

WOMEN EDUCATION IN UNITED PROVINCES: A CASE STUDY OF OUDH REGION (1880-1947)

SUMMARY OF

Thesis

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SUMMARY

INTRODUCTION

The United Provinces of Agra and Oudh was a province of India under the British Raj, which existed from 1902 to 1947. Although its the official name was shortened by the Government of India Act 1935 to United Provinces. It corresponded approximately to the present-day Indian states of Uttar Pradesh and Uttarakhand. From 1856 to 1902, the region existed as two separate provinces, North-Western Provinces and Oudh. Allahabad became its capital in 1902 and continued until 1920.

The North-Western Provinces included the Delhi and Gurgaon territories, transferred later, after the Revolt of 1857 to the Punjab. After 1853 the Saugor and Nerbudda Territories, which in 1861 became part of the Central Provinces. Awadh remained under its nawab, who was permitted to assume the title of king in 1819. Awadh was annexed in 1856 and constituted a separate chief commissionership. Then followed the Revolt of 1857, when all signs of British rule were for a time swept away throughout the greater part of the two provinces. The lieutenant-governor died when shut up in the fort at Agra, and Oudh was only re-conquered after several campaigns.

In 1877 the offices of lieutenant-governor of the North-Western Provinces and chief commissioner of Oudh were combined in the same person. And again in 1902, when the new name of United Provinces of Agra and Oudh was introduced, the title of chief commissioner was dropped, though Oudh still retained some marks of its former independence. In 1935, the official name of the province was shortened to the United Provinces.

The term Education is derived from Latin word 'educere', 'educare', and 'educatum' which means 'to learn', to know and to 'lead out'. Education has always played an important role in shaping the destinies of societies through development of the whole individuals and linking education to the task of social upliftment and national development within a highly competitive global scenario. Education is the only means through which one's personality and one can become of so many things related to their daily life. It is widely accepted that proper and adequate education can enhances one's power and consider appropriate instrument in achieving goals for establishing social cohesion.

Women are considered to be the building blocks of a family, of a society and of a nation. So, the education of women is considered to be the important tool for their development. Before coming to the women education in United provinces with the arrival of the British in India, let's have a glimpse of women education before the British time. Now if we talk about the education system in Vedic age then we will find that along with the men, women also had the right to acquire education. The same kind of education was imparted to both of them without any kind of discrimination. In fact, the women were allowed to take education in Gurukul which was considered to be the most pure and pious place. Again later on with the advent of time certain changes have been made in the way towards women education. The time came when Muslim community came in to our Indian society then several changes were made in terms of women education as well as in woman life. Women were no longer was considered a person, but treated as an object having no feelings and emotions. In fact they lost their dignity and respect during their reign. No longer attention was paid towards their educational status also.

Different evils enter in to the society and was the greatest obstacles in progress of women education. The time came when the British captured India and ruled its administration, the education system which they brought was totally different from our ancient Indian education system. The initial view of this new education was merely to produce clerks for their empire.

Different schools were opened between 1825 and 1837 time period under the direction of the Educational committee. Basically up to this time no clauses were made to improve the status of women education which was far lagging behind since from decades. Between 1871 and 1882 remarkable progress took place and up to the pre-independence till 1947, much progress was made in terms of women education especially in primary, secondary and higher education. Different local and municipal boards also helped in maintaining education and also a lot of expenditure was spend on Indian education through different boards and agencies. In terms of education, the initiation was firstly made by Christian missionaries who took up the cause of female education with their arrival in India. In fact, they understood the concept to educate the Indian women.

STATEMENT OF THE PROBLEM

The status and education of women continued to be low until the coming of the British. But the British Government initiated a lot of measures with a view to developing female education in the United Provinces. But the British could not pursue this goal singlehandedly. Therefore, they had to depend on various non-state actors to achieve this purpose.

OBJECTIVES OF THE STUDY

The present study is to make a modest attempt from historical perception to address, to explain and estimate the social and educational status of women that existed in United Provinces between the period of 1880 to 1947. Specific objectives of the present study are as:

- To examine the status of women education in Oudh as well as in United Provinces.
- To observe very minutely the causes of having low female literacy rate in Oudh.
- To analyze the effort of government in the attitude towards women education.
- To study briefly the efforts of missionaries regarding women education.
- To understand the views of social reformers about women education.
- To explore the different ratio of female scholars and institutions in primary education, secondary education and higher education.
- To know the status of women in Kinship, family and in society.

AREA OF RESEARCH

The present study will focus on Oudh region as well as in United Provinces which is now called Uttar Pradesh.

SOURCES AND METHODOLOGY

The historical method has been followed during the study. There was a need to make use of a variety of sources both primary and secondary. The period of study were confined to 1880-1947 and chiefly depends on archival source material. Primary data were collected from different education administrative records, proceedings,

committee reports, gazetteer, administrative report, records pertaining to department of criminal, judicial, local-self govt., miscellaneous, also census reports, and different statistical reports, along with other official and non-official records and also some district gazetteers. The collected information from the above said sources related to this study were also taken into consideration. Primary sources were also collected from State Archive of Uttar Pradesh, National Archive, Nehru Memorial Library Delhi, Amir-ud-duala Public Library Lucknow, Central Library of Babashaheb BheemRao Ambedkar University, Lucknow.

The Primary Sources

- 1) Proceeding of Education Department.
- 2) Files of Education Department.
- 3) Annual administrative reports of the Education Department.
- 4) District Gazetter of various districts.
- 5) Imperial Gazetter.
- 6) Files of Criminal Department.
- 7) Files of Judicial Department.
- 8) Native Newspapers.
- 9) Educational Policy related matter in other Department.
- 10) Census.
- 11) Files of GAD Department.
- 12) Contemporary Hindi and English Newspapers.

Secondary sources such as books, reports, research journals and articles published in this regard were used in the study. These sources facilitated in the

formulation of conceptual and theoretical framework that employed in the process of this study.

CHAPTERISATION

First chapter starts with the introduction and initially describes the status and educational condition of women before the advent of the British in India. As in Ancient India, women enjoys equal status in every domain of social life along with pursuing education also. It describes the various educational development in the field of women education and later on diversion with the advent of the British. As it is known, education policy during their time is shaped by their needs and the ideologies of the time.

The Second chapter deals with the different social evils against women. There is no doubt that social evils prevalent at that time were considered one of the great obstacles in receiving education in case of women. Social evils even restricted the movement of women freely in the society. The present chapter basically discuss the major social evils like Sati, Purdah system, Female Infanticide, Child Marriage or Early Marriage. These major social evils creating barrier in context to women education. By practicing this women cannot move freely in the society and even did not pursue education further on.

Third chapter deals with the growth of women education in United Provinces and also in Oudh region. chapter explains the major landmark in the education system like the Charter Act of 1813, Wood's Despatch 1854, the Indian education Commission of 1882 and also various others commission related to it and also the major issue related to women education were discussed and understood briefly. The chapters also try to explore the different stages of education like primary education,

secondary education, higher education and what was the attendance of women scholars in different institution of United Provinces since from several years.

Next chapter Fourth is the role of Christian institutions regarding female education. This chapter deals with the efforts of Christian missionaries in terms of women education in United provinces. As it is well known that it was the only Christian missionaries who brought up the issue of women education in India. Later on it dragged the attention of government and social reformers to bring this issue at different arenas of different provinces. This chapter also tries to give some statistical data related to this.

Next, chapter Fifth is the social reformers and development of women's education. This chapter try to explore the views of some reformers who took up the cause of education (women education) like Raja Ram Mohan Roy, Lala Lajpat Rai, Annie Besant, Sarojini Naidu and also others more reformers of global level and also on other hand describes the different intellectuals and highly official educated persons who shared their views in the favor of women education in United Provinces.

Last Sixth chapter conclusion mainly describes the whole summary of the thesis in brief. And also draws some findings of the thesis.