

## Contribution of East India Company to Indian Education

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**Abstract:** *This is a study that discusses the role that the East India Company had in advancing education in India. The Dispatch requested that a "Department of Education be formed in each of the five provinces that encompassed the company's territory, and although it was first met with resistance, the proposal was ultimately successful. In his capacity as a Law Member, he had been requested to" provide his legal judgement in response to a question regarding whether the money might have been better spent elsewhere rather than on Eastern education. The question centred on the possibility that the money could have been spent more effectively elsewhere. In light of these arguments, Macaulay argued convincingly that the objective of Indian educational policy should be to encourage western learning by employing English as the primary language of instruction.*

**Keywords:** *contribution, Company, education.*

**Introduction:** The East India Company begins to organise India's modern education system "in the early decades of the nineteenth century. At this time, India already had a fairly wide network of indigenous schools that served the needs of a variety of local communities" based on religious and many other communal backgrounds. This takes place during a time when India already has a contemporary method of schooling. During this time period, the company's administration paid little attention to education and the authorities refused to accept any responsibility for the education of the people living in India. This was a group of merchants who didn't think it was their job to educate the Native Americans who lived in their neighborhood. They held this belief because they didn't think it was their obligation. At that time, education was not seen as the duty of the state, not just in England but everywhere else as well; as a result, the East India Company did not intend to assume responsibility for it in India. This was because education was not considered as the responsibility of the state. The financial gain of the Company took precedence above any other possible societal advantages that may have been realised as a result of the initiative. The native American Indians did not have an attitude that was especially receptive toward the new change that was being imposed in the educational system. The establishment of law and order was of the utmost importance to the indigenous Indians. In the beginning, the firm puts all of its efforts towards teaching European and Anglo-Indian children, low-level workers for the company and certain important Indians. This is done with the intention of gaining the trust of India's higher classes and establishing the company's dominance in India. This action is taken as part of ongoing efforts by the corporation to strengthen its dominant position in India. This demand was recognised by the Company and in response, it established a number of educational institutions catering to both the Hindu and Muslim communities. Two of the most prominent schools of this kind were the Sanskrit College in Banaras and the Calcutta Madrasah. Both of these schools were located in Kolkata.

The missionaries were the ones in charge of these educational endeavours as well and throughout the course of this time period, the corporation maintained its supportive attitude toward the work that the missionaries were doing. In some cases, they also offered financial assistance to the schools that were run by missionaries. This was the situation in the year 1765 A.D., when the attitude of the Company towards the activities of missionaries began to shift in a positive direction. The Company's way of thinking changed the moment it was able to seize control of the political infrastructure it had been working so hard to bring down. Following the acquisition of sovereignty, the Company became acutely aware of the political significance of stringently upholding India's religious neutrality while simultaneously advancing the culture and religion of England throughout India. This realisation came about as a result of the simultaneous pursuit of both of these goals. As a direct result of this, it was compelled to give up all of its earlier leanings toward participating in missionary activity. This was a difficult decision for them to make.

The missionaries were dissatisfied with this change in viewpoint and as a direct result, they began to protest the new methods that the Company was implementing very immediately. After the year 1793 A.D., the result was a significant deterioration in the already tense relationship that existed between the Company's missionaries and its authorities. It is not out of place to note the fact that from the year 1793 A.D. to the year 1813, the Company put every conceivable barrier in the path of missionary work and did not offer any kind of help to missionary educational institutions throughout this time period. This was the situation because the Company had no desire to foster the growth of Christianity and did not wish to do so. Since the missionaries lacked the ability to “fight against this policy in India, they started a vigorous agitation in England in the hopes of convincing the parliament of that country to pass legislation regarding the matter and to grant the necessary freedom as well as assistance to the missionaries. Since the missionaries lacked the power to fight against this policy in India, they moved their efforts to England. At the same time that missionaries in England were advocating for a change in the educational strategy of the Company, officials of the Company in India were also advocating for a more audacious step in the direction of extending eastern education”. The missionaries in England advocated for a shift in the educational strategy because they believed that it would be more effective. On the one side, there were those who worked for the Company, and on the other hand, there were people who were friends and supporters of the Missions.

A furious dispute ensued as a result of this. The uphill battle that had been fought in reference to the educational policy of the Company eventually yielded positive results. This matter was brought up in the British Parliament and as a direct consequence of those deliberations, the Charter act of 1813 came to be regarded as a watershed occasion in the annals of Indian educational history. One of the obligations that the Company was responsible for was the education of the Native American people and a considerable percentage of the budget was allotted expressly for educational pursuits. As a direct result of this Act, the missionaries were granted the ability to provide education over the entirety of India. In line with the “Charter act of 1813, the Company had already largely acquired responsibility for the delivery of education in India A sum of not less than one lakh of rupees per year had been set aside for the purpose of promoting a knowledge of the sciences and for "the revival and improvement of literature" among the people who lived in the British territories in India”. These goals were intended to be accomplished by the

people who were subjected to the administration of the British Raj. This was done with the goal of enlightening the community members about the aforementioned subjects. The cash that had been allocated was insufficient to meet the educational needs of the millions of students. The amount of appropriate funding that was available was insufficient in contrast to the magnitude of the problem and the rate at which educational progress was occurring was excruciatingly sluggish.

The company made the decision to proceed in the direction of a new educational concept that eventually became known as the "Filtration Theory." This argument rested on the fundamental notion that if higher education were made available to those in higher social classes, it would ultimately trickle down to those in lower social classes in some form or another. This was the key foundation of this thesis. As a result of the fact that culture and enlightenment hardly ever trickle down from higher classes to lower ones, but rather the opposite occurs most of the time. As a consequence of this, it provided support for the opinion that the government ought to "concentrate its energies and resources on educating the higher classes" so that the upper classes might subsequently educate the lower classes. As a consequence of this, the concept of class education, which is quite distinct from the idea of mass education, acted as a barrier to the substantial progress that was made in education in general.

**Macaulay's Minute:** "In his role as the legal member of the Executive Council of the Governor General, Lord Macaulay landed in India on June 10, 1834. This marked the beginning of his service in India. In addition to that, the job of President of the General Committee of Public Instruction" was made available to him as a potential career move. As a consequence of this, he was entrusted with the duty of acting as a mediator in the dispute that arose between the Anglicizes and the Orient lists. The chronicles of the history of Indian education were given a fresh start as a result of his appointment, which marked the beginning of a new chapter.

In his capacity as a Law Member, he was asked to provide his legal opinion in response to a question about whether there was any other way besides spending one hundred thousand rupees only on Eastern education that the money could have been put to better use. The question concerned whether or not there was any other way that the money could have been put to better use. In addition to this, it was demanded of him that he explain what the repercussions of "section 43 of the Charter act of 1813 was. As a consequence of this, when the documents dealing with the disagreement were presented before him in the Council, he produced his well-known Minute addressing the new educational policy. This was done in response to the materials".

It is conceivable that it is not improper to underline the fact "that Lord Macaulay was not asked for his opinion or educational policy over the totality of the country. This is because it is possible that it is not inappropriate to emphasise the fact that Lord Macaulay was not asked. Despite this, he is remembered for composing his famous Minute describing the new educational plan and submitting the Minute in February of 1835. This is what contributed to his notoriety. The Minute is an important historical record that has been around for a long time".

Macaulay was the first person to mock and ridicule the eastern educational and cultural elite. He was also the first person to critique it. He was an ardent supporter of the English language and literature, and he took a lot of satisfaction in the fact that he was so committed to the cause. From the very beginning of his academic career, he showed a predilection for the viewpoints that were held by the Anglicizes.

“Therefore, Macaulay gave a different interpretation to the phrases revival of literature to mean English literature and learned native of India, could also be used for a person who is well versed in the philosophy of Locke or the poetry of Milton and that the goal of promoting a knowledge of sciences could only be accomplished by adopting English as the medium of instruction. Macaulay also believed that the phrase learned native of India could also be used for a person who is well versed in the poetry of Macaulay's interpretation was founded on the belief that the resurrection of literature could only be accomplished by embracing English as the medium of teaching. This was the central tenet of Macaulay's interpretation”.

Regarding the upkeep of the eastern educational facilities, he was of the opinion that those centres of education should be closed down since they did not give anything constructive to society. He was of this position because those establishments did not contribute anything to education. In terms of the medium of instruction, the claim of mother tongue was disregarded due to the fact that it was stated that the communal spoken dialects do not contain any literature or scientific information and that they are "so poor and rude that until they are enriched from some other source, it will not be easy to translate any work into them." This was done because it was stated that the communal spoken dialects do not contain any literature or scientific information.

Macaulay's linguistic skills were limited, and he struggled to communicate in both Sanskrit and Arabic. He had the audacity to claim that "a single shelf of a fine European library was worth the whole native literature of India and Arabia," despite the fact that he was completely ignorant of the subject matter and completely vain. He said this despite the fact that he was claiming that "a single shelf of a fine European library was worth the whole native literature of India and Arabia." As a result, Sanskrit and Arabic were ruled out as potential choices for the language used in the curriculum.

Macaulay was an advocate for the English language and one of the arguments he made was that the English language "stands pre-eminent even among the languages of the West." As a result, it is impossible to draw any parallels between it and the languages spoken in the East. An old Chinese proverb states that someone who is fluent in a language has immediate access to a vast intellectual wealth that has been accumulated over the course of ninety generations by the most intelligent nations on the face of the earth. This wealth has been kept secret for this length of time. "In India, the upper-caste elite and business professionals speak English as their primary medium of communication. When they are in positions of leadership in the country, those with better social status in the country use this language since it is the language they utilise. As a result, it is unquestionably in the best interest of Indians to educate themselves in the English language.

In light of these arguments, Macaulay advocated vehemently “that the objective of educational policy in India should be the propagation of western learning through the use

of the English language” as the medium of instruction. He also made the comment that "Indians would be taught what is good for their health and not appetising to their cuisine." In addition to this, he stated that "Indians will be taught what is beneficial for their health." This comment was made in regard to his belief that existing institutions of Eastern learning should be exploited in the development of English education. He made this statement in reference to this belief.

Macaulay's thesis about the implementation of educational policy with the goal of producing "a class of individuals, Indian in blood and colour, but English in taste, in ideas, in morality and in intellect." This was the intended outcome of Macaulay's argument. This was the basic premise around which Macaulay based his argument. To put this another way, he aimed to establish cultural superiority over the Indian people as a whole. He intended to provide the firm with native Indian speakers of English who were capable of carrying out menial chores in the office of the corporation. His goal was to reduce the amount of money that the company spent on administration as a result of this action. In a purely economic sense, the success of the Company may be attributed to the fact that his policies helped it to stand in good standing.

Because of the western influence on the Indians' taste, opinion, and temperament, the Indians had a tremendous yearning for the products that were developed in England. This desire was fueled by the influence of the west on the Indians. It's possible that Macaulay's political purpose was to create a new class of individuals on top of the ones that already existing, and he was successful in doing so. In addition, the adoption of the "Downward Filtration Theory" contributed to the deepening of existing divisions among the people of India and it resulted in the creation of a new social stratum in addition to the preexisting divisions.

**Acceptance of Minute by Lord William Bentinck:** Following are the orders that Lord William Bentinck, who was serving as Governor-General of India at the time, issued in his Resolution on March 7, 1835. He quickly accepted the arguments that Macaulay presented in support of his perspective and as a result, he passed the resolution.

1. It has been claimed that "all of the monies allotted for the purpose of education would be better employed on English education alone." The fundamental objective of the British government in India should be to educate Indians to European literature and scientific ideas.
2. "All of the currently employed instructors and students at all of the schools that fall under the supervision of the committee shall continue to receive the stipends; however, no stipend shall be granted to any students who may subsequently enter at any of these institutions."
3. "There will be no expenditure of any part of the earnings in the future for the publishing of eastern works,"
4. The resolution specifies that "all of the funds at the disposal of the committee shall be used henceforth in imparting to the native people a knowledge of English literature and science through the medium of the English language."

**Macaulay's Contribution to Indian Education:** In the process of defining Macaulay's role in the narrative, several other people have offered their very own original opinions. Some people have referred to him by the phrase "light bearer in the route of development"

while attempting to characterise him. Another faction blames him, pointing the finger at him as "the root of all the problems." Some individuals have a poor impression of him because of what they call his "ignorant and aggressive rejection of Indian languages, culture and religion." This is the reason why they hold this attitude. However, a comprehensive examination will show that the role that Macaulay played in India does not justify the title of "light bearer in the road of development." This conclusion will be reached as a result of the findings of the research. This is a story that has been exaggerated quite a bit.

Macaulay was not the individual who was responsible for originally igniting an interest in English education. The longing had been present from the beginning. In the beginning, the goal was to increase one's financial standing, but this goal was eventually entangled with an interest in the English language and culture. Before Macaulay came in India, the Anglicist party had already accomplished a significant amount of groundwork for the cause of English. This occurred in the time period preceding Macaulay's arrival in India. Macaulay did nothing more than hurry the judgement; otherwise, it would have been drawn out for a number of years, during which time it would not have been feasible to decide in favour of classical languages. What Macaulay did was nothing more than hasten the decision.

Some individuals blame him for the ensuing political instability that ensued in India and consider him responsible for it. These people hold him guilty for what happened. On the other hand, many people are of the opinion that political instability among the Native Americans would have taken place regardless of whether or not they had access to an education in the English language.

The minute that Macaulay wrote was included in Sri Bagman Deals' book "The Development of Modern Indian Education," which was written in the 1960s and published at the time. According to his point of view, "the Minute surpasses all documents of historical importance in its use of unnecessary violent and abusive language, in its unwarranted, sweeping generalisation, in its distortion of facts to suit the author's own arguments, in its mischievous presentation of half truths, and in its arch imperialistic designs of a cultural conquest of India." He is of the opinion that "the Minute," which uses very aggressive and abusive language throughout, tops all other historical records in terms of its significance. The letter that Macaulay had written to his father and which Major B.D. Basu quoted in his book "Education in India under East India Company" is the best source for shedding light on Macaulay's genuine motivations and objectives. The letter claims that it is hard to emphasise the influence that education has had on the Hindu faith and that this significance cannot be overstated. After acquiring an education in English, it is hard for a Hindu to maintain a genuine devotion to his faith in the same way that he did before.

“However, Macaulay had nefarious intentions, and to the extent that the Native Americans benefited in any way from their contact with English culture, it was done so very much against the wishes of the author of the Minutes from February of 1835. Macaulay actions were a direct violation of the author's wishes. On the other hand, it is very evident that in addition to some nasty ridiculing, there was truth in some of the assumptions and arguments that he presented. This may be deduced from the following facts”:

**Educational Policy of Lord Auckland:** In the year 1839 of the common period, Lord Auckland succeeded Lord William Bentick as the Governor General of India. Lord Bentick had held that position previously. Despite the fact that the conflict had lost much of its fury, there were still some of the orient lists that were of the opinion that the previous argument needs to be brought back up. It seemed as though Macaulay had left India at this point. The Oriental group had also arrived at the conclusion that it was fruitless to try to impede the spread of English and as a result, they had softened the stringency of the demands that they were making as a result of this realisation.

Some educationalists, such as Adam, Hodgson and Wilkinson, argued for little more than the maintenance of the existing schools of oriental learning and the provision of some funding for the publication of significant oriental texts. Other educationalists, on the other hand, advocated for significantly more expansive reforms. As a result, the situation was at a place where it was very ready for a compromise to be reached.

“When Lord Auckland wrote his Minute on Education on November 24, 1838, he had all of these problems front and centre in his mind. After conducting a thorough investigation into the significant hostility that existed on both sides Orient lists and Anglicizes, Lord Auckland came to the conclusion that the Orient lists could be appeased if they were provided with some additional resources to” put toward their educational endeavours. This conclusion was reached after Lord Auckland conducted an exhaustive investigation into the significant hostility that existed on both sides.

1. Guaranteed the continuation of the existing institutions of oriental learning and the payment of adequate grants for entertainment of "the most eminent professors" and adequate scholarships to students”;
2. Encouraged the preparation and publication of useful books of instruction in oriental languages provided that the expenditure was kept within limits of the funds sanctioned for Orien. These orders were passed by Lord Auckland in order to satisfy both parties”.
3. They consisted of: Guaranteed the continuation of the existing institutions of oriental learning and the payment of adequate grants for entertainment of  
Despite this, the commands of Lord Auckland were satisfactory to both the Anglicism and the Oriental faction”.

It is feasible to make the case that Lord Auckland was responsible for a significantly bigger boost to the English educational system that survived, despite the fact that he stopped the complete eradication of the classicists during his time as Lord Auckland. In the year 1842 after the common period, the General Committee of Public Instruction was succeeded by the Council of Education, which served in its previous capacity. In the year 1844, the government of the United States of America made public its desire to execute a programme that would give Native Americans who had received an education chance to work for the federal government. This policy would give Native Americans who had received an education.

**Appraisal of the Progress of Education:** The land that the British controlled in India was partitioned into five different provinces: the presidencies of Bengal, Bombay and Madras, as well as the provinces of U.P”. which was referred to as the North Western Provinces at the time, the Punjab. The educational activities that were carried out in British territory

were participated in by a wide variety of people, including missionaries, members of volunteer groups, non-official Company workers and employees of the Company themselves. On the other hand, Christian missionaries are widely acknowledged to be the real pioneers of Western education in India.

Regardless of the nature of the educational institutions that were established by various groups, the institutions had a very insecure life owing to the numerous obstacles that they encountered. This was the case because of the multiple challenges that they faced. These obstacles included securing the necessary funding for their upkeep, locating instructors who were qualified for the roles they were hiring for and addressing concerns pertaining to the delivery of religious education. The degree to which Christian missionary groups were involved in the organisation of educational events differed from one place to the next, despite the fact that they were highly active in the overall process.

“It was the efforts of the missionaries that roused both the government in England and the government in India to realise the cause of education for the people who were under” their dominion and who were subject to their jurisdiction. In order for the East India Company to continue operating, the government in London was required to update and reissue the company's charter on a yearly basis. During the process of renewing the company's charter, an effort was made to incorporate a provision into the document that would grant the organisation the ability to be concerned with educational issues.

However, in the year 1813, the condition pertaining to education was granted and in order to make provision for it, one lakh rupees was set aside annually from the earnings of the Company. This was done so that the Company could pay for the requirement. In any event, the amount was inadequate for any comprehensive scheme due to the fact that it was just a certain amount. Prior to the year 1823, there were no noteworthy activities made to follow out the orders that had been given by parliament.

However, in the same year, a Committee of Public Instruction was created to deal with issues surrounding the educational system. This committee was founded to deal with issues involving the educational system. It was granted the authority to rule over the institutions that were under the government's control. The Committee also utilised part of its financial resources to produce books with an eastern theme. This was done despite the fact that there was only a moderate amount of demand for books with such a subject matter.

It was becoming more and more normal practise to educate pupils primarily in English as their language of instruction. The Hindu College in Bengal was making significant strides toward advancing English language education, which was a significant movement. This factor was directly responsible for the rapid development of a great many English organisations within a very little period of time. One of the educational institutions was known as the Scottish Mission School of Calcutta. Dr. Alexander Duff was the one who initiated the school's establishment in the year 1830. Dr. Duff was the impetus behind the beginning of a movement that was started with the intention of furthering education and Western civilisation.

The political and economic significance of the English language increased substantially and there was discernible evidence of a growing demand for English instruction in the



more affluent and middle-class segments of society. The ideals that people held went through profound transformations throughout the course of history as time-honored practises and rituals gradually were less observed and practised by people. Even in publicly financed universities that provided a curriculum that was mostly centred on eastern topics, there was a rise in the number of English classes that were made available to students.

After having been out of effect for such a significant amount of time, the charter act of 1813 was finally updated in the year 1833. Missionaries from other countries were given the ability to continue their work in India in accordance with the principles of this Charter, which provided them entire freedom to do so. Along with this liberty came the opportunity to preach and to disseminate written material. The existing missionary organisations in India extended their fields of influence, and new missionary societies came into being as a direct result of this development.

Because of the significant contributions that each of these organisations has made to the cause of Christian missionary work, the “General Baptist Missionary Society, the London Missionary Society, The Church Missionary Society, the Wesleyan Mission and the Scottish Missionary Society” deserve special recognition. As a direct consequence of this, the relationships that existed between the authorities of the Company and the people who worked in the mission field considerably strengthened.

In many different situations, the executives of the company worked closely with members of the religious community to find solutions to the problems that arose. As a consequence of this, beginning in the year 1830, there was a significant surge in the number of English schools that were directed by missionaries. It was found out that the majority of Indian students enrolled in missionary schools not for the purpose of receiving a religious education but rather to improve their command of the English language in the hopes of gaining higher-paying jobs working for the government. This was something that was discovered after it was discovered that the majority of Indian students enrolled in missionary schools.

As further time passed, a great number of brand-new organisations sprang from the ashes to take their place. Because to Elphinston, a skilled and generous individual, the Indian languages, along with the English language and Western sciences, made the predicted expansion in Bombay Presidency. This growth was made possible owing to the sponsorship of Elphinston.

The Elphinstone institution was built by the people of Bombay in order to commemorate Elphinstone and his contributions to the city. In order to provide financial support for the creation of the institute, voluntarily given donations totaling two lakhs of rupees were solicited and collected. People not just in Bengal but also in Bombay showed a significant interest in English education owing to the practical benefits that it brought. This was due to the fact that English education offered more job opportunities. In each of the cities, this was the situation. Because acquiring such an education can make it possible to land a job in the public sector that offers a good salary to its employees. In a manner not dissimilar to this, the usage of the English language was expanding throughout Madras at an accelerating rate.

After Lord Bentick's declaration, a huge number of new schools were opened, the vast majority of which employed the English language as the principal form of instruction. Lord Bentick's announcement was the catalyst for this change. As a direct result of this, the Eastern educational institutions that were more well-established have been gradually phased out of usage. A significant number of students came from India to study at these schools that offered instruction in English.

In addition to the work done by missionaries, the “British officials of the Company who did so in their individual capacity” contributed the most extensively to the establishment of modern education in India. This was the most significant non-official agency that played a role in this development. There were also a few British non-officials, mostly businesspeople, who aided the cause of education either as a pastime or as a sort of social duty. They did this for one of two reasons: either as a way to give back to society or to further their own careers. The most significant non-governmental organisation at the time was the missionary movement. There were those of them who had sympathy for the objectives and methods of the missionaries, and they assisted those individuals.

Prior to the year 1854, traditionalists held the opinion that the newly discovered technique of instruction should not be used, and as a result, Indians only had a very small influence on the growth of education. They were afraid that young men would receive an education in English and grow up to have a lack of faith in religious beliefs and practices, therefore they forbade their children from attending schools taught in English. This was done out of fear that young men would develop this lack of confidence. In these circumstances, there was a lack of the moral fortitude that was required to come forth and preach the worth of the new education or to lead the development of new institutions. This was a problem because these things were both important.

“Those who had a prior knowledge of the English language were the only ones who could establish educational institutions in India that adhered to current standards”. Their number in the group was not very high. In certain quarters, the notion held that Europeans were ineligible for the role of principal in English educational institutions, such as schools and colleges. To begin, this was most certainly the most major impediment that needed to be overcome on the route to the establishment of current institutions through private Indian entrepreneurship. This was something that needed to be accomplished in order to get things started.

The announcement that the services in the Company would be offered to English-knowing Indians in 1844 by Governor General Lord Harding supported English education. The proclamation was made by Lord Harding. Therefore, evidence suggests that Indians have an interest in English instruction. On the other hand, the area of education did not follow a standard format from one province to the next.

It was mostly up to the governors of the provinces to get the various government institutions up and running in the beginning. In particular, three of the Governors made significant contributions to the advancement of education through the use of the indigenous languages in each of their respective provinces. Lord Elphinstone, from Bombay, Sir Thomas Munro, from Madras, and James Thompson, from the North Western Provinces, were these individuals. In conjunction with the efforts of the government, the Tols and

Maktabs continued their work, and missionary groups of both the Protestant and Roman Catholic faiths continued to accomplish more than the governments.

By the year 1853, there were less than thirty thousand students enrolled in government educational institutions, but there were 10 times as many students enrolled in mission and other private educational institutions. As a result, the Government of India had the intention of taking some actions in the direction of Indian Education by formulating certain all-encompassing policies. In the end, it manifested itself as Wood's Dispatch, which was published in 1854.

**Wood's Dispatch, 1854:** "Since the Charter act of 1813, a number of different educational experiments have been tried; a number of agencies have been working in their own ways to spread education among the people; a number of controversies have been raised and some of them still require a final decision; a number of different policies for action have been proposed and they involve controversial issues that require careful consideration; a number of educational experiments have been tried; a number of agencies have been working in their own ways to spread education among the people"; As a result, by the year 1853, there was a growing awareness of the necessity to conduct a comprehensive assessment of the entire field of education in India and in light of the study's findings, to recommend a specific plan for educational reconstruction for the foreseeable future. This awareness grew as a result of the fact that there was a growing awareness of the necessity to conduct a comprehensive assessment of the entire field of education in India.

As a direct consequence of this, a commission to carry out an exhaustive examination of every facet of the educational system in India was created and Sir Charles Wood was given the responsibility of serving as the commission's leader. After carrying out the survey, the educational report that was handed in on July 19, 1854 became widely known as Wood's Despatch due to the fact that it was written in his instances. This is despite the fact that well-known philosopher John Stuart Mill made significant contributions toward the preparation of the report. Wood's Despatch was referred to as a despatch because it was written in his instances. The Despatch is a document that has immense historical value and as a result of this, it holds a unique place in the annals of the history of Indian education. This is because it was the first official communication between the United States and India.

**Objectives of Educational policy:** To begin with, the Dispatch explain the objectives of the educational policy of company as follows:

- Moral and material progress of the natives of India through the general diffusion of useful knowledge.
- To produce a higher degree of intellectual fitness and the man of moral character for holding offices of trust and responsibility in the company services.

**Controversy between Anglicists and Orientalists:** It is essential to emphasise that the despatch does not completely dismiss the points of view presented by the Oriental side. Instead, it recognises the necessity of studying India's ancient languages and the benefits that may be derived from doing so, adding that "familiarity with the words contained in them is significant for historical and antiquarian purposes. It gives credit where credit is due to a large number of eastern thinkers who were instrumental in the growth of India's people spiritually and recognises the significance of their achievements.

Nevertheless, it is acknowledged that Lord Macaulay was true when he declared that "the system of science and philosophy that forms the learning of the East abounds with grievous blunders, and Eastern literature is at best extremely insufficient as regards all contemporary discovery and improvement." Due to the fact that this is the case, the argument that "that the education which we hope to see spread in India is that which has for its goals the diffusion of enhanced arts, science, philosophy and literature of Europe in short of European knowledge" is one that has merit and should be considered.

**C. Medium of Instruction:** Regarding the medium of instruction, the Despatch admits that one evil result of the measure had been to create a tendency to neglect the study of the "vernacular languages".

**The Despatch records the following observations:** The study of the English language in a country should not seek to supplant the native languages of that country; rather, it should encourage and promote the study of those languages.

It is important to teach English in places where there is a need for it. The teaching of vernacular languages will not be hindered by the instruction in English. Vernacular languages have the potential to become an efficient means of disseminating knowledge about Europe, provided that European books can be translated into these languages.

After going over the key issues, the Dispatch provides some recommendations for what should be done.

**Department of Education:** The Despatch made the suggestion that a Department of Education should be established in each of the five provinces that made up the territory owned by the company. These provinces were Bengal, Madras, Bombay, the North Western Province and the Punjab. This agency was going to be put under the supervision of a powerful person who was going to be known as the Director of Public Instruction.

He was to have a sufficient number of inspecting officers assisting him in the preparation of periodic reports, assisting in the performance of examinations of schools and other related tasks. It was expected of the D.P.I. that they would provide an annual report to the government about the development of education in their province.

**Establishment of Universities:** The Despatch suggested establishing universities in the three major cities that made up the Presidency: Calcutta, Bombay and Madras. The recently founded universities were supposed to model themselves after London University, which served as an examination board back in those days. These universities were going to have senates that were going to be made up of a Chancellor, a Vice Chancellor, and Fellows, and the government was going to designate all of these people.

The primary purpose of universities was to provide a testing environment and award degrees to successful students. Even at this early stage, the Despatch urged for the establishment of professorships in a variety of academic disciplines.

**Establishment of Graded Schools:** The idea behind the proposition put up by the Despatch was to create a hierarchy of educational facilities that would be dispersed over

the entirety of the nation. They were situated at one end of this gradation and the universities and colleges that were associated with them might be found there. These educational establishments have the resources necessary to instruct pupils in a wide range of creative and scientific specialisations. The next level of education was secondary education, which was comprised of high schools that either taught in English or a Modern Indian language. This level was the next step down in the education hierarchy. First on the agenda were the primary schools for the children of the indigenous people.

The 'Downward Filtration Theory' led The Despatch to the conclusion that the 'Downward Filtration Theory' was harmful to the education of the general population. One of the aims of The Despatch was to "best convey to the vast majority of the people useful and practical information fit to every station in life," which was also one of the purposes of The Despatch. Due to this fact, it was proposed that the total number of secondary schools, elementary schools, and middle schools catering to the educational needs of indigenous children should be raised. Scholarships were intended to be given to students who had demonstrated remarkable potential in order to establish a connection between the many levels of education that are available.

“The unequivocal rejection of the Downward Filtration Theory, the use of modern Indian languages as the medium of instruction at the secondary level and the absorption of indigenous schools as the fundamental base of a national system of education were the most crucial features of the concept. The plan was revised to include each and every one of these facets”.

**Grant-in-Aid System:** The Dispatch arrived at the conclusion that providing financial support in the form of grants-in-aid would be the most effective method for assisting organisations and institutions that are managed by private entities or organisations. The despatch granted the provincial governments with the ability to set their own regulations surrounding the subject of grant-in-aid, provided that they took into consideration the broad elements that were described in the despatch. As a consequence of this, financial assistance was going to be provided to educational institutions that offered students a secular education of a high quality, were well-run on the local level, were willing to comply with a number of additional conditions that had been established by the government, and were prepared to charge students some kind of fee, albeit a nominal one. As a direct consequence of this, the Despatch greatly eased up the criteria for the grant-in-aid system, making it significantly more open to participation.

**Training of Teachers:** The topic of how to adequately equip schools with instructors who possess the requisite level of expertise was the second topic that the Despatch investigated. The despatch made reference to the training schools in England and advised that training schools in India be formed using a methodology that was comparable to that of England's training schools. Although England does not have enough of these sorts of institutions, "this deficit has been more palpably felt in India." "We want to see the creation, with as little delay as possible, of training institutes and classes for masters in each presidency in India," the official said, "since it is becoming tougher to discover individuals who are appropriately prepared to serve as tutors."

As a direct consequence of this, the Despatch placed a significant amount of stress on the significance of offering stipends to teachers during the time that they were participating in in-service training. The Despatch also brought attention to a few additional concerns that are related to education, in addition to those mentioned above. These issues included the imperative need to spread education among women, "the necessity of providing appropriate school books in Indian languages, the importance of vocational instruction and to that end, the necessity of establishing vocational colleges and schools of industry. In addition, these issues included the necessity of providing suitable school books in Indian languages".

**Criticism of the Despatch:** The annals of Indian Education have a long and distinguished history and the publication of The Wood's Despatch marked the beginning of an exciting new chapter in that history. It was regarded as a crucial turning point in the educational history of India's previous chronicles. James Adams has referred to it as the "Magna-Charta" of Indian education on more than one occasion. He has even gone as far as to name it such. The proclamation, which played an extremely important role in history, did, in point of fact, embrace a few of the most essential realities.

It was the first document of its sort and it outlined the essential principles that should be followed in the educational system. As a direct and immediate consequence of this decision, a Department of Education was set up in each of the British Indian provinces. The establishment of educational institutions such as colleges, the encouragement of secondary and elementary education, the introduction of the grants-in-aid system and other endeavours of a similar nature. On the other hand, it delivered a curriculum that was comprehensive in nature and covered a wide range of educational topics, making it an all-around excellent choice. What James Adams had to say about the subject was that "what goes before, leads up to it, and what follows, flows from it."

"It is a matter of great sadness that some of the most important recommendations were not executed for a considerable amount of time and it is also a matter of great regret that some of" the proposals were given effect to in a form that was mutilated. Both of these things are a subject of great sadness and regret, respectively. Since a very long time ago, the preservation and propagation of Indian language has been seen as a pious goal. According to the eminent educationist who went by the name of Late M.R. Paranjpe, the Despatch failed horribly in its aim to supply proper leadership and clear away excessive bureaucracy in the direction of the governance of education in India. Paranjpe passed away in 2011. Universities were the only institutions that carried on with the practise of administering examinations and English remained the language of choice in all other circumstances.

The introduction of the grant-in-aid system was not successful in hastening the pace of mass education to a level that was deemed satisfactory. Because the inspection officers were the recommending authorities when it came to grant-in-aid and because they were government officials, they "naturally carried out the government's strategy of favouring English and suppressing the vernacular." In other words, they "carried out the government's strategy of favouring English and suppressing the vernacular."

It comes as a surprise to hear that the first high schools to teach pupils via the medium of their mother tongue did not start opening their doors until more than seven decades after

the notion was initially introduced. The late M.R. Paranjpe correctly pointed out that "The Despatch does not even allude to the purpose of universal literacy," despite the fact that it expected education to spread across a broader area owing to the grant-in-aid system. It does not accept the obligation that the state has to educate every child up to a certain age 14. Regardless of the concepts that led to the formation of the Despatch in the year 1854, attempting to describe it as an Educational Charter in the year 1941 would be a foolish exercise in absurdity.

Despite the tremendous limitations it is up against, The Despatch has been able to make a considerable contribution toward the reorganisation and stabilisation of the Indian Educational System. The authors of this work had good intentions, which cannot be brought into doubt because they were the driving force behind the work. The authority, on the other hand, was unable to implement a considerable number of the valuable recommendations in a manner that was accurate and suitable.

**Development of Education during British Period in India:** Education is a powerful key that can be utilised to enter the golden gate of freedom and usher in a new period of world transformation. This can be accomplished by using education as the entry point. Because of the disruption that the entry of the British caused in the legacies of traditional institutions of higher education, it became necessary to create subordinate classes of people. The actions and practises of the British were what ultimately led to the breakdown in security. They did this by enacting a series of pieces of legislation that were designed to infuse the Indian educational system with the hue of the English language. This was done so that they could achieve their goal.

The British East India Company initially did not place a high priority on the growth of the educational system in India since their major focus was on business and creating a profit. This was due to the fact that their primary focus was on India. Through the education of a select group of members from the top and middle classes, they planned to establish a ruling elite in India that was "Indian in blood and colour but English in taste." This class would be "Indian in blood and colour but English in taste." These people would act as interpreters between the government and the general population of the country. Because of this, they would be able to take control of India. The phrase "downward filtration notion" is another term for this concept. The following programmes and policies, which were implemented by the British administration in India, contributed to the country's overall advancement in the field of education. The following is a description of the historical development of India's educational system all throughout the time when the British ruled the country:

**1813 Act & the Education:** In order to facilitate the dissemination of education through the English language and the teaching of western literature and Christianity, missionary activists Charles Grant and William Wilberforce coerced the East India Company into abandoning its non-invention policy and making way for the spread of education through the English language. In order to pave the way for the propagation of education through the use of the English language, this step was taken. As a direct consequence of this, the British Parliament included a clause in the charter of 1813 stating that the Governor-General-in-Council was permitted to spend less than one lakh rupees on education. This provision made it possible for Christian Missionaries to spread their particular understanding of Christianity across the entirety of India.

Act was significant in its own right due to the fact that it was the first time the British East India Company recognised the need of fostering educational opportunities in India.

The Calcutta College was formed in order to provide students with a Western education thanks to the efforts of R.R.M. Roy. Additionally, three Sanskrit institutions were established in the city of Calcutta.

### **General Committee of Public Instruction, 1823.**

1. This committee was established in order to watch after the development of education in India, which was dominated by Orient lists, who were the greatest supporters of oriental study rather than the Anglican church.
2. As a result, they exerted a great deal of pressure on the British East India Company to support educational opportunities in the West. As a direct consequence of this, the dissemination of education in India became contentious between Orient lists and Anglicans and Macaulay's resolution presented a lucid depiction of the British educational system.

### **1835: Lord Macaulay publishes his Education Policy**

- The purpose of this policy was to make it possible to establish an educational system in which English is used exclusively for instruction of people in higher social strata.
- The use of Persian as a court language was discontinued and English was adopted in its place.
- Printings of English books were made accessible for no cost or at a very reduced cost to the public.
- When compared to eastern education, funding for the study of English is significantly higher.
- JED Bethune established Bethune School in the year 1849.
- Pusa becomes home to its own Agriculture Institute (Bihar)
- Roorkee became home to its own Engineering Institute in the same year.

### **Wood's Dispatch, 1854**

- It is referred to as the "Magna Carta of English Education in India," and it included an all-encompassing strategy for the dissemination of education throughout India.
- It declares that it is the role of the state to ensure that education is accessible to the general population.
- It suggested a hierarchy of education levels, with vernacular elementary schools at the bottom, Anglo-vernacular high schools and associated colleges at the district level, and affiliated institutions of Calcutta, Bombay and Madras Presidency at the affiliated university level.
- English is recommended as the language of teaching for advanced courses, whereas vernacular is used at the elementary and secondary school levels

### **Hunter Commission (1882-83)**

- The organisation was established in 1882 with the purpose of analysing the results of W.W. Hunter's Wood Dispatch of 1854.



- It highlighted the role that the state plays in the expansion and enhancement of basic and secondary education.
- It highlighted the handing over of power to the respective municipal and district boards.
- It suggested having two different tracks for secondary education: literary, leading up to universities and vocational, leading to careers in business.

### **Commission of the Sadler**

It was established to investigate the issues facing Calcutta University and its findings and recommendations were relevant not only to that institution but also to other educational institutions.

The following is an account of their findings:

- A total of twelve years spent in school
- Degree that takes three years to complete following the intermediate stage
- The centralized operation of educational institutions and the establishment of a unified residential-teaching autonomous body
- Recommendations for the expansion of facilities for the study of applied sciences and technologies, the training of teachers and the education of females

**Conclusion:** As a consequence of this, we can come to the conclusion that the goals of Christian Missionaries were a significant factor in the development of the educational system in the United Kingdom. It was implemented with the intention of securing an affordable supply of educated Indians for the purpose of increasing the number of subordinate posts in administration and in British corporate concern. This was done with the goal of boosting commercial concern on the part of the British government. As a result of this, they place a significant emphasis on the use of the English language as the primary medium of instruction in schools and they also hold the British colonisers and administrators in high esteem.

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