

# *ADAM's REPORT*

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# WILLIAM ADAM

- ▶ BORN in Dunfermline. Fife ,Scotland on November 1 ,1796
- ▶ He began his ministry as a Baptist missionary in India
- ▶ Deeply influenced by famous Scottish churchman

## First Report of William Adam-1835

- ▶ Based on elementary School Record
- ▶ Education was given by religions institutions
- ▶ There are numbers of these types of schools in Bengal
- ▶ There are 100000 schools in BENGAL or BIHAR
- ▶ The standard of education in these schools was very low
- ▶ Students left their schools before completion of time period

## First Report of William Adam-1835

- ▶ The students started these schools at the age group of 5 to 6
- ▶ They learnt to write on sand through fingers
- ▶ No printed textbooks were used at that time
- ▶ The teaching was faulty in these schools
- ▶ Poetry and grammar was also taught in these schools

## **SECOND REPORT OF ADAM 1836**

- ▶ Adam had prepared his Second Report on 23<sup>rd</sup> December 1836. It was totally related with Natore district. The aim of the report was to remove the weaknesses of first report. He recommended various points in this report.
- ❑ There were 17 Muslim schools. There were 20 Arabic students in it. Arabic was taught in 11 schools.
- ❑ There were 11 Hindu schools. It had contain 192 students.
- ❑ Hindu schools were based on spiritual and traditional values.
- ❑ No printed textbooks were taught in these schools.

- ❑ The students age group of 5,7 and 9 entered in these schools and took 5 to 10 years of education.
- ❑ They wrote on leaves.
- ❑ Arithmetic, was taught to them.
- ❑ Agriculture, Mathematics and Trade education was giving to them.
- ❑ They also learnt about writing letters and made practice of keeping account maintenance.
- ❑ Teacher were more competent in partial schools rather than Bengal's teachers.
- ❑ Education was also given in homes.
- ❑ Literacy rate was 6.1% at the time.

# Third Report of Adam-1838

- ❑ Schools were not reputed. No body cared about these schools.
- ❑ Schools were made under tree shadow, or in homes.
- ❑ There were lack of printed books at that time.
- ❑ Education was giving according to the convience of the students.
- ❑ The number of students were less in the schools.
- ❑ The students were entered in these schools according to the position of the students.

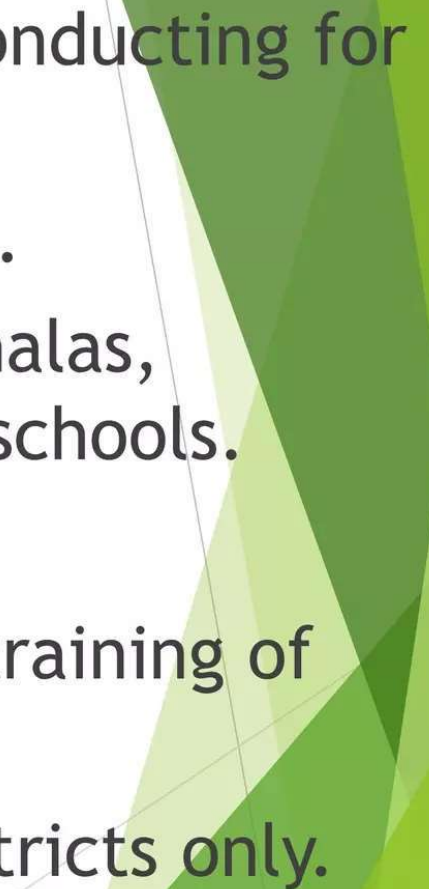
- ❑ Monitor system was implemented in the class.
- ❑ No education was given to SC/ST students or students who belonged to the lower classes.
- ❑ Fees was not taken from the students.
- ❑ Curriculum was based on the writings, reading and counting.
- ❑ The examination of teachers should be taken time to time.
- ❑ Regional language should be made internal part of the instruction.



## Education Scheme Proposed by Adam.

He studied Bangla and Sanskrit languages. He said that it was need of mass education in India at that time. It could be through development of their regional languages. He pointed out various suggestions for development of educations.

- ▶ Indian literature and knowledge must be given in Indian languages.
- ▶ No principle should be implanted which is against feeling of people.
- ▶ The textbooks should be graded.
- ▶ It should be printed in Hindi, Bangla or Urdu.
- ▶ The future educational programs of the country should be based on the improvement of the ingenious education.

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- ▶ 3 or 4 years teachers training should be conducting for improving their skills.
  - ▶ Agriculture education should be increased.
  - ▶ There should be 4 types of schools. Pathshalas, Madrasas, Persian schools and Vernacular schools.
  - ▶ The condition of the should be improved.
  - ▶ Normal schools should be established for training of teachers.
  - ▶ This program should be started in dew districts only.

# Rejection of Schemes.

- ▶ He wanted to implement his plan on some selected regions. But Macaulay wanted to give education in English medium. He wanted to connect his education with upper class of society but Adam wanted to develop mass education. The plan was disparaged as impracticable and Adam was asked for resignation.

Types of  
Indigenous  
schools

Pathshalas

Madrasas

Persians schools

Vernacular schools

- ▶ These schools had no special buildings.
- ▶ These schools are centre part of societies needs .
- ▶ Some schools are elementary schools.
- ▶ They have simple equipments .
- ▶ Sometimes home is a part of schools.
- ▶ There were lack of printed books, positive environment and proper curriculum.