

An Analysis of Development of Modern Education System in India

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UGC NET (History)

ARTICLE DETAILS

Article History

Published Online: 10 November 2018

Keywords

Evolution, Modern, Educational Policy, Western Education, Reconcile

ABSTRACT

The British implemented a rather modern and rational educational system that contributed to the evolution of people's thought and helped to ban many social evils in India. Such improvements have helped to form the new Indian education system and this paper attempts to explain this British evolution. Another explanation behind the British educational policy was the expectation that educated Indians would help broaden the market for British manufactures in India. Finally, Western education was supposed to reconcile India's citizens with British rule, particularly since it glorified India's British conquerors and their administration.

1. Introduction

Knowledge is a great tool for opening the golden door of liberty that can change the world. Their policies and measures violated the legacies of traditional schools of learning with the rise of British, resulting in the need to establish a class of subordinates. They initiated a number of actions to establish an Indian canvas of English colour through the education system to achieve the aim.

Initially, since their primary motive was trade and profit making, the British East India Company was not concerned with the development of education system. In India, they intended to educate a small portion of the upper and middle classes to create a community that would serve as interpreters between the government and the people "Indian in blood and colour but English in taste". This has often been also called the "theory of downward filtration". In introducing modern education, the British have been more popular. Of course, the dissemination of modern education was not just the work of the government, but also a significant role played by Christian missionaries and a large number of enlightened Indians.

The East India Company, a commercial, profit-making concern—took little interest in the Indian education system for the first 60 years of its dominance in India. The British have introduced the following steps and initiatives for the advancement of Education in India. The historical growth of Education in India during the British Period is discussed below:

In 1781, Warren Hastings founded the Calcutta Madrasa for the study and teaching of Muslim law and related subjects; and in 1791, for the study of Hindu law and philosophy Jonathan Duncan began a Sanskrit College at Varanasi, where he was resident. Both of these institutions were built to provide eligible Indians with a daily supply to assist the administration of law in the Company's courts.

The company soon began to exert pressure on missionaries and their supporters and many humanitarians to encourage and promote modern westernized secular education in India.

While the humanitarians thought that modern knowledge would be the best remedy for the country's social, economic and political ills, including many Indians, the missionaries believed that modern education would destroy people's faith in their own religions and lead them to embrace Christianity.

When the Charter Act incorporated the idea of supporting learned Indians and promoting the knowledge of modern sciences in the nation, a modest beginning was made in 1813. The Act ordered the Company to invest the amount of one lakh of rupees for the purpose. But even this small amount was not made available by the authorities of the company until 1823.

The British East India Company has come to India as a trader, but the Indian subcontinent's socio-political circumstances drives them to become ruler. This led to the need for subordinates and through the educational system, they instituted a number of acts to pour Indians into English colour to achieve this goal. Below is a summary of key steps taken during the British era:

1. For the study and learning of Persian and Arabic, Warren Hastings set up the Calcutta Madrasa in 1781. In 1791, Jonathan Duncan's effort to understand the laws, literature and religion of the Hindus opened the Sanskrit College at Banaras.
2. Lord Wellesley established Fort William College in 1800 for the training of the company's civil servants in India's vernacular languages and customs. An English-Hindustani dictionary, Hindustani grammar and some other books were published by the college. Nevertheless, England was founded in 1807 to provide training for civil servants at the East India College at Hailebury.
3. Charter Act, (1813): It provided for an annual expenditure of one lakh of rupees for the revival and promotion of literature and the promotion of India's then educated natives and the introduction and promotion of science knowledge of the science among the British residents.
4. Sir Charles Wood's Despatch on Education, 1854: It is considered as the Magna Carta of English Education in India. It claimed that the teaching of Western Education was the goal of the government's educational policy. In 1857, the three universities of Calcutta, Madras and Bombay came into existence. It

suggested the establishment of the lowest-level primary schools (vernacular languages), Anglo vernacular secondary schools and district-level colleges (English Medium).

5. The Hunter Education Commission, 1882-83: The key purpose of the commission's assessment was to present the state of elementary education in the Indian Empire and the means by which it could be broadened and strengthened.

6. The Indian Universities Act, 1904: By establishing strict conditions of affiliation and periodic inspection by the syndicate, the act expanded university power over private colleges. The private colleges were required to keep a proper standard of efficiency. In order to maintain a proper standard of effectiveness, private colleges were mandated.

7. The Sadler University Commission, 1917-19: After completing the intermediate examination, it proposed a twelve-year school course, rather than matriculation, the students were to enter a university.

8. Wardha Scheme of Basic Education: 'learning through practices' is the core principle of basic education (better known as Wardha Scheme). Details of the scheme were worked out by the Zakir Hussain committee and comprehensive syllabi for a variety of crafts were prepared and suggestions were made concerning teachers training, supervision, review and administration.

9. Sargeant Plan of Education: This plan envisaged the establishment of primary schools and secondary schools (junior and senior basic schools) and the

implementation of universal free and compulsory education for children between aged 6 and 14 years.

2. Assessment of the British efforts on education

- The government was primarily concerned only with its own interests, although there were a few Englishmen who wanted to promote education for their own sake.
- There was a great demand for clerks and other administrative positions in the functioning of the company.
- It was easier to get Indians for these jobs instead of Englishmen from England. This was the prime motive.
- No doubt, it spread western education among Indians, but during British rule the literacy rate was abysmally poor.
- The state of female education has been pathetic. This was because the government did not want to displease Indian's orthodox nature and also because it was not commonly possible to hire women as clerks.
- The rate of illiteracy in British India was 94% in 1911. It was 92% in 1921.
- The British government has neglected scientific and technological education.

In Indian culture, British Modern Education was injected not for education but to give people Christianity and establish an Anglo-Indian class.

We may also conclude that the British education system was influenced by the Christian Missionaries ambitions. In order to ensure a cheap supply of educated Indians, it was injected to raise a number of subordinate positions in administration and British business concern. Therefore, they emphasize English as a means of instruction as well as the glorified British conquerors and their government.

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