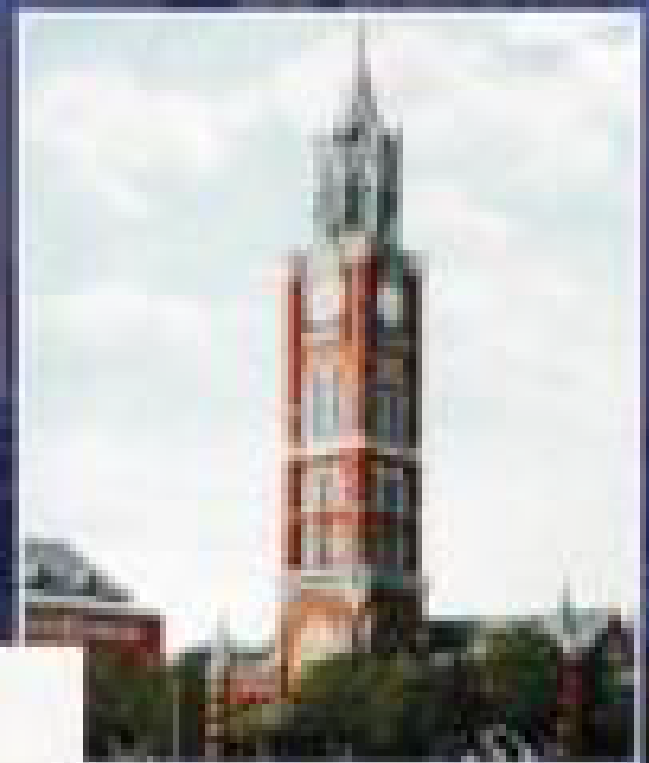


Commemorating

150 years of Presidency Universities, 1857 - 2007



Date : 10 January - 31 January, 2007

National Archives of India,
Janpath,
New Delhi - 110001

प्रेसीडेंसी के विश्वविद्यालयों
के
150 वें वर्ष की स्मृति में



प्रदर्शनी

(अभिलेखीय विरासत पर आधारित)

**COMMEMORATING 150 YEARS
OF
PRESIDENCY UNIVERSITIES**



EXHIBITION

(BASED ON ARCHIVAL HERITAGE)

प्रेसिडेंसी विश्वविद्यालयों के 150 वें वर्ष की स्मृति में 1857-2007

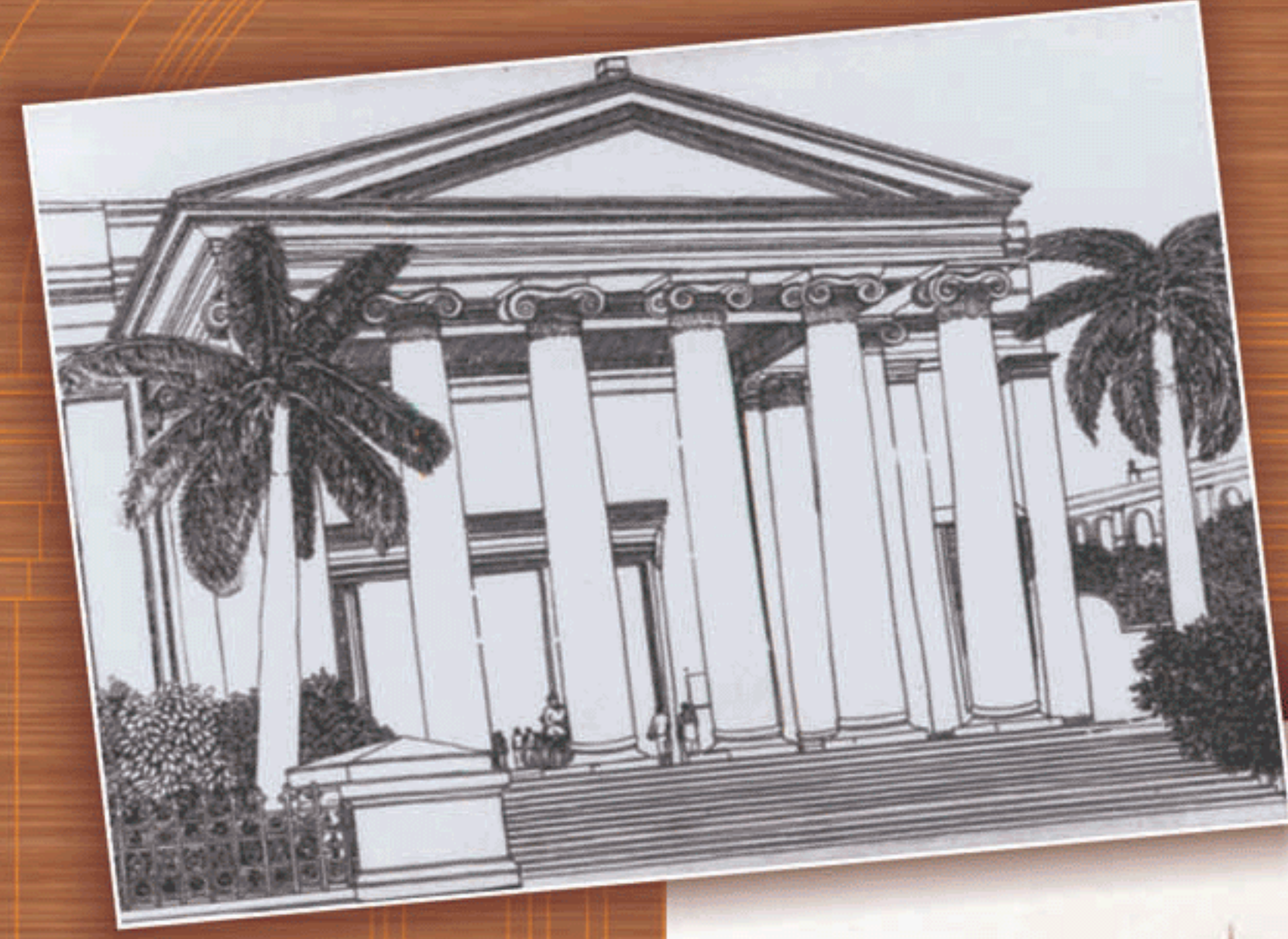
1857 भारतीय इतिहास में दो विपरीत तस्वीरें प्रस्तुत करने वाला एक ऐसा वर्ष है, जिसमें एक ओर राजनीतिक उथल-पुथल हो रही थी, वहीं दूसरी ओर तीनों प्रेसिडेंसियों में विश्वविद्यालयों की स्थापना के साथ उच्च शिक्षा के क्षेत्र में एक नए युग का मार्ग प्रशस्त हो रहा था।

भारत में उच्च शिक्षा के क्षेत्र के आरम्भिक प्रयास भारतप्रेमियों द्वारा व्यक्तिगत तौर पर कलकत्ता मदरसा (1781) एवं बनारस हिन्दू कॉलेज (1792) की स्थापना के रूप में हमें देखने को मिलते हैं। शिक्षा के विकास के लिए 1813 के चार्टर एक्ट के तहत एक लाख रूपये की व्यवस्था की गई थी। इस आरंभिक दौर के बाद पश्चिमी शिक्षा के समर्थकों (पाश्चात्यवादियों) एवं प्राच्य शिक्षा-प्राप्ति के पक्षधरों (प्राच्यवादियों) के बीच हमें एक विवाद देखने को मिलता है। इस पर अंतिम फैसला लॉर्ड टी. बी. मैकॉले के 1835 के 'मिनट' के माध्यम से हुआ, जिससे प्रशासन के निचले क्रम के लोगों का आंग्लीकरण हो गया। दो दशकों के उपरांत ब्रिटिश प्रशासक चिकित्सा, कानून, इंजीनियरिंग व कला-ज्ञान के बेहद कौशल वाले क्षेत्रों में उच्च कोटि के देशी अधीनस्थों को तैयार करने के लिए उच्च शिक्षा केन्द्रों की स्थापना की आवश्यकता का अनुभव करने लगे।

बोर्ड ऑफ कंट्रोल के अध्यक्ष सर चार्ल्स वुड ने भारत में अंग्रेजी शिक्षा के महाधिकार-पत्र (मैग्नाकार्टा) माने जाने वाले 1854 के शिक्षा डिस्पैच में शैक्षिक विकास के समस्त चरणों के लिए एक सुव्यवस्थित योजना का प्रारूप प्रस्तुत किया। इसके परिणामस्वरूप 1857 में तीनों प्रेसिडेंसी शहरों-कलकत्ता, बंबई एवं मद्रास में लंदन विश्वविद्यालय के तर्ज पर तीन विश्वविद्यालयों की स्थापना हुई। इस दौर में विश्वविद्यालयों के कामकाज का दायित्व मुख्य रूप से सरकारी अधिकारी निभा रहे थे। प्रारंभ में इन तीनों विश्वविद्यालयों में कला व विज्ञान, विधि, चिकित्सा तथा इंजीनियरिंग के चार संकाय थे। तत्पश्चात् पंजाब (लाहौर) (1882) तथा इलाहाबाद (1887) में भी विश्वविद्यालय स्थापित हुए।

1882 में लॉर्ड रिपन ने सर डब्ल्यू. डब्ल्यू. हंटर की अध्यक्षता में भारत में शिक्षा की स्थिति की समीक्षा के लिए प्रथम भारतीय शिक्षा आयोग की स्थापना की जिससे भारत में शिक्षा के विकास की आधारशिला तैयार हुई। लॉर्ड कर्जन द्वारा शिक्षा के क्षेत्र की समग्र गुणवत्ता की पड़ताल करते हुए दूसरी बार समीक्षा की गई तथा उसमें सुधारों के सुझाव दिए गए। शिमला में 1901 में हुए शिक्षा सम्मेलन में पारित संकल्पों तथा 'इंडियन यूनिवर्सिटी कमीशन' (1902) के प्रस्तावों को आधार बनाकर 1904 में वह 'इंडियन यूनिवर्सिटीज एक्ट' तैयार किया गया जिसमें हमें भारतीय अस्मिता की स्वीकृति देखने को मिलती है।

प्रेसिडेंसी विश्वविद्यालयों की स्थापना के डेढ़ सौ वर्ष पूरे होने के उपलक्ष्य में आयोजित समारोह के अवसर पर युवा पीढ़ी को इतिहास के उन पन्नों से परिचित कराने व उससे प्रेरणा लेने के लिए राष्ट्रीय अभिलेखागार की ओर से यह अभिलेखीय प्रदर्शनी प्रस्तुत है।



Commemorating 150 years of Presidency Universities, 1857-2007

1857 was a year of contrasts in the annals of Indian history. It was marked by cataclysmic political upheaval on one hand and on the other, it also ushered in a new epoch in the history of higher education through the formal introduction of University education.

Individual patronage by Indophiles for the cause of higher education in India can be seen through the establishment of educational institutions, i.e. the Calcutta Madarsa (1781) and the Benaras Hindu College (1792). The Charter Act of 1813 allocated an amount of Rupees one lakh towards educational development. Thereafter, a debate was sparked off between the advocates of western learning (Occidentalists) and the supporters of oriental learning (Classicists), and was finally resolved by Lord T.B. Macaulay's Minute of 1835. This led to a thorough Anglicisation of the lower echelons of administration. Two decades later, British administrators realised the need for establishing centres of higher education to effectively produce *superior native subordinates* in the highly skilled areas of medicine, law, engineering and liberal arts.

Sir Charles Wood, President, Board of Control, sought to create a properly articulated scheme covering all stages of educational development through the Despatch of 1854 which is also considered as the *Magna Carta* of English education. As a result, three Universities were established at the Presidency towns of Calcutta, Bombay and Madras in 1857 on the pattern of the London University. Later on, Universities were also established in Punjab (Lahore) (1882) and Allahabad (1887).

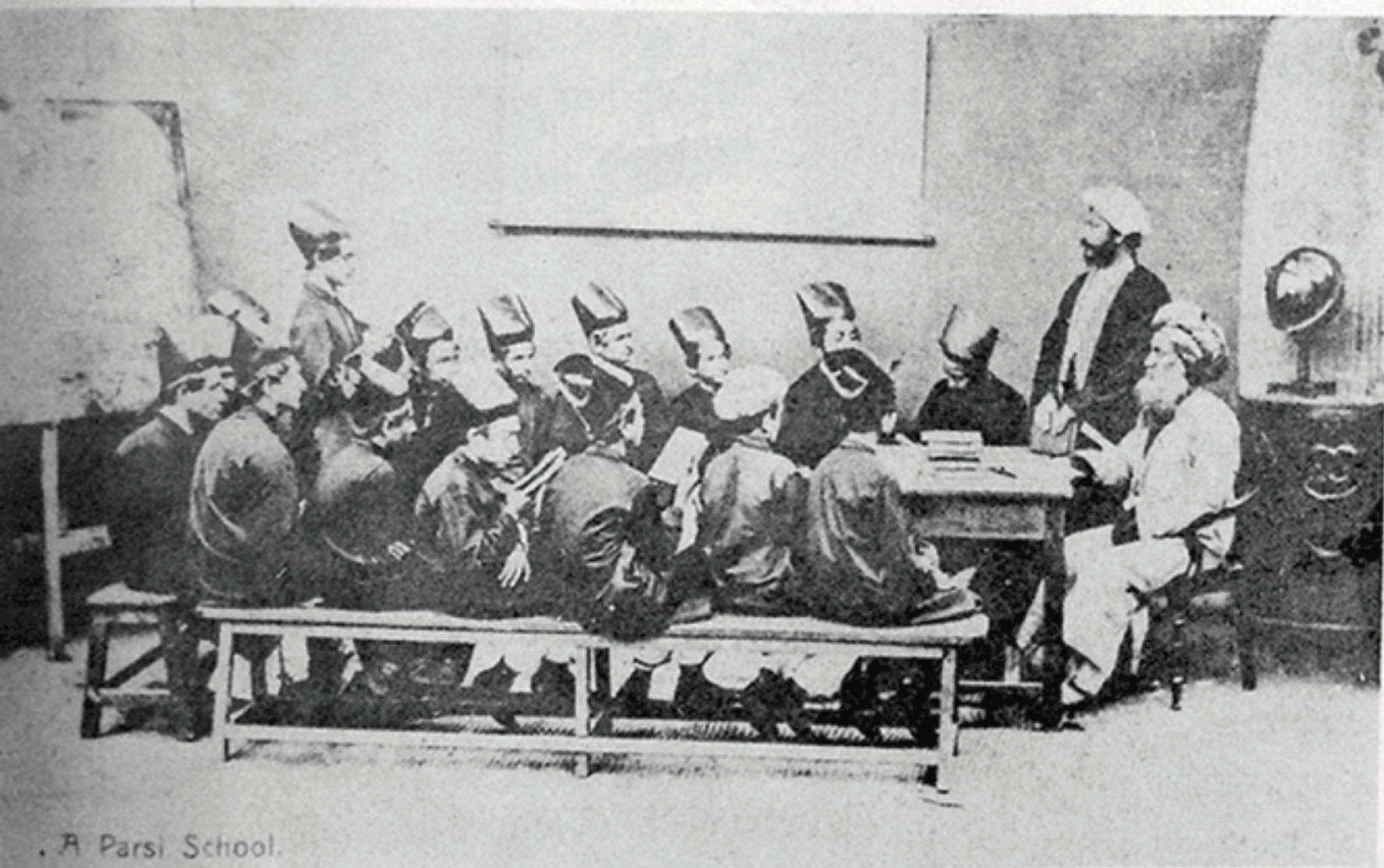
In 1882, Lord Ripon appointed the First Indian Education Commission under the chairmanship of Sir William Hunter to review the quantum of achievement in the field of education. This formed the bedrock of educational development in India.

The second review was undertaken by Lord Curzon and remedial measures were suggested to improve the overall quality of higher educational institutions. The Resolution adopted at the Simla Educational Conference (1901) and the proposals of the Indian University Commission (1902) culminated in the formulation of the Indian Universities Act, 1904 which was a covert acknowledgement of Indian identity.

On the occasion of the sesquicentenary celebrations of the establishment of Presidency Universities, the National Archives of India presents this archival exposition to inculcate a sense of inspirational nostalgia in the younger generations.



हिंदू पाठशाला



पारशी पाठशाला



मुस्लिम पाठशाला

जन-मन

शिक्षा के देशी केंद्र, प्रारंभिक 18वीं शती ।
Indigenous centres of education, early 18th Century.

REPORT

OF THE

INDIAN UNIVERSITIES COMMISSION.

4. Before the days of British rule, the higher education of the Hindu community was in the hands of Pandits who imparted a knowledge of Sanskrit Grammar, Logic, Philosophy and Law. In Bengal, wherever there was a large Brahman or Vaidya population, there were *tols* or *chatushpāthis*; the students lived in the houses of their teachers and were taught and boarded free of expense. The Pandits depended on gifts, and on rent-free lands assigned to them by Hindu and Muhammadan rulers. Hindu schools of a similar character were established in other parts of India.

Muhammadan learning was cultivated in schools not dissimilar to those above described, in which the students were provided with subsistence as well as instruction. It is part of the tradition of Indian scholarship that places of study are also places of residence, and that the teacher should exercise a paternal authority over his pupils. The course of study in a Muhammadan place of learning included Grammar, Rhetoric and Logic in the first three or four years, and subsequent courses of Literature, Jurisprudence and Science.

5. These ancient methods of teaching and study still subsist, though they can hardly be said to flourish; they receive encouragement both from the Princes of India and from British authorities, and in the course of this Report we shall submit certain recommendations in regard to the titles which they confer.

There is as yet little or no direct intercourse between places of indigenous learning and the Universities. Many of the native teachers are debarred by ignorance of English from obtaining degrees or taking part in University work; it is not surprising to find that some of them place the golden age of Indian learning in the past, and that they regard the progress of western science without enthusiasm. We note, however, with satisfaction that there are signs of an increasing desire for co-operation; and our inquiries in regard to ancient places of learning have been welcomed as indicating that such co-operation is considered desirable.

6. Of the colleges included in the scope of the present inquiry, the earliest were designed for the cultivation of Hindu and Muhammadan learning. The Calcutta Madrasa was founded by Warren Hastings in 1782, and was for a time maintained at his expense with the aid of an endowment supplied by his friend and former tutor, the Raja Nobkissen. But the preference for oriental studies gave way before an appreciation of the benefit to be derived from western knowledge. The movement in favour of English education, led by Raja Ram Mohan Roy, resulted in the establishment of the Hindu College in 1817; this institution lapsed into financial difficulties, from which it was extricated by the aid of Government, and was ultimately reconstituted as the Presidency College. Other early colleges of Bengal were the Serampore College (1818), the Calcutta Sanskrit College (1824), the General Assembly's Institution of the Church of Scotland founded by Dr. Duff in 1830, the Hughli College established from the funds of the Mohsin endowment in 1836, and the Institution of the Free Church of Scotland (1843). In addition to the Government colleges at Dacca, Berhampore and Krishnagar, there were also the Doveton, La Martinière and St. Paul's private foundations and the Bhowanipore College of the London Missionary Society.

In the Bombay Presidency a college was founded at Poona in 1821 "for the encouragement of the study of Sanskrit and of ancient Hindu Literature and Science." The scope of this college has been widened by successive changes in its constitution and it is now known as the Deccan College. The Elphinstone College had its origin in a fund raised for the foundation of professorships in 1827. The Wilson College, originally called the General Assembly's Institution, was founded as a high school in 1834.

In Madras the foundation of colleges began at a later date, and from the outset the western system of education has been followed. The General Assembly's Institution, now known as the Christian College, was founded in 1837; the Presidency College came into existence as a high school in 1841; and St. Joseph's College was established at Negapatam in 1846 by the Jesuits in charge of the Madura Mission.

The oldest college in the United Provinces is the Sanskrit College at Benares founded in 1791 "to cultivate the laws, literature and religion of the Hindus" and "specially to supply qualified Hindu Assistants to European Judges." A college was also established at Agra in 1823, and the college at Delhi was founded as an oriental college in 1825; the college at Bareilly arose in 1850 out of a high school founded in 1836.

7. The success of these institutions led to demands for the creation of Universities having power to grant degrees, and in 1845 the Bengal Council of Education submitted a proposal for the establishment of a University on the model of the London University. This proposal was considered by the Court of Directors to be premature, but nine years later the Honourable Court decided that the time had arrived for the establishment of Universities in India, and the proposal to take the London University for a model was accepted, subject to variation in points of detail. The function assigned to the Universities in the Education Despatch of 1854 was that of holding examinations and conferring degrees. It was thought advisable to institute professorships, for the delivery of lectures in branches of learning for the acquisition of which, at any rate in an advanced degree, facilities did not then exist in other institutions; and the subjects of Law, Civil Engineering, and the vernacular and classical languages of India were mentioned in this connexion; but the Universities were to be instituted, "not so much to be in themselves places of instruction, as to test the value of the education obtained elsewhere." Scholarships were to be attached to the affiliated institutions, and they were to be periodically visited by Government inspectors.

8. In accordance with these directions the Government of India decided to establish Universities at Calcutta, Madras and Bombay, and appointed a Committee to work out the details of a scheme in accordance with the outline sketched by the Court of Directors. In order to secure uniformity in important matters of principle, the Governor General in Council directed that the Committee should frame a scheme for all three Universities. While recognizing that local circumstances would necessitate modifications, the Government of India considered it essential that the legal status and authority of each University should be the same, and that at each Presidency town the same degree of acquirement in every branch of knowledge should entitle its possessor to the same kind of academical distinction and honour. The Court of Directors, to whom the Government of India reported their action, noticed these views with approval. The Committee was composed of the late Council of Education, with the addition of the gentlemen whom it was proposed to associate with them in the Senate of the Calcutta University and the Members of the Legislative Councils of Madras and Bombay. The Government of India suggested, for the consideration of the Committee, that two degrees should be granted in each of the subjects embraced in the design, namely, Literature, Science, Law, Civil Engineering and Medicine, and that students should have an opportunity of taking honours for each degree. They thought that one degree of the low standard contemplated by the Court of Directors would be of little value. They also left it to the Committee to consider what titles should be assigned to the degrees, expressing a doubt whether it would be expedient to use the nomenclature which had, from long usage, become peculiar to the Universities of England. With regard to the question of University professorships, the Government of India said that the establishment of the general Presidency College rendered them unnecessary for Calcutta, but that there would be no objection to found such as might be required either at Madras or Bombay.

खंड- I

भारत में उच्च शिक्षा का प्रारम्भ

प्रस्तुत खंड में आधुनिक शिक्षा के विकास के आरंभिक दौर की विशिष्टताओं का परिचय दिया गया है। 1781 में वारेन हेस्टिंग्स के संरक्षण में कलकत्ता मदरसा की स्थापना से भारत में शिक्षा के क्षेत्र में ब्रिटिश पहल की शुरुआत हुई। शिक्षा के माध्यम को लेकर उठे विवाद का समाधान 1835 में लॉ मेम्बर, लॉर्ड मैकॉले के उस निर्णायक 'मिनट' से हुआ जिसमें अंग्रेजी को शिक्षा के एक सर्वमान्य माध्यम के तौर पर अपनाए जाने की वकालत की गई थी। मद्रास प्रेसिडेंसी में अंग्रेजी माध्यम के संस्थानों की प्रबल माँग उठ रही थी जिसकी पूर्ति गवर्नर लॉर्ड माउंट स्टुआर्ट एलफिंस्टन द्वारा 'कॉलेजियट' संस्थानों की स्थापना से हुई। समानांतर रूप से चल रहे इन प्रयासों के कारण शनैः-शनैः एक समग्र शैक्षिक नीति उभर कर सामने आई, जिसकी पराकाष्ठा हमें 1854 के उस ऐतिहासिक 'एजुकेशनल डिस्पैच' में नज़र आती है जिसने उच्च शिक्षा के क्षेत्र में देश में एक नए युग का सूत्रपात किया।



Section I

Prelude to Higher Education in India

Early milestones in the organic evolution of modern education are highlighted through this section. Establishment of the Calcutta Madarsa in 1781, under the patronage of Warren Hastings, marks the beginning of British involvement in education. Debates on the medium of instruction were resolved through the decisive minute of Lord Macaulay, Law Member in 1835 which favoured English as the uniform language of instruction. In Madras Presidency, there was a strong demand for institutes of higher learning in English medium and this was addressed by the establishment of Collegiate Institutions, under the Governorship of Lord Mountstuart Elphinstone. A comprehensive educational policy gradually evolved as a result of these parallel efforts and culminated in the historic Educational Despatch of 1854, which ushered in a new epoch of higher education in our country.



Governor General.

In the month of September 1780
a petition was presented to me by a consider-
able Number of Members of Credit and
Learning, who attended in a Body for
that purpose praying that I would use
my influence with a Stranger of the name
of Muzic Oudin who was then lately arriv'd
at the Presidency to persuade him to remain
there for the Instruction of young Students
in the Mahomedan Law, and in such other
sciences as are taught in the Mahomedan
Schools for which he was represent'd to be
uncommonly qualified. They represent'd
that this was a favourable opportunity to estab-
lish a Madrasa or College and Muzic
Oudin the best person to form and direct
it, that Calcutta was already become the
seat of a great Empire, and the resort of
persons from all parts of Hindostan and
Persia, that it had been the Pride of every
polished Court and the Wisdom of every
well regulated Government both in India
and in Persia to promote such Institutions
the growth and extension of liberal Knowledge.

I must likewise propose
that a Parcel of Land may be assigned for
the growing Charge of this Foundation.

The present expense is as follows.

The Principal p month	30000
100 Scholars from 7. 6. 0 p month	22500
A Teacher	2000
House Rent	10000
	<hr/>
Total	65500

The day Scholars pay nothing.
In the Proportion of the above Expence an
establishment of 100 Scholars may be esti-
mated at 10,000 Rupees per month at the
 utmost. I would recommend that the Rents
of one or more Mousas or Villages in the
 neighbourhood of the Place be assigned
 for the monthly Expence of the proposed
 Madrasa and that it be referred to the Com-
 mittee of Revenue to provide and make the
 Endorsement and to regulate the Mode of
 Collection, and Payment in such a
 manner as to fix and ascertain the Amount
 and periods of both and prevent any
 future abuses of one or Misapplication of
 the other. For the present an assignment
 of half the estimated sum will be sufficient.

Fort William } P^d/Warren Hastings
The 17th April 1781
Agreed & Wholen

Ordered that the Estimate enclosed in
the above Minute be entered after the
Consultation.

Agreed to the Governor General's Request &
Ordered accordingly.

(1) *Minute by the Governor-General, Warren Hastings, dated the 17th April 1781.‡*

In the month of September 1780 a petition was presented to me by a considerable number of Mussulmen of credit and learning, who attended in a body for that purpose praying that I would use my influence with a stranger of the name of Mudgid O'din who was then lately arrived at the Presidency to persuade him to remain there for the instruction of young students in the Mahomedan law, and in such other sciences as are taught in the Mahomedan schools for which he was represented to be uncommonly qualified. They represented that this was a favourable occasion to establish a Madressa or College, and Mudgid O'din the fittest person to form and preside in it, that Calcutta was already become the seat of a great empire, and the resort of persons from all parts of Hindoostan and Deccan, that it had been the pride of every polished court and the wisdom of every well regulated Government both in India and in Persia to promote by such institutions the growth and extention of liberal knowledge,

I must likewise propose that a parcel of land may be assigned for the growing charge of this foundation.

The present expense is as follows :—

	Sicca. Ra.
The Preceptor per month	300
40 Scholars from 7 to 6 per month	222
A Sweeper	3
House rent	100
TOTAL	<u>625</u>

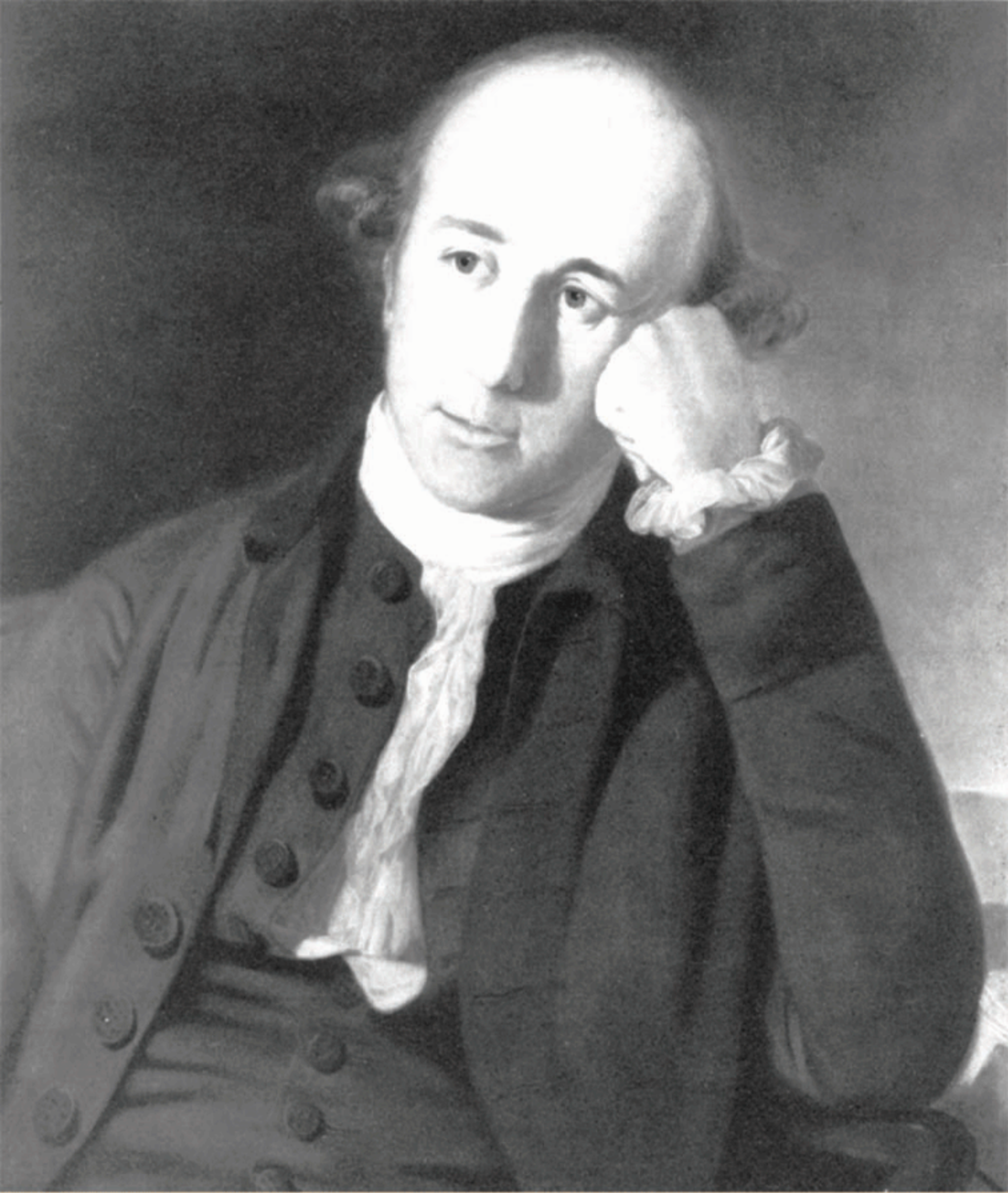
The day scholars pay nothing. In the proportion of the above expense an establishment of 100 Scholars may be estimated at 10,000 Rupees per month at the utmost. I would recommend that the rents of one or more Mousa or villages in the neighbourhood of the place be assigned for the monthly expence of the proposed Madressa and that it be referred to the Committee of Revenue to provide and inake the endowment and to regulate the mode of collection and payment in such a manner as to fix and ascertain the amount and periods of both and prevent any future abuses of one or misapplication of the other. For the present an assignment of half the estimated sum will be sufficient.

(Sd.) WARREN HASTINGS.

FORT WILLIAM ;

The 17th April 1781.

Agreed. E. WHEELER.



गवर्नर जनरल वारेन हेस्टिंग्स (1774-1785) |
Warren Hastings, Governor-General (1774-1785).



वारेन हेस्टिंग्स के संरक्षण में 1781 में बना कलकत्ता मद्रसा (मोहम्मदन लॉ कॉलेज) ।

Calcutta Madarsa (Mohammedan Law College) created under the patronage of Warren Hastings in 1781.



THE LAW

RELATING TO

INDIA

AND THE

EAST-INDIA COMPANY.



CHARTERS FROM THE CROWN.

53 GEORGII III. Cap. CLV.

AN ACT for continuing in the East-India Company, for a further Term, the Possession of the British Territories in India, together with certain exclusive Privileges ; for establishing further Regulations for the Government of the said Territories, and the better Administration of Justice within the same ; and for regulating the Trade to and from the Places within the Limits of the said Company's Charter.

[21st July, 1813.]

XLIII. And be it further enacted, that it shall be lawful for the Governor-General in Council to direct, that out of any surplus which may remain of the rents, revenues, and profits, arising from the said territorial acquisitions, after defraying the expenses of the military, civil, and commercial establishments, and paying the interest of the debt, in manner hereinafter provided, a sum of not less than one lac of rupees in each year shall be set apart and applied to the revival and improvement of literature and the encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India ; and that any schools, public lectures, or other institutions, for the purposes aforesaid, which shall be founded at the presidencies of Fort William, Fort Saint George, or Bombay, or in any other parts of the British territories in India, in virtue of this Act, shall be governed by such regulations as may from time to time be made by the said Governor-General in Council ; subject nevertheless to such powers as are herein vested in the said Board of Commissioners for the Affairs of India, respecting colleges and seminaries : provided always, that all appointments to offices in such schools, lectureships, and other institutions, shall be made by or under the authority of the Governments within which the same shall be situated.

Provision for schools, public lectures, or other literary institutions, for the benefit of the natives, to be regulated by Governor-General in Council, subject to control of the Board ; but appointments to offices therein to be made by the local governments.

1813 के चार्टर एक्ट से अंश जिसमें शैक्षिक संस्थाओं के समग्र विकास के लिए एक लाख रुपये नियत किए गए थे ।

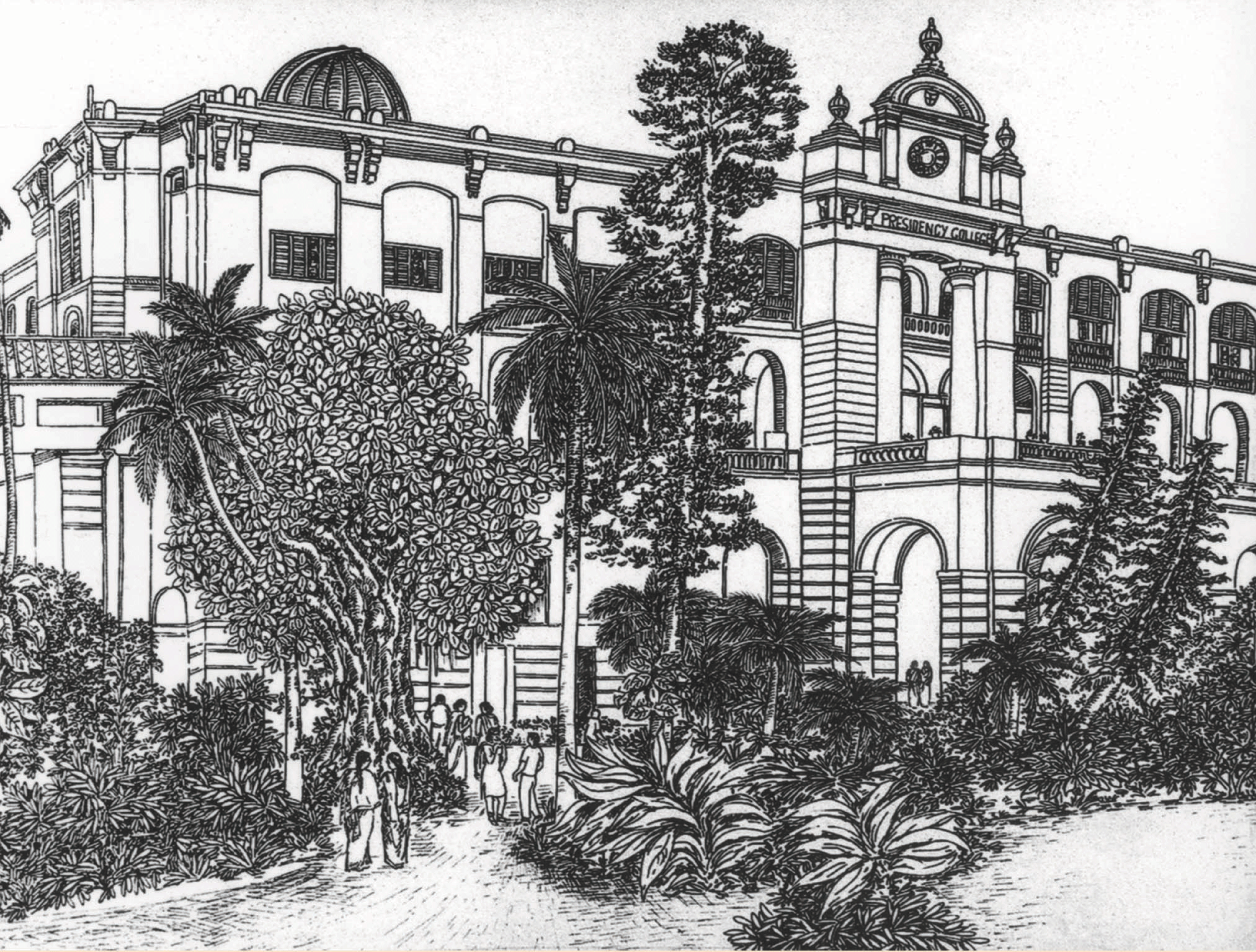
Extracts from the **Charter Act of 1813**, which allocated a sum of Rupees One Lakh for the overall development and improvement of educational institutions.

An account of all sums that have been applied to the purpose of educating the Natives in India from the year 1813 to 1830 ; distinguishing the Amount in each year.

	Bengal £	Madras £	Bombay £	Total. £
1813	4,207	480	442	5,129
1814	11,606	480	499	12,585
1815	4,405	480	537	5,422
1816	5,146	480	578	6,204
1817	5,177	480	795	6,452
1818	5,211	480	630	6,321
1819	7,191	480	1,270	8,941
1820	5,807	480	1,401	7,688
1821	6,882	480	594	7,956
1822	9,081	480	594	10,155
1823	6,134	480	594	7,208
1824	19,970	480	1,434	21,884
1825	57,122	480	8,961	66,563
1826	21,623	480	5,309	27,412
1827	30,077	2,140	13,096	45,313
1828	22,797	2,980	10,064	35,841
1829	24,663	3,614	9,799	38,076
1830	28,748	2,946	12,636	44,330

1813-30 के दौरान ईस्ट इंडिया कंपनी द्वारा शिक्षा के लिए सालाना तौर पर नियत किए गए कोष के व्यौरों को दर्शाने वाली तालिका ।

Tabular statement depicting the annual allocation of funds towards education, made by the East India Company during 1813-30.



कलकत्ता का प्रेसिडेंसी कॉलेज : यह 1817 में हिंदू कॉलेज के रूप में स्थापित हुआ था और 1855 में इसका नाम प्रेसिडेंसी कॉलेज पड़ा ।

The Presidency College, Calcutta: founded as Hindu College in 1817 and renamed as the Presidency College in 1855.



बंबई के गवर्नर माउंटस्टुआर्ट एलफिंस्टन ।
Mountstuart Elphinstone, Governor of Bombay.



1826 में स्थापित बंबई का एलफिंस्टन कॉलेज ।
Elphinstone College, Bombay, established in 1826.



1837 में स्थापित मद्रास क्रिश्चन कॉलेज ।
Madras Christian College, Madras, founded in 1837.



आधुनिक पाश्चात्य शिक्षा-प्राप्ति के मुखर समर्थक लॉर्ड टी.बी.मैकॉले, लॉ मॅबर (1834-1838) ।
Lord T.B. Macaulay, Law Member (1834-1838); a vocal advocate of modern western learning.

Minut by the Honble

L. P. Maseley

and 2^d February 1835

It seems to be the opinion of some of the Gentlemen who compose the Committee of public instruction that the course which they have hitherto pursued was strictly prescribed by the British Parliament in 1818, and as if that opinion be correct, a legislative Act will be necessary to warrant a change, I have thought it right to refrain from taking any part in the preparation of the address Statements which are now before us, and to reserve what I had to say on the subject till it should come before me as a Member of the Council of India.

It does not appear to me that the Act of Parliament can by any Art of construction be made to bear the meaning which has been assigned to it. It contains nothing about the particular languages or Sciences which are to be studied. A sum is set apart for the revival and promotion of libraries, and the encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the Science among the inhabitants of

What then shall that language be? one half of the Committee maintain that it should be the English. The other half strongly recommend the Arabic and Sanscrit. The whole question seems to me to be, which language is the best worth knowing. I have no knowledge of either Sanscrit or Arabic. But I have done what I could to form a correct estimate of their value. I have read translations of the most celebrated Arabic and Sanscrit works. I have conversed, both here and at home, with men distinguished by their proficiency in the Eastern tongues. I am quite ready to take the oriental learning at the valuation of the orientalist themselves. I have never found one among them who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia. The intrinsic superiority of the western literature is indeed fully admitted by those members of the Committee who support the Oriental plan of education.

(30) *Minute by the Hon'ble T. B. Macaulay, dated the 2nd February 1835.**

As it seems to be the opinion of some of the gentlemen who compose the *Macaulay's* Committee of Public Instruction that the course which they have hitherto pursued *minute, 2nd Feb. 1835.* was strictly prescribed by the British Parliament in 1813† and as, if that opinion be correct, a legislative act will be necessary to warrant a change, I have thought it right to refrain from taking any part in the preparation of the adverso statements which are now before us, and to reserve what I had to say on the subject till it should come before me as a Member of the Council of India.

It does not appear to me that the Act of Parliament can by any art of construction be made to bear the meaning which has been assigned to it. It contains nothing about the particular languages or sciences which are to be studied. A sum is set apart "for the revival and promotion of literature, and the encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories."

What then shall that language be? One-half of the committee maintain that it should be the English. The other half strongly recommend the Arabic and Sanscrit. The whole question seems to me to be—which language is the best worth knowing?

I have no knowledge of either Sanscrit or Arabic. But I have done what I could to form a correct estimate of their value. I have read translations of the most celebrated Arabic and Sanscrit works. I have conversed, both here and at home, with men distinguished by their proficiency in the Eastern tongues. I am quite ready to take the oriental learning at the valuation of the orientalist themselves. I have never found one among them who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia. The intrinsic superiority of the Western literature is indeed fully admitted by those members of the committee who support the oriental plan of education.



लॉर्ड ऑक्लैंड, गवर्नर जनरल (1836-1842) ।
Lord Auckland, Governor General (1836-1842).

I endeavored in a minute of the 24th of November 1839 to state the conclusions to which I had brought my mind on the subject of education in India, with a view to reconciling existing differences on the subject, and bringing the Government and the Committee of Public Instruction to an understanding upon the measures which might best be adopted for the general diffusion of learning, due consideration being given to the fair claims and to the national and religious feelings of each of the classes into which the Community of this Country is divided -

I then remarked that the insufficiency of the funds assigned to this object

amongst the main causes of the difficulties which had been experienced, and I referred with confidence to the willingness which had been expressed by the authorities at home, to make "considerable sacrifices" for the attainment of the end in view - and I promised myself that an extended and discriminating encouragement to all the most important of our establishments for the diffusion of instruction and knowledge would meet with the acquiescence of all - The points discussed in this minute were referred by the Government to the Committee of Public Instruction, and we now have before us the opinions of that Body -

It ought not to seem
extraneous that, for
the purpose of laying the
foundation of an efficient
system of national education
for the many millions under
our charge, out of fourteen
hundred lakhs of rupees
paid into the Treasuries of
Bengal - two lakhs and
a half should be afforded
and I the more willingly
take on me all the responsibility
of supporting these recommendations
because the expense which they
involve, though considerable,
is yet not immoderate, and
is within clear and definite

It only remains that I
should refer to the Council,
that reference should now be
made to the other Presidencies
on those points connected
with the systems of education
established in them to which
my minute of the 2^d Decr
last referred in detail, and
that I should express the
interest with which I shall
await the further report of
the Committee in regard to
the preparation of a
complete series of
vernacular (Lati) books

Auckland

“I do not know what is meant by a university in India ; if it is to consist in wearing caps and gowns, and being called Bachelors of Arts and Masters of Arts, I do not see what advantage is likely to accrue from it. The Natives certainly could not appreciate the value of such titles, it would be of no advantage to a young man to be called a Bachelor of Arts amongst Natives of India, who could attach no positive idea to it ; *it would be inconvenient if it gave him place and precedence amongst Europeans ;* in fact I cannot consider that any advantages at all would be derived from such an institution.”

हाउस ऑफ लॉर्ड्स के सेलेक्ट कमिटी के समक्ष भारत में विश्वविद्यालयों की स्थापना के संबंध में प्रस्तुत किया गया एच.एच. विल्सन का अवलोकन, 1854 ।

Observations of H.H. Wilson before the Select Committee of the House of Lords, on the establishment of Universities in India, 1854.

Madras University
31st January 1843.

No. 13.

From
Captain Pope
Secretary to the Madras University

To
S. F. Thomas Esq^r
Acting Chief Secretary to Government
Fort St. George

Sir,

I have the honor by desire of the President and Governors of the Madras University, to acquaint you for the information of the Most Honorable the Governor in Council, that the Establishment of a large school in Black Town by the Trustees for the late Puteappah & Woodelians Charities, having, as was anticipated by this Board in the concluding part of their last annual report, superseded the necessity of continuing the Preparatory School, that institution was accordingly abolished on the 31st Ultimo, the number of pupils during that month having fallen to thirty one.

2. The average expenditure incurred by Government on account of the

above school as connected with the Central
Institutions, was about Rupees 250 per mensem,
and as the disbursements are now diminished
by a corresponding amount, the Board desire
to submit to the favorable consideration of
Government the expediency of two thirds of
that sum being placed at their disposal, to
enable them to found certain scholarships (a
scheme of which is herewith submitted) in
conformity with the system which obtains in
Bengal and Bombay; experience having shown
that here, as in those Presidencies, it is necessary
to encourage by similar means, many of the
more intelligent and promising pupils to
remain and go through the whole of the
prescribed educational course, who, but
for such aid, would be likely, after ac-
quiring a little elementary instruction,
to leave, or tempted to do so by the offer
of any petty employment.

I have the honor to be, Madras
31 January 1843

Sr

Your most obedient servant,

Signed Peter Pope

Secretary

From
Captain P. Pope

Secretary to the Madras University

To J. F. Thomas Esq.

Acting Chief Secretary to Government
Fort St. George



मद्रास के गवर्नर, थॉमस मुनरो (1820-28), जिनके संरक्षण में प्रेसिडेंसी की प्राथमिक शिक्षा की योजनाएं प्रारूपित हुईं तथा शैक्षिक विकास के मूल्यांकन के लिए कमिटी ऑफ पब्लिक इंस्ट्रक्शन की स्थापना हुई थी ।

Thomas Munro, Governor of Madras (1820-28), under whose patronage schemes of elementary education were formulated and the Committee of Public Instruction was set up to evaluate educational development in the Presidency.

and from special cause.

7. The Examiners shall elect, subject to the confirmation of the Board of the President and Governors of the University.

8. Each scholarship shall be held for two years or until the scholar shall succeed to a vacancy in a higher class of the scholarships, if the scholar shall so long remain in the school, but if any scholar of inferior stipend happens to be in a school class in which he is competent to hold the higher, he is at once to succeed to any vacancy arising therein, unless it shall be otherwise ordered by the Board for special cause.

9. The Board shall have authority of deprivation in cases of negligence in studies, absence from school, or misconduct.

Signed Geo. Norton

True Copy

Signed Peter Cape
Secretary Madras University

True Copy

H. P. P. P.

Secretary to Govt.

C. S. Francais

Draft of Rules for the proposed
Government Scholarships. - 3

There shall be three classes of endowed
Government scholars.

2. The first class of Government
scholars shall be members of the fourth or highest
class of the High School. The second class shall
be members of the 3rd class and the third shall
be members of the 1st or 2^d class of the school.

3. The Government scholars of the first
class shall receive ten, those of the 2^d seven, and
those of the 3rd five Rupees per month.

4. No school fees shall be paid by
Government scholars.

5. The selection of these scholars shall
be decided by open public competition, and
on the results of the annual Examination.

6. Upon any vacancies arising, after
the first scholars shall have been elected,
Public notice thereof shall be given by an
affix in the respective class Rooms; and
Candidates must give in their names to the
Head Master two months before the 1st
day of the next annual Examination,
and shall not be otherwise admissible as
such, except under special circumstances
and

Minutes

October 2^d 1843.

Feeling a deep interest in the National Education of this Presidency, and having been engaged in the advancement of education in my own Country for a period of 25 Years, as well as taking no small share in establishing the only Civil Engineers College that existed at the time in Great Britain, or I believe even now exists, the experience I have thus obtained, leads me to believe that it is necessary not to be too hasty in carrying out a subject of such extreme importance, without being assured that all the grounds on which the principle of the undertaking was based, on trial, could be carried into successful operation.

I have heard and informed myself of the difficulty that attended the advancement of education in the three Presidencies, as well
as

It appears also to strike at
the root of the principle on which the
University was founded, and at variance
with the declared sentiments of the
Native Community, who repudiated an
elemosynary education, and opposed also
to Rule IX. of the Laws of the University.
Till this point is disposed of, I do not
think the 2^d Annual Report can be

published, unless these portions of it,
containing these propositions, be omitted
and before the Scholarships are established,
it will be necessary to ascertain the views
of the Honorable Court and the
Government of India.

(Signed) Tweeddale

True Copy

A. Murray
Secretary to Govt.

Minute by the Most Noble the Governor
General dated 1st April 1850.

Native Female Education. The Honorable

Mr. Bethune has placed in my hands the ac-
companying letter regarding the establish-
ment of Native Female Schools in India.

In circulating this letter I am glad to
place on record my full and unreserved ap-
proval of the main object which my Honorable
Colleague has had in view in his labours for
the foundation of a Female School in Calcutta.

His determination to make the experiment
as an individual and not at first to engage the
Government in it seemed to me to be most ju-
dicious, when he did me the honor of referring
to me during the last year.

The event has fully confirmed the prudence
of the resolution he then informed. And the suc-
cess which has been accomplished in so short a
time far exceeding any expectations the most
sanguine supports would have been justified in
entertaining at the commencement receives
a double value from the consideration, that
it has been achieved by the exertions of a private
individual 13

individual, and cannot be attributed to the influence of the power of Government.

Mr. Bethune has, in my humble opinion, done a great work in the first successful introduction of Native Female Education in India, on a sound and solid foundation; and has earned a right not only to the gratitude of the Government but to its frank and cordial support.

I therefore fully assent to the requests he has made in the letter now before me; and if my Colleagues should take the same view, I recommend that the Communications to the Council of Education and to the Court of Directors shall be made forthwith.

18 of Dalhousie.



लॉर्ड डलहौज़ी, भारत के गवर्नर जनरल (1848-1856) |
Lord Dalhousie, Governor-General of India (1848-1856)

MISSION INSTITUTIONS IN 1851²⁴

	<i>Bombay</i>	<i>Bengal</i>	<i>Madras</i>	<i>Total</i>
Anglo-Vernacular schools & colleges for men	7	22	43	91
Pupils in Anglo-Vernacular schools and colleges for men	907	6,054	4,096	12,401
Vernacular Schools for boys	85	126	824	1,099
Pupils in Vernacular schools for boys	4,679	6,319	24,178	38,661
Day Schools for girls	31	26	217	285
Pupils in day schools for girls	1,186	690	6,768	8,919
Boarding Schools for girls	8	27	39	86
Pupils in Boarding Schools for girls	139	797	1,110	2,274
Grand Total of pupils, males and females (excluding Sunday schools)	6,975	14,568	36,939	64,043

²⁴ M.A. Sherring, *op. cit.*, pp. 442-47. These statistics were only for Protestant missions and did not include a considerable number of schools conducted by Catholic missions.

धार्मिक मिशनों द्वारा वित्तपोषित शैक्षिक संस्थाओं के विकास का ब्यौरा उपलब्ध कराने वाली तालिका, 1851 ।

Tabular statement on the development of educational institutions funded by religious missions in 1851.

no 10. A. ^{OC 26 Jan 1853}
^{M 147 6-153}

Public Seph

9 July 1854

The ^{M 29 Aug 1854}

Company Letter to the Govt of India

No 49 of 1852

Mr W. P. Rowley

near Southampton

^{29/8/54}
It would be convenient to have this printed.

I hope it will be ^{known} ^{to} ^{you} ^{and} ^I ^{think} ^{it} ^{should} ^{be} ^{considered} ^{separately}
Scheme for the
Encouragement of
Education in India
by the establishment of
Universities - their
affiliated Institutions -
Vernacular Schools -
Grants - in - aid - Scholarships
Training of School Masters
and provision of School
books - Concluding with
observations on the state
of Education in the several
Presidencies. -

24. Some years ago
we declined to accede
to a proposal made
by the Council of
Education and
transmitted to us with
the recommendation of
your Government for the
institution of an
University in Calcutta.
The rapid spread of a
liberal education among
the Natives of India since
that time - the high
attainments shown
by the Native Candidates
for Government Scholarships
and by Native Students
in private institutions
the success of the Medical

95
Colleges and the
requirements of an
increasing European
and Anglo Indian
population have led us
to the conclusion that
the time is now arrived
for the establishment
of Universities in
India, which may
encourage a regular
and liberal course
of Education by
conferring Academic
Degrees as badges of
attainment in the
different branches of
art and science and
by adding marks of
honour for those who
may desire to compete
for honorary distinction.
25. The Council of
Education in the proposal
to which we have alluded
took the London University

1854
27
at this Model and we
agree with them that the
form, Government and
functions of that University
(Copies of whose Charters
and Regulations we enclose
for your reference) are the
best adapted to the wants
of India and may be
followed with advantage
although some variations
will be necessary on
points of detail.

26. The Universities
in India will accordingly
consist of a Chancellor,
Vice-Chancellor and Fellows
who will constitute a
Senate. The Senates
will have the management
of the Funds of the
Universities and frame
Regulations for your approval,
under which periodical
Examinations may be

97
held in the different branches
of art and science - by
Examiners selected from
their own body or nominated
by them.

27. The function of
the Universities will be
to confer Degrees upon
such persons as, having
been entered as candidates
according to the rules which
may be fixed in this respect
and having produced from
any of the "affiliated institutions"
which will be enumerated
on the foundation of the
Universities or be from
time to time added to
them by Government,
Certificates of conduct
and of having pursued
a regular course of study
for a given time, shall
have also passed at the
Universities.

24. Some years ago, we declined to accede to a proposal made by the Council of Education, and transmitted to us with the recommendation of your Government, for the institution of an University in Calcutta. The rapid spread of a liberal education among the natives of India since that time, the high attainments shown by the native candidates for Government scholarships, and by native students in private institutions, the success of the medical colleges, and the requirements of an increasing European and Anglo-Indian population, have led us to the conclusion that the time is now arrived for the establishment of universities in India, which may encourage a regular and liberal course of education by conferring academical degrees as evidences of attainments in the different branches of art and science, and by adding marks of honour for those who may desire to compete for honorary distinction.

25. The Council of Education, in the proposal to which we have alluded, took the London University as their model; and we agree with them that the form, government and functions of that University (copies of whose charters and regulations we enclose for your reference) are the best adapted to the wants of India, and may be followed with advantage, although some variation will be necessary in points of detail.

26. The Universities in India will accordingly consist of a Chancellor, Vice-Chancellor and Fellows, who will constitute a Senate. The Senates will have the management of the funds of the universities, and frame regulations for your approval, under which periodical examinations may be held in the different branches of art and science by examiners selected from their own body, or nominated by them.

27. The function of the universities will be to confer degrees upon such persons as, having been entered as candidates according to the rules which may be fixed in this respect, and having produced from any of the "affiliated institutions" which will be enumerated on the foundation of the universities, or be from time to time added to them by Government, certificates of conduct, and of having pursued a regular course of study for a given time, shall have also passed at the universities such an examination as may be required of them. It may be advisable to dispense with the attendance required at the London University for the Matriculation examination, and to substitute some mode of entrance examination which may secure a certain amount of knowledge in the candidates for degrees without making their attendance at the universities necessary, previous to the final examination.

28. The examinations for degrees will not include any subjects connected with religious belief; and affiliated institutions will be under the management of persons of every variety of religious persuasion. As in England, various institutions in immediate connexion with the Church of England, the Presbyterian College at Caermarthen, the Roman Catholic College at Oscott, the Wesleyan College at Sheffield, the Baptist College at Bristol, and the Countess of Huntingdon's College at Cheshunt, are among the institutions from which the London University is empowered to receive certificates for degrees; so in India, institutions conducted by all denominations of Christians, Hindoos, Mahomedans, Parsees, Sikhs, Buddhists, Jains, or any other religious persuasions, may be affiliated to the universities,



सर चार्ल्स वुड, प्रेसिडेंट बोर्ड ऑफ कन्ट्रोल, (1853-1855) ।
Sir Charles Wood (1853-1855), President, Board of Control.