

**PAPER III- EDUCATIONAL SYSTEM  
IN INDIA**

**UNIT 3: EDUCATION IN COLONIAL  
PERIOD(1813-1882)**

**TOPICS: 1. CHARTER ACT OF 1813  
2. MACAULAY MINUTE OF 1835**

# INTRODUCTION

- Western immigrants first came to India in the beginning of 17<sup>th</sup> century.
- 1498- Vasco de Gama, a Portuguese voyager discovered the sea route to India.
- The Dutch, the French, the Danish, the Spaniards and the English came to our country.
- Established commercial companies and business houses in the distant ports in India.



- These European groups also brought Christian missionaries with them.
- The traders of England established the East India Company in 1599 and got permission to trade in India in 1601.
- Taking advantage of the political weakness of the country, these trading companies entered into war engagement to establish their empire in India.
- The British came out victorious and went on to establish their empire in India.



- The British missionaries established schools aiming at the education of the children of their Anglo Indian servants and spreading Christianity.
- The East India Company soon adopted the policy of religious neutrality for certain political and administrative reasons and followed this policy until 1813.
- Thus the Company did not put much efforts with regards to education within a hundred years of its formation.



- 1792- Charles Grant- “ *Observations on the Sate of Society among the Asiatic subjects of Great Britain*”
- 1793- Mr. Robert Wilberforce, a member of British Parliament wanted to add a clause relating to educational reforms to the Charter of the Company but his proposal was rejected.
- It was only in 1813 that the suggestions of Charles Grant and the proposal of Mr. Wilberforce found its place in the Charter Act of 1813.



# CHARTER ACT OF 1813

- Charter Act of East India Company renewed every 20 years.
- In 1793, when its renewal came, Robert Wilberforce supported Charles Grant's views and wanted to add a new clause in the Charter which could provide full freedom to European missionaries and school teachers to visit India to propagate Christianity and make arrangements for education.
- Proposal was rejected.



- Under the leadership of Charles Grant, the Christian missionaries kept on demanding for acceptance of the proposals.
- By 1813, most members in Parliament supported the movement of Christian Missionaries and views of Charles Grant.
- As a result three articles were added in the Charter Act of 1813 under Section 43 of this Act.



(iii) Introduction and promotion of a knowledge of science among the inhabitants of the British territories in India.

### **Impact of Charter Act of 1813**

1. There was however no indication about the nature and medium of instruction.
2. The Company were having different opinions regarding the term 'literature' and 'learned natives'
3. A great influx of Christian missionaries began in India and the pace of propagating christianity and education increased.
4. Well organised modern education system came into being.



1. Missionaries of any European country will have full freedom to visit India to propagate Christianity and to expand education there.
2. It will now be the responsibility of East India Company to organise education in the area under its rule.
3. A sum of not less than one lac of rupees each year shall be set apart for the
  - (i) revival and improvement of literature
  - (ii) encouragement of the learned natives of Indiaand...



- A controversy over the issue of Indian education arose.
- As a result the East India company could not chalk out any definite education policy about the disbursement of the sum of Rupees One lakh allotted for education for the next 20 years .



# ANGLICIST – ORIENTALIST CONTROVERSY

Anglicist- This group contained mostly the young officials of the Company. According to them, the term 'literature' means 'Western Literature' and 'learned natives' means the scholars of western literature. They wanted that

- English should be the medium of instruction for the Indians.
- The knowledge of western literature and science should be given to the Indians.
- education of Christianity compulsory
- Raja Ram Mohan Roy and others argued that by this education Indians would become aware of the modern knowledge and science and develop themselves.



- Orientalist Group- Mostly senior and experienced officials of the Company belonged to this group. According to them the term literature means 'Indian literature' and the learned natives are the 'scholars of Indian Literature. They wanted that
- - Sanskrit, Arabic and Persian should be the medium of instruction.
- -The knowledge of Indian literature, knowledge and science should be imparted to the Indians.



# MACAULAY'S MINUTE 1835



From a Photograph by Gaudry.

Engraved by C. Cook.

*Macaulay*



- Lord Thomas Babington Macaulay came to India on June 10, 1835.
- He came as a law member of the Governor- General's Executive Council.
- Macaulay was a great scholar, successful writer and an eloquent speaker.
- He was appointed as the President of the General Committee of Public Instruction.
- This appointment opens a new chapter in the history of indian education.
- As a law member, Macaulay was asked to give his legal opinion on any other possible mode of utilizing the sum of one lakh rupees than on Oriental education.



- He was further asked to interpret the implication of Section 43 concerning education in the Charter act of 1813.
- Macaulay was thus asked to clarify on three aspects- how to spend the money allotted for education, define the term 'literature' and which scholars should be included in the category of the learned natives.
- On 2<sup>nd</sup> February 1835, Macaulay submitted his famous Minute to the Council. This report was known as Macaulay's Minute of 1835.



1. Macaulay clearly stated that there is no constraint of any type, on the Company, with respect to the expenditure of the money allotted. The Company may spend this money as and where it feels proper.

2. Macaulay clarified that the term 'literature' not only meant Indian literature but it also included western literature. Macaulay was in favour of English literature. He regarded **English literature** as the **best literature in the whole world**. According to him “*a single shelf of a good European literature was worth the whole native literature of India and Arabia*”

He suggested that the education of English language and literature should be made compulsory for the Indians.



Macaulay regarded the money spent on the maintenance of Sanskrit, Arabic and Persian institutions as wastage. According to him Indian institutions are not so useful.

He maintained that the sale of Arabic and Sanskrit books did not yield any profit while on the other hand the sale of English volumes yields about 20% profit every year.

He further observed that while Sanskrit and Arabic Institutions need financial help from the Government, students of English schools were willing to pay fees.

Under such circumstances he suggested that

(a) Oriental Institutions should be closed down.

(b) Government money should not be wasted on printing and publication of Oriental literature.



3. Macaulay suggested that English should be the medium of instruction. In his opinion, English was the fittest of all medium of education. His reasons behind using english as medium of instruction are

(a) Indians cannot be educated in Western knowledge and science through the native languages.

(b) English language is the repository of the best knowledge of the world.

(c) Knowledge of English and Western sciences is necessary for the progress and development of India. Hence English should be made the medium of instruction.

4. Macaulay was not in favour of Sanskrit and Arabic for studying law. He suggested translating Indian law into English and to teach it through the medium of English.



5. With the use of English literature and language, Macaulay also stresses on Western sciences as well.

6. In the context of the learned natives, Macaulay stated that it included not only the scholars of Indian languages but the Indian scholars of English Language as well.

7. Organisation of Higher education for elite class- In his report Macaulay pointed out that the Government does not have sufficient funds to organize mass education in India. Therefore he suggested that the Government should organize higher education only for the elite class.

8. Policy of Religious Neutrality- Macaulay did not wish to interfere in the religious matters of Indian masses therefore he adopted the policy of religious neutrality.



# IMPACT OF MACAULAY MINUTE ON INDIAN EDUCATION

- Lord Macaulay submitted his report to the Council on the 15th February 1835.
  - Lord William Bentinck, the then Governor General declared the new education policy of the British Government on 7th March 1835.
  - The main declarations of the Policy are:-
    - 1.Promotion of European Literature and sciences in India.
    - 2. The Oriental institutions should not be closed down. The salaries of the teachers and the stipends of the students will continue as before.
    - 3.Books on Oriental languages should not be published.
    - 4. Dissemination of English literature and sciences through the medium of English language.
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## IMPACT....

1. Declaration of Education Policy-
2. Beginning of the English system of education
3. Declaration of English as the official language- In 1837 the then Governor General Lord Auckland declared English as the official language instead of Persian.
4. English Compulsory for Government Jobs.



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