

SYNOPSIS
OF
MUNICIPALITIES OF WEST GODAVARI DISTRICT:
EDUCATION IN ELLORE MUNICIPALITY (1850 -1950)
A CASE STURY
BY

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Introduction

This thesis, entitled, “Municipalities of West Godavari District: Education in Ellore Municipality (1850-1950), a case study” is a modest attempt to trace the historical importance of the district and the municipal towns of the district, along with the origin and growth of municipalities in West Godavari. The thesis focuses on the history of education in the district, with a specific emphasis on Ellore municipal town, from the year 1850 to 1950 AD. The introductory part of the thesis presents an explanation of the research problem, sources of study, and a review of the literature, objectives, and the methodology adopted for the study, a layout, and a brief summary of the thesis.

Over the hundred years, 1850 to 1950 in the Andhra area, the budding municipal system have helped in spreading education, and make it available to everyone, as well as bring the public sphere and the modern political structure together. Municipalities have been very important in making the modern state what it is today in terms of politics, government, and culture.

The thesis approached the topic using a holistic approach, analysing it from a whole-to-part perspective. Many of the towns in West Godavari district have had great significance throughout history. Therefore, it is fitting to delve into their illustrious past using the available historical sources. Even prior to the British arrival, densely populated areas in India were administered in an organized manner. The British introduced Municipal Governance in India with the aim of improving the

infrastructure and services in urban areas. One of the primary responsibilities of the Municipal administration was to provide education to children.

Review of related literature

There are numerous books available on the subject of local governance. One such book is V. Venkata Rao's "A Hundred Years of Local Self Government in Andhra and Madras States, 1850-1950." Another informative work is Pradeep Sachdev's "Urban Local Government and Administration in India." V. Venkat Rao and Niru Hazarika have also contributed to the topic with their books on "Local Self-Government in India." Additionally, "Municipal Government India" by RN Sharma and Devendra Kumar provides valuable insights.

A remarkable work on the topic of education in the Godavari area during the early 19th century is J. Mangamma's comprehensive compilation titled "The Rate Schools of Godavari." It provides valuable insights into the educational landscape of that region. In the context of education in the Madras Presidency, Sattinadhan.S's "History of Education" stands out as an outstanding book.

Objectives of the study

The significance of objectives in a thesis lies in their ability to provide purpose, focus, and direction to the research. They guide the research design, ensuring alignment between research questions, data collection, and analysis. Objectives also help define the scope and boundaries of the study while providing a benchmark for evaluating the success and outcomes of the research. Additionally, they contribute to the effective communication and organization of research findings. The objective of study for this research are as follows.

- Understanding the significance of the region, West Godavari district, and its' towns by studying the history of the district.
- Studying the evolution of municipal governance in general.
- Tracing the origin and growth of municipalities in the region of West Godavari District.
- Exploring the course of development in the field of education in the municipalities of West Godavari district.
- Investigating the profile and development of education in Ellore Municipality from the Advent of modern education, 1850 to 1950.

Methodology

This investigation incorporates a case study approach to trace and analyse the developmental process of municipalities in West Godavari district. The primary focus is on studying the evolution of education within Ellore municipality, while also considering the broader context of education in the West Godavari district. The aim is to provide a detailed examination of the educational advancements and changes specifically within Ellore municipality. This research contributes to a comprehensive understanding of the educational development in the region.

Both primary and secondary sources have been gathered from various institutions and centres known for providing authentic and reliable materials. Primary sources, including council resolutions and administrative reports, were obtained from the Municipal Corporation office. Gazette publications and gazetteers were sourced from the Archaeology department in Mangalagiri, as well as its branches in Vijayawada and Rajahmundry. Books were referenced from libraries in Vijayawada and the University library of Acharya Nagarjuna University.

Furthermore, personal discussions were conducted with officials and non-officials from the Commissionerate of Municipal Administration in West Godavari District, while annual reports and essential records were collected. Secondary sources consisted of books, articles, directories, journals on public administration and municipal administration, as well as mimeographed materials. The collected data was analysed using historical, analytical, and descriptive methods. Additionally, statistical tools such as diagrams and charts were employed to ensure a comprehensive and detailed presentation of the data.

Layout of the thesis is designed as follows,

- I. Introduction
- II. A Descriptive account of the District West Godavari
- III. Evolution of Municipal Governance
- IV. Formation of Municipalities in West Godavari District
- V. Education in the Municipalities of West Godavari District
- VI. Education in the Ellore Municipality
- VII. Summary and conclusion

Bibliography is placed at the end of the thesis.

In the ‘descriptive account of the district, West Godavari’, towns in the West Godavari district were chosen as the focus of this investigation, and the history of the district till the establishment of British administration is explained. Both historical events from the past and more recent history of formation of the district are discussed in accordance with the requirements in order to lend an air of profundity and substance to the research project.

The system of municipal governance in India has a long-standing history, with its roots dating back to ancient times. This thesis aims to provide an insight into the medieval urban governance practices. It delves into a comprehensive examination of the various stages of municipal governance, legislative measures, and constitutional developments pertaining to local self-government during the British rule in the Madras Presidency. The title "Evolution of Municipal Governance" aptly captures the essence of this study, offering a detailed perspective on the subject matter.

The next chapter of this thesis focuses on the emergence of municipal government in the towns of the West Godavari district.

Education in the municipal towns of West Godavari district, focuses on the inception of modern education in the towns of West Godavari, highlighting its subsequent growth and the development of the literacy rate within the district over time. The chapter delves into an examination of the factors that contributed to the establishment of modern education systems in the region, as well as the progress made in terms of literacy rates.

The chapter titled "Education in the Ellore Municipality" explores the educational landscape within the Ellore municipality, with a noteworthy emphasis on the ancient literary sources associated with the town. It explores the establishment of modern schools during the British monarchy, highlighting the growth of women's education and the status of education among the Muslim community. The chapter also examines the development of textbooks, curriculum, and the financial aspects related to education.

In addition, a comprehensive list of schools that existed during different periods is provided, offering valuable insights into the educational infrastructure of the region.

The chapter concludes with a heartfelt tribute to the remarkable contributions of Murthy Raju garu, recognizing his significant impact on the field of education.

At the end of the thesis, a comprehensive summary is presented, encompassing the key findings and conclusions derived from the entire study.

Findings of the research

West Godavari district has a rich and diverse history, characterized by the rule of various dynasties over its component parts. The district lacks prehistoric sites but has many densely populated towns with Ellore being the largest. Throughout different periods of time, the district witnessed the influence and governance of several prominent dynasties. These ruling powers include the Mauryas, Satavahanas, Salankayanas, Vishnukundins, and Western Chalukyas of Badami, Eastern Chalukyas of Vengi, Imperial Cholas, Velanati Cholas, Kakatiyas, Musunuri Chiefs, Reddis of Kondavidu, Gajapatis of Orissa, Telugu Cholas of Eruva, Qutb Shahis, Mughals, and Asaf Jahis.

During the British era, West Godavari district underwent various administrative changes and modifications. Initially, the district was governed by the Council and Chief in Machilipatnam. However, in 1794, Collectors were appointed in both Guntur and Machilipatnam, indicating the growing importance of these regions.

Over time, significant developments took place in West Godavari district, particularly in terms of irrigation schemes and administrative techniques. These advancements led to further reorganizations of the district. In 1859, the district was restructured into Krishna and Godavari districts, aiming to enhance governance efficiency.

However, as challenges arose in the administration of the redrawn districts, subsequent modifications were made. Eventually, the Krishna and Godavari districts were further divided and transformed into separate districts. These administrative adjustments aimed to address the difficulties encountered in governing the region effectively and ensure more streamlined governance practices.

West Godavari district was formed in 1925. The district's headquarters moved from Machilipatnam to Ellore in 1926.

There were ten municipalities formed from 1866 to 2020 in the region of West Godavari district. Ellore was the first town to be elevated to the status of municipality, even before the foundation of the district. It was granted municipal town status in 1866, and the district is recently bifurcated, in the year 2022, to two districts, namely West Godavari district and Eluru district. This point shows the significance of the town.

The town of Palocol was raised to the rank of municipality in 1919. No town was converted to municipality status in West Godavari district from 1925 to 1947.

Bhimavaram got the status of municipality in 1948. Narsapur, Tadepalligudem, Nidadavole, Kovvur, Tanuku, Jagareddy Gude, Akiveedu are the other towns that were raised to the status of municipality.

Municipalities are entrusted with both mandatory and optional duties. Mandatory responsibilities assigned to municipalities are of utmost significance and cannot be overlooked or neglected. These essential obligations include ensuring the provision of education, healthcare services, public works, and establishing rules etc. Municipal governments are obligated to prioritize and fulfil these mandated duties to effectively serve their communities.

This research primarily focuses on assessing the progress of education within the framework of municipal governance in the West Godavari region, with a specific emphasis on Ellore town. The objective of this study is to determine whether municipal governance has adequately fulfilled its role in providing quality education in the specified area. Through this research, an evaluation will be conducted to ascertain the effectiveness of municipal efforts in promoting and enhancing educational services within the local community.

The region of West Godavari has a rich historical background in modern education, dating back to as early as 1826. Indigenous schools were already operational in the Madras presidency, including West Godavari. In line with the directives of Lord Thomas Munro, the Board of Public Instruction was established in 1826, following Sir Thomas Munro's inquiry in 1822. This board was granted the authority to establish two main schools in each collectorate and one secondary school in each taluk. In 1826, a collectorate school was established in Narsapur, which took the lead in introducing new educational initiatives before Ellore. G.N. Taylor's rate schools played a significant role in the Godavari region from the 1850s to the 1870s.

In the 1850s, the establishment of early modern schools in the West Godavari district was primarily attributed to the efforts of the Church Missionary Society. Among these schools, the Central School of Narsapur holds the distinction of being the first, founded in 1852. The primary objective of the schools established by missionaries was to propagate Christianity. Records indicate that the Church Mission Anglo Vernacular School in Ellore, founded on October 28, 1854, is recognized as the earliest known modern school in Ellore.

Church missionaries were the first to offer education to female students. During seventh decade of 19th century, schools for girls were started. One in Tangellamudi of Ellore and the other two in Veeravasaram and Nidadavole. The Government Higher Secondary and Basic Training School of Ellore Town was the oldest of the secondary schools that were specifically designed for female students. Effort were made in 1857-58 (by Captain Macdonald) and in 1863 (at Taylor's High school) to go for teacher training course. They were discouraged by that time. The Madras government established a lower elementary training school in Ellore in 1916-17. Then, in 1921 and 1929, the government secondary training school for woman at Ellore and the government training school at Narsapur started functioning.

There were 36 municipal schools in the district by the time of its formation. The number of secondary schools was 2 by the time of the formation of the district and it was 4 by 1950.

The literacy rate in the district witnessed a remarkable increase from 4.84% in 1901 to 21.09% in 1951, indicating significant progress in education over a span of fifty years. Prior to the district's formation, from 1901 to that time, the growth rate was merely 1.95%. However, following the district's establishment, from 1925 until 1950, the growth rate surged to 14.57%. These statistics demonstrate the accelerated development of education subsequent to the district's separation. Initially, the ratio of female literacy stood at a mere 2.97% during the time of district formation, but by 1950, it had risen to 15.39%.

Ellore has a remarkable and far-reaching history that can be traced back to the fourth to fifth century AD. Its name, "Ellore," was initially discovered in the inscription of Salankayana Devavarman, highlighting its historical significance. It is truly

fascinating to witness the continuity of a place bearing the same name for centuries. "Ellore" means a location surrounded by water streams. The inscriptions found in Ellore are written in various scripts, including Telugu, Prakrit, and Sanskrit. These inscriptions serve as a valuable treasure trove of information, shedding light on the region's rich cultural heritage and its enduring legacy of literacy throughout its extensive history.

The story of modern schooling in Ellore began in late November 1854 when Reverend George English was sent from Masulipatam to establish a mission. However, upon discovering the local population's keen interest in receiving an English education, he was inspired to establish a High School. The school initially operated from a guard-room within the old hospital, located within the fort, after obtaining permission from the commander-in-chief in 1854.

In 1866, Ellore was officially designated as a Municipal Town. At that time, it had an Anglo Vernacular school with four teachers, four classes, and 86 students. Additionally, there was a Government Middle-class Anglo Vernacular School with four teachers and 53 students, a private Church Mission school, and a Mixed school.

Rev. F.W.N. Alexander was the one who founded a second elementary school in Lines that was aimed for Malas and converted Dalit children. Musalman students and Shudra children attended this primary school. When English education was combined with affordable costs, Brahmins and more Shudras joined other pupils to obtain instruction.

There was an expectation of establishing a uniform standard for schools under government supervision. In the basic classrooms, where beginners were enrolled, the curriculum included teaching the alphabet, along with reading, writing, grammar, and spelling. During the early days, the Master would instruct the top three classes in

Arithmetic using their preferred methods. Geography was taught using the book by Brown. Regarding English education, the third and fourth grades focused on learning the alphabet, reading, and spelling, while the upper grades additionally covered reading, writing, grammar, and mathematics.

The other popular educational texts as late as 1950 included Neetisangraham, Vachanramayanam, Andhrvyakaranam, Vibhakthibodhini, and Neethisathakam. The Aksharagutchem language was utilized for teaching spelling. Textbooks were produced at various presses, such as the Narsapur Government Press, Visakhapatnam Press, or the American Mission Press in Madras.

Before 1866, various missionary organizations had taken significant steps to establish primary schools for girls. However, in 1866, the government began addressing the issue of female education more seriously. In Ellore town, the Missionary Society of the Church had established two schools for girls belonging to different castes during the first half of the 19th century. Additionally, a board school was operational near the Old Parade ground, catering to Christian girls within the mission grounds. In the late 19th century, the issue of female education gained serious attention from the government and various missions in Ellore. The visit of Miss Carpenter, a philanthropist from England, provided a stimulus to female education. Both mission and non-mission schools worked towards educating girls, especially those from disadvantaged backgrounds. The Church Mission Society played a significant role in establishing girls' schools and providing basic education in subjects like reading, writing, arithmetic, geography, sewing, and spinning. The district became known for its high female literacy rates, indicating the positive impact of educational initiatives for girls in Ellore. Municipal grants were allocated to all of these schools to ensure their efficient operation.

The education of Muslims in the region received attention from the government, but progress was hindered by the lack of interest within the Muslim community. Yeomiah schools, considered ineffective, were excluded from future returns and the educational budget in 1863. However, efforts were made to improve Muslim education, such as handing over the Madrasa-Azam to the local government and establishing schools for Muslim children in Madras and Ellore. By 1877-78, three Muhammadan schools existed in the Godavari district, and by 1880-81, there were several government and municipal schools catering to Muslim students. Arabic and Persian were recognized for examinations, and Muslim pupils benefited from separate Muslim instructors who taught subjects in English. Despite the availability of modern education, many Muslim students pursued careers in Hyderabad rather than British service. The municipality provided support to Muslim schools, including the supply of furniture. Overall, the condition of Muslim schools in Ellore was satisfactory, with separate schools for boys and girls, and the number of Muslim pupils steadily increased over the years.

In 1886-87, the budget expenditure for education was 12.6% of the total budget. Over time, the Ellore municipality increased its expenditure on education, although there were fluctuations in expenditure levels. During the period from 1901 to the times of the Second World War, the Ellore municipality experienced a significant variation in the percentage of expenditure on education compared to its income. This fluctuation ranged widely, with percentages ranging from as low as 2.2% to as high as 30%.

Urban areas have consistently shown higher literacy rates compared to rural areas due to specific factors as they have a greater number of schools and colleges, providing a more comprehensive educational system; and they offer superior employment opportunities compared to rural regions.

In the case of Ellore, its status as an urban center, coupled with abundant water resources and fertile terrain, positions it with favorable conditions to become a center for education. The provision of amenities by the municipal administration has also served as a catalyst in attracting migrants from nearby areas. The town's lower cost of living also attracts migrants who seek a higher quality of life. When analyzing the comparative table of literacy rates in 1901, Ellore Municipal Town showed lower literacy levels compared to Bezwada and Masulipatam. However, it exhibited progress, indicating the need for further advancements in literacy rates. The administrative connection between Ellore and Masulipatam/Bandar from 1904 to 1925 justifies the comparison between these towns.

This research reveals that Ellore boasted a comparatively high literacy rate when compared to both the state and the district.

Chintalapati Sita Ramachandra Murthiraju (1919-2012) made significant contributions to the field of education by generously donating 1800 acres of land and establishing numerous educational institutions for boys and girls. His philanthropic efforts played a pivotal role in promoting education and creating opportunities for the youth in the region. Ellore was home to several well-educated freedom fighters who played significant roles in the fight for independence. Leaders like Maganti Bapineedu with a B.Sc degree, Seerla Brahmayya with a B.A degree, Mulpuri Ragayy who was a qualified L.M.S Doctor, Achanta Rukmini Lakshmipathi with a B.A degree, and Maganti Sitaramadasu-Pedavegi, Their high academic qualifications and commitment to education served as an inspiration for others to join the freedom movement, highlighting the importance of education in shaping their influential personalities.

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