

Education & British Rule – A formal Insight

Khyati Sardana

Research Scholar, Department of Education, Monad Universities Hapur (U.P.) India

Abstract: *As already known Before the British rule education was imparted through a chain of elementary schools, known as PATHSHALAS for Hindus & MAKTAB and MADRASAS for the followers of ISLAMIC religion respectively the education system then followed were based on old texts like VEDAS for and there commentaries for. HINDUS & ISLAMIC interpretation from QURAN and related Subject for Muslims. Such education was not considered to be up to date as VEDAS in particular did not keep pace with the world, at that point of Time, & the ISLAMIC Studies also left a little to be deserved for the Subjects's of diversified in habitants of the Indian Sub continent.*

Keywords: Orientalists, Anglicists, Wardha Scheme Of Education, Harija, Maktab, Pathshalas, Madrasas, Vedas

1. Introduction

The emergence of EAST INDIAN COMPANY around 1800Ad saw a sudden change in the then INDIGENOUS EDUCATION SYSTEM as the company initially stopped giving grant's to all the existing institutions that enjoyed the privilege initiated by the Indian Rivers the company, there after Introduced Western Education led by the administrators of the company & Christian Missionaries who propagated ' education along ' with the spread of Chrishanity. Initially the only purpose of setting up some educational Institution in India was to ensure a steady supply of Indians to law, cowets set up by the company. The Indians Knowledge of the classical language benefited the company to a large extent & it helped in abolishing correspondence with the native states of East India Company officials.

Under the aegis of East India Company, some education institutes saw the light of the day the first amongst them were:

- The Calcutta Madrasa
- Sanskrit College
- Fort William College

The Calcutta Madrasa came in to existence in the year 1781 at Calcutta and was set up by Warren Hastings's with the sole purpose of Studying Muslim Law and related subjects there after a Sanskrit college was started at Banaras around the year 1791 & was set up by Jonathan Doncan for the knowledge gaining purpose of Hindu Law & philosophy Around the year 1800 Lord Wellesley was instrumental in Setting up Fort William Collage at Calcutta in order to train the civil servants of the company the languages & Indian Customs prevalent in the country

Mean while the Christian Missionaries were also actively promoting Christianity in the country & compelled the British authorities to enhance western education in India. English missionaries like CHARLES GRANT & WILLIAM WILBER FORC were under the opinion that their way of introducing the modern education world destroy the faith of Indian's for their own religion & they would be drawn towards CHRISTIANITY CHARLES S GRANT who is considered as the father of modern education in India because of his effort's for CHARATER ACT of 1813 that

promoted modern education through the sanction of One lakh Rupees in heard of till then. However this act failed to deliver a deserved because of the following three points.

It failed to state the language for medium of Instruction for educational institutes it was also not able to show any clarity in action & remained ambiguous regarding the means of expanding English Education in India.

It did not stale that education should be given to all or a select few

These also gave rise to a debate amongst the ORIENTALISTS & ANGLICISTS who could not come to a conclusion related to the issue of the language for the Medium of instruction in India, as the ORIENTALISTS opined promotional activities in educational system through the medium of classical language such as Sanskrit, Persian & Arabic whereas the ANGLICISTS preferred English For all Educational activities and more nearly proving their supremacy but for RAJA RAM MOHAN RAY an enlightened Indian for excellence who exerted pressure on Western Education thawing their belief that their form of education was the only remedy for the social economic & political ills of India

2. Macaulay 'S System of Education

Loral Macaulay introduced an unique system of education in the year 1835 that put the Anglicist & Orientalist's debate to an end the system also known as LORD MACAULAY'S MINUTE was based on the following

- Promotion of Western education In India through in the medium of English language alone.
 - Under this system, Persian was abolished as the court language & English was promoted in that order.
 - Free printing and supply of English books at a very low price in order to increase the use of English in India.
- For the implementation of the same, a lot of hard work was put in through the following well measured steps by the Government.
- Setting up of Forty two schools by 1842.
 - Division of presidencies into educational zone, with one government school in each zone.
 - Bengal was divided into nine educational zone under

3. Lord Auckland

There after a written document for promoting education in INDIA was introduced in INDIA by CHARLES WOOD in 1854 & was the first comprehensive plan for the spread of education in INDIA & was considered to be the MAGNA CARTA of English education in India the main provisions were

- Education to all Indian not a select few
- Establishment of graded schools in forms of universities, colleges, high schools, middle school & PRIMARY school, respectively in these educational establishment.
- English was recommended for higher studies & Indian local languages at school level.
- Emphasis on female's vocational education together with teacher's training.
- Education imparted to Government institution was made secular.
- System of grant in aid to encourage private enterprises.
- Setting up of universities in Calcutta, Bombay & Madras.
- Graded schools setting up.
- European Head masters & principals for educational institutes.

4. Education after 1858

After the revolt of 1857, education system was adversely affected that resulted in the formation of.

Indian Universities Act

This act was passed in 1904 under Lord Corzon based on recommendation of Raleigh. Commission, but was condemned by the people as it increased Government's control over universities & an attempt to restrict & discipline people to express Loyalty to the government.

Mahatma Gandhi & the Indian National Congress thought that the Western education had created a gulf between the educated few & the masses of uneducated; & the related dissatisfaction gave rise to the WARDHA SCHEME OF EDUCATION. This was a scheme of basic education introduced by Zaker Husain Committee in October 1937 in Wardha (Maharashtra). The main principle behind this scheme was learning through activity & was based on Gandhian ideas published in a series of articles in the weekly magazine HARIJA

5. National Education Growth

During the first quarter of the twentieth century Indian nationalist leaders formed a National Council of Education to make out a strategy for imparting education to all sections of the country and a number of colleges & universities were set up under the Scheme.

National Muslim University 1875 Aligarh patterned after oxford & Cambridge Universities & was turned with British Educational system without compromising with Islamic Values.

- In 1907 a school for girls was established
- In 1927 a School for blinds was established
- Baroda University Set up 1908 by Dr. Jackson in Baroda

- Central Hindu School: 1898 in Banaras – Set up by Anne Besant
- New English School: 1880 by Banaras by Sh. Gangadhar Tilak
- National council of Education: 1906 in Calcutta set up by sh. Aurobendo gosh.
- SNTD University – 1916 at pune by Shri D .K. karve
- Arya Mahila Samaj in Pune by Ms Pandita Ramabai
- School for girls in Calcutta in 1910 by Ms. Rokeya Sakhawat Husain

Conclusion One Cannot deny the fact that the British did not want to educate the Indians fearing their demands of getting equal rights & position as the Britishers enjoyed in the society Initially the limitation of the British Education Policies did not have much impact but slowly their basic designs came into every body's notice – Like one came to understand that the English men educated Indians just for the supply of Indians in their offices.

British Policies of Education declined the traditional system of Indian education.

Women education was neglected under the British Education policies.

The British followed the downward filtration on theory which was never practical.

There was no scientific or technological education for Indian under British Rule

Although Western Education was not completely devoid of any merits and can be elaborated as

Western education acted as a remedy for social economical & political ills of the nation

It gave the people of the nation the right to avail governmental services the demerits being.

It neglected mass education in the country.

It tired to destroy the faith of Indians in their own religion

Glossary

- GURUKUL: A place where Indian imparted education before the British rule over India
- MAKTABS: A place where a large number of Muslims imparted education before British Rule
- MADRASA : School
- VEDAS : OLD Text books
- CLASSICAL LANGUAGE: the traditional language such as Sanskrit Arabic & Persian
- CHRISTIAN MISSIONARIES: English men who promoted Christianity
- HARIJAN: A weekly magazine that promoted Gandhian principles
- VERNACULAR LANGUAGE: Indian Classical Language

References

- [1] Chand J. (2007) Education in India during British Period New Delhi.
- [2] Ghosh S.C (1989) education Policy in india since Wavren Hasting Calcutta.
- [3] The History of education in Modern India – (1757) to 2012) Ghosh S.C (2013).
- [4] Government of India (1929).
- [5] History of education in india – Jayapalan N (2000)
- [6] Howell Arthur (1872) education in British India Prior to 1854 & in 1870 -71.
- [7] Government of India (1947) post new Education Development in India.
- [8] Mukherji SN (1974) Post New Education Development in India.
- [9] Mayhew Arthur (1928) the history of India.
- [10] Thomas F.W (1891) the history & Prospects of British Education in India.