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## Rise and growth of Western Scientific Education in Colonial India: Social and Cultural perspective

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### Abstract

In the present paper I want to discuss the rise and growth of the modern western education system and their impact upon the society of colonial Punjab. This paper traces the story of the rise and growth of modern education in Punjab under British Rule. How modernization and radical change came with the Macally Minutes and other education Institutions played an important role for the legitimacy of British Raj in India and how created a group who remained loyal to the British policies and programmes which were responsible for the establishment of robust knowledge building in India. This paper provided a development of modern education from Charter Act 1813 to the independence of India.

**Keywords:** Western education, Macaluy Minute, Wood dispatch, filtration Theory, utilitarianism.

### Introduction

**The aim** of the paper is to give an overview of Modern education in 19th and 20th century India and to understand the subject matter and structure of Modern education. South Asia was the main Centre of Attention for Britisher and other western intellectual in Medieval and modern times. In the present paper I examine the role of western education in the social, economic, cultural and political sphere. Although Britisher did not established not only the modern education institutions but also they established civil administration, Military centres, Public health centers Sanitation and waterworks, Judiciary in Indian subcontinent. Actually the subject of modern education in our era has become a focus of thought and study. There is a concern for and discussion for Britisher role for the progress of Modern education in India. I want to establish a critical understanding about the Western education system and the social reality from the Indian perspective. The efforts of Britishers established the moral or legal base for the British in Indian subcontinent. It is very important indications that with the charter Act of 1813 And the Macalley Minute of 1835 the Modern western education started in India. Actually the progress and roots of any country depends upon the establishment of robust knowledge institutional. In the British Raj Macalley Minute became the turning point when by the western route of knowledge tradition ,A middle class of intellectual emerge, This intellectual class was very aware and Conscious about the need of Country and played an important role as a political and social awakening of India. In this paper I examine a chronological Survey from Charter act of 1813 to Radhakrishan Commission of 1948.

### Initialization of western education

**British were very aware:** about the relevance of the Modern education in India but they understood that the history of education in India was very traditional and not up to mark.

At the time of the British conquests, there were a few distinct categories of indigenous institution. At the lowest level, but scattered all over the country in the numerous villages, there were the village Pathshalas or primary schools to impart elementary education. Not that all villages possessed Pathshalas, but most of the big or thriving villages had their schools, and generally speaking the number of schools was quite adequate. But the condition of them, except in rare cases, was miserable. God didn't concern themselves with education <sup>[1]</sup> It indicates a clear-cut picture of the initial conditions of rise of Modern education in India. Britisher were reluctant in the starting and not interested to take any big decision. Although it was the beginning of western school and college in India. In 1800 AD Fort William

<sup>1</sup> PN Chopra, BN puri and MN Das, A social, cultural and economic history of India, volume three, p223

College was established with the effort of Governor General Lord Wellesley for the training of the English young men who want to serve in India. And after that Charter act of 1813 passed. And this act did not instructed any big provision but make a small concen that One Lakh rupees allocated for progress of the education in India . But it was beginning of the vision and it provided a big opportunity to English with the conversation to the Indian traditional knowledge. After that The Indian intellectual interested and interacting with the British.

At Calcutta, considerable interest was taken by prominent Englishmen and Indian to establish schools for English education. Raja Ram Mohan Roy, with David Hayer, launched a Campaign for this cause, And Sir Edward Hyde East, the then chief Justice of the Supreme Court, supported the move. Their activities finally culminated in the foundation not on a school but of the Hindu college of Calcutta in 1817 <sup>[2]</sup>.

After that General committee of public instruction was established. This was ten members committee. After that a historical moment came in the British academic history when lord Macaulay introduced the Macululay Minutes on February 2, 1835 in front of the executive council. Lord Macululay was a great intellectual and discipline of Gerny Bentham 'the propunder of Utilitarianism. And inspired by full of superiority complex and believed that I wanted to create and generate a class ,who were Indian in blood and colour, but English in opinion, habits and etiquette. As Lord Macululay replied -In answering his own question, he rejected the case of vernacular languages as a vehile for intellectual improvement. There remained, therefore either the English language or the classical languages of India - Sanskrit and Arabic. And so Macaulay raise the final question: which language is best worth knowing? ,to Arabic. But I have done what I could to form a correct estimate of their value.... I am quite ready to take the oriental learning at the valuation of the orientalist themselves. I have never found one among them who could deny that a single shelf of a good European library was worth the who literature of India and Arabia <sup>[3]</sup>.

Macaulay was some biased about the Indian culture and ethics and practice of Knowledge paradigm but we could not ignore his contribution and his respect for the development scientific generation was very dynamic. So the main agenda of Macalley Minute was to create a class of interpreters and he wanted to succeed his infiltration theory.

In 1854, Charles wood, who was the director of Board of control, introduced the Wood dispatch, it was a great plan for future education of India. And it was also considered as a 'Magna Carta 'of Indian education. And effects of This Wood dispatch was very versatile and efficient because our education system become western and a lot of academic institutions established due to Wood dispatch. In 1882

Hunter Commission was appointed for the review from the Wood dispatch to Hunter commission, it was a good effort took by British, and this commission reported that Primary education must be in priorities and focus upon women education also. And after all the progress in education sector was ongoing...

**Table 1** <sup>[4]</sup>

	1881-82	1901-02	
1	<b>Number of middle schools</b>	<b>3916</b>	<b>5124</b>
2	Number of students in middle schools	214,077	590,129
3	Number of Vocational and Arts Colleges	72	191
4	Number of students in colleges	-----	23,009

So the progress of Modern education was a gradual process from Ancient to colonial India and in this process on 1904 'The Universities Act 'was passed for the evaluation of the progress of higher education in India. In 1906 Baroda princely state started the compulsory primary education in his state, it was a very progressive step. After that a commission was appointed in the leadership of Sir Thomas Raleigh. There was many provisions of The Universities Act Like. The University should appointed professors and lectures for teaching and research. The Number of fellows must not less to Fifty and higher to one hundred. The control over universities increased. The governor General had right to the limitations of Territory of Universities <sup>[5]</sup>.

In 1917-19 Sadler Commission was appointed for created the new possibility of higher education specially for Calcutta University. And gave clear idea about the school education and college education. The president of this commission was Dr. M.E. Sadler and the other Indian members also included in this commission which were Dr. Jiyauddin Ahamad and As it is Ashutosh mukhrjee .By Montengu Chemford reform the subject went under the elected minister of state. In 1929 Hartog Committee was established under the leadership of Sir Phillip Hartog. The committee recommendations for the policy of improvement and consolidation. After that Sargent plan of education was prepared in 1944. This plan recommended about the establishment of elementary schools, high school and Junior and senior basic schools. And on 15 August 1947 India became independent and divided in to Two nation basis upon the religion. The Nehru Government appointed Radha krishan Commission under the leadership of Dr Radhakrishan and it submitted a broad report for the overall progressive policies of Education of India. And after that on the basis upon the report of Radhakrishan Commission University Grant Commission was established for the evaluation of higher education in India.

**Table 2** <sup>[6]</sup>

	1921-22	1936-37
Universities	10	15
Arts colleges	165	271
Professional colleges	64	75
Secondary Schools	7530	13,056
Primary Schools	155,017	192,244
Special Schools	3344	5647

Actually table indiacate a comparison between 1921-22 and 1936-37,

### Review of Literature

A number of Books have been written about British administration regarding the overall Administraton of Colonial India but few of them give us information about

<sup>2</sup> PN Chopra, BN puri, MN Das, A social, culturaland economic History of India, volume three p230

<sup>3</sup> PN Chopra, BN puri and MN Das, social, cultural and economic history of India, Volume three

<sup>4</sup> .BL. Grover, Alka Mehta, Yashpal, History of Modern India, S. Chand and company Pvt limited, New Delhi.

5 B. L Grover, Alka Mehata, Yashpal, History of Modern India

6 PN Chopra, BN Puri, MN Das Das, AC Das, A Comprehensive History of Modern India, Sterling Publishers Pvt T. LTD. New Delhi

the modern education system, information, data and knowledge about western scientific education.

The concern literature has been categorised in to Two parts-

- The books of first category related to the overall Administration and policies and programmes of British period.
- The second category includes the books on political and economic administration administration of India.

### First Category

The first category covered this books About the administration, policies and program of British India and some books are related to the changing policy after the suppression of 1857 Revolt and after the montague chelmsford Reform of 1919 1935 and till the partition of India.

- S. Gopal's book ' British policy in India's has focused on policies, procedure and program of British during 1857 after the Suppression of 1857 Revolt British government took direct accountability of administration. The author Emphasis upon administration which was very organised and Central in nature British was political very conscious and book elaborate the first phase of Administration from coming to Canning to Lord Curzen was a great interest in imperial policies and believe in the policy of expansion the author has made a systematic study of administrative of concerned period but he ignored the British policy and program related to the modern Western education program. So the book required a lot of interpretation and explanation because education indicates the progress of any society must be mandatory.

- The second book written by Imran Ali (1988) <sup>[4]</sup> The Punjab under imperialism' the time period of this research work is 1858 to 1947. In his book the author evaluate the policies and program, tool and techniques of British imperialism. Author proves that Punjab was very versatile and strategic geographical location South Asia for Britishers. This book provides a lot of things about the all-round administration of India accountable for the establishment of imperialism explain the lot of things regarding the efficient British administrator but this book ignored the education policy of India basically the modern education policy which was propounded by lord Macaulay and which was propounded by Charles wood ,Sergent plan and Sedler Commission, all things are totally ignored in this books so this books required a lot of new interpretation and new explanation in the work.

Third book' Bureaucracy in India and historical analysis, written by B.B.

Misra told about the development of bureaucratic patterns till 1947 is a classical work of the continuity and development of Bureaucracy in India .The author described In The Max Weber and concept of legitimacy in his Book. The author discuss the uniformity and codification of law established by British administration. Mishra defines the all round development of first world war second world war and during partition but in this book the modern education policy their progress the pattern and the systematic

progressive system and the role of Christian missionaries role of orientalist has been totally ignored so the book required lot of interpretation lot of new explanation.

- IN the next book David C potter 'Indian political administration from ICS to IAS ('1996) is a good research work about the political administration before and after independence. The author describes administrative continuity and explain the consequences of continuity is both the establishment of this book focuses upon the man who ruled India and make a moral basis to in India. The study also make a great contribution about the political aspect of the elite administration but this book neglect those missionary and administrator who started on life for the betterment of good modern education and western education practices their program their procedure the establishment of a school middle school secondary schools etc required a lot of new interpretation and new explanation.
- P.N .Chopra, B.N. Puri and M.N. das's book 'Comprehensive history of modern India 'basically is gives a lot of information about the old political social and cultural history and provide a lot of information about the establishment of robust British Raj in India but it ignored the chapter Rise and growth of modern education in colonial India .there is no individual chapter for the development of modern education system in India. There is great lacuna of the book.

### Second category

Second category includes the policies and programmes of economic and political Administraton of colonial India basically from 1858 to 1947.

- In his book 'The Men who ruled India ' Phillip Mason described the political administration of British empire, the role of Crown, By parliament and Court of directors .And how they fought, won, governed, trained and control over a great empire. Basically the book is a great account of the men who ruled over India They may be worked as a soldiers and civilians. Really a good survey but this book does not provide enough Survery about the modern scientific education policy of British for Indian perspective. So the book ignored the Macaulay mindset who was accountable for the establishment of robust moral base in India. So the book needs more explanation.
- In his book Freedom struggle of India by Bipan chandra, The esteemed authors explain the story of our freedom struggle in a detail way, the all political and economic development covered in effective and efficient way. Mahatama Gandhi role as a mass leader also discussed by authors and different strategies have been discussed but the thurst area like the modern scientific westernization of education did not covered in a detail way. So the book require a new interpretation.
- In his book 'The Transition From Feudalism to Capitalism 'introduction by Rodney Hilton described in a very effective way that how feudalism was declining and due to industrization of Europe the capitalism was occurred. The research work of this book is very classical but the discourse is about how feudalism declined and Capitalism started and scope for socialism covered and there was not discourse for the British



education policy which was responsible for the Rise and growth of Mercantilism pattern in India. So the book required a simple interpretations about the British education policy.

- In his book 'The establishment of British Rule'(1757-1813 ) Amarillo Farooqui

### Gap and New Findings

A lot of works have been written about British policies program regarding the general administration of India and modern education system .The modern education policy has been ignored by many scholar. There are a number of general work upon British administration. There are a lot of information about the structural aspect of British administration of British India. There are a lot of information about the British administration like Judiciary executive and legislature but structure of British education structure.

British Education system has been ignored a few writings upon the education policy of modern India. My research area belongs to the educational reform Governor General and lord Macaulay 's policies and Role of Wood dispatch and Sedler Commission etc.

### Justification of Topic

After discussing the research gap it is clear that the previous work have not focused on the education patterns of British India in a Holistic approach. The research on policy regarding education of India remained untouched and explored in India. My work will be about implementation and interpretation of These areas in a new style and very so that we can explore Educational policy of British service in a new style .

### Research questions

1. what type of policies program adopted by British administration for the Rise and growth of some system in India.
2. How the Britishers establish validation and legitimacy to British administration in India of.
3. what type of patterns of education by British in India?
4. what was response to the Anglo Oriental debate?
5. what is the relationship between education and the establishment education policy and the establishment of British rule in India.
6. what is the social cultural demographic impact of the British Education Policy

### Objective of the proposed study

1. To explore the education system in India in holistic way.
2. To identify the efforts of British administration regarding the educational policies?
3. Different programs in India to survey about the different school colleges and Institutions established by the Britishers.
4. the impact of the educational policy society and economy and political structure of India.

### Hypothesis

The policies and program taken by British government played an important role for the establishment of the moral base and legitimacy British in India.

### Research methodology

I used primarily as well as secondary source related to education and different policies and programme of modern Western education .The primary data gathered from the personal interview ,Questionaries and observation about the education system in India. I used British recorded gazetteer of India, district Gazetteers will be consulted. National Archives and Punjab l state Archives Patiala also visited for collecting a lot of data information and knowledge and basically a lot of information also taken by secondary sources also.

### Time and Area of Research proposal

Title of present research work deal with the 19th and 20th century of India.

My study cover the overall British policies program this includes practice patterns and different program regarding the modern Western scientific education.

### Conclusion

In conclusion we can say that British established a great pillar of modern education institutions and upon on those in stitutionals ethics Indian can become a modern nationalism and today we are preparing ourselves for the permanent members of the UN Security Council.

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