"In researches undertaken recently one could see the trend where other disciplines have been brought to bear on educational research. What is needed, urgently, is that this inter-disciplinary approach in educational research has to be emphasised and given further impetus."

- A Survey of Research in Education, 1974
2.1. INTRODUCTION

As Education is a field where the interplay and mixture of several forces like social, religious, economic and political play a penetrating and also divisive and synthetical role, it is necessary to reinterpret the educational development in the country on the basis of new data available on the religious, cultural, social, political aspects of the socio-religious and economic movements during the period under study.

As few attempts that have been made so far to examine the growth of education in India are, as mentioned earlier and exemplified later, limited in scope, cursory in their methodology and treatment and superficial in their scope and descriptive factual in their treatment.
of the development of education. The present study is undertaken to correct this inadequacy and to interpret the growth of education in its true perspective.

India's peculiar social, economic, political structure and religious history together with its territorial vastness and teeming population, make the study of the growth of education more difficult, but more interesting and useful too.

2.2. THE PROBLEM, SCOPE AND LIMITATION

The problem of the present study is as follows:

'The Social, Economic and Political Factors in the Development of Education in British India during 1921-1947.'

Looking to the quantum and quality of research on history of education reviewed in 'Survey of Educational Research' (1974), it becomes clear that the research in the history of education has been largely neglected. The existing works on history of education, as observed in the previous chapter, deal with only factual information while development of education needs to be interpreted in the context of changing socio-economic and political conditions along with the changing constitutional and administrative measures. The present study will make a sincere attempt in this direction.

Some of the outstanding works on history of education in British India were written either during the freedom
struggle or too soon after gaining independence. Naturally there is too much emotional undertone and are full of political events, national movements, administrative and constitutional measures. Socio-economic and cultural factors, which are so important in understanding history and the development of education have either been neglected at all or assigned a negligible place. In order to make an objective assessment, a thorough understanding of all these causative factors is a 'must' and the present study will make an earnest attempt in this direction.

Another reason for selecting this topic is very obvious. Much of educational development took place during the period 1921-1947. Moreover, other events such as the Second World War, constitutional advancement measures, the role of national leaders, economic depression of the thirties, national experiments in education etc. had made a permanent imprint on the development of education during 1921-1947. In order to understand the impact of these events and the role of the socio-economic and political forces, which were remarkable in operation during that period, a research study like this, is all the more desirable.

Two research scholars got their Ph.D. Degrees from the University of Delhi for doing research on History of Education upto 1929. The period from 1921-1947 was still to be explored and taken up as a research study by some research scholar. The present study, thus, will complete
the circle of the entire period of the development of education during the British rule in India. In this way the present study would be another step to understand the various stages of development of history of education in British India. Thus, there are definite reasons and sufficient justification to select this problem for the present research study. In brief, much of the educational development took place during the period under study. In the first place, educational implications of the Government of India Act of 1919 followed by the findings of the Hartog Committee (1929), Basic education movement (1937), certain experiments in national education etc. are very important to understand the development of education during this period.

The educational policy was given a fresh orientation to some extent by the Government of India Act of 1935. With the introduction of Provincial Autonomy and the assumption of office by the Congress in seven out of eleven provinces, a new page was turned up in the history of India. The years followed formed an extremely crowded hour in the educational history of the country. In the period 1935-1939, large funds for education were made available, scheme for expansion of primary education, introduction and extension of measures of compulsion and the liquidation of adult illiteracy were undertaken. The Wardha Scheme of Education (1937) was introduced and a great encouragement was given to physical and vocational education.
Likewise this period also witnessed the greatest achievement in the form of preparation of a plan of Post War Educational Development (The Sargent Plan) in India which was estimated to cost Rs. 300 crores. Intensive political agitation, the role of socio-religious movements, the dynamism of national leaders also influenced the growth of education in India. The period under study is also important because with it the British period in Indian Educational History came to a close.

The present study will confine itself to the study of the development of education in British India during the period 1921-1947 against the background of contemporary social-economic and political forces in operation. However, the present study will not cover other native states of India, as the main drama was enacted in British India.

Secondly, the present study is more of an interpretation in nature. This has been done deliberately because the descriptive and narrative picture of the development of education has been attempted by several writers, and is available and is known through Quinquennial Reviews, Reports of various Commissions and Committees etc. More emphasis will be given in the present study on interpreting the growth of education in the light of socio-economic and political determinants.

Thirdly, the word 'education' is to be confined to schooling organized by schools and colleges run by public and private managements.
Because of the limitations of time and scope the present study will limit itself to the study of only causative factors such as social-economic and political factors in the development of education in British India during 1921-1947.

2.3. SIGNIFICANCE OF THE PROBLEM

As stated earlier the transformation of Indian society from medieval to the modern pattern during the British rule and the resultant growth of education because of the interplay of socio-politic and economic forces constitute a most fascinating theme for study to the students of social sciences, and of Indian history. The present study is significant because this mighty movement of almost one-fifth of the human race was on a grand scale and had its repercussions for the future of humanity in the third world.

This period was also rich and had witnessed movementous and cyclonic events, both in India and in the world. Numerous implicit developments had suddenly become explicit. India experienced far-reaching changes in its social, economic and political aspects. The prime reason for the operation of certain forces was the interaction of various variables resulting into the growth of education. Thus, this study is an attempt to give an all-sided and integrated account of the growth of education in British India which played a vital role in the freedom struggle movement in the country.
The investigator feels that an intelligent comprehension and fruitful participation of these forces required, as an indispensable prerequisite, a concrete and comprehensive understanding of the growth of education. The nature of socio-economic and political forces that shaped the natural life and education of the people during the British period have to be grasped. This accentuated the investigator's desire to make a special study of the subject.

So far, to the knowledge of the researcher, there is no single published work which gives a historical, synthetic and systematic account of the development of education during 1921-1947 as interpreted against socio-economic and political forces operating in the country during that period. A study like the present one, along with the previous doctoral studies by Shukla and Goel will make a connected history of education in India written from a new angle, and if they are published will make a meaningful contribution to the study of history of education in India during British rule.

2.4. THE GENERAL AND SPECIFIC OBJECTIVES OF THE PRESENT STUDY

The major objectives of the present study is to examine critically the role of socio-economic and political forces and their interaction and impact on the development of education in British India during 1921-1947. No full study in this direction has so far been attempted to interpret
the growth of education.

The specific objectives of the study are as under:

(i) To build up a coherent picture of the development of education in India during 1921-1947.

(ii) To examine critically the various trends and blends in the socio-religious economic, cultural political background on the development of education and to bring out their implications in respect of history of education.

(iii) To produce a faithful and richer record of the educational development which took place during 1921-1947.

(iv) To have an increased understanding of the relationship which exists between education, economy, politics and society in which education develops; and

(v) To have an increased understanding of educational policies of the Government with reference to socio-economic and political forces in operation during the period under study.

2.5. SOME ASSUMPTIONS UNDERLYING THE STUDY

The main assumption is that the interaction of each of the socio-economic and political determinants is responsible for the growth of education. In other words, it can be said that the scientific study of the growth of education is mainly dependent on the true appreciation and understanding of the socio-economic and political determinants.

Secondly, it is also assumed that the British Government in India was amply aware of the interaction of politico-social and economic determinants, but perceived them from its own angle of vision. This has been reflected on the various
educational policies followed by the British Government in India during that period.

Education is the outcome of the interaction of socio-economic, political and other determinants. This phenomenon is very true in respect of India's peculiar social, economic and political structure and not because of its territorial vastness and teeming population that makes the study of the growth of education, more complex and difficult, but at the same time more interesting and useful also.

Last but not the least, Indian society is not static and is in a constant flux. Numerous changes were taking place during the period 1921-1947 in political institution, class structures, economic system, modes of life and attitudes of the people. Various forces in social structure such as hierarchy, hereditary basis of caste and occupation, fatalism, superstition, general apathy towards change, uncritical attitude, blind faith, poverty of the people and lack of initiative etc. were potent forces in operation during the period under study which influenced the growth of education to a large extent. Likewise acts of omission and commission on the part of the British Government, political motive of imparting higher education, economic considerations for recruiting more clerks, bureaucrats etc., and economic exploitation of the people of India together with world-
wide impact of economic depression also shaped and influenced the development of education in British India during the period under study. Thus, socio-economic, cultural and political awakening of the people, the role of the Nationalist Movement, changing as well as unchanging trends and currents were the primary and direct influences in the development of education.

Surprisingly enough, until now, only political forces have been given undue importance by the authors of the history of education during the British period. But the researcher’s main submission is that the economic, socio-cultural factors along with political factors formed the direct and primary influence on the developments of education by changing ideas, beliefs and values of the people.

2.6. THE REVIEW OF PREVIOUS STUDIES MADE IN THE SUBJECT

The amount of research work done on the history of education has been, as mentioned earlier more than once, is rather small. Some of these research works are briefly reviewed here to provide a research background to the present study. This also includes a review of some of the textbooks on history of education and also of a few research works done on the history of education and related fields. Such a review would help considerably to determine the scope, objectives and methodology of the present research. Basu’s¹ Book on ‘Education in Modern India’ (1947) is, as the author points out, not a book on history of education but
only a review, a brief survey of the main trends on education in India in recent times.

The book surveys the work of the important Despatches, Reports of Commissions and Committees which have become landmarks in the educational history of India. Of considerable importance is the chapter on national system of education, which the author feels, is the biggest problem of Indian education. In the end of the book, some statistical tables, and a selected bibliography are given. Arthur Mayhew's book presents in thought provoking and interesting manner some aspects of history of education. According to the author, it is a study of British Educational Policy in India, 1835-1930 and its bearing on national life and problems in India.

This is a fine historical study in the light of cultural, political and material factors. Of considerable significance are the chapters on "Resisting Forces in India", "Education and Politics", and "Education and Moral Progress." In the concluding sections of the book the author presents a chapter on the future of Indian education.

Nurrullah and Naik's pioneering work is perhaps the most voluminous, exhaustive and well documented book on history of Indian education. It deals with British period.
The book covers a wide range of topics including the role of private enterprise in education. The whole period is divided into six parts. Part one covers the period up to 1813. The second period goes from 1813 to 1854. The third period opens in 1854 and closes about 1900. The fourth period goes up to 1921 when the Dyarchy started. The fifth goes up to 1937 and sixth covers the post-1937 period. The arrangement is chronological. The authors rely too much on administration-cum-constitutional factors. The authors quote extensively from various Reports of Education Commissions, and Committees appointed by the Government of India, from time to time. The book appears to have a favour of nationalism. The authors provide a framework in which educational events can be interpreted in a set of dichotomies between government and private, between indigenous and western educational positions etc. Their work also helped to develop a periodisation of modern Indian educational history.

Zellner's work on 'Education in India' is a well documented survey of education of the Lower Ganges Valley or more properly the Bengal Presidency in modern times; with the possible drawback that it often sees too much in political scene, land reforms, climate etc.

The book covers a period from 1858 to independence. The whole period is divided into six chapters. One significant thing is that it gives a "Charter for the Future." It is written from a Christian missionary point of view. The
book is quite useful for students of history of Indian Education.

Srivastav's book is another voluminous book covering many aspects. The book follows the beaten track although the arrangement of topics is little different from others. The author does not go period-wise. He takes up one branch and deals it fully before touching the second. The book is divided into five parts. Part V takes up the development of some special aspects of education such as social education, technical education, some experiments on education etc.

Monk's valuable little Book is a reproduction with some alterations of the monograph which the author submitted in 1928 to the Hartog Committee on Education which supplemented the enquiries of the Simon Commission.

The book raises some specific questions to draw attention to the need of a great increase in the directing of classes because of political advance in India during the first quarter of the twentieth century. By implication, the book asked for more interest in the secondary and university education.

The book represented the ideas of Mr. Monk about the reconstruction of education during those days. It may be useful for the students of history of education.
Vyas's study on the 'Development of National Education in India' is a brief, less deep, nevertheless useful review of the history of the National Education Movement in India. The book is divided into seven chapters. It starts from the early efforts of the Missionaries and covers the major national trends as represented by Raja Ram Mohan Roy, Pandit Vidya Sagar, the Arya Samaj, the Deccan Society, the Theosophical Movement, The Swadeshi Movement of 1905 and Non-Cooperation Movement of 1921.

The book is by no means exhaustive. At places, the treatment appears cursory. In the last chapter, the author has attempted to give conclusions, some of which are highly controversial. The book needs one more comment. It appears that the word 'national' has been used narrowly, and it is debatable whether the education which Mr. Vyas calls 'national' evolved at all into a national system.

Thacore (1949) in his Doctoral study, explained the four experiments in India, viz., Gurukula, Vishva Bharati, Jamia Millia and the Wardha Scheme of Basic Education. His study is predominantly philosophical, particularly from the standpoint of the systems of Idealism, Materialism, Humanism, and Supernaturalism. The researcher has also examined in his study realistic trends, social and individual aims, freedom and discipline as they are reflected in four systems, including the
Gurukula system. Though it is a useful study for a student of history of education yet it does not cover all aspects which are being highlighted in the present study.

Shukla's (1958) doctoral thesis aimed at tracing the growth of education and educational structure during the British period (1854-1904). This study is a good piece of library research. The major findings of this study are as under. Indigenous elementary education was fairly widespread. On the whole, the schools did not function as a distinct social agency and education played a minor role in promoting social mobility. Education system got momentum owing to the change of the mercantile economy into industrial economy, upsurge of the Missionary activity, the emergence of a new class of Indians, etc. According to the researcher, the main purpose of secondary education lay in preparing for government or other similar remunerative employment. Another finding of this study is that the attempts at diversifying secondary education proved largely abortive. Still another major finding of this study is that in the absence of needed structural changes in the economy as a whole, agricultural education remained sterile.

Two important factors shaping educational development emerged viz., one, close association of education with State apparatus and two, the desire of the rulers to anglicise and westernise the middle class for rapport between the rulers and the ruled. Later on, the very middle class developed national consciousness and became a
critic of governmental educational policies.

Goel's (1968) study on the development of education in British India (1905-1929) covered three main objectives, viz., (i) to produce a faithful and richer record of the educational development; (ii) to gain a better insight into the educational policies of the Government; and (iii) to have an increased understanding of the relationships between education and such factors as economy, politics and culture in the context of which education operated.

Amongst the important findings are the following:

Whenever some conflicts occurred between nationalist element and Government, two outcomes follow: One, there arose a design for new experiments in education some of which got translated into practice. Two, the educational values of the people received a fillip after such conflicts, thus causing spurts in the expansion of education immediately thereafter.

Another finding of the study is this that cultural and religious communalism influenced education in its various aspects.

Another conclusion is that the idea that lack of performance and non-provision of schools at more places were the main obstacles in the expansion of education. Another salient feature of the study is that formal education during the period had little connection with the industry or agriculture of the country. As a result of the increasing
tempo of social change, two distinct trends were noticeable. The educated members of even the most orthodox castes in India such as Brahmins and Banias, which traditionally stood in opposition to the education of all the people, were fast shedding their caste and class prejudices and supporting the cause of education of the most backward classes. Secondly, Muslims and the depressed classes who had almost negligible interest in education, were showing distinct progress in education.

An important finding in the field of primary education is that a battle for the introduction of free and compulsory education did not start with G.K. Gokhale's speeches in the Imperial Legislature, but earlier in the seventies of the nineteenth century when Gokhale's political Guru Justice Mahadev Govind Ranade pleaded for it. Due to the difference in the cultural and economic background of the pupils entering primary stage, wastage was more pronounced at the primary stage than at the secondary stage. But at the university level again, the 'wastage' tended to increase. There was a growing tendency on the part of the Universities to become autonomous.

Upreti (1972) in a doctoral study examined the evolution of educational policies in British India in relation to contemporary political developments. The findings of this study are as under. The evolution of a new educational policy by the British was, first and foremost,
the outcome of political and administrative necessity. Education played only a peripheral role in the growth of the new classes. The emerging classes, however, used education as a tool to perpetuate their own growth. The contradiction between the emerging classes and the rulers and within the classes, both affected the development of education. Another finding was this that the support to the education of the masses was still with the motive of ensuring political stability and ensuring support for constitutional procedures. The role of education in later years was viewed by the rulers on a creation of the enlightened electorate. At the same time, a directing class was to be created through higher education, but the National Movement affected the educational system and its impact was felt in generating a feeling of revolt and a weakening of faith in the institutional set-up. After the Civil Disobedience movement in 1934 education was also viewed as a programme of national reconstruction. This study also refers to the changes in educational policies in the context of various political parties which have given some more insights. Likewise, changes in educational policies were affected considerably by the participation of students and teachers in radical politics. The researcher has also examined in his study the issue of communalism vis-a-vis the growth of education. Another finding of the study is that international events like the Japanese victory over Russia in 1905 and First and Second World Wars affected the development of education and pinpointed the need for reconstructing the whole educational structure.
Dikshit's study (1963) aimed at reviewing the Indian national education and its various sub-systems. This was a library research. The study has put the Movement on the seven important aspects: (i) Brahmossamaj Movement led to two important recommendations: firstly, English should take the place of Persian as the court language and secondly, higher posts should be opened to Indians; (ii) the Prarthana Samaj advocated social and religious reforms with special emphasis to the introduction of vernaculars as medium and reforms in syllabus and examination system; (iii) the Arya Samaj Movement emphasised more on religion that of social systems; (iv) the Theosophical Movement strongly recommended for four types of schools, namely, ordinary, commercial, technical and agriculture; this Movement gave birth to the Hindu College at Banaras; (v) the Ramkrishna Movement gave to India a special position in the world, especially from the works done at Chicago; (vi) a harmonious blending of the old and the new educational systems should be done. Western ideals should supplement but substitute our educational system; and (vii) emphasis was put on the role of Guru-Shishya Sambandha and Brahmacharya into our educational system.

From the brief review of educational researches on the history of the growth of education it is seen that most of these studies cover largely a narrow fields; some of them do not go deep into the area or problems that they investigate; they touch upon isolated facts of the educational activities and most of them do not give a fuller picture of the growth of
education in the perspective of socio-economic and political forces. Excepting a few studies, the others are not studies attempted in depth. Secondly, they are not comprehensive, integrated studies on the history of education in India. Thus, there has been scope for the present study. The present research study may give a new insight in the understanding of the history of the development of education in India.

2.7. RESEARCH METHODOLOGY, SOURCES AND APPROACH USED

The nature of the present research is mainly historical materialism and to some extent programme and problem-oriented for locating and assessing the specific weight of different socio-economic and political forces which influenced the growth of education. The research methodology is, therefore, of the Survey type. The focus is on the discovery or identification of the pertinent sources in the forms of documents, books, articles, speeches, research reports, census reports, etc., which are interpreted to build up conclusions. The sources are both of primary and secondary type. The primary sources are various writings and correspondence of Government and Indian leaders, the original official reports of the Minutes, Despatches, Commissions, Committees, and Resolutions on education, the confidential office records, the proceedings of legislatures, the Census reports, the news papers and periodicals, speeches, addresses, writings, memoirs, autobiographies, interviews, extracts etc. The secondary sources are books, articles, biographies, commentaries,
commemoration volumes, research reports etc. The sources used are numerous and varied as would be seen from the references listed at the end of each Chapter of the present study and the comprehensive bibliography given in the last Appendix of this study.

For interpreting the socio-economic and political forces of this period, literary novels, press reports and other relevant documents have been also utilized. Whatever data thus collected would be analysed, and interpreted and finally used in the form of theory/interpretation.

The investigator has also used the Interview Method. Some leading educationists and other scholars were interviewed by the present investigator. The list of the persons interviewed is also given in the Appendix.

Effort has been made to make this study interpretative rather than merely descriptive and narrative. The nature of the study as well as the methods of the research selected are such that no sophisticated statistical analysis can be used.

As stated earlier, various approaches are used to write histories of education. Both the External Approach and the Internal Approaches have been used to treat the data in a historical perspective. But in the present study, more emphasis is given on the integrated or combined approach while interpreting socio-economic and political determinants to show the growth of education in the present study.
2.8. ORGANIZATION OF THE THESIS

The report of the present study is organised under four parts and seven chapters as per the outline given below:

Part I is introductory and it pertains to Plan and Procedures of the Study. It consists of first two chapters. Chapter I is about the theoretical reference frame within which the thesis is to be prepared. It covers a brief introduction, general methods and approaches generally used for writing books on history of education. Here also it has been shown that the major developments in education of a particular country are the outcome of socio-economic and political forces in which the education of that country operates and, that too, as an inter-disciplinary subject. A brief discussion of political, economic and social determinants as theoretical reference frame have been discussed.

Chapter II deals with the plan and procedure which have been followed for the present study. More emphasis, here is given on the problem, the need for such a problem, its scope, limitation and significance of the problem. Some assumptions underlying the present study have been also discussed. Another important feature of this Chapter is the review of previous studies done on the subject. This chapter also describes in brief, the research methodology and various sources used for the present study. The method followed and approaches used in the treatment of research
data have also been discussed.

Part II consists of Chapter III. It presents the background material for the study and outlines the basis and focal points on which the interpretation of causative factors is to be attempted in Part III. Chapter III has been deliberately added to show the emergent picture of education in India (1921-1947). Expansion and trends with respect to different stages of education and also to specific purposes such as vocational and technical education, woman education, educational research, policy-making, organization and finance in Indian education etc., have been critically examined. This Chapter serves as a background for the content material discussed in the subsequent chapters.

Part III consists of Chapters IV to VI. It discusses the causative factors and determinants for the development and trends in Indian education during the period 1921-1947.

Chapter IV refers to the political determinants of Indian education and how far they influenced the growth of education in British India during the period under study. Major political events in India and outside India have been reviewed to show their impact on the growth of education in India.

Chapter V deals with the social determinants of Indian education. Role of Society or education and their mutual relationship with peculiar Indian setting has been discussed.
Likewise, the role of the socio-religious movements, elite groups, growth of population, has been underlined. The position of the depressed classes and education along with the role of the caste system and hierarchy and the effect of the social change and the role of English education in the uplift of the Indian society have also been critically examined. The role of the social determinants interacting among themselves and bringing about the growth of education is the subject matter of this Chapter.

Chapter VI discusses critically the role of the economic determinants on the growth of education. The role of economic depression and Indian economy, the means of transport and communications and other financial implications of the finance of Indian education and expenditure on education etc. form the subject matter of this Chapter.

Part IV embodies the conclusion. It includes Chapter VII which is on findings, conclusions and comments on the present thesis. This chapter would also deal how far the aims and objectives of the present research study have been achieved or not. A brief summary of the foregoing Chapters would also be discussed in this Chapter. It contains both a retrospect and a prospect.

There are three Appendices growing out of the present study. They are given at the end of the main body of the research report. A list of suggested areas of further research makes Appendix I. The Appendix mentions the list of Indian educationists interviewed along with place and date. Appendix
I II is about the bibliography of books, articles, reports and research work that have a bearing on the area of the present research.

The present research is completed by intensive planned work in a period of two years and six months.

2.9. CONCLUSION

This is broadly the research design of the present study. It is attempted with the assumption that there is still inadequate and sometime less understanding of the role of socio-economic and political factors influencing the growth of education in British India, particularly during 1921-1947. This has been amply proved by the review of the studies done previously on the subject of the history of education. If these determinants have given the prominence earlier, the history of education would have been understood in its true perspective. The present study is an earnest attempt in this much neglected area of research.

In the next Chapter, a study is added with a view to showing the emergent picture of education in India (1921-1947). This study is intended to serve as a background to the whole study.
REFERENCES


