

COMPREHEHNSIVE COURSE ON MODERN INDIAN HISTORY

BRITISH CONQUEST- SOCIAL IMPACT



~~MODERN~~ EDUCATION IN INDIA



WORKBOOK- CLASS HANDOUT

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(PNLIVE)*





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Sources of Reading-
Pratik Nayak- Workbook
Running notes of the class

Comprehensive Coverage-
Previous Years Questions

Hello Learners- please find this
workbook containing topics to covered

This workbook contains the compiled
information/facts/analysis sourced from
various sources.

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Modern Education in India

Q. Why it was introduced?

Q. Agencies Responsible

1. British Government

2. Christian Missionaries

3. Enlightened Indians



Imperatives

1. British Government

Wanted Political & Administrative Convenience

Educated Indians would be more truly disposed toward British rule

Educated Indians can be a consumer base for British products

2. Christian Missionaries

Modern Education will bring rationality & scientific temperament which will lead to adoption of Christianity

Utilizing weapon of modern education for conversion

Role of Charles Grant- Evangelical approach

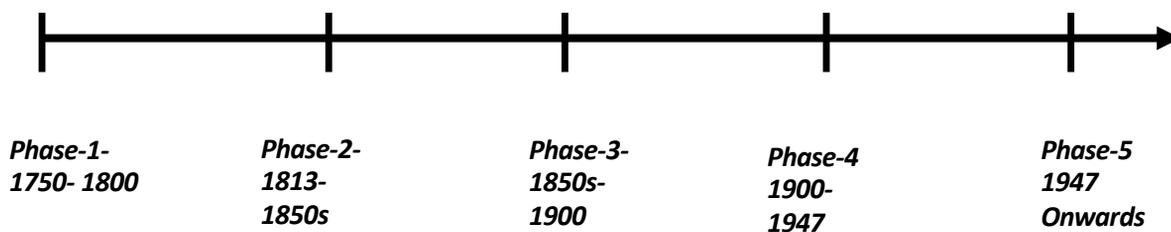


3. Enlightened Indians

Improvement of society to European standards

Socio Cultural regeneration of Indian Society for its Political Upliftment

Phases of Development



**East India
Company's rule**

Crown Rule

Modern Education in India

Phase-1 1750-1800

Earlier Stage of British Conquest

Orientalist phase

No Social Changes

Wanted to Study Indian Religion

Establishment of Few Institutions

1764- Indian Medical Services

1783- Calcutta Madrasa- Warren Hastings

1791-Sanskrit College @ Benares- Jonathan Duncan

1784- Asiatic Society of Bengal- William Jones

By 1798 → Fort William College- Lord Wellesley

By 1813 → 2 Sanskrit College Established-

Agra & Calcutta

Q. Motive ?

designed to provide a regular supply of qualified Indians to help the administration of law in the Company's court

classical languages and vernaculars was useful in correspondence with Indian states

Phase-2 1800 Onwards

Anglicist Approach

Charter Act of 1813 → Rs. 1 Lakh was set aside for the education of Indian Masses

By 1823-24 → Committee on Public Instruction was setup

Rise of the Anglicist-Orientalist Controversy

1835 → Macaulay's Minute

English became official Language

Opening of Medical College

1844 → Lord Hardinge decided to give government employment to Indians educated in English schools

Phase-2 1800 Onwards

Calcutta – Hindu College set up in 1817

English education in Western humanities and Sciences- David Hare & RMR, Henry Vivian Derizio

three Sanskrit colleges at Calcutta, Delhi and Agra

1825- Vedanta College set up RMR

Why it was introduced?

Steps

1.Charter Act of 1813

A sum of Rs.1 Lakh is to be set aside for promotion of education among natives

2.Committee of Public Instruction

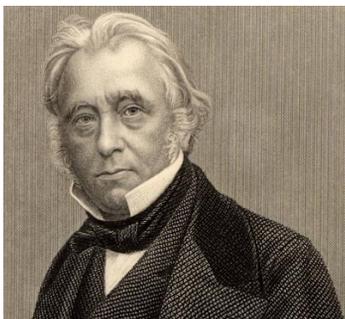
In the year 1823-24, a committee on public instruction was constituted- John Adams

This Committee was to determine the kind/type of education on which the sum was to be spent

By 1834- Macaulay joined it as

Kind/Type of Education????

Anglicist-Orientalist Controversy



Modern Education in India

Why it was introduced?

Anglicist-Orientalist Controversy

Controversy surfaced itself in the committee of public instruction

This committee was constituted for deciding methods to impart education

Anglicist were lead by Macaulay

Orientalist where lead by James Princep

A section of Enlightened Indians under the leadership of Raja Ram Mohan Roy supported Anglicist approach towards education

The controversy involved three major aspect

1. Content- What kind of education should be imparted

Technical-Vocational or

Humanities-Literature

2. Language- Which language should be used to teach natives

English or Vernacular

Orientalist

Oriental learning should not be ignored

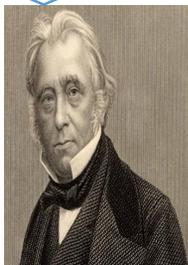
Modern Education is to be introduced in Vernacular Language

Mass Education should be given through use of Existing Infrastructure

बाबू कहना क्या चाहते हो



English in tastes, in opinions, in morals and in intellect'



two factions of the Committee—

Orientalists

James Sutherland, John Shakespear, the brothers James and Henry Prinsep and Elliot Macnaghten

Vs.

Anglicists

WW Bird, CB Saunders, GA Bushby, JR Colvin and CE Trevelyan

3. Traget- Downward Filtration Theory

a. Education to be percolated down form upper class

b. Selected few Indians to be educated first

c. These educated Indians would in turn educate the masses

Anglicist

Bentinck himself was an Utilitarian → Happily Agreed to Anglicist Proposal

Hence, English was made the official language for education

William Bentinck's government on March 7, 1835 proclaimed English as India's official language upsurge in the activities of the missionaries Establishment of medical, engineering and law colleges, which marked a beginning in professional education

From 1835 to 1854- multiple changes took place in Education

This system worked till 1854, when a new setup on Education was Introduced

Modern Education in India

1834 the Elphinstone College at Bombay.

1835- William Adam's reports on vernacular education in Bengal and Bihar

1835- Medical College at Calcutta

1842- 42 schools established in Bengal
Nine educational zones created by lord Auckland

1848- Savitri Bai Phule
Established school for women in Pune

1849 → Bethune School founded by J.E.D. Bethune
Foundation of Women's Education in Bengal

1843-1854 James Thomason's experiments

1875- Aligarh Anglo-Mohammedan College (later on AMU-1921)



1843-1854- James Thomason's experiments in North- West Provinces (UP)-

- ✓ comprehensive scheme of village education through the medium of vernacular languages.
- ✓ Opening one government school as model school in each tehsildari and a normal school for teachers' training for vernacular schools.

1847- Engineering College at Roorke- Thomason College

By 1853- Lord Dalhousie established a committee to do a survey on Vernacular education

1854- Charles Wood's Despatch

Magna Carta of Education

Charles Wood's despatch of 1854

President of the Board of Control

It was sent by Charles wood, which specified the nature, scope, method of Imparting education to the natives

It modified the earlier radical-anglicist approach adopted by Macaulay in his minute related to education

The despatch had recommended following things:-

Traditional Education should not be Ignored

To support Traditional Education a system of Grant-in-aid was introduced

Modern Education should be Imparted in English but vernacular language should not be ignored

English to be Medium of learning only in Higher Education

Primary & Secondary education should be in Vernacular Language

The theory of downward filtration was scrapped

Responsibility of Mass Education was assumed by the government

A hierarchy of Educational Institutions were set up.

Universities @ Calcutta, Madras & Bombay- set up by Canning in 1857

Teacher training institutions set up

Q. What is Magna Carta

Royal Charter of Political Rights given by the King/Monarch of England



Creation of education departments in the provinces of Bombay, Madras, Bengal, Northwestern Provinces and Punjab in 1855

Establishment of the Universities of Calcutta (January 1857), Bombay (July 1857), Madras (September 1857),

Modern Education in India

Phase-3 1850 to 1900

Indian Education Commission of 1882, generally known as 'Hunter Commission' appointed by Lord Ripon

Enquire into principles of the Despatch of 1854

local bodies (district boards and municipalities) should be entrusted with the management of primary schools.

Govt enterprise → secondary schools and other essential institutions

Pvt Sector should be allowed in rest of the areas

more teaching-cum-examining universities were set up like the Punjab University (1882) and the Allahabad University (1887).

**1880's → New English School- Bombay by Tilak
1885- Fergusson College- Chiplunkar
Deccan Education Society**

1898 → Central Hindu College by Annie Besant

1900s → DAV School and Colleges by Lala Lajpatrai

1904 → Universities Act criticised by the nationalist Indians for recommending tightening of government control over universities

1905 onwards → National Education during Swadeshi Movement

Bengal National College- Aurobindo

National Council on Education – Sarath Chandra

1907 → Baroda State reforms

1916 → BHU

Non Cooperation Movement

number of universities in India increased to 12, Gujarat, Bihar, Jamia etc

1916- Women's University @ Bombay

Later on named as SNDT – 1920

Phase-4 1900 Onwards

Lord Curzon convened the first conference of Directors of Public Instruction in 1901

Universities Commission under Thomas Raleigh → 1902

Indian Universities Act of 1904

universities to assume teaching functions, Constituted syndicates for the speedier transaction of business, and provided for strict conditions of affiliation and periodic inspection of the different institutions

Lord Curzon- established new disciplines

Agriculture college @ Pusa

Other disciplines also developed - medicine, , engineering, veterinary science

1910 a separate Department of Education

1913 → Policy resolution on Education

Government Resolution on Education Policy—1913

- ✓ **Impact from Baroda state reforms**
- ✓ **refused to take up the responsibility of compulsory education**
- ✓ **accepted the policy of removal of illiteracy and urged provincial governments to take early steps to provide free elementary education**

1919 → Mont-Ford Reforms

Education under Indian control expansion at all levels of education.

Sadler Commission (1917–19 → by Lord Chelmsford

- **secondary education → board of secondary education**
- **duration of the degree course should be three years.**
- **establishment of an Inter- University Board (1924)**
- **Inter College & Inter Universities activity**

Hartog Committee Report (1928–29)

Appointed by Simon Commission

- ✓ **Mass education responsibility of the State**
- ✓ **Highlighted → large number of failures at the matriculation examination**
- ✓ **wastage of manpower resources → primary system**
- ✓ **establish a centralised education agency**
- ✓ **Provincial government should monitor**
- ✓ **need for improvement in the salary scales of teachers,**
- ✓ **improvement of curricula**
- ✓ **Tutorial work in colleges**

Modern Education in India

Fourth Phase 1900 Onwards

Basic or Wardha Scheme of Education (1937)
 based on Gandhi's ideas
 published in a series of articles in the weekly Harijan

- ✓ **Nai Talim,**
- ✓ **idea for a new life and a new society**
- ✓ **free and compulsory primary education+ Vocational training**

- ✓ **Handicraft training**
- ✓ **First Seven years of schooling – compulsory and native language**

- ✓ **National Education' Conference @ Wardha**
- ✓ **Dr. Zakir Husain to prepare the syllabus**

1935- Wood- Abbot Commission
Provincial education- textbook committee reforms & appointment of primary teachers

- Sargent Education Report (1944)**
- **Central Advisory Board of Education**
 - **pre-primary education for children- 3 to 6 years**
 - **universal, compulsory and free primary education- 6 -14 years**
 - **university course of 3 years**
 - **liquidation of adult illiteracy and the development of a public libraries**
 - **provision for the proper training of teachers**
 - **compulsory physical education,**
 - **provision of milk and midday meals**
 - **employment bureaus to be formed**

Q. What were the Weaknesses of this system?

1. Purpose was not the Upliftment of Indians
 It was meant to serve the cause of British Imperialism & Colonialism

Illiteracy Rate →
 1911—84 per cent and in
 1921—92 per cent

2. Nature of Syllabus Mainly designed to Eulogise the Empire

3. Type of Education Mainly Humanities

Lack of Technical-Vocational Education

No job oriented education

4. Rural & Backward remote areas were neglected

5. Lack of Inclusivity

Only the rich and elite to go for higher studies

No women education

Phase-5 → Post Independence

Some of the Western Institutions created a reactionary effect on Indians
After getting educated from western educational institutions
Indian nationalist realised the need for Nationalist thought in education
Paved way for further reforms → towards Nationalism

Phase 5- 1947 Onwards

- ✓ Education in India
- ✓ Post Independence → Constitutional Framework
- ✓ Part of State List
- ✓ Later on made part of Concurrent list

**Radhakrishnan Commission/University Education Commission
1948-49**

**University Grants Commission (UGC) statutory Organization of the
Government of India by an Act of Parliament in 1956**

NCERT → 1961

**Indian Institutes of Technology → Institutes of Technology Act,
1961 which has declared them as institutions of national
importance and lays down their powers, duties, and framework for
governance**

Indian Institutes of Management- 1961

**National Education Commission (1964-1966), popularly known
as Kothari Commission → 1st NEP
Standardization of educational system on 10+2+3 pattern**

**National Education Policy → 1986
special emphasis on the removal of disparities and to equalise
educational opportunity
expanded the open university
spent 6% of GDP on education**

**2002 → 86th CAA
Article 21-A**

2009 → Right to Education Act

**2015 → TSR Subramanian
Committee**

2019 → K Kasturirangan Panel

2020- National Education Policy

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