



EXERCISES

AS PER NEP 2020

I. OBJECTIVE TYPE QUESTIONS

A. Choose the correct answer.

1. St. Mary's Charity school was established in 1715 at
(a) Madras (b) Bombay
2. The headquarter of the Christian missionaries was at
(a) Cochin (b) Calicut
3. The Calcutta Madrasa was established by
(a) Lord Wellesley (b) Warren Hastings
4. Who among the following was an Anglicist? **HOTS**
(a) James Mill (b) Henry Thomas
5. The Wood's Despatch was formulated in
(a) 1851 (b) 1852
6. Shantiniketan is located near
(a) Calcutta (b) Delhi
7. The pioneer of Nai Talim was
(a) Jawahar Lal Nehru (b) Sardar Patel

(c) Delhi

(c) Serampore

(c) Lord Dalhousie

(c) Nathaniel Halhed

(c) 1853

(c) Pune

(c) Mahatma Gandhi

(d) Calcutta

(d) Ahmedabad

(d) Lord Cornwallis

(d) William Jones

(d) 1854

(d) Chandigarh

(d) Indira Gandhi

Conceptual Learning

Problem Solving

B. Mark the option that matches Column A with Column B.

Column A	Column B
1. William Adam	(i) Abode of Peace 3
2. Mahatma Gandhi	(ii) Sanskrit College at Banaras 4
3. Rabindra Nath Tagore	(iii) Visited Pathshalas in Bihar 1
4. Jonathan Duncan	(iv) Nai Talim 2

(a) 1.-(iv), 2.-(iii), 3.-(ii), 4.-(i)

(c) 1.-(i), 2.-(iv), 3.-(iii), 4.-(ii)

(b) 1.-(iii), 2.-(iv), 3.-(i), 4.-(ii)

(d) 1.-(iv), 2.-(i), 3.-(ii), 4.-(iii)

C. State True or False

1. Teaching in Pathshalas was mainly oral.
2. William Jones was in favour of European system of education for Indians.
3. The Macaulay Minute laid stress on the Indian system of education.
4. Pathshalas continued to progress under the colonial rule.
5. European education neglected the masses.
6. Mahatma Gandhi promoted 'Learning through Activity'.

Knowledge Application

Problem Solving

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D. Assertion Reason

Critical Thinking

For question numbers 1 to 4, two statements are given—one labelled Assertion (A) and the other labelled Reason (R). Select the correct answer to these questions from the codes (a), (b), (c) and (d) as given below :

- (a) Both Assertion (A) and Reason (R) are true and Reason is the correct explanation of the Assertion.
- (b) Both Assertion (A) and Reason (R) are true but Reason is not the correct explanation of the Assertion.
- (c) Assertion (A) is true but Reason (R) is false.
- (d) Assertion (A) is false but Reason (R) is true.

1. Assertion (A) : The Orientalists favoured study of ancient Indian texts.
Reason (R) : The Anglicists were in favour of education in English Medium. **B**
2. Assertion (A) : Wood's Despatch wanted to inculcate European tastes and desires among Indians.
Reason (R) : The British wanted to create a market for European goods. **A**
3. Assertion (A) : The Pathshalas had no classrooms and no fixed time tables.
Reason (R) : They were like the formal schools of present times. **C**
4. Assertion (A) : Tagore wanted children to study outside the boundaries of classrooms.
Reason (R) : With this view in mind, he established the 'Shantiniketan'. **A**

II. SHORT ANSWER TYPE QUESTIONS

Knowledge Application

1. What was the role of Christian Missionaries in the development of education in India ? **HOTS**
2. Discuss the education system of 'Pathshalas'. **Pg-71, 72 (4 points)**
3. What were the recommendations of the Macaulay's Minute of 2nd Feb 1835 ? **Pg-74**
4. List out four drawbacks of modern education. **Pg-75**
5. What was Tagore's motive behind establishment of Shantiniketan ? Do you favour Tagore's thought on education ? **HOTS Pg-76**

III. LONG ANSWER TYPE QUESTIONS

Knowledge Application

Critical Thinking

1. State in brief the differences between the Orientalists and the Anglicists. **Pg-79**
2. ~~Name~~ Wood's Despatch came to be known as the Magna Carta of English Education. List its salient features. **Pg-74 are.**
3. Analyse the changes that occurred in the Pathshalas under British rule. **HOTS Pg-75**
4. What were Mahatma Gandhiji's views on education ? How much do you agree with his views ? **Pg-76**

IV. PICTURE STUDY

Knowledge Application

Critical Thinking

The given picture is of a village Pathshala. Answer the following questions with reference to the picture.

1. Name the Scottish missionary who visited the Pathshalas of Bengal and Bihar.
2. How many Pathshalas did he find in these two states ?
3. Mention three main features of the education system of Pathshalas.
4. Analyse the changes that occurred in the Pathshala during the British rule.

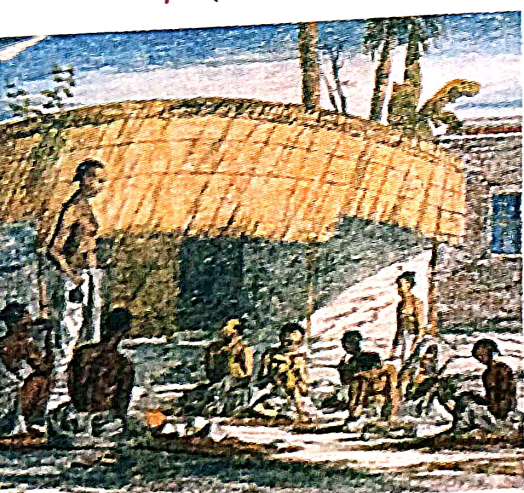


Madras in 1715. The Christian missionaries
s for Hindus and Muslims and four missionary
1725 itself. The London Missionary Society
uth India, Bengal and Sri Lanka.

established their headquarters at Serampore,
f Christianity, they started a printing press
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at Calcutta to impart knowledge of English

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Bihar, he found over 1 lakh Pathshalas functioning
there. Each Pathshala had about 20 students. So,
about 20 lakh students were being taught in the
Indian pathshalas. They were set up and managed
either by the wealthy merchants or the community
itself. Sometimes, they were started by a Guru
(teacher) who imparted education at the Pathshala.



Village Pathshala

The Pathshalas followed
a flexible system of education. There were no formal schools,
classes were held in open spaces
under trees, in temples or at the
teacher's home. The children sat
on the ground instead of benches
or chairs. The fees was flexible
and depended upon the income

of parents. The rich students paid more than the poor. Children did not follow any time table and there were no examinations. Teaching was oral, and children learnt religious stories or simple arithmetic rules. The Guru (teacher) taught according to the needs of his students. Students of all age groups and all classes sat together at one place and the teacher interacted with them separately.

52
④ An interesting feature of this flexible school was that children could take leave at the time of sowing of seeds or harvesting of crops. During this time, the children of peasants helped their families in the fields. Once the sowing or harvesting was finished, the schools restarted.

According to **William Arnold**, reading aloud was the common method of imparting education in Punjab. Children were required to memorize lengthy texts, whether or not they understood the meaning.

There were also Persian schools or **Maktabas** which were attended both by Hindus and Muslims. The common subjects of study were grammar, poetry, logic, philosophy, law and astronomy.

The **Sanskrit Academics** imparted education to Brahmin boys on Hindu religion, philosophy, literature, Pannini's grammar, law and logic.



Check Your Progress

Communication

Enquire about the education system in British India from your grandparents or any elderly person you know. Compare and contrast their views with the information given above.

EDUCATION UNDER EAST INDIA COMPANY

Along with the missionaries, the officials of the East India Company also

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MACAULAY MINUTE OF 2ND FEBRUARY 1835

When **Macauley** was appointed the Chairman of the Committee of Public Instruction, he emphasized upon the need to teach in English medium. He laid stress on Western literature and sciences to be the important subjects of study for all Indians. He declared that 'a single shelf of a good European library was worth the whole native literature of India and Arabia'.

S3 ① The **Macauley's Minute** of 2nd Feb. 1835 clearly laid down that the sole aim of the British would be the promotion of Western literature and sciences among the Indians. As a result, the English Education Act of 1835 was introduced. Henceforth, all educational funds were to be spent on English education. English was to be made the medium of instruction for higher education. Efforts were also made to stop the promotion of Calcutta Madrasa and the Benaras Sanskrit College which favoured oriental learning.

CHARLES WOOD'S DESPATCH (1854)

In 1854, **Charles Wood**, the President of the Board of Control formulated a scheme for future education in India. It meant to provide a co-ordinated system of education on an all-India basis. The scheme came to be known as the **Wood's Despatch**.

The main recommendations of the **Wood's Despatch** were...

suffered the maximum.

DRAWBACKS OF MODERN EDUCATION

The modern education had the following drawbacks :

1. ~~The British succeeded in creating Indian societies with European tastes to some extent.~~ This, in turn, created linguistic and cultural differences both in the families and the society.
2. Parents often complained of children not following Indian traditions.
3. The status of the English-educated persons differed from those who were taught in the vernaculars. In course of time, the social gulf between these two widened.
- Modern Education neglected the masses. As it required regular classes and regular payment of fees, it could not be afforded by the average Indian.
- It neglected the education of girls.
- No scientific or technical advancement was made in the field of education.
- The Indians who received modern education gradually began to blindly follow European ideas, thoughts and literature. They failed to acknowledge the contribution of Indians in the fields of literature, arts, architecture and science. Thus, they became aliens in their own country.

Despite its drawbacks, the Western education proved beneficial for the Indians in many ways. It broadened their ideas, thoughts and outlook. The knowledge of western literature and sciences opened their minds and promoted rational thinking. It fostered a sense of self-respect and pride among the Indians.

of the two cultures—Western and Indian, made the Indians realize that the social evils and superstitions must be ousted from the Indian society. This paved the way for social and cultural reforms and brought in the Age of Renaissance.

Collaboration **Communication**

Check Your Progress

What according to you are the benefits of studying in English medium? Share your experiences in your class.



Do You Know?

The Christian Missionaries opposed the idea of practical education in India. They felt that the real motive of education must be to inculcate moral values among people. Morality could be improved only by Christian education through missionaries.

RABINDRA NATH TAGORE

As a child, Rabindra Nath Tagore highly disliked the four walls of his classroom wherein students looked like prisoners.



Mahatma Gandhi along with Kasturba Gandhi sitting with Rabindranath Tagore and a group of girls at Shantiniketan, 1940

Therefore, when he grew up, he dreamt of setting up a school where children were not bound to sit in classes or study a particular curriculum. He preferred a creative and natural environment for the children. He wanted the teachers to be loving and caring and solve the anxiety of students.

With these views in mind, Tagore set up his school called **Shantiniketan** (Abode of peace),

100 km away from Calcutta. Here, children studied amidst the peace and harmony of nature. Tagore believed that one's mother tongue should be the medium of instruction. He wanted students to study science and technology along with art, music and dance.

Shantiniketan attracted scholars from all over the world and finally developed into the world famous university of *Visva Bharati* in 1918.

MAHATMA GANDHI

Mahatma Gandhi was against the westernization of Indian education. According to him, Indians were becoming the slaves of western education, thought and culture. They neglected the rich Indian culture and traditions. He advocated **Nai Talim** (Basic Education Programme) that combined crafts, art, health and education.



Mahatma Gandhi

He was in favour of education in the mother tongue. He felt that education in English had made the Indians 'strangers in their own lands'. Those who learnt in English could not connect with the masses. He laid stress on the purification of mind, body and soul through education as well as development of a healthy body. According to Gandhiji, Western education laid more stress on reading and writing through text books. It lacked experience and practical knowledge.

In 1937, he proposed the **Wardha Scheme** of education that worked on the principle of 'Learning through Activity'. It put forward a seven year course of study for students in their mother tongue. Gandhiji laid stress on the development of practical knowledge, skills and understanding.

Critical Thinking **Communication**

Check Your Progress

Do you support Tagore's and Gandhiji's views on the education system? Would you like to learn in a natural environment and develop your practical knowledge? What are your views on the present system of classroom teaching? Discuss.

Two Schools of Thought

Wood's Despatch

Orientalists

- ✓ People who had knowledge of Asian culture & language.
- ✓ Favoured development of Sanskrit and Persian Languages in India.
- Had respect for ancient Indian culture and wanted to revive it.
- Studied and translated numerous ancient Indian texts.
- ✓ Wanted the British to earn respect of Indians through knowledge of their texts.
- William Jones, Henry Thomas Colebrooke and Nathaniel Halhed were famous Orientalists.

Anglicists

- ✓ — Emphasised upon English to be the medium of instruction in Indian schools.
- ✓ — Regarded knowledge of East as unscientific and full of errors.
- ✓ — Laid stress on practical, scientific and technical knowledge.
- Promoted Western literature and sciences among Indians.
- Wanted to create a class of Indians who were British in their taste and values.
- James Mill, Thomas Macaulay were famous Anglicists.

— Proposed by **Charles Wood** in 1854.

- It's aim was to provide a co-ordinated system of education on an all-India basis.
- Teaching of Western education would be the aim of government's education policy.
- Medium of instruction in higher classes to be in English language.
- Made provisions for setting up of vernacular (local language) primary schools in villages, Anglo-vernacular high schools and affiliated colleges at the district level.
- Grants-in-aid were to be provided to encourage education.

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CHARLES WOOD'S DESPATCH (1854)

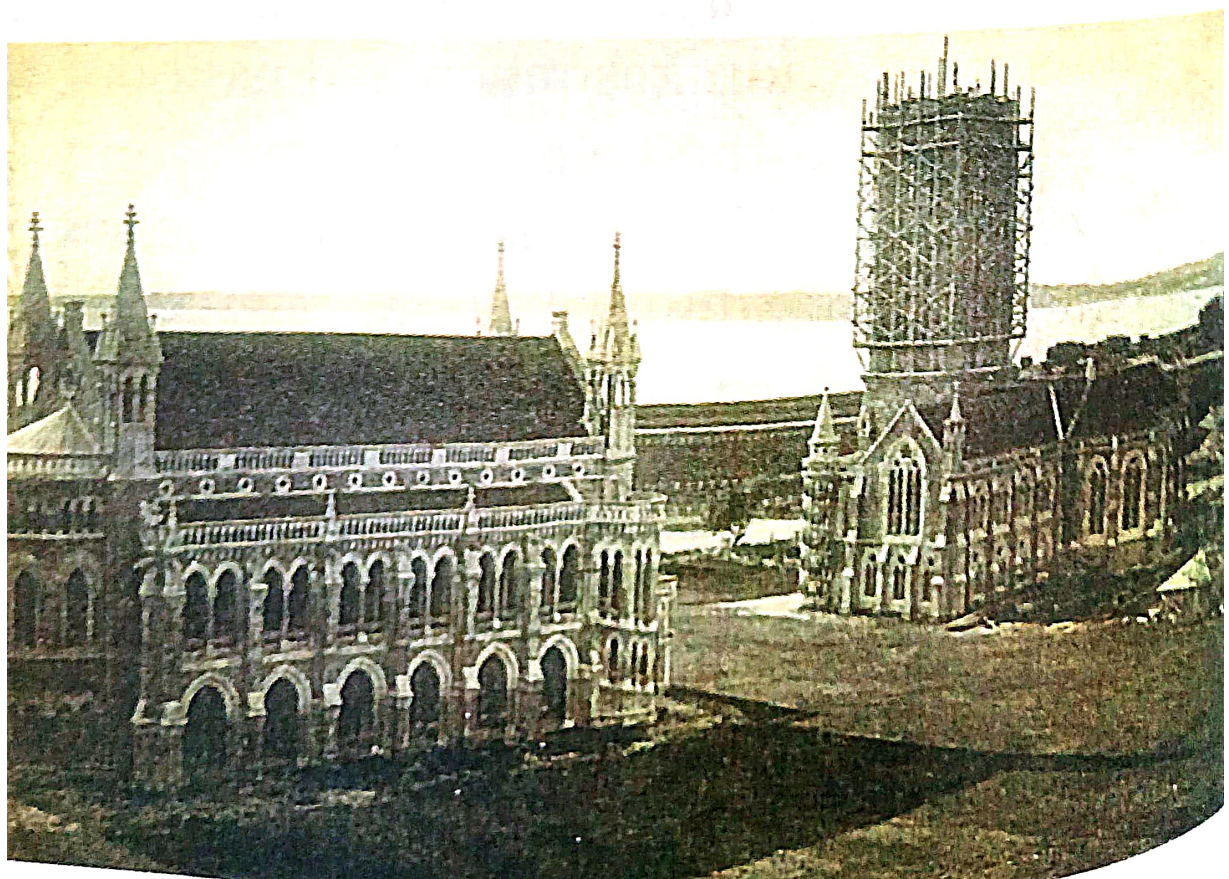
In 1854, **Charles Wood**, the President of the Board of Control formulated a scheme for future education in India. It meant to provide a co-ordinated system of education on an all-India basis. The scheme came to be known as the **Wood's Despatch**.

The main recommendations of the **Wood's Despatch** were as follows :

- Teaching of western education would be the aim of the government's education policy.
- Medium of instruction in higher classes to be in the English language.
- Provisions were made for setting up vernacular (local language) primary schools in villages, Anglo-vernacular high schools and affiliated colleges at the district level.
- Grants-in-aid were to be provided to encourage education.
- A Department of Public Instruction was to review the progress of education in the provinces.
- Provision was made for setting up universities at Bombay, Madras and Calcutta.

- 12 (4)
- Stress was laid on the establishment of vocational and technical schools and colleges.
 - Establishment of Teacher's Training Institutions.
 - Supported the cause of women education.

Because of its emphasis on every field of education, the Wood's Despatch came to be known as the **Magna Carta of English Education** in India. Based on its recommendations, the Department of Public Instruction was set up in 1855. The Universities of **Bombay, Madras** and **Calcutta** were set up in 1857. Some schools were set up for girls and were given grants-in-aid to foster modern education.



THE FATE OF THE INDIGENOUS 'PATHSHALAS'

Based on the recommendations of the **Wood's Despatch**, the Company officials decided to open primary schools in the villages. Here, the medium of instruction was to be the local (Vernacular) language of the villagers.

The Company appointed many pandits, each in-charge of four to five schools. The Pandits were to work on behalf of the government. They were supposed to visit the Pathshalas and submit periodic reports of the progress therein. They were required to take classes and suggest improvements in the standards of teaching.

13 The free atmosphere of the Pathshalas was replaced by time-tables for both the teachers and the students. Textbooks were introduced for the students. They now had to pay regular school fees, attend regular classes, give examinations and follow discipline.

2 The Pathshalas had to comply with the new rules of the government in order to get grants-in-aid. Those who resisted the new framework got no support. Thus, it became very difficult for those Gurus to run their Pathshalas who wanted to retain their independence.

3 13