

CHAPTER - V

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E D U C A T I O N

Education is regarded as the self culture and self improvement. In Ancient India from the Vedic Age education was regarded as source of illumination, giving a person a correct approach for leading a successful and honoured life. Knowledge was regarded as a third eye. Mahabharata says " education gives us insight in to the spiritual sphere. A person not possessing the light of education is really blind ". In ancient times education was looked upon as an agency of improvement, person lacking education was considered as a beast. Without education even the Brahmins were considered as Shudras. Ancient Indians, knew the importance of education " It is a Historical fact " Writes B.K. Thakore that the ancient India from the period of Gautam Bddha and Mahavira Jina to that of Yuan Chwang was a well educated country by modern standards : ¹ The Indian Universities like Nalanda and the Taxila were famous and many foreign students came to them to secure higher education. With the decline of the Hindu power, however, the ancient glory of India declined, though education was not entirely neglected, and it continued if less by state patronage, at least sufficiently by private efforts; so that when the East India Company developed its power in this country, there were numerous Pathashalas connected with Hindu religious

institutions, and as numerous Maktabs connected with the Mosques etc, which imparted education to the country's children. But these educational institutions were - irregular and imperfect. There existed no regular state control over them, nor did the teachers always follow this as a regular profession. It was left only to the British who gave to this country a regular educational machinery, for which they deserve India's sincere gratitude, though they may be criticised for the type of education they imparted.²

Thus looking to the importance of education and importance given to it in ancient, medieval and modern times, education as one of the aspect has been included in this study.

HISTORY OF EDUCATION IN BIJAPUR DISTRICT :

The name Bijapur is looked upon by some a euphonized corruption of Vijayapur (city of victory). But according to another theory it is a different form of Vidyapur (city of learning.)³. The latter name it is said, owes its origin to an old college still existing there, the original endowments of which by the Chalukyas dynasty of Kalyan are commemorated upon large stone pillar hard by.⁴ The - inscriptions are not of very great antiquity, one being of the Chalukyas dynasty of Kalyan (1192 A.D.), and the other of the Yadava (1249 A.D.). The local traditions say that

a band of Muhammadan fanatics who preceded the main Muhammadan army in the second invasion (1306 A.D.) of Malik-Kafur (Alauddin's General) killed or drove away the Brahmanas of the college, and occupied it. The story is not improbable since there are traces, as Mr. Ferguson says, of similar occupation in other parts of the Deccan.⁵ It was probably covered into a mosque by the garrison left by Kafur in Bijapur.⁶

The college building made of granite, is very extensive and the most venerable in Bijapur consisting of an ablong, set out with rows. It is three storied and is still wonderfully perfect.⁷

Even before the Chalukyas of Kalyani (A.D. 973 to 1200 A.D.) and Yadavas of Devagiri (A.D. 1185 to A.D. 1312) many places in the Bijapur district were great centres of learning. On the basis of inscriptions and other evidences it can be said that in ancient period kings organized educational institutions which were maintained by people.⁸

At the time of Chalukyas of Badami (A.D. 535 to A.D. 757) education of prince and common people received great encouragement. The education and training of the prince was carefully attended to. Inscriptions record several instances of grants made to learned scholars to enable them to devote themselves to the practice of education untroubled by the problems of livelihood.⁹

Even common man was interested in learning. "The people were fond of learning" says Hieun Tsang who visited Badami in the year 641-42. Badami, the capital of the early Chalukyas (535 A.D. to 757 A.D.) in the Bijapur district was not only a political centre but also a centre of Vedic learning.¹⁰ It is described in an inscription of Vijayaditya as being adorned by the presence of several thousand of Dwijas who were proficient in the 14 vidyas¹¹. While an other record from the city makes a pointed reference to a kind of academy in the phrase-academy of the four great sciences.¹²

The presence of skilled and literate artisans who could engrave long inscriptions mostly in Sanskrit fairly, correctly on stone and copper, and the practice of engraving stone inscriptions in public places frequented by the populace, such as the walls of temples and fortresses, may well be an indication of a fair proportion of literacy among the general public.¹³ We have little direct evidence about the level of popular education or on the organization and working of popular schools.

Aihole was another centre of learning in early Chalukyas and later times. Salotagi in the same district was the most famous Agrahara (villages granted to learned Brahmins for their maintenance, continuing their studies and expanding education) in the Rastrakuta times.¹⁴ (A.D.

757 to A.D. 973). In about A.D. 945 Narayana, the minister of Krishna III got a school built there.¹⁵

With the disappearance of Hindu sovereignty Bijapur did not cease to be a centre of learning. The Muhammadans took the place of the Hindus and kept up its literary reputation.¹⁶

Many Adil-Shahi rulers (1489-1686) were highly educated and had good literary taste. They were fond of the company of the learned men. Persian education, Islamic learning and culture flourished to a great extent during this period. The rulers encouraged educational institutions. During the glorious reign of Ibrahim Adilshah II (1580-1626) about 300 Hindu poets and philosophers flourished in his court. Their services were also requisitioned in educational institutions.

A part of the royal Adil-Shahi library is still to be found at Bijapur in the Asari Mahal. Mr. Ferguson tells us, "some of its books are curious and interesting to any one acquainted with Arabic and Persian Literature. All the most valuable manuscripts were, it is said, taken away by Aurangzib in cart-loads and what remain are literally only a remnant, but a precious one to the persons in charge of the building who show them with a mournful pride and regret."¹⁷

After the occupation of Bijapur district by the British in 1818, the consolidation of various administrative measures including public instructions commenced. But it was only in 1853 that the first government vernacular school was opened in Bijapur.¹⁸ This was the beginning of Western education in the district. Another second grade Anglo-Vernacular school was opened later in the same year.¹⁹

ACHIEVEMENT OF BIJAPUR MUNICIPALITY

IN THE FIELD OF EDUCATION :

In the next year (1854) Bijapur Municipality was established and education became one of the important functions to be performed by the Bijapur Municipality. With the establishment of the municipality in 1854 the vernacular schools started in 1853 were handed over to it.

When the government started an English school in 1864 municipality paid contribution of Rs. 300/- a year upto 1880. In that year grant was stopped and the municipality began to give monthly subscription of Rs. 12/- as the half the pay of an English teacher. This grant too was stopped in 1898. Instead Municipality paid a capital grant of Rs. 6,000/- for the construction of a building for this school in 1898.²⁰

PRIMARY EDUCATION :

Now coming to the primary education which is in fact the main sphere of the Municipal educational activities, we find that, by about 1882 the Bijapur municipality was running four schools.

Following table gives an idea of the educational condition in 1882.²¹

TABLE NO. 1

Language.	No. of Schools.	Boys.	Girls.
Anglo Vernacular	1	123	-
Kannada	1	79	20
Marathi	1	105	24
Hindustani	1	28	-
TOTAL	4	335	44

Year 1884 marks an important year in the sphere of municipal educational activities. In that year District Municipal Act II was brought into force.²² Education received further impetus.

The following table gives some details regarding the primary education during 1883-84 and every fifth year there from till 1898-99.²³

TABLE NO. 2

Y e a r.	No. of Schools.	No. of Boys.	No. of Girls.	Total.	Total Expenditure. (in Rs.)
1883-84	4	452	67	519	2,372
1888-89	9	507	89	596	3,291
1893-94	6	617	80	797	4,037
1898-99	7	583	69	652	4,556

Primary education was in the hands of a school committee that was elected by the municipality along with its executive and consultative committees. This school committee was formed under the District Municipal Act of 1884.²⁴ This was subsequently replaced by a full fledged and independent Board called the Municipal School Board constituted under the primary education Act of 1923, which was later on revised into the Bombay Act No. LXI of 1947.²⁵ Under the rules framed under the primary education Act of 1923,²⁶ the Municipality elects its school Board. The Bijapur Municipality had 12 members on its School Board 3 seats being reserved for women, Muslims

and Backward Communities, 3 for persons who have passed matriculation, 4 general seats, 1 government official and 1 others.

This act was later on revised into the Bombay Primary Education Act (LXI of 1947).²⁷ Under the provisions of this Act, the State Government has taken upon itself, the duty of securing the development and expansion of primary education in the district. The object aimed at is to have a minimum course of seven years primary education for every child. The agencies employed for discharging this duty are the District School Boards and the Municipalities.

The School Boards of the Municipalities are to be composed of official and non-official members.

Under the Primary Education Act and rules there under, all the District School Board and Municipalities have to maintain an adequate number of primary schools giving instruction through the medium of the regional language.²⁸ For children whose mother-tongue is other than regional language of the area, School Boards have been instructed to open schools giving instructions in such languages if the number of such children is not less than 40 in each of the first four standards and 20 in the upper standards. The teaching of the regional language of the

area is also compulsory in such schools from Standard III and onwards. The municipality has to make such provision in its budget as would enable approved schools in its area to receive grants at the rates authorised by Government. Responsibility is laid on the District School Boards and the School Boards of the Municipalities to maintain a schedule of staff of assistant administrative officers or supervisors, primary school teachers and clerks. The members of this staff are servants of the School Boards concerned and receive their pay, allowances and the hike from the School Boards. No change or alteration can be made in the schedule of staff without the previous sanction of the government.

The annual budgets of the school boards have to be submitted to the Director of Public Instruction for sanction. The primary education funds of the municipalities are composed partly of the grants payable to them by the government on account of primary education. This grant is regulated by the rules framed by the Government under the Primary Education Act.

PROGRESS OF EDUCATION UNDER
MUNICIPAL SCHOOL BOARD :

Progress of education always depends upon certain criterias. These criterias assess and determine the -

efficiency of municipality in discharging its function of education. The assessment of the growth of education under Bijapur Municipality can be made by examining the following.

1. NUMBER OF SCHOOLS :

The first criteria that assess and determines the efficiency of municipality in discharging its function of education is number of schools it runs. Bijapur municipality in this respect has shown greater efficiency and was running 33 schools in the year 1953-54. Following table shows how the number of schools run by Bijapur municipality went on increasing from 1933-34 to 1953-54 to meet the educational needs of the public.

TABLE NO. 3

Schools run by the municipality during 1933-34 to 1953-54²⁹

Y e a r.	No. of Schools		Total.	No. of Schools by languages.		
	Boys	Girls.		Kan.	Mar.	Urdu.
1933-34	16	8	24	14	2	8
1934-35	19	10	29	17	2	10
1935-36	19	10	29	17	2	10
1936-37	19	9	28	17	1	10
1937-38	19	10	29	17	2	10
1938-39	19	10	29	17	2	10
1939-40	19	10	29	17	2	10

1940-41	19	10	29	17	2	10
1941-42	19	9	28	17	1	10
1942-43	19	10	29	17	2	10
1943-44	19	10	29	17	2	10
1944-45	19	13	32	20	2	10
1945-46	19	13	32	20	2	10
1946-47	19	13	32	20	2	10
1947-48	19	13	32	20	2	10
1948-49	19	13	32	20	2	10
1949-50	19	13	32	20	2	10
1950-51	19	13	32	20	2	10
1951-52	19	13	32	20	2	10
1952-53	20	13	33	21	2	10
1953-54	20	13	33	21	2	10

Above table shows how the number of schools run by municipality gradually increased from 24 in the year 1933-34 to 33 in the year 1953-54. This means for every two years municipality has opened a new school to meet the increasing demand of education. The figures of 1943-44 and 1944-45 are worth noticing. Because in the year 1943-44 number of schools run by municipality was 29 and in the next year it rose to 32. This is because of the compulsory education scheme which was introduced in that year for boys.

Figures shown in the Table No. 3 also brings out the fact that though Bijapur was predominantly Kannada speaking area education of the language minorities was also given due attention by the Bijapur municipality. Marathi and Urdu which were the languages of the minorities were not neglected while providing educational facilities. There were always 2 Marathi and 10 Urdu Schools, which was more than half the number of Kannada Schools.

2. SCHOOL BUILDING :

The ratio between the school building hired by the municipality and built by the municipality for schools is one of the most important criteria which also determines efficiency of education. The greater the number of municipal school buildings the higher the municipal efficiency in performing its function. Planned constructed buildings fulfil the requirements like proper ventilation, light and surrounding. Playground is also essential for any school building. Planned and constructed buildings fulfil this requirement also. On the other hand, it is difficult to have all these requirements in a rented building.

The School Committee of Bijapur Municipality, in the beginning itself gave serious attention for spacious and well ventilated school building for the students. Result was the airy and spacious school building for girls built

in memory of Queen Victoria designed on the model of Muslim architecture of Adil-Shahis. At the opening ceremony which was performed on 8/2/1907,³⁰ the Vice-President of Municipality Mr. Pethe stated proudly how the long felt need of a school building was fulfilled. Municipality paid Rs. 5,330/- out of its own fund for the construction and government sanctioned building grant of Rs. 5,080/- in 1904-05.³¹ It is interesting to note that the first school building built by municipality was for girls. The municipality also built at the same time Kannada Boys School in Jumma-Masjid Peth. A Kannada Girls School and Urdu School were also built in the same area in that year. The Marathi Jubilee School was also built by municipality as a memorial of the Jubilee celebration that were performed to honour Queen Victoria. In 1911³² the Bijapur municipality built Jijamata Girls School in Upali-Buruz area. A Kannada Boys School at the same time was built by the side of the Marathi Jubilee School.

Other smaller buildings were also built by the municipality in other parts of the town. In 1954 there were 13 municipal owned school buildings and 21 private buildings which have been taken on hire for housing municipal schools.³³ In the same year municipality also acquired a vast area on Badi Kaman Road at the cost of about Rs. 24,000/- and another spacious ground to the east of S. S. High School at a cost of Rs. 26,000/-.³⁴ for constructing school buildings. Because of this school building activity became a conspicuous feature

of the municipal building operations in the coming years. It is interesting to note that out of 42 primary schools in the year 1954 33 were municipal schools and remaining 9 were aided schools. Only two of the 9 aided schools had own school buildings. Where as the municipality had 13 own buildings out of 33.³⁵ It may be noted that progressively the total number of schools have increased i.e. from 4 in the year 1982 to 33 in the year 1954-55. Accordingly the number of building owned by the municipality also increased. But the number of building owned by the municipality is considerably less compared to that of hired one. The percentage of school building owned to the total number of municipal schools is 40 percent to 60 percent. This is due to many reasons such as -

1. Building for housing the schools were easily available at cheap rents.
2. Building schools requires lot of investment.
3. Records of the municipality show that lot of finance was diverted on the city development schemes rather than investing them in the school building and education.
4. The construction of buildings takes lot of time and it can not be made available in time for housing the municipal schools.

5. Due to non-availability of land at required locations for constructing new school buildings.
6. Hired school building were mostly centrally located and were convenient for the pupils to attend the schools.

3. TOTAL NUMBER OF PUPILS TAUGHT.

This is also one of the important factor that determines the efficiency of municipality while discharging its function of education. Municipality was expected to provide primary education to all the children below 11 years of age.

: TABLE No.4 :

Number of pupils taught in the municipal schools from 1933 to 1954³⁶.

Year	No. of Pupils	Year	No. of Pupils.
1933-34	4,124	1943-44	5,598
1934-35	4,445	1944-45	5,834
1935-36	4,751	1945-46	6,284
1936-37	4,403	1946-47	6,744
1937-38	4,706	1947-48	7,075
1938-39	4,829	1948-49	7,167

1939-40	4,703	1949-50	8,380
1940-41	4,794	1950-51	8,732
1941-42	5,093	1951-52	9,281
1942-43	5,374	1952-53	9,590
		1953-54	9,757

Table No. 4 shows that number of pupils taught in the municipal schools increased considerably every year. In course of 20 years time number of pupils taught in municipal schools increased more than double. This speaks for the efficiency of Bijapur municipality in performing the function of education. These figures also show that the Municipal School Board has done its best in providing primary education facilities to the able bodied below 11 years. In Table No.3 figures of 1948-49 and 1949-50 are worth noticing. Because the number of pupils taught in municipal schools in the year 1948-49 was 7,167 and in the year 1949-50 it rose to the considerable extent of 8,380. This is because the scheme of compulsory education for both the boys and girls between ages 6 to 11 was enforced.

4. FEMALE EDUCATION :

Female education was also given due importance by Bijapur municipality. This is also one of the important criteria that can be taken in to consideration while



determining the efficiency of Bijapur municipality in performing the function of education.

: TABLE NO.5 :

Classification of pupils according to sex (From 1933 to 1954). ³⁷

Year	Total No.of Pupils.	Boys	Girls	Percentage of girls.
1933-34	4,124	2,804	1,320	32
1934-35	4,445	3,068	1,377	30.97
1935-36	4,571	3,127	1,444	31.59
1936-37	4,403	2,945	1,458	33.11
1937-38	4,706	3,184	1,522	32.34
1938-39	4,829	3,198	1,631	33.77
1939-40	4,703	3,092	1,611	34.25
1940-41	4,794	3,139	1,655	34.52
1941-42	5,093	3,278	1,815	35.63
1942-43	5,374	3,323	2,051	37.99
1943-44	5,598	3,483	2,115	37.78
1944-45	5,834	3,623	2,211	37.89
1945-46	6,284	3,882	2,402	38.22
1946-47	6,744	4,223	2,521	37.38
1947-48	7,075	4,335	2,740	38.72
1948-49	7,167	4,734	3,133	43.71
1949-50	8,380	5,092	3,288	39.23
1950-51	8,732	5,190	3,552	40.33

1951-52	9,281	5,527	3,754	40.44
1952-53	9,590	5,660	3,930	40.98
1953-54	9,757	6,570	3,187	32.66

Table No. 5 shows the percentage of girl students to the total number of pupils taught in the municipal schools. This percentage varies from 30.97 percent to 43.71 percent. Above figures also brings out the fact that from 1950-51 the percentage of girl students increased. This is due to the implimentation of the scheme of compulsory education. It also seems from the above figures that although the primary education was free and compulsory the percentage of the girl students was low compared to that of the boys. This is because it was just beginning of the educational growth in India and together with the traditional aspects of not educating a girl. Hence Bijapur municipality can not be held responsible for this. On the other hand it always encouraged the education of the girls. Figures in Table No. 3 reveal the fact that out of 32 schools 13 were for the girls since 1944-45. In the year 1953-54 if there were 20 boys schools there were 13 girls schools. The first school built by municipality was for girls. Bijapur municipality thus had done its best to encourage the education of the girls.

4. TRAINED TEACHERS.

Function of education can be efficiently discharged only when there are good number of trained teachers. Following figures of 1954 reveal the fact that Bijapur municipality had given attention to it.³⁸

<u>Teachers</u>		<u>Trained</u>		<u>Percentage</u>	
<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
132	70	107	48	81.06	68.57

Taking in to consideration the percentage of the trained teachers in 1954 it can be said that the Municipal School Board has shown keen interest in improving the quality of education in the municipal schools.

5. STANDARD OF TEACHING.

The result in the middle school scholarship examination speak highly for the standard of teaching. In 1935-36 10 scholarships were carried away by the municipal schools out of 22 for the whole district. In 1936-37, 13 were carried, 15 in 1937-38 out of 22, and 16 out of 17 in 1939-40. 20 out of 24 for the whole district were carried away by the municipal schools in 1940.³⁹

Taking in to consideration these factors, which determine the efficiency in performing the function of education we can say that Bijapur municipality had efficiently performed the function of education.

OTHER ACHIEVEMENTS IN FIELD OF EDUCATION.

1. Compulsory education.
2. Vocational education.
3. Education of the Scheduled Classes.
4. Library.

1. COMPULSORY EDUCATION :

As early as 1941-42 the municipality was thinking of introducing compulsory elementary education in the municipal schools. But compulsion for boys only was introduced in the year 1944 and for girls in 1947.⁴⁰ For boys it was within the age of 6 to 11 and for girls it was between 7 and 9. From 1940 however, it was enforced for both boys and girls between ages 6 and 11.

:: TABLE NO. 6 ::

Progress of compulsory primary education under municipality during the year 1953-54 in Bijapur city.⁴¹

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Date and year in	For Boys	1-6-1944
Which compulsion is	For Girls	1-6-1947

Introduced.	For both	1-6-1949
Age group of children under compulsion.		60,011
Date of last census		22.2.1954
Population of compulsion area	Male	34,195
	Female	31,539
Total No. of Children of School going age in area of compulsion on the basis of latest census	boys	3,964
	girls	3,218
No. of institutions where compulsion was in force		41
No. of students on rolls under compulsion	Boys	3,449
	Girls	2,731
Percentage	Boys	67.2
	Girls	57.7
Total expenditure on compulsion		Rs. 12,002/-

2. VOCATIONAL EDUCATION :

As early as 1906 the municipality was seriously thinking of vocational education on the sound principle of "earn while you learn". Weaving tailoring carpet making

and such other handi-crafts were tried to be introduced during the thirties. But such efforts had to be terminated in 1936-37⁴² for want of government sanction and aid.

3. EDUCATION OF THE SCHEDULED CLASSES :

The municipality was running separate schools for the education of the scheduled class pupils. The attendance increased from year to year. As far back as 1941-42 the total number of pupils from back ward classes was about 400⁴³ when their population was about 2500. Later on such schools were amalgamated with other schools near by with a view to give them opportunity to mix freely with children of other castes.

4. LIBRARY :

A library at first called 'The Native General Library' was started in 1860 and was handed over to the municipality in 1862. The municipality constructed a decent building for it in 1894-95.⁴⁴ This library is still today in the name of 'Sarvajanika Vachanalaya'.

EXPENDITURE ON EDUCATION:

Bijapur municipality incurred heavy expenditure on education. This includes the expenditure on the salaries of the teachers and the staff of the administrative office of the

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school board, rent of the school buildings, construction of the new buildings, grants allotted to different institutions, expenditure on library.

T A B L E N O. 6.

Expenditure on education from 1883-84 to 1954-55
(For every fifth year).⁴⁵

Year	Expenditure	Year	Expenditure
1883-84	200	1923-24	57,535
1888-89	3, 217	1928-29	68,459
1893-94	4, 599	1933-34	82,381
1898-99	4, 566	1938-39	86,127
1903-04	5, 345	1943-44	1,20,828
1908-09	8, 805	1948-49	2,73,535
1913-14	12,396	1953-54	5,31,603
1918-19	17,780	1954-55	3,45,316

Table No.6 shows how expenditure on education increased from 200 in 1883-84 to 3,45,316 in 1954-55. This increase is due to the increase in number of teachers from time to time increase in number of school buildings, increase in number of employees in the school board office and also due to the scheme of compulsory primary education implemented in the year 1949.

From the study of the Bijapur municipal records it seems that Bijapur municipality had made considerable progress in the field of education. There has been increase in the educational functions after the municipal school board was formed under the primary education Act of 1923, which was revised in 1947. Progress of education gained momentum after this. It is interesting to note that out of 42 primary schools in the year 1954, 33 were municipal schools. The total number of schools have increased from 4 in the year 1952 to 33 in the year 1954-55. Comparatively the number of pupils taught in the municipal schools also increased considerably every year. There has been good progress in girl students taking to education. The functional efficiency of Bijapur municipal council in terms of constructed school buildings of its own in comparison to the hired one appears to be encouraging perhaps this may be because of the efficient functioning of the municipal school board.

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