Colonial India

History, Literature and Politics

औपनिवेशिक भारत

इतिहास, साहित्य एवं राजनीति

नमूना • SAMPLE

SAMPLE

Colonial India

History, Literature and Politics

औपनिवेशिक भारत

इतिहास, साहित्य एवं राजनीति

Edited by
Dr. Mahendra Prakash
Dr. Shahid Perwez

AKHAND PUBLISHING HOUSE
DELHI (INDIA)

नमूना • SAMPLE

Published by



AKHAND PUBLISHING HOUSE

Publisher, Distributor, Exporter having an Online Bookstore

Head Office : L-9A, First Floor, Street No. 42,
Sadatpur Extension, Delhi-110090 (INDIA)
Phone No.: 9968628081, 9555149955 & 9013387535
E-mail : akhandpublishinghouse@gmail.com,
akhandpublishing@yahoo.com
Website : www.akhandbooks.com

Colonial India
History, Literature and Politics

औपनिवेशिक भारत
इतिहास, साहित्य एवं राजनीति

© Editors
Ist Edition 2019
ISBN 978-93-88998-70-3

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, transmitted or utilized in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner Author/Editors. Application for such permission should be addressed to the Publisher and Author/Editors. Please do not participate in or do not encourage piracy of copyrighted materials in violation of the author's rights. Purchase only authorized editions.

The responsibility for facts stated, opinion expressed or conclusions reached and plagiarism, if any, in this book is entirely that of the author. Neither the publishers nor the editor will be responsible for them whatsoever.

Printed in India

Published by Jhapsu Yadav for Akhand Publishing House. Cover Designed and Laser Typesetting at VM Graphic and Printed at Aarna Enterprises, Delhi.

FREE SAMPLE

MESSAGE

Prof. Shefali Singh
Principal & Patron

Ramabai Government Mahila Post Graduate College, Akbarpur, Ambedkar Nagar, U. P

It is my utmost pleasure and gratification that IQAC, Ramabai Govt. Mahila PG College, Akbarpur, Ambedkar Nagar has organized a National Seminar (Interdisciplinary) on, "Colonial India: History, Literature and Politics" in January 2018 and publishing the work contributed by the scholars and intellectuals on this significant theme. The title itself signifies its utility so far as the historical narratives produced by Colonial historians under Colonial rule encompassing the Colonial hegemony is concerned. As we know, Indian society underwent many changes during Colonial period as the British devised several strategies to make their rule effective. Quite a lot of academicians, social scientists, researchers, delegates and students have attended the national seminar and their collaborative action has broadened the vision and understanding associated with quality concern in higher education.

SAMPLE

SAMPLE

PREFACE

Dr. Mahendra Prakash (IQAC-Coordinator) Convener

Dr. Shahid Perwez (IQAC-Member) Organizing Secretary

It provides us immense pleasure that the IQAC of Ramabai Govt. Mahila PG College, Akbarpur, Ambedkar Nagar, UP, has organized a National Seminar (Interdisciplinary) on, "Colonial India: History, Literature and Politics" in early 2018. This academic seminar was aimed at promoting research, understanding and disseminating knowledge on Colonial rule. The practice of writing about the Colonial countries reflect the Colonial approach as an ideology. The historical works produced during Colonial period was invariably in condemnation of Indian society, culture, literature and polity. At the same time, we see a lot of praise for the western culture, values and glorification of the individuals, who established the empire in India. The Colonial historians depicted India as a backward civilization and as culturally inferior to the British. The purpose of organizing this Seminar was to create a platform for live discussions and to provide a new dimension to ongoing research for better understanding. We thank our erudite Principal, Prof. Shefali Singh for encouragement, motivation and dedication. We express sincere regards to her commitment for academic pursuits and quality apprehensions. We thank our learned speaker, resource persons, distinguished delegates, researchers, students, special invitee and participants on

SAMPLE

behalf of IQAC for their intellectual inputs. Last but not the least, we express our gratitude to our colleagues and staff who have contributed enormously in organizing this seminar. We strongly believe that the deliberations by learned speakers, resource persons and participants of this national seminar have contributed a lot to achieve the objective. Hope this published work would be helpful to understand the theme in broader way. The suggestions in future for making the work more scholarly would be acknowledged and appreciated by the IQAC.

SAMPLE

CONTENTS

	Message	*v*
	Preface	*vii*
1.	Education as a tool to Govern India *—Arif Ahmad Nengroo*	1
2.	Effects of Colonialism on Modern India *—Billal Ahmad Bhat*	10
3.	Public Library Scenario in Colonial India: A Historical Study *—Kunwar Sanjay Bharti*	16
4.	Colonial Rule and its Impact on Indian Society *—Mohd. Hanief Wani*	27
5.	Negotiating Peace in Ethno-Political Conflict: The Reinterpretation of Core Issues in the Indo-naga Peace Process *—Dr. Phyobenthung*	31
6.	A Study of Shashi Deshpande's Novels in the Context of Post Colonial Literature *—Dr. Sunita Singh (Sengwar)*	45
7.	British Colonialism and its Impact on India *—Tariq Ahmad Zai & Bilal Ahmad Dar*	54
8.	British Colonialism and Indian Nationalism *—Dr. Mahendra Prakash*	69
9.	Globalisation of Sport and Physical Education *—Dr. Rajesh Kumar*	75

SAMPLE

10. औपनिवेशिक भारत और साहित्य 86
—आरजू सिंह एवं डॉ. अजीत प्रताप सिंह

11. औपनिवेशिक भारत में शिक्षाः दिशा एंव दशा 92
—चन्द्रभान

12. औपनिवेशिक भारत की अर्थव्यवस्था 101
—किशोर कुमार

13. संस्कृति, राष्ट्रवाद, राष्ट्रीय चरित्र, शिक्षा, शैक्षिक उद्देश्य 110
—डॉ मंजुला

14. औपनिवेशिक भारत में नवजागरण और उसका सामाजिक प्रभाव 121
—डॉ. उषा कुमारी

15. औपनिवेशिक ब्रिटिश भारत और भारतीय पूँजीपति 127
—डॉ. महेन्द्र कुमार सोनी

16. उच्चतर शिक्षा की चुनौतियाँ एवं नवाचारी प्रयोग 133
—नन्दकिशोर साह

17. दलित पहचानः समस्याएँ और समाधान के उपाय 144
—संजीव कुमार मांजरे

18. भारतीय स्वाधीनता आन्दोलन में अलीगढ़ जनपद में राजनीतिक चेतना का उदय और विकास 157
—डॉ. श्याम सुन्दर शर्मा

19. औपनिवेशिक भारत में राष्ट्रीय आन्दोलन में उग्रवादियों की भूमिका एवं दृष्टिकोण 165
—डॉ. सिद्धेश्वर नारायण उपाध्याय

20. जनसंख्या वृद्धि और सम्बन्धित समस्याएँ (एक समाजशास्त्रीय विश्लेषण) 171
—सीता पाण्डेय

21. भारत में रेल का इतिहास एवं ब्रिटिश साम्राज्य के विस्तार में भूमिका 179
—आनन्द कुमार

NOT A SAMPLE

LIST OF CONTRIBUTORS
सहायक योगदान सूची

1. **Arif Ahmad Nengroo,** Research Scholar, M. P. Institute of Social Science Research, Ujjain.
2. **Billal Ahmad Bhat,** Research Scholar, Department of Political Science and Public Administration, Vikram University, Ujjain (M. P.).
3. **Dr. Phyobenthung,** Assistant Professor, Fazl Ali Govt. College, Mokokchung, Nagaland.
4. **Dr. Sunita Singh** (Sengwar), Assistant Professor, Department of English, Govt. College Harsud, Khandwa (M.P.).
5. **Kunwar Sanjay Bharti,** Lecturer Library, Ramabai Government Girls P.G. College, Akbarpur, Ambedkar Nagar, (U.P.).
6. **Mohd. Hanief Wani,** Research Scholar, SS in Political Science and Public Administration, Vikram University, Ujjain, (M.P.).
7. **Tariq Ahmad Zai,** Research Scholar, School of Studies in Political Science, Vikram University, Ujjain (M.P.).
8. **Bilal Ahmad Dar,** Research Scholar, School of Studies in Political Science, Vikram University, Ujjain (M.P.).
9. **Dr. Mahendra Prakash,** Head, Department of Political Science, Ramabai Government Mahila PG College, Akbarpur, Ambedkar Nagar, (U.P.).
10. **Dr. Rajesh Kumar,** Asst. Prof., Physical Education Ramabai Govt. Women's PG College, Akbarpur Ambedkar Nagar,UP, India.

SAMPLE

11. **आरजू सिंह,** असिस्टेंट प्रोफेसर, हिंदी एवं मध्य कालीन इतिहास विभाग, रमाबाई राजकीय महिला स्नातकोत्तर महाविद्यालय अकबरपुर, अम्बेडकरनगर (उ. प्र.)।
12. **डॉ. अजीत प्रताप सिंह,** असिस्टेंट प्रोफेसर, हिंदी एवं मध्य कालीन इतिहास विभाग, रमाबाई राजकीय महिला स्नातकोत्तर महाविद्यालय अकबरपुर, अम्बेडकरनगर (उ. प्र.)।
13. **चन्द्रभान,** असिस्टेंट प्रोफेसर, राजनीति विज्ञान विभाग, रमाबाई राजकीय महिला पी.जी. कॉलेज अकबरपुर, अम्बेडकरनगर (उ. प्र.)।
14. **किशोर कुमार,** शोध छात्र, मगध विश्वविद्यालय बोधगया, बिहार (उ. प्र.)।
15. **डॉ. मंजुला,** असिस्टेंट प्रोफेसर, इस्लामिया टी. टी. (बी. एड.) कॉलेज, फुलवारीशरीफ, पटना (उ. प्र.)।
16. **डॉ. उषा कुमारी,** एसोसिएट प्रोफेसर, राजनीति विज्ञान विभाग, श्री अग्रसेन महिला महाविद्यालय, आजमगढ़ (उ. प्र.)।
17. **डॉ. महेन्द्र कुमार,** सोनी असिस्टेन्ट प्रोफेसर, मध्यकालीन इतिहास विभाग, महिला पी.जी. कॉलेज, बहराइच(उ. प्र.)।
18. **नन्दकिशोर साह,** शोधार्थी स्नातकोत्तर, राजनीति विज्ञान विभाग, ल0ना0मि0वि0, दरभंगा, बिहार (उ. प्र.)।
19. **संजीव कुमार मांजरे,** शोधार्थी, (पीएचडी) सेंटर फॉर स्टडीज एंड रिसर्च इन सोसाइटी एंड डेवलपमेंट, गुजरात केन्द्रीय विश्वविद्यालय, गांधीनगर (गुजरात)।
20. **डॉ. श्याम सुन्दर शर्मा,** अध्यक्ष इतिहास विभाग, ब्रजराज सिंह पी.जी. कॉलेज कुवेरपुर, फिरोजावाद (उ. प्र.)।
21. **डॉ. सिद्धेश्वर नारायण उपाध्याय**, सहायक प्रोफेसर, इतिहास विभाग, महिला पी.जी. कॉलेज, बहराइच (उ. प्र.)।
22. **सीता पाण्डेय,** असिस्टेंट प्रोफेसर, समाजशास्त्र विभाग, रमाबाई राजकीय महिला पी.जी. कॉलेज, अकबरपुर, अम्बेडकरनगर (उ. प्र.)।
23. **आनन्द कुमार,** असि0प्रो0-गणित, रमाबाई राजकीय महिला स्नातकोत्तर महाविद्यालय, अकबरपुर, अम्बेडकर नगर।

नमूना SAMPLE

1

EDUCATION AS A TOOL TO GOVERN INDIA

Arif Ahmad Nengroo

The purpose of this study is to explore the steps of British government in educating the Indian masses. The study is based on secondary source of data. The British's come India for the purpose of trade in the form of East India Company. As soon as time passes they annexed a number of states. To govern on these states, they need educate people. To take all the people from their homeland was costliest. This urges the British Government to start education in India. The purpose was to prepare a class of people which acts as a bridge between the British's and Indian masses.

Introduction

The British Empire in India lasted nearly 200 years. The English East India Company started trading activities in India in the early seventeenth century. In 1613, they received consent to build their factory Surat. The East India Company's victories in the battle of Plassey in 1757 and the battle of Buxar in 1764 gave them political control over the eastern states of Bengal and Bihar, and laid the foundations of the British Empire in India. Over the next hundred years, several areas were annexed to the British Empire. Many coastal regions of southern India were annexed by 1800, parts

TEXT SAMPLE

of northern India, Western India and Central India became part of the British Empire before 1820. Assam was conquered in the 1820's and Punjab in 1849. Among the last areas to be annexed in the 1850's were the northern native states of Oudh and the central Indian areas of Nagpur and Berar. In 1858, the administration of India was taken over by the British Crown from the East India Company and there were no further annexations.

The preliminary policies introduced by the directions of the East India Company promoted elitist English Education geared towards a small minority of the population- the higher castes and classes. An important objective of these policies was to "form a class of people who may be interpreters between us (the British) and the millions whom we govern". The hope was that this learned class would then enrich the vernacular languages and educate the masses, while providing a steady labour supply to the colonial administration offices. Though later policies shifted the focal point to primary education, they met with incomplete success because primary education received less than 40% of public education expenditures. Moreover, in the 1880's primary schooling was decentralized to local boards where local factors became critical to the provision of schools. The number of public primary schools was lower in districts with higher levels of caste and religious diversity because traditional elites preferred developing secondary schools and perhaps due to lower demand for education among disadvantage groups like the lower castes and indigenous tribes.

British Education Policies

The East India Company was not able to afford the expenses of the high salaries of English officers. So the Company required local Indian employees, who were able to read, write and speak English. It was also hoped that education would provide a positive link between rulers and the ruled and lead to the permanence and stability of the British Raj. In the 18th century, Christian missionaries spread religious education pertaining Christianity in India. But the east India Company felt that it would encourage adversely

religious sentiments among the Indian masses that could affect the business policy and the diplomatic role of the East India Company. Therefore, they did not support the missionaries for the promulgation of the religious education to the common people in India during the period from 1793 to 1812.

In 1813, the charter of the East India Company was renewed. Christian Religious institutions pressurized the British Parliament so that the Company charter contained a clause setting aside a lakh of rupees for education. The British Parliament insisted, in spite of opposition from the Directors of the Company on inserting a clause in the Charter, giving missionaries full freedom to settle and work in India. Soon afterwards, there was a great arrival of missionaries into India. These missionaries frequently opened schools, hospitals and orphanages. In March 1835, William Bentinck applied Modern Western Studies system in English language on the suggestion of his legal advisor Thomas Macaulay said that "we must at present do our best to form a class who may be interpreters between us and the millions whom we govern, a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect".

In 1844, Lord Harding's administration announced that all those educated in English would be preferred in office appointments. Given the new importance placed upon English training, English education began to flourish in India through both government and private schools. Lord Dalhousie also offered open support of government for educating girls.

During the time 1813-1853 CE, the colonial entity opened a few English schools and colleges instead of a large number of elementary schools, this led to the neglect of the education of the masses. This policy of colonial ruler was called Downwards Filtration Theory, which meant coming down of education or knowledge from the top to the bottom, i. e, from the higher class people to the lower classes or the general people. This policy was well supported by the contemporary higher officials such as Lord Macualay. Filtration theory

fullied the aim of Lord macaulay and the directors of the company.

The British Educational policy continued on the basis of recommendations of Macaulay till changes were made under Dalhousie, although it was officially discarded in 1854 and hence began the next phase of colonial education in India. The British Empire had grown to full shape when Dalhousie came to India. Lord Dalhousie realized the need of mass education and desired to "establish a complete class of vernacular schools to expand throughout the whole of India, with a view to convey instructions to the masses of the people". When the time of renewal of charter came in 1853, the directors of the Company decided to lay down a clear-cut policy for education in India and made a comprehensive survey of the entire field of education. As such a Selection Committee of the British Parliament was set up in order to institute an inquiry into the masses for their reforms. The Committee studied the issue thoroughly and reported that the question of Indian education should not be ignored and its development would not in any case be harmful to the British Empire. The suggestions of the Committee were positively considered by the board of Directors. As Sir Charles Wood was the president of the Board of control, so the declaration was called as "Wood's Educational Despatch" though it was written by the famous thinker John Stuart mill.

Educational Despatch deals with the various aspects of educational importance and holds a unique place in the history of Indian education. Therefore, it is often described as the 'Magna carta' of modern education in India. For the first time, it clearly accepted the liability of the British Government for education in India. It officially discarded the 'filtration theory' and laid stress on mass education, female education and improvement of vernacular, favored secularism in education and teachers training.

In 1882, the Government of India constituted a Commission with the objective "to enquire into the manner in which effect had been given to the principles of the

Despatch of 1854 and to suggest such measures as it may desirable in order to the further carrying out of the policy therein laid down". The Commission was constituted by Lord Ripon under Sir W. W. Hunter, and therefore, it is also known as Hunter Commission. The Commission adopted the policy of Laissez faire and advocated the gradual withdrawal of the state from the direct support and management of institutions of higher education.

Hunter Commission recommended that local bodies should be entrusted with the management of primary schools. The Commission advised for increasing the number of high schools and colleges and emphasized that they should not only be maintained by government but some of them should also be run by private bodies. After the recommendations of Hunter Commission, Punjab University was formally constituted under the act of 1882 and Allahabad University under the Act of 1887. The number of colleges was also increased.

Lord Curzon appointed a University Commission under chairmanship of Thomas Raleigh (law member of the Viceroy's executive Council) on 27th January, 1902. The purpose of the committee was to enquire into the conditions and prospects of the universities. The committee's main finding was, 'no change had been seen in university education because they failed to follow the guidelines of London University'.

The education progress received another impetus with the initiation by G. K. Gokhale with the introduction of a bill to make elementary education free, compulsory for children aged between 6 to 10 years. Gokhale's efforts had far-reaching consequences in the subsequent period. His efforts were responsible for the creation of a separate education department in1910 and the strengthening of the movement in favour of mass education.

The Calcutta University Commission was appointed by Viceroy Lord Chelmsford, the government of India in 1917, under the chairmanship of M. E. S. Sadler, to study its working. The Commission submitted a capacious report in

1919, practically dealing with every problem of Secondary and University Education, which was a great turning point, since its recommendations were adopted by several other universities.

The Central Advisory Board of Education (CABE) was established in1921 to bring consensus on policy matters among provincial government, but it was not operational till 1935. During this period, education system came under the Indian control officially, as it became a provisional subject administered by provincial legislature under the provisions of the government of India Act of 1919. The Indian government appointed Indian Statutory Commission on November 8, 1927, which was normally referred as Simon Commission. This Commission was made to enquire into the working of the administration under the government of India Act, 1919.

The government certified Simon Commission to appoint a Committee to help in preparing a report on education known as Hartong Committee to help in preparing a report on education known as Hartong Committee, under the leadership of sir Philip Hartong to enquire into the conditions of education in India. In 1929, Hartong Committee submitted its report and recommended the policy of consolidation, improvement of primary education. The Committee also recommended diversion of more boys to industrial and commercial careers at the end of the middle stage, preliminary to special instruction in technical and industrial schools and a selective system of admission to universities.

In 1935-36, the Central Advisory board of Education was revived and it recommended the appointment of a committee to advise the government "on certain problems of educational reorganization and particularly on problems of Vocational education". One of the basic reasons for instructing this enquiry was "the fact a large number of University graduates were not securing employment of kind for which their education qualified them". So the government of India invited two British experts, A. Abbott and S. H. Wood for preparing a plan on vocational education in the country. The