



GENERAL STUDIES

MODERN INDIAN HISTORY

For

**UPSC/KPSC-CIVIL SERVICES
EXAMINATIONS**

**GRASS ROOT ACADEMY
FOR CIVIL SERVICE EXAMS**

BY

GRACE IAS

#42, Prema Arcade, 1st Main Road, (Subbanna Garden Main Road), 3rd Stage, Vinayaka Layout, Vijayanagara, Bengaluru - 560040

Ph: 7899678279

Mail: info.graceias@gmail.com



©

GRACE IAS

1st Edition-2022

MRP: Rs. 395/-

Published by

**GRASS ROOT ACADEMY
FOR CIVIL SERVICE EXAMS**

GRACE IAS

#42, Prema Arcade, 1st Main Road, (Subbanna Garden Main Road), 3rd Stage, Vinayaka Layout, Vijayanagara, Bengaluru-560040

Ph: 7899678279

Mail: info.graceias@gmail.com

BRITISH EDUCATION POLICY AND GROWTH OF MODERN EDUCATION

- With the arrival of the British Raj in India the modern European education came to India.
 - *British Raj was reluctant to introduce mass education system as it was not their interest. Instead it aimed at lowering administrative costs by creating educated middle class who may fill clerical posts.*
 - Another concern was that *educated Indians would provide market for British goods.*
 - Further, *western education was to legitimize the British rule in India as it glorified British rule.*

Thus British wanted to use Western education to strengthen their political rule.

· EDUCATION DURING COMPANY RULE

- ✓ Early aim of the British was to *decipher the local society and traditions for better administration by learning more about the Indians.* A madrasa was set up in Calcutta in 1781 – **Calcutta Madrasa** stated by **Warren Hastings** – to promote the study of Arabic, Persian and Islamic law.
- ✓ Benaras Sanskrit College at **Varanasi/Benaras** was started by **Jonathan Duncan** in 1791 to understand Hindu customs and culture.
- ✓ With great energy and passion, **Macaulay** emphasized the need to teach the English language. He felt that knowledge of English would allow Indians to read some of the finest literature the world had produced.
- ✓ Following **Macaulay's minute**, the **English Education Act of 1835** was introduced. The decision was to make English the medium of instruction for higher education, and to stop the promotion of Oriental institutions like the Calcutta Madrasa and Benaras Sanskrit College.
- ✓ These institutions were seen as "**temples of darkness that were falling of themselves into decay**". English textbooks now began to be produced for schools.
- ✓ **In second phase**, due to the strong pressure exerted on the Company by the Christian missionaries and many humanitarians, including some Indians, to encourage and promote modern education in India, The **Charter Act of 1813** required the Co. to spend **rupees 1 lakh annually** for encouraging learned Indians and promoting the knowledge of modern sciences in India.



- ✓ Raja Ram Mohun Roy also helped David Hare establish **Hindu College** in Calcutta and he himself established **Vedanta College**.
- ✓ The Govt, policy of opening a few English schools and colleges instead of a large number of elementary schools led to the neglect of education of masses and only a few elite got the privilege of education and this policy is termed as '**Downward Filtering**' i.e. education and modern ideas were supposed to filter downward from the upper classes.

First major development in the field of education was made with the establishment of **Wood's Despatch**(1854) by the then Secretary of State Woods.

- ✓ It recommended promotion of both **Western educations at the same time of promotion of Vernacular education at primary level for education of masses**. It is often termed as **Magna Carta of India education**. It asked government to take responsibility of education of masses, however government did a little to spread it.

· **Key recommendations and their impact –**

1. According the recommendations, it was declared that the aim of Government's policy was the *promotion of the western education*. In his despatch he emphasised on the *education of art, science, philosophy* and literature of Europe.
2. Outlining the educational policy that was to be followed in India, it emphasized once again the practical benefits of a system of European learning, as opposed to Oriental knowledge.
3. One of the practical uses the Despatch pointed to was economic. European learning, it said, would enable Indians to recognise the advantages that flow from the expansion of trade and commerce, and make them see the importance of developing the resources of the country. Introducing them to European ways of life, would change their tastes and desires, and create a demand for British goods, for Indians would begin to appreciate and buy things that were produced in Europe.
4. Wood's Despatch also argued that European learning would improve the moral character of Indians. It would make them truthful and honest, and thus supply the Company with civil servants who could be trusted and depended upon. The literature of the East was not only full of grave errors, it could also not instill in people a sense of duty and a commitment to work, nor could it develop the skills required for administration.

5. It recommended setting up of universities at Madras, Calcutta and Bombay. As a result of this dispatch, universities were established at Calcutta (Jan 1857) Bombay (Jul 1857) and Madras (Sep 1857).
 6. However, the significance of the vernacular language was also emphasised as Woods believed that *through the mediums of vernacular language, European knowledge could reach to the masses*. Wood's Despatch also proposed the setting up of several vernacular primary schools in the villages at the lowest stage.
- ✓ Almost all the proposals of the Wood's despatch were implemented. The new scheme of education proposed by the Wood's Despatch was merely an imitation of the English models.
 - ✓ The Western system of education gradually replaced the indigenous methods of education and learning and private efforts of Indians emerged only gradually. Hence, mass education aspect was ignored by this dispatch and it is criticized for only pandering to colonial needs.

