.3	0.7	4.6	455	373	828
5	Selu	1,782	2,136	3,918	37.8	13.4	24.5	2,291	2,228	4,519
	Dhanoli	277	291	568	27.8	5.8	16.5	265	296	561
	Belgaon	134	112	246	23.9	9.8	17.5	246	238	484
	Vadgaon	294	299	593	25.2	5.0	15.0	348	338	686

AND FROM SURVEYS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE

<i>Census</i>			<i>Year of Survey</i>	<i>Survey</i>					
<i>Literacy (per cent)</i>				<i>Population</i>			<i>Literacy (per cent)</i>		
<i>Men</i>	<i>Women</i>	<i>Total</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>	
43.8	29.7	37.2	1956-57	1,209	1,137	2,346	42.8	26.3	34.8
30.3	19.6	25.0	1956-57	419	410	829	34.4	18.8	26.7
14.8	1.4	7.7	1956-57	376	368	744	14.6	1.4	8.1
5.5	0.3	2.9	1956-57	306	312	618	15.7	3.8	18.9
23.0	5.0	13.7	1956-57	122	129	251	12.2	2.3	7.2
55.5	35.0	45.3	1956-57	326	337	663	60.7	35.3	47.8
67.4	30.1	49.5	1956-57	779	748	1,527	69.6	37.2	53.7
42.5	4.0	26.1	1959-60	337	329	666	42.7	8.5	25.8
36.6	9.4	23.5	1959-60	354	314	668	39.3	8.6	24.9
13.5	0.7	7.2	1959-60	404	370	774	7.9	0.5	4.4
16.7	1.7	9.2	1959-60	558	555	1,113	24.4	1.1	12.8
20.8	2.3	10.9	1959-60	147	151	298	19.7	2.6	11.1
28.8	2.5	15.7	1959-60	190	197	387	29.5	5.1	17.1
26.4	8.8	17.8	1957-58	1,026	914	1,940	32.6	11.9	22.8
16.3	1.9	9.1	1957-58	324	327	651	17.3	2.4	9.8
18.2	2.6	10.8	1957-58	346	285	631	19.9	3.5	12.5
44.8	12.3	30.2	1957-58	294	247	541	19.0	2.8	11.6
51.4	23.9	37.9	1955-56	2,049	2,018	4,067	46.6	18.2	32.5
44.2	16.5	29.6	1955-56	284	300	584	42.3	11.7	26.5
35.8	20.6	28.3	1955-56	104	105	209	23.1	10.5	16.7
47.4	21.6	34.7	1955-56	301	297	598	45.2	17.8	31.6

Table 3 : POPULATION AND LITERACY ACCORDING TO 1951 AND 1961 CENSUSES

Centre	Village	1951 Census						1961		
		Population			Literacy (per cent)			Population		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
6	Jawala	1,232	1,191	2,423	50.5	11.0	31.1	1,455	1,429	2,884
	Taroda	354	350	704	33.6	6.6	20.2	364	372	736
	Brahman Wada and Selu	431	429	860	24.4	4.7	14.5	474	461	935
	Gavna	33	32	65	33.3	9.4	21.5	28	30	58
	Kinhi	43	53	96	16.3	1.9	8.3	218	202	420
	Jamb	142	158	300	22.5	3.2	12.3	186	205	391
	Khandala	153	130	283	27.4	2.3	15.9	269	260	529
7	Goregaon	1,387	1,464	2,851	43.2	8.5	25.4	1,584	1,607	3,191
	Ghoti	957	965	1,922	49.8	2.5	26.1	1,078	1,083	2,161
	Zanjia	454	481	935	20.5	0.6	10.3	469	493	962
8	Kothari	1,247	1,231	2,478	31.2	4.1	17.8	1,456	1,388	2,844
	Palasgaon	623	596	1,219	25.8	2.9	14.6	673	624	1,297
	Kawadjai	333	321	654	7.8	—	4.0	490	427	917
	Amdi	279	252	531	25.1	2.0	14.1	288	270	558
9	Karkheli	1,339	1,382	2,721	25.2	4.9	14.9	1,210	1,178	2,388
	Chikana	495	530	1,025	—	—	—	630	682	1,312
	Dhanora	301	338	639	8.3	—	3.9	424	442	866
	Vilegaon	279	289	568	10.0	—	4.9	309	321	630

AND FROM SURVEYS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (*Contd.*)

<i>Census</i>			<i>Year of Survey</i>	<i>Survey</i>					
<i>Literacy (per cent)</i>				<i>Population</i>			<i>Literacy (per cent)</i>		
<i>Men</i>	<i>Women</i>	<i>Total</i>		<i>Men</i>	<i>Women</i>	<i>Total</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
48.0	19.2	33.8	1958-59	1,404	1,352	2,756	56.2	23.9	40.3
42.6	12.4	27.3	1958-59	378	389	767	58.7	19.0	38.6
35.4	13.0	24.4	1958-59	416	422	838	40.4	10.0	25.1
25.0	13.3	19.0	1958-59	22	25	47	36.4	12.0	23.4
27.5	6.9	17.6	1958-59	221	193	414	25.8	5.2	16.2
36.0	11.7	23.3	1958-59	184	203	387	41.3	12.8	26.4
29.4	6.9	18.3	1958-59	235	223	458	38.3	8.5	23.8
56.4	14.5	35.3	1956-57	1,276	1,354	2,630	51.5	11.1	30.7
55.3	10.8	33.0	1956-57	946	961	1,907	49.8	8.3	28.9
36.7	6.7	21.3	1956-57	437	463	900	33.4	4.5	18.6
39.8	7.3	23.9	1957-58	1,308	1,297	2,605	42.4	7.5	25.0
29.7	3.5	17.1	1957-58	642	589	1,231	35.5	3.7	20.3
19.4	4.0	12.2	1957-58	400	341	741	29.0	5.6	18.2
29.2	5.9	17.9	1957-58	303	247	550	37.0	6.1	23.1
32.5	7.0	19.9	1957-58	1,256	1,289	2,545	41.0	8.5	24.5
30.5	5.9	17.7	1957-58	596	674	1,270	26.8	4.0	14.7
21.7	1.4	11.3	1957-58	294	312	606	29.3	2.2	15.3
14.6	1.6	7.9	1957-58	272	285	557	23.5	2.8	12.9

Table 4: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS

Centre : Mithbav ; Village : Mithbav ; Survey : 1954-55 ; Resurvey : 1959-60 ; Male population

Caste-groups	Total population excluding age-group 0-4	Survey						Resurvey						
		Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	67	9	14	28	16	58	25	63	7	12	24	20	56	23
		13.3				86.7	37.3		11.0				89.0	36.5
II Advanced Hindus	26	3	12	8	3	23	10	31	3	7	12	9	28	15
		11.5				88.5	38.5		9.7				90.3	48.4
III Marathas	1,634	497	625	428	84	1,137	616	1,667	463	629	410	165	1,204	747
		30.4				69.6	37.7		27.8				72.2	44.8
IV Intermediate Hindus 1	50	12	25	11	2	38	16	48	11	24	6	7	37	19
		24.0				76.0	32.0		22.9				77.1	39.6
V Intermediate Hindus 2	31	13	10	8	—	18	5	28	11	11	4	2	17	6
		41.9				58.1	16.1		39.3				60.7	21.4
VI Backward Classes and Tribes	—	—	—	—	—	—	—	—	—	—	—	—	—	—
VII Scheduled Castes	104	51	31	22	—	53	34	90	36	31	19	4	54	25
		49.0				51.0	32.7		40.0				60.0	27.8
VIII Muslims and other non-Hindus	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	1,912	585	717	505	105	1,327	706	1,927	531	714	475	207	1,396	835
		30.6				69.4	36.9		27.6				72.4	43.3

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre ; Mithbav ; Village : Mithbav ; Survey : 1954-55 ; Re-survey : 1959-60 ; Female population

Caste-groups	Total population excluding age-group 0-4	Survey						Resurvey						
		Illiterates	Literates					Total population excluding age-group 0-4	Illiterates	Literates				
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands
I Brahmins	65	25	20	16	4	40	18	69	22	17	19	11	47	22
II Advanced Hindus	28	16	4	8	—	12	5	29	8	8	8	5	21	8
III Marathas	2267	1612	500	143	12	655	372	2358	1498	545	271	44	860	459
IV Intermediate Hindus 1	62	36	23	3	—	26	16	63	32	21	6	4	31	8
V Intermediate Hindus 2	30	25	3	2	—	5	2	34	18	12	3	1	16	18
VI Backward classes and Tribes	—	—	—	—	—	—	—	—	—	—	—	—	—	—
VII Scheduled Castes	99	90	9	—	—	9	6	107	91	13	3	—	16	10
VIII Muslims and other non-Hindus	—	—	—	—	—	—	—	—	—	—	—	—	—	—
		83.3				16.7	6.7		52.9				47.1	23.5
		58.1				41.9	25.8		50.8				49.2	28.6
		71.1				28.9	16.4		63.5				36.5	19.5
		38.4				61.6	27.7		31.9				68.1	31.9
		70.7				29.3	16.4		62.7				37.3	19.7
Total	2551	1804	559	172	16	747	419	2660	1669	616	310	65	991	525
		70.7				29.3	16.4		62.7				37.3	19.7

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)
 Centre : Waghode; Village : Waghode; Survey : 1956-57; Resurvey : 1962-63 ; Male population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-5	Illiterates	Literates				Total population excluding age-group 0-5	Illiterates	Literates					
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates			Edu-cands	Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands
I Brahmins	14	1 7.1	6	7	—	13	3	19	3 15.8	2	10	4	16 84.2	6 31.6
II Advanced Hindus	521	112 21.5	207	169	33	409 78.5	119	606	117 19.4	225	196	68	489 80.6	186 30.7
III Marathas	244	104 42.6	87	40	13	140 57.4	48	282	108 38.2	106	43	25	174 61.8	70 24.8
IV Intermediate Hindus 1	65	13 20.0	24	24	4	52 80.0	16	74	21 28.4	25	25	3	53 71.6	21 28.4
V Intermediate Hindus 2	57	29 50.9	18	8	2	28 49.1	7	71	39 54.9	22	5	5	32 45.1	11 15.5
VI Backward Classes and Tribes	19	8 42.1	9	2	—	11 57.9	6	4	3 75.0	—	1	—	1 25.0	—
VII Scheduled Castes	193	94 48.7	86	12	1	99 51.3	23	215	105 48.8	89	18	3	110 51.2	32 14.9
VIII Muslims and other non-Hindus	218	78 35.8	128	12	—	140 64.2	38	299	117 39.1	161	17	4	182 60.9	51 17.1
Total	1331	439 33.0	565	274	53	892 67.0	260	1570	513 32.7	630	315	112	1057 67.3	377 24.0

Table 4: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre : Waghode ; Village : Waghode ; Survey : 1956-57 ; Resurvey : 1962-63 ; Female population

Caste-groups	Total population excluding age-group 0-5	Survey						Resurvey						
		Illiterates	Literates					Total population excluding age-group 0-5	Illiterates	Literates				
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands
I Brahmins	13	7	4	2	—	6	3	14	7	5	2	—	7	3
II Advanced Hindus	497	53.8	114	13	—	46.2	23.1*	559	50.0	165	39	3	50.0	21.4
		74.5				25.5	9.5		63.0				37.0	15.8
III Marathas	217	169	32	14	2	48	23	252	197	37	13	5	55	28
		77.8				22.2	10.6		78.1				21.9	11.1
IV Intermediate Hindus 1	61	36	23	2	—	25	9	57	31	19	7	—	26	13
		59.0				41.0	14.8		54.4				45.6	22.8
V Intermediate Hindus 2	60	52	8	—	—	8	2	64	50	12	2	—	14	6
		86.7				13.3	3.3		78.1				21.9	9.4
VI Backward Classes and Tribes	12	9	2	1	—	3	—	5	5	—	—	—	—	—
		75.0				25.0	—		100.0				—	—
VII Scheduled Castes	190	160	25	5	—	30	14	220	188	27	5	—	32	12
		84.2				15.8	7.4		85.4				14.6	5.5
VIII Muslims and other non-Hindus	210	163	45	2	—	47	30	243	200	42	1	—	43	12
		77.6				22.4	14.3		82.3				17.7	4.9
Total	1260	966	253	39	2	294	128	1414	1030	307	69	8	384	162
		76.7				23.3	10.2		72.8				27.2	11.5

Table 4: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre: Gulumb; Village: Gulumb; Survey: 1942-43; Resurvey: 1958-59; Male population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-3	Illiterates	Literates				Edu-cands	Total population excluding age-group 0-3	Illiterates	Literates				Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates				Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	
I Brahmins	10	2	1	5	2	8	2	8	—	1	6	1	8	2
II Advanced Hindus	—	20.0	—	—	—	80.0	20.0	—	—	—	—	—	100.0	25.0
III Marathas	483	316	115	52	—	167	59	629	265	210	142	12	364	188
IV Intermediate Hindus 1	28	13	14	1	—	15	4	35	6	17	12	—	29	11
V Intermediate Hindus 2	17	12	4	1	—	5	1	19	6	10	2	1	13	6
VI Backward Classes and Tribes	8	8	—	—	—	—	—	27	17	9	1	—	10	6
VII Scheduled Castes	87	55	30	2	—	32	17	96	55	31	10	—	41	15
VIII Muslims and other non-Hindus	10	1	7	2	—	9	4	13	4	5	2	2	9	1
		10.0				90.0	40.0		30.7				69.3	7.7
Total	643	407	171	63	2	236	87	827	353	283	175	16	474	229
		63.3				36.7	13.5		42.7				57.3	27.7

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre : Gulumb ; Village : Gulumb ; Survey : 1942-43; Resurvey : 1958-59; Female population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-3	Illiterates	Literates				Edu-cands	Total population excluding age-group 0-3	Illiterates	Literates				Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates				Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	
I Brahmins	4	3	1	—	—	1	—	14	5	4	4	1	9	4
II Advanced Hindus	—	75.0	—	—	—	25.0	—	—	35.7	—	—	—	64.3	28.6
III Marathas	650	637	13	—	—	13	2	796	634	154	8	—	162	89
IV Intermediate Hindus 1	32	29	3	—	—	3	—	34	17	14	3	—	20.4	11.2
V Intermediate Hindus 2	25	23	2	—	—	2	1	31	20	11	—	—	17	8
VI Backward Class and Tribes	10	9	—	1	—	1	—	34	30	3	1	—	11	2
VII Scheduled Castes	89	89	—	—	—	—	—	106	99	6	1	—	35.5	6.5
VIII Muslims and other non-Hindus	23	20	2	1	—	3	3	21	16	4	1	—	11.7	2.9
		100.0				—	—		93.4				6.6	0.9
		87.0				13.0	13.0		76.2				23.8	4.8
Total	833	810	21	2	—	23	6	10.36	821	196	18	1	215	106
		97.2				2.8	0.7		79.2				20.8	10.2

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)
 Centre : Gulumb; Village : Kawathe; Survey : 1942-43; Resurvey : 1958-59; Male population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-3	Illiterates	Literates				Edu-cands	Total population excluding age-group 0-3	Illiterates	Literates				Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates				Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	
I Brahmins	7	2	1	3	1	5	2	3	—	1	—	2	3	1
II Advanced Hindus	20	28.5	3	9	8	—	17	10	20	3	5	11	1	17
III Marathas	519	15.0	285	153	80	1	234	115	727	268	237	192	30	459
IV Intermediate Hindus 1	104	54.9	26	48	29	1	78	31	92	14	30	40	8	78
V Intermediate Hindus 2	24	25.0	13	9	2	—	11	5	34	11	14	9	—	23
VI Backward Classes and Tribes	22	54.2	15	3	4	—	7	4	32	17	8	5	2	15
VII Scheduled Castes	192	68.2	123	43	26	—	69	51	185	89	60	24	12	96
VIII Muslims and other non-Hindus	9	64.1	2	4	3	—	7	4	10	3	2	4	1	7
		22.2					77.7	44.4		30.0				70.0
Total	897	469	270	155	3	428	222	1103	405	357	285	56	698	311
		52.3				47.7	24.8		36.7				63.3	28.2

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre : Gulumb ; Village : Kawathe ; Survey : 1942-43 ; Resurvey : 1958-59 ; Female population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-3	Illiterates	Literates				Edu-cands	Total population excluding age-group 0-3	Illiterates	Literates				Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates				Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	
I Brahmins	9	4	5	—	—	5	2	6	1	1	3	1	5	1
II Advanced Hindus	12	44.4	1	—	—	55.6	22.2	21	16.7	3	3	—	83.4	16.7
III Marathas	620	91.7	21	7	—	8.3	8.3	779	71.4	140	45	4	28.6	14.3
IV Intermediate Hindus 1	97	592	18	2	—	4.5	2.7	112	75.7	36	19	—	24.3	12.5
V Intermediate Hindus 2	33	79.4	2	—	—	20.6	16.5	31	50.9	4	1	—	55	30
VI Backward Classes and Tribes	21	31	1	—	—	2	2	34	26	6	2	—	49.1	26.8
VII Scheduled Castes	201	93.9	11	—	—	6.1	6.1	212	83.9	41	6	—	16.1	9.7
VIII Muslims and other non-Hindus	11	20	2	1	—	1	1	18	26	8	2	—	8	6
		95.2				4.8	4.8		76.4				23.6	17.7
		190				11	11		165				47	38
		94.5				5.5	5.5		77.8				22.2	17.9
		8				3	2		8				10	7
		72.7				27.3	18.2		44.4				55.5	38.9
Total	1004	933	61	10	—	71	52	1213	888	239	81	5	325	185
		92.9				7.1	5.2		73.2				26.8	15.3

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)
 Centre : Gulumb; Village : Ozarde; Survey : 1942-43; Resurvey : 1958-59; Male population

Caste-groups	Survey						Resurvey							
	Total population excluding age-group 0-3	Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-3	Illiterates	Literates			Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	10	1	3	6	—	9	—	8	1	3	3	1	7	4
		10.0				90.0	—		12.5				87.5	50.0
II Advanced Hindus	6	1	—	5	—	5	—	10	2	2	5	1	8	2
		16.7				83.3	—		20.0				80.0	20.0
III Marathas	461	253	132	75	1	208	97	654	228	213	180	33	426	208
		54.9				45.1	21.0		34.9				65.1	31.8
IV Intermediate Hindus 1	111	36	43	32	—	75	26	156	28	62	57	9	128	53
		32.5				67.5	23.4		17.9				82.1	34.0
V Intermediate Hindus 2	85	44	31	10	—	41	14	145	57	52	30	6	88	44
		51.7				48.3	16.5		39.3				60.7	30.4
VI Backward Classes and Tribes	21	17	2	2	—	4	—	16	6	6	3	1	10	4
		81.0				19.0	—		37.5				62.5	25.0
VII Scheduled Castes	106	80	21	5	—	26	9	138	66	44	18	10	72	47
		75.5				24.5	8.5		47.8				52.2	34.1
VIII Muslims and other non-Hindus	17	10	2	5	—	7	1	32	11	15	6	—	21	7
		58.8				41.2	5.9		34.4				65.6	21.9
Total	817	442	234	140	1	375	147	1159	399	397	302	61	760	369
		54.1				45.9	18.9		34.4				65.6	31.8

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre : Gulumb; Village : Ozarde; Survey : 1942-43; Resurvey : 1958-59; Female population

Caste groups	Survey							Resurvey						
	Total population excluding age-group 0-3	Illiterates	Literates				Total population excluding age-group 0-3	Illiterates	Literates					
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates			Edu-cands	Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands
I Brahmins	16	8	8	—	—	8	5	10	1	1	6	2	9	3
II Advanced Hindus	8	50.0	3	—	—	3	2	7	2	3	2	—	5	5
III Marathas	504	472	28	4	—	32	18	699	474	173	52	—	225	116
IV Intermediate Hindus 1	107	93.6	17	—	—	17	12	136	67.8	56	11	1	32.2	16.6
V Intermediate Hindus 2	79	84.1	6	—	—	15.9	11.2	146	50.0	38	5	—	68	40
VI Backward Classes and Tribes	18	73	—	—	—	6	4	18	103	3	—	—	43	24
VII Scheduled Castes	110	92.4	—	—	—	7.6	5.1	126	70.6	25	4	—	29.4	16.4
VIII Muslims and other non-Hindus	19	18	—	—	—	—	—	32	15	10	3	—	3	2
		100.0	—	—	—	—	—		83.3				16.7	11.1
		108	2	—	—	2	1		97	25	4	—	29	22
		98.2	—	—	—	1.8	0.9		77.0				23.0	17.5
		16	3	—	—	3	1		19	10	3	—	13	6
		84.2	—	—	—	15.8	5.3		59.4				40.6	18.8
Total	861	790	67	4	—	71	43	1174	779	309	83	3	395	218
		91.8				8.2	5.0		66.3				33.7	18.6

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)
 Centre : Devapur; Village : Other three villages; Survey : 1949-50; Resurvey : 1959-60; Male population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Educands	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Educands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	—	—	—	—	—	—	1	—	—	—	—	1	1	—
II Advanced Hindus	—	—	—	—	—	—	3	—	1	2	—	—	3	—
III Marathas	54	48	3	3	—	6	2	293	238	43	11	1	55	13
IV Intermediate Hindus 1	4	—	3	1	—	4	1	14	6	5	3	—	8	—
V Intermediate Hindus 2	78	74	4	—	—	4	—	468	366	84	17	1	102	17
VI Backward Classes and Tribes	—	—	—	—	—	—	—	5	4	1	—	—	1	1
VII Scheduled Castes	51	41	10	—	—	10	6	314	244	62	7	1	70	20
VIII Muslims and other non-Hindus	1	—	—	1	—	1	—	1	1	—	—	—	—	—
						100.0	—		100.0				—	—
Total	188	163	20	5	—	25	9	1099	859	196	40	4	240	51
		86.7				13.3	4.8		78.2				21.8	4.6

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre : Devapur; Village : Other three villages; Survey : 1949-50; Resurvey : 1959-60; Female population

Caste-groups	Survey							Resurvey								
	Total population excluding age-group 0-4	Illiterates	Literates				Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Below 4th std.					5th to 7th std.	Above 7th std.				
I Brahmins	—	—	—	—	—	—	—	4	3	—	1	—	1	—		
II Advanced Hindus	—	—	—	—	—	—	—	6	75.0	—	—	—	25.0	—		
III Marathas	53	51	2	—	—	2	1	336	100.0	5	1	—	6	4		
IV Intermediate Hindus 1	2	2	—	—	—	—	—	12	98.2	3	1	—	4	2		
V Intermediate Hindus 2	73	73	—	—	—	—	—	450	66.7	14	1	—	33.3	16.7		
VI Backward Classes and Tribes	—	—	—	—	—	—	—	3	96.7	—	—	—	3.3	1.6		
VII Scheduled Castes	53	52	1	—	—	1	1	281	100.0	5	—	—	5	1		
VIII Muslims and other non-Hindus	—	—	—	—	—	—	—	—	276	—	—	—	1.8	0.4		
		98.1				1.9	1.9		98.2							
Total	181	178	3	—	—	3	2	1092	1061	27	4	—	31	14		
		98.3				1.7	1.1		97.1				2.9	1.3		

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre : Pusegaon; Village : Pusegaon; Survey : 1955-56; Resurvey : 1960-61; Male population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	45	1	10	24	10	44	12	27	3	1	8	15	24	5
II Advanced Hindus	20	—	8	10	2	97.8	26.6	44	11.2	13	13	14	88.8	18.5
III Marathas	595	245	176	128	46	100.0	15.0	675	9.1	224	151	82	457	240
IV Intermediate Hindus 1	87	21	38	21	7	58.9	27.3	90	32.3	34	28	20	67.7	35.5
V Intermediate Hindus 2	106	28	46	27	5	75.9	27.6	110	9.1	37	28	20	90.9	37.7
VI Backward Classes and Tribes	54	43	10	1	—	73.5	30.2	53	22.7	8	5	1	77.3	30.0
VII Scheduled Castes	140	79	39	18	4	20.5	14.9	147	73.6	49	20	12	26.4	5.7
VIII Muslims and other non-Hindus	39	5	22	9	3	43.5	21.4	42	44.9	22	10	3	55.1	25.2
		13.0				87.0	33.3		16.6				83.4	23.8
Total	1086	422	349	238	77	664	284	1188	370	388	263	167	818	375
		38.9				61.1	26.2		31.1				68.9	31.6

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre : Pusegaon; Village : Pusegaon; Survey : 1955-56; Resurvey : 1960-61; Female population

Caste-groups	Total population excluding age-group 0-4	Survey						Resurvey						
		Illiterates	Literates					Total population excluding age-group 0-4	Illiterates	Literates				
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands
I Brahmins	34	4	16	12	2	30	10	25	2	9	8	6	23	9
II Advanced Hindus	23	11.9	11	—	—	88.1	29.4	31	8.0	6	12	—	92.0	36.0
III Marathas	606	52.2	94	27	1	47.8	17.4	663	41.9	166	54	10	58.1	22.6
IV Intermediate Hindus 1	78	79.8	23	9	—	20.2	10.4	85	65.4	36	13	3	34.6	22.3
V Intermediate Hindus 2	114	46	27	3	—	41.0	20.5	117	38.7	38	14	1	61.3	33.0
VI Backward Classes and Tribes	41	84	2	—	—	26.3	14.0	46	54.8	3	—	—	45.2	29.0
VII Scheduled Castes	131	95.1	9	1	—	4.9	4.9	142	93.5	19	3	2	6.5	2.2
VIII Muslims and other non-Hindus	40	92.3	10	2	—	7.7	6.1	41	83.1	10	5	2	16.9	7.0
		70.0				30.0	7.5		58.5				41.5	17.1
Total	1067	818	192	54	3	249	122	1150	730	287	109	24	420	244
		76.7				23.3	11.4		63.5				36.5	21.2

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre : Pusegaon; Village : Visapur; Survey : 1955-56; Resurvey : 1960-61; Male population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	8	—	3	4	1	8	3	6	—	2	3	1	6	3
II Advanced Hindus	9	3	1	5	—	6	2	9	2	4	1	2	7	4
III Marathas	786	33.3	194	143	9	66.7	22.2	848	22.2	254	164	35	77.8	44.4
IV Intermediate Hindus 1	14	56.0	9	2	—	44.0	22.7	21	46.7	2	13	5	53.3	28.4
V Intermediate Hindus 2	31	3	7	10	—	11	4	45	2	15	10	3	19	11
VI Backward Classes and Tribes	—	21.5	—	—	—	78.5	28.5	—	9.5	—	—	—	90.5	52.4
VII Scheduled Castes	362	14	—	—	—	17	9	4	17	—	—	—	28	15
VIII Muslims and other non-Hindus	13	45.2	—	—	—	54.8	29.0	17	37.8	—	—	—	62.5	33.3
		—	62	16	3	—	—	4	4	—	—	—	—	—
		77.6	62	16	3	81	58	384	100.0	61	30	1	92	51
		15.3	5	6	—	22.4	16.0	17	76.0	7	9	—	24.0	13.3
			5	6	—	11	2	17	1	7	9	—	16	5
						84.7	15.4		5.9				94.1	29.4
Total	1223	743	281	186	13	480	256	1334	713	356	222	43	621	330
		60.8				39.2	20.9		53.4				46.6	24.7

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre : Pusegaon; Village : Visapur; Survey : 1955-56; Resurvey : 1960-61; Female population

Caste-groups	Survey							Resurvey								
	Total population excluding age-group 0-4	Illiterates	Literates				Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Below 4th std.					5th to 7th std.	Above 7th std.				
I Brahmins	9	3	3	3	—	6	1	2	—	1	1	—	2	—		
II Advanced Hindus	12	33.3	3	1	—	66.6	11.1	9	—	2	3	—	100.0	—		
III Marathas	812	742	60	10	—	33.3	16.7	930	44.5	149	32	1	55.5	33.3		
IV Intermediate Hindus 1	17	12	4	1	—	8.6	4.6	21	748	5	1	1	182	87		
V Intermediate Hindus 2	45	37	8	—	—	29.4	23.5	61	80.5	13	1	—	19.5	9.3		
VI Backward Classes and Tribes	—	82.2	—	—	—	17.8	15.6	6	66.6	—	—	—	33.4	9.5		
VII Scheduled Castes	365	—	—	—	—	—	—	6	47	—	—	—	22.9	8.2		
VIII Muslims and other non-Hindus	18	350	12	3	—	15	11	378	100.0	14	2	—	16	13		
		96.0	7	3	—	4.0	3.0	17	362	7	3	—	4.2	3.4		
		44.4	—	—	—	10	4		95.8	7	—	—	10	4		
						55.6	22.2		41.1				58.9	23.6		
Total	1278	1160	97	21	—	118	67	1424	1188	191	43	2	236	114		
		90.8				9.2	5.2		83.4				16.6	8.0		

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)
 Centre : Kasabe Sukene; Village : Kasabe Sukene; Survey : 1955-56; Resurvey : 1960-61; Male population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	32	3	7	17	5	29	6	29	2	6	12	9	27	9
II Advanced Hindus	28	9.5	5	12	8	90.5	18.7	42	7.0	11	17	8	36	10
III Marathas	803	10.8	250	148	1	89.2	17.8	710	14.3	230	174	14	418	168
IV Intermediate Hindus 1	87	50.3	5	37	44	49.7	18.4	93	41.1	8	33	49	3	85
V Intermediate Hindus 2	72	5.8	12	36	22	82	21	79	8.5	22	36	19	2	57
VI Backward Classes and Tribes	42	16.7	37	4	1	60	16	227	27.7	145	54	25	3	82
VII Scheduled Castes	101	88.1	31	48	21	11.9	2.4	99	64.0	32	44	22	1	67
VIII Muslims and other non-Hindus	59	30.7	21	24	14	70	34	70	32.3	28	27	13	2	42
		35.7				38	11		40.0					7
						64.3	18.6							60.0
														10.0
Total	1224	516	411	279	18	708	242	1349	535	441	331	42	814	302
		42.1				57.9	19.8		39.7				60.3	22.4

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre : Kasabe Sukene; Village : Kasabe Sukene; Survey: 1955-56; Resurvey : 1960-61; Female population

Caste-groups	Survey							Resurvey								
	Total population excluding age-group 0-4	Illiterates	Literates				Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Below 4th std.					5th to 7th std.	Above 7th std.				
I Brahmins	44	11	18	14	1	33	21	32	8	5	17	2	24	9		
		25.0				75.0	47.8		25.0				75.0	28.1		
II Advanced Hindus	29	12	16	1	—	17	7	48	12	24	11	1	36	13		
		41.4				58.6	24.1		25.0				75.0	27.1		
III Marathas	767	644	105	18	—	123	66	642	486	122	33	1	156	83		
		84.0				16.0	8.6		75.8				24.2	12.9		
IV Intermediate Hindus 1	87	55	28	4	—	32	11	98	47	39	12	—	51	20		
		63.3				36.7	12.6		48.0				52.0	20.4		
V Intermediate Hindus 2	91	75	14	1	1	16	9	82	58	21	3	—	24	10		
		82.4				17.6	9.9		70.8				29.2	12.2		
VI Backward Classes and Tribes	52	51	1	—	—	1	1	242	230	12	—	—	12	9		
		98.1				1.9	1.9		95.1				4.9	3.7		
VII Scheduled Castes	100	75	19	6	—	25	12	105	83	13	9	—	22	8		
		75.0				25.0	12.0		79.0				21.0	7.6		
VIII Muslims and other non-Hindus	51	38	11	2	—	13	5	74	58	14	2	—	16	7		
		74.5				25.5	9.8		78.3				21.7	9.5		
Total	1221	961	212	46	2	260	132	1323	982	250	87	4	341	159		
		78.7				21.3	10.8		74.2				25.8	12.0		

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)
 Centre : Kasabe Sukene; Village : Mauje Sukene; Survey : 1955-56; Resurvey : 1960-61; Male population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	5	1	1	1	2	4	1	2	—	1	—	1	2	1
II Advanced Hindus	3	—	3	—	—	3	—	2	—	1	1	—	2	1
III Marathas	559	237	189	129	4	322	110	500	160	170	151	19	340	112
IV Intermediate Hindus 1	18	42.5	5	4	9	13	4	26	32.0	8	7	10	1	18
V Intermediate Hindus 2	9	27.8	1	5	3	8	3	16	30.9	2	8	6	—	14
VI Backward Classes and Tribes	15	11.1	10	5	—	5	1	146	12.5	95	39	12	—	51
VII Scheduled Castes	33	66.7	12	10	10	21	12	49	65.1	14	18	14	3	34.9
VIII Muslims and other non-Hindus	27	36.3	11	8	8	16	6	15	28.6	5	8	1	1	71.4
		40.8				59.2	22.2		33.3					66.7
Total	669	277	225	160	7	392	137	756	284	252	195	25	472	163
		41.4				58.6	20.5		37.6				62.4	21.6

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)
 Centre : Kasabe Sukene; Village : Mauje Sukene; Survey : 1955-56; Resurvey : 1660-61; Female population

Caste-groups	Survey							Resurvey								
	Total population excluding age-group 0-4	Illiterates	Literates				Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Below 4th std.					5th to 7th std.	Above 7th std.				
I Brahmins	4	2	—	2	—	2	—	2	—	—	1	1	2	1		
II Advanced Hindus	5	50.0	1	—	—	1	—	1	—	1	—	—	100.0	50.0		
III Marathas	489	401	70	16	2	88	49	439	294	114	29	2	145	67		
IV Intermediate Hindus 1	22	12	9	1	—	10	6	29	10	12	7	—	19	10		
V Intermediate Hindus 2	11	7	3	1	—	4	2	18	9	6	3	—	9	6		
VI Backward Classes and Tribes	11	9	—	2	—	2	—	148	144	3	1	—	4	2		
VII Scheduled Castes	43	33	8	2	—	10	6	67	44	21	2	—	23	19		
VIII Muslims and other non-Hindus	16	13	3	—	—	3	—	11	5	4	2	—	6	1		
		81.2				18.8	—		45.4				54.6	9.1		
Total	601	481	94	24	2	120	63	715	506	161	45	3	209	106		
		80.0				20.0	10.5		70.8				29.2	14.8		

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre : Dhad; Village : Dhad; Survey : 1955-56; Resurvey : 1961-62; Male population

Caste-groups	Total population excluding age-group 0-4	Survey						Resurvey						
		Illiterates	Literates			Total literates	Educands	Illiterates	Literates			Total literates	Educands	
			Below 4th std.	5th to th std.	Above th std.				Below 4th std.	5th to th std.	Above th std.			
I Brahmins	66	11	19	20	16	55	16	78	8	21	28	21	70	26
II Advanced Hindus	34	16.7	9	14	1	83.3	24.2	40	10.3	15	10	8	89.7	33.3
III Marathas	385	29.5	98	50	11	70.5	23.5	442	17.5	182	65	30	82.5	17.5
IV Intermediate Hindus 1	47	58.6	20	17	—	41.4	18.6	117	37.3	59	22	7	62.7	18.8
V Intermediate Hindus 2	103	10	31	18	—	37	8	162	29	68	32	8	88	26
VI Backward Classes and Tribes	—	21.3	—	—	—	78.7	17.0	2	24.7	—	—	—	75.3	22.2
VII Scheduled Castes	132	52.5	37	13	4	49	16	154	54	69	17	7	108	28
VIII Muslims and other non-Hindus	537	—	219	61	8	47.5	15.5	644	33.3	381	80	15	66.7	17.2
		—	78	37	13	4	54	25	61	69	17	7	100.0	—
		59.1	37	13	4	40.9	18.9	154	39.7	69	17	7	93	32
		249	219	61	8	288	79	644	168	381	80	15	60.3	20.7
		46.3	219	61	8	53.7	14.7	644	26.1	381	80	15	476	123
		46.3	219	61	8	53.7	14.7	644	26.1	381	80	15	73.9	19.1
Total	1304	638	433	193	40	666	224	1639	492	797	254	96	1147	325
		48.9	433	193	40	51.1	17.2	1639	30.0	797	254	96	70.0	19.8

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre : Dhad; Village : Dhad; Survey : 1955-56; Resurvey : 1961-62; Female population

Caste-groups	Total population excluding age-group 0-4	Survey						Resurvey						
		Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	70	30	28	10	2	40	17	89	25	36	22	6	64	24
		42.8				57.2	24.3		28.0				72.0	27.0
II Advanced Hindus	28	22	5	1	—	6	3	26	16	8	2	—	10	3
		78.6				21.4	10.7		61.6				38.4	11.5
III Marathas	396	362	26	7	1	34	14	433	370	55	8	—	63	23
		91.4				8.6	3.5		85.5				14.5	5.3
IV Intermediate Hindus 1	44	31	11	2	—	13	5	125	97	28	—	—	28	7
		70.5				29.5	11.4		77.6				22.4	5.6
V Intermediate Hindus 2	89	80	9	—	—	9	6	142	125	16	1	—	17	4
		89.9				10.1	6.7		88.0				12.0	2.8
VI Backward Classes and Tribes	—	—	—	—	—	—	—	3	3	—	—	—	—	—
		—				—	—		100.0				—	—
VII Scheduled Castes	135	125	7	2	1	10	6	177	149	24	2	2	28	12
		92.7				7.3	4.4		84.2				15.8	6.8
VIII Muslims and other non-Hindus	521	455	59	7	—	66	23	641	465	170	5	1	176	68
		87.3				12.7	4.4		72.5				27.5	10.7
Total	1283	1105	145	29	4	178	74	1636	1250	337	40	9	386	141
		86.1				13.9	5.8		76.4				23.6	8.6

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre : Dhad; Village : Other four villages of Dhad; Survey : 1955-56; Resurvey : 1961-62; Male population

Caste-groups	Total population excluding age-group 0-4	Illiterates	Survey					Resurvey							
			Literates					Total literates	Edu-cands	Literates					
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands	
I Brahmins	2	—	—	2	—	2	—	3	—	—	1	2	3	—	
II Advanced Hindus	2	1	—	1	—	1	—	1	—	—	—	1	1	—	
III Marathas	526	50.0	289	180	50	7	237	97	579	244	235	72	28	335	112
IV Intermediate Hindus 1	32	18	14	—	—	—	14	3	39	14	24	1	—	25	7
V Intermediate Hindus 2	15	8	3	3	1	—	7	2	38	18	15	4	1	20	7
VI Backward Classes and Tribes	97	55	35	7	—	—	42	27	118	50	53	10	5	68	27
VII Scheduled Castes	184	121	50	11	2	—	63	25	244	133	90	14	7	111	32
VIII Muslims and other non-Hindus	92	69	19	4	—	—	23	8	122	84	35	1	2	38	11
		75.0					25.0	8.7		68.9				31.1	9.0
Total	950	561	301	78	10	—	389	162	1144	543	452	103	46	601	196
		59.1					40.9	17.1		47.5				52.5	17.1

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)
 Centre : Dhad; Village : Other four villages of Dhad; Survey ; 1955-56; Resurvey : 1961-62; Female population

Caste-groups	Survey						Resurvey							
	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	1	—	1	—	—	1	—	1	—	—	—	1	1	—
II Advanced Hindus	—	—	—	—	—	100.0	—	1	1	—	—	—	100.0	—
III Marathas	494	459	30	4	1	35	22	567	100.0	497	63	7	—	—
IV Intermediate Hindus 1	30	27	3	—	—	7.1	4.4	43	87.7	39	3	1	—	—
V Intermediate Hindus 2	16	14	2	—	—	10.0	3.3	42	90.7	38	4	—	—	—
VI Backward Classes and Tribes	96	91	5	—	—	12.5	—	120	90.5	107	13	—	—	—
VII Scheduled Castes	194	188	3	3	—	5.2	3.1	243	89.2	107	13	—	—	—
VIII Muslims and other non-Hindus	98	93	5	—	—	6	4	130	92.2	224	16	3	—	—
		94.9				3.0	2.1		92.2					
						5	2		122					
						5.1	2.0		93.9					
Total	929	872	49	7	1	57	32	1147	1028	106	12	1	119	62
		93.9				6.1	3.4		89.6				10.4	5.4

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)
 Centre : Murud; Village : Murud; Survey : 1955-56; Resurvey : 1962-63; Male population

Caste-groups	Total population excluding age-group 0-4	Survey						Resurvey						
		Illiterates	Literates					Total population excluding age-group 0-4	Illiterates	Literates				
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands
I Brahmins	37	1	15	6	15	36	12	81	7	23	22	29	74	25
II Advanced Hindus	84	2.7	14	48	11	11	70	23	138	8.6	14	61	36	27
III Marathas	696	16.7	356	233	68	39	340	157	924	10.2	369	355	114	86
IV Intermediate Hindus 1	77	51.1	25	42	9	1	52	19	107	40.0	31	56	11	9
V Intermediate Hindus 2	70	32.5	33	29	6	2	37	13	144	29.0	53	71	12	8
VI Backward Classes and Tribes	27	47.1	22	5	—	—	5	5	61	36.8	51	8	—	2
VII Scheduled Castes	228	81.5	162	57	7	2	66	36	362	83.6	203	130	22	7
VIII Muslims and other non-Hindus	71	71.0	38	25	6	2	33	11	166	56.1	66	71	22	7
		53.5					46.5	15.5		39.7				
Total	1290	651	454	113	72	639	276	1983	794	775	239	175	1189	468
		50.5				49.5	21.4		40.0				60.0	23.6

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre : Murud ; Village : Murud ; Survey : 1955-56 ; Resurvey : 1962-63 ; Female population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	30	11	11	4	4	19	6	82	16	38	13	15	66	20
		36.7				63.3	20.0		19.5				80.5	24.4
II Advanced Hindus	64	57	6	1	—	7	5	112	56	34	19	3	56	17
		89.0				11.0	7.8		50.0				50.0	15.2
III Marathas	567	507	51	9	—	60	36	757	602	130	19	6	155	79
		89.4				10.6	6.4		79.5				20.5	10.4
IV Intermediate Hindus 1	61	55	6	—	—	6	5	94	73	16	4	1	21	9
		90.2				9.8	8.2		77.6				22.4	9.6
V Intermediate Hindus 2	71	64	6	1	—	7	3	153	122	19	10	2	31	13
		90.1				9.9	4.2		79.8				20.2	8.5
VI Backward classes and Tribes	14	13	1	—	—	1	1	44	42	2	—	—	2	—
		92.9				7.1	7.1		95.5				4.6	—
VII Scheduled Castes	206	200	5	1	—	6	6	346	308	33	3	2	38	24
		97.1				2.9	2.9		89.0				11.0	6.9
VIII Muslims and other non-Hindus	87	84	—	—	3	3	—	158	137	18	2	1	21	11
		96.5				3.5	—		86.7				13.3	7.0
Total	1100	991	86	16	7	109	62	1746	1356	290	70	30	390	173
		90.1				9.9	5.6		77.7				22.3	9.9

Table 4: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)
 Centre: Murud; Village: Other two villages of Murud; Survey: 1955-56; Resurvey: 1962-63; Male population

Caste-groups	Survey							Resurvey								
	Total population excluding age-group 0-4	Illiterates	Literates				Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Below 4th std.					5th to 7th std.	Above 7th std.				
I Brahmins	10	1	7	2	—	9	2	10	1	3	5	1	9	2		
		10.0				90.0	20.0		10.0				90.0	20.0		
II Advanced Hindus	4	1	2	1	—	3	1	4	—	2	2	—	4	—		
		25.0				75.0	25.0		—				100.0	—		
III Marathas	382	231	124	20	7	151	63	452	217	168	49	18	235	105		
		60.6				39.4	16.5		48.0				52.0	23.2		
IV Intermediate Hindus 1	11	6	5	—	—	5	1	21	7	10	4	—	14	3		
		54.5				45.5	9.1		33.3				66.7	14.3		
V Intermediate Hindus 2	42	31	11	—	—	11	6	41	18	17	5	1	23	7		
		73.8				26.2	14.3		43.9				56.1	17.1		
VI Backward Classes and Tribes	3	3	—	—	—	—	—	7	3	3	1	—	4	3		
		100.0				—	—		42.8				57.2	42.9		
VII Scheduled Castes	230	184	44	2	—	46	28	254	161	84	6	3	93	28		
		80.0				20.0	12.2		63.3				36.7	11.0		
VIII Muslims and other non-Hindus	39	28	8	3	—	11	4	49	30	14	4	1	19	11		
		71.8				28.2	10.3		61.3				38.7	22.5		
Total	721	485	201	28	7	236	105	838	437	301	76	24	401	159		
		67.3				32.7	14.6		52.2				47.8	19.0		

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre: Murud ; Village: Other two villages of Murud ; Survey : 1955-56; Resurvey : 1962-63 ; Female population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-4	Illiterates	Literates				Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates				Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	
I Brahmins	10	8	2	—	—	2	2	7	4	2	1	—	3	2
		80.0				20.0	20.0		57.2				42.8	28.5
II Advanced Hindus	4	4	—	—	—	—	—	5	5	—	—	—	—	—
		100.0				—	—		100.0				—	—
III Marathas	358	349	9	—	—	9	5	408	347	59	1	1	61	39
		97.5				2.5	1.4		85.1				14.9	9.5
IV Intermediate Hindus 1	10	10	—	—	—	—	—	17	15	1	1	—	2	—
		100.0				—	—		88.2				11.8	—
V Intermediate Hindus 2	26	26	—	—	—	—	—	30	24	5	1	—	6	3
		100.0				—	—		80.0				20.0	10.0
VI Backward Classes and Tribes	1	1	—	—	—	—	—	5	4	1	—	—	1	1
		100.0				—	—		80.0				20.0	20.0
VII Scheduled Castes	197	195	2	—	—	2	—	266	253	13	—	—	13	7
		99.0				1.0	—		95.1				4.9	2.6
VIII Muslims and other non-Hindus	33	32	1	—	—	1	1	47	41	4	2	—	6	3
		97.0				3.0	3.0		87.2				12.8	6.4
Total	639	625	14	—	—	14	8	785	693	85	6	1	92	55
		97.8				2.2	1.3		88.3				11.7	7.0

Table 4: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre: Bori; Village: Bori; Survey : 1954-55; Resurvey : 1960-61; Male population

Caste-groups	Total population excluding age-group 0-4	Survey						Resurvey						
		Illiterates	Literates					Total population excluding age-group 0-4	Illiterates	Literates				
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands
I Brahmins	60	1	27	23	9	59	12	82	3	29	34	16	79	22
		1.7				98.3	20.0		3.7				96.3	26.8
II Advanced Hindus	174	22	101	41	10	152	32	195	50	97	32	16	145	47
		12.6				87.4	18.3		25.6				74.4	24.1
III Marathas	188	96	74	16	2	92	25	251	98	105	33	15	153	48
		51.0				49.0	13.3		39.1				60.9	19.1
IV Intermediate Hindus 1	93	30	53	9	1	63	19	200	42	105	46	7	158	48
		32.2				67.8	20.4		21.0				79.0	24.0
V Intermediate Hindus 2	427	250	138	34	5	177	62	345	190	111	34	10	155	57
		58.6				41.4	14.5		55.0				45.0	16.5
VI Backward Classes and Tribes	15	13	2	—	—	2	2	39	34	4	1	—	5	1
		86.7				13.3	13.3		87.2				12.8	2.6
VII Scheduled Castes	215	174	39	2	—	41	23	211	155	44	10	2	56	20
		80.9				19.1	10.7		73.4				26.6	9.5
VIII Muslims and other non-Hindus	297	140	130	20	7	157	53		135	136	27	3	166	45
		47.1				52.9	17.8	301	44.8				55.2	15.0
Total	1469	726	564	145	34	743	228	1624	707	631	217	16	917	288
		49.4				50.6	15.6		43.5				56.5	17.7

Table 4: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Centre: Bori; Village: Bori; Survey: 1954-55; Resurvey: 1960-61; Female population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-4	Illiterates	Literates				Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates				Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	
I Brahmins	70	36	32	2	—	34	10	77	30	40	5	2	47	17
II Advanced Hindus	184	51.4	55	1	—	48.6	14.3	194	38.9	56	7	—	61.1	22.1
III Marathas	203	69.6	12	2	—	30.4	11.4	263	67.5	44	4	2	32.5	9.8
IV Intermediate Hindus 1	96	189	6	—	—	14	9	186	213	44	6	—	19.0	8.0
V Intermediate Hindus 2	387	93.1	24	1	—	6.9	2.1	319	81.0	19	1	—	26.8	18.2
VI Backward Classes and Tribes	13	93.7	—	—	—	6.3	3.9	40	73.2	—	—	—	6.3	3.4
VII Scheduled Castes	215	100.0	4	—	—	—	—	235	100.0	6	1	—	—	—
VIII Muslims and other non-Hindus	268	211	—	—	—	4	3	274	228	34	2	2	7	4
		98.1	24	—	—	1.9	1.4		97.0				3.0	1.7
		91.0				24	8		236				38	13
						9.0	3.0		86.2				13.8	4.7
Total	1436	1273	157	6	—	163	68	1588	1313	243	26	6	275	119
		88.7				11.3	4.7		82.6				17.4	7.5

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)
 Centre : Bori; Village : Other eight villages of Bori; Survey : 1954-55; Resurvey : 1960-61; Male population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-4	Illiterates	Literates				Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates				Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	
I Brahmins	22	2	15	4	1	20	10	32	—	12	10	10	32	8
II Advanced Hindus	3	—	2	—	1	3	—	6	1	3	2	—	5	2
III Marathas	481	359	115	6	1	122	34	555	315	209	28	3	240	86
IV Intermediate Hindus 1	40	35	5	—	—	5	3	13	11	2	—	—	2	—
V Intermediate Hindus 2	215	192	21	2	—	23	2	186	141	38	7	—	45	12
VI Backward Classes and Tribes	160	136	14	10	—	24	8	239	193	40	6	—	46	11
VII Scheduled Castes	225	218	7	—	—	7	5	236	197	38	1	—	39	11
VIII Muslims and other non-Hindus	51	41	8	—	2	10	1	64	43	20	1	—	21	3
		80.4				19.6	2.0		67.2				32.8	4.7
Total	1197	983	187	22	5	214	63	1331	901	362	55	13	430	133
		82.1				17.9	5.3		67.7				32.3	10.0

Table 4 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (*Contd.*)
 Centre: Bori; Village: Other eight villages of Bori; Survey: 1954-55; Resurvey: 1960-61; Female population

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-4	Illiterates	Literates				Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates				Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	
I Brahmins	23	23	—	—	—	—	—	29	19	10	—	—	10	—
		100.0							65.5				34.5	
II Advanced Hindus	2	2	—	—	—	—	—	2	2	—	—	—	—	—
		100.0							100.0				—	—
III Marathas	439	439	—	—	—	—	—	511	486	25	—	—	25	13
		100.0							95.1				4.9	2.5
IV Intermediate Hindus 1	31	31	—	—	—	—	—	17	17	—	—	—	—	—
		100.0							100.0				—	—
V Intermediate Hindus 2	207	207	—	—	—	—	—	197	196	1	—	—	1	1
		100.0							99.5				0.5	0.5
VI Backward Classes and Tribes	82	82	—	—	—	—	—	253	253	—	—	—	—	—
		100.0							100.0				—	—
VII Scheduled Castes	244	244	—	—	—	—	—	218	218	—	—	—	—	—
		100.0							100.0				—	—
VIII Muslims and other non-Hindus	58	57	—	1	—	1	—	72	72	—	—	—	—	—
		98.3				1.7			100.0				—	—
Total	1086	1085	—	1	—	1	—	1299	1263	36	—	—	36	14
		99.9				0.1			97.2				2.8	1.1

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		5-9	10-14	15-19	20-34	35-49	50 and above	5-9	10-14	15-19	20-34	35-49	50 and above
Mithbav	All population	53.3	92.1	91.3	69.0	62.8	51.4	55.1	95.7	86.1	72.1	64.2	53.3
		439	392	253	290	215	323	385	445	301	262	232	302
Male population	Brahmins	57.1	84.2	100.0	100.0	100.0	100.0	66.7	100.0	55.6	100.0	100.0	100.0
		14	19	8	11	5	10	9	13	9	10	7	15
	Marathas	53.8	92.8	92.0	70.9	59.9	50.5	55.3	96.5	86.7	71.1	62.2	51.3
		381	333	224	237	182	277	338	394	264	218	188	265
	Scheduled Castes	39.1	95.0	63.6	39.1	60.0	17.7	30.8	80.0	93.3	53.9	54.6	14.3
		23	20	11	23	10	17	13	20	15	13	22	7
Mithbav	All population	53.9	77.5	52.7	19.4	6.6	1.3	50.0	84.9	78.2	35.8	9.3	1.8
		351	364	243	566	472	555	378	371	293	567	486	565
Female population	Brahmins	81.8	88.9	81.8	77.8	36.8	—	66.8	100.0	77.8	82.4	50.0	20.0
		11	9	11	9	19	6	9	12	9	17	12.0	10
	Marathas	54.4	78.7	51.9	19.5	4.7	1.2	49.5	86.4	78.0	34.8	7.9	1.6
		307	324	212	498	423	503	325	324	264	489	441	515
	Scheduled Castes	20.0	54.6	—	—	—	—	35.0	15.4	60.0	13.3	—	—
		15	11	5	30	12	26	20	13	5	30	15	24

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)
(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		6-9	10-14	15-20	21-35	36-45	46 and above	6-9	10-14	15-20	21-35	36-45	46 and above
Waghode	All population	53.5	84.5	72.1	72.6	64.4	49.5	55.5	81.8	80.6	72.0	73.1	0.8
		170	193	183	394	177	214	290	247	144	404	182	5303
Male population	Advanced Hindus	58.2	92.1	87.1	85.6	74.4	64.0	67.7	96.1	89.3	89.0	85.2	61.3
		55	76	70	153	78	89	96	103	56	146	81	124
	Marathas	58.1	79.4	67.8	60.3	54.2	30.4	54.6	91.2	75.0	68.7	58.3	37.9
		31	34	31	78	24	46	55	34	32	67	36	58
	Scheduled Castes	36.4	73.3	50.0	54.2	50.0	40.0	48.6	50.0	60.9	47.7	52.4	54.3
		33	30	26	59	20	25	35	36	23	65	21	35
	Muslims and other non-Hindus	55.6	80.0	65.7	68.3	58.6	50.0	52.1	72.1	85.7	65.5	60.0	46.2
		27	35	35	60	29	32	71	43	21	87	25	52
Waghode	All population	47.7	57.6	36.4	12.9	6.7	2.2	36.8	55.0	45.2	25.8	10.1	3.6
		155	158	173	395	149	230	250	182	155	360	189	278
Female population	Advanced Hindus	42.3	74.6	43.5	13.8	11.7	2.0	50.0	86.8	63.1	36.8	10.1	2.5
		52	59	69	159	60	98	94	68	65	133	79	120
	Marathas	48.0	50.0	30.8	15.4	3.3	2.6	33.3	43.6	37.5	18.5	8.3	2.0
		25	32	26	65	31	38	39	39	24	65	36	49
	Scheduled Castes	29.2	48.2	29.6	1.6	—	3.3	11.6	29.0	30.8	14.0	—	5.3
		24	27	27	61	21	30	43	31	26	57	25	38
	Muslims and other non-Hindus	65.8	38.1	12.0	13.2	4.6	2.8	27.7	24.1	16.7	15.7	13.8	7.9
		38	21	25	68	22	36	47	29	30	70	29	38

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		4-7	8-12	13-17	18-32	33-47	48 and above	4-7	8-12	13-17	18-32	33-47	48 and above
Ozarde	All population	21.52	71.0	77.8	52.1	45.8	31.4	30.5	95.3	99.1	78.9	57.5	43.3
Male population	Marathas	158	131	63	165	131	169	210	213	113	246	167	210
	Intermediate	22.1	73.8	81.6	44.3	42.3	30.6	28.7	98.4	98.4	78.3	52.2	40.2
	Hindus 1	86	80	38	88	71	98	108	125	64	143	92	122
	Scheduled Castes	30.4	87.5	77.8	92.0	72.2	55.0	44.0	96.7	100.0	91.4	87.5	73.1
		23	16	9	25	18	20	25	31	15	35	24	26
	24.0	66.7	40.0	22.7	18.8	—	36.1	90.5	100.0	76.0	22.7	14.3	
	25	15	5	22	16	23	36	21	13	25	22	21	
Ozarde	All population	4.7	30.2	12.5	6.5	1.9	0.7	31.5	81.4	61.8	29.4	7.1	3.2
Female population	Marathas	150	126	64	217	157	147	181	220	89	282	212	190
	Intermediate	2.2	28.1	9.5	5.2	1.2	—	27.6	78.0	64.9	28.4	7.3	2.5
	Hindus 1	90	64	42	135	83	90	98	127	57	176	123	118
	Scheduled Castes	22.2	47.4	—	13.6	—	7.7	50.0	93.6	80.0	58.8	16.7	3.9
		18	19	6	22	29	13	22	31	5	34	18	26
	—	8.3	—	3.3	—	—	18.2	88.0	50.0	4.2	3.3	—	
	21	12	4	30	22	21	22	25	2	24	30	25	

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		4-7	8-12	13-17	18-32	33-47	48 and above	4-7	8-12	13-17	18-32	33-47	48 and above
Gulumb	All population	9.7 113	60.3 121	68.1 47	54.8 115	29.4 102	18.6 145	26.6 169	91.3 160	93.1 72	76.6 137	48.1 129	30.6 160
	Male population												
	Marathas	7.0 86	57.5 87	68.4 38	53.4 88	26.4 72	17.0 112	28.8 139	95.8 119	98.2 54	78.2 101	48.5 99	5.6 2117
	Scheduled Castes	23.1 13	68.2 22	66.7 6	27.3 11	31.3 16	10.5 19	5.6 18	72.2 18	87.5 8	66.7 18	8.3 12	31.8 22
Gulumb	All population	1.4 145	4.7 127	9.4 53	3.4 237	— 118	1.3 153	23.4 158	51.7 149	40.5 79	20.9 258	6.1 228	0.6 164
	Female population												
	Marathas	1.0 105	4.2 96	6.4 47	2.7 189	— 94	— 119	25.2 119	55.3 114	36.9 65	19.0 195	4.7 170	— 133
	Scheduled Castes	— 20	— 13	— 1	— 25	— 14	— 16	6.3 16	— 8	25.0 8	13.3 30	— 27	— 17

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		4-7	8-12	13-17	18-32	33-47	48 and above	4-7	8-12	13-17	18-32	33-47	48 and above
Kawathe	All population	23.2	84.4	88.5	57.3	40.2	21.8	29.4	93.4	87.4	81.1	63.0	32.6
		177	147	87	138	169	179	180	183	135	243	135	227
	<i>Male population</i>												
	Marathas	22.2	89.7	87.8	56.2	30.0	18.6	32.5	93.3	87.5	80.8	61.4	29.2
		90	78	49	89	100	113	120	120	88	167	88	144
	Scheduled Castes	19.6	74.3	88.2	43.5	25.0	2.6	18.8	90.9	85.0	72.7	57.1	15.2
		46	35	17	23	32	39	32	33	20	33	21	49
Kawathe	All population	7.8	25.4	12.5	3.8	2.0	0.6	31.9	74.7	47.7	29.6	4.3	2.0
		180	142	48	264	198	172	191	158	88	301	231	244
	<i>Female population</i>												
	Marathas	4.0	15.5	11.8	3.0	1.6	—	22.9	72.8	48.2	28.4	4.0	1.9
		101	84	34	165	126	110	122	92	56	204	150	155
	Scheduled Castes	14.3	9.1	28.6	—	—	—	62.1	58.6	23.5	19.1	—	—
		49	22	7	51	39	33	29	29	17	42	46	49

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		6-10	11-15	16-20	21-35	36-50	51 and above	5-9	10-14	15-20	21-35	36-45	46 and above
Other three villages of Devapur Centre	All population	18.2 33	20.8 24	9.5 21	14.8 54	5.9 34	9.1 22	14.6 206	31.8 151	31.3 160	27.7 264	16.2 142	9.1 176
	Male population	8	8	8	15	7	8	49	43	38	80	34	49
	Intermediate Hindus 2	14	9	10	20	18	7	87	56	72	122	63	68
	Scheduled Castes	50.0 10	16.7 6	33.3 3	5.9 17	11.1 9	16.7 6	17.7 68	35.3 51	31.8 44	28.6 56	12.2 41	9.3 54
Other three villages of Devapur Centre	All population	5.4 37	— 19	4.0 25	— 46	— 33	— 21	6.0 182	5.8 155	4.9 143	0.7 279	1.4 140	— 193
	Female population	9	7	5	12	12	8	59	40	42	77	45	73
	Intermediate Hindus 2	13	7	9	25	12	7	64	70	70	122	45	79
	Scheduled Castes	6.7 15	— 5	— 11	— 8	— 9	— 5	3.8 53	2.3 43	6.7 30	— 72	— 46	— 37

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey					Resurvey						
		Age-groups					Age-groups						
		5-9	10-14	15-19	20-34	35-49	50 and above	5-9	10-14	15-19	20-34	35-49	50 and above
Visapur <i>Male population</i>	All population	49.4 245	60.1 228	55.8 129	39.1 235	22.3 175	9.0 211	47.6 267	73.1 245	68.6 140	50.4 246	30.3 178	15.9 258
	Marathas	50.3 159	69.4 147	69.4 85	52.0 127	24.6 118	6.7 150	56.0 159	81.8 159	79.8 94	64.8 145	34.9 103	15.4 185
	Scheduled Castes	46.6 73	33.3 69	25.0 40	13.3 90	2.3 44	2.2 46	26.5 83	47.9 71	31.4 35	21.6 88	5.7 53	5.6 54
Visapur <i>Female population</i>	All population	19.6 255	25.8 132	9.2 120	5.8 342	1.3 226	— 203	24.3 243	40.6 197	21.5 130	14.0 371	6.2 225	1.2 258
	Marathas	19.0 153	29.3 75	18.8 74	4.1 218	1.3 155	— 137	30.0 150	47.6 124	28.6 91	15.7 229	8.2 159	1.7 177
	Scheduled Castes	11.4 79	6.7 45	4.5 44	1.1 92	— 59	— 46	11.1 72	10.0 50	— 35	2.8 108	— 55	— 58

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		5-9	10-14	15-19	20-34	35-49	50 and above	5-9	10-14	15-19	20-34	35-49	50 and above
Pusegaon	All population	58.1	86.6	72.6	71.6	59.1	33.7	68.1	90.9	82.1	77.5	59.1	37.1
		217	164	117	225	188	175	213	220	123	227	208	197
Male population	Marathas	56.1	87.9	78.5	72.7	42.6	23.1	77.0	93.4	82.4	76.8	54.7	26.1
		123	91	65	110	115	91	135	122	74	108	117	119
	Intermediate	83.3	92.9	76.9	80.0	71.4	45.4	61.1	94.1	100.0	78.6	90.0	43.7
	Hindus 2	18	14	13	25	14	22	18	17	11	28	20	16
	Scheduled Castes	40.0	76.9	50.0	48.4	36.9	—	36.4	85.7	62.5	70.4	37.0	16.7
		30	26	14	31	19	20	22	35	16	27	29	18
Pusegaon	All population	43.4	53.6	36.8	17.5	6.6	1.6	57.5	75.8	46.6	30.5	10.4	4.5
		196	123	87	291	183	187	254	153	103	275	163	202
Female population	Marathas	39.4	54.2	35.5	14.0	2.1	—	58.1	81.3	44.0	27.5	7.6	0.8
		104	72	45	171	97	117	160	80	50	149	105	119
	Intermediate	63.6	70.0	36.4	11.4	7.1	—	83.3	93.3	50.0	26.5	10.0	5.6
	Hindus 2	22	10	11	35	14	22	24	15	16	34	10	18
	Scheduled Castes	26.9	11.1	—	5.5	—	—	20.7	30.0	22.2	17.1	12.0	4.2
		26	9	10	36	30	20	29	20	9	35	25	24

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		5-9	10-14	15-19	20-34	35-49	50 and above	5-9	10-14	15-19	20-34	35-49	50 and above
Kasabe Sukene	All population	60.9	82.1	59.8	61.2	51.0	35.3	60.5	84.4	71.8	61.6	52.4	39.7
		202	145	117	371	202	187	248	187	110	349	246	209
	Male population	57.1	77.7	54.5	50.6	41.3	25.2	64.5	86.7	68.2	60.5	45.7	32.1
	Marathas	133	94	77	239	133	127	124	105	63	185	127	106
	Backward Classes and Tribes	12.5	25.0	—	16.7	11.1	—	43.2	61.3	58.8	37.1	18.4	11.4
	Scheduled Castes	8	4	4	12	9	5	44	31	17	62	38	35
		77.3	100.0	90.0	68.0	52.9	40.0	70.4	100.0	100.0	62.5	56.5	42.8
		22	12	10	25	17	15	27	16	3	16	23	14
Kasabe Sukene	All population	56.2	44.8	31.6	15.2	7.0	2.0	44.0	59.5	34.0	20.3	12.7	2.9
		203	145	114	328	229	202	216	173	97	359	236	242
	Female population	39.4	40.3	22.4	8.6	4.9	0.8	48.6	61.2	29.5	17.5	7.0	1.6
	Marathas	127	77	67	221	144	131	107	85	44	166	115	125
	Backward Classes and Tribes	7.7	—	—	—	—	—	13.9	20.0	—	—	—	—
	Scheduled Castes	13	8	4	12	9	6	43	30	18	75	38	38
		50.0	52.9	60.0	13.6	5.0	—	28.6	50.0	33.3	29.6	8.0	—
		12	17	10	22	20	19	14	12	6	27	25	21

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		5-9	10-14	15-19	20-34	35-49	50 and above	5-9	10-14	15-19	20-34	35-49	50 and above
Mauje Sukene	All population	54.2	74.5	73.5	67.5	56.4	26.9	61.3	75.6	70.4	66.7	61.4	36.3
		118	102	68	160	117	104	124	115	71	204	140	102
Male population	Marathas	54.7	74.1	71.4	65.5	54.7	25.6	70.4	82.7	70.0	68.2	68.5	44.3
		95	85	56	142	95	86	71	75	50	151	92	61
	Backward Classes and Tribes	25.0	50.0	—	100.0	25.0	—	32.1	40.9	54.5	50.0	23.1	13.0
		4	2	1	2	4	2	28	22	11	36	26	23
	Scheduled Castes	66.7	87.5	100.0	66.7	33.3	33.3	70.0	100.0	100.0	100.0	62.5	20.0
		6	8	4	3	6	6	10	10	4	7	8	10
Mauje Sukene	All population	41.2	53.2	21.2	14.8	4.2	—	50.3	67.3	38.9	21.6	6.3	—
		102	79	33	162	118	107	143	101	54	185	127	105
Female population	Marathas	40.5	49.2	17.9	11.9	2.2	—	54.5	73.4	44.1	27.0	57.1	—
		84	63	28	135	91	88	88	64	34	115	71	67
	Backward Classes and Tribes	—	66.7	—	—	—	—	6.9	—	14.3	—	—	—
		—	3	—	1	5	2	29	16	7	42	25	22
	Scheduled Castes	33.3	85.7	—	9.1	10.0	—	76.5	100.0	33.3	8.3	—	—
		6	7	2	11	10	7	17	8	3	12	16	11

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		5-9	10-14	15-19	20-34	35-49	50 and above	5-9	10-14	15-19	20-34	35-49	50 and above
Dhad	All population	35.5	71.8	55.0	57.6	45.6	30.0	48.2	91.3	80.4	75.9	69.4	56.8
		186	227	149	361	217	164	301	218	184	478	254	206
Male population	Marathas	32.7	76.7	54.1	39.8	28.6	11.5	48.2	92.9	81.8	71.3	55.4	28.6
		52	73	37	108	63	52	83	56	44	129	74	56
	Intermediate	23.5	77.8	44.4	55.2	50.0	16.7	48.0	95.5	72.7	70.0	62.1	54.2
	Hindus 2	17	18	9	29	18	12	25	22	22	40	29	24
	Scheduled Castes	36.4	69.2	60.0	41.7	9.1	17.7	42.3	88.9	64.7	66.0	57.1	42.1
		11	26	20	36	22	17	26	18	17	53	21	19
	Muslims and other non-Hindus	34.5	63.5	42.9	66.0	56.5	41.9	46.3	86.7	83.7	77.0	81.9	75.3
		84	96	63	147	85	62	123	90	86	178	94	73
Dhad	All population	17.3	26.2	24.6	12.9	3.7	—	23.6	48.0	44.2	21.9	12.3	3.6
		219	183	167	333	216	165	301	223	156	451	252	253
Female population	Marathas	13.3	12.1	23.9	6.7	1.2	—	17.9	32.8	44.4	13.0	2.4	—
		60	58	46	104	80	48	78	61	27	115	82	70
	Intermediate	25.0	44.4	—	8.3	—	—	14.3	33.3	42.9	4.5	4.0	—
	Hindus 2	12	9	18	24	15	11	21	15	14	44	25	23
	Scheduled Castes	9.1	22.2	14.3	6.1	—	—	20.7	33.3	28.6	14.0	—	—
		22	18	14	33	25	23	29	24	21	57	19	27
	Muslims and other non-Hindus	11.1	22.8	19.1	15.6	4.2	—	27.1	58.2	33.3	27.6	18.9	4.0
		99	79	68	135	72	68	129	91	60	170	90	101

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		5-9	10-14	15-19	20-34	35-49	50 and above	5-9	10-14	15-19	20-34	35-49	50 and above
Other four villages of Dhad Centre	All population	48.3 147	73.1 145	57.5 94	41.1 282	18.4 185	8.3 97	34.9 218	81.8 154	75.0 124	62.7 295	40.7 209	25.0 144
	Male population												
	Marathas	51.2 82	80.0 85	71.7 53	42.6 141	21.4 103	11.3 62	46.2 104	91.3 80	82.4 88	68.1 141	44.9 107	17.7 79
	Backward Classes and Tribes	70.6 17	88.9 18	28.6 7	42.3 26	5.3 19	— 10	28.0 25	92.9 14	93.3 15	73.3 30	42.9 21	23.1 13
	Scheduled Castes	45.0 20	53.6 28	50.0 24	34.4 61	16.2 37	— 14	29.2 48	79.3 29	65.4 26	49.3 73	37.5 40	21.4 28
	Muslims and other non-Hindus	23.5 17	36.4 11	25.0 8	32.4 34	6.7 15	14.3 7	7.4 27	42.1 19	30.0 10	48.5 33	9.5 21	58.3 12
Other four villages of Dhad Centre	All population	9.4 159	19.0 121	9.3 108	3.1 288	— 149	— 104	18.9 232	27.3 121	14.3 98	7.1 324	2.4 210	— 162
	Female population												
	Marathas	9.8 82	22.4 76	8.3 48	3.4 148	— 77	— 63	22.5 111	28.6 70	17.8 45	11.1 144	0.9 111	— 86
	Backward Classes and Tribes	14.3 21	12.5 8	11.1 9	— 38	— 10	— 10	30.4 23	23.1 13	10.0 10	— 32	8.3 24	— 18

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		5-9	10-14	15-19	20-34	35-49	50 and above	5-9	10-14	15-19	20-34	35-49	50 and above
	Scheduled Castes	—	13.0	3.1	3.7	—	—	17.1	30.4	—	3.5	5.4	—
		34	23	32	54	35	16	41	23	26	86	37	30
	Muslims and other non-Hindus	11.8	—	21.4	—	—	—	3.0	22.2	16.7	7.5	—	—
		17	8	14	30	18	11	33	9	12	40	19	17
Murud	All population	52.5	66.5	60.8	56.2	36.3	26.4	52.6	76.3	69.1	69.8	48.3	33.3
		276	209	74	306	262	163	346	320	204	559	317	237
<i>Male population</i>	Marathas	49.0	73.3	65.7	57.1	31.3	21.8	57.6	78.0	74.3	70.5	47.4	23.5
		149	120	35	161	144	87	165	150	101	237	156	115
	Scheduled Castes	47.3	40.6	33.3	30.0	14.0	3.5	49.2	65.5	50.0	48.6	25.0	13.9
		55	32	12	50	50	29	59	58	40	105	64	36
Murud	All population	17.8	22.7	13.2	7.3	3.2	1.2	30.0	40.3	36.4	20.7	11.4	0.8
		202	154	53	301	219	171	363	216	154	512	263	238
<i>Female population</i>	Marathas	17.9	27.7	10.7	6.3	3.6	1.1	33.3	36.1	27.9	19.6	6.3	—
		112	83	28	144	112	88	156	97	68	214	112	110
	Scheduled Castes	10.0	11.5	—	—	—	—	23.3	21.1	26.9	5.5	—	—
		30	26	7	65	44	34	73	38	26	110	48	51

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		5-9	10-14	15-19	20-34	35-49	50 and above	5-9	10-14	15-19	20-34	35-49	50 and above
Other two villages of Murud Centre	All population	33.3 135	53.6 112	55.9 59	31.5 162	24.7 154	8.1 99	52.4 147	70.3 138	66.7 69	50.4 240	33.1 139	13.3 105
	Male population												
	Marathas	42.4 66	58.9 56	73.3 30	39.8 98	29.5 78	9.3 54	57.1 84	78.7 75	71.4 35	52.0 125	39.2 74	15.3 59
	Scheduled Castes	23.9 46	47.2 36	36.8 19	8.2 49	12.2 49	3.2 31	40.5 42	56.4 39	60.9 23	39.7 73	18.4 49	7.1 28
Other two villages of Murud Centre	All population	6.4 109	2.3 87	3.1 32	1.1 185	1.6 129	— 97	28.1 160	20.2 104	13.4 67	5.3 247	2.1 98	1.8 109
	Female population												
	Marathas	6.7 60	3.9 52	5.0 20	0.9 105	1.5 67	— 54	40.5 74	23.3 60	14.8 27	8.4 131	— 49	3.0 67
	Scheduled Castes	— 31	— 23	— 10	1.6 62	2.5 40	— 31	12.7 63	6.1 33	9.5 21	1.4 88	— 36	— 25

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (*Contd.*)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey					Resurvey						
		Age-groups					Age-groups						
		5-10	11-14	15-19	20-34	35-49	50 and above	5-9	10-14	15-19	20-34	35-49	50 and above
Bori	All population	52.1 305	66.9 139	50.0 114	52.7 408	46.0 315	39.4 188	53.2 282	66.2 222	74.3 136	58.5 463	51.1 329	41.7 192
<i>Male population</i>	Advanced Hindus	76.8 30	92.9 14	100.0 11	92.1 51	92.7 41	74.1 27	67.6 37	84.2 19	88.9 18	75.0 52	72.5 40	69.0 29
	Marathas	45.8 24	68.0 25	46.7 15	54.1 61	47.5 40	21.7 23	59.1 44	78.6 28	71.4 21	64.2 81	48.1 52	52.0 25
	Intermediate Hindus 1	71.4 21	85.7 7	85.7 7	72.0 25	60.0 20	46.2 13	72.2 36	94.7 19	87.5 24	87.3 55	69.8 43	65.2 23
	Intermediate Hindus 2	50.6 87	73.5 34	45.2 31	48.7 119	21.7 106	26.0 50	43.4 53	64.8 54	69.0 29	48.9 90	35.6 73	15.2 46
	Scheduled Castes	34.0 53	27.8 18	10.0 20	15.6 64	13.9 36	4.1 24	32.2 31	41.4 29	42.9 14	27.7 65	18.4 49	4.3 23
	Muslims and other non-Hindus	50.6 77	67.6 34	50.0 26	44.4 63	61.7 60	45.9 37	43.1 58	60.3 58	77.8 27	50.7 73	35.3 51	44.1 34

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		5-10	11-14	15-19	20-34	35-49	50 and above	5-9	10-14	15-19	20-34	35-49	50 and above
Bori	All population	24.1 270	24.3 140	19.6 138	6.8 412	3.8 235	— 241	27.8 292	34.6 206	19.7 162	16.0 449	5.9 252	1.8 227
<i>Female population</i>	Advanced Hindus	50.0 44	50.0 16	68.4 19	20.8 53	6.9 29	— 23	32.5 40	62.9 27	48.1 27	31.2 48	13.8 29	43.5 23
	Marathas	24.3 37	13.3 15	— 27	4.2 48	2.6 39	— 37	29.5 44	35.0 40	17.9 28	15.5 71	8.5 47	3.0 33
	Intermediate Hindus 1	16.7 18	22.2 9	12.5 8	— 27	— 20	— 14	54.2 35	61.5 26	29.4 17	18.4 49	— 30	3.4 29
	Intermediate Hindus 2	19.4 67	12.5 32	5.9 34	4.7 129	— 53	— 72	18.4 49	15.6 32	3.1 32	5.8 104	1.9 54	— 48
	Scheduled Castes	2.5 40	16.7 18	— 14	— 70	— 32	— 41	11.8 34	6.1 33	— 22	1.4 69	— 38	— 39
	Muslims and other non-Hindus	15.7 51	16.7 36	15.4 26	4.5 66	6.0 50	— 39	19.4 67	23.5 34	20.8 24	14.7 68	5.0 40	— 41

Table 5 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Survey						Resurvey					
		Age-groups						Age-groups					
		5-10	11-14	15-19	20-34	35-49	50 and above	5-9	10-14	15-19	20-35	34-49	50 and above
Other eight villages of Bori Centre	All population	13.8	28.3	20.0	20.4	14.5	16.8	26.4	52.9	41.4	34.3	17.9	25.8
		240	120	95	285	290	167	246	204	87	385	246	163
	Marathas	18.7	34.0	29.3	33.7	22.1	21.3	36.0	72.1	55.3	46.9	24.7	28.7
	<i>Male population</i>	107	47	41	98	113	75	111	86	38	147	93	80
	Intermediate Hindus 2	—	9.5	16.7	15.0	12.0	11.1	22.9	48.0	33.3	23.3	7.5	28.5
	Backward Classes and Tribes	39	21	18	60	50	27	35	25	12	60	40	14
Other eight villages of Bori Centre	Scheduled Castes	12.5	41.2	12.5	21.4	8.3	—	10.3	33.3	35.7	26.8	8.5	8.6
		24	17	8	42	48	21	39	33	14	71	47	35
		2.0	16.7	6.3	1.8	—	—	17.4	31.8	—	18.8	6.8	5.3
		49	24	16	55	53	28	46	44	14	69	44	19
	All population	—	—	—	0.3	—	—	6.5	3.3	5.0	1.9	1.4	1.0
		196	120	68	297	221	184	216	184	119	364	210	206
<i>Female population</i>	Marathas	—	—	—	—	—	—	15.2	9.5	8.6	1.3	1.4	2.3
		82	50	29	116	90	72	79	74	46	152	72	88
	Intermediate Hindus 2	—	—	—	—	—	—	2.6	—	—	—	—	—
	Backward Classes and Tribes	35	27	9	64	38	34	38	29	16	59	26	29
	Scheduled Castes	—	—	—	—	—	—	—	—	—	—	—	—
		26	13	5	13	13	12	44	37	22	73	41	36
	33	18	20	75	58	40	33	27	25	53	47	33	

Table 6: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre: Manor; Village: Manor; Survey: 1956-57

Caste-groups	Total population excluding age-group 0-5	Males						Females							
		Illiterates	Literates					Total population excluding age-group 0-5	Illiterates	Literates					
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands	
I Brahmins	18	2	4	7	5	16	4	10	1	2	6	1	9	2	
II Advanced Hindus	44	11.1	18	11	1	88.9	22.2	39	10.0	17	16	6	—	90.0	20.0
III Marathas	274	31.8	64	37	6	68.2	15.9	233	43.6	194	29	10	—	56.4	25.6
IV Intermediate Hindus 1	123	61.0	17	62	41	39.0	10.2	136	83.3	43	67	24	2	16.7	7.3
V Intermediate Hindus 2	61	13.8	21	27	11	86.2	34.1	60	31.6	41	16	3	—	93	39
VI Backward Classes and Tribes	237	34.4	213	17	4	65.6	23.0	223	68.3	220	2	1	—	31.7	20.0
VII Scheduled Castes	46	89.9	26	15	5	10.1	2.1	42	98.7	40	2	—	—	3	1
VIII Muslims and other non-Hindus	216	56.5	42	152	19	43.5	15.2	208	95.2	96	105	6	1	1.3	0.5
		19.4				80.6	25.5		46.1					2	1
						174	55							4.8	2.4
						80.6	25.5							112	36
														53.9	17.3
Total	1019	502	359	135	23	517	162	951	652	239	56	4	299	118	
		49.3				50.7	15.9		68.6					31.4	12.4

Table 6 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Manor ; Village : Other four villages ; Survey : 1956-57

Caste-groups	Males							Females						
	Total population excluding age-group 0-5	Illiterates	Literates			Total literates	Educands	Total population excluding age-group 0-5	Illiterates	Literates			Total literates	Educands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	1	—	—	—	1	1	—	3	—	2	1	—	3	—
II Advanced Hindus	11	2	7	1	1	9	1	6	4	2	—	—	2	—
III Marathas	7	18.2	1	2	2	6	—	7	66.7	4	3	—	3	1
IV Intermediate Hindus 1	3	14.2	—	—	3	—	—	2	57.1	—	—	—	2	—
V Intermediate Hindus 2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
VI Backward Classes and Tribes	989	755	176	46	12	234	103	975	894	65	16	—	81	45
VII Scheduled Castes	15	76.3	7	2	6	—	—	16	91.7	12	4	—	4	2
VIII Muslims and other non-Hindus	1	46.7	—	—	—	1	—	3	75.0	—	—	—	25.0	12.5
					1	1	—	3	2	—	1	—	1	—
						100.0	—		66.7				33.3	—
Total	1027	765	187	58	17	262	104	1012	916	78	18	—	96	48
		74.5				25.5	10.1		90.5				9.5	4.7

Table 6 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Waghode ; Village : Other two villages ; Survey : 1956-57

Caste-groups	Males							Females						
	Total population excluding age-group 0-5	Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-5	Illiterates	Literates			Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	4	—	1	3	—	4	1	7	—	6	1	—	7	3
		—				100.0	25.0		—				100.0	42.9
II Advanced Hindus	1	1	—	—	—	—	—	2	2	—	—	—	—	—
		100.0							100.0					
III Marathas	704	104	204	268	128	600	220	672	341	204	125	2	331	153
		14.8				85.2	31.3		50.7				49.3	22.8
IV Intermediate Hindus 1	12	1	7	3	1	11	4	10	7	2	1	—	3	2
		8.3				91.7	33.3		70.0				30.0	20.0
V Intermediate Hindus 2	22	2	7	9	4	20	4	28	14	11	3	—	14	5
		9.1				90.9	18.2		50.0				50.0	17.9
VI Backward Classes and Tribes	60	29	19	10	2	31	12	52	34	16	2	—	18	11
		48.3				51.7	20.0		65.4				34.6	21.2
VII Scheduled Castes	106	31	39	20	16	75	34	113	89	19	5	—	24	13
		29.2				70.8	32.1		78.8				21.2	11.5
VIII Muslims and other non-Hindus	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	909	168	277	313	151	741	275	884	487	258	137	2	397	187
		18.6				81.4	30.3		55.1				44.9	21.2

Table 6 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Devapur ; Village : Devapur and other five villages ; Survey : 1959-60

Caste-groups	Males							Females						
	Total population excluding age-group 0-5	Illiterates	Literates				Total Edu-cands	Total population excluding age-group 0-5	Illiterates	Literates				Total Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates				Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	
I Brahmins	4	1	1	—	2	3	1	3	1	—	—	2	2	—
II Advanced Hindus	20	25.0	5	8	3	4	15	7	22	33.3	4	1	—	66.7
III Marathas	747	468	184	67	28	279	114	748	716	27	5	—	32	17
IV Intermediate Hindus 1	12	62.6	2	3	4	3	10	—	15	95.7	1	1	—	4.3
V Intermediate Hindus 2	302	16.7	259	31	11	1	43	13	265	86.6	4	—	—	13.4
VI Backward Classes and Tribes	13	85.8	3	7	2	1	10	3	10	98.5	1	—	—	1.5
VII Scheduled Castes	524	23.1	365	128	22	9	159	84	501	90.0	26	1	—	27
VIII Muslims and other non-Hindus	21	69.7	6	12	1	2	15	5	17	94.6	2	—	—	5.4
		28.7					71.3	23.8		88.2				11.8
Total	1643	1109	374	110	50	534	227	1581	1506	65	8	2	75	40
		67.5				32.5	13.8		95.3				4.7	2.5

Table 6 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Malthan ; Village : Malthan ; Survey : 1957-58

Caste-groups	Males							Females								
	Total population excluding age-group 0-4	Illiterates	Literates				Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Below 4th std.					5th to 7th std.	Above 7th std.				
I Brahmins	17	6	3	4	4	11	2	13	2	6	4	1	11	4		
II Advanced Hindus	20	35.3	2	8	10	—	18	5	19	3	12	4	—	84.6	30.8	
III Marathas	576	10.0	388	121	60	7	188	95	503	15.8	459	39	4	1	44	30
IV Intermediate Hindus 1	39	67.4	13	16	10	—	26	8	34	91.2	25	5	2	2	9	3
V Intermediate Hindus 2	45	33.3	16	20	9	—	29	11	38	73.5	28	8	2	—	10	5
VI Backward Classes and Tribes	46	35.6	32	11	2	1	14	8	37	73.7	36	1	—	—	26.3	13.2
VII Scheduled Castes	98	69.6	63	25	10	—	35	16	94	93.3	83	10	1	—	2.7	—
VIII Muslims and other non-Hindus	17	64.3	4	8	5	—	13	5	23	88.3	16	6	1	—	11.7	8.5
		23.5					76.5	29.4		69.6					30.4	13.1
Total	858	524	212	110	12	334	150	761	652	87	18	4	109	60		
		61.1				38.9	17.5		85.7				14.3	7.9		

Table 6 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Malthan; Village : Other three villages; Survey : 1957-58

Caste-groups	Males							Females								
	Total population excluding age-group 0-4	Illiterates	Literates				Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Below 4th std.					5th to 7th std.	Above 7th std.				
I Brahmins	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
II Advanced Hindus	9	1	5	3	—	8	3	7	6	1	—	—	1	—		
III Marathas	630	496	95	34	5	134	52	555	538	15	2	—	17	12		
IV Intermediate Hindus 1	29	17	11	1	—	12	2	30	27	3	—	—	3	1		
V Intermediate Hindus 2	9	3	3	3	—	6	2	9	9	—	—	—	—	—		
VI Backward Classes and Tribes	12	9	2	—	1	3	2	9	8	1	—	—	1	—		
VII Scheduled Castes	102	84	15	3	—	18	9	88	85	3	—	—	3	2		
VIII Muslims and other non-Hindus	15	15	—	—	—	—	—	16	16	—	—	—	—	—		
		100.0							100.0							
Total	806	625	131	44	6	181	70	714	689	23	2	—	25	15		
		77.5				22.5	8.7		96.5				3.5	2.1		

Table 6 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Selu ; Village : Selu ; Survey : 1955-56

Caste-groups	Males							Females						
	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	52	3	15	16	18	49	16	62	19	13	8	4	43	16
II Advanced Hindus	44	5.8	16	10	9	94.2	30.8	56	30.7	28	3	4	69.3	25.8
III Marathas	154	20.5	52	26	20	79.5	15.9	160	37.5	32	8	3	62.5	19.7
IV Intermediate Hindus 1	501	36.4	234	74	22	63.6	18.2	489	73.1	99	8	3	26.9	10.0
V Intermediate Hindus 2	720	34.1	187	84	27	65.9	20.6	723	77.5	79	14	4	110	63
VI Backward Classes and Tribes	35	58.6	10	4	1	41.4	16.1	37	86.6	2	1	—	13.4	6.9
VII Scheduled Castes	96	20	37	4	2	42.9	25.7	103	34	10	1	—	3	2
VIII Muslims and other non-Hindus	124	57.1	65	17	5	43	19	108	91.9	23	1	2	8.1	5.4
		55.2				44.8	19.8		92				11	1
		29.8				87	24	108	89.3				10.7	1.0
						70.2	19.4		82				26	9
									75.9				24.1	8.3
Total	1726	771	616	235	104	955	322	1738	1370	304	44	20	368	168
		44.7				55.3	18.7		78.8				21.2	9.7

Table 6 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Selu ; Villages : Other three villages ; Survey : 1955-56

Caste-groups	Males							Females								
	Total population excluding age-group 0-4	Illiterates	Literates				Total population excluding age-group 0-4	Illiterates	Literates				Edu-cands			
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates			Edu-cands	Below 4th std.	5th to 7th std.	Above 7th std.		Total literates		
I Brahmins	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
II Advanced Hindus	11	3	5	3	—	8	2	12	10	2	—	—	2	—		
III Marathas	178	27.3	48	73	38	19	130	46	176	83.3	115	50	10	1	61	23
IV Intermediate Hindus 1	31	4	23	3	1	27	10	33	26	7	—	—	7	2	—	—
V Intermediate Hindus 2	123	78	30	13	2	45	12	119	102	14	2	1	17	10	—	—
VI Backward Classes and Tribes	113	63.4	87	24	1	1	26	9	111	85.7	109	2	—	—	2	—
VII Scheduled Castes	128	77.0	87	33	7	1	41	16	139	98.2	129	10	—	—	10	5
VIII Muslims and other non-Hindus	7	68.0	4	3	—	—	3	—	10	92.8	10	—	—	—	—	—
		57.1					42.9	—		100.0						
Total	591	311	191	65	24	280	95	600	501	85	12	2	99	40		
		52.6				47.4	16.1		83.5				16.5	6.7		

Table 6 : LITERATES AND NUMBER OF EDUCANDS CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Jawala ; Village : Jawala ; Survey : 1958-59

Caste-groups	Males				Females			
	Total population excluding age-group 0-4	Illiterates	Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Total literates	Edu-cands
I Brahmins	20	—	20	4	23	6	17	1
II Advanced Hindus	124	12	100.0	20.0	124	26.1	73.9	4.4
III Marathas	296	9.7	90.3	33.9	314	46.0	54.0	20.2
IV Intermediate Hindus 1	41	29.1	70.9	24.0	36	71.0	29.0	20.7
V Intermediate Hindus 2	343	7	34	11	307	20	16	9
VI Backward Classes and Tribes	213	17.1	82.9	26.8	204	55.6	44.4	25.0
VII Scheduled Castes	170	130	213	91	179	221	86	57
VIII Muslims and other non-Hindus	47	37.9	62.1	26.5	48	72.0	28.0	18.6
		142	71	16		192	12	11
		66.7	33.3	7.5		94.1	5.9	5.4
		72	98	30		151	28	17
		42.4	57.6	17.7		84.4	15.6	9.5
		16	31	10		42	6	5
		34.0	66.0	21.3		87.5	12.5	10.4
Total	1254	465	789	275	1235	912	323	190
		37.1	62.9	21.9		73.9	26.1	15.4

Table 6 : LITERATES AND NUMBER OF EDUCANDS CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Jawala ; Village : Other six villages ; Survey : 1958-59

Caste-groups	Males				Females			
	Total population excluding age-group 0-4	Illiterates	Total literates	Educands	Total population excluding age-group 0-4	Illiterates	Total literates	Educands
I Brahmins	1	—	1	—	1	—	1	—
II Advanced Hindus	20	—	100.0	—	—	—	100.0	—
III Marathas	316	2	18	4	23	10	13	5
IV Intermediate Hindus 1	29	10.0	90.0	20.0	321	43.4	56.6	21.7
V Intermediate Hindus 2	164	86	230	70	155	230	91	43
VI Backward Classes and Tribes	490	27.2	72.8	22.2	475	71.7	28.3	13.4
VII Scheduled Castes	230	17	12	2	254	16	2	1
VIII Muslims and other non-Hindus	3	58.6	41.4	6.9	2	88.8	11.2	5.5
		62	102	34		126	29	10
		37.8	62.2	20.7		81.3	18.7	6.5
		68.8	31.2	13.7		95.6	4.4	2.9
		128	102	35		239	15	5
		55.7	44.3	15.2		94.1	5.9	2.0
		2	1	—		2	—	—
		66.7	33.3	—		100.0	—	—
Total	1253	634	619	212	1249	1077	172	78
		50.6	49.4	16.9		86.2	13.8	6.2

Table 6 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Goregaon ; Village : Goregaon ; Survey : 1956-57

Caste-groups	Males							Females						
	Total population excluding age-group 0-4	Illiterates	Literates					Total population excluding age-group 0-4	Illiterates	Literates				
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Educands			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Educands
I Brahmins	16	4	7	2	3	12	3	14	7	7	—	—	7	2
II Advanced Hindus	206	59	117	25	5	75.0	18.8	205	50.0	37	3	—	50.0	14.3
III Marathas	163	80	70	11	2	83	26	171	157	14	—	—	14	3
IV Intermediate Hindus 1	54	15	33	3	3	39	4	63	54	9	—	—	9	1
V Intermediate Hindus 2	178	59	101	16	2	119	36	204	174	26	4	—	30	15
VI Backward Classes and Tribes	251	119	127	5	—	132	39	288	267	21	—	—	21	11
VII Scheduled Castes	162	57	94	11	—	105	35	179	153	22	3	1	26	10
VIII Muslims and other non-Hindus	29	9	16	3	1	20	4	24	21	3	—	—	3	1
		31.0				69.0	13.8		87.5				12.5	4.2
Total	1059	402	565	76	16	657	191	1148	998	139	10	1	150	59
		38.0				62.0	18.0		86.9				13.1	5.1

Table 6: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Goregaon: Villages : Other two villages; Survey : 1956-57

Caste-groups	Survey							Resurvey						
	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	—	—	—	—	—	—	—	—	—	—	—	—	—	—
II Advanced Hindus	310	110	189	11	—	200	57	298	268	30	—	—	30	15
		35.5				64.5	18.4		89.9				10.1	5.0
III Marathas	75	48	24	3	—	27	9	76	72	4	—	—	4	3
		64.0				36.0	12.0		94.7				5.3	3.9
IV Intermediate Hindus 1	64	22	42	—	—	42	14	59	55	4	—	—	4	1
		34.4				65.6	21.9		93.2				6.8	1.7
V Intermediate Hindus 2	122	40	81	1	—	82	24	131	109	22	—	—	22	9
		32.8				67.2	19.7		83.2				16.8	6.9
VI Backward Classes and Tribes	354	230	119	5	—	124	38	336	320	16	—	—	16	6
		65.0				35.0	10.7		95.2				4.8	1.8
VII Scheduled Castes	226	108	112	6	—	118	30	289	265	24	—	—	24	17
		47.7				52.3	13.2		91.7				8.3	5.9
VIII Muslims and other non-Hindus	41	17	24	—	—	24	5	38	37	1	—	—	1	1
		41.5				58.5	12.2		97.4				2.6	2.6
Total	1192	575	591	26	—	617	177	1227	1126	101	—	—	101	52
		48.2				51.8	14.8		91.7				8.3	4.2

Table 6: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Kothari; Village, Kothari; Survey : 1957-58

Caste-groups	Males							Females						
	Total population excluding age-group 0-4	Illiterates;	Literates				Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Edu-cands
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates				Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	
I Brahmins	10	1	3	2	4	9	2	10	7	1	—	2	3	2
II Advanced Hindus	17	1	4	4	8	16	—	22	7	9	3	3	15	5
III Marathas	343	178	127	18	20	165	61	317	295	14	7	1	22	10
IV Intermediate Hindus 1	141	44	76	15	6	97	34	123	101	20	2	—	22	12
V Intermediate Hindus 2	203	134	50	11	8	69	30	209	199	9	1	—	10	6
VI Backward Classes and Tribes	145	102	34	7	2	43	17	138	135	2	1	—	3	2
VII Scheduled Castes	254	115	129	8	2	139	48	270	248	22	—	—	22	12
VIII Muslims and other non-Hindus	18	1	14	3	—	17	3	—	14	—	—	—	—	—
		5.6				94.4	16.7	14	100.0					
Total	1131	576	437	68	50	555	195	1103	1006	77	14	6	97	49
		50.9				49.1	17.2		91.2				8.8	4.4

Table 6: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Kothari ; Village : Other three villages , Survey : 1957-58

Caste-groups	Males							Females						
	Total population excluding age-group 0-4	Illiterates	Literates				Total population excluding age-group 0-4	Illiterates	Literates					
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates			Edu-cands	Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands
I Brahmins	—	—	—	—	—	—	—	—	—	—	—	—	—	—
II Advanced Hindus	8	1	3	4	—	7	3	13	7	6	—	—	6	3
III Marathas	306	12.5	104	16	12	87.5	37.5	258	53.8	17	2	—	46.2	23.1
IV Intermediate Hindus 1	69	56.9	35	5	—	43.1	20.9	59	92.6	8	—	—	7.4	4.7
V Intermediate Hindus 2	233	42.0	72	10	2	40	14	197	51	8	—	—	8	4
VI Backward Classes and Tribes	339	149	72	19	—	84	46	291	189	8	—	—	8	6
VII Scheduled Castes	190	64.0	72	19	—	36.0	19.7	173	95.9	8	1	—	4.1	3.0
VIII Muslims and other non-Hindus	14	73.2	86	6	—	26.8	17.7	12	97.0	4	—	—	3.0	2.7
		98	86	6	—	92	44	173	169	4	—	—	4	2
		51.6	86	6	—	48.4	23.2	173	97.7	4	—	—	2.3	1.2
		4	9	1	—	10	3	12	10	2	—	—	2	1
		28.6	86	6	—	71.4	21.4	173	83.3	4	—	—	16.7	8.3
Total	1159	703	381	61	14	456	234	1003	947	53	3	—	56	36
		60.6	381	61	14	39.4	20.2	1003	94.4	53	3	—	5.6	3.6

Table 6 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGES WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Karkheli ; Village : Karkheli ; Survey : 1957-58

Caste-groups	Total population excluding age-group 0-4	Males						Females						
		Illiterates	Literates					Total population excluding age-group 0-4	Illiterates	Literates				
			Below 4th std.	5th to 7th std.	Above 7th std.	Total literates	Edu-cands			Below 4th std.	5th to 7th std.	Above 7th; std.	Total literates	Edu-cands
I Brahmins	22	1	9	4	8	21	4	27	9	16	1	1	18	4
II Advanced Hindus	25	4.6	16	6	2	95.4	18.2	23	33.3	6	—	—	66.7	14.8
III Marathas	166	4.0	56	11	9	96.0	32.0	169	73.9	10	—	—	26.1	4.4
IV Intermediate Hindus 1	50	54.3	29	6	1	45.7	12.0	49	94.1	6	—	—	5.9	1.8
V Intermediate Hindus 2	64	28.0	38	22	2	26	8	63	87.8	2	—	—	12.2	2.0
VI Backward Classes and Tribes	165	59.4	105	51	7	2	40.8	12.5	96.8	9	—	—	3.2	1.6
VII Scheduled Castes	116	63.6	80	34	1	1	36	15	94.3	4	—	—	9	3
VIII Muslims and other non-Hindus	497	69.0	261	189	27	20	236	46	96.6	52	2	1	55	8
		52.5					47.5	9.3	88.4				11.6	1.7
Total	1105	590	406	64	45	515	120	1079	969	105	3	2	110	22
		53.4				46.6	10.9		89.8				10.2	2.0

Table 6 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY PRINCIPAL CASTE-GROUPS FOR VILLAGS WHICH WERE SURVEYED ONLY ONCE (Contd.)

Centre : Karkheli; Villages : Other three villages; Survey : 1957-58

Caste-groups	Males							Females						
	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Educands	Total population excluding age-group 0-4	Illiterates	Literates			Total literates	Educands
			Below 4th std.	5th to 7th std.	Above 7th std.					Below 4th std.	5th to 7th std.	Above 7th std.		
I Brahmins	2	1	—	—	1	1	—	4	1	3	—	—	3	—
II Advanced Hindus	37	50.0	13	19	2	3	24	4	41	37	3	1	—	4
III Marathas	355	35.1	226	117	10	2	64.9	10.8	388	378	10	—	—	10
IV Intermediate Hindus 1	120	63.7	54	56	8	2	36.3	11.0	123	97.4	12	—	—	12
V Intermediate Hindus 2	40	45.0	32	7	1	—	8	2	48	48	—	—	—	—
VI Backward Classes and Tribes	120	80.0	102	18	—	—	20.0	5.0	137	100.0	2	—	—	2
VII Scheduled Castes	195	85.0	177	18	—	—	15.0	3.3	220	98.5	1	—	—	1
VIII Muslims and other non-Hindus	124	90.8	78	40	5	1	18	4	133	219	1	—	—	1
		62.9	78	40	5	1	9.2	2.1	133	99.5	10	—	—	10
		62.9	78	40	5	1	37.1	8.0	133	92.5	10	—	—	10
		62.9	78	40	5	1	37.1	8.0	133	92.5	10	—	—	10
Total	993	683	275	26	9	310	88	1094	1052	41	1	—	42	11
		68.8				31.2	8.9		96.2				3.8	1.0

Table 7 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH ONLY ONE SURVEY DATA

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Males						Females					
		Age-groups						Age-groups					
		6-9	10-14	15-20	21-35	36-55	56 and above	6-9	10-14	15-20	21-35	36-55	56 and above
Manor	All population	35.1 185	62.6 123	58.1 148	54.9 319	47.9 192	42.3 52	27.8 173	60.9 110	38.4 177	31.4 274	16.8 167	4.0 50
	Marathas	21.6 51	44.8 29	50.0 40	43.9 91	34.7 49	42.9 14	17.5 40	29.2 24	19.6 46	17.7 79	3.2 31	7.7 13
	Backward Classes and Tribes	5.1 39	7.7 26	13.9 36	15.6 77	4.6 44	6.7 15	— 45	7.7 13	2.3 44	1.6 62	— 47	— 12
	Scheduled Castes	28.6 7	85.7 7	60.0 5	40.0 15	27.3 11	— 1	11.1 9	— 3	— 7	7.7 13	— 8	— 2
	Muslims and other non-Hindus	74.3 35	82.8 29	78.8 33	85.3 61	81.8 44	71.4 14	48.5 33	83.3 24	60.9 46	63.5 52	34.2 41	8.3 12

Table 7 : LITERATES IN DIFFERENT AGE GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH ONLY ONE SURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Males						Females					
		Age-groups						Age-groups					
		6-9	10-14	15-20	21-35	36-55	56 and above	6-9	10-14	15-20	21-35	36-55	56 and above
Other four villages of Manor Centre	All population	19.0 174	38.4 146	35.1 114	27.0 337	18.3 202	9.3 54	12.2 180	18.2 132	9.4 127	9.0 310	5.5 200	— 63
	Backward Classes and Tribes	19.2 172	37.8 143	34.8 112	23.8 320	14.5 193	8.2 49	12.0 175	16.4 128	7.5 120	7.7 297	3.6 194	— 61
Other two villages of Waghode Centre	All population	64.9 114	96.5 141	94.8 135	89.6 249	73.3 191	49.4 79	73.0 126	91.5 130	72.3 112	36.6 246	7.7 196	— 74
	Marathas	69.0 87	98.1 105	98.2 113	94.1 188	76.3 148	55.6 63	81.5 92	99.0 96	79.3 92	42.2 187	6.3 143	— 62
	Scheduled Castes	57.1 14	95.0 20	83.3 12	75.0 32	57.9 19	33.3 9	41.2 17	52.6 19	27.3 11	9.7 31	3.7 27	— 8

Table 7 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH ONLY ONE SURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Males						Females					
		Age-groups						Age-groups					
		5-9	10-14	15-20	21-35	36-45	46 and above	5-9	10-14	15-20	21-35	36-45	46 and above
Devapur and other five villages of Devapur Centre	All population	28.0 318	50.8 256	45.5 200	40.4 379	22.7 207	8.5 283	11.6 302	9.9 192	4.5 177	3.0 404	0.4 218	— 288
	Marathas	32.6 138	57.7 97	54.8 113	46.3 164	25.9 104	9.9 130	9.2 130	11.0 91	3.7 82	3.6 192	— 99	— 154
	Intermediate Hindus 2	4.9 61	23.4 47	11.1 27	6.6 76	19.4 36	7.3 55	— 42	7.1 28	2.7 37	— 83	— 35	2.0 50
	Scheduled Castes	31.1 106	52.8 104	38.9 54	34.2 111	13.6 59	4.4 90	14.9 121	11.3 62	— 48	1.7 120	— 74	— 76

Table 7 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Males						Females					
		Age-groups						Age-groups					
		5-9	10-14	15-20	21-35	36-55	56 and above	5-9	10-14	15-20	21-35	36-55	56 and above
Malthan	All population	46.9 179	67.5 114	48.8 123	35.1 205	16.3 153	19.0 84	24.4 168	44.4 72	14.0 93	7.1 211	4.7 149	1.5 68
	Marathas	42.1 114	63.9 83	42.7 82	25.7 136	11.1 108	9.4 53	19.3 109	35.9 39	6.4 63	2.7 147	— 95	2.0 50
	Scheduled Castes	45.8 24	70.0 10	46.2 13	41.7 24	— 18	11.1 9	33.3 24	25.0 8	7.7 13	— 24	— 17	— 8
Other three villages of Malthan Centre	All population	26.5 132	54.4 90	26.7 116	17.7 249	12.8 156	3.2 63	9.2 120	10.2 49	2.2 93	3.0 234	— 160	— 58
	Marathas	23.8 101	52.0 75	23.1 91	18.1 193	11.4 123	2.1 47	9.4 96	8.6 35	1.3 76	2.2 181	— 122	— 45
	Scheduled Castes	30.0 20	54.5 11	28.6 14	3.4 29	5.3 19	— 9	8.3 12	12.5 8	— 8	2.9 34	— 22	— 4

Table 7 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village.	Major caste-groups	Males						Females					
		Age-groups						Age-groups					
		5-9	10-14	15-19	20-34	35-49	50 and above	5-9	10-14	15-19	20-34	35-49	50 and above
Selu	All population	37.5	87.7	71.2	57.9	49.3	39.9	31.5	47.0	31.5	18.5	9.3	4.0
		264	227	170	439	345	281	295	236	143	405	334	325
	Marathas	26.3	94.4	80.0	73.3	51.7	57.1	41.7	52.6	38.9	28.6	14.3	—
		19	18	15	45	29	28	24	19	18	42	28	29
	Intermediate Hindus 1	36.1	92.4	87.2	65.4	66.3	62.5	44.0	55.0	27.5	15.4	4.0	2.2
		83	66	47	133	92	80	75	80	40	104	100	90
	Intermediate Hindus 2	34.3	80.6	61.0	44.2	32.3	11.9	20.6	36.5	19.6	11.8	2.9	0.7
		105	88	77	183	158	109	126	96	51	178	137	135
Scheduled Castes		33.3	85.7	66.7	50.0	30.0	20.0	11.8	10.0	—	20.7	10.0	—
		18	14	9	20	20	15	17	10	5	29	20	22
Other three villages of Selu Centre	All population	38.5	74.3	67.6	42.0	40.0	37.1	25.3	42.4	9.4	17.8	3.5	1.7
		78	70	74	157	115	97	99	92	32	146	114	117
	Marathas	45.0	95.5	92.9	71.1	75.0	58.1	34.5	78.4	50.0	40.5	9.7	—
		20	22	28	45	32	31	29	37	4	42	31	33
	Scheduled Castes	42.1	61.5	50.0	27.3	16.7	22.2	18.5	9.5	—	9.7	—	—
	19	13	12	33	24	27	27	21	10	31	28	22	

Table 7 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Males						Females					
		Age-groups						Age-groups					
		5-9	10-14	15-20	21-35	36-45	46 and above	5-9	10-14	15-20	21-35	36-45	46 and above
Jawala	All population	75.1 197	79.9 174	72.8 136	64.4 343	46.4 304	41.0 100	63.2 212	50.6 156	34.2 117	14.6 343	5.4 278	3.9 129
	Marathas	72.7 44	94.6 37	80.7 31	76.7 90	55.2 67	44.4 27	72.6 62	65.0 40	37.0 27	12.1 83	— 60	— 42
	Intermediate Hindus 2	81.7 60	77.2 57	63.4 41	62.7 83	37.3 75	51.9 27	72.7 55	52.2 46	28.6 28	13.9 79	2.8 71	3.6 28
	Backward Classes and Tribes	48.0 25	54.8 31	59.1 22	34.4 61	10.9 64	10.0 10	27.8 36	9.1 22	— 16	— 67	— 43	— 20
	Scheduled Castes	69.0 29	77.8 18	65.0 20	59.1 44	53.2 47	— 12	53.6 28	21.1 19	33.3 21	2.1 48	2.0 49	— 14

Table 7 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Males						Females					
		Age-groups						Age-groups					
		5-9	10-14	15-20	21-35	36-45	46 and above	5-9	10-14	15-20	21-35	36-45	46 and above
Other seven villages of Jawala Centre	All population	48.5 204	71.8 170	62.8 145	46.9 369	38.7 191	35.1 174	29.0 224	29.5 149	16.7 114	10.0 390	3.4 174	— 198
	Marathas	67.4 46	88.8 36	82.9 41	75.9 87	66.7 48	60.3 58	54.4 57	55.3 38	40.0 30	26.8 97	2.3 43	— 56
	Intermediate Hindus 2	58.3 24	75.0 24	78.9 19	60.7 56	52.1 23	50.0 18	27.5 29	50.0 16	20.0 15	15.6 45	11.5 26	— 24
	Backward Classes and Tribes	36.4 99	63.7 69	47.1 53	21.9 146	14.4 69	11.1 54	16.7 90	8.5 47	2.3 44	0.6 164	— 61	— 69
	Scheduled Castes	53.3 30	68.5 35	48.0 25	48.4 62	36.3 44	11.8 34	19.5 41	10.3 39	4.5 22	1.4 72	2.6 39	— 41

Table 7 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Males						Females					
		Age-groups						Age-groups					
		5-9	10-14	15-20	21-35	36-55	56 and above	5-9	10-14	15-20	21-35	36-55	56 and above
Goregaon	All population	49.6	88.1	77.6	76.6	45.2	20.8	17.5	43.4	19.8	11.3	1.9	—
		125	143	125	282	312	72	137	122	167	301	318	103
	Advanced Hindus	50.0	96.3	95.5	82.7	63.1	16.7	24.0	72.2	30.3	13.6	6.1	—
		28	27	22	52	65	12	25	18	33	59	49	21
	Marathas	46.7	75.0	61.1	71.4	31.4	7.7	5.6	22.2	17.9	7.0	2.1	—
		15	24	18	42	51	13	18	18	28	43	47	17
Backward Classes and Tribes	51.7	89.5	81.0	72.3	22.8	5.3	20.6	31.3	2.6	4.4	—	—	
	29	38	21	65	79	19	34	32	39	68	87	28	
Scheduled Castes	45.0	92.3	78.6	81.6	43.2	—	13.0	57.9	31.8	9.3	—	—	
	20	26	28	38	44	6	23	19	22	54	45	16	
Other two villages of Goregaon Centre	All population	58.6	69.8	62.9	63.2	28.8	17.1	21.6	26.8	10.1	4.0	2.0	0.8
		145	159	151	364	274	99	139	123	159	378	296	132
	Advanced Hindus	63.2	88.4	76.1	78.4	40.5	19.0	22.5	31.3	9.5	4.9	2.9	2.9
		38	43	46	88	74	21	40	32	42	81	68	35
	Marathas	53.8	25.0	55.6	44.4	7.1	12.5	16.7	16.7	8.3	—	—	—
		13	4	9	27	14	8	6	12	12	19	22	5
Backward Classes and Tribes	54.3	45.3	46.5	44.0	12.2	9.4	9.1	16.7	10.2	3.6	—	—	
	35	53	43	109	82	32	33	24	49	110	83	37	
Scheduled Castes	55.2	85.2	65.0	66.7	25.9	9.5	33.3	37.0	10.0	—	—	—	
	29	27	20	75	54	21	33	27	30	90	76	33	

Table 7 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Males						Females						
		Age-groups						Age-groups						
		5-9	10-14	15-20	21-35	36-55	56 and above	5-9	10-14	15-20	21-35	36-55	56 and above	
Kothari	All population	36.9	73.6	58.5	51.0	36.4	39.8	16.8	19.4	13.6	6.2	1.6	1.0	
		168	144	164	341	231	83	179	108	169	292	257	98	
	Marathas	41.3	70.0	56.4	51.6	27.4	48.2	10.2	25.9	15.0	4.6	—	—	
		46	47	55	95	73	27	49	27	40	87	81	33	
	Intermediate	20.7	64.0	54.8	29.0	20.9	23.1	13.2	5.3	6.1	3.6	—	—	
	Hindus 2	29	25	31	62	43	13	38	19	33	56	45	18	
	Scheduled Castes	37.8	91.4	54.2	64.4	31.4	41.7	18.8	14.3	10.9	4.7	—	4.4	
		45	35	24	87	51	12	48	28	46	64	61	23	
Other three villages of Kothari Centre	All population	43.0	70.3	48.5	34.9	32.3	11.1	12.9	19.2	4.0	1.8	0.7	—	
		223	172	136	318	130	180	155	125	149	279	134	161	
	Marathas	45.7	63.6	63.2	44.2	51.6	8.2	18.9	33.3	2.6	2.7	—	—	
		46	44	38	86	31	61	37	27	39	73	41	41	
	Intermediate	37.5	71.4	68.0	27.7	11.1	9.1	10.5	12.5	3.4	1.6	—	—	
		Hindus 2	48	35	25	65	27	33	38	16	29	64	21	29
	Backward Classes and Tribes	34.3	60.4	23.8	18.7	18.6	2.3	5.0	16.7	—	—	—	—	
		67	53	42	91	43	43	40	42	44	79	36	50	
	Scheduled Castes	56.4	86.7	43.5	43.8	36.4	17.9	6.5	—	9.5	—	—	—	
		39	30	23	48	22	28	31	27	21	42	23	29	

Table 7 : LITERATES IN DIFFERENT AGE-GROUPS IN ALL POPULATION AND IN MAJOR CASTE-GROUPS FOR VILLAGES WITH SURVEY AND RESURVEY DATA (Contd.)

(N. B. : The figure in each cell gives percentage of literates and the total number in that age-group.)

Village	Major caste-groups	Males						Females					
		Age-groups						Age-groups					
		5-9	10-14	15-20	21-35	36-55	56 and above	5-9	10-14	15-20	21-35	36-55	56 and above
Karkheli	All population	32.8	60.7	55.2	52.7	39.3	32.6	12.0	25.5	12.7	8.0	3.7	1.8
		192	163	134	321	206	89	192	149	126	286	214	112
	Marathas	26.9	68.0	59.1	60.5	23.7	33.3	4.8	11.5	4.2	10.0	2.6	—
		26	25	22	43	38	12	21	26	24	41	38	19
	Backward Classes and Tribes	31.0	54.6	42.9	43.1	23.5	—	14.3	10.0	8.7	2.2	—	—
	29	22	21	51	34	8	28	20	23	45	30	12	
	Scheduled Castes	47.6	33.3	50.0	34.1	6.3	—	5.9	20.0	—	—	—	—
		21	15	10	44	16	10	17	15	13	41	20	11
Other three villages of Karkheli Centre	Muslims and other non-Hindus	21.6	63.5	60.0	46.8	54.4	37.8	10.5	32.8	22.2	7.8	3.3	—
		88	85	65	124	90	45	105	67	45	115	91	50
	All population	26.5	48.4	42.5	30.9	19.5	25.0	6.4	7.8	7.3	2.4	1.5	—
		185	153	94	301	200	60	204	128	109	337	194	122
	Marathas	29.5	59.6	48.4	36.7	19.7	28.0	7.0	5.0	6.3	—	1.3	—
	61	62	33	98	76	25	71	40	32	120	75	50	
	Scheduled Castes	14.6	16.7	30.0	4.5	—	14.3	—	4.0	—	—	—	—
		41	30	10	66	41	7	40	25	31	60	46	18

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS

Village : Mithbav ; Survey : 1954-55 ; Resurvey : 1959-60 ; Male population

Occupation groups	Total population excluding age-group 0-4	Survey							Resurvey							
		Illiterates	Literates						Total population excluding age-group 0-4	Illiterates	Literates					
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands
I Cultivators	709	180 25.4	275	215	37	2	529	262	677	168 24.8	261	181	67	—	509	283
II Labourers	802	304 37.9	294	171	33	—	498	299	798	261 32.7	303	176	58	—	537	357
III Artisans and semi-skilled services	196	65 33.2	83	40	8	—	131	65	207	58 28.0	83	44	22	—	149	84
IV Trade and Commerce	99	20 20.2	38	34	7	—	79	43	96	15 15.6	34	28	19	—	81	47
V Skilled services	106	16 15.1	27	45	12	6	90	37	149	29 19.5	33	46	35	6	120	64
Total	1912	585 30.6	717	505	97	8	1327	706	1927	531 27.6	714	475	201	6	1396	835
							69.4	36.9							72.4	43.3

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Mithbav ; Survey : 1954-55 ; Resurvey : 1959-60 ; Female population

Occupation groups	Total population excluding age-group 0-4	Illiterates	Survey						Resurvey							
			Literates						Literates							
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. above	Total literates	Edu-cands	Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. above	Total literates	Edu-cands		
I Cultivators	995	690 69.4	221	80	4	—	305	165	1006	613 60.9	244	125	24	—	393	207
II Labourers	1046	789 75.4	207	44	6	—	257	154	1091	747 68.5	233	100	11	—	344	196
III Artisans and semi-skilled services	219	152 69.4	56	11	—	—	67	43	240	153 63.7	54	27	6	—	87	46
IV Trade and Commerce	162	110 67.9	40	12	—	—	52	28	168	98 58.3	43	21	6	—	70	30
V Skilled services	129	63 48.8	35	25	6	—	66	29	155	58 37.4	42	37	17	1	97	46
Total	2551	1804 70.7	559	172	16	—	747	419	2660	1669 62.7	616	310	64	1	991	525
							29.3	16.4							37.3	19.7

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Waghode; Survey : 1956-57; Resurvey : 1962-63; Male population

Occupation groups	Survey									Resurvey								
	Total population excluding age-group 0-4	Illiterates	Literates						Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates						
			Up to 4th std	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-ates	Up to 4th std.				5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-ates			
I Cultivators	508	101 19.9	204	160	40	3	407	129	576	98 17.0	215	189	66	8	478	185		
II Labourers	517	242 46.8	219	54	2	—	275	77	732	344 47.0	308	67	13	—	388	128		
III Artisans and semi-skilled services	210	80 38.1	90	35	5	—	130	38	142	49 34.5	50	32	11	—	93	30		
IV Trade and Commerce	51	8 15.7	36	7	—	—	43	10	61	9 14.7	34	12	6	—	52	13		
V Skilled services	48	8 16.7	19	18	3	—	40	8	60	13 21.7	24	15	5	3	47	22		
Total	1334	439 32.9	568	274	50	3	895	262	1571	513 32.6	631	315	101	11	1058	378		
							67.1	19.6							67.4	24.1		

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Waghode; Survey : 1956-57; Resurvey : 1962-63; Female population

Occupation groups	Survey									Resurvey							
	Total population excluding age-group 0-4	Illiterates	Literates						Total population excluding age-group 0-4	Illiterates	Literates						
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. above	Total literates	Edu-cands			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. above	Total literates	Edu-cands	
I Cultivators	527	362 68.7	137	26	2	—	165	71	557	336 60.3	168	48	4	1	221	101	
II Labourers	457	406 88.8	47	4	—	—	51	24	652	562 86.2	78	12	—	—	90	39	
III Artisans and semi-skilled services	183	135 73.8	45	3	—	—	48	19	116	77 66.4	34	5	—	—	39	14	
IV Trade and Commerce	56	37 66.1	18	1	—	—	19	11	55	35 63.6	17	3	—	—	20	5	
V Skilled services	40	26 65.0	9	5	—	—	14	6	35	20 57.1	11	1	2	1	15	4	
Total	1263	966 76.5	256	39	2	—	297	131	1415	1030 72.8	308	69	6	2	385	163	
							23.5	10.4							27.2	11.5	

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Gulumb; Survey : 1942-43; Resurvey : 1958-59; Male population

Occupation groups	Survey								Resurvey							
	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-ates				Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-ates	
I Cultivators	281	188 66.9	65	28	--	--	93 33.1	37 13.2	365	152 41.6	121	84	8	--	213 58.4	122 33.4
II Cultivators partly depending on farm labour	101	79 78.2	19	3	--	--	22 21.8	13 12.9	189	99 52.4	63	27	--	--	90 47.6	41 21.7
III Labourer	17	11 64.7	6	--	--	--	6 35.3	2 11.8	45	23 51.1	18	4	--	--	22 48.9	9 20.0
IV Non-agricultural occupations	244	129 52.9	81	32	2	--	115 47.1	35 14.3	228	79 34.6	81	60	8	--	149 65.4	57 25.0
Total	643	407 63.3	171	63	2	--	236 36.7	87 13.5	827	353 42.7	283	175	16	--	474 57.3	229 27.7

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Gulumb; Survey : 1942-43; Resurvey : 1958-59; Female population

Occupation groups	Survey								Resurvey							
	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. above	Liter-ates				Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. above	Liter-ates	
I Cultivators	405	394 97.3	11	—	—	—	11 2.7	-1 0.5	504	395 78.4	104	5	—	—	109 21.6	58 11.5
II Cultivators partly depending on farm labour	125	125 100.0	—	—	—	—	—	—	214	188 87.9	24	2	—	—	26 12.1	14 6.5
III Labourer	33	31 93.9	2	—	—	—	2 6.1	1 3.0	59	55 93.2	4	—	—	—	4 6.8	1 1.7
IV Non-agricultural occupations	270	260 96.3	8	2	—	—	10 3.7	3 1.1	259	183 70.7	64	11	1	—	76 29.3	33 12.7
Total	833	810 97.2	21	2	—	—	23 2.8	6 0.7	1036	821 79.2	196	18	1	—	215 20.8	106 10.2

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Kawathe; Survey : 1942-43; Resurvey : 1958-59; Male population

Occupation groups	Total population excluding age-group 0-3	Illiterates	Survey						Total Edu-cands	Total population excluding age-group 0-3	Illiterates	Resurvey					
			Literates									Literates					
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands				Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands
I Cultivators	480	257 53.5	144	76	3	—	223	103	489	168 34.4	164	131	26	—	321	149 65.6 30.5	
II Cultivators partly depending on farm labour	160	105 65.6	36	19	—	—	55	43	305	129 42.3	105	60	11	—	176	75 57.7 24.6	
III Labourer	27	17 63.0	7	3	—	—	10	9	43	23 53.5	12	7	1	—	20	11 46.5 25.6	
IV Non agricultural occupations	230	90 39.1	83	57	—	—	140	67	266	85 32.0	76	87	18	—	181	76 68.0 28.6	
Total	897	469 52.3	270	155	3	—	428	222	1103	405 36.7	357	285	56	—	698	311 63.3 28.2	

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Kawathe; Survey : 1942-43; Resurvey : 1958-59; Female population

Occupation groups	Total population excluding age-group 0-3	Survey							Resurvey							
		Illiterates	Literates				Total Edu-cands	Illiterates	Literates				Total Edu-cands			
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above				
I Cultivators	563	536 95.2	23	4	—	—	27 4.8	15 2.7	561	407 72.5	108	46	—	—	154 27.5	73 13.0
II Cultivators partly depending on farm labour	164	158 96.3	4	2	—	—	6 3.7	6 3.7	308	253 82.1	47	6	2	—	55 17.9	37 12.0
III Labourer	53	51 96.2	1	1	—	—	2 3.8	2 3.8	63	49 77.8	12	2	—	—	14 22.2	10 15.9
IV Non-agricultural occupations	224	188 83.9	33	3	—	—	36 16.1	29 12.9	281	179 63.7	72	27	3	—	102 36.3	65 23.1
Total	1004	933 92.9	61	10	—	—	71 7.1	52 5.2	1213	888 73.2	239	81	5	—	325 26.8	185 15.3

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Pusegaon ; Survey : 1955-56 ; Resurvey : 1960-61 ; Male population

Occupation groups	Total population excluding age-group 0-4	Illiterates	Survey						Resurvey									
			Literates						Literates									
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands	Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands				
I Cultivators	612	250 40.8	181	133	35	13	362	159	598	184 30.8	203	140	64	7	414	210	69.2	35.1
II Labourers	143	70 49.0	47	22	3	1	73	37	205	100 48.8	58	35	11	1	105	53	51.2	25.9
III Artisans and semi-skilled services	202	85 42.1	76	38	3	—	117	45	219	64 29.2	80	47	23	5	155	60	70.8	27.4
IV Trade and Commerce	62	10 16.1	29	20	3	—	52	21	75	12 16.0	24	22	15	2	63	22	84.0	29.3
V Skilled services	67	7 10.4	16	25	5	14	60	22	91	10 9.0	23	19	21	18	81	30	91.0	33.0
Total	1086	422 38.9	349	238	49	28	664	284	1188	370 31.1	388	263	134	33	818	375	68.9	31.6

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Pusegaon; Survey: 1955-56; Resurvey : 1960-61; Female population

Occupation groups	Total population excluding age-group 0-4	Illiterates	Survey						Resurvey								
			Literates						Literates								
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total Edu-cands	Total Edu-cands	Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total Edu-cands	Total Edu-cands			
I Cultivators	626	487 77.8	111	26	1	1	139	73	617	386 62.6	156	59	12	4	231	148 37.4	24.0
II Labourers	186	165 88.7	14	7	—	—	21	8	212	182 85.9	26	3	1	—	30	16 14.1	7.5
III Artisans and semi-skilled services	163	122 74.8	33	8	—	—	41	19	182	107 58.8	55	18	1	1	75	42 41.2	19.8
IV Trade and Commerce	49	31 63.3	16	2	—	—	18	7	61	28 45.9	20	12	1	—	33	14 54.1	23.0
V Skilled services	43	13 30.2	18	11	—	1	30	15	78	27 34.6	30	17	3	1	51	24 65.4	30.8
Total	1067	818 76.7	192	54	1	2	249	122	1150	730 63.5	287	109	18	6	420	244 36.5	21.2

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Visapur ; Survey : 1955-56 ; Resurvey : 1960-61 ; Male population

Occupation groups	Total population excluding age-group 0-4	Survey							Resurvey							
		Illiterates	Literates						Total population excluding age-group 0-4	Illiterates	Literates					
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands
I Cultivators	953	569 59.7	221	155	7	1	384	205	982	491 50.0	285	176	29	1	491	259
II Labourers	168	116 69.0	35	14	3	—	52	35	214	172 80.4	27	14	1	—	42	25
III Artisans and semi-skilled services	88	55 62.5	22	11	—	—	33	14	99	41 41.4	35	22	2	—	59	32
IV Trade and Commerce	8	2 25.0	3	3	—	—	6	2	18	5 27.8	6	5	2	—	13	8
V Skilled services	6	1 16.7	—	3	—	2	5	—	21	4 19.1	3	5	2	6	16	6
Total	1223	743 60.8	281	186	10	3	480	256	1334	713 53.4	356	222	36	7	621	330
							39.2	20.9							46.6	24.7

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village: Visapur; Survey: 1955-56; Resurvey: 1960-61; Female population

Occupation groups	Survey								Resurvey							
	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-ates				Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-ates	
I Cultivators	937	854 91.1	73	10	—	—	83 8.9	48 5.1	1012	827 81.7	146	37	2	—	185 18.3	91 9.0
II Labourers	205	196 95.6	7	2	—	—	9 4.4	5 2.4	275	260 94.5	15	—	—	—	15 5.5	8 2.9
III Artisans and semi-skilled services	115	96 83.5	15	4	—	—	19 16.5	13 11.3	110	85 77.3	21	4	—	—	25 22.7	10 9.1
IV Trade and Commerce	9	7 77.8	2	—	—	—	2 22.2	1 11.1	13	8 61.5	4	1	—	—	5 38.5	2 15.4
V Skilled services	12	7 58.3	—	5	—	—	5 41.7	—	14	8 57.1	5	1	—	—	6 42.9	3 21.4
Total	1278	1160 90.8	97	21	—	—	118 9.2	67 5.2	1424	1188 83.4	191	43	2	—	236 16.6	114 8.0

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Kasabe Sukene ; Survey : 1955-56 ; Resurvey : 1960-61 ; Male population

Occupation groups	Survey								Resurvey							
	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-ates				Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-ates	
I Cultivators	637	281 44.1	205	147	1	3	356	115	699	283 40.5	220	180	12	4	416	153
II Labourers	309	190 61.5	85	32	2	—	119	56	305	165 54.1	96	39	4	1	140	65
III Artisans and semi-skilled services	155	26 16.8	79	47	2	1	129	43	169	39 23.1	71	57	1	1	130	41
IV Trade and Commerce	76	14 18.4	28	31	1	2	62	15	119	35 16.8	35	40	8	1	84	26
V Skilled services	47	5 10.6	14	22	1	5	42	13	47	3 6.4	19	15	2	8	44	17
Total	1224	516 42.2	411	279	7	11	708	242	1339	525 39.2	441	331	27	15	814	302

Table 8: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Kasabe sukene; Survey : 1955-56; Resurvey : 1960-61; Female population

Occupation groups	Total population excluding age-group 0-4	Illiterates	Survey						Resurvey							
			Literates						Total population excluding age-group 0-4	Illiterates	Literates					
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands
I Cultivators	594	473 79.6	99	21	1	—	121	72	629	458 72.8	126	42	3	—	171	87
II Labourers	328	297 90.5	25	6	—	—	31	17	369	329 89.2	33	6	1	—	40	21
III Artisans and semi-skilled services	157	116 73.9	33	7	1	—	41	14	172	103 59.9	52	17	—	—	69	29
IV Trade and Commerce	88	48 54.5	37	3	—	—	40	14	112	71 63.4	26	15	—	—	41	15
V Skilled services	54	27 50.0	18	9	—	—	27	15	41	21 51.2	13	7	—	—	20	7
Total	1221	961 78.7	212	46	2	—	260	132	1323	982 74.2	250	87	4	—	341	159
							21.3	10.8							25.8	12.0

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Mauje Sukene ; Survey : 1955-56 ; Resurvey : 1960-61 ; Male population

Occupation groups	Survey								Resurvey									
	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands	Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands	Total Edu-cands
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates					Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates		
I Cultivators	399	156 39.1	133	107	3	—	243	75	442	146 33.0	152	129	12	3	296	102		
II Labourers	167	90 53.9	49	27	—	1	77	39	149	90 60.4	37	21	1	—	59	21		
III Artisans and semi-skilled services	87	24 27.6	38	23	—	2	63	20	124	38 30.6	49	31	3	3	86	28		
IV Trade and Commerce	—	—	—	—	—	—	—	—	13	4 30.8	5	3	—	1	9	3		
V Skilled services	16	7 43.7	5	3	—	1	9	3	28	6 21.4	9	11	—	2	22	9		
Total	669	277 41.4	225	160	3	4	392	137	756	284 37.6	252	195	16	9	472	163		

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Mauje Sukene ; Survey : 1955-56 ; Resurvey : 1960-61 ; Female population

Occupation groups	Survey								Resurvey							
	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total Literates				Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total Literates	
I Cultivators	330	247 74.8	63	19	1	—	83 25.2	44 13.3	370	243 65.7	99	26	1	1	127 34.3	57 15.4
II Labourers	178	165 92.7	12	—	1	—	13 7.3	7 3.9	175	163 93.1	12	—	—	—	12 6.9	6 3.4
III Artisans and semi-skilled services	71	51 71.8	16	4	—	—	20 28.2	8 11.3	123	70 56.9	37	15	1	—	53 43.1	32 26.0
IV Trade and Commerce	—	—	—	—	—	—	—	—	14	9 64.3	3	2	—	—	5 35.7	2 14.3
V Skilled services	22	18 81.8	3	1	—	—	4 18.2	4 18.2	33	21 63.6	10	2	—	—	12 36.4	9 27.3
Total	601	481 80.0	94	24	2	—	120 20.0	63 10.5	715	506 70.8	161	45	2	1	209 29.2	106 14.8

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (*Contd.*)

Village : Dhad ; Survey : 1955-56 ; Resurvey : 1961-62 ; Male population

Occupation groups	Total population excluding age-group 0-4	Survey							Resurvey							
		Illiterates	Literates						Illiterates	Literates						
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands		Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands	
I Cultivators	490	205 41.8	177	89	15	4	285	100	545	139 25.5	275	104	23	4	406	121
II Labourers	390	243 62.3	109	33	4	1	147	55	456	192 42.1	221	37	6	—	264	61
III Artisans and semi-skilled services	213	114 53.5	71	26	2	—	99	28	303	94 31.0	157	45	6	1	209	69
IV Trade and Commerce	147	67 45.6	53	23	4	—	80	22	227	59 26.0	113	38	12	5	168	42
V Skilled services	65	8 12.3	24	23	5	5	57	20	108	8 7.4	31	30	18	21	100	32
Total	1305	637 48.8	434	194	30	10	668	225	1639	492 30.0	797	254	65	31	1147	325

Table 8: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Dhad ; Survey : 1955-56 ; Resurvey : 1961-62 ; Female population

Occupation groups	Total population excluding age-group 0-4	Illiterates	Survey						Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Resurvey					
			Literates									Literates					
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands				Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands
I Cultivators	469	387 82.5	70	12	—	—	82	33	552	388 70.3	142	17	5	—	164	58	
II Labourers	385	363 94.3	16	6	—	—	22	7	470	422 89.8	45	3	—	—	48	18	
III Artisans and semi-skilled services	214	185 86.4	26	2	—	1	29	13	286	224 78.3	58	4	—	—	62	24	
IV Trade and Commerce	151	135 89.4	15	1	—	—	16	7	229	165 72.0	59	5	—	—	64	27	
V Skilled services	64	35 54.7	18	8	1	2	29	14	99	51 51.5	33	11	3	1	48	14	
Total	1283	1105 86.1	145	29	1	3	178	74	1636	1250 76.4	337	40	8	1	386	141	
							13.9	5.8							23.6	8.6	

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (*Contd.*)

Village : Other four villages of Dhad Centre ; Survey : 1955-56 ; Resurvey : 1961-62 ; Male population

Occupation groups	Survey								Resurvey							
	Total population excluding age-group 0-4	Illiterates	Literates						Total population excluding age-group 0-4	Illiterates	Literates					
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands
I Cultivators	524	275 52.5	193	52	4	—	249	104	702	291 41.5	298	85	26	2	411	143
II Labourers	251	180 71.7	61	9	1	—	71	33	323	206 63.8	103	10	4	—	117	33
III Artisans and semi-skilled services	73	46 63.0	22	5	—	—	27	10	84	38 45.2	41	4	—	1	46	14
IV Trade and Commerce	13	7 53.9	4	1	1	—	6	2	10	2 20.0	8	—	—	—	8	2
V Skilled services	89	53 59.6	21	11	2	2	36	13	25	6 24.0	2	4	7	6	19	4
Total	950	561 59.1	301	78	8	2	389	162	1144	543 47.5	452	103	37	9	601	196
							40.9	17.1							52.5	17.1

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Other four villages of Dhad Centre ; Survey : 1955-56 ; Resurvey : 1961-62 ; Female population

Occupation groups	Survey									Resurvey								
	Total population excluding age-group 0-4	Illiterates	Literates						Total population excluding age-group 0-4	Illiterates	Literates							
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands		
I Cultivators	516	478 92.6	36	2	—	—	38	24	704	621 88.2	76	7	—	—	83	47 11.8		
II Labourers	249	244 98.0	4	1	—	—	5	2	336	315 93.8	19	2	—	—	21	9 6.3		
III Artisans and semi-skilled services	77	73 94.8	4	—	—	—	4	2	79	72 91.1	6	1	—	—	7	5 8.9		
IV Trade and Commerce	9	9 100.0	—	—	—	—	—	—	8	7 87.5	1	—	—	—	1	— 12.5		
V Skilled services	78	68 87.2	5	4	1	—	10	4	20	13 65.0	4	2	1	—	7	1 35.0		
Total	929	872 93.9	49	7	1	—	57	32	1147	1028 89.6	106	12	1	—	119	62 10.4		

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Murud ; Survey : 1955-56 ; Resurvey : 1962-63 ; Male population

Occupation groups	Survey									Resurvey								
	Total population excluding age-group 0-4	Illiterates	Literates						Total population excluding age-group 0-4	Illiterates	Literates							
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands		
I Cultivators	496	281 56.7	160	34	17	4	215 43.3	93 18.8	632	271 42.9	255	62	29	15	361 57.1	151 23.9		
II Labourers	280	179 63.9	77	19	4	1	101 36.1	50 17.9	488	312 63.9	130	27	11	8	176 36.1	64 13.1		
III Artisans and semi-skilled services	251	102 40.6	114	26	5	4	149 59.4	63 25.1	550	172 31.3	269	82	23	4	378 68.7	137 24.9		
IV Trade and Commerce	119	26 21.9	62	19	8	4	93 78.1	39 32.8	171	26 15.2	76	46	19	4	145 84.8	72 42.1		
V Skilled services	146	63 43.2	43	15	5	20	83 56.8	33 22.6	142	13 9.2	45	22	17	45	129 90.8	44 31.0		
Total	1292	651 50.4	456	113	39	33	641 49.6	278 21.5	1983	794 40.0	775	239	99	76	1189 60.0	468 23.6		

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Murud ; Survey : 1955-56 ; Resurvey : 1962-63 ; Female population

Occupation groups	Survey								Resurvey							
	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-ates				Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-ates	
I Cultivators	434	395 91.0	37	2	—	—	39	24	539	444 82.4	78	13	4	—	95	46
II Labourers	241	231 95.9	7	2	—	1	10	6	467	428 91.6	31	4	3	1	39	22
III Artisans and semi-skilled services	206	187 90.8	14	2	2	1	19	10	478	362 75.7	94	19	2	1	116	56
IV Trade and Commerce	103	85 82.5	16	2	—	—	18	16	145	82 56.6	50	12	1	—	63	30
V Skilled services	117	93 79.5	13	8	2	1	24	7	117	40 34.2	37	22	6	12	77	19
Total	1101	991 90.0	87	16	4	3	110	63	1746	1356 77.7	290	70	16	14	390	173
							10.0	5.7							22.3	9.9

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Other two villages of Murud Centre ; Survey : 1955-56 ; Resurvey : 1962-63 ; Male population

Occupation groups	Survey									Resurvey								
	Total population excluding age-group 0-4	Illiterates	Literates						Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates						
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Up to 4th std.				5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates			
I Cultivators	366	216 59.0	121	22	4	3	150	54	504	247 49.0	191	53	10	3	257	111		
II Labourers	270	215 79.6	53	2	—	—	55	39	224	153 68.3	58	8	5	—	71	24		
III Artisans and semi-skilled services	50	36 72.0	13	1	—	—	14	5	70	25 35.7	34	8	3	—	45	14		
IV Trade and Commerce	27	11 40.7	14	2	—	—	16	7	21	3 14.3	11	6	1	—	18	6		
V Skilled services	9	8 88.9	—	1	—	—	1	—	19	9 47.4	7	1	1	1	10	4		
Total	722	486 67.3	201	28	4	3	236	105	838	437 52.2	301	76	20	4	401	159		
							32.7	14.5							47.8	19.0		

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Other two villages of Murud Centre ; Survey : 1955-56 ; Resurvey : 1962-63 ; Female population

Occupation groups	Survey								Resurvey							
	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates				Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	
I Cultivators	344	333 96.8	11	—	—	—	11	7	458	394 86.0	60	3	1	—	64	42
II Labourers	230	228 99.1	2	—	—	—	2	1	230	222 96.5	8	—	—	—	8	5
III Artisans and semi-skilled services	41	40 97.6	1	—	—	—	1	—	63	52 82.5	9	2	—	—	11	4
IV Trade and Commerce	19	19 100.0	—	—	—	—	—	—	20	12 60.0	8	—	—	—	8	3
V Skilled services	5	5 100.00	—	—	—	—	—	—	14	13 92.9	—	1	—	—	1	1
Total	639	625 97.8	14	—	—	—	14	8	785	693 88.3	85	6	1	—	92	55
							2.2	1.3							11.7	7.0

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Bori ; Survey : 1954-55 ; Resurvey : 1960-61 ; Male population

Occupation groups	Total population excluding age-group 0-4	Survey							Resurvey							
		Illiterates	Literates						Total population excluding age-group 0-4	Illiterates	Literates					
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands
I Cultivators	356	169 47.5	133	47	7	—	187	52	244	81 33.2	107	41	14	1	163	67
II Labourers	522	349 66.9	144	28	1	—	173	72	514	376 73.2	110	24	4	—	138	51
III Artisans and semi-skilled services	291	136 46.7	128	26	1	—	155	54	449	183 40.8	198	59	8	1	266	70
IV Trade and Commerce	174	41 23.6	101	27	5	—	133	32	301	47 15.6	174	65	12	3	254	71
V Skilled services	127	31 24.4	59	17	20	—	96	19	116	20 17.2	42	28	4	22	96	29
Total	1470	726 49.4	565	145	34	—	744	229	1624	707 43.5	631	217	42	27	917	288

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Bori; Survey : 1954-55; Resurvey : 1960-61; Female population

Occupation groups	Total population excluding age-group 0-4	Survey							Resurvey							
		Illiterates	Literates				Total Edu-cands	Illiterates	Literates				Total Edu-cands			
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above				
I Cultivators	372	327 87.9	42	3	—	—	45	19	254	206 81.1	43	5	—	—	48	22
Labourers	466	448 96.1	18	—	—	—	18	12	480	465 96.9	15	—	—	—	15	7
III Artisans and semi-skilled services	281	253 90.0	28	—	—	—	28	12	458	383 83.6	69	6	—	—	75	41
IV Trade and Commerce	186	142 76.3	44	—	—	—	44	22	286	202 70.6	77	7	—	—	84	32
V Skilled services	132	103 78.0	26	3	—	—	29	4	113	57 50.4	42	8	2	4	56	20
Total	1437	1273 88.6	158	6	—	—	164	69	1591	1313 82.5	246	26	2	4	278	122
							11.4	4.8							17.5	7.7

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Other eight villages of Bori Centre ; Survey : 1954-55 ; Resurvey : 1960-61 ; Male population

Occupation groups	Total population excluding age-group 0-4	Illiterates	Survey						Resurvey							
			Literates						Literates							
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands	Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands		
I Cultivators	901	701 77.8	175	22	3	—	200	53	738	424	263	39	12	—	314	98
							22.2	5.9		57.5					42.5	13.3
II Labourers	170	159 93.5	11	—	—	—	11	10	469	388	73	8	—	—	81	29
							6.5	5.9		82.7					17.3	6.2
III Artisans and semi-skilled services	123	122 99.2	1	—	—	—	1	—	62	50	12	—	—	—	12	1
							0.8	—		80.6					19.4	1.6
IV Trade and Commerce	2	1 50.0	1	—	—	—	1	—	22	7	9	6	—	—	15	4
							50.0	—		31.8					68.2	18.2
V Skilled services	1	— —	—	—	1	—	1	—	40	32	5	2	—	1	8	1
							100.0	—		80.0					20.0	2.5
Total	1197	983 82.1	188	22	4	—	214	63	1331	901	362	55	12	1	430	133
							17.9	5.3		67.7					32.3	10.0

Table 8 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY MAIN OCCUPATION GROUPS (Contd.)

Village : Other eight villages of Bori Centre ; Survey : 1954-55 ; Resurvey : 1960-61 ; Female population

Occupation groups	Survey								Resurvey							
	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates					Total Edu-cands
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. above	Total liter-ates				Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. above	Total liter-ates	
I Cultivators	675	674 99.9	—	1	—	—	1	—	708	680 96.0	28	—	—	—	28	8
II Labourers	306	306 100.0	—	—	—	—	—	—	470	465 98.9	5	—	—	—	5	5
III Artisans and semi-skilled services	103	103 100.0	—	—	—	—	—	—	66	66 100.0	—	—	—	—	—	—
IV Trade and Commerce	2	2 100.0	—	—	—	—	—	—	16	16 100.0	—	—	—	—	—	—
V Skilled services	—	—	—	—	—	—	—	—	39	36 92.3	3	—	—	—	3	1
Total	1086	1085 99.9	—	1	—	—	1	—	1299	1263 97.2	36	—	—	—	36	14
							0.1	—							2.8	1.1

Table 9 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS

Village : Mithbav ; Survey : 1954-55

Size of land-holding	Total population excluding age-group 0-4	Males							Females							
		Illiterates	Literates					Total population excluding age-group 0-4	Illiterates	Literates						
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates			Edu-cands	Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands
Less than 2 acres	754	215 28.5	295	203	39	2	539	302	1099	799 72.7	233	64	3	--	300	163
2 to 5 acres	197	57 28.9	85	44	10	1	140	58	235	165 70.2	55	15	--	--	70	38
5 to 10 acres	37	7 18.9	9	17	4	--	30	7	41	28 68.3	7	5	1	--	13	9
10 to 20 acres	--	--	--	--	--	--	--	--	5	3 60.0	2	--	--	--	2	1
Above 20 acres	--	--	--	--	--	--	--	--	--	--	--	--	--	--	40.0	20.0
Total	988	279 28.2	389	264	53	3	709	367	1380	995 72.1	297	84	4	--	385	211
							71.8	37.1							27.9	15.3

Table 9: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village : Mithbav; Resurvey : 1959-60

Size of land-holding	Males								Females							
	Total population excluding age-group 0-4	Illiterates	Literates				Total Edu-cands	Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Total Edu-cands	Total Edu-cands
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above					Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above		
Less than 2 acres	677	138 20.4	266	198	75	—	539 79.6	346 51.1	1109	720 64.9	242	124	23	—	389 35.1	214 19.3
2 to 5 acres	195	55 28.2	82	53	5	—	140 71.8	58 29.7	242	147 60.7	66	26	3	—	95 39.3	41 16.9
5 to 10 acres	31	3 9.7	14	12	2	—	28 90.3	11 35.5	42	25 59.5	8	6	3	—	17 40.5	12 28.6
10 to 20 acres	1	1 100.0	—	—	—	—	—	—	6	3 50.0	3	—	—	—	3 50.0	2 33.3
Above 20 acres	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	904	197 21.8	362	263	82	—	707 78.2	415 45.9	1399	895 64.0	319	156	29	—	504 36.0	269 19.2

Table 9 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village : Waghode; Survey : 1956-57

Size of land-holding	Males								Females							
	Total population excluding age-group 0-4	Illiterates	Literates				Total population excluding age-group 0-4	Illiterates	Literates							
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above			Total liter-cands	Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-cands		
Less than 2 acres	491	228 46.4	207	50	6	—	263	72	440	387 88.0	46	7	—	—	53	23
2 to 5 acres	103	16 15.5	53	34	—	—	87	31	119	90 75.6	27	2	—	—	29	17
6 to 10 acres	143	40 28.0	58	40	5	—	103	27	145	112 77.2	32	1	—	—	33	11
11 to 25 acres	193	41 21.2	70	61	20	1	152	46	180	118 65.6	55	7	—	—	62	24
Above 25 acres	79	12 15.2	26	29	10	2	67	28	82	47 57.3	21	12	2	—	35	18
Total	1009	337 33.4	414	214	41	3	672	204	966	754 78.1	181	29	2	—	212	93
							66.6	20.2							21.9	9.6

Table 9 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village : Waghode; Resurvey : 1962-63

Size of land-holding	Total population excluding age-group 0-4	Males							Females							
		Illiterates	Literates				Total Edu-cands	Illiterates	Literates				Total Edu-cands			
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above				
Less than 2 acres	753	327 43.4	322	87	16	1	426	153	642	546 85.1	86	10	—	—	96	40
2 to 5 acres	118	31 26.3	50	31	6	—	87	35	128	93 72.7	25	10	—	—	35	20
5 to 10 acres	161	31 19.3	67	53	10	—	130	45	149	91 71.1	45	12	1	—	58	30
10 to 20 acres	138	23 16.7	44	44	24	3	115	40	149	81 54.4	56	11	1	—	68	25
Above 20 acres	108	13 12.0	34	37	20	4	95	38	96	53 55.2	25	15	2	1	43	19
Total	1278	425 33.3	517	252	76	8	853	311	1164	864 74.2	237	58	4	1	300	134
							66.7	24.3							25.8	11.5

Table 9 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village : Gulumb; Survey : 1942-43

Size of land-holding	Total population excluding age-group 0-4	Males						Females							
		Illiterates	Literates				Total Edu- liter- cans	Total population excluding age-group 0-4	Illiterates	Literates				Total Edu- cans	
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above				Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above		
Less than 2 acres	58	48 82.8	8	2	—	—	10 17.2	4 6.9	103	103 100.0	—	—	—	—	—
2 to 5 acres	101	71 70.3	21	9	—	—	30 29.7	17 16.8	136	133 97.8	3	—	—	3 2.2	—
5 to 10 acres	104	74 71.2	22	8	—	—	30 28.8	13 12.5	133	132 99.3	1	—	—	1 0.7	—
10 to 20 acres	66	45 68.2	11	10	—	—	21 31.8	1 1.5	109	106 97.3	3	—	—	3 2.7	1 0.9
Above 20 acres	35	18 51.4	14	3	—	—	17 48.6	11 31.4	20	17 85.0	3	—	—	3 15.0	—
Total	364	256 70.3	76	32	—	—	108 29.7	46 12.6	501	491 98.0	10	—	—	10 2.0	1 0.2

Table 9 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village : Gulumb; Resurvey : 1958-59

Size of land-holding	Total population excluding age-group 0-3	Males							Females							
		Illiterates	Literates				Total Edu-cands	Total Edu-cands	Illiterates	Literates				Total Edu-cands	Total Edu-cands	
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above				Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above			
Less than 2 acres	119	60 50.4	39	18	2	—	59	34	170	144 84.7	25	1	—	—	26	15
2 to 5 acres	171	82 48.0	55	32	2	—	89	48	223	178 79.8	43	2	—	—	45	21
5 to 10 acres	149	62 41.6	53	32	2	—	87	50	178	145 81.5	29	4	—	—	33	21
10 to 20 acres	78	35 44.9	25	18	—	—	43	19	103	86 83.5	17	—	—	—	17	7
Above 20 acres	37	12 32.4	12	11	2	—	25	12	44	30 68.2	14	—	—	—	14	8
Total	554	251 45.3	184	111	8	—	303	163	718	583 81.2	128	7	—	—	135	72
							54.7	29.4							18.8	10.0

Table 9 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village : Pusegaon; Survey : 1955-56

Size of land-holding	Males									Females						
	Total population excluding age-group 0-4	Illiterates	Literates						Total population excluding age-group 0-4	Illiterates	Literates					
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands
Less than 2 acres	96	39 40.6	36	20	1	—	57	29	91	85 93.4	4	2	—	—	6	1 1.1
2 to 5 acres	66	42 63.6	13	8	3	—	24	8	78	66 84.6	8	4	—	—	12	2 2.6
6 to 10 acres	202	72 35.6	70	45	10	5	130	51	211	172 81.5	35	4	—	—	39	20 9.5
11 to 20 acres	222	94 42.3	64	41	18	5	128	62	227	172 75.8	44	9	1	1	55	31 13.7
Above 20 acres	94	38 40.4	22	28	3	3	56	25	87	62 71.3	18	7	—	—	25	15 17.2
Total	680	285 41.9	205	142	35	13	395	175	694	557 80.3	109	26	1	1	137	69 9.9

Table 9: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village : Pusegaon ; Resurvey : 1960-61

Size of land-holding	Males								Females							
	Total population excluding age-group 0-4	Illiterates	Literates				Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Total Edu-cands		
			Below 5th to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above				Below 5th to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above			
Less than 2 acres	132	50 37.9	46	23	13	—	82 62.1	45 34.1	126	101 80.2	23	2	—	—	25 19.8	16 12.7
2 to 5 acres	171	54 31.6	68	38	9	2	117 68.4	61 35.7	173	122 70.5	37	12	2	—	51 29.5	32 18.5
5 to 10 acres	187	60 32.1	60	44	21	2	127 67.9	60 32.1	210	145 69.0	49	13	2	1	65 31.0	46 21.9
10 to 20 acres	178	61 34.3	56	44	16	1	117 65.7	61 34.3	165	98 59.4	42	24	1	—	67 40.6	37 22.4
Above 20 acres	77	21 27.3	21	18	15	2	56 72.7	28 36.4	82	40 48.8	25	8	6	3	42 51.2	27 32.9
Total	745	246 33.0	251	167	74	7	499 67.0	255 34.2	756	506 66.9	176	59	11	4	250 33.1	158 20.9

Table 9 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village : Kasabe Sukene ; Survey : 1955-56

Size of land-holding	Males									Females								
	Total population excluding age-group 0-4	Illiterates	Literates						Total population excluding age-group 0-4	Illiterates	Literates							
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands		
Less than 2 acres	265	169 63.8	69	25	2	—	96	48	282	259 91.8	22	1	—	—	23	14		
2 to 5 acres	53	16 30.2	23	13	—	1	37	17	39	30 76.9	5	4	—	—	9	2		
6 to 10 acres	54	25 46.3	20	9	—	—	29	6	61	54 88.5	6	1	—	—	7	6		
11 to 20 acres	177	81 45.8	51	43	1	1	96	22	170	131 77.1	29	9	1	—	39	23		
Above 20 acres	342	150 43.9	108	82	1	1	192	69	313	249 79.6	56	8	—	—	64	39		
Total	891	441 49.5	271	172	4	3	450	162	865	723 83.6	118	23	1	—	142	84		
							50.5	18.2							16.4	9.7		

Table 9 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village: Kasabe Sukene; Resurvey: 1960-61

Size of land-holding	Total population excluding age-group 0-4	Males							Females							
		Illiterates	Literates					Total population excluding age-group 0-4	Illiterates	Literates						
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates			Edu-cands	Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands
Less than 2 acres	233	117 50.2	82	31	2	1	116 49.8	56 24.0	297	271 91.3	22	4	—	—	26 8.7	13 4.4
2 to 5 acres	53	24 45.3	18	9	1	1	29 54.7	12 22.6	62	53 85.5	4	4	1	—	9 14.5	5 8.1
5 to 10 acres	100	47 47.0	28	22	2	1	53 53.0	19 19.0	103	75 72.8	23	5	—	—	28 27.2	12 11.7
10 to 20 acres	231	89 38.5	86	53	3	—	142 61.5	48 20.8	197	151 76.7	33	12	1	—	46 23.3	26 13.2
Above 20 acres	343	141 41.1	97	98	6	1	202 58.9	79 23.0	289	203 70.2	67	18	1	—	86 29.8	45 15.6
Total	960	418 43.5	311	213	14	4	542 56.5	214 22.3	948	753 79.4	149	43	3	—	195 20.6	101 10.7

Table 9 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village : Dhad ; Survey : 1955-56

Size of land-holding	Total population excluding age-group 0-4	Illiterates	Males						Females							
			Literates						Total population excluding age-group 0-4	Illiterates	Literates					
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-cands	Edu-cands			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-cands	Edu-cands
Less than 2 acres	176	113 64.2	48	15	—	—	63	28	180	177 98.3	2	1	—	—	3	1
2 to 5 acres	37	18 48.6	16	2	1	—	19	6	40	32 80.0	6	2	—	—	8	3
6 to 10 acres	93	46 49.5	36	10	1	—	47	17	68	57 83.8	11	—	—	—	11	8
11 to 20 acres	125	58 46.4	40	24	3	—	67	25	108	91 84.3	16	1	—	—	17	7
Above 20 acres	247	100 40.5	89	44	10	4	147	54	262	213 81.3	40	9	—	—	49	15
Total	678	335 49.4	229	95	15	4	343	130	658	570 86.6	75	13	—	—	88	34
							50.6	19.2							13.4	5.2

Table 9: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village : Dhad; Resurvey : 1960-61

Size of land-holding	Males								Females							
	Total population excluding age-group 0-4	Illiterates	Literates					Total population excluding age-group 0-4	Illiterates	Literates						
			Below 5th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates			Edw-cands	Below 5th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edw-cands
Less than 2 acres	327	134 41.0	163	23	7	—	193	43	352	318 90.3	34	—	—	—	34	12
2 to 5 acres	73	22 30.1	41	7	3	—	51	15	74	55 74.3	18	1	—	—	19	6
6 to 10 acres	163	42 25.8	95	25	1	—	121	38	137	109 79.6	24	3	1	—	28	10
11 to 20 acres	146	38 26.0	77	28	2	1	108	32	144	107 74.3	33	3	1	—	37	13
Above 20 acres	235	67 28.5	96	53	16	3	168	45	252	169 67.1	71	9	3	—	83	30
Total	944	303 32.1	472	136	29	4	641	173	959	758 79.0	180	16	5	—	201	71
							67.9	18.3							21.0	7.4

Table 9: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village: Murud; Survey: 1955-56

Size of land-holding	Males								Females							
	Total population excluding age-group 0-4	Illiterates	Literates					Total population excluding age-group 0-4	Illiterates	Literates						
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates		
Less than 2 acres	132	84 63.6	32	10	5	1	48	19	128	119 93.0	9	—	—	—	9	5 3.9
2 to 5 acres	16	14 87.5	2	—	—	—	2	2	9	9 100.0	—	—	—	—	—	—
6 to 10 acres	20	8 40.0	12	—	—	—	12	5	18	18 100.0	—	—	—	—	—	—
11 to 20 acres	96	66 68.8	24	3	2	1	30	14	86	84 97.7	2	—	—	—	2	1 1.2
Above 20 acres	368	204 55.4	119	—	14	2	164	75	314	284 90.5	28	2	—	—	30	20 6.4
Total	632	376 59.5	189	42	21	4	256 40.5	115 18.2	555	514 92.6	39	2	—	—	41 7.4	26 4.7

Table 9: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village : Murud; Resurvey : 1962-63

Size of land-holding	Males								Females							
	Total population excluding age-group 0-4	Illiterates	Literates					Total population excluding age-group 0-4	Illiterates	Literates						
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates			Educands	Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Educands
Less than 2 acres	226	162 71.7	50	9	5	—	64	22	225	220 97.8	4	—	1	—	5	4
2 to 5 acres	12	8 66.7	2	2	—	—	4	2	12	12 100.0	—	—	—	—	—	—
5 to 10 acres	44	26 59.1	17	1	—	—	18	9	36	34 94.4	2	—	—	—	2	2
10 to 20 acres	163	84 51.5	64	10	5	—	79	29	155	146 94.2	7	1	1	—	9	4
Above 20 acres	453	175 38.6	189	51	23	15	278	117	382	295 77.2	72	12	3	—	87	43
							61.4	25.8							22.8	11.3
Total	898	455 50.7	322	73	33	15	443 49.3	179 19.9	810	707 87.3	85	13	5	—	103 12.7	53 6.5

Table 9 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village : Bori ; Survey : 1954-55

Size of land-holding	Total population excluding age-group 0-4	Males							Females							
		Illiterates	Literates					Total population excluding age-group 0-4	Illiterates	Literates						
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-cands			Edu-cands	Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-cands	Edu-cands
Less than 3 acres	242	196 81.0	39	6	1	—	46	22	221	219 99.1	2	—	—	—	2	2
3 to 6 acres	7	5 71.4	2	—	—	—	2	1	7	7 100.0	—	—	—	—	—	—
6 to 9 acres	27	24 88.9	3	—	—	—	3	1	27	27 100.0	—	—	—	—	—	—
9 to 21 acres	103	63 61.2	30	10	—	—	40	10	106	100 94.3	6	—	—	—	6	2
Above 21 acres	214	77 36.0	94	36	7	—	137	38	228	189 82.9	36	3	—	—	39	17
							64.0	17.8							17.1	7.5
Total	593	365 61.6	168	52	8	—	228	72	589	542 92.0	44	3	—	—	47	21
							38.4	12.1							8.0	3.6

Table 9 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Village : Bori; Resurvey : 1960-61

Size of land-holding	Males								Females							
	Total population excluding age-group 0-4	Illiterates	Literates					Total population excluding age-group 0-4	Illiterates	Literates						
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates		
Less than 2 acres	384	298 77.6	75	9	2	—	86	30	359	351 97.8	8	—	—	—	8	5 1.4
2 to 5 acres	5	4 80.0	1	—	—	—	1	—	8	7 87.5	1	—	—	—	1	1 12.5
6 to 10 acres	24	15 62.5	7	2	—	—	9	3	19	16 84.2	3	—	—	—	3	—
11 to 20 acres	70	43 61.4	23	3	1	—	27	10	69	65 94.2	4	—	—	—	4	2 2.9
Above 20 acres	202	61 30.2	89	38	13	1	141	59	205	165 80.5	35	5	—	—	40	20 9.8
Total	685	421 61.5	195	52	16	1	264	102	660	604 91.5	51	5	—	—	56	28 4.2

Table 9 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Other villages of Bori; Survey : 1954-55

Size of land-holding	Total population excluding age-group 0-4	Illiterates	Males						Total population excluding age-group 0-4	Illiterates	Females					
			Literates								Literates					
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands
Less than 3 acres	164	151 92.1	13	—	—	—	13	4	141	141 100.0	—	—	—	—	—	—
3 to 6 acres	57	48 84.2	9	—	—	—	9	1	43	43 100.0	—	—	—	—	—	—
6 to 9 acres	40	34 85.0	6	—	—	—	6	3	37	37 100.0	—	—	—	—	—	—
9 to 21 acres	236	199 84.3	30	6	1	—	37	8	212	212 100.0	—	—	—	—	—	—
Above 21 acres	353	225 63.7	110	16	2	—	128	38	323	322 99.7	—	1	—	—	1	—
Total	850	657 77.3	168	22	3	—	193	54	756	755 99.9	—	1	—	—	1	—
							22.7	6.4							0.1	—

Table 9 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY SIZE OF LAND-HOLDING FOR CULTIVATOR HOUSEHOLDS (Contd.)

Other villages of Bori; Resurvey : 1960-61

Size of land-holding	Males								Females							
	Total population excluding age-group 0-4	Illiterates	Literates				Total Edu-cands	Total population excluding age-group 0-4	Illiterates	Literates				Total Edu-cands		
			Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above				Below 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above			
Less than 2 acres	389	323 83.0	60	6	—	—	66 17.0	24 6.2	391	388 99.2	3	—	—	—	3 0.8	3 0.8
2 to 5 acres	36	28 77.8	8	—	—	—	8 22.2	2 5.6	39	39 100.0	—	—	—	—	—	—
5 to 10 acres	114	88 77.2	23	3	—	—	26 22.8	3 2.6	128	127 99.2	1	—	—	—	1 0.8	1 0.8
10 to 20 acres	207	152 73.4	48	6	1	—	55 26.6	13 6.3	193	193 100.0	—	—	—	—	—	—
Above 20 acres	426	196 46.0	190	30	10	—	230 54.0	80 18.8	394	365 92.6	29	—	—	—	29 7.4	9 2.3
Total	1172	787 67.2	329	45	11	—	385 32.8	122 10.4	1145	1112 97.1	33	—	—	—	33 2.9	13 1.1

Table 10 : LITERATES, EDUCANDS AND NON-ADULT EDUCANDS, CLASSIFIED BY HOUSEHOLD INCOME

Centre : Manor (Manor and 4 other villages); Year : 1956-57

Income group	Males					Females				
	Total population	Literates	Educands	Non-adult population	Non-adult educands	Total population	Literates	Educands	Non-adult population	Non-adult educands
Up to Rs. 250	119	20 16.8	8 6.7	48	3 6.3	109	5 4.6	3 2.8	34	2 5.9
Rs. 251 to 500	618	86 14.0	30 4.9	255	23 9.0	691	32 4.6	10 1.4	308	9 2.9
Rs. 501 to 750	522	107 20.5	35 6.7	215	27 12.6	462	40 8.7	22 4.8	184	21 11.4
Rs. 751 to 1000	388	144 37.1	52 13.4	173	46 26.6	354	75 21.2	26 7.3	143	23 16.1
Rs. 1001 to 1500	358	168 46.9	52 14.5	144	43 29.9	349	102 29.2	44 12.6	145	38 26.2
Above Rs. 1500	427	258 60.4	103 24.1	179	80 44.7	391	145 37.1	68 17.4	174	57 32.8
Total	2432	783 32.2	280 11.5	1014	222 21.9	2356	399 16.9	173 7.3	988	150 15.2

Total 10 : LITERATES, EDUCANDS AND NON-ADULT EDUCANDS, CLASSIFIED BY HOUSEHOLD INCOME (Contd.)

Centre : Waghode (Waghode and 2 other villages); Year : 1956-57

Income group	Males					Females				
	Total population	Literates	Educands	Non-adult population	Non-adult educands	Total population	Literates	Educands	Non-adult population	Non-adult educands
Up to Rs. 250	38	16 42·1	5 13·2	16	4 25·0	57	11 19·3	3 5·3	10	3 30·6
Rs. 251 to 500	385	188 48·8	58 15·1	162	51 31·5	378	60 15·9	37 9·8	149	36 24·1
Rs. 501 to 750	523	258 49·3	92 17·6	246	76 30·9	461	96 20·8	45 9·8	199	44 22·1
Rs. 751 to 1000	402	239 59·5	75 18·7	158	56 35·4	356	89 25·0	40 11·3	149	40 26·8
Rs 1001 to 1500	383	229 59·8	74 19·3	151	58 38·4	341	92 27·0	45 13·2	137	45 37·1
Above Rs. 1500	1038	705 67·9	234 22·5	412	176 42·7	1009	345 34·2	147 14·6	385	143 37·1
Total	2769	1635 59·0	538 19·4	1145	421 36·8	2602	693 26·6	317 12·2	1029	311 30·2

Table 10 : LITERATES, EDUCANDS AND NON-ADULT EDUCANDS, CLASSIFIED BY HOUSEHOLD INCOME (Contd.)

Centre : Pusegaon (Pusegaon and Visapur); Year : 1955-56

Income group	Males					Females				
	Total population	Literates	Educands	Non-adult population	Non-adult educands	Total population	Literates	Educands	Non-adult population	Non-adult educands
Up to Rs. 250	61	17 27.9	8 13.1	24	7 29.2	95	3 3.2	—	24	—
Rs. 251 to 550	645	191 29.6	101 15.6	302	90 29.8	698	38 5.4	20 2.9	291	18 6.2
Rs. 551 to 750	460	184 40.0	94 20.4	221	79 35.7	445	40 9.0	28 6.3	173	27 15.6
Rs. 751 to 1000	477	202 42.3	95 19.9	205	78 38.4	453	59 13.0	29 6.4	172	28 16.3
Rs. 1001 to 1500	605	275 45.6	119 19.7	266	95 35.7	581	93 16.0	44 7.6	225	44 19.6
Above Rs. 1500	501	263 52.5	123 24.5	209	90 43.1	513	135 26.3	68 13.3	225	67 29.8
Total	2749	1132 41.2	540 19.6	1227	439 35.8	2785	368 13.2	189 6.8	1110	184 16.6

Table 10: LITERATES, EDUCANDS AND NON-ADULT EDUCANDS, CLASSIFIED BY HOUSEHOLD INCOME (Contd.)

Centre : Malthan (Malthan and 3 other villages); Year : 1957-58

Income group	Males					Females				
	Total population	Literates	Educands	Non-adult population	Non-adult educands	Total population	Literates	Educands	Non-adult population	Non-adult educands
Up to Rs. 250	57	18	7	19	7	53	5	3	17	3
		31.6	12.3		36.8		9.4	5.7		17.6
Rs. 251 to 500	428	92	42	180	41	429	26	13	167	13
		21.5	9.8		22.8		6.1	3.0		7.8
Rs. 501 to 750	418	106	40	183	37	369	23	17	147	16
		25.4	9.6		20.2		6.2	4.6		10.9
Rs. 751 to 1000	316	74	22	131	19	278	17	6	115	6
		23.4	7.0		14.5		6.1	2.2		5.2
Rs. 1001 to 1500	430	126	62	179	58	356	38	23	142	22
		29.3	14.4		32.4		10.7	6.5		15.5
Above Rs. 1500	341	99	47	150	43	288	25	13	119	13
		29.0	13.8		28.7		8.7	4.5		10.9
Total	1990	515	220	842	205	1773	134	75	707	73
		25.9	11.0		24.3		7.6	4.2		10.3

Table 10 : LITERATES, EDUCANDS AND NON-ADULT EDUCANDS, CLASSIFIED BY HOUSEHOLD INCOME (Contd.)

Centre : Kasabe Sukene (Kasabe Sukene and Mauje Sukene) ; Year : 1955-56

Income group	Males					Females				
	Total population	Literates	Educands	Non-adult population	Non-adult educands	Total population	Literates	Educands	Non-adult population	Non-adult educands
Up to Rs. 250	27	10 37.0	5 18.5	6	4 66.7	79	5 6.3	3 3.8	13	3 23.1
Rs. 251 to 550	398	179 45.0	74 18.6	167	62 37.1	449	31 6.9	19 4.2	165	19 11.5
Rs. 551 to 750	298	134 45.0	48 16.1	121	34 28.1	303	42 13.9	28 9.2	117	27 23.1
Rs. 751 to 1000	311	167 53.7	58 18.6	117	49 41.9	317	45 14.2	21 6.6	125	21 16.8
Rs. 1001 to 1500	400	197 49.3	72 18.0	157	59 37.6	385	62 16.1	29 7.5	145	29 20.0
Above Rs. 1500	1177	622 52.8	208 17.7	434	169 38.9	1054	245 23.2	126 11.9	408	123 30.0
Total	2611	1309 50.1	465 17.8	1002	377 37.6	2587	430 16.6	226 8.7	973	222 22.8

Table 10 : LITERATES, EDUCANDS AND NON-ADULT EDUCANDS, CLASSIFIED BY HOUSEHOLD INCOME (Contd.)

Centre : Selu (Selu and 3 other villages); Year : 1955-56

Income group	Males					Females				
	Total population	Literates	Educands	Non-adult population	Non-adult educands	Total population	Literates	Educands	Non-adult population	Non-adult educands
Up to Rs. 250	80	35 43.7	9 11.3	25	7 28.0	84	12 14.3	5 6.0	15	2 13.3
Rs. 251 to 550	800	286 35.7	106 13.2	327	89 27.2	792	74 9.3	38 4.8	303	37 12.2
Rs. 551 to 750	487	200 41.1	59 12.1	185	48 25.9	466	57 12.2	25 5.4	180	24 13.3
Rs. 751 to 1000	439	201 45.8	64 14.6	143	52 36.4	435	63 14.5	32 7.5	172	32 18.6
Rs. 1001 to 1500	427	200 46.8	65 15.2	151	45 29.8	435	97 22.3	41 9.4	171	40 23.4
Above Rs. 1500	503	309 61.4	114 22.7	184	78 42.4	511	164 32.1	67 13.1	203	65 32.0
Total	2736	1231 45.0	417 15.2	1015	319 31.4	2723	467 17.2	208 7.6	1044	200 19.2

Table 10 : LITERATES, EDUCANDS AND NON-ADULT EDUCANDS, CLASSIFIED BY HOUSEHOLD INCOME (Contd.)

Centre : Dhad (Dhad and 4 other villages); Year : 1955-56

Income group	Males					Females				
	Total population	Literates	Educands	Non-adult population	Non-adult educands	Total population	Literates	Educands	Non-adult population	Non-adult educands
Up to Rs. 250	224	65 29.0	27 12.1	94	24 25.5	245	8 3.3	3 1.2	85	3 3.5
Rs. 251 to 550	937	274 29.3	106 11.3	374	91 24.3	920	35 4.1	22 2.4	398	21 5.3
Rs. 551 to 750	477	181 37.9	63 13.2	193	51 26.4	447	44 9.8	18 4.0	167	17 10.2
Rs. 751 to 1000	343	163 47.5	61 17.8	136	50 36.8	323	41 12.7	16 4.9	128	14 10.9
Rs. 1001 to 1500	283	137 48.8	45 15.9	110	37 33.6	267	33 12.3	15 5.6	91	13 14.3
Above Rs. 1500	516	277 53.7	98 19.0	199	79 39.7	499	86 17.4	39 7.8	190	39 20.5
Total	2780	1097 39.5	400 14.4	1106	332 30.0	2701	247 9.1	113 4.2	1059	107 10.1

Table 10 : LITERATES, EDUCANDS AND NON-ADULT EDUCANDS, CLASSIFIED BY HOUSEHOLD INCOME (Contd.)

Centre : Goregaon (Goregaon and 2 villages); Year : 1956-57

Income group	Males					Females				
	Total population	Literates	Educands	Non-adult population	Non-adult educands	Total population	Literates	Educands	Non-adult population	Non-adult educands
Up to Rs. 250	56	28 50.0	10 17.9	19	8 42.1	83	2 2.4	—	21	—
Rs. 251 to 550	488	194 39.8	54 11.0	192	51 26.6	488	25 5.1	14 2.9	161	14 8.7
Rs. 551 to 750	667	304 45.6	92 13.8	262	86 32.8	691	49 7.1	14 2.0	221	13 5.9
Rs. 751 to 1000	582	276 47.4	94 16.2	215	83 38.6	599	56 9.3	29 4.8	208	29 13.9
Rs. 1001 to 1500	520	269 51.7	67 12.9	170	54 31.8	549	45 8.2	24 4.4	186	24 12.9
Above Rs. 1500	344	203 59.3	53 15.4	125	44 35.2	361	74 20.5	30 8.3	123	27 21.9
Total	2657	1274 47.9	370 13.9	983	326 33.2	2771	251 9.0	111 4.0	920	107 11.6

Table 10 : LITERATES, EDUCANDS AND NON-ADULT EDUCANDS, CLASSIFIED BY HOUSEHOLD INCOME (Contd.)

Centre : Murud (Murud and 2 other villages); Year : 1955-56

Income group	Males					Females				
	Total population	Literates	Educands	Non-adult population	Non-adult educands	Total population	Literates	Educands	Non-adult population	Non-adult educands
Up to Rs. 250	141	43 30.6	30 21.9	73	29 39.7	140	4 3.1	2 1.6	34	2 5.9
Rs. 251 to 550	998	256 25.6	124 12.4	458	110 24.0	927	15 1.6	9 0.9	379	9 2.4
Rs. 551 to 750	524	201 38.3	82 15.6	231	66 28.6	431	31 7.2	18 4.2	176	17 9.6
Rs. 751 to 1000	349	147 42.1	56 16.0	137	43 31.4	270	18 6.7	10 3.7	106	9 8.5
Rs. 1001 to 1500	190	94 49.5	35 18.4	80	30 37.5	150	20 13.3	11 7.3	68	10 14.7
Above Rs. 1500	220	143 64.8	66 30.1	90	49 54.4	177	36 20.3	22 12.4	77	22 28.6
Total	2422	884 36.5	393 16.2	1069	327 30.6	2095	124 5.9	72 3.4	840	69 8.2

Table 11: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED ACCORDING TO THE EDUCATION OF THE HEAD OF THE HOUSEHOLD

Village : Mithbav ; Resurvey : 1959-60

Education of the head of the household	Males								Females							
	Total members excluding heads and 0-4 age-group	Illiterates	Literates					Total Edu-cands	Total members excluding heads and 0-4 age-group	Illiterates	Literates					Total Edu-cands
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-ates				Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-ates	
Illiterate 736 (50)	791	201 25.4	310	197	83	—	590 74.6	472 46.4	1103	617 55.9	313	159	14	—	486 44.1	264 16.4
Up to Standard 4 205 (34)	292	61 20.9	137	68	26	—	231 79.1	170 36.7	539	335 62.2	140	54	10	—	204 37.8	120 20.9
5th to 7th Standard 153 (21)	221	39 17.6	79	61	42	—	182 82.4	153 43.3	352	180 51.1	97	55	20	—	172 48.9	101 27.1
8th to 11th Standard 35 (1)	45	3 6.7	13	14	15	—	42 93.3	32 40.5	84	24 28.6	29	21	10	—	60 71.4	37 43.5
S.S.C. and above 6	8	—	4	3	1	—	8 100.0	8 0.57	17	4 23.5	3	—	9	1	13 76.5	5 29.4
Total 1135 (565)	1357	304 22.4	543	343	167	—	1053 .77.6	835 43.3	2095	1160 55.4	582	289	63	1	935 44.6	527 19.8

N. B. : (i) In table 11 percentages are not given where the total number of members is less than 10.

(ii) The bracketed figure in the first column denotes the number of female heads of household.

Table 11: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED ACCORDING TO THE EDUCATION OF THE HEAD OF THE HOUSEHOLD (Contd.)

Village : Waghode ; Resurvey : 1962-63

Education of the head of the household	Total members excluding heads and 0-4 age-group	Males							Females							
		Illiterates	Literates						Illiterates	Literates						
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands		Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands	
Illiterate 291 (34)	360	134 37.2	143	53	20	10	226 62.8	123 19.9	536	441 82.3	77	15	2	1	95 17.7	36 6.3
Up to standard 4 219 (2)	298	85 28.5	151	41	17	4	213 71.5	115 22.3	444	328 73.9	98	17	1	—	116 26.1	45 10.1
5th to 7th Standard 168	247	43 17.4	109	51	39	5	204 82.6	135 32.5	387	219 56.6	128	36	3	1	168 43.4	81 20.9
8th to 11th Standard 11	8	—	4	2	1	1	8 15.8	3	6	3	3	—	—	—	3	1
S.S.C. and above 4	1	1	—	—	—	—	—	2 40.0	6	5	—	1	—	—	1	—
Total 693 (36)	914	263 28.8	407	147	77	20	651 71.2	378 24.1	1379	996 72.3	306	69	6	2	383 27.8	163 11.5

Table 11: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED ACCORDING TO THE EDUCATION OF THE HEAD OF THE HOUSEHOLD (Contd.)

Village : Gulumb; Resurvey : 1958-59

Education of the head of the household	Total members excluding heads and 0-4 age-group	Males							Females							
		Illiterates	Literates					Total Edu- cands	Illiterates	Literates					Total Edu- cands	
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total		
Illiterate 272 (106)	376	152 40.4	149	68	7	—	224 59.6	152 28.0	563	468 83.1	93	2	—	—	95 16.9	55 8.2
Up to Standard 4 90 (12)	110	31 28.2	39	38	2	—	79 71.8	50 26.6	212	156 73.6	51	5	—	—	56 26.4	31 13.8
5th to 7th Standard 48	57	15 26.3	18	22	2	—	42 73.7	27 25.7	127	86 67.7	35	5	1	—	41 32.3	15 11.8
8th to 11th Standard 4	1	—	—	—	1	—	1	—	7	4	1	2	—	—	3	—
S.S.C. and above 3	—	—	—	—	—	—	—	—	9	1	4	4	—	—	8	5
Total 417 (118)	544	198 36.4	206	128	12	—	346 63.6	229 27.2	918	715 77.9	184	18	1	—	203 22.1	106 10.2

Table 11: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED ACCORDING TO THE EDUCATION OF THE HEAD OF THE HOUSEHOLD (Contd.)

Village : Pusegaon; Resurvey : 1960-61

Education of the head of the household	Total members excluding heads and 0-4 age-group	Males							Females							
		Illiterates	Literates						Illiterates	Literates						
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands		Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edu-cands	
Illiterate 263 (54)	362	108 29.8	130	80	40	4	254 70.2	157 27.5	525	385 73.3	105	29	5	1	140 26.7	96 16.6
Up to Standard 4 127 (4)	186	28 15.1	70	58	27	3	158 84.9	93 30.1	289	166 57.4	86	30	4	3	123 42.6	66 22.5
5th to 7th Standard 88 (1)	149	24 16.1	54	35	34	2	125 83.9	100 42.4	214	105 49.1	74	30	4	1	109 50.9	64 29.8
8th to 11th Standard 20	15	1 6.7	3	2	9	—	14 93.3	13 37.1	35	12 34.3	11	8	4	—	23 65.7	11 31.4
S.S.C. and above 24	13	—	8	1	4	—	13 100.0	12 32.4	28	8 28.6	7	11	1	1	20 71.4	7 25.0
Total 522 (59)	725	161 22.2	265	176	114	9	564 77.8	375 31.6	1091	676 62.0	283	108	18	6	415 38.0	244 21.2

Table 11 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED ACCORDING TO THE EDUCATION OF THE HEAD OF THE HOUSEHOLD (Contd.)

Village : Kasabe Sukene ; Resurvey : 1960-61

Education of the head of the household	Total members excluding heads and 0-4 age-group	Males							Females							
		Illiterates	Literates					Total Edu- cands	Illiterates	Literates					Total Edu- cands	
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter- ates			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter- ates		
Illiterate 293 (64)	380 42.6	162 42.6	133	79	4	2	218 57.4	116 19.0	556 85.9	477 85.9	64	15	—	—	79 14.1	45 7.3
Up to Standard 4 128 (5)	232 31.5	73 31.5	97	55	5	2	159 68.5	85 23.9	335 72.5	243 72.5	80	12	—	—	92 27.5	44 12.9
5th to 7th Standard 115	220 25.5	56 25.5	80	76	6	2	164 74.5	89 26.6	321 58.6	188 58.6	87	44	2	—	133 41.4	60 18.7
8th to 11th Standard 10	13 38.5	5 38.5	2	4	2	—	8 61.5	4 17.4	30 33.3	10 33.3	9	11	—	—	20 66.7	6 20.0
S.S.C. and above 9	8	—	6	2	—	—	8 100.0	8 0.47	12	1 8.3	4	5	2	—	11 91.7	4 33.3
Total 555 (69)	853	296 34.7	318	216	17	6	557 65.3	302 22.6	1254	919 73.3	244	87	4	—	335 26.7	159 12.0

Table 11: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED ACCORDING TO THE EDUCATION OF THE HEAD OF THE HOUSEHOLD (Contd.)

Village : Dhad; Resurvey : 1961-62

Education of the head of the household	Males								Females							
	Total members excluding heads and 0-4 age-group	Illiterates	Literates					Total members excluding heads and 0-4 age-group	Illiterates	Literates						
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates			Edw. candts	Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total literates	Edw. candts
Illiterate 258 (50)	316	121 38.3	144	38	12	1	195 61.7	85 16.2	519	453 87.3	61	5	—	—	66 12.7	34 6.0
Up to Standard 4 328 (5)	472	123 26.1	256	73	17	3	349 73.9	163 20.5	736	572 77.7	153	8	3	—	164 22.3	56 7.6
5th to 7th Standard 106 (1)	125	33 26.4	60	25	5	2	92 73.6	52 22.6	252	150 59.5	87	13	2	—	102 40.5	40 15.8
8th to 11th Standard 25	28	6 21.4	9	9	3	1	22 78.6	16 30.2	43	16 37.2	18	8	1	—	27 62.8	5 11.6
S.S.C. and above 22	15	1 6.7	5	4	3	2	14 93.3	9 24.3	30	9 30.0	13	5	2	1	21 70.0	6 20.0
Total 739 (56)	956	284 29.7	474	149	40	9	672 70.3	325 19.8	1580	1200 75.9	332	39	8	1	380 24.1	141 8.6

Table 11: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED ACCORDING TO THE EDUCATION OF THE HEAD OF THE HOUSEHOLD (Contd.)

Village : Murud ; Resurvey : 1962-63

Education of the head of the household	Males								Females							
	Total members excluding heads and 0-4 age-group	Illiterates	Literates					Total Edu-cands	Total members excluding heads and 0-4 age-group	Illiterates	Literates					Total Edu-cands
			Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-ates				Up to 4th std.	5th to 7th std.	8th to 11th std.	S.S.C. and above	Total liter-ates	
Illiterate 401 (36)	626	292 46.6	254	45	31	4	334 53.4	175 17.7	835	764 91.5	65	4	2	—	71 8.5	42 4.8
Up to Standard 4 258 (7)	402	111 27.6	187	65	32	7	291 72.4	179 27.4	572	432 75.5	109	26	5	—	140 24.5	69 11.9
5th to 7th Standard 81 (3)	123	15 12.2	54	37	12	5	108 87.8	67 33.3	176	95 54.0	64	15	2	—	81 46.0	42 23.5
8th to 11th Standard 17	18	5 27.8	6	6	1	—	13 72.2	11 31.4	22	10 45.5	8	3	—	1	12 54.5	5 22.7
S.S.C. and above 62 (3)	44	6 13.6	23	8	6	1	38 86.4	31 30.1	92	19 20.7	37	19	7	10	73 79.3	15 15.8
Total 819 (49)	1213	429 35.4	524	161	82	17	784 64.6	463 23.3	1697	1320 77.8	283	67	16	11	377 22.2	173 9.9

Table 12: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY URBAN CONTACT AND OCCUPATION

Village : Kawathe ; Resurvey : 1958-59 ; Female population

Occupation groups	No Urban Contact							With Urban Contact						
	Total population excluding age-group 0-3	Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-3	Illiterates	Literates			Total literates	Edu-cands
			Up to 4th std.	5th to 7th std.	Above 7th std.					Up to 4th std.	5th to 7th std.	Above 7th std.		
1 Cultivators	290	207 71.4	55	28	—	83 28.6	33 11.4	218	157 72.0	38	22	1	61 28.0	23 10.6
2 Agricultural labour (Partly cultivators)	134	114 85.1	16	4	—	20 14.9	8 6.0	211	157 74.4	38	12	4	54 25.6	31 14.7
3 Agricultural labour	30	28 93.3	1	1	—	2 6.7	1 3.3	16	12 75.0	4	—	—	4 25.0	1 6.3
4 Cultivator and non-agricultural occupation	54	39 72.2	9	6	—	15 27.8	9 16.6	59	39 66.1	10	6	4	20 33.9	13 22.0
5 Non-agricultural main occupation	104	57 54.8	31	10	6	47 45.2	26 25.0	70	49 70.0	12	9	—	21 30.0	7 10.0
Total	612	445 72.7	112	49	6	167 27.3	77 12.6	574	414 72.1	102	49	9	160 27.9	75 13.1

Table 12: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY URBAN CONTACT AND OCCUPATION (Contd.)

Village : Kawathe ; Resurvey : 1958-59 ; Male population

Occupation groups	No Urban Contact							With Urban Contact						
	Total population excluding age-group 0-3	Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-3	Illiterates	Literates			Total literates	Edu-cands
			Up to 4th std.	5th to 7th std.	Above 7th std.					Up to 4th std.	5th to 7th std.	Above 7th std.		
1 Cultivators	282	79 28.0	98	83	22	203 72.0	83 29.4	243	51 21.0	62	100	30	192 79.0	60 25.7
2 Agricultural labour (Partly cultivators)	142	43 30.3	48	46	5	99 69.7	31 21.8	248	75 30.2	73	55	45	173 69.8	60 24.2
3 Agricultural labour	28	14 50.0	9	4	1	14 50.0	6 21.4	20	4 20.0	9	7	—	16 80.0	2 10.0
4 Cultivator and non-agricultural occupation	59	18 30.5	14	23	4	41 69.5	14 23.7	76	13 17.1	16	30	17	63 82.9	23 30.3
5 Non-agricultural main occupation	107	27 25.2	33	29	18	80 74.8	29 27.1	82	9 11.0	25	37	11	73 89.0	19 23.2
Total	618	181 29.3	202	185	50	437 70.7	163 26.4	669	152 22.7	185	229	103	517 77.3	164 24.5

Table 12: LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY URBAN CONTACT AND OCCUPATION (Contd.)

Village : Gulumb; Resurvey : 1958-59; Female population

Occupation groups	Total population excluding age-group 0-3	No Urban Contact						With Urban Contact						
		Illiterates	Literates			Total literates	Edu-cands	Total population excluding age-group 0-3	Illiterates	Literates			Total literates	Edu-cands
			Up to 4th std.	5th to 7th std.	Above 7th std.					Up to 4th std.	5th to 7th std.	Above 7th std.		
1 Cultivators	132	101 76.5	29	1	1	31 23.5	16 12.1	345	273 79.1	65	7	—	72 20.9	29 8.4
2 Agricultural labour (Partly cultivators)	86	77 89.5	8	1	—	9 10.5	6 7.0	108	96 88.9	10	2	—	12 11.1	2 1.8
3 Agricultural labour	31	31 100.0	—	—	—	—	—	13	12 92.3	—	1	—	1 7.7	—
4 Cultivator and non-agricultural occupation	86	61 70.9	22	3	—	25 29.1	7 8.1	82	59 72.0	16	6	1	23 28.0	9 11.0
5 Non-agricultural main occupation	42	28 66.7	10	3	1	14 33.3	5 11.9	38	27 71.1	8	3	—	11 28.9	1 2.6
Total	377	298 79.0	69	8	2	79 21.0	34 9.0	586	467 79.7	99	19	1	119 20.3	41 7.0

Table 12 : LITERATES BY STAGES OF EDUCATION AND NUMBER OF EDUCANDS, CLASSIFIED BY URBAN CONTACT AND OCCUPATION (Contd.)

Village : Gulumb ; Resurvey : 1958-59 ; Male population

Occupation groups	No Urban Contact							With Urban Contact								
	Total population excluding age-group 0-3	Illiterates	Literates				Total literates	Edu-cands	Total population excluding age-group 0-3	Illiterates	Literates				Total literates	Edu-cands
			Up to 4th std.	5th to 7th std.	Above 7th std.	Up to 4th std.					5th to 7th std.	Above 7th std.				
1 Cultivators	117	45 38.5	34	35	3	72	29 24.8	350	102 29.1	127	99	22	248	79 22.6		
2 Agricultural labour (Partly cultivators)	84	42 50.0	27	15	—	42	16 19.0	142	49 34.5	58	31	4	93	23 16.2		
3 Agricultural labour	33	13 39.4	15	5	—	20	8 24.2	17	6 35.3	7	4	—	11	3 17.6		
4 Cultivator and non-agricultural occupation	85	22 25.9	36	23	4	63	23 27.1	98	16 16.3	27	32	23	82	28 28.6		
5 Non-agricultural main occupation	42	14 33.3	11	11	6	26	11 26.2	42	9 21.4	13	12	8	33	11 26.2		
Total	361	136 37.7	123	89	13	225	87 24.1	649	182 28.0	232	178	57	467	144 22.2		

Table 13 : ENROLMENT OF BOYS IN SCHOOL FROM AGE-GROUPS 6 TO 11 AND 6 TO 14, CLASSIFIED BY PRINCIPAL CASTE-GROUPS
 Village : Mithbav ; Resurvey : 1959-60

Caste-groups	No. of children in the age-group	Age-group 6 to 11						Age-group 6 to 14						
		Attending school			Not attending school			Attending school			Not attending school			
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
														Joined and left
I Brahmins	4	3	—	—	—	1	—	6	5	—	—	—	1	—
II Advanced Hindus	4	3	—	—	—	1	—	4	3	—	—	—	1	—
III Marathas	309	242	78.3	—	—	67	21.7	473	395	83.5	4	0.9	74	15.6
IV Intermediate Hindus 1	6	5	—	—	—	1	—	7	5	—	—	—	2	—
V Intermediate Hindus 2	3	2	—	—	—	1	—	3	2	—	—	—	1	—
VI Backward Classes and Tribes	—	—	—	—	—	—	—	—	—	—	—	—	—	—
VII Scheduled Castes	10	3	30.0	—	—	7	70.0	20	11	55.0	—	—	9	45.0
VIII Muslims	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	336	258	76.8	—	—	78	23.2	513	421	82.1	4	0.7	88	17.2

N. B. : In Table 13 percentages are not given where the base number is less than 10.

Table 13 : ENROLMENT OF GIRLS IN SCHOOL FROM AGE-GROUPS 6 TO 11 AND 6 TO 14, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Village : Mithbav ; Resurvey : 1959-60

Caste-groups	Age-group 6 to 11								Age-group 6 to 14							
	No. of children in the age-group	Attending school		Not attending school				No. of children in the age-group	Attending school		Not attending school					
		Number	Percentage	Joined and left		Never joined			Number	Percentage	Joined and left		Never joined			
				Number	Percentage	Number	Percentage				Number	Percentage	Number	Percentage		
I Brahmins	3	3	—	—	—	—	—	8	8	—	—	—	—	—		
II Advanced Hindus	2	2	—	—	—	—	—	4	4	—	—	—	—	—		
III Marathas	260	177	68.1	2	0.7	81	31.2	397	264	66.5	32	8.1	101	25.4		
IV Intermediate Hindus 1	6	4	—	—	—	2	—	10	6	60.0	2	20.0	2	20.0		
V Intermediate Hindus 2	4	3	—	1	—	—	—	5	4	—	1	—	—	—		
VI Backward Classes and Tribes	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
VII Scheduled Castes	17	6	35.3	—	—	11	64.7	24	6	25.0	—	—	18	75.0		
VIII Muslims	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Total	292	195	66.8	3	1.0	94	32.2	448	292	65.2	35	7.8	121	27.0		

Table 13 : ENROLMENT OF GIRLS IN SCHOOL FROM AGE-GROUPS 6 TO 11 AND 6 TO 14, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Village : Waghode; Resurvey : 1962-63

Caste-groups	No. of children in the age-group	Age-group 6 to 11						Age-group 6 to 14						
		Attending school			Not attending school			Attending school			Not attending school			
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
														Joined and left
I Brahmins	3	2	—	—	—	1	—	5	3	—	1	—	1	—
II Advanced Hindus	101	64	63.4	2	2.0	35	34.6	146	84	57.5	20	13.7	42	28.8
III Marathas	53	22	41.5	1	1.9	30	56.6	70	27	38.6	3	4.3	40	57.1
IV Intermediate Hindus 1	15	10	66.7	—	—	5	33.3	16	11	68.8	—	—	5	31.2
V Intermediate Hindus 2	9	4	—	—	—	5	—	16	6	37.5	—	—	10	62.5
VI Backward Classes and Tribes	2	—	—	—	—	2	—	2	—	—	—	—	2	—
VII Scheduled Castes	50	9	18.0	1	2.0	40	80.0	64	11	17.2	2	3.1	51	79.7
VIII Muslims	53	11	20.8	4	7.5	38	71.7	70	12	17.1	8	11.5	50	71.4
Total	286	122	42.7	8	2.8	156	54.5	389	154	39.6	34	8.7	201	51.7

Table 13 : ENROLMENT OF BOYS IN SCHOOL FROM AGE-GROUPS 6 TO 11 AND 6 TO 14, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Village : Waghode ; Resurvey : 1962-63

Caste-groups	No. of children in the age-group	Age-group 6 to 11						Age-group 6 to 14						
		Attending school		Not attending school				Attending school		Not attending school				
		Number	Percentage	Joined and left		Never joined		Number	Percentage	Joined and left		Never joined		
				Number	Percentage	Number	Percentage			Number	Percentage	Number	Percentage	
I Brahmins	5	3	—	—	—	2	—	7	5	—	—	—	2	—
II Advanced Hindus	125	105	84.0	1	0.8	19	15.2	185	155	83.8	8	4.3	22	11.9
III Marathas	57	44	77.2	—	—	13	22.8	77	58	75.3	3	3.9	16	20.8
IV Intermediate Hindus 1	19	13	68.4	—	—	6	31.6	27	18	66.7	2	7.4	7	25.9
V Intermediate Hindus 2	13	6	46.2	—	—	7	53.8	19	8	42.1	2	10.5	9	47.4
VI Backward Classes and Tribes	—	—	—	—	—	—	—	1	—	—	—	—	1	—
VII Scheduled Castes	45	21	46.7	3	6.6	21	46.7	66	30	45.5	5	7.6	31	46.9
VIII Muslims	75	40	53.3	7	9.3	28	37.4	99	45	45.5	19	19.2	35	35.3
Total	339	232	68.4	11	3.2	96	28.4	481	319	66.3	39	8.1	123	25.6

Table 13 : ENROLMENT OF GIRLS IN SCHOOL FROM AGE-GROUPS 6 TO 11 AND 6 TO 14, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Village : Murud ; Resurvey : 1962-63

Caste-groups	No. of children in the age-group	Age-group 6 to 11						Age-group 6 to 14						
		Attending school		Not attending school				Attending school		Not attending school				
		Number	Percentage	Joined and left		Never joined		Number	Percentage	Joined and left		Never joined		
				Number	Percentage	Number	Percentage			Number	Percentage	Number	Percentage	
I Brahmins	17	15	88.2	—	—	2	11.8	21	18	85.7	1	4.8	2	9.5
II Advanced Hindus	22	14	63.6	1	4.6	7	31.8	31	17	54.8	5	16.1	9	29.0
III Marathas	163	61	37.4	5	3.1	97	59.5	218	73	33.5	9	4.1	136	62.4
IV Intermediate Hindus 1	19	7	36.8	3	15.8	9	47.4	25	9	36.0	4	16.0	12	48.0
V Intermediate Hindus 2	31	10	32.3	1	3.2	20	64.5	40	12	30.0	3	7.5	25	62.5
VI Backward Classes and Tribes	9	—	—	1	—	8	—	14	—	—	1	7.1	13	92.9
VII Scheduled Castes	83	17	20.5	2	2.4	64	77.1	101	19	18.8	3	3.0	79	78.2
VIII Muslims	38	11	29.0	—	—	27	71.0	49	11	22.5	3	6.1	35	71.4
Total	382	135	35.3	13	3.4	234	61.3	499	159	31.9	29	5.8	311	62.3

Table 13 : ENROLMENT OF BOYS IN SCHOOL FROM AGE-GROUPS 6 TO 11 AND 6 TO 14, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Village : Murud; Resurvey : 1962-63

Caste-groups	No. of children in the age-group	Age-group 6 to 11						Age-group 6 to 14						
		Attending school		Not attending school				Attending school		Not attending school				
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
I Brahmins	17	15	88.2	—	—	2	11.8	23	21	91.3	—	—	2	8.7
II Advanced Hindus	32	28	87.5	—	—	4	12.5	45	38	84.5	2	4.4	5	11.1
III Marathas	207	142	68.6	6	2.9	59	28.5	284	192	67.6	16	5.6	76	26.8
IV Intermediate Hindus 1	19	13	68.4	—	—	6	31.6	29	22	75.9	—	—	7	24.1
V Intermediate Hindus 2	28	14	50.0	4	14.3	10	35.7	35	17	48.6	8	22.9	10	28.6
VI Backward Classes and Tribes	18	3	16.7	—	—	15	83.3	22	4	18.2	—	—	18	81.8
VII Scheduled Castes	79	47	59.5	2	2.5	30	38.0	109	60	55.0	7	6.4	42	38.5
VIII Muslims	35	18	51.4	2	5.7	15	42.9	53	27	50.9	7	13.2	19	35.9
Total	435	280	64.4	14	3.2	141	32.4	600	381	63.5	40	6.7	179	29.8

Table 13 : ENROLMENT OF GIRLS IN SCHOOL FROM AGE-GROUPS 6 TO 11 AND 6 TO 14, CLASSIFIED BY PRINCIPAL CAST-GROUPS (Contd.)

Village : Bori; Resurvey : 1960-61

Caste-groups	No. of children in the age-group	Age-group 6 to 11						Age-group 6 to 14						
		Attending school		Not attending school				Attending school		Not attending school				
		Number	Percentage	Joined and left		Never joined		Number	Percentage	Joined and left		Never joined		
				Number	Percentage	Number	Percentage			Number	Percentage	Number	Percentage	
I Brahmins	14	13	92.9	1	7.1	—	—	17	15	88.2	2	11.8	—	—
II Advanced Hindus	30	17	56.7	3	10.0	10	33.3	45	18	40.0	11	24.4	16	35.6
III Marathas	64	15	23.4	3	4.7	46	71.9	100	17	17.0	8	8.0	75	75.0
IV Intermediate Hindus 1	35	26	74.3	—	—	9	25.7	44	27	61.4	2	4.5	15	34.1
V Intermediate Hindus 2	16	5	31.2	1	6.3	10	62.5	21	6	28.6	1	4.7	14	66.7
VI Backward Classes and Tribes	4	—	—	—	—	4	—	8	—	—	—	—	8	—
VII Scheduled Castes	37	1	2.7	1	2.7	35	94.6	47	1	2.1	2	4.3	44	93.6
VIII Muslims	50	12	24.0	5	10.0	33	66.0	71	12	16.9	8	11.3	51	71.8
Total	250	89	35.6	14	5.6	147	58.8	353	96	27.2	34	9.6	223	63.2

Table 13 : ENROLMENT OF BOYS IN SCHOOL FROM AGE-GROUPS 6 TO 11 AND 6 TO 14, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Village : Bori ; Resurvey : 1960-61

Caste-groups	No. of children in the age-group	Age-group 6 to 11						Age-group 6 to 14						
		Attending school		Not attending school				Attending school		Not attending school				
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
I Brahmins	16	16	100.0	—	—	—	—	21	20	95.2	1	4.8	—	—
II Advanced Hindus	33	26	78.8	—	—	7	21.2	44	34	77.3	2	4.5	8	18.2
III Marathas	71	47	66.2	2	2.8	22	31.0	111	61	55.0	14	12.6	36	32.4
IV Intermediate Hindus 1	29	27	93.1	—	—	2	6.9	48	42	87.5	3	6.3	3	6.3
V Intermediate Hindus 2	10	8	80.0	1	10.0	1	10.0	19	13	68.4	3	15.8	3	15.8
VI Backward Classes and Tribes	9	1	—	—	—	8	—	12	1	8.3	1	8.3	10	83.3
VII Scheduled Castes	34	13	38.2	—	—	21	61.8	50	16	40.0	4	10.0	30	75.0
VIII Muslims	55	30	54.5	5	9.1	20	36.4	86	38	44.2	15	17.4	33	38.4
Total	257	168	65.4	8	3.1	81	31.5	391	225	57.5	43	11.0	123	31.5

Table 14: ENROLMENT OF BOYS AND GIRLS IN SCHOOL FROM AGE-GROUP 8 TO 12, CLASSIFIED BY PRINCIPAL CASTE-GROUPS
 Village : Gulumb; Resurvey : 1958-59

Caste-groups	Boys										Girls							
	No. of children in the age-group	Attending school		Not attending school						No. of children in the age-group	Attending school		Not attending school					
		Num-ber	Per-cent	Too young	Joined and left	No intention of joining		Num-ber	Per-cent		Too young	Joined and left	No intention of joining					
			Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent					Num-ber	Per-cent	Num-ber	Per-cent
I Brahmins	2	2	—	—	—	—	—	—	—	—	3	3	—	—	—	—	—	—
II Advanced Hindus	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
III Marathas	119	113	95.0	2	1.7	1	0.8	3	2.5	114	56	49.1	6	5.3	7	6.1	45	39.5
IV Intermediate Hindus 1	10	10	100.0	—	—	—	—	—	—	10	6	60.0	1	10.0	2	20.0	1	10.0
V Intermediate Hindus 2	3	3	—	—	—	—	—	—	—	5	—	—	—	—	3	—	2	—
VI Backward Classes and Tribes	7	4	—	1	—	—	—	2	—	5	—	—	—	—	—	—	5	—
VII Scheduled Castes	18	12	66.7	—	—	1	5.6	5	27.8	8	—	—	3	—	—	—	5	—
VIII Muslims	1	—	—	1	—	—	—	—	—	4	—	—	—	—	—	—	4	—
Total	160	144	90.0	4	2.5	2	1.2	10	6.3	149	65	43.6	10	6.7	12	8.1	62	41.6

N. B. : In Table 14 percentages are not given where the base number is less than 10.

Table 14 : ENROLMENT OF BOYS AND GIRLS IN SCHOOL FROM AGE-GROUP 8 TO 12, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Village : Ozarde ; Resurvey : 1958-59

Caste-groups	Boys										Girls							
	No. of children in the age-group	Attending school		Not attending school						No. of children in the age-group	Attending school		Not attending school					
		Num-ber	Per-cent	Too young		Joined and left		No intention of joining			Num-ber	Per-cent	Too young		Joined and left		No intention of joining	
				Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent				Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
I Brahmins	2	2	—	—	—	—	—	—	—	2	2	—	—	—	—	—	—	—
II Advanced Hindus	1	1	—	—	—	—	—	—	—	5	5	—	—	—	—	—	—	—
III Marathas	126	121	96.0	1	0.8	3	2.4	1	0.8	127	85	67.0	4	3.1	15	11.8	23	18.1
IV Intermediate Hindus 1	30	29	96.7	—	—	—	—	1	3.3	31	26	83.9	1	3.2	3	9.7	1	3.2
V Intermediate Hindus 2	25	20	80.0	—	—	—	—	5	20.0	24	14	58.3	—	—	4	16.7	6	25.0
VI Backward Classes and Tribes	2	2	—	—	—	—	—	—	—	3	1	—	—	—	—	—	2	—
VII Scheduled Castes	22	20	90.9	—	—	—	—	2	9.1	25	17	68.0	—	—	5	20.0	3	12.0
VIII Muslims	6	5	—	—	—	1	—	—	—	3	3	—	—	—	—	—	—	—
Total	214	200	93.4	1	0.5	4	1.9	9	4.2	220	153	69.5	5	2.3	27	12.3	35	15.9

Table 14 : ENROLMENT OF BOYS AND GIRLS IN SCHOOL FROM AGE-GROUP 8 TO 12, CLASSIFIED BY PRINCIPAL CASTE-GROUPS (Contd.)

Village : Kawathe; Resurvey : 1958-59

Caste-groups	Boys										Girls							
	No. of children in the age-group	Attending school		Not attending school						No. of children in the age-group	Attending school		Not attending school					
		Num-ber	Per-cent	Too young		Joined and left		No intention of joining			Num-ber	Per-cent	Too young		Joined and left		No intention of joining	
				Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent				Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
I Brahmins	1	1	—	—	—	—	—	—	—	1	1	—	—	—	—	—	—	—
II Advanced Hindus	2	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
III Marathas	119	109	91.6	2	1.7	2	1.7	6	5.0	91	60	65.9	6	6.6	5	5.5	20	22.0
IV Intermediate Hindus 1	16	16	100.0	—	—	—	—	—	—	21	19	90.4	1	4.8	1	4.8	—	—
V Intermediate Hindus 2	6	5	—	—	—	—	—	1	—	4	3	—	—	—	—	—	1	—
VI Backward Classes and Tribes	5	5	—	—	—	—	—	—	—	5	4	—	—	—	—	—	1	—
VII Scheduled Castes	33	30	90.9	1	3.0	—	—	2	6.1	29	17	58.7	3	10.3	—	—	9	31.0
VIII Muslims	1	1	—	—	—	—	—	—	—	3	3	—	—	—	—	—	—	—
Total	183	169	92.4	3	1.6	2	1.1	9	4.9	154	107	69.5	10	6.5	6	3.9	31	20.1

Table 15 : LITERATES IN THE AGE-GROUP 10 TO 14 IN TOTAL POPULATION AND PRINCIPAL CASTE GROUPS AT THE TIME OF RESURVEY

Village	Year of resurvey	Caste-groups	Males		Females	
			Total No.	Literates (Percentage)	Total No.	Literates (Percentage)
Mithbav	1959-60	All population	445	95.7	371	84.9
		Brahmins	13	100.0	12	100.0
		Marathas	394	96.5	324	86.4
		Scheduled Castes	20	80.0	13	15.4
Waghode	1962-63	All population	247	81.8	182	55.0
		Advanced Hindus	103	96.1	68	86.8
		Marathas	34	91.2	39	43.6
		Scheduled Castes	36	50.0	31	29.0
		Muslims	43	72.1	29	24.1
Gulumb	1958-59	All population	160	91.3	149	51.7
		Marathas	119	95.8	114	55.3
		Scheduled Castes	18	72.2	8	—
Kawathe	1958-59	All population	183	93.4	158	74.7
		Marathas	120	93.3	92	72.8
		Scheduled Castes	33	90.9	29	58.6
Ozarde	1958-59	All population	213	95.3	220	81.4
		Marathas	125	98.4	127	78.0
		Intermediate Hindus 1	31	96.7	31	93.6
		Scheduled Castes	21	90.5	25	88.0

Table 15: LITERATES IN THE AGE-GROUP 10 TO 14 IN TOTAL POPULATION AND PRINCIPAL CASTE-GROUPS AT THE TIME OF RESURVEY (Contd.)

Village	Year of resurvey	Caste-groups	Males		Females	
			Total No.	Literates (Percentage)	Total No.	Literates (Percentage)
Three villages of Devapur Centre	1959-60	All population	151	31.8	155	5.8
		Marathas	43	27.9	40	5.0
		Intermediate Hindus 2	56	32.1	70	7.1
		Scheduled Castes	51	35.3	43	2.3
Pusegaon	1960-61	All population	220	90.9	153	75.8
		Marathas	122	93.4	80	81.3
		Intermediate Hindus 2	17	94.1	15	93.3
		Scheduled Castes	35	85.7	20	30.0
Visapur	1960-61	All population	245	73.1	197	40.6
		Marathas	159	81.8	124	47.6
		Scheduled Castes	71	47.9	50	10.0
Kasabe Sukene	1960-61	All population	187	84.4	173	59.5
		Marathas	105	86.7	85	61.2
		Backward Classes and Tribes	31	61.3	30	20.0
		Scheduled Castes	16	100.0	12	50.0
Mouje Sukene	1960-61	All population	115	75.6	101	67.3
		Marathas	75	82.7	64	73.4
		Backward Classes and Tribes	22	40.9	16	—
		Scheduled Castes	10	100.0	8	100.0

Table 15 : LITERATES IN THE AGE-GROUP 10 TO 14 IN TOTAL POPULATION AND PRINCIPAL CASTE-GROUPS AT THE TIME OF RESURVEY (Contd.)

Village	Year of resurvey	Caste-groups	Males		Females	
			Total No.	Literates (Percentage)	Total No.	Literates (Percentage)
Dhad	1961-62	All population	218	91.3	223	48.0
		Marathas	56	92.9	61	32.8
		Intermediate Hindus 2	22	95.5	15	33.3
		Scheduled Castes	18	88.9	24	33.3
		Muslims	90	86.7	91	58.2
Other four villages of Dhad Centre	1961-62	All population	154	81.8	121	27.3
		Marathas	80	91.3	70	28.6
		Backward Classes and Tribes	14	92.9	13	23.1
		Scheduled Castes	29	79.3	23	30.4
		Muslims	19	42.1	9	22.2
Murud	1962-63	All population	320	76.3	216	40.3
		Marathas	150	78.0	97	36.1
		Scheduled Castes	58	65.5	38	21.1
Other two villages of Murud Centre	1962-63	All population	138	70.3	104	20.2
		Marathas	75	78.7	60	23.3
		Scheduled Castes	39	56.4	33	6.1

Table 15: LITERATES IN THE AGE-GROUP 10 TO 14 IN TOTAL POPULATION AND PRINCIPAL CASTE-GROUPS AT THE TIME OF RESURVEY (Contd.)

Village	Year of resurvey	Caste-groups	Males		Females	
			Total No.	Literates (Percentage)	Total No.	Literates (Percentage)
Bori	1960-61	All population	222	66.2	206	34.5
		Advanced Hindus	19	84.2	27	62.9
		Marathas	28	78.6	40	35.0
		Intermediate Hindus 1	19	94.7	26	61.5
		Intermediate Hindus 2	54	64.8	32	15.6
		Scheduled Castes	29	41.4	33	6.1
		Muslims	58	60.3	34	23.5
Other eight villages of Bori Centre	1960-61	All population	204	52.9	184	3.3
		Marathas	86	72.1	74	9.5
		Intermediate Hindus 2	25	48.0	29	—
		Backward Classes and Tribes	33	33.3	37	—
		Scheduled Castes	44	31.8	27	—

Table 16: INFORMATION ABOUT PRIMARY SCHOOLS IN SURVEYED VILLAGES

Centre Village	Year of start- ing	1950-51							1963-64			
		Stan- dards	Enrolment			Teachers			Stan- dards	Enrolment		
			Boys	Girls	Total	Total	Wo- men	Trained		Boys	Girls	Total
Manor												
Manor (H)	1876	7	131	75	206	6	—	3	7	217	127	344
	1911	5	42	35	77	2	—	1	6	56	62	118
	(Information of 1952-53)											
Maswan	1919	7	137	72	209	5	—	3	7	125	57	182
	(Information of 1960-61)											
Kondhan	1961	—	—	—	—	—	—	—	4	23	6	29
Avdhan	1949	3	42	6	48	2	—	—	4	26	—	26
	(Information of 1955-56)											
Ambhan	1955	—	—	—	—	—	—	—	2	10	4	14
Mithbav (H)												
	1870	7	310	183	493	16	4	10	7	275	172	447
	1911	6	71	58	129	3	—	1	7	92	113	205
	1929	7	142	78	220	5	1	4	7	191	169	360
	(Information of 1954-55)											
	1934	5	68	40	108	2	1	1	7	126	102	228
	1947	4	72	53	125	3	1	1	7	100	91	191
	1962	—	—	—	—	—	—	—	5	—	24	24

(H DENOTES THAT THE VILLAGE HAS A HIGH SCHOOL)

<u>1963-64</u>			<i>Basic craft</i>	<i>Compulsory education</i>	<i>Adult classes in school</i>	<i>Remarks</i>
<i>Teachers</i>						
<i>Total</i>	<i>Wo-</i>	<i>Trained</i>				
	<i>men</i>					
9	1	6	Weaving and Spinning since 1949	Since 1947	Not started	
4	—	2	—	Since 1947	Not started	Urdu school
5	—	5	Carpentry since 1960	Since 1947	Not started	
1	—	1	—	Since 1954	Not started	} There was a common school at Avdhan till 1961
1	—	1	—	Since 1954	Not started	
1	—	—	—	Since 1947	Not started	Training college for men
12	2	11	Agriculture since 1949	Since 1947	Discontinued in 1961	
6	—	6	Weaving and Spinning since 1956	Since 1947	Not started	
6	2	5	Carpentry and Fishery since 1947	Since 1947	Not started	
5	1	4	—	Since 1947	Not started	
5	—	5	—	Since 1947	Not started	
1	1	1	—	Since 1947	Not started	Girls' school

Table 16 ; INFORMATION ABOUT PRIMARY SCHOOLS IN SURVEYED VILLAGES

Centre Village	Year of start- ing	1950-51						1963-64				
		Stan- dards	Enrolment			Teachers		Stan- dards	Enrolment			
			Boys	Girls	Total	Total	Wo- men		Train- ed	Boys	Girls	Total
Waghode												
Waghode	1879	6	182	—	182	5	—	4	7	315	181	496
	1920	4	38	35	73	2	—	1	4	57	22	79
(Information of 1955-56)												
Maskawad Khurd	1883	7	373	270	643	14	—	11	7	496	—	496
Maskawad Seem												
Maskawad Budruk (H)	1958	—	—	—	—	—	—	—	7	—	430	430
Gulumb												
Gulumb	1887	7	179	85	264	6	—	2	7	279	155	434
Kawathe	1870	7	244	132	376	9	—	5	7	334	268	602
Ozarde (H)	1865	7	251	117	368	8	2	4	7	298	222	520
Devapur												
Jambhulani	1925	4	58	27	85	1	—	—	4	55	13	68
Gangoti	1940	4	36	—	36	1	—	—	4	49	33	82
(Information of 1952-53)												
Panvan	1954	—	—	—	—	—	—	—	5	75	19	94
Devapur (H)	1940	7	114	11	125	4	—	2	7	147	59	206
(Information of 1953-54)												

(H DENOTES THAT THE VILLAGE HAS A HIGH SCHOOL) (*Contd.*)

1963-64			Basic craft	Compulsory education	Adult classes in school	Remarks
Total	Wo- men	Trained				
11	2	10	—	Since 1947	Continues	Separate girls' school existed till 1951
2	—	1	—	Since 1947	Continues	Urdu school
13	1	12	Weaving and Spinning since 1952	Since 1947	Continues	The three Maskawad villages have two schools, one for boys, the other for girls
11	9	10	—	Since 1947	Continues	
10	1	10	Carpentry since 1957	Since 1947	Continues	
14	2	14	Carpentry since 1958	Since 1947	Continues	
12	1	12	—	Since 1947	Discontinued in 1964	
1	—	—	—	Since 1948	Discontinued	
2	—	1	—	Since 1948	Continues	
2	1	1	—	Since 1954	Continues	
5	1	4	Agriculture since 1950		Continues	

Table 16 : INFORMATION ABOUT PRIMARY SCHOOLS IN SURVEYED VILLAGES

Centre Village	Year of start- ing	1950-51							1963-64			
		Stan- dards	Enrolment			Teachers			Stan- dards	Enrolment		
			Boys	Girls	Total	Total	Wo- men	Train- ed		Boys	Girls	Total
Devapur (Contd.)												
Pulkoti	1940	7	93	36	129	3	—	2	7	120	35	155
Valai	1954	—	—	—	—	—	—	—	4	111	19	130
Hingani	1954	—	—	—	—	—	—	—	4	34	—	34
Shirtav	1955	—	—	—	—	—	—	—	4	26	14	40
Palasawade	1955	—	—	—	—	—	—	—	4	32	12	44
Pusegaon												
Pusegaon (H)	1864	7	258	8	266	7	—	5	7	380	307	687
Visapur	1904	7	226	89	315	6	—	4	7	291	143	434
	1936	4	45	23	68	1	—	—	4	45	37	82
	1938	4	33	12	45	1	—	—	4	30	10	40
(Information of 1958-59)												
Malthan												
Malthan (H)	1876	7	169	64	233	5	—	3	7	279	96	375
Sone Savangi	1949	4	28	6	34	1	—	1	4	86	22	108
Nimgaon Bhogi	1936	4	33	16	49	1	—	—	4	49	12	61
(Information of 1957-58)												

(H DENOTES THAT THE VILLAGE HAS A HIGH SCHOOL) (*Contd.*)

<u>1963-64</u>			<i>Basic craft</i>	<i>Compulsory education</i>	<i>Adult classes in school</i>	<i>Remarks</i>
<i>Teachers</i>						
<i>Total</i>	<i>Wo-</i>	<i>Trained men</i>				
4	—	2	—	Since 1948	Continues	
2	—	1	Agriculture since 1961	Since 1954	Discontinued in 1963	
1	—	1	—	Since 1957	Discontinued in 1963	
1	—	—	—	Since 1955	Discontinued in 1964	
1	—	1	—	Since 1955	Continues	
16	1	15	Agriculture since 1949	Since 1948	Continues	Separate girls' school existed until 1955
9	1	8	—	Since 1947	Continues	
2	—	2	—	Since 1947	Continues	
1	—	1	—	Since 1958	Continues	
10	2	6	Weaving and Spinning since 1949	Since 1948	Continues	
2	—	1	—	Since 1955	Discontinued in 1961	
1	—	1	—	Since 1955	Continues	

Table 16 : INFORMATION ABOUT PRIMARY SCHOOLS IN SURVEYED VILLAGES

Centre Village	Year of start- ing	1950-51							1963-64			
		Stan- dards	Enrolment			Teachers			Stan- dards	Enrolment		
			Boys	Girls	Total	Total	Wo- men	Train- ed		Boys	Girls	Total
Malthan (Contd.)												
Amdabad	1938	4	26	4	30	1	—	—	4	61	19	80
Kasabe Sukene												
Kasabe Sukene	1845	7	207	47	254	6	—	5	7	311	170	481
Mauje Sukene (H)	1914	7	160	9	169	4	—	2	4	111	108	219
Selu												
Selu (H)	1875	7	261	20	281	9	—	7	4	263	—	263
	1917	4	—	113	113	3	3	3	4	—	227	227
Dhanoli	1949	2	19	7	26	1	—	—	4	27	38	65
Belgaon	1963	—	—	—	—	—	—	—	2	10	5	15
Vadgaon	1928	4	61	11	72	2	—	1	4	61	38	99
Dhad												
Dhad (H)	1867	7	213	51	264	9	1	6	4	222	95	317
	1879	4	67	7	74	2	—	2	4	107	72	179
	1963	—	—	—	—	—	—	—	1	12	16	28
Dudha	1923	4	38	5	43	2	—	2	7	158	64	222
Dhal Savangi	1939	1	16	7	23	1	—	1	3	28	10	38

(H DENOTES THAT THE VILLAGE HAS A HIGH SCHOOL) (*Contd.*)

1963-64			Basic craft	Compulsory education	Adult classes in school	Remarks
Total	Wo-	Trained men				
2	—	2	—	Since 1955	Continues	
14	—	14	Agriculture since 1927	Since 1947	Discontinued in 1962	
4	—	4	—	Since 1947	Discontinued in 1962	
9	3	9	—	Not introduced	Not started	
7	7	7	—	Not introduced	Not started	Girls' school
2	—	2	—	Not introduced	Discontinued	
1	1	1	—	Not introduced	Not started	
3	—	3	—	Not introduced	Not started	
8	3	6	—	Not introduced	Not started	
4	—	4	—	Not introduced	Not started	Urdu school
1	—	1	—	Not introduced	Not started	
6	2	4	—	Not introduced	Discontinued in 1957	
1	—	1	—	Not introduced	Discontinued	

Table 16: INFORMATION ABOUT PRIMARY SCHOOLS IN SURVEYED VILLAGES

Centre Village	Year of start- ing	1950-51							1963-64			
		Stan- dards	Enrolment			Teachers			Stan- dards	Enrolment		
			Boys	Girls	Total	Total	Wo- men	Train- ed		Boys	Girls	Total
Dhad (Contd.)												
Savali	1949	3	26	5	31	1	—	1	4	55	18	73
Karadi	1963	—	—	—	—	—	—	—	1	22	11	33
Jawala												
Jawala (H)	1874	7	109	54	163	5	—	4	7	335	36	371
	1956	—	—	—	—	—	—	—	4	—	112	112
Taroda	1902	3	24	5	29	1	—	1	4	41	34	75
Brahman Wada	1949	3	17	6	23	1	—	1	4	37	19	56
(Information of 1953-54)												
Selu	1955	—	—	—	—	—	—	—	4	23	14	37
Kinhi	1954	—	—	—	—	—	—	—	3	27	6	33
Jamb	1949	3	27	3	30	1	—	—	3	18	7	25
Khandala	1954	—	—	—	—	—	—	—	3	23	29	52
Goregaon												
Goregaon (H)	1892	7	504	89	593	19	1	13	4	271	152	423
Ghoti	1961	—	—	—	—	—	—	—	4	43	19	62
Zanjia	1955	—	—	—	—	—	—	—	4	34	18	52

(H DENOTES THAT THE VILLAGE HAS A HIGH SCHOOL) (*Contd.*)

1963-64			Basic craft	Compulsory Education	Adult classes in school	Remarks
Teachers						
Total Wo- Trained men						
2	—	1	—	Not introduced	Discontinued in 1959	
1	—	1	—	Not introduced	Not started	
12	2	10	—	Not introduced	Discontinued in 1956	
3	3	2	—	Not introduced	Discontinued in 1956	Girls' school
2	—	1	—	Not introduced	Discontinued in 1959	
2	—	2	—	Not introduced	Discontinued in 1960	
1	—	1	—	Not introduced	Not started	
1	—	—	—	Not introduced	Not started	
1	—	1	—	Not introduced	Discontinued	
1	—	—	—	Not introduced	Not started	
13	6	7	—	Since 1926 (only for boys)	Not started	
2	—	1	—	Since 1926 (only for boys)	Not started	
2	—	—	—	Not introduced	Not started	

Table 16 : INFORMATION ABOUT PRIMARY SCHOOLS IN SURVEYED VILLAGES

Centre Village	Year of start- ing	1950-51							1963-64			
		Stan- dards	Enrolment			Teachers			Stan- dards	Enrolment		
			Boys	Girls	Total	Total	Wo- men	Train- ed		Boys	Girls	Total
Kothari												
Kothari (H)	1857	7	220	66	286	7	—	3	4	217	130	347
Palasgaon	1949	4	80	11	91	2	—	1	4	98	47	145
Kawadjai	1952	—	—	—	—	—	—	—	4	78	36	114
Amdi	1934	3	37	7	44	1	—	—	4	46	31	77
(Information of 1958-59)												
Murud												
Murud (H)	1897	5	247	4	251	7	—	1	7	399	8	407
(Information of 1951-52)												
	1942	4	—	72	72	2	2	—	6	—	147	147
Watawada	1944	3	40	7	47	1	—	—	4	86	39	125
(Information of 1954-55)												
Karakata	1952	—	—	—	—	—	—	—	4	34	12	46
Bori												
Bori (H)	1908	4	224	—	224	7	—	4	10	358	31	389
	1923	3	—	57	57	3	3	—	3	—	72	72
Deogaon	1963	—	—	—	—	—	—	—	3	40	6	46

(H DENOTES THAT THE VILLAGE HAS A HIGH SCHOOL. (*Contd.*)

<u>1963-64</u>			<i>Basic craft</i>	<i>Compulsory education</i>	<i>Adult classes in school</i>	<i>Remarks</i>
<i>Teachers</i>						
<i>Total</i>	<i>Wo-</i>	<i>Trained men</i>				
10	3	8	Agriculture since 1926	Not introduced	Discontinued in 1956	
4	--	1	--	Not introduced	Discontinued	
2	--	2	Agriculture since 1964	Not introduced	Discontinued	
3	1	2	--	Not introduced	Not started	
16	1	12	Agriculture since 1962	Not introduced	Discontinued in 1963	Basic Training College for men
3	3	2	--	Not introduced	Discontinued in 1963	Girls' school
3	--	3	Agriculture since 1960	Not introduced	Discontinued in 1961	
1	--	1	--	Not introduced	Continues	
18	3	11	Weaving and Spinning since 1956	Not introduced	Continues	
2	2	2	--	Not introduced	Continues	Girls' school
1	--	--	--	Not introduced	Not started	

Table 16 : INFORMATION ABOUT PRIMARY SCHOOLS IN SURVEYED VILLAGES

Centre Village	Year of start- ing	1950-51							1963-64			
		Stan- dards	Enrolment			Teachers			Stan- dards	Enrolment		
			Boys	Girls	Total	Total	Wo- men	Train- ed		Boys	Girls	Total
Bori (Contd.)												
Mudha	1963	—	—	—	—	—	—	—	1	7	6	13
Dohara	1957	—	—	—	—	—	—	—	5	73	12	85
Chandaj	1935	3	29	3	32	2	—	1	4	44	15	59
Karkheli												
Karkheli (H)	1900	4	151	58	209	10	2	7	10	253	26	279
Chikana	1953	—	—	—	—	—	—	—	4	86	32	118
Dhanora	1958	—	—	—	—	—	—	—	2	25	4	29
Vilegaon	1959	—	—	—	—	—	—	—	3	47	16	63

N. B. :- In 1964 the village Gavana of Jawala Centre and the villages of primary school.

(H DENOTES THAT THE VILLAGE HAS A HIGH SCHOOL (*Contd.*)

<u>1963-64</u>					
<u>Teachers</u>					
<i>Total</i>	<i>Wo- Trained</i>		<i>Basic craft</i>	<i>Compulsory</i>	<i>Adult</i>
	<i>men</i>			<i>education</i>	<i>classes</i>
					<i>in school</i>
					<i>Remarks</i>
1	—	—	—	Not introduced	Not started
2	—	1	Spinning since 1558-59	Not introduced	Continues
2	—	1	—	Not introduced	Continues
11	—	4	Spinning since 1957	Not introduced	Not started
3	—	1	—	Not introduced	Discontinued in 1963
1	—	—	—	Not introduced	Discontinued
1	—	1	—	Not introduced	Discontinued in 1960

Dhanora, Nagapur, Nagathan and Ganapur of Bori Centre did not have a

Table 17 : SUMMARY OF INFORMATION ABOUT PRIMARY EDUCATION IN BIG VILLAGES FOR THE YEAR 1963-64

Village	Population (1961 Census)	No. of primary schools	Enrolment			Teachers	Women teachers	Trained teachers	Percentage of pupils to population	Percentage of girls among pupils
			Boys	Girls	Total					
1. Manor	3259	2	273	189	462	13	1	8	14.2	40.9
2. Mithbav	5674	6	784	671	1455	35	6	32	25.6	46.1
3. Waghode	3475	2	372	203	575	13	2	11	16.5	35.3
4. Maskawad	4354	2	496	430	926	24	10	22	21.3	46.4
5. Gulumb	2060	1	279	155	434	10	1	10	21.1	35.7
6. Kawathe	2743	1	334	268	602	14	2	14	21.9	44.5
7. Ozarde	2706	1	298	222	520	12	1	12	19.2	42.7
8. Devapur	821	1	147	59	206	5	1	4	25.1	28.6
9. Pusegaon	3143	1	380	307	687	16	1	15	21.9	44.7
10. Visapur	3266	3	366	190	556	12	1	11	17.0	34.2
11. Malthan	2929	1	279	96	375	10	2	6	12.8	25.6
12. Kasabe Sukene	3496	1	311	170	481	14	—	14	13.8	35.3
13. Mauje Sukene	2250	1	111	108	219	4	—	4	9.7	49.3
14. Selu	4519	2	263	227	490	16	10	16	10.8	46.3
15. Dhad	3742	3	341	183	524	13	3	11	14.0	34.9
16. Jawala	2884	2	335	148	483	15	5	12	16.7	30.6
17. Goregaon	3191	1	271	152	423	13	6	7	13.3	35.1
18. Kothari	2844	1	217	130	347	10	3	8	12.2	37.5
19. Murud	4450	2	399	155	554	19	4	14	12.4	28.0
20. Bori	3838	2	358	103	461	20	5	13	12.0	22.3
21. Karkheli	2388	1	253	26	279	11	—	4	11.7	9.8

Table 18 : SUMMARY OF INFORMATION ABOUT PRIMARY EDUCATION IN SMALL PERIPHERAL VILLAGES FOR THE YEAR 1963-64

Centre	Population (1961 Census)	No. of primary schools	Enrolment			Teachers	Women teachers	Trained teachers	Percentage of pupils to population	Percentage of girls among pupils
			Boys	Girls	Total					
1. Manor - Four Villages	2631	4	184	67	251	8	—	7	9.5	26.7
2. Devapur - Eight Villages	5576	8	502	145	647	14	1	7	11.6	22.4
3. Malthan - Three Villages	2599	3	196	53	249	5	—	4	9.6	21.3
4. Selu - Three Villages	1731	3	98	81	179	6	1	6	10.3	45.3
5. Dhad - Four Villages	2695	4	263	103	366	10	2	7	13.6	28.1
6. Jawala - Six Villages	3011	6	169	109	278	8	—	5	9.2	39.2
7. Goregaon - Two Villages	3123	2	77	37	114	4	—	1	3.7	32.5
8. Kothari - Three Villages	2772	3	222	114	336	9	1	5	12.1	33.9
9. Murud - Two Villages	1799	2	120	51	171	4	—	4	9.5	29.8
10. Bori - Four Villages	2115	4	164	39	203	6	—	2	9.6	19.2
11. Karkheli - Three Villages	2808	3	158	52	210	5	—	2	7.5	24.8

Table 19 : INFORMATION OF HIGH SCHOOL EDUCATION IN THE SURVEYED

Village	Year of starting	Standards	1959-60			Total teachers	Women Trained teachers	
			Enrolment				teachers	teachers
			Boys	Girls	Total			
1. Manor	1960	—	—	—	—	—	—	
2. Mithbav	1924	8th-11th	222	40	262	12	1	12
3. Maskawad	1960	—	—	—	—	—	—	
4. Ozarde	1960	—	—	—	—	—	—	
5. Devapur	1955	8th-11th	73	1	74	3.5	—	2
6. Pusegaon	1950	8th-11th	146	11	157	5.5	1	4.5
7. Malthan	1963	—	—	—	—	—	—	
8. Mauje Sukene	1961	—	—	—	—	—	—	
9. Selu	1944	5th-10th	369	75	444	17	—	6
10. Selu	1961	—	—	—	—	—	—	
11. Dhad	1958	5th-11th	134	12	146	5	—	5
12. Jawala	1963	—	—	—	—	—	—	
13. Goregaon	1957	5th-10th	452	39	491	19	—	1
14. Kothari	1956	5th-10th	186	13	199	10	1	—
15. Murud	1953	5th-11th	198	7	205	13	1	11
16. Bori	1959	8th	18	—	18	—	—	—
17. Karkheli	1962	—	—	—	—	—	—	—

VILLAGES

Standards	1963-64						Remarks
	Enrolment			Total teachers	Women teachers	Trained teachers	
	Boys	Girls	Total				
8th-11th	78	13	91	6	1	N.A.	
8th-11th	307	88	395	17	3	17	
8th-11th	203	73	276	13	1	N.A.	
8th-11th	123	20	143	8	1	3	
8th-11th	136	—	136	6	—	4	
8th-11th	216	47	263	10	—	7	
8th	33	3	36	2	—	N.A.	
5th-11th	249	73	322	12	—	7	
5th-10th	458	150	608	26	2	13	
5th-10th	211	148	359	19	—	5	
5th-11th	260	33	293	7	—	7	
9th	37	5	42	3	—	N.A.	
5th-10th	541	65	606	24	—	5	
5th-10th	305	33	338	14	2	9	
5th-11th	248	7	255	15	3	9	Multi-purpose school
8th-10th	58	1	59	—	—	—	Secondary classes started in the main; } primary school }
8th-10th	46	17	63	—	—	—	

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