

DEVELOPMENT OF EDUCATION IN HYDERABAD STATE UNDER NIZAMS

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Abstract:

The development of education in Hyderabad state under the Nizams represents an important chapter in the social and intellectual history of the Deccan. During the 19th and early 20th centuries, the educational system of Hyderabad underwent a gradual transformation from predominantly traditional forms of learning associated with maktabas, madrasas, pathshalas and khangis and other indigenous institutions to an increasingly organized system of modern schools, colleges and professional institutions. This article examines the evolution of education policy and institutions in Hyderabad state, along with administrative reforms initiated during the period of Salarjung I and the subsequent expansion of education under the VI and VII Nizams. It analyses the establishment and growth of schools, colleges, professional and technical education, women's and higher education, and the establishment of Osmania University. Particular attention is given at the same time it examines limitations in educational development. The article argues that educational development under Nizams contributed significantly to institutional modernization and social transformation in Hyderabad state.

Keywords: Madarasa, Khangi, Dar-ul-Uloom, Public Instruction, Vernacular, University, Zanana, Bureau, Special Schools, Orphanages.

Introduction :

The Asafjahi dynasty established in 1724, ruled the Hyderabad State until 1848. Officially seven rulers governed this dynasty. Under their rule besides the Telangana region, some areas in the Maratha and Karnataka regions were also included. During the early rules time, education was largely neglected in the period of early rules but in the reign of last two rules education was given prior importance, with this Hyderabad witnessed the Development in education.

Objectives of the Study :

The principal objective of the study is to examine the origin, development and transformation of education in Hyderabad State under the Nizams and to assess its wider social significance.

The specific objectives are:

- To examine the nature of traditional education in Hyderabad State before the expansion of modern education.
- To study the educational policies and administrative reforms introduced under Nizams during the 19th and early 20th centuries.
- To analyse the contribution of Salar Jung I and subsequent administrations to the organisation and expansion of modern education.
- To trace the development of primary, secondary and collegiate education in Hyderabad State.

- To examine the establishment and contribution of Dar-ul-Uloom, Nizam College, City College and Osmania University.
- To study the growth of professional, technical and vocational education in Hyderabad State.
- To study the importance given by Nizams towards girl education and education for special children.

Review of Literature :

The Development of Education in Hyderabad State has been discussed within broader studies of the political, administrative, social and cultural history of Nizam State. The existing literature provides considerable information about individual information institutions, rulers and administrative developments. However, educational history is sometimes presented principally as a catalogue of institutions and dates. Less attention is given to the relationship between educational policy, language, gender, social mobility, and etc.

The present study therefore approaches educational development not merely as the establishment of schools and colleges, but as a process of social transformation. It examines how education interacted with state modernisation, linguistic policy, women participation, women education, and education for special needy children.

Methodology :

The present study adopts a historical descriptive and analytical research methodology. It combines institutional history with aspects of social and educational history in order to understand both the growth of educational institutions and their wider impact upon Hyderabad State.

Historical method: This method is used to trace the evolution of education in Hyderabad State from traditional educational structures to the development of an organized modern educational system during the 19th and early 20th centuries. Educational developments are examined chronologically and placed within the changing political, administrative and social conditions of Hyderabad State.

Descriptive method: This method is employed to document the establishment and development of major educational institutions, educational departments, schools, colleges, professional/vocational institutions, schools for special children, girls schools, and Osmania University. Where reliable statistical information is available, data concerning schools, students, literacy, and number of primary/secondary schools are also used to demonstrate changes over time.

Analytical method: The study goes beyond institutional description by analysing the relationship between education and wider processes of social change. Particular attention is given to Educational Policy and State Patronage, education and modernisation, women education, etc.

Sources:

Primary Sources: To write this article, the study of primary sources like government administrative reports, census reports, government reports of education department were used.

Secondary Sources: Secondary sources like books by V.K. Bawa, Narendra Luther, P.A. Rama Rao, Sheeraj, etc. were studied.

Condition of education in Asafjahi period:

During the early rulers time education was largely neglected. There were many reasons for this: instability in the state, chaos conspiracies, enmity with the Marathas and the French, British dominance wars, where they were used as pawns. Most importantly, the rules themselves did not show proper interest in education. As a result of these reasons, education did not receive much priority. However, here and there were some Madararas. In these religious education was imparted, Hindus organized private Khangi schools and taught education. These institutions focused primarily in religious and classical education. Access to education was limited and largely restricted to elite sections of society.

Developments in Salarjung period:

Development of modern education, a major turning point came in 1853 when Salarjung I became the Prime Minister (Diwan). He emphasized the importance of education and initiated reforms. As a result educational institutions were setup in various languages. Alongside these, English education was introduced. To encourage students, facilities and stipends were provided. Yet education was accessible only to the elite, in 1853 Salarjung established the Dar-ul-Uloom School in Hyderabad, where about 160 students studied in 1857, the city English School was started. It included several languages and subjects. In 1869 Wilkinson was appointed as educational secretary and Director of Public Instruction. During his tenure education flourished meanwhile, the British government supported educational development by establishing Christian Missionaries. St. George Grammar School was established in 1834, and All Saints School in 1855. In 1860 a Civil Engineering College was started before that, a school was setup and later it was separated and turned into the Chaderghat Anglo – Vernacular School. By 1884, 162 schools were established in Hyderabad. In 1876, Jamia – Nizamia a religious educational institution was established. It promoted religious education. Similarly, for Hindu religious education, Vedika Dharma Prakashika, a Hindu religious Institution was setup by ShivaramaShahstri, with Sanskrit as the medium of instruction.

Mir Mahboob Ali Khan Period:

In 1866, Mir Mahboob Ali Khan ascended the throne as the Sixth Nizam. By time he took charge, education had reached a higher status. Following Salarjung Policies, by 1880, Private Schools were established. These were setup in English medium. They are Dharmawanth High School and Mufeed –ul – Anam High School, in 1877, the City High School and the Chadarghat High School's were established. These were affiliated with the University of Madras Educational Institutions were also setup in regional languages by 1901 Srikarmar and Sir Dingri established the first Marathi school. In 1904 Ranga Rao Kaloji established a school in Chadarghat.

In Mahboob Ali Khan region, the government also paid attention to education. As the number of students increased, the government took the initiative for educational development. After Dar-ul-

uloom was established in 1859, the government setup two schools in every taluq – one in Persian and one in the local language. By 1893 Anglo vernacular middle schools were introduced in every town with a population of 10,000. In 1910, M.A. Mathew was appointed as the educational advisor. He introduced key reforms in the education system. As a result, focus on primary education, teacher appointments, Curriculum, Evaluation and Grant – in – Aid were introduced.

Developments in Mir Osman Ali Khan's Period:

Mir Osman Ali Khan ascended the throne in 1911 as the seventh Nizam. He was the last Nizam of this dynasty. During his reign education advanced greatly. Based on the educational report of Mathew, he brought many reforms into the education system. Along with the government education, Private education also developed. As a part of this, to promote primary education Dr. Alma Latif was appointed as the Director of Public Instruction. He made various reforms in the education system special attention was given to girl's education. Educational Institutions were setup in different regions, hostels were provided, grants-in-aid were given to schools, and teacher appointments were made. For students development, the budget was increased to 12.5 Lakh rupees. Open schools were set up in Jagir regions, Samsthanas and Paiga regions. Along with regional languages mother tongue and English were made mandatory in schools. In 1948, Telugu Instruction was introduced in Primary schools. From third grade Hindi instruction was introduced. From Fifth grade English made mandatory. A council was setup to oversee Primary and Secondary Schools. Another Committee was setup for rural educational development. As a result, about 73% of children were brought into the educational system. During this period, more attention was given to secondary education.

Secondary Education:

Secondary Education was divided into two branches. Anglo Vernacular and Vernacular. Since 1921, secondary education was reformed. All these school were brought under Osmania University. Earlier, these were affiliated to the University of Madras. Primary Education development took place, when Osmania University was established and then the secondary education sector was enhanced. A middle school was setup in every taluq. By 1949, 70 by 1929, 49 secondary schools were started. Teachers training was made mandatory, Teacher were appointed and salaries were became hike. As a result secondary education expanded. In the Nizam's rule there were three types of schools.

1. Schools that prepared students for HSLC Public exam or the Local Cambridge Certificate exams- these were English medium schools.
2. Schools that prepared students for Matriculation exam under Osmania University.
3. Schools that prepare students for both.

Altogether in the state there were 21 English high schools. 33 Osmania High Schools, 6 Schools that prepared for both. Additionally there were 146 upper primary schools by 1943 combined curriculum were introduced in secondary schools. The board took complete control of secondary education.

Girl Education:

In the Nizam's rule girls education was not given priority at all, but during the time of Mahboob Ali Khan, girls education was emphasized. The government established girls schools for them and encouraged the starting of private schools. The Wesley mission established St. George Grammar School for girls, but this was only for Anglo Indian Children; It was not open to Hindu or Muslim girls. So, for Hindu and Muslim girls a Church School was started in Secunderabad. Aghornath Chatopadhyaya also greatly promoted girls calculation. In 1881 he established an Anglo Vernacular School, called Gloria High School or Chadarghat High School, in which both Hindu and Muslim Children were admitted. In it English, Urdu, Telugu, History, Mathematics and general sciences were taught. In this school, 26 Muslim girls and 50 Hindu girls totaling 76 girls studied. In 1885 Syed Hussain Bilgrami established an Urdu School for girls. Arabic, Persian as well as needle work, and domestic sciences were taught there. Between 1881 and 1891 a school was started in Bolarum by Miss. Layons. In 1890 a Church School for girls was established in Nampally, where Aghornath Chatopadhyaya's wife Smt. Varada Sundari Devi, played a key role. In 1895 Stanley school then Khatri school and Mufeed-ul-Anam primary schools were established. Initially Salarjung's daughter Noor- Unnissa Begum started a school in her palace for the children of Noble families. In 1895 an orphanage school was setup for all castes. Besides education, skills like Needle work, and household use first aid were taught. In 1907 Mahboobia girls school was started with European teachers number of Muslim girls were joined is high when compare with Hindu girls. 1906 Industrial schools were started for girls in Nizamabad and in Bolaram in 1907. The Novel, society established a vocational English school for girls in Secunderabad seen by the Wesley Mission, where tailoring weaving, cooking, painting, book binding, first aid and so forth were taught. In 1903, a vocational girls school called Most Holy Rosery was setup in Chadarghat, where baking, confectionery, needlework, music, reading, painting and other skills were taught. For Noble children Imam-ul-Muk's sister started a school where Persian, Arabic and Urdu were taught.

During Mir Osman Ali Khan reign girl education was given much importance. Between 1915-16, there were 131 girls schools, by 1926 – 27 their number increased to 699. The Nampally Zanana High School was upgraded to an Intermediate college. For training women teachers, teacher training institutions were established in Hyderabad, Warangal, Aurangabad and Gulbarga. The number of middle schools was increased from 5 to 14. Schools such as Nampally Zanana school, Mahboobia Girls High School, Stanley Girls High School, Secunderabad School. Hussaini Mohalla School, Shah Ali Banda Middle School, Gulberga High School, Secunderabad Girls High School was established. Along with education subjects like cooking, gardening and first aid were also taught. Among these Nampally Zanana School prepared girls for Intermediate and B.A. under Osmania University.

With the encouragement of girls education, women also became educated professionals. By end of the 20th century, there were 80 primary and 10 secondary girls schools later their number increased further. By 1936, 677 primary schools, 28 secondary schools, 4 special schools and four training schools were newly established. Along with these, two women colleges were also established. By 1938, a new syllabus approved by the Board of Secondary Education was introduced in upper primary classes

with government approval, this syllabus included useful subjects for girls such as hygiene, cooking, food and nutrition, needle work, embroidery, first aid, nursing, child care, laundry, home management and domestic science.

Arts and Physical education were also included as compulsory subjects. During this periods, the number of girls guides companies also increases. There were 169 Girls Guides companies with 3,644 members, including guides, rangers and blue birds.

To make education more accessible girls were given the opportunity to appear privately for HSC examination. In 1924, co-education primary schools were started. By 1940, 211 special schools were established including 10 for girls. Siraj-ul-Hasan was appointed as the Director of Public Instruction, and he gave importance to girls education. He upgraded Zanana schools into High schools.

College Education:

In 1923 a college was established for the children of Jagirdars. It was converted into public school in 1951. In 1921 city college was started with Intermediate classes. Soon three more colleges were started in Aurangabad, Warangal and Gulbarga. A college specifically for women was setup, with degree level classes. They were about 10 subjects: Arts, Social sciences, commerce, Education, Law, Science, Engineering, Technology, Medicine, Ayurveda, Unani and Homeopathy. Along with these, Islamic culture, Russian, German and French languages were also included. In 1918 the Translation Bureau was established at Osmania University which prepared text books for students. These mostly involved general sciences, history, Philosophy, Politics and Economica translated from European books into Urdu. Another major college during this period was the Nizam college, affiliated with Madras University. This college offered B.A. Honors, and later B.Sc Honors and M.A Courses. It was the first college to Introduce co-education at the college level.

University:

The idea of establishing a University in Hyderabad had been discussed for a long time. When the European educationalist Blunt was in Hyderabad, he felt that it would be good to have a Mohammedan University here. He discussed this matter with officials and presented it to the VithNizam, Mir Mahboob Ali Khan, who approved it. However, those discussions did not materialized. Later, educationalist like RafiyarJung and ZamaluddinAfgani also proposed the establishment of a university in Hyderabad. In 1911 the alumni association of Dar-ul-uloom was formed and this association revived the university proposal. The Nizam also took special interest in this matter, the then Prime Minister Akbar Hyderi approved the proposal and also accepted the name Osmania University. In 1918 Nizam issued a formal order. According to this a university was established with Urdu as the medium of instruction, offering Arts and Science subjects. Thus this became the first university where a regional language (Urdu) was used as the medium of instruction.

Under the supervision of Mir Osman Ali Khan and Akbar Hyderi, the University began functioning. A translation Bureau was established to prepare text books for university education. Akbar

Hydery took steps to develop the university into a prestigious institution in all aspects. Even though Urdu was the medium of instruction, English was not neglected and was made a compulsory subject at every stage.

In Initial stage it was run in a rented building later moved into its own building designed by Nawab Zain Yar Jung in the Indo-Saracenic architectural style. The building was constructed beautifully later Law College, Engineering College and Science College buildings were also constructed.

The University began awarding post graduate degrees and many colleges became affiliated with it. By 1927 institutions such as Kakatiya University, Agriculture University and Osmania Medical College were also established in the region.

Technical and Engineering Education:

The Nizam government established technical and industrial schools, there by advancing vocational education significantly. They setup three vocational schools in Hyderabad, Aurangabad and Warangal, with instruction in English. In 1889 these schools started in Aurangabad greatly improved vocational training. In 1890, it was introduced in Warangal and later in Hyderabad. In 1910 a Civil Engineering College was established which was managed by the public works Department students hoing engineering courses were not charged any fees. In 1871, an engineering college was started at Warangal, but by 1896 it was shifted to Hyderabad. The medium of instruction was both Urdu and English. A technical school called Khadim-ul-Muslimeen was established in Hyderabad Vocational training schools were also setup in Dornakal and Karimnagar. These institutions were under the control of the Department. In these schools along with general education, students were taught skills such as tailoring cane work and weaving.

Medical Education:

In 1846, when General frezes was a resident, a medical school was started under Residency Surgeon W. C Maclean. Initially, teaching was started in Persian, but in 1885 it shifted to English students were trained in three divisions: 1. As Hakims 2. As Government Hospital Assistants 3. As Berar Hospital Assistants. They were further divided into two classes: those receiving government stipends and those studying at their won expenses. Students who graduated from the medical colleges has a good reputation. Primarily in 1846 Hyderabad medical school was established and it was upgraded to a full college by seventh Nizam in 1920 and in 1925 it was affiliated to Osmania University. In his period several specialized hospitals were established or expanded which acted as teaching hospitals for students. His efforts made Hyderabad a primary centre for medical research in India including conducting the pioneering Hyderabad chloroform commission. He has provided funds to the students to go abroad for higher studies in medical field. RupabaiFurdoonji is one of them who went to UK and USA for higher studies and become world's first Anaesthetist.

Law Education:

In 1899 a Law school was established with two teachers. Later another two law schools were started, one at Aurangabad another one at Gulbarga. The focus was on training individuals to enter the Judicial service of the Nizam's administration. In 1923 a Department of Law was constituted and was situated in the premises of the Arts college classes was conducted in Urdu as medium of instruction.

Physical Education:

The government gave encouragement to physical education. After the Athletic Association was started in Hyderabad, even more focused attention was given to this education. By 1940, 12 Physical education instructors were appointed from 1920 onwards in every school a physical education was started and a physical instructor was appointed. Not only that but they also instructed scout and guide systems in the schools. In every school, a physical education instructor was appointed and they provided physical education for the students.

Adult Education:

Adult Education was not neglected by the government especially in districts and coal mines, adult education centers were established in child welfare centers. Specially for them libraries and radios were arranged. Initially only 3 adult education schools were setup. Later as the number of adults studying increased, the number of schools was increased. Finally by the time of Mir Osman Ali Khan this number has increased to 200.

Schools for Physically Challenged:

Specially School were arranged for Physically challenged children. Specially trained teachers were appointed here. The Children here has no fees. Along with these schools, there would definitely be hostels. In these schools, teaching was done in Hindi, Telugu, English and Hindustani languages. Games especially Volleyball, Baseball etc. were taught. In the schools, there would definitely be libraries. By 1948 in Hyderabad the number of schools was 65, out of which 46 were for girls.

Special Schools:

By 1940, 211 special schools were established in the state, out of which 10 were arranged for girls. In these special schools training institutes, schools for Nomadic Tribes, adult schools for deaf, dumb and blind, industrial schools and religious educational institutions were run with special facilities. Initially, there were no special schools for backward classes. But later special schools were setup where ever they could study. To encourage education among them, they were given stipends, free books and Uniforms. Education in these schools were completely free. For nomadic and tribal groups, a special system was introduced in 1943. In Utnoor and Asifabad a training institute for teachers was started. During their training, they were given stipends, they were appointed where they interested. In these schools education was conducted in mother tongue. The trained teachers were also appointed in the schools. Later, the government recognized them.

Orphanages:

In 1865 Christian Missionaries established an orphanage for the orphans and for their education the government gave grant. In 1881 another orphanage was started in Warangal. The education department oversaw its operations. In 1905 the sixth Nizam Mir Mahboob Ali Khan, established the Victoria Memorial Orphanage. 247 orphan children were there in this orphanage. Between 1906 and 1910, separate facilities were arranged for boys and girls. Hindu and Muslim teachers were appointed here. Different vocational skills were taught to the children. After leaving the orphanage, they were taught these vocational skills to help them to stand on their own feet.

Details of Schools During the rule of the last Nizam's:

School type	Mir Mahaboob Ali Khan period	Mir Osman Ali Khan period
Primary schools	80	778
Secondary schools	-	62
Middle schools	05	143
High schools	05	26
Special schools	01	211
Private schools	-	1259
Government schools	91	174
Local bodies schools	-	609
Schools under surfacas	-	32
Aided schools	-	189
Un-aided schools	-	32

Government Incentives for Students:

During the time of Mir Mahboob Ali Khan, the government provided scholarships for students. These scholarships were given in four categories. First General Scholarships were given to encourage those who could not afford to study in schools or colleges. These students were recommended by the Director Public Instruction. Second, Forest school scholarships were given to pursue forest education at Dehradun. Third Engineering scholarships were given to children of high-ranking officials to study engineering and later these were given based on merit. Fourth, miscellaneous scholarships were given to those studying abroad. During the time of Mir Osman Ali Khan scholarship were given to promote education. However, these were different types. General Scholarships were given to students studying in primary and higher level schools special scholarships were given to those pursuing engineering or religious education. Special scholarships were also given to teacher at the time of their training period. Foreign scholarships were given to those who wished to study abroad after completing their education the scholarships there was two types: Asiatic and European. However from 1930 Asiatic scholarships were stopped. Concession scholarships were given to very poor students, selected by a special committee merit scholarships were given to students who performed and reaches higher ranks and the head master of the school would grant this scholarship. After that, he would give it to the students.

In 1932 Osman Ali Khan issued a proclamation stating that every year, the gifts and monetary contributions he received on his birthday would be transferred to the Finance Department and used to provide scholarships to students.

Conclusion :

Mir Osman Ali Khan was a well-educated person who understood the importance of education. He wanted to improve educational standards throughout his state. He first focused on increasing the number of primary schools. Students who completed primary education were given opportunities to continue into secondary schools, followed by colleges and universities. Thus, education was made available progressively at different levels. As a result, the number of people receiving education increased significantly.

Osman Ali Khan strongly believed that education was an essential part of human life. He believed that education broadened a person's outlook and helped reduce superstitions, irrational beliefs and narrow minded thinking. He also believed that educated people could bring meaningful change to society.

Many students who received education during this periods went onto become highly accomplished individuals and contributed to creating social awareness. As a result, several social and political movements gained momentum. Educated individuals demonstrated their abilities in various professions and became doctors, lawyers, scholars and professionals in many other fields. Many leaders who later participated in the freedom movement also emerged from this educated section of society. Education therefore played a significant role in bringing about social and political awakening.

The schools, colleges, and universities established during that period continue to provide education even today. Because of the remarkable development of education and the large number of educational institutions established in Hyderabad, the city came to be known as the "Mecca of Education."

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