"I think, my Lord, - and this is a matter of deep conviction with me - that, in the present circumstances of India, all Western education is valuable and useful. If it is the highest that under the circumstances is possible, so much the better. But even if it is not the highest, it must not on that account be rejected... To my mind, the greatest work of western education in the present state of India is not so much the encouragement of learning as the liberation of the Indian mind from the trammels of old-world ideas, and the assimilation of all that is highest and best in the life and thought and character of the West. For this purpose not only the highest but all Western education is useful."

- Gopal Krishna Gokhle

(from "Speeches")
6.1 Introduction

In the previous five chapters an attempt was made to examine critically the sources of various nature and importance to identify and interpret: the factors that influenced, moulded and determined the extent of growth and development of secondary education in Gujarat during the nineteenth century. The inquiry rested on the hypothesis that development of education, particularly when it breaks loose from early traditions and practices and carves out a new shape, is the result of a number of and complex factors. These factors could be broadly classified as physical, social, economic and political. Each one of these factors has a number of variants which act and counter act on one other within the framework of each individual factor and also on the complex web of other factors. It, therefore, becomes an uphill task for a social scientist to analyse the factors with that accuracy, precision and ease which...
<table>
<thead>
<tr>
<th>YEAR</th>
<th>EDUCATIONAL EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1813</td>
<td>INCLUSION OF EDUCATIONAL CLAUSE IN THE CHARTER OF 1813</td>
</tr>
<tr>
<td>1814</td>
<td></td>
</tr>
<tr>
<td>1815</td>
<td>ESTABLISHMENT OF THE BOMBAY EDUCATION SOCIETY</td>
</tr>
<tr>
<td>1816</td>
<td></td>
</tr>
<tr>
<td>1818</td>
<td></td>
</tr>
<tr>
<td>1820</td>
<td>ESTABLISHMENT OF THE NATIVE SCHOOL AND SCHOOL BOOK COMMITTEE AT BOMBAY</td>
</tr>
<tr>
<td>1822</td>
<td>ESTABLISHMENT OF THE BOMBAY NATIVE SCHOOL AND SCHOOL BOOK SOCIETY (I.E. THE BOMBAY NATIVE EDUCATION SOCIETY)</td>
</tr>
<tr>
<td>1824</td>
<td></td>
</tr>
<tr>
<td>1826</td>
<td></td>
</tr>
<tr>
<td>1828</td>
<td></td>
</tr>
<tr>
<td>1830</td>
<td></td>
</tr>
<tr>
<td>1832</td>
<td>ESTABLISHMENT OF THE FIRST ENGLISH SCHOOL AT SURAT BY DALPATRAM BHAGUBHAI</td>
</tr>
<tr>
<td>1834</td>
<td></td>
</tr>
<tr>
<td>1836</td>
<td></td>
</tr>
<tr>
<td>1838</td>
<td></td>
</tr>
<tr>
<td>1840</td>
<td></td>
</tr>
<tr>
<td>1841</td>
<td></td>
</tr>
<tr>
<td>1842</td>
<td></td>
</tr>
<tr>
<td>1844</td>
<td></td>
</tr>
<tr>
<td>1846</td>
<td></td>
</tr>
<tr>
<td>1848</td>
<td></td>
</tr>
<tr>
<td>1850</td>
<td></td>
</tr>
<tr>
<td>1852</td>
<td></td>
</tr>
<tr>
<td>1853</td>
<td></td>
</tr>
<tr>
<td>1854</td>
<td></td>
</tr>
<tr>
<td>1855</td>
<td></td>
</tr>
<tr>
<td>1856</td>
<td></td>
</tr>
<tr>
<td>1857</td>
<td></td>
</tr>
<tr>
<td>1858</td>
<td></td>
</tr>
<tr>
<td>1859</td>
<td></td>
</tr>
<tr>
<td>1860</td>
<td></td>
</tr>
<tr>
<td>1861</td>
<td></td>
</tr>
<tr>
<td>1864</td>
<td></td>
</tr>
<tr>
<td>1865</td>
<td></td>
</tr>
<tr>
<td>1866</td>
<td></td>
</tr>
<tr>
<td>1868</td>
<td></td>
</tr>
<tr>
<td>1870</td>
<td></td>
</tr>
<tr>
<td>1872</td>
<td></td>
</tr>
<tr>
<td>1874</td>
<td></td>
</tr>
<tr>
<td>1876</td>
<td></td>
</tr>
<tr>
<td>1878</td>
<td></td>
</tr>
<tr>
<td>1880</td>
<td></td>
</tr>
<tr>
<td>1882</td>
<td></td>
</tr>
<tr>
<td>1884</td>
<td></td>
</tr>
<tr>
<td>1886</td>
<td></td>
</tr>
<tr>
<td>1888</td>
<td></td>
</tr>
<tr>
<td>1890</td>
<td></td>
</tr>
<tr>
<td>1892</td>
<td></td>
</tr>
<tr>
<td>1894</td>
<td></td>
</tr>
<tr>
<td>1896</td>
<td></td>
</tr>
<tr>
<td>1898</td>
<td></td>
</tr>
<tr>
<td>1900</td>
<td></td>
</tr>
</tbody>
</table>

**Chart: Dates Line: Milestones in the Development of Secondary Education in Gujarat (1813-1900)**

**Year**

- 1813: Inclusion of Educational Clause in the Charter of 1813
- 1814: 
- 1815: Establishment of the Bombay Education Society
- 1816: 
- 1818: 
- 1820: Establishment of the Native School and School Book Committee at Bombay
- 1822: Establishment of the Bombay Native School and School Book Society (i.e., the Bombay Native Education Society)
- 1824: 
- 1826: 
- 1828: 
- 1830: 
- 1832: Establishment of the First English School at Surat by Dalpatram Bhagubhai
- 1834: 
- 1836: 
- 1838: 
- 1840: 
- 1841: Establishment of the First Missionary English School—Surat English Institution
- 1842: Establishment of the First Government English School at Surat in the British Districts
- 1844: 
- 1846: 
- 1848: 
- 1850: 
- 1852: 
- 1853: 
- 1854: Wood's Despatch
- 1855: Creation of the Post of Public Instruction
- 1856: 
- 1857: Foundation of the Bombay University
- 1858: Introduction of the External Annual Examination of the English Schools
- 1859: Introduction of the Matriculation Examination of the Bombay University
- 1861: 
- 1864: Publication of the First Grant-in-Aid Code Assessing Grants by Results
- 1866: Introduction of the Public Service Examination for Recruitment of Clerks
- 1868: 
- 1870: Lower Limit of English School Defined
- 1872: Establishment of the First English School at Bhuj in Native State of Kutch
- 1874: 
- 1876: 
- 1878: Establishment of the First English School at Lunawada in the Native States of Gujarat, Recognition of Bombay, Poona, Belgam, Ahmedabad and Karachi as Centres for Matriculation Examination
- 1882: Appointment of the Indian Education Commission
- 1884: 
- 1886: 
- 1888: 
- 1890: Introduction of the School Final Examination
- 1892: 
- 1894: 
- 1896: 
- 1898: 
- 1900: Introduction of the Secondary Teachers' Certificate Examination
is the fortune of the analytical work of a scientist working in a physical laboratory. The social scientist, at the best, can hope to marshal all relevant data, classify them according to a set plan, analyse them on bases which are pertinent to the objectives of his study, identify factors and judge their significance and causal effect and weave a connected, patterned and meaningful thread. This is what had fallen to the lot of the present investigator and the foregoing pages had shown how he has tried to accomplish his task.

It may be pointed out that the nature of the present chapter being summary and conclusion, repetition and overlapping of some of the observations and deductions made in the earlier chapters cannot be avoided. What has been sought to present in the current concluding chapter is to present more important findings of the earlier discussion/chapters in a systematic way so that a synthetic overall portrait of the development of secondary education in Gujarat, in its quantitative and qualitative aspects, may be drawn. It is needless to re-emphasise the fact that such a synthetic and comprehensive picture will be presented in a study for the first time.

6.2 Expansion of Secondary Education

The expansion of secondary education in Gujarat in nineteenth century was studied as a four phase stage. The first phase began in the beginning of the thirties and ended in 1855 when the modern period of education was ushered in at the recommendations of the Wood's Despatch of 1854.
In the Province of Bombay the first English School came into existence in 1820. In Gujarat this distinction was achieved eleven years later. Surat became the first centre in Gujarat to have an English school round about 1832. But it was a private school established by an enlightened adventurous Gujarati gentleman, Dalpatram Bhagubhai by name. The English School of this beginning period was just a small class where the principal programme was to teach English and impart some knowledge of Western sciences and literature. Broach followed the lead provided by Surat. One Mr. Townshed had started a private English school. It is on record that in Ahmedabad city also some prominent community leaders had made a petition to the Collector of Ahmedabad in round about 1833 to start an English school. But the first official school came on the scene some years later. The first government English school came to be established in Surat in 1842, Ahmedabad 1846, Broach in 1848 and in Rajkot in 1853. Each of these was initially a small class having an enrolment ranging from 30 to 50. Prior to the beginning of the modern era in education, the English school was a small school with a small staff. Thus, at the end of the first phase of expansion of secondary education in Gujarat, the English school education could make a small beginning, and that too, at the district headquarters in British Gujarat. The first English school in Kathiawad came to be established in 1853 at Rajkot; in other native States, this came in the second or third phase for instance, in Kutch it was established in 1870 at Bhuj; in the Native States of the Mainland of Gujarat in 1878 at Lunawada.
and in the Baroda State at Navsari in 1856. The city of Baroda got the first English school in 1871. Thus, at the initial stage only the four districts of British Gujarat had the English schools and they led native States in the establishment of secondary schools.

During the second phase of the growth of secondary education in Gujarat the expansion was quite small. In 1866-67, at the end of the first phase of expansion, there were only 2 high schools though the number of Middle schools was as high as 64. This means that after 1855 (which was the starting point of the modern period of Education in India with the establishment of provincial Departments of Education, universities at Calcutta, Madras and Bombay and building up of a well graded structure and system of education) and up to the end of the first phase of expansion of secondary education, the expansion was small and significant only at the lower end, namely, at the Middle stage. Another significant new factor was the fact that the native States had established at their headquarters as many as 13 (20.13 per cent) Middle schools. One aided and 8 unaided but recognised Middle schools had come to be established by 1866-67.

The third phase concluded with the establishment of the Indian Education Commission (1881-82) presided over by Sir William Hunter. The number of high schools rose to 13, but the number of Middle schools got reduced to 46. In 1866-67, the High schools in Gujarat constituted only 3.03 per cent of the total secondary schools in Gujarat; in 1881, they constituted
22.03 per cent of the total expansion of secondary education.

Of these thirteen High schools, 4 Government schools were situated in British districts, 5 government conducted schools in the territories of the Native States, 2 aided high schools and 2 unaided High schools.

Of the total 46 Middle Schools that were established upto 1881, 30.43 per cent were Government conducted schools situated in British Gujarat, 47.82 per cent established in Native States, 8.69 per cent were aided recognised schools and 13.86 per cent were unaided recognised schools.

By the end of the nineteenth century which marked the end of the fourth phase of the development of secondary education in Gujarat, the number of High schools had gone up to 29. Of these, 55.18 per cent were conducted by the Government of the Native States, 17.24 by the British Government in Gujarat, 13.79 per cent were aided recognised schools and 13.79 were unaided recognised schools. Thus, four principal agencies had come on the scene. They were the Education Department in British districts, Government of Native States, aided and unaided private managements. The private management had appeared on the scene and at the end of the third phase of the expansion of secondary education in 1881, 4 high schools were being run by private managements, half of which run without Government grant.

The substantial expansion that took place in secondary education was at the Middle school stage. In 1881, the total number of Middle schools in Gujarat was 59. It rose to 73 in
1891 and to 137 in 1901. Thus, the increase was to the extent of 232.2 per cent between 1881 and 1901. The Education Department in the five districts of Gujarat conducted only 2.18 per cent of the total Middle schools in Gujarat. The Native States conducted 53.29 per cent of them. The Municipalities had come into scene by this time, and were conducting 5 Middle schools in 1891. They conducted in 1901 13 or 9.49 per cent of the total Middle schools. The private enterprise - the aided and the unaided - conducted between them 48 or 35.04 per cent of the total Middle schools in Gujarat. Thus, the local bodies after 1881 and the private enterprise as early as from 1832 had entered the field of secondary education in Gujarat.

At the end of the nineteenth century, the area covered on an average by a secondary school was 389.4 sq. miles. The corresponding average for the Bombay Province was 392.1 sq.miles. In the Central and Southern Division, the average coverage of area was less - it was 208.94 sq. miles in the Central Division and 240.32 sq. miles in Southern Division. In terms of the average population served by a secondary school, the position in the Northern Division (Gujarat) at the end of the nineteenth century was slightly better than in the Bombay province as a whole. In the Northern Division, for an average population of 54,536, there was one secondary school whereas in the Bombay province, a secondary school was available for a population of 54,536. In the Central Division, a secondary school had to serve a smaller population than the Northern Division - it was 33,401 and in the Southern Division it was 48,757.
At the initial stage, the enrolment in secondary schools was quite small. But it began to grow after 1855. In 1866-67, the total enrolment in the secondary schools of Gujarat was 7,036. The enrolment grew really in the last two decades of the nineteenth century. The annual rate of growth was in eighties 568.1 and in the nineties 542.9. The annual rate of growth of pupils in the five districts of the British Gujarat was 213.9 as against 186.1 in the Native States of Kathiawad, 9.9 in Kutch, 33.2 in the Native States of the mainland of Gujarat and 94.8 in the Baroda State. Thus, the expansion was comparatively more effective in Ahmedabad, Kaira, Panchmahals, Broach and Surat districts of British Gujarat than in any other administrative unit of Gujarat. At the end of the nineteenth century, there were totally 16,322 pupils studying in the High schools and Middle schools of Gujarat, of which 43.25 per cent were in schools situated in British Gujarat, 31.55 per cent in the Native States of Kathiawad, 2.33 per cent in Kutch, 4.93 per cent in the Native States spread over the mainland of Gujarat and 17.94 per cent in the Baroda State. In British Gujarat, one in every 363 heads of population was receiving secondary education, whereas this proportion was higher in other regions - it was 452 in Kathiawad, 667 in Baroda State, 1289 in Kutch and 1937 in the Native States of Gujarat other than the Baroda State. These figures show that (a) Kathiawad had made progress next best to the British Gujarat; (b) the Baroda State had yet not come into its own in educational advancement;
(c) the Native States of Gujarat other than the Baroda State had yet remained backward in educational advancement and (d) Kutch was the most backward territory.

In this growth of enrolment in secondary schools from 7,036 in 1866-67 to 16,322 in 1900-01, the proportion of girls was very small. No girl student seemed to have been enrolled in a High school or a Middle school upto 1881. In 1891 in high schools 16 girls and in Middle schools 142 girls were total 158 girls were reported to be on the registers of the secondary schools. The number slightly improved in the nineties - it became 41 in high schools and 215 in Middle schools. Thus, at the end of the nineteenth century, of the total enrolment of 16,322 in the secondary schools of Gujarat, girls constituted only 1.56 per cent. Thus, hardly 2 girls were there in every 100 secondary school pupils at the close of the century.

At the end of the nineteenth century, of the total 16,322 pupils enrolled in the secondary schools of Gujarat, the bulk - 61.46 per cent were in Government schools run by either the Education Department or the Native States; 3.78 per cent were in Municipal schools and the remaining 34.76 per cent were enrolled in private schools (aided 23.10 per cent and unaided 11.66 per cent).

The enrolment in high schools was 7,413 (46.42 per cent) as against 8,909 (54.58 per cent) in Middle schools. In 1866-67, the per centage of enrolment in high schools in the total enrolment in secondary schools was 6.29 as against 93.71.
in Middle schools. Thus, by the end of the nineteenth century, nearly seven fold expansion had taken place at the High school stage.

Prior to 1881, no data regarding the total number of teachers serving in the secondary schools of Gujarat are available. The Education Commission of 1881-82 had given some statistics about the total number of teachers serving in Government secondary schools. From these statistics, it appears that there were 40 teachers in Government High schools and 28 teachers in Government Middle schools. The number of teachers working in non-government High schools and Middle schools can be presumed to be 130 and 92 respectively. The teacher-student ratio in 1881 appears to be 1:14.66 in High schools and 1:38.1 in Middle schools.

As regards the academic qualifications of the teachers of secondary schools in the nineteenth century, no data are available. But the Education Department expected, by the end of the century, that the headmaster of a High school to be at least a university graduate, assistant masters be at least Matriculates and no non-matriculates to be entrusted with teaching assignment in Higher standards.

In the nineteenth century, professional training was not perceived as essential for secondary school teachers by the Education Department. A few did their S.T.C. training, but the bulk had no professional teacher education.
The pay of the graduate teacher was around Rs.60/- per month and of the under-graduate teacher around Rs.30/- per month. This was broadly the picture of emoluments of the secondary school teachers.

These teachers came mostly from the Higher caste Hindus, Parsis and Christians. Most of the Hindu teachers were Brahmins.

6.3 Development of Secondary Education

Secondary education in Bombay Province began in the form of English schools, in twenties of the nineteenth century. It began in Gujarat in thirties. The English schools of the early period were materially different from the secondary schools of today. Their principal object was to teach English as a language and to spread some knowledge of Western sciences and literature. They used English as the only medium of instruction and in the early years did not provide for the teaching of any modern Indian language even as a subject.

The English school began to be organised on much better outlines only after the creation of the Department of Public Instruction for Bombay Province in 1855. With the creation of the Matriculation Examination of Bombay University, the upper end of the English course came to be precisely defined. The lower end of the English school came to be defined a little later — in 1870-71. D.F.I., Peile made it a rule that no student who had not passed Vernacular IV standard could be admitted to the English school. The word 'High school' was used for the first
time by D.P.I. Howard in 1865-66. The English schools of Bombay Province were conceived to correspond the Grammar schools and Public schools of contemporary England.

The lower end of the English schools also developed after the creation of the Department of Public Instruction for the Province. In 1870-71, when a passing in Vernacular IV standard became an entry requirement in the English school, the Anglo-Vernacular came into focus. Two grades of Anglo-Vernacular schools developed. One of them was the Superior or the First Grade Anglo-Vernacular schools which were in fact English schools but they did not teach the whole English course leading to the Matriculation Examination of Bombay University. The Inferior or the Second Grade Anglo-Vernacular schools taught only the first three standards after the fourth standard of the Vernacular course. Two types of the second grade Anglo-Vernacular schools developed in Gujarat, one was the independent A.V. schools which served as feeders to the High schools and the other was mainly the vernacular school which taught the vernacular course and which also provided instruction in English to those who desired it. A good number of A.V. schools in Gujarat was of the second variety.

The term 'Middle school' was used in the Bombay D.P.I.'s Report for the year 1878-79. The term 'secondary education' was used for the first time, by the Indian Education Commission in 1881-82. After 1882, the old terms 'the English schools' and the 'English education' came to be replaced by 'secondary schools'.
and 'secondary education' respectively. At the end of the nineteenth century, secondary education had developed into two sequential or graded stages of Middle schools and High schools.

As pointed out earlier, the initial English schools which were established in Gujarat during the thirties of the nineteenth century taught the English language and imparted instruction in some Western Sciences and in English Literature through the medium of English.

In 1840, seven subjects were taught at the Surat English schools, viz., Arithmetie, Algebra and Geometry, Natural and Mental Philosophy, History, Geography, English literature and the Bible. It was an ambitious curriculum for the English school. In Government English schools, in 1845, the curriculum included English - Reading and Writing, Geography and the use of the Globe, History, Moral Instruction, Arithmetic, Algebra and Geometry. The teaching of Sanskrit as an alternative to Latin had come to be introduced in the seventies of the nineteenth century. During the eighties and nineties, the secondary school curriculum almost remained unchanged. Later, Astronomy was also added to the curriculum. Drawing was made a compulsory subject in the first five standards of the secondary school from 1897-98 onwards. Drill and gymnastics were taught by a special physical training teacher, at least in all Government Secondary schools. But subjects like Physics, Chemistry and Biology had no place in the secondary school. The curriculum was mostly of academic character. The diversified school curriculum recommended by the
Indian Education Commission had not any appreciable impact in Gujarat. English was used exclusively as the medium of instruction at the high stage. But at the Middle school stage, in the first three standards, the vernacular language was the medium of instruction, but English was taught as a subject. It could be concluded that by the end of the nineteenth century, English had come to occupy a dominating place, one-third of the total time for instruction being devoted to the teaching of English and a failure in English being rarely condoned in school examinations. Most of the students failed at the Matriculation Examination of the University of Bombay because of English.

As regards the methods of teaching employed by teachers in the secondary schools of the nineteenth century, no valid data are available. However, it could be said that English was taught to Indian students as it was taught to English children in England. As regards the teaching of other subjects included in the secondary school curriculum, there used to be placed a premium on content rather than method. Technical instruction in the art of teaching was absent. Most of the instruction in school took the form of teachers' exposition and narration. Pupils listened to teachers and tried to absorb learning mostly passively. Thus, the lecture method of teaching largely prevailed.

The Monitor system of teaching was in vogue in lower classes. The Guide Books did not exist. Pupils were expected to prepare the curricular content themselves. In certain subjects, the method of self study was adopted by pupils. The teaching aids used in
teaching were scant and selected. Globe, maps and some instruments for experiments in science were mainly used.

Severe punishment for a default in class learning was not uncommon in the nineteenth century.

Some incentives like prizes, gifts and scholarships for better learning had emerged to some extent and they served as motivation to improve achievement.

Examination was a permanent and important part of the educational system in the nineteenth century. In the earlier years, outside agency like Judges conducted examinations, which were oral by nature, and the focus was not on the evaluation of performance of each individual child but of the class as a whole. After the creation of the Education Department in 1855, an Annual examination system through the means of printed question papers came to be introduced. Thus, right from the beginning, the external system of examination came to be emphasised and held in great esteem. The examinations were perceived as not only determining the achievement level of the pupils but also evaluation of the effectiveness of instruction imparted by teachers. Examinations tended to become the main motivating force for all efforts on the part of pupils as well as teachers.

In 1865-66, the system of "Payment by Results" was introduced in Bombay Province. The inspecting officer examined each student in each subject of a school in order to fix the grant-in-aid due to it. In 1866-67, a Public Service Examination for
recruiting clerks to English offices had begun to be held at the end of the Middle School stage.

The first Matriculation Examination of the University of Bombay came to be held from 1858. Standards of the Matriculation Examination of the University of Bombay were stricter than those of Calcutta and Madras Universities. Every candidate was examined in English in Viva Voce also. Satisfactory achievement in English decided the passing or failure of a candidate, as his answer-books in other subjects were examined only if he passed first in English. In the early years, the Matriculation Examination was held at Bombay for all candidates coming from different parts of Bombay Province. But from 1878 onward, it came to be held at one centre in each Educational Division of the Province. For Gujarat, Ahmedabad was the only centre.

In 1866, only 2 schools from Gujarat sent their candidates to appear at the Matriculation Examination of Bombay University. In 1900, this number increased to 29, of which 44.82 per cent were from British Gujarat, 27.60 per cent from Kathiawad, 3.44 per cent from Kutch, 10.34 per cent from the Native States from mainland Gujarat and 13.8 per cent from Baroda State. The percentages of successful candidates at the Matriculation Examinations ranged from around 34 per cent in 1881 to around 46 per cent in 1900.

From 1889, the School Final Examination had emerged as a result of diversification of the secondary school studies recommended by the Indian Education Commission (1881-82). In
CHART - XXII
FACTORs AFFECTING
EDUCATION
1891 and 1900 12 and 15/totally 105 and 70 candidates respectively for this examination, and the pattern of passing at this examination was around 47 and 50 per cent respectively. The School Final Examination was less popular in Gujarat, as elsewhere in Bombay province, than the Matriculation Examination.

Such were some of the major aspects of the development of secondary education in Gujarat in the nineteenth century.

6.4 The Political Factor

Prior to 1820, there prevailed in Gujarat unsettled political condition which was not at all conducive to the development of any educational venture substantially. The rulers lacked foresightedness and had lost the traditional commitment to the advancement of education, culture and economic prosperity of the society. The State recognised hardly any responsibility for education.

By 1820, political stability had been established in Gujarat. Bombay had begun to be a centre of English culture. It has gradually been acquiring political and economic importance. Its influences had gradually begun to spread to neighbouring urban centres. In Gujarat, its impact was first felt by Surat.

The consolidation of the political rule of the British had begun after 1820 in most parts of the country including Bombay Province and Gujarat. This had led to the growth of a new class of persons having economic viability, acquiring political importance. This class could be termed as political elites. To protect and advance its economic and political interests, this
CHART - XXII (A)

FACETS OF FACTORS AFFECTING SECONDARY EDUCATION

POLITICAL

1. STABILITY
2. EMERGENCE OF POLITICAL ELITE
3. CONSOLIDATION OF THE COLONIAL RULE
4. ADMINISTRATIVE NEEDS
5. POLITICAL IMPORTANCE OF ENGLISH LANGUAGE
6. BRITISH IMPERIALISM
7. BUREAURACRACY
8. LEADERSHIP OF POLITICAL AGENCY IN NATIVE STATES

EDUCATION
ECONOMIC FACTORS
SOCIAL FACTORS
OTHER FACTORS

CONSOL 1948/7/0 A. OS

AFIDIKE JJ SM

W/ SOLOVKI GUI
class of elites was eager to play a role of appeaser and subservient to the British officers of the period. The process of building up of these political elites was slow, but by the end of the first half of the nineteen century, this class had clearly come into existence. It loomed largely in urban centres and headquarters of British administration. It was this class which supported the British in establishing the English schools and spreading the knowledge of Western sciences and literature. In the colonial political set up that existed at this early period of the British rule in India, the colonial masters as well as the political elites that emerged in this colonial climate helped the establishment and the growth of secondary education in the first half of the nineteenth century in Gujarat.

Another aspect of the impact of the political factor on the growth of secondary education in Gujarat in the first half of the nineteenth century was compulsions created by the process of speedy consolidation of the colonial rule of the British. The needs of administration to have English knowing subordinate staff to fill in Government's growing number of administrative offices whetted the officers' desire to set up English schools and spread the knowledge of English. This process was exilerated by the emergent new class of political elites who wanted to please the masters and reaped political and economic advantages and who perceived more safety for themselves in the multiplication of the English knowing Indians. This happened mostly at centres of administrative headquarters, trades and business.
These political elites became local community leaders. They supported the efforts of the English officers, to establish the English schools at more places and spread English education.

The study of English had acquired and maintained in Gujarat during the period under study, political importance. It synchronised with administrative and political training in terms of necessary pre-requisites.

In the second half of the nineteenth century, the British imperialism became stronger. The educational policy that came to be forged during this period was an off-shoot of both British imperialism and the impulses of liberal movement. Humanitarian impulses could hardly be detected at least in Gujarat. The English education was pushed through because it was thought politically expedient to do so and it might indirectly bring about cultural and social renaissance.

The demand for English education had been growing in Gujarat in the second half of the nineteenth century, but the intensity and extent was slow. This could be seen from the fact that by the end of the nineteenth century only 24 High schools and 77 Middle schools came up in Gujarat, and they were mostly located in district and taluka head quarters. Rural Gujarat had very little impact. Whatever little growth that took place in bigger villages was due to the efforts made by the enlightened rich and the community leaders. Whereas some used English Education to perpetuate their hold on the political, social and
economic events of their times, some used it for the social, religious and even political emancipation of their brethren.

In sixties and other subsequent decades the British imperialism came to the forefront in the development of secondary education in the Province of Bombay including its Gujarat region. It is the British D. P. I. s of the Department of Public Instruction of Bombay Province which architectured and built up the texture and the web of the development of secondary education. For instance, it was they who conceived the English school as replica of the Grammar school and the Public School of England. It was they who conceived of the division of the secondary school stage into seven standards which admitted students who had passed vernacular IV standard and the terminal point of which was marked by the Matriculation Examination of the University of Bombay. The British Officers of the Education Department set the secondary school curriculum up to standard X and the British Officer which sat on the academic, legislative and executive bodies of the University determined the curriculum for the Matriculation Examination. The British Imperialism could be seen from the fact that English was made the medium of instruction and examination and in case of these Matriculate candidates who failed in the English question paper their answer-books in other subjects were not examined at all. In 1866-67, a public Service Examination for the recruitment of clerks to the English offices was introduced. That was purely a political act. The grant-in-aid to the private secondary schools in the Province was determined on the basis of examination results. That was basically an act of
British bureaucracy. Secondary school teachers were denied the benefits of professional training in the craft of teaching, because such a provision did not exist in England at that time, and the ideology that what was good for England was also good for Bombay Province mirrored the imperialism and bureaucracy of the English D.I. and educational inspectors of the Department of Education. The very fact that external examination was emphasised was also a reflection of political imperialism. In curriculum development, training of teachers, methods of teaching, examinations, discipline and stress on obedience on the part of teachers and students placed by the officers of the Education Department of the nineteenth century in Gujarat, it could be clearly seen the working of the imperialist and bureaucratic official mind. It reflected the political factor. The forging of the educational policy in the field of secondary education in the nineteenth century in Bombay Province was to a large extent, impact of the Political factor along with its variants and concomitants and the educational theory and practices that coloured the policy decisions broadly and superficially - they had only educational garb but the inside texture was imperialistic and bureaucratic and intrinsically political.

In the nineteenth century, in Bombay Province including Gujarat, the political factor played a larger and more deciding factor than other factors.

6.5 The Social Factor

Whereas the political factor played largely a stimulating role for the expansion and development of secondary education
CHART - XXII (B)

FACETS OF FACTORS AFFECTING
SECONDARY EDUCATION

SOCIAL

LACK OF:
1. Social Mobility
2. Social and Caste Divisions
3. Low Social Status of Women
4. Low Social Status of Scheduled Castes and Tribes
5. Early Child Marriage
6. Ban on Widow Marriage
7. Ban on Crossing the Sea
8. Suspicion of Western Knowledge and Language
9. Rigid and Conservative Religious Customs
10. Social Renaissance Movements
11. Contribution of Gutab槭 Press, Qaradange, and Quraysh Literature

POLITICAL FACTORS

EDUCATION

ECONOMIC FACTORS

OTHER FACTORS
in Gujarat during the nineteenth century, the influence of the social factor was largely hindering and negative. The structure of the society in Gujarat had become very rigid. Caste had begun to occupy a dominating place in the personal and community life of individuals. There was little social mobility outside the fold of one's caste. There was hierarchy among castes and high castes and low castes differences prevailed strongly and widely. Marriage outside one's caste was tabooed. Widow remarriages were looked upon as a social sin. Child marriages were the order of the day. The attitude of the society towards girls and women was rooted in fear of violation of morality, suspicion, conception as inferior, less intelligent, less useful and more as burden. They were culturally, socially and economically dependent upon men. Hardly any equality of opportunity existed for them.

Under this rigid, conservative, retrograde and traditional social set-up, it was difficult to push ahead education, especially education of the English type. A large section of the people, particularly in rural Gujarat, and most of Gujarat in the nineteenth century was rural - people were suspicious about the English schools and English education. They doubted the very bonafides of the English officers and the Missionaries who were trying to set up English schools to spread the knowledge of the English language and spread the knowledge of Western sciences and literature of liberalism and humanism. People were afraid that all those were the strategies and devices to rob people of their religion and convert them to Christianity. In the nineteen-
th century, the hold of religion over the beliefs, attitudes and actions of men and women was very strong, and religion had ceased to be rational and forward looking. Many caste folds and religious sects declared themselves openly and publicly against the emergent currents of western language and learning. In many communities, the very name of English school and English education evoked terror. At that time, the attitude of people towards education beyond three was apathetic and passive. Only the political and social elites in cities and towns welcomed the new type of English education for reasons of their own. As stated in the last section, some welcomed it because they perceived in it their own political stability and identified several political advantages. The social elites welcomed it because the possession of the knowledge of English and of western sciences and literature gave them a new image, focus, and status among their own caste and city-town people. They welcomed and went out to receive this new education to acquire new social prestige - a new social stamp of progressivism and modernity.

Few discerning intellectuals saw in the English education a source of new ideas of humanism, liberalism, scientific aptitude, social flexibility and religious rationalism. They perceived the English education as a device to free the minds of the Jajmani Society from the thraldom of old ideas and unproductive practices. Thus, whereas the large section of the masses was either suspicious or apathetic about the English schools and the English language, only few among them - the microscopic social elites were drawn towards. Even upto the end of the
nineteenth century, the enrolment in the secondary schools of Gujarat did not exceed 16,322. This was in a population of 9033721. Thus only one child out of a population slab of 553 was receiving secondary education. This comes out to be 0.18 percentage of the total population. Evidently this is a low percentage and it reflects the low incidence and spread of secondary education. This sad state of affairs was largely due to the social factor.

The caste system - the social division system acted as a great hurdle. In the Baroda State, Hindus were divided into 96 castes and 2,268 sub-castes. What was true of the Hindus in the Baroda state was largely true of them in other parts of Gujarat. Each sub-caste was under the powerful thumb of its _kshatriya_ in very many cases was conservative, traditional and retrograde. When the leadership was cold, blocking, and self-centred, much could not be expected of them in the matter of stimulation, motivation and help in receiving education, particularly beyond primary or mass education. Even their _kanya_ literacy was low. In 1901, the percentages of _kanya_ literacy among men and women in Gujarat were 2.06 and 0.16 respectively, and in rural Gujarat the extent of illiteracy was great and alarming. Illiterate men and women are hardly enthusiastic about giving education to their children, both boys and girls.

Further, there was no equality among those 96 castes and 2,268 sub-castes. There was hierarchy, some castes were considered high and others low. The high castes looked down upon the
low castes, and denied them all cultural, religious, social and economic benefits. Of the total 2,268 sub-castes of Hindus, the Brahmins and the Banias contributed 111 and 127 sub-castes. The little progress in secondary education that was achieved in the nineteenth century was also among the advanced of these high castes, and the remaining large number of low castes went without education, including secondary education.

Social class operated as a decisive factor in secondary education in particular and in education in general. The caste of parents, their social position and prestige, their attitude, their personal ambitions and aspirations about the future of their boys, the degree of sacrifice they were prepared to make for the education of their children were some of the factors that determined boys' access to secondary (English) education. In the early stage, that is, up to the end of the first half of the nineteenth century, benefits of English education were reaped by those few belonging to the upper class who were politically, economically, culturally and socially highly motivated. They were in a small number, but they marshalled support and made application to authorities to set up the new types of English schools in their habitations. They agreed to make financial sacrifices for establishing English schools. They moved round and collected boys to enrol in the English schools. In the first half of the nineteenth century, these leaders came mostly from upper class having means, tradition in learning, had cultural eminence and clear perceptions of the possible outcomes of this new education. In the latter half of the nineteenth century, upper middle class began to be
drawn to the new education system, for the purpose of economic advancement, social prestige and to some extent for acquiring new knowledge of western sciences and literature. But the vast multitude of the population in Gujarat that lived in cities, towns and villages consisted of middle class, lower middle class and poor class. To them, the new education did not make any appeal for reasons of their backwardness, fear of religious conversion and suspicion of the new knowledge as undermining the tenet of their religion. Secondary education spread largely among the Hindus in the castes of Brahmins, Banias and Jains.

As stated earlier, the Hindu religion as represented by the orthodox and conservative leaders of the religious sects were antagonistic to the spread of the English education. They were even afraid of it, because they feared it would demolish the structure of subjugation, exploitation and perpetuation of ignorance they build in the name of religions, God and piety. The political factor lagged behind in making any attempt to demolish this bigotry, fanaticism and narrow perspectives in religion. The Hindu and Muslim culture as represented by the narrow dogmas and rituals of religion looked the new education movement with suspicion and hostility. Some opposition came even from progressive forces in the field of culture who stressed the necessity and importance of the proper study of the language and literature of the Hindus and the Muslims instead of pushing ahead western learning, culture and religion. These forces also held in check, to some extent at least, the speedy spread of
English education. The neglect of Indian languages as medium of instruction at the secondary stage of instruction constituted another cultural setback to the spread of secondary education in Gujarat during the nineteenth century.

Christianity and Zoroastrianism as religions in India followed by Indian Christian and Parsi communities respectively helped the growth of secondary education in Gujarat whereas, as observed earlier, the Hinduism and Islam were sceptical of the bonafides of the English education and Western sciences and literature. The Parsis in Bombay, Surat, Navsari and at other places among the pioneers who were torch-bearers of the new education movement. They were among the early petitioners to British authorities in Gujarat to start English schools. Many primary and secondary schools, including girls' schools, were established by Christian Missionaries for the benefits of the children of the new converts to the Christianity and for others who would in future enter the fold of Christianity.

Technology is also a factor that produces social change, economic wealth and attitudinal change. It brings changes in agriculture and farming practices. In the nineteenth century, Gujarat did not have much of technological development, excepting the introduction of railways, construction of roads, starting of printing presses and publication of newspapers and books and opening of textile mills and some other manufacturing factories. These developments touched the society only peripherically, and contributed, to a very small extent, to the growth of English
education.

The educational philosophy of thinkers like Keshubchandra Sen, Narendranath Tagore, Maharshi Dayanand Saraswati, Maharshi Ramkrishna, and other stalwarts of the Prathan Samaj and the Theosophical society did come out with stimulating ideas of education and educational reforms. But in the colonial climate dictated and controlled by the colonial political power did not permit the educational philosophy of thinkers to make much impact on Indian education, with the sole exception of Maharshi Dayanand Saraswati who ushered in a new era of social renaissance and left a powerful impact of a new stream of education based on the ancient Vedas. His Arya Samaj shone as the brightest solitary star in reconstructing Indian education, including secondary education on lines of the thought propounded in the Vedas.

These were some of the dimensions of the social factor as it operated in the growth or as an obstacle to the growth of secondary education in Gujarat. It became an asset in the case of the upper and upper middle social class and to some extent. It became a veritable obstacle in the case of education of middle class and lower class. Girls' secondary education could expand only at snail's pace, and that too after 1880, and this was largely the negative and obstructing influences exercised by society, religion and prevailing ideology among the Hindus and the Muslims. Its Centenary is being celebrated this year in India.
CHART XXII(c)

FACETS OF FACTORS AFFECTING SECONDARY EDUCATION

ECONOMIC

1. CENTRALISED ECONOMY
2. SUCCOCATION OF INDEGNEOUS INDUSTRIES
3. OBLIGATORY COMMUNITY CONTRIBUTION TO STARTING ENGLISH SCHOOLS
4. VAST BULK OF ECONOMIC MIDDLE AND LOWER CLASSES
5. INADEQUATE BUDGETARY PROVISION
6. INADEQUATE SCHOLARSHIPS AND FREESHIPS

POLITICAL FACTORS

SOCIAL FACTORS

OTHER FACTORS

EDUCATION
6.6 The Economic Factor

When the administration and government of Gujarat passed into the hands of the British, the economy of Gujarat had considerably deteriorated because of unscrupulous governance by the Marathas and the rampant lootings indulged by the army, bandits and the Thugs. Business and industrial development was limited and it was confined to big cities and towns. Agriculture, which was the backbone of the economy of Gujarat, was in the primitive State, based on traditional farming techniques and tools. Some natural calamities like the outbreaks of plague, famine, floods, fire etc. aggravated the tension on the economy of Gujarat.

One of the earlier conclusions drawn was that the initiative of Government officers and political elites had played an effective role in establishing and popularising the new types of the English schools in urban centres of Gujarat. But in British districts, the English officers were reluctant to open English schools on their own direct initiative. This was probably due to the unwillingness of the British Government to force the new type of education on the heads of the unwilling and thereby court their opposition and resistance. But there was economic reason also. The Government was unwilling to divert much of its revenues to the spread of the English education as a welfare activity for the benefit of the society. The Government, therefore, made it a rule not to sanction the establishment of the English school at any place unless the demand came from the leaders of the local community and unless there was guarantee that the community would bear part
of its cost. Only on the basis of the principle of sharing the educational expenditure in running the English schools by tapping revenues from the community's own resources, the new English schools came to be established at Surat, Broach, Nadiad and Ahmedabad. The Grant-in-aid policy adopted for the spread of the English secondary education had, thus, economic roots.

In the nineteenth century, the economic upper class was small in size. It was drawn from the landlords, the Government Indian officers, merchants, industrialists and money lenders. The new education found a favourable climate among the progressive and enlightened of this class. The Upper Middle, the Middle and the Poor Class had not enough means and leisure to provide this new type of education which was costly. In the later half of the nineteenth century, the Education Department adopted a stubborn attitude to the levy of fees in English schools. It would not permit the establishment of non-fee charging school unless it assured the Department that it would not lay any claim on Government's resources to pay grant-in-aid. In the Native States, the situation was different. There, the economic vivability of the community was limited. The native rulers had all resources of revenue centred in them. They were, therefore, brought under pressure to open and finance English schools in their areas and maintain them with no cost to the community. Thus, secondary education became almost free in the territories of Native States, whereas fees were charged in the secondary schools of the British districts. Under these circumstances the society was not at all enthusiastic about imparting secondary education to
girls, because it was of no economic consequence to girls and women.

The Government's bonafides for developing Gujarat economically were open to doubt and suspicion. An economically and industrially dependent country was more advantageous to the British Imperialists and exploiters. The Education Department, therefore, relished in trying to spread academic education and made practically little attempts to vocationalise secondary education and spread it among people to develop their economic potentiality. That was one reason why secondary education right from the start wore academic colours and kept them almost unchanged to the end of the nineteenth century. The political, social and economic values of academic type of the English education of humanism and liberalism were so great that vocational education having potentiality of achieving economic advancement for the people did not have a chance to come to the forefront. All throughout the nineteenth century, the secondary education grew as a job hunting pursuit, but being largely bookish type, more suited to the performance of clerical jobs and duties and responsibilities of subordinate offices in revenue, justice, education and other public administration departments of Government and local boards and municipalities, it could not be pressed into the service of developing and strengthening Gujarat's economy. The economic outputs of secondary education were of doubtful value because the inputs were poor, ill-thought and ill-planned.
Hardly any provision of scholarships for socially and economically backward sections of the society existed at this time and it was another economic deterrent to the speedy and large spread of secondary education in Gujarat during the nineteenth century. No special privileges such as exemption of fees, grant of scholarships, etc. existed for girls who were the largest of the weaker sections of the society at this period.

Further, Gujarat testified to the validity of the principle propounded by Brubacher that educational values are lower and education is less widespread in the agrarian society than in the industrial society. And the mode of agricultural operation being traditional and conservative, the agricultural economy was at a low ebb during this period. This did not give impetus to agricultural parents to seek secondary education, not even primary education for their sons. Majority of pupils studying in Government High schools belonged to economically viable and economically motivated families of the officials, clerks, shopkeepers, traders and professionals. The spread of education among the farming community of Kunbis was very little. The poverty of lower classes forced the parents mostly not sending their boys to schools, particularly to the secondary schools. They were more motivated to use their labour to augment the economic resources of their family.

Further, Gujarat did not get an equatable share in the budgetted amount for secondary education. It was found to be particularly the case in the last two decades of the nineteenth
century. The expenditure on secondary education in Gujarat decreased during the last two decades of the nineteenth century in comparison to the size of the total expenditure on secondary education in Bombay Province. The total expenditure on secondary education in Gujarat was Rs. 27,688 in 1866-67. The average expenditure per school had come to be around Rs. 1,329 and per pupil Rs. 12.46. At the end of the nineteenth century, the total expenditure on secondary education in Gujarat had increased to around Rs. 64.43 lakhs, a remarkable increase. But in terms of average expenditure per school it had become around Rs. 3,873 and per pupil Rs. 37.3. Thus, the economy of secondary education in Gujarat had actually improved around two and a half times. In 1900-01, in the Bombay Province as a whole, the average annual cost of educating a secondary school pupil was Rs. 54, in secondary schools of Gujarat, it was less - it was Rs. 34.3.

In the latter half of the nineteenth century, the average cost of educating a secondary school child had steadily improved from Rs. 12.46 in 1866-67 to Rs. 39.75 in 1880-81, to Rs. 34.31 in 1880-91 and to Rs. 35.29 in 1900-01. This happened inspite of the fact that after 1870, the extreme centralisation of the earlier period had ceased. It was largely due to the fact that the Bombay Province was given freedom to prepare its own provincial budget including the budget for education. If the Central grants for education to provinces had continued after 1870, the expansion of secondary education could have been more and quicker.
CHART - XXII (D)

FACETS OF FACTORS AFFECTING SECONDARY EDUCATION

OTHER FACTORS

PHYSICAL
1. CONTOURS
2. SCATTERED SMALL HABITATIONS
3. SCATTERED SMALL HABITATIONS
4. FLOOD
5. FAMINE
6. FIRE
7. PLAGUE
8. INEQUATE ROAD AND RAILWAYS

POLITICAL FACTORS

SOCIAL FACTORS

ECONOMIC FACTORS

EDUCATION
6.7 The Other Factors

Among the other factors, the physical factor and the demographic factor were prominent. The region of Kathiawad was land studded with small and big hills, having very little fertile/in some parts, water-scarcity being a major problem in many parts had not very congenial environment for the development of education. People lived in small scattered habitations except at bigger urban centres of Hajkot, Bhavnagar, etc. Such a physical setting provided obstacles to the development of education besides of economy. Famine occurred in Kathiawad periodically.

Kutch, too, was a desert like region. There, too, the physical setting was not quite conducive to the development of education,

The Eastern Gujarat was filled with mountaneous ranges and forests and the Northern Gujarat had scarce rains. The uncharitable physical conditions lent an edge to the backwardness of people in education, economy, social practices and attitudes. Therefore, secondary education developed at a smaller and slower pace in hilly parts of Kathiawad, Kutch, the Northern Gujarat, Eastern Gujarat and forest areas of South Gujarat. In the setting of districts, Ahmedabad, Kheda and Surat districts had most favourable physical conditions; Amreli, Baroda, Broach, Mehsana, Nalwar, Madhya Saurashtra and Zalawad had partially favourable physical conditions and Sabarkantha, Banaskantha, Panchmahals, Gohilwad, Kutch and Dangs had the least favourable physical conditions for growth and development of secondary education.
Population density was also an important factor. Where it was high, conditions were more favourable in starting a secondary school and maintaining it. The Kathiawad and Kutch regions had the lowest population density per sq. mile. In districts like Kaira, Ahmedabad, Surat and that part called now as Mehsana demographic conditions were favourable for the growth of secondary education. In other regions, conditions were not so favourable. Kathiawad-Kutch stood at the opposite extremity to the districts of the mainland of Gujarat in favourable demographic conditions. Most of the population lived in rural areas, many villages being too small habitations to permit viable economic school units to spring up.

In Kathiawad, Kutch and the eastern as well as the forest tracts in the South population was scattered and small. It was not possible to set up a secondary school and maintain it at places where population was small and scattered. At many places the urban settlements were also far removed from rural settlements and, therefore, people living in rural habitations could not avail of the facilities of secondary schools developed at some urban centres. This was the case in Kathiawad, Kutch and also in the mainland of Gujarat, but it was more so in Kathiawad and Kutch.

At the end of the nineteenth century, Gujarat had a total population of 9,033,721 or 9.03 lakhs. The average population served by a secondary school in Gujarat in 1901 was 57,470. Thus, a secondary school existed in Gujarat for every slab of about fifty thousand. Among all the regions of the Province of Bombay, Gujarat had the largest load of population to bear. In
the matter of the average area served by a secondary school at
the end of the nineteenth century, it had a higher figure than
both the Central Division and the Southern Division, but its
average was slightly less than Bombay Province of which it was
a part.

Such were broadly the findings of the present study in
regard to the impact of the physical and demographic factors.
Natural calamities like famine, flood, fire, earth-quake, outbreak
of plague, etc. had their heavy toll in slowing down the pace of
growth and development of secondary education in Gujarat.

6.8 Trends and Issues

Gujarat took sixty-six years to be able to set up 66 secon-
dary schools upto 1866-67. In the next fourteen years, owing to
a policy adopted by the Education Department to charge tuition
fees at a higher rate, the number of schools fell down to 59 by
1880-81. It was really in the last two decades of the nineteenth
century that significant upward trend in the growth of secondary
education was seen. The number of secondary schools increased
to 108 in 1891 and to 166 in 1901. This trend continued there-
after during the British rule which ended in 1947. In British
districts in 1901, there existed in all 63 secondary schools.
The number increased to 83 in 1911, 99 in 1921, decreased to 90
in 1931, again increased to 132 in 1941 and continued its upward
growth to 156 in 1947. The upward trend was more noticeable in
the Baroda State which had emerged after 1800 as a progressive
and advanced princely state. In the Baroda district, the number
of secondary schools which stood at 21 at the turn of the nineteenth century, rose to 40 in 1911, 59 in 1921, 72 in 1931, 139 in 1941 and 210 in 1947. Thus, though the Baroda State started at a slower pace than the British districts caught up them much faster in the next 47 years. Towards the end of the British rule, the Baroda State had more secondary schools than the British districts all put together. Between 1921 and 1931, there was a fall in the number of secondary schools in British Gujarat perhaps on account of the Swadeshi and National Education Movement. In the Baroda State there was actually an increase of 13 secondary schools.

As regards the number of pupils, a similar steady upward trend was noticeable. In the secondary schools of Gujarat the number of pupils increased from 7,036 in 1866-67 to 16,322 in 1900-01. There was a fall of 1,724 in number of pupils in 1881. But thereafter the trend continued to move upward - the enrolment became 10,893 in 1890-91 and 16,322 in 1900-01.

The same upward trend continued in a strong form in subsequent years of the British rule. For instance, in British districts, the enrolment of secondary school children which was 7,060 in 1901 rose higher and became 9,346 in 1911, 16,712 in 1921, 18,351 in 1931, 37,857 in 1941 and 57,094 in 1947. Thus in the next 47 years, the enrolment rose by a little less than 50,000. In the native state of Baroda, there was a similarly remarkable upward trend. The enrolment, which was 2,926 in 1901 in Baroda State rose to 6,577 in 1911, 11,334 in 1921, 12,845 in
in 1931, 26,365 in 1941 and 43,989 in 1947. In the Baroda State, the increase in secondary school enrolment was around 40,000.

In the eighty years of the British rule in Gujarat and administration of secondary education, particularly after 1855, a number of issues had arisen. The major issues are listed below:

(1) English being made the medium of instruction.

(2) Nearly one third of the total school hours spent on teaching English.

(3) Concentration of high school facilities in major cities, and towns and the neglect of smaller units of rural areas.

(4) Comparatively slower pace in the growth of High Schools than the growth of Middle Schools.

(5) The policy of control adopted by the Education Department in curriculum, methods of teaching and examination in regard to secondary schools.

(6) Neglect of professional training of secondary school teachers.

(7) Bookish or academic type of school curricula and little provision of diversified studies to suit the abilities, aptitudes, and interests of school children coming from varying socio-economic strata.

(8) Neglect of vocational secondary education.

(9) Over-domination of external examination system and particularly of the Matriculation Examination of the University of Bombay which was a veritable terror to school pupils.

(10) Inadequate financial allocation for the secondary education and over reliance and dependence on private enterprise in secondary education.

(11) Premium put on rote learning and on cultivation of the faculty of memory.

(12) Neglect of education of women, scheduled castes, scheduled tribes and other low castes.

(13) Little provision of free-studentships and scholarships.
(14) Faulty system of Grant-in-aid based on the system of payment-by-results, etc. etc.

Such were some of the most prominent issues that emerged from the educational policy and methods adopted by Government in regard to secondary education. It had become perceptibly a very weak link in the educational system in vogue in Gujarat during the nineteenth century.

6.9 Need for Further Research

The present investigation constitutes the first attempt made in the universities of Gujarat, and perhaps of Western India, to study the growth and development of secondary education in a State on the basis of physical, demographic, political, social and economic factors. In Gujarat, it constitutes the first socio-economic and political study of the growth and development of secondary education in the nineteenth century. A similar further exercise in research should be made for the study of factors determining growth and development of secondary education from 1901 to 1947.

The present investigation has suffered from certain limitations. Two determinants of the growth and development of secondary education - the geographical and demographic had been only superficially touched. There is a scope for more detailed and analytical study of the impact of these two factors on the growth of secondary education. It would be necessary to prepare the changing map of India in terms of physical conditions - land,
climate, rains, roads, railways, etc. and relate them to the growth of secondary education. Similarly, the population growth, the density, urban-rural character, the migratory character of people, etc. should be subjected to a more systematic and rigorous study.

A doctoral study has been already made on the secondary education for girls during the British period by Saroj Desai. Similar studies should be attempted for finding out factors and forces that helped or hindered the growth of secondary education among the Christians, the Parsees and the Muslim, among the scheduled castes and the scheduled tribes and other low and backward castes and classes.

There is also the scope of a full-scale study of the social determinants of education in Gujarat during the British period.

The economic factor in the growth and development of secondary education needs to be further investigated. This should be approached from the angle of job opportunities, earnings and economic growth. The changing economic structure of the society during the British rule should be examined on the basis of the expanding systems of primary, secondary and higher education.

The changing teacher-student relationships in schools and colleges from the nineteenth century onward will also be a fascinating area of further research.
The evolution of the Government policy of control and stream-lining needs also to be examined critically from the point of ideology, practices and consequential after-effects.

The field of examination in Gujarat poses even today many formidable and unsurmountable problems. This field also needs to be studied historically in perspectives of the social, economic, and political determinants.

Thus, further research in the theme of present investigation can be explored. It would lead to a better understanding of the causative factors of secondary education in particular and of education in general. Sounder reconstruction of secondary education can be built on such researches.

6.10 Conclusion

The present study had formulated certain objectives. They pertained to tracing the historical evolution and development of secondary education in Gujarat during the nineteenth century, identifying areas where secondary schools grew up, build up a connected picture of development of school curriculum, methods of teaching, employed in the secondary schools, recruitment and qualifications of secondary school teachers and their professional training, staff-student ratio, relationship and impact on building the student's character, the examination system, the Grant-in-aid system and other significant aspects of secondary education. It will be seen from the foregoing pages that this objective has been largely kept in mind by the investigator.
Another objective was also to examine the causative factors and their influences. The study has presented, first time in Gujarat, a comprehensive examination of the political, social, economic and other factors in relation to their possible impact on the expansion and development of secondary education. The discussion has also revealed some significant trends and brought to focus some critical and crucial issues of secondary education during the nineteenth century in Gujarat, most of which have continued even to day. Thus, these and other objectives have been attempted to achieve in the present investigation.

The study provides historical clues as to why the private enterprise has dominated even today, the sphere of secondary education; how it has predominantly remained academic, bookish, relying heavily on rote learning and memory; why examination system has largely remained external and why the Matriculation (now the S.S.C.) Examination continues to dominate, dictate and vitiate secondary school teaching and learning; it shows how the role of the Education Department as of direction, control and supervision began and which has continued even today. Secondary school in Gujarat even today has little freedom to frame own course outlines, prescribe or select and to set terminal stage examinations. This has been a continuing legacy from the past. Some of the features of the organization and administration of secondary education that operate today have their moorings and the roots in the past. It has been found difficult to undo the past and begin afresh. If further proved the fact that
political, sociological, economic and demographic forces are sure to influence and determine educational advancement of any group of people.

In the past the expression "Secondary education" was generally interpreted to mean "of secondary significance" and the usual tendency was to accord secondary schools a lower priority than the primary schools and colleges in schemes of reform. That was why secondary education developed as a weak link in the educational system. At least the present day politicians and administrators have learnt a valuable lesson from the past and have profited by the mistakes committed by the British imperialists. Secondary education has become free, and has been considerably overhauled and modernised.

History can teach many such valuable lessons. The new can be more soundly built on the evaluation of past successes and failures!
LITERATURE CONSULTED


3. REPORT OF THE DEPARTMENT OF PUBLIC INSTRUCTION, BOMBAY PRESIDENCY FOR THE YEAR 1867-68.

4. REPORTS OF THE DIRECTOR OF PUBLIC INSTRUCTION BOMBAY PRESIDENCY FOR THE YEAR 1880-81, 1890-91 and 1900-01.

5. REPORT OF THE INDIAN EDUCATION COMMISSION 1882.

6. Shiveprasad Rajgor (Dr.): POLITICAL AND CULTURAL HISTORY OF GUJARAT (in Gujarati), Ahmedabad, Gujarat University Grant Hirmen Board, 1974.


