

## CHAPTER

# 1

## INTRODUCTION

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### 1.1 STATEMENT OF THE PROBLEM

As the title indicates, this Study relates to the history of the growth and development of secondary education in Gujarat and some of its major and challenging problems connected with its expansion. It traces the movement for the development of the secondary education for girls in Gujarat, Kathiawad, Kutch and Baroda State from the early days of the British rule in the nineteenth century to the present times and the progress that could be achieved in respect of the development of girls education in them. The study of the development of girls' access to secondary education in all the Gujarati speaking areas is done through four stages of growth, viz., (a) from the first half of the nineteenth century when the movement timidly began till the end of the British rule when the struggle for the girls' access to secondary education found roots; (b) from 1947 to 1956 when

Gujarat was a region of the Bombay State and the Native States of Kathiawad and Kutch constituted separate United States of Saurashtra when the struggle began to have impact; (c) from 1956 to 1960 when both Gujarat and Saurashtra-Kutch regions formed an integral part of the expanded bilingual Bombay State and girls' secondary education gathered greater momentum than before; and (d) from 1960 onwards to the present date in Gujarat as a separate State of the Indian Union when the movement had begun to show signs of success. (Though an arduous journey still lies ahead). The Study seeks to base its discussion and conclusions on as much fuller data as could be collected from different sources on the Gujarat Region, Kathiawad, Kutch and the Baroda State when they were separate entities.

The term 'secondary education' as used in this Study would need some clarification. The term had some different connotations at different periods of the growth and development of secondary education in the Bombay Province and later on in the Gujarat State. For instance, during the early period upto 1875-76, the expressions 'secondary schools' or 'secondary education' were practically unknown.

"The schools of this period which corresponded to the modern secondary schools were broadly described as "English Schools" on account of the fact that they included the study of English as a very important subject of their curriculum. In this respect, they were distinguished from the "Vernacular Schools" which gave instruction through a modern Indian language and which taught no English." (1)

The term 'secondary education' used in this Study for a period upto 1881 is used in the sense of "English Schools".

It was the Indian Education Commission (1882) that first used the expressions 'secondary education' and 'secondary schools'

and popularised them throughout India. After 1882, therefore, the old "English Schools" began to be described as "secondary schools" and their system came to be described as "secondary education". This practice continued till the end of the British era, though, in fact instruction through English was gradually abandoned in the Bombay Province since the third decade of this century. All throughout the British period, the term "secondary education" included "middle school education" and "high school education". This same meaning was retained in our Study.

After the attainment of independence, the old connection between secondary education and the teaching of English was done away with. However, secondary education continued to include middle school education and high school education. This meaning changed only in 1965, when the Gujarat Government redefined primary education and expanded its scope so as to include therein Standards I to VII. As a consequence of this changed concept of primary education, secondary education has begun to mean in the Gujarat State since 1965 'high school education'. In this Study, we have used the term in the sense in which it was used in the State at different periods of time.

## 1.2 IMPORTANCE OF THE STUDY

The importance and urgency of the speedy development of education of girls at all stages have increased tremendously,

particularly after the attainment of independence in 1947 and after the Constitution of the Republic of India came into force in 1950. Several new ideas revolutionising the national thinking on women, their status in the society, the role that they can and should play have emerged in the last 25 years or so. We will list some of these ideas generating a new kind of dynamism in the Indian society.

- "I am uncompromising in the matters of women's rights. In my opinion, she should labour under no legal disability not suffered by man. I should treat sons and daughters on a footing of perfect equality." (2)
- If education is the birth-right of an individual, it automatically becomes the birth-right of woman as much as of man.
- Women should have open to her all avenues to life which are open to men. The emphasis is on equality rather than identity.
- The so-called scientific materialism<sup>of</sup> Marx and Lenin, the philosophical idealism of Kant and T.H. Green and the pragmatic idealism of Mahatma Gandhi or the Utopian idealism of Ruskin and Tolstoy - all are agreed on upholding the dignity and equality of one individual as that of another without any distinction including the one based on sex. (3)

- It is in the interest of a better discharge of the duties and responsibilities of motherhood itself that the role of woman should not lie only or even primarily within the home. She must come out in the wider world and share its responsibilities. That would equip her to become a good mother as well.(4)
- In tackling speedily and effectively, the major problems of national development such as self-sufficiency in food, control of population explosion, economic growth and full employment, social and national integration, political development and the development of a socialistic pattern of society (based on nearly possible equal distribution of wealth, equality of opportunity, social justice, individual freedom, and social sense), development of our human resources, modernising our traditional society, inculcation of moral and spiritual values in people, <sup>and</sup> confidence in nation's future it would be absolutely necessary to take woman, on basis of equality and giving her equal access to education, by the side of man to fight the great war against forces preventing national development in these sectors.

In this connection, some of the expressions that are being used supporting the cause of education of women are very significant.

- "To educate a boy is to educate an individual, while to educate a girl is to educate a family".(5)

- "The significance of the education of girls cannot be over-emphasised. For full development of our human resources, the improvement of our homes, and for moulding the character of children during the most impressionable years of infancy, the education of women is of even greater significance than that of ~~men~~."(6)
- "The proportion of girls to boys at the school stage - particularly at the secondary stage is not in keeping with the needs of economic and social development of the country".(7)
- "Women's education got a much later start than man's education with the result that the gap between the two is very wide indeed. Unless special efforts are made to help women's education, this disparity will remain and the equality of opportunity set forth in our Constitution will remain a dream".(8)
- "In the developing country like ours, it is necessary to utilise, to the fullest manpower as well as womanpower. In order to meet this challenge and take advantage of the explosion of knowledge all round, every citizen, whether man or woman, has to be adequately educated. The need and urge for this must be felt by all concerned. It is only <sup>then</sup> that the nation as a whole will progress all round, and not be divided into the 'haves' and the 'have-nots'."(9)

We can quote many such expressions which would support the importance and urgency of the development of girls' education in the country. This Study is limited to development of girls' education at the secondary stage and only in the Gujarat State.

In the last 25 years, during the first three Plans, and even in the Fourth Plan, the emphasis had remained on the development of universal primary education of boys and girls in the age-group 6-11, and considerable progress at this stage has been achieved. In the Gujarat State itself, 104 per cent of boys' enrolment and 70 per cent of girls' enrolment have been achieved. In the Gujarat State, 91.8 per cent of the total population have facilities for primary education in their own habitations and 97.7 per cent have facilities in their own habitations or within one mile walking distance from their habitations (10). Thus, considerable progress has been achieved in girls' and boys' education in the age-group 6-11 years. Now, the next stage of development of girls' education in Gujarat, including the age-group 11-14 and 14-17 should receive importance on priority basis. The development of education of both boys and girls at the secondary stage is important because of the advanced urgent manpower needs of the State and the Nation and because of the fact that secondary education is the education of the adolescent boys and girls.

For over a century and a quarter, Gujarat was a part of the Bombay Province and therefore, a comprehensive and detailed

history of the development of education in the Gujarat State till the present day has not been attempted. In this context, the present study provides the first detailed history of at least one aspect of development of education in the Gujarat State from 1818 to 1971 - the aspect of secondary education of girls. Every State should build up its history of educational development in different fields and at different stages from the earliest times to the present day. Such a series of studies would provide authentic material to build up a connected and comprehensive history of development of education in the Gujarat State upto date. We have a number of studies - volumes on the history of education in India, but very few studies on the development of education in different States and Union Territories. Gujarat is particularly poor in this respect. The importance of the present Study should be viewed in the light of these cultural and educational needs of this new State of Gujarat. A scientific and comprehensive appraisal of the achievements and failures of the past is necessary to base reconstruction<sup>of</sup> the present and future on a sound basis. Such studies would serve this purpose in the planning and development of education in the Gujarat State.

### 1.3 OBJECTIVES OF THE STUDY

The following are the main objectives of the present Study :



- To study social, cultural, economic, political, educational and financial factors, in historical perspective, which assist or impede women's access to education in India;
- To trace and study the socio-economic background of the development of women's education in the modern period;
- To trace the development of secondary education in Gujarat, Kathiawad, Kutch, Baroda State and in other Native States in a general way particularly emphasising the demographic and social factors from the early days of the British rule in the Bombay Presidency down to the present day (i.e. 1971), after the formation of the separate State of Gujarat, locate its major problems at each phase of development and examine them critically as far as the available data would permit;
- To make a field-survey of the major problems hindering the speedy development of secondary education in Gujarat; and
- To make suggestions, based on the findings of the historical study and the field investigation, for accelerating the pace of development and improvement of secondary education for girls in the Gujarat State.

#### 1.4 THE RESEARCH RESOURCES AND METHODS

Because of the historical and survey type of the nature of our study, we had to use a wide variety of resources to collect the data to gauge various dimensions of the problem and to draw

reliable and valid conclusions, as far as the available data could warrant. We have taken care to see that the data used for the study are authentic.

Our resources include historical records, annual and quinquennial reviews of the progress of education in the Bombay Province and later on in the Gujarat State, the volumes of 'Education in India' particularly from 1960-61 onwards; the first two Year Books on 'Education in India' - national and State level, the reports of the various Committees and Commissions on education; the findings of the first (1957) and Second All-India and State Educational Surveys (1965-66); the Census Reports from 1901 to 1971; researches done on education in Gujarat in the different universities of Gujarat and in the Bombay University; biographies and life-memoirs of distinguished women leaders and social reformers of Gujarat, writings of some literary masters of the Gujarati literature in the 19th century and early twentieth century; studies on the development of Gujarati literature; some socio-economic studies of Gujarat; some sociological studies of Gujarat, relevant journal articles, speeches of national leaders<sup>etc.</sup>. Thus, the resources used for the Study were varied and comprehensive.

To check up and substantiate our findings from the historical documentary study on the development of secondary education for girls in the Gujarat State, we also undertook a field study. This field-study included a visit to about 113 schools, interview with their principals and administration of a

questionnaire to about 1000 girls of high schools in the State. Most of the field-study was done personally by us, excepting in some cases where the help of friends was taken. The findings of this field-study were analysed in the way in which it is generally done in the Reports of Educational Committees and Commissions.

The collection of data, both from documents and field-visits was an arduous, time-consuming, challenging task, especially for a fully employed investigator. It took more than five years to collect the data and process them. That the study today marks completion is itself an event of great joy and profound satisfaction to the investigator.

## 1.5 DIVISION OF THE SUBJECT

The thesis is divided into nine Chapters.

The present first Chapter, which is introductory, states the problem of the study, clarifies the term 'secondary education' used in the Study, indicates the scope and limitations of the study, explains briefly the importance of the Study in terms of the importance of the subject of the girls' education and of the building up of the history of the development of education in Gujarat. It sets forth the specific objectives of the Study. The resources used for collecting the data and methodology of research used are briefly indicated in the Chapter. The Chapter is intended to provide a brief

introduction to what follows in the remaining eight Chapters.

Chapter II seeks to provide a national perspective to the study of girls' education. It approaches the subject of the study of female education from the angle of factors that affected women's access to education in India over a period of time. The factors examined as contributory to helping or hindering the equality of educational opportunity for females in India are religious, social, political, educational and financial. Its main conclusion is that the problem of female education is <sup>a</sup> multi-dimensional problem, and therefore, it will have to be tackled on different pertinent fronts in a co-ordinated and integrated way.

As Chapter II deals with the determinants of female's access to education on the national scene in historical perspective, Chapter III narrows down this treatment to Gujarat. It attempts to provide a socio-economic background in historical perspective to the problems of development of female education in Gujarat in the modern period. The Chapter is limited to the modern period because specific data of this nature in the ancient period and the medieval period of the history of Gujarat are sketchy and they did not differ materially from the national scene described in Chapter II. The emphasis is on modern period because the present Study also deals with the modern period. The social factor in the female education in Gujarat is brought into focus prominently in this Chapter. The treatment of the development of female education presented in Chapter II and III

constitutes the original contribution of the present work to the study of female education in this country and the State. The Chapter draws data from the cultural, literary, sociological, political and economic history of Gujarat as well as the history of Gujarati journalism. The social reform movement in Gujarat and the growth of Gujarati Press are discussed in this Chapter inasmuch as it brings out the social factor helping or hindering women's access to education.

Chapters IV to VII deal with the development of secondary education for girls in the Gujarat region of the Bombay Province and in the native States of Kathiawad, Baroda, Northern Gujarat and Southern Gujarat during the British period, after the attainment of independence before the formation of the Gujarat State and after the formation of the Gujarat State. Chapters IV, V and VI present briefly the story of the expansion of girls' education and in the Bombay Province, because till 1960 Gujarat formed an integral part of the Bombay Province/Bombay State and in several important aspects of this development, separate statistical data for Gujarat ~~are~~ not available. Each one of this Chapter provides the necessary demographic and sociological data to make the discussion on the development of secondary education more meaningful.

Chapter IV deals with development of secondary education for girls in Gujarat upto the end of the nineteenth century. It sets forth the various obstacles to the progress of girls' secondary education that operated in Gujarat till the end of

the nineteenth century and how amidst these unfavourable conditions, the pioneers of female education made first attempts at the formal education of girls in Gujarat. Among them, the role of the Christian Missionaries, enlightened Government Officers, the Gujarat Vernacular Society, Philanthropists like Harkunvar ~~Shethani~~<sup>Sheth</sup>, Sheth Maganbhai Karamchand, social reformers and enlightened rulers like His Highness Sayajirao Gaikwad of Baroda and the Parsi community was noteworthy. Though a few secondary schools for girls were established in <sup>the</sup> fifties of the nineteenth century, the real beginning took place only in the last two or three decades of the century. Chapter IV presents the beginning of the struggle for secondary education for girls in Gujarat.

Chapter V carries forward the story of the development of secondary education for girls in the first half of the twentieth century to the end of the British rule. The Chapter is very comprehensive and runs into 158 pages. It discusses the three developmental phases of secondary education of girls in Gujarat: (1) 1901 to 1917 - the period during which the early struggle began in the last quarter of the nineteenth century continued, (2) 1917 to 1937 - the period during which the struggle became intense and (3) 1937 to 1947 - the period during which the struggle gathered further momentum and became more intense than before. The problems of expansion, stagnation and wastage, curriculum, recruitment of women teachers, co-education operating during the period under review are dealt with. In

the Chapter, the demographic and sociological factors involved in promoting girls' secondary education in Gujarat are also discussed.

Chapter VI describes the story of the further development of secondary education for girls in the Gujarat and Saurashtra-Kutch regions till the formation of the new State of Gujarat. The earlier treatment of discussion of the development and major problems of expansion, co-education, differentiated curricula, stagnation and wastage, shortage of qualified and trained women teachers and finance continues. The setting, however, is the period from 1947 to 1960. The new element of district-wise expansion of girls' secondary education is brought in in this Chapter. The results of the first All-India Educational Survey as they applied to the Gujarat and Saurashtra-Kutch Regions are discussed. This Chapter shows that the struggle for secondary education for girls that began in the last quarter of the nineteenth century at last has begun to have impact during this period.

Chapter VII marks the end of Part II of the thesis and also the end of the historical study of the development of secondary education for girls. This Chapter deals with the development in the Gujarat State, as all the Gujarati speaking regions in the Bombay State were integrated and a separate State of Gujarat came to be formed out of them. This Chapter follows the earlier plan of discussion, interpretation and reporting. The Chapter brings the discussion of the development of secondary education for girls in the Gujarat <sup>State</sup> upto date, i.e. upto 1971.

Chapters VIII and IX constitute Part III of the Study. Chapter VIII pertains to a field investigation of the problems of girls' secondary education. The sample contained 113 school principals and 1000 girl students. The main tools of investigation were a Questionnaire for school principals, a Questionnaire for girl-students and an Interview Schedule for about 100 school principals. The Chapter shows that the findings of the historical study of the development of secondary education for girls in the Gujarat State are supported by the findings of the field study. The conclusions of the Chapter are more or less corroboratory to those of earlier Chapters.

The final Chapter makes a number of suggestions in order to make the development of secondary education for girls in the Gujarat State faster and more effective. Among other things, it is suggested that the Gujarat Government should formulate a firm and clear policy of correcting the imbalance in the secondary education of boys and girls within a stipulated period of time; that a perspective plan for developing secondary education for girls in the next 15 to 20 years be prepared and some focal points for preparing such a perspective plan are discussed in the Chapter; that separate girls' high schools will have to be opened either by aiding private enterprise or if the private enterprise is not readily forthcoming then by the Government itself in every Taluka of every District and more additional mixed schools in those Talukas where the



development of girls' secondary education is in a very backward state; that as co-education at the secondary stage is not favoured by parents in rural areas and as perpetual self consciousness, sex consciousness and sense of inhibition on the part of girls in mixed institutions <sup>are</sup> is not conducive to a frank and free expression of their talents, there should be more of separate schools for girls at the high school stage; that more differentiated courses of studies suitable to the changing role of women in the developing Indian society should be provided by the State Government and the secondary education of girls should be geared to the manpower needs of the State/ country; that a programme of incentives to attract trained graduate women teachers in adequate number should be prepared by the State Government on the lines suggested in the Report of the National Committee on Women's Education (1957) which are endorsed by the Kothari Education Commission; that more imaginative and determined measures, based on research should be adopted by the State Government to reduce the vigour and intensity of the problem of stagnation and wastage; and that though the reform of free education for girls in high schools adopted by the State Government since 1969 has gone, and will go, a long way in bridging the wide gap between the high school education of boys and girls, it would still be necessary to make grant-in-aid rules for girls' high schools in rural areas more liberal so as to motivate the private enterprise to go in for the establishment of girls' high schools in economically as well as educationally backward Talukas of all the 19 districts of the State.

The Thesis contains some Appendices including the Questionnaires used in the field-study.

It is hoped that the findings of this Study will be of some use to those who want to correct the imbalance between the educational opportunity available to boys and girls in this State.

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