**ACAULAY MINUTE IN 1835 & WOOD DISPATCH1854**

**WESTERN SYSTEM OF EDUCATION IN INDIA**

The term Western Education is gradually used to refer the type of Education started and propagated in Indio by the Europeans, especially the British through the medium of English. The introduction of British rule in India brought with it Western Civilization, and culture in to the country. It shortly subjected all Socio- Cultural domains of Indian life and subsequently replaced the traditional Indian education with the Western Science oriented pragmatic education.

**1.    A BRIEF HISTORY OF BRITISH EDUCATION IN INDIA**

1.     Western education had its beginning in India with the coming of the East Indian Company in 1600 Ab.

2.     In 1673, Pringles established a secondary school at Madras, In which teaching was done by the company’s employees.

3.     In keeping with the charter of 1698, the company opened school in Madras, Bombay and Calcutta between 1715 and 1731 which financially aided schools were setup Tan lore and Kanpur.

4.     In order to please the Muslims, Warren Hasting open Madras at Calcutta in 1781; Jonathan Don can the British Resident of Banaras established Banaras Sanskrit College in 1791, and in 1800, Lord Wellesley established the fort William College at Calcutta.

5.     In 1800, the Anglican Missionary started at aided school and a free school in Calcutta.

6.     The Baptist Mission also did commendable work in the spread of education of India. In 1800, they set up a printing press at srirampur for the printing of books.

7.     The charter Act of 1813 was an important land work in the history of Indian education. The charter made a East – India company responsible for the education in India. It also made a provision for an annual grant of sum of not less than one lakhs rupees for the education promotion in India. This charter laid the foundation for a state policy of Education in India. It also makes marks the beginning of the modern period in Indian Education.

1.    **THE ORIENTAL – OCCIDENTAL CONTROVERSY**

The Oriental – Occidental Controversy [East- Western Controversy] refers to the long server debate between the orient lists and Anglicizes on the issue of the type of education to be imported to the Indians and the medium of instruction necessitated for the purpose. The argument was about the indigenous system of education (the oriental) as opposed to the western system of education (the occidental), their merits and demerits their relevance for the education British interest and the interests needs of the subcontinent.

The general point of controversy was whether Indians should be given western education through English languages or indigenous knowledge, education through Indian languages. The Orientals stood for mass education vernacular medium and indigenous knowledge while the occidentals for western education through the medium of English for the spreading of European culture and knowledge.

**MACAULAY’S MINUTES: 1885**

Lord Macaulay (Thomas Babington Macaulay: 1800- 1859) was a British historian essayist orator and states man. He was the commissioner of Board of control of Indian affairs in the British Government. 1834, he was deputed of India as a law member in Government [Governor general] Executive council and later on appointed as the chairman of the general committee on public Instruction. The oriental – occidental controversy was at its peak when Macaulay reached India. William Bentinck, the Governor General of India, sought the advice of Macaulay reached on the implication of the general clause 43 of the charter act of 1813, there by setting the controversy.

Macaulay’s view: On February 8, 1835, Macaulay, presented his historical minutes on education in which he made a bitter attack upon English languages, literature and culture and vilified it. He attached important to the education of the higher classes and thus emphasized.

**DOWN WARD FILTRATION THEORY**

The downward filtration theory in the assumption that a change in the upper stratum of a hierarchically structured society will have in due to course in reflection in all the lower strata. It means that education and modern idea were supposed to filter or radiate downward from the upper classes to lower classes. As supplied to the educational development, the theory holds that educational and cultural percolates. The British argued that they would educate only the Indian elite or top or class people through them the lower class people would also be benefited. The measure will be follow the elite gradually and education will reach down to common citizens.

Lord Macaulay was of the opinion that English education in India would create a class of person India in blood and color, and English in tastes and opinions. It was expected that these Indian trained English education, would learn western morality and ethics and would become strong pillar of British Raj in India. The theory of “downward filtration”.

Major observations made by Macaulay in his minutes are the following.

1.    English Should be the medium of instruction especially at higher level as it is the best vehicle of thought and exhibition.

2.    The oriental Law institutions should be closed down and all the law book in Arabic. Persian and Sanskrit should be translated to English.

3.    The illustration of oriental learning should be used for the promotion of English education.

4.    The grants given to the oriental institution should be stopped in diverted to the opening of new English school.

5.    All the grants given for education should be utilized for the spread of European literature and science.

6.    The aim of education should be develop to develop such personalities who are Indian in blood and color, but English in taste, in opinion in moral and intellect.

This kind of education was not meant for the masses but for the learned and efficient few in India. This theory assumed that the western science, literature and ethics would trickle down to the masses through these Indians. These trained Indians when acting as teacher could act as the medium through which elementary education would percolate downward in regional languages.

**MACAULAY CONTRIBUTION**

1.    Macaulay’s Minutes helped to wind up the oriental - occidental controversy which went on in the field of Indian education for decades.

2.    Macaulay laid the foundation stone of modern education system in India.

3.    He contributed to the spread of science western literature and value in India.

4.    The spread of English education helped Indians to become acquainted with latest development in the world and got inspiration for fighting for their political independence.

**MERITS OF MACAULAY MINUTES**

1.    A straight forward policy of education

2.    Definite purpose of education

3.    Lead to Establishment of more English school

4.    English is accepted as the medium of instruction

5.    Promotion of filtration theory.

**DEMERIT OF MACAULAY’S MINUTES**

1.    Lead to the closure of Sanskrit pathashalas and Arabic Madrassas

2.    Caused the set back of oriental learning

3.    It neglected of local languages.

4.    It abandoned mass education

5.    It opposed Indian culture and religion.

**WOOD’S DISPATCH : 1854**

In connection with the renewal of the charter of English East Indian Company, the British parliament constituted for parliamentary committee in 1853 to review the education development under taken by the company in India.

Sir Charles wood, a member of the English East Indian company was appointed as the president of committee. The committee considered the issue of aim of education, medium of instruction education of masses and other aspect in depth and gave important recommendation in the shape of dispatch on July 19, 1854 Charles wood was the chief architect of the dispatch and July hence it became popular by the name wood’s dispatch 1854. The dispatch was actually written by famous thinker John start Mill a clerk of East India Company at that time. The dispatch was considered to be “Magna Cart of Modern Education in India”. The dispatch was considered “Magna Cart”. It was the first authoritative declaration on the part of the British parliament about the educational policy to be followed in India.

**MAJOR RECOMMENDATION**

Wood’s Dispatch on Education in 1854 laid the foundation on which the educational system was since developed various problem related to education in India had become and of key concerns of British Government by 1853.

The following were its major Recommendation.

The British Government should take the direct responsibility of education in India.

1.    The aim of English education in India should be importing of Western Knowledge and its material blessing, promotion of intellectual and moral

2.    Character, and supply the East India Company with Reliable and capable public servant.

3.    English should be accepted as the medium of instruction, but due importance should be given to the vernacular languages of two district.

4.    A separate Department of Education should be established in every province with a director of public instruction along with inspectors of school for effective supervision and administration.

5.    Emphasis should be given to the spread of Mass education by opening more school.

6.    Universities should be given to establish at Cucuta, Bombay and Madras.

7.    Recommended a granted system of institution starting with Primary school, Waddle school, High school, Colleges and universities.

8.    Institution for training of teacher for all types of school should be started.

9.    Grant – in aid system should be started to support and encourage the privately managed educational institutions.

10.                       Education of Women should be encouraged by supporting individual and agencies in the field.

11.                       Steps should be taken for maintenance of existing government colleges and high school and establishment of new ones if and when necessary.

**MERITS OF WOOD DISPATCH**

·       The wood dispatch started a new area In Indian educational system by clearly defining objectives of education.

·       It presented comprehensive scheme of education embracing primary, secondary and higher education.

·       The principle of Downward Filtration Theory was discarded by wood – Dispatch and encouraged the Mass education.

·       The Wood’s Dispatch emphasized on the vocational education.

·       The Wood’s recommended scholarship for the poor and deserving student.

·       Language teaching was encouraged by the dispatch as a result, regional language and classical languages are taught in the school.

**DE MERITS OF WOOD’S DISPATCH**

·       The Dispatch in reality promoted Western literature and knowledge of Government offices showed preference for person educated in English.

·       The Wood’s Dispatch could not manage the education system well.

·       The mass education did not become reality.

·       The Dispatch was more interested in promoting Western knowledge and culture.

·       Women education continued to be neglected.

·       Dispatch did not promote Vocational education as was required. In fact the idea was postponed indefinitely.