

# THE GROWTH OF EDUCATIONAL INSTITUTIONS IN DELHI

## 1911 TO 1961

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This thesis examines the history and functioning of educational institutions in Delhi in late nineteenth and twentieth century.

The first chapter – **INTRODUCTION** explains the premises on which the study is formulated, it has a short survey of history of educational policy and of institutions in British India. It also explained the aspect of urban history and role of educational institutions in it. Then it is clarified why the Delhi is chosen as case study for the research. Finally it explains three parameters of study of thesis – existing institutions, government policy and citizens participation.

The second chapter – **BACKGROUND, 1803 – 1911** discusses the nineteenth century period and explains the significant steps taken by the East India Company for foundation of educational institutions, it also analysed how did educational apparatus of Mughal Capital was assimilated into the new colonial pattern of education in city. It also discussed the post 1857 events when Delhi's educational status was marginalised by Punjab's educational system and it was reduced to an insignificant status of small town of erstwhile Punjab.

The third chapter – **HIGHLIGHTS OF POLICY, 1911 – 46** discussed the transfer of capital and impact of All India Education Policy over Delhi's educational institutions. It also analysed the policy measures regarding liberal financial grants, development of professional institutions, emergence of girls' institutions, role of government policy in providing stability to educational structure in Delhi. Establishment of a board of secondary education for Delhi in 1925 which marked the break with Punjab board. The policy measure also resulted in reconstitution of school education in 1943, with the school system reorganised to fit in with the new university's pattern. A university for Delhi was also a reflection of the city's new status. The special attention was now paid to women's higher education was seen in the decision to have a medical and a nursing college for women at Delhi.

The fourth chapter – **EXPANSION OF SCHOOLS, 1912– 46** explains the issue that the people of Delhi, who had reason to complain of many inconveniences caused by transfer of capital, at least definitely reaped benefits in one area – education. This was indicated by two significant developments, firstly establishment of denomination schools by various communities in Delhi city, secondly beginning of private initiative in the educational structure of Delhi and a special progress was made in the education of girls,

despite the cultural barriers which had traditionally discouraged this. The private schools on the whole performed better than the government ones.

It also explained the institution of migratory schools, beginning of local sponsored girls' schools such as Indraprastha and most importantly each interest group wanted to stand up and be counted, and be identified with institutions associated with them.

The fifth chapter - **HIGHER EDUCATION: COLLEGES, DELHI UNIVERSITY, JAMIA MILLIA ISLAMIA** this chapter discussed importance of inter war period in Delhi for the setting up of a university. One of the side benefits of the shift of capital was that Delhi got a university of its own, as well as a very generous gift in terms of campus. Both were done only after much debate and were the cause of different points of debate.

There were others like Annie Besant, who felt that the New Capital was a wonderful opportunity to set up a national university unattached to the government or to any religious denomination and reflecting the many cultures and traditions of India. The chapter also discussed suggestions for a government sponsored college for Delhi but wisdom of maintaining a university was on Maurice Gwyer. Finally chapter also described foundation of Jamia Millia and its transfer to Delhi in post-Khilafat days. The role of Hakim Ajmal Khan and sacrifice of its faculty made it a national as well as a nationalist university. Its Azad Taleem and Nai Taleem were its distinctive features.

The sixth chapter - **PROFESSIONAL AND TECHNICAL EDUCATION, 1912 - 46** highlights the contribution of Tibbia college as one of the traditional institutions of medicine and role of Hakim Ajmal Khan in it. As a part of more prominent image of Delhi after its becoming the capital was the founding of Training Institute for Nurses and a medical college for women aimed at All India Catchment Area. Lady Hardinge medical and Lady Reading health school following another more recent tradition began by Lady Dufferin provided new openings for young women all over the country.

Technical and vocational institutions were founded as example Industrial school for poorer boys, and a polytechnic in later phase of twentieth century. A government commercial college was founded and a technological institute was planned for Delhi. The transfer of Agriculture Research Institute in Delhi and its maintenance at a level of international excellence made it more viable for education of Delhi. The philanthropy of Lala Shri Ram resulted in setting up of institute of industrial research after the second World War.

By the time that independence was won and Delhi had an even bigger responsibility to discharge, it had good foundation of school, college and professional educational institutions.

The seventh chapter - **REHABILITATION AND REORGANISATION OF EDUCATIONAL INSTITUTIONS, 1947 - 61** this chapter highlights the refugee problem in post partition era, the challenge of setting up of new schools and colleges for the thousands of refugee children who had been in institution in Pakistan listed as disrupted was handled with success by official agencies by the institution of new schools. Some private societies also contributed in setting up schools for refugees most importantly a private schools

projected in 1946 took shape in 1949 as the Delhi Public School.

The period after Partition witnessed new experiments such as basic education plan through Jamia Millia training courses and in 1951 the compulsory education Act passed for Delhi. It also described Gandhian Zakir Hussain scheme for Nai Taleem though launched on a big scale in 1948 became marginalised.

In the planning of metropolis, generous land grants were set aside for schools colleges and research institutes. One such was the All India Institute of Medical Sciences, planned in the War years and sanctioned by parliament in 1953. The college of nursing was established in 1953. Tibbia college which was disrupted during the Partition riots was also revived in 1952, under the control of Delhi Administration. Delhi university amendment bill of 1952 made it easier for the university to affiliate colleges to it. The colleges also extended their resources to help the refugees and the university sanctioned the establishment of Camp college finally Jamia, saved from the traumatic course of riots, became a viable institution largely due to its central role in teacher training.

The eighth chapter - **CONCLUSION** describes about the modernising of tradition as the long history of educational institutions in Delhi, the half century of Delhi as the Capital of British India appears as the most significant formative period, marking the transition to modernity, which was a tool for constructive change not a disruptive force. Many of Delhi's social and cultural traditions reflected this transition the rich language base and a tradition of learning among Delhi's renowned intelligentsia broadened into a wider institutional structure. In the post 1961 decade it is on this foundation that Delhi's educational structure expanded.