INTRODUCTION

EXPLANATION OF THE TERMS USED

The term "Educational Policy" is used in a limited sense of the policy decisions taken by the Government of India on various aspects of Indian education at different times. No attempt is made to trace the history of any aspect of education or that of any institution. The term "Government of India" relates to the Supreme Government of Fort William till such time the administration of the country passed into the hands of the British crown. The policies taken by the Presidency Governments are referred to in this thesis only if they were responsible for shaping the educational policy of the Government of India. The term "British period" refers to that period during which the British administrators took an active interest in the education of the Indian people. To give a connecting link to the various aspects of the policy it is found necessary to cover the entire period though the thesis deals with certain periods more elaborately when important policy decisions were taken. The decision to introduce Western
education through the medium of English, for instance, was taken during the first half of the last century where as the financial policy towards education was evolved only during the second half of the nineteenth century. Government policy towards primary education took shape only in the beginning of the present century when also an attempt was made to introduce national education. Education is a subject which has to be dealt as a comprehensive one and with this view the whole period is covered.

EARLIER WORKS ON THE SUBJECT

There are some good books on the history of education mostly written by English authors. But during the course of my research I came across with only one book on the educational policy written by V.V. Oak in 1925. The scope of that book was limited as it dealt with the policy pertaining to that particular period and did not make an attempt to study the educational policy of the Government as a whole covering the various aspects.

SCOPE OF THE PRESENT WORK

This thesis seeks to study the policy decisions in detail. The various developments in the fields of education
are cited at various places only to point out the importance of a certain policy decision which was responsible for that development and not with a view to give a complete history of that aspect of education. Rather than spending my time in amassing quantities of impressive but uninformative statistics I concentrated on developing a plan of investigation dealing mainly with the policy of the Government on matters of education. The development of a particular policy itself is not a continuous process in India as Government had to shift their policy at different times. The earlier aim of proselytization through education, for instance, was given up in favour of the policy of strict religious neutrality in matters of education. The emphasis was purely on a literary education during the earlier years but this was changed in favour of practical education in the twentieth century. This shifting of the policy of the Government is partly responsible for the thesis covering a wide period as I desire to deal with the policies in their entire perspective. The thesis is an entirely new approach to the study of Indian education and the Sections on "Aims of Educational Policy", "Matter and Mode of Instruction", "Agencies of Education" are new contributions to the subject. An entirely different approach is made in the study of the other aspects of education dealt with in the thesis.
SOURCES

The records which have contributed for the research work are mostly those of the Government of India. This is natural, since the object of the work is to avoid the detail but uninformative description of the various educational institutions in the different parts of the country. The records of larger provinces have also been taken into consideration as they were partly responsible for shaping the educational policy of the Government of India. Besides the various manuscript records dealing with the subject I have made use of the Statistical Abstracts, Quinquennial Reviews, Reports of the various education Commissions, etc. Most books on Indian education, whether by Missionaries, by political theorists, by ex-administrators, or by educationists touch incidentally on the subject of my thesis; and I have endeavoured to read the relevant parts of all publications of this kind that have come under my notice. In addition I have read a considerable amount of periodical literature dealing with Government policies. I beg to acknowledge my debt to all these sources.

THE THAME

The thesis is composed of Seven Sections dealing with
the different aspects of the educational policy.

Section I deals with the evolution of the general educational policy of the Government of India.

Section II deals with the evolution of the aims of education during British rule. It studies in detail the change in the policy from the narrow proselytisation and utilitarian motives of education to the humanitarian and other ideals as the objectives of education.

Section III is a new approach to the Agencies of education in India and the attitude of the Government towards these.

Section IV studies in detail the financial policy of the Government in aiding the various agencies.

Section V is an attempt to study in detail the two vital problems in Indian education which affected the entire educational policy, namely, the controversies over the matter of instruction and the medium.

Section VI traces out the policy of the Government toward each one of the various branches of education.

Section VII is an attempt to assess the policy of the British rulers towards Indian education.

FOOTNOTING PROCEDURE

The procedure adopted in giving foot notes is as per the latest Research Manual of the Indian School of International
Studies, New Delhi. While citing a book the name of the author, or editor, or compiler is written as it is found on the title-page of the book. The title of the book is given in full and italicized. The place and year of publication are shown within brackets. If the date of publication of a book is not available, the abbreviation n.d., is written immediately after the place of publication. When in a footnote, a reference has to be made to a work which has already been cited in the footnote immediately preceding, the abbreviation ibid. is used. If a reference has to be made again to the same work after a time, it is made as follows:

Partridge, n. 25, p. 156.

More information is available about that book by Partridge in Footnote 25 on page 156.