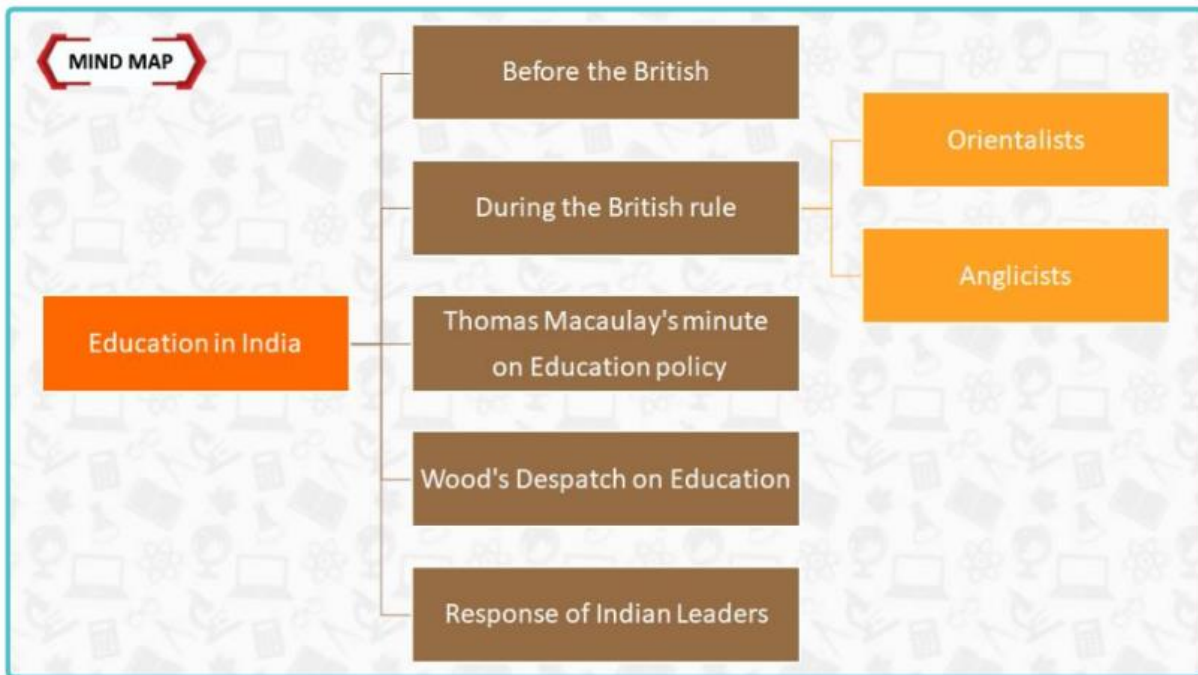


DELHI PUBLIC SCHOOL, MANDLA ROAD, JABALPUR
CLASS NOTES ON HISTORY

CHAPTER 7 - COLONIAL RULE AND EDUCATION IN INDIA

BASIC CONCEPTS



I. CHOOSE THE CORRECT OPTION.

1. a. Sanskrit
2. b. Jonathan Duncan
3. b. Anglicists
4. d. Charter
5. b. Thomas Macaulay

II. WRITE WHETHER TRUE OR FALSE.

1. True
2. True
3. False
4. True
5. False

III. FILL IN THE BLANKS.

1. Asiatic, William Jones
2. Anglicists
3. Central Hindu College
4. Muhammadan Anglo-Oriental
5. Maharaja Sayajirao Gaekwad

IV. ANSWER THE FOLLOWING QUESTIONS IN ONE OR TWO SENTENCES.

1. Which subjects were taught in the pathshalas and madrasas during the early years of British rule in India?

Subjects such as literature, law, religion, philosophy and logic were taught in pathshalas and madrasas.

2. When, where and by whom was the Madrasa Aliya established?

Warren Hastings founded the Madrasa Aliya in Calcutta in 1781 CE.

3. How did the Charter Act of 1813 lead to growth of education in India?

The Charter Act of 1813 led to the growth of education as it provided for an annual expenditure of one lakh rupees to revive the study of Sanskrit and Arabic and promote the spread of scientific knowledge among the people.

4. Give one reason why Thomas Macaulay's views were accepted by the government?

The government accepted Macaulay's views because the Company officials realised that the British could derive political benefit from the spread of English education in India.

5. Who supported the cause of education among the Muslims in the 19th century?

Sir Syed Ahmad Khan supported the cause of education among the Muslims in the 19th century.

V. ANSWER THE FOLLOWING QUESTIONS IN BRIEF.

1. Why did the British rulers decide to educate the Indians?

The British decided to educate Indians due to the following reasons.

- i. They needed Indians for the proper functioning of its administrative departments. Those well-versed in classical and vernacular languages could assist the British in framing laws and policies.
 - ii. In the judicial offices, there was requirement of Indians who understood Sanskrit, Arabic or Persian for helping the British judges in matters of law.
 - iii. The knowledge of Persian and vernacular languages was required in the political department for communicating with local rulers.
 - iv. For communicating with the masses and letting them know of the policies, clerical staff in the revenue and commercial departments was required.
 - v. For those Indians who were placed in the higher positions of Company's bureaucracy, knowledge of English as well as vernacular languages was essential.
2. What were the reasons behind the Orientalists' failure to determine the education policy of the British in India?
Orientalists failed to determine the education policy of the British in India because of the following reasons.
 - i. There was a growing realisation among the Company officials that the British could derive political benefit from the spread of English education in India.
 - ii. This was also the time when the Company was facing financial difficulties. One method suggested to cut down on its expenditures was to replace its European employees with Indians hired at much lower salaries. Since the Company required English-educated clerks, the spread of western education became necessary.
3. What were the main features of Wood's Despatch?
Main features of Wood's Despatch were:
 - i. The government's educational policy aimed at spreading Western education in India.
 - ii. The most appropriate medium for imparting higher education in India was English language.

- iii. Vernacular languages were important, for it was only through the vernacular languages that European knowledge could reach the masses.
 - iv. Establishment of vernacular primary schools in the villages at the lowest level, followed by Anglo-vernacular high schools and an affiliated college at the district level.
 - v. Setting up of universities at Calcutta, Bombay and Madras to further the cause of higher education.
4. Enlist the contribution of these personalities towards the spread of education in India.
- a. *Raja Ram Mohan Roy:*
He disagreed with the Orientalists and considered western education as a major instrument for the spread of modern ideas in the country. In 1817 ce, he founded the Hindu College in Calcutta and also maintained an English school in the city.
 - b. *Annie Besant:*
She founded the Central Hindu College in Varanasi in 1898 ce where subjects related to both Hindu religion and Western sciences were taught. She also contributed to the cause of female education in India.
 - c. *Dayanand Saraswati:*
He was the founder of Arya Samaj. He rejected Western ideas and sought to revive Indian values in various fields, including education. A large number of Dayanand Anglo-Vedic (DAV) schools and colleges were established throughout the country. The education imparted in these institutions combined the best of modern and classical Indian studies.
5. Discuss the contribution of Maharaja Sayajirao III towards the spread of education in India?
- Maharaja Sayajirao Gaekwad III (1863–1939) of Baroda initiated the spread of education.
- i. By 1881, Baroda had as many as eight schools for girls in a time when education of girls was unheard of.

- ii. In 1893, the Maharaja introduced free but compulsory education for all children between the ages of 6–14 in ten selected villages.
- iii. By 1906, he introduced compulsory education across the whole state.
- iv. By 1910, as many as 2,938 primary schools were established in the state, which also took care of special needs of the girls, the differently abled and children from underprivileged groups.
- v. More than 1,500 libraries were also set up across the state.

I DO, I UNDERSTAND, PAGE 70 OF THE TEXTBOOK (to be done by students) :

The government has initiated many schemes to encourage the education of girls in India. Find out about these schemes and how effective they have been over time. Make a report about your findings.