

DEVELOPMENT OF EDUCATION DURING BRITISH PERIOD IN INDIA

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Abstract

Since the dawn of time, people have thought of Indians as being exceptionally intelligent. This perception dates back to prehistoric times. During that time period, some of the first centres of learning for both Buddhism and Hinduism, such as Taxila and Nalanda university, were among the most renowned academic institutions. In the beginning, only members of the priestly class were allowed to get an education, which consisted of the instruction of conventional topics like as religion, logic, and so on. The subsequent emergence of Islamic empires in India led to the introduction of Islamic education, and the construction of Mqtabas and Madrasas as centres of academic pursuit. The arrival of the British in India marked the beginning of a new era in the area of education, and the great majority of the changes and developments that have taken place in Indian education have taken place during the time that the British ruled India. They introduced a new educational system to India that was different from the education system that had been in place before. During the time that the British ruled India, education was first neglected. However, beginning in the early decades of the 20th century, a number of reforms were implemented that would eventually provide the groundwork for the contemporary educational system in India. They were responsible for organising India's educational system and introducing contemporary scientific study to the country. As a direct consequence of this, India has entered a whole new period under British rule. In this article, an effort is made to provide a critical analysis of the growth of the educational system in India during the time of the British Raj.

Paper Identification



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INTRODUCTION

It is noteworthy to note that from the very inception of Indian culture, the subject of who should be given the opportunity to get an education has been the primary emphasis. During the ancient time, the religious system was responsible for formulating the educational policies. The educational policy that predominated throughout this time period may generally be broken down into three distinct categories. The norms that were codified in Smritis were the criteria of civil society that were accepted by Hindu religion. The broad policy of the Vedic tradition adhered to these norms. The Buddhist educational philosophy was the second component of Buddhism. On the other hand, there were parts of the Indian subcontinent where Jainism was the dominant religion, and the Sastras of Jainism served as the authoritative source for establishing social standards. During those early years, the Vedic religion was the dominant form of belief in society. The Varna system was the primary element that defined the social structure. In the beginning, the theoretical Varna system recognised distinct aptitudes for various social functions as well as individual disparities in the distribution of these various aptitudes. The Brahmins were the occupational category for intellectual workers, the Kshatriyas performed the roles of governing, the Vyshyas performed the role of distribution, and the Sudras performed the roles of production and service in the society. The social stratification was distinguished by these occupational categories. In actuality, however, the Varna system supported the ascription of a certain vocational position to a person depending on their birth.

Curriculum

The three different forms of education that were sanctioned by the three different faiths undoubtedly did not vary in their fundamental character at the lower levels, with the exception of the religious content and the concealed curriculum. Because individuals entered the adult world of civil society and assumed occupational roles shortly after completing the majority of the product of eight or ten years of schooling, the education system was designed to foster the development of fundamental skills such as reading, calculation, and written communication through the use of standard textual materials. It was conceivable that the academic standing of

the faculty members at each school contributed in some way to the discernible differences between the institutions. Each school operated on its own and ensured that they all adhered to the same, equivalent standards based on the code of professional ethics. To create the Sanskrit alphabet in the early years, writing was limited to a minimal since oral and recitation-based modes of instruction were the primary modes of communication for the majority of educational transactions.

Educational Financing

Schools in ancient India were locally maintained with an occasional gift from the rulers for the upkeep of the instructors. This was in contrast to the current state-dominated monolithic structure of the education system, which is controlled entirely by the state. Because education was a coveted good that was only available to those from affluent families, the majority of the financial burden associated with it was shouldered by the children's parents. It was also a moral deed that was cherished by the religious institutions, and well-to-do families would support underprivileged pupils who were qualified and worthy of their support as an act of charity.

Teacher

Because birth determined one's vocation and the Brahmin caste was the only one that progressed past the first levels of study, males from the Brahmin caste were the only ones who could become teachers. This may not be the case in the educational system that the Buddhist and Jain faiths have sanctioned for its followers. The community accorded a high standing to teachers, and teaching was recognised and treated as a respected vocation. The "Gurudakshina" was given in cash or in kind by the families of the children whose families sent them to the school that was managed by a teacher. The support of the rulers of the realm was extended to respected educators as well. At the highest levels of education, study centres that were affiliated to temples or 'mathas' or monasteries and functioned similarly to residential universities of the current day were in operation. These learning centres were supported by the rulers of the time. Students from all across India and beyond travelled to Nalanda in Bihar and Bhavnagar in western India with the hope of studying under a revered teacher, according to the records left behind by travellers from other countries who praised the educational institutions known as "vidyalayas." All of these establishments have a residential character to them. They were able to survive because to the land grants they received from the king. Students attending more modest schools of such sort contributed to the institution's upkeep and lived in self-sufficient communities while coming under the supervision of the head Guru.

"one essential aspect that must be kept in mind is that the authority behind education was originally acquired from the world of religion. Religion also served to legitimate other social structures, such as government, the economy, and so on. Consequently, changes in the political structure did not have an effect on the educational policy for a significant amount of time throughout the ancient historical era. When Muslim kings took control of a broader portion of the subcontinent, only very small alterations, mostly in the form of structural elaboration, took place.

Access to Education during Later Medieval Period

The archival documents of the surveys carried out by British authorities in Madras presidency and in Bengal-Bihar districts have been examined by historians. At3d have said that the surveys provide a fascinating picture of the social backgrounds of both the children and the instructors in the school. These surveys were carried out somewhere between the years 1820 and 1840 of the Common Era. Dharampal makes the observation that, Madras Presidency and Bengal-Bihar data, concerning the backgrounds of the taught (and in the case of the five districts of Bengal-Bihar, also of the teachers) presents a kind of revelation: the data reveal a picture which is in sharp contrast to the various scholarly pronouncements of the past one hundred years or more, in which it had been assumed that education of any sort in India, until very recent decades, was mostly confined to higher castes among the population. The data reveal a picture The truth of the matter, as it turned out, was substantially different, if not completely contradictory. As will be mentioned in the following sections, for at least Hindus, in the districts of Madras Presidency (and dramatically SO in Tamil-speaking areas), as well as the two districts of Bihar, it was instead those termed Soodras, and castes considered below them who predominated in the thousands of the then-existing schools in practically each of these areas.

The aforementioned passage from the book titled *The Beautiful Tree* demonstrates that education in many places of India has progressed to the point that it is now accessible to people of all castes. There were a total of 11575 schools in the Madras Presidency, with a student population of 1,57, 195, and 1094 colleges (centers of higher learning). In the ten districts of the Presidency that were not dominated by Tamil speakers, the proportion of men who belonged to Soodras ranged from 17 to 48 percent, but in the nine districts that were dominated by Tamil speakers, the percentage averaged more than 60 percent. Even the castes in the hierarchy below the Soodras were attending school, with the proportion of students attending ranging anywhere from 5 to 30. At the same time, there was not as much media attention paid to the females as there was to the guys. However, even among the relatively modest percentage of females who attended schools, there was a sizeable minority that belonged to lower castes.

Curriculum and Financing of Education

The poll also gathered information on the length of time a kid spent in school as well as the age of the child when they first started attending school. In these communities, children typically started attending school between the ages of five and seven, and their time spent in education ranged anywhere from two to ten years, depending on the specifics of the community. The findings of the survey showed that the schools provided instruction in reading, writing, and arithmetic. The texts that were read in school used to vary depending on the student's background, but traditionally, it was a religious classic such as the Ramayana, Mahabharatha, or Bhagavatha. The epics of the various regions served as supplementary reading for these works. In those days, there were a lot of schools that were managed by the local governments of the villages. These governments collected taxes for the purpose of education in addition to the tuition price that wealthy families paid to the schools.

Education under the Colonial Rule

The rise and collapse of the colonial rule are both very well recorded, and this includes the developments that took place in the sphere of education. Two distinct educational strategies may be used to analyse the developments that took place in the sphere of education throughout the time period of colonial rule. The first approach was one that was used by the East India Company up to the year 1813. Beginning in 1813 and continuing until the end of the second world war, this strategy saw significant shifts. The establishment of the East India Company as a commercial concern in the sub-continent marked the beginning of the colonial period in India. In the beginning, they were unable to contribute since they lacked governmental authority over the land. However, in accordance with the terms of the Company's charter, the Company was compelled to transport Christian missionaries using its ships and to provide them protection. The missionaries of Christianity did begin their work of preaching and establishing schools for those who were converted among the lower classes. He taught them not just the Bible but also other fundamental skills. As was indicated before, the primary school system was very decentralised, and the state did not exercise any control over the educational system at any level. The involvement of missionaries in education led to yet another instance of the indigenous education system undergoing a process of structural elaboration.

Orientalist Policy

The situation began to shift as the East India Company began expanding its territory holdings and establishing its authority over newly acquired lands under the protection of the British empire. The Indian higher castes, whose support the Company needed in order to consolidate

their vulnerable position in India, reacted negatively to missionary efforts and were hostile towards those who participated in them. In light of this, they decided against interfering in the educational sectors, despite the fact that they were put under pressure to do so by a number of British statemen. However, the political and economic compulsions of the time period forced the authorities of the time to adopt a strategy that supported the local education system. Calcutta Madrasah was established in 1781 with the intention of bringing together important Muslims and Hindus. After this, in the year 1791, Benaras Sanskrit College was established as a result of this. Students from these universities, who belonged for the most part to religious elites of the Hindu and Muslim faiths, were promoted to higher positions within the company and, as a result, received their support. However, with the exception of establishing a few higher learning centres in Sanskrit and Persian and limiting the activities of the Missionaries in order to protect their own political interests, the Company did not spend any money on the education of students at the elementary or secondary school level. In the realms of politics and civic life, the leaders of the business took an active interest in administering justice to the populace in accordance with the local religious law. A pitiful amount of one hundred thousand rupees was set aside by the Company to be used on educational initiatives in India. This was not put into effect until 1823, when a General Committee was established to carry out the educational requirement that was outlined in the Charter Act of 1913. The "orientalist policy" phase of the educational strategy is referred to as "this phase." The Committee began providing financial assistance to already established institutions of higher learning such as the Benaras Sanskrit College and the Calcutta Madrasah.

Education under Imperial Rule

In the year 1854, Charles Grant conducted research on the educational policy of the Company. While he advocated for education to be provided in the English language, he also proposed that education be provided in the original languages. He desired for the Company to establish a method of education that would include elementary school, secondary school, and university levels. In addition to that, he was interested in advancing the education of women. Despite the fact that it was an exhaustive assessment of the policy, the Company decided not to take any action as a result of the political shifts that occurred almost immediately after the policy was presented to the company.

Education under Direct British Rule

The year 1857 marked the beginning of the British Crown's direct authority over the Indian colonies. In the same year, the Government of India initiated the establishment of universities in

the cities of Calcutta, Madras, and Bombay. There was no actual learning that took place at these institutions; they only served as testing facilities. The pupils prepared for the tests either on their own with the assistance of a tutor or at private educational institutions that were connected with the organisation.

Before 1882, primary education was neglected in India. In that year, the Indian Education Commission conducted an investigation into the status of state-sponsored education in each of the provinces and made the recommendation to allocate an appropriate amount of public funds to support primary education. 1884 saw the official adoption of the Commission's final report. The Local Self-Government Acts that were introduced during this time period allowed for the administration of elementary education to be handed over to the local organisations that were established. Additionally, the government came up with grant-in-aid laws in order to stimulate private sector participation in the educational sector. Despite this, there was a proliferation of private colleges and secondary schools, the most of which were managed privately and charged tuition to their students.

An other significant event that took place during this time period was the establishment of the Indian Educational Service in the year 1896. This was a service that was provided to all of England, and the selection process consisted of competitive examinations that were held throughout England. In practise, however, in order for Indians to participate in the test, they were had to go all the way to England. The goal was to recruit talented individuals from England who were interested in working in India. As a direct result of this, the majority of positions in the Education service were filled by men of English descent. This arrangement lasted all the way up to 1919.

Even if on paper the Colonial administration seemed concerned about basic education, there was a fast expansion in the number of private schools and institutions. "The indigenous schools in the countryside fell into disrepair and were eventually abandoned,"

Development of Education during 1902 to 1921

In the year 1857, the British Crown took over responsibility for the administration of the Indian territories from the East India Company. At the same time, the centre of decision-making moved from London to Calcutta, where it remains today. This was the beginning of a period of rapid educational development in India. This education system was the one that supplanted the indigenous educational efforts that were successful up to the middle of the nineteenth century. Those efforts thrived for a long time. In the beginning, there was a significant increase in the number of schools opened by both public and private organisations on a wide scale. The number

of universities also increased throughout this time period. During this time span, five different universities were established. However, the government did not set aside any funding to support these new advances. Although they expanded in terms of quantity, the schools did not improve in terms of quality. A shift in the pattern of events may be traced back to the early years of the twentieth century. In the realm of education, developments began to take place during this time period when Lord Curzon was serving as Viceroy of India. During this time period, education was characterised by a number of specific characteristics, including the following:

- a) There was a steady link between the central government and the many province governments, so communication was not an issue, and as a consequence, significant financial resources were made available for educational institutions all over the globe.
- b) The government became more involved in the area of education and took on a more proactive role. The government increased its monitoring and oversight of private schools and continued to hold institutions at all educational levels up as examples.
- c) The policy was changed so that it would focus on improving the quality of education that was being taught at institutions that were officially recognised.
- d) During this time period, there was an explosion of educational opportunities not seen before. The image of the quantitative growth that occurred throughout this time period is shown in Table I.

Curzon initiated a push to increase the overall quality of the product. A survey of the outcomes of education revealed that the growth that took place in the era before this one occurred at the expense of quality. At the same time as efforts were undertaken to control the expansion of education, beginning about 1901–1902 efforts were made to enhance the quality of education in different ways across all levels of education. The establishment of the Indian University Commission brought about the transformation of Indian universities into educational establishments. The Indian Universities Act was enacted in 1904 with the purpose of requiring universities to become quality leaders in their respective fields by mandating the use of direct teaching and increasing the level of scrutiny placed on college affiliation. Each and every connected college was subject to examination on a regular basis. At the secondary level, it was mandatory for all schools, regardless of whether they received government funding or not, to gain recognition from both the department of education and the university to which they sent their students for the matriculation examination. This requirement applied to both aided and unaided schools. In the second place, there was an emphasis placed on the education of secondary school teachers, and new institutes for professional development were established.

Curzon placed an emphasis on growth at the primary level to go along with the development in quality. For this reason, the provincial governments need financial help in order to promote the growth of educational opportunities. The programme also placed an emphasis on the need of having a significant number of educational facilities dedicated to the education of primary school teachers. In the realm of education, the general direction that Curzon's administration took had a considerable impact. The information on the development of education from 1901-1902 to 1921-1922 is shown in the table that can be seen below.

Table 1: Progress of Education between 1901-1902 and 1921-22

'Types of Institution	No. of Institution (1901-02)	No. of Institution (1921-22)	No. of scholars (1901-02)	No. of scholars (1921-22)
Universities	5	10	NA	NA
Arts colleges	145	165	17,651	45,418
Professional colleges	46	64	5,358	13,662
Secondary Schools	5,493	7,530	6,22,768	11,06,803
Primary school	97,854	1,55,017	32,04,336	61,09,752
Special school	1,084	3,344	36,380	120,925
Unrecognized institutions	43,081	16,322	6,05,407	422,165
grand Total	1,47,708	1,82,452	45,21,900	78,18,725

As can be seen from the statistics shown above, there was an increase in the number of educational institutions that are recognised and funded by the government on a large scale. This occurred at all educational levels. The number of students enrolling in higher education institutions more than doubled, while the number of students enrolling in intermediate and elementary education institutions virtually doubled. The number of institutions that are not recognised by the government decreased. However, the growth of basic education was in no way enough to meet expectations. Literacy, which serves as an indicator of the success of primary education, showed a disappointing increase between the years 1901 and 1921. In 1921, the percentage of literates of both sexes and of all ages was 7.2%, and the increase in male literacy was only 1.4% over 1891, while the increase in female literacy was 1.3%. A further metric of

elementary education was the number of students enrolled in each age group. It was only around 18% of the population that was school-aged at the time.

On the other hand, concurrently throughout this time period there existed a pervasive undercurrent of growing nationalism. "This new trend was putting pressure on the government to provide greater responsibility and participation to the Indian people, and it required that education be responsive to the ambitions of the country. When the British started to think about education along their lines in India, the situation of education in England was far more limited in terms of its size and access than what it was in India at that time in the form of indigenous education. In India, the British began to think about education along their lines in India. The end of indigenous education was a step in the wrong direction for the indigenous people of India. During this time, the nation that is hosting the event made strides in the area of education. People who were born and raised in India were made familiar with democratic and progressive ideas. Gokhale and other national leaders lobbied for India-wide primary school attendance requirements to be made mandatory. In point of fact, a number of provincial governments have approved measures making schooling mandatory. However, the execution levels of these initiatives did not provide very significant progress. The only area in which there was progress was in the training of teachers, which occurred in schools run by the government and by local bodies.

Educational Developments under Diarchy - 1919 to 1937

The Government of India Act of 1919 brought about a New Constitution, which in turn brought about changes in the activities that the various province governments were responsible for. Certain departments of the provincial governments were deemed to be administered by the Governor with the assistance of some executive councillors, and the Governor was required to report directly to the Secretary of State for Indian affairs through the Government of India. Executive councillors assisted the Governor in the administration of certain departments of the provincial governments. Other departments were to be controlled by the Governor with the assistance of *iii iistei's* who were accountable to the Provincial Legislature, which was a body chosen by the people. In historical literature, this kind of government is referred to as a diarchy. The Legislative Branch was responsible for education's administration while the Diarchy was in place. Nevertheless, the Government of India was involved in the financial arrangements. The management of the moved departments and units in the legislative and the ministry suffered as a result of this, making matters worse. Therefore, on the one hand, indigenous people in India gained control over the educational system, but on the other hand, they were unable to advance

indigenous causes because of the restrictions placed on their financial resources. An further occurrence was the existence of a conflict of interest between the officials of the Indian Education Service and the elected representatives of the Indian Education Service. This disagreement was handled by making the provincial governments responsible for future appointments in the Department of Education, while at the same time continuing with the IES officials. In several of the provinces, the executive officers did not show any sympathy for the efforts that the elected ministers were making to reform. Despite the existence of such obstacles, significant advancements were made in the field of education.

Table 2 : Growth of Education between 1921-22 and 1936-37.

'Types of Institution	No. of Institution (1921-22)	No. of Institution (1936-37)	NO. of scholars (1921-22)	NO. of scholars (1936-37)
Universities	10	15	NA	9697
Arts colleges	165	271	45418	8f273
Professional colleges	64	75	13662	2(1645
Secondary Schools	7530	13056	1106803	2287872
Primary school	135017	1 92244	6109752	10224288
Special school	3344	5647	120925	259269
Unrecognized institutions	16322	16647	422165	501530
f3rand Total	182452	227953	7818723	13389574

There was a significant increase in the number of educational institutions as well as the total number of students as a direct result of the challenges that arose throughout the process of education administration after the new dissection of the diarchy. It has been hypothesised that this is because people have a strong belief in the importance of education and because parents are willing to make sacrifices in order to provide a good education for their offspring. Despite the fact that there was a positive reaction from the majority of the population to educational opportunities, the situation inside the school system was in no way adequate. The report of the Auxiliary Committee of the Indian Statutory Commission, which is more commonly known as the Hartog Committee, expressed the view that the expansion of primary education had not resulted in the commensurate increase in literacy because a large number of children enrolled in

class 1 dropped out of school before they reached class IV. This was stated in the report. The level of damage caused by this wastage was much worse for females. There has been an increase in the number of teachers working in secondary schools, in addition to an improvement in both their training and their position. However, the purpose of secondary education has been narrowed to that of preparing pupils for university study.

At the secondary level, one of the significant changes that took place during this time was the adoption of contemporary Indian languages as the primary language of instruction. However, there was a roadblock in this direction due to the fact that English was the only language of instruction at the university level, and secondary school was only an appendage of the university that served the purpose of preparing students for the Matriculation test.

Education under Provincial Autonomy 1936-37 to 1946-47

This decade marked the end of the era in which colonial control was in effect. The political structure underwent a shift as a result of the transformation. The Government of India Act of 1935 was the legislation that put an end to the practice of diarchy and granted autonomy to the several province governments in India. During this time period, both the structural obstacles and the challenges that were present in terms of funding education were removed. At first, there was a great deal of optimism over the prospect of educational progress being made possible by provincial autonomy. These anticipations, however, were shown to be groundless when, in the same year (1939), the elected provincial governments that were governed by the Indian National Congress withdrew from office, and in the same year (1939), the Second World War began.

During this time period, there was a significant increase in the number of institutions offering higher education. The rate at which secondary education was being expanded, on the other hand, slowed down. While explaining this phenomena, Nurullah and Baik make the observation that at this time, secondary education had become selective, and the criterion for selection had shifted from intellectual merit to economic viability. However, at this time there was a block placed on the growth of elementary education. There were 167,700 primary schools in India during 1943–1946, which is a significant decrease from the 192,244 schools that existed during 1936–1937. Additionally, the number of pupils in India saw a little rise from 0.22 million in 1936–1937 to 3.3 million during 1945–1946. In other words, the schools reached the point where they were overcrowded.

CONCLUSION

Over the course of time, the British government came to the conclusion that the Indian people need education in order to meet its administrative requirements. It took a large administrative

workforce to effectively reign over such a big nation as India. Again, having knowledge of English in addition to one's native language was required for higher-grade employees in the company's service department. On the other hand, the leaders of India asked that the British government assume responsibility for education in India and compel an increase in funding for the educational sector. They did this before the British government. As a direct consequence of this, the Indian government undertook a number of key initiatives for the purpose of advancing the educational system in India, such as the Wood's Despatch, the Hunter Commission, the University Act of 1904, and the Hartog committee, amongst others. Even while they made efforts to improve education in India, the imperialistic interests that drove them were never forgotten in the policymaking process. For instance, Macaulay had the goal of producing a class of people who were "Indian in blood and hues, but English in tastes, in ideas, in morals and in intellect" via the use of education. 12 As a result, the English tongue became a driving force behind Indian nationalism.

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