CHAPTER II

THE BACKGROUND (1849-1900)

The Punjab, the land of five rivers, lies between longitudes 65°, 23' and 79°, 2' east and latitudes 27°, 39' and 34°, 21' 2 north in the north-west corner of the Indian peninsula. It is a land of classical antiquity, where have flourished great civilizations. "It was in and around this historic tract that the Aryans developed their urbanity and the art and literature and science which is still a source of pride for India."¹ It was again here that the war between the Ksatriya warriors - the Pandavas and the Kurus - gave birth to the Mahabharata and the Bhagavadgita, the two great scriptures of the Hindus. In the forests of the Punjab the ancient Rishis wrote their sacred texts and in its plains in modern times Guru Nanak preached the gospels of devotion to God and service to mankind. "In every age, Punjab has been a famous name all over the world, a cradle of civilizations and a nursery of heroes, sages and scholars."²

As the gateway of Indian sub-continent, the Punjab has witnessed many caravans, hordes and armies of conquerors marching towards the fertile Indo-Gangetic plain, setting over the vast tracts of the Punjab and merging with one another.

² Ibid.
This land of the five rivers has been the scene of the fusion of many races and cultures.

After the decline of the Hindu power, came the Muslims who ruled the Punjab from 1,000 A.D. to the end of the eighteenth century. Before the Punjab was annexed to the British Empire, it was under the Sikh ruler Maharaja Ranjit Singh who came to power in 1799 after the disintegration of the Moghul Empire. His death in 1839 greatly weakened the Sikh power and eventually the Punjab fell to the British in 1849.

Entrusting the administration of the Punjab to a Board of three Administrators in 1849, Lord Dalhousie, the Governor-General of India expressed the hope that "it may be our happiness before long to see our efforts crowned with the conversion of a martial and hostile population into industrious subjects, cultivating the arts of peace and civilization." Henceforth, the province enjoyed internal quiet; the English gave it an efficient administration. The whole province was divided into seven divisions, administered by seven Commissioners, directly responsible to the Board. The divisions were sub-divided into twenty-seven districts each under the charge of a Deputy Commissioner. The Board was replaced by Chief Commissioner in 1853 and the latter by Lieutenant-Governor in 1858.

After the rising of 1857, the administrative divisions of Delhi and Hissar were incorporated into the Punjab, adding six more districts. The Thanesar and Sirsa districts

were, however, broken up in 1862 and 1884 respectively. The division of the province into ten divisions and thirty one districts remained unchanged until the close of the nineteenth century. At the opening of the twentieth century, on account of political and military exigencies, the five north-west frontier districts of Peshawar, Hazara, Kohat, Bannu and Dera Ismail Khan were organized into a separate province called the North West Frontier Province. After the Coronation Durbar in 1911, Delhi proper and a portion of the Delhi district ceased to be a part of the Punjab. The creation of the district of Mianwali in 1901 and three more districts during the succeeding years raised the number of administrative districts to twenty nine grouped into five Commissioners' divisions. This position remained intact upto 1947 - the year of the partition of the province.

Until 1921 the powers of the Provincial Government were exercised under the direction and control of the Government of India. In that year under the Government of India Reforms Act of 1919, dyarchical form of Government was set up in the province. Subjects of administration were divided into two parts: reserved subjects and transferred subjects. The former were placed under the charge of the Executive Council of the Governor and the latter like Education were placed under the popular Ministers. Under the Government of India Act of 1935, the provincial autonomy replaced the dyarchical system, transferring all the subjects to popular control.

The fifteenth of August, 1947 saw the independence and the division of India. The Muslim dominated areas were formed

### Table IV

Matriculation Examination. Total Number of Entries in Different Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1949</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>3495</td>
</tr>
<tr>
<td>ARITHMETIC &amp; HOUSEHOLD ACCOUNTS</td>
<td>2508</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>30831</td>
</tr>
<tr>
<td>HISTORY &amp; GEOGRAPHY</td>
<td>33206</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>7429</td>
</tr>
<tr>
<td>Arabic</td>
<td>1</td>
</tr>
<tr>
<td>Persian</td>
<td>6431</td>
</tr>
<tr>
<td>Hindi</td>
<td>11431</td>
</tr>
<tr>
<td>Punjabi</td>
<td>3726</td>
</tr>
<tr>
<td>Urdu</td>
<td>11571</td>
</tr>
<tr>
<td>Drawing</td>
<td>11503</td>
</tr>
<tr>
<td>Science (Physics &amp; Chemistry)</td>
<td>2583</td>
</tr>
<tr>
<td>Physiology &amp; Hygiene</td>
<td>2394</td>
</tr>
<tr>
<td>Civics &amp; Hygiene</td>
<td>1480</td>
</tr>
<tr>
<td>Agriculture</td>
<td>338</td>
</tr>
<tr>
<td>Domestic Economy</td>
<td>141</td>
</tr>
<tr>
<td>Bengali</td>
<td>31</td>
</tr>
<tr>
<td>French</td>
<td>5</td>
</tr>
<tr>
<td>German</td>
<td></td>
</tr>
<tr>
<td>Animal Husbandry</td>
<td></td>
</tr>
<tr>
<td>Indian Music</td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td>Introduced in 1958.</td>
</tr>
<tr>
<td>Social Studies *</td>
<td>Introduced in 1958.</td>
</tr>
</tbody>
</table>

(The figures are from the Matriculation Result Gazette. CAPITALS = Compulsory Subjects. *Compulsory in 1966.)
into a separate country known as Pakistan. The Punjab was divided. The western part of it covering 62,046 square miles of land and forming 62.6 percent of the total territory was included in West Pakistan and the East Punjab with an area of 37,043 square miles covering 37.4 percent of the territory of the united Punjab became a part of India. As a result of the reorganisation of states in 1956, Patiala and East Punjab States Union was merged with the Punjab adding 10,078 square miles to its area. The State of Punjab (India) at present has twenty administrative districts (under three Commissioners' Divisions) and a population of 2,03,06,312.5

The Introduction of the English System of Education

The beginnings of modern system of education in the Punjab were made almost immediately after its annexation to British India. The indigenous education which was enjoying popular acceptance had prepared the ground for the introduction of a well-organized system of education. Moreover, the principal educational aims and the fundamental principles of the educational policy of the Government of India had already been formulated and decided upon in relation to its work in other provinces previous to the annexation of the Punjab.6 The Supreme Government Resolution of 7th March, 1835 had stated in unambiguous terms that "the great object of the British Government ought to be the promotion of European literature


and science among the natives of India; and that, all the funds appropriated for the purpose of education would be best employed on English education alone". Several Despatches from the Court of Directors had also outlined the Government policy in regard to education. The earlier controversies regarding the claims of Oriental and European learning and the medium of instruction, various schemes for mass education launched in Bengal, Madras, Bombay and North Western Provinces and the role that the non-official agencies had played, all provided useful knowledge of the problems of education in India. "The Punjab Government was thus favourably placed for educational work in as much as it could avail of the wisdom gained in the sister provinces and it was spared the necessity of repeating of the mistakes of the past". The Government resolved to promote elementary vernacular education and give every village an elementary school and open central schools in important cities. The people on their part were also not found wanting in spirit. The landlords volunteered to pay a percentage of their land revenue for the maintenance of schools in their districts. Thus, when the Department of Education was established in 1856, there were 32 schools maintained out of the contribution from the people and 2 Government schools supported by Imperial revenues.

There was not made any gradation of schools into primary, middle or high schools. The 'zillah'(district) schools located at the headquarters of districts provided an education of a high class with English as a subject of instruction. Schools situated at 'tehsil'(sub-division of a
district) towns or in the interior of districts were called elementary schools. In them the 3 R's were taught, though the provision for the study of English was also often made and Persian which was popular with the people was taught in most schools. 9

For the first few years after the annexation, no education scheme on comprehensive basis was undertaken. Only the educational possibilities of the province were explored. On the recommendation of the Supreme Government, a scheme based on the Halkabandi system or Thomason Plan in the North Western Provinces 10 was prepared by the Punjab Government. It was approved by the Supreme Government and the Court of Directors. But before it could be put into practice, there came in 1854 the Wood's Despatch which in the words of Lord Dalhousie "contained a scheme of education for all India, far wider and more comprehensive than the local or Supreme Government could ever have ventured to suggest". 11

The authors of the Despatch restated the settled policy of the Government that the education which they desired to see extended in India was that which had for its object the

9. Ibid., p.18.

10. "The system of Halkabandi or Circle schools had been devised, previously to 1854, for the special purpose of meeting the wants of the agricultural population. Under this system, several villages conveniently situated for the purpose are grouped together, and in a central situation a school is established, which is not to be more than two miles distant from any of the villages forming the circle. For the support of these schools, the consent of the landowners was to be obtained to the appropriation of a small percentage on the amount of the Government revenue, one per cent being the amount paid, of which half was to be contributed by the landowners and half by the Government" (Despatch of 1859, para.19).

diffusion of the improved arts, science, philosophy and literature of Europe. About the medium of instruction for such education they said that it was neither their aim nor desire to substitute the English language for the vernacular dialects of the country, the study of which should be assiduously attended to in any general system of education. They looked, therefore, to the English language and to the vernacular languages of India together as the media for the diffusion of European knowledge, and it was their desire to see them cultivated together in all schools in India.

To ensure rapid promotion of learning, the Despatch recommended scholarships for promising students, grants-in-aid for schools, gradation of schools and training of teachers. But far more important were the recommendations regarding the establishment of the Departments of Education and Universities which were to soon regulate and direct education and determine its nature. The Despatch of 1854 was thus "the climax in the history of Indian Education: what goes before it, leads up to it: what follows, flows from it". It provided the Punjab Government the needed guidance for establishing a comprehensive system of education. The Department of Public Instruction was established in the Punjab in January, 1866 i.e. within seven years of its annexation. It worked with such speed and earnestness that within fifteen years of the incorporation of the Punjab in British India, the province had an educational

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13. Ibid., pp.205-206.

system embracing some thousands of schools, a number of good zillah schools, several institutions for the training of teachers, a Medical College and two Arts Colleges. The subsequent years saw the continuous development of the educational pattern given to the Punjab by its new rulers.

The Growth of the High School and its Curriculum

The history of the high school in the Punjab is little over a century old. During the early years of the British rule in the Punjab there was no gradation of schools into primary, middle or high schools. The early Zillah Schools opened by the Government at the headquarters of Amritsar, Lahore, Rawalpindi, Gujrat, Shahpur, Multan, Jehlum and Jullundur districts between 1851 and 1854 imparted education of a higher standard than an elementary education. The subjects of study in these schools included English, history, geography and mathematics together with the rudiments of science and natural philosophy and could be pursued through the medium of English or the vernacular languages at the option of the pupil.

The Amritsar school was considered to be the best. The boys of upper classes of the school acquitted themselves creditably in history, geography, natural philosophy, trigonometry, geometry, algebra, arithmetic, dictation and translation. In the knowledge of exact sciences they were pronounced equal to boys of the same age in Europe, who had no difficulty of a foreign language to contend with.

15. J. F. Bruce, A History of the University of the Punjab. Lahore, 1933. p.5.
The experiences with regard to education of higher class, however, were not encouraging. It was felt that probably it was premature to direct any very strenuous efforts upon English education. It might be better, it was thought, to rest a while until a class of youths had risen fit to receive the higher European learning by means of English language. The great and immediate object for attainment was the imparting of sound elementary knowledge in the vernacular form.  

The Despatch of 1854 for the first time created favourable climate for the growth of the high school. The promotion of English and the diffusion of arts, science, philosophy and literature of Europe envisaged in the Despatch could only be possible through a stage of education higher than elementary education. Since the acquisition of European knowledge and proficiency in English ensured employment under the Government as well as better social status, there was provided impetus to boys to pursue studies beyond the elementary stage. The system of grant-in-aid, recommended by the Despatch, encouraged private enterprise to open secondary schools. Finally, the establishment of the Departments of Education brought about a well defined articulation of education into grades and stages, a definite curriculum and a programme of teacher training for ensuring effective teaching at various levels. The University provided allurement of degrees and none could go in for university education unless one first received education of higher standard in school.

During the first decade after the annexation, however, there were two broad divisions of schools - schools located in the interior of districts or at tehsil headquarters that imparted elementary education and zillah schools at district headquarters that gave education of higher standard. The latter in no way were high schools in the strict sense of the term. The incorporation of the Calcutta University in 1857 induced the zillah schools of the Punjab to prepare their students for the Entrance Examination (High School Examination) of that University for the first time. In 1861 the zillah schools of Amritsar, Lahore and Delhi sent up four of their students to the Calcutta University Entrance Examination. This eventually led to the gradual differentiation of schools imparting education up to the level of Entrance Examination from those which though situated at headquarters of districts did not reach that standard. But the classification of schools into high, middle and lower class schools was actually adopted in 1868-69. The zillah high schools were classed separately from zillah middle schools where the instruction imparted did not reach the university standard. The former had three departments, the high having 9th, 8th, and 7th classes (nomenclature of classes was adopted in 1871-72), the middle, containing 6th, 5th, 4th and 3rd classes, and the lower, having three classes 3rd (similar as in the middle department), 2nd and 1st (two from 1871-72). The primary schools were finally separated from secondary schools in 1879-80. In that year the new system of classification as laid down by the Government of India was introduced in the Punjab. It brought into existence
10-year schools divided into three stages. The following scheme shows the arrangements then in force:19

**Primary Education**

1st Class) Primary School Lower Division preparing for the Lower Primary School Examination.
2nd Class) Primary School Upper Division preparing for the Upper Primary School Examination.
3rd Class)
4th Class) 5th Class)

**Secondary Education**

1st Class) Middle School preparing for the Middle School Examination.
2nd Class) 3rd Class)
4th Class) High School preparing for the High School Examination.
5th Class)

There being no university in the Punjab, the students from the zillah schools started taking the Entrance Examination of the Calcutta University. The first batch of 4 students from the three schools of Amritsar, Lahore and Delhi appeared in the examination in 1861. This brought into the Punjab schools the curriculum prescribed by the Calcutta University. In 1860-61 the Calcutta University permitted the following offerings:20

1. Languages. Two of the following languages of which English must be one, viz: English, Greek, Latin, Arabic, Persian, Hebrew, Sanskrit, Oorya, Hindi, Urdu, Burmese, Bengali.

2. History and Geography (The outlines of General History and those of History of India, a general knowledge of Geography, and a more detailed knowledge of the Geography of India).


In 2 and 3 (above) answers were to be given in any living language.

In order to facilitate the work of the schools, the Department of Public Instruction issued in 1861-62 a scheme of studies revised on the basis of the requirements of the Entrance Examination of the Calcutta University. Unfortunately in the same year the Calcutta University reversed its early decision of allowing a candidate for the Matriculation Examination to answer question papers on geography, history and mathematics in any language. Henceforth, all the papers were to be answered in English unless otherwise specified. This regulation had an immediate effect on the high school. Though free to teach through the medium of vernacular, the teachers started teaching subjects through English to prepare students for the Matriculation Examination. Years later, this policy, most unwittingly followed, became the target of criticism by the Indian educationists. In the words of Pannikar "This was the beginning of that educational policy which has made secondary education in India one of the most inefficient and without doubt the most wasteful educational system in the world."\(^{21}\) Because of the esteem English enjoyed in social and public life, it came to be the medium of instruction even in the lower classes. The task of learning certainly became cumbersome for the child. He was first of all to understand the foreign language and then express ideas through that medium. Apart from the unnecessary strain and wastage of mental energy, the Indian vernaculars lapsed into utter neglect. The development of English at the cost of vernacular studies had "degraded education from an object of mental and moral culture to means for purely worldly ambitions."\(^{22}\)

It was not long before dissatisfaction was expressed on account of the distance of the Calcutta University from the Punjab and the unsuitability of its school and college curricula and methods of teaching. Apart from the fact that instruction and examinations were required to be conducted exclusively in English, rote-learning was encouraged as a limited series of books was prescribed in each course. Superficial and ill-digested knowledge was the inevitable result; whilst the students became divorced from their own vernacular tongue and from the culture inherent in the literature of their own classical languages. The Education Department was a machine of which the Calcutta University was the main spring. It was an academic solecism. All the subjects of curriculum from Matriculation to Honours with single exception of mathematics, were such as could be crammed and there was not a principal or a headmaster whose entire work, if he did his duty by his pupils, was not continuous cramming. The affiliation of schools and the colleges to the University of Calcutta was objected "chiefly because of the narrowness and superficiality of its curricula and the effect which it had of divorcing students from the mental environment of their homes and cultural traditions."

The reaction against the Calcutta University resulted in the establishment on 21st January, 1865 of a vernacular literary society - the Anjuman-i-Panjab by Dr. G.W. Leitner, the first principal of the Government College, Lahore with the objectives of the revival of ancient oriental learning.

24. Ibid.,Quoting from E. Willmot's report.
25. Ibid., p.10.
advancement of popular knowledge of the vernacular, promotion of industry and commerce, discussion of social, literary, scientific and political questions of interest, and the association of the learned and influential classes of the province with the officers of Government.26 The Society started a movement for the establishment of an oriental university at Lahore which could help achieve its objectives. Dr. Leitner took the most leading part.

Sir Donald Mcleod, the Lieutenant-Governor of the Punjab, sympathised with the aspirations of the sponsors of the movement. He deplored the shortcomings of the prevailing system of English education, which with a comparatively few striking exceptions, produced a superficial knowledge of English and western learning.27 Major Nassau Lees, Principal of the Madrassa College, Calcutta whom the Lieutenant-Governor consulted in the matter, deprecated a too ambitious scheme and advised the founding of a good college, "the instruction given in which, while embracing a knowledge of the English language sufficient for all practical purposes, and such an acquaintance with European science as can readily be conveyed through the media of the vernaculars should be mainly based upon the classical languages and literatures of India."28 The scheme of an oriental university was thus abandoned in favour of a more practicable proposal. The title of the proposed institution was also altered to Lahore University as the Lieutenant-Governor believed that without a large infusion of European literature and science, the object in view could not possibly be attained.29

Attempts to induce Calcutta University to modify its rules to suit the needs of the Punjab having failed, in 1868 a university of the Punjab was proposed to the Government of India. The main argument put forth was that "the system of Calcutta University was not adapted to the educational requirements of the Punjab, in as much as it did not give a sufficiently prominent position to oriental studies, regarded English as too exclusively a channel through which alone instruction must be conveyed, and prescribed a mode of examination which was calculated to raise superficial rather than sound scholars."  

The special objects of the proposed university were, "to afford encouragement to the enlightened study of oriental languages and literature, the improvement and extension of the vernacular literature of the Punjab and its Dependencies, and the diffusion of western knowledge through the medium of the vernaculars."  

It was proposed that the examinations would be conducted and instruction conveyed as far as possible in and through the vernacular.

The proposal of the Punjab Government for the establishment of a full-fledged university at Lahore was not accepted by the Government of India. Not satisfied with the ideas of the Government of India, the promoters of the Punjab University carried on further correspondence with the Government of India. After persistent requests and persuasion by the Punjab Government, the Government of India sanctioned the establishment of a notified institution styled as University College. One of the important conditions on which sanction was accorded was "that the study of English shall not only form one


31. J.F. Bruce, op.cit., p.17.
of the most prominent features of the teaching in any of the
colleges or schools which may be connected with the proposed
institution, but that both teaching and examination in subjects
which cannot with advantage be carried on in the vernacular shall
be conducted in English."

The Punjab University College was accordingly established
in January, 1870. Its special objectives were stated to be:

"(i) to promote the diffusion of European science, as far
as possible, through the medium of languages of the
Punjab; and the improvement and extension of vernacular
literature generally;
(ii) to afford encouragement to the enlightened study of
Eastern classical languages and literature;
(iii) to associate the learned and influential classes of
the Province with the officers of Government in the
promotion and supervision of popular education.

At the same time every encouragement was to be given
to the study of English language and literature, and in
all subjects, which could not be completely taught in
the vernacular, the English language was to be regarded
as the medium of instruction and examination."

The position of English was made secure. It was to be
studied as a compulsory subject and was to be the medium of
instruction and examination. Urdu, the most important language
of the province at that time, was not considered suitable for
the communication or the diffusion of European science and
philosophy. The promotion of industrial and commercial education
which was one of the aims of the Anjuman-i-Punjab did not figure
in the objectives of the University College.

The Entrance Examination was prescribed by the Punjab
University College in 1870. From 1871, students had the

32. Government of India Letter No.262, dated Simla, the 22nd May,
1869 to the Government of the Punjab cited in J.F.Bruce,op.cit.,
p.20.

33. Punjab Government Gazette, Vol.XIV, No.51, dated Lahore,
Thursday, the 23rd December, 1869. p.1,422. Cited in J.F.Bruce,op.cit.,
pp. 24-25.
choice of appearing either at the Entrance Examination of the Calcutta University or at that of the Punjab University College. Most of them presented themselves for both, at the former in order to obtain the stamp of the university and eventually to secure the university degree and at the latter with a view to securing scholarships granted by the University College for pursuing higher studies. Since the students were free to take the Calcutta University Entrance Examination, the courses of instruction in the schools continued to be determined by the requirements of that University.

In order to avoid the duplication of examination, the Punjab curriculum was assimilated to that of the Calcutta University. This was hardly in line with the thinking of those who had opposed the affiliation of the colleges and schools of the Punjab to the Calcutta University for the narrowness and superficiality of its curriculum and had started the movement for the establishment of a separate university for the Punjab. "In any case the approximation of the two curricula and holding two categories of examination at the same time did not remove the pernicious system of dual examination, each taken for a different practical reason." 34 The dual system went on right up to the establishment of the Punjab University in 1882. Even after the Punjab had its own university, some students continued to appear at the Entrance Examination of the Calcutta University for a long time.

34. J.F. Bruce, A History of the University of the Punjab. Lahore, 1933. p.36.
The Punjab University College prescribed the following curriculum for the high school:-

Compulsory subjects:
1. A Vernacular Language (Urdu or Hindi)
2. A Classical Language (Sanskrit, Arabic or Persian).
3. History (of India and England) and Geography.

Optional subjects:
1. English.
2. A Classical Language (Sanskrit, Arabic or Persian) other than the one taken under compulsory subjects.
3. Elements of Natural Science (Physics and Chemistry).

There was no compulsion with regard to the number of optional subjects a pupil could take up. Individual capacity and ability determined the number and choice of subjects. The provision for the study of a vernacular language and a classical language both under compulsory and optional subjects, tended towards narrow specialisation. Other useful subjects could well be included in the list of optional subjects. The provision for the teaching of science was a welcome feature, something that did not exist in the Calcutta University curriculum which was still the same as in 1861 i.e. two languages, 'history and geography', and mathematics. Another good feature of the curriculum was that English was not compulsory though there was a provision for its teaching. The medium of examination in history and geography, elementary mathematics and elements of natural science was also not English alone; Urdu and Hindi enjoyed their due place as the media of instruction and examination. But the Director of Public Instruction of the Punjab referred to the strong desire on the part of people to give instruction to a great extent through the medium of English in all schools where the language was taught. "It will be necessary" the Director wrote, "to insist that English shall not be made the medium of instruction, until it has been sufficiently mastered by the
pupil to admit of efficient teaching; but as from year to year we obtain better teachers the stage at which this is possible will be considerably lowered."\textsuperscript{35} This indicated that English would sooner or later monopolise the place which the Wood's Despatch had proposed it would share with the vernacular. The option of choosing either English or vernacular medium was invidious. Eventually the former pushed the latter out, and all the evils that are the result of a foreign medium soon appeared.

Only a few months before the Indian Education Commission (1882) finalised their recommendations, the Punjab University was established at Lahore. The sponsors of the University had proposed to base it upon a foundation different from that on which the older universities of India rested. The promotion of national character and inculcating the oriental tone as one of the important objectives of the university raised hopes in the minds of the people.

While almost preserving the curriculum prescribed by the Punjab University College, the University provided an alternative to it. The former came under Oriental Faculty and the latter under Arts Faculty. The offerings\textsuperscript{36} for the two were as under:

<table>
<thead>
<tr>
<th>Arts Faculty</th>
<th>Oriental Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory subjects:</strong></td>
<td><strong>Compulsory subjects:</strong></td>
</tr>
<tr>
<td>2. A Classical Language (Sanskrit or Arabic or Persian)</td>
<td>2. A Classical Language (Sanskrit or Arabic or Persian).</td>
</tr>
<tr>
<td>3. History and Geography.</td>
<td>3. History and Geography.</td>
</tr>
</tbody>
</table>

\textsuperscript{35} Punjab Education Report, 1878-79. p.10. 
\textsuperscript{36} Punjab University Calendar, 1884-85. pp 87 and 128.
The students for the two courses were required to study almost the same subjects but through two different media of instruction and examination. In the Entrance Course (Oriental Faculty) the medium of instruction and examination in the subjects of elementary mathematics, history and geography and elements of physical science was a vernacular while in the case of Arts Faculty it was English. In this regard there was no basic difference between the approach of the Punjab University College and that of the University. If the former provided option of choice of media and encouraged the tendency to choose English medium, the Punjab University prescribed two curricula, one of vernacular medium and the other of English. The Arts Faculty with English medium, as any one could foresee, ultimately got preference over the Oriental Faculty.

The cause of vernaculars also suffered under the curriculum prescribed by the University. It was not compulsory for Arts students to study a vernacular. Those who offered physical science surely went without its study which certainly could have been useful for them. The curriculum did not have a practical bias.

Practical and Vocational Bias

The Indian Education Commission (1882) appointed to enquire particularly into the manner in which effect had been
given to the principles of the Wood's Despatch, was critical of the Entrance Examination which prepared students for university instruction and not for duties of life. Although the Despatch had stated that the objective of schools was to provide more opportunities than existed for the acquisition of such an improved education as would make those who possessed it more useful members of society in every walk of life, this advice was ignored. The Commission found that there was a real need for a course that should prepare students for commercial and industrial pursuits. It, therefore, recommended "that in the upper classes of high schools there be two divisions one leading to the Entrance Examination of the universities, the other of a more practical character, intended to fit youths for commercial or other non-literary pursuits." The Government of India endorsed this recommendation and referred it to the provincial Governments. The Government of the Punjab while recording their remarks said:

"At present there is a very strong desire for English education, mainly because it leads to Government employment, which affords a certain income and some valuable prizes. Hitherto the classes who seek for an English education have not turned their attention to industrial and commercial pursuits. They see no opening in that direction, and an education avowedly framed to fit them for such occupations, would offer no attraction, and certainly would not be accepted, if it appeared to cut them off altogether from Government employment. It is, however, a common complaint that youths who..."

have passed the Entrance Examination and often those who have advanced to a much higher standard are not qualified to become efficient clerks. A course of instruction in letter and precis-writing, book-keeping and accounts would in all probability prove highly popular, whether it began at the Middle School or Entrance Standard, more especially if it were followed by the award of a certificate after passing a successful examination. Such an arrangement would supply a much more efficient class of men than is at present available for junior clerkship in public office; it would open the way to employment in banks and shops, and it would thus lead the students who followed it to turn their attention to commercial pursuits; and it would facilitate the introduction of other branches of technical instruction hereafter.

The low stage of industrial development of the Punjab made no demand for vocational education to be imparted in high schools. The Government service available to many demanded the knowledge of liberal subjects and the schools would impart it.

Accordingly, the Punjab University instituted in 1897 a Clerical and Commercial Examination which was alternative to the Matriculation Examination and was intended to fit youngmen for commercial and other non-academic work. The new course made provision for the following courses:

<table>
<thead>
<tr>
<th>Fixed and Compulsory subjects:</th>
<th>Optional subjects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precis-writing and</td>
<td>3. Shorthand writing</td>
</tr>
<tr>
<td>correspondence.</td>
<td>(Phonography).</td>
</tr>
<tr>
<td>3. General and Commercial</td>
<td></td>
</tr>
<tr>
<td>Geography.</td>
<td></td>
</tr>
<tr>
<td>4. Book-keeping and Commercial</td>
<td></td>
</tr>
<tr>
<td>Arithmetic.</td>
<td></td>
</tr>
</tbody>
</table>

Since this examination did not entitle one to enter the university, it did not become popular. The Entrance Examination continued to dominate the field of secondary education because it at once qualified candidates both for Government service as well as for higher education at college.

Nevertheless, the Clerical and Commercial course as an alternative to the Entrance Course, though limited in scope and effect, was a step in the right direction. It may be seen that the need for providing a diversified curriculum was recognised even as early as the last decade of the nineteenth century. The Sargent Report (1944) and the Mudaliar Commission Report (1953) afterwards only highlighted the principle of diversification.

Another change brought about by the Punjab University was the institution of an Entrance Examination in science. When the University had been in existence for a decade, the Government of India stressed the need for differentiating the curriculum in science from that in Arts. The Punjab University after a long and careful deliberation adopted, in 1892, an Entrance Examination in science, different from and running parallel to the ordinary Entrance Examination in Arts. 40

The following were the subjects for the Entrance Examination in the Faculty of Science:

<table>
<thead>
<tr>
<th>Compulsory subjects:</th>
<th>Optional subjects (One of the following to be taken up):</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. History and Geography.</td>
<td>3. Drawing.</td>
</tr>
</tbody>
</table>

The medium of instruction and examination was English. The number of subjects was fixed as five in order to keep the Entrance Course in Science at par with that in Oriental and Arts in which the number of optional subjects had been reduced to one to ensure greater concentration and thoroughness. 41

The first Entrance Examination in Science was held in 1897. The course was enthusiastically accepted by students and as the years passed, more and more students came in for it. From 5 students who presented themselves for the Science Examination in 1897, the number rose to 22 in 1900 and to 1892 in 1920 when all the three Entrance Courses were merged together.

The High School Curriculum at the Close of the 19th Century

At the close of the 19th century the high school curriculum in the Punjab stood in favourable comparison with the curricula in the other provinces. The general subjects of the Matriculation of all the universities were: 42

1. English.
2. Second Language - either an Oriental or European Classical Language or an Indian or Continental European Vernacular Language.
4. History and Geography.

In Madras and Bombay elementary science was added to the list. In Calcutta drawing was an optional subject but no account of it was taken by the university in determining the

candidate's place in the examination. In the Punjab candidates could take up a fifth voluntary subject consisting of either a vernacular language, elementary science or a second classical language.

In the educational system of the Punjab, the study of vernacular and classical languages of India had always taken a very prominent place. The Punjab University alone had an Entrance Examination conducted in the vernacular. But circumstances being unfavourable to purely vernacular education, the Entrance Course of Oriental Faculty did not make any headway. The number of students who took this Entrance Examination in 1900 was 19 as compared with 22 for the Science Course started fourteen years later than the former and 2741 for the Arts Course.

The courses alternating with the general Matriculation of the five universities of India were named as under:-

1. The Madras Upper Secondary Course.
2. The Bombay School Final Course.
3. The Bengal Engineering and Commercial Course.
4. The Allahabad School Final Course.
5. The Science Entrance Course of the Punjab.

Except the Madras Upper Secondary Examination which was conducted by the Commissioner for Government Examinations, all other examinations were conducted by universities. The Madras and Bombay Examinations and the Punjab Clerical and Commercial Examination did not admit to the universities. As

43. Ibid., p. 123.
44. Figures are from the relevant Punjab University Calendars.
for qualification for service, these examinations were considered alternative to the Matriculation Examination in Madras, Bengal, United Provinces and the Punjab. In Bombay the School Final Examination replaced the Matriculation Examination as a qualification for Government service.

With regard to the offerings of these courses, Madras provided for the study of English, a second language, history and geography (compulsory subjects) and two subjects of the Government Technical Examination. This scheme embraced a large variety of subjects. The Bombay Course comprised English, a vernacular language, arithmetic (compulsory subjects) and English, a second vernacular language, 'history and geography', mathematics, natural philosophy, biology, political economy, agriculture, drawing, and manual training. In the United Provinces, the Allahabad School Final Course had English, history, geography and mathematics common with the Entrance Examination there, and a vernacular language, drawing, elementary physics and chemistry, 'agriculture and surveying', book-keeping and political economy. 46

The over-all view of the high school curriculum in the Punjab 47 in 1900 was as under:—

<table>
<thead>
<tr>
<th>Entrance Course</th>
<th>Arts Faculty</th>
<th>Compulsory subjects</th>
<th>Science Faculty</th>
<th>Compulsory subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oriental Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compulsory subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. A Vernacular</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language of India</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Urdu, Hindi, Punjabi, Bengali or Pashto)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

46. Progress of Education in India, 1897-1902 (Fourth Quinquennial Review). pp.118-120.
47. Punjab University Calendar, 1899-1900. pp.55, 99, 141 and 230.
<table>
<thead>
<tr>
<th>2. A Classical Language (Sanskrit or Arabic)</th>
<th>2. A Classical Language (Sanskrit, Arabic, Hebrew, Greek or Latin) or Persian. (The female candidates allowed to take up a vernacular language if not taken under optional papers).</th>
<th>2. Physics and Chemistry with the elementary principles of Mechanics and Hydrostatics.</th>
<th>2. Dictation and Calligraphy, Precis-writing and Correspondence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. History and Geography.</td>
<td>4. History and Geography.</td>
<td>4. History and Geography.</td>
<td></td>
</tr>
<tr>
<td>Optional subjects</td>
<td>Optional subjects</td>
<td>Optional subjects</td>
<td>Optional subjects</td>
</tr>
<tr>
<td>1. A Second Classical Language.</td>
<td>1. A Vernacular Language of India (Hindi, Urdu, Punjabi, Bengali or Pashto) or French or German.</td>
<td>1. Botany and Zoology.</td>
<td>1. Urdu.</td>
</tr>
</tbody>
</table>

Students were required to study only one optional subject of their choice. The medium of instruction was English except in the Entrance Oriental Course in which it was a vernacular.

A favourable comparison with what was taught at the high stage of schools in other provinces should not lead us to believe that all was well. By not specifying the contents of various subjects, the scope of courses was left to be determined by the individual text-book writers who were mostly
Englishmen not fully aware of Indian background and culture. Furthermore, emphasis on English both as a compulsory subject and as the medium of instruction scared away a large number of students. The general mass of students not capable of doing well in English could not hope to get higher education. For a long time the benefits of education were thus restricted to a small percentage of people from among whom a new class of aristocracy urban in character and apathetic to the general mass of people was created.

There were also complaints that the high school education did not develop the moral fibre of the students. The young men who received English education were generally impertinent and impudent. They were vain and unfit to pursue the avocations of their forefathers. It is true that there was no systematic and planned programme of imparting moral training for developing social ethics and morality among the high school students, but how far it alone contributed to the lack of moral sense among the growing youth is difficult to ascertain. Unhappy developments in the Punjab after the death of its ruler Maharaja Ranjit Singh in 1839, the war between the Sikh Army and the English resulting in the annexation of the Punjab, the consolidation of British power and disturbance in the old ways of living made times turbulent. There is always a crisis of values in such times.


At the turn of the century, the high school education in the Punjab was not vocationally biased, despite the plea for practically useful instruction in schools by the Wood's Despatch and the recommendation for bifurcation of courses by the Indian Education Commission (1882). The Clerical and Commercial Course instituted in pursuance of the recommendation of the Commission only turned out clerks for which the whole educational system introduced by the English had been criticized since its inception. Unhesitatingly the critics said laconically that English education aimed at producing efficient subordinates. The course was never popular mainly because it was designed to cut the students off from a university career which had then a great attraction for the educated. It was also not the only qualification for entry into the lower grades of public service.

It is believed by some that complete acceptance and implementation of the diversified pattern of secondary education recommended by the Commission would have brought about great changes in education and exerted tremendous impact on the social, economic and political life of the country. Mr. A.L. Mudaliar who headed the Secondary Education Commission (1952-53) writes:

One wonders, what may have been the future of education in India if these recommendations had been implemented and the diversified course of instruction suited to the particular aptitudes and talents of the pupils concerned had been instituted and worked out with sympathy and understanding. Nearly 70 years later a similar recommendation has been made by another Commission, when much valuable time has been lost and when

opportunities had been ignored to improve not only the standards of the pupils concerned but also the industrial expansion of the country through trained personnel at the various levels of employment. 51

The fact, however, remains that the Commission's recommendation about the bifurcation of courses "was too far in advance of its time to find ready acceptance, and as a result was virtually still-born. This is proved by the fact that though the number of high schools grew rapidly between 1882 and 1904, yet very few of them actually introduced the second type of vocation-centred secondary course." 52 From 1900 to 1920, 50476 students sat for the Entrance Examination of the Punjab University but only 1404 took the alternative Clerical and Commercial Examination during the same period. 53

The possibility of introducing vocational or technical courses in the high school in the circumstances prevailing in the last quarter of the nineteenth century was remote. The industrial avenues being few, there was no demand for youngmen vocationally trained. Higher posts went to men from England and the labourers engaged in big industries, railways, works of construction, etc. were not required to have any technical education. They learnt the necessary skills at the job. Even general education of high school level was not expected of them. The expansion of modern industry in India being painfully slow, it provided no urge to modify the school education. Accompanying this factor was the apathy to hand-work created by the wide scope for employment under Government for

52. Ibid., pp.6-7.
53. Figures are from the relevant Punjab University Calendars.
those who received general education in schools and colleges. This created a strong sentiment for Government service and strengthened the tendency not to pursue any other professions except Government service. In such conditions vocational or industrial training was considered inferior to general education. Another very important factor that would not provide any urge to diversification of courses at the high school stage was the training and traditions of the Englishmen who controlled education. In England an industrial career was not connected with the system of organised instruction in schools and colleges. This dichotomy between a liberal education and preparation for a life of work was naturally transmitted to India.

The Englishmen responsible for the conduct of education in India had got classical training at British Universities and did not generally view education in relation to the requirements of modern industry and productive work. They were quite naturally influenced by the educational thought and practice of their own country where secondary schools down to the close of 19th century stood for general education inspite of the industrial progress of that country.

The Schools Inquiry Commission appointed in Britain in 1864 to enquire into the education given in schools other than Public Schools reported in 1868 that in general the distribution of secondary schools throughout the country was poor, particularly in the more populated areas. There was no clear conception of the purpose of secondary education, nor an adequate differentiation of courses adapted to the needs of pupils leaving at different age levels. Only a small minority of the schools availed themselves of the standards set by the
various examining bodies, and a smaller number still sent pupils up to the universities. The Commission concluded that secondary schools should give a general education which might be fairly considered as likely to be useful to all its scholars, whether as mental discipline, or as valuable information. The subjects of a general education were stated as falling under three main heads - language, mathematics, and natural science. Among the foreign languages, the preference was given to Latin. French and other modern languages could not be strongly recommended because of the lack of an adequate supply of competent teachers. The value of mathematics was admitted, but the inclusion of more than arithmetic was not pressed. The Commissioners urged the general introduction of natural science for its disciplinary value and for its great value for the occupations of after life. The only other subjects considered by the Commission were drawing, political economy and religious instruction. 54

As a result of the great advances in science and industry during the nineteenth century claims of sciences for inclusion in secondary schools were pressed. The Royal Commission on Technical Instruction (1881-84) recommended the establishment, in suitable localities, of schools or departments of schools, in which the study of natural science, drawing, mathematics, and modern languages were to take the place of Latin and Greek. The definition of technical instruction in the Technical Instruction Act passed in 1889 was so comprehensive as to include secondary education of a modern character.

The Welsh Intermediate Act, 1889 defined technical education as including instruction in the use of tools, and modelling in clay, wood, or other material, commercial arithmetic, commercial geography, book-keeping and shorthand and any other subject applicable to the purposes of agriculture, industries, trade or commercial life and practice. The instruction would not include teaching the practice of any trade or industry, or employment. This showed that technical instruction was not distinct from general education.

The concept of secondary education and technical instruction as not distinct entities, but rather as complementary aspects of one whole was developed in the report of the Royal Commission on Secondary Education (1894-95) appointed under the chairmanship of Mr. Bryce. The Commission said:

The two are not indeed identical, but they differ as genus and species, or as general term and particular name, not as genus and genus or as opposed terms. No definition of technical instruction is possible that does not bring it under the head of Secondary Education, nor can Secondary Education be so defined as absolutely to exclude from it the idea of technical instruction.... Secondary education, therefore, as inclusive of technical, may be described as education conducted in view of the special life that has to be lived with the express purpose of forming a person fit to live it. 55

So far as curriculum of secondary schools was concerned, the Commission did not recommend definite models. It merely laid down general principles. Besides literary and humanistic course of instruction, ample provision was to be made for instruction in science beginning with natural history and other sciences of observation and working upto chemistry and physics, for mathematics, for the chief languages of modern Europe both

for their linguistic training and as the key to noble literatures, and for practical arts such as applied mechanics and agriculture. Such then was the position of the secondary school curriculum in Britain during the closing years of the last century. There was no differentiation in the curriculum though marked changes were appearing in it as a result of the movement for the provision of higher education for girls and women, the establishment in 1870 of a national system of elementary schools, the recognition of the importance of technical education and the beginnings of State intervention in it.

At the close of the century the subjects prescribed for the Matriculation Examination of the University of London, which was taken as a model in India, were as under:

1. Latin.
2. English - grammar and composition, history and geography relating to the period.
3. Mathematics - arithmetic, algebra and geometry.
5. Any one of the following:

Greek, French, German, Sanskrit, Arabic, Elementary Mechanics, Elementary Chemistry, Elementary sound, light and heat, Elementary magnetism and electricity and Elementary Botany.

Judged from the picture the high school in England presented in 1900, the Punjab high school was not unfavourably situated. Mathematics, physics, chemistry, botany, zoology, agriculture and modern languages both Indian and European were an important part of its curriculum and as an alternative to the Matriculation course there existed a Clerical and Commercial Course. What was, however, disquieting was the situation with regard to the medium of instruction. In Arts and Science

Courses which were more popular than the Oriental Course, the medium of instruction was English which imposed heavy burden on the students. The study of vernacular languages for Arts and Science students was also not compulsory. Equally deplorable were the undefined character of the contents of subjects and the restricting influence of the university.