



Climax of the Controversy Role of Lord T.B. Macaulay in the Educational History of India

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ABSTRACT

The study provides in detail the educational policy of Lord Thomas Babington Macaulay in India. Education in India, after the advent of Britishers, is the legacy commercial cum political, domination of England on India and as such the policy of education during the British period was in evolved to get more gains from trade and commerce and to strengthen the political grip on Indians at large. The study of History of Education in India in its correct prospective is highly important when we talk about the ills of present system- which the direct legacy of British Rule in India. For this purpose the investigator used some important primary and secondary sources.

Lord T.B. Macaulay came to India during the period of Anglicist-Orientalist Controversy and with the help of Lord William Bentick; Macaulay presented his minute on Feb. 2, 1835. Macaulay criticized the Indian languages and cracked many jokes on Indian sciences, astronomy etc. He ended the controversy and laid the foundation of modern education system in India.

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INTRODUCTION

Education is the foundation of the progress of any nation and it paves the path for the philosophy of particular nation or country: In modern world education has become one of the tools of the Government to govern the masses where as it was not in ancient' period. The indigenous system of education- both Hindus & Muslims-before the advent of Britishers in India did not influence the modern system of education in India.

Education in India, after the advent of Britishers, is the legacy commercial cum political, domination of England on India and as such the policy of education during the British period was in evolved to get more gains from trade and commerce and to strengthen the political grip on Indians at large. The East India Company became the ruling power the military victory at Palassy on June 23, 1757 and the Grant of Diwani in 1765, but it did not at head any attention to words education.

After the great victory at Palassy in 1757, large number of English soldiers and military arid company officials temporarily settled in India. It was this situation that made the company officials feel the necessity of educating their children. Thus the British System of Education was imported in India.

NEED OF THE STUDY:

Even for the present day, the study of History of Education in India in its correct prospective is highly important when we talk about the ills of present system- which the direct legacy of British Rule in India. The present study is an effort to established the fact that it was erroneous to introduce a scheme of study to the native of India which has been based on foreign culture, customs, and foreign content of knowledge, through foreign language and by the foreign teachers.

AIMS AND OBJECTIVES:

The investigator accounts the following aims of present study:

1. To study the political motives of British officials, in finalizing educational policy in India.
2. To Study the real motive of Anglicists.
3. To study the real purpose of Lord T.B. Macaulay & Lord William Bentick's policies.

PROCEDURE

The study pertains to the historical developments, thus the investigator shall depend on the historical document of the primary value. The procedure shall be:

1. Collection of material through primary sources.
2. Collection of material through secondary sources.
3. Criticism of the material available in Educational Historical Literature.

CONDITION OF EDUCATION IN INDIA BEFORE THE ADVENT OF T.B. MACAULAY:

Educational Condition was not good before his arrival. Lord Warren Hastings established Calcutta Madrassah in 1781 because he wanted to qualify the son's of Mohammedan gentlemen for responsible and lucrative offices in the state and to produce competent for courts in justice. Similarly 1791 Company established Benaras Sanskrit College in order to get the learned Hindus in their fold i.e. endeavour the British Nation and government to the native Hindus, and Secondly to preserve and disseminate a knowledge of Hindu towns.

Thus the establishment of Calcutta Madrassah and Benaras Hindu College in 1791 was the first step in the evolution of British Educational policy in India, which was

supplemented by Charles Grant advocacy of imparting Western knowledge through English medium 1792 and 1797.

After it, the Charter of the Company was renewed in 1813, and a sum of one lac rupees: was sanctioned for the promotion of learning in India. The Charter act of 1813 did not specify the methods to secure the objects of revival and improvement of literature the introductions and promotion of knowledge of sciences among the inhabitants of British territories in India. The vagueness of its clause 43 intensifies the Anglicist- Orientalist controversy in India. Orientalist wanted to promote Indian education through the medium of Sanskrit, Arabic & Persian but Anglicist wanted to promote English language in India.

ARRIVAL OF LORD MACAULAY

During this Violent Controversy Lord T.B. Macaulay came to India as a Law member of Governor General's Executive Council. Lord William Bentick wanted the advice of Macaulay on implications of clause 43 of the Charter Act of 1813. Macaulay was the great scholar of English literature and a very fluent orator. The Minute put by Macaulay on Feb 2nd 1835 were his schemes of education through English medium in India.

FEATURES OF MACAULAY'S MINUTE WERE:

- He referred to the interpretation of section 43. He argued that the word **Literature** means English literature not Sanskrit & Arabic. Macaulay said, "I have no knowledge of either Sanskrit or Arabic. But I have done what I could to form a correct estimate of their value I have never found one among them who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabic".

- He explained, " English is the language spoken by the. ruling class. It is likely to become the language of commerce throughout the seas of the East; the English tongue is that which would be the most useful to our native subjects."
- Macaulay argued that Indians had given sufficient. evidence of their love for English. He said this is proved by the fact that-"we are forced to pay for Arabic and Sanskrit while those who wants to read English, are willing to pay us."
- Macaulay argued that it was the duty of England to teach Indian what was good for their health.
- According to him- Indian scholar means a scholar who is learned in the John Locke's Philosophy, Milton's Poetry i.e. English literature.
- He cracked many jokes on Sanskrit literature which proved his ignorance.
- He concluded that to assist the oriental system of education means to put a deadlock in the way of future progress
- He wanted to create a class of person's Indian in blood and colors, but English in tastes, opinions, in morals and in intellect.
- He said, "if the medium of instruction happened to be Sanskrit, Arabic then we shall have to teach incorrect history, false astronomy, and false medicine because they are related to false religion."
- He argued that the committee spent a lac of rupees in printing of Arabic and Sanskrit books but those books found no purchasers. The sale of Arabic & Sanskrit books has not yielded quite One thousand rupees. In the meantime the



School Book Society is selling seven of eight thousand English volumes every year, and not only pays the expenses of printing, but realizes a profit of 20 percent.

- Macaulay flourished in an age when English language and English, nation were progressive through out the whole world. Britishers had taken there own culture and literature as the best in the whole universe.

LORD MACAULAY'S CONTRIBUTION:

The role of Macaulay himself is variously described. Some regard him for **torch-bearer** in the path, of progress. Some dislike him for his ignorant and condemnation of Indian Languages, culture and religion.

A closer examination will, however, show that these opinions are both incorrect and unfair. It must be remembered that he did not create the desire for English education- that desire was already there. He was not even the organizer of the English party because it was already in existence when he arrived in India. In fact, when Macaulay came to India in 1834, the battle between the old and the new was already in full swing. He ended the controversy and laid the foundation of modern education system in India.

He cracked jokes on Philosophy, Grammar, and literature but on the other side many Indian students were not interested to read it. With the help of Macaulay's decision, unity was emerged. People used English in their business, discussions etc. Macaulay promotes native languages also. He prepared a **Penal code** (code of Law) for Indians.

He started **Filtration Theory** means:- "Education is to be filtered to the common people drop by drop; the education should go to the common public." People became conscious of

their real status. Indian people played leading roles in the National Movement and the British Rulers had to leave India. At that time Governor General Lord William Cavendish Bentinck thought many social evils will end with the development of English education. So Macaulay proved a good promoter for the development of English Education in India

CONCLUSION

At last we can say Macaulay's Minute is a very important document in the educational history of India. No doubt, he passed some charitable remarks but some of his intentions were undoubtedly honorable. His educational policy paved a path of nationalism for India.

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