OUTLINE OF CHAPTER II


CHAPTER II

EVOLUTION OF EDUCATIONAL ADMINISTRATION IN INDIA AND ITS IMPACT ON THE ADMINISTRATIVE SET UP OF KARNATAKA.

The fortunes of our state were and are very closely linked up with the fortunes of our country due to its close relations and common culture running throughout the country. Need to study educational administrative set up studies in different branches of educational discipline have also shown ample proof of affecting mutually in matters of method, content, organisation and administration. The consciousness of individuality of the state be it Karnataka or any other is only of recent origin. Scholars were respected honoured and their services utilised without any discrimination of province of his birth or the profession of his faith. That is why we have a Subhashita in Sanskrit which says

"Vidvatvancha nruuptvancha naivatulyam kadachana
Swadeshe pujyate raja vidvan sarvathra pujyate"

that is at no time the regality and knowledge can be equated. The king is honoured in his own domain whereas scholar is honoured everywhere (or his domain has no barriers at all). Hence it may be proper and useful to study the evolution of
educational administration in India in order to study the impact it made on the administrative aspect of the state in its full perspective and made a full fledged assessment.

Arthur Howell the famous British historian remarks

"Education in India under the British Government was first ignored then violently and successfully opposed then conducted on a system now universally admitted to be erroneous and placed on its present footing".¹

So the period may be divided into four parts under the following heads

1. a period of indifference - from the days of the British rule to 1812
2. introduction of centralisation - 1813-1853
3. a period of extreme centralisation - 1854-1919
4. a period of provencial autonomy 1920 - 1946

One cannot fail to recognise that the East India Company came here as traders. Exploiting the weaknesses of

First period - treachery, selfishness and from early days to 1812 disunity of Indians they gradually assumed the role of conquerers. Hence true to their profession of trade they did not recognise the

¹ Quoted by Dr. S.N. Mukherji in "The Background" contained in the book Administration of Education in India.
responsibility of promotion of education among Indians. Their only concern was pecuniary gain by trade and incidental (in the initial stage and well planned in later stages) acquisition of territory. Even for a considerable period after the establishment of British Government in India there was great opposition to any system of education for Indian subjects. This is supported by the expression of the feelings of one of the directors of the company in the following words:

"We have lost America from our folly in having allowed the establishment of schools and colleges and that it would not do for us to repeat the same act of folly in regard to India and that if the Natives required anything in the way of education they MUST COME to ENGLAND for it".¹

One will be charged with prejudice and partiality if he does not concede that even in England during those days, education was looked upon as a proper sphere of private enterprise. Individuals by and large are different from the set feelings and patterns of society. In the case of education also the acts of Warren Hastings establishing Calcutta Madrassa in 1781 and that of Jonathan Duncan establishing College of Sanskrit in Benaras in 1791 stand out as different from the policy of the East India Company.²

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¹ Quoted by Dr. S.N. Mukherji - The Background - The Administration of education in India Page 3
² Dr. S.N. Mukherji - Administration of Education in India Page 3
As the acquisition of territories gathered momentum the territories were divided into three big divisions - namely Bombay, Madras and Bengal. Each division was called a presidency and had a Governor responsible to the company in England. Each was independent of the other Governors also. But the Regulating Act of 1773 made the two Governors of Bombay and Madras answerable to the Governor of Bengal now called the Governor General. So instead of having to deal with three Governors the Second period act enabled the Company to control the destiny of India through the Governor General. This act of centralisation set its stamp on the administration of India. The Governor General acquired the authority to 'superintend' and control in certain matters the Governments of Madras and Bombay.

The renewal of the Company charter in 1813 is significant in the sense that section 43 of the charter declared that "... it shall be LAWFUL for the Governor General in Council to direct that a sum of not less than one lakh of rupees in each year be set apart and applied to the revival and improvement of literature and the encouragement of the learned natives of India and for the introduction and promotion of a knowledge of sciences among the
inhabitants of British territories in India."

This can as well be stated as the beginning of educational policy in India. Dr. Mukherji has not missed to catch the very significance of the phrase "it shall be lawful" and it was not OBLIGATORY. This declaration is unique in the sense that it is the first legislative enactment in the initial policy of educational administration as a part of general administration under British regime. For utilisation of this grant General Commissariate for public instruction was constituted consisting of two members of CIVIL service in Madras and Bengal. These institutions functioned from 1823 to 1842. In 1842 these were replaced by a council of education. In Bombay there was a board of education. The Bengal council of education merely looked after special institutions.

A tendency of unplanned disjointed functioning is perceptible from the perusal of the above facts. But a further scrutiny reveals that a majority of educational institutions was placed under the General Department of the Government of India. In the despatch of 1854 the Company's responsibility for education was effectively brought to the notice of the administration. The need for expansion and systematic promotion was stressed and the policy was formulated.

1. Dr. S.N. Mukherji - Administration of education in India - The Background Page 4
As already pointed out though freedom in educational matters was exercised at the level of presidency it was contained in the directions received from the court of Directors on educational policy. Lord William Bentinck in 1835 and Lord Auckland in 1839 issued brief resolution and minute respectively.

These made the objectives of the Government of India very explicit. They were

1. promotion of European literature and sciences among the natives of India
2. medium of instruction to be English and
3. education fund should be utilised for English education only.

To show that the Britishers were not interested in Indians or achievements of Indians the study of Dr. Sisir Kumar Das may be cited. In his study of the College of Fort William which functioned during the period 1800 - 1854 (Sahibs and Munshis - An account of the College of Fort William) has devoted his attention to the assessment of facts of British interest in Indian languages and allied subjects which come to centre around the College of Fort William.
Sri V.N.Chhibber reviewing the work of Dr.Sisir Kumar Das remarks that

"Dr. Das put these abstractions (certain British scholars who tried to study the subjects across the boundaries of prose language teaching appeared to have been weighed down by their orientalist assumptions and came inevitable to a bewildering set of abstractions) to close scrutiny and finds no evidence to accept the typical view of such orientalists that this College was designed to be a centre of Western learning in Eastern dress for the nations of India and Southern Asia".

From the study it is revealed that the British interest in founding the College was pragmatic — training the British servants shipped to India at the incredible age at 15-16 "to make a fortune or to die of a fever". Further the author points out that the coincidence of the founding of the College with the first anniversary of the Victory of British arms at Seringapatam was significant.

Further facts to strengthen the argument that this College was merely an administrative wing of the British establishment in colonial India are given by Dr.Das.

1. V.N.Chhibber - Review of A nursery for pukka sahibs
They are noted below

1) Only Europeans or Sahibs were appointed Professors and teachers.

2) Indians were appointed Munshis.

3) The salary of the Sahibs was in the range of Rs.1000/= to Rs.1500/= a month.

4) Munshis were paid Rs. 30/= to Rs. 200/= a month.

5) The students knew they were the rulers of the country and the Indian teachers were part of the subject population.

6) They would humiliate the Munshis.

He concludes that it was merely administrative compulsions which made the British take interest in the living speeches of India. The momentum it gave to the growth of prose in different Indian languages towards their modernisation was perhaps a byproduct.¹

The charter of 1833 removed the last vestiges of commercial monopoly of East India Company and transformed it to a political authority on behalf of the British Parliament. The charter centralised all financial controls in Government of India under the description of Imperial funds which can only be expended under the express sanction of the Government.

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¹ V.N. Chhibber - Review of A nursery for pukka Sahibs
Though the Presidencies prepared their respective budgets, the approval of the Government of India was required for the operation of the funds. Approval had to be supplemented with prior permission to incur any expenditure howsoever small it may be. It is left to one's imagination to picture the educational programmes under such suffocating atmosphere.

Centralisation of administration began with implementation of the Regulating Act of 1773. The appointment of Secretary of State for India (1858) responsible to the British Third period 1854-1919 Parliament made the process of centralisation more pronounced. The Secretary of State was the effective ruler acting through the Governor General who was aided by an executive council consisting of officials only. This system of administration was akin to one prevalent in dependent territories of the British Empire coming under the name of Crown Colonies. The Government was unitary as

1) the provinces had no rights as one can find in a federal structure,

2) no statutory division of finances between the states and the centre existed,

3) both the centre and the states had to take the approval of the Secretary of State to introduce any bill in their respective legislature,
4) all the important posts were held by officers belonging to the cadre of All India Services.

What was true of general administration was true for administration of education. The extent of centralisation aimed at could be seen from a reference to the passage which reads

"from this point of view the Local Governments were literally the agents of Government of India...
a central control over provincial expenditure was not merely justifiable but INEVITABLE."

It was incumbent on Provincial Governments to submit ALL projects for educational legislation, to get previous sanction of the Government of India and the Secretary of State, even for their introduction for discussion.

Important events of national importance during the period were the establishment of universities of Calcutta, Bombay and Madras in 1857. The Indian Universities Act was incorporated in 1904. The famous Wood Despatch (Sir Charles Wood) of 1854 is the most important of all events. The Wood Despatch drew the attention of the Government of India to

1) improve and extend educational through English and vernacular

1. Quoted by Dr. S. N. Mukherji - Administration of Education in India Page 7
2) establish separate department for ADMINISTRATION OF EDUCATION in each state
3) institute an university at each of the three Presidency towns (Bombay, Calcutta and Madras)
4) establish teachers' training institutions for all classes of schools
5) maintain the existing number of Government colleges and high schools and to increase their number when necessary
6) establish new middle schools and
7) introduce grant in aid

When one peruses the items mentioned above he is led to observe that Sir Charles Wood might be hailed as the first person to lay a strong foundation for expansion of the existing educational facilities and innovation of new ones where none of the type existed before.

The year of establishment of the universities of Madras, Bombay and Calcutta happened to herald the first war of independence (1857). The coincidence of these two events made the rulers to have a second look at relationship between education and political events. As one can see very clearly that the short span of less than one year could scarcely have produced any effect either politically or
otherwise. Perhaps this was the reason for reaffirming the policy of 1854 to a very large measure.

In 1882 the Government of India appointed a Commission to report on the subject of education. Sir William Hunter was the Chairman of the Commission.

The Commission studied the question of education in each province locating the defects in the existing system and indicating measures of further improvement. The further development of education was found to be feasible by encouraging private enterprise in education and recognising indigenous schools. Sir Hunter found that Women education (Female education as it was called in those days) has to receive adequate attention if education is to be broad based. This is understandable as women folk form nearly 50% of the total population. He was right in affording it an important place in the work of the Commission. Backward Classes of the community also had to receive special attention but unfortunately for India the basis for deciding backwardness was neither economic conditions nor cultural backwardness (like tribal or adivasis etc) but was communal and the mention of the name of the community under this category is significant as can be seen from the later developments of rifts between the two major communities culminating in the
artificial partition of the country. This can be vouched by the following extract

"Female education and the instruction of certain backward classes of the communities such as the Muhammadans received special attention from the Commission".¹

So the efforts made by Hunter cannot be said to be wholly beneficial to Indians. Perhaps the imperial interests might have weighed heavily in his mind. The Government of India accepted the recommendations of the Commission and also passed the local self Government act of 1883-1885. Thus we see the management of Government schools slowly passed to the hands of municipalities and district boards.

This development halted in 1900 when Lord Curzon emphasised the responsibility of Government in the field of education. The passage in question reads as follows.

"The Government of India cannot divest itself of the responsibility that attaches both to its interests and its prerogatives. If it is to lend the resources of the State to the support of certain schools it cannot abrogate its right to a powerful voice in the determination of the course which is there imparted".¹

¹. Quoted by Dr. S.N. Mukherji from "The Indian Empire" 1883 in Administration of Education in India Page 8
For the resources lent vigilant policy of inspection and supervision was followed. This was supplemented by the insistence of the Secretary of State of having Government control, guidance in higher learning and having a certain number of Government schools. It is certainly laudable that the Government itself should run certain number of schools working as per its laid down policies to serve as model for institutions managed by others but to assert guidance in higher learning on the ground that its resources are lend is not a convincing argument.

The shift in the policy from one of laissez-faire to one of vigilant control makes one to ponder and try to trace the reasons for the shift.

During this period the political consciousness had arisen and the alien Government naturally desired to control education. But quite a different turn of events caused the same change in the educational policy of England. Education which was an affair of private initiative and enterprise in England attracted the attention of the well wishers of the country. At the beginning of the present century one finds definite measures taken to improve the quality of education. As early as 1902 the private enterprise in the field of primary education was brought under control. Under the guise of this well intended act carried out in England, the
authorities in India attained the purpose of checking the national consciousness by controlling education.

In 1913 the Government of India passed another resolution on education. This resolution admitted the need of improvement and expansion of primary education on a voluntary basis. It did not agree with the arguments of people like Gopala Krishna Gokhale claiming that universal free and compulsory primary education was the responsibility of the Government of the country. The able arguments and sustained stand of Gopala Krishna Gokhale in this regard are memorable in the annals of the history of education of India, though he fought a losing battle against the Government. The resolution in question marked the begining of the institution of teaching and residential universities and providing facilities for research in all branches of learning.

The Calcutta university Commission report of 1917 recommended the following administrative measures which had an all India impact

1) The intermediate classes of the university were to be transferred to the secondary institutions and the stage of admission to the university should be that of the present Intermediate examination.

2) Secondary and intermediate education was to be controlled by a board of secondary education and
NOT by a university.

* * *

5) The teaching resources of the city of Calcutta were to be organised to create a real teaching university and the MOFFUSIL colleges were to be organised in such a way as would encourage gradual rise of new university centres by the concentration of higher learning at a few points. ¹

The second recommendation is strongly reflecting the present situation. Even today neither secondary education nor the pre university (equivalent to old Intermediate) is under the control of the university. Secondly the organisation of Post graduate centres at Shimoga, Gulbarga and at Mangalore are done in such a way as to form nuclei of independent universities in due course.

The third resolution gave scope for new universities in the country.

Apart from the matters of university education we find that many circulars were issued by Government, dealing with abolition of fee in primary schools, training of primary and secondary teachers, improvement of secondary education and education of special classes of people like girls, women and

Mohammedans. Mention may also be made of text book committees, educational literature and Boy Scout movement of Baden Powell.

The interest evinced and the measures taken for promoting education make one assume that a suitable machinery for administration of education was instituted. But a perusal of records reveals that there was no independent machinery for administration of education in the country. The administration of education was carried on by Home Department.

The credit of realising the necessity of an independent officer solely in charge of education goes to Lord Curzon. He appointed Director General of Education for India in 1901. The observation of Lord Curzon while appointing Director General of Education deserves special mention.

"Education is at present a sub heading of the work of Home Department... when questions of supreme educational interest are referred to us for decision we have NO EXPERT to guide us, no staff TRAINED to the business nothing but precedents recorded in our files to fall back upon. In every department of scientific knowledge.... the Government possesses expert advisors. In education the MOST COMPLEX and MOST MOMENTOUS of all we have none".

1. Quoted by Dr. S.N. Mukherji in Administration of Education in India Page 13
The capital letters are used by the investigator in the above quotation to mark the importance given to expertise and training required in administration of education and to realise the complexity and momentous nature of education. It is likely that Lord Curzon was influenced partly by the Board of Education Act 1889 of England and also the dire need of an independent officer. Yet the Director General of Education was attached to the Home Department.

Separate education department of education was constituted in 1910 by Lord Morley. But the independent department of education was saddled with the administration of sanitation, local self government and ecclesiastical matters, archaeology and museum. The very purpose that impelled Lord Curzon to appoint Director General of education appears to have been missed by the Vicereoy who succeeded him. To complicate the issue further the post of the Director General of education was abolished for some time. The post was revived under the new name of Educational Commissioner in 1915. All these quick and contradictory actions reveal a lack of unity of purpose on the part of the administrators at the helm of affairs or natural apathy towards the welfare of native population.
The period under study gains special significance due to the organisation of Indian Educational Service (I.E.S.) in 1896. The higher posts of the administration were made exclusive preserve of service recruited in England. Their outlook and demeanour are very aptly described by Sir Bertrand Russel quoted elsewhere. But thinking that they were the custodians of British Empire they paved the way for its liquidation which was completed in 1947. It was as late as 1924 due to the recommendation of Lee Commission that recruitment of this service was stopped and Indianisation of superior services in education began in India.

It is easily observed that there was a conflict between centralisation and devolution of powers. Naturally the provincial governments resented the centre's directorial methods of formulation of policy. The centre in its turn was not happy with the interference of the White Hall. Each became more critical of control and outspoken in their comments. So educational administration was done not by competent officers but by clerical subordinates.

This period heralds the advent of dyarchy or the double rule in provincial administration. To be specific it may be stated that provincial administration was divided into two halves. The halves went by the name of reserved items of administration. Finance law and order and other important

1. Bertrand Russel - On Education Page 31-32
subjects came under reserved list. These items were under the direct charge of the Governor who was assisted by an executive council responsible to the Secretary of State through the Government of India. Subjects like agriculture, public health, local government and education came under the transferred list. These subjects were also under the charge of Governor assisted by a council of ministers responsible to the electorate of the province. But the members of the executive council were Government officers. Even the subject of European education was a reserved subject. This period may be termed as beginning of provincial autonomy.

On the plea that provincial autonomy was accorded the Government of India stopped whatever little they were paying (doles) towards education. This caused a bottleneck in the administration of the provinces. Further finance was a reserved subject operated by an official member responsible to the Government of India and in no way responsible to the legislature. The issue got further complicated as ministers could have only limited control over the officers of the I.E.S. cadre. Government of India, provincial governments and the I.E.S. officers began to act independent of one another. This resulted sometimes duplication of work and wastage of
public money. Possibility of the formulation of a policy for the entire nation became a remote possibility.

It was the report of Saddler's Commission that pinpointed the need of defining the aims of general policy of education and arbitrating in disputes arising from the relationship of different agencies of education. Need of consolidation of education ideas prevalent in different parts of the country and supplying the required information also featured in his report. The result of this report was the constitution of Central Advisory Board of Education in 1921 (CABE). Before it could settle itself to tackle the problems confronting it lack of sufficient finance caused its premature end. (within two years of its inception). A step which may safely be termed retrograde was taken in amalgamating department of education with health, revenue and agriculture.¹ The new department was named as department of education health and agriculture and this was put under the charge of a member of the Viceroy's Executive Council.

After a lapse of twelve years on the suggestion of Hartog Commission CABE was revived in 1935. The Government of India Act of 1935 recognised the states as separate entities having their own executive and legislative powers in their jurisdiction. The distinction between reserved and transferred

¹ Dr. P.D. Shukla-Educational Administration in Government of India - a survey report page 2
subjects disappeared. Consequently the ministers acquired full control over education officers. The act also brought in the extinction of I.E.S. cadre. People at large realised that the progress of their motherland depended to a very large measure on the educational developments. The year 1945 saw the trifurcation of the department of education, health and agriculture into separate departments - namely education, health and agriculture. These changes may be traced to the report submitted by Sargent who in turn was influenced by Butler Act passed in 1944 in England.

Sri Abul Kalam Azad had the unique honour of being the first education minister in the national cabinet formed in 1947. Department of education became the ministry of education. The status quo underwent a change in 1957 when education and scientific research were brought under one ministry. The ministry was named the ministry of education and scientific research. Soon after one year the department was again bifurcated into ministry of education and ministry of scientific research and cultural affairs. In addition to the original functions of the department of education the subject of physical education was added to its purview.
In 1963 again the experiment of clubbing the departments was done. The combined ministry had two departments — the department of education and the department of science. Again the two departments were abolished and five bureaus were formed in 1964 — child welfare, education of handicapped and social welfare were transferred to the department of social security in 1969. The ministry of education was renamed as ministry of education and youth services. In 1972 the ministry was renamed as ministry of education and social welfare. The following table gives a picture of rapid changes that were done and undone by the Government of India.

TABLE 2-1
SHOWING THE CHANGES THAT TOOK PLACE IN THE MINISTRY OF EDUCATION SINCE 1947.

<table>
<thead>
<tr>
<th>Year</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1947</td>
<td>Department of education became the ministry of education.</td>
</tr>
<tr>
<td>1957</td>
<td>Department of education was clubbed with scientific research — Ministry was named Ministry of education and scientific research.</td>
</tr>
<tr>
<td>1958</td>
<td>The ministry of education and scientific research was bifurcated into ministry of education and the ministry of scientific</td>
</tr>
<tr>
<td>Year</td>
<td>Change</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1963</td>
<td>The above two ministries were combined and organised into two departments - department of education and department of science.</td>
</tr>
<tr>
<td>March 1964</td>
<td>Two departments were abolished and ministry was organised into five bureaus</td>
</tr>
<tr>
<td>June 1964</td>
<td>Items of work relating to child welfare, education of the handicapped and social welfare were transferred to the department of social security.</td>
</tr>
<tr>
<td>1969</td>
<td>Ministry of education was renamed as ministry of education and youth services.</td>
</tr>
<tr>
<td>1972</td>
<td>Ministry was renamed as ministry of education and social welfare.¹</td>
</tr>
</tbody>
</table>

Having fully traced the evolution of educational administration at the Centre one is at a vantage point to view the impact it made on the educational administration that existed in the integrated units of Karnataka before the British rule and also thereafter. So the same periods

¹. Dr.P.D.Shukla-Educational Administration in Government of India - a survey report Page 2
of phases are kept in view while studying the developments in different parts of Karnataka. The present State of Karnataka was under five different administrations up to 1956. They may be termed as

1) Ex Mysore area comprising the district of Mysore, Bangalore, Kolar, Tumkur, Chitradurga, Hassan, Mandya, Chikkamagalur and Bellary (since 1953)

2) Bombay Karnataka area comprising the districts of Belgaum, Bijapur, Dharwar and Karwar (since 1866)

3) Centrally administered area of the district of Coorg

4) Hyderabad Karnataka area comprising the districts of Gulbarga, Bidar and Raichur

5) Madras Karnataka area comprising the districts of South Kanara, Karwar (up to 1866) and taluka of Kollegal.

So in perusing the evolution of educational administration in these areas we find periods of educational administration

a) prior to British rule up to 1812

b) introduction of centralisation 1813 - 1853

c) extreme centralisation 1854 - 1919
d) provincial autonomy 1920 - 1946
e) period of post independence 1947 - 1956.

Each integrating units pointed out above will be dealt with under five chronological periods mentioned above.

EX MYSORE

There were a number of indigenous schools at different stages of efficiency. This is due to indifference or worries of their own existence. Period upto 1812 due to the spreading tentacles of the British Imperialism. Prof. C.S. Bennur opines "In the pre British days there was a widespread system of indigenous schools in different parts of the new Mysore state. These schools were run mostly in 'Maths' or temples run by the heads of those 'Maths'. These were known as "Odumath" "Salimath" or "Ayyanavar Saligalu". These schools were found in all most all villages. Girls were taught at home by their elders.... The indigenous system, however was not in a prosperous condition. Due to poverty and changing conditions the schools were dying out".  

1. C.S. Bennur - Towards effective teaching - Administration of Primary schools in Mysore State. Bulletin No.13 of Karnataka University Page 1
Krishnaraja Wodeyar III established a free English school at Mysore and the entire cost was met by the king. The Government supported two schools at Bangalore. Wesleyan Mission established schools at some District Headquarters between 1840 and 1854. The Government gave aid to these schools.¹

The Wood Despatch as already mentioned had its effect on the entire country. Ex Mysore was under the control of British Commission at that time. A scheme of development was formulated by Honourable Mr. Devereux the judicial commissioner of the state. The scheme was approved by the Government of India on 6th February 1857. According to this scheme the department of education was created. The head of the department was designated as the Director of Public Instruction. A staff of two Inspectors four Deputy Inspectors and thirty Sub deputy Inspectors was sanctioned.¹ Each Sub deputy Inspector had an average four talukas. The whole state had one college at Bangalore and four Anglo Vernacular schools one for each division and one primary school in each taluka. Till 1866 the Judicial Commissioner was looking after the duties of the Director of Public Instruction. Perhaps the need of a technically trained person to handle the affairs of education was not so much felt as in the case of law or medicine where

¹ Dr. A.C.Devegowda-A Hand Book of Administration of Education in Mysore Page 4.
the lack of technical knowledge is immediately felt with drastic effects. The evil effects of administration of education by persons who are novices in the field are no less drastic but the effects being not dramatic and experienced only after a lapse of one or two decades make the people at the helm of affairs to view the problem less seriously than it deserves.

As the result of the scheme put forward by B.L. Rice education department became an independent unit. The reorganised department of education had two circle inspectors one deputy circle inspector at headquarters and eight deputy inspectors for eight districts. There was one Mohammadan deputy inspector looking after Urdu primary schools in the State. He suggested the opening of hobli schools to bring education to the masses.

In 1881 the state was handed over to the Maharaja. In 1883 the designation of the Director of Public Instruction was changed to Education Secretary to the Dewan. Education Secretary had to look after the duties of Police Secretary and the Census Superintendent. The clubbing of the functions having not even a shadow of common element is very hard to be explained in these days of specialisation. In 1884 the functions of the Police Secretary were withdrawn and those

1. Dr. A.C. Devegowda and D.R. Murugendrappa - Administration of Education in India - Mysore edited by Dr. S.N. Mukherji Page 446
of archaeology were added. The year 1890 saw the separate existence of education department. The headquarters of the department was shifted to Mysore in 1894. Four years later Bangalore again became the headquarters of the department.

The designation of Education Secretary to the Dewan was changed to the Inspector General of Education in 1895. Manual training found place in the curriculum in 1907. Religious and moral instruction were added on to the syllabus of schools and colleges in 1908. In 1908 Miss R. Latter Head mistress of the Invicta Road, London County School, Black heath, a specialist in kindergarten methods was invited to train teachers in those methods. But those methods somehow did not take roots in the schools. Perhaps the teachers were not capable of following the methods of activity.

The year 1911 became very significant as one of the foremost research institutions in the country - The Indian Institute of Science - was founded in Bangalore.

The Elementary Education Regulation making education compulsory in some parts of the state was passed in 1913. During this year agricultural education found a place in the educational set up as agricultural school was founded at Hebbal. The oldest university of the State - Mysore university was established in 1916.

The department was reorganised due to its increase in its functions. In 1924 instead of two circle inspectors three circle inspectors were appointed. Secondary and normal schools (training institutions for undergraduates) where teaching was through Kannada medium, were under the charge of one Provincial Inspector. Middle and Primary schools were under the charge of second Provincial Inspector. The third Provincial Inspector looked after science education. All the posts of three Provincial Inspectors were attached to the office of the Inspector General of Education. In 1927 the designation of the Inspector General of Education was changed to Director of Public Instruction. The change was in consonance with the duties of direction that the Head of the department was expected to do. He was not an automaton merely to INSPECT and find fault with the subordinates. Further direction implies his role to be in the background but all the time operative. The main role is that of pupils engaged in their instruction. Direction however important and essential is found to be only felt and experienced. Inspector General sounds strange to these sentiments. Provincial Inspectors were renamed as Deputy Directors of Public Instruction. Two Deputy Directors of Public Instruction were appointed with headquarters at Mysore and Shimoga. Deputy Director having Mysore as headquarters had jurisdiction over the districts of Mysore,
Hassan, Tumkur and Chitradurga. The Deputy Director of Public Instruction at Shimoga looked after the administration of education in the districts of Shimoga, Kadur (now known as Chikkamagalur), Kolar and Bangalore. One officer of the status of Deputy Director of Public Instruction assisted the Director of Public Instruction in his routine work. There was a lady assistant in the office of the Director of Public Instruction to look after the work of the assistant inspectors and also to inspect girls' schools (normal schools for women and middle schools for girls). There were eight officers at district level known as District Educational Officers. The District Education Officers were in charge of primary schools, middle schools and normal schools. They used to assist the Deputy Directors of Public Instruction in the work of the inspection of high schools. Each District Education Officer was assisted by a Class II Gazetted officer known as Office Assistant (now known as Gazetted Assistant). The District Education Officer was the controlling authority over the officers of taluka level. The latter were known as Assistant Inspectors of schools. The cadre of the Assistant Inspector of schools consisted of Assistant Inspector of Urdu primary schools and Assistant Inspectors of Kannada primary schools. Each revenue taluka formed an educational range.
Four assistant inspectresses were appointed (each in charge of two districts) to look after Kannada girls middle schools. Another two inspectresses were in charge of Urdu girls middle schools (each had four districts for her jurisdiction).

Municipalities entered the field of education by starting high schools in the year 1929. Sagar in Shimoga District took the lead. These schools were managed by committees constituted by Government. Committees consisted of personnel of education department, Municipalities and District Boards. The department sanctioned grants for the proper maintenance of schools.

Before the advent of municipal high schools the high school education was confined to cities where the institutions were run by aided agencies and to a few places where the Government was running their schools. So the part played by municipalities in this direction is commendable. The Committee for Educational Reforms in Mysore 1952 made a special note of the contribution made by municipalities in the field of secondary education in the following words.

"The expansion of primary education was bound to result an increased demand for Secondary Education. The Municipalities and later the District Boards which came forward to start and maintain high schools..."

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to meet this demand HAVE RENDERED GREAT SERVICE by spreading higher education throughout the State in the smaller towns and the rural areas".¹

The Government which was looking after primary education along with secondary handed over the former to the local bodies i.e District Boards and Municipalities in 1930. According to Mysore Elementary Education Regulation of 1930 District Education Officers served as District School Board Officers as in erstwhile Bombay Karnatak area. Assistant Inspectors of schools served as School Board Assistants.

A survey made by the committee on elementary education in 1938 revealed that little progress had been made in ten years from 1928. The change brought neither increase in the number of primary schools nor improved the efficiency of the existing schools. Dealing with this aspect the report of the Committee for Educational Reforms in Mysore states "The number of girl pupils had increased by a bare 200 while the number of schools for them had decreased by 51".¹

Accordingly the Government decided to resume the responsibility of primary education. The Hartog Committee also had expressed the view that education of all the

¹. Report of the Committee for Educational Reforms in Mysore 1952 Page 43 and 22 respectively
subjects of the State is the responsibility of the Government. This was reiterated by Sargeant's Report a few years later.

Elementary Education Act 1941 was therefore passed and the Government resumed the control of primary education. Following provisions were made for the spread of primary education.

1) "A school to each village with a population of 500 in midan areas and 300 in malnad areas.

2) A four year plan for opening 1000 schools.

3) Strengthening the inspectorate - By this no inspector had more than 100 schools in his charge."^1

Since then the Government has been shouldering the full responsibility for primary education in the State.

In rural areas the demand for middle school education increased. But in many places not more than a dozen pupils for middle schools were forthcoming. So a scheme of New Type Middle Schools was started in 1942-43. Under this scheme an English teacher was provided to upper primary schools. As the strength improved additional English teachers were provided. These schools could send up candidates for Middle School Examination.

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^1 Report of the Committee for Educational Reforms in Mysore 1952 Page 22
In 1946 three posts of the status of Deputy Director of Public Instruction were attached to the office of the Director of Public Instruction. They were placed in charge of primary schools, middle schools and high schools of the entire state. District Education Officers were empowered to inspect high schools at Taluka headquarters along with middle schools while the Assistant Inspectors were authorised to inspect middle schools along with primary schools in their ranges.

The District Boards were permitted to open High Schools in the year 1948-49 on the same lines as in the case of Municipalities. The committee of management consisted of President of the District Board, District Education Officer, Sub Division Officer or Amildar (now known as Tashildar) and three non official members of the District Board to be nominated by the District Board and three members from the Village Panchayet or Municipality proposed by the Board on the nomination made by the concerned body.

The Committee for Educational Reforms in Mysore submitted the following recommendations regarding the administration of education.

1. PRIMARY EDUCATION: No inspector of schools should be entrusted with the inspection of the work of teachers whatever be the number of schools. The maintenance of Service Registers, sanction of leave and other administrative matters SHOULD NOT COME in the way of effective educational supervision.

Inspectors to have adequate teaching experience to DEMONSTRATE the methods of teaching for guidance of teachers.

Primary education should be a unit by itself. The office of the present Deputy Director of Public Instruction in charge of primary education should be enlarged considerably to promote initiative and quick action both of which are essential to put through a programme of expansion of dimensions now contemplated.¹

In each of the District an officer of the status of District Educational Officer (now designated as Deputy Director of Public Instruction of a District) to be in charge of PRIMARY EDUCATION only. He will have 15-20 inspectors of schools under him and will be able to devote his full attention to Primary Education in the District. The present arrangement of making the District Education Officer responsible for all grades of Education in the District HAS NOT PROVED SATISFACTORY.¹

1. Report of the Committee for Educational Reforms in Mysore 1952 Pages 88 and 89 respectively.
The recommendation that no inspector of schools should be entrusted with the inspection of the work of more than 150 teachers was not accepted is really a retrograde decision of the department. The continuance of the same stand even after 18 years (II reorganisation that took place in 1970) is not understandable. When viewed with rapid expansion of primary education. The department still equates a single teacher school with a school having 12-14 teachers and has decided that no assistance need be given to the inspecting authority where the number of schools is 69 and less. The valid reasons put forward by the Committee that the Inspector of Schools (the present Assistant Education Officer) has to maintain Service Registers of teachers, sanction leave and prepare pension records did not attract the attention of the Department. The illogical situation is made clear with the number of schools and teachers in certain Ranges. In 1974 Chikkodi Range had 1371 teachers against 268 schools. Khanapur Range with nine more schools (277) had only 677 teachers. Udipi Range with almost half the number of schools (136 schools) had almost the same number of teachers as Chikkodi Range (1126 teachers). There is no reason why revenue talukas should be coterminous with Educational Ranges. Even this principle is shown exception in the case of Gadag city, Dharwar Hubli Corporation and Bangalore city corporation. Still more there is Bangalore City District.
Naturally the administrators cannot be charged with negligence or inefficiency or irregularity.

Secondly though stress was given to emphasise the need of having ability to DEMONSTRATE method of teaching as one of the prerequisites of inspectorate many instances can be cited where the personnel BEGIN their service with inspectorate.

Similarly at the District level the authorities continue to inspect all grades of education in addition to the administrative duties inspite of the clear recommendation that there should be a separate District Authority in charge of primary education. There is no need to repeat the same argument as was putforth in case of taluka administration.

The Education Commission of 1966 recommended separation of supervisory and administrative functions at the District level. Even this is not taken note of by the State authorities.

The economy effected in restricting the number of inspectors or District Authorities to the present number is of no avail when wastage of money invested in primary education runs to manifold times of this economy effected in the form of nonfulfilment of primary education (wastage stagnation) for which the department is organised.
But the suggestion that there should be a separate authority in charge of primary education is implemented by the appointment of Additional Director of Public Instruction in 1976. But he has no base at the District level who can be held solely responsible for him. The present District authorities have dual orders to obey which means confusion, delay and finally inaction.

2. SECONDARY EDUCATION: Two Deputy Directors will be placed in charge of two Divisions namely Bangalore Division and Mysore Division with their Headquarters at Bangalore and Mysore. Jurisdiction of the two Deputy Directors are specified in the recommended reforms.

DEPUTY DIRECTOR, MYSORE DIVISION

<table>
<thead>
<tr>
<th>District</th>
<th>No. of High Schools</th>
<th>No. of Intermediate Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mysore District</td>
<td>31</td>
<td>4</td>
</tr>
<tr>
<td>Hassan District</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Chikkamagalur District</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Mandya District</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Chitradurga District</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>100</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

The inspection of academic work of the Junior Secondary Schools (High Schools) were to be entrusted to the subject inspectors. Two officers of the status of Deputy Director of Public Instruction and two of the status of District Education Officer were to assist the Director of Public Instruction in his routine work.

At the time of reorganisation of the State on 1st November 1956 the administration set up was as follows.

Director of Public Instruction had general control over all branches of education including technical education but excluding all colleges affiliated to Mysore University.

Three Divisional Deputy Directors of Public Instruction at Mysore, Bangalore and Chitradurga with general control over all branches of education in their jurisdiction and
Eleven District Education Officers for 11 districts had general control over primary and direct control over middle schools.

Inspectors of schools roughly one per taluka in charge of primary schools.

**Pattern of Organisation in Ex Mysore**

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                            D.P.I.
                            /     \
             Bangalore     Mysore     Chitradurga

Banga  lore  Kolar  Chitra  Tumkur  Shimoga  Bellary  

Mysore  Hassan  Mandya
D.E.O  D.E.O  D.E.O
I.O.S  I.O.S  I.O.S
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BOMBAY KARNATAK

Educational activities were in full swing during the hey days of Vijayanagar Empire. Education was not in the modern sense a responsibility of the state. But enlightened people shared their knowledge and benevolent people supported the cause of education with all their resources. It was considered a sacred duty. Hence we find Karnataka spotted with numerous educational centres known as Agraharas, Brahmapuris, Gatikas, Salemath and so forth.¹ Royal patronage for such activities was always forthcoming without restraint of any kind. The absence of the stipulation of the period of study and the age of admission to the educational institutions up to 1812 show that the doors of educational institutions were open for all persons of all ages and that they could study so long as they wished. Really the period is enviable.² Those who were satisfied with rudiment knowledge of 3 Rs could have them in elementary schools and many felt that this knowledge was enough to equip them well for entering life. As life was not so complex or competitive as today, the education imparted was not very much divorced from life. They really felt that that education was enough.

It was only those who felt the inner urge to pursue study for love of study alone went to the seats of higher learning and continued their study. Naturally they must have

¹ Karnataka Through the Ages-Page 346
² Dr.A.C.Deve Gowda and Sri V.B.Desai-History of Education in Bombay Karnatak Page 1
had a very efficient and thorough system of education which made the students proficient in learning. This is what we are aiming to do now at the level of university education to instruct only those who are fit for higher learning with greater means of efficiency and opportunities to pursue the course profitably.

Sri V.B.Desai and Dr.A.C.Devegowda are justified in claiming that education was spread far and wide and the percentage of literacy should be naturally very high. Many records go to show that the king Krishnadevaraya and his queen Gangadevi were great writers.

The battle of Talikot of 1565 marked the downfall of not only the empire of Vijayanagar but also caused the cruellest blow to the culture of Karnataka and the education of people in general. The feudal lords of Keladi Swadi and Belligave in Shimoga continued traditions of educational institutions and patronised men of learning. The homogeneity achieved by Vijayanagar kings was shattered by the Muslim dynasties on one side and by the Marathas on the other with the result that the area of Karnataka was dismembered and came under different political authorities. Marathi became the state language in areas that went under the control of Marathas and Kannada the language of the people was relegated. The areas that came under Muslim rule had a similar experience.
The medium of instruction in both the areas was through languages other than the mother tongue of the learners. As a result of this illiteracy crept in steadily. Till 1836 Marathi was the State language in the Districts of Dharwar, Belgaum and Bijapur.

The Charter of 1698 directed the Company to maintain schools wherever necessary in all their garissons and factories. Accordingly a Charity school was established at Bombay by Rev Richard Cobbe for the education of the children of Europeans and Anglo Indians. This school was established in 1719. Till 1815 the Company was giving some financial assistance.

In 1815 Bombay Education Society was formed with the express object of furthering the education of children of European and Anglo Indians. The Society took the Charity school and did not bar Hindus, Muslims and Parsi children.

A momentous decision was taken in August 1820 in the meeting of the Society presided by Sir Stuart Elphinstone. In the meeting it was decided to take steps to extend the benefits of intellectual and moral development to the children of the soil. Further steps were intended to be taken to introduce them to the knowledge of arts and sciences of Europe.
In pursuance of this objective preparation of books on these matters in the languages of the COUNTRY were undertaken. The society entrusted this task to a separate society named as The Native School Book and School Committee consisting of eight members of the managing committee and twelve Indians connected with schools meant for Indians. Hindus, Muslims and Parsis were equally represented—four from each community.

A word about North Kanara District appears necessary. It was a part of Madras Presidency till 1866. Sir Thomas Munro ordered an enquiry into indigenous education in Madras Presidency in 1822. The Collector of North Kanara district submitted a report instead of the statistical information as desired by Munro. A gleaning of the situation in the District can be had from the information mentioned below.

"The late principal Collector of Kanara reported that education is conducted in that District so much in PRIVATE that any statement of the number of schools and of scholars attending them would be of little or no use but on the contrary fallacious in forming an estimate of the proportion of population receiving instruction."1

1. Selection from the records of the Government of Madras No II Appendix C Para 10 quoted by Dr A.C.Devegowda and Sri V.B.Desai in History of Education in Bombay Karnataka area Page 4-5
In Bombay by about the same time the Bombay Education Society took an important decision in the meeting presided by the Commander in Chief His Excellency Lieutenant General the Honourable Sir Charles Colville. This decision made the Native School Book and School Committee an independent institution. The funds of the previous committee were transferred to the new Society and a fresh subscription was set on foot. The objects of the new Society were among other things.

(1) to provide suitable books for the use of native schools in the several languages used in the territories of the Presidency of Bombay as well as in English and to affording assistance in the preparation, publication and cheap or gratuitous supply of other books which may be deemed useful by the Society and

(2) it shall form NO part of the design of the Society to furnish religious books - a restriction however very far from being meant to preclude the supply of moral tracts or books of moral tendency which WITHOUT INTERFERING with the religious sentiments of any person may be calculated to enlarge the understanding and improve the character.¹

From these events it is clear that the honour of making initial official attempts to educate Indians on modern lines goes to Sir Mount Stuward Elphinstone Governor of Bombay. It is clear that he had a genuine desire to improve the lot of the people by means of mass education through the medium of mother tongue. It is significant that he did not insist on the use of English as the sole medium of instruction but was not opposed to the idea of using English as a medium of instruction.¹

A similar proposal was made by Sir Thomas Munro in 1826 in Madras Presidency to educate masses by improving indigenous schools. His proposal provided for the establishment of two schools in each collectorate and one school in each of the tehsils of the province. The two which were intended to be established in the collectorate was meant for Hindus and Muslims to be utilised separately. The year 1826 saw the establishment of the Board of Public Instruction of Madras. The Court of Directors approved the proposals of Munro in the year 1828. Munro did not live to see the materialisation of his proposals.

The Board of Public Instruction, Madras opened 100 schools in rural districts and also an institution to TRAIN teachers at Madras. But instructions received from the Court

of Directors in 1830. restricted the field of activity only to concentrate the spread of English education rather than spread education among the masses.

The proposals of Elphinstone when placed in the Governor's Council met a very stout opposition from Mr. Francis Warden a member of the Governor's Council. He struck to his stand that Government SHOULD NOT accept the responsibility of educating the masses. He attached very great importance to the English education. "He was one of those chief advocates of the Downward Filtration Theory."1

The action of the Government prevented the good plans putforward by Elphinstone from being implemented. It was possible to establish some elementary schools in the district and to train the school masters.

Bombay Native School and School Book Society started two Marathi schools one at Dharwar and another at Hubli in 1826. In 1830 the Society started the third school at Belgaum. This was a Marathi school. London Missionary Society had 7 boys' schools and 6 girls' schools in 1835. In 1836 the Government ordered that Kannada should be the official language in the collectorates of Dharwar and Belgaum. In 1835 Bombay Native Education Society started two Kannada schools at

1. Dr.A.C.Deve Gowda and Sri V.B.Desai-History of Education in Bombay Karnataka Area Page 20.
Dharwar and Hubli and published Aesop's Fables, Arithmetic and a book on management of schools in Kannada. Consequent to the issue of order making Kannada the official language, Kannada schools were established at Ranebennur, Haveri, Hangal and Gadag in Dharwar District, Belgaum, Savadatti, Sampagaon, Bidi, Gokak, Bagalkot and Kaladagi in Belgaum collectorate. But in certain jahagirs Marathi which was official language prior to 1836 was continued. Hence Government servants found it necessary to be conversant with both Marathi and Kannada. Students also had to learn both the languages. However, we find 115 schools functioning in 1840.

The FIRST ENGLISH school in this area was founded in 1848 at Dharwar. The expenses were met fully by the inhabitants of Dharwar. The other English school which functioned at Belgaum was a private institution. This was started in 1850. Any youth bringing a 'Thylee' or a note of introduction from the contributing Sardar was admitted to the school. Hence, the school came to be known as Sardars' English College, Belgaum.

The year 1855 is very significant for the reason that the Department of Public Instruction was constituted. Period from 1854 - 1919 from 1st May 1855. The whole Presidency was divided into four divisions - Presidency Division, Deccan Division, Gujarat Division, and Sind.
Karnatak remained in Deccan Division. A deputy inspector for the sub division was appointed. Sub Division consisted of collectorates of Dharwar and Belgaum and Kannada Districts of Sholapur and Satara collectorates. The latter formed major portion of Bijapur District.

Mr. Brskine has the honour of drawing a code of inspection. The instructions were detailed in nature. They were given to Inspectors, Deputy Inspectors and Assistant Deputy Inspectors. The last named category were then known as visitors of schools. Mr. Brskine may be considered as innovator in classifying the institutions (village school, indigenous primary school, Town school, paragana or Taluk school, Zilla or High school and finally the colleges), organising the courses of study, conducting examinations and in prescribing text books. Further a scheme of training of teachers proposed by him was approved by Court of Directors. But he could not see the materialisation of his proposals as he had to resign due to ill health in 1857. Bombay University was established in 1857. A class was opened in Dharwar in 1856 with a capacity of ten teachers for training. It was under the charge of Deputy Inspector at Dharwar and the head masters of Marathi and Kannada vernacular schools. In 1860-61 the class was transferred to Belgaum. Head master, Sardars'
High School, Belgaum was in charge of this training class. In 1863 Canarese division was formed. In 1869-70 the training school at Belgaum was upgraded as Belgaum Training College. By about 1875 it was shifted to Dharwar.

In 1870 the State Government secured more powers under decentralisation of powers. State Governments became fully responsible for Departments of Education, Public Works etc. Expenses had to be met from grants received from Government of India and from certain revenues allotted to them. Overall control over all departments rested with Government of India.

In 1882 Indian Education Commission was appointed. Primary education made considerable progress but very much remained to be done specially when people became conscious of values of education. Two obstacles prevented accelerated progress, namely paucity of trained teachers and of text books in Kannada.

Primary education expanded very much inspite of the great natural calamities like famine and plague. A special inspectorate headed by Divisional Deputy Inspector of Urdu schools was created for inspection of Urdu schools in 1884 - 1885.

The local boards' training school for women was taken over by Government in 1903-1904. Government opened two
Anglo Vernacular middle schools at Dharwar and Bijapur in 1885. This facilitated the girls' secondary education.

Bijapur had a Government High School in 1889 - 1890. By about 1921-22 there were 19 High schools including two Municipal High schools, one at Hubli and another at Gadag.

Private educational bodies like K.L.B. Society and Karnataka Education Society were formed. Karnataka Vidya Vardhaka Sangh was established in 1890. Karnataka Arts College was established in 1917.

Reforms of 1919 brought dyarchy into every British Province. In 1921 the Indian minister for education responsible to the legislature took the reins of administration. Sri R.B. Period from 1920 - 1946 Paranjape was the first education minister. Soon after his assumption of power a committee was appointed under the Chairmanship of Sri N.G. Chandravarkar.

The report was published in 1922. Bombay Primary Education Act was passed in 1923. According to this control of primary schools was handed over to local bodies. School Board was formed consisting of persons interested in education, and women, minorities and backward and depressed communities were represented. School Board was responsible for the management of primary education and was subject to the
control of Local Authority. Local Authority was headed by an Administrative Officer whose appointment was subject to approval of Government. Administrative Officer was provided with his own ministerial and inspection staff. Each Local Authority was to have within a prescribed period as complete a programme as possible for the universal introduction of elementary education.

Government undertook to pay in any year a grant equal to the grant of 1922-23 + 2/3 of the expenditure over and above the expenditure of 1922-23 provided they were approved by Government.

By this the role of the education department became advisory. The whole scheme could only be brought to effect in 1923-24.

But the period 1923 - 1937 was a period of great economic depression due to the after effects of war. Under dyarchy the finance portfolio was held by European Councillor. It was very difficult to secure additional funds for extension of education from provincial revenues. Government of India stopped the sanction of grants under the score that there was provincial autonomy and it was the business of provinces to manage their own affairs. In 1922 Indian Education Services consisted of 60 Officers of whom 30 were Indians. They were
recruited by the Secretary of State for India. These I.E.S. officers were not under the control of the Indian Minister. Lee Commission of 1924 recommended for the abolition of I.E.S. cadre. Bombay Education Service was created in 1930-31.

The Hartog Committee revealed that in most essentials the power of control over efficiency and development of primary education had passed from Government to Local Bodies. Government had powers only to approve the appointments of the Administrative Officer, to sanction budgets and to approve scales of pay of teachers and to regulate proportion of untrained teachers. Curriculum was to be framed by Government.

The act of 1923 had not laid down the powers and duties of Administrative Officers. Consequently the Municipalities and District Boards were not very much willing to delegate powers to the Administrative officer without which he could not function successfully and efficiently.

The Directors of Public Instruction of the time brought these facts to the notice of the Government which paved the way for the amendment of the act.

This can be cited as an example to show that the results of reforms carried out without scientific study can never be satisfactory. Bombay Primary Education (Amendment) Bill of 1938 was piloted by B.G. Kher the Chief Minister.
under the provincial autonomy introduced as per Government of India Act 1935. The bill became an Act of legislature. Some of the features of the Act are

1. Administrative Officers became Government servants and were given specific powers to exercise those vested in them.

2. The inspecting staff came under the full control of Government.


4. Minimum qualification was prescribed for the membership of School Board.

As a result of this amendment Administrative Officer could function without interference from the School Board and the teachers had to be quite alert in their duties. They too were benefited by having security as appointment and transfers no longer depended on the vagaries of the Board members.

The training facilities in the two training colleges at Dharwar were expanded considerably. Another training college was established at Talikot in 1945 and that was shifted to Bijapur in 1946. Karnataka Education Board started a private training institute for Kannada teachers at Dharwar. K.I.E. Society started training college for men at Belagaum.
The popular ministry was interested in giving a fair trial to the scheme of Basic Education propounded by Mahatma Gandhi. When all arrangements were done for its implementation the ministry resigned for political reasons. Care taker Government decided to maintain the status quo and continue the experiment. The Bombay Government sought the advice of CABS. The CABS appointed a committee under the Chairmanship of Sir John Sargent to enquire into the experiment of Basic Education and offer suggestions for its future work. The committee appreciated the work done in the field and that the experiment should be continued and even expanded. In 1944 the post of Special Officer for Basic Education was created. The syllabus was extended to higher standards as originally planned.

In 1939-40 the Government High School Dharwar was gradually closed and the girls' middle school was developed into a full fledged girls' high school. By about 1942-43 the girls' middle school at Bijapur was also developed into a full fledged girls' high school. By 1946-47 there were six Government high schools, Anglo Urdu high school Hubli, Government girls' high school Dharwar, Government high school Bijapur, Government high school Karwar, Sardars' high school Belgaum and Government girls' high school Bijapur. As Government did not come forward to start more high schools Municipalities entered the field of education.
Eleven Municipalities were managing fullfledged high schools. Private enterprise also stepped into the field. By 1946 there were eleven aided Boys' high schools in Dharwar, twelve in Belgaum District, five in Bijapur District and nine in Karwar District. In 1939-40 the Government Training College for Secondary teachers was established at Belgaum for Kannada and Marathi speaking graduates. Sardar High School was attached to the College as a practising high school.

There was no difficulty in introducing the scheme of universal free compulsory primary education for the age group 6 - 11 when Bombay Primary Education Act 1947was put to effect in 1949. As a result of this primary schools were taken over from District Local Boards and were entrusted to

**Period from 1947 - 1956**

District School Boards.

Administrative Officers were Government Officers drawing salary from private funds. District School Boards and authorised municipalities were required to have sufficient staff - Assistant Administrative Officers, Supervisors, Attendance Officers, Clerks and Primary School Teachers. Control of the staff was vested in the Administrative Officer. By this act it was primary responsibility of the Government to initiate schemes of compulsion. At the end of 1955-56 there were 18 training institutions in four districts. Schemes of social education, basic education and physical education were
implemented in Karnataka with greater effect than in the other two linguistic regions of Bombay State.

In 1948-49 the Indian States of Jamkhandi, Mudhol, Ramadurg, Savanur and Lakshmeshwar were merged in the districts in which they were situated.

There was a big network of secondary schools covering the district and taluka towns and even some big villages. S.S.C. Board was established in 1948.

Delay in the development of secondary education led to delayed establishment of collegiate education. But K.L.E. Society Belgaum as already stated started a good number of colleges. Thus the stage was set for regional university for Karnataka. Karnataka University was a fait accompli on 1st March 1950. The policy of converting progressively the training institutes to basic pattern was continued and it was completed in 1954-55. Syllabus of training institutions was also overhauled. In 1947 Ghate Parulekar Committee was asked to examine the service conditions of secondary teachers. Government approved the recommendations and gave effect from 1948. In addition to the usual salary a teacher got the following allowances for additional qualifications.

- Bachelors Degree I Class Rs. 15/-
- Bachelors Degree II Class Rs. 5/-
Masters Degree I Class Rs. 15/-
Masters Degree II Class Rs. 10/-
M.Ed, M.A or Ph.D.in Education or equivalent Rs. 10/-

An increment of Rs. 5/- and a special pay of Rs. 10/- was given for those having diploma in physical education.

The provision of giving incentives based on additional qualification is really commendable which was not prevalent in other parts of Karnataka. But the incentive given for M.A. I or II Class could only be availed by those who had not secured I or II Class in Bachelors Degree. For the latter who were really competent to qualify further and be of greater use to students were denied the incentive they needed. An incentive of Rs. 10/- for those possessing Ph.D. passes one's imagination. Dr.A.C.Deve Gowda estimated that out of 20,000 graduate teachers there may not be more than 20 having this qualification. To make it attractive for enthusiastic workers greater incentives were needed. However as saying goes something is better than nothing. The present policy of the Government of not giving any incentive for acquiring any qualification is educationally unsound though it is in full agreement with Cadre and Recruitment Rules.

If the education department does not recognise and encourage its personnel to acquire higher qualification how can they
expect them to keep abreast of current trends and be of greater service to the pupils and the Department?

**Pattern of Organisation in Bombay Karnataka**

1. Dr. A.C. Deve Gowda and Sr. V.B. Desai - History of Education in Bombay Karnataka Page 222.
It is found that up to the commencement of the British rule there was no organised system of education. Earlier and later Rajahs had appointed officers who could read, write and maintain accounts of assessments and dues of the state. About 1800 inscriptions pertaining to the period of Haleri Period up to 1812 Rajahs are available. They contain the recordings of grants of lands to the mutts. These inscriptions are on copper plates and are found in the respective mutts. The state had not shouldered the responsibility of education. During the times of the Rajahs people interested in education were acquiring the skills from their parents or interested relations. As the posts of Munshis or correspondents were hereditary their childrens found it easy and remunerative to get themselves educated. So people who were connected with the Princely courts kept up learning from generation to generation.

The same state of affairs prevalent in the previous period continued up to 1834. But this period saw the manifold increase in correspondence with the Britishers. This resulted Period from 1813 - 1853 in finding a large number of men proficient in drafting letters and writing of the orders of the Rajah and maintaining accounts of revenue and
expenditure. So 'Virarajendra Wodeyar forcibly got men with some literary attainment along with the unlettered tillers of the soil' with their wives and children to the capital in the course of his depredatory expeditions in Tippu Sultan's territories bordering Coorg.

Besides Kannada knowing people the king had engaged Persian munshis to enable himself to carry on the correspondence with the British officers. During the regime of Lingarajendra Wodeyar writing work increased very much as he himself is reported to have issued fifty four orders in Kannada. This necessiated the employment of a large number of literate people. But the general public in all walks of life remained illiterate.

In 1834 the East India Company deposing Chikka Virarajendra Wodeyar acquired the territory of Coorg. In the same year they started an Anglo Vernacular school in Mercara, another at Virarajendrapet and one Kannada Primary school at Ponnapet. General Fraser the first Commissioner of Coorg affairs left an endowment of Rs.90/- in the hands of a merchant at Kushalanagar, which came to be known as Fraserpet to meet the expenses of three schools. There was only one teacher in each of the Anglo Vernacular schools at Mercara and Virajpet on a pay of Rs.35/- and in the Kannada school

Dr.A.C.Deve Gowda and D.N.KrishnaIyya-History of Education in Coorg up to 1956 page 8
at Ponnampet there was only one teacher on Rs. 20/-. This state of affairs continued up to 1840. In 1840 two school masters were appointed to the Anglo Vernacular school at Mercara on Rs.17 3/2 a month. In 1842 the Anglo Vernacular school at Virarajendrapet was closed as the Christian residents of that town opened their school in the premises of their church. With the money saved by the closure of this school five single teacher Kannada schools were established in rural parts of Coorg.

In 1843 the education grant for Coorg was Rs.55/-. This was the salary of five teachers at Rs.7/- per head and Rs.20/- for the teacher of Kannada school at Ponnampet. To improve this sad affairs the Commissioner for Coorg affairs at Bangalore suggested that the salary be made proportionate to the number of scholars attending the school. He fixed the maximum salary of Rs.5/- and a minimum strength of 30. For every decrease of 5 students out of 1/5 the salary would be effected.  

By this measure the teachers' salary became Rs.2 1/2 a month. With the savings effected 21 schools were established at different parts of Coorg. In 1845 two English masters in Anglo Vernacular school were removed and Hindustani master was appointed.

The number of schools continued to be twenty one till 1854.

Dr. Moegling reviewing the condition of education wrote

" Coorgs have been taught nothing and have learned nothing "

A perusal of the above mentioned facts specially the removal of certain number of teachers and to establish fresh schools might have created in security and increased their helplessness and they should have resorted to all methods to keep up the number of pupils to be at a safe distance to avoid the blow of dismissal (dismal also) sword of Democles. But Dr. Moegling did not keep any one in doubt as to the capacities of the people. He has clearly stated

" Their natural capacities are equal if not superior to those of many other races of India but their ignorance is extreme ."

Sir Cubbon the Commissioner for Mysore and Coorg permitted Dr. Moegling to assume the control of Anglo Period from 1854 - 1919 Vernacular School at Mercara in 1855. In the following year Dr. Moegling appointed Rev. G. Richter as Head master of the school.

In 1857 the scheme proposed by Mr. Devereux Judicial Commissioner of Mysore containing the requirements of Mysore and Coorg was approved by the Governor General in

1. Quoted by Dr. A.C. Deve Gowda and D.N. Krishnayya - History of Education in Coorg Page 11.
Council. This may be assumed to be the commencement of regular system of education in Coorg. The Department of education came into existence. This department was placed under the supervision of Mysore Education Department which came into existence in the very same year.

The Anglo Vernacular school at Mercara was taken over by Government. By 1862 the people of Coorg began to realise the benefits of education to their children. Reasons for this awakening were the EMPLOYMENT opportunities in the coffee plantations of Europeans. The people of Coorg had entertained a great regard for Europeans. They wanted their children to learn English so that they could come into contact with the revered Europeans. Secondly all the Heads of offices in Government were Englishmen and to get subordinate posts in Government the knowledge of English was essential. Hence they desired their children to be educated.

So the Headmen of Coorg presented a petition through the Superintendent of Coorg. The petition contained the promise that they would build and endow a Boarding Home for about 110 boys and collect Rs. 6000/-. In turn they requested the Government to liberally help the scheme.
The scheme was approved. Rev. G. Richter along with a committee undertook the building of Central school, Head master's quarters and the Boarding Home in the new site offered free by Government. The building of the Central school was completed in 1870.

When everything was ready the enthusiasm felt by the people at the time of collection of subscription and donating Rs. 9720/- against a promised amount of Rs. 6000/- evaporated as they were not willing to part with their children as the school was not situated in their home towns.

Only the residents of Yedenalsknad utilised the afforded opportunity as they were more progressive people. So in each of the taluks except Mercara Anglo Vernacular school was proposed to be established to act as feeder schools. Number of Kannada schools rose from twenty one to twenty seven in 1871. A Sub Deputy Inspector was appointed under Richter for facilitating inspection of Kannada schools and to enable Richter to attend to the work of instruction in schools. His designation was Inspector of Vernacular schools and Principal of Central school.

In 1871 instead of Education cess a tax more or less akin to agricultural cess called Plough Tax was levied by Government of India. It was levied on the number of ploughs
owned by farmers. "Jamma ryots paid four annas per plough
and others three annas per plough!"

Rs.5200/- per year was collected and treated as Local
Fund from 1872 to 1881. The children of the ryots paying
Plough Tax were exempted from payment of fees - cost of
repairs of building was met from this fund. The Government
of India sanctioned Rs.2600/- being 50% of income derived
from Plough Tax to supplement the expenditure.

But Central school at Mercara, four Anglo Vernacular
primary schools in four taluka headquarters and a Normal
school at Mercara were maintained by Imperial funds. Primary
education became popular. People put up buildings for the
schools and requested the Government to appoint teachers to
their schools. By 1874-75 there were forty four schools run
completely by Government. In 1884 Municipalities of Mercara
and Virajpet were instructed to run primary schools in their
respective areas. Government made over the money collected
under liquor licence fee. These Municipalities maintained
five schools in 1885 and it became six in 1901. Soon after
an year of establishment of District Boards all primary
schools were handed over to them.

From 1886 fees were collected in all the Nad schools.
The Municipalities of Mercara and Virajpet also levied fees

1. Dr. A.C.Deve Gowda and D.N.Krishnayya-History of Education
in Coorg Page 16
In 1911 an educational conference was held at Allahabad. On the basis of resolution passed in that conference the Government of India asked the Government of Coorg to submit a report on the question of liquidating illiteracy and extending the prevailing systems of primary education.

The Chief Commissioner in his report drew the attention of the Government of India to the following points regarding administration of education.

(a) The improvement of prospects of Teachers.
(b) The removal of congestion in schools wherever it exists.
(c) The institution of new schools to meet the existing demand.
(d) The raising of standard of certain schools in order to satisfy the wish of the people for English instruction.
(e) The offer of better encouragement to candidates to join the training school.
(f) The strengthening of inspection staff.¹

¹ Dr. A.C.Deve Gowda and D.N.Krishnayya-History of Education in Coorg Page 29.
A perusal of events traced so far goes to show that the analysis of the Chief Commissioner to liquidate illiteracy were logical natural and involved no room for further probes.

These were akin to the present day school betterment committees. The Chief Commissioner of Coorg in his proceedings of Education Department number 144 Bangalore dated 6-8-1875 constituted School Panchayats for the Nad schools in Coorg. Duties of the School Panchayats were

(a) to secure good attendance and bringing all irregularities to the notice of authorities,
(b) to look after the upkeep and repair of school houses (buildings). A certain sum was allowed to be utilised from Local Fund Budget.

The donors of school buildings were made the Presidents of School Panchayats. Further to induce the Panchayatdars to take more interest in the schools they were exempted from the free service such as escorting the Treasury, acting as village police etc.

Till 1886 the scheme appears to have worked well as Panchayatdars took keen interest. School Panchayatdar Committees existed till 1944 when all the schools under the management of District Boards were taken over by Government.
In 1879 the Head master of Central School Mercara raised its status to that of High School by opening a matriculation class. In 1881 after rendition of the Princely state of Mysore to the dynasty of Rajas the connection between the Education Department of Coorg and the Department of Public Instruction Mysore came to an end. The Chief Commissioner of Coorg became ex officio Director of Public Instruction and the Inspector of Schools had to submit returns to the Chief Commissioner of Coorg. Matriculation course was of 2 years duration after lower secondary course. From 1891 matriculation course was of three years duration. In 1885 Mercara was made a centre for matriculation examination. In 1909 a Catholic Mission started a girls' high school at Mercara. Girls from all parts of Coorg joined this school as it had a Boarding Home attached to it.

According to an arrangement forced by certain circumstances the Principal of Central School was also the Inspector of Schools Coorg and South Kanara. This is really strange as the Inspector and inspected as far as Central School was concerned was one and the same person. This situation continued till 1888. But due to the intrinsic unsatisfactory nature of the arrangement and the Commissioner's efforts this arrangement came to an end in 1888.
In February 1903 all the Coorg schools were brought under the control of the Director of Public Instruction Madras and this arrangement continued up to 1924. The Director of Public Instruction Madras was submitting annual educational budget of Coorg to the Commissioner of Coorg to be incorporated in their budget.

In 1905 supervision of all schools in Coorg was transferred to the Inspector of Schools VI circle who had his headquarters at Calicut.

In 1921 fourteen Government primary schools, eighty eight primary schools managed either by municipalities or District Boards and eight private primary schools catered the needs of primary education in the state. In the year 1926-27 the number fell to 114 due to abolition of certain number of schools.

Teaching of English in primary schools was introduced in 1922 and there was an increasing demand for teaching of English and for upgrading bigger primary schools to higher elementary schools (schools having VI, VII and VIII standards).

Primary education became free from the year 1927. The finances of Coorg were provincialised from 1924 after the advent of Legislative Council to Coorg.
The Girls' Lower Secondary School at Mercara and Government English School at Virajpet were upgraded to Secondary Education secondary school in 1923. There was one Central High School at Mercara. These were the only three high schools till 1944. The two Government schools were co-educational whereas Government High School at Mercara was solely for girls.

In 1933 music in girls' high school and manual training in Government high schools were introduced in conformity with the changes done in Madras Province. Urdu was taught to Muslim students instead of compulsory Kannada in the two Government high schools. Urdu was introduced in Government High School Mercara in 1940 as there was sufficient number of girls offering that subject.

Till February 1929 the post of Head master Central High School was filled either by personnel of I.E.S. cadre or of Madras Provincial Educational cadre. After this date it was filled by officers of Coorg Educational Department.

By 1940 all the primary schools in larger villages and towns were upgraded to higher elementary schools. Hence the demand for high school education became greater. So private persons formed educational societies and started private high schools in Napoklu, Ponnampet and Somwarpet.
By 1947 there were six high schools in Coorg.

The training school at Mercara was merged with the training school at Civil and Military Station Bangalore. 1/3 of the expenses of the school was paid by Government of Coorg. Teachers were deputed to Bangalore once in two Teacher Training years. The number of teachers Primary deputed varied from year to year depending on the need felt for trained teachers. In 1942 Teachers Training School at Civil and Military Station was closed. So the Government opened teachers training section at Central High School Mercara in 1944 under the supervision of the Head master of the same school. This worked up to 1950. Thereafter the section was transferred to Government High School Virajpet.

Graduate teachers were deputed to undergo training in the colleges situated in Madras Presidency. As there Teacher Training Secondary was paucity of deputation teachers underwent training at their own cost either at Mysore, Saidapet or even Rajahmundry to ensure their absorption in Education Department.

Till 1947 there was no college in Coorg. Sufficient University Education number of scholarships were provided by Government of Coorg and other Local Education Funds to students intending to continue their studies outside Coorg.
The Department of Education worked under the direction of the Department of Education Madras though the educational budgets presented by Director of Public Instruction Madras were passed by the Commissioner of Coorg. The need for adequate inspection of schools in Coorg and Civil and Military Station Bangalore was felt so much that a whole time Educational Inspector was necessary. So the Inspector of Schools Coorg and Bangalore was relieved of his work of inspection in South Kanara and the Director of Public Instruction Madras was relieved of the general supervision in 1923. Inspector of Schools Western Circle became the Inspector of Schools Coorg and Civil and Military Station with headquarters at Bangalore.

In 1924 the post of Assistant Inspector of Schools was abolished and in its place a post of Sub Assistant Inspector of Schools was created. Under him two supervisors were appointed one for North Coorg and another for South Coorg. In 1932 the designation of Sub Assistant Inspector of Schools was changed to Deputy Inspector of Schools.

In 1939 the post of District Education Officer was created for Coorg. Instead of two posts of Supervisors one Assistant Education Officer was appointed for whole of Coorg. This arrangement continued till 1952. Inspector of Schools Civil and Military Station was made Educational Advisor to
Coorg Administration. He was going to Coorg twice a year and inspected high schools and some higher elementary schools.

The adoption of the constitution of India in 1950 confering the status of State to Coorg till 1952 gave an impetus to primary education. By this scheme no child need walk

(a) more than 1 1/2 miles to reach a feeder school
(b) more than 2 1/2 miles for a primary school and
(c) more than 3 1/2 miles to reach a middle school.

In April 1953 the State Government took over all the District Board Schools in Coorg and in the same year education up to middle school was made free.

Government took over the managements of high schools at Napoklu, Ponnampet and Somwarpet in 1948. Between 1948-1957 three high schools were opened at Hudikeri, Hathur and Virajpet.

First Grade College was established in 1953-54 at Mercara affiliated to Madras University.

District Education Officer assisted by Assistant Education Officer and two supervisors was in charge of all schools from 1947 to 1952. Chief Commissioner was ex-officio Director of Public Instruction during this period. In 1952 the post of Assistant Education Officer was abolished. Two posts of Deputy Inspector of Schools were created and the

1. Dr. A. C. Deve Gowda and D. N. Krishnayya-History of Education in Coorg Page 75
posts of supervisors were abolished. In 1954 Coorg was divided into three revenue talukas and three Deputy Inspectors were appointed. In 1954 the designation of District Education Officer was changed to State Education Officer. This state of affairs continued till 1956.

Pattern of Organisation in Coorg

- Commissioner of Coorg (Ex officio D.P.I)
  - State Education Officer (H.S. and T.T.I)
    - Deputy Inspector of Schools
      - Taluka 1
    - Deputy Inspector of Schools
      - Taluka 2
    - Deputy Inspector of Schools
      - Taluka 3

1. Dr.A.C.Deve Gowda and T.R.Parameshwaran-Progress of Education Page 88
   Dr.A.C.Deve Gowda and D.N.Krishnayya-History of Education in Coorg Page 89
HYDERABAD KARNATAK

The Kannada region of the erstwhile Hyderabad consists of Bidar, Gulbarga and Raichur Districts. One can easily discern five main streams of learning namely

(1) Buddhistic system of education
(2) Jain system of education
(3) Veerasaivism in education
(4) Brahminic system of education
(5) Muslim system of education

In primary education 3 Rs were taught. In higher education religious philosophy, Aurveda etc were the subjects of study. The people responsible for conduct of learning were tolerant as they used to teach Brahmanic education such as four Vedas, Sankhya, Yoga and Tantra. For higher education Sanskrit was essential.

The Jain system was unique in the sense that they taught through the language of the people. The centres of learning in those days were Sangitapura, Belagol, Harvi, Gerasoppa and Koppal.¹

¹ Dr. A.G.Deve Gowda and Dr.Hunashal-History of Education in Hyderabad Karnataka Page 9
Like Jains they taught the people through their Vachanas which are in Kannada the language of the people. Veerasaivism in Education Method of discussion gained great importance during these times. Maths became the centres of learning. Mathādhikāris undertook public instruction.

In this system the relation between teacher and taught was paternal. This system of education trained pupils for the entire life in fullness. Brahmanic system of Education Specialisation appears to have gained prominence in this system of education. Individual attention was given. Gurukulas, Tols (single teacher schools) Ghatakas, Maths, Temples, Agraharas and Brahmapuris are the names of different kinds of educational institutions that were functioning in those days in full swing. Salottagi, Nagayi and Kalyan were chief among several centres of education in those days.

Muslims have always given education a high place in their faith. The religion and education were expected to go hand in hand. Schools of Education primary type were called Maktabs (Kutab - He wrote writing is considered synonymous with 3 Rs) and schools of higher type were called Madrasas. Khanquahas, Dargas, Koran schools and Persian schools are
the different kinds that existed in those days. Madrasas were centres of higher learning where lecture method was adopted. (dars means lectures) Persian was the medium of instruction. They were residential institutions. Education as in other parts of India was not considered the responsibility of the State. But sufficient royal patronage was given for learning.

Education was mostly religious. Patels, Patwaris and the public also lent a helping hand in running such schools.

**Period from 1813 - 1853** Asaf Jaha I Nizam founded Madarase Fraque at Aurangabad. A school was opened at Jamia Masjid in Hyderabad called Madarase Suzaji by the noble men.

Between 1827 - 1856 Hyderabad had two types of education - Oriental education and English education. On the lines prevailing in British system educational pattern of Hyderabad

**Period from 1854 - 1919** State was fashioned on the lines of Wood's Despatch. In 1853 Darul Uloom was established in Hyderabad. Arabic, Persian, Marathi, Telugu and English were taught in that school. Education was manned by Revenue Department. Revenue officers were inspecting officers. Talukdars were education inspectors in the district. Till 1869 Revenue Department was in charge of schools. In 1870 Education Department was created. A normal school for training
of teachers was established. Moulvi Inithulla Rehman Khan became Director of Public Instruction in 1872. He framed curricula and rules and regulations for Inspectors, Head masters and teachers. Written examinations were introduced in 1873. In 1883 education was recognised as a function of the state. Department of Public Instruction was separated from education Secretariat. Each town having a population of 10,000 was to have one Anglo Vernacular School. Each division should possess a high school. Till 1887-88 the medium of instruction in Kannada Districts was Marathi. Scholarship system was organised in 1886. In 1875 Deputy Inspectors of schools were appointed for each District and they received charge of educational institutions from revenue officers.

The first English school was established in 1870. It was amalgamated with Chandarghat Anglo Vernacular School in 1875 (It was called English High School) English schools were established at Aurangabad and Gulbarga in 1874 and 1875 respectively. St Mary's Convent for girls was started in 1887. A normal school for Urdu was started in 1889-90 at Gulbarga and then transferred to Hyderabad. Government Telugu normal school was started in 1892 at Warangal.

Nizam College began functioning in 1887. It was affiliated to Madras University. Sir A.T. Mayhew was appointed
as Educational Adviser in 1910. He submitted his report in 1911. He recommended

1. rapid expansion of primary education
2. exclusive use of mother tongue in primary schools
3. opening of special schools for pupils of depressed classes
4. appointment of an educational inspector for each district and
5. appointment of an inspectress for girls schools with two assistants.

Villages with a population of 1000 had a primary school. In 1911 primary education was made free. In 1915 lower primary schools were converted to vernacular middle schools. There were sixteen inspectors one for each district. Each inspector had one or two nazirs to help him in inspection. This scheme which began gradually was fully implemented in 1920. In 1919 each Division had a Divisional Inspector to look after secondary education. District Inspector looked after primary education. In 1920 post of Deputy Director of Public Instruction was sanctioned. The Assistant to the Deputy Director of Public Instruction was in charge of Government Examinations and Text Books. Osmania University was inaugurated in 1919.
Special Upper Primary examination was abolished in the case of boys in 1924. Shahi schools were transformed to local fund schools during the period 1927-1930. The Period from 1920-1946 curriculum was revised in Primary education 1930. The child's environment was given a prominent place in the curriculum. During the period 1926-1935 a good number of primary schools were raised to the grade of middle schools (higher primary schools). After the abolition of middle school examination a departmental examination was conducted for persons who intended to qualify themselves as teachers in primary schools.

In 1916 there were only 151 high schools. But in 1926 their number became 217. Normal school for men teachers was Secondary Education established in Gulbarga in 1930. In 1928 Osmania University started a course of training graduate teachers. Commenting on the work of Osmania University Dr. Hunashal says

"The creation of this University employing an Indian language as medium of instruction was an event memorable in the educational annals of not only the Dominions but also of the whole of India".

1. Dr. A.C. Deve Gowda and Dr. Hunashal-History of Education in Hyderabad Karnatak Page 69.
Hyderabad Compulsory Education Bill became an Act in 1952. The regional languages of the State, Telugu, Marathi and Kannada were given greater importance. The private organisations were encouraged by liberalised grants formulated in the Grant in Aid Code of 1952. There were a number of voluntary private primary schools in these three districts. All of them were single teacher schools. The department was paying the teacher a merely monthly salary of Rs.30/- without any other benefits. Such schools were called grant schools in Ex Mysore. The number of such schools was 202.1.

There were three types of high schools: English High Schools, Osmania High Schools and Combined High Schools. English High Schools trained pupils through English medium Secondary Education for Higher Secondary Leaving Certificate (H.S.L.C) and Local Cambridge Examination. Osmania High Schools followed the course of study laid down by Osmania University and trained pupils in Urdu medium for Osmania matriculation examination. In Combined High Schools there were parallel classes for H.S.L.C and Osmania matriculation examination. Later these systems were amalgamated and brought under control of Secondary Education Board with common courses of study and common examination. The grant in aid code was again modified in 1955.

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1. Dr. A.C. Deve Gowda and T.R. Parameswaran—Progress of Education Pages 32 and 88
Pattern of Organisation in Hyderabad Karnataka

Director of Public Instruction

Deputy Director of Public Instruction

Inspectress of Girls' Schools

Divisional Inspectors

Chief Inspector of Physical Education and Training Schools

Chief Principals of High Schools

District Inspector (Primary Schools)

Deputy Inspector of Schools (Educational Range)

1. Dr. A.C. Deve Gowda and Dr. S.M. Hunashal-History of Education in Hyderabad Karnataka Pages 39, 91 and 103
Sir Thomas Munro conducted an enquiry into the state of education prevailing in the province of Madras.

Period up to 1812. It was conducted in 1822 but the conditions refer to the period that can be ascribed prior to 1812. Summarising his report he says as follows

"The state of education here exhibited low as it is compared with that of our own country is higher than it was in most European Countries at no very distant period. It has no doubt been better in earlier times." ¹

There was one school to every 1000 of the population. That the education was more related to life situations can be seen from perusing the graphic report given by the Collector of Bellary wherein he has stated

"The other parts of native education consist in deciphering various kinds of handwriting in public and other letters which the school master collects from different sources, writing common letters drawing up forms of agreement, reading fables and legendary tales and committing various kinds of poetry to memory chiefly with a view to attain distinctness and clearness of pronunciation together with readiness and correctness in any

¹ Quoted by Dr. J. P. Naik and Nurullah-A Students History of education in India Page 3
kind of composition.

The conditions prevailing to-day specially readiness in reading and correctness in reading leave very much to be desired. These are cited to substantiate the stand earlier made that the condition of education precedent to the British rule was more effective, more comprehensive and more suited to the needs and nature of indigenous population. Though education was not the responsibility of the state in the modern sense of the world schools of learning of both Hindus and Muslims received pecuniary assistance from rulers, chieftains and opulent and religious citizens. They were staffed by learned teachers some of whose were authors of repute. The hours of work and the number of working days were adjusted keeping in view of the local situations, a fact which requires to be noted by the administrators of the present day. In bigger schools there was in vogue a system under which senior pupils were appointed to teach junior ones. It was this system that attracted the attention of Dr. Andrew Bell Presidency Chaplain at Madras and which he introduced in England as a CHEAP and EFFICIENT method of educating the poor. The system later came to be known as monotorial or Madras system in England. It is sad think that we have lost sight of these achievements of our own and try to ape at others which may not suit our peculiar needs. In the words

1. Quoted by Nurullah and Dr J.P. Naik-A Student's History of Education in India Page 5
2. Quoted by Nurullah and Dr J.P. Naik-A Student's History of Education in India Page 19
of Nurullah and Naik

"the chief merits of the INDIGENOUS systems of elementary schools were their ADAPTABILITY to local environment and the VITALITY and POPULARITY they had earned by centuries of existence under a variety of economic conditions or political vicissitudes."¹

Plans for the development of the indigenous system of education were prepared or suggested by several administrators and educationists such as Elphinstone Munro and others were described in several documents on educational policy. Though they were not Indians they were sincere and true to their profession. But these proposals mostly went unheeded. The imperial policy was to allow the indigenous system to die and spend their time and energy in creating a new system of education. But even after three decades after gaining independence no concrete step is taken up by the Government of our own land in this direction is not understandable.

Munro proposed the establishment of two schools one for Hindus and one for Muslims in each collectorate and of Period from 1813 - 1853 one school in each Taluka of the Province. These proposals were sanctioned in 1828 but by that time Munro had expired and those who succeeded him

¹ Nurullah and Dr. J.P. Naik - A Student's History of Education in India Page 21.
had neither the sympathy nor his vision. By 1830 only 70
taluka schools were established. But the Court of Directors
changed their minds and wanted the provincial Government to
concentrate on the spread of English education and so the
cause of mass education received a great set back. In 1836
taluka schools were discontinued as perorders of the
Governor General. The Basel Mission Society began work at
Mangalore in 1834 and soon extended its activities very
largely in Kannada and Malayalam territories. At Madras
Anderson and Braidwood opened the General Assembly's school
in 1837 which under the general direction of Dr. Miller
became the "Christian College".

As a result of Wood's Despatch the Department of
Public Instruction was created in 1855-56. The University
of Madras was established in 1857. The functions of the
department were similar to the one prevalent in Bombay
Period from 1854-1919 which are already dealt with.
Though the recommendations of Wood's Despatch directed
encouragement of native schools they did not get the needed
support and by 1902 they totally disappeared from the scene.
By 1882 the number of colleges in Madras Presidency was 25.
Indians conducted three aided colleges in Madras Presidency.
(Pachaiyappa's College in 1842 at Madras and Hindu College
at Vizianagaram in 1857 and at Tinneveli in 1861) on account
of munificence of Pachaiyappa and the His Highness the Maharaja of Vizianagaram. Madras was the only University at the time where the modern Indian languages were included as an option to a classical language.

As regards Secondary education during the period mentioned now the Indian enterprise had just got the better of missionary activities which in that province had spread far more widely than in any other Province in India. The medium of instruction in high schools was invariably English. The training institution at Madras (established in 1856) was one of the only two training institutions that existed in India. The training school at Madras consisted of eight graduates and 18 matriculates. In 1901-02 training colleges at Saidapet and Rajamahendry were established. Madras University instituted L.T.degree.

The duty of spreading Primary education among the people was neglected by Government till 1868. In 1868 they introduced the system of payment by results for primary schools. The policy adopted by Government was to open departmental schools only when private effort was not forthcoming. In 1881-82 there were only 1263 departmental schools as against 13223 aided schools. Number of unaided indigenous schools was stated to be 2828. The Government passed the Local Funds Act in 1871 and imposed a cess of
one anna on land revenue but did not prescribe any definite proportion of it to be given to education unlike in other provinces. The income from the Local Fund cess was treated as a fund – different from revenue. This enabled the funds to be utilised by the Boards in subsequent years. As no definite proportion was assigned education got a much smaller part of the Local Fund income than it ought to have had.

The scheme of Local Self Government introduced by Lord Rippon made the history of primary education indissolubly connected with the growth of Local Self Government. It was laid down that primary education was an obligatory duty of local bodies. Principle of recognition of schools was introduced which prevented the incursion of spurious schools. So transfer of pupils from unrecognised schools to recognised ones was outlawed. The Director of Public Instruction Madras observed

"The rule was quite effective for the purpose; it closed to the pupils of the unrecognised schools, admission to a recognised school and consequently to the Matriculation and Upper Secondary examination and under present conditions no secondary school which does not lead to one or other of these examinations can hope to succeed."¹

Consequent upon the recommendation of Indian Education Commission (1902) the system of payment by results was

universally adopted between 1882 and 1902 as a means of assessing grants to private schools. In Madras well managed primary schools were paid on a system of fixed grants though their number was very small. In 1920 Elementary Education Act was passed making primary education compulsory.

The pace of expansion of primary education slackened. Hartog Committee recommended a policy of consolidation. In Madras the number of primary schools decreased from 46389 in 1927 to 41141 in 1937 and the Director observed

"the policy of expansion which was in full swing from 1920-1930 countenanced the establishment of a large number of inefficient uneconomic and superfluous schools which proved worse than useless. By about 1927 the pay of primary school teach was Rs. 15 annas 4 per month."¹

Presecondary education in those days consisted of two stages - primary and middle as in Ex Mysore. The primary stage consisted of four years. (infant, I standard, II standard and Period from 1920-1946 III standard) Curriculum content were reading, writing, arithmetic, object lessons or nature study, games and drill. The curriculum of the middle school consisted of English mother tongue or regional language, history, geography, civics, elementary science taught through the local language. These schools were

¹ Nurullah and Dr. J.P. Naik-A Student's History of Education in India Page...
inspected by an authority called Junior Inspector of Schools. These middle schools unlike in Bx Mysore formed a part of high schools. They were manned by graduates of the high schools. In some of the middle schools sloyd work ( carpentry ) was also taught. Elementary Education Act was amended in 1937.

Secondary education consisted of three years called IV, V and VI forms. Subjects taught were English, mother tongue or regional language, social studies, science, mathematics (arithmetic, algebra and geometry). In addition study of subjects like mathematics and science or history and geography formed optional groups. These schools were inspected by officers called Circle Inspectors. Annamalai University was established during this period.

Primary education - There were two types of schools namely the elementary schools and basic schools. Each schools should have five standards. Every village with a population Period from 1947-1956 of 500 was provided with a primary school. Schools had to work 220 days a year. Instruction was free in all schools under public management and in most of the schools under private management. Triple benefit scheme was introduced in April 1955. In 1948 shift system was introduced to solve accommodation problem. Rajaji scheme was tried in 1953 June and was given up in 1954.
This consisted of three years of high school education. At the end of VI form the pupils took S.S.L.C. Public Secondary Education Examination. The medium of instruction is Tamil. For linguistic minorities provision has been made to teach the subjects through their mother tongue if there are at least 45 pupils at middle or high school stage. Private bodies played much larger role.

Pattern of Organisation in Madras

Karnatak

Director of Public Instruction

and

Commissioner for Examinations

Deputy Director of Public Instruction

(Divisional 2)

District Educational Officers

(District 24)

and

Inspectresses of Girls Schools

(4)

Deputy Inspector of Schools

(Taluka or sub Taluka)

1. Dr. S.N. Mukherji-Administration of Education in India Page 418.
SUMMARY OF CHAPTER II

This chapter is intended to focus the urgency on the need of a powerful central agency interested in the well being of the citizens and possessing the necessary know how and means to support all the meaningful proposals taken by the States in the Union. The effect of the absence of such an agency in the initial stages and an attitude of apathy towards the native population is traced against the enviable position that different units of Karnataka enjoyed prior to the advent of the British rule and its subsequent decay due to the imperial policy of the Britishers.

A perusal of the conditions prevailing in different units of Karnataka reveals that the education had reached a very high level in Karnataka specially in the days of Vijayanagar empire. The illiteracy is found to have crept in when medium of instruction was a language other than the mother tongue. Though the State did not shoulder the onus of responsibility for education, royal patronage, liberal public donations and active interest of the people were found in ample measure. The whole State was dotted with several educational centres ranging from very tiny institutions (Tols) to the very well known Universities found at Belligave, Salatogi, Nagayi and at other places. The downfall of
Vijayanagar empire brought about the downfall in the achievements of education also and the homogeneity of the State was lost for a very long time.

The Company declared that it is LAWFUL to spend one lakh of rupees for education of the people residing throughout the British territories. They deemed it a FOLLY for having established schools and colleges in America and attributed the secession of the United States to the propagation of education up to 1812 and that they did not want to commit the same FOLLY in India. This is in contrast to the liberal royal patronage and munificent charities and endowments of the rich and the enlightened people for the cause of education of the people of the country. Warren Hastings and Jonathan Duncan established Madrasa and College of Sanskrit at Calcutta and Benaras perhaps to provide men to interpret Muslim and Hindu law in matters of dispensation of justice.

Majority of the few institutions that existed were under the control of General Department of the Government of India. But in native States like Ex Mysore and Coorg the Rajas established English and Anglo Vernacular schools in 1834. The Court of Directors instructed that the Governors should concentrate on the spread of English education. So the efforts of enlightened
persons like Sir Stuart Elphinstone in Bombay and Munro in Madras who tried to improve the indigenous system of education and extend those benefits to the native children had to be curtailed. Administration coming under the stampede of centralisation could not take any initiative in any direction without the previous SANCTION of proposal and approval of items of expenditure. Under such suffocating circumstances nothing could thrive and least so the educational system.

Education was looked after by revenue officials at the Centre and in Hyderabad Karnataka. Education governed by Judicial Commissioner though a separate Department was created in Ex Mysore and Coorg. Under the guise of more Period from 1854 - 1919 powers for the provinces funds were not forth coming from the Centre. A peculiar feature in Coorg was levying Plough Tax (similar to agricultural cess) for purposes of education and schools of Coorg were controlled by the Director of Public Instruction Madras. Naturally local needs and interests could not have secured as much attention as they deserved. This was due to the instructions received from the Governor General.

Herald of dyarchy caused irreconcilables to come together (European officers entrusted with finance and Period from 1920 - 1946 responsible only to Governor General through the Governor and Indian Ministers responsible
to the legislature) to have nothing done in the interests of the people. Added to this even the available funds were not provided easily. But in Ex Mysore private enterprise like Municipalities and Local Boards entered the field of education and helped to bring education to the masses. Elementary Education Act 1941 was passed which enabled the Government to resume control over primary education which they had transferred to Local Bodies in 1931.

It is seen from above that where the administration was carried on by the alien rule, the progress of education was hindered in spite of the benevolent measures planned by great educationists like Elphinstone and Munro. But in native States of India where the influence of the British rule was indirect the progress of education was better to a wider circle of population and to a greater depth of the masses.

Soon after Independence in 1948 Indian University Education Commission and on its heels Secondary Education Commission in 1953 were set up to study the respective field Period from 1947 - 1956 afresh and report the measures to be undertaken at both the centre and state levels to make the citizens of the country worthy of their past glory. The words of James Madison cannot fail to catch the attention of any lover of democracy.
A popular Government without popular information or the means of acquiring it, is but a prologue to a farce or tragedy or both. Knowledge for ever govern ignorance and the people who mean to be their own governors must arm themselves with the power which knowledge gives."

As the members have further pointed out that it is not MERE KNOWLEDGE that is required but the right kind of social training and the inculcation of right ideas without which knowledge by itself may be sterile or worse. Training for democracy postulates a balanced education in which social virtues, intellectual development and practical skills all receive due consideration and such a pattern must be envisaged on an All India basis.

The Centre has taken the role of a guide in many educational policies and administration through its agencies like N.C.E.R.T. and National Staff College for Educational Planners and Administrators.

Hence the impact of the changes made at the Centre produce changes of profound nature on the States is made very clear in this Chapter.