The History of education is a subject neglected both by historians as well as educationists. In fact, an interesting and meaningful history of Indian education has yet to be written. The education system of a country is, doubtlessly, of crucial importance in studying its socio-cultural structure. The education system, in the present work has been examined, of course, critically with in the context of the society in which it operates. Thus, in this work we have dealt and examined several aspects of the history of the country’s education, especially in the Punjab. No sooner did the British started acquiring an empire for themselves in India, than they were faced with the crucial question of what should be their attitude towards indigenous institutions and practices. At the very outset, the company’s officers in India were reluctant to interfere in the existing system of Indian education. It was, in the period of Warren Hastings, that the Company began to patronize oriental learning. However, this policy of the company was questioned both in England and in India. The first thing that has been examined is some shifts in the existing policy and the factors why William Bentinck’s government decided in 1835 that the object of the British government in India should be the promotion of European literature and science and that all funds should be employed for English education only. Let it be noticed that there was no uniformity in the development of education in India during the period of our study. Different castes, communities and regions had different rates of growth particularly in this field.

Here, a question arises, who were the factions who took advantage of the English education and why? Another important question that strikes is what were the political and social consequences of the spread of western education? What were the weaknesses and
merits of this system, both in terms of quality and quantity? What were some of the alternatives in education that were developed by the Indians themselves? There are some such other questions which we have raised and replied at length in the present work, keeping in mind the condition of that period, as well as the needs of the Indians and also the British. Even today the people and the government believe in the power of education as well as the demand for its extension and improvement/betterment. This way the present study makes the quality and quantity of educational matters of lively concern.

Briefly but truly speaking, during the period under review, the pre-British system of education has been explored and examined analytically as a part of socio-cultural and politico economic process, that underlined our past. From 1921 to 1947 due to the transfer education to limited Indian control and also as a consequence of greater political consciousness, there was even more expansion than in the earlier years. Here, it is worth mentioning that the growth and evolution was mainly in privately managed schools and colleges which vividly indicates that the process of educational expansion was, by the early twentieth century, self-generating and continued with or without government aid. Official policies failed to control the education juggernaut.

Soon after establishing their political authority, the British aimed at accelerating economic growth through rapid industrialization, commercialization of agriculture and also the development of education, promoting social and territorial integration as well as cultural Renaissance, based on the spread of western education. Again a question arises, did the British see education working in this way that has been discussed and examined critically in this work. In reality, at a later stage it proved a blessing in disguise for the people of Punjab in particular and
other regions of the country in general. In this connection a brief
description has been made on one of the following pages of this thesis.
This vision of multi-sided development gave education an additional
significance. It was due to the efforts of Lord William Bentinck and
Lord Macaulay that some steps were taken in this direction, but the pace
was very slow and one sided as the British were merely protecting their
own interests. In the initial stage, several efforts were made for the
development of education.

No doubt, a considerable work has been done on various aspects
of education in India, but it seems that no systematic attempt has been
made to analyze the development of education on the whole in the
Punjab during the colonial period. Besides dealing with the development
of primary, secondary, higher, technical/professional and women
education, the present study has also analyzed the socio-cultural as well
as politico-economic transformation brought about by the growth of
education in this part of the country. Though the British, undoubtedly,
failed to evolve a national system of education, nevertheless, a common
system of education introduced by the British, brought about a
community feeling. It is an admitted fact that with all its shortcomings,
the British system of education stood the test of time and it was because
of its inherent potentialities that the same structure continued, of course
with some modifications, till recent past. What were true aims and
objectives of education and what were the nature and contents of
traditional education, have also been analyzed at length. The British,
indeed, gave a centralized system of education. The development of
education by the British though motivated by their political,
administrative and economic needs did lead to socio-cultural as well as
politico-economic awakening in the Punjab. It was the western
education which liberalized, rationalized and modernized social fabric.
It led to the emergence of the educated elite class that brought about consciousness among the masses and became the bases of political movements in the later years. Whether modern education led to rationality and what did the western education achieve, other two questions have been examined analytically. In the execution of this work an effort remained to dig out nearly all the primary and also the contemporary sources which have been listed in the bibliography given in the end of this work.

Here it will not be out of place if the scope and the objectives which are quite vast and significant are discussed briefly. We are fully aware that there were two schools of thought, Orient lists and Anglicizes. It will not be out of place if an idea of their thinking is cited. The arguments given by the Orient lists are the followings:

(a) The clause regarding the revival and promotion of literature in the Charter Act of 1813. It was meant to apply mainly to the revival and encouragement of Asian literature-Hindu and Mohammedan literatures;

(b) The Public faith being plugged the existing system i.e. the study of oriental languages, too after the appropriation of any kind of fund which hither to had been spent to encourage the study of Arabic and Sanskrit would be a down right spoliation;

(c) The oriental learning was the best for the Orientals and suited to their inclination and aptitudes; it called the best qualities out of their characters;

(d) Any effort to develop English language and learning would seriously hamper the existing efforts of the private agencies in Pathshalas and Madrasas as well as other such institutions and the education would there by receive a serious set back;
(e) The Sanskrit and Arabic languages, being the languages in which the legal and religious ideas of millions of the people were expressed, were entitled to special encouragement at the hands of the government. Moreover, the Sanskrit and Arabic literature were not inferior to their English counterpart. There were great treasures of ancient Hindu thought, which India could not afford to neglect; and

(f) The ignorance of the English language and western thought would be in their interest that would keep the Indians loyal and submissive to the British government.

On the other hand, the arguments of the Anglicists led by Lord Macaulay were equally mighty and weighty. Lord Macaulay wrote a brilliant minute in 1835, in which he forcefully expounded the benefits of English learning. In reply to the arguments advanced by the Orient lists, the Anglicists argued their case as follows:

(a) The Charter Act of 1813 contained nothing about any particular language or science which was to be studied. Lord Macaulay disputed the view that by the term ‘Literature’ Parliament only meant Sanskrit and Arabic literature, as he had not yet found on Orient lists who could deny that a single shelf of a good Europeans library was worth the whole native literature of India and Arbia;

(b) The grants made from the public purse for the encouragement of literature, differed in no respect from the grants which were from the same purse for other subjects of real or supposed utility. To quote Macaulay, “We found a sanatorium on a spot, which we suppose to be healthy. Do we thereby pledge ourselves to keep a sanatorium there if the results should not answer our expectations?”
(c) Macaulay further argued, “Neither as the languages of law nor as the languages of religion, has Sanskrit or Arabic any peculiar claim our encouragement.”

(d) The government could not reasonably and decently bribe men to waste their youth in learning. How they were to purify themselves after touching an assort what text of *Vedas* they were to repeat to expiate the crime of killing a goat.

(e) The spread of English culture would develop a demand for the English goods in this country and give a great impetus to English industries; and

(f) The argument of the Orient lists that after getting English education Indians would not remain submissive, did not appeal to the Anglicists. Lord Macaulay declared, “Are we to keep the people of India ignorant in that we may keep them submissive or do we think that we can give knowledge without awakening ambition? Or do we mean to awaken ambition and provide it with no legitimate vent? It may be that the public mind of India may expand under our system. Until it has outgrown that system that by good government we may educate our subjects into a capacity for government that having become instructed in European knowledge, they may, in same future age demand European instructions. Whether such day will ever come, I know not. Whenever it comes, that will be the proudest day in English history.”

The controversy between the two groups continued for more than a decade. The matter was finally solved by Lord William Bentinck in 1835. It was he who accepted the view point of the Anglicists that in future the official resources would be devoted almost exclusively to imparting of western knowledge through the English medium. However,
with the rise and growth of political consciousness and also with the spread of socio-cultural movements new ideologies came forth in connection with the process of developing education. With this their emerged the nationalist approach in this respect.

The views of several Indian nationalist leaders such as Raja Ram Mohan Roy, Aurobindo Ghosh, Ravindra Nath Tagore, Swami Vivekanand, Lala Lajpat Rai, S. Sunder Singh Majithia and many of the socio-cultural societies have been discussed particularly in connection with the development of education, its nature, form as well as utility analytically. It is to be noted that first the nationalist approach has been defined briefly. The present study is a comparative one which has enabled us to know the pace of development of education in various provinces and presidencies ruled over by the British. Its scope is also vast as we have compared critically the development of education in Punjab with the educational progress made in other regions and also the princely states of Punjab. Indeed, these states had been following different model of education that too has been discussed briefly. Above all, the present study clearly displays the growth and spread of education at different levels and also the efforts made for its spread among the women.

In order to present precisely the background of the development of education as well as socio-politico-economic transformation in the Punjab and also to show how it developed its various characteristics, an effort remained to have a quick review of the various government resolutions, reports and recommendations of various committees and commissions which dealt with the development of education. To name some, documents like Wood’s Despatch (1854), Lord Ellenborough’s Despatch (1858), Stanley’s Despatch (1859), Transfer of control (1859), Indian Education Commission (1882-93), Indian Education Policy
Resolution (1913), Royal Commission on Public Services in India (1919), The Saddler Commission (1919), The Mountford Reforms (1919), Lee Commission (1923-24), The Hartog comity (1929), Provincial Autonomy (1935) and Abbot Wood Report (1936-37) have been examined critically. Also we have seen the role of the popular ministry in the province of Punjab, in connection with the evolution of education. An account of the above said Acts, Reports and Resolutions have been discussed briefly but analytically in order to know the ideas of the British regarding education that they wanted to introduce and implement in India. This has helped us to understand on what lines the problem of reorganization of education administration and development of education in Punjab was considered by the concerned authorities during the past one century and a half.

A few secondary works related to the present subject have been studied. I have gone through Aparna Basu’s work The Growth of education and political development in India from 1898-1917 and education in Modern India and Indian Education in Parliamentary Papers-these two works deal primarily with the factors responsible for the development of education and how the education brought about political awakening during that period. In these works, mostly the areas of Bengal and central provinces have been covered and discussed in detail. Very little about the growth and development of education in the province of Punjab has been given in reality; only passing references are there. Let it be noted that Basu’s approach is neither critical nor nationalist rather she only cites the facts and statements given in various sources. But she does not give her own views regarding any aspect of the evolution of education in the Punjab.

A few years back Mrs. Amrit Kaur did some work on the development of education in Punjab, but it is of general nature. Even her
approach, while dealing with the subject is absolutely empirical. Nationalist approach is missing in this work; in other words, her work presents only the English/imperialist point of view. Moreover, she has not explored and consulted the original and primary sources which are available in different Archives and libraries in different parts of the country.

Some other works which have been gone through and examined critically are- Naik’s, A Review of Modern Education in India from 1913-1942; J.P. Naik and Nurullah Syad’s, a History of Education in India during the British period, and S.K. Nanda’s Reflections on Indian Education. Indeed these works are scholarly and of great use as these writings throw ample light on the growth and progress in the field of primary, secondary and higher education during the period of the present study. Doubtlessly, these works clearly tell us about the British educational policy; their motives behind it and the evolution of education made by the British especially in British India Empire. However, in these studies, Punjab has not been given due share. It has been rather neglected. Unpublished Ph.D. thesis of R.L. Ahuja’s, Indigenous Education in the Punjab until Annexation, with special reference to the time of Sikhs (Delhi University); Chhajju Ram’s Western Education and its Social Impact on the Punjab: 1849-1904 (Punjab University); Des Raj Grover’s Development of Primary Education in Punjab from 1882-1947 (MD University); and Arjun Dev Nagpal’s Education Policy of the British in India during the 19th century (Punjab University), remained quite helpful during the course of this study in many ways, though the period of above mentioned works and also their texts vividly indicate that much has not been discussed about the growth, development and spread of education so far as the province of Punjab is concerned. In brief, these works are of general nature, and
do not deal with specific issues such as hire technical and women education of the period of the present study. Therefore the present study has become of great use as it is based on the primary and contemporary writings. Other secondary materials have been explored, re-examined and then a comprehensive balance sheet is prepared. It will not be out of place if here the aims and objectives of the present study are discussed here at length. This will help us to understand the worth of the subject under review as today more emphasis has been given to the study of education. Thus the present study deals with the motives of the British educational policy and system especially in Punjab and the rest of the country in general; also to trace out if the benefits of western education created sentiments of friendliness and gratitude towards those who bestowed the gifts of the modern knowledge upon them. Another aim of this study is to study the logic of two schools of thought i.e. Orientalists and Anglicists as well as their impact on the development of education and its administration in Punjab. It also deals with this fact if the decision taken by the British caused a great intellectual ferment bringing about an Indian Renaissance, an era of unprecedented social, political, economic and moral evolution. This study deals particularly with Bentinck’s objective in implementing educational policy recommended by Lord Macaulay in his minutes and the recommendations of Wood’s Despatch. The effort made by the private enterprises, especially the role of the Arya Samaj, Singh Sabha, Dev Samaj, Ahmadyas and Anjumans, in the field of women’s, higher and technical education in view of the state withdrawal policy have been examined in this work. Particularly the percentage of female literacy has been traced out and discussed analytically.

Also, this study is to highlight the views of nationalist as well as provincial leaders regarding education at primary, secondary and higher
level. Their views regarding women education and technical education have also been explored and examined. Similarly, the history of institutions of technical education in Punjab and also the functioning of the Department of Public instruction set up in the Punjab in 1856 have to been discussed.

To study the various Acts, passed and enacted from time to time in regard with the development and spread of education at all levels, like primary, secondary, higher, technical as well as medical education in Punjab; and to study while laissez faire policy enunciated in 1854 and more vigorously applied in 1884, was formally abandoned by Lord Curzon, as its results were considered both educationally and politically dangerous, are other two objectives of the present study which have been examined critically.

The rise of political awakening and nationalism due to the development of education, and also how this helped in strengthening in this part of the country, the national struggle; to see if the decision of the British government caused a great intellectual ferment bringing about an ‘Indian Renaissance’, an era of unprecedented social, moral and political development, are important objectives of the present study. There are some other motives/features of the present study which are as under:

To examine, why Punjab was spared much of the uncertainties of educational policy resulting from various controversies which mark the initial period elsewhere, for this ‘Land of Five Rivers’ was the last to be annexed to the British empire; to study the working an functioning of the Department of Public Instruction which was introduced in 1856, in pursuance of the recommendations of Wood Despatch of 1854; also to examine analytically the work done by private enterprises in different fields of education in view of the state withdrawal policy; to explore if the development of education in Punjab during the period of diarchy and
also before was much less satisfactory than what appears from the official reports and surely far below the expectations of the nationalist; and finally to examine analytically, whether virus of communalism had penetrated in the field of education. The alien bureaucracy gave it every possible and encouragement because in it they found a weapon to curb the growth of nationalist forces in the province of Punjab.

The present study is split up into seven chapters. It seems desirable if the outlines of each chapter are given here to enable the readers to understand the total text of the present work. The first chapter i.e. Historical Background deals with the introductory part i.e. Pre-British Educational System and the change if any introduced by the East India Company’s rule in Punjab. Moreover, the purpose of the British education policy from 1813 to 1828 and the efforts to spread it has been studied at length analytically. Education policy under Bentinck-two schools of thought, Lord Macaulay’s Minutes and implementation of his recommendation; role of Raja Ram Mohan Roy; the enhancement in grant-in-aid and the purpose behind it, etc. are studied critically in this very chapter. The history of education between 1835-1854 in a comprehensive manner is also cited. To this may be added whether the Despatch of 1854 touched almost all educational issues or not. This chapter also deals whether the achievements in the field of education have been over estimated? Considering all its aspects, one is led to say that the success achieved by it was far below the expectations. Really the government had to face great limitation and obstacles.

Shaping of new educational policy is the second chapter which comprises of two sections. In the first one, the education policy of the British from 1854 to 1885 and then from 1885 to 1919 have been examined in detail and also critically. Emphasis has been laid on the professional/technical education for both boys and girls as well as on
such institutions. The chapter also deals with the functioning and achievements of the various policies started by the British government in different parts of Punjab. It also studies whether the Wood Despatch was implemented in Toto. Whether the recommendations of the education commission of 1882 were whether implemented in the true sense of the term, has been highlighted. The chapter also deals with the Hunter Commission’s recommendations whether followed or not. Genesis of Punjab University has been narrated briefly and also the interest of the British in the field of education as well as the development of education proved a blessing in disguise for the people of Punjab in particular keeping in mind the on going national movement which at that time had started gathering momentum have also been examined.

Primary and Secondary Education constitutes the third chapter. It deals with the development in the fields of primary and secondary education with particular reference to Lord Curzon’s policy towards education; then efforts made by the popular ministry in Punjab has been studied. Total number of students and also the schools as well as their functioning have been highlighted. The levels of the teachers, schools environment, discipline, administration, etc. have been examined critically. An effort remained to see whether at secondary level technical education was given due place and importance; to what extent efforts were made for the development of women education at these two levels-primary and secondary. Due to the spread of education, the political atmosphere got charged with the communal rivalry; the virus of communalism infected almost every section of the society are two other aspects that have been examined also. Thus, it was left to free India to implement the nobler polices and to frame new ones to make primary and secondary education according to the needs and requirements of the
province. Here, it has been explored whether the achievements of secondary education were both qualitative and quantitative despite a few lapses here and there. The contribution made by the private enterprises could not be over looked for without their earnest and energetic co-operation; education could not face the hurdles placed before it, and was mainly with the help of these managements that the schooling was made available even in the remote corners of the Punjab. So all these points have been examined keeping in mind the British policy on the one hand and the needs of the people of this province on the other.

The fourth chapter, Higher and Professional Education, tells that the government at first did not sure much inclination and interest in the development of Higher education because its experience in this respect in Bengal had not been a happy one; for most of the Bengalis who received education on western lines turned out to be opponents of the government. In the light of this experience, our efforts during the course of this study have been to trace out the development of technical/medical education; so this chapter too deals with the government policy regarding the growth and development of professional education. Therefore, their motives and achievements in this field have been studied at length. What was done by the private enterprises in this field has also been discussed, of course in a comparative and critical manner. Impact of the professional education on the socio-economic condition and also on social set up has been examined keeping in mind especially its impact on the rural/cottage industries, agriculture, etc. here it is worth mentioning that Government College, Lahore; Oriental College, Lahore; Khalsa College, Amritsar; Forman Christen College, Lahore; Gordan College, Rawalpindi; Islamia College, Lahore played significant role in the spread of education. So their history of achievements has been examined critically. The
university education, technical education, elementary type of education for engineering that was given in classes held at Mayo College, Lahore have also been discussed. Government School of Engineering, Maclagan College of Engineering, Metal Works Institute, Ambala; Wood Work Institute, Jalandhar; Government Institute of Dyeing and Colour Printing at Shahdra; Government Training Institute, Jalandhar were developed on the approved lines. The growth and development of the medical education for which several medical institutions were set up like Medical College, Lahore in 1860; A Chair of Clinical Medicine was instituted in 1926-27. Arya Medical School at Ludhiana set up in 1937; The Medical School, Amritsar started in 1938. In 1941 the number of students was 598 of which 105 were girls’ students in these institutions.

Female Education constitutes the fifth chapter which deals with the contemporary condition of the female education and the steps taken by the official and non-official agencies in this respect at different levels-primary, middle, secondary and even higher. To what extent the women became conscious regarding the necessity of education and also their right to acquire it has been examined. We have also studied the efforts made by the Christian Missionaries, Ahmadiya Movement, Muslim Anjumans, Arya Samaj, Singh Sabha, Chief Khalsa Diwan, Dev Samaj in the field of women education. Whether teachers training education was imported or not has also been discussed. After examining the impact of the vocational education in regard with women, change in their position in the society and also their role in the freedom movement have also been discussed briefly. Whether the education imported by the British as well as many socio-religious organization proved fruitful for women; could raise their honour in the eyes of society have also been studied.
The Sixth chapter i.e. Socio-Political Transformation is to highlight the changes which were brought about by the education in society. It has been seen if the society could get back all that had been lost by it because of the British rule and their policies of exploitation, capitalism, imperialism and communalism. Let it be noted that the policies of the British Government at the very outset were not favouring the natives; in other words they were in their own interest, but with the passage of time the same policies led to the rise and growth of politico-economic consciousness among the masses of Punjab in particular. The Punjabis were awakened when socio-religious organizations in Punjab, through their papers started criticizing the intentions of the British and also these organizations guided the people how they could fight against the British and get rid of their exploitation, high-handedness and their imperialist rule. Whether the socio-cultural transformation, which was the direct result of the spread of education, made the society conscious of its rights, have also been discussed in detail as well as analytically.

In the seventh and the last chapter balance sheet of the crux of the various points mentioned earlier in the main text has been examined. Gains of western education, intellectual ferment bringing about Indian Renaissance, unprecedented socio-cultural, moral, politico-economic transformation and development, militant nationalism/revolutionary patriotism, virus of communalism had penetrated in the society due to the progress and spread of education; role of popular ministry and its contribution; role of the socio-religious organizations; uneven distribution of schools, utilitarian aim of education, literary renaissance, social awakening, cultivation of humanitarianism, equalitarianism and secularism have been the main characteristics of the finale. While preparing the balance sheet of the present study. Its weaknesses have been highlighted; however it is to be noticed that the British system of
education stood the test of time and that is the reason, the system given by the British continued for five decades after the independence. It is because of its inherent potentialities that almost the same structure continues with same modifications till day. They have indeed given us a centralized system of education. We have seen that all was not well with education system and educational administration in the Punjab when the British annexed Punjab and began to rule it. Before the arrival of the British in Punjab, there was no department of education, nor there was any policy and systematic administration machinery of education. Rather education was mostly attached with the Sikh Gurdwaras, Hindu Mandirs and Muslim Masjids. To this, we may add that there was very little influence of the development of education in other regions of the country on the education system of the Punjab and also its people. So the same has been explored, re-examined analytically and finally in the conclusion of this study the motives of the British rulers have been clearly displayed in the chapter of conclusion.

The impact of its growth, spread and development of education on the socio-cultural and politico-economic life of the people of Punjab; also its weaknesses and their responsibility has been determined in the concluding chapter, as these aspects form another significant feature of the hypothesis of the present study. Whether the number of officials in the department of education at all levels were adequate or not according to the proportion to the work load being shared with the expansion of education has been another important aspect of our conclusion. How no increase was made on the lower level for years together resulting in deterioration of education is another feature of its hypothesis. In its conclusion it has also been seen if proper delegation of powers was there, if not what was its effect on the functioning of the educational administration, policies and growth of education. Rise of political and national awakening which were the direct result of the educational
policy, its spread and evolution; how socio-religious was and political awakening tagged with the development of education- another important feature of the study- have been highlighted in its conclusion.

In brief it is to be concluded that education should no longer be the privilege of the elite or the concomitant of a particular age. To an increasing extent, it must embrace the whole society and entire life span of an individual. The shift ought to be from ‘teaching’ to ‘Learning’. Thus the results of this study are based completely on the primary and secondary sources. No personal bias and prejudice have been allowed to influence the conclusion. It will not be out of place if we discuss here the research methodology adopted during the course of the present work. No doubt the historian requires inter-disciplinary approach and the tools of sociology, economics, psychology and political science. Therefore, we have applied the same method to explore and examine the present topic of research. Throughout, efforts remained to dig out the truth if the facts are contradictory; so evidences are analyzed textually and contextually to make a meaningful conceptual and a sound study. Also, efforts remained to establish objectives, causal relationship among the various factors and facts which helped various agencies to work for the development of education. Inter-disciplinary approaches with the help of politico-socio-economic theoretical formation, culminating in several vital issues, which have not so far been explored, have remained the basis of the present study. Facts related to different branches of education and its administration have been grouped, examined analytically and their genesis have been ascertained. Attempt remained to check omissions, distortions and fallacies in various explanations and interpretations of various characteristics related to the development of education in Punjab. Such a method enriches the insights and generalizations. Of course, secondary sources, material of general nature, which may be directly or indirectly related to the study in hand, has too remained its basis.