

- ii. To study the contemporary developments in Education in England (1854-1904), and
- iii. To study how education in India was influenced by the educational policies in Britain during the period under study(1854 to 1904) in the field of (a) primary education (b) secondary education (c) university education and (d) grant-in-Aid.

Methodology:

Historical method was employed for the present study. Historical materials in the form of primary and secondary source were studied from (a) National Archives of India (b) Central Secretariat Library (c) British Council Library, New Delhi and (d) National Library, Calcutta.

Findings: The major findings of the study were as follows:

- a. As regards primary education, the study evinced the below mentioned facts:
 - i. The earliest phase of British educational policy in India was a period of non-involvement. It gradually changed into a slight involvement and finally into a phase of greater involvement.
 - ii. Educational historians criticized the 'downward filtration' policy on the ground that when some countries had been experimenting with the idea of providing mass education, England was still thinking of the education of the elite.
 - iii. The British government laid down the principle of secular education in the government or in the aided institutions.
 - iv. The process of decentralization of education in India began with the recommendation of Lord Ripon.