



Chhatrapati Shahu Ji Maharaj
University, Kanpur

Answer Script Details
Barcode 11998500

Roll No. 24025001892
Total Mark 59/75.00

Exam MA-III_ODD_EXAM_NOV_2025
Subject E010901T - History Of Indian Education: Preindependent

Question wise Mark Summary

Q.No Mark Q.No Mark Q.No Mark Q.No Mark

1A 4/5

1B 4/5

1C 4/5

1D 4/5

1E 4/5

1F 3/5

1G 4/5

1H 4/5

1I 4/5

2 0/15

3 0/15

4 12/15

5 0/15

6 0/15

7 12/15

8 0/15

9 0/15

Chhatrapati Shahu Ji Maharaj University Kanpur, Uttar Pradesh

PART-II

MARKS OBTAINED

Q.	1	2	3	4	5	6	7	8	9	10
(a)										
(b)										
(c)										
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E 0 1 0 9 0 1 T

Paper Code

Signature of Evaluator

Date of Exam : 15/11/25 Shift: **III** Room No. : **30**
 Paper Code: **E010901T** Subject: **Indian Edu.** Year: **Sem. III**

Name of Candidate: **Varnika Sharma**

Roll No. **24025001892**

Signature of Candidate: **Varnika Sharma**
 Signature of Investigator: **[Signature]**
 COE Facsimile: **[Signature]**

Course: **M.A. Education**

Session: **2025-26** Year/Semester: **III Sem**

Subject: **History of Indian Edu.**

Paper Code

E 0 1 0 9 0 1 T

Exam Date

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Name of Candidate

V A R N I K A S H A R M A

Father's Name

S H I V B A R A N
C H A R M A

कॉलेज कोड
College Code

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परीक्षा केंद्र कोड
Exam Centre Code

U N O 1

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परीक्षा का प्रकार
Type of Exam

Reguler Ex. Student
 Private Back paper Exam

ANSWER BOOKLET NO.

11998500

E 0 1 0 9 0 1 T

Paper Code



PART-IV

समावेशन संख्या
Enrollment Number

C S J M A 2 4 0 0 0 0 0 5 4 5 3

परीक्षार्थी का पंजीकृत संख्या
Candidate's Roll Number

पेपर कोड
Paper Code

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Varnika Sharma

Signature of Candidate

✓

Signature of Investigator

CS Facsimile

COE Facsimile

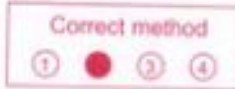
नोट : 1. परीक्षार्थी को निर्दिष्ट किया जाता है कि उत्तरण करने से पूर्व पाप पर अंकित सभी निर्देशों को सावधानीपूर्वक पढ़ें।
 2. बोला में पूरी जाने वाली प्रतिक्रियाएँ सभी उत्तर से शुरू की जाएँ। 3. बोला को काले या नीले बॉलपेन से भरा जाएँ।

INSTRUCTIONS TO THE CANDIDATE FOR FILLING PART-I

1. Read the instructions carefully given on the answer script and admit card.
2. Write Date of Exam, Shift, Paper Code & Name of Subject Correctly.
3. Write Name & Roll No. Correctly.
4. Write Semester & Branch Correctly.

INSTRUCTIONS TO THE CANDIDATE FOR FILLING PART-III

1. Use blue or black ball point pen for writing alphabets & numerals in Boxes.
2. Carefully study the example before you start marking.
3. As shown in the example below blacken the circles completely.



4. Make no Stray marks on this sheet.
5. **DO NOT WRITE OR MARK ON THE BAR CODE.**

IN ORDER TO AVOID UFM (UNFAIR MEANS):

1. The Roll No. and Answer Book no. found elsewhere or any other symbol found in the answer book will be treated as unfair means.
2. Any tempering of Bar Code and Booklet no shall be treated as Unfair Means.
3. Do Not bring the materials like slip of paper/mobile/digital diaries/ study material/ revision notes in examination hall. Possession of the mobiles/ digital diaries/ electronic watch and any other electronic gadget except memory less scientific calculator shall be considered as UFM case.
4. Do not keep or paste currency note in answer script it shall be consider as UFM.

अनुचित साधन से बचने हेतु:

1. उत्तर पुस्तिका के निर्दिष्ट स्थान को छोड़कर अनुक्रमांक एवं उत्तरपुस्तिका का क्रमांक कहीं और न लिखें तथा कोई भी चिन्ह न बनायें क्योंकि यह अनुचित साधन प्रयोग की परिधि में आता है।
2. उत्तर पुस्तिका के बारकोड अथवा उत्तर पुस्तिका संख्या पर छेद करने पर अनुचित साधन प्रयोग माना जायेगा।
3. परीक्षा कक्ष में निम्न वस्तुएं साथ न लायें, जैसे लिखे हुए कामकाज के टुकड़े, मोबाइल, डिजिटल क्वॉचरी, कोपी, पुस्तक यह सभी वस्तुएं जो अनुचित साधन के अन्तर्गत आती हैं। केवल संबंधित प्रश्नपत्र में ही मेमोरी लेस साइंटिफिक कैल्कुलेटर ले जाने की अनुमति होगी।
4. उत्तर पुस्तिकाओं में रूपये न रखें न ही उत्तर पुस्तिका में विषयकार्य। ऐसा करना अनुचित साधन प्रयोग की परिधि में आता है।

परीक्षार्थी के लिए निर्देश

1. प्रवेश पत्र एवं उत्तर पुस्तिका पर दिये गये निर्देशों को ध्यान से पढ़ें।
2. कवर पृष्ठ के दूसरी तरफ कुछ न लिखें।
3. उत्तर पुस्तिका के पृष्ठों पर दोनों तरफ लिखें।
4. प्रश्न पत्र पर अपने अनुक्रमांक के अतिरिक्त कुछ न लिखें।
5. प्रश्न पत्र कोड एवं प्रश्न पत्र कोड सावधानी पूर्वक लिखें।
6. अपनी स्थिति स्पष्ट लिखें।
7. उत्तर पुस्तिका के पृष्ठों की संख्या देखें। अगर उत्तर पुस्तिका में (1-24) से कम है या फटे हुए है, तो परीक्षा शुरू होने के पूर्व दूसरी उत्तर पुस्तिका ले लें।
8. प्रश्नपत्र को देख, यदि प्रश्नपत्र के विषय कोड, विषय का नाम तथा इसमें कोई त्रुटि है तो उसके परीक्षा शुरू होने के 30 मिनट के अन्दर निरीक्षक को तत्काल सूचित करें, उसके बाद विश्वविद्यालय द्वारा यह कार्यवाही नहीं की जायेगी।
9. प्रश्नों के उत्तर लिखने के लिये पेसिल का प्रयोग न करें।
10. B कोपी या अतिरिक्त ग्राफ नहीं दिया जायेगा।

INSTRUCTIONS TO THE CANDIDATE

1. Read the instructions carefully given on the Question Paper Admit Card & Answer Script.
2. Do not write anything on back side of the cover page.
3. Write on both sides of pages of answer book.
4. Do not write anything on question paper except Roll Number.
5. Write Paper Code & Question Paper Id carefully.
6. CHECK the number of pages (1-32) or any other kind of damage in your answer script, if found than change the answer scri immediately before the commencement of examination.
7. CHECK the Question Paper for any kind of discrepancy e.g. Subject Code, Subject Name and Question of the Question Paper during first THIRTY MINUTES of the commencement of the exam, so that it can be corrected in TIME. After that no corrections shall be entertained by the university.
8. Do not use pencil for answering the question.
9. Write status correctly e.g. those appearing in carry over paper should fill in status as Carry Over. Those appearing as Ex Students should fill in status as ex.
10. No supplementary answer book & graph paper will be provided.

INSTRUCTIONS TO THE CANDIDATE FOR FILLING PART-IV

1. Use blue or black ball point pen for writing alphabets & numerals in Boxes.
2. Use blue or black ball point pen for filling the circles.

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Note - If your Roll No. is of 10 digits. Please leave first three columns.



Section - (A)

Short Answer type

(A) Education during Vedic Period

Education during the Vedic period refers to the system of learning that existed in India roughly between 1500 - 600 BCE, during the time when Vedas (Rig, Yajur, Sam, Atharva) were composed.

→ Education during Vedic period was a holistic system in which students lived with a teacher in ~~residential~~ ^{gurukul} and received training for the overall development i.e., physical, mental, moral and spiritual.

Key features →

- 1) Gurukul system
- 2) Holistic development
- 3) Values & discipline

Aims of Education →

- 1) To achieve self realization and Moksha.

- 2) To build character, discipline & responsibility

Methods of Teaching →

- 1) Oral transmission



- 2) Discussion and debate (Shastrartha)
- 3) Practical experience of observation

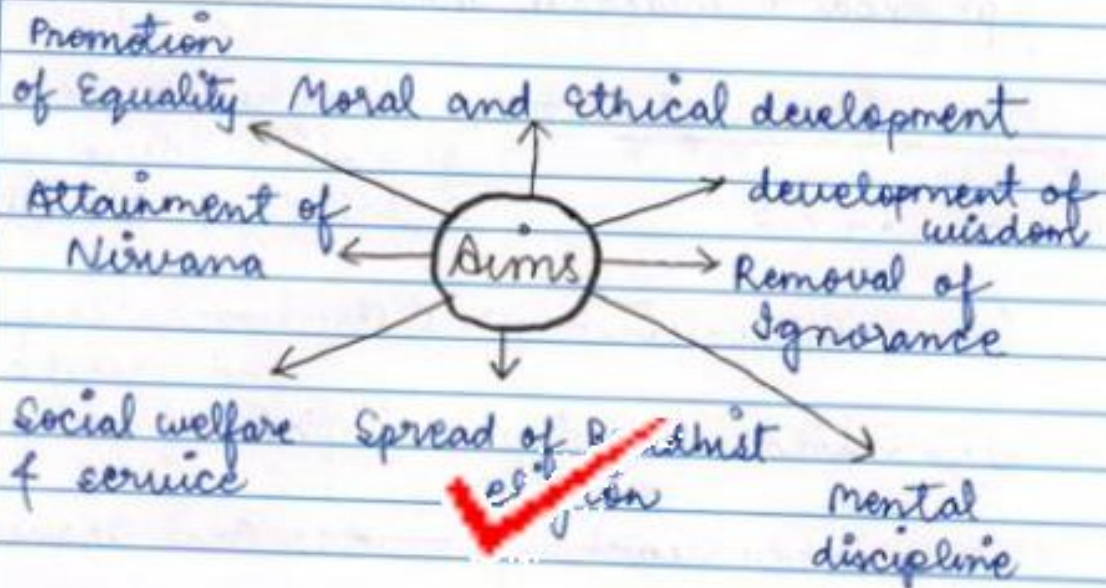
Curriculum → 1) Study of Vedas, Upanishads & religious texts.

- 2) Physical training (archery, horse riding)
- 3) Mathematics
- 4) Astronomy
- 5) Grammar and Philosophy
- 6) Music, art and Meditation

Values and Discipline ↓

Emphasis on Truth (Satya), duty (dharma), self control (Brahmacharya), Obedience and self control

(B) **Aims of Education**



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1) Moral and Ethical development ↓

The main aim was to develop good moral character

Emphasis on Non-violence, truthfulness, kindness and right conduct

2) Removal of Ignorance → Education aims to remove ignorance (Avidya) and bring the true knowledge. Students were taught to understand reality logically & understand reality. ✓

3) Attainment of Nirvana → The highest aim was Spiritual liberation or Nirvana

Education helps individual develop control over desires and emotions

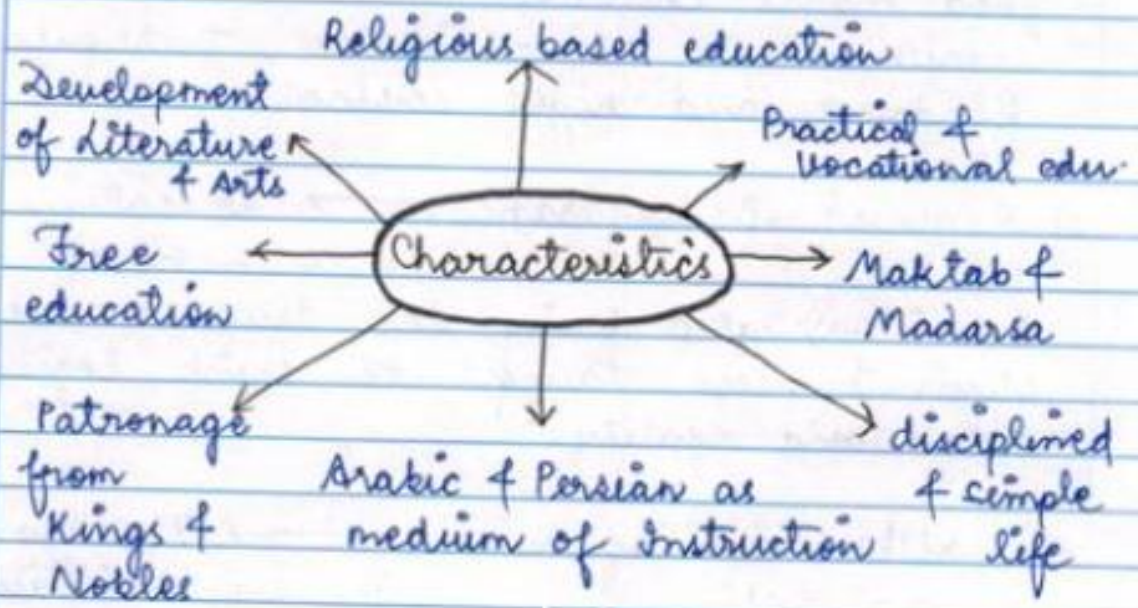
4) Development of Wisdom → Focus on Prajna (Wisdom) the ability to understand what is right. Encouraged self-reflection, rational thinking and meditation

5) Spread of Buddhist religion → aims to spread teaching like Four Noble truths, rightfold Path. Monasteries (Viharas) acted as centres of religious learning. ✓



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(c) Characteristics of Muslim



1) Religious based education → education mainly centered around Islamic teachings. Student studied the Quran, Hadith, Sharia (Islamic law) & moral values.

2) Two main institutions → Maktab & Madarsa
 Maktab → Primary school for basic reading, writing, recitation
 Madarsa → Higher institutions for advanced learning like theology, law, philosophy & science.



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3) Free education (No fees) → 1) Education was mostly free. Teachers were paid by states, kings, Nobles or through donations

4) Arabic & Persian as Medium of Instruction

↳ Arabic was used for religious studies
 Persian became the language of administration & literature.

5) Development of literature and arts ↓

Growth of Persian & Arabic literature
 Poetry, Calligraphy, music, painting & architecture flourished.

(2) Maktab

Maktab → It was a primary school during a Muslim period where children received basic education

In Maktab, students learn ↓

1) Reading,

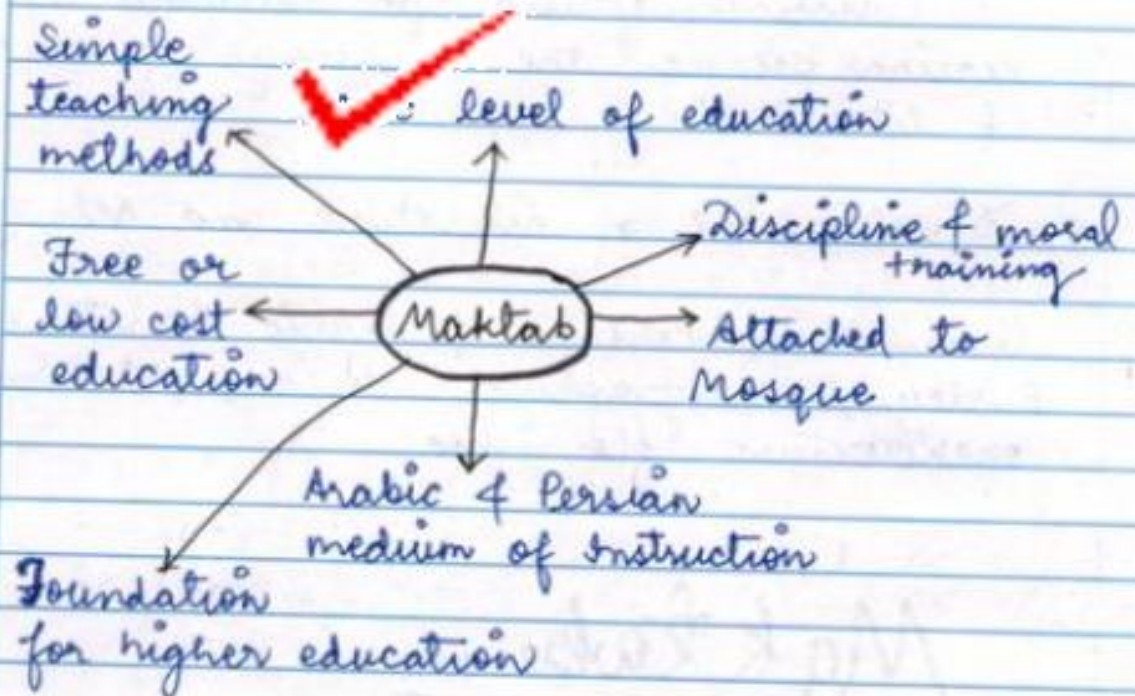


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- 2) Writing,
- 3) Simple Arithmetic,
- 4) Recitation of the Quran

It was usually attached to a Mosque and education was mostly free



- After completing Maktab education ↓

Children join Madarsa for higher studies

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(E) Nalanda University

Nalanda University was one of the earliest residential universities in the world, founded in the 5th century CE, during the Gupta dynasty, most likely by Kumargupta I.

Location → near  Jharia (Bihar), India.

- Nalanda became the Global centre of higher learning where thousands of students & teachers lived, studied and researched together.

Known for →

- 1) Systematic organization,
- 2) Well structured education system
- 3) International reputation

University had →


- 1) More than 10,000 students
- Around 1,500 teachers

A large multi-storied library called Dharmaganja

Strict admission test

A peaceful monastic learning environment

Scholars from → China, Japan, Korea, Tibet, Mongolia & Sri Lanka





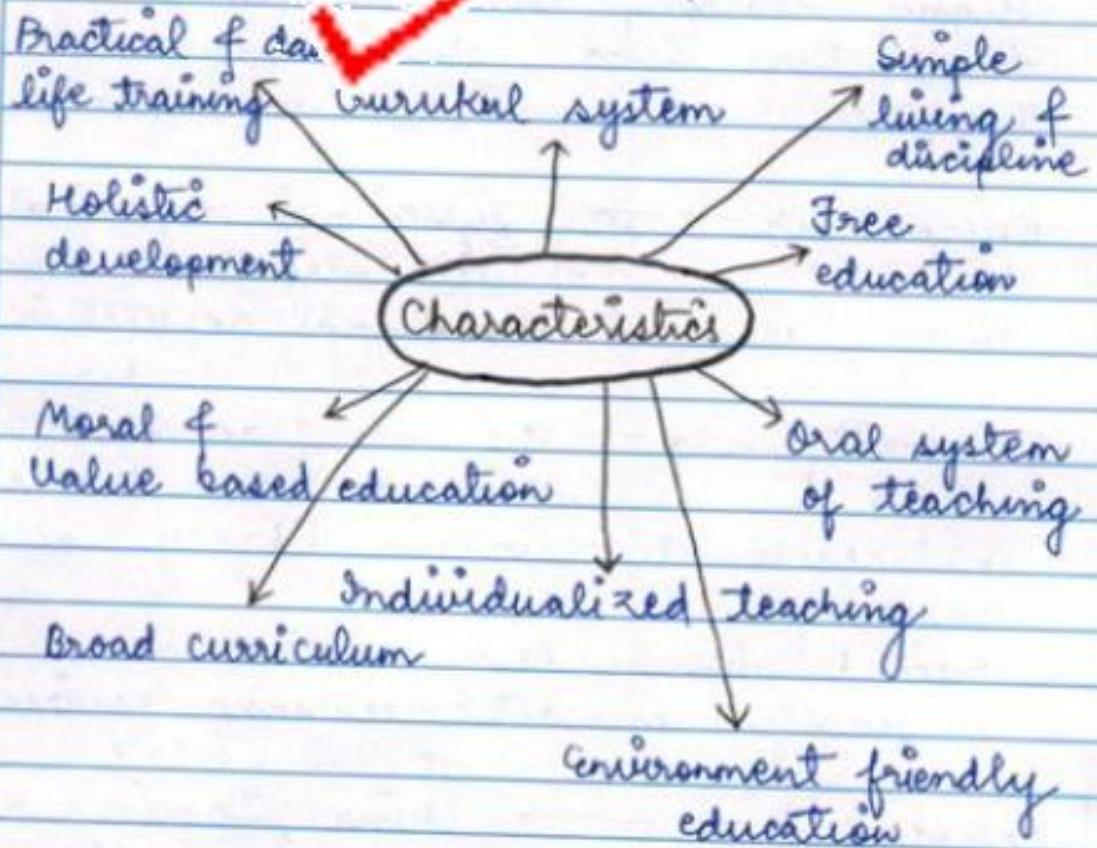
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came to Nalanda for advanced study,

- Famous Chinese traveler Hsuen Tsang (Xuanzang) studied here.
- Nalanda flourished over 700 years, until it was destroyed in the 12th century by → Bakhtiyar Khilji

(F) Education of Vedis



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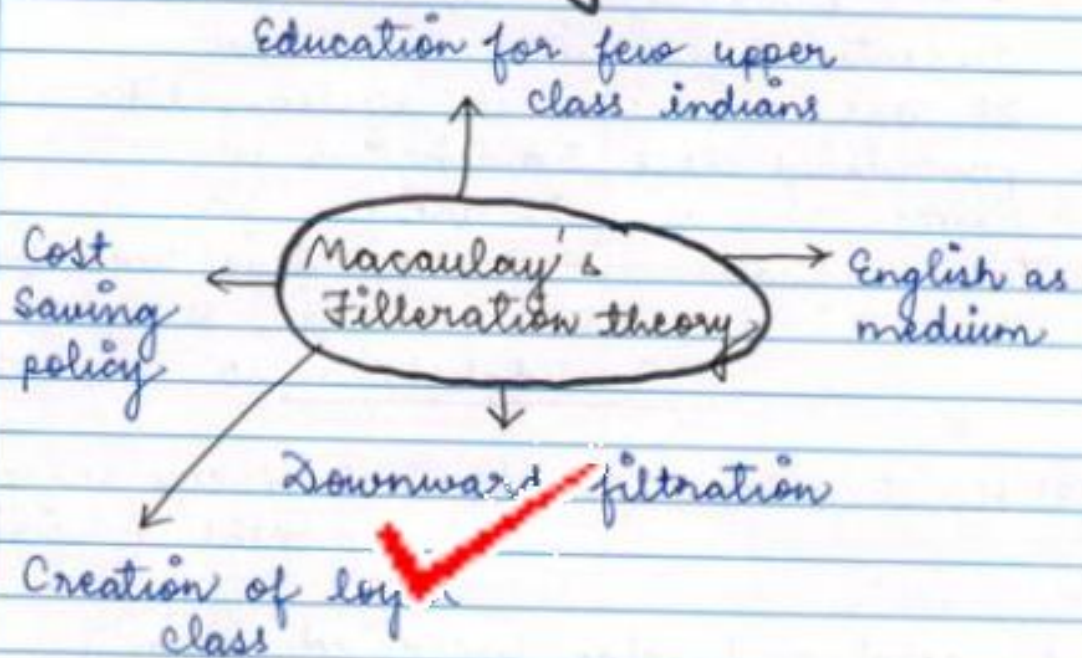
- 1) Gurukul system → Education was provided in the Gurukul where students lived with the Guru. It was a residential system, like a family promoting close bonding.
- 2) Free Education → Education was free of cost. At the end student offered Gurudakshina to the teacher.
- 3) Holistic development → Focus on physical, mental & spiritual growth.
- 4) Moral and value based education ↓ Emphasis on truth, discipline, self control, non-violence, respect and duty. Student followed strict Brahmacharya rules.
- 5) Oral system of teaching → Knowledge was transmitted orally through Shruiti and Smriti. Students memorised vedic hymns, mantras and texts through repetition & chanting.
- 6) Individualized teaching → Guru taught each student according to his ability & nature. Personal attention & care were important.



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(G) Macaulay's Filteration



Macaulay's Filtration Theory ↓

It was a policy introduced by Lord Macaulay in 1835 for spreading education in India during British rule

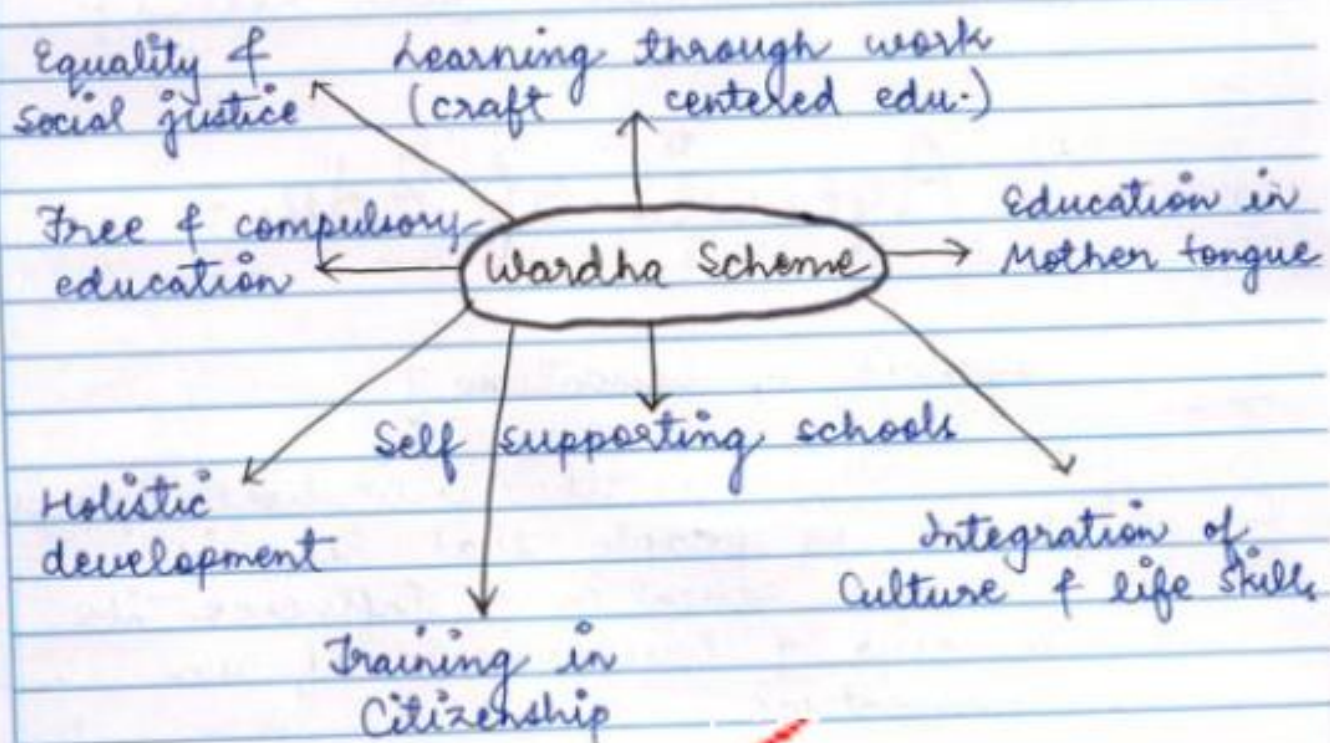
According to his theory → Education should first be given to a small group of upper and wealthy Indians and through them education would slowly filter down to the rest of the society.

Do Not Write anything in this Portion



- As British govt. did not need to educate the entire population
- They should create a class of Indians who were educated in English, and who would act as interpreters between the British rulers and the Indian masses.

(71) Wardha Commission



The Wardha Scheme → also known as Basic Education Scheme or Nai Talim, was a plan



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of national educational proposed in 1937 under the leadership of Mahatama Gandhi.

It was introduced during the Wardha conference held at Wardha Maharashtra and later examined by Zakir Hussain Committee.

- The scheme emphasized learning through productive work, self-reliance, character development & education connected with real life.

(I) Agencies of Edu.

Agencies of Educatⁿ ↓

These ✓ the institutions, groups, places, or people that help in providing education & influence the learning & development of an individual.

In other words → These are the sources or mediums through which a person gets



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knowledge, values, skills & experiences — both inside & outside the school.

Key points → 1) They are sources of learning

They shape a child's personality.

They can be formal or informal.

Types → 1) Formal Agencies ↓
School / Colleges / Universities / Institutions

2) Informal Agencies → Family / Peer group / Society / Media / Religious places.

[P.T.O.]



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Section - (B)

Long Answer type

(4) Wood's dispatch

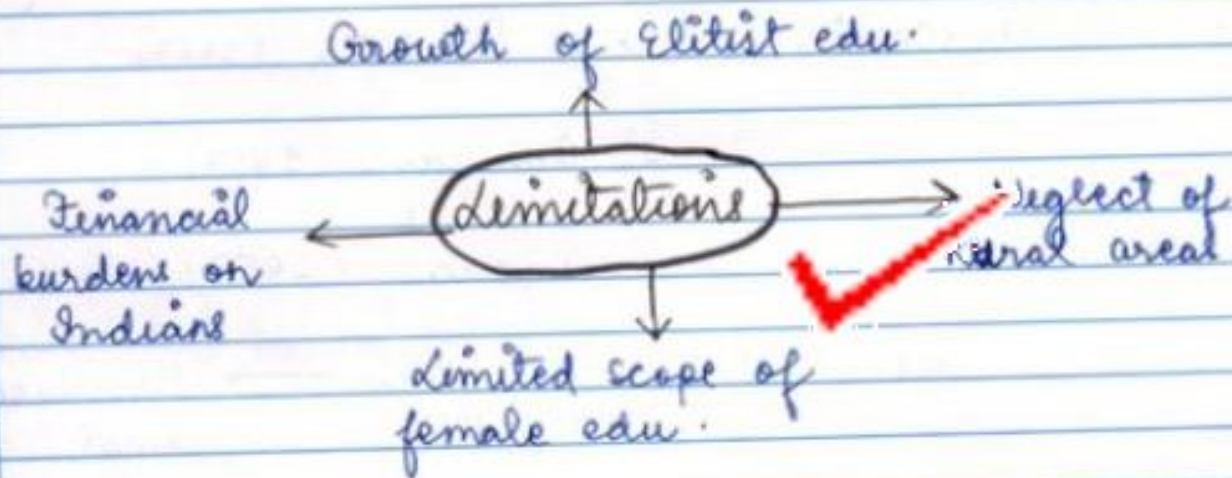
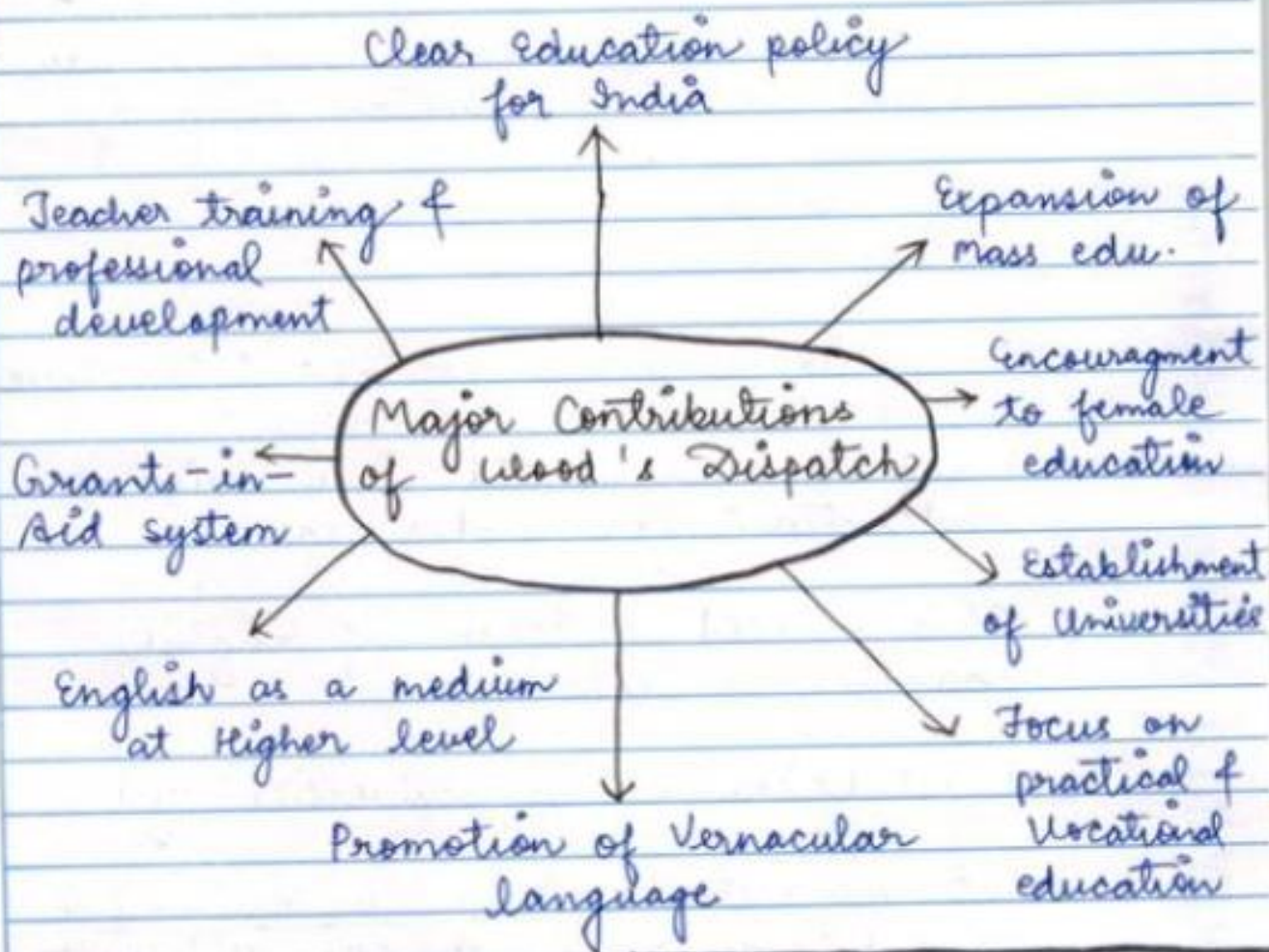
Introduction → The Wood's dispatch of 1854 is called the Magna Carta of Indian Education because it laid the foundation of the modern Indian education system.

It gave a detailed plan for the development of education in India.

- For the 1st time, the British govt. presented a systematic and organised policy for Indian education.
- This removed confusion b/w English and vernacular language controversy.



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1) Promotion of Vernacular language ↴

It recommended that Primary edu. should be in vernacular language.

This helped common people access education.

2) English as a medium at higher level ↴

English recommended as medium of instruction for higher edu.

This created a class of English educated Indians.

3) Establishment of Universities ↴

It suggested setting up universities on the model of ~~Andhra~~ University

Universities → 1) Calcutta (1857)

2) Bombay (1857)

3) Madras (1857)

4) Grants-in-Aid system → Introduced a formal Grants-in-Aid policy for private



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f missionary schools.

Section - (C)

Long Answer

(7) Gokhale Bill

The Gokhale Bill (1911) was a private member's bill introduced in the Imperial Legislative Council by Gopal Krishna Gokhale — A great Indian nationalist & educationist

Aim of the bill → To make free & compulsory education for children in India b/w the age group of 6-10 yrs

Important features ↓

- 1) Compulsory primary edu. should be introduced in a phased & gradual manner



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2) Local bodies should be responsible for providing schooling.

The government should give financial aid to these bodies

Parent who did not send their child ren to school could be warned or fined but punishment should not be harsh.

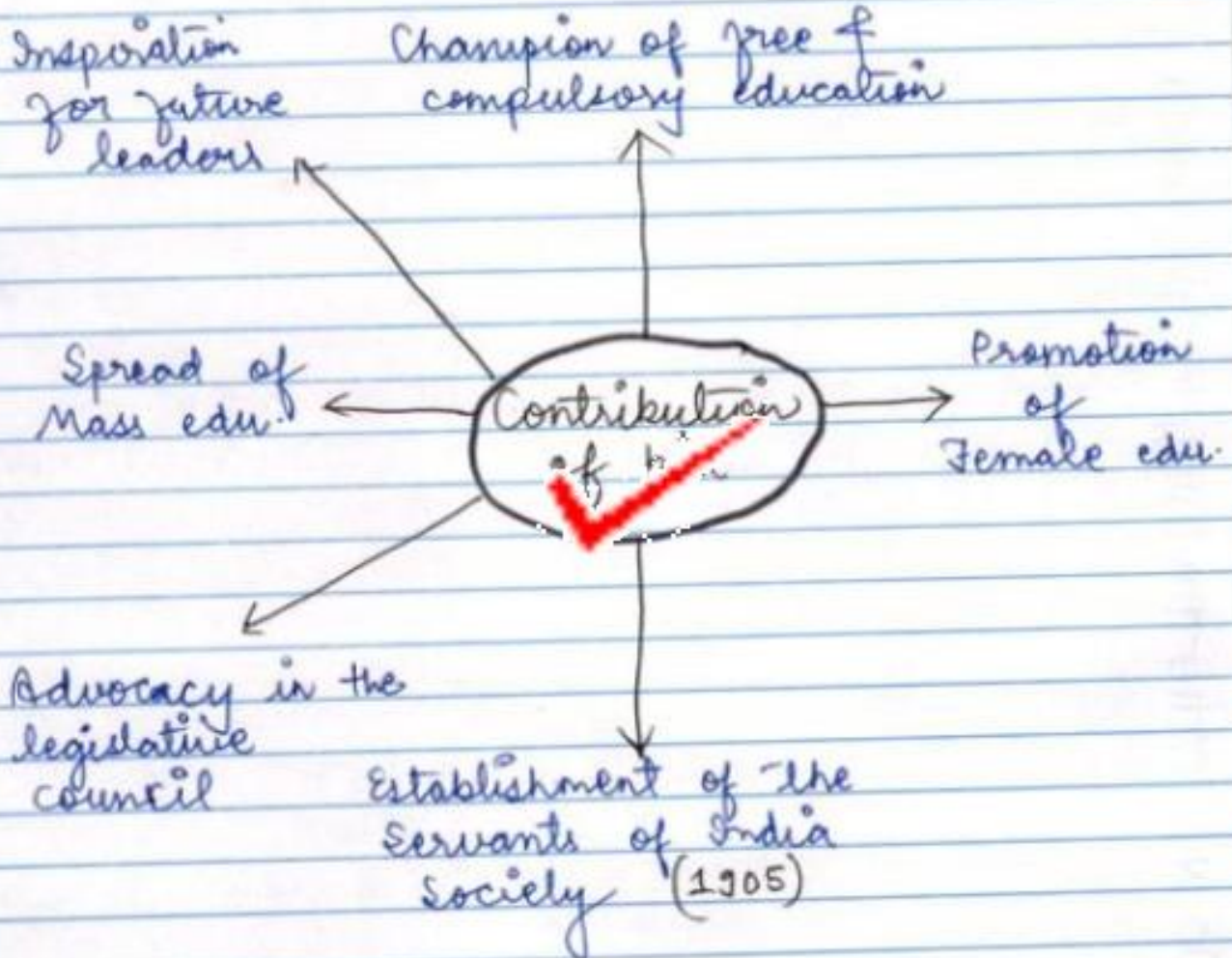
The gaut. should also train more teachers & improve school facilities

Outcome → The British govt. rejected the bill.

But it created national awareness about the importance of compulsory edu. in India.



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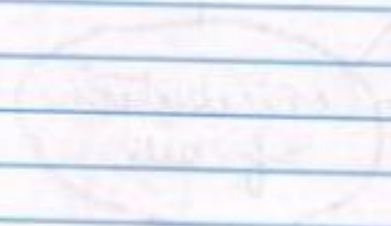
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