

## 24. Development of Education

**Asiatic society of Bengal** was established in **1784**. The aim of this society was to foster oriental studies in India. **James Prinsep** was the founding editor of the Journal of the Asiatic Society of Bengal and is best remembered for deciphering the Kharosthi and Brahmi scripts of ancient India.

### Initial Phase

Founder	Year	
Warren	Calcutta Madrasa 1781	For the study of Muslim law and related subjects.
Jonathan	Sanskrit college Banaras 1791	For study of Hindu law and philosophy.
Wellesley	Fort William college 1800	For training of civil servants of the Company in languages and customs of Indians

### Purpose:

The Calcutta Madras and the Sanskrit College were designed to provide a **regular supply of qualified Indians to help the administration of law in the Company's court.**

### ▪ Charter Act 1813:

- It directed the Company to sanction **one lakh rupees** for encouraging learned Indians and promoting knowledge of modern sciences in the country.
- The government also set up **three Sanskrit colleges at Calcutta, Delhi and Agra.**

### ▪ Orientalist-Anglicist Controversy:

- About the government spending on education, **Anglicists** exclusively suggested for spending on modern studies. However there was a debate should it be in English or vernacular language.
- **Orientalists:** Western sciences and literature should be taught to prepare students to take up jobs, emphasis should be placed on expansion of traditional Indian learning.

### ▪ Commissions and Acts:

Various commissions and acts were introduced by government from time to time to suggest any improvement and implement them.

Commissions Set up for Education			
Commission	Recommendation	Reasons	Action Taken
<b>Lord Macaulay's Minute (1835)</b>	The limited government resources were to be devoted to teaching of <b>Western sciences and literature through the medium of English language alone.</b> (Macaulay's is proponent of Anglicist Education for India)	According to him "Indian learning was inferior to European learning". British wanted an Indian in blood and color but English in tastes, in opinions, in morals and in intellect.	Opened <b>a few English schools and colleges</b> instead of a large number of Elementary schools, thus neglecting mass education. The commission believed in <b>"downward filtration Theory"</b>
<b>Wood's Dispatch (1854)</b>	<b>"Magna Carta of English Education in India"</b> 1. <b>Government</b> to assume <b>responsibility</b> for <b>education</b> of the masses. 2. Vernacular school- Primary level; Anglo-Vernacular High Schools, affiliated college at the district level; affiliating universities in the presidency towns of Calcutta, Bombay and Madras 3. <b>Medium of Instruction</b>	Total English educations as well as <b>downward filtration Theory</b> failed to give desired output and thus to increase the penetration of education and fulfill imperial desires of producing working class people, Vernacular education system had to be clubbed with English.	1. In 1857, <b>universities at Calcutta, Bombay and Madras</b> were set up and later, departments of education were set up in all provinces 2. An <b>Agriculture Institute at Pusa (Bihar)</b> and an <b>Engineering Institute at Roorkee</b> were started 3. In next five decades

	<b>English-higher studies</b> <b>vernaculars -school level</b> 4.stress on female and vocational education, and on teachers' training 5.education in government institutions- secular 6.a system of grants-in-aid to Encourage private enterprise.		rapid westernization of Indian Education system.
<b>Hunter Education Commission (1882-83)</b>	<b>Mainly for primary and secondary education:</b> 1.State need to pay attention for <b>extension and improvement of primary education</b> 2.primary education should be imparted through <b>vernacular</b> 3. Transfer of control of primary education to newly set up district and municipal boards. 4. Two divisions in Secondary Education-literary and Vocational 5. focused on inadequate facilities for female education	Earlier schemes had neglected primary and secondary education. When education was shifted to provinces in 1870, primary and secondary education further suffered because the provinces already had limited resources at their disposal.	Rapid growth and expansion of secondary and collegiate education with the participation of Indians. More teaching-cum-examining universities were set up like the Punjab University (1882) and the Allahabad University (1887).
<b>Saddler University Commission (1917-19)</b>	For the <b>improvement of university education, improvement of secondary education was a necessary</b> pre-condition: 1.School course to be of 12 years 2.Less rigidity in framing university regulations 3.A university should function as centralized, unitary residential-teaching autonomous body. 4.Female education, applied scientific and technological education, teachers' training should be extended	Study and report on problems of Calcutta University. Its recommendations were applicable more or less to other universities also.	In the period from 1916 to 1921 seven new universities came up at Mysore, Patna, Benaras, Aligarh, Dacca, Lucknow and Osmania. In 1920, the Government recommended Saddler report to the provincial governments.
<b>Hartog Committee (1929)</b>	1. Emphasis on primary education but no compulsory education. 2.Only deserving students to go for high school and college others to be diverted to vocational course 3.For improvements in standards of university education, admissions should be restricted	An increase in number of schools and colleges had led to deterioration of education standards. The Hartog Committee was set up to report on development of education	
<b>Sergeant Plan of Education 1944</b>	1)3-6 years age group- pre-primary education <b>6-11-free, universal and compulsory elementary education</b> high school education for 11- 17 years age group for selected children, and a university course of 3 years after higher secondary 2. Adequate technical, commercial and arts education. 3. Abolition of intermediate course. 4. Liquidation of adult illiteracy in 20 years. 5. stress on teachers' training, physical education, education for the physically and mentally handicapped	The objective was to create within 40 years, the same Level of educational attainment as prevailed in England.	It proposed no methodology for implementation and ideal of England's achievements may not have suited Indian conditions

## Acts Related to Education

Name	Provisions	Reason	Impact
<b>Indian Universities Act, 1904</b>	<b>Raleigh Commission</b> , 1902 to study and give report on <b>Indian Universities</b> and based on report act was passed: 1. universities were to give more attention to study and research 2. Government to nominate fellows and their overall numbers were reduced 3. Power to veto, amend and pass Universities' regulations. 4. Stricter conditions for college affiliations 5. 5Lakh/annum for 5 years for improvement of education quality	Spur in private Education institutes thus quality of Education had deteriorated and educational institutions acted as factories for producing political revolutionaries.	Outrage among nationalist leaders due to these measures.
<b>Government Resolution on Education Policy 1913</b>	policy of removal of illiteracy and urged provincial governments to take steps to Provide free elementary education to the poorer and more backward sections.	1906, the progressive state of Baroda introduced compulsory primary education throughout its territories	

### ■ Development of Vernacular Education:

In early 19<sup>th</sup> century education mostly depended on contributions from wealthy zamindars.

Year	Course of Action
1835, 1836, 1838	William Adam's reports on vernacular education in Bengal and Bihar pointed out defects in the system of vernacular education.
1843-53	James Jonathan's experimented in North-West Provinces (UP) by establishing model schools in each tehsildar.
1853	Lord Dalhousie expressed favour for vernacular education.
1854	Provisions of Wood's Despatch for vernacular education: 1. Improvement of standards. 2. Supervision by government agency. 3. Normal schools to train teachers.
1854-71	The number of vernacular schools increased by more than five-fold.
1882	Recommendations of The Hunter Commission for extension and improvement of vernacular education.
1904	Education policy put special emphasis on vernacular education and increased grants for it
1937	These schools received encouragement from Congress ministries

### ■ Development of Technical Education:

- The Engineering College at Roorkee -1847
- The Calcutta College of Engineering -1856.
- In 1858 Overseers' School at Poona was raised to the status of Poona College of Engineering and affiliated to Bombay University
- Guindy College of Engineering was affiliated to Madras University.

#### Note:

- Medical training started with establishment of a medical college in Calcutta in 1835.
- Agriculture College at Pusa by Curzon.

### ■ Real motive of British behind introduction of western education:

- It would enable Indians to recognize the advantage that flow from the expansion of trade and commerce, and make them see the importance of developing the resources of the country.
- Introduction of European ways of life would change the taste and desire of Indians. This would create a demand for British goods.
- Further, it was believed that European learning would improve the moral character of Indians.
- It will create a supply of middle level cheap employee.