

The state of education in Murshidabad (Bengal), as it describes in the 'William adam's reports on education'during British East India Company'S rule in Bengal

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The state of education in Murshidabad (Bengal), as it describes in the 'William adam's reports on education' during British East India Company'S rule in Bengal

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Abstract

The state of education under the regime of British East India Company as it describe

in the Adam's three respective reports (1835, 1836 & 1838) shows the opening stage for overall educational developments (both vernacular and English) in Bengal. These Reports provides us graphic pictures of different mode and sate of education in different districts of Bengal. Here in this paper a detail statistical and comparative study has been made to show the different aspects of educational developments existed particularly in Murshidabad city and Murshidabad district by that time. The paper tried to explore the contemporary instruction pattern, teaching methods, nature of institutions, instructors and the students along with their magnitudes existed in different localities of Murshidabad district.

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2. British Rule in Bengal During British rule, two devastating famines were instigated costing millions of lives in 1770 and 1943. Scarcely five years into the British East India Company's rule, the catastrophic Bengal famine of 1770, one of the greatest famines of history, occurred. Up to a third of the population died in 1770 and subsequent years. Among the worst affected areas were Birbhum and Murshidabad in Bengal, and Tirhut, Champaran and Bettiah in Bihar. A partial shortfall in crops, considered nothing out of the ordinary, occurred in 1768 and was followed in late 1769 by more severe conditions. By September 1769 there was a severe drought, and alarming reports were coming in of rural distress. These were, however, ignored by company officers. Education under the East India Company. Originally the British went to India as tradesmen, but gradually they became the rulers of the country. On Dec. The demand for English education in Bengal thus preceded by 20 years any government action in that direction. In the meantime the influence of the Orientalists was waning in the General Committee, as younger members with more radical views joined it. A laudable experiment in the field of vernacular education was carried out by Lieutenant Governor James Thomason in the North-Western Provinces. Thomason's *hālqabandī* system attempted to bring primary education within easy reach of the common people. That West Bengal needs to do more in the education sector is true. But it is also true that the state has made huge strides in the last seven-eight years. But I will focus on education. Bose writes that the West Bengal government's claim regarding an increase in the number of universities in the state from 12 in 2011 to 40 at present, with student enrolment in higher education rising from 13.24 lakh in 2010-11 to 20.36 lakh in 2017-18, does not mean anything substantive. The reason is that the gross enrolment ratio in higher education (in the 18-23 age group) in 2017-18 was only 18.7% in West Bengal, as against the national average of 25.8%, with the ratio among women in the state even lower, at 17.6%.