

EDUCATIONAL SYSTEM OF SIR THOMAS MUNRO IN MADRAS, 1822-1827

Dr. M. Thirumalaichamy

*Assistant Professor of History
Devanga Arts College, Aruppukkotai*

Preceding the foundation of the English East India Company's standard there existed an organization of native schools called the Pyal Schools in South India. After the securing of the Diwani rights or the income assortment directly over Bengal, Bihar and Orissa, the Company power expanded slowly. The starting many years of the nineteenth century saw the foundation of the political incomparability of the Company in India. The Government of Company's required an enormous number of English instructed Indians who might be mentally and ethically fit to play out their obligations with proficiency and honor, particularly in the legal and income parts of the public help where the obligations and forces were quickly developing. Sir Thomas Munro, who was the Governor of the Madras Presidency somewhere in the range of 1820 and 1827, was the primary individual to find ways to put. The Madras Government followed a strategy of imasterly inertia concerning instruction till Sir Thomas Munro started to give sincere consideration to the subject in 1822.

Instructive Institutions

Before the foundation of Public Schools and mission schools there existed in the Madras Presidency various instructive establishments. An enquiry founded in 1822 by Munro, uncovered that there prospered a few schools, upheld by private people. He inspected every one of the reports sent by the authorities of different locale and recorded his assessment in his renowned moment of 10 March 1823.

In such manner a cautious investigation of the insights presented by the different gatherers would be extremely intriguing and uncovering. The reports presented by them in 1826, displayed a total of 12,498 schools and universities containing 188,650 researchers of whom 184,110 were guys and 4540 females. The figures show that there were 12,498 schools to a populace adding up to 12,850,941 that is there was around one school to each 1000 of populace. A further examination of the figures will mean that lone 1 of every 67 got instruction. As females half of the populace, the male populace was around 6425,000. In like manner to Munro the guys between the ages of 5 and 10 years may generally be 1/9 of the absolute male populace. On the above supposition Munro determined that the quantity of young men of the school going age may be taken at 713,000.¹ But the number, he added the individuals who got guidance at home. In the city of Madras generally around 26,963 got guidance at home. This was multiple times more prominent than those educated in the schools. Definite number for the entire nation isn't realized Munro had reached a resolution that the extent of the guys getting guidelines was closer 33% than one-fourth of the absolute male populace. All in all as per him 29 for every thousand of the guys were getting instruction Munro was completely disillusioned by this arrangement of training won then, at that point and felt it was because of neediness of the people.²

The enquiry showed that there existed one school for each 500 of the populace in the administration. In Madurai, there were 844 schools for populace of 8,00,000 of whom 13,871 were instructed.³ Among the informed there were 1186 Brahmins 11,488 non-Brahmins, 1147 Muslims and 605 Devadasi young ladies. In view of shared differentiations, separate schools were accommodated standing Hindus and the low rank Hindus. The framework pointed toward preparing the youngsters to execute routine business in a shop or a ranch.⁴ In Chingleput, because of the Munro's instructive plan, S. Smalley, Collector of Chingleput region, kept in touch with the Board of Revenue on 3 April 1823 that there were no school's property, purported, however there were a couple of spots where the high parts of learning's were instructed to few understudies. He further announced that there were towns schools and a town school ace acquired from Rs.3 ½ to 12 every month and the researchers were stayed alive in their own homes and they went to the school during a piece of the day not for the most part their participation was exceptionally unpredictable. On the ability of the school aces, he had passed on his view that a couple of them were familiar with the punctuation of the language which they proclaimed to instruct and neither the experts nor the understudies comprehended the importance of the sentences.⁵

Munro acknowledged it quickly and requested the assent of the 700% each month to the general public to run the above school. He considered over the issue profoundly and felt a little measure would not be adequate. He thought some chief schools ought to be begun in all taluks and areas. He suggested for the foundation of two chief schools one for the Hindus and the other for the Muhammadans. Concurring it was consented to begin 40 Collectorate Schools all around the administration (20 regions x 2= 40 collectorate schools). The compensation of the instructors was likewise fixed. The compensation of the collectorate instructors was to be Rs.15 and to that of Tashildari Rs.9 per mensum (P.M). He felt that the stipend was little; however was persuaded that "the Tahsildari school ace who got 9 rupees month to month from Government will get atleast as substantially more from his researchers and considering all conditions his station will presumably be superior to that of an area school ace in Scotland. He determined the complete costs as follows.

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| Madras Book Society P.M. | 700 |
| Collectorate Schools Hindu | 20x15 300 |
| Muhammadden | 20x15 300 |
| Tahsildari | 300x9 <u>2700</u> |
| Total P.M | <u>4000</u> |

For a year the Government needed to spend about Rs.48,000. He sent his plan to the Court of Directors for endorsement so he would carry out it with their assent. To them he stated "whatever cost government might bring about in the schooling of individuals will be abundantly reimbursed by the overall dissemination of information as indivisibly followed by organized propensities be expanding and by developing flourishing individuals".⁶

The Madras School Book Society was keen on the plan and the Government needed to endow the errand of preparing instructors to this general public. "Yet, as this school will frame a vital piece of the overall framework for the improvement of training it appears to be fitting to make it a public foundation subject to the course and administration of the

Committee of Public Instruction instead of to manage the cost of the essential financial guide to the textbook Society all together that they may set up and keep up with it". The Board of Revenue likewise was supportive of getting the compassion and collaboration of individuals and was exceptionally hesitant to conflict with the traditions and biases of individuals.⁷ Consequently, these schools were begun by the Government of Madras.

Typical School

To carry out a particularly open plan, the Government of Madras named a Committee of Public Instruction which thereafter turned into the Board for public guidance. In the first place the Committee was supportive of building up a School (the ordinary school, it came to be known get-togethers) at Madras for the preparation of teachers.⁸ Then it chose to choose 40 up-and-comers from every one of the areas to be prepared as educators and that guidance in this school could be in English and in the components of European writing and science. To make it fruitful, the Committee indeed needed to get the compassion and collaboration of individuals and furthermore was against the action that would stimulate the doubt of individuals.⁹ Munro supported monetary guide to instructive foundations; however as he was unable to do as such the local schools kept on leftover in a condition of disregard. Be that as it may, he set up a Board of Public Instruction, made an asset for getting sorted out a textbook Society to make an interpretation of good books in to Indian dialects, and set up a preparation school called Normal School at Madras for preparing the educators to be utilized in government schools.¹⁰

Appropriately the ordinary school to prepare educators was set up at Madras in June 1826 and at the appointed time it was difficult for the Government to persuade contender to be prepared as instructors. In 1826 just 8 understudies approached to join the school and in 1827 just 12 joined draw in the consideration wide exposure was given to it through different gatherers.¹¹ In the in the mean time the Committee of Madras School Book Society, a private body, had obtained fundamental data in regards to the condition of discipline and proficiency win in local schools and they were persuaded that it was vitally important to present not just a more reasonable arrangement of rudimentary guidance, yet additionally work on this advancement of advanced education.¹² After, the Government surveyed the circumstance and lamented, that it was because of need of enthusiasm with respect to the students just as individuals. It was trusted that the school would fill in as a model for native schools and would help working on the norm of instructing all through the country. Notwithstanding every one of the endeavors, the plan finished in disaster. As per his arrangement, in each collectorate there were to be two collectorate schools, one for the Hindu and one for the Muslims, under at least one educators prepared in the different subjects at the Normal school at Madras. In each Tahsildary School were to be a school under an able school ace. As indicated by his plan, suggestion of Tahsildary and collectorate school.¹³

Proposal of Tahsildari and Collectorate Schools

According to the suggestion of Munro, the Tahsildari and Collectorate Schools were begun in 1826. True to form, applicants didn't approach to join these schools. There was

additionally a deficiency of qualified educators. Because of this reality just three Hindu Tahsildari Schools were set up in 1826 where all with the exception of the Harijans were conceded. These schools were restricted to perusing, composing and math in the vernacular. The specialists, to win the compassion of individuals, permitted them to pick their school aces. This was simply to hinder a feeling that the Government was not in support of themselves.¹⁴ meanwhile, the Court of Directors additionally supported the plan and noted with fulfillment “we ought to have been all around satisfied that the Collectors had offered some data on the inquiry whether any longing exists among any part of the locals for preferable guidance over what their own discourteous foundations of training manage and how far they were arranged or by what implies they may most effectively be initiated to benefit themselves of better schools, if any such ought to be set up”. They were satisfied with the Madras Government for having taker a particularly intense and creative advance. With a note of fulfillment they added: “This is plainly your most shrewd course yet clearly the accomplishment of the entire arrangement depends in an incredible degree upon capabilities which you might prevail with regards to conferring to the individuals who are taught in this establishment”. They encouraged the Government to direct then viably for the achievement of the plan.¹⁵ Munro wanted to set up two collectorate schools in each region and a Tahsildari School in each taluk. But since of monetary requirements only one collectorate and three tashildari schools were set up in Madurai.

The authority school was opened in Madurai and the Tashildari Schools were opened at Dindigul, Sivagangai and Raramakudi. The collectorate teachers got a compensation of rupees fifteen every month, while that of the Tahsildari School got a compensation of none each month. They were taboo to get any compensation from pupilsexcept the standard willful charges and presents from the guardians. However they were offered opportunity to give private educational cost to any of their researchers and to get expenses consequently.¹⁶ In the collectorate schools English was instructed as one of the dialects alongside the local language. The mode of guidance was English in the tahsildari schools instructing was in Tamil, the subjects educated were practically like those instructed in the conventional schools.¹⁷

Munro’s plan didn't function admirably. As educating in Collectorate School was not observed to be worthwhile, it didn’t draw in instructors. Just with extraordinary trouble up-and-comers also were gotten. The Tashildari schools fared no better. The very mode in which the educators of these schools were chosen scaled their destruction. Nearby men of impact only here and there chose instructors on merit. The educators picked were frequently mediocre compared to the normal town school aces. These schools excessively neglected to attract understudies enormous number. The rank Hindus halted from sending their kids to these schools as they couldn’t savor the possibility of their blending with different stations. The degraded destitution and the condition of unending obligation of a greater part of individuals in this locale kept them from giving schooling of any sort to their youngsters. It turned out to be truly challenging to convince the less fortunate classes to send their youngsters to schools. Guardians felt that their youngsters could be better utilized in fields and in taking care of their bullocks. In fields and in taking care of their bullocks. In 1827 just

around 60 researchers got training in the school in Madurai, 32 in Dindigul and 37 in Tirumangalam.

All along, the schools didn't have a going great. It was difficult for the public authority to get competitors and in 1829, just 12 up-and-comers went along with them.¹⁸ The Government felt it was because of absence of legitimate wide exposure through the authorities of different regions. By then just 8 Tahsildari schools had been set up and every one of them were in the neighborhood of the city of Madras. This was because of deficiency of equipped researchers to be conceded into these schools. Gradually they acquired fame and individuals started to profit the chance hence advertised. By the center of the country they were 14 collectorate schools and 81 tahsildari schools.¹⁹ In 1832 the schools were looked into and the statistics taken then shows that each school had not in excess of 33 researchers. According to the audit work attempted these schools in the mofussils were not sufficient. In like manner because of absence of able instructors and legitimate management.²⁰ The Government felt frustrated and guided every one of the gatherers to focus on these schools. Notwithstanding every one of the endeavors, the plan finished in disappointment.

Disappointment of Munro's Educational System

Munro trusted that the help of the Government would cultivate the development of native schools and figured the persuasive classes would be profited by it. He additionally trusted that would support as models to local schools. Munro's troublesome demise came as an extreme beneath to the reason for schooling. With his passing his plan of setting up of an organization of schools and the public authority instructing the majority was disregarded.²¹ Despite every one of the endeavors of the Government, the plan finished in disaster maybe Munro's unexpected passing may have prepared for the breakdown of the plan. Individuals additionally didn't show a lot of interest in the plan of instruction because of destitution and different variables. The authorities who executed the plan were rarely eager and didn't have any desire to step up after the demise of its originator father, Munro. The Court of Directors by their conflicting arrangements destroyed the actual reason for the plan. In a despatch to the Madras Government, they expressed: "By measures initially thought about by your Government, no arrangement was made for the presentation of any bit of the locals in the higher parts of information. A further augmentation of the rudimentary instruction which previously existed and an improvement of its quality by the duplication and dispersion of valuable books in the local dialects was all that was then shown up at". Completely changed their strategy and began pushing the approach of advanced education for the higher classes. Their difference in strategy was "the improvement in schooling anyway which most viably add to raise the typical and scholarly state of individuals are those which concern the training of the greater classes of people having a recreation and regular impact over the psyche of their kinsmen. By increasing the expectation of guidance among these classes, you would ultimately create a lot more noteworthy and more advantageous change in the thoughts and sensations of the local area that you can want to deliver by acting straightforwardly on the more various classes". They needed instruction should empower the locals of meet all requirements for higher circumstance in the common

organization, they said, "you are more familiar with our longing to have available to us an assemblage of locals qualified by their propensities and to take a huge share and involve higher circumstances in the common organization of their country than is neither to been the training under our Indian Government". They felt that the means so far taken didn't prompt such bearing, consequently they suggested for the foundation of a focal school at Madras where the English and European sciences would be instructed. They were agreeable to beginning such schools in every one of the main communities of the presidency.²² Due to the contention between the orientalist and occidentalists, the Madras Government didn't find any way to begin such schools.

In 1835, the contention finished for the occidentalists and subsequently the Madras Government needed to spend the whole sum designated to the spread of English schooling alone. The Government of Madras nullified all the Tahsildari and Collectorate schools which maybe would have cultivated the development of native instruction. A stage to empower local instruction lamentably was deserted because of provincial solidification. The Board of Public Instruction was supplanted by a Committee of Native Education.²³ A Committee of Public Instruction was framed to do Sir Thomas Munro's Scheme. The Court of Directors in England sent a vital despatch to the Madras Government welcoming their consideration towards the arrangement of instruction of high request. The Board of Public Instruction drafted a plan to redesign the focal typical school at Madras, to build the quantity of taluk schools, to work on the schedule and to set up to region level Boards to direct the training. The plan was alluded by the Government of Madras to the focal Government at Bengal for assessment of the Central Committee of Public Committee of Public Instruction in that administration. At the point when the plan was under exploring, the public authority of India had viable a vital inquiry influencing the instructive strategy all through India. The inquiry was whether to give schooling in oriental or in occidental framework. Master William Bentinck, Governor General of India, by his goal on 7 March 1835, supported by western arrangement of schooling in India. The Governor Generals Resolution was altogether founded on the popular moment of Macaulay which marks on time throughout the entire existence of English instruction in Indian.²⁴ In compatibility of the instructive arrangement of the Government of India, the Madras Government established a Committee of Native Education in 1835. It was seen that Government didn't start any activity to work on essential instruction. In native schooling, there was not really any improvement during the 30 years, since Sir Thomas Munro's Minute of 1826.²⁵

In Madras, somewhere in the range of 1822 and 1827 saw the slow beginning of instructive plans and was made dependent on the proposals of Sir Thomas Munro. In 1822, a Board of Public Instruction was made dependent on the suggestions of Sir Thomas Munro and schools showing understudies in the vernacular dialects were set up. A focal preparing school was set up. A focal preparing school was set up in Madras City according to Munro's Scheme. Munro guided the Board of Revenue to learn the quantity of schools and the condition of training among the locals in the areas, and after receipt of the reports from the Collectors, he summed up and commented on the Board's survey. He focused on instruction in 1822 and viewed any consumption on it as schooling in 1822 and viewed any use on it as

a speculation". Whatever cost Government might cause in the training of individuals will be plentifully reimbursed by the improvement of the country.

End Notes

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5. Board of Revenue, 7 April 1823, R.C., Vol.946, pp.3493-3496.
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7. Madras Council, 12 December 1826, P.C., Vol.544, p.4065.
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10. Board of Revenue, 30 September 1825, Proceeding, R.C., Vol.310, p.2251.
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12. Madras School Book Society, 24 October 1824, Letter from secretary, R.C., 10 March 1826, Vol.314.
13. Madras Council, 12 March 1833, P.C., Vol.619, p.1161.
14. Ibid., 18 September 1826, P.C., Vol.514, p.4068.
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