

Hyderabad Central jail press. The total expenditure in 1901 was 5.2 lakhs, but the jails were then unusually full owing to the bad season. More detailed statistics of the jails in the State are given in Table VII (p.87) at the end of this article.

## History Education

Indigenous schools of the ordinary Indian type are found in many places. Reading writing, and elementary arithmetic are taught, and the teacher is generally paid in kind, his income varying according to the size and importance of the village. The first English public school at Hyderabad city was opened in 1834 by a clergyman of the Church of England, followed shortly after by a Roman Catholic school. An Arabic and Persian school was also founded in the city about the same time by the first *Amir-i-kabir*, a liberal patron on learning, and himself a mathematician of no mean order. State education commenced in 1854, when a school called the *Dar-ul-ulum* was founded in the city of Hyderabad. In 1859 orders were issued directing that two schools, one Persian and the other vernacular, should be opened in each taluk, and one at the head quarters of each District. Committees were appointed to supervise these schools, consisting, in the case of taluk schools, of two *patels* and two *patwaris*, with the tahsildar as president, and for District schools of a *patel*, a *patwari*, the tahsildar, and the police inspector, with the Third Talukdar as president. The last-named officer was ex-officio educational inspector of the District, and, as such, had to examine all schools during his tours. Education was thus entirely in the hands of the revenue authorities, and did not receive due attention. In 1868 education was transferred to the Assistant Minister of what was then called the Miscellaneous department, and all candidates for masterships were required to go through a training at the *Dar-ul-ulum* and obtain certificates. Two years later the control of public instruction was handed over to the late Mr. Wilkinson, then Principal of the Engineering College; but this change had no effect outside the city of Hyderabad. Here, however, it led to the splitting up of the *Dar-il-*

ulum into five branch schools, and the establishment of an Anglo-vernacular school. In 1871 a Director a Vernacular Education was appointed, who improved the system of District schools; but the actual management remained in the hands of revenue officials as before, entailing much delay in the administration. Under this cumbrous system all circular orders issued from the office of the Director of Public Instruction had to pass through the hands of the entire series of revenue officials before they reached the various schools in the Districts.

Later  
Developments

In 1872 there were sixteen schools in the city and suburbs, in one of which English was taught. The Districts contained 125 vernacular schools. The decade 1871-80 saw a great development in educational matters. In 1875 five deputy inspectors were appointed for the Districts, relieving the revenue officials of educational work. Two years later the Anglo-vernacular high school in the city was abolished, and its pupils transferred to the Chadarghat school. An Anglo-vernacular school was also opened for the first time at Aurangabad. In 1878 the payment of fees was made compulsory in the District schools. About 1880 the Chadarghat high school was affiliated to the Madras University as a second-grade college; and in 1881 it was raised to the rank of a first-grade college. During this decade two important schools were opened to educate the higher classes in the city. The *Madrassa-i-Aliya* which had been opened as a private school under English teachers for the education of Sir Salar Jang's sons and relations, became a public school for the education of the higher classes, and as such has since had an uninterrupted career of success. In the year 1879 there were only 19 pupils on the rolls, the cost to the State per head being Rs. 1,643, whereas the school now has 200 pupils, and the cost per head is only Rs.70 to Rs.80. The *Madrassa-i-Aizza* was opened under private agency for pupils of the same

class, lower fees being charged, and a number of scholarships being granted.

**Present  
Constitution**

As at present constituted the Educational department is under a Director of Public Instruction, whose proposals are submitted to the Minister through the Secretary in the Judicial, Police, and General departments and through the Assistant Minister for education. No officers are recruited in England, except a few of the staff of the Chadarghat high school, now called the Nizam College. The work of inspection is carried on by five chief Inspectors. Until about ten years ago all the schools in the State were directly under the department. Gradually, however, schools are being transferred to the local boards, but it is impossible as yet for the State to withdraw altogether from the management of these schools.

**University  
Education**

There are three Arts colleges: the Nizam College at Hyderabad (first grade), the Aurangabad College (second grade), both affiliated to the Madras University, and the *Dar-ul-ulum* or Oriental College, which sends up candidates for the Punjab Oriental titles examinations. All three are purely State institutions. Although an excellent boarding-house is attached to the Nizam College, the accommodation available is so limited and the fees so high, that the poorer students who come from outside are not able to take advantage of it. Something is being done to provide hostels for the students at some of the District high schools.

## SECONDARY EDUCATION

The following table illustrates the progress made in university education

Passen in	1881	1891	1901	1903
Matriculation	3	42	18	13
First Intermediate in Arts or Science	2	3	4	3
Ordinary Bachelors degrees	1	1	20	8
Higher and special degrees	...	14	47	...

### Secondary Education

In 1901 the number of high schools was 16, two new ones having been added during the decade between 1891 and 1900. In all the high schools for boys English is treated as the first language and the curriculum leads up to the Madras matriculation. The middle schools prepare pupils for the local middle school examination. In 38 Schools English is the first language, while 15 are purely vernacular. Of the high schools, 8 are supported by the State, 7 are aided, and one is unaided, while the middle school include 38 State, 9 aided, and 6 unaided. At present no secondary schools are under the local boards. In 1901 these schools were attended by 1.5 per cent. of the population of school-going age.

### Primary Education

In 1883 there were 148 primary schools, of which 13 were at the capital. The total number of pupils attending these schools was 7,757, representing 0.5 per cent. of the population of school-going age. In 1891 the percentage rose to 2.5. In 1901 the number of primary schools increased to 753 and the number of pupils to 41,876, giving a percentage under instruction of 2.4 to children of school-going age in that year. A system of grading the teachers has recently been introduced and all the masters in primary schools, who formerly possessed no qualifications as a rule, are being gradually passed through the normal school. Some of the lower primary masters still receive Rs. 7, Rs.8, or Rs.9 a

month, but a minimum of Rs.10 is being introduced. Roughly the rate of pay may be said to be from Rs.10 to Rs.15 in a lower primary school, and from Rs.15 to Rs.25 in an upper primary. The inspectors are allowed to use their discretion in agricultural tracts in dispensing with full-time attendance during the months when the children's services are required in the fields.

### Female Education

Here, as elsewhere in India, the education of girls has not kept pace with that of boys and the number of children under instruction is 6.1 percent on the school-going age population for boys, and only 0.5 for girls. Progress in this direction is slow, and as far as the Districts are concerned is hardly satisfactory. On the reorganization of the department in 1885, the State contained, outside the capital, only one Koran school for girls, with an attendance of 30. Another school was opened to provide for a head-master who had lost his eyesight, his wife being appointed mistress. There were at this time three English middle schools at the capital, with a total attendance of 224 girls and 4 English and an equal number of vernacular primary schools, attended by 99 and 323 girls respectively. The number of schools for girls was 71 in 1891 and 77 in 1901; and in the last year the total number of female pupils was 4, 467. Most of the girl's schools are directly under the State, but local boards have now taken over some of these schools.

There are three main obstacles in the way of progress. The first is the reluctance of Muhammadans to teach their daughters anything beyond their scriptures; but popular sentiment is slowly giving way, and reading, writing, and arithmetic up to an elementary standard are now taught in most of the schools, besides needlework, and in one school cooking. Early marriage among

Hindus is the next difficulty, but this is not of so great importance in view of the very elementary instruction it is proposed to impart. The greatest difficulty, however, is the absence of trained mistresses. The pay offered is too small to attract outsiders, and there is as yet no training school for school-mistresses. No tangible impression can be made until this want is supplied. The most notable feature under the head of female education is the foundation of a high-class *zanana school* at Hyderabad. This institution has since its foundation succeeded to a certain extent in turning out fairly well-educated members of the gentler sex, whose influence on public opinion is evidenced by an increasing desire on the part of parents of the higher classes to procure a sound education for their daughters, either by engaging the services of competent governesses at home, or sending them to this or some school outside the State. The *zanana school*, with a roll of 41 girls, has a larger though still somewhat insufficient staff of European and native teachers; English, Arabic and Persian are taught, besides the usual branches that form the

curriculum of an upper middle school for girls. It is expected before long to take rank as a high school. The girl's schools established by the Wesleyan and American Missionary Societies are invariably well managed and do a great amount of good work.

#### Special school

A small engineering school, first opened at Warangal for the purpose of training young men for the subordinate grades of the Public Works Department, was transferred to Hyderabad in 1896. A law school with two lecturers was organized in 1899. There is also a medical school at Hyderabad, supported by the State, of which the Residency Surgeon is the Principal. It has, however, no

connection with the Education Department. A thriving normal school exists at the capital, through which all teachers of primary schools are being gradually passed, while another for girls at Secunderabad, founded by the Wesleyan Mission, supplies teachers for the girls' schools under that agency and is doing excellent work. The industrial school at Aurangabad was established about 1889 and has done a great deal to revive and improve many industries for which that place was once famous. Another industrial school was opened at Warangal in 1890 and has been transferred to Hyderabad, where it is doing good work. A Sanskrit school, started at Hyderabad in 1899 is aided by the State.

**European and  
Eirasian  
Education**

Provision is made for the education of Europeans and Eirasians in eight schools at the capital, which receive grants from the British Government and work under the Bengal code for European schools. Three of them receive an additional grant from the Hyderabad State. In 1901 these schools contained 650 pupils. Some of the pupils find employment as officers in the Hyderabad regular troops, while the Nizam's Guaranteed State Railway, in its various departments, provides for others.

**Muhammadan  
Education**

While the *Muhammadans* form only 10.4 percent. of the population of the State, they include 83 percent. of the students in colleges, 45 per cent. of the pupils in secondary, and 42 per cent. of the pupils in primary schools. These results are due to the position held by *Muhammadans* in a State of which the ruler belongs to their religion. It is noticeable that the Hindus are more successful in examinations, proportionately to their numbers, than the *Muhammadans*.

Education of  
low castes

Of the aboriginal tribes, the Gonds and Lambadis form the majority, but none avail themselves of the opportunities for educating their children placed within their reach. The Bhils, chiefly found in the Aurangabad Division, are beginning to send their children to school. The schools throughout the State are open to children of all castes without distinction; but in practice few of the lower classes avail themselves of the permission partly owing to the prejudices of the higher castes. In 1901, 23 boys belonging to the aboriginal tribes and 626 outcastes were at school, the greater number of the latter being found in the different mission schools.

According to the Census of 1901 literate persons numbered 29.55 per 1,000 of the total population, but taking males and females separately, the proportions are 54.7 and 3.4 respectively. Persons literate in English were 1.3 per 1,000 of the total population. Of the various religions, the Christians were far ahead of the others in point of literacy, there being 443 literate persons in every 1,000 professing that faith. The Musalmans came next with 54, while the Hindus and Animists followed with twenty five and one respectively.

Particulars of the expenditure on education and number of institutions and scholars will be found in Tables VIII and IX (p.88).

News papers

The first systematic attempt to control the Press and the registration of books and newspapers in the State was made in 1886. The total number of newspapers and periodicals published in 1901 was 14, of which 12 were in Urdu, and 2 in Urdu and Marathi combined. No English papers are issued here, although several published elsewhere have a large circulation in the State, and are mainly devoted to Hyderabad affairs. Seven of the fourteen were



newspapers, and the remainder monthly magazines. Politics are discussed in the former, while the latter are devoted to legal, social and literary topics. The *Mushir-i-Deccan*, a daily paper, has the largest circulation.

### Books

The total number of books registered in 1901 was 23, which may be classified according to their subject matter as follows: law (6), history (2) religion (4), poetry (3) medical (1), mathematics (1), fiction (2), and miscellaneous (4). Apart from an Urdu translation of the biography of the late *Amir of Kabul*, these books are more or less original in character.

### Medical

The first medical institution opened in the State was the Hyderabad Medical school, founded in 1846, which has done much useful work in training medical officers and subordinates for the Hyderabad medical service and hospital assistants for Berar. At first instruction was imparted in Urdu, but since 1884 English has been the medium. Till 1885 a board of medical officers from Secunderabad conducted the examinations; but since that year the written part has been supervised by a board of examiners of the Madras Medical College or the Grant Medical College at Bombay, the oral examination being conducted by a medical board from Secunderabad. The course is approximately the same as the L.M. & S. of the Madras University.

### Present Organization

At present the State Medical department is under a Director who is also the Residency Surgeon, assisted by a competent staff of surgeons at headquarters. The District staff consists of from 3 to 5 surgeons, 1 to 5 hospital assistants, 4 to 7 compounders and from 5 to 7 vaccinators, according to the extent and requirements of each District. Most of the surgeons are passed students of the Hyderabad Medical School. There are two lady