

A Study of Growth of Higher Education in Princely States

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Abstract - The study intends to discover the priority given to Higher education in Princely Mysore. The research study at this juncture on the said topic is relevant from the perspectives of policy making and is significant to the philosophy of administering the higher education. Further the study will use to the educationist, administrators, sociologists, historians and researchers. The scope of the study in future also calls for the comparative and critical analysis with regard to measures adopted by the Princely State on the said topic. The Modern era was started from 19th century in India and its states. Number of educated National leaders and Social reformers were known the significant role of higher education for National development and Social reform. These National leaders and Social reformers were demanded to British government for start higher educational institutions. Therefore many higher educational institutions were established along through India. Mysore State also a part of India; thus many higher educational institutions were spread over in Mysore state. The study attempts to examine the growth of higher education and role of higher educational institutions to provide higher education in Mysore State during Dewans period. Patronage of Dewans and maharajas on higher education in princely State of Mysore under the rule of British imperialism and what its impact on social system.

Keywords - Higher Education, Princely States, Social reformers, higher educational institutions

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INTRODUCTION

An important stage in the history of contemporary Mysore is the establishment of British Commissioners' rule, which lasted for fifty years, from 1831-1881. This period saw the progressive replacement of the preexisting Hindu administrative system with one based on the British model. Mysore emerged at the end of British rule in 1881 as an orderly, peaceful, and well-administered State within the framework of the British system because all the old usages and institutions of the State that were deemed worth respecting and preserving were allowed to continue undisturbed. Since gross maladministration and disorder prevailed in the country under Krishnaraja Wodeyar III's rule, the Governor-General, Lord William Bentinck, invoked the fourth Article of the Treaty of 1799 and, solely as a measure of temporary expediency, assumed control of the State's affairs in 1831. Modern Period State-wide organised education like today's was not a responsibility of India's previous rulers. Most of it was done by private citizens, with support from affluent citizens and monarchs. The priestly class was responsible for much of the community's academic and religious instruction. Vocational and technical education was mostly taught in the houses of craftsmen, regardless of whether the students were Hindu, Muslim, Jaina, or Christian.

In 1833, Krishnaraja Wodeyar III, the ruler of Mysore, India, established the first English-language school in the region. Christian missionaries were given help by the government in order to establish educational institutions. During the Commissioner Period, their superiors were in New Delhi rather than in Madras. In October 1831, Lushington became the junior Commissioner, followed by Briggs in the position of Senior Commissioner in December. In February 1832, Drury succeeded Lushington as the junior Commissioner. Briggs stepped down in June of 1832. This led to the elimination of the Board of Commissioners and the consolidation of power into the hands of a single Commissioner. Morrison, Brigg's replacement, was the pioneer in this role. Morrison consolidated the faujdaris down from six to four. And there was a European in charge of each department. The Superintends were tasked with maintaining the existing native administrative structure. When Lt.Col. Morison, the successor of Col. Briggs, was appointed as a member of the Supreme Council in June 1834, the position of Senior Commissioner was elevated to Colonel Cubbon. Previously, there had been a Senior and Junior Commissioner. The Junior Commissioner left Mysore in February 1834. When Col. Mark Cubbon was named the only Commissioner of Mysore, he was 49 years old. He had been a part of the Mysore service for quite some time before he became the

highest authority in the State, and this experience served him well in his new role.

In broad strokes, the British strategy for the entire duration of the Commissioners' rule can be broken down into two different phases, during which two opposing motives were in operation. To restore peace and tranquilly, to develop the source of the state, and to correct the flagrant abuses occurring in numerous ministries were the primary goals of the first 30 years of governance, not the inauguration of a new system. The government of the first phase, from 1831 to 1855, was mostly based on paternal dictatorship, and is thus classified as non-regulatory or patriarchal. The years between 1856 and 1862 are known as the "Transition period," while the years between 1863 and 1881 are known as the "Regulation System" era. All nine of the Central Office's departments—Revenue, Post, Police, Sawar, Barr, Maramat, Medical, Amirt Mahal, and Justis—began to take shape during the Col. Cubbon era. Also, he hasn't fallen behind in his industry due to a lack of education. The Wesleyan Mission supported the slow but steady development of education through Anglo-Vernacular institutions. The Rev. J. Garrat was a remarkable man and an early innovator in the field of education. He was also a missionary. He served his country without reservation. During the time of Col. Cubban, numerous schools were established, some of which would later develop into universities. The Raja's School in Mysore opened in 1833; the High School in Bangalore opened in 1858; the District School in Hassan opened in 1852; the District School in Tumkur opened in 1852; the District School in Shimoga opened in 1854; the District School in Chitaldroog opened in 1861; the District School in Chikmagalur opened in 1862; etc. The Bangalore school was founded in 1851 and was one of several English-language institutions established by the Wesleyan Mission in district headquarters between 1840 and 1854. The Maharaja was so impressed by the Wesleyan Missionaries' English school (the forerunner of Hardwicke School) that he gave them administration of Raja's School on October 1st, 1840. The State's higher education infrastructure was severely lacking before the 1858 design of reorganisation of the educational system was implemented. The renowned Halifax Despatch of 1854 marked the beginning of systematic state involvement in the sphere of education in India. In that Despatch, the Directors of the East India Company outlined a plan of action that forms the basis of the current framework of Indian Education. The State of Mysore had been directly ruled by the British Government for more than twenty years at the time the Directors of the East India Company sent this Despatch, and it remained so, as it proved, for twenty-seven years thereafter. The Mysore government didn't put up any special effort in the field of education. The Commission in charge of the country at the time was instructed to implement the Directors' Despatch's proposed strategies for improving education in the State to the extent that they were feasible there. Mysore's education system was reworked by the Hon. Mr. Devereux, Judicial Commissioner, when the colony was told to implement

the Despatch of 1854. A Director of Public Instruction, two Inspectors, four Deputy Inspectors, and twenty Sub-Deputy Inspectors were among the officers he outlined to implement his plan.

Reorganization of Higher grade Schools

In 1872–1873, Madras University debated implementing a policy requiring a two-year gap between the completion of the admission exam (Matriculation) and the F.A., exam. This would have required every school aiming for that standard to split into two classes, which would have increased the cost of running the school significantly, especially considering how few students would have been willing to stick around until they passed and how little impact the split would have had on the quality of education for those students. The proposed revision to the regulation not only reclassified the Mission schools in Bangalore but also prompted the Department of Public Instruction to explore reorganising the government-funded schools in the Higher classification. Saunders served as Sir Richard Meade's successor until his death in 1877. The Chief Commissioner's directives from the 28th and 30th of June 1875 specified the role and responsibilities of the Higher Anglo-Vernacular schools, and the related reforms were implemented that school year. The Bangalore High School became Central College, with the existing High School becoming a part of it, and the Mysore Raja's School and the Shimoga District School were renamed the Raja's High School and District School, respectively. The agreement stipulated that one Superior school per division would be established, with such institutions teaching up to the F.A. level while the Central College in Bangalore would focus solely on degree-level training. While the Bangalore High School was not originally intended to be a college, the work it was performing at the time made it a college, and rebranding it as Central College in 1875–76 did just that. Its purpose was to serve as a hub where the best and brightest students from around the country could be systematically gathered to receive the most cutting-edge education. Mysore and Shimoga High Schools were both connected to the Central College. To encourage students who started college to see it through to graduation, a scholarship system was set up that linked all the schools together and led them to the Central College.

According to the Director of Public Instruction, "The continuance of a College Department in Bangalore as representing a Central College for Mysore and Coorg is both in consonance with the original scheme of education and admitted to be necessary with reference to the significance of Bangalore." This statement is in reference to the fact that the College Department will remain at Central College, Bangalore. Since it is the administrative centre and is linked to Madras by rail, many educated locals travel back and forth between the two cities, influencing the rest of the province to catch up to the

most progressive areas of South India. Keeping the College's high standards is especially important because Bangalore is home to many other top-tier educational institutions.

Higher-level Anglo-Vernacular schools were established at the remaining five government schools in the cities of Kolar, Tumkur, Chitaldroog, Chikmagalur, and Hassan. Students attending these institutions were supposed to have been well-prepared to take the Matriculation exam given by Madras University. From this time period through the Rendition's year, education advanced steadily. In accordance with the revised affiliation regulations of the Madras University, the Bangalore High School became known as the Central College in the year 1875. Since the Raja's institution in Mysore and the Shimoga District School both now qualify as "High Schools" and offer instruction up to the F.A. level, every region now has access to at least one institution that meets that criteria. In addition, four institutions offered courses leading up to the University Entrance Standard. In 1875, the University created a School of Engineering and Natural Science to train students for degrees offered by the university; but, due to the uncertain nature of government funding, the school was demoted to a lesser level in 1880. The famine of 1877 slowed development to some degree. Government schools were unaffected, while practically all aided institutions were closed. The Normal Schools had to be abolished because of budget cuts caused by the famine.

Change in the nomenclature of schools for higher education

Following directives from the Indian government, secondary institutions in the country that offer education up to the F.A. level are now considered junior colleges. Colleges are schools that are specifically designed to get students ready for university. The leader of a College was the only person to be given the title of Principal. Thus, the sole institution in the Province falling under this category was Central College, Bangalore, and its leader was awarded the title of Principal. Heads of the other two Collegiate High Schools, in Mysore and Shimoga, kept the title of Headmaster despite the schools' new status as second-level colleges. Included in this group was the subsidised Bishop Cotton College for Secondary Education (secondary level).

Schools that offered education up to the Matriculation level were categorised as High Schools. From 1878 to 1881, Gordon served as Saunders' successor. In 1878–79, the government funded a total of eight secondary schools across the country; three were affiliated with the universities in Bangalore, Mysore, and Shimoga, while the remaining five were located in the administrative centres of the other districts (Kolar, Tumkur, Chitaldroog, Chikmagalur, and Hassan).⁹⁷ In addition, Bishop Cotton Girl's High School in Bangalore was the only aided high school for girls, whereas there were six aided high schools for boys

(five in Bangalore and one in Mysore). During 1879–1880, both public and private organisations established a number of new schools.

DEVELOPMENT OF HIGHER EDUCATION

The history of higher education in Princely Mysore can be split in two, with the first half taking place before the Rendition and the second half occurring after it.

Development of Higher Education before Rendition

Karnataka was at a severe disadvantage in the field of education in the 19th century because of its geographical separation from the university centres like Madras and Bombay. These universities had just recently been established (1857). It took decades for universities to open in even the most populous cities like Bangalore, Belgaum, Mysore, and Dharwad. After its founding in 1857, Madras University became responsible for administering Matriculation and Degree examinations. The Madras Government's Second Grade College in Mangalore was the first college ever established in the state of Karnataka. In 1868-69, the already-existing Government High School in Mangalore began offering an F.A. programme. This educational establishment officially became known as "Government College" in the year 1879. Later on, the Jesuits opened a school called the Mission School. In 1875, what had been a high school in Bangalore—known as the Government High School at the time—was transformed into Bangalore College. Central University was chosen as the name. After waiting two years, it was finally able to submit applicants for the BA examination. In 1879, students from both Maharaja's High School in Mysore and Government High School in Shimoga were eligible to sit for Madras University's F.A. examination. Originally established in 1864, Maharaja's College was elevated to the status of First Grade College in 1894.

In the 1880s, a Christian organisation in the Karnataka region began providing higher education. St. Aloysius College was founded in 1879 by a group of Jesuit priests who found Mangalore to be a welcoming place for their educational mission. In the Bangalore Cantonment area, both Protestant and Catholic organisations founded colleges, and the Government Art College was also founded in that region. Catholic Organisation (1882) established St. Joseph's College to replace the Protestant Missionary-founded Bishop Cotton Colleges. The cities of Belgaum and Gulbarga were ignored. There was no college or university in the area until the very late 19th century. Four colleges in the old State of Mysore (including the colleges at Civil and Military Station), two in the former Madras Karnataka area, and one school in the Mysore area presented candidates for the F.A. examination of Madras University by the turn of the century.

After the Rendition Period

In 1864, when Krishnaraja Wodeyar III was trying to get back in power, he dispatched his family doctor, Dr. Campbell, to England to make his case. Even in London, the Raja was able to create a lobby in his favour; Major Evans Bell¹⁰⁷ even produced a book about it titled *Mysore Reversion: An Exceptional Case*. In 1864, the Raja was given permission to adopt a son, and in 1865, he took in a toddler named Chamarajendra. The *Daily News*, etc. saw reason in the Raja's request, and in July 1866, a deputation led by Major Rawlinson that included ten British M.Ps among others met the Secretary of State for India and argued in favour of the Raja's case. The petition had the signatures of 7,000 citizens and was sent to the British Government by a Mysore Parsee resident. After a heated debate in the House of Commons on February 22, 1867, the British government ultimately decided to reinstate the adopted son to the throne. In 1868, the Raja passed away, and in March 1881, his adopted son, Chamarajendra Wodeyar X, was crowned.

Many institutional shifts occurred after the Rendition. A British Resident was installed in the Mysore court when the position of Commissioner was eliminated. The position of *dewan* was instituted to serve as the government's top official. Two advisors would be at his disposal. Mysore's former Chief Secretary of Revenue, Rangacharlu, became the state's first *Dewan*.

AREA WISE DEVELOPMENT OF HIGHER EDUCATION

There were already four established colleges in the Mysore area at the turn of the century. Founded in 1881 as a primary school, the Maharani's High School in Mysore advanced to the status of a college by 1902 and eventually became part of the Madras University system. In the final ten years of the nineteenth century, Shimoga High School discontinued its University class. Mysore University was founded that year, in 1916, and it was the single most important event of the time. Madras University assumed responsibility for the princely State. The Maharaja of Mysore lacked the authority to make binding decisions regarding academic policy. All of these seemingly insurmountable obstacles were overcome thanks to the foresight, tireless effort, and tremendous prestige of *Dewan Sir M. Visweswarya*, but only because the Madras Government and the University were not helpful to the Mysore Government in starting the University.

In addition to being the first university ever founded in a Princely State, it was also the sixth university in the entire subcontinent. A "Teaching University of unitary type" was the original vision of the University's founders. Mysore University took over the management of two top-tier colleges that had previously been within the purview of the government in accordance with this philosophy. Madras University

had split the four-year post-metric period leading to the degree into two stages: two years of intermediate study and two years of degree study. Mysore instituted two-year degree programmes with a one-year entry requirement. Mysore University now has oversight of not just Mysore Maharaja's and Bangalore Central, but also Mysore's second-tier Maharani's College. The government expanded its efforts to bring university resources to more people, particularly those living in rural areas. In 1916, enrollment began at Maharaja's High School in Mysore, as well as at Government High Schools in both Bangalore and Tumakur. In just a few short years, five additional cities, most notably Shimoga, had their own set of entry exams. The university's first engineering college was established in 1917, and in 1924 the medical college, originally located in Bangalore, was relocated to Mysore. In 1938, per Sadler's Committee recommendations, the University restructured its curriculum by eliminating first-year requirements and introducing second-year courses at an intermediate level.

Before 1932–1933, the State of California had six intermediate institutions. In 1940, both the Shimoga Intermediate College and the Tumkur Intermediate College closed. Both universities have resumed operations. After Mysore University was founded, the Maharani's College in Mysore was elevated to the status of a premier institution of higher education. This school catered specifically to female students. However, its weak performance made it untenable to keep it open as a separate university. Bangalore became the new home in 1939. However, Mysore's Intermediate College for Women opened that same year. The Academic Council was established by a change to the University Act of 1916 that took effect in 1933. The University was permitted to award affiliations to Colleges following a change to the University Act in 1938. Only in 1945 did this begin to be implemented. In 1945, private organisations established the National College and Basappa College in Bangalore and the Sharada Vilasa College in Mysore. The year 1945 is a watershed moment in the development of higher education in the State, marking the first time the government intervened actively in the sector. That year also saw the debut of several new private universities. S. Radhakrishnan, A.R. Wadia, Brijendranath Seal, C.R. Reddy, K.T. Shah, and R.K. Mukherjee are just a few of the illustrious academics whose expertise the University has been able to gain. Around Chennai and Karnataka After its founding in 1857, Madras University became responsible for administering Matriculation and Degree examinations. At the turn of the twentieth century, Mangalore was home to both of the Madras region's colleges. St. Anne's College for Women was founded in 1921 by the Carmelite nuns; it was renamed St. Agnes once it received first-year status in 1924. Education-wise, remained a backwater in. Bellary did not have a college until the Veerashaiva Vidya Vardhaka Sangha founded a secondary school there in 1945. In 1869, the first F.A. Class began at Wardlaw High School and ran until 1909.

Between 1857 and 1885, students at Zilla High School (Bellary) could get ready for the F.A. exam.

During British administration, the districts of Dharwar, Bijapur, Belgaum, and Karwar in the Belgaum Area were included in the Bombay Presidency. There was no place of higher learning in the Belgaum region of the State until 1917. Higher education options for local students were limited to Pune and Bombay. In 1912, notable individuals like S.R.Rodda made efforts and collected funds to create a college in Dharwad; however, the start of World War I delayed the college's opening until 1917. It was meant to be used in the Intermediate Science classroom. It took ten years, but eventually the university began offering science courses leading to a Bachelor of Science degree. Dharwad's Victoria Arts College was another risky initiative by the Karnataka Education Board that didn't last beyond the 1920s school year. The Lingaraj College of Belgaum (1933) and the Raja Lakkhangowda Law College of Belgaum (1939–1940) both owe a debt of gratitude to the K.L.E. Society of Belgaum. In 1940, the Karnataka State Board of Education made another attempt, this time in Dharwad, and opened an Arts College. The Basaveshwara Vidya Varhaka Sangha of Bagalkot and the Vijaya College of Bijapur founded the Basaveshwara Arts College of Bagalkot in 1944 to serve the needs of the local community in the district of Bijapur. Consequently, by 1946–47, the Belgaum region had five liberal arts colleges and two professional colleges of law and education.

CONCLUSION

Higher Education assumed importance in view of its contribution to national development. It favoured lowering the burden on higher education by stopping the mushrooming of failing universities and setting up centres of academic excellence. As was previously indicated, the needs of the colonial power were the sole determinant of educational progress during the British era. Consolidation of industrial capital in Europe and England occurred between the late 18th and early 19th centuries. In response, a new school of thought advocated for the dissemination of the English language and culture across the colonies. Liberals, Evangelicals, and Utilitarians all saw the value in spreading English-language education, but they did so for different reasons. Lord Bentic's request for Thomas Babington Macaulay's opinion settled the India argument between Anglicists and Orientalists. On February 2, 1835, Macaulay wrote in his now-famous letter, "a class of persons Indian in blood and colour, but English in tastes and opinion, in moral and intellect," that indigenous must be taught "as interpreters between us and the millions whom we govern." Christian missionaries had already introduced schooling to the region before the British government got involved. The East India Company felt it had to take action to further the spread of education. The growth of education was also supported by "enlightened" Englishmen, "enlightened" Indian intellectuals, and "movements" like Araya Samaj and

Muslim reform movements. Despite the fact that the British Administration is responsible for the beginning of India's modern system of public education, their administration was no less selfish than that of the Persians, Greeks, Bactrians, Indo-Scythians, Indo-Parthians, Kushana, Arabians, Turks, sultans, Mughals, etc. who had previously ruled the country. Our entire country has been transformed thanks to the efforts of this administration and its talented managers. India has a long tradition of higher education dating back to antiquity. There was no room for the teaching of rationality and science, only religious and cultural education. Only the wealthy and the higher castes had any chance of succeeding. Under their leadership, our country's educational and social prejudices improved, but they made no concerted effort to boost higher education for the country's future. In these situations, we must demonstrate that only education can bring about fundamental changes in society.

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