

Educational System in British India and its Socio-Political Impacts on Pakistani Society

Muhammad Asim¹ and Syed Raheem Abbas Shah²

¹Lecturer Government Postgraduate College Asghar Mall, Rawalpindi, Pakistan

²Lecturer Government Postgraduate College, Bhakkar, Pakistan

Copyright © 2014 ISSR Journals. This is an open access article distributed under the ***Creative Commons Attribution License***, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

ABSTRACT: Educational system in British India was in fact, a plan of control. British government wanted to facilitate Hindus therefore this system was destroying Muslim identity and recognition. Although, one of its prime objectives was to promote Christianity and western culture in Indo-Pak Subcontinent but its other features were covering interests of Hindus. Therefore, Muslims had been forced to give up getting education.

This article highlights all the seven educational plans which are called seven terms of British educational system in India, introduced by the British Government according to the need of time. Impacts of every term are also presented here while characteristics of British educational system are covering the whole tenure of British educational policies in Indo-Pak Subcontinent from 1813 to 1947. The socio-political consequences of this system after the formation of Pakistan are also discussed here.

KEYWORDS: Aligarh, Deoband, Persian, Indo-Pak Subcontinent, Britishers.

HYPOTHESIS

British educational system in India was totally against the Muslims benefits and identity. In fact, British East India Company snatched the rule of Indo-Pak Subcontinent from Muslims therefore it considered them as their big enemy. Therefore, all the seven terms of British educational system created fully negative impacts on Indian Muslims and they suffered a lot socially, economically, religiously, culturally, legally, politically and institutionally. But, some of rational thinkers perceived it as a reason of delivering defending thoughts to the Muslims. So, firstly they established their own political party in 1906 and secondly, they got a separate homeland in 1947.

INTRODUCTION

Most of the historians criticized British educational system in India and argued that it was designed against the Muslim identity and interests. All the seven terms introduced by the British Government were following backwardness of Indian Muslims. Therefore, Muslims had been forced to start their own educational movements. This study is highlighting all these seven educational terms with focusing upon their social, economic, political, institutional, religious, legal and economic impacts. And, after the formation of Pakistan, the socio-political consequences of this educational system and its counter educational thinking are described.

LITERATURE REVIEW

Leslie (1988) describes an importance of education for each country with declaring it as a big tool of generating skilled human resource.

Riddick (2006) and Iraqi (2008) analyze an educational environment of Asia with specific perspective of Indo-Pak sub-continent while Welch (2011) focuses upon the educational planning and management of Southeast Asian countries which is a reason that they are called "Asian Tigers".

For highlighting British education policies, there is a work of Rao (1979), Aziz (1965), Marriott (2006), McCully (1966) and Jayapalan (2000). They emphasize on every point of each educational term. And also, they presented all the impacts of each educational term on the Indian society.

Similarly, Seth (2000), Pandey (2005) and Hunter (1871) describes characteristics of British educational system.

ESSAY

Education is played a vital role in development of any country on the modern lines. It gives specialization in a field that facilitate regarding covering up deficiencies in that field as well for the betterment. Similarly, state has special focus on higher and technical education, because it is the only source of generating skilled human resource (Leslie, 1988, P.186). If today, Southeast Asian countries are called Asian Tigers, then just because of concentration on promoting higher education among their folds (Welch, 2011, P.02).

Historically, Indo-Pak subcontinent was very weak in getting professional, technical or higher education, especially Muslims of this region. Although Indus civilization and Aryans were technical minded of that time, but in recent history, before British arrival, Muslims almost had said good bye to higher and technical education. They had adopted a trend of getting enrollment in orthodox religious schools, while Hindus continued their interest towards getting higher or technical education (Riddick, 2006, PP.117-118). In result, after War of Independence 1857, Hindus at one side, had gotten government jobs, and at second side, had also gotten favor of British government regarding their innocence. At that time, Muslims were not able to show their soft image in front of British government just because of educational lack (Riddick, 2006, P.181).

HISTORICAL BACKGROUND FROM 1813 TO 1947

Although British Educational System for South Asia¹ (1813-1947) can be divided into 7 terms, but it was designed for the time being needs. Now we have to discuss all these 7 terms regarding higher education policy for South Asia by the British government.

1ST TERM (1813-1835)

This term was called Charter Act of 1813. This is presented by Charles Grant, who is the founder of British Educational Policy in South Asia. His personal efforts and political links facilitated him to present this bill into British Parliament, and with the effort of 20 years almost, he got success regarding passing this bill from British parliament in 1813. Therefore he is called "forefather of modern education in India" (Rao, 1979, P.91)(Pandey, 2005, P.23)(Aziz, 1965, P.49)(Marriot, 2006, P.24).

Charles Grant was actually an employee in East India Company, and enacts corruption a lot. After this, he left the company and became Christian Preacher. In 1970, he returned back in U.K and opposed the government policy regarding restriction on Christianity promotion in India. In fact, at that time, this was a general opinion in U.K that America got independence from U.K due to free education, and this mistake must not repeat in India. But Charles Grant had a different opinion. He argued that India is ready to become Christian, and we can convert it through education. When they will become Christian, they will accept the authority of their religious fellows' rulers (Rao, 1979, P.92)(Aziz, 1965, P.49)(Marriot, 2006, P.24).

His resolution was to promote English language in India, but should not assign any governmental post to any local person. Such posts must be allocated just for Britishers (Aziz, 1965, P.49)(Marriot, 2006, P.24).

¹ At that time, the term "South Asia" was used to the contemporary regions of Bangladesh, Bhutan, Burma, India and Pakistan.

Through this act, Christian preachers had been acknowledged to open religious schools in India. Therefore, Charles Grant is called the forefather of modern education in India (Rao, 1979, P.93).

The basic characteristics of this act were as follows:

1. East India Company will utilize an amount of grant in Central Asia for promotion of British Education and literature (Pandey, 2005, P25) (Jayapalan, 2000, P49) (Aziz, 1965, P.49)(Marriot, 2006, P.24).
2. Educated persons will be appreciated and awarded by honorable status (Pandey, 2005, P25)(Jayapalan, 2000, P.49)(Aziz, 1965, P.49)(Marriot, 2006, P.24).
3. Scientific education will be introduced in British occupied India (Pandey, 2005, P25)(Jayapalan, 2000, P.49) (Aziz, 1965, P.49)(Marriot, 2006, P.24).
4. Calcutta Sanskrit College was established in 1824. Raja Raam Mohan Raye opposed this step with argument that India has just a need of scientific education (Pandey, 2005, P25)(Jayapalan, 2000, P.50) (Aziz, 1965, P.50)(Marriot, 2006, P.24).
5. Delhi College was entrenched in Delhi in 1824 with the help of grant, allocated by the minister of Oudh State, Etamad-ud-Dolah. All types of education in Urdu language, was introduced in this college at each level (Jayapalan, 2000, P.50)(Pandey, 2005, P25) (Aziz, 1965, P.50)(Marriot, 2006, P.25).
6. Allocated amount for promotion of education was enhanced from 100,000 to 1,000,000 rupees through the Charter Act of 1833 (Pandey, 2005, P25)(Jayapalan, 2000, P.50) (Aziz, 1965, P.50)(Marriot, 2006, P.25).

First term of British Educational System in subcontinent left some nominated impacts on Indian society. There are as follows:

Social and Cultural Impacts

There policy was actually an encouragement of old languages. Its basic objective was to restore loyalty of domestic people in favor of Britishers as well as to come close with the Hindus. Socially and culturally, this plan was become popular and got favor of Hindus majority (Pandey, 2005, P26).

Economic Impacts

British government did not use the grant of 100,000 rupees till 1823 even this was so little for huge territory of India regarding educational purposes. Therefore, this charter was not proved useful (Pandey, 2005, P26).

Legal and Political Impacts

In 1828, when William Bentinck came in India as Governor General, he closed endowments of Muslims by force. This act became a reason of huge loss for Muslims education and Britishers-Muslims rivalry became more intensified (Pandey, 2005, PP28-29).

Institutional Impacts

This charter was an initial step for the educational reforms in India. And, this charter showed the way for further developments in British Educational System in India (Pandey, 2005, P30).

2ND TERM (1835-1854)

2nd term of British Educational System in India was highlighted with the name of Lord Macaulay, who was columnist in British news papers. This field facilitated him to become a member of General Committee of Public Instruction, and he appointed in Calcutta in 1834 as a president of this committee. Now he had controlled Indian laws and educational system (Pandey, 2005, P31)(McCully, 1966, P.113).

Lord Macaulay called a meeting in 1834 regarding deciding the way of education, either in English language or in local languages, but committee could not take any decision. Lord Macaulay saved his opinion on a paper and then, in a meeting with Governor General Bentinck in February 2, 1835, he emphasized on British style of education in all over the India rather than the domestic ways (McCully, 1966, P.115). He also suggested closing of the Calcutta Madrassah and Calcutta Sanskrit College. This suggestion was spread in all over the India that Britishers are going to close Muslims and Hindus schools and Madrassas. A massive protest of Muslims and Hindus forced British government not to do this, But Governor General approved the suggestions of Lord Macaulay, and on March 7th, 1835, these suggestions were implemented in all over the British occupied India through an official announcement (McCully, 1966, P.116) (Pandey, 2005, P31).

These suggestions had wined up all the doors for domestic educational system. The basic characteristics of Lord Macaulay's suggested educational system are as follows:

1. He suggested medium of education was in English language, with arguing that Arabic or Sanskrit are not able to get popularity as well as these languages have not an international reputation regarding translation other books into these languages (Aziz, 1965, P.52)(Marriot, 2006, P.26)(Pandey, 2005, P32)(Jayapalan, 2000, P.51).
2. Lord Macaulay does not want to promote British education, but want to get local employees with British favor. He said, "We will have an effort to generate a group, who will be natively an Indian, but its thinking and living style will be British" (Aziz, 1965, P.52) (Marriot, 2006, P.26) (Pandey, 2005, P32)(Jayapalan, 2000, P.51).
3. In 1836, Hugli College Calcutta and Medical College Calcutta established (Aziz, 1965, P.52)(Marriot, 2006, P.26) (Pandey, 2005, P32)(Jayapalan, 2000, P.52).
4. According to new educational policy, government started to open new schools. In 1835, it crossed the number of 35. Then, government decided to open new schools at district level. Through this policy, in 1840, the number of schools crossed up to 40. These schools became so popular that people wanted to enroll their children in these schools even their fees was so high (Aziz, 1965, P.52) (Marriot, 2006, P.26) (Pandey, 2005, P32) (Jayapalan, 2000, P.52).
5. Due to popularity of English Schools, Christian preachers also forced to open the schools on British style of education. In 1853, the number of such schools was crossed from 22 just in Bengal province (Aziz, 1965, P.53) (Marriot, 2006, P.27) (Pandey, 2005, P32)(Jayapalan, 2000, P.53).
6. In 1841, Council of Education was established (Aziz, 1965, P.53)(Marriot, 2006, P.27) (Pandey, 2005, P32)(Jayapalan, 2000, P.53).
7. In 1844, Hindu College Calcutta started engineering classes, and in 1847, Engineering College was established in Rid (Aziz, 1965, P.53)(Marriot, 2006, P.27) (Pandey, 2005, P32)(Jayapalan, 2000, P.53).
8. In 1844, Lord Harding announced that educated people from English schools will be preferred for the government jobs. This announcement increased the demand of British education (Aziz, 1965, P.54)(Marriot, 2006, P.28) (Pandey, 2005, P32)(Jayapalan, 2000, P.53).

This term had also left some significant impacts on Indian society. These are as follows:

Social Impacts

In previous 20 years, thousands of Indians got education and it was quite impossible to give jobs to all of them. In fact, the basic objective of western education was to get job. Therefore, unemployment ratio was increased time to time and its became also a reason of 1857 war (Pandey, 2005, P34).

Economic Impact

This plan delivered realization that education is an actual source of getting job. And after this, western education got a superior status in India as Britishers (Pandey, 2005, P34).

Legal Impacts

British government offered scholarships for getting education but there was no any student. In fact, this quotation was become famous that:

پڑھو فارسی، بیچو تیل

"Read Persian language and sale the oil" means there is only a Persian language which make you able to earn something (Pandey, 2005, P35).

Religious Impacts

Although people were getting western education for the sake of job but Missionaries were trying to impose western culture and traditions through their religious education. And in result, there was a community, which was Indian by blood but western by thinking (Pandey, 2005, P35).

3RD TERM (1854-1884)

In 1853, East India Company presented its renewed charter in the British parliament, and Parliament approved it due to having an aim of controlling all over the India after Mughal rulers. On occasion of this approval, some participants spoke their ideas in parliament regarding socio-political system designing in India. Under the light of those ideas, Charles Wood designed a new Educational draft for India that is called "Wood's Dispatch" (Rao, 1979, P.95). Wood was also the president of East

Indain Company's Board of Control. His draft was forwarded to East Indian Company's board of directors in 1854, and this draft became a reason of educational changes in the British occupied India. Therefore, this draft is also called Magna Carta of Education (Pandey, 2005, P36) (Aziz, 1965, P.56)(Marriot, 2006, P.29) (Rao, 1979, P.96).

This draft also favors the ideas of Lord Macaulay, but diplomatic language is used in this draft regarding favoring and promoting western knowledge and literature. Fundamental aims of this draft were as follows:

1. Generate local employees for East India Company regarding free flow of resources from India to Britain (Pandey, 2005, P36) (Aziz, 1965, P.56)(Marriot, 2006, P.29) (Jayapalan, 2000, P.55).
2. Way of teaching was adopted in English language for secondary schools and colleges, while local languages were used till primary and middle classes (Pandey, 2005, P36) (Aziz, 1965, P.56)(Marriot, 2006, P.29) (Jayapalan, 2000, P.55).
3. Education department must be established in each province which will be administrated by Director of Public Instructions, who will be only answerable to the government. Inspectors will be appointed in the districts for help him who will visit schools and colleges. Directors and inspectors will be selected through civil service exam (Pandey, 2005, P37) (Aziz, 1965, P.57)(Marriot, 2006, P.29) (Jayapalan, 2000, P.56).
4. Universities will be established in Calcutta, Bombay and Madras same like University of London. Each university consisted of government representatives, chancellors, vice chancellors and several other boards of governing members. Universities will be allowed to deliver education in Sanskrit, Arabic and Persian. Universities were established in Calcutta, Madras and in Bombay in 1857, while University College was established in Lahore in 1869 and Punjab University was established in Lahore in 1878 (Pandey, 2005, P38) (Aziz, 1965, P.57)(Marriot, 2006, P.30) (Jayapalan, 2000, P.56).
5. Government will announce policies for promoting higher education for poor class people but the elite class will manage itself (Pandey, 2005, P38) (Aziz, 1965, P.57)(Marriot, 2006, P.30) (Jayapalan, 2000, P.57).
6. English schools will be established in each district, so that a common person can get status-full education. For this purpose, Government College was established in Lahore in 1864 (Pandey, 2005, P39) (Aziz, 1965, P.57)(Marriot, 2006, P.30) (Jayapalan, 2000, P.57).
7. Indian Schools will also be opened in parallel with English Schools, so that education can be delivered in domestic languages (Pandey, 2005, P40) (Aziz, 1965, P.58)(Marriot, 2006, P.31) (Jayapalan, 2000, P.57).
8. Already established schools or "Maktab" (Madrasas) will have funded by government for promoting primary education (Pandey, 2005, P40) (Aziz, 1965, P.58)(Marriot, 2006, P.31) (Jayapalan, 2000, P.58).
9. Scholarships will not be offered for the students who get education in Sanskrit or in Arabic language, but offer to the students of schools and colleges who get first position, so that they can continue their further education (Pandey, 2005, P40) (Aziz, 1965, P.58)(Marriot, 2006, P.31) (Jayapalan, 2000, P.58).
10. Institutes for teachers training will be established on the pattern of Britain teachers training institutes (Pandey, 2005, P41) (Aziz, 1965, P.58)(Marriot, 2006, P.31) (Jayapalan, 2000, P.58).
11. Private educational institutes will be funded by government if they will follow governmental policies (Pandey, 2005, P41) (Aziz, 1965, P.59)(Marriot, 2006, P.32) (Jayapalan, 2000, P.58).
12. Women education will be promoted (Pandey, 2005, P42) (Aziz, 1965, P.59)(Marriot, 2006, P.32) (Jayapalan, 2000, P.58).
13. Professional education will be promoted with the help of provincial governments (Pandey, 2005, P42) (Aziz, 1965, P.59)(Marriot, 2006, P.32) (Jayapalan, 2000, P.59).

Impacts of 3rd term were as follows:

Social Impacts

Before British arrival in India, Indians were worked at all the official posts but now, they were forced to get jobs of low rank. All the high posts were in control of Britishers. And for getting high posts, western education was must. This principle kept Indians far from high posts (Pandey, 2005, P43).

Similarly, it was said that there will be offered education of arts, science, philosophy and literature. But, there were just ordinary subjects in all over the classes till the higher education degrees which were not beneficial for the Indians regarding getting high official posts (Pandey, 2005, P43).

Economic Impacts

In 1868, British government impose one percent tax on agriculture land productivity. This tax was used for the British educational system. Board of Control was eliminated and post of Indian minister was established (Pandey, 2005, P44).

Religious Impacts

British government announced funding to private education institutions but the criteria was so typical that local institutes cannot get such funding. In fact, the basic objective of this funding was to facilitate Christian schools for preaching Christianity. But, after 1857, Britishers became conscious and now, they opened all the educational institutes with the name of government. But, the hidden objective was still the promotion of Christianity (Pandey, 2005, P44).

Legal Impacts

Department of Education was established in 1857, but instead of establishing schools and colleges, most of the revenue was utilized for appointments British officers as director and inspector and their expenditures (Pandey, 2005, P44).

Institutional Impacts

In 1857, on the model of London University, universities were established in Calcutta, Madras and Bombay. But these were just examination centers. An actual purpose was also to generate revenue from there. But in 3rd educational term, no new university was established in the India (Pandey, 2005, P45).

Cultural Impacts

At secondary level, English was declared as a way of getting education. At middle level, this announcement was in fact, a tactic of stopping Indians by force regarding getting education (Pandey, 2005, P45).

4TH TERM (1882-1904)

British government established a commission in 1882, which was headed by W.W.Hunter. Therefore, this commission was also called "Hunter Commission", which consisted of 20 members, in which two were Muslims and five were Hindus. Firstly, Sir Syed Amhed Khan and after him, his son, Dr.Syed Mehmood was its member. Second Muslim member was Haji Ghulam Hussain from Amritsar (McCully, 1966, P.118) (Aziz, 1965, P.61)(Marriot, 2006, P.32).

W.W.Hunter introduced some new approaches in the educational system of British India, which are given as follows;

1. Government schools will not provide education about any religion, but private schools are allowed to deliver religious education whatever they want to deliver (Pandey, 2005, P45)(Jayapalan, 2000, P.61) (Aziz, 1965, P.61)(Marriot, 2006, P.32).
2. School books publication rights were given to private publishers (Pandey, 2005, P46)(Jayapalan, 2000, P.61) (Aziz, 1965, P.61)(Marriot, 2006, P.32).
3. Government primary schools should be given under the control of local educational boards (Pandey, 2005, P47)(Jayapalan, 2000, P.61) (Aziz, 1965, P.61)(Marriot, 2006, P.32).
4. Government should promote primary education regarding overcome illiteracy rate (Pandey, 2005, P47)(Jayapalan, 2000, P.61) (Aziz, 1965, P.61)(Marriot, 2006, P.32).
5. Primary school teachers training courses must be held (Pandey, 2005, P47)(Jayapalan, 2000, P.62) (Aziz, 1965, P.62)(Marriot, 2006, P.32).
6. Secondary education will be delivering only in private schools but with the funding of government. Government will establish secondary schools just in the backward areas (Pandey, 2005, P48)(Jayapalan, 2000, P.62) (Aziz, 1965, P.62)(Marriot, 2006, P.33).
7. Government will support those "maktabs" (Madrasas) who will not gratify religious education (Pandey, 2005, P48)(Jayapalan, 2000, P.62) (Aziz, 1965, P.62)(Marriot, 2006, P.33).
8. Female educational institutes will be funded by government more fully, and there will be separate syllabus will be offering scholarships (Pandey, 2005, P49)(Jayapalan, 2000, P.63) (Aziz, 1965, P.62)(Marriot, 2006, P.33).
9. Colleges will be allowed to collect fee from students according to their needs, and there will not be flexibility in paying dues after a specific percentage (Pandey, 2005, P49)(Jayapalan, 2000, P.63) (Aziz, 1965, P.62)(Marriot, 2006, P.33).
10. Foreign degree holder teachers must be appointed (Pandey, 2005, P50)(Jayapalan, 2000, P.63) (Aziz, 1965, P.62)(Marriot, 2006, P.33).

11. The condition of being Britisher for the principal and head master had been ended in 1880 (Pandey, 2005, P50)(Jayapalan, 2000, P.63) (Aziz, 1965, P.64)(Marriot, 2006, P.34).
12. In 1886, on advice of Public service commission, Indian Education Service had been established (Pandey, 2005, P50)(Jayapalan, 2000, P.63) (Aziz, 1965, P.64)(Marriot, 2006, P.34).
13. Ala Abad University had been established in 1887 (Pandey, 2005, P50)(Jayapalan, 2000, P.63) (Aziz, 1965, P.64)(Marriot, 2006, P.34).
14. Hindu College had been established in Banaras in 1889 (Pandey, 2005, P50)(Jayapalan, 2000, P.63) (Aziz, 1965, P.64)(Marriot, 2006, P.34).
15. In 1901, Lord Curzen delivered roots to the First All India Educational Conference in Shimla (Pandey, 2005, P50)(Jayapalan, 2000, P.63) (Aziz, 1965, P.64)(Marriot, 2006, P.34).
16. The post of Director General of Education had been introduced this year for whole British India (Pandey, 2005, P50)(Jayapalan, 2000, P.63) (Aziz, 1965, P.64)(Marriot, 2006, P.34).
17. Indian Universities Commission presented its first report in 1902, and these were published in a shape of bill in 1903 (Pandey, 2005, P51)(Jayapalan, 2000, P.64) (Aziz, 1965, P.64)(Marriot, 2006, P.35).

Impacts of 4th term were as follows:

Social Impacts

Commission for 4th term suggested separate schools for girls with separate curriculum. Commission also announced scholarships for the female students and appointment of women inspectors (Pandey, 2005, P53).

Religious Impacts

Hunter commission decided to stop religious education in the government institutions. But, it conceded private institutes that if they want, then they can deliver it (Pandey, 2005, P53).

Institutional Impacts

In 1887, Allahabad University was ingrained and the post of Director General of Education was established for the whole India (Pandey, 2005, PP.53-54).

5TH TERM (1904-1919)

British Indian 5th educational system was from resolution of 1904 to till 1919 (Rao, 1979, P.99). According to educational policy of 1904, such steps were taken by the government;

1. Resolution of 1904 forced to introduce technical education but this cannot be implemented (Aziz, 1965, P.66)(Marriot, 2006, P.35) (Pandey, 2005, P52)(Jayapalan, 2000, P.65).
2. Proficiency in mother language will be based of getting education in English language (Aziz, 1965, P.66)(Marriot, 2006, P.35) (Pandey, 2005, P52)(Jayapalan, 2000, P.65).
3. Education in English language will be started from the age 13 at least, and mother language will have a status of compulsory subject (Aziz, 1965, P.66)(Marriot, 2006, P.35) (Pandey, 2005, P50)(Jayapalan, 2000, P.65).
4. National council of education was established in 1905 for educational planning (Aziz, 1965, P.66)(Marriot, 2006, P.35) (Pandey, 2005, P53)(Jayapalan, 2000, P.65).
5. Before 1909, education department was a part of interior ministry. In 1909, it was shifted towards department of land and health, and post of director general of education was demolished (Aziz, 1965, P.66)(Marriot, 2006, P.35) (Pandey, 2005, P54)(Jayapalan, 2000, P.66).
6. 9,000,000 was allocated for education in 1911, and on an event of Delhi Darbar on December 12, 1911, 5,000,000 were allocated permanently for each year (Aziz, 1965, P.67)(Marriot, 2006, P.35) (Pandey, 2005, P54)(Jayapalan, 2000, P.66).
7. Resolution of 1913 forced for check the student's abilities through exams, but exams should not be only the reason of promotion in the next class (Aziz, 1965, P.67)(Marriot, 2006, P.36) (Pandey, 2005, P55)(Jayapalan, 2000, P.67).
8. Banaras University was established in 1915, while Women University was established in Patna in 1916, and Rangoon university was established in 1917 (Aziz, 1965, P.67)(Marriot, 2006, P.36) (Pandey, 2005, P55)(Jayapalan, 2000, P.67).

Impacts of 5th term were as follows:

Social Impacts

Due to huge demand from Indian, it was decided to deliver education in the mother language instead of English. For study English Language, at least student must be up to the age of 13 years old. Mother language will be introduced as a compulsory subject. But, in the Punjab, Urdu language was not included as a compulsory subject (Pandey, 2005, P56).

Economic Impacts

In 1911, 9,000,000 rupees were given to the India regarding educational development. And, in December 12, 1911, 5,000,000 rupees were fixed permanently for each year regarding educational development in India during Delhi Darbar (Pandey, 2005, P57).

Institutional Impacts

Banaras University was established in 1915. Patna University was established in 1916 and Rangoon University was established in 1917. Similarly in 1905, National Council of Education was established for national educational planning (Pandey, 2005, P57).

6TH TERM (1919-1929)

British government appointed a commission under the supervision of Dr. M.E Sadler in 1917 for the development of Calcutta University. Commission presented its report on 1919. In these two years, commission visited all the universities of the British India; therefore, some of the suggestions were very beneficial for all the universities (Pandey, 2005, P58)(McCully, 1966, P.120).

Suggestions, which were given by Sadler commission, are as follows;

1. There should be an educational board, which conduct the examinations for high schools and intermediate colleges (Pandey, 2005, P59) (Aziz, 1965, P.69)(Marriot, 2006, P.38) (Jayapalan, 2000, P.70).
2. Central advisory board for education was established in 1921 for getting opinions of educationists (Pandey, 2005, P60) (Aziz, 1965, P.69)(Marriot, 2006, P.38) (Jayapalan, 2000, P.70).
3. In 1923, municipalities were authorized to impose educational tax, and primary education was fixed from 6 to 12 years as compulsory education (Pandey, 2005, P61) (Aziz, 1965, P.69)(Marriot, 2006, P.38) (Jayapalan, 2000, P.70).
4. Sadler commission suggested to start B.S honor degrees in the universities, along with de-politicization if university affairs. Lucknow University was established in 1920, Nagpur University was established in 1922, Delhi University was established in 1922, and Inter University was established in 1925 (Pandey, 2005, P61) (Aziz, 1965, P.69)(Marriot, 2006, P.38) (Jayapalan, 2000, PP.70-71).

Impacts of 6th term were as follows:

Social Impacts

In 1919, Movement of Civil disobedience was started against the British government regarding Montague Chelmsford Reforms. In result, several local schools and universities were gone to be established by the intellectual Indians (Pandey, 2005, P62).

Economic Impacts

Municipal Committee was authorized regarding imposing educational taxes within their municipalities. In each municipality, primary education was compulsory declared (Pandey, 2005, P63).

Institutional Impacts

Central Advisory Board of Education was established in 1921 for educational development. Lucknow University was established in 1920. Nagpur University and Delhi University were established in 1922 (Pandey, 2005, P63).

7TH TERM (1929-1947)

British government send a commission, consisted of 7 British members, under the leadership of Sir John Simon in 1927. This commission established another sub-committee under the presidency of Philip Hartog. This sub-committee submitted its report in 1929 (Pandey, 2005, P64)(Rao, 1979, P103). Suggestions, which were given in this report, are as follows;

1. Committee putted blame on universities regarding issuing cheap and easy degrees. This committee suggested enhancing educational standard in the universities, along with establishing a central library (Pandey, 2005, P65)(Jayapalan, 2000, P.73) (Aziz, 1965, P.71)(Marriot, 2006, P.40).
2. Committee opposed separate examination system for common and technical subjects (Pandey, 2005, P65)(Jayapalan, 2000, P.73) (Aziz, 1965, P.71)(Marriot, 2006, P.40).
3. Method for teachers' appointment should be restricted more for enhancing standard of education (Pandey, 2005, P65)(Jayapalan, 2000, P.74) (Aziz, 1965, P.71)(Marriot, 2006, P.40).
4. Committee projected women education. It suggested co-education during primary education, while suggested separate syllabus for women's in further classes (Pandey, 2005, P66)(Jayapalan, 2000, P.74) (Aziz, 1965, P.71)(Marriot, 2006, P.40).
5. Committee suggested starting religious and Urdu education in government schools, so that Muslims leave to establish their separate schools (Pandey, 2005, P67)(Jayapalan, 2000, P.74) (Aziz, 1965, P.71)(Marriot, 2006, P.40).
6. During Second World War, Britain government started new plans for re-development. In 1944, British government presented Education Act in the parliament which was passed. War was ended in 1945, and implementation of Education Act had been started (Pandey, 2005, P68)(Jayapalan, 2000, P.75) (Aziz, 1965, P.72)(Marriot, 2006, P.40).
7. Provincial autonomy had been applied according to Indian Act of 1935, through which Education Minister had gotten so much powers (Pandey, 2005, P68)(Jayapalan, 2000, P.75) (Aziz, 1965, P.72)(Marriot, 2006, P.41).
8. All India Council for Technical Education established in 1945, and separate education department had been established in the central government same year (Pandey, 2005, P68)(Jayapalan, 2000, P.76) (Aziz, 1965, P.72)(Marriot, 2006, P.41).

This was the last term, announced by the British government. Impacts of 7th term were as follows:

Social Impacts

There was strictly focus upon the women education with separate syllabus at secondary level for male and female students (Pandey, 2005, P69).

Religious Impacts

Government accepted the demand of Muslims and offered religious education in government institutions for Muslims (Pandey, 2005, P69).

Legal Impacts

The training of teachers was declared as must. This was due to the betterment of educational structure (Pandey, 2005, P69).

Characteristics of British Educational System

Evolution of education in British India has certain characteristics which are showed during observing these seven terms.

1. British educational system became a cause of destroying domestic educational system. W.W.Hunter wrote in his book "Indian Mussalmans" that when Britishers took charge of Bengal, then 1/4th of income was specified for an education (Hunter, 1871, P.17). Such specified amount was used in running the affairs of several religious schools. Every school had its own administrator and several other teachers. There was free residential and mass facility. So a big part of Muslim population was getting education through this system. Britishers firstly attacked on this educational system through capturing it, and made a law for getting control over them in 1820. This procedure was continued till 18 years which resulted closing of almost all the Muslims educational Institutions (Pandey, 2005, P70)(Hunter, 1871, PP.18-19).
2. The radical aim of British educational system was to preach Christianity. Firstly, they try to change Hindu Elite class, and secondly, they opened primary schools for this purpose (Pandey, 2005, P71)(Seth, 2007, P.02).

3. Britishers wanted to promote their culture. So they designed such educational system which could be helpful regarding promoting British culture in India. Lord Mechalay said that they want to generate such group which even belongs to India by soul, but their thinking will be Britain (Pandey, 2005, P71)(Seth, 2007, P.03).
4. British government preferred to promote education in Hindus rather than Muslims which resulted ended relationship of Muslims with the schools. W.W.Hunter said that all schools were consisted of British and Hindu teachers while way of education was in Deonagri, Bengali and English language. Arabic, Persian and Urdu were absent here. Muslims were not allowed regarding getting holidays on their religious days while Hindus have all holidays on their religious occasions. Books which were taught in schools were consisted of lessons against Islam and Prophet Muhammad S.A.W (Pandey, 2005, PP.71-72)(Hunter, 1871, PP.35-36).
5. British government established universities in Hindu majority areas for getting Hindus favor regarding long term aiming of stay in India (Pandey, 2005, P72)(Seth, 2007, P.04).

Socio-Political Impacts of British Indian Educational System on Pakistani Society

It is clear that historians belong from Pakistan are usually write against the British Educational System in Indo-Pak subcontinent but this is also a reality that this system delivered awareness about modern culture, education and civilization to the people of this region. Here, we have to analysis all those points, on which bases, historian criticized British Indian educational system but in fact, their consequences on Pakistani society are being enjoyed till now.

1. It is claimed that British educational system in India was an indirect effort of promoting Christianity in the subcontinent. Of course there were several efforts regarding this but as a rational thinker, we can observe the relationship of religion with other social subjects of society in the west. And, if people of subcontinent follow this trend, they can find a way in between religion and modernity that can become a cause of development. So, Sir Syed and his followers observe this and tried to promote this trend in this region. Its result was an increasing number of Muslim populations who got modern education and established a separate Muslim political party called All India Muslim League in 1906 from the platform of All India Muhammadan Educational Conference. This new party was provided an educated leadership to the Muslims of Subcontinent that led the Pakistan movement. Similarly, after the formation of Pakistan, this mindset is contributing as a bridge among religious norms followed in Pakistan and western modernity. On the other hand, a mindset who oppose this relationship is still become a threat for socio-political stability of Pakistan since 1947 in the shape of different religious and traditional groups and parties (singh, 2007, PP.83-97)(Allender, 2006, PP.23-29).
2. British educational system contained economics, politics and history as the essential subjects. Several historians criticized that the fundamental aim of British government was to promote western capitalist system, history with the favor of British occupations and politics with criticizing Islamic as well as previous domestic governing system. But, rational intellectuals perceived all this with focusing upon their own mistakes in these fields which became the reasons of British occupation in this region. So, they also promoted these subjects along with religious education in their educational institutions and Madrassas. Sir Syed and his followers were at forefront for this effort. Such efforts realized Muslims of subcontinent about their own identity and interests and they firstly established a political party in 1906 and secondly, formed a separated homeland in 1947. Since 1947 to till now, Islamic economics and Islamic economic system is an essential part of the syllabus. Similarly, Muslims history in the fields of science, technology, literature and philosophy has been added in all most all the subjects. Similarly, Islamic governing system and governance during pious caliphs, Ottoman Empire, Delhi Sultanates, Lodhi Dynasty and Mughals have been taught at all the levels approximately. Students can easily analyze that what were the faults and problems which became the reason of falling Muslim rule and British occupation, and how these faults and problems can be countered and overcome in the future from avoiding such damages, experienced in the past (singh, 2007, PP.83-97)(Allender, 2006, PP.23-29).
3. The concept of nationalism was promoted in subcontinent just due to British Educational system. Democracy and the concept of nationalism had been evolved in United Kingdom since hudred of years. So, when students of British colonial areas got such education which was preaching a knowledge of democracy and nationalism. They demanded such patterns in their regions and started movements for availing such rights. That's the result, soon, British government had been forced to leave their colonial regions and delivered them independence. Pakistan and India got independence also through such wave of realization which had been emerged in this region due to British educational system (singh, 2007, PP.83-97)(Allender, 2006, PP.23-29).

Although, British government established several universities but these were established in Hindu majority areas. Similarly, educational system was becoming a reason of promoting Christianity and western culture that was not accepted by

hardliner and conservative Muslims. In result, some Muslim leaders had been forced to start educational movements. Aligarh and Deoband movements were its example. To see the popularity of these movements, British Government accepted the demand of religious education in government schools for Muslims but this was not sufficient. The level of Muslims deprivation had been increases now and their demands had converted into the one demand of a separate country for Muslims. So, every Indian Muslim was now waving a slogan of Pakistan and the students of Aligarh and Deoband were at frontline for availing this cause. This was the reason that Prime Minister of Pakistan Muhammad Ali Bogra said in 1954 that:

“We won the war of Pakistan with the help of Aligarh students.”

REFERENCES

- [1] Allender, T. (2006). *Ruling Through Education: The Politics of Schooling in the Colonial Punjab*. New Delhi: New Dawn Press Group.
- [2] Aziz, Muhammad Abdul,. (1965). *The Educational Pyramid Re-inverted*. New York: United Publishers.
- [3] Hunter, S. W. (1871). *The Indian Musalmans: are they bound in conscience to rebel against the queen?* Culcatta: Culcatta Englishman.
- [4] Iraqi, S. (2008). *Sir Syed Ahmad Khan: Vision and Mission*. Aligarh: Manohar Publishers & Distributors.
- [5] Jayapalan, N. (2000). *History Of Education In India*. New Delhi: Atlantic Publishers.
- [6] Jayapalan, N. (2000). *Social and Cultural History of India Since 1556*. New Delhi: Atlantic Publishers and Distributors.
- [7] Leslie, L. L. (1988). *The Economic Value of Higher Education*. New York: American Council on Education.
- [8] Marriott, John. (2006). *Britain in India 1765-1905: Education and Colonial Knowledge*. London: Pickering and Chatto.
- [9] McCully, B. T. (1966). *English education and the origins of Indian nationalism*. New York: P. Smith Publishers.
- [10] Panday, Ram Shakal. (2005). *Indian Educational System*. New Delhi: Adhyayan Publishers and Distributors.
- [11] Rao, Y. V. (1979). *Education and Learning in Andhra Under the East India Company*. New Delhi: N. Vidyaranya Swamy Publishers.
- [12] Riddick, J. F. (2006). *The History of British India: A Chronology*. Westport: Preager Publishers.
- [13] Seth, S. (2007). *Subject Lessons: The Western Education of Colonial India*. New York: Duke University press.
- [14] singh, Y. K. (2007). *History of Indian Education System*. New Delhi: APH Publishing Corporation.
- [15] Welch, A. (2011). *Higher Education in Southeast Asia*. New York: Routledge.