

INTRODUCTION

The growth of education in India under the British rule has been studied in a number of ways. A number of authors have written about the educational development in a descriptive way. The recommendations of various commissions and committees have been presented alongwith the quantitative growth of education in different sectors like primary, secondary and higher education. In a number of books dealing with the history of India, the growth of education also finds a place. Here also, we come across different approaches, such as, linking educational growth to the rise of new classes in India, taking education as one aspect of the cultural renaissance and so on. Recently some attempts have also been made to understand educational growth in relation to economic, social and political developments. In the present study we have tried to analyse educational growth in the context of political developments in British India during 1904-47. Here it must be clarified that we have taken educational growth mainly in one aspect only, viz., the evolution of educational policies. The data about the quantitative growth have been given only when it was thought to be closely linked to some aspect of the policy changes in education. There is a strong reason why we have emphasized only on an analysis of educational policies. There is not one single factor which could be isolated and pinpointed as being responsible

for the growth of education at a particular place in a given period. The regional diversities also preclude any all-India study which could be held valid in a particular period. Within a particular region also there has been so much variation based on economic, social and cultural differentiation that any generalisation is ruled out. But in spite of these variations, the major policies in education were laid out on an all-India basis. The changes in these policies were also made with an overall view of their impact on educational growth in general. In analysing the evolution of educational policies and the major changes in their direction we have placed them in relation to the contemporary political developments. This is not to say that educational policies were influenced by only political developments and had nothing to do with changes taking place in economic and social relationships. All these were interlinked. But even then it is possible to see to what extent the political developments affected the thinking and direction of policies chalked out in the field of education. In almost all studies that have been made of the growth of Indian education during its colonial dependency on Britain, only one side of the picture has been presented, viz., the policy recommendations of the government. However, in analysing the interaction of politics and education, the other side of the picture

becomes equally important, viz., education as it figured in the deliberations of the principal political parties of the period. In what manner and to what extent education found place in the political movement is an important determinant of policy formulation in the educational field.

In the present study we have developed a theoretical framework which forms the first chapter of the thesis. This has been done with the specific purpose of spelling out factors which should be taken into account while analysing educational growth in relation to political developments in a colony. The study of the growth of education in a colony has some specific characteristics. The very fact of the colonial relationship rules out certain educational goals like the development of a spirit of nationalism and emphasizes certain other goals such as fostering a spirit of loyalty. So the building up of a theoretical framework helps us to locate the points of emphasis that might be necessary at a particular time and in certain relationships.

Chapter II gives a historical background of policy changes in education in relation to the political developments from 1835 to 1904. In this chapter we have made rather a detailed study of the policies of Indian National Congress from 1885 to 1904 towards education. The growth of sectarianism among the Muslims has also been discussed. It is necessary to understand the interconnection

of politics and education during this period as many changes which occurred later could only be explained on the basis of the earlier interrelationships.

We have discussed political developments in three aspects, viz., politics of liberalism, politics of radicalism and politics of communalism. Though it is difficult to draw a hard and fast line among these three aspects as there has always been some overlapping, yet one could distinguish these three strains in the political movement during the colonial rule of the British. How these reacted on the educational development has been our main concern in this study. The extent to which education could influence the political developments in the above mentioned three directions forms a part of our study. We want to make it clear again that our emphasis has been on analysing the political factors which influenced the major changes in the educational policies. There was an intermingling of liberalism and radicalism after the twenties and the nationalist movement after the launching of mass movement in 1920 bore the imprint of both these trends. Though we have discussed the influences of radicalism on education separately, the chapter on 'Politics of Liberalism and Education' discusses the major policy changes in education after the twenties also. The reason being that the official policy on education was directed to gear education to limited constitutional reforms and the nationalist

movement was working under the constraints put by the political leadership. However, as the radical influences were working in the nationalist movement from within, the policy changes in education after 1920 have been discussed in relation to the nationalist movement which contained both the liberal and radical ideology in politics. The inclusion of this discussion in the chapter on 'Politics of Liberalism and Education, does not imply that the nationalist movement was mainly under the influence of liberal politics.

Political developments in India could not remain unaffected by major international events, especially those which concerned England as an imperial power. We have given a separate treatment to the influences exerted by a few major events, viz., Japanese victory over Russia in 1905, First World War and Russian Revolution and the Second World War. All these initiated new movements or unleashed new ideas in the colonies which in turn influenced the thinking of both the rulers and the ruled. Thus they had an indirect influence on the educational growth.

In the last chapter we have discussed the directions that were laid for the educational planning of an independent India. 'Summary and Conclusions' given in the end focus on some relatively unknown facts about Indian education in British India. It also pinpoints certain new relationships between the political developments and growth of education during the period 1904-47 in British India.

A major limitation of the present study may be mentioned. Any comprehensive picture of the growth of Indian education in any period can only be had if education is studied in relation to its various determinants like economic system, social and political structure etc. However, within this limitation also, it has been possible to see the role education played or was expected to play as a sub-structure in serving the political system.
