CHAPTER I
INTRODUCTION

Modern India owes a great deal to the postulates of our ancient
educationists for the development of rich traditions in the training of the
intellect and the disciplining of the human spirit. It can be confidently asserted
that the world famous Universities of Taksasila and Nalanda of ancient India
owe their establishment to the tradition of learning fostered in the “parishads”
of Brahmans well-versed in the Vedas and the Dharma Sutras. It should be
pointed out that education in ancient India aimed at the attainment of an
integrated view of life and offered a diversified curriculum comprising not only
the scriptures but also such subjects as Agriculture and Accountancy,
Astronomy and Astrology, Medicine and Surgery and Archery, as at Taksasila,
which flourished till about the fifth century A.D. The Buddhist University of
Nalanda, which ceased to function by about the twelfth century A.D.,
resembled the Hindu centres of learning in its set-up and emphasized on a close
relationship of the teacher and pupil, with provision for individual instruction
and public discussion of problems. Contemporaneous with Nalanda were the
great centres of learning at Vallabhi in Kathiawar, Kanchi in the South,
Vikramsila in Bihar and Nadia in Bengal, noted for its specialization in logic.
With the advent of Muslim rule in North India and the Deccan, many
“Madrasahs” were established with curricula comprising Grammar, Rhetoric,
Logic and Law, Geometry and Astronomy, Natural Philosophy and
Metaphysics and Theology, and with provision for specialization at Lahore,
Kanpur, Allahabad, Lucknow, Jaunpur, Ajmer and Bidar. (Ahmed & Garg
2007)

The East India Company, which became a ruling political power in
1765, did not pay much attention to education in India apart from establishing
the Calcutta Madrassa in 1781 and the Banaras Sanskrit College in 1791,
mainly to serve its political purpose. Later on, institutions of higher learning were established by different religious groups with different motives, including catering to religious sentiments. However, these institutions had no clarity on the directions that higher education should take. The company, however, continued the system of indigenous education while educating the children for higher posts in the company. (Ahmed & Garg 2007).

Education is a social institution for regulating the life of mankind. Education has always played an important part in preparing men for life in society and moulding them accordingly, whether directly or indirectly, overtly or covertly, educational purposes, content of education, processes by which education is imparted and the institutional systems of education are at any point of time, shaped according to the needs, demands and aspirations of society. Vice-Versa, society is deeply influenced by the education which is provided for its members. Educational institutions are generally considered to be highly conservative. However, education may also connote a system of institutions organized by society to deliberately transmit its cultural heritage, its accumulated knowledge, values and skills from one generation to another. The educational system of a society would, accordingly, comprise institutions such as schools, colleges, universities in including Teachers Administrators, curriculum and courses, examination and certification procedure and so on. In fact, educational institutions are considered key instruments of social purpose in most modern societies and education, from a point of view of society, is a process of transmission of culture. Of all the educational institutions, the university is regarded as the prestigious institution in the hierarchy of the formal educational ladder connected with higher education. The university is undoubtedly a unique social institution. It is unique because of its role as “Social Critic”. Universities do not create new knowledge only but also subject all social, economic, political and philosophical matters to scholarly scrutiny and so provide new insight into every aspect of our life. Therefore, this ‘Social-
Critic’ role of the universities has emerged as one of the important role in society. Literally the word “University” means a union of persons with a common interest. Knowledge and professions divide into branches, specialists, sub-specialist and sub-sub-specialists. Seen from the development of the university, the scholar feels that the role of a university is not static but dynamic. Universities are adaptable to the dynamic changes in the society and rise up to meet the demanding situations and requirements of the society from time to time (Devi 1995).

The rise of the Universities in Europe was not directly connected with the revival of classical learning, and indeed preceded it. Dante and Petrarch were the heralds of the renaissance. It was, indeed, the lute of Petrarch that recalled the classic muse from Acheron. These great poets cover between them the period from 1265 A.D. to 1374 A.D. The school at Salerno, which perhaps should not at that time be called a University, was famous throughout Europe in the 11th century. Though, Bolonga did not possess any University till the close of the 12th century, lectures on the civil law were delivered there in 1113 A.D. The University of Paris was recognized as a corporation around the year 1211. The Universities of Oxford and Cambridge were modeled on that of Paris, and their origin may be traced to the 12th and 13th centuries. Throughout the 13th and 14th centuries, the founding of Universities proceeded in the various countries of Europe, and though the revival of Greek and Latin scholarship was not their direct or original aim, the largeness of the thousands of students who flocked those centers of learning was an indication of that re-awakening in Europe to the intellectual life which we describe by general name of the Renaissance. (Devi 1995)

The modern higher education in India started in 1854 with Woods Dispatch which wanted the British Government to undertake the duty of “creating a properly articulating system of education from the primary school to the university”, and which also recommended the institutions of universities
in the presidency towns. This dispatch was received by the court of directors on 19th July 1854, and the British Government in India took up the initial work for establishing universities at Calcutta, Bombay and Madras on the model of the London University. The British Government of India passed acts of incorporation of all the three universities in the year 1857. In spite of the recommendation of Woods dispatch, very little attention was paid by these universities to the promotion of vernacular languages. Distraction for supporting of the vernacular languages spread resentment among the natives (Report of the Indian Education Commission 1882-83).

Compared with the venerable seats of European learning our Indian Universities are but things of mushroom growth. The three oldest of the Indian Universities – those of Bombay, Madras and Calcutta all three having been founded in the year of Mutiny, The Allahabad University was founded in 1887. The creation of all these Universities may be seen as creation of the urgent need of the higher education was felt under the changed condition in the pacification of India, to the recognition in this country of the practical value of western knowledge as means of livelihood, and especially here in the Punjab, to a rekindled interest in Oriental studies, of which the torch had shouldered low amid the dust and smoke of many battlefields. In the reveal of letters, in the renaissance of Europe, there was an ardent enthusiasm for learning of its own sake. No university would be worthy of the name if it ignored the theoretical and scientific aspects of a subject learnt as a means of entering in a profession. It is the function of a university to preside over education not merely such as it will enable the students to earn their bread, but such as to elevate their minds and enlarge their mental horizon. (Devi 1995)

STATEMENT OF THE PROBLEM

The title of the Problem was stated as “Analytical History of Panjab University Sports.”
OBJECTIVES OF THE STUDY

The study had following objectives:-

1. To trace the year of inception and development of Sports in Panjab University, Lahore.
2. To find out the administrative set-up of Panjab University Sports, Lahore.
3. To highlight the Sports Achievements of Panjab University, Lahore.
4. To find out the various physical education programmes conducted in the Panjab University, Lahore.
5. To assess the various sports promoting schemes and their impact on the development of Sports in Panjab University, Lahore.

DELIMITATIONS OF THE STUDY

The study had the following delimitations:

1. The study was delimited to Sports Department of Panjab University, Lahore.
2. The study was delimited to Panjab University, Lahore Sports Administrative set-up since its inception till the year 1947.
3. The study was delimited to Panjab University, Lahore Sports achievements till 1947.

LIMITATION OF THE STUDY

Though the scholar put her best efforts to collect information on the Panjab University, Lahore, Sports Department, a few facts have remained beyond the researcher’s accessibility under the circumstances, because most of the information of Panjab University was lying at University of Panjab, Lahore and its Affiliated Institutes situated in the state of Punjab, now existing in Pakistan.
DEFINITION OF IMPORTANT TERMS

HISTORY: - “History serves to bring together information about and to tell an accurate continuous story of past events”.

Clarke and Clarke (1970)

SPORTS: - “Organized play that is accompanied by physical exertion guided by formal structure, organized within the context of formal and explicit rules of behaviour and procedures, and observed by spectators”.

Mark et al (1991)

SIGNIFICANCE OF THE STUDY

A systematic documentation on the History of Panjub University Sports was not available. It would help in highlighting the various progressive changes in Panjub University Sports from time to time. It would be a useful knowledge to the Physical Education Teachers, Coaches and Administrators of the Panjub University Sports Department. It would help to know the efforts made by different people for the development of Panjub University Sports from time to time. It would help to compile the history of Panjub University sports in a systematic manner. This would help the present and future generations to come to know about the sports activities and achievements of Panjub University.

*****