Chapter- III

GROWTH OF PRIMARY AND SECONDARY EDUCATION

The entire structure of education of a nation rests upon Primary and Secondary Education. Primary Education provides growth, development and enrichment of mental as well as physical potential of a child. School education can be divided into two stages, Primary and Secondary. Primary education affects all classes and groups, and touches the entire population of the country. It affects life at every point and has to do more with the formation of national Ideology and character than any other single activity. Secondary education makes the student self-dependent and enables him to be independent.

“Education must be given to boys and girls, men, women. Women must have education not only for their development, but also for the good of man and for well-planned home life”. Mahatama Gandhi.

The Punjab State implemented Article 45 of the Indian Constitution, which envisaged a Free and Compulsory Elementary Education for all children in the country, in the age group 6-14 years. A landmark in the History of Elementary Education in India, article 45, has been implemented, in different states of the country, which launched upon Compulsory Elementary Education drive, in collaboration with the centre. The state of Punjab also made rapid strides, in the field of Elementary education. There was a phenomenal increase of enrolment and expenditure on elementary education. Punjab began to have a large growth of population of school going children. It was in this light that the Punjab Compulsory Education Act was passed in 1960 and it took affect from 1st April 1961. A programme to cover all the children in the age group 6-11 was drawn up. The Act had stipulated that all children of the age group 6-7, were to be brought under compulsory education during 1961-62. The program was disrupted, on account of the reorganization of the state in 1966. Primary schooling had been a five year course since 1960-61 and all the Primary Schools in the state had five classes.

Primary Education

Elementary Education is the most crucial stage of education spanning the first eight year of schooling and laying the foundation for the personality attitudes, social confidence, habits, learning skills and communicating capabilities of pupils. The basic skills of reading, writing and arithmetic are acquired at this stage. The Primary Schools impart instruction to children, normally in the age group 6-11, who are studying in class I-V and this is the first sub-stage of Elementary Education. The Middle School has classes’ I-VIII looking after the needs of children, normally in the age group 6-14 and thus they complete both the first and the second stages of Elementary Education. Almost all the Primary and Middle Schools, Junior Basic and senior Basic Schools in the Punjab are co-educational. There are a few Higher Secondary Schools, where classes’ I-V is allowed to be attached with them. The Middle stage i.e. second sub stage of Elementary Education consists of classes VI-VIII, which are referred to above and which are allowed to be attached, either to a Primary or Higher Secondary school. There are four kinds of Elementary School: -

1st: - Primary School class I-V

2nd: - Junior Basic School class I-V

3rd: - Middle School class I-VIII

4th: - Senior Basic School class I-VIII

There are two types of Elementary Educational institutions in Punjab. Those maintained and administered by the government. Second those maintained by voluntary organizations, such as SevaSadhan Society, AryaSamaj, DevSamaj and KhalsaDiwan, recognized and aided by the government. Government offered a large number of incentive schemes, to increase the enrolment of girls. These incentive schemes included award of scholarship/attendance scholarships to girls. The numbers of women teachers were less. In order to increase the number of women teachers all

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the girls who were matriculate, were offered employment and after teaching for a year, were sent for training. Women teachers were also trained outside Punjab in the subject of drawing, physical education, domestic science and fine arts. Free stationery and textbooks were provided to girls. The deserving students were provided free uniforms, Mid-day Meal Scheme was also introduced in schools. Through these efforts girl’s enrolment in schools was increased.

Secondary Education: -

“Our secondary education remains

The weakest link in our education”

Radhakrishnan Commission

Secondary Education occupies a strategic position in the educational hierarchy. It comes in between Primary and Higher Education and extends into the spheres of both as an intermediate link, it sets pace for the lower stage and lays foundation for the higher. A vast majority of teachers in Primary Schools are the product of Secondary education. They tend to teach what they learnt in Secondary Schools. On the other hand, the quality of learning and teaching in colleges and universities depends upon the scholastic foundations laid in the Secondary schools. It is difficult to improve the quality of Primary education or to raise the standards of the universities without improving the quality of teaching learning at secondary levels. The value and importance of Secondary education cannot be over ruled. Students at secondary level are passing through adolescence, which is a period of stress and strain. Secondary Education however is important because it is both a vital link in educational processes and the terminal stage for the youth who are likely to occupy vital positions in life. Secondary education comprises of two stages i.e. middle, and high middle which consists of three classes i.e. VI, VII and VIII while the high middle stage consists of IX and X classes. Higher Secondary consists of an additional class XI and XII. Classes XI and XII give the children to choice of joining different courses, including Science, Commerce and Mathematics to facilitate their entry into

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the world of work, as this stage is terminal in nature and has been considered a turning point for the child to move towards a place of work.\textsuperscript{8}

The progress of women in Secondary education in Punjab was low, because the parents engaged them in domestic affairs, rather than sending them to school. Immediately after independence the state governments began to take interest in the development of girls’ Secondary education. In the case of High and Higher Secondary schools, there was dual control of Education, Department of the State and the Punjab University. The Education Department formulated rules and regulations, for the proper conduct and administration of the schools, while the Punjab University designed the Curriculum, prescribed text books and conducted the final school leaving certificate examination, before the Punjab School Education Board came into existence in the year 1969. The examinations were conducted by the Punjab University, according to subjects like Physiology, Hygiene and Domestic Economy, which were included in the curriculum. Girls were taught embroidery and lace making. One practical subject needlework was taught in all girls schools. With the establishment of the Board of School Education the syllabus was revised and modified, because the girls appreciated the value of a matriculation certificate, more than any useful practical course of study.\textsuperscript{9} The Board of School Education also revised and improved curriculum of middle classes on the pattern of modern curriculum prepared by National Council of Education Research and Training Delhi.

Parents were now gradually realizing that the education of their daughters was as much a part of their duty, as the education of their sons. The Education Department also took some active steps and devised new plans for spreading women’s education, viz. separate school for girls were started, arrangements of conveyance for taking girls to schools were made, liberal prizes were offered to girls and fees was remitted at times, many schools run by local bodies, were transferred to government, favorable grants were given to private girl schools, teachers of boys school were rewarded for every girl, whose attendance could be secured, Steps were taken to attract women to

\textsuperscript{8} Report of Planning Commission, Punjab, 2002-03, p. 453.

teaching profession, women members were set up for discussing the problem of girls education.\textsuperscript{10}

**Female School Education in Early Twentieth Century**

The Indian University Commission was set up in 1902. Education being a state subject was under the control of an Indian minister. The spread of education in Punjab, in general and female education in particular, received a great impetus. Spread of education among women in Punjab during this period followed the same pattern of development, which had emerged in other parts of the country. The pace of progress though slow, had been maintained during 1906-07 with 2.65% of females of school going age attending school.\textsuperscript{11}

The Government in its resolution of 1913, pledged to contain the policy of liberal aid for the education of girls. The resolution contained four principles. 1. The education of girls should have practical value, with reference to the position which they will fill in social life. 2. It should not seek to imitate the education suitable for boys, nor should it be dominated by the examinations. 3. Special attention should be paid to hygiene and the sounding of school life. 4. The services of women should be more freely enlisted for instruction and inspections.\textsuperscript{12}To implement this policy in 1911 the Government of India asked the local government to submit schemes, for a ten year program for the expansion of girls’ education. The improvement of facilities, for the training of teachers and specify the condition of service, of school mistresses and the members of inspecting staff. But these proposals were not accompanied by any detailed report, of the method in which improvements aimed at, would be attained. The Government of India had no information regarding, the progress, that had been made during 1911-13.Punjab Primary Act 1918 provided for the introduction by local option of compulsory education for boys between the age of 6-11 and 7-12 in any rural or urban area. It may also be mentioned that originally the bill included, the provision for making Primary Education Compulsory for girls too.


But on the insistence of many members, of the legislative council the provision was
dropped. However, only few districts took steps to enforce the provisions of this Bill.
Lahore, Amritsar, Multan prepared plans to reorganize their system of elementary
education, making primary education compulsory, within their jurisdiction. But in
most other districts nothing was done in this regard.13

Private Schools: If the statistics of the schools which were collected by *patwaries*
could be regarded as approximately reliable, there had been a considerable decline
since 1907, in the number of schools which fell suddenly in 1908-09 from 3,313 to
2,699. It would appear that private schools for boys were being gradually absorbed,
into the public school system, while private schools for girls were increasing in
number. The instruction in most of these schools consisted in teaching the *Quran* and
other religious books. The Government of India wanted to place its views, on this
important subject together, with those of the local governments before the public, by
means of a resolution but as the reports on Indian Constitution reforms and the
Calcutta University Commission were under consideration, it delayed the
pronouncement of the Government’s scheme. The Government however, proceeded
to solve the difficulties, which retarded the development of the education of women.
In order to assuage the prejudice of the Indian parents against sending their daughters
to school, the Government made attempts to bring the school to the home. The
*zanana system* was widely tried in Punjab, but the results of this system of education
were not encouraging. The system made little progress because the house to house
visits, favored by the women themselves and their relatives, did not prove
economical. The educational standard attained by the students was low, because only
a few teachers could teach beyond the lower primary standard. The Government
therefore decided to leave the development of this system in the hands of private
agencies.14

13 *Punjab, Annual Education Progress Report, 1919-20*, Lahore: Civil and Military Gazetteer Press,
p. 79.

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Table 3.1
Female Education in Punjab 1906-1917

<table>
<thead>
<tr>
<th>Year</th>
<th>1906-07</th>
<th>1911-12</th>
<th>1916-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Schools</td>
<td>No. of Students</td>
<td>No. of Schools</td>
</tr>
<tr>
<td>Primary School</td>
<td>542</td>
<td>19987</td>
<td>637</td>
</tr>
<tr>
<td>Middle School</td>
<td>27</td>
<td>2136</td>
<td>36</td>
</tr>
<tr>
<td>High School</td>
<td>12</td>
<td>1035</td>
<td>16</td>
</tr>
<tr>
<td>Secondary School</td>
<td>NA</td>
<td>NA</td>
<td>52</td>
</tr>
<tr>
<td>Private institutions</td>
<td>14</td>
<td>827</td>
<td>875</td>
</tr>
<tr>
<td>Total</td>
<td>NA</td>
<td>NA</td>
<td>1616</td>
</tr>
</tbody>
</table>

*Source: Statistical Abstract of Punjab, 1907, 1912, 1917.*

*Note: NA, mean not available*

In 1905, the facilities of Primary Education had been greatly developed, in consequence nine hundred new Primary Schools for boys and two hundred for girls were opened. In 1906-07, there were total 542 primary schools with 19987 scholars. There were 27 middle, 12 high schools in Punjab with 2136, 1035, students.\(^{15}\)

As regards Secondary Education, the most salient features of 1906-1912 had been provincializing of the main middle or high school of each district. In 1911-12 total numbers of Primary Schools for boys increased from 3,417 to 4,918. The number of pupils increased by 66,231. The number of girls’ Primary School rose from 542 to 673 the number of pupils increased from 19987 to 29041 (girls). During the period of 1916-17 number of Primary Schools rose 637 to 935 and pupils in Primary School increased from 29041 to 42032. New 22 Middle Schools were opened in 1911, while only one High School was opened in this year. The number of Secondary Schools increased from 52 to 75, while total 23 new Secondary Schools were opened between

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1911-12 to 1916-17. During this period number of girl pupils also increased from 6235 to 11217.\footnote{Punjab, Annual Education Progress Report, 1911-12, Lahore: Civil and Military Gazetteer Press, p.188.}

In 1916 there were 935 Primary Schools for girls with 42,032 pupils. In 1921 there were 1,017 schools with 47,212, scholars and in 1927 the number of schools increased to 1388 and the number of girl students 83642. However there were some girls, attending boys schools but there number in Punjab was lower than in other provinces and until recently co-education was almost non-existent in Punjab. But between 1921-26 the number of girls attending boys schools increased from 942 to 2,757.

The progress of Secondary Education was visible from the progress report 1916-17 which tells us that in 1881 there were three Secondary Schools for girls with 173 students. In 1916 there were 75 Secondary schools for girls with 11217 students.\footnote{Punjab, Annual Education Progress Report, 1916-17, Lahore: Civil and Military Gazetteer Press, pp.70-71.} In 1921 the number of Secondary Schools for girls increased to 99 with 13,936 scholars and in 1926, the number was 144 with, 20,509 students. Between 1916 to 1921 the number of students was 36\% and between 1921-36, 34\%.

In the last quarter of the century, it was being recognized that extra moral activities and even games were not available in majority of schools for both girls and boys. However, with the passage of time, some of the affiliated private schools and government schools in cities began to make provision for grounds, where students could play games after the school was over. Besides some other factors also indirectly helped in the improvement of quality of teaching at the school level, such as in Punjab, as the Primary Education, Act had been passed. Large numbers of Primary Schools were raised to the Middle School level and the primary students felt the impact of students of senior classes, which motivated them to go in for Higher Education. There was a growing value of female education among the educated classes.\footnote{Punjab, Annual Education Progress Report, 1921-22, Lahore: Civil and Military Gazetteer Press, p. 32.}
In 1924-25, 290 Primary Schools were converted into lower Middle School. The favourable factor was that more and more trained teachers began to teach classes at the Primary to High School level and this resulted in improvement of quality teaching. However, the report of 1924-25 lamented, that there was an unfortunate tendency among teachers to ignore lower classes and devote all their energies to teach the senior classes. The Report also notes that inadequate salaries of the primary level teachers were partially responsible, for the poor quality of teaching. The Annual Report 1924-25 does not mention anything about the improvement of syllabus, The Reports for 1924-25 states that the progress of Secondary Education was evident in the success of Lady Mclagan and Victoria Girls High School in Lahore under the guidance of Miss M. Bose. The New High School at Lyallpur and Rawalpindi were working well due to Miss Levi and her staff. The Deputy Director was of the opinion that the New High School, The Sikh MahaVidyalaya and DevSamaj High School at Ferozepur, the Alexandra School Amritsar,The Kinnaird School at Lahore had all made good progress. Physical Training and Games were also introduced in girls high schools. The development of female education, occupied a prominent place in the report. Many difficulties had to be faced, but the expansion of female schools and the increasing interest evinced by all classes alike in the education of girls, was important for its progress. Five new Secondary and two hundred new Primary Schools for girls were opened in the districts where female education was most popular. The south Eastern part of the province in spite of efforts of the various missionary bodies was very backward.

Teachers Institutions: -

Training Instructions for female teachers were several. Saint Bede’s College was intended for Higher Education of women, as well as the training of teachers. There were also training classes for girls attached to several schools. Women teachers for girls’ Secondary School were trained in the Kinnaird High School for

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20 Ibid., pp 1-2.

21 Ibid., p. 5.
girls. A few also attended men’s classes at the Central Training College. Teachers for Primary Girls Schools were trained at the Normal School for women at Lahore. For European Schools, Women teachers were trained at St. Bedes College of Simla, while men were trained at the Government Training College at Sanawar. The Lady Maclagan Government High School for girls Lahore was opened during this year. It occupied a house generously provided by Rai Bahadur, Lala Ganga Ram and was already full to over flowing. The Victoria School, Lahore was an Anglo Vernacular Middle School. At Amritsar the DayaWantiSudharSabha and Oriental High School had been recognized as performing well. While the Punjab Association maintained eight schools in Lahore, having a total strength of 407 students, with the exception of the building of Lady Maclagan High School at Lahore, which was the first girls school to be opened, outside the city in pleasant surroundings. 22 The Normal School at Multan was working in a building, with an enclosed compound, Government School for girls were without their own building but was generally well equipped. Miss Grahm, the inspector of Domestic Science, took courses in Domestic Science, Cooking, Washing, which was stated to have been of real value. Several schools held classes in first aid, nursing, and needle work.23

Co-education

The earlier reports, had suggested that introduction of co-education in schools was effective and economical way, of spreading education among girls in backward areas of the province. To remove prejudice against co-education, the government tried its best to remove the causes of mistrust against it. In Punjab, co-education was unpopular and failed to obtain a foot hold. To remove prejudice against co-education, the government offered special grants for girls attending the school, and this method proved successful, because more girls could be taught in this way, than by any other system and could prove to be the most effective step to overcome opposition against

girls education. The quinquennial report for 1925-26 stated 10,225 girls had been attending boys’ schools in the Punjab as a whole, while there were 3,461 little boys attending girls’ schools. The Deputy Director welcomed the latter advance on the ground that little boys were better taught by women than by men. She went on to observe, that the admission of girls to boys school could be justified, if suitable precautions were taken and encouraged the wives of school master, to become literate and join the teaching profession.

The holding of Female Education Conference on the education of girls in February, 1919 at Lahore, made a number of recommendations and expressed the hope, that if they were accepted by the government the result would be a good deal of improvement, in the existing schools for the education of girls. It also suggested suitable lines for advancement in the future. The conference felt, that while girl schools were still few in numbers, it should be possible to set a high standard of efficiency for them, in the matter off staffing and play. It made the following series of recommendations:

* That there should be at least one teacher for every 30 girls and that there should be two teachers in every primary school.

* That a minimum scale of salaries should be introduced, for all teachers in Board or Aided schools. Salary of teachers that were prevalent:

  Untrained Assistant Rs. 12/-p.m.
  Headmistress Rs. 15-20 p.m.
  J.V. Certificate Teachers Rs. 20-30 p.m.
  S.V. Certificate Teachers Rs. 30-40 p.m.

* That there should be an out station allowance of Rs. 7 or 8 per month for female teachers obliged to live away from their houses.

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The conference observed that great difficulty was experienced in getting women teachers to take up sports in village, owing partly to their natural disinclination to live away from their families and partly due to the difficulties of finding suitable accommodation and making arrangement for food, etc. It was thought that an allowance of this nature might act as an inducement and would be justified, by the increased expenditure entailed on out station teachers. With regard to the expansion of education, the conference recommended, that a survey should be conducted of the needs for more schools, particularly in places where new girls schools were likely to be made with success. It further suggested that since attention at a denominational school was generally better than at a Board School, District Board might open new schools, through the agency of private bodies. The Board should also select a suitable place for a school and provide funds for its maintenance and enable more local religious associations to undertake the management. The conference made many other valuable recommendations such as, that school building of girl schools should be surrounded by high walls, there should be open space in every school and that proper rooms or sheds be built to hold classes, which were then held in places in the open.26

Progress of Education in 30’s

Miss Stratford Chief Inspector of schools wrote that Indian public opinion is slowly changing from its former attitude of positive dislike, to the education of women and progressing through apathy to cordial co-education. Even in villages and outlying districts, the former indifference or even antagonistic attitude towards the improvement of the intelligence and status of women was passing away. Even social barriers of age and early marriage were being relaxed to enable girls to receive primary education. This development was encouraging, because the utilitarian motive which influenced most parents to send their boys to school had little force in supporting education for girls. Education had some value in the marriage market. Educated man wanted educated wives for their sons, and educated their daughters with the same object. The parents, however, invariably took them away from school,

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if it interfered with or delayed their marriage. Even those parents, who were opposed to their daughters’ education, considered that the primary course was sufficient for them and that on its completion, girls were too old to be away from their homes. The demand for women’s education among higher caste Hindus, Muslims, was on the increase from year to year. People did not educate their daughters to get them employment, but to marry them on better and easier terms. But as soon as a suitable bridegroom was available, the girls were at once placed in the seclusion of the Purdha. However with the progress of education, the general marriageable age had also increased, especially among girls who belonged to high-caste Hindu families.  

The number of institution had increased only marginally in the period 1927-32 yet the number of pupils attending these institutions continued to rise without any set back. The upward trend was visible among the female population also, though the rise was not as much as it should have been in 1917. Percentage of female scholars education in 1921-22, was 1.37 and in 1931-32 it rose to only 1.85%. Keeping the tardy progress of women education in view the Director of Public Instructions observed in his report of 1931-32, that girls schools in Punjab were in a position, similar to occupied by younger children in a large family, who never have clothes of their own, but had to be content with clothing of their elder brothers and sisters. The report states that Shimla with 940 had the smallest number of pupils. Amritsar stood first among the district’s with 12,229 girls. Lahore followed close with 11,978, Sialkot 8390, Rawalpindi came next with 6,891 girls, Lyallpur, Ferozepur and Gujrawala had over 6000 girls. The four districts of Jalandhar, Ludhiana, Shapur and Attock had more than 5000 girl pupils each and the five Districts of Multan, Jhang, Gujrat, Gurdaspur, Hoshiarpur had over 4000 girl students, while the number of students in Ambala rose to 3068 and Jhelum to 3809, Dera Ghazi Khan Sheikpur, Kangra, Rothak had over 2000 girl pupils and were followed by Mianwali, Hisar and Karnal.

Table 3.2

Progress of Female Education in 1926-1937

<table>
<thead>
<tr>
<th>Year</th>
<th>1926-27</th>
<th>1931-32</th>
<th>1936-37</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Institutions</td>
<td>Number of School</td>
<td>Number of Scholar</td>
</tr>
<tr>
<td></td>
<td>Primary School</td>
<td>1388</td>
<td>83642</td>
</tr>
<tr>
<td></td>
<td>Secondary School</td>
<td>144</td>
<td>20509</td>
</tr>
<tr>
<td>Total</td>
<td>1532</td>
<td>104151</td>
<td>2037</td>
</tr>
</tbody>
</table>


According to the above table, the numbers of female primary schools in 1926-27, were 1388 while in 1931-32 they rose to 1862, which was an increase of 474, schools while the number of students increased from 83, 642 to 1, 37, and 418 or by 53,776.30

Among the number of girls attending primary school in the province, a small portion was eligible to be enrolled at the primary level. After the introduction of dyarchy in 1921, the government formulated plans to spread primary education in the rural area, particularly among the scheduled castes. To encourage children in the rural areas, primary education was made free, but not compulsory. Several districts were so poor that they could not spare money, to buy books and writing material to be provided to the children, especially those belonging to the backward classes. The report states that parents would often send their children, to the primary classes, in rural areas, if they could manage some annas for the books required. In towns however, primary schools did not face such difficulties. One important reason was, that the numbers of primary schools were still insufficient. For instance the Lahore District could not take in all the girls, wanting admission in primary schools. The assistant inspectors of school wrote in her report. “That it was a backward District for the education of girls. There were 119 primary schools for boys in the District and there are 21 schools for girls. In Pataki there was a Primary School with 120 children

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and five classes, only one mistress taught them, though she had not been paid for six months. The staff of the village primary school was unqualified, because they had no money, to pay to trained mistress according to their qualification.” If this was the case of Lahore District observed the report, how much blacker were the pictures, in some of the outlying places. 31

In Punjab the number of female Secondary Schools in 1926-27 was 144, however they increased to 175 in 1931-32. The numbers of students in 1926-27 were 20,509 and they increased to 40,398. The number of students doubled since 1926-27. All the reports from 1927 to 32 speak of both quantitative and qualitative improvement in the girls’ education at secondary level. Secondary schools had been opened in various districts of the province and more girls continued their education, beyond the primary and middle level. New schools were opened in districts such as Montgomery, Jhelum, Karnal and Palwal. The opening of government schools for girls in these Districts of the province, made remarkable progress. 32

The quality of teaching in government schools was established, by the performance of girl students, in the examinations. Because of the good reputations of government schools, a large number of parents were anxious to enroll their daughters in these schools. At Lahore Victoria Girls High School and the Lady Maclagan School were flooded with applicants, but due to the lack of accommodation many had to be refused admission. Similarly the Government High School at Rawalpindi, Lyallpur, Multan, and Ludhiana had made a name for themselves. Out of 29 government girls’ schools in the province, 19 schools were holding matriculation classes. In the year 1931, 152 girls’ students appeared for Matriculation Examination from various government girls’ schools and 19 percent of them passed. A girl student of Government High School Ludhiana stood first in the province. 33

Many Middle Schools were upgraded to high level, during this period. There were only two districts such as Gujranwala and Shimla, where there were no government girl’s schools. But one High School was opened at Gujranwala in March

33 Ibid., p.49.
1937, which helped in training girls. The school also had under its consideration a scheme for opening vernacular Middle Schools in each Tehsil of the province, over a period of six years. The Scheme was expected to confirm duel benefit, in as much as more girls in rural areas, would get opportunity to pursue secondary education and would provide for teachers for schools in rural areas. Demand for trained women teachers for extra moral activities, including sports and athletics continued to be popular in these schools. The girls guide movements caught up and girls’ guides increased to 975, Medical care and hygiene was improved, with the opening of Junior Red Cross Centers in girls’ school all over the Province.  

**Aided Secondary School:**

During the five years from 1927 to 1932, most of the aided schools continued to function quite efficiently. The report of these years made special mention of the good work being done by the missionary Schools, such as the Kinnaird Girls School Lahore, Alexandra Girls School Amritsar, and American Mission School, Pathanikot. These schools were managed and credited for high quality teaching, which was due to the devoted work of the staff. D.A.V High School Ferozpur had done commendable work. The Sikh school had been trying to replace male teaching by women teachers, but it was finding difficult to obtain qualified women teachers. The DevSamaj girl’s school was facing a similar dilemma.

In 1929-30 the Primary Education Committee, pointed out the urgent necessity of paying attention, to the education of girls and strongly recommended, that funds should be marked for girls’ schools, apart from the general scheme of Primary Education. Education of boys was the education of an individual, but the education of girls was the upliftment of a whole family.

The Reports of Education Development in Punjab of 1937 to 1940 spoke, that number of girls primary, middle and high had schools steadily increased in Punjab. The enrolment of girls in these schools had also increased. In 1937-38 numbers of schools for girls, increased by 38 primary, 17 middle, 4 special schools. More

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facilities for girls’ education were provided in rural areas, as well. It may also be mentioned that more girls continued to study, beyond the primary level. During this year the Government Girls Schools at Fazilaka, Kasur, DeraGhazikhan were raised to high school standard. Gurgaon District however was the only province which did not have a high school, but the government intended to convert a middle school into a high school by April 1941. Three private schools, the Sikh Girls School at SidhwanKhurd (Distt Ludhiana), the Islamia Vernacular Middle Girls School at Lahore and Gujranwala were permitted to open High School Classes. Only one middle school was opened by the government in this year at Abohar.  

**Progress of Education in 40’s**

The steps that were taken by the government, to raise the standard of teaching in girls school, was first to improve the quality of teachers in Primary Schools. This could be done by employing women teachers, because men teachers as well as the old Pundits, Maulavis could not meet the requirements of the girls for teaching subjects like domestic science.

The year 1940-41 was more encouraging for women education, 18 more recognized schools opened during, this period, with the consequence there were 4493 Pupils. The Government also opened 7 more vernacular Middle Schools with English as an optional subject, at Kot Abu, Leich, JalalapurJattan, Nawashahar, Sonipat, Dasuya, Bhiwani. Simlarly the number of primary schools increased by 4969.  

The Government adopted the policy of opening, at least one government Middle school in each Tehsil in the province. The report also noted that in some schools, good work had been done and students were getting education, as liberal and practical as possible under existing conditions. The report also expressed dissatisfaction at the education being imparted in many schools, to be rather remote from life and not particularly stimulating. Schools of this type were obviously not making the greatest possible contribution, to the improvement in the position of women and girls in the province.

It was for the first time that government reportedly admitted that the education being

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 imparted in schools, had no relation with social needs and was neither practical nor liberal.

**Co-education**

The great change in the decennium of 40’s was the experiment of Co-Education. Particularly in the rural areas, in some parts of the province, for the simple reason of shortage of schools for girls in these areas. This idea of co-education was put forward in 1938. Government and missionaries made the efforts in this field, the government also encouraged co-education for affecting economy. It was evident that co-education was not popular in Multan and Rawalpindi circles, because the Muslims who were in majority in these regions did not favour that the Muslim girls who were expected to observe *Purdah*, should attend mixed schools, but co-education was quite popular in Amritsar District, where Sikhs were in majority. There were 13 co-education schools staffed by women in the District. Co-education had also become popular in Ambala circle, which had 33 mixed schools. An interesting point mentioned in the report for 1940-41 was that these schools were originally meant for boys. In order to assure the parents of girls that nothing would happen to girls attending boys’ schools, the government gave special training to wives of male teachers in boy’s school and appointed them as teachers, in these schools. This attracted girls to join these co-education schools.  

39 The number of girls attending unrecognized schools for boys in 1939 and 1940 was 12, 303 and 11, 003 respectively. Thus in all 33,007 and 33, 593 girls were attending boy’s institutions in 1939 and 1940 respectively.  

40 During the period of 1937 to 1942 progress of education was almost a big jump, compared with the earlier years. The Primary Schools were now 2212 with 1, 38,013 students. While the number of middle schools were 237 with 55401 students and 58 schools with 17,787 students. These figures show that more girls continued their education, beyond the primary level, but the number going up to high school was not sufficient. It meant the most of them stopped their education after the middle

level. But in 1944-45 for the first time the number of girls schools declined. The report states that 483 girl’s institutions of different types were closed. The reason for closure of these institutions was scarcity of funds. However these institutions that closed were inefficient and badly managed and the quality of education imparted in them was substandard. Throughout the whole of this period, triangular fight between the British and Congress and The Muslim League was so intense, that all other issues were completely eclipsed. The Congress could not count on the support of the Muslim League, Jinnah declared that the Hindu and Muslims formed two separate nations. He advocated the establishment of Pakistan or federation of the Punjab. A number of peoples were killed and their houses and shops were looted burnt and violence occurred, on a large scale over a wide area. The National leaders could not devote adequate time and money to educational reconstruction, the educational advance under provincial autonomy, did not at all come up to the high hopes aroused in 1937. Although there was a commendable change in the attitude of both government and people in the matter of women education, yet there still existed a disparity between the education of boys and girls in 1937. While 50% of boys between the age of six and seven were attending school, only 16% of girls were doing so.

The closure of these institutions however increased the responsibility of the government, as it was required to make alternative arrangements. The Government opened 34 new schools and thus the numerical position recognized and an unrecognized school was reversed. The number of unrecognized institutions declined from 2904 to 2387, while the number of recognized schools went up from 2622 to 2656. During this period some middle schools, such as one at Panipat and another at Karnal were converted into high school. Some of these reports admit that the aim of government was to establish a High school as a Middle School in each Tehsil headquarters and main towns. The Government also intended to open schools in backward areas for backward classes such as Balmiki, Ramdasia, and Dhanak etc. The period between 1937 to 1947 was generally known as the period of provincial autonomy and was one of the most eventful, in recent history of India. None of these

41 Ibid., pp.4-5.
43 Ibid., 13.
plans could be given a practical shape initially, as India became free in August 1947 and Punjab was partitioned.\textsuperscript{44}

Greater efforts in the education of girls were made during mid-20\textsuperscript{th} century. Formal arrangements were made, but due to the age old prejudices, much progress could not be made in this period. In spite of various efforts, there could not be free and compulsory education in Punjab. The reason may be that the Government was totally disinterested in doing so moreover, the government always provided inadequate funds for the development of school education. Illiteracy and economic backwardness of parents and lack of adequate facilities accounted for the failure to enforce compulsion effectively were responsible for the slow development in school education. In 1901 the percentage of literacy was 0.7 and it rose to 6.9 up to 1941. The progress of education in this period has been explained in the table below,

\begin{table}[h]
\centering
\begin{tabular}{|c|c|c|c|}
\hline
\textbf{YEAR} & \textbf{TOTAL} & \textbf{MEN} & \textbf{WOMEN} \\
\hline
1891 & 6.1 & 11.4 & 0.5 \\
\hline
1901 & 6.2 & 11.5 & 0.7 \\
\hline
1911 & 7.0 & 12.6 & 1.1 \\
\hline
1921 & 8.3 & 14.2 & 1.9 \\
\hline
1931 & 9.2 & 15.4 & 2.4 \\
\hline
1941 & 15.1 & 27.4 & 6.9 \\
\hline
\end{tabular}
\caption{Percent of literates age 10+ by sex 1891-1941\textsuperscript{45}}
\end{table}

The emergence of a confident and enlightened womanhood was felt in the provincial legislatures, in the activities of non-official bodies and associations like the work of All Indian Women’s Conference on educational reform. Compulsory female education in a few areas, and the relaxation of Purdah system eased the difficulties, arising from apathy and social customs. This was a period of general financial stringency, when the economic situation eased a little, the efforts of government were

\textsuperscript{44} Ibid., p.15.

concentrated on the II\textsuperscript{nd} world war, which broke out in 1939. Moreover, Government of India was almost unconcerned, about education and did not give financial assistance to any educational development programmes. The Indian people also were mostly engaged in the political struggle for independence and had little time for large-scale constructive activities. In spite of these difficulties, the education of women made considerable progress during this period. The importance of girls’ education was realized by the Centre Government and State Government, and it was reflected in the recommendations of many Commissions and Committees, which were appointed from time to time. The position of women’s education was rather disappointing in the past. The custom of early marriage and conservatism of the people were the main reason, for the slow growth of education among women. Moreover, there was a dearth of women teachers and separate schools for girls. Before India’s Independence various socio-religious organizations such as AryaSamaj, DevSamaj, Singh Sabha and Chief KhalsaDiwan and Muslim Anjumans played a significant role, in the spread of women’s education as well as the British government which took an interest in the education of women.\textsuperscript{46}

Reports of the year 1946-47 states that number of girl students were about 13 thousand in high schools 17 thousand in middle schools and 67 thousand in primary schools. In the year 1949-50, the total estimate of population according to the census, of females was about 58.54 lacs and the school going female estimated population was 14.80 lacs out of which only 1.06 lacs were attending, school as compared to male estimate population 67.87 lacs and the school going estimated population of male members 17.35 lacs out of which 4.67 lacs were attending schools. Out of these the girls enrolled in various institutions in a high school, were nearly 14, thousand and in middle schools about 28 thousand but in primary school they were 10.8 lacs. The condition of women education before independence was not only hopeless but depressing as the percentage of female students attending the institutions in Punjab was only 6.9\% in1941.\textsuperscript{47} This did not mean that there was no progress of female school education in Punjab. Of course the progress was slow during the period.

\textsuperscript{46}Ibid., pp. 41-42.

Moreover a general awaking for female education had been aroused among the people. Freedom movement and women conferences, availability of boarding schools, improved means of communication helped in creating greater awareness.

After partition of Punjab the position of women in many parts of country started to change for the better. Education began to spread slowly improving the lot of women during the first quarter of the 20th century. Fortunately, there emerged a galaxy of great women on the Indian political and social science, who were great in their own right. There was a government high school for girls in every district.

After partition in 1947 the Punjab was divided into two parts, East Punjab and West Punjab. The Eastern Punjab was given to Pakistan having mostly Muslim population along with its three rivers Jhelum, Chenab and Ravi. While the East Punjab remained in India along the river Beas and Sutlej. The partition of country created many problems like refugee problems. The rehabilitation of refugees was the main task before the country. Partition also resulted in the loss of Lahore which had been the capital of Punjab. With the loss of Lahore, Punjab University was also lost to Pakistan, which was a great loss in the field of education. There was a problem of establishing a new university for East Punjab. Punjab University Chandigarh was established in 1956. Its red stone campus was designed by French architects Le Corbusier. With the help of University Grants Commission and the state government the university built its campus. This university made great progress in field of education after partition.

**School Education in Punjab can be divided into two parts: -**

Elementary Education (age group 6-14)

Secondary Education (age group 14-17)

Co-Education system was continued at primary, middle and at secondary levels. There were separate schools for girls, but most of the schools were co-educational institutes.

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Educational Administration:

The entire Department of Education functioned under the three-tier administrative set up viz. Government Directorate and the field organizations including educational institutions. The overall charge of the Department of Education vested with the Minister for Education, who laid down policies and controlled the entire administration, through the Financial Commission and Secretary to Government, Punjab Education Department. He was assisted by a team of senior officers’ viz. Joint Secretary, Deputy Secretary, and under Secretary. The Education Secretary carried out the work of the Department in collaboration with the primary school, college and state council of Educational Research and Training. 49

The Radhakrishnan University Education Commission 1948 said, there cannot be an educated people without educated women, if general education had to be limited to men or to women that opportunity should be given to women, for than it surely be passed on to the next generation.” Unfortunately our national government has not been able, so far, to carry out any far reaching reorganization of women’s education in the country. Whatever form the system of women’s education takes, women themselves must have a predominant voice in that decision. In the provisions of the constitution, while special arrangement may be made for women and children, there shall not be any discrimination against any citizen on the ground of religion race, caste, sex, descent, place of birth, residence, be ineligible, or discriminated against, in respect of any employment or office under the state. In the circumstances, it will be sufficient if we draw attention to the special considerations in connection with the facilities, provided for good within the general educational frame work. Delegations on behalf of women’s organization discussed the various aspects of women’s education with the Commission. It was stated by them that “there are two divergent views with regard to women’s education, one view was that the only proper place for a women was in the home and that the education of girls would therefore, have to be considerably different from that of boys.” 50 Some persons may admit with reluctance that in those hard times, some women would have to earn their living, but in their heart, they deplored this fact and considered that training for any profession should be

49 Ibid., p. 36.
regarded as of minor importance, in comparison to the training for home making. The other view was that education should seriously concern itself with a place that women occupied in public life. They pointed out that India greatly needed the service of women outside the four walls of their homes that its backwardness in the last century was due to no small degree the low place in society accorded to women. They insisted that women must be given exactly, the same education as men, so that they could compete with them on equal terms, at school and college, as well as in the various professions and services. There was general agreement, however, that for girls, as well as for boys education needed to be more closely connected, with the home and the community. Education should be less bookish and more practical and should explore the possibility of training the mind through hands. It should do much more to prepare them for the part, which would have to be played later as parents and citizen. They claimed that the family life should be considered as important as public life, for this reason it was urged that teaching of home science in girls school, should be radically improved, not necessarily, with the idea that women’s place was restricted to the home, but because it was essential that she should be educated to fulfill her two fold duty to family and society. Greater attention was given to home science, with special emphasis on practical work of everyday needs and problems. It would help to bridge the gulf between the school and life of the home and the community, be a better preparation for girl’s life after school. An educated girl who could not run her home smoothly and efficiently, within her resources can make no worthwhile contribution, to the happiness and to the well-being of her family, or to raising the social standard in the country.51

The year 1956-57 marked a memorable landmark in the administrative history of the state. The State of Punjab and Pepsu was merged on the 1st November 1956, in accordance with the provisions of the State Re-Organization Act 1956. During this period education was made free in all government institutions, up to the fifth class, from first October 1957. The girls’ education received particular attention. Two new Government Girls High School were started. Nine Government Girls Middle Schools were upgraded to high standard, one hundred twenty primary classes were converted into basic pattern. One basic training institution was opened during this year. Due to the rise in the number of institutions for girls, there was a marked improvement in the

51 Ibid., p.40.
number of girl students, studying in these institutions. But in spite of the best efforts to force spot light on girls’ education, the progress had been slow and disparity between the education of boys and girls still continued.\(^5^2\)

The National Council for Women Education continued at the center and its branches were organized in the states. Provisions for the development of education for girls had been made in the First and Second Five Year Plans. During the last three years of Second Plan all the primary schools, which had been opened by the Punjab Government were girl’s schools, where boys were also allowed admission and these had been put, under the charge of women officers of the Education Department. The Government had taken a firm decision, to introduce Compulsory Primary Education with efforts from first April 1961. The Punjab Primary Education Act, 1960 which governed the Scheme of Compulsory Primary Education, did not make any distinction on the basis of sex and applied uniformly, to all children of the age group 6-11. The enrolment at the end of the academic year 1960-61 in the primary schools in the age group 6-11 was total 53.9% that of girls 36.9 and of boys 69%.\(^5^3\)

During the Second Five Year Plan, Primary Education in Punjab was completely brought under the direct control of the state. Ten thousand Primary Schools were managed by local bodies. In 1959 steps were taken to promote, basic education and all the Teacher Training Schools were converted into the basic pattern. The National Council of Educational Research and Training was constituted in 1961, for qualitative improvement of education at the school level and also set up the State Council of Education Research and Training, which was established in 1981 for the development of Educational Research and Training. During the Third Five Year Plan, great emphasis was laid in Punjab on education of all children, in the age Group of 6-11. The Compulsory Primary Education Act was passed in 1960 and was brought into effect in 1961. However certain difficulties were encountered, especially in the rural areas in implementing the provisions of the act.\(^5^4\)

Kothari Commission 1964 looked at all aspects and level of education from Primary to the Secondary. It recommended the expansions of primary education, ensuring

\(^{52}\) Ibid., pp. 56-57.

\(^{53}\) Ibid., pp. 59-60.

universal provision, enrolment and retention. It also wanted special attention to be paid, to non-formal and part time education to supplement formal school education. Some progress in this direction was made in Punjab with the expansion of primary education facilities, but it could not be considered adequate. The progress of women education after the state of Punjab reorganized was less than that of the boys. There were some financial problems and social factors, responsible for the slow progress of education for women. Punjab Government tried to improve by implementing schemes, providing women teacher’s at the primary level. Government also kept in view the girl’s bent of mind and introduced subjects like Home-Science, Music, Painting and Needlework. Government tried to make the people conscious about the education for women, through fieldwork staff.

Due to the government’s efforts enrolment of girls in schools continued to increase. In places where no accommodation was available for girls in the school, the government gave responsibility to Grampanchayat.

Table 3.4

<table>
<thead>
<tr>
<th>Types of schools</th>
<th>Girls Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Schools</td>
<td>4,87,448</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>1,02,674</td>
</tr>
<tr>
<td>High &amp; Higher secondary Schools</td>
<td>43,141</td>
</tr>
</tbody>
</table>

The education system in India was reviewed in its totality by the Education Commission 1964-66 after examining the situation from all points of view. It concluded that, on sound academic considerations, it would be highly desirable to adopt a uniform pattern 10+2+3 for school and college classes in all parts of the country. The 10th Conference of State Education Ministers, 1967, endorsed the recommendations of the Education Commission and stressed that (a) the education

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55 Ibid., p. 58.
57 Ibid., p. VI.
structures should have the pattern of 10+2+3 (b), the 10 year schooling should be adopted in all states, and two years be designated as the higher secondary stage and three years for the first degree course. In 1968, the Government of India’s resolution of a National Policy on Education finally approved the 10+2+3 pattern and suggested that the higher secondary stage of two years be located in schools, colleges according to local conditions.  

The Progress of Women Education in 70’s

Punjab had been in the most unenviable position with respect to literacy and education. The state has universal access at the primary level. It has a significantly high ratio of primary sections; however there were 61 percent villages without a middle section. In fact 16 percent habitations do not have an elementary school, even within an area of 3km. nearly one fourth of the children were not enrolled in schools or even in unrecognized schools. Further there were still about 2.97 lacs children of 6-14 age groups who are out of school. Among those enrolled in schools, the dropout rate was very high, out of 100 children enrolled in class only 22 reached Senior Secondary level. Statistics available with the DPI(S) point out that of 12389 primary schools there were 229 schools, without a teacher and 1537 schools, where there was only one teacher. It was difficult to imagine an efficient school system without a teaching staff. The condition of facilities and infrastructure available in the primary school was pitiable. More than 1000 schools did not have drinking water and toilets were in a large number of schools. There was serious shortage of classrooms, accommodation, libraries, reading rooms, laboratories, staff rooms toilets, play grounds. Only 24% of schools had reasonable physical facilities. Teachers did not have sufficient number of black boards to teach and chairs to sit. Apart from physical input, the most glaring weaknesses was lack of motivation, outdated teaching methodology and unskilled teachers. Although Punjab had a respectable teacher–pupil ratio of about 1:42 at primary level. The prevalent teaching-learning process was inadequate, for the first generation students, who were supported by the home environment. Further there was lack of relevance of education for day-to-day life.

60 Ibid., p.59.
commitment to create specific and stated levels of learning and competition at different stages of education was absent. There was no reliable system of concurrent monitoring or evaluation at the state level. Total lack of accountability towards pupils and their performance was further hindering educational development. The time had come for introspection, diagnoses and consolidation of existing resources and planning for bridging the gap.⁶¹

The Annual Progress Report 1976-77 was an indicator that the gap between boy’s education and girls education had narrowed down to considerable extent. During the fourth and Fifth Five Year Plans there was a reiteration of emphasis on the universalization of the primary education and the expansion of women’s education. A National Seminar was held in 1971 which recommended the establishment of special cells for women education. It was proposed that voluntary agencies should receive encouragement and financial support for providing Primary Education to the children. ⁶²

### Table 3.5

**The Enrolment of Girls in 70’s**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Girls Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-11</td>
<td>44.16</td>
</tr>
<tr>
<td>11-14</td>
<td>37.36</td>
</tr>
<tr>
<td>14-17</td>
<td>35.27</td>
</tr>
<tr>
<td>Total</td>
<td>42.01</td>
</tr>
</tbody>
</table>

There was no hesitation to enroll girls in co-education institute at the primary level. Women teachers were provided in co-educational schools. Every District Education Board was provided with a women education officer. ⁶³

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Table 3.6

Number of Schools in Punjab 1976-77

<table>
<thead>
<tr>
<th>Types of school</th>
<th>Total Schools</th>
<th>Govt. School</th>
<th>Non Govt. (Recognized)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>9,763</td>
<td>9,569</td>
<td>194</td>
</tr>
<tr>
<td>Middle</td>
<td>1,616</td>
<td>1,531</td>
<td>85</td>
</tr>
<tr>
<td>High</td>
<td>1,419</td>
<td>1,096</td>
<td>323</td>
</tr>
<tr>
<td>Sen. secondary</td>
<td>245</td>
<td>106</td>
<td>139</td>
</tr>
</tbody>
</table>

The number of school exclusively, meant for girls were 558, in 1976, in which the number of Primary Schools were 96, Middle 141, High 251, and Higher Secondary 70. Most of the school are co-educational, no ward girl by large do not hesitate joining these institutions. More women teachers were provided in co-educational Middle and Secondary School.

Table 3.7

Number of Students in Punjab 1976-77

<table>
<thead>
<tr>
<th>Types of school</th>
<th>Total (in Lacs)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>20.59</td>
<td>11,49,679</td>
<td>9,09482</td>
</tr>
<tr>
<td>Middle</td>
<td>5.62</td>
<td>3,52,393</td>
<td>2,10,076</td>
</tr>
<tr>
<td>High \ Sen. Secondary</td>
<td>2.70</td>
<td>1,74,997</td>
<td>95,370</td>
</tr>
</tbody>
</table>

64 Ibid., pp. 2-3.
65 Ibid., p.5.
66 Ibid., pp. 2-3.
Table 3.8

Number of Teachers in Schools in Punjab 1976-77\textsuperscript{67}

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Total</th>
<th>Number of teachers in Govt. Schools</th>
<th>Number of teachers in Non Govt. Schools recognized</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>30,985</td>
<td>29,725</td>
<td>1,260</td>
<td>16,797</td>
<td>14,188</td>
</tr>
<tr>
<td>Middle</td>
<td>18,625</td>
<td>17,659</td>
<td>966</td>
<td>10172</td>
<td>8453</td>
</tr>
<tr>
<td>High/sen. Secondary</td>
<td>38,117</td>
<td>29,701</td>
<td>8476</td>
<td>21,804</td>
<td>16,313</td>
</tr>
</tbody>
</table>

The above table shows that the enrolment of girls was less than boys, and the number of women teachers were also less compared to men at the school level.

The Progress of Women Education in 80’s:-

The Primary Directorate was set up in Feb 1978 to ensure priority to the Primary Education, which was the basis of all education and also to meet the long standing demand of the primary school teacher. The task before the Directorate was to strengthen the machinery for supervision and inspection of Primary Schools.

The Punjab Education Department was responsible to the need of expansion of women education in the state. Keeping in view the part to be played by women in the schools and economic development of the country, efforts were made to bring more and more girl students to the schools. During the year 1981-82 the number of girl students increased. This was the result of a special campaign. Efforts were made to impart education to girls students in such a way, as to enable them to face social and economic problems of life in a courageous way. In 1981-82 under primary scheme, 27 candidates whose parents died in harness were appointed as mistresses on regular basis. The services of 640 mistresses were also regularized, 102 mistresses including 16 belonging to scheduled caste were promoted as headmistress. The Punjab Education Department within the existing resources, had been trying its best to

\textsuperscript{67} Ibid., p. 5.
expand the facilities of women education, by laying stress on qualitative improvement. In 1981 Punjab Government set up Council of Educational Research and Training, which coordinated the program of various research and training institutions in the state. The education system was striving hard for improvement and further development, to provide satisfactory educational service to the society, but its efforts are bearing little fruit. According to 1981 census, the female literacy rate in Punjab was 34.14% against 24.88% for the country as a whole.

**Construction of Building for Primary Schools having no Building**

In order to provide roofed accommodation for all the Government Primary School having no building of their own, the State Government decided in the year 1980-81 to provide building for all schools. The State Government earmarked rupees one crore for the construction of building for 400 Government Primary Schools by providing grants to privately managed Primary Schools. The State Government sanctioned Rs 35.80 lacs as maintenance grant, to the privately managed Primary Schools under Delhi pattern. According to which 95% of the deficit was met by the State Government, the total number of beneficiary schools was 81. There was co-education in the Punjab, but at the request of the Panchayat and according to the need of a particular area, purely girl’s schools were also provided. In 1980-81, 154 middle schools were upgraded to high standard and out of these 13 schools were purely for girls. 96 Primary Schools had been upgraded to Middle standard due to these new schools, girls from far off and remote places did not have to cover long distances to reach the schools.

In all the Middle, High, and Higher Secondary Schools in Punjab, equal facilities began to exist for both girls as well as boys. Girls had the option to study all the subjects and it was clear from the result of the Punjab Education Board, that there was a healthy competition among the boys and girls. The girls appeared to outnumber the boys in the merit lists, Government had begun to introduce Home Science, Music, Painting and Needlework in schools. With the study of these subjects, girls would

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help to serve their homes and society in a more effective way. If the need arose they could also start some cottage industry on basis of the knowledge of these subjects. These tables show the development of School Education in 1981-82.\textsuperscript{70}

**Table 3.9**

**Number of Schools in Punjab 1981-82**

<table>
<thead>
<tr>
<th>Types of school</th>
<th>Total School</th>
<th>Govt. School</th>
<th>Non Govt. School recognized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>12382</td>
<td>12213</td>
<td>169</td>
</tr>
<tr>
<td>Middle</td>
<td>1,410</td>
<td>1325</td>
<td>85</td>
</tr>
<tr>
<td>High</td>
<td>2,158</td>
<td>1798</td>
<td>360</td>
</tr>
<tr>
<td>Higher secondary</td>
<td>259</td>
<td>119</td>
<td>140</td>
</tr>
</tbody>
</table>

**Table 3.10\textsuperscript{71}**

**Number of Students in School in Punjab 1981-82**

<table>
<thead>
<tr>
<th>Types of school</th>
<th>Total (in lacs)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>20.59</td>
<td>113245</td>
<td>9265</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(55%)</td>
<td>(45%)</td>
</tr>
<tr>
<td>Middle</td>
<td>6.94</td>
<td>42334</td>
<td>27066</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(61%)</td>
<td>39%</td>
</tr>
<tr>
<td>High\secondary</td>
<td>3.03</td>
<td>18786</td>
<td>11514</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(62%)</td>
<td>(38%)</td>
</tr>
</tbody>
</table>


\textsuperscript{71} Ibid., p. 2 and 7.
Table 3.11

Number of Teachers in Schools in Punjab 1981-82

<table>
<thead>
<tr>
<th>Types of school</th>
<th>Total</th>
<th>Number of teacher in Govt. School</th>
<th>Number of teacher in non Govt. School recognized</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>47,826</td>
<td>46,728</td>
<td>1,098</td>
<td>22,409</td>
<td>25,117</td>
</tr>
<tr>
<td>Middle</td>
<td>9,662</td>
<td>8,516</td>
<td>1,146</td>
<td>5,602</td>
<td>4,060</td>
</tr>
<tr>
<td>High</td>
<td>32,472</td>
<td>26,530</td>
<td>5,942</td>
<td>19,503</td>
<td>12,969</td>
</tr>
<tr>
<td>Sen. Secondary</td>
<td>9,057</td>
<td>4,984</td>
<td>4,073</td>
<td>5,005</td>
<td>4,052</td>
</tr>
</tbody>
</table>

The above table show that enrolment of girls in schools was less than boys but increased in 1976-77. The number of female teachers were also less than males but increased by 1976-77.

Progress of Education in 90’s

According to the 1991 census, female literacy rate was 49.72% compared to 63.68% for males. There were significant rural urban disparities among women. Rural female literacy was about half of urban females literacy. A striking finding was that for every hundred girls in class first in rural area there were only 40 in class fifth, 18 in class eighth and only one in class 12th but in urban area 82 were enrolled in fifth class, 62 in eighth and 14 in class twelfth. Large majority of girls by the time they reached the age of eight were required at home, to do various domestic chores e.g. collecting firewood, cow dung, fetching water, washing, cleaning and cooking. Majority of girls of this age group had to look after the siblings, especially when their mothers were engaged in earning their livelihood. Eighth Five Year Plan 1990-95 proposed to provide free education for girls up to the end of the higher secondary stage.

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72 Ibid., p. 8.
The Scheme of Operation Black Board was started in 1987-88 to bring about substantial improvement in facilities in primary schools with the aim of improving greater retention of students. This was possible as it had an interdependent component’ namely provision of additional teacher to a single teacher. Primary school provided a teacher for each classroom. This scheme was revised in 1993-94 and expanded to provide third class room and third teacher to a primary school, where enrolment exceeded hundred. This was extended to upper primary school. For improving enrolment and minimizing the dropout rate and wastage in case of girl students, it was helpful as learning was made more attractive by providing adequate teaching material to the school.74

Table 3.12
Number of Schools in the Punjab 1998-9975

<table>
<thead>
<tr>
<th>Types of school</th>
<th>Total</th>
<th>Govt. School</th>
<th>Non Govt. school recognized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>12633</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Middle</td>
<td>2527</td>
<td>2394</td>
<td>133</td>
</tr>
<tr>
<td>High</td>
<td>2174</td>
<td>1751</td>
<td>423</td>
</tr>
<tr>
<td>Sen. secondary</td>
<td>1150</td>
<td>876</td>
<td>274</td>
</tr>
</tbody>
</table>

NA: Not Available

Table 3.13
Number of Students in the Schools in Punjab 1998-99

<table>
<thead>
<tr>
<th>Types of School</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>In Govt. School</th>
<th>In non Govt. School recognized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>2435987</td>
<td>53%</td>
<td>47%</td>
<td>1727276</td>
<td>492627</td>
</tr>
<tr>
<td>Middle</td>
<td>1022509</td>
<td>54%</td>
<td>46%</td>
<td>802959</td>
<td>219550</td>
</tr>
<tr>
<td>High/sen.Secondary</td>
<td>776916</td>
<td>56%</td>
<td>44%</td>
<td>576419</td>
<td>200437</td>
</tr>
</tbody>
</table>

Table 3.14

Number of Teachers in Schools, 1998-99

<table>
<thead>
<tr>
<th>Types of school</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Teachers In Govt. School</th>
<th>Teachers In non Govt. School recognized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>30,189</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Middle</td>
<td>15,349</td>
<td>7475</td>
<td>7874</td>
<td>13641</td>
<td>1708</td>
</tr>
<tr>
<td>High/ school</td>
<td>31,126</td>
<td>15435</td>
<td>15691</td>
<td>22957</td>
<td>8169</td>
</tr>
<tr>
<td>Sen. secondary</td>
<td>32279</td>
<td>14689</td>
<td>17590</td>
<td>22169</td>
<td>10110</td>
</tr>
</tbody>
</table>

*Not available

These tables show that the enrolment of women in schools, increased due to Government’s efforts but was not sufficient. The number of female teachers in schools was more than male teachers at all the school levels.\(^{76}\) The national sample survey, 1997, however indicates a breakthrough in literacy with male-female and rural urban gaps getting reduced. But the kids CRRID study reveals that the percent of literacy level was lower in the border districts than the non border districts of Punjab. Of the three border districts the literacy rate was quite substantial in Gurdaspur, moderate in Amritsar and low in Ferozepur. The 43.49 percent in Amritsar was high than the state averages, but in the case of Ferozepur it was lower at 32.29 percent. It was due to scarcity of infrastructure which could be one of the reasons, as attention was not being paid for providing teaching aids, like black boards, maps and charts, scientific and sports material.\(^{77}\)

Education Department was conscious about the problems of working women and wanted to solve them. The government tried to provide jobs for educated girls and women. Due to ban on jobs in 1998 there was no recruitment, but under the order of high court of Punjab/Haryana 1147 women were appointed in jobs. Government also tried to improve the girl’s education in rural areas.\(^{78}\)

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\(^{76}\) Ibid., pp. 3-14.


\(^{78}\) *Punjab Annual Education Report 1998-99*, Education Department Chandigarh, p. 15.
The Progress of Education in 2001: -Punjab fared well in reducing the gap between male, female literacy, which decreased from 15-25 percent in 1991 to 12.08 percent in 2001. Male literacy rate increased from 65.66 percent in 1991 to 75.63 percent in 2001, while female literacy rate from 50.4 percent to 63.55 percent. Female literacy rate had increased by 13.14 percent points and male literacy by only 9.97%. Female literacy rate in Punjab was also considerably higher than that of India, where 54.16% of the female were literate. The State Government provided scholarships of Rs. 30/per month to girl students to reduce the dropout rate from the weaker section of the society. The Government also provided playground facilities to every high and +2 schools in the state. Education facilities were extended and upgraded in the state. Similarly every village had a middle school within two km and high school within 2.5 km. 79

However the government had to depart from tokenistic planning on models provided by the National Planners. It was also necessary to develop an authentic system of monitoring, appraisal and evaluation to achieve the present targets and also to cater to the projected education scenario of future.

Out of School Children (Drop Out)

According to the survey conducted by the Director of Education, there are 1.69 lacs children in 6-11 age group and 1.28 lacs children in the 11-14 age groups in the state, who do not attended school. According to the Data available, 2.97 Lacs children in the 6-14 age group and 10.52 lacs children in the 14-18 age group are out of the school network. The reason for the children remaining out of school, identified by the Director of Education, poverty, large family, lack of inspiration, awareness/disinterest among parents and children. In addition to the reasons mentioned about it also find that many parents still hesitate to send girls to co-educational institutions. 80

### Table 3.15
**Number of Schools in Punjab in 2001-2002**

<table>
<thead>
<tr>
<th>Level of school</th>
<th>State Govt.</th>
<th>Non Govt. recognized including aided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School</td>
<td>12972</td>
<td>422</td>
<td>13394</td>
</tr>
<tr>
<td>Middle School</td>
<td>2353</td>
<td>157</td>
<td>2710</td>
</tr>
<tr>
<td>High School</td>
<td>1739</td>
<td>410</td>
<td>2149</td>
</tr>
<tr>
<td>Sr.Secondary school</td>
<td>1382</td>
<td>262</td>
<td>1644</td>
</tr>
</tbody>
</table>

### Table 3.16
**Total Enrolment in 2001 Government & non-Government Recognized Schools**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary I-V</td>
<td>1000055</td>
<td>889958</td>
<td>1890013</td>
</tr>
<tr>
<td>Middle VI-VIII</td>
<td>530196</td>
<td>477190</td>
<td>1007386</td>
</tr>
<tr>
<td>High IX-X</td>
<td>262578</td>
<td>239815</td>
<td>502393</td>
</tr>
<tr>
<td>Senior secondary schools</td>
<td>156749</td>
<td>129922</td>
<td>286671</td>
</tr>
<tr>
<td>Grand total</td>
<td>19,67,415</td>
<td>17,49,666</td>
<td>37,17,081</td>
</tr>
</tbody>
</table>

This table shows the enrolment of girls had not has been increased both at the middle, high and secondary levels.\(^81\)

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\(^81\) *Census of India, Punjab, 2001.*
Table 3.17
Total literacy and Female literacy - Rate in Districts of Punjab 2001.

<table>
<thead>
<tr>
<th>District</th>
<th>Literacy Rate</th>
<th>Female Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punjab</td>
<td>69.95</td>
<td>63.55</td>
</tr>
<tr>
<td>Hoshiarpur</td>
<td>81.40</td>
<td>75.56</td>
</tr>
<tr>
<td>Rupnagar</td>
<td>78.49</td>
<td>71.74</td>
</tr>
<tr>
<td>Jalandhar</td>
<td>77.91</td>
<td>72.93</td>
</tr>
<tr>
<td>Nawanshahr</td>
<td>76.86</td>
<td>69.52</td>
</tr>
<tr>
<td>Ludhiana</td>
<td>76.54</td>
<td>72.11</td>
</tr>
<tr>
<td>Gurdaspur</td>
<td>74.19</td>
<td>67.31</td>
</tr>
<tr>
<td>Fatehgarh Sahib</td>
<td>74.10</td>
<td>68.60</td>
</tr>
<tr>
<td>Kapurthala</td>
<td>73.56</td>
<td>67.90</td>
</tr>
<tr>
<td>Patiala</td>
<td>69.96</td>
<td>62.94</td>
</tr>
<tr>
<td>Amritsar</td>
<td>67.85</td>
<td>61.41</td>
</tr>
<tr>
<td>Moga</td>
<td>63.94</td>
<td>58.96</td>
</tr>
<tr>
<td>Faridkot</td>
<td>63.34</td>
<td>57.09</td>
</tr>
<tr>
<td>Bathinda</td>
<td>61.51</td>
<td>53.76</td>
</tr>
<tr>
<td>Firozepur</td>
<td>61.42</td>
<td>52.33</td>
</tr>
<tr>
<td>Sangur</td>
<td>60.04</td>
<td>53.29</td>
</tr>
<tr>
<td>Muktsar</td>
<td>58.67</td>
<td>50.59</td>
</tr>
<tr>
<td>Mansa</td>
<td>52.50</td>
<td>45.07</td>
</tr>
</tbody>
</table>

This table shows that female literacy rate in Punjab was 63.5% while the Punjab literacy rate was 69.95%. Female literacy rate was highest in Hoshiarpur 75.56% lowest in Mansa 45.07% and just above the midway mark in Muktsar 50.5% and Ferozepur 52, 33%. Further there were nine districts in Punjab with a lower female literacy rate than the state average. The major reason for high-literacy in the Doaba region was that educational facilities started early in this area. Per square availability of primary schools was the highest in Hoshiarpur District. This high
literacy rate was also the outcome of the culture and nature of work of the people in the Doaba region. It was interesting to note that in free India, Punjab had a Primary school in every Village. The growth of female education has improved considerable as compared to the earlier period. However, it had still not achieved complete parity with the education of boys. As far as the social and cultural handicaps of enrolment and retention of girls in school is concerned, the NGOs and PRIs need to be associated effectively to initiate and attitudinal change in the parents of the girl child.