



DEVELOPMENT OR PROGRESS OF EDUCATION DURING COLONIAL RULE OR BRITISH RULE IN INDIA IN GENERAL AND ANDHRA PRADESH IN PARTICULAR

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BEFORE BRITISH OR INTRODUCTION:-

In Madras Presidency, even as early as 1826, there were indigenous schools under masters who followed their own methods in teaching the children as per the wishes of the parents.

In general, the larger villages had pathsalas with about a dozen to twenty scholars each. The teacher and the scholars met every morning in the temple or on the verandah or under the shade of a tree. These were the Play schools in an interesting way.

These schools were supported by the natives who made payments in kind and cash the rate of each scholar varying in different districts. The major native effort in Rajahmundry district was that of the former Zamindars. The aim of sending children to the school was very practical. The children had to learn the deciphering of hand-writing in public letter-writing and drawing up forms of agreement; reading tables and tales besides committing poetry to memory leading to correctness in reading and pronunciation. Most of the children who attended the schools were from families with a background of education. The teachers had to be hard-working and conscientious, as the parents would question



them directly and immediately if progress was not shown by their children.

In the beginning of 19th century the education system had been assigned and limited the villages for the meanest places only and the teacher will have to involve the students to be sat under the trees and taught the Sanskrit, Telugu language and basic Maths for this teaching the parents of children have give very nominal remuneration to the teacher. In this aspects, in those days the educational facilities have provided for the upper caste people only but there was no scope and an opportunity at all for the social and economically dalith boys and girls. At that time itself the teacher will have to teach the fundamental aspects only and this was all seems to be unscientific education system and in such situation, this type of education had been lasted for many years and at certain point of time and period.

When Lord Manro was the Governor of composite Madras state and during his time (1820-1827), he himself created new history in the educational system and the new procedures and reforms have started accordingly he had been issued the official order that our Indian education system will have to be revealed what actually was going on and for that sake he had been directed all the district collector concerned to furnish the accurate reports to his kind note concerning nature of education system, number of schools and also some other related interesting aspects what so ever they may concerned. Accordingly the collector of Ballari (Karnataka) had been reported that these were only seven students for thousand population in the year 1820. After this report so the Governor Compbel he himself established the Civil education



council, it has had vested the powers in order to establish two school in every district, one school in every taluka and the specific training will have to be given to every teacher concerned. Accordingly there were 14 schools established in the districts 18 schools in Talukas and one central school in the Madras city. After been death of compbel, gradually this education system failed and consequently at lost this educational system had been dropped in the year 1836 itself.

In such a way and process, The British East India Company has had two predominant aims and motives that through the development of education and its related fruits will have to be very useful and helpful in order to run Govt., Administraion and in order to maintain and implement Administrative policies.

The Trained staff have to be got and obtained, the Western Education and knowledge will have to be spread more effectively, the books will have to be provided to the people concerned and some drastic changes and reforms will have to be brought into notice. Though the Britishers have implemented such educational policies and reforms despite so, the estimated and targeted results have not yielded at that time itself and due to this effect, the education development has had some drawback in India. Later when Y.N. Talor was the Rajahmundry Sub-Collector and with his strong initiative and interest some logical contributions extended by some local philanthropists in the society an accordingly some schools established in Narsapur, Palakollu, Penugonda and Achanta village. Most obviously when such schools have started functioning in Rajahmundry and its surrounding Villages in the year 1854 and accordingly this was and foremost starting



effort which will ultimately paved the way for the administration to spread the necessity of education for the children and to the extent the schools have started functioning through out A.P. State.

MISSIONARIES CONTRIBUTION IN INDIA AND IN ANDHRA

The time 1850 itself the kind efforts perfect and sustained educational politics of some Christian missionaries and they have played the pivotal role to establish some more school both for boys and girls and also for this sake the Christian missionaries taken a lot of interest to print the Telugu books printing mission and some more books have printed other languages books.

In 1717, the East India Company established a school at Cuddalore. The missionaries added to their educational efforts in 1784 with a school aimed at educating Anglow-Indian children. But the progress was slow and English education was mainly in the hands of the missionaries and the Christian missionaries imported love, kindness, moral values, social service, prayers, education, discipline the village. The village of Firangipuram in Guntur district was obtained by the Roman Catholic Mission from the Zamindar of Repalle during 1782-84 for the proselytizing activities. French company sought permission from the priests at goa to have a church in Mudigubba in Anantapur District. Later, they set up stations at Bukkavaram of Nellore district and another fifteen places on the border areas of Nellore and Guntur districts and converted several Kammass into Christianity.

The Christian missionaries occupy the most important place in spreading education among the public catholic and protestant missionaries, hailing Britain, America and Germany



worked with great success in Andhra region. They were the first to open educational institutions in towns and villages particularly in 1805 London missionary society started a church functioning at Jammala Madugu (Kadapa) like wise in 1835 American Baptist Society in Rayalaseema region and in 1841 Church Mission Society at Krishna, Godavari District.

The London missionary to follow him to the Madras presidency was the Rev. George Grane and the Rev. Augustus Des Granges. They commenced their work in Madras by opening a school in 1805, and another school for the children Europeans and Indians at Visakhapatnam in 1806 at the time when the East India Company was strongly opposed to educational activities of the Christian missionaries.

MISSIONARIES SCHOOLS IN ANDHRA

Simultaneously, they launched a successful agitation against the restrictions which the East India Company had imposed on their work in Andhra. The missionaries, who arrived in increasing numbers during the early decades of the 19th century, were very different in temperament from their predecessors. Thus Andhra got missionary schools which were set up indifferent regions. In Ballary district, which was then considered as part of Andhra region.

The work of the London missionary society was the first attempt to setup school in the Andhra region. In 1815 Rev. James Dawson came and worked for a years for the mission. In 1827 there were 12 schools with 525 students in Vizag (Visakhapatnam) under the London missionary society. The Ballary Branch of London missionary society did an excellent work in which Joseph Taylor a worker for missionary activity book an active part in 1819.



In 1835 J.H. Gordon of the London Missionary society set up Two Boarding Schools at Visakhapatnam. The Godavari Delta mission was found by W.Bowden and George bear at Narsapur in 1837. In 1840 Doctor John Hel founded anglo vernacular school at Visakhapatnam.

In Andhra area, after the death of ran and granges of the London missionary society, the work was taken up by the Rev. John Gordon Pritchett.

The London Missionary society started a new branch at Kadaph in 1824. The Evangelical Lutheran Church, Guntur, the Church mission society, Masulipatnam (Machilipatnam) in Krishna District were the other important mission in Andhra.

PROGRESS OF EDUCATION FROM 1813 CHARTER ACT

By the first decade of the 19th century, the British power was firmly entrenched in India and there remained no bear that any native power would be able to challenge successfully political power of the British. Therefore in 1813 when the charter of the company was renewed they succumbed to the pressure of British Evangelists and permitted the Christian missionaries to visit India after getting permission. The charter declared that all those persons who wish to propagate useful, knowledge, truth, religion, and sound morality among the Indians could go to India and even settle down themselves there, It was also decided by charter that the company would spend rupees one lakh annually for the education of the Indians. Since then the Christian missionaries started coming to India.



WILLIAM BENTINCK EDUCATIONAL REFORMS

William Bentinck paid special attention to the culture and intellectual development of the Indians and completely over-hauled the educational setup. The charter act of 1813 had provided that at least one lakh of rupees should be earmarked for the promotion of knowledge among the Indians. As the charter Act had not clearly specified whether this amount was to be spent on western education or Indian education, the money continued to accumulate in the main there were two schools of thought the orient lists and the Anglicist. The former were led by Wilson and advocate an education through vernacular. The latter led by Trevelyan stood for western education through English medium. Bentinck a printed a general committee of public instruction under lord Macaulay favoured English education.

Accordingly he prepared a brilliant minute in favour of English education by arguing that "a single shelf of a good European Library was worth the whole native literature of India and Arabia". William Bentinck of greatly influenced by Macaulay and his followers and decided to spend the funds on English Education. On 7th March, 1835 he passed area solution stating that "all the funds at the disposal of the government would hence forth be spent in imparting to the Indians a knowledge of English literature and science". It was also specified that the Govt. funds were not to be spent on the printing of oriental works. It may be noted that William Bentinck was supported in his stand by Indian social reformers and intellectuals like Raja Ram Mohan Roy and Ishwar Chandra Vidya Sagar, who wanted India to keep her



eyes to the West William Bentinck also patronized the medical college at Calcutta and the Elphinstone institution at Bombay.

LORD MECAULAY

In this regard in accordance with the Lord Macaulay reforms which were being in force for this purpose in the year 1935 itself. As far as the medium of instruction in all the Educational Institution in India, for which, as he was the law member in the executive council of the Governor general and as such, he himself strongly advocated, insisted and recommended that medium of instruction English must be implemented in India.

In this aspects as far as this Education advancement was concerned from 1935 on words, in accordance with Lord Macaulay reforms there were Catholics and protestant Christian missionaries came India from Britan, America and Germany and they have put enormous work with concerted Educational plans and they have obtained a great success in Andhra region and opened the educational institutions first and fore mostly in villages and town in the Andhra region.

1850'S DALHOUSIE WOOD'S DISPATCH

After being implementation of Lord Macaulay reforms and later in the year 1854 the British Govt. had decided the concept and reforms of wood's dispatch and according at that time itself, the British Govt. declared its candad ambition to create the properly articulated system of education from the primary school to the University level. This declaration itself had been called and title has the wood's dispatch of 1854, which was the most predominant step for the development of education in India. And also it had set fort a comprehensive



and concerted scheme of promoting education in India in all aspects. But probably the most important contribution was the famous education dispatch of cheerless wood, the present of Board of control, popularly known as “wood’s dispatch”. This dispatch laid down a definite educational policy for the country which continued to be the basis for the many year to come.

Wood’s dispatch recommended Anglo-Vernacular schools through out the country. These schools were to provide instructions through the vernacular of provinces even through the teaching of English was to be encouraged because it was thought to be the best vehicle for instruction of western philosophy and science voluntary efforts in the field of education were to be encouraged through grants-in-aids from the state. These grants were to be made subject to certain rules and proper Govt. inspection. A Director of Public instruction was to be appointed in each province. He was responsible for the organization and control of education at levels lower than the University.

He was to be assisted in his work by inspectors. The education was to be entirely secular. A Director General of education was to be appointed who looked after education throughout the country.

A regards higher education, the Dispatch recommended the creation of Universities on the model of London University in all the presidencies. These Universities were not to do any teaching and were merely examining bodies the teaching. The teaching was to be done by colleges and institutions affiliated to the Universities. Accordingly, in the year 1857, Calcutta, Bombay, and Madras Universities have established. And also



to have the concrete prudent and pragmatic Administrative control.

The next step in education was taken by the educational dispatch of 1854 known as wood's dispatch. The secretary of state for India, Mr wood directed the Indian Govt. to assume the responsibility of educating the Indian masses, encouraging private bodies to start schools and colleges with the Govt. subsidy, appointing schools inspectors and directors of education to each province and established Universities in the presidency towns, Dalhousie, then Governor - General took all possible measures to implement the suggesties given in this dispatch and established examine universities at Calcutta, Bombay, Madras. For next some decades, the pattern of education was modeled on this very directions and consequently Indian education developed on the model of Western Education.

The Hunter Commission in 1823-83 emphasized on primary and female education, recommended for separate vocational schools other than the literary ones and suggested that education should get the support of social organization and private individuals. In 1882, The University of Punjab was established and in 1887 The University of Allahabad was found.

Lord Curzan in 1904 passed the Indian University act with a view to keep the University education under the control of the Government.

In 1917 the Government agreed that it would attempt to remove illiteracy in India. The same year, it recommended the establishment of atleast one University in each province.



In 1917 the Sadler Committee recommended that intermediate classes should be combined with High Schools, B.A. (Hons.) courses should be introduced as separate courses; separate Teacher's Training schools should be opened and female and vocational education should be emphasized.

Between 1916-21, Universities were established at Mysore, Patna, Banaras, Dacca, Lucknow, Aligarh and Osmania.

The Hartog Committee in 1929 and the Sargeant Plan of education in 1944 also suggested some useful reforms in education but the broad pattern of education remained the same till 1947.

In 1937 Gandhi had proposed his Wardha Scheme concerning education. The scheme central round manual productive work which might cover the remuneration of teachers.

The Jakir Hussain Committee worked out the details of the scheme but the scheme could never be put in practice.

But the British system of education gradually evolved in India. The system suffered from certain serious drawbacks.

The system neglected the education of the masses and particularly those of females. There remained lack of scientific technical, vocational institution in India the Government paid least attention towards their establishment and growth. The use of English language though certainly proved advantages in national awakening, growth of the knowledge and keeping closer contacts with the Western education classes from its cultural heritage and as Dr. Bishashwar national awakening, growth of the knowledge and



keeping closer contacts with the Western education classes from its cultural heritage and as Dr. Bishashwar Prasad puts it dried up the sources inspiration and dampened original thinking and creative spirit.

Cultural in penalization was, thus, the primary motive of Macaulay when he recommended to introduce English language in India. The subsidiary reason of introducing English language was to get low - paid Indians as Clerk. Besides, other motivation were to develop the taste of English manufacturers among the Indians with a view to expand their market in India and gain maximum economic advantages and also to perpetuate their colonial rule. The reforms carried out by the British later on were also the result of either these very motivations or organized demand of enlightened educated Indians.

SERGEANT SCHEME OF EDUCATION:-

In 1944 Sir John Sergeant, the Educational Adviser to the Government of India drew up a national scheme of education which is popularly know as Sergeant Plan. This scheme proposed the introduction of Universal free and compulsory education for children between 6 and 14 years of age. The period of eight years was to be further sub-divided into two stages- the junior stage covering five years and the senior stage covering three years. After the primary stage only those students were to be allowed to pursue higher education who could benefit from it. The Plan suggested two types of High schools and technical or vocational schools. These schools were to have different curricula. The schools were to be maintained out of public funds. It suggested the abolition of the intermediate course and addition of one extra year each



of the high school and the college stage. It also provided further restrictions on the admission of students into colleges.

It was estimated that the scheme would cost rupees two hundred crores every year and would be implemented over a period of 40 years. However, the period was reduced to sixteen years on the recommendation of the Kher Committee.

RADHAKRISHNAN COMMISSION, 1948-49:-

After Independence, in 1948 the Government of India appointed a Commission under the Chairmanship of Dr.S. Radhakrishnan to report on the university education in India and to make necessary suggestions for its improvement. The Commission after viewing a large number of people in different parts of the country and examine the memoranda's submitted by various bodies, made the following recommendations in its report submitted in 1949.

1. The pre-university education should be of 12 years duration.
2. There should be atleast 180 working days for the universities in a year, excluding the examination days. These working days should be divided into three terms of approximately 11 weeks each.
3. More funds should be allocated by the Government for education, and higher scholarships and stipends should be given to the students.
4. No college should admit more than one thousand students.
5. More attention should be paid to the study of subjects like Agriculture, Commerce, Education, Engineering, Law, Medicine, Technology etc. Steps should be taken to



improve the working of the existing engineering and technical institutes.

6. In states where the mother-tongue was different from regional language, the federal language should be used as the medium of instructions. However, if the mother tongue and the federal language of a province happened to be the same, the students should take another Indian, classical or modern language.
7. There should be no hasty replacement of English as the medium of instruction for higher classes.
8. It favoured the introduction of co-education at the secondary stage and again at the college stage.
9. The examination standards should be raised and made uniform in all the universities. It also recommended the placing of the 'University education' on the 'concurrent list'.
10. For teaching college classes, it recommended four classes of teachers viz., instructors, lecturers, readers and professors. Promotion from one category to another should be solely on the basis of merit. It also recommended the raising of the pay scales of the university teachers.
11. To look after the university education in the country a University Grants Commission should be set up.
12. Rural Universities should be established on the model of Shantiniketan and Jamia Millia.

Most of the recommendations of the Radhakrishnan Report were accepted by the Government of India. In 1956 the



Indian Parliament passed an Act and created the University Grants Commission with nine members. These members are appointed by the Government of India and hold office for a term of six years. The Chairman of the commission, who is appointed by the Central Government, is a whole-time paid employee. This commission in due consultation with the universities and other bodies takes necessary steps for the promotion and co-ordination of the university education. It also takes necessary steps to improve the teaching standards, and make necessary suggestions to the universities in this regard. The Central Government places certain funds at the disposal of the Commission every year which are disbursed by the Commission to various universities.

The Commission collects necessary information relating to the University education in India and foreign countries and makes the same available to the universities which seek the same. The Commission can also undertake an inspection of the University, but it has to inform the concerned university about the same in advance. It can also issue instructions to the Universities from time to time. If any particular University does not comply with the instructions of the University Grants Commission, the latter can withhold the grants.

KOTHARI COMMISSION 1964-66:-

In 1964 the Government of India set up an Education Commission under the Chairmanship of Prof.D.S.Kothari to "advise Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects." The Commission



was assisted by educationists and scientists from U.K., U.S.A. and U.S.S.R.

The Commission held that education and research were crucial to the development and progress of the country in the economic, cultural and spiritual spheres. It emphasised the need of adopting a flexible educational policy according to the needs of the time. The Chief recommendations of the Commission were as follows:

1. Introduction of work experience and social service as an integral part of the general education at all levels.
2. Inculcation of social responsibility among students through moral education and by linking the world of work and life.
3. Encouragement of advanced study by setting up major universities which should maintain international standards.
4. Vocationalization of secondary education.
5. Better training for school teachers to have better quality of teachers.
6. Higher priority to the agricultural and allied scientific education in the system of education.

WHY I HAD MYSELF CHOSEN THIS TOPIC FOR THE RESEARCH:-

Why I had myself chosen this topic progress of education in Guntur Dist., will be, as I had myself very conspicuously and also deeply thought of, for which, for the last 130 years together, as far as entire GUNTUR Dist., is concerned, though the British Christina missionaries have



established many educational institutions, despite so, many more Daliths and other socially and economically backward communities such as S.T.s, B.C.s, and Muslim Minorities people in the society, my predominant aim and objective is to find out the actual development of education for these people at elementary, High School, Intermediate level, Degree Colleges. And also, in this aspect, as I have had the strong ambition to find out the candid thoughts and ambition that how far the Dalith students progressed and also other community people and so far how much % of students obtained the education at elementary, High School, Jr. Colleges and Degree level. And more over in accordance with my discreet observation and analysis, in this regard still in GUNTUR Dist., particularly, as far as rural villages are concerned, even 70% of the Dalith families could not be able to be provided the good education for their children, because of their sheer poverty conditions, social and economic backwardness. Therefore, I do myself personally feel believing that my research and its related statistics may be some what helpful for the both Govt. of Andhra Pradesh and also Ministry of human resource development Govt. of India, so that they can be able to take some drastic and concerted steps and also to be framed some logistic policies for the sake of thousands of backward Dalith families and other economically social back community people in the society.

Most predominantly, in the ancient period, way back year 1905 in the Andhra area, Telangana area and specifically the entire composited Madras state and its districts in the present Tamilnadu state, there was no education and employment opportunities for Daliths at all and as far as my obstinate analysis and observation goes, in the Madras city and



its entire administrative system and all its related departments, 90% of the employees were Brahmins. And more over there so called Brahmins, Vysyas and other upper caste people did not give any scope and opportunity for the educational development for the Dalith because of inhuman and malicious practice of untouchability.



OBJECTIVES OF THE STUDY:-

My significant objective in this aspect is as far as educational progress for the Daliths, S.T's., B.C.'s, Muslim Minority people and other upper caste people in the society in the 20th century, in general, in those days how many students enrolled in the Elementary Schools, in the High Schools, in the Jr. Colleges and in the Degree Colleges. And also how far they have got the progress at different stages at that time itself.

Before 1947, with a view to development of modern educational institutions in India in general and in the entire geographical Jurisdiction of Madras presidency and Guntur Dist., in particular, I had myself notice that, with a strong motive and determination for the progress of education specifically in rural areas, many kind hearted and Philanthropists have deeply thought of and recognized the importance, validity and advantage of the good education for the younger generations and accordingly they have come forward with broader perspective and general heart and also on humanitarian grounds, accordingly, they have themselves contributed the money and also collected the money from some other kind hearted land-lords and with that initiative and concrete effort, the educational institutions have been established in the rural areas and villages. In such a way and process, because of these establishment of educational institutions, many more students study different degree courses and got the jobs in many Govt. Dept. and also many students have joined in the Defense forces as soldiers and Junior Commission officers and there by such progress had been given bright and prosperous life for thousands of youngsters in the society, accordingly, this will all pave the



way for the youngsters who have the social awareness and economic stability in their lives, so that such educated youngsters services have all utilized abundantly for the society and respective administrative system in the Madras prudence and in regard to Guntur Dist., administration, many youngsters Govt. employment as LDCs in the respective departments, Teacher and Lecturer posts in different colleges. In this aspect, I had myself noticed and brought back the following genuine information through my searching, for which because of this educational progress, in the year 1944 itself, Sri. Perli Ratnam, native of Perala near Chirala, who hails from poor dalith family who did double Ph.D's in the faculty of Maths in U.S.A., for which even the U.S.A. Govt. itself had been surprised and applauded his Maths thesis with great honour up on him.

And more so, Sri. Luther Benny, who is the native of Bodipalem Village near Ponnur, who had been studies M.A. from Madras university in the year 1944 itself and later he had been served as a principal of A.L. college of education in Guntur, who also hails from poor Dalith family.

And moreover, in those days as William Bentinck and Raja Ram Mohan Roy introduced the decent reforms towards educational development, consequently, many schools and colleges established an specifically the medium of instruction had been strictly introduced in the colleges, because this affect, thousands of youngsters got the best English education and settled in the coveted jobs, in India in particular and abroad in general. Most prominently, in the year 1948 itself, when Chakra Varthula Raja Gopalachari, who was form in Madras city, had been very strongly and stubbornly insisted,



propagated and advocated with his unprecedented perverted genius, accordingly, he had been stressed that it was the best and good to introduce the English in all most all Govt. Depts. For Administrative communications and policy decision concerned and also he had been very sincerely insisted and said that every Indian must learn and also speak English through out India. Therefore, to conclude, to the best of my belief, knowledge and in depth analysis and survey. This was all been taken place because of the introduction of modern western Education.

NEED FOR THE STUDY

Education in India is one of the largest and oldest systems of higher education found anywhere in the world. It is fulfilling its moral obligation to society in exchange for the resources assigned to it by society. Recently, a task Force on Fundamental Duties laid down in the constitution has been constituted so that the same can be reflected in the curriculum. This would also lay down a code of accountability of all stakeholders in the educational system. Role of Education provides motivation and guidance to our youngsters. It builds character which is beneficial for growth of both the individual and the society in general. It influences our decision-making in life and helps us to build healthy relationships in society. The prosperity of a country depends on its men of enlightenment and character. At present, education is merely job oriented. It may secure you a job but it can not guide you to lead your life. Education must teach a person what life is and what is its goal. It must purify the heart and clarify the vision. It must promote virtues to raise the moral, spiritual and social standards of the educated. The



problem and failure of managements is all because of prejudices, biases, subjectivity- all this is taken care by being appreciative of the prepositions of spirituality as taught by our great philosophers. There is need to stress on Indian culture and spirituality in our management courses. In uncertain situations where one does not know where the economy is headed, whether one would have a job or not to-morrow, one needs internal cohesion, external resilience and ability to operate beyond personal interests. All these can be derived from lessons in spirituality. When there is uncertainty and a lot of negativity around, then education channelizes energy into positive direction. It gives individuals a great sense of purpose and inculcates a sense of discipline. People who become great statesman, sports-person or successful business entrepreneurs have certain things in common. They all have firm faith in their culture and are all vigilant about their surroundings. They all know how best to use their energies. They all believe in hard-work and in doing things which are good for the society. Creation of such 'Values' in our youth is the end product of education. Just before the start of 21st century, several important changes had occurred in the human life all over the world which redefined human ways of life and brought corresponding changes in social values. Exponential developments in tele-communication and information technology has reduced the world into a global village and has thus highlighted wide disparities among people in different areas. This phenomenon of globalization has given rise to issues of justice, equality, freedom and human rights etc. In last about half a century, the people have become highly materialistic. Every individual today is concerned about collecting lots of money and materialistic comforts. The



world to-day is over exploiting all natural resources without bothering about the own future generations. Deforestation, water and air pollution, excessive use of natural fuels and other resources is result of this human greed. This has given rise to another social responsibility of environment protection. Thus scope of value education today has widened to cover both the spiritual and the social values. These values are not cosmetic requirements of present human race. Education is essential for peaceful living and sustainable growth in the world.

- 1) Vykuntam - 11800-1920
- 2) V. Ramakrishna -1848-1919
- 3) Y. Chinna Rao -1891-1931
- 4) J. Mangamma -

Limitation and the work mention above.

Myself 1930-1970 itself my topic progress of Education or Development of education during the colonial rule in India in General and Andhra Pradesh in particular.

Methodology:

- 1) Secondary Books.
- 2) District Records.
- 3) Archival Data A.P. State Archival.
- 4) Field Study in Villages.

I visit 10 villages and collect the data.

Earliest School:

- 1) Primary School Level.



2) Secondary School Level.

3) High School Level.

4) Higher Education.

Various Social Groups or Castes.

Conclusion:

I conclude as far as my Thesis Topic in regard Educational progress with special reference to Guntur Dist., what all I had myself gathered the data in this aspect, my obstinate observation and deep analysis so far as Western modern education and how it had been utilized for many more youngster in the society. I do myself personally feel this information will be useful both for the Government of Andhra Pradesh as well as Government of India and most particularly this data is some what useful for next generations students, who are going to be done the Ph.D., in India, as well. This is my discerning confidence.