The present study is an attempt to interpret history of Indian education in the last quarter of the British rule in India using the inter-disciplinary approach of politico-social and economic determinants of education. Such an approach is still little explored and there is scope for it being used to re-interpret the development of Indian education. It should be readily conceded that though in the last two decades, literature on the history of education in India has grown in volume, there is, however, room for the use of primary material along with secondary sources for interpreting the development of education on account of the interaction of socio-economic and political determinants and to have increased understanding of the relationships which exists between education, society, economy and politics in which education develops.

The investigator feels that an objective, comprehensive examination of socio-economic and political factors and forces that shape education is an indispensable prerequisite to the development of education. In his humble opinion, it constitute the most fascinating theme for study by students of social sciences and of Indian history. This accentuated the investigator's desire to make a special study of the subject.

Many facts and conclusions presented in the pages that follow have long been familiar. It may, however, be added that the present study makes no claim to comprehensiveness. At many points, a relatively cursory treatment has been considered justified by the adequacy of their treatment in previous works in the field. It may also be noticed that some parts or aspects of educational development e.g. medical, legal, or commercial education etc. have not found a place.
Some of these are large enough to be independent studies in themselves. Others do not exhibit characteristics which influence the main course of this study in any manner different from the aspects which have received attention previously.

Not being a specialist in history of education, the investigator offers this study in the humble spirit of John Locke, who introduced his *Thoughts Concerning Education* with the words, "I am so far from being conceited of anything I have here offered that I shall not be sorry... if someone able and fitter for such a task would in a just treatise of education rectify the mistakes I have made... in these papers." What the investigator presents here will, he hopes, be followed by more vigorous and exacting scientific research.

The present investigator dreamt of undertaking such a research some four years back. But the plan could not be given a concrete shape for one reason or the other. It is a matter of profound gratification that his one time fond dream becomes a reality today in 1975.

The investigator's task was not at all easy. Collection of relevant documents and data posed him a challenge. The 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 untiring and ready guidance from his research guide, Professor D.M. Desai, the former Dean, Faculty of Education and Psychology, M.S. University of Baroda. He not only helped in preparing the research design, but also helped the investigator to evolve a planned schedule of work. Time and again he insisted that the work schedule should be strictly adhered to.
The investigator is highly indebted to him for the encouragement and confidence despite his heavy administrative, teaching and research tight schedule. His dynamic personality and untiring and systematic approach proved a source of inspiration and intelligent and vigilant direction and have been his main support in the hours of difficulty or temporary frustration. The investigator's heart-felt kudos to him.

The investigator feels immense pleasure to record his gratitude to Dr. B.S. Goel, Reader, Department of Textbooks, National Institute of Education, National Council of Educational Research and Training, New Delhi, whose doors were always open to him for consultation, assistance and encouragement.

The investigator must also place on record his thankfulness to his wife, Smt. Madhu Malti. Without the encouragement and morale boosting support he derived from her he would have found himself the task of preparing the thesis the most of difficult undertaking.

The investigator is specially indebted to Shri D.N. Sharma, a member of the library staff of the Central Institute of Education, Delhi and the staff members of the Library of the National Institute of Education, National Council of Educational Research and Training, New Delhi for the hearty cooperation which he received from them.

The investigator would also like to acknowledge his indebtedness to the staff of the National Archives of India, and the Ministry of Education, Government of India for permitting him to scan and use the confidential and other records related to education of the period.

The investigator wants to place on record his heart-felt debt to all those authors and researchers whose works he has consulted and quoted.
The researcher would be failing in his duties if he doesn't thank Shri D.R. Darji, Lecturer, Faculty of Education and Psychology, M.S. University of Baroda, who helped him a lot in going through the contents of the thesis and finalising the same with untiring energy and zest.

Thanks are also due to various distinguished scholars who have been contacted and interviewed for offering their precious suggestions at different stages of this investigation.

In the end the investigator must thank Shri B.D. Mistry and Shri K.C. Sharma who have typed this whole thesis with great care and interest. The cheerfulness with which they went about their work has been instructive to him.

New Delhi, 18-7-1975
Shiv Kumar Saini