

# 8

## Education and British Rule (British policies after 1858)

### Lesson Plan

#### Contents

- ▶ An overview of the policies and reasons for introducing British education
- ▶ Understanding the changes in India due to the Education policies of the British

#### Objectives

- ▶ To understand the background of education in India, before the British and after
- ▶ To learn the influence of western education on India, its society and thinking
- ▶ To know about the achievements of Indians in various fields
- ▶ To appreciate the benefits of earlier education systems and the new education systems in India

#### Teacher's Aids

- ▶ Globe
- ▶ Pictures, charts, atlas and wall maps
- ▶ Blackboard
- ▶ Internet

#### Tips for Teacher

- ▶ Explain the background of Indian systems of education—a gurukul existed practically in every village cluster imparting traditional education of various subjects, literature, law, logic, medicine, etc.
- ▶ In the Medieval age, madrasas were also established for learning Arabic, Persian and for religious teachings.
- ▶ Christian missionary schools began when the Europeans arrived, though the East India Company did not involve itself in any educational activities. Missionary schools also taught their religious scriptures.
- ▶ Students should be encouraged to know places, locations and their placement on the maps.

## ■ Background and Reading

- ▶ Read the lesson aloud and explain, sharing the aids, etc., pausing to examine and explain the data in the boxes.
- ▶ Particularly focus on the impact of the western education, with its emphasis on Christian missionaries, social reform, and European mercantile ideas on young Indian minds—its advantages and disadvantages.

### Education in India

- ▶ Education in India dates back to the 19th century—mostly religious in nature at gurukuls—law, medicine, literature, logic and classical languages taught—[at gurukuls]—traditional education at pathshalas and madrasas—Sanskrit, Persian and Arabic taught—East India Company made no effort to upgrade education.
- ▶ During British period—network of elementary schools—students taught religious passages—only elite availed higher education—Brahmins among Hindus and upper class of Muslims—Christian missionaries, social reformers and European mercantile classes—viewed modern education differently.
- ▶ Christian missionaries—modern education would make people follow Christianity and undermine their faith in their own religion.
- ▶ Reformers—like Raja Ram Mohan Roy—education is essential to remove social evils from society.
- ▶ Mercantile people—educated Indians needed to promote trade and the market.

### Western Education in India

- ▶ British needed educated Indians in administration—thought it would reduce administrative costs—help deal with cases in court—glorify the British.
- ▶ British faced pressure from Indians to spread education—opened schools—used English as medium of instruction.
- ▶ First government-aided schools opened—used English as medium of instruction.
- ▶ Educational institute—Calcutta Madrasa—opened in 1781 by Warren Hastings.
- ▶ 1791—Sanskrit College set up in Banaras.
- ▶ 1801—Fort William College established.

### How the British Initiated the Need for Education

- ▶ Charter Act of 1813—provided for encouraging Indians to study modern sciences—made East India Company set aside a sum of Rs one lakh for the purpose of education.
- ▶ Amount not utilised—two groups emerged with different views on the content and medium of instruction.
- ▶ Anglicists—insisted on English being used as the medium of instructions—led by Lord Macaulay.
- ▶ Orientalist—HC Prinsep—supported traditional learning—and the use of vernacular languages like Sanskrit, Arabic and Persian.

- ▶ Finally Anglicists' views accepted–Macaulay's Minute–basis of Act of 1835 passed during the time of William Bentinck–English education formally introduced–1844 a law passed by which government jobs restricted to those who had knowledge of English.

### **The Wood's Dispatch, 1854**

- ▶ Also called the Magna Carta of Indian education–Lord Wood sent this recommendation to Lord Dalhousie in 1854:
  - To set up an education department in India
  - Private schools and colleges to receive grants from the government
  - Universities to be established at Madras, Bombay and Calcutta
  - Indian educational service to be introduced to recruit teachers
  - At least one government school in each district
  - Western culture to be supported in India
  - Local languages to be taught along with the regional languages.
- ▶ Universities were set up at Madras, Bombay and Calcutta.
- ▶ British also set up many commissions like the Hunter Commission to support the cause of modern education.
- ▶ The general purpose was to educate Indians in order to have clerical staff for the Company, to avoid the expense of bringing in Englishmen.

### **The Defects of Modern Education**

- ▶ Some of the major defects:
  - Hardly any primary schools–beginning of 20th century: 4 out of 5 villages had, no primary school–no funds for even the existing few–mass education neglected.
  - Only upper class people educated–believed that they in turn would educate other classes.
  - Girls not educated–science and technical education not given importance.
  - Majority of the children lacked education.
  - Indians became familiar with writings of philosophers like Rousseau and Voltaire–brought about national feeling–British tried to control education to prevent spread of patriotism among Indians.

### **The Impact Created by Indian Leaders on Education**

- ▶ Effective role in the spread of education–leaders formed an Indian National Council of Education as a revolt against the British policy–they set up national schools and colleges–Raja Ram Mohan Roy, Rabindranath Tagore played important role in the spread of education–[Dayanand Saraswati–DAV schools, etc.–his lifetime falls between Roy and Tagore!].
- ▶ Some achievements–Jamia Milia Islamia Institute, Aligarh–Vidyapeeth, Banaras–Vishwa Bharati, Shantiniketan.

- ▶ Nai Talim—a new teaching scheme—started by Gandhiji—Dr Zakir Hussain [third President of India] played leading role in developing the system of education.
- ▶ Many scholars studying – art, architecture, literature and philosophy from the institutes—Gopal Krishna Gokhale demanded free and compulsory education—British did nothing in this regard—in 1947—only 24% males and 7% females literate.

### **The Contributions of the British**

- ▶ Among British: William Jones—established the Royal Asiatic Society at Calcutta 1784—study of Indian heritage—translated Kalidasa’s ‘Abhijnanashakuntalam’.
- ▶ Jonathan Duncan: Started Sanskrit College at Varanasi in 1791:
- ▶ James Princep: Deciphered the ancient Brahmi script.
- ▶ Alexander Cunningham: Contributed to archaeological study.

### **Growth of Science**

- ▶ Many reformers understood importance of science—favoured English as medium of education—people like Raja Ram Mohan Roy felt neglecting science teaching responsible for country’s backwardness—early 19th century introduction of modern science given importance.
- ▶ A Department of Science set up in all universities—many Indians studied science—contributed to various branches.

### **Some Achievements**

- ▶ 1914—Indian Science Congress Association formed—many scientists participated in sessions—shared experiences and views.
- ▶ P.C. Roy, J.C. Bose, C.V. Raman, Satyendra Nath Bose, Birbal Sahni—some leading scientists won international fame in various fields—Sir C.V. Raman: Nobel Prize for Physics 1930—P.C. Mahalonobis—outstanding scholar made statistics a branch of science—S Ramanujan—brilliant mathematician—S Vishveshvarayya—outstanding in engineering and technology, fields like dam building, developing hydroelectric power projects, promoting sericulture, growth of technical education.
- ▶ 1905—conference in Bengal to create an education system managed by Indians.
- ▶ 1906—Congress thought of opening educational institutions.
- ▶ Education helped build awareness—became a reason for emergence of the Indian National Movement.

### **Baroda**

- ▶ Baroda, Gujarat—modernised by Maharaja Sayaji Rao III—wanted to give good, free education to all—upliftment of poor—Central Library of Baroda—his collection of books—lot of libraries in towns and villages in the state—1906—started free education—laid the foundation of Baroda College—also founded Bharatiya Sangeet Vidyalyaya [1886], Kalabhavan Technological Institute [1890]—Maharaja Sayaji Rao University [1949] by his grandson Pratap Singh Gaekwad—famous for its faculty and subjects offered.

## Aligarh

- ▶ Aligarh, Uttar Pradesh – Aligarh Muslim University [1920] – Muslim leaders Hidayatullah Khan and Sir Syed Ahmed Khan brought Islam in conformity with modern science – educated Muslims – made them enter government service – Sir Syed made them understand importance of English or progress.
- ▶ Mohammed Anglo-Oriental College founded in Aligarh in 1875 – later became AMU – Sir Syed’s movement was called the Aligarh Movement.
- ▶ Sultana Jahan Begum was the first woman Muslim Chancellor of AMU – one of the institutions contributing towards shaping Indian history in the field of education.

## Assessment Corner

### Oral Assignment

- A. Ask for answers at random from the students. Confirm the right answers. Let them write down the correct answers if they like in their books.

### Written Assignment

- B–F. The teacher has two options – (i) Either do these exercises orally first and then ask the students to write them down. OR (ii) Ask the students to write the answers on their own. Then the teacher can announce the correct answers to the students and they can ask their partners to cross-check them.

In either case, the answers can be written as homework and the teacher can check them in the class.

### Think Tank

- G. **HOTS question:** Discuss the question in the class and let the students write the answers to G and H as homework. Teacher should assess individual work.