CHAPTER 1

INTRODUCTION

- Relation between Education and Socio-political Condition.
- Clarification of Some Terms.
- The Importance of the Problem
- Procedure of Investigation.
- Organization of the Thesis
1.1 RELATION BETWEEN EDUCATION AND SOCIO-POLITICAL CONDITION:

Education and socio-political condition are mutually related. Education affects socio-political condition and socio-political condition in turn affects education.

Taneja says:

"Education and social change is a two-way traffic. While education preserves, transmits and stimulates the wholesome culture, the society also, according to its changed condition, expects the school to review and plan its work according to the demands and aspirations of the changing society".1

About the relation of social change and educational change Brubacher says: "We hold that the two are correlative and interactive.... The process of interaction is circular and never ending".2 According to Ruhela and Vyas the relation between education and social change may be of three forms.

"1. Education as a necessary condition of bringing about social change in any country.
2. Education as an instrument, tool, means, agency or agent for bringing about social change in any country.
3. Education as an effect of social change in any country".3

According to the first form of relationship the social change cannot be brought about without the basis of education. "Any programme of bringing about radical social reform in society is bound to remain more or less, at a superficial level or unfulfilled, if its population, by and large, lacks education". The importance of education was realized by the makers of our constitution and, therefore, they advocated compulsory education upto elementary level to all its citizens within a few years of the implementation of the constitution.

The second type of relation between education and social change is that of the means to the aim. Education is a means by which social change can be brought about. Education brings about change in values and attitude of people and ultimately leads to change in society.

"It is generally believed by people that one of education can cut down the thick roots of traditions, superstitions, ignorance, backwardness, parochialism etc. The timid owls of conventional stupidity or illogicality will fly away as soon as the sunlight of education falls on the particular society".

4. Ibid. p. 328.
5. Ibid. p. 329-330.
Gained and Sharma say:

"Society establishes different educational institutions for communication of ideas, thoughts, feelings, hopes, standards, activities, customs, traditions to the young generation."

According to F.W. Johnson: Society maintains these institutions, "to pursue and disseminate among its members such knowledge, skills, ideas and habits as are essential to its perpetuation and to its constant development."

The third form of relation between education and social change conceives education to be the effect of social change. As S.S. Dikshit says:

"The educational system of a country is not a growth in the vacuum. Rather it is the product of a variety of factors that characterize the life of a people. Some of these, like social, religious, cultural, economic and political have been responsible for shaping the educational pattern in different countries differently."

Cottoway says: "Education is an activity which goes on in a society and its aims and methods depend on the nature of the society, on which it takes place."

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7 Ibid pp. 353-54.
The aims of education, the teaching method, curriculum, educational administration, educational organization etc., depend on the condition of the society. Durkheim says:

"Each society forms its own ideal of man. It is this ideal which is the focus of education. For each society, education is the means by which it secures, in the children, the essential conditions of its own existence. Thus each type of people has its own education, that is appropriate for it and that can serve to define it, just as its moral, political and religious organization." 10

Education in a developed country would be different from education in a totalitarian state. Religion, tradition, economic condition, government and several other factors affect education. It is, therefore, necessary to study the impact on education of these factors when we study the development of education in a society.

The education of any society can be studied from two ways - (1) The study of education without considering factors which affect it. (2) The study of education considering other factors which affect it. Till now the study of Indian education was made from the first point of view. (However, it is true that in some studies the

factors affecting education were not totally neglected). Education, now, should be looked upon from the second point of view because the aims of education, curriculum, teaching methods etc., depend on so many factors which have been referred to earlier.

1.2 Clarification of some terms:

Some terms occurring in the title of the problem need clarification.

(a) Social and Political Influence:

Social influence is the influence of the society. The term 'society', therefore, is important. As S. Bhattacharya says:

"Society is an enduring group of living beings carrying on all their activities in common. It is a dynamic body consisting of a large number of people under the same basic circumstances. It is just like a complex web of relations and various forces and factors go into its making. In a society, therefore, there exists a common ideal or belief, some mutual understanding and a common frame of reference". 11

The political influence is the influence occurring because of the government.

Social and political factors are related and, therefore, their influence cannot be thought of separately. The term 'social and political influence' therefore, means the combined influence of the social and political condition.

(b) Indian Education:

In the term 'Indian Education', 'Indian' means 'Of the British India' i.e. the territory in India, which was under the direct rule of the British during the second half of the 19th century. There were a number of native states in India during the second half of the 19th Century. Their socio-political condition was somewhat different from that of the British India.

In the present study these native states have not been taken into consideration.

The term 'education' has a number of definitions. These definitions have been given by the thinkers according to the society and the time in which they lived. In every society a system of education is evolved according to its needs and the temper of its time.

Whatever may be the definitions of education, its purpose is to modify the behaviour of the child so that he can adjust himself to his surroundings as well as change the surroundings to accord with his nature.
Education has two meanings. In the wider sense education is the process of development from infancy to maturity. In this sense education includes the effect of everything which influences human behaviour and personality. Thus the custom of the people, forms of government, laws, arts, achievement, climate and physical surroundings help to shape the child's life. All these influences are a part of education.

In the narrower sense education includes the specific influence deliberately planned by the community for the welfare of the younger generation. As Kneller says:

"In its technical sense education is the process by which society, through schools, colleges, universities and other institutions, deliberately transmits its cultural heritage — its accumulated knowledge, values and skills from one generation to another". 12

The wider and narrower meanings of education lead us to two types of education, (1) informal education and (2) formal education. Informal education is that education which one gets in a natural way. The child is influenced by its surroundings and gets education in an

in informal way. According to John Dewey "formal education is deliberate education conducted through systematic teaching and learning; namely school education". Formal education is deliberately planned in the shape of direct schooling, tuition and instruction. "Informal education includes all those process of learning and teaching not encompassed by the formal institution of the school". The informal education is incidental and not much, and so formal education is necessary. In this study only the formal aspect of education has been taken into consideration.

(c)

The Latter Half of the Nineteenth Century:

"Nineteenth Century means the nineteenth century of the Christian era. 'Latter means the period from 1851 A.D. to 1900 A.D."

1.3 THE IMPORTANCE OF THE PROBLEM:

The Western education began in India with the arrival of Christian missionaries. The aim of Christian missionaries in spreading education was limited. They

wanted to spread Christianity through education. The East India Company could not pay attention to education because of several reasons. However, because of the Charter Act of 1813, the Company was forced to spend one lakh rupees every year.

The Despatch of 1854 is an important landmark in the educational history of India. The Government recognised its duty of imparting education to the people. This Despatch recommended so many steps for the development of education. In 1858 the rule of the East India Company came to an end and India came under the rule of the Crown.

After coming under the rule of the Crown, India saw a change in socio-political sphere. After the revolt of 1857, the distance between the rulers and the ruled increased. The British rulers adopted the policy of neutrality in the sphere of religion and social reform. On the other hand there was a great social change in India. Because of the contact with the west, new ideas came to India. The enlightened people began their efforts in reforming the society. Some socio-religious movements of the day testified to their efforts for bringing about change in the society. The reformers recognised the importance of education as a necessary condition, for
bringing about such changes. They wanted such education as would help in the progress of the people of India.

On the other hand, the foreign Government was not so much interested in the education of Indian people. They wanted to educate only a few persons of the society for helping them in running the administration of the Government. Thus there were two opposite currents in the sphere of education.

Though British Government decided to impart Western education in 1835, its real implementation began in the latter half of the 19th Century. The socio-religious movement also played some part in the development of Indian education. The period of the latter half of the 19th Century, therefore, is known as the period of educational renaissance in India. Thus the latter half of the 19th century is a very important period from the point of view of education, and hence, its particular relevance to the present study.

Till now, the development of Indian education during this period has been studied by various persons but in this work the education has been studied in light of the socio-political condition of the country.

1.4 PROCEDURE OF INVESTIGATION:

According to M.H. Gopal there are three types of researches in social sciences:
"Firstly, the discovery of facts, as in social surveys; for example, the Rural Credit Survey of the Reserve Bank of India. It is true that the data gathered are interpreted but in a survey of this type gathering of facts is the dominant objectives. There is, secondly, research which largely interprets already available information. While the former variety utilizes the 'primary data' techniques, the latter, by and large, is bibliographical in approach; that is, it makes use of secondary data; for example, R.C. Hawtrey's Century of Bank Rate'. It does not mean that this type of research does not at all collect primary data or new facts; but it only means that the emphasis is more on the analysis and interpretation of existing information. There is, finally, research of a purely theorizing type, for example, J.M. Keynes' General Theory of Employment for Einstein's theory of relativity. The essence of this type is building up of the higher researches of pure theory based only distantly upon primary and secondary data and sometimes on the basis of pure reasoning.\(^\text{15}\)

This research is of the second type. It does not find new facts but interprets the existing data in a new perspective.

The whole research is based on the library study.

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there is an effort at looking at the facts in a new perspective.

In order to know the socio-political influence on education, it was necessary to know the socio-political factors which affect education. The investigator, therefore, studied these factors and found out how these factors affect education. The investigator then studied the development of education during the nineteenth century. Though the study is limited to the second half of the nineteenth century, the study of the first half of the nineteenth century also was necessary in order to understand the educational background.

The investigator, then, studied the book recording and describing the socio-political condition of India during the nineteenth century. Education, is affected not only through the contemporary socio-political condition but it is affected by the socio-political condition of earlier period also. Hence the socio-political condition of the first half of the nineteenth century was also studied. All of the socio-political factors do not affect education. Those factors which do not affect education were ignored. The interpretation lies in the linking of the socio-political condition and education.

It is found that various historians have interpreted a particular phenomenon from different angles. For example historians differ in their opinion about the aim of
introducing Western education by the British. According to some their aim was selfish. Their only aim was to prepare persons to fill up the subordinate positions in their administrative machinery. According to some others this was not their only aim but they also wanted to spread the light of western education to remove the darkness of ignorance and thus wanted to bring about some change in the society. Where there are such opposite views the researcher has tried to analyse both the views attempting to give some balanced view. However, the researcher does not claim his opinion to be the last word on the subject.

1.5 ORGANISATION OF THE THESIS:

1. The first chapter is of 'the introduction'. In this chapter the problem under research has been stated and the terms occurring in the title of the problem have been explained. Then the importance of the problem has been mentioned.

2. In the second chapter the relevant literature has been reviewed.

3. The third chapter explains how socio-political condition influences education.

4. The fourth chapter is about the background of education during the first half of the nineteenth century.
5. The fifth chapter shows how the socio-political condition affected the development of formal education during the latter half of the nineteenth century.

6. The sixth chapter discusses the aims of education in socio-political perspective.

7. The seventh chapter discusses the content and methods of education in socio-political perspective.

8. The eighth chapter reviews the implications of educational system. It notes the educational, social and cultural implications.

9. The last chapter gives the overall picture of the condition during the latter half of the 19th century.