

# Development of Indian Education during 1854 to 1882: A Historical Review

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## Abstract

Lord Dalhousie played a big role in changing the era of the present politics of that time. Though in education point of view Wood's Dispatch at the time of Lord Dalhousie was remarkable but apart from this there were so many things he did for Britisher's point of view, but it helped Indians also in long run. Opportunity for educational development in India was one of the many things during Dalhousie period and in the next three decades. In this paper, the development of Indian Education during 1854 to 1882 is reviewed and divided into three heads i.e. primary education, secondary education, and higher education. The paper not only consists of the development in the 1854 to 1882 phase but also elaborated its beneficial effect in long run.

## Introduction

Education works as a lever in raising the financial and social status of the individuals. So, expenditure on education is regarded as useful investment not only by the economists, but also by the educationists. Education is the root of modernization and human development. Education is a process of learning, and it continues throughout life. It promotes mobilization and encourages people to participate in development activities. Education makes people skilled towards jobs and creates productive efficiency. The Magna Carta of Indian Education, 'Wood's Dispatch' of 1854 was the first policy statement of the British government and the company on education. It was the result of the parliamentary investigation that preceded the renewal of charter 1853. A parliamentary committee was appointed to survey the educational progress in India. The committee studied the issue thoroughly. It heard the ideas of the persons like Traivellian Paury Marshaman, Wilson, Halide, Cameron, the Duff, etc. who had thorough knowledge of Indian education. The committee reported that the question of Indian education would not be ignored any longer and its development will not be in any case harmful to British Empire. The suggestions of the committee were favorably considered by the board of Directors. The next 28 years phase after dispatch i.e. till 1882 was very crucial to bring education on correct path in India. During this phase development took place in primary, secondary and higher education.

## Primary Education

At the time of Wood's Dispatch, primary education in the country was in very bad shape due to the reason that the company's attention was primarily diverted towards university education. So, primary education remained neglected. Wood's Dispatch desired to give adequate attention to primary education and suggested certain reforms. It made the company responsible for primary education. Even then the situation could not improve, because the rules of the grant-in-aid system were impracticable. Most of the primary schools were not able to fulfill the condition of arranging for at least 50 per cent of the

expenditure. Hence, they could not benefit from the grant-in-aid system. Therefore, institutions of higher learning received the major portion of the grant and primary education continued to be neglected.

Based on the declaration of 1859, it was suggested that the responsibility of primary education should rest on administrative officers. However, this policy could not be helpful. The administration had to decide about the policy concerning indigenous schools. They were to decide as to how these schools could be given government grants. Instead of giving any grant to them they were also thinking of levying some local taxes for education. These issues could not be decided and became controversial. Therefore, each province was given the freedom to adopt its own policy for primary education. Hence each province followed its own policy. There was no uniformity in them in this respect. Each province paid attention to primary education in its own way.

**Bombay:** The condition of primary education was deplorable during that period. In 1870 James Peile (A British administrator during the British Raj, who served as the acting governor of Bombay) had decided of giving grants which could not improve the position. Only 73 could get the financial grant out of 3, 954 schools.

**Madras:** The policy of giving grants based on results of examination was adopted in Madras in 1868. This policy proved very useful. Within 10 years, that is, up to 1878 the number of schools receiving grants rose to 13, 323 from 3, 358.

**Bengal:** The primary school teachers were getting financial assistance. After some time in this province also the system to give financial help to teachers based on examination result was adopted. The schools were given matching grants based on their income. Some Pandits were required to inspect some schools. Some normal schools were opened in Bengal for training teachers. Some inspectors of schools were sent abroad for higher education.

**Assam:** Assam was a part of Bengal up to 1874. So, the primary schools were run as in Bengal and their condition was just like that of Bengal. Local taxes were levied in Assam for primary education. However, this tax policy could not improve the condition of primary schools and they remained in a bad shape.

**Berar:** Berar followed the Bombay policy about primary education. Many of the schools were getting Government grants. During 1880-82 the number of schools was 467. Out of these 258 schools were not getting government help. Indigenous schools were encouraged in this province.

**Punjab:** The education in Punjab was influenced by the policy followed in North-Western Province. There were 13, 109 indigenous schools out of which only 278 were getting financial assistance.

**North-Western Province:** During 1881-82 there were 6, 712 schools here out of which only 243 were getting government assistance.

**Central Provinces:** There were 894 schools here out of which only 364 were getting grants. The Bengal policy was followed here but with little success.

**Coorg:** Here primary education was completely under the department of education. Indigenous schools were not encouraged here. The Bombay policy was followed here.

## Secondary Education

Secondary education was in a better position than primary education during this period. Many people in the country were attracted towards western literature and sciences. Hence there was a favorable atmosphere for the development of secondary education. The government also adopted the policy of encouraging and helping English schools. Hence good progress was achieved in secondary education

during this period of 28 years. Wood's Despatch had encouraged secondary schools, because the cause of the recommendations of the Despatch was that education departments were established in various provinces and Government schools were opened. Private enterprises working for promotion of secondary education were also given Government grants. The number of government schools rose to 1363 from 169 during the period.

**Role of Missionaries:** Christian missionaries played a remarkable role in the development of secondary education. They were the main figure in the field of secondary education up to 1854. But the revolt of 1857 changed the British attitude. The government became more interested in the development of secondary education. Indians also became more interested in learning English with a view to improve their prospects. Hence private enterprises began to take more active interest in secondary education. Secondary education got a good stride. By 1882 the number of secondary schools rose to 2, 098. Out of this number 757 schools were run by the missionaries and the remaining 1, 341 were run by the Indians. During the British regime Madras had 698 schools, the highest number of schools. Bengal was in second place with 582 schools. The number of schools was increasing in other provinces also.

The missionaries were playing the major role in spreading secondary education in the country. They were running 418 secondary schools in Madras alone. In other provinces also they have been quite active in this field. They established 118 secondary schools in Punjab, 104 in the North-Western Province and 40 in Bengal. Indians had worked harder in Bengal for spreading secondary education.

**Defects in Secondary Education:** During the period from 1854 to 1888 secondary education made satisfactory progress. But the system had developed following defects which became a problem later:

**The Medium of Instruction:** Wood's Despatch had urged to make the mother tongue the medium of instruction at the secondary stage, but its recommendation was not followed. Hence the mother tongue remained neglected. English was made the medium of instruction and it got firmly established in the country. So, the people began to realize that the British regime was strongly entrenched. They considered it more practicable to learn English for procuring good jobs. Up to 1862 students were technically free to choose their mother tongue as the medium, but nobody chose it for the obvious reason. The mother tongue got a blow when the University of Calcutta made it compulsory that the answers in examination should be written in English. This step resulted into adoption of English even in middle schools. Thus, English was firmly taken up as the medium of instruction.

**The Dearth of Trained Teachers:** Wood's Despatch had suggested making provision for training teachers. But this suggestion was ignored. Trained teachers were not available for the secondary schools, which were growing in number every year. During the period under review there were only two training schools in the country. The seats in these schools were limited and no practicing school was attached with any one of them for practical work. These schools were at two corners of the country, one at Lahore and another at Madras. Naturally there was a distressing lack of trained teachers.

**Lack of Vocational Education:** During the British rule in the country vocational education was deplorably ignored. The British government thought that vocational education to Indians would ultimately adversely affect their trade prospects. So, it was profitable to neglect it. Moreover, vocational education entailed heavy expenditure which the government was not prepared to incur. The Indian people too did not show enough enthusiasm for it. As their major attention was directed to receiving higher education for procuring good government service, they could not rightly assess the utility of vocational education. Only one agriculture college was being run in Bombay in 1882 and there was no other vocational institution in the country. The students were given four rupees as the monthly stipend

for receiving education in this agriculture school.

**Bookish Knowledge:** Secondary education was principally limited to bookish knowledge, and it gave no practical experience to students. It had a harmful impact on the youths of the land.

**Lord Stainley's Despatch of 1859:** Lord Stainley was the secretary of state for India. This post was created when the power was transferred to the Crown from the East India Company after the revolt of 1857. Lord Stanley was a supporter of Wood's Despatch. He was keen to find out to what extent education was responsible for the outbreak of the revolt. He issued a Despatch in which he emphasized the importance of primary education neglected till then. He did not attach any importance to the grant-in-aid system, which in his opinion, was responsible for the neglect of primary education. So, he urged in his Despatch that the government itself should take the responsibility of primary education and levy local taxes to meet a part of its expenditure. He was influenced by Wood's ideas and by the educational policy then in force in Great Britain. At that time the public school system in Great Britain was being developed with the help of local taxes for education. Stanley desired that the same policy should be adopted in India as well. He also emphasized the necessity of training teachers.

Due to Stanley's Despatch the provincial government was made responsible for primary education. By 1871 the department of education came under the direct control of the provincial government. During the regime of Lord Mayo, the provincial governments were authorized to make expenditure on education themselves. Lord Lyton increased this power further. Now the provincial governments were empowered to spend on education a part of the revenue they received from law courts and irrigation departments. These developments could not make much difference to the shape of education as the same was governed by the educational policy of the central government which enjoyed this power up to 1882.

### **Higher and University Education**

In 1845 a demand was raised for establishment of universities in India. Dr. F. J. Mouat, the then secretary of the education committee of Bengal had raised his voice for a university at Calcutta in October 1845. After some time, the same type of demand was raised in Madaras also. Again in 1852 Hon. Mr. C.H. Cameron, an ex-president of education committee of Bengal raised his voice in the British parliament for opening universities at Agra and in the three presidencies of Bengal, Madras and Bombay when the question of renewal of the Charter for East India Company was being considered. Though these efforts failed but they convinced the British Government that the opening of universities in India should not be delayed. It was at this time that Wood's Despatch was realized in which establishment of universities had been recommended. By 1857 the necessary rules and regulations for the universities were framed and the universities in the three presidencies came into existence. Thus, the establishment of universities was the result of Wood's Despatch.

**University of Calcutta:** Throughout the first half of the nineteenth century the then British rulers of the country were coming to realize the need for establishing modern universities in India, partly in their own interests and partly because of the efforts of a small group of liberals within ruling classes who genuinely wished to spread modern education among the Indian masses.

In 1845, the council of education which then consisted of F. Millett, James Alexander, C.C. Egerton, Rassomay Dutt, Prosunno Coomar Tagor and Dr. F.J. Mouat formulated a proposal for the establishment of a university of Calcutta. The University of Calcutta was to consist of a chancellor, a vice-chancellor, and fellows. The governor-general of India was to be the chancellor and visitor of the University. There

would be four faculties. The Chancellor, the Vice-Chancellor, and the members of the faculties were to form a body politic and corporate to be known as the University of Calcutta.

The history of the University of Calcutta began in 1857; it is the oldest of the modern universities in India. Dr. Fredrick John, the education secretary to the then British Government in India, first tendered a proposal to the British government in London for the establishment of a university in Calcutta, along the lines of London University, but at that time the plan failed to obtain the necessary approval. Calcutta University was founded incorporation of an Act of the Legislative council (Act No. II of 1857) came into force on 24<sup>th</sup> January 1857 and a 41 members senate was formed as the policy making body of the university. When the university was first established it had a catchment area covering the area from Lahore to Rangoon (now in Myanmar) – the largest of any Indian university.

Sir James William Colville was appointed the first Vice-Chancellor of the University of Calcutta. The Lieutenant Governors of Bengal and North-Western Provinces, the Chief Justice of Bengal, the Bishop of Calcutta, and members of the Supreme Council of India, all for the time-being, were to be ex-officio fellows of the University of Calcutta. Twenty-nine ordinary fellows were also nominated. The governor-general-in-council also laid down certain directions regarding the appointment of the Registrar of the University and the examiners for different examinations. The Senate was directed to promulgate the rules proposed by the committee and approved by the Government and frame such others as might be considered necessary.

The University of Calcutta was brought into existence even before the Act received the formal assent of the Governor General. The first meeting of the Senate was held on 3<sup>rd</sup> January 1857. The Vice-Chancellor and twenty-two fellows were present. The Senate appointed Colonel W. Grappel, Professor of Jurisprudence, and Presidency College as Registrar of the University for two years.

Though the first meeting of the Senate was held on 3 January 1857, the University did not immediately come to have a habitation of its own. Towards the end of 1872, at a cost of Rs. 4, 34, 697 the senate hall came into being. It was formally entered by the senate of the University on 12 March 1873, at the Annual Convocation ceremony, led by the then Vice-Chancellor, E.C. Bailey, and the Chancellor Lord Northbrook.

**The Function of Calcutta University:** The persons who passed matriculation examination were admitted to university for higher studies in sciences, humanities, commerce, medicine, law, and engineering. The students successful in examination were awarded degrees in their respective fields.

For the first time in 1857, the entrance examination was scheduled in Calcutta University. In 1858 only 13 candidates appeared for the B.A. and B.Sc. examinations. Out of these 13 only two passed. These two successful candidates, Bankim Chandra Chattopadhyaya and Yadunath Basu were immediately appointed as deputy-collectors. In the beginning there were no intermediate classes in the University. It was after passing entrance examination that one could appear in B.A. and B.Sc. classes. Intermediate classes were started after some time and their standard was kept quite high. Calcutta University produced 3,667 successful students during the first 14 years of its establishment. Out of these 2,667 successful students during the first 14 years of its establishment. Out of these 2,666 were in F.A. (Intermediate), 850 in B.A. and 151 in M.A. Thus, on average 262 students passed every year.

On 13 March 1875 Vice-chancellor Bailey remarked in his convocation address that time had arrived when the university itself might very properly, within its means, assume to some extent, actual teaching of the highest character. It was only in 1917, however, that all post-graduate teaching in Calcutta was centralized under the direct and immediate control of the University itself.

Soon after the University had come into the possession of the settled down in its own habitat, an addition of Rs. 3500 from the surplus received of the University for the year 1873-74 was made to the Library Fund, the nucleus of which had already been formed by the donation of Rs. 5000 by Joykissen Mookerjee of Uttarpara. From the closing balance of the financial year 1875-76, an addition of Rs. 1500 was made to the Library Fund. A valuable collection of the publications of the Early English Text Society was also received as gift during the year. Thus, was laid the foundation of the Library, which has today grown into what may be called the University Library system consisting of a Central Library and Departmental Libraries in those different University Campuses.

The Hon'ble Justice Gurudas Banerjee became the first Indian Vice-Chancellor of University of Calcutta in the 1890.

Sir Ashutosh Mukherjee was the Vice-Chancellor for four consecutive two-year terms (1906-1914) and a fifth two-year term (1921-23). To this day sir Ashutosh remains the most illustrious Vice-Chancellor in the history of this University. It was during his tenure that the university reached a pinnacle of glory as an educational institution of the finest quality.

The decade of the 1930's is also significant in the history of the University. Syama Prasad Mukherjee, who became Vice-chancellor in August 1934, took up the helm of the vessel which his illustrious father Ashutosh Mookerjee had launched on its historic voyage. The Central Library of the University was shifted from the Dharbhanga building to the newly built third floor of the Ashutosh building to accommodate the swelling number of books and readers. Within a few years the Calcutta University Press brought out many books written by a galaxy distinguished authors on various branches of learning. In 1934, a proposal was mooted to establish an art gallery and museum in connection with post-graduate studies in Ancient Indian History and Culture. It took shape and form in 1937 when the Ashutosh Museum of Indian Art was opened in the Western Hall of the then Senate House. Today Ashutosh Museum is one of the richest University museums in India.

**Pioneering Role in Nation-Building:** Very soon after its establishment the University of Calcutta began to provide the intellectual foundations of Indian nationalism. Since then, over time, the University has played a vital role in the development of India's nationhood not only by spreading progressive social ideas and values but also by establishing the ability of Indian researchers to carry out advanced scientific and technological research and at the same time by re-discovering the great philosophical, cultural, and literary heritage of the country.

A very large number of distinguished names light up the pages of this glorious history. In fact, this number is so large that a complete listing of all these great teachers and researchers and distinguished alumni of the university is virtually impossible.

Yet it is hard to desist from mentioning in this context the names of C. V. Raman, Jagadish Chandra Bose, Prafulla Chandra Ray, Satyendranath Bose, Meghnad Saha, Sisir Kumar Mitra, Janachandra Ghosh, Sarvepalli Radhakrishnan, Suniti Kumar Chatterjee, Surendranath Dasgupta and Nihar Ranjan Roy.

Rabindranath Tagore was a visiting professor at the University of Calcutta for some time. Among the graduates of the University appear such names as Bankim Chandra Chatterjee, Narendranath Datta (Swami Vivekananda), Subhas Chandra Bose and Amartya Sen.

**University of Madras:** The first ever demand for higher education in Madras Presidency was voiced forth in a public address to the right honorable Lord John Elphinstone G.C.H., Governor of Madras signed by 70, 000 native inhabitants when the governor in council was contemplating some effective and

liberal measures for the establishment of an improved system of national education. This public petition, which was presented by the then advocate general, Mr. George Norton on 11-11-1839 passed the need for an English college in the city of Madras. Following this, Lord Elphinstone evolved a plan for the establishment of a central collegiate institution or a 'University'. This university had twin departments – (1) High school for the cultivation of English literature, regional language, philosophy, and science and (2) College providing instruction in the higher branches of literature, philosophy, and science.

The University board was constituted in January 1840 with Mr. George Norton as its President. This was the precursor to the present-day presidency college, Chennai. However, a systematic educational policy for India was formulated only after 14 years through the historic Dispatch of 1854, which pointed out the rationale for 'creating a properly articulated system of education from the primary school to the university'. The Dispatch recommended the establishment in the universities of professorships 'for the purposes of the delivery of lectures in various branches of learning including vernacular as well as classical languages.' As a sequel the University of Madras, organized on the model of London University, was incorporated on 5 September 1857 by an Act of the Legislative Council of India.

The University of Madras progressed and expanded throughout the nineteenth century to span the whole of South India and subsequently gave birth to and nourished most of the Universities like – Maysore University (1916), Osmania University (1918), Andhra University (1926), Annamalai University (1929), Travancore University (1937) presently Kerala University, Sri Venkateswara University (1954), Madurai Kamraj University (1966), Bharathidasan University (1982), Bharathiar University (1982), Tamil Nadu Agricultural University (1971), Anna University (1978), Tamil University (1981), Mother Teresa University (1984), Tamil Nadu Dr. M.G.R. Medical University (1989), Tamil Nadu Veterinary Sciences University (1990), Periyar University (1997) and the Tamil Nadu Dr. Ambedkar Law university (1997). The National Assessment and Accreditation Council has conferred the 'Five Star Status' to the University of Madras. It has also been given the status of 'University with potential of Excellence' by the University Grants Commission (UGC).

In 1912 endowments were made to the University to establish departments of Indian History, Archaeology, Comparative Philology, and Indian Economics etc. In all there were 17 University departments, 30 University teachers, 69 research scholars and 127 University publications in that year and the budget was Rs. 11 lakhs. Later, the research and teaching functions of the University were encouraged by the Sadler Commission and the gains of the University were consolidated by the enactment of Madras University Act of 1923. At this time, the territorial ambit of Madras University encompassed Berhampur of Orissa and Hyderabad of Andhra Pradesh in the North, Trivandrum of Kerala in the Southwest, Bangalore, and Mangalore of Karnataka in the West.

However, with Indian independence in 1947, the setting up of the University Grants Commission in 1956 and the changes in political, social, and cultural situation brought several amendments to the University of Madras Act of 1923 to permit qualitative and quantitative changes in its jurisdiction and functions. The policy elements as they have emerged since then and being operated as follows:

- ✓ Keep furtherance of knowledge in various disciplines and subjects as its primary goal.
- ✓ In search for new knowledge, encourage and support continuously.
- (a) Socially relevant education
- (b) Improvement of the quality of education
- (c) Equitable access to the sections of society to higher education.

- ✓ Provide leadership in higher education to its affiliated colleges and encourage, support and wherever necessary, regulate them to adhere to established norms in conducting courses of study as well as other related matters.
- ✓ Take holistic decisions and actions bearing in mind its primary goal.
- ✓ Remain accountable to the students, teachers, employees, funding agencies, society as a whole and the government.
- ✓ Be dictated by a democratic process moderated by rectitude. Be responsive to the changes in the frontiers of knowledge, nationally and internationally.

The university is spread over six campuses i.e. Chepauk, Marina, Guindy, Taramani, Chetput and Maduravoyal. In the Chepauk campus of the university, houses of the VC's secretariat, central library, auditorium, and the historic senate house are situated. The oriental and Indian languages departments are in the Marina Campus. The Guindy campus incorporates the natural sciences departments while the campus at Taramani houses, the school of basic medical sciences is located. The sports union and the botanical garden are based in Chetpet and Maduravoyal campus respectively.

The University of Madras has a historical monument, 'Senate House', which is one of the landmarks of the city of Chennai. The Senate House, the University's first building, inaugurated in the year 1879, is a masterpiece of Robert Fellowes Chisholm, an architect of the 19<sup>th</sup> century, who blended the Indo-Saracenic style with Byzantine and European architectural features. The university renovated the Senate House in 2006.

**University of Bombay:** In accordance with 'Woods Despatch', drafted by Sir Charles Wood in 1854, the University of Bombay was established in 1857 after presentation of a petition from the Bombay Association to the British colonial government in India. The University of Bombay was modeled on similar universities in the United Kingdom, specifically the University of London.

The first departments established were the faculty of Arts at Elphinstone College in 1835 and the faculty of Medicine at Grant Medical College in 1845. Both colleges existed before the university was founded and surrendered their degree-granting privileges to the university. The first degrees awarded in 1862 were Bachelor of Arts and Licentiate in Medicine.

Initially, the town hall in Mumbai was used at the university's offices. Until 1904, the university only conducted examinations, awarded affiliations to colleges, developed curricula and produced guidelines for colleges developing curricula. Teaching departments, research disciplines and post-graduate courses were introduced from 1904 and several additional departments were established. After India achieved independence in 1947, the functions and powers of the university were re-organized under the Bombay University Act of 1953. The name of the university was changed from the University of Bombay to University of Mumbai in 1996.

In 1949, student enrolment was 42, 272 with 80 affiliated colleges. By 1975, these numbers had grown to 156, 190 and 114 respectively.

**Kalina Campus:** The Kalina campus in suburban Mumbai covers an area of 93 hectares (230 acres) and houses graduate training and research centers. Departments offering courses in the sciences, technology, commerce, and humanities are located here. Most colleges of engineering and medicine affiliated to the University of Mumbai, though, are privately owned. The university does not have its own engineering or medicine departments.

Centers and institutes located in the Kalina Campus include:



- ✓ Examination house, also known as Mahatma Jyotirao Phule Bhavan house is the office of the controller of examinations. Centralized assessment of answer books for various departments is carried out in a separate four-story annex. Examination processes were made more efficient by the introduction of online delivery of question papers for examinations, and assessment of answer books by scanning at remote examination centers. The academic depository of the university was started in collaboration with CDSL in 2015. The university is the first university in the country to start an academic depository.
- ✓ National center for Nanoscience and Nanotechnology – a research facility
- ✓ Department of Biophysics – the only such department in western India
- ✓ Jawaharlal Nehru Library
- ✓ Garware Institute of Career Education and Development, whose courses include medical transcription and management courses such as agriculture business management, pharma management and tourism management.
- ✓ MAST FM, the campus radio station of the university operates at 107.8 MHz frequency modulation.
- ✓ Alkesh Dinesh Mody Institute for Financial and Management Studies (ADM) which offers BMS, MFMS and MMS programs.
- ✓ Department of Extra Mural Studies which conducts weekend courses in many disciplines including astronomy, astrophysics, plant and animal taxonomy, hobby robotics, and hobby electronics.
- ✓ The Institute of Distance and Open Learning (IDOL) which offers courses in humanities, sciences, commerce, computer science, and information technology.
- ✓ Western Regional Instrumentation Centre (WRIC) – a research and training facility for instrumentation engineering and science
- ✓ Center for African Studies
- ✓ Centre for Eurasian Studies
- ✓ A rose garden where more than a hundred varieties of rose have been cultivated.
- ✓ Marathi Bhasha Bhavan Centre which conducts academic and cultural activities associated with the Marathi language.

**Thane Campus:** The Thane campus, established in 2014, spans an area of 2.4 ha (6 acres) and is a modern, two-story complex. It houses administrative offices, the school of Law, University of Mumbai and undertakes management courses.

**Fort Campus:** The University of Bombay was established in 1857 at the Fort campus, which is located near the southern end of Mumbai. It houses the administrative division of the university on a 5.3 ha (13 acres) site. It has 116,000 m<sup>2</sup> (1.25 × 10<sup>6</sup> sq ft) of built-up area, 2,000 m<sup>2</sup> (22,000 sq ft) of classrooms, and 7,800 m<sup>2</sup> (84,000 sq ft) of laboratory space. There are two post-graduate centers, 354 affiliated colleges, and 36 departments. It is built in the Gothic style and the Rajabai Clock Tower stands on the lawns of the campus.

**Rajabai Clock Tower:** One of Mumbai's landmarks, the Rajabai Clock Tower was completed in the 1870s and houses the University of Mumbai's library. Sir George Gilbert Scott modeled the Rajabai Clock Tower on the clock tower of the Palace of Westminster in London. Local businessman Premchand Roychand contributed to the cost of construction and named the tower in memory of his mother, Rajabai.

The tower is 85 m (280 ft) tall and has five storeys. At a height of 9.1 m (30 ft) from the ground, there are eight statues representing the Indian castes. The tower clock is reported to have played 16 tunes

including Rule, Britannia. On the initiative of the then Vice-chancellor, Dr. Rajan Welukar, the first phase of restoration of Rajabai clock tower started in 2013 and was completed in May 2015. Tata Consultancy Services (TCS) gave a Rs. 4 crores grant for this phase of the restoration project.

**Ratnagiri Campus:** This minor campus, running mostly additional courses, is in the town of Ratnagiri.

**Prominent institutes of University of Bombay:** Several departments of the University of Bombay are located away from the three Mumbai campuses. These include the departments of Medicine and Medical Research located in several prominent hospitals in Mumbai, such as the Tata Memorial Hospital, Bombay Hospital, G. S. Medical College, and King Edward Memorial Hospital. The Institute of Chemical Technology, then known as the UDCT (University Department of Chemical Technology), was originally an institution of Bombay University, but later gained university status. Tata Memorial Hospital is now affiliated to the Homi Bhabha National Institute. Similarly, Veermata Jijabai Technological Institute was the first Engineering Institute in the University of Bombay (1887) and Thadomal Shahani Engineering College was the first Engineering College in the University of Bombay to start courses in Computer Engineering, Information Technology, Electronics Engineering and Biomedical Engineering.

Sardar Patel college of Engineering is another reputed engineering college affiliated to the University. In the school of Law, the government Law College, Bombay remains the most prominent institute since the university's inception.

The Institute of Chemical Technology was ranked 4<sup>th</sup> in the world for research in Chemical Engineering by Professor Jude Sommerfeld of Georgia Institute of Technology, United States in 2014 for a 5-year period. It was a university department until it achieved university status.

The Jamnalal Bajaj Institute of Management Studies is consistently ranked among the top 10 management institutes in India and was established in 1965 in collaboration with Stanford Graduate School of Business of Stanford University.

**Libraries:** Jawaharlal Nehru Library (JNL) is the central library, located on the campus at Kalina. The technology and applied research journals and books of the University of Bombay are kept in the libraries of the Institute of Chemical Technology, Tata Institute of Fundamental Research, Jamnalal Bajaj Institute of Management Studies, and Tata Memorial Hospital.

**Faculties and Departments:** The University of Bombay has several hundred affiliated colleges offering undergraduate and postgraduate education, and conducting research in areas of science, commerce, arts, engineering, management, law, etc. Each college has its own campus and specialized departments/centers.

## Conclusion

After Macaulay the history of India witness work of Sir Charles Wood in the field of education. He made recommendations mainly to the issues concerning creation of Director of Public Instruction, improvement of Grant-in-aid system and expansion of primary education in India. He further deals with the important matter, the medium of instruction, where he formulates both the language as a medium of instruction. In primary level the vernacular language takes as a medium of instruction and the modern Indian language consider as medium of instruction at the secondary stage. Sir Charles Wood also recommended girl's education, according to him government should perform all the possible functions by which girls could get education in well-organized institutions. While the overall recommendation of Sir Charles Wood shows that the educational development occurs based on vernacular language as well

as English language.

Due to the dispatch of 1854 where Wood expresses the importance of university, the three universities of Calcutta, Madras and Bombay were founded in 1857 and the number was subsequently increased.

The modern system of education provides the secular education to the Indian natives which forced the educational institution comes under the indigenous pattern to follow the same pattern. With the practice of secular education, there were 137 middle and high schools for girls in India in 1871. The total number of primary schools in India in 1880-82 was 82, 916 which were run by various agencies. Government made different educational policies for different provinces which effects the parallel development of educational institutions in both the pattern (Modern and indigenous system of education), like in Madras and Bengal-Assam the indigenous schools dominated the field, but in Bombay, North-West Province and in Punjab the Government schools were achieves the massive development and in central provinces area the parallel development occurs in both the institutions.

After the woods dispatch till hunter commission, the 28 years phase in Indian education were very crucial in all aspect. This phase sets a milestone for the development of Indian education system.

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