POINTS OF CONTROVERSY BETWEEN ANGLICISTS AND ORIENTALISTS:

In 1813, the British government decided to spend a sum of one lakh rupees on the spread of education in India. Soon, a controversy began between two groups of educationists called the Anglicists and the Orientalists.

**Both of them differed on the following points-**

* The Anglicists, headed by **Lord Macaulay**, wanted English as the medium of instruction while the Orientalists, headed by **H.H. Wilson** and **H.T. Prinsep**, supported the Indian languages.
* The Anglicists were the supporters of western system of education while the Orientalists pleaded for the Eastern system of education.
* The supporters of western systems wanted teaching of English literature and sciences, while the supporters of the eastern system wanted the teaching of Persian, Arabic and Sanskrit languages.
* The supporters of the eastern system wanted the government should take the responsibility of education of all, whereas the supporters of English wanted it for a few only.

## Three agents of modern education in India

1. The British Government (East India Company)
2. Christian missionaries
3. Indian intellectuals and reformers

### Development of Modern Education

* The company wanted some educated Indians who could assist them in the administration of the land.
* Also, they wanted to understand the local customs and laws well.
* For this purpose, Warren Hastings established the Calcutta Madrassa in 1781 for the teaching of Muslim law.
* In 1791, a Sanskrit College was started in Varanasi by Jonathan Duncan for the study of Hindu philosophy and laws.
* The missionaries supported the spread of Western education in India primarily for their proselytising activities. They established many schools with education only being a means to an end which was Christianising and ‘civilising’ the natives.
* The Baptist missionary William Carey had come to India in 1793 and by 1800 there was a Baptist Mission in Serampore, Bengal, and also a number of primary schools there and in nearby areas.
* The Indian reformers believed that to keep up with times, a modern educational system was needed to spread rational thinking and scientific principles.
* The Charter Act of 1813 was the first step towards education being made an objective of the government.
* The act sanctioned a sum of Rs.1 lakh towards the education of Indians in British ruled India. This act also gave an impetus to the missionaries who were given official permission to come to India.
* But there was a split in the government over what kind of education was to be offered to the Indians.
* The orientalists preferred Indians to be given traditional Indian education. Some others, however, wanted Indians to be educated in the western style of education and be taught western subjects.
* There was also another difficulty regarding the language of instruction. Some wanted the use of Indian languages (called vernaculars) while others preferred English.
* Due to these issues, the sum of money allotted was not given until 1823 when the General Committee of Public Instruction decided to impart oriental education.
* In 1835, it was decided that western sciences and literature would be imparted to Indians through the medium of English by Lord William Bentinck’s government.
* Bentinck had appointed Thomas Babington Macaulay as the Chairman of the General Committee of Public Instruction.
* Macaulay was an ardent anglicist who had absolute contempt for Indian learning of any kind. He was supported by Reverend Alexander Duff, JR Colvin, etc.
* On the side of the orientalists were James Prinsep, Henry Thomas Colebrooke, etc.

**Macaulay minutes** refer to his proposal of education for the Indians.

* According to him:
	+ English education should be imparted in place of traditional Indian learning because the oriental culture was ‘defective’ and ‘unholy’.
	+ He believed in education a few upper and middle-class students.
	+ In the course of time, education would trickle down to the masses. This was called the infiltration theory.
	+ He wished to create a class of Indians who were Indian in colour and blood but English in taste and affiliation.
* In 1835, the Elphinstone College (Bombay) and the Calcutta Medical College were established.

Wood’s Despatch (1854)

* Sir Charles Wood was the President of the Board of Control of the company in 1854 when he sent a despatch to the then Governor-General of India, Lord Dalhousie.
* This is called the ‘Magna Carta of English education in India.’
* Recommendations of the Wood’s Despatch:
	+ Regularise education system from the primary to the university levels.
	+ Indians were to be educated in English and their native language.
	+ The education system was to be set up in every province.
	+ Every district should have at least one government school.
	+ Affiliated private schools could be granted aids.
	+ Education of women should be emphasised.
	+ Universities of Madras, Calcutta and Bombay were set up by 1857.
	+ University of Punjab – 1882; University of Allahabad – 1887
	+ This despatch asked the government to take up the responsibility of education of the people.

Assessment of the British efforts on education

* Although there were a few Englishmen who wanted to spread education for its own sake, the government was chiefly concerned only with its own concerns.
* There was a huge demand for clerks and other administrative roles in the company’s functioning.
* It was cheaper to get Indians rather than Englishmen from England for these jobs. This was the prime motive.
* No doubt it spread western education among Indians, but the rate of literacy was abysmally low during British rule.
* The state of women education was pathetic. This was because the government did not want to displease the orthodox nature of Indians and also because women could not generally be employed as clerks.
* In 1911, the illiteracy rate in British India was 94%. In 1921, it was 92%.
* Scientific and technical education was ignored by the British government.

# Development of Education during British Period in India

Education policy of the British: In pre-British days, Hindus and Muslims were educated through Pathsala and Madrassa respectively, but their advent created a new place of learning i.e. Missionaries. So that, they can create a class of Indian who would be “Indian in blood and colour, but English in taste” who would act as interpreters between the Government and the masses.

Education is a powerful tool to unlock the golden door of freedom that can change the world. With the advent of the British Rule in India, their policies and measures breached the legacies of traditional schools of learning which resulted in the need for creating a class of subordinates. To achieve this goal, they instituted a number of acts to create an Indian canvas of English colour through the education system.

Initially, the British East India Company was not concerned with the development of the education system because their prime motive was trading and profit-making. To rule in India, they planned to educate a small section of upper and middle classes to create a class “Indian in blood and colour but English in taste” who would act as interpreters between the Government and the masses. This was also called the “downward filtration theory”.The following steps and measures were taken by the British for the development of Education in India. The chronological development of Education during the British Period in India is discussed below:

**1813 Act & the Education**

1. **Charles Grant and William Wilberforce**, who was missionary activists, compelled the East India Company to give up its non-invention policy and make way for spreading education through English in order to teach western literature and preach Christianity. Hence, the British Parliament added a clause in the 1813 charter that Governor-General-in-Council less than one lakh for education and allowed the Christian Missionaries to spread their religious ideas in India.

2. Act had its own importance because it was the first instance that British East India Company acknowledged for the promotion of education in India.

3. With the efforts of **R.R.M Roy**, the Calcutta College was established for imparting Western education.  Also, three Sanskrit colleges were set up at Calcutta.

**General Committee of Public Instruction, 1823**

1. This committee was formed to look after the development of education in India which was dominated by Orientalists who were the great supporter of Oriental learning rather than the Anglicans. Hence, they created paramount pressure on the British India Company to promote Western Education. As a result, the spread of education in India got discursive between Orientalist-Anglicist and Macaulay’s resolution come across with a clear picture of the British education system.

**Lord Macaulay’s Education Policy, 1835**

1. This policy was an attempt to create a system of education that educates only the upper strata of society through English.

2. Persian was abolished as the court language and  English become the court language.

3. Printings of English books were made free and available at a very low price.

4. English education was allotted more funds as compared to oriental learning.

5. In 1849, JED Bethune founded Bethune School.

6. Agriculture Institute was established at Pusa (Bihar)

7. Engineering Institute was established at Roorkee.

[**Bombay Plan: A plan for the economic development of India**](https://www.jagranjosh.com/general-knowledge/bombay-plan-a-plan-for-the-economic-development-of-india-1553518786-1?ref=list_gk)

**Wood’s Dispatch, 1854**

1. It is considered as the “Magna Carta of English Education in India” and contained a comprehensive plan for spreading education in India.

2. It states the responsibility of the State for the spread of education to the masses.

3. It recommended the hierarchy education level- At the bottom, vernacular primary school; at district, Anglo-vernacular High Schools and affiliated college, and affiliated universities of Calcutta, Bombay, and Madras Presidency.

4. Recommended English as a medium of instruction for higher studies and vernacular at school level

**Hunter Commission (1882-83)**

1. It was formed to evaluate the achievements of Wood Dispatch of 1854 under **W.W Hunter** in 1882.

2. It underlined the state’s role in the extension and improvement of primary education and secondary education.

3. It underlined the transfer of control to district and municipal boards.

4. It recommended two division of secondary education- Literary up to university; Vocational for commercial career.

**Sadler Commission**

1. It was formed to study on the problems Calcutta University and their recommendations were applicable to other universities also.

2. Their observations were as follows:

I. 12-year school course

II. 3-years degree after the intermediate stage

III. Centralised functioning of universities, unitary residential-teaching autonomous body.

IV. Recommended extended facilities for applied scientific and technological education, teacher’s training, and female education.

Hence, we can say the British education system were influence by the aspiration of Christian Missionaries. It was injected to ensure a cheap supply of educated Indians to increase a number of subordinate posts in administration and in British business concern. That’s why the emphasis on English as a medium of instruction and also glorified British conquerors and their administration.