

operation between the officers of the government and private individuals.

- ii. Medical and technical education was not only possible but popular, too, in Bombay, but institutions for such education were not encouraged by the government which wanted all education through the medium of English alone.
- iii. Among other findings were : the progress of literacy among different communities, the success of morning classes in professional schools and the unsatisfactory progress of night schools, the percentage of literacy among Mohammadans deserve a special mention here. The state of affairs might have been different in other parts of the country but as far as Bombay was concerned the percentage of literacy among the Mohammadans had been greater than that among the Hindus and yet strongly enough the Mohammadans had been demanding special favours for their children in schools and colleges.

Devi, Namita (1966) worked on “Educational progress of Bengal at the time of Ram Mohan Devendranath and Keshab Chandra”.¹⁹

Objectives:

This study aimed at observing the educational progress of Bengal in the nineteenth century along with examining the role of Ram Mohan Devedranath and Keshab Chandra in the social, religious and educational renaissance of that time.

Methodology:

The design of the study consisted of examining the facts and developments connected with education in four periods viz, the first period (perspective) 1772 to 1813, the second