

language helped to preserve and increase the gulf between this class and the masses. The effects of English education were not, however, wholly negative. The system produced a limited number of professional men, and the political implication of English education was considerable. The educated Indians did little to reform the educational system as they were its products and were conscious of the benefits they derived from it. After the departure of the British, development was the fundamental issue to be solved in those countries where they had built their secretariats. In the deepest sense it was as a phase of this process of nation-building that the history of education in British Raj between 1898 and 1920 could best be seen.

Azmi, Niaz Ahmad (1975) worked on "A Case Study of the Development of Education in East U.P. with Special Reference to Muslims".²⁵

Objectives: The study aimed:

- i. To analyse and interpret the responses of Muslim social groups and Hindu castes to modern education as reflected through the Shibli Institution of Azamgarh district, and
- ii. To study the ideological and social functions of Shibli's Educational Movement.

Methodology:

It is primarily a historical study. Sociological slant was given to the interpretation of the data. The study covered points like motivation for the acquisition of English language, attitude to modern education, controversies, apprehensions, caste distinction etc.