CHAPTER - I

HISTORY OF ANANTAPUR ARTS COLLEGE FROM 1916 TO 1967.

INTRODUCTION:

Anantapur bowed to the suzerainty of Haider Ali, the Mysore King, when he conquered Bellary and Gooty in 1775. In accordance with the Treaty of Seringapatnam (1792), Tippu Sultan, the Mysore King ceded to the Nizam the entire area which included the four 'Gooty Taluks of Tadpatri'. According to the Partition Treaty of 1799, Lord Wellesley ceded Anantapur to the Nizam. In 1800 a fresh treaty was concluded between the British and the Nizam by which the Nizam agreed to give back the ceded Districts to the British. Thus Anantapur became part of the British Government. Government of Madras appointed Munro as the Principal Collector for the ceded Districts. He made Anantapur his place of residence. Sometime later the whole area under the ceded districts was divided into two districts - Cuddapah and Bellary. Even then Anantapur was the headquarters of Bellary District. But in 1840 Bellary was made the headquarters and Anantapur had only a Sub-Collector. In 1882 Anantapur was constituted as a new District and became the
headquarters of the district. There has been a steady growth in the stature of the town ever since it became a Municipality and was allowed to levy taxes. Today, the town has assumed the stature of a major educational centre in the State.

The district derives its name from Anantapura, its headquarters town. It is generally held that Anantapura is known after the big tank, Anantasagaram, as also Bukkarayasamudram, constructed by Chikka-vodeya, the minister of Bukka-I (A.D.1344-1377) the Vijayanagar ruler. Some authorities assert that Anantasagaram was named after Bukka's queen, while some others contend that it must have been known after Anantarasa Chikka-vodeya himself, as Bukka had no queen by that name. It has also been argued that Chikka-Vodeya may as well be a title. It is difficult to identify Anantarasa.

From very early times the district has been known for its high place in education. No distinction was made in the past between secular and religious or moral education and instruction was imparted in institutions like Agraharas, Brahmapuris or Ghatikaasthanas (special centres of learning). Agrahara was a village where

Brahmanas lived. The entire villages were gifted to those Brahmanas for the sole purpose of imparting education to children and adults. The villages were gifted to them for maintenance of their livelihood. Brahmapuri was actually a locality within a village or town where the Brahmanas lived. They took over the responsibility of educating the children. Ghatikasthanas, on the other hand, were advanced centres of learning where higher specialised education was imparted. Admissions to them were open to members of the upper classes, the feudal aristocracy, the richer among the cultivators, trading and artisan classes. In medieval times educational institutions were also located in mosques and darghas. Schools were commonly located in Mathas and temples and were maintained on gift villages or lands free from tax and the grants of kings and chieftains besides public charity. The Saiva Mathas and the Jaina Sanghas were also important centres of learning in the district.

The educational system in ancient India was based on the conception of Brahmacharya which laid greater emphasis on charya than mere learning. The system was

2. Ibid., p.638
established on the tie of constant association between the teacher and the taught. In ancient India the *gurukula* system became the most important feature of education. The teaching system in ancient India is known through the *Rigveda-Pratisakhya*. In order to make personal supervision effective the cooperation and help of advanced students was taken in the cause of education. They used to guide the studies of the juniors under the general supervision of their teachers.\(^3\)

In the pre-British days there was no State Administrative machinery of the modern type and education was not controlled by any external agency. Both the Hindu and Muslim rulers considered it a religious obligation to help the spread of education. Liberal grants and donations were awarded to deserving students. Royal patrons founded universities and other educational institutions and endowed them with funds, but they never claimed any authority over them. From the early days of the British rule till 1812 the East India Company did not recognise the promotion of education among the natives of India as part of its duty or obligation.

\(^3\) Dr. Veda Mitra: *Education in Ancient India*, P.14.
Education was hardly looked upon as a part of the administrative duty. Mr. Arthur Howell, the famous British historian, remarked on the British educational policy thus: "Education in India under the British Government was first ignored, then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous and finally placed on its present footing."^4.

From 1773 onwards the control of the British Parliament also continued to grow and the renewal of Company's Charter of 1813 is an important landmark in the history of the educational policy of the British rule in India. On 7th March 1835 Lord William Bentinck issued a brief resolution on education in India. The resolution stated that the great object of the Government ought to be the promotion of European literature and sciences among the natives of India, that the medium to be used was the English language and that the education fund should be employed on English Education alone.~5

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4. Dr. S.N. Mukherji: *Administration of Education in India*, p.2.

5. Ibid., p.4
In the field of Education the essential issue from the constitutional standpoint was whether to encourage the classical languages of India, to develop the Vernaculars or to spread the employment of English. To the latter movement Macaulay, who was appointed President of the Council of Public Instruction, contributed very valuable support when he urged on Bentinck the infinite superiority of English over any oriental language. On the 2nd of February 1835 Macaulay as a member of that Council produced a Minute in which he accepted and defended the views of the English Section in the Committee. The Minute contains some passages which are interesting and instructive. "We have to educate a people who cannot at present be educated by means of their mother tongue. We must teach them some foreign language. Whether we look at the intrinsic value of our literature or at the particular situation of this country we shall see the strongest reason to think that of all foreign tongues, the English tongue is that which would be the most useful to our Native Subjects". This Minute was concurred in by Lord William Bentinck and his Council.

and on the 7th March 1835 they passed the following resolution "His Lordship in Council is of opinion that the great object of the British Government ought to be the promotion of European literature and Science amongst the natives of India and that all the funds appropriated for the purpose of education would be best employed on English education alone". His Lordship in council directs that all the funds which these reforms will leave at the disposal of the committee, be henceforth employed in imparting to the native population a knowledge of English literature and Science through the medium of the English language.

In 1844 Hardinge's Government promised preference in the Governmental service to candidates who knew English. In 1854 Sir Charles Wood, President of the Board of control, laid down a generous system which promised encouragement for vernaculars, for classical languages and for English. The main feature of the Educational Despatch of 1854 and the policy of education laid down by it, contained in the following extract from it, so far as English instruction is concerned. "It is well that every

opportunity should have been given to those (the higher) classes for the acquisition of a liberal European education the effects of which may be expected slowly to pervade the rest of their fellow countrymen, and to raise in the end, the educational tone of the whole country. In any general system of education, the English language should be taught where there is a demand for it, but such instruction should always be combined with a careful attention to the study of the Vernacular of the district and with such general instruction as can be conveyed through that language. The Educational Despatch of 1854 accordingly proposed that an officer shall be appointed for each presidency and Lieutenant Governorship, who shall be specially charged with the management of the business connected with education, and be immediately responsible to Government for its conduct. The requirements of an increasing European and Anglo-Indian population had led to the conclusion that the time had arrived for the establishment of Universities in India which may encourage a regular and liberal course of education by conferring academic degrees as evidences of attainments in the different branches of art and science. The Universities in India will accordingly consist of
a Chancellor, Vice-Chancellor and fellows who will constitute a Senate. The Senate will look after the management of the funds of the universities. 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.\(^8\).

The principles of the Despatch of 1854 were confirmed in the Despatch of 7th April 1859 which laid further stress upon the necessity of promoting vernacular instruction, suggesting the expediency of imposing a special rate on the land for the provision of elementary education. Meanwhile, in pursuance of the Despatch of 1854 steps were taken to form an Education Department in each of the big territorial divisions of India.\(^9\). The University of Madras was incorporated by an Act of the Legislative Council of India dated the 5th September 1857. The act of 1857

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8. *Educational Despatch from the Court of Directors of the East India Company to the Governor General of India in Council*, dated July 19, 1854, p.3.

authorised the Governor-in-council to set up a Senate as the body corporate of the university. The Senate was to be composed of the Chancellor, a Vice-Chancellor and prescribed number of other fellows. The Governor of the province was ever afterwards the chancellor. The first Chancellor was the Rt. Hon'ble George Francis Robert Lord Harris. The Governor-in-council was to appoint as the Vice-Chancellor any distinguished person who was to hold the position in an honorary capacity attending to the academic and executive responsibility of the university in his leisure time. The first Vice-Chancellor was Sir Christopher Rawlinson, Kt., the Chief Justice of the Supreme Court of Judicature at Madras appointed for a term of two years. 

Lord Ripon took the next step by appointing the Hunter Commission in 1882. This body surveyed the whole field of education. The encouragement of Primary and girls education, of Science and moral instruction were all urged. The most practical result was the re-organisation of the educational service into all India educational service, the provincial and the Subordinate Services. In 1904 the Universities Act

remodelled the Universities. It was hoped to strengthen the educational character of the universities by increasing the nominated element in the governing bodies or Senates and the executive bodies or Syndicates. Measures were taken to control the recognition and conduct of affiliated colleges. Under the Government of India Act, 1919 the Government controlled and guided the general policy of higher education. Under the Government of India Act, 1935, entire university education was placed under the control of the provincial governments. However, the educational policies of the pre-independence era were framed with a colonial bias and were western oriented.

According to the 1901 Census, Anantapur stood lowest in male literacy among the districts of the Rayalseema, but was on par with Cuddapah and Kurnool in female literacy. With the opening of the Ceded districts College and a Secondary Girls School at Anantapur in 1916 and 1920 respectively a new chapter was opened. The same trend of progress was maintained during the following decade i.e. 1930 due to the policy of educational expansion pursued by government.

Among the Rayalaseema districts, Anantapur surpassed Kurnool and Chittoor in respect of male literacy and Cuddapah and Kurnool in that of female literacy.

With the advent of independence and the socio-economic changes that followed, the district could forge ahead in literacy in the fifth and sixth decades. Anantapur ranked ninth among the Andhra districts and tenth in the entire State in the field of literacy.

Way back in 1914, the decision taken by the Madras Government to provide educational facilities to the people of Ceded district was an event of historic significance. Due to some historical forces that were at play, the region became backward and neglected. To serve the purpose of higher education in the four Rayalaseema districts of Cuddapah, Kurnool, Bellary and Anantapur, the Government of Madras decided to start a college in the year 1914 and at the suggestion of J.H. Stone, Director of Public Instruction, Anantapur town was chosen for the location of the college. A second grade college was born on 8th July 1916 with S.E. Ranganathan as its principal with the inception

of the college in 1916 at Anantapur a new chapter was opened. The college was known for a long time as the 'Ceded Districts College' as it was mainly intended to serve the districts of Kurnool, Cuddapah and Anantapur. It was originally affiliated to the Madras University and was brought under the jurisdiction of the Andhra University during 1926-27. But it was re-affiliated to the Madras University as a result of Act VI of 1929. The creation of the Andhra State in 1953 led to its re-affiliation to the Andhra University for a couple of years between 1954-56 and later with the enactment of the Sri Venkateswara University Act of 1954, it was brought under the new University.

The present dissertation is limited to the period from 1916 to 1967. These years include periods of great political upheaval in the national and international spheres. In the national sphere it covered the pre-independence struggle, the Independence Movement and the establishment of India as a stable democratic nation after successfully facing innumerable challenges. In the international sphere it covers the time of the two world wars.
As a flourishing college in the Ceded Districts for over 50 years, it has responded to great challenges. A reconstruction of its history as an institution of such stature needs little justification. It is known both for its academic distinction and its extra-curricular activities. Till now no work has been done on this institution. Only a passing reference is made to this college in the Andhra Pradesh District Gazetteers, Anantapur, 1970. So there is every need to make a special study of this institution which has played such an important part in spreading education in the four districts.

This study is structured to document the making of the college and its multifaceted growth. Out of the abundance of sources, different sets of sources were found useful at different periods of the history of the college. The source material available at the State archives, Madras-Government proceedings, reports and Gazette publications—provided very valuable information regarding the circumstances leading to the birth of the college in 1916.

The source materials available at Hyderabad Archives was useful in the study of the growth and
development of the college from 1920-1930. The necessary information for the period from 1950-67 when the college achieved widespread progress, was culled essentially from the college magazines. The availability of first-hand information on such a vast scale has been a strong incentive to embark on this study. Interviews with eminent personalities also provided some very valuable information and shed light on some dark areas pertaining to the different phases of development of the college.