Education is the intellectual yardstick to determine the mental calibre of the society of a particular nation. Appropriate educative methods regulate human behavior and discipline, the conduct of individual, thereby moulding them into able administrators and public servants. There had been a number of reformers who had worked with unflinching devotion to improve the condition of education. But how many of them could materialise their dream of improving the condition of education, undoubtedly very few, what was the most strong inhibiting factor before them. Cause was not lying in India or Indian People. That was the British who come to India in 1600 A.D. as mere traders and became masters of the land afterwards. Foundation of the modern education system was laid by the British Government during the nineteenth century.

It is a well known fact that they exploited India’s economy, polity, culture and most importantly education. The seed of the present unsystematic dual pattern of education was sown in the way back in 1835 when the British individually introduced English education in our country. The year 1854 was turning point in the field of education
because in this year, the education despatch of 1854 came to light. The British Government adopted pro-education attitude because of various causes. Though the reforms of Lord Dalhousie were in progress and for that purpose he needed a cheap and easily available English Educated Indians. The Education Despatch of 1854 had settled various issues which were controversial in nature and were pending for a long time. The years 1854-1905, thus form a logical period to study the attitude of the British Indian Government towards education and also for examining the aims and objectives in the field of education and also assessing how far its policies were successful. During this period various education commission were setup and they recommended reforms in each and every aspect of education. Thus education took definite shape in this period. The present work proposed to bring into light the attitude of the British Government towards education in India.

The present work is divided into seven chapters. In the first chapter attempt has been made to discuss conditions of indigenous education at the time of the establishment of British rule and second part of this chapter deals with early efforts of the British Government towards education. Second chapter through light on the objectives, recommendations and criticism of the education dispatch of 1854. Chapter third discusses the objectives, proposals of the Hunter
Commission and the government's attempt to follow them. Chapter four deals with Curzon's University reform and reaction of Indian National Congress towards them. Chapter five deals with attitude of the British Government towards female education. In the sixth chapter attempt has been made to discuss the state of science and technology under the Britishers. The last chapter summaries the findings and provides a conclusion and briefly examine the British Attitude toward education.

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