

“Educational Development of India from the British to Contemporary Era - A Nationalist Perspective”

Dr. Sai

**Faculty,
Department of Political Science
Bengaluru City University
Bengaluru.**

Abstract: -

This paper is emphasizing on the nature of the view on the **“Educational Development of India from the British to Contemporary Era - A Nationalist Perspective”**. During the regime of the British Era the situation of India had changed from the varied dimension which had transition shift from the traditional approach towards the westernized dimension of Education in India through the means of various forms of changes brought by the British. Talking about the concept of the education which has the barefoot effect in still in present context of 21st Century also. The means of education in the term of the colonial period was to impart knowledge for the profiting the British community in matters of administration law and order to enhance the supremacy of the erstwhile colonial view in India for the long run survival in India. Various Educated Indians and philanthropist have made an effort to develop the education system on the matters of the base of westernized or traditional setup with up bringing in the matter of the national consciousness with the youths in the nationwide.

Key words: -

Nationalism, Woods despatch , Philanthropists, Magna Carta of English education in India , Rational consciousness , British system , Freedom struggle , Post independence , Swami Vivekananda, Brahmo Samaj ,Arya Samaj ,Gandhinan era, Indian National Congress ,Theosophical Society.

Introduction: -

The British ruled India for more than 200 years. They exploited India politically, economically and socially. The British rule had a great impact on both economy and education with rigorous impact towards the development of the nation during the colonial period. Prior to the advent of Europeans to India the education in India which was imparted in pathashalas, ashramas and madararas respectively by the means of the religious perception. But the British did not show up interest towards the education at the very first stage but later on with various factors British led emphasis on the means of the education with various

dimensions through the means of the **charter Act of 1813** which had given the assistance of annual expenditure of Rs. 1,00,000 for the development of education. Later on the issue aroused between the orientalist and Anglicists which had continued till 1835 where the intermediate verdict was led by the Macaulay under the appointment by then governor General Lord William Bentinck. This verdict gave emphasis on the English education as the Supreme and degraded the other vernacular language as means to dominate the administrative language as the base for the domination in India. This verdict gave the idea of making a person Indian with intellectual as English or westernized person. Later during the **1854 British** government came out with the important step in the development of the education in India with the **Woods Despatch** which was prepared by the Charles wood where it changed all the setup of education with the conception of modernization and westernization. All the recommendations of this committee were approved and later on this had influenced the education system till 2020. This despatch is also regarded as the **Magna Carta of English education in India**.

These reasons have led to the main domain with the domination and exploitation of British with varied dimensions in the conceptual clarity of India with the humanistic and rational perception. But the Educated Indians got the ultimate ideas of the British towards the education. So, the educated Indians came out with the dimensions of the various setting up the institutions in various parts of the nation in the domain of the social uplifting and the eradication of various social evils in the society and the bring up the national consciousness among the people of India. The follow are the major causes for the Indian nationalist coming forefront in the development of education with the ideals of modernization and intellectualism of idea of India from the past in memorial of the schools of philosophy in ancient India.

Objective of Study:-

The following are the objectives for the set research work on “*Educational Development of India from the British to Contemporary Era - A Nationalist Perspective*”, respectively. They are as follows.

- To understand the colonial aspect of education with the conception of idea of India.
- To analyse the wide development and factors of the education system in India.

- To encompass the nature of education with the present-day situation as per special preference to certain institutions.
- To draw the historic lines in the matters of the education with freedom struggle.

Methodology:-

Research methodology is a systematic way to solve the Research problem the methodology adopted for this is both qualitative and quantitative. The reference documents are taken from historical and analytical perspectives. Data are derived from secondary sources. This paper is based on the secondary sources of data available to conceptual domain of the topic . The data have been collected by the books, journals and internet.

1. Agents of Modern education in India:-

The education system in India was mainly concentrated by the means of the east India company and Christian missionaries. These agents' pavement towards the spread of Christianity and conversion of Christianity was the pave during this period. So, the intellectuals brought with consciousness towards the upbringing of the Indian culture and traditions to survive for the period of long run survival

2. Implicit means of British system:-

The system during the period of British had only impact I making the domination in context of Indians and uplifting the divide and rule policy in all the aspect of the administration. The budget allocated by the British in charter Act of 1813 this wasn't used by them for the development of education in India. Even the idea of the education was not filled as per the means of the demands but it was used in means of the conceptual towards the administration and law and order concept.

3. Rise in national consciousness: -

The nature of the nationalist view in the nation brought up with the national consciousness for the freedom struggle with domination from the British and it brought a set of the Batur of tge development of the nation building and national interest towards the people of all the spheres in matters of the national freedom struggle by the means of imparting the knowledge in the matters of freeing the nation. So this brought with certain segments during the period from the 17th to 20th century with the varied dimensions.

4. Nationalist view of Education during modern India:-

The Nationalist view India developed as a concept with regime of the Indian struggle towards the freedom from the colonial period. The Nationalist view has been seen in the matters of the diverse ethnic, linguistic and religious backgrounds with the various dimensions of the development of education system. The main aim of the nationalist was to impart the national consciousness with the various other factors of the development in the order of the domination of the British to end. To the surcoats this order the Nationalist gave up the means of the education as a tool to exchange and build the nature of the India to impart the security and nation building to end the rule of hegemonic colonialism. The phase of Nationalist can be seen through the means of the various phases from the 18th century to 20th century. The following are the phase of education system which was brought out by the Nationalist with various ideals matters.

Ideals or perceptions of the nationalist school of thought on education:-

- **Liberal view**
- **Marxist view**
- **Sub-altern view**
- **Feminist view**
- **Colonial view**

Phases of the nationalist views on education:-

- Phase during 18th century
- Phase after the establishment of INC
- Phase during the Gandhian Era
- Phase after 1947 to till Date
- **Phase during the 18th century:-**

During the 18th century has seen the revival in the domain of the changes in concept of social orders which had implicated towards the means of education by the means of the western humanitarian, rational and scientific approach which had influenced the educated people of India which had the reexamine the concept of the social structure and the customs of India. During this phase the main personalities had seen the varied personalities like they are as follows

- ***Raja Ram Mohan Roy:-***

He is regarded as the *Father of Indian Renaissance* and *Morning star of Indian Renaissance*. The main of him was to *Reform society in religion* where he had to face the challenges from the various factions of the society. Later on he established *Brahmo Samaj* in 1828, Calcutta. By the means of this organization he came up with abolition of the various social evils of the society. Even he gave emphasis on the emancipation of women's in all aspects with the education as the central theme.

He established the *English school* at Calcutta and later on he established *Vedanta College* where the principles and the ideals of the modern education and Indian knowledge was taught with the domain of rational thinking.

- ***Swami Dayananda Saraswathi:-***

He established *Arya samaj in 1875* at Bombay. He also emphasized the need for the women's education where even led the supporting of the emancipation of the women's in all sphere. He also worked for the removal of the caste system, inter caste marriage and interlining were encouraged. The ideals of him was influenced by the major great personalities like they are as follows

- Lala lajpat rai
- Mahatma Hansraj
- Gurudatta Vidyarthi
- Swami Shraddhandha

- ***Swami Vivekananda:-***

He is also regarded as the *Patriotic Saint of India*. He was the disciple of Ramakrishna paramahansa where he took cause to spread the message of his guru. He established the *vedanta Samaj in USA & EUROPEAN Nations*. For the reason of the spread of Hinduism in a over the globe. He established the *Ramakrishna Mission* where he worked for the uplifting the society with imparting the knowledge. He gave up importance for the importance of education, emancipation of women's and eradication of poverty and discrimination in India.

- ***Theosophical Society:-***

It was founded by ***Madam Blavatsky & Colonel Alcott*** at ***New York in 1875***. A branch even it was established in Adyar near Madras in 1886. Even Annie Bessant was associated with this organization. Here they led in the emancipation and the revival of the Hinduism and Cultural domination of Hinduism in the world. Even this organization led in establishment of the ***Central Hindu College*** in ***Banaras***. Which in later stages it was accorded with the status of the ***Banaras Hindu University***. Even they established National University in Adyar.

- ***Aligarh Movement:-***

This was started by ***Sir Sayyid Ahmad Khan*** who was an aspiration of the western culture and modernization of the Indian people through education. So he started the ***Mohammdean Anglo-Oriental School*** at ***Aligarh*** later on this was developed as the ***Aligarh Muslim University***. He even started to organize the conferences for the emancipation of English education in India such as the ***Mohammadan Educational Conference etc..***

There were many other important personalities who was associated with this phase is like Ishwar Chandra Vidyasagar, Savitra Bai Phule , Jyotiba Phule, Syed Hayatullah and many more personalities who has worked for the emancipation of society with the educational reforms with eradication of the social evils in the society .

■ **Phase after the Establishment of Indian National Congress [INC]:-**

Prior to the establishment of the Indian national congress there were other organizations which weren't strong enough to reach the masses. But later in the year ***1885*** , The ***Indian National Congress*** established with a motto promote the national unity with eradication of social evils and educating the Indian masses. The factors led for the rise in the strong organization had its own causes to overcome the dominant colonial powers to return to their home Lands such as

- **British imperialism**
- **Commercialization of agriculture**
- **Rural indebtedness**
- **Drain wealth**

- **Spread of education**
- **Role of patriotic literature**
- **Growth of railways**
- **Renaissance**
- **International influences**

The phase after the establishment of INC had the factions into it due to varied dimensions of the ideology as per the personality charisma and the personal interests towards the domain of the nation. This phase saw *two* stages towards the development of the nationalist view that is

- *1st Stage The period of moderates*
- *2nd Stage The period of Extremists*
- *The period of moderates [1885-1905]:-*

This period the famous personalities who was associated with the INC they were Dadbhai Naoraoji, Pherozshah Metha, Badruddin Tyabji, Gopal Krishana Gokhlae. This period has seen the staunch loyalty towards the British because they believed in the matters of British as an means of the development of India. They expressed the intended pressurize by the means of petitions, prayers and memorandum etc. By this means the British developed stern attitude towards them so they call them with the names as the *Factory of sedition, seditious Brahmins and disloyal babus*. This Stage didn't had the drastic change in the society in the matters of even education. Some of the educational institutions which developed during this period of time they are as follows,

- *University of Bombay*
- *University of Calcutta*
- *University of Madras*
- *University of Punjab*

- *University of Allahabad*
- *The period of Extremists [1905- 1920):-*

This period between 1905 and 1920 is known as the period of the Extremists. They were also regarded as the *radical and militant* in their approach in contrast with moderates. This period leaders they considered as the British as foreign invaders. They wanted British to drive out with any means as possible. The important leaders of this period as the Tilak, Bipin Chandra and Lala Lajpat Rai. This faction emerged due to failure of moderates, administrative failure of British, reactionary measures, international influences.

During this period the British brought up with the *Indian Universities Act 1904* respectively which came up with Universities like

- *University of Mysore*
- *University of Patna*
- *University of Lucknow*
- *Osmania University*
- *Rangoon University*
- *University of Delhi*
- *University of Kerala*
- *Indian Institute of science*

During this period the education had got the varied dimensions in development by the means of rational thinking in the matters of the societal measures. At this period there was huge problems because of the existence of the revolutionary activities and the existence of secret organizations.

■ Phase during Gandhian Era:-

This phase is also regarded as the third stage in Indian nationalism. This phase was led by Mahatma Gandhi. Here this phase has seen the varied dimensions of the nationalism by the means of the Satyagraha with ideals of truth and non-violence. This phase can be seen

during the period from **1920 to 1947**. In this phase various leaders come under the domain contact with the Gandhi and led the movement which has seen the various matters of the development in the societal change. I'm this phase there were huge numbers of educational institutions like **Gujrath vidyapith, Bihar Vidyapith, Kashi Vidyapith , Bengal National University, Tilak Maharastra Vidyapith, Quami Vidyapith , Andhra Vidyapith** . During the call of Gandhi on the various occasion during the movements these organizations have seen the prominence in providing the support to the call of Gandhi from 1920 to 1947 respectively.

These all things which the scholars have regarded as the **“National Education Movement.”**

The following are the causes of the failure of the emancipation of education system effectively they are as follows.

- ***Politically based institutions:-***

Most of the institutions in India have seen the developing the nationalist consequences towards the freedom struggle. These institutions didn't led to emphasize on the matters of education but they have led to the matters of the nature of the developments in the Indian context.

- ***Financial aspects:-***

Even we say that how the allocated budget was not used by British but even the Indians didn't had much of the fund to develop the infrastructure based institutions with modernized amenities towards it.

- ***Policy of Supression:-***

British always tried to control the nation by the means of the dominant nature of divide and rule policy which had prolonged by the measure or tactics of suppression in the ideas of Indians by the means of the spy system and controlling the development and establishment of the institutions.

These causes had paved the way in failure of the major development of the Indian context which still we people face the major hindrance in the collective force in the educational development .

■ Phase after the independence to till date:-

Soon after Indian independence the education had got the importance because this was the major prominence in the matters of the India getting to signify with international aspects. So the various governments came up the barrows plan of actions towards the development of education sectors with the signifying the primary , secondary and higher education which has seen the various aspects of the technical, vocational and training based education in India . Like the institutions which came up to enhance in the educational aspects like they are

- *University Grant's commission*
- *Central board of secondary education*
- *National assessment and accreditation council*
- *All India council of technical education*
- *National council for teachers education*
- *Medical council of India Etc*

By the end of **1950** Indian government came up with ***Five year plan with planning commission.*** Which had gave the plans of action with maim goals such as

- To eradicate illiteracy
- To upgrade educational systems with modernization
- To achieve goal with universal elementary education
- To provide with a basic amenities

The system of education had changed the whole domain of the Indian structure by the end of the 1990 , India saw the development in the matters of the privatizing of the education with means of ***Liberalization, privatization and globalization.*** This paved the aspects in the changes of education.

The present problems which is faced by the educational setup in India are as follows.

- *Expensive higher education*
- *The problem of brain drain*

- *Wastage of orientation*
- *Mass illiteracy*
- *Neglect to Indian languages*
- *Lack of funds*
- *Problems in primary education*

Conclusion:-

We have seen the nature of the development of education system from the 18th century to till Date with the emphasis on the development of the societal changes with the dimensions of the eradication of social evils. But this paved the way in other aspects in matters of the complex I'm nature towards the development of the one community with political domain and the means of eradicating the ethics, values and integrity towards the domain after the reforms in 1991 which had paved towards the global order entering into India with profit maximization and other means of capitalism into India. Though there was a gradual development of the education in 18th 19th and 20th century respectively but later on this started to decrease due to demand of the actions of the leadership which we have seen from the period of erstwhile after the independence of the nation. Even the impact of the nation has seen the notion towards the emancipation of the various other people which had brought them into one-fold of the means in the main steams as the upper class used to enjoy. This has seen the positive impact in the period of freedom struggle but later ok this came to gradual decrease in it.

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