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**A STUDY OF EDUCATION UNDER THE EAST INDIA COMPANY RULE  
EARLY EUROPEAN EDUCATIONAL EFFORTS**

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**ABSTRACT**

Before the British colonisers arrived in India, indigenous peoples had a thriving educational system. It is impossible to understate the significance of traditional Indian educational institutions like Muslim Maktabas and Madrasas, Hindu Pathshalas, Tol institutions of Bengal, and Agraharas of southern India in meeting the educational demands of the Indian population, notwithstanding their progressive decline. After the end of the 15th century A.D., European Christian missionaries began arriving in India for the purpose of trade and business, but they eventually collapsed due to internal strife, leaving only the English to build a hegemonic presence there. European missionaries ushered in a new era in the country's educational development. Their primary goal was to spread the Christian faith by introducing the European system of higher education. Education was seen as a means to a goal, namely the furtherance of the Christian faith. Finally, in 1813, the British parliament made Indian education a central part of State obligations by laying out the East India Company's explicit responsibilities in the realm of educational policy. India was securely under British control by the 19th century. This resulted in a strong push for the English educational system. Because of this, indigenous schools began to fail. The East India Company first visited India with the intention of scouting out potential economic opportunities, but the company soon began to consider establishing its own empire there. At initially, they were effective in blending in with Bengali politics while they worked toward their aim. They eventually overthrew the Nawabs and became the Diwani of Bengal. To appease the local Muslim and Hindu communities, a Madrasa was founded in 1780 in Calcutta, and a Sanskrit College was founded in 1791 in Benaras. Charles Grant wrote the now-famous article "Observation," which brought the plight of Indian schoolchildren to the attention of the British public. Thus, the British Parliament included the company's obligation to educate Indians in its Charter of 1813. Using the Charter as a springboard, missionaries were able to sneak religious teachings into the classroom. With the passing of this Charter, the government assumed authority over the educational system.