

**PROGRESS OF HIGHER EDUCATION IN COLONIAL  
BENGAL AND AFTER - A CASE STUDY OF  
RAJSHAHI COLLEGE  
(1873-1973)**

**Thesis Submitted to the University of North Bengal, Darjeeling,  
India, for the Degree of Doctor of Philosophy in History.**

001051

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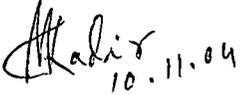
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### DECLARATION

I hereby declare that the Thesis entitled "PROGRESS OF HIGHER EDUCATION IN COLONIAL BENGAL AND AFTER- A CASE STUDY OF RAJSHAHI COLLEGE (1873-1973)," submitted by me for the Degree of Doctor of Philosophy in History of the University of North Bengal, is a record of research work done by me and that the Thesis has not formed the basis for the award of any other Degree, Diploma, Associateship, Fellowship and similar other titles.

  
10.11.04  
(Md. Monzur Kadir)

## Acknowledgement

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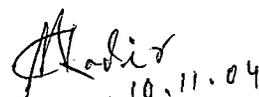
This dissertation is the outcome of a doctoral research undertaken at the University of North Bengal, Darjeeling, India. It gives me immense pleasure to place on record the great help and co-operation. I received from several persons and institutions during the preparation of this dissertation. I am already obliged to Dr. I. Sarkar, Reader in History, North Bengal University who acted as my supervisor and for his unqualified support in its planning and execution. I record my gratitude to all the teachers of the Department of History, North Bengal University whose kind help and constant encouragement made possible the completion of this research work in time. I feel honoured and complemented being in touch with a teacher like of Dr. Anil Bhuiyali, present Head of the Department of Economics, North Bengal University, whose inspiration had always been an invisible spirit to take up my venture for collecting materials through the period. I am thankful to Mr. Gholam Kibria, Head of the Department of Management, Edward College, Pabna, Bangladesh for the invaluable co-operation I received till date. I am thankful to Mr. Sha Alam, Assistant Professor of Management, and Mr. S.M. Rabiul Karim, Assistant Professor of Islamic History, both Rajshahi College for their kind help and co-operation even shown for the progress of my research. Despite their own academic and other commitments, they have responded with patience to my queries and to my claims on their time and expertise.

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At long last, I must admit that the responsibility for errors of fact or argument, if any, remains mine alone.

  
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## Introduction

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Before the advent of the colonial rule in Bengal there was an indigenous education system in practice. In every village there there was at least one school almost everywhere at that time. Indigenous schools like *Tol*, *Chathushpathi*, *Guro Mahasayer Pathsala*, *Moktab*, *Madrassa*, *Imambara* etc. were the common institutions for general learning. In this regard Max Muller rightly said, 'Prior to the British occupation there were more than 80,000 native schools in Bengal or one for every 400 of the population'.<sup>1</sup> It is no less interesting that there was a trend when Hindu boys used to go to the Madrasas and Maktabs to learn Persian and Arabic languages, some Muslim boys used to go to the the Tol or Guro Mahasayer Pathsala etc. to learn Sanskrit. This indigenous education system continued centuries after prior to the British rule.

In the beginning, the East India Company Government did not show much interest in education of Bengal. It was Warren Hastings who being Governor General of Bengal made preliminary reforms in education system of Bengal. For the improvement of Arabic and Persian languages and Muslim law, he established Calcutta Madrasa in 1781. Sir William Jones founded Asiatic Society in Calcutta in 1784 so as to extend research in English literature, History, Philosophy and Religion. In 1798 Lord Wellesley took the office of the Governor General of East India Company and established the Fort William College in 1800 just to train up the civilians in Indian languages, law, creed, custom and culture.

A section of people of the then undivided Bengal became very much eager to learn English language. Their aim was to get Government services and also to get privilege in business and other professions. On the other hand the Company Government thought that to run the administration they needed some English knowing people. So the Government paid due attention to develop English education throughout the country. Some philanthropists like David Hare, Raja Ram Mohun Roy, Edward Hyde East, Baidyanath Mukharjee, Raja Radhakanta Dev realised the importance of English education in Bengal. With their tireless efforts Hindu College was established in 1817.<sup>2</sup> The establishment of Hindu College (later on Presidency College) may be considered as a landmark in the history of the

progress of western education in Bengal. Soon it was followed by the establishment of large number of schools and colleges in and around Calcutta. The contributions and efforts of the Baptist Missionaries and a few enlightened native elite's in this regard are worthy of mention.

The Baptist Missionaries founded an English medium school in 1818. Later on this school was converted into Srirampore College. In 1820 Bishop's College was established in Calcutta in honour of Bishop Middleton. It is worth mentioning that in 1823 the Committee of Public Instruction was set up to take over the whole management of State Education, including the expenditure of public funds. Alexander Duff established an English School named General Assembly's Institution in 1830 which in 1835 became the Scottish Church College. The Jesuit Missionaries established another College named St. Xaviars College in Calcutta.

This trend was followed in some other districts of Bengal and it may be said that in such a situation some local people and few Britishers established an English medium school at Rajshahi named 'Bauleah English School' in 1828.<sup>3</sup> In 1836 the Government took up the school and upgraded it as Zilla School<sup>4</sup>

In 1872 some local zamindars and the elites of Rajshahi sat together to devise ways and means for the establishment of a college at Rajshahi town. Accordingly they managed to start F.A. course in Rajshahi Zilla School. The first Arts classes were added to the Zilla shchool in 1873 and had its opening with six students. Interestingly enough out of these six students, there was only one Muslim student in the college in 1873.<sup>5</sup>

After few years the local zamindars and the Rajshahi Association were trying wholeheartedly to raise its status as a first grade college, and accordingly it was raised to the status of a first grade college in 1878.<sup>6</sup> Mr. F.T. Dowding was appointed as an officiating principal of the college among other staffs. It received B.A. affiliation from Calcutta University in the same year and the college named as Rajshahi College. It may be noted that in Rajshahi College B.L. and M.A. classes were introduced in 1881 and 1893 respectively.<sup>7</sup> This new addition was, however, withdrawn in 1909 when a special regulation was introduced in Calcutta University in this regard. Incidentally, the college has crossed its historic century in 1973 and it

was an occasion when hundred years of the institution was celebrated with the memories of its glorious past.

### Statement of the Problem :

The Rajshahi College, an old institution of higher education side by side with Presidency College of Calcutta, needs a comprehensive study for more than one reason. Right from the inception till date, the Rajshahi College has not only proved its worth as a notable centre of learning but also played a significant role for the spread of higher education of Bengal. The College has fulfilled a great mission for the people of Bengal and the regeneration through education is a great achievement of this institution. Its facilities for higher education produced a new generation in a region other than Calcutta and could create a new educated middle class of Bengal at a time when education was not brought to popular level.

The youths educated from the institution of Rajshahi College were recruited in many prestigious positions in different fields of the national life of undivided Bengal and Bangladesh afterwards and have left imprints in social and political development scenarios of this country.

In spite of such a background the Rajshahi College failed to draw the attention of scholars and the attempts for studies so far done are either distorted or full of confusion. Hence, there is a need to make a comprehensive study of the college keeping in view the trend and tone of the educational progress of Bengal in between 1873-1973. The Proposed dissertation is expected to cover a wide spectrum to trace the evolution of higher education in Bengal and how Rajshahi College earned fame and dignity as a centre of higher learning.

In fact, in our disposal there are centenary volumes of Presidency College, Calcutta or the Cloister's Pale - *A Biography of the University of Bombay* when remarkable steps are found to have been taken to study the institutions of higher learning.

As a result, over the years we have enriched our knowledge with the publications of (a) *The History of the University of Dacca* by M.A. Rahim. (b) *The History of Aligarh Muslim University, vol.-I* by K.A. Nizami; and (c) *A History of Aligarh Muslim*

University Perfect Past and Precarious Present by Anil Mahes...& wari to name a few in our disposal. These efforts are no doubt path-breaking as to the study of academic institutions but till date no step has been taken to study the academic institutions established in various parts of Bengal other than Calcutta. The emergence of Rajshahi College is no doubt a break through in the history of educational growth of Bengal but surprisingly it failed to draw any attention from the academics. Some articles on the college have come to our notice and most of them have been published in various journals and centenary volumes or periodicals. A few of them are not only well-documented but also highlight many unknown facts relating to the growth and development of this institution. Some of these titles are presented here to form a preliminary idea about the beginning of the college.

- (a) *Rajshahi College-Kichhu Smriti Kichhu Katha* (Rajshahi College some memories and statement) by Mukhlesur Rahman.
- (b) *Uchha Siksha Vistare Rajshahi College-Prasanga Katha* (Rajshahi College in spreading higher education-An overview) by S.M. Abdul Latif.
- (c) *Rajshahi College-ye Bhasa Andolan O Samasamayik Kichhu Ghatana* (The Language Movement in Rajshahi College and a few contemporary events) by Md. Akramul Hoque.
- (d) *Oitijhey Rajshahi College- Smarak Grantha* (A Collection of Documents on Rajshahi College) ed. by A.K.M. Hasanuzzaman etl., Published by K.M. Jalaluddin Akbar, Principal Rajshahi College (2000-2002).
- (e) *Reactions and Reconcilement* by Abu Hena, and so on. But all these documents are merely sketchy references and not an exhanstive studies about the college. In fact these are not sufficient to fill up the gaps of our knowledge or to present a complete picture about this leading institution of higher learning.

Under such a situation here is an humble attempt to study the college from various perspectives and assess its role in our national life.

Broadly speaking, the objectives of the study are to investigate the situation

leading to the foundation of the Rajshahi College and its contribution to promote higher education in Bengal. In addition to this the proposed study is intended to-

- (a) examine the circumstances that led to the establishment of the college from a school;
- (b) draw a pen-picture of the administration and academic life of the institution;
- (c) assess the contributions of the enlightened personalities and institutions for the idea and growth of the college;
- (d) examine the mutual relationship with other sister academic institutions of Bengal;
- (e) examine its role behind the emergence of Rajshahi University;
- (f) assess the achievements of the Rajshahi College as a seat of higher education;
- (g) investigate the role of the college as a centre of political awakening;

On the basis of the above objective of our study the following issues have been taken into consideration for this dissertation-

- (a) the emergence of Rajshahi College was an outcome of the social needs of the time ;
- (b) the intellectuals an elites of the region were dominating figures of the movement for higher education of Bengal and could share their sentiments with the regional people ;
- (c) the growing middle class of Bengal utilised the sentiment and came forward for the interest of the institution ;
- (d) the Rajshahi College could prove its worth as a centre of learning by its luminaries;
- (e) the Rajshahi College as an academic institution was a centre of political consciousness of our national life ;
- (f) the Rajshahi College had a significant role for the growth of other academic institutions namely Universities and centres for undergraduate studies;

- (g) the Rajshahi College contributed to the emergence of educated intelligentsia of Bengal.

But the glory and the prestige as a centre of higher education that was achieved by the Rajshahi College can be compared with any leading institutions of its nature during our period of its consideration. This can be justified if one is to examine the documents of this college which are preserved but not consulted seriously by the scholars. The present work is thus an intensive study on the basis of the source materials available in different academic centres of Bangladesh and India. A few important documents are presented here initially in order to understand the quality of these sources and how these are intended to represent our scope of study in the light of some outstanding models done by modern scholars. A few examples of these source materials are as under:

- (a) Letter Book of Baulia School;
- (b) Various correspondences with D.P.I. Bengal and Calcutta University;
- (c) Annual Reports on the Rajshahi College;
- (d) Quinquennial Reports of the Rajshahi College;
- (e) Calcutta University Calendars;
- (f) Adam's Report on the state of Education in Bengal;
- (g) Gazetteers and Journals;
- (h) Memoirs and so on;

**Apart from the above sources some of the works like-**

- (a) *Education in Muslim India* by S.M. Jaffar;
- (b) *History and Problems of Moslem Education in Bengal* by M. Azizul Haq,
- (c) *Education in India under East India Company* by Major M. Barn,
- (d) *The Indian Musalmans* by W.W. Hunter,
- (e) *The Bengal Reactions to Christian Missionary Activities* by M. Mohar Ali,

- (f) Growth of Education and Political Development in India, 1898-1920 by Aparna Basu,
  - (g) *Promotion of Learning in India during the Mahammedan India* by N.N. Law,
  - (h) *The History and Prospects of British Education in India* by F.W. Thomas,
  - (i) *Reactions and Reconcilement* by Abn Hena,
  - (j) *A History of Education in India and Pakistan* by F.E. Keay,
  - (k) *History of Traditional Islamic Education in Bangladesh* by A.D.M. Ayub Ali etc.
- supply us many additional information for this study. Some of the documents available relating to Calcutta University and some contemporary Colleges like Presidency College, Hugli College, Dacca College, Chittagong College, Patna College are equally important from our point of view.

With the sources mentioned above we intend to prepare our study of *Progress of Higher Education in Colonial Bengal and After- A Case Study of Rajshahi College (1873-1973)*. The entire dissertation is dividend into several chapters. The First Chapter is an Introductory one which elaborates the condition of education in pre-colonial and colonial Bengal. The Second Chapter is an analysis of the idea and origin of the Rajhahn College and to record how through various vicissitudes the present institution under consideration came into being in 1873.

The Third Chapter gives an idea of the admistrative setup and the academic pursuit of the institution. Here special attention has been given to highlight management, academie staff and student patteran of the College during the period of our study.

Important issues like growth and prospect of the institution have been incorporated in the Fourth Chapter of the thesis. Here steps have been taken to estimate a few leading personalities behind the College and also to analyse how this institution gradually turned into a reputed centre of higher education. This chapter also highlights how this College could maintain her relations with some of her contemporary sister academic institutions of those days.

The Fifth Chapter is a through study on the issues how the college could over come many constrainst and incourse of time by virtue of its contributions in socio-

Political life of colonial Bengal and afterwards. There is also an attempt here to present a list of a selected students who were not only brilliant products of this institution but also have also had their recognition in academic and national life during the period of our study.

The Last Chapter is, of course, on the Conclusion which is intended to focus and analyse some of the points related to the ideas being shaped through this dissertation. Infact the documents which have been used in the dissertation require an assessment in view of the present work and also to note how the idea of Rajshahi College hinted the minds of some contemporary intellectuals and through certain evolutionary process the institution came into existence in 1873.

Lastly it may be noted that the main focus of the dissertation is to present the circumstances favouring the establishment of the college in 1873 and in course of time how it played an important role in the academic and socio-political life of Bengal as a whole and Bangladesh afterwards.

## Notes and references

1. Verendra Anchale Shikshar Patabhumi, an article by Amanullh Ahmed in Varendra Anchaler Itihash (History of Varendra Region), Rajshahi, 1998, P. 1113.
2. Serajul Islam (ed) : *Bangladesher Itihas* (1704-1971), vol. III, Dhaka, 1996, PP. 101-102.
3. Quazi Muhammad Messer : *Rajshahir Itihas (Bengali)*, vol. I, Bogra, 1965, P. 108.
4. Sree Kalinath Choudhury : *Rajshahir Sangkehipta Itihas*, Calcutta, 1901, P.80
5. For details see Rajshahi University Calendar, 1956.
6. Rajshahi College Prospectus, 1933-34, P. 1.
7. The Calcutta University Calendar, 1931, P. 540.

# Condition of Education in Pre-Colonial and Colonial Bengal-An overview

### A. Condition of Education in Pre-Colonial Bengal.

In the pre-British period a typical type of education prevailed in Bengal nay India which may be considered as the indigenous system of education. The popular education prevalent in India during this period was based on the ideas and principles enshrined in Hinduism, Islam and Buddhism. Education centered round the house of a teacher, variously known as Tole, Chatuspathy, Maktub, Imambara and Madrasa. The curriculum of the education system was associated with customs, languages, social values and various thoughts of the people concerned. Before the introduction of modern education the system of education was being conducted and reared by native people over the centuries. The existing system of education, in fact, continued up to the end of the Mughal rule and some of its important methods and norms remained un changed during the Colonial rule. This system of education was called indigenous education. Indigenous educational institutions were conducted and patronized by the rulers, zamindars, philanthropists and local elites<sup>1</sup>.

Indigenous educational system may broadly be divided into two time-periods and be discussed as under : (a) Education in Ancient Bengal and (b) Education in Medieval Bengal.

#### (a) Education in Ancient Bengal

In the Ancient Bengal there was no use of keeping historical record in a systematic way. Consequently it is difficult to re-constructed a correct picture of education of this period. Whatever it is in a situation of insufficient data and limited sources of information the following statement is the meager, the condition of education of Bengal during the priod under consideration.

The educational system prevalent during the early part of the Aryan period in Indian subcontinent was called Brahmanical education. In this system education

was confined only in the Hindu society particularly among the Brahmins. Gradually the Aryan society was divided according to professions and with the passage of time the education became a monopoly of the Brahmins when the whole society was divided in to some division according to their social and economic position. It may be noted that the aboriginals who were graded in the fourth stage were, termed as the Shudras who had no right of education like their fellowmen who were known as the Kshatriyas and the Vaisyas.

During the Aryan period the main object of education was to mould the Brahmin children into priests (religious heads). About 500 B.C Kshatriya and Vaisya children began to gain education of their own respective professions. As a result of this change in the educational field, educational institutions like parishad, tole, pathsala were built up. Pathsala did the work of primary school and the doors of the primary schools were open to all except the aboriginal and Sudra class.

In that age primary schools continued in each big village of Bengal. But no arrangement for buildings or tin sheds, as we make today were made to conduct the work of primary schools. This schools worked under trees, in temples, yards of houses or guest houses. Each school contained not more than 20 students. A teacher, taking the responsibility of conducting the school was engaged. He taught the children education and mythology. Besides these the main role of worship of gods and goddesses was one of their functions. The teachers did not have any fixed pay. He was given rent-free land or a portion of crops as the remuneration of his work.

Inspite of very narrow object of education in the Aryan period some reputed scholars specially astronomers and mathematicians were born. The conception of zero bears the testimony of credit of the scholars of this age. Depending on this conception of 'zero' Arabian and European scholars of subsequent age placed mathematics on a strong basis<sup>2</sup>.

During the subsequent period of time the advent of Buddhist religion added a new chapter in the field of education. Buddhist system of education was formed on the basis of Buddhist doctrine. The centre of Buddhist education was sangharam. The sangharams were also famous as Buddhist Bihara. In these institutions, the doors of education were opened to all- Brahmin, Kshatriya, Vaisya and Sudra

without any distinction of rich and poor. As a result, the number of students of sangharams increased rapidly and these became large educational institutions.

The idea of establishment of university in Indian subcontinent was built up centering round the above mentioned large educational institutions like the sangharam-class. The Buddhists were the first to initiative in spreading mass education in this country. Emperor Ashoke introduced unique system in the formal way to spread mass education for the welfare of the common people. He engraved moral and human welfare advice on the walls of the mountains. Besides this, he made arrangements to engrave different edicts in the educational epitaphs. In this way during his reign numerous monasteries established by himself played an active role to spread primary education.

In the primary stage of Boudha education system 'Prakrit' was the medium of mass education. Of course, Sanskrit, Pali, regional language and religious education were also taught to the students. With the spread of Boudha religion, change in the syllabi took place. Arrangements were also made to teach some subjects included in Veda education in the teachings of Boudha Bihara.

In the spread of higher education, Buddhists were the first to play fore-going role in the establishment of university. Universities established during the Boudha reign as the centres of higher education are considered as the rich source of heritage of education and culture till today<sup>3</sup>.

Nalanda remains as the owner of the highest glory and best heritage among the field of education of Ancient India. Students crowded from different corners of the country and even from China, Korea, Tibet and Sirlanka for taking higher education. With the passage of time Nalonda became internationally famous university. This university was built up in Baragaon village 40 miles away from Patna of Bihar province of India. By excavation work the large building, pool and classrooms of this university have been discovered which proves flourishment of this university.

The right of admission to all learners was opened without any distinction of nationality and religion. But for admission there was provision of entrance

examination. Passing of entrance examination bore and identity of extraordinary credit. The subjects included in the syllabi of Nalanda University were the four Vedas, Hinjanshastra, Mahajanshastra, the theories of eighteen branches, the science of logic, grammar, chemistry, magic, medical science, abstract meditation, astronomy, jurisprudence, art, metallurgy, Tantric Boudhashastra etc.

In Ancient India Vikramsila University was next to Nalanda University was the owner of fame. It was situated on the bank of the Ganges near ancient Magadh. Dharmapal of Pal dynasty was the founder of this university. Though the study of theories of religion was given prominence in this university, grammar, science of logic, magic, mathematics and astronomy were studied here. Here the examination system was verbal. Of the professors of Vikramsila University the most famous was Atish Dipankar. He was an inhabitant of Vikrampur of Dhaka district.

Vaidic and Boudha education system was in practice in Bangladesh, a rich region of Indian subcontinent. It is clearly evident from the ancient writings of ancient times that the study of Brahminical education and Sanskrit literature started more than a thousand years ago. It is known from the writings of Huen Sung that in the then Bengal many Boudha Vihara were built up and in those institutions other branches of knowledge were reared carefully with Boudha religion and study of knowledge.

Of these Boudha Vihara, the name of Vasu Vihara near Mahasthan Garh was noteworthy. Besides these the greatest Boudha Vihara of this age was situated at Paharpur in greater Rajshahi district. In the eighth Christian century, Dharmapal, the greatest king of Pal dynasty built this huge Vihara consisting of 177 rooms<sup>4</sup>. The Boudha Vihara of Paharpur was well known as Sompur Mohavihar in all Buddhist world.

### **Evaluation of Education in Ancient Bengal**

The role of above mentioned universities in ancient India was extraordinary. These universities in no way were of standard lower than the modern universities. In these educational centres thousands of students and teachers lived together and studied knowledge. In spite of less historical information, it is not difficult for us to

know that in the remote past Bangladeshi's devotion to education and learning was chaste. Sufficient evidence of study of knowledge and wisdom and education and learning is found in the panegyric inscriptions of the contemporary age. Astronomy, grammar, logic, mimansa, the vedas system of philosophy (upanishad), praman, sruti (holy write), purana (hindu mythology), poetic literature etc. belonged to these. In the Ancient period, the study and teachings were confined to the four Vedas. These studies and culture were not confined to the scholars and learned persons only. Kings, servants like ministers and generals also studied this Shastras.

Therefore it is obvious from the part-picture of the study of knowledge and wisdom in Bengal that a close communication existed between Bengal and the Universities of Nalanda and Vikramshila of the neighboring province of Bihar. These centres of higher education played an illustrious role in spreading knowledge and wisdom in Bengal in one hand, and on the other hand the above mentioned educational centres progressed much with the patronization of the people of this region. Support of this saying is available in the remark of Nihar Ranjan Roy, "Knowledge and wisdom and teaching and culture of Bengal of sixth-seventh century had also a close connection with Nalanda University and the efforts made by the learners, acharyas (teachers) and the members of royal family for the welcome of Nalanda Mahavihara can not be neglected"<sup>5</sup>. The founder of Vikramsila was king Dharmapal and **Bengali** Silvadra and Atish Dipankar were <sup>the</sup> Vice-Chancellors of Nalanda and Vikramsila respectively. These scholars of extraordinary talent glorify till today neglecting the frown of eternity.

Besides these the name of gramatist Chandragomi, <sup>stands on</sup> the top of the list of the names of learned men what we get in this period. History proves that Bengal was famous for the study of grammar since very ancient time. Chandragomi was one of them whose contribution brought Bangladesh this game. The greatest achievement of Chandragomi was "Chandro Boykaran". Once this grammar was taught in Kashmir, Nepal, Tibet and Srilanka. Besides grammar he got proficiency in literature, astronomy, logic, medical science and other subjects of arts.

In that period scholar Gourapad activated unparallel fame in philosophy. Gourapad composed a karika entitled "Sankha Karika" which came to the hand

of famous scholar Alberuni. Nagarjun achieved uncommon fame by carrying out experiments in chemistry and metal. One of his assistants was Nagbodhi. Besides this, in the ancient history the name of a Boudha acharya named Jotari who was a famous acharya (teacher) of Vikarmsila Mahavira and the teacher of Atish Dipankar. He lived till the later half of the tenth century. He was as an inhabitant of Bangladesh. (Bengal)

Though fewer in number some above mentioned scholars and their achievement bears the testimony that in Ancient Bengal the study of knowledge and culture was wonderful and very high standard. Another important thing was that acquiring of knowledge was not limited to a few persons. On the background of the noble credit of the above mentioned scholars there were glorious heritage of continued efforts of many small and great learners and scholars of ages together.

As once Boudha Vikkhu (saints) and Sramans devoted themselves to the study of knowledge silently in the lonely room of their Vihara, so the people of that age did not show any negligence inspite of their utmost poverty and disturbance. As a result of such heritage of learning and culture many scholars appeared in Bangladesh in many ages. The shining tradition of this acquiring knowledge was a great wealth of the learned society of Bengal in India.

### **(b) Education in Medieval Bengal**

The arrival of the Muslims in Indian subcontinent started a new era in the field of language, art, literature, education and culture. With political idea they also brought their educational and cultural thought. N.N.Law remarked that the invasion of India by the Muslims was not only confined to the political and social objects, but also started a revolutionary change in the field of education and knowledge <sup>6</sup>.

During the Medival period it is found that Muslim rulers, ameer-omrahs, officers, olamas (scholars) and sufi-saints engaged themselves in the progress and spread of education. Most of them made efforts to establish certain madrasas, schools or colleges. Following the instances of these outsider Muslim rulers and sufi saints, aristocrats and donators of Bengal played an important role in the field of education. As a result many madrasas, educational centres and schools were built up. In fact Muslims upheld the ideas of globalization and broadness in the

field of education of Bengal nay this subcontinent. They opened the door of education to all people even to the lower class of Hindus who were neglected by the Brahmins.

### I. Primary Education

In the Medieval Bengal primary education was common among the Muslims. Education was regarded as a religious obligation and as matter of social distinction. There was general urge for education among them and they had also the ability to provide for the same. Hence, it was not a problem for them to provide for the primary education of their children. A maktab and a mosque were a common feature of every Muslim locality. It is known from the evidence of a Hindu poet Mukundaram that even a small Muslim locality in a Hindu area had makbabs for the education of the Muslim children. In his 'Chiaindikavya' the poet says, "Maktab were set up where all Muslim children were taught by the pious maulavis". Maktab, a primary school, was also known as pathsala in Bengali. The writings of the Muslim poets give an idea that there was co-education in the primary schools. Daulat Wazir Bahram writes that Laila and Majnun in their early age read in the same primary school and many other boys and girls attended that school<sup>7</sup>.

Generally the education of the Muslim boys and girls began at the age of five. But the usual practice of the Muslims, particularly of the upper and middle class, was to initiate their children to education formally at the age of 4 years, 4 months and 4 days. This formal initiation of the child to education, known as the ceremony of 'Bismillah Khani', was observed all over Muslim India, including Bengal. At an hour fixed in consultation with an astrologer, the child took his first lesson from the teacher. The teacher read out a selected verse of the Quran and the child repeated the same<sup>8</sup>. This 'Bismillah Khani' ceremony represents the great importance paid by the Muslim parents to educate their children.

Religious teaching formed the first and essential element of primary education. Every Muslim child, boy or girl, was taught the Quran and the fundamentals of the religion. Poet Vipradas says that Muslim children were taught prayer and ablution in the maktab. Besides religious subjects, the study of other branches of knowledge was also given due importance. Elegant penmanship was cultivated, and if the boy wished to learn the arts and crafts, he has apprenticed an ustad or a master.

The students in the primary schools had to learn three languages- Arabic, Persian and Bengali. It is known from the Bengali work named 'Shamsher Ghazir Puthi' that Shamsher Ghazi, who founded a Tulbaikhana (school), brought a munshi (Persian teacher) from Dacca, a maulavi (Arabic teacher) from Hindustan and a pandit (Sanskrit and Bengali teacher) from Jugdea (Noakhali district) to teach Persian, Arabic and Bengali to the student of his school<sup>9</sup>. This proves that Persian, Arabic and Bengali were in the courses of study in the schools of Bengal.

Akbar's Educational Regulations throw light on the curriculum of the primary education in India, including Bengal, before the time of this Emperor. He introduced a system through which a boy would master the alphabets in two days, the words in a week, and in a short time be able to read and understand verses. The Emperor hoped, "If this method of teaching is adopted, a boy will learn in a month, or even in a day, what it took others years to understand, so much so that people will get quite astonished"<sup>10</sup>. Primary course in Bengal thus consisted of an elementary knowledge in Arabic, Persian and Bengali and subjects, such as religion, morals, prose and poetry. The knowledge of arithmetic was an essential part of the primary education. The elements of arithmetic, such as addition, subtraction, multiplication and division as well as kadakia, gandakia, kathakia and bighakia relating to the measurement of land were taught in primary schools.

One noteworthy feature of the primary education of Medieval Muslim Bengal was that Hindu boys, particularly of the kayastha families, often received their education from maktabas under maulavis. The kayastha Hindus also followed the 'Bismillah Khani' ceremony like the Muslims at the time of initiating their boys to education. This ceremony was performed by the family maulivi and the letters of invitation were written in Persian. This practice is known to have obtained in Northern India even up to the time of the partition of this subcontinent<sup>11</sup>.

Persian was the language of the court and the enlightened section of the Hindus aspired for employment in the government. Necessarily they have to learn Persian. The educated and enlightened Hindu families regarded education incomplete and ineffectual without a knowledge of Persian. Quite a large number of the Hindus of the upper classes are found in the service of the Muslim state from the early

period of the Muslim rule in Bengal. The revenue department was manned by the Hindu Kayasthas. These Hindus must have learnt the Persian language, otherwise they would not have been employed in the government service. Besides these, the Hindus held high civil and military offices in the administration of nawabs. They were well-versed in Persian. According to Ghulam Husain Tabatabai, Raja Kiratchand, a diwan of Nawab Alivardi Khan, excelled in his knowledge of Persian. His compositions in this language won high appreciation of his contemporaries.

In the Education Report of 1835, Adam referred to the state of primary education in the Muslim period. He stated that there were 100,000 primary schools in Bengal and Bihar, the population of which was estimated at 40,000,000, so that there would be a village school for more than three hundred school-going boys and girls between the ages of 5 to 12. He observed that, though this calculations were based on uncertain premises, still it would appear from these that the system of village schools was extremely prevalent and the desire to give education to their children must have been deep-seated in the minds of parents even of the humblest classes<sup>12</sup>. Such a large number of schools for a small population shows that the primary education was common in the Medieval Bengal.

## II. Secondary and Higher Education

### i. Education in the Madrasas

The secondary and higher education was highly developed in the Medieval Bengal. This has its basis on the evidence of the remarkable intellectual and cultural life of the time. The Muslim rulers were all well-educated. The age produced a record number of illustrious scholars who were specialized in various branches of knowledge. They produced a large number of works in Persian, Arabic, Bengali and other languages and on various subjects. The Muslim felt the need for education on both religious and material grounds. They had also financial ability necessary for the pursuit of higher learning. The rulers and well-to-do Muslims established madrasas and endowed them with landgrants for maintenance. This gives the impression that many madrasas were set up in the province, and most of the towns and important localities had a secondary school to cater the educational needs of the Muslim people. It is to be noted that Shaik Mubarak had a seminary at his

residence and the versatile scholars and learned men like his sons Faidi and Abul Fadl and Mulla Abd al Qadir Badauni, the well-known historian, received their education from him<sup>13</sup>. These facts express that secondary education was quite-spread and leaning also made a significant progress in the society. So Abul Fadl could rightly claim, "All civilized nations have schools for the education of the youth; but Hindustan is particularly famous for its seminaries".

Secondary and higher education was imparted in the madrasas. One significant feature of the secondary and higher education was the provision of the study and teaching of both religious knowledge and secular sciences in the madrasas and academies of the time.

The secondary courses included the study of the Quran, the Hadith, theology, jurisprudence, history and other Islamic subjects. Secular sciences, such as logic, arithmetic, medicine, chemistry, geometry, astronomy and others were also taught in the madrasas. Speaking about the course of study, Abul Fadl states, "Every boy ought to read books on morals, arithmetic, agriculture, mensuration, geometry, astronomy, physiognomy, household matters, rules of government, medicine, logic, higher mathematics, sciences and history, all of which may be gradually acquired<sup>14</sup>. Abul Fadl's statement shows that there was provision for the study of all arts and science subjects in the secondary and higher education and the education of a youth in the madrasa was quite comprehensive. The student at the secondary stage was not required to study all the subjects mentioned above; he had to select a few of them in the beginning and then study most of them as he advanced in the higher course of education. These regulations shed a new light to schools, and cast a bright lustre over madrasas.

The early English administrators also noticed comprehensive courses of study at the madrasas of Bengal. Reporting on the state of education in the province in 1835, Adam wrote that the Arabic schools maintained course of study of a very wide range. It included numerous grammatical works, systematized and profound, complete course of rhetoric, logic and law, and studies of the external observances and fundamental doctrines of Islam. The works of Euclid on geometry and Ptolemy on astronomy, in translation, together with natural philosophy and treatises on

metaphysics were used in some schools. Comparing the course of study in the madrsas with the course in the tols, i. e., the Sanskrit institutions, Adam remarked that the instruction at the former had more comprehensive character and more liberal tendency than that pursued in the latter and the persons educated in Muslim institutions possessed an intellectual superiority<sup>15</sup>.

Commenting on the comprehensive character and high standard of education among Muslims, General Sleeman wrote, "Perhaps there are few communities in the world among whom education is more generally diffused than among the Muhammedans of India. They learn through the medium of Arabic and Persian languages, what young men in our colleges learn through those of Greek and Latin—that is, grammar, rhetoric and logic. After his seven years of study, the young Muhammedan almost as well filled with the things that appertain to these branches of knowledge as the young man raw from Oxford. He will talk fluently of Socrates and Aristotle, Plato and Hippocrates, Galen and Avicenna (Ibn Sina)".

In discussing the higher education, it is noteworthy that chemistry, medicine and natural sciences were taught in the madrasas of Bengal as in other parts of this subcontinent. The Unani and Irani medicine was studied and practiced in this province. 'Sharfnama' mentions of a fourteenth century distinguished Bengali physician, named Amir Shahab al- Din Hakim Kirmani. For his great reputation in the practice of medicine, he was called the 'pride of physicians'. In the time of Mirza Nathan, a large number of physicians, apart from the kaviraj class, are found practicing in this province. It is known from Subh-i- Sadiq of Muhammad Sadiq that Mir Ala al-Mulk, a profound scholar who excelled in medicine as well as in other sciences, lived in Jahangirnagar in the time of the author<sup>16</sup>.

Ghulam Husain Tabatabai has given the names of a large number of physicians flourishing during the period of the Bengal Nawabs. The most celebrated physician of the time was however Hakim Hadi Ali Khan, the court physician of Nawab Alivardi Khan, has been compared by Ghulam Husain Tabatabai with Plato and Galen in his medical knowledge and treatment. This comparison of the Bengali Muslim physician with the Greek (Unani) physician- philosophers Plato and Galen expresses the influence of the Unani knowledge of medicine on the education of the province and also the skill of its physicians in this system of treatment.

An idea of the knowledge and skill of Muslim physicians may be available from the writings of contemporary Europeans. Bernier, who was himself a physician of the seventeenth century European system, speaks highly of the Muslim physicians of this subcontinent and also refers to the ignorance of the Hindus in anatomy. According to Bernier, the Muslim physicians, although unacquainted with the European new discoveries in the science of medicine, were nevertheless successful in the treatment of medicine and healing on the system of Galen as well as of Ibn Sina and Ibn Rushd, the great philosopher-physicians of the early Muslim period<sup>17</sup>. Adam noticed the study of medicine in the madrasas of Bengal even in the early nineteenth century.

The science of astronomy formed part of the education in the madrasa. It is used to be associated with the knowledge of mathematics, mechanics and music and these combined components were known as the science of riyadi. In the earlier period of the Muslim rule in this subcontinent astronomy was not much in study. But from the time of Emperor Akbar, the study of astronomy was revived among Muslims. At that time a versatile scholar of the sciences of medicine, mathematics, astronomy and mechanics named Amir Fath Allah Shirazi, translated for the Emperor 'Zich-i-Jadid-i-Mirzai' a notable astronomical work of Ulugh Beg Mirza, a Timurid prince of Samarqand<sup>18</sup>. There were in Bengal Muslim scholars who were distinguished in the science of astronomy. Ghulam Husain Tabatabai refers to Muhammad Hazin, a scholar at the court of Nawab Alivardi Khan, as one of the notable astronomers of the time.

## ii. Female Education

The Muslims favoured the education of their girls. The father regarded it as a religious duty to educate his daughters, so that they knew the fundamentals of religion, the reading of the Quran and the observance of the rites in a proper manner. The female children were initiated to letters, like the boys, with the 'Bismillah Khani' ceremony and they read in the same maktabas. Adam's Report also testifies to the education of the boys and girls in the same primary schools. It may be presumed from this that the female education was common at least up to a certain stage of the primary standard.

Secondary and higher education for girls was restricted by the 'purdah system' in the society. Co-education was unknown in the secondary stage. There was also no regular system of secondary and higher education for girls. After primary standard, education of girls was practically confined to the higher class and upper middle class people, who could make special arrangement for the same. Emperor Akbar established a school in his palace at Fathpur-Sikri for the girls of the royal family and of the nobles<sup>19</sup>. This suggests that the kings, nobles and well-to-do Muslims set up secondary schools to educate their daughters. In the Mughal society there were ladies who were distinguished for their literary attainments. They compiled valuable works, composed elegant verses and wrote books on theology, mysticism and other subjects<sup>20</sup>. Educated ladies took to the profession of teaching girls. The princes, nobles and wealthy peoples engaged educated women as tutoresses of their daughters.

The educated and enlightened Bengali sultans, subahdars, nawabs and nobles follows this Muslim tradition of maintaining tutoresses for the education of their daughters. Adam noticed this practice of providing tutors by wealthy Muslims in Pandua for the education of their sons and daughters<sup>21</sup>. It was indeed the continuation of the practice that obtained on a wider scale during Muslim rule in Bengal. In this way the Muslim girls received secondary and higher education. As this was a special arrangement, the number of girls receiving secondary and higher education was, therefore, very limited.

The contemporary records express that ladies of the upper class in Bengal were highly educated and enlightened. By their education and talent, some of the ladies exercised influence on the affairs of the state and figured in the history of the time. Ruqaiya Begam, wife of Ibrahim Khan Fateh Jang, subahdar of Bengal, was noted for her learning and accomplishment. The daughters of Shayesta Khan were highly educated and cultured, According to tradition Pari Bibi was a very accomplished lady of the time<sup>22</sup>. Zinatun Nisa Begam, wife of Nawab Shuja al-Din, was one such talented and accomplished lady whose influence was felt in the administration of her husband. Among the highly educated and talented ladies of the period, the name of Sharfun Nisa, Begam of Alivardi Khan, comes out prominent. The contemporary Persian as well as European writers speak highly of

her accomplishment, enlightenment and generous disposition. The daughters of Alivardi Ghasiti Begam, Maimuna Begam and Amina Begam were well educated.

The life of these ladies illustrates that women of the upper class received good education and their enlightenment and talent enabled them to come to the limelight of history. The talents of Muslim ladies found expression because of their high degree of education. Education endowed them with courage and strength of mind. In this way it is found that there were well educated and enlightened women in the Medieval Muslim society who were devoted to intellectual and mystical pursuits.

### iii. Education of the Hindus

The general education of the Muslims effected a revolutionary change in the attitude of the Hindus towards education. In Ancient Bengal education was confined mostly among the Brahmins and the lower class Hindus were denied the right to any kind of knowledge whatsoever. The Brahmins maintained the exclusive monopoly of the sastras (religious scriptures). So, when Chaitanya introduced equality of all castes and equal opportunities for knowledge to all, the Brahmins were mightily enraged against the Vaishnava teacher and complained to the Muslim rulers. They represented this as an irreligious act and said, Chaitanya is destroying the Hindu religion by agitating the heretical people. The low class people are repeatedly chanting the name of Krishna (God). This sin (of irreligious work) will ruin Navadvip<sup>23</sup>.

The establishment of the Muslim rule liberated these unprivileged Hindus from the domination of the privileged class and also emancipated their intellect from the perpetual bondage. The lower class Hindus took to education and learning from the beginning of the Muslim rule in Bengal. It is gathered from a work Manik Chandra Rajar Gan, of a Hindu poet that the Haris and Sauds of the lower class Hindu society were educated enough to read and write documents in the Muslim period.

The Hindu boys and girls were given primary education in the pathsalas which were generally attached to rich men's houses or under some trees in the dwelling of the gurus (teachers). Sometimes a maktab and pathsala were combined under one

roof. The munshi (Muslim teacher) took classes in the morning and the guru taught the students in the afternoon<sup>24</sup>. Wealthy Hindus provided for the maintenance of the pathsalas. Poet Vijayagupta, author of the work, *Manasamangala*, says that Chand Sadagar (Sawdagar) bore the expenses of a big pathsala in which his six sons received education from a guru named Somaj Pandit.

Like Muslims, there was co-education of Hindu children in the primary stage. The Hindu girls also read in the pathsalas. Mainamati, a princess, received education from a guru in the pathsala attached to her father's house. In *Saradamangala*, a seventeenth century Bengali poetical work, there is reference of five princesses reading in a pathsala, where many boys including a prince received education<sup>25</sup>. This leaves the impression that there was female education and there are instances which show that the women in general could read and write. Primary education was spread over six years. It is known from the *Ramayana* of Krittivas that the poet finished primary education at 11 and at 12 he went for higher education.

There are references of highly educated women in the Hindu society. The washer woman Rami, the beloved of poet Chandidas, composed verses in Bengali. Madhavi, a follower of Chaitanya, was well-educated. She composed many beautiful verses. Chandravati, a daughter of poet Bansidas, was a gifted poetess of the sixteenth century Bengali literature. Khana was an accomplished woman; her wise sayings on astronomical observations have become household proverbs in Bengal<sup>26</sup>. She lived in the early period of Muslim rule in this province. The 'Vidyasundara Kavya' of Bharatchandra reflects that there were women in the society who were accomplished in learning. Rani Bhowani of Natore was a well-educated lady. A daughter of Rasoraj, the famous buffoon at the court of Raja Krishnachandra of Nadia, was well-conversant with literature. The female mendicants were fairly educated.

#### iv) Education in the Tols (Sanskrit learning)

After the completion of the primary education, the Hindu boys, who desired to acquire higher education, generally entered the tols, which were institution of Sanskrit learning. The tols were exclusively meant for the education of the Brahmin students. Because of wealth and influence, the rich merchants also could occasionally have their sons educated there.

The various branches of the Sanskrit literature such as *kavya* (poetry), *vyakaran* (grammar), *jyotis* (astronomy), *chhanda* (rhetoric), *nirukta* (lexicon), and *darsan* (philosophy) were studied in *tols*. Theology and philosophy formed an important course in the education of *tols*. There was also provision for the study of *itihash* (history) in the Sanskrit institution. Bengali and Persian were also taught in some of the *tols*. The works of Kalidas and the commentaries of Panini's grammar as well as the *Ramayana* and the *Mahabharata* were the prescribed books in the *tol*<sup>27</sup>.

The study of the science of medicine was given much importance at Sanskrit institutions. A section of Brahmins called *vaidyas* or *kaviraj* were devoted to the study of medicine. The medical works of Vijaya Rakshit, Chakradatta, a scholar of eleventh century, and Amar Singh were widely studied by the *vaidyas*. The *vaidyas* showed remarkable skill in treatment of diseases. In the time of the sultanate of Bengal, some of the *vaidyas* rose to the position of royal physicians of Barbak Shah, Husain Shah and others. Mirza Nathan records an appreciation of the healing of the *vaidya*. Mirza Nathan writes that his father fell dangerously ill and no Muslim physician could cure him. At last a *vaidya* cured him by treating with some herbs<sup>28</sup>.

The science of *jyotis* (astronomy and astrology) was one of the subjects in the education of *tols*. A section of Brahmins were devoted to its study and practice. They are known as *Daivagyas*. The writings of sixteenth century poet, Dvij Hariram, express that Hindus valued the knowledge of astronomy and astrology. Speaking of *Daivagyas*, the poet writes, a few of them read annotations of astrology known as *Bhaswati-dipika* and some study *Zodiac*. Others again discuss the forecast of the almanac (*panjika*) of the new year, while some carefully calculate the true position of a planetary body in the *Zodiac*. Some of them draw the horoscope of a boy<sup>29</sup>. Bernier refers to astronomical knowledge of Hindus and observes, In regard to astronomy, the Gentiles have their tables, according to which they foretell eclipses not perhaps with the minute exactness of European astronomers, but still with great accuracy. The evidence shows that the Hindus valued the study of astronomy and made some contribution to the knowledge of this science.

In Medieval period there were several centres of Sanskrit learning in Bengal. The most celebrated of these was *Navadvip*. In *Navadvip* many *tols* and thousands

of distinguished pandits, scholars and professors who enriched the knowledge of the time<sup>30</sup>. In this period several Muslim rulers patronized Sanskrit learning and a few Muslim learnt Sanskrit and even wrote books in this language. Thus Sanskrit learning made a remarkable progress under the enlightened and liberal policy of the Muslim state.

### **Impacts of Education in Medieval Bengal**

There was no appreciable progress of the knowledge of sciences in the Medieval Bengal or in the subcontinent as in contemporary European countries after the Renaissance. In this period no significant invention was made under review. The knowledge of sciences which was inherited from the Arabs and Central Asia continued to be the standard of education in this subcontinent. The distinguishing feature of sciences and knowledge of the time was however its wide diffusion. The knowledge of the Arabs and of Central Asia was widely studied by the Muslims of Bengal as of other provinces. The Period witnessed a large number of scholars, who were reputed for their knowledge of religious as well as natural sciences. There was no creative activity in the field of natural sciences. In the domain of religious sciences, however, Muslim scholars of Medieval Bengal made significant contributions.

A noteworthy contribution of Muslims to the learning and education of Bengal and the subcontinent was the introduction of historiography. The Bengali Hindus did not know the art of writing history. Hence, there was no history of pre-Muslim Bengal and no feeling for the study of this important subject among Hindus. With their advent, Muslims began writing and studying history and this in course of time influenced Hindus. The Muslim brought in many institutions and agencies which facilitated the diffusion and promotion of education among the people of Bengal. They introduced paper as writing material. In appreciating the services of the Muslims to knowledge and culture, Sir Jadunath Sarkar observes, "We owe to the Mohammedan influence the practice of diffusing knowledge by the copying and circulation of books, while the early Hindu writers as a general rule loved to make a secret of their productions"<sup>31</sup>.

It is also a remarkable contribution of the Muslims in Medieval Bengal that they introduced a liberal force in the field of education, which effected a

revolutionary change in the educational life of the Hindu society. The monopoly of Brahmins in education and learning was broken and the lower class people got opportunities to education and development of their life. Moreover, Muslims made very significant contributions to the growth and prosperity of the Bengali language and literature by their patronage, compilations and the introduction of vocabularies and vast thematic wealth of the Arabic and Persian literatures. It is also to be noted in this connection that the Persian language and Muslim culture dominated the intellectual, cultural and social life of the people of Bengal. Its impact was so tremendous on the Hindu upper and middle class that they became Persianised in language, culture, dress and etiquettes, just as many people became Anglicised during the British rule. This domination of the Muslim culture continued among Hindus even long after the fall of the Muslim rule in Bengal.

## **B. Condition of Education In Colonial Bengal**

### **The advent of the East India Company**

The British trading ships like that of the Arabs first anchored in the soil of Bengal. In 1690 Job Charnok bought Sutanoti, Gobindapur and Calcutta and made trading house. Fort William was built in 1696 in Calcutta because of security. In 1717 the British East India Company got a mandate from Forrukshior, the Emperor of Delhi and gained the facility of trading in Bengal without any tax. The Company won the military and political power after the fall of Sirajuddowla in the Battle of Plassi in 1757. Defeating Mir Kashim in the Battle of Boxer in 1764 and getting Dewani from the mandate of Shah Alam, the Emperor of Delhi, the Company got the authority of collecting revenue of Bengal. In 1772 making an end of diarchy and shifting the capital from Murshidabad to Calcutta, the Company got the supreme authority of Bengal.

### **Apathy of the Company towards Education**

During the period gaining power by the Company, degradation in the field of education is marked. Even after getting the power of administration by the Company, depreciation in the field of education did not stop. At the beginning, the Company was indifferent to the education of the countrymen. According to Major B.D. Basu, the Company was mere a trading institution. They did not know

anything except profit and loss. So they thought it to be wastage of money to spend some money for the education of the subjects. A member of the Court of Directors of the Company, remarked for it, that there was no need of spending money to teach the Indians about Shakespeare. Another cause of neglecting the spread of education by the Company was that the Court of Directors feared that if education and religious condition be interfered, the Indians might revolt. The testimony of this mentality is found in the evolution of British policy during the later period: 'to leave the traditional modes of instruction undisturbed and to continue to them the support which they had been accustomed to receive of from the Indian rulers'<sup>32</sup>.

Besides this, for the extensive depreciation found in the social life of Bengal nay India on account of the destruction of former political structure, the study of intellect, education and mental progress was naturally obstructed. Above all, in the changed situation, the ruling class was so busy with war, business complexity, re-allocation of revenue and judicial system, deciding and inventing policy etc. or for their won survival that no attention was given to education at the beginning. As a result the opportunity of education was reducing. On the other hand, for the absence of instances of co-ordinate government educational system in England, no well patronization was expected. So the new rulers of Bengal first paid their attention to the revival of Indian educational study.

Warren Hastings, the Governor General, at the request of the Muslims of Calcutta founded the Calcutta Madrasa in 1781. It was the oldest educational institution conducted by the state management under the British rule. The main object of establishing this Madrasa was to teach Persian language, Arabic, Muslim law (Fikah) to persons who might be employed to the lower post of the Courts of Justice. According to 'Mohammedan Education in Bengal' by Abdul Karim,....'to promote the study of the Arabic and Persian languages and of Muhammeden law, with a view more specially to the production of qualified officers for the Courts of Justice'<sup>33</sup>. In this way it was also an object to please the displeased Muslim aristocratic community because hopeful employment opportunity will be created for their children. It was also admitted thorough these efforts of Hastings that all hoped for the direct patronization of the government.

After a decade in 1792, Jonathan Duncan, the President of the East India Company established a Sanskrit College in Benares for the education of the Hindus. The object behind the establishment of this college was not different from that of the establishment of Calcutta Madrasa. Afterwards Elhinstone did the same thing in Poona for the education of the Hindus. On the other hand, Sir William Jones established Calcutta Asiatic Society in 1784 for the research on the oriental knowledge. Besides these Nathaniel Hallhed composed the first grammar book in Bengali language. Charles Willkins made printing letters of Bengali alphabet. As a result of this it was possible to print books in Bengali. But inspite of these, the patronization of education made by the British was very meagre in comparison with that of the recently power-ceased Indian rulers and its advantage was enjoyed by few students.

In 1800 Fort William College was established by Wellesley, the Governor General inside Fort William. But Fort William College was not a complete government institution as Warren Hastings Calcutta Madrasa and Jonathan Duncan's Benares Sanskrit College and the doors of this college was not open for the common students. Wellesley felt the need of teaching institutional education and moral training of the new comer European officers about Indian language, history and administrative custom and established this college. But at last this college was closed according to the intention of the authority of England. Since then the arrangement of teaching the civilians appointed to India were made in Haileybury College of England.

Though the existence of Fort William College was short, the teachers and former learned persons of it played an important role for the improvement and modernization of Bengali language and most of other languages in India. Of the Bengali teachers of the college the most famous were Ramram Basu, Tarinicharan Mitra and Mrittunjay Vidyalankar. With the help of these teachers, the professors of the college conducted all examinations for promoting the standard of Bengali literature and implementation of Bengali prose<sup>34</sup>.

### **The Spread of Western Education in Bengal**

Though the Company government was indifferent to education and culture of the subjects, interest in western education was found for different reasons. First,

a class of people showed interest towards English education for the opportunity of earning livelihood, service and trade. Secondly, many English knowing men were needed to work as clerks, translator and copyists in the various institutions of the government of the Company. But for the practical reasons it was not possible for the Company to bring sufficient number of people from England giving excessive pay. In these circumstances, different trade institutions were willing to employ native people with low pay. For this reason too, many people showed interest to learn English. According to Alexander Duff, people requested in the streets and ways for the opportunity of learning English.

Side by side with this a good number of intellectual knowledge seeking modern educated persons realised the need of learning western knowledge and science and showed interest in learning English. They had pure thirst for knowledge. They understood that if the Indians did not study the knowledge and science of the English with which they ruled India, they will lag behind for ever. These intellectual persons, understanding the utility of learning English tried to spread English education. It is true that European Missionaries played foregoing role in this regard but newly educated Bengali local people and also their European associates did not lag behind. With reference to this the memorable contribution of the persons named William Carey, J. Marshman, William Ward, Charles Grant, Ram Mohun Roy, David Hare, Alexander Duff, Iswarchandra Vidyasagar may be cited<sup>35</sup>. So it is not a matter of surprise that undivided Bengal was the starting place of the movement of India for acquiring western knowledge and Ram Mohun Roy was the pioneer of it.

#### a. Non - Government Efforts

The spread of English education had been advanced to a great extent in the non-government stage before the efforts taken by the Company government for western education. According to R.C. Majumdar, English schools and colleges were being established with non-government efforts without any support and help of the government. Some patrons of Anglo-Indian community established English schools in Calcutta. Of these schools 'Dharmatala Academy' of Henri Drummond and 'Serborne School' which was situated in Jorasanka

were famous. Many scholars of modern Bengal were educated in Serborne School. Orator Ramgopal Ghosh, Prince Dwarkanath Tagore were the Students of Serborne's School. Besides these schools, an English School was established in 1800 at Vabanipur and David Hare established Potaldanga Academy or Hare School (at present) in Calcutta. The next year, Hare established School Book Society for printing and publishing English and Bengali books. Text books were supplied to schools at low price by this book society.

In this way the idea of establishing English school got the practical shape and the plan of English education in India gained the support of all. In these circumstances Hindu College of Calcutta was established in 1817 with the effort of Sir Edward Hyde East, the Chief Justice of Calcutta Supreme Court and patronization of David Hare, Baidyanath Mukherjee and Radhakanta Dev. The establishment of Hindu College was a landmark in the field of spreading western education in Bengal. The sons of Hindu gentlemen showed inspiration in English education and thus the popularity of English education increased. The standard of education in the Hindu College was very high. The foremost object of establishing Hindu College was to teach English and Indian languages and with that the literature and science of Asia and Europe. The main leaders of modern Bengal passed as the student of Hindu College and played distinguished role in the Renaissance in Bengal. In fact, Hindu College played an important role in social and cultural life of Bengal. In the later period (1854) this Hindu College was converted into renowned Presidency College of today<sup>36</sup>.

English schools were also established in district out side Calcutta with personal efforts. The zamindar (land lord) of Taki established an English School at Taki. Besides these, it is found that the other zamindars of Bengal established English schools in a good number of other districts. A non-government school was established in Rajshahi in 1828 with the efforts of same patrons of learning. Mohsin College was established in Hoogly with the help of Mohsin Fund. The establishment of the Mohsin College was welcomed by 'Edenborough Review' as one of the symbols of starting new era by the study of knowledge in India<sup>37</sup>. In this way it is found that with the efforts of some patrons of learning English education had spread in Bengal even before the government efforts were made.

## b. Contributions of the Missionaries

The contribution of the preachers of Christianity or the missionaries was extensive and deep. At the beginning of the nineteenth century three European Baptist missionaries William Cary, J. Marshman and William Ward played an important role in the spread of English education. These three missionaries engaged themselves in social reform and spread of education side by side with the preaching of religion. They established more than a hundred missionary schools, syllabi of which included primary lessons of modern science, geography and history. Even the people of low caste would send their children to these schools and educate them in fundamental education.

In 1800 William Carey kept the record of his highest achievement by establishing 'Serampore Mission press' where wooden letters of the alphabet made by Panchanan Karmakar were used. The translation of the Bible and the books entitled 'Hitupadesh' and 'Kathopakathan' were printed from Serampore press. 'Kathopakathan' by W.Carey reflects contemporary social life of Bengal. Besides these, William Carey edited the second weekly newspaper 'Samachar Darpan' and another newspaper entitled 'Friends of India' published in English from Serampore Press. These newspapers played an important role to draw the attention of the government to the contemporary social problems. Besides, these publications, no doubt, made remarkable contribution in the advancement of Bengali prose literature.

The missionaries co-operated actively with those who took initiative in establishment 'Calcutta School Book Society' in 1817. This society printed thousands of copies of books suitable for the use of the primary schools.

In 1818 William Carey and his two associates Marshman and Ward built Serampore College, with the money they saved through out their whole life<sup>38</sup>. This is the oldest institution of western education in India. Here oriental literature and western science were taught to the Asian Christians and the other youths of different communities together. At that time, though education was imparted without distinction of religion in Hindu College, it was confined to a small number of rich students. There was no opportunity of education of the common people. W. Carey and his associates felt the need of an institution for the common people and with

this aim they established Serampore College. This is the first and till today the only institution of India where religion, human education and secular subjects are taught together.

Though William Carey preached Christianity, he was specially a broad minded and patron of learning. He said about the necessity of teaching mother tongue Bengali with English. Besides this he expressed his opinion to teach western science in Bengali.

Bishops College was established in 1820 in Calcutta in the honour of Bishop Middleton. Besides these, the Christian institutions like London Missionary Society and Church Missionary Society established some English schools.

A new force was transmitted in to the spread of English education owing to the efforts of the missionaries after the arrival of Scottish missionary Reverend Alexander Duff in 1830 in Calcutta, Duff was a bright student of St. Andrew's University of Scotland. Alexander Duff was the most learned person of the missionaries who came to India and he had great influence over the educative and social rules of the British government of India.

With the real encouragement and inspiration of the English Alexander Duff established in English school called 'General Assembly's Institution' in the house of Kamal Bose, an Anglo-Indian at Calcutta in July, 1830<sup>39</sup>. Later on in 1835, this school was shifted to his own house and it became Scottish Church College. By establishing this college he created the opportunity of fulfilling the earnest desire of Bengali youth of being the gainer of western knowledge. By dint of the sincerity of Duff's teaching the fame of Scottish Church College spread all around. Alexander Duff insisted on teaching mother tongue Bengali with English, science, philosophy etc. It appears from the composition of Reverend Lal Behari Day that the standard of education of Duff's College was high. The answer scripts of the examination of the students of this college were examined by Lady Acley Eden herself.

Besides Scottish Church College, Jesuit missionaries established St. Xavier's College. Outside Calcutta missionaries also established many schools. In this way the extensive spread of English education in Bengal was made by the efforts of the Christian missionaries.

### c. Initiatives of the Government

After re-establishing stability to some extent in the Company governed Bengal, the root object of the structure of education raised in the Charter Act of 1813 was to create a small number of people of this country who would be native Indians in figure and appearance but Englishmen in taste and ideas. Whatever might be the object, the education system of the Charter Act of 1813 may be called the first step of spreading education by the government in India. Because inspite of helping to spread education the Company did not admit that it was the responsibility of the government and society to spread education. In the section 43 of Charler Act, the government authority first recognized the three responsibilities-the spread of education, determination of education policies and spending money for education. In this section, recommendation of granting rupess one lakh under the head of mass education was made. But there were some shrewd tricks in the Charter Act, as a result of which it was not possible to spend even a single rupee for the welfare of education before the year 1823.

#### I. Committee of the Public Instrucion

To conduct the educational work of Bengal province 'General Committee of Public Instruction' consisting of ten members was formed in 1823<sup>40</sup>. The amount of one lakh rupees sanctioned by Charter Act to be spent under the head of education was handed over to the committee. As there were majority of patrons of Arabic and Sanskrit languages among the members of the committee, the committee took the following resolutions :

- a) Reorganization of Calcutta Madrasa and Benares Sanskrit College.
- b) Establishment of Sanskrit College in Calcutta in 1824.
- c) Establishment of two oriental colleges in Delhi and Agra.
- d) The arrangement for printing and publishing of books written in Arabic and Sanskrit.
- e) Translate English books of knowledge and sciences into oriental languages by the appointing native pandits.

The above mentioned resolution of the committee faced opposition from the Indian quarter instead of favorable response. The leader of the opposition party Raja Ram Mohun Roy complained to the Vice-Roy for setting aside the resolution of establishing Sanskrit College in Calcutta. But the complaint was not fruitful and Sanskrit College was established in Calcutta in 1824. In the mean time, the demand of learning English among the Indians became very strong. But in this regard the committee were divided in their opinions. The older members of the committee took the side of inspiring oriental system of education but younger members took the side of inspiring the spread of western knowledge and science through the medium of English. As there were equal number of members on either side the conflict became keen and so a dead lock was seen in the work.

In the mean time contemporary reputed intellectual and renowned historian Lord Macaulay came to India on the 10th June, 1834 as the member in respect of law- affairs of the Council of Governor General Lord Bentinck. Lord Bentinck appointed him president of the Education Committee. Macaulay was out and out an Anglicist. He looked down upon Sanskrit and oriental education. The power of pen and eloquence of this orator and writer of Oxford was extraordinary. He took the leadership of the followers of the group of English and western education system and said, "Though English educated persons of India are Indians in the colour of the body, they will be Europeans in taste and mental ideals. That will be the victory of the British rule in India". Macaulay assured those officials who expressed fear that Indians like American colony would want freedom from the British rule after learning English language and literature saying, "That day will come after a century. When that day will come, it will be the greatest success of British rule in India".

## II. Macaulay's Minute and Bentinck's Educational Resolution, 1835

The Committee disputing about the system of educational course in India appeared before Bentinck, who referred the matter to Macaulay and sent for his opinion about it. In this regard a long decisive debate was made by Macaulay with Princep, the advocate of oriental educational system. At last on the 2nd February 1835, Lord Macaulay composed a famous memorandum or minute and submitted

it to Lord Bentick, the Governor General. The minute of Macaulay is called the direction in the field of spreading English education in India. Maccaulay, by expressing his opinion in support of western education through the medium of English in his minute caused an end of the controversies of long period of time. According to the recommendation of Macaulay's report (minute) Lord Bentinck by the regulation of 7th March, 1835 accepted the patronization and spread of knowledge and science through English medium in India as the purpose of education policy of the government of India<sup>41</sup>.

The minute of Macaulay is not only an important document of history but also a compositions of great literary value. This document may be compared with the speeches given by Admond Bark in Indian affairs on the House of Commons for their excellnce in oratory and dramatic expression. Of course the difference is that, the aim of Bark's oratory was the East India Company and its employees; and Macaulay's argument was against Indian people and institutions. In the field of intellect Macaulay's achievement was extraordinary. But as regards nationality and caste he could not rise above the mentality prevailed about the non-European culture of that age.

Lord Bentinck could not make extensive effort to establish schools and colleges for mass education. The allotment of money of the government under the education head of accounts was so small that it was not possible to establish a large number of schools and colleges. For this Bentinck took the Downward Filtration Theory. That is, water of the filter flows downwards from upwards, in the like manner educated people would educate other illiterate people and he hoped that English education would spread in this way.

After accepting the Downward Filtration Theory, a good number of government conducted and government grant receiving schools and colleges were built up in the district head quarters of Bengal. In these schools and colleges science through English medium was included along with English in the syllabus. Besides this, Bentinck founded the Calcutta Medical College in 1835 with an aim to educate the youths of the country with out any distinction of race and colour in the European method of medical science. The Calcutta Medical College played the role of the guide of formal teaching in the field of the medical science of the west and with this a new chapter was opened in the history of medical science in India<sup>42</sup>.

As a result of the introduction of Downward Filtration Policy, though a class of people was created for the time being to work in favour of the British government after learning English language, this new education was confined only to a class of opportunities. The plan of reaching this education after having been purified, as had been expected by the authority was no longer effective; rather it created class distinction in the field of education and as a result native education system gradually went downwards. Many years after the implementation of the Downward Filtration Policy, Lord Curzon admitted that as a result of this policy, much damage of native language and text books were caused. The report implemented by William Adam in 1835-38 reflected the truth of Lord Curzon's word.

The result of two important government decisions of 30 and 40 decades of nineteenth century, the demand of English education increased more. One of this was the introduction of English of the offices and courts in lieu of Persian language in 1837 and the other was the implementation of the policy of giving priority to the English knowing persons to the government service in 1845<sup>43</sup>. Before this the Committee of Public Instruction was abolished and the Council of Education was established and all the responsibilities of the former committee were vested on the new committee. In 1845 Lord Hardinge declared that the Council of Education would select candidates through competitive examination to join government service and English knowing persons would be given priority. As a result, interest in English increased and schools and colleges of English medium were being established in different regions of Bengal.

With reference to this, it may be mentioned that Dhaka College in 1841, Sils Collage in 1843 in Calcutta and other six colleges from 1843 to 1845 were established in Bengal. Besides these Krishnanagar College in 1846, Hindu Metropolitan College in 1853 in Calcutta and Bahrampur Collage were established in Bahrampur. In the same continuity Hindu College was converted into the famous Presidency College in 1854.

### III. Wood's Educational Despatch, 1854

Though western education developed in this way on the soil of this country through the establishment of various schools and colleges, the whole of it was built up with much confusion and whim. There were a great scarcity of well-defined

government rules and expert and well arranged government machinery. In these circumstances the time of renewal of the Charter Act arrived in 1853. Before the renewal of the Charter Act, the British Parliamentary Select Committee thoroughly discussed the existing circumstances in the Indian educational field. On the basis of it, Sir Charles Wood, the then President of the Board of Control, implemented his famous Education Despatch in 1854.

Wood's Educational Despatch was really a mile stone in the history of modern education of India and it brought forward an extensive plan for the subsequent educational system of this subcontinent. Various important points were discussed in this document consisting of a hundred para. Bearing in mind that it was the sacred duty of the government of India to develop both native languages and English and to make their far-reaching spread, the following steps were recommended for acquiring the desired aim<sup>44</sup>:

1. The constitution of a separate department of the administration for education.
2. The institution of universities at the presidency towns.
3. The establishment of institutions for training teachers for all classes of schools.
4. The maintenance of the existing government colleges and high schools and the increase of their number when necessary.
5. The establishment of new middle schools.
6. Increased attention to vernacular schools, indigenous or other, for elementary education; and
7. The introduction of a system of grants-in-aid.

The attention of government is specially directed to the importance of placing the means of acquiring useful and practical knowledge within reach of the great mass of the people. The English language is to be the medium of instruction in the higher branches, and the vernacular in the lower; English is to be taught wherever there is a demand for it, but it is not to be substituted for the vernacular languages of the country. The system of grants-in-aid is to be based on the principle of perfect religious neutrality. Arrangement for granting stipend on the basis of grades should be introduced and there should be simple and earnest support of the government in respect of female education.

In the conclusion of Wood's proposal this comment was made that specially the institution of higher stage would be safely closed or their power would be transferred to the local administration and their grant would come from the provincial government.

With the above mentioned recommendation of Wood the new educational system gradually developed in Bengal. The government education office or the Department of Public Instruction was opened in the year 1854. Government schools and colleges were being established in the main district towns as the model to be followed for the non-government efforts. About 79 English High Schools and 140 Middle English Schools got the monetary help of the government in 1855 under the shade of grant-in-aid. This system encouraged setting up non-government institutions. In these institutions the fees for the students were comparatively low and the rules and regulations were more relaxable. The aim of the government was to popularise education without increasing the fees and this aim was successful to a great extent.

In Wood's Educational Despatch it was said to establish Universities in Calcutta, Bombay and Madras following London University. At that time the programme of London University was confined only to giving examinations. In the situation prevailing in India, London model was considered the fittest because no arrangement better than this was possible at low expence.

#### **IV. The University Act, 1857**

The University Act of 1857 was passed during the administration of Lord Canning, the Governor-General (1856-1862). With the power of this Act, Calcutta University was established on the 24th January, 1857.. About the object of the Calcutta University the preamble of the Act states that, for the better encouragement of Her Majesty's subjects of all classes and dominations within the Presidency of Calcutta and other parts of India in the pursuit of a regular and liberal course of education, it has been determined to establish a University at Calcutta for the purpose of ascertaining, by means of examination, the persons who have acquired proficiency in different branches of Literature, Science and Art, and of rewarding them by Academical Degrees as evidence of their respective attainments, and marks of honour<sup>45</sup>.

At the beginning Calcutta University had four faculties, Arts and Science, Law, Medical and Engineering like other two Universities of Bombay and Madras. Affiliation and Examinations were the works of these Universities. They had no programme of teaching of their own. These circumstances existed till the first several decades of the twentieth century.

The establishment of Calcutta University was a landmark in the history of modern Bengal. In fact, the establishment of Calcutta University was a revolutionary event in the history not only of Bengal but also of India. Though the Universities of Bombay and Madras were established at the same time, later on Calcutta University advanced forward with development, standard of education and fame leaving the other two far behind. And with that the youths of the institutions under Calcutta University being educated in western education were able to keep their impression of credit not only in Bengal but also in all India. The achievement of these youths was in the field of education and administration in one hand and on the other hand in the political and cultural field which played a hopeful role for the independence of Indian subcontinent.

#### **V. The Indian Education (Hunter) Commission, 1882**

Lord Ripon, the Governor-General constituted a commission consisting of 20 members and made Sir William Wilson Hunter, member of his Executive Council, the president of the commission to discuss the nature and progress of Indian educational system from the time of Wood's Despatch to the later period and in response to the various complains of the missionaries in the field of education. Though it is officially known as Indian Education Commission, 1882, it is better known as Hunter Commission after the name of its president William Hunter. The main object of the Hunter Commission was to give direction to the government and non-government policy and role about the primary and secondary field of education of the subcontinent. Keeping this purpose in front, the commission discussed different points connected with the primary and secondary education. And with this the commission also discussed the points of higher education. With reference to all these in 1883, the commission submitted to the government a large report consisting of 222 preambles in 600 pages<sup>46</sup>.

Among the recommendations of the commission, thirty six recommendations were about making primary education free and compulsory. Besides these, inspection and guidance, establishment of night schools where possible, fixing time period of staying in schools according to the convenience of the village families, making arrangements for religious teaching etc. were worth mentioning.

The commission, thinking that higher education as like as primary education was equally necessary for the balanced progress of the society, made twenty three recommendations. By gradually relaxing the control of the government from the field of secondary and higher education for making the education of multipurpose system, the committee recommended for introducing syllabi accordingly.

The government of India approved almost all the recommendations made by the Hunter Commission. But many recommendations of the commission were not implemented properly. Yet in the modern history of India, the importance of the Hunter Commission can not be under estimated. This is because the Hunter Commission alone first recognised the imparting of the primary education as government duty and broadened the way of its future progress. It may be said that the recommendations of the commission brought new speed in place of slow speed of advancement in the field of education. On the other hand as a result of the recommendation made by the commission for encouragement to the field of non-government efforts for higher education, an extensive spread of higher and secondary education took place in the subcontinent.

It is obvious that more wide spread education in higher and secondary stage took place in Bengal than any other province of India. This is because higher education, on the whole, was cheaper in Bengal than any other province of India. Average annual expense and fees of each student were lowest in Bengal. The number of students studying in the colleges was also largest here. In case of secondary education the condition of Bengal was the best of all provinces of India. About half of the 3097 English high schools of India were situated in Bengal in 1901-02. There was a secondary English school in every 104 square miles. Like colleges most of these schools were non-government. The number of students studying in these schools was the largest here and the number of these students was increasing in a comparatively rapid speed.

Of course the quality of education was not so good though the number was increasing. The standard of education was degrading because of crowded class rooms, inadequate buildings and equipment, low paid unfit teachers, syllabi of low standard, unequal spread of education owing to the distinction of gender, community and locality, and too much inclination to humanities.

## **VI. University Reforms Act, 1904**

At that time in the subcontinent Lord Curzon took over the charge of administration. At first he paid attention to the education of this country and made necessary arrangements for the progress of education. Lord Curzon wanted to remove the above mentioned defects through his University Reforms Act, 1904,<sup>47</sup> but his political purpose was more wide spread behind it. He believed that cheap and low-grade education system without any guidance of the government created discontent anti-British citizens, so it should be prevented at any cost. But the measure he took under Indian University Act to prevent it could not fulfil his purpose completely. It could not improve the standard of education well, the spread of education was not slow rather the structure of education was Indianalised more quickly. Consequently establishment of more government control remained beyond reach as before.

In this way the change of role and conduct of the universities of India started at the background of Curzon's improvement. From the very beginning the work of Indian universities were making syllabus, conduct examinations, conferring degrees, affiliation of colleges and giving recognition to schools. The real responsibility of imparting education was given to the colleges. With the able leadership of Asutosh Mukherjee in the first decade of the twentieth century, Calcutta University first started teaching at post graduate level and introduced higher research programme in its own guidance.

## **VII. The Calcutta University (Sadler) Commission, 1917**

Within a short period of time, complete teaching programme came under the direct control of Calcutta University. Side by side with it, this university was able to acquire fame as a centre of higher research in all India. But in course of

doing all these, Sir Asutosh had dispute with the government. As a result of rapid spread of teaching and research programme of Calcutta University, various problems were created in administrative and academic affairs. The government of India constituted the Calcutta University Commission in 1917 to enquire about the connected problems and to ascertain work for education and organisation. The president of the commission was M.E Sadler the Vice-Chancellor of Leeds University of England. The commission was well known as the Sadler Commission after his name. The other members of the commission were : Ramse Muir, J.W. Gregory, P.J. Hartog, Asutosh Mukherjee, Ziauddin Ahmed, W.W. Hornel and George Anderson<sup>48</sup>.

The Sadler Commission first met on the first week of November, 1917. The members of the commission, according to the advice of the president conducted their enquiry into most of the educational institutions including other universities without confining their enquiry work into Calcutta University only. After direct inspection and detailed discussion of the connected affairs for long seventeen months, the commission submitted its large report of thirteen parts, on 18th March, 1919 to the government of India.

The main recommendations of the Sadler Commission focussed on different points specially on the existing educational system. The commission advised to take some important steps for removing defects of the university education system. One of its purposes was to make Calcutta University a real educational institution and realisation of the plan of establishing a University at Dhaka as soon as possible. Besides these, the commission recommended for perfectly reorganisation of secondary education system to advance forward the educational system of the university stage in Bengal. For this purpose the commission recommended for establishing a Secondary and Higher Secondary Education Board. The commission also urged for establishing a special Board for Female Education. Besides these, recommendation of the commission for ascertaining the place of Indian languages in the university education, introduction of degree course for three years, separation of intermediate education from the university education etc. showed the far reaching out took of the commission.

Like those of the previous commissions regarding education many recommendations of the Sadler Commission were not materialised owing to indifference of the government and education authority. Besides, some recommendations of the commission created controversy. As a result no remarkable change in the organisations of the then system of educational arrangements took place.

But some important resolutions of the Sadler Commission were materialised. One of them was the establishment of Dhaka University in 1921. As a result remarkable opportunity of higher education was created for the people of East Bengal (Bangladesh at present) in one hand and on the other hand Calcutta University got rid of the responsibility of the colleges of East Bengal.

In the history of education of this country no other report so evaluated education as the report of the Sadler Commission. About education, there was no point which was not discussed in the Sadler Commission. Though the Sadler Commission was constituted for Calcutta University, the recommendations of this committee played a very important role for the universities imparting education in all India.

The next thirty years after the constitution of the Sadler Commission or in the year 1947 till the period of leaving India by the British the background of socio-economic, political and historical of Bengal nay the subcontinent changed. Some times this change was very rapid and with it the spread of education and higher education occurred. The number of colleges and universities increased and in these institutions the work of teaching and research were done sometimes quickly and sometimes slowly but they were continuous.

### **Effects of Western Education in Colonial Bengal**

Of course, it is true that as a result of giving too much importance to English learning, learning of native languages was neglected. Though a class of people was created for time being to learn English and to work in favour of the British government, this new education remained confined to an opportunist class of people. As a result this system of education introduced by the English could not

bring desirable fruit for the people near the soil of native villages. Rather it created class distinction in the field of education and thus created obstacle in national solidarity. In this way a great vacuum and interruption were created in the field of education. But if modern knowledge and science were taught through mother tongue, it would cross the impediment of the language and create extensive spread of education. For this many educationists condemned the loading of the burden of English.

On the other hand, the benefit of learning English was not significant. Whatever might be the motive of introduction of higher education, that is the education through English medium, the more the spread of study of the western knowledge and science through the medium of English, the more the character of education became rational and secular. As a result, by acquiring experience in history, philosophy and science through this kind of education, a class of rational and educated people who were the pioneer of Renaissance of India nay Bangladesh was created. They tried to form a new society full of vitality by removing indolence, superstition and blind belief. These were the people who were the pioneers of the independence movement of India. The pioneer of India Raja Ram Mohun Roy, the religious preacher and reformer Keshab Chandra Sen, Swami Vivekananda and many other reputed sons of India belonged to them. At the beginning, the Muslim community, owing to the influence of the conservatives turned their faces from English education but later on owing to the influence of Sir Syed Ahmed Khan, Nawab Abdul Latif and Syed Ammer Ali came forward to take this education. As a result a new class of intellectual Muslims was born.

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In the Mughal society well-educated women were Khadzadeh Begam, sister of Babur, Gulbadan Begam, Mariam Begam, Ruqaiya Begam, Salima Sultana Begam, Maham Anaga, Nurjahan Begam, Mumtazmahal Begam, Jahan Ara, Raushan Ara, Jahanzeb Banu Begam, daughter of Dara Shikoh and wife of Prince Azam, and Zeibun Nisa Begam. Gulbadan compiled Humayunnama. Nurjahan was a talented poetess and Zeibun Nisa's poetical compositions are a valuable piece of the Persian literature.

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### Perspectives

#### A. The idea and Origin of the Rajshahi College

After the Battle of Plassey, 1757, the East India Company grabbed the political power of Bengal by 1765 through tricks and tactics. Primarily they did not pay any attention to educate the people of this country. Later on they realised that to run the administration of the country they need some English educated natives. On the other hand the upper class Hindus thought that to get better position in administration and economy of the country they have to give English education to their children. But the Muslim community as a whole did not accept English education for the first hundred years of British administration.

Language was a serious barrier to communicate with the English men who were then having state power. So a section of our people joined with the Missionaries who were already working to spread education, specially English education and to propagate Christianity in subtle way. However, when Government patronage was added to private initiative it got speed and momentum. Rajshahi was not also lagging behind regarding English education.

District headquarter was transferred to Rajshahi from Natore in 1825. There were two strong reason behind this switch over of district headquarter from Natore to Rajshahi. Firstly, Natore became a unhealthy place to live in as river 'Narode' lost its flow<sup>1</sup>. We have to remember that rivers were the all source of water at that time. Moreover river was also the only media of transport. River 'Padma' was flowing in full swing on the southern side of Rajshahi town. Secondly, Rajshahi was famous for her indigenious silk production. So the prospective silk industry of Rajshahi attracted the Company Government to Rajshahi. However, with the transfer of district headquarter the influx of European officers, businessmen, lawyers, zamindars and men of different occupations was natural. Later on English officials, zamindars of Dighapatia, Natore, Dubalhati, Puthia, Bolihar, some lawyers and elites of the town established an English School named 'Bauleah English School' in

1828<sup>2</sup>. The school received William Adam's recommendation in 1835, when Government adopted a policy to setup a school in each district. The resolution of the Governor General in Council on March 7, 1835 was expression of this decision. So Adam's recommendation was very timely. After inspecting the school he recommends for taking over by the Government. He explained the reasons in the following language:

The first is that throughout the district there is not at this moment a single institution of education of European origin. The second is that a school house and a teachers house already exist and would be immediately made over to the Committee if a school was to be established, whereas if not occupied, they will fall into despair and ruin; and the same expense will be necessary at some future time.<sup>3</sup>

In pursuance of the policy the institution was provincialised and converted in to a Zilla School in 1836<sup>4</sup>. When the school was taken up by the Government, the number of students receiving instruction at that time was 98<sup>5</sup>. In 1872 Raja Haranath Roy of Dubulhati made gift of a Zamindari Estate yielding an annual income of Rs. 5000 and Government at once raised the school to the status of a second grade college in 1873<sup>6</sup>. Instruction was given up to the standard of the First examination in Arts of the Calcutta University. The students of the First Arts class pay a monthly fee of Rs. 3<sup>7</sup>. So we can say that Rajshahi Zilla School (Collegiate School at present) is the root of the Rajshahi College. Not only Rajshahi College, rather to days education city Rajshahi has been developed due to the establishment of Rajshahi Collegiate School.

## **B. Establishment of the College**

The F.A classes were opened on the 1st April, 1873 with only six students on the rolls. By 31<sup>st</sup> December of that year the number had increased to 27, and both the first and second year classes had been formed. There was only one Muslim boy in the College. He was the best boy of the second year Class in 1874, In which year he died of Cholera. Then, some years, Muslim boys were not forthcoming<sup>8</sup>. Proposal was made to raise the status of a first grade college Raja Pramathanath Roy of Dighapatia gave one and a half lakh rupees through Rajshahi Association as a permanent endowment, is which helped materialise the proposal in 1878. The

college became first grade college with B.A affiliation to the Calcutta University when Mr. F.T. Dowding was the Principal of college.<sup>9</sup> With the affiliation of Calcutta University the college came with the name of 'Rajshahi College' in 1878.

Gradually Rajshahi College began to prosper from all sides. At that time people had a urge for learning, but no scope to materialize that. Rajshahi College become the only place to fulfil the urge for learning in the then entire North Bengal. The college began flourish in full swing. B.L and M.A course were also inaugurate in the year 1881 and 1893.<sup>10</sup> Rani Mon Mohini Devi of Puthia made an endowment of Rs. 20,000 for the support of the law classes. The B.L and post graduate courses continued till 1909 when the New Regulations of the University came into force, and B.L and M.A affiliations were consequently with drawn.<sup>11</sup> University knows better why the affiliations were withdrawn, but the students of North Bengal have been deprived of higher education. North Bengal was backward in comparison to West Bengal in economy and education as well. Comparatively poor students could not go to Calcutta for education as they could not afford the costly city life. So Rajshahi College was the only hope for them and that had been stopped.

## I. Introduction of Fundamental and Optional Subjects

We do not come across any specific subjects or courses allotted for teaching but in the light of the 'Instructive Staff' recorded in the Calcutta University Calendar, 1980-81 it appears that subjects like Mathematics, Botany<sup>12</sup> and Chemistry, Sanskrit and Persian were offered.

When Rajshahi College was declared as a full-fledged institution for the study of Degree courses various steps were taken to upgrade it by all means. Buildings were constructed and highly qualified teachers and Principals were appointed. By this time department of Law was introduced in 1881 and one Babu Mohendranath Sanyal B.A., B.L. was appointed as the Lecturer of this department. In 1893 M.A classes were opened and want of hostel accommodation was felt as early as 1890 and finally it was opened in 1894.<sup>13</sup> The Year 1894 is the memorable day in the history of the college it was for the first time two candidates were sent for the M.A

Examination and they came out successful.<sup>14</sup> It is worthy<sup>of</sup> mention that the college which had to start with 6 students only, in 1900 the number of students in the college rolls was 138.<sup>15</sup> After the partition of Bengal (1905), the college was under the controlled of Government of the newly created province of East Bengal and Assam and as per the progress recorded, the institution received special attention of the Government. With in five years i.e., 1905-06 the number of students rose to 219. But when the college was making considerable progress, suddenly by the new regulations the University of Calcutta in 1909 withdrew the affiliation for M.A. And B.L. teaching. Naturally the college was then supposed to teach upto the B.A. and B.Sc. Honours standard. In 1910 number of Professors and Lecturers was 18 and the total expenditure amounted to Rs. 46,241.<sup>16</sup>

From this time onward the Rajshahi College began to rise with abnormal progress in terms of teachers and students. It was however possible due to the new system and curriculum introduced by the Calcutta University after 1910-11. The college became one of the popular academic centres next to Presidency College of Calcutta and large number of students began to be enrolled from distant places ignoring the difficulties of communication. At that time special attention was taken to review the courses of study prescribed by the University and college authority took up the measures to implement them.

In 1913 application for affiliation in Honours standard in History was made by the D.P.I and the University of Calcutta put a demand for an additional Lecturer in this subject. In fact till that year there was one Professor and a half-time Lecturer in History. The University therefore recommended a whole-time Lecturer with a condition that Honours standard in History should be taught in the college. At this stage as the matter stands it was decided that the present half-time Lecturer in History who was also assigned teaching English would be utilised as a full time teacher in English. It was also desired that under a situation of introducing Honours in History an additional Lecturer would be appointed to share the load of teaching Honours in History. The college however got affiliation in Economics in 1912-13.<sup>17</sup>

Thus as per the 'Report on the Rajshahi College and the Attached Institutions for the year 1912-13' prepared by the Principal, the Rajshahi College we find that the subjects and standards in and upto which the college was affiliated were the followings :

**I.A.-** English, Vernacular, Sanskrit, Arabic, Persian, Logic, History, Mathematics, Physics and Chemistry.

**I.Sc -** English, Vernacular, Mathematics, Physics and Chemistry.

**B.A-** English, Vernacular, Sanskrit, Arabic, Persian, Philosophy, History, Economics, Physics, Mathematics and Chemistry with Honours in all the subjects except Arabic, Persian, History and Economics.

**B.Sc.-** Physics, Mathematics and Chemistry with Honours in all the subjects.<sup>18</sup>

The next significant step for upgrading the college was made in 1917-18. On the basis of the report dated 1916-17 it is informed that the college was affiliated to the B.A. standard in English (Pass and Honours), Vernacular composition, Sanskrit (Pass and Honours), Arabic (Pass), Persian (Pass), Mathematics (Pass and Honours), Philosophy (Pass and Honours), Physics (Pass), Chemistry (Pass and Honours), Economics and Politics (Pass).<sup>19</sup>

Again to the I.A. Standard in English, Vernacular Composition, Sanskrit, Arabic, Persian, History, Logic, Mathematics, Physics and Chemistry.

As to the B.Sc standard in Mathematics (Pass and Honours), Physics (Pass and Honours), Chemistry (Pass and Honours), were introduced.

On the questions of I.Sc. standard in English some important papers like Vernacular Composition, Mathematics, Physics and Chemistry were considered as a part of teaching.

If we are to look at the report, published from the Calcutta University : Calendar 1920-21 the following courses and subjects were taken into consideration. Incidentally no new subjects/courses were added in the existing curriculum.

**From I.A./I.Sc. to B.A./B.Sc. the following subjects were being taught :<sup>20</sup>**

**I.A. -** English, Bengali, History, Sanskrit, Arabic, Persian, Logic, Mathematics, Physics, and Chemistry.

**I.Sc. -** English, Bengali, Physics, Mathematics and Chemistry.

**B.A. -** English (Pass and Honours), Mathematics (Pass and Honours), Philosophy (Pass and Honours), Sanskrit (Pass and Honours), Arabic and Persian (Pass), History (Pass and Honours), Economics (Pass), Physics (Pass and Honours) and Chemistry (Pass and Honours).

**B.Sc.-** Mathematics (Pass and Honours), Physics (Pass and Honours) and Chemistry (Pass and Honours).

The Rajshahi College and its authority took every care to upgrade the college by all means and in 1924-25 we come across the introduction of a new subject named Arabic (Hons) for the students.<sup>21</sup>

The Quinquennial Report of the Rajshahi College for the years 1927-1932 supply us some unique information about the progress of the college the unison of this trend must have been in affiliation in Botany upto the intermediate standard with effect from the session 1930-31. The west end room on the ground floor of the additional usage college building was constructed into a practical laboratory for the student. It is interesting that with the opening of the Botany classes the fee rates of the science student were enhanced for Rs 6 to 7 for the I.Sc and Rs. 8 for B.Sc students. It is reported that an amount of Rs. 4986 for apparatus and Rs. 2350 for furniture and accessories were spent.

According to the Calcutta University Calendar, 1931, the college was affiliated upto the B.A. and B.Sc. Honours standards.

**Subjects in which affiliated were :<sup>22</sup>**

- |              |             |
|--------------|-------------|
| 1) English,  | 2) Bengali, |
| 3) Sanskrit, | 4) Arabic,  |

- |               |                 |
|---------------|-----------------|
| 5) Persian,   | 6) History,     |
| 7) Logic,     | 8) Mathematics, |
| 9) Chemistry, | 10) Physics,    |
| 11) Botany.   |                 |

There was no fundamental change in the standard of affiliation in 1933 and the curriculum were same as before.

In the Quinquennial Report (1932-37), however we find there some new addition is the teaching of information subjects was made and according to the report.

The affiliation of the college was extended in Economics to the B.A. Honours standard and in Civics upto the I.A. standard with effect from the commencement of the academic year 1935-36. An additional post of Lecturer in Civics and Economics in the Subordinate Educational Service was sanctioned with effect from 1st July 1935. The fresh affiliations contributing to the increase of the roll strength of the college.<sup>23</sup>

The year 1936 passed without any significance change but the progress of the college was on the full swing.

The period 1941-42 was opened with some prospects for the Rajshahi College and in this respect the affiliation of the college to the University of Calcutta upto the B.A. and B.Sc. Honours standard. According to the report the following subjects/courses were taught and the whole system was as under :<sup>24</sup>

**For the B.A. Honours Degree Examination the college offer<sup>ed</sup> the choice of following subjects:**

- |                 |                |
|-----------------|----------------|
| 1) English,     | 2) History,    |
| 3) Economics,   | 4) Philosophy, |
| 5) Sanskrit,    | 6) Arabic,     |
| 7) Mathematics. |                |

For the B.A pass course it provided the following sets of combinations along with the relevant compulsory subjects for each set :

- 1) History and Philosophy,
- 2) History and Economics,
- 3) Mathematics and Economics,
- 4) Philosophy and Economics,
- 5) History and Classical Language
- 6) Mathematics and Classical Language
- 7) Philosophy and Classical Language,
- 8) Economics and Persian or Sanskrit or Arabic.

Bengali is the only Vernacular the college offers for the B.A. Intending students who propose to offer Vernaculars other than Bengali must make their own arrangements about tuition in those Vernaculars and <sup>where</sup> advised to write to the Principal as early as possible fully stating their requirements so that the necessary sanction may be timely obtained from the University.

For the B.Sc. Honours Degree Examination the college provides the following selection :

- 1) Physics
- 2) Chemistry &
- 3) Mathematics.

For the B.Sc. pass course the combination allowed is Physics, Chemistry and Mathematics.

For the I.A. Examination the college permitted the following groups of combinations :

- 1) Classical Language, Mathematics, Civics. (Classical Language offered <sup>where</sup> Sanskrit, Arabic and Persian)
- 2) Classical Language, Logic, History.

- 3) Classical Language, Logic, Civics.
- 4) Classical Language, History, Civics.
- 5) Mathematics, Logic, Civics.
- 6) Logic, Botany, Civics.
- 7) Logic, History, Civics.

**For the I.Sc. Examination the college allowed the following selection of combinations :**

- 1) Physics, Chemistry and Mathematics.
- 2) Mathematics, Chemistry and Botany.

No student was admitted in to the I.Sc. classes of the college unless he took up Mathematics as compulsory subject.

**I.Sc. students might take up either of the following as an additional subject:**

1. Physics, &
2. Botany

English, covering three papers and carrying 300 marks, was compulsory in both the I.A. and I.Sc. courses and Bengali was the only Vernacular, the college offers for the Intermediate Examinations. Students offering Vernacular other than Bengali, were admitted on the clear understanding that they would have to make their own arrangement about tuition in their Vernaculars.

An application for change of subjects from the First and Third year students must be made on or before the 31st August on the expiry of which date no application for the purpose would be entertained.<sup>25</sup>

After the independence of India, 1947 the Rajshahi College had to face lot of problems. In fact the college had to submerge in the crises as a consequence of the partition of India. From some available report we are informed that from 1948-1952 teaching of Honours courses was held up for the time being and the matter was resolved in 1952 when Honours courses were reintroduced in collaboration with the Dacca University. Incidentally at this particular stage we find three year's

Honours course which was changed into two years in 1953. When the Rajshahi University was established in 1953 to cater the academic needs of the people of Rajshahi and elsewhere. It may be noted in this connection that for the period 1953-1961 the Rajshahi University did not introduced Honours courses and it is likely that the University could not take positive step in this direction till 1962.<sup>26</sup>

Another excellency of the college in 1950's was the introduction of Commerce course in 1952. This was definitely a fill-up of the gap which was felt by the people of this region for a long time. The affiliation and courses of study in 1950's were given below: <sup>27</sup>

This college in affiliated in English, Bengali, Urdu, Logic, Civics, Economics, Arabic, Persian, Sanskrit, History, Islamic History, Geography, Physics, Chemistry, Mathematics and Biology for the Intermediate Arts and Science courses.

English, Bengali, Philosophy, Economics, History, Islamic History and Culture, Political Science, Urdu, Arabic, Persian, Sanskrit, Mathematics, Physics, Chemistry, Geography and Botany for the Degree courses in Arts and Science.

With Honours in English, Bengali, Philosophy, Arabic, Economics, History, Islamic History and Culture, Physics, Chemistry and Mathematics. This college <sup>was</sup> also affiliated in all the subjects taught in I.Com and B.Com classes.

That the Rajshahi college was deeply concerned about the quality and standard of the students and their academic achievements <sup>was</sup> fairly proved by the steps to look into the introduction of combination subjects. As per our available data the college had taken up the following principle in this direction : <sup>28</sup>

### **Intermediate Examination in Arts**

Beside English two papers and Vernacular two papers, any one of the following combinations of four subjects of which one will be considered as an additional subject :

- 1) Logic, Civics, History (or Islamic History or Mathematics) and one Classical Language (i.e. Arabic, Persian, Urdu, Sanskrit or Bengali Literature).

- 2) Logic, Economics, History (or Islamic History or Mathematics) and one Classical Language.
- 3) Civics, Economics, History (or Islamic History or Mathematics) and one Classical Language.
- 4) Logic, Civics and Economics and one Classical Language.
- 5) Civics, Logic, History (or Islamic History or Mathematics) and Geography.
- 6) Civics, Economics, History (or Islamic History or Mathematics) and Geography.
- 7) Logic, Civics, Economics and History (or Islamic History or Mathematics).

### Intermediate Examination in Science

Beside English two papers and Vernacular two papers, any one of the following combinations of four subjects *could be taken up* :

- 1) Physics, Chemistry and Mathematics with Biology or Geography as additional subject.
- 2) Physics, Chemistry and Biology with Mathematics as additional subject.
- 3) Physics, Mathematics and Geography with Chemistry as additional subject.
- 4) Physics, Chemistry and Geography with Mathematics as additional subject.
- 5) Chemistry, Biology and Mathematics with Physics as additional subject.

### Intermediate Examination in Commerce

English, Bengali, Economics, Commercial Arithmetic, Commercial Geography, Book-Keeping and Accountancy, Business-Method and Commercial Correspondence.

### Bachelor of Arts

Besides English three papers and Vernacular one paper any two subjects of three papers each as mentioned in the following groups of combination:

### Group A

- 1) History or Islamic History and Culture or Mathematics, and
- 2) Any one of the following: Economics, Political Science and Philosophy.

### Group B

- 1) History or Islamic History and Culture or Mathematics; and
- 2) Any one of the following: Arabic, Persian, Sanskrit, Bengali and Urdu Literatures.

### Group C

Any two of the following : Economics, Political Science, Philosophy and Geography.

### Group D

- 1) **Any one of the following:** Economics, Political Science and Philosophy; and
- 2) **Any one of the following :** Arabic, Persian, Sanskrit, Bengali and Urdu.

### Honours may be taken in-

- |                |                                 |
|----------------|---------------------------------|
| 1) English,    | 2) Bengali,                     |
| 3) Philosophy, | 4) Arabic,                      |
| 5) Economics,  | 6) Islamic History and Culture, |
| 7) History and | 8) Mathematics.                 |

### Bachelor of Science

The following combinations are permitted:

- 1) Physics, Chemistry and Mathematics.
- 2) Physics, Mathematics and Geography.
- 3) Physics, Mathematics and Botany.
- 4) Chemistry, Botany and Mathematics.

### Honours may be taken in-

- 1) Physics,
- 2) Chemistry &
- 3) Mathematics.

Honours in Botany is under consideration.<sup>29</sup>

### Provided the Subsidiary subjects were:

- 1) Mathematics and Chemistry for Honours in Physics,
- 2) Physics and Mathematics for Honours in Chemistry,
- 3) Physics and Chemistry or Physics and Geography for Honours in Mathematics.

### Bachelor of Commerce

English Composition, Accountancy and Income Tax, Auditing and Costing, Organisation of Business and Trade, General Economics, Indo-Pakistan Economics, Applied Economics and Statistics, Economic Geography, Commercial Law and anyone of the following:

- 1) Currency and Banking,
- 2) Advance Accountancy,
- 3) Agricultural Economics,
- 4) Trade, Tariff and Transport,
- 5) Modern Industrial Organisation.

It may be noted that subject to arrangement of teacher.

The political turmoil of 1970's could not hamper the progress of Rajshahi College. Under the given circumstances the college authority had the credit to introduce Psychology and Statistics in pass course. The year 1972 was definitely a memorable time in the history of this college as it was only in this year the college authority could successfully opened Honours courses in five subjects at a time. These were Psychology, Zoology, Political Science, Management and Geography.<sup>30</sup> Introduction of Honours courses in the above mentioned five subjects it is no

doubt a commendable achievement on the part of college authority, because it was not only intended to satisfy the longstanding demands of the students but also it help the college to be reckoned with some other academic institutions of Bangladesh.

## II. The Developmental Scheme of the Rajshahi College

A scheme for the improvement of the college was drawn up by the Principal to which the Governing Body gave approval on 18.12.1913, a copy of which was submitted to the Commissioner of the Division, the Director of Public Instruction and to the P.C. Lyon, member of the Executive Council. The Governing Body in order to carry it out formed a committee consisting of a number of wealthy and renowned gentlemen of the district.

The Governing Body in the meeting on 10.09.1913 resolved that the immediate need before them was to acquire Mukdum land. A strong opposition came from the trustees of the Mukdum to the acquisition of the land and they suggested an alternative also to the north. The Trustees further advanced arguments that if the land was acquired, the attendance of the devotees at the Darga would be affected.

The Developmental Scheme contained the following proposals:<sup>31</sup>

- i) In the Intermediate classes, it was proposed that Botany should be added to the subjects already taught;
- ii) In the B.A. classes, Economics and Arabic or Persian were to be taught upto the Honours standard;
- iii) B.L course was to be re-introduced.

The Development Scheme also pleaded for the introduction of Post-Graduate courses in this college i.e., M.A. and M.Sc. courses. The scheme proposed the teaching of Philosophy, Mathematics, Sanskrit, Physics and Chemistry. The Principal was also in favour of introducing Post-Graduate courses in History on the ground that the Museum and Library of the Varendra Research Society were proposed to be located within the college precinct. The scheme also demanded additional

Lectures, Assistant Professors and Demonstrators for almost each subject. The Principal did not include Arabic and Persian in the M.A class on the ground of their lack of popularity in this college. Sanskrit had also little popularity amongst the students but the scheme supported Post-Graduate course in that subject. Beside there was a Sanskrit College in the college compound. The Government, however, desired that Post-Graduate courses in Arabic and Persian should also be considered. The estimated cost for the realization of the scheme was about Rs. 2,550 per month and Rs. 30,600 per year for the payment of Professors.

In order to meet the proposed extension plan of the college, the Governing Body resolved to increase the fee rate from Rs. 4 to Rs 5. The Muslim community of Rajshahi town raised strong opposition to it on the ground that the Muslim students of the college could ill-afford to pay the increased tuition fee owing to their penury. The Governing Body advanced many arguments in favour of their proposal that the present market rate had already gone up and so also hostel and mess charges. "Since the cost of the maintenance of a college has risen high, it is only fair that the fee rates should be proportionately increased and the increased fee-rate would not be prejudicial to the spread of collegiate education among the Muslim." <sup>32</sup>

The A.D.P.I., W.E. Wordswirtg in reply to the Principal's letter said : "... the matter is one that admit of consideration separately form the question of the general improvement of the college, it is not possible to move in the matter a present, as the proposal raises wide issues which can not be dealt with on the information in your letter under reply, while the proposal is from one point of view perfectly logical, since fees in Government colleges are regulated by reference to the ability of students to pay them rather than by reference to their cost to government. I have, however, to point out that the Rajshahi College is largely attended by Mohammadans, on whose behalf it is persistently maintained that they are unable to pay the fees now charged" . <sup>33</sup>

The standard of education during the Quinquennial period of 1912-13 to 1916-17 deteriorated. The Intermediate classes were called college classes by courtesy and these were no more advanced school classes because the real spirit of collegiate education could not animate the students. This was due to the masterly

control of the university over the colleges. The college had to depend entirely upon the sanction of posts and appointment of lectures and professors and as a result the colleges in spite of repeated reminder did not get required number of professors in due time. So it was suggested by the Principal of Rajshahi College that the first grade colleges should have representation of at least two members of the teaching staff in the Senate.

As a result of the transfer of Maulvi Ataur Rahman, Lecturer in English on 19th July 1916 and Babu Nripendra Chandra Banerjee, Professor of English in the month of September 1916, the standard of English further deteriorated because they were succeeded by too junior teachers.<sup>34</sup>

In June 1917, Henry Wheeler came to visit this college and the representatives of the Rajshahi Association had a long discussion with him regarding the approval of the Developmental Scheme but he advised them “to wait until the Report of the Calcutta University Commission had been published, and considered by the Government”. However, in anticipation of the scheme being implemented, the fee-rate of Rajshahi College was raised from Rs. 4 to Rs. 6 a month with effect from the month of June 1917. The estimated income from this enhanced fee-rate was about Rs. 20,000 per year.

In January 1918, all the members of the Calcutta University Commission visited this college for three days. During their stay, seminar classes, memorandum, the Secretary of the Rajshahi Association demanded the reintroducing the Masters and the Law classes in the Rajshahi College in order to help the public of the Rajshahi Division in avoiding to send their boys to Calcutta or elsewhere as far as practicable. The Secretary further maintained: “Rajshahi College is the least expensive of all Government share of educating each student in this college is much less than what it is in any other Government College, therefore, this college has a fair claim for increased financial support from Government”.<sup>35</sup>

### III. Admission of the Girls' Students

Female education in Bengal and India as well was a myth even in the early 19th century to common people except a few very aristocratic families who has private

arrangement within their compound. Society as a whole, both Hindu and Muslim had a negative attitude towards female education. Not only in 19<sup>th</sup> century even up to middle of the 20<sup>th</sup> century Indian society had no positive attitude towards female education. In mid 20<sup>th</sup> century women gradually started coming out of their house inspite of so many limitation. From the very beginning of Rajshahi College had no scope of co-education.

As the local P.N. Girls School has begun to turn out a number of Matriculate girls every year, they demand for suitable arrangements for their admission in Rajshahi became keen. However people of Rajshahi insisted on having separate arrangement of classes for girls in Rajshahi College. The request made, accordingly, in June 1931, by eight guardians of Hindu and Muslims girls was sympathetically considered by Mr. B.M. Sen, Principal Rajshahi College, and a separate 1<sup>st</sup> year class was opened on the demand being repeated by the Rajshahi Association and the District Muslim Association but the Government did not approve of the idea of the separate class, no further admission was open.<sup>36</sup>

Later on Dr. P.D. Shastri (1933-35) joined as Principal Rajshahi College. Then with the efforts of Rajshahi Association and Principal P.D. Shastri, co-education was introduced in Rajshahi College in the year 1933. After getting the permission of co-education, the time of admission of the girls students was extended upto the 10th November of that year. So co-education in the College was established permanently in 1933. It goes to the credit of our able and sympathetic Director of Public Instruction, Mr. J.M. Bttomly as the made a sympathetic and immediate response of the matter.<sup>37</sup>

#### **IV. Department of Law, Rajshahi College**

After the opening of the Degree section in the College there was a strong demand from the public for the opening of the Law Department in the Rajshahi College. As a result, the law class was introduced in January, 1881 as an attached department.<sup>38</sup> Before the opening of the law class in the Rajshahi College, there were only 5 law college in Bengal attached with the Presidency College, Dacca College, Hooghly College, Patna College and Krishnanagar College. The attached law classes in different College had been privately conducted without any substantial

help from the Government and no call being made upon Government for their support.

At the time when the Government first accepted the endowment made Raja Haranath Roy of Dubalhati in 1873, it was proposed that a zamindari yielding a net income of Rs. 5,000/- a year, should be utilised for the study of law. An extract from the deed of gift executed by Rajaharanath Roy of Dubalhati reads :

“ If there be any surplus after meeting the necessary expenses for the First Arts, it may be utilised for the establishment of the classes for the first class pleadership or any other higher law study and for appintment of suitable teachers for the same ; the Government can also spend the same for that purpose as well as for the improvement of said Bauleah Government High School. But Government shall not spend the same for any other purpose.”

In 1880. Rani Mon Mohini Devi of Puthia made a grant of Rs. 20,000/- for the maintenance of the law department in the college. The fee-rate of this department was fixed at Rs. 3 but it was raised to Rs. 5 from 1st October 1898 due to the transfer of Rani Mon Mohini Devi's endowment to General Department of the College.<sup>39</sup>

The students in the Law Department were generally recruited from the third and fourth year classes of the General Department of the Rajshahi College. In 1881, the law classes started with only 10 students, and the number slowly increased. The increases of students primarily depended on the increases of rolls in the B.A. classes of the Rajshahi College. The expenditure up to the 31st March 1881 was Rs. 140 and the was met from fee-receipts only.

Students in the law classes attached with the different colleges had to sit for the pleadership examination. The candidates for pleadership examination of the Rajshahi College were sent up by the District Judge and they were only granted certificate to the effect that they attended certain lectures. No record was kept of their examination.<sup>40</sup>

The law lecturer was paid partly from the collection of fees and partly by the interest of an endowment of Rs. 20,000 made by Rani Mon Mohini Devi of Puthia towards the support of the law classes. The law lecturer was recruited from the

members of the Local Bar who rendered his part-time service here. Being a part-time teacher, he had little interest in his duty here. The routine was quite inconsistent with the interest of the students and the law lecturer enjoyed uninterrupted vacation for about 5 months from the middle of February to the end of June. The obvious result was the pleadership students could not finish their course within two years. The routine, however, was revised in 1897. However, the law students were more concerned with the attaining the required percentage of attendance than in listening the lectures, and the lecturer was not very careful about the quality of lectures. In fact, there was very little read teaching in the law classes. There was only one lecturer in law and it was not possible on his part to teach all the papers of law. Not surprisingly, the law classes were abolished in 1909. <sup>41</sup>

The Calcutta University imposed new conditions for affiliating the law college. There should be at least three Professors excluding the principal who was to be a whole time man. There was to be a separate library for the law department. The Rajshahi College could not fulfil all these conditions and consequently the affiliation was discontinued.

The Principal who was otherwise busy could not give his full attention to the law college. The demand which the new regulations make on all colleges seeking affiliation in law, in view of the increase in the number of lecture courses, the higher standard of the new examination, and the insistence on the provision of law libraries for the use of the students, has rendered it no longer possible that the classes should be continued on a self-supporting basis. There were differences of opinion as to whether law colleges should be abolished or reformed. The University decided to abolish them. Orders were accordingly passed for the closing of the B.L. classes in the Government mufassil colleges after the Examination of 1908. Provision for the future is a matter which is receiving consideration in the year now current.

After the abolition of the B.L. classes, only the pleadership classes survived and the fee-rate was raised from Rs. 5 to 6. But the pleadership classes were discontinued from 1922.

The Rajshahi Association and the Governing Body of the Rajshahi College tried to have the law classes revived in the Rajshahi College. The Association called upon the Government to re-establish the Law Department. The Association also

undertook the full responsibility of supporting both the initial and the recurring charges and submitted a scheme in 1916 for the revival of B.L. classes. The Association maintained that as the Calcutta University Law College was over crowded with 2000 students it was necessary to ease the situation by the revival of Rajshahi College Law Department. The Governing Body of Rajshahi College in their meeting held on 20.08.1913 adopted the following resolution :

“Considered the resolution passed at a meeting of the Rajshahi Association regarding the establishment of B.L classes - Resolved that the question of the re-establishment of B.L classes- Resolved that the question of the re-establishment of the B.L. classes must be considered as part of the general scheme of expansion of the college and will be so considered after the written opinion of the Director of Public Instruction has been received as to that expansion scheme and the whole thing has been put before the Hon’ble Mr. Lyon and pronounced upon by him.”<sup>42</sup>

The re-opening of the B.L. classes was delayed because of two factors. In the first place Government considered that the acute difficulty for providing additional hostel and class accommodation should first be satisfactorily met before any large scheme of expansion of Post –Graduate teaching and in the second place Government suggested that the report of the the Calcutta University Commission should be awaited. Both these problems were overcome. The University Commission had published its report in 1919 and on the basis of its recommendation the D.P.I. in his speech delivered in the Bengal Legislative Council gave assurance regarding the revival of law classes. The D.P.I.’s assurance runs as follows :

“It is to be hoped that in the near future when this college attains the status of a University College, provision for both Post –Graduate as well as law teaching would be made as the Commission’s proposals contemplate provisions for such higher teaching in all University Colleges.”<sup>43</sup>

## V. Academic Results

The First Arts examination of the Calcutta University were to be held annually on the first Monday in December in any specified place as suggested by the University. Any undergraduate was entitled to this examination provided that he had studied for two academic years in any affiliated college. Every candidate had

to send his application either to the Registrar or to a local officer recognised by the Syndicate. The application was to have reached at least thirty days before the commencement of the examination. A fee of rupees twenty was paid by each candidate and this was refundable. The examination conducted by means of printed papers.

### F. A. Results

The F.A. results of Rajshahi College were not very encouraging at first; all the five candidates for the University Examination got plucked. Four failed in English, four in Sanskrit, two in History, two in Mathematics, four in Logic and two in Chemistry. As regards this unfavourable result, the Head Master Haragobinda Sen who was also in charge of the college remarked:

“The first year class for 1873 being opened on the 1st April instead of at the commencement of the academic year, the candidates have lost full three months of the first year, that is, one third of the working period of that year, or one-sixth of the entire period allowed to first arts students for going through the appointed course”.<sup>44</sup> Owing to such unusual delay in admission, the good students admitted themselves to other affiliated colleges and those who enrolled themselves in Rajshahi College were of low quality. The Head Master further said: “There were, moreover, serious interruptions to study, caused by extreme unhealthiness of the station, and the fearful prevalence of cholera and small-pox in it during a considerable portion of the year, by which not only the most promising of the second year boys carried off, but the survivors became ill-fitted to properly prepare themselves for the examination”. As regards the failure in Chemistry, the Head Master was of the opinion that the insufficient supply of chemicals and apparatus made them quite unfit for the examination.

In 1875, two out of seven candidates passed. They were Nikunju Mohan Lahiri and Sree Narayan Munshi. They got second and third divisions respectively and Nikunja Mohan Lahiri securing a senior scholarship.<sup>45</sup>

But after a time being a remarkable change was observed in the F.A results of Rajshahi College. In 1879, Radhagobinda Das, student of this college occupied the

fifth position with first division in the merit list of the F.A results for the Calcutta University Examination. He securing a 'Duff Scholarship' for the first time from this College.<sup>46</sup>

In 1880-81 the number of students who appeared in the F.A. Examination was 25 of whom 11 passed. As regards the failure of the boys the Principal opined that the large number of failures in Sanskrit is to the fact that many students had joined the college from schools in which Bengali forms the second language at the Entrance Examination, and therefore had to begin Sanskrit in the college.

In the F.A. examination of 1886-87, two passed in first division; three students secured senior scholarship of Rs. 20. In 1889-90 of the same examination, one boy stood 10th in order of merit and secured scholarship of Rs. 25 in open competition. Beside this, three of the successful candidates obtained senior scholarship of Rs. 20 and a Muslim student obtained special Government Scholarship of Rs. 10 per month.

The result of the year 1891-92 was satisfactory. Out of 53 candidates, 31 came out successful. Of the 53 candidates no fewer than 50 students achieved success in English. The Principal of Rajshahi College remarked in his Annual Report of 1892-93: "This result has been hailed in the town of Rampore Bauleah, with unbounded satisfaction, because the reproach against this college has always been that it was weak in English". Two of the successful candidates obtained senior scholarships of Rs. 20 out of 3 allotted for Rajshahi Division. A boy of Rajshahi college stood first in this division.<sup>47</sup>

In the F.A examination of 1898. one student of Rajshahi College stood 10th in order of merit and he secured a first grade senior scholarship.

In 1900, Jetindranath Lahiri and in 1901 Asutosh Chatterjee stood 10th in order of merit respectively in the F.A. examination. All the senior scholarships were won by this college.

The percentage of pass in the F.A. examination in 1904-05 and 1905-06 was very low owing to a large number of plucked students and partly to the general raising of standards. In 1906, one student of Rajshahi College stood 3rd in order of merit.

### B.A. Results (Pass and Honours)

In Rajshahi College B.A. classes were opened in 1878 and after two years the College had 66 students on the rolls. In 1880 five students sat for the B.A. Examination of whom two obtained degree. They were Prasannakumar Gupta and Gopalchandra Sarkar. Both of them got second division. In 1882 the numerical strength of the College rose upto 110. Nineteen candidates sat for the B.A. Examination of that year of whom 7 obtain the degree; 5 in the "A" course and 2 in the "B" course.

As a result of the extreme severity in the B.A. examination of 1889 particularly in one of English papers, great clamor spread out not only here but throughout Bengal and both Tomcroy and Rowe the paper-setters publicly denounced.

In 1892, the result of the B.A examination was satisfactory. Out of 9 students, 6 passed, just double number from the previous year. The year was termed as the marvelous year in the history of the college for the wonderful achievement by the students.<sup>48</sup>

But this was followed by the bad result of 1894 in which year twenty students appeared of whom only 2 passed. The majority of the students failed in English. The cause of this disappointing performance was the severity with which the English papers were examined. The Principal remarked : " students have sometimes told me that the severe system of marking adopted now in English in the F.A. and B.A. renders passing so very difficult that every year good students fail, and first reat students have abandoned the effort to pass the B.A. as a waste of time." The Principal opined that the system tended to demoralize both the students and professors. According to him, the professors of this college worked hard in preparing the students, but the result were far from satisfactory.

It is not to be traced that from which academic session B.A. Honours courses were introduced in Rajshahi College. But it is known from the Calcutta University Calendar that, in 1879 Pareshnath Lahiri obtained Honours degree in Sanskrit from this College for the first time with second class and second in position. Later on, in 1891, Syed Abdus Salek got second class Honours in Physics and Chemistry. This was the second time in the history of this college that a student passed with Honours and this was for the first time that Honours was obtained in Physics and Chemistry.

The results of the different examinations in different years were highly uneven-good in some years and very bad in others. This was due to a variety of factors such as the quality of the students, the nature of the questions etc. For a summary of the result of the students of the Rajshahi College in the University examinations.

### **B.Sc. Results (Pass and Honours)**

In 1909 B.sc. in pass and Honours courses were introduced in the Rajshahi College. In the light of the report of the Calendar of Calcutta University it appears that ".....the college now teaches upto B.A. and B.sc.Honours standard."<sup>49</sup> In fact those who were graduated in in B.sc. in 1911 were Hemanta Kumar Bagchi, Priyanath Biswas, Haripada Datta and Nagendranath Majumder. There were, however, some other students who were declared passed in the science stream from the college. The year 1912 was definitely a glorious period in the history of the college. In this year two students of the college namely Abinashchandra Saha and Rajendralal Dey got Honours degree in physics and Chemistry.<sup>50</sup> Beside this at least thirteen students got B.sc. degree in that year. Amongst two students got Distinction and they were Suresh Chandra Chakrabarty and Bimal Chandra Guha.

The number of successful candidates with Honours in various wings of science stream began to increase from 1913. During this year four students passed B.sc. with Honours in Mathematics and another one in Chemistry. The number of students in pass course (Sc. stream) also increased and atleast 19 students became successful during this session. Incidentally the increasing number of successful candidates with Distinctions in science study view the attention of various enlightened families of the region and it is likely that these academics performances of the college highlighted its prospects of the coming days.

### **B.L. and M.A. Results**

It has already be mentioned that the college had the privilege to start B.L. class from 1881. In the first batch, it is reported, only two students namely Sureshchandra Maitreya and Harishchandra Mukherjee came out successful. It is also known from the records that with first thirty year (1881-1911) only sixty students attained the B.L. degree from the college. On the otherhand within sixteen years (1893-1909) the college could produce only light students in M.A. degree M. Chainuddin and Nagendranath Lahiri were the first two M.A. degree holders from this college.<sup>51</sup>

From 1899 onward Rajshahi College came to the forefront of academic activities having intertained full-fledgedly students of Natural and Physical Sciences. In this trend one Mutlub Ahmed Khan Choudhury and another Surendranath Chatterjee passed M.A. (till the M.sc. degree was not declared in science stream) passed M.A. in Mathematics and Physical Science respectively. It is note worthy that in 1903 Surendranath Chatterjee was the only student to get the degree of M.A. in Physics from Calcutta University.<sup>52</sup> A detail list and information have been inserted in the appendices.

## VI. Buildings and Accommodations

Initially Rajshahi College had no building of her own. So classes were held at that time in the school building. The Main Arts Building, the loveliest pride of the college, was constructed in 1884 at a cost of Rs. 61,703 and houses of the office of the Principal, the rooms of the Principal, the Vice Principal and the Professors, seminar room's for Honours lectures and the whole Library Section.<sup>53</sup> The Rajshahi Association met this expenditure by raising subscription. Maharani Sarat Sundari Debi Paid Rs. 10,000 towards the cost of this building.<sup>54</sup> At present the building is known as administrative building. The magnificent two-storied red color more than hundred years age old building is standing on the very entrance of the great in a very good condition. Principal's office, Vice Principal's office, Teachers common room, Girls common room and College main office are situated in this building.

The Madrasa Building, dating also from 1884, cost Rs. 47,000;<sup>55</sup> it contains a big lecture theatre in the centre, and about a dozen adjacent rooms jutting out symmetrically on all sides which are mainly used for honours and tutorial work.

Want of hostel accommodation was felt as early as 1890. The P. N. Hostel, which has been made over to the Collegiate School, was constructed equipped and opened in 1894. The cost of the building and recouping this hostel was met by private subscriptions, the Raja of Dighapatia paying large amount.<sup>56</sup>

A science gallery was constructed in the year 1902-03 at a cost Rs. 1,477. Oil and gas apparatus were set up in 1903-04 and it was completed in 1904-05. A workshop connected with the laboratory of science department was built in the following year.<sup>57</sup> Maharani Hemanta Kumari Hindu Hostel was erected with the

endowment by Rani Hemanta Kumari of Rs. 17,000 of 1902. Her highness also established the Sanskrit College in 1904 and endowed a landed property yielding total income of Rs. 1800 per annum for the college. The Chemical Laboratory is housed in the chemistry building which was purchased by the Government in 1903 and reconstructed at a cost of Rs. 35,847.<sup>58</sup>

The two hostels for the Hindu boys, viz., the Maharani H.K. Hostel and the Raja P.N. Hostel failed to accommodate intending residential students, and question of larger hostel accommodation began to engage the attention of the authorities. A large amount of land considerable value was made a free gift by Raja Pramadanath of Dighapatia for extension of the college compound. The Raja Krishnendro Hall was completed in 1910.

The common room building was erected in 1908 and early half the cost being given by Kumar Saradindu Roy of Bolihar. At present there is no existence of that common room building. When the building was declared unusable then authority demolished the building later on constructed the New Women's Hostel.

In 1909 the students hostel known as 'Fuller Hostel' made for the students of Madrasa come under the supervision of Rajshahi College. With the efforts of Khan Bahadur Ahsanullah,<sup>59</sup> this students hostel was built if the money granted by Sir Bamfylde Fuller, the then Governor of East Bengal and Assam and so this hostel was named Fuller Hostel after his name. He granted Rs. 75000<sup>60</sup> for building of this hostel. It is mentioned that in 1953, after the starting of Rajshahi University, this Fuller Hostel was temporarily used as the first students hostel of Rajshahi University. Later on, the rooms of this Fuller Hostel were being used a office and seminar room of various departments of Arts and Commerce faculties.

The two storied Physics building, completed in 1915 at a cost of Rs. 57,145, accommodates the Physical laboratory.

The New Hindu Hostels, consisting of five two storied building to accommodate 250 boarders, were completed at a cost of Rs. 3,53,863 in 1922. Another block was constructed for Muslims students in 1923, at a cost of Rs. 78,000. It was two storied building to accommodate 50 students.

The college received a princely endowment of Rs. 2,50,000 for an Agricultural Institute from Kumar B.K. Roy of Dighapatia in 1923, a noble soul of the illustrious family of Raja Dayaram. The new Arts building was constructed at a cost of Rs. 87,000/- in 1926. For a long time the building had been as Science building, Botany, Geography and Zoology Departments were placed there. But after the construction of new Science building these departments except Botany has been transferred to the new one. At present it has become a Arts building 1927.<sup>61</sup>

The magnificent Principals residence, two storied building overlooking the the mighty the river Padma was completed in.<sup>64</sup>

One new two-storied Arts building on the northern side of the Fuller Hostel building, established in 1955. Another big two-storied building established in 1956 of which ground floor for the library and first floor is college auditorium. Three storied two south facing flat for the teachers and a teachers mess (at present used as medical unit), a two storied building as student common room and canteen (at present it is used by the Political Science Department as shortage of accomodation) and a ladies hostel and gents new hostel were constructed in 1960's. Three science building and another new Women's hostel has been constructed in Bangladesh Period. This New Women's Hostel has been erected by demolishing that very famous common room building as the building became unusable.

## Notes and references

1. Quazi Muhammad Messer, Rajshahir Itihas, Vol. I, Bogra, 1965, P. 103.
2. Sree Kalinath Chowdhury, Rajshahir Sangkiptha Itihas, Calcutta, 1901, PP. 88-89.
3. William Adam, Reports on the state Education in Bengal (1935-1938), Calcutta, 1941, P.382.
4. Rajshahi College Prospectus, 1933-34, P. 1.
5. The number of students are shown in the quarterly report of the committee of the school, the number of students appear to be 90 Hindus, 2 Mohammadans and 1 Christian. So in all the number was 93.
6. General Report on Public Instruction in the Lower Province of the Bengal Presidency for the year 1936, Calcutta, P. 149.
7. The Calcutta University Calendar, 1931, PP. 540-541.
8. The Calcutta University Calendar, 1975-76, P. 140.
9. Rajshahi College Diamond Jubilee Magazine, 1933, P. 16.
10. Calcutta University Calendar, 1931, PP.540-541.
11. Loc. cit.
12. It may be noted that one Hiralal Mukherjee, M.A. was the Lecturer on Botany and Chemistry. But according to our record teaching of Botany was introduced in much later time. i.e. from the academic session 1930-31.
13. A.C. Choudhury, op. cit., P. 84.
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18. For details see Report on the Rajshahi College and the Attached Institutions for the year 1912-13, P. 2.
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35. Letter File No. 19, Affiliations and University correspondences 1918-19.

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37. Loc. cit.
38. Calcutta University Calendar, 1931, PP. 540-41.
39. Quazi Muhammad Messer, Rajshahi Itihas, Bogra, 1963, P. 116.
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42. Rajshahi Letter File No. 17, Governing Body 1913-14.
43. D.P.I. Report for the year 1919-20, Calcutta, 1921, P. 196.
44. Annual Report of the Head Master and the Principal Rajshahi College for the year 1874, P. 5.
45. Rajshahi College Centenary Magazine, 1988, P. 44.
46. Calcutta University Calendar 1880-81, X. 502.
47. Annual Report of the Principal, Rajshahi College for the year 1892-93, P. 20.
48. Calcutta University Calendar, 1893-94, P. 501.
49. Calcutta University Calendar, 1931, P. 541-42.
50. Beside this at least thirteen students got B.sc. degree in that year (i.e., 1912). Amongst two students got distinction and they were Suresh Chakrabarty and Bimal Chandra Guha. Rajshahi College centenary Magazine, 1988, PP. 46-47.
51. M. Chairuddin was a student of English literature and Narendranath Lahiri did his M.A. degree in Chemistry, Rajshahi College Centenary Magazine, 1988, P. 46.
52. Loc. cit.
53. Rajshahi College Prospectus, 1933-34, PP. 1.

54. Saifiuddin Chowdhury & Tasiqul Islam (ed), Rajshahi Pratibha, 2000, P. 232, and also Muhamad Abdus Samad, Subarna Diner Bibarna Smriti, Rajshahi, 1987, P.83.
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56. Rajshahi College Centenary Magazine, 1933, P. 17.
57. Loc. cit.
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59. Khan Bahadur Ahsanullah was the first Muslim Head Master of Rajshahi Collegiate School. He was serving of that Institute from 1904-1907.
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### Administrative Setup and Academic Pursuits

#### I. The Principals, Academic Staff And standard of Education

When the University of Calcutta began to function and turn out graduates, Rajshahi people became desirous of having higher education and began to think of starting a college. In 1873, First Arts classes were added to the Rajshahi Zilla School and it was raised to a second grade college, which was named Bauleah High School. The F.A. classes were opened on the 1st April, 1873 with only six students on the rolls.<sup>1</sup>

The Head Master of the Rajshahi Zilla School, Haragobinda Sen, was called upon to act as the Principal of the college when it was established. He was described in the despatch of Lord Hardinge, the Governor-General as “the most successful student for the year 1848.” With Haragobinda Sen, Some of teachers of he school were also required to teach in the college as well. The Head Master reported that the teachers were not inclined to undertake the charge because of small emoluments offered to them.<sup>2</sup>

The results were not very encouraging at first; all the five candidates for the University examination got plucked. In 1875 two out of seven candidates passed, named Nikunja Mohan Lahiri and Sree Narayan Munshi. They got second and third divisions respectively. It is noted that, Nikunja Mohan Lahiri securing a senior scholarship.

In 1877, efforts were made for starting a first grade college, and the Rajshahi Association began to earn subscriptions. The Government of Bengal sanctioned the scheme in their letter No.2878, dated 1st October, 1877. Raja Pramathanath Roy of the Dighapatia Raj family made an endowment of Rs. 1,50,000 through the Rajshahi Association.<sup>3</sup> In 1878, B.A. classes were opened and the college (Bauleah High School) raised to a first grade college. The University affiliation was secured for teaching the “B” or science course B.A. The Bauleah High School was now named the Rajshahi College and the school portion was named the Collegiate School. In this year Haragobinda Sen was (the acting Principal) in charge of the college.<sup>4</sup>

In 1879, Mr. F.T Dowding was appointed Principal of Rajshahi College after it was approved as a first grade college. He was a hard working man. He did not hesitate to make any effort, whatsoever it might be, for the progress of the college. During his period Rajshahi College became a separate educational institution from the Zilla School and for the purpose of constructing respective building of the college, Rajshahi Association was trying to collect money. At that time Rani Mon Mohini Devi of Puthia, contributed Rs. 20,000 for opening B.L. course in Rajshahi College.<sup>5</sup> A teacher's list during the period of Mr. Dowding is given below :

|                                    |     |     |     |                                 |
|------------------------------------|-----|-----|-----|---------------------------------|
| Principal                          | ... | ... | ... | F.T. Dowding, B.A.              |
| Professor                          | ... | ... | ... | Babu Haragobinda Sen.           |
| Assistant Professor of Mathematics | ... |     |     | Bipinbihari Gupta, M.A.         |
| Lecturer on Botany and Chemistry   | ... |     |     | Hiralal Mookerjee, M.A.         |
| Assistant Professor of Sanskrit    | ... |     |     | Baikunthanath Tarkabhusan.      |
| Head Master, Collegiate School     | ... |     |     | Kalikumar Das, B.A.             |
| 2nd Master, ditto                  | ... |     |     | Sagarchandra Chakravarty., B.A. |

And seven other Assistant Masters, two pandits, and a Persian Teacher.<sup>6</sup>

It appears from the above mentioned teacher's list that at the time of gaining recognition as a Degree College, there were basically four teachers excluding Principal one Professor, two Assistant Professors and one Lecturer. In the B.A class Botany was an alternative subject and Chemistry was a very popular subject. At that time, in Collegiate School, the attached institution of the Rajshahi College, there were seven Assistant teachers including the Head Master and the Second Master, two Pandits and one teacher of Persian language.<sup>7</sup>

The working period of Mr. F.T. Dowding as a Principal was very short. Mr. A.C. Edwards, the next Principal of Rajshahi College was appointed in 1880. He remained in the post of Principal for about seven years continuously. This period was very important for Rajshahi College. There was no limit of Mr. A.C. Edwards effort for the rapid progress of the college. Of course he got enough help much advice from Rajshahi Association. As a result of this combined effort, permission

for conducting B.L. course at Rajshahi College was obtained. It may be mentioned here that the Rani of Puthia already contributed Rs. 20,000 for conducting B.L. course. In the Calendar of 1882-83 of Calcutta University, the name of Babu Mahendranath Sanyal, B.A., B.L. as the only Lecturer of Law Department is seen. In the above mentioned Calendar there are sentences like these: *Lectures in Law also are delivered and students are prepared for B.L. Examination.*<sup>8</sup> In 1883 two students obtain B.L. Degree from this college. They were Sureshchandra Maitra and Harishchandra Mukharjee.

Till 1883 Rajshahi College was situated in the campus of Collegiate School. But in 1884 under the supervision of Rajshahi Association and with the earnest effort of Principal A.C Edwards a two storied red building was constructed. After the construction of this building all the activities and central point of the college were shifted from the Collegiate School to the respective campus of the college.<sup>9</sup>

In 1884, another beautiful building was made in the college campus for Rajshahi Madrasa. It was known as Madrasa building. It was in the college campus that a religion based institution Rajshahi Madrasa was built in 1874. It had been an institution of Rajshahi College for a long time. It was this place where Rajshahi Madrasa functioned till 1930. There after when Rajshahi Madrasa was shifted to the eastern side of Rajshahi central Jail, the above mentioned Madrasa building came under the control of the college authority. This Madrasa building still stands at the western end of the Botanical garden of Rajshahi College.<sup>10</sup>

The teachers list of the Department of Madrasa, as found in the Calendar of 1890 of Calcutta University is as follows:

Head Maulavi ..... Maulavi Abdul Quader

English Teacher ..... Maulavi Abdur Rahman, B.A.

And three Assistant Maulavis.<sup>11</sup>

Mr. A.C Edwards was the Principal of Rajshahi College till 1887. He was transferred to Dacca and his place was filled up by Mr. Tepper who died very soon in England. Mr. W.B. Livingstone was then appointed Principal. In that year (1887) Mr. Bruhl, then Lecturer in Physical Science, was transferred to the C.E. College and

his place was filled up Mr. Kumudini Kanta Banerjee, M.A., a young man who was destined to play a great part in the history of this noble institution and the history of higher education in North Bengal.

The working period of Mr. W.B. Livingstone as the Principal is ten years (1887-1897), during his period M.A. class in Rajshahi College was introduced in 1893. The mention of Rajshahi College was made in the Calcutta University Calendar, 1894: *Instruction is given up to the standard of the M.A. examination of the Calcutta University.*<sup>12</sup> As regards the introduction of M. A. class, it is written in the Calcutta University Calendar, 1931: *In 1893, M.A. classes were added in the Rajshahi College.*<sup>13</sup>

In the year 1894 is memorable, as in this year the college, for the first time in its history, sent up two candidates for the M.A. examination. Both of them passed. Mr. Chainuddin obtained a third class in English. He later on became a Khan Bahadur and a secretary to the Government of Bengal. Mr. Narendranath Lahiri obtained a second class in Chemistry. He became Rai Bahadur and retired as a District and Sessions Judge. The year 1894 was important another reason too. Because, till 1893 the college had no Hostel accommodation. A new Boarding-House called the Pramatha Hindu Boarding-house, has been built in connection with the college. It was opened in August 1894, It accommodates 40 boarders.<sup>14</sup> It is used as a Hindu Hostel up to 1923. Later on Tutorial and Honours classes were being held on of this Boarding-House.

In spite of existing F.A., B.A. (Pass and Honours), B.L. and M.A. classes, the scarcity of teachers in proved according to the teachers list of Rajshahi College provided by the Calcutta University, 1895. The list in given below.<sup>15</sup>

### Instructive Staff

#### General Department.

Principal and Professor of English Literature,

Political Economy and History ..... W. B. Livingstone

Lecturer on English Literature ..... Gopalchandra Ganguli, M.A.

Lecturer of Physical Science ..... Kunaudiai Kanta Banerjee, M.A.

|   |                             |
|---|-----------------------------|
| Lecturer on Chemistry and Physics ..... | Brajaballab Datta, M.A.     |
| Lecturer on Logic and Philosophy .....  | Pramanatha Mukherjee, M.A.  |
| Lecturer on Mathematics .....           | Rajmohan Sen, M.A.          |
| Assistant Professor of Sanskarit .....  | Banikunthanath Tarkabhusan. |
| Lecturer on Arabic and Persian .....    | Maulavi Khalilulla.         |
| Head Master, Collegiate School .....    | Shashibhushan Sen, B.A.     |
| 2nd Master, Collegiate School .....     | Lokanth Chakravarty, B.A.   |

And ten other Assistant Masters, three Pandits, one Persian Teacher and a Gymnastic Master.

### **Madrasa Department**

|                       |                                |
|-----------------------|--------------------------------|
| Head Maulavi .....    | Maulavi Abdul Quader.          |
| English Teacher ..... | Maulavi Fazaruddin Ahmed, B.A. |

And three Assistant Maulavis.

### **Law Department**

|                    |                           |
|--------------------|---------------------------|
| Law Lecturer ..... | Mahendranath Sanyal, B.L. |
|--------------------|---------------------------|

On the departure of Mr. Livingstone in 1897, Babu Kumudini Kanta Banerjee, M.A was appointed Principal. Since then the golden age of Rajshahi College began. He carried out the responsibility as the Principal of Rajshahi College for a long period of more than twenty five years in two phases. He was an efficient officer of Indian Education Service and a sincere teacher and administrator. During his teachership he lost one of his eyes in an accident while he was working in the laboratory.<sup>16</sup> But his Physical limitation of ability could not, at all fade his efficiency.

The all round development of the college, its large scale extension, the increase of the number of its students, the establishment of Physical and Chemical laboratories making the play ground of the college and above all the construction of the hostel for the students bear the bright testimony of his efficiency. During his working period, Hemanta Kumari Hindu Hostel was built at the cost of Rs. 18,000 donated by

Maharani Hemanta Kumari Devi of Puthia in 1902.<sup>17</sup> Beside these, under the college authority Maharani Hemanta Kumari Sanskrit College was started in 1904. For the construction of Sanskrit College building, Maharani Hemanta Kumari donated Rs 17,000.<sup>18</sup> Beside these she donated Company's paper yielding Rs 1780 per year for maintaining college expenditure. This Sanskrit College, conducted as a branch of Rajshahi College became a glorious institution in the field of the study of Sanskrit. Vedanta, Smriti, Kavya, Alankara, Grammar etc. were taught here.

The names of the teachers found serving during the establishment of the Sanskrit College were as follows:<sup>19</sup>

|                                |  |
|--------------------------------|--|
| Professor of Nyaya and Vedanta | Pandit Guracharan Tarkadarshantirtha.                |
| Professor of Smriti            | Pandit Bamandas Vidyaratna.                          |
| Professor of Kavya and Vedanta | Pandit Girishchandra Kavyatirtha and Vedantabhushan. |

In 1905, after the partition of Bengal, the Rajshahi College passed under the control of the Government of the newly created province of East Bengal and Assam, and began to receive its special attention. Thus began a period of progress and development, un dreamt of even by the most optimistic of its well-wishers.

With the passage of time, the Rajshahi College acquired the standard of a University College and it opened four departments in course of time viz. (i) the General Department teaching up to the M.A Standard of the Calcutta University, (ii) the Law Department prepared students for the B.L and Pleadership Examination, (iii) the Arabic Department taught Arabic and Persian along with English and Vernacular, (iv) the Sanskrit Department taught Higher Sanskrit subjects viz. Vedanta, Nyaya, Smriti, Kavya, Vyakarana etc.<sup>20</sup>

As bad days come in the life of a person or a nation, so they may come in the life of an institution. The year 1909 was very miserable for Principal Kumudini Kanta Banerjee nay for the college itself. In that year Calcutta University authority, according to the new regulations, withdrew the affiliation of conducting M.A. and B.L. course from Rajshahi College.<sup>21</sup> And from this began to a long lasting pen fight between Principal Banerjee and Calcutta University - this fight ended at the death of Principal Roy Kumudini Kanta Benarjee Bahadur in 1924.

Although the affiliation of conducting B.L and M.A course was withdrawn in 1909, B.Sc. (pass and Honours) and I.Sc. courses were introduced in Rajshahi College from that year. The papers of this affiliation are no more found today but evidences of these are found in various publications of Calcutta University Calendar. For example, it was written about the standard of Rajshahi College in the Calcutta University Calendar of 1931. *The college now teaches upto B.A. and B.Sc Honours Standards.*<sup>22</sup> Besides this under the heading of 'Affiliated Institution up to the Intermediate in Science standard' it has been said about Rajshahi College in serial no 18 of the Calendar of 1910: *Affiliation restricted uner section 24(5) of Act VII of 1904 to the following subjects with effect from, June, 1909. English, Vernacular Composition, Mathematics, Physics, Chemistry.*<sup>23</sup>

Later on in 1909 the students hostel known as 'Fuller Hostel' made for the students of Madrasha came under the supervision of Rajshahi College. With the efforts of Khan Bahadur Ahsanullah, this students hostel was built with the money granted by Sir Bamfylde Fuller, the then Governor of East Bengal and Assam and so this hostel was named Fuller Hostel after his name. He granted Rs. 75,000 for building of this hostel.<sup>24</sup> It is mentioned that in 1953, after the starting of Rajshahi University, this Fuller Hostel was temporarily used as the first students hostel of Rajshahi University. Later on, the rooms of this Fuller Hostel were being used as office and seminar rooms of various departments of Arts and Commerce faculties.

The custom of transfer of teachers and employees from Rajshahi College to various other colleges and vice-versa was in practice. This information is obtained from the yearly reports of the Principals of Rajshahi College of different years. For example, in the report of 1912-13, it is found:

Mr. A.C. Datta, B.A. (cantab) was transferred to the Murari Chand College, Sylhet, as Principal and Babu Raicharan Biswas, M.A., Professor of Mathematics was appointed in his place. Babus Heramba Chandra Banerjee, M.A., and Mrittunjoy Bairagi were transferred here from the Gauhati College, in April 1912, as Demonstrator in the Physical Laboratory and additional clerk, respectively.<sup>25</sup>

In the Principals Report of 1916-17 and 1917-18 another large transfer list was found: The following changes in the staff have taken place since january, 1917.<sup>26</sup>

- (1) Babu Nripendrachandra Banerjee, M.A., Class 1, 1915, Professor of English, deputed to the Presidency College, made over charge on the 4th January, 1917.
- (2) Babu Shashimohan Chakrabarti, M.A., class II, 1915 B.A. (with second class Honours in English, 1913), Joined on the 12 the July in the consequent vacancy due to the deputation of Professor Nripendrachandra Banerjee.
- (3) Babu Rampada Majumdar, M.A., Class II transferred to the Krishnanagar College, made over charge on 11th August, 1917.
- (4) Babu Debendrakumar Sen, M.A., class II, 1914 Lecturer Chittagong College, assumed charge from Babu Rampada Majumdar on that day.
- (5) Babu Asutosh Maitra, M.A., class I. 1908, Professor of Chemistry, transferred to the Presidency College, made over charge on the 2nd July, 1917.
- (6) Babu Haridas Mukherjee, M.Sc. class I. 1911, officiating Professor of Chemistry, Dacca College, has been appointed in the place of Babu Asutosh Maitra, but has not yet joined.
- (7) Babu Panchanan Niyogi, M.A., class II 1904, is on privilege leave from 13th August, for 2 months and Babu Kumadbihary Sen, M.Sc. in Chemistry, class II, 1913, (B.Sc., second class Honours, 1911) has been officiating since the 20th August.

The Academic year 1922-23 was a specially important period for the development activities of Rajshahi College. During this period the number of students increased and reached near about one thousand. Hemanta Kumari Hostel and P.N. Hostel were allotted for the Hindu students at the college. But a few seats were reserved for the Muslim students in the Fuller Hostel only. This could not, at all, solve the accommodation problem. So the Government of Bengal and Rajshahi Association took an extensive plan in this matter. As a result five blocks were made at the cost of Rs. 3,53,863 in 1922 for the Hindu students and one block was made at the cost of Rs. 78,000 for the Muslims students in 1923. It was named New Hostel.<sup>27</sup>

Principal Rai Kumudini Kanta Banerjee Bahadur was died in November, 1924. He was a teacher of Rajshahi College from its Primary stage. Later on became

Principal of this college. He had wide experience as a teacher and administrator of the College. He was possessed of the qualities of quickness in decision and boldness in execution. So he was able to cope with the new responsibilities and problems successfully.<sup>28</sup>

After the death of Principal Rai Kumudini Kanta Banerjee Bahadur, Mr. Surendra Nath Maitreya was appointed Principal in 1925. He was a man of Brahma Society. He was a pure European in dress. He was proud of calling himself 'Amphibian' or half European and half Indian. Professor S.N. Maitra was an officer of Indian Education Service and in this matter he was too much conscious. During his period Babu Aswini Kumar Mukherjee was the Vice-Principal. The role of Babu Aswini Kumar was main in the daily routine work of the college.

The working period of Mr. S.N. Maitra as the Principal of Rajshahi College was short. After his departure in 1926, Mr. T.T. Williams came as the Principal of the college.<sup>29</sup> It may be said that Mr. Williams was in the chair of the Principal till 1930 provided that a few months of 1928 while Mr. A.K. Mukherjee worked as the Principal in-charge may be deducted from this period. His time period was a remarkable chapter in the history of Rajshahi College. Owing to the death of Principal Rai Bahadur Kumudini Kanta Banerjee and some mismanagement during the period of Mr. S.N. Maitreya, the environment of education in the college was damaged to a great extent. But Mr. T.T. Williams was able to bring back good environment by removing all irregularities and mismanagement drastically.

In the year 1926, during the period of Mr. T.T. Williams the two storied new Arts Building was constructed to the north of the play ground of the college. Kumar Basanta Kumar Roy, the Zamindar of Dighapatia made a remarkable gift for the construction of this building.<sup>30</sup> With a laboratory, different departments including the departments of Botany, Zoology and Geography found place in this building from time to time. Mr. Williams remarkable contribution is the construction of residential Government quarter for the Principal of the College. During his period in 1927, a beautiful two-storied building was constructed on the northern bank of the turbulent Padma as the residential quarter of the Principal. Besides these, he had a remarkable contribution to the extension of area of the college. It was during his

period in 1930 that Rajshahi Madrasa was shifted from Rajshahi College campus to the eastern side of the Central Jail.<sup>31</sup> As a result of this, the Madrasa building in the college campus came under the control of Rajshahi College authority.

During the period of Mr. Williams who had a great thirst for beauty, the magnificence of furniture of the college, the beauty of the Botanical garden and the number of books of the Library increased. It may be said in a word that Mr. Williams decorated Rajshahi College as like as a pre-festive house. It is from this college that Mr. Williams returned to England after his retirement. Mr. Williams made regular correspondence with Basanta Babu, the superintendent of the garden about the information of his favourite garden from far away England for more than a year.<sup>32</sup>

Mr. Bhupati Mohan Sen was appointed Principal of Rajshahi College after Mr. T.T. Williams. He was the son of Mr. Ram Mohan Sen, the wrangler and professor of Mathematics. Mr. Ram Mohan Sen served for many days as a professor of Mathematics in Rajshahi College. A stream of joy flowed in the college and in the town on account of the appointment of Mr. B.M. Sen as the Principal. The reason of it was that Principal Sen was born in Rajshahi and he passed a pretty long time of his education in Rajshahi.

As a Principal, Mr. B.M. Sen's existence was a very short period of time. But in this short period of time, he occupied the heart of all by dint of his good qualities and beauty of his character. No file could stay for ever ten minutes on the table of this modest and humble Principal. He did not like to do any official work of the college at his house. But he mixed with teachers and students without any hesitation and he would play Tennis, too. In fact, Mr. B.M. Sen was extraordinary in consideration of his personality.

Among his contributions to Rajshahi College, the establishment of the Botanical Laboratory, the Scholarship Fund and the Geeta Society for the Hindu students are specially remarkable.<sup>33</sup> He was the first man among the Principals of Rajshahi College who stated admission of the students in to Rajshahi College through admission test. But he could not introduce the system of co-education. He was sent to Calcutta Presidency College as the Principal with a notice of only twelve hours.

In the March of 1932, Dr. W.A. Jenkins took over the charge of the Principal, Rajshahi College. Rajshahi College was lucky enough to have a scholar like him as a Principal. Though his existence in the college was for one year only, he could take a few important for the progress of Rajshahi College in this one year.

The tutorial system had been prevailing in the college from before. He introduced another different tutorial system. In this system 20 students were placed under each teacher and their tutorial classes were taken in the house of the teacher. The classes were held once per week and reports were to be submitted to the Principal after 15 days consecutively. This system was called 'super tutorial system'.<sup>34</sup> The specialty of the super tutorial of the super class was that student was brought to the personal contact of a teacher who became friend, philosopher and guide of the student when necessary. When the students were asked to tell about the utility of this system, all the students admitted unanimously that they were sufficiently benefited by this system. In fact, the main object of this system was to make each student an ideal man.

It is ill luck of Rajshahi College that after only one year i.e in 1933, this <sup>renowned</sup> Principal Dr. Jenkins was transferred from Rajshahi College to other place. Dr. Jenkins remained in the Government service till 1947. He returned to England after retirement. But during Pakistan period, he returned back to East Pakistan and in the year 1953 he took over the charge of Vice-Chancellor of Dacca University for three years in a contract.<sup>35</sup>

After Dr. Jenkins, Dr. Prabhu Datta Shastri was appointed principal of Rajshahi College Dr. P.D. Shastri was the Professor of Philosophy in Presidency College, Calcutta. Dr. Sastri, an inhabitant of the Punjab could speak Urdu fluently. A Shikh driver wearing a large turban on head would carry Dr. Shastri in a car to the college and back to his house.

The time period of Dr. Shastri (1933-35) at the Principal of Rajshahi College was glorious for various reasons. It was during his time that co-education in the college was introduced. Though during the period of Principal B.M. Sen in 1931, eight Hindu and Muslim girl students had been admitted into the college at the request of their guardians and arrangements for holding separate classes had been made, the next year the admission of the girl students was stopped as the Government did not

permit to hold separate classes for the girl students. Thereafter with the efforts of Rajshahi Association and Principal P.D. Shastri, co-education was introduced in Rajshahi College in the year 1933. After getting the permission of co-education, the time of admission of the girl students was extended up to the 10th November of that year.<sup>36</sup>

In 1933, five girl students were first admitted into the 1st year class of Rajshahi College. Among them four students brought transfer certificate from Calcutta.<sup>37</sup> Beside this, during the Period of Dr. P.D Shastri, Rajshahi College Passed its glorious sixty years. From the 13th December to the 19th December 1933, the weekly celebration of 'Diamond Jubilee' was held in Rajshahi College. The celebration of this festival was inaugurated by Khawaja Nazimuddin, the then Educational Minister of Bengal.<sup>38</sup>

The another achievement of Dr. P.D. Shastri is the final sanction that he has obtained for the Agricultural Institute which is going to be opened in the next few months.

After Dr. P.D. Shastri, Mr. Jibhan Mohan Bose took over the charge of Principal on the 15th December 1935. A scholar of Mathematics and a Barister of Lincoln's Inns, Mr. J.M Bose worked as a Professor of Shibpur Engineering College and Presidency College of Calcutta. In his book entitled 'Reaction and Reconcilements' Professor Abu Hena wrote: "As soon as his arrival, the disturbed and agitated environment of the college become peaceful with his invisible magic touch in a few days".<sup>39</sup> It was possible mainly for generous mentality, excellent personality and malice's principle. Under his perfect leadership the yearly sports of 1936 were held with proper dignity and pomp. It was from Rajshahi College that Mr. J.M. Bose took retirement in 1940.

In the period of Principal J.M. Bose an Institute known as Basanta Kumar Agricultural Institute was established at Rajshahi in 1936 through the munificence of the late kumar Basanta kumar Roy of Dighapatia for the purpose of training students in Agriculture and its allied industries. It is under the direct administrative control of the Principal, Rajshahi College, and a Board of Management appointed by Government.<sup>40</sup>

After the departure of Mr. J. M. Bose Dr. Sreekumar Banerjee took the responsibility of the Principal. He was a distinguished scholar of English literature. He began teachership in Presidency College, Calcutta in 1916 and gradually became known as a famous teacher. He was promoted to the senior service in August 1935 and was transferred to Rajshahi College as a Professor of English. In this connection he was appointed Vice-Principal of the College.<sup>41</sup>

In the month of January 1941, Dr. Snehamoy Dutta came as the Principal. He was a famous scholar of Physics. Reticent Dr. Dutta was hospitable and he liked to attend the feast at the house of his colleagues with his wife. His wife was the sister of Jyoti Basu, the former Chief Minister of West Bengal. She had a fame as an elegant lady in the society of Rajshahi.<sup>42</sup>

Till the August of 1945, peace and tranquility prevailed in the college to the fullest measure under the guidance of Dr. Dutta. But after this the environment of the college became agitated to some extent. A demand of political field parallel to 'Pakistan'- 'Muslim Principal is wanted'- began to granulate. As a result a Muslim Principal was appointed in Rajshahi College.

In 1945, Dr. Mumtaz Uddin Ahmed was appointed Principal of Rajshahi College. He was a famous scholar of Philosophy. Prior to his joining at Rajshahi College, he was the Principal of Dacca Intermediate College. Though at the primary stage, there were some difficulties in the management of the College, Dr. Ahmed was able to remove those difficulties in a few days. During this period Dr. A. R. Mallick, the distinguished Professor of History, sufficiently helped in his daily work.<sup>43</sup>

As a result peace and environment of education were restored in a few days. Though he was not a man of strict principle, he could show credit in the management of the college by dint of his simplicity and sincerity. In the mean time the political back ground of the Sub-Continent changed. In 1947, the British departed from this Sub-Continent and the Sub-Continent was divided into two independent countries- India and Pakistan. After the Partition of 1947, there was an exodus of teachers from the Rajshahi College to India. An irreparable loss of tremendous magnitude was caused to this college, as a large number of its distinguished teachers left to join jobs in India.<sup>44</sup>

After Dr. Mumtaz Uddin, Dr. I. H. Zubery another scholar of English literature became the Principal of Rajshahi College on the 10th April, 1950. Though his existence in the college was of a short period, he introduced some new rules in the college. He introduced uniform for the boy students and a special kind of shari for the girl students.<sup>45</sup> During his period, Geography was introduced in the syllabus of I. A and I.Sc.

The establishment of University in Rajshahi was a great achievement of Dr. Zubery. In 1917, The Sadler Commission noticed the location, beautiful scenery, the presence of efficient teachers, a large number of students and first class facilities given to them, and strongly recommended that Rajshahi College should gradually be upgraded to a University.<sup>46</sup> Dr. Zubery and Advocate Madar Bakxsh, the worthy son of Rajshahi made the dream of that day into reality by establishing Rajshahi University in 1953. Though the University was built up centering Matihar, it may be said without any hesitation that it was Rajshahi College which was the breeding place of Rajshahi University. It was Dr. Zubery who was the first Vice-Chancellor of Rajshahi University. The 'Zubery House' of the University bears his memory till today. It is noted in this connection that Dr. Mumtaz Uddin Ahmed, the second Vice-Chancellor of Rajshahi University was a former Principal of Rajshahi College. The 'Mumtaz Uddin Arts Building' has still kept his memory unfaded.<sup>47</sup>

After the departure of Principal Dr. Zubery in 1951, Mr. Taher Jamil, Mr. Abdul Karim Mandal and Mr. A. Munem became the Principal of Rajshahi College in the same year one after another. Principal Munem introduced the night class of I.Com. It was the year of 1951 that Mr. Salman Chowdhury was appointed Principal of Rajshahi College after Mr. Munem. During his time, according to the rules of Dacca University, three years, honours course was introduced and Geography was added to B.A. and B.Sc. classes as a subject. On the 1st July, 1953, when Rajshahi University act came into force, Rajshahi College came under Rajshahi University. During his tenure, the walls on the western and southern sides of the college were constructed. As a result, Rajshahi College became an educational institution surrounded by walls. Besides this, he closed the night class of I.Com and introduced day class.<sup>48</sup>

In the year 1954, Mr. Shamsul Haq, a famous educationist, took the responsibility of the Principal, Rajshahi College. During his time beyond the routine period of

work of the college, M.A and Law classes of the University were started in Rajshahi College. Beside this he introduced B.Com. class in the college and thus gave perfection of the college. Owing to his earnest effort a two-storied building was constructed to the northern side of the Fuller Hostel in 1955 and it was named New Arts Building. Besides this, his another remarkable credit was the construction of a huge two-storied building to the eastern side of the Hemanta Kumari Hindu Hostel. The up stairs of this building was being used as the Auditorium and the down stairs as the Central Library of the college. As a result the problem of the library was permanently solved. Having arrangements of reading rooms for the teachers and the students, the library decorated with about 1,00,000 books have been quenching the thirst of the knowledge seekers.<sup>49</sup>

In January, 1956, Mr. Shamsul Haq was appointed Education Attaché in the Embassy of Pakistan in Washington and left Rajshahi College. Later on he became the Vice-Chancellor of Rajshahi University. After Dr. Shamsul Haq, Dr. Abdul Haque took the responsibility of the Principal. Dr. Haque, the professor of Physics made effort to maintain the tradition of education and law and order in the college. It was with the effort of Dr. Haque that a two-storied building was constructed to the south of the New Arts Building in 1958.<sup>50</sup> On the up stairs of this building, the departmental office of Political Science department and class rooms were established and the canteen and the common room of the students were established in the down stairs.

After Mr. Abdul Haque, Mr. Shamsuzzaman Chowdhury became the Principal of Rajshahi College. Mr. Chowdhury, a professor of Philosophy, joined the Educational Service of Assam and began his career of teachership in Gauhati College. Later on he became a professor of Philosophy in Sylhet M.C College and carried on the responsibility of the Principal, Dacca College. As an individual of first class personality, Mr. Chowdhury was a man of strong Principle and he was always above complication and hostility. In the year 1961 he served as the D.D.PI. of Rajshahi Division and there after as the Chairman of Rajshahi Education Board.<sup>51</sup>

Mr. Abdul Hye took the responsibility of the Principal of Rajshahi College on the 17th October 1961. He also began his career as an officer of Assam Educational Service. Later on he served as a Professor of Philosophy in Sylhet, Dacca and

Rajshahi College. As a Principal Professor Hye worked about eight years at Rajshahi College. With his effort, a two-storied hostel for the girl students was built in 1964.<sup>52</sup> As a result, a long felt problem of the college was solved.

After Professor Hye, Mr. Elias Ahmed became the Principal of Rajshahi College. He was one of the former students of Rajshahi College. He served as a famous Professor of English Literature in different colleges. Prior to his taking responsibility as the Principal of Rajshahi College, he served as the Principal of Rangpur Carmichael College.

After this Dr. Shamsulddin Miah became the Principal of the college. He was also one of the former students of Rajshahi College. A vast scholar Dr. Miah, acquired much fame at different colleges and universities as a Professor of Islamic History and Culture. Hard working and dutiful Dr. Miah was of uncompromising attitude in respect of principle and he was very conscious about his worth. It was during his period that two, three-storied residential buildings where twelve families can live, were constructed in 1970 for the teachers.<sup>53</sup> These two buildings stand face to face to the south east corner of the play ground.

In the mean time, the political back ground changed once again. The eastern part of Pakistan emerged as independent Bangladesh after a blood shedding war of liberation. During the former half of the year 1972, Dr. Nurur Rahman Khan came as the Principal of the college. Dr. Khan, a Professor of Chemistry, gained the post of the Principal without any previous experience of conducting a big institution. But by dint of his sincerity, honesty and devotion, he firmly secured himself in the post of the Principal in a few days. During his Period in 1972, honours courses were opened extensively at Rajshahi College. In this year honours courses were opened in, Psychology, Zoology, Political science, Management and Geography. Beside these, Sociology and Social Work was introduced in the syllabuses as a subject in 1972 and in 1974 respectively.<sup>54</sup> During the period of Dr. Nurur Rahaman Khan, the college passed its glorious hundred years (1873-1973). But owing to various reasons, the festival of hundred years could not be celebrated during his time. It was celebrated long after the college had passed its hundred years on the 7th and 8th January 1989,<sup>55</sup> during the period of devoted Principal Dr. Abul Kashem, (1884-1890), a former student of Rajshahi College.

## II. The College Governing Body

Although the college was declared as an institution of degree comes in 1878, we do not have any dependable records its Governing Body. For unquotable sources, it may be noted from 1912-13. Then in the said year the Governing Body consisted of the following members:<sup>56</sup>

J. G. Dunlop, Esq., M.A., I.C.S., Magistrate, President.

Rai Kumudini Kanta Banerjee Bahadur, M.A., Principal, Secretary and Vice-President.

Babu Raj Mohan Sen, M.A., Senior Professor, Member.

According to Principal's 'Report on the Rajshahi College and the Attached Institution for the year 1912-13' Governing Body met five times during the year. Mr. Dunlop took interest in the college affairs. But the Governing Body have little power, they are merely and advisory body if more power be given to them with funds, the improvements, that are urgently needed, may be expedited.

During the academic years 1916-17 and 1917-18 Raja Pramadanath Roy Bahadur of Dighapatia, was a new member of the Governing Body. The Governing Body held seven meetings in 1915-16 and the same number in 1916-17.<sup>57</sup>

In the academic session 1927-28 the Governing Body of the Rajshahi College consisted of the following members:<sup>58</sup>

The District Magistrate of Rajshahi— President (ex officio).

The Principal, Rajshahi College— Vice-President and Secretary (ex officio).

Babu Kishori Mohan Chowdhury, M.A., B.L.

Babu Akshay Kumar Maitreya, B.L., C.I.E.

Mr. Sarat Kumar Roy, M.A.

The Secretary, Rajshahi Association.

Khan Bahadur Maulvi Emaduddin Ahmed, B.L.

Maulvi Md. Mabrak Ali Khan, B.L.

Maulvi Syed Md. Shafi.

Rev. D.J. Ewart, M.A.

Babu Rampada Mazumdar, M.A. (representative of the teaching staff- Arts section)

Babu Bamacharan Bhattacharyya, M.A. (representative of the teaching staff- Science section)

The Personnel remained almost the same during the quinquennium (1927-1932) with the following exceptions :<sup>59</sup>

In the academic year 1928-29 Dr. R. Morrison was appointed member in place of Rev. D.J. Ewart, and in the year 1929-30 Dr. Morrison was relieved by Mr. M.D. Gray who was succeeded by Rev. D.J. Ewart in November 1929.

In 1930-1931 Babu Jitendra Kumar Chakravorty, M. A., was appointed member to represent the teaching staff-Arts section- in place of Babu Rampada Mazumdar, transferred, and Rai Surendra Nath Rai Bahadur, B.L., was appointed to be a member of the Governing Body with effect from April 1930 vice Babu Akshay Kamar Maitreya, B.L., C.I.E., deceased.

Babu Hemchandra Ganguli, M.A., Professor of Physics, was appointed member to represent the teaching staff- Science section- in place of Babu Bamacharan Bhattacharyya, M.A., retired from Government service in January, 1931.

In the academic year 1935-36 Kumar Prativa Nath Roy of Dighapatia and Maulvi Muhammad Azizul Alam, B.L., were appointed to be additional members of the Governing Body. Dr. Sri Kumar Banerjee, M.A., B.L., Ph.D, officiating senior Professor of English, was appointed member to represent the teaching staff-Arts side- in place of Babu Jitendra Kumar Chakravorty, M.A., transferred in January 1936 and Mr. Ashraf Ali Khan Choudhury, Bar-at-law, was appointed member of the Governing Body vice Khan Bahadur Maulvi Emaduddin Ahmed, B.L., deceased.<sup>60</sup>

During the academic session 1941-42 the members of the Governing Body of the Rajshahi College were as follows :

- 1) A.Z. Khan, E.Sq., I.C.S., District Magistrate, Rajshahi- President (ex-officio).

- 2) Dr. S. Datta, M.Sc. (Cal.) D.Sc. (Lond.), F.N.I. (Premchand Roychand Scholar), Principal, Rajshahi College- Vice President and Secretary (ex-officio).
- 3) Mr. Sarat Kumar Ghosh, M.A., B.L., Secretary, Rajshahi Association (ex-officio)
- 4) Mr. Sarat Kumar Roy of Dighapatia Raj, Junior Branch.
- 5) Raja Prativa Nath Roy of Dighapatia.
- 6) Mr. Benoy Krishna Sinha, M.Sc., B.L.
- 7) Mr. Asraf Ali Khan Choudhary, Bar-at-law, M.I.A.
- 8) Rai Sahib Kunja Lal Saha, M.A., B.L.
- 9) Mr. D.J. Ewart, Warden, Westminster Hostel , Rajshahi.
- 10) Khan Sahib Maulvi Mobark Ali Khan, B.L.
- 11) Mr. Azizul Alam, B.L.
- 12) Mr. Muhammad Hamiduzzaman Chowdhary, B.L.
- 13) Mr. Abu Hena, M.A., Elected Representative of the Teaching Staff, Rajshahi College (Arts Side).
- 14) Mr. Hemchandra Ganguli, M.A, Elected Representative of the Teaching Staff, Rajshahi College (Science Side).<sup>61</sup>

### III. Student Pattern and Numerical Strength

When Rajshahi College had started her F.A classes on the 1st April, 1873 then only six students on the rolls. By the 31st December of that year the number had increased to 27, and both the first and second year classes had been formed. There was only one Muslim boy in the college. In 1878 B.A classes were opened and in 1880 the Rajshahi College had 66 students on the rolls, of whom only one was a Muslim. In 1881 B.L. classes were opened in Rajshahi College and in 1882 the numerical strength of the college rose up to 110. In 1893 M.A classes were opened in Rajshahi College and in 1900, the number of students on the college rolls was 138.<sup>62</sup>

After the partition of Bengal, in 1905, the college passed under the control of the Government of the newly created province of East Bengal and Assam, and began to receive its special attention. thus began a period of progress and development, undreamed of even by the most optimistic of its well-wishers. In 1905-06 the number rose to 219. In 1909 affiliation for M.A and B.L teaching was withdrawn by the University of Calcutta under the new regulations. The College then continued to teach upto the B.A and B.Sc. Honours standard. The number on the rolls rose upto 292 in 1909-10. The number began to rise steadily. It rose to 394 in 1910-11.<sup>63</sup>

The number of students on the 31st March, 1913 was 656 against 522 on the corresponding date of the previous year. Of these 550 were Hindus and 106 Muslims against 453 Hindus and 69 Muslims in the year before. It is gratifying to note that the number of Muslims students increased very considerably. The average monthly number and the average daily attendance in the year 1912-13 was 619 and 519, respectively, against 483 and 396.4 in 1911-12. Owing to want of accommodation both in the class rooms as well as in the Boarding Houses a large number of students, not less than 150 had to be refused admission.

**Table - I**

The following table shows the numerical strength of the college during the session 1911-12 and 1912-13.<sup>64</sup>

| Year    | Number of the students on the 31 st March |     | Hindu | Muslim |
|---------|---|-----|-------|--------|
| 1911-12 | 1912                                      | 522 | 453   | 69     |
| 1912-13 | 1913                                      | 656 | 550   | 106    |

*Source : Report on the Rajshahi College and the Attached Institutions for the year 1912-13, P. 3.*

On the 31st July, 1916 there were 794 students on the rolls of the college (636 in the Arts course + 126 in the Science course) and 545 (419 in the Arts course + 126 in the Science course) on the same date in 1917.<sup>65</sup> The later does not include the First-year, which has not yet been formed on account of the delay in holding the Matriculation Examination.

The role strength was accordingly 800 in 1920 and no less than 1,000 in 1924. There was only 1 Muslim student at the college in 1873, 1 yet in 1878, but the figure rose to 156 in 1916 and recorded a splendid climex with 215 in 1924. Muslim students have always found the place particularly congenial to them; as a centre of Muslim education it was supreme in Bengali up to 1920, and yields precedence only to the

Islamia College, Calcutta and Islamia College, Dacca. There was a reason behind the above statistics of Muslim students. After talking over Bengal by the British, Muslims went Back in all spheres. Even they did not accept English language even. However, Muslims were no where, they became poor economically and academically. After one hundred year after they realised it and started afresh with the consistent effort of Sir Syed Ahmed, Sayed Ameer Ali and Nawab Abdul Latif. In my humble opinion Muslim students choose Rajshahi College for their education as it was a cheapest place in comparison to Calcutta. At that time Muslims were very poor and Jaigir was available in Rajshahi.

**Table - II**

The numerical strength of the college was as follows during the quinquennium, 1927-1932:

| Year    | Number of students<br>on the 31 <sup>st</sup> March | Hindu | Muslim |
|---------|---|-------|--------|
| 1927-28 | 805   | 642   | 163    |
| 1928-29 | 775   | 625   | 150    |
| 1929-30 | 759   | 598   | 161    |
| 1930-31 | 606   | 441   | 165    |
| 1931-32 | 617   | 459   | 158    |

*Source : Quinquennial Report on Rajshahi College for the years 1927-1932, P. 11.*

**Table - III**

The numerical strength of the college was as follows during the Quinquennium, 1932-1937 :

| Year    | Total Number<br>of students<br>on the 31 <sup>st</sup> March | Female<br>Students | Hindu | Mahammadan |
|---------|--|--------------------|-------|------------|
| 1932-33 | 505  | 7                  | 376   | 129        |
| 1933-34 | 556  | 5                  | 412   | 144        |
| 1934-35 | 616  | 16                 | 453   | 163        |
| 1935-36 | 673  | 16                 | 476   | 197        |
| 1936-37 | 746  | 17                 | 541   | 205        |

*Source : Quinquennial Report on Rajshahi College for the years 1932-1937, P. 38.*

Table - IV

The numerical strength of the College from the sessions 1950-51 to 1973-74 were as follows :

| Sessions | Classes                                    | No. of Male Students | No. of Female Students | Total No. of Students |
|----------|--|----------------------|------------------------|-----------------------|
| 1950-51  | Intermediate<br>& Degree<br>(Pass & Hons.) | 653                  | 7                      | 66                    |
| 1951-52  | Do   | 669                  | 16                     | 685                   |
| 1952-53  | Do   | 983                  | 25                     | 1008                  |
| 1953-54  | Do   | 967                  | 18                     | 985                   |
| 1954-55  | Do   | 1206                 | 43                     | 1249                  |
| 1955-56  | Do   | 1126                 | 71                     | 1197                  |
| 1956-57  | Do   | 1214                 | 83                     | 1297                  |
| 1957-58  | Do   | 1293                 | 72                     | 1365                  |
| 1958-59  | Do   | 1347                 | 85                     | 1432                  |
| 1959-60  | Do   | 1353                 | 104                    | 1457                  |
| 1960-61  | Do   | 1451                 | 134                    | 1585                  |
| 1961-62  | Do   | 1110                 | 133                    | 1243                  |
| 1962-63  | Do   | 1401                 | 138                    | 1539                  |
| 1963-64  | Do   | 1304                 | 95                     | 1399                  |
| 1964-65  | Do   | 1394                 | 170                    | 1564                  |
| 1965-66  | Do   | 1230                 | 129                    | 1359                  |
| 1966-67  | Do   | 1277                 | 153                    | 1430                  |
| 1967-68  | Do   | 1561                 | 195                    | 1756                  |
| 1968-69  | Do   | 1499                 | 209                    | 1706                  |
| 1969-70  | Do   | 1465                 | 225                    | 1690                  |
| 1970-71  | Do   | 1546                 | 294                    | 1840                  |
| 1971-72  | Do   | 1586                 | 265                    | 1851                  |
| 1972-73  | Do   | 2442                 | 391                    | 2833                  |
| 1973-74  | Do   | 2292                 | 417                    | 2711                  |

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### Growth and Prospects

#### A. Personalities Behind the Institution

##### i. Donors, Patrons and Elite's

The establishment and development of Rajshahi College was possible with the generous and sincerest effort of some zamindars, patrons, elite's and some institutions. The main role of eminent personalities and institutions towards the establishment of Rajshahi College were Raja Haranath Roy of Dubalhati, Raja Pramathanath Roy and Basanta Kumar Roy of Dighapatia, Sharat Sundari Devi, Maharani Hemanta Kumari Devi, Mon Mohini Devi of Puthia and Kumar Shradindu of Bolihar. Besides these Khan Bhadur Rashid Khan Chowdhury of Natore Danated a hand some amount to Rajshahi College.<sup>1</sup>

Among the institutions the Shah Makhdum estate and the Rajshahi Association played an important role for the development of Rajshahi College. The Rajshahi Association tried to collect money for the construction of own building of the college. Responding the clarion call of the Rajshahi Association, zamindars and well to do persons of Rajshahi bestowed money for the construction of college building and finally the building was constructed in 1884.

The role of main personalities and institutions behind the Rajshahi College were given below:

#### **Raja Haranath Roy**

In 1872, Raja Haranath Roy of the Dubalhati Raj family came forward with the gift of a zamindari estate yielding an annual income of Rs. 5000 for the foundation of a second grade college at Rampur Bauleah i.e., Rajshahi. The Government of Bengal accepted the offer and sanctioned the scheme in their letter No. 2924 of the 19 th August, 1872.<sup>2</sup>

#### **Rani Sarat Sundari Devi**

Initially the college classes were held in the school benglow. To remove this

inconvenience and raise the dignity of this new institution Rani Sarat Sundari Devi had a pucca building erected at a cost of Rs. 10,554.<sup>3</sup> The college since its inception had been placed under the charge of the Head Master of Zilla School, Babu Haragobinda Sen.

In 1884 a beautiful two-storied building was constructed at a cost of Rs. 61,703 and Rani Sarat Sundari Devi paid Rs. 10,000 towards the cost of this building.

### **Raja Pramathanath Roy**

For starting a first grade college, in 1877, Raja Pramathanath Roy of the Dighapatia Raj family made an endowment of Rs. 1,50,000<sup>4</sup> through the Rajshahi Association, and B.A. classes were opened in 1878. The University affiliation was secured for teaching the “B” or science course B.A. The building was now named the Rajshahi College.

The P.N. Hostel was constructed in 1894. Raja Pramathanath Roy of Dighapatia paying a large amount for construction of P.N Hostel.

### **Rani Mon Mohini Devi**

Rani Mon Mohini Devi of Puthia made an endowment of Rs. 20,000 for the support of the law classes. In 1881 the B.L. classes were added to the Rajshahi College.

### **Rajshahi Association:**

Rajshahi Association an organisation for the welfare of the people. It was established on 21st July, 1872 its founder and first President was Raja Pramathanath Roy Bahadur of Dighapatia. Of the important activities of Rajshahi Association, the mentionable ones are the upgrading of the Rajshahi College to a Degree College, raising subscriptions was constructed a beautiful two-storied college building, establishment of the P.N. Hostel, formation of a memorial fund for the assistance of poor students.

### **Maharani Hemanta Kumari Devi**

In 1902, Hemanta Kumari Hindu Hostel was built at the cost of Rs. 18,000 donated by Maharani Hemanta Kumari Devi of Puthia. Beside these, for the

construction of Sanskrit College building she donated Rs. 17,000. Excepted these Maharani Hemanta Kumari Devi donated Company's paper yielding Rs. 1780 per year for maintaining Sanskrit College expenditure.<sup>5</sup>

### **Kumar Sarabindu Roy**

In 1908, a common room building was erected, nearly half of the cost being given by Kumar Sarabindu Roy of Balihar.

### **Kumar Basanta Kumar Roy**

Kumar Basanta Kumar Roy of Dighapatia, a noble soul of the illustrious family of Raja Dayaram donated a princely endowment of Rs. 2,50,000 for an Agricultural institute in 1920.<sup>6</sup>

This college for which so much has been done by these generous donations and by the large expenditure from time to time incurred on its improvement by Government as grown steadily and promises to be one of the most prominent educational institutions of the province.

### **Khan Bahadur Ashraf Ali Khan Chowdhury**

Considering the ludicrous financial position of the then Muslim students zamindar of Natore, Khan Bahadur Asraf Ali Khan Chowdhury arranged for twenty students in his 'Kachari Bari' i.e., 'Chowdhury Lodge' at free of cost in Hatem Khan area. Moreover small amount of scholarship was also given to the students from his zamindari estate. Beside this, Khan Bahadur Ashraf Ali Khan Chowdhury Donated a hand som amount to Rajshahi College in primary stage.<sup>7</sup>

## **ii. Scholarships, Prizes, College Medals and Stipends.**

Besides Government senior and junior scholarships, there were several other scholarships endowed by private individual in the Rajshahi College.

### **The Mohini Mohan Roy Prize Fund**

The Mohini Mohan Ray Prize Fund was created in February, 1883. It started with Rs. 3,000. Prizes are annually awarded out of the income of this fund. The

rate of this annual prize was Rs. 80.<sup>8</sup> It is awarded to the student who most successfully passes the B.A Examination with honours, or to a graduate of the college who passes the M.A. in any subject.

### **The Mayo Memorial Scholarship Fund**

The Mayo Memorial Scholarship Fund was reorganized and strengthened by the Rajshahi Association in 1884. Its value was then raised to Rs. 1900 and scholarships are annually awarded out of the income of this fund. The rate of this scholarship was Rs. 3 a month, tenable for two years, open to the students in the third year class.

### **The Pramathanath Graduate Scholarship**

There is a scholarship of Rs. 10 a month called the Pramathanath graduate scholarship; this was founded by Raja pramathnath Roy of Dighapatia, and is awarded to the graduate who passes highest from this college and reads for his M.A. degree here.

### **Ramkumar Free Scholarship**

A Scholarship valued of Rs. 3 a month was established in 1892 by Babu Harakumar Sarkar of Rampore Bauleah tenable for two years in the B.A. classes. It was to be awarded to the student who secured the highest marks in the F.A. Examination from Rajshahi College provided that he did not enjoy any other Government or local scholarship. The scholarship was styled after the donor's father, the 'Ramkumar Free Scholarship.'

### **The Banamali Jubilee Scholarship**

There were two scholarships, called the Banamali Jubilee scholarship, named after the donor Roy Banamali Roy, Bahadur, of Tarash, of the value of Rs. 8 a month, tenable for two years at the Rajshahi College.<sup>9</sup> They were open to those students who pass the Entrance examination from the Pabna Zilla School and Serajganj H.E. School, and who fail to obtain a Government scholarship. No student will be eligible for a scholarship who fails to produce certificates of moral character, from the Head Master, Second Master and the Head Pandit of the school he reads in.

### **K.C Sarkar Scholarship**

In the year 1897-98. "K.C. Sarker scholarship Fund" was established in Rajshahi College in memory of the late Krishna Chandra Sarkar, the Government pleader of Rangpur. The Collector of Rajshahi was entrusted with power of administrating the fund. Two scholarships for two years of the value of Rs. 15 per months were award able every year two good students passing the F.A. Examination on condition of their joining the B.A. classes of the Rajshahi College. Preference was given to students who passed the F.A. examination from the Rajshahi College. In the first year the scholarship was awarded to Ramlal Ghosh, a student of the 3rd year class of this college.

### **Rani Mon Mohini Devi Scholarships**

The Rani Mon Mohini Devi scholarships of Rs. 10 and Rs. 8 per month respectively were tenable for two years at the B.A. classes of the Rajshahi College. Successful F.A. candidates from any college of Bengal were eligible for them provided they satisfied the condition for the award of these scholarships.

Rani Mon Mohini Devi Medal was also to be awarded to the student who obtained the highest marks among the successful F.A. candidates.

A Rani Mon Mohini Devi free studentship at the B.A. class was also established in the Rajshahi College.

The Rani Mon Mohini Devi scholarships, free studentships and medal were founded out of the proceeds of the endowment of the Rani Mon Mohini Devi Trust Fund which formerly formed part of the remuneration of the law lecturer. The donor Rani Mon Mohini Devi of Puthia expressed her willingness to divert the fund from the law to the General Department and His Highness the Lieutenant Governor accorded sanction to the diversion by Government letter No. 2437 dated 5/8/1898. This took effect from the 1st October, 1898.<sup>10</sup>

### **Dighapatiya Scholarships**

The zamindar of Dighapatiya instituted the following scholarships and free studentships :

- (a) One scholarship of Rs. 10 a month which was tenable at the Rajshahi College was to be awarded to a students of the Dighapatiya High School who had passed in the 1st division.
- (b) Three free studentships tenable at the Rajshahi College were also established by the zamindar of Dighapatiya. These were to be awarded to the successful Entrance candidates of the Dighaptiya School in order of merit.

### **Scholarships of Puthia Zamindar**

One scholarship of Rs. 7 a month in the 1st year class and Rs. 8 in the second year class and tenable at the Rajshahi College were instituted by the zamindar of Puthia. These were to be awarded to the student of Puthia H. E. School who had passed the Entrance examination in the 1st division but failed to get a Government scholarship.

### **The Government Scholarships**

- (i) The Government awarded five scholarships for this college and the scholars were to be nominated by the views of the zamindar of Dubalhati in consideration of the munificent gift to this college by their zamindary yielding a net income of Rs. 5,000 a year.<sup>11</sup>
- (ii) During the sessions 1913-14, a Research scholarship of Rs. 100 a month was granted to a student who carried on his research work in the chemical laboratory of the Rajshahi College.
- (iii) There were two classes of college scholarships, senior and junior offered by the Government. Senior scholarships were given on the basis of the result of the Intermediate examination and the junior scholarships on the basis of the results of the Matriculation examination. These were tenable for two years in any affiliated colleges.

**The scholarships were distributed in the following manner in the following places:**<sup>12</sup>

- (a) Ten first grade scholarships of Rs. 20 each were awarded to the first ten eligible students on the basis of their results.

- (b) Thirty second grade scholarships of Rs. 20 each were awarded to students who passed from colleges of the following areas:

|   |   |    |
|---|---|----|
| Calcutta                                    | - | 10 |
| Presidency Division<br>(excluding Calcutta) | - | 5  |
| Burdwan Division                            | - | 5  |
| Dacca Division                              | - | 4  |
| Chittagong Division                         | - | 2  |
| Rajshahi Division                           | - | 4  |

- (iv) Five Mohsin scholarship of Rs. 10 each for the Muslims were awarded to each division.

- (v) Twenty one special scholarships of Rs. 10 each for the Muslims were distributed among the students who had passed from the colleges of the following areas:

|                     |   |   |
|---------------------|---|---|
| Calcutta            | - | 5 |
| Presidency Division | - | 3 |
| Burdwan             | - | 3 |
| Dacca               | - | 4 |
| Chittagong          | - | 3 |
| Rajshahi            | - | 3 |

- (vi) Twenty-eight stipends of Rs. 5 were distributed among the students who had passed from colleges of the following areas:

|                     |   |   |
|---------------------|---|---|
| Presidency Division | - | 6 |
| Burdwan             | - | 3 |
| Dacca               | - | 8 |
| Chittagong          | - | 5 |
| Rajshahi            | - | 6 |

Table 1

The table showing the amount of different scholarship tenable in Rajshahi College.

|                                       |            |              |
|---------------------------------------|------------|--------------|
| Government Senior Scholarship         | -Rs.       | 760          |
| Assam Senior Scholarship              | -Rs.       | 638          |
| Special Mohammadan Senior Scholarship | -Rs.       | 310          |
| Government Junior Scholarship         | -Rs.       | 2,104        |
| Special Government Scholarship        | -Rs.       | 120          |
| Special Assam Junior Scholarship      | -Rs.       | 370          |
| Post Graduate Scholarship             | -Rs.       | 120          |
| Special Reserved Junior Scholarship   | -Rs.       | 447          |
| Special Mohammadan Junior Scholarship | -Rs.       | 100          |
| Special Senior Scholarship            | -Rs.       | 150          |
| Mohsin Senior Scholarship             | -Rs.       | 196          |
| Special Scholarship                   | -Rs.       | 45           |
| <b>Total =</b>                        | <b>Rs.</b> | <b>5,360</b> |

**Scholarship paid from Trust Funds:**

|                      |   |            |              |
|----------------------|---|------------|--------------|
| K.C. Sarkar          | - | Rs.        | 360          |
| Rani Mon Mohini Devi | - | Rs.        | 593          |
| Mayo Memorial        | - | Rs.        | 72           |
| Mohini Mohan         | - | Rs.        | 80           |
| <b>Total =</b>       |   | <b>Rs.</b> | <b>1,105</b> |

*Sources : Statement File No. 2. 1901-02, also letter to the D.P.I., Bengal, Dated 5.5.1913. Report on the Rajshahi College for 1912-13.*

In the annual meeting of the associates of the Mohammadan Education Fund which was held at the settlement office, Dacca on August 19th, 1912, it was decided

to institute scholarship of the value of Rs. 120 or 135 on an experimental basis at Rajshahi College. The amount was not finally decided but it was proposed to be between Rs. 90, and Rs. 135. At the inception of the scheme, the amount was fixed at Rs. 90. The scholarship could be distributed in the form of free or half free scholarships; but not attached other scholarships. The scholar must live in the hostel attached to the college. Beside the Mukhdum estate provided scholarships for 5 students of the Rajshahi College, the value of which was Rs. 51 each.

### **Rajshahi College Scholarship**

There is a scholarship of Rs. 5 a month tenable for two years in Intermediate classes of this college, annually awarded to best successful Matriculation candidate from the Bholanath Academy, Rajshahi.<sup>13</sup>

Under the new Scholarship Rules the Government have offered a number of special scholarships beside some general ones for the First year I. A. and I. Sc. students of the Rajshahi College. These are of the value of Rs. 10 per month and are tenable only at the Rajshahi College where the scholarship holders will also be given the benefit of free tuition. Particulars are given below :<sup>14</sup>

- 1) Two general scholarships for students of all communities passing from schools of the Rajshahi and Malda districts.
- 2) Two scholarships reserved for non-Muslim other than scheduled caste students who pass from school of Rajshahi (1) and Malda (1).
- 3) Five such scholarships for Muslim students who pass from the schools of the Rajshahi (2), Malda (1), Darjeeling (1) and Jalpaiguri (1) districts.
- 4) Four such scholarships for scheduled caste students who pass from schools of Rajshahi (1), Malda (1) and Dinajpur (2) districts.

Beside these, quite a large number of special stipends are also awarded by the Government to Muslim and scheduled caste students for the Rajshahi College. These stipends are sanctioned from year to year and are open to students of first and second year I.A. and I.Sc. and third year B.A. and B.Sc. classes.

The Government of Bengal regularly placed about thirty half-free studentships at the disposal of the Rajshahi College. Each of these is tenable for two consecutive sessions and all are intended for deserving students of the college as a whole irrespective of class or branch of study. Needy and meritorious students of the depressed, backward or minority communities receive special consideration.

Five free-studentships are disposed of by Dubalhati Raj estate, Dabalhati, Rajshahi, and awarded to students of the Rajshahi College. Each of them is tenable for two continuous sessions.

Beside the above free and half-free studentships, the Muslim students and students belonging to the scheduled caste and educationally backward classes are granted some free and half-free studentships specially sanctioned of them.

Rajshahi College has Government authority to nominate 16 graduates in Arts and Science for the Competitive Examination for recruitment to the Bengal Services.<sup>15</sup>

## **B. Rajshahi College as a Centre of Higher Education**

### **i. College Library**

For advance study and up to date research any educational institutions requires a good library well-equipped with books, journals and all other related archival materials. The authorities of Rajshahi College were very much conscious about the necessity of such a library and from the very beginning took all possible steps to procure books and periodicals from various sources and built the library as per demands.

The Rajshahi College Library had no building of its own. Consequently it was removed from one room to another on several occasions. Finally it was removed to three small rooms of the common room building in July 1910. The new University Regulation required that each affiliated college should have a good library. The Regulation also suggested that there should be qualified librarian who must be at least a man of education and intelligence so that he could to a certain extent guide the students in their studies.<sup>16</sup>

The library of the Rajshahi College was poor as far as the reference books were concerned. To facilitate the use of library, the rate of security deposit was reduced and scholarship holders were allowed to use and borrow books gratis. The annual Government grant for the library was Rs. 300 upto 1910; it was raised to Rs. 400 in 1911 which was also quite insufficient for a first grade college considering the grants awarded to the Presidency College, Calcutta, Dacca College and Chittagong College.<sup>17</sup>

Beside this, in the absence of a trained librarian, the works of the library were carried out in a disorganised manner. The arrangement of books were defective and for want of suitable glazed almirahs books were stacked as in a in go down. The total number of books in the library during the academic session 1910-11 was 9439. They may be classified as follows:<sup>18</sup>

|                     |       |       |             |
|---------------------|-------|-------|-------------|
| English Literature  | ..... | ..... | 1844        |
| Classics            | ..... | ..... | 48          |
| Biography           | ..... | ..... | 170         |
| Fiction             | ..... | ..... | 388         |
| History             | ..... | ..... | 769         |
| Mathematics         | ..... | ..... | 589         |
| Travels             | ..... | ..... | 104         |
| Physical Science    | ..... | ..... | 599         |
| Medicine            | ..... | ..... | 24          |
| Philology           | ..... | ..... | 65          |
| Grammar             | ..... | ..... | 118         |
| Philosophy          | ..... | ..... | 684         |
| Politics            | ..... | ..... | 474         |
| Law                 | ..... | ..... | 196         |
| Oriental Literature | ..... | ..... | 215         |
| Theology            | ..... | ..... | 128         |
| Reference           | ..... | ..... | 454         |
| Sanskrit            | ..... | ..... | 668         |
| Persian and Arabic  | ..... | ..... | 672         |
| Bengali             | ..... | ..... | 317         |
| Miscellaneous       | ..... | ..... | 913         |
| <b>Total</b>        | ..... | ..... | <b>9439</b> |

The Library was under the management of a committee of four members with the Principal as president. The work of cataloguing the books in a modified form of the Dewey System has been taken in hand by the secretary of the committee assisted by the librarian and an extra hand specially appointed for the purpose.

At the initial stage there was no reading room attached to the library. The students had to take books from the library and read them in the common room, which was not a suitable place for the study of students. The library and the common room were unfortunately too far away from the college building. They were situated on the other side of the road. It is very inconvenient for both professors and the students to use the library and the common room. The grant for the common room was Rs. 200 a year.<sup>19</sup>

In the year 1917-18 the library grant was worth Rs. 1700 a year. The common room contained a large number of Newspapers, Weekly and monthly Magazines, both English and Bengal.

The library contained 10,012 books in the year 1917-18 and was manned by a very incompetent librarian. On 31st May 1920, the number of books in the library totaled 10,275. The following is the list of the periodicals that were subscribed and placed in the common room.<sup>20</sup>

1. Century Magazine
2. Nineteenth Century
3. Review of Reviews
4. Fortnightly Review
5. London News (Illustrated)
6. Modern Review
7. Indian Review
8. Scientific American
9. Nature
10. Times
11. Strand Magazine
12. Hindustan Review

13. The Bookman
14. Business
15. The Wide World
16. Health & Strength
17. Bengali
18. Amrita Bazar Patrika
19. Englishman
20. Bharatbarsha
21. Sahitya
22. Probasi
23. Moslem Bharat
24. Krisi Sampad

The period 1927-32, was a significant, because during this time the library was housed in to rooms on the ground floor, a room was allotted for of and the other was in fast floor of the main college building. This brought a great relief to the inconvenience of the students and staff who felt the need over the decades. A big room was also constructed so as to allow the students to use of as reading room. It was attached to the library. It is said that this was a well-furnished room along with furniture a provision of an accommodation of 50 students at a time.

The library contained 17,927 volumes of books as per the report dated 31st March 1932, including bound volumes of periodicals, the exact varieties of which were about 40 in number. In respect of the number of books which were not only sufficient to meet the demands of the students and the staff for the their class work, but also intended to provide ample opportunity for serious research work as it contained various standard works of antiquities, the Rajshahi College library stands next to Presidency College library amongst Government institutions under the Calcutta University.<sup>22</sup> There were valuable collections of both Sanskrit and Bengali manuscripts known as the 'Kumudini Kanta Collection; The library was fairly well utilised by the students and staff alike and the number of issues had been steadily in the increase during the last five years. A glance over the following may be presented here for consideration:<sup>23</sup>

|         |       |       |        |
|---------|-------|-------|--------|
| 1927-28 | ..... | ..... | 7,623  |
| 1928-29 | ..... | ..... | 7,952  |
| 1929-30 | ..... | ..... | 8,051  |
| 1930-31 | ..... | ..... | 7,981  |
| 1931-32 | ..... | ..... | 10,579 |

This number was, however, excessive of the number of books issued for use in the students, reading room and in the seminars.

The normal library great is Rs. 4000 per year, but sometimes this amount is enhanced by reappropriation from the consolidated grant.<sup>24</sup> Nearly one thousand books are added every year. In the year 1931-32, 952 books were received, most of which a few copies were received as presentation copies.

The Total number of volumes in the library on the 31st March 1937 was 21,620. The two rooms in the ground floor and one in the first floor were providing more and more inadequate for the expanding needs of the library, and it has of late reached on almost scandalous stage of congestion. Every available inch of space has been occupied by book-shelves and almirahs, and the narrow lane that provides a passage between the different rows hardly offers any below room for ever a casual consultation of volume taken out of the shelves.<sup>25</sup>

The Principal wrote in the Quinquennial Report of 1932-37: Newly purchased books are squeezed in somehow or other great difficulty, and it is no exaggeration to say that the utility of the library has been considerably owing to the serious shortage of space from which it suffers. Unless immediate steps are taken for the proper housing of the library, a serious situation is sure to be precipitated which will interfere with its smooth and efficient working. Adequate accommodation is at present the crying need of the college in all its departments, but now here is the inconvenience more acute and in more imminent need of instant relief than here.

The principal wrote again in the above mention report: The above remarks apply with almost equal force to the students reading room which barely accommodates fifty students at a time. As the total number of students in the

college is nearly 800, a provision of reading facilities for fifty only must be held to be grossly inadequate. This shortage of accommodation is particularly detrimental to the interests of advanced and honours students and is the rock on which the successful working of seminars has hitherto been wrecked. The members of the staff suffer from a similar grievance and have no rooms for carrying on their studies in quietness and privacy. This point of will again be stressed in connection with the report on the working of seminars, but it is as well to insist here that unless a comprehensive scheme of improving accommodation, the progressive activities of the college are going to be brought to a stand-still. The question of better results is bound up with that of improved accommodation, and so long as this latter facility is not available, the college must perforce be satisfied with its record of humble mediocrity and must not aspire to reach higher levels of achievement.<sup>26</sup>

The total number of books in the library in the session 1940-41 was 24051. They may be classified as follows:

|                |      |
|----------------|------|
| 1. English     | 4638 |
| 2. Bengali     | 2966 |
| 3. Sanskrit    | 2422 |
| 4. Arabic      | 938  |
| 5. Persian     | 370  |
| 6. Urdu        | 288  |
| 7. Hindi       | 7    |
| 8. Assamase    | 7    |
| 9. Uriya       | 3    |
| 10. History    | 2278 |
| 11. Politics   | 710  |
| 12. Economics  | 1144 |
| 13. Philosophy | 1513 |
| 14. Law        | 100  |

|                     |              |
|---------------------|--------------|
| 15. Education       | 237          |
| 16. Mathematics     | 995          |
| 17. Physics         | 1179         |
| 18. Chemistry       | 1102         |
| 19. Botany          | 224          |
| 20. Geology         | 21           |
| 21. Medical Science | 160          |
| 22. Natural History | 142          |
| 23. Fine Arts       | 56           |
| 24. Sports          | 85           |
| 25. Maps            | 56           |
| 26. Calendars       | 317          |
| 27. War Literature  | 119          |
| 28. Reports         | 1037         |
| 29. Gazetteers      | 30           |
| 30. Dictionaries    | 436          |
| 31. Miscellaneous   | 292          |
| 32. Manuscripts     | 179          |
| <b>Total</b>        | <b>24051</b> |

It is observed that from the above mentioned book list the library of the college had more than twenty four thousand books. A student is usually allowed only one book at a time but honours students may take even three books at a time for home use with the approval of their departments. The pointed attention of students is drawn to the rules, controlling library management, a printed copy of which is put up in the librarian's office. The reading room adjoining the library is intended for quiet and serious study and seats 40 students at its tables.<sup>27</sup>

The year 1956 is a memorable period in the history of Rajshahi College. In that year a two-storied building was constructed. The first floor was allotted for auditorium and the ground floor was allotted as library room. In this way two long standing problems of the College were solved.

Since the Rajshahi College library has a long tradition, it is likely that it must be proud of its collections. Rare books, valuable documents and various research materials are still preserved which have been serving the researchers and educationist till date. From a report it is learnt that in 1988-1989 the total collection of books was 66,079.

## ii. Residence of Students

Accommodating students was one of the problems of the Rajshahi College. In 1875-76, the Head Master of the Collegiate School who was in-charge of the college proposed the establishment of a hostel. In that year, only 12 boys were given hostel accommodation and the remuneration of superintendent was fixed at the maximum of 8 annas per students which was considered too small by the teachers and as such they declined to undertake the responsibility of hostel management.

In 1882 when the Lt. Governor first visited the college to lay the foundation of the college building, it was proposed to erect a hostel in his name to be called “The Rivers Thompson Hostel.” But it did not materialise due to the shortage of fund.

At the time of the Lieutenant Governor’s visit to this college on the 3rd October, 1885 the ‘Rajshahi Students Club’ presented a memorial to him regarding the erection of suitable boarding house for the Rajshahi College. The Lt. Governor agreed to sanction a grant from Government for the purpose. The problem of accommodation, however, was solved to some extent by the construction of the Pramathanath Hindu Boarding House which was opened in August, 1894.<sup>28</sup> The management of this Boarding House was placed in a committee in August, 1897, the Principal being a president of that committee. It had an accommodation for 40 boarders and in the opening year there was large number of applicants for admission but 40 students were admitted. The monthly charge of the hostel was Rs. 6. Babu

Benode Behari Sen (Head Clerk of the college) was made the Superintendent of the Boarding House at the beginning.

Later on, a Resident Superintendent was appointed and the fee-rate was raised to Rs. 7-8 but this was lowered down to Rs 6-8 on 1st September, 1897. In this year many messes in which the students lived were brought down by an earthquake. As a result, the problem of accommodation became serious. A small building with 8 seats was constructed at a cost of Rs. 300 Rs. 150 being contributed by the Rajshahi Association. However, with the increase of students the demand for accommodation became intense. In order to meet the situation, an attempt was made to construct an additional block to the west of the Boarding House the estimated cost of which was Rs. 10,000.

Babu Benode Behari Sen continued as Superintendent of the P.N. Boarding House till August 1897. He resigned only when a new rule was made to the effect that the Superintendent was to be a resident one. Babu Krishna Behari Ray, 2nd Additional Teacher of the Collegiate School was then appointed Superintendent in his place. Under his able management the Boarding House flourished.<sup>29</sup>

A long felt want was removed by the opening of a Boarding House for the Muslim students of the College. There were two buildings with a capacity accommodation of 30 boarders each under the control of the Principal. As the Madrasa Boarding House and the new Mohammadan Boarding House were contiguous, they were placed under the same superintendent.

We come to know from the Quinquennial Report of 1900-01 to 1904-05 that in the Hindu Boarding Houses there was provision for 104 students. On the other hand, the number of seats in the Muslim Boarding Houses, was 59. The Boarding House, were too overcrowded. Some lived in messes in different parts of the town. The rent per month was Rs. 262. Annual contribution of the Government was Rs. 1,179 and the rest were realised from the students. Each mess had a resident superintendent appointed from the members of the teaching staff of the college or its attached institutions. The Government used to spend Rs. 680 as remuneration of the Superintendents.

The college hostels were under the supervision of college teachers as follows:<sup>30</sup>

|                       |     |  |
|-----------------------|-----|--|
| P.N. Hostel           | ... | Babu R.C. Biswas, M.A., Professor of Mathematics.          |
| Hemanta Kumari Hostel | ... | Babu R.P. Mazumder, M.A., Lecturer of English and History. |
| Moslem Hostel         | ... | Maulivi G. Yazdani, M.A., Professor of Arabic and Persian. |

There are ten attached messes, six for the Hindus and four for the Muslims. The Hindu messes have accommodation for 227 and those for the Muslims 84. Each mess was under a superintendent, who was an officer of the college or its attached institutions. The messes were under the supervision of :<sup>31</sup>

1. Sadhan Kutir Mess ... Professor Bamacharan Bhattacharyya.
2. Manasmahdir Mess ... Babu Nalin Kumar Dutta, Lecturer.
3. Suradham Mess ... Babu Hemchandra Ganguli, Demonstrator.
4. Science College Mess ... Babu Chintaharan Banerjee, Lecturer.
5. Kumarpara Mess ... Babu Sureschandra Lahiri, Assistant, College office.
6. Liberal Mess ... Babu Matilal Chaudhuri, Assistant, College office.
7. Dargapra mess ... Maulvi Abed Ali, Teacher, Rajshahi Collegiate School.
8. Islamia Mess ... Maulvi Md. Hossain, Teacher, Rajshahi Collegiate School.
9. Kaderganj Mess ... Maulvi Yousuf Ali, Teacher, Rajshahi Madrasa  
and
10. Hamida Mess ... Maulvi Md. Amiruddin, Teacher, Rajshahi Madrasa.

Rani Hemanta Kumari's endeavour in creating facilities for the accommodation of the students of Rajshahi College was praiseworthy. It was due to her assistance that a Boarding House named after her (The Rani Hemanta Kumari Boarding House) was constructed at a cost of Rs. 30,000. This was inaugurated by Sir John Woodburn, the Lieutenant Governor of Bengal on the 16th July 1902. She made over the hostel to the Government in the same year by a deed of gift. In appreciation of her munificent donations for the diffusion of education, she was offered the title of "Rani" in January 1902. The boarding had the capacity to accommodate 50 students.<sup>32</sup>

The Developmental Scheme of the Rajshahi College pleaded for the establishment of six blocks- one for the Muslims and the rest for the Hindus each with a capacity of accommodating of 50 students. But the scheme did not get approval for a long time. However, after a long delay, the Government accorded sanction to be the construction of the proposed hostels in May, 1920 and January, 1921 respectively. Land for the purpose was acquired and construction began in August 1920. The estimated cost for these hostels were Rs. 3,18,500.

The College New Hostel, opened in July 1923,<sup>33</sup> is situated by the college in the healthiest part of the town, it has six two-storied blocks which surround the spacious quadrangle used as a play ground by the residents. Each block accommodates 50 students and has its messing managed by its own boarders under the supervision of the superintendent. Each student is given the full quota of boarding utensils apart from the kitchen utensils provided for the block by the hostel. a chair, a table with drawers, a book-shelf, a rack for wearing apparel and a bedstead are given to each inmate. The rooms are visited daily by the whole time Medical officer, and medicines and medical aid are assured to every boarder for the recurring charge of four annas per month. The boarders have their own library and reading room, a well-equipped common room, and provision for indoor and outdoor games and music.

Every year the boarders of the New Hindu Hostel celebrate the Foundation Day of the Hostel with great enthusiasm. Various physical feats are shown and prizes are awarded to the best competitors, the prizes being provided from the subscriptions raised by the students.<sup>34</sup>

Besides the Government hostels, there are (1) the students home for Hindus which allows board and lodging at concession rates to a limited number of college students under a resident Hindu Missionary Superintendent, and (2) the two-storied Westminster Hostel, conducted by the English Presbyterian Mission under a resident European Superintendent, which is open to about 40 college students of all castes and denominations.

It is notable that out of these six blocks, five were allotted to the Hindu students and only one was for the Muslims. But in course of time the number of the Muslim students increased and it practically became a serious problem in 1938 because of the insufficient accommodation for the Muslim students. When the problem became more acute, the matter was brought to the knowledge of A.K. Fazlul Haque, the then Prime Minister of Bengal. Fazlul Haque took a historic decision whereby the Hindus and Muslim students got equal share of blocks i.e. three blocks each for accommodation of respective community. In fact this division continued up to 1947, the year of Indian partition.<sup>35</sup>

After the partition, the college authorities wanted a permanent solution of the Hindu students of the College-and accordingly Rani Hemanta Kumari Hindu Hostel of the Sanskrit College, Rajshahi, was allotted for the Hindu students of the College. This system till continues.

1950s were period of expansion of the college. The number of students alarmingly increased and the accommodation crisis started. In the 1960s a new block was constructed which was in fact 70 seated three-storied Muslim hostel. Side by side the college authority felt the need of women hostel and as the situation demanded a two-storied hostel building was constructed for the female students. But in spite of these efforts the accommodation was insufficient and as a result the students had to seek for other arrangements namely lodging and other provisions. Incidentally the number of seats in most of the hostels were increased and as a result in 1990s a programme of hostel extension and construction of new building for hostel started. It is however notable that the college authority were ever careful about the management of the hostels and various type of officials and attendance were appointed to look after the affairs and administration of the hostels.

### iii. Academic and Non-Academic Activities

#### The College Association

The college Association played a very important role in both academic and non-academic activities of the college. Though the college was established in 1873 we do not come across any dependable documents highlighting the history of this Association. On the basis of an intensive survey only a report of 1933-34 of the Association has been found it is likely that this wing of the college had its zenith of activities. But it seems that since this record depicts statement some years other than this (1932-33), some documents relating to the Association are missing. Until further investigation it is suffice to note here that the nature of the function of this Association since its beginning till date as it is being followed are more or less some and this particular years' activities may be the model of its functioning.

It is a fact that the unit and solidarity of college life was fairly manifested in the formation of a body known as the Rajshahi College Association. In fact it was a nerve centre of the students and had its activities drawn the attention of the students as a whole. This was essentially a democratic body loving taken election to constitute the Association. From the report document 1933-34, it appears that the body of that particular year was composed of sixteen student representatives with the Principle as the ex-officio and Professor Girija Sankar Bhattachariyya as the Vice-President. The election of the Association was conducted as per the college status and the members for the body were elected accordingly. For the smoothness and efficiency the whole body was divided into fourteen different sections. Funds were allotted during the Annual Budget and a member of the teaching staff was placed for supervision.<sup>36</sup>

As may be expected there was a common room for the students and it was furnished with electricity and electric fans. There was comfortable sitting arrangement of about 500 students at a time. In the leisure hours the students had to pass their time in reading dailies and periodicals. From the report it is clear that for that year only there were 24 dailies and periodicals and this section of the college remained open from 10 A.m. to 7 P.M. all the year round. The year 1933 the college was honoured with the visits of Khawaza Nazimuddin, Minister in charge

of Education, Government of Bengal and Sir Jadunath Sarkar, a great historian and former Vice-Chancellor, Calcutta University.<sup>37</sup>

The Common Room was the venue for the debates and lectures delivered by teachers students and visitors of reputation. The report 1933-34 supplies as a rare information about a lecture by Sir Jadunath Sarkar who spoke on the 'Rise and progress of Maratha Power' which was attended by various guests including honourable Education Minister, Government of Bengal, W.A. Jenkins, former Vice-Chancellor Dacca University a few other distinguish scholars from various parts of Bengal.<sup>38</sup>

The Indoor Games section were furnished with couple rooms and its working ours were the same as those of the common room. Table Tennis, Chess, Carrom were some of the items of indoors games in the college.

The Gymnastic Section stood in its own` independent ground inside the college and had varity of items for physical exercise of the students. It had its elected secretary and students captain to supervise the related affairs. There was however a physical Instructor who was suppose have a training of athelet and thus the Gymnisium was a first class centre for health culture and cultivation of the physique.

The College Magazine, run by student editors with the assistance of a committee of four members of the teaching staff, is ordinarily published twice a year and contains illustration whenever funds allow them. Students get copies of every issue, and the magazine is given vide publicity, more that fifty copies being sent on each occasion as complimentary exchanges to colleges and universities in Northern India.<sup>39</sup> Designed primarily as an organ of self-expression for present students above all, it opens its columns to former students every now and then and serves as a golden link between the old and the new.

The College Annual Sports, generally organised in winter, are managed by a strong students' committee with the co-operation of members of the staff who officiate as stewards, judges, starters and time-keepers. Various type of items were included and Weight lifting, Race, Cricket, Ball throwing, Tennis, Ha-Do-Do, Fast-cycle race, Tug of war were worethy of mention, Different categories of prizes were awarded to the succussful participants.

College lectures used to remain suspended for two days during the celebration of the Autumn Social which usually includes among other items a literary conference, recitations, music, magic, caricature, ventriloquism, physical feats and theatricals. Incidentally, it also reports that the Social Gathering in October, 1931 was attended by Mr. Ananda Sankar Roy, I.C.S., who addressed the audience on 'Democratic Ideals in Education' Mr. Ramananda Chatterjee of the Prabasi and the Modern Review and Dr. Suniti Kumar Chatterjee of the Calcutta University graced with their presence the Social of 1932.<sup>40</sup> The former presided over the literary conference; the latter delivered a brilliant, illustrated lecture on the glories of 'Greek Sculpture,' and students were inspired with enthusiasm as much by their magnetic addresses as by their forceful and lovable personality. The college wireless set was requisitioned for the function of 1932, and students and their guests appreciated for hours the varied Broadcast Programme of the Calcutta Radio Station.

The Football Section, possessing three grounds in the college area, elected its own Secretary and Captain every season and enters teams in all the local tournaments run by the District Sporting Association. Inter-class college contests and away matches with colleges or universities are regularly organised. It is noted that the College Eleven had friendly bouts with Scottish Church College and Hooghly College on the home ground in 1931 and went to play Krishnagar College in 1932. Rs. 588 was the sum spent for the section last year.

The Cricket Section, working from November to January under its own office-bearers, usually attracted 40 players and holds regular matches with local rivals. We come to know from the document that Mr. N. Das, the renowned batsman of his Excellency, The Governor's Eleven, played for the Town Team against the college in 1931, and Principal Jenkins, an all-round sportsman, not only coached the students in practice games but also proved the bulwark of the college in the matches of 1932.

The document also supplies us the information of the Hockey section. Thus it is stated that the Hockey Section, current from January to April, usually enlisted 50 students with their elected secretary and captain, joined in the local cup competitions, and arranges away matches when the home eleven are exceptionally

strong. A set of superior quality sticks and valuable hockey outfit were specially obtained last year.

The students of the college enjoyed much river padma was full in the Rowing item of the college. The college possessed 2 steel boats, 2 country boats and one jolly boat which were all fitted with air-chambers to minimise risks. 120 Rowers, divided into 11 batches, had 502 outings in 1931-32. The Kalinath Memorial Tournaments Cup, presented to the college by Mr. Kumud Nath Choudhury, M.A., Professor of Chemistry, in the memory of his revered father, was a much-coveted rowing trophy. If the condition of the river was not impossible, a competition was specially organised for the cup every December in great pomp and vigour.

The Nature-Study and Excursion Society were the most enjoyable source of inspiration to the students of the college. The document gives a report of 1931 and it shows that a party of 18 students was conducted to the Paharpur Ruins in 1931 and a group of 24 was taken to Rabindranath's Santiniketan in February, 1932; again, one batch of 24 Arts students visited the Benares Hindu University, and another of 15 science students went round a few centers of Puri and Applied Science in and near Calcutta, shortly before the last Pujavacation. The educative value of these conducted tours can scarcely be overestimated.<sup>41</sup>

Tennis had four lawns in the college compound and Badminton two. One tennis lawn was transformed into a concrete hard court and equipped with permanent steel frames to hang screens upon. About the performance of 1932-33, the report shows that fifty students were engaged in Tennis last year, and 15 in Badminton. Besides the usual contests and the Hilda Cup Singles and Bhuban Mohan Doubles in Tennis, there was a special Tennis Competition in 1933 for the Rabi Memorial Cup made over to the college by the boarders of the H.K. Hostel.

Splendid scope was given to numerous students by the Country Games, Swimming and Water Polo Section. 'Ha-Do-Do' and 'Daria Banda' have their appointed places in the college precincts; Swimming, which had a platform build for it in 1932, is practised in the college tank, and Water Polo, played in the same waters, draws huge audiences in course of its frequent matches.

## Conclusion

Thus the college Association, as may be expected from a good college had multifarious activities and programmes. This role of the college shows fairly that it was not only engaged in academic programmes but also had given due importance to various non-academic activities of the students. As we have seen how the students could pay attention and interest in the lectures of the intellectuals like Suniti Kumar Chatterjee or Sir J.N. Sarkar, but at same time they were even ready to take part in various indoor and outdoor games. The college students and the college itself could thus claim its eminence as a centre of learning and producing its students upto mark.

### C. Rajshahi College and her Sister Academic Institutions

There were three institutions attached to the Rajshahi College, viz., i. the Junior Madrasa, ii. the Rani Hemanta Kumari Sanskrit College and iii. the Basanta Kumar Agricultural Institute.

#### i. Rajshahi Madrasa (Estd. 1874)

In the beginning, the Government of the East India Company patronized oriental learning. The result was the established of the Calcutta Madrasa. Its aim was to improve the administration of the criminal courts of judicature, and of the department of polices which had a large number of Muslim officers by cultivating the knowledge of Arabic and Persian. In the Government Resolution of July 1873, three Madrasas were established at Dacca, Rajshahi and Chittagong in 1874 each of which was placed under the supervision of an Arabic scholar of repute who was assisted by a staff of competent Maulvis.

The Rajshahi Madrasa began its function on the 1st of April 1874 under the control of a special committee. The Madrasa was classified into Higher, Middle and Upper primary stages.<sup>42</sup>

The D.P.I. Report for 1877-78 reveals that the number of students on the rolls of the Madrasa came down on the 31st March 1878 to 45 from 74 a year before. The cause of such a decrease in number was explained by the superintendent

of the Madrasa in terms of the prevalence of fever in the station, the high price of rice and the scarcity of lodgings in the town. Beside the Madrasa could not start as a Senior Madrasan owing to the absence of Primary Maktabas of Madrasas in the town or in its environ and consequently the progress of the students was unsatisfactory.

In 1879-80, a fourth year Arabic class was introduced. During this session, 22 Government Jaigirs or free studentships were provided to the students as an inducement to study in this Madrasa and this helped to increase the number of students. As a result the number of students rose to 56 in 1879-80 and 77 in 1880-81. Again in 1882 the number increased to 87 and 127 respectively. This rapid increase of students evidently speaks of the popularity of the institution.

From the period 1884 and onward, the destiny of the Madrasa began to be determined by the Principal, Rajshahi College as it was placed under his control as an oriental department.<sup>43</sup> At that time the Rajshahi College was growing fast and it needed additional buildings for accommodation. Fortunately, the new building of the Madrasa had been completed in 1883-84 at close proximity of the college it was handed over to Rajshahi College. The Government in return "agreed to repay to the Mohsin Fund Rs 20,000, or the cost of buildings. Under the Principals of the Rajshahi College, the Rajshahi Junior Madrasa made some progress.

In line with the suggestion of A. Clarke, Principal of the Rajshahi College, twelve free boarderships were sanctioned in 1889-90. Apart from that, additional land measuring about 10 bighas were acquired by Government at a cost of nearly Rs. 10,000 from the Mohsin Fund for the extension of the Madrasa. With this amount of money several bustees were removed. A portion that land formed part of the Madrasa building the rest was earmarked for the play-ground.

The number of students came down to 46 on the 31st March 1900. The reason for the decline was "due to the appreciation by the Muslims of English Education in preference to a classical one in Arabic and Persian. As in 1898 so last year also the boys who stood first and were awarded the Mohsin Muslim scholarship obtained admission into the Collegiate School instead of into a senior Madrasa.

Some stability in the roll strength was noticeable from 1911-12. But still the number came down to 70 during the session 1914-15 owing to the unusual pecuniary circumstances of the people of Rajshahi town who could not afford food and lodge to the students. The D.P.I., H. Sharp, remarked in his visiting note that English was not taught in a very useful and practical manner. This shortcoming, he guessed, was due to the non-permanent post of Mr. Tasadaq Ahmed an able English teacher. He was satisfied with the progress of the Madrasa and suggested that two higher classes should be added to it. <sup>44</sup>

A new syllabus for the Tittle course was introduced and a revised syllabus for both junior and senior classes were drawn up. Arrangements were made for better in English as an optional subject and arrangements for small scholarships were made for its encouragement. An advanced study course in English were prescribed for two years either before or after the Title course, the motive behind being to make the educated Muslims fit for Government service.

The Mohammadan Education Advisory Committee which is otherwise known as Hornell Committee was appointed in 1914-15 to review the resolution passed by the Provincial Mohammadan Educational Conference which met in Dacca in April 1914 and all other matters relating to Mohammadan education. The Committee propounded the following recommendations on Madrasa education:

- (i) "That the income of Mohsin fund now devoted to the maintenance of certain Government Madrasas should be set free for providing scholarships for Muslim students.
- (ii) That an educational officer with special qualification in Arabic and Persian should be appointed to inspect the work of Madrasas in Arabic and Persian.
- (iii) That the Rajshahi Madrasa should be raised to the status of a Senior Madrasa.
- (iv) That a number of scholarships should be given from public funds to be awarded-
- (a) On the results of the Junior Madrasa Examination to be tenable for four years at a senior Madrasa or High School.

(b) On the results of the special Madrasa Matriculation, now, High Madrasa Examination".<sup>45</sup>

The Madrasa was placed under the Reformed Scheme from the beginning of the year 1916 and in consequence certain changes were introduced in the staff of the Madrasa. Two Vernacular teachers were added to the teaching staff . The designation of the 3rd Maulvi was changed into a Head Pundit or 1st Vernacular teacher and a new man was appointed with the designation of the 3rd Maulvi. Another Vernacular teacher was also appointed. The number of teaching staff at that time was: 4 Maulvies, 2 Vernacular teachers and 1 English teacher. The Head Maulvi Mohammad Khalilullah was transferred to the Calcutta Madrasa and a graduate Head Master Maulvi Muhammad Sabed Ali was appointed to the post in 1917 in the subordinate Educational service .<sup>46</sup>

Table - I

The table showing the number of students on 31st March and average monthly and daily attendance :

| Years   | Number of students on 31st March | Average monthly attendance | Average Daily attendance | Remarks |
|---------|----------------------------------|----------------------------|--------------------------|---------|
| 1885-86 | 58                               | 54                         | 43                       |         |
| 1886-87 | 53                               | 57                         | 80%                      |         |
| 1887-88 | 46                               | 48                         | 39                       |         |
| 1888-89 | 76                               | 68                         | 59                       |         |
| 1889-90 | 68                               | 71                         | 58                       |         |
| 1890-91 | 63                               | 65                         | 52                       |         |
| 1891-92 | 51                               | 60                         | 47                       |         |
| 1892-93 | 74                               | 74                         | 58                       |         |
| 1893-94 | 79                               | 82                         | 69%                      |         |
| 1894-95 | 54                               | 57                         | 83%                      |         |
| 1895-96 | 52                               | 69                         | 78%                      |         |

|           |     |           |            |           |
|-----------|-----|-----------|------------|-----------|
| 1896-97   | 53  | 63        | 49         |           |
| 1897-98   | 62  | 52        | 69%        |           |
| 1898-1899 | 55  | 40        | 30         |           |
| 1899-1900 | 46  | 50        | 39         |           |
| 1900-01   | 66  | 52        | No Record. |           |
| 1901-02   | 47  | 53        | 47         |           |
| 1902-03   | 53  | 53        | 46         |           |
| 1903-04   | 55  | 59        | No Record  |           |
| 1904-05   | 65  | 62.5      | 49.5       |           |
| 1905-06   | 73  | 69        | 62.5       |           |
| 1906-07   | 67  | No Record | No Record  |           |
| 1907-08   | 72  | 64.66     | 50.72      |           |
| 1909-10   |     |           |            | No Record |
| 1910-11   | 148 | No Record | No Record  |           |
| 1911-12   | 93  | 96        | 69         |           |
| 1912-13   | 92  | 88        | 66         |           |
| 1913-14   | 109 | 102       | 78         |           |
| 1914-15   | 70  | 79        | 63         |           |
| 1915-16   | 84  | 81        | 68         |           |
| 1916-17   | 89  | 82        | 62         |           |
| 1917-18   | 100 | 92        | 70         |           |

*Source : D.P.I . Reports and Annual Reports of the Rajshahi College and its attached institution for the years 1885-86, 1920-21.*

In 1920 the Governor of Bengal gave much importance to the learning of Arabic and Persian in the Madrasas. As a result many students became interested in the Madrasa oriented education. About after a decade the Bengal Government recognised the English as a medium of instruction in the Madrasa education. During this time precisely speaking in 1930, the Rajshahi Senior Madrasa was upgraded as

High Madrasa. From this time onward there was a trend of huge admission of the students in the Rajshahi Madrasa. Since the location of the Rajshahi Madrasa was within the campus of the Rajshahi College, the then principal T.T. Williams faced many problems relations to the proper administration and of the college as well as further expansion of the Madrasa. Naturally there was an attempt to shift the Madrasa and in fact through his utmost efforts the Madrasa was removed to the eastern side of the Central Jail. Incidentally a building was being constructed and when at a certain time of 1930 it was completed, the Rajshahi Madrasa was brought to the new complex. This resulted in the separation of the Rajshahi Madrasa from the jurisdiction of the Rajshahi College and there by Rajshahi Madrasa flourished with its independent status.<sup>47</sup>

## ii. Rani Hemanta Kumari Sanskrit College (Estd. 1904)

The establishment of Rani Hemanta Kumari Sanskrit College at Rajshahi in 1904 was an eventful phenomenon in the development of Sanskrit education especially in North Bengal. Along with the English education, the orthodox Hindus were also taking keen interest in the development of Sanskrit language in different parts of India in the 19th and 20th centuries. The number of students learning Sanskrit especially in Bengal, during these periods was greater than the number of student learning Arabic or Persian.<sup>48</sup>

The Rani of Puthia very keen to contribute to such a scheme and went a step ahead by agreeing to create an endowment yielding an annual income of Rs. 1780 (Rs. 1600 for the college & Rs. 180 for student stipends) for a Sanskrit College (to be named after her) attached to Rajshahi college. In addition, the Rani also promised to construct a suitable building for the Sanskrit College at her own cost which would probably cost no less than Rs. 12,000. The site for the College was selected within the Rajshahi College compound adjacent to Rajshahi Collegiate School: The foundation stone of the building was, as desired by the Rani laid by the Lieutenant - Governor of Bengal on 1st July 1904.<sup>49</sup>

The College was thus founded and officially named Rani Hemanta Kumari Devi Sanskrit College which started functioning from 1905 at the Rajshahi College. With the funds available, the construction of the college with the supervision of

the Principal, Rajshahi College, with the assistance of a representative of the Rani, began. The college building, consisting of a long hall and six rooms, was completed probably in 1908. The teachers of the college were temporarily accommodated in the Rani's house in Rajshahi town. A two-storied building accommodating sixteen students was rented near the college and one of the teachers was entrusted to superintend the hostel.

The Rani Hemanta Kumari Sanskrit College, the only one of its kind in the whole of North Bengal, was in fact, organised as a branch or as an attached institution of the Rajshahi College with its Principal as the administrative head. Rai Bahadur Kumudini Kanta Banerji, had worked strenuously in collaboration with Bhuban Mohan Mitra, the legal adviser of the Rani of Puthia, for the development of the newly founded college. A Managing Committee,<sup>50</sup> consisting of twelve members, for the governance of the college, was formed with the Collector of Rajshahi as its ex-officio President and the Principal of the Rajshahi college as the Vice-President and Secretary.

The preliminaries being completed, the Rani of Puthia, at the instruction of the Government, executed a bond covenanting to pay Rs 1780 annually for the college and mortgaging the interest in Bharui- Pakhimari- Maizbari (An estate in Mymensingh yielding a net profit of Rs. 2753 a year), as security for the performance of the contract. The college started its classes with 35 students and 3 teachers. Tuition was absolutely free for the students. Provision was made for the teaching of English and a teacher of the Collegiate School taught English to the students of the Sanskrit College for three hours a day. A large number of students attended the English classes at their own interest because the knowledge of English was also considered essential for Government jobs and positions at the time. Beside English, the main subjects taught at the college included Smriti, Kavya, Vyakaran, Nayaya, Purana, Vedanta, Sankhya and Mimamsa.<sup>51</sup>

Students were prepared for the Title examination conducted by the Bengal Sanskrit Association, Calcutta. The session began in March. Twelve stipends of Rs. 8 each were distributed among the students. Sometimes half-stipends of Rs. 4 were distributed to accommodate larger number of students. Beside the twelve stipends,

five stipends (3 from the Rajshahi District Board and 2 from the Rajshahi Municipality) of the value of Rs. 6/4 a month each were awarded to the deserving students. Some students were provided with free board and lodging by the benevolent public. The students either cooked their own meal at the hostel or a cook on a monthly payment was appointed for the job. The Sanskrit College had no library of its own. The Rajshahi College library, however, served as a great storehouse for Sanskrit books and manuscripts. Both the teachers and students of the Sanskrit College used the facilities available there. The Rajshahi College authority bought Sanskrit texts on the requisition of the Pandits of the Sanskrit College. The Rajshahi College library still has some of these rare books on Sanskrit language and literature.

The Sanskrit College started with three<sup>52</sup> Professors who were highly qualified. Of the three, Babu Gurucharan Das, in recognition of his profound scholarship in Sanskrit Philosophy was conferred the title of *Mahamahopadhyaya* in July 1908. An additional allowance of Rs 10 a month was awarded to him early in February 1905. The monthly remuneration of the teachers of the college was fixed at Rs. 50 and they were required to carry on researches on the subjects they profess, and deliver a course of lectures on special thesis connected there with These lectures were open to the public and the results of their researches were printed and published. A professorship of *Sahitya* (Literature) and *Alankara* (Rhetoric) to be named after Raja Paresh Narayan of Puthia was created at a monthly salary of Rs. 40. The number of teaching staff was probably increased to four during the year 1912-13 and the total number of teacher remained three to four throughout the whole period.<sup>53</sup> Beside the salary, the teachers used to draw Rs. 5 a month as dearness allowance in consideration of the high price of food-stuff.

In the beginning the Sanskrit College was maintained almost entirely by the proceeds of the endowment created by Rani Hemanta kumari Devi and by few subscriptions. Beside the Rani's contribution of Rs. 148-5-4 per month (Rs 1780 annually), Kumar Naresh Narayan of Puthia Charani Estate (Rs. 25 a month), Kumar Basanta Kumar Roy and Kumar Sarat Kumar Roy of Dighapatia (Rs.5 month) also contributed to the college fund. Other contributors were the District Board of Rajshahi, Babu Sasadhara Roy, Udai Narayan Bhaduri and Goswami Ram Ratan

of Rajshahi town. Still the income proved insufficient to meet the expenditure. The college authorities almost from the very beginning pressed for government grant which however came in 1917-18 in the form of a monthly grant of Rs.75 through the Inspector of Schools, Rajshahi Division. The amount was later raised to Rs. 150 per month in April 1920 and municipal grant of Rs. 5 per month was also sanctioned during this period.<sup>54</sup>

**Table-1**

**The annual fluctuations in the number of students is clear from the table :**

| Years   | Number on the rolls on 31st March | Monthly average attendencee | Daily aqverage attendencee |
|---------|-----------------------------------|-----------------------------|----------------------------|
| 1904-05 | 35                                | 29                          | 18                         |
| 1905-06 | 45                                | 37                          | 22                         |
| 1906-07 | 30                                | 36                          | 20                         |
| 1907-8  | 28                                | 29                          | 19                         |
| 1908-09 | 25                                | No record                   | No Record                  |
| 1909-10 | 17                                | 18                          | No Record                  |
| 1910-11 | 17                                | 19                          | No Record                  |
| 1911-12 | 29                                | 31                          | 22.5                       |
| 1912-13 | 30                                | 32.4                        | 23.6                       |
| 1913-14 | 37                                | 35                          | 27                         |
| 1914-15 | 27                                | 34                          | 24                         |
| 1915-16 | 32                                | 31                          | 18.5                       |
| 1916-17 | 25                                | 26                          | 19                         |
| 1917-18 | 15                                | 17                          | 15                         |
| 1918-19 | 29                                | 25.07                       | 20.64                      |
| 1919-20 | 21                                | 30                          | 25.4                       |

*Source: Annual Reports of the Rajshahi College and its institution from 1904-1920.*

The Government grant-in-aid was however, sanctioned on condition of the regular payment of the Rani's contribution. But as the things turned out, the payment from the Rani's contribution was not regular. Arrears payment became a regular phenomenon. Since the college had no reserve fund which could be drawn upon in times of financial stringency, the Principal of Rajshahi College, as the administrative head of the Sanskrit College, often had to pay the salaries of the teachers and stipends to the students "by loans and advances" made from the funds of the Rajshahi College. The contributions from the charani estate of Puthia had also become irregular and it was finally stopped in October 1923 because of the "financial condition of the estate. Consequently, the Principal, according to a decision of the Managing of the Sanskrit College, approached the District Board for an additional monthly grant of Rs. 30 for the students hostel<sup>55</sup>(rented for Rs. 20 a month and a servant was appointed on a monthly wage of Rs. 11). The Principal also appealed to the Rajshahi Municipality for an additional grant of Rs. 10 for the college.

With the death of Maharani Hemanta Kumari Devi in 1942, the Sanskrit College suffered a great set-back. The payment from her estate became irregular and at one stage it seemed that the college would have to be "shout down" for the paucity of fund. "The college may have to be closed", the Principal wrote to the Manager of the Rani's estate "and it will be indeed a great pity if immediately with the passing away of the Maharani her beloved Sanskrit College also becomes extinct". In spite of series of correspondence made by the Principal with the Rani's estate, no arrears amount could be received specially during the years 1947-48. Moreover, no donations from public body could be respected in those hard days of economic crisis that followed just after the Second World War. The responsibility of running the Sanskrit College now went to a new country, Pakistan- a Muslim majority state. Its attitude towards the Rani Hemanta Kumari Devi Sanskrit College was not same as before. As soon as the country was divided the college building had to be surrendered temporarily to the Government for accommodating the office of the Divisional Inspector of Schools which had been shifted from Jalpaiguri to Rajshahi. The classes of the Sanskrit College were arranged in one of the building of Rajshahi College. The Hemanta Kumari Devi Sanskrit College building in spite of the efforts of the Rajshahi College authorities could never be recovered. The

acute economic crisis and the rapid fall in the number of students after the partition ultimately led to the abolition of a hitherto unique institution of Sanskrit learning in North Bengal.<sup>56</sup>

The indifference of the Government and less interest in the learning of Sanskrit brought disaster for the future of Sanskrit College of Rajshahi. The tragic end was complete in 1963 when the famous Maharani Hemanta Kumari Sanskrit College of Rajshahi was closed forever.

### iii. Basanta Kumar Agricultural Institute (Estd. 1936)

In 11<sup>th</sup> August 1920 the second son of Pramathanath Roy named Kumar Basanta Kumar Roy, zamindar of Dighapathia, made a 'will' in favour of establishing an Agricultural Institute and accordingly he donated Rs. 2,50,000 only. But due to some inevitable problems the institute could not be established before 1936.

On 12<sup>th</sup> May, 1936 by a Government notification Basanta Kumar Agricultural Institute<sup>57</sup> (B.K.A.I.) came into existence under the jurisdiction of the principal of Rajshahi College. The opening of the B.K.A.I. was at the Dining Hall of the Rani Hemanta Kumari Hostel, Rajshahi College, located beside the Natore road. The beginning of the institute was inspiring and classes started with the roll strength of sixteen students only. From our records it appears that upto 1947 the B.K.A.I. was at its normal functions in forms of agricultural education. But from 1948 onward this institute faced many problems and practically its academic programmes were almost collapsed. From 1952 initiatives were taken up to restore its position and a scheme for development was placed to the Government of Pakistan for approval. But it was unheeded and as a consequence its future was sealed and in the long run by an order of 1952<sup>58</sup> by the Government the institution was permanently closed up.

#### Courses :

The courses of study were included and practical training in dairy-farming, including preparation of dairy products, horticulture, poultry, cigar making and agricultural farming, as outlined below and as detailed in the syllabus:-

- (a) The syllabus for the course of training in horticulture was included practical farm work for the production of vegetable and fruit crops, instruction in canning and bottling of fruits and specialised instruction in the chemistry and bacteriology of fruit and fruit products, standardisation of veneers suitable for the various types of fruit and vegetables, horticulture chemistry.
- (b) The syllabus in dairying was included dairying, cattle management, preparation of dairy products, such as butter, ghee, cheese, casein with a specialised course in dairy chemistry & dairy bacteriology and was included milk pasteurization, milk and butter-testing, foods and feeding management of dairy live stock, economic of dairy farming with practical farm work.
- (c) Poultry, training was offered in management of poultry, poultry food, feeding of the chickens and adults, rearing and production management and marketing with practical farm work.
- (d) Cigar Making.
- (e) Training in agriculture with agricultural biology, agricultural botany and farm management with practical field work.
- (f) Agricultural chemistry including the chemistry of soils fertilisers and plants.
- (g) Botany (plant pathology and plant breeding.)
- (h) Book keeping .

The course of study should be spread over the following period:-

For Matriculates or for those who have not read up to the end of second year I. Sc. course-

**First year-** Mathematics, Physics, Chemistry, and Botany-theoretical and practical-with farm work.

**Second Year-** Mathematics, Physics, Botany and Chemistry as above but with more practical work and with more farm work.

**Third year - Horticulture Dairy, Poultry, Agricultural farming.**

**Fourth Year - Horticulture, Dairy, Cigarmaking.**

In the first and second years provision were be made for some suitable practical field work either in poultry or in dairy or in cultivation of crops or in agricultural farming. Students completing the I.Sc course up to he end of the second year were able to begin from the third year's course. Before appearing for the final qualifying examination for the Diploma, all students would pass an examination in Agricultural Chemistry, Botany and Book-keeping. This examination might be taken at the end of the third year course. For the final examination to be held at the end of the Fourth year. Students might take either (1) Horticulture Cigar-making or (2) Dairy and Poultry or if he desired he might take both (1) and (2), no extra fee being charged for this.

**Staff:**

The following staff who joined the college on First April, 1936.<sup>59</sup>

- 1) Mr. S.R. Swarup, instructor in Horticulture and Fruit canning.
- 2) Mr. P.C. Gupta, instructor in Dairy and Animal husbandry.
- 3) Babu K.N. Sinha, Dairy overseer.
- 4) Babu G.C. Bose, instructor in poultry.
- 5) Babu Kalipada Ganguli, Laboratory Assistant in Agricultural Chemistry.  
(Vice Mr. M.A. Saboor resigned.)
- 6) Maulvi Rahmat Ali, Cigar Roller.

**The Board of Management :**

The Board of Management were constituted in 1941 as follows :<sup>60</sup>

- 1) District Magistrate, Rajshahi- President -( Ex-officio)
- 2) Director of Agriculture, Bengal- (Ex-officio)

- 3) Director of Public Instruction, Bengal (Ex-officio)
- 4) Principal Rajshahi College & Administrator, B.K. Agricultural Institute- (Ex-officio)
- 5) Dy. Director of Agriculture, Northern Circle, Bengal - (Ex-officio).
- 6) Kumar Sarat Kumar Roy, M.A., Dighapatia Raj, Junior Branch.
- 7) Raja Prativa Nath Roy of Dighapatia.
- 8) Rai Bahadur Brojendra Mohon Moitra, M.A.,B.L.,M.L.C., Representative Rajshahi District Board.
- 9) Kumar Hemendra Kumar Roy of Dighapatia.
- 10) Babu Kishori Mohan Chaudhury, M.A.,B.L., Nominated.
- 11) Babu Sarat Kumar Ghosh, M.A.B.L., Representative Rajshahi Association.
- 12) Moulvi Md. Aminul Huq. B.L., Representative Mohamedan Association.
- 13) Moulvi Md. Mobarak Ali Khan. B.L., Nominated.
- 14) Superintendent, B.K Agricultural Institute, Secretary- (Ex-officio)

#### **Admission :**

The minimum qualification for admission was University Matriculation, and sixty-nine candidates applied for admission at the beginning of last session, (i.e. 1935-36), but twenty-one had to be refused on the ground of being overage. The age-limit had since been modified, and it is expected that a larger member of students will be admitted next session.

#### **Hostel Accommodation :**

There was no special hostel attached to the institute for the residence of students, but the Government had as a temporary measure permitted the admission of the institute students into the college hostels. The candidates for admission to

the institute were generally poor as they belonged to the agrarian class, and they found it exceedingly difficult to meet the full hostel charges that were of that time levied from college students, If the member of the students in the Institute increased as was expected, the Problem of finding hostel accommodation for these students would be acute.

### **Department of Horticulture and fruit-canning :**

This department had been equipped with a most up-to-date power driven canning machinery and steam plant capable of turning out 5,000 tins of conned fruits per day. Considerable delay occurred in putting the machinery in running order owing to the absence of electric power to run the same The administrative approval of the Government to install the necessary motors and electrification of the building was obtained, and it is expected that the machinery will be in running order by the end of this month.(i.e. April, 1936).<sup>61</sup>

Another more serious problem of the college was to tackle very soon. viz, the marketing of the products of this department. At that time the Indian Market for canned fruits was entirely under the control of the Australian and American fruit growers, and it is no use canning 5,000 tizs per day unless there was a market for the same as the Principal of the college reports as senior Marketing officer, Bengal, that for this purpose. Unfortunately fruits in sufficient quantities are not available through out the year, and it was therefore, decided to run the canning plant during the mango season only. Under the circumstances it was decided that if the scheme would have been successfull, the Department would be able to contribute a substantial part of the income from this item.

### **Dairy :**

This department started work at the very beginning of the last session (1935-36) with milk purchased from local gowalas, (milkmen) on the advice of the Government live stock expert, eight Haryana cows were purchased and large quantities of butter, cream, ghee and other products had steadily produced and disposed of in the local market.

The total cost of equipping this department had been Rs. 3,736-4-6, and the sale proceeds up to 31st March 1937 had been Rs, 615-13. It is noted that these was huge demand among the local residents for the daily products of this institute, as these had been found to be very pure and for superior to those produced anywhere else.

### **Poultry :**

This section started work on the 14th February, 1936, with the arrival of stock selected and supplied by the live stock expert, Bengal, from the Dacca farm. This department had been equipped with four large fowl chicken runs. It is under the supervision of Babu Gopal Chandra Bose, atache of the college, who was very experienced in poultry management. A hearson's incubator for 50 eggs had been purchased and was being used at present for artificial hatching.<sup>62</sup> In the light of the report of the Principal, it appears that the college had taken various plans for the development of the poultry section and thereby to earn revenue as well.

### **Cigar Rolling Section :**

The work of this department had been some what handicapped owing to the difficulty of obtaining sumatra leaves and wrappers, but inspite of that, about one hundred good cigars were produced and sold in the market.

### **Conclusion :**

Two of the sections of the institute, namely. The Dairy and Poultry, were located in Government Agricultural Farm, and the staff in charged of these two sections had been to be on duty through the greater part of day. As no suitable residential quarters were available near the farm, the staff, who lived in town, had to travel great distances several times during the day.

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### **Rajshahi College in the Making of its Glory**

#### **(a) Contributions in Socio-political life in Colonial and Post-colonial Period**

The Rajshahi College has already completed its centenary year in 1973, and within this time the college has achieved many credentials as being a center of learning. There may be differences in opinion regarding the nature of achievement of the college but fact remains that there were various occasions when the college has had the role to play in the socio-political life of Bengal. Its achievements were, however, in the field of learning and might be big or small, but its role can be assessed in a situation when it could produce educated youths at a circumstances when there were very few colleges of Bengal as a whole to diffuse education.

During the period of our consideration i.e. 1873-1973 there has been phenomenal development of Rajshahi College and this development was the outcome of the academic activities and programmes of its teachers and student. It may be recalled that this college had initially started with six students and in 1973 the roll strength had gone upto 2883.<sup>1</sup> In the beginning, there was no college building as such and the first college building (i.e. the main Arts building) was constructed in 1884. Gradually the college building, teaching staff and number of faculties expanded. During the British period and after, the college produced numerous students and some of them were even acclaimed as national pride by virtue of their academic merits. Many teachers of the college carried on intensive researches and some of its teachers like Radhagabinda Basak, Srikumar Banerjee, Suboth Sengupta, Golam Maksud Hilali, Abu Hena, Azizur Rahman Mallick, Suidur Rahman, Muhammad Abdul Hye, Shib. Prasanna Lahiri, Muklesur Rahman, Kazi Abdul Mannan, Abdullah Al-Muti, Abu Hena Mustafa Kamal had own international recognition.<sup>2</sup> It may be noted here that some of the members of the teaching staff were and still are the products of college. Some of the outstanding students have the credit to teach other colleges and universities. In addition this college has provided all along some extraordinary people in various human faculties of this subcontinent including present Bangladesh.

It is not denying that with the establishment of Rajshahi College in 1873, a new life had started in Rajshahi and the adjoining region with the emergence of a new class of educated intellectuals who began to play a significant role in the socio-political life of the then Bengal. The presence of teachers from different parts of Bengal and the coming of students from both urban and rural areas created an atmosphere of academic activities. Apart from this the public and popular lectures were held in different occasions and debates and literary competitions of the students and teachers led to the rise of a new society in and around Rajshahi. The college as being a centre of learning could draw the attention of some great intellectual of the day like Rabindranath Tagore, Kazi Nazrul Islam, Hussain Shaheed Suhrawardi, A. K. Fazlul Haq, Khawza Nazimuddin, Sir Bijoy Singh Roy and so on. Incidentally Rabindranath Tagore visited the college on November. 26, 1892 and delivered a lecture on the subject of education entitled *Shiksha Herfer* and the gathering was chaired by Maharaja of Natore.<sup>3</sup> In the same way we are reported that the rebel poet Kazi Nazrul Islam had an occasion to visit the college sometime in 1929 and performed a cultural programme organised by the student of the college.<sup>4</sup> These sort of examples may be multiplied and as the matter stands the college was definitely enlightened by the personalities who earned reputation in various fields of academic world.

The achievements of the college will remain in complete if the initiative of the teachers and students to publish the college magazine is not mentions. In fact the students and the teachers of the college felt the need of a magazine to exercise their academic quaries. Thus in the beginning of first decade of 20<sup>th</sup> century (approximately, 1910) the college published its magazine and till date it is being continued. Thus when Calcutta was a centre of literary and intellectual activities and Dacca was not in the picture, Rajshahi was brought to the scene by the Rajshahi College and a rural based city once again appeared in the limelight of Indian history.

### **Social Impact:**

It is worth-mentioning that the establishment of Rajshahi College in 1873 was landmark in the history of the progress of higher education in colonial Bengal. It had the credit to extent educational facilities to such a section of Indian people who were stepped in illiteracy from a long time. The backward region of Rajshahi came

in touch of the light of modern education and pushed up the promising youths for a better society. In a sense the existence of such a college in the region could break the barrier of conservatism of the society in Eastern Bengal in respect of higher education and co-education in the college. It is again notable that just in the beginning (1873) there was at least one Muslim student and in course of time within the first quarter of the 20<sup>th</sup> century the figure rose to 215. <sup>5</sup> It was no doubt a breakthrough for the college as well as for the Muslim society which was indifferent and in a sense opposed to western education. The admission of Akshay Maitreya in the college in 1878 and his completion of F.A. and B.L. here was definitely an inspiring source to the growing youths of the region. The education of Sir Jadunath Sarkar, an eminent historian and that of Rajanikanta Sen, Bengali poet Pramath Bishi, famous essayist of Bengali literature and also of Jagadindranath Ray, zamindar of Natore ushered a new era of higher education in colonial Bengal. The response of the Muslim society for higher education centering Rajshahi College is significant for a prospectful educated Muslim Society in contemporary Bengal. The education of Chayanuddin, Khanbahadur Emad-uddin Ahmed, Kazi Motahar Hussain, Muhammad Barkatullah, Muhammad Mansuruddin, Mother Baksh, Abdul Haque, Muklesur Rahman, Anowar Pasha, Nazma Jesmin Chowdhury and few other Muslim academics no doubt infused a new life to the Muslims of Bengal. <sup>6</sup>

The third decade of 20<sup>th</sup> century is a memorial period in the history of the college. It was for the first time in 1933 the college got a lift as one of the leading centres of higher education for the advancement of female education. In fact the first Muslim female student who crossed the border of age long backwardness in terms of higher education was Akhtarinnesa Khanam who got admitted in I. A. class in the midsts of strong opposition and criticism. What ever may be the case, the college began to flourish in such a beginning and in course of time larger number of students were attracted towards collegiate education and thereby sowed the seeds of progress towards western learning. The Rajshahi College and its teachers designed schemes of higher education in a way that was exceptable to all communities of Bengal and it is no less significant that the college had started a journey at a time when a few reputed colleges namely Presidency College of Calcutta, Hooghli College, Dacca College had considerable share in catering higher education.

Another remarkable side of contribution of the Rajshahi College was to initiate a social atmosphere in Rajshahi which was reflected in various activities in relation to social progress. It has been noted how the college as a whole came to the notice of the people by virtue of its various programmes in addition to education. Being trained in the college, the students began to reflect their experiences and training in their social life. Thus their activities and role in the Saraswati Puja (for the Hindus) and even in the holding Milad Sharif (for the Muslims) are worthy of mention. Likewise the establishment of the 'Gita Society' by the Hindu students of the college in 1930 was another step to linkup the college with the level of rural society of the region.<sup>7</sup> Lectures were delivered on religious issues by members of the teaching staff in order to uplift religious attachment of the Hindu students so that they might be treated as disciplined and sensible citizen of their motherland.

In literary and academic programmes the Rajshahi College has ever played a role side by side with other similar academic forums of undivided Bengal. In fact during a few decades approaching to Indian independence, the students and teachers of Rajshahi College got involved in various academic activities. We are thus fairly reported that in 1941, the 'Rajshahi College Rabindra Sahitya Parisad'<sup>8</sup> was established and since it was in memory of the great poet Rabindranath Tagore it was directly patronised and attended by the Tagore-lovers and followers. In this respect we may refer the first gathering of the memorial year (1942) on the occasion of the demise of Rabindranath. On this day it is said, the well known literateur named Kazi Abdul Wadud and the famous literary critic Sajanikanta Das were invited and the whole function was dedicated to memorise the great-poet Rabindranath Tagore and his achievements.

After the partition of India in 1947 the Rajshahi College could continue its tradition and glamour as a centre of learning and its role for the cause of social progress was as ever. For the purpose of up gradation of Bengali literature, culture, media and scientific activities, the college authority and its students felt the need of an association. In fact it was the background of the establishment 'Rajshahi College Bangla Sahitya Majlis' (Association for the Bengali literary activities) in 1948.<sup>9</sup> It was establish by Dr. Muhammad Enamul Haque, one of the leading personalities in the

field of Bengali literature and language of the then Bengal. This Association was attended by the students of Rajshahi College and among them Mazharul Islam, Kazi Abdul Mannan and the like were worthy of mention. Beside this there were Muhammad Akramul Hoque, Shib Prasanna Lahiri, R.K. Sharma and Mahammad Edris Ali who equally contributed much for the name and fame of the association. The Association had a periodical named 'Sahityiki' through which the activities of the Association were popularised. The contributions of Mahammad Habibar Rahman, Shelley and Abdullah Al-Muti Sharfniddin did a lot for its publications and to popularize its programmes to the readers and littérateurs. Although it was mainly a research-oriental periodical but it bears the testimony of the nature of its activities undertaken by the members and the organisers of Bangla Sahitya Majlish.

### **Rajshahi College and the Rise of a Middle Class Society.**

In every society there are certain transforming elements which cause change in the long run. Indian society is not an exception of this process and education happens to be one of the important factors leading to change. In this respect the introduction of western education in India and consequently Indian society witnessed changes in various spheres. According to A. R. Desai, 'The British brought the Indian people in contact with the extensive and profound achievements of the modern west in the sphere of scientific and social scientific knowledge'.<sup>10</sup> This situation had no doubt opened the process of social transformation. B. B. Misra says, 'The progress of education and the advancement of technology, even though delayed, were tending towards the goal of a middle-class society'.<sup>11</sup>

In the light of the above and keeping in view the elements of social change as well as rise of middle class the importance of education and educational institutions cannot be underestimated. The role of Rajshahi College in this respect is a pertinent issue for the growth of a middle class society in the region under consideration. Particularly its role for boosting up higher education in the rural areas populated by the Muslims in majority and a few backward classes in addition to upper caste Hindus may be a vital issue of investigation. From some records of the college it appears that from the beginning most of the students who came to study in the college belonged to mostly ordinary families. Only a few had come from the families of small talukdars,

zamindars and service holders. There were acute problems of lodging and accommodation, but a few local people came forward to share the problems of the students and thus it was sorted out. In this respect we may recall here how Barrister Ashraf Ali Chowdhury had to maintain lodge (i.e., Chowdhury Lodge) for the students coming from abroad. With small means and strong commitment, the students of the Rajshahi College carried on their studies. But their inspiration and commitment made them famous afterwards. Within a generation there educated youths of the college got qualified themselves as teachers for schools, colleges and even in the universities. A few of them were even recruited in the Government offices. The group of scholars under the able guidance of Akshy Kumar Maitreya and Kazi Motahar Husain definitely justified the contributions of Rajshahi College for the sake of an emerging middle class. All the Muslim community as a whole was enlightened by the products of the college and it may be presumed that an educated and politically conscious middle class Muslim society emerged during our period of study. The personalities like Khan Bahadur Emaduddin, Haji Lal Muhammed Sardar, Mother Baksh and a few others of the Muslim society are among a few who came out popular figures as a result of the progressive trend centring Rajshahi College. The establishment of Varendra Research Museum in 1910<sup>12</sup> and master hands behind such a noble initiative indicates clearly the creative temperament of the then middle class society as a whole. It may be noted here that the products of this college and the new generation after education were imbued with the spirit of socio-cultural activities. They were conscious of their cultural tradition and political rights and in the long run they could aspire a rightful place in the socio-political life of the country. The Muslim as well as Hindu students and intelligentsia had a prominent share in the Indian Freedom Movement and also in the Liberation War of Bangladesh during the post independent period. Incidentally we may refer to the patriotic songs of Rajanikanta Sen, one of the brilliant products of the college which had inspired the Bengali people for the cause of the Swadeshi Movement of 1905.

### **Political and National Movements**

As the situation stands in the light of above experiences it is expected that the Rajshahi College, its teaching staffs and students would have some role in the national movements as well as in the Liberation War of Bangladesh. At the outset it should

be noted that Rajshahi was comparatively a backward city and teachers and the students were least concerned about all national or international issues and problems. During the colonial period there were more than one occasions when the students of academic institutions had to get involved directly or indirectly as the situation demanded. The Rajshahi Collage and its students and teachers had some occasions but their involvement and concern were not so prominent as was be experienced in the cases of Presidency College, Calcutta University, Dacca College and Dacca University. In such a position most of the national incidents right from the first partition of Bengal (1905) down to the Indian partition (1947), the wave of the events were just 'passing storm' for Rajshahi College and its people concerned. It is, however, worth-mentioning that the college as a whole became a centre of politics during the Language Movement and even in the days of Liberation war. The teachers and the students were, as if the guiding forces for the masses and their qualitative leadership did a lot to mobilize the people of Rajshahi and its surrounding areas to fight and oppose the Pak-armies. In spite of this we are able to record some evidences which can show that the students and the teachers of the college were not mere spectators of the national problems.

That the Muslim students of the Rajshahi College were identified with politics can be justified from the involvement of Ashraf Ali Khan Chowdhury a student of the college with the political programmes of the All India Muslim League. His association with 'Purbabanga, Assam Pradeshik Musalman Shiksha Samiti' (The Provincial Muslim Educational Association of East Bengal and Assam) and the All India Muslim League – testify his inclination in Indian politics.<sup>13</sup> It is said that Ashraf Ali Khan Chowdhury was one of the leading and active members of the All India Muslim League and he is said to have organised the league politics as a leading member from 1905-1909 and in this respect he formulated his course of action in collaboration with Nawab Ali Chaudhury Again he was to represent Tangail as a member of the Bengal Legislative Assembly and here too, his political programmes were by and large influenced by the leading politician Nawab Ali Chowdhury.<sup>14</sup> During the non co-operation days 1920-21 a peculiar situation is said to have dominated whole of Rajshahi. From the 'Memoir' of an eye-witness named Abu Hena, an English teacher, Rajshahi College, it appears that although the mandate of

non-co-operation was not visible any where in Rajshahi but the “non violently” violent mentality swayed not only the lawyers but also the students.<sup>15</sup>

Before the partition of India there was only one single incident which may draw one’s attention as to the popularity of Gandhiji among the students. From the memoir of Abu Hena we come to know that “In the opening months of the academic session, 1930 to 1931, there was the six-week strike in the college over Gandhi-British Raj Class.....”<sup>16</sup> According to his (Abu Hena) information the students of Rajshahi College were also influenced by the incident of Chittagong Armoury-Raid in the 1930’s.

Thus these are some of the references as to the involvement of Rajshahi College in the political events of India upto 1947. The post-partition days started with some inevitable problems which generated a national feeling of the Bengalis of-East Pakistan and in course of time it was turned into a war a liberation. With a long experienced of colonial exploitation the Bengalis of this part of Bengal first of all experience discrimination in terms of language and culture. The imposition of Urdu as the only state language created reaction and the great Language Movement started as a consequence.

### **Students Role in the Language Movement**

During the British Rule amongst all the leading educational institutions of Assam and Bengal, the Rajshahi College enjoyed a second position after Presidency College of Calcutta. The upright and intelligent students of this institution have all along played a significant role in various socio-economic and political movements along with cultural activities. Their spontaneous response and participation in the Language Movement of Bangladesh is not an exception of the old tradition. In spite of the fact that the first echo of Language Movement was heard in Dacca, the students of academic institutions of Rajshahi as a whole and those of Rajshahi College in particular came forward to lead the movement to a particular dimension.

Soon after the birth of Pakistan and even before, the educated middle class Bengli’s tried to restore the right place of Bengali language in a state where it is spoken by more than half of its population.<sup>17</sup> On 1st September 1945, the “Tamuddin

Majlish' (Cultural Society) was formed by the writers, journalists and scholars who had a strong fascination towards Islamic ideology. The Tamuddin Majlish in a booklet entitled 'Pakistaner Rashtra Bhasha, Bangla Na Urdu?' (State language of Pakistan Bengali or Urdu?) first demanded that Bengali be recognised as one of the state Languages of Pakistan. It also demanded in East Pakistan Bengali should also be the medium of instruction and medium of court and office communication.<sup>18</sup> The supporters of this organisation formed a political party known as the 'Khilafat Rabbani Party'.

However, the people of East Pakistan shocked to see that Bangali was not considered in any communication rather it was excluded in the newly issued coins, stamps, money, office forms of the Government of Pakistan. This was too much and in October, 1947 different students and cultural organisations of Dacca the 'Rastrabhasha Sangram Parishad' (The State Language Action Committee).<sup>19</sup> From this time onward events moved very fast. Protests meetings were organised by the teachers of Dacca University, on 15th December, 1947. On 6th December there was another protest meeting against the recommendation of the education conference held in Karachi in favour of Urdu as the only state language of Pakistan. These development shocked the students of Dacca University and in February, 1948 East Pakistan Muslim Students League' was formed under the leadership (as one of the convenors) of Sheik Mujibur Rahman, the Banga Bandhu (the friend of Bengal) and then a Law student of University Dacca.<sup>20</sup> In fact the formation of this organisation is a landmark in the history of Bangladesh because it ultimately led to the birth of the Awami League under Sheikh Mujibur Rahman who became the president of Bangladesh in 1971.

It is a fact that till 1948 the Language Movement was cultural in character and after that year it assumed a political colour when on the 25th February 1948, Pakistan prime Minister Liaquate Ali Khan declared, "Pakistan is a Muslim state, and it must have its *Lingua Franca*, the language of a Muslim nation. It is necessary for a nation to have one language and that language can only be Urdu and no other language".<sup>21</sup>

Incidentally, in the Pakistan Constituent Assembly session, 25<sup>th</sup> February 1948, Dhirendranath Datta<sup>22</sup> demanded the use of Bengali along with English and Urdu

for conducting its proceedings.<sup>23</sup> But his proposal was refused and the then Chief Minister of East Pakistan, Khawza Nazimuddin, pleaded for Urdu as the only state language of Pakistan. When this decision spread out, the student of Dacca University called for a strike as a mark of its protest on 11<sup>th</sup> March, 1948.<sup>24</sup> Incidentally the students of Rajshahi College observed strike in support of Mother Language in most of the schools and college in and around of Rajshahi. It is a fact that at that time Rajshahi College was the only College of higher education in Rajshahi. Rajshahi University, Medical College and Degree Colleges of Present Day were not established. It is interesting that majority of the students staying in the Rajshahi College hostel responded to the strike of 11<sup>th</sup> March, 1948.<sup>25</sup> As per only information the student leaders who organised the strike were Mohammad Sultan, Golam Rahman, Golam Tawab, Tafazzal Hussain Pradhan and many others. It is some thing surprising that most of the hostel students of Rajshahi College were outsiders. But their participation and leadership created a history by their nature of protest. They were however assisted by a few local students namely Mahammad Akramul Hoque, Abul Kashem Choudhury, Kasimuddin Ahmed, Nurul Islam, Habibur Rahman Shelley and a few others.<sup>26</sup>

We may recall here that on 21<sup>st</sup> March 1948, Muhammad Ali Jinnah, the founder of Pakistan announced to the students of Dacca University in public gathering at Racecourse Maidan, “that Urdu alone would be the state language of Pakistan”.<sup>27</sup> The students of the then East-Pakistan raised voice of protest immediately and may be said that the historic Language Movement started. In course of time the movement to recognise Bengali as a State Language of East Bengal gained momentum. The valiant students of Rajshahi College timely responded the call and appeal of the students of Dacca and accordingly set on the ground of Language Movement in Rajshahi. They organised strikes, pickets and demonstrations in various academic institutions and public places including schools. At long last the students of Rajshahi College arranged a public meeting which was chaired by Mohammad Sultan, a graduate student of Rajshahi College.<sup>28</sup>

In that gathering a student leader named Muhammad Akramul Hoque made a brilliant speech in favour of Bengali Language and his arguments overwhelmed the audience. He appealed thus, “our Mother Tongue is Bengali, it is our Mother Language

and if Bengali was not recognised as State Language, we would be lagging behind in the race of getting our position in the social, political and economic life of the country. We would also be deprived in getting state services in our country accordingly".<sup>29</sup>

The year 1949 is a landmark in the history of Rajshahi College in the light of its role in the history of Language Movement of Bangladesh. A group of new leaders came to the forefront to boost up the Language Movement in the region and in this respect those who had devoted much were S. A. Bari A. T., Gholam Arif Tipu, Ahmadullah, Mahsin Paramanik and so on. All these leaders had the credit to continue the movement keeping pace with that of whole East Pakistan.<sup>30</sup>

From 1952 onward a few students called non-communal progressive student's came to the forefront of student politics and they expedited the course of Bengali Language Movement in collaboration with the political activists dedicated for this cause. Accordingly, the democratic forces behind such an all round movement got a new life in the history of the movement. This wave of Language Movement gradually moulded the mind of a few critics of the movement and in course of time it was experienced that the opposition forces began to compromise with the leaders of Language Movement. In course of time when there was a call of strike from the *Chhatra Sangram Parishad of Dacca* during February 1952, there was a spontaneous outburst in the city of Rajshahi on 21<sup>st</sup> February, 1952. It may be noted that in response to this strike the students of Rajshahi College, Medical School and a few schools boycotted their classes and thereby they gave a new life to the moment on language question of the country.<sup>31</sup> On the evening of the same date (i.e., 21<sup>st</sup> Feb.) news came from Dacca that a huge number of students of Dacca University were the victims of police torture and lost their lives. This incident had generated reaction of the students of Rajshahi as a whole and particularly the students of Rajshahi College were deeply shocked in such a circumstances.<sup>32</sup>

On the same date (i.e., 21<sup>st</sup> Feb.) at night a general meeting was held in the hostel complex of Rajshahi College and as a course of action one '*Chhatra Sangram Parishad*' was formed in which S. M. Gaffar of Rajshahi Medical School was made the president and two students of Rajshahi College namely Habibur Rahman Shelley and Golam Arif Tipu were made secretary and joint-secretary respectively.<sup>33</sup> The

parishad decided that the 22<sup>nd</sup> February would be observed a hortal (strike) in order to condemn the heinous incident of Dacca and that their reactions and also that protests would be expressed through procession and public gathering throughout Rajshahi city. Accordingly there were huge posters condemning the Dacca incident and when there was a public meeting at Bhuban Mohan park, located in the heart of the Rajshahi town, on 22<sup>nd</sup> February. Leaders like Mother Baksh and others attended it. It is said that the students of Rajshahi College gave firing speeches against the Dacca incident and the level of protest along with the political leaders of Rajshahi was something historic in the course of Liberation War of Bangladesh. It may be mentioned that one Abdus Sattar, a popular teacher of a primary school of Rajshahi Municipality, came forward to the respective dias of the gathering and with a thrill addressed to the gathering that, "Hellow, Nurul Amin (obviously the then Governor of East Pakistan) how much blood do you want? If you need more, we are ready to donate gallons of blood for the cause of Bengali as a State Language."<sup>34</sup> This presentation stimulated the students, teachers and even the common people of Rajshahi.

The main characteristics of the strike held on 22<sup>nd</sup> February, 1952 were that it was the first time when the people of Rajshahi could experience the participation of a huge number of girl students. From the available sources it may come to the notice that the whole procession of the girl students was led by Mahsina Begum, a student of Rajshahi Medical School.<sup>35</sup>

But the movement in favour of Mother Language did not go without the reaction of the Government of East Pakistan. Large scale arrest of leaders involved and inhuman torture in the jails started. On 29<sup>th</sup> February, 1952 one popular student leader Muhammad Akramul Hoque was arrested by the police.<sup>36</sup> Beside this, at least 35 student leaders were jailed and among them the students of Rajshahi College S. M. Gaffar and Habibur Rahman Shelley deserve special mention. But the spirit of the Language Movement could not be stopped. In course of time the students of Rajshahi popularised movement in the rural areas of the then East Pakistan and the response of alarming for the ruling Government of Pakistan. It may be noted that in this way the course of Language Movement of Present Bangladesh was turned into a full-fledged peoples' movement. This movement was no doubt a significant step

for the cause of the Bengalis. Because their dreams were being flashed out gradually to a particular goal, i.e., a liberated nation and state for the Bengalis of East Pakistan.

Before conclusion we may refer to here a few names of the student leaders of Rajshahi in general and Rajshahi College in particular who led the whole Language Movement upto 1971 and contributed for a meaningful end of the efforts for a separate state.

It may be relevant here to present a clear picture of the victims who were either inhumanly tortured or had to sacrifice their lives.

| Name of the students      | Identity and Institutions                                   |
|---------------------------|---|
| (a) S. S. Gaffar          | - A leading and popular student leader of Rajshahi College. |
| (b) Habibur Rahman Habib  | - Student of Rajshahi College.                              |
| (c) Mumtaz-Uddin Ahmed    | - Student of Rajshahi College.                              |
| (d) Abdur Rehman          | - Do  |
| (e) Lutfar Rahman Mallick | - Do  |
| (f) Abul Kalam Choudhury  | - Do  |
| (g) Syed Uddin Ahmed      | - Do  |
| (h) Abu Sayed             | - Do  |
| (i) Abul Hossain          | - Do  |
| (j) Mahsina Begum         | - Student of Rajshahi Medical School.                       |

*Source: Bhasha-Andoloner Artha-Samajic Patabhumi (Socio-Economic background of the Language Movement), ed. By Atiur Rahman, Dhaka, 2000, P. 94. (Appendix Kb. 5)*

**Note :** It may be mentioned that there are certain differences of names available in some sources.

In the conclusion it remains to say that although the main centre of Language Movement 1948-52 was in Dacca, a good number of modern researches have fairly proved that Rajshahi as a divisional city of the then East Pakistan was equally turned into a furnace during the movement. The students of Rajshahi College organised the Language Movement and their dedication and commitment for the interest of Mother Language became guiding spirit for the common men for the recognition of Bengali as one of the State Languages of Pakistan. In this light the students of Rajshahi College created a glorious history for their motherland and after the sacrifice of their lives and blood set an example of nationalism in the history of the world.

Lastly it is relevant to note here that 21<sup>st</sup> February, 1952 was significant date as a date of the movement for the recognition of Bengali as one of the state Languages. This issue generated a feeling of nationalism among the Bengalis of East Pakistan. The course of action on this issue in the long run fulfilled the aspirations of the people concerned who became free from the grip and command of the Government of Pakistan. After the Liberation Movement a new state was born called Bangladesh in 1971 and in course of time Bengali has been recognised as one of the international Languages and accordingly 21<sup>st</sup> February has now been accepted as an international day of Mother Language. It is being celebrated from 1999 as an international Day of Mother Language (*Antarjatic Matribhasa Dibas*) too.

### **Students Role in the Liberation Movement:**

The student community has a glorious role in any democratic movement of the world.<sup>37</sup> The history of Bangladesh and its Liberation Movement in the 1950's onward till 1971 it is not an exception. The students of Bangladesh, previously East Pakistan have recorded their contributions and sacrifice for the cause of the motherland. As it happens in any democratic movement, the students of East Pakistan did never compromise in any undemocratic means of the Government of Pakistan and they are fairly credited with the movements of 1952, 1954, 1962, 1969, 1970 and 1971. In 1971 the students of the colleges and the universities had shaken the foundation of the Pakistani regime and sacrificed much to save the people of present Bangladesh from the exploitation of the Pakistan Government.

We have already noticed how the students of Rajshahi College and University

of Dacca of East Pakistan had a vital role in the Language Movement of Bangladesh. Infact the seed of 'Bengali nationhood' was first spread in 1952 State Language Movement.<sup>38</sup> It is because of their whole hearted support and participation in the Language Movement, the Muslim League got a shattering blow in the General Election of East Pakistan in 1954. The distrust and discriminatory policy were apotheosized through the constitution and this was sufficient to antagonize the students of East Pakistan as a whole. The students of Rajshahi College not only responded to challenge the autocratic rule of Pakistan Government by they mobilized the mass against the injustice. This situation was reflected in the 1954 General Election as we have seen and that they proved their organized effort to manage the victory of M. Ataur Rahman, who contested the election from the jail. In 1969 when there was a peoples movement, one popular teacher of the Chemistry Department named Dr. Sumsuzzoha of Rajshahi University lost his life by the Pak armies.<sup>39</sup> It was a dangerous moment from Rajshahi College itself and the student. Many unknown students of Rajshahi College took part in the 1969 movement and their collaboration and co-operation of a few teachers brought the movement to a prospectful position. In fact the death news of Dr. Zoha had created an extraordinary sentiment among the students and the 1969 movement got fired out of this event. Many incidents like that of the life sacrifice of Dr. Zoha had in fact directed up the course of the Liberation Movement of Bangladesh to its desired goal.

After 1969 the course of action for the cause of a separate state in the name of Bangladesh got a serious dimension. It is noteworthy that the students of Rajshahi College responded timely and organised all category of people for a separate state delinked from West Pakistan. The role of the students can be assessed by their whole hearted efforts to mobilize the people of the region to fight the Pak armies at any cost for the sake of their motherland.<sup>40</sup>

It may be noted that the declaration of war for a separate state of Bangladesh in 1971 was the last phase of the series of movements right from 1948. The people of Bangladesh could not tolerate the exploitation and oppression of the Pakistan Government and when they (i.e., the Govt.) attempted to "enchain" them by various methods they took up the Language issue which ultimately turned into a War of Liberation. The students of Rajshahi College had ever responded to any issue as

such and prepared the ground by various means by their active participation. Their sacrifices are recorded in various documents and the short sketch of their life history and participation are may be relevant in this respect.

### **1. Washim-uz-Zaman :**

In the night of 25<sup>th</sup> March 1971, the Pak armies made a sudden raid of the Rajshahi city and they attacked the residences of Abdus Salam, the renounced lawyer of Rajshahi. It is said that the raiders could not do any harm to Mr. Salam as he was out of station and accordingly they caught hold of his two sons named Shahid-uz-Zaman Selim (Babu) and Washim-uz-Zaman.<sup>41</sup> Incidentally Shahid-uz-Zaman was a student of Dacca Engineering University and his brother Washim-uz-Zaman was a student of Rajshahi College. Both of them were inhumanly tortured and murdered afterwards.

### **2. A. K. Muhammad Saiful Islam Thandu :**

Saiful Islam Thandu was a student of class XI of Rajshahi College and he was a resident of Panchani, Rajshahi. Being inspired by the Liberation Movement of Bangladesh, he took part in the various programme and got him registered as an activist under Major Shafiq.<sup>42</sup> Under the instruction of Shafiq, a group of five liberators including Saiful made an operation to Charghat P. S. It was a time of rainy season and when on 1st July 1971, while traveling on a boat, they were suddenly attacked by the Pak armies. All the members were wounded but surprisingly Saiful alone fought like a hero with the granade. At the long last he was attacked by the Pak armies and the fireguns and had severe wounds on his body. The result was shoking death of Saiful on 2<sup>nd</sup> July, 1971.

### **3. Abdul Mannan Akanda:**

Abdul Mannan Akanda was from Gaibanda, P. S. Gobindagonj. He was a student of commerce graduate and a very good foot baller, but he could not escape himself from the call of the nation. One may recall that there was a violent fight against the Pak armies at Kanthakhali Bridge near Dinajpur and Mannan lost his life by the hands of Pak armies in that confrontation on 27<sup>th</sup> March 1971. Thus a life of a student as well as a promising footballer came to an end before it could blossom.

#### 4. Pradip Kumar Raha:

Pradip Kumar Raha was one of the brilliant students of Rajshahi College who could prove his worth within a short time in his study of Honours in Chemistry Department. He was equally popular and recognised in games and sports. He came for higher study in this college from a remote village named Satintala, Sirajgonj District. As he was a supporter of Liberation Movement, his whole family was victimized and subject of inhuman torture. It is said that because of an offence of his association with the war, the Pak armies got set their residential house on fire and all the more the female members of Pradip Kumar Raha were raped by them (i.e., Pak armies). In the month of July, 1971 the whole village of Pradip Raha was under siege and Pradip was arrested. At last he was murdered by the Pak armies.<sup>43</sup>

The history of Liberation War of Bangladesh will remain incomplete without the reference to the sacrifices of the students of various academic institutions of Bangladesh (previously East Pakistan.). The students of Rajshahi College could not remain silent but responded at the best of their capacity in any circumstances. The Pak armies tortured them in order to divert themselves from such programmes. But the students of Rajshahi as well as of present Bangladesh were so adamant and responsive that they not only protested but also stood by the people of Bangladesh in order to save their brethren and sister from the chains of the Pakistan Government. They were inspired by their sister-fellows of their respective institutions and in Rajshahi College itself we come across the names of Aleya, Champa Chowdhury, Hamida Begum, Shahida and the like who did not bother to come out to support their brothers. Beside this, there was an organised effort of some unknown students of the college who formed a forum called 'Jangi Mukhtisena' (Jinguist student force of Liberation Movement) and stood by the liberations of Bangladesh. It is said that they utilized the chemicals of the college laboratories and secretly supplied to the liberation armies of Bangladesh. Their contributions are no doubt praiseworthy as because this was a rare example of sacrifice of the students of an academic institutions for the cause of the nation.

The sacrifices of the students of Rajshahi College are no doubt memorable because with a mind of the victims of injustice and torture, they ventured to oppose

the Government by all possible means. For this cause they were the true followers of the deceased professor Samsuzzoha and Professor Fazlul Haque, who were brutally killed by the Pak armies and their sacrifices became a source of inspiration for the cause of democracy and rights of men.

## **B. Rajshahi College and its First Generation- Selected Studies.**

### **Akshay Kumar Maitreya (1861-1930)**

The famous historian Akshay Kumar Maitreya was born on the 1st March of 1861 in the village Simla, thana Nawapara in the the district of Nadiya. His Father's name was Mathuranath Maitreya and Mother was Sowdamini Devi. Baidyanath Bagchi, a very prominent man of Rajshahi, well versed in Sanskrit and Persian was his maternal grand father. They belonged to the Maitreya family of the village Gurnai in the district of Rajshahi. One of the members of his family named Kam Dev married in the zamindar's family of Faridpur in the village Meghna. Since then their Rajshahi residence was abandoned.<sup>44</sup>

After his birth his father came to Rajshahi for B.L. Examination but the examination did not take place in that year and ultimately he secured a government empyment and settled in Rajshahi. In his boyhood Akshay Kumar sometimes lived at Rajshahi Bauleah School for English education. In 1874 he started learning Sanskrit from eminent scholars like Chandra Kumar Tarkabagish, Ram Kumar Bidyaratna (Swami Ramananda Bharati) and Bijoy Krishna Goswami beside his school teachers. In 1878 he passed the Entrance examination with first division having stood first in Rajshahi Division and obtained a Government scholarship of Rs. 15.<sup>45</sup>

In 1880 he passed the F.A. examination with second division and secured the top-most position in he Rajshahi Division and received a scholarship of Rs. 20. Later on he passed the B.A examination in 1882 with third division from the Presidency College, Calcutta. He also completed the M.A course in Chemistry but his health broke down and he abandoned the idea of appearing in the M.A. Examination at the advice of his father. He came back to Rajshahi with his father and appeared the B.L. Examination from the Rajshahi College. He passed the B.L. examination in 1885 with second Division.<sup>46</sup>

From his boyhood he developed the habit of writing. In his boyhood days, he contributed articles in the 'Hindu Ranjika' published from Rajshahi and 'Gram Barta' of Kumarkhali. Later on, he became the editor of the 'Gram Barta'. While he was studying at Rajshahi College, he very often came in conflict with Mr. F.T. Dowding the then Principal and Professor on various problems of the history of Bengal. His class fellows being moved with his conversation with Mr. F.T. Dowding urged him to write books. At first he decided to write the biography of Rani Bhawani of Natore. But he was delayed. Then he wrote the historical account of Serajud-Dowla which was published in the 'Sadhana' edited by poet Rabindranath Tagore. But as a result of the winding up of the 'Sadhana' his entire work did not appear in that paper. The rest of it was published in the 'Bharati'. At that time, Sita Ram's historical picture was published in the 'Sahitya'.<sup>47</sup>

Later on, the first part of Rani Bhownai was published in the 'Sahitya' and in the 'Bharati' the entire Mir Kasim was published. Some part of Mir Kasim also appeared in the Sahitya in the name of Mir Zafar. When Rabindranath Tagore undertook the task of editing the 'Bharati', he, at the suggestion of Rabindranath, became the editor of 'Oaitehasik Chitra'. When Lord Curzon came to visit Gour he expressed his desire know the condition of Gour under the Hindus. At the request of Maharaja Surjya Kanta Acharay Chaudhuri he wrote an essay entitled 'Gauda under the Hindus for the sake of Lord Curzon and a few others. He also published articles on the silver inscription of Laksman Sen in the Asiatic Society Journal. He was also a member of that society.

Akshay Kumar Maitreya was also connected with many associations, such as Rajshahi Chatra Sava, Calcutta Students Association, Indian Association etc. He was also the Secretary of the Rajshahi Association for long seven years. Beside these, he was the member of the Rajshahi Municipality, Local Board, District Board for a long period. He staged the Sanskrit Drama named Sakuntalas, Beni Sangha etc. at Rajshahi many Sanskrit scholars like Madan Gopal Goswami, Jadaveshwar Tarkaratna. Harinath Bedanta Bagish (Principal of Burdwan Raj Sanskrit College) highly acclaimed his performance and erudition. He was equally at home in the game of cricket and in painting. He also attained proficiency in silk industry. He was praised by the Government for his works on the silk industry. He was one of the founder-members of the Varendra Research Society.

In the Bengali year of 1311 the Bangiya Sahitya Parishad elected him Vice-President and in 1318 elected him a member. The Government also awarded him 'Kaisar-i-Hind Sawarna Padak' in 1915 and offered him the title C.I.E. All these honours bear testimony to his scholastic attainments. Upto the last days of his life he contributed articles in the 'Sahitya', 'Bharati', 'Pradip', 'Utsaha', 'Oitehasik Chitra', 'Bango Darshan', 'Prabasi', 'Bangabhasa', 'Manasi', 'Marma Bani', and 'Bharatbarsha'. He died on the 10th of February 1930 at the age of 70.<sup>48</sup>

His valuable contributions in the field of history and literature are given below:-

- |                           |                      |                  |
|---------------------------|----------------------|------------------|
| 1. Samar Singha           | (Historical picture) | September, 1883. |
| 2. Sirajud-Dowla          | do                   | January, 1898.   |
| 3. Sita Ram Ray           | do                   | May, 1898.       |
| 4. Mir Kasim              | do                   | February, 1906.  |
| 5. Gauro Lekhomala        |                      | September, 1912. |
| 6. Firingi Banik          |                      | July, 1922.      |
| 7. Aggeyo Bad (criticism) |                      | 1928.            |

### **Rajanikanta Sen (1865-1910)**

Rajnikanta Sen one of the greatest saint poets of Bengali literature and songs, lyricist was born in the Baidyh family of the Bhangabari village in the greater Pabna district on the 26th July of 1865. His father's name was Guruprasad Sen and his Mother's name was Monomohoni Devi.<sup>49</sup> Guruprasad Sen was a Munsef and he had to live in the places like Kalna, Katoya, Rangpur, Dinajpur, Bhagulpur, Munger during his service life. Guruprasad Sen was also an expert Musician. He was the composer of the Kirtan book known as 'Padachintamani' and the writer of the lyrics called 'Abhyabihar'. The mother of Rajanikanta Monomohoni Devi knew how to read and write and she too took part with the poet in the discussion of literature. Rajanikanta was the third child of his parents.

The childhood of Rajanikanta was spend with his mother in his father's place of service. The language of Nabadwip region was acquaintance by him. Love for

music, skill in recitation and acting were found in his very childhood. Such a glow would come for which body as would attract the attention of all. This power of attracting the mind of all increased many times with the advancement of his age.<sup>50</sup>

The Primary of education of Rajanikanta started at Rajshahi and he finished the first part of his college education. After passing the Entrance examination from Cooch Bihar Jenkins School in 1883, Rajanikanta got himself admitted in F.A class in Rajshahi College. The passed F.A. examination from Rajshahi College in 1885. Afterward he passed B.A. in 1889 and B.L. in 1891 from Calcutta City College. His father died when he was studying B.A.

After passing the B.L examination Rajanikanta Sen started practicing as a Lawyer at Rajshahi court and supported the family. He acted as a temporary Munsef at Natore and Naogoan. But the cultivation of literature and cultural attracted him more than doing the professional duties and he got the advantage of the favorable atmosphere of Rajshahi. He developed acquaintance friendship with historian Akshay Kumar Maitreya, doctor Akshay Chandra Bhaduri. Beside this, when the poet and dramatist D.L. Ray came to Rajshahi as the inspector of customs department, he made an acquaintance with him and being inspired by him, he composed songs of laughter and became famous.<sup>51</sup>

During the time of his study at Rajshahi College, the poetic talent of Rajanikanta expressed itself. At the leisure time after classes he used to engage himself in humorous and light discussion with his class mates. He started writing poems and songs from this time. In that poems and songs of his early age, the distinctive features of his offerings and personal lyrical sweetness are noticed. He composed the inaugural song for the meeting held at Rajshahi in remembrance of Bankim. He became popular with all lovers of literature by composing songs and poems in different functions and made his position strong in the field of literature- culture and songs.

In composing songs, Rajanikanta Sen proved extraordinary power. He was a sweet singer of self-composed songs. His songs are divided into four groups on the basis of theme: (i) Patriotic songs (ii) devotional songs (iii) love songs and (iv) songs of laughter. The appeal of his patriotic songs is very wide. During the Swadeshi Movement from 1905 to 1911, he composed the song "the coarse cloth given by the

mother, should be put on the head” (Mayer deoya mota kapar mathai tuley nerey bhai) and created unprecedented force among the people. The scientist Prafullh Chandra Ray, the essayist Ramendrasundar Tribadi and great men like them expressed their admiration of Rajanikanta’s patriotism and published their comment in the news papers. According to Dr. Sukumar Sen, the historic value of the song is very great though its literary value may not be great.<sup>52</sup>

Rajanikanta Sen earned much reputation as a poet also. His songs and poems are rich in pure emotion and soft tone. Most of his books like ‘Bani’ (1902), ‘Kalyani’ (1905), ‘Amrita’ (1910), ‘Anandamya’ (1910), ‘Avaya’ (1910), ‘Bishram’ (1910), ‘Swadbab Kusum’ (1913), and ‘Shes Dan’ are books of songs. ‘Bani’ & ‘Kalyani’ are his collection of songs.<sup>53</sup> His book of songs called ‘Bani’ is graded into three parts like conversation, rambling talks and lamentation. It was published in 1902 under the editorship of Akshay kumar Maitreya. His Book of pomes known as ‘Kalyani’ was dedicated to the memory of his teacher of boyhood Gopal Chandra Lahiri and it was published in 1905. Here some songs are written in imitation of the tone and rhythm of D.L Ray, some in imitation of the tone and rhythm of Baul. It has increased the variety of the book.

The poet Rajanikanta Sen lived for a short time. He lived for only 45 years and in his life he shone as a bright star in the world of songs and literature of Bengal. The variety of his creation is marked by distinctiveness of his art and deep sincerity. He was attacked with an incurable disease and went to Calcutta in 1909 in the month of September. His vocal cord was infected with cancer and after the operation he lost his power of speaking. After suffering from the paint of the disease for a long time, he died on 13th September, 1910.<sup>54</sup> Thus Rajanikanta Sen who was called the D.L Ray of Rajshahi Passed away.

A big characteristic of the character of Rajanikanta Sen was his extraordinary popularity. He was given the title ‘Festival King’ at Rajshahi. There was such sweetness, softness, simplicity, politeness, tenderness, sincerity in him as made him dear to all in moment.

### **Jadunath Sarkar (1870-1958)**

The reputed historian Jadunath Sarkar was born on 10<sup>th</sup> December, 1870 at

Karachmaria village of grater Rajshahi. His father's name was Rajkumar Sarkar and his mothers name was Kadambini Devi. Jadunath's father was a little zamindar. But he was better known as a lover of learning and a man of culture. The large part of Jadunath's education career was spent in Rajshahi. His early education started in the village pathsala under Shambhunath Pandit when he was a child of four or five. When Jadunath was eight years old, his father Rajkumar Sarkar brought him from the village and got him admitted in the Collegiate School of Rajshahi. Jadunath passed his Entrance examination from this school occupying the 6<sup>th</sup> place in 1887. After passing the Entrance examination, he got himself admitted in Rajshahi College winning government scholarship. He stood 10<sup>th</sup> in the F.A. examination. Then he went to Calcutta for higher education and got admission Calcutta Presidency College.

In 1891 Jadunath passed B.A. Honours in two subjects— English literature and History. His teacher Percival was so impressed while examining his English scripts that he advised Jadunath to study English in M.A. Class. According to the Advice of his teacher, he studied M.A. in English and obtained record marks (90%) and stood first in the first class.<sup>55</sup>

After passing M.A. examination, Jadunath at the request of the Surendranath joined his Ripon College as a Lecturer in English in 1893. At this time among other famous Professors, there ware Ramendrasundar Tribadi, Krishanakamal Bhattacharyya, Janakinath Bhattacharyya etc. After serving as teacher for three years at Ripon College, he joined the Metropolitan College of Iswarchandra Vidyasagar in 1896 . After serving for two years there, he appeared at the test of Provincial Education Service for entering government service and passed this test. His first appointment as Lecturer was at Presidency College, Calcutta. It is noteworthy that during this time he passed the scholarship examination for 'Premchand Raychand' scholarship and won a gold medal and ten thousand rupees.<sup>56</sup>

After serving as lecturer for only one year at Presidency College, Jadunath was transferred to Patna College. This Patna became Jadunath's second motherland. In the middle, though he came to Presidency College again only for six months, he had to return to Patna College for the interest of Principal D.C.A Wilson. It is to be noted that Wilson himself was a famous historian. He was honoured every where for his book 'The Early Annals of the English in Bengal'. From here in 1901 Jadunath published his Premchand Raychand thesis 'India of Aurangzib'.

Jadunath served his Professorship at Benares Hindu University from 1917 to 1919 he retired from Patna College as Professor in 1926. After his retirement from Patna College, at the invitation of Sir Stanley Jackson, Jadunath joined the post of Vice-Chancellor of Calcutta University in 1926.<sup>57</sup> But during this time, there was almost no order and discipline in Calcutta University. The office of Registrar was full of irregularity and corruption. He took strong steps to removed the disorder.

Jadunath was an internationally reputed historian. He showed great scholarship, sincerity and perseverance in the writing of the history of the Mughal empire. History of Aurangzib was his epoch making research work. He learnt Urdu, Persian, Marathi and Sanskrit and collected many rare puthi, manuscripts and deeds and documents from different places in order to write authentic, objective and true history. The number of books written by him as about fifty. His famous books were :<sup>58</sup>

- (i) India of Aurangzib: Topography, Statistics and Roads (1901).
- (ii) Economics of British India (1909)
- (iii) History of Aurangzib (Vol-1 & II 1912, Vol- III, 1916, Vol- IV 1919, Vol. V-1924).
- (iv) Anecdotes of Aurangzib and Historical Essays (1912).
- (v) Chatanya: His Pilgrimages and Teachings (1913).
- (vi) Shivaji and His Times (1919).
- (vii) Studies of Mughal India (1919).
- (viii) Mughal Administration (1<sup>st</sup> series 1920, 2<sup>nd</sup> series 1925).
- (ix) Later Mughals (1928).
- (x) India Through the Ages (1928).
- (xi) A Short History of Aurangzib (1930).
- (xii) Bihar and Orissa During the Fall of the Mughal Empire (1932).

- (xiii) Fall of the Mughal Empire (Vol I- 1932, Vol. 2- 1934, Vol.- III, 1938, Vol. IV-1950).
- (xiv) Studies in Aurangzib's Reign (1933).
- (xv) House of Shivaji (1940), History of Bengal (Vol.- II, Published by Dhaka University, 1948).
- (xvi) Bengal Nawabs (1952).
- (xvii) Military History of India (1961), Nadir Shah in India (1973).

In recognition of his talent he earned exceptional honours. He got the title of C.I.E. in 1926 and he was conferred the title of Knight in 1926. He was conferred the degree of D.Lit by Calcutta University in 1936 and by Patna University in 1944. He was dedicated members of the Royal Historical Society of London. He was elected President of 'Bangya Sahitya Parishad' for three times.

Sir Jadunath Sarkar died of a disease caused by the gall bladder inflammation on 19<sup>th</sup> May 1958<sup>59</sup> in Calcutta at the age of 88. Jadunath Saarker was not only the pride of his parents, he was also the pride of his educational institution such as Rajshahi College. As his parents received endless joy for his achievements, as also his teachers who imparted education to him recieved the same kind of delight.

### **Khan Bahadur Emaduddin (1875 - 1936)**

Khan Bahadur Emaduddin was one of the all too few but indispensable landmarks of the place and when that was swept away it looked dreary desolate. He was the single star of the local Muslim firmament and with his sinking he beateous show has become a hideous void. For thirty years he had served the people of Rajshahi multitude of capacities and with a simplicity that had a lyrical grandeur about it all its own.

Emaduddin was born in 1875 in the village Rajarampur of Chapai-Nawabganj under the district of Malda in the undivided Bengal. His father Muhammad Hemayetulla had four sons of whom Emaduddin was the youngest. He prosecuted his primary education in his village pathsala and secured scholarship from there.<sup>59</sup>

After completing his primary education, he studied in Nawabganj Middle English School and completed his course within two years instead of 3 of 4 years. Then he studied in the Malda Zilla School. After two years he came to the Rajshahi Collegiate School for his own convenience. He passed the Entrance examination in 1898 from the Collegiate School. In the Rajshahi Collegiate School centenary records of successful students to he is mentioned with some amount of pride and prominence. During the Diamond Jubilee Celebrations of Rajshahi College in 1933 he himself gave an interesting version of his academic career at Rajshahi College from F.A. to B.L.<sup>60</sup>

After completing his education Emaduddin served the Jalpaiguri Zilla School as a teacher for sometime and in 1905 he came back to Rajshahi and joined the Judges Court as a lawyer. He earned reputation as a lawyer here. He worked for 18 years as Vice-Chairman and Chairman of the Zilla Board. He also adorned the chair of Vice-Chairman of Rajshahi Municipality for several years. In 1922, the Government awarded him the title 'Khan Bahadur' for his social services. He was also elected member of the Bangiyo Organisational Committee (Sabha) twice. Before his death, he was elected Deputy President of that 'Sabha'. He was a member of the Governing Body of the Rajshahi College, Rajshahi Collegiate School, P.N. Girls School and also a member of the Managing Committee of the Rajshahi Senior Madrasa. He was also the founder of Rajshahi Junior Girls Madrasa, the first of its kind in Bengal. He realised subscriptions from different corners for the erection of Muslim Hostels at Rajshahi, led representation on behalf of the Muslim community of Rajshahi to high government officials and strongly advocated the case of Muslim education.

Khan Bhadur Emaduddin died on 7th May, 1936 and then he was 61 years of old. His success as a lawyer, legislator leader did not warp the essential goodness of his soul. His outlook on life was one of reasonableness in all circumstances; his cherished ideal peaceful, ordered progress. He had consecrated his whole being to the service of the people. He would go through the varied duties of his life with a classic regularity and idyllic simplicity.

### **Kazi Motahar Husain (1897-1981)**

Kazi Motahar Husain was born on July 30, 1897 in a village of Kushtia, now in

Bangladesh. He was the eldest son of his parents. Since his father Kazi Gaohar Uddin was an employee under the Government of India (i.e., an inspector of land settlement) he got acquainted with various places of Bengal. As the monthly earning of Kazi Gaohar was insufficient for the family, Kazi Motahar Husain had to suffer from immense poverty and hardships during his student days. Although he could remove his financial difficulties by the Government grants as a recognition of his merit, in fact Motahar Husain had the credit to meet the expenses from his own means and sometime he had to prefer giving tuitions to his fellow student mates.<sup>62</sup>

In 1915 Kazi Motahar Husain passed Matriculation from the Kushtia English School and afterwards got admitted in I.Sc. in Presidency College, Calcutta. Incidentally he could not continue his study there and under an unavoidable circumstances he came back to Rajshahi College to complete I.Sc. second year. In course of time he passed graduation with Honours in Physics from Dacca College and M.sc. from Calcutta University in the same Subject in 1921. It is said that in most of his examinations he ever stood first among all the successful candidates.<sup>63</sup>

Kazi Motahar Husain started his service life as a demonstrator in newly established Dacca University and fortunately got an opportunity to carry on research in statistics under the supervision of great Statistician Prof. P.C. Mahalanavish. He was, however, appointed as a Lecturer in physics but his fortune smiled on him when he was appointed as a Lecturer in Statistics in Dacca University in 1939, then Statistics became a separate and independent subject in post-graduate class of Dacca University. He was given the charge of the new department.<sup>64</sup>

In 1950 Motahar Husain was awarded Ph.D. Degree in Statistics and was promoted to the post of Professor in 1954 of the Department of Statistics. He retired in 1964, but for the benefit of the Department he had to continue his service as Supernumerary Professor and then Professor Emeritus respectively. In 1975<sup>65</sup> he was offered the National Professorship on behalf of the Bangladesh Government. He breathed his last on 9<sup>th</sup> October, 1981 when he was 84 years of his age. It is a fact that during and after his service he was associated with numerous social and academic institutions.

Although Kazi Motahar Husain had a little time to pass at Rajshahi College, yet

the college itself has the reason to be honoured as being institution to produce such an illustrious student. His fame as one of the founder-members of 'Muslim Sahitya Samaj' (1926) and as an editor of the short lived periodical 'Shikha' is still a matter of prestige of Rajshahi Collge.

Kazi Mothahar Husain wrote many books and articles like 'Sancharan'(1937) (collection of articles), 'Nazrul Kabya Parachiti' (1955), 'Sei path Lakshya Kare' (1958), Alope Vijnan, (1974) and 'Tatthya Ganit' etc. are worthy of mention. Modern scholars recognize him as a scholar with rational thinking. Motahar Husain was received various recognition and award for his valuable contribntions in Bengali literature and his writings on science and technology. Thus for his outstanling literary activities he was honored with Bangla Academy Award (1966) and Swadhinata Award (1979).<sup>66</sup>

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13. Rajshahi Pratibha, Vol., I ed. By Saifuddin Chowdhry and Tasiqul Islam, Rajshahi, 2000, P. 261.
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17. Major Languages spoken in Pakistan & the Percentage of the population speaking those in 1950's.

| Language | Percentage |
|----------|------------|
| Bengali  | 54.6       |
| Panjabi  | 27.1       |
| Pushtu   | 6.1        |
| Urdu     | 6.0        |
| Sindhi   | 4.8        |
| English  | 1.4        |
| Total    | 100.00     |

*Source : Population Census of Pakistan, 1961. vol. I. PP. 30-35.*

18. Rafiqul Islam, "The Language Movement," Bangladesh History & Culture. vol.I South Asian Series 12. S.R. Chakravarty & Narain Virindra PP. 147-148.
19. Bangladesh History & Culture, vol. I P. 148.
20. Sheikh Mujibur Rahman was one of the student who had come over from Calcutta to Dhaka after the partition of India in 1947. As a student Sheikh Mujibur Rahman was deeply involved in politics.
21. Bangladesh History & Culture, Vol. I P. 149.
22. Dhirendranath Datta was elected a member of the Bengali Legislative Council on Congress ticket in 1946 and later on he was a member of the Pakistan Constituent Assembly from East Bengal to prepared the constitution of Pakistan. Dhirendranath was a non-communal politician of East Bengal.
23. Banglapedia, Vol. 3, (National Encyclopedia of Bangladesh) Dhaka 2003, P. 231; also Bangladesher Mukti Sangramer Itihas (1947-1971), ed. By Salatuddin Ahmed etl., Dhaka, 1997, P. 40.
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30. Loc. cit. P. 42.
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37. P. G. Elbatch –“India and the World University crisis” in P. G. Elbatch (ed) The Students Revolution: A Global Analysis, Bombay, 1970, PP. 5-6.
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39. Incidentally this incident brought a shocking news for Rajshahi City College, because one Nurul Islam of the same college was shot dead by the Pakistani Army.
40. For details see 'Akattarer Muktiyuddha' Rafiqul Islam. Dhaka, 1993.

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43. Loc. cit., P. 63.
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46. Loc. cit.
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63. Kazi Motahar Husain Rachanabali : vol. 1, compiled and edited by Abdul Haq, Dhaka, 1984, Preface, P. 10.
64. Dacca University Annual Reports, 1947-70.
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## Conclusion

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It is a fact that the Rajshahi College has a long and eventful history of its own. We have already seen that the college was started as a second grade Arts College in April 1873 with only six students on its rolls. It enjoyed a magnificent grant by Raja Haranath Roy of Dubalhati Raj and a few leading enlightened personalities of Rajshahi. Fact remains that since its inception it continued to be the only college in the district till 1939. Upto 1973, the centenary year of the college, there were very few reputed colleges in Bengal to cater higher education to the deserving people of India. We have also seen how from an acute need of higher education in the region, the idea of such an institution hinted the mind of a few personalities and it is quite likely that in such a background the dream of Rajshahi College was materialized. This is something eventful and encouraging because how this college came up from the womb of a small institution named Bauleah English School, established in 1828.

In the history of education in Bengal we come across a long process and in this process there are stages of development. In the beginning of the dissertation we have tried to trace the evolutionary stages giving a concrete shape of education in Bengal. It is important to note that the history of education in Bengal got shaped through institutions-either in a *Vihara*, or in the *Toll* or in the *Madrassa*. It is interesting to note that this institutional system of education could draw the attention of the foreign visitors and their views in this respect have been reflected in many contemporary records. All these aspects have been analysed in some chapters of the thesis and as far as possible all the points have been put up afresh in the light of some new researches and documents. From the findings of the present research it has been shown that a new social milieu began to rise up in Bengali society due to the spread of such higher education. Because by virtue of the educational institution, as that of Rajshehi College, the doors closed up for long in higher education were opened up and people at large got opportunities for education. Cultural interaction and social understanding were possible just when education became a linking-bridge of various categories of people: Hindu-Muslim understanding, westernization and the process of modernization became possible due to the spread of such education.

Keeping in mind all the aspects mentioned above, it remains to say that the foundation of Rajshahi College in 1873 was a landmark in the history of the higher education in colonial Bengal and its consequences can hardly be ignored till date. The establishment of the Rajshahi College may thus be taken as a singular event which indicates the beginning of a trend to put an end of the monopoly of Calcutta as the only dependable centre of higher education. It is remarkable that some of the Hindu and Muslim zamindars came forward unitedly for a noble cause and they materialized their ideas through for this goal. Their commitment for an institution and the responsibilities they had taken up various sacrifices including financial investments and donation of landed properties are still examples for the after generation. On the question of accommodation of students and sacrifices to this end by a few local zamindars of Rajshahi as we have seen, are still encouraging. The construction of the Pramathanath Hindu Boarding House in 1894 with the major financial support of Raja Pramathanath Roy of Dighapatia, and that of the Choudhury Lodge by Khan Bahadur Asraf Ali Khan Choudhury of Natore, eloquently justify the commitment of these personalities for such a benevolent cause like foundation of a college in a backward region.

The Rajshahi College had to face various twists and turns in course of its growth and development. Scarcity of qualified teachers, problems of affiliation and introduction of new subjects were ever standing problems from the beginning. But for proper management and the devotion of a few enlightened personalities of Rajshahi came to the forefront in tackling such problems and our research has shown the mechanism means to overcome all such hurdles.

The phases after the partition of India in 1947 were no doubt unfortunate for the future of this institution. It has been shown that from 1948-1951 teaching of honours courses was held up only to be reintroduced in 1952. It was the first time for this institution when a dark cloud swept over the college and the academic prospects were being hampered severely. But the authority of the college, initiatives of the local people negated these all and the college could survive with its glorious tradition.

It is, however, noteworthy that this institution had ever given due importance to debates, games and sports and also the encouragement of the students for academic pursuits through college magazines. In our research we have attempted to record the excellency of this college for its library with huge collection of books and journals. These include the publications of many outstanding titles journals and periodicals from various academies centers. Fort William College, Calcutta University, Sanskrit College, Presidency College and even from Khuda Bakhsh Oriental Public Library, Patna. The Library still can boast for its rare collection of books on literature and various streams of science. Incidentally the library of Rajshahi College has ever proved its worth being one of the leading centers for the researchers and scholars of any discipline.

The Rajshahi College may be considered as a fortunate academic institution having played an important role to produce some academic figures who have contributed much for our future academic pursuits. Thus the leading luminaries like Akshay Kumar Maitreya, Rajinikanta Sen, Sir Jadunath Sarkar, Pramathanath Bishi, Ritwik Ghatak, Khan Bahadur Emaduddin, Quazi Motahar Husain etc. were the products of this College and their contributions in the academic world need no introduction. It is equally memorable that the college had started its journey with an able leadership of a son of a Bengali mother named Haragobinda sen, the first principal of the College and he was followed by some other reputed educationists whose devotion for the growth of such an institution is an example for the days to come.

## Appendices

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### APPENDIX - I

#### Succession List of Principals, Rajshahi College

1. Mr. Haragobinda Sen, 1873-78.
2. Mr. F.T. Dowding, 1879.
3. Mr. A.C. Edwards, 1880-87.
4. Mr. W.B. Livingstone, 1887
5. Mr. C.W.R. Tepper, 1887.
6. Mr. W.B. Livingstone, 1887-97.
7. Mr. Ray Kumudini Kanta Banerji Bahadur, 1897-1919
8. Dr. P. Niyogi, 1919
9. Mr. Rai Kumudini Kanta Banerji Bahadur, 1920-24
10. Mr. K.C Bhattacharyya, 1924
11. Mr. S. N Maitra, 1925-26
12. Mr. T.T Williams, 1926-27
13. Mr. A.K. Mukherji, 1928
14. Mr. T.T Williams, 1928-30
15. Mr. B.M Sen, 1930-31
16. Mr. Rai Hem Chandra De Bahadur, 1931-32
17. Dr. W.A Jenkins, 1932-33
18. Mr. Harilal Choudhuri, 1933
19. Dr. P.D. Shastri, 1933-35
20. Mr. J.M. Bose, 1935-40
21. Dr. S. K. Banerji, 1940
22. Dr. S. Dutta, 1941-45

23. Dr. Mumtaz Uddin Ahmed, 1945-50
24. Dr. I. H. Zuberi, 1945-51
25. Mr. M. Taher Jamil, 1951
26. Mr. A. Karim Mandol, 1951
27. Mr. A. Munem, 1951-52
28. Mr. Salman Choudhuir, 1952-54
29. Mr. Shamsul Haque, 1954-56
30. Dr. Abdul Haque, 1956-59
31. Mr. Shamsuzzaman Choudhuir, 1959-61
32. Mr. M.A. Hye, 1961-69
33. Mr. Elias Ahmed, 1969-70
34. Dr. M. Shamsuddin Miah, 1970-72
35. Dr. Nurur Rahman Khan, 1972-76

*Source : Oitijjhey Rajshahi College : Smarak Grantha (A collection of documents on Rajshahi College), Rajshahi, 2001, p. 415.*

## APPENDEX – II

## Teaching Staff, Rajshahi College

1918

## Name

|   |   |              |
|---|---|--------------|
| 1. Rai Kumidini Kanta Banerji Bahadur, M.A. | : | Principal    |
| 2. Babu Bama Charan Bhattacharyya, M.A.     | : | Professor    |
| 3. Babu Jatindra Chandra Guha, M.A.         | : | Do           |
| 4. Dr. Panchanan Neogi, M.A., Ph.D.         | : | Do           |
| 5. Babu Gantosh Kumar Chatterji, M.A.       | : | Do           |
| 6. Babu Rai Charan Biswas, M.A.             | : | Do           |
| 7. Babu Jyotiah Chandra Chatterji, M.A.     | : | Do           |
| 8. Babu Haridas Mukherji, M.Sc.             | : | Do           |
| 9. Babu Rampada Mazumder, M.A.              | : | Do           |
| 10. Babu Upendra Nath Ray, M.A.             | : | Do           |
| 11. Babu Padma Gobinda Basak, M.A.          | : | Do           |
| 12. Babu Bisweswar Dutta, M.A.              | : | Do           |
| 13. Babu Atal Behari Bhattacharyya, M.A.    | : | Do           |
| 14. Maulvi Abdul Hakim, M.A.                | : | Do           |
| 15. Mr. Nalini Kumar Dutta, M.A.            | : | Lecturer     |
| 16. Babu Kaushik Nath Bhattacharyya, M.A.   | : | Do           |
| 17. Babu Birendra Bhusan Adhikari, M.A.     | : | Demonstrator |
| 18. Babu Hem Chandra Ganguli, M.A.          | : | Do           |
| 19. Babu Bama Charan Banerji, M.A.          | : | Lecturer     |
| 20. Babu Jitendra Kumar Chakraborty, M.A.   | : | Do           |
| 21. Babu Kahirode Mohan Sen, M.A.           | : | Demonstrator |
| 22. Babu Amrita Lal Chatterji, M.A.         | : | Lecturer     |
| 23. Moulvi Muhammad Haidar Ali, M.A.        | : | Do           |

|  |   |                     |
|--|---|---------------------|
| 24. Babu Narendra Chatterji, M. Sc.          | : | Demonstrator        |
| 25. Babu Prafulla Kumar Das, M.A.            | : | Lecturer            |
| 26. Babu Bani Kanta Banerji, M.Sc.           | : | Demonstrator        |
| 27. Moulvi Mahammad Serajul Islam, M.A.      | : | Lecturer            |
| 28. Babu Basanta Kumar Roy, M.A.             | : | Lecturer            |
| 29. Babu Shiv das Banerji, M.A.              | : | Do                  |
| 30. Babu Surendra Nath Chakraborty, M.A.     | : | Lecturer            |
| 31. Babu Prabadh Chandra Ganguli, B.Sc. B.T. | : | LaboratoryAssistant |
| 32. Babu Kalipada Ghosh, M.Sc.               | : | Do.                 |

## 1934 :

|   |   |
|---|---|
| <p><b>PRINCIPAL</b><br/>Dr. P.D. Shastri.:</p> <p><b>VICE-PRINCIPAL</b><br/>Mr. H.L. Chaudhuri.</p> <p><b>ENGLISH</b><br/>Mr. G.S. Bhattacharyya.<br/>Mr. D.K. Sen.<br/>Mr. A. Hena.<br/>Mr. N.P. Chanda.<br/>Mr. S.N. Majumder.<br/>Mr. S.K. Indra.</p> <p><b>SANSKRIT</b><br/>Mr. D.C. Acharyya.<br/>Mr. S.C. Chakravortty.<br/>Mr. A.K. Bhattacharyya.</p> <p><b>BENGALI</b><br/>Mr. B.K. Chatterji.</p> | <p><b>HISTORY</b><br/>Mr. K.D. Banerji.<br/>Mr. A.B. Bhattacharyya.<br/>Mr. A.C. Chaudhuri.</p> <p><b>ECONOMICS</b><br/>Mr. K.N. Bhattacharyya.</p> <p><b>MATHEMATICS</b><br/>Mr. O. Islam.<br/>Mr. A.L. Chatterjii.<br/>Mr. B.C. Bhattacharyya.</p> <p><b>PHYSICS</b><br/>Mr. H.C. Ganguli.<br/>Mr. S.N. Roy.<br/>Mr. S.B. Sanyal.<br/>Mr. D.P. Acharyya.<br/>Mr. Yakub Ali.</p> |
|---|---|

|  |   |
|--|---|
| <p><b>CHEMISTRY</b></p> <p>Mr. K.N. Chaudhuri.<br/>Mr. Md. Haider Ali.<br/>Mr. Md. S. Islam<br/>Mr. Shaikh Sharafuddin</p> <p><b>PHILOSOPHY &amp; LOGIC</b></p> <p>Mr. J.K. Chakravarty.<br/>Mr. B.K. Ghosh.</p> <p><b>HYGIENE.</b></p> <p>Dr. A.T. Ghosh.</p> | <p><b>ARABIC &amp; PERSIAN</b></p> <p>Mr. B.B. Adhikary.<br/>Mr. K.M. Sen.<br/>Mr. B.K. Banerjea.<br/>Mr. N.N. Roy.<br/>Mr. S.N. Sen.</p> <p><b>BOTANY</b></p> <p>Mr. B.C. Kundu.</p> |
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**1953**

Dr. I. H. Zuberi, *Principal (On Deputation)*

Mr. M. Tahir Jamil, *Principal (Offg.)*

|   |   |
|---|---|
| <p><b>DEPARTMENT OF ENGLISH</b></p> <p>1. Maulvi Serajur Rahman.<br/>2. Maulvi Quzi Akram Hosain.<br/>3. Maulvi Md. Nurul Huq.<br/>4. Maulvi A.M. Nurul Islam.<br/>5. Maulvi A.Q. M. Ashraf Ali</p> <p><b>DEPARTMENT OF BENGALI</b></p> <p>1. Dr. Muhammad Enamul Haq<br/>2. Babu Sudhendu Nath Bhattacharyya<br/>3. Maulvi Ahmad Husain</p> <p><b>DEPARTMENT OF ARABIC &amp; PERSIAN</b></p> <p>1. Maulvi Maqbul Ahmed<br/>2. Dr. S.G. M. Hilali<br/>3. Maulvi A.F. Abdul Majid Rushdi</p> | <p><b>DEPARTMENT OF MATHEMATICS</b></p> <p>1. Maulvi Abdul Karim Mandal.<br/>2. Maulvi K.A.D.M. Abdul Quasem.<br/>3. Babu Suresh Chandra Khasnabis.</p> <p><b>DEPARTMENT OF PHYSICS</b></p> <p>1. Dr. A. Haq.<br/>2. Babu Kamini Mohan Saha<br/>3. Maulvi Akhtar Husain<br/>4. Maulvi Akhtar Husain<br/>5. Maulvi Md. Samiruddin<br/>6. Md. Khalilur Rahman<br/>7. Maulvi A.M. Arif Ahmed</p> |
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**DEPARTMENT OF SANSKRIT**

1. Babu Siva Prasanna Lahiri
2. Babu Himangshu Nath Mukhati

**DEPARTMENT OF URDU**

1. Mr. S.M. Shasmul Haq
2. Maulvi Syed Shabbir Ali Kazimi

**DEPARTMENT OF HISTORY**

1. Maulvi Md. Mir Jahan Haq
2. Maulvi Azizur Rahman Mallick

**DEPARTMENT OF ISLAMIC HISTORY & CULTURE**

1. Maulvi S. Azizur Rahman Heshmi
2. Maulvi Mukhlesur Rahman

**DEPARTMENT OF BIOLOGY**

1. Babu Amarendra Narayan Chaudhury

**DEPARTMENT OF PHILOSOPHY & LOGIC**

1. Maulvi Abdul Mannan Ali
2. Maulvi Abdul Jabbar Miah
3. Babu Abasi Mohan Datta

**DEPARTMENT OF CIVICS & ECONOMICS**

1. Maulvi Sultanul Islam
2. Maulvi Abu Sufian

**DEPARTMENT OF CHEMISTRY**

1. Dr. S.A. Khan
2. Dr. M. Kiamuddin
3. Maulvi Md. Harunar Rashid
4. Maulvi Anwar Ali Khandkar
5. Maulvi Muhammad Ali
6. Maulvi Abdul Jabbar
7. Abdun Nabi
8. Maulvi Sohrab Ali

**DEPARTMENT OF BOTANY**

1. Maulvi Abdul Ahad
2. Maulvi Nayeemullah Khan
3. Maulvi S.M. Musharraf Husain

**DEPARTMENT OF GEOGRAPHY**

1. Maulvi Mafizul Islam Chaudhury

**MEDICAL OFFICER****DEPARTMENT OF CIVICS**

1. Captain Prabodh Chandra Das

**PHYSICAL INSTRUCTOR**

1. Maulvi Habeeb
2. Maulvi M. Billah Khan Majilis.

**DEPARTMENT OF POLITICS**

1. Maulvi Syed Ahmad
2. Babu Dilip Kumar Bagchi

1962

*Principal: Mr. M.A. Hye**Vice Principal:***ENGLISH DEPARTMENT**

1. Mr. A.M.M. Azhar Hossain
2. Mr. G.Y. Choudhury
3. Mr. Md. Yasin
4. Mr. A.F. M. Mukhlesur Rahman
5. Mr. Abu Mohammad
6. Mr. M.R. Talukdar
7. Mr. Purnendu Dey

**BENGALI DEPARTMENT**

1. Mr. M. Idris Ali
2. Mr. S.P. Lahiry
3. Mr. S.K. Mukhopadhyay
4. Mr. A.A. Bhuiyan
5. Mr. A.H. Mustafa
6. Mr. Ashit Kumar Majumder
7. Mr. Md. Abdullah Abu Sayed

**SANSKRIT DEPARTMENT**

1. Mr. S.C. Paul

**ARABIC & PERSIAN  
DEPARTMENT**

1. Dr. S. Lutful Huq
2. Mr. M. Sulaman
3. Mr. M. Jalaluddin
4. Mr. M.A. Hye
5. Mr. M.A. Bari

**URDU DEPARTMENT**

1. Mr. Ghulam Sarwar
2. Mr. M. Kalim

**COMERCE DEPARTMENT  
(DAY)**

1. Mr. S. Dash
2. Mr. A.K.M. Mustifizur Rahman
3. Mr. Abul Bashar
4. Mr. Naziruddin Ahmed
5. Mr. A.I. Khan
- 6.

**COMMERCE DEPARTMENT  
(NIGHT)**

1. Mr. M.K.R. Choudhury
2. Mr. S. Amirul Mulk
3. Mr. M. Sharif Uddin
4. A.K.M. Abdul Batan
5. Mr. Abdul Aziz
6. F.A. Khandakar

**HISTORY DEPARTMENT**

1. Mr. Muhammad Ramzan
2. Mr. A.M. Waheduzzaman
3. Mr. Md. Hasan
4. Mr. Bazlur Rahman Khan

**ISLAMIC HISTORY &  
CULTURE DEPARTMENT**

1. Mr. M.A. Razzaque
2. Mr. Enayatur Rahim
3. Mr. Rafiqul Sayead

**LOGIC & PHILOSOPHY  
DEPARTMENT**

- 1.
- 2.
3. Mr. Md. Samsuddin
4. Mr. Ali Afzal Qurishi
5. Mr. Mizanur Rahman

**CIVICS & POLITICAL  
SCIENCE DEPARTMENT**

1. Mr. D.K. Bagchi
2. Mr. Abu Tayab Choudhury

**CHEMISTRY DEPARTMENT**

1. Dr. M. Kiam-ud-Din
2. Mr. M. Wazed ALi
3. Mr. M.A. Jabbar
4. Mr. M. Moslemuddin
5. Mr. S.K. Dutta
6. Mr. Matiur Rahman
- 7.
- 8.

**SOCIAL STUDIES  
DEPARTMENT**

1. Mr. M. Shafiuddin Sardar

**GEOGRAPHY DEPARTMENT**

1. Mr. A.B.M. Rezaul Haque
2. Mr. Rafiquddin Ahmad

**ZOOLOGY DEPARTMENT**

- 1.
- 2.
- 3.

**PHYSICS DEPARTMENT**

1. Mr. Nasimuddin Ahmad
2. Mr. M. Khurshid Mian
3. Mr. L. Rahman
4. Mr. M.A. Jabbar Mian
5. Mr. H.S. Kabir
6. Mr. S. Doha
7. Mr. N.H.Choudhury
- 8.

**ECONOMICS DEPARTMENT**

1. Mr. Sultanul Islam
- 2.
- 3.
4. M. Azharrud-Din
5. A.T.M. Zahural Huq
6. Zafar Hasan Mamud

**BOTANY DEPARTMENT**

1. Mr. M. Serajuddin
2. Dr. S.H. Chourdhury
3. Mr. Gousazzaman

**STATIC DEPARTMENT**

- 1.

**MATHEMATICS DEPARTMENT**

1. Mr. M.A. Jabbar
2. Mr. S.M. Sharfuddin
- 3.
4. Mr. M.A. Sattar
5. Mr. Md. Surujuddin Ahmad
- 6.

**MEDICAL OFFICER :**

Dr. M. Danesh-ud-Din

## APPENDIX : III

### Hostel Superintendents

Rajshahi College Hostels ( A.B.F. Shaka : 1946-1973)

| Serial No | Name of Superintendents | Period    |
|-----------|-------------------------|-----------|
| 1.        | Dr. A.R. Mallick        | 1946-1951 |
| 2.        | M. Mir Jahan            | 1951-1955 |
| 3.        | M. Idrish Ali           | 1955-1957 |
| 4.        | M.A. Hye                | 1957-1962 |
| 5.        | M.H. Choudhuri          | 1962-1963 |
| 6.        | Md. Lutfur Rahman       | 1963-1964 |
| 7.        | M.A. Quazmey            | 1964-1966 |
| 8.        | Moha. Ramjan            | 1966-1970 |
| 9.        | Moha Sekendar Ali       | 1970-1978 |

## APPENDIX- IV

### Students Union, Rajshahi College (1947-48 to 1973-74)

| Sessions | Vice-President         | General Sectary                   |
|----------|------------------------|-----------------------------------|
| 1947-48  | Md. Zahirul Haque      | Abu Hena Mohammad Mohsin          |
| 1950-51  | Abul Masud Fazle Rabbi | Bashir Uddin Ahmed                |
| 1951-52  | Md. Akram Ali          | Md. Habur Rahman                  |
| 1953-54  | A.K. Md. Emdadul Haque | Md. Altaf Hossain                 |
| 1955-56  | N.A. Hossain A.T       | Md. Abul Hossin                   |
| 1956-57  | Anowar Zahid           | A.T.M Monowar Uddin               |
| 1958-59  | A.B.M Mosharaf Hossain | A.FM Aminul Islam                 |
| 1966-67  | Md. Saiful Alam        | Md. Habibur Rahman                |
| 1967-68  | Md. Ali                | Md. Golam Kibria                  |
| 1969-70  | Abdus Samad            | A.K.M Hasan Hazari                |
| 1971-72  | Mahfuzar Rahman        | Abul Hossain Sarkar               |
| 1972-73  | Md Abdul Quddus        | Choudhuri Md. Khorshid -bin- Alam |

## APPENDIX - V

## Magazine Editors of Rajshahi College

|  |          |
|--|----------|
| Kamakkhaya kumar Chakrabarty               | 1928-31. |
| Nalinesh Bhoumick and Ashutosh Sanyal      | 1931-32. |
| Ashutosh Sanyal and Debaprasad Ganguli     | 1932-33. |
| Debaprasad Ganguli                         | 1933-34. |
| Sukumar Chakraborty                        | 1934-35. |
| Gopal Lal Chakraborty                      | 1935-36. |
| Joadur Rahim Jahid                         | 1936-37. |
| Arun Kumar Sengupta                        | 1937-38. |
| Sajiruddin Ahamed                          | 1938-39. |
| Amalendu Shekhar Roy                       | 1939-40. |
| Abdul Mannan                               | 1941.    |
| Satyabrata Maitra                          | 1942.    |
| Ashoke.Chakraborty (unfinished manuscript) | 1944.    |
| Syed Muhammad Hussain                      | 1947-48. |
| Anowar Pasha                               | 1949-50. |
| Sadek Ali                                  | 1950-51. |
| Mst. Mosfeqa Rahman                        | 1951-52. |
| Muhammad Akramul Hoque                     | 1952-53. |
| Muhammad Akramul Hoque                     | 1953-54. |
| Sirajul Islam (Jiken)                      | 1954-55. |
| Habibur Rahman Shelley                     | 1956.    |

|  |          |
|--|----------|
| Fazlul Hasan Yousuf                            | 1957.    |
| Misbahul Azim                                  | 1958.    |
| Md. Qumrul Huda                                | 1959.    |
| Reza Shah Toufiqur Rahman                      | 1960.    |
| Abu Alam                                       | 1961.    |
| Sarowar Jahan                                  | 1962.    |
| Abdul Momen Suja                               | 1967-68. |
| Md. Amanullah and Shah Lutfar Rahman Chaudhury | 1971.    |
| Mahmmad Emdadul Haque                          | 1972-73. |
| Habibar Rahman Selim                           | 1974-75. |
| Rafiqur Rashid                                 | 1977-78. |
| Sarkar Shariful Islam                          | 1978-79. |
| A.B.M. Quamruzzaman                            | 1980-81. |
| A.H.M. Azmal Hussain Runu                      | 1981-82. |
| S.M. Imran Hafiz                               | 1988-89. |
| Muhammad Ali                                   | 1989-90. |
| Abu Hena Md. Khurshid (Prince)                 | 1993-94. |

*Source : Oitijbey Rajshahi College: Smarak Grantha, 2001, P. 24.*

## APPENDIX - VI

### Meritorious Students of Rajshahi College

#### INTERMEDIATE EXAMINATION, 1949

##### Science Group

|                             |     |       |
|-----------------------------|-----|-------|
| Md. Rasidul Haque           | 1st | Place |
| Humayun Kabir Md. Abdul Hye | 4th | “     |
| Sayed Amir Ali              | 4th | “     |

##### Humanities Group

|                  |      |       |
|------------------|------|-------|
| Md. Azizul Haque | 20th | Place |
|------------------|------|-------|

#### INTERMEDIATE EXAMINATION, 1951

##### Science Group

|                          |      |       |
|--------------------------|------|-------|
| Sayed Wazed Ali          | 2nd  | Place |
| Md. Omar Ali             | 8th  | “     |
| H.A.H Md. Obaidul Bashar | 13th | “     |
| Badal Chandra Ghose      | 15th | “     |
| Md. Shamsul Haque        | 17th | “     |

##### Humanities Group

|                              |     |       |
|------------------------------|-----|-------|
| Sayed Abu Taiab Quamruzzaman | 6th | Place |
|------------------------------|-----|-------|

Intermediate Examination, 1952

##### Science Group

|                         |      |       |
|-------------------------|------|-------|
| Md. Abdul Matin Patwary | 2nd  | Place |
| Md. Enamul Karim        | 7th  | ”     |
| Md. Mokhlesur Rahman    | 18th | Place |
| Md. Ashraf Ali          | 20th | ”     |

#### INTERMEDIATE EXAMINATION, 1954

##### Science Group

|                         |     |       |
|-------------------------|-----|-------|
| Md. Abdul Quaium Sarkar | 1st | Place |
|-------------------------|-----|-------|

|                            |                  |   |
|----------------------------|------------------|---|
| Md. Anwarul Alam           | 2 <sup>nd</sup>  | “ |
| Md. Aroze Ullah            | 7 <sup>th</sup>  | “ |
| Sayed Abul Fazl Md. Yahiya | 8 <sup>th</sup>  | “ |
| A. K. Rafique Uddin Ahmed  | 10 <sup>th</sup> | “ |
| Md. Moinul Islam           | 11 <sup>th</sup> | “ |
| Md. Abdul Rashid           | 12 <sup>th</sup> | “ |
| Mansur Ahmed               | 13 <sup>th</sup> | “ |
| Md. Sharif Uddin           | 17 <sup>th</sup> | “ |
| Shahed Uddin Ahmed         | 19 <sup>th</sup> | “ |
| Anil Moni Sarkar           | 19 <sup>th</sup> | “ |
| Md. Nurul Islam            | 20 <sup>th</sup> | “ |

#### Humanities Group

|                     |                  |       |
|---------------------|------------------|-------|
| Shah Sujallah       | 1 <sup>st</sup>  | Place |
| Md. Abul Hossain    | 2 <sup>nd</sup>  | “     |
| Md. Sanaullah       | 6 <sup>th</sup>  | “     |
| Abu Hena            | 16 <sup>th</sup> | “     |
| Lal Muhammad Sarkar | 17 <sup>th</sup> | “     |

#### Commerce Group

|                  |                 |       |
|------------------|-----------------|-------|
| Md. Nazrul Islam | 3 <sup>rd</sup> | Place |
|------------------|-----------------|-------|

### INTERMEDIATE EXAMINATION, 1955

#### Science Group

|                       |                  |       |
|-----------------------|------------------|-------|
| Ayesha Akhtar         | 1 <sup>st</sup>  | Place |
| Sudhir Kumar Mukherji | 1 <sup>nd</sup>  | “     |
| Md. Mazidul Islam     | 7 <sup>th</sup>  | “     |
| Md. Aminul Islam      | 8 <sup>th</sup>  | “     |
| Chitty Ranjan Kundu   | 10 <sup>th</sup> | “     |

|                       |                  |   |
|-----------------------|------------------|---|
| Md. Nurul Islam       | 12 <sup>th</sup> | “ |
| Md. Abdul Salam       | 13 <sup>th</sup> | “ |
| F.M. Golam Rabbani    | 13 <sup>th</sup> | “ |
| Muhammad Quaies Uddin | 16 <sup>th</sup> | “ |
| Muhammad Abdul Sattar | 19 <sup>th</sup> | “ |
| A.H.M Abdullah        | 20 <sup>th</sup> | “ |

### Humanities Group

|                    |                  |       |
|--------------------|------------------|-------|
| Sultan Ahamed      | 2 <sup>nd</sup>  | Place |
| Md. Nurul Islam    | 4 <sup>th</sup>  | “     |
| A.M. Obaidul Haque | 11 <sup>th</sup> | “     |
| Sayeed Wahab Ali   | 12 <sup>th</sup> | “     |
| Md. Lutfar Rahman  | 18 <sup>th</sup> | “     |

### Commerce Group

|                   |                 |       |
|-------------------|-----------------|-------|
| Md. Shamsul Alam  | 2 <sup>rd</sup> | Place |
| Md. Anisur Rahman | 4 <sup>th</sup> | “     |

## INTERMEDIATE EXAMINATION, 1956

### Science Group

|                         |                  |       |
|-------------------------|------------------|-------|
| Md. Monwarul Islam      | 1 <sup>st</sup>  | Place |
| Md. Rezaul Karim        | 2 <sup>nd</sup>  | “     |
| Md. Shamsar Ali         | 3 <sup>rd</sup>  | “     |
| Md. Abul Khaer          | 5 <sup>th</sup>  | “     |
| A.K. Md. Ghias Uddin    | 6 <sup>th</sup>  | “     |
| Golam Mortazi           | 7 <sup>th</sup>  | “     |
| Dhirendra Narayan Basak | 14 <sup>th</sup> | “     |
| Md. Afaz Uddin          | 15 <sup>th</sup> | “     |
| Abu Zafar Mahmud        | 17 <sup>th</sup> | “     |

**Humanities Group**

|                    |                  |       |
|--------------------|------------------|-------|
| Idris Ahmed        | 1 <sup>st</sup>  | Place |
| Md. Azhar Uddin    | 2 <sup>nd</sup>  | “     |
| Md. Anisul Islam   | 4 <sup>th</sup>  | “     |
| Zafar Hasan Mahmud | 5 <sup>th</sup>  | “     |
| Muhammad Ahsan Ali | 18 <sup>th</sup> | “     |

**Commerce Group**

|               |                 |       |
|---------------|-----------------|-------|
| Md Abdul Alim | 2 <sup>nd</sup> | Place |
| Muhammad Issa | 8 <sup>th</sup> | “     |

**INTERMEDIATE EXAMINATION, 1957****Science Group**

|                      |                  |       |
|----------------------|------------------|-------|
| Md. Shawkat Ali      | 4 <sup>th</sup>  | Place |
| A.K.M. Shamsuddin    | 8 <sup>th</sup>  | “     |
| Talukder Shamul Alam | 15 <sup>th</sup> | “     |
| Muhammad Hasan       | 17 <sup>th</sup> | “     |

**Humanities Group**

|                            |                  |       |
|----------------------------|------------------|-------|
| Asim Kumar Choudhuri       | 1 <sup>st</sup>  | Place |
| Sanat Kumar Saha           | 2 <sup>nd</sup>  | “     |
| Md. Jamirul Islam Khan     | 5 <sup>th</sup>  | “     |
| A.M.M. Mukhlesur Rahman    | 7 <sup>th</sup>  | “     |
| Md. Khairul Bashar         | 8 <sup>th</sup>  | “     |
| Maiz Ahmed Khan            | 17 <sup>th</sup> | “     |
| Mir Sanaul Haque Khandakar | 19 <sup>th</sup> | “     |
| Nar Narayan Ray            | 19 <sup>th</sup> | “     |

**INTERMEDIATE EXAMINATION, 1959****Science Group**

|                      |                  |       |
|----------------------|------------------|-------|
| Md. Aminul Haque     | 7 <sup>th</sup>  | Place |
| Sayed Safdarul Haque | 10 <sup>th</sup> | “     |

|                           |      |   |
|---------------------------|------|---|
| Md. Nurul Islam           | 11th | “ |
| Md. Abul Hossain Pramanik | 16th | “ |

### Humanities Group

|                     |      |       |
|---------------------|------|-------|
| A.K.M. Fazlul Haque | 4th  | Place |
| Muhammad Ali        | 6th  | “     |
| Md. Anwarul Alam    | 8th  | “     |
| Md. Shamsuddoha     | 10th | “     |

### INTERMEDIATE EXAMINATION, 1964

#### Science Group

|                            |      |       |
|----------------------------|------|-------|
| Shamsun Nahar              | 1st  | Place |
| Md. Shawkat Anowar         | 3rd  | “     |
| Farhad Zaman Choudhuri     | 4th  | “     |
| Nur Hossain Sarkar         | 5th  | “     |
| Mahmud Hasan               | 6th  | “     |
| Md. Asaduzzaman            | 8th  | “     |
| A.K.M. Shamsul Alam        | 9th  | “     |
| Md. Abdur Rahman Choudhuri | 9th  | “     |
| Imad Uddin Choudhuri       | 10th | “     |
| Faruque Ahammad            | 10th | “     |
| Md. Abdul Hakim            | 11th | “     |
| M.M Mahbubur Rahman        | 12th | “     |
| Md. Amirul Islam           | 14th | “     |
| Waled Hossain Choudhuri    | 16th | “     |
| Md. Khairul Islam          | 18th | “     |

### INTERMEDIATE EXAMINATION, 1965

#### Science Group

|                   |     |       |
|-------------------|-----|-------|
| Md. Azizur Rahman | 1st | Place |
| Md. Razaul Islam  | 2nd | “     |

|                   |      |   |
|-------------------|------|---|
| Ashrafuddin Ahmed | 3rd  | “ |
| Md. Abdul Malek   | 4th  | “ |
| Ali Ahammad Nurul | 10th | “ |
| Abedin Choudhuri  |      |   |

### Humanities Group

|                            |     |       |
|----------------------------|-----|-------|
| Yousuf Zaman Zia           | 2nd | Place |
| Manatos Ranjan Chakrabarti | 3rd | “     |
| Nur Jahan Begum            | 6th | “     |

### INTERMEDIATE EXAMINATION, 1966

#### Science Group

|                       |      |       |
|-----------------------|------|-------|
| Md. Habibur Rahman    | 1st  | Place |
| Md. Maksudul Karim    | 2nd  | “     |
| Maruf Hasan           | 3rd  | “     |
| Mostafa Kamal Mostari | 5th  | “     |
| Md. Mahadul Hasan     | 7th  | “     |
| Md. Aminul Islam      | 8th  | “     |
| Md. Fazlul Bari       | 8th  | “     |
| Md. Golam Rasul       | 10th | “     |

#### Humanities Group

|                     |     |       |
|---------------------|-----|-------|
| Md. Talebur Rahman  | 3rd | Place |
| Md. Nurul Islam     | 5th | “     |
| Md. Lutful Hai Jami | 6th | “     |

### INTERMEDIATE EXAMINATION, 1967

#### Science Group

|                        |     |       |
|------------------------|-----|-------|
| Khandakar Razaul Karim | 1st | Place |
| Abdul Wadud            | 2nd | “     |
| Ahammad Habib Ahsan    | 3rd | “     |

|                        |      |   |
|------------------------|------|---|
| Md. Abdus Salam        | 4th  | “ |
| Md. Sohrab Hossain     | 5th  | “ |
| Shaikh Hasan Baks      | 6th  | “ |
| Md. Lutfar Rahman Khan | 7th  | “ |
| Sayed Golam Mostafa    | 8th  | “ |
| Tapan Kumar Ghose      | 9th  | “ |
| Md. Nurul Islam Khan   | 9th  | “ |
| Md. Maminul Haque      | 10th | “ |

### INTERMEDIATE EXAMINATION, 1968

#### Combined Merit List

|                      |      |       |
|----------------------|------|-------|
| A.K. Md. Masud       | 1st  | Place |
| Jayanta Kumar Ruddra | 3rd  | “     |
| Md. Alfaz Uddin      | 3rd  | “     |
| Md. Shafiqul Islam   | 3rd  | “     |
| S.M. Entaj Ali       | 4th  | “     |
| Md. Rabiul Hasan     | 5th  | “     |
| Samena Choudhuri     | 6th  | “     |
| Md. Nezam Uddin      | 7th  | “     |
| A.F.M Mafizul Islam  | 8th  | “     |
| Rezina Sultana       | 9th  | “     |
| Md. Matiur Rahman    | 10th | “     |
| Zafar Ahmmed Latif   | 11th | “     |
| Soheli Akhtar        | 12th | “     |
| Md. Alauddin         | 13th | “     |
| Md. Yasin Ali        | 14th | “     |
| Fazlul Bari          | 15th | “     |
| Md. Abdul Wahab      | 16th | “     |
| Md. Mazibur Rahman   | 17th | “     |

|                   |       |   |
|-------------------|-------|---|
| Sharfuddin Ahmed  | 18th  | “ |
| K.M. Abdul Mannan | x18th | “ |
| Md. Jabed Ali     | 19th  | “ |
| Md. Israil Haque  | 20th  | “ |

### INTERMEDIATE EXAMINATION, 1969

#### Combined Merit List

|                      |      |       |
|----------------------|------|-------|
| Nelufar Matin        | 1st  | Place |
| Medhat Faruque       | 2nd  | “     |
| A.Ali Arifur Rahman  | 3rd  | “     |
| Neeta Ali            | 4th  | “     |
| A.T.M. Altaf Hossain | 5th  | “     |
| Shamim Ara Khanam    | 10th | “     |
| Md. Altafur Rahaman  | 14th | “     |

### INTERMEDIATE EXAMINATION, 1970

#### Combined Merit List

|                       |      |       |
|-----------------------|------|-------|
| Asit Kumar Sarker     | 3rd  | Place |
| Kazi Mahiuddin Ahmmed |      | 6th “ |
| Sayedra Akhtar Zahan  | 7th  | “     |
| Md. Zahid Hossain     | 8th  | “     |
| Golam Abu Zakaria     | 10th | “     |
| Md. Hossain Mansur    | 10th | “     |
| Md. Abdus Salam       | 11th | “     |
| Md. Abdul Matin       | 13th | “     |
| Asoke Kumar Ghose     | 15th | “     |
| Samroze Sultana       | 20th | “     |

### INTERMEDIATE EXAMINATION, 1971

#### Combined Merit List

|                    |     |       |
|--------------------|-----|-------|
| A.K.M Masum        | 3rd | Place |
| Md. Manzurul Haque | 9th | “     |

|                     |      |   |
|---------------------|------|---|
| M.A. Sekandar       | 10th | “ |
| Md. Saber Ali       | 10th | “ |
| Abu Taleb Khandakar | 13th | “ |
| Md. Nurul Anam      | 14th | “ |

### INTERMEDIATE EXAMINATION, 1972

#### Science Group

|                         |      |       |
|-------------------------|------|-------|
| Md. Habibur Rahman      | 1st  | Place |
| A.K.M. Masum            | 3rd  | “     |
| Md. Nazmul Hasan        | 4th  | “     |
| Golam Sarwar            | 5th  | “     |
| Abu Bakar Siddique      | 6th  | “     |
| Md. Osman Gani Talukdar | 6th  | “     |
| Md. Nurul Anam          | 7th  | “     |
| Shah Md. Tamzim         | 7th  | “     |
| Md. Mosaddaque Hossain  | 8th  | “     |
| Md. Rafiqul Islam       | 8th  | “     |
| K.A.M Mafizul Kabir     | 9th  | “     |
| Md. Abdul Mazid         | 10th | “     |
| Rafique Ahmed           | 10th | “     |
| Manzurul Haque          | 10th | “     |

#### Humanities Group

|                           |     |       |
|---------------------------|-----|-------|
| Md. Sirajul Islam         | 1st | Place |
| A.K.M Anwarrul Haque      | 2nd | “     |
| Md. Mozzammel Haque       | 5th | “     |
| Md. Abdul Matin Choudhuri | 6th | “     |
| Md. Abu Yousuf            | 8th | “     |

## INTERMEDIATE EXAMINATION, 1974

## Combined Merit List

|                             |      |       |
|-----------------------------|------|-------|
| Md. Shahadat Hossain        | 2nd  | Place |
| Parimal Kumar Shadhu        | 4th  | “     |
| Mukhlesur Rahman            | 5th  | “     |
| Md. Ashraf Ali              | 6th  | “     |
| Abu Saleh Jamal Uddin Ahmed | 7th  | “     |
| Joyanta Kumar Saha          | 10th | “     |
| Anil Kumar Dey              | 14th | “     |
| Md. Haider Rashid           | 15th | “     |
| Firoze Ahmmed Quraishi      | 18th | “     |
| Faisal Kabir                | 18th | “     |
| Fahmid Hossain              | 20th | “     |

*Source : Rajshahi College Centenary Magazine, (1873-1973) Rajshahi, 1988, PP. 121-124.*

## Appendix – VII

### Examination Results, Rajshahi College

The following table shows the percentage of successful pupils in the 2nd and the 4th year classes during the last three years:

| Years   | Second Year Class   |                |                      | Fourth Year Class |                |                      | Percentage of Success |                   |
|---------|---------------------|----------------|----------------------|-------------------|----------------|----------------------|-----------------------|-------------------|
|         | Number on 31st Dec. | Number sent up | Number passed        | Number on 31 Dec. | Number sent up | Number passed        | Second Year Class     | Fourth Year Class |
| 1910-11 | 186                 | 151            | 105                  | 36                | 35             | 26                   | 56.4                  | 72.2              |
| 1911-12 | 212                 | 207            | 139                  | 63                | 59             | 41                   | 65.5                  | 65                |
| 1912-13 | 214                 | 213            | Result not yet known | 118               | 113            | Result not yet known | ---                   | ---               |

### Result of University Examinations 1916 to 1917

*Name of the Institutions : Rajshahi College (I.A and I.Sc Result)*

| Year | Class | No. in the Class | No. Sent up | No. Absent | No. passed | Divisions       |                 |                 | Remarks  |
|------|-------|------------------|-------------|------------|------------|-----------------|-----------------|-----------------|--|
|      |       |                  |             |            |            | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |  |
| 1916 | I.A.  | 201              | 184         | 1          | 111        | 29              | 52              | 30              | One boy who stood first obtained Duff Scholarship and Sarda prasad Prize in Physics. |
|      | I.Sc. | 51               | 46          | 1          | 34         | 15              | 17              | 2               |  |

| Year | Class        | No in the Class  | No. Sent up | No. Absent | No. Passed | Divisions       |                 |                 | Remarks    |   |
|------|--------------|------------------|-------------|------------|------------|-----------------|-----------------|-----------------|------------|---|
|      |              |                  |             |            |            | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |            |   |
| 1917 | I.A.         | Fresh Students   | 156         | (a) 145    | 2          | 58              | 27              | 24              | 7          | (a) Including 8 who completed lectures in previous year and 2 who were expelled for using unfair means. |
|      |              | Plucked Students | 30          | 28         | -          | 8               | --              | 7               | 1          |   |
|      | <b>Total</b> |                  | <b>186</b>  | <b>173</b> | <b>2</b>   | <b>66</b>       | <b>27</b>       | <b>31</b>       | <b>8</b>   |   |
|      | I.Sc.        | Fresh Students   | 35          | 33         | --         | 22              | 21              | 1               | ---        |   |
|      |              | Plucked Students | 10          | 10         | --         | 3               | 2               | 1               | --         |   |
|      | <b>Total</b> |                  | <b>45</b>   | <b>43</b>  | <b>---</b> | <b>25</b>       | <b>23</b>       | <b>2</b>        | <b>---</b> |   |

## Result of University Examinations 1916 to 1917

*Name of the Institutions : Rajshahi College (B.A and B.Sc. Result)*

| Year | Class      |                  | No. in the class | No. Sent up | No. Absent | Number Passed               |                             |                             |             | Total No. of Successful Conditions | Remarks  |
|------|------------|------------------|------------------|-------------|------------|-----------------------------|-----------------------------|-----------------------------|-------------|------------------------------------|--|
|      |            |                  |                  |             |            | 1 <sup>st</sup> Class Hons. | 2 <sup>nd</sup> Class Hons. | 3 <sup>rd</sup> Class Hons. | Distincting |                                    |  |
| 1916 | B.A pass   | Fresh Students   | 99               | 96          | 1          | ---                         | ---                         | 4                           | 37          | 41                                 |  |
|      |            | Plucked Students | 28               | 23          | --         | --                          | ---                         | 1                           | 13          | 14                                 |  |
|      |            | Total            | 127              | 119         | 1          | ---                         | ---                         | 5                           | 50          | 55                                 |  |
|      | B.A. Hons. | Fresh Students   | 14               | 14          | ---        | 2                           | 9                           | ---                         | ---         | 11                                 |  |
|      |            | Plucked Students | ---              | ---         | ---        | ---                         | ---                         | ---                         | ---         | ---                                |  |
|      |            | Total            | 14               | 14          | ---        | 2                           | 9                           | ---                         | ---         | 11                                 |  |
| 1917 | B.Sc. Pass | Fresh Students   | 17               | (a)17       | ---        | ---                         | ---                         | 3                           | 7           | 10                                 | (a) Including 4 students who completed lectures in previous years. |
|      |            | Plucked Students | 8                | 7           | ---        | ---                         | ---                         | 3                           | 3           | 6                                  |  |
|      |            | Total            | 25               | 24          | ---        | ---                         | ---                         | 6                           | 10          | 16                                 |  |
|      | B.Sc. Hons | Fresh Students   | 4                | 4           | ---        | ---                         | 1                           | ---                         | 2           | 3                                  |  |
|      |            | Plucked Students | 3                | 2           | ---        | 1                           | 1                           | ---                         | ---         | 2                                  |  |
|      |            | Total            | 7                | 6           | ---        | 1                           | 2                           | ---                         | 2           | 5                                  |  |

## Result of University Examinations (1927-1931) (I.A. and I.Sc. Result)

| Year | No. of Students |     | Number of Passed Students |                 |                |               | Percentage | Remarks |
|------|-----------------|-----|---------------------------|-----------------|----------------|---------------|------------|---------|
|      |                 |     | First Division            | Second Division | Third Division | Total of Pass |            |         |
| 1927 | I.A.            | 98  | 17                        | 16              | 10             | 43            |            |         |
|      | I.Sc.           | 144 | 31                        | 38              | 6              | 75            |            |         |
| 1928 | I.A.            | 82  | 11                        | 27              | 8              | 46            |            |         |
|      | I.Sc.           | 97  | 26                        | 29              | 3              | 58            |            |         |
| 1929 | I.A.            | 95  | 18                        | 33              | 6              | 57            |            |         |
|      | I.Sc.           | 109 | 30                        | 42              | 14             | 86            |            |         |
| 1930 | I.A.            | 76  | 15                        | 20              | 6              | 41            |            |         |
|      | I.Sc.           | 124 | 40                        | 34              | 2              | 76            |            |         |
| 1931 | I.A.            | 88  | 12                        | 15              | 6              | 33            |            |         |
|      | I.Sc.           | 104 | 26                        | 30              | 7              | 63            |            |         |

## Result of University Examinations (1927-1931)

(B.A and B.Sc Result)

| Year | No   | of students | With Honors | With Distinction | First division | Second division | Third division | Total of Pass | Remarks |
|------|------|-------------|-------------|------------------|----------------|-----------------|----------------|---------------|---------|
| 1927 | B.A. | 100         | 11          | 2                | 29 Pass        | "               | "              | 43            | 43%     |
|      | B.Sc | 85          | 8           | 6                | 40 Pass        | "               | "              | 54            |         |
| 1928 | B.A. | 112         | 4           | 2                | 37 Pass        | "               | "              | 43            |         |
|      | B.Sc | 85          | 9           | 6                | 23 Pass        | "               | "              | 48            |         |
| 1929 | B.A. | 128         | 9           | 6                | 55 Pass        | "               | "              | 72            |         |
|      | B.Sc | 63          | 5           | 18               | 26 Pass        | "               | "              | 49            |         |
| 1930 | B.A. | 117         | 7           | 6                | 29 Pass        | "               | "              | 42            |         |
|      | B.Sc | 54          | 7           | 7                | 20 Pass        | "               | "              | 34            |         |
| 1931 | B.A. | 105         | 7           | 2                | 52 Pass        | "               | "              | 61            |         |
|      | B.Sc | 42          | 4           | 7                | 17 Pass        | "               | "              | 28            |         |

## Results of the University Examination (1932-36)

The results of the university Examinations for the Period from 1932 to 1936 were given below :

| Year | Examination | Number of Candidates | Passed with honors | With Distinction | First division | Second division | Third division | Total of Pass |
|------|-------------|----------------------|--------------------|------------------|----------------|-----------------|----------------|---------------|
| 1932 | I.A.        | 82                   | "                  | "                | 13             | 18              | 7              | 38            |
|      | I. Sc.      | 48                   | "                  | "                | 13             | 14              | 11             | 38            |
|      | B.A.        | 82                   | 6                  | 1                | 35             | "               | "              | 42            |
|      | B.Sc        | 37                   | 1                  | 10               | 16             | "               | "              | 27            |
| 1933 | I.A.        | 71                   | "                  | "                | 17             | 20              | 3              | 40            |
|      | I.Sc        | 45                   | "                  | "                | 12             | 36              | 4              | 52            |
|      | B.A.        | 75                   | 8                  | 4                | 40             | "               | "              | 52            |
|      | B.Sc        | 25                   | 4                  | 2                | 10             | "               | "              | 16            |
| 1934 | I.A.        | 76                   | "                  | "                | 8              | 21              | 11             | 40            |
|      | I.Sc.       | 106                  | "                  | "                | 24             | 32              | 8              | 64            |
|      | B.A.        | 67                   | 10                 | "                | 28             | "               | "              | 38            |
|      | B.Sc.       | 19                   | 2                  | 6                | 8              | "               | "              | 16            |
| 1935 | I.A.        | 96                   | "                  | "                | 12             | 31              | 13             | 56            |
|      | I.Sc        | 83                   | "                  | "                | 17             | 27              | 10             | 54            |
|      | B.A.        | 89                   | 12                 | 1                | 45             | "               | "              | 58            |
|      | B.Sc        | 33                   | 6                  | 3                | 11             | "               | "              | 20            |
| 1936 | I.A.        | 104                  | "                  | "                | 14             | 38              | "              | 63            |
|      | I.Sc.       | 96                   | "                  | "                | 16             | 29              | 6              | 51            |
|      | B.A.        | 101                  | 11                 | 2                | 48             | "               | "              | 61            |
|      | B.Sc.       | 39                   | 5                  | 7                | 15 pass        | "               | "              | 27            |

Sources: Government of Bengal : Quinquennial Report 1922-23 to 1927-28 and 1932-33 to 1937-38

## APPENDIX : VIII

## Tuition fees of Rajshahi College

| Year    | Class  | Monthly fee | Class | Monthly fee | Class | Monthly fee | Class | Monthly fee |
|---------|--|-------------|-------|-------------|-------|-------------|-------|-------------|
| 1875-76 | F.A  | Rs. 3       |       |             |       |             |       |             |
| 1880-81 | F.A / I.sc   | Rs. 3       | B.A.  | Rs. 3       | B.Sc  | Rs. 3       |       |             |
| 1882-83 | I.A./ I.sc   | Rs. 3       | B.A.  | Rs. 3       | B.Sc  | Rs. 3       | B.L.  | Rs. 3       |
| 1890-95 | The Students in the General Department and also these in the law Department pay a monthly fee of Rs. 3.                          |             |       |             |       |             |       |             |
| 1900-12 | The Students in the General Department pay a monthly fee of Rs. 3 and Law Department pay a montly fee of Rs. 5.                  |             |       |             |       |             |       |             |
| 1913-18 | The Students in the General Department pay a monthly fee of Rs. 4.   |             |       |             |       |             |       |             |
| 1919-30 | The General Department pay a monthly fee Rs. 6.  |             |       |             |       |             |       |             |
| 1931-51 | The students in the I.A. and B.A. Classes pay a monthly fee of Rs. 6, I.Sc Classes Rs. 7 and B.A. Classes Rs. 8.                 |             |       |             |       |             |       |             |
| 1952-58 | The Students in the I.A., I.Com., B.A., B.Com. Classes pay a monthly fee of Rs. 6, I.Sc. Classes Rs. 7 and B.Sc. Classes Rs. 8.  |             |       |             |       |             |       |             |
| 1959-73 | The Students in the I.A., I.Com., B.A., B.Com. Classes pay a monthly fee of Rs. 8, I.Sc. Classes Rs. 9 and B.Sc. Classes Rs. 10. |             |       |             |       |             |       |             |

Sources : *Calcutta University Calendars 1875-76 to 1936.*

*Information Concerning Rajshahi College, 1941-42. Rajshahi College Prospectus 1957-58.*

*Rajshahi College Centenary Magazine, 1988.*

## APPENDIX - IX

## Holidays and Vacations, Rajshahi College, 1934

|   | Date.                                      | No. of Days.                    |
|---|--|---------------------------------|
| 1. New Year's Day   | : 1st January, 1934                        | 1 day.                          |
| 2. Id-ul-fitr   | : 17th & 18th January, 1934                | 2 days.                         |
| 3. Sri Panchami   | : 19th & 20th January, 1934                | 2 days.                         |
| 4. Dolejatra  | : 1st March, 1934                          | 1 day.                          |
| 5. Id-ul-Zuha   | : 26th & 27th March, 1934                  | 2 days.                         |
| 6. Good Friday and Easter<br>Holidays.  | : From 30th March to 2nd<br>April, 1934.   | 3 days.                         |
| 7. Chaitra Sankranti  | : 13th April, 1934                         | 1 day.                          |
| 8. Bengali New Year's day   | : 14th April, 1934                         | 1 day.                          |
| 9. Summer Vacation inclu-<br>ding Muharrum, King<br>Emperor's Birth Day<br>and Fatiha Duwazdaham. | : 20th April to 30th June, 1934.           | 62 days.                        |
| 10. Janmastami  | : 31st August, 1934.                       | 1 day                           |
| 11. Mahalaya  | : 8th October, 1934                        | 1 day.                          |
| 12. Durga Puja, Lakshmi<br>Puja and Kali Puja.  | : 9th October to 10th<br>November, 1934.   | 29 days.                        |
| 13. Jagadhatri Puja   | : 15th November, 1934                      | 1 day                           |
| 14. Durbar Day  | : 12th December, 1934                      | 1 day                           |
| 15. Christmas Holidays  | : 24th December to 31st<br>December, 1934. | 7 days.                         |
|   | Total ....                                 | 115 days<br>(excluding Sundays) |

Source : *Rajshahi College Register, 1934-35, P. 4.*

## APPENDIX - X

**Rajshahi College at a Glance, 2000-2001**  
(Estd. 1873)

**General Informations as per Academic year 2000-2001**

| Description             | Number   | Description                  | Number |
|-------------------------|----------|------------------------------|--------|
| Area                    | 34 Acres | Total Post of the Teachers   | 193    |
| Administrative Building | 1        | Number of Present Teachers   | 173    |
| Arts Buildings          | 2        | Number of Students           | 14,385 |
| Science Buildings       | 4        | Male Students                | 9,508  |
| Fuller Hostel Building  | 1        | Female Students              | 4,877  |
| Gallery Building        | 1        | Total Departments            | 22     |
| Auditorium              | 1        | Honours Departments          | 19     |
| Canteen and Common Room | 1        | Post - Graduate Departments  | 21     |
| Principals House        | 1        | Library                      | 1      |
| Staff Quarters          | 2        | Total Number of Books        | 69,439 |
| Muslim Hostels          | 4        | Health Centre                | 1      |
| Hindu Hostel            | 1        | Botanical Garden (with Tank) | 1      |
| Ladies Hostel           | 1        | Band Booth                   | 1      |
| Shaheed Minar           | 1        | B.N.C.C. Unit                | 1      |
| Gymnasium               | 1        | Rover Scout Unit             | 1      |
| Play Ground             | 1        | Bus                          | 1      |
| Central Mosque          | 1        | Museum                       | 1      |

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