1. With what motives did the British introduce English education in India? Discuss. What implications did English education had on Indian society at large? Examine.

Introduction:

In the Round- table conference in 1931, Mahatma Gandhi in one of his speeches said, "The beautiful tree of education was cut down by you British. Therefore, today India is far more illiterate than it was 100 years ago." British introduced English education not to educate India but to achieve its sadistic goals.

Body:

What Alexander, Ashoka and the western missionaries had failed to do was accomplished by Macualay's minutes, decreeing that India was to receive through English education, the language of the West. Motives behind English introduction were:

- It was to make the Indians, especially the sepoys 'disloyal' to their own language and culture. The British were acutely aware of the danger posed by regional education.
- They realized that if the Indian sepoys of the British Army continued learning in their own languages, they would turn against the British someday. The Muslims sepoys would look down on them as infidels if they studied Islamic literature and the Hindu sepoys would look down upon them as adharmic mlecchas if they studied their Sanskrit texts.
- The British contrived an ingenious, if cunning solution to this tricky problem by educating the elite class of Indians in English and thereby creating a separate class of 'learned natives' i.e. formed a class of persons Indian in blood and colour but English in tastes, in opinion, in morals, and in intellect.'
- They imagined that familiarly acquainted with English literature, the Indian would speak of the great Englishman with the same enthusiasm as the British themselves, they would reject the teachings of Brahmin priests, the natives shall not rise against us, because we shall stoop to raise them.
- Also, the expenses of running administration were becoming costly, so they wanted English educated men in the lower levels to reduce their expenditure.

Implications of English education on Indian society:

- The system of giving preference to Brahmins in the govt. and missionary run schools went on for nearly hundred yrs. In the meantime, other castes practicing any trade had lost their business due to the flooding of Indian markets with British goods and also due to the deliberate strangulation of their business by the British.
- The systematic destruction of the Indian system of education deprived certain castes of education. Thus over a hundred years these castes had become impoverished and ignorant and the Brahmins who were supposed to

lead the society became distorted in their understanding of things, due to foreign education.

- They observed that no Hindu who has received an English education ever remains sincerely attached to his religion.
- But they found that though to an extent they were successful in taking away the Brahmins from their ideals, their conversion had not taken place. A decision to slowly target the other castes and tribals in their educational institutions, was taken.
- It is also noted that Brahmins, allowed themselves to be intellectually corrupted by the British and because they entered into all the professions practiced by other castes. This created issues in society.
- Like for instance, they also took on government jobs thus paving the way for competition and hatred among castes in the society. Today they stand discredited in general, and are no longer considered to be the examples to be followed.

Positive implications of English education:

- Government Job: It provided a path to join government job for Indians and opportunity for Indians in Administration.
- Literature: It gave access to western literature and help question many theories and practices being followed at that time.
- New class of people: The English education created a new class of people who went on to help reform Hindu society like Raja ram mohan roy, Ishwar Chandra vidya sagar etc.

Conclusion:

Introduce of English education can also be considered as blessing in disguise for Indians just like introduction of railways. Also they believed English educated Indian would act as interpreters between the rulers and the ruled.

2. The Indian elites in the 19th century argued for and launched a movement to reform Hinduism from within in the light of post- Enlightenment rationalism. This phenomenon is referred as 'Bengal Renaissance' or 'Nineteenth Century Indian Renaissance'. Who were the main proponents of this movement and what did they strive for? Analyse.

Introduction:

The Bengali Renaissance time of transition from medieval to modern in a number of fields, including literature, religion, social reform, political leanings and scientific discoveries in Bengal region in the eastern part of the Indian subcontinent during the period of the British Indian Empire, from the nineteenth century to the early twentieth century dominated by Bengalis.

Body:

The main proponents of Bengal Renaissance were:

- Raja Ram Mohan Roy.
- Ishwar Chandra vidya sagar. (These two the flag bearers of Bengal renaissance, the other followed them in various fields).
- Bankim Chandra chattarjee.
- Rabindranath Tagore.
- J C Bose.
- Sathyendra nath bose.

There main aims were around religious reforms and modernization:

- Education: They realized that the society could not develop if women were denied the values of education. Some like Vidya sagar, personally met the parents of girls and requesting them to send their daughter to school for education. He donated his large portion of salary to educational reforms.
- Schools: They opened a number of new schools, including girls' schools. Vidya Sagar started the first school for girl's education in Calcutta in 1849.
- Widow Remarriage and Abolition of Sati: a great role in the passing of the law which made the marriage of widows legal, The Hindu Widows' Remarriage Act, 1856. They argued, on the basis of scriptures and old commentaries, in favour of the remarriage of widows and for the abolition of Sati. They took authoritative texts like Manu Smriti and Puranas to show that there was no prohibition on widows remarrying in the entire body of 'Smriti' literature (the Sutras and the Shastras).
- Child marriage: They launched a powerful attack on the practice of marrying off girls aged 10 or even younger, pointing to social, ethical, and hygiene issues, and rejecting the validity of the Dharma Shastras that advocated it.
- Awareness: They created many journal houses and associated with many newspapers, journalistic publications like Tattwabadhini Patrika, samprakash, sarbashubhankarr Patrika and Hindu patriot to bring social and educational reforms with regards to the women.
- Tribal women: Vidyasagar spent the last 18 years of his life living among Santhal tribals in present day Jharkhand, where he started what is possibly India's first school for Santhal girls.
- Radical Ideas: They wanted to promote radical ideas through teachings and by organizing debates and discussions on Literature, History, Philosophy and Science.
- Modern ideas: Spreading ideas of French revolution like liberty, fraternity and equality.

Conclusion:

They did not achieve the success at first instances, infact they faced lot of threats from oxthodoxy elements, societal groups and from their own family members. But with sustained efforts, they were able to bring about a change in society, reforms customs and put a full stop to evil practices prevalent in the society.

3. Why did the peasants rebel against the British rule in the 19th century? Were there religious overtones in some of these rebellions? Examine.

Introduction

The Land revenue system of British extracted money from the peasants even if their crops failed. The impoverished peasants could never pay back this borrowed money. This led to many hardships like extreme poverty and they were forced to work as bonded labourers. All these forced the peasantry to revolt.

Body

Some peasants' revolts which took place on account of the British policies of 19th Century:

- **The Faqir and Sanyasi Rebellions (1770–1820s):** The establishment of British control over Bengal after 1757 led to increase in land revenue and the exploitation of the peasants. The Bengal famine of 1770 led peasants whose lands were confiscated, displaced zamindars, disbanded soldiers and poor to come together in a rebellion. They were joined by the Sanyasis and Fakirs.
- **The Indigo Rebellion (1859-1862):** The British adopted many ways through which they could increase their profits. They also started interfering with the basic means of livelihood of the people. Not only did they introduce new crops, they also brought new techniques of farming. Heavy pressure was put on the zamindars and peasants to pay high taxes and grow commercial crops. One such commercial crop was Indigo. The peasants launched a movement for non-cultivation of indigo in Bengal.
- **Faraizi Movement (1838-1848):** This was the first ever no-tax campaign against the British Government led by Shariatullah Khan and Dadu Mian. Their band of volunteers fought heroically with the armed group of Indigo planters and zamindars. It brought together all the cultivators of Bengal against the tyranny and illegal extractions by the landlords
- **Wahabi Movement (1830's-1860's):** The leader of the movement was Syed Ahmed Barelvi of Rae Bareilly who was greatly influenced by the teachings of Abdul Wahab of Arabia and Shah Waliullah, a Delhi saint. The movement was primarily religious in its origin. It soon assumed the character of a class struggle in some places, especially in Bengal. Irrespective of communal distinctions, peasants united against their landlords.
- **Pabna Agrarian Unrest:** Peasants unrest broke out due to the efforts of the zamindars to enhance rent beyond legal limits & prevent the tenants from acquiring occupancy right under Act X of 1859. As a result in May 1873, an

agrarian league was formed at Yusuf Shahi Pargana in Pabna district of East Bengal to resist the zamindari oppression.

- **Deccan Riots:** A major agrarian revolt occurred in Pune and Ahmednagar districts of Maharashtra in 1875 due to the difficulty which the peasants faced in paying land revenue in the Ryotwari System.

Were there religious overtones in some of these rebellions?

Prior to the commencement of mass movements of the freedom struggle, these peasant movements were localized based on religion, caste and social consciousness.

- Wahabi movement was primarily religious in its origin. It soon assumed the character of a class struggle in some places, especially in Bengal.
- The Mappila Uprisings was against atrocities of the landlords (mainly Hindus) led the Mappilas to revolt against them.
- Immediate cause of the Sanyasi rebellion was the restrictions imposed by the British upon pilgrims visiting holy places among both Hindus and Muslims.

Later on, some secular trends were observed in these movements which became national level mass movements resulting in formation of platforms such as Kisan Sabha, Congress Socialist Party, etc.

Conclusion

The peasant revolts taking place in various parts of the country were mainly directed at oppressive British policies. Though these revolts were not aimed at uprooting the British rule from India, they created awareness among the Indians. They now felt a need to organize and fight against exploitation and oppression. In short, these rebellions prepared the ground for various other uprisings such as Sikh Wars in Punjab and finally the Revolt of 1857.

4. What administrative measures did the British adopt initially to rule India? Did the initial approach change later on? If yes, examine the factors that led to such change in the approach.

Introduction

In 1764 after the Battle of Buxar the British became supreme power in Bengal. When the British took control of Bengal, they tried to establish administration according to their requirements. However after 1857 British Administrative policies were modified but it never lost sight of its main objects which were –Company's profits, to enhance the profitability of its Indian possessions to Britain and to maintain and strengthen the British hold over India.

Body

Administrative measures British adopted initially to rule India:

- From 1765 to 1772, in the period of the Dual Government, Indian officials were allowed to function as before but under the over-all control of the British Governor and British officials. In 1772, the Company ended the Dual Government and undertook to administer Bengal directly through its own servants.
- Continuous wars and mismanagement by the company officials made British parliament to pass Regulating Act of 1773.
- **Regulating Act, 1773** The government, headed by a Governor General in Bengal and four Councilors, having the supervisory authority over the presidencies of Bombay and Madras. The Act recognized the right of Parliament to regulate the civil, military and revenue affairs of the company's territories in India
- **Pitt's India Act, 1784** gave the British Government supreme control over the Company's affairs and its administration in India. It established Board of Control. The Board of Control was to guide and control the work of the Court of Directors and the Government of India.
- **Charter Act of 1813** Government and the revenues of India continued to be in the hands of the Company. The Company also continued to appoint its officials in India.
- **Charter Act of 1833** Government of India was reconstituted on a new model which gave it in all India character. This Act re-designated the Governor-General of Bengal as the Governor-General of India. The Governor-General was given exclusive legislative powers for the whole of British India. It attempted to introduce a system of open competitions for the selection of civil servants.

Initial Administrative approach changed later on

- From 1853 onwards changes begun in administrative policies, but major changes seen after 1857 revolt.
- **Charter Act of 1853** separated, for the first time, the legislative and executive functions of the Governor-General's council. It introduced, for the first time, local representation in the Indian (Central) Legislative Council. It introduced an open competition system of selection and recruitment of civil servants. The covenanted civil service was thus thrown open to the Indians also.
- **Government of India Act of 1858** abolished the East India Company, and transferred the powers of government, territories and revenues to the British Crown. It ended the system of double government by abolishing the Board of Control and Court of Directors. It created a new office, Secretary of State for India, vested with complete authority and control over Indian administration.
- In pursuance of this policy of association, three acts were enacted by the British Parliament in 1861, 1892 and 1909.
- **Act of 1861** made a beginning of representative institutions by associating Indians with the law-making process.

- **Act of 1892** It increased the functions of legislative councils and gave them the power of discussing the budget5 and addressing questions to the executive.
- **Act of 1909** provided (for the first time) for the association of Indians with the executive Councils of the Viceroy and Governors. Satyendra Prasad Sinha became the first Indian to join the Viceroy's Executive Council. He was appointed as the law member
- **Government of India Act of 1919** relaxed the central control over the provinces by demarcating and separating the central and provincial subjects. The central and provincial legislatures were authorized to make laws on their respective list of subjects. It introduced, for the first time, bicameralism and direct elections in the country. It provided for the establishment of a public service commission. It separated, for the first time, provincial budgets from the Central budget and authorized the provincial legislatures to enact their budgets.
- **Government of India Act of 1935** introduced 'provincial autonomy'. The provinces were allowed to act as autonomous units of administration in their defined spheres. It provided for the establishment of not only a Federal Public Service Commission but also a Provincial Public Service Commission and Joint Public Service Commission.

Factors that led to such change in the approach:

- 1857 Revolt against British Policies.
- English Education and interaction between the Indian and the western cultures helped Indians to know the world affairs, this raised aspirations of the people which forced British to change in Administrative process.
- Establishment of Indian National Congress in 1885 forced British to Include Indians in Administration.

Conclusion

The Revolt of 1857 gave a severe jolt to the British administration in India and made its reorganization inevitable. Some of the British administrative policies were highly effective which are even today reflecting in Indian Government administration.

5. Did the development of railways by the British had any positive impact on the Indian economy and society? Critically examine.

Introduction

The first passenger train in India ran between Bombay and Thane in 1853. The political condition and economic trend of the 19th century induced the British to construct railways all over India. Though introduced to further the economic exploitation of British, it had positive impact on Indian economy, society and administration.

Body

Positive impact on Indian economy and society:

a. Social impact:

- It connected people from hitherto unknown lands and they mixed with one another irrespective of caste and race.
- Movement of people was facilitated. Women and Dalits were benefited majorly as they could travel without any constraints.
- It helped in the development of new labour class who were instrumental in times like Non-cooperation movement.
- It only took a journey by train to remind the hostile treatment of Indians by the British as 2nd or 3rd class citizens in their own countries. This brought a feeling of fraternity among Indians.
- It helped in mobilization of national leaders. With this, they were able to exchange their ideas and discussed the problems and shaped popular public opinion against foreign rule.
- e.g. Dadabhai Naoroji pinpointed the misuse of railways to justify his economic drain theory by British.
- It was used by Indian national congress to connect Indian intelligentsia from different parts of India.
- Gandhiji used railways to travel all over India and familiarize Indians on ideas of swaraj and satyagraha.
- Helped Vernacular press: which with the help of Indian railways could penetrate the interiors of subcontinent. Now, their ideas and critique of British could be read by common people as the circulation of newspapers and journals increased.

b. Economic Impact:

- Railways united the entire Indian economy as one part of India depended on movement of goods and services of other parts.
- It helped in movement of Indian goods and provided market for Indian producers. It integrated the markets and increased the trade.
- It facilitated the investment in different industries as now the movement of finished goods became easy. Jute, Cotton, Iron and steel industries were established in times to come.
- It provided employment and helped several subsectors like mining, construction and so on.

Negative impact on Indian economy and society:

- It became another front for the humiliation of Indians by the British who used it to further their racial superiority.

- It helped for the easy mobilization of force by British which was used to suppress any popular uprising.
- Railways ruined the India's traditional handicrafts industry which became uncompetitive compared to British goods whose outreach of market increased by the railways.
- Railways, though helped in increasing the food security ruined Indian peasants who suffered due to surplus of food grains because of easy movement provided by the railways.
- The very nature of railways was to increase economic exploitation and policies of British helped it. E.g.
  - Capital investment in railways was restricted to British alone which increased the drain of wealth in the form of interest payment.
  - Indian goods faced high fright charges compared to British goods which made Indian products more uncompetitive.
- In the long run, railways under British rule did not alter the basic structure of Indian economy. It only facilitated swift movement of British resources which was useful in maintaining their imperial hegemony.

Conclusion

British introduced railways with ulterior motive of economic exploitation. Though railways had its drawbacks as illustrated above, with the Advent of railways - regional specialization began to occur and trade (both domestic and foreign) flourished. Railways made possible the establishment of a well-knit market and as Karl marks observed "Indian railways in India truly became the forerunner of modern industry".