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HISTORY OF NIZAM'S ERA AND EDUCATION IN HYDERABAD STATE BEFORE INDEPENDENCE

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Abstract

The Nizam-ul-Mulk of Hyderabad, popularly known as the Nizam of Hyderabad, was a monarch of the Hyderabad State, now divided into the states of Telangana, Karnataka and Maharashtra. Nizam, shortened from Nizam-ul-Mulk, meaning Administrator of the Realm, was the title of the sovereigns of Hyderabad State, since 1724, belonging to the Asaf Jah dynasty. The Asaf Jah dynasty was of Parso tajik origin from the region around Samarkand in modern-day Uzbekistan, the dynasty was founded by Mir Qamar-ud-Din Siddiqi, a viceroy of the Deccan under the Mughal Empire from 1713 to 1721. He intermittently ruled after Aurangzeb's death in 1707. In 1724 Mughal control lapsed, and Asaf Jah declared himself independent in Hyderabad. The total literacy rate in the Telangana region is 4.2 whereas the total literacy rate of the Marathwada region is 2.4. Though the Nizam state accepted modern education, it was the language policy and lack of state commitment led to the educational backwardness in Hyderabad state during the Nizam rule compared to other princely states and British India. This research paper is to be discussed “**History of Nizams Era and Education in Hyderabad State Before Independence**”.

Keywords: Asaf Jahi Dynasty, Princely States, Moghl Empire, Nizam Provisions, Nizam Education, Last Nizam, Persian Culture.

Introduction

Statement of Problem

The history of India was constructed the accordance with nineteenth century European views on what history should be and what was thought to be Indian History

Romila Thapar

A familiar Indian Historian

Following the decline of the Mughal power, India saw the rise of Maratha Empire. The Nizam himself saw many invasions by the Marathas, which resulted in the Nizam paying a regular tax (Chauth) to the Marathas. The major battles fought between the Marathas and the Nizam include Palkhed, Udgir, Rakshasbhuvan, and Kharda, in all of which the Nizam lost. In 1903 the Berar region of the state was separated and merged into the Central Provinces of British India, to form the Central Provinces and Berar. In 1947, at the time of the partition of India, Britain offered the 566 princely states in the sub-continent the option of acceding to either India or Pakistan or remaining independent. Hyderabad was the largest and most prosperous of all princely states in India. It covered 82,698 square miles (214,190 km²) of fairly homogeneous territory and had a population of roughly 16.34 million people (as per the 1941 census), of which a majority (85%) was Hindu. Hyderabad State had its own army, airline, telecommunication system, railway network, postal system, currency and radio broadcasting service. In spite of the overwhelming Hindu majority, Hindus were severely under-represented in government, police and the military. Of 1765 officers in the State Army, 1268 were Muslims, 421 were Hindus, and 121 others were Christians, Parsis and Sikhs. Of the officials drawing a salary between Rs.600- 1200 per month, 59 were Muslims, 5 were Hindus and 38 were of other religions. The Nizam and his nobles, who were mostly Muslims, owned 40% of the total land in the state.

The Nizam decided to keep Hyderabad independent, unlike the other princely states, most of which acceded to India or to Pakistan voluntarily. The leaders of the new Indian Union did not want an independent and possibly hostile state in the heart of their new country and were determined to assimilate Hyderabad into the Indian Union, by force if necessary. In 2 September 1948 in Operation Polo, the Indian Army marched into Hyderabad, deposed the Nizam, and annexed the state into the Indian Union.

Seven Nizams ruled Hyderabad for two centuries until 1947. The Asaf Jahi rulers were great patrons of literature, art, architecture, and culture, and rich food. The Nizams patronized Persian art, Persian architecture and Persian culture, which became central to the Hyderabad Muslim identity. The Nizam was known for his wealth and jewelry collection. The last Nizam had been the richest man in the world. The Nizams also developed the railway, and the introduction of electricity, developed roads, airways, irrigation and reservoirs in fact, all major public buildings in Hyderabad City were built during his reign under the British Raj. He pushed education, science, and establishment of Osmania University.



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Rise of Nizams

The first Nizam ruled on behalf of the Mughal emperors. After the death of Aurangzeb, the Nizams split from the Mughals to form an independent kingdom. When the British achieved paramouncy over India, the Nizams were allowed to continue to rule their princely states as client kings. The Nizams retained internal power over Hyderabad State until 17 September 1948 when Hyderabad was integrated into the new Indian Union.

The Asaf Jah dynasty had only seven rulers, however there was a period of 13 years after the rule of the first Nizam when three of his sons (Nasir Jung, Muzafar Jung and Salabath Jung) ruled. They were not officially recognized as the rulers. A legend about the first Nizam states that, on one of his hunting trips he was offered some kulcha oval bread (an Indian bread) by a holy man and was asked to eat as many as he could. The Nizam could eat seven kulchas and the holy man then prophesied that seven generations of his family would rule the state. By tradition no Nizam has ever left India no matter how good a reason might exist for doing so, as it was said, "the Sovereign is too precious to his people ever to leave India."

General El Edroos (at right) offers his surrender of the Hyderabad State Forces to Major General (later General and Army Chief) Joyanto Nath Chaudhuri at Secunderabad. After the British left India in 1947, the Nizam of Hyderabad initially chose to join neither India nor Pakistan. He later declared Hyderabad a free, self-governing independent state but the Government of India, desirous of ending marginalization of the hindu population under Nizam refused to accept his point of view citing reasons Hyderabad was surrounded by India on all sides and did not have an access to sea. After extensive attempts by India to persuade the Nizam to accede to India failed, the Indian government finally launched a military operation named Operation Polo to overthrow his rule and liberate the non-Muslims. When the Indian Army invaded his princely State on 13 September 1948, his overwhelmingly Muslim forces were unable to withstand the Indian army and were defeated. The Nizam capitulated and his forces surrendered on 17 September 1948 and he broadcast this over radio the same afternoon. The Nizam was forced to accept accession to India. His rule ended on 17 September 1948. It was the end of the ruling dynasty. Mir Osman Ali Khan, the last Nizam, died on Friday 24 February 1967. All Nizams are buried in the royal graves at the Makkah Masjid near Charminar in Hyderabad except for the last Nizam, Mir Osman All Khan, who wished to be buried beside his mother, in the grave yard of Judi Mosque facing King Kothi Palace.

Education during Nizam's Period

Marathwada was an integral part of the former native state of Hyderabad prior to 1948. Ever since the introduction of modern education Urdu was the medium of instruction throughout the Nizam territories. Persian and Arabic were the only other languages encouraged, besides English, which was taught as a second language. All the primary and secondary schools were run by the Government. Private enterprises, in education were almost forbidden. Every public activity was looked upon with suspicion even literary activities were considered as political. Permission had to be sought to hold any function social, cultural or otherwise, let alone those of political nature.

Spread of Islamic culture was the main aspect of the educational system during the Nizam's rule. The establishment of Osmania University gave fillip to Muslim ambitions and aspirations, facilitating the spread of the creed of the rulers. The whole atmosphere of the University was filled with an aroma of Islamic fervor. As a result, other branches of knowledge did not receive the attention that was due. There were special facilities for the education of the sons of Jagirdars and the elite. The history of public instruction in the Nizam's dominions goes back to the reign of Sir Salar Jung, the Prime Minister of Hyderabad (1853-83). He was the first statesman to have taken the steps towards public instruction by founding the Darul - Uloom or Oriental College in the city of Hyderabad which was placed under the Educational Board. In the words of that great statesman, "The Darul-Uloom was to be the centre of oriental learning in the Deccan and the means of diffusing a taste for culture through our own classics." But these efforts were mainly restricted to Hyderabad city.

The first step for educating people in the districts of the state was taken in 1859 -60 (1269 F). Government ordered opening of two schools, one Persian and the other Vernacular, in every taluka by making provision of Rs. 87 per month per school. Similarly, one school at each district headquarters was established by providing Rs. 150.00 per month. The curriculum consisted of Mathematics, History and Geography besides languages (Marathi, Urdu, Arabic, Persian, Telugu and English). The Department of Education was established in 1869-70 and Mr. Wilkinson was appointed as the first Director of Public Instruction. "Madarasae Aliya" was founded in order to provide a sound English and Oriental Education for the sons of jagirdars, both Hindus and Muslims.

As regards the introduction of English Education in Marathwada, the year 1874 witnessed the opening of Anglo Vernacular School at Aurangabad. The subjects taught in normal school were History, Geography and Mathematics. Mr. Syed Hussain Bilgrami became the Director of Public Instruction in 1883-84(1293 F). He gave fillip to the establishment of Lower Middle Schools at Nanded,



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Jalna, Tuljapur, Latur and Bhir in Marathwada in the year 1892 -93. Aurangabad High School was elevated to the rank of Secondary Grade College by the progress of the college was hampered due to plague and subsequently it was abandoned in 1904-05(1314 F).

Later on, Dr. Ross Masood (grandson of Sayyad Ahmad and the founder of Aligarh University) became the chief officer of the Education Department. He established a Urdu Middle School in every taluka and Urdu High School at district headquarters. Consequently, Urdu education contributed to the growth of Muslim impact on the society in general. Similarly, Mr. Mackenzie submitted a new scheme of education. It was decided to convert all rural schools into agricultural schools. Besides this, all urban schools were to teach trade and commerce. The purpose of the scheme was to retain rural messes in villages only. It is well known that majority of the Hindus lived in villages.

Education in the Hyderabad State during the Nizam Period

The decline of the Mughal empire in India led to an internal disorder that paved the way for the European trading companies to interfere in local politics. Hyderabad State (Hyderabad Deccan) was no exception from it, where it lost Northern Circars because of the Carnatic wars and Ceded Districts because of its subsidiary alliance with the British. Hence, Circars and Ceded districts were ruled by the British as part Madras Presidency, which led to various vicissitudes in these areas such as administration, revenue, education and social policies. However, these developments were not materialized in the Hyderabad state.

The Census of the H E H The Nizam's Dominions 1901 revealed that the Hyderabad state was divided into four divisions namely, Medak-Gulshanabad, Warangal, Aurangabad, and Gulbarga. Each division was divided into districts and each district was subdivided into Taluks. The entire state was divided into 17 districts. Atraf-I-Balda, Nizamabad, Medak, Nalgonda, Mahabubnagar, Warangal, Karimnagar and Adilabad districts were part of Telangana region and Aurangabad, Nanded, Parbhani, Raichur, Lingsugur, Osmanabad, Bidar, Bhir and Gulbargha districts were part of Marathwada region.

Role of East India Company

Indigenous schools are found in the state, where the teacher focuses on reading, writing, and arithmetic. The teacher is paid in kind, whose income varies according to the size of the village and the importance given to education by its parents. Since the Nizam maintained good relationships with the English East India Company, the British Residency was established in Secunderabad and Christianity spread in few parts of Hyderabad state. The St. George's Grammar School, which was the first English Public school at Hyderabad city, was established in 1834 by the Church of England for the European children.

Later on, in 1839, the Resident set up a medical school at Bolarum. Then, the Roman Catholic Mission started a school in Hyderabad in 1855, which was converted into the All-Saints School to prepare secondary school teachers. Initially, the school was started to impart education to the children of the Nizam's Army staff and later on admitted children of all castes. Missionaries were established in English medium schools in Hyderabad city, Aurangabad, Warangal, and Gulbarga. They include general, technical, and professional schools. Western education gained importance due to the recruitment of non-mulkis (non-locals) in administration from Aligarh, Madras, Bombay, Bengal, etc. especially under Salar Jung-I.

The response of the State to societal needs

A Madrassa was started at the Juma Masjid in Hyderabad city in 1830. Later on, in 1859, the State of Hyderabad decided to open two schools in every Taluk and three schools in every district. Persian and vernacular schools were opened in Taluks whereas Persian, English, and vernacular schools were opened at district headquarters. Monthly fees in Taluk and District schools were one anna (6.25 paise) and two annas respectively. However, the children who belong to the agricultural class were exempted from paying fees. The City High School and the Chaderghat High School were established in 1870 and 1872 respectively. The School of Engineering was established in 1870 to train technical personnel that requires for the public works department. The state was appointed a Director of Vernacular Education in 1871 to improve the system of District schools. However, the management of education was under the control of the revenue department.

About 125 vernacular schools were run by the state in all the districts in 1872. Besides, 16 schools functioned in the same year in Hyderabad city and suburbs, in which one school taught English. In 1875, the management of education transferred to the Department of Public Instruction by appointing five Deputy Inspectors. An Anglo-vernacular school was started for the first time in Aurangabad during the same period. Madrassa-i-Aliya was established for the children of the nobles and Madrassa-i-Aizza was opened for the children of the Royal family in 1873 and 1878 respectively under private management with English teachers. The state made compulsory payment of fees in the district schools in the year of 1878.



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The City English High School and the Chaderghat High School were merged in 1877. The Chaderghat high school was affiliated to the Madras University as a second-grade college in 1880. Eventually, the Nizam College was established in 1887 by merging the intermediate classes of the Chaderghat High School with Madrasa-e-Aliya. Darul-ulum/Oriental College was established in 1854 at Hyderabad city with Arabic and Persian as a medium of instruction. Physics, Chemistry, Mathematics, and Astronomy were taught as part of the curriculum. The first City English medium High School was opened in 1857, where English, Arabic, Persian, Hindustani, Telugu, Marathi, and Kanarese were taught.

Even the Nizam was to speak only in English during breakfast and dinner on every Monday and Thursday, where the English tutor was present and for any breach of rule the companions were fined. Laiq Ali, son of Salar Jung-I, who was English educated man appointed as Diwan in 1883 to westernise and modernise the State.

Religious Education

The Madrassa-i-Deeniya was started in 1882 to impart religious training to Muslim youth. A Sanskrit school called the Vedic Dharma Prakashika started at Hyderabad in 1894 to impart religious training to Hindu boys. Another Sanskrit school, which was aided by the state established at Hyderabad in 1899. Dharmwant High School and Mufeedul-Anam High School were the first two private schools that inculcated western education with English medium in the old city, which were founded by the Malwala Kayasth family and the leaders of the Khatri caste in 1880 and 1882 respectively. Asafia High School was established in 1895 to impart both secular and moral education among Muslim children. The Vivek Vardhini Pathasala, which was the first private Marathi school founded in Hyderabad in 1901 whereas the first Telugu school was started by Ranga Rao Kaloji in Chaderghat in 1904. The Anwar Uloom High School was founded by Moulvi Muhammed Abdul Razzak in 1909.

Role of the State in promoting girls' education

The unwillingness of Muslims to send their daughters to schools, early marriages among Hindus, and the absence of trained women teachers were the main barriers to the progress of female education during the Nizam period. The first government Zenana school was opened during the period of Nizam-VI. Dr. Aghoranath Chattopadhyaya started a Hindu Anglo-vernacular school in 1877 to educate both Muslim and Hindu girls. The Wesleyan Mission started girls' schools at Secunderabad and Chaderghat in 1882. Syed Hussain Bilgrami established a school for Muslim girls in 1885 with qualified staff. Needlework, domestic science, Arabic, Persian, and English were taught to girls as part of the curriculum.

An institution for girls was opened at Bolaram during the 1880s. The Mufeedul-Anam High School started a primary section for girls during the 1890s. The Nampally Girls' School was established in 1890, which was the first government middle school for girls in Hyderabad state. The Stanley Girls' School was started in 1895. Later on, it upgraded as a High School in 1908 and four girls appeared for the school-leaving examination in 1911. The Telugu Normal School and Elizabeth Stanley Girls' High School, which are located in Hyderabad imparted training to Telugu teachers. The state granted stipends to the students and appointed bullock carts for their conveyance to and from the school.

The question of language in education

The Nizam government made compulsory proficiency in Persian or Urdu for Hindu students to go to England for higher studies. In this way, the Hindus of the Hyderabad State faced cultural humiliations and political inequality. Hence, the Arya Samaj established in Hyderabad in 1892 to protect the rights of the Hindus. The state promoted Urdu as the official language in administration by neglecting other languages such as Telugu, Marathi, and Kannada that were spoken by the majority of people (approximately 86 per cent) in Hyderabad state. Besides, the Nizam directed that state-aided education was given only through Urdu or English. Even the primary objective of Osmania University was to provide higher education for only Muslim students.

Moreover, the government did not allow private institutions to impart education in the language of the people. Several activists worked through organizations for the promotion of Telugu in the Telangana region during the Nizam rule. Kommaraju Lakshmana Rao established 'Sri Krishnadevaraya Andhra Basha Nilayam' at Hyderabad in 1901. Two Telugu libraries namely 'Sri Rajaraja Andhra Basha Nilayam' and 'Andhra Samvardhini Grandhalayam' were established in 1904 and 1905 at Hanumakonda and Secunderabad respectively. The Arya Samaj played a vital role in establishing Vivek Vardhini Pathasala to impart education through Marathi and English. Subsequently, the Vignana Chandrika Grandha Mandali at Hyderabad published popular literature in Telugu. Besides, the contributions of renowned personalities for promoting education are marvellous and cherished forever. Bilgrami took the initiation to establish three industrial schools in Hyderabad, Aurangabad, and Warangal as well as the State Central Library in Hyderabad. Raja Bahadur Venkat Ram Reddy was instrumental to establish Narayanguda Girls' High School (renamed as Madapati Hanumantha Rao School) in 1928 and separate hostels for boys and girls belong to Reddy community in 1918 and 1933 respectively.



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Summing up

Bhagya Reddy Varma not only fought for establishing schools for the children of most marginalized sections but also established few schools for Dalit children in Hyderabad city. According to the Census of the H E H the Nizam's Dominions 1921, the general and English literacy rate of Hyderabad State were only 3.3 and 0.3 respectively. If we compare with other provinces and states, it stands last both in general education and in literacy in English. The census reported that general literacy rate among Hindus (2.6), Muslims (8.9), Christians (25.2) and Animist (0.8) whereas English literacy rate among Hindus (0.2), Muslims (0.9) and Christians (16.1). The total literacy rate in the Telangana region is 4.2 whereas the total literacy rate of the Marathwada region is 2.4. Though the Nizam state accepted modern education, it was the language policy and lack of state commitment led to the educational backwardness in Hyderabad state during the Nizam rule compared to other princely states and British India.

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