



## A study of Growth of modern education during colonial period

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### Abstract:

Educating a country's population is crucial to that country's progress. After the British occupied Manipur in the late 19th century, colonial education (especially western education) made its way there. Because to colonialism, the educational system underwent profound modifications. This dissertation aims to provide light on the evolution of educational institutions and the profound changes that occurred as a result of education throughout the colonial era. The British, who first arrived as merchants but eventually assumed political power in India, had a profound impact on the country's history and culture. Despite India's status as one of the British Empire's most extensive possessions, the country ranked at the bottom in the world in terms of government initiatives and investments in human capital. Until the early nineteenth century, the East India Company showed a general lack of interest in the establishment of schools in India, despite the country's dire educational needs. They first prioritized funding for institutions of classical education and western scientific research. It was also considered important by the British administration that the corporation do its part in advancing the English language in India. This was done with the hope that a new generation of well-educated Indians would emerge to meet the needs of bureaucratic institutions. Macaulay's (1835) educational theory was used as a tool of colonization. Fundamentally, it destroyed Indians' confidence in their own heritage and altered their worldview to one that is at odds with their own culture and way of life.

**Key words:** administration; colonial; education; history; development

### Introduction

In its widest definition, education is everything that shapes a person's cognitive capacities, personal traits, or skill sets. Technically speaking, it is the means by which a culture consciously shares its collected wisdom with future generations. To the next generation. It may be seen from several angles, including philosophical, social, and psychological. Famous authors, educators, historians, and academics watched their reactions to the changing educational landscape. Education, according to Whitehead, has just one goal: the fuller life that it fosters. felt that children came to school to accomplish things and live in a community where they would be given actual, directed experiences that would help them develop into productive members of society, and that education was unnecessary in length and restriction. To effectively prepare students for adult life as an independent citizen, adjustments in social ethos and structures are necessary that go beyond the classroom. Above the level of textbooks, which were sporadic, of varying quality, and mainly focused on the western education that arose with the extension of British control in the colonies, historians have written about the development of Indian education in the nineteenth and early twentieth centuries. The spread of western or colonial education has been called problematic, with several groups offering vastly different explanations for its origins and subsequent evolution. A critical study of the history on the topic is necessary, since the British imperial education policy was hotly debated throughout the colonial period and still is among many modern historians. 2 Ruth Jonathan went on to discuss how economic, social, and political conditions, as well as the results and trends of educational theory, have affected the field of education. However, there are some questions that, by their very nature, can never be settled and keep coming up with different emphasis as society constantly reevaluates the basics of what makes a good life for individuals



and what social arrangements and institutions may most justly promote the well-being of the community in the here and now and into the future.

The East India Company, then the British Crown, instituted a new system of education in British India in the nineteenth century.

1 During this time, the East India Company had a hands-off approach to Indian society and culture. The reason for this was that they did not consider it their responsibility to educate the general population of India. This is why they used the same educational framework used for generations in India. Pathshalas (little elementary schools) were still actively educating children in both rural and urban areas as late as the first decade of the nineteenth century. In this system, Sanskrit's prominence remained unchanged. Madrassas were religious schools frequented by Muslims. Only those from the ruling classes may pursue higher education. It's worth noting that Christian missionaries, motivated by a desire to propagate Christianity via education, had previously founded a number of schools affiliated with their religions. Odisha has a long tradition of excellence in the fields of learning and discovery. Puspagiri, a once-great historical university, was recently uncovered in Odisha. Ancient Greeks, Persians, and Chinese students came here to study philosophy, astronomy, mathematics, and science. Puspagiri, like Takshashila and Nalanda, was one of the world's first tertiary institutions of higher education. Chinese explorer Huien Tsang, who visited India in the 7th century, noted all three institutions; nonetheless, the location of Puspagiri university remained unknown until very recently. The remains of this educational institution have not been thoroughly explored as of the year 2007. Under Hindu and Buddhist hegemony, the educational system in Odisha flourished. After 1568, however, the Sun dynasty led to a period of decline. Prior to British rule, Odisha was controlled by Muslims and the Marathas, neither of which did much to promote literacy. The Sanskrit Pathshalas at Cuttack and Sambalpur, local Chatasalis to provide instruction to the poor and illiterate, and the more prestigious institutions of Oriental learning all played a crucial role in the education system before the present state of Odisha was established. Odisha's colonization by the British East India Company in 1803 was a complete failure. That caused the decline of the old school methods of learning. As one of the final Indian areas to fall under British administration, Odisha was among the last in the country to experience the British educational system. Odisha's education system is very underdeveloped since the government of the Company didn't care. Although large yearly funds were provided in other regions of Bengal, the government made little effort to equip the people with the tools of education. Inspector of Schools for the South-West division Dr. E. Roer expressed disappointment that no new educational operations could be implemented since "Orissa is at a disadvantage as compared with other districts." It costs less to maintain Orissa's 52, 995 square miles and its population of 4,534,813 than it does to maintain Howrah's 800 square miles and its population of 7,50,000.

### **Review of literature**

(Moulfi, 2011) studied "Nineteenth Century Colonial Educational Policy in British India Members" discovered that, and this dissertation looks at how the British colonial government used education as one of many strategic administrative tools to rule India. Therefore, I elucidate the method by which the British were able to remain on a strong footing and leave their cultural heritage in the Indian subcontinent till our current day by analyzing this case study. As we will see, educational endeavors in India have a long and illustrious history, but the focus of this investigation is on the nineteenth century, when they came under the purview of the Indian government and began to take on a more centralized, standardized form. During this era, the Charter Act of 1813 and Wood's Dispatch of 1854 were watershed moments in India's educational history, paving the way for the expansion and improvement of English-medium instruction and ultimately the Bengali Renaissance. As such, Bengal has primary responsibility for the meaning of this study and appears throughout. Since the province had a distinct half century of British control before it extended across broader territories, it was the province



that observed and experienced all forms of agricultural, technological, educational, and intellectual transformation before any other significant section of India. The term "education" is used throughout this thesis to refer to the process of learning and then mastering the English language. Accordingly, the English language and the study of English literature and history will serve as substitutes for the broader concept of education. Therefore, no scientific or technology programs or mathematical exercises are included in this study. Official papers, archives, books, interviews, and newspaper stories and reports have all been mined for information to paint a picture of the education Indians received and how they responded to it.

(Preeti, 2016) studied “Colonial Codification of Education in India until 1920” discovered, and This study uses the curriculum in the social and natural sciences and technical education up to 1920 as a prism through which to examine the complexities of colonialism and the education it supplied. In India, the British Indian education system is seen as a means of establishing and maintaining authority. When the British introduced their "total system of education," they pushed aside the diverse indigenous educational system. The capacity to prove one's worth via testing and certification programs gained prominence. Consent for British control was gained via the reorientation of education, which military force had been unable to do. The Indian subjects were told that the goal of colonial education was to introduce "modernity" to the indigenous population. However, it created a culture of diplomas, marksheets, and medals, which became the valued belongings of the 'haves,' all under the guise of bringing 'modernity. Colonial education's primary contribution to society was to establish a class system that segregated the wealthy from the vast majority of the population. Native Americans, however, did not sit idly by. Several eminent Indian thinkers founded progressive educational institutions. The fact that Indian leaders have pushed for more technical universities shows they value education. That's why it's impossible to reduce colonial education's consequences to a single, oversimplified model or assertion.

(G. Kumar, 2011) studied “growth and development of period in a historical perspective education in india during british” discovered, and For a very long time, people have thought of Indians as exceptionally intelligent and well-read. Taxila and Nalanda university, two of the first centers of Hindu and Buddhist learning, were among the most prestigious academic institutions of their day. In the beginning, only the priestly class had access to education, which consisted of the customary teaching of aspects like religion, logic, etc. Mqtabas and Madrasas were centers of Islamic learning in India with the spread of Islam during the rise of the Islamic empires. The arrival of the British in India marked the beginning of a new age in the area of education, and the majority of India's educational advancements and innovations were made during this time period. As a result of their arrival in India, a new educational system emerged. Early on in the British era, education was neglected; nevertheless, a series of initiatives implemented in the first half of the twentieth century finally built the groundwork for contemporary India's robust educational system. They established a standardized system of higher education in India and brought cutting-edge scientific education to the country. As a consequence India has been preceded to a new age under British. In this work, we undertake a critical analysis of the growth of Indian education throughout the colonial era.

(D. Kumar & Bhiwani, 2018) studied “Development of Modern Education in Colonial India” discovered, and Before the British arrived in India, there was already a well-established system of educational institutions known as Pathshalas, Tols, Madarasas, and Maktabs. Initially arriving as merchants and then ascending to political and administrative power, the British had a profound impact on the country's economy, government, and education. Although their primary motivation for visiting India was to increase their wealth through trade with the country. Instead, they shifted focus to see India's deteriorating political climate. They slowly consolidated their power till they became the de facto government of India. It was not possible to exert authority over India without fundamentally



altering the country's social, cultural, and educational landscape. Making a new educational system was their first priority. The British used Macaulay's (1835) ideas on education as a tool of colonization when they brought them to India. Fundamentally, it destroyed Indians' confidence in their own heritage and altered their worldview to one that is at odds with their own culture and way of life. The condition of women and the tribal population in India may have been improved, and social mobility promoted, if more people had access to education. While the Indian intelligentsia was being colonized and turned into government bureaucrats, the British utilized education as a tool of colonialism.

(Nayak, 2019) studied "Growth of education in Odisha during Colonial Rule" discovered, and Although the British were responsible for introducing modern education to Odisha. However, development was slow. Several factors led to the British stance on education in Odisha being as described above. When it came to promoting higher education in the state of Odisha, the British were notably uninterested (1). Even though it advocated for English education in Odisha, it never sought to produce a highly educated population. As in the case of India, it sought merely a base level of English proficiency in order to establish a bureaucratic elite. And thirdly, the cost of college was prohibitive for many. The British government has always been reluctant to invest more money into programs that will ultimately help indigenous people via education.

(Meena, 2015) studied "Educational Structure and the Process of Colonization in Colonial" discovered, and The British, who first arrived as merchants but eventually assumed political power in India, had a profound impact on the country's history and culture. Despite India's status as one of the British Empire's most extensive possessions, the country ranked at the bottom in the world in terms of government initiatives and investments in human capital. Until the early nineteenth century, the East India Company showed a general lack of interest in the establishment of schools in India, despite the country's dire educational needs. They first prioritized funding for institutions of classical education and western scientific research. It was also considered important by the British administration that the corporation do its part in advancing the English language in India. This was done with the hope that a new generation of well-educated Indians would emerge to meet the needs of bureaucratic institutions. Macaulay's (1835) educational theory was used as a tool of colonization. Fundamentally, it destroyed Indians' confidence in their own heritage and altered their worldview to one that is at odds with their own culture and way of life. Education has the potential to greatly improve the lives of the people of India by fostering upward social mobility, reducing the prevalence of superstition, raising production, and empowering the country's women and tribal population. While the Indian intelligentsia was being colonized and turned into government bureaucrats, the British utilized education as a tool of colonialism.

### **Conclusion: -**

Thus, modern education in India, like that of other emerging nations, resulted in the spread of western education. Among the top castes in India, the traditional educational component was shrouded in mystery and the mystical. On the other hand, today's educational system is founded on reason and science, and it welcomes students of all backgrounds and abilities. In India, people place a premium on education as a means of bringing about the country's modernization. The report of the Sargent Commission on Post-War Education Development and the advent of British rule in India are two of the most significant turning points in the evolution of the educational system in contemporary India. Over time, the British government understood that educating Indians was essential to achieving its administrative goals. India's size and complexity necessitated a sizable bureaucracy. As before, the company's upper-level employees needed to be fluent in both English and the local language to do their jobs effectively. Instead, Indian leaders pressed the British government to shoulder more of the burden of education in India and boost funding for the area. The government responded with initiatives to



improve India's educational system, such as Wood's Despatch, the Hunter Commission, the University Act of 1904, the Hartog Committee, and many more. While they made some efforts to improve Indian education, colonial interests were never far from policymakers' minds.

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