



Educational Evolution: Strengthening Inherited Structures In Jaipur State By Maharaja Sawai Madho Singh II

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Citation: Kapil Kumar, et al. (2024), Educational Evolution: Strengthening Inherited Structures In Jaipur State By Maharaja Sawai Madho Singh II, *Educational Administration: Theory and Practice*, 30(4), 8526-8533

Doi: 10.53555/kuev.v30i4.2754

ARTICLE INFO

ABSTRACT

Through the presented research paper, efforts made by Maharaja Sawai Madho Singh II to strengthen the inherited educational structure, and make the education modern, competitive, employable in the Jaipur state, are described. As far as, research work has been observed in the state of Jaipur, it has often been seen that most of the research has been focused on Jaipur state's cultural importance, architecture, building style, urban planning, economic activities, lifestyle of rulers, temples, and antique etc. In this sequence, we get superficial information on educational progress. But the lack of detailed study of educational history can be seen even today in the princely state of Jaipur. This research paper attempts a comprehensive study of all the stages of education in the state. In this paper, the momentum of improvement and evolution in education during the reign of Maharaja Sawai Madho Singh II has been studied.

Keywords: Maharaja Sawai Madho Singh II, Education, Princely state of Jaipur, Women education, Rajputana, Philanthropist.

Introduction

Maharaja Sawai Madho Singh II was a great philanthropist by character and an orthodox Hindu by deed. He was a wise and capable administrator, and took a deep interest in all matters relating to the welfare of the state. Maharaja Sawai Madho Singh II, as the successor of Maharaja Sawai Ram Singh, started the second phase of educational development. The period of His Highness was one of revival of Sanskrit learning in India. Of education, His Highness was a liberal but judicious patron. Apart from giving lump grants to educational institutions in his state and increasing the financial aid every year, His Highness donated freely to educational institutions located in other provinces. On medical education and hospitals, he was even more munificent. An 'Economic and Industrial Museum' was established in Jaipur, on which a lot of money was spent by Maharaja Madho Singh. The Maharaja also established a Craft exhibition which proved very beneficial for the commerce of the Jaipur state. His Highness's love of learning was commendable. He converted Maharaja college to a first-grade college. Higher education in Sanskrit was also provided at this college. In addition, a network of primary and secondary schools was spread in every part of the state in this college. In addition, a network of primary and secondary schools was spread in every part of the state. Free education proved to be one of the greatest boons people received. He also paid proper attention to women's education. The foundation stone of Albert Hall was laid by Maharaja Sawai Ram Singh, but its work was completed by Maharaja Sawai Madho Singh II in 1887. He also had a special interest in the field of science. He renovated the astronomical instruments built by Maharaja Sawai Jai Singh II. In an allied branch of the science of the skies, a meteorological observatory was erected at Jaipur in 1881 and equipped at considerable expense. The 'Bhagirath work', which was started by Maharaja Sawai Ram Singh by laying the foundation of modern education, Maharaja Madho Singh II not only continued that work throughout his reign but also benefited society through endowments all around.

In the presented research paper, apart from the overall study of the progress and development of education during the tenure of Maharaja Sawai Madho Singh II, an investigative observation has been made on the nature of education, women's education, public welfare work. Educational reform through administrative decisions and comparative study of literacy rates on the basis of decennial population has been mainly underlined.

Research Methodology

This research is a qualitative nature. Basically, analytical and descriptive style has been used in the paper. In the present paper, an attempt has been made to analyze the development of the educational infrastructure inherited by the state. Various administrative and public welfare works have also been indicated to make education public-friendly and livelihood-oriented. This research has been done on the basis of primary and secondary sources through administrative reports, Imperial gazetteer, Census of India and Rajputana, contemporary newspapers, statistical data and various books.

Concise History of education in Jaipur state

Jaipur was one of the first and educationally the most advanced states of Rajasthan where modern education began. Maharaja Sawai Jai Singh, the founder of Jaipur state, made a remarkable contribution to scientific knowledge and skill. It has been the proud history of the state of Jaipur that almost all the rulers of the state were very much interested in literature, crafts, arts and education. He had his own library, similar to the royal library of Mughal Emperor Akbar. Which was called '*Dholiya-ka-Kothiyara*' in Rajasthani language. The 15th century '*Javar*' inscription describes the daughter of Maharana Kumbha as a musician and Hindu scholar. Maharaja Sawai Jai Singh's Maharani '*Khichanji*' has been described as an educated woman.

It is our misfortune that we do not have any such valuable information available on indigenous education in Jaipur state. There were all kinds of small and big *Pathshala*, *Chatshalas*, and *Maktabas* in the village. Where, local boys of high castes received instruction in the rudiments of reading, writing, and arithmetic. For the advancement of education, no direct and important role was played by the indigenous kings. Educational institutions located in villages, towns, and cities were run by joint efforts of elite class people with a sense of social responsibility. In which people from every section of society used to contribute in different ways. The first detailed and systematic information in the field of education is obtained from the reports and other records of the colonial administration.

The indigenous trend of ancient education in the state continued till the 18th century. The aim of indigenous education was to build character, knowledge, and provide a means of earning a living. The teachers had complete freedom to teach in their own way. From the study of inscriptions, it can be clearly said that education was important in contemporary society. In fact, our indigenous education was linked to religion. For this reason, it has been a difficult task in the Indian context to see religion and education separately. The period of Maharaja Sawai Ram Singh (1835-1880) was the golden age of Jaipur. In his time, where the whole city was decorated, there was a lot of progress in education. Jaipur remained a center of learning even during the time of Maharaja Sawai Madho Singh.

Maharaja Sawai Madho Singh II

Sawai Ram Singh died on the 18th September 1880, leaving no direct heir, and was succeeded by Kaim Singh, whom the chief had adopted on his death-bed. Kaim Singh, who on accession assumed the name of Sawai Madho Singh, was born in 1861. In consideration of his youth, the administration of the state was conducted for two years by a council under the joint presidency of the Maharaja and the Resident. On attaining his majority in September 1882, the chief, Kaim Singh, was invested with full governing powers.¹ The reign of Madho Singh was the continuation of the progressive rule of Maharaja Ram Singh, during whose time the Maharaja College had been started. Sanskrit college, which had already been started, made remarkable progress. A number of primary and secondary schools started by Ram Singh were raised to middle standard. The Mayo Hospital was further equipped during his reign. His Highness was equipped with the title G.C.S.I. in 1888, G.C.I.E. in 1901, G.C.V.O in 1903, G.B.E. in 1918. He received the honorary degree of L.L.D. from the University of Edinburgh in 1908. He was a great philanthropist. Apart from his large contributions in connection with the Great War, he gave Rs. 10,00,000/- towards founding a permanent famine fund for India, Rs. 1,00,000/- towards the Transvaal War fund, an additional Rs. 4,00,000/- to the famine fund in memory of the Queen Empress (Victoria), Rs. 2,50,000/- towards the All-India Victoria Memorial, Rs.3,00,000/- for the promotion of the imperial Institute, London, and Rs. 75,000/- towards King Edward's Hospital fund. His Highness also made many other munificent gifts. Maharaja Sawai Madho Singh II received an invitation from the King Emperor in 1902 to attend his coronation in London. He died in September 1922. Maharaja Sawai received almost all honours and was a profoundly religious and philanthropic person.

Growth of Education in state

Maharaja Sawai Ram Singh II and Sawai Madho Singh II were both illustrious rulers who gave the best in them to the state in the art of good government and raised it to a high level of intellectual progress and material prosperity. The Maharaja's contribution in the field of educational development was admirable. In the year 1880-81, at the time of the assuming the throne by Maharaja Sawai Madho Singh, the number of vernacular schools in Jaipur state entirely supported by the state rose to 48 with a total number of 1169 pupils reading in them.

Besides these schools, there were 109 *Maktabs* and 303 *Chatshalas*, more or less supported by the state imparting instruction to 8,377 boys. Education is steadily progressing, according to the Political Administration report on Rajputana 1882-83, the numbers at the Maharaja's college being 982 as against 886 in the preceding year. The school of art is doing much practical good, and received impetus from the interest which the exhibition attracted.

The year 1887 has been an important year in the educational history of Jaipur state. Babu Haridas Shastri M.A. was appointed principal of Maharaja's College and superintendent of public instruction, Jaipur state. After his appointment, he speedily recognized the schools and gave importance to the inspection of educational institutions. After the establishment of Allahabad University in 1888, Jaipur college was affiliated to it up to the B.A. standard. In 1891 it sent up its first candidates for the B.A. degree from Allahabad University. In 1897, the college was also affiliated to Calcutta University as a first grade college, and it obtained its first M.A. degree of that year. The college so far has had no provisions for science teaching. But a lump grant from the Maharaja enabled it to secure the necessary apparatus, and affiliation for the Bachelorship of science degree was granted by the University in 1905.

The period of the ruler Madho Singh was one of revival of Sanskrit learning in India.

Based on the Jaipur state Educational Report 1902-03, The Bombay Gazette of September 22, 1903 writes through press comment that the state of Jaipur, distinguished by its Maharaja's regard for the best traditions of Hinduism, is not backward in the matter of education. The recently issued report prepared by Mr. S. Ganguli, the Director of Public Instruction, it is evident that progress is being made. Of educational institutions of all kinds in the state, there were last year 482, an increase of 26 over the previous year. The number of pupils in attendance was 15,388 or 1,029 more than in the preceding twelve months. The total expenditure, direct and indirect, on education by the state was Rs.90,771. Durbar has also sanctioned an annual grant of Rs.1,200 for the Laboratory at the Maharaja's college. In the 20th century, private agencies also started trying their hand in the field of education. A comprehensive system of scholarships was schools with the Maharaja's college.

The Albert Hall and Museum

In the light of this historical backdrop, the museum is indeed an inheritance from the past. These arts, as they have developed today, owe much to the noble efforts of Maharaja Sawai Ram Singh II and Maharaja Sawai Madho Singh II, and to Hendley and Jacob. The foundation of the Museum was laid during the reign of Maharaja Sawai Ram Singh by His Majesty King Edward the VIII on February 6th 1876. It was completed by Maharaja Sawai Madho Singh II. The work of Albert Hall was completed gradually. The description of the making of Albert Hall and its splendor can be understood through a line by 'Rudyard Kipling' in the 'Journal of Indian Art and Industry', dated 5th January 1885.

"The ornamentation of the tombs of Delhi, the palaces of Agra, and the walls of Amber have been laid under contribution to supply the designs in bracket, arch, and soffit; and stone-masons from the Jeypore school of Art have woven into the work the best that their hands could produce."

A Great Philanthropist

Maharaja Sawai Madho Singh II was a great Philanthropist. He never held back his hands in doing charity in social works. He freely donated to the welfare of society. The Maharaja donated Rs.5 lakh to the Banaras Hindu University (1916-19) on the arrival of Pandit Madan Mohan Malaviya in Jaipur. Rs.25 thousand to the Rajput college at Lucknow (1920), Rs.50 thousand to the Endowment Fund of the Mayo college. Ajmer (1908), and Rs.8150 for the Hall of these last institution (1884). B.M. Malabari's Seva Sadan in Bombay, received Rs.10,000 from him in 1908. Rs.1,35,000 to the Lady Dufferin Fund for the medical relief of Indian females (1885-1902), 3 Lakh to Lady Hardinge Medical college for women in Delhi (1912), 1 Lakh to famine fund for India.

Female education

Till 1866, no active steps were taken in any state regarding women's education. In 1866, government schools were first opened in Udaipur, Jaipur, and Bharatpur for women's education. In these schools, apart from the initial knowledge of subjects like Hindi, Mathematics, Geography etc, information about sewing and household work was given. At the beginning of the rule of Maharaja Sawai Madho Singh II, in the year 1881, the number of girl schools in Jaipur and surrounding areas was 11, in which a total of 748 girls were studying. The average expenditure per student was 8 rupee 15 annas 8 paise. By the year 1888-89, the number of these schools was reduced to 9 and their efficiency also decreased. Due to persistent public apathy and opposition, it became difficult to get suitable teachers for girls' schools and the lack of proper supervision and inspection

made this situation more unfavorable. The Education Commission advised the state government to encourage and give more liberality to women’s education. Accepting which the state government paid special attention to women’s education.

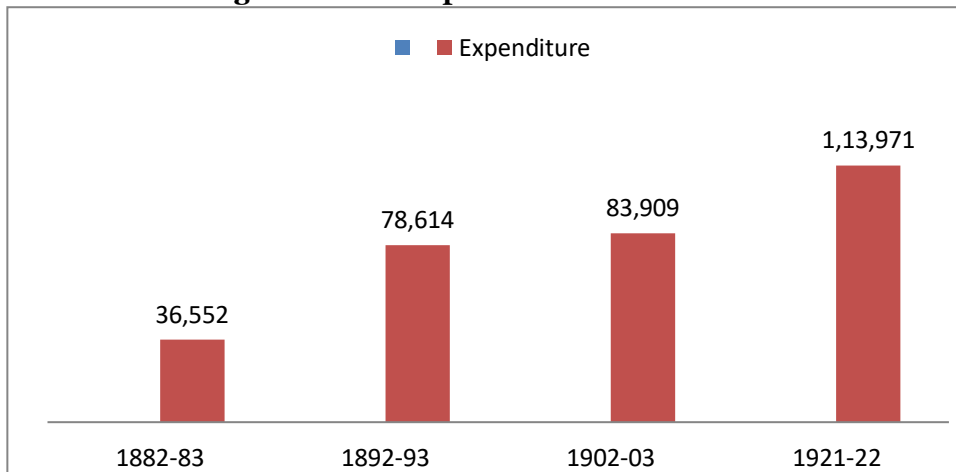
At the start of the 19th century, the number of girls’ schools maintained by the state decreased to seven. But by 1909, eleven more private girls’ schools were established, four, in the city of Jaipur by the *Jains*, four by the *Seths* and 3 by the Mission. girls’ school, situated in the middle of the capital, daily dole was given to needy pupils to enable them to carry on their studies without distress.

Thus, by 1909 there were twenty girls’ schools running in Jaipur state, 15 by private and 5 by state. The total state expenditure on girls’ education in 1909 was Rs.6,184. Which was practically the same as what the state was spending in 1879-80 (Rs.6,283 according to the Agency report of 1879-80). This shows that even after the lapse of three decades (1879-1909) the state’s contribution to girls’ education remained static, whereas private contribution increased considerably. In the third decade of the 20th century, many philanthropic *Seths* came forward and established several girls’ schools in different places. Primary education for girls was also provided in *Maktabas* and *Chatshalas*.

A brief Statistical date of educational progress

Data makes any topic easy to understand. Here we will talk about state expenditure (Figure1) on education first. I have tried to present the decadal data of the state in the research paper. The total expenditure of the state on education in the year 1882-83 was 36,552. In which the total expenditure on girls school was Rs.6,150 and Rs.24,315 was spent on college education. of which Rs.3,344 was spent only on scholarships and prizes, The expenditure on Sanskrit college was Rs.7,516.

Figure 1: State Expenditure on Education



Source of data: Pol. Adm. Report of Rajputana 1922-23, 1882-83, 1904

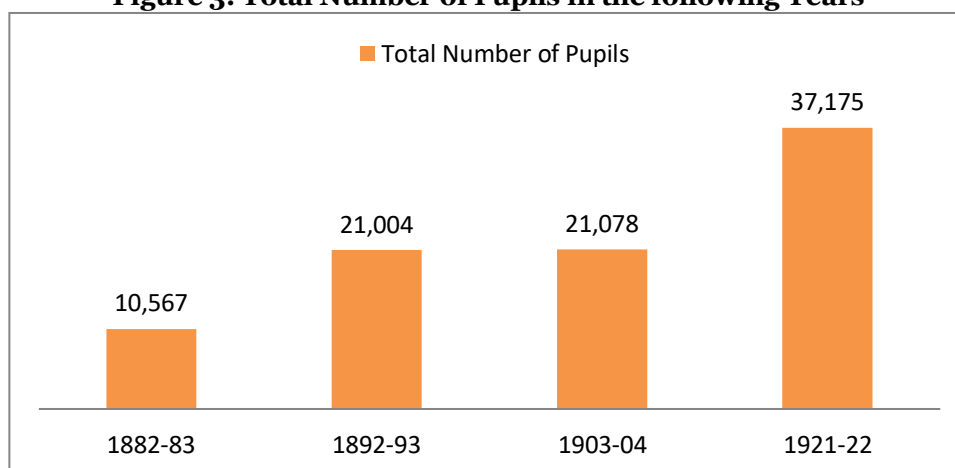
Figure 2: Scholars According to Religion

Scholars According to Religion			
	Year	Year	Year
	1882-83	1902-03	1921-22
Hindu	1,122	11,831	31,396
Mahomedans	207	1,819	3,977
Christians	2	18	76
Parsees	1	Nil	Nil
Jains	Nil	1,720	1,726

Source of data: Pol. Adm. Report of Rajputana year 1882-83, 1902-03, 1921-22

The following figure 2, shows the scholars on the basis of religion. In which the decade-wise number of students belonging to Hindu, Muslim, Christian, Parsee, and Jain religions is described. The number of scholars belonging to Hinduism on the table was increasing most rapidly in each decade. After which, the number of Muslim scholars was second increase. The scholars of the Jain community came in third. The number of Parsees students was negligible. Also, Christians were in the fourth position.

According to figure 3, the total number of students studying in the state has been shown, whose years have been shown on the basis of decade. The total number of students studying in 1882-83 after taking over the reins of Maharaja Madhav Singh's rule was 10,567. After 10 years in the year 1892-93, this number almost doubled. In the year 1897-98, the total number of scholars, including both boys and girls, increased to 25,589. The ratio of the total population of school going age to total students was 6.03. (Report on Political Administration Rajputana 1897-1898) Year 1903-1904 and year 1921-1922 till the death of Maharaja Madho Singh. The total number of students were 21,078 and 37,175 respectively.

Figure 3: Total Number of Pupils in the following Years

Source of data: Pol. Adm. Report of Rajputana 1882-83, 1892-93, 1903-04, 1921-22

In the presented figure number 4, the average expenditure on each scholar in the state of Jaipur has been described according to the following years. This description is of average spending by state only. This table does not reflect the expenditure incurred by private institutions.

Figure 4: Average cost per scholar in Jaipur State

Year 1882-83		
		Rs. a. p.
Maharaja's college		24 12 3
Rajput school		126 10 0
Sanskrit college		28 12 9
Chandpol Branch school		5 5 9

It is clear from the details given in the table that at the beginning of the reign of Maharaja Madho Singh, the average scholar expenditure on Maharaja's College was 24 rupees 12 annas 3 paise. In the last year of his reign, this expenditure increased to 126 rupees 5 annas 8 paise.

In figure number 5, the per student expenditure incurred by the state on education during the year 1892-93 is as follows. The highest per student expenditure was being done on English education. Whereas on the contrary, the lowest per student expenditure was being done on indigenous education. This gives evidence of the tendency of the Jaipur Maharaja to be more towards English education.

Figure 5

Year 1892-93		
		Rs. a. p.
Collegiate education		
English		174 13 9
Sanskrit		96 6 9
Persian Arabic		28 5 3
School education, General		
Secondary		12 7 6
Primary		7 15 3
Indigenous		0 8 5
School education, General		
Rajput school		99 7 0
Training school		22 12 0
School of Arts		35 12 0

In figure number 6, the student expenditure during the year 1903-1904 has been explained in detail. Even after 10 consecutive years, we see the maximum expenditure on English education, while the expenditure on vernacular or indigenous education has been recorded the least. The total per scholar expenditure on education by the state was ₹18 11 annas 0 paise. In the year 1897-1898, the annual average per student expenditure in the English language of college education was ₹ 216 4 annas 4 paise, while the average per student expenditure in the secondary class of school education was ₹ 10 4 annas 4 paise per annum. The least expenditure was being made on primary education which was ₹ 2 10 annas 0 paise per student.

Figure 6

Year 1903-04			
			Rs. a. p.
Collegiate education			
English			165 9 7
Oriental			51 2 9
School education, General			
English			9 6 10
Oriental and Vernacular			3 14 11
School education, General			
Rajput school			143 12 9
School of Arts			116 15 3
Average cost per scholar			18 11 0

According to figure number 7, following are the details of per scholar expenditure on education in the state in the last year of Maharaja Sawai Madho Singh's tenure and the first year of his successor Maharaja Sawai Man Singh II's accession to the throne.

Figure 7

Year 1921-22			
			Rs. a. p.
Associated Colleges			
			392 3 9
Maharaja's Intermediate			
			126 5 8
Maharaja's Sanskrit college, and school			
			29 1 7
High A.V. middle schools			
			18 3 7
Girls' school			
			4 1 5
District schools			
			4 7 2
Average cost per scholar			11 0 3

During the year 1921-22, the last year of the fourth decade of rule, the average per scholar expenditure by the state on education was ₹ 11 0 annas 3 paise. The data also shows that the average expenditure on girl child education was only ₹ 4 one annas 5 paise per girl child. Which was minimum compared to the expenditure of other institutions. College education was being spent the most as usual.

Figure 8

Register of Schools 1903-04						
			No. of Institituns	No. of Teachers	No. of Pupils	Average daily, Aattendance
Secondary schools			22	165	3,411	2,562
Primary schools for boys			88	139	4,487	3,398
Girls' schools			9	19	695	395
Technical and Industrial schools			3	21	320	302
Advanced Indigenous school			54	55	1,333	998
Elementary Indigenous schools			535	536	11,953	8,467

Quoting the Public Instruction Report 1903-1904 in the above figure number 8, the number of all types of schools, colleges and educational institutions, number of teachers, students as well as the average daily attendance figures have been presented.

In the year 1930-1904, the total number of secondary schools in the state was 22. The number of girls schools was 9 in which education was imparted by 19 teachers. The number of technical institutes was only 3 in which 320 students were being taught by 21 teachers. The number of elementary schools in the state of Jaipur was 535, in which 1 teacher was appointed, on an average, in which 11,953 students studied. Through 139 teachers in the boys' primary school, 88 institutes were working for the promotion of education.

In the year 1899-1900, two hundred elementary private schools in Jaipur, attended by about 4,000 boys, were said to have been closed during the year in consequence of the prevailing distress among the poorer classes. Nevertheless, at the end of the year, there were 101 state schools open with 8,494 pupils on their rolls, as compared with 105 schools containing 8,416 pupils in the preceding year.

Conclusion

No one knew better than only Maharaja Sawai Madho Singh II how to handle the great legacy and take it forward. Thus, on the basis of all the facts mentioned above, it can be clearly said that the tenure of Maharaja Sawai Madho Singh II was an important period for the advancement of education. Based on the above data, it is also proven that during the tenure of Maharaja Madho Singh, the highest average expenditure per scholar was being spent on English education and English language.

Education in Rajputana was generally making satisfactory progress, especially in the principal towns. There was a considerable increase in the number of pupils in Jaipur. But female education in the state was not progressing as much as it was needed. According to the report of Political Administration Rajputana for the year 1896-97, the number of male pupils in the male population of the school-going age group was 10.09 while the age of female pupils was 0.27 compared to the female population going to school. Most of the expenditure was being done by the state on English education, which shows that the interest of the ruler was more in furthering English education. Although the state, with the efforts of philanthropic *Seths*, arrangements for female education were made in *Maktabs* and *Chatshalas*. The number of elementary schools appears to be limited in the territory of the State. While the number of *Maktabs* and *Chatshalas* is more visible in the state. His Highness was a great Philanthropist. He never left any stone unturned in giving charity. This was the second phase of educational development in the state of Jaipur.

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