



EDUCATION DURING
BRITISH PERIOD

PRE-BRITISH PERIOD

Delhi Sultanate Period

- Pre-Mughal rulers initiated institutions which imparted religious knowledge.
- Scholars such as **Nizamuddin Auliya**, **Moinuddin Chishti** became prominent educators and established Islamic monasteries.
- Students from **Bukhara** and **Afghanistan** visited India to study humanities and science.
- **Madrasahs** and '**Maktabs**':
 - Islamic institutions of education.
 - Also taught grammar, philosophy, mathematics, and law.
 - Emphasis on the **connection between science and humanities**.
- Famous Centres of education in India.
 - **Madrasah-i Rahimiyah at Delhi:**
 - ◆ Under the supervision of Shah Waliullah.
 - ◆ Made balance between the Islamic scriptures and science.
 - ◆ Course prescribed books on grammar, philosophy, logic, astronomy and mathematics, and mysticism.
 - **Firangi Mahal at Lucknow:**
 - ◆ Under **Mulla Nizam-al-din**.
 - ◆ Prescribed a course called the **Dars-i-Nizami**.
 - ◆ Combined traditional studies with modern.
 - ◆ Laid emphasis on logic.

Mughal Period

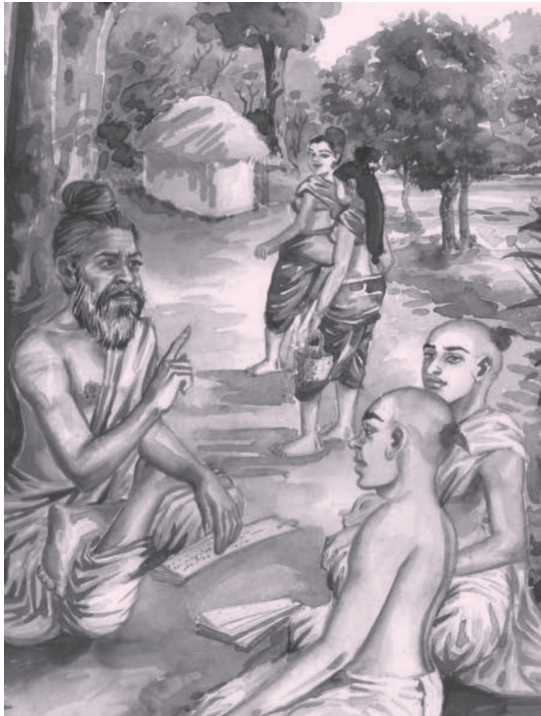
- **Tawarikh** of Sayyid Maqbar Ali, a minister of **Babar**, tells that one of the duties of

Public Works Department (Suhurat-i-Am) was the building of schools and colleges.

- **Humayun**
 - His favorite subjects were **geography** and **astronomy**.
 - Changed the pleasure-house built by Sher Shah in the Purana Qila into a library.
 - Always carried '**a select library with him**'.
- **Akbar**
 - Built colleges at Fatehpur Sikri, Agra and other places.
 - Under Akbar, education system adopted **an inclusive approach**.
 - Additional courses started: medicine, agriculture, geography.
 - Texts from other languages and religions, such as **Patanjali's work in Sanskrit** were also taught.
 - Traditional science in this period was influenced by the ideas of **Aristotle, Bhaskar II, Charaka and Ibn Sina**.
 - Mughals adopted a **liberal approach to sciences**.
 - Established Department of Translation (**maqtab-khana**).
 - In later years, arranged for the **education of Hindus in madrasahs**.
- **Jahangir:**
 - Issued a regulation through which property of rich man or traveler without an heir would be escheated to crown and utilized for building and repairing of madrasahs.
- **Shah Jahan:**
 - Founded a college at Delhi.
 - Repaired the college named **Dar ul Baqa** (abode of eternity).

- **Dara Shikoh:**
 - ❑ Translated Upanishads, Bhagavada Gita, Yoga Vashisht, Ramayana into Persian
- **Educated Ladies** of Mughal Empire:
 - ❑ Gulbadan Begum, Salima Sultana, Nur Jahan, Mumtaz Mahal, Jahanara, Zebun Nisha.
 - ❑ Zebun-nisha was an expert in Calligraphy and had a rich library.

TRADITIONAL SCHOOLS PRIOR TO THE BRITISH ERA



Gurukuls

- Were the traditional schools.
 - Under the supervision of a *guru*.
 - Were supported by public donation.
 - Were one of the earliest forms of public schools.
- Catered mainly to the upper castes of the Indian society.
 - Overwhelming masses were denied any formal education.

Traditional Indigenous Education

- Was given higher importance from early time to colonial era.
- Court of Directors instructed Provincial Governors to institute inquiries into the indigenous education prevalent in their provinces.
- Provincial Governors in turn instructed the Collectors to survey the state of education in their districts.
- Based on the reports of the various Collectors, the Governors concluded that not only were indigenous schools and colleges widespread in the 18th century, but also the sex and caste composition of the student body was highly egalitarian.

- **John Malcolm Forbes Ludlow** wrote:

“In every Hindoo village which has retained anything of its form, I am assured that the rudiments of knowledge are sought to be imparted; that there is not a child, except those of the outcastes (who form no part of the community), who is not able to read, to write, to cipher; in the last branch of learning they are confessedly most proficient.”

- **Sir Thomas Munro’s Minutes on Native Education in 1822 and 1826:**

“Madras Presidency had 11,758 schools and 740 centres for higher education with the exception of a few European missionary schools. The number of students was recorded as 161,667, with 157,644 boys, and 4,023 girls, or approximately 1 in 6 boys of school-age, which was better than 1 in 8 boys identified by a similar exercise in the Bombay Presidency.”