UNIT 4: EDUCATION IN BRITISH INDIA-III (EDUCATIONAL POLICY OF LORD CURZON)

UNIT STRUCTURE

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4.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- elaborate the role of Lord Curzon in the development of Education in India
- analyse Lord Curzon's policy on Primary Education
- discuss Lord Curzon's policy on Secondary Education
- explain Lord Curzon's policy on University Education
- identify effects of Curzon's policy on Indian Education

4.2 INTRODUCTION

Lord Curzon became the Governor-General of India on 1899. To understand the role of Curzon in the field of education we should know the

educational development of the country. We have already come to know that after Wood's Despatch in 1882 the first Indian Education Commission report had come into existence. We also learnt in our previous chapter that the report of the Indian Education Commission of 1882 which was also popularly known as the Hunter Commission gave more importance on expansion of collegiate education and secondary education through private initiative and enterprise. However, it cannot be denied that during this period of expansion there was deterioration in the standard of education.

To understand Curzon's policy on education we should have an idea of the political movement in the country and Curzon's political views. We all know that the Indian National Congress (INC) was established in 1885. The establishment of INC brought about a new spirit throughout the nation. The educated section of the public now demanded political rights and privileges. Curzon had a passion for all round improvement in the country and a sincere desire to serve the country well. However, his political views made public opinion hostile towards him. Hence, all his policies and actions were out looked with distrust and suspicion.

When the recommendations of the Indian Education Commission were implemented, a phenomenal growth of secondary and higher education took place. By 1902, there were 191 colleges in the whole country instead of 79 colleges only in 1882. But due to scarcity of fund the standard of college education went down. They did not have proper building, libraries and other necessary equipments. The aim of education was only to pass the examination. Government only wanted to withdraw from direct management of the institutions. During this period two more universities grew up in the Punjab and the North-West Frontier Provinces. Towards the end of the century people started criticising expansion of higher and secondary education. These were the real condition of education when Lord Curzon came to India.

Coming to India, Lord Curzon realised that the education in the country was not in the right track. The first thing he did was to host a conference at Shimla in 1901. In the conference he discussed the problems of education thoroughly with the educated Indian and British people. After

then he appointed a Commission on Education which was known as the Indian University Commission. The Commission submitted its report in 1902. The recommendations of the Indian University Commission were incorporated in the Government of India Resolution 1904. The publication of the Government of India Resolution was followed by the passing of the Indian University Act, 1904.

Lord Curzon made educational policy in all stages of education from Primary to University education. However, he gave more importance on University Education. Curzon's policies on Indian Education are discussed in the next subsection.

4.3 LORD CURZON'S EDUCATIONAL POLICY ON PRIMARY EDUCATION

Lord Curzon was a supporter of primary education. After his arrival in India, he realised that education, specially primary education in India was in a very poor condition. He observed that this was due to paucity of funds. Thus, he declared that spreading of primary education as his main policy on primary education. He also insisted that spreading of primary education was one of the most essential duty of the state. The following were the main points of his policy on primary education.

- Lord Curzon observed that the primary education in India had suffered mainly due to lack of funds. Therefore, he ordered the provincial governments to spend more funds on primary education.
- Lord Curzon suggested the central and provincial governments to give more attention to the spread of primary education, specially in backward areas.
- Curzon discontinued the system of providing funds to the primary schools on the basis of examination results and introduced more scientific methods of providing grant-in-aid.
- Lord Curzon also tried to introduce better methods of teaching in the primary schools so that more children could be attracted to those schools.

- Lord Curzon advised that training facilities for the primary school teachers should be increased.
- Lord Curzon suggested that the curriculum of the rural and urban schools should be different.
- In primary education he adopted the policy of adjusting the education according to the needs of the villagers of the country.

Lord Curzon's idea about primary education was very liberal. Curzon said that the active expansion of primary education was the first duty of the state. The Government of India resolution 1904 laid down a clear-cut financial policy for primary education. Primary education had a claim on provincial revenue and still more predominate claim on the local bodies' fund. Hence, the Government Resolution laid down clearly that Board should spend their education funds for primary education alone. These bodies were to submit their budget to the Director of Public Instruction through their Inspector.

4.3.1 Assessment of the Policy on Primary Education

Lord Curzon was not only an able administrator but also an educational reformer. He touched almost every aspect of Indian education. His educational reform at the beginning of the 20th century had brought about a sense of modernization and a movement for educational re-construction. He fully realised the need of primary education for the Indian people in their socio-economic development. He was an ardent advocate of mass education for removal of illiteracy of the people. His policy on primary education was not merely on improvement of quantity, but also of quality for modernisation. So, he brought about certain modern concepts into our traditional system of primary education.

He had rightly perceived that money was the main hurdle to achieve the objectives of our primary education. Accordingly, he followed the policy of giving liberal grant system to schools. He raised the amount of government grant from 1/3rd to one half of the total expenditure for improvement of the situation. He had liberally

sanctioned the recurring and non-recurring grants to remove the financial difficulties.

Lord Curzon was keen to remove traditionalism of our primary education system. He tried to make it more useful, practical and modern. He made provision for training of teachers and made their pay scale improved and upgraded. He improved the curriculum by introducing agricultural education. He considered the local and environmental needs of primary curriculum inorder to make it more useful and realistic. He tried to introduce improved method of teaching like Kindergarten for modernisation.

Lord Curzon's achievements on primary education may be summarised with the following points:

- His educational reform was comprehensive that comprised of primary, secondary and higher education.
- He attempted the improvement of quality and quantity of primary education at the same time.
- He made liberal grant system to remove the major hurdles of the financial strive in Indian primary education.
- The spirit of modernisation of our primary education had been virtually initiated by him.



CHECK YOUR PROGRESS

Q 1: Lord Curzon became Governor General of India in .....(Fill in the blank)

Q 2: Indian National Congress was established in.....(Fill in the blank)

Q 3: How many colleges were there in the country by 1902 and in 1882?

.....

Q 4: Highlight two points of achievements of Lord Curzon's policy on primary education.

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4.4 LORD CURZON'S EDUCATIONAL POLICY ON SECONDARY EDUCATION

Lord Curzon's policy on secondary education was considerably significant. The Government of India resolution 1904 laid down the educational policy of Curzon in clear-cut terms. So far as secondary education was concerned, the Government Resolution said, "The Government is bound in the interest of Community to see that the education provided in the Secondary Schools is sound." To achieve this objective Lord Curzon substituted his policy and in place of the old policy of expansion he adopted the new policy of control and supervision. Stricter rule of recognition of secondary schools were framed. No student from an unrecognised school could appear at the Matriculation Examination after 1904. No unrecognised school could receive government grant. The result was that all the secondary schools came under the control of the government. For improving the quality of instruction the Government resolution made some very good suggestions. The work of improving instruction was to be entrusted to Inspectors, and the neighbouring government high schools were to be made exact models, and the teachers were to be trained.

Following were the main points of Curzon's educational policy on secondary education.

- Every secondary school, whether managed by private or public authority must receive recognition from the Department of Education, provided it fulfilled the conditions laid down by the government.
- Every secondary school besides securing recognition from the Education Department must also obtain recognition of the University for sending candidates to the Matriculation examination.
- Transfer of students from an unrecognised school to a recognised school was not allowed.
- Teacher training institutions were to be established
- For raising the efficiency of government schools large grants were sanctioned to provincial governments.

- Private schools were also given large sums of money for improving the standard of instruction.
- The curriculum of the high school was modified to make it more useful and practical to the students.
- Mother tongue was made the medium of instruction in middle school.
- For maintaining stricter control over secondary schools the Inspectorate was strengthened.

For the first time, it was Lord Curzon's Government that encouraged Vernacular languages as the medium of instruction in Middle Schools and even in high schools pupils were not permitted to leave the study of Vernaculars, and that English should, in no case, be taught before a child attains the age of 13.

4.4.1 Effects of the Government Policy on Secondary Education

Lord Curzon was completely successful in the implementation of his policy on secondary education. His policy of control of secondary education had given good result. The policy of double recognition of secondary education by the government and the university had raised the administrative standard of the institutions. Every non-government institution became very keen to gain recognition from the two authorities and for that they had tried their best to raise their standard. On the other hand the weak institutions failed to get recognition and government grant had to be closed down ultimately. So, the policy of rigid control of the private secondary schools had brought about administrative discipline for this stage of education. It had a favourable effect on raising the quality of education.

Recognition of the secondary schools by the university had again helped to raise their academic standard. Schools had become very particular with respect to their teaching of curriculum. Also, reasonable restrictions were imposed on admission of students, which had ensured better academic atmosphere in schools.

Lord Curzon as the British administrator had encouraged the study of the mother tongue in the secondary stage of education as well. Mother tongue was made the medium of instruction up to the middle school stage. This had enabled many of the Indian students to get secondary education through their mother tongue. It had also helped in development of Indian languages without the sense of bias towards English. It may be observed that the introduction of mother tongue at the middle school stage by Curzon had paved the way for making vernacular language as the medium for high school stages in the subsequent period.



CHECK YOUR PROGRESS

Q 5: State two main points of Curzon's educational policy on secondary education.

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4.5 LORD CURZON'S EDUCATIONAL POLICY ON UNIVERSITY EDUCATION

Lord Curzon saw that Indian universities had become outdated. Though, the London University had been reorganised in 1898. As you know that, Indian Universities were established in the lines of London University model. However, the Indian Universities maintained the old structure and pattern of London University. The expansion of higher education was too vast for existing universities to manage. The pressure of work on them was too much that they could not discharge their duties well and no university could work for quality higher education. So, Curzon appointed the Indian University Commission to report upon any proposal that might be made for improving the constitution and working of universities and to recommend to the Governor-General-in-Council such measures may elevate the standard of university reaching and promote advancement of learning.

As we have already discussed, that Lord Curzon organised an All India Education Conference in Shimla in 1901. As a result of the conference Curzon appointed "Indian University Commission' in 27th January,1902. The main purpose of the appointment of the commission was to reform the Universities. Through the commission Curzon actually wanted to investigate into the causes of university inefficiency and to report on proposals which would improve their constitution. The commission included two Indian members, and they were Sir Goorudas Banerjee and Syed Huesain Bilgrami. The commission submitted its report in the same year. As Sir Goorudas could not agree with the other members of the commission on certain matter he submitted a separate report. He mainly differed from the other members in matters relating to measures recommended to restrict the academic freedom of the universities.

The report of the University Education Commission contained many valuable suggestions. The main recommendations of this commission are as follows:

- The rules of affiliation of the colleges should be more rigid.
- Colleges should be inspected on a regular basis.
- The Senate and Syndicate should be re-organised. The members of the Senate and Syndicate should be reduced to 9 and 15 respectively and their term should be of five years.
- Some more facilities for teaching should be provided after amending the constitution of the universities.
- System of appointment of professors and pundits should be introduced.
- There should be a suitable representation of the teachers and the scholars of the affiliated colleges in the university senate.
- The university should keep strict vigilance on the living conditions of students.
- There should be a suitable arrangement for teaching in the colleges affiliated to the universities. The rules for recognition should be strictly observed and enforced.

- Universities should strictly supervise their affiliated colleges.
- Suitable amendments should be made in the curriculum and the examination system of the universities.
- Hostels should be built for the students.
- The standard of matric examination should be raised and intermediate examination should be abolished.
- The degree course should be of three years duration.
- There should be a managing committee for every college. Besides managing the colleges concerned it should also appoint competent teachers. It should pay attention towards the discipline of the students and the construction of buildings and hostels etc.

On the basis of the recommendations of the Indian University Commission, government issued the resolution on Government Education Policy in March, 1904, and passed the Indian University Act on 21st March, 1904.

4.5.1 Assessment of the Policy on Higher Education

Lord Curzon's reform of university education is undoubtedly the most significant achievements as the Governor General of India. Although it was due to this area of reform that he had to face severe criticism from the Nationalist Indians. There were several reasonable grounds for attack on Lord Curzon's Policy. These may be pointed out below:

- He had set up the University Education Commission of 1902 and on the basis of its recommendations he passed necessary act in 1904 in order to strengthen the hands of the government.
- It was through this Act that he reduced the number of elected members of the Senate and limited their working period to 5 years.
- As a result the Indian representatives had become the minority in the University Court who failed to serve the Indian interest.
- He had imposed stringent condition of affiliation to colleges for which many of the private colleges of Indian people had to suffer.

- He had restricted the growth of new Universities in the country inspite of its growing demands of the people at that time.
- He had empowered the government to make laws of the Universities in case the University Court had failed to do so. This had curbed the autonomy of university administration.
- He adopted undemocratic principle of increasing the number of selected members of the University court with a view to reduce the strength of the Indian people in the affairs of the University.
- Nothing had been done to promote higher studies and research in the universities and there was no financial power and assistance given to them.

From the above facts it can be observed that Lord Curzon's acts were quite prejudiced towards the Nationalist Indian people.

However, Lord Curzon's entire attempt cannot and should not be viewed from the negative standpoint alone. His main objective was to bring about administrative reform of the universities and for that the government was to acquire more power of control over the universities. The rules and procedures of the university administration provided by the Act of 1904 were still meant to work successfully in the country. His principle of affiliation and de-affiliation of colleges had brought about discipline in their function and educational management. He decided the jurisdiction of the universities and their areas of function. He re-organised the University Senate by substantially reducing the number of its members and reminded them of being more conscious of their limited term of 5 years.

So, he was completely successful in his own policy of control of the university education. He worked boldly and with conviction which he considered as appropriate. The adverse state and circumstances could not baffle him. The policy of control and discipline might have dissatisfied the Nationalist Indians at that time, but the ultimate result of the policy on Indian Education may be considered quite satisfactory.



CHECK YOUR PROGRESS

Q 6: When was the Indian University Commission appointed?

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4.6 GOVERNMENT OF INDIA'S RESOLUTION ON EDUCATIONAL POLICY, 1904

The resolution at the outset acknowledged the substantial benefits that been conferred upon the people through education since its organisation in 1854. It noted the defects that had developed in the system in course for years. The main defects among them were as follows:

- Higher education was pursued with the exclusive view of entering government service
- Excessive importance was given to examinations
- The course of study was too literary in character
- Schools and colleges focussed on developing the intelligence of the students too little and gave more emphasis on memorisation or rote learning
- More importance was given to English language and modern Indian languages were totally ignored
- Primary education was very much neglected

With regard to primary education the resolution stated that the rate of growth of primary schools had not kept pace with that of secondary schools. The backwardness of primary education was due to non receipt of adequate funds and proper attention of the government. Curzon found that four out of five were out of primary school. Three boys out of four grew up without education and only one girl in forty attended any kind of schools.

For the expansion and improvement of primary education the Resolution made the following suggestions:

- Primary education should make leading changes on provincial revenues, and that the District and municipal boards should spend their educational funds exclusively for primary education.
- Curriculum of village primary schools should be different from the urban schools. The aim of the rural school should be to give children a preliminary training which would make them intelligent farmers.
- There should be provision for the training of primary teachers and salaries of the teachers should be increased.
- System of payment according to result should be abolished.

Regarding secondary education, the Government Resolution gave stress on two aspects i.e., Control and Improvement. To check the further growth of insufficient institutions the resolution stated that the Government must satisfy itself that the secondary schools ensure their financial stabilities the managing bodies of the schools were to be properly constituted. The schools were to ensure that the teachers teach a subject up to an appropriate standard, that due provision were made for the instruction, health recreation and discipline of the pupils, that the teachers were qualified in terms of credibility and character. On these conditions alone secondary schools were to be recognised and permitted to present pupils for the university examinations.

The Resolution observed that the Indian Education Commission's recommendation to introduce alternative course in the secondary schools had not met with success. Government felt that there was necessity of diversified courses in order to meet the need of those boys who were detained for industrial or commercial pursuits. So, the resolution stated that it was essential to promote diversified types of secondary education, corresponding to the varying needs of practical life.

The Resolution noted that in the secondary schools, the curriculum and the method of teaching created indiscipline among the students. The Resolution also noted that there was no provision of moral education in the secondary schools. To improve the condition of the secondary education the Resolution suggested that the teachers should be selected

carefully and provided with training. As a remedy to such type of problems, according to the Resolution, in the maintenance of a high standard of discipline, well managed hostels in the institution, proper selection of text books, such as biographies, above all relation of teachers and pupils were the main points where the government was to give stress on improving the conditions of secondary education.

With regard to languages in the schools the Resolution observed:

- In the Primary education English language should not have any place.
- A child should not be allowed to learn English language until he had made some progress in the primary stage of instructions and had received a thorough grounding in his/her mother tongue.
- In the secondary schools when the teaching of English began, it was not to be prematurely employed as the medium of instruction in other subjects. The line of division between the use of vernacular and of English as a medium of instruction was to be drawn at the minimum age of 13.
- In all secondary schools the study of vernacular language was to be continued till the end of the school course.

With regard to training of teachers the Resolution observed that if the teaching in secondary schools was to be raised to higher level, if the pupils were to be raised for their tendency to rely upon learning notes and text books by heart then it was most necessary that the teachers were themselves to be trained in the art of teaching. During the training period care should be taken to maintain a connection between the training college and the school. Regarding agricultural education, the resolution stated that for a country where two thirds of the population were dependent on the produce of the soil for their livelihood, the provision for agriculture education seriously needed expansion and reorganisation.

Referring to the recommendations of the Wood's Despatch and the Indian Education Commission regarding the gradual withdrawal of the government from direct management of secondary schools the

Resolution stated that the Government of India, while accepting the policy, held that in each branch of education the government should maintain a limited number of institutions both as models for private enterprise to follow and in order to uphold a high standard of education.

The resolution also stated government policy as regards technical education, commercial education, art education etc.

4.7 INDIAN UNIVERSITY ACT, 1904

As we have already discussed that Lord Curzon gave more importance on educational reform and specially reforms in university reform. As part of his reform in higher education he appointed the University Commission in 1902. After that the Government issued the Resolution on Education on March 11, 1904 which we have already discussed above. The resolutions were known as the Government of India Resolution on Educational policy. The University act was passed thereafter to incorporate the main recommendation of the University Commission and the Government of India Resolution. The main provisions of the Act are as follows:

- Universities were given the right of teaching along with the right of conducting examinations. Through this provision the act wanted to expand the scope of the universities. Universities had the right to appoint teachers to conduct teaching. It inspired them to carry on research, to manage libraries and laboratories and to make out plans to bring about discipline among the students.
- So far the numbers of the seats of the Senate of the universities were not fixed and the Government could make life-long nominations. According to this Act, the number was fixed. The minimum number was fifty and the maximum number was hundred. Their term was determined for five years.
- According to the Indian Universities Act, the members of the Senate had the right to elect members. Such elected members were not to be more than twenty for the universities of Calcutta, Bombay and

Madras and fifteen for other universities.

- Legal status was given to the syndicates of the universities and in these syndicates proper representation of professors was made compulsory.
- The government secured the right to make amendments and reforms and give approval to rules framed by the Senates of the University. The government also had the right to make laws in this regard by themselves.
- Rules to granting of recognition were made strict. In order to raise the standards of education, the Syndicate could cause the inspection of the colleges imparting higher education.
- During that period, the territorial jurisdiction of universities was not fixed, with the result that in some places certain colleges had secured recognition from two universities. However, in the 27th Article of this Act, it was made clear that the Governor-General would by the ordinary or extraordinary orders, fix the territorial jurisdiction of the universities and according to this provision the relations between the university and the college would be established and maintained.

4.8 EFFECT OF INDIAN UNIVERSITY ACT, 1904 ON INDIAN EDUCATION

There is no doubt that Lord Curzon carried out a number of reforms in various fields including education but his reforms were looked upon with suspicion. He had to face a lot of opposition. Lord Curzon by nature was a compassionate autocrat and by training he was a die-hard imperialist implicit in his strong rule. As soon as he landed in India he took up the programme of administrative reconstruction in education. As we have already discussed he held an educational conference in 1901 at Shimla and appointed the Indian Universities Commission in 1902 for bringing out changes in the university education.

Reforms in University Education: Lord Curzon saw that Indian Universities had become out-dated. Though the London University had been

reorganised in 1898, but Indian Universities maintained the old structure and pattern. The expansion of higher education was too great for existing universities to manage. The pressure of work on the universities was so huge that they could not discharge their duties well and no university attached any importance to its real functions. So, Lord Curzon appointed the Indian Universities Commission to report any proposal that might be made for improving the constitution and working of universities and recommend to the Governor-General-in-Council such measures as may elevate the standard of university teaching and promote advancement of learning.

The commission made valuable recommendations on the reorganised model of London University and wanted to improve the existing system. The main recommendations were embodied in an Act which was known as Indian University Act, 1904. The Act introduced some measures of reform which was overdue for long period. Due to Lord Curzon's policy on higher education, there was an appreciable change in the college education. A grant of 13.5 lacs given to colleges on the basis of their enrolment to improve their teaching standards and provide better facilities in the form of well-equipped libraries and laboratories.

Reforms in Secondary Education: The reforms in secondary education made by Lord Curzon were also significant. The Government of India Resolution 1904 laid down the educational policy of Curzon in clear-cut terms. So far as secondary education was concerned, the Government Resolution said, "The Government is bound in the interest of Community to see that the education provided in the Secondary Schools is sound." For achieving this objective Lord Curzon substituted in place of the old policy of expansion, the new policy of control and supervision. Stricter rule of reorganisation of secondary schools were framed. No student from an unrecognised school could appear at the Matriculation Examination after 1904. No unrecognised school could receive government grant. The result was that all the secondary schools came under the control of the government. For improving the quality of instruction the Government Resolution 1904 made some very good suggestions. The work of improving

instruction was to be entrusted to Inspectors and the neighbouring government high schools were to be made exact models and the teachers were to be trained.

It was Lord Curzon who for the first time said that Vernacular should be the medium of instruction in Middle Schools and even in high schools pupils should not be permitted to leave the study of Vernaculars and that English should, in no case, be taught before a child attains the age of 13.

Reforms in Primary Education: Lord Curzon's idea about primary education was very liberal. He said that the active expansion of primary education was the first duty of the state. The Government of India Resolution 1904 laid down a clear-cut financial policy for primary education. Primary education had a claim on provincial revenue and a still more predominant claim on the local bodies' fund. Hence, the Government Resolution laid down clearly that Board should spend their education funds for primary education alone. These bodies should submit their budget to the Director of Public Instruction through their Inspector.

The Government advised the primary schools to apply simpler methods of teaching and to base instruction on rural needs. A distinction was also made as regard curricula for rural and urban primary schools.

Lord Curzon tried to reform other aspects of education also. It was on account of his boundless enthusiasm for educational reforms he organised several conferences on technical, agricultural, commercial education etc. Professional education in medicine , engineering, forestry, veterinary science and agriculture was expanded and improved grants for professional education were initiated as well as state scholarships for technological subjects were instituted.

Lord Curzon was a real devotee of education. For seven years (1899-1905) Lord Curzon worked hard to reform every aspect of Indian education. He tried to improve University, Secondary and Primary education. He was responsible for launching a vigorous drive for the expansion of primary education. He fought vigorously for the cause of mass education and the vernaculars. There was no sphere in education which he did not enter, no space in which his reforming zeal was not felt. In the sphere of secondary

education he tried his best to raise the standard of efficiency. Agricultural education also received great encouragement during his tenure. He spared no efforts in turning Indian universities real institutions of higher learning.

Unfortunately, his educational suggestions were not accepted by the Indian people. They thought that by the extension of state control over the entire field of Indian education, Lord Curzon wanted to officialise education and hand over the education sector to private enterprises of the country.

Although the Indian people opposed his reforms, or his successors tried to revise his policies, yet it was his education policy that was followed firmly. It was admitted by all that his educational reforms introduced a better system of education. Owing to Lord Curzon's policy, proper control was exercised over private enterprises, universities were reorganised, secondary education was improved and a better organised system of primary education was developed.



4.9 LET US SUM UP

- Lord Curzon organised an All India Education Conference at Shimla in 1901 to discuss the problems of Indian education.
- As a result of this conference Lord Curzon was appointed the Indian University Commission in the year 1902.
- On the basis of the recommendations of the commission, Lord Curzon decided to frame an educational policy for the country.
- As a result, the Government issued the Resolution on Education on March 11, 1904.
- The resolutions contained his policy on primary, secondary, university and vocational education in India.
- The commission had forwarded certain suggestions with regard to the improvement in the administration and standard of education of universities.
- The main objective of the commission was just to reorganise and strengthen the existing system and not to bring about any revolutionary changes in it.

- On the basis of the recommendations of the commission, the Indian Universities Act of 1904 was formed.
- Lord Curzon realised that primary education in India had suffered mainly because of the lack of funds. He therefore, directed the provincial governments to spend more on primary education.
- Curzon tried to use the mother tongue as medium of instruction in middle schools.
- Lord Curzon gave immense importance to the expansion of vocational and agricultural education in India. He established a Central Research Institute at Pusa to give the highest training in agriculture in India.
- Lord Curzon could not win the confidence and faith of the Indian people, despite of his good intention and effort. The general public of the country did not support his idea of state control over education.
- As a result of the Curzon's educational policy, primary education made a satisfactory progress in the country, but this expansion could not meet the growing demand of the Indian people.

4.10 FURTHER READING

1. Chaube, S.P. (1999). History and Problems of Indian Education. Agra: Vinod Pustak Mandir.
2. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
3. Ghosh, Suresh C. (2007). History of Education in India. New Delhi: Rawat Publications.

4.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 1899

Ans to Q No 2: 1885

Ans to Q No 3: By 1902 there were 191 colleges in the whole country instead of 79 colleges only in 1882.

Ans to Q No 4: Two points of achievements of Lord Curzon's policy on primary education are:

- His educational reform was comprehensive that comprised primary, secondary and higher education.
- He attempted on improvement of quality and quantity of primary education at the same time.

Ans to Q No 5: Two main points of Lord Curzon's educational policy on secondary education are:

- All secondary schools, whether managed by private or public authority must receive recognition from the Department of Education, provided it fulfilled the conditions laid down by the government.
- All secondary school besides securing recognition from the Education Department must also obtain recognition of the University for sending candidates to the Matriculation examination.

Ans to Q No 6: Indian University Commission' was appointed in 27th January,1902.



4.12 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: State the main points of Lord Curzon's policy of Primary Education.

Q 2: Assess the policy of Lord Curzon's on primary education.

Q 3: State the main provisions of the Indian University Act, 1904.

Long Questions (Answer each question in around 300-500 words)

Q 1: "Lord Curzon touched every branch of Indian education and left nothing that he did not reform" - Discuss.

Q 2: Discuss the contribution of Lord Curzon to Indian education.

Q 3: Examine critically the Educational policy of Lord Curzon and its effect on the subsequent development of education in India.

Q 4: What steps were taken by Lord Curzon to control and improve Primary and Secondary Education of the country? What changes have taken place in the Primary and Secondary education as a result of this policy?

Q 5: Discuss the steps taken by Lord Curzon for the improvement of university education in India.

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