



“Development of Education in Belgaum District During the Colonial Period”.

Mr Kakasaheb Gasti Ph.D Research Scholar, Department of History and Archaeology Karnatak University Dharwad – 580003, cell-9448896617

and

Dr Mugali S.Y Professor and Chairman, Department of History and Archaeology Karnatak University Dharwad – 580003, [e.mail: mugalisy@gmail.com](mailto:mugalisy@gmail.com) cell-8310595892.

Abstract:

Belgaum is a big district that comprises of about ten talukas. It has witnessed multi-dimensional growth of its educational development. Here the modern British education was started in the year 1830. It was in the year 1838, the first Kannada Medium School was establishment in Belgaum then it was followed by Marathi and English medium schools of Missionaries. This paper aims to throw light on the education system of Belgaum district. The method of study opted here is historical analysis and interview. The scope of present study is confined to the development of education in Belgaum district from 1830 to 1947. The study is based on the field work, visit and consulting educational institutions, Libraries, the D.D.P.I office and reference of archival records of Bombay. Secondary sources such as newspapers and literary works are also referred.

Key Words: Belgaum, Education, Schools, Government and Medium

Introduction: The introduction of western education was a blessing in disguise on the part of Indians Because it created awareness among the Indians to participated in Indian freedom movement. Many youths were able to participated in freedom movement, it was due to the influence of western education as well. As some educational institutions in Belgaum were busy in educational activities. Belgaum was fortunate enough to see multi-dimensional growth of its educational institutions. It had its beginning of the development of education institutions in 1830 itself. A great leap in Belgaum education was started with the establishment of the first

Kannada Medium School in 1838¹. By the time of 1947, Belgaum had hundreds of schools, Boarding homes, Hostels, Colleges, Teacher Training Colleges, Nursing Schools, Engineering Colleges and Medical Colleges. Indeed a great stride towards modern education which is clearly visible today had multifarious academic, intellectual and literary activities.

The paper traces the year of establishment of schools, place of schools and Medium of instruction. Along with this, growth and decline in the number of schools and medium of instruction and which school had a great influence on the people and the schools which influenced less, and which medium of instruction influenced more and the schools of which medium of instruction influenced less has also been considered for analytical discussion. The number of schools for boys and the number schools for girls is also identified. The survey regarding the development of schools has been done in the few Taluka centres that existed in the British administered areas and in Princely areas. The Taluka centres which were earlier belonged to Belgaum district during colonial period were also considered for study. These reas (talukas) choosen for research study have become the parts of other districts and states later. But keeping in the view of the taluka centres of the colonial period, the number of schools is studied. We come to know that few villages of Belgaum were under the control of independent dominion states during the colonial period. The progressive educational development were also witnessed in Princely States of Kolhapur, Sangli, Miraj, Mudhol, Ramadurga, Toragal, Patavardhan, Kurandawad and other Desagatis. The study is based on the field work, by visiting education institutions, Libraries, the D.D.P.I office and reference of archival records of Bombay. Notwithstanding the official records i.e., primary sources well collected during field work. Here reference has been made to the secondary data information like: newspapers and literary works, and interviews are conducted of the school Headmasters and other officers concerned with educational institutions. The growth of schools in the division is represented through tables and graphs and its analytical explanations is narrated. The first part of the paper discusses the rise and decline of schools and the second part deals with rise and decline student studying in different medium of instruction. Then the last part deals with analysis of literary.

¹ James M. Campbell(ed), Gazatteer of India, Bombay Presidency, Vol xxi Belgaum, Government of Karnataka, Bombay, 1884, P-421

Table 1: The Number of schools in all Divisions and Princely States during colonial period in Belgaum district²

Division And Princely States	Frequency	Percent
Athani	44	9.7
Sampagaon	46	10.2
Belgaum	69	15.2
Chikkodi	119	26.3
Gokak	37	8.2
Khanapur	30	6.6
Parsagad	64	14.1
Raibag	22	4.8
Ramdurg	22	4.8
Total	453	100.0

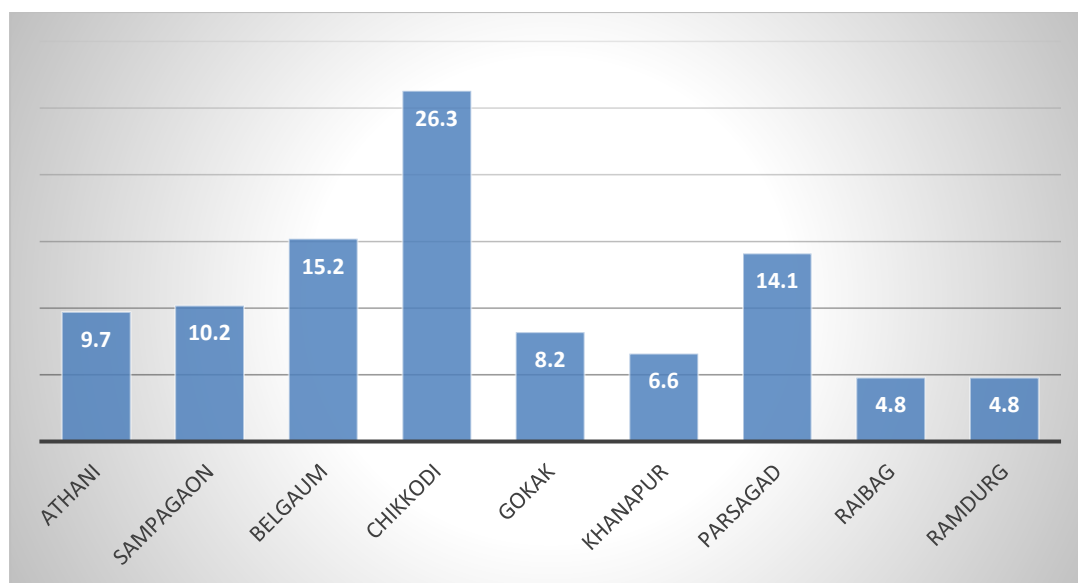


Fig 1: Distribution of schools in Belgaum district

Table 1 contains the distribution of schools in Belgaum district. In the following study majority of the schools are from Chikkodi. Of all schools, 119 (26.3%) schools are from chikkodi; 69 (15.2%) schools are from Belgaum; 64 (14.1%) schools are from Soundatti; 46 (10.2%) schools are from Bailhongal; 44 (9.7%) schools are from Athani; 37 (8.2%) schools are from Gokak; 30 (6.6%) schools are from Khanapur; 22 (4.8%) schools are from Raibag and 22 (4.8%) schools are from Ramadurg. Thus research depicts the number of schools of Belgaum district from the year 1830 to 1947. Based on the analysis conveyed, it can be concluded that, in Belgaum district the Chikkodi had highest number of schools (25.3%, 119 out of 453) and Ramdurg had least number of schools (4.8%, 22).

² Deputy Director of Public instruction, Belgaum and Chikkodi

Table 2: Distribution of schools in Belgaum District- Types of Schools³

School type	No. of Schools	Percent
Boys	42	9.3
Co-Education	384	84.8
Girls	27	6.0
Total	453	100.0

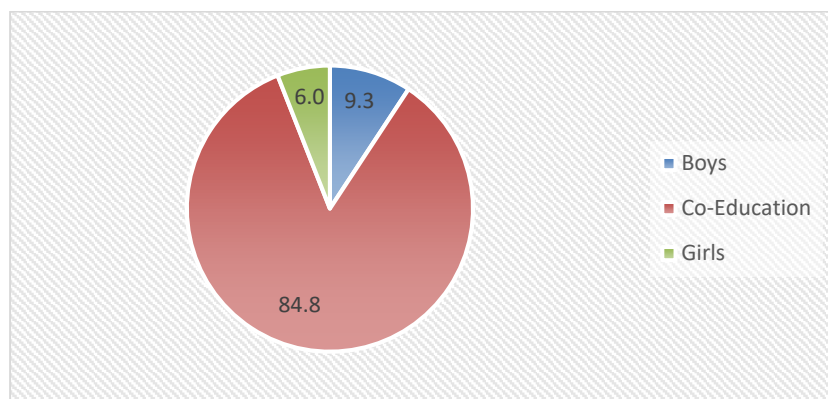


Fig 2: School type-wise distribution of schools in Belgaum District

Table 2: In the following study majority of the schools are co-education schools. Of all schools, 384 (84.8%) schools are co-education schools; 42 (9.3%) schools are boys' schools and 27 (6.0%) school are girls.

Table 3: School type and year-wise number of schools⁴

Year	School Type						Total
	Boys	%	Co-Education	%	Girls	%	
1830-39	00	0.0	07	100.0	00	0.0	07
1840-49	00	0.0	05	100.0	00	0.0	05
1850-59	00	0.0	05	83.3	01	16.7	06
1860-69	13	29.5	29	65.9	02	4.5	44
1870-79	16	28.1	39	68.4	02	3.5	57
1880-89	07	8.4	74	89.2	02	2.4	83
1890-99	04	16.7	17	70.8	03	12.5	24
1900-09	00	0.0	19	86.4	03	13.6	22
1910-19	01	4.0	23	92.0	01	4.0	25
1920-29	01	1.6	59	96.7	01	1.6	61
1930-39	00	0.0	60	90.9	06	9.1	66
1940-47	00	0.0	47	88.7	06	11.3	53

³ Ibid⁴ Ibid

Table 4: School category-wise distribution of schools in Belgaum District⁵

School category	No. of Schools	Percent
Pr. Up Pr. And Secondary only	11	2.4
Primary	23	5.1
Primary with Upper primary	398	87.9
Secondary Only	12	2.6
Upper primary and Secondary	02	0.4
Upper primary only	07	1.5
Total	453	100.0

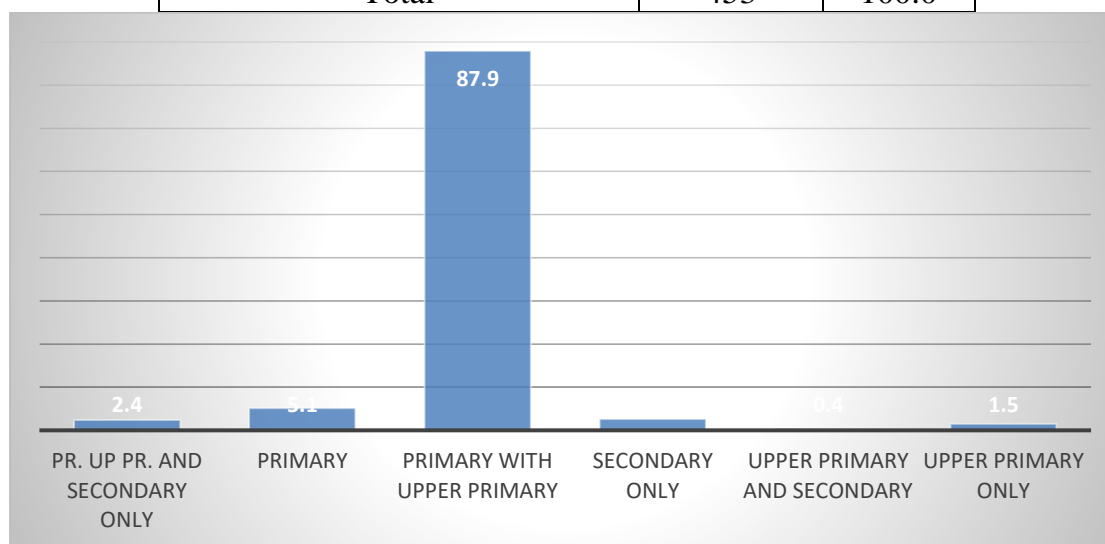


Fig 4: School category-wise distribution of schools in Belgaum District

Table 4 contains the school category-wise distribution of schools. In the following study majority of the schools belong to primary with upper primary category. Of all schools, 398 (87.9%) schools are primary with upper primary schools; 23 (5.1%) schools are primary schools; 12 (2.6%) schools are primary, upper primary and secondary schools and secondary schools each; 07 (1.5%) schools are upper primary schools; 02 (0.4%) schools are upper primary and secondary.

Table 5: Year-wise distribution of schools in Belgaum District⁶

Year	No. of Schools	Percentage
1830-39	07	1.5
1840-49	05	1.1
1850-59	06	1.3
1860-69	44	9.7
1870-79	57	12.6
1880-89	83	18.3
1890-99	24	5.3
1900-09	22	4.9
1910-19	25	5.5
1920-29	61	13.5

⁵ Ibid⁶ Ibid

1930-39	66	14.6
1940-47	53	11.7
Total	453	100.0

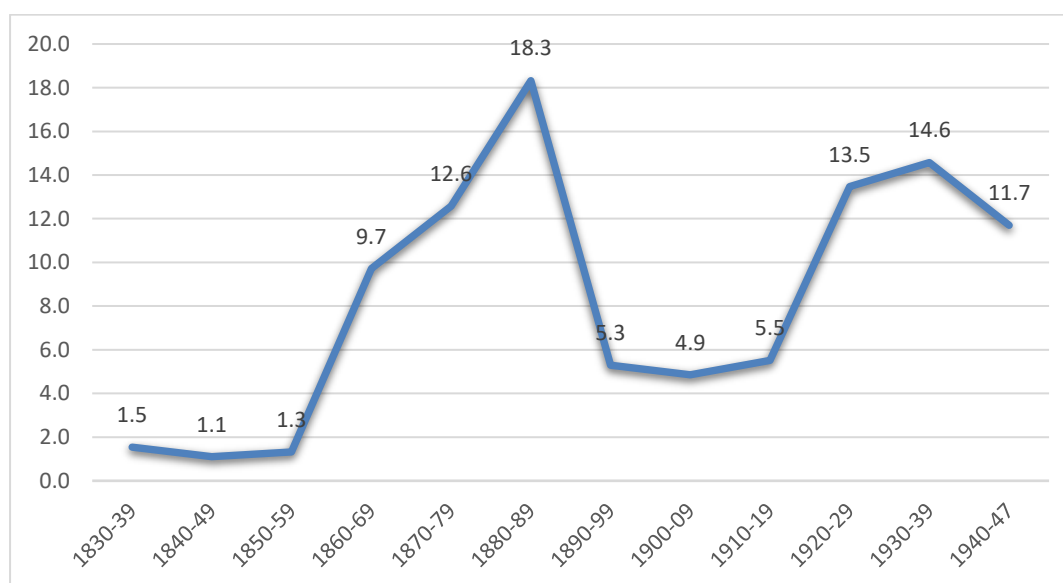


Fig 5: Year-wise distribution of schools in Belgaum District

Table 5 contains the establishment year-wise distribution of schools. In the above figure we observe that in initial three decades (1830-1859) there is no such difference in the number of establishment of new schools. But in the next three decades (1860-89) we observe significant increase in the number of establishment of new schools and in the next decade i.e., 1890-99 the number of establishment of new schools is significantly decreased. Again in next three decades i.e., 1890-1919 there is no such volatility in the number of establishment of new schools. In the decade 1920-29 there is a significant increase in the number of establishments of new schools.

The Reasons for rise and decline of educational institutions during the study period.

We should find out the reasons for the sudden increase and decrease in the number of schools in this region. So, to analyse the above statistics available in this respect. Foremost rise in educational institutions was in the fourth decade of the nineteenth century. Though the Charter Act of 1813 paved the way for the establishment of education institutions, we find that Belgaum was slow to respond. The schools were opened only in 1830's. As stated earlier there were vernacular schools and not English medium schools. Sudden rise in new schools, was due to the influence of formation of Bombay Native Education Society. From 1827-1854 It was active in this region, and encouraged opening of new schools, by providing scholarships and arranging grants to schools. Another reason was the active role of Christian missionaries.

1854-1882: The period had seen a glorious epoch of schools, that too vernacular schools; The impetus was by the government funding through grants- to aided schools, active participation of the

education department officials, the people of Belgaum should be grateful to the officials like J. Taylor, W.A. Russel, Deputy Chenanabasappa whose dedicated their service to the cause of education had no parallel.⁷ Another high period of activity was from 1882-1900. Grant –in Aid followed by responsible role of Local Bodies, District Boards and Taluk Boards took it in their competitive mood to establish schools. But immediately after this period, we come across the period of famines of 1890. Followed by epidemics, and the spirit of rise in schools declined substantially.

The swadeshi and national spirit worked contradictory to the rise of institutions. There were accusations on Congressmen and freedom fighters, who sloganeered against sending children to government schools which probably resulted in drop-outs from schools. But later on the momentum lost its significance, as it was war period (1914–18) and the period of great economic depression (1918–20), later there was gradual improvement. The major issue that arose was comparative study of different caste, class and communities in Belgaum Comparison should be made of number of children admitted from each caste, class and community depending on the population as recorded population registers, registers of births and deaths, census report etc. Besides analysis is made with reference to fluctuations in admissions, period-wise.

Migration of labour as drawback: One had to analyse the factors like problem of migration of communities of labour class; who consider their children as bread earners, not learners. Problem of migration that persist among tribal communities like Banjaras, Lambani, Siddi and Kurubas etc. Though education of these classes is least effected as the British followed ‘Filtration’ policy where the upper classes would be educated first, from them the education will percolate to the lower castes or classes, but it did not happen in the case of these classes. It is the major reason for low rate of literacy among these groups.

Trading groups, cow-herds who are in substantial proportion in Belgaum district either travel in caravans of bullock carts or horse drawn cart. The traders usually will not take their families often, but they move with the Tandas, armies, and move with labour forces due to security reason. However the education of their children was uncertain, for this reason drop out after attaining 10-12 years of age the boys used to go to assist their fathers and girls would be married off. As a result some schools were closed due to lack of students.

Another major cause for migration was the availability of labour in other districts, leading to migration in large number. The harvest season see a large number of labourers migrating to other districts far off for sugarcane cutting and other agricultural work along with their family and children leading to those children dropping out of the school in large number. Though it was seasonal, the

⁷. Vaggar A. B and Jarakunti R. M. “*Ramadurga Samstan Vimochana Horata*”, Ladai Prakashan Gadag, P. 135

migration of parents affected education of children. It is happening even today, when large sections of labour class migrate to the South for work. Now a days district administration of the area is trying to arrange Tent schools for the children of these migrate labourers

Large number of people migrate to other parts during severe famines, epidemics, and floods . Migration in large number when whole villages of the region were deserted during severe famines, floods, and other natural calamities. Major problems of pestilence, heavy crop loss, loss of financial resources, spread of epidemics to men and cattle disheartened people. In 1870 Deccan saw a devastative famine, when lakhs of people died due to lack of any help, leading to large-scale migration. The records of 1877-78 famines in the region show large number of people around 2,32,000 died in Belgaum, Dharwad and Bijapur district.⁸

Again in 1880-90's Bubonic plague troubled whole of Maharashtra, and Karnataka. It led to financial disaster and death of many people, because of this reason many people migrated to other places. One could easily observe rise and fall in admission of children to schools at the time. 1920's once again witnessed large-scale migration leading to children dropouts from schools. Migration of nomadic tribes and labour class is a continuous process.

All these factors are taken as major points while assessing the available statistics. Care has been taken to see that no facts go unnoticed, or miscalculated or misrepresented. Belgaum is a big district with ten taluks, and the period of our study is also lengthy. Thus for our convenience, depending on census reports, we have divided the study into taluk-wise growth of education institutions.

While doing field work in rural areas of Belgaum , all the years admission record in number 1 registers show that many rural schools had more admissions for 1st standard, during the later year's many children were dropped out and taken as workers in their fields, Parents preferred their children to work in field rather than study in schools. Thus there was discontinuity in the study of children. Prior to introduction of Grant-in Aid there used to be schools run privately either on the courtyard of the village head man or any other building. Though there were no entries into government school register, they were running with local help. Bombay government started to give grants from 1854 these schools were amalgamated with government register,

⁸. Manoj Patil (ed) "Belagavi Jilla Margadarshi", Pavana Prakashana, Belagavi, 1987, p-99

Table 6: Medium-wise distribution of schools in Belgaum District⁹

School Medium	No. of Schools	Percent
English	05	1.1
English Marathi	02	0.4
Kannada	283	62.5
Kannada English	22	4.9
Kannada Marathi	07	1.5
Kannada Urdu	03	0.7
Marathi	99	21.9
Urdu	29	6.4
Urdu English	03	0.7
Total	453	100.0

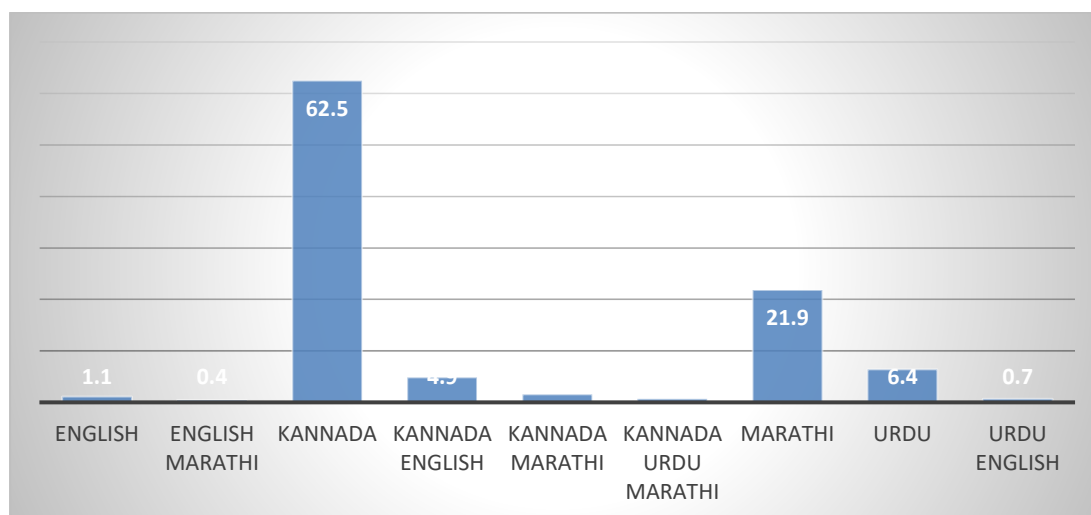


Fig 6: Medium wise distribution of schools in Belgaum District

Table 6 contains the medium-wise distribution of schools. In the following study majority of the schools are Kannada medium schools. Of all schools, 284 (62.4%) schools are Kannada medium schools; 100 (22.0%) schools are Marathi medium schools; 29 (6.4%) schools are Urdu medium schools; 23 (5.1%) schools are Kannada English medium schools; 07 (1.5%) schools are Kannada Marathi medium schools; 05 (1.1%) schools are English medium schools; 03 (0.7%) schools are Urdu English medium schools; 02 (0.4%) schools are English Marathi medium schools; and 02 (0.4%) schools are Kannada Urdu Marathi medium schools.

⁹ Belgaum District DDPI office

Table 7 : Medium and year-wise distribution of schools¹⁰

year	Medium								
	English	English Marathi	Kannada	Kannada English	Kannada Marathi	Kannada Urdu Marathi	Marathi	Urdu	Urdu English
1830-39	00	00	05	00	01	00	01	00	00
%	0.0	0.0	1.8	0.0	14.3	0.0	1.0	0.0	0.0
1840-49	00	00	02	00	00	00	03	00	00
%	0.0	0.0	0.7	0.0	0.0	0.0	3.0	0.0	0.0
1850-59	03	00	02	00	00	11	00	00	00
%	60.0	0.0	0.7	0.0	0.0	33.3	0.0	0.0	0.0
1860-69	00	00	32	04	00	00	06	01	01
%	0.0	0.0	11.3	18.2	0.0	0.0	6.1	3.4	33.3
1870-79	00	01	32	05	01	00	17	01	00
%	0.0	50.0	11.3	22.7	14.3	0.0	17.2	3.4	0.0
1880-89	00	00	56	04	00	00	15	08	00
%	0.0	0.0	19.8	18.2	0.0	0.0	15.2	27.6	0.0
1890-99	01	00	12	00	00	01	07	01	02
%	20.0	0.0	4.2	0.0	0.0	33.3	7.1	3.4	66.7
1900-09	00	01	11	02	00	00	04	04	00
%	0.0	50.0	3.9	9.1	0.0	0.0	4.0	13.8	0.0
1910-19	01	00	18	00	01	00	03	02	00
%	20.0	0.0	6.4	0.0	14.3	0.0	3.0	6.9	0.0
1920-29	00	00	42	02	03	01	10	03	00
%	0.0	0.0	14.8	9.1	42.9	33.4	10.1	10.3	0.0
1930-39	00	00	37	03	01	00	19	06	00
%	0.0	0.0	13.1	13.6	14.3	0.0	19.2	20.7	0.0
1940-47	00	00	34	02	00	00	14	03	00
%	0.0	0.0	12.0	9.1	0.0	0.0	14.1	10.3	0.0
Total	05	02	283	22	07	03	99	29	03

Overall view we get about the distribution of schools on the basis of medium of instruction 1 The First school started was a Marathi school, followed by a number of Kannada medium schools. Both the government officers like J.Taylor, and Christian missionaries showed a lot of interest in establishing Kannada medium schools rather than having English medium schools. Thus it put an end to the argument that the English favoured English education. The work of Russel, and Deputy Channabasappa are major factors played in steep rise of Kannada medium schools in Belgaum.¹¹ English understood the value of imparting education in mother tongue. The southern province was as

¹⁰ Ibid¹¹ M. Chidanandamurthy, "Brahath Karnataka Bhashik Samskruthik", pp140-141

called Canarese region and had Canarese Education Fund. It indicates their preference to Kannada in these four districts of Southern Maratha territory

Langauge policy on education: This part deals with medium of school and rise and strength of the pupils. Belgaum district benefitted due to preferment of Canarese language by the Colonial masters. As referred already, their Canarese Local Fund, declaring four districts of Southern Maratha country as Canarese region , liberal grant-in Aid was provided, it would put an end to the argument the Colonial masters were bent on imposing English language, culture through their education. They always stood education through local languages. Adoption of pro-Kannada policy by the administrators brought a large number of children of all sections to the school. They also disproved that Belgaum was a Marathi dominated area. Thus the study bring to end many wrong notions in the educational growth of Belgaum.

To Conclude: The purpose of this research is to study the schools of Belgaum district from the year 1830 to 1947. Based on the analysis conveyed, it can be concluded that, in Belgaum district, place called Chikkodi had highest number of schools (25.3%, 119 out of 453) and Ramdurg had least number of schools (4.8%, 22). Most of the schools in the district were of co-education system (85.3%, 388). The majority of schools in all school categories belong to the primary with the primary class (87.5%, 398) with the remaining classes at least part. From the time series study of schools in Belgaum district, we can observe, that many schools were established in the 1880-89 decade (84, 18.5) compared to other decades. Belgaum district is subject to Karnataka State as there are a considerable number of Kannada medium schools and the second most significant schools are Marathi medium schools and the rest are few.

Rise in Literacy in Belgaum district during Colonial period:

The study so far discussed the beginning and spread of western education in Belgaum district as well as the medium of instructions. As noted earlier the introduction of western education in Belgaum was the direct or indirect rule of the Colonial masters. Their policies and execution of those policies resulted in the overall growth of education, impetus to hitherto neglected Kannada language, literature and journalism. It all reflected in the new wave of intellectual, literary and cultural renaissance of the district.

As per available Census Reports for the year 1901 there was 8% of over all growth of education. But there was huge disparity between male and female literacy, There was 15% male and only 3% of female literacy. The Census report of 1911 show that there was decline in overall literacy rate and stood at 5% , and literacy among men stood at 9%, and female literacy increased to 5 %. In the pan of five years 1911-12 to 191-17, we come across female education was just 1-2 % in Southern

Division of Bombay Presidency.¹² which would be same in Belgaum which was part of this southern Division. 1921 Census Report show that there was slight improvement in overall literacy to 6 %, literacy among men also saw a raise of one point to 10 %, but there was a sharp decline in women literacy to 1 %.

During the ten year period of 1930-39.1940-47 the data is not available. During Second World War of 1942-45, surprisingly there was no decline in schools going children, instead there was steady increase in number of schools.¹³ Census reports of 1930- 1940 needed. By 1947 there were 93 schools for girls, in which 1,194 female students in schools.¹⁴ It may be due to passing of Elementary Education Act 1941 by Bombay government which made the policy of providing Elementary education to children was the primary duty of the government which is already discussed.

Female literacy was low throughout our study period. Firstly, it was due to traditional bound practices, not just in Belgaum, throughout southern Maratha region. Female education needed firm handling. There was hesitation among government officials and missionaries in interfering social ethos of the region, bring girls into educational fold. Even in 1901 percentage of school going girls was just one percent. It was through the efforts of social reformers of Bombay native Education Society, Jyotirao Phule, Savitribai Phule, Pandita Ramabai and Maharaja Sahu of Kolhapur, Prof Karve, freedom fighters, Ranade. Nationalist leaders, local leaders, Gandhians, Marata Mandal, Christian missionaries together had to work for the spread of education among girls. Low rate of literacy, high rate of drop-out among girls had major reasons of socio-religious practices. Another reason is the meagre resources, forcing the parents to opt for the education of a son over daughters. It is common practice in most of the regions of Presidency. Belgaum was no exception.

Our statistics are of education in general . Our purpose is to assess the growth of education in general. Colonial masters are too busy to make millions of Indian literates, which was denied to them for thousands of years. especially women and *Shudra* class. Western education was the great remedy for spread of awareness, knowledge and scientific thinking. Major factor that decided in favour of Vernacular education was the financial factor. It was cheaper to study in vernacular schools rather than on Anglo-vernacular schools. Usually it is half the fees payable in Vernacular schools, compared English medium schools. Thus in 1865 there were 1 government High School teaching English medium, and 13 Vernacular schools.

The rise in ratio of English and Vernacular medium schools was also wide. There were 177 Vernacular schools (Kannada and Marathi) by 1882 as per DDPI's office records, on personal visit

¹². Mumbai Archives Department of Education, Report of The Director of Public Instruction, 1873-74, pp-93-94

¹³. Suryanatha Kamat, (ed) Belgaum District Gazetteer", Government of Karnataka Publication, 1985, p-698

¹⁴. Ibid, p-699

most of them were kannada medium schools. It is this large patronage to kannda learning and teaching, the initiative taken by educational officers like. W.A. Russel, Deputy Chennabasappa, Venkatarango Katti, Kambli Siddappa and others.

As we have observed western education opened new vistas for intellectual growth in several fields, enriched the kannada language literature added new forms of writing, old texts, manuscripts were collected, brought to light, translated, simplified, printed made available for all those interested. It probably rejuvenated the old ideologies,, widened the scope of wisdom and knowledge, added texture into poetical, prose and it opened critical views on literature.

To conclude throughout our observation we have seen predominance of kannada in education in Belgaum district. The first kannada school was started in 1838 followed by Marati schools and English medium schools of Missionaries. The schools started by J Talyor resulted in landmark development. By 1838 there were four kannada schools at Bidi, Bailhongala, Sampagaon, Saundatti. Thus from decade to decade there was progress in educational institutions, and number of school going children, gradual increase in literacy. But by 1947, the end of our study period we come across great change in the educational atmosphere of the District. The District we referred as one of the neglected area sue to domination by the maratis had witnessed flowering of the numerous opportunities for both innovations, teaching, learning and had changed the destiny of thousands of people with multiple opportunities of education of all sectors. Crowning glory is having the universities, one Highly ranked State Technological University, a Medical Institution and several colleges, hundreds of industiral training, institutions. No wonder the district had played dominant role in Social reforms, literary revival. Cultural renaissance, educational and intellectual growth. People of Belgaum were in the forefront of Unification movement of kannada speaking areas, contributed largely to its success. Today one can proudly identify it as a progressive district of Karnataka.