

Female Education in the Punjab, 1937-47 An Appraisal of Government's Role

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Abstract

The present work proposes to give an insight into the different measures taken up by the Punjab Government during the Provincial Autonomy period from 1937 to 1947 for the development of Primary, Middle, High School and the College Education in general and female education in particular. Although the government tried to impart education, yet it was found wanting in many ways and the message of the need and the importance of education among the women remained half-baked. The study, also, makes a mention of the taboos attached to the female education in our society during those days and the various efforts made by the government in the form of enacting laws, appointing commissions, committees and the constructive role played by some private organizations. But the desired results could not be achieved due to the paucity of funds on the part of Government. It was aggravated further by the crunch faced due to the onset of Great Depression of 1930s, the breakout of the World War-II and the prevailing uncertain political atmosphere during this period.

Keywords

Woods Despatch of 1854; Hartog Committee; Government of India Act 1919; Provincial Autonomy; Sargent Report; Intermediate Colleges; National Archives of India; Punjab State Archives; Dwarka Das Library.

1.0. Introduction

The government, besides opening a number of schools for education, had also been making efforts to spread the female education by instituting various commissions and committees from time to time with an aim to improve the standard of education in toto. The foremost stumbling block which the government had to overcome with the

female education was a number of social taboos and misconceptions such as *purdah* system, early child marriage, indifference of parents towards educating their daughters, early withdrawal of girls from school and distrust in the western education. The problem became all the more complex due to the non availability of adequate number of women teachers and ineffectiveness of the girls' schools [1] which became all the more alarming due to the paucity of funds on the part of the government.

The role of various Commissions, the Acts, the Committees, the Organizations and the Newspapers which played a constructive role in furthering the cause of female education would, very briefly, be discussed as follows:

The development of female education received due attention from the British government with Woods Despatch of 1854. The despatch laid emphasis on the progress of female education and decided to extend financial assistance and even direct action, if necessary, for the cause of promotion of female education [2]. The government, besides opening a number of schools for education, had also been making efforts to spread education in general and the female education in particular by instituting various commissions and committees from time to time with an aim for all-round improvement in the standard of education.

Hunter Commission in 1882 deplored the slow progress of female education and made several recommendations. But they were not uniformly implemented in the British provinces. The financial stringency of the government was one of the reasons which pushed aside the development of female education. At this time, the percentage of girls already attending schools against the girls of

the school-going age was 0.72 for Punjab [3] which swelled to 1.88 % [4] by the end of 1901-02.

With the introduction of the Government of India Act, 1919, the department of education came under the control of Indian ministers responsible to the provincial legislature which made it possible for the provincial governments to abandon the hesitant and over-cautious policies of the British government and to participate more actively in the promotion of female education¹. Thus, the number of institutions and their pupils increased considerably in 1920s. As a result, the total number of girls' institutions (managed by district boards, municipal boards both aided and unaided) which was 1,146 in 1921-22 rose to 1,349 in 1926-27. Accordingly, the number of pupils rose from 61,649 in 1921-22 to 82,093 in 1926-27[5].

Further, in order to review the progress of education in the country, a committee known as Hartog Committee was appointed in 1929. It reiterated the vital importance of female education as:

“The education of a girl is the education of a mother and through her, education of her children [6]”.

It recommended a policy of consolidation rather than expansion by eliminating inefficient schools and by strengthening efficient schools for the advancement of female education. It condemned the wastage and stagnation in the primary schools due to which the ratio of literacy was declining [7] as the dropout rate among girls in the primary schools was higher than boys.

The ‘provincial autonomy’ introduced under the Government of India Act of 1935, gave more legislative powers to the provincial governments which were governed by Indian ministers. The subject of education was included in the list of provincial subjects; the latter came under the control of Indian ministers. This Act strengthened the position of education ministers in the provinces as they could conceive a number of programmes for the expansion and development of education. Thus the drawbacks in the division of responsibility and financial resources between the centre and the provinces under the Act of 1919 as well as the

economic depression [8] mitigated whatever expansive policies might have generated.

The Punjab Education Department made persistent endeavors to remove various defects existing hitherto which were responsible for sluggish progress of female education in the province notably the insufficient supply of trained teachers, inadequate supervising agency, general prejudice and apathy towards female education since it was convinced of the idea that it had to take measures towards the instructional efficiency and popularity of schools [9].

Gradually, the female education gained popularity. In 1936-37, one of the divisional inspectors observed:

“Female education is now the watch-word of the department and while every possible encouragement should be given to its expansion, it is hoped that its future progress will not take place at the expense of boys’ education [10]”.

The indifferent attitude of the parents towards the education of their daughters was changing as it was noticed that the people of some districts of Punjab were fast clamoring for girls’ schools. Where there was a dearth of such schools, the parents did not even mind sending their daughters to boys’ schools. Hitherto, the paucity of funds had restricted the progress of education to a great extent. But now with more money allotted from provincial revenues specifically for the female education, the latter began to make a rapid progress. So by the year 1937-38, there had been established 2,200 recognized and 3,097 unrecognized girls’ schools in the Punjab and the number of girls students swelled to 176,446 and 62,568 respectively[11].

The role played by private organizations such as The Arya Samaj (1875), The Christian Missionaries (1834), The Singh Sabha (1879) and the contemporary national newspapers like The Tribune (1881) in broadening the narrow outlook of the general masses and sensitizing them towards the female education also played an important role. The parents felt the realization that the education of their daughters was as much a part of their duty as the education of their sons. The Aryas had founded many schools and colleges for girls in various parts

of Punjab such as Kanya Mahavidyala, Jalandhar(1890), Arya Kanya Mahavidyala in Narvana (1928), Arya Kanya School in Karnal (1930), Arya Girls School, Bhatinda (1932), Hans Raj Mahila College in Lahore(1932).

2.0. Methodology

The research material was collected both from the official and non-official agencies. An historical and analytical approach was taken into consideration while using primary and secondary sources. The primary sources are available at National Archives of India, Delhi, Punjab State Archives, Chandigarh, Punjab State Archives, Patiala, Dwarka Das Library, Chandigarh and The Museum Library, Delhi. Among the important official documents, mention was made of some, such as, Proceedings of the Government of India (Home Dept.), (Political Dept.), Proceedings of Indian Historical Record Commission, Proceedings of Indian History Congress, Punjab History Conference Proceedings, Fortnightly reports, Reports on the Census of India, Punjab Government Gazetteers, The Modern Review and Asiatic Review. The secondary sources such as the relevant Journals, newspapers, magazines, articles, books and unpublished theses were assessed to present an objective work as far as possible.

3.0. Discussion

The following discussion will include the growth in female education during 1937-47 from the Primary Stage up to the College stage.

3.1. Primary Education

Though, the number of primary schools for girls and its attendants was increasing day by day, the progress achieved in the rural areas was not very satisfactory. It was observed that in 1936-37, the district boards were neither willing nor able to finance more primary schools for girls in rural areas and the department's finances did not permit most of these boards to increase the number of district board primary schools to any appreciable extent. In fact, it was more due the financial constraints rather than the apathy of the department which caused slow pace of female education [12]. In order to quicken the pace of increasing the

number of primary schools especially in rural areas, the government sanctioned the total expenditure of 80 new district board girls' primary schools in rural areas during 1939-40 on the condition that in each case a rent-free building would be made available[13]. Henceforth, an increase of 176 primary schools, with a corresponding increase of 13,131 pupils was witnessed in the year 1939-40[14]. By March 1941, the total number of primary schools in the province reached 2,199 with 136,179 pupils on the rolls [15].

During 1937-42, as many as 270 such schools had been established, the preference, wherever possible, was given to the backward areas. But 270 schools in five years for 29 districts was quite low a number as it implied that on an average there were established only two schools in a year in one district [16]. Again, the percentage expenditure from government funds on girls' education had fallen from 49.91(1939-40) to 49.74 in 1940-41[17]. To add misery, in 1942-43, the government did not provide any fund for the new district board primary school for girls which were being financed entirely by government. So only four new primary schools were opened with an increase of only 1,341 pupils in 1942-43[18]. Next year, some funds were sanctioned but the increase of 2,372 in the number of girls studying in primary schools was inconsiderable in view of the pressing need for more schools [19].

Various schemes were introduced to enhance the standard of primary education in the provinces during the period under review. In 1937, a new scheme of education infused by Mahatma Gandhi was introduced which became popular by the name of 'Wardha Scheme' whose main principle was to impart primary education through some productive work or craft [20]. The scheme, however, could not make much headway in the Punjab due to the disinterest of the government officials and lack of trained teachers who could not use handicraft as a medium of education. The teachers, therefore, preferred to adhere to the traditional method of teaching only [21].

No doubt, the world-wide economic depression of 1930s and the Second World War (1939-45) further hampered development all over yet in 1944 substantial efforts were made for the reconstruction of over all education in India. Under the

chairmanship of John Sargent, the Educational Advisor of India, a comprehensive educational plan was formulated called Sargent Report. The report also known as the 'Post-War Educational Development Plan' aimed at tackling the problems of education in India as a whole with a hope that India would match the same standard of educational attainments as that of England of 1939 in a period of not less than forty years[22]. But its recommendations could not be implemented due to lack of finances and on-going political turmoil in the country at that time. Under the Post-War Development Plans, all provincial governments were expected to prepare a five-year plan [23]. Accordingly, in 1946, the Punjab government prepared a provisional plan for the post-war development on a long-term basis extending over a period of 10-15 years even as much as 35 years in the case of education. But the plan had practically worked in detail for a period of five years only where it was mentioned that

“During the last twenty five years, there has been tremendous educational expansion in the Punjab and a net work of schools and colleges has spread all over the province. Even so, the existing facilities are still very inadequate, and the demand is continually growing for more schools and colleges of all types to meet the varied need of the province. This demand can be satisfied only by the provision of funds on a large scale....In providing the existing facilities, the financial resources of Government, the local bodies and the privately-managed schools have been severely strained [24]”.

Of course, an elaborate scheme was made with features chiefly as:

- (a) Introduction of universal compulsory free education, to be introduced between the ages of 6 and 11
- (b) Reasonable provision of education before the compulsory age in the form of pre-primary schools
- (c) More provision for secondary and collegiate education for those who were likely to benefit from it
- (d) A generous system of scholarship [25].

But no real development was seen in the field of education in the due course of time especially in the sphere of female education though an increase in the number of trained teachers in primary schools could effect some improvement in teaching of the schools. But the progress, in general, was not up to the mark as the proportion of untrained teachers was, still, large as compared to the proportion of trained teachers in these schools. It was primarily due to the non-availability of adequate number of trained women teachers and the social customs which prevented them to accept jobs at distant places from their homes [26]. Therefore, often, the untrained and the unsuitable teachers were retained on compassionate or less permissible considerations [27]. The trained and more suitable teachers refused to continue with their jobs largely because of the disinterest shown by the authorities regarding their appointments, transfers, promotion[28] as well as the meager salaries offered to them.

The government made radical changes in teachers' training programmes and introduced newer methods of instruction for them. The refresher courses for the teachers proved beneficial which had a productive effect on instructional condition and the popularity of schools. Instruction in rural primary schools was so designed as to give it a strong rural basis and co-ordinate it with the needs and environments of the pupils [29]. To attract capable and enthusiastic people into teaching profession, the Punjab government had reorganized the 'Subordinate Educational Service' on a time-scale basis with an improved salary package. Further, it provided grants to local bodies to enable them to effect similar improvements [30].

The district inspectresses would draw the attention towards the dilapidated condition of the buildings of the district board schools which were devoid of basic facilities and unanimously condemned the bad conditions of such buildings in their reports:

“Many of the buildings are rent free or a nominal rent is paid. If the donor is dissatisfied with teacher, the school is thrown out of the building. The buildings of district board schools are usually very poor. Rooms are dark, inadequate and insanitary. Equipment is insufficient. Schools are accommodated in inadequate and cheerless

buildings, with no space for the simplest games, and in most unsuitable surroundings, even where better accommodation is available [31]”.

The Post-War reports further said:

“Schools, especially the primary, were understaffed and the teachers were poorly paid. Further, the equipment and apparatus were generally inadequate. To establish a developed education system in future, the improvement of the existing institutions should be given the priority [32].”

Despite of all these difficulties, the number of schools and the scholars including the female scholars studying in them had increased.

The number of female primary schools and the number of scholars studying in the recognized institutions between 1937-38 and 1946-47 have been tabulated as follows[33] in Table1.

Table 1. No. of Primary Schools and Scholars.

Year	Number of Primary Schools	Number of Scholars
1937-38	1,868	1,13,073
1938-39	1,912	1,18,095
1939-40	2,088	1,31,212
1940-41	2,199	1,36,179
1941-42	2,212	1,38,013
1942-43	2,216	1,39,354
1943-44	2,237	1,41,726
1944-45	2,270	1,46,640
1945-46	2,380	2,13,066*
1946-47	2,475**	1,68,254**

*Includes scholars of pre- primary schools

** Estimated figures.

The above table showed that the number of female primary schools and scholars had increased steadily and satisfactorily between 1937-38 and 1946-47. This increase was seen due to the opening of many district board primary schools with time which were entirely financed by government.

The wastage was the unfortunate feature of the primary education in the Punjab. As the number of primary schools increased, the percentage of wastage among girls was reduced. The main causes of wastage were withdrawal of children from schools, especially those belonging to labor and agricultural classes especially when they were of economic value to the household, inadequate supply of teachers, ineffective teaching and supervision, admission to schools throughout the year, irregular attendance and faulty administration by local bodies [34]. In 1936-37, the wastage among females in the province was 81% which reduced to 74% by 1941-42 and was further reduced to 69 % (estimated figures) by 1946-47 ; implying, thereby that out of every hundred female scholars in class I only 31 reached class IV and, thus, completed their primary education[35]. The percentage of wastage was much higher among girls as compared to boys in all primary schools [36]. The reduction in the wastage carried through government efforts, however, was slight.

In an attempt to overcome the problem of wastage, the provincial governments continued to take constructive measures. Introduction of compulsory education in rural and urban areas was one such measure. To make better provision for the compulsory attendance of children right up to the termination of their primary stage, the Punjab government passed a new Primary Education Bill in 1941. It provided for free and compulsory education for boys between 6 and 12 years and girls between 6 and 11[37]. This Act was enacted with a view to making compulsion for boys and girls. It was, really, an important factor in the effective and popular expansion of vernacular literacy for the attainment of a permanent literacy in the province [38] though in some areas the compulsion was introduced exclusively for boys [39]. However, the attendance in schools did not improve and the problem of wastage could not be checked in the primary schools, despite the introduction of compulsory education in schools.

3.2. Secondary Education

For the overall development of middle schools, some appreciable work was done so that quality education was made accessible as liberally and practically as was possible under the existing circumstances. Numerous government vernacular

middle schools were opened in the province at various places in the year 1938-39. Such schools were made operational in Panipat, Rewari, Daska, Pakpattan, Ropar, Bhakkar (all *tehsil* headquarters), Mandi Baha-ud-Din and Pindi Bhattian (all growing towns) and Rohna in Rohtak, Mahilpur in Hoshiarpur and Jalalabad in Amritsar(all located in rural areas)[40]. The policy of opening at least one government middle school in each *tehsil* of the province was not rapid but steady unless the need was already met by an existing local body or aided school. The permission to open up schools in *tehsil* headquarters or the flourishing *mandi* towns was given on the condition that there must exist a building which could be handed over to the department [41].

With the gradual increase in the number of middle schools, an increase in the number of pupils in these schools was observed though it was not satisfying. The demand of schools was felt increasingly in small as well as large towns, where the existing schools were lamentably inadequate to meet the need. During 1944-45, there was seen a decrease of number of 597 girls in Anglo-vernacular middle schools whereas a very slight increase of only 236 girls was observed in vernacular middle schools. This was due to the raising of the girls' middle schools to the high standard [42].

The position of High School Education for the females during 1937-47 could be taken up under two headings as follows:

Many high schools were opened in each *tehsil* headquarter and *mandi* town of the Punjab. With the completion of the first year working of the provincial autonomy, a government high school had been established in every district of the Punjab except Dera Ghazi Khan, Gurgaon, Muzaffargarh and Simla [43]. Gradually, many government middle girls' schools were upgraded to the standard of government high schools in various districts. By the end of 1942, every district except Simla, had one government high school with total number of 18,590 pupils studying in it [44]. In 1943, the number of high schools was 60 which rose to 70 in 1945. With the establishment of additional high schools, the number of pupils studying in them had risen to 25,202[45]. There were more of boys' schools, i. e., 445 while the girls' schools number

was only 70 in 1944-45 in Punjab. The number of boys' enrolled was 10 times more than that of girls' [46]. The marked difference in the enrolment was less due to the apathy of the parents towards the education of their daughters than due to the fact that government efforts made at that time belied the expectations of the society[47].

The following Table 2 would represent the growth of the girls' recognized middle and high schools between 1937-38 and 1945-46[48].

Table 2. No. of Institutions and Scholars.

Year	Institutions		Scholars	
	High Schools	Middle Schools	High Schools	Middle Schools
1937-38	42	212	11,527	47,952
1938-39	45	227	12,558	50,920
1939-40	49	219	14,031	52,590
1940-41	53	233	16,277	54,918
1941-42	58	237	17,887	55,401
1942-43	59	247	18,590	57,984
1943-44	60	258	20,397	61,280
1944-45	70	257	25,202	60,919
1945-46	84	258	-	-
1946-47	87*	-	31,832*	-

* Estimated figure

The above table clearly indicated that:

The increase in the number of high schools was more than that of the middle schools. In 1939-40, there was decrease in number of middle schools by eight but there was an increase in the number of pupils. This increase was immaterial when compared against a vast number of the girls' who were of school-age but were not attending any school and against the persistent increasing demand of wider education. The total number of recognized high schools had increased only by 18 from 1940 to 1945 with a very small number of the increase of 4,493 in the number of girls [49]. The reason would lie mainly owing to the non-availability of the funds as they were largely utilized towards expenditure in the Second World War and, thus, local bodies found it difficult to open more schools.

Curriculum, Medium of Instructions, Standard of female education and the Role of Government in

Providing Infrastructure for Schools need a special mention as follows:

The curriculum in the girls' schools was very practical and the education given in them was remote rather than stimulating. The work of literary societies and of debating clubs, excursions, red cross work, scouting, singing, dancing, girl-guiding, poor fund collecting etc. formed a part of important extra-curricular activities in the girls' middle and high schools. The provision of such activities on the whole, however, was insufficient in girls' schools. Many provinces adopted mother-tongue of the pupil as the medium of instruction for all subjects in the high schools but in the Punjab, English continued to be medium of instruction at least in some subjects [50, 54]. Be that as it may, the girls' schools did not contribute, in any form, to the noticeable improvement in the position of females in the province.

The progress of teaching in the government schools was often much below the standard, because many of the Anglo-vernacular teachers, especially the graduates, were untrained [51]. In order to improve the standard of teaching, training institutions were established in the province. Its aim was to supply trained graduates and under-graduates teachers in government schools for Anglo-vernacular schools. Lady Maclagan Training College for Women and the Kinnaird Training Centre, Lahore, were among the important ones [52]. Though, the efforts were made to improve the quality of teaching but it continued to remain inevitably low until 1939-40. The reason for this was that as the lady teacher gathered some teaching experience and was prepared to handle responsibility, she often got married. Moreover, quite a large number of teachers had to teach subjects which they were not qualified to teach, because the supply of number of school teachers was not adequate [53].

The inability to provide infrastructural funds for making buildings impeded the rate of progress of female education in the Punjab. Ever since the government had initiated measures to expand girls' education, it had not been able to provide enough number of school buildings due to various causes, the chief being the financial stringency. It was noticed that for the last few years that the available buildings belonging to any of the departments or to

the local bodies were being used as school building by the Education Department which were of deplorable but it remained concerned whether such buildings were actually suitable for schools or not.

“In most cases the buildings of local body middle schools are most unsatisfactory. No effort is made to keep pace with the growth of girls' education. Two classrooms, built ten to fifteen years ago, to suit the needs of a primary school are considered sufficient for the needs of a middle school. Municipal schools are usually accommodated in small, dark houses for which, in the interests of the land-lords, exorbitantly high rents are frequently sanctioned. The suggestions made by inspecting staff are not attended to [55]”.

The Punjab Legislative Assembly from time to time had been sanctioning funds, specifically, for the construction of government Anglo-vernacular middle schools for girls [56]. The government constructed a commodious new building for Chauburji Gardens' school, and also four new buildings for vernacular middle schools. A few middle schools were shifted to the new buildings while some other projects remained to be undertaken [57]. Overall, the progress of female education could not pick up the pace as desired mainly due to the financial hardships of education department.

The world-wide economic depression of 1930s and Second World War (WW-II; 1939-45) put additional burden on the purse of the central and provincial governments which led to the curtailment of expenditure assigned to education.

3.3. College Education

As far as the progress of female education in colleges of the Punjab, many degree and intermediate colleges meant exclusively for female were established in the province. Till 1937, there were only two affiliated degree colleges for females in the province i.e. Kinnaird College and Lahore College for Women, both in Lahore; the Kinnaird College being the oldest one. The college was in the receipt of government and was maintained by five Christian societies [58]. It was opened in 1913 with intermediate classes while the degree classes (excluding B.SC) were introduced in it after a gap of four years. It played an important

role in the development of female education as it was only college for women till 1922. The students from the near and distant places as far as Burma were anxious to seek admission in this prestigious college. Despite having commodious building, the college had to cope up with the problem of accommodating students [59]. To fulfill the increasing demand of teachers, the Director of Public Instruction was largely dependent upon the Kinnaird College for returning women teachers to the government high schools [60].

Responding to the increasing demand for higher education among females, the government opened the Lahore College for Women in 1922 which was affiliated up to BA and B. Sc classes as well as two intermediate classes and on the recommendation of the Calcutta University Commission[61] and, thus, well equipped Science laboratories were constructed. The building of the Lahore College was fairly satisfactory but the surroundings were not healthy. The staff, here, was generally well-qualified but few teachers were under-qualified. Like the Kinnaird College, the Lahore College also had to face the difficulty of accommodating all female students in it. The college, however, continued to grow with time. In 1933, the college had 147 – 123 arts students and 24 science students [62]. The total number of students rose from 210 in 1937-38 to 223 in 1938-39[63].

For many years, the females of the province had to satisfy themselves with these two degree institutions for quenching their educational thirst. Till 1938-39, no women's college was affiliated up to the MA standard in any of the subjects. Thus, some girls' preferred to seek admission in men's colleges while others took up the private tuitions as their parents did not permit them to join men's college [64]. The need to establish more and more women's colleges in the province was stressed upon from time to time.

Along with degree colleges, there were opened many affiliated 'intermediate colleges [65]; the important being the Government Intermediate College, Lyallpur and the Stratford Intermediate College for Women, Amritsar. The latter was raised to the degree standard in 1938-1939. In response to the vociferous demand of the people, an MA (English) class was finally introduced in

Lahore College in 1940[66]. Up to 1944, the medium of instruction in all universities and institutions of higher learning continued to be English [67]. By 1944, the Government Intermediate College for Women at Lyallpur and one in Ludhiana were raised to the degree standard[68]. An urge for higher education among females' can be judged from the fact that a large number of private colleges for females had been established by various private organizations in almost all the big cities of the province[69]. By 1944-45, the total number of women's arts colleges was eight – four government, two aided and two unaided colleges [70].

The government failed to raise both the adequate number of educational buildings as well as a suitable locality for new building of the old institutions due to paucity of funds and belied the expectations and demand of the people of the province. Thus the Lahore College had to continue its functioning in the same old building to which a few classrooms had been added. The accommodation, however, was increasingly inadequate to meet the upcoming needs and requirements [71].

The number of colleges for females was far less in comparison to the number of colleges for males in the province. In 1937-38, there were 40 recognized colleges (32 arts and 8 professional) for males whereas only 6 recognized colleges (4 arts and 2 professional) for females [72]. This ratio of difference did not change with the passage of time as by 1943-44 as there were 48 recognized males' colleges and 17 recognized females' colleges. Larger difference was seen in the number of students enrolled in these colleges; there were 21, 346 scholars in the males' colleges but only 2,126 scholars in the females' colleges[73] and some female students had to join male colleges. This provides some explanation to the disparity of numbers enrolled between male and female colleges. The number of recognized female arts and science colleges and scholars enrolled from 1937 to 1945 are as follows [74] in Table 3.

Table 3. No. of Colleges and Scholars.

Years	Number of Arts & Science Colleges	Number of Scholars
1937-38	4	693
1938-39	4	636
1939-40	5	745
1940-41	5	844
1941-42	5	906
1942-43	6	1225
1943-44	6	1494
1944-45	8	1540

4.0. Conclusions

Lastly our conclusions as regards to female education during the period 1937-47 are summarized as follows:

On the whole, the development of the female education in the province was lop-sided. Although, the government had been establishing quite a good number of female institutions, yet this number could not satisfy the ever increasing demand of the people for more educational institutions. The statistical data contained in official reports on education clearly shows that the proportion of increase in girls' institutions was far less in comparison to that of boys' institutions. This disparity, in the statistics, was less due to the indifference of parents towards their daughters' education and more due to financial stringency of the provincial government which was responsible for the retardation of female education. Though, the government made endeavors to improve the standard of female education by appointing a number of trained teachers in the female institutions, it was not a matter of satisfaction and delight as the number of untrained teachers was much more as compared to the trained ones. On certain occasions, the trained teachers left their jobs after gathering some teaching experience while on other occasions, the fixation of marriage or dissatisfaction with meager salaries or transfer to the distant places made the trained teachers leave their jobs. The provincial government belied the expectation of people by not providing adequate number of suitable buildings for the cause of imparting female education. Most of the government institutions were seen to be running in rented accommodations located in and around

unhygienic surroundings. The government also failed to check the problem of wastage in primary female schools. All these factors led to the slow progress of female education in the Punjab during the period-1937-47 and, thus, the role of the government in promoting female education in the Punjab was not satisfactory.

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- [xxiv]Saini, Shiv Kumar (1980): Development of Education in India (New Delhi, Cosmo Publications): 74.
- [xxv]Post War Development Plan, Punjab (1946): (Lahore): 52-53.
- [xxvi] Ibid.
- [xxvii]Sargent, John (1948): Progress of Education in India, 1937-47, Decennial Review, Vol. I (Delhi: Government Publication): 71.
- [xxviii] RPEP, 1941-42: 39.
- [xix] RPEP, 1940-41: 61.
- [xxx]RPEP, 1943-44: 7.
- [xxxi]Post-War Development Plan (1946): 53-54.
- [xxxii] RPEP, 1938-39: 85; RPEP, 1940-41: 61; RPEP, 1941-42: 39.
- [xxxiii] Post -War Development Plan (1946): 52.
- [xxxiv] RPEP, 1937-1945; Educational Statistics of British India 1945-46 (1948) (Delhi: Government Publication): 29-30; Sargent (1948): 54, 58.
- [xxxv] Sargent (1948): 61-62.
- [xxxvi] Ibid.
- [xxxvii] In 1936-37, the percentage of wastage among boys in the Punjab was 72; it decreased to 58 by 1941-42 and further to 53 (estimated figure) by 1946-47. Ibid.
- [xxxviii] Bajaj, Yash Pal (1976): "Land Revenue Reforms of the Unionist Party", The Punjab Past and Present, Vol. X, Part II (Patiala: Punjabi Univeristy): 355.
- [xxxix] RPEP, 1941-42: 2.
- [xxxx] Sargent (1948): 73.
- [xxxxi] RPEP, 1938-39: 86.
- [xxxxii] RPEP, 1940-41: 62.
- [xxxxiii] RPEP, 1944-45: 13.
- [xxxxiv] RPEP, 1937-38: 109.
- [xxxxv] RPEP, 1941-42: 40.
- [xxxxvi] RPEP, 1943-44: 15; RPEP, 1944-45: 13.
- [xxxxvii] RPEP, 1944-45: iv-v. The number of boys and girls enrolled were 267,501 and 25,202 respectively.
- [xxxxviii]RPEP, 1941-42: 36.
- [xxxxix]RPEP, 1937-38 to 1945-46; Sargent (1948): 89.
- [xxxxx] RPEP, 1940-41: 57-58.
- [xxxxxi] Sargent (1948): 94- 95.
- [xxxxxii] RPEP, 1939-40: 93.
- [xxxxxiii]RPEP, 1936-37: 5.
- [xxxxxiv]RPEP, 1939-40: 93.
- [xxxxxv] Report of an Inspectress recorded in RPEP, 1940-41: 62-63.
- [xxxxxvi]RPEP, 1939-40: 92.
- [xxxxxvii] RPEP, 1941-42: 40
- [xxxxxviii] The five Christian Societies were the Zenana Bible and Medical Mission, the American Presbyterian Mission, the Church Missionary Society, the American United Presbyterian Mission and the Punjab Indian Christian Conference; PUEC (1933): 216.
- [xxxxxix] PUEC (1933): 218.



[xxxxxx] Lindsay, AD (1931): Report of the Commission on Christian Higher Education in India (London: Morrison and Gibb): 329.

[xxxxxxi]Progress of Education in India, 1917-22, para 254.in Mathur, Y B (1973): Women's Education in India, 1813-1966 (Bombay: Asia Publishing House): 71

[xxxxxxii] PUEC (1933): 217.

[xxxxxxiii] RPEP, 1938-39: 89.

[xxxxxiv Ibid.

[xxxxxxv] Intermediate College had two intermediate and two high school classes. After the recommendations of the Calcutta University Commission, 1917, the intermediate classes from the universities were separated and the work done in the intermediate classes of arts college was transferred to the institutions of a new type called 'intermediate colleges'.

[xxxxxxvi] RPEP, 1941-42: 42.

[xxxxxxvii] Mathur (1973): 88.

[xxxxxxviii] RPEP, 1938-39: 89; RPEP, 1944-45: 13.

[xxxxxxix] The Islamia College for Girls: Lahore, Women's College, Ludhiana: Dev Samaj College for Women:Ferozepur: Hans Raj Mahavidyala, Jullundur .

[xxxxxxx] RPEP, 1944-45: v.

[xxxxxxxi] RPEP, 1941-42: 42-43.

[xxxxxxxi] RPEP, 1937-38: 3.

[xxxxxxxi] Out of 21,346 male students, there were 791 females studying in the colleges for males; RPEP, 1943-44: iv-ix.

[xxxxxxxi]RPEP, 1937-38 to 1944-45.