

## Chapter - 6 British and Education

### 1. Multiple choice questions:-

- a) who set up the Asiatic Society of Bengal?
- (i) William Jones  (ii) Henry Thomas Colebrooke   
(iii) Nathaniel Halded

- b) Madrasa was set up in calcutta in the year.
- (i) 1750  (ii) 1761  (iii) 1781

- c) The english education Act was introduced in the year.

(i) 1850  (ii) 1835  (iii) 1910

- d) who was Charles wood?

(i) The president of the Board of control of the company.

(ii) E-commissioner of the Board of control of the company.

(iii) Educationists.

II Consider the following statements.

Assertion (A): William Adam, a Scottish explorer, visited the district of Bihar.

and Bengal in 1830.

Reason (R): The company had asked him to report on the progress of education in vernacular school.

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is NOT the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.

### III Short answer Questions:-

- a) What was William Jones' contribution to reviving the importance of ancient Indian texts?

Ans. William Jones, a ~~junior~~ judge at the Supreme Court and a linguist

was a well-known orientalist. He learned Sanskrit from scholars at Calcutta and studied the ancient Indian texts on religion, philosophy, the sciences etc. In 1789, he got Abhijanaka-Shakuntalam, a Sanskrit play written by Kalidasa, published in English.

b) Why did the British want to 'civilise' Indians?

Ans. James Mill, a British economist and philosopher was one of them. He believed that the aim of education was not to win the hearts of Indian or natives, but to teach them about the scientific advancements that the west had made and to civilise them.

c) What is the difference between orientalists and Anglicists?

Ans. Individuals who had deep intellectual knowledge of the language and

Culture of Asia were called orientalists.

The supporters of western system of education and English as a medium of instruction were called Anglicists.

(d) What were Macaulay's minutes? How did they become the basis for the English Education Act of 1835?

Ans. Thomas Babington Macaulay was one of the most influential British officers who rejected the orientalist view of education. According to Macaulay, India was an uncivilised country that could be civilised through western education.

Macaulay strongly supported the introduction of English in the education system of India.

#### IV Long Answer Questions:-

a) Describe the education system in pre-British India?

Ans: In the pre-British era, the education system in India was characterised by the Gurukul system. The schools were called Pathshala. According to the report submitted by William Admine, the following were the features of pathshala during the British era.

- There were 1 lakh pathshala in which over 20 Lakh students studied.
- The teacher-student ratio was 1:20, which means that every teacher taught at least 20 students.
- The teacher was addressed as gurus.
- There was no attendance system, fixed fee structure, furniture, examinations.

or timetable.

- The classes were held outdoors, usually under a tree.
  - There was no prescribed syllabus. The guru decided what to teach.
  - Since most of the people practised agriculture, the students did not attend school during the harvest season.
- (6) What changes did the English Education Act of 1835 bring in the Indian education system?

Ans. Governor-General William Bentinck took the decision that educational funds should be spent on English education only. Henceforth, the English Education Act of 1835 was passed. The English language became a medium of instruction for higher education.

- (ii) It was recommended that the growth of institutions such as Calcutta Madrasa and Sanskrit college needed to be checked. Such institutions were now available considered temples of darkness.
- (iii) A number of schools and colleges for English education were set up between 1813 and 1853.
- (iv) Many professional colleges for medicine, engineering and law, were also established during this period.
- (v) Instead of establishing a number of elementary schools, the policy of setting up a few English school and colleges was followed.
- Q) How did the Wood's Despatch impact the education system in India?

Ans: i) It was a detailed plan for spreading

education in India on its recommendation.

- (i) It started a new era in Indian education by clearly defining objective of education.
- (ii) The despatch also gave importance to the education of females and secular education.
- (iii) It led to the establishment of education department in Bombay, Madras, Bengal and north western provinces and Punjab in 1855.

Q) What were Tagore's views on education?

Ans: Rabindranath Tagore wanted to combine some aspects of it with Indian culture. Grandhi believed in education which was a combination of head, heart and mind. For him, manual labour was an important part of education. He rejected overdependence on text books.

and the examination system and believed that education should be rooted in one's social milieu'

- (i) Tagore recognised the importance of Science and technology, and wanted to promote them along with art music and dance at Vivekananda College in Santiniketan, Bengal.
- (ii) Rabindranath Tagore envisioned an education system which brought humans closer to nature yet gave them a world view.
- (iii) He was a proponent of classrooms that were held outdoors, under the tree to appreciate nature and be a part of it.
- e) Do you think that the Indian people benefitted from the British efforts to 'civilised' them?

Ans - The Indians were deeply influenced by the spread of the English language and western thoughts in a number of ways.

- The spread of western education promoted a modern, democratic, rational and national outlook among educated Indians.
- Western ideals helped in eradicating several age-old customs and traditions.
- Modern education increased people's interest in science and technology.
- The British made every effort to control the education system and prevent the growth of patriotism and nationalism among Indians.