

“RISE OF WOMEN’S LITERACY IN MYSORE”

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ABSTRACT

Mysore State was renowned for its systematic approach to education. Among its achievements, women’s education saw notable progress. Until the mid-19th century, there were virtually no formal educational facilities for women. The earliest initiative began with the London Mission in 1840, which established the first Kannada medium school for girls. Soon after, a Hindu community in Bengaluru opened another girls’ school. Due to the lack of dedicated institutions, girls were initially forced to study in boys’ schools. Deep-rooted social prejudices hindered the expansion of girls’ education, and by 1879–80, only 12 such institutions existed. A major milestone came during the early years of the Rendition period, with the founding of the Maharani’s Girls’ School in Mysore. Initially privately managed, the school was taken over by the government in 1891. It eventually grew into a second-grade college affiliated with Madras University.

KEYWORD: *Women’s education, Mysore State, girls’ schools, vernacular education, hostel facilities, training schools, primary education, middle schools, social reform, educational policies*

HIGH SCHOOLS:

The three high schools at the end of 1921-22 are the Maharani’s High School, Mysore, the Vani Vilas Institution Bengaluru and the London Mission Girl’s High School Bengaluru. The Maharani’s High School at Mysore maintains the High School Classes both in English and Kannada, the Anglo-Vernacular and kannada Middle School classes besides normal and industrial sections. The vanivilas institute contains the High School classes in English and Middle School classes in both English and vernacular.

It has further developed by the opening of the Entrance class in science from 1922-23. The London Mission Girl’s school is an aided institutions with a strength of 40 in the High school classes and 163 in the middle school section.

Excluding the kannada High School Sections of the Maharani’s College two schools had been raised to the status of vernacular high schools, the empress Girl’s school at tumkur and the Government Girl’s school at Bangalore by way of providing facilities for higher education of pupils who passed the vernacular lower Secondary examinations in center other than mysore. The liberal scholarship awarded did not induce a large

number of pupils to join them and so the classes in the vanivilas institute and the empress Girl's school were closed from july 1920 and arrangements made to strengthen the upper secondary classes at the Maharani's High School is the only kannada school existing at present so as to meet effectively the altered requirements.

MIDDLE SCHOOLS:

During 1915-16 there were excluding the Anglo Vernacular Sections of the Maharani's College and the London Mission Girl's High Schools, 12 Girl's Middle Schools in which English was taught, with a strength of 1357, but at the close of the period of review there were only 13 institutions with a total strength of 2205. Through there was a reduction in the number of institutions by one there was a slight increase in the total number of pupils attending the same

VERNACULAR MIDDLE SCHOOL:

The number of vernacular Middle school stood at 85 with a strength of 9381 at the close of the year 1915-16 of which 60 were departmental, 24 aided and 1 unaided. The number steadily decreased and stood at 108 at the close of 1919-20 with a strength of 11952. Since then for reason similar to those given in the case of boys Schools, there has been a decrease , both in number of institutions and their strength which were 94 and 10651 respectively at the close of 1921-22.

PRIMARY SCHOOLS :

There were 566 Primary Schools with 22451 pupils attending the same during the year 1921-22, working out to a proportion of 1 to 11 as compared to Boy's Primary schools. In order to reduce gradually this disparity in educational facilities, it has been laid down in the orders on the Education Memorandum that 500 new primary schools for girls should be established in the course of 5 years at the rate of 100 per annum, in places where a sufficiently large number of pupils are available financial considerations have not made it possible to give early effect to these orders, but with funds becoming available, it is hoped that earnest attempts would be made at increasing the number of institutions which would help to solve slowly but steadily the problems of female elementary education in the state.

TRAINING SCHOOLS:

With the object of getting as many mistresses as possible available for efficient teaching, a normal school for Hindu mistresses at mysore and 2 more schools for others, Maharani's High School and Wesleyan mission Normal School have been opened. The upper Secondary classes in the Vani Vilas Institute and Empress Girl's School which were in existence for a short time were closed on account of their poor strength. To induce

educated ladies to take to teaching in larger number, stipends for private candidates have been increased from Rs. 8 to Rs 12 for Upper Secondary training and to Rs 10 for lower secondary training.

HOSTELS FACILITIES:

The difficulty experienced by girls from the mofussil who come to prosecute their studies in the Maharani's college was recognized by Government and a hostel was therefore, established and attached to the institutions. The 'Widow Home' started by the late Rao Bahadur A. Narasimha Iyengar from Devaraja Bahadur Charity fund was taken over under Government management and made part of the hostel to lodge and board free of charge the poor students. To meet similar difficulties a hostel was also opened in connection with the Vani Vilas Institute which also accommodated mistress undergoing industrial training. At the close of the year 1921-22 the hostel and the Home attached to the Vani Vilas Institute had 11. The latter Institution is located in a rented building plans and estimates for a building for the hostel close to the school with quarters for the Superintendent are stated to be ready, but the work has been put off for want of funds.

CONCLUSION:

I would like to conclude this saying that Nalwadi Krishnaraja Wodeyar well developed education during his administration and he thought Education is key to success which helps to eradicate the social, economical and gender discriminations in the princely Mysore state.

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