Historical research in Indian education has been small and limited. It is particularly so in Gujarat. In the last twenty years or so, only few studies on the growth and development of education in Gujarat has been reported. Pathak (1952), Rajgor (1958), Surti (1964), Dave (1971), Desai (1972), Joshi (1973), and Sheth (1973), have led the way. But most of these studies were based on the sequential treatment of acts and development of education in Gujarat as they emerged from the published official documents and reports of education committees and commissions. Excepting Desai, the other studies have not made any full scale attempt to interpret educational events on the basis of their causative physical, demographic, political, social and economic factors. This is exactly what has been modestly attempted in the present doctoral study. And that constitutes its rationale and justification. The investigator is glad that he has been able to attempt this challenging task in the course of only twenty-five months. This he did it in teeth of numerous obstacles and unhelpful and unsympathetic attitude of school authorities. In Gujarat - and as a matter of fact in India - it has not been possible to create an appropriate climate for educational research. It is all the more so for historical research in education. Teachers and Principals of schools, having Bachelor's and Master's degree in education even in seventies, find it difficult to unde-
stand the relevance of research - they have a narrow concept of research as something which could lead to better economic output and better standards of life. Research is much more than being utilitarian and pragmatic. Researches leading to the understanding of all aspects and determinants of education should be accorded welcome. Developing countries like India cannot afford to move its researches in narrow groove.

The investigator's task was not all easy. Collection of relevant documents and data posed him a challenge. The events, data and documents were to be selected, organised and interpreted. A conceptual model had to be built up. Research design was to be given a final shape. In all these tasks, he was fortunate to get guidance from his research guide, Prof. D.M. Desai, Faculty of Education and Psychology, M.S. University of Baroda. He not only helped in preparing the research design, but also planned schedule of work which he insisted upon following without letting any consideration to interfere in completing the schedule. The investigator is highly indebted to him for the encouragement given which has stimulated him to complete this research work, a venture of faith. His continuous guidance gave him confidence. Though he was tremendously under the pressure of heavy administrative, teaching, and research of the Faculty and the University, he spared no pains to help him in organising the data collected by him properly and interpreting it meaningfully. His untiring systematic approach proved a source of inspiration to the investigator. His sincere thanks are to him.
A score of friends, number of students and all colleagues in the R.P. Anada College of Education, Borsad (Dist. Kheda) have helped the investigator in collecting data and in the mechanics of tabulating them. He would particularly like to mention Shri Remenbhai D. Patel, Chairman, E.M.H.S., Trust, Borsad, Shri Badasha, Library-in-charge, P.R. Training College, Ahmedabad, the Ex-District Education Officer Shri Nalinbhai Shah (Broach District), Shri J.G. Danawala, the present D.E.O., Kheda District and erstwhile colleagues and friends like Dr. Sarojben H. Desai, (Ahmedabad), Principal G.B. Patel (Vishnagar), Dr. Dhirubhai V. Desai, and Dr. R.R. Joshi, Dr. K.V. Sheth (Surat), Dr. H.G. Desai (Bhavnagar), Principal B.C. Patel (Patan) and to Shri F.Z. Pratapati (Borsad). He would also like to mention by name Shri J.F. Bhagat (Surat), Shri Prakash Dholakia (Surendranagar), Shri Kaveni (Junagadh) and Shri C.M. Joshi (Surendranagar), his former B.Ed. students who provided precious help in collecting data. The investigator is also grateful to Shri H.M. Shah, who typed the manuscript of the present research so conscientiously and expeditiously.

The investigator is happy that a task at one time appeared to be so formidable and time-consuming could be not only completed, but completed in the normal time of two years, a target which most of the doctoral students find it difficult to reach. In this, his ideology and philosophical moorings that 'God helps those who help themselves', have been further reinforced.
The investigator humbly prays that the labours, energy and money he has expended in the course of last twentyfive months bear fruit in the advancement of the understanding of the evolution and growth of secondary education in Gujarat during the nineteenth century.

Amen!

Punamshai A. Patel
Principal,
Shri R.P. Ahada College
of Education.

Borsad
17.5.1975