CHAPTER II

EDUCATION IN RAYALASEEMA BEFORE 1920
Beginning with the self-reliant and self-existing "Ashram" schools, occasionally patronised by the age-old village communities or the 'Little Republics', the village lords, the chieftains and the reigning families of the ancient period; co-existing with the pattern of 'Madrassah' and 'Maktabs' education system under the Sultans, the Reddikings, the Rayas, the successive Mughal rulers, the Nizams, and the Nawabs of the middle ages and early modern period and learning to live along-side the Christian Missionary educational system and finally to self-extinct itself to give place to the English educational system so as to serve the needs of the British Colonial rule in modern times; the educational system of India had passed through several patterns and various stages of ups and downs and took multi-dimensional roles, turning itself to the times and requirements of the rulers and the ruled and focussing attention mostly on the ethics, religion and philosophy, in brief, on humanism. 1

The establishment and the rise of the British colonial rule in India during the eighteenth and early nineteenth centuries created a new atmosphere which

encouraged an educational system which was entirely alien to the blood and soil of India.

It was Charles Grant and Robert Wilberforce who had, for the first time, tried to pin down the British East India of its responsibility in educating the children of India by proposing to introduce a clause in the Charter Act of 1793. But the Directors of the Company disassociated with the idea as they did not feel it their duty until the Charter was renewed in 1813. However, the then Governor-General, Warren Hastings [1774-1785], encouraged Western education by establishing the Calcutta Madrassah in 1784 and the Sanskrit College at Benaras in 1791. Raja Ram Mohan Roy the great sentinal of Renaissance in India voluntarily supported the western education as he believed that it only can shatter the barriers which had separated India from the other parts of the world. The Christian Missionaries were the first among those who pioneered the cause of education among Indians even though their primary objective was proselytization.

The Charter Act, 1813: The Charter Act of 1813 can be considered a turning point in the history of Indian

education. The Act provided for an annual grant of Rupees one lakh or more for the encouragement of education and literature and the promotion of knowledge of sciences among Indians. 3 But it did not indicate whether the money was to be spent on the primary or the secondary or the higher education. The Governor-General of India, however, continued to allot a sum of £ 10,000 [Rupees one lakh] for the spread of education in India. But nothing substantial was done until 1823 when a committee was appointed to decide the allocation of funds for various patterns or types of educational institutions maintained by the Government of India. 4 The Charter Act of 1813 had also entrusted to the Company Government the responsibility of publishing books in Indian languages. As a result the Madras School Book Society was founded in 1820 with the object of printing books on various Indian subjects and supplying them at moderate prices to the school-going children of the Madras


4. The chief institutions maintained by the Government were the Calcutta Madrassah, the Benaras Sanskrit College, the Calcutta Sanskrit college, the Calcutta Vidyalaya [it became the first government college in India in 1819 which began to instruct Indians through the medium of English], Mursheedabad Madrassah and elementary schools in various parts of the country. T.N. Siqueira, The Education of India, History and Problems, Bombay, 1952, IV edition, p.30.
Presidency in which Rayalaseema, the area of our study formed part at that time. Between 1824 and 1835 the society spent Rupees one lakh on book printing to cater to the needs of pupils in Madras Presidency.

Munro's Enquiry 1823: At the same time several enquiries were also conducted in all the three Presidencies of Madras, Bombay and Calcutta in order to assess the progress of education in India. In Bombay Presidency an enquiry was ordered in 1823 by the Governor Mountstuart Elphinstone and it was followed by another enquiry by the Judicial department in 1829. In Bengal, a special enquiry was conducted by William Adam during 1835-1838 under the orders of Lord William Bentinck. In the Madras Presidency, Thomas Munro, the then Governor of the Presidency [1820-1827] instituted, in 1822, an enquiry into the state of education. He also made it clear that his aim in conducting the enquiry was not to interfere in the administration of the schools which were already in existence but to help them in matters like financing, supplying trained personnel and starting new ones if there is a need. He emphasised the need for the Indianisation of

5. William Adam - a missionary who had devoted himself to the cause of Indian education. Syed Nurullah and Naik, A students' History of Education in India, p.3.

6. Census of the Town of Madras, 1871, Madras, 1873, p.66.
Table-1

Statement showing the information given by the Collectors in 1823.

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<tr>
<th>District</th>
<th>Population Male</th>
<th>Population Females</th>
<th>Population Total</th>
<th>Institutions (Schools) Male</th>
<th>Institutions (Schools) Females</th>
<th>Institutions (Schools) Total</th>
<th>Hindu Male</th>
<th>Hindu Females</th>
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<th>Muhammadans Male</th>
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<td>515999</td>
<td>1094460</td>
<td>6000</td>
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<td>6558</td>
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<tr>
<td>North Arcot</td>
<td>298539</td>
<td>278162</td>
<td>5711020</td>
<td>630</td>
<td>7140</td>
<td>7180</td>
<td>552</td>
<td>11</td>
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<tr>
<td>Madras Presidency</td>
<td>6502600</td>
<td>6091593</td>
<td>12598593</td>
<td>12498</td>
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Government services and pointed out that "our present system of Government by excluding all natives from power and trust and emoluments is much more efficacious in depressing than all our laws and school books can do in elevating their character."  

The information provided by the collectors in response to the enquiry in 1823 is shown in Table. 1. The information given by the collector of Bellary, A.D. Campbell, was rather exhaustive where in he even went into the details of quality of instruction provided in the educational institutions in the district under his charge. He stated that reading, writing and arithmetic formed the main part of teaching. The pupils were taught Ramayana Mahabharata and Bhagavatha. Some religious books like Nagalingayana and Basavapurana were also prescribed for those who belonged to Hinduism. Besides, these there were several varnacular books such as Amaranighantuvu, Andhra Deepika and Andhranama Sangraha. He appreciated the

frugality of the monitorial educational system in which more than one class was managed by a single teacher. The salary of the school master was paid from the contributions made by the parents of the pupils and it varied from place to place in Rayalaseema. In Bellary district, for example, it ranged from four annas to half a rupee and in Cuddapah district four annas to one rupee four annas.

The enquiry also revealed that, on an average, one out of sixty seven people was receiving education and one school existed for every one thousand population in the Madras Presidency, whereas, in Rayalaseema one out of 127 people was receiving education and one school was in existence for every 1,565 of the population. Female population, in general, was neglected as could be seen from

8. Under the Monitorial system only one teacher would manage the work of the school with the help of the monitors. Older pupils or advanced pupils instruct the pupils in the lower classes. Dr. Bell, the Presidency chaplain of the Madras Presidency, who was the ex-officio Director of Schools, introduced this system in the Male Military Asylum at Egmore between 1787 and 1797. In 1797 he wrote a book entitled "An Experiment in Education". It gained popularity in England and led to the adoption of monitorial system in schools in England at the beginning of the 19th century. Then it came to be known as "Madras System of Education" or "Bell's system of Education". By the end of 1900 it was discontinued in England because of the availability of increased grants and a large number of trained teachers. For details see M.N. Law, Promotion of Learning by European Settlers in India, London, 1915, pp.38-55 and also Vakil and Natarajan, Education in India, Madras, 1966, pp.51-52.
the fact that one girl out of 1342 female population was receiving instruction in the Madras Presidency whereas the ratio in Rayalaseema was 1:5578. The following inferences could be drawn from the collectors' reports regarding the state of education.

1. The schools did not have buildings of their own. Schools were generally held in the local temples or mosques, sometimes in the house of the patron or the teacher himself.

2. There was great disparity in the educational facilities and in the standards of literacy. North Arcot district had a fairly good number of schools when compared to Cuddapah and Bellary districts.

3. There was no clear cut division between elementary and secondary education. Generally the students were sent to the school when they attained the age of 5 and they remained there till the age of 14 or 15.

4. The curriculum followed in the schools were not uniform in all the districts. As there were no printed books, the pupils learnt the subjects by rote and they used slates. The hours of instruction and the days of working were adjusted to local requirements.

5. In the matters of finance and administration, the government had nothing to do with these schools. A.D.Campbell, pointed out in his report, that the land grants made by the Hindu and Muhammedan rulers for the cause of education fell into disuse.

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10. In Bellary one school was in existence for every 175 in population and one out of 140 in the population was receiving education. In Cuddapah one school was in existence for every 2,216 in population and one out of 183 in the population was receiving education. In North Arcot one school was in existence for every 91 in population and one out of 74 in the population was receiving education.
In Madras Presidency, except Canara district, indigenous schools existed, but they were in poor financial condition. The prime causes for the backwardness of education in the presidency were poverty of the people, lack of trained teachers and inadequate encouragement by the government. Campbell ascribed this "to the gradual ... impoverishment of the country." Philip Hartog, president of the Hartog Committee appointed in 1929, also pointed out, though at a later date, that the lower level of education in places like Bellary in the Ceded Districts was due to lack of rainfall and lack of irrigational facilities. It was quite clear that, at the beginning of the 19th century the indigenous system of education was fast decaying on account of the prevailing anarchical situation resulting in the


12. In the early nineteenth century the prices of grain were steadily falling, while the revenue assessment was rising. It was indeed an era of land revenue experiments and high assessments, was yet to come. The market for Indian goods had diminished, cotton industry also declined.
growth of impoverishment of the people.\textsuperscript{13}

Munro also found, after an enquiry that the condition of education in Madras Presidency was at a low ebb due to the poverty of the people, in spite of the encouragement by the Government. To remedy the situation, Munro proposed that an attempt should be made to educate the masses by improving indigenous schools.\textsuperscript{14} Munro felt that

\textsuperscript{13} Naik and Nurullah hold the view that the collector of Madras stated that for one boy in a school there were 5 boys under domestic instruction. Except the collector of Madras no other collector had stated about domestic education because Munro's original circular did not refer to domestic instruction. Naik and Nurullah, History of Education in India, pp.42-43.

Sir Philip Hartog in his Report in 1929 draws the conclusion that "the contrast between the figures of Munro as a whole with those of Campbell for Bellary and those for other provinces (meaning districts), suggest that Munro's figures may have been over estimated based on the returns of collectors less careful and interest in education than Campbell." Hartog Committee Report, 1929, p.72.

\textsuperscript{14} As early as 1814 C.R. Ross, collector of Cuddapah, prepared a plan for providing proper education and moral instruction to youngmen particularly Brahmins, from the age group of 12 to 20 by establishing an educational institution in every district. He was, however, cautioned by the Government of incurring considerable expenditure on a scheme as the result of which the Board had doubts. As Mr. Ross died soon after, in the absence of recorded evidence it was not clear whether the experiment was tried or not. Manual of the Administration of the Madras Presidency, Madras, 1858, Vol.I(A) pp. 566-68, foot notes.
the first essential requirement was that of trained teachers. In order to achieve both, he proposed to establish, in each Collectorate, two principal schools, one for Hindus and one for Muhammadans, and 15 Tahsildari schools in each Collectorate. He also proposed the establishment of a Teachers' Training School at Madras to have the teachers trained for the Collectorate schools. The untrained teachers were to be appointed for the Tahsildari schools, and these schools were to be inspected by the Collectorate school teachers. The salaries of the teachers in the Collectorate schools were fixed at Rs.15/- per mensum and of the teachers in the Tahsildari schools at Rs.9/- per month. The total cost of the scheme was estimated at Rs.50,000/- per annum. Meanwhile, he recommended the appointment of a Committee of Public Instruction in order to identify the places where there was need for the establishment of schools, to recommend the books for various standards, and to suggest the Government the measures to be taken for the improvement of education. Munro submitted his proposals to the Board of Directors in his Minute of 10 March 1826. 15

Collectorate and Tahsildari Schools: Following the recommendations of Munro a Committee of Public Instruction

was constituted in 1826 with H.S.Graene as President and W.Oliver, John Strokes and A.D.Campbell as members which decided to make use of the college of Fort.St.George to train teachers for the Collectorate schools. The proposals for establishing the Collectorate and Tahsildari schools were approved by the Board of Directors, in their letter dated 16 April 1828. Meanwhile, the Committee of School Book Society came forward with the plan of introducing the teaching of vernacular and English languages, the latter having been confined to the Collectorate schools and the former to the Tahsildari schools. The schools were to be open to pupils of all castes. 16

Munro proposed to establish 40 Collectorate schools and 300 Tahsildari schools in the Madras Presidency. But his scheme could not be implemented in its entirety due to his death in 1827. Only 14 Collectorate schools and 70 Tahsildari schools were established in the presidency by

16. A letter relating to the Public Department from the Court of Directors to the Governor-in-Council to Fort St.George dated 16 August 1828.
1839; the number far below the original plan of Munro. 17

Out of these, 6 Collectorate schools and a good number of Tahsildari schools were established in Rayalaseema alone during 1830 and 1834. 18

However the working of these schools was not satisfactory due to inadequate accommodation. In addition to that the schools were situated in many cases far away from the villages of the pupils. Moreover parents of upper castes disliked their children studying along with the children belonging to lower castes. Salaries paid to the teachers were also very meagre. 19 Moreover, the Board of Directors, in their letter dated 29 September 1830 had also instructed the Government of Madras to concentrate on

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17. With regard to the Madras Presidency, it was proposed by Sir Thomas Munro to establish schools in every Tahsildary. The master was to be paid, partly by a stipend from Government, and partly by fees from the students. If fully followed up, this plan might to a certain extent furnish means of a common education to Indians, Basu, Op.cit., p.269.


19. In April 1827, it was reported that the Civil authorities at Chittoor had requested the Government to appoint a Muslim teacher, in addition to the 3 Hindu teachers who were already working in the Tahsildari schools in the district. Accordingly it was ordered to appoint a Muslim Law student due to the non-availability of Muslim teachers. Basu, Op.cit., p.118.
the spread of English education rather than providing mass education. As a result of this letter the Collectorate and
the Tahsildari schools received a great set back and they had to continue their precarious existence till 1836 when they were finally discontinued on the orders of the Government of Bengal. The latter recommended the establishment of an English college at Madras and the provincial schools at important places, in the interior, only if the funds permitted. The noble scheme enunciated by Thomas Munro came to an end. However, the Collectorate Schools planned by him inculcated interest in the people to learn English language which gained popularity as medium of instruction.  

Macaulay's Minute: Macaulay's Minute of 1835 constitutes yet another important landmark in the history of Indian education. It envisaged, for the first time, the promotion of European literature and sciences among the Indians. Macaulay considered the Indian languages as "rude and poor" and felt that they were incapable of meeting the needs of expressing literary ideas. He argued that English was a much easier language to master than Sanskrit or Arabic, and

20. V.M. Reddi, Munro in Ceded Districts, Presidential Address, 7th Session of South Indian History Congress, Madras, University of Madras, 9 to 11 Jan. 1987, pp 2-3.
that it would give Indians, "the key to all the riches of Western sciences and literature." He, therefore, recommended the withdrawal of aid to the schools offering Indian learning on the ground that Indians should avail of the opportunities of English education.21 Enlightened Indians like Raja Ram Mohan Roy and Eswarachandra Vidyasagar invited the introduction of Western education. But the Orientalists demanded traditional Indian education. The Governor-General Lord William Bentinck [1828-1835], extended full support to the Macaulay's Minute and declared that "all the funds at the disposal of the Government would henceforth be spent in imparting to the Indians a knowledge of English literature and Sciences,"22 and approved his recommendations, in the form of a Minute dated 7 March 1835 and also ordered the withdrawal of financial aid to the indigenous schools. As a result the indigenous education received a great set back in the Madras Presidency as in other parts of India.

Provincial Schools: Falling in line with Macaulay's new educational system a high school, then called "The University", was established in Madras in 1841 and a

collegiate department was organised in it during the Governorship of Lord Elphinstone, who in his Minute dated 12 February 1841 had recommended for the first time the establishment of provincial schools at Trichinopally, Machilipatnam, Bellary and Calicut for the benefit of the people of Tamil, Telugu, Kannada and Malayalam districts. These schools were developed into colleges in course of time. Even though he emphasised on higher education, Elphinstone did not neglect primary education. He proposed the establishment of several taluk schools which would serve as feeders to zilla schools. The scheme also envisaged the affiliation of these schools to the University.  

The Court of Directors in their Despatch dated 28 April 1841 approved Elphinstone's scheme, and the Government issued orders in 1842 for the establishment of provincial schools at the recommended centres in the presidency. The proposed fee for admission into provincial schools was Rs.2/- per month. But after consulting the local boards, the government considered the fee high and hence

desired a reduction in it. Admission to provincial schools was opened, in the first instance, to the higher segments of the society and not to all on the basis of what was popularly known as "Downward Filteration Theory." The Court of Directors in their Despatch dated 28 August 1844 however decided not to open provincial schools until competent teachers were available. Meanwhile much correspondence passed between the Court of Directors and the University of Madras as regards the finances, teacher training etc. As a result these schools came to be established only after Wood's Despatch of 1854.

26. The Downward Filteration Theory had three important aspects:

1. The Company decided to educate only the upper classes of the society with a view to create a 'governing class' in India.

2. The upper or influential classes of society were proposed to be educated first because, their culture would later on percolate to the lower classes.

3. The Company was expected to give a 'good' education (through English) to only a 'few' persons (may or may not from upper classes) and leave to these persons to educate the masses (through vernaculars). Ultimately, the theory yielded desired results. Very few educational institutions were maintained by the Government catering to a small percentage of the total population. Private Indian enterprise was the popular agency in the spread of education in the second half of the 19th century. Naik and Nurullah, Op. cit., pp.85-90.

Constitution of the Council of Education: Meanwhile, a new Board of education called "Council of Education" was constituted in 1845 with C.P. Brown as its secretary. Though the Government of Madras used to sanction partial amounts out of its annual budget of Rs. 50,000 for education, it was rarely paid to the schools resulting in non-payment of the amount to the tune of Rs. 3,00,000 by the year 1853.28 The amount spent on education in the Madras Presidency was not even one-tenth of what Bengal Presidency had spent and one-fifth of what the Bombay Presidency had spent.29

Part played by the Christian Missionaries: Under these circumstances the only relieving factor was the yeoman service rendered by the missionaries in the promotion of education in the Madras Presidency. They provided an excellent pattern of education which served the needs of the government. They endeavoured to provide educational


29. The money spent on education in the Madras Presidency was far below when compared to other presidencies between 1813 and 1830.

Madras Presidency spent 18,400 sterlings.
Bengal Presidency spent 275,847 "
Bombay Presidency spent 69,232 "

opportunities even to the lower caste people, orphans and the girls. Their efforts tended to release education and learning from the shackles of higher caste domination. Rayalaseema the area of the present study became the cradle of Christian activity. The East India Company which had encouraged the Evangelical activities from 1659, chose to follow a policy of religious neutrality from 1765 when it became a political power. But with the enactment of the Charter Act of 1813 it changed its policy and began giving encouragement to the missionary societies. It had even occasionally sanctioned grant-in-aid to the schools run by the Christian missionaries.

Between 1813 and 1833 several missionary societies such as London Missionary Society, the General Baptist Mission, The Church Missionary Society for Propagation of Gospel came into existence in Rayalaseema for the propagation of Christianity. They established educational institutions where the learning of English language was made compulsory. But these schools, instead of teaching the traditional subjects like mythologies in the form of stories, History and Geography were taught on


Western lines. The missionaries also brought out a number of books on grammar, History and Geography in vernacular languages. 32

The missionaries encouraged women's education and tried to break caste barriers by admitting pupils of all castes into their schools. The tempo of the missionary activity increased with the installation of printing presses at important missionary centres. In 1828, the London Missionary Society stated that its own press had brought out 52,000 copies of religious tracts in Canareese language. It was the missionaries who first introduced the printing press in India and published books in regional languages. 33

The missionary schools had in fact brought a qualitative change in the manners and habits of the people educated in them. Since the indigenous education system did not respond adequately to the growing social and economic needs of the society and proved incapable of setting the country on the road to progress. The educational institutions established by the missionaries on the western lines i.e., with thrust on the spread of scientific


33. For a descriptive account of the Missionaries and their contribution to Indian languages see J. Mangamma, Book printing in India with special reference to the contribution of the European Scholars to Telugu, 1746-1857, Nellore 1975.
education very much attracted the Indian masses. The Education Commission of 1882 stated that in 1854 "about 30,000 boys were being educated in schools conducted by Missionary bodies and about 3,000 were obtaining at least the elements of a liberal education in English."\(^3^4\) However, the educated Indians criticised the missionary institutions as the new type of education introduced by them was not only too technical but it had also divorced the Indian way of life. They also charged that the teaching of the Gospel in the schools affected their religion. In 1846 Gajula Lakshminarasu Chetty submitted a memorandum to the Court of Directors of the East India Company in which he accused the missionaries of infringing the civil and religious interests of the Hindu Community. He also submitted a specimen of questions asked in an examination to prove the missionaries were paying more attention to Christianity.\(^3^5\)

\(^3^4\) Report of the Indian Education Commission, 1882, p.11.

\(^3^5\) Gajula Lakshminarasu Chetty was born in 1806. He was an Andhra settled in Madras. He was one of the earliest popular leaders in Madras. He was responsible to start Madras Native Association. He convened a public meeting and secured nearly 12,000 signatures opposing the teaching of Bible in schools and sent it to England. G. Parameswara Pillai, Representative Men of Southern India, Madras, 1896, pp.145-164.
Wood's Despatch 1854: Coming back to the government's effort in the promotion of education the Wood's Despatch of 1854 forms yet another land-mark in the history of Western education in India. It outlined a systematic educational policy for India. It impressed upon the Government of India the necessity of creating a properly articulated system of education from the primary school to the University level. Provision was also made for opening four provincial schools, eight zilla schools, hundred Taluq schools, and a normal school to train teachers, as well as a department for school books, printing presses and Rs. 12,000/- towards scholarships. 36

Concurring with Wood's recommendations the Government of Madras sanctioned the establishment of a number of provincial schools in the Madras Presidency between 1854 and 1855. In Rayalaseema, a provincial school was established at Bellary with 169 pupils of whom 9 were Europeans, 16 Muhammadians and 144 were Hindus. The enrolment of pupils in the school rose to 287 by 1858 and working of the school was found satisfactory. Regarding the zilla schools, only 5 out of the 8 sanctioned by the government were established in the Madras Presidency. A

36. R.P. I, 1854-55, Appendix-F
The Despatch of 1854 had also recommended the establishment of Universities as essential for the spread of education among Indians as also to meet the increasing requirements of European and Anglo-Indian population. The Despatch emphasised the need for the creation of the Department of Public Instruction in each of the 5 provinces under the Company rule. It urged the development of existing professional institutions and the establishment of new ones.

For the first time the Wood's Despatch favoured the principle of grant-in-aid to educational institutions and this was promptly approved by the government. Charles Wood also anticipated the support from local bodies in
addition to the contributions from the state which would result in rapid progress of education. The grants were to be made to: (1) Schools imparting secular education (2) Schools under local management (private patrons, voluntary subscribers etc.) (3) Schools accepting to subject themselves to Government inspection and (4) schools collecting require fee. The Despatch also opined that the grants should be given to specific purposes such as salaries of the teachers, foundation of scholarships, erection or repair of school buildings and supply of school books. It also emphasised that the grants be made available to all types of schools.

Wood's Despatch of 1854 laid down long range policies for future guidance, but before any further action could be taken, the Great Revolt of 1857 broke out and as a sequel to it the governing of India was transferred from the control of the East India Company to that of the Crown.

The British Government was so pre-occupied with the political situations of the country that it could not concentrate on the educational reforms till 1858. Of the heterogeneous primary schools established after 1858, only a

few were managed and maintained by the government. The others, managed by private organisations, were placed under the control of the Department of Education established for varied purposes. Basing the recommendations of various education commissions appointed between 1858 and 1920, several changes were introduced in the pattern of primary education and also in the allocation of grant-in-aid. At the primary level, two stages, namely lower primary and the upper primary were contemplated. In the lower primary course of three years duration the three R's reading, writing and first four rules of arithmetic were taught, and in the upper primary course of two years duration History, Geography and Elementary sciences were taught. The government, however, did not favour compulsory examination at these two levels.

The Government of Madras could start only a few primary schools in the districts of Rayalaseema, as elsewhere in the Madras Presidency, until 1871 as it had a number of financial stringents. No definite policy was adopted regarding grant-in-aid to the educational institutions. Though the Despatch of 1854 had recommended that a system of grant-in-aid be evolved for private primary schools,

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Stanley’s Despatch of 1859 came to the conclusion that the grant-in-aid system was unsuited to the Indian situation and recommended that an education "rate" be imposed and the expenses of all the schools throughout the country should be defrayed from this fund.  

Rate Schools: The work of fixing 'rates' for education, in accordance with the recommendations of the Despatch of 1859, was carried out in the Madras Presidency between 1860 and 1870. In the Godavari district, it was effectively experimented in 1863 and a voluntary rate was collected in 80 primary schools. Several rate schools were started in Rayalaseema also. Two such schools were started at Tadpatri and Penukonda (Anantapur district) with an amount of Rs. 6,000/- raised from the public. Another school was started at Tirupati (Chittoor district) with the help of voluntary subscriptions raised from the public. This system however, did not succeed in the Presidency as the people were not prepared to bear the cost.


In 1871, the Local Funds Act was passed in the Madras Presidency. It provided for levy of a cess at a rate not exceeding 1/16 of the local revenue, a portion of which was to be spent on education. Several primary schools were started in the districts of Rayalaseema between 1873 and 1875 with the financial assistance from the Local Fund Boards.


44. Local Fund Boards: A fund was raised as early as 1854 for being spent on district roads by the collector and the District Engineer under the supervision of the Board of Revenue. To augment the fund, rents on ferries, carts and grass and the proceeds of revenue of the clippings, surplus proceeds of the cattle pounds, tolls and fisheries rents were added to it. The Madras Education Act of 1863 was passed for the maintenance of schools by the boards, but failed completely in its objective as adequate funds could not be raised and it was impossible for the Government to bear the burden of the maintenance of schools. With the passing of the Local Fund Act of 1871 the whole Presidency was divided into a number of circles and constituted a Local Fund Board for each of them. Accordingly new Local Fund Boards came into existence with extensive powers. The constitution of the Local Fund Board varied from place to place. It was generally constituted with a President and several official and non-official members. Rayalaseema had the following Local Fund Boards:

- Bellary district had 3 boards till 1882 and after 1882 only 1.
- Anantapur district had no boards till 1882 and after 1882 only 2.
- Chittoor district had 3 boards till 1882 and after 1882 only 3.
- Kurnool district had 1 board till 1882 and after 1882 only 1.
Statement showing the progress of Primary Education between 1870 and 1880 according to the various agencies.

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<th>District</th>
<th>Year</th>
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<td>-</td>
<td>93</td>
<td>39</td>
<td>2,755</td>
<td>10</td>
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<tr>
<td></td>
<td>1879-80</td>
<td>21</td>
<td>141</td>
<td>315</td>
<td>7,225</td>
<td>370</td>
</tr>
<tr>
<td></td>
<td>1870-71</td>
<td>-</td>
<td>54</td>
<td>129</td>
<td>2,955</td>
<td>2</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>1875-76</td>
<td>7</td>
<td>219</td>
<td>255</td>
<td>7,577</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>1879-80</td>
<td>17</td>
<td>80</td>
<td>205</td>
<td>4,343</td>
<td>262</td>
</tr>
<tr>
<td></td>
<td>1871-72</td>
<td>-</td>
<td>71</td>
<td>61</td>
<td>2,358</td>
<td>4</td>
</tr>
<tr>
<td>Kurnool</td>
<td>1875-76</td>
<td>150</td>
<td>32</td>
<td>83</td>
<td>5,618</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>1879-80</td>
<td>70</td>
<td>43</td>
<td>111</td>
<td>3,398</td>
<td>194</td>
</tr>
</tbody>
</table>

Source: G.O. No. 328, Educational, 12 October 1881, Government of Madras, Tables I & III.
After revising the educational code in 1868, the government introduced the system of payment by results\textsuperscript{45} for primary schools. The schools were to rely mainly on private efforts and the departmental schools were to be opened only when private effort was not forthcoming as in the case of Kurnool district during 1875-76. During 1879-80 there were only 108 departmental schools as against 264 aided schools and 631 unaided indigenous schools in Rayalaseema. As explained in Table.2 in all the districts of Rayalaseema the number of pupils attending primary schools increased considerably between 1870 and 1876; but it declined during 1879-80. Natural calamities such as famines and epidemics\textsuperscript{46} and the unsympathetic attitude of the Government in relaxing the rate of fee were the reasons for the dropout of the students. Some of the schools were even closed. Inadequate finances and defective management also contributed to the fluctuations.

\textsuperscript{45} Payment by results: Every student is examined by the inspecting officer, and a fixed payment is made for each one who is declared to have attained a certain standard of proficiency. The grant to a school is made up of the total amount thus earned by collecting the fees from the students who have passed. Atmanand Misra, \textit{Op.cit.}, pp.44-45.

\textsuperscript{46} Between 1876 and 1879 Rayalaseema was under the grip of a severe famine. In this area it was estimated that nearly one fourth of the population were dead.
The levy of Local Fund cess was very warmly welcomed by the Education Department in the Madras Presidency. The Local Fund cess came as a great boon at a time when the expenditure on education was growing rapidly. Even this could not achieve any significant growth in education as can be seen from the fact that though the number of children in primary schools increased, only 17.78 percent of males and 1.48 of females turned literates.47

For long, the Government neglected the spread of education among the Muhammadans. But on receiving a number of representations the Government gave special attention for the promotion of education among the Muhammadans during the academic year 1872-73. A number of primary schools were opened at the chief centres of Muhammadan population. In Rayalaseema the primary schools for the Muslims were established at Kurnool, Adoni and Cuddapah around 1873 and at Chittoor in 1879.48 The teachers for these schools were deputed from Muslim Elementary Normal school, Madras. The instruction in these schools was given in Hindustani and in English so as to qualify the pupils for admission into other schools. The inspection report in 1879 stated that the schools at Cuddapah and Kurnool were working satisfactorily.

These schools were occasionally examined by the Inspectors and the deputy Inspectors. During 1878-79 a special Deputy Inspector was appointed exclusively for the Muhammadan schools in the districts of Bellary, Cuddapah and Kurnool. 49

Hunter Commission, 1882: During the tenure of Lord Ripon, the history of primary education closely associated with the growth of local self-governments. As there was slow progress of primary education between 1854 and 1882, the government appointed Commission of Education in 1882 under the Chairmanship of William Hunter to enquire into the working of the existing educational system. The Commission, in its report, stated that primary education should be regarded "as the instruction of the masses through the vernaculars in such subjects as will best fit them for their position in life and be not necessarily regarded as a portion of instruction leading up to University." 50.

The Commission was also of the opinion, that indigenous schools deserved encouragement. It desired to incorporate these schools into the official system of education and suggested that the methods of teaching in these schools should be improved. It stressed the


importance of night schools to encourage those who were not in a position to attend day schools and pointed out that it was the responsibility of the local boards and municipalities to start night schools. It also opined that the state should concentrate on the extension and improvement of primary education in backward areas where aboriginal races lived. It also recommended that secular education should be imparted through the vernacular medium.

The Commission recommended that practical subjects such as Indian methods of arithmetic and Accounts should be introduced and the instruction should be through the mother-tongue. The grants for these schools were to be given according to the local needs and population, and a maximum rate of aid should be given to schools for girls, primary schools and normal schools. The Commission also recommended gradual withdrawal of Government from the direct management of schools. After considering the financial limitations and the problems of the management, it did not favour the idea of making elementary education compulsory. 51

According to the recommendations of the Commission the government accepted to withdraw gradually from the direct management of the schools. Local Boards and

Municipal Boards were entrusted with the responsibility of looking after the education. Primary education was declared to be an obligatory duty of these local bodies although secondary and collegiate education was not excluded from their purview. Modified grant-in-aid codes were drawn up. During 1883-84 the primary schools were divided into public and private schools. This division resulted in the closure of some schools which failed to fulfil the rules regarding the qualifications of the teachers and the curriculum prescribed in the schools.\textsuperscript{52}

The Madras Local Boards Act of 1884 entrusted the responsibility of improvement and promotion of elementary education to the District Boards.\textsuperscript{53} As a result the allocation of education fund from the local fund income increased from 7 to 13 percent and from the municipal income 6 to 15 percent in 1884-85. The doctrine of state withdrawal from direct educational enterprise first enunciated in 1854, was confirmed in 1882 and it finally, came into effect in 1885.

\textsuperscript{52} Alfred Croft, \textit{Review of Education in India in 1886}, Calcutta, 1888, p.198.

\textsuperscript{53} In 1884 District Boards were constituted at the district level and Taluk Boards and Union Boards were constituted for a village or a group of villages.
After 1882, various types of grant-in-aid for the progress of primary education in Madras Presidency were experimented. In 1885 the results-grant system and the salary-grants systems were introduced. In 1898 the fixed-grant system was introduced. In spite of the frequent changes in the grant-in-aid rules the local bodies did substantial service to the cause of primary education.

Table 3
Extension of Primary Education between 1881 and 1900.

<table>
<thead>
<tr>
<th>District</th>
<th>1881-82 Schools pupils</th>
<th>1891-92 Schools pupils</th>
<th>1899-1900 Schools pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellary</td>
<td>567</td>
<td>9669</td>
<td>857</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18315</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1120</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>24396</td>
</tr>
<tr>
<td>Anantapur</td>
<td>347</td>
<td>5692</td>
<td>405</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8663</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>564</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11525</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>483</td>
<td>8100</td>
<td>727</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14539</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>887</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>17952</td>
</tr>
<tr>
<td>Kurnool</td>
<td>395</td>
<td>6264</td>
<td>544</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11258</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>689</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15584</td>
</tr>
</tbody>
</table>


54. Results grant system: Grants were given in accordance with the results of the students.

Salary grant system: Grants were given in aid of the salaries of the teachers and were paid monthly.
As can be seen from the Table. 3 there was considerable expansion of primary education during the last two decades of the nineteenth century. These schools were either aided by the government or were completely financed by the government. They were also placed under an effective inspecting agency. Of all the places Bellary had the largest number of schools as well as pupils during 1881-82. While the number of schools in Bellary and Cuddapah districts increased during the year 1891-92, Anantapur could not compete with the other districts of Rayalaseema as it was created in 1882 only. By the end of the year 1900 there were 3,260 schools with 69,457 pupils in Rayalaseema whereas in Andhra there were 10,344 schools, with 2,46,943 pupils. Thus the demand for education, during 1881-1900 grew with the increase of population.

In spite of the recommendations of the 1882 Commission, indigenous education did not prosper. In several places these indigenous schools were incorporated into the new educational system and came to be known as public schools. Night schools were started by the Cuddapah District Board and some progress was achieved on account of favourable response from the people. In other parts of Rayalaseema a few night schools were started after 1884. Between 1884 and 1900 these schools were run on an experimental basis. Several schools were also started for
the Muhammadans in Cuddapah and Kurnool, the chief centres of Muhammadan population.

The University Commission, 1902: By the end of 1900 primary education had a set back. Local bodies were not able to meet the expenses of these schools as their resources were inelastic and limited. As a result they could not think of introducing compulsory primary education, despite the growing nationalist opinion in favour of compulsory education. Moreover, the teachers were not happy because the salaries they received is not adequate. Lord Curzon, the Viceroy felt that it is those who got English education were critical of the British rule. All these factors weighed in favour of reorganisation of the educational system in the country. For this a conference was held at Simla in 1901. It was presided over by Lord Curzon. In 1902, the University Commission under the Chairmanship of Thomas Raleigh was appointed to go into the question of educational reform.

55. George Hamilton, Secretary of State for India, requested Curzon to have a light control over administration. Sreehar Narayan Pandey, Education and Social changes in Bihar, 1900-1921, Varanasi, 1975 p.17.

The Commission clearly pointed out the evils in the 'laissez-faire' policy adopted earlier. It noted that the private institutions were inadequately staffed and poorly equipped resulting in poor standards of education. The only remedy for these evils, in the opinion of the Commission was to replace the policy of 'laissez-faire' by the 'policy of control' and 'improvement'. The Commission also recommended huge amounts of recurring and non-recurring grants to primary education which would enable the provincial governments to raise the rates of grant-in-aid. The Commission desired enrichment of the curriculum and kindergarten methods in primary education. The government, on its part, made all efforts to implement the recommendations of the Commission after 1904. Consequently the Indian educational system was unofficialised and tighter control was exercised over education. Between 1904 and 1920 the government made some efforts at qualitative improvement of primary education instead of accepting the principle of compulsory education, as was demanded by the Indian nationalists. 57 In 1910 Gopala Krishna Gokhale introduced a

57. The Fourth Kamma Jana Mahasabha held at Godavari in 1914 extended their wholehearted support to Gokhale's Bill. It also suggested that they should establish primary schools in the school-less villages by self-effort and provide scholarships to deserving and poor students.
bill in the Imperial Legislative Council for making primary education compulsory. By this time the official members were in clear majority in the Central Legislature, and as the official and non-official members were opposed to it, the Bill had no chance of success. It was the first popular attempt at the extension of primary education. But the Bill was circulated and discussed. The Government opposed the bill on the grounds that there was no popular demand for it and in 1913 also it refused the compulsory primary education on grounds of financial and administrative reasons.\textsuperscript{58}

The Resolution of 1904 had also changed the grant-in-aid system. The system of paying grants by results was abolished and a new method was introduced which was variously applied in different provinces. According to the new system the grant was to be fixed according to the number of teachers employed and the number of pupils in regular attendance. In the Madras Presidency the well-managed primary schools were aided on a system of fixed-grants.\textsuperscript{59} Since the Commission had recommended large recurring grants to primary education the provincial governments raised the rate of grant-in-aid to local boards

\textsuperscript{58} S.Y. Krishna Swamy, \textit{Rural Problems in Madras, a Monograph}, Madras, 1947, P.391.

\textsuperscript{59} Siqueira, \textit{Op.cit.}, P.110
and municipalities from one-third to one-half of the total expenditure.

During the first two decades of the 20th century, there was substantial surplus in the central budgets of the Government of India.\(^60\) Therefore, the Government thought of giving encouragement to primary education and for this it sanctioned Rs. 40 lakhs and Rs. 35 lakhs in 1902 and 1905 respectively as grants to be shared by the provinces. In addition to this, the Madras Presidency was allotted a special recurring grant of Rs. 6 lakhs in 1906 for the improvement of primary education, particularly in the backward areas.\(^61\) As a result a large number of schools were opened in the Presidency. As for Rayalaseema, 4 new schools were opened in Kurnool, 8 in Bellary, 3 in Cuddapah and 8 in Anantapur.\(^62\) Most of these schools were opened at places where no schools existed previously since Rayalaseema was considered to be a backward region, it got a lion's share in

\(^60\) Between 1902 and 1921, there were only six deficit years (i.e., First World War period and the years immediately following the war, viz., 1918-19, 1919-20 and 1921-22) and during the remaining years, the surpluses were very huge.

\(^61\) G.O.Nos.806 and 807, Educational, December 1906, Government of Madras, p.2.

the grants from the government.\textsuperscript{63} During 1907-08 the term "Elementary Education" meaning the instruction of the masses was supplanted by the term "Primary Education."\textsuperscript{64}

During his visit to India, in 1912, King George V desired the establishment of a network of schools and colleges in the country and for this he directed his Under Secretary of State for India to allot £ 330,000 annually for the promotion of education especially the primary education. He wanted to increase the number of primary schools by 75 percent and to double the number of pupils.\textsuperscript{65}

In 1913 the Government of India passed yet another act upgrading lower primary schools into upper primary schools and that board schools were to be established. It also paid special attention to the problems of teachers. As per the new act the Madras government sanctioned number of Board schools and Elementary Board schools in various places to supplement the existing elementary schools during 1913-14.\textsuperscript{66}

\begin{itemize}
\item \textsuperscript{63} G.O.No.455, Educational, 28 May 1909, Government of Madras, Pp.2.
\item \textsuperscript{64} R.A.M.P.1907-08, P.89.
\item \textsuperscript{65} Siqueira, Op.cit., p.112.
\item \textsuperscript{66} The Board schools were placed under the management of the municipalities and Elementary Board Schools were placed under the direct management of Government.
\end{itemize}
Board schools and 135 Elementary Board schools were sanctioned. Anantapur district got the largest number of schools as it was considered more backward in education.

Syallabi: The subjects taught in primary schools, after the enactment of the Act of 1904, were Kindergarten, Object lessons, Geography, History, Drawing, Singing and Recitation, Hygiene, Agriculture, Science, Second language, Mensuration, Physical exercises and Manual work. Among these some were taught as regular subjects and the remaining were optionals. The teachers in the local board and the municipal schools were trained for the profession and they were better paid than in the aided schools.

Table 4
Extension of Primary Education, 1900-1920:

<table>
<thead>
<tr>
<th>District</th>
<th>1911-12 Schools</th>
<th>1911-12 Pupils</th>
<th>1921-22 Schools</th>
<th>1921-22 Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td>894</td>
<td>22637</td>
<td>1632</td>
<td>45342</td>
</tr>
<tr>
<td>Bellary</td>
<td>809</td>
<td>22267</td>
<td>886</td>
<td>29807</td>
</tr>
<tr>
<td>Anantapur</td>
<td>622</td>
<td>16790</td>
<td>1097</td>
<td>31055</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>1139</td>
<td>28589</td>
<td>1151</td>
<td>38158</td>
</tr>
<tr>
<td>Chittoor</td>
<td>-</td>
<td>-</td>
<td>1066</td>
<td>35247</td>
</tr>
</tbody>
</table>

As explained in the Table 4 above, there was substantial increase both in the number of pupils and schools in all the districts of Rayalaseema with the exception of Bellary between 1911 and 1921. Night schools and indigenous schools totally disappeared from the field. Due to qualitative improvement of primary education and demand for compulsory education, the need for night schools disappeared to a large extent. Indigenous schools also passed from the category of private into public schools. As early as 1881, the Director of Public Instruction pointed out that "in most districts the indigenous schools were fast losing their distinctive character or were ceasing to exist, their place being taken by elementary schools of the new type."67 Naik and Nurullah also observed that "the spread of elementary education between 1900 and 1920 was balanced by the disappearance of indigenous schools."68

67. G.O.No.399, Education, 7 December 1881, pp.1-5.


Statement showing the decline of indigenous schools in the Madras Presidency:

<table>
<thead>
<tr>
<th></th>
<th>1904-05</th>
<th>1911-12</th>
<th>1921-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>5,636</td>
<td>130,208</td>
<td>5,193</td>
</tr>
<tr>
<td>pupils</td>
<td></td>
<td></td>
<td>127,179</td>
</tr>
<tr>
<td>Schools</td>
<td></td>
<td></td>
<td>3,358</td>
</tr>
<tr>
<td>pupils</td>
<td></td>
<td></td>
<td>91,504</td>
</tr>
</tbody>
</table>

Source: B.S.Baliga, Studies in Madras Administration, p.3.
The new educational system tried to remove the barriers of caste and religions by opening the schools to all castes and religions. During the period of our study several political and social associations came into existence in all parts of the Madras Presidency. These associations frequently pointed out the shortcomings of the government and demanded introduction of scholarships to the poor and deserving students, and even to send them to foreign countries for higher studies. On 7 December, 1907. The Hindu pointed out that the prevailing system of education was inadequate to meet the real needs of the country and did not fulfill the highest destiny of our nation.69

The joint secretaries of the Andhra Congress Committee, wanted to discuss the measures to be taken for the educational advancement of Andhras. In the first Andhra Maha Sabha conference held at Bapatla in 1913 it was decided to inculcate among the people a greater awareness of educational needs. In almost all the sessions of Andhra Maha Sabha they stressed the need for educational advancement.

69. The Hindu, 7 Dec., 1907, p.10.
As in other parts of India, the public opinion in Madras Presidency was in favour of free and compulsory education. Between 1918 and 1920 several acts of elementary education were passed for introducing compulsory education in many presidencies. When the Government of India and the Madras government were considering the abolition of fees in primary schools, the Indian nationalists demanded national education. National schools were set up in important places where political and social movements had an upper hand. But Rayalaseema did not have any national schools as the people of the region, most of whom are backward economically couldn't even think of requesting the government for the sanction of such schools.

Female Education, 1858-1920: Since a long time female education was not considered a regular branch of the education department. The question of educating girls was beset with many difficulties due to the prevailing social conditions. There was no demand for female education as it was not considered a means of livelihood. Neither Macaulay's Minute of 1835 nor Wood's Despatch of 1854 had thought of ways and means to encourage female education in India. Even though Wood's Despatch had showed some concern for female education, no effective action was thought of. In

Rayalaseema nearly 100 girls were receiving instruction in 1860 in the general schools, i.e., schools where there was co-education. 71

In 1862, Mr. Arbuthnot, Director of Public Instruction, recommended a plan of employing tutors to give education to women in their own houses. Owing to lack of female teachers and women inspectresses the instruction imparted to them was far from satisfactory. 72 The Towns' Improvement Act of 1871 gave impetus to female education by allotting a part of municipal funds to primary education which included female education also. Until 1878 there were no schools for girls in Rayalaseema. The Adoni Municipality was the first to start a girls' school in 1878 with 38 pupils. Bellary was the lead district in the education of girls due to the

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Indian non-missionaries also showed interest in educating females. Mrs. A.N. Narasinga Rao started a school for girls and a separate school for married women during 1870 in Visakapatnam. She thus became the first woman in Andhra who championed the cause of education of women. *R.P.I., 1870-71*, p. 69.
laudable efforts of Christian Missionaries. 73

**Hunter Commission 1882:** Hunter Commission of 1882 also dealt with the problem of female education elaborately. It recommended that 'all female schools or orphanages, whether on a religious basis or not, be eligible for aid so far as they produce secular results such as knowledge of reading and writing.' It also dealt with problems like allotment of more funds, liberal fee concessions, award of prizes, institution of scholarships and establishment of 'normal' schools for women. The Commission felt that local bodies were too premature to take over the charge of female education. During 1881, 643 girls from towns and 1,670 girls from the rural places got educated in Rayalaseema. It proves that the importance of education was to some extent recognised both in rural and urban areas. 75

73. During 1870-71 only 16 girls were under instruction in Rayalaseema and the number reached 573 during 1877-78. All the girls attended the schools not specially intended for them. R.P.I., 1870-71, p.220 and R.P.I., 1877-78, pp.200-201.


The Government of Madras took steps to implement all the recommendations of the Hunter Commission of 1882. It took over some of the schools from the management of local bodies. Female education was chiefly confined to primary schools in urban and rural areas. As early as 1882 Mrs. Brander, the inspectress of girls schools submitted proposals for the promotion of secular education among girls. She also desired that the government should encourage female education by giving grant-in-aid and by employing teachers to teach them at home. Her suggestions were approved by the government and financial assistance was rendered for such a scheme after 1882.76 Duncan, the Director of Public Instruction pointed out in 1890-91 that "Hindu parents were so extremely indifferent to the education of their daughters that they would not send them to schools unless such education was brought to their doors."77 Accordingly the importance of zenana education was stressed repeatedly.

During 1884-85 the Government sanctioned scholarships to pupils in private institutions and abolished tuition fees in girls schools.78 Female education received

further fillip during 1900 when all girls schools were placed under the supervision of Inspectress. As a result of these measures the number of girls attending the institutions substantially increased between 1881-82 and 1900. During 1881-82 there were 18 schools with 503 pupils and the number rose to 63 with 2,993 pupils in 1900.79

Between 1882 and 1900 many factors contributed to the spread of female education. Liberal grants were given, fee concessions were allowed and special concessions were provided to the poor and the low caste girls by the Government. But female education to a large extent, confined to the primary level. The Simla Conference presided over by Lord Curzon in 1901 also passed a resolution to improve female education and to strengthen the inspecting agency for tighter control. Thus the government followed a policy of control in the place of Laissez-faire in the case of female education also. As a result of the recommendations of the University Commission of 1904 the local bodies were

79. R.P.I., 1881-82, p.5 1899-1900, pp. 4-5.

In 1900 the percentage of literacy of girls to the female population of school going age of several districts of Rayalaseema was as follows: Chittoor 0.44%, Kurnool 0.37% and Cuddapah 2.5%.
entrusted with the responsibility of education. Liberal grants were given by the government for opening new schools, to extend facilities like buildings and hostels, and to improve the existing institutions. During 1905-06 the grant-in-aid code was revised which brought girls schools on par with boys' schools.

During 1911-12 Rayalaseema had 87 schools for girls with 4,850 pupils and the number rose to 339 schools with 14,351 pupils during 1921-22. Thus between 1900 and 1920 the efforts to improve female education was quite encouraging. In spite of this numerical progress of female education, a large number of girls remained in homes without any education. Therefore, several political, social and caste associations, requested the government to allocate more funds for female education.


83. B.Kesava Narayana., Political and social Factors in Andhra, p.248.
The Kamma Maha Jana Sabha, the Rayalaseema conference and several other associations not only discussed the question of female education in their meetings but also endeavoured to raise funds for the cause. From its inception in 1913 the Andhra Maha Sabha discussed the cause of female education at its annual meetings. The Andhra Maha Sabha session held at Bezawada in 1914 pointed out that only 6 per cent of the girls of school-going age in the Telugu districts attended the schools and requested the government to provide more facilities for further enrolment of girl students. In its fourth session held at Kakinada in 1916, Sankara Rao, pleader from Penukonda moved a resolution to the effect that, the curricula of studies, then in force in girls schools was not satisfactory, and requested the Government to appoint a committee of officials and non-officials to draw up suitable curricula and to suggest broader and satisfactory measures. But due to the outbreak of the World War I in the year 1914, the government could not pay any attention to these requests.

To sum up, the primary education had taken various forms in Rayalaseema viz., primary schools, girls schools, night schools, indigenous schools and Muhammadan schools. Education of aboriginal hill tribes and scheduled castes also confined only to primary education, infact, remained limited in extent, in spite of its transfer to local bodies.
The slow progress of primary education under local bodies was chiefly due to restricted franchise of district boards and municipalities, their meagre resources and their lack of social responsibility.

The year 1921 is a significant landmark in the history of elementary education in India. It was in this year that Dyarchy was introduced and that the control of education was transferred to the Indian Ministers who were made responsible to the legislature with elected majority.

The progress of elementary education was swift after 1920 owing to the general social awakening. The Government as well as Local Bodies showed considerable interest in expanding compulsory elementary education. Between 1920 and 1947 lively discussions took place in the Imperial Legislature to liquidate mass illiteracy.

With the spread of education, the demand for political reforms increased immensely. Great political events like Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement took place after 1920s. These political upheavals in turn resulted in the Constitutional development of India. The Constitutional Acts like the Montague-Chelmsford Reforms of 1919, the Government of India Act, 1935 and the Indian Independence Act, 1947,
were promulgated. Along with these measures, the scheme of Basic Education envisaged by Mahatma Gandhi, the Wardha Scheme and other experiments in national education were carried out by the Government.

Secondary Education, 1858-1920: With the establishment of the Collectorate schools under Munro's scheme and Zilla schools under Elphinstone's scheme soon after the submission of Wood's Despatch in 1854 the instruction at the Secondary school level began in the Madras Presidency. However, neither Munro nor Wood had defined 'Secondary education'. This was done only by the Education Commission of 1882. The main object of Secondary education was to impart instruction above the primary school level which generally consisted of schooling from sixth to eleventh class. The secondary schools were required to prepare pupils to become eligible for University education and also to provide opportunities to those interested in teaching and commercial professions. 84

Lower Secondary Schools: There were two stages in secondary education, namely the lower Secondary and the Upper Secondary. The Lower Secondary schools, also called Middle schools, offered courses of study from sixth to eighth class. Among the lower Secondary schools, there were two kinds of Middle schools: the Middle English schools where

English was the medium of instruction and the Middle Vernacular (Anglo-vernacular) schools where Vernacular was the medium of instruction and English was taught as a compulsory subject. In these schools students were taught Social Studies, General Science (either Botany or Chemistry), Arts, Music and Craft besides languages. The Lower Secondary stage was marked by an examination called Middle School Examination. In Rayalaseema 16 Middle schools were under the management of the Government by 1873. Besides these, several schools were under the management of private agencies such as Zamindars, Palegars and the Christian Missionaries.

Upper Secondary Schools: The Upper Secondary schools or Zilla Schools consisted of classes from eighth to Matriculation. The curricula of these schools, which prepared students to the Matriculation Examination consisted of two categories, i.e., compulsory and optionals. Compulsory subjects were English, a second language, 


86. The designation of Middle School Examination was changed to Lower Secondary Examination in 1871 which was conducted mainly by viva voce. In 1878 on instruction from the Government of India, the Zilla and Anglo-vernacular schools were called as colleges and Middle Schools respectively. Manual of the Administration of the Madras Presidency, p.573.
Mathematics, History and Geography. Specialised subjects were offered to enable the student to select a course from a number of alternative groups or subjects which suited his aptitude and temperament. Cuddapah, Chittoor, Adoni, Anantapur and Bellary had Zilla schools by 1858 while Kurnool had such schools only from 1859. All these schools of Rayalaseema were placed under an inspecting agency. In 1861 the Government of Madras recognised that a pass in the Matriculation Examination was equivalent to the General Test Examination for recruitment to the Uncovenanted Civil Services. Henceforward, the Secondary Schools not only prepared pupils to the Matriculation examination but also sent them to departmental competitive examinations.

89. In the Zilla School, Chittoor, the system of 'pupil-teachers' was experimented in 1860 in which advanced students were given an opportunity to teach junior classes. It failed to achieve the expected results. This system, however, was introduced in England and it came to be known as 'Madras System of Education' or 'Monitorial System'. It was discontinued by 1900 with the availability of trained teachers. M.N.Law, Promotion of Learning by early European Settlers in India, London, 1915, pp.38-55.
Hunter Commission, 1882: This Commission, for the first time, defined secondary education as "a stage which leads up from primary to collegiate courses." Both 'Middle' and 'High' schools were designed as secondary schools. The quality of college education depended upon the standard of the secondary schools as they were the feeders to the colleges.

The Commission also recommended the instruction of alternate courses in order to meet the needs of those boys who desired technical or commercial pursuits. The Commission recommended that Secondary education should be provided on the grant-in-aid basis and desired that the government should withdraw from the direct management of secondary schools and expansion was to be left to the private effort as it believed that private enterprise was a more suitable agency for the spread of education. The recommendations of Education Commission had a far reaching effect on the development of secondary education in India.

In accordance with the recommendations of the Commission, the government withdraw from the management of secondary schools in favour of private enterprise. Thus the

government followed a policy of Laissez-faire after 1882. A variety of high schools, some preparing students for 'Matriculation' and others preparing for Upper Secondary Examinations came into existence after 1882. Even though the Commission recommended the introduction of alternate courses in Secondary schools, there was more demand for Collegiate education rather than for industrial and commercial courses due to the inherent distaste of the pupils for manual work and commerce. 93

Between 1881 and 1900 a number of Middle schools were started in Rayalaseema. The number of schools grew every year. In 1862 there were 25 schools with 656 pupils and this number rose to 52 with 1,806 pupils in 1896-97. 94 During 1899-1900 a new grant-in-aid code came into force. It imposed a fixed number of students in each class and it also insisted upon the appointment of trained teachers in these schools. Owing to the strict rules imposed for recognition of Middle schools, there was a decline in the number of Middle schools in Rayalaseema as elsewhere in the Madras Presidency in 1900. After 1900 most of the Middle schools were upgraded as high schools by the government.


Besides the Middle schools, Secondary schools also made fairly impressive progress between 1891 and 1900.\(^{95}\) In 1881, there were only 4 schools with 87 students and by 1900 the number rose to 13 schools with 580 students. The number of girls studying in secondary schools, however, continued to be less mainly due to the social constraints of one sort or the other. Generally, female education ended at the primary school level.

Between 1880 and 1900 there was a growing social and political awakening in India. In Rayalaseema also the Theosophical Movement, with Madanapalle as its centre, was gaining in strength and popularity.\(^{96}\) On the other hand the growing nationalist fervour among the Indians, made Lord Curzon critical of the Indian intelligentsia. The Simla Conference of 1901, which was presided over by Lord Curzon recommended the continuation of the policy of control over education and the same was followed by the Government in

\(^{95}\) During 1888 the Girls' school at Cuddapah had only 19 pupils and the strength increased to 146 in 1900 due to the laudable efforts of the head-master, Vaidyanath Iyyer. *The Cuddapah District Gazette, 1889*, pp.1-2.

\(^{96}\) The Theosophical Movement began to extend its educational activity in Cuddapah district. The high school at Proddatur which was started by private agency after 1900 was transferred to the Theosophical Education Trust. Similarly another school at Rajampet was also placed under its control. Bh. Sivasankaranarayana *A.P.District Gazetters, Cuddapah*, pp, 664-65.
the place of 'Laissez-faire' policy. A University Commission was also appointed in 1902 under Thomas Raleigh to consider all these aspects. This Commission recommended substantial changes in the curriculum and in the methods of examination. It also desired reorganisation of the University administration and Government control over education. In accordance with the recommendations of the Commission, the Government passed a resolution in 1904, emphasising the policy of control and improvement. Under the cover of the new policy the government tried to bring all the secondary schools, whether aided, unaided or private under its control. It also ordered the secondary schools to obtain recognition from a University as the Matriculation Examination was conducted by the University. They were also asked to obtain recognition from the Education department of the government so as to become eligible for grant-in-aid and scholarships to the students. The inspecting agency was strengthened to maintain effective control over the schools.

As in other parts of the Madras Presidency, the secondary schools in Rayalaseema also came under the effective control of the government after 1904. In 1906 the distinction between the Upper Secondary and Lower Secondary schools was abolished. Consequently the middle schools disappeared completely. Along with the Matriculation, another examination known as "Secondary School Leaving
Certificate Examination was also introduced by the Universities in 1911. Meanwhile, the Government of India launched a new educational policy in 1913. Under the new scheme the importance attached to English in the secondary education since 1902 was continued even after 1913. Several improvements were suggested to improve the teaching of English and only trained teachers were appointed to teach English. Regarding the medium of instruction, Indian languages acquired the status of the media of instruction at the middle school stage. 97

Grants-in-aid: A variety of grants-in-aid codes were in existence in the Madras Presidency by 1900. The Upper

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The Andhra Maha Sabha in its second session at Bezawada during 1914 thanked the Government, for the sympathetic attention it accorded to popular demand regarding the necessity of imparting instruction, through the vernacular in all secondary schools up to the III form. They requested the Government to extend the same even to the higher forms. In the fourth Andhra Maha Sabha at Kakinada in 1916 R. Venkataramaiah, teacher, Viresalingam High School, Rajahmundry, moved a resolution to the effect that wider diffusion of knowledge, it was desirable that all non-language subjects should be taught in Telugu, as far as possible, up to the S.S.L.C. Course, at the same time English should be made compulsory only as a language. The Madras Mail, May, 11, 1916.
Secondary schools were aided by the government on salary-grant system where as Lower Secondary schools on the basis of results-grants. The expenditure on Upper Secondary Schools increased from Rs. 12,24,761 to Rs. 14,45,422 between 1901 and 1906. The expenditure on Lower Secondary schools also increased from Rs. 5,31,312 to Rs. 6,49,899. The expenditure on Secondary education for boys increased from Rs. 38 lakhs during 1917-18 to Rs. 45.5 lakhs during 1919-20. The public funds contributed 16 per cent, fees 71 per cent and other sources 13 per cent towards the expenditure. During 1911 the Government of India sanctioned a special recurring grant of Rs. 3 lakhs, of which one and a quarter lakh of rupees were spent on improving the equipment of secondary schools with special reference to the S.S.L.C. scheme. 98

Between 1905 and 1921 Secondary education witnessed a considerable progress. During 1905-06, 48 schools with 2,638 pupils were in existence and the number increased to 61 schools with 9,940 pupils. But most of the schools suffered from lack of accommodation. 'The Hindu' of 8 May 1916 stressed in its editorial, the inadequacy of accommodation. It pointed out that the pressure on the existing institutions was so great that the demand for

98. R.P.I., Quinquennial, 1901-02, to 1905-06, p.78 and also the R.P.I., Quinquennial, 1916-17 to 1921-22, pp.6,15, 25 and 31. See also Vaikuntam, Op.Cit., p.78.
education could only be met by establishing a large number of secondary schools. It also pointed out that the backward areas should get special treatment.\textsuperscript{99}

By the end of 1922, Kurnool and Anantapur districts had one girls' secondary school each with 79 and 60 pupils respectively. Besides general education, the girls in these schools were given training in basket making and needle-work. Cuddapah had no secondary school for girls until 1922, and those who studied in the boys' schools had to study the same subjects as the boys' did. However, there was a demand from the parents of the girls to provide facilities in domestic courses. With a view to encourage girls at the secondary school stage, a nominal fee was collected. During 1919-20 the total expenditure on secondary education for girls was Rs. 3.5 lakhs, to which public funds contributed 70 per cent, and the fees and other sources constituted 30 per cent.\textsuperscript{100}

\textbf{Model Schools:} In order to improve the quality of secondary education, Model schools were started at appropriate places in order to serve as models for the private schools and to

\textsuperscript{99} The Hindu, 8 May, 1916, Editorial.

\textsuperscript{100} R.A.M.P., 1910-11, pp, 101-105.
raise the standard of education. Accordingly in Rayalaseema Model schools were started at Bellary, Anantapur, Cuddapah and Chittoor by the end of 1910. The Municipal High School at Bellary was converted into a Model school. This Scheme evoked lot of criticism in the Madras Presidency. Seshagiri Iyyer, a member of the Legislative Council, pointed out in the Madras Legislative Council that these schools should not be started without full consideration. 'The Madras Mail' and 'The Hindu' opposed the scheme as it would kill the principle of self-help.

Between 1858 and 1920 the secondary education made remarkable progress. Variety of courses which had a social relevance were introduced at the Secondary school level. English was made the medium of instruction in some schools, though vernaculars were not neglected. The spread of English education inspired the educated Indians with new


102. In view of the fact that missionary and non-missionary agencies were managing the schools efficiently, a model school was not contemplated for Kurnool. In 1920 the government started a Model school for Mahamadans in Kurnool. In the same year the Model schools at Bellary, Anantapur and Cuddapah were converted into secondary schools. G.O.No. 536, Educational, May. 16, 1916, p. 2 and G.O.No.86, Educational, Feb.21, 1920, pp.2-3.

hopes and aspirations. The year 1916 witnessed the birth of Non-Brahmin Movement. In the Madras Presidency, an association called South Indian People's Association appealed the Non-Brahmins to educate their boys and girls in larger numbers than earlier. A manifesto was issued by them showing the disabilities of non-Brahmins and their backwardness in public services. The members of this association, later on played a significant role in the formation of Justice Party in the Madras Presidency. 104

In 1917 the Government of Madras issued orders prohibiting the participation of students and school boys in political movements. Mrs. Annie Besant, as a counterblast to these orders, prepared an elaborate scheme of National Education. A National Education Board was set up with G.S. Arundale as the honourary registrar. It was entrusted with the duty of framing curriculum, appointing examiners, conducting examinations and issuing diplomas in different branches of studies in national schools and colleges. The first year's curriculum of National University was introduced in the B.T. College, Madanapalle. 105 By this time


the Nationalist Movement was gaining momentum. Annie Besant and several other nationalist leaders began resenting the British control of Indian education and demanded substitution of Indian control. Meanwhile in 1921, Mahatma Gandhi formulated a scheme known as Wardha Scheme of Basic education. As a result several National High Schools were started all over India and they attracted a large number of students.\textsuperscript{106}

Collegiate Education, 1858-1920: The term "College" had been used rather loosely; it denoted an institution where higher education above the level of secondary education was offered.\textsuperscript{107} Generally, the colleges were of two grades during the British rule namely, the first grade colleges and the second grade colleges. The first grade colleges offered courses like B.A., B.Sc., B.Com. after the First Arts Examination. The second grade colleges had courses upto First Arts Examination.\textsuperscript{108}

The Indian Education Commission of 1882 recommended the transfer of higher educational institutions, 


\textsuperscript{107} Naik and Nurullah, Op.cit., p.185.

\textsuperscript{108} R.A.M.P., 1883-84, pp.175-177.
grants, scholarships etc., to Indian agencies, and the same was accepted and implemented by the Madras government after 1882. As recommended by the same Commission the Indian University Commission of 1902 also approved the withdrawal of government control over higher education in favour of private enterprise. The whole of Madras Presidency, at the same time had only one University with 43 colleges, of which 10 were in Andhra.  

In the Rayalaseema area there was a second grade college at Bellary known as Wardlaw College which came into existence in 1882 through the efforts of Christian Missionaries. Usually, the students of Rayalaseema went to Madras for higher education. The Theosophical college at Madanapalle was established in 1915. Thanks to the efforts of Mrs. Annie Besant, this college became a great centre of Nationalist activity. The Ceded Districts College was started at Anantapur in 1916 as a second grade college

109 R.P.I., 1899-1900, pp. 4-5.

110 Theosophical college at Madanapalle became a centre of Nationalist activity. In 1917 when students and staff participated in a huge procession, the University of Madras disaffiliated the college. Besant got it affiliated to National University which was organised by the society for the promotion of National Education. Dr. Rabindranath Tagore was the Chancellor of the National University. Besant Theosophical College Silver Jubilee Souvenir, Madras, 1940, pp. 2-3.
and was raised as first grade college in the following year. The College was started with 38 students and the number rose to 155 during 1921-22. The two colleges constituted a landmark in the development of collegiate education in Rayalaseema.

The Despatch of 1854 outlined, for the first time, a systematic policy towards the development of education in India. Increasing emphasis was laid on English education and more and more funds were granted by the Government to the Christian Missionaries for establishing educational institutions.

Primary education made considerable progress in Rayalaseema, as elsewhere in Andhra, between 1858 and 1920. The Government followed 'Laissez-faire' policy until 1900 and thereafter the policy of control. Between 1858 and 1882 the government was liberal towards primary education and the schools were placed under various managements such as the government, the semi official bodies like Municipalities and Local Boards and private agencies - Indian as well as Christian Missionaries. Between 1882 and 1900 also the government continued the policy of 'Laissez-faire' towards

111. R.P.I., Quinquennial, 1916-17 to 1921-22, p.2.
primary education. An important feature of this period was the growth of local self-governing institutions which gave encouragement to primary education. Between 1900 and 1920 the government followed a policy of control towards education. Thus primary education was controlled by the government to a large extent.

The secondary education also made considerable progress in Rayalaseema. Between 1858 and 1882 Secondary education prospered under the policy of 'Laissez-faire'. During 1882 and 1900 the secondary schools were placed under the management of private organisations like the Christian Missionaries, Zamindars and Palegars. But after 1900 the government followed the policy of control in the place of 'Laissez-faire' policy. By the end of 1920 all important towns in Rayalaseema had Secondary schools. The starting of the Ceded Districts College at Anantapur and the Theosophical College at Madanapalle marked an epoch in the college education of Rayalaseema.