

**PARAGON CONVENT SCHOOL**

**SECTOR 24B CHANDIGARH**

**CLASS 8 (SOCIAL STUDIES)**

**HISTORY (EDUCATION AND BRITISH RULE)**

**B. Short answer questions**

**1. What were Lord Mintos views on education of Indians?**

\* Lord Minto emphasised on the moral aspect of education. He firmly believed that educated people would follow law and order and it would lessen crime.

**2. Who were orientalists? What were their views regarding Indian text and their study?**

\* European Scholars who studied law, philosophy and literature of the east or the orient, came to be known as orientalists. They thought that to have a better understanding of India it was essential to study ancient sacred and legal texts.

**3. Who were Anglicists? What were their views about knowledge of the east?**

\* Anglicists were people who felt that the knowledge of the east was full of flaws and was unscientific. They were critics of the views of orientalist on learning.

**4. What was 'Nai Taleem? Who gave this term?**

\* Nai Taleem was an alternative education system started by Mahatma Gandhi. He wanted students to leave British Education and was in favour of a system that would impart knowledge and make a person self-sufficient.

### **C. Long answer questions**

#### **1. Write a note on education in India prior to the advent of the British.**

\* It was a very traditional system and was carried out through pathshala, madrasas and tols. Sanskrit and Persian were the main mediums of instructions. Grammar, law, logic, geometry and astronomy were popular subjects in these institutions. Printed books were not available so teachers taught orally in in the local language. There was no fixed period of study, the guru interacted separately with groups of children with different levels of learning. There was no fixed time of admission, no curriculums and no fixed fees. Parents could pay in cash or kind. The session of the school ran according to the local conditions.

#### **2. List the effects of Western education.**

\* Education for all was not the aim of the Western education. Due to this, traditional Indian system of education declined. Small cities, local villages and education of girls were neglected. This education glorified the western world. Students were groomed in western thoughts and sciences but were not aware of Bhaskar or Panini. It completely sidelined Indian contribution contribution to literature and sciences. In the long run, English helped to unite the people against the British. It also introduced the concept of liberty, nationalism and socialism that ultimately helped in attaining independence.

3. Discuss the wood's despatch of 1854 with reference to

(a) the educational guidelines, and

(b) the benefits that the British would reap with the promotion of Western education in India.

\* (a) At primary level, the medium of instruction would be vernacular but at a higher level it would be English. A new institution for training and recruiting teachers would be set up. Private schools and colleges would be given grants and they would be graded. Education departments would be set up to supervise education and provide financial aid to educational institutions.

(b). Indians would be exposed to western culture and lifestyle and this will lead to creation of demand for English goods. Indians would realise the benefits that flow from expansion of trade and commerce. Western learning would supply to the Company a new lot of indigenous, skilled, loyal and dependable administrators. This would save company's resources.

4. Briefly explain Gandhiji's and Tagore stand on introduction of Western education of learning in India.

\* According to Gandhi, English education made Indians see western civilisation as superior and our own civilisation as inferior. Indians getting English education began to admire British rule. He believed that the western system of learning did not promote love and respect for one's own culture and motherland.

Rabindranath Tagore also found several lacunae in the British educational system. He believed that human beings are most creative and receptive in their natural surroundings; a classroom automatically blocks the mind of the student. He followed this philosophy by opening his dream educational institution at Shantiniketan.