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**Education and British Rule: Understanding the New Education System** The introduction of the new education system by the British in India had significant objectives. Firstly, it aimed to reduce administrative expenditure by employing educated Indians instead of European employees. Secondly, it sought to spread English language and Western culture among the Indian population. Thirdly, it hoped to create a market for English goods by promoting the idea of Indians becoming "semi-English." Finally, it aimed to convert Indians to Christianity through modern education. The British government used education as a tool to promote their interests. The new education system stressed the teaching of English language and literature, neglecting Indian languages. It focused on logic and scientific research rather than faith and ritualism. New schools, colleges, and universities were established to spread English language and literature, with fixed syllabi and attention to technical education. The introduction of modern education in India was a deliberate attempt by the British to achieve their various objectives. By educating Indians, they aimed to reduce administrative costs and promote Western culture. However, this approach also had negative consequences, such as the erosion of Indian languages and cultures, and the conversion of Indians to Christianity. The spread of education in British India was a significant effort made by the society in later years. In 1792, the Resident of Benaras initiated several English schools and colleges to promote English language instruction. Missionaries also established institutions like Wilson College at Bombay, Christian College at Madras, and John College at Agra. Progressive Indians, such as Raja Rammohan Roy, started their own English schools. By 1816, Roy laid the foundation for a school in Calcutta. The Charter Act of 1813 aimed to address the intellectual development of the Indian people. The British government set aside one lakh rupees to promote modern sciences in India. However, this meager amount was not utilized effectively due to indecision on the medium of education. Lord Macaulay and Raja Rammohan Roy played a crucial role in promoting English instruction alone in 1835. The decision led to increased emphasis on English learning and further encouraged it in 1844 when only those Indians with sufficient knowledge of English were appointed for government jobs. Charles Wood's Despatch in 1854 emphasized the importance of education, recommending the establishment of an Education Department in every province, universities modeled after London University, government schools in every district, grant-in-aid to affiliated private schools, and training in mother tongues. The company's system of education had several drawbacks. The lack of funds hindered progress, neglecting common people, created a gap between classes. The medium of instruction, teaching all subjects through English, neglected Indian languages and fostered a class of people who considered themselves superior due to their knowledge of English. The British colonial rule had a profound impact on India's education system, leading to significant changes and drawbacks. One major criticism was the neglect of women's education, with no funds allocated for their education, as it was deemed unnecessary by the English. Additionally, scientific and technical education were also neglected, with only three medical colleges and one engineering college established in 1857, exclusively for Europeans. The British had a crucial role in promoting education, which later fueled Indian nationalism, ultimately leading to the downfall of the British Empire. Prior to British rule, both Hindus and Muslims had their own educational institutions like Makhtabs, Madrassas, Pathshalas, Mosques, and Temple Schools. However, with the establishment of British rule, their system was pushed aside in favor of Western education through the medium of English. This led to the decline of traditional education due to lack of official support. The Swadeshi and Boycott movements played a pivotal role in shaking the British Empire's foundation in India. Students took a major part in these movements, leading to severe disciplinary actions by the authorities, including expulsions, fines, and forced resignations of teachers who refused to punish students for their participation. This led to the boycott of Calcutta University, prompting the establishment of a National Council of Education on national lines. Within a short span, a significant amount was collected, and the National Council of Education was set up. It founded numerous national schools and colleges, absorbing and adjusting expelled students and teachers. By 1908, the number of secondary schools had grown to 25, and primary national schools to 300. The Bengal Provincial Conference and Indian National Congress endorsed the idea of establishing national schools throughout the country. The Calcutta session of 1906 also endorsed the creation of national institutions across the country. Hirendermath Datta emphasized that Swadeshi is a multifaceted concept, encompassing three key aspects: political, industrial, and educational. This integration of National Education into the broader movement was initiated in 1905 with the Swadeshi and Boycott Movements. The Calcutta Madrasa was established to foster Arabic, Persian, and Islamic law studies. Meanwhile, the Hindu College in Benaras aimed to promote ancient Sanskrit texts for administrative purposes. Critics like James Mill and Thomas Babington Macaulay strongly criticized Oriental learning, with Macaulay even urging the British government to discontinue funding it. The British viewed institutions like Calcutta Madrasa and Benaras Sanskrit College as relics of darkness in decline. However, they established their own universities in Calcutta, Madras, and Bombay. Pathshalas, on the other hand, offered oral education under a banyan tree or within village shops, temples, or gurus' homes. Classes were suspended during harvest season to allow rural children to contribute to agricultural work. The British Company assigned pandits to visit pathshalas and enhance teaching standards. Notable Indians like Mahatma Gandhi and Rabindranath Tagore reacted against Western education, with Tagore establishing Shantmiketan as a serene abode of peace, 100 kilometers from Calcutta, where children could live in harmony with nature and cultivate their innate creativity.

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