

School Education of Girls in Delhi c. 1900-1947 – A Historical Perspective

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ABSTRACT: Movements for improving women's status all over the world have always emphasized education as the panacea or the most significant instrument for changing women's subjugated position in the society. Indian social reformers of the nineteenth and early 20th centuries also accepted this view. The colonial authorities too supported this limited view of women's education. The expansion of education and health services in the twentieth century, however, precipitated a need for women 'teachers' and doctors and resulted in the incorporation of these two non-familial vocations in the programmes for women's education.

One important development in the history of female education in Delhi was the foundation of Indrapastha School for Girls at the beginning of 20th century. This school for girls initially named Indrapastha Kanya Shikshalaya started with seven girls on roll and opened on May 21, 1904. The timing of establishment of this school was important as women were secluded in purdah, sati system was prevalent, child marriage was common, and there was a strong prejudice against girls' education in Delhi.

KEYWORDS: Education in Delhi, Indrapastha Kanya Shikshalaya, Girl's School

Movements for improving women's status all over the world have always emphasized education as the panacea or the most significant instrument for changing women's subjugated position in the society. Indian social reformers of the nineteenth and early 20th centuries also accepted this view. However, if not always, very often, their aim was to use education to make women more capable of fulfilling their traditional roles as wives and mothers and not to make them more efficient and active units in the process of socio-economic or political development as autonomous agent. The colonial authorities too supported this limited view of women's education. The expansion of education and health services in the twentieth century, however, precipitated a need for women 'teachers' and doctors and resulted in the incorporation of these two non-familial vocations in the programmes for

women's education.¹

One alternative to this widespread notion of the domesticity in female education is the view that investment in female education can transform economic growth into positive development outcomes as female literacy is linked to fertility, Child Health and opportunities for women. Similarly, according to Jane Arnold Lincone, girls education will also contribute to labor market productivity and it is important to understand how female education has external benefits for families—such as reduced fertility and improved child health, and labor markets—through expansion of the skilled work force.²

Even this view encapsulates only part of the larger objective conceivable if absolute equality is the guiding principle. It tells that the efforts towards female education are not merely to educate women but its importance is central for the development strategy of the nation. However, something more needs to be brought within the purview of such objectives of female education so that more than anything else, learning becomes an instrument for women to visualize and achieve fullest realization of their self, dignity, and potentials.

The attainment of independence and the constitutional guarantee of equality introduced new dimensions with the call on women to play multiple roles in the polity, the economy, and the society. In the years after the Second World War, international agencies also emphasized the role of education as an instrument that can equip women to build the new social order. In spite of this new emphasis, however, attitudes to women's education in India have displayed ambivalence between the traditional, limited view on the one hand and this broad new concept on the other and it is this ambivalence, which has influenced academic planning, allocation of resources and development of values in society, both for men and women.³

In this paper, firstly, the general condition of female education in India will be discussed. This will be then followed by the discussion on educational development of women in Delhi with special case study of Indrapastha School for Girls. Therefore, post independence history will be also used as a point of juxtaposition with the pre independence time period.

For the purpose of this study, data related to different indices, such as enrollment, dropout, and expenditure are taken from different reports like annual administrative reports of Delhi, and the

¹ Status of women in India, A Synopsis of the Report of the National Committee on the Status of Women, 1971-74, Delhi, The Indian council of social Science Research, Government of India, 1975, Chapter IV: p. 88.

² Jane Arnold, 2008: p. 65.

³ Status of women in India, A Synopsis of the Report of the National Committee on the Status of Women, 1971-74, Delhi, The Indian council of social Science Research, Government of India, 1975, Chapter IV: p. 88-89.

annual reports on progress of education in Delhi etc. Besides this, this chapter discusses the recommendations of different committees and commission on this issue and scrutinizes the extent to which these were accepted and implemented.

Background

James Mill in his influential book, “History of British India” argued that the position of women could be used as an indicator of society’s advancement and on this count: India occupied a very low position.⁴ The 19th century Bengal witnessed a strong Brahmo movement. The efforts of reformers like Ishwar Chandra Vidyasagar for the education of women also created a considerably favorable situation along with the coming of western ideas and education and the collective efforts of Brahmo Samaj, Prarthana Samaj and the Arya Samaj in Bengal, Maharashtra and North India respectively, movement for girl’s education gained momentum.

Women’s education received an uneven response in the nationalist discourse. The Brahmanical patriarchy had always denied women access to education.⁵ In the late 19th and early 20th centuries, north India was one of the most backward areas in the country in terms of women’s education.⁶ In 1904, Annie Besant wrote a pamphlet entitled ‘The Education of Girls’, which expressed her concern that Indian women were deprived of education, and sent it to the Theosophical Society in Delhi.⁷ At that time, education of girls was mostly confined to home with some exceptions.⁸ According to Aparna Basu, there was a superstition that an educated girl would become widow soon after the marriage and education was supposed to turn docile girls into rebellious harridans who would ruin the peace and tranquility of a family. In this context, Tilak recognized that women’s education was a potential threat to male domination.⁹ In order to overcome such superstitious thoughts, reformers tried to convince that education would make women better wives and mothers.¹⁰

In 1858, P.H. Egerton, the Deputy Commissioner of Delhi had raised Rs. 900 to be invested in girls’ education. A school was opened, wherein some of the pupils were of the ex-Royal Mughal family of Delhi, while others were of the poor classes. The general lack of women teachers in the city resulted

⁴ James Mill, History of British India, London, 1886 cited in Aparna Basu, 2012 & 2013: pp. 245-249.

⁵ Pramila V. Rao, 2007: p. 307.

⁶ Aparna Basu, 2012 & 2013: pp. 245-249.

⁷ Ibid., p. 246.

⁸ This aspect has also been noted by scholars dealing with the subject of women’s education under indigenous arrangements in other parts of the country.

⁹ Pramila V. Rao, 2007: p. 310.

¹⁰ Aparna Basu, 2012 & 2013: p. 247.

in the school ceasing to function within a year.¹¹ Another attempt was made by Mirza Ilahi Bux, who was an ex-Royal Mughal family member. He opened a small girls' school at Shahji Ka Chhatta in 1858-59, but this school also did not continue for more than a year due to lack of popular support.¹² In 1860, an Educational Conference was held at Lahore presided over by the Viceroy Lord Mayo. He proposed that in every District of Punjab girls' education be carried out through private patronage supported by the government. It was also proposed that a sizeable proportion of the educational cess be spent on the education of girls in Punjab.¹³ Within two years, girls' schools rapidly mushroomed all over Delhi city when the Commissioner persuaded some of the people to sponsor these and to guarantee subscriptions and a minimum attendance.¹⁴ This scheme was used in other towns of Punjab as well, but in Delhi District, it was more successful.¹⁵ Lala Wazir Singh made a special effort. The others included Sahib Singh Chaudhry, Chaudhry Mathura Das, Shiv Prasad Sarkar, Maulvi Ziauddin, Maulvi Latif Husain, Nawab Haider Husain, Raja Debi Singh, and Rai Hukam Chand.¹⁶

Some notable schools for girls of this early period were the *Arab Ki Sarai school*, a girls' school near the *Pipal Mahadev* temple sponsored by Sahib Singh, one at Nizamuddin and the other at *Batasha Ki Gali*.¹⁷ The figures of 1867 show that the number of girl students was 153 in various city schools, 83 Muslim girls learning Urdu, 70 Hindu girls learning Hindi.¹⁸ The standard of these schools seemed to have been low, as many of them did not follow any prescribed syllabus. This early enthusiasm towards education of girls did not last long, and many schools had to be discontinued owing to general apathy.¹⁹

All these kinds of development in 19th century prepared the platform for further progress in female education in Delhi during the period under study.

School Education for Girls in Delhi c. 1900-1947

One important development in the history of female education in Delhi was the foundation of Indrapastha School for Girls at the beginning of 20th century. The inspiration for I.P. School²⁰ came

¹¹ Ajay Kumar Sharma, 2011: p.53.

¹² Ibid.

¹³ Ajay Kumar Sharma, 2011: p.53.

¹⁴ Ibid., p.53.

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ For a historical understanding of this institution, see the souvenir pamphlet 'Indraprastha Girl's Senior Secondary

from Dr Annie Besant who immersed herself in establishing educational institutions and inculcating Indian nationalism. This school for girls initially named Indrapastha Kanya Shikshalaya started with seven girls on roll and opened on May 21, 1904. The timing of establishment of this school was important as women were secluded in purdah, sati system was prevalent, child marriage was common, and there was a strong prejudice against girls' education in Delhi. Dr. Besant opened this school for girls of all castes and creeds. She thought that the response of Delhi's inhabitants would be positive if the ideal and symbolism would be Indian rather than Western.²¹

Therefore, she planned to infuse this school with the images of Durga, Lakshmi and Saraswati, and the promise to make them good wives and mothers. Her understanding of India was primarily based on its Hindu image. The founding members of this epitome of liberation for women were Lala Jugal Kishore, Rai Bahadur Rai Balkrishan Das, Rai Pearey Lal, Rai Bahadur Lala Sultan Singh, Seth Banwari Lal Lohiya, Rai Bahadur Lala Pearey Lal and Rai Bishamber Nath. They were convinced that education would enlighten the girls. Therefore, they helped the School in many ways. Realizing the relevance and benefits, support and encouragement came in abundance from the local community as well as from the leaders of anticolonial freedom struggle. In its formative years school was visited by Gurudev Rabindranath Tagore (1914), Pandit Motilal Nehru (1916), Lokmanya Bal Gangadhar Tilak (1917), Dr Annie Besant (1918 & 1929), Poetess Sarojini Naidu (1917 & 1930), Sir Tej Bahadur Sapru (1918) and so on. In fact, Shrimati Kamla Nehru, an alumna, in a gesture of gratitude had sent a donation in 1917 for the School through her father-in-law Pandit Motilal Nehru.²²

The most challenging part at that point of time was to have female teacher for such a school. However, the will of the people and the noble intentions won and on the request of Dr. Besant, Miss G'meiner (an Australian) agreed to teach in the school.²³ With the qualities of discipline, decorum, devotion and dedication of Miss G'meiner, the reputation of School was augmented and this primary School born in 1904, blossomed into a full-fledged High School for girls education in 1917.²⁴

However, at the same time the school had to face the apathy of Chief Commissioner W.M. Hailey in 1917-18 because of the school's role in the Home Rule Movement in Delhi. As a result of the school

School', Centenary— 1904-2004, 2004. Also see Narayani Gupta and Sheila Uttam Singh, *The Interior and the Exterior: Indraprastha College for Women*, in Mushirul Hasan, (ed.), 1998, pp 141-155; and Meena Bhargava and Kalyani Dutta, 2005.

²¹ Souvenir pamphlet 'Indraprastha Girls' Senior Secondary School' Centenary— 1904-2004, Indraprasthal, The Legacy, Published By Narain Prasad For Indraprastha Society For Education & Welfare, Delhi.

²² Ibid.

²³ Ibid.

²⁴ Ibid.

Principal's participation in the Home Rule Movement, the school was de-recognized by the Education Department, Delhi, in 1918.²⁵ In 1921, the Education Department finally resumed the recognition and grant-in-aid to the school.²⁶ It can be inferred from this instance that how the colonial authority did not spare even the educational institution for achieving the political agenda.

The girls were not allowed to go unescorted in those days, and *Purdah* system prevailed. The School thus arranged closed "buggies" (carriages) and women callers to go out each morning, house-to-house, collecting girl students and after the School, escorted them back safely. However, slowly the school gained community acceptance and was evident from the fact that several girls schools came up in the old city. In addition, once the initial resistance of letting girls go out of their homes to school was overcome, the number of students in the school increased to 100 in 1929 (Hassan).²⁷ Within 20 years of inception of school, its doors were opened for starting the first Women's College in Delhi. The Intermediate Classes were housed at the very top of the same School building in a shed with corrugated iron sheets for its roof. In May 1924, two students joined the Intermediate Class. Later on, the same year, three more enrolled. The next year the number went up to seven and gradually more and more joined.²⁸

The Delhi University, which had opened its portals in 1922, gave recognition to the Indraprastha Girls Intermediate College in 1924²⁹. Slowly, but surely, the hurdles were being overcome.

Further Indraprastha School decided that girls must have the same education as the boys. In addition, for this purpose School authority made provisions for teaching mathematics, Science, etc. If male teachers were required for teaching these subjects, suitable arrangements were accordingly made.³⁰

Moreover, the Indraprastha School took other important steps to promote girls education. For instance, it provided hostel facilities, library, laboratory, etc for girls. Thus, from analyzing various aspects of the school, it can be said that the Indraprastha School acted as forerunner in the development as well as empowerment of girl's education in Delhi.

²⁵ Ajay Kumar Sharma, 2011: p. 154.

²⁶ Ibid.

²⁷ Souvenir pamphlet 'Indraprastha Girls' Senior Secondary School' Centenary— 1904-2004, Indraprasthal, The Legacy, Published By Narain Prasad For Indraprastha Society For Education & Welfare, Delhi.

²⁸ Ibid.

²⁹ Ibid.

³⁰ Aparna Basu, 2012 & 2013.

After the transfer of the Capital, the Government of India felt that in Delhi Province girls' education should be developed systematically. In this regard, it was advised to take help of private enterprises as well as missionary societies. The initiative was taken by a missionary society and "Queen Mary Girls' School" was started at the *Phoos Ki Sarai*.³¹ This school was completely based on the norms of European style of education. Nonetheless, it attracted many girls from Hindu, Muslim as well as Christian families. One way to look at this acceptance is that Annie Basent's concern for infusing the Indrapastha School with Hindu ideals and symbolism was not required. People would have anyhow welcomed such an institution. The other way is to realize that over the years, from the first beginnings in mid 19th century, to the foundation of Indraprastha School in 1904, and the emergence of other schools thereafter in early 20th century had made the popular acceptance possible.³²

We have various annual reports as well as many archival sources, which provide us first hand information regarding the various aspects of development of girl's education. The Government of India in its resolution of February 21, 1913 acknowledged that there was a rapidly growing demand for girls' education.³³ When the plans for the New Capital were made, it was felt that a comprehensive survey should be made for expansion of girls' education.³⁴ The Delhi administration did this survey and made a new plan, which resulted in considerable improvement. In 1913-14, seven new schools were added; out of which one was upper primary and the rest primary.³⁵ The number of girl pupils in the city rose to 1,820. A direct grant was made, comprising Rs.-5003 (maintenance grant), Rs. 4,927 (building grant) and Rs. 899 (equipment grant). The total amount spent on education of girls in 1913-14 was Rs. 30,779.³⁶

The number of girls' institutions in the city rose from 18 to 21. The number of girl pupils rose from 1,986 in 1914-15 to 2,343 in 1915-16³⁷. The grants were made by the Education Department, Delhi for these institutions, and included a scholarship grant of Rs. 1,374.

The wider acceptance of girls' education in the city paved the way for expansion of education of girls throughout Delhi Province. In 1921, a scheme for a secondary school for girls with a strong scientific side was mooted by Dr. Platt. He was the Secretary of the Governing Body of Lady Hardinge Medical

³¹ Ajay Kumar Sharma, 2011: p.152.

³² Souvenir pamphlet 'Indraprastha Girls' Senior Secondary School' Centenary— 1904-2004.

³³ Ajay Kumar Sharma, 2011: p. 153.

³⁴ Ibid.

³⁵ Ibid.

³⁶ Ibid.

³⁷ Ibid., p. 157.

College in 1921.³⁸ According to his plan, if such a school were started at Delhi with intermediate classes, it would promote a scientific temperament among girls. He proposed that girls take the medical group at the intermediate stage, with English, Biology, Chemistry, and Physics including Mathematics. He drew up a plan for the school building near a vacant plot of LHMC costing Rs. 10 lakhs with a recurring grant of Rs. 7,200 per month, and proposed that the school have 120 girls at one time, which would be beneficial for them.³⁹

It can be said that the girls' schools maintained by missionary societies were the most popular and 'exclusive' in Delhi as provided improved teaching of vernaculars and special English teaching. All these institutions were provided with a company of girl guides, first aid, home nursing, and a good grant for their maintenance.⁴⁰ No doubt in the earlier days of inception these schools were meant for an exclusive class of Christians but later on many non-Christians were also enrolled in these schools. These schools provided a platform for girls who were just engaged in household works to prove themselves that they were competent at par with men. Some such schools were: Baptist Mission Urdu School, Daryaganj, Delhi; Sunder and Nanhi School, Dariba Kalan, Delhi; Government Model School for Girls, Daryaganj, Delhi; Victoria Girls School, Tees Hazari, Delhi; and Indian Girls Middle School, New Delhi.⁴¹

According to the Administration of Delhi Province Report, in Delhi During the 1915, there were 8,250 boys and 1,751 girls receiving education in 96 public school and colleges for boys and 18 public institutions for girls. According to this report, the percentage of students of schools increased during last year for both boys and girls, but the report also shows a marked increase in the enrollment of female students.⁴² The total number of girl's schools also increased to 17 from earlier 15 during the last year. Expenditure on these schools also increased from Rs. 29,887 in 1914 to Rs. 43, 065 in 1915.⁴³

According to Administrative Report of Delhi, in the year of 1915, there were 7 Middle Schools for girls in Delhi 28 candidates presented themselves for the Middle School examination for Indian girls, of whom 19 were successful. The Queen Mary's School had moved out into buildings to the outskirts

³⁸ Ajay Kumar Sharma, 2011: p.157.

³⁹ Ibid.

⁴⁰ Ibid., p.160.

⁴¹ Ibid.

⁴² Report On the Administration of Delhi province For the year 1914-1915, Delhi, Superintendent Government printing, India, 1915: p. 46 Paragraph No. 177

⁴³ Ibid., p. 48, Paragraph No. 185.

of the town and very considerable additions and improvements were made in two other aided schools as well.⁴⁴

A very keen interest was being taken by private individuals and bodies in the improvement of educational institutions.⁴⁵ At the end of 1915, there were 8,640 boys and 1,980 girls receiving education in 101 Government schools and colleges for boys and 21 Government institutions for girls. Besides this, 3,102 boys and 303 girls were studying in 86 private schools for boys and 7 private schools for girls. These figures demonstrated an increase of 390 boys and 229 girls in Government schools on the returns of the previous year. The percentage of scholars to children of school-going age was larger than that of the last year for both boys and girls.⁴⁶

After analyzing the administrative report of Delhi Province, it can be inferred that in the early decade of 20th century colonial government took some interest towards the development of girl's education as to overcome the critique made by the nationalist movement regarding state's laxity to provide female education. However, at the same time a huge gap was witnessed between the theoretical aspect and practical implications.

In the Recommendation of the Educational Reconstruction Committee, Delhi, 1936, it was decided that a change in the organization of girls' education would be necessary so as to conform to that of boys in the secondary stage in so far as the necessity will devolve upon them of taking the first public examination and the higher secondary examination in place of the present Matriculation and Intermediate examinations. With the view to expand girls' education, it was not suggested that the lower secondary and the higher secondary stages should be separated. Rather, it was directed that such schools as are unable to add an extra class for higher secondary will revert to lower secondary. It was further underlined that a higher standard of teaching of Domestic Science must be aimed at in the lower secondary portion of girls' schools.⁴⁷

Let us now look at the data from some of the annual as well as five-yearly reports of the progress of education for the Delhi province to get a sense of the Government and non-Governmental share in expenditure on education, particularly focusing on girls. During mid 1930s, the Government

⁴⁴ Ibid.

⁴⁵ Ibid.

⁴⁶ Report on the Administration of Delhi province for the year 1914-1916, Delhi, Superintendent Government printing, India, 1916:p. 47, Paragraph No.162.

⁴⁷ Educational Reconstruction Committee, Delhi, Report, 1936, New Delhi: printed by the Manager, Government of India, 1940: p. 6.

contributed only 50 percent of the total expenditure on education. The total expenditure on girl's education was Rs. 6,71,725; of this, Rs. 3,83,149 was contributed by the government.⁴⁸

Nonetheless, in the last decade before independence, we find further improvements in girls' education. For example, most of the primary schools were extended to secondary schools. In the city, one M.B. Middle school was raised to the high standard bringing the number of high schools for girls to 10. One M.B primary school was raised to a vernacular middle school. Two primary schools were opened in the rural area in accordance with the scheme of expansion of girl's education. Amongst the Aided schools, the Arya vernacular middle school, New Delhi was changed into an Anglo vernacular school. The Arya Samaj A.V. middle school was raised to a high school while the recognition granted to the *Seva Sadan* girls high school was withdrawn.⁴⁹ In addition to this, the enrolment had increased in almost all types of institutions except in special schools. The increase in primary and high schools was appreciable. The total increase in all the institutions was 1,381. In addition to the total enrolment of 16,071 scholars in girl's schools, there were 491 girls who received education in boy's institutions⁵⁰. Girl's primary schools overall demonstrated a nominal decrease of 13. The district board rural girl's schools exhibited an increase of 61 scholars while M.B. Girls primary school and aided girls primary schools revealed a decrease of 74.

Superintendent of Education, Delhi wrote to the Chief Commissioner for seeking the permission to open two more schools for girls in two villages namely *Auchandi* and *Chhaola* in 1941. He also forwarded all those details receive from the assistant Superintendent in this regard. The basis of this recommendation was the report given to him by the local inhabitants, which demonstrated that for instance 50 girls (forty Hindu and ten Muslim) were willing to join a school in Ahuchandi village. It shows that the rural masses were not entirely lacking in their enthusiasm for the education of girls. Secretary of the district board also suggested to Bazidpur Thakran, the assistant Superintendent to open a school in the village if a good building was available in the village and if 50 students were ready to join the school.⁵¹ The Chief Commissioner granted the permission to open two proposed schools for girls.⁵² Thereafter, the Superintendent of Education informed the Chief Commissioner that

⁴⁸ Annual Administration Report of the Delhi Province for 1935-36, 1937, p. 127, paragraph 487.

⁴⁹ [Ajay Kumar Sharma](#), 2011: p.164.

⁵⁰ Annual report on the Progress of education in the Delhi province for the year 1939-40, 1941: p. 18, paragraph 42.

⁵¹ Letter from The Reverend J.C. Chatterjee, Superintend of Education, Delhi to E. M Jenkins Esouire, Chief Commissioner, Delhi, dated 21st March 1940 Correspondence regarding opening some new Girls Schools, File No. 12 (86) 1940, The Chief Commissioner office, Department of Archives, Delhi.

⁵² Letter from the E. M Jenkins Esouire, Chief Commissioner, Delhi, to The Reverend J.C. Chatterjee, Superintend of

he will now start the process of the opening of two girls schools in *Chhaola* and *Auchandi* villages, also agreed by the District board under the five-year program of expansion of girl's education in rural areas during the year 1940-41.⁵³

Through the examples cited above, we can say that the Administration of colonial Delhi surely took some steps for the expansion of girl's education in the city. However, we can hardly say that these steps were sufficient for the expansion and improvement of women's education. For instance, during 1940-41, the administration opened two girls' schools in two villages. However, these could not have been sufficient. In addition to this half-heartedness and apathy of the state, the existing institutions also suffered due to many other factors, such as the unavailability of teaching faculty especially of science subjects, and the lack of qualified teachers as well as head mistresses.

Post Independence Scenario

The constitutional directive to provide free and compulsory education for all children up to the age of 14 years has remained unfulfilled until now. Educational experts admit that this failure was mainly due to the slow progress of education among girls. Scheduled Castes, and Scheduled Tribes, in the age group 6-11, only 66% of the girls were in schools at the end of the Fourth Plan period. In the age group 11-14, this figure was only 22%. The comparative figures for boys were 100% and 48% respectively.⁵⁴

Situation of Education in Delhi

With the establishment of the Municipal Corporation in the Metropolitan town, in the year 1958, Primary Education in the Union Territory of Delhi became the sole responsibility of its Education Department which runs hundreds of primary, middle and higher secondary schools, during 1965, was 1,185 and the number of students 3,60,452.⁵⁵

According to the correspondence note connected to the women education for the period of 1956-57, in the every plan/program/scheme in Delhi, consideration was given to the Education of women. The report stated that in almost every scheme there was a sufficient scope of the expansion and

Education, Delhi dated 23rd March 1940 Correspondence regarding opening some new Girls Schools, File No. 12 (86) 1940, The Chief Commissioner office, Department of Archives, Delhi.

⁵³ Letter from The Reverend J.C. Chatterjee, Superintendent of Education, Delhi to E. M Jenkins Esquire, Chief Commissioner, Delhi, Correspondence regarding opening some new Girls Schools, File No. 12 (86) 1940, The Chief Commissioner office, Department of Archives, Delhi.

⁵⁴ Status of women in India, A Synopsis of the Report of the National Committee on the Status of Women, 1971-74, 1975, Chapter VI: p. 89.

⁵⁵ Municipal Corporation of Delhi, Studies in Administration of Education under Municipal Corporation 1, Compiled by S.L. Gupta, Department of Educational Administration, NCERT, 1967: p. 7.

improvement of the women Education. However, there was no independent/separate scheme for the development of women Education.⁵⁶

Government targeted to open three schools in the year 1956-57; and six new Middle schools were started having two middle schools exclusively for girls. In the same academic year, government raise four middle schools to higher secondary schools; and all of these schools were only for girls.⁵⁷

The Directorate of education organized four seminars on the theme of “woman teacher”, and all responsibility of organizing them was assigned to women and girl students. Directorate of education sent two girls to Philippines for a study tour.⁵⁸ In the year 1962-63, Delhi Government opened 13th Higher Secondary school exclusive for girls. Delhi Government provided free transport facilities to girl students in the rural areas.⁵⁹

The education of girls in Delhi had made steady progress in all directions. The number of primary schools for girls in Delhi increased from 65 in 1947-48 to 218 in 1960- 61 and the number of girls in primary classes from 17,605 to 1,10,256. The number of secondary schools in Delhi for girls increased from 30 in 1947-48 to 153 in 1960-61 and the enrolment of girls in secondary classes from 10,061 to 50,200. The total expenditure on institutions for girls in Delhi increased from Rs. 22.8 lakhs in 1947-48 to about Rs. 2.4 crores in 1960-61. During first 15 years of independence, about 78 per cent of girls in the age group 6-11 and 41 per cent of girls in the age group 11-14 were attending schools.⁶⁰ During the year 1964- 65, the Social Education Wing operated 9 centers and 12 sub-centers for men, 2 centers and 15 sub-centers for women, 85 adult literacy classes (45 for women and 40 for men 4. 3 craft classes for women,5. 8 classes for children, and 7 public Reading Rooms. Every effort was made at these centers to make the citizens conscious of their civil and social responsibilities through education and recreational activities. In the female centers, Special emphasis was laid on household activities and training in crafts like sewing, knitting embroidery work, cooking etc.⁶¹

⁵⁶ Letter from the R.D. Joshi, Under Secretary (Education) Delhi to the Secretary to the Government of India, Ministry of Education and & Scientific Research. Correspondence regarding the report of the women education in the year of 1956-57, File No. 21 (12) 1957, Education, The Chief Commissioner office, Department of Archives, Delhi.

⁵⁷ Ibid.

⁵⁸ Ibid.

⁵⁹ Annual Report of Delhi Administration 1962-63, 1964: p. 31.

⁶⁰ Review of Education in India 1974-61, National council of educational Research and Training, Ministry of Education, New Delhi. 1961: p. 701.

⁶¹ Municipal Corporation of Delhi, Studies in Administration of Education under Municipal Corporation 1, Compiled by S.L. Gupta, Department of Educational Administration, NCERT, 1967, p. 9.

It is of course clear that the enrolment of girls in schools increased significantly and the children who completed their primary education tended to continue their studies further. The increase was seven times in the enrolment of age group 6 to 11 (from 0.433 thousand in 1950-51 to 2.9 lakh in 1975-76), twelve times in the age group 11 to 14 (from 8 thousand in 1950-51 to 1.2 lakh in 1975-76), and 46 times in the age group 14 to 17 (from 2 thousand in 1950-51 to 92 thousand in 1975-76).⁶² The tremendous increase in the enrolment of girls became possible because of the separate schools for girls.

The Administration opened the girls' school in the localities where there were sufficient number of girls' students and women teacher was posted there to pay special attention to girls' education. Five Girls and nine Co-Educational schools were opened and at the same time 16 Senior Secondary school were opened in the year 1976-77 in Delhi.⁶³

Conclusion

Through the present study of women's education in Delhi, it can be said that notwithstanding many improvements, educational institutions continued to face many challenges, such as the unavailability of female teachers; lack of sanitation facilities for girls; lack of convenience facilities separately for girls; etc, which contributed to the considerable trend of girl's drop out from schools. However, if we compared girls' education in colonial period with the scenario of post independence Delhi, of course there was significant improvement, though not satisfactory. Not only girls' enrolment was lower than boys were, their dropout was also very high. Colonial as well as post independence governments took some major steps and implemented some of the recommendations of various committees for the expansion of girl's education, but it was not sufficient to merely focus on education alone; and that too merely on their enrolment and access. No doubt, education had formed a key element in the Government's programmes for the improvement of status of women, in spite of these, women continued to be one of the backward section in Delhi. This seems to be largely due to the presence of certain social structural and institutional factors in the Delhi as well as country, which contribute to depress women's education and keep them in an inferior position. However, the comprehensive and transformative approach against patriarchy as an integral part of educational amelioration was hardly visible in various programmes.

We can say that the women education was not good shape in the research time period. There are lots

⁶² Education in Delhi, Publication No. 76, State Institute of Education, Director of Education, Delhi, 1977: p. 7.

⁶³ Annual Administration Report, Delhi, Delhi Administration, 1976-77, 1978: p. 50.

of reasons behind the backwardness of the women education condition, therefore, the participation of the women less in the Indian Education system. One of the major causes was the lack of will power, effective policy and attitude of the government. We know India had a long history of the patriarchy society, and these systems created the gap between the male and female child. Parental thought moved in the two opposite direction for the male and female child. Basically, our traditional Indian society never gave equal status to the women; they always treated them as the 2nd citizen in the society. Society was always creating an obstruction in the development of the women education. They did not want the equal position of the both child (boys and girls), the parent always want to a higher status of boys in the society, they always expect name fame, money, education and position for his male child not from female child. The parent always created the distance between the boys and girls. Parent have always double standard for boy and girls, in one hand most of the parent sent their boys to good school and on the other hand either they sent their girl child to some government school (free school) or they did not send them to school. After Independence, thinking process of the parents had witnessed little bit change, and some parents took the effort to send their girls to the school. However, the real picture of the education of women was still very bad.

Our constitution gives the right to Equality and equity to the every citizen of the India. Governments have every responsibility to protect the constitutional right of the people, but the governments have failed to protect the right. Women did not get right; they did not get the equal opportunity in Education. The duty of the Government not only the make the law and policy, they also have to implement the law and policy in the proper manner. If we look the situation of the women than we can say, the Government did not play his major responsibility. Government have to know that the Indian society was very much patriarchy and orthodox society, therefore government should take some extra measure for the implementation of the law and policy, but they did not do so. It exposes the nature of the Government attitude towards women education. The government never implements the recommendation of the various committee and commission given for the betterment of the women's Education.