

Findings:

- i. At the regional level of East U.P., inspite of the fact that the Muslims experienced the exposure to western influences at a much later stage, a variety of factors contributed to their realisation of Modern education.
- ii. The Muslim of East U.P. were not caught in the state of psychological unpreparedness at the time of their exposure to modern institution. They were ahead of Hindus in English literacy except at Banaras district where they were equal.
- iii. At the regional level it was the land owners, beaurocrats and the professionals who frequented the modern institution of learning more as compared to other occupational groups.
- iv. There existed a relationship between the development of higher education and the development of professional education. One of Shibli's educational thoughts was manifested in his theological/curriculum, reformation programme through his experimentation in Nadva and, later on, in the Sarai-Mir Institution at Azamgarh.
- v. His attempts at rapprochement between Islam and modernity set a new trend in Muslim education. The English language and other western subjects remained on the fringe of reformed Islamic theological curriculum.

Dixit, U.N. (1976) worked on "Impact of Educational Policy of Britain on Indian Education".²⁶

Objectives: The main objectives were as under:

- i. To study the development of education in India since 1854 to the government resolution on educational policy in 1904.