



EDUCATION SYSTEM DURING BRITISH RULE IN INDIA

Anjali

Student, Amity University of Liberal Arts

ABSTRACT

The British Education system in India is marked with the beginning of modern education. Since they came to India for trading and profit making, they do not care about the education system. However, Britishers started ruling in India and abolished gurukuls system. Education under the British India greatly impacted how people were educated. The British government made many rules and plans to change the education system. The British government wanted to modernize the education of India. They made many different act sand commission were made for Education under Education British India. British government made many schools and colleges and chose some rich Indians to help the government to teach other Indians. It brought the Western education but ignored the local Indian education. The new system of education system was initially met with resistance from the traditionalists. Gradually western learning gained popularity in India. Indians wanted a education which would help them to learn their livelihood. The Islamic Education introduced in India with the establishment in India with the establishment of the Islamic empire and Madaras and Mqtabas became the seat of leaning. The advent of India opened a new era for the development of Indian education which were different from the earlier education system.

Keywords : Traditionalists , Western Education , Maqtabas.

INTRODUCTION

The British education system in India changed was important during 8th to mid-20th centuries. The British introduced English medium schools, universities as they wanted to create a class of Indians that would serve their government in jobs. The teaching of Western education was stated to be the goal of the educational government policy and creating a system of high schools, middle schools and Primary schools. They focus more on the education for women and they also believed in the spreading of the local language education through which the students can understand easily and English language was also spreading. The institutions had

to hire qualified teachers and appropriate teaching standards should be maintained. The importance of Primary Education in the education which is compulsory in the education and their would be two division of the High Schools that is Academic that is university education and education of women who live outside their town and private enterprises should be encouraged to enter the education sector. More funds were given to support the English education and printing and Publishing English books was made free and available at low price and Persian was neglected as the official court language and now the English became the official language. The main goals of the Britishers was that their should be the promotion of the European literature and science through the English language and all the funds were spent for that purpose only.

What is the Charter Act 1813 ?

The Charter Act of 1813 are also called East India Company Act 1813. The East India Company Act of 1813 is a law passed by the British Parliament that extended the East India Company Charter for an additional 20 years. East India Company Charter is a formal document given by Queen Elizabeth 1 of England in 1600 which give the East India Company the permission to right to trade with the East without any competition from other British companies in that region.

1. This Charter Act 1813 gives the East India Company to have permission to trade in the tea and Commerce with China.
2. This Charter Act 1813 give permission for allowing all the British merchant to participate, except the tea trade with China.
3. This Charter Act 1813 established a more organized and regulated framework for governance in India , establishing provisions for education, missionary activities.

MACAULAY MINUTES (1835)

Lord William Bentinck sought advice from Lord Macaulay on addressing the Orientalist and Anglicist controversy, which led to his famous Minutes of 1835.

OBJECTIVES OF MACAULAY MINUTE

- **Spreading Only on Western Education:** Macaulay wanted the government to spend money only on the western education, not on Indian education.
- **Closing of College:** Macaulay speak in the support for the closing of all colleges that taught only eastern philosophy.

- **Downward Filtration theory:** He also advocated for the government to educate only a few Indians, who would then educate the rest of the population
- **Indians by Blood and British by Taste:** He wished to create a group of Indian in blood and color, but English in tastes, in opinions, in morals and in intellects.

2. DOWNWARD FILTRATION THEORY

- Downward Filtration Theory is a theory made by the Lord Macaulay in his famous Macaulay Minutes of 1835 which was submitted to Governor General of British in India.
- The British thought to educate a few upper-class Indians and then these educated people will knowledge the rest of the masses.

3. MACAULAY MINUTE MERITS

- **Role of English in Indian Freedom Struggle:** The Macaulay's Minutes for Indians gave the expansion of the English languages in India.
- **Foundation for Modern Education in India:** The Macaulay's Minute provided to Indians was that it helped create the foundation for modern education in that country.
- It described as a change from the Traditional educational system to a structured modern education system.
- **Doorway to Worlds literature:** The Macaulay's Minutes opened a gateway to international literature was another benefit it provided. New literary category and New writing styles were created as a result.
- **Served as a Model for Indians:** It offered as a example for Indians to research the country's current educational system and write reports to raise the standards of educational there.

4. MACAULAY'S MINUTE- DEMERITS

- In place of solving the issue know as "The Indian Language-Western Knowledge Controversy, " Macaulay's Minutes was charging the light.

- Macaulay did not listen who was in the favor of the Indian Classical traditional education any of the Indian arguments. He angrily insulted them and also rejected their request.
- Even though his claim that English was the key to modern knowledge was true, it was not practical to educate Indians at all levels in English at the time because it was the beginning of modern education in India.
- Macaulay's declare that English only is used as a medium on instructions is unjustifiable. Other Indians languages have also been neglected.
- The native people were further insulted by his comment that “ a single shelf of a European library contained more knowledge and wisdom than the entire native literature of India and Arabia.
- The Controversial “Downward Filtration Theory” made by Macaulay's Minutes was responsible for dividing society into two groups: the educated and the uneducated.
- The higher class never helped the lower class in getting better education and raising the standards of their lives.
- It was also incorrect to believe that Macaulay was responsible for the implementation of a new educational policy in India.

WOOD DESPATCH (1854)

It helped to spread English-language learning and female education. It helped to create an English speaking class to work in the company administration and College should use in English. English should be the medium of teaching at the college level. Secondary Schools should use both English and Indian languages. Primary Schools should use Indian language.

1. FEATURES OF WOOD DESPATCH 1854

- **Education for All:** Suggested that the government provide education to all Indians and not to a select few. To apply this, there should be more primary, middle and high schools was to be made.
- **Acceptance of Education Responsibility:** Despatch accepted that the British government was responsible for the spread of education in India.

- **Courses:** Sanskrit , Arabic and Persian were recommended as subjects of study in regular institution.
- **Department of Public Instructions:** In all the provinces, a department of public instruction was to be set up. The highest officer in each of these departments would be designated as the Directors of Public Instructors.
- **Establishment of Universities:** Despatch suggested the setting up of universities at Calcutta, Madras and Bombay.
- **Hierarchy of Graded Schools:** Despatch recommended the settings up a school for young children usually the first 6 or 8 grades such as Universities , Colleges , High Schools , Middle Schools and Prima

2. IMPACT OF WOOD DESPATCH (1854)

- The young children schools should be there especially children from 6 to 8 grades should be their all over the World.
- In 1857, Universities in Calcutta, Madras and Bombay should established with the Wood's Despatch suggestion.
- Educational institutes by European headmasters and Principal should be established .
- Educational departments should established in every province.

HUNTER EDUCATION COMMISSION

The Hunter Education Commission established in 1882 during the British rule in India. The Hunter Education Commission was given a duty to focus on primary education, and suggesting improvement to make sure that the government was properly implementing educational policies especially which were in the Wood's Despatch of 1854. The Wood's Despatch goal is to provide the basic education to all including girls also and suggest to teach them in the local language.

FEATURES OF HUNTER EDUCATION COMMISSION (1882-83)

1. PRIMARY EDUCATION

- Use the mother tongue as the medium of language.
- The aim of primary education should not only be to prepare students to enter into higher education but also to acquire knowledge.
- Establish normal schools to train teachers.
- Encourage the education of Muslims
- **Finance:** The Commission suggested that finances for schools in villages and cities should be separated. The local funds for education should not be used for secondary or higher education, but only on primary education.

2. INDIGENOUS PRIMARY EDUCATION

- The government should suggest graded schools means the schools of younger child especially 6 or 8 grade such as primary schools , middle schools, high schools, colleges and universities.
- **Curriculum A:** To have subjects that would be useful for higher studies.
- **Curriculum B:** To have subjects related to vocational training, occupation and practical subjects.

4. HIGHER EDUCATION

- It suggest that there should be different and more subjects so that students can select the subjects of their choice and aptitude.
- Teachers who were educated in European Universities were to be preferred for appointment.
- It suggest that increasing the number of inspectors in every province. It suggest changing system of grant-in-aid.

- **HARIJANS AND BACKWARD CLASSES :** All schools run by the governments should admit Harijans and students of backward classes. Religious education was not be given in public schools as the religious education should be given in the private.

RALEIGH COMMISSION AND INDIAN UNIVERSITIES ACT(1904)

The Raleigh Commission was appointed by the British government in 1902, to see and focus in the working conditions to suggest some improvement in the conditions of Indian Universities. The British wanted to increase nationalism among university students. The government wanted students to be loyal to the British. Congress was becoming popular among university students.

FEATURES OF THE RALEIGH COMMISSION AND INDIAN UNIVERSITIES ACT (1904)

- The goal was to establish strengthening the administration of the Indian Universities .
- Universities were allowed to appoint their own staff, including the teaching staff.
- Rules related to the colleges to a University were made stricter.
- To provide state scholarship
- To suggest ways to improve university education.
- This Commission suggestion led to the establishment of the Indian Universities Act of 1904.
- This Commission was set up to suggest some measures for the improvement in their working conditions and their administration.
- This Commission do not include the reporting on Primary School and Secondary school

GOVERNMENT RESOLUTION ON EDUCATION POLICY (1913)

The government did not accept responsibility for compulsory education. The government accepted the policy removing the illiteracy. The government requested the provincial government to provide free elementary education to the poor and backward section of the society. The government suggest making of the syllabus of the Primary and Secondary Schools should be made more practical and useful. The government suggest that the making of the universities in every province. The government suggest that the local language should be used as the medium of the instruction at the primary schools. The government should suggest that the quality of Higher education should be improved. Primary Schools should be hygiene and inspections should be made in all for types of primary schools and primary teachers should at least have one year of training. The state should not be free from the Higher education responsibility . Hostel should be arranged for the students and establishment of separate schools for girls and increased female inspectors and female teacher is necessary. New Upper Primary schools should be established in suitable locations. The government set up a separate department of Education under the Central government to set up compulsory education, but the main demand for free and compulsory education was ignored.

FEATURES OF THE GOVERNMENT RESOLUTION ON EDUCATION POLICY (1913)

1. PRIMARY EDUCATION

- There should be lower primary schools were children should be taught drawing, knowledge of the village map, nature study and physical exercises.
- Upper primary schools should be opened at the proper places and lower primary schools should be raised as equal as upper primary schools.
- Public schools should be established in place of private schools.
- Maktabas and Pathaslas should be given financial support.
- The inspection and management of private schools should be more improved.
- Create policies on homework , attendance and promotion.

- The teaching should be based on local language middle examination and received one years training.
- Provisions to be made for revision of the courses for the teachers of primary schools during the vacations.
- Improvements should be made in the conditions of middle and secondary schools and their number should be increased.

2. SECONDARY EDUCATION

- The state should not neglect themselves from the responsibility of the secondary education.
- It typically offered to students between the ages of 12 and 18.
- The purpose of the Secondary education is to provide the student that prepares them for the Higher education or to earn their livelihood.
- Improvement should be done in the examination and syllabus was also suggestion.

3.UNIVERSITY RESOLUTION

- The Resolution provided that more people should be educated of university education. The existence of 5 universities and 185 Colleges was not sufficient for educating more number of people..
- The Resolution suggested that universities and high schools should be given different syllabus for the students.
- The purpose of the Secondary education to develop knowledge, skills and a sense of identity in students.
- The setting up of teaching universities was suggested to focus on the separation of the two functions of the universities- teaching and examining.
- Understand the need for studying subjects in daily life.
- Learn how to apply learning in our daily life.

4. WOMEN EDUCATION

- It was also suggested that too much importance should not be attached to examination in the examination of girls.
- Numbers of women teachers and inspectors also should be increased.

SADDLER (CALCUTTA UNIVERSITY COMMISSION) REPORT (1917-19)

It was s Improved academic performance and increased the number of colleges, schools and universities. Increased the demand for teachers. The mother tongue should be the used as the medium of instructions. This Commission found the weakness in education such as poor education, lack of trained education and not including women in the education etc. A Sadler Commission was established to find out the problems of the Calcutta University and also to encouragement to the Muslim students and protection of their interests. A Sadler Commission was established to recommend that will help to improve the situation of the education in Calcutta and the country. Th Sadler Commission was established to increase universities and colleges .

FEATURES OF THE SADDLER (CALCUTTA UNIVERSITY COMMISSION) REPORT (1917-19)

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- The mother tongue should be used as medium of instruction .
- This Commission found the weakness in education such as poor administration , lack of trained teachers and not including women in the education et

HARTOG COMMITTEE (1929)

It suggest that their should be improvement of the quality of education and to see the examination problems. Controlling the admission process in universities and colleges based on student abilities and to survey the development of education in India. They recommended that their should be equal weight in education. More primary schools should be established for girls and women should be trained for teaching jobs.

FEATURES

- It was to improve the quality of education.
- Hartog Committee was their to see the problems of the examination system.
- Hartog Committee is to give more education to number of people.
- There should be Education in all Muslim and lower classes.
- Primary Education is mandatory.
- The entrance of the college and universities should be in strict manner.
- To improve the working conditions of the primary teachers.

WARDHA SCHEME OF BASIC EDUCATION (1937)

The Wardha Scheme of Basic Education establishment by Mahatma Gandhi the main goal of this scheme is to provide free and compulsory primary education to all children between the age of 7 and 14 with a focus on how to make weaving and spinning and also acquiring knowledge this all led to self independent and knowledge of Indian values.

FEATURES

- Education should be compulsory foe all children between the age of 7 and 14.
- The medium of instruction would be mother tongue.

- Education should be free for all children from poor families.
- The scheme goal was to make students self independent through teaching skills so that they can their livelihood.
- This Wardah Scheme is a basic education is made by Mahatma Gandhi.

AIMS OF BASIC EDUCATION AS PER THE SCHEME

- Weaving and gardening into the course of the primary education so that the students can also learn practical skills.
- Education should develop learning in the student of the Indian values and their cultures.
- Education should be the development of physical, mental growth and moral growth

SARGENT PLAN

It suggest the introduction of free and compulsory education for Indian children in the 6-11 age. This plan goal is to make India literate within 40 years and this scheme talks about the Primary education and High schools.

Features

- English free and compulsory education for children aged 6-11.
- Support children with physical and mental disorder.
- Mandatory physical education.
- The Establishment of primary schools for the 6-8 grades and high schools.
- The special focus on increasing education for girls and women.
- More focus on the Gender equality.
- Use of radio and other methods so that more people can get education

CONCLUSION

The British introduced a system based on Western learning such as Science , literature and philosophy. English language became the primary language of instruction and administration. The British introduced the Universities and colleges that raise the literacy rate while the British did introduce the modern education their primary goal was to create a class of Indians of those who would serve the need of the colonial administration. The British changed the way of teaching in India.

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