PART IV

CONCLUSION
(Prospect and Retrospect)
"The Indian educationists and administrators of this generation are, therefore, on their trial. Within the next few years, they have to carry out a staggering number of radical reforms. Equality of educational opportunity has to be provided as the indispensable means of creating a democratic order — which is the declared goal of the aspirations of the country — based on justice, equality and fraternity."

— T.K.N. Menon
7.1. INTRODUCTION

This concluding Chapter refers to manifold findings, conclusions and comments which flow from presentation made in the foregoing Chapters. How far the aims and specific objectives of the present research study have been achieved has also been examined in this Chapter. It also contains both a retrospect and a prospect.

At the very outset and before these findings and conclusions are presented, a note of caution must be sounded. The nature of the study was too vast and diverse to allow generalizations uniformly applicable to the whole of British India. Hence these conclusions and comments should be broadly interpreted. They refer to the Indian scene and carry meaning for understanding the changing scene in
education in the country as a whole in the last quarter of the British rule in India.

A careful perusal of the Chapter III i.e. an emergent picture of education in British India during the period 1921-1947 revealed that this period was significant on account of many new trends and developments in almost all spheres and facets of education. It is evident that prior to 1921 education was directly controlled by the Centre and not any experiments were possible and actually attempted during that time. It can be said that prior to 1921 most of the development of education was the outcome of the needs and requirements of the Britishers and the official administration. The development of education was haphazard and generally unplanned. It did not take into considerations the socio-economic needs and requirements of the huge masses of people. It was more in the nature of imposition from abroad without critically examining the native system of education and social and economic needs of the country. It was narrowly conceived and did not manifest any vision of building up a strong and socially and economically a viable nation. The entire system was geared to the politico-economic motivated needs and requirements of the British interests in their native land and in India.

7.2. NEW TRENDS AND DEVELOPMENTS

The year 1921, however, opened a new page in the history of education in India. The entire period from 1921 to 1947 was significant on account of new trends and developments
that took place at all stages of education. This period also witnessed the emergence of national struggle, impact of constitutional measures viz. the Montford Reforms of 1919, and the Government of India Act 1935, the world-wide economic depression and the Second World War. It was during this period that numerous experiments and educational plans were undertaken and some attempts were made by the national leaders to put forward an alternative system of education in the form of national schools and colleges, with an educational programme geared to the needs of the changing Indian society and national progress and developments. Almost all these developments and trends were the outcomes of socio-economic and political forces which were in operation during that period. Education, too, owed its development to the interaction of socio-economic and political determinants.

7.3 IMPACT OF POLITICAL INFLUENCES ON INDIAN EDUCATION

The role of political determinants in the development of education as described in Chapter IV has been summarised hereunder.

The impact of political forces was so much that education got considerable attention in the Legislative Councils of the provinces. As a result of this even people belonging to backward and minority classes started looking up for education. This also accelerated the pace for "political socialization" i.e. the process of induction into political culture. With the increased tempo of political events increased and sustained interests began to
be taken in the sphere of education. Even new experiments in education were also politically motivated.

A large number of increase in the enrolment of students, the number of schools, colleges and universities and increased inputs and outputs in other allied areas of professional, technical, women education etc. etc. got a perceptible momentum on account of continued political awakening in the country. New trends like communalism in education, national system of education, and even the evolution of new educational policy by the British, were first and foremost, the outcome of political necessity.

The role of education in later years was viewed by the rulers as for the creation of the enlightened electorate. At the same time, a directing class was to be created, particularly through higher education, but the national movement affected the educational system on a different way and its impact was felt in generating a feeling of dissatisfaction converging kind of the revolt and a weakening of faith of the people in the institutional set-up. After the Civil Disobedience Movement in 1934, education was also included as one of the items of national reconstruction. Likewise changes in educational policies were affected considerably by the participation of students and teachers in radical politics.

Educational thinking in British India was also affected by the major international events like the Second World War.
For instance, the main effects of the Second World War were to expose and pin-point the weak spots in the educational system of India and to introduce a sense of urgency for restructuring the whole educational system and academic programme and at the same time not ignoring the importance of vocational, technical and professional education.

Likewise acts of omission and commission on the part of the British Government, political motive of imparting higher education, economic consideration for recruiting more clerks, bureaucrats, and economic exploitation of the people of India could not but influence the course of change process and development of education in the country.

7.4. THE IMPACT OF SOCIAL DETERMINANTS

The findings emerged from Chapter V, viz. Social Determinants in the development of education are reviewed below in order to conjure up a picture of the social determinants of Indian education during the period under study.

A very significant finding of the present study is that education does not grow in vacuum. It is influenced by the society in the milieu of which it operates. It effects as an agency of change and modifies society as an effective instrument of social change. Thus, society and education cannot be studied in isolation. It has been observed that for a full and meaningful understanding of the growth of education, a knowledge of such social determinants as
caste, occupation, socio-religious movements, status of women, lack of initiative, values, attitudes and beliefs of the people as a whole, fatalism, nature and size of population, means of transport and communication, impact of technological and industrial advancement, social reforms, social legislation, stratification of society etc. is an essential prerequisite. Likewise, it has been found that development of education is rather incomplete unless and until a reference is made to its social organization, emergence of new classes, elite groups and depressed classes.

During the course of the present study it has been found that in the first half of the twentieth century Indian society was fast changing. The tempo of social change was being felt in different spheres. It is during this period that socio-religious Reform Movements like the Arya Samaj, the Ramakrishna Movement, the Theosophy etc. were active in ameliorating the condition of the down-trodden and were trying to bring reform in the religious beliefs and customs. Even the Indian National Congress under the vigilant constructive leadership of Mahatma Gandhiji did commendable work for the uplift of the depressed classes and masses. It is also found that the age-old prejudice against women's education was fast crumbling and was losing ground. Improved means of transport, communication, use of mass media and increasing social intercourse had their impact on the development of education. Last but not the least, new classes were appearing on the social scene of India. This was the
outcome of industrial, technological, political and educational advancement of the society. Education was also playing its significant role in improving the society and changing the attitudes of the people even in the most orthodox families of the Hindus and Muslims. The natural outcome of all this was that even the Muslims who were largely averse to English education before this period, and the depressed classes who have almost negligible interest in education and the weaker sections of the society like women, were showing distinct progress in education.

A new stratification of socio-economic classes was becoming clearly visible on the Indian social scene along with the older hierarchy of caste. Consideration of better social and economic status, better job, and better marriage prospects had created a demand for more and better education in different classes and communities.

7.5. IMPACT OF ECONOMIC DETERMINANTS

The period under study was the period of consolidation and further growth of middle classes. And this consolidation and growth of middle classes was leading to the consolidation and growth of secondary and university education. The possibility of getting a job especially Government job, was a big incentive for the middle classes in receiving education. Poor educational values, traditional caste and occupational structure and dire poverty of the people were responsible for much of educational lag as well as wastage and stagnation. It is on account of this phenomenon that
it has been found that a majority of those students who joined the school left it without completing the primary course. Schools, during the period under study, thus served the interests of economically viable classes. In view of this it is incorrect to say that lack of finance and non-provision of schools at more places were the main hurdles in realising the expansion of education to the desired extent. This could be seen from the fact that wherever a school was provided, it was not attended by hundred percent children of the school-going age residing in that locality. This was due either to the poverty of the people or poor educational values.

Another very interesting finding is that formal education during that period had little connection with the needs of the industry or the agriculture of the country. Probably this feature was due to the fact that educational administrators were not able to visualise the role of education in relation to the demands of industry and agriculture. Thus, agricultural and industrial development could not take place in a planned manner.

The important findings emerging from the Chapter VI viz. economic determinants and the development of education in British India during the period 1921-1947 are presented herewith.

There is a close relationship between the economic determinants and education. Each influences the other. In fact, economic determinants are at the root of the develop-
ment of education. The higher the standard of living of the people, the more chances for the people to get education. On account of the economic value, education is considered as an instrument of economic development. It is because of economic motives that Britishers introduced the modern system of education in India. Thus, education and economic determinants are interdependent and inseparable. Like political and social determinants, economic determinants in themselves and also along with socio and political determinants influenced education during the period under study.

The base of Indian economy, despite some distinct progress in the field of industry during the period 1921-1947, remained predominantly agriculture. As said earlier, nine out of ten bread-earners in India were engaged in agriculture. The prevalent educational system did not pay any heed to the needs and requirements of the farmers and agriculture education was, in general, neglected. The school remained out of touch with village life and was purely an agency of producing literates. It never became a source of economic incentive to the people. As a natural outcome of this, villagers could not take full advantage of education. Thus, there was no extra knowledge gained for the improvement of agriculture. Consequently, there was no extra growth of production, and as a result there was no betterment of economic conditions of the cultivators. And in return, because of these poor conditions, there was no appreciable growth in education.
It has, thus, been seen that the lack of proper education was the cause of agricultural stagnation and lack of agricultural growth was the cause of educational stagnation.

In the field of industrial development, also, education did not help very much. Some elements of technical and vocational education were provided in some provinces. But this suffered from one great defect. There was no clear appreciation of the aim of this instruction and it never tended to give any industrial bias to education. Naturally, the students who had industrial aptitude could not get much benefit from the secondary school curriculum.

Even official policy towards technical and vocational education was not promoted by the needs of the industry. It was mostly directed at minimizing enrolments in secondary schools and colleges and thus putting a check on the growth of middle classes, which, because of their consequent unemployment or under employment, were proving a political headache for the Government.

On the basis of discussion, it can be stated that the growth of industry in India during the period had not any marked influence on the content or growth of general education. Another important outcome of this period was rise in child proletariat and their education. Though not very significant, it can be attributed to the
industrial development of India.

The economic conditions of the people influenced the growth of education in general. The economic conditions of the people have been determined on the basis of per capita-income, cost of living etc. Both per capita income as well as poor conditions of the majority of the people in India were responsible for the poor attendance of the children at schools. Thus poverty was the sole factor which affected the education adversely. Owing to poverty parents had to withdraw their wards from schools before they completed their schooling and thereby giving birth to educational wastage. This point is very well proved by the fact that 'out of hundred students at in Class I in 1922-23 only 19 reached Class IV in 1925-26. Thus 'wastage' was much more pronounced at the primary stage than at the secondary stage. This was essentially due to the difference in the social and economic background of those who joined primary stage and left, and those who progressed beyond the primary stage and joined the secondary stage. But, at the university level, again, the 'wastage' tended to increase.

In addition to poverty, other causes responsible for poor attendance included distance of the school from the place of residence, rains, diseases, and other geographical factors. But among these factors, poverty alone was the largest and the most potent factor.
Low priority accorded to education shows that the British Government, motivated by imperialistic tendencies, the large part of the revenue was used for imperial needs like army, law and order. Thus, it seems obvious that the small grants allocated to education were not due mainly to the paucity of total government resources but were the direct and inevitable consequences of the imperialistic policies.

In addition to this, economic depression of the thirties, the World War II of mid-forties, poorer educational planning as evinced in the Sargent Report, lack of vocational and technical education, increase in population, poor financing of Indian education were other economic determinants responsible for the lop-sided development of education in India and this development was far from satisfactory. The percentage of literacy, according to the Census of 1941 was about 12 and in 1946-47 only one village out of three provided with some sort of school while the percentage of pupils enrolled to the total population was only 6.3. This also shows that along with economic determinants, political and social determinants were also influencing the development of education in India.

There has been and is still inadequate and sometimes less understanding of the role of socio-economic and political factors influencing the growth of education in British India during 1921-1947. This has been amply
proved by the review of studies on the subject of history of education. Most of the books on history of education are full of political events, national movements, administrative and constitutional measures. Since most of these books were written either during the freedom struggle or too soon after gaining independence, naturally there is too much emotional undertone in their treatment of the subject. It has been the major finding of the present study that socio-economic and political forces are indispensable prerequisites for the development of education. Thus, socio-economic and political awakening of the people, role of nationalist movement changing as well as unchanging were the primary and direct influences in the development of education. From a careful perusal of the main trends and developments of the university education in British India during the period that 1921-1947, it can be said there was a growing tendency on the part of the universities to become autonomous.

7.6 ACHIEVEMENT OF RESEARCH OBJECTIVES

From a careful glance over manifold findings and conclusions, it can be safely pointed out that the aims and objectives of the present research study have been achieved. For instance, Chapter III of the Thesis successfully achieved the first specific objective viz. to build up a coherent and emergent picture of the development of education in India during 1921-1947 by explaining almost all
major trends and developments of education during that period.

The second objective of the present research study viz. to examine critically various trends and blends in the socio-economic, religious, political developments and their implications in the development of education during that period has been thoroughly realized in Chapters IV, V, VII of the thesis wherein such developments have been discussed in their entirety.

The contents of these three Chapters also succeeded in achieving the third specific objective of the research study viz. to produce a faithful and richer record of the educational development which took place in British India during 1921-1947. To corroborate this view, it may be mentioned that in these three Chapters, the development of education has been attempted after thorough examination of numerous socio-economic and political determinants which constitute the most essential prerequisites for the development of education.

The present research study also significantly achieved the fourth specific objective of the research study namely to have an increased understanding of the relationships which exist between education, economy, politics and society. As has been shown earlier, each one of these is indispensable and interdependent. One is incomplete without the other. Hence a thorough understanding of the
development of education requires a perfect knowledge and understanding of the relationship which existed between education, politics, society and economy and the same has been amply shown in Chapters IV, V, VI of the thesis.

The present research study also helps in realising the fifth specific objective of the research study viz. to have an increased understanding of educational policies of the British Government with reference to then prevailing socio-economic and political forces. A thorough examination of various Chapters of this thesis would reveal that the evolution of new educational policy by the British was first and foremost, an outcome of political necessity to maintain their hold over India by using education as a potent instrument in its policy of 'divide and rule'.

The period under study witnessed momentous and cyclonic events both in India and in the world. Numerous implicit development had suddenly become explicit. India experienced far reaching changes in its social, economic and political aspects - The interaction of these resulted in the development of education.

The period under study, therefore, saw the growth of national political movement and slow growth of a national middle class and intelligentsia leading to a national movement for education adopting varied forms and platforms viz. demand for universal primary education, expansion of higher education, provision of facilities for advanced studies
and research, infusion of national culture and the foundation of national schools, universities and technical institutions. Under pressure from these varied demands put across by differing and by no means unanimous sections of the people and in few socio-economic and political configurations, government policy made gradual and partial advances in these directions leading to the educational structure which India inherited in 1947.

7.7 SOME IMPLICATIONS FOR DEVELOPMENTS OF INDIAN EDUCATION IN THE POST-BRITISH PERIOD

It was found from this study that during the period of British administration of India, political forces and their perceptible pervading influences had played an important role. With the growing popular representation in provincial legislatures and the central legislature, greater attention had begun to be paid to questioning of educational expansion, educational quality and the spread of education for the lot of masses. This trend will continue in greater intensity and surely to have greater influence on formulation and implementation of educational policies. The political socialisation began during the period will have accelerated pace in the post-British period of political independence. Political events would come into greater focus and light, and in a set-up of self-government by representatives of people democratically elected, more increased and sustained interest will be taken by the people belonging to those sections of the Indian society who are politically awake and
and conscious of the possible effects of political pressurisation and who could perceive their own or their party's political gain. More and better education will be the political slogans of national political parties to acquire a deeper and stronger foot-hold for them in the country. This is likely to help the cause of education, as it did, though in small but increasing degree, in the later British period. The trend towards educating the electorates would acquire greater focus and strength in years ahead.

The political party in power will have to give education a greater focus and lee-way in its utterances as well as in adopted measures to push education forward at an accelerated pace. In order to justify its claim to be a government of the people, by the people and for the people, it will have to demonstrate its commitment to the expansion and development of education at all levels, but particularly at the grass-root level, in order to provide a minimum of seven or eight years' elementary education to school-going children on an universal basis, through compulsion and free of cost. This would be an unescapable development of the political trends that emerged during the British period.

Political awakening and with popular political organizations like the Indian National Congress assuming
chains of Government, social welfare programmes including education of the depressed classes, the tribal people and women would receive greater emphasis. The goal of equality of educational opportunity will get articulation. Now educational policies activated by political considerations will emerge. However, some earlier trends like communalism in education are likely to be contained and they would lose vigour in face of secularism that would come to be politically advocated. Indian languages becoming medium of instruction not only at the stage of school education but also at higher education, even in the fields of vocational, technical and professional education would be the consequential effects of politicalised surging tide of nationalism and patriotism.

Programmes of educational reconstruction would constitute major plank of educational policy. The onus of responsibility for planning for educational construction will pass from political parties to the National Government though the former is likely to provide a live and dynamic platform and create operational fields.

After the Second World War, international events had begun to influence Indian education. This trend would be broader, larger and deeper. Indian education is likely to come under the influences of other countries of the world and not under the influence of Great Britain only. Indian education would draw new world and sustenance from educational practice in other countries. Under these new influences, innovative academic programmes and vocational, technical and
scientific education are likely to acquire greater prominence and focus than was the case during the British period.

The goals and objectives of education at different stages and spheres are likely to be reoriented or structured.

Political forces would also lead to the release of greater funds for educational expansion and development in post-British independent India.

Education as a social force is likely to emerge more perceptibly in decades following the end of the British rule. Education and society would move closer to each other. The impact of societal factors and forces would be felt on education in greater degree and with deeper intensity. There would begin to grow a new social ideology of education - education would be viewed as an instrument of social transformation and change.

Many of the social determinants which proved so decisive in Indian education during the British period such as caste, occupational status of people, socio-religious movements, status of women, values, attitudes and beliefs of the people are likely to undergo radical changes in the vigorous and dynamic climate of independence and nationalism. People are likely to be more progressive minded and they would realise much more perceptibility and operationally to cast off deterrent social practices and perceptions. And, therefore, in years ahead, Indian education is likely to be faced less with problems of caste, occupation and social
As these social ties are deeply rooted in Indian society, and they cannot be uprooted or loosened in a period of short time. But their intensity and ferocity could be contained or restricted. If this can be done, national aspirations of people for education, prosperity and better standards of life would cut or loosen social handicaps to an appreciable extent and education would expand at mass level, middle leadership level as well as in higher education, science education, vocational education, technical and technological education, and professional education.

To this insurrected trend, substantial help would come from improvement in media of communication, transport and travel, technological and industrial advancement, social legislation, social and religious reforms and such other changes and developments taking place in Indian society. New classes will emerge, new structuring and orientation of elite groups will take place, new - more helpful to the cause of people - values, attitudes and interests would develop in social leaders, even the depressed classes stagnated over centuries will develop a new social sense and consciousness as well as confidence in their civil rights, particularly in social and economic fields - all these developments will be inevitable and if they take place would affect the course of events in Indian education in a marked way. It is presumed that the tempo of social change noticeable in the last quarter of the British rule in India will acquire greater focus and depth.
This might result in blunting the edge of age-old socio-religious prejudices against the education of the weaker sections of the society - the down-trodden cut and crushed graft of the Hindu society.

It is also hoped that taste of independence, nationalism and more education would change the values and attitudes of the people even in the most orthodox families of the Hindus, Muslims and Christians. Girls and women from these communities would come forward to receive education and perhaps a realization in all educated. Indian women will grow that they constitute 'woman power' which a developing country like India could ill afford to neglect.

The new stratification of socio-economic classes that had begun to emerge in the last thirty to forty years of British rule in India would become more pronounced in years ahead. This process is inevitable. It will come to the surface and would try to be more pronounced in effect. The older hierarchy of castes, occupation and status would also continue as they cannot be expected to die out soon. The new classes will have frequent conflict with the classes belonging to old social order. It would be a formidable challenge for Government, social leaders and educational administrators to dissolve this conflict or carve out a path cut through the conflict and use harmonising forces in the interest of expansion and development of Indian education.
During the British period, economic determinants of Indian education were largely on the debit side. Poverty of parents and rising cost of education came in the way of desired expansion and development of education. Government spared scant funds for education. At the end of the British rule, i.e. in 1946-47, the total educational expenditure in 'British India' was Rs. 577 million which worked out at only Rs. 1.8 per head of population. (Vide, Report of the Kothari Education, para 19.02). The slow growth of Indian economy restricted the increase in the allocation of funds for education by the then British Government. The 577 million of rupees on education had a share of 32.1 per cent for primary schools, 29.7 per cent for secondary schools, 6.0 per cent for vocational schools, 14.8 per cent for higher education and 17.4 per cent for direction and inspection. Average annual cost per pupil was around Rs. 50 in pre-primary schools, Rs. 20 in lower primary schools, Rs. 37 in secondary schools, Rs. 230 in an Arts or Science College and Rs. 770 in professional colleges. In general, the average annual cost per pupil was less than Rs. 35 in all types of educational institutions. These figures are quite low. They indicate that both the expansion was inadequate and the quality was far from being of satisfactory level. Thus, because of the economic factor, wider use of educational facilities could not be made by people. This situation will have to be changed, and it will change in the Independence era. More funds will come to be allocated at both school stage and high education stage, but particularly more funds will come to
be fed in the programme of universal, free and compulsory primary education for children in the age-group of 6-14 and in technical and technological education. The change in the political character of Government will have its invigorating effect on economics of education.

The exercise in educational planning started in India in 1944 will get accelerated and magnified. Looking to the trends in the post-war period in the world and considering the fact that a national government will be very keen to achieve progress of the country in political, social and economic fields, the tempo of educational planning and focusing of social and economic dimensions of educational planning will increase in future. The creation of necessities will force the Indian leaders to develop such approaches to national planning in different sectors of development that will meet India's restricted resources and special requirements. That might lead to emphasise on research in all sectors of Indian education which would provide a feasible and fruitful direction to identify the complex problems and meet the need of connecting education with life, particularly productivity. Manpower planning is likely to become a goal of educational planning.

In the post-Independent India, the consolidation and growth of middle classes begun in the British period would further continue. There is likely to be greater mobility on this front - the lower middle classes rising upward and becoming higher middle class, and lower classes would have an upward march towards acquiring a position and status.
of lower middle class. Education is likely to be perceived as a level for the improvement of the lot of the backward or under-privileged classes and individuals. The social dimensions of education, particularly education to be linked to the values of social justice, would develop economic focus and perspectives of education. A cry for larger spread of education in lower middle classes and lower classes and extension of equality of educational opportunity for all will inevitably emerge as such a course of development in education will be the only guarantee for the building up of an egalitarian and human society which would be the national aspiration, as only in such a society the exploitation of the weak can be expected to be minimised.

Unless the economic conditions and hierarchical social structure of the Indian society could be modified to an appreciable extent, high incidence of wastage and stagnation at primary, and even at the higher education stage is likely to be a recurring phenomenon. In years to come, as observed earlier, more funds for education is likely to be made available, and there would be increased and improved school provision, and perhaps provisions of compulsory education laws will be made more exacting and vigorous, the poverty of people and their in-built apathy of antagonism to education would result in the perpetuation of evils of elusive attendance, stagnation and drop-outs.

It is likely that educational administrators of independent India will be under pressure to visualise the role of education in relation to the emergent demands of
of industry and agriculture. Greater relationship will come to be perceived between economic determinants and education. Education will be looked as an instrument of economic development, as it was conceived in the social field as a grand instrument of social change.

The educational system bequeathed by the Britishers to Independent India will have to be effectively modified so as to make it pay heed to the needs and requirements of farmers. Agricultural education will have to be given a sharper focus than given in the past.

Another shade in the cry for education in future would be for vocational and technical education which were largely neglected by the British rulers. An official policy towards vocational and technical education will have to emerge and it will emerge. This will be inevitable in a society which acquires political independence after substantial struggle and sacrifice, and which would naturally have aspirations to build up its industrial and technical potential and resources to develop its national economy. The rise in the child proletariat would necessitate change in the goal, content, methods and tools of education.

The earlier flaw was that education was given a low priority. This happened because the British Government of India was motivated by imperialistic considerations. This motivation and affiliation to preserve its political and military stability will naturally change. It would be a test and trial for leaders of independent India to realise
realistically what education should do and can do. The future of Indian education will be largely determined to what extent its governmental and educational planners and administrators are able to understand the role of education rightly and realistically and accord a high priority to education which it merits. The literacy in India which stood at 12 per cent (1941 Census figures) is miserably low. No nation can hope to bring about silent social revolution and speedy economic growth with the help of a society where only 12 in every 100 is literate. The independent India will have to set a goal of 100 per cent literacy for its men and women in the shortest possible time. Adult education will have to be speeded up with diverse and extensive programmes particularly in rural areas and industrial labour area.

Nurullah and Naik refer to eight failures of Indian education as developed during the British period. They are:

1. Failure to evolve a national system of education;
2. Failure to realise the place of India in the comity of nations;
3. Failure to evolve a synthesis of East and West;
4. Inadequate aims;
5. Adoption of wrong methods;
6. Failure to develop India socially, economically and politically;
7. Failure to secure the necessary personnel; and
8. Absence of a plan. These defects are indeed serious and crucial. It will be the responsibility of future India to remove these defects at the earliest possible time and
capitalise the gains achieved from the British such as articulation and structuring of educational administration, scientific and critical study of its ancient culture, development of modern Indian languages through the scientific study of their grammar, rediscovery of Indian art, awakening of several humanistic trends in modern Indian life.

"A good deal of what the British Rule did will have to be undone and is better forgotten on both sides.

... The cultural contributions of the British people will remain with us for all time and will be ultimately absorbed in the dynamic and complex pattern that Indian culture has always been." (Nurullah and Naik, p.867).

7.8 CONCLUSION

The present study on political, social and economic determinants of the growth and development of Indian education during the last quarter of the British rule completes the efforts done earlier by Shukla and Goel. Thus, the present study makes it possible to rewrite the entire history of education during the British period, more specifically, in the first half of the present century from the new and more meaningful angles of political, social and economic forces. After all, no educational development takes place on its own. It is largely the resultant of the interactions of several political, social and economic factors and forces. And educational history of no nation can be truly understood unless educational movements and events are examined on diverse and intertwining political, social and economic factors. This is what has been modestly
attempted in the present study. How far the researcher has succeeded in re-interpreting the history of education in the last twenty-six years of British Rule in India, it is not for him to say - it has to be better left to expert evaluators and discerning readers. The researcher feels happy that he has demonstrated how the educational history of India should be approached and interpreted.

Shukla (1974) in his trend report on the section on "History of Education" in 'A Survey of Research in Education' (edited by M.B. Buch) makes the following observation:

"The post-Independence work is, taken as a whole, by contrast anaemic. The colourless 'neutrality' of academic work for a degree has come in but not the penetrating tools of economic history of sociology or political theory." (p.50).

It would be seen that the present study improves upon the condition referred to by Shukla in his above observation. It can be construed as making an advance, even though it may be small and limited, in the methodology as well as substantive findings. This would alone, if not anything else, justify the undertaking of the present research. It is for others to judge whether the present study makes a stride called for in the preparation of a "history of education focusing the viewpoint of 'one or more major social science.'"
CHART VII: EDUCATIONAL BALANCE SHEET
FOR INDIA (1881-82 TO 1946-47)

REF:
A. ABILITY TO SUPPORT EDUCATION
B. DEGREE OF EDUCATIONAL EFFORT
C. ACCOMPLISHMENT IN EDUCATION
D. EDUCATIONAL LEVEL OF ADULT POPULATION