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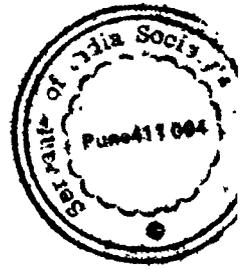
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CHAPTER VIII.

EXTERNAL RELATIONS OF THE DEPARTMENT TO
INDIVIDUALS AND PUBLIC BODIES.

390. Introductory.—In treating of the external relations of the Department, we shall (1) describe the relation that the State desires to maintain to non-departmental educational effort, as indicated by the Despatch of 1854 and subsequent Despatches. (2) We shall recount the growth of private enterprise in education, giving a brief sketch of the progress of aided education since 1854, and of its present condition in each of the Provinces. (3) We shall present in a tabular form a general view of the condition of aided education in 1881-82, showing the amount of public funds expended in each Province on the encouragement and development of private enterprise, with such comments as the Tables may suggest. (4) We shall describe the various systems of aid at present in force, noting briefly the advantages and disadvantages of each, and the remedies which we propose for such defects as may be found to exist. (5) We shall discuss the distribution and extent of aid in the different Provinces and under the different systems, inquiring into the sufficiency or insufficiency of its amount in the case of different classes of institutions, and particularly of girls' schools. (6) We shall mention the main points not elsewhere dealt with that are suggested by the evidence, the memorials, and the Provincial Reports, as to the various systems of aid and their administration. Having thus examined fully the present condition of the education that derives its origin from private effort, we shall then treat of (7) the relations that should subsist between the Department and private enterprise, and (8) the functions of Local and Municipal Boards and their relations to the Department and to private enterprise. (9) We shall next invite attention to questions bearing on the future of aided education, such as the possibility of raising additional funds, as, for instance, by means of fees; the need of guaranteeing financial rights to private enterprise, of providing safeguards against sudden withdrawals or curtailment of grants, and cognate topics. In this connection we shall (10) consider the question of the withdrawal of Government from the direct provision and management of education, especially of higher education, and the principles on which such withdrawal should proceed. (11) We shall then treat of the indirect aids of various kinds which the State may afford to private educational effort, and (12) shall conclude with a recapitulation of the Recommendations we have made after full discussion of the topics thus enumerated.

SECTION 1.—*The Relation of the State to non-departmental Effort.*

391. Objects of the Despatch of 1854: the Grant-in-aid System.—The Despatch of 1854 contains the first declaration of the policy of the Government in a matter which lies at the root of any national system of education, that is to say, the determination of the parts which can be most effectively taken in it by the State and by the people. The immediate aims of the Government of that time were the same as those to which the attention of every European State was first directed when organising its system of public instruction. The existing schools of all kinds were to be improved

and their number increased, systematic inspection was to be established, and a supply of competent teachers was to be provided. But in India the attitude of the State to national education was affected by three conditions to which no European State could furnish a parallel. In the first place the population was not only as large as that of all the European States together that had adopted an educational system, but it presented, in its different Provinces, at least as many differences of creed, language, race, and custom. Secondly, the ruling power was bound to hold itself aloof from all questions of religion. Thirdly, the scheme of instruction to be introduced was one which should culminate in the acquisition of a literature and science essentially foreign. While therefore, on the one hand, the magnitude of the task before the Indian Government was such as to make it almost impossible of achievement by any direct appropriation from the resources of the Empire, on the other, the popular demand for education—so important a factor in the success of the European systems—had in general to be created. The Government adopted the only course which circumstances permitted. It was admitted that “to imbue a vast and ignorant population with a general desire for knowledge, and to take advantage of that desire when excited to improve the means for diffusing education amongst them, must be a work of many years;” and this admission was followed by the announcement that “as a Government, we can do no more than direct the efforts of the people, and aid them wherever they appear to require most assistance.” In pursuance of this resolution the earlier part of the Despatch is occupied with a review of all the agencies for education which were already in existence in India, whether maintained by Government or by private persons or bodies, native and foreign; and it was declared that the extension and increased supply of schools and colleges should for the future be mainly effected by the grant-in-aid system. Notice was taken of the increasing desire on the part of the natives of India for the means of obtaining a better education, as shown by the liberal sums which had recently been contributed with that object; and attention was drawn to the zeal and munificence which Hindus and Muhammadans for ages had manifested in the cause of education. Cordial recognition was also given to the efforts of Christian associations in diffusing knowledge among the natives of India, specially among uncivilised races. In such circumstances it was hoped that the grant-in-aid system could be introduced into India, as it had been into England, with every prospect of success. The introduction of that system was necessitated by a conviction of the impossibility of Government alone doing all that must be done in order to provide adequate means for the education of the natives of India; and it was expected that the plan of thus drawing support from local sources, in addition to contributions from the State, would result in a far more rapid progress of education than would follow a mere increase of expenditure by the Government, while it possessed the additional advantage of fostering a spirit of reliance upon local exertions, and combination for local purposes, which was, of itself, of no mean importance to the well-being of a nation.

392. Scope and Character of the Grant-in-aid System.—The system was to be based on an entire abstinence from interference with the religious instruction conveyed in the schools assisted, and aid was to be given within certain limits to all schools which imparted a good secular education, provided that they were under adequate local management, that is, under persons responsible for the general superintendence of the school and for its permanence for a given time. Such schools were to be open to Government inspection, and to be subjected to such other rules as Government might from time to time impose. It was further required that some fee, however small,

should be levied in all aided schools; and that grants should be made for specific objects, such as the augmentation of the salaries of the head-teachers, the supply of junior teachers, the provision of scholarships, the supply of school-books, or the erection of buildings, and not for the general expenditure of the school. On these principles it was hoped that local management, under Government inspection and aided by grants, would be encouraged wherever it was possible to take advantage of it; and it was ruled that when such management so aided was capable of adequately meeting the local demand for education Government institutions were not to be founded. The Despatch looked forward to the time when any general system of education entirely provided by the Government might be discontinued with the gradual advance of the system of grants-in-aid; and when many of the existing Government institutions, especially those of the higher order, might be safely closed or transferred to the management of local bodies, under the control of, and aided by, the State. But it was expressly provided that the spread of education was not to be checked in the slightest degree by the abandonment of a single school to probable decay; and while the desired object was to be kept steadily in view, the Government and the local authorities were enjoined to act with caution, and to be guided by special reference to the particular circumstances of the locality concerned. The higher classes would thus be gradually called upon to depend more upon themselves; while, for the education of the middle and lower classes, special attention was directed, both to the establishment of fitting schools for that purpose, and also to the careful encouragement of the native schools which had existed from time immemorial, and none of which, perhaps, could not in some degree be made available to the end in view.

393. Supervision and Inspection.—The grant-in-aid system was, therefore, to be the chief means by which the future multiplication of schools was to be effected; and the object of its introduction was to relieve the Government, so far as might be possible, of the cost of providing and maintaining the large number of additional schools required. But the mere extension of the number of schools was one only of the aims in view. No system of education could be perfected without supervision and inspection. In India again, as in other countries, no progress could be made without an ample supply of efficient teachers. Lastly, in all countries it has been found that the mere love of knowledge is an insufficient stimulus to the general advancement of learning; much more was this likely to be the case when the knowledge to be diffused was of a kind with which the traditions of the people and the attainments of their most learned men were altogether out of accord. The Government, therefore, while declining the responsibility of providing the entire cost of education, fully accepted the alternative task of directing its aims and improving its character, of providing efficient teachers, and of giving such encouragement to learning as would tend to fill the schools and make the profession of teaching an honourable one.

394. Formation of an Education Department.—In every Province of India an Education Department was to be created as a portion of the machinery of Government. The Head of this Department was to be specially charged with the management of the business connected with education, and was to be immediately responsible to Government for its conduct. Under him a sufficient number of qualified Inspectors, selected with special reference to their possessing the confidence of the native community, were to be appointed, for the purpose of reporting periodically upon the state of the colleges and schools, whether supported directly by the Government, or by grants-in-aid; of conducting or assisting at the examinations of scholars in the latter class of insti-

tutions; and of generally aiding with their advice the managers and masters of schools.

395. Establishment of Universities; Scholarships; School Books.—

At the same time instructions were issued for the establishment of Universities, in order to encourage a regular and liberal course of education by conferring degrees. It was intended that, in connection with the Universities, professorships should be founded, for the delivery of lectures in various branches of learning for the acquisition of which facilities did not exist. The branches of learning specially named were law, civil engineering, and the vernacular and classical languages of India. The necessity, also, for the foundation of scholarships, "by which superior talent in every class may receive that encouragement and development which it deserves," is repeatedly dwelt on in the Despatch. The system of scholarships, whether free or stipendiary, was intended to link together the different grades of educational institutions; and it was to be so revised and enlarged that the best pupils of inferior schools might be enabled to continue their education in schools of a higher order, and finally to complete it in the affiliated colleges. The promising pupils of indigenous schools were specially named as fit objects for the receipt of scholarships, tenable in places of education of a superior order. The amount of the stipendiary scholarships was to be fixed at such a sum as would suffice for the maintenance of the scholars at the colleges or schools in which they were held, and which might often be at a distance from the homes of the students. Lastly, it was enjoined that the system of scholarships should be established for the benefit, not of Government institutions alone, but of all institutions that were to be brought within the general scheme of education. In addition to these direct methods for the encouragement of learning, indirect methods were also to be employed. Thus, efforts were to be made for the provision of vernacular school-books, the aim of which should be "so to combine the substance of European knowledge with native forms of thought and sentiment as to render them useful and attractive." It was suggested that such compilations or translations might be "advertised for and liberally rewarded." And, again, it was hoped that a great stimulus would be given to education by the rule that "where the other qualifications of the candidates for appointments under Government are equal, a person who has received a good education should be preferred to one who has not; and that, even in lower situations, a man who can read and write be preferred to one who cannot, if he is equally eligible in other respects." This stimulus was to apply equally to all classes of educational institutions, for it was expressly ordered that the education of candidates for appointments was to be taken into account "irrespective of the place or manner in which it may have been acquired."

396. Training Schools.—

But all measures for the encouragement of learning would be of little use, in the absence of a competent teaching agency. The Despatch of 1854 does not neglect this important subject. "It is indispensable," says the Court of Directors, in speaking of the schools which they hoped to call into existence in every district of India, "in order fully and efficiently to carry out our views as to these schools, that their masters should possess a knowledge of English in order to acquire, and of the vernaculars so as readily to convey, useful knowledge to their pupils; but we are aware that it is impossible to obtain at present the services of a sufficient number of persons so qualified, and that such a class must be gradually collected and trained in the manner to which we shall hereafter allude." Further on they write:—"We desire to see the establishment, with as little delay as possible, of training-schools and classes for masters in

“each Presidency in India;” and they explain their intention as follows:—“By giving to persons who possess an aptness for teaching, as well as the requisite standard of acquirements, and who are willing to devote themselves to the profession of schoolmaster, moderate monthly allowances for their support during the time which it may be requisite for them to pass in normal schools or classes in order to acquire the necessary training, we shall assist many deserving students to qualify themselves for a career of practical usefulness, and one which shall secure them an honourable competence through life.” To the same effect it was stated that “our wish is that the profession of schoolmaster may, for the future, afford inducements to the natives of India such as are held out in other branches of the public service;” and proposals were made for the admission of schoolmasters to the benefit of the pension rules. It was also provided that grants-in-aid should be given to Normal schools under fewer restrictions than to other institutions.

397. Summary of the Relations of the State to private Effort.—The relations of the State to private effort, as indicated in the Despatch of 1854, may therefore be summed up as follows. The State undertook (1) to give pecuniary assistance on the grant-in-aid system to efficient schools and colleges; (2) to direct their efforts and afford them counsel and advice; (3) to encourage and reward the desire for learning in various ways, but chiefly by the establishment of Universities; (4) to take measures for providing a due supply of teachers, and for making the profession of teaching honourable and respected. Of all these provisions the most important and far-reaching was the introduction of the grant-in-aid system.

398. Review of Progress in the Despatch of 1859.—It was found in the Despatch of 1859 that in the rules framed for the allotment of grants-in-aid careful attention had been paid to the foregoing principles. It was also stated in that Despatch that, while the system had been readily accepted by schools of higher education, it had been unsuccessful in its application to those of a lower class. Actual experience had shown that it had been generally difficult, and in many cases impossible, to obtain that local support in the way of subscriptions which formed the main condition of the grant, and that the effort to obtain it placed the agents of Government in a false and unpopular position. Hence, the Secretary of State was of opinion that the grant-in-aid system, as hitherto in force, was unsuited to the supply of vernacular education for the masses of the people, which should be provided, rather by the direct instrumentality of the officers of Government, according to some one of the plans in operation in Bengal for the improvement of indigenous schools, or in the North-Western Provinces for the establishment of circle schools, or by such modification of those schemes as might commend itself to the several Local Governments as best suited to the circumstances of different localities. It was pointed out that no general scheme of popular education could be framed which would be suitable for all parts of India; but at the same time it was declared to be most important to make the greatest possible use of existing schools, and of the masters to whom, however inefficient as teachers, the people had been accustomed to look up with respect. The example of the North-Western Provinces in levying a local rate assessed upon the land for the provision of elementary schools was quoted with approbation; and the Government was desired to consider carefully the expediency of imposing a special rate in other Provinces, in order to provide funds for the same purpose.

399. Necessity of encouraging private Effort; Limitations of the Policy of Withdrawal.—The Despatch also pointed out, in reference to the

small number of scholars in the Government colleges and schools of higher education, that there was ample scope for the employment of every form of agency that could be brought into the field of educational labour; and urged that every agency likely to engage in the work with earnestness and efficiency should be made use of and fostered. It laid stress on the great advantage of promoting in the native community a spirit of self-reliance, in opposition to the habit of depending on Government for the supply of local wants; and it accordingly declared that if Government should accept the duty of placing elementary education within reach of the general population, those persons or classes who required more than this might, as a general rule, be left to exert themselves to procure it, with or without the assistance of Government. But in summarising the objects of the Despatch of 1854, it made no further reference to the withdrawal of Government from any of its own institutions, or to their transfer to the management of local bodies. On the contrary, it stated, what had not before been stated so explicitly, that one of the objects of that Despatch was the increase, where necessary, of the number of Government colleges and schools,—a declaration which was repeated and enforced in the Despatch of the 23rd January 1864. Moreover, while it has been often reiterated as a general principle that Government should withdraw, wherever possible, from the direct maintenance and management of institutions of the higher class, stress has always been laid upon the need of caution in the practical application of the principle. Thus, in the Despatch No. 6 of the Secretary of State, dated 14th May 1862, it is expressly said that in any such withdrawal “attention must necessarily be given to local circumstances,” and that “Her Majesty’s Government are unwilling that a Government school should be given up in any place where the inhabitants show a marked desire that it should be maintained, or where there is a manifest disinclination, on the part of the people, to send their children to the private schools of the neighbourhood.” And again, in Despatch No. 6 of the Secretary of State, dated the 26th May 1870, in reply to a proposal from the Government of India “to reduce the Government expenditure on colleges in Bengal to an equality with the sum total of the endowments and fees of the colleges,” the fear is expressed lest the proposal would tend “entirely to paralyse the action of high education in Bengal,” and that “a large and sudden reduction in the Government grant will tend to the diminution, rather than the augmentation, of private liberality.” Thus, while the time has always been looked forward to when, in the words of the Despatch of 1854, “many of the existing Government institutions, especially those of the higher order, may be safely closed or transferred to the management of local bodies under the control of, and aided by the State,” more recent Despatches have laid particular emphasis on the further statement, “it is far from our wish to check the spread of education in the slightest degree by the abandonment of a single school to probable decay.”

400. Limitation of State Expenditure in higher Schools.—The necessity of requiring the wealthier classes to contribute to the cost of their education, and thus to make Government schools more self-supporting than before, was strongly insisted on in 1861,* in reference to the levy of fees in high schools, when it was declared to be impossible, even if desirable, that the State should bear the whole expense of education in so densely populated a country as India. A similar view was expressed in 1864,† when it was laid down that, in determining the distribution of expenditure between different classes of education, the resources of the State should, as far as possible, be so applied as to assist those who could not be expected to help themselves, and that the richer classes of the

* Despatch No. 14, dated 8th April 1861.

† No. 13, dated 25th April 1864.

people should gradually be induced to provide for their own education,—for example, by the payment of substantial fees in higher schools. At the same time the interests of the upper classes and the importance of higher schools were in no way ignored or neglected; and in 1863,* when it was declared to have been one great object of the Despatch of 1854 to provide for the extension to the general population of those means of education which had theretofore been too exclusively confined to the upper classes, it was expressly added that while Her Majesty's Government desired that the means of obtaining an education calculated to fit them for their higher position and responsibilities should be afforded to the upper classes of society in India, they deemed it equally incumbent on them to take suitable measures for extending the benefits of education to those classes who were incapable of obtaining any education worthy of the name by their own unaided efforts.

401. Ultimate Objects of the Grant-in-aid System.—The grant-in-aid system was, therefore, designed to be an auxiliary to the Government system, for the further extension of higher education by the creation of aided schools; and it was anticipated, not only that an exclusively Government system of education would by this means be discontinued with the development of a concurrent system of grants-in-aid, but that in course of time many of the existing Government institutions, especially of the higher order, might themselves be closed or transferred to local management. In short, the grant-in-aid system was intended to supplement, and in time partly to supersede, the Government system of higher education. It was, however, found to be unsuited, in its existing form, to the supply of education for the masses. At the same time the education of the masses was declared to be the primary object towards which the efforts of Government were to be directed, and to the promotion and encouragement of which State aid in some form or other was to be liberally devoted. Such a declaration does not, of course, involve the State in the responsibility of providing all the funds required for mass education, under any method of aid that may be adopted.

SECTION 2.—*The Growth of Private Enterprise in Education.*

402. Introductory.—Such was the plan by which it was hoped that private effort would be brought to aid in the great work of Indian education. We have next to trace the results which the plan has been the means of producing. This has been done in detail in the historical portions of the various Provincial Reports, and in those portions of them which are devoted to grants-in-aid. We shall here only call attention to the most salient features in the history and condition of private educational effort, and thus attempt to show how far the hopes expressed in the various Despatches have been realised in practice. It will be observed that the degree in which these hopes have thus been realised is very different in different Provinces. In this section it is our object not to discuss the causes for this difference, but simply to state the most important facts bearing on private effort at greater length than was necessary in Chapter II. In regard to all the larger Provinces, we shall do so by considering (1) the state of education, so far as it can be known from the best estimates available, when the provisions of the Despatch of 1854 began to take effect, and how far that state was favourable or unfavourable to the development of private enterprise; (2) the history of aided education from the introduction of the system of grants-in-aid up to the appointment of the Commission; (3) the work that was then being done by private effort as shown by the information laid before

* No. 12, dated 24th December 1863.

us for the year 1881-82; (4) the extent to which the people of the country have come forward to help in the education of the community at large; and (5) the degree of efficiency attained by the various classes of institutions that are the outcome of private effort. With reference to the second and third of these topics, it is necessary to give some explanation at this point. The education of Europeans and Eurasians (which is conducted all but exclusively on the footing of grants-in-aid) is not among the subjects we have been instructed to discuss, and therefore our statement will not give the entire results of private enterprise in education. In treating, however, of years previous to 1881-82, it is for the most part impossible to disentangle the statistics referring to institutions for natives alone from those that refer to the entire number of aided institutions. In our brief account, therefore, of the history of private effort, it will be understood that we include efforts made for the instruction of Europeans and Eurasians. In most cases it is impossible for us to do otherwise; and the difference, at least in those Provinces where there has been any large amount of private effort, is not of much importance. But when we come to the actual present state of aided education, we shall strictly confine our view to the part taken by private effort in the general education of natives of the country, and to the amount of aid extended to the efforts made in their behalf. This will explain discrepancies that might otherwise be perplexing, and in particular it will show why there is sometimes an apparent falling off in the year 1881-82, about which we shall have most to say, as compared with the years immediately preceding. This is not the only difficulty that meets us in comparing recent with earlier years. Another is that there have been various changes in the method of classifying schools. Thus in most Provinces, primary departments attached to middle schools, and primary and middle departments attached to high schools, are now reckoned as separate institutions, instead of being included with the more advanced department, as was formerly the case everywhere, and as is still the case in Bengal and Assam. Also, many schools are now classed as primary which were formerly treated as secondary, and some as secondary which were formerly treated as primary. For such reasons no perfectly exact comparison is possible between the figures for 1881-82 and those for any year previous to 1879, when the new classification was generally introduced. The comparisons which it is necessary for us to make with earlier years, and particularly with 1870-71, in this and in other portions of the Report, will be as accurate as we have any means of making them; but while trustworthy so far as concerns the general impression they will leave, they must not be regarded as exact in every detail. It is also necessary to explain the means we have used for appraising the efficiency of aided schools. Success at examinations, though in many ways a highly unsatisfactory test of real usefulness, is yet the only basis on which a definite enquiry into the efficiency of a school can proceed, and we accordingly called for such returns as would show the comparative success at examinations of institutions in the hands of the Department and of those that have taken their origin from private effort. We judged it necessary, however, to guard against any misconception arising from the practice, followed in some schools, of preventing pupils who are unlikely to pass from appearing for examination, or of allowing them to withdraw from school before the time comes for sending up their names for examination, in order that the proportion of those passed to those examined may appear as large as possible. To avoid any such misconception, we asked for returns of the proportion passed to the total number at the beginning of the year on the rolls of the class examined. There are objections to this form of statement also, as in the course of the year a class may either greatly dwindle or greatly increase; and in either case the number passing the examination at the end of the year is not a correct index of the efficiency attained. Still, we regard this comparison as the closest approximation we

can make to an accurate test of success in the work of instruction. Most of the Provinces have put the results of their examinations in the required form. In some cases this has been found impossible, and in these (each of which will be noted in its proper place) we have nothing better to rely on than the test of the proportion between the number of pupils passed and the number sent up for examination from departmental and privately-managed institutions respectively. Finally, we would explain that in considering the amount of assistance rendered by the State to private effort, we have not attempted to calculate the money value of the aid afforded to schools under private managers in the form of direction and inspection.

403. Madras: Private Effort in 1854.—In Madras it might have been expected that the new policy would meet with speedy success. To all appearance the way had been well prepared for it. Long before 1854 the demand for a knowledge of English was far from inconsiderable, and many schools were in existence in which the instruction given was of a European type; and experience has shown—as the Despatch of 1854 pointed out—that such schools form the foundation on which a system of grants-in-aid can be based most easily. The State, it is true, had done but little to awaken a taste for English education. There were only three advanced Government schools in existence when the Department was organised. But the people of the country themselves had established English schools. In those conducted by Pachaiyappah's Trustees alone, more than a thousand pupils were being educated. Missionaries also, by whom the desire for English education had first been kindled, were doing probably more than in any other part of India to meet the desire they had awakened. It is known that in 1851 there were in various parts of the Presidency about 1,000 mission schools with some 30,000 pupils, of whom probably 3,000 were receiving at least the elements of a liberal culture, while all were being trained after western methods. The number both of schools and scholars had probably increased by 1854. The indigenous schools also were numerous in all parts of the country. Even in 1826, long before any general State system of education was established, 12,000 such schools were roughly ascertained to be at work with more than 160,000 pupils; and whatever else such schools may have done or not done, they must at least have familiarised the popular mind with the idea of self-help in matters of elementary education. Altogether the facts of the case seemed to warrant the anticipation which is implied in these words of the Despatch of 1854:—“The Presidency of Madras offers a fair field for the adoption of our scheme of education in its integrity, by founding Government Anglo-vernacular institutions, only where no such places of instruction at present exist which might, by grants-in-aid and other assistance, adequately supply the educational wants of the people.”

404. Madras: History of private Effort.—Yet the system of aided education was very slow in taking root. The first rules under which grants were offered were published in August 1855; but although a few schools applied for aid under them and received it on a liberal scale, especially in the form of aid for buildings, the greater number of the privately-managed schools already in existence went on independently of Government, and it does not appear that the offer of aid led to the opening of any appreciable number of new schools. The failure so far of the grant-in-aid system was ascribed by the Director of Public Instruction in 1858 to the want of definiteness and precision in the rules, so that managers did not really know what obligations they might be brought under by accepting aid. But it was due probably quite as much to the fact that private managers were content with their institutions as they existed, and had little desire to extend their sphere of usefulness. New rules

were introduced in 1858, which had for their leading feature that system of aiding in the payment of certificated teachers which is known as the salary-grant system, and which will be described hereafter in detail. The new rules were minute and detailed to a degree, yet but little extension of aided education followed. Managers seemed still to be for the most part disinclined to co-operate with Government. It was not till a third set of rules came into force, on the 1st of January 1865, that the system fairly took root. The new rules, in framing which there had been much and prolonged consultation with those interested in non-Government education, were better adapted to actual circumstances. They were less minute and more liberal than those of 1858, especially in the way of giving some aid on account of teachers who were qualified but uncertificated, and in introducing the system of payment by results for elementary schools. The revised system of salary grants produced a marked effect at once, but the details of the rules under which payment according to results was offered were found to be unsuitable, and these rules remained for some time almost a dead letter. They were issued in a revised form on the 1st of January 1868, and under the Code thus completed, by which elementary schools are aided mainly on the system of payment by results, and schools of a higher order on the system of salary grants, the success of aided education in Madras has been unequivocal and great. When the new impulse was given in 1865, there were but 502 schools receiving aid. In the following year the number was 896, and by 1870-71, when the revised rules for payment by results had produced some effect, it had risen to 2,604. The grant from Imperial funds had risen from about Rs. 50,000 in 1863-64 to about Rs. 3,35,000 in 1870-71. The sum thus spent was met by much larger contributions from private sources; for while the gross outlay on non-Government education connected with the State system, had been only Rs. 2,46,000 in 1863-64, it had risen in 1870-71 to Rs. 10,39,000. Thus an increased outlay of Rs. 2,85,000 from public funds was met by an addition of Rs. 7,93,000 to the contributions from private sources, most of which represented an actual increase to the funds available for the spread of education. Since 1871 the progress of aided education has upon the whole continued, and that in spite of great temporary reductions in the total amount spent on grants. The grants from all public sources reached their highest amount, *viz.*, Rs. 5,70,000, in the year 1877-78. In the following year they suddenly fell to Rs. 4,44,000, and in 1879-80 to Rs. 4,02,000; since which time they have again risen. Thus, in 1878-79 grants were reduced by Rs. 1,26,000, and in the following year by Rs. 42,000 more. The reduction was due in part to the after-effects of the terrible famine of 1877-78. Results grants, which were those mainly affected by the famine, fell by Rs. 1,05,000 in the one year 1878-79, though they rose again by Rs. 2,000 in the following year. This fall was partly caused by the smaller number of children able to attend school, but also to a large extent by a sudden raising of the standards, and a simultaneous lowering of the amount assigned for passing them,—steps, however, that were soon retraced. Thus, quite apart from the fall in the results grants, and therefore only to a small extent the effect of famine, there was a reduction of Rs. 21,000 in the total amount of grants in 1878-79, and a further reduction of Rs. 44,000 in 1879-80. This reduction in grants was accompanied by measures which steadily increased the outlay on direct departmental education. The expenditure on departmental institutions from Provincial funds alone rose year by year from Rs. 2,13,000 in 1874-75 to Rs. 3,07,000 in 1880-81, and to Rs. 3,26,000 in 1881-82. On Government colleges alone the net outlay increased from Rs. 80,000 in 1874-75 to Rs. 1,22,000 in 1880-81, and to Rs. 1,30,000 in 1881-82. Such changes appear to indicate a policy less favourable to private effort than had previously prevailed. But its vitality appears from the facts that while in 1871-72 aided

schools numbered about 3,000 with 98,000 pupils, they had risen in 1877-78 to 5,400 with 166,000 pupils; that though their number fell off in the two succeeding years, it did not fall in anything like the same proportion as the grants; and that as soon as grants increased, they rose far beyond their former number, so that in 1880-81 there were 6,000 aided schools with 178,000 pupils, and in the following year 7,800 such schools with 223,000 pupils. These figures include schools for Europeans and Eurasians, as well as for natives. It is noteworthy that this great advance had been made, speaking generally, along the whole educational line. Thus in 1881-82 there were 12 aided colleges (one being for Europeans and Eurasians), against 7 in 1870-71; 1,124 English and 6,343 vernacular schools for boys against 412 and 1,839 in 1870-71; while the total of aided girls' schools had risen in the same eleven years from 111 to 341. It will however appear in the sequel that aided secondary education, considered by itself, has somewhat fallen off in recent years.

405. Madras: Present Amount of private Effort.—In 1881-82 the amount laid out on grants-in-aid for the general education of natives alone (aided schools for Europeans and Eurasians being now left out of view) was Rs. 2,09,500 from Provincial Revenues, and Rs. 2,95,500 from Local and Municipal Funds. The gross outlay on the institutions thus receiving aid was Rs. 14,69,000. In other words, by an annual expenditure of Rs. 5,05,000 of public money, the State secured the co-operation of agencies expending nearly three times that amount. Of the whole 387,600 pupils attending schools connected in any way with the Department, 218,300, or 56·3 per cent., were in aided schools, 114,600, or 29·6 per cent., being in unaided schools; while only 54,700, or 14·1 per cent., were in Government schools, which include Local Fund and Municipal as well as departmental institutions. The system of aided education was also found applicable to every branch of education. Thus of the 340,000 boys in the primary stage of instruction, 192,000, or 56·5 per cent., were in aided, while 103,000, or 30·3 per cent., were in unaided, and 45,000, or 13·2 per cent., in Government schools, that is, in schools managed either by the Department or by Local or Municipal Boards. Similarly, of the 24,000 boys in the secondary stage of instruction, 13,000, or 54·2 per cent., were in aided schools, while of the remainder 4,700, or 19·6 per cent., were in unaided, and 6,300, or 26·2 per cent., in Government schools. Of the 1,669 students at English colleges, 803, or 48·1 per cent., were attending aided colleges, 124, or 7·4 per cent., being in unaided, and the remaining 742, or 44·5 per cent., in Government colleges. Again, with regard to female education, of the 35,000 girls at school, about 14,000 attend boys' schools, the great majority of whom are no doubt in aided schools, though there are not materials for determining the exact proportion. Of the remaining 21,000 attending schools for girls alone, 12,000, or 57·1 per cent., are in aided schools, while 6,800, or 32·4 per cent., are in unaided, and 2,200, or 10·5 per cent., in Government schools.

In Madras, however, the unaided institutions must be taken into account in judging of the fruit of the policy initiated in 1854. They are nearly all indigenous schools, which by the hope of grants-in-aid have been brought into connection with the State, and are being gradually developed and improved. In the words of the Director of Public Instruction, they are "to all intents and purposes schools which are preparing gradually to enter into the category of aided institutions." In this point of view it becomes necessary to add the pupils in unaided to those in aided institutions, if the impulse given to education by the development of the system of grants-in-aid is to be estimated aright. Doubtless, most of the children attending schools that are still unaided would be in attendance if the State had never interested itself in education at all, but

it may be presumed that the effect of the State system is to raise the standard of education in all schools that come within the range of its influence. Reckoning in this way, it appears that the proportion of the whole education existing in the Province which has resulted, either directly or indirectly, from the policy of evoking private effort, stands as follows:—There are 340,000 boys in the primary stage of instruction, of whom 295,000, or 86·7 per cent., are in schools that are the result of private effort, that is, in aided and unaided schools together. In the secondary stage of instruction there are 24,000 boys, of whom 17,700, or 73·8 per cent., are in schools that are maintained by private effort. In the stage of English collegiate instruction there are 1,669 students, of whom 927, or 55·8 per cent., are in colleges that are the result of private effort. Of the 21,000 girls in whose case it is possible to state how the schools that they attend are managed, 18,800, or 89·5 per cent., are in schools that are the result of private effort. On the whole, almost 86 per cent. of the entire number under instruction in Madras are attending institutions maintained by private effort. Similarly if to the Rs. 14,69,000 spent on the maintenance of aided institutions be added the expenditure on unaided institutions, which is estimated at Rs. 3,51,800, it appears that by an outlay of Rs. 5,05,000 from public funds the State has secured the co-operation of private agencies expending Rs. 18,20,800, or more than three and a half times the amount of State aid.

406. Madras: Native private Effort.—But it is not the spread of education only that deserves attention in connection with the system of grants-in-aid. It should also be noticed what the agencies are that have responded to the appeal. In the early days of the system few but missionary bodies came forward to work under it, but it was not very long in evoking the energies of the people of the country themselves. Statistics are not available to illustrate this point in full detail, but it is known that, in 1865-66, the year in which the system made its first great start, Hindu managers of schools received grants to the amount of only Rs. 34,400 against Rs. 92,400 drawn by other managers,—Rs. 65,000 of the latter sum being assigned to such missionary bodies as were making educational efforts, and the remaining Rs. 27,000 being probably granted to the managers of non-missionary schools for Europeans and Eurasians. But a marked change soon took place; for even in 1870-71 native managers of schools drew grants amounting to Rs. 1,68,000 as against Rs. 1,95,000 drawn by other managers. In 1875-76 the grants drawn by native and by other managers were Rs. 2,97,000 and Rs. 2,19,000 respectively, and the figures stood in 1881-82 at Rs. 3,35,700 against Rs. 1,64,600. This rise in the grants paid to native managers was no more than commensurate with the increase of native effort in education. While very few schools of the modern type were managed by natives in 1865-66, 1,900 were managed by them in 1870-71, and no fewer than 6,355 in 1881-82. Thus native effort had far outstripped all other effort, for the total number of aided institutions under other than native management had only risen from 475 in 1870-71 to 1,347 in 1881-82. It thus appears how largely the people of the country take part in its education. Elementary education, so far as it is aided, is already mainly in their hands; for out of the 6,355 aided schools conducted by the people for themselves, 5,654 are purely vernacular, while only 915 vernacular schools in receipt of aid are under other than native management. The unaided schools under regular inspection, which amount to 6,146 and are nearly all elementary in character, are with exceedingly few exceptions under native management. The great bulk of the lower education of the country has thus come to be provided and managed by the people for themselves, and is only supervised and aided by the State. Native effort is, however, by no means confined to lower education, but under

the influence of grants-in-aid has expanded rapidly in all directions. Thus while in 1870-71 only 287 aided English schools and no colleges were conducted by native managers, there were 698 English schools and 3 colleges so conducted in 1881-82.

407. Madras: Efficiency of the Education provided by private Effort.—It remains to examine into the efficiency of the institutions that owe their origin to the private effort which has been elicited by the system of grants-in-aid. In Madras the only public examinations for which pupils from institutions under all varieties of management are in the habit of appearing, and the only ones accordingly that are available as tests, are the three examinations of the University and the middle school examination, which last is conducted by examiners appointed from among the officers of the Department and others interested in education, by the Commissioner for the Uncovenanted Service examinations, who is also the Director of Public Instruction. When the examination test is applied in the manner that has been explained above, it appears that in Madras aided education stands very nearly on the same level in point of efficiency as that which is given by the Department directly. In 1881-82, the results of which do not in all probability differ materially from those in other years, it is found that at the B.A. examination 44 per cent. of the students of departmental colleges and 36 per cent. of the students of aided colleges were successful. At the First Examination in Arts the proportion of the students of departmental and of aided colleges that passed was exactly equal, the percentage being 27 for both classes of institutions. In the matriculation examination 18 per cent. of the pupils on the roll of the matriculation classes of departmental high schools at the beginning of the year were successful, and 15 per cent. of those on the roll of the corresponding classes in aided high schools. At the middle school examination the percentage that passed of those who at the beginning of the year were on the roll of the class examined, was in departmental schools 10 and in aided schools 12. Thus, judged by the test of examinations, aided colleges were nearly but not quite upon a par with departmental colleges, aided high schools a little inferior to departmental high schools, and aided middle schools a little superior. If due weight be given to the remarks of the Madras Provincial Committee, that “individual aided and other schools will “stand favourable comparison with any individual Government ones,” and that “it is to be borne in mind that Government schools are all under one general “direction, working on one uniform system, while aided and other are under every “variety of management,” it will become plain that the education which has been in this Province the result of private effort is full of hope as regards its quality, as well as its extent.

408. Madras: Summary.—Thus it appears that in Madras, in spite of delay and difficulty for many years, there is no room now to doubt the success of the scheme of grants-in-aid or its applicability to every stage and form of general education. It has proved its fitness to accomplish under special rules, if not all, yet a very large part of what is needed even in the field of primary instruction. The confidence felt in the capabilities of the system is so great that the Provincial Committee, in referring to Local Fund Boards and Municipalities, “feel constrained to question whether the funds which such “bodies can devote to education would not secure very much greater results if “spent in aiding independent schools than they can do when spent in maintaining *quasi*-Government institutions.” And again, in summarising its recommendations, the Committee speaks of “the desirability of having no “schools maintained by Municipalities, those bodies confining themselves to aiding private schools, their power to open schools under their own management

“being limited to cases where it had been clearly shown that the educational wants of the town could not otherwise be provided for.”

409. Bombay: Private Effort in 1854.—In Bombay there were in 1854 a number of non-Government schools (irrespective of schools of an indigenous character), which might have been expected to serve as a basis for carrying out the policy of aiding and so increasing private educational effort. The number of such schools was, however, considerably smaller than in Madras. It would, indeed, have been much greater if the schools under the management of the Board of Education were reckoned as the result of private effort; but that association seems rather to have regarded itself as acting temporarily in the place of Government, and accordingly it ceased to exist as soon as the State began to take part in education through officers of its own. Accurate statistics are not available for the schools that were being carried on in 1854 by other agencies than the Board of Education; but it is believed that Missionary Societies were then maintaining about 130 schools with about 7,000 pupils, while under native managers there were estimated to be 96 schools on a European model, with about 7,000 pupils. Purely private effort had thus originated and was maintaining about 230 schools with 14,000 pupils, as against more than 1,000 schools with at least 30,000 pupils enumerated in Madras. The difference in population does something to redress the balance, but 14,000 pupils among the 15 millions in the British districts of Bombay was less proportionately than 30,000 among the 26 millions of Madras. It may be remarked in passing that no fewer than 3,500 of the 14,000 pupils who were being educated by strictly private effort in Bombay are believed to have been girls. The indigenous schools also, which have played so important a part in the development of aided education in Madras, were weaker in Bombay. Enquiries made in 1823, although not exhaustive, were held to show that there were but 1,500 such schools in the Province, attended by 31,000 children, as against the 12,000 schools with 160,000 pupils that were ascertained to exist in Madras in 1826. Thus the foundation for a system of encouragement to private effort, though considerable, was less broad than in the neighbouring Presidency.

410. Bombay: History of private Effort.—The dissolution of the Board of Education, which was the first direct result of the Despatch of 1854, left in the hands of Government the 4 colleges, the 30 English and 256 Vernacular schools for general education, attended by an aggregate of 24,000 pupils, which that Board had previously been managing either in the Presidency or in the Native States connected with it. It was natural in such circumstances that the newly formed Department should at first give its main attention to direct operations, and should think little for a time of aiding or extending the efforts of private parties. Rules for grants-in-aid were, however, promulgated in 1855. The attempt to apply them to primary education was abandoned in 1858, and even for the higher schools conducted by Native managers on a European model, they were found so stringent as to be totally inoperative. In the Report of the Provincial Committee it is stated that a revised draft was submitted to the Supreme Government, which in May 1858 declared it premature then to consider the question, and recommended that the existing rules should remain in force. Mr. Howard, too, who came into office as Director in 1856, objected to any aid being given to the schools long maintained by missionary societies. Even after the Despatch of 1859 had re-affirmed the eligibility of such schools for aid, no advances were made to them till 1863. When aid was offered in that year, the managers of the schools maintained by Missionary Societies found it to be “so illiberal as to make it not worth while to offer their schools for inspection under the rules in question.” In 1864, while offi-

ciating for Mr. Howard, Sir Alexander Grant, after full consultation with Missionaries and other managers of private schools, drew up a Code of rules, under which those interested in non-Government education were at least able to anticipate that substantial encouragement would be given to private effort. It was not, however, till Sir Alexander Grant came into office as Director in 1865 that this Code began to be carried into effect. The system of grants-in-aid, thus at length introduced, had the plan of "payment by results" as its main feature, and will be described hereafter in detail.

Thus the history of aided education in Bombay does not begin till 1865; for although a few grants were being given before that date, they were purely of an exceptional kind, and "chiefly to charitable institutions, some of which "enjoyed fixed yearly grants under agrèments accepted by Government before "the constitution of the Educational Department." These few exceptional grants had no influence on the general scheme of education. By 1865 the plan of direct State action had taken root, the 24,000 pupils handed over by the Board of Education having grown into 66,000. Thus, whatever view may be held on the question of whether any other policy had been practicable or not, it is obvious that before private effort began to be aided and developed, education as a whole had been cast in a departmental mould.

The system of grants-in-aid has not, however, been inoperative since 1865. Still, the part played by private effort has been all along so small comparatively, that it is unnecessary to trace its history in such detail as in the case of Madras. A few of the chief points need alone be touched on. So soon as a practicable offer of aid was made, 31 schools came forward and received grants amounting to Rs. 24,000. By 1870-71 the amount awarded under the ordinary rules had risen to Rs. 47,000, and in that year an aided college received a building grant of Rs. 61,000. In spite of a temporary reduction, which will be afterwards referred to, the grants-in-aid, excluding building grants and those others of an exceptional character to which reference has just been made, rose from Rs. 47,000 in 1870-71 to Rs. 86,400 in 1875-76, and to Rs. 87,900 in 1881-82, including, it must, however, be remembered, the grants to schools for Europeans and Eurasians. At the same time the building and other special grants for 1881-82 amounted to Rs. 54,000. The 31 institutions receiving aid in 1865-66 had increased to 85 in 1870-71, to 263 in 1875-76, and to 307 in 1881-82. Of these, 251 are schools for natives. Thus aided education has made considerable progress relatively, though its total amount is still but small.

411. Bombay: Present Amount of private Effort.—In 1881-82,—in all statements for which date private effort for the education of Europeans and Eurasians is left out of view,—the 251 aided institutions for the general education of natives were attended by 19,600 pupils, or only 5·5 per cent. of the whole number of pupils in the institutions connected with the Department. The gross outlay on these aided institutions was Rs. 2,96,000, of which Rs. 83,500 was met by grants from Provincial Revenues, and Rs. 3,100 by grants from Local and Municipal Funds, so that the aid from public sources amounted to Rs. 86,600, or 29·4 per cent. of the gross outlay by the managers. The amount thus contributed from private sources for the spread of education is but Rs. 2,09,000, as against Rs. 13,15,800 so expended in Madras on all classes of institutions maintained by private effort. In collegiate, secondary, and female education, private effort, so far as it is recognised by the State, is an auxiliary of some importance, but in regard to primary education it effects but little. Thus of 313,000 boys in the primary stage of instruction, only 9,500, or 3 per cent., are in aided schools. Of the 20,000 in the secondary stage of instruction, however, 5,000, or 25 per cent., are in aided schools, and of the 475 matri-

culated students 139, or 29·3 per cent., are in aided colleges. Of the 20,500 girls at schools that are purely girls' schools, 4,900, or nearly 24 per cent., are in aided schools. Of the 4,000 girls that are receiving instruction in schools intended primarily for boys, all, with unimportant exceptions, are in schools under departmental management. The unaided schools under regular inspection in Bombay cannot, like those of Madras, be regarded as in any sense the fruit of the encouragement afforded to private effort. With exceptions too few to be taken into account in this general review, they are the schools of the Native States connected with the Presidency, and are supported by the revenues of those States and managed by officers of the Department. They thus fall under the head of departmental rather than of privately managed institutions.

412. Bombay: Native private Effort.—In Bombay the extent to which the people of the country have come forward under the grant-in-aid rules to take a share in the general system of education has always been small. The number of aided schools under native managers, which rose from 23 in 1870-71 to 188 in 1875-76, fell to 118 in 1876-77, but since that date has again increased to 142 in 1881-82. The grants drawn by such managers, which rose from Rs. 14,000 in 1870-71 to Rs. 30,800 in 1875-76, had similarly fallen to Rs. 27,600 in 1881-82. No colleges and only 13 English schools are being conducted by native managers in co-operation with the State. In this connection, however, there are two points that should be noted. The cess, which now supplies not much under a half of the entire amount of public funds spent on education in the Province, was voluntary in its origin, or at any rate for the first few years had no legal basis. From 1865 to 1869 when the cess was imposed by law, the primary schools then in existence were almost wholly supported by popular contributions, though they were under departmental management. When schools so maintained came to be supported by a rate, it was natural that voluntary effort should fall off. Also, there is a considerable number of important schools under native managers which do not appear in the departmental returns at all. These are to be found chiefly in the cities of Bombay and Poona, where fees can be levied at such rates as to meet the expenses of the school and afford a livelihood to the managers in addition. In other Provinces, at all events in Madras and Bengal, schools of the same class exist, but they are probably more numerous in the city of Bombay than anywhere else except in Calcutta. In the former city there are 9 independent secondary schools attended by certainly not less than 2,300 pupils. There are also a number of indigenous schools, as shown in Chapter III, which, although they have received no assistance from the State, have increased with the popular demand for education. Thus native private effort outside the arrangements of the State takes some considerable share in the education of the Province.

413. Bombay: Efficiency of the Education provided by private Effort.—In examining into the efficiency of the education which is the result of private effort, we adopt the same mode of reckoning that we have followed in speaking of Madras. In Bombay, however, the examinations under the various standards have been so co-ordinated and applied to both departmental and aided schools that it is possible to institute a comparison at every stage of instruction between the two classes of institutions. In colleges, as tested by the whole series of University examinations, the percentage of success is for departmental colleges 28·8, and for aided 27·3. Departmental high schools, as tested by the matriculation examination, stand at 11·5, and aided high schools at 11·6 per cent. The percentages of success in middle schools, as determined by the middle school examination, are for departmental schools 19·3, and for aided schools 14·3. In primary schools, as tested by ex-

aminations in six different standards, the percentages are for departmental schools 39·3, and for aided 32. It appears accordingly that in point of efficiency as tested by the examinations of 1881-82, aided colleges are nearly on a par with those managed by the Department, and aided high schools exactly so; while aided middle and aided primary schools are distinctly but not greatly inferior to departmental schools.

414. Bombay: Summary.—Thus in Bombay, for reasons already given, there was great delay in carrying out those provisions of the Despatch of 1854 which relate to private effort. Such private effort, however, as has been elicited by the system of grants-in-aid, contributes an element to the means of education which is sound and useful so far as it goes, though it does comparatively little to help in meeting the educational wants of the community at large and shows no signs at present of rapid or great development.

415. Bengal: Private Effort in 1854.—Bengal stands pre-eminent among the Provinces for the ease and the speedy success which attended the introduction of the system of grants-in-aid. As in Madras and Bombay, the way was prepared by the existence before 1854 of a large number of schools that were the outcome of private enterprise. Materials are not indeed available for such an approximate statement of the number of schools and scholars as is possible in the case of Madras, or even for such a reasonable estimate as has been made in the case of Bombay. It is probable, however, that, at least in the great centres of population, and particularly in Calcutta, the amount of private educational enterprise that existed before it came to be aided by the State was much greater than in either of the other Provinces. So early as 1817 the Hindu College had been founded by the people for themselves with the view of promoting a knowledge of English and of western learning; and English schools of various descriptions became numerous both in Calcutta and elsewhere during the succeeding years. The State also had done more than in any other Province to awaken a desire for English education; for even in 1842 seven colleges and sixteen English schools were directly maintained by Government. From 1830 missionary bodies too had devoted much of their energy to English education, and it is known that in 1851 they were educating at least 14,000 pupils in 220 schools. In these various ways there had come into existence among the people a wide-spread desire for education of a European type, and a corresponding willingness to take advantage of any means that might enable them to obtain it. At the same time, as has already been shown in this Report, the indigenous schools of Bengal possessed remarkable vitality; and though many years had still to elapse before they were brought under the influence of any scheme for grants-in-aid, they must have made the idea familiar to the public mind that the provision of the means of education is a proper object for private effort.

416. Bengal: History of private Effort.—It is not surprising therefore that the system of grants-in-aid was taken advantage of very quickly. Rules under which grants could be obtained by private managers, were speedily framed; and in sixteen months after their publication 219 schools were already in receipt of aid, chiefly, however, in the metropolitan Districts. The entire allowance for aid to private schools, which was fixed at first at but 5 per cent. of the outlay on Government institutions, was speedily taken up. It was found necessary to increase the allowance year by year, until in 1863 it amounted to 33 per cent. of the amount spent upon institutions managed directly by the Department. By that time there were 989 institutions of various kinds in receipt of aid; and of the 70,000 pupils under departmental supervision, 48,500, or 69·3 per cent., were studying in aided schools. The amount of

grants drawn by these schools had come in 1862-63 to be Rs. 1,60,000, which, since the total outlay on these schools was Rs. 4,02,000, had been the means of evoking Rs. 2,42,000 from other sources. Under the influence of the rules in force, which will be described afterwards in detail, private effort continued to increase, until in 1870-71 there were in existence 3,856 aided institutions of various kinds with 136,000 pupils, or 82·8 per cent. of the entire number then in schools connected in any way with the Department. The grants had risen from Rs. 1,60,000 in 1862-63 to Rs. 5,47,500 in 1870-71, but the total outlay on aided institutions had increased still more rapidly. As just mentioned, this total outlay had been Rs. 4,02,000 in 1862-63. It amounted to Rs. 14,09,000 in 1870-71. Thus by increasing its annual expenditure from public funds by Rs. 3,87,500, Government had secured the co-operation for the spread of education of agencies expending an additional sum of no less than Rs. 10,07,000 per annum. Since 1870-71 the chief occurrence in the history of aided education has been the application of its fundamental principle under special rules to the indigenous schools which are stated to have existed from time immemorial in almost every village. This has been fully described in the Chapter devoted to primary education and need not be again recounted. Independently of the indigenous schools thus brought in, the number of aided schools, both English and vernacular, did indeed increase during the eleven years between 1870-71 and 1881-82, but the increase was trifling compared with what had characterised the ten years preceding. This was partly the result of restrictions imposed in 1870-71 on the issue of new grants to secondary schools, which for a time raised a doubt in the public mind as to the policy intended to be pursued by Government. The restrictions were, however, removed by the issue of new grant-in-aid rules in 1872, but the new demands made upon the Provincial revenues during this period by primary education rendered it impossible, in the absence of a local cess and without reducing the outlay on departmental education, to increase the allotments for grants-in-aid to secondary schools and colleges, so as to enable the Department to meet any new claims that might arise.

417. Bengal: Present Amount of private Effort.—But whatever improvement has taken place or may yet take place in the indigenous schools, now that they are being brought under departmental control, must be attributed to the application to them in a special form of the system of aiding, and thereby increasing, private effort. In this point of view both the schools of indigenous origin that are already in receipt of aid and those under inspection in order that they may become qualified to receive aid, must be included in this brief notice. So reckoning, it is noteworthy that of the whole 1,042,000 pupils that in 1881-82 were attending schools connected in any way with the Department, 920,000, or 88·3 per cent., were in aided schools, and 1,011,000, or 97 per cent., in schools that are the result of private effort, that is, aided and unaided schools taken together. The gross outlay on aided institutions for general education in 1881-82 was Rs. 31,32,000, of which Rs. 8,37,000 was met by grants from Provincial revenues and Rs. 26,600 by grants from Local and Municipal funds. Thus with an expenditure of Rs. 8,63,600 of public money, private agencies spending more than 31 lakhs were brought into co-operation with the State. If to this be added Rs. 3,70,000, the estimated total cost of the unaided schools, which it is hoped that the prospect of receiving aid will in the course of time develop and improve, it appears that the contribution of little more than 8½ lakhs per annum from public funds has brought into connection with the Department managers who spend for educational purposes an annual sum of 35 lakhs, or more than four times the amount. If the expenditure on primary schools and the aid that they receive be eliminated,

on the ground that the expenditure on the primary schools of indigenous origin is to a large extent merely an estimate, the general result remains substantially the same. Taking collegiate and secondary education alone, the grants amount to Rs. 3,05,000, and the total expenditure to Rs. 10,66,000, or three and a half times the contribution from public funds. This does not include the outlay on unaided colleges, concerning which information is not forthcoming. If such outlay were added to the ascertained expenditure, the total would approach four times the amount granted from public funds.

It may be further observed that the system of grants-in-aid has been found in Bengal to be fitted to provide and extend the means of education at every stage except the very highest. No college has been brought into existence by the system. The five colleges which receive aid have no doubt been benefited by the grants that they receive, but they existed before the system was applied, and are in no sense its product. So, too, there is no aided college under native management, and the unaided colleges conducted by native managers are all in Calcutta. Outside the capital, no college ever sprang up except those maintained by the Department, until one was founded very recently by the munificence of the Maharaja of Burdwan. In these points there is a striking contrast to Madras with its 14 non-Government colleges for natives, of which nearly all are the fruit of the grant-in-aid system, 12 are in country Districts, and 5 (three aided and two unaided) are under native management.

But at all other stages of education, the aided system in Bengal has been an unequivocal success. Of the 1,891 secondary schools, 1,370, or 72·4 per cent., are aided, and 276, or 14·7 per cent., unaided, making 87 per cent. that are the result of private effort, while only 245, or 13 per cent., are maintained by the Department. Primary education is, as has been already shown, almost wholly carried on by private effort, and of the 1,013 girls' schools, only two are departmental.

418. Bengal: Native private Effort.—Unlike Madras, Bengal has, from the outset, been remarkable for the extent to which private enterprise in education has been displayed by the people of the country themselves. In 1869-70, the earliest year for which the distribution can be made, above 1,400 aided schools for natives were under native managers and were in receipt of grants amounting to Rs. 3,12,000, as against less than 200 schools under other than native managers with a grant of less than Rs. 70,000. The disproportion was not quite so great in 1881-82; for while the number of institutions under native managers was still below 1,500 with a grant of Rs. 3,23,000, those under other than native management had risen to 469 with grants amounting to Rs. 90,000. The indigenous schools, of which such vast numbers have been brought in the interval within the operation of the grant-in-aid system, and which are under purely native management, are excluded from the above figures. Thus under the operation of the scheme for eliciting private effort, by far the larger proportion,—in mere amount it may be almost said the whole,—of the education of Bengal has come to be provided by the people for themselves. At the same time it must be remembered that a small but highly important part of the educational system is in other than native hands, and that the most influential of all parts of it rests on a different basis from that of grants-in-aid.

419. Bengal: Efficiency of the Education provided by private Effort.—In regard to the efficiency of aided education, it may be noted that the Bengal Provincial Committee has not furnished information as to the results of examinations in the form that we desired. Their statement shows merely the number of candidates that actually appeared for examination, and

the number that passed. It will be observed how much higher most of the percentages are in Bengal than in the Provinces where the proportion is given between the number passed and the number actually under instruction at the beginning of the year. In departmental colleges 39·8 per cent. of these that appeared for the B.A. examination were successful; in aided colleges 24 per cent. Of students of departmental colleges who appeared for the First Examination in Arts, 45·1 per cent. passed, and of the students of aided colleges 26·3 per cent. Of pupils who went up for the matriculation examination from departmental high schools, 58·3 per cent. passed, and of pupils of aided high schools 39·2 per cent. Departmental and aided middle schools show percentages in the middle school examination of 67·6 and 69·5 respectively. It would thus appear that in all the higher standards aided institutions, as tested by the examinations of 1881-82, are decidedly inferior to those managed by the Department, but that in regard to the lower grade of secondary instruction the two classes of institutions are practically equal. The number of departmental primary schools, and therefore the number of candidates that appear from them at the upper and lower primary examinations, is so small that no trustworthy inference can be drawn from the comparative success of aided and departmental institutions at these examinations.

420. Bengal: Summary.—It thus appears that in Bengal the system of aiding and developing private enterprise has been completely successful from the outset, so far as regards what may be termed the intermediate stages of education. In course of time the way has been found to bring the system to bear upon primary instruction, and it may be hoped that the difficulties which remain in effecting improvement in the vast field of indigenous education will yet be overcome. The system has had a success such as is yet unrivalled in any other Province, in leading the natives of the country to rely upon themselves for providing the means of education in schools under their own management. It has, however, had but a limited direct effect in either extending or improving collegiate instruction, though indirectly it has without doubt helped to stimulate the effort which finds expression in the unaided colleges under native management.

421. North-Western Provinces and Oudh: Private Effort in 1854.—In the North-Western Provinces and Oudh there was a narrower basis for a successful scheme of aiding and thus increasing private effort than in any of the Provinces that have been passed in review. It is universally admitted that it is to education in English, or, at all events, to education after an English model, that such a scheme can, at least in the first place, be most readily and successfully applied. Of such education there had been comparatively little in the Province now to be considered. The absence of foreign trade and of large Government offices made English comparatively little known, and the direct educational agency of the State had done greatly less than in Bengal to awaken a desire for it. Thus there were few English Schools maintained by the people for themselves, such as had long been common in Calcutta. A school had, indeed, been founded so early as 1818 at Benares, in which the instruction given was largely in the English language and on the English model; and a few similar institutions came into existence elsewhere in succeeding years. But such schools were never numerous, and they were too much isolated to have much influence on the mind of the community anywhere. Missionaries no doubt had done something to inspire a desire for education. It is known that in 1851 about 90 mission schools with some 4,000 pupils were in existence, but these figures show that the educational activity of Missions was proportionately much less than in Madras, Bombay, or Bengal. It would have

been unreasonable to expect that the offer of aid would elicit private effort so easily or quickly as had been the case in Bengal.

422. North-Western Provinces: History of private Effort.—Nevertheless the attempt to elicit private effort was made, and was attended for a time with very considerable success. The first Code of rules was unacceptable to Missionaries, whose schools offered the most promising material for the new scheme, because it contained the provision that fees must be paid by literally all the scholars of an aided school. The mistake, however, was soon remedied. In a later Code, issued in 1858, as soon as the commotion caused by the Mutiny had subsided, ample, if not excessive, provision was made for the free admission of pupils unable to pay a fee, and 9 schools with 1,456 pupils came at once under the operation of the system of grants-in-aid. The amount of the grant thus given in 1858 was Rs. 17,000. By 1864 the number of aided institutions had risen to 72, and the amount of grants to Rs. 81,000, in the North-Western Provinces alone. In 1871-72 the number of aided institutions in the North-Western Provinces and Oudh together was 399 with 25,000 pupils, and the grant had risen to Rs. 2,55,000. In that year aided effort was providing a large part of the means of instruction, especially of a more advanced description. Of the 9 colleges that then existed, 5 were aided, as were also 203 out of the 501 schools classed as secondary. Of the entire number of 211,000 pupils, 24,700, or 11·7 per cent., were in schools maintained by aided private effort. From the year 1871-72 the amount of grant has steadily, though not rapidly, declined; and the results of private effort have diminished in a similar degree. The grants, including those to schools for Europeans and Eurasians, fell from Rs. 2,55,000 in 1871-72 to Rs. 2,34,000 in 1874-75, to Rs. 1,86,000 in 1877-78, to Rs. 1,81,000 in 1880-81, and to Rs. 1,78,000 in 1881-82.

423. North-Western Provinces: Present Amount of private Effort.—On comparing the year 1881-82 with 1870-71, it appears that the number of aided colleges has fallen from 5 to 2, and of aided secondary schools from 203 to 66. Of the entire number of 223,700 pupils now at school, aided effort educates only 18,000, or 8 per cent., while of the pupils in the secondary stage of instruction only 29·1 per cent. attend aided schools as against 59·6 per cent. in 1870-71. There are, however, 157 matriculated students in the remaining aided English colleges,—a number known to be very much larger than attended the 5 aided colleges of 1870-71, though we have not succeeded in discovering the exact number of undergraduates attending aided colleges at the earlier date. These 157 students constitute 44·98 per cent. of the entire number attending college in the Province. On the whole, in spite of the advance at the collegiate stage, the falling off is conspicuous alike in the aid afforded to private effort and in the share which such effort takes in the general scheme of education. Such is the present position of aided enterprise in the Province; but, as in Madras and Bengal, the unaided institutions under regular inspection must be included if the whole result of private enterprise is to be shown. Unaided institutions are, however, in this Province extremely few and small, though it is important to observe that they include 3 colleges and 5 high schools. When the figures for unaided institutions are added to those for aided ones, it appears that in 1881-82 private effort was educating in all 50·7 per cent. of the students in English colleges, 29·1 per cent. of the boys in the secondary, 5·4 per cent. of the boys in the primary stage of education, and 58 per cent. of the girls at school. It may be noted also that while the grants amounted to Rs. 1,45,000, the total outlay on the institutions that are the outcome of private effort, that is, aided and unaided together, was Rs. 3,86,000, or considerably less than three times the amount.

424. North-Western Provinces: Native private Effort.—The people of the country have not as yet been led to do much in providing the means of education, except to pay a cess on the land revenue, which at first was taken with their consent. What little they at one time did in the way of independent effort appears to be steadily diminishing. The falling off in their efforts is considerably greater than in those of private bodies not composed of natives of the country and less affected by the measures of Government. There were 84 aided institutions under native managers in 1870-71, 75 in 1875-76, and only 35 in 1881-82. The grants drawn by them fell from Rs. 41,000 in 1870-71 to Rs. 29,500 in 1881-82. In one point, however, the contrast with Bengal is striking. Two aided colleges under native management have sprung up: one no doubt, *viz.*, the Canning College, in very exceptional circumstances; the other, the Muhammadan College at Aligarh, a typical example of what may be effected under the system of grants-in-aid when zeal and energy come forward to take advantage of it.

425. North-Western Provinces: Efficiency of the Education provided by private Effort.—In inquiring into the efficiency of the institutions that are the fruit of private effort, the mode of reckoning is employed which we regard as furnishing the nearest approximation to a trustworthy test. As regards collegiate education, the proportion of those who passed to the number at the beginning of the year on the roll of the class examined, was at the B.A. examination for departmental colleges 18·5 per cent., and for colleges under private management 27·2 per cent. At the First Examination in Arts the percentage was for departmental colleges 55·5 per cent., and for colleges under private management 47·8 per cent. In high schools, as tested by the matriculation examination, the percentages were for departmental schools 46·8, and for those under private management 40·7. At the middle school examination, departmental schools showed 41·6 per cent. of passes, and those under private management only 20·9. At the upper and lower primary examinations, departmental schools stood at 46·3 and 48·7 per cent., and primary schools under private management at 53·2 and 45·6 per cent. respectively. So far as the results of these examinations may be taken as a test, it would thus appear that the two classes of institutions are on a footing of practical equality except in regard to their middle schools. Middle schools under private management seem decidedly inferior, but a point has been raised regarding the middle school examination of the Province which must be mentioned in a subsequent section of this Chapter.

426. North-Western Provinces: Summary.—Thus in the North-Western Provinces and Oudh private effort brings to the education of the country a contribution that is fairly satisfactory in quality, but comparatively small in amount and not showing any sign of growth at present. The degree in which the system of grants-in-aid has hitherto fostered a spirit of reliance on local exertions or combination for local purposes is small and shows no signs of increasing, but rather the reverse. The whole system of evoking private effort must be pronounced to have had little success.

427. Punjab: Private Effort in 1854.—In 1854 education in the Punjab was almost exclusively oriental in character; and the Province had so recently passed under British rule that sufficient time had not elapsed for the springing up of any desire for acquaintance with the English language or with English thought. The indigenous schools were indeed more numerous than in the North-Western Provinces; but experience has shown that it is difficult to bring such schools under the influence of a system of grants-in-aid until there has been some success in aiding and developing education of

a more western type. In the Punjab indeed, as elsewhere, Missionaries had been the pioneers of this type of education. It is known that there were in the Punjab in 1851 fourteen mission schools with 700 scholars; and these numbers had most probably been doubled by 1856, when the provisions of the Despatch of 1854 began to be put in force. These schools were in fact the only ones to which the system of aiding private effort could be easily applied.

428. Punjab: History of private Effort.—In these circumstances a system of departmental schools was organised, and to them the attention of the Department has ever since been mainly given. It was determined, however, in 1856 that while about three lakhs of rupees a year should be spent on direct Government education, an annual sum of Rs. 8,580 should be distributed as grants-in-aid. Except that a few mission schools were thus aided, and probably enabled slightly to extend their operations, no further action seems to have been taken for several years on the clauses of the Despatch that bear on grants-in-aid. But in 1863-64 the Local Government appointed a Committee comprising officers of the Department as well as representatives of those interested in non-departmental education, to suggest such measures as might be necessary to carry out fully the provisions of the Despatch. After protracted discussion, this Committee made proposals by which they believed that the system of aiding private effort might be made to play an important part in the extension of education in the Province. Their proposals were approved by the Lieutenant-Governor, but the rules based on them were negatived by the Government of India in 1865. We do not desire to express any judgment on the question whether the Committee's proposals were suitable or otherwise, nor have we sufficient materials before us for arriving at any judgment on the point. But it seems at least possible that if the views of those interested in the question and possessed of local knowledge had been allowed to prevail, some good result might have been attained. Consultations between the Department and those interested in aided education were going on almost at the same time in Madras, where also the system of grants-in-aid had been till then little better than a failure, and in consequence of those consultations modifications were made which adapted the administration of the system to local circumstances,—with results which we have described already. The history of aided education in the Punjab can scarcely be traced beyond this point, on account of the varying ways in which the annual reports have been drawn up. Schools have in some years been classed as aided such as were not usually so regarded elsewhere, and changes have been made in the mode of financial statement such as to render the comparison of one period with another difficult or impossible.

429. Punjab: Present Amount of private Effort.—In 1881-82 out of a total expenditure of Rs. 5,01,700 from Provincial revenues and Rs. 5,93,700 from Local and Municipal Funds, or a total of Rs. 10,95,400 from public funds, Rs. 1,10,500 was spent on aiding private effort in the instruction of natives of the country, including Rs. 21,000 to the Punjab University college. Thus a sum of Rs. 89,500 is devoted to the encouragement of private effort in actual instruction; so that both absolutely and relatively the grants have risen greatly since 1856. The entire outlay on the institutions in receipt of aid was Rs. 3,05,600, or less than three times the amount of the grant. It would, therefore, appear that little though the system of grants-in-aid has been developed in the Punjab and the North-Western Provinces, such grants as are given are on a more liberal scale in both Provinces than in Madras, Bombay, or Bengal. As regards the amount of educational work that is now done by private effort,

the only aided college on the same footing as aided colleges in other Provinces was not so far organised in 1881-82 as to appear in the returns. The Oriental College at Lahore stands in so peculiar a relation to the State that it is doubtful whether it should be classed as departmental, aided or unaided. Something may be said in favour of each of these views. Its Principal is an officer of the Department. On the other hand, it is managed by the Senate of the Punjab University—an official but not a departmental body. It also receives aid from public funds, but this aid comes not from the Department but from funds conferred on the University by Government. Its Principal contends that it should be reckoned among unaided institutions. On the whole we think it should be classed among aided colleges, but it should be noticed that it stands on an entirely different footing from all other institutions of that class. If the Oriental College be regarded as an aided institution under private managers, then private effort in 1881-82 was educating 122, or about 54 per cent., of the entire number of students at college. Of the 5,960 boys in the secondary stage of instruction, 986, or 16·5 per cent., were attending aided schools, and of 93,660 in the primary stage, 9,300, or 9·04 per cent., were in aided schools. Also of the 9,200 girls under instruction, 5,350, or 58 per cent., were in aided schools. There was no unaided institution under regular inspection.

430. Punjab: Native Private Effort.—In 1862 a movement in favour of female education was initiated by the Lieutenant-Governor, and in connection with it privately managed girls' schools were opened on a tolerably extensive scale. About 1,000 girls' schools were opened altogether, and about two-thirds of them were classed at the time as aided institutions; all of which, or very nearly all, were under native managers. It is not, however, clear that the whole number of schools thus reckoned at the time as "aided," ought to be regarded as the fruit of private effort. To some of them, at all events, the relations of the Department were closer than those of mere supervision and inspection, and a considerable number of the schools in question are now classed as Government schools. Be this as it may, the number of girls' schools under native managers that were strictly aided schools stood at 189 in 1870-71, but had fallen to 124 in 1875-76 and to 79 in 1881-82. These, however, included two training schools for mistresses, which have gone on without interruption since their origin, and which have done good work and received liberal encouragement. Such may be said to be the only way in which the system of grants-in-aid has as yet elicited native educational effort in this Province. There were in 1881-82 only two aided schools for boys under native managers. We are not altogether prepared to ascribe this absence of private effort to any want of enterprise on the part of the natives themselves.

431. Punjab: Efficiency of Education provided by private Effort.—As regards the efficiency of aided education, the Provincial Committee have been unable, as in Bengal, to supply the returns of examinations in the form desired. We have therefore had to fall back on the method of comparing for departmental and aided institutions the number that underwent examination with the number that were successful in passing. There are no aided colleges whose results can be compared with those of the college under departmental management. At the matriculation examination 31·48 per cent. of the candidates appearing from aided high schools passed, as against 52·81 per cent. from departmental high schools. At the middle school examination 61·5 per cent. of the candidates sent up from aided middle schools and 73·53 per cent. of those from departmental middle schools were successful. At the upper and lower primary examinations, the proportion of passed to examined was in aided primary schools 70 and 71 per cent. respectively, as against 66 and

74·7 per cent. in departmental primary schools. Here, as in Bengal, it will be observed how much higher the various percentages are than those of the Provinces where the attempt is made to compare, not the number sent up for examination, but the number instructed with the number passed. It appears that at one of the four examinations the pupils from aided schools were found slightly superior, and at the other three considerably inferior to those from departmental schools.

432. Punjab: Summary.—Thus in the Punjab the policy of aiding or eliciting private effort has not yet had a fair trial. Upon the whole it has been applied only to mission schools. It has doubtless done something to increase both the number and the efficiency of such schools, but even in their case it may be doubted whether any great educational result has been attained that would not have been attained without it. It has not enabled any appreciable number of the people of the country to co-operate with the State in the work of education, and the amount which it has evoked from private sources of any kind is not only insignificant compared with Bengal or Madras, but somewhat less than in Bombay or the North-Western Provinces. Hence the system of grants-in-aid must here also be pronounced a failure.

433. Central Provinces: Private Effort in 1854.—In the Central Provinces the scheme for eliciting private effort had a less hopeful field than even in the Punjab. Prior to 1862, when the Department was first formed and the provisions of the Despatch of 1854 began to take effect, hardly anything had been done to awaken the desire for education on an English model. It is true that in Sagar so early as 1827, nine schools had been commenced by European and continued by native enterprise. These schools were liberally aided by the State, and even in 1833 contained 600 pupils. Under a Local Committee they had a varied but on the whole a prosperous history down to 1862. In 1835, similar schools were opened at Hoshangabad and Jabalpur, but they met with less success. The former was closed in a few years. The latter was maintained until its Committee transferred it in 1851 to a missionary body, by which it has since then been carried on. Elsewhere also missions had done something for education. Exact information is not procurable, but it seems probable that when the educational system was organised in 1862, there were 10 or 12 mission schools with about 600 pupils, chiefly in or near Nagpur and Jabalpur. Upon the receipt of the Despatch of 1854, the State had made some provision for education in those Districts of the Province which then formed part of the North-Western Provinces. Little, however, had been effected, and that little had not had time to influence the community. The indigenous schools were probably weaker than in any other part of India; and in the Southern and Eastern Districts of the Province they were hardly known outside the larger towns. Those that existed even in the Northern and Western Districts are said to have been ephemeral. Out of 231 returned in 1846, 103 were of less than one year's standing and 155 of less than two years'. There seems to have been no class of hereditary teachers such as is found in all other parts of India; and hardly an appreciable fraction of the community desired any kind of education. In none of the Provinces was the population so illiterate, and in none was there less reason to expect that private enterprise would prove an efficient auxiliary to the educational efforts of the State.

434. Central Provinces: History of private Effort.—Nevertheless, to call forth private effort was from the outset one of the main objects of the newly-formed Department. Grant-in-aid rules were at once formulated and published; grants were given on a liberal scale to the few schools that were

ready to receive them; scholarships were established, tenable at all schools, whether departmental or aided; and no schools were founded by the Department at any place where there was a reasonable hope that private effort would supply the means of education. Even in places where it was judged necessary for the Department to establish institutions of its own, School Committees were appointed with some powers of control in subsidiary matters. These Committees, it was hoped, would gradually take such an interest in the schools and gain so much experience in educational affairs, that in course of time the education of the village or District might be safely left to the inhabitants themselves with only supervision and aid from the Department. From the outset an attempt was made, and on the whole a successful attempt, to include the indigenous schools in the general system. The plan of payment by results on its present footing, which was first applied to the indigenous schools of Madras in 1868 and to those of Bengal in 1872, and which has little more than begun or not even yet begun to be applied in other Provinces, was already in operation in the Central Provinces in 1863. By 1870-71 there were 432 aided schools at work with 22,300 pupils, receiving grants amounting to Rs. 39,000 per annum. By 1875-76 the number of schools had increased to 609. In the succeeding years there was a considerable falling off, which illustrates one of the dangers incident to reliance upon private effort, and which may be taken as an instructive warning against pushing on a system of aided schools before the desire for education has grown sufficiently strong. The number of aided institutions sank from 432 in 1870-71 to 357 in 1881-82. The falling off was confined to the two districts of Bhandara and Sambalpur. In the former, 53 schools had been closed in the course of two years, and in the latter, 288 in a single year. The cause was the same in both cases. Zealous officials had pushed on the opening of aided schools in advance of popular desire, and when these officials left the District a collapse followed. The figures show that in the remaining 16 Districts of the Province, where there had been less of artificial stimulus, considerable and steady progress has been made. Even in the two Districts in question, some recovery soon took place. For instance, when the 288 schools were closed in Sambalpur, only 38 remained, but in two years they had again risen to 69. It should also be observed that it was in vernacular schools that such fluctuation took place. The number of aided English schools has slowly but steadily increased from 14 in 1870-71 to 19 in 1875-76, and to 20 in 1881-82.

435. Central Provinces: Present Amount of private Effort.—The extent of aided education in 1881-82 may next be shown. Out of a total expenditure of Rs. 3,50,800 from Provincial revenues, and Rs. 1,65,600 from Local and Municipal Funds, or Rs. 5,16,400 from all public sources, a sum of Rs. 44,800 was spent on grants-in-aid. The total outlay on the education that sprang from private effort, was Rs. 91,800, or little more than double the amount received from public funds. Grants are thus given on a scale decidedly more liberal than in any of the Provinces hitherto considered,—doubtless an indispensable condition, if private effort is to be evoked at all where the desire for education is even yet so feeble. Thus encouraged, private effort already takes an important part in the supply of the means of education. It is only, indeed, since the date of the returns supplied to the Commission that the first aided college has sprung up; but in 1881-82, of the 2,770 boys in the secondary stage of instruction 670, or 24 per cent., and of 74,500 boys in the primary stage, 21,400, or 28·7 per cent., were in privately managed schools. Also of the 3,200 girls at school, 514, or 16 per cent., were in aided schools. The unaided schools under regular inspection are so few that their separate enumeration is unnecessary, and it is believed that the number of indigenous schools still beyond the sphere of departmental aid and inspection is extremely small. The Provincial Committee

lament that so large a proportion of education should still be in the hands of the Department; but it may be questioned whether the progress made has not been as great as could reasonably be looked for, considering the depths of ignorance from which the Province started. At all events, a good foundation has been laid for the future development of private effort.

436. Central Provinces : Native private Effort.—Of the private effort thus noticed, a large proportion, especially in regard to primary instruction, has been put forth by the natives of the country; and except in the two Districts above referred to, their share in it has been steadily increasing. Of the 357 aided institutions in 1881-82, 321 were under native managers, and out of 336 vernacular schools, all but 27 were under native managers. In the higher stages of education, the people have not yet done so much for themselves; for of the 12 English schools for boys, 8 are under other than native managers. Still the 4 schools of this class conducted by natives stand high among the institutions of the Province and show every sign of stability and extended usefulness.

437. Central Provinces : Efficiency of Education provided by private Effort.—As compared with departmental institutions, aided institutions seem to be somewhat less efficient than in any other Province except Bengal, though the different ways in which the examination results of the two Provinces have been drawn up prevent us from placing any great reliance on the comparison between them. The only college that has yet sent up students for examination being in the hands of the Department, no comparison at the collegiate stage is possible. Reckoned in the way which we consider most indicative of the truth, the percentages of success are for departmental high schools 50, and for aided 31; for departmental middle schools 36, and for aided 30. The upper and lower primary examinations are in this Province applied to girls' schools as well as boy's, and are so applied as to afford a reasonably fair test of both departmental and aided schools. In the upper primary examination, the ratio of successful candidates to the number on the roll of the class examined at the beginning of the year was in departmental schools for boys 29 per cent., and in aided schools for boys only 12·8 per cent. In the same examination the percentage for departmental girls' schools was 30·7 and for aided girls schools 33·3. In the Lower Primary School examination, the percentage of successful candidates was in departmental schools for boys 41·4, and in aided schools for boys 38·6. In the same examination the percentage for departmental girls' schools was 29·9, and for aided girls' schools 43·6. In other words, at all the examinations the boys in departmental schools made a decidedly, and in one of the examinations a greatly, better appearance than those in aided schools. In aided schools for girls, on the other hand, the instruction seems to be decidedly more efficient than in schools managed by the Department.

438. Central Provinces : Summary.—In taking a general survey of educational work in the Central Provinces, we should consider the large influence which has been exerted by officials in procuring the establishment of primary schools under private as well as under departmental management. Some of our witnesses have described that influence as amounting to official pressure, which not only varies with the disposition of the District Officer but also involves the danger of reaction when the influence is withdrawn. There is no doubt some truth in these remarks, and we recognise the danger to which they point. But on the other hand we must bear in mind the state in which the Department found the Province, the weakness of the indigenous schools, and the almost entire absence of any material on which the grant-in-aid system could imme-

diately work. On the whole, the results have certainly been beneficial, and the action taken has at any rate paved the way for much greater development of private enterprise on a sound and healthy basis. In higher education, private effort has been liberally encouraged with results satisfactory on the whole, though it appears that some improvement is desirable in the quality of the education which it provides.

439. Assam.—It is unnecessary to review in detail the history or condition of aided education in the minor Provinces of Assam, Coorg, and the Haidarabad Assigned Districts. In Assam, which up to 1874 was part of Bengal, the general condition of private enterprise in education is the same as in that Province. Of the entire number of 47,000 scholars in 1881-82, 43,000, or 91·5 per cent., were in schools, mostly aided, that were the result of private effort; and of the entire expenditure of Rs. 1,94,000 from public funds, Rs. 83,000 was spent on grants-in-aid, Rs. 51,000 of this being from local rates and cesses. The entire expenditure on privately managed schools was Rs. 1,45,400, or considerably less than double the amount drawn by them from public funds. It thus appears that grants are given in Assam more liberally than in any other Province, and considering the difficulties of education in a Province so sparsely peopled, such liberality is no more than circumstances call for. As in Bengal, elementary education is almost entirely managed by the people. There are 1,189 aided and 84 unaided primary schools for boys, while only 7 are directly maintained by Government; and of the 1,314 aided institutions of all kinds, 1,133 are under native managers, and only 181 under managers who are not natives. There is no college in Assam, but the Province resembles Bengal in this other particular that the highest kind of education existing in it has as yet been provided only to a very limited extent by aided native effort. Only 2 high schools (one aided and one unaided) are under private management, against 9 in the hands of the Department.

440. Coorg.—In Coorg there is practically nothing to record concerning private effort. Grant-in-aid rules have been published, but, from whatever cause, hardly any advantage has been taken of them. Of the 63 schools but 3 are aided institutions. These are primary schools and educate only 91 pupils, or less than 3 per cent., of the whole number.

441. The Haidarabad Assigned Districts.—The state of aided education in the Haidarabad Assigned Districts is, speaking generally, of a similar character to that in Bombay, with which, in all that bears on education, the Province is intimately connected. In 1881-82, out of a total outlay of Rs. 3,23,000 from public funds, only Rs. 3,790 was devoted to grants-in-aid; although of the 36,000 pupils, 6,900, or about 19 per cent., were in schools maintained by private managers, if those which are aided and those which are unaided but under regular inspection are classed together. The privately managed schools are exclusively for primary instruction, and almost exclusively indigenous in their origin. The chief points bearing on private effort in which the Province differs from Bombay are (1) the entire absence of aided institutions of a higher kind; (2) the still smaller proportion of public funds that is spent on aided education, being only 1·2 per cent., as against 4·4 per cent. in Bombay; and (3) the much larger extent to which indigenous schools have been brought into connection with the Department. While only 73 out of 4,012 indigenous schools are aided in Bombay, in the Haidarabad Assigned Districts all, or nearly all, are either aided or regularly inspected.

442. General Financial Result.—Perhaps nothing that has come to our notice in this historical review is more instructive than the varying extent to

which the expenditure on education in the different Provinces is supplied from public funds and from private sources respectively. In public funds which include not only provincial grants derived from the whole tax-paying community, but also those local contributions which are paid from local rates or municipal revenues. In proportion as these local contributions are taken under the operation of law from local resources, they tend, as has been shown above, to diminish the means available for spontaneous effort. But as the application of local funds is mainly and of municipal funds is partially determined by departmental influence, we have throughout this Report treated both these funds as public. The comparison which we wish to institute will be evident from the following statement:—

PROVINCE.	Expenditure on education from public funds in 1881-82.	Expenditure on education from all sources in 1881-82.	Percentage of column 2 to column 3.
1	2	3	4
	Rs.	Rs.	
Madras	13,97,448	29,94,707	46·66
Bombay	17,71,860*	23,69,916†	74·76
Bengal	22,97,917	55,59,295	41·33
North-Western Provinces and Oudh	15,06,882	18,55,572	81·20
Punjab	10,95,321	14,42,556	75·92
Central Provinces	5,16,517	6,35,824	81·23
Assam	1,94,203	3,01,548	64·40
Coorg	20,293	22,737	89·25
Haidarabad Assigned Districts	3,23,441	3,51,296	92·07

* Exclusive of contributions from Native States.

† Exclusive of expenditure on the schools of Native States.

It thus appears that in Madras, where for many years private effort was liberally encouraged, public funds have to bear only 46·66 per cent. of the whole sum available for public instruction, and that in Bengal, where the development of the grant-in-aid system has been continuous on the whole, public funds provide only 41·3 per cent. of the whole amount spent on providing the various agencies of education. We do not imply that in either Province all has been done that might have been done to elicit private effort. In the former of the two, we have seen already, and shall see more fully in the sequel, that the development of such effort has in some respects been seriously checked. Still, the result of aided effort in both Provinces, summarised in these percentages, suffices to show at how small an expenditure of State resources great results may in favourable circumstances be attained. The Table, at the same time, shows how much greater a proportion of the whole sum spent on instruction is borne by public funds in those Provinces in which departmental agency has been strongly and continuously preferred.

443. Summary.—Our review appears to be sufficient to show that with free scope and cordial encouragement, private effort in education may everywhere produce beneficial and satisfactory results. In almost every Province it has done enough, in point of both quantity and quality, to prove its vitality and its capacity for constantly increasing usefulness. Even where least successful, the plan of aiding private effort to establish institutions for secondary and even higher instruction has by no means proved a failure. Still private effort has hitherto had important disadvantages almost everywhere to contend against. The departmental system was in most cases first in the field; and even where private enterprise has been most freely encouraged, departmental institutions,

which were often originally established at head-quarter stations or other large and populous centres, have continued to occupy the most favourable ground and have left to private enterprise the task of cultivating a poorer soil. We do not overlook the obligation imposed on the Department by the Despatch of 1854 of opening schools and colleges of its own, whether as models or as the only means available at first of providing many localities with the facilities they required for advanced instruction; and we are sensible of the great advantages which the people of India have derived from such departmental institutions. Still it is plain that private effort has not yet been elicited on such a scale as to take the position in the general scheme of education which was contemplated in the Despatch of 1854. Nor in the circumstances is this surprising. Departmental institutions have absorbed a large part of admittedly insufficient funds, so that means have not been available for developing private enterprise to the full. Such enterprise has probably been checked in many cases by the manifest impossibility of its competing successfully with institutions backed by the resources of the State; and in some Provinces the steady development of the departmental system has undoubtedly fostered in the native community a disposition to rely more and more on Government for the whole provision of the means of advanced instruction. In short, experience has shown that private effort cannot attain the development or produce the results anticipated in the Despatch of 1854, unless the action of Government is such as to lead the community at large to feel that most departmental institutions are chiefly intended to supply a temporary want, and that the people must themselves more largely provide the means of advanced instruction. This is no argument for the hasty or premature reduction of the departmental system, but only for cautious yet steadily progressive action in the direction of its withdrawal,—a subject, however, which is so important and yet so delicate that we propose to devote a section of the present Chapter to its further consideration.

SECTION 3.—*General View of the Education provided by private Effort in 1881-82, and of the Aid afforded it.*

444. Introductory.—Having traced the history of private effort in each of the Provinces up to the present time, we shall now give a general view of the whole educational work being done by such effort, and of the extent to which it is aided by the State. We shall also show how far that aid has been continued or increased since the financial changes introduced in 1870-71, of which an account will be given in Chapter XII. These facts can best be shown in a tabular form. At this point accordingly we introduce four Tables prepared with the view of bringing together the main facts bearing on the whole scheme of grants-in-aid. Table I shows the attendance at institutions under private managers, aided and unaided, that are connected with the Department; while Table II shows how this attendance is distributed between the various classes of institutions for general education, *viz.*, colleges, secondary schools, primary schools and Normal schools. Table III shows the whole expenditure under the rules for grants-in-aid in each Province, and compares it with expenditure of the same kind in 1870-71. Table IV shows the amount of aid given in 1870-71 and 1881-82 respectively to each class of privately managed institutions, *viz.*, to colleges, secondary schools, primary schools, and Normal schools. After thus summarising the chief facts bearing on private effort, so far as it is brought into connection with the general system of education, we shall note the most important inferences that may be drawn therefrom.

TABLE I.—Return of Attendance in aided and unaided Institutions on March 31st, 1882.

PROVINCES.	NUMBER OF AIDED INSTITUTIONS.*		NUMBER OF UNAIDED INSTITUTIONS† UNDER REGULAR INSPECTION.‡		NUMBER OF SCHOLARS IN AIDED INSTITUTIONS.*		NUMBER OF SCHOLARS IN UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.‡		PERCENTAGE OF SCHOLARS IN AIDED INSTITUTIONS TO TOTAL NUMBER IN ALL INSTITUTIONS‡ CONNECTED WITH THE DEPARTMENT IN 1881-82.		PERCENTAGE OF SCHOLARS IN UNAIDED INSTITUTIONS TO TOTAL NUMBER IN ALL INSTITUTIONS‡ CONNECTED WITH THE DEPARTMENT IN 1881-82.		PERCENTAGE OF SCHOLARS IN AIDED INSTITUTIONS IN 1871 TO TOTAL NUMBER IN ALL INSTITUTIONS‡ CONNECTED WITH THE DEPARTMENT IN THAT YEAR.		REMARKS.
	For Boys.	For Girls.	For Boys.	For Girls.	In Boys' Schools.	In Girls' Schools.	In Boys' Schools.	In Girls' Schools.	In Boys' Schools.	In Girls' Schools.	In Boys' Schools.	In Girls' Schools.	In Boys' Schools.	In Girls' Schools.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Madras	7,439	263	5,904	242	206,355	11,954	107,793	6,788	56.28	57.16	29.39	32.46	75.24	99.90	
Bombay	192	59	15	3	14,709	4,893	1,109	139	5.65	29.83	4.43	8.4	4.30	22.86	
Bengal	47,814	941	4,585	71	904,610	16,045	88,715	2,200	88.34	86.49	8.66	11.85	82.88	92.01	
North-Western Provinces and Oudh	178	138	37	10	13,127	4,954	987	242	6.10	55.77	4.5	2.72	11.52	34.16	
Punjab	152	166	...	...	10,405	5,496	...	...	10.39	58.76	...	...	21.74	73.25	
Central Provinces	369	13	85	1	18,943	514	3,188	18	24.29	15.93	4.09	5.5	28.15	7.07	
Assam	1,246	67	94	4	38,707	1,132	3,024	77	84.99	93.63	6.64	6.37	The figures for 1870-71 for Assam are included in those for Bengal.		
Coorg	2	1	...	...	65	26	...	...	2.03	100	...	...	5.30	60.97	
Haidarabad Assigned Districts	205	4	207	...	4,113	99	2,672	...	11.59	26.90	7.53	...	...	...
TOTAL FOR INDIA§	57,597||	1,652	10,927	331	1,211,034	45,113	207,488	9,464	56.90	57.16	9.74	11.99	36.80	56.59	

* Including training colleges and other attached special schools, but excluding unattached professional and technical institutions and schools and colleges for Europeans and Eurasians.

† Unattached professional and technical institutions, and schools and colleges for Europeans and Eurasians are here excluded.

‡ Unaided schools not under the inspection of the Department, and inspected schools in the Native States of the Bombay Presidency are excluded.

§ Excluding British Burma and all Native States that administer their own system of education.

|| Excluding 1 aided middle school in Ajmir with 220 pupils.

445. Attendance in aided and unaided Institutions.—The foregoing Table includes only those unaided institutions which are shown in the departmental returns, and therefore takes no account of indigenous or other schools outside the organised system. It also excludes nearly all the unaided institutions under regular inspection in Bombay, since these last are not the result of private effort. Except the few on whose attendance the percentages here shown are based, the unaided institutions in Bombay are, as has been previously explained, the schools of Native States; and being managed by the Department, though unaided by Government, they should be regarded as departmental institutions. In the other Provinces the unaided institutions included in our returns are under private management; and the existence of many, the probable improvement of all, may be held to be an indirect result of the policy initiated in 1854. Owing mainly to the different degrees in which departmental education and education under Municipal and Local Boards have been developed in the different Provinces since 1870-71, the proportion of the whole provision for education that is furnished by purely private effort varies greatly in different parts of India at the two dates selected for comparison. It is, however, noteworthy that, taking India as a whole, such private effort supplies a much larger proportion of education connected with the Department than it did eleven years ago. Of the entire number of boys at school in 1881-82, 56·90 per cent. were in aided institutions, as against 36·80 per cent. in 1871; and of the entire number of girls at school in 1882, there were 57·16 per cent., as against 56·59 per cent. in 1871. If to these percentages be added those for unaided institutions maintained by unofficial agency, it appears that 66·64 per cent. of the boys and 69·15 per cent. of the girls who are being educated in India in connection with the State attend institutions which are the result of private effort. If boys and girls are taken together, 66·74 per cent. of the entire number of pupils shown in the returns of the Department are being educated in institutions under private management, while in 1870-71 the proportion of pupils so educated was 43·31. In other words, the proportion of pupils taught in departmental schools has fallen from 56·69 per cent. to 33·26 per cent. In the above figures are not included upwards of a million pupils, mainly in indigenous schools, estimated for 1870-71, or some 360,000 returned for 1881-82 as being in schools outside the State system. It thus appears that the proportionate increase in the amount of private effort connected with the Department has been mainly caused by the incorporation of an immense number of indigenous schools brought upon the aided list since 1870-71; so that the increased amount of private educational effort connected with the Department does not show that there has been an increased amount of such effort at those higher stages at which the Despatches anticipated that the encouragement of private enterprise would produce the greatest results in extending the means of education. This will appear more fully in the sequel.

TABLE II.—Detailed return of attendance in each Class of Aided Institutions on March 31st, 1882.

PROVINCE.	Class of Institutions.	Number of Institutions.*			Number of Scholars.			Percentage of scholars in Aided Institutions of each class to the Total number of scholars in Departmental, Aided and Inspected† Institutions of the same class in the year 1882.			Percentage, as in previous column, for 1871.		
		For Boys.	For Girls.	Total.	In Boys' Schools.	In Girls' Schools.	Total.	In Boys' Schools.	In Girls' Schools.	Total.	In Boys' Schools.	In Girls' Schools.	Total.
MADRAS	Arts Colleges, English.	11	...	11	803	...	803	48'11	...	48'11	31'10	...	31'10
	Secondary schools	252§	19§	271§	12,015§	157§	12,172§	54'03§	40'16§	53'82§	79'25	100'	84'25
	Primary schools	7,173	241	7,414	152,180	11,660	163,840	26'26	41'15	46'60	74'77	100'	75'21
	Normal schools	3	3	6	157	137	294	19'65	87'26	30'75	52'28	89'23	57'51
	TOTAL	7,439	263	7,702	166,355	11,954	178,309						
BOMBAY	Arts Colleges, English.	2	...	2	139	...	139	30'88	...	30'88	15'82	...	15'82
	Secondary schools	44§	9§	53§	5,006§	555§	5,561§	29'86§	100' §	32'11§	33'04	100'	34'01
	Primary schools	146	50	196	9,564	4,338	13,902	3'94	27'50	5'38	1'19	20'61	2'22
	TOTAL	192	59	251	14,709	4,893	19,602						
BENGAL	Arts Colleges, English.	5	...	5	895	...	895	32'76	...	32'76	28'67	...	28'67
	Secondary schools	1,352†	18†	1,370†	83,300†	649†	83,949†	60'29†	61'75†	60'30†	75'25	...	75'25
	Primary schools	46,483	921	47,374	820,080	15,355	835,435	93'09	87'98	92'99	97'45	92'27	96'89
	Normal schools	4	2	6	335	41	376	33'20	100'	35'88	21'13	57'14	22'26
	TOTAL	47,844	941	48,755	904,610	16,045	920,655						
N.-W. PROVINCES AND OUDH.	Arts Colleges { English	2	...	2	157	...	157	44'98	...	44'98	53'03	...	53'93
	{ Oriental	2	...	2	130	...	130	23'34	...	23'34	100'	...	100'
	Secondary schools	63§	3§	66§	2,616§	68§	2,684§	28'59§	100' §	29'11§	60'31	100'	61'26
	Primary schools	111	132	243	10,222	4,797	15,019	4'99	54'97	7'04	1'55	29'24	3'34
	Normal schools	...	3	3	...	89	89	...	100'	22'53	7'02	57'00	15'79
PUNJAB	Arts College, Oriental.	1	...	1	122	...	122	100'	...	100'	...	...	...
	Secondary schools	34§	1§	35§	986§	8§	994§	16'54§	100' §	16'65§	36'51	...	36'51
	Primary schools	116	162	278	9,266	5,350	14,616	9'89	58'10	14'20	18'04	72'86	27'26
	Normal schools	1	3	4	31	138	169	11'15	100'	40'62	11'91	100'	48'88
	TOTAL	152	166	318	10,405	5,496	15,901						
CENTRAL PROVINCES.	Secondary schools	14§	...	14§	671§	...	671§	24'20§	...	24'20§	20'88	...	20'88
	Primary schools	355	13	368	18,272	514	18,786	24'51	16'02	24'16	28'90	65	27'21
	TOTAL	369	13	382	18,943	514	19,457						
ASSAM	Secondary schools	54†	...	54†	4,085†	...	4,085†	49'95†	...	49'95†	The figures for 1870-71 for Assam are included in those of Bengal.		
	Primary schools	1,189	67	1,256	34,511	1,132	35,643	93'34	93'63	93'35			
	Normal schools	3	...	3	111	...	111	33'53	...	33'53			
	TOTAL	11,246	67	11,313	38,707	1,132	39,839						
COORG	Primary schools	2	1	3	65	26	91	2'13	100'	2'96	5'53	60'97	7'00
	Primary schools	205	4	209	4,113	99	4,212	11'99	26'90	12'12	...	...	...
HAIDARABAD ASSIGNED DISTRICTS.	Arts Colleges { English	20	...	20	1,994	...	1,994	36'93	...	36'93	27'73	...	27'73
	{ Oriental	3	...	3	252	...	252	13'95	...	13'95	100'	...	100'
	Secondary Schools	1,813	50	1,863	109,521	1,437	111,018	53'18	69'39	53'34	62'93	100.	64'24
	Primary Schools	55,750	1,591	57,341	1,098,573	43,271	1,141,844	57'48	56'68	57'45	28'71	49'97	30'22
	Normal Schools	11	11	22	634	405	1,039	18'75	78'64	26'64	18'32	65'49	24'13
TOTAL	57,597	1,652	59,249	1,211,034	45,113	1,256,147							

* Excluding unattached professional and technical institutions, and schools and colleges for Europeans and Eurasians
 † Excluding the schools of Native States in the Bombay Presidency.
 ‡ Inclusive of attached Primary schools.
 § Exclusive of attached Primary schools.
 || Exclusive of British Burma and of all Native States that administer their own system of education.
 ¶ Including 3 matriculated students reading for the P. A. examination.
 ** Excluding 1 middle schools in Ajmir with 220 pupils.

446. Attendance in each Class of aided Institutions.—It is much to be regretted that so many disturbing influences affect the figures for 1875-71, as compared with those for 1881-82, that it is scarcely possible to turn to any practical account the comparison which has been instituted between the two years. For example, no statistics can be supplied for Assam and the Haidarabad Assigned Districts in 1870-71. The returns for Assam in that year are included in those for Bengal, and their separation in 1881-82 renders it impossible accurately to compare the figures for the latter Province at the two periods. Again, in most Provinces there have been great changes of classification. Many schools regarded in 1870-71 as secondary are now classed as primary, and some then regarded as primary are now classed as secondary. Moreover, the practice prevailing in Bengal and Assam, of including the pupils belonging to the attached primary departments in the returns of secondary schools, introduces great risk of confusion in this as in many other of our Tables. Once more, the comparison between the two years is rendered still further uncertain by the defective statistics for unaided schools included in the organised system in 1870-71. The unaided institutions of this class were in that year almost entirely secondary schools; and though in most Provinces there were then but few such schools, yet in Bengal their number was already so considerable as to interfere perceptibly with the accuracy of the percentages in column 6 of Table II, as also with those in columns 14 and 15 of Table I. It is only at the secondary stage of instruction that the impossibility of ascertaining their number gives rise to any risk of important error. It seems desirable to state what can be gathered from the figures now procurable for 1870-71, by way of comparing the amount of aided private effort at the two periods. It is clear that the proportion of the entire number of college students attending aided colleges has considerably increased in every Province where aided colleges exist at all. Besides this, there are 9 unaided colleges with over 700 students, or about one-eighth of the whole number in India; and consequently the proportion of students attending departmental colleges has considerably decreased. It is also clear that the proportion of primary instruction carried on by aided private effort has increased in some Provinces and fallen off in others, but has about doubled for India as a whole; though this fact, as indicated in the last paragraph, is mainly due to the vast number of indigenous schools incorporated into the State system of some Provinces, notably of Bengal. The proportion of Normal school students being educated by aided private effort was much the same at the two selected dates. With regard to secondary education, the elements of uncertainty that enter into the comparison are so numerous that it is desirable to test and supplement this Table by referring to Tables I and II in Chapter V. From these Tables it would appear that the number of departmental secondary schools in all Provinces had risen from 780 in 1870-71 to 1,365 in 1881-82, while the number of aided secondary schools had fallen from 2,251 in 1870-71 to 1,863 in 1881-82. As explained, however, in Chapter V, the apparent increase in the number of departmental schools is much greater than the real increase, on account of the great defects in the information for 1870-71 which it is now possible to obtain for the North-Western Provinces. The falling off in that Province of aided private effort in secondary education is undoubtedly great; but the apparent increase in the number of departmental institutions is the result almost entirely of a change in the mode of classification. Thus all that can be considered certain is that the means of secondary education were more largely supplied by the Department (including as we do in that term the agency of Local and Municipal bodies), at the end than at the beginning of the period under review; but upon the exact proportion in which the Table shows that departmental agency had thus taken the

place of private agency, but little reliance can be placed. Also it is important to notice that this substitution of departmental for private agency has not taken place in every Province. From Tables I and II in Chapter V, it is clear that in Bengal (when allowance is made for the separation of Assam), in the Central Provinces, and in Bombay, aided private and departmental agency provide virtually the same proportion of the means of secondary education as they did eleven years ago; indeed, that any small change that has taken place is rather in the direction of the increased development of private effort. In the Punjab, however, to a comparatively small extent, and in Madras and the North-Western Provinces to a very considerable extent, departmental agency has increased, while purely private agency has diminished.

TABLE III.—Return of Expenditure (a) under the Grant-in-aid Rules in the official year 1881-82.

PROVINCES.	*Building grants and other special non-recurring grants.	ORDINARY GRANTS-IN-AID* TO INSTITUTIONS FOR			Total of columns 2 and 5.	DISTRIBUTION OF EXPENDITURE IN COLUMN 6.		Proportion of total grants (column 5) to total expenditure on education ‡ from public funds.	Proportion of grants to total expenditure in Aided Institutions.	REMARKS.
		Boys.	Girls.	Total of columns 3 and 4.		From Provincial Funds. †	From Local and Municipal Funds. †			
I	2	3	4	5	6	7	8	9	10	11
	R	R	R	R	R	R	R			
MADRAS	1870-71	29,097	3,07,835	27,558	3,35,394	3,64,491	3,64,491	...	39'06	37'14
	1881-82	6,418	4,55,271	40,522	4,95,793	5,02,211	2,06,790	2,95,421	30'76	34'18
BOMBAY	1870-71	61,308	39,069	4,169	34,238	95,546	95,546	...	5'61	55'33
	1881-82	15,544	55,919	15,180	71,099	86,643	83,492	3,151	4'37	29'30
BENGAL	1870-71	...	4,43,864	45,094	5,28,978	5,28,978	5,28,978	...	28'35	38'85
	1881-82	...	8,05,307	58,502	8,63,869	8,63,869	8,37,201	26,668	32'23	27'58
NORTH-WESTERN PROVINCES & OUDH.	1870-71	8,859	2,16,564	31,855	2,48,417	2,57,276	2,38,511	18,765	17'73	48'44
	1881-82	...	1,19,343	22,522	1,42,467	1,42,467	1,31,042	11,425	9'03	38'36
PUNJAB	1870-71	...	78,582	36,916	1,15,498	1,15,498	1,15,498	...	14'50	45'92
	1881-82	1,340	89,400	37,291	1,26,691	1,28,031	1,08,986	19,045	10'40	41'94
CENTRAL PROVINCES.	1870-71	2,000	36,978	76	37,054	39,054	36,401	2,653	9'42	37'68
	1881-82	152	38,401	1,987	40,388	40,540	35,476	5,064	7'66	44'16
ASSAM	1870-71	The figures for Assam for 1870-71 are included in those of Bengal.								
	1881-82	...	80,280	2,341	82,621	82,621	31,127	51,494	40'28	50'80
COORG	1870-71	...	192	120	312	312	312	...	2'07	25'67
	1881-82	...	192	120	312	312	312	...	1'53	56'41
HAIDARABAD ASSIGNED DISTRICTS.	1870-71	...	...	...	...	...	...	...	...	...
	1881-82	...	3,328	462	3,790	3,790	3,400	390	1'17	21'93
TOTAL INDIA. §	1870-71	1,01,264	11,54,103	1,45,788	12,99,891	14,01,155	13,79,737	21,418	18'70	41'19
	1881-82	23,454	16,48,103	1,78,927	18,27,030	18,50,484	14,37,826	4,12,658	18'17	31'74

a Expenditure from Public Funds on open scholarships and prizes is excluded from the grants entered in this table.

* Grants made from trust and endowment-funds are excluded.

† Excluding expenditure incurred in the year 1881-82 on schools and colleges for Europeans and Eurasians.

‡ Including expenditure on all professional and technical institutions and on schools and colleges for Europeans and Eurasians.

§ Excluding British Burma and all Native States that administer their own system of education.

|| Excluding a grant of £ 3,043 to an aided middle school in Ajmir.

447. Expenditure under the Grant-in-aid Rules.—In perusing both this Table and the next, some caution is required. In stating the grants for 1870-71, we have given the most trustworthy figures now attainable; but the figures for that year are far from perfectly correct, and chiefly for the following reason. It is not possible to eliminate for all Provinces the amount spent in 1870-71 in aiding schools for Europeans and Eurasians. If this amount could be excluded, as has been done in stating the grants for 1881-82, it would lessen the amount for the earlier year, and therefore somewhat lessen the proportion of public funds stated in column 9 to have been devoted in 1870-71 to the encouragement of private effort. In this Table also, as in Table II, the figures for Bengal are disturbed by the separation of Assam in 1874, and another element of disturbance is found in the exclusion of the cost of Government buildings from the total expenditure from public funds in 1870-71, this cost having been met at that time from other than educational funds. The effect of this unavoidable omission is to show the proportionate increase in expenditure on grants-in-aid between 1870-71 and 1881-82 (column 9) at less than its actual rate. In the case of Bombay, a difficulty arises from the fact that, in the year 1870-71, aided institutions did not furnish a complete statement of their total expenditure. This makes it appear that the grant drawn from the State by these institutions in 1870-71 amounted to more than half the gross outlay in maintaining them; which is known to have been far from the actual fact. As the ascertained expense of aided institutions in Bombay has of course to be included in reckoning the proportion of grants to total expenditure in aided institutions for the whole of India in 1870-71, a slight inaccuracy has been caused in the calculation of this last detail. This is, however, an inaccuracy so small as to have little bearing on any question that we may afterwards discuss.

TABLE IV.—Detailed Return of Expenditure§ under the Grant-in-aid

PROVINCES.	CLASS OF INSTITUTIONS.	AMOUNTS PAID IN THE YEAR ENDING MARCH 31ST		DISTRIBUTION OF EXPENDITURE IN 1870-71 FROM		DISTRIBUTION OF EXPENDITURE* IN 1881-82 FROM	
		1870-71.	1881-82.*	Provincial Revenues.	Other Public Funds.	Provincial Revenues.	Other Public Funds.
1	2	3	4	5	6	7	8
		R	R	R	R	R	R
MADRAS	Collegiate	9,116	20,399	9,116	...	20,399	...
	Secondary	2,37,662	77,617	2,37,662	...	77,243	374
	Primary	78,894	3,89,817	78,894	...	94,838	2,94,979
	Normal	9,722	7,960	9,722	...	7,892	68
BOMBAY	Collegiate	600	3,143	600	...	3,143	...
	Secondary	28,048	46,055	28,048	...	46,055	...
	Primary	5,590	21,901	5,590	...	18,730	3,151
BENGAL	Collegiate	24,900	21,450	24,900	...	21,450	...
	Secondary	3,30,687	2,98,506	3,30,687	...	2,84,121	14,385
	Primary	1,61,259	5,35,701	1,61,259	...	5,23,418	12,283
	Normal	12,132	8,212	12,132	...	8,212	...
NORTH-WESTERN PROVINCES AND OUDH.	Collegiate	34,668	18,762	34,668	...	18,762	...
	Secondary	1,80,659	53,373	1,65,798	14,861	49,234	4,139
	Primary	27,755	68,364	24,309	3,446	61,078	7,286
	Normal	5,335	1,968	5,180	155	1,968	...
PUNJAB	Collegiate . . . . .	...	27,372	...	...	21,000	6,372
	Secondary	49,944	31,569	49,944	...	28,125	3,444
	Primary	48,269	49,620	48,269	...	42,241	7,379
	Normal	17,285	18,130	17,285	...	16,280	1,850
CENTRAL PROVINCES	Collegiate . . . . .	...	...	...	...	...	...
	Secondary	13,736	14,116	13,736	...	11,382	2,734
	Primary	23,318	26,272	20,665	2,653	24,000	2,272
ASSAM	Secondary . . . . .	...	17,622	...	...	17,337	285
	Primary . . . . .	...	62,794	...	...	11,585	51,209
	Normal . . . . .	...	2,205	...	...	2,205	...
COORG	Secondary . . . . .	...	...	...	...	...	...
	Primary	312	312	312	...	312	...
	Normal . . . . .	...	...	...	...	...	...
HAIDARABAD ASSIGNED DISTRICTS.	Secondary . . . . .	...	...	...	...	...	...
	Primary . . . . .	...	3,790	...	...	3,400	390
TOTAL FOR INDIA†	Collegiate	69,284||	92,126||	69,284	...	84,754	6,372
	Secondary	8,40,736	5,38,858	8,25,875	14,861	5,73,497	25,361
	Primary	3,45,397	11,58,571	3,39,298	6,099	7,79,622	3,78,949
	Normal	44,474	28,475	44,319	155	36,557	1,918

* Excluding expenditure on schools and colleges for
 † All Government Oriental Colleges are excluded from this
 ‡ Excluding Ajmir, British Burma and all Native States
 § Excluding building and other special grants.
 || Excluding the aided Oriental Colleges, the ordinary grants
 ¶ Excluding the aided Oriental Colleges, the average cost
 ** Including aided Oriental Colleges, but excluding the fees

Rules on each Class of Aided Institutions in the official year 1881-82.

COST (a) OF EACH SCHOLAR IN AIDED INSTITUTIONS IN 1881-82 TO				COST (a) OF EACH SCHOLAR IN DEPARTMENTAL INSTITUTIONS IN 1881-82 TO				Proportion of cost in Aided Institutions in 1881-82 met by fees.	Proportion of cost in Departmental Institutions in 1881-82 met by fees.	REMARKS.
Provincial Revenues.	Other Public Funds.	Private sources.	TOTAL.	Provincial Revenues.	Other Public Funds.	Private Sources.	TOTAL.			
9	10	11	12	13	14	15	16	17	18	19
R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.			
29 9 8	...	95 9 0	125 2 8	210 1 2	...	47 12 6	257 13 8	23 70	17 78	a Calculated on the average monthly number of the pupils enrolled. b Inclusive of inseparable expenditure incurred by the Punjab University College as well as by the Oriental College and attached school. c Excluding the fees and total expenditure of the Punjab University College.
6 7 2	0 0 6	23 0 7	29 8 3	18 5 8	2 6 0	17 7 7	38 3 3	48 20	44 02	
0 7 5	1 7 2	2 13 4	4 11 11	0 15 3	13 15 4	1 3 4	6 1 11	32 51	18 53	
18 6 2	0 3 11	88 11 3	117 5 4	47 9 9	37 7 5	...	85 1 2	5 75	...	
35 14 7	...	235 12 2	271 10 9	274 13 0	9 10 4	162 5 1	446 12 8	21 72	18 28	
8 10 8	...	21 1 2	29 11 10	13 9 9	3 7 4	15 12 3	32 13 4	28 40	44 73	
1 6 7	0 3 8	4 6 0	6 0 3	1 1 8	2 10 10	0 10 6	4 7 0	10 77	14 21	
28 0 7	...	157 4 11	185 5 6	217 5 8	...	103 3 9	320 9 5	20 16	27 51	
3 12 0	0 3 0	8 4 1	12 3 1	10 4 4	0 1 4	14 0 5	24 6 1	31 50	51 33	
0 11 6	0 0 3	2 1 0	2 12 9	3 14 3	...	0 2 0	4 0 3	52 68	...	
24 9 4	...	57 5 5	81 14 9	103 8 2	0 9 4	0 15 7	105 1 1	8 57	92	
76 9 3	...	134 15 3	211 8 6	534 8 6	...	223 11 8	758 4 2	4 58	5 65	
19 4 11	1 10 5	23 3 1	44 2 5	34 8 2	3 13 7	3 11 10	42 1 7	1 36	6 89	
4 2 7	0 8 4	6 1 4	10 12 3	0 10 4	2 12 6	0 3 10	3 10 8	10 70	5 39	
24 4 9	1 7 8	56 9 4	82 5 9	100 9 7	20 13 5	0 7 2	121 14 2	10 85	...	
107 2 36	32 8 26	197 14 36	337 8 86	477 1 10	...	21 13 10	498 15 8	2 250	4 38	
29 13 2	3 10 5	40 11 8	74 3 3	25 4 8	12 6 4	5 0 5	42 11 5	7 88	9 96	
3 0 0	0 8 4	5 14 0	9 6 4	0 6 8	3 11 10	0 10 1	4 12 7	12 10	11 45	
90 15 2	10 5 4	57 2 9	158 7 3	82 1 8	118 8 8	...	200 10 4	26	...	
...	...	...	...	165 8 5	...	20 10 8	186 3 1	...	11 09
17 2 8	4 2 0	20 4 4	41 9 0	28 2 2	3 14 1	4 10 10	36 11 1	11 45	9 15	
1 4 3	0 1 11	1 10 6	3 0 8	0 15 0	2 9 1	0 6 11	3 15 0	6 43	8 25	
4 12 10	0 1 3	7 6 1	12 4 2	9 15 5	...	8 10 11	18 10 4	26 02	45 23	
0 5 8	1 9 3	1 1 3	3 0 2	2 0 8	...	...	2 0 8	17 61	...
23 3 4	...	12 4 3	35 7 7	59 0 11	17 15 9	0 13 11	77 14 7	...	65	
...	...	...	...	...	...	...	...	...	13 37
4 4 5	...	3 4 9	7 9 2	0 11 0	2 3 9	0 6 0	3 4 9	3 79	11 47	
...	
...	...	...	...	...	...	...	...	...	1 76
0 13 1	0 1 6	3 3 10	4 2 5	3 9 2	2 1 2	0 8 0	6 2 4	72 48	8 18	
42 9 17	3 2 0	143 1 9	188 12 10	253 9 9	1 2 9	99 12 7	354 9 1	20 94	19 53	
5 1 5	0 4 0	11 6 8	16 12 1	16 15 4	2 8 8	21 15 7	31 7 7	31 44	34 48	
0 12 1	0 5 11	2 5 1	3 7 1	0 15 4	2 14 5	0 8 8	4 6 5	41 24	11 21	
27 12 10	2 1 8	61 13 4	101 11 10	89 14 11	31 1 9	0 9 8	121 10 4	5 10	21	

Europeans and Eurasians, Table, that administer their own system of education.

to the English Aided Colleges for 1870-71 amounted to Rs. 66,462, and for 1881-82 to Rs. 60,207. to Provincial Revenues was Rs. 39-14-3 for each pupil in average monthly attendance, and total expenditure of the Punjab University College. In the aided English Colleges, the percentage of cost met by fees was 23 44.

448. Expenditure on each Class of Aided Institutions.—To this Table an explanation of considerable importance must be added. It compares the annual cost of each scholar in an aided institution with the cost of each scholar in a departmental institution of the same class; but in stating the cost of the latter to public funds, it is only the funds directly administered by the Education Department that are taken into account. It must be remembered that the teachers in departmental schools are Government servants, and as such receive pensions, the expense of which of course falls upon the State, though not upon the funds set apart for education. In the primary and lower middle schools of the Department in Bombay, however, the pensions are a charge on local funds, and are included in the cost shown in the Table. With this exception, to find the true cost to public funds of each scholar in a departmental institution, some allowance for pensions must manifestly be made. In comparing the total cost of departmental and aided institutions, this element need perhaps hardly be considered. In aided institutions there are, no doubt, some pensions and other indirect expenses as well as in departmental institutions, though probably not to the same extent. But in estimating the cost of the two classes of institutions to the State, the case is different. Whatever pensions or other indirect charges in privately managed institutions may not be shown in our Table devolve on their managers alone. In the case of departmental institutions all such charges devolve upon public funds, and cannot be left out of view if the comparison of the cost of the two classes of institutions to the State is to be fairly made. The question thus arises how such indirect charges for education upon State funds should be calculated. Probably the best guide upon this point is Circular No. 11 of the Government of India, dated Simla, June 29th, 1882, which provides that the amount payable to secure pension on account of an officer lent to a foreign State or to a local body, shall be one-sixth of the salary he draws from his temporary paymasters. The rate was formerly one-fourth of the salary so drawn; but recent actuarial calculations, coupled with the fact that “in view of the present arrangements for the “extension of local self-government.....the Government of India is desirous “of facilitating in every reasonable way the lending of officers to local bodies,” have led to its reduction. Thus, if the real cost to the State of salaries in a departmental institution is to be calculated, the sum that should be added to the expenditure from educational funds on this account will be one-sixth. But we must also take into account that some portion of the expenditure on every school goes to supply furniture, apparatus, prizes and other items on which no allowance for pensions is required. The figures furnished to us give, however, only the total outlay upon schools, without distinguishing the amount applied to the payment of salaries. There is thus a question as to what the total should be on which the addition of one-sixth is to be calculated. If one-sixth were to be added to the gross outlay, a total would result which would be somewhat in excess of the real cost of the institution to the State. It may suffice for practical purposes if one-sixth be added, not to the gross but to the net outlay from public funds in educating each scholar in a departmental institution,—thus setting off the income from fees, endowments and the like, against such items of expense as involve no charge for pension. This mode of calculation will indeed under-estimate the true amount, for the expenditure on salaries must in every case largely exceed the net outlay from those public funds for the administration of which the Department is responsible. Still, as only a fair approximation is attainable in any case and as this mode of calculation does at least not exaggerate the cost to the State of departmental as compared with aided institutions, it may be held to be practically satisfactory. Thus it will be understood that if the net cost of educating a scholar in a departmental school appears in our Table as, say, Rs. 18 per annum,

the real cost of his education to the State is at least one-sixth more, or Rs. 21 per annum. There is yet another way in which the Table understates the cost to the State of scholars in departmental as compared with aided institutions. The expenditure which it shows, and on which the net average cost of each scholar has been calculated, does not include the sums, or the interest on the sums, spent in the erection of buildings for departmental schools. The grants made to meet the expenditure of managers upon buildings for aided schools are also left out of view; but as the amount of such grants is insignificant when compared with the outlay upon buildings for departmental schools and colleges, the inclusion of this element would greatly increase the difference in the cost to the State of scholars educated in the two classes of institutions. There are, however, no adequate data on which any precise calculation of the amount of this difference could be based; and having thus simply referred to the point, we shall not again advert to it.

In this Table also, as stated in the last paragraph, a disturbing influence affects the figures of some Provinces for 1870-71 on account of the impossibility of distinguishing from other grants-in-aid the amount spent in aiding schools for Europeans and Eurasians. Moreover, as already noticed, extensive changes of classification have been made, so that some schools which were placed among secondary in 1870-71 are reckoned as primary in 1881-82, and *vice versa*. Again, the amount spent on primary education in primary departments attached to secondary schools cannot in all Provinces be separated for 1870-71 from the expenditure on secondary education generally. We shall again notice this point in connection with the Provinces which it specially affects. These last considerations undoubtedly make the real reduction of the amount of aid afforded to private effort in secondary education less than it appears to be in the Tables. But we have done all that has been in our power to make our figures accurate, and to secure that only similar things are compared with one another. We believe that our efforts have been approximately successful, and that, though accuracy is now unfortunately unattainable, the conclusions based upon the Tables are substantially correct.

449. Increase or Decrease of the Aid given to private Effort.—

Having thus given such explanations as the Tables call for, we proceed to notice some of the most practically important points which they elucidate. Foremost among these points is that which is shown in Table III, *viz.*, that during the last eleven years there has been no increase in the proportion of public funds devoted to the encouragement of purely private effort, and therefore no progress towards the substitution of purely private for departmental agency. If it were possible to rely implicitly on the statistics for 1870-71, the inference might be drawn for most Provinces that there has been not only no progress but distinct retrogression in carrying out that policy of encouraging private effort which has been laid down in the various Despatches. Thus from the Table it would appear that in every Province except Bengal, where there is an increase of between 3 and 4 per cent., the proportion of public funds spent in the encouragement of private effort is less in 1881-82 than it was in 1870-71; the proportion of diminution being in round figures 2 per cent. in Bombay and the Central Provinces, 4 per cent. in the Punjab, and about 8 per cent. in Madras, and the North-Western Provinces. But various elements of uncertainty prevent us from accepting the inferences which the Table thus appears to warrant. In Bengal we have already shown that the cost of buildings for Government schools cannot be included in the statement for 1870-71. If this expenditure could be included, the percentage of grants to total expenditure from public funds would be less for that year, and

the percentage of increase in 1881-82 would consequently be greater. So also in Madras, Bengal, and the North-Western Provinces and Oudh, the grants to schools for Europeans and Eurasians are eliminated for 1881-82, but 'cannot be separated from other grants for 1870-71. This fact accounts for a considerable part of the diminution in Madras, and especially in the North-Western Provinces and Oudh, where a large share of the grants has always been applied to European and Eurasian education. In the case of Bengal the increase in the proportion of public funds devoted to the encouragement of private effort would be still greater than is shown in our Table if the materials for precise statement were now available. Altogether, the facts before us do not warrant any stronger inference than that in India generally there has been little if any increase in the proportion of public funds spent in the development of private effort, and no appreciable progress towards the substitution of private agency for the direct instrumentality of Government in the supply of the means of education. It appears, moreover, from Table IV, that though there may have been little or no real diminution of the aid afforded to private effort generally, there has been a serious falling off in some Provinces in the amount devoted to the encouragement of private effort in those advanced stages of education, the extension of which the Despatches regarded as the special field of the grant-in-aid system. It will be seen from Table IV that the grants-in-aid of all classes of schools under private managers amounted in 1870-71 to Rs. 12,99,891, of which only Rs. 3,45,397, or about 26 per cent., was spent on aided primary schools. In 1881-82, however, out of grants-in-aid amounting to Rs. 18,27,030, a sum of Rs. 11,58,571, or about 63 per cent. of the whole, was spent on aided primary schools. This striking increase was due in part to the changes of classification to which reference has been made already; but these changes go but a small way to account for it. It arises mainly from the increased amount of public funds devoted in Madras, and still more in Bengal, to the aid of primary schools under private managers. Now, we have seen that there has been no increase in the proportion of public funds spent on grants-in-aid generally. Since, therefore, there has been a great and undoubted increase in the proportion of public funds spent on aided primary schools, it is clear that there must have been a corresponding reduction in the proportion of such funds applied to the encouragement of advanced institutions under private managers. The point, however, is important enough to deserve somewhat fuller investigation.

It appears from Table IV that there has been in every Province, except Bombay and the Central Provinces, a diminution in the encouragement afforded to aided education of an advanced character, though in Bengal, on account of considerations adduced above, the diminution is apparent rather than real. In the Punjab there is an apparent increase in the grant to aided colleges; for the Table shows Rs. 27,372 of public funds spent on one aided college in 1881-82, while no such expenditure is shown in 1870-71. As, however, we have explained already, the non-departmental college which receives aid in this Province is the Oriental College at Lahore, and this, though we have classed it as an aided college, stands on an altogether different footing from aided colleges generally. Some part also of this grant was spent by the Punjab University College for other purposes than those of direct instruction. In Madras, also, there is some increase (from Rs. 9,116 to Rs. 20,399) in the aid given to non-departmental colleges, but this is far more than counterbalanced by the very large decrease in the aid afforded to secondary schools under private managers. In the North-Western Provinces and Bengal there is a diminution in the amount spent in aiding private effort alike at the secondary and the collegiate stage, though in the latter Province

the falling off is insignificant in proportion to the total outlay, and probably only a matter of account. Putting secondary and collegiate education together, it appears that the decrease in the various Provinces stands as follows:—

	Rs.
Madras	1,48,762
Bengal together with Assam	18,009
North-Western Provinces and Oudh	1,43,192
Punjab (omitting the Oriental College)	18,375
	<hr/>
Total Decrease	3,28,338
	<hr/>

Against this have to be set the following increases:—

	Rs.
Bombay	20,550
Central Provinces	380
	<hr/>
Total	20,930
	<hr/>

This leaves the total decrease in the amount of aid afforded to private effort for the extension of education above the primary stage at Rs. 3,07,408. In 1870-71 the total grants to advanced education amounted to Rs. 9,10,020. In 1881-82 these grants (excluding that to the Oriental College at Lahore) had apparently fallen to Rs. 6,02,612 or by more than 33 per cent. of their entire amount. This decrease is, however, partly accounted for in Madras, the North-Western Provinces and the Punjab not only by the impossibility of separating the amount spent in 1870-71 in aiding European and Eurasian secondary schools, but also by the separation in the returns for 1881-82 of the grants to the primary departments attached to secondary schools for Natives. Also in the Central Provinces, the increase shown would be greater were it not for this change in the form of return. In Bengal no change of classification has been made, and in Bombay the figures are very slightly, if at all, affected by this cause. We regret the impossibility of determining from the imperfect records that have been preserved the exact proportion of the decrease that is due to the changed form of educational returns introduced in 1879. The allowance, however, that must be made on this score does not interfere with the inference that aid to private effort in advanced education has diminished; though it renders it impossible to lay any stress on the exact percentage of diminution. Now, it must be borne in mind that it is to education above the primary stage that the grant-in-aid system was intended specially to apply. The Despatches of 1854 and 1859 approved of the extension of primary education by means of private effort as well as by direct departmental agency, although in the later Despatch doubts were expressed as to the applicability of the then existing rules for grants-in-aid to primary education. When it is possible to secure that steady improvement in the quality of primary education on which the Despatches insist, it is quite in accordance with their tenor to extend the education of the masses by means of indigenous schools or other private enterprise. But the extension of primary education by means of private effort is only a part, and not the largest part, of the policy laid down in 1854, which was intended to secure the gradual growth of the system of grants-in-aid, so that it should provide a steadily increasing proportion of the means of advanced education. Considerations of economy which, taken by themselves, have the greatest force where higher and more expensive institutions are concerned, give particular prominence to that part of the aided agency in education which concerns secondary and collegiate institutions. In this point of view it must be confessed that the figures given above afford little ground for satisfaction. Whatever encouragement has been given, and rightly given, in accordance with the prin-

ciples of the Despatches of 1854 and 1859, to primary schools established by private effort, the fact still remains that in some Provinces aid has been withdrawn from that class of institutions to the development of which by means of the grant-in-aid system special encouragement was intended to be given; that in some Provinces advanced departmental institutions have been steadily developed; and that in only one Province has the amount of aid given to secondary institutions under private managers been materially increased. That aid should be withdrawn from any one institution as it becomes more stable and self-supporting is in accordance with the principles laid down for the guidance of the Department; but that aid should be withdrawn from the whole class of institutions, the extension of which it was hoped would be most effectually promoted by the grant-in-aid system, is plainly opposed to the intention of the Despatches.

Again, it should be borne in mind that the reduced aid to private effort in the provision of advanced instruction is given from a largely increased revenue. The public funds allotted to education of all kinds were considerably larger in 1881-82 than in 1870-71, as the following statement shows:—

NAME OF PROVINCE.	Net expenditure from public funds in 1870-71.	Net expenditure from public funds in 1881-82.
	Rs.	Rs.
Madras	9,33,030	16,32,345
Bombay	17,00,843	19,82,535
Bengal	18,65,985*	26,80,510
North-Western Provinces and Oudh	14,51,002	15,77,695
Punjab	7,96,522	12,31,047
Central Provinces	4,14,258	5,28,802
Assam	} Included in Bengal for 1870-71. }	2,05,076
Coorg . . . . .			15,033	20,293
Haidarabad Assigned Districts	3,13,358	3,24,381
TOTAL	74,90,031	1,01,82,684

* Excluding expenditure on buildings.

Thus, while the entire expenditure on education from public funds has increased by 35·94 per cent. in the last eleven years, the aid extended to private effort, in that particular field where most aid was intended to be given it, has been reduced, not, indeed, by 33 per cent. as our Table appears to show, but at any rate to some appreciable extent. The liberality with which primary schools under private managers have been aided in certain Provinces has almost restored the balance; but however great the encouragement given to private effort at the primary stage of instruction, its growth should not have been checked in other fields.

At this point the question arises whether the diminution of outlay from public funds upon advanced departmental institutions has kept pace with the diminution of aid to advanced institutions under private managers. If it has, then the diminished outlay upon secondary and collegiate education

generally may be regarded as merely the result of the greater attention paid to primary instruction. With the view of answering this question we have prepared the following statement, which shows the outlay from public funds and also the total outlay from all sources on departmental colleges and secondary schools in 1870-71 and 1881-82, respectively:—

NAME OF PROVINCE.*	Outlay from public funds on departmental secondary and collegiate institutions in 1870-71.	Outlay from public funds on departmental secondary and collegiate institutions in 1881-82.	Total outlay from all sources on departmental secondary and collegiate institutions in 1870-71.	Total outlay from all sources on departmental secondary and collegiate institutions in 1881-82.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Madras	2,08,052	2,44,434	2,61,416	3,70,775
Bombay	2,48,172	2,60,647	4,04,599	4,70,148
Bengal and Assam	4,94,934†	5,52,313	8,84,439	10,79,912
North-Western Provinces and Oudh	3,48,267	3,27,356	4,26,655	3,86,722
Punjab	2,12,738	2,44,846	2,33,266	2,73,496
Central Provinces	1,06,808	68,382	1,22,361	78,173
Haidarabad Assigned Districts	86,905	53,197	86,905	54,151
TOTAL	17,05,876	17,51,075	24,19,641	27,13,377

* Coorg is omitted, as statistics are not available for 1870-71.

† Excluding the sum of Rs. 33,588, the net expenditure on the Hooghly College in 1870-71.

Some important explanations must, however, be added to this Table. Most of the increase which it shows for Bengal is accounted for by an order of the Government of India in 1873. The circumstances will be described at length in the part of the Report devoted to Muhammadan education (Chapter IX). At present it is enough to state that in 1873 the Government of India ordered that the income of the Mohsin Endowment Fund, from which the cost of the College at Hugli had up to that time been defrayed, should be applied more directly to the cost of Muhammadan education; and it accordingly made an addition to the Bengal Provincial assignment for the future support of the Hugli College. The real effect of this order was to increase the expenditure not on departmental colleges but on Muhammadan education; though as a matter of account the increase is necessarily shown under the former head. The net cost of the Hugli College to the Mohsin endowment in 1870-71 was Rs. 33,588; and for purposes of fair comparison, this sum ought to be added to the amount shown in the Table as the outlay on departmental colleges in Bengal for that year. Again, the effect of the change of classification and the change in the form of return introduced in 1879 must be borne in mind. This does not affect the figures for Bombay, Bengal, and Assam, but in other Provinces the effect is to make the expenditure shown for 1881-82 much less than it would be if the returns for that year were drawn up on the same model as those for 1870-71. Thus the decrease shown in the Table in the expenditure from public funds on advanced education in the Central Provinces and the Haidarabad Assigned Districts is entirely, or almost entirely, due to the expenditure on primary departments attached to secondary schools being now shown under the head of primary education. This decrease amounts for the one Province to Rs. 38,426, and for the other to Rs. 33,708, or for both taken together to Rs. 72,134. Similarly, in Madras and the Punjab, the increase of expenditure from public funds shown in the Table would be much greater than it is and in the North-Western Provinces the decrease would be less, if the

expense of primary departments attached to secondary schools in 1870-71 were eliminated, as is done in 1881-82. As it stands, the Table shows an increase in most Provinces in the net outlay from public funds on advanced departmental institutions, and an increase amounting for the whole of India to Rs. 45,199. If, however, the sum of Rs. 33,588 spent on the Hugli College be included in the expenditure for 1870-71, as for just comparison it ought to be, this increase falls to the comparatively small sum of Rs. 11,611. On the other hand, if the sum of Rs. 72,134 in the Central Provinces and the Haidarabad Assigned Districts be kept in view, and also the unknown amounts in Madras, the North-Western Provinces and the Punjab, which have been merely shifted in the accounts from the head of secondary to the head of primary instruction, it will appear that the real increase in the outlay from public funds on advanced departmental institutions must be very considerable. Thus the general result of the enquiry is that, taking India as a whole, there has been an important reduction in the aid to private effort in advanced education, and no reduction in the outlay from public funds on advanced departmental institutions, while in some Provinces the outlay on institutions of the latter class has largely increased. Columns 4 and 5 of the last tabular statement show, however, that in some Provinces there is a much greater increase in the total outlay on departmental institutions than in their net cost to public funds. This difference between the increase in their total cost and the increase in the outlay upon them from public funds is mainly met by increased receipts from fees—a most satisfactory proof of the growing estimation in which advanced education is held in some Provinces, and of the growing willingness of those who receive its benefits to bear a considerable proportion of its cost. According to the principles of the Despatch there ought to have been no increase in the expenditure on departmental institutions for advanced education, and a steady growth in the number of aided institutions of that class, such as might possibly have necessitated some addition to the total amount of aid afforded to them. The reverse is what has actually taken place, though it is but fair to add that it is in Madras and the North-Western Provinces alone, that the progress of aided effort for the supply of advanced education has been distinctly checked. Yet it plainly appears upon the whole that the practical policy of the Department has been to keep the advanced institutions under its own management intact, and to expend the surplus left at its disposal by the increasing measure of self-support in such institutions, on the extension of advanced education through departmental agency; while it further appears that in some Provinces the saving effected by diminished aid to advanced institutions under private managers has been applied to the development of advanced departmental institutions.

Connected with this is the fact brought out in column 10 of Table III, that in every Province, except the Central Provinces and Coorg, the proportion of the total expense of aided institutions that is met by grants-in-aid has diminished since 1870-71. It is certainly right that as self-support by means of fees increases, the proportion of aid afforded from public funds should diminish, and if this fact stood alone, it would furnish no valid ground for complaint. But when taken in connection with the diminished amount of aid afforded to privately managed education of an advanced character,—an amount diminished not only relatively to the increased educational resources but even absolutely,—it seems to disclose on the part of those who have been responsible for the distribution of educational funds a tendency by no means favourable to the full development of private enterprise in advanced education.

The caution given above, that the figures for 1870-71 are not to be trusted too implicitly, should be carefully borne in mind; but there is one portion of

those figures to which no doubt or ambiguity attaches—we mean the part that relates to colleges. In the case of colleges there has been no change of classification, nor is there any difficulty in disentangling any of the figures bearing on expenditure from public funds. The comparative statistics for 1870-71 and 1881-82 are entirely trustworthy, so far as public funds are concerned. The following statement shows what has been the increased outlay on departmental colleges taken separately, and also the total outlay on them from all sources, at the two dates chosen for comparison:—

NAME OF PROVINCE.	Net outlay on departmental colleges from public funds in 1870-71.	Net outlay on departmental colleges from public funds in 1881-82.	Total outlay from all sources on departmental colleges in 1870-71.	Total outlay from all sources on departmental colleges in 1881-82.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Madras	63,388	1,30,246	75,464	1,59,871
Bombay	89,353	88,467	1,25,699	1,38,953
Bengal	2,25,770*	2,55,828	3,06,260†	3,77,334
North-Western Provinces and Oudh.	52,670	88,733	..... ‡	1,25,871
Punjab	50,476	45,803	57,901	47,902
Central Provinces	None	9,435	None	10,613
TOTAL	4,81,657	6,18,512	.....	8,60,544

* Including the net outlay on the Hugli College. † Including expenditure on the Hugli College.
‡ The total outlay on colleges cannot be separated from the outlay on the attached collegiate schools.

It thus appears that even including the cost of the Hugli College in the statement for 1870-71, the net outlay on departmental English colleges for general education has increased in every Province except Bombay and the Punjab, while at the same time the receipts from fees and other private resources have largely increased in some of them. The net expenditure on such colleges from public funds was greater for the whole of India by Rs. 1,36,855, or about 28 per cent. than it had been eleven years before. Their students had, it is true, increased in numbers from about 1,700 to 2,698, or in a ratio of about 58 per cent. But the extent to which departmental agency at this stage of education has been preferred appears from the companion fact brought out in columns 3 and 4 of Table IV, that (omitting the grants to Oriental Colleges) the grant to aided colleges of the ordinary type has fallen from Rs. 66,462 in 1870-71 to Rs. 60,207 in 1881-82, that is, by about 10 per cent. Meanwhile, the number of students in aided colleges had risen from about 660 in 1870-71 to 1,994 in 1881-82, or by more than 200 per cent.

Thus, when all reasonable deductions have been made on the score of the uncertainty of some of the elements that enter into the statistics of secondary education for 1870-71, we are satisfied that enough remains to show that private effort for the provision of advanced education has not yet received the encouragement contemplated in the Despatch of 1854, and consequently that the development of education has not on the whole followed the lines which that Despatch laid down.

450. Comparative Expense of Education in aided and departmental Institutions.—Another point of practical importance which is illustrated in Table IV, is the great difference between the cost of education in a departmental and a privately managed institution. This difference, as might be expected, grows greater the higher we ascend in the scale of education.

Columns 12 and 16 compare the cost of educating a scholar in each of the two classes of institutions. In the large majority of cases the departmental institution is much the more expensive, the greatest difference being found between the departmental and the aided colleges of the North-Western Provinces and of Madras. In the former Province the entire cost of educating a student in a departmental college is more than three times, and in the latter more than twice, what it costs to educate a student in an aided college. The departmental institution is not, however, in all cases, the more costly on the whole. The usual relation is reversed in the case of the secondary schools of the Punjab and the Central Provinces, and in the case of the primary schools of Bombay, the North-Western Provinces, the Punjab, Assam and Coorg. If oriental colleges be left out of view, the average cost for the whole of India of each student in an aided college is Rs. 178 per annum, while that of each student in a departmental college is Rs. 354. Thus it appears from columns 12 and 16 of Table IV that for educating each scholar in a departmental college the average outlay is twice, and in a departmental secondary school somewhat less than twice, the cost in corresponding aided institutions; while the total average outlay on each scholar in a departmental primary school is only about 27 per cent. greater than the average outlay on each scholar in an aided primary school. This consideration gives emphasis to the fact that it is in education above the primary stage that the greatest advantage will arise from the substitution of aided private effort for the direct agency of the department, wherever private agency becomes competent to undertake the task.

The difference of cost is important in another point of view, when we consider, not the total outlay on the two classes of institutions, but their respective cost to public funds. This is shown in Table IV in columns 9 and 10 for aided, and in columns 13 and 14 for departmental institutions. With the exception of primary schools in the North-Western Provinces and in Coorg, all classes of aided institutions in all Provinces are much less expensive to the State than corresponding departmental institutions. The difference is greatest in colleges. In Madras, Bombay, Bengal and the North-Western Provinces, which alone have both departmental and aided colleges of the common type, colleges of the former class are between seven and eight times as expensive to the State for each student whom they educate as the latter. Taking India as a whole, the average yearly cost to the State of each student at an aided college of the ordinary type is Rs. 36, while it costs the State Rs. 254 per annum to educate each student at an English departmental college. Thus, to educate each student at a departmental college is rather more than seven times as expensive to the State as to educate each student at an ordinary aided college. It must be remembered also at this point that we have shown in paragraphs 407, 413, and 425 of the present Chapter, that in Madras, Bombay and the North-Western Provinces, the two classes of colleges are about equally efficient so far as the examination test can be applied to them, although in Bengal the results are decidedly in favour of departmental colleges. It further appears from the columns we are now dealing with in Table IV, that, taking the average for the whole of India, each scholar at a departmental secondary school, and also each scholar at a departmental primary school, is about three and a half times as expensive to the State as each scholar in corresponding aided schools.

It must be remembered that the Table takes account of none but strictly educational funds, and that if the other expenses referred to in paragraph 59 be added, the difference in the cost of the two classes of institutions to the State will become considerably greater. We shall return to the consideration of this subject when we come to speak of the withdrawal of the State from the direct provision of the means of advanced education. Meanwhile we may anti-

cipate a point that will be discussed at length hereafter, when we shall show that the difference in cost between departmental and aided colleges is by no means the only element to be considered.

451. Amount of Self-support by means of Fees in aided and departmental Institutions.—An interesting and important question on which these Tables cast some light, is the amount of self-support by means of fees attained by privately managed institutions of various classes and in the various Provinces. This is shown in column 17 of Table IV. The differences brought out are startling. For example, while aided colleges in Bengal raise 29 per cent. of their entire expense by fees, those in the neighbouring North-Western Provinces raise only 4·58 per cent.; and while aided secondary schools in Madras are self-supporting to the extent of 48 per cent. of their entire outlay, corresponding schools in the North-Western Provinces are self-supporting only in the proportion of 3·36 per cent.

The Table also compares the amount of self-support attained by aided and departmental institutions respectively; though, as explained in paragraph 448, the fees in the latter class of institutions are compared, not with the whole amount these institutions cost the State, but only with the outlay upon them from strictly educational funds. In this particular there is a nearer approach between the two classes of institutions than might perhaps have been expected. In Provinces where a large measure of self-support is attained by the one class, it is usually attained also by the other. The most marked exceptions are the aided secondary schools of Bombay and Bengal, of which the former raise by means of fees 16·24 per cent. less, and the latter 20 per cent. less than the corresponding departmental institutions. In all other cases the percentages approach each other much more closely. In Madras alone are aided institutions at every stage more self-supporting than those managed by the Department; but in that Province the superiority of the former in this respect is very decided, especially at the stage of primary education.

452. The Energy sometimes shown by private Effort.—Much is brought out in these Tables which tends to show the great vitality of aided effort in the higher, as in the lower, stages of education. This appears from the way in which it has increased when there has been even a small increase in the encouragement afforded it, and by its comparatively small decrease when a large amount of encouragement has been withdrawn. For example, in Madras an increase of Rs. 11,283 per annum in the aid afforded to colleges under private managers, has been accompanied by an increase in the number of students attending such colleges from 130 in 1870-71 to 803 in 1881-82; so that, while they were educating at the former period only 31·10 per cent., they were educating at the latter 48·11 per cent. of the entire number of students attending all the colleges in the Province. Similarly, an increase of Rs. 2,543 in the aid afforded to colleges conducted by private managers in Bombay has been accompanied by an increase in the number of students attending such colleges from 47 in 1870-71 to 139 in 1881-82; so that, while they were educating at the former period only 15·82 per cent., they were educating at the latter 29·26 per cent. of the entire number of students attending all the colleges of the Province. In Bengal, where the aid to private colleges has not increased, but owing to the closing of two aided colleges has slightly fallen off, aided colleges had only 394 students in 1870-71, but 895 in 1881-82; their students having risen from 28·18 per cent. of the whole number receiving a collegiate education in the Province at the former period to 32·68 per cent. at the latter. But the most remarkable example of the degree in which private effort has sometimes flourished in spite of the withdrawal of encouragement, is afforded by aided second-

ary education in Madras. It appears from Table IV that the aid extended to private effort at this stage of education fell from Rs. 2,37,662 in 1870-71 to Rs. 77,617 in 1881-82. A considerable proportion of this decrease is undoubtedly due to changes of classification and to the other causes above explained; but that aid was very largely withdrawn is well known. Yet while the number of pupils in the middle and high departments of aided and unaided secondary schools, that is of pupils actually receiving secondary instruction, is known to have been 18,893 in 1870-71, it was still 13,072 in aided schools alone in 1881-82, while in aided and unaided schools together it was 18,001; so that the reduction in the number of pupils being educated by private effort was extremely small in comparison with the reduction in the grants, though of course the natural growth of secondary education has been interfered with. It has also been ascertained that the pupils in the middle and high departments of departmental secondary schools have increased from 3,233 in 1870-71 to 6,288 in 1881-82, or had nearly doubled. In spite of the two-fold discouragement thus arising from reduction of grants on the one side and the development of departmental agency on the other, private effort had but slightly fallen off.

453. Summary.—The Tables illustrate many questions of no small importance in addition to those to which we have drawn particular attention; but on other points they must be left to speak for themselves. The warning may be repeated here that the statistics for 1871 are not, except for colleges, so trustworthy as to make it safe to push very far the contrast between the two periods chosen for comparison. The real differences undoubtedly vary in some degree from those shown in the Tables. Nevertheless, after long and careful investigation, we are satisfied that there is ample and unquestionable ground for the five general inferences with which we shall close this section of the Chapter. Our inferences are these:—

- (1) Such increased encouragement as has been given to private effort by means of the grant-in-aid system, has been in the extension of primary and not, as the Despatches chiefly contemplate, of more advanced education.
- (2) In Bengal, Assam, and the Central Provinces, the state of matters, so far as encouragement to private effort in the provision of advanced education is concerned, is substantially the same as in 1870-71. If there has been no further progress towards carrying out the policy laid down in 1854, for placing the main reliance for the provision of advanced education on aided private effort, there has at least been no important retrogression.
- (3) In Bombay, the Punjab, Coorg and the Haidarabad Assigned Districts, at no time have sufficient endeavours been made to carry out those provisions of the Despatch of 1854 which bear on private effort; but Bombay alone among the Provinces has in recent years given materially increased encouragement to private effort in providing advanced education, while it has at the same time not greatly increased its outlay on advanced departmental institutions generally, and has diminished its net outlay from public funds on departmental colleges.
- (4) In the North-Western Provinces and Madras the general tendency during the eleven years under review has been to provide higher education more and more by means of departmental agency, and to lessen the encouragement to private managers of advanced institutions, thus reversing the policy of the Despatch of 1854. In Madras such a reversal of policy is the more striking

ing, because, up to 1870-71 and for several years afterwards, the success of the system of grants-in-aid was particularly conspicuous.

- (5) With due encouragement from the State, private effort is capable, in favourable circumstances, of promoting education at the secondary, and in a less degree at the collegiate stage at a far more rapid rate, and in both cases at far less expense than have marked the progress of such education hitherto.

SECTION 4.—*Systems of Grants-in-aid: their Advantages and Disadvantages.*

454. Different Systems of Grants-in-aid.—There are five grant-in-aid systems in force in the various Provinces: (1) the system of salary grants, (2) the system known as that of payment by results, (3) the combined system, giving small salary grants and additional payment by results, (4) the Bengal or “fixed period” system, based on expenditure and modified by results, and (5) the capitation grant system, which is applied on a very limited scale. The salary-grant system is peculiar to Madras, and the combined system almost so, though in a few Districts of Bengal and generally in Assam a mixed system of small stipends, combined with payments after examination, is applied to primary schools. The system of payment by results obtains in Madras for the majority of schools that afford elementary instruction, and in Bombay for nearly all institutions of every class. In Bengal, the Central Provinces and the Haidarabad Assigned Districts, it is in force for primary schools only. In Assam it is applied to tols and maktabas. The “fixed period” system is adopted for all schools above the primary stages in Bengal, the Central Provinces, and the Haidarabad Assigned Districts, and for all classes of schools in the North-Western Provinces and Oudh, the Punjab, and Coorg, as also in Assam for all schools except tols and maktabas. The rules under which each of these systems is administered are given in full in the various Provincial Reports. Only their main characteristics need be recounted here. In addition to these systems of aid there are special grants to meet special cases. For example, in Bombay, charitable institutions receive fixed grants not dependent on the results of examination, and sums collected by way of endowment are supplemented by the State.

455. A perfect System unattainable.—There are difficulties and drawbacks in all systems. No more can reasonably be looked for than to combine as many advantages with as few disadvantages as possible; and in determining how this is to be done, much will necessarily depend not only on the advancement and social condition of each Province and the nature of the agencies at work in it, but also on the system to which managers of schools have become accustomed, and which, whether rightly or wrongly, they prefer.

456. The Salary-grant System.—This system is in force only in Madras; and there it is applied mainly, but not exclusively, to institutions which afford somewhat advanced instruction, and for which managers of approved standing are responsible. The rules require that any institution receiving aid on this system shall be managed by one or more persons, who in the capacity of Proprietors, Trustees, or Members of a Committee appointed by those to whom the school or college owes its origin, will undertake the superintendence of the school and be answerable for its permanence for a given time. Grants are given in aid of the salaries of teachers and are paid monthly. The grant in each case amounts to a certain proportion of whatever salary the managers may

agree to pay, provided that the salary does not exceed a maximum which is laid down in the rules, and which varies according to the qualifications that a teacher may possess. In order to be qualified to receive any grant, a teacher must have passed certain examinations; and in ordinary circumstances the managers do not receive on his account the highest proportion of his salary that may be given under the rules, unless he has been trained in a Normal school. Graduates of Universities in Europe, America, and Australia, and holders of certificates granted by the Committee of Council on Education in Great Britain, or by the Commissioners of National Education in Ireland; are exempted from the operation of the last provision. All male teachers are arranged in five, and female teachers in three, grades, according to the examinations passed. The grade to which a teacher belongs determines the maximum salary of which the managers are allowed to draw a certain proportion on his account. It is, however, provided that in cases where managers may be desirous of giving to a teacher of the first grade a higher salary than the maximum contemplated in the scale, a proportionate grant may, with the sanction of Government, be assigned to him. This provision is specially intended to meet the case of European Professors employed in aided colleges, whose salaries are naturally higher than those of natives of the country in that grade. Again, in certain cases, for example in schools for the poor and for Muhammadans and whenever a certificated teacher of a particular subject cannot be obtained, a salary grant may, with the sanction of Government, be assigned to a teacher who has not passed the departmental tests but has been approved by the Inspector.

457. The Salary-grant System: its Advantages.—The Advantages of this system are numerous. It tends to ensure efficiency by inducing managers to employ teachers who have proved by success at an examination that they have acquired a certain amount of knowledge and some fitness for imparting it to others. It is likely, in course of time, to provide a body of thoroughly trained teachers and to secure that ultimately the great and important work of education will not be left to men incompetent to perform it. Years must still pass before it can be hoped that all teachers shall be trained or certificated, but year by year under the influence of the system steady progress is being made towards this most desirable end. Again, the system leaves the greatest freedom to managers as regards the choice of text-books and all other points in the internal economy of schools, and so supplies a strong inducement to private educational effort. Complaints have indeed been made in Madras of a tendency to bring all educational activity under rigid and mechanical rule. Such complaints will be inquired into in the proper place, but they do not arise from the system under which grants are given. If the system is properly administered, the schools under it have the fullest scope for free development. There is a minimum of departmental interference. The Inspector simply has to see that the pupils are well taught, that they know what they profess to know, that their general intelligence is cultivated, and that the discipline is good. Under this system, too, there is little danger of information being confounded with education. Neither teachers nor pupils are compelled to work under high pressure to prepare for examinations, nor are they tempted to give their main attention to getting up the special points that are most likely to be noticed by the Inspector on his visit. It removes also any opposition of interests between managers and the Department. Under it, the only interest of both alike is that the school should be improved and should prosper. The Inspector is not predisposed by any desire for economy to take an unfavourable view of the condition of the school, since the grant it will receive does not directly depend on the judgment that he passes. The system also provides in a natural and easy manner for the growth of institutions. If managers wish to open an additional class and the

Department is convinced that it is really needed, a duly certificated teacher is employed, and an additional grant of the fixed proportion of his salary is bestowed. The system tends also to give stability to an institution; since the grant depends upon the quality of the staff, and not on the number of pupils or their success at examinations, which even in the very best schools fluctuate considerably from year to year.

458. The Salary-grant System: its Disadvantages.—On the other hand, the system has its disadvantages. There is danger under it of a school being content with mediocrity, since no pecuniary result depends upon excellence of any kind. It is, of course, understood that continued failure to produce satisfactory results will cause the grant to be withdrawn or reduced; but this is commonly too distant a prospect to have much practical influence. There is danger too of teachers being employed nominally at high salaries, and getting in reality little more than that proportion of the nominal salary which is paid by the State. This is, of course, an act of pure dishonesty; but cases did occur, before sufficient checks were devised, in which teachers gave and managers presented receipts for salaries that were never paid. Obviously the only cure for both these dangers is efficient and trustworthy management. Without this the system cannot be approved; but if really good management is once secured, the effects of the system on the extension and more especially on the quality of education are excellent. One charge that has been sometimes brought against the system is based on a misapprehension. It has been supposed to raise needlessly the expense of education by compelling managers to pay large salaries to teachers. The Department, however, in no way lays down what salaries must be given. The agreement is entirely between the managers and the teachers, and the terms are really fixed by what may be called the market-rate. The Code of rules merely prescribes that the fixed proportion of the salary will be given only up to a certain maximum, and, as a matter of fact, this maximum is seldom even approached.

459. The Salary-grant System: Defects in its Rules.—Some defects in the rules as detailed in the Madras Provincial Report, although they do not trench upon its essential principles, appear to call for notice. The rules as there given apply to all teachers, even to those who have been long in employment. Managers have thus to choose between discharging old, and, it may be, excellent but uncertificated teachers, or paying their salaries without aid. It seems hard that the rules should thus have had a retrospective effect. The Code also provides that a grant of one-third of the salary (the highest proportion that is given) can be drawn by managers on account of a teacher trained in India, only if he has attended a Normal school and obtained a Normal school certificate. Without such a certificate, no one educated exclusively in India, however distinguished his attainments, is eligible for more than a grant of one-fourth of his salary. We do not undervalue the training given by Normal schools. On the contrary, we desire to encourage attendance at such institutions. But we think that a sufficient training may be often given in the school or college in which the teacher has received his ordinary education, and that, especially in the case of men who have been teachers for many years, it is both hard and needless to insist upon their undergoing a course of training in a Normal school. An examination might sufficiently test the fitness of men to receive the highest rate of aid. We therefore recommend *that teachers in non-Government institutions be allowed to present themselves for examination for any grade of certificate required by the grant-in-aid rules without being compelled to attend a Normal school.*

Again, there is a rule which lays down that teachers are not generally

eligible for grants who do not spend in schools four hours a day, and in colleges three hours a day, in actual tuition. It is doubtful whether this rule should be applied, at any rate in colleges. A Professor, in addition to the time spent in actual lecturing, must spend much time also in preparing for lectures and in examining the exercises of his students, whose progress greatly depends on this extra-collegiate work being well done. It may at least be worthy of consideration whether, if three hours be prescribed as the time during which a Professor drawing the maximum salary grant must be employed in tuition, a proviso should not be inserted in the Code allowing a Professor not so fully employed in direct teaching to receive a certain proportion of the maximum grant obtainable. At all events, the rule need not have been applied to Principals of colleges, who have so much beyond tuition to attend to. It is a further defect in the Code, or in its administration, that grants have been held to be liable to arbitrary restrictions and even reductions, in cases where the expenditure on the staff—the basis on which, according to the Code, grants should be calculated—has been greatly increased. One of the aided colleges of Madras has been refused any increase in its grant, even though the number of its pupils and its expenditure have been steadily and largely increasing during a series of years. Another had its grant suddenly reduced in 1878-79 from above 19 to 13 per cent. of its expenditure, while other aided colleges continued to enjoy grants amounting to 31 per cent. No reason was ever assigned for this inequality of treatment, though it was known that the staff of the college last referred to had to be reduced in consequence of the reduction of its grant. The only plea appears to have been that the application of the general rule of the Code to the effect that aid will be given “with due consideration of the requirements of each locality and of the funds at the disposal of Government” was left to the discretion of the Head of the Department. Though redress was at length obtained in the latter case, it was only after appeals and correspondence extending over nearly four years. It certainly appears that any restrictions intended to have permanent effect should be definitely stated in the Code, and should be so stated that their extent and object may be easily understood by those interested. The Code has also been applied to cases where it seems to be inapplicable. It is only by a forced interpretation that a salary-grant system can be made the basis of grants to those who receive no salaries. Now, some important institutions are carried on by religious Societies which do not assign definite rates of pay to their members, even when engaged as masters or Professors. Yet, under this system, a statement must be signed certifying that each of these masters or Professors has received a certain salary, though it is well known that none of them has any separate income but that all are maintained from a common fund. It was necessary for one such Society to obtain a dispensation from its ecclesiastical superiors before it could comply with the forms prescribed in the Code. Such legal fictions are objectionable, even when the real facts are open to all and well understood. We therefore recommend *that in any statement of expenditure required by the grant-in-aid rules from colleges whose Professors are prevented from receiving fixed salaries by the constitution of the religious Societies to which they belong, the expenditure on the maintenance of such colleges be calculated at the rates current in aided institutions of the same general character.* This arrangement will enable the colleges in question to receive a grant fairly proportioned to the staff they maintain and the work they do without any violence to individual consciences or infringement of general rules.

460. The Salary-grant System: Summary.—The defects we have thus referred to are in no way inherent in the system and do not interfere with its general usefulness. Of the system as such there is no complaint; and provided

that trustworthy management be secured, we consider it to be as thoroughly suitable for colleges and schools of the higher class as it is to all appearance entirely satisfactory to those who are working under it.

461. The System of Payment by Results.—This system is applied in most Provinces to primary schools; also in Bombay to nearly all institutions of every class, and in Madras to secondary schools, though only to a small proportion of their entire number. Its main feature is that individual pupils are examined by the inspecting officer in a course more or less precisely defined by the Department, and a fixed payment made for each pupil who is pronounced to have attained a certain standard of proficiency. The grant to a school is made up of the total amount thus earned by the individual pupils who have passed. Such a system obviously admits of almost endless diversity of detail with regard to the principles on which schools are allowed to come under its operation, with regard to the course of instruction prescribed, to the frequency of examinations, to the stages at which pupils are examined, to the amount of proficiency that is considered satisfactory, and to the pecuniary allowance that each 'pass' is allowed to earn. For all such details we must refer to the Provincial Reports, especially to those of Bombay and Madras—the Provinces where the rules for this system are most elaborate and precise. It has been already shown under the head of primary education how the system has been applied by the District officers of Bengal, with modifications of many kinds intended to fit it to the peculiarities of different Districts. It would serve no good purpose to enter here upon an examination of particular characteristics which must depend in the very nature of the case mainly upon the circumstances of each Province and the stage that education, particularly education resulting from private effort, has arrived at in it. We shall confine our remarks upon the system to its broad outline and underlying principles. Wherever it is adopted, local knowledge alone can fit it for local wants.

462. The Results System: its Advantages.—One advantage of the system is that it enables the Inspector to gauge the attainments of scholars and to apply praise or blame with an amount of firmness and decision impossible under any system that pays less attention to the examination of individual pupils. Wherever it is successfully administered, the system also secures that State aid is never wholly wasted. Some educational results must be shown for every rupee of public money that is spent. It also tends powerfully to secure activity and energy of some kind on the part of both managers and teachers, since, unless the pupils be worked up to a fair standard of proficiency, the material resources of the school must fall off, and all connected with it must sooner or later suffer. Again, it enables the Department to get free of many troublesome questions about the character and trustworthiness of the management. It is true that attempts at deception have probably been more numerous under this than under any other system, especially in places where it has not yet been brought into complete working order. Registers have been falsified, and pupils borrowed from neighbouring schools have been made the means of earning grants for teachers to whom they owed absolutely nothing. Still these are frauds of a coarse and simple kind, and with a sufficiently numerous body of trustworthy, watchful and energetic inspecting officers, it is not very difficult to put an end to them. Thus, upon the whole, the system avoids difficulties arising from the character of management. If managers are untrustworthy, their untrustworthiness is easily exposed, and the evils arising from it, so far as mere expenditure of money is concerned, are easily checked. If they are inefficient, their grant is small. The system also is probably the only one that can fairly be applied to those indigenous schools which are mainly

religious in their character. Finally the system enables the Department readily to compare the results obtained in different schools and different Districts, and thus not only to estimate with much greater precision than is possible under any other system, the progress that education is making throughout the country, but also to stimulate educational activity by awaking the spirit of emulation.

463. The Results System : its Disadvantages.—The advantages we have mentioned are undeniable and great. On the other hand, the disadvantages are also numerous. An obvious disadvantage arises from the almost proverbial uncertainty of the results of examination. The system tends to make everything depend on such results, and these, in their turn, are affected by many accidents. The standard demanded by Inspectors necessarily, varies with their individual characteristics. The same class may thus earn much larger grants under one Inspector than it would under another. The accidental illness of a few good pupils on the day of inspection may seriously diminish the grant for the whole year. Even the humour in which pupils happen to be when the school is inspected may greatly affect their answering, and consequently the grant that is drawn on their account. From these and many similar causes, trifles though they may be in some cases, there is danger of the grants so fluctuating from year to year that managers cannot tell what are the resources on which they can rely. The stability of the institution is endangered, and progressive outlay on its improvement discouraged. To meet this danger the Bombay Code provides that “if it can be proved that the grant by results to any school has, through misadventure, for which the managers are not to blame, fallen greatly below the average or previous grant to the same school, a sum not exceeding the grant of the last previous year, or the average grant of the three last previous years, may, with the sanction of Government, be paid to the managers instead of the grant calculated on the results of the current year.” The same Code secures a certain amount of steadiness in the grants by the provision that “a school manager may, the year after his school has been examined, receive a grant equal to that of the previous year without a fresh examination under standards, on condition that the Inspector certifies that he is satisfied with the school as regards accommodation, registry of attendance, and discipline, and that he has orally examined a sufficient number of classes to enable him to speak well of the quality of instruction and of the intelligence of the pupils.” These provisions, if carefully and sympathetically administered, must do something to lessen the disadvantage that the system labours under by reason of the uncertainty and instability of grants. The Bombay Code still further meets this difficulty by providing capitation grants. In Anglo-vernacular secondary schools there is a grant of Rs. 2 on the average daily attendance for the year, and in vernacular schools a grant of 8 annas. In a large school this should meet a reasonable proportion of the expenses and so contribute to stability, besides doing something to secure regularity of attendance.

Again, it is a disadvantage of the system that it tends to give most aid to managers who require aid least, and least to those who need it most. Unless modified, it gives no aid to a school at starting, when its difficulties are naturally greatest. Results must be shown before they are rewarded; yet in education, as in all else, solid results require a large amount of preparatory, and in this case of unaided labour. Even when a school is successfully established, much depends on its situation. In the midst of a population by whom education is valued, it will, if efficient, attract a large number of scholars, many of them intelligent and bright, and be able to meet a large proportion of its outlay by the fees they pay. At the same time the results it can easily exhibit will be good, and its grant therefore large. On the other hand, if placed among a poor and back-

ward population, the sum it can draw from fees is certain to be small; and at the same time, since its scholars will be few and probably by no means intelligent, its results will be poor, and its grant insignificant. Thus there is danger that large State aid will be wasted on schools that require but little, while schools whose circumstances make it impossible for them to be in any large measure self-supporting, will remain almost unaided. Yet it is precisely in poor and backward Districts that educational efforts should be most liberally encouraged by the State. This two-fold danger has also, however, been contemplated in the Codes. On the one hand, it is provided in the Madras Code that "rates less than maximum rates may be given to any school when a smaller proportion of aid is evidently sufficient;" and, on the other hand, the Bombay Code provides that "if it can be proved that a school has been established where there is an urgent demand for such a school, and under peculiar difficulties, Government will sanction a grant of half the net expenditure on instruction in the first year after establishment, instead of the usual grant by results, provided that the examination held in the usual form for aided schools is satisfactory to the inspecting officer." These provisions are excellent as far as they go, but no such modifications can sufficiently meet the disadvantage inherent in the system. In the last revision of the English Code, provision is made for a substantial part of the grant being dependent on the opinion formed by the Inspector of the merit of the school as a whole. In forming this opinion he may take many elements into account, and among them any special difficulties, such as those arising from the poverty or the ignorance of the population which it is sought to educate. This plan of a "merit grant," as it is called, is now being tried in the Central Provinces.

Another disadvantage inseparable from the system is its tendency to create antagonism between managers and inspecting officers, and so between managers and the Department as a whole. When the grant is undetermined beforehand and depends on the proceedings of a day or two, it may be of an hour or two, and when it is naturally the desire of the manager to obtain as much as possible for the improvement of his own institution and the desire of the Inspector to save as much as possible for the development of education elsewhere, it is little likely that the same view will be always taken as to the suitability of the questions put or as to the value of the answers given. Sympathy and good feeling may do much, and have done much, to lessen the friction that must in this way be created; but it must be reckoned as no slight drawback to the advantages of the system that when teachers and Inspectors come officially in contact, they are necessarily representatives of conflicting interests.

Again, the system requires for its universal application a very large inspecting agency, though this disadvantage counts for little when it is only applied to elementary schools. An examination of individual pupils in reading, writing and arithmetic, can be got through with sufficient accuracy and certainty in a comparatively short time. When the examination includes higher subjects, not only is there much greater room for perfectly honest difference of opinion as to the value of answers, and therefore greater probability of unpleasant and harmful collision of the opposing interests, but much thought and time are needed if, the Inspector is even to satisfy himself as to the justice of his decisions. Thus, as the system is applied to more and more advanced classes, there is a constantly increasing danger either of injustice being done to pupils and consequently to schools, and of all private effort being in this way fatally discouraged, or of so many inspecting officers being employed that an excessive proportion of the small sum allotted to education must be spent on merely testing the results of instruction. The system runs some risk also of

giving rise to an unhealthy relation not only between managers or teachers and the Department, but also between teachers and their pupils. Pupils may come to feel that they have it in their power, by absenting themselves from the inspection or by doing badly at it, not only to bring discredit on their instructors, but in some degree to interfere with their material comfort. The danger of such an idea being acted on by mere children is practically inappreciable, but in the case of boys more advanced in age it is not altogether imaginary. The mere possibility of such a result is no slight evil.

Again, this system has sometimes been supposed to imply less intrusion than any other into the details of school management, and so to be fitted to encourage aided education by securing its free development. This view, together with the admitted advantages of the system, have often attracted favourable attention towards it. But in the opinion of a large majority of our number, such a view cannot be entertained. If there is to be any uniformity or accuracy in inspection, a definite course and definite standards must be laid down; and even if managers of aided schools are consulted, the final authority in laying them down must be the Department. Thus one of the most important things about a school, namely, its course of instruction, is largely taken out of the hands of managers. Variety may be allowed, but its limits are fixed by an authority external to the school; and whatever changes the managers may wish to introduce beyond these limits can be made by them only at a pecuniary sacrifice. And even as regards methods of instruction, discipline, and cognate points of internal economy, an Inspector who holds strong views, as able and earnest officers for the most part do, can hardly help moulding a school, however unconsciously, into the form that he prefers, if his duties require him to inspect it frequently. When the money-power that he wields is added to the power legitimately arising from his position and experience, his influence is in danger of becoming to ordinary managers practically irresistible. The Inspector may thus become, to all intents and purposes, the supreme authority in the management of the school; and instead of displaying that variety which is inseparable from independent life, aided institutions may become mere fac-similes of departmental institutions. This disadvantage of the system, like some of the others, is likely to be most conspicuous whenever inspection is frequent, and in schools of the higher order. There is little difference of opinion as to the management of elementary instruction, and little room or need for variety in the types of elementary schools. But the higher we ascend in the scale of education, the more essential it becomes that each institution, under whatever management, should live its own independent life, subject only to general supervision and control. In higher education private effort has little chance of really or permanently flourishing, unless managers and head masters feel that they are the ultimate authority within their own domain. It is only right to add that, in the opinion of one of our colleagues who has had long experience of the administration of this system in Bombay, this disadvantage has not been practically felt in that Province, where examinations for grants are held only biennially.

But perhaps the chief disadvantage of the system is its making examinations the main object of the thoughts alike of pupils and of teachers, and thus tending to give entirely false views of the meaning and purpose of education. Examinations there must be under any system, but they need not be made the pivot on which it turns. When they are so, the teacher is all but compelled, for the sake of speedy results, to direct attention to questions likely to be set, rather than to give the intellectual food and discipline that are most required. The pupil on his part is led to regard the passing of examinations as

the main object of education, and the power of reproducing information as the highest aim of intellectual culture. Such tendencies are already too strong, apart from the stimulus that a system of payment by results must give them, and anything that encourages them should be discountenanced as fatally lowering the whole tone of education.

464. The Results System : Defects in its Rules.—In the details of the Result Grant Codes there are various defects to which our attention has been directed. Most of them, however, are comparatively unimportant, and require local knowledge to deal with properly. These will be noticed under the head of the complaints made by witnesses or in memorials. For remedying these defects, so far as they are well grounded, we are disposed to rely on a Recommendation which we shall make at a later stage for the revision of all rules for grants-in-aid. There are, however, two points which we think it advisable to notice here. We have already spoken of the danger under the results system of all schools being cast in the same mould, and especially of the same course of instruction being practically imposed on all. The danger will be partly obviated if the Codes make provision, as is done in the Madras Code, for a considerable choice of subjects, from which managers may make their own selection at the examinations for the various standards, especially the higher standards. We therefore recommend *that in schools aided on the results system, variety in the course of instruction be encouraged by grants for special subjects.* This, however, does not wholly meet the necessities of the case. Able and energetic managers will often have ideas of their own; and if private effort is to be developed to the full, these are the very men who should be specially encouraged,—so long at least as their ideas do not run wholly counter to those of the State and of the Department. As a particular example to which we have already referred in speaking of secondary instruction, there is room for much difference of opinion as to the language that should be employed as the medium of instruction for pupils who are learning more languages than one. For instance, some would teach history or mathematics through the medium of English at a stage when others would employ the vernacular. This is exactly the kind of question that managers, rather than the Department, should freely determine according to their own views of what is suitable in their own circumstances. We therefore recommend *that greater latitude be given to the managers of aided schools in fixing the course of instruction and the medium through which it is conveyed.* The Recommendation is necessary under all systems of grants-in-aid, but it bears particularly on this one.

465. The Results System : Summary.—We have shown that many of the disadvantages of this system are at a maximum in the highest and at a minimum in the lowest stages of education. In balancing its advantages and disadvantages much seems to us therefore to depend on the stage of education to which it is applied. In the lower stages we consider the balance to be decidedly in its favour, and under the head of primary education we have already recommended that, “as a general rule, aid to primary schools be regulated to a large extent according to the results of examination,” thereby approving of the system as a whole, but not desiring even at that stage to interfere with any well-considered plan for somewhat modifying it. As higher stages are reached, the system becomes less advantageous, and also less necessary because trustworthy management is more easily procured. The exact point where the disadvantages of the system begin to outweigh the advantages is a question to be decided by each Province for itself, and we are far from desiring to condemn any mode of giving aid that may have adapted itself to local wants, even though it may not commend itself to our judgment on theoretical grounds. We

are satisfied, however, that the line should be drawn at any rate below colleges. No association or committee that has undertaken and is able to conduct a college should be subjected to the troublesome checks that this system imposes. There is also very special need that managers of colleges should know the income on which they may confidently count. We can scarcely conceive of a college springing up under this mode of aid, though colleges previously existing may accept it as a means of supplementing to some extent resources that they already possess. We therefore recommend *that the payment-by-results system be not applied to colleges.* We should wish to see the line drawn considerably lower, but refrain from recommending that this be done simply because we are reluctant to appear to dictate upon questions which by another Recommendation we leave each Province to decide for itself.

466. The Combined System.—This is the name applied in Madras to the mode in which aid is given to some of the schools conducted by Local Fund and Municipal Boards, and to some of the schools aided by these bodies. In the case of the former, the teacher receives in the form of a monthly salary a certain fraction—a half perhaps or a third—of what is regarded as fair remuneration for his services. Instead of the remaining fraction, he receives a proportion of the grants the school may earn; this proportion being so calculated that, with fair success, he may count on drawing, when the grants are paid, a sum that will bring up his yearly income to what is considered adequate. For example, if his services are valued at Rs. 20 per mensem, he may receive a monthly salary of perhaps Rs. 10, and his share of the yearly grant is so calculated that, with average success at the inspection, he may get Rs. 120 when the grants are paid. But if the success of the school is greater or less than a fair average, he receives a larger or a smaller sum than Rs. 120 as the case may be. Thus maintenance is secured to him, and for anything beyond maintenance he is dependent on the results of his own diligence and activity. In schools that are aided upon this system, the sum likely to be obtained as a result grant is sometimes advanced by monthly instalments. When the inspection is held and the result grant determined and paid, the manager receives any surplus over the total of the monthly payments already made, or makes up the deficiency if that total is in excess of the amount that has been earned. The system is as yet little more than tentative. No Code for it has been promulgated, and its details are different in different Districts. It seems, however, if judiciously administered, to be well adapted for primary schools, uniting as it does something of the stability of the salary-grant system with the advantages peculiar to the system of payment by results.

467. The System of "Fixed Period" Grants.—This is commonly known as the "Bengal System" and is applied to colleges and secondary schools through the whole of Northern and Central India, to all classes of schools in the North-Western Provinces and the Punjab, and in a somewhat modified form to the primary schools of Assam. Its main features are, that the grant is settled for a term of years,—in Bengal generally five,—and its amount determined by a conjunct view of all the circumstances and wants of the institution aided. The points taken into account in fixing the amount of grant are such as these: the strength and expense of the teaching staff and establishment, the accommodation, the probable efficiency and pecuniary resources, and the situation of the school, whether in a populous, prosperous and advanced District where considerable fees may be levied, or in a less progressive locality where the amount raised in fees must for a time be small. It is provided that the grant shall in no case exceed the income of the school from other sources; and in Bengal some other rules to be attended to in fixing the amount are laid down. Thus

the grant to a middle school may not, except in certain specified Districts, exceed two-thirds of the income from private sources, that is, two-fifths of the entire expenditure. The grant to a high school may not exceed one-half of the income from private sources, that is, one-third of the entire expenditure, or the grant to a college one-third of the income from private sources, that is, one-fourth of the entire expenditure. The highest rate of aid contemplated, *viz.*, one-half of the entire expenditure, may be given only to primary schools, Normal schools, female schools and middle schools in certain backward Districts. If the subscriptions or other local resources fall off, the grant is diminished in the same proportion. The results of examinations and other tests of efficiency begin to be taken into account after a school has been for some time aided. If these are unsatisfactory, or if the Inspector reports that the pay of teachers is allowed to fall into arrears, that attendance is irregular or discipline bad,—in short, that the management has proved itself to be inefficient, the grant may be reduced or even withdrawn at any time. Allowance is of course made for anything unsatisfactory that is clearly due to causes over which managers have no control, and the aim is rather to restore to efficiency a school that has fallen off than still farther to depress it by cancelling or lessening its grants. But the power of depriving it of aid makes the control of the Department efficacious. In Bengal it is also provided, with the view of securing efficient instruction, that any teacher appointed by the managers must be approved by the Department. When the five years or other term agreed on has elapsed, the grant is revised; and in Bengal at least, where self-support is increasing and new schools which stand in need of aid are continually springing up, it is commonly reduced upon revision.

468. The "Fixed Period" System: its Advantages.—The great advantages of this system are its simplicity and elasticity. No elaborate Code is necessary. Managers have only to state their case fully, and if funds are forthcoming they may learn the amount of aid they can rely on, without having to submit to the minute enquiries as to staff that the system of salary-grants requires, or to wait until their pupils have passed an examination, as is necessary under the system of payment by results. Under this system also it is possible to apportion the grant to the actual wants of the school with an ease and precision which are unattainable under a detailed Code. Also it is possible to reduce the grant to a school that can thrive with lessened aid far more easily than under any more rigorously defined system, where no reduction of aid is possible without apparent or real infringement of the general rules laid down. Besides this, the system, if fairly and steadily administered, secures stability as much as the salary grant system, and like it avoids the risk of placing managers and inspectors in antagonism. It avoids also most of the other risks, enumerated above, which constitute such serious drawbacks on the system of payment by results.

469. The "Fixed Period" System: its Disadvantages.—The system has sometimes been alleged to hold out an inducement to false statements on the part of managers. No doubt when subscriptions or other local resources fall off, unscrupulous managers may yield to the temptation to conceal the fact, and may thus continue to draw a larger grant than they are entitled to by the rules. But if private effort is to be enlisted at all in the work of education, some trust must be reposed in managers; and where trust is reposed, it may from time to time be abused. We believe that where the system has been brought into working order and inspection is efficient, abuses of this kind are not more common than under other systems or in other affairs of life. The main disadvantage of the system is one that is hardly separable from its distinguishing advantage of simplicity and elasticity. We

refer to its largely arbitrary character. Under it, the power of the Department in giving or refusing aid is scarcely subject to any practical limitation. Every thing depends on administration. If the administrators be fair and sympathetic towards private effort, all goes well; but if otherwise, it must be extremely difficult for private managers to obtain redress. The view taken of the whole circumstances and wants of a school is necessarily in the last resort the view of the Department; and if that should in any case be biased, there is no definite standard to the test of which it can be brought. It is noteworthy, however, that in Bengal, where the system is applied on the most extensive scale, complaints are upon the whole conspicuous by their absence. Still the disadvantage exists and may at times give rise to practical abuse. It would help to place private effort in a secure position if the reasons for any refusal of aid were definitely stated. If real injustice has been done to managers who are dissatisfied with the decision of the Department, at least public opinion would be brought to bear. We therefore recommend *that every application for a grant-in-aid receive an official reply, and in case of refusal that the reasons for such refusal be given.* This Recommendation should be regarded, however, as applying under all systems of grants-in-aid.

Again, it seems possible that the Department may be so interested in the success of one of its own schools, or in the success of some school under private management, as to refuse aid to a new school which may possibly interfere with such success, though a wider view of the true interests of education might lead to the new school receiving aid. Even in Bengal such cases have occurred. We therefore recommend *that the proximity of a departmental or of an aided school be not regarded as of itself a sufficient reason for refusing aid to a non-departmental school.* The Recommendation is one that may be needed under any system, but it provides against a danger to which this system seems specially exposed.

Another disadvantage of the system, as compared with that of salary grants, is that it gives little security for the efficiency of teachers, and has no strong tendency to improve their quality as years pass on. The provision in force in Bengal, requiring all teachers on their appointment to be approved by the Department, may meet the difficulty in some degree, provided the general superiority of certificated men be steadily kept in view and practically impressed on managers; but it does not appear that even this precaution is observed in the other Provinces where the system is adopted.

470. The "Fixed Period" System: Defects in its Rules.—A system in which so much depends on administration and so little upon rules has necessarily few inherent defects; and complaints bearing on administrative details will be dealt with in a subsequent section of this Chapter. But when statements as to the wants of a locality and the probable resources and prospects of a school have to be made by applicants for grants, and then inquired into, weighed, and decided on by officials who have possibly little local knowledge and who therefore hesitate to recommend or sanction a grant for a term of years on the mere report of the local inspecting officer, there seems greater temptation to delay than where the conditions of aid are more definitely stated. We think it well to point out the desirability of making the process of obtaining a grant for any school as short and simple as circumstances admit. Private effort that might have helped to extend education has sometimes been lost through pure delay.

In connection with the defects of the system under consideration, it is difficult to avoid inquiring whether its failure to create a single aided college in Bengal, where private effort has done so vast a work at all other stages of education, may not have some connection with the fact above referred to, of grants

to colleges being restricted to one-fourth of their entire expenditure. In Madras, where so many aided colleges have sprung up, the grant was formerly one-half, though with the increase of self-support it has now been reduced to one-third, of the salaries of all instructors qualified according to the rules. The question may fitly engage the attention of those possessed of local knowledge who may be consulted in the general revision of the grant-in-aid rules which we shall subsequently recommend.

471. The "Fixed Period" System: Summary.—This system has been objected to on the ground that it does not strictly comply with the provisions of the Despatch of 1854, that grants are to be made for specific objects and not for the general expenses of the school. On the other hand, the system has worked well for many years, and has received the repeated approval of the Secretary of State. Under it everything depends on fair and painstaking administration by officers who are earnestly desirous of promoting private effort. If this indispensable condition be secured, the system is well fitted to promote secondary and collegiate education.

472. The System of Capitation Grants on the average monthly Attendance.—This system is applied in Bengal to some girls' schools. The rate is 4 annas a head, but the total grant must not exceed Rs. 10 per mensem. This system is in force only for those girls' schools which are attached to boys' schools, and in which the teachers employed in the latter instruct the girls at special hours in addition to their ordinary duties. The system may be useful in such cases, but is obviously unfitted for anything beyond what may be called the pioneer stage of education.

473. Special Grants.—Such are the systems under which grants are given in aid of the constant expenses of schools maintained by private effort. Additional grants are offered in all the Provinces on account of special expenditure that is incurred from time to time. Thus there are provisions for aid in the erection of school-buildings and the purchase of their sites, in the supply of furniture, scientific and gymnastic apparatus, books for libraries, and maps. Under the "fixed period" system, outlay upon libraries is included among the ordinary expenses taken into account when the regular grant is determined. The rules for building-grants are in some Provinces tolerably definite, but those for other occasional aid are for the most part vague, and seem to have been of little benefit to managers. In Madras, for example; grants for libraries may be given "at such intervals as the Director of Public Instruction may consider expedient"; but hardly any effect has been given to this rule. In our Chapters on Secondary and Collegiate Education we have pointed out the need of aiding in the formation of libraries for all the more advanced institutions.

474. Systems of Grants-in-aid summarised.—In thus reviewing the various methods in which aid is granted, we have called attention to some of the leading advantages and disadvantages of each, and while avoiding all suggestions of revolutionary change in any system which has grown up in a Province and which may be presumed to be suited to its wants, we have yet adverted to some defects in the details of each. With regard to some of these defects, we have made special Recommendations. For others we propose a remedy of a more general kind. It seems to us to be one of the essential conditions of due encouragement being afforded to private effort, that the rules according to which aid is given be fairly satisfactory to those who already are, or who are likely to become, managers of aided institutions. We do not of course mean that their views are to be accepted without criticism, but their voice should

be a potent one in settling the terms on which private parties are invited to help the State in educating the people. A system may look admirable on paper, but if it is unacceptable to those whom it directly affects, the amount of voluntary effort evoked by it must be small. It is those who have long been working under the systems as they are, or who being engaged in educational work have still remained outside those systems, that can best suggest remedies for the defects which we have not provided against by specific Recommendations. They may also be able to point to further improvements in detail which will still further encourage aided effort and contribute to a wider extension of the means of education. We therefore recommend *that with the object of rendering assistance to schools in the form best suited to the circumstances of each Province, and thus calling forth the largest amount of local co-operation, the grant-in-aid rules be revised by the Local Governments in concert with the managers of schools; and further that in this revision the rules be so defined as to avoid any ambiguity as to the amount and duration of the aid to which an institution may be entitled, the conditions of grants for buildings, apparatus and furniture being clearly stated; and that special reference be had to the complaints that have been made against existing systems, particularly the complaints dwelt upon in this Report.* We believe that such revision will do much to remove any obstacles that private enterprise may have encountered in the past, and to secure for it a wide and constantly growing field of usefulness in the future. The complaints mentioned in the last Recommendation are not only the defects already touched on, but those we shall afterwards enumerate when we come to deal with the main points brought before us in the evidence and memorials. On some of these last we shall express our own opinion; but all complaints alike should be carefully weighed in every Province by representatives of the Department on the one hand and of private effort on the other. Even complaints not wholly justifiable may sometimes point to improvements that may be wisely introduced into the revised Code of rules.

475. Further Recommendations.—Certain general principles, besides those already stated, should be clearly and steadily kept in view by those entrusted with this revision of the grant-in-aid rules in the different Provinces. Some method may be discovered of applying them under any system. We shall state them in the form of Recommendations. We accordingly recommend *that while existing State institutions of the higher order should be maintained in complete efficiency wherever they are necessary, the improvement and extension of privately managed institutions be the principal care of the Department.* It is far from our wish to deprive any District of any existing means of education that it may require; and as there are many localities where the place of departmental institutions that are much required cannot yet be supplied by private effort, we think it necessary to state that such institution should not only be maintained, but maintained in full efficiency. At the same time it is not less the true interest than it is the avowed policy of the State that private effort be increasingly relied on for supplying the means of all general education in its higher stages. The rules should therefore be such as to make it clear that to evoke, guide, and strengthen private effort is the object to which the main attention of the Department should always be given.

We also recommend *that, in ordinary circumstances, the further extension of secondary education in any District be left to the operation of the grant-in-aid system, as soon as that District is provided with an efficient high school, Government or other, along with its necessary feeders.* We consider it expedient that every District should have at least one high school. In any District where private effort has not yet established such a school and where there is no reason-

able prospect of its doing so, we consider it legitimate for the Department to supply this amount of the means of secondary instruction for a time. Beyond this minimum provision no direct departmental effort should be made in the field of secondary education; but the rules should be such that private enterprise may not find it too hard a task to afford such extension of secondary education as the good of the community may require.

Further we recommend *that it be a general principle that the grant-in-aid should depend—*

- (a) *on locality,—i.e., that larger proportionate grants be given to schools in backward Districts;*
- (b) *on the class of institutions, i.e., that larger proportionate grants be given to those in which a large amount of self-support cannot be expected, e.g., girls' schools and schools for lower castes and backward races.*

The Bengal or "fixed period" system is the only one that directly recognises differences in the advancement of localities as an element in determining the rate of aid. Under other systems greater difficulties in carrying out our Recommendation may arise, though they need not be insuperable. We believe that local knowledge will find some means of securing the necessary elasticity under any system.

Finally, in this connection, we recommend *that the following be adopted as general principles to regulate the amount of grants-in-aid, except in cases in which Recommendations for special aid have been made:—*

- (a) *That no grant be given to an institution which has become self-supporting by means of fees, and which needs no further development to meet the wants of the locality.*
- (b) *That the amount of State aid (exclusive of scholarships from public funds) do not exceed one-half of the entire expenditure on an institution.*
- (c) *That, as a general rule, this maximum rate of aid be given only to girls' schools, primary schools, and Normal schools.*

In reference to the principle laid down in the first of these three clauses, (a), we consider it to be not less important that aid should cease when no longer needed, than that it should be given liberally when really required. It must be remembered that, with the limited sum allotted to education in any Province, whatever is spent on one institution is so much taken away from the extension of education elsewhere, and that, however distant it may still be, self-support is the goal at which every institution should strenuously aim. An institution that has attained the honourable condition of supporting itself by the fees it raises need not cease to be connected with the State. It may still be helped by inspection if it so desire, and may still receive, when necessary, special grants for its library, its apparatus, or other occasional necessities which the fees may not suffice to cover. It may still furnish returns to the Department and remain amongst the number of "public" schools. But when able without aid from the State to do the work it aims at, it should not even desire such aid. It may happen, however, that a school which is self-supporting at a lower stage may need aid if it is to be raised to a higher. For example, a middle school may meet all its expenses by its fees, and yet if it is to become a high school, aid may be required. Its managers should not be refused assistance in making it a high school if one is needed to meet the wants of the locality. With regard to the second clause, (b), we would explain that scholarships awarded by the State are no portion of the grant, though they

may happen to be held in an aided institution. They are conferred upon the individual pupil, without regard to the mode in which the institution is managed at which he chooses to study, provided only it is approved by the Department. In reference to the third clause, (c), we would point out that in ordinary cases aid amounting to less than half of the expenditure of a school ought to be sufficient. With the exceptions we have noted, a school that is unable to meet more than half its outlay from local resources, including fees, should be regarded as a school for which no solid demand has as yet arisen. Cases, however, will sometimes occur where, from the unprogressive character of a District or other special cause, this statement may require some limitation. By inserting the words 'as a general rule' we mean to leave room for the exercise of a wise discretion.

Most of the principles we have dwelt on have been attended to in one or other of the Codes already in force; but all should be allowed to exert a controlling influence in the revision which all the Codes should now receive.

SECTION 5.—*Sufficiency or Insufficiency of the Amount of Aid at present afforded to private Effort.*

476. Principles to be followed in determining the necessary Rate of Aid.—It is plainly desirable to indicate in this Report how far the aid afforded to private effort is sufficient or insufficient in amount. The question, however, presents so many difficulties that it is impossible to pronounce any judgment on it with the confidence and precision that its importance undoubtedly deserves. The aid required for the full efficiency of institutions varies almost indefinitely according to the situation and other circumstances of each. A rate of aid sufficient, or more than sufficient, in one District to secure fair efficiency or even steady progress, may be quite inadequate in another. Thus, it is almost impossible to give even a general indication of what rate of aid should be given to each class of institutions in each Province; while it is quite impossible to lay down rigid rules on a question that is necessarily so complicated and so largely dependent on local peculiarities. The only approach to a principle capable of fair application to all classes of privately managed institutions, is to compare the amount of aid with the amount of public funds which the Department has found it necessary to spend in each Province on each class of institutions under its own direct management. The general efficiency of departmental institutions is universally acknowledged, and it may be presumed that there has been little or no waste of public funds in securing this efficiency. The amount required in departmental institutions by way of supplement to the sum raised from fees, endowments and subscriptions, will therefore throw some light upon the question of the amount of money which must be forthcoming in addition to that which comes in the way of self-support, if aided institutions are to be made as stable and efficient as departmental institutions for the most part are. In cases where departmental institutions enjoy exceptionally large endowments or subscriptions, this mode of calculation would no doubt lead us to assign to aided institutions a smaller amount of aid than they really require. But such cases are so few that, except perhaps in the colleges of Bombay and the North-Western Provinces, this element will not materially disturb the conclusions to which the principle will guide us. It may be convenient to illustrate the principle which we adopt by an example. A departmental institution may raise, say, 40 per cent. of its entire expense by means of fees or endowments, and therefore needs 60 per cent. of its expense to be supplied from public funds, if it is to be stable and efficient. It seems

safe to infer that any institution in the same District and providing instruction at the same stage, must also obtain from one external source or other at least 60 per cent. of its entire outlay, if it is to be equally stable and efficient. In the case however of the non-departmental institution, the 60 per cent. must not be expected from public funds. It is an important element in the grant-in-aid system that part of the expense of the aided institution should be provided by its managers from private resources of their own. As to the share of the total expense that should thus be provided from private resources, no absolute rule can be laid down; nor is it possible to say what proportion of the total expenditure the State will find it necessary to afford if the institution is to be maintained. Everything depends on the ability and disposition of the managers, and on their zeal in the cause of education. Some managers will persevere in their efforts although nearly all the expense that is not met by fees be thrown on them. Others will be discouraged and will retire if the larger proportion of the deficiency left, after reckoning the fees, is not awarded to them from public funds. In a rough and general way it may be perhaps laid down, though certainly not as a rule to be universally applied, that the sum necessary to supplement the amount of self-support attained by the institution may be equally divided between the managers and the State. This can only be taken as an approximate average of what the rate ought to be. In wealthy Districts where education is appreciated, it might justly be considerably less. In backward Districts, it might with equal justice be considerably more. Thus in the case supposed, if a departmental institution, being self-supporting to the extent of 40 per cent. of its entire cost, needs 60 per cent. of that cost to be furnished by the State, it may be held that, since an aided institution providing instruction of the same grade will also require 60 per cent. of its entire cost to be supplied from without, half of this, or 30 per cent., may be reasonably expected from the State. In some cases no doubt a grant of less than half the deficiency after fees have been deducted will enable an institution to do the work it aims at, especially if it has any endowments to fall back on; but in other cases, a grant of less than half the deficiency might result in the loss of the institution to the general system of education. The only real security that the amount of aid necessary in each case will be given depends on an earnest desire on the part of the Head of the Department to encourage private effort to the full. Still, for the purposes of this section of the present Chapter, the principle of the deficiency being equally shared between the managers and the State may be taken as a practically satisfactory guide. It may be observed that this principle would enable the State, in cases where private effort can be elicited, to secure the provision of the means of collegiate and secondary education at less than one-fourth of the expense at which such education is at present provided by direct departmental agency. We have already seen, that aided colleges and secondary schools cost on the average only half as much as similar departmental institutions. According to the general principle explained above, the proportionate rate of aid to be afforded by the State to an aided institution would be half the ratio of the State expenditure to the whole expenditure on a departmental institution of the same class. Hence the whole cost of the aided institution being one-half, and the proportionate rate of aid being also one-half, the net outlay of the State on the aided institution would be one-fourth of its outlay on the departmental institution. This, however, refers only to strictly educational funds. In the case of the aided institution, the State would further save whatever expenses are incurred on account of pensions to the teachers employed in the departmental institution, and also a large part of the expenses incurred for buildings.

As the result of these considerations, it may be held that the aid afforded is

fairly sufficient, or at least not manifestly insufficient; when it bears to the entire cost of the aided institution half the ratio which the expenditure from public funds bears to the entire cost of a similar and similarly situated institution managed by the Department directly.

477. Application of the Principle to existing Facts.—With the view of applying this principle to the rates of aid at present given, and so of determining, to the limited extent which we regard as possible, how far existing rates of aid are adequate, we have prepared a statement showing the proportion of the whole cost that is borne by public funds in the case of departmental and aided institutions in the various Provinces and at the various stages of instruction. In column 4 we briefly express our opinion of the sufficiency or insufficiency of the present rate of aid when the test we have described is applied to it.

Name of Province and Class of Institution.	Percentage of cost borne by public funds in departmental institutions.	Percentage of cost borne by public funds in aided institutions.	Sufficiency of the rate of aid in column 3, according to the principle adopted.
1	2	3	4
MADRAS . . . { Colleges (English) . . .	81.46	23.65	Inadequate.
{ Secondary Schools . . .	54.25	21.95	Inadequate.
{ Primary Schools . . .	80.33	40.41	Apparently adequate.
BOMBAY . . . { Colleges (English) . . .	63.66	13.21	Inadequate.
{ Secondary Schools . . .	51.98	29.15	Adequate.
{ Primary Schools . . .	85.15	27.35	Inadequate.
BENGAL . . . { Colleges (English) . . .	67.79	15.12	Inadequate.
{ Secondary Schools . . .	42.47	32.28	Adequate.
{ Primary Schools . . .	96.87	26.28	
NORTH-WESTERN PROVINCES AND OUDH. { Colleges (English) . . .	70.49	35.78	
{ Secondary Schools . . .	91.13	47.46	Adequate.
{ Primary Schools . . .	93.55	43.50	Apparently adequate.
PUNJAB . . . { Colleges (English) . . .	95.61	None.	
{ Secondary Schools . . .	88.23	45.11	Adequate.
{ Primary Schools . . .	86.87	37.48	Inadequate.
CENTRAL PROVINCES. { Colleges (English) . . .	88.90	None.	
{ Secondary Schools . . .	87.26	51.22	Adequate.
{ Primary Schools . . .	89.10	45.62	Apparently adequate.
ASSAM . . . { Secondary Schools . . .	53.43	39.82	Adequate.
{ Primary Schools . . .	100	64.19	Apparently adequate.
COORG . . . { Secondary Schools . . .	86.63	None.	
{ Primary Schools . . .	88.52	56.41	Apparently adequate.
HAIDARABAD ASSIGNED DISTRICTS. { Secondary Schools . . .	98.23	None.	
{ Primary Schools . . .	91.81	21.93	Inadequate.

In this statement we have not taken Normal schools into account; because in all Provinces they are too few to afford sufficient grounds for any comparison between those under private managers and those managed by the Department; and also because we regard as legitimate any amount of aid that may be found necessary to secure the establishment of such schools by private effort, provided there be no interference with Recommendation No. 13 of the present Chapter.

478. The general Result of the Enquiry.—Thus it will be seen that according to the standard explained in the last two paragraphs, the aid at present given is in a majority of instances fairly adequate. We are however reluctant to express a decided opinion in the case of primary schools, for a reason that will be given in the next paragraph. It will be observed that in some cases our statement contains no expression of opinion. In Bengal the departmental primary schools are insignificant in number and maintained only

in a few outlying and very backward places. They thus afford no guidance in determining the proper rate of aid for similar schools under private managers. It, therefore, becomes necessary to take other considerations into account. It will be observed that, setting aside Assam, in which, as in Bengal, the departmental primary schools are few, the Department has found it necessary to contribute from public funds to the schools under its own management a proportion of their gross outlay varying from 93.55 per cent. in the North-Western Provinces to 80.33 per cent. in Madras. The principle we have followed would thus lead to the conclusion that the rate of aid to a primary school should be somewhere between 47 and 40 per cent. of its gross expense, and certainly not so low as 26.28 per cent., the average proportion in Bengal. Again, the grants actually given in other Provinces vary from 64.19 per cent. of the total expense in Assam, to 21.93 per cent. in the Hyderabad Assigned Districts; and this last, and even the more liberal rate of 27.35 per cent. in Bombay, we have pronounced inadequate. Moreover in Assam, which of all the Provinces is most closely connected with Bengal, the rate at which aid is given to primary schools is much the most liberal in India. Putting these various considerations together, we can come to no other conclusion than that the rate prevailing at present in Bengal is altogether inadequate to secure efficiency, if judged by the standard of other Provinces. The declared attitude of the Government of Bengal to primary education should, however, not be forgotten. That Government regards its contribution to primary schools as an expression of interest in the success of the institutions maintained by the people for themselves; as a mark of encouragement to villages, teachers and pupils; and as an incentive to them to raise within moderate limits their standard of instruction; rather than as a means to enable them to incur increased expenditure in the establishment and maintenance of their schools. It recognises a danger of Government being substituted for the village as the paymaster of the guru, with no improvement in the latter's position. At the same time the Bengal Government appears to have practically admitted the inadequacy, even under the conditions stated above, of the aid afforded to primary schools, by the steady increase of the primary grant from Rs. 4,00,000 in 1880-81 to Rs. 7,00,000 for the current year 1883-84. With regard to the aided colleges of the North-Western Provinces and Oudh, it may appear that the present rate of aid is adequate; but the problem is in this case complicated by the large endowments which some departmental colleges possess, and by the special footing on which the Canning College stands. The question whether sufficient aid is given in this Province to colleges of the ordinary type under private managers, is one that should be carefully considered in the revision of the rules which we have recommended. The evidence before us appears to show that the encouragement to such colleges is at present extremely small. In the case of the colleges of Bengal also, certain special circumstances must be taken into account. The maximum grant allowed by the rules in force in that Province is 25 per cent. of the total expenditure, while the grant actually drawn is only 15 per cent., and the principle we have adopted would point to a grant of about 34 per cent. On the other hand, it must be observed that all existing aided colleges in Bengal are situated in Calcutta, where there is a large and steadily increasing demand for collegiate education, and that the fee-rates at the Presidency College are so high as to make it probable that as the number of students increases, nearly all the additional students will enter colleges under private management, which will thus receive a large accession of income. This source of income is so important that the unaided colleges of Calcutta support themselves from their fee-receipts, supplemented by the surplus revenue from their school depart-

ments, and have never applied for a grant-in-aid; and we have here an illustration of the impossibility of applying the standard which we have adopted without large allowance for special circumstances. The most probable conclusion from the facts bearing on the colleges of Bengal is that in the city of Calcutta a rate of 25 per cent. will be sufficient, but that for the country Districts of the Province, where no aided college has yet been established by private effort, the rate should be raised to 33 per cent. Setting aside the cases in which we are unprepared to express a definite opinion, it appears that the rate of aid to all secondary schools, except those of Madras, is adequate, and to those of some Provinces, especially Bengal and Assam, decidedly liberal; that the aid to the secondary schools of Madras and to the primary schools of the Punjab falls below the standard; but that the only cases in which the aid must be pronounced to be decidedly insufficient, according to the standard that we have adopted, are the colleges of Madras, Bombay and Bengal, and the primary schools of Bombay, Bengal and the Haidarabad Assigned Districts. In that aspect of the question which we are now considering, the Department cannot in other cases be justly charged with having discouraged private effort by any manifest insufficiency in the aid extended to it. That there may be individual institutions which receive less aid than they are entitled to is not impossible; but except in the cases we have noticed, the Department seems to have established a reasonably fair proportion between the support afforded to schools under private managers and the support afforded to those under its own immediate management. Whether it should have established or retained in its own hands so many colleges, or at any rate so many secondary schools, is of course a totally different question from that with which we are here concerned. It has indeed been clearly shown in the third section of the present Chapter that private effort for the provision of advanced instruction has not been encouraged or extended as it might have been; but this result we are disposed to ascribe, not so much to the insufficiency of the aid bestowed on already existing institutions, as to the absence of effort to increase their number, to the unnecessary establishment in some Provinces of departmental colleges and schools, to the distinct and strong preference given to departmental over private agency which has marked in varying degrees the educational history of every Province except Bengal, the Central Provinces and Assam, and from which, so far as colleges are concerned, even Bengal is not exempt; and above all to the public feeling which has been created in these and in other ways. In succeeding sections of this Chapter we shall advert to errors in practical administration which have discouraged private effort, and shall call attention to a variety of means by which such effort may be more extensively elicited. If those errors are corrected and those means steadily employed, we believe that, with the exceptions already noted, the present rates of aid, without being materially enhanced, may call forth a largely increased amount of private enterprise in supplying the means of education.

479. Cautions in applying the Standard employed.—It must be carefully observed that we do not mean to lay down the standard which we have here employed as a rule that should be applied to any individual case. No such standard can measure the real wants of institutions, and aid should not exceed, as it should not fall below, what is indispensable for complete efficiency. The amount needed to secure efficiency must always depend very largely on local circumstances and on the class of institutions dealt with. For instance, in the case of primary schools, we should regret to see any attempt to limit aid to half the difference between the fees and the total cost. Private effort will hardly be put forth to maintain primary schools except to secure the means of livelihood, or from motives of pure benevolence. In both cases the

limitation of State aid to the same amount as is contributed by managers from resources other than fees, would seriously check private effort. In the former class of cases it might often put an end to it. Besides, such calculations have no proper place in that system of payment by results, upon which primary education is chiefly aided. We see no reason why an aided primary school should receive only one-half the proportion of its outlay which a departmental primary school requires to maintain efficiency,—no reason in fact why the proportion of its expense that is borne by public funds should not be equal to that so borne in a departmental school, always provided that no conflict arises with Recommendation No. 13. In judging of the proper amount of aid to colleges and secondary schools, in the maintenance of which many other motives come into play, we should wish the standard we have applied to be much more decidedly kept in view. Again, with regard to more advanced institutions, much must depend on the size that classes may be expected to attain. For example, an institution for the provision of advanced education in a remote or backward District (supposing it to be one that should exist or receive aid at all), may warrantably expect larger proportionate aid than is needed by a similar institution in a great educational centre, where efficiency will naturally secure a large attendance and a corresponding income from fees. Or, again, when departmental and aided colleges are in competition, the proper rate of aid will depend to a considerable extent on the rate of fee in the departmental college. For example, in Calcutta, where the fee in the departmental college is larger by Rs. 7 a month (Rs. 12 to 5), or in Bombay where it is larger by Rs. 4 a month (Rs. 10 to 6), than that which aided colleges are expected to charge, the opportunity for self-support afforded to an aided college is much greater than in Madras, where the difference allowed between the fees of the two classes of colleges is only Rs. $1\frac{1}{2}$ a month (Rs. 5 to Rs. $3\frac{1}{2}$), and therefore the rate of aid may legitimately be less. In other towns and Districts similar local peculiarities may require to be kept in view. Thus it is only in the roughest and most general way that any such test as we have used should be employed to determine the sufficiency or insufficiency of aid. We would further remark that if the rate of aid be increased, as in the case of colleges at all events is so manifestly required, it will devolve on the Department to see that the augmented aid is well applied. The object of an enhanced grant is to extend education and increase its efficiency, not to economise the funds of managers. The fitness of managers to be entrusted with a larger share of public funds must be shown by a strengthened staff and improved appliances, and by the increased efficiency to which these will certainly lead in course of time.

480. Sufficiency or Insufficiency of Aid to Girls' Schools.—The principle we have employed to ascertain the sufficiency or insufficiency of grants generally, can be only partially applied in the case of girls' schools. In Bengal, Assam, Coorg, and the Haidarabad Assigned Districts, departmental schools for girls are either wholly wanting or so few in number that no safe inference regarding the proper rate of aid can be drawn from the proportion of the total outlay which the Department has found it necessary to assign from public funds to its own schools. In the case of the remaining Provinces, it is, however, desirable to compare the percentage of the total cost that is at present supplied from public funds to the two classes of institutions. In stating the facts bearing upon this point, we think it best to take only primary vernacular schools into account. No doubt, a few aided girls' schools of a more advanced character exist, and they generally receive aid at lower rates than primary girls' schools; but these advanced institutions are so few and exceptional that it seems fairer to consider only that class of aided girls' schools which

is by far the largest, and which most exactly resembles the schools under departmental management. The facts may be shown thus—

Name of Province.	Percentage of cost borne by public funds in departmental girls' schools.	Percentage of cost borne by public funds in aided girls' schools.	Sufficiency of the rate of aid in column 3, according to the principle adopted.
1	2	3	4
Madras	94.80	28.59	Inadequate.
Bombay	98.50	23.55	Ditto.
North-Western Provinces and Oudh	96.96	39.38	Ditto.
Punjab	97.10	38.54	Ditto.
Central Provinces	98.73	29.72	Ditto.

There can hardly be a doubt that when the Department finds it necessary to rely on public funds for nearly the whole outlay on its own schools, a rate of aid which very slightly exceeds one-third in two Provinces and falls below one-third in three, holds out small encouragement for any one to undertake the responsibilities and encounter the difficulties which are still inseparable from the maintenance of female schools. At the same time it is well to bear in mind that though the amount of self-support attainable by any girls' school is still insignificant everywhere, aided schools are generally better situated than departmental schools for raising some small portion of their expenditure by means of fees. We think it advisable to support the conclusion to which the principle we have adopted has led us with regard to five Provinces, by a Table which may help us to decide the same question with regard to the remaining four, and which contains some further useful information concerning the progress of female education.

Aided Girls' Schools (for natives only) in the years 1870-71 and 1881-82.

YEAR.	No. of Aided Girls' schools excluding Female Normal Schools.	No. of Pupils.	Total expenditure (exclusive of buildings and miscellaneous objects).	Total aid from public funds (excluding building and other special grants).	Proportion of aid to total expenditure in column 4.	
1	2	3	4	5	6	
			Rs.	Rs.		
Madras	{ 1870-71 1881-82	{ 92 260	{ 5,359 11,817	{ 76,001 1,35,938	{ 21,172 37,165	{ 27.85 27.33
Bombay	{ 1870-71 1881-82	{ 16 59	{ 1,638 4,893	{ 24,663 64,324	{ 4,169 15,180	{ 16.90 23.59
Bengal	{ 1870-71 1881-82	{ 274 939	{ 5,910 16,004	{ 1,10,740 1,78,528	{ 41,357 55,048	{ 37.34 30.83
North-Western Provinces and Oudh	{ 1870-71 1881-82	{ 123 135	{ 3,610 4,865	{ 69,396 54,535	{ 28,855 20,554	{ 41.58 37.68
Punjab	{ 1870-71 1881-82	{ 323 163	{ 8,523 5,358	{ 48,717 69,689	{ 21,431 22,161	{ 43.99 31.79
Central Provinces	{ 1870-71 1881-82	{ 1 13	{ 30 514	{ 152 6,747	{ 76 1,987	{ 50.00 29.45
Assam	{ 1870-71 1881-82	{ Figures for 1870-71 67	{ 1,132	{ included under Bengal. 5,438	{ 2,341	{ 43.04
Coorg	{ 1870-71 1881-82	{ 1 1	{ 25 26	{ cannot be given. 230	{ 120 120	{ ... 52.17
Haidarabad Assigned Districts.	{ 1870-71 1881-82	{ ... 4	{ ... 99	{ ... 732	{ ... 462	{ ... 63.11
Total for India	{ 1870-71 1881-82	{ 830 1,641	{ 25,095 44,708	{ 3,29,669 5,16,161	{ 1,17,180 1,55,018	{ 35.54 30.03

In this Table we include all classes of aided girls' schools, the few advanced as well as the many primary. Thus the percentage of aid shown is not the same as in the last tabular statement, which refers to primary schools alone. This Table shows that only where the number of girls' schools has been extremely small, has the rate of aid in any Province ever approached the proportion of one-half the total outlay which we have approximately laid down. It further shows that the rate of aid has diminished since 1870-71, slightly in Madras, considerably in Bengal, the North-Western Provinces and the Punjab; while it has not very much increased in Bombay, and that the percentage of aid has diminished by $5\frac{1}{4}$ for India as a whole. In the Central Provinces the falling off shown in the Table is very great; but in 1870-71 there was but one girls' school in the Province, so that in this case there is no sufficient ground for any comparison.

Again, the rate of aid to girls' schools may be compared with the rate of aid in each of the Provinces to primary schools generally. The comparison is as follows:—

Name of Province.	Rate of aid to primary schools generally.	Rate of aid to girls' schools.
Madras	40·41 per cent.	27·33 per cent.
Bombay	27·35 „	23·59 „
Bengal	26·28 „	30·83 „
North-Western Provinces and Oudh	43·50 „	37·68 „
Punjab	37·48 „	31·79 „
Central Provinces	45·62 „	29·45 „
Assam	64·19 „	43·04 „
Coorg	56·41 „	52·17 „
Haidarabad Assigned Districts	21·93 „	63·11 „

From this it appears that in every Province, except Bengal (and the Haidarabad Assigned Districts, in which however there are only four aided girls' schools), less proportionate aid is given to the managers of girls' schools than to the managers of primary schools generally. This is true even under the results system in Bombay, where the rates which it is possible for a girls' school to earn are double those given to boys' schools, but where owing to irregularity of attendance and the other difficulties peculiar to female education, a sufficient grant is never earned. It must always be remembered that the difficulty of maintaining an efficient girls' school is incomparably greater than that of maintaining any other kind of educational institution. In Madras, the Central Provinces and Assam, the deficiency in the encouragement given to girls' schools, as compared to other elementary schools, is particularly marked. Thus all lines of enquiry lead to the conclusion that extremely inadequate encouragement has hitherto been given everywhere to those who have come forward to assist the State in the peculiarly difficult undertaking of educating the women of India. We cannot but think that in this department of education there are grounds for special encouragement being given. If even with the limited encouragement hitherto afforded, the number of pupils attending aided schools for girls has risen from 25,095 to 44,708 in the last eleven years, we are confident that an enhanced rate of aid will produce large and beneficent results in a field in which, as we shall show in Section 7 of the present Chapter, private enterprise ought on many grounds to be particularly encouraged.

SECTION 6.—*Points suggested by the Evidence, Memorials, and Provincial Reports, as to the various Systems of Aid and their Administration.*

481. Introductory.—A large mass of facts and opinions bearing on the methods employed to encourage private enterprise in education has been laid before us. Some of these criticisms are purely theoretical; others, while based on experience, are drawn from consideration of but a narrow circle of facts, and make no allowance for opposing circumstances that are yet very obvious. Some points, also, that are prominent in the evidence we have already found occasion to deal with, as, for instance, in our discussion of the various grant-in-aid systems. Some, too, must be afterwards considered in connection with the question of closing or transferring departmental institutions. We shall therefore not attempt to record all that has been brought before us, but simply summarise such points not elsewhere disposed of as seem worth considering in the revision of the rules, under the following general heads; (1) systems; (2) amounts obtainable; (3) conditions of aid; and (4) administration. What is here said under the first two heads must be regarded as supplementary to previous paragraphs of the Report. It must be carefully borne in mind that our assent is not implied to all, or necessarily to any, of the views expressed. We may sometimes make comments of our own; but the main purpose of this section is to give a *resumé* of what has actually been advanced by those who speak from the standpoint of private effort, and thus to make clear their wants and feelings. These it is necessary to take into account, whether the complaints made are or are not well founded. Again, it should be observed that some of the arrangements complained of, as for instance certain reductions of grants, sometimes originated with, and often were sanctioned by, the local Governments, and cannot be charged upon the Department only. But from the point of view of private managers, the Department and the local Government are virtually one. It must also be borne in mind that some representatives of private effort make few complaints or none at all. Naturally, evidence of that class makes no appearance in this section, and but little anywhere in the Report. Those who have to inquire into the character and working of a system, must always give their main, if not their exclusive, attention to the charges actually brought against it. In our next section we shall endeavour to suggest remedies for so many of the complaints enumerated here as appear to us to have a solid basis.

482. Evidence bearing on Systems of Aid.—Though there is some complaint that the rules of the salary-grant system are unnecessarily complex, the only one of the three chief systems against which, as a system, complaints are numerous is that of payment by results. We have already recommended that this method of aid be not applied to colleges, and therefore we need not recount what witnesses have advanced on that point. Besides the disadvantages enumerated in Section 4 of this Chapter, it has been pointed out how little encouragement the system gives to the setting up of new schools. It assumes that schools are already established, and have resources of some kind to carry them through preliminary difficulties. In the case of inexpensive primary schools in favourable situations, the managers or teachers may rely on fees till a grant can be claimed; but it is argued that in backward districts, where a desire for education has to be fostered, this method of giving aid holds out little inducement to establish schools. Most of the witnesses suggest that the system should be combined with some plan that will enable teachers or managers to obtain a certain amount of aid, however small, as a kind of fixed minimum not dependent on the results of examination. As to the details of this system, too rigid a definition of standards is generally

depreciated, as leaving no independence to teachers or managers in the choice of the sort of education they wish to give, and as making insufficient allowance for the varying quickness of pupils. Some witnesses go so far as to hold that the choice of subjects should rest entirely with the authorities of the school, and that Inspectors should only examine in whatever has been taught. It is certainly not unreasonable to hold with others that the same set of subjects should not necessarily be prescribed over a whole Province, and that schools in backward Districts should not be rewarded according to the same standards that are applied in the most forward. It is further held by some that the lowest standard for which grants are given is too high, so that little aid is obtainable for very elementary schools; and it is urged that this bears particularly hardly upon girls' schools, in which it is as yet so difficult to attain appreciable results of any kind. It is even said that Inspectors who wish to be practically just are sometimes led to make their examination under the lower standards more lenient than is at all desirable. There is likewise some complaint of standards being the same for girls as boys. It is contended that, considering the special difficulties of female education, a less amount of proficiency on the part of girls should be rewarded by a grant than is rightly demanded in the case of boys. There are complaints, too, of excessive strictness in the number and length of the daily attendances required of pupils. These differ in different Provinces; but it is contended that they should differ more than they do for different Districts of the same Province, and in particular that they should be so arranged as to make, in some schools, greater allowance for pupils engaged at certain seasons in agricultural labour. The complaint has also been made of the system as administered in Bombay, that it requires an excessive amount of poetry to be learned by heart, and thus increases the danger of relying too much on memory alone,—a danger to which all education in India is notoriously exposed. The subdivision of standards is also complained of, as well as the arrangement that failure in any one of the sub-heads prevents a pupil from earning a grant under the standard as a whole.

Much has been said of a danger that affects all systems, but most prominently that of payment by results as applied to primary schools—the danger of parents being led to think that the master is paid by Government, and that they may therefore withhold the fees which they have hitherto paid. There are few evils which it is more necessary to check if grants-in-aid are to do the good they ought, and few evils the prevention of which requires more wisdom alike in framing the rules and in administering them. In Bengal it is held by some that the best way to escape the difficulty is to give but small rewards to primary schoolmasters, and to pay these rewards in a lump sum once for all. In Madras it is argued, on the other hand, that by paying the grant in small sums spread over the year, the master is put in a position of greater independence, and is more likely to secure his rights in the matter of fees. This points to the risk of generalising on the experience of a single Province, and to the need of adapting systems to the circumstances and prevailing feeling of the population dealt with. To meet this danger will call for much patient enquiry on the part of those entrusted with the revision of the grant-in-aid rules of each Province.

483. Evidence bearing on Amounts obtainable.—We have already expressed our opinion as to the extent to which grants to the various branches of education maintained by private effort are sufficient on the whole, and we have laid down some general principles by which State expenditure on such education should be regulated. Little therefore need be said under this heading. Generally speaking, those who represent aided education regard the rates as too low. Such witnesses are of course prone

to look at the question from their own point of view and to neglect considerations on the other side: but there is a general consent that more liberal aid would be likely to produce a much more rapid development of education. It seems, however, that less discontent has been caused by the actual amount of grants than by the expansion of departmental institutions, particularly in one Province, concurrently with the withdrawal or refusal of grants-in-aid. It may not be possible to give indefeasible rights to claimants for grants-in-aid, but care should be taken to avoid even the appearance of starving the one class of institutions in order to provide for the wants of the other. Judicious distribution is probably of more importance in encouraging private effort than lavish expenditure. At this point we may notice the question raised by several witnesses, whether, in calculating the expenditure of a school in order to determine the amount of aid it should receive, something should not be reckoned for time spent in supervision as well as for time spent in teaching. In some cases the head-master of an institution draws no part of his salary from the funds of the school, because he is not one of its regular staff; yet much of its real value may depend on the time he gives to it. This element is taken into account in some Provinces, but not in others. The question is attended with difficulty, but may be suitably considered in the revision of the rules. Another complaint bearing on the rate of aid is, that general rules are sometimes so applied as to reduce the amount on which managers have counted. For example, it is said that special grants fairly earned according to the rules have been refused, on the ground that if given they would bring the grant above a certain proportion of the total outlay on the school. A refusal of aid on such grounds is calculated to discourage those who have been induced to put forth special efforts by the liberality of the offers made to them. It is to provide against this danger that we have laid down, in section 4 of this Chapter, that the general principles regulating the amount of aid should not apply to cases in which Recommendations for special aid have been made.

484. Evidence bearing on Conditions of Aid.—Practice differs in the various Provinces as to the conditions on which schools are eligible for grants-in-aid, and the views expressed as to what these conditions ought to be are various, and sometimes contradictory. Thus it is held by some that grants should in no way depend on the private resources forthcoming for the support of a school. Subscriptions, it is said, cannot be relied on, and to demand them before a grant is given renders the establishment of schools in needy neighbourhoods impossible. On the other hand, it is maintained that this condition evokes private liberality, and that aid should not be given except where the reality of the desire for education has been put to this money test. Possibly the difference may be reconciled by bearing in mind the different claims of primary and secondary education on public assistance. New schools for the poor are not likely to be largely established on the basis of voluntary subscriptions. But where the education is of a higher kind, and possesses a prospective money-value, the earnestness of the desire for it may more fairly be put to this test. With regard to the condition that fees must be levied in aided schools in all ordinary cases, it has been rightly pointed out by witnesses, that if indigenous schools are to be aided it may be often necessary to recognise the custom of paying fees in kind. It has been also pointed out, that such indigenous schools, as well as some others which have been left more or less outside the grant-in-aid system, can never comply with the strict conditions as to a committee of management and a theoretically satisfactory staff of teachers, which some Provinces still impose on every school applying for a grant. Native agency may sometimes work along these lines of management, and will probably do so more and more; but at present it often tends towards methods that are simpler, if also less likely to secure per-

manent success. Some kind of guarantee for permanence is of course eminently desirable, but it need not be insisted on as a preliminary to granting aid in every case without exception. It seems better to assist, while they last, a few schools that prove ephemeral in the end, than for fear of this slight amount of waste to leave unaided a multitude of struggling institutions, which by grants of but small amount might become useful agencies for the spread of education. Simpler conditions and less strict requirements might lead many who have not yet thought of doing so to apply for aid in the Provinces in question.

Again, there are complaints of the threat at least being held out that the Department will insist, as a condition of aid, on all promotions from class to class being determined by departmental examinations. In the North-Western Provinces, the still further complaint is made that the examination by which the internal economy of schools must thus be regulated, on pain of all grants being withheld, is badly arranged and badly conducted. We have dealt with this point, however, by a Recommendation under the head of secondary education. In Madras, the question is much discussed how far the employment of certificated teachers should be required as the condition of a grant under the system of payment by results. If the only object is to secure the most rapid spread of education, the less interference the better with the internal economy of those schools which are able by any instrumentality to pass a fair number of their pupils. If the object be to raise the standard of general efficiency, the employment of certificated teachers may not unreasonably be insisted on. On the one hand, to secure well-qualified teachers is an object that should never be lost sight of. On the other, there is obvious danger in making the employment of such teachers a condition of aid too absolutely or too soon. It will require both skill and patience to reconcile the claims, which in this case are to some extent conflicting, of the more rapid spread and the greater efficiency of primary education. Again, complaint has been made of points wholly unconnected with education having been made indispensable to the bestowal or continuance of a grant. It has, for example, been extensively prescribed as a condition of aid in one Province that managers must hold themselves responsible for seeing that their pupils have been successfully vaccinated. However laudable the object may be, this is a confusion of educational with hygienic regulations which seems wholly out of place in a system intended to encourage private enterprise. The fear has been expressed that conditions of aid still more objectionable may be laid down by Local and Municipal Boards, and the need has been much insisted on that such conditions shall be fixed by Government and not by the Boards, and that an appeal shall lie to the Department if, in any case, the conditions fixed by Government are not observed. On this point we shall speak more fully under its proper head. Some witnesses would make it a condition of aid that no religious instruction should be given in an aided school, or at least that if given it should be entirely separated from the ordinary course. In view, however, of the declaration of the Despatch of 1854 that the system of grants-in-aid is to be based on "an entire abstinence from interference with the religious instruction conveyed in the schools assisted," and of the instruction to Inspectors in that Despatch that "in their periodical inspections, *no notice whatsoever* should be taken by them of the religious doctrines which may be taught in any school," this proposal need not be discussed. One aspect of the question also will be taken up when we come to speak of the future prospects and development of the system of aiding private effort.

Among enquiries bearing on conditions of aid, few have been more prominent than the question whether a school maintained for the profit of its manager, or, as it is sometimes called, "a private adventure" school, is to

receive aid. Most Provinces have practically settled the question in the affirmative so far as elementary schools are concerned. As regards higher institutions, the point has attracted most attention in the Province of Bombay. In the action taken hitherto, the Local Government and the Department appear not to have adequately distinguished schools maintained with a view to ultimate profit from schools actually making profit. Also in a Despatch from the Secretary of State to the Government of Bombay (No. 9, dated 31st March 1868), the great difference between the claims to assistance of these two classes of schools seems not to have been made sufficiently clear. At present the rule appears to be that only schools which are actually self-supporting by means of fees are definitely excluded from receiving grants-in-aid; but in times of any financial pressure there has perhaps been too much disposition to believe that schools by which the proprietor hoped to make a profit some day were actually a source of gain to him already. Some of the witnesses have pointed to this as one of the chief reasons why private effort, and particularly native private effort, bears so small a share of the burden of education in the Bombay Presidency. There is no reason why schools which aim at becoming self-supporting, or at becoming more than self-supporting, should be refused aid while they really stand in need of it. The plea of want of permanence cannot be advanced in the case of schools that have been maintained, and maintained in great efficiency, for many years even without a grant; and the plea of their having no managing committee, which has sometimes been brought forward, is equally invalid in face of the express declaration of the Despatch of 1854, that the local management to be considered adequate may be that of "one or more persons." On the other hand, aid must be limited by Recommendation No. 13 of this Chapter, that grants shall not be given to schools that have become self-supporting by means of fees. Grants are meant to spread education, not to put money into the pockets of managers, whether they be one or many, after all the legitimate wants of the school have been supplied. But when a school maintained for profit needs help in order to increase its efficiency or extend its operations, it should certainly be allowed to share in the assistance that the State is able to afford. It may be difficult to apply this principle to individual cases, but the principle itself is clear.

485. Evidence bearing on Administration.—The most numerous and important complaints brought before us in the evidence and memorials, refer to the practical administration of the different systems of aid. Thus it is stated that in some Provinces the plan of evoking private effort has not yet been fairly tried. The very first step towards the success of the plan is to make the rules under which aid is offered thoroughly known to those whom the State invites to help it in the work of education. Even this, it would appear, has not been always done. In the Punjab at least, care has not been taken to have the rules effectually published, or even translated into the vernaculars. It is not surprising therefore, especially in a Province where English thought and English customs have as yet affected the community so little, that almost the only persons who have responded to the appeal of the State have been the Missionaries. It is stated, too, that even when an application for a grant has been made strictly according to the rules—which owing to the complexity of the rules in some Provinces is not always an easy matter—the delay before an answer comes operates as a great discouragement. In one Province the process to be gone through in obtaining a grant is said to be so complicated, that it cannot well take less than six months, and often does take considerably more. In connection with this subject we must notice the very numerous and loud complaints of the multiplicity and complexity of returns required from

the managers of aided schools. In some Provinces it is declared that the trouble entailed by these returns is almost more than the grants are worth. The burden seems to be steadily growing as new administrators devise new forms to be filled up, and even men of European experience and culture are said to be occasionally unable to understand what it is that they are required to state. If so, such requirements must be a real obstacle to the extension of aided education in the hands of local bodies and native gentlemen. It is not only the waste of time that is objected to, but the inevitable tendency of such a system to cast all schools in the departmental mould, and to bring them practically under the immediate management of the Director of Public Instruction. Complaints have been made that grants are given to Missionaries, when in similar circumstances they are refused to native bodies. It is certainly true that in some Provinces too little encouragement has been held out to the latter, but it does not appear that there has been anywhere, for many years, a deliberate refusal of aid to any particular class of effort. It is said also, that grants have been given to mission schools set up in the neighbourhood of other schools under private managers, but not to those in competition with Government schools. Missionaries make a similar statement as to aid being given to schools in competition with their own, but not to those in competition with Government schools. The complaint, in this form, is not that one kind of aided effort has been preferred to another, but that private effort of all kinds is discouraged when it competes with schools managed by the Department itself. Thus, too, in the North-Western Provinces there seems to have been a systematic reluctance to give aid to non-Government colleges, even to so signal an example of private enterprise as the Muhammadan college at Aligarh. It is added that grants have in some cases been reduced at the very time when they were beginning to produce the desired effect of making the aided institution thoroughly successful. Even a few such examples may fatally interfere with the growth of private effort. There can be no doubt that the impression prevails in some Provinces that the Department is hostile to institutions that compare at all favourably with its own.

There are similar complaints as to undue favour or disfavour being shown to one class of aided institutions as compared with another in respect of severity of examinations, and to all classes of aided institutions as compared with departmental ones. It would be a waste of time to endeavour to determine whether such accusations have any foundation in fact. Unanimity as to the fairness of an examination is hopelessly unattainable. In our view, the complaint points chiefly to the desirability of not letting aid depend in any large measure on the mere results of examining individual pupils, except in those elementary subjects as to which it is comparatively easy to form a definite and well-grounded judgment.

Connected with this subject is the complaint, which is specially prominent in Madras and the Punjab, of public examinations being so used as practically to impose the departmental curriculum and even departmental text-books upon aided schools, and thus to render the independent development of such schools impossible. It is stated, too, that by compelling aided schools to send up their pupils for tests applied throughout the whole Province, not only are children subjected to public examinations too young to bear the strain, but that an insuperable obstacle is thereby opposed to the gradual growth of that variety in the type of instruction which is essential for a civilised community with its many complex wants. In Madras there is also said to be some tendency to treat every deviation from the rules laid down in the "Standing Orders" for Government schools as *ipso facto* a defect.

From some witnesses again, though not from many, the complaint is heard

that the low rates of fees charged in departmental institutions, prevent institutions under private management from being so self-supporting as they ought to be. In the opinion of one of the few representatives of native private effort in the Punjab, the low rate of fees and the indiscriminate bestowal of scholarships in the higher class of Government institutions form one of the leading causes of the stagnation of native educational enterprise throughout the Province. The same charge is brought in the Madras Provincial Report, not against the Department or strictly departmental institutions, but against the schools maintained by Municipal and Local Boards. These also are in a special degree under the influence of the Department, and some way should be devised of so regulating the fees as to check "the general tendency to fix them very low." To use public funds as a means of keeping down fees appears to us, at all events in regard to schools for secondary instruction, to be out of harmony with the spirit of the Despatches. Nothing is more important, in the way not only of encouraging private effort, but also of diminishing the amount of aid required, and so of economising the resources of the State, than to make fees as high as it is possible to make them without injury to education. Schools that are most closely connected with Government, as being naturally the strongest and most stable, must lead the way.

Another defect in administration to which attention has been called, is that of delay in the payment of grants after they have become due. It is in evidence that in one case a manager who has charge of a large number of schools had not received in October 1882 grants to the amount of Rs. 6,000 that were due to him for the previous year. Several witnesses have made similar complaints, though it may be hoped that such a case as this is as rare as it is extreme.

486. Complaint of Want of Sympathy in Administration.—But the most common and most important class of complaints bearing on departmental administration is that it is unsympathetic towards private effort. This is expressed calmly by some and in emphatic terms by others; but representatives of aided education, in all Provinces except Bengal, say something that tends in this direction. The charge is no doubt vague; but it is clear that if the action of the Department has tended anywhere to make public opinion unfavourable to the policy of the Despatch of 1854, the obstacle thereby thrown in the way of evoking private effort may be very great, although intangible. One of the few representatives of private native effort in the North-Western Provinces and Oudh states that "Aided schools are looked upon by the Educational authorities as excrescences which are to be removed, and the sooner the better." He adds "they are the pariahs of the Education Department and are looked down upon with contempt. The infection has spread from the Department to the outside public, and the very name of a 'subscription' school moves a provoking smile." He mentions a friend who long maintained a school with but slender means, and yet said that he would rather let the school perish than apply to the Department for a grant, on the ground that he should not "be able to bear their scornful conduct, and their constant and harassing interference." The views of this witness are possibly extreme; but it is well to note the strength of feeling that his words indicate. If his statement as to the public opinion that has been induced by the action of the Department corresponds in the slightest degree with facts, it is needless to seek any other explanation of the grant-in-aid system having had such small success in the North-Western Provinces. None of the witnesses in other Provinces use such strong language. Still, what they say is enough to show that there are few Provinces in which the feeling between the

Department and the representatives of aided effort is such as we should wish to see it. Some of the latter point to facts which appear to show an indifference, if nothing stronger, to private effort on the part of some departmental officers. Thus complaints are made of departmental institutions having been opened in direct opposition to those under private managers. Cases of this kind are not numerous; but it must be remembered that even a single case, unless the ground of action was not only very strong but also very clear, must have conveyed the impression to a whole Province that the Department is the opponent and not the friend of private effort. More numerous cases have been pointed to, in which departmental institutions have been set up in places where private effort, if warmly seconded, might easily have supplied the wants of the community. Cases of this kind must leave a similar, though a weaker, impression—at least must leave the impression that the Department likes best to have institutions of its own.

An official paper has been laid before us, from which it appears that in Madras it was proposed by the Director of Public Instruction to spend Rs. 30,000 with the avowed object of transferring the secondary education of an important town, which had hitherto been chiefly provided by private effort, wholly into the hands of the Department. His successor, indeed, advised against the measure and it was not carried out. The same Director avowed it to be his policy to develop departmental education *pari passu* with that resulting from private effort; and in the opinion of many witnesses he aimed not so much at increasing both as at largely substituting the former for the latter.

Again, in proof of the want of sympathy for private effort, it has been pointed out that in few Provinces have representatives of non-departmental education been consulted on questions relating to education generally, and in few have they been invited to take any share in those examinations below the standard of the University which exert an influence upon schools at large. It must be remembered that this complaint, as well as many others, is not made in all Provinces alike. In Madras, for example, where some complaints are loud, this one is not heard. It may be, also, that the representatives of private effort are to some extent to blame for this isolation; but that they feel themselves to a large extent debarred from exerting any influence on the general current of education is plain from the evidence before us. We hope that the evil will be to a large extent remedied by Recommendations already made in Chapter VII of this Report.

Again, it appears that in some Provinces, though not in most, scholarships have been confined to departmental institutions. In one Province this was carried so far that, until after we had commenced our enquiries, scholarships were not only not tenable in institutions under private managers, but were rigorously withheld from pupils who had received any portion of their education in such institutions. Whatever may have been the intention of such rules, they seem to show that the policy laid down in 1854 had been overlooked. They could hardly do otherwise than create the belief that the Department had no active wish that private educational effort should prosper.

Again, as pointing to this want of sympathy, it is stated that rules have been laid down for aided schools which the Department never thought of applying to its own schools. For instance, in Madras the rules allow no aid for the salaries of even the oldest and most experienced uncertificated teachers, while a few such men are nevertheless retained in departmental institutions. In the same Province it is said that rules are laid down which, though excellent in the abstract, leave quite out of view the present needs of aided institutions

and the actual difficulties of their managers. For example, while the scale of grants-in-aid of the salaries of certificated female teachers is admittedly a liberal one, the fact that hardly any such teachers can at present be procured seems to have been completely overlooked. It is also asserted that, for the sake of the theory that grants should not be given for servants, the aid has been taken away which was formerly given in paying the women employed to escort girls to school—a class of agents quite indispensable at present in a well-managed girls' school. For reasons such as these, it is stated that a scheme which looks liberal on paper turns out to be far from liberal in practice.

These are some illustrations of the opinion expressed by many witnesses who speak from the standpoint of aided education, that only in rare cases has the Department discharged its duty of actively fostering private effort—that cold justice is the utmost which as a rule it has been willing to accord. It is also alleged that there has been no want of vigour in the establishment of departmental schools, and that the impression has thus been left that those who wish to be honoured by the State for interest in education, must show that interest by supporting departmental effort. One witness says that any attempt to open a school that would even appear to be a rival to a departmental one “would be regarded not only by the officials but also by “most of the respectable Hindu inhabitants as an act of disloyalty to Government.” Another, who is in no way connected with aided education, says that “Government institutions are invariably the most preferred and favoured, not “only by the State but also by all those who crave and court State favour.” And witness after witness in nearly all the Provinces declares that many native gentlemen and native associations would be ready to establish aided schools, if it were generally felt that their doing so would be approved and commended by Government and its officials.

One of the occurrences which has been pointed to as showing that private effort sometimes receives even less than justice, requires somewhat fuller statement. In 1876 some reduction of educational expenditure was considered necessary in the Province of Bombay. The grant of Rs. 70,000, per annum, or 3·1 per cent. of the entire expenditure from public funds, which had been fixed as the sum to be devoted to the encouragement of aided schools (including those for Europeans and Eurasians), had by that time been considerably exceeded. It was accordingly determined that the first step in the retrenchment should be to reduce grants to aided schools within the predetermined limits. A conference was held with some of their managers, but the only question submitted to them was how the reduction already resolved on could best be made. It is in evidence that no representatives of native private effort, whose claims should have received fuller consideration than those of any other class of managers, were invited even to this conference; and that as a natural result the reductions fell disproportionately on them. In the end it was determined that the result grants hitherto paid for passing the higher University examinations should be reduced by 50 per cent., and the grant for passing the matriculation examination entirely taken away. The total sum expended under the ordinary rules, that is, according to the system of payment by results, was thus reduced from about Rs. 86,000 in 1875-76 to about Rs. 78,000 in 1876-77, and to about Rs. 66,000 in 1877-78, when the reduction had taken full effect. The whole operations of aided schools were thus most seriously crippled. There is nothing to show that any reduction in the outlay on institutions managed by the Department itself was either made or attempted at the commencement of 1876, when the financial pressure was first felt, though in the subsequent distress caused by famine at the close of that year, they also suffered

largely. It is urged, however, that financial necessities were so great that "the only alternative was for Government to close, as a temporary measure, one or more of its old high schools or colleges, or else reduce the grants-in-aid of secondary education;" and that "the former course would not only have been extremely unpopular and have involved a great waste of money, but it would have been a departure from the policy of providing each District with one high school and its feeders, which was carefully considered and adopted in the infancy of the Department." It must be admitted that the alternative was a hard one, and that if the financial distress was so extreme as to make an annual saving of Rs. 20,000 indispensable, many arguments may be advanced in favour of the course adopted. Yet it may reasonably enough be held that the widespread discouragement of private effort was a still greater evil than any that could have arisen from crippling or even closing a few departmental schools. There can be no doubt that the action taken has left, in many quarters, the unfortunate impression that it is not desired to encourage private parties to help the State in promoting education. A representative of native effort says, "owing to the withdrawal of grants, the progress of high schools conducted by natives has been hampered, and I don't think that unless important changes are made, the natives of this Presidency would find it worth their while to take a part in the education of their countrymen." Another representative of native effort expresses the conviction that "the procedure of the Department testifies to a distinct abandonment of the policy sketched in the Despatch of 1854, one of the primary and fundamental aims of which was to develop native enterprise in educational matters in this country." A European manager states it as his belief that it was because the grant-in-aid system "was so suitable to the requirements of the community that after ten years' operation Government thought it necessary to check its growth by reducing the grant or refusing it altogether." There may be insufficient ground for views like these, but the fact that they are entertained by those who have been most ready to respond to the State's appeal, is of no inconsiderable importance. It is only fair to add that the result-grants had again risen in 1881-82 to a sum in excess of their amount in 1875-76, before the reduction was made.

487. Conclusion.—Such is a digest of the complaints that have been made against the systems of aid at present in force, and against the method and the spirit in which they have been administered in some Provinces. We may repeat that we have confined our attention in this review to the evidence of witnesses who are more or less dissatisfied with the existing system, and that the main purpose of the section has been merely to notice the opinions expressed by them. We have seen, however, in section 3 of the present Chapter, that the development of education has only to a small extent followed the lines marked out in 1854; and our review appears to be enough to show that this fact is due in a considerable degree to the distinct, and in some Provinces the strong preference shown by the Department for working through officers of its own rather than by means of private agency. We shall next attempt the more grateful task of showing how the complaints that have been made, so far as they appear to us to have a solid basis, may be obviated in the future.

SECTION 7.—*Relations of private Enterprise in Education with (a) the Department, and (b) competing private Institutions.*

488. Introductory.—The review of the evidence bearing on grants-in-aid has shown that some amount of friction has existed between the Department and the independent persons and associations that have been active in pro-

moting education. This is no doubt unfortunate, but considering all the circumstances it should not be regarded as unnatural, and certainly not as irremediable. It would be contrary to all experience if a scheme so far-reaching as that initiated in 1854, should come to maturity without considerable difficulty at first. There are always difficulties in reducing general principles to detailed practice. Mistakes in applying principles may escape detection when they are made, and yet may be readily seen when the time for taking stock of what has been done arrives. Our historical review of this subject has shown that, in spite of all the difficulties and disagreements that witnesses and memorials have brought forward, the scheme of grants-in-aid has in some Provinces realised the expectations of its authors, so far as secondary and collegiate education are concerned, and that under a somewhat modified form it has been found fitted to promote both the extension and the improvement of primary education also. We have shown, indeed, that it has been comparatively unsuccessful in other Provinces; but everywhere it has borne some good fruit, and its remarkable and constantly increasing success where the conditions have been favourable, gives encouragement to the belief that when mistakes of administration have been noted and corrected, it will do for education of every kind and in every part of India a work as extensive as beneficent. If we succeed in pointing out the best mode of reducing to practice the essential principles on which the whole scheme proceeds, all the difficulties that have arisen may come to be looked back upon at no distant date as only the obstacles and interruptions incidental to bringing into proper working order everything that is great and lasting. It has been necessary for us to recount these difficulties, not in order to exaggerate or perpetuate differences that we trust will be removed, but simply to mark out the means by which a peaceful and safe development is most likely to be secured. It must be remembered that the difficulties enumerated have shown themselves in different Provinces in very different degrees. It should not be supposed that they have all appeared in any single Province. In some Provinces, such as Bengal among the more advanced and the Central Provinces among the more backward, most of them are entirely absent. It should be noticed, also, that the very form of our enquiry has tended to make the blame for such difficulties as have arisen appear to rest on the Department more largely than has in all probability been really the case. It was plainly part of our duty to provoke criticism; and the questions put by us were therefore such as to bring to the surface every complaint that witnesses wished to make. Had educational officers been asked to prefer their complaints against the managers of aided schools, we should doubtless have had it in our power to dispense more even-handed justice, but purposes of practical utility would not have been served so well. In estimating the value of the various complaints that have been made, it is well to remember that many of them refer to such differences as must always exist among those who sincerely desire to promote the same end. The general strain of the evidence agrees with what is said by a witness who has found the very gravest fault with the educational administration of his Province: "while the " Director's preference for Government schools is too strong, yet I do not think " it would lead him knowingly to do anything unfriendly to aided schools."

489. The Origin of the chief Complaint.—The last mentioned witness has summed up all the mere reasonable complaints that have been made. Setting aside objections to mere details which we hope will be remedied by revising the rules for aid after full consultation with those whom they most affect, all complaints may be resolved into this,—that the Department has too much forgotten the more important side of its two-fold responsibility. It was part, no doubt, of its duty to give direct instruction, but its chief function was that of evoking, organising, and directing aright every educa-

tional agency that could by any means be brought to bear on the vast population of the Empire. The mistake is one for which many excuses may be offered. To most men it is more satisfactory to work through agents that are under complete control than through those who have views of their own, and who cannot be wholly prevented from giving effect to them. The work, too, of agents, whose principles of action are various and whose interests must at times conflict, is not easily directed to a large and common end. And if the results of the easier method of direct departmental action are less extensive and less enduring, yet it must be admitted that in the mean time they are more plain and precise and are also more rapidly attained. Moreover, the spirit of attending to one's own more immediate duty is not unnatural. The Department was instructed to manage directly one set of schools, while it was only indirectly to control another. It could hardly be expected altogether to overcome the very natural tendency to give more sympathy and support to the former than to the latter, especially in cases where the latter were weak and backward, and not easily raised into useful models of efficient and thorough education. It could not in fact have risen at once to the level of the high position it was meant to hold, without greater breadth of view and a more confirmed habit of looking to broad results than it is safe to count on in a large and busy Department. It must be added also that the Imperial and Local Governments, as well as the Department, have not always consistently applied the principles of the Despatch of 1854 to practice. These considerations are sufficient to show that some of the complaints we have recounted must almost inevitably have arisen. At the same time we feel it to be our duty to say that the development of private effort, and therefore the extension and improvement of education throughout India, has been greatly hindered by the extent to which the Department, not in all but in a majority of the Provinces, has failed to act steadily in the spirit of the broad and generous policy laid down for its guidance at the time when it was originally constituted. In one Province the hostility to missionary schools shown by one of the earliest Directors of Public Instruction not only checked for the time the growth of an agency which might have done much to spread education and to evoke agencies even more extensive and powerful than itself, but also exerted an influence the results of which are felt to the present day. In another Province, we cannot avoid the conclusion that impatience of the independent tone of private managers and of their boldness in asserting their rights produced a tension between the Department and the leading representatives of private effort which was allowed to prejudice the legitimate interests of aided institutions. In yet another Province the root of the difficulty lies deeper still, and may be found in a conspicuous indifference to the advantage of developing native private effort, which has stronger claims upon the State than private effort of any other kind. Lastly, in many Provinces a too exclusive interest in the superior success of departmental schools has induced the officers of the Department to favour them even at the expense of other schools and to distribute the pressure of financial difficulties unevenly over the institutions which stood to them in different relations, but were alike entrusted to their care. From causes such as these, some one or more of the conditions essential to the success of private effort have been neglected in practical administration; and to this neglect, not to any inherent defects, we attribute whatever disappointment there may be as to the results hitherto brought about by the system of grants-in-aid.

With these general remarks we pass from the consideration of the difficulties that have arisen. It will suffice if the experience of the past is used for the guidance of the future, and if those conditions are henceforward observed under which alone it now appears that the grant-in-aid system can take the place that it

was meant to hold. We shall proceed to state what we regard as the chief conditions that are necessary to the complete success of any scheme for evoking private educational effort. If these are secured for the future, we feel assured that such effort will enter upon a new era of healthy and rapid growth, and that education will be more widely spread than it could be if the departmental method of action continued to be preferred.

490. The first Condition of the Success of private Effort.—Institutions under private managers cannot be successful unless they are frankly accepted as an essential part of the general scheme of education. This may appear to have been even more than sufficiently provided for by the Recommendation already made, to the effect that “while existing State institutions of the higher order should be maintained wherever they are necessary, the improvement and extension of private institutions be the principal care of the Department.” But the way in which the Department should manifest its care for institutions, under private managers, may be briefly indicated. No desire for greater symmetry of system or for any greater hold on the education of a locality should lead the Department to establish schools in places where aided effort can be made adequate. Recommendation No. 11 at the end of the present Chapter expresses our opinion on this point. Nor should the Department wish, or even allow, the management of independent schools to be handed over to it. Cases may arise in which an independent school is languishing, and in which a desire for the advancement of education may prompt the Department to take over the management and improve the school. But if it yield to this desire, the immediate gain will be outweighed by the general belief which such action cannot fail to create that the State is able and willing to do whatever the people ought to do for themselves but will not, and by the blow that will thus be struck at the very roots of private effort. Again, if institutions under private managers are to be regarded as part of the educational apparatus of the country no less than those maintained directly by the Department, it follows that those who assist the State by managing them should have great influence in determining all questions of general educational policy. The Head of the Department must still be the controlling authority in the last resort; but if an aided institution is preferable to a departmental one when it is equally efficient, the opinion and advice of the managers of the former should be at least as carefully attended to and carry as great weight as the views of those who are intimately connected with the latter. In determining all such matters as the arrangement or conduct of public examinations, the rate of fees, the terms of admission, the course of study, or the forms of periodical returns,—in short, with regard to all that concerns the education of the community at large,—the Director of Public Instruction should be guided as much by the views of those interested in aided education as by those of departmental officers. He should employ the teachers and managers of aided schools as freely, if they so desire, as officials of the Department in carrying out what has been resolved on. The Recommendations on this point contained in Chapter V will, we hope, contribute to securing this result as well as tend to the improvement of examinations. We have decided, as has been shown in Chapter VII, that the time has not come when a representative board should be set up to control or influence the educational executive, but meanwhile a useful substitute for such a Board may be provided by free and frequent consultation between the Director and those whom the State has invited to co-operate with itself. If aided institutions are thus to have the cordial sympathy of the Department, it follows that any success on their part must be as fully and warmly acknowledged as the similar success of a departmental institution. It follows, too, that when any changes are from time to time proposed, the bearing of such changes on the welfare and con-

venience of schools under private managers should be carefully weighed. It also follows that all scholarships and rewards that the State confers should be given without regard to the form of management of the institution to which a candidate belongs. For reasons such as these, we recommend *that with a view to secure the co-operation of Government and non-Government institutions, the managers of the latter be consulted on matters of general educational interest, and that their students be admitted on equal terms to competition for certificates, scholarships, and other public distinctions.*

We have already intimated that in some cases too little attention has hitherto been paid to the necessity of thus securing a free field for private effort and of making the competition between departmental and non-departmental institutions fair, when other considerations render it necessary that such competition should still for a time continue. The restriction of scholarships in the Punjab to departmental institutions, of which we made mention in our last section, has indeed been recently removed; but certain similar restrictions still exist elsewhere. Recommendations 18 and 19 of Chapter VI bear on such restrictions in Madras and Bombay. Another arrangement which seems calculated to leave the impression that non-departmental institutions are not regarded as an integral part of the educational machinery is the restriction of the Dakshina fellowships in Bombay to the students of departmental colleges. We learn that there were peculiarities in the way in which these fellowships were founded, which may make it in some degree doubtful whether they should now be regarded as rewards for learning proceeding directly from the State. We therefore confine ourselves to recommending *that the Government of Bombay be invited to consider the propriety of converting the Dakshina fellowships into University fellowships with definite duties attached to them, to be tenable for a term of years and open to all candidates irrespective of the college in which they have been trained.*

Our attention has been drawn to a similar restriction in Bengal which we desire to see removed. The Mohsin Endowment Fund, which is entirely at the disposal of the State though it drew its origin from a private bequest, is applied in part to the payment of the fees of Muhammadan students. For some time matriculated students thus assisted have been allowed to join any college they prefer, whether departmental or other; but scholars who have not yet matriculated are still compelled to attend departmental schools as a condition of receiving assistance in the payment of their fees. We have satisfied ourselves that there is nothing in the conditions of the bequest, or in the other circumstances of the case, that calls for the continuance of this restriction, and we therefore recommend *that in Bengal the payment from the Mohsin Fund of two-thirds of the fees of Muhammadan students, now confined to Government schools, be extended to Muhammadan students of non-Government schools approved by the Department.*

Finally, under this head, we wish to direct attention to one of the complaints that witnesses have brought forward,—that which bears on delay in the payment of grants that are admitted to be due. If the Department is to regard institutions under private managers as entitled to its fostering care as much as those managed by itself, or even more, it is obvious that it should take as much pains to secure punctual payment of the grants as it takes to prevent the pay of its own servants from falling into arrears. We therefore recommend *that grants be paid without delay when they become due according to the rules.*

491. The second Condition of the Success of private Effort.—The next condition essential to the success of private effort is that its freedom be not interfered with. There should be a clear understanding that a grant is not

to be used as a means of coercing managers into adopting the views of the Department. It is no doubt conceivable, though in a high degree unlikely, that there may be so radical a difference between the views of the managers and those of the Department that the latter may judge a school to be positively injurious. In that case the grant should be frankly refused or withdrawn. To use the grant as a means of pressing the school into the mould of a departmental school is opposed to the whole principle of relying upon private effort. The personal interest and zeal which it is the very idea of the system to appeal to, is always strongest in those who have views on education to which they desire to give practical effect. If such men are to help the State they must have freedom. Any disadvantages that may be incidental to such freedom are a small price to pay for its many benefits. This condition plainly forbids all attempts to take the internal arrangements of a school, for example the promotions from class to class, out of the hands of the school authorities,—an evil which we have already dealt with in our Recommendation No. 22 of Chapter V. It forbids all modes of inspection that would treat any deviation from the model set up by the Department as *ipso facto* a defect. It forbids demanding returns so minute and full that in order to furnish them the school must be arranged precisely on the plan that the form of the returns suggests,—an evil we have tried to meet by Recommendation No. 4 of Chapter VII. It equally forbids all endeavours to impose a rigid routine of study or a particular set of text-books upon all schools. We therefore recommend *that care be taken lest public examinations become the means of practically imposing the same text-books or curriculum on all schools*. In short, the Department should let aided institutions grow after their own fashion, interfering with that growth only in cases of extreme necessity. This must not, however, be understood to mean that managers are to be subject to no authority, or that their schools may be as inefficient as they please. Control is as necessary as freedom, and control must rest with the Department. While deprecating everything that would take away power and responsibility from managers with regard to the internal economy of their schools, we would increase rather than diminish the power of the Department to secure complete efficiency. No doubt it is difficult or impossible to mark in set terms the boundary between interference with freedom on the one hand and legitimate control upon the other. But if the Department regards each school as a unit, with the internal economy of which its only concern is to see that it does well what it undertakes to do, and if it aims at making all such units mutually helpful, the problem will not be found too difficult to solve in practice.

492. The third Condition of the Success of private Effort.—But if fair play is to be given to the system prescribed by the Despatch of 1854, more is required than sympathetic dealing with aided institutions already in existence and security for their freedom. Every proper means must be employed to favour the establishment of new schools in places where education is already provided by Government as well as in others. The readiness of the State to aid those who come forward to establish such institutions should be actively impressed upon the people. In any Province where the bulk of the inhabitants have never been made aware that the State is willing to aid them in establishing schools of their own, it is plain that the grant-in-aid system has never been really tried. It is true that a proper regard for its dignity prevents Government from assuming the attitude of a petitioner; but the Head of a Department entrusted with the care of education, has wide scope for encouraging private effort without loss of dignity. Public sentiment is very intangible, yet it is a thing on which much always depends. By judicious and patient effort, a Director, supported by his Government, can do much to create the feeling that the State honours those who aid it by

opening and maintaining schools. If such a feeling be once created, efforts along the lines marked out by the Despatch of 1854 will not long be wanting. Even in Provinces where private effort has not yet done much there is a promising field to work in. There are none where its prospects are at present so little hopeful as the Punjab and the North-Western Provinces; yet in the former there is a mass of evidence to show that many native gentlemen will take part in the education of their countrymen if proper means to encourage them are used; while of the liberality for educational purposes that is latent in the latter, there is ample proof in the long list of private benefactors, supplied by Babu Haris Chandra of Benares in the answers he has given to our questions. On the other hand, though grants be given to the few that ask them, yet if there be no attempt to increase the number of applications, while great care is given to the improvement and development of departmental schools, it is inevitable that the feeling should spring up of its being an act almost of disloyalty to open new schools, especially in places where education is under the direct management of the Department. Where any feeling like this exists, it is vain to count on private effort. We therefore recommend that, after care has been taken to adapt the rules to the circumstances and wants of each Province, as already recommended, *the revised rules for grants-in-aid and any subsequent alterations made in them be not merely published in the official Gazettes, but translated into the vernacular, and communicated to the Press, to the managers of aided and private institutions, and to all who are likely to help in any way in the spread of education.*

493. The fourth Condition of the Success of private Effort.—Again, it is necessary, if the full development of private effort is to be secured, that the fees in all secondary schools and colleges that are managed by the Department be kept as high as possible, and higher than in aided institutions of a corresponding class. The fees in every institution should be as high as is consistent with the spread of education, in order that the drain on the limited resources of the State may be lessened, and funds set free to meet new demands. The stronger an institution is, the higher is the fee it can afford to charge. As departmental institutions are certainly the strongest in India, not only from the prestige that their Government connection gives them but from the higher efficiency which in most cases they attain, it falls naturally to them to set an example which all others ought to follow as closely as they can. This is a condition of great importance, and we have called attention to it in Recommendations No. 10 of Chapter V and No. 10 of Chapter VI. It appears to have been nearly always fulfilled in schools and colleges managed by the Department directly, but by no means so in the town schools managed by Local and Municipal Boards, which are quasi-departmental in their character.

494. The fifth Condition of the Success of private Effort.—Still another condition should be observed if private effort is to accomplish all that it is capable of. Room must be made for it as its area gradually expands. Wherever it becomes fit to do the work needed, the Department should remove its own institutions as the Despatch of 1854 contemplates. It must always be a difficult and delicate thing to settle when a departmental institution, or any particular branch of it, ought thus to be withdrawn. If such a step be taken too soon, it may propagate the idea that Government has ceased to wish that opportunities for higher education should be afforded. If delayed too long, it must propagate the equally hurtful idea that the people should depend on Government entirely, without making an effort for themselves; and any such idea is of course fatal to private effort. This condition is so important, and yet

so difficult to work beneficially and fairly, that we shall devote a separate section of this Chapter to its treatment. No more need be added here than that full encouragement to private effort demands that it be made clear by practical examples, when occasion serves, that departmental schools are not regarded as ends in themselves, but as a means of awakening such a desire for education that in course of time it may be maintained with moderate aid, and may become more and more self-supporting; though there is little ground to expect that the very highest kind of education will ever attain to complete self-support by means of fees alone. When a beginning is once made in thus withdrawing Government schools, it will be seen that the Department ought not to be regarded as a rival, but as an impartial authority that all should readily submit to. The power it will thus gain over every kind of education will be far greater than it can possibly exert if it be regarded as interested only, or interested chiefly, in the welfare of the institutions that it directly manages.

495. The sixth Condition of the Success of private Effort.—Again, it is obvious that if the system of aided private effort is to have free play, it must not only be encouraged in such ways as we have recommended, but also must be explicitly preferred to every other mode of spreading education in cases where it is the agency best adapted to accomplish the end in view. Such a case there is in female education. Local official interest may undoubtedly do much to prepare the way for such education and to promote it; but there is little hope of its flourishing anywhere, as yet, if it be taken up in a mere official spirit. It requires everywhere the fostering care which personal interest and zeal can best provide. In this field, departmental agency should be employed only in the last resort; and it may be better to wait long for private parties to come forward than to pre-occupy the ground with departmental or semi-departmental schools. We, therefore, recommend *that the further extension of female education be preferentially promoted by affording liberal aid and encouragement to managers who show their personal interest in the work, and only when such agency is not available by the establishment of schools under the management of the Department or of Local or Municipal Boards.*

496. Further Conditions of the Success of private Effort.—Some other conditions of the success of private enterprise in education, though highly important, are difficult to define. There is one however of which it is possible to speak with precision. Private effort cannot thrive unless it can confidently rely on the continuance, so long as it is required, of whatever financial aid has been extended to it. Sudden and arbitrary withdrawals of assistance are plainly inconsistent with the prosperity of the particular institution they affect. But they do injury on a still wider scale. They cannot but leave the impression on all who hear of them, that the Department does not really favour the establishment or development of any institutions of the class. It is true that as fees are raised, State aid should be gradually diminished, and in some cases withdrawn wholly. The limited funds available are so much needed for new developments of education, that it would be a grave abuse to give aid that would leave a profit to managers, not being themselves the teachers, after the legitimate wants of their institution are provided for. This consideration renders it impossible to lay down a scale on which aid must be given in every case. Aid should be proportioned to real wants, and these must vary in various localities and circumstances. But whenever aid is to be withdrawn, due notice should be given, and full opportunity for the statement of their case afforded to the managers *before* the withdrawal is announced. And when aid is withdrawn, it should be withdrawn on some intelligible principles, and those

principles should be stated as clearly as circumstances admit in the Code of rules for grants-in-aid. Nothing can be more fatal to private effort than arbitrary treatment, such for example as reducing the amount given to a school or college without regard to its locality, its expenditure, its stage of advancement, or any of its special circumstances. As the expense of an institution increases, the aid given to it should increase proportionately, provided always that its increase of expenditure be legitimate, and that strenuous efforts are put forth to make it as self-supporting as possible. Now if the principle thus enunciated be sound, it follows that the provision for grants-in-aid should not be limited to a fixed sum. Its steady increase should be expected and provided for. Something may be done to meet this increasing outlay by the gradual transfer of departmental institutions to the management of private bodies, and by the gradual withdrawal of aid as other institutions become more and more self-supporting by means of fees. But if private effort, aided and controlled by the State, is to be trusted to as the main agency for providing higher education, then as such education spreads, the demand for aid will increase too rapidly to be altogether met in this way. If there be no elasticity in the assignment for grants-in-aid, when any financial pressure comes the Department may have to face such an alternative as was presented in Bombay, where, as we have shown, it became necessary either to reduce grants suddenly and so to discourage all private effort or to cripple or close departmental schools in places where such action might throw education back for many years. Such an alternative may be again presented unless the provision for grants-in-aid be kept, at any rate, abreast of the demands likely to be made on it. We, therefore, recommend *that a periodically increasing provision be made in the educational budget of each Province for the expansion of aided institutions.*

497. Summary.—The conditions thus stated must be practically recognised in some fair degree if private effort is ever to take the place it is meant to fill. Many of them have undoubtedly been wanting in some Provinces; and to whatever extent they have been wanting, we must hold that the grant-in-aid system has not yet been fairly tried. There can be no doubt that the Despatch of 1854 intended secondary and collegiate education to be largely provided by aided private effort; and the Despatch of 1859 expresses the hope that the former would at some future date be exclusively so provided. The time for depending upon private effort alone has not yet arrived, but progress towards it has been made; and progress towards it may be much more rapid in the future if suitable means are used. The two systems of aided private and of departmental effort may co-exist, and indeed must co-exist for a time. In fact, from the chief departmental colleges we have come to the conclusion that it is premature for Government to consider the propriety of withdrawal. But in the very nature of the case, one system must be steadily developing and the other steadily diminishing. All considerations tend to show that of the two systems private effort is the one that should increase, and the direct agency of the Department the one that should diminish. In all our Recommendations we have therefore kept the principle in view, that the main attention of the Department should be given to evoking and strengthening private effort, and that its success must be largely judged by the increase in the number and efficiency of aided or self-supporting institutions under private management that has resulted from its care.

498. Relations of private Enterprise to competing private Institutions.—Little need be said as to private effort in competition with other private effort. This is a matter in which there is not much that can be usefully done. What little the Department is called on to effect in the way of regulating such

competition and making it fair and healthy, has been touched on in Chapter VII. But the chief educational problem of the day is how to multiply the agencies at work. The field is more than wide enough for all, though in a few special centres there may be some excess of competition. The time may come when it will be one of the chief duties of the Department to reconcile conflicting claims, and to repress effort that is not required. But such a time is still distant. It is sufficient in the mean time if the Department prove itself so cordial in encouraging private effort of every kind that all the agencies at work will naturally invite it to act the part of an arbiter in whatever difficulties may occasionally arise.

SECTION 8.—*Relations of private Effort with Local and Municipal Boards.*

499. Introductory.—The functions of Local and Municipal Boards have already been discussed in connection with the primary schools that are or may be entrusted to them, and we shall return to the subject in Chapter XI. Here we shall speak of the Boards only in relation to private effort. In that point of view they bear, however, a double aspect. They may manage schools of their own, and in that capacity may receive aid from the Department, and thus be regarded as themselves examples of private effort. On the other hand, they may, like the Department, dispense grants from public funds in aid of private effort in the stricter sense. In very many cases they will, no doubt, have to act in both of these capacities. Obviously when in receipt of aid they should be treated by the Department on the principles explained above, and when they take the place of the Department as administrators of funds for grants-in-aid, their action should be regulated by the same principles.

500. Local and Municipal Boards as Managers of Schools.—When Local and Municipal Boards manage schools founded by themselves, they must of course enjoy the same amount of freedom as other managers. In all ordinary cases they will be subject only to such supervision and control from the Department as the revised rules prescribe for managers generally. But a special class of cases will arise when any of the schools at present managed by the Department are transferred to them. These cases might be considered in connection with what we shall say hereafter as to the principles which should guide the Department in withdrawing from the direct provision of the means of education. But it will be more convenient to present our Recommendations on this subject here, and so to include in one view the relations that should subsist between Local and Municipal Boards and the Department. When any such transfer of management takes place, it is obviously desirable that its terms be clearly understood, and that precautions be taken lest there be any falling off in the standard of efficiency attained, or in the rate of fee imposed, under the former management of the institution. It is equally necessary to preserve the rights of the teachers who may be employed in the school at the time when the transfer is made. We therefore recommend *that when any school or class of schools under departmental management is transferred to a Local or Municipal Board, the functions of such board be clearly defined, and that as a general rule its powers include (a) the appointment of teachers qualified under the rules of the Department; (b) the reduction or dismissal of such teachers, subject to the approval of the Department; (c) the selection of the standard and course of instruction subject to the control of the Department; and (d) the determination of rates of fees and of the proportion of free students, subject to the general rules in force.* It will be observed that in the case of schools that are thus transferred, we desire that the Department should have voice in various matters which in ordinary cases it is preferable to leave to

the decision of managers alone, and in particular that none but teachers who possess the qualification prescribed by the rules be at any time appointed in such schools.

In the last Recommendation we have chiefly had in view the transfer to Local or Municipal Boards of primary schools, which contribute directly to the welfare of the entire local community and the management of which is comparatively easy. How far it is desirable that such bodies should manage institutions of a higher order is still in some degree a moot point. Experience may be expected to cast light on it in coming years. It is possible that the boards may consider the management of schools that confer a direct benefit on comparatively few as lying beyond their proper sphere. It is also possible, on the other hand, that secondary schools may be found to prosper better under committees of men who have special interest in education than under bodies primarily intended to accomplish very different purposes. At the least we desire that no obstacle be offered to the provision of secondary instruction by voluntary associations of native gentlemen formed specially for that purpose if such a course be shown by experience to be most advisable on the whole. We therefore recommend *that if in any Province the management of Government schools of secondary instruction be transferred either to Municipalities or Local Boards, or to Committees appointed by those bodies, encouragement be given to the subsequent transfer of the schools concerned to the management of associations of private persons combining locally with that object, provided they are able to afford adequate guarantees of permanence and efficiency.* We have abstained from recommending that secondary schools should be managed by Municipal or Local Boards; but some Provinces may wish to make the experiment, and in some it is being made already.

501. Municipal and Local Boards as Distributors of Aid.—Municipal and Local Boards will, according to our Recommendations in Chapters III and IV, be extensively entrusted with the duty of aiding from the funds at their disposal the privately managed schools within their Districts. This is an extension of the principle of self-Government which has a large preponderance of considerations in its favour, but which it is nevertheless necessary to guard against abuses that may possibly interfere with the progress of education. Many witnesses have expressed some fear that the boards may manifest eccentricity or be swayed by prejudice in fixing the conditions on which they grant their aid. The Recommendation in paragraph 217 of Chapter IV, to the effect that the Boards shall adopt the rules prescribed by the Department for aiding primary schools; and shall introduce no change without the sanction of the Department, will to some extent provide against this possible evil. There is still, however, the danger that undesirable changes in the rules may be sanctioned in the course of time, and the more pressing danger that practical evils may arise in spite of rules. Much must always depend on the spirit in which rules are administered, and many evils have been suggested that may perhaps arise when administration has passed into the hands of Municipal and Local Boards. For example, it is feared that the claims of the poor may be overlooked; that where the language difficulty exists, sufficient aid may not be given to schools established for the benefit of minorities; and particularly that little encouragement may be afforded to schools primarily intended for the children of aboriginal and out-caste races. These and cognate dangers it is desirable to provide against as far as possible. We therefore recommend *that when Local and Municipal Boards have the charge of aiding schools, (1) their powers and duties be clearly defined; (2) that it be declared to be an important part of their duty to make provision for the primary education of the children*

of the poor; (3) that precautions be taken to secure that any assignment to them from public funds for purposes of education be impartially administered; (4) that an appeal against any refusal of aid lie to the Department.

SECTION 9.—*The Future of aided Education.*

502. Introductory.—We have now described the present extent of private effort, the general condition of the education it supplies, and the amount of aid extended to it by the State in the various Provinces; we have also enumerated the chief complaints of those who are interested in private educational enterprise, and have given a general outline of the relations that ought to subsist between them and the Department and between them and public bodies exercising statutory powers. This leads naturally to some remarks on the future development of education under private managers. It is not less the avowed policy of Government than the true interest of the community that the growth of such education should be helped by all legitimate and prudent means. Considerations of economy, of the more rapid spread of education, and of the awakening of a spirit of self-help and of personal interest in the public good,—all point in the same direction. For much of the encouragement that is needed we rely on the Recommendations made above, intended as they are to bring privately managed institutions into closer and more friendly relations with the Department, and to make those connected with them feel that the State is warmly interested in their success and anxious to promote every wise effort they may make to spread useful knowledge among every class of the inhabitants of India. There are some points, however, on which it still seems necessary to dwell, since they involve suggestions tending to secure the more rapid development and the greater usefulness of institutions that take their origin from private effort.

503. Need of increased Resources.—Financial considerations necessarily occupy the foremost place. Much may be done, as much has been done, by the spirit of benevolence; but that spirit must be actively encouraged if its effects are to be widely extended. Even if it were within the range of hope that purely disinterested benevolence should meet a large part of the educational necessities of the country, it would not be in accordance with sound policy to rely on it; since it is part of the very idea of modern education that it should as far as possible be paid for by those who profit by it. For the sound development of education, therefore, it is indispensable that whatever is done by those who consent to make sacrifices for the public good should be met by efforts on the part of those who are directly benefited, and by the State as representing the community at large.

504. Increased Resources from Fees.—Thus all considerations point to the desirability of raising fees as far as circumstances allow. We believe that much in this direction remains to be done in every Province; and we hope that Recommendation No. 8 of Chapter VII will draw the attention of all interested in education to the importance of steady effort towards this end. Such effort is particularly required in India, on account of the traditional sentiment in favour of gratuitous education which still lingers in the minds alike of Muhammadans and Hindus. This sentiment may have much in it that is pleasing, but it is wholly incompatible with any wide-spread scheme for education of a modern type. The Brahman educated in a Sanskrit school devoted himself to a life that involved in some measure the renunciation of the world, and he might with some show of reason claim a share in the fruits of the in-

dustry of others. No such claim can rightly attach to English education, which has a high money value of its own. It is essential that the old feeling upon this point should be gradually and cautiously but completely changed. That it has begun to be changed and may be changed still further, is manifest from the great progress towards self-support that some classes of schools have already made in some Provinces. The Government secondary schools of Bengal raise in fees 51 per cent. and the aided secondary schools of Madras 48 per cent. of their entire expense, and the Government secondary schools of Bombay and Madras follow these at no very great distance. This is shown in Table IV in this Chapter; from which it also appears that in other Provinces both classes of secondary schools are in this respect still very far behind.

505. Possible Increase of Fees in different Classes of Institutions.—

It is in secondary schools that most should be done in the way of self-support. On the one hand the education which they furnish stands on a widely different footing from that afforded in the primary school. Although the necessity may be admitted of securing throughout the country the means of advanced education, still it is not in the same degree incumbent on the State to take measures for placing secondary instruction within the easy reach of all. Secondary instruction has a prospective money value and should be paid for by those who receive it. On the other hand, it is not so expensive as collegiate education. In a college the attempt to raise the individual fee to the same proportion of the entire expense that it may bear without much difficulty in a secondary school might result in such a rate as would be prohibitory to the majority of students, and therefore in a diminution rather than an increase of the total income. Yet even in colleges the friendly co-operation of managers may do much to secure a cautious but steady increase. In a letter from the Director of Public Instruction of Madras, contained in a memorial submitted by the Missionary Executive Committee of that Province and printed in the Appendix to this Report, there is an interesting account showing how the fees in the leading departmental and the largest aided college of Southern India were simultaneously raised three times in the course of eleven years, without any permanent decrease of the attendance at either of the colleges. Thus with co-operation on the part of managers and judicious help from the Department, as the central authority in education, much may still be done to make colleges more self-supporting than they are. The aided colleges of Bengal are the foremost in India in point of self-support. As shown in Table IV in this Chapter they raise upon the whole 29 per cent. of their expenditure by means of fees. We are of opinion, however, that by steady effort a higher standard than this may be attained in course of time, without any sudden or excessive raising of fees or any injudicious pressure on students or their parents. With a liberal scholarship system for the help of poor students of marked ability, there is no hardship in a fairly high rate of college fee. As to primary schools, although their growth in self-support must be regarded as a consideration inferior in importance to the increase in the number of their pupils, yet practically no such large or rapid increase will be possible if the principle of self-support be lost sight of. Even in this class of schools something may be done. Many primary schools are situated in large towns where the value of education is now understood, and where parents are well able to bear a large proportion of the expense of the education of their children. In such places fees may be wisely raised, even while elsewhere the prominent aim may as wisely be to place the necessary rudiments of education within reach of the backward and the ignorant at as easy a rate as possible. In all arrangements for thus increasing the self-support of any class of institutions, it is plainly necessary that schools under every kind of management should, as far as possible, advance *pari passu*, Government insti-

tutions leading the way, as it is incumbent on them to do, and as they have generally done. Thus the increase of fees is the first financial resource to which we look for the future encouragement and extension of private effort in the provision of the means of education. Such increase will have a double operation. First, it will place greater means at the disposal of present managers, which in most cases will be employed for opening new schools or developing and enlarging old ones. Secondly, what is even more important, managers of existing schools, as well as others who are possessed of public spirit, will be incited to fresh exertions by the practical proof that such efforts are appreciated by those for whose benefit they are made.

506. State Aid as an Encouragement.—The steady increase of self-support by means of fees is thus one of the greatest encouragements to managers to persevere in educational efforts and to extend them. A similar steady increase in the aid afforded by the State is not equally necessary. Yet that aid also is an encouragement as well as a direct help. Even without much response from those who benefit by their labours, public-spirited school managers may long persevere if an authority which, like the State, commands the respect of all, signifies in a practical and impressive manner its approval of the efforts that they make. This may often be the only encouragement they are likely to receive for a considerable time; and when such is the case, there is need in every point of view that State aid should for a time be large and liberal. We do not think that it is given to anything like a proper extent in Provinces which devote like Bombay only 4·37 per cent., or like the North-Western Provinces and Oudh only 9·03 per cent., of public educational funds to the aid of private effort. Such meagre provision appears to us to be opposed to the whole spirit of the Despatches that bear upon this subject. On the other hand, as self-support increases, assistance from public funds may very properly diminish, because no longer so imperatively required. It is at this point that one of the most difficult problems rises in regard to the future of aided education.

507. Safeguards against premature or sudden Withdrawal of Grants.—The problem is how to transfer State aid in whole or in part from localities or institutions which no longer need it to those which still require it, without discouraging the managers by whom it has been previously enjoyed. With the question of transferring funds from aided to departmental institutions, we do not deal; because any such procedure is diametrically opposed to the general line of policy that Government has laid down. But the problem that legitimately arises presents many difficulties. On the one hand, it is imperatively necessary that State aid be continued as long as the need for it remains. In our view, stability in the grant is even more essential for the due encouragement of private enterprise than liberality in its amount. A merely arbitrary withdrawal of such aid, when the crippling of a useful institution is the inevitable consequence of the withdrawal, must fatally discourage ordinary managers; and not only the managers of the one institution that has suffered, but all other managers equally. For even a single case of the kind may lead all to feel that they can no longer regard the contribution from public funds as an element in their income on which it is safe to count. On the other hand, there must plainly be a diminution of State aid as self-support increases, otherwise the limited funds available will be wasted on comparatively few institutions, while at the same time one of the main motives for effort towards making an institution self-supporting by means of fees will be removed, and resources will not be forthcoming, without extravagant expenditure, for encouraging the new workers in the field of education whom timely help might bring forward in constantly increasing numbers. Thus the Head of the Department, if he earnestly aims at the rapid

spread of education, is in some danger of prematurely reducing or withdrawing aid to existing institutions, and thereby discouraging that private effort which ought to be his most powerful co-adjutor. Were it only possible, it would be in every respect desirable to guarantee distinct financial rights to those who by their disinterested efforts for the spread of education have taken on themselves financial responsibilities. We have carefully considered how far this object may be attained by means of legislative enactment. We have not found it possible to devise any scheme that would command general assent and be at the same time sufficiently elastic to meet the very varied cases that are likely to arise.

508. Difficulties in the way of providing Safeguards.—The main difficulty is that no one rate of aid can be laid down as always equitable or adequate. Such a proportion of the entire expense of an institution as might be far from excessive in some cases would be wastefully superfluous in others. Nor can any one rate be fairly fixed even for all institutions of the same class. Those who struggle to maintain a secondary school in some poor town where a secondary school may for many reasons be eminently desirable, have a manifest right to expect more liberal aid than that given to the managers of a similar school in the midst of a large and wealthy population.

509. General Principles bearing on the Safeguards needed.—For any detailed rules that may serve as a protection against the sudden withdrawal or reduction of State assistance, we must look to those who may be entrusted with the revision of the Code for grants-in-aid in each Province. We trust they will be able to insert in the new Codes some general provisions on the point such as may be suited to the circumstances of the different parts of the Province, and to the system on which aid is administered within it. Two general principles that bear upon the question may be safely laid down here. One is that no withdrawal or reduction of grant should take place (except in consequence of misconduct or inefficiency), without consultation with the managers concerned, or without an opportunity being given them for an appeal to the highest authority, if they think fit to make one, *before* the reduction is publicly announced. We have referred to this already, but we desire to lay particular emphasis on it in connection with the matter in hand. The second is that in view of the absolute necessity that the representatives of private effort should feel perfect confidence in the stability of State support if their efforts are to be continued or increased, it is safer in this matter to err by excess than by defect. To continue a liberal grant somewhat beyond the time when it has ceased to be indispensable, is better than to reduce it prematurely and thus to awaken in the public mind a doubt whether the State feels an effective interest in the success of institutions under private managers. The one error leads to some waste of funds. The other prevents efforts from being made which might result in creating a powerful agency for the spread of education. Grants should be continued until it has become perfectly clear, if not to the managers concerned at least to all impartial persons who are competent to judge, that the time for their reduction has arrived.

510. The best practical Safeguard.—After all, the best security against sudden or premature reduction of grants will probably be found in the prevalence of the feeling that privately managed institutions are an integral portion of the whole system of education,—a feeling which all our Recommendations in this Chapter, and many in other Chapters, are meant to foster. If it be proved in practice that the Department regards such institutions with at least as much favour as those managed by itself, and that according to Recommendation No. 10 of the present Chapter, it makes their improvement and

extension its chief object and aim, there will be little risk of the occurrence of the evils with which we are here concerned. Safeguards against them will become a matter rather of speculative interest than of practical importance. And if once such relations are universally known to prevail between the Department and private managers, any mistakes in practical administration that may still occasionally occur will not entail such discouragement to all independent effort as similar mistakes are apt to cause in some Provinces at present.

511. Importance of the mutual Co-operation of Managers.—The cultivation of the feeling that all institutions, however managed, are to be regarded as a single and connected system under the friendly and impartial control of the Department, is important for the future of aided education in a way not yet touched on. The very increase of self-support by means of fees will give rise to a danger—has already to a very limited extent and in a few localities given rise to a danger—which it is well to foresee and to prepare for. So long as aid is necessary to managers and is received by them, the Department has the means of regulating competition in such a way as to prevent it from interfering with the healthy spread of education. We have referred to this point in paragraph 498 of the present Chapter, and have made a Recommendation, No. 7 of Chapter VII, as to the method in which the Department should exercise the influence which it thus possesses. But when schools no longer require aid, those of them that are in competition may use such means of attracting pupils as are likely to interfere with discipline and with the quality, and even the extent, of education. The only possible remedy will be found in public opinion. Public opinion may become sound enough and strong enough to condemn and to prevent the use of such means of attracting pupils as are opposed to proper instruction or proper training. But it is only by degrees that such public opinion can be formed. If it is to grapple successfully with the evils we refer to, managers of schools in any town or District must come to regard one another as members of an organised body with aims and interests that are in a large measure common to them all. If the Department succeeds in inspiring all managers with confidence, and in accustoming them to co-operate through a series of years, moral influences may succeed in preventing unfair and hurtful competition when the time of complete self-support arrives, just as effectually as the influence of the Department, based upon the help which it impartially affords, can prevent it in the meantime.

512. A Means of increasing the Influence of aided Education in certain Localities.—Our attention has been drawn to an obstacle which has lessened the influence of aided education in special circumstances and localities, and which the course we shall now recommend may help for the future to remove. It is sometimes the case that the only institution of a particular class in a whole town or District is one where instruction in some definite form of religion is part of the ordinary course. In such cases it occasionally happens that many of the inhabitants allow their children to grow up in ignorance rather than have them instructed in the tenets of a religion they object to. From our point of view, and we believe also from the point of view of the benevolent persons by whom the schools in question are maintained, it is better that children should receive secular instruction only than that they should grow up without instruction of any kind. We are, therefore, of opinion that, in the cases described, the question whether pupils are to attend the religious lessons ought to be left to the decision of their parents or guardians. We are aware that any such Recommendation implies taking notice of religious instruction, and may therefore be held to contravene the fundamental principle of absolute religious neutrality. But exceptional circumstances may sometimes

justify an exceptional line of action. In all cases where a practical option is already afforded to parents by the existence of an institution at which religious instruction does not form part of the ordinary course, the principle of abstinence from all enquiry whether religion is taught or not taught, should remain in force. And altogether apart from the principle of religious neutrality, we recognise that in ordinary circumstances it is best that all institutions under private managers should be perfectly untrammelled with regard to the instruction they impart and to the whole course of their development. But when it is found that any of the arrangements of an institution have the practical effect of retarding the spread of education, we consider it desirable to remedy the evil. In such cases it may commonly be better that those who object to the course of instruction in an existing school should set up a new school of their own, towards the establishment of which the Department should afford every encouragement. If that be done, the ground of interference with the course which the managers of the existing school may lay down will be removed. But until such a new school has been established, we are of opinion that parents should have it in their power to withdraw their children from that portion of the course in the existing school which they object to, so that the spread of education in the locality may not be practically hindered. We therefore recommend *that the system of grants-in-aid be based as hitherto, in accordance with paragraph 53 of the Despatch of 1854, on an entire abstinence from interference with the religious instruction conveyed in the institution assisted: provided that when the only institution of any particular grade existing in any town or village is an institution in which religious instruction forms a part of the ordinary course, it shall be open to parents to withdraw their children from attendance at such instruction without forfeiting any of the benefits of the institution.*

513. Proposed Extension of the above Recommendation.—To some of us it seemed that this provision should extend to all aided institutions wherever situated. The preliminary objection was taken that we were precluded from considering any proposals with regard to religious education generally, by the distinct declaration that abstinence from interference of any kind with religion was laid down as the basis of the entire system of grants-in-aid, and by the statement of the Resolution which appointed the Commission to the effect that “the Government of India is firmly convinced of the soundness of the policy of the Despatch of 1854, and has no wish to depart from the principles on which it is based.” It was decided, however, that the point that had been raised should be discussed. In favour of its being left for parents to decide in every case whether their children should or should not attend the religious lessons in schools where religious instruction forms part of the ordinary course, it was urged that if aided institutions are to be regarded as an integral part of the whole system of education, as all our Recommendations imply that they ought to be, they should be placed on the same footing as Government schools, the teachers in which are allowed to give voluntary instruction in religion out of the ordinary school hours. It was further urged that Government is as much responsible for seeing that all conscientious scruples are respected in schools which they aid as in those which they directly manage. The analogy of “the conscience clause” in England was referred to as showing the necessity for such provision in a country where religious differences are much less pronounced than in India. It was added that the proposal to apply this Recommendation to all aided schools wherever situated was not different in principle from the Recommendation as passed, but merely an extension of its operation; that it need not be carried into effect except where the interests of education made it necessary; and that no practical evil was likely to arise from its being laid down as a general principle. To this

it was replied that strict abstinence from all enquiry as to any religion being taught or not taught had been laid down as a fundamental principle by the highest authority, and that no analogy should be drawn from the system in England where the State was in constitutional alliance with an established Church, from which alliance the necessity for "a conscience clause" had historically originated. It was argued that strict neutrality was not only the declared policy of the State in India but was urgently demanded by the circumstances of the country, inasmuch as the great problem was to stir up every possible agency to aid in the spread of education, and that the aid of those animated by religious motives was too important to be dispensed with. It was added that the practical effect of the proposed departure from the policy of complete neutrality would be deplorable and disastrous, because if accepted by those whose motives for helping in popular education were mainly religious, it might give them excessive influence, while if rejected by them it would have the result of checking, and at the same time of setting in antagonism to the State, the most active of all the voluntary agencies that have as yet come forward to help in disseminating knowledge. We considered that any infringement of the rule of entire abstinence from interference with religious instruction in aided institutions would be inconsistent with the fundamental principle of the system of grants-in-aid and at the same time undesirable in itself, except when the institution was the only one of its class in the place. The question remains, and may have to be decided by Government, whether compliance with our Recommendation can, without breach of the strict principle of neutrality, be imposed as a condition of aid in the cases referred to.

514. A Supplement to the last Recommendation.—We perceive it to be not impossible that the Recommendation we have just made may be used as a handle for interfering with the discipline of schools. Religious scruples may be put forward when other motives are really at work. Nothing can be further from our intention than to encourage discontented pupils to persuade their parents to withdraw them at unsuitable times from any part of the regular course of instruction in a school. In cases therefore where our last Recommendation comes to be applied, we recommend *that a parent be understood to consent to his child's passing through the full curriculum of the school, unless his intention to withdraw him from religious instruction be intimated at the time of the child's first entering the school, or at the beginning of a subsequent term.*

515. The Future of aided Education in other special Localities.—The above Recommendations refer to the future of aided education in some peculiarly circumstanced localities. There are others in which its future depends on its being allowed room for free expansion. In a few places an aided and a departmental institution come directly into competition. There may be special reasons why the latter should not be withdrawn; but care should at least be taken that it does not overshadow and destroy the former. It must be remembered that at present popular feeling gives a departmental institution great advantages. Apart from any superiority it may have as a place of instruction, it is from a variety of causes commonly preferred by the majority. Popular feeling will no doubt gradually change if it becomes known that the State takes an even warmer interest in the well-being of institutions under private managers than in those that are directly conducted by the Department. Something too will be done to redress the balance by continued attention to Recommendation No. 10 of Chapter V and Recommendation No. 10 of Chapter VI, to the effect that fees in departmental shall be higher than in privately managed institutions. But a difficulty remains that has not yet been touched on. When other considerations render it desirable to continue a departmental

institution side by side with one that is maintained by private effort, the former may be so constantly enlarged as to leave no room for the growth of the latter. We have already recommended that where State institutions are still required, they be maintained in full efficiency. But their full efficiency does not mean their indefinite expansion. If the resources of the State are used to provide the departmental institution with everything likely to attract candidates for admission and to enable it to make room for all such candidates, the popular feeling in its favour may be so wrought on that prosperity may become scarcely possible for the aided institution by its side. At the same time there may be no room given for definite complaint to the managers of the latter. In such cases as we have described, some restriction on the growth of the departmental institution,—for example by a gradual increase in the rate of fees—may become an indispensable condition for the lasting usefulness of the aided institution that competes with it. This is a difficulty in practical administration which cannot be met by any rules that it is possible to lay down. We may here call attention to the following remarks of the Government of Bengal in reviewing the General Report on Public Instruction for 1881-82. That Government “is of opinion that the growing demand for English learning should not be met by indefinite extensions of the accommodation now afforded by zila schools; but that endeavours should be made by limiting the numbers admitted to those schools, to give free play to the efforts of private enterprise and to the healthy spirit of competition which it engenders.” The whole subject, however, borders on two others that are both difficult and important, *viz.*, the withdrawal of Government from the direct provision and management of education, and the indirect aids which the State may afford to private educational effort. These two subjects we shall now proceed to consider in the two following sections.

SECTION 10.—*The Withdrawal of the State from the direct Provision and Management of Education, especially of higher Education.*

516. Introductory.—Perhaps none of the many subjects we have discussed is encompassed with greater difficulty or has elicited more various shades of opinion, alike among the witnesses we have examined and within the Commission itself, than that of the withdrawal of Government from the direct support and management of educational institutions, especially those of the higher order. The difficulty of the subject arises from the great number of opposing considerations, each of which must have proper weight allowed it and be duly balanced against others: Complete agreement is not to be expected in a matter where so many weighty arguments on opposite sides have to be taken into account.

517. Opinions of Witnesses.—The points to which we invited the attention of witnesses were mainly these:—We asked them to explain the admitted fact that the policy of withdrawal indicated in the Despatch of 1854 had as yet been hardly initiated. We asked them also their view as to the propriety of further and more decisive action in this direction. For the fact in question many reasons were assigned, the chief of which were the success and popularity of the Government institutions, which naturally made the Department anxious to retain them, and the difficulty of finding suitable agencies able and willing to accept the transfer, without detriment to education in the locality concerned. With regard to future action two strongly opposed lines of argument were followed. On the one hand, it was urged that the very success of the advanced institutions supported directly by the State is a reason

for maintaining them; that the people regard the maintenance of such institutions as an important part of the duty of the State as representing the community, which cannot justifiably be neglected or shifted to other shoulders; that the example of many civilised communities is in favour of the management of advanced education by the State; that this duty is now carried out in India at a cost which bears an insignificant proportion to the whole expenditure upon education, and still more insignificant when compared with the whole resources of the State; that as a rule there are no agencies to whom such institutions can be safely transferred; that the order of withdrawal must be from below upward, and that, even admitting that the time is come or is approaching when Government may withdraw from secondary schools, the time for its withdrawal from colleges is still distant, or may never arrive; that no resources but those of the State are adequate to procure a steady supply of men fit to teach in the highest institutions; and that any withdrawal of the State from higher education would necessarily throw it into the hands of missionary bodies, the chief advocates of a change which would cause distrust and apprehension in the great mass of the native community. On the other hand, it was urged that if ever education is to be adequate, it must be national in a wider sense than is implied in mere State management, and must be managed in a great measure by the people themselves; that the very success of Government institutions is itself a bar and a discouragement to that local combination and self-reliance which it is a primary object of the grant-in-aid system to encourage; that as a matter of course the people will not exert themselves to supply their educational wants so long as it is understood that Government is ready to undertake the task; that, therefore, the greatest stimulus which Government can give to private effort is to put an end to arrangements which make it needless; that there is some analogy between the action of Government in the matter of education and in the matter of trade, because though Government can do more than any one trader it cannot do so much as all and yet it discourages all, for none can compete with Government; that Government action thus represses free competition and creates a monopoly injurious to the public interest; that the absence of bodies willing to manage higher institutions is rather the effect than the cause of the unwillingness of the Department to withdraw from the direct provision of the means of education; that closing or transferring Government institutions of the higher order would not result in any diminution of the means of higher education, but would provide fresh funds for its extension in backward Districts, so that education would soon be far more widely diffused than at present; and lastly, that if the policy of withdrawal be accepted, it can be readily guarded by provisions that will bar its application to any missionary agency, and that this policy will, on the contrary, so develop native effort as to make it in the long run vastly superior to all missionary agencies combined.

518. The Bearing of the Policy of Withdrawal on missionary Education.—The question how far the withdrawal of the State from the direct provision of means for higher education would throw such education into the hands of missionary bodies, held the foremost place in all the evidence bearing on the topic of withdrawal. Prominent officers of the Department and many native gentlemen argued strongly against any withdrawal, on the ground that it must practically hand over higher education to Missionaries. As a rule the missionary witnesses themselves, while generally advocating the policy of withdrawal, expressed quite the contrary opinion, stating that they neither expected nor desired that any power over education given up by the Department should pass into their hands. In a country with such varied needs as India, we should deprecate any measure which would throw excessive influence

over higher education into the hands of any single agency, and particularly into the hands of an agency which, however benevolent and earnest, cannot on all points be in sympathy with the mass of the community. But the fear which some departmental officers and some native gentlemen in all Provinces have expressed so strongly, appears to most of us to attach too little weight to the following considerations. No doubt if all Government colleges and high schools were to be suddenly closed, few except missionary bodies, and in all probability extremely few of them, would be strong enough to step at once into the gap. But any such revolutionary measure would be wholly opposed to the cautious policy prescribed in all the Despatches. There is no reason why a wise and cautious policy of withdrawal on behalf of local managers should favour missionary more than other forms of private effort. It might, on the contrary, have the effect of encouraging and stimulating native effort in its competition with missionary agency. For example we have shown in Section 2 of this Chapter that in the Presidency of Madras, where missionary education certainly holds a higher position than in any other Province, the encouragement given to private effort since 1865, while it has no doubt enlarged the work done by Missionaries, has evoked native effort in a far greater ratio. Most of this native effort has indeed been in lower rather than in higher education; but the amount of it that has taken the latter direction is sufficient to show that private native managers are thoroughly competent to conduct institutions of an advanced character. It would appear from the evidence of Mr. V. Krishnamachariar that high schools under native management in Madras are already able to produce better results than mission high schools, and at much less expense. The colleges too under native management hold a high position; as they also do, even though unaided, in Calcutta, and as high schools under native management do in many Provinces. It thus seems clear that in some Provinces at present, and in the rest in course of time, native private effort with proper aid and supervision can take the place of departmental effort, in at any rate secondary instruction, provided only that the withdrawal of the Department be not carried out too suddenly or on too large a scale. It further appears that in Madras at least ten high schools, some of them unaided, are working successfully in the same towns as mission high schools. In Calcutta, where missionary effort is stronger than in any other city of India, the number of unaided high schools under native management is even greater. If native effort can thus hold its own in the face of keen competition, it seems plain that it could do so with still greater ease when a long established and efficient Government institution is transferred to native managers in places where no competition is likely to arise, provided the people are advanced and wealthy enough to maintain in full efficiency an institution of their own.

519. Withdrawal in favour of Missionaries to be avoided.—At the same time we think it well to put on record our unanimous opinion that withdrawal of direct departmental agency should not take place in favour of missionary bodies, and that departmental institutions of the higher order should not be transferred to missionary management. In expressing this view we are merely re-echoing what is implied in the Resolution appointing the Commission, since it is “to bodies of native gentlemen who will undertake to manage them satisfactorily as aided institutions,” that Government in that Resolution expresses its willingness “to hand over any of its own colleges or schools in suitable cases.” It is not impossible that the restriction thus imposed upon the policy of transfer or withdrawal, may be represented as opposed to strict neutrality, which should altogether set aside the question whether a school or a body of

managers inculcates any religious tenets or not. But it is so manifestly desirable to keep the whole of the future development of private effort in education free from difficulties connected with religion, that the course which we advise seems to us to be agreeable to the spirit, if not to the letter, of the "strictest doctrine of neutrality.

520. The Position of missionary Enterprise in Education.—In the point of view in which we are at present considering the question, missionary institutions hold an intermediate position between those managed by the Department and those managed by the people for themselves. On the one hand, they are the outcome of private effort, but on the other they are not strictly local; nor will encouragement to them directly foster those habits of self-reliance and combination for purposes of public utility which it is one of the objects of the grant-in-aid system to develop. Missionary institutions may serve the great purpose of showing what private effort can accomplish, and thus of inducing other agencies to come forward. They should be allowed to follow their own independent course under the general supervision of the State; and so long as there are room and need for every variety of agency in the field of education, they should receive all the encouragement and aid that private effort can legitimately claim. But it must not be forgotten that the private effort which it is mainly intended to evoke is that of the people themselves. Natives of India must constitute the most important of all agencies if educational means are ever to be co-extensive with educational wants. Other agencies may hold a prominent place for a time, and may always find some place in a system in which great variety is on every ground desirable. But the higher education of the country will not be on a basis that can be regarded as permanent or safe, nor will it receive the wide extension that is needed, until the larger part of it at all events is provided and managed by the people of the country for themselves.

521. The Limits of opposing Views within the Commission.—With such wide differences—differences amounting to a complete conflict of opinion—among witnesses, it could not be expected that entire agreement could be easily arrived at in a body so large and of such varied composition as the Commission. It is important, however, to indicate the limits within which the differences in our own views were all along confined. They are in effect the limits indicated in the Despatch of 1854. That Despatch, as we have already pointed out, looks forward to the time when "many of the existing Government institutions, specially those of the higher order, may be safely closed or transferred to the management of local bodies under the control of, and aided by, the State." This clearly implies that, though individual institutions might long require to be maintained directly by the State, the hope was entertained that a time would come when any general system of education entirely provided by Government should be no longer necessary—a result towards which some progress has been made in many Provinces. On the other hand, the same Despatch lays down as clearly that the progress of education is not to be checked by the withdrawal which it directs to be kept in view and that not a single school is to be abandoned to probable decay. Subsequent Despatches, as we have shown in Section 1 of the present Chapter, have specially emphasised and in some respects extended this limitation of the policy of withdrawal. For instance, in paragraphs 45 and 46 of the Despatch of 1859, while it is remarked that the existing Government colleges are on the whole in a satisfactory state, and where defects exist are to be placed on a better footing, stress is laid on the substitution of private for Government agency in the management of secondary schools only—a substitution which it was hoped would eventually be uni-

versal. To all such limitations we felt bound to give great weight, not less because they have been laid down by the highest authority than because we regarded them ourselves as wise and right. The reasons in favour of action tending towards the withdrawal of the State from direct management appeared to us conclusive; while the need of the greatest caution if withdrawal is not to be altogether premature, and therefore widely injurious, appeared equally indisputable. Our difficulty lay in co-ordinating the two classes of opposing considerations so as to determine the proper path for present action. It may be well to point out what are the opposing considerations to which most importance should be attached in arriving at a decision on this matter.

522. Considerations in favour of Withdrawal: Saving to public Funds.—The argument based on considerations of economy is extremely forcible, —how forcible will best appear by a reference to No. IV of our Tables on grants-in-aid, in Section 3 of this Chapter. We shall first point out the comparative cost to the State of instruction in departmental and in aided colleges. Putting together the amounts contributed from provincial revenues and from other public funds, it appears from Table IV that the net cost to the State of educating each student in a Government college varies from Rs. 534-8-6 per annum in the North-Western Provinces, and Rs. 477-1-10 per annum in the Punjab, to Rs. 210-1-2 in Madras, and Rs. 165-8-5 in the second grade college of the Central Provinces; and that the average for all the Government colleges in India is Rs. 254-13-6 per annum for each student that attends them. The Table, however, shows, as has been explained in Section 3, only the amount that passes through the hands of the Department, and makes no allowance for the pensions of Professors. If the allowance calculated in that section be made for this additional expense, the average net cost to the State of each pupil in the colleges that are provided and managed by Government directly will be about Rs. 297 per annum. Of non-Government colleges the most expensive is the Oriental College at Lahore, each student in which costs Rs. 107-2-3 per annum to public funds. As explained already, it is doubtful how this college should be classed, and however classed it stands on a totally different footing from ordinary aided colleges. The total expenditure from public funds on each student in aided colleges of the ordinary kind varies from Rs. 76-9-3 per annum in the North-Western Provinces to Rs. 29-9-8 per annum in Madras, and Rs. 28-0-7 in Bengal; while, including the Oriental College at Lahore, the average for India generally is Rs. 42-9-1. If the Lahore Oriental College is excluded from view, the net cost to public funds of each student in an aided college, taking the average of all such colleges in India, is only Rs. 35-11-1, or excluding all Oriental colleges Rs. 35-14-3 per annum. Of course no addition has to be made on account of pensions to the cost of aided colleges to public funds. If pensions are given in any of them, the expense falls entirely on private resources and imposes no outlay on the State. It thus appears that even if the exceptional Oriental College at Lahore be classed as an aided college, each student in a departmental college costs the State about seven times as much as each student in an aided college. If aided colleges of the ordinary type are alone considered, then the cost to the State of each student in a departmental college is more than eight times the cost of each student in an aided college. Two facts should, however, be borne in mind as accounting to some extent for this startling difference. On the one hand, in the departmental colleges salaries are high and everything required for their full efficiency is liberally supplied. On the other hand, there is a general consent that the aid afforded to colleges under private managers has in most cases been extremely meagre, and that consequently in them salaries are commonly low, and much that is necessary to proper equipment too often

wanting. If there were greater economy in the one class of institutions and greater liberality practised towards the other, the cost to the State of educating a student in the former class could hardly exceed the cost of educating a student in the latter in a ratio so great as that of $8\frac{1}{4}$ to 1. But it seems safe to infer that even if all such inequalities were redressed each student in a departmental college would still cost the State some four or five times as much as each student in a college conducted by private managers. Thus wherever it becomes possible for Government to withdraw from the direct maintenance of colleges, the saving to provincial revenues in that class of education will necessarily be great.

In regard to secondary instruction, the difference in point of cost between departmental and aided schools, though not so striking as in colleges, is highly important. It appears from Table IV that the net cost to public funds (that is to Provincial revenues and Local and Municipal rates together) of educating each pupil in a departmental secondary school varies from Rs. 38-5-9 per annum in the North-Western Provinces to Rs. 17-1-1 in Bombay; while the net cost of educating each pupil in a corresponding aided school varies from Rs. 33-7-7 per annum in the Punjab to Rs. 6-7-8 in Madras. The figures given in the Table for both classes of secondary schools in Bengal are considerably lower than those we have just cited; but the Bengal figures for this class of instruction cannot be brought into just comparison with those of other Provinces. In Bengal the statistics laid before us make no distinction as to cost between 44,880 pupils in the secondary stage of instruction and 94,318 who are returned under secondary schools but in reality are studying in the primary departments of high and middle schools. Obviously since primary instruction is so much less costly than secondary, the average cost of each pupil, as it appears in our Table, is much less than—probably not more than a third of—the true cost of educating those who belong to high and middle schools alone. As matters stand, however, we have no means of disentangling from the totals supplied to us either the cost to the State or the total cost of those pupils who are passing through the stage of secondary instruction in Bengal. The average cost to public funds stands for India as a whole at Rs. 5-5-5 per annum for each pupil in an aided secondary school, as against Rs. 19-8-0 per annum for each pupil in a corresponding departmental school. These figures are in both cases less than the real cost, because the average for India includes the figures for Bengal, which, as just explained, are greatly lessened by the inclusion in the returns of secondary instruction of so large a number of pupils in the primary stage. It is not likely, however, that the ratio between the expense of the two classes of institutions is appreciably disturbed by this want of accuracy as to the total expense in each. If to the Rs. 19-8-0 per annum which it costs to educate a pupil in a departmental secondary school be added Rs. 3-4-0, the pension allowance of one-sixth, which is also borne by the State, though not paid from educational funds, it appears that the net cost of each pupil in a departmental secondary school is Rs. 22-12-0 per annum as against Rs. 5-5-5 in a corresponding aided school. Thus the departmental secondary school is rather more than four times as costly as the aided one.

The average cost to the State of each pupil in a departmental primary school is for all India more than three times as great as in an aided primary school. On this point, however, which involves many considerations, we need not here dwell; more especially as the proportion varies widely in different Provinces. It is also admitted on all hands that questions of expense have much less weight in regard to elementary than in regard to more advanced stages of instruction; and it is to colleges and secondary schools that the grant-in-aid system is by universal consent specially applicable,

523. Considerations in favour of Withdrawal Summary of the Argument from Economy.—It is to be remembered that the following calculations are based on a hypothesis of entire and immediate withdrawal, which is admitted on all sides to be impracticable. But it may serve to show the strength of the financial reasons for withdrawal, when viewed by themselves, if we estimate at this point the saving that might be effected and applied to the further development of education if other considerations allowed a step of this kind to be taken. And it will be obvious that even partial action in the direction of withdrawal would liberate a proportionate share of public funds. The general result of the foregoing enquiry is that, as at present managed, departmental colleges are about eight times, and departmental secondary schools about four times, as expensive to the State 'as the corresponding institutions under private managers. The net outlay from public funds on Government colleges is Rs. 6,43,891 per annum, and the entire sum these colleges cost the State when the pension estimate is added may be called in round figures Rs. 7,50,000. At the present rate of aid, one-eighth of this amount, or say Rs. 94,000 per annum, would educate the same number of students in aided colleges, a saving being thus effected of Rs. 6,56,000. Again, the whole outlay from public funds on departmental secondary schools is at present Rs. 11,14,702 per annum. When the pension allowance is added, their whole net cost to the State may be placed in round figures at Rs. 13,00,000. At the present rate of aid, one-fourth of this amount, or Rs. 3,25,000, would educate the same number of pupils in aided secondary schools, a saving being thus effected of Rs. 9,75,000 per annum. Thus the total saving on collegiate and secondary education taken together would amount to Rs. 16,31,000 per annum.

Now in addition to the Rs. 20,50,000 per annum which we have seen to be expended (including pension charges) on collegiate and secondary education in departmental institutions, nearly Rs. 6,35,000 per annum is spent on such education in institutions conducted by private managers. Thus about Rs. 27,00,000 is the total State expenditure on all classes of collegiate and secondary institutions. If it were possible to put all departmental colleges and secondary schools on the same footing as aided institutions, the whole present amount of work would thus be done for less than Rs. 11,00,000 per annum, and the Rs. 16,31,000 saved might therefore, if applied in the form of grants-in-aid, become the means of raising the means of secondary and collegiate education to about two and a half times its present amount. Or again, the outlay from public funds on primary education is about Rs. 36,25,000 per annum. If the Rs. 16,31,000 saved were devoted to primary education, its present extent might be increased in a ratio of about 45 per cent., secondary and collegiate education remaining in point of extent as they are. It must be clearly understood that no such sweeping transfer of management as these calculations might seem to involve is possible in the near future, or desirable even if it were possible. And it will appear in the sequel that, if transfers of management are to be made at all, more liberal rates of aid than those now in force will in most cases be indispensable. Thus the calculations we have made are not to be regarded as a definite basis of action. Our figures are intended only to show the strength of the financial argument for withdrawal when that argument is regarded singly. They simply prove that it is desirable to go as far in the direction of the withdrawal of departmental management as considerations more important than those of a merely financial description will allow.

524. Considerations in favour of Withdrawal: Possibility of Improvement in the Results of private Effort.—To all that has been said it must be added that private effort is as yet in its infancy, and that if encouraged and

developed to the full, it seems capable of producing results far greater and more satisfactory than any that have hitherto accrued from it. If, as already shown in this Chapter, private effort even now produces results which are found by ordinary tests to be by no means unsatisfactory, and produces them at an average cost in colleges of one-eighth and in secondary schools of one-fourth the amount spent on each pupil in departmental institutions, it does not seem unreasonable to hope that it will at some future period meet all, or all except the very highest, educational wants of the community at an expense to public funds that will be little more than nominal. Much more may such a hope be cherished when it is remembered that the withdrawal of Government from many of the institutions which it now maintains will certainly stimulate private effort to fresh exertions, provided that such withdrawal take place only when the time is ripe.

525. Considerations in favour of Withdrawal: Need of Variety in the Type of Education.—Another argument in favour of withdrawal is referred to in the Resolution appointing the Commission: we mean the urgent need there is for variety in the type of higher education. Necessary in every country, this is particularly required in India where the larger portion at all events of the population are apt to be passively receptive of influences from without. Departmental institutions naturally tend to uniformity, alike in their tone and character and in their course of instruction. Notwithstanding the action that is often taken to promote and encourage variety in departmental institutions, so as to suit the requirements of different localities or different sections of the people, the limits of any such variation are necessarily defined by the fact that the controlling agency is one and not many; and also in one obvious direction, by the fact that the State is bound to a policy of religious neutrality. On the other hand, institutions under private management have no necessary tendency towards uniformity; and the only external authority which they acknowledge is that which is imposed equally on departmental and other institutions,—the controlling authority of the University. Consequently any measure that tends to increase the number of privately managed institutions, widens at the same time the limits within which variety is possible by adding to the number of those who under a well-regulated system of aid need be bound by no departmental model and are free to work out their own ideas in their own way. As intimated above, no college or high school can greatly transgress the limits set by the University in prescribing the course of studies and the standards of examination; but in all matters lying outside those limits, whether relating to subjects of study, to methods of instruction, or to discipline, managers of independent institutions can find scope for wide and healthy variety of treatment. In the case of middle schools, there is no such authority external to the Department; and independent institutions will accordingly enjoy complete freedom in their work if the Department acts in the spirit of the suggestions we have already made for securing greater variety in the character of secondary schools. It will not of course be forgotten that departmental institutions may set a standard to the large class of schools which need some example to follow. But we would still point out that, however excellent may be the model that departmental institutions afford, it is not one model, not even the best, but many models, that the varying circumstances and needs of India demand. To some of us again it appears that there is a danger of non-departmental institutions conforming too closely to the model thus furnished them, even when circumstances would justify or require departure from a prevailing type. The influence of departmental institutions is admitted to be very great; and it is thought that in Provinces where they furnish a large proportion of the whole means of

advanced instruction, it is only in exceptional cases that private managers are likely to deviate from the model that is constantly before them. To others of us this particular danger does not present itself. By their experience is held to show that whenever private persons have enterprise enough to set up a college or school, they have also independence enough to follow their own line in determining its character; adopting all that is valuable in the departmental model, and rejecting such parts of it as they may not consider suited to their purpose. In one respect also, which is subordinate but in its own place far from unimportant, Government institutions present a model which cannot be regarded as wholly suitable. Supported as they are by the practically inexhaustible resources of the State—resources at the command of a Department which naturally takes a pride in making its own institutions as nearly perfect as it can—they tend to become too stately and elaborate, and certainly too expensive, to be proper models for imitation in a country so poor as India. If such institutions were regarded as models to be universally accepted, there would be little hope of providing the means of advanced instruction even on the scale that is now required, and still less of providing it on the much larger scale that will be needed when a wider basis for it is laid by the spread of primary education among the masses of the people.

526. Considerations in favour of Withdrawal: Encouragement to religious Instruction.—Again, there is the important question of securing a religious element in higher education, or at all events of there being no practical hindrance to the presence of such an element when the people of the country wish for it. The evidence we have taken shows that in some Provinces there is a deeply seated and widely spread desire that culture and religion should not be divorced, and that this desire is shared by some representatives of native thought in every Province. In Government institutions this desire cannot be gratified. The declared neutrality of the State forbids its connecting the institutions directly maintained by it with any one form of faith; and the other alternative of giving equal facilities in such institutions for the inculcation of all forms of faith involves practical difficulties which we believe to be insuperable. In Chapter VI we have shown that we are not insensible to the high value of the moral discipline and example which Government institutions are able to afford; but we have also shown that we regard something beyond this as desirable for the formation of character and the awakening of thought. To encourage the establishment of institutions of widely different types, in which may be inculcated such forms of faith as various sections of the community may accept, whether side by side with or in succession to Government institutions, is one mode in which this difficulty can be practically solved, though it is a mode not free from objections and even dangers of its own. It is clear that whatever other efforts in this direction may be made, such encouragement would be afforded in a high degree by the withdrawal of Government institutions when the people professed their desire, and manifested their ability, to establish an institution in which special religious instruction could be given. It is true that a Government or other secular institution meets, however incompletely, the educational wants of all religious sects in any locality, and thus renders it easier for them to combine for educational purposes; while a denominational college runs some risk of confining its benefits to a particular section of the community, and thus of deepening the lines of difference already existing. Still this is a solution of the difficulty suggested by the Despatch of 1854, which expresses the hope that “institutions conducted by all denominations of Christians, Hindus, Muhammadans, Parsis, Sikhs, Buddhists, Jains, or any other religious persuasions, may be affiliated to the Universities, if they are found to afford the requisite course of study, and can be depended

“upon for the certificates of conduct which will be required.” Apart from the strictly moral or religious aspect of this question, we may point out that the existence of institutions of the various classes thus referred to will contribute to the intellectual development of the Indian community by arousing enquiry on the highest themes of human thought and thus helping to meet what is probably the greatest danger of all higher education in India at present—the too exclusive attention to the mere passing of examinations and to the personal advantages to be derived therefrom.

527. Considerations opposed to Withdrawal: the Danger of a false Impression being made on the Public.—Such are some of the most important considerations in favour of the withdrawal of Government from the direct provision of the means of education, and especially of higher education. But arguments in favour of exercising the greatest caution, and even of interposing long delay in carrying out the policy to which such considerations point, are no less weighty and important. Hasty or premature withdrawal is certain to leave the impression that Government no longer feels any interest in the spread of liberal education; and in a country where so much importance is attached to the views and example of Government, the existence of any such impression would be one of the greatest discouragements private effort could possibly receive. Whatever steps are taken in the direction of withdrawal must therefore be taken in such a way as to make it clear beyond the possibility of doubt that they are taken for the benefit and extension and not for the injury of higher education. There is danger that measures which are called for by the highest interests of the native community may be regarded as indicating indifference to their claims or even a desire to prevent their ablest members from rising in the social scale. Such a misconception would be injurious, not only to the interests of education, but to interests which are, if possible, even higher.

528. Considerations opposed to Withdrawal: Difficulty of maintaining Colleges of the highest Type by native Effort.—Again it is more than doubtful whether either the zeal for culture or the power of combination is as yet sufficiently active to secure the maintenance in undiminished efficiency of colleges of that high type which ought to have at least one example in every Province. It is beyond doubt that native effort with due encouragement and aid is now able in many places to maintain not only high schools but also such colleges as may be regarded as auxiliaries to those of the very highest type. But it is a long step even from such colleges to those for example which are maintained by Government in the different Presidency towns. To these last, the resources of the State, coupled with the assured prospects secured by being recognised as servants of the State, have often drawn men of the highest academical distinction. Even if equally assured prospects could be held out by bodies of native gentlemen, and of this we can see no immediate prospect, it would still be more than doubtful if men of the same academic standing or the same mental calibre would connect themselves with institutions under private management. It is obviously a gain to the whole empire that such men should give themselves to the intellectual culture of the most promising Indian students. This consideration cannot in its full force have a wide application, but it is one to which, when any large measure of withdrawal is being considered, great weight will be given by every impartial mind.

529. Considerations opposed to Withdrawal: Influence of Government Institutions in keeping up the Standard of Education.—Connected with the last consideration is another which applies to a greater number of departmental institutions. There is no doubt that the help of such institutions

is still required in keeping up a proper standard of education in its more advanced stages. The Universities may largely serve this end, but there is need of a high standard being practically exemplified as well as theoretically set up. We are not called on to determine whether there may not be here and there a privately managed institution that may be as safely trusted to keep its standard high as any Government institution; but certainly, upon the whole, Government institutions discharge this function much better than those under native management can hope to do. With regard to colleges at all events, until those in the hands of private managers have reached greater stability and wider influence than almost any of them as yet enjoy, it would not be safe to trust to them alone for the model of discipline and intellectual attainment that is indispensable if a high type of liberal culture is to be permanently maintained. It may perhaps be thought possible to trust to competition alone for the maintenance of standard we have in view; but competition will tend in some respects towards deterioration as certainly as it will tend in others towards greater excellence. In the present state of feeling, the danger is great that the only competition between institutions will lie in a comparison of the number of passed students that each can claim. When passing examinations is the only goal that instructors keep in view, real excellence in education is not only not advanced, but is positively hindered by competition. There is of course nothing in the nature of the case to make a Government institution necessarily superior to one that is maintained by private effort. The very highest type of excellence may come to be afforded, as in some countries it is now afforded, by institutions on the footing on which aided colleges stand in India. But for the present, the stability of their pecuniary resources and the prestige which they enjoy make Government colleges more independent of competition, and should therefore enable them to maintain a high standard of excellence with very much greater ease than is likely for many years to come to be the case with other institutions. This consideration, as well as the last one, points to the absolute necessity that the process of withdrawal should be gradual and slow. It points equally to the necessity of affording liberal aid to existing institutions under private managers, especially to those that hold the most prominent positions, in order that their stability and efficiency may be great and their standard high. It is only when, with the advance of University education in India, private effort has proved its capacity to take the lead in giving culture of the very highest kind, that the withdrawal of departmental institutions can be effected without injury to the education of the country as a whole. The first step therefore towards any large measure of withdrawal, and towards the saving such a measure will effect and the good of many kinds that it will do, must be to afford every encouragement to private effort to show what is the very utmost it is able to accomplish.

530. Considerations opposed to Withdrawal: the present State of popular Feeling.—But the strongest of all arguments against the immediate carrying out of any extensive measure of withdrawal remains to be stated. Any large or hasty step in this direction is not only undesirable, but in our view impossible—impossible, that is to say, without injury to those educational interests which it is our duty to conserve. In the very nature of the case, withdrawal cannot be effected without the co-operation of such “bodies of native gentlemen” as those to which the Government desires to transfer the institutions now maintained directly by the State. Some Government institutions may be simply closed with little loss of any kind to education. To several cases of this kind we shall advert in the sequel. But in the majority of places where departmental institutions exist, withdrawal, unaccompanied by provision for the institutions being otherwise carried on, cannot be effected without

far more than local injury. Now the evidence shows that but few of the leading members of the native community are at present inclined, or consider themselves called on, to co-operate with Government in this matter. Yet it is a matter in which without their cordial co-operation nothing can be done. The tenor of much of the present Chapter will show that we regard the past action of the Department in its general preference for Government institutions, as having contributed to the present state of feeling. But so long as that feeling lasts, whatever its origin may have been, the policy of withdrawal can be carried out on an extensive scale only at the cost of surrendering not one school but many "to probable decay," and so at the cost of setting at naught the wise precautions of the Despatch of 1854 and subsequent Despatches. We are, however, sanguine enough to believe that the statement of the considerations which were present to the minds of the writers of the Despatch, and which have induced us to pass unanimous Recommendations in favour of action tending towards the withdrawal of the State from the direct management of higher institutions, will not be without its influence on the community at large, especially if supported by steady departmental action along the lines which we have endeavoured to lay down. We believe that when the Local Governments and the Heads of the Department have shown in practice for a sufficient time that they cordially favour the largest possible healthy development of every kind of private effort, and that they honour those who put forth such effort, bodies of native gentlemen will show that they feel the force of the call addressed to them. We believe native gentlemen will recognise the need of helping the State in its gigantic task, and the need at the same time of securing a greater extension of advanced education and a greater variety in its type. We believe that influenced by these and similar motives they will come forward voluntarily, and come forward in rapidly increasing numbers, to take the honourable place which the State has reserved to them in establishing the civilisation of their country on a firm and a permanent foundation. But there is no room for any large policy of withdrawal until public opinion has begun to turn in its favour. Any measures that outrun public opinion would retard rather than hasten the time when a really beneficial policy of withdrawal can be thoroughly carried out. No doubt, the formation of a healthy public opinion on the point may be promoted by judicious action when proper opportunities occur. If the whole influence of the State and of the Department is exerted in favour of private rather than of departmental effort within the limits of our Recommendations, and if transfers of management are made only when it is clear that they do not injure but advance the general cause of education, we are convinced that the State will at no distant date be able safely to withdraw from many of its institutions, and that, as time goes on, it will be able with universal assent to withdraw from more and more of its institutions, and from institutions always higher and higher in the educational scale. But how far the process should be carried is a question that may be left for future experience to decide.

531. Financial Considerations affecting Withdrawal.—By some it may not improbably be regarded as an objection to withdrawal that the first step towards it is likely to be an increased outlay on higher education. If privately managed institutions, especially those in the most prominent positions and of the most advanced character, are to become fit to take the place of departmental institutions as the chief means of exemplifying the highest standard of culture, they must obviously become more costly than they are at present, and must receive an increased amount of aid; and if at the same time State institutions are also to "be maintained in complete efficiency wherever they are necessary," it may appear that some risk will arise of

excessive outlay on advanced education. This is a consideration to which we do not attach any great importance. We think that the savings effected by such withdrawal of departmental institutions as may be found possible at once, without injury, together with the increased amount of fees that may be realised in some of the departmental institutions from which no withdrawal should be contemplated, will more than suffice to meet the not very large outlay that will be needed to secure the further development and the full efficiency of advanced institutions under private managers. But even were it otherwise, we believe that gradual and cautious action by the State in the direction of withdrawal is likely to bring with it such important and beneficial results, that some temporarily increased expenditure might be wisely incurred in securing them.

532. Withdrawal from Management not to include Withdrawal from Control.—There is an important point bearing on the question of withdrawal which this is the most convenient place for introducing. We are entirely agreed that the careful supervision of the State is indispensable for higher education; and that whatever withdrawal there may be, whether soon or late, from its direct provision, there should be none whatever from its indirect but efficient control. It may be doubted whether this should be classed among the considerations in favour of withdrawal or among those that are opposed to it. It may perhaps be held that in order to retain control, the State must have some portion of the means of education under its immediate management. On the other hand, one of the arguments most relied on by some of our own number who advocate the complete withdrawal of the State from direct management at the earliest date that may be found safe in the general interests of education, is that State control over schools and colleges of every kind will be more welcome to all concerned, and therefore more efficient, when the Department has ceased to be regarded as a body of rival managers.

533. The Difficulty of defining the best Line of Action.—With opposing considerations of such great weight constantly before us, with such contrariety of opinion among our witnesses, and considerable though much smaller divergences of view among ourselves, it need not be deemed surprising that it was a work of time and difficulty to determine the exact line we should recommend Government to follow in carrying out its declared policy of handing over its colleges and schools in suitable cases to the management of bodies of native gentlemen.

534. The Course of Discussion in the Commission.—It seems desirable to describe the course of our deliberations upon this subject with greater fulness than we have deemed necessary in other portions of the Report. Our main difficulty was as to the initial Recommendation from which all others would naturally follow. It was proposed to find such a starting point in the motion:—“That under “adequate guarantees for the permanence and efficiency of the substituted institutions, the gradual closing of Government institutions, especially those of the “higher order, or their transfer to native management under the general control “of, and aided by, the State, should be regarded as not only an important stimulus to private effort, and consequently to any sound grant-in-aid system, but “as urgently needed in view of the social and political education of the people.” This motion was advocated on the ground that without some clear declaration of the kind the people would always be led to depend on Government for what they could provide for themselves better, at less cost to public funds, and on a much more extensive scale. It was added that so early as 1817 private effort had founded a college in Calcutta, and that many such colleges might have been

founded elsewhere before now if the practical result of departmental action had not been to repress private effort,— of which several instances were adduced. It was further held that the necessary exclusion of religion from institutions directly provided by the State rendered it desirable to declare emphatically that such institutions were intended to give place as soon as possible to institutions in which the founders or managers might be free to combine the highest element in all training with ordinary secular instruction. To this it was replied that the most important religious influences were those of family life, and that such influences were not so entirely absent from Government institutions as was implied by the supporters of the motion; that native effort was not practically repressed under the present system, as the existence of many colleges and high schools under native management clearly showed; that the withdrawal of the State is not desired by the community generally or even by those members of it who are specially interested in institutions under private management; that though the time may have come for the State to withdraw from the management of high schools, the people are not advanced or wealthy enough to undertake the management of colleges; further, that the analogy sometimes drawn between trade and education as affected by supply and demand was inconclusive, since the motive of benevolence, which counted for nothing in the doctrines of political economy, held an important place in all considerations relating to the spread of education; and finally, that even though the substance of the motion might be unobjectionable, its form was likely to create discontent and alarm by leaving the impression that the withdrawal contemplated was to be universal and immediate, and the further impression that the real desire was to destroy all means of liberal culture. This motion was negatived by a large majority. A motion substantially the same was subsequently brought forward, by one of our native colleagues, in a form intended to meet some of the objections that had been urged by giving greater prominence to the safeguards by which the continued efficiency of high education might be secured. It was moved “that the following be adopted as a Recommendation under the subject of withdrawal:—That subject to the conditions that (1st) withdrawal be not effected without adequate guarantees for the permanence and efficiency of substituted institutions, (2ndly) the possibility of withdrawal be regarded as dependent on and proportionate to the liberality of the grant-in-aid system, the gradual withdrawal of Government from educational institutions, especially those of the higher order, by their transfer to local native management under the general control of and aided by the State, be regarded—(a) as an important stimulus to local effort and self-reliance; (b) as essential to the development of a sound system of grants-in-aid; (c) as conducive to the advancement of the social, moral and political education of the people.” This also, though it found larger support than the former motion, was unsatisfactory to the majority of our number.

535. General Conclusion arrived at.—Our discussions brought out clearly the fact that, while anxious to encourage any natural and unforced transfer of institutions from departmental to private management, we are not prepared as a body to adopt any form of expression that may be construed into a demand for the immediate or general withdrawal of the State from the provision of the means of high education. We are convinced that while transfer of management under the limitations stated is eminently desirable, it is only by slow and cautious steps that it can ever be really attained. We are convinced that the wisest policy is to consider each case on its own merits, and whenever a body of native gentlemen are willing to undertake the management of a college or secondary school, to hold out to them every inducement and en-

couragement, provided there is a reasonable prospect that the cause of education will not suffer from the transfer of management. The Department should cordially welcome every offer of the kind, and should accept it if it can be accepted without real loss to the community; but while encouraging all such offers, its attitude should be not that of withdrawing from a charge found to be burdensome, and of transferring the burden to other shoulders, but of conferring a boon on those worthy of confidence and of inviting voluntary associations to co-operate with Government in the work and responsibilities of national education. We have certainly no desire to recommend any measures that will have the effect of checking the spread and continuous improvement of higher education. On the contrary, it is only in the confidence that the withdrawal of the Department from direct management may, in many instances, be found to serve the best interests of education, by connecting local bodies more closely with those institutions, and by inducing and enabling them, in course of time, to raise and expend more money from private sources for their maintenance and to establish other institutions of the same kind, that the following Recommendations are made. We therefore recommend, in the first place, *that in order to evoke and stimulate local co-operation in the transfer to private management of Government institutions for collegiate or secondary instruction, aid at specially liberal rates be offered for a term of years, whenever necessary, to any local body willing to undertake the management of any such institution under adequate guarantees of permanence and efficiency.*

This Recommendation, which is of course subject to certain exceptions to be hereafter stated, secured our unanimous approval and may be understood to show the extent to which we are agreed in desiring to see steps taken towards the substitution of private for departmental management. It implies that we regard the form of management of any institution which the common good requires to be kept up, as a matter subordinate to the efficiency of such management. But it implies also that when permanence and efficiency are adequately secured, we regard an institution that is provided by the people for themselves as greatly preferable to one that is provided by official agency. We think it well that this preference should be marked by special encouragement being held out to those who are willing to take over the management of institutions now in the hands of the Department. In some cases perhaps, when once it is understood that the Department and the State are cordially favourable to the transfer being made, the ordinary rules for grants-in-aid may supply all the encouragement that is needed. In other cases the ordinary rate of aid may come to be sufficient in course of time, as local resources become greater. But it is more difficult to maintain in full efficiency an institution that has long had State resources to support it than one which has been gradually developed in the hands of managers, on whom their circumstances have always enforced economy. This difficulty should not be allowed to be a hindrance to the transfer. Even if the efficient maintenance of the institution should require the bestowal for a term of years of a grant as large as the present net outlay of the State, and even if there be thus for a considerable period no actual saving to public funds, the transfer should still be made on other grounds.

We hope that the result of thus encouraging rather than forcing the change desired by Government will be that in due time and without the smallest permanent injury to high education, departmental institutions will be mainly transferred to private management; that the function of the State will be largely confined to aid, supervision, and control; and that high education will become more widely extended, more varied in character, and more economical than it is at present. This end should be kept steadily in view, and the extent to which

the Department is able to work towards it should be regarded as an important element in judging of its success. But the attempt to reach this end prematurely, that is, before at least the more thoughtful members of the native community are prepared cordially to approve it, would certainly do more to retard than to hasten its accomplishment.

536. Practical Agreement as to subsidiary Recommendations.—

When we had thus agreed on the starting point for our Recommendations, we found but little difficulty remaining. Our other Recommendations elicited little difference of opinion, and what difference there was referred to forms of expression and to particular details, rather than to any point of principle.

537. Recommendations to take effect at the time of Transfer.—The chief point to which we wish attention to be directed in all arrangements for the transfer of departmental institutions is their continued efficiency under their new managers. It is obvious, therefore, that when an institution is transferred, all that has been deemed necessary or useful for it when in the hands of the Department should, as far as possible, be placed at the disposal of the body that will thenceforward be responsible. We, therefore, recommend *that in the event of any Government school or college being transferred to local management, provision be also made for the legal transfer to the new managers of all educational endowments, buildings, and other property belonging to such institutions in the hands of Government.*

In some cases when a transfer of management is made, the teaching staff of the institution may elect to enter the service of the new managers on terms that may be arranged at the time. In other cases the teachers may prefer to continue in the service of the Department in another locality, or the new managers may decline their services. Arrangements will plainly have to be made for each case as it arises. But whatever may be thus arranged, it is evident that any inconvenience or hardship that may result from a measure which the State has adopted to serve great public ends should fall as lightly as possible on individuals. We therefore recommend *that in the event of any Government school or college being transferred to local management, the incumbents of offices under Government be secured in the enjoyment of all their existing rights and privileges.*

538. General Principles to regulate the Transfer of Schools.—The general tenor of the evidence of our departmental witnesses shows that the teachers at present employed by Government will be extremely reluctant to see the institutions with which they are connected transferred to private management. Such reluctance is natural even when all personal interests are secured, as provided for by our last Recommendation. The interest of departmental teachers and Professors in the institutions on which they have spent their energies must make them unwilling to consent to any transfer; for even if the transferred institution should lose nothing in point of efficiency, it must lose in prestige, in which loss they would also share; and it must find it less easy to draw the best pupils to itself when it ceases to be more closely connected with the State than the other colleges or schools in the town or District. Similarly, there may be no great readiness on the part of local bodies to apply for any transfer to themselves of the management of departmental institutions. So long as the means of a good education are provided, in whatever way, there is little to induce those who do not look beyond local interests to volunteer to take the burden of school management on themselves. Only those who consider the case of each particular institution in its relation to the general policy of encouraging private effort, are likely to have any very active-desire for such

transfers as we desire to see. It is therefore by Government, and by the Head of the Department as its immediate representative, that the initiative will have in most cases to be taken. Also if the leading principle of action be that transfers of management are to be sedulously encouraged but not forced on local bodies, it will naturally happen that bodies willing to undertake the management of departmental secondary schools will be more readily found than bodies willing to undertake the more difficult task of managing departmental colleges. As a practical step towards an effective policy of withdrawal, we therefore recommend *that all Directors of Public Instruction aim at the gradual transfer to local native management of Government schools of secondary instruction (including schools attached to first or second grade colleges), in every case in which the transfer can be effected without lowering the standard, or diminishing the supply, of education, and without endangering the permanence of the institution transferred.* Of course a Director has no means of compelling private parties to come forward, and in ordinary cases we are not prepared to recommend the closing of departmental institutions which local effort is not willing to provide for. But a Director, and still more a Government, can do much to influence public opinion; and patient persistence in carrying out the policy of withdrawal whenever a suitable opportunity occurs, will doubtless make it generally felt in course of time that all should co-operate in such measures who are capable of taking broad and comprehensive views of popular education and its true necessities.

539. The Schools that should be first transferred.—To attempt however to transfer all the departmental secondary schools of a Province, or even of a District, simultaneously, might in many cases be extremely injudicious. The process must be a gradual one. The Director may therefore be in doubt as to which of the schools in question he should first endeavour to transfer. It seems plain that the experiment should begin with schools which have already won a high position, and which therefore new managers may find it easiest, and at the same time most interesting, to have the honourable duty of providing for. Accordingly we recommend *that the fact that any school raises more than 60 per cent. of its entire expenditure from fees be taken as affording a presumption that the transfer of such school to local management can be safely effected.* Such a proportion is already attained in many high schools at the head-quarters of Districts; and the inhabitants of those places are now, in some Provinces, so fully capable of managing schools of that class, that the advantage of transferring to their management some of these schools at least, may be held to outweigh any possible,—and it may be hoped only slight and temporary,—loss of efficiency that may result. We must not, however, be understood to mean that no school should be transferred that has not yet attained this measure of self-support, nor on the other hand, that every school that has reached it should be transferred on that account alone. Other considerations will often demand attention. We desire to do no more than to give a general indication of the stage at which it is likely to be entirely safe for the Department to withdraw from management. Much must always be left to the discretion of Directors who are in sympathy with the great aim of developing private effort to the full.

540. General Principles to regulate the Transfer of Colleges.—In the question of transferring the management of colleges, greater difficulties arise. These difficulties are of various kinds. For instance in Bengal, where private effort has been most extensively evoked, the people, whether from want of leading in that direction or from whatever other cause, seem to distrust their own powers of administration in the matter of colleges. Even when the means for the establishment of a new college has been provided either

entirely or chiefly by private resources, the offer of funds has in nearly every case been coupled with the condition that the Department should undertake, at least in the last resort, the management of the college. And though in ordinary matters of administration there is no reason why a local body should not conduct the current work of the college with complete efficiency, yet in one important respect such bodies are necessarily at a disadvantage. It is certain that Government can command the services of a higher class of European officers than those who would generally accept employment under local bodies, however wealthy, and of however high a status in Indian society. This difficulty may grow less, but it will continue to exist in some degree until the Universities of India can supply men of the same stamp as the Secretary of State commonly secures at present for departmental colleges. In dealing with the question much caution must be exercised, both because the management of a college being more difficult than that of a school, it is less likely to be readily undertaken by private parties, and because any mistake that may be committed will cause wider injury and be found more difficult to remedy than similar mistakes in the case of secondary schools. As our first step we therefore recommend *that in dealing with the question of the withdrawal of Government from the management of existing colleges, these colleges be regarded as divided into three classes, viz. : (1) Those from which it is premature for Government to consider the propriety of withdrawal, on the ground that they are, and will long continue to be, the institutions on which the higher education of the country mainly depends. (2) Those that might be transferred with advantage as a measure promising useful political results, to bodies of native gentlemen, provided the new managers give satisfactory guarantees that the college will be maintained, (i) permanently, (ii) in full efficiency, (iii) in such a way as to make it adequate for all the wants of the locality. (3) Those which have been shown to be unsuccessful or of which the cost is out of proportion to the utility, and from which Government might advantageously withdraw even with less stringent guarantees for permanent efficiency. Such colleges should be closed if, after due notice, no local body be formed to carry them on with such a grant-in-aid as the rules provide.*

The maintenance of the chief Government colleges appeared to a large majority of us to be still indispensable. We do not think that a body of native managers is likely to arise for a considerable time to whom such colleges can be entrusted without danger to their efficiency, and danger accordingly of lasting injury to the higher education of the whole Province. Private management, like all other agencies, must be trained by long and fairly successful discharge of lower duties before it can be wisely entrusted with duties that are higher and more difficult. It is true that we have recommended that liberal aid be offered to any local body willing to undertake the management of any Government college under adequate guarantees of permanence and efficiency; but in the case of the leading Government colleges of the different Provinces, it is open to question whether any body of native gentlemen can furnish at present such guarantees as should be held sufficient. There is, however, another class of departmental colleges in some Provinces which it is by no means improbable that local effort may adequately provide for, and which it is highly desirable to transfer to local management whenever this can be done without injury to education. In such cases our general Recommendation will at once apply, and any reasonable amount of aid should be offered that may be found necessary to induce native gentlemen to undertake the maintenance of such colleges as we are now considering. There is still a third class of colleges in the Provinces of Madras and Bengal. In some cases that come under this third class, the Department when it established its college

seems to have lost sight of the principle that Government institutions are not to be set up in places where aided local effort can supply all real educational wants. In other cases circumstances have so changed since the college was established that its continuance has ceased to have any other than a purely local importance. If private bodies are ready to undertake the management of any college included in this third class, aid should be offered at the rate that may be fixed for colleges generally in the grant-in-aid rules after they have undergone the revision that has already been recommended. If such aid does not induce any local body to maintain any college belonging to this class, it may be held as sufficient proof that the college may be safely closed.

541. Recommendation as to Colleges in Madras.—In Madras we are satisfied that all the departmental second grade colleges, *i.e.*, those that afford instruction up to the standard of the First Examination in Arts, *viz.*, the colleges at Bellary, Calicut, Mangalore, Berhampore, Salem, Cuddalore, and Madura, should be ranked in either the second or the third of the classes thus described. In this Province private managers are already successfully carrying on institutions of this grade under decidedly less favourable conditions than would be secured in several of these towns. Some of these colleges are, however, required in the interests of the community at large. Special aid should be offered to local bodies willing to manage these indispensable institutions, though they ought to be maintained by the Department even if no competent private managers come forward. But greater acquaintance than we possess with the whole circumstances of each case is necessary in order to decide which of the colleges in question should thus be placed in our second class rather than our third. The materials we have had for forming a judgment on this point go no further than to convince us that it is desirable for the State to withdraw from the management of these seven colleges if it can do so without injury to education; and that some of them do not appear to be demanded by the good of the community at large, and should be maintained, if maintained at all, for a local purpose and therefore mainly by local effort. We accordingly recommend *that the Government of Madras be requested to consider the propriety of dealing with the second grade Government Colleges of that Province on the principles applicable to the second or third class as may be deemed advisable in each case, in the light of the recommendations made by the Madras Provincial Committee.*

542. Recommendation as to a College in Bombay.—In Bombay, where private native effort has received so little encouragement and development, and where such effort is as yet quite untried in the management of collegiate education, there is a case that calls for special notice. There appears to be urgent need for a fully developed and efficient college at Ahmadabad. We regard that city as pre-eminently a place where private effort, with liberal aid from the State, might be expected to supply all needed facilities for higher education. We have, however, already expressed the opinion that the management of a college is a heavy task for private managers to undertake without preliminary training. And in a Province where the idea of self-help in matters of education has made so little way, we fear there is not much hope of such a college springing up as the great division of Gujarat requires; unless it is promoted by direct departmental action. If once the college is maintained in full efficiency for a few years, we trust that with a change in the tone of public feeling, and with the new development of private effort which our Recommendations as a whole may be expected to produce, the leading inhabitants of Ahmedabad will before very long take pride in managing and partly supporting a college worthy of the ancient history and the present importance of their city. We, therefore, recommend *that*

the Government of Bombay be requested to consider the propriety of raising the Akmedabad College to one teaching up to the B.A. standard, and of securing its full efficiency for a term of years, on the condition that after that period it be treated on the principles applicable to the second class.

543. Recommendation as to Colleges in Bengal.—As regards Bengal, the only other Province in which the early withdrawal of the State from the management of some of its colleges appears to be desirable, our Provincial Committee has fully considered and laid before us the local circumstances that affect the various departmental colleges which cannot be regarded as essential in the first degree to the prosperity of higher education in the Province generally. The Committee is substantially agreed as to those of them which it is undesirable to close, and in the maintenance of which any local body willing to undertake their management ought, therefore, to receive whatever special aid may be found necessary. The Committee is equally agreed as to the colleges that are not now important for any general purpose, and that may therefore be safely closed if the burden of maintaining them is not, after due notice, borne to an adequate extent by local effort. We have therefore no hesitation in recommending *that the Government of Bengal be requested to consider the propriety of dealing with the Rajshahye and Krishnagar Government colleges on the principles applicable to the second class, and with the colleges at Berhampur, Midnapur, and Chittagong on the principles applicable to the third class, as suggested by the Bengal Provincial Committee.*

544. Conclusion.—We venture to hope that the line of action we have marked out in the above Recommendations will result, not all at once yet with no longer interval than is always required for changes fruitful of large results, in public sentiment taking a direction which will lead to the gradual, and by and by to the rapid, transfer to bodies of native gentlemen of the institutions now maintained by Government. On condition that the transfer be thus effected with the approval and active co-operation of those who have the welfare of their country most at heart, we are convinced that the withdrawal in large measure of departmental management, though not of departmental supervision, will result in a wide extension of collegiate and secondary education, in placing it on a firm and satisfactory basis, and in making it more varied in character and therefore more adapted to all the wants of the community.

SECTION II.—Indirect Aids which the State may afford to private Enterprise in Education.

545. Introductory.—It is obvious that the amount of private effort in education will always bear a very direct proportion to the value attached to education by the community at large. A few may be led to set up schools and to maintain them by motives of pure benevolence, but such motives cannot be expected to operate on a scale proportionate to the educational wants of India. If private effort is to supply a large proportion of the vast machinery necessary for bringing suitable instruction within reach of all classes, it must be stimulated by the prospect of something that is, or is esteemed to be, advantageous to the persons by whom such effort is put forth or to those in whom they feel a special interest. In India, where so few influences proceed from below, where on the contrary Government is so commonly looked to for the initiative in every kind of change and movement, it must depend very largely on the State to make the practical value of education felt, and so to form the public opinion that is needed to favour the growth of

private enterprise. In this point of view it may be doubted whether the indirect influence of the State may not do more to bring private effort to its aid than all the direct assistance it is able to afford. Such indirect aids to education occupy a prominent place in the Despatch of 1854. While they have a bearing on education generally, their effect is especially powerful in stirring up all who are interested in the well-being of the country to help in disseminating useful knowledge. Some of them, for example the supply of text-books and such encouragement as it is in the power of the State to give to native literature of a modern type, have already found a place in our Report. There are, however, a few others which it may be well to notice here.

546. State Patronage of Educated Men.—The Despatch of 1854 directs attention to the importance of preferring for appointments under Government those who have received a good education, the other qualifications of the candidates being equal. There can be no doubt that this provision has done more than any other single influence to stimulate education generally, and to stimulate members of the native community both to provide the means of education, and to take advantage of them when provided. Thus in Bombay the rules for limiting the selection for high revenue appointments to graduates of the University, though perhaps objectionable on other grounds, and the rules for connecting the highest standards of the primary and secondary courses with the public service examinations, have proved a valuable help in extending education. Statements which we cannot but regard as largely exaggerated are indeed sometimes made as to education being universally and exclusively regarded as a step towards Government employment; but there can be no doubt that such statements contain a substratum of truth. The desire for education, particularly for education of a more advanced character, is nowhere strong enough as yet to dispense with this indirect aid. There is a considerable mass of evidence to show that the principle which the Despatch lays down on this point has not everywhere been successfully reduced to practice. Some witnesses go so far as to say that the ignorant are preferred for Government appointments, or that there is a positive reluctance on the part of Government officers to employ highly educated young men. We find it difficult to believe that such statements were intended to be taken literally; but they point to a state of feeling among certain sections of the community which is much to be regretted, and which wherever it exists must greatly discourage private enterprise in education. The feeling, whether well or ill founded, is most prevalent in the Punjab and the North-Western Provinces; and these are the Provinces in which we have already seen that private effort is least active and least progressive. On the other hand, in Provinces where private effort has been extensive, there is but little complaint of the kind.

In connection with this question of the employment of educated men by Government, it should be noticed how much depends on the meaning attached to the word 'educated.' We cannot regard boys of 16 to 18 who have passed the matriculation examination, as entitled to be so called. That but few of this class should at once procure appointments under Government does not seem to us a matter for either astonishment or regret. Nor can they reasonably aspire at any time beyond a more or less subordinate position. Those who aim at reaching the superior grades of service should start from a higher level of general education than is implied in passing the matriculation examination—a standard which certifies no more than that the student is qualified to commence a liberal course of study. But when graduates find it difficult to obtain entrance into the public service, though men comparatively uneducated are largely employed, we cannot but infer that there has been

some failure to carry out the provisions of the Despatch, though so frequently reiterated. There is some room, however, for doubt where the chief portion of the blame should rest. It cannot be supposed that the possession of a degree exempts any man from the need of official training. It may happen that young men fresh from college unreasonably expect that they are to enter the public service in a higher position and on higher pay than men who have gone through many years of faithful and useful labour. Those who cherish such expectations need not be surprised if they are often disappointed. It is not in securing a high place at the outset, but in more rapid progress towards thorough efficiency, and consequently in more rapid promotion, that a liberal education naturally tells. However highly a man is educated, he must expect to begin life side by side with some who have enjoyed less advantages than himself. If a fair field is given him, he will in ordinary circumstances soon distance his competitors in the race. We have not the means of determining how far the fact that well educated men are in some Provinces less extensively employed by the State than they ought to be, is due to their own unwillingness to begin in a subordinate position, how far to discouragement arising from the absence of a fair field after they have begun, and how far to yet other causes. Even if we could determine this, it would be impossible to lay down rules for securing to educated men the preference they ought always to enjoy. We are not in favour of hard-and-fast rules restricting employments with certain salaries to men who have passed certain examinations, though we have noticed the existence of such a rule in favour of graduates in Bombay. If those who have patronage in their hands will take pains to see that well educated men are preferred for appointments even at the lowest stage, and thereafter to see that their work is brought to notice and fairly estimated, we have little doubt that their progress will be such as to meet all legitimate aspirations. We are satisfied that in some Provinces at least more might have been done than has been done to enlist men of liberal culture in the service of the State; but seeing the impossibility of laying down any rigid rules in such a matter, we confine ourselves to recommending *that the bestowal of patronage in Government appointments be so ordered as to give greater encouragement to high education.* The carrying out of the Recommendation must be left to the personal care of the Heads of the various Departments. By watching to see that it is not set aside by the pressure of those whose interests are opposed to it, they will not only increase the efficiency of the public service, but at the same time do much to raise the estimation in which education is generally held, and so to encourage all private effort to promote it.

447. Provision of varied Occupation for Educated Men.—An indirect aid to the development of private effort in education which is probably even more important, though it is one which the State and its servants can do less to provide, is the opening out of spheres of usefulness beyond the narrow bounds of Government employment. “However large,” says the Despatch of 1854, “the number of appointments under Government may be, the views of the natives of India should be directed to the far wider and more important sphere of usefulness and advantage which a liberal education lays open to them; and such practical benefits arising from improved knowledge should be constantly impressed upon them by those who know their feelings, and have influence or authority to advise or direct their efforts.” The more successfully this is done, the more will private enterprise in education flourish. The habit of looking for employment elsewhere than to Government will help, as it has helped, to form the habit of looking elsewhere than to Government for the means of becoming qualified for such employment. It is true that it is not the State alone that must open out the industries that will gradually increase the complexity of society and

give a more extended choice in determining their walk of life to educated young men. Nor is it the servants of the State alone who must impress on the natives of India "the practical benefits arising from improved knowledge." Others who have influence in native society or upon it, and particularly the heads of privately managed institutions, must play their part. But here, as everywhere in India, it is important that the State and those who represent it should largely take the lead. Every increase that is brought about by any means in the number of occupations requiring culture, and every success that attends the attempt to induce young men to look to other goals of effort than employment under Government, will help to make the people of the country aware of the practical benefits inseparable from education, and so to make them feel that the provision of the means of education, especially education of a more advanced order, rests rather with themselves than with the State. What men feel to possess a natural and intrinsic as distinct from an artificial value they will always make efforts to obtain for themselves, and for those whose interests they have at heart. Something might be contributed towards inducing the state of public opinion in which private effort is thus most likely to thrive, if those who represent the State showed that they honour men who turn a liberal education to advantage in other avocations than Government employment.

548. Elevation of the Profession of Teaching.—Much would be done to create a strong public feeling in favour of education and so to increase private effort in promoting it, by the more effectual carrying out of the wish expressed in the Despatch of 1854 "that the profession of schoolmaster may, for the future, afford inducements to the natives of India such as are held out in other branches of the public service." We hope that not a little will be contributed towards this result by the Recommendations we have already made as to the larger employment of natives of the country as Professors and Inspectors of schools. It may be said that this concerns the mechanism of the Department and not private effort; but private effort must be the fruit of public sentiment, and whatever raises education and educated men in the esteem of the community must tend powerfully, if indirectly, to render individuals and associations more willing to make efforts and sacrifices to provide new facilities for instruction. So far as privately managed institutions are directly concerned, the raising of the profession of schoolmaster is largely a question of the liberality of grants, to which reference has been made already. But it should be observed that the higher the esteem in which education is held, the higher will be the possible rate of fees, and the greater therefore the amount of self-support that aided institutions may attain to. Thus if there be judicious regulations for the reduction of aid along with the increase of fees, such grants as will enable managers to give liberal pay to the teachers in their employ, may be ultimately a gain to the State even in a pecuniary point of view, besides serving to encourage private parties to bear a constantly increasing share of the burden of supplying the means of education. Something will also be done to raise the status of teachers in aided institutions, and so to increase the influence of such institutions and the public opinion in their favour, by carrying into full effect Recommendation No. 8 of Chapter V, which would make employment in them in some degree a step towards entering the public service. Encouragement to Normal schools, which we have recommended in Chapter VII, should also contribute its share to increase the esteem in which the profession of education is held, and thus to evoke a larger amount of private enterprise. Again, the suggestion has been made that the status of the lowest class of schoolmasters might be improved by conferring on them, when circumstances are favourable, some other office, such for example

as that of village postmaster. Many things are in the power of the State and may suggest themselves from time to time, which, though singly unimportant, will together do much to secure greater honour for the profession of teaching. Everything that does so will in the long run bring to the help of the State a larger amount of private effort in providing the means of education.

549. Approval of private Effort to be clearly shown.—Yet another indirect aid which the State and especially the Department may afford to private effort is referred to in the Despatch of 1854 when in laying down the duties of Inspectors it says :—“They should also assist in the establishment of schools by their advice, wherever they may have opportunities of doing so.” The duty is a delicate one. It is also one that officers of the Department cannot be expected to discharge in Provinces where institutions under private managers are not yet looked on as included within the State system or entitled to the regard which their inclusion within it implies. We hope that Recommendation No. 10 of the present Chapter, and the new classification of schools referred to in Recommendation No. 5 of Chapter VII, will contribute to their being so regarded everywhere. It may be feared that hitherto, in some Provinces, when a gap has been seen to exist in the educational system, the tendency of most officers of the Department has been to advise its being filled up not by an aided but by a departmental school. More than one of the witnesses have drawn attention to the fact that while Directors and Inspectors take the initiative in pressing on the establishment of one class of institutions, it has been left to private and uninfluential persons to meet all the difficulties connected with the establishment of the other. The words of the Despatch point to the necessity for the initiative being often taken in the latter as in the former case by those who represent the State in educational affairs, or at least to the necessity of private persons being made thoroughly to feel that any judicious step for extending or improving the means of education will meet with approval from the State. There may be danger of going to the opposite extreme and leaving too strongly the impression that the Department incurs a direct debt of personal obligation to any one who helps to found a school. There may be some danger also of too many schools being set up in special centres. But Inspectors should be picked men, and when once the line of their duty is made clear, they may be trusted to meet such difficulties with wisdom and with tact. Such action on the part of educational officers in helping to establish privately-managed institutions obviously implies that those who have established them should be acknowledged as having done some service to the State. The suggestions of some witnesses that dresses or titles of honour, or seats at durbars, should be given to those who have been forward in promoting privately managed education, may perhaps be crude. Still, such suggestions point plainly to the admitted necessity for making it unmistakeably certain that the establishment and management of independent schools is regarded with warm approval by Government and by all who represent it. It is a corollary too from the interest which should be taken by the Department in independent schools, that greater attention should be given to at least the most prominent of them in the annual Reports on Public Instruction. At present, while pages are given to an account of the condition and achievements of the leading departmental institutions, aided institutions, even if much larger and more important, are dismissed in a few lines or have no notice taken of them at all. Readers of the Reports are certain to infer that in the opinion of the Director and of Government, an aided institution, however large or successful, is comparatively worthless. This may appear a small thing in itself, but it is by many small things of this kind that

public opinion is determined; and without a public opinion that is favourable to private effort in education, it is impossible that it should widely or permanently flourish. It is only right to add that in a few of the annual Reports, prominent and appreciative notice is already taken of privately-managed institutions.

550. Establishment of Universities.—Among other indirect aids to private enterprise in education, the Despatch of 1854 draws prominent attention to the establishment of Universities, not as teaching but as examining bodies. Besides providing for setting up a University at each of the Presidency towns, the Despatch expressed the readiness of Government “to sanction the creation of a University. where a sufficient number of institutions exist, from which properly qualified candidates for degrees could be supplied.” One such additional University has been established in the Punjab, and perhaps the time has come for a further step in the same direction. We have not fully discussed the question, because it seemed doubtful how far it lay within the limits marked out for our enquiries. But we consider it a point worthy of consideration whether a new University for the North-Western Provinces and Oudh and the Central Provinces, should not now be established at Allaha-bad. To increase intellectual activity by bringing the educational forces at work in a wide area to a common centre, and then to give them independent life and direct influence, is a hopeful means of evoking and strengthening private effort.

551. Summary.—These must serve as examples of the methods by which the State may indirectly aid in evoking private enterprise in education. In these and similar ways influences may be quietly set to work which will in course of time make the benefits of education keenly and widely felt. When they are so felt and when the free development of privately managed schools is directly as well as indirectly encouraged to the utmost, it is not unreasonable to hope that even in those Provinces where most advantage has been taken of the far-seeing and generous policy enunciated in 1854, every kind of education will advance with far more rapid strides than it has done as yet. It may be expected to advance far more rapidly than it could possibly do by means of State agency alone, even if all available resources were multiplied many times. The main object is to create a public opinion favourable to education and to the warm encouragement of every varied agency that can be induced to help in the work of instructing, according to their probable requirements in life, the many millions who ought to be at school in India. Few men are able long or steadily to carry on even the most beneficent work, when the mass of those around them are hostile or indifferent. Only when all wise educational efforts are viewed with strong approval by the community at large, will agencies of every varied kind be called forth and maintained on a scale proportionate to the vast necessities of the case. In the present social state of India, it devolves on the State and its officials much more largely than in any European country to awaken, and to guide in the right direction, the public opinion that is thus indispensable for the constantly increasing development of private enterprise in education.

SECTION 12.—*Recapitulation of Recommendations.*

552. In this last section of the Chapter we shall simply recount the Recommendations we have agreed to make. They stand as follows:—

1. That teachers in non-Government institutions be allowed to present

themselves for examination for any grade of certificate required by the grant-in-aid rules without being compelled to attend a Normal school.

2. That in any statement of expenditure required by the grant-in-aid rules from Colleges whose Professors are prevented from receiving fixed salaries by the constitution of the religious societies to which they belong, the expenditure on the maintenance of such Colleges be calculated at the rates current in aided institutions of the same general character.

√ 3. That in schools aided on the results system, variety in the course of instruction be encouraged by grants for special subjects.

√ 4. That greater latitude be given to the managers of aided schools in fixing the course of instruction and the medium through which it is conveyed.

5. That the payment-by-results system be not applied to colleges.

√ 6. That every application for a grant-in-aid receive an official reply, and in case of refusal that the reasons for such refusal be given.

7. That the proximity of a Government or of an aided school be not regarded as of itself a sufficient reason for refusing aid to a non-Government school.

√ 8. That with the object of rendering assistance to schools in the form best suited to the circumstances of each Province and thus to call forth the largest amount of local co-operation, the grant-in-aid rules be revised by the Local Governments in concert with the managers of schools.

9. That, in this revision, the rules be so defined as to avoid any ambiguity as to the amount and duration of the aid to which an institution may be entitled, the conditions of grants for buildings, apparatus, and furniture being clearly stated; and that special reference be had to the complaints that have been made against existing systems, particularly the complaints dwelt upon in this Report.

10. That whilst existing State institutions of the higher order should be maintained in complete efficiency wherever they are necessary, the improvement and extension of institutions under private managers be the principal care of the Department.

11. That, in ordinary circumstances, the further extension of secondary education in any District be left to the operation of the grant-in-aid system, as soon as that District is provided with an efficient high school, Government or other, along with its necessary feeders.

12. That it be a general principle that the grant-in-aid should depend—

(a) on locality, *i.e.*, that larger proportionate grants be given to schools in backward districts;

(b) on the class of institutions, *i.e.*, that greater proportionate aid be given to those in which a large amount of self-support cannot be expected, *e.g.*, girls' schools and schools for lower castes and backward races.

13. That the following be adopted as general principles to regulate the amount of grants-in-aid except in cases in which Recommendations for special aid have been made:—

(a) That no grant be given to an institution which has become self-supporting by means of fees, and which needs no further development to meet the wants of the locality.

(b) That the amount of State aid (exclusive of scholarships from public funds) do not exceed one-half of the entire expenditure on an institution.

(c) That, as a general rule, this maximum rate of aid be given only to girls' schools, primary schools, and Normal Schools.

14. That, with a view to secure the co-operation of Government and non-Government institutions, the managers of the latter be consulted on matters of general educational interest, and that their students be admitted on equal terms to competition for certificates, scholarships, and other public distinctions.

15. That the Government of Bombay be invited to consider the propriety of converting the Dakshina fellowships into University fellowships with definite duties attached to them, to be tenable for a term of years and open to all candidates irrespective of the College in which they have been trained.

16. That in Bengal the payment from the Mohsin Fund of two-thirds of the fees of Muhammadan students, now confined to Government schools, be extended to Muhammadan students of non-Government schools approved by the Department.

17. That grants be paid without delay when they become due according to the rules.

18. That care be taken lest public examinations become the means of practically imposing the same text-books or curriculum on all schools.

19. That the revised rules for grants-in-aid and any subsequent alterations made in them be not merely published in the official gazettes, but translated into the vernacular, and communicated to the press, to the managers of aided and private institutions, and to all who are likely to help in any way in the spread of education.

20. That the further extension of female education be preferentially promoted by affording liberal aid and encouragement to managers who show their personal interest in the work, and only when such agency is not available by the establishment of schools under the management of the Department or of Local or Municipal Boards.

21. That a periodically increasing provision be made in the educational budget of each Province for the expansion of aided institutions.

22. That when any school or class of schools under departmental management is transferred to a Local or Municipal Board the functions of such board be clearly defined, and that as a general rule its powers include (a) the appointment of teachers qualified under the rules of the Département, (b) the reduction or dismissal of such teachers, subject to the approval of the Department, (c) the selection of the standard and course of instruction subject to the control of the Department, and (d) the determination of rates of fees and of the proportion of free students, subject to the general rules in force.

23. That if in any Province the management of Government schools of secondary instruction be transferred either to Municipalities, or to Local Boards, or to Committees appointed by those bodies, encouragement be given to the subsequent transfer of the schools concerned to the management of associations of private persons combining locally with that object, provided they are able to afford adequate guarantees of permanence and efficiency.

24. That when Local and Municipal Boards have the charge of aiding schools, (1) their powers and duties be clearly defined; (2) that it be declared to be an important part of their duty to make provision for the primary education of the children of the poor; (3) that precautions be taken to secure that any assignment to them from public funds for purposes of education be impartially administered; (4) that an appeal against any refusal of aid lie to the Department.

25. That the system of grants-in-aid be based as hitherto, in accordance with paragraph 53 of the Despatch of 1854, on an entire abstinence from interference with the religious instruction conveyed in the institution assisted;

provided that when the only institution of any particular grade existing in any town or village is an institution in which religious instruction forms a part of the ordinary course, it shall be open to parents to withdraw their children from attendance at such instruction without forfeiting any of the benefits of the institution.

26. That a parent be understood to consent to his child's passing through the full curriculum of the school, unless his intention to withdraw him from religious instruction be intimated at the time of the child's first entering the school, or at the beginning of a subsequent term.

27. That in order to evoke and stimulate local co-operation in the transfer to private management of Government institutions for collegiate or secondary instruction, aid at specially liberal rates be offered for a term of years, wherever necessary, to any local body willing to undertake the management of any such institution under adequate guarantees of permanence and efficiency.

28. That in the event of any Government school or college being transferred to local management, provision be also made for the legal transfer to the new managers of all educational endowments, buildings and other property belonging to such institutions in the hands of Government.

29. That in the event of any Government school or college being transferred to local management, the incumbents of offices under Government be secured in the enjoyment of all their existing rights and privileges.

30. That all Directors of Public Instruction aim at the gradual transfer to local native management of Government schools of secondary instruction (including schools attached to first or second-grade colleges), in every case in which the transfer can be effected without lowering the standard, or diminishing the supply, of education, and without endangering the permanence of the institution transferred.

31. That the fact that any school raises more than 60 per cent. of its entire expenditure from fees be taken as affording a presumption that the transfer of such school to local management can be safely effected.

32. That in dealing with the question of the withdrawal of Government from the management of existing colleges, these colleges be regarded as divided into three classes, *viz.*—

- (1) Those from which it is premature for Government to consider the propriety of withdrawal; on the ground that they are, and will long continue to be, the institutions on which the higher education of the country mainly depends.
- (2) Those that might be transferred with advantage, as a measure promising useful political results, to bodies of native gentlemen, provided the new managers give satisfactory guarantees that the college will be maintained (1) permanently, (2) in full efficiency, (3) in such a way as to make it adequate for all the wants of the locality.
- (3) Those which have been shown to be unsuccessful, or of which the cost is out of proportion to the utility, and from which Government might advantageously withdraw even with less stringent guarantees for permanent efficiency. Such colleges should be closed if, after due notice, no local body be formed to carry them on with such a grant-in-aid as the rules provide.

33. That the Government of Madras be requested to consider the propriety of dealing with the second-grade Government colleges of that Province on the

principles applicable to the second or third class as may be deemed advisable in each case, in the light of the recommendations made by the Madras Provincial Committee.

34. That the Government of Bombay be requested to consider the propriety of raising the Ahmedabad College to one teaching up to the B.A. standard, and of securing its full efficiency for a term of years, on the condition that after that period it be treated on the principles applicable to the second class.

35. That the Government of Bengal be requested to consider the propriety of dealing with the Rajshahye and Krishnagar Government colleges on the principles applicable to the second class, and with the Colleges at Berhampur, Midnapur, and Chittagong on the principles applicable to the third class, as suggested by the Bengal Provincial Committee.

36. That the bestowal of patronage in Government appointments be so ordered as to offer greater encouragement to high education.

CHAPTER IX.

EDUCATION OF CLASSES REQUIRING SPECIAL TREATMENT.

553. Introductory.—Our attention has been carefully given to certain special classes of the Indian community. These classes include the opposite poles of society, the Chiefs and nobles at the one extreme, and the aboriginal tribes and low castes at the other. Besides these again are the Musalmans; and, confined to no particular caste or sect, those families whose poverty has practically debarred them from all education. The necessity for treating specially these various classes arises partly from the real difficulties which have hitherto hindered any considerable progress, and, in the case of the aboriginal tribes and low castes, from the wide sympathy which their backward condition and slender opportunities have excited. We shall therefore consider (1) the attitude of the native nobility towards education, and the steps taken to second any willingness shown by them to participate in a reformed system; (2) the special disabilities under which the Musalmans have laboured, or have supposed themselves to labour, and the efforts made to meet their wants; (3) the measures which have been suggested for reclaiming the half-civilised aboriginal tribes which still inhabit the forests and mountains of India; (4) the position of low caste Hindus, with special reference to the proposals which our enquiries have led us to make; (5) the claims of those classes whose penury has prevented their accepting education when offered them.

SECTION 1.—*Native Chiefs and Noblemen.*

554. The Native Nobility.—An expression which has been already used in this Report, “the downward filtration theory,” is generally understood to mean the theory which advocates the spread of higher education among the few in the hope that it will gradually filter down, and result in the education of the masses. The term has, however, been also applied to the theory which regards the education of the higher classes as a necessary preliminary to any influence upon the lower. In this latter sense, the theory has remained a theory. As yet, education has scarcely “touched these mountain tops;” though here and there are instances of Princes and Chiefs who of their own accord, or from the circumstance of their being placed under the tutelage of British officers, have themselves accepted an education after European methods and endeavoured to make it popular among those subject to their influence. That, as a whole, the native aristocracy should have held aloof is not a matter for wonder. In the first place, the inducement which springs from an unsatisfied desire has been almost entirely absent. The native Prince has his own traditional standard of civilization with which as a rule he is satisfied. His horizon hardly extends beyond his own court. His administration is practical in character, and is bounded rather by what his subjects are used to than what is adapted to the progressive needs of western society. The pleasures which satisfied his forefathers satisfy him, and in his national poetry he finds abundant food for his literary tastes. The native noble is the native Prince in small. If his means are ample for his favourite pursuits, he sees no reason why he should labour with a view to some visionary enjoyment. If they are not, it never occurs

to him that books can supply the want. From his boyhood everything about him combines to thrust education into the back-ground. The influence of the *zanana* is generally opposed to any enlightenment. Early marriage brings with it hindrances and distractions. The custom of living far away from the larger centres forbids much interest in matters of general importance. In some cases hereditary instinct leads him to regard education as scarcely better than a disgrace. In others, education would be accepted if made easy to obtain and if free from all hazard of social contamination. In the second place, with the exceptions which we shall presently notice, no measures of any importance have been taken to attract these classes towards our education. Arrangements have, indeed, been made in most Provinces for educating minors under the charge of the District Court or the Court of Wards. From various causes, however, little has resulted from such endeavours; and there does not seem much prospect, within any period to which it is worth while to look forward, that the titled classes generally will allow their sons to associate with the students of our ordinary schools and colleges. This conviction has led to the establishment of certain special colleges, of which one of the earliest suggestions was made in 1869 by Captain Walter, then Political Agent at Bhurtpur. In describing the circumstances under which the Maharaja of that State had been brought up, Captain Walter pointed out that we had not "yet thoroughly fathomed the duty that we owe to our feudatories" in the matter of education. Especially in regard to minors under our charge he exhibited the difficulties of our position and the way in which they might be met. "We require," he said, "a college on an extensive scale, with ample accommodation within its walls for a large number of pupils and the followers (few in number of course) who would accompany them. A complete staff of thoroughly educated English gentlemen, not mere book-worms, but men fond of field sports and out-door exercise, would be necessary, and with these should be associated the *élite* of the native gentlemen belonging to the Educational Department. The pupils, or rather their guardians, the tutors, should be allowed ample funds from the coffers of the State to which they belonged, and the holidays should be spent in constant travel all over the continent of India, with an occasional visit to their homes." Captain Walter's idea commended itself to the Government of India, and the opinion of the Agent to the Governor-General in Central India was asked as to the possibility of carrying out such a scheme. In reply General Daly gave his warm assent, recommended that Indore should have a college of the kind suggested, and on behalf of the Maharaja Holkar promised substantial support. About the same time the Earl of Mayo, in an address to the nobles of Rajputana assembled in *darbar* at Ajmir, "made known his strong desire to establish in that city a college for the education of the sons and relatives of the chiefs, nobles, and principal *thakoors* of Rajputana, and intimated his intention of communicating to the Chiefs the details of the proposed scheme at an early date." This was followed a little later by a communication from the Government of India to the Agent of the Governor-General in Rajputana, explaining the method in which His Excellency the Viceroy thought an endowment fund might be raised, and the lines on which the proposed college might be constituted. If among the nobles a sum of money could be raised by subscription sufficient to defray the cost of teaching, scholarships, and the annual repairs of the college, the Government would engage to erect the necessary buildings. It was suggested that the governing body should consist of a council of European and native gentlemen, and that its members should, in the first instance, be nominated by the Government. Before long an endowment fund of nearly seven lakhs of rupees had been subscribed by the Chiefs, to which the Government promised an equivalent sum. Of the Government grant, four

lakhs were to go to the erection of the college building, and the interest of, the remainder to the salaries of the staff. Government also undertook the erection of residences for the pupils sent in by certain of the States too poor to meet that expense. The first stone of the Government Boarding-House was laid in May 1873, and about the same time other Boarding-Houses whose cost was borne by the Maharajas of Udaipur and Jaipur were also begun. The council, as finally settled, was to consist of all the principal Chiefs of Rajputana and the Political Agents accredited to their States, with the Viceroy as President, and the Agent to the Governor-General in Rajputana as Vice-President. Various hindrances connected with the erection of buildings, the collection of the subscriptions, the settlement of the financial basis, and the formation of the staff of teachers, prevented the opening of the college before the beginning of October 1875. By that date a fair number of pupils had joined, including the Maharaja of Alwar, the brother of the Maharaja of Jodhpur, and the adopted heir of the Maharaj Rana of Jhalawar, together with twelve other pupils sent in by the Maharajas of Jaipur and Jodhpur, and eight Government wards. The attainments of the boys were very limited, few of them having any knowledge of English or much knowledge of even their own vernaculars. Nor, which was more surprising, did they show much interest in out-door games or athletics. Even riding was little cared for; boys from different States would not amalgamate, and the general want of spirit was very marked. But before long the attendance at the play-ground, at first enforced, became voluntary; the riding classes quickly grew popular; and cricket, rounders, and football were played with a zest scarcely less keen than shown at an English school. Considerable progress was also made year by year in the standard of instruction, and English, Sanskrit, Hindi, Persian, Urdu, Arithmetic, Algebra, Euclid, History, and Geography are now among the studies of the College. It is not of course desired to make these young Chiefs great scholars, but to encourage in them a healthy tone and manly habits. To this end the training they receive is admirably adapted, while the College has been particularly fortunate in the gentlemen who have held the office of Principal. If at the outset the Chiefs displayed no great alacrity in sending their relatives, and if some of those sent looked with dislike upon their new phase of life, the experience of the past seven years has almost entirely dissipated the earlier reluctance. At the beginning of last year there were sixty-two pupils in residence from the various States of Alwar, Ajmir, Bikanir, Dholpur, Jaipur, Jhalawar, Kishengarh, Kotah, Mewar, Marwar, Sirohi, and Tonk; and the punctuality with which the pupils returned after the holidays was in marked contrast with the dilatoriness shown in the first few years. All the principal States had erected boarding-houses for their own cadets, and the College building was nearly finished. Similar in character, though upon a smaller scale, is the Rajkumar College in Kathiawar, founded in 1870-71 and now containing thirty-four pupils. The Rajaram College in Kolhapur, the Indore College, the Girasia school at Wadhwan in Kathiawar, and the Talukdari school at Sadra in Gujarat also have special classes for the sons of native Chiefs and large landed proprietors. In Madras and Bengal, there are no separate institutions of this kind. The Canning College at Lucknow has special classes for the sons of talukdars, and the Aligarh College counts several students belonging to the upper classes. Of the immense benefit that has already resulted from the special colleges in existence there can be no doubt, and it is almost equally certain that the system might be considerably extended. We have therefore recommended *that Local Governments be invited to consider the question of establishing special colleges or schools for the sons and relatives of Native Chiefs and Noblemen where such institutions do not now exist.*

SECTION 2.—*Muhammadans.*

555. Early Efforts in the Cause of Muhammadan Education.—When in 1782 the Calcutta Madrasa was founded by Warren Hastings, it was designed “to qualify the Muhammadans of Bengal for the public service.....” and to enable them to compete, on more equal terms, with the Hindus “for employment under Government.” Some fifty years later, after the introduction of English into the course of studies, the Council of Education had to confess that “the endeavour to impart a high order of English education” to the Muhammadan community had completely failed. Forty years later again, “the condition of the Muhammadan population of India “as regards education had of late been frequently pressed upon the attention “of the Government of India.” The Muhammadans were not even then competing on equal terms with the Hindus for employment under Government, nor had the endeavour to impart to them a high order of education been attended by any adequate success. Matters were, no doubt, in a more promising condition than in 1832, and, as regards the general spread of education, in a much more promising condition than in 1792. A considerable proportion of Muhammadans were learning English, a large proportion were in schools of one kind or another. But the higher English education was not cultivated, in any appreciable degree, more extensively than it had been in 1832.

556. Reasons alleged by the Muhammadans for holding aloof from the Education offered in Government Schools.—What the causes were which deterred the Muhammadans from such cultivation was debated even among themselves. While some held that the absence of instruction in the tenets of their faith, and still more the injurious effects of English education in creating a disbelief in religion, were the main obstacles, others, though a small minority, were of opinion that religion had little to do with the question. Some contended that the system of education prevailing in Government schools and colleges corrupted the morals and manners of the pupils, and that for this reason the better classes would not subject their sons to dangerous contact. The small proportion of Muhammadan teachers in Government institutions; the unwillingness of Government educational officers’ to accept the counsel and co-operation of Muhammadans; numerous minor faults in the Departmental system; the comparatively small progress in real learning made by the pupils in Government schools; the practice among the well-to-do Muhammadans of educating their children at home; the indolence and improvidence too common among them; their hereditary love of the profession of arms; the absence of friendly intercourse between Muhammadans and Englishmen; the unwillingness felt by the better born to associate with those lower in the social scale; the poverty nearly general among Muhammadans; the coldness of Government towards the race; the use in Government schools of books whose tone was hostile or scornful towards the Muhammadan religion;—these and a variety of other causes have been put forward at different times by members of the Muhammadan community to account for the scant appreciation which an English education has received at their hands. All such causes may have combined towards a general result, but a candid Muhammadan would probably admit that the most powerful factors are to be found in pride of race, a memory of bygone superiority, religious fears, and a not unnatural attachment to the learning of Islam. But whatever the causes, the fact remained; though the enquiries made in 1871-73 went to prove that except in the matter of the higher education there had been a tendency to exaggerate the backwardness of the Muhammadans.

557. Statistics in 1871-72.—The following Table shows the percentage of Muhammadans to the total population in the six more important Provinces of India, and the percentage of Muhammadans under instruction in schools of which the Department had cognisance to the total number of all classes in such schools. In the former case the percentage is 22·8, in the latter 14·7. It must also be borne in mind that in 1870-71 there were among the 167,711,037 inhabitants of the six Provinces about four millions who belonged to the aboriginal tribes, or semi-Hinduised aborigines, and to other non-Aryans hardly touched by our education. Deducting these, and excluding Native States, the Musalmans form about 25 per cent. of the total population:—

PROVINCES.	Total population.	Muhammadans.	Percentage.	AT SCHOOL.		
				Total.	Muhammadans.	Percentage.
Madras	31,281,177	1,872,214	6	123,689	5,531	4·4
Bombay	16,349,206	2,528,344	15·4	190,153	15,684	8·2
Bengal and Assam	60,467,724	19,553,420	32·3	196,086	28,411	14·4
North-Western Provinces	30,781,204	4,188,751	13·5	162,619	28,990	17·8
Oudh	11,220,232	1,111,290	9·9	48,926	12,417	25·3
Punjab	17,611,498	9,102,488	51·6	68,144	23,783	34·9
TOTAL	167,711,041	38,356,507	22·8	789,617	114,816	14·5

It will be observed that in the North-Western Provinces, and to a much larger extent in Oudh, the proportion of Muhammadan schoolboys to the total number is greater than the proportion of Muhammadans in the population. In the other Provinces it is much less; the population percentage of the Muhammadans in these Provinces taken together, being over 26 and the school percentage under 10.

558. Suggestions made by Government of India to Local Governments.—In addressing the various Local Governments and Administrations, the Government of India in its Resolution No. 300, dated Simla, 7th August 1871, was of opinion;

- (1) That further encouragement should be given to the classical and vernacular languages of the Muhammadans in all Government schools and colleges;
- (2) That in avowedly English schools established in Muhammadan districts, the appointment of qualified Muhammadan English teachers might, with advantage, be encouraged;
- (3) That as in vernacular schools, so in avowedly English schools, assistance might justly be given to Muhammadans by grants-in-aid to create schools of their own;
- (4) That greater encouragement should also be given to the creation of a vernacular literature for the Muhammadans.

559. Measures taken in Madras.—Upon the receipt of the Resolution of the Government of India, the Government of Madras invited the Syndicate of the University to consider whether any steps could be taken by it which would be likely to attract a larger number of Muhammadan under-graduates. In its reply the Syndicate expressed an opinion that “the regulation of the University should not be modified with the view of encouraging a particular section of the population, but that the Musalmans should be treated “in precisely the same manner as all other inhabitants of the Madras “Presidency,” and while deploring the undoubted fact of the Muhammadans being behind the Hindus as regards educational progress, they did not see that any steps could be taken by the University to modify this state of things. The view taken by the Director of Public Instruction was not

more encouraging. He considered that the Department had done all that it could for Muhammadan education, and pointed out that a special concession had been made to Musalman students by exempting them from the new regulations regarding fees. The Government of Madras was, however, convinced that the existing scheme of instruction was framed with too exclusive reference to the requirements of Hindu students, and that Muhammadans were placed at so great a disadvantage that the wonder was, not that the Muhammadan element in the schools was so small, but that it existed at all. The Governor in Council, therefore, issued orders that the Director should, without delay, "take steps with a view to the establishment of elementary schools at Arcot and Ellore, and corresponding classes in the existing schools at the principal centres of the Muhammadan population, such as Trichinopoly, Cuddapah, Kurnool, and perhaps Mangalore, in which instruction will be given in the Hindustani language, and Muhammadan boys may thus acquire such a knowledge of the English language and of the elementary branches of instruction as will qualify them for admission into the higher classes of the Zillah and Provincial schools and other similar institutions." Arrangements were also, without loss of time, to be made for the training of Muhammadan teachers; and instruction in Persian was to be provided in any high school in which there was a sufficient number of Muhammadan students.

560. Results of Measures taken.—Coming to the year 1880-81, we find that the measures taken during the interval and the results obtained were as follows: The special schools maintained by Government were 11 in number, 7 of them being Anglo-vernacular middle schools, and 4 Anglo-vernacular primary schools. Nine schools, Anglo-vernacular or vernacular, were maintained by Municipalities, and of aided schools with a special provision for Musalman pupils there were 4 Anglo-vernacular, and 210 vernacular. Other inducements had also been held out to Musalman students. They were admitted in all schools upon payment of half the usual fees, seven scholarships were specially reserved for Musalman candidates at the University examinations; a special Deputy Inspector of Musalman schools had been appointed; an elementary Normal school had been established at Madras; and the University of Madras still continued to allot to the Arabic and Persian languages at its examinations a maximum of marks considerably larger than that carried by vernacular languages. The combined results of these measures were eminently satisfactory. In place of the 5,531 Musalmans at school in 1870-71; the returns for 1880-81 give 22,075, or 6·7 per cent. of the total number under instruction, while the percentage of Musalmans to the total population of the Presidency is only 6 per cent. The proportion of boys at school to those of a school-going age is for Muhammadans 15·1, for Hindus 13·7. But it is not in numbers only that progress has been made. Taking the results of the middle school examinations we find that the percentage of passed candidates to those examined was, for Brahmans 44, for Hindus not Brahmans, 35, for Muhammadans 41. In the lower University examinations, taking only the percentage of successful candidates to those examined, the results for 1880-81 are equally satisfactory, as the following Table will show:—

CASH.	ENTRANCE.			FIRST ARTS.		
	Examined.	Passed.	Percentage of passed to examined.	Examined.	Passed.	Percentage of passed to examined.
Brahmans	2,150	670	31·2	486	295	60·7
Hindus not Brahmans	1,066	290	27·2	173	86	49·7
Musalmans	71	19	26·8	10	6	60·0

In the Entrance examination, the percentage for Hindus other than Brahmans and for Musalmans is thus practically the same. It must be remembered, however, that the proportion of students to population is about three times as great for Hindus (including Brahmans) as for Musalmans. In the latter case, the percentage of passed candidates is even more favourable to the Musalmans; but the proportion of candidates to population is five times as great for Hindus (including Brahmans) as for Musalmans. Of college education, beyond the first examination in Arts, Muhammadans, speaking generally, do not avail themselves at all, though there is no reason to suppose that the general system of education beyond that standard is not as well suited to the Muhammadans as that below it. The attendance of Musalmans in the various institutions, Government, aided, and unaided, as compared with the total attendance, was in 1881-82 as follows:—

Class of Institutions.	Total Number of Students.	Musalman.	Percentage.
Colleges, English	1,669	30	1.7
„ Oriental	38	...	...
High Schools, English	4,836	117	2.4
Middle „	18,553	723	3.8
„ „ Vernacular	511	2	.4
Primary „ English	63,295	4,973	7.8
„ „ Vernacular	276,983	19,232	6.9
High „ English, Girls'	2	...	...
Middle „ „ „	190	...	...
„ „ Vernacular, Girls'	197	1	.5
Primary „ English „	1,897	...	...
„ „ Vernacular „	18,468	427	2.3
Normal schools for masters	799	42	5.2
„ „ mistresses	157	...	...
TOTAL	387,595	25,547	6.5

561. Measures taken in Bombay.—Though the Musalmans in the Bombay Presidency are reckoned in the census of 1872 at 2,528,344, or 15.4 per cent. of a total population of 16,349,206, no less than 1,354,781 belong to Sind alone. Excluding that Division the percentage falls to 7.1. Of the total number at school, 15,684, or 8.2 per cent., were Musalmans. As in Madras, therefore, the circumstances which called forth the Resolution of the Government of India existed only on a small scale. Sind, no doubt, was in a very backward state, and the feelings of the Musalman community there were strongly against the study of English. Out of a population of 1,354,781, only 10,115 were in schools known to the Department, and of that number, only 3,225, or 31.8 per cent. of the total number at school, were Musalmans, though their proportion to the rest of the inhabitants was as four to one. Looking at the Presidency as a whole, the indifference of the Musalmans was not so much to education generally as to education in its higher branches. This fact had already engaged the attention of the Department; and enquiries which were set on foot some two years before the issue of the Resolution of the Government of India showed that in the Government colleges and English schools of a total of 16,224, the Musalmans numbered 1,499 only. The distribution was as follows:—

In colleges	14
„ high schools	59
„ middle schools	1,426
TOTAL	1,499

“Here,” the Director of Public Instruction remarks, “is the weak point. The Muhammadans avail themselves of our lower schools, but do not rise to the higher schools and colleges. In the list of University graduates there are one Musalman M.A. and two B.A.’s. I think that the reason is to be found not in the poverty of the Muhammadan community (for beggar Brahmans abound in the high school), but in their poverty and depressed social status combined. In this matter the Brahman and Musalman are at opposite poles. Thus we have in Gujarat 10 Brahmans in the colleges and 20 in the high schools for every Musalman, but only 3 Brahmans for every Musalman in the middle class, and not 2 for every Musalman in the lower class schools.” In the Government institutions generally the disproportion of Musalmans to the total number at school was much less than in those aided and inspected. Thus out of 161,283 students in the former, 14,629, or 9·1 per cent., were Musalmans, while the latter had but 968, or 5·2 per cent., of a total of 16,443. The measures taken by the Director, Mr. Peile, to remedy the state of things which his enquiries revealed had reference alike to the higher and the lower grades of education. The University having placed Persian on the list of languages in which examination is held for its degrees, sanction was obtained to the appointment of a Professor of Persian and Arabic in the Elphinstone College, where up to that time it had been impossible, for want of a competent teacher, that those languages should be studied in a scholarly manner. Persian teachers were also appointed in the Elphinstone and Surat High Schools. By the provision of stipends and teachers for Musalmans in the vernacular training college, the foundation was laid of a supply of qualified teachers in vernacular and Musalman schools. In regard to lower education, Mr. Peile pressed upon the Government the necessity of imposing town school-rates for class wants, since the rates then administered by the Education Department belonged almost exclusively to the villages, and the share of the public grant for vernacular education which belonged to the towns was too small to admit of adequate provision for such wants. His representations, though the imposition of these rates was not conceded, at all events secured to Musalman schools a fair share of the vernacular grant. Mr. Peile also drew up a course of Persian instruction for the upper standards in vernacular schools, and for English and high schools. This course was graduated from the beginning up to the matriculation standard, and so arranged as to prepare for the study of Persian as a classic in the Arts Colleges. Later on the number of special Musalman schools was considerably increased, and Musalman Deputy Inspectors were appointed to inspect them. “But the most promising feature in connection with the progress of Musalman education during the past decade” [1871 to 1881] “has been the formation and recognition of a Society known as the Anjuman-i-Islam, which it is hoped will in time establish a net-work of secular schools in Bombay. This Society is so important that it was felt advisable to make special rules for its assistance. At present it receives a fixed subsidy of Rs. 500 a month from Government. By the end of the year 1880-81 the Society’s first school was fairly started. Its Hindustani and Anglo-Hindustani Departments, together with a large class of children reading the Kuran, contained in all 102 pupils. Since then the operations of the Society have been extended.”

562. Results of Measures taken.—In 1871-72 the number of Musalmans at school, according to Mr. Peile’s estimate, was 15,577, or about 8·7 per cent. of the total number at school; in 1881-82 the number had risen to 41,548, or 11·7 per cent. of the total number at school. There were also

in the latter year 22,284 Muhammadan children in indigenous schools, which would raise the percentage to 14·7. The distribution was as follows:—

Class of Institution.	Total number of Students.	Musalmans.	Percentage.
Colleges, English	475	7	1·4
High Schools, English	5,731	118	2·0
Middle " "	14,257	781	5·4
Primary " Vernacular	312,771	39,231	12·5
Middle " English, Girls'	555	2	·3
Primary " Vernacular, "	19,917	1,366	6·8
Normal Schools for Masters	480	42	8·7
" " Mistresses	73	1	1·3
Unaided Indigenous Schools	78,755	22,284	28·2
TOTAL	433,014	63,832	14·7

563. Measures taken in Bengal.—The following Table shows the proportion of Musalmans to Hindus and others in those colleges and schools of Bengal and Assam which in 1871 furnished returns to the Department:—

	Hindus.	Musalmans.	Others.	Total.
Schools	149,717	28,096	15,489	193,302
Arts Colleges	1,199	52	36	1,287
TOTAL	150,916	28,148	15,525	194,589

Thus, while the Musalmans of Bengal were 32·3 per cent. of the total population, their proportion to the total number in schools known to the Department was only 14·4 per cent. "This result," remarks the Director in his Report for 1871-72, "shows that the education of Musalmans demands much careful attention. They have fallen behind the time, and require still the inducements held out forty years ago to the whole community, but of which the Hindus only availed themselves. Such, however, has been the progress of education and the influence of the grant-in-aid system in promoting self-help, that the encouragement which was then considered just and right would now be called downright bribery; still unless the strong inducements in general use forty years ago are held out to Musalmans now, I have little hope of seeing them drawn to our schools." But if the number of Musalmans in the schools generally was greatly out of proportion to the total number in the Presidency, still more conspicuous was the disproportion in the colleges, where out of 1,287 students only 52, or 4·04 per cent., belonged to that race. In regard to University distinctions, the Director remarks:—"During the last five years, out of 3,499 candidates who passed the Entrance examination from these Provinces, 132, or 3·8 per cent. only, were Musal-
mans. They ought to have been ten-fold more numerous. Out of 900 passed for the First Arts in the same period, Musalmans gained only 11, or 1·2 per cent., and out of 429 passes for the B.A., they gained only 5, or 1·1 per cent. Hence, not only the number of Musalmans who pass the Entrance is less than one-tenth what it ought to be, but this painful inferiority steadily increases in the higher examinations. Taking the candidates generally, out of every 100 who pass the Entrance, 26 go on and pass the First Arts, and 12 pass the B.A.; but of every 100 Musalmans who pass the Entrance, only 8 pass the First

“Arts and 3 the B.A.” Various causes, some general and some particular, were assigned by the officers consulted as the obstacles which had barred the progress of education, both higher and lower. Among the general causes assigned by them were the apathy of the Musalman race, their pride, their religious exclusiveness, the love of their own literature among those of them who cared for any education at all, the idea so persistently held that education ought to be a free gift. Among the particular causes, a want of sympathy between Hindu teachers and Musalman pupils, a want of consideration in the arrangements of the Education Department, and, perhaps above all, the depressed condition of the bulk of Bengali Musalmans, Musalmans in the first instance by conversion only and not by descent. In different degrees of efficiency and with varying influence according to locality, these causes combined to account for the backwardness of the race. Many of them were of course beyond any immediate removal. Others were a matter of administration, and with these the Government of Bengal promptly endeavoured to deal.

On the question of establishing special schools for Musalmans, the almost unanimous opinion of those consulted was that, with the schools already in existence, there was no sufficient justification for expending State funds in this direction. The vernacular of the mass of Musalmans in Bengal was known to be Bengali, and the ordinary pathsalas of the country were held to supply the proper means of elementary education. Schools of all classes might be made more attractive by increasing the number of Musalmans throughout the various grades of the Department in Musalman districts; and especially by encouraging Musalmans to qualify themselves for the profession of teaching by a course of training in the Normal schools. In all zila schools it was decided that Urdu and Arabic or Persian should be taught up to the standard of the Entrance examination; and, as a special concession, wherever there was a sufficient demand to justify the supply, there was to be a special class to teach Arabic and Persian after the Musalman fashion. The Persian language had recently been included by the University among the subjects for the F.A. and B.A. Examinations, and this it was expected would have a powerful effect in increasing the number of college students. A new Code of grant-in-aid rules was about to be drawn up, and advantage would be taken of this to offer specially liberal terms to schools managed by Musalmans. These measures for the most part had reference only to lower education. In respect to the higher, the Musalmans of Bengal had a special grievance in the appropriation to English education of a certain endowment originally assigned to the promotion of oriental (Arabic and Persian) learning. Of that endowment, known as the Mahomed Mohsin Trust, some account has already been given in Chapter VI. To remove all cause for complaint, the Lieutenant-Governor at the instance of the Supreme Government, which added a sum of Rs. 50,000 for that purpose to the Provincial assignment for education, declared that the maintenance of the English side of that College should be a charge upon the Provincial funds. It was also decided to devote a portion of the endowment to the oriental side, or Madrasa, and the remainder to the foundation of three new Madrasas, to the establishment of scholarships, and towards the payment of the fee of Musalman students in English colleges and schools. The three Madrasas were established at Dacca, Rajshahye, and Chittagong; and each was placed under an Arabic scholar of repute, assisted by a competent staff of maulavis. It was intended that in each of them the full course of the Calcutta Madrasa should in time be taught; English was to be added to the course wherever the pupils showed a desire to learn that language, and at Dacca a teacher of English was at once appointed. To the payment of scholarships tenable by

Musalman in Madrasas or in English colleges and schools there was allotted the sum of Rs. 9,000, while Rs. 18,000 went to the payment of two-thirds of the fees of Muhammadan pupils in Government colleges and schools outside Calcutta, and also to the payment of maulavis in these schools. At the same time the Calcutta Madrasa was thoroughly reorganised, arrangements were made for the more thorough teaching of the Arabic and Persian languages with a reasonable amount of Muhammadan law; and the salary of the European Principal was raised to Rs. 1,000 a month. A description of the character and status of this Madrasa has been given elsewhere, and it is therefore unnecessary to enter into particulars here. A few years later, a proposal was made to connect the maktab throughout Bengal with the institutions for higher Muhammadan education in Calcutta and the mofussil. The attempt, however, was not successful, and it was abandoned in favour of an opposite policy, which was expressed in the hope that the maktab might be "gradually moulded into true primary schools." Accepting the indigenous schools of the country in the form in which, under the special conditions of locality, they were most popular, the Bengal system endeavoured by the promise of Government support to introduce into the traditional course of study certain subjects of instruction which should bring the schools so aided into some relation, more or less close, with the general system of education in the Province. The object being to encourage natural and spontaneous movement, it followed that if in any locality the existing system had a religious basis, the religious character of the school should be no bar to its receiving aid, provided that it introduced a certain amount of secular instruction into the course. Many hundreds of maktab have in this way been admitted into the primary system of Bengal.

564. Results of Measures taken.—The results of the measures taken at this time are shown, to some extent, by the very considerable increase in the number of Musalman under instruction in 1881-82. Including the Madrasas, in which there were about 1,000 students, the number then stood as follows:—

Class of Institutions.		Total number.	Number of Musalman.	Percentage.
Colleges,	English	2,738	106	3'8
	Oriental	1,089	1,088	99'90
High Schools,	"	43,747	3,831	8'7
Middle	"	37,959	5,032	13'2
Ditto	" Vernacular	56,441	7,735	13'7
Primary	" " Boys'	880,937	217,216	24'6
High Schools,	Girls', English	184	...	...
Middle	" "	340	4	1'1
Ditto	" Vernacular	527	6	1'1
Primary	" ditto	17,452	1,570	8'9
Normal Schools for Masters	. . . . .	1,007	55	5'5
"	" Mistresses	41	...	...
Private Uninspected Schools	. . . . .	57,305	25,244	44'0
TOTAL		1,099,767	261,887	23'8

The last column is important as showing how rapidly the proportion of Musalman students falls in schools of the higher classes. The proportion in colleges is, indeed, even smaller now than it was in 1871 when, as previously stated, 4·04 per cent. were Musalmans. Still, owing to the ready way in which Musalmans have accepted the primary system of instruction there is a very satisfactory increase in the total number of pupils of that race, which has risen from 28,148 in 1871 to 262,108 (including students in technical schools and colleges) in 1882; the proportion of Musalmans being now 23·8 per cent. against 14·4 in 1871. In each of the Madrasas of Hugli, Dacca, Rajshahye and Chittagong the full Arabic course of the Calcutta Madrasa is taught, and in each also instruction in English is given to all pupils who wish it. In the Dacca Madrasa the course in English is carried up to the Entrance standard. Of 1,089 pupils in the six Madrasas, as many as 322 learn English. The privilege of reading at one-third of the ordinary fees has also, by recent orders of the Government of Bengal, been extended to Muhammadan students of any college in Calcutta, whether Government or other. In the case of non-Government colleges, aided and unaided, the amount of the remissions is paid from the Provincial Revenues.

565. Measures taken in the North-Western Provinces.—According to the Director's Report for 1871-72, the proportion of Musalmans to the total number in schools recognised by the Department was 17·8 per cent., and as the proportion of Musalmans to the total population of the Provinces was only 13·5 per cent., it could not be asserted that in regard to education generally they were in a backward state. In the colleges and in the upper classes of the high schools, their numbers were not in the same high proportion, though in the Entrance examination of 1870, 21 out of 175, or 12 per cent., were Musalmans. In the reply made by the Government of the North-Western Provinces to the Resolution of the Government of India, it was maintained that the authorities were doing all that could be reasonably expected for Muhammadan literature and education; and since Persian was in 1871 included among the subjects of the higher University examinations, the Musalmans can hardly complain if they have not taken full advantage of the facilities offered them in respect to the higher as well as the lower education. On the four points of the Resolution *viz.*, the encouragement of the classical and vernacular languages of the Musalmans in all Government schools and colleges, the appointment of Musalman teachers, the assistance of Musalman schools by grants-in-aid, and the encouragement to be given to the creation of a vernacular literature, Mr. Griffith, then officiating as Director, submitted a full and interesting Report. In this he showed that Persian and Arabic held a due place in the colleges and zila schools, that the former was taught in the tahsili and in some of the halkabandi schools, that of 30 Deputy Inspectors 15 were Musalmans, that of the tahsili teachers in the Meerut Circle, where there was the largest proportion of Musalman pupils, 76 were Musalmans against 65 Hindus, that prizes to the value of Rs. 5,000 were annually given to encourage the formation of a vernacular literature, that the better class of Musalman schools already received liberal grants-in-aid, and that the lower or indigenous schools failed to obtain the same assistance only because they resented the visits of Government officials and rejected advice when offered. The unpopularity of Government education with the Musalmans was accounted for on various grounds. Thus "the Musalmans of India object to the study" [of geography] "and think that their children are merely wasting time in acquiring information about countries which they will never see. They think, too, that Urdu, as a language, neither requires nor deserves study by a Musalman, and that Persian

dan religion as interpreted by the majority of those who held it, was to stir up active antagonism. Well aware of this, the Society yet hoped for ultimate triumph. For some time the support they obtained was grudging. Slowly, however, the opposition slackened in the face of the persistent courage of the yet small band of reformers. Men of eminence, like the late Sir Salar Jung, came forward with support valuable not only in its material shape, but in its influence with those to whom a great name was a great security. The personal character of the leaders of the movement vouched for its disinterested aims. Unreasonable fears gave way before a closer view of the dreaded innovation. Some of the fiercest opponents of early days were converted into warm partisans. Princes and Nobles, Musalman and Hindu alike, enrolled themselves as patrons of the project, and offered munificent endowments to the contemplated college. Nor was liberality altogether wanting on the part of Englishmen. The handsome donation of Rs. 10,000 made by the Earl of Northbrook founded a system of scholarships called after his name; and among other benefactors were Lord Stanley of Alderley, the Earl of Lytton, Sir William Muir and Sir John Strachey. Thirteen years have now passed since the Society met to shape its scheme; and it may well be doubted whether the most sanguine of those who then devoted themselves to their task looked forward to the rapid success which they have lived to witness. The noble college now fast rising at Aligarh bids fair to be the rival of the Government colleges in their best characteristics; while in some of the most important principles of education its superiority is manifest. Of the progress already made we have given some account in Chapter VI. But there are features in the constitution of the Aligarh College which deserve further notice. Among the reasons which are said to have deterred the Musalmans from accepting the Government system, we have mentioned the absence of all religious instruction and the scant attention paid to morality and manners. It is here that the Aligarh College asserts its special excellence. Religious instruction is a part of the daily exercise, and places of worship are to be among the college buildings. The pious Musalman, therefore, has no fear that his son will grow up careless of his ancestral faith or ignorant of religious truth. His mind is at rest, also, on the question of morality and good manners. For residence in college is compulsory upon all students coming from a distance, and a healthy discipline varied by healthy amusement preserves much of the influence of home life, while fostering a manliness of character which home life would fail to give. The importance of the college, however, is not confined to the special nature of the education it affords. Politically its influence is great and will be greater; for it is the first expression of independent Musalman effort which the country has witnessed since it came under British rule. The Aligarh Society has indeed set an example which, if followed to any large extent, will solve the problem of national education; and it is difficult to speak in words of too high praise of those whose labours have been so strenuous, or to overrate the value of the ally which the State has gained in the cause of education and advancement.

568. Measures taken in the Punjab.—On the receipt of the Resolution of the Government of India, enquiries were made as to the extent to which the Musalmans of the Province had availed themselves of the education offered them. These enquiries showed that 34·9 per cent. of the total number of pupils under instruction were Musalmans. Taking each class of school separately, the percentage in Government village schools was 38, in higher vernacular schools 30, in middle English schools from 24 to 29, in higher English schools 20, and in Colleges 5. In the Districts east of the river Jhelam the number of Musalman students was almost in exact proportion to the total Musalman population, while in

many of the Districts of the Delhi, Hissar, Ambala and Amritsar Divisions the percentage in schools of all classes 'was considerably above the ratio which the Musalmans bore to the total population. On the other hand, in the Derajat and Peshawar Divisions, where the Musalmans formed more than 90 per cent. of the whole population, their proportion to the total number at schools was only 55 per cent.; and so completely in many parts had education been disregarded by them, that it would be a considerable time before the schools, whether Government or aided, could expect to attract any large number of pupils. Simultaneously with these enquiries, the Government of the Punjab consulted a large number of gentlemen as to the necessity of any special measures, other than those which had already been taken, for the furtherance of education among the Musalmans. Among those consulted were the Members of the Senate of the Punjab University College, and English and Native officers, both Musalman and Hindu. The replies received almost unanimously deprecated any such measures. The Musalman members of the Senate recommended, indeed, a system of special scholarships, and would be glad to see moral and religious instruction given in the Government schools; but they were unanimous in declaring that no religious prejudices existed among the more enlightened classes against the education afforded either in the Government or in the Mission schools, that no change was needed in the course of study, and especially that there should be no restriction upon the study of English. In regard to the establishment of aided schools, the Government of the Punjab pointed out that the matter was very much in the hands of the people themselves; but that if any exertion were made in that direction, it would meet with liberal encouragement from Government, and that in such schools it would be for the managers to provide whatever religious instruction they thought fit. So far as the Musalmans had shown an indifference to the education offered them, that was ascribed by the Government to the disproportionate attention given by them to religious studies, to a preference, as more practical, for the course of study in indigenous schools, and to the impoverishment which was said to have affected most Muhammadan families of note. That, as a class, the Musalmans had been subject to any special disabilities, was emphatically denied; and the conclusion drawn from the general body of evidence went to show that the suggestions made by the Government of India had already been adopted in the Punjab. No special measures, therefore, have since been taken, but the percentage of Musalmans at school has risen since 1871-72 from 34.9 to 38.2, and the increase has been in the higher rather than in the lower class of schools. The following Table gives the statistics for 1881-82:—

Class of Institutions.	Total number of Students.	Musalmana.	Percentage.
Colleges, English	103	13	12.6
" Oriental	122	71	58.1
High schools, English	453	91	20.0
" Vernacular	132	64	48.4
Middle schools, English	2,671	703	26.3
" Vernacular	2,704	935	34.5
Primary schools, English	23,019	7,176	31.1
" Vernacular	70,641	28,378	40.1
Middle schools, Girls', English	8	...	...
Primary	141	2	1.4
" " Vernacular	9,066	4,235	46.7
Normal schools for Masters	220	101	45.9
" " Mistresses	138	59	42.7
Central Training College	58	16	27.5
TOTAL	109,476	41,844	38.2

569. Measures taken in Oudh.—The following Table shows the proportion of Musalmans to the total number at school in 1871-72 :—

Class of Institutions.		Total number of Students.	Musalmans.	Percentage.
GOVERNMENT.	Higher schools, English	2,340	630	27.0
	Middle ditto ditto and Vernacular	7,390	2,732	36.9
	Lower schools, Vernacular	31,525	6,235	19.7
	Female ditto	1,908	1,072	56.1
	Normal ditto	187	71	38.0
AIDED.	College	720	195	27.0
	Higher schools, English	200	37	18.5
	Middle Class, English and Vernacular	3,983	913	24.9
	Lower schools, Vernacular	1,222	200	16.3
	Female schools	451	252	55.8
TOTAL		49,926	12,417	24.8

This Table is, in itself, enough to show that the education of Musalmans in Oudh had not been neglected, and that the Musalmans were far from indifferent to the advantages held out to them. The course of studies, indeed, was Urdu-Persian rather than Hindi-Sanskrit. If any section of the community had cause for complaint, it was the Hindus. But, in reality, they had no grievance; for, Urdu being the language of the Courts, and Government service being to the vast majority alike of Hindus and Musalmans the great incentive to education, the requirements of all were best met by the adoption of Urdu as a medium of instruction. Persian was also taught in the schools, and was a study popular with the better class of Musalmans. For Arabic there seemed to be little or no demand. To know the Koran by heart was, indeed, as in other parts of India, the beginning of wisdom. In most cases it was also the end. Facilities for the study of Arabic as a language were abundantly offered in the Canning College, Lucknow, at which, however, though "situated in a city containing 111,397 Muhammadans, or about 9,000 Muhammadan boys of a school-going age, there are but 144 Musalman students." That number, the Director had no doubt, might be increased by hundreds, perhaps by thousands, by the offer of stipends, or even of daily rations of food. Such students, however, he confessed, would not be attracted by the love of Oriental literature, nor would they continue their studies if more advantageous occupation offered itself. Towards "the creation of a vernacular literature," or, as the Director more accurately puts it, "the provision of a suitable literature" for Musalmans and Hindus, something might be done. But "it seems to me," wrote the Director, "that special machinery for the production of school-books, and for the reward of Native authors, is required. At present no such machinery exists. The Government of India, I believe, are afraid lest the works produced by translators should not be popular and remain unsold. So at present authors can only be encouraged by the purchase of their books, for prizes or special rewards. But there is no machinery even to estimate the value of the books submitted; the books are forwarded to the Director of Public Instruction, and he must, in addition to his other multifarious duties, go over each book presented, and accurately gauge its merits, or he may call upon some of his subordinates as hard-worked as himself to assist in the criticism of books submitted for publication. Moreover, many, nay most, of those who write and adapt books for school use are either not acquainted at all with Western science and art, or at best have but a superficial acquaintance with these subjects. Thus, the books that are printed follow a stereotyped eastern groove, or are unidiomatic and bald versions of some trifling English work. If a special

the Commission, by far the most important is that of the National Muhammadan Association whose head-quarters are at Calcutta. Though having reference on certain points to Bengal alone, the memorial in reality covers nearly the whole ground of Muhammadan grievances, and indicates the methods of redress to which the Musalmans consider themselves entitled. The memorialists begin by setting forth the causes "which have led to "the decadence and ruin of so many Muhammadan families in India." These were principally three. First, the ousting of Persian as the language of official use, and the substitution of English or the vernacular; secondly, the resumption between 1828 and 1846 of the revenue-free grants which under the Muhammadan rule were generally made to men of learning for charitable and pious uses; thirdly, the order passed in 1864 that English alone should be the language of examination for the more coveted appointments in the subordinate civil service. The combination of these causes resulted, according to the Memorialists, in a general impoverishment of the Musalman race, and this impoverishment in its turn has prevented them from obtaining such an education as would fit them for a useful and respectable career. It has been to no purpose, the memorialists urge, that for the "last twenty years the Musalmans have made strenuous "efforts to qualify themselves to enter the lists successfully with the Hindus, for, "with every avenue to public employment already jealously blocked by members "of a different race, it is almost impossible for a Muhammadan candidate to obtain "a footing in any Government office." The various orders, issued from time to time, that a proper regard should be paid to the claims of Musalmans, had practically been inoperative. One reason of this was that undue importance was attached to University education, an education which, until very recently, had not taken root among the Muhammadans, though many of them possessed "as thorough an acquaintance with the English language as any ordinary B.A." This affected the Musalmans both generally as regarded all Government employ, and specially as regarded the subordinate judicial service. Their numerical inferiority in this branch of the administration was ascribed to the decision that no one in Bengal should be appointed a Munsiff unless he was a B.L. of the Calcutta University, to attain which degree it was necessary that the candidate should first have passed the B.A. Examination. Another grievance was the substitution of the Nagari for the Persian character in the Courts of Behar, where, according to the Memorialists, the Hindus were, to all intents and purposes, Musalmans, where the change had proved vexatious to the higher classes, had hindered the administration of justice, had failed to satisfy the advocates of Hindi, and was for various reasons objectionable to all classes. The memorialists, therefore, asked (1) that "in the dispensation of State patronage no regard should be paid to mere University degrees, but the qualifications of the candidates should be judged by an independent standard. It "will not be considered presumptuous on your memorialists' part if they "venture to submit that stamina and force of character are as necessary in the "lower as in the higher walks of life; and these qualities can scarcely be "attested by University examinations": (2) that "separate examinations may "be instituted for appointments to the subordinate judicial service without the "candidates being required to submit to the preliminary condition of passing "the Bachelor of Arts Examination of the Calcutta University:" (3) that since, "owing to the general impoverishment of the Musalman community, "the confiscation of their scholastic foundations, the neglect, ruin and waste "of their charitable endowments," Muhammadan education has "fallen entirely "into the background, similar facilities should be accorded to the Muhammadans as are being offered to the Eurasian community. They are fairly "entitled to ask that the large funds appertaining to the various endowments "which still exist under the control and direction of the Government

“ should be scrupulously and religiously applied to promote Muhammadan education;” (4) that “ the order substituting the Nagari character for the Persian in the Behar Courts should be withdrawn;” (5) “ that a special Commission should be assembled to examine the whole question of Musalman education, and to devise a practical scheme for the purpose.”

572. Opinions of the Local Governments on the Memorial.—This memorial was circulated by the Government of India to the various Local Governments and Administrations. Their replies we shall endeavour to summarise; and, as the memorial has special reference to Bengal, it will be more convenient to take that Province first.

573. Reply from Bengal.—In respect to the resumption laws, “ on the harshness of which the memorialists had dwelt at length, it seems to the Lieutenant-Governor that there has been a great deal of very ill-informed declamation ... ; vague statements regarding their disastrous effects are met by statements equally vague regarding their necessity and the general fairness with which they were conducted. Mr. Rivers Thompson is not prepared to deny that possibly in many cases (and, obviously, the action of Government would most seriously affect Muhammadan holders of land) the assessments of revenue on land previously held rent-free may have entailed losses both in position and wealth; but the statements of writers who maintain that these proceedings entailed wholesale ruin on the Muhammadan community in general, and the scholastic classes in particular, cannot be suffered to pass without remark. Such statements admit of no proof. They are unsupported by the history either of the origin or of the progress of the resumption proceedings themselves. These proceedings originated chiefly in the misconduct of the native official classes in the early days of British rule. Before the transfer of the sovereignty of Bengal and Behar to the East India Company in 1765, the revenue collector under the Moghul Sovereigns used occasionally to alienate lands in the shape of endowments and rent-free grants. They had, of course, no authority to do this, the ruling power alone being competent to grant away its share in the produce of the land; but it is on good authority believed that these alienations were few in number and limited in extent before the accession to sovereignty of the East India Company. During the first few years of the Company’s administration, however, such invalid grants increased enormously. . . . There can be as little doubt, under the circumstances of the case, that they were due, not to any praiseworthy intention of supporting religion or promoting learning, but to purely selfish motives of personal gain.” Mr. Rivers Thompson then goes on to show that the Government, though repeatedly asserting its right and declaring its intention to assess revenue on these alienated lands, abstained from making good its claim until compelled by financial pressure. It had been asserted by a writer in the *Nineteenth Century*, and repeated in the memorial, that the harshness of the resumption proceedings had left behind a legacy of bitterness, had entailed widespread ruin on the Musalman gentry, and had destroyed the Muhammadan educational system. But, the Lieutenant-Governor continued, “ no details in support of their statement were furnished at the time, and the author of the article in question has since confessed himself unable to supply the omission. Desirous of ascertaining whether official records lent colour to the writer’s assertions, the Lieutenant-Governor consulted the Board of Revenue, who have reported that the assertions in question admit of no verification from the revenue records of Government The fact is always either forgotten or ignored that the result of even the harshest resumption case was not the dispossession of the holder, but the assessment of revenue on his holding,

“and even that in no case at more than half the prevailing rates. . . .”
“The holders of rent-free grants possessing titles from the former rulers of the country were, of course, exempted from the operation of the law.” The Lieutenant-Governor concludes by showing that “if the provisions of the resumption laws were thus tempered in the case of the holders of large grants, the procedure was, so far as the Government was concerned, even more lenient in that of petty lakhirajdars” . . . ; that the Musalmans were not treated with exceptional rigour, and that if irretrievable injury was done to Muhammadan progress by the operation of these laws, “the enquiry naturally suggests itself why Hindus, equally subjected to the same laws, have survived their effects.” On the subject of the supersession of Persian by vernacular tongues in official business, the Lieutenant-Governor did not think it necessary to comment at length. The memorialists had admitted that the measure had been successful, while the statement that this success had been purchased at the expense of the impoverishment of the middle class of Muhammadans was supported by no proof, and was, on the face of it, incredible, being tantamount to the assertion that thirty millions of people had been impoverished because at the very outside some few hundreds of subordinate officials were thrown out of employment. That the Muhammadans of Bengal had fallen behind in the race and yielded place to the Hindus was true; but this was due to failure on their part to take advantage of the opportunities afforded impartially to all subjects of the British Government. The memorialists had stated that at the dawn of the new order of things the Musalmans had “naturally stood aloof” from the English education offered them. The words quoted were significant, and told of religious repugnance to make terms with modern thought. That the memorialists should, on the one hand, blame the Government for not providing special facilities for instruction in English, while on the other asserting that the Musalmans “naturally stood aloof” was a manifest inconsistency. The grievances of a more specific character advanced in the memorial were two, namely, that University qualifications, which necessarily imply acquaintance with English, are now held essential for admission to the Bench and Bar, and that Urdu had been superseded by Hindi as the official language in Behar. On the former point, while agreeing with the High Court that a knowledge of English was, for a variety of reasons, an indispensable requirement, the Lieutenant-Governor held that for candidates for pleaderships and posts in the Subordinate Judicial system a University degree was not absolutely necessary. Some independent system might, he thought, be devised, to test the legal knowledge of the candidates. Proposals were already under consideration for the establishment of examinations for admission to the subordinate services, and, with necessary changes, examinations for pleaderships might be included in the plan. To the objections against the introduction of Hindi as the official language of Behar, the Lieutenant-Governor considered that a sufficient answer had been given in the success with which the change had been effected. The outcry against it was “far louder among the Muhammadans, who are not affected by the change, than among the supposed sufferers. The change is the logical sequence of that exclusively Hindi teaching which has prevailed for nearly ten years with such marked success in all the primary patshalas and vernacular schools of Behar, in the very institutions, that is to say, from which the subordinate official classes, in whose behalf alone this outcry is raised, are fed. To give effect to the wishes of the National Muhammadan Association, therefore, on this point, it would be necessary to reverse the existing and approved policy of popular education in these Provinces—a course which the memorialists themselves would hardly advocate.” The question of affording special facilities for Musalman education, more particularly by the establishment in Calcutta

of an English college, had for several years been urged upon, and considered by, the Government. It had not, however, appeared until very lately that this particular measure would tend to promote the permanent interests of the Musalmans, but the views of that section of the community now seemed to point very definitely in this direction, and "the elevation of "the Calcutta Madrasa to the status of a college" would be "a legitimate "concession to the reasonable demands of those interested in it." Moreover, the Lieutenant-Governor was convinced by personal observation that neither from an educational nor from a political point of view, was it advisable any longer to maintain the Madrasas established some few years ago at Chittagong, Dacca, Rajshahye and Hugli. The funds on which they subsist might usefully be devoted to the support of a Muhammadan College in Calcutta; such an appropriation would be hailed with satisfaction by all intelligent Musalmans, and the Lieutenant-Governor "would be glad to learn that any action taken in "this direction would meet with the approval of His Excellency the Viceroy "in Council." As to the Muhammadan educational endowments, to which the memorialists referred, the Lieutenant-Governor had every reason to believe that they were administered with due care. For the special Commission asked for by the memorialists, the Lieutenant-Governor saw no necessity.

574. Memorandum on the Memorial.—Before passing on to the replies of the other Local Governments, it will be well to notice here a memorandum on the memorial presented by the Nawab Abdool Luteef, Khan Bahadoor, who for many years has taken an active interest in matters affecting the education of the community to which he belongs. This gentleman demurs to the memorial "being accepted as the exponent of the views of the Muhammadan "community," and criticises it on several important points. Though glad that "the decadence of a community once renowned for all that constitutes a "great nation" had once more been brought prominently to notice, he regrets "that this condition is unwisely attributed solely to the action of the British "Government, and not to acts of omission and commission on the part of the "Muhammadans themselves, and, to a great extent, to causes beyond the control "of both the Government and the Muhammadans." He points out that when, as one of the necessary results of the change of political supremacy, the vernaculars took the place of Persian in official business, the Musalmans of Bengal neglected Bengali no less than English, and so shut themselves out from the various appointments in which a knowledge of English is not required. Their neglect of English, which was the chief obstacle to their advancement, was, in a considerable measure, due to the feeling that a Muhammadan "who "desires to be respected in society must be a good Persian scholar and possessed "of at least some knowledge of Arabic." This had burdened them in the race with Hindu competitors. The comparatively small importance attached to Persian in the Government system of education had rendered those who followed it "unfit for harmonising with the orthodox classes of the Muhammadan "community, who ascribed to English education the social defects due entirely "to the absence of a Persian education; moreover, the habits and natures of these "young men have created a strong prejudice against English education in "general." The poverty of the Musalmans, due to the loss of power and patronage and to "the inability of the Muhammadans to recognise the full force "and effect of the said alteration of political power in the country," had in a large number of cases put an English education out of the question. This difficulty had, however, in Bengal been removed to a considerable extent by the recent "action of the Bengal Government in sanctioning the payment (from the "Mohsiniah funds) of two-thirds of the fees of the Muhammadan students who "might pursue their higher studies in any college." The numerical inferiority

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of the Musulmans in Government employ was not a trustworthy test, for the memorialists had overlooked "the circumstance that as regards Bengal, where "the Muhammadans are most numerous, the mass of the Muhammadan population consists of cultivators among some millions of Brahmins and Kayasthas, "who, from time immemorial, have enjoyed a superior system of education and, "in consequence, a passport to public offices." The Nawab was opposed to the suggestion in the memorial that in the dispensation of State patronage no regard should be paid to mere University degrees. More especially in regard to admission to the High Court Bar, he would not relax the present rule, though for pleaders in the District Courts a less severe examination might be accepted. If, as was asserted, the Musalmans were "handicapped "in consequence of a defective acquaintance with the vernacular language "and accounts," this might be remedied "by insisting on more attention being "paid to these subjects in primary and secondary schools resorted to by "Muhammadans, and also by providing a system of apprenticeship in Govern- "ment offices, whereby the candidates of all nationalities might be trained to "the discharge of the duties appertaining to the posts to which they may "aspire." For a special Commission the Nawab saw no necessity, since the Government was already in possession of ample information at least in regard to Bengal. In dealing with the question of Muhammadan endowments for education, the Government was bound, "as much in the interests of education "as of religious neutrality, to act in harmony with the views of the "majority of the Muhammadans, and to respect their religious feelings." To abolish the present Madrasahs and devote the funds to the support of an English college for Musalmans would, in the opinion of the Nawab, be impolitic; and he would, therefore, earnestly suggest that the cost of the college classes in the Calcutta Madrasah should be met from Provincial Funds. The importance of maintaining institutions for the cultivation of the higher Oriental learning was, both politically and intellectually, very great. On this subject the Nawab dwelt at considerable length and in much detail. His opinions, he stated, were entirely opposed to those of gentlemen of the advanced school, but he was "addressing an enlightened and parental Government, one that is always dis- "posed to respect the cherished feelings and revered institutions of its subjects, "and I feel no apprehension as to the result of my appeal."

575. Reply from Madras.—The replies from the other Provinces may be more briefly summarised. In Madras the wants of the Musalmans were fairly provided for, and this class was more favoured than even the Eurasians. In most parts of the Province the Musalman population was so intimately connected with the Hindu community that, except in the elementary stage, it was better that boys of both races should pursue their studies side by side; not only because such a system facilitated their acquisition of the English language and of knowledge generally, but on account of the advantages of such a scheme. It would be very undesirable to adopt or extend measures likely to have a retarding effect on the process of race approximation, which had already softened the antagonistic feelings between the two communities. During the last two years there had not been a single application from any Musalman body for the establishment of a special school. The Musalmans of Madras could not generally be described as impoverished, their scholastic endowments had not been confiscated, nor had their charitable endowments been ruined and wasted. The system of instruction pursued seemed to be wholly in accord with the views of the memorialists, and there were no circumstances in the Madras Presidency which appeared to call for the appointment of a special Commission.

576. Reply from Bombay.—As in Madras, the proportion of Musalmans in Bombay is very small, and the circumstances and history of the Presidency are “so totally different from those of the Eastern Provinces of the Mogul Emperors of Delhi, to which the memorialists refer, that no comparison can be made between them, and the memorialists’ remarks are, for this reason, quite inappropriate as applied to Western India generally.” There “the British succeeded Hindu rulers, not Muhammadan, and certainly the Muhammadan chances of employment now are better than they were in the days of Hindu dynasties. Sind, of course, was an exception; the dynasty that was overthrown was Muhammadan, but it was foreign, and was supported entirely by foreign chiefs, to whom large grants of land were made to enable them to keep up troops. Even, however, under these rulers a very large part of the State business was in the hands of the Hindu amils who ... performed almost all the clerical duties in the time of the Mirs.” On the subject of the needs and claims of the Musalman community, the Musalmans of Bombay would scarcely endorse the plea of helplessness made by the Calcutta memorialists. If the number in Government employ was small, the reason was to be found, not in any disinclination on the part of those who exercised patronage to enrol Musalmans, nor again in the overpowering influence of Hindu advisers and subordinates, for the Government was well aware of the administrative advantage of associating men of different races in every department of public business; but to the unwillingness of the Musalman mind to submit to the educational tests which qualified for entrance into the public service. There was, however, no reason for believing that the Musalmans would continue to hold aloof from the present system, and it would be to their lasting prejudice if they were encouraged to do so by rules permitting them to enter the public service on easier terms than their Hindu and Parsi fellow-subjects. It was represented that the anxiety of the Government of Bombay to induce the Musalman community to educate itself had been shown by special encouragements, and the disabilities of which the memorialists complained in regard to admission to the subordinate judicial service did not exist in Bombay. In Sind, the only Province of the Presidency in which the Musalman population was large, the inclination was perhaps to give them a preference hardly justified by their qualifications. By the Education Department special schools and classes had been opened wherever Musalmans could be persuaded to attend, and Musalman Deputy Inspectors had been appointed to inspect those schools. There was, however, still a considerable amount of apathy among the race, and it was difficult to rouse them to any desire for learning.

577. Reply from the North-Western Provinces and Oudh.—Upon enquiries being made as to the proportion of Musalmans to Hindus in these Provinces, it was found that they were as 13·25 to 86·75. Of literate persons in the whole male population the proportion was 5·74 per cent., that of the Musalmans being 4·41 against 5·05 amongst the Hindus. Of 54,130 native officials 35,302 were Hindus and 18,828 Musalmans, or 65·22 per cent. of the former and 34·78 of the latter. The allegation, therefore, of the memorialists as to the exclusion of Musalmans from a fair share of Government patronage did not apply to these Provinces. Of the better-paid appointments, such as Deputy Collectorships, the Musalmans had in many years held an actual majority, and always a share out of all proportion to their total population. In 1882 there were 95 Musalmans against 76 Hindu tahsildars; while of 84 Subordinate Judges and Munsiffs 47 were Musalmans and only 37 Hindus. Of 57 Subordinate Judges and Munsiffs appointed since 1866, twenty-nine were Muhammadans, and of Munsiffs appointed during the five years ending the 31st March 1882, twelve were Musalmans and only ten Hindus. There was nothing in the rules in force as to the quali-

fications demanded for those appointments which, in the opinion of the High Court, unfavourably affected Musalmans. Upon the question of relaxing or altering the present educational tests, the opinions of the officers consulted were unanimously in the negative; "while the fact that out of the male "Muhammadan population the proportion under instruction is 2.18 per cent., "against 1.33 among the Hindus and 1.48 per cent. in the whole male population, may be taken to indicate that the Muhammadans, on the whole, "take no less advantage of the existing system of public education than the "Hindus." There were no Musalman endowments, charitable or scholastic, which had been wasted or confiscated. It was questionable whether the best interests of the Musalmans would be served by special provision for their education. "But the Government of these Provinces has always shown an "earnest desire to aid and encourage real education among the Muhammadans; "and any movement among the Muhammadans towards this end has received, "and will receive, substantial support, upon the general principles laid down "for the State co-operation. The liberal support given to the Aligarh College "was an instance in point."

578. Reply from the Punjab.—According to the last Punjab Civil List the appointments held by the Hindu and Muhammadan officials of the higher classes in the Punjab were distributed as follows:—

Appointments.	Muhammadans.	Hindus.
Extra Assistant Commissioners	54	38
Tahsildars	50	72
Munsiffs	28	46
Superintendents of Settlement	9	15
Total Administrative and Judicial appointments	141	171
Executive and Assistant Engineers, Public Works Department	2	18
Assistant Surgeons	13	52
Professors and Headmasters, Educational Department	4	22
Forest Rangers, Forest Department	8	9
GRAND TOTAL	168	272

Thus, in the highest appointments which are open to natives, and for which no examination test is required, the Musalmans were in excess of the Hindus; in the next class, in which the fitness of candidates is to a certain extent tested by examination, the Musalmans, though less numerous than the Hindus, held a considerable proportion of the appointments; while in those which require a special and technical education, the Musalmans formed only an insignificant minority. In open professions the smallness of their numbers was even more striking; and if the energy displayed respectively by Hindus and Musalmans in the scientific and legal professions were taken as a test of their respective fitness, it would appear that the Government, so far from being behind-hand in affording to Musalman opportunities to distinguish themselves as servants of the State, had in reality bestowed upon them an undue share of its patronage. The failure of the Musalmans to secure high appointments in the Education Department was owing to their want of knowledge of English. But there was no rule in the Punjab demanding a knowledge of that language as a qualification for the post of Extra Assistant Commissioner, Tahsildar, or Munsif; and this fact had contributed in a large measure to swell the share of such appointments held by Musalmans.

The Lieutenant-Governor saw no need for a Commission such as that

advocated in the memorial. Most of the arguments there used had been met by anticipation in measures already devised; by result grants-in-aid, by throwing open the University scholarships to vernacular as to other students, by a scheme for the award of open scholarships to boys distinguishing themselves in the Primary and Middle School Examinations, and by other measures detailed in the last review of education in the Punjab. As to endowments the only one of importance was that of the Itimad-ud-daula Fund at Delhi, and this was managed by a Committee composed mainly of native gentlemen, presided over by the Commissioner of the Division. "The general conclusion which the Lieutenant-Governor would draw, after a full consideration of the prayers of the memorialists, is that the Muhammadan community, and not the Government, is responsible for the state of things depicted in the memorial . . . It is not for the Government to confer special privileges upon any one class of its subjects when they have failed to avail themselves of the opportunities freely offered to all." The Anjuman-i-Islamiya, Lahore, to whom the memorial was sent for an expression of their opinion, while admitting that in many ways the Musalmans had themselves to thank for the backwardness in education, were at one with the memorialists on several points. Thus, they maintained that "with every avenue to public employment already jealously blocked up by members of a different race, it is almost impossible for a Muhammadan candidate to obtain a footing in any Government office;" they supported the allegation that in the dispensation of State patronage impartiality had not been observed, and complained that due provision had not been made for Musalman graduates and under-graduates; they asserted that the community had suffered considerably from the resumption proceedings, though these came into operation about a century before the British took possession of the country, that the poverty of the Musalmans was even greater in the Punjab than in Bengal, and that this poverty obliged them to take their sons away from school at an early age; they considered that the condition of the Musalmans justified measures similar to those adopted in behalf of the Eurasians; they trusted that no such change of Hindi for Urdu as had taken place in Behar would be permitted in the Punjab, though interested persons were pressing for such a measure; and they were of opinion that the special Commission for which the memorialists prayed was one which should be appointed.

579. Replies from the other Provinces.—In the Central Provinces the number of Musalmans is very small, but the proportion of them in Government employ is reported to be ten times as great as that of the Hindus, and the share of judicial offices held by them to bear a still larger ratio to their numbers. In the schools, while the Hindus are only 3·46 per cent., the Musalmans are 8·35. No academical degree is required for admission to the bar, that admission being determined by a local examination. In Assam the Musalmans are reported to be by no means impoverished; they have received as large a share of Government patronage as they are entitled to, and in the eyes of most officers, if two persons, a Hindu and a Muhammadan, having equal qualifications, are candidates for the same office, it is, on the whole, an advantage to be a Muhammadan. That they are backward in point of education is, no doubt, true; but every facility is afforded them, and special encouragements have of late been held out to them. What is wanting is the desire to profit by these facilities, and the grant of any concession such as the memorialists ask for would probably check the growth of such desire. In the Haidarabad Assigned Districts, the Musalmans are said to hold their full share of the higher appointments; while in the schools their proportion is stated to be larger than that of Hindus. The demand for a knowledge of English from candidates for public service has perhaps to some extent affected the Musalmans injuriously; but English is

spreading so fast that in a few years it will be quite an exception for any one of the classes that seek Government employ not to possess it. The position of Musalmans generally has been improving of late years. Coorg has only 12,541 Musalmans, the majority of whom are engaged in trade, agriculture, and menial service. They evince but little desire to learn English, though special schools for their benefit are supported by the administration.

580. Conclusions and Recommendations of the Commission.—In the foregoing pages, we have preferred to reproduce the statements made with regard to the condition of the Muhammadans in the several Provinces, rather than to attempt generalisations of our own. The wide differences in the circumstances of the Musalmans in the three Presidencies render such an attempt hazardous. But apart from the social and historical conditions of the Muhammadan community in India, there are causes of a strictly educational character which heavily weight it in the race of life. The teaching of the mosque must precede the lessons of the school. The one object of a young Hindu is to obtain an education which will fit him for an official or a professional career. But before the young Muhammadan is allowed to turn his thoughts to secular instruction, he must commonly pass some years in going through a course of sacred learning. The Muhammadan boy, therefore, enters school later than the Hindu. In the second place, he very often leaves school at an earlier age. The Muhammadan parent belonging to the better classes is usually poorer than the Hindu parent in a corresponding social position. He cannot afford to give his son so complete an education. In the third place, irrespectively of his worldly means, the Muhammadan parent often chooses for his son while at school an education which will secure for him an honoured place among the learned of his own community, rather than one which will command a success in the modern professions or in official life. The years which the young Hindu gives to English and Mathematics in a public school, the young Muhammadan devotes in a Madrasa to Arabic and the Law and Theology of Islam. When such an education is completed, it is to the vocation of a man of learning, rather than to the more profitable professions, that the thoughts of a promising Muhammadan youth naturally turn. The above are the three principal causes of an educational character which retard the prosperity of the Musalmans. It would be beyond the province of a strictly Educational Report to attempt generalisations based upon the social or historical conditions which affect the Muhammadan community in India.

The Recommendations we proceed to make have been framed, we believe, not merely with a regard to justice, but with a leaning towards generosity. They are based not more upon the suggestions contained in the Provincial Reports than upon the evidence of witnesses and the representations of public bodies. They deal, we think, with every form of complaint that is grounded in fact, and they contemplate the various circumstances of various localities. Few of them, indeed, are of general application; many of them, we trust, will before long be rendered obsolete. Special encouragement to any class is in itself an evil; and it will be a sore reproach to the Musalmans if the pride they have shown in other matters does not stir them up to a course of honourable activity; to a determination that whatever their backwardness in the past, they will not suffer themselves to be outstripped in the future; to a conviction that self-help and self-sacrifice are at once nobler principles of conduct and surer paths to worldly success than sectarian reserve or the hope of exceptional indulgence. We have spoken of the causes; we here accept the fact that, at all events in many parts of the country, the Musalmans have fallen behind the rest of the population; we therefore recommend (1) *that the special encour-*

agement of Muhammadan education be regarded as a legitimate charge on Local, on Municipal, and on Provincial Funds. The Muhammadan indigenous schools which are found in all parts of the country are established on a purely religious basis and in most cases impart an education of the most elementary character. In order to encourage a wider utility, we recommend (2) that indigenous Muhammadan schools be liberally encouraged to add purely secular subjects to their course of instruction. As the instruction given in Muhammadan primary schools differs considerably from that in the ordinary primary schools, we recommend (3) that special standards for Muhammadan primary schools be prescribed. In regard to the medium of instruction in primary and middle schools, it appears that even in places where Hindustani is not the vernacular of the people, Muhammadans earnestly desire that their children should be educated in that language, and we therefore recommend (4) that Hindustani be the principal medium for imparting instruction to Muhammadans in primary and middle schools, except in localities where the Muhammadan community desire that some other language be adopted. In order that Muhammadans may be enabled to qualify for the lower grades of the public service, we recommend (5) that the official vernacular, in places where it is not Hindustani, be added as a voluntary subject to the curriculum of primary and middle schools for Muhammadans maintained from public funds; and that arithmetic and accounts be taught through the medium of that vernacular. To meet the complaint made in some parts of the country that due encouragement is not given to the language and literature of the Muhammadans, and that this circumstance has operated as one of the causes which have kept that community aloof from the Government system of education, we recommend (6) that in localities where Muhammadans form a fair proportion of the population, provision be made in middle and high schools maintained from public funds for imparting instruction in the Hindustani and Persian languages. It has been found that whilst Muhammadans in many places form a fair proportion of the students learning English, their number decreases as the standard of instruction rises; we therefore recommend (7) that higher English education for Muhammadans, being the kind of education in which that community needs special help, be liberally encouraged. It has been submitted with much force that the poverty of the Muhammadans is also one of the main reasons why education has not made satisfactory progress in that community; we therefore recommend (8) that where necessary a graduated system of special scholarships for Muhammadans be established; to be awarded (a) in primary schools, and tenable in middle schools; (b) in middle schools, and tenable in high schools; (c) on the results of the Matriculation and First Arts examinations, and tenable in colleges: also (9) that in all classes of schools maintained from public funds a certain proportion of free studentships be expressly reserved for Muhammadan students. Complaints having been made that Muhammadan educational endowments have not always been applied to their proper uses, we recommend (10) that in places where educational endowments for the benefit of Muhammadans exist and are under the management of Government, the funds arising from such endowments be devoted to the advancement of education among Muhammadans exclusively. And further, in order that Muhammadan educational endowments may be utilised to the utmost, we recommend (11) that where Muhammadan endowments exist, and are under the management of private individuals or bodies, inducements by liberal grants-in-aid be offered to them to establish English-teaching schools or colleges on the grant-in-aid system. The employment of Muhammadans as teachers and inspecting officers among Muhammadans will in our opinion largely tend to popularise education among that community and enable the Department to

understand the special needs and wishes of the Muhammadans; we therefore recommend (12) *that, where necessary, Normal schools or classes for the training of Muhammadan teachers be established*; (13) *that wherever instruction is given in Muhammadan schools through the medium of Hindustani, endeavours be made to secure, as far as possible, Muhammadan teachers to give such instruction*; and (14) *that Muhammadan inspecting officers be employed more largely than hitherto for the inspection of primary schools for Muhammadans*. Another useful means of spreading knowledge among the Muhammadans will be the recognition and encouragement by the State of such associations as the Anjuman-i-Islam in Bombay and the Anjuman-i-Islamiya in Lahore; we therefore recommend (15) *that associations for the promotion of Muhammadan education be recognised and encouraged*. In order to secure the continuous attention of the Education Department to the subject of Muhammadan education and to prevent the claims of the Muhammadans for special treatment from being overlooked, we recommend (16) *that in the annual Reports on Public Instruction a special section be devoted to Muhammadan education*. In certain Provinces the backwardness of the Muhammadans in education has prevented them from obtaining any considerable share of appointments in the public service. But it has also been made a subject of complaint that even in places where qualified Muhammadans are available, their services are not duly utilised by Government officers: we therefore recommend (17) *that the attention of Local Governments be invited to the question of the proportion in which patronage is distributed among educated Muhammadans and others*.

581. Application of Recommendations regarding Muhammadans to other Races.—We have so far been dealing exclusively with the case of Muhammadans, but we do not overlook the fact that there may be other races in India whose claims to special treatment are based upon circumstances similar to those of the Muhammadans. Such races deserve the same consideration which our Recommendations are intended to secure for the more important and numerous class of society whose condition has been reviewed. The Raja of Bhangra has pleaded the cause of the Rajputs, and the claims of other races may hereafter be put forward. Such claims can only be fully considered by the local Governments, who will be in a position to weigh the advantages and disadvantages of special treatment. In order that the matter may not be overlooked, we recommend that the *principles embodied in the Recommendations given above be equally applicable to any other races with similar antecedents, whose education is on the same level with that of Muhammadans*.

SECTION 3.—*The Aboriginal Races.*

582. The aboriginal Tribes of India.—The term “aborigines,” by which a large section of Indian society is known, is but a loose and indefinite expression for distinguishing those races which have not adopted the civilisations or the creeds of the higher races inhabiting India. In a few Districts they form the mass of the population. Elsewhere they consist of small isolated communities dwelling in the midst of more civilised races. Their numbers cannot be exactly stated. Those who have descended from the hills, or have exchanged their forest-home for the villages of the plain, have not always been separated in the census returns from the other classes of rural society with whom they live intermixed, and no very exact line of demarcation can be drawn between them and their Hindu neighbours. In the course of a hundred generations the various Indian communities have been largely influenced by Aryan beliefs and customs. It is only those descendants of the earlier tribes who, from one cause or another, have not submitted to the influences of Aryan

civilisation, that in the present Chapter are treated as aboriginal races. These can easily be distinguished from the Hinduised population; while between the aborigines, who have become partially affected by Hindu custom and feeling, and the Hindus, there is a gradual shading off which renders it difficult to determine according to any principles of classification whether the classes referred to should be placed on this or on the other side of the dividing line. It is estimated that the races of India that are more or less aboriginal in character, exceed forty millions; but the adoption of the stricter principle of classification, which has been followed in the last census, gives a population of only $6\frac{1}{2}$ millions of aborigines in India. Even this calculation has been arrived at by the adoption of a classification which is not uniform for the various Provinces of India. Thus in Bombay the census officer writes: "The substratum of the agricultural class in Gujarat, the Kolis of the ghats and coast, and the hereditary watchmen and village servants of the Deccan and North Karnatic, such as the Ramoshi and Berad, are taken to be Hindus, as are the depressed classes of all parts of the country, though history and tradition indicate their aboriginal origin. The aboriginal form of religion is under this interpretation restricted to the tribes still inhabiting the forest and those directly connected with these tribes." In the Central Provinces, however, many aboriginal tribes are still classified as such, notwithstanding that they have exchanged the forest and mountain for a life of agriculture in the plains. Of the $6\frac{1}{2}$ millions of aborigines returned by the census officers, 1,160,000 lie beyond the limits assigned to the enquiries of the Commission, as they are found in the Native States of Rajputana, Central India, and Baroda. Of the rest, $2\frac{1}{3}$ millions inhabit Bengal and Assam, 930,000 belong to Bombay, and 1,750,000 are to be found in the Central Provinces. The problem of educating the distinctly aboriginal races of India therefore practically concerns only the three Provinces of Bengal, Bombay, and the Central Provinces.

583. Their Want of Education.—The distribution of the purely aboriginal population given above corresponds, as might be expected, with the physical features of the territories in which they are found. The chains of the mountain systems of India, and the thick forests which lie at their base, are the homes of the aboriginal races, of which the most important tribes are the Santhals, Kols, Gonds, Korkus, Khonds, and Bhils. Many however of the Gonds hold land in the Central Provinces and live in the plains, whilst the Korkus rarely venture beyond the limits of the hills. The general absence of education of even the most elementary kind amongst these races may be inferred from the following figures. In Bombay for several years the half-civilised hill tribes were not affected in any perceptible degree by the departmental schools, and in 1871-72 there were but 1,017 children of these tribes in the public primary schools, a number which in 1881-82 had risen only to 2,738 in all classes of schools, whether aided, inspected or departmental. This gives a percentage of only 1.9 of the aboriginal population of school-going age who were at primary schools. In Bengal and Assam the education of the aboriginal tribes has been partly taken up by the direct instrumentality of the State, but chiefly by the missionary societies with help and encouragement from Government. In 1880-81, there were 2,336 Santhals, 154 Paharias, 893 Khonds, 1,843 of the tribes inhabiting the Khasia and Jaintia hills, 339 Mughls and Chukmas, and 7,513 Kols, at various schools in Bengal, yielding a total of 13,078 pupils at school, including 1,400 Christians. Of the 13,078 children of these races at school in that year, 464 (of whom 236 are Christians) were at secondary schools, 195 (of whom 179 are Christians) were at Normal schools, and 26 (Christians) at industrial schools. A special scheme

for the education of the Santhals connected closely with their village organization, and under the control of the Department, has recently been sanctioned, but has not yet come into operation. In Chapter IV, we have reviewed the operations of the Bengal Department for the year 1881-82. We have shown that while missionary enterprise has been freely encouraged, the direct instrumentality of the Department has not been neglected. Kols, Santhals, Paharias, Khasis, and the semi-Burmese tribes in Chittagong are attending primary schools as well as a few institutions of a higher order. In 1881-1882, the number of aboriginal pupils known to the Department in Bengal and Assam fell little short of 24,000. We have already mentioned the endeavours made by the Education Department in the Central Provinces, in concert with the Forest Officers, to institute an industrial school for the Korkus. For want of European superintendence the experiment proved unsuccessful, but the educational officers have not wholly neglected other means, and although their success has been small, still there were in 1881-82 1,055 children of the aboriginal tribes at schools, or about 1 in 1,453 of their total number. Of the pupils 7 only were in middle schools. In the adjoining Province of the Haidarabad Assigned Districts not even an attempt appears to have been made to attract the hill tribes to school. This review shows that it is in Bengal that the greatest progress has been attained chiefly through the exertions of missionary societies. In Bombay the Department has secured some small success in primary education only; but whereas in the Gujarat Division 4 per thousand of the aboriginal races have learnt or are learning to read and write, in the Konkan one in two thousand, and in the Central and North-Eastern Divisions only one in a thousand of the aboriginal population are returned as either instructed or under instruction. In the other Provinces hardly even a beginning can be recorded. It is clear therefore that the efforts of Government have hitherto failed to give education to the aboriginal races of India, and that special measures are required to overcome the difficulties which surround the question.

584. The Difficulties attending the Education of Aborigines.—The general character of the aboriginal races, as classified according to the census returns adopted by us, is very distinct. Those who still avoid contact with the plains are the most difficult to deal with, as will appear from a description of the life which they lead. A few of them cultivate patches of the hill sides which they lay bare of timber and undergrowth, merely setting fire to the fellings and growing coarse grain in the ashes without any attempt to dig the soil. Others keep herds of cattle and buffaloes which they graze in the forests, living upon their milk, and exchanging what they do not require with other sections of the forest community for the grain which they grow. These herdsmen have little commerce with the plains. A few tribes live by industrial pursuits, smelting iron from the ores found in the laterite on the mountains, and producing the iron arrow points, the long sharp pointed spears and small axes which nearly every hill man carries with him not only for domestic purposes and for cutting wood, but also as a protection against wild beasts. A still larger section live by the chase, pursuing deer and even tigers and panthers with their rough weapons, shooting birds with the bow and arrow, not disdaining even squirrels, rats, and dead animals for their ordinary meals. All these tribes eat berries and roots, and the excessive mortality and sickness among them are often attributed to the unwholesome character of their ordinary food. Many of them fall victims to the attacks of wild beasts, to the bites of poisonous snakes, and to the constant malaria and fever to which the heavy rainfall gives rise. They are patient, inured to suffering, and naturally truthful. But the most universal features in their character are their shyness and confirmed dislike of any settled occupation.

Their poverty is extreme, and as they have little commerce with the villagers of the plain, and carry on their own simple transactions with each other by barter, there is no effective desire among them for the most elementary education. With them contact with the outer world must be the precursor of schools. Amidst such a population, separated as their settlements are by dense forests or steep mountains, the difficulties of pioneering education are extreme.

The Gonds of the Central Provinces who number more than 2 millions are a fair type of an aboriginal population who are becoming mixed up with the Hindu population of the plains and yet have retained some of their distinctive characteristics. They have already adopted the system of caste and will not eat with a stranger. They cling to their forest pursuits, but also cultivate land and carry on trade with their neighbours. But they are unthrifty and addicted to barbaric display and entertainments. Though mixing with the Hindus they still sacrifice and eat bullocks; and they worship the powers of evil, the spirits of their fathers, and the weapons and creatures of the chase. They are extremely backward and despise education. These people have no money for paying the smallest fees; they can only be attracted by those who have won their sympathy, and the ordinary village school-master considers them beneath his notice. Their language also is in a state of fusion and transition: in most cases it has never been reduced to writing. Even tribes which call themselves by the same name can hardly understand each other's language. Fraud being almost unknown among them, they set no value on a knowledge of accounts, and their commerce is a mere matter of barter.

Recognising these difficulties, we feel that advantage must be taken of every agency which can be employed in the task of instructing the aboriginal races. The work cannot in all cases be left until private bodies come forward to take it up. It is with the tribes living on the fringe of civilisation that the best chances of success are offered. If any schools are now situated near their settlements, special encouragement should be given to the instruction of aboriginal children in them. No fees should be charged. If a few boys of the hill tribes are thus brought under instruction, the educational agency, whether Government or other, may be able to push forward its schools within the territory of the tribes in question. This gradual measure will probably succeed better than the attempt to plant at once a system of schools within their territories before they have learnt the meaning of education or become accustomed to the notion of schools. At the same time, if any private agency is prepared to go into the midst of the tribes and to offer them education, we think that it should be liberally aided in carrying out its object. Experience has shown the necessity for sympathy with these simple forest people; and their improvement offers a special field for missionary and other philanthropic activity. It is also desirable that they should be supplied with school-masters of their own race, who might be trained for a short period in our Normal schools. The subjects taught must be of the most elementary character. If any tribe possesses a vernacular of its own which has been reduced to writing, we would not discourage its use; but we believe that it will often be more beneficial to the interests of the aborigines that they should be brought to adopt the vernacular of their civilised neighbours. With them a practical education will be that which will help to remove their isolation and bring them into commerce with their neighbours.

585. Recommendations regarding the Provision of Schools.—In view of their undoubted poverty, we recommend *that the children of aboriginal tribes be exempted, wherever necessary, from payment of fees, over and above any general exemptions otherwise provided for.* This Recommendation

tion will necessarily apply to schools maintained at the cost of public funds, whether provincial, local, or municipal. For aided schools we recommend *that, if necessary, extra allowances be given under the result system for children of aboriginal tribes taught in ordinary schools.* But we anticipate the greatest success, not so much from the ordinary schools, whether departmental or aided, as from the operations of special agencies. Such agencies will in all probability be missionary agencies, and therefore we recommend *that if any bodies be willing to undertake the work of education among aboriginal tribes, they be liberally assisted on the basis of abstention from any interference with religious teaching.* We have elsewhere recommended that in certain cases, where the only school in any locality is one in which religion is taught, instruction in religion should not in every case be insisted on, but with regard to the aborigines, the need is so great for attracting any agency into the field, that we recommend that absolute freedom in all circumstances be left to the managers. Having thus removed every obstruction to the intervention of private enterprise by the offer of liberal aid, and by guaranteeing entire abstinence from interference with religious instruction, we lay great stress upon the employment of aboriginal teachers in preference to those who will be regarded by the tribes as foreigners. Such men can only be obtained in course of time and with liberal assistance from the State. But the experiment has proved successful in Bengal and should be tried elsewhere. We therefore recommend *that when children of aboriginal tribes are found sufficiently instructed to become teachers among their own people, attempts be made to establish them in schools within the border of their tribes.* As regards the subjects of instruction, we need only remark that they must be as simple as possible and adapted specially to the wants and wishes of the people.

586. Recommendation as to Language.—The question remains as to the medium of instruction. We recommend *that where the language of the tribe has not been reduced to writing or is otherwise unsuitable, the medium of instruction be the vernacular of the neighbouring population with whom the aboriginal people most often come into contact: and moreover that where the education of such tribes is carried on in their own vernacular, the vernacular of the neighbouring District be an additional subject of instruction if this is found advisable.* The question of the language and character is a vexed one and demands special notice. Mr. Cust, Honorary Secretary of the Royal Asiatic Society, and a distinguished authority on the non-Aryan races of India, protests strongly against the statement made by the Chief Commissioner of the Central Provinces that the Gonds converse perfectly well with the officers of Government in Hindi or Marathi, and against the condemnation of the Gond language because it has never been reduced to writing, and has not even an alphabet of its own. He argues against the injustice of effacing Gondi from the languages of the world, and considers it even an advantage that the language has not been reduced to writing, on the ground that it will more easily adopt a modified form of the Roman alphabet. He denies that the language of the Gonds is a "barbarous language" as it is called by the Commissioner of Nagpur. He quotes the remarks of Bishop Caldwell, the highest authority on the subject of Dravidian languages, who writes as follows:—"While the more cultivated Dravidian idioms are so simple in structure, the speech of the Gond boasts of a system of verbal modification and inflection almost as elaborate as that of Turkish." Referring to the fact that, even in the United Kingdom, Welsh is taught in Welsh schools, and Gaelic in Gaelic schools, Mr. Cust urges that the attitude of the Commissioner of Nagpur is unsympathetic, and that the Austrian military ruler of a Slavonic Province could not have expressed himself more decidedly. He proceeds to observe—

“It is not pretended that the language of the few hundreds of a broken tribe in the lowest stage of nomadic absence of culture, like the Juang, is to be preserved, but where there is a population counting by hundreds of thousands, given to agriculture, settled in villages, living decent domestic honest lives, it is impossible to deny to them schools in their own vulgar tongue if you give them schools at all.” The following statement and figures bearing on this subject are taken from the report of the census taken in the Central Provinces in 1881. The two aboriginal races of Gonds and Korkus are by far the most numerous of the aboriginal tribes in the Central Provinces. The former have descended into the plains and are becoming mixed up with the Hindu population. The latter stand aloof. The Gond language is Dravidian, the language of the Korkus is Kur or Munda, and belongs to the Kolarian or Northern family as distinguished from the Dravidian or Southern group. Seventy-five per cent. of the Gonds, who number more than two millions, are returned as adhering to the aboriginal religion, and 67 per cent. of the Korkus who number over 85,000 are similarly returned. The census report states that the Gonds in eight Districts have to a large extent adopted some form of the Hindi language or Hindustani or Uriya. In one District out of 57,000 Gonds and Khonds it is said that only 4,313 speak Gondi exclusively, and in Bilaspur and Raipur the proportion of those who speak only their aboriginal language is very small. It is further stated that the sub-divisions of the same large tribe can hardly understand each other’s dialect. Regarding the Korkus of the Chhindwara District, the report states that “all the Korkus speak Hindi, which is a necessity for them, living as they do amongst tribes who do not understand their language.” The total number of both Gonds and Khonds in the British Districts who are returned as speaking either Gondi or Khondi, is 967,502. The total aboriginal population speaking Munda is returned as 100,641. Regarding the distribution of languages through the Central Provinces, the Inspector General of Education writes that “nearly 10 per cent. speak either Gondi or Khondi, 61 per cent. Hindi, 20 per cent. Marathi, 5 per cent. Uriya, and 1 per cent. Munda.” Regarding the other Provinces we possess less information. The census reports for Bengal and Assam have not yet been published. In the Bombay report no place is given to any aboriginal language, and apparently the aboriginal races are returned as speaking either Marathi, Gujarathi, or Hindustani.

We have given the statistics and statements furnished by the census officers without comment. The Inspector General of Education in the Central Provinces has, however, placed a paper before us in which he argues that as the Gonds and others have become mixed with their Hindu neighbours, they have adopted their dialect, and that it is better for the Education Department to recognise that fact. He insists on the fact that the Gond of one District speaks a language unintelligible to the Gond of another District. He also quotes the evidence given by Major Doveton, Conservator of Forests, who stated that of the great number of Gonds with whom he had come in contact, he could not recall one whose knowledge of language was confined to Gondi. Major Doveton thought that to the Gond Gondi was wholly unprofitable. The Inspector General of Education sums up his argument as follows:—“When we are asked to introduce Gondi into our schools, we are asked to reduce that language to writing, to master various dialects that are day by day undergoing change, and losing their distinctive character, and actually to create a literature.”

Mr. Cust is not, however, the only advocate for the recognition of the aboriginal languages. The Reverend A. Campbell of Santhalisthan, in a paper placed before the Commission, contends for the claims of the vernaculars of the

Santhal tribes as the medium of instruction in primary schools. We have given careful consideration to the subject and endeavoured to meet the difficulties we have noticed. It is a matter for regret that up to the present time the Local Governments generally, but especially in the Haidarabad Assigned Districts and in the Central Provinces, have been unable to provide adequate instruction for the aboriginal population. We hope that greater and more successful efforts will now be made both by the direct instrumentality of the Department, and, wherever possible, by the preferable means of aided effort, to reach these races. We attach the greatest importance to the training of aboriginal boys as teachers. We cannot approve of the suggestion that has been made for using the Roman character in giving education in the aboriginal dialects. For unless the larger Indian communities can be induced to adopt that character, it would not be expedient to perpetuate the isolation of the aborigines by teaching them an alphabet as foreign to their neighbours as to them. But we are not prepared to view the question of language in the light in which it has appeared to the Department in the Central Provinces. In order to reach the minds of the aboriginal races it will be necessary, we think, to teach them in their mother tongue. In the upper classes of the school, the vernacular of the District may with advantage be taught. For although a foreign language should not be forced upon any tribe, and certainly not as a means of primary education, still it is desirable in the best interests of most aboriginal races that they should be enabled to associate and deal on equal terms with the neighbouring population. Where any vernacular retains independent vitality and can be reduced to writing, we think that efforts should be made to recognise it. Where the aborigines have already adopted a Hindu language, we would give instruction in that tongue and not endeavour to go back from a change which is beneficial to them. But in many cases a change is going on, and in such cases we would commence with the aboriginal dialect spoken and gradually advance to the study of that vernacular which is in course of adoption. A wide discretion may be left to local authorities, but we are convinced that greater efforts are required, and that the task of educating the aboriginal races, difficult as it is, should no longer be neglected. Much may be done by the Department, and more by private effort liberally aided and encouraged. We think that Government should freely aid and cordially recognise any efforts made by Missionaries or others to reduce the speech of the aboriginal races to writing, and to compile grammars and vocabularies of the numerous non-Aryan languages throughout India.

SECTION 4.—*The Low Castes.*

587. Education of Low Castes.—The question of the duty of the State towards the education of the low caste Hindu community was raised and discussed in the Commission on December 18th, 1882,* and on March 8th, 1883. This question is in some respects a wider one than that of the education of the aboriginal population; for it is in evidence that a few low-caste boys of ability have already advanced beyond the elementary stage and are demanding an entrance into secondary schools. Moreover, the low-caste community, in some Provinces at least, are becoming alive to the advantages of education. In some towns they are taking full advantage of special schools established for them and of night schools, and are generally showing anxiety to obtain a practical recognition of their rights. Most of them are very poor, but a few are ready to pay fees; and as they contribute to the local cesses which support the State primary

A letter from the Bishop of Bombay on this subject, dated October 31st, 1882, was laid before the Commission.

schools, they have a claim to some return for their contributions. The question of their rights is therefore a practical and pressing question. But we must acknowledge that any settlement of it is beset with difficulties.

588. The Difficulties.—The difficulties in the way of admitting the claims of low caste children are both social and religious. It has been asserted that in theory the rights of low castes are admitted even by native society, and that in the indigenous village schools of Bengal the low caste, who sits on a separate mat, does not defile his neighbour and may freely attend school. On the other hand, the evidence shows that as a fact such classes very rarely attend indigenous schools; that even under the departmental systems constant pressure has to be exercised by the superior officers to secure the claims of low-caste Hindus to receive instruction in the Government or cess-schools; and that the higher castes generally are strongly averse to their children mixing with low caste boys. The objection must therefore be admitted to prevail almost universally, and we proceed to examine the causes. Among these perhaps the most potent cause is the fear of caste pollution. One of our questions to witnesses inquired into the attitude of the influential classes towards the extension of elementary education to all classes of the community, and several witnesses have replied that positive hostility is shown to the admission of low-caste boys to school. A Madras witness mentions the case of a school for Cherumars, the ancient slave caste, being established at Calicut, but the Nayars and Tiyars “used to waylay the boys as they went to school and snatch their books out of their hands.” A Bombay witness relates how some promising low-caste boys were recently sent from the regimental school at Dharwar to the Government high school, when a large number of Brahman boys seceded at once from the high school. Mr. Kunte, the headmaster of a Government high school and for some time acting Principal of a college in the Bombay Presidency, made the following statement in his evidence before the Commission: “The question of the admission of children of Mahars and Dhers into Government schools is not raised by the Mahars and Dhers themselves. It is not real and has no practical bearing. It is a groundless agitation caused by sentimental English officials and unpractical native reformers.” We quote Mr. Kunte’s answer in full, in order to observe that his view of the question seems to us opposed alike to the policy laid down by the Secretary of State and to the conclusions arrived at by the Commission. The facts which we have given regarding the popularity of night schools in Bombay, and the attendance of 3,512 low caste boys in the primary schools of that Presidency, afford ground for believing that efforts for the education of these classes may be attended with fair success. The evidence, however, given in all the other Provinces of India is conclusive as to the difficulties which surround this question. There are several instances of enlightened individuals and even of whole communities being favourable to the claims of low caste pupils; but, speaking generally, objections are widely entertained in every part of India to their admission into the same school with Hindus of the higher castes. These objections are not universally, perhaps not even generally, due to religious sentiment alone, but in a large measure to the uncleanly habits and the unpolished manners and conversation of low-caste boys. They are also occasionally due to the desire of the upper classes to keep the low castes in a state of subjection and servility. In a paper laid before the Commission some of these objections, as well as the risk of contagious diseases, are strongly insisted upon, and the writer remarks with reason that “to parents to whom the well-being of the children is of equal importance with their education, the practical working of the principle of equality is a perpetual source of discomfort as regards both the physical and the moral welfare of their children.”

These may be, and in some cases are, real and reasonable difficulties. On the other hand, in the case which occurred at Dharwar, no one ever pretended that the regimental school-boys were either unclean or immoral, and the objection taken to their admission to the high school could not have proceeded from that cause. It is also worthy of note that the aboriginal races, whose habits are equally unclean, are never objected to on that ground. In submitting a report on education in Kaira and Cambay for the year 1880-81, the Collector commented at length on the determined opposition shown by the people to the admission of Christians and low castes into the cess-schools. He stated that they had been banished from six schools in the District, and he noticed with dissatisfaction the language used by the Deputy Inspector on the subject. On the whole, therefore, it may be said that there exists a deep-seated prejudice to the admission of low-caste boys into public schools and, though its force varies in different parts of India, its existence is partly due to religious feeling and partly to fear of physical and moral contagion.

589. Authoritative Decision on the Subject.—It illustrates the intensity of the popular prejudice that some of those who have been ready to argue that the admission of low-caste boys into the indigenous schools is not objectionable in principle, have denied that the policy of admitting all classes of Indian society to schools maintained or aided by the State has ever received the sanction of high authority. There can, however, be no doubt on this point. In a Despatch No. 58, dated April 28th, 1858, the Court of Directors referred to a difficulty which had arisen in Dharwar in the Bombay Presidency regarding the refusal of the Local Government to interfere in the case of a low caste boy who was denied admission into the Government school. They then passed the following order upon the Government of India's letter, dated May 20th, 1857:—"The educational institutions of Government are intended by us to be open to all classes, and we cannot depart from a principle which is essentially sound, and the maintenance of which is of the first importance. It is not impossible that, in some cases, the enforcement of the principle may be followed by a withdrawal of a portion of the scholars; but it is sufficient to remark that those persons who object to its practical enforcement will be at liberty to withhold their contributions and apply their funds to the formation of schools on a different basis." The principle thus laid down has been repeatedly re-affirmed by the Local Governments of Madras and Bombay, and in the latter Presidency cases of opposition to the orders of Government have been reported from time to time.

590. Measures taken to meet the Difficulty.—Under the orders cited, the general rule of the Education Department throughout India is in favour of the admission of low-caste boys to Government schools as a matter of right. Bombay is, however, not the only Province in which the enforcement of the right has led to difficulties. Some Dher boys were admitted to the Chanda High School in the Central Provinces, and immediately the other boys, as well as the teachers who were natives of the town, left the school. In a statement put before us by the "Delhi Literary Society," it is said that there are several cases on record of attempts to admit Chamar boys to schools which have resulted in empty benches. In order to meet these difficulties two attempts have been made, the institution of separate Government schools for low-caste boys, and the extension of special encouragement to missionary bodies to undertake their education.

In Bombay there are 16 special schools attended by 564 low-caste pupils. In the Central Provinces there are 4 such schools with 111 pupils. In the Punjab at Delhi, and in its neighbourhood there are a few mission schools of an

elementary character for low-caste pupils, which, however, are more expensive than Government schools of the same character, owing to the difficulty of inducing any large number of low-caste children to attend them. In the Haidarabad Assigned Districts, as well as in Bombay, fees are remitted in the case of low-caste children. But none of these measures touch the whole difficulty. Without denying the necessity for the establishment by Government of special primary schools, we may remark that such a measure seems to admit the principle of exclusion, and is moreover only practicable where the low caste community is large. It intensifies the difficulty when a clever lad from the depressed castes wants to enter a secondary school or perhaps a Normal school, and it leaves the great mass of the low castes unprovided for even in the matter of primary education. These low-castes are a most essential part of the constitution of every village community. Their services in Western and Southern India are recognised by the bestowal of free or partially free grants of land, on which they pay the local cess out of which the school fund is formed. As they are scattered throughout every village in these Presidencies, it is not possible to provide everywhere separate schools for them. The proportion which the low caste community bears to the whole population of India cannot be exactly estimated, but that it is not inconsiderable may be inferred from the figures which are presented in the census report of Bombay, the Presidency in which the low caste question is at present attracting most notice. The "depressed castes" of Hindus in the British districts of Bombay number nearly 1,100,000, and are chiefly employed in village service of the lowest description. Numerically they are the third largest class of the classes into which the census returns divide the Hindu community, the classes of "cultivators" and of "artizans" alone outnumbering them. Of the total population classed in the census returns as Hindus, they number 9·31 per cent. There is no reason to suppose that the proportion is larger in Bombay than in other parts of India, and if such be the case, the question of the education of low-caste Hindus cannot be considered a matter of no practical importance. On the contrary, it is from this class of the community that the ranks of dacoits and other criminal organisations are largely recruited. It has further been pointed out by witnesses in Bombay that the tendency of social progress is to deprive the village Mahars and Ramoshis of their customary dues which used to be paid in kind. The natural movement of society from status to contract involves in India a severe social struggle, and it is necessary that these classes which are least able to help themselves should receive from the State proper attention to their claims for education.

591. Recommendations regarding Low-caste Children.—It is impossible to overlook the objections which are felt to the association of low-caste children with those of other classes. The principle, however, of their right to receive education in the State schools has been asserted; and at the present time, when the control over primary schools is likely to devolve less upon the Department and more upon numerous Local Fund and Municipal Boards scattered throughout the country, it is desirable to re-affirm that principle. We therefore recommend *that the principle laid down in the Court of Directors' letter of May 5th, 1854, and again in their reply to the letter of the Government of India, dated May 20th, 1857, "that no boy be refused admission to a Government college or school merely on the ground of "caste," and repeated by the Secretary of State in 1863, be now re-affirmed as a principle, and be applied with due caution to every institution, not reserved for special races, which is wholly maintained at the cost of public funds, whether provincial, municipal, or local.* We are fully alive to the fact that no principle, however sound, can be forced upon an unwilling society in defiance of their

social and religious sentiments. In dealing with primary education we have recognised a distinction between "special" and "other" aided schools, and we have recommended that "a proper proportion be maintained in every school-district so as to secure a proportionate provision for the education of all classes "of society." This Recommendation will not prevent two or more adjoining school-districts from uniting in order to establish a common school for the education of their low-caste population. But all schools that are wholly maintained at the cost of public funds must be regarded as open to all tax-payers and to all classes of the community, and if any of those classes object to association with the children who are assembled in the board, or municipal, or Government schools, they should be encouraged to set up a "special school," and apply for a grant-in-aid. In that way it is open to all classes of the community to secure their proper share of the school fund to which they may be compelled by the Legislature to contribute. The grant-in-aid rules afford them a sufficient remedy. But even in the case of Government or board schools, the principle affirmed by us must be applied with caution. It is not desirable for masters or Inspectors to endeavour to force on a social change which, with judicious treatment, will gradually be accepted by society. If the low-caste community seek an entrance into the cess-school, their right must be firmly maintained, especially in the secondary institutions where there is no alternative of a special school for them to attend. It is however undesirable to urge them to claim a right about which they are themselves indifferent. Still less should the schoolmaster relax in their case those rules regarding decency of dress and conversation which should be enforced in every case. In order, however, to facilitate the public recognition of the claims of the lowest classes by evidence on their part that they desire education, and that they can conduct themselves with propriety at school, we consider that every encouragement should be given to special schools for the education of such classes. We therefore recommend *that the establishment of special schools or classes for children of low castes be liberally encouraged in places where there are a sufficient number of such children to form separate schools or classes, and where the schools already maintained from public funds do not sufficiently provide for their education.* In our discussions on this subject it was brought to our notice that in some parts of the Central Provinces and of Bombay special objections were entertained by the rural communities to the instruction of low castes on the ground that education would advance them in life and induce them to seek emancipation from their present servile condition. It is therefore clear that in some parts of India at least this class of society requires special help, and we consider that such help can often be best afforded without giving offence to other castes by the establishment of special schools.

SECTION 5.—*Poorer Classes of Society.*

592. Education of the poor.—The claims of all the poorest sections of society, including certain classes of the Native Christian community, for some special assistance in the matter of education, were pressed upon our attention. Poverty is not in India confined to the lowest classes of society, nor is it found struggling against difficulties only in schools of primary instruction. It is not confined to any particular creed. The poverty of Muhammadans has attracted notice, but the condition of the native Roman Catholics of Southern and Western India has been described by some witnesses as no better. Amongst Hindus even of the highest caste, who have experienced the advantages of education as opening to them lucrative employment, very heavy sacrifices are often made by parents to give their children a good education. In considering generally the question of poverty, we drew a distinction between the claims of the poor

for primary and for higher education. It seemed to us to be the duty of the State to extend primary education as widely as possible, and to facilitate the instruction of the poor by liberally remitting fees for attendance at primary schools. We have recommended in Chapter IV that "in all board schools a certain proportion of pupils be admissible as free students on the ground of poverty; and in the case of special schools established for the benefit of the poorer classes, a general or larger exemption from payment of fees be allowed under proper authority for special reasons." We have further recommended that "assistance be given to schools and orphanages in which poor children are taught reading, writing, and counting with or without manual work." Orphanage schools are to be found in all Provinces, and deserve assistance from the State. But while Government may legitimately relax its rules as to fees in primary schools to a very large extent on the ground of poverty, we recognise a distinction when secondary and collegiate education are reached. Here it is only with boys of promise that the State need concern itself. There is no advantage in prolonging the attendance at school of poor children whose abilities are not conspicuous, and whose time would be better spent in learning a trade or in labour. For higher education a provision of scholarships to connect each class of institution with that above it is sufficient, and we have already recommended that "the system of scholarships be so arranged that they may form connecting links between the different grades of institutions." With a liberal allowance of free studentships tenable in primary schools, and a well-organised system of scholarships in schools of a higher order and in colleges, we think that the legitimate wants of the poorer classes will be met as far as it is possible for Government to meet them, and that no further recommendations on our part are required. If, however, any special measures seem required in particular localities, they may be provided by the local Governments. Thus in 1868 Lord Napier's Government in Madras sanctioned a special grant-in-aid of St. Joseph's College, Negapatam, which was intended to provide for the wants of a very indigent class of the community. It is in evidence that about 200 native boarders are maintained at the boarding school of St. Joseph's College, which has lately been transferred from Negapatam to Trichinopoly. Boys who belong to the poorer classes and give special promise are taken into the school. No school fees are charged, and even the boarding charges are remitted in cases of extreme poverty. But the advantage of making the institution self-supporting is fully recognised, and when boys have left the school and succeeded in life, they are expected to repay as far as possible the cost of their education. We have mentioned this institution because it suggests the terms on which the higher education of specially poor pupils can best be conducted. But we have not considered it necessary to frame any Recommendation on the subject, because the grant-in-aid rules should provide all the assistance which can be justly claimed from the State.

593. Recommendations recapitulated.—Our Recommendations concerning the education of classes requiring special treatment stand as follows:—

(a). *The Sons of Native Chiefs and Noblemen.*

1. That Local Governments be invited to consider the question of establishing special colleges or schools for the sons and relations of Native Chiefs and Noblemen, where such institutions do not now exist.

2. That Local Governments be invited to consider the advisability of entrusting the education of Wards of Court to the joint supervision of the District authorities and the Educational Inspectors.

(b). *Muhammadans.*

1. That the special encouragement of Muhammadan education be regarded as a legitimate charge on Local, on Municipal, and on Provincial Funds.
2. That indigenous Muhammadan schools be liberally encouraged to add purely secular subjects to their curriculum of instruction.
3. That special standards for Muhammadan primary schools be prescribed.
4. That Hindustani be the principal medium for imparting instruction to Muhammadans in primary and middle schools, except in localities where the Muhammadan community desire that some other language be adopted.
5. That the official vernacular, in places where it is not Hindustani, be added, as a voluntary subject, to the curriculum of primary and middle schools for Muhammadans maintained from public funds; and that arithmetic and accounts be taught through the medium of that vernacular.
6. That, in localities where Muhammadans form a fair proportion of the population, provision be made in middle and high schools maintained from public funds for imparting instruction in the Hindustani and Persian languages.
7. That higher English education for Muhammadans, being the kind of education in which that community needs special help, be liberally encouraged.
8. That where necessary, a graduated system of special scholarships for Muhammadans be established,—to be awarded,—
 - a.—In primary schools, and tenable in middle schools.
 - b.—In middle schools, and tenable in high schools.
 - c.—On the results of the Matriculation and First Arts examinations, and tenable in colleges.
9. That in all classes of schools maintained from public funds, a certain proportion of free studentships be expressly reserved for Muhammadan students.
10. That, in places where educational endowments for the benefit of Muhammadans exist, and are under the management of Government, the funds arising from such endowments be devoted to the advancement of education among Muhammadans exclusively.
11. That, where Muhammadan endowments exist, and are under the management of private individuals or bodies, inducements by liberal grants-in-aid be offered to them, to establish English-teaching schools or colleges on the grant-in-aid system.
12. That, where necessary, Normal schools or classes for the training of Muhammadan teachers be established.
13. That, wherever instruction is given in Muhammadan schools through the medium of Hindustani, endeavours be made to secure, as far as possible, Muhammadan teachers to give such instruction.
14. That Muhammadan Inspecting Officers be employed more largely than hitherto for the inspection of primary schools for Muhammadans.
15. That Associations for the promotion of Muhammadan education be recognised and encouraged.
16. That in the annual Reports on public instruction a special section be devoted to Muhammadan education.
17. That the attention of the Local Governments be invited to the question of the proportion in which patronage is distributed among educated Muhammadans and others.

18. That the principles embodied in the Recommendations given above be equally applicable to any other races with similar antecedents, whose education is on the same level as that of the Muhammadans.

(c). *Aboriginal Tribes.*

1. That children of aboriginal tribes be exempted wherever necessary from payment of fees, over and above any general exemptions otherwise provided for.

2. That, if necessary, extra allowances be given under the result system for boys of aboriginal tribes taught in ordinary schools.

3. That when children of aboriginal tribes are found sufficiently instructed to become schoolmasters among their own people, attempts be made to establish them in schools within the borders of the tribes.

4. That if any bodies be willing to undertake the work of education among aboriginal tribes, they be liberally assisted on the basis of abstention from any interference with any religious teaching.

5. That where the language of the tribe has not been reduced to writing, or is otherwise unsuitable, the medium of instruction be the vernacular of the neighbouring population with whom the aboriginal people most often come in contact.

6. That, where the education of such tribes is carried on in their own vernacular, the vernacular of the neighbouring District be an additional subject of instruction where this is found advisable.

(d). *Low Castes.*

1. That the principle laid down in the Court of Directors' letter of May 5th, 1854, and again in their reply to the letter of the Government of India, dated May 20th, 1857, that "no boy be refused admission to a Government college or school merely on the ground of caste," and repeated by the Secretary of State in 1863, be now re-affirmed as a principle, and be applied with due caution to every institution not reserved for special races, which is wholly maintained at the cost of public funds, whether provincial, municipal, or local.

2. That the establishment of special schools or classes for children of low caste be liberally encouraged in places where there is a sufficient number of such children to form separate schools or classes, and where the schools maintained from public funds do not sufficiently provide for their education.

CHAPTER X.

FEMALE EDUCATION.

594. Introductory.—Female education in India has to encounter peculiar difficulties. These difficulties are partly due to the circumstance that the East India Company did not turn its attention to the subject until many years after it had begun to direct its efforts towards the education of boys. But the most serious impediments arise not so much from the action or inaction of the Ruling Power, as from the customs of the people themselves. In the first place, the effective desire for education as a means of earning a livelihood, does not exist as regards the female part of the population. There is evidence before the Commission that a demand for girls' education in schools is slowly but surely springing up among the natives. There is also evidence to show that this desire is of comparatively recent origin, and that it would be easy to exaggerate its extent and force. In the second place, the social customs of India in regard to child-marriage, and the seclusion in which women of the well-to-do classes spend their married life in most parts of the country, create difficulties which embarrass the promoters of female education at every step. The duration of the school-going age for girls is much shorter than that for boys. It usually terminates at nine, and seldom extends beyond the eleventh year. At so early an age a girl's education is scarcely begun; and in very few cases has the married child the opportunity of going on with her education after she leaves school. In the third place, the supply of teachers for girls' schools is more scanty in quantity, and less satisfactory in quality, than the supply of teachers for boys' schools. Finally, the State system of instruction is conducted in a large measure by a male staff; and although female teachers are being gradually trained, in very inadequate numbers, the direction and inspection remain in the hands of male officers, while the text-books are, as a rule, framed with a view to the education of boys rather than of girls. The Commission has collected evidence, both oral and documentary, on each of these four chief causes of the backwardness of female education in India. They have endeavoured, after anxious consideration, to meet the difficulties by the specific Recommendations enumerated at the end of this Chapter. But in entering on the subject of girls' education, we desire it to be understood that practical difficulties exist which cannot be solved by any recommendations of a Commission, or even by the zealous action of Government, but only by the growth of public opinion among the natives themselves. The Despatches of 1854 and of 1859 declared their cordial approval of all reasonable steps for the promotion of female education under the system of grant-in-aid. But the latter Despatch fully recognised the impediments which lay in the way of any great or rapid extension, and the risk which would attend official attempts to force on a sudden change in native custom in regard to the education of girls.

595. Female Education in Ancient India.—While endorsing the sentiments of the Despatches, in regard both to the promotion of female education and to the difficulties which stand in the way of any sudden expansion, we do not underrate what had been effected in earlier periods by the natives of India themselves. Apart from the Sanskrit traditions of women of learning and literary merit in pre-historic and mediæval times, there can be no doubt that when the

British obtained possession of the country, a section of the female population was educated up to the modest requirements of household life. In certain Provinces little girls occasionally attended the indigenous village schools, and learned the same lessons as their brothers. Many women of the upper class had their minds stored with the legends of the Puranas and epic poems, which supply impressive lessons in morality, and in India form the substitute for history. Among the lower orders, the keeping of the daily accounts fell, in some households, to the mother or chief female of the family. The arithmetic of the homestead was often conducted by primitive methods, addition and subtraction being performed by means of flowers or any rude counters which came to hand. Among the more actively religious sects and races, girls received an education as a necessary part of their spiritual training. In the Punjab they may still be seen seated in groups around some venerable Sikh priest, learning to read and recite the national scriptures or Granth; and the Brahman tutor of wealthy Hindu families does not confine his instruction to the sons alone. In some parts of the country, such education as girls obtained was confined ostensibly to reading and arithmetic, writing being an art not held suitable for women of respectable life. The intellectual attainments, wit, and powers of memory of the Indian courtesan class have often been remarked, and formed one of their proverbial attractions. As a matter of fact, there always have been women of great accomplishments and strong talents for business in India. At this moment, one of the best administered Native States has been ruled during two generations by ladies—the successive Begums of Bhopal; many of the most ably managed of the great landed properties or zamindaris of Bengal are entirely in the hands of females; while, in commercial life, women conduct, through their agents, lucrative and complicated concerns. But the idea of giving girls a school education, as a necessary part of their training for life, did not originate in India until quite within our own days. The intellectual activity of Indian women is very keen, and it seems frequently to last longer in life than the mental energies of the men. The intelligence of Indian women is certainly far in advance of their opportunities of obtaining school-instruction, and promises well for their education in the future.

596. Female Education: Division of the Subject.—In dealing with female education we propose (1) very briefly to summarise its progress up to the date of the appointment of this Commission in 1882; (2) to exhibit by a tabular statement the position and extent of female education in that year; (3) to explain the different kinds of agencies at work, and their financial aspects; (4) to examine the suitability of the existing system of female instruction, together with the suggestions which have been made to us for its improvement; (5) to set forth in specific Recommendations the proposals to which our enquiries have led us.

597. Female Education in Madras.—In most Provinces of India, female instruction formed a part of the programme of missionary effort, and its early development has necessarily found a place in the historical section of this Report. In the Madras Presidency, the first attempt at female education in the modern sense, consisted of the boarding schools maintained by the Church of England Societies in Tinnevely; but intended almost exclusively for daughters of Christian converts. In 1841, the Missionaries of the Scottish Church commenced the work of educating the Hindu girls of Madras. In 1845, the first girls' school under partial native management was opened. As narrated in Chapter II of this Report, the Despatch of 1854 found about 8,000 girls in Missionary schools in the Madras Presidency and neighbouring States; 1,110 being in boarding schools. The total number of girls' schools was 256.

The Despatch of 1854 led to an increase of effort. In 1858-59, grants-in-aid to the extent of Rs. 1,589 were given to 39 schools attended by 1,885 girls. In 1870-71, aid to the amount of Rs. 25,682 was given to 138 schools, with 7,245 girls. There were, besides, 2,148 girls in 289 mixed schools, and 792 in village boys' schools. In 1870-71, over 10,000 girls were being instructed within the Madras Presidency, of whom 2,810 (chiefly Eurasians or Europeans) studied English, 5,788 Tamil, 1,397 Telugu, 703 Malayalam, 221 Kanarese, 25 Tuluva, and 7 French. In 1858, an annual examination for school-mistresses' certificates was instituted, which gradually developed into a general examination for girls' schools, and exerted a wholesome influence in improving the quality of the teaching. In 1870-71, there were 141 candidates, of whom 41 passed. These improved arrangements, together with the increased efforts of the missionary bodies and the native educational agencies which had entered the field, aided by grants and supplemented by Government efforts, produced a great increase during the next ten years. The following Table shows the position of female education in Madras on the 31st March 1882. There were then, according to the departmental return, 557 girls' schools, with 35,042 pupils; aided and unaided institutions forming by far the most important element in the total. Madras has now an organised system of female instruction, from Normal or training schools for female teachers, down to primary schools for girls. The Government Training school for female teachers has not proved very successful hitherto, but arrangements have lately been made which are likely to increase its usefulness, and the aided and missionary training schools are doing excellent work. Besides the Christian Zanana Missions, there is a Zanana Agency on a secular basis, conducted by a Committee of native gentlemen and English ladies. Zanana education, however, is not so extensively developed, or apparently so much required as in some other Provinces; the seclusion of women of the better classes is less complete, and it is easier for girls to obtain a considerable amount of education at school. Madras ranked highest in the Census returns of 1881 among the Provinces of India with regard to female education (excepting the little territory of Coorg). Those returns show a total of 39,104 females under instruction in the Madras Presidency, or 4,062 in excess of the pupils returned by the Education Department in 1882; and 94,571 not under instruction, but able to read and write. The proportion under instruction is 1 girl in 403 of the female population, and the proportion of those able to read and write but not under instruction, 1 woman in 166 of the female population.

Female Education in Madras in 1882.

	GOVERNMENT INSTITUTIONS.			OTHER INSTITUTIONS, AIDED AND UNAIDED (UNDER INSPECTION).			Mixed Schools.	Total.	Total Expenditure.
	Normal Schools.	Secondary Schools.	Primary Schools.	Normal Schools.	Secondary Schools.	Primary Schools.			
	1	2	3	4	5	6				7	8	9
Number of Institutions.	1	4	47	3	42	460	Unknown.	557	Rs. 226,169
" Pupils .	20	26	2,123	137	363	18,242	14,131	35,042	...

598. Female Education in Bombay.—The early growth of female education in Bombay has been so fully described in Chapter II, that we need not again dwell upon the subject. It will suffice to note that the honour of initiating the movement there belongs to the American Mission. From the year 1823 to 1851, female education in Bombay practically remained in the hands of the Missionaries of various bodies. In the latter year, the natives began to enter the field in force. The Students' Literary and Scientific Society

then organised a number of girls' schools, which amid various vicissitudes have done and continue to do a most important work in female education. The Parsis and the Banias of Gujarat have displayed an especial interest in the movement. The Despatch of 1854 found 65 girls' schools (of which we possess full returns) in Bombay, with about 3,500 pupils. There were also 593 girls attending boys' schools. We have no figures to show the attendance of girls in indigenous schools at that date, but it is believed to have been very small. In 1857, small annual rewards were offered by Government to vernacular schoolmasters who should form girls' classes in their schools, with the result that in 1864-65 there were 639 girls in such schools. The visit of Miss Carpenter, the interest shown by European ladies at Thana, Dhulia, and elsewhere, and the liberality of certain Southern Maratha Chiefs and leading Parsis, gave a fresh impulse to the movement. Female Normal schools were established at Ahmedabad, Bombay, and Poona. In Sind, 22 schools were opened for girls in 1868. Of the 659 pupils attending them, 75 per cent. were Muhammadans. Half of the schools were conducted by female teachers of respectable parentage, who could read, write, and sew. In 1869, there were altogether 209 girls' schools in the Bombay Presidency, attended by 9,291 pupils. The statistics for 1871 show 218 girls' schools, with 9,190 pupils. Since 1871, the Bombay Government has recognised its duty towards female education. Grants-in-aid have been more freely given, and a large number of girls' schools have been founded, with the result of multiplying nearly three-fold the number of pupils returned in 1871. It is worthy of remark, however, that the number of pupils (11,238) in departmental girls' schools now exceeds the number (10,621) in aided and unaided institutions, excluding mixed schools for boys and girls. Apart from this, the special features of female education in Bombay seem to be (1) the evidence of a growing desire among the commercial classes for its extension; (2) the efforts on a large scale made by the natives themselves (Parsis, Marathas, and Gujarathis) to meet this demand; and (3) the successful endeavours by the Government to create an efficient staff of female teachers. The Training College for female teachers at Ahmedabad is doing much to solve this difficult problem both in the ordinary manner and by methods of its own. It will be again mentioned in the paragraph dealing with the supply of female teachers. The statistics of female instruction on the 31st March 1882 derived from the Bombay Education Department are given below. The census officers in 1881 only returned 18,460 girls under instruction in the British Districts, with 2,733 in the Bombay Feudatory States, showing an average of one girl under instruction in 43rd of the female population in British Districts. The Bombay Census returns are, however, below the truth in this respect; and it has been explained to us that many girls who are "under instruction" have been returned to the Census officers as "able to read and write." The returns show 32,648 women not under instruction, but able to read and write, being one woman in every 244 of the female population.

Female Education in Bombay in 1882.

	GOVERNMENT INSTITUTIONS.			OTHER INSTITUTIONS, AIDED AND UNAIDED (UNDER INSPECTION).			Mixed Schools.	TOTAL.	Total Expenditure.
	Normal Schools.	Secondary Schools.	Primary Schools.	Normal Schools.	Secondary Schools.	Primary Schools.			
Number of Institutions . . .	2	...	181	...	9	151	Unknown.	343	Rs. 178,707
„ Pupils . . .	73	...	11,238	...	538	10,621	4,296	26,766	...

599. Female Education in Bengal.—We have dwelt at some length on the history of education in Southern India, partly because the movement took its rise at an earlier date in Madras and Bombay than in the Northern Presidency, but chiefly because such education has there affected the mass of the female population to an extent unknown in Northern India. Considerable progress has of recent years been made in Lower Bengal. But when we leave Madras and Bombay, the proportion of females under instruction to the total female population, at once decreases from 1 in 400 odd, to 1 in 976 in Bengal, and 1 in 2,169 in the North-Western Provinces. We may state once for all that in the North as in the South of India, missionary societies have been the pioneers of female education, and still hold a foremost place in the work. With this general preface applicable to all the Northern Provinces, we shall briefly mention any special features peculiar to individual Provinces, and show the numerical progress which has been made in all. A characteristic feature of female education in Bengal is the high position held by the Bethune Girls' school in Calcutta. This institution was established in 1849, and bears the name of its founder Mr. Drinkwater Bethune, then Legal Member of Council, who took an active part in many movements for the advancement of native society. It was opened under the name of the Hindu Female school, with 23 pupils, and was for some time maintained at the entire cost, and under the direct management of Mr. Bethune, who also by his will left lands and other property in Calcutta for its endowment in perpetuity. On his death in 1851, it was taken up by Lord Dalhousie, who for nearly five years paid Rs. 8,000 a year for its maintenance from his private purse. The charge was afterwards transferred to the State, although the direct management of the school continued, and still continues, in the hands of a Committee. Unlike the earlier missionary efforts, the Bethune school rests on a secular basis; and the Committee aims at conducting it in accordance with national Indian feeling. It derives its pupils chiefly from the higher classes, exacts an adequate payment for boarding and other charges, and carries its instruction up to University standards. The Despatch of 1854 found 288 girls' schools (of which we have returns) in Bengal, with 6,869 pupils. Grants to the amount of Rs. 5,000 were assigned for girls' schools, and about 40 were started by the Inspector in Burdwan, Hugli, and the 24 Parganas. But the mutiny intervened, the education of girls in public schools was strongly criticised, and the grant was withdrawn. Under the grant-in-aid system the number of girls' schools in 1862-63 stood at 35, with 1,183 pupils. A female Normal school was established at Rampur Bauleah under the grant-in-aid system; seven zanana agencies were at work under missionary bodies; classes for girls in the improved pathsalas were formed by offering the gurus monthly rewards of Re. 1 for every four girls under instruction. Miss Carpenter's visit gave a stimulus to female education in Bengal, as well as in Bombay. In 1869, there were 2,351 girls in aided schools in Bengal; in 1870-71, the number of aided girls' schools had risen to 274, containing 5,910 pupils. Since then there has been a great development of female education in Bengal, upon the system of grant-in-aid. The total number of girls at school in 1882, as shown by the departmental returns given below, was 41,349. The Government maintained two schools of a high class—the Bethune school at Calcutta, and the Eden school at Dacca. The college department of the Bethune school was opened in 1879, in consequence of the success of one of its pupils at the Entrance Examination of the University. From that time there have been candidates at the Entrance and First Arts Examinations every year; and on the 31st March 1882, the college department contained six pupils reading for degrees in the Calcutta University. Two of them have since obtained the degree of Bachelor of Arts. The Free Church female Normal school in Calcutta, also contains three matriculated students who are reading for the First Arts examina-

tion. The Census officers in 1881 returned the number of girls under instruction in Bengal at 35,760 (or 5,589 less than the Education Department's total), being 1 girl under instruction in 976 of the female population. According to the census of 1881, the number able to read and write, but not under instruction, was 61,449, or 1 in 568 of the total female population.

Female Education in Bengal in 1882.

	GOVERNMENT INSTITUTIONS.			OTHER INSTITUTIONS, AIDED AND UNAIDED (UNDER INSPECTION).			Mixed Schools.	Total.	Total Expenditure.
	Collegiate Schools.	Secondary Schools.	Primary Schools.	Normal Schools.	Secondary Schools.	Primary Schools.			
Number of Institutions .	1	2	...	2	20	990	Unknown	1,015	Rs. 223,768
„ Pupils .	6	299	...	41(a)	752	17,452	22,799	41,349	...

(a) Including 3 matriculated students reading for the F. A. Examination in the Free Church of Scotland Normal School.

600. Female Education in the North-Western Provinces and Oudh.—

Nowhere has it been sought to promote female education with greater ardour by direct Government agency, as distinguished from private efforts, than in the North-Western Provinces. The early efforts of the Missionaries were succeeded by earnest endeavours on the part of the Education Department. The Despatch of 1854 found (so far as the returns now available show) 17 Missionary girls' schools, with 386 pupils in the North-Western Provinces and Oudh. Mr. Reid and Mr. Kempson, the successive Directors of Public Instruction from 1854 to 1878, were strong advocates of female education, while Sir William Muir, who became Lieutenant-Governor in 1868, cordially supported the efforts of the Education Department. The girls' schools existing before 1857 for the most part disappeared in the mutiny. In 1859, a fresh start was made. Mr. Reid was persuaded that if "Government were to appoint 150 Pundits to the charge of as many schools in every individual District in these Provinces on liberal salaries, we should have 70,000 or 80,000 girls in these schools before the year was out." As long as Government was willing to spend money freely and to accept mere numbers as a test of success, no difficulties arose. "But," writes our Provincial Committee for the North-Western Provinces, "against anything like efficiency and reality there were two prominent obstacles." In the absence of educated women teachers, the Department was obliged to employ elderly men whose best working days were past. "It was, however, hoped that in process of time we might train up women, if they could be found; and it was determined to establish Normal schools with this object. Competent mistresses were the first difficulty, and when they were supposed to have been procured, there came the further difficulty of pupils to train. Married women of a suitable age as a rule would not be spared by their husbands, and rarely had time for any continuous study." Respectable widows were not found to be available in any numbers, although an attempt was made in this direction. In 1870-71, the number of girls' schools in the North-Western Provinces and Oudh was 640, with 13,853 pupils. Between 1871 and 1881, a great decrease took place in girls' schools. Their abolition was mainly due to the financial position of the Government in 1876. It was felt that if retrenchments were necessary, they could be carried out in the girls' schools with the least prejudice to education. A further reduction took place in the following year, and whereas in 1875-76, there were in the North-Western Provinces and Oudh, 400 Government primary schools for girls, with 9,000 pupils; in 1880-81 only 160 schools remained with 3,757 pupils. The total number of girls' schools in 1882, as shown below by the departmental returns, was 308, attended by 8,883

pupils. The census officers in 1881 returned the number of girls under instruction at 9,771 in the British Districts of the North-Western Provinces, being one girl to 2,169 of the female population. The number of females returned by the Census of 1881 as able to read and write, but not under instruction, in the British Districts, was 21,590, or one in 981 of the female population. Special difficulties attended the cause of female education in the Oudh Districts. Six girls' schools were first opened as an experiment; by 1869 the number had increased to 38 schools, with 879 girls, and in 1870 to 69, with 1,369 girls.

Female Education in the North-Western Provinces and Oudh in 1882.

	GOVERNMENT INSTITUTIONS.			OTHER INSTITUTIONS, AIDED AND UNAIDED (UNDER INSPECTION).			Mixed Schools.	TOTAL.	Total Expenditure
	Normal Schools.	Secondary Schools.	Primary Schools.	Normal Schools.	Secondary Schools.	Primary Schools.			
Number of Institutions	160	3	3	142	...	308	Rs. 79,082
„ Pupils	3,687	89	68	5,039	...	8,883	...

601. Female Education in the Punjab.—The Despatch of 1854 found the work of female education hardly begun; indeed so far as the returns now available show, there were only 17 schools for girls known to the Department, with 306 pupils in the year 1856-57. The pupils were at first nearly all Muhammadans. The selection of teachers was generally left to the people themselves. In February 1862 a durbar was held at Lahore under Sir R. Montgomery, the Lieutenant-Governor, who impressed upon the European officers and native gentlemen present the importance he attached to the education of women, and invited their co-operation. Again in 1863-64 he stated that “these schools were chiefly remarkable as a proof of the zeal and readiness with which the people of these Provinces could respond to an external impulse involving a radical change in their habits, provided they were assured of its beneficial tendency.” By 1865-66 there were 1,029 schools, with 19,561 girls on the rolls. Musalmans and Hindus contributed nearly equal proportions, but the former largely preponderated in Government schools, and the latter in aided schools. Of the schools, 699 were aided, at a cost of Rs. 23,410, and were more or less under native management. Although schools were thus opened and scholars enrolled in large numbers without much difficulty, it appears from subsequent official reports, that a large proportion of the schools were merely rudimentary schools which had existed from time immemorial for the purpose of conveying religious instruction. The character of the education did not seem in 1867-68 to be satisfactory, and in that year, Rs. 10,000 were withdrawn from the grant for girls' schools. The number of schools, has gone on steadily decreasing from 1,029 with 19,561 pupils in 1865-66, to 317 schools, with 9,756 pupils in 1881-82. The returns of 1870-71 showed 465 schools for girls, with 11,819 pupils. The Table below, compiled from departmental sources, shows 311 schools in 1881-82, with 9,353 pupils. The Missionaries have, during the past ten years, worked with great success in this field of education in the Punjab, both by the ordinary method of girls' schools, and by means of zanana agencies. The Census Report of 1881 returns 6,101 girls under instruction in the British Districts of the Punjab, or one girl in 1,416 of the female population; together with 8,407 women in the British Districts able to read and write, but not under instruction, being 1 in 1,028 of the female population. The Census return under the last heading is admitted, however, to be below the truth.

Female Education in the Punjab, 1882.

	GOVERNMENT INSTITUTIONS.			OTHER INSTITUTIONS, AIDED AND UNAIDED (UNDER INSPECTION).			Mixed Schools.	TOTAL.	Total Expenditure.
	Normal Schools.	Secondary Schools.	Primary Schools.	Normal Schools.	Secondary Schools.	Primary Schools.			
Number of Institutions	145	3	1	162	.....	311	Rs. 104,928
„ Pupils	3,857	138	8	5,350	.....	9,353	...

602. Female Education in the Central Provinces.—In the Central Provinces, in 1870-71, there were 137 Government girls' schools with 4,494 pupils, 2 aided schools with 169 pupils, and 2 unaided with 58 pupils. There were also 3 Normal schools for mistresses, containing 59 students. During the past ten years, rapid progress has been made by means of Government primary schools for girls. The departmental returns for 1882 show 64 primary Government girls' schools, against 14 aided and unaided institutions. The Government Training College for female teachers at Jabalpur is successfully endeavouring to increase the scanty supply of female teachers, and it will be again referred to hereafter. The Census Report of 1881 returns 3,171 girls under instruction, or one girl in 1,539 of the female population; together with 4,187 women able to read and write, but not under instruction, being 1 in 1,165 of the female population.

Female Education in the Central Provinces in 1882.

	GOVERNMENT INSTITUTIONS.			OTHER INSTITUTIONS, AIDED AND UNAIDED (UNDER INSPECTION).			Mixed Schools.	TOTAL.	Total Expenditure
	Normal Schools.	Secondary Schools.	Primary Schools.	Normal Schools.	Secondary Schools.	Primary Schools.			
Number of Institutions	1	...	64	...	...	14	.....	79	Rs. 25,959
„ Pupils	17	...	2,676	...	...	532	.....	3,225	...

603. Female Education in Assam.—Female education has, during the brief period since the separation of Assam from Bengal in 1874, shown the same rapid development which has characterised the course of general education in Assam. It rests entirely on the basis of grant-in-aid and inspection, as the following Table shows. The percentage of girls at school to the female population of school-going age is 0.47, which is higher than the proportionate return for the Central Provinces, or the North-Western Provinces and Oudh. The Census Report of 1881 returns 1,068 girls under instruction, or one in every 2,226 of the female population, together with 1,786 women able to read and write but not under instruction; or 1 in every 1,331 of the female population. But doubts are thrown by the Local Administration on these returns.

Female Education in Assam in 1882.

	GOVERNMENT INSTITUTIONS.			OTHER INSTITUTIONS, AIDED AND UNAIDED (UNDER INSPECTION).			Mixed Schools.	TOTAL.	Total Expenditure.
	Normal Schools.	Secondary Schools.	Primary Schools.	Normal Schools.	Secondary Schools.	Primary Schools.			
Number of Institutions	71	Unknown	71	Rs. 5,604
„ Pupils	1,209	468	1,677	...

604. Female Education in Coorg.—In Coorg the only special girls' school in 1871 was at Virajpet, established by the nuns for native Catholic girls. But a number of Coorg girls attended the village schools for boys. In 1882, the returns showed one primary aided school with 26 pupils, and 307 girls in mixed schools. The number of pupils was 333 and the expenditure Rs. 230. The Census Report for 1881 returns 431 girls under instruction or 1 in 180 of the female population; together with 356 women able to read and write but not under instruction, being 1 in 239 of the female population.

605. Female Education in the Haidarabad Assigned Districts.—Girls' schools were first established in 1867, and numbered 27 in 1870-71 with 671 pupils. Experiments were made in opening girls' schools in towns, but many of the institutions thus established did not prove permanent, and in 1881-82, only 12 schools were returned with 368 pupils, as shown in the following table. The decline is attributed in the Provincial Report to the want of active interest in the matter by the local Education Department, which has adopted the principle that Government must follow the lead of native effort in regard to female education. The Census Report of 1881 returned 356 pupils under instruction, or one in every 3,650 of the female population; together with 789 women able to read and write, but not under instruction, being 1 in 1,638 of the female population.

Female Education in the Haidarabad Assigned Districts in 1882.

	GOVERNMENT INSTITUTIONS.			OTHER INSTITUTIONS, AIDED AND UNAIDED (UNDER INSPECTION).			Mixed Schools.	TOTAL.	Total Expenditure.
	Normal Schools.	Secondary Schools.	Primary Schools.	Normal Schools.	Secondary Schools.	Primary Schools.			
Number of Institutions	8	...	...	4	.....	12	Rs. 3,524
" Pupils	269	...	...	99	70	438	...

606. Census Returns of Female Education for 1881.—It may be interesting to summarise the facts disclosed by the Census of 1881 in regard to female education in India. It will be observed that the year 1881 is not the year to which the General Tables of the Commission refer; and the accuracy of the Census Returns has been questioned in several Provinces.

Female Education in British India in 1881, according to the Census Returns.*

PROVINCE.	Total female population.	No. of girls under instruction.	No. of females not under instruction but able to read and write.	PROPORTION TO TOTAL FEMALE POPULATION.	
				Girls under instruction.	Females who can read and write but not under instruction.
Madras	15,749,588	39,104	94,571	1 in 403	1 in 166
Bombay	7,956,696	18,460	32,648	1 " 431	1 " 244
Bengal	34,911,270	35,760	61,449	1 " 976	1 " 568
North-Western Provinces and Oudh	21,195,313	9,771	21,590	1 " 2,169	1 " 981
Punjab	8,640,384	6,101	8,497	1 " 1,416	1 " 1,028
Central Provinces	4,879,356	3,171	4,187	1 " 1,539	1 " 1,165
Assam	2,377,723	1,068	1,786	1 " 2,226	1 " 1,331
Coorg	77,863	431	356	1 " 180	1 " 219
Haidarabad Assigned Districts	1,292,181	356	789	1 " 3,630	1 " 1,638
TOTAL	97,080,374	114,222	225,783	1 in 849	1 in 430

* Exclusive of Ajmir, with a total female population of 211,878, where 245 girls are returned as under instruction, and 953 women able to read and write; and of British Burma, with a total female population of 1,745,766, where 31,056 girls are returned as under instruction, and 31,740 women as able to read and write. Total for British India, 145,223 girls under instruction; and 258,436 who can read and write but who are not under instruction. The total number of women educated or being educated in British India, is therefore just over 404,000.

607. Female Education throughout India in 1882.—The following Table has been compiled from the statistics of female education, obtained from Departmental sources, and given at the end of the Report:—

FEMALE EDUCATION IN BRITISH INDIA IN 1882.

Return* showing the number of Institutions and Scholars on March 31st, 1882.

PROVINCES.	Class of Institutions.	NUMBER OF INSTITUTIONS FOR GIRLS.					NUMBER OF SCHOLARS IN					Percentage of scholars to total female population of school-going age.
		Departmental.	Aided.	Un-aided under inspection.	Un-aided not under inspection.	Total.	Departmental schools.	Aided schools.	Unaided schools under inspection.	Unaided schools not under inspection.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13
MADEAS	Secondary Schools	4	19	23	...	46	26	157	206	...	389	'02
	Primary	47	241	219	...	507	2,123	11,660	6,582	...	20,365	'87
	Mixed	...	...	...	...	...	...	...	...	...	14,131	'61
	Normal	1	3	...	...	4	20	137	...	...	157	...
	TOTAL	52	263	242	...	557	2,169	11,954	6,788	...	35,042	'50
BOMBAY	Secondary Schools	...	9	...	...	9	...	538	...	...	538	'03
	Primary	181	50	95	6	332	11,238	4,338	4,283	2,000	21,859	'30
	Mixed	...	...	...	...	...	...	...	...	...	4,296	'26
	Normal	2	...	...	...	2	73	...	...	...	73	...
	TOTAL	183	59	95	6	343	11,311	4,876	4,283	2,000	26,766	'59
BENGAL	Collegiate Schools	1	...	...	...	1	6	...	...	...	6	...
	Secondary	2	18	2	...	22	299	649	103	...	1,051	'02
	Primary	...	921	69	...	990	...	15,355	2,097	...	17,452	'34
	Mixed	...	...	...	...	...	...	...	...	...	22,799†	'45
	Normal	...	2	...	...	2	...	41	...	...	41	...
TOTAL	3	941	71	...	1,015	305	16,045	2,200	...	41,349	'80	
NORTH-WESTERN PROVINCES AND OUDH.	Secondary Schools	...	3	...	...	3	...	68	...	...	68	...
	Primary	160	132	10	...	302	3,687	4,797	242	...	8,726	'27
	Mixed	...	...	...	...	...	...	...	...	...	...	...
	Normal	...	3	...	...	3	...	89	...	...	89	...
	TOTAL	160	138	10	...	308	3,687	4,954	242	...	8,883	'28
PUNJAB	Secondary Schools	...	1	...	...	1	...	8	...	...	8	...
	Primary	145	162	...	...	307	3,857	5,350	...	...	9,207	'71
	Mixed	...	...	...	...	...	...	...	...	...	...	...
	Normal	...	3	...	...	3	...	138	...	...	138	'01
	TOTAL	145	166	...	...	311	3,857	5,496	...	...	9,353	'72
CENTRAL PROVINCES	Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
	Primary	64	13	1	...	78	2,676	514	18	...	3,208	'44
	Mixed	...	...	...	...	...	...	...	...	...	...	...
	Normal	1	...	...	...	1	17	...	...	...	17	...
	TOTAL	65	13	1	...	79	2,693	514	18	...	3,225	'44
ASSAM	Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
	Primary	...	67	4	...	71	...	1,132	77	...	1,209	'34
	Mixed	...	...	...	...	...	...	...	...	...	468‡	'13
	Normal	...	...	...	...	...	...	...	...	...	...	...
	TOTAL	...	67	4	...	71	...	1,132	77	...	1,677	'47
COORG.	Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
	Primary	...	1	...	...	1	...	26	...	...	26	'22
	Mixed	...	...	...	...	...	...	...	...	...	307	'264
	Normal	...	...	...	...	...	...	...	...	...	...	...
	TOTAL	...	1	...	...	1	...	26	...	...	333	'286
HAIDARABAD ASSIGNED DISTRICTS	Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
	Primary	8	4	...	...	12	269	99	...	...	368	'19
	Mixed	...	...	...	...	...	...	...	...	...	70	'03
	Normal	...	...	...	...	...	...	...	...	...	...	...
	TOTAL	8	4	...	...	12	269	99	...	...	438	'22
TOTAL FOR INDIA †	Collegiate Schools	1	...	...	...	1	6	...	...	...	6	...
	Secondary	6	50	25	...	81	325	1,420	309	...	2,054	'01
	Primary	605	1,591	398	6	2,600	23,850	43,271	13,299	2,000	82,420	'55
	Mixed	...	...	...	...	...	...	...	...	...	42,071	'28
	Normal	4	11	...	...	15	110	405	...	...	515	...
TOTAL ‡	616	1,652	423	6	2,697	24,291	45,095	13,608	2,000	127,066	'85	

* Excluding schools for Europeans and Eurasians.
 † In Middle English schools 381
 In Middle Vernacular schools 585
 In Primary schools 20,744
 In Training schools 30
 In Indigenous schools 1,159
 22,799

‡ Of this number three were matriculated students reading for the F. A. Examination in the Free Church Normal School.
 § In Middle English schools 37
 In Middle Vernacular schools 9
 In Primary English schools 68
 In Primary Vernacular schools 345
 In Training schools for masters 9
 468

† Excluding British Burma and all Native States that administer their own system of education.

‡ Excluding three Primary schools with 60 pupils, and 1 Normal school with 3 pupils, in Ajmir.
 § Including 77 boys attending girls' schools.
 ¶ Including 640 pupils in primary departments.

608. Review of the above Statement.—The first feature which strikes us in the last Table, when compared with the figures given in the previous paragraphs, is the great aggregate increase in female education for all India during the past ten years. This increase has been fairly spread over the larger Provinces, with the exception of the Punjab and the North-Western Provinces and Oudh. The next feature which deserves attention is the very large proportion of effort which is devoted to the primary education of girls as compared with their secondary or higher instruction. In this matter the action of the departmental authorities, missionary societies, and other managers of girls' schools, seems in complete accord with the present necessities of female education in India. With the exception of Bengal, and in a much smaller degree of Madras, secondary education for girls is entirely in the hands of missionary bodies and native managers. The third feature calling for notice is the different view taken in different Provinces, with regard to the function of direct Government agency in the matter of female primary education. Throughout India, the total number of pupils in Government girls' primary schools is 23,850, or one half of those in aided or unaided schools under inspection, namely, 58,570. In Bengal, Assam, and Coorg there are no Government primary schools for girls. In Madras, the pupils in the Government primary schools for girls are only about one-ninth of those in the aided and unaided primary schools under inspection. In the North-Western Provinces, Oudh, and the Punjab the proportion is 3·5 to 5. In Bombay, the number of pupils in the departmental primary schools for girls is 11,238, against 10,621 in aided and unaided primary schools. In the Central Provinces, the girls in Government primary schools amount to 2,676, or five times the number (namely, 532), in aided and unaided schools under inspection. In the Haidarabad Assigned Districts the former are nearly three times as numerous as the latter.

609. Non-departmental Agencies.—The relative success attained by the Education Department as compared with the various extra-departmental agencies is, therefore, by no means uniform in regard to the numerical results. These results, however, depend not merely on the view which the departmental authorities may take, but also on the amount of extra-departmental agency available for the work. That amount varies in different Provinces. We do not think it either desirable or possible to lay down any hard-and-fast line with reference to the division of labour between departmental and extra-departmental agencies in the different parts of India. In certain tracts, for example in the Central Provinces, there would be scarcely any female education but for the existence of the Government primary schools. In Bombay, it seems that the time has come when female education may be largely extended by means of private effort, if such effort be liberally aided. As a general rule, we are anxious to see the extension of female education conducted on the basis of grant-in-aid in a greater degree than heretofore, and to that end we shall, at the end of this Chapter, make certain specific Recommendations with regard to the grant-in-aid rules.

610. Female Education: Municipalities and Local Boards.—The action of Municipalities varies very widely with regard to female education. The truth is that native public opinion has not yet decided either as to the expediency of school-life for girls, or as to the claims of female education on Municipal funds. Some Municipal bodies have shown a fair amount of liberality to girls' schools, including those conducted by Missionaries. Other Municipalities have not recognised their corporate duty in the matter of female instruction; and an apprehension has been expressed that Municipal grants will

not be given to girls' schools. The same difference, although in a less degree, characterises the attitude of the Local Boards to female education. In so far as Municipalities and Local Boards are the exponents of native public feeling, such a want of uniformity is at present inevitable. In this, as in many other respects, the national development of female education in India must wait upon the growth of native public opinion; although it is possible for officials, and for enlightened members of the native community, to do much to abridge the transition stage. The contributions from Local and Municipal funds for female education in all India in 1881-82, were Rs. 107,889; the total expenditure being Rs. 847,971. The expenditure by Municipal and Local Boards was nearly one-half of the expenditure from Provincial revenues on female education, namely, Rs. 252,878. It amounted to nearly three times the expenditure from fees in girls' schools, namely, Rs. 44,539. The proportion varies very greatly in different Provinces, as will be seen from the statistics given in a subsequent paragraph. By far the largest share of Municipal and Local contributions is paid in Bombay, where they amount to Rs. 51,619, or nearly one-half of the whole sum for all India.

611. Other Agencies.—But while the action of Municipal and Local bodies still displays an absence of uniformity with regard to female education, other agencies are at work which tend steadily and powerfully towards its extension. The Commission has not before it returns showing the increase of girls' schools under native management, but there is every reason to believe that the number has largely augmented of late years. The Missionaries are also extending their operations, and endowments are from time to time made by wealthy natives for the promotion of female education. The total expenditure from these and other sources, unconnected with the Provincial revenues or with Local or Municipal funds, amounted in 1881-82 to Rs. 442,665. This sum is more than one-half of the total expenditure on female education, excluding of course schools for Europeans and Eurasians which do not come within the purview of the Commission. It is nearly twice as much as the expenditure from Provincial funds; four times as much as the expenditure from Local or Municipal funds; and ten times as much as the expenditure from fees levied in girls' schools. Native associations and mixed Committees of Natives and Europeans interested in the cause of female education are gradually springing up. For example, the Arya Mahila Samaj of Poona, composed chiefly of Maratha ladies of position, may be expected to exercise an important influence in the capital of the Deccan. Associations of Natives and Europeans for the promotion of female education on a secular basis, form one of the hopeful signs of the times.

612. Mixed Schools for Boys and Girls.—There seems to be a general consensus of opinion among the witnesses examined by the Commission, that mixed schools are not suitable for this country. Yet in some Provinces, the girls found in boys' schools amount to many thousands. Most of these are undoubtedly mere infants. As, moreover, it is impossible to establish a girls' school in every village, attendance at a boys' school will often be a girl's only chance of learning anything, and in that case it should not be discouraged. Hitherto, little or nothing seems to have been done in India in the way of establishing schools for children under seven years of age. Such schools, under a bright and well-trained mistress, would probably be found most useful in laying the foundation for the further education of both sexes. The return of pupils in mixed schools given in a previous paragraph shows over 42,000 pupils in schools of this description for all India. Of these, 22,799 are returned from Bengal, 14,131 from Madras, and 4,296 from Bombay. Assam, Coorg, and the

Haidarabad Assigned Districts contribute 845 to the total. It seems possible that a large number of girls below seven years of age might be brought under instruction by means of infant schools, and in our Recommendations we express the view that such schools should be liberally encouraged.

613. Subjects of Instruction for Girls.—As the subjects of instruction laid down by the Department for girls do not in general differ much from those for boys, it does not seem necessary to present a detailed account of them. They comprehend the usual amount of reading, writing, and arithmetic, with some grammar, geography, and history. In Madras, the standards are nearly the same as for boys, with needle-work added, and with singing as an optional subject. It is stated in the evidence that as girls do not usually remain at school more than $2\frac{1}{2}$ years on an average, a large portion of the scheme must be quite beyond their reach. The standards also are said to require adaptation, especially the higher ones. A desire has been expressed for more instruction in arithmetic on Indian methods. History, geography, and hygiene are considered by some witnesses to be useless, while others think that the fault is in the way in which they are taught. It certainly seems difficult to bring all these subjects within the time likely to be spent in the education of an Indian girl. The simple rules of cleanliness and health, might, if judiciously presented, be reckoned among practical subjects. It appears to be generally felt that some revision of the standards is required to adapt them to the actual wants of girls' schools. In the Central Provinces, while the scheme of studies is the same as for boys, an equal amount of attention is not in fact given to geography and grammar, while it is found that girls do not make so much progress in arithmetic as boys. Singing is occasionally attempted, and needle-work in several branches is attended to. In the North-Western Provinces, the books used for boys are in use for girls also. But great complaints are made as to their unsuitability, in respect both of subject and of language. Roman Urdu is used in mission schools, and a few books have been prepared for them, but much is still wanting in this respect. In Bombay there are special standards of instruction for girls' schools, which are lower than those for boys, but include needle-work in addition. Several ladies who have given evidence consider that sufficient stress is not laid on this important branch of female education. History is entirely excluded from the course and is regarded by some as an unnecessary subject, while arithmetic up to fractions is looked upon by others as beyond the proper range of primary education for girls. In the Punjab, the course is the same as for boys, but it is found that girls only attempt the easier portions of it. This is not surprising, inasmuch as the primary course in this Province includes Persian, and arithmetic up to its highest branches. The witnesses generally think that the standards for girls should be lowered in the Punjab; and at least one important Association objects to the introduction of Persian into the curriculum. The girls' schools for the most part teach in the Nagari or the Gurmukhi character, and in the dialect of the Punjab, but a complaint is made that books in these vernaculars are not easily obtained. In Bengal, the standards have been revised in consultation with managers of girls' schools, and although the Inspectress desires to see them still further simplified, with a view to improve the teaching, the witnesses with whom this subject is a speciality do not express dissatisfaction with them. They only desire to see the revised standards brought more generally and definitely into use.

614. Subjects of Instruction for Girls.—Needle-work.—It may be stated generally that the instruction given to girls does not generally differ from that prescribed for boys, but the standard is lower, and needle-work is added. There does not seem to be much variety in the style of needle-work taught

Plain work is useful, even when taught on the English method, instead of the native. Fancy-work after European fashions is being largely adopted, and no doubt affords a resource for the less hard-worked occupants of the *zananas*. But complaints are with justice made that native styles of embroidery are being neglected for English. Whoever has seen what Indian women are capable of accomplishing in this respect, will be sorry that the native art should be neglected.

615. Text-books for Girls.—Little seems to have been done in the way of preparing special text-books for use in girls' schools. It was stated indeed that a work had been introduced in the Punjab, intended, as indicated by its name "Stri Shiksha," for the teaching of women. But grave objection was taken to the contents of this book, and it does not appear to be now sold by Government authority. The Persian works in use seem also to be objected to on moral grounds. In this country even more than in others, the life of women is a thing apart from that of men, and it is unlikely that books prepared for boys will be either interesting or suitable to girls. Morality, no doubt, is the same for both sexes and for all classes; still the particular lessons in morality to be inculcated on boys, are certainly not those primarily needed for girls. For example, we desire boys to grow in manly virtues; the native community does not wish to see its girls advancing in boldness and independence of spirit. It is not to be expected that men should be good judges of what is useful or interesting for little girls. Hence we are not likely to see good general reading-books for girls until competent native ladies devote themselves to the preparation of them. We have received with pleasure specimens of such works lately prepared by Pandita Ramabai. Meanwhile, advantage may be taken of the assistance of English ladies who have acquired sufficient facility in the vernaculars. Nor are school-books alone wanting. Witnesses have drawn attention to the lack of suitable literature to be read by educated women at home. Bengal publishes a vernacular magazine written and edited by, and for, native ladies. This is an encouraging sign, and it indicates what is wanting in Provinces where other languages are spoken.

616. Instruction and Text-books.—It appears, on the whole, that the scheme of study in girls' schools has been formed too much on the model of that for boys. The history of female education in modern India would lead us to expect this. It has been devised and set on foot by men as an addition to the system established for boys. Many women have indeed devoted themselves to this work, and have been the real agency in introducing and fostering female education. The statements by lady-witnesses form one of the most interesting sections of the evidence collected by the Commission. But ladies have not hitherto been much consulted as to the arrangements made by the Department. Hence there is a want of careful adaptation of the means to the end. The present system may perhaps serve to turn out a certain number of girls instructed up to a certain standard. But how girls may be fitted to fill efficiently and intelligently the very peculiar place appointed for them in the life of this country, is a matter the consideration of which requires, at once an enlightened sympathy with the female mind, and a close acquaintance with the conditions and customs of Indian women. It is no disparagement to the Education Department to say that in these respects it has much to learn.

617. Agencies for Female Education other than Schools.—The difficulties of extending female education by means of schools have already been referred to. The two principal ones are—the short duration of the school-going age for Indian girls, and the seclusion of Indian women after marriage. The first can only be overcome by a change in the custom of the country which at

present compels the early marriage of girls, at an age rarely extending beyond their eleventh or twelfth year. For the second difficulty several solutions have been attempted, and to each of these we propose to devote a paragraph.

618. Zanana Missions.—The most successful efforts yet made to educate Indian women after leaving school, have been conducted by Missionaries. In every Province of India, ladies have devoted themselves to the work of teaching in the homes of such native families as are willing to receive them. Their instruction is confined to the female members of the household, and, although based on Christian teaching, is extended to secular subjects. The degree in which the two classes of instruction are given, varies, in different zanana missions; but in almost every case secular teaching forms part of the scheme. Experience seems to have convinced a large proportion of the zealous labourers in this field, that the best preparation for their special or religious work, consists in that quickening of the intellectual nature which is produced by exercising the mind in the ordinary subjects of education. The largest and most successful of the zanana missions are composed of one or more English ladies, with a trained staff of Native Christians or Anglo-Indian young women who teach in the zananas allotted to them. They derive their funds from the missionary societies in Europe and America, supplemented in many cases by local subscriptions in India, and by the private means of the English ladies who conduct the work. The Commission has not complete statistics with regard to the results achieved. But the figures* accessible to it, together with the enquiries made by it in the various Provinces, show that these results are already considerable, and that they are steadily increasing. The two impediments in the way of their more rapid extension are—first, the natural reluctance of many natives to admit into their families an influence hostile to their own religious beliefs; and, second, the uncertain attitude of the Education Department towards such missions. With the first of these obstacles the Commission cannot deal. But we have observed that much has been accomplished in this respect by the tact, courtesy, and wise moderation of the ladies engaged in the work. The second impediment comes within our cognisance; and we have provided for it by a specific Recommendation, *that grants for zanana teaching be recognised as a proper charge on public funds, and be given under rules which will enable those engaged in it, to obtain substantial aid for such secular teaching as may be tested by an Inspectress, or other female agency.*

619. Secular Zanana Agencies.—But while the Commission cannot deal with the reluctance of orthodox native families to subject their female members to influences hostile to their national faiths, the native community is itself beginning to take action in the matter. In all the Presidency towns, and in many of the large cities of India, it is now possible for a wealthy native to obtain instruction for the ladies of his family within his own house. A distinct class of zanana agencies on a secular basis is springing up, conducted by committees of native gentlemen, or by mixed committees of Natives and Europeans, with the object, in some cases, of imparting education in zananas without any element of religious teaching; in others, of testing by periodical examinations, and encouraging by rewards, the home-education of governesses. These agencies are already doing useful work, although on a comparatively small scale, and the Commission trusts that they will receive a still larger measure of sympathy and co-operation from English ladies in India. Cases have been brought to our notice of a native family of rank employing a European or Anglo-Indian governess; in other cases a Native Christian governess is employed, on the understanding that she will confine her instruction to secular subjects. The Parsi and Brahma communities not only permit their girls to

* See Note E, on the fourth page of Table I b, at the end of this Report.

remain longer at school than is the custom with the Hindus and Muham-madans, but they have among them an educated class of young women well-qualified to conduct the work of instruction in private families. While we look to the schools to carry on the general extension of female education, we regard as a hopeful sign the desire for improved education at home; and we have framed our Recommendations with a view to give the fullest encouragement to all zanana agencies, whether secular or religious, so far as is compatible with a due regard to economy combined with secular results.

620. Literature for the Zanana.—The want of school-books for girls has been already mentioned, and the same remarks apply to the dearth of a suitable literature for the zanana. An education which ends with the mere task-work of receiving instruction from a mistress, fails to accomplish its purpose. On the one hand, we find 277,207 women in India (including the Native States) not at school, yet who can read and write. On the other hand, we find a deficiency of modern books in the vernaculars, suitable for their perusal. This is a difficulty which can best be met by the efforts of educated men and women among the natives themselves, and by the native literary societies, especially the societies for the promotion of female education which are now so numerous throughout India. We earnestly commend this difficulty to their attention, and we hope that the Local Governments will not be found wanting in the encouragement of any well-devised efforts, whether by societies or by individuals, towards its solution.

621. Quality of the Instruction in Girls' Schools.—The examinations which have been gradually prescribed for girls' schools in the different Provinces enable us to test the quality of the instruction given. But it should be borne in mind that the stringency of the standards is not identical in all the Provinces; and that while, on the one hand, all girls' schools are not subject to examination; on the other, it is not everywhere possible to separate European and Anglo-Indian girls from natives in the returns. Subject to these remarks, the following Table exhibits the results of the departmental examinations in girls' schools. The third column does not take cognisance of girls in "mixed" or boys' schools; but only of those in institutions intended entirely for girls.

622.—Results of the Examinations in Girls' Schools, 1881-82.

PROVINCES.	Class of Institutions.	Number of pupils on the rolls on March 31st, 1882.††	Total number examined in departmental or other prescribed examinations.	Number passed.	Percentage of successful scholars to those presented for examination.	Number of trained mistresses who passed for certificates in 1881-82.
1	2	3	4	5	6	7
MADRAS	Secondary . . .	389	292	109	37·3	...
	Primary . . .	20,365	10,426	6,819	65·4	...
	Normal . . .	157	76	38	50·0	...
	TOTAL . . .	20,911	10,794	6,966	64·53	...
BOMBAY	Secondary . . .	538	311	134	43·09	...
	Primary . . .	21,859	6,514	3,366	51·67	...
	Normal . . .	73	45	31*	68·89	31
	TOTAL . . .	22,47	6,870	3,531	51·39	31
BENGAL	Collegiate . . .	6	5 ^a	4 ^b	80·00	...
	Secondary . . .	1,051	9	8	88·88	...
	Primary . . .	17,452	201	157	78·10	...
	Normal† . . .	41	...	...	...	...
	TOTAL . . .	18,550	215	169	78·60	...

* At the Training College Examinations.

† There are two Normal schools for mistresses with 41 pupils, who are trained to become teachers in native schools and zananas, but they do not pass any prescribed examination for this purpose.

†† Girls attending Boys' schools are not included in this return.

^a Including 2 pupils studying in the Free Church Normal School.

^b Of these one passed the F.A. and 3 the matriculation Examination of the Calcutta University.

PROVINCES.	Class of Institutions.	Number of pupils on the rolls on March 31st, 1882.††	Total number examined in departmental or other prescribed examinations.	Number passed.	Percentage of successful scholars to those presented for examination.	Number of trained mistresses who passed for certificates in 1881-82.
1	2	3	4	5	6	7
NORTH-WESTERN PROVINCES & OUDH.	Secondary . . .	68	66	31	46.07	...
	Primary . . .	8,726	984	520	52.84	...
	Normal . . .	89	...	...	...	7
	TOTAL . . .	8,883	1,050‡	551	52.48	7
PUNJAB	Secondary . . .	8	...	...	...	...
	Primary . . .	9,207	171	51	29.82	...
	Normal . . .	138	...	...	...	...
	TOTAL . . .	9,353	171§	51	29.82	...
CENTRAL PROVINCES . . .	Secondary . . .	...	...	...	...	...
	Primary . . .	3,208	527||	270||	51.23	...
	Normal . . .	17	7	2	28.57	2
	TOTAL . . .	3,225	534	272	50.93	2
ASSAM	Primary . . .	1,209	1	1	100	...
	Normal . . .	...	...	...	...	...
	TOTAL . . .	1,209	1	1	100	...
COORG	Primary . . .	26	...	...	...	...
	TOTAL . . .	26	...	...	...	...
HAIDARABAD ASSIGNED DISTRICTS.	Primary . . .	368	167	111	66.46	..
	TOTAL . . .	368	167	111	66.46	..
TOTAL FOR INDIA ¶	Collegiate . . .	6	5	4	80.00	...
	Secondary . . .	2,054	678	282	41.59	...
	Primary . . .	82,420	18,991	11,295	59.47	..
	Normal . . .	515	128	71	55.47	40
	TOTAL . . .	84,995	19,802	11,652	58.84	40

† These figures include 699 European and Eurasian children.

‡ At the upper and lower primary examinations. The results of other examinations are not tabulated.

§ All the girls are examined, and the results of their examination are recorded in the school minute books and in the Inspector's diaries. Only those who were examined in the lower primary and upper primary standards, and who passed such examinations, are recorded in columns 4 and 5.

¶ Excluding Ajmer, British Burma, and all Native States that administer their own system of education.

†† Girls attending Boys' schools are not included in this return.

623. Review of Examination Results in Girls' Schools (1881-82).—

The only Province which during the year under review sent female students to the collegiate examinations was Bengal; the progress there made in the higher education of girls has been referred to, and the success of two girl candidates at the B.A. examination in the following year, although too late for the purview of this Report, afforded a theme for the address of the Vice-Chancellor of the Calcutta University in March 1883. Apart from circumstances peculiar to Provinces, the principal feature of the above Table is the overwhelming proportion of girl candidates at the primary examinations. The total number examined in the Primary schools was close on 19,000, of whom 11,295 passed. The proportion of successful candidates, exceeding 59 per cent., shows that the instruction in primary girls' schools, as tested by the standards prescribed, is fairly efficient. Only 678 girls presented themselves at the secondary examinations, of whom 42 per cent. were successful. But it should be observed that while rather less than one-fourth of the girls in primary schools presented themselves for examination, one-third of those under secondary instruction appeared as candidates. It should be noted, however, that the only departmental examinations at which girls from schools in Bengal are invited to appear, are those for the various classes of scholarships, middle, and primary. The discouraging features in the foregoing return are the paucity of trained schoolmistresses, and the scanty source of supply for the teaching staff, with 85,000 girls to teach. Only 78 mistresses passed examinations in the year. Of these 31 obtained certificates in Bombay, 7 in the North-

Western Provinces, and 2 in the Central Provinces. In Madras, 38 passed the Normal school examination, but without attaining the standard prescribed for a certificate.

624. Deficiency of Teachers for Girls' Schools.—These figures bring us to the root of the difficulty in regard to the extension of girls' education in India. They show that the supply of trained female teaching power is wholly inadequate to the demand. By comparing the increase of girls at school with the number of trained mistresses, during a period of years, the inadequacy becomes more apparent. The same result is arrived at by a scrutiny of the local distribution of Normal school attendance. There were only 515 girls at Normal schools throughout all India in 1881-82. Of these, 157 were in Madras, 138 in the Punjab, and 73 in Bombay. Bengal, with its 18,550 girls in female schools, had only 41 young women receiving a training in Normal institutions. Excepting Madras and Bombay, no Province returns any candidates passed at Normal school examinations, saving 2 girls in the Central Provinces and 7 in the North-Western Provinces. We desire to call attention to the altogether disproportionate supply of mistresses, as compared with the demand which the foregoing Table discloses.

625. Male Teachers for Girls' Schools.—The evidence before the Commission shows that a feeling exists in many parts of India against the employment of men as teachers and inspectors in girls' schools. Hitherto, it has not been found practicable in the various Provinces to carry on the work of female schools without such agency. The efforts which are being made to call into existence a more adequate supply of female teachers will be presently considered. The majority of girls' schools are still conducted by male teachers. Only elderly men are considered suitable for the work, and any attempt at a wide extension of female education by means of young male teachers, would be opposed to the sentiments of the people. It follows, therefore, that the teaching staff of the girls' schools at present has to be mainly recruited from superannuated schoolmasters, many of whom have lost their powers of work. In Maratha and other Southern Districts the difficulty of finding suitable male teachers is less felt than in Provinces which were long under Muhammadan rule.

626. Female Teachers for Girls' Schools.—As yet it has not been found possible to obtain anything like an adequate supply of trained female teachers. Many plans have been tried in the different Provinces, but all have ended in comparative failure. The Bengal Department even attempted to utilise female votaries of the Vaishnava sect as teachers. The members of this sect, male and female, renounce caste and devote themselves to a religious life. At one time, the female Vaishnavas seem to have contributed a good deal to the instruction of their countrywomen, and at the beginning of the century, many of the Bengal zannas had preceptresses belonging to this class. But an effort, cautiously and patiently made by the Education Department to train them as teachers for girls' schools, ended in unfavourable results. The only native women who can be induced to regard teaching as a profession in life, seem to be native Christians; the wives of schoolmasters in certain Provinces; and, under certain conditions, widows. A considerable supply is obtained from the first-mentioned class by Missionaries, both Protestant and Roman Catholic. But the services of such teachers are almost entirely absorbed by the schools of the religious agencies which train them; although in Madras there seems to be a reasonable prospect that other schools will in time obtain a supply of female teachers from this source. They form, however, an important element in the extension of female education on the basis of grant-in-aid. Both the

Roman Catholic and Protestant Missions are now in a position to look forward to increasing the number of their female teachers in proportion to the demand for them in their own schools. Nor does the objection to male teachers appear to carry so much weight with the Protestant Christians as it does among other sections of the native community.

627. Female Education; Schoolmasters' Wives as Teachers.—This latter source of supply would be capable of wider application, if it could produce the requisite number of teachers. The experience of the Education Department in Bombay and the Central Provinces has a special bearing on this subject. Many of the young schoolmasters of parts of India do not seem to object to their wives engaging in school work. An excellent female Normal school at Jabalpur carries on its operations in the same town as the male Normal school; and a number of the youths who are being prepared as teachers, send their wives to undergo a corresponding instruction in the female school. The latter derives its pupils from all available sources; but we refer to it specially in regard to this branch of its work. The young women live a strictly resident life within their own school, and, after going through a course of instruction, take part in the actual work of teaching a girls' school attached to the institution. When duly qualified, they are sent out as mistresses of schools in the village or town to which their husbands are posted. In this way, a certain number of localities have been supplied with both a boys' and a girls' school, conducted respectively by the husband and wife. The special success of the female Normal school at Jabalpur is due to the tact and admirable powers of management of the Lady Superintendent. But the experiment has also succeeded elsewhere, and schoolmasters' wives are now recognised as a hopeful source of supply for female teachers. In some parts of India, however, schoolmasters object to their wives taking public employment of this sort. As the pecuniary advantages of the arrangement become more widely understood, and as the sentiment that married women should never work for their livelihood loses its influence among the higher castes, the number of female teachers of this class will probably increase.

628. Widows as Teachers.—Our particular attention has been given to suggestions which have been made with regard to the more extended employment of native widows as teachers. The lot of the Hindu widow is so hard, that we should rejoice if it were possible to provide a scope for her useful employment in infant schools and in the education of her countrywomen. But here again native public opinion in many Provinces stands in the way. The Hindu widow, although deprived of any earthly career, beyond household drudgery, forms an integral part of the family, and is, in an especial manner, subject to family control. At present it does not seem likely that respectable Hindu families would permit their widowed members to engage in so public a labour as that of a schoolmistress, in numbers at all proportionate to the demand. The Education Department has done something to encourage movements in this direction. Certain of its efforts have failed to produce favourable results, owing to the peculiarly exposed position in which a Hindu widow finds herself, when she steps outside the strictly guarded routine of family life. On the other hand, several such experiments have proved that success is possible. The Female Training College at Ahmedabad shows what can be done in this respect. While deriving its students from all classes, it has so won the confidence of the native community that it obtains a fair number of widows, who resolve to adopt teaching as their work in life. The success of this institution, as in the case of the female Normal School at Jabalpur, is in a special degree due to the high personal qualities of the Lady Superintendent. But as native public

opinion advances, we hope that an increasing number of training institutions will obtain female students from the same class, and that every encouragement, pecuniary and otherwise, will be given to such efforts. If Hindu widows could be induced in considerable numbers to take up teaching as a profession, one of the chief difficulties in the extension of female education would be solved. An independent and interesting career would at the same time be opened up to a large class of women, whose lot in life is very hard. The total number of widows in India is 21 millions. Of these, $1\frac{1}{2}$ millions are below 24 years of age, and are therefore within the period of life when they might be successfully trained as teachers, if they could be persuaded to adopt that profession.

629. Female Education ; Difficulties of Female Teachers.—We do not, however, under-rate the obstacles in the way of such a movement. Apart from the isolated position of a young Hindu widow who leaves the family circle, female teachers in India have great and special difficulties to contend against. In the first place, they hold a novel and an exceptional position which exposes them to unfriendly comment. In the second place, the Indian school-mistress often finds two enemies ready made in the village to which she is sent. There is the old incapable male teacher whom she supersedes, and the youth who assisted him, but whose masculine dignity will not permit of his serving peaceably under a woman. Lady Superintendents of female training colleges, who sympathise with the difficulties of the situation, can do much to pave the way for the ultimate success of the young women whom they send forth. For example, the Lady Superintendent of the Ahmedabad Female Training College never gives her consent to a widow teacher being posted in a locality, until she has secured for her the countenance and support of the leading native families. No doubt other Lady Superintendents of female training colleges take the same precautions. But in spite of all such kindly safeguards, the position of a female teacher, especially if she be a widow, is still a difficult one in an Indian hamlet. Many of these difficulties would, however, disappear if arrangements could be made for employing trained female teachers in their own villages.

630. Training of Female Teachers.—In the general review of the situation which precedes our Recommendations, we shall summarise the limitations and conditions which apply to the various classes from which female teachers can be derived. We are not hopeful of any sudden or immediate expansion of the supply. We once more repeat that in this, as in other matters connected with female education, if an expansion is to be genuine and lasting, it must depend upon the growth of native public opinion. Government can, however, by rendering liberal aid to training colleges, by an extended system of stipends to the students in such institutions, and by a generous scale of grants for schools which employ certificated female teachers, do much to draw forth all the capabilities of the existing sources of supply. It would not be easy to improve the course of instruction in some of the female training colleges which we have visited. In our Recommendations, therefore, we make no suggestions in regard to the course of instruction, and merely advise that liberal inducements should be offered alike to Native, European, and Eurasian young women, to qualify themselves as teachers for girls' schools.

631. Female Education.—The Table on the following page shows the expenditure from all sources on female education, in the year 1881-82, so far as can be ascertained by the Commission. It deals only with schools for natives, and is therefore exclusive of the general expenditure on European and Eurasian girls.

EXPENDITURE ON FEMALE EDUCATION IN BRITISH INDIA IN 1881-82.

PROVINCES.	*Expenditure from Provincial Funds.	Expenditure from Local or Municipal Funds.*	Expenditure from fees.	Expenditure from other sources.	*Total expenditure on female education.	†Total expenditure on education from public funds (Provincial, Local and Municipal.)	Percentage of expenditure in columns 2 and 3 to total expenditure on education from Public Funds.	Percentage of Provincial expenditure in (column 2) to total expenditure in column 6.	Percentage of Provincial expenditure in column 2 to total expenditure on education† from Provincial Funds.	Percentage of expenditure in column 6 to total expenditure on education.†	REMARKS.
1	2	3	4	5	6	7	8	9	10	11	12
	R	R	R	R	R	R					
Madras	51,211	8,636	12,693	1,53,629	2,26,169	16,32,345	3'66	22'64	5'22	6'52	
Bombay	49,780	51,619	9,518	67,790	1,78,707	19,82,535	5'11	27'86	4'37	5'21	
Bengal	76,819	2,540	17,772	1,26,637	2,23,768	26,80,510	2'96	34'33	2'90	3'56	
North-Western Provinces and Oudh	32,856	5,752	1,601	38,873	79,082	15,77,695	2'44	41'54	3'54	3'84	
Punjab	32,825	21,985	2,931	47,187	1,04,928	12,31,047	4'45	31'28	5'21	6'44	
Central Provinces	6,879	14,150	.....	4,930	25,959	5,28,802	3'98	26'46	1'90	3'85	
Assam	643	1,698	24	3,239	5,604	2,05,076	1'14	11'47	'45	1'80	
Coorg	120	.....	.....	110	230	20,293	'59	52'17	'91	1 01	
Haidarabad Assigned Districts	1,745	1,509	.....	270	3,524	3,24,381	1'00	49'51	'74	'99	
TOTAL FOR INDIA a	2,52,878	1,07,889	44,539	4,42,665	8,47,971	1,01,82,684	3'54	29'82	3'57	4'65	

* Excluding expenditure on Schools for Europeans and Eurasians.

† Including expenditure on Professional and Technical Institutions and on Schools for Europeans and Eurasians

a. Excluding British Burma and all Native States that administer their own system of education.

b. Excluding the expenditure on Female education in Ajmir, amounting to Rs. 635

632. Different Sources of Funds.—The most noteworthy feature of the foregoing Table is the very small proportion which the fees levied in girls' schools bear to the total expenditure. In round numbers, the pupils in such schools pay only one-twentieth part of the cost of their education. On the other hand, the charitable and philanthropic element comes strongly into play in the support of girls' schools in India. The sums derived from missionary bodies, native societies, endowments, and philanthropic agencies or individuals interested in female education, exceed one-half the whole expenditure on the work, as indicated in columns 5 and 6 of the foregoing Table. The allotments from the Provincial revenues contribute more than a quarter, and the assignments from Municipal or Local Funds, together with the fees, amount to a good deal less than a quarter. The day when female education can be safely left to fees, or to exclusively local support, seems still far distant in India.

633. Suitability of the Grant-in-aid Rules.—Conclusive evidence has been placed before the Commission, that female education cannot at present be subjected to the same strict conditions as those which regulate grants-in-aid to boys' schools. In the first place, there is not the same efficient demand for the instruction of girls by the people themselves; and consequently there is not the same willingness to pay for it in the shape of fees. In the second place, the school-going age among girls is, as already stated, of much shorter duration than among boys; and even during a girl's brief years at school, regular attendance is not considered so strictly in the light of a daily duty. It follows, therefore, that it is difficult to maintain the same degree of discipline in a girls' school as regards uniform progress, or the average on the rolls, and unfair to insist on the same standards of instruction. In the third place, the managers of girls' schools have in many parts of India to provide not only for the instruction of the pupils while in school, but also for their safe conduct under female surveillance to and from their respective homes. A staff of nurses or old men has to be maintained for this purpose, and a class of expenditure, for which the Grant-in-aid Codes for boys' schools very properly make no provision, thus becomes a legitimate and necessary charge in girls' institutions. In some Provinces the Codes sufficiently recognise these distinctions; in others they do not. The practical results of the sufficiency or insufficiency of State aid to girls' schools in the various Provinces have been tabulated in Chapter VIII, paragraph 480, pages 421-3, and we need not again enter into the subject here. But it will be seen from the Table on page 423 that the rate of State aid given to girls' schools is, notwithstanding a theoretical liberality of the Rules, practically smaller in almost every Province than the rate given to boys' primary schools. Finally, it must not be forgotten that native public opinion in the matter of girls' instruction is very much in the same stage as it was a generation ago in regard to boys' education on the modern system. If rigid financial tests had been applied to the extension of boys' education in India forty years ago, it would have expanded much more slowly than it has done. We think that female education is a proper subject for a still larger expenditure than heretofore from Provincial, Municipal, and District Funds; especially by liberal encouragement to agencies that have shown a genuine interest in the cause. We have, therefore, in our Recommendations provided for a liberal treatment of girls' schools as regards finance, and for a patient consideration of their difficulties as regards results.

634. Grants-in-aid to Girls' Schools.—We desire that, in revising the Grant-in-aid Codes, it should be borne in mind that, if female education is to receive any large extension, the school-system must be placed as much as possible in accord with the customs of the country and the feelings of the people.

For many years to come, the respectable native community will desire to shelter their daughters from public observation, and to seclude them from contact with males not belonging to the family. The problem is how to reconcile school-life with these popular feelings. Our Recommendations endeavour to provide, so far as it is possible for general proposals to provide, for such an adaptation. Female teachers, female inspectors, female surveillance on the way to and from school, and arrangements sufficiently liberal to permit of the boarding-house system being extended in girls' schools, will help towards the solution of the problem. But we hope that apart from Recommendations of a general character, such as it is the function of this Commission to make, no opportunity will be lost of taking advantage of special adaptations, applicable to individual localities, or suited to the views of particular classes of the people.

635. Inspectresses for Girls' Schools.—In the summary immediately preceding our Recommendations, we shall briefly state our opinion as to the unsuitability of male inspection for girls' schools. But we think it well that the practical objections to male inspection, as felt by female teachers in India, should be distinctly realised. Miss Collett, the Lady Superintendent of the Ahmedabad female Training College, whose careful supervision of her students after they have gone out into the world has already been mentioned, gave important evidence on this point. After expressing her opinion that there should be at least one European Lady Inspectress for the Bombay Presidency, she thus describes the actual working of the system of male inspection now in force: "The present Deputy Inspectors are, "in most cases, men who are willing and anxious to do their best, but "who are quite unable to enter into, or to understand, the difficulties which "beset female teachers. In the first place, the peculiar circumstances under "which women in India are brought up, tend to make them very timid when "they come in contact with men who are strangers to them; they have been "accustomed to such a system of repression, and dependence on others, that in "nine cases out of ten they will rather suffer injustice than make a stand for "themselves; consequently they need a peculiar kind of treatment and encouragement, quite unnecessary in the case of male teachers. Besides this, female "teachers are a new element in most villages, and their conduct is subjected "to close scrutiny, and anything but benevolent criticism. I have known of "cases where the Deputy Inspectors, instead of going to the girls' schools to "inspect the records, have ordered the women to bring them to their offices or "houses; now the fact of a mistress going to the residence of a Deputy is quite "enough to raise an evil report about her. I only instance this to show how "delicate a matter the treatment of female teachers is. Again, when women "are sent to village schools, they, in most cases, go to replace men who have "been in charge of the schools for many years, and who are naturally enough "annoyed at being turned out to make room for a female teacher. These men "generally hold an influential position in the village, and they do what they "can to stir up the residents against the new-comer, so that the poor mistress "has, at the very commencement of her career, to contend with and overcome "a good deal of smouldering animosity. Then the male assistant considers it "*infra dig.* to be under a woman, and is often insubordinate and insulting to "her, doing what he can to subvert her authority and lower her in the eyes of "her pupils; when at last she is driven to report his conduct, the Deputy considers her discontented, and does not understand why she should begin by "making complaints against her assistant who got on well enough with her "predecessor."

636. Female Education; School-fees.—The foregoing Table shows the small amount contributed to girls' schools in the shape of fees. Out of a total of Rs. 8,47,971 expended on female education in 1881-82, only Rs. 44,539, or little more than one-twentieth, were paid as school-fees. We do not, after a careful review of the evidence before the Commission, believe it possible to make any immediate or rapid change in regard to this unsatisfactory aspect of female education in India. We find that many of the most successful of the girls' schools or colleges were compelled for many years to abstain from levying fees at all, while a large proportion actually paid the pupils for attending. Both these practices exist at the present day, although the stronger institutions have discontinued them. They first found it possible to give up paying the girls for attendance; then by slow and cautious degrees they began to levy fees. We look forward to a time when it will be practicable to insist upon adequate fees in girls' schools, and we think that managers of girls' schools should be encouraged to take steps in that direction. But we do not think that the time is yet come for any hard-and-fast rules on this subject. While, therefore, in the summary preceding our Recommendations, we approve generally of the principle of requiring fees, we do not think it essential at present that they should be levied in girls' schools as a condition of grant-in-aid. Much less do we think the time is ripe for laying down any general rule as to the rate of fees in girls' schools. Even when the practice of requiring fees becomes more general, we are of opinion that liberal exemptions should be made in favour of poor girls of promising talents.

637. Prizes for Girls' Schools.—Indian girls show keen emulation in class, and their faculties seem to develop at an even earlier age than those of boys. Prizes or rewards for progress in school are not only treasured by the girls themselves, but are a source of very great pleasure in their family circle. Liberality in the distribution of prizes to girls' schools, acts, therefore, as an incentive, which those who are anxious to extend female education should not disregard. This is well understood by the native managers or committees of management of girls' schools. In some Provinces there is a tendency to make the visit of any officer of position an occasion for a distribution of gifts to the girls. It is often difficult, however, to find books in the local vernacular suitable for this purpose. A girls' literature has still to be created in India, and the prizes for girls' schools often consist of what are really lesson books, or even blank copy-books, rather than interesting tales. Many substitutes for books are from time to time adopted; such as pencils, trinkets, and above all, sweetmeats. When a benevolent native wishes to give a treat to a girls' school, the first step which suggests itself to his mind is to issue a wholesale order to the village confectioner. On special occasions, a distribution of clothes is made. Such distributions of sweetmeats, or pieces of cloth, are made with an equal hand to the clever and stupid, to the industrious and the idle. But they serve to stimulate public interest in female education; and donations of sweetmeats were found useful in starting the movement, and in drawing an attendance to schools whose managers have since been able to discontinue the practice. We hope that the production of attractive books suitable for prizes in girls' schools, will receive the attention of the native associations in different parts of India, who are now evincing so much interest in the education of their countrywomen.

638. Scholarships in Girls' Schools.—There is, however, one form of reward which, even in girls' schools, should be distinctly recognised as won by merit, and as intended to enable the pupil to make still further progress. We refer to scholarships. We believe that scholarships should be given on easier

terms in girls' than in boys' schools, but they should be given not as charitable doles, but by competition or as the rewards for good work. We have already provided for another class of aid for poor girls, by liberal exemptions from the payment of fees. We are anxious that scholarships should be used, not only as a means for raising the standard of instruction, but also as an inducement to the most promising girls to remain longer at school than at present. We have, therefore, recommended that, while special provision be made for girls' scholarships, a certain proportion of them shall be reserved for girls not under twelve years of age. Such scholarships, like all others, should be given as readily and as liberally to schools under private managers as to departmental schools.

639. "Artificial Stimulants" to Girls' Schools.—We are aware that some of the suggestions in the foregoing paragraphs, and several of the specific Recommendations which follow, will be held to create what have been called artificial stimulants to the progress of female education. We can only reply that, after a careful consideration of the evidence collected throughout India, we find that girls' schools have been started only with the aid of such encouragement, and that it is in many places still required for their maintenance and extension. We hope that the time will come when the demand for female education may be as efficient and as widely spread as the demand has now become for boys' education. But we again repeat that the evidence proves that that time has not yet arrived, and meanwhile we think that it would be unwise to neglect any of the harmless methods of encouraging female education which have been found successful in the past, and which are in accord with native custom and public feeling at present. It should, however, be noticed that it is chiefly in the hands of private managers that these "artificial stimulants" can be used with good effect.

640. Summary.—Before enumerating our specific Recommendations with regard to girls' schools, we desire to briefly review the situation as disclosed in the foregoing paragraphs. It will have been seen that female education is still in an extremely backward condition, and that it needs to be fostered in every legitimate way. In some Provinces, the sympathies of the people do not yet run sufficiently in this direction to induce local bodies to devote to female education any of the funds at their disposal. Hence we think it expedient to recommend that public funds of all kinds—local, municipal, and provincial—should be chargeable in an equitable proportion for the support of girls' schools as well as boys' schools; and that the former, being in an earlier stage of development, should receive even something more than what might appear to be a strictly impartial share of encouragement. Public opinion in this matter cannot yet be accepted as the standard of what ought to be done. We do not think it necessary to define the classes of girls' schools which should receive encouragement. The principle of religious neutrality prevents aid from being given for religious teaching as such, but we see no reason why such secular teaching as is actually given, if only incidentally, in schools intended mainly for religious teaching, should not be *pro tanto* rewarded. If a girl, in learning to read a religious book, acquires the power of reading the vernacular, it is at least something accomplished, and may serve as a basis for something more. There are so many obstacles to the progress of female education that we think the conditions on which aid is granted to it should be made as easy as possible. It is, moreover, right that more liberal aid should be given for the education of those classes who cannot pay for it themselves, and whose children are often required to help in household work. For these, rules requiring regular attendance should be easy,

lest they defeat their own object. Generally, the maintenance of a girls' school is more expensive than that of a boys' school. Servants have to bring the children from their homes, and the number that can be expected to attend is smaller. Hence it is sometimes found that rates of aid even 50 per cent. higher than those for boys, fail to cover the additional expenditure required. Again, the short time that girls are allowed to remain at school leads to a very large percentage of the pupils being in the lowest stages of instruction. As these need as much attention as those more advanced, it is only just that allowance should in some way be made for them. One great objection made by the native public to the instruction of girls, is that it is of no practical use to them. Too much stress should not be laid on this, as the value of education to a woman must of necessity be unknown to those who have no experience of it. But it ought not to be taken for granted that the instruction which is suitable for a boy must necessarily be good for an Indian girl. In purely literary subjects, girls need not go so far as boys, and there are subjects of a practical kind to which girls might at least be introduced during their school course. It does not appear that much attention has hitherto been given to the production of books suitable for girls, and in some cases the books used have not been selected with sufficient care.

641. Summary—continued.—We approve of the principle that education should to some extent be paid for by the recipient. But the desire for girls' education has at present to be fostered, and in many parts of the country it has yet to be created. Hence, we would not make the taking of fees an essential condition of obtaining grants, although we would guard against unfair competition in this respect between rival schools. To extend the period given to the education of girls is obviously desirable, and we think that one important means of attaining this object will be the offer of scholarships. If some of these be reserved for girls beyond the usual age to which school attendance extends, there may gradually arise a desire for more knowledge than can be attained within that narrow period. This points in the direction of secondary education for girls, in which a beginning has scarcely been made. We propose that the opportunities for such instruction should be judiciously extended, but only where private effort indicates that the desire for it exists. There are many difficulties in the way of young women attending a school at any distance from their homes. For this reason we think that in special cases it might be well to encourage school-managers to make provision for boarders. It may perhaps be found that Municipal and Local Boards are not in all cases prepared to undertake the management of girls' schools; to force it upon unwilling persons would not be likely to lead to satisfactory results. But where a Board does undertake the management, we think its authority ought to be real and effective. It ought to be able to appoint any mistress it selects, provided, of course, that she is in the judgment of the Education Department qualified for the work. Nor would we deprive the Board of the power of promoting or removing its own teachers, although to check arbitrary or hasty action the Department ought to have a veto in such cases. It should also be borne in mind that as the available funds are limited, and as results are greater and more capable of being tested in girls' schools than in znanas, the former have higher claims than the latter on State aid.

642. Summary—continued.—We have seen that one of the principal obstacles to the extension of female education is the difficulty of obtaining suitable teachers. There can be no doubt that women are preferable for this purpose to men; and while we would not altogether exclude male teachers from girls' schools, we believe that female teachers should be gradually and

cautiously substituted for them. In order to induce girls to look forward to teaching as a profession, it seems desirable to encourage pupil-teachers wherever the system is practicable. The pupil-teachers should furnish material for Normal schools, and for Normal classes in connection with ordinary schools where there is sufficient teaching power. The careful and sympathetic management required for such classes, renders them peculiarly suitable for private agency to superintend; and when established by this means, they should be liberally aided. Among other ways of assisting them, the grant of a bonus for each pupil finishing the course, commends itself. At the same time the aid given them should not depend too largely on such success at the final examination. There does not seem to be good reason for confining certificates for teachers to those who have been trained in Normal schools. Fitness to teach should be recognised wherever and in whatever way it may have been acquired, although a Normal school training will always have a special value of its own. The number of young women qualified to teach is so small, that it seems necessary to recruit it by special inducements offered both to the pupils and to those who may instruct them. In some places the wives of schoolmasters are almost the only class available as schoolmistresses, and it is expedient to attract as many of them as possible to the work. In other places young women of mixed parentage may be largely employed, if only they can be persuaded to qualify themselves by a sufficient knowledge of the vernacular. By the different plans here indicated, something may be done gradually in the way of raising up a class of women fitted to educate the girls of another generation. What no sweeping measure could at once effect, may be accomplished by a multiplicity of minor plans, each contributing a little.

543. Summary—concluded.—But in the existing circumstances of the women of India, the mere establishment of schools will be by no means sufficient to bring about the general spread of education among them. Public sentiment keeps them secluded in *zananas*, many from their infancy, and many more from the age of eleven or twelve. From this it follows that the education of girls of the better classes cannot be carried on in schools to anything like completion, and that in the case of many it cannot even be begun. Some plan is needed for conveying instruction to those who cannot leave their homes to seek for it, and for prosecuting further the teaching which may have been begun in schools. Agencies for *zanana* teaching are conducting this work with considerable success. Actuated in many cases by religious motives, *zanana* teachers have brought some measure of secular instruction into the homes of those who would otherwise have been wholly debarred from it. We see no reason why this secular instruction, imparted under the supervision of ladies worthy of confidence, should not be recognised and assisted, so far as it can be tested by a proper inspecting agency. Rules for aid to *zanana* teaching should be drawn up in consultation with those who conduct the work, and should be such as to assist them substantially in extending their operations so far as concerns secular teaching. Associations have arisen in some places, aiming at the extension and improvement of female education. These also might be encouraged so far as they produce secular results. In order that these results may be fairly estimated, it seems necessary that the services of sympathetic and well-qualified inspectresses should be more largely made use of. In the present condition of female education in India, the visits of Inspectors are sometimes not only futile, but a positive hindrance to progress. And even where this is not so, a woman is generally much better able to deal with little girls than any man can be. With respect to the management also of girls' schools, it seems most desirable to obtain the

help, wherever possible, of ladies who take an interest in the subject, whether Native or European. Nor is the object likely to be attained unless interest is promoted among Native gentlemen by giving them a share in the supervision of the schools. Those who show their sympathy by sending their own daughters to school are more likely to assist in directing the movement, and in rendering it popular among their neighbours.

644. Female Education: Recommendations.—Our Recommendations are—

1. That female education be treated as a legitimate charge alike on Local, on Municipal, and on Provincial Funds, and receive special encouragement.
2. That all female schools or orphanages, whether on a religious basis or not, be eligible for aid so far as they produce any secular results, such as a knowledge of reading or of writing.
3. That the conditions of aid to girls' schools be easier than to boys' schools, and the rates higher—more especially in the case of those established for poor or for low-caste girls.
4. That the rules for grants be so framed as to allow for the fact that girls' schools generally contain a large proportion of beginners, and of those who cannot attend school for so many hours a day, or with such regularity, as boys.
5. That the standards of instruction for primary girls' schools be simpler than those for boys' schools, and be drawn up with special reference to the requirements of home life, and to the occupations open to women.
6. That the greatest care be exercised in the selection of suitable textbooks for girls' schools, and that the preparation of such books be encouraged.
7. That, while fees be levied where practicable, no girls' school be debarred from a grant on account of its not levying fees.
8. That special provision be made for girls' scholarships, to be awarded after examination, and that, with a view to encouraging girls to remain longer at school, a certain proportion of them be reserved for girls not under twelve years of age.
9. That liberal aid be offered for the establishment, in suitable localities, of girls' schools in which English should be taught in addition to the vernacular.
10. That special aid be given, where necessary, to girls' schools that make provision for boarders.
11. That the various Departments of Public Instruction be requested to arrange, in concert with managers of girls' schools, for the revision of the code of Rules for grants-in-aid in accordance with the above Recommendations.
12. That, as mixed schools, other than infant schools, are not generally suited to the conditions of this country, the attendance of girls at boys' schools be not encouraged, except in places where girls' schools cannot be maintained.
13. That the establishment of infant schools or classes, under schoolmistresses, be liberally encouraged.
14. That female schools be not placed under the management of Local Boards or of Municipalities unless they express a wish to take charge of them.
15. That the first appointment of schoolmistresses in girls' schools under the management of Municipal or Local Boards be left to such Boards, with the

proviso that the mistress be either certificated, or approved by the Department; and that subsequent promotion or removal be regulated by the Boards, subject to the approval of the Department.

16. That rules be framed to promote the gradual supersession of male by female teachers in all girls' schools.

17. That, in schools under female teachers, stipendiary pupil-teacherships be generally encouraged.

18. That the attention of local Governments be invited to the question of establishing additional Normal schools or classes; and that those under private management receive liberal aid, part of which might take the form of a bonus for every pupil passing the certificate examination.

19. That the departmental certificate examinations for teachers be open to all candidates, wherever prepared.

20. That teachers in schools for general education be encouraged by special rewards to prepare pupils for examinations for teachers' certificates, and that girls be encouraged by the offer of prizes to qualify for such certificates.

21. That liberal inducements be offered to the wives of schoolmasters to qualify as teachers, and that in suitable cases widows be trained as schoolmistresses, care being taken to provide them with sufficient protection in the places where they are to be employed as teachers.

22. That, in Districts where European or Eurasian young women are required as teachers in native schools, special encouragement be given to them to qualify in a vernacular language.

23. That grants for zanana teaching be recognised as a proper charge on public funds, and be given under rules which will enable the agencies engaged in that work to obtain substantial aid for such secular teaching as may be tested by an inspectress, or other female agency.

24. That associations for the promotion of female education, by examinations or otherwise, be recognised by the Department, and encouraged by grants under suitable conditions.

25. That female inspecting agency be regarded as essential to the full development of female education, and be more largely employed than hitherto.

26. That an alternative examination in subjects suitable for girls be established, corresponding in standard to the Matriculation examination, but having no relation to any existing University course.

27. That endeavours be made to secure the services of native gentlemen interested in female education on committees for the supervision of girls' schools, and that European and native ladies also be invited to assist such committees.

CHAPTER XI.

LEGISLATION.

645. Educational Legislation in general.—The history of legislation not originated by the ruling power is generally the history of the gradual growth of custom or popular sentiment into a force of such validity as to be the warrant for impressing the beliefs of many upon the whole community concerned. The growth of this consensus in the matter of State interference in education has in all countries been very slow. In England it is quite recent; and is in a great degree owing to the pressure of Continental example, and to the necessity of enabling the population of Great Britain to maintain a fair place in the competition of trade and material prosperity. In the East, although learning and learned castes have been recognised and fostered by Emperors and rulers, especially in Hindu or Buddhist communities, in connection with religious observances or courtly requirements, the idea of popular education of the modern or progressive type, either as a right or as a means of elevation or advancement, or as a source of wealth, is altogether new. Hence, before stating our Recommendations in favour of educational legislation for India, we have considered the origin and present state of such laws as have been passed with the same object in other countries. We have carefully considered the educational legislation in Great Britain and her colonies, in Europe, and in the United States, but we have not thought it necessary to lengthen our Report by the recapitulation of information which is fully available elsewhere. We observe that, however those systems of education may vary in detail or in the extent of Government interference or control, there is one point common to them all, in that they are all based on law or on ordinance equivalent to law. As regards the German system, which is perhaps the most completely organised, we are glad to record our obligation to a valuable paper drawn up by Lord Ampthill and forwarded to us by the English Foreign Office.

646. Educational Legislation in India.—No Education Act has yet been attempted by the Government of India; but provisions on the subject have been introduced into enactments applicable to various Provinces, principally in connection with rural or municipal funds and with minors and wards. The only enactment applicable to the whole of British India and bearing directly on education is the English Act of Parliament 53, Geo. III, cap. 155, passed at the renewal of the Charter in 1813. Section 42 of this Act invested the Board of Commissioners with full power and authority to superintend, direct, and control all educational institutions established by the Company, in the same manner as other matters connected with the Government and the revenues of the Indian territories. Section 43 empowered the Governor-General in Council to direct that at least one lakh of rupees a year, out of the surplus revenue, “shall be set apart and applied to the revival and improvement of literature and the encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India.” This section further provided that the educational institutions to be founded under the Act should be regulated by the Governor-General in Council, subject to the control of the Board of Commissioners, but that appointments to educational offices should be made by the Local Governments.

The education of minors and wards has been provided for by legislative enactments applicable to all Provinces. But such provision has been necessarily of a special character and has little bearing upon any measure designed for the extension or improvement of popular education.

647. Measures affecting Rural Districts: North-Western Provinces.

—Legislative provisions as to education in connection with rural or municipal funds are to be found in various provincial enactments, and will be briefly noticed in the order of their occurrence. The plan of supplementing imperial grants by local taxation to promote rural education appears to have been first adopted in the North-Western Provinces about 1851, in pursuance of the large scheme of elementary education for the masses initiated by the Lieutenant-Governor, Mr. Thomason, some six years previously. In order to provide funds for the scheme, a local rate on the land was introduced into certain Districts, with the concurrence of the land-owners, in the shape of a cess of one per cent. on the Government revenue demand, and was so arranged that the contribution was shared equally between the Government and the cess-payers, in view of the establishment of the required system of schools for primary vernacular education. This was the origin of the halkabandi or primary village schools which now cover this Province under a system which has extended even to its four permanently-settled Districts, where the landholders agreed in 1863 to pay the half per cent. cess on the understanding that the other half should be contributed by Government. The cess was merged by Act XVIII of 1871 into a wider measure intended to provide for the levy and expenditure of local funds for local purposes including education. As before, the rate was on the land, but formed a clear addition to the Government demand. Part IV of the Act lays down rules for the “manner in which the rates are to be expended;” and section 9 provides that “the proceeds of all rates levied under this Act shall be carried to the credit of a general provincial fund.” Section 10 of the Act provides that the Local Government “shall from time to time allot from such fund an amount to be applied in each District for expenditure on all or any of” certain purposes specified in various clauses of that section. Among such purposes, clause (c) of the section includes “the construction and the repair of school-houses, the maintenance and inspection of schools, the training of teachers, and the establishment of scholarships.” The Act was amended by Act VII of 1877, and was finally repealed by Act III of 1878, in which, however, the provisions above referred to were maintained [section 11, clause (c) (3).] Similarly in Oudh a school cess of one per cent. on the land revenue is levied under the Oudh Local Rates Act IV of 1878, in which provision has been made for the expenditure of a portion of the local fund on the purposes specified in the similar case in the North-Western Provinces [section 11, clause (c) (2).]

Madras.—The first enactment of a similar character passed in the Madras Presidency was Act VI of 1863, afterwards merged in the Madras Local Funds Act IV of 1871. The object of the former Act was two-fold,—(1) to give legal sanction to the collection of a cess for education, which had been voluntarily imposed by the people upon themselves in the Godavari District for the establishment of primary schools; and (2) to furnish the inhabitants of towns and villages with the means of raising permanent funds for the establishment or improvement of schools. The Act was, however, found ill adapted to rural communities, and its failure was commented on by the Government of India in 1868. The Madras Government concluded that if adequate mass education was to be provided, a compulsory rate was required; but instead of having a special tax for education it was resolved to raise a single local rate for local

objects generally, including popular education. Hence the measure of 1871; section 3 of which empowers the Governor in Council to declare any area to be a local fund circle. Under section 4 a local fund board is to be appointed to administer local funds, and the board is to consist of three or more non-official members and an equal or smaller number of official members including the Collector, who is to be appointed *ex-officio* president of the board (section 5), whilst any member may be appointed vice-president (section 6). By section 23 the entire executive power of the board is vested in the president, but by section 33 the Government has reserved to itself the power of appointing local committees to act in subordination to the board in the management of schools, &c. Under section 36, local funds are to be raised by the imposition of local rates and taxes; and the section also authorises the levy of a house-tax, specially intended for educational purposes, subject to the proviso that the tax "shall not be imposed except in villages or groups of villages, or townships, in which a school supported by a Government grant-in-aid already exists, or in which the inhabitants are prepared to establish a school under such rules as may at the time be in force in respect of educational grants-in-aid, or in which the Government shall determine to establish a school." The house-tax, however, was subsequently found to be very unpopular, and was held in abeyance from 1873-74, when a special grant was assigned to make up for the consequent deficiency in the funds. The appropriation of the funds raised under the Act is regulated by section 26, which provides that among the purposes to which the funds should be applied shall be "the diffusion of education, and with this object in view, the construction and repair of school-houses, the maintenance of schools either wholly or by means of grants-in-aid, the inspection of schools and the training of teachers."

Bombay and Sind.—The first step in behalf of primary education in rural districts in Bombay was taken in 1863, when a cess, similar in principle to that first started in the North-Western Provinces, of one anna in the rupee, or $6\frac{1}{4}$ per cent. on the land and miscellaneous revenue, jagir and alienated lands included, was sanctioned by the Bombay Government and carried into general effect in the following year. One-third of the proceeds of this cess was assigned to primary education and thus provided a fund upon which a large and defined policy could be based. The cess continued to be levied by general consent and without legislation until 1869, when it was legalised by the Bombay Local Funds Act, III of that year, which provided funds for local objects including education, and which constituted local committees for the due administration of such funds. Section 9 of the Act requires the Collector of each District to place the net proceeds of the cess to the credit of the District local fund; and such proceeds, with any further assignment made to the fund, are to be expended on the objects specified in the Act "and on no others." Into Sind a cess of the same character had previously been introduced in 1861, and was afterwards legalised by Bombay Act VIII of 1865, which also confirmed the existing assessments of the same class on jagir and other alienated lands. But here, half of the cess was assigned for local purposes in which education had only a share of at first one-sixth, afterwards raised to one-third of the proceeds of the rate. The progress of cess funds and cess schools in Bombay and Sind under the Acts above cited has been detailed in Chapter IV.

Bengal.—In Bengal, as already explained, no legislative provision has yet been made for raising local funds for the purpose of education in rural Districts, although the Secretary of State in 1870 approved the principle that, "as elsewhere so in Bengal, the expenditure required for the education of the

“people ought to be mainly defrayed out of local resources.” The measure was however to be attempted “with great caution, because such an application of the rates was one which the present condition of the people may render them least able to appreciate.”

Punjab.—In the Punjab the levy of a rate on land for primary education was imitated from the North-West, and soon spread over the Province. On the appointment of a Director of Public Instruction in 1856, when the Department was first organised, it was thought desirable that the educational cess should be extended to the whole Province, and an order was issued that where the settlement had not been completed, one per cent. on the land revenue should be levied for the maintenance of village schools; in other cases, District officers were to endeavour to induce the people voluntarily to subscribe to the cess. In 1857, Mr. Arnold, the first Director, was able to report that the cess was then levied throughout the greater portion of the Punjab. Since that date it has become general, but although embodied in the settlement agreements, does not as yet rest on any express provision of the legislature, and hence its conditions still await legal sanction. The Punjab Local Rates Act XX of 1871 was passed with the object, among others, of authorising the levy and expenditure of local funds on the construction and repair of school-houses, the maintenance and inspection of schools, the training of teachers, and the establishment of scholarships. This Act was repealed by Act V of 1878 which maintains the former provisions, subject to a prior appropriation for famine relief. Section 4 renders all land “liable to the payment of such rates as the Lieutenant-Governor from time to time may direct, not exceeding eight pies for every rupee of its annual value.” By section 6, the proceeds of all rates imposed under the Act are carried to the credit of the Local Government, and section 7 authorises the Lieutenant-Governor, after appropriating one-fourth of the total proceeds of the rates for famine purposes, to allot such sums as he thinks fit to be applied for expenditure on certain local purposes, among which are enumerated “the construction and repair of school-houses, the maintenance and inspection of schools, the training of teachers, and the establishment of scholarships” (section 7, clause 2). Section 11 provides that “the Lieutenant-Governor shall appoint, in each District, a committee, consisting of not less than six persons, for the purpose of determining how the amount allotted under section 7 shall be applied, and of supervising and controlling such amount; provided that not less than one-third of the members of such committee shall be persons not in the service of Government, and owning or occupying land in the District, or residing therein.”

Central Provinces.—Prior to the passing of the Central Provinces Local Self-Government Act I of 1883, which will be described below, no legislation had taken place with reference to the expenditure of local rates on rural schools and education. But, as in the Punjab, the scheme initiated in the North-Western Provinces had been adopted as the foundation of the village school system in the Sagar and Narbada territories since incorporated into the Central Provinces, where the one per cent. cess, subsequently raised to two per cent., was levied under settlement agreements made with the landholders, the percentage being deducted from the total gross receipts before the Government demand is fixed. Thus the cess is paid half by the State and half by the landholders. The cess has been placed on a legal basis by Act III of 1883, which provides for the formation of local administrative areas, and the constitution of local boards and district councils. Section 9 defines the matters to be administered by these local bodies; and “the management, maintenance and visiting of schools, . . . and the construction and repair

“of all buildings connected with these institutions,” are expressly placed under the control and administration of the District council and local boards. Section 16 provides that “every District council, and every local board as the agent of, and subject to the control of, its District council, may from time to time appoint school committees for the several schools under its control and administration, and shall, as far as may be practicable, conduct the management of any school for which such a committee has been appointed through that committee.”

Assam.—In 1874 Assam was separated from Bengal. In November 1879, the Assam Regulation III of that year was passed as the Assam Local Rates Regulation. Under section 3, all land is declared liable to the payment of such rates, in addition to the land revenue and local cesses, if any, assessed thereon, as the Chief Commissioner from time to time directs, not exceeding one anna four pies for every rupee of the annual value of such land. The proceeds of all such rates are to be carried (section 2) to the credit of a general provincial fund. From this fund the Chief Commissioner may appropriate a certain amount for famine purposes and for works of provincial utility, with the previous sanction of the Governor General in Council; and subject to such appropriation he is required to allot from time to time such amount as he thinks fit “for the construction and repair of school-houses, the maintenance and inspection of schools, the training of teachers, and the establishment of scholarships.” Any unexpended portion of the allotment may be re-allotted in the following year, or otherwise expended for the benefit of the Province at the discretion of the Chief Commissioner. The Regulation creates District committees and branch committees for the supervision, control and expenditure of the allotment under rules to be laid down by the Chief Commissioner. Such rules have accordingly been published with the result of placing the supervision and control of primary education in the hands of the District committees and their delegates.

Coorg and the Haidarabad Assigned Districts.—In these minor Provinces educational rates exist. In Coorg, there is a plough tax of four or three annas per plough, according to the quality of the land concerned. This tax was sanctioned in 1872 and is taken from all except coffee lands, under a process of collection in which it was reported in 1877 that, although the rate was, as a rule, readily and freely paid “the element of coercion is not wholly absent.” In 1877 it was proposed to commute the tax into a regular cess of one anna in the rupee of assessment on all except coffee lands; but the proposal was negatived. In Berar also an educational cess of one per cent. on the land revenue was introduced in 1867-68, to provide funds for the extension of primary education, and is still in force. As, however, in neither Province is there any legal basis for either of these rates no further notice of them is needed in this Chapter.

648. Measures affecting Municipalities.—In regard to the levy or appropriation of municipal funds for the purposes of education, legislative provisions of a permissive character are to be found in most of the enactments now applicable to the various Provinces of India. In the earlier Acts of the Supreme Council, X of 1842 and XXVI of 1850, though provision was made for the public health and convenience in towns and for improvements generally, there is no express mention of education. These measures have, however, been superseded by special enactments intended for the different Provinces and containing direct reference to education as will be shown below.

Madras.—The Madras Town Improvement Act III of 1871 aimed

at providing for towns what the Madras Local Funds Act IV of 1871 (to which reference has already been made in connection with local funds) provided for rural districts. Sections 7 to 21 provide for the establishment of municipal commissions and the constitution of municipal funds; and section 29, which regulates the appropriation of funds raised under the Act, provides that among the purposes on which the funds may be expended are "the diffusion of education, and, with this view, the construction and repair of school-houses, the establishment and maintenance of schools, either wholly or by means of grants-in-aid, the inspection of schools and the training of teachers."

The municipal affairs of the city of Madras are regulated by Madras Act V of 1878 which contains a provision for the appropriation of funds for the elementary instruction of the poor.

Bombay and Sind.—In Bombay, municipalities were first empowered by the imperial Act XXVI of 1850 to raise funds for local purposes and were afterwards empowered by Bombay Act II of 1862 to assign funds for the support of schools within municipal limits. But the municipal contributions for the whole Presidency were at first insignificant; in 1864 they only amounted to about Rs. 20,000. The Act of 1862 was afterwards merged into the far wider Act VI of 1873, the mofussil municipalities Act, which enlarged the provisions of the former Act in respect of education. The Act of 1873 was passed for the better management of municipal affairs in the mofussil. The Act constitutes city and town municipalities, by order of the Local Government, on the basis of the population in any municipal district. Section 24 of the Act enumerates the purposes to which the municipal funds shall be applicable. Public Instruction is expressly mentioned as one of the objects to which the municipal funds may be applied, and the manner of applying those funds to education is described to be, "(1) defraying such proportion of the cost of the construction, support and maintenance of any schools or colleges within the municipal limits as the municipality may think fit; (2) the erection and maintenance of such public libraries and museums as the municipality may think fit." The Bombay Act of 1873 was finally introduced into Sind, with a few minor modifications not affecting education, by the local Act I of 1879.

The municipal affairs of the City of Bombay are regulated by Bombay Acts III of 1872 and IV and VI of 1878, which contain a provision for the appropriation of funds towards defraying such portion of the cost of public instruction as the Corporation may think fit, as also towards the erection and maintenance of libraries and museums.

Bengal.—The Bengal Municipal Consolidation Act V of 1876 repealed so much of the Imperial Act of 1850 as affected the Provinces subject to the Lieutenant-Governor of Bengal, as also the previous local enactments on the same subject, of which the most important were those of 1864, 1868 and 1873. The Act provides for the creation and constitution of municipalities in the mofussil of that Province, and regulates the imposition of municipal taxes and the disbursement of the municipal fund so raised. The Act constitutes first and second class municipalities, unions and stations, on the basis of the resident population and its occupation in other than agricultural pursuits. Section 61 enumerates the purposes to which municipal funds may be applied; and among such purposes are included "the construction and repair of school-houses, and the establishment and maintenance of schools either wholly or by means of grants-in-aid."

The municipal affairs of the City of Calcutta are regulated by the

Calcutta Municipal Consolidation Act IV of 1876, which however does not contain the same express provision for education as is found in the analogous Bombay and Madras Acts.

North-Western Provinces and Oudh.—In the North-Western Provinces the Municipalities Act XV of 1873 empowers the Local Government to extend the Act to any town and to appoint the members of the municipal committee or to direct their being chosen by election. Section 32 of the Act lays down the duties and powers of municipal committees, and the last clause of the section provides that “the committee may also make provision “by the establishment of new schools or the aiding of already existing schools, “or otherwise, for the promotion of education in their municipalities.” Oudh was amalgamated with the North-Western Provinces in 1877, and its municipalities are now regulated by the same Act.

Punjab.—Similar provisions are to be found in the Punjab municipal Act IV of 1873, and in the penultimate clause of section 11 of the Act, the same language has been employed by the legislature as in the last clause of section 32 of the North-Western Provinces and Oudh Municipalities Act already cited.

Central Provinces.—The Central Provinces Municipal Act XI of 1873 also contains similar provisions in regard to the duties and powers of municipal committees in connection with schools and the promotion of education. In this Province legislative effect has already been given (by Act III of 1883) to the Home Department Resolution of May 1882 upon local self-government, which has an important bearing on education. The provisions of this Act, so far as education is concerned, may be briefly explained. The Act provides for the arrangement of villages into circles and of the circles into groups. In each group a Local Board is established, but on the understanding that any municipality or military cantonment situated within such circle is to be separately treated; similarly each District has its own council having authority over the entire District, excluding any municipality or military cantonment. These two administrative bodies, the Local Boards and District councils, the former in subordination to the latter, will superintend and control the management, maintenance and inspection of the schools, supported or aided by local funds, including the construction and repair of the school buildings (section 9, b). Either board or council may appoint school committees for each such school within the local area concerned, and such committees shall manage the said schools in subordination to the appointing authority. As regards finance, each District is to have its District fund which will include, among other items, all rates levied in accordance with settlement records in that District for the maintenance of roads and schools. To this fund are debitable the charges for school Inspectors and Normal school teachers, appointed and controlled by Government and employed in such Districts; as also the charges for scholarships, prizes and the like, for all such schools within the said area, provided that the amount expended on primary education from the District fund in any financial year shall not be less than the estimated net proceeds for that year of the rates levied in the District for the maintenance of schools, in accordance with the settlement records. Provision is further made for the annual audit, inspection and publication of the District accounts. Lastly, the Act provides that the District officer shall in all respects retain effectual supervision and control, subject to the regular routine of official subordination, and shall also have extraordinary powers in cases of emergency. It would be premature now to express any opinion on the provisions of the Act as above abstracted; but

it is obvious that while education forms an important part of the subjects thus touched by legislation, it is not as yet exhaustively treated, and hence, if educational progress is to be general and uniform in principle, it seems necessary to complete what has been attempted, for which purpose either a separate Act will be needed or additional provisions in the existing Act.

Assam.—The Assam municipalities are constituted under Bengal Act V of 1876, the main provisions of which have already been summarised.

Coorg.—Municipalities in Coorg are regulated by Act XVIII of 1864, modified by Act XXII of 1865, which originally applied only to Lucknow, but was extended by the Government of India to Coorg.

649. Review of Evidence in regard to Legislation.—Having briefly reviewed the sections of existing enactments bearing on education, we now consider such suggestions as have been made for either codifying or improving the present law. While the evidence collected by the Commission in the various Provinces of India proves that, in matters of detail, it will be necessary to adjust general principles to varying local circumstances, yet there is a remarkable concurrence of testimony on the main issue as to the expediency of legislation for the purposes of finance and administration. We shall consider these suggestions in the order of the Provinces; and for greater detail we refer to the Chapter on Primary Education, in which the functions and relations of municipal and rural boards have been considered. We would only premise that few of the witnesses were specially consulted as to the need for legislation, and therefore that the testimony of those who have of their own accord stated their views is of peculiar value.

Madras.—In Madras, the necessity is recognised for compelling municipalities to provide adequate funds for primary education. Nine witnesses agree that the present law, which is permissive, has failed to secure for education its proper share of municipal income. They are unanimous in holding that a definite share of this income should be spent on education; but while some think that primary education only should be a charge on the town school fund, others would include provision for secondary education also within the scope of municipal liabilities. One witness suggests that from five to seven per cent. of municipal income should be assigned to education, while others are not prepared with a specific proposal as to the share to be assigned. It is also suggested that unexpended balances at the end of the year should lapse to the school fund. In the same spirit, several witnesses advocate the assignment to rural primary education of a specific share of local rates, which some would fix at one-third and others at a minimum of one-sixth. But the general opinion is that a definite allotment must be fixed, or else the school fund will suffer in competition with the many other demands on the general local fund of the District. While there is a general consensus that the financial control of the boards, whether municipal or rural, should be strengthened by the creation of a District school fund, opinions differ as to the degree of administrative control which should be reserved by Government. One witness would go so far as to insist on the expenditure of the fund at the discretion of the Inspector; but the general opinion is that the Department should settle the course of studies and prescribe the grant-in-aid rules, leaving the board free play and discretion in other matters, subject to the necessity of treating private enterprise with fairness and uniformity. It is also suggested by more than one witness that the appointment of properly qualified or certificated teachers should be made compulsory. For the protection of private enterprise, five

witnesses advocate legislation. One considers that in order to prevent arbitrary action by the Department, the grant-in-aid regulations should be embodied in an Act; a second desires a safeguard against the refusal of committees to make proper provision for education; while the rest consider that whether against the Department or against the boards, the protection and encouragement of private enterprise will never be adequately guaranteed unless the legislature prescribes the conditions of assistance. In addition to these three objects of legislation, *viz.*, the provision of funds, the establishment of boards vested with adequate control, and the protection of private enterprise, there are a few details which in the opinion of certain Madras witnesses require legislation, such as the desirability of giving a legal status to bodies or individuals who endow colleges; the provision of a pension fund for teachers in private schools, and the registration of teachers; the application to the purposes of education of any unappropriated charity funds; and the maintenance of State colleges and high schools.

Bombay.—In Bombay, the evidence bearing on the necessity for legislation deals with four main subjects—the obligations of municipal committees; the functions of Local Boards; the protection of private enterprise; and the security of the rights of depressed classes of the community. But in addition to these chief proposals there are three others which demand a passing notice. One witness advocates compulsory primary education for the city of Bombay. Another recommends a limitation on the extension of higher education by State agency, suggesting at the same time that a minimum should be prescribed for each District. A third condemns the operation of the Indian Factories Act of 1881, whereby children employed in the mills are kept at work continuously from sunrise to sunset, and urges the necessity of providing instruction for them during a part of the day. On the broader issues there is much similarity between the evidence tendered in Bombay and in Madras. It has been generally recommended that municipalities should be compelled to provide a school fund for primary education, on the ground that it cannot be fair to make the cost of educating children in towns a charge against the rural community. A re-distribution of the burden of taxation is suggested in order that municipalities may bear their proper share, since a permissive law has been proved by experience to be inoperative. On the understanding that the control of primary education, whether aided or wholly maintained at the cost of local rates, will henceforth devolve on boards, some witnesses have advocated legal protection for missionary and other bodies engaged in the work of education. Others have expressed a fear that the lower castes and depressed classes of the community will be debarred from the benefits of education unless the principle of the admission of all classes of society, without distinction of caste or creed, be emphatically affirmed by the legislature. On this subject the Revd. Mr. Hume has given valuable evidence. Lastly, legislation is advocated not merely with a view to secure the rights of private enterprise and of depressed classes, but also to secure the boards against arbitrary interference with their financial and administrative control. It is recognised that while the State, through its Education Department, must keep a watch over the action of the boards, it is equally desirable that the law should define the rights as well as the duties of the controlling bodies. By such means it is hoped that the maximum of freedom and independence will be left to the boards, without the risk either of any serious departure from the policy laid down in the educational Despatches or of any infringement of the just claims of minorities.

Bengal.—In Bengal, beyond an expression of opinion that municipalities should be compelled to provide funds more liberally and systematically than

hitherto for primary education, no specific suggestions have been made on the subject of legislation. As already remarked, there exists at present in that part of India no direct connection between local rates and primary education. The experience, therefore, gained in other parts of India where it is proposed to define by legislation the rights and duties of local boards, does not at present apply to Bengal; and the omission of any suggestion on the subject need occasion no surprise.

North-Western Provinces and Oudh.—The question of legislation does not appear to have occurred to the majority of the witnesses in the North-Western Provinces and Oudh; but various suggestions have been made which would require the support of law. One witness would like to see a central board of education created in order to supervise local and municipal boards entrusted with education. The Hon'ble Sayyid Ahmad, Khan Bahadur, advocates the appointment of a committee charged with the entire administration of education in all vernacular schools of all grades under the guidance of an educational Code. As to the duties of municipalities, opinions differ. The Collector of Gorakhpur deprecates the imposition on municipal boards of any rule or law prescribing a fixed assignment of their revenue to education. The same witness is opposed to entrusting such town-boards with any powers over aided middle class institutions. On the other hand, a Native witness speaks of the anomaly of the rural community contributing to the cost of their schools whilst the towns contribute nothing. He therefore advocates the levy of a compulsory tax on all families residing in towns with a population of 20,000. The tax, he urges, should be adjusted by the people themselves, and should constitute a school fund. On the whole, however, there are but few references to legislation in any form in the evidence from the North-Western Provinces; though the witnesses agree for the most part in suggesting the transfer of larger powers of control to local bodies.

Punjab.—In the Punjab, there are references to the need for municipal contributions and to the advantage of connecting control over primary and in some cases secondary education with the general scheme for the extension of local self-government. But there are no specific proposals for legislative action. Dr. Leitner advocates the creation of local committees, with village panchayats subordinate to them, acting under the supervision of a board of education. He remarks that—"if necessary, provision can be made to secure the expenditure in "each city of a certain proportion of municipal income upon education." Both he and other witnesses contemplate an educational Code; but it is not clear whether the Code is to be sanctioned by law.

Central Provinces.—In the Central Provinces, certain witnesses advocated the recognition of the official status of the village committees as the local managers of cess schools. Recent legislation in providing for the scheme of self-government in the Central Provinces has recognised this principle; and school committees have been made subject to the local boards. The legislature has also provided a remedy against a possible abuse by declaring that the expenditure on primary education in each District shall not fall short of the estimated net proceeds of the rates levied in the District for the maintenance of such schools.

650. Conclusions from this Review.—Thus in most Provinces some attempt at educational legislation, more or less desultory, has been made. In Bengal alone has legislation been excluded from rural districts and restricted to municipalities. We are of opinion that if any class of education is to be treated at all by legislation, it should be treated thoroughly; that it is not sufficient to constitute agencies with merely discretionary powers, or dealing with funds,

the appropriation of which to educational purposes is beyond their control; that all these scattered provisions, including such suggestions of the witnesses as are approved by the Local Governments concerned, should be brought into one connected and complete system for each Province, not only in view of securing the strict application of funds to the purposes for which they are levied, but as an authoritative declaration of policy as to which there is at present much uncertainty and consequent want of steady and uniform progress. Care must be taken that advantages intended for the poorer and labouring classes be not monopolised by the higher classes. Local bodies should not be allowed to aid higher schools at the expense of funds raised for or assigned to primary schools; they should be required to levy adequate fees in all schools under their control; they should not be allowed to stint primary schools in such a way as to tend to inefficiency. Above all, they should give fair play to private enterprise, and impartially administer, according to the grant-in-aid rules, the funds entrusted to them. Adequate provision should be made for all castes and classes of the community in proportion to the funds available. We think that any law which deals with the levy of funds should also deal more precisely than at present with their appropriation; that it should no longer be possible for Government policy to vary with successive incumbents of high office; that there should be a recognised check to any appropriation to one purpose of funds primarily raised for another; in short, that there should be some firmer, more uniform, and better understood basis of educational policy than at present exists. One point demands special notice. From our review of the existing law it appears that in Bombay a minimum share of local fund income is guaranteed by statutory rule for primary education, which share, with the Provincial assignment to the same purpose, is safe from appropriation to other objects, and if unspent at the end of the year does not lapse either to the general local fund or to Provincial balances. On the other hand in Northern India there is no such guarantee against appropriation to other objects, or, in the case of unspent balances, against lapse to Provincial revenues. Hence in Bombay, primary education has a fund of its own, a distinct revenue, and clear financial rights; while in Northern India, both the allotment in the first instance and the unspent balance are dependent on the local administration for the time being. We are of opinion that the Bombay system in this respect should be uniformly adopted. Such uniformity and the other provisions mentioned above can only be secured by legislation. This conclusion is strengthened by the fact that at present our educational administration is conducted on a dual system of management by the Department and by local committees; and though we look forward to the gradual supersession of departmental schools, at first in the lower grades by aided or board schools, and afterwards in the higher grades by aided schools, we are aware that this process must be gradual, and that in the interval some impartial and secure basis of common action, such as legislation alone will provide, should be afforded.

651. Basis of the Recommendations of the Commission.—The first question connected with legislation that came before the Commission was whether any further and more specific enactment was expedient. This was decided in the affirmative at a very early stage of our proceedings, and was affirmed in the Recommendation already stated in Chapter IV to this effect:—*that an attempt be made to secure the fullest possible provision for and extension of primary education by legislation suited to the circumstances of each Province.* The grounds of this decision were briefly as follows: (1) Hitherto the State has mainly relied for the extension of education upon departmental effort or upon voluntary effort. But the former is obviously limited by financial considerations and is therefore inadequate to the need, while it moreover tends

to discourage local effort and self-reliance. The latter is necessarily partial and uncertain, and is least likely to be forthcoming where it is most wanted. What is now required seems to be some measure that will not only meet present necessities in each Province but be capable of expansion with future necessities. It is not thereby intended that any one large measure should regulate the details of education throughout all India. On the contrary, the Recommendation cited is carefully guarded in its reference to the circumstances of each Province. But in only three Provinces is there any local legislative Council, and hence for each of the other Provinces some one or more Acts will be required from the Supreme Government. In the case of all Provinces alike it is right that the central authority, being most conversant with principles, should supply principles; while the local authorities should embody those principles in Acts suited to the circumstances of each Province. A declaration of general principles by the Supreme Council will be no bar to the exercise of free scope and discretion by local authorities in matters of detail; still less will one Province be bound by provisions primarily designed for another. In this way it is hoped that in course of time, by a process of gradual expansion on well considered lines, each Province may be furnished with sufficient and efficient primary schools. On the equally important question whether executive orders would not ensure the desired end without legislation, it was argued that the history and statistics given in our Report show that executive orders of clear import and general application, issued from 1854 to the present time, have failed more or less in all Provinces to ensure uniform attention to broad principles prescribed for general guidance. If such general or partial failure occurred during 16 years of purely centralised control from 1854 to 1870 and during 12 years from 1870 to the present day of modified and relaxed control, still greater failure and want of consistent progress may be expected as further decentralisation advances, especially if primary education be made one of the objects to which local self-government is to be directed. Moreover, as has been shown above, although outside opinions are divided as to the scope and direction of legislation, there is a general consensus, among those witnesses who have touched on the subject at all, that some more final and authoritative policy than the present is urgently needed. (2) In all countries where education has been most successful, that is, most national, it has been based on law or ordinance which has laid down the broad outlines of a general policy. Even in England where there is so much jealousy of any central action that can be avoided, it was never advanced, in the prolonged discussions which resulted in the Acts passed between 1870 and 1880, that if a national and adequate system of primary education was at last to be established, it could be established otherwise than by legislation. (3) Legislation is the only way in which all or any of the Recommendations of the Commission, after approval by Government, can be made to live and last.

652. Arguments of the Minority of the Commission.—It has already been noticed that the Recommendation cited from Chapter IV is limited in its scope to primary education. This Recommendation was passed by a majority of 14 to 3, and may be accepted as the almost unanimous conviction of the Commission that it is desirable to give to primary education that uniformity and permanence which law alone can supply. But it was not until a later stage in our proceedings that the extension of the scope of proposed legislation to higher education was considered. At that stage, after much discussion, the Recommendations of the Commission, as they now stand in favour of a larger scheme, were carried by a narrow majority. The arguments of the minority who approved of limiting legislation for the present at all events to primary education were as follows: (1) The preparation of any specific Act

dealing with the whole subject, even of primary education, would be a matter of extreme difficulty and absolute novelty in India, and therefore should be undertaken tentatively and with caution. Were the Commission to assent to a proposal so limited, a measure might probably be elaborated in such detail as at least to combine existing executive orders of principle, and so to form a basis capable of ready adaptation by the Local Government concerned to the circumstances of each Province. Successful legislation in the matter of primary education might be a proper prelude to extended legislation affecting higher education; but any failure in a large measure might discredit the whole scheme, so that the plea of extending the project would probably be the best method of opposing it. (2) The basis of all legislation is necessity, or expediency so strong as for practical purposes to be equivalent to necessity. But the relation of the State to the community in the matter of primary education differs from that in higher education. In the former, the State must do most where there is least local effort; in the latter the converse is the case. In the former, State action, more or less extended according to ability and available funds, has been held and declared to be necessary and on a par with the maintenance of order or the repression of crime. In the latter, State action, however desirable, is not necessary or in the same sense and to the same extent expedient. (3) Whatever views may be held as to the relative claims of primary and higher education upon State aid and funds, it must be admitted that the Provincial grant has not as yet in any Province been, in proportion to the need, so largely available for primary as for higher education. On the contrary, authority might be adduced to show that at least in one Province, the Punjab, primary education was declared to be a matter of only local concern, Provincial funds being necessarily concentrated on the smaller and more practicable task of providing higher education for the comparatively few who require it. This, in the opinion of the minority, certainly was the traditional and reiterated view of the authorities in Bengal which gave so strong and decided a bias to their educational policy until 1868. But it was one main object of the Despatches of 1854 and 1859, as explained in the Despatch of 24th December 1863, and still more clearly in that of 25th April 1864, that "as far as possible," the revenues of the State are to be directed to the great mass of the people, who certainly only require at most primary education. This view is confirmed by the Despatch of 26th May 1870, which pronounced its approval of the principle that Government expenditure should be "mainly devoted" to elementary education for the masses of the people. The most important declaration of the views of the Government of India on the need and claims of primary education will be found in the letter to the Government of Bengal of the 25th April 1868, already cited in Chapter IV, which, on the above grounds, insisted on more being done than heretofore for the education of the masses. Lastly, in the orders constituting our Commission, the extension of elementary education for the masses was declared to be the main object to which our enquiries were to be directed. Hence there seemed to be authority from both the Home and Supreme Governments that more should be done than heretofore for primary education; and the minority held that while this object could only be uniformly and satisfactorily secured by legislation there was no present warrant to go farther. (4) Again, on financial grounds, it was argued that funds for primary education in every Province of India, except Bengal, are chiefly derived from local taxation. If the administration of this income is to be entrusted to numerous local bodies, some control is required for the sake of uniform administration; and such control will best be secured by an Act. If the control be left to discretion, it will vary both in character and in force; thus involv-

ing not only different policies, but degrees of interference varying probably with the controlling officer for the time being. On the other hand, the funds for secondary and higher education will in most Provinces still be administered by a central Department under Government, which may be unwilling to tie its own hands, as there is less necessity for limiting a control which is centralised and not diffused over numerous small agencies. Moreover, the local fund itself is or may become guaranteed by existing law or rule for expenditure on primary education as a permanent fund not capable of reduction in times of financial pressure. With a permanent fund to work on, legislation can define and prescribe the methods of expenditure. But the fund for higher education is liable to be affected by financial considerations which cannot be foreseen. Legislation for the administration of funds cannot be more secure than the foundation of the funds themselves. Granted that the local fund is a fixed quantity, and that it is not capable of diversion without breach of faith from primary education, there seem peculiar reasons for giving to the administration of this fund the strength of legal support. (5) Again, the problems involved in legislating for primary education are comparatively simple; those involved in secondary education are very complex. For instance, a large portion of any Act for secondary education would necessarily deal with grants-in-aid. The Madras evidence shows that a few higher schools in that Province at one time saved a large surplus from grants fixed at a rate which, as the measure of self-support increased, came to exceed their requirements. It is one thing for the State to assist education, another thing for it to apply the public revenues to enrich one section of the educational field when there is so much destitution in another. It becomes necessary to adjust the scale of grants to the circumstances of each period as well as of each Province, and no Act could attempt to do that. If the law be too precise, it will defeat its object; if precision be not an object there is no call for legislation. (6) Lastly, the numerous boards will require legislation in order to define their rights and duties and the limits of their responsibility as trustees to Government for the public funds entrusted to them. Legislation is in this view necessary to protect the boards as well as the public. There is also a third party, *viz.*, those who do not subscribe to the fund, but who, like the boards, are engaged in managing schools and whose claims to assistance it is desirable to define. There are complaints that a central Department has not always done justice to private agency, and such complaints will increase when new and numerous local bodies are entrusted with powers that may be used either in assisting private enterprise or in crushing it out. Against the exercise of such powers by the boards private enterprise will require the protection of law. (7) While several witnesses have advocated legislation for primary education, only one has recommended it for higher schools, for which the grant-in-aid rules have either actually sufficed or can be made to suffice by executive order without law; but the grant-in-aid system has been demonstrated to be unequal to the full extension of primary education, because voluntary effort fails where it is most needed. Hence not only on general considerations but also in view of actual experience in India, the minority urge the restriction of legislation, at all events at first, to primary education.

653. Arguments of the Majority of the Commission.—On the other hand, the majority of the Commission, in support of the Recommendations as they now stand, urged that if it be granted that separate legislation was necessary, it should cover the whole field of education. Some maintained that separate legislation was not necessary, because the local self-Government Bills would probably do all that is required. But if anything beyond this was at-

tempted, the majority agreed that legislation should not be confined to primary education. For instance, some legal validity should be given to the grant-in-aid Code, so that the action of the Department might be controlled, and aided institutions of every class protected from capricious interference with their grants. It was also thought desirable that the Director and the Inspecting officers of the Department should have a legal status and statutory powers, so as to define the extent and limits of their authority over aided and other institutions, their teachers and managers, points which were now frequently involved in doubt. It was further stated that in most countries of Europe, higher education as well as lower was provided for by law or ordinance. For the promotion of higher education there was even greater need in India than in Western countries; without it in this country there was no possibility of either intellectual or material advancement, and for India it was not so much a luxury as a bare necessity. As to the assumption which had been made that State action in the matter of primary education was on a par with the maintenance of order or the repression of crime, it was contended that the protection of life and property was as old as society, while popular education was the growth of the present century only. Moreover, one object of legislation would be to control the Department and prevent arbitrary action, with reference not to one class of schools but to all. Hence, for the Commission to declare that primary education was the only part worth legislating about, and that higher education might be left to take care of itself, would be injurious to the country and its progress, and would arouse grave and well-founded apprehension in the minds of the people, who looked to the Despatches of 1854 and 1859 as guaranteeing the continued support of the Government not only to primary but to higher education. The Commission had already declared that an attempt should be made to extend primary education by legislative means; and those who were in favour of thus limiting the scope of legislation explained one of their objects to be that, in case of financial pressure, any reduction might affect schools of the higher sort first. The wish of the majority, however, was that secondary as well as primary education should continue to receive the fostering care of the State. The relative claims of elementary and of advanced education were, and were likely to remain, an open question. But however great might be the need of legislating in favour of primary education, the Commission had declared by a large majority "that while the strenuous efforts of the State should now be directed in a still larger measure than heretofore to the improvement and extension of the elementary education of the masses, it is no less essential to the welfare of the community that provision be made for the maintenance and development of colleges and schools of the higher class." Even a proposal to substitute the word "encouragement" for the word "maintenance" in the above declaration had been thrown out by a large majority. Further, the whole tenor of the debates that took place on the 14th and 21st of February, and on the 2nd, 12th, and 13th of March 1883, showed clearly the mind of the majority of the Commission, and their determination that secondary education should not be sacrificed or subordinated to primary. It was no doubt right and proper to make strenuous efforts to improve and extend the elementary education of the masses; but the time might come when legislation would be required in an equal degree for the protection of secondary education; and the best way of providing against encroachments from any quarter was to deal with the whole question of legislation in a liberal and comprehensive spirit. Great stress had been laid by the minority on certain Despatches of the Secretary of State, received subsequently to those of 1854 and 1859. But the Despatches of the 24th December 1863 and the 25th April 1864, which had been quoted in support of the general principle that the resources of the State should be

mainly applied to the assistance of those who could not be expected to help themselves, went just as far as the earlier Despatches and no farther. The letter of the Government of India to the Government of Bengal, dated 25th April 1868, was not, it was urged, a published letter, nor had it been brought before the Commission. It formed part of a discussion which had been described in the Bengal Provincial Report as "the cess-controversy between the Supreme and the Provincial Government." The issue of this controversy is given at length in paragraphs 107-109 of the Bengal Provincial Report. The Despatch of the 26th May 1870 was also an unpublished Despatch. One of its declared objects was to impress upon the Government of India the greatest caution in withdrawing from the support of colleges in Bengal; and it urged, among other reasons, the inability of the students to pay for their own education. It was therefore contended that some better authority than those quotations must be shown before the majority could accept a new interpretation of the only general educational Despatches, those of 1854 and 1859. The only interpretation of those Despatches which the Commission could accept was that to which it had come after lengthened discussion, and which was embodied in the first twelve paragraphs of Chapter VIII.

654. Recommendations.—While our Recommendations represent the almost unanimous conviction that some legislation is necessary for the proper control of primary education, they only afford an indication rather than an outline of the scope and character of the legislative action required. The details must be decided by each Province for itself in consideration of its own needs and circumstances. Moreover, the Recommendations reflect the conflict of views which we have detailed at length in justice to the prolonged discussion they excited and to the minority who still hold that what is now recommended is in excess of present requirements. A glance at the Recommendations as they stand will show that they are divided into two groups. The first nine refer to all classes of institutions controlled or managed by municipal or rural boards. They require a school area or district to be defined by law and to be placed under a school board with defined powers and responsibilities in respect of all schools controlled or aided by it. The Act will declare what funds are to be administered by the boards and in what way, and how they are to be accounted for. These nine Recommendations are concerned with such education, whether primary or secondary, as is placed under the control of local boards; and so far as primary education is concerned are the complement of the Recommendation originally adopted under the primary heading.* It will be noticed that the eighth Recommendation not only deals with such education as is placed under the control of school boards, but also provides for the yearly revision by Government of the existing supply of schools of every class placed under such boards, and for the increased supply, whether by the agency of the boards or otherwise, as the Government may direct, of any class of schools that may be found deficient. The ninth Recommendation was originally drawn up to form a part of those which follow it; but by the introduction of the words "by municipal and local boards," an addition which was carried only by the casting vote of the Chairman, it has on the one hand been brought into connection with the Recommendations preceding it, and, on the other, been rendered irreconcilable with the tenth Recommendation relating to matters with which local and municipal boards have no direct concern. The remaining Recommendations, forming the second group, embody the views of the majority in favour of the extension of legislation to higher education. These Recommendations contemplate legal sanction to a Code intended to regulate the internal organisation and

* That an attempt be made to secure the fullest possible provision for, and extension of, primary education by legislation suited to the circumstances of each Province.

external relations of the Education Department, with power reserved to each Local Government to cancel and modify the provisions of the Code. A reference to the proceedings of the Commission will show that the leading or tenth Recommendation was carried by a very narrow majority, and that the Committee appointed to draw up the Commission's Report was instructed to bring the divergent views into the best coherence that could be agreed upon. The Committee have, however, thought it best to give the fullest representation of the conflicting views and to leave the authoritative decision on all points to Government. Our Recommendations are that:—

- (1)—the duties of Municipal and Local Boards in controlling or assisting schools under their supervision be regulated by local enactments suited to the circumstances of each Province :
- (2)—the area of any municipal or rural unit of local self-government that may now or hereafter exist be declared to be a school-district, and school-boards be established for the management and control of schools placed under their jurisdiction in each such district :
- (3)—the control of each school-board over all schools within the said school-district be subject to the following provisions :—
 - (a) that it be open to the Local Government to exclude any school, or any class of schools, other than schools of primary instruction for boys, from the control of such school-board ;
 - (b) that any school which is situated in the said school-district, and which receives no assistance either from the board or the Department, continue, if the managers so desire it, to be independent of the control of the school-board ;
 - (c) that the managers of any institution which receives aid either from the board or the Department continue to exercise in regard to such institution full powers of management, subject to such limitations as the Local Government may from time to time impose as a condition of receiving aid ;
 - (d) that the school-board may delegate to any body appointed by itself or subordinate to it any duties in regard to any school or class of institutions under its control which it thinks fit so to delegate :
- (4)—the Local Government declare from time to time what funds constituting a school-fund shall be vested in any school-board for educational purposes, and what proportion of such school-fund shall be assigned to any class of education :
- (5)—it be the duty of every school-board—
 - (a) to prepare an annual budget of its income and expenditure ;
 - (b) to determine what schools shall be wholly maintained at the cost of the school-fund, what schools are eligible for grants-in-aid, and which of them shall receive aid ;
 - (c) to keep a register of all schools, whether maintained at the cost of public funds or aided or unaided, which are situated in its school-district ;
 - (d) to construct and repair school-houses or to grant aid towards their construction or repair ;
 - (e) generally to carry out any other of the objects indicated in the various Recommendations of the Commission, which in the opinion of the Local Government can best be secured by legislative enactment, or by rules made under the Act :
- (6)—the appointment, reduction of salary, or dismissal, of teachers in

schools maintained by the board be left to the school-board; provided that the said board shall be guided in its appointments by any rules as to qualifications which may be laid down from time to time by the Department; and provided that an appeal shall lie to the Department against any order of dismissal or reduction of salary:

- (7)—an appeal lie to the Department against any order of a board in regard to such matters as the Local Government shall specify:
- (8)—every school-board be required to submit to the Local Government through the Department an annual report of its administration, together with its accounts of income and expenditure, in such form and on such date as shall be prescribed by the Local Government; and thereon the Local Government declare whether the existing supply of schools of any class, of which the supervision has been entrusted to such board, is sufficient to secure adequate proportionate provision for the education of all classes of the community; and in the event of the said Government declaring that the supply is insufficient, it determine from what sources and in what manner the necessary provision of schools shall be made:
- (9)—it be incumbent upon every Local Government or Administration to frame a Code of rules for regulating the conduct of education by municipal and local boards in the provinces subject to such Local Government or Administration:
- (10)—such Code shall define and regulate—
 - (a) the internal mechanism of the Education Department in regard to direction, inspection, and teaching;
 - (b) the external relations of the Department to private individuals and public bodies engaged in the work of education;
 - (c) the scope, functions, and rules of the system of grants-in-aid;
 - (d) the character of any special measures for the education of classes requiring exceptional treatment;
 - (e) the scope and divisions of the annual report upon the progress of public instruction, together with the necessary forms of returns:
- (11)—power be reserved to the Local Government from time to time to add to, cancel, or modify the provisions of the said Code:
- (12)—the Code be annually published in the official Gazette in such a form as to show separately all articles which have been cancelled or modified and all new articles which have been introduced since the publication of the last edition.

CHAPTER XII.

FINANCIAL SUMMARY.

655. Introductory: Division of the Subject.—In the present Chapter we shall give a short account of the chief sources of revenue from which Educational funds are supplied, and of the manner in which they are applied to different classes of education. With this object, we shall (1) show in what proportion provincial, local and municipal revenues severally contribute to the total cost of the schools and colleges with which our Report deals. We shall describe the system of provincial assignments and the changes made in recent years under which the Local Governments have been given greater authority over the funds placed at their disposal for promoting education. The administration of local and municipal funds, and the treatment of fees, will also be explained. We shall (2) examine the distribution of expenditure from public funds, consisting of provincial, local and municipal grants, not only over the whole field of education, whether collegiate, secondary or primary, but also among the various agencies at work. This part of our enquiry will throw light upon the main question referred to the Commission in the following extract from the orders of the 3rd February 1882: “The Government holds that the different branches of public instruction should, if possible, move forward together, and with more equal step than hitherto, and the principal object, therefore, of the enquiry of the Commission should be the present state of elementary education throughout the empire, and the means by which this can everywhere be extended and improved. We shall (3) enlarge the scope of our enquiry so as to include the whole expenditure upon education of all sorts and for all classes of the community in each of the nine Provinces of India whose history has been reviewed. This part of our Report will throw some light upon the sufficiency or insufficiency of the provision made from public funds for education. We shall show what proportion of the public revenues is devoted to education in each Province. Some of our Recommendations contemplate the more liberal recognition and extension of private enterprise, as well as increased expenditure in other ways; and a comparison between the assignments made in one Province and those made in another will enable Government to determine where the present expenditure is insufficient and from what sources of revenue it may be increased. At the same time we would not be understood to desire absolute uniformity in the financial arrangements of each Province, since we recognise the fact that the resources of various parts of India differ almost as much as local requirements. But we are persuaded that the irregularities of system, which will be noticed, are in a large measure due to the different treatment of identical considerations, and that the experience of one Province may be profitably applied by another.

656. Definition of Terms.—Throughout this Chapter we shall make frequent reference to the term “public funds.” In that term we include funds assigned for the purposes of education from provincial, local, and municipal revenues. Provincial revenues are raised from general taxation and are made available for expenditure at the discretion of Local Governments, under financial arrangements with the Supreme Government, which will presently

be described. In the Statistical Tables appended to this Report the funds devoted to education from the revenues of the Native States in Bombay are not shown as part of public funds. From one point of view, in contrast with the private funds supplied by the managers of aided or unaided schools or by benefactors, they are public funds: but, on the other hand, they are not funds over which British officers exercise any direct control. In this Chapter they will also be shown separately from those public funds which are mainly raised by taxation from British subjects. Local funds are, in most Provinces of India, rates or cesses levied on the land under the sanction of law, while in others, as in the Haidarabad Assigned Districts, they are collected under the sanction of Government as part of the settlement of the land revenue. Their constitution and administration will be described in a subsequent paragraph. Municipal funds are granted by the vote of Municipal Committees out of the proceeds of the town-rates levied under the various municipal laws. Besides these public funds, the cost of education is met from "fees" and "other sources." Fees paid in departmental institutions are credited to the funds at whose cost such institutions are maintained. Such fees might therefore be classed as public funds, but they are essentially local resources and afford a valuable indication of the amount of self-help available for the extension of education. They are accordingly distinguished in this Chapter from other funds, and shown in a separate column, together with all other fee-receipts returned as being levied in aided or inspected institutions. The heading "other sources" includes all educational funds, which are neither supplied from the public purse nor from the fees paid by pupils. They represent endowments and popular subscriptions, as well as the private expenditure returned to the Department as incurred by private bodies in the maintenance of colleges and schools under their management.

657. Elimination of certain Charges.—The total cost of education from all sources in 1881-82, so far as it is known to the Department in the nine Provinces whose educational operations have been reviewed, was Rs. 1,82,15,169. This expenditure represents not merely the cost of those institutions with which our Report is concerned, amounting to Rs. 1,61,10,282, but also the cost of educating Europeans and Eurasians, and the expenditure on technical and professional colleges and schools. It includes, moreover, not merely all public expenditure, but also that which is reported to have been incurred by private managers. The enquiries of the Commission were expressly limited by the exclusion from their review of technical institutions, whether legal, medical or engineering, which were not merely classes attached to institutions for general education; and of measures for the education of Europeans and Eurasians. The total expenditure on the former institutions in 1881-82 amounted to Rs. 8,86,227, and on the latter to Rs. 12,18,660; so that the total expenditure on the branches of education with which the Commission is directly concerned amounted to Rs. 1,61,10,282. This amount includes, it is true, the greater portion of University expenditure, but since the functions of the University as an examining body affect not merely colleges but high schools, it is proper to include it here, notwithstanding the fact that the general working of the Universities is excluded from our enquiries. The expenditure, therefore, which we have now to analyse amounts to Rs. 1,61,10,282, that is to 88.44 per cent. of the total educational expenditure incurred in the nine Provinces of India in the year ending 31st March 1882.

658. Incidence of Expenditure on public and other Funds.—The following Statement shows the chief sources which supplied the expenditure of Rs. 1,61,10,282. We shall explain briefly the operations of the Department

with respect to these sources of revenue. We shall then compare the provision of funds made in the various Provinces of India, and show the relation which public expenditure bears to the proceeds of fees and to the cost incurred from other sources.

Statement showing the sources of educational Expenditure in 1881-82.

PROVINCES.	Provincial revenues.	Cess or Local rates	Municipal grants.	Total Public Funds.	Bombay Native State revenues.	Fees.	Other sources.	GRAND TOTAL.
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Mudras	7,75,042	5,45,240	77,166	13,97,448	...	9,44,776	6,52,483	29,94,707
Bombay	9,28,338	7,63,099	80,423	17,71,860	4,92,876	4,45,753	2,36,258	29,46,747
Bengal	22,63,537	9,883	24,497	22,97,917	...	20,80,380	11,80,998	55,59,295
North-Western Provinces and Oudh	8,59,512	5,97,541	49,829	15,06,882	...	86,324	2,62,366	18,55,572
Punjab	5,01,637	4,49,262	1,44,422	10,95,321	...	1,08,796	2,38,439	14,42,553
Central Provinces	3,50,886	1,32,256	33,375	5,16,517	...	33,236	86,071	6,35,824
Assam	1,37,371	56,472	360	1,94,203	...	57,636	49,709	3,01,548
Coorg	13,230	7,063	...	20,293	...	2,224	220	22,737
Haidarabad Assigned Districts	2,34,582	87,482	1,377	3,23,441	...	26,881	974	3,51,296
INDIA (nine Provinces)	60,64,135	26,48,298	4,11,449	91,23,882	4,92,876*	37,86,006	27,07,518	1,61,10,282

* Including Rs. 29,901 for inspection.

† Excluding Native State contributions shown in column 6.

659. Provincial Funds.—Prior to 1870, the Indian Local Governments had comparatively little financial responsibility for education or for any other branch of the administration. All revenues were paid into the Imperial treasury to the credit of the Imperial Government, and the money so collected was annually distributed by grants among the different Local Governments for the various services detailed in the annual estimates, which were submitted by them to the Financial Department of the Government of India. The Local Governments had very little direct share, or interest, in increasing the revenues, inasmuch as the control of the public purse was strictly centralised. No single item of the public establishments could be increased without Imperial sanction; nor could the estimates be altered or exceeded without such sanction, unless a reappropriation of funds allotted for a minor head of expenditure was made to another head of the same account. On the other hand, the Local Governments had a keen interest in expenditure, for which the demands of a progressive administration afforded a legitimate excuse and a constant occasion. Thus, while those which were primarily spending Departments looked only, or mainly, to their own needs, the problem before the central controlling authority was how best to apply, on admittedly imperfect information, a strictly limited revenue to multiplied claims of quite indefinite extension. Such a system of conflicting objects and interests led, as was stated, to importunity on the one hand, and to minute and vexatious supervision on the other; which culminated in what was well described as a scramble for the public purse, in which the largest share fell to the loudest and most persistent applicant. A further defect in the system was that in the case of any unforeseen disaster, such as war or famine, affecting the

finance of India, education in common with all other branches of the administration deriving support from the public treasury was liable to suffer from a sudden and unexpected withdrawal of funds. An arrangement so obviously defective naturally aroused criticism and a desire for reform, and accordingly a remedy was devised in 1870, when Lord Mayo adopted a measure of financial decentralisation which, with important modifications and developments introduced in 1877-78 and 1881-82, is still in force.

It would be beyond the scope of this report to discuss this measure except in its effect upon education. It is sufficient to say that in all the large Provinces of India, education, with eight other Departments, was made over in 1871 to the Local Governments, together with the departmental receipts, and a lump sum assigned to each of them for the administration of the Departments so transferred. In the Resolution of December 1870 giving effect to these arrangements the conditions under which the transfer of education was made were thus described:—“Although no law exists upon the subject of education, the policy

* Such as No. 49, dated 19th July 1854.

“ 4, „ 7th April 1859.

“ 1, „ 23rd January 1864.

“ 5, „ 12th May, 1870.

“ of the Government has been declared and prescribed in Despatches* from the Secretary of State, the authority of which, and of the rules sanctioned by the Government of India regard-

“ing grants-in-aid and other matters of general principle, is not affected by this “Resolution.” It may be noticed that the Despatches and orders regarding education were not specified, but cited *en bloc*, and that no hard-and-fast line was drawn between the matters of principle to be reserved, and those of detail to be left to the discretion of the Local Governments. The scheme initiated in 1871 was financially incomplete, and its defect was that it admitted of little expansion of revenue. The grant made to supplement receipts was barely sufficient to maintain in efficiency the services transferred, and it left no margin for progress or improvement. In 1877 Lord Mayo's scheme received an important development. Not merely were other departments of expenditure handed over to the Local Governments, but certain revenues capable of steady expansion under careful local management were similarly transferred. Education has always been, and to a greater or less extent, always must be, a spending department. Its position was not therefore directly affected by the changes of 1877. Still it participated indirectly in the benefits then conferred. The Education Department in each Province looked for its annual grant to its own Government on the spot. Except on certain fixed conditions in times of financial disaster, such as war or famine, affecting Imperial revenues, this grant was independent of ordinary financial risks. It was therefore on the whole secure; and, moreover, it was given by a Government which had unfettered discretion in spending its revenues and was in close communication with its own Education Department. But hitherto the Local Government had not possessed adequate means for increasing its educational grant. The orders of 1877 supplied those means. When the arrangements made in 1877 ended in 1882, it was found that the sources of income transferred to the Provincial Governments had proved so elastic that the revenue of the last year exceeded that of the first year, after all necessary off-sets and deductions, by nearly one million pounds sterling. The financial position of education was therefore greatly strengthened by the orders of 1871 and 1877. These remarks do not apply to Coorg, or to the Haidarabad Assigned Districts. But in the case of the latter the Resident at Haidarabad has always made liberal provision for the wants of education, and a system somewhat analogous to that of a provincial assignment has in recent years been introduced into this Province.

It is only necessary to complete this review by a brief reference to the

orders issued in September 1881, when the previous arrangements were confirmed, consolidated and extended. Additional heads of revenue and expenditure were then transferred to the Local Governments, which were invited to make corresponding financial concessions to local bodies and committees of a partially non-official character, in view of the introduction of local self-government in those departments, in the successful management of which local supervision and care were declared to be specially necessary. Education was mentioned as one of these departments, and in order to give effect to the views then expressed by the Government of India, legislative measures are now under consideration. Hence the present situation is, that, subject to the restrictions of 1870 cited above, Local Governments exercise entire control over educational charges. The arrangements made with them must be viewed as a whole, and although education is not a department in which large savings can be effected or the expenses entirely met by the receipts, still a large margin of revenue upon the whole contract is left to the Local Governments, and the increased provision of funds for education depends upon receipts from other departments and the growth of the revenue transferred under other heads.

660. Local Rates.—The creation of local rates is of older date than the separate constitution of provincial revenues. By the beginning of the year 1871 all Provinces of India, except Bengal and Assam, had created local rates for expenditure by District or Municipal Boards on purely local wants. In Bengal a local cess was subsequently imposed for roads, but no share of it goes to education. In Assam local rates were legalised in 1879, and education receives a share of them. There is a marked absence of uniformity in India in the treatment of local rates. In Northern India, with the exception of Bengal, their proceeds are first credited to provincial funds, from which a part of them is allotted for expenditure on education. But in Bombay, Bengal and Madras the local fund revenue is a distinct fund administered by local bodies more or less independent of the Provincial Government; and to this distinct fund all unexpended balances lapse at the end of the year. Bombay, however, is the only Province of India which has taken a further step in separating the educational share of its local funds from the general local fund account. In that Province education is declared by statutory rule to be entitled to a minimum share of local fund revenue. The schoolmasters who are paid from this fund have their pensions provided from the same fund, and the claims of education are fully protected from competition with the claims of public works or of the other great services supplied from the local fund. In other parts of India, education receives any balance which can be spared for its wants from the general fund; and if the Department fails to spend its allotment in the year the unspent balance lapses to the general fund, and in Northern India to provincial revenues. In most Provinces the distribution of the share of local rates allotted to education is made through the agency of the Local Boards, whose members are more or less subject to official control. It is only necessary to add that local fund revenues, like the provincial revenue, are fairly elastic. Education has therefore an equitable claim upon the natural increment, but in no Province of India, except Bombay, is this claim recognised by rule having the force of law.

661. Municipal Contributions.—The financial administration of municipalities is uniform throughout India. Municipal bodies had been constituted by the legislature before Local Boards were created, and from the first each municipality has kept its own separate accounts. Municipal budgets require the sanction of official authority. But, speaking generally, neither the Supreme nor the Provincial Government interferes in practice with the discretion allow-

ed by the law to Town Boards. The financial accounts of the Government of India exclude the revenues and expenditure of municipalities, and thus emphasise their financial independence. Their accounts, however, have been published as an Appendix to the Financial Statement of 1883-84. With regard to education, there is a further uniformity throughout India in the fact that the law generally allows, but does not compel, municipalities to provide for education. Quite recently Government has relieved municipalities of certain charges upon their revenues with a view to enabling them to devote part of their income to education and other local wants. But the law at present remains unaltered, and therefore the Education Department has nowhere hitherto acquired any legal claim upon municipal revenues. Including the grants given for the education of Europeans and contributions towards technical schools, the total assistance rendered by municipalities to education in the nine Provinces of India in 1881-82 was only Rs. 4,33,182, which represented but 2·37 per cent. of the total expenditure on education of all sorts and from all sources. The Punjab is the only Province of India in which municipalities make liberal grants to schools. It may be remarked that the revenue of municipalities is even more elastic than that of local funds; and in the opinion of several witnesses the time has arrived when municipalities should be compelled by law to contribute more liberally to education.

662. Fees.—We have shown that out of the expenditure of Rs. 1,61,10,282 incurred upon Education in 1881-82, fees supplied Rs. 37,86,006, or 23·50 per cent. of the whole expenditure. We shall hereafter show the proportion which fees bear to contributions from public funds. For the present we shall only consider the financial rules which apply to them. In the accounts of the Department fees are treated differently according to the institutions in which they are raised. In departmental institutions more than 11 lakhs of rupees were raised in fees; and these fees, except in the Haidarabad Assigned Districts, were credited as they were collected to the funds at whose cost the institutions are maintained. In the Haidarabad Assigned Districts the fee-receipts are entrusted to the school committees, who spend them, without any budget arrangements, on prizes and school apparatus. Under this latter system poor schools are starved, while rich schools are in danger of wasting their receipts. No efficient control is maintained over the expenditure, and it is said that unspent balances have in some places accumulated. In the rest of India the fee-receipts are credited in the public treasury to provincial or local funds as the case may be, and in the accounts rendered by the Department at the end of the year, they are deducted from the charges against those funds, which are accordingly debited with the net cost alone. In aided or inspected institutions the fees are the property of the school-managers, and are not brought into the public accounts. University fees are paid to the credit of the University fund. A review of the fee-receipts for the last ten years shows that they form an increasing income; and in preceding Chapters we have expressed our belief that this branch of income is capable of a large increase.

663. Other Sources.—We may omit further notice of the ways and means of education supplied by Native States in Bombay. These Feudatory States supply the funds required for education, and they borrow the services of Inspectors from the Bombay Department in order to supervise the expenditure. The increase of the grants now made by them depends entirely upon the liberality of the Native Chiefs and upon the influence of the political officers. It is only in recent years that the attention of these Chiefs has been turned to the subject, and it may be hoped that, as their revenues increase by careful administration, they will make a more liberal provision for the education of

their subjects. The heading "Other sources," in the Table of expenditure already given, includes subscriptions and donations, endowments, as also the private expenditure on aided schools or colleges according to the accounts rendered by the managers of such institutions. If private enterprise be more systematically and liberally aided, we may expect that these private resources will largely increase. The Department can, however, only indirectly contribute to this result by sympathetic and generous treatment of privately managed schools; and we entertain the hope that the adoption of the Recommendations recapitulated by us in Chapter VIII will contribute to this result.

664. Comparative Incidence of Expenditure in various Provinces.—

We have shown the amounts contributed in 1881-82 from different sources to the expenditure of Rs. 1,61,10,282 on such education as is dealt with in this Report. We shall now give a Table to show the different proportions which these amounts bear to the total cost of education in each of the nine Provinces of India. The statement exhibits great differences of system, which will at once strike the eye. Here it is only necessary to observe that it has always been regarded as a sound principle that the assistance rendered from public funds should bear some proportion to local resources. Among strictly local resources the most important are fees, which afford an index of the effective demand for education, and on which we shall presently offer a few special remarks. The next in importance are the resources of private managers, and the subscriptions and endowments shown in the column-headed "Other sources." Even local funds and municipal contributions, though collected under legal sanction, may in one aspect be regarded as coming under the definition of local resources, inasmuch as they represent local effort, which though now no longer voluntary was in some Provinces at first supplied without the compulsion of law. But throughout this Report we have treated all funds that are raised by compulsory taxation as public funds; and in support of this practice we may add that it is to some extent through official or departmental influence that local and municipal rates are applied to the purposes of education. Whatever view of the character of these funds be taken, the Tables given in this Chapter afford the means of making any comparison that may be desired. They show at a glance that no uniform proportion exists between expenditure from provincial funds, and that from fees or other local resources. So far as primary education is concerned, the Government of India, in a Resolution No. 63, dated February 11th, 1871, published shortly after the decentralisation order of 1870, declared its policy in the following terms: "The fact is that primary education must be supported both by Imperial funds and by local rates. It is not by any means the policy of the Government of India to deny to primary schools assistance from Imperial revenues; but, on the other hand, no sum that could be spared from these revenues would suffice for the work, and local rates must be raised to effect any sensible impression on the masses. This does not lessen the obligation of Government to contribute as liberally as other demands allow, to supplement the sums raised by local effort. The true policy will be to distribute the Imperial funds, so far as such funds are available, in proportion to the amount raised by the people from each District." The figures given in the statement below, when compared with those which will be given hereafter, show that the principle of some fixed ratio between provincial grants and local resources has not been maintained throughout India. With regard to the figures for the Haidarabad Assigned Districts, attention must be called to the remarks made in Chapter IV, where it is explained that the whole local revenue is not shown as local fund expenditure on education, but that part of it is credited to provincial funds and shown as provincial expenditure.

Table showing the Proportion of educational Expenditure in 1881-82 borne by each Source of Revenue.

PROVINCES.	Percentage borne by Provincial Revenues.	Percentage borne by Local Rates.	Percentage borne by Municipal Grants.	Total percentage borne by Public Funds.	Percentage borne by Native State Revenues.	Percentage borne by Fees.	Percentage borne by other sources.	Total Expenditure.
								Rs.
Madras	25'9	18'2	2'5	46'6	...	31'6	21'8	29,94,707
Bombay	31'5	25'9	2'73	60'13	16'73	15'12	8'02	29,46,747
Bengal	40'71	18	44	41'3	...	37'42	21'25	55,59,295
North-Western Provinces and Oudh	46'32	32'2	2'69	81'21	...	4'65	14'14	18,55,572
Punjab	34'77	31'15	10'01	75'93	...	7'54	16'53	14,42,556
Central Provinces	55'18	20'8	5'25	81'23	...	5'23	13'54	6,95,824
Assam	45'55	18'73	12	64'40	...	19'11	16'49	3,01,548
Coorg	58'19	31'06	...	89'25	...	9'78	97	22,737
Haidarabad Assigned Districts	66'78	24'90	39	92'07	...	7'05	28	3,51,296
INDIA (Nine Provinces)	37'64	16'43	2'56	56'63	3'06	23'50	16'81	1,61,10,282

665. Fees.—The different proportion in which fees contribute to the cost of education is very marked. Not only does the proportion vary considerably between Province and Province, but it varies between one class of institution and another. In the Central Provinces it might be expected that fee-receipts would be small, but in the North-Western Provinces it is remarkable that with a public expenditure which supplies 81 per cent. of the whole cost of education, not 5 per cent. of the cost is paid by fees. Bombay stands in marked contrast with Madras. In the former Presidency, with a public expenditure amounting to 60 per cent., or if the contributions from Native States are included to nearly 77 per cent., of the whole cost of education, only 15 per cent. is met by fees; but in Madras, while public funds pay less than half the cost of all schools, fees contribute nearly one-third. In Bengal the proportion borne by fees is still more satisfactory. It must be remembered that in Provinces where primary education is mainly supplied by indigenous or other aided schools the cost to public funds is less, and the proportion of expenditure borne by fees is consequently greater than in Provinces where schools for the masses are wholly maintained at the cost of local and provincial revenues. Turning now to the different classes of institutions to which the fee receipts throughout India are credited, we find that the proportion of 23½ per cent. shown in the Table is thus distributed. Departmental institutions raise in fees 6'9 per cent. of the whole expenditure upon education in India, aided schools raise nearly 13 per cent., and unaided schools under inspection 2'7 per cent.; while the remainder is chiefly derived from University fees.

666. The Distribution of Public Expenditure.—We now enter upon the second part of our enquiry. The distribution of the expenditure from public funds among the various classes of education is a matter of even greater importance than the amount of those funds. The following table shows what proportion of the public grant from (1) Provincial, (2) Local, and (3) Municipal funds respectively was devoted in each Province to collegiate, secondary, and primary education. We think it needless to offer any detailed comments upon the Table, which is of itself sufficient to show that no uniform distribution of public funds exists throughout India. But we call attention to the remarks made in Chapter IV under the head of "Claims of primary Education upon public Funds," and to the account there given of the discussion which took place at our meeting of February 14th, 1883. The Commission finally adopted the Recommendation that "primary education be declared to be that part of the whole system of public instruction which possesses an almost exclusive claim upon local funds set apart for education, and a large claim on provincial revenues." The following Table shows how far the principle thus asserted is at present carried out in practice.

Statement showing the Distribution of Expenditure from public Funds upon

OBJECT OF EXPENDITURE.	CLASS OF FUNDS.	MADRAS.		BOMBAY.		BENGAL.		NORTH-WESTERN PROVINCES AND OUDH.		PUNJAB.	
		Amount.	Per-centage. †	Amount.	Per-centage. †	Amount.	Per-centage. †	Amount.	Per-centage. †	Amount.	Per-centage. †
		Rs.		Rs.		Rs.		Rs.		Rs.	
COLLEGIATE EDUCATION.	Provincial . . .	1,50,645	19'44	90,567	9'76	2,89,582	12'80	1,20,570	14'03	66,803	13'31
	Local . . .	...	...	...	...	...	...	...	...	...	...
	Municipal . . .	...	...	3,000	3'73	...	...	...	...	6,372	4'41
	Total Public Funds .	1,50,645	10'78	93,587	5'28	2,89,582	12'80	1,20,570	8'00	73,175	6'69
SECONDARY EDUCATION.	Provincial . . .	1,78,341	23'01	1,83,367	19'75	5,35,624	23'66	2,52,134	29'33	1,61,696	32'23
	Local . . .	11,172	2'05	614	'08	1,412	14'29	17,845	2'99	38,820	8'64
	Municipal . . .	2,292	2'97	34,254	42'59	17,783	72'59	9,311	18'68	30,096	20'84
	Total Public Funds .	1,91,805	13'73	2,18,235	12'32	5,54,819	24'15	2,79,290	13'54	2,30,612	21'08
PRIMARY EDUCATION.	Provincial . . .	1,39,118	17'95	2,74,146	29'53	5,26,553	23'26	1,83,829	21'39	77,271	15'49
	Local . . .	4,10,198	75'23	5,81,539	76'21	8,121	82'17	5,02,606	84'11	2,49,173	55'46
	Municipal . . .	68,099	88'25	39,842	49'54	6,714	27'41	36,693	73'64	73,577	59'94
	Total Public Funds .	6,17,415	44'18	8,95,527	50'54	5,41,388	23'56	7,23,128	47'09	4,00,021	38'52
PROFESSIONAL AND TECHNICAL CLASSES.	Provincial . . .	38,079	4'91	60,445	6'51	79,216	3'10	32,248	3'75	35,993	7'16
	Local . . .	23,515	4'31	19,788	2'59	350	3'54	6,392	1'07	28,332	6'30
	Municipal . . .	304	'39	2,820	3'51	...	...	...	...	1,850	1'28
	Total Public Funds .	61,898	4'43	83,053	4'69	70,566	3'07	38,640	2'56	66,085	6'03
DIRECTION, INSPECTION, UNIVERSITIES AND MISCELLANEOUS.	Provincial . . .	2,68,859	34'69	3,19,813	34'45	8,41,562	37'18	2,79,731	31'50	1,59,964	31'90
	Local . . .	1,00,355	13'41	1,61,158	21'12	...	...	79,698	11'83	1,32,937	29'60
	Municipal . . .	6,471	8'39	507	'63	...	...	3,825	7'68	32,527	22'53
	Total Public Funds .	3,75,685	26'88	4,81,478	27'17	8,41,562	36'62	3,45,254	22'91	3,25,428	29'70
TOTAL	Provincial . . .	7,75,042	...	9,28,336	...	22,63,537	...	8,59,512	...	5,01,837	...
	Local . . .	5,45,240	...	7,63,099	...	9,883	...	5,97,541	...	4,49,262	...
	Municipal . . .	77,168	...	80,423	...	24,497	...	49,829	...	1,44,422	...
	Total Public Funds .	13,97,448	...	17,71,860	...	22,97,917	...	15,06,882	...	10,95,521	...

* Excluding Ajmir, British Burma, and all Native States.

† The columns showing percentage give the ratio which the expenditure upon each object specified in column 1, from provincial, local, municipal receives 19'44 per cent. of the provincial expenditure or 10'78 per cent. of the public expenditure upon education.

each Class of Education in each Province for the year 1881-82.

CENTRAL PROVINCES.		ASSAM.		COORG.		HAIDARABAD ASSIGNED DISTRICTS.		INDIA.*		CLASS OF FUNDS.	OBJECT OF EXPENDITURE.
Amount.	Per-centage. †	Amount.	Per-centage. †	Amount.	Per-centage. †	Amount.	Per-centage. †	Amount.	Per-centage. †		
Rs.		Rs.		Rs.		Rs.		Rs.			
9,435	2'69	...	...	...	...	...	...	7,27,602	12'00	Provincial . . .	} COLLEGIATE EDUCATION.
...	...	...	...	...	...	...	...	...	..	Local . . .	
...	...	...	...	...	...	...	...	9,372	2'28	Municipal . . .	
9,435	1'82	..	...	...	...	...	...	7,36,974	8'08	Total Public Funds.	
63,180	18'01	47,778	34'78	7,518	56'83	53,153	22'66	14,82,791	24'45	Provincial . . .	} SECONDARY EDUCATION.
..	..	...	...	...	...	13	0'01	69,876	2'64	Local . . .	
9,883	29'61	285	79'17	...	...	31	2'25	1,03,935	25'20	Municipal . . .	
73,063	14'15	48,063	24'75	7,518	37'05	53,197	16'45	16,56,602	18'17	Total Public Funds.	
76,130	21'70	11,930	8'68	2,206	16'67	98,673	42'07	13,89,856	22'02	Provincial . . .	} PRIMARY EDUCATION.
1,23,529	93'40	51,134	90'55	6,150	87'07	54,192	61'95	19,86,642	75'02	Local . . .	
21,159	63'42	75	20'83	...	...	1,333	96'80	2,47,502	60'16	Municipal . . .	
2,20,828	42'75	63,139	32'51	8,356	41'18	1,54,198	47'67	36,24,000	39'72	Total Public Funds.	
28,440	8'10	13,249	9'65	1,890	14'29	8,571	3'65	2,89,041	4'77	Provincial . . .	} PROFESSIONAL AND TECHNICAL CLASSES.
..	...	3,363	5'96	...	...	...	...	81,740	3'08	Local . . .	
24	0'07	...	...	...	...	...	...	4,998	1'21	Municipal . . .	
28,464	5'51	16,612	8'55	1,890	9'31	8,571	2'65	3,75,779	4'11	Total Public Funds.	
1,73,701	49'50	64,414	46'89	1,616	12'21	74,185	31'62	21,74,845	35'86	Provincial . . .	} DIRECTION, INSPECTION, UNIVERSITIES AND MISCELLANEOUS.
8,727	6'60	1,975	3'49	913	12'93	33,277	38'04	5,10,040	19'26	Local . . .	
2,299	6'90	...	...	...	...	13	0'95	45,642	11'09	Municipal . . .	
1,84,727	35'77	66,389	34'19	2,529	12'46	1,07,475	33'23	27,30,527	29'92	Total Public Funds.	
3,50,886	...	1,37,371	...	13,230	...	2,34,582	...	60,64,135	...	Provincial . . .	} TOTAL.
1,32,256	...	56,472	...	7,083	...	87,482	...	26,48,298	...	Local . . .	
33,375	...	360	...	...	...	1,377	...	4,11,449	...	Municipal . . .	
5,16,517	...	1,94,203	...	20,293	...	3,23,441	...	91,23,882	...	Total Public Funds.	

* public funds respectively, bears to the total expenditure on education from each of those funds. For instance, collegiate education in Madras,

667. Distribution of Public Funds according to Educational Agencies.—A further analysis of the expenditure from public funds upon education in the year 1881-82 will throw light upon the question of the development of private enterprise. In Chapter VIII we have shown in what Provinces of India little has yet been done for encouraging aided schools in preference to departmental schools. We shall not, therefore, attempt any analysis of the provincial figures. But if the total expenditure in the nine Provinces from public funds, amounting to Rs. 91,23,882 in 1881-82, be traced in its application to each class of agency, it will be found that 29·92 per cent. was devoted to indirect charges, such as the Universities, direction, inspection, scholarships, and other miscellaneous charges, from which all branches of educational activity derived benefit: while 70·08 per cent. went to meet the direct charges of maintaining or assisting educational institutions. Departmental colleges and schools received 49·94 per cent., and institutions under private management received 20·14 per cent. of the public expenditure stated above. Of the share thus given to departmental institutions, provincial revenues paid 54 per cent., and local and municipal funds 40 and 6 per cent. respectively: while the assistance rendered to private enterprise from public funds was distributed in the ratio of 77 per cent. from provincial revenues, and 17 and 6 per cent. from local and municipal funds respectively. As the statistical Tables 3*a* and 3*c* appended to this Report show a different percentage, it is necessary to observe that the figures here analysed represent the public expenditure on those institutions alone with which our Report deals, and not on all classes of education.

668. Total educational Expenditure in India.—We have hitherto confined our attention to the expenditure incurred upon those classes of institutions with which our Report has been concerned. We now enter upon the third division of the present Chapter. We have to examine certain complaints which have been made regarding the insufficiency of the ways and means of education as provided from public funds. In order to do this, we shall compare the total expenditure upon all classes of education, as shown in the departmental accounts, with the revenues of the public funds which have supplied it. We shall take into consideration the expenditure on the education of Europeans and Eurasians, as well as the cost of technical schools and colleges. The public expenditure hitherto considered amounts, as shown in the Table already given, to Rs. 91,23,882; but that with which we shall now deal is an expenditure of Rs. 1,01,82,684, which represents the cost to public funds of all education in the nine Provinces whose history has been reviewed. This expenditure is arrived at after deducting the fees received in departmental institutions, and after including the cost of buildings and of all other charges, such as the cost of medical colleges, which properly belong to education. It excludes, however, as all Tables of expenditure given in our Report do, the charges incurred by the State on account of pensions and gratuities to educational officers. Including fees and the funds expended from endowments and from all other sources independent of the State, the total expenditure on education generally amounted in 1881-82 to Rs. 1,82,15,169. Of this sum, Rs. 1,01,82,684 were supplied from public funds, that is from provincial, local and municipal funds together. We have considered all these funds, which are raised by compulsory taxation, as public funds, though there is an obvious distinction between provincial revenues which are supplied by the tax-paying community of the whole empire, and local and municipal funds which are raised and expended locally. These last funds may, from one point of view, be regarded as a part of local resources, and although they are called forth by legal enactment, they must somewhat reduce the fund from which voluntary educational effort could be supplied. Where, as in Bengal, there are no local rates, it is urged that fee contributions

largely take their place; and we have already noticed the large percentage of the cost of education in that Province which is met by fee-receipts. But, as in this Chapter we have separately shown each source of educational expenditure, it will be easy to compare the provision made in any Province of India from any particular source with that which is made in other Provinces. We have, however, found it more convenient to treat provincial, local, and municipal grants as public funds; and it may be observed with reference to all these sources of revenue that it rests with the Government to increase their contributions to education either by altering the law, or by exercising its direct or indirect influence over the boards. Local funds are voted by the local boards, but the Government has power to make bye-laws, and the budgets of the boards require official sanction. The power of municipalities over the town purse is greater, but even here the budgets generally require the sanction of Government, and the Municipal boards are not indifferent to the advice which they receive from the Local Governments. Provincial revenues, as already shown, are at the absolute disposal of the Local Governments. For these reasons the three separate funds included under the name of public funds are more or less capable of increase, if Government should consider it right to interfere. We shall now inquire into the sufficiency of the sums devoted to education from each of these sources, and in order to throw light on the subject we shall compare the grants made in 1881-82 with the whole revenue of the funds from which they were made.

669. Comparison of departmental Statistics with the Imperial Accounts.—It is necessary, at the outset, to explain the inconsistencies which at once strike the eye on a comparison of the accounts of the Education Departments with those given in the Financial Statements annually published by the Government of India. The two sets of accounts appear at first sight to be irreconcilable. Not only do they differ by very large sums, but the differences are not uniform. In one Province the departmental accounts show a larger expenditure than the Imperial accounts, and in another less. The Imperial accounts represent the true statement of receipts and expenditure. The departmental accounts are to some extent less accurate, because they are compiled soon after the end of the year to which they refer, and before the final audit of the accounts has taken place. The accounts of India for 1881-82 do not appear until the Estimates for 1883-84 are published. The departmental reports for 1881-82 are published about the month of October 1882. To this difference of the dates on which the two sets of accounts are rendered, must be attributed some part of the discrepancy between the expenditure shown in the departmental reports and in the Financial Statement. The discrepancy arising from this cause is, however, small, and the main causes for the large discrepancy have yet to be explained. The accounts of India under the head of Expenditure on Education show both more and less than the departmental accounts. They show more, because they show the gross expenditure and do not deduct the receipts from fees. They show less, because they adopt an entirely different classification of expenditure. Thus, to take one example, the expenditure on departmental school-buildings is shown in the accounts of India under Civil buildings, but in the departmental accounts it is included as an educational charge. Again, the expenditure on medical schools and colleges is shown in the Imperial accounts under the head of Medical Services, while it is included by the Department among educational charges. Any occasional agreement between the two sets of accounts would be quite accidental, and if it were observed in the accounts of one year it would be absent from those of another. Thus, the gross expenditure as shown in the Imperial accounts for the three largest Provinces of India for 1881-82, charged against Provincial revenues only, and therefore

excluding the charges against local or municipal revenues, contrasts with the departmental accounts as follows. The Imperial accounts show a gross educational expenditure in Madras from provincial revenues of Rs. 10,45,000, while the receipts credited to these revenues were Rs. 1,68,000. The departmental accounts, which deduct fees but include buildings and all indirect educational expenditure, except pension charges paid from Imperial revenues, show a charge against provincial revenues of Rs. 9,81,000. The Madras expenditure therefore appears, according to the departmental accounts, to be less than the gross, and more than the net, expenditure shown in the Imperial accounts. The same result is observed in Bengal, where the expenditure, shown by the Department, Rs. 26,45,000, is less than the gross expenditure of Rs. 27,77,000 shown in the Imperial accounts, and much more than the net expenditure shown by them after deducting the receipts of Rs. 5,73,000, the reason being that the fee-receipts in Bengal are larger than the excluded expenditure for school-buildings and for medical education. In Bombay the departmental accounts show an expenditure of Rs. 11,38,000, which not only very largely exceeds the net expenditure shown in the accounts of India after deducting fees, but which even exceeds the gross expenditure shown in the Imperial accounts at Rs. 10,58,000. The explanation lies in the fact that, although the departmental accounts in Bombay exclude fees, they include a more than counterbalancing expenditure on buildings and certain other charges which, according to the classification of the Imperial accounts, appear under other heads of expenditure than education. It is not, therefore, suited to the purposes of this Report to take the accounts of the Government of India; which, although they are more accurate as far as they go, include some items which it is necessary from our point of view to omit, and exclude others which are required for our purposes. There is another reason for following the departmental accounts. The expenditure is not distributed in the Imperial accounts according to classes of education or of educational agency. For these reasons we shall continue to follow the accounts of expenditure rendered by the Department, and in contrasting the expenditure from the several sources of public revenue with the total income of each, we shall not take the expenditure shown in the Imperial accounts. On the other hand, the income of each source of revenue will be shown as it is given in the accounts of India.

670. Provincial Contributions.—Reserving to the last the question of the sufficiency or insufficiency of the contributions rendered to education from provincial, local and municipal funds, we shall first compare those contributions with the income of the sources of revenue from which they were made. In doing so a difficulty occurs regarding the provincial income of the various Provinces in 1881-82. The Table given below contrasts the expenditure shown in the departmental accounts for 1881-82 with the revised estimates of provincial income shown in the accounts of India for 1882-83. The total expenditure in 1881-82 charged by the Department to provincial revenues on account of education, including professional and technical institutions, and the cost of educating Europeans and Eurasians, was Rs. 70,76,137, to which Coorg contributed Rs. 13,230 and the Haidarabad Assigned Districts Rs. 2,35,522. But for reasons noticed hereafter these two Provinces are excluded from this part of our review. The comparison between the expenditure of one year and the income of another must be explained. Any comparison between the total expenditure on education in 1881-82, and the provincial revenues of that year, would be misleading for several reasons. In the first place the provincial revenues of 1881-82 were abnormally raised by the repayment to Local Governments of the contributions made by them to the Imperial treasury for the Afghan War. In

the next place, the revised arrangements made in 1882 reduced the grants made to Bengal and to the North-Western Provinces. Their expenditure on education has not been reduced, but their provincial revenues fixed for a term of five years have been curtailed. Lastly, the arrangements made with the several Governments in 1881-82 were not then uniform. Thus, for instance, the total provincial revenue of Madras was only one-half of the revenue of Bombay, and the provincial income of Assam was largely in excess of that of Madras. It must not be supposed that the Government which receives the largest provincial assignment is necessarily in the best position for making a liberal provision for educational wants. A larger gross income may imply only heavier charges and larger responsibilities involving a smaller net income. In the year 1882-83 the arrangements made with the Local Governments were fairly uniform, and were intended to place them relatively in the same position. The grants made to Bengal and the North-Western Provinces were, it is true, reduced. But the new arrangements settled the financial position of the several Governments for the future. It is with the future rather than the past that we are at present concerned, and the following Table which contrasts the provincial revenues of the various Provinces according to the revised estimates made in 1882 with their educational expenditure in the year with which our Report deals, will convey as accurate an impression as it is possible to give of the relative liberality with which the claims of education are treated by the Provincial Governments concerned. Coorg and the Haidarabad Assigned Districts are not included in the arrangements referred to, and are therefore omitted from the Table.

Table showing the net Expenditure from Provincial Funds on Education in 1881-82, and the Income of those Funds in 1882-83, according to the Revised Estimates of that year.

PROVINCES.	Provincial revenues.	Educational expenditure from provincial revenues.	Percentage of educational expenditure to revenues.
	R	R	
Madras	2,27,12,000	9,81,793	4'3
Bombay	3,33,71,000	11,38,497	3'4
Bengal	4,03,73,000	26,45,710	6'5
North-Western Provinces & Oudh .	2,82,74,000	9,28,085	3'3
Punjab	1,37,67,000	6,30,198	4'6
Central Provinces	73,08,000	3,61,731	4'9
Assam	41,30,000	1,41,371	3'4

671. Local Fund Contributions.—It may be observed that Bengal makes the largest assignment of any Province in India for education from provincial revenues, and this is easily explained by the absence of any local educational cess. The small sums contributed from local rates to schools in Bengal are confined to certain non-regulation tracts, and the local fund revenue of Bengal, shown in the following Table, is not by law chargeable with Education. Madras also contributes a larger provincial grant than Bombay, but this inequality is more than redressed by the greater liberality of local funds in the latter Presidency. The following Table contrasts the local fund revenue of

each Province in 1881-82 with the share of it devoted in that year to education. The Haidarabad Assigned Districts are here included, but, for reasons already stated, the expenditure charged to their local fund revenue is underestimated. The local fund income shown below includes the receipts under Local Fund Revenues, as well as any contributions made from other sources of revenue, but it excludes opening balances.

Table showing the net Expenditure from Local Funds on Education in 1881-82, and the Income of those Funds in that Year.

PROVINCES.	Local Fund Revenues	Educational expenditure from Local Funds.	Percentage of educational expenditure to revenues.
	₹	₹	
Madras	91,03,985	5,62,534	6·2
Bombay	41,08,436	7,63,615	18·6
Bengal	44,95,447	9,883	...
North-Western Provinces and Oudh	82,54,998	5,97,541	7·2
Punjab	21,55,500	4,49,646	20·9
Central Provinces	5,90,513	1,32,256	22·4
Assam	4,15,974	63,345	15·2
Haidarabad Assigned Districts	4,61,608	87,482	18·9

672. Municipal Contributions.—In regard to local funds there is no difficulty in ascertaining their annual income. Their accounts are published in the Financial Statements of India from which we have obtained the statistics already given. But in regard to municipal income a difficulty occurs. In the Chapter on Primary Education we compared the receipts of municipalities with their expenditure on primary schools, the statistics of income being extracted from the Annual Administration Reports of the various Local Governments. The opening balances were excluded. But the Administration Reports, like those of education, are published before the accounts of the year are finally audited; and as each municipality keeps its own accounts, and many of the municipalities are comparatively inexperienced, there is a great risk of error in the first statements of accounts rendered by them. Their expenditure on education is tested by the Education Department, and these figures can be relied upon, but their statements of income must be accepted with reservation. For the purposes of this Chapter we have taken the revenues of provincial and local funds from the Imperial accounts; and in the case of municipal revenues we shall also accept the figures given in Appendix C. in the Finance and Revenue Accounts of India for 1881-82. To the figures given for Bengal must be added the income of Calcutta, but with this exception we take the estimates of income as furnished in the accounts of the Government of India for 1881-82. The contrast between the municipal income raised in each Province and the expenditure on education from that source is very marked, and it throws some light upon the statements made by witnesses regarding the want of liberality shown by municipal corporations in most Provinces of India. It will be observed that the Punjab is the only Province in which there is any exception to this general rule.

Table showing the net Expenditure from Municipal Funds on Education in 1881-1882 and the Income of those Funds in that year.

PROVINCES.	Municipal revenues.	Educational expenditure from Municipal Funds.	Percentage of educational expenditure to revenues.
	R.	R.	
Madras	22,41,650	88,018	3·8
Bombay	66,82,150	80,423	1·2
Bengal	51,89,688	24,917	·48
North-Western Provinces and Oudh	25,51,980	5,069	2·04
Punjab	26,87,270	1,51,203	5·6
Central Provinces	11,57,230	34,815	3·0
Assam	87,900	360	·40
Hyderabad Assigned Districts	1,03,320	1,377	1·3

673. Summary : Insufficiency of Contributions from Public Funds.—

It seems inevitable that our Recommendations must lead to increased expenditure in two directions. In Chapter VIII we have recommended that “a periodically increasing provision be made in the educational budget of each Province for the expansion of aided institutions.” We have there discussed the danger to private enterprise of arbitrary restrictions of grants, and the necessity for revising the grant-in-aid rules in the various Provinces; a revision, from which we expect an increasing outlay upon schools and colleges under private management. In paragraph 667 we have seen that from the provision of public funds in 1881-82 for the classes of education with which our Report deals, institutions under private management received 20·14 per cent., and departmental institutions received 49·94 per cent. We have also seen (paragraph 665) that the former class of institutions contribute in the form of fees nearly 13 per cent., and the latter barely ·7 per cent. of the whole educational outlay in India. If the principle that assistance from public funds should bear some proportion to local contributions is to be fairly carried out, it is obvious that greater liberality must be shown in future in dealing with the claims of private enterprise. In other Chapters we have advocated the extension of primary education, while we have deprecated any check to more advanced education. Our Recommendations for transferring certain departmental institutions to private effort, and for raising fees wherever possible in all classes of institutions may effect considerable economy, but we believe that if the Indian Governments are to recognise adequately the great task before them, increased expenditure will be required. It has been our object in this Chapter to show precisely what grants are made in each Province for each class of education, and from each source of public revenue, and what proportion these grants bear to the total revenues. We do not consider that we are called upon to suggest measures for increasing the ways and means of education. We have stated the opinions of witnesses in regard to municipal obligations, and to the treatment of education at the hands of Local Boards. We have also explained the responsibilities and powers conferred on Local Governments under the scheme of decentralisation as now developed. The Tables given in this Chapter will show that various funds contribute more liberally in some Provinces than

in others to the cost of education, and the liberality of one part of India may afford an example to Local Governments or to Local Boards elsewhere. We believe that still greater efforts are generally demanded, and in support of this view we need only call attention to the return of institutions and scholars given in General Table (2a) at the end of this Report, which shows that in the area to which our enquiries are confined, containing 859,844 square miles, with 552,379 villages and towns, inhabited by 202,604,080 persons, there were only 112,218 schools and 2,643,978 Indian children or adults at school in 1881-82. The proportion of pupils, both male and female, to the population of school-going age, calculated in accordance with the principles described in Chapter II, is shown below —

PROVINCES.	Percentage of males.	Percentage of females.
Madras	17·78	1·48
Bombay { British Districts	24·96	1·85
{ Native States	17·85	·93
Bengal	20·82	·80
North-Western Provinces and Oudh	8·25	·28
Punjab	12·11	·72
Central Provinces	10·49	·44
Assam	14·61	·46
Coorg	22·44	2·86
Haidarabad Assigned Districts	17·10	·22
TOTAL FOR INDIA	16·28	·84

These figures exclude the attendance in schools for Europeans and Eurasians, and in unattached institutions for professional or technical education, but they include that in all other institutions known to the Department in 1881-82. The most advanced Province of India still fails to reach 75 per cent. of its male children of the school-going age; 98 per cent. of its female children of that age; while in one Province, with its total population of both sexes exceeding 44 millions, nearly 92 boys in every hundred are growing up in ignorance, and female education has hardly begun to make any progress. The census returns are equally conclusive in showing the magnitude of the work that remains before education in India can be placed upon a national basis. Taking the male population of Ajmir and of the nine Provinces with which our Report deals, which exceeds 103 millions, about 94 $\frac{3}{4}$ millions are wholly illiterate; while of the female population, numbering about 99,700,000, no less than 99 $\frac{1}{2}$ millions are returned as unable to read or write.

CHAPTER XIII.

RECOMMENDATIONS OF THE EDUCATION COMMISSION.

674.—We subjoin in a complete form the Recommendations adopted by the Commission in regard to each branch of education.

675.—(1).—*Recommendations on Indigenous Education.*

1. That an indigenous school be defined as one established or conducted by natives of India on native methods.
2. That all indigenous schools, whether high or low, be recognised and encouraged, if they serve any purpose of secular education whatsoever.
3. That the best practicable method of encouraging indigenous schools of a high order, and desiring recognition, be ascertained by the Education Departments in communication with Pandits, Maulavis, and others interested in the subject.
4. That preference be given to that system which regulates the aid given mainly according to the results of examinations.
5. That special encouragement be afforded to indigenous schoolmasters to undergo training, and to bring their relatives and probable successors under regular training.
6. That a steady and gradual improvement in indigenous schools be aimed at, with as little immediate interference with their *personnel* or curriculum as possible.
7. That the standards of examination be arranged to suit each Province, with the view of preserving all that is valued by the people in the indigenous systems, and of encouraging by special grants the gradual introduction of useful subjects of instruction.
8. That indigenous schools receiving aid be inspected *in situ*, and, as far as possible, the examinations for their grants-in-aid be conducted *in situ*.
9. That aided indigenous schools, not registered as special schools, be understood to be open to all classes and castes of the community, special aid being, if necessary, assignable on account of low-caste pupils.
10. That such a proportion between special and other elementary indigenous schools be maintained in each town and District, as to ensure a proportionate provision for the education of all classes.
11. That where Municipal and Local boards exist, the registration, supervision, and encouragement of indigenous elementary schools, whether aided or unaided, be entrusted to such boards; provided that boards shall not interfere in any way with such schools as do not desire to receive aid, or to be subject to the supervision of the boards.
12. That the aid given to elementary indigenous schools be a charge against the funds at the disposal of Local and Municipal boards where such exist; and every indigenous school, which is registered for aid, receive from such boards the aid to which it is entitled under the rules.

13. That such boards be required to give elementary indigenous schools free play and development, and to establish fresh schools of their own only where the preferable alternative of aiding suitable indigenous schools cannot be adopted.

14. That the local inspecting officers be *ex-officio* members of Municipal or District school boards.

15. That the officers of the Education Department keep lists of all elementary indigenous schools, and assist the boards in selecting schools to be registered for aid, and in securing a proportionate provision of education for all classes of the community.

676.—(2).—Recommendations on Primary Education.

1. That primary education be regarded as the instruction of the masses through the vernacular in such subjects as will best fit them for their position in life, and be not necessarily regarded as a portion of instruction leading up to the University.

2. That the upper primary and lower primary examinations be not made compulsory in any Province.

3. That while every branch of education can justly claim the fostering care of the State, it is desirable, in the present circumstances of the country, to declare the elementary education of the masses, its provision, extension, and improvement, to be that part of the educational system to which the strenuous efforts of the State should now be directed in a still larger measure than heretofore.

4. That an attempt be made to secure the fullest possible provision for, and extension of, primary education by legislation suited to the circumstances of each Province.

5. That where indigenous schools exist, the principle of aiding and improving them be recognised as an important means of extending elementary education.

6. That examinations by inspecting officers be conducted as far as possible *in situ*, and all primary schools receiving aid be invariably inspected *in situ*.

7. That, as a general rule, aid to primary schools be regulated to a large extent according to the results of examination; but an exception may be made in the case of schools established in backward Districts or under peculiar circumstances, which may be aided under special rules.

8. That school-houses and furniture be of the simplest and most economical kind.

9. That the standards of primary examinations in each Province be revised with a view to simplification, and to the larger introduction of practical subjects, such as native methods of arithmetic, accounts and mensuration, the elements of natural and physical science, and their application to agriculture, health, and the industrial arts; but that no attempt be made to secure general uniformity throughout India.

10. That care be taken not to interfere with the freedom of managers of aided schools in the choice of text-books.

11. That promotion from class to class be not necessarily made to depend on the results of one fixed standard of examinations uniform throughout the Province.

12. That physical development be promoted by the encouragement of native games, gymnastics, school-drill, and other exercises suited to the circumstances of each class of school.

13. That all inspecting officers and teachers be directed to see that the teaching and discipline of every school are such as to exert a right influence on the manners, the conduct, and the character of the children, and that, for the guidance of the masters, a special manual be prepared.

14. That the existing rules, as to religious teaching in Government schools, be applied to all primary schools wholly maintained by Municipal or Local Fund boards.

15. That the supply of Normal schools, whether Government or aided, be so localised as to provide for the local requirements of all primary schools, whether Government or aided, within the Division under each Inspector.

16. That the first charges on Provincial Funds assigned for primary education be the cost of its direction and inspection, and the provision of adequate Normal schools.

17. That pupils in Municipal or Local board-schools be not entirely exempted from payment of fees, merely on the ground that they are the children of rate-payers.

18. That in all board-schools, a certain proportion of pupils be admissible as free students on the ground of poverty; and in the case of special schools, established for the benefit of poorer classes, a general or larger exemption from payment of fees be allowed under proper authority for special reasons.

19. That, subject to the exemption of a certain proportion of free students on account of poverty, fees, whether in money or kind, be levied in all aided schools; but the proceeds be left entirely at the disposal of the school-managers.

20. That the principle laid down in Lord Hardinge's Resolution, dated 11th October 1844, be re-affirmed, *i.e.*, that in selecting persons to fill the lowest offices under Government, preference be always given to candidates who can read and write.

21. That the Local Governments, especially those of Bombay and of the North-Western Provinces, be invited to consider the advisability of carrying out the suggestion contained in paragraph 96 of the Despatch of 1854, namely, of making some educational qualification necessary to the confirmation of hereditary village officers, such as Patels and Lambardars.

22. That night-schools be encouraged wherever practicable.

23. That as much elasticity as possible be permitted both as regards the hours of the day and the seasons of the year during which the attendance of scholars is required, especially in agricultural villages and in backward Districts.

24. That primary education be extended in backward Districts, especially in those inhabited mainly by aboriginal races, by the instrumentality of the Department pending the creation of school-boards, or by specially liberal grants-in-aid to those who are willing to set up and maintain schools.

25. That all primary schools wholly maintained at the cost of the school-boards, and all primary schools that are aided from the same fund and are not registered as special schools, be understood to be open to all castes and classes of the community.

26. That such a proportion between special and other primary schools be maintained in each school-district as to ensure a proportionate provision for the education of all castes.

27. That assistance be given to schools and orphanages in which poor

children are taught reading, writing, and counting, with or without manual work.

28. That primary education be declared to be that part of the whole system of Public Instruction, which possesses an almost exclusive claim on local funds set apart for education, and a large claim on provincial revenues.

29. That both Municipal and Local Boards keep a separate school-fund.

30. That the Municipal school-fund consist of—

- (a) a fair proportion of Municipal revenues, to be fixed in each case by the Local Government ;
- (b) the fees levied in schools wholly maintained at the cost of the Municipal school-fund ;
- (c) any assignment that may be made to the Municipal school-fund from the Local Fund ;
- (d) any assignment from Provincial Funds ;
- (e) any other funds that may be entrusted to the Municipalities for the promotion of education ;
- (f) any unexpended balance of the school-fund from previous years.

31. That the Local board's school-fund consist of—

- (a) a distinct share of the general Local Fund, which share shall not be less than a minimum proportion to be prescribed for each Province ;
- (b) the fees levied in schools wholly maintained at the cost of the school-fund ;
- (c) any contribution that may be assigned by Municipal Boards ;
- (d) any assignment made from Provincial Funds ;
- (e) any other funds that may be entrusted to the Local Boards for the promotion of education ;
- (f) any unexpended balance of the school-fund from previous years.

32. That the general control over primary school-expenditure be vested in the school-boards, whether Municipal or Local, which may now exist or may hereafter be created for self-government in each Province.

33. That the first appointment of schoolmasters in Municipal or Local board-schools be left to the town or District boards, with the proviso that the masters be certificated or approved by the Department, and their subsequent promotion or removal be regulated by the boards, subject to the approval of the Department.

34. That the cost of maintaining or aiding primary schools in each school-district, and the construction and repair of board school-houses, be charged against the Municipal or Local Board school-fund so created.

35. That the vernacular, in which instruction shall be imparted in any primary school, maintained by any Municipal or Local Board, be determined by the school committee of management, subject to revision by the Municipal or Local Board : provided that if there be any dissenting minority in the community, who represent a number of pupils sufficient to form one or more separate classes or schools, it shall be incumbent on the Department to provide for the establishment of such classes or schools, and it shall be incumbent on such Municipal or Local Board to assign to such classes or schools a fair proportion of the whole assignable funds.

36. That Municipal and Local boards administering funds in aid of primary schools adopt the rules prescribed by the Department for aiding such schools, and introduce no change therein without the sanction of the Department.

677.—(3).—Recommendations on Secondary Education.

1. That in the upper classes of high schools there be two divisions,—one leading to the Entrance examination of the Universities, the other of a more practical character, intended to fit youths for commercial or other non-literary pursuits.

2. That when the proposed bifurcation in secondary schools is carried out, the certificate of having passed by the final standard, or, if necessary, by any lower standard, of either of the proposed alternative courses, be accepted as a sufficient general test of fitness for the public service.

3. That high and middle schools be united in the returns under the single term “secondary schools,” and that the classification of students in secondary schools be provided for in a separate Table, showing the stage of instruction, whether primary, middle, or upper, of pupils in all schools of primary and secondary education.

4. That a small annual grant be made for the formation and maintenance of libraries in all high schools.

5. That the Grant-in-aid Code of each Province include provision for giving help to school-managers in the renewal, and, if necessary, the increase, of their furniture and apparatus of instruction after stated intervals.

6. That an examination in the principles and practice of teaching be instituted, success in which should hereafter be a condition of permanent employment as a teacher in any secondary school, Government or aided.

7. That graduates wishing to attend a course of instruction in a Normal school in the principles and practice of teaching be required to undergo a shorter course of training than others.

8. That the claims of efficient and successful teachers in aided schools be considered in making appointments to posts in the service of Government, and that in cases duly certified by the Education Department the 25 years' rule be relaxed.

9. That the Director of Public Instruction, in consultation with the managers of schools receiving aid from Government, determine the scale of fees to be charged and the proportion of pupils to be exempted from payment therein.

10. That, in order to encourage the establishment of aided schools, the managers be not required to charge fees as high as those of a neighbouring Government school of the same class.

11. That scholarship-holders as such be not exempted from payment of the ordinary fees.

12. That in all Provinces the system of scholarships be so arranged that, as suggested in the Despatch of 1854, they may form connecting links between the different grades of institutions.

13. That scholarships payable from public funds, including educational endowments not attached to a particular institution, be awarded after public competition, without restriction, except in special cases, to students from any particular class of schools.

14. That scholarships gained in open competition be tenable, under proper

safeguards to ensure the progress of the scholarship-holder, at any approved institution for general or special instruction.

15. That the attention of the Government of Bombay be invited to the fact that, while the Despatch of 1854 provides for the creation of both free and stipendiary scholarships tenable in Government and private schools alike, almost exclusive stress is now laid in that Presidency upon free studentships, and that stipendiary scholarships are confined to students of Government schools.

16. That the Government of Madras be invited to consider the necessity of revising the system of scholarships in secondary schools in that Presidency, with a view to bringing it into harmony with the provisions of the Despatch of 1854.

17. That in the conduct of all departmental examinations, managers and teachers of the various non-Government schools be associated, as far as possible, with the officers of the Department.

18. That, in order to secure the efficiency of departmental examinations, examiners, whether officials or non-officials, be remunerated from the fees levied from candidates, increased, when necessary, by a grant from Government.

19. That the importance of requiring inspecting officers to see that the teaching and discipline of every school are such as to exert a right influence on the manners, the conduct, and the character of pupils be re-affirmed.

20. That continuous instruction in school without a break do not extend, as a rule, beyond three hours.

21. That in the Punjab the course in Persian of high schools do not extend beyond the standard of the Entrance examination.

22. That promotions from class to class be left entirely to the discretion of the school authorities.

23. That it be distinctly laid down that the relation of the State to secondary is different from its relation to primary education, in that the means of primary education may be provided without regard to the existence of local co-operation, while it is ordinarily expedient to provide the means of secondary education only where adequate local co-operation is forthcoming; and that therefore, in all ordinary cases, secondary schools for instruction in English be hereafter established by the State preferably on the footing of the system of grants-in-aid.

678.—(4).—*Recommendations on Collegiate Education.*

1. That the attention of the Local Governments be invited to the recommendations made in the several Provincial Reports with regard to providing or extending the means of collegiate education in the Province of Sindh and at Ahmedabad in Bombay, at Bhagulpur in Bengal, and at Jabalpur in the Central Provinces; and also to the question of the establishment of an aided college at Delhi under native management.

2. That the rate of aid to each college be determined by the strength of the staff, the expenditure on its maintenance, the efficiency of the institution, and the wants of the locality.

3. That provision be made for special grants to aided colleges, whenever necessary, for the supply and renewal of buildings, furniture, libraries, and other apparatus of instruction.

4. That in order to secure a due succession of competent officers in the

Education Department, the period of necessary service qualifying for pension should be reduced, and that a graduated scale of pensions based on length of service, and obtainable without medical certificate, should be introduced.

5. That Indian graduates, especially those who have also graduated in European Universities, be more largely employed than they have hitherto been in the colleges maintained by Government.

6. That in order to encourage diversity of culture, both on the literary and on the physical side, it is desirable, in all the larger colleges, Government and aided, to make provision for more than one of the alternative courses laid down by the Universities.

7. That the discretionary power of Principals of colleges, to admit to certain courses of lectures in special cases students who have not passed the examinations required by the Universities, be affirmed.

8. That an attempt be made to prepare a moral text-book, based upon the fundamental principles of natural religion, such as may be taught in all Government and non-Government colleges.

9. That the Principal or one of the Professors in each Government and aided college deliver to each of the college classes in every session a series of lectures on the duties of a man and a citizen.

10. That while it is desirable to affirm the principle that fees at the highest rate consistent with the undiminished spread of education should be levied in every college aided by the State, no aided college should be required to levy fees at the same rate as that charged in a neighbouring Government college.

11. That no college, Government or aided, be allowed to receive more than a certain proportion of free students; the proportion to be fixed by the Department, in communication, where necessary, with the managers.

12. That to secure regularity of attendance at colleges, the principle be affirmed that fees, though levied monthly for the convenience of students, are to be regarded as payments for a term, and that a student has no right to a certificate from his college for any term until the whole fee for that term is paid.

13. That as the fees in the Presidency College of Madras are considerably lower than those which it is found practicable to levy in the Presidency Colleges of Calcutta and Bombay, the Government of Madras be invited to consider the advisability of enhancing the rate of fees in that college.

14. That the Local Governments and Administrations be invited to consider whether it is necessary to assign for scholarships tenable in Arts colleges a larger proportion of the provincial grant for education than 2 per cent.

15. That scholarship-holders as such be not exempted from payment of the ordinary fees.

16. That the Local Governments be invited to consider the advisability of appropriating, where necessary, a certain sum for the establishment for scholarships tenable by graduates reading for the M.A. degree.

17. That the Local Governments be invited to consider the advisability of establishing scholarships for distinguished graduates to enable them to proceed to Europe for the purpose of practically studying some branch of mechanical industry.

18. That in place of the system existing in Madras, according to which the first twenty students at the University Entrance and F.A. examinations are allowed to read free in any Government college, liberal provision be made

for a system of scholarships open to general competition and tenable in any college.

19. That the Government of Bombay be requested to consider, whether all or some of the scholarships now restricted to the Elphinstone and Deccan Colleges may, with due regard to the circumstances under which they were originally founded, be made tenable at any affiliated college; and that if these scholarships cannot fairly be opened to general competition, they be awarded as far as possible to poor students who, but for the stipends, would be unable to continue their studies at college.

679. (5).—Recommendations on the Internal Administration of the Education Department.

1. That when an educational officer enters the higher graded service of the Education Department, his promotion should not involve any loss of pay.

2. That conferences (1) of officers of the Education Department, and (2) of such officers with managers of aided and unaided schools, be held from time to time for the discussion of questions affecting education, the Director of Public Instruction being in each case *ex-officio* President of the conference. Also that Deputy Inspectors occasionally hold local meetings of the schoolmasters subordinate to them for the discussion of questions of school management.

3. That a general educational library and museum be formed at some suitable locality in each Province, and that encouragement be given to school-papers or magazines conducted in the vernacular.

4. That managers of schools in competition be invited by the Department to agree to rules providing, as far as the circumstances of the locality allow, (1) that, except at specified times, a pupil of one school be not admitted to another without a certificate from his previous school; (2) that any fees due to that school have been paid; and (3) that he do not obtain promotion into a higher class by changing his school.

5. That it be an instruction to the Department in the various Provinces to aim at raising fees gradually, cautiously, and with due regard to necessary exemptions, up to the highest amount that will not check the spread of education, especially in colleges, secondary schools, and primary schools in towns where the value of education is understood.

6. That the Education Department in each Province limit its calls for returns, (1) to such as the Government may require, and (2) to such others as are indispensable for information and control.

7. That all schools managed by the Department, or by Committees exercising statutory powers, and all other schools that are regularly aided or inspected, or that regularly send pupils to the examinations of the University or of the Department (other than examinations which are conducted by the Department for admission to the public service), be classed as public schools, and sub-divided into departmental, aided, and unaided; (2) that all other schools furnishing returns to the Department be classed as private schools; and (3) that all other details of classification be referred to the Statistical Committee appointed by the Government of India.

8. That no attempt be made to furnish financial returns for private schools.

9. That native and other local energy be relied upon to foster and manage

all education as far as possible, but that the results must be tested by departmental agency, and that therefore the inspecting staff be increased so as to be adequate to the requirements of each Province.

10. That the remuneration of subordinate inspecting officers be reconsidered in each Province with due regard to their enhanced duties and responsibilities.

11. That, as a general rule, transfers of officers from Professorships of colleges to Inspectorships of schools, and *vice versa*, be not made.

12. That it be distinctly laid down that native gentlemen of approved qualifications be eligible for the post of Inspector of Schools, and that they be employed in that capacity more commonly than has been the case hitherto.

13. That Inspectresses be employed where necessary for the general supervision of Government, aided, and other girls' schools desiring inspection.

14. That in every Province a Code be drawn up for the guidance of Inspecting Officers.

15. That it be recognised as the duty of the Revenue Officers to visit the schools within their jurisdiction, communicating to the Executive Officers or Board to which each school is subordinate any recommendations which they may desire to make.

16. That voluntary inspection by officers of Government and private persons be encouraged, in addition to the regular inspection of departmental and Revenue Officers.

17. That the detailed examination of scholars in primary schools be chiefly entrusted to the Deputy Inspectors and their assistants, and that the main duty of the Inspectors in connection with such schools be to visit them, to examine into the way in which they are conducted, and to endeavour to secure the cordial support of the people in the promotion of primary education.

18. That the general upper and lower primary school examinations be not compulsory, but that the annual reports show the number of scholars in each stage of education.

19. That in every Province in which examinations for the public service are held, they be so arranged as to give encouragement to vernacular education.

20. That the Committees appointed to conduct the public service examinations and other examinations of a similar kind include representatives of non-Government schools as well as departmental officers.

21. That Normal schools, Government or aided, for teachers of secondary schools be encouraged.

22. That the Text-book Committees in the several Provinces include qualified persons of different sections of the community not connected with the Department, and that to these Committees should be submitted all text-books, both English and vernacular, that it is proposed to introduce into schools, and all text-books now in use that may seem to need revision.

23. That the Text-book Committees of the several Provinces act as far as possible in concert, and that they communicate to each other lists of English text-books, and, in the case of those Provinces which have any common language, lists of vernacular text-books, which are satisfactory, and of books which they consider to be wanting or inadequate.

24. That the operations of the existing Government depôts be confined

as soon as may be practicable to the supply and distribution of vernacular text-books.

25. That care be taken to avoid, as far as possible, the introduction of text-books which are of an aggressive character, or are likely to give unnecessary offence to any section of the community.

26. That in the printing of text-books, especially vernacular text-books, attention be paid to clearness of typography.

680. (6).—*Recommendations on the External Relations of the Department.*

1. That teachers in non-Government institutions be allowed to present themselves for examination for any grade of certificate required by the grant-in-aid rules without being compelled to attend a Normal school.

2. That in any statement of expenditure required by the grant-in-aid rules from colleges whose Professors are prevented from receiving fixed salaries by the constitution of the religious societies to which they belong, the expenditure on the maintenance of such colleges be calculated at the rates current in aided institutions of the same general character.

3. That in schools aided on the result-system, variety in the course of instruction be encouraged by grants for special subjects.

4. That greater latitude be given to the managers of aided schools in fixing the course of instruction and the medium through which it is conveyed.

5. That the payment-by-results system be not applied to colleges.

6. That every application for a grant-in-aid receive an official reply, and in case of refusal that the reasons for such refusal be given.

7. That the proximity of a Government or of an aided school be not regarded as of itself a sufficient reason for refusing aid to a non-Government school.

8. That with the object of rendering assistance to schools in the form best suited to the circumstances of each Province and thus to call forth the largest amount of local co-operation, the grant-in-aid rules be revised by the Local Governments in concert with the managers of schools.

9. That, in this revision, the rules be so defined as to avoid any ambiguity as to the amount and duration of the aid to which an institution may be entitled, the conditions of grants for buildings, apparatus, and furniture being clearly stated; and that special reference be had to the complaints that have been made against existing systems, particularly the complaints dwelt upon in this Report.

10. That whilst existing State institutions of the higher order should be maintained in complete efficiency wherever they are necessary, the improvement and extension of institutions under private management be the principal care of the Department.

11. That, in ordinary circumstances, the further extension of secondary education in any District be left to the operation of the grant-in-aid system, as soon as that District is provided with an efficient high school, Government or other, along with its necessary feeders.

12. That it be a general principle that the grant-in-aid should depend—

(a) on locality, *i.e.*, that larger proportionate grants be given to schools in backward Districts;

(b) on the class of institutions, *i.e.*, that greater proportionate aid be given to those in which a large amount of self-support cannot be expected, *e.g.*, girls' schools and schools for lower castes and backward races.

13. That the following be adopted as general principles to regulate the amount of grants-in-aid except in cases in which Recommendations for special aid have been made:—

(a) That no grant be given to an institution which has become self-supporting by means of fees, and which needs no further development to meet the wants of the locality.

(b) That the amount of State aid (exclusive of scholarships from public funds) do not exceed one-half of the entire expenditure on an institution.

(c) That, as a general rule, this maximum rate of aid be given only to girls' schools, primary schools, and Normal schools.

14. That with a view to secure the co-operation of Government and non-Government institutions, the managers of the latter be consulted on matters of general educational interest, and that their students be admitted on equal terms to competition for certificates, scholarships, and other public distinctions.

15. That the Government of Bombay be invited to consider the propriety of converting the Dakshina fellowships into University fellowships with definite duties attached to them, to be tenable for a term of years and open to all candidates irrespective of the college in which they have been trained.

16. That in Bengal the payment from the Mohsin Fund of two-thirds of the fees of Muhammadan students, now confined to Government schools, be extended to Muhammadan students of non-Government schools approved by the Department.

17. That grants be paid without delay when they become due according to the rules.

18. That care be taken lest public examinations become the means of practically imposing the same text-books or curriculum on all schools.

19. That the revised rules for grants-in-aid and any subsequent alterations made in them be not merely published in the official gazettes, but translated into the vernacular, and communicated to the press, to the managers of aided and private institutions, and to all who are likely to help in any way in the spread of education.

20. That the further extension of female education be preferentially promoted by affording liberal aid and encouragement to managers who show their personal interest in the work, and only when such agency is not available by the establishment of schools under the management of the Department or of Local or Municipal Boards.

21. That a periodically increasing provision be made in the educational budget of each Province for the expansion of aided institutions.

22. That when any school or class of schools under departmental management is transferred to a Local or Municipal Board the functions of such board be clearly defined, and that, as a general rule, its powers include (a) the appointment of teachers qualified under the rules of the Department, (b) the reduction or dismissal of such teachers, subject to the approval of the Department, (c) the selection of the standard and course of instruction subject to the control of the Department, and (d) the determination of rates of fees and of the proportion of free students, subject to the general rules in force.

23. That if in any Province the management of Government schools of secondary instruction be transferred either to Municipalities or to Local Boards, or to Committees appointed by those bodies, encouragement be given to the subsequent transfer of the schools concerned to the management of associations of private persons combining locally with that object, provided they are able to afford adequate guarantees of permanence and efficiency.

24. That when Local and Municipal Boards have the charge of aiding schools, (1) their powers and duties be clearly defined; (2) that it be declared to be an important part of their duty to make provision for the primary education of the children of the poor; (3) that precautions be taken to secure that any assignment to them from public funds for purposes of education be impartially administered; (4) that an appeal against any refusal of aid lie to the Department.

25. That the system of grants-in-aid be based as hitherto, in accordance with paragraph 53 of the Despatch of 1854, on an entire abstinence from interference with the religious instruction conveyed in the institution assisted: provided that when the only institution of any particular grade existing in any town or village is an institution in which religious instruction forms a part of the ordinary course, it shall be open to parents to withdraw their children from attendance at such instruction without forfeiting any of the benefits of the institution.

26. That a parent be understood to consent to his child's passing through the full curriculum of the school, unless his intention to withdraw him from religious instruction be intimated at the time of the child's first entering the school, or at the beginning of a subsequent term.

27. That in order to evoke and stimulate local co-operation in the transfer to private management of Government institutions for collegiate or secondary instruction, aid at specially liberal rates be offered for a term of years, wherever necessary, to any local body willing to undertake the management of any such institution under adequate guarantees of permanence and efficiency.

28. That in the event of any Government school or college being transferred to local management, provision be also made for the legal transfer to the new managers of all educational endowments, buildings and other property belonging to such institutions in the hands of Government.

29. That in the event of any Government school or college being transferred to local management, the incumbents of offices under Government be secured in the enjoyment of all their existing rights and privileges.

30. That all Directors of Public Instruction aim at the gradual transfer to local native management of Government schools of secondary instruction (including schools attached to first or second grade colleges), in every case in which the transfer can be effected without lowering the standard, or diminishing the supply, of education, and without endangering the permanence of the institution transferred.

31. That the fact that any school raises more than 60 per cent. of its entire expenditure from fees be taken as affording a presumption that the transfer of such school to local management can be safely effected.

32. That in dealing with the question of the withdrawal of Government from the management of existing colleges, these colleges be regarded as divided into three classes, *viz.* :—

(1.) Those from which it is premature for Government to consider the propriety of withdrawal; on the ground that they are, and will

long continue to be, the institutions on which the higher education of the country mainly depends.

- (2) Those that might be transferred with advantage, as a measure promising useful political results, to bodies of native gentlemen, provided the new managers give satisfactory guarantees that the college will be maintained (1) permanently, (2) in full efficiency, (3) in such a way as to make it adequate for all the wants of the locality.
- (3) Those which have been shown to be unsuccessful, or of which the cost is out of proportion to the utility, and from which Government might advantageously withdraw even with less stringent guarantees for permanent efficiency. Such colleges should be closed if, after due notice, no local body be formed to carry them on with such a grant-in-aid as the rules provide.

33. That the Government of Madras be requested to consider the propriety of dealing with the second grade Government colleges of that Province on the principles applicable to the second or third class as may be deemed advisable in each case, in the light of the recommendations made by the Madras Provincial Committee.

34. That the Government of Bombay be requested to consider the propriety of raising the Ahmedabad College to one teaching up to the B.A. standard, and of securing its full efficiency for a term of years, on the condition that after that period it be treated on the principles applicable to the second class.

35. That the Government of Bengal be requested to consider the propriety of dealing with the Rajshahye and Krishnagar Government Colleges on the principles applicable to the second class, and with the Colleges at Berhampur, Midnapur, and Chittagong on the principles applicable to the third class, as suggested by the Bengal Provincial Committee.

36. That the bestowal of patronage in Government appointments be so ordered as to offer greater encouragement to high education.

681. (7).—Recommendations regarding classes requiring special treatment.

a.—The sons of Native Chiefs and Noblemen.

1. That Local Governments be invited to consider the question of establishing special colleges or schools for the sons and relations of Native Chiefs and noblemen, where such institutions do not now exist.
2. That Local Governments be invited to consider the advisability of entrusting the education of Wards of Court to the joint supervision of the district authorities and the Educational Inspectors.

b.—Muhammadans.

1. That the special encouragement of Muhammadan education be regarded as a legitimate charge on Local, on Municipal, and on Provincial Funds.
2. That indigenous Muhammadan schools be liberally encouraged to add purely secular subjects to their curriculum of instruction.
3. That special standards for Muhammadan primary schools be prescribed.
4. That Hindustani be the principal medium for imparting instruction to Muhammadans in primary and middle schools, except in localities where the Muhammadan community desire that some other language be adopted.
5. That the official vernacular, in places where it is not Hindustani, be added, as a voluntary subject, to the curriculum of primary and middle schools for Muhammadans maintained from public funds; and that arithmetic and accounts be taught through the medium of that vernacular.

6. That, in localities where Muhammadans form a fair proportion of the population, provision be made in middle and high schools maintained from public funds for imparting instruction in the Hindustani and Persian languages.

7. That higher English education for Muhammadans, being the kind of education in which that community needs special help, be liberally encouraged.

8. That, where necessary, a graduated system of special scholarships for Muhammadans be established,—to be awarded,—

(a) In primary schools, and tenable in middle schools.

(b) In middle schools, and tenable in high schools.

(c) On the results of the Matriculation and First Arts examinations, and tenable in colleges.

9. That, in all classes of schools maintained from public funds, a certain proportion of free studentships be expressly reserved for Muhammadan students.

10. That, in places where educational endowments for the benefit of Muhammadans exist, and are under the management of Government, the funds arising from such endowments be devoted to the advancement of education among Muhammadans exclusively.

11. That, where Muhammadan endowments exist, and are under the management of private individuals or bodies, inducements by liberal grants-in-aid be offered to them, to establish English-teaching schools or colleges on the grant-in-aid system.

12. That, where necessary, Normal schools or classes for the training of Muhammadan teachers be established.

13. That, wherever instruction is given in Muhammadan schools through the medium of Hindustani, endeavours be made to secure, as far as possible, Muhammadan teachers to give such instruction.

14. That Muhammadan Inspecting Officers be employed more largely than hitherto for the inspection of primary schools for Muhammadans.

15. That Associations for the promotion of Muhammadan education be recognised and encouraged.

16. That in the annual Reports on public instruction a special section be devoted to Muhammadan education.

17. That the attention of the Local Governments be invited to the question of the proportion in which patronage is distributed among educated Muhammadans and others.

18. That the principles embodied in the Recommendations given above be equally applicable to any other races with similar antecedents, whose education is on the same level as that of the Muhammadans.

c.—Aboriginal Tribes.

1. That children of aboriginal tribes be exempted wherever necessary from payment of fees, over and above any general exemptions otherwise provided for.

2. That, if necessary, extra allowances be given under the result system for boys of aboriginal tribes taught in ordinary schools.

3. That when children of aboriginal tribes are found sufficiently instructed to become schoolmasters among their own people, attempts be made to establish them in schools within the borders of the tribes.

4. That if any bodies be willing to undertake the work of education among aboriginal tribes, they be liberally assisted on the basis of abstention from any interference with any religious teaching.

5. That where the language of the tribe has not been reduced to writing, or, is otherwise unsuitable, the medium of instruction be the vernacular of the neighbouring population, with whom the aboriginal people most often come in contact.

6. That, where the education of such tribes is carried on in their own vernacular, the vernacular of the neighbouring District be an additional subject of instruction where this is found advisable.

d.—Low castes.

1. That the principle laid down in the Court of Directors' letter of May 5th, 1854, and again in their reply to the letter of the Government of India, dated May 20th, 1857, that "no boy be refused admission to a Government college or school merely on the ground of caste" and repeated by the Secretary of State in 1863, be now re-affirmed as a principle, and be applied with due caution to every institution not reserved for special races, which is wholly maintained at the cost of public funds, whether Provincial, Municipal, or Local.

2. That the establishment of special schools or classes for children of low caste be liberally encouraged in places where there is a sufficient number of such children to form separate schools or classes, and where the schools maintained from public funds do not sufficiently provide for their education.

682. (8).—Recommendations on Female Education.

1. That female education be treated as a legitimate charge alike on Local, on Municipal, and on Provincial Funds, and receive special encouragement.

2. That all female schools or orphanages, whether on a religious basis or not, be eligible for aid so far as they produce any secular results, such as a knowledge of reading or of writing.

3. That the conditions of aid to girls' schools be easier than to boys' schools, and the rates higher—more especially in the case of those established for poor or for low-caste girls.

4. That the rules for grants be so framed as to allow for the fact that girls' schools generally contain a large proportion of beginners, and of those who cannot attend school for so many hours a day, or with such regularity as boys.

5. That the standards of instruction for primary girls' schools be simpler than those for boys' schools, and be drawn up with special reference to the requirements of home life, and to the occupations open to women.

6. That the greatest care be exercised in the selection of suitable text-books for girls' schools, and that the preparation for such books be encouraged.

7. That, while fees be levied where practicable, no girls' school be debarred from a grant on account of its not levying fees.

8. That special provision be made for girls' scholarships, to be awarded after examination, and that, with a view to encouraging girls to remain longer at school, a certain proportion of them be reserved for girls not under twelve years of age.

9. That liberal aid be offered for the establishment, in suitable localities, of girls' schools in which English should be taught in addition to the vernacular.

10. That special aid be given, where necessary, to girls' schools that make provision for boarders.

11. That the Department of Public Instruction be requested to arrange, in concert with managers of girls' schools, for the revision of the Code of Rules for grants-in-aid in accordance with the above Recommendations.

12. That, as mixed schools, other than infant schools, are not generally suited to the conditions of this country, the attendance of girls at boys' schools be not encouraged, except in places where girls' schools cannot be maintained.

13. That the establishment of infant schools or classes, under schoolmistresses, be liberally encouraged.

14. That female schools be not placed under the management of Local Boards or of Municipalities unless they express a wish to take charge of them.

15. That the first appointment of schoolmistresses in girls' schools under the management of Municipal or Local Boards be left to such boards, with the proviso that the mistress be either certificated, or approved by the Department: and that subsequent promotion or removal be regulated by the boards, subject to the approval of the Department.

16. That rules be framed to promote the gradual supersession of male by female teachers in all girls' schools.

17. That, in schools under female teachers, stipendiary pupil-teacherships be generally encouraged.

18. That the attention of Local Governments be invited to the question of establishing additional Normal schools or classes; and that those under private management receive liberal aid, part of which might take the form of a bonus for every pupil passing the certificate examination.

19. That the departmental certificate examinations for teachers be open to all candidates, wherever prepared.

20. That teachers in schools for general education be encouraged by special rewards to prepare pupils for examinations for teachers' certificates, and that girls be encouraged by the offer of prizes to qualify for such certificates.

21. That liberal inducements be offered to the wives of schoolmasters to qualify as teachers, and that in suitable cases widows be trained as schoolmistresses, care being taken to provide them with sufficient protection in the places where they are to be employed as teachers.

22. That, in Districts where European or Eurasian young women are required as teachers in native schools, special encouragement be given to them to qualify in a vernacular language.

23. That grants for zanana teaching be recognised as a proper charge on public funds and be given under rules which will enable the agencies engaged in that work to obtain substantial aid for such secular teaching as may be tested by an Inspectress or other female agency.

24. That Associations for the promotion of female education by examinations or otherwise be recognised by the Department, and encouraged by grants under suitable conditions.

25. That female inspecting agency be regarded as essential to the full development of female education, and be more largely employed than hitherto.

26. That an alternative subject in examinations suitable for girls be established, corresponding in standard to the Matriculation examination, but having no relation to any existing University course.

27. That endeavours be made to secure the services of native gentlemen interested in female education on Committees for the supervision of girls' schools, and that European and Native ladies be also invited to assist such Committees.

683. (9).—*Recommendations as to Legislation.*

1. That the duties of Municipal and Local Boards in controlling or assisting schools under their supervision be regulated by local enactments suited to the circumstances of each Province.

2. That the area of any Municipal or rural unit of Local self-Government that may now or hereafter exist be declared to be a school-district, and school-boards be established for the management and control of schools placed under their jurisdiction in each such district.

3. That the control of each school-board over all schools within the said school-district be subject to the following provisions :—

- (a) that it be open to the Local Government to exclude any school, or any class of schools, other than schools of primary instruction for boys, from the control of such school-board ;
- (b) that any school which is situated in the said school-district, and which receives no assistance either from the board or the Department, continue, if the managers so desire it, to be independent of the control of the school-board ;
- (c) that the managers of any institution which receives aid either from the board or the Department continue to exercise in regard to such institution full powers of management subject to such limitations as the Local Government may from time to time impose as a condition of receiving aid ;
- (d) that the school-board may delegate to any body appointed by itself or subordinate to it any duties in regard to any school or class of institutions under its control which it thinks fit so to delegate.

4. That the Local Government declare from time to time what funds constituting a school-fund shall be vested in any school-board for educational purposes, and what proportion of such school-fund shall be assigned to any class of education.

5. That it be the duty of every school-board :—

- (a) to prepare an annual budget of its income and expenditure ;
- (b) to determine what schools shall be wholly maintained at the cost of the school-fund, what schools are eligible for grants-in-aid, and which of them shall receive aid ;
- (c) to keep a register of all schools, whether maintained at the cost of public funds, or aided or unaided, which are situated in its school-district ;
- (d) to construct and repair school-houses or to grant aid towards their construction or repair ;
- (e) generally to carry out any other of the objects indicated in the various recommendations of the Commission, which in the opinion of the Local Government can best be secured by legislative enactment, or by rules made under the Act.

6. That the appointment, reduction of salary, or dismissal, of teachers in schools maintained by the board be left to the school-board ; provided that the said board shall be guided in its appointments by any rules as to qualifications which may be laid down from time to time by the Department ; and provided that an appeal shall lie to the Department against any order of dismissal or reduction of salary.

7. That an appeal lie to the Department against any order of a board in regard to such matters as the Local Government shall specify.

8. That every school-board be required to submit to the Local Government through the Department an annual report of its administration, together with its accounts of income and expenditure, in such form and on such date as shall be prescribed by the Local Government ; and thereon the Local Government declare whether the existing supply of schools of any class, of which the supervision has been entrusted to such board, is sufficient to secure

adequate proportionate provision for the education of all classes of the community; and in the event of the said Government declaring that the supply is insufficient, it determine from what sources and in what manner the necessary provision of schools shall be made.

9. That it be incumbent upon every Local Government or Administration to frame a Code of rules for regulating the conduct of education by Municipal and Local Boards in the Provinces subject to such Local Government or Administration.

10. That such Code shall define and regulate—

- (a) the internal mechanism of the Education Department in regard to direction, inspection and teaching;
- (b) the external relations of the Department to private individuals and public bodies engaged in the work of education;
- (c) the scope, functions, and rules of the system of grants-in-aid;
- (d) the character of any special measures for the education of classes requiring exceptional treatment;
- (e) the scope and divisions of the annual report upon the progress of public instruction, together with the necessary forms of returns.

11. That power be reserved to the Local Government from time to time to add to, cancel, or modify the provisions of the said Code.

12. That the Code be annually published in the official Gazette in such a form as to show separately all articles which have been cancelled or modified and all new articles which have been introduced since the publication of the last edition.

(Signed) W. W. HUNTER, *President*.
 „ D. M. BARBOUR.
 „ W. R. BLACKETT.
 „ ANANDA MOHAN BOSE.
 „ C. A. R. BROWNING.
 „ A. W. CROFT.
 „ K. DEIGHTON.
 „ J. T. FOWLER.
 „ HAJI GHULAM HASSAN.
 „ A. P. HOWELL.
 „ H. P. JACOB.
 „ A. JEAN.
 „ W. LEE-WARNER.
 „ SAYYID MAHMUD.
 „ W. MILLER.
 „ BHUDEB MOOKERJEA.
 „ P. RANGANADA MUDALIYAR.
 „ C. PEARSON.
 „ KASHINATH TRIMBAK TELANG.
 „ JOTENDRA MOHUN TAGORE.
 „ G. E. WARD.

The 14th September 1883.

DISSENTS AND MINUTES

RECORDED BY

MEMBERS OF THE COMMISSION.

I.

Dissent recorded by the Honourable Bhudeb Mookerjee, C.I.E.

I do not admit that indigenous education was weak in Bombay. I do not admit that the Department of Public Instruction was unfavourable to private managers in Madras.

A clear distinction should be made between "indigenous" and "extraneous" (such as missionary) "private effort."

The experience of my whole life tells me that in the management of primary education, District Officers and Government are apt to commit blunders. The centralisation of funds in their hands injures indigenous education.

As regards that portion of the Commission's Report which relates to Bengal, I should state, in brief, that I differ from it on all points where it differs from the Bengal Provincial Report in its historical view of the past, or in its suggestions for the future.

CHINSURAH,
13th September 1883.

II.

Dissent recorded by the Rev. Dr. Jean, S.J.

I dissent from Section 10 of Chapter VIII, chiefly because no limit is put therein to the withdrawal of Government from its institutions, even from the highest. Such a limit, I consider, will be always necessary. I consider, moreover, the tenor and the tendency of this section to be out of keeping with Section I of the same chapter, which had the unanimous approval of the Commission when still sitting in Calcutta.

ST. JOSEPH'S COLLEGE,
TRICHINOPOLY,
10th September 1883.

III.

Minute recorded by D. Barbour, Esq.

1. The Report of the Education Commission is, necessarily, based on the recommendations of the majority of the Members of the Commission.

In any case in which a minority may have dissented, the fact of the dissent is, as a rule, recorded in the proceedings; but as the pressure of my ordinary duties prevented me from attending the meetings of the Commission, it has come about that there are Recommendations of the Commission to which I am opposed, and in regard to which my dissent is not anywhere recorded.

I have, therefore, thought it best to note briefly the chief Recommendations to which I am opposed; in the circumstances I have not thought it necessary to state the grounds of my opposition at any length.

2. In Chapter V, which deals with Secondary Education, the Commission recommends "that in the upper classes of high schools there be two divisions,—one leading to the Entrance examination of the Universities, the other of a more practical character, intended to fit youths for commercial or other non-literary pursuits."

In this Recommendation I most cordially concur; but the Commission goes on to recommend that a certificate of having passed in "either of the proposed alternative courses be accepted as a sufficient general test of fitness for the public service," and to this Recommendation I am strongly opposed. In my opinion, the general test of fitness for the public service should be a certificate of having passed by the final standard of the course which is of the more practical character, "intended to fit youths for commercial or other non-literary pursuits."

My experience as head of a large office in Bengal has led me to the conclusion that the adoption of the University Entrance examination as a general standard of education, has had disastrous effects in the case of youths not fitted to rise to a higher position than that of subordinate clerks.

3. In Chapter VI, which deals with Collegiate Education, the Commission recommends a more favourable scale of pensions for officers in the Education Department.

This Recommendation is made solely with reference to the supposed needs of the Department. It takes no account of the additional expenditure which it involves, or of the fact that the adoption of the proposal would furnish a strong argument for the sanction of additional expenditure in other departments of the Government service.

The Recommendation appears to me to be founded on an inadequate appreciation of the whole of the facts, and to be somewhat out of place in the present Report.

4. I object to Recommendation (1) in Chapter VII, "that when an Educational officer enters the higher graded service of the Education Department, his promotion should not involve any loss of pay."

I object to this Recommendation because it deals with a question of administrative detail not within the scope of the Commission's enquiry, and because a temporary loss of pay may be much more than counterbalanced by an improvement in future prospects of promotion.

I also object to Recommendation (5) in the same chapter, "that it be an instruction to the departments of the various Provinces to aim at raising fees gradually, cautiously, and with due regard to necessary exemptions, up to the highest amount that will not check the spread of education, especially in colleges, secondary schools, and primary schools in towns where the value of education is understood." I am of opinion that this Recommendation does not go far enough in the case of colleges. Private expenditure incurred in giving a boy a really good education is a remunerative investment of capital in India, and I am unaware of any good ground for taxing the general community in order to confer wealth and power on a class which is itself almost wholly untaxed.

5. In Chapter VIII the Commission recommends "that the bestowal of patronage in Government appointments be so regulated as to offer greater encouragement to high education." I cannot say that a Recommendation of this sort may not be necessary in some Provinces, or as regards certain departments; but I desire to state as the result of my experience, which is necessarily

limited, that high education is already sufficiently encouraged by the bestowal of appointments in the service of Government.

I believe that the best man for an office under Government will often be the man who has received a good education; but the rule is subject to many exceptions, and, after all, the man who has the best claim to an office is not the man who has had the best or most elaborate education, but the man who will best discharge the duties of the office.

6. I have no objection to the Recommendation made in Chapter IX of the Report, "that Local Governments be invited to consider the question of establishing special colleges or schools for the sons and relations of Native Chiefs and Noblemen where such institutions do not now exist," provided that these institutions are made wholly self-supporting; but I dissent from the Recommendation "that the special encouragement of Muhammadan education be regarded as a legitimate charge on Local, on Municipal, and on Provincial Funds." I do not think it is possible to justify the taxation of the general community for the special benefit of one class.

I also object very strongly to the Recommendation "that, in localities where Muhammadans form a fair proportion of the population, provision be made in middle and high schools maintained from public funds for imparting instruction in the Hindustani and Persian languages," and my objection is made in the interests of the Muhammadans themselves. If the Muhammadans wish, at their own cost, to encourage the study of Persian, or of Hindustani where it is not the language in ordinary use, every facility should be given to enable them to do so; but in so far as they do so, they heavily handicap their children in the race of life as compared with boys of other religions, and I therefore think that it is bad policy to spend the public money for the purpose recommended by the Commission.

I can fully appreciate sympathy with the Muhammadans in their present position, but that sympathy should not lead us to do injustice to other classes of the community, and I do not see how it would be possible to justify "a graduated system of special scholarships for Muhammadans," or to accept the Recommendation of the Commission "that in all classes of schools *maintained from public funds* a certain proportion of free studentships be expressly reserved for Muhammadan students." The proposals of the Commission appear to me to be so liberal as regards Muhammadans that they involve injustice to other classes, and their recommendation, "that the attention of the Local Governments be invited to the question of the proportion in which patronage is distributed among educated Muhammadans and others," appears uncalled for, so long as there is no proof that Muhammadans are treated otherwise than fairly.

Although I have felt bound to make these remarks, I may add that it would, in my judgment, be an unmixed gain if the Muhammadans came forward and qualified themselves to take a larger and more important share in the administration of the country; but the improvement must, and I believe will, come from their own efforts. No attempt to improve their position by protecting them against the competition of other classes can have any permanently beneficial effect.

SIMLA,

24th September 1883.

IV.

Minute recorded by Kashinath Trimbak Telang, Esq.

I concur in so many of the Recommendations contained in this Report, that I have no hesitation whatever in signing it. But after much anxious consideration, I have arrived at the conclusion that, in signing it, I am bound to put separately on record the opinions I have formed on some of the points with which it deals. I am, however, glad to be able to say at the outset, after a careful consideration of the work done by my colleagues who drew up this Report at Simla, that the very arduous duty which devolved upon them has been discharged by them in a manner, on the whole, extremely fair and satisfactory. There are, indeed, sundry statements in the Report to which I cannot give in my adhesion at all, or can do so only with many qualifications. Thus, the statement that the Local cess in Bombay was in its inception purely voluntary, and the passage which speaks of our Land Revenue system in this Presidency as a "liberal" one (*vide* Chap. IV), both involve judgments on non-educational matters which I am not prepared to accept. And again, when the study of Sanskrit in the old Benares College is pronounced to have been "frivolous and uncritical" (Chap. VI), or the provision for college scholarships in Bombay is described as "large" (Chap. VI), or the practical operation of the "grade" system is spoken of as very successful (Chap. VI), we have judgments pronounced on purely educational topics which I cannot concur in without some qualifications. Lastly, to refer to a point which is only partially educational, "unwise enthusiasm" and "the chill courtesies of English reserve" (Chap. VI), are by no means the only "drawbacks"—the former, indeed, is perhaps the smallest of the drawbacks—to be taken into account in connection with the "intercourse" of the Indian student with "the ruling race;" while, on the other hand, "the pretentious self-assertion" and "the comparative absence of lofty motive" and so forth attributed to the Indian student considered by himself, are, I should say, considerably overstated.* But all such points are now of subordinate importance, and having given this slight indication of them, I propose here to say nothing more about them. I shall pass at once to the "Recommendations" contained in this Report, and take them in the order in which they appear there.

And the first Recommendation I wish to notice is the one which lays it down that the Director of Public Instruction should determine the rate of fees to be charged in all schools receiving aid from Government, and the proportion of students to be exempted from payment therein. I confess that I cannot reconcile myself to this Recommendation. The main grounds of my objection to it were stated by me during the debates in Calcutta, and they are summarised in our minutes of proceedings. I shall therefore not repeat them here, but I wish to make one or two observations upon points which have been urged on the other side. It is said, then, that the recommendation carries out the directions of the Despatch of 1854. I cannot accept this view. I cannot accept as correct a construction of that Despatch which says that "some fee, however small" (see para. 54 of the Despatch), means some fee not smaller than a minimum to be fixed by the Director of Public Instruction, and to be from time to time raised by that officer, even although it is to be raised "gradually, cautiously, and with due regard to necessary exemptions." And I own that I am the less prepared to accept this strained construction of the clause in question, when I find that, while the traditions of my countrymen,

* See the Evidence of Sir W. Wedderburn, p. 2; Mr. Wordsworth, p. 5. and Cf. A. French Eton, pp. 26-7.

be they Hindus, Mussalmans, or Parsis, are decidedly against any such rule as is sought to be laid down, the grounds alleged in favour of it have been shown by the later experience of even European countries to be quite untenable. The evidence as to the facts on this point may be seen collected in Mr. Morley's "Struggle for National Education" pp. 143-5,* while one principal aim of that delightful little work of Mr. Matthew Arnold's, "A French Eton," was to reduce the cost of secondary education in England† (*vide inter alia*, pp. 8, 22, 67, 75). The position, therefore, which I take up is this. On such a point we ought not to consider ourselves bound hand and foot by the provisions of the Despatch of 1854; but if we are so bound, then we ought not to extend its words by construction, and especially ought we not to do so, when we thereby run counter not only to the traditions of the communities for whose benefit the Despatch was intended, but also to the more matured experiences of those countries from whose practice the provisions were originally borrowed. But then it is said that the object of the Despatch was to make education self-supporting, and that that object can only be compassed by the increase of fees. From this reading of the Despatch also I must respectfully express my dissent. The Despatch plainly indicates the wish of its authors that the money of the State should be made to go as far as possible in developing education in this country. And doubtless if an aided school could be made by the State to increase its fee *income*—not, be it noticed, its fee rate, which is another and quite a different thing—the State would be able to save something out of its grants-in-aid, which could then be applied in developing education in other directions. But this involves a forcing by the State upon private workers in education of its own ideas on a subject which is a peculiarly appropriate field for the exercise of local knowledge and local experience. Such a procedure seems to me to be scarcely in harmony with the principles of the Despatch, or of the recommendations regarding private enterprise which, in pursuance of those principles, the Commission has put forward.

But then it is said that a provision like the one recommended would strengthen the hands of managers of non-Government schools, and prevent one aided school from outbidding another. Put into plain English, this argument seems to me to involve a wish that some favoured institutions—perhaps those first in the field—should be enabled to monopolise the State grant, and new sharers in it should be prevented from rising up in competition. For what will be the operation of such a rule, framed with the objects avowed by its framers? The Director of Public Instruction will consult the managers of schools actually receiving aid from Government, and a minimum rate of fee and a maximum proportion of free studentships will be fixed by their joint wisdom. A school in existence then, but not receiving aid, or a school subsequently started, will both alike be bound by the rule, under penalty of being refused aid by the State, although the managers may never have been consulted about its justice or expediency; or a manager who was consulted and took a different view from the Director would be excluded from the benefit of the State grant for his presumption in differing from that infallible officer. I see nothing that can reconcile me to results like these. It seems to be assumed that reductions of fee below the minimum to be fixed by the Director will often be designed for purposes of mischief and breach of discipline. I maintain that there is no warrant whatever for such an assumption. One great inducement in the past to the opening of schools by my countrymen has been the opportunity thus afforded them for spreading education *cheaply*. I may cite the case of the

* Cf. Report, Education Commission (1861), VI, 156.

† Cf. Mr. Lethbridge in Journal, National Indian Association (August 1882), p. 440 *et seq.*, and the evidence of Mr. Wordsworth and Mr. Oxenham and the Hon. K. D. Pál and Mr. Tawney.

new English School in Poona as an illustration with which I am most familiar. I hope and believe that the same inducement will continue to be a potent one in future. But if the Recommendation under consideration is put into force, the countervailing influences are sure to be very powerful; they may, perhaps, be too powerful. No doubt one of the representatives of aided institutions in the Commission assured us that managers of aided schools will not look on the Department's action in this matter as at all an interference to be objected to. Probably not. But I am not now particularly concerned for the institutions which are at present receiving aid. I am concerned for those which are not but ought to be receiving aid, and those which may be started hereafter and may properly ask for aid. I am concerned for those which shall *not* aim at making secondary and higher education as costly as possible, but which shall be started by men who will, within certain limits, act on the traditions to which I have already alluded. It will, I am aware, be objected to this—in fact, it was objected during our debates—that if any one wants to make education a matter of charity and impart it either as an entirely free gift or at a very small cost, he ought not to ask for State aid in doing so. But that objection seems to me to involve a *non-sequitur*. The work done is of a nature which the State has undertaken to help, and therefore has an absolute claim to such help. And a further remark on the objection is that it certainly does not lie in the mouths of those who contend for grants to be given from State funds to that other agency of educational charity—the so-called “proselytising schools.”

But against all this, it is urged that a rule like the one in question has been in successful operation in Madras. I am unable to make out clearly, from the Provincial Report, or from what was said in the course of the debate, whether an aided school, under the existing rules, is liable to have its grant withdrawn if it contravenes an order of the Director on the subject of fees. Apparently it is (see Madras Provincial Report), but only if it receives a salary grant, not a result grant. If so, the example quoted is plainly of limited application. Besides, in such a matter, the mere fact of no complaints having been made for some time by natives of this country is not, to my mind, any proof that the rule is a good one. I think the principle here is wrong; and as to expediency, I cannot but think it highly inexpedient that the State should afford artificial help to institutions not managed by itself, for exacting from students higher fees than they will be able to obtain without such help.

I have only to add one more observation on this point. It will be admitted on all hands that it is useless to lay down a rule when a coach-and-six can be driven through it with ease. And what more easy than that in the case of the rule recommended? A manager has only got to make the appropriate entries on both sides of his accounts, and show an expenditure on account of scholarships precisely equal to the difference between the fees he levies and those he is directed to levy. The rule is then satisfied, and the Department is baffled. And probably this further result will also follow. The manager will be able to return his expenditure on his schools at a figure larger than the real one by this enforced addition, and will, under some systems of grant-in-aid, be able to claim from the State a larger sum for having succeeded in defying the rules made by the State. Thus this laudable endeavour, commenced to make secondary and higher education more self-supporting,—that is to say, more costly to the students,—“will overleap itself and fall on the other side;” for it will end by becoming more costly, and quite unnecessarily so, not to the student, but to the State. And over and above this, of course, are the demoralising effects, however small in each case, of preparing returns for the State in the objectionable form I have before referred to.

The next point I wish to deal with is that involved in the Recommendation contained in Chapter VI. I cordially agree in that Recommendation. And I hope that the Local Governments concerned will deal in a spirit of liberality with the cases there referred to, and not allow themselves to be influenced by the cry that too much is being spent on higher education in India. With that cry, in the form in which it has been raised, I have no sympathy whatever. I unreservedly accept the view that without mass education the country will never be able to enjoy to the full the fruits which it has a right to expect from the higher education. For that purpose, you must bestow brains, as Mill has it, on those who have only hands. And in my judgment the time has now come when with that view mass education must be pushed onward, or, as it is expressed in the Resolution appointing the Commission, "the different branches of public instruction should, if possible, move forward together." On the other hand, I hold an equally strong opinion that, without the higher education, mass education cannot be of much avail, even if it can be secured. And the argument so often urged, that for the money spent on giving high education to one student, you might give primary education to more than one hundred, is to my mind utterly futile, and unworthy even of a moment's consideration.* "We have nearly all of us," says Mr. Mathew Arnold,† "reached the notion that popular education it is the State's duty to deal with. Secondary and superior instruction, many of us still think, should be left to take care of themselves." And after pointing out what has been done in European countries on this matter, he winds up thus: "In all these countries the idea of a sound civil organisation of modern society has been found to involve the idea of an organisation of secondary and superior instruction by public authority or by the State." I will not dwell more on this point, but will merely say that in my opinion the whole religious, social, political, and industrial advance of the country depends on the steady adherence to that enlightened policy, as regards high education, which has probably been the most generally approved portion of British Indian policy in the past. This opinion is quite consistent with a desire, which I strongly feel, that all private efforts in education, especially the efforts put forward by my own countrymen, should receive a fair field and due encouragement. But in order that such private effort should be forthcoming in any District, high education must, as a general rule, have been in existence in that District for some time. And therefore I trust that, when the Recommendation under notice comes to be carried out, no embarrassments will be felt by the local authorities in consequence of any *a priori* idea of the superiority of private enterprise over State action,—an idea which, however well founded in many respects, is just now, I fear, likely to be set up as a fetish, and likely to be allowed to dominate in regions which, under present circumstances, at all events, lie entirely beyond its sphere.

I have only one word to add with respect to some of the specific cases enumerated in the Recommendation. The case of the Delhi College appears to me to be a particularly hard one. Subscriptions raised by the natives have been rejected as inadequate, and the College has substantially been made over to a missionary body. On both grounds the matter is worthy of reconsideration. As to the College of Jabalpur, I cannot imagine that there can be two opinions. In regard to Sind, the petition sent by some of the citizens of Karachi was not before us when our Provincial Report was written, and the offer made

* Schools and Universities on the Continent, p. 275; and cf. the statement of Mr. Justice West and the evidence of Mr. Wordsworth, and our minutes of proceedings, pp. 126-7.

† Sir T. Madhavrao, among native gentlemen not examined by the Commission, and the vast majority of the native witnesses examined in all provinces, have taken the view of high education which is here stated. The view of His Highness the Maharaja of Travancore is very well known.

in that petition to contribute something towards endowing a college deserves consideration at the hands of the Government of Bombay. Coming lastly to the Gujarat College, I have nothing to add to what is said in the Provincial Report, save that the period of probation should be such as to give the College a really fair chance of success; and that the Government, if it is to err at all, should err on the side of giving it too long, rather than too short, a period of probation.

I next proceed to consider two Recommendations which deal with a point certainly one of the most important in connection with education. I allude to the Recommendation regarding moral education in colleges. In stating the opinions which I have formed on this point, I know I run a certain risk of misinterpretation. But I am bound to say that, after the best consideration which I have been able to give to the Recommendations made by the Commission, and the arguments adduced in support of them, I am still strongly of opinion that the proposed measures will be impotent for good and may result in mischief. I will first take up the latter of the two Recommendations referred to. That prescribes that a series of lectures on the duties of a man and a citizen should be delivered in each College in each session. Now, first, what is the object of this new departure—for it is a new departure—in our system of academical instruction? Many of those who recommend this new departure admit that there is nothing in the character of the students of our State Colleges, taken as a class, which can be used in support of this recommendation. Others, however, of the same mode of thinking, have distinctly said that the effects of education in our State Colleges on the morals* of the students has certainly been mischievous, not to say disastrous. One gentleman, who has been particularly active in what I cannot help characterising as the misguided and mischievous agitation which preceded the appointment of the Commission, has held up to the gaze of the British public a picture of the effects of State education in India (see Mr. Johnstone's "Our Educational Policy in India," pages xv, 8, 10, 26), which, if it is a faithful one, would certainly justify some new departure in the direction indicated. But is it a faithful picture? On that we have a statement submitted to the Commission by five gentlemen of the same party as the author of the pamphlet above alluded to. These gentlemen undertake to say that "the result of Government so-called neutrality has been *by common consent* decidedly injurious from a moral and religious point of view." What these gentlemen mean by "common consent" it is not very easy to understand. The evidence before the Commission, (which is summarised in the Report Chapter VI,) is absolutely overwhelming in favour of the reverse of that which these gentlemen describe as admitted by common consent. And I owe it to the system under which I myself and many of my friends have been nurtured, to put it solemnly on record that in my judgment the charges made against that system are wholly and absolutely unsustainable, and are the results of imperfect or prejudiced observation and hasty generalisation put into words by random and often reckless rhetoric. I do not deny that there may be individuals among men of the class to which I have the honour to belong, who have strayed away more or less widely from the path of honor and virtue. But if that fact affords sufficient ground for a condemnation of our system, what system, I would ask, is there under the sun which will not have to be similarly condemned? A considerable portion of the sensational talk that is going about on this subject is, I feel persuaded, due to a misapplication of that unhappy phrase—educated native. That misapplication is referred to upon another point in the Report (see Chap. VIII), but it is necessary to enter a caveat

* Bishop Meurin's statement (page 3) pronounces an unfavourable judgment on our system. His language is curiously like that used against the University of Paris in days gone by. Cf. *Schools and Universities on the Continent* by Mr. M. Arnold, page 23.

with regard to it in this connection also. On the one hand, it is confined, and of course quite erroneously, to those who have acquired some knowledge of the English language; and on the other, it is extended, equally erroneously, to those who, like Macaulay's Frenchman, "have just learnt enough English to read Addison with a dictionary." The latter error is the one which must be specially guarded against in discussions like the present.

But it may be said that the new departure, if not justified by the injurious effects of the systems hitherto in vogue, may still be justified on the ground that it is calculated to strengthen the beneficial effects of that system. And here I am prepared to join issue with those who maintain that it will have any such operation. I cordially accept the dictum of Mr. Mathew Arnold that conduct is three-fourths of life, and a man who works for conduct works for more than a man who works for intelligence. And therefore I should be quite willing to join, as indeed I have joined, in any Recommendation encouraging such "work for conduct" (see the Bombay Provincial Report, page 148). But I cannot perceive that "lectures on the duties of a man and a citizen" at a college constitute such "work" at all. In a primary school, lessons on the duties of a man would probably be useful; in a secondary school, they would probably be innocuous; but in a collegiate institution they would probably be neither useful nor innocuous. At the earliest stage of a student's life, ignorance of what is right is probably an important force, and then to correct that ignorance, moral lessons are a perfectly appropriate agency, although even here I should be inclined to rely more upon "lessons" like Miss Edgeworth's,* for instance, than on those like the extracts from "The whole Duty of Man" by D. A. Eisdale which were published in Bombay at the American Mission Press in 1841. When the student has advanced to a secondary school, much of the ignorance above referred to has presumably given place to knowledge. But still the habit of analysis and criticism is in a very rudimentary condition, and such lessons will, in all probability, do little harm. But if collegiate education is to subserve one of its most important purposes, and is to cultivate the intelligence so as to enable it to weigh arguments and form independent judgments, then these moral lessons present an entirely different aspect. At that stage, it is almost entirely unnecessary to instruct the intelligence, while it is of great use to discipline the will and to cultivate the feelings. The proposed lectures will, I fear, have little or no effect in this latter direction; while in some individual cases their effect in the former direction, being meant to operate not on the intellect but on conduct, may be the reverse of that which is desired—something like that on the Cambridge scholar, about whom I read many years ago, whose first doubts about the divine character of Christianity were said to have been roused by a study of Paley's Evidences. That sense of moral responsibility in man which impressed Kant with the same awe as the starry heavens, can receive no strengthening from lectures on the duties of a man, any more than the awe which the starry heavens inspire can be produced by lectures on the rings of Saturn or the phases of the moon. Such strengthening must come from the emotions and the will being worked upon by the histories of great movements, the lives of great men, and the songs of great poets. It must come from the training of the will and the emotions by the actual details of academic life, by the elevating contact† with good professors and fellow-students, by the constant engagement of the attention on the ennobling pursuits of literature, science, and philosophy; by the necessity, so often felt, "to scorn delights and live laborious days;" and, even in our very modern State Colleges of this country, though on a very humble scale, by "that mass of continuous traditions always powerful and generally noble," of which Mr.

* Notwithstanding Dr. Whately's protest, in a note in his edition of Bacon's essays.

† Cf. Mathew Arnold in *Nineteenth Century* (November 1882), p. 714.

Gladstone* spoke so eloquently in his inaugural address to the University of Edinburgh.

That is "the only course of moral education in which I have any faith. That is the course which alone, in my opinion, can be efficacious. Lectures on the duties of a man can at the best only lead to the "cold decrees of the brain." They have little or no efficacy in cooling down the "hot temper which leaps over" those decrees. These views might be easily supported by a mass of authority, but I will only refer here to that of one who is at once a writer on Moral Philosophy, a University Professor of the same subject, and a Chairman of a School Board in Scotland. I allude to Professor Calderwood, who has said in his recent work on Teaching its ends and means that "moral training is gained not so much by formal inculcation of duty, as by practice in well-doing throughout the common engagements of life" (p. 73; and see also pp. 25, 83, 123, &c.).

So far I have dealt only with the first part of the Recommendation. The second part, dealing with the duties of a citizen, appears to me to stand on a somewhat different footing. It seems to be intended to point rather to what may be called political, as distinguished from social, morality. Lectures on this subject may be of use, as the subject is one on which there is some real ignorance which may be dispelled by lectures addressed to the intellect. But I must own that I am afraid of the practical operation of this part of the Recommendation. In ordinary times, it may not be very material one way or the other, though even in ordinary times one can conceive the inconvenient results which may flow from it. But in times of excitement, such as those through which we have scarcely yet emerged, I much fear that the result will be to drag the serene dignity of the academy into the heat and dust of platform warfare. If the Professor's lectures tend to teach the pupils the duty of submission to the views of Government without a murmur of dissatisfaction, there is sure to come up a set of Liberal irreconcilables who will complain that Government is endeavouring to enslave the intellect of the nation. If the Professor's lectures are supposed to lead in the opposite direction, there will be some Tory irreconcilables ready to spring up and say, even more loudly and quite as erroneously as they are saying it now, that the colleges supported from State revenues are hotbeds of sedition.† This is almost certain to occur in times of excitement. It may not unlikely occur in quiet times also. And with this risk, I confess, it seems to me that the advantages of such lectures will have been dearly purchased. If it is argued that the professors in our colleges are not now prevented from doing that which may afford a target for similar denunciation, my reply is that the professors may well do what they deem proper in their private capacity as citizens. But it becomes a very different thing when they deliver lectures at college in their capacity as Professors appointed by the State for the express purpose. The position on that point is exactly analogous to the position on the point of religious instruction under the Despatch of 1859, Sections 59-61.

I now come to the other Recommendation. The whole theory of moral education here adopted is one which I consider erroneous in principle, and likely to be bad in practical operation as tending to withdraw attention from the necessity of making not one or two hours of academic life, but the whole of it, a period of moral education. Holding that view, it follows, of course,

* See *Gleanings of past years*, Vol. VII, p. 18.

† Cf. Gladstone's *Gleanings*, VII, 13; and the evidence of Sir William Wedderburn and Mr. Wordsworth, and the Honourable Amir Ali. Mr. Johnstone, in the pamphlet above referred to, attacks us on this ground also, but his frame of mind may be judged of by his unhappy reference to the necessity of the Vernacular Press Act—a point on which one need not now waste a single syllable.

that I cannot accept the suggestion about the moral text-book. But further objections to that suggestion are stated in the Bombay Provincial Report, to which I still adhere. I will only add that the view there enunciated receives support from the history of a similar experiment tried many years ago in Ireland. No less a person than Archbishop Whately endeavoured to do for the elements of Christianity what Bishop Meurin proposes, and the Commission recommends, should be done for the elements of morality based on Natural Religion. With what result? The text-book was written, approved, sanctioned for use and used in the Irish schools, both Protestant and Roman Catholic. Then the tide turned, and the book had to be abandoned, and Archbishop Whately himself, the Lord Justice Christian, and Mr. Baron Greene resigned their seats on the School Board, upon the ground that what was done was a breach of faith with the people.* It is not necessary to enquire which, if either, of the parties to the contest was in the wrong. The lesson to be derived from the occurrence is equally clear and equally entitled to "give us pause" in the course on which we are recommended to enter, whether the fault in that particular matter lay with the Protestants or the Roman Catholics, with Archbishop Whately or with Archbishop Murray or his successor.

I will only add one word here with respect to the question of religious instruction which was raised before the Commission. I deeply sympathise with the demand of some witnesses whose evidence has come before us, that provision should be made in our educational system for that religious instruction without which, as Lord Ripon declared before the University of Calcutta, all education is imperfect. I sympathise with this demand, but do not see my way to suggest any feasible means of satisfying it. There are only two possible modes, which can be adopted in justice and fairness, of practically imparting religious instruction. Either you must teach the principles common to all religions under the name of Natural Religion, or you must teach the principles of each religious creed to the students whose parents adopt that creed. The difficulties of these alternatives have been indicated by no less an authority than Mr. Cobden (see his Speeches, page 588, *et seq.*) Those difficulties are certainly not less great in this country than in England. They appear to me to be so great that we must be content to "take refuge," as it has been expressed, "in the remote haven of refuge for the educationists—the secular system." But I would also point out to all those who ask for this religious education, that the cultivation of those feelings of human nature to which religion appeals is not even now entirely neglected, and that the further direction to be given to those feelings, according to the principles of each religious creed, ought to be undertaken, as it is best carried out, not by a Government like the British Indian Government,† but by the professors of the several creeds. "Under the legislation of 1806," says Mr. Matthew Arnold,‡ "it was not permitted to public schools to be denominational. The law required that the instruction in them should be such as to train its recipients for the exercise of all social and Christian virtues, but no dogmatic religious instruction was to be given by the teacher, or was to be given in the school. Measures were to be taken, however, said the law, that the scholar should not go without the dogmatic teaching of the communion to which he belonged. Accordingly the Minister of the Home Department exhorted by circular the ministers of the different communions to co-operate with the Government in carrying the new law into execution, by taking upon themselves the religious instruction of the school children belonging to their persuasion. The

* Life of Dr. Whately, by Miss Whately, II, 264.

† Cf. Gladstone's Gleanings, VII, 109.

‡ Report of the Education Commission (1861), Vol. IV, page 139; and see page 151. Still the schools were called "godless" (see page 144) in Holland.

religious authorities replied favourably to this appeal, and nowhere, perhaps, has the instruction of the people been more eminently religious than, in Holland, while the public schools have, by law, remained unsectarian.* That seems to me to indicate, though only in a general way, the true procedure to be followed in this matter by those who are dissatisfied with the religious results of our educational system. Some agencies of this sort, more or less organised, more or less powerful, are at present working. Whether a more complete organisation will bring out results more satisfactory to those who are now asking for a change, is a matter upon which I own I am somewhat sceptical. And some of the grounds of my scepticism have been already indicated in what I have said above, on the kindred question of moral education. But at all events, on this I am quite clear, that our institutions for secular instruction should not be embarrassed by any meddling with religious instruction, for such meddling, among other mischiefs, will yield results which on the religious side will satisfy nobody, and on the secular side will be distinctly retrograde.†

Proceeding to the next group of Recommendations under Collegiate Education, I need add little to what I have already said about fees and free studentships. I will only remark, however, that in my judgment the provision for free studentships in our colleges and high schools in Bombay (and partly also in Madras) is ridiculously small, being merely 5 per cent. of the total number at school or college. I have no belief in these arbitrary per-centages, whether in the matter of fees or scholarships or any other matters, and I think it ought at least to be open to the head of an institution to admit more than 5 per cent., when the admissions can be made without making any individual class in the institution unmanageably large. The poor boys are the very salt of our colleges and schools, and I would earnestly plead for a fairly ample provision for them. Even in England, as appears from Mr. Pattison's suggestions on academical organisation (p. 67, *et seq.*), the principle of such provision for the poor has been accepted by high authority. I am quite aware that a system of free studentships is objected to, on the ground that it is calculated to attract the best students to the State institutions, and thus act unfairly on the success of non-Government ones. But as the scholarships and free studentships are now proposed to be dissociated from one another, part of this objection seems to me to be removed. And for the rest, I am unable to see why, when the State has on other grounds determined to maintain an institution, it should not admit poor students free, subject to the limitation above indicated. On the contrary, I consider that the State is bound to admit them, because it is thus enabled to disseminate the benefits of its institutions wider, without increasing by one pie its own expenditure upon those institutions.

Proceeding now to the Recommendations in Chapter VI, I would specially emphasise the one about the appointment of native gentlemen to Inspectorships of schools. I am no fanatical advocate of the claims of my countrymen to appointments in the public service, but I must say that we have not received quite fair measure in this matter.‡ To borrow a figure from John Bright, we have had a feast with a very small quantity of meat and a very large quantity of table-cloth. In spite of this fact, I did not agree to the proposal placed before the Commission for a hard-and-fast rule requiring one-half of the Inspectorships in each province to be reserved for natives, because I should like, before supporting so radical a proposal, to try the operation of the recommend-

* Cf. the quotation from Sir R. Peel in the evidence of Mr. Wordsworth.

† See Morley's *Struggle for National Education*, *passim*.

‡ Cf. Appendix B. to Mr. Dadabhai Naoroji's "Note" presented to the Commission.

ation, which was accepted almost with one voice by the Commission. Long years hence, I hope, we may be able to dispense with the services of all highly-paid Inspectors, Native or European. When school management and inspection on the most approved principles are better and more widely understood, and when, by the development of local self-government, the people themselves begin to take a practical and energetic interest in education, there will be need for little more than examination and general supervision by the State, and that may be done by officers of a class corresponding to the Deputy or Assistant Inspectors of the present day. But such a consummation is yet in the distance, and its approach can only be accelerated, if in the meanwhile sympathetic and energetic officers are appointed to these important posts. "Take care," said the founder of public instruction in Holland,—“take care how you choose your Inspectors; they are men whom you ought to look for with a lantern in your hand.” I may add one word here about inspection by revenue officers. According to my information, derived from official and (what in my view is of greater importance) from non-official sources, this inspection is very useful in Bombay. In Bengal, however, we have the testimony of one of the revenue officials, that a measure similar to that now in force here “set all the Education Department against us Magistrates, by giving us power to interfere with their proceedings.”* Our Recommendation is so worded as to avoid this risk, and it may be hoped that with the additional experience now acquired it may be entirely avoided.

There is one other point under this Chapter on which I wish to add a few words to what already appears in our minutes. After reconsidering all that was said in the debate against the Consultative Board of Education proposed by me, I am still of opinion that the view which prevailed was a bureaucratic and erroneous view. Looking especially to the scheme of local self-government in the Presidency of Bombay which has now been published, I do not see why the proposed board should not be able to give to the local boards quite as good advice as those officers whom the local boards will by law be bound to consult. And I will venture to add that even the trained officers of Government in the Education, as in any other department, will not find it disastrous to the efficient discharge of their duties, if they now and then take extra-departmental counsel, in the way which, according to Mr. Arnold, even the despots of the Continent of Europe do not disdain.† I observe that it is suggested in the Report that if the Department fails in its great duty of keeping touch with public opinion, “the Government is at hand to correct its deficiencies.” I wish I could feel confident on this point. But it is impossible that I can do so, when I remember the almost stereotyped answer of “Government” to all appeals against its departments, *viz.*, “We see no cause to interfere.”

I come next to the important subject of grants-in-aid. And while I entirely concur in the Recommendation made to correct the practical inconveniences in the administration of the grant with respect to colleges kept by the Jesuit Fathers,—a body who have done and are doing most admirable work in Bombay and elsewhere,—I must say that I am not satisfied with the restriction to that body of the relief intended to be afforded by the Recommendation. Here, again, I am referring mostly to institutions that may hereafter come into existence. And I cannot see upon what principle the benefit of the altered rule can be refused to an institution where the source of the grievance is not the constitution of the religious body to which the teachers belong, but some other circumstance. I ventured in the course of our debates to refer, as an

* See *Life in the Mofussal* by a Bengal Civilian, Vol. II p. 254.

† *Schools and Universities on the Continent*, Preface, xxi, and p. 28.

instance, to the case of the new English School of Poona, as one which might be in a position to claim the benefit of the new principle. And I was told that I assumed, without good reason, that the Bombay system was about to undergo some radical change. As I did not and do not consider the Bombay system of payment by results pure and simple to be a perfect system, and as the Commission had unanimously recommended a revision of the grant-in-aid rules in consultation with school managers and with special reference to the complaints dwelt on in the Report, I thought it quite on the cards that a salary-grant system, or something similar, might, even in Bombay, be joined on to the existing system of payments by results. And in that view I referred to the new English School, and even then only as an illustration, not by any means as exhausting the possible cases calling for the application of the principle under discussion. The other objection taken—namely, that my proposal raised by a side wind the whole question of private adventure schools—seems to me to be sufficiently answered by the Recommendation No. 18 in this chapter which has been adopted by the Commission, and to which I offer no objection.

Upon the question of the conscience clause, my opinions are already on record in our minutes. I wish to add only a few words. It is said that in England the conscience clause is a dead letter. My information on that subject is, of course, limited; but if it is a dead letter, I cannot explain the recent speech of Mr. Mundella,* who spoke of the “fact that the Education Act, 1870, in relation to religious teaching, is doing a work which the country never expected of it, and which religious bodies themselves throughout the country appear scarcely to understand.” Besides, it certainly has not been formally repealed, and the question for us, therefore, is whether the provision is in itself a just and expedient one. I do not feel much pressed by the objection that a conscience clause is inconsistent with the provision of the Despatch which prohibits State interference with the religious teaching imparted in aided schools. For I consider that the effect of that prohibition is incorrectly described in the Report, when it is stated to be a “strict abstinence from all enquiry as to any religion being taught or not taught,” in such schools. I understand the prohibition to mean that the officers of the State are not to order or forbid the teaching of particular doctrines, or the use of particular text-books. But I do not understand it to prohibit the State from insisting that such religious teaching as is imparted should be imparted subject to the condition that any pupil may refuse to receive it if he pleases. The effect of the prohibition is no greater than that of the conscience clause of the Education Act of 1870, which, according to Mr. Morley,† lays down absolute neutrality and indifference as regards religious instruction, and embodies the true principle thus expressed by Mr. Gladstone:‡ “The duty of the State is to hold itself entirely and absolutely detached from all responsibility with regard to their” (*i.e.*, of the voluntary schools) “religious teaching.” The argument, again, that the conscience clause owes its origin historically to England having a State Church, is also answered by remembering that in Ireland, after the disestablishment and disendowment of the Church there, it is still enforced,§ and that even here in India itself the Government have prescribed a conscience clause for European and Eurasian schools, not to mention that we have a State Church even in India which in 1880 cost £56,012 to the revenues of the country.|| And again, I own I cannot see how it is consistent with the absolute neutrality on which so much stress was laid

* See the *Times* for July 16.

† *Struggle for National Education*, page 87.

‡ Quoted by Mr. Morley, page 79.

§ And enforced in an even stronger form than is proposed by me,—*vide* 41 and 42 Vict., c. 66, § 7.

|| See *Financial Reform Almanac* (1882), page 190.

in the Commission, for the State to help some or even all of the warring religions and religious sects of the country with the funds at its command, where those funds are avowedly applied for propagandist purposes. That seems to me not neutrality, but participation in the strife, and even more,—in fact, a rushing into the *mêlée*, so to say. And when it is said that the State has nothing to do except with secular results, I entirely demur to that contention, except in the case where the secular and the religious results are plainly severable one from the other. They are severable, when the pupils are allowed to withdraw from the religious lessons, if they please, in the manner provided by Section 7 of the Education Act of 1870. They are not severable, if the pupils are not allowed to do so.

We are thus brought back to the question, is the conscience clause just and expedient? I can see no reasonable argument against the justice of it; indeed, the justice seems to me to be practically admitted, when a representative of missionary schools protests that attendance at religious lessons is already voluntary. That shows that if my proposal is accepted, the result will be only to enforce the good example of some missionaries upon the whole body—a result to which I cannot see any objection even in the argument that “compelling” the missionaries to do this might be wrong, though the doing of it might be itself right. Is it then expedient? If I thought that the effect of the proposed rule would be to reduce very greatly the number of missionary schools in the country, it would, in my opinion, perhaps be inexpedient. But I am satisfied that that will not be the result at all. The very eminent representative of missionary institutions in the Commission told us plainly that that would not be the result. And I agree with him.

But it is said that this objection is only made by a section of society which is indifferent to religious instruction. My answer to this is a very short one: it is at once unfounded and irrelevant. Lastly, I wish to notice one misapprehension on this subject. It is not correct to say that the proposal of a conscience clause is exclusively aimed at Christian missionaries, though it most certainly is aimed mainly at them. We have already seen the beginnings of educational activity on the part of the Brahmo Samajes and the Prarthana Samajes throughout the country. To them, as well as to the various religious persuasions—Hindus, Muhammadans, &c.—which are referred to in the Despatch, and to which Lord Ripon appealed in his address before the University of Calcutta, a similar rule ought to be made applicable, although all these, unlike missionary societies, are local bodies, and although, therefore, any encouragement given to them will have a perceptible effect in fostering that “spirit of local exertion and combination for local purposes” which is referred to in the Despatch, but which cannot be fostered by encouraging a foreign agency, although private, and whether missionary or non-missionary. For I confess I cannot follow those witnesses who say that missionary effort in this country has served to evoke private native effort; while on the other hand some of the representatives of native private effort have said that the encouragement given to the former has acted prejudicially upon their energies.*

A somewhat kindred question is the one of the education of the lowcastes. I have no wish to quarrel with the Recommendation on that subject as it now stands. The feelings or prejudices on the subject are undergoing change, and a few years of cautious forbearance may put an extinguisher upon the question altogether. Meanwhile those who have to deal with each case as it arises must remember that, in carrying out a correct principle even in educational matters, much allowance is not unfrequently always claimed, and has to be made for the feelings and prejudices of even very advanced and enlightened communities.

* See Mr. Apte's evidence, pp. 7, 26; Mr. Blâve's evidence, pp. 3, 4; Mr. M. B. Cooper's evidence, pp. 3, 4, 6, 9.

The superstitions we have learned.

From education, do not lose their power,
When we have found them out; nor are all free
Whose judgment mocks the galling chains they wear.

A fortiori, therefore, should such allowance as has been here alluded to be made for those who, without the light of modern education and enlightenment, still cling to the prejudices which they have inherited from antiquity.

There is only one other point now to which I wish to refer in this memorandum. It does not fall properly within the scope of the Commission's labours as being a matter relating to the University of Bombay. But as the matter has been publicly canvassed, I wish to say one or two words upon it. And first I refer to the statement of Father Rivè that the University appoints as examiners Professors in the Government colleges, and not those in the private ones. That this is a mistake is shown by the evidence of Mr. Wordsworth, who has been for a long time a member of the Syndicate of the University of Bombay; and indirectly also by the statement of Father Willy, who formerly belonged to the same institution as Father Rivè himself (Father Willy's statement is an appendix to the evidence of the Rev. S. Gallo, S.J., of Cananore,— see p. 10). A more aggressive and much less defensible statement is made by the Sub-Committee of the Bombay Missionary Conference. They say, "We would also state that this feeling of antagonism is carried into the higher examinations,—namely, those of the University. The year 1881 affords a notable *example* of this. Candidates in the examination were asked by *Government Professors*, acting as Examiners, to what school or college they belonged. We regret to state that in some cases remarks were made tending to the disparagement of aided institutions in the eyes of the students. This is no private matter; it is one which has been to some extent already ventilated in the public prints." Now, the first remark which arises upon this statement is the great unfairness of the procedure adopted by this Sub-Committee. The members of it are all of them, I believe, members of the University which they attack, and they have never called upon the University Senate, or its Executive Committee the Syndicate, to investigate the serious charge which they make both against the University and the individual Examiners concerned. The second observation which arises is that these gentlemen, not claiming to know personally anything about the gravamen of the charges preferred by them, nevertheless adduce no authority in support of them except the anonymous writings in the "public prints," which, though affording very good grounds for investigation, cannot be accepted as in themselves proof by any fair mind. Thirdly, it is to be noted that the statement above excerpted goes a great deal beyond the only evidence that is adduced for it. The "public prints" did not say, as far as I know, that what occurred in 1881 was an *example* of anything whatever. What occurred, or rather was supposed to have occurred, was commented on only with reference to future improvement, and not as a repetition of former misdeeds. Further, the charge then made was not made against "Government Professors," but against one individual Professor, who had two colleagues, one of whom was a member of an independent profession, and the other a Professor in an institution in one of the Native States not having anything to do with the Department of Education in British territory. Lastly, upon the point as to what actually did occur, I had an explanation from the gentleman in question at the time the matter was "ventilated in the public prints." That explanation has been corroborated by the Examiner, who is unconnected with our State Department of Education, who writes as follows to his colleague: "I can heartily endorse your statement that your sole motive in asking any question of the kind was to ascertain whether the pupil had read all his course; whether his ignorance was all-pervading or only limited to certain parts in which his Professor had not lectured him, as we had been informed that the students of certain colleges had not been taken over the whole course by their teachers, and we thought it hard

lines that good men should be ploughed simply because of the slowness of their teachers. The arrangement of the previous examination made by the Syndicate, by which each Examiner took one-third of each paper, gave us no means of explaining wide discrepancies between various sections of a student's work, and accordingly it occasionally became necessary to ask whether there was any special reason for such inequality existing. The result of our enquiries in most cases fully justified the question asked, and enabled us to do fuller justice to the particular students." Such is the version of the occurrence alluded to given by one who is not a "Government Professor." It has come to me, I may mention, from the gentleman against whom the criticism of the Sub-Committee of the Bombay Missionary Conference is levelled, enclosed in a reply to my request to him to let me have in writing the explanation which he had given me verbally at the end of 1881. That request was made by me when I saw the statement of the Bombay Missionary Conference submitted to the Commission.

The explanation now given calls for but one remark. So far from the proceedings of the "Government Professor" in question indicating "any feeling of antagonism" to aided institutions of which the latter may fairly and reasonably complain, they indicate, to my mind, a laxity of examination in favour of the pupils of one aided institution, of which the University has just reason to complain. And as the Bombay Missionary Conference rely on this as an "example" of how "the feeling of antagonism" alleged by them is carried into the examinations of the University, I am bound to say that, in my humble judgment, it is not of any antagonism of "Government Professors" to aided institutions that the incident in question furnishes an "example." I may add that it is only since this incident that I have been elected a member of the Syndicate of the University, and that what I have said is not, therefore, in self-defence, but in defence of an institution in which I take deep interest, and which appears to me to have been unfairly attacked.

A good deal more might easily and very fairly have been said on the subjects dealt with in these observations. But they have already exceeded the limits which I had anticipated. I trust that the importance of the topics dealt with and the weight due to the opinions of those from whom I dissent in regard to them will be accepted as a sufficient apology for that circumstance. I will, in conclusion, only add that I hope that the Government of Lord Ripon, which has already done so much for the country, will add the educational to its many laurels, and achieve, directly or indirectly, the credit which Mr. M. Arnold gives to the Government of France on the Restoration after the battle of Waterloo. "To the Restoration," he says, "is due the credit of having first perceived that in order to carry on the war with ignorance, the sinews of war were necessary. Other Governments had decreed systems of education for the people—the Government of the Restoration decreed funds." The question of popular education is now mainly a question of funds. What is wanted and what we must trust to is not the short-sighted economies in the expenditure on higher education which have been suggested by some irresponsible reformers of our system, almost without exception *not* natives of the country, but what is wanted is an effort on the part of the British Indian Governments to follow, at however great a distance, the Imperial Government, which has in ten years increased its grant to education from £1,940,000 to £4,290,000 sterling,* and a like effort on the part of the leaders of the people to help the Government in spreading the benefits of education far and wide in this great country.

HIGH COURT, BOMBAY,

25th September 1883.

* See Financial Reform Almanac (1882), p. 145.

Dissent recorded by Arthur Howell, Esq.

I regret that I am compelled to dissent from the Report on three points of principle. The Report is already so voluminous that I will state my dissent in the briefest possible way.

I dissent (1) from the third Recommendation under Primary Education. As I read the Despatches of 1854, 1859, and 1864, and the declared views of the Government of India in 1868, culminating in the Despatch of 26th May 1870, which was the outcome of prolonged correspondence, I hold that all Government expenditure on education should be "mainly devoted" to elementary education for the masses of the people. I would support this view by the considerations adduced in clause 3, paragraph 8, of Chapter XI of the Report; by the obvious needs of the masses of this country for general education both on its own account and as the best basis and preliminary to technical education; and by the precedent of most educational systems elsewhere. Hence in lieu of the Recommendation cited, I hold that *the elementary education of the masses should be declared to be that part of the State system of education to which public funds should be mainly devoted.* The arguments for and against this Recommendation will be found in the Commission's proceedings of the 14th February last, when the Recommendations, as they now stand, were carried against the principle for which I still contend.

I dissent (2) from clause 1, Recommendation No. 32, under Chapter VIII (Withdrawal), which seems to me to find no warrant in the Despatch of 1854, and indeed to go beyond its spirit and plain intention. I hold that there can be no adequate grounds in any case to bar even the consideration of withdrawal, still less in cases where it is possible that the sole conditions required by the Despatch may be fulfilled. The arguments for and against this view will be found discussed in the Commission's Proceedings of the 2nd and 6th March last. It is significant that, on the latter date, a proposition, practically identical with one negatived on the former date, was brought forward by a native gentleman, thus cutting away one of the main arguments of the majority that any such proposal would be received with profound alarm and dissatisfaction by the native community.

Hence in lieu of the Recommendation cited I hold that *under adequate guarantees for the permanence and efficiency of the substituted institutions, the gradual withdrawal of Government from educational institutions, especially those of the higher order, by their transfer to local, native management under the general control of, and aided by the State, be regarded—*

- (a) *as an important stimulus to local effort and self-reliance;*
- (b) *as essential to the development of a sound system of grants-in-aid;*
- (c) *as conducive to the advancement of the social, moral and political education of the people.*

I dissent (3) from the view which underlies all the Commission's Recommendations about Legislation in Chapter XI. The Commission, in its legitimate anxiety to avoid any measure involving over-centralization and denying free and proper latitude to local requirements, seems to overlook the fact that education in India was initiated on its present footing and maintained for nearly thirty years under the general orders of 1854 and 1859, and that the main causes of failure, recorded in the Report, were not that those orders were, in any particular, unsound, but that they were not adequately complied with. Why, then, is it impossible or undesirable to enforce the principles of the Despatches by a single Educational Act for all India? I hold that such a measure is not only possible but is shown by the repeated failure of executive orders to be desirable. I hold that a measure limited to principles might be framed so

as (to quote paragraph 651, Chapter XI, Report) to be capable of ready adoption by the Local Government concerned to the circumstances of each Province. But I would, for the present, on the grounds stated in that paragraph, limit such a measure to primary education.

The 27th September 1883.

Note by the President.

In justice to one of the witnesses who appeared before the Commission, I desire to add a Note, not as a dissent, but by way of explanation. Dr. Leitner gave evidence at considerable length, and he was further deputed by the Government of the Punjab to prepare for the Commission a Report on indigenous education in that Province. This document forms a folio volume of 666 pages, but it has been little used and is scarcely referred to in the Report of the Commission. Dr. Leitner's statements differed widely from the evidence officially submitted to the Commission. Colonel Holroyd, the Director of Public Instruction for the Punjab, had stated in his evidence that the latest return of the indigenous schools in that Province showed 4,662 schools containing 53,027 pupils in 1879. Dr. Leitner showed in his Report that he had actually enumerated 6,362 such schools in 1882, attended by 86,023 pupils. Supplementing the admitted deficiencies of his returns by the census figures of 1881, Dr. Leitner arrived at the still larger total of 98,318 pupils. Finally, after a review of all the available facts, he declared that while indigenous education had decreased and was decreasing in the Punjab, under the discouraging influence of the Department of Public Instruction, "there can scarcely be less than 120,000 pupils" in the still surviving indigenous schools.

This, said Dr. Leitner, "represents the protest of the people against our system of education." Taken along with other statements submitted by Dr. Leitner it amounted to a charge that, while the Education Department in the Punjab spent in 1880-81 close on Rs. 1,400,000 in educating 105,000 pupils, on imported methods, the people were maintaining a national system of their own, which received neither aid nor encouragement from the Department, but which was nevertheless educating 120,000 pupils. If such statements could be maintained, they opened up a serious question as to the application of the educational cess levied from the cultivators for primary schools, but no part of which is devoted to the indigenous primary schools. But it was impossible to find any basis of agreement between Colonel Holroyd's 53,027 pupils in indigenous schools in 1879, and Dr. Leitner's 120,000 pupils in such schools in 1882. The difficulty was enhanced by Dr. Leitner's figures, tending to show that there had been a decrease in late years. After a scrutiny of the statistical methods employed by Dr. Leitner, I could detect nothing in them which raised a presumption against their accuracy, and I recorded my vote accordingly. But to the majority of the Commission the tone of Dr. Leitner's Report seemed exaggerated, and a prolonged debate ended in a resolution embodying that view.

It is, therefore, due to Dr. Leitner to mention, that since the Report of the Commission was written, I have, through the courtesy of the Lieutenant-Governor of the Punjab, received an early copy of a Report which more than bears out Dr. Leitner's largest estimate. The Lieutenant-Governor of the Punjab having ordered a special enquiry into indigenous education, it is now officially ascertained that there are 13,109 indigenous schools in that Province, attended by 135,384 pupils. These figures are accepted by Colonel Holroyd, the Director of Public Instruction, in his Report (not yet published) for the year 1882-83. They show that Dr. Leitner's largest estimate of 120,000 pupils, so far from

being exaggerated, was below the truth. How far this circumstance might have modified the views of the Commission as to the general tone of Dr. Leitner's Report, it is not for me in the absence of my colleagues to offer any conjecture.

Before concluding this Note, I desire to express my concurrence with Mr. Howell in the separate opinion which he has recorded, so far as regards the expediency of having a general Education Act for India. At page 561 the Commission stated "that the central authority, being most conversant with principles, should supply principles; while the Local Governments should embody those principles in Acts suited to the circumstances of each Province." * * * "It is not thereby intended that any one large measure should regulate the details of education throughout all India." The method which the Supreme Government may adopt for declaring the general principles, whether by legislative enactment or by executive orders, seems to me to be a question which must be left to the Supreme Government itself. But as an anxiety to avoid over-centralization underlies many of our Recommendations, I beg to express my concurrence with Mr. Howell that a short Act by the Supreme Government, declaring the general principles, "is not only possible, but is shown by the repeated failure of executive orders, to be desirable."

W. W. HUNTER,
President of the Commission.

29th September 1883.

APPENDIX A.

RESOLUTION OF THE GOVERNMENT OF INDIA APPOINTING THE EDUCATION COMMISSION.

No. 87

Extract from the Proceedings of the Government of India, in the Home Department (Education), under date, Fort William, the 3rd February 1882.

READ—

Selections from the Records of the Government of India, Home Department,—

- (a) No. LXXVI—"Collection of despatches from the Home Government on the subject of Education in India, 1854 to 1868."
- (b) No. LIV—"A Note on the state of Education in India, during 1865-66, by Mr. A. M. Monteatth, C.S."
- (c) No. LXVII—"A Note on the state of Education in India, during 1866-67, by Mr. A. P. Howell, C.S."
- (d) A Note on the state of Education in India, during 1867-68, by Mr. A. P. Howell, C.S.
- (e) Note on Education in British India prior to 1854 and in 1870-71, by Mr. A. P. Howell, C.S.
- (f) Annual Reports on Public Instruction in the different provinces of British India, from 1871-72 to 1880-81.
- (g) Circular letters to Local Governments and Administrations, Nos. 4-157 to 164, dated 10th June 1881, and Nos. 6-230 to 239, dated 30th July 1881, calling for report on the system of primary education now in force and the progress made in primary education since the Education Department was made over to Local Governments in 1871.
- (h) Replies of Local Governments and Administrations to the foregoing circular.

RESOLUTION.—The despatch from the Court of Directors of the East India Company, No. 49 of the 19th July 1854, laid down in clear, though general, terms the principles which should govern the educational policy of the Government of India. It sets forth (in the words of Lord Dalhousie) "a scheme of education for all India, far wider and more comprehensive than the Supreme or any Local Government could ever have ventured to suggest." Up to the time of its issue the efforts of the Government in the cause of education had been marked neither by consistency of direction, nor by any breadth of aim. The annual expenditure upon Public Instruction had been insignificant and uncertain; and the control of its operations had not been deemed worthy the attention of any special department of the State. The educational system elaborated in the despatch was indeed, both in its character and scope, far in advance of anything existing at the time of its inception. It furnished, in fact, a masterly and comprehensive outline, the filling up of which was necessarily to be the work of many years. Hence it became a matter of importance that Government should from time to time review the progress made under its orders, and enquire how far the superstructure corresponded with the original design.

2. Such an enquiry was instituted by the Secretary of State for India in his despatch No. 4 of the 7th April 1859, in which, after describing the measures actually taken upon the orders of 1854, Her Majesty's Government confirmed and supplemented the lines of policy therein contained, so far as general education was concerned, and called upon the Government of India for fuller report as to the operation of the system in all its parts. Owing to imperfections in the method of the annual reports as then prepared, the Government of India found it difficult to comply in any satisfactory manner with this demand of the Secretary of State, and it was not until the year 1867 that it was found possible to present anything like a complete review of the whole educational system. In March of that year Mr. A. M. Monteatth, then Under-Secretary in the Home Department, submitted his "Note upon the state of education in India during 1865-66;" which was followed by similar "Notes," prepared by his successor, Mr. A. P. Howell, dealing with the statistics of 1866-67, 1867-68, and 1870-71.

3. In the year 1871 the control of the Educational Department was, under the operation of the financial decentralisation scheme, made over to the Local Governments; and the Government of India has since that time had to depend mainly upon the annual departmental reports

for its knowledge of the manner in which the educational system is progressing, and in which it is being developed and adapted to the more modern requirements of the different provinces.

4. In view of the facts that, since the measures set forth in the Despatch of 1854 came into active operation, a full quarter of a century has elapsed, and that it is now ten years since the responsible direction of the educational system was entrusted to the Local Governments, it appears to His Excellency the Governor General in Council that the time has come for instituting a more careful examination into the results attained, and into the working of the present arrangements, than has hitherto been attempted. The experience of the past has shown that a mere critical review or analysis of the returns and reports of the different provinces fails to impart a thoroughly satisfactory knowledge of the actual state of things in the districts, and that there are many points which only an acquaintance with local circumstances can adequately estimate or explain. His Excellency in Council has therefore decided to appoint a Commission on behalf of Government to enquire into the present position of education in British India, and to nominate to this Commission a sufficient number of persons from the different provinces to secure the adequate and intelligent consideration of the facts that will be laid before it.

5. The Commission will be constituted as follows :

President :

The Hon'ble W. W. HUNTER, LL.D., C.I.E.

Members :

The Hon'ble SAYYID AHMAD KHAN BAHADUR, C.S.I.

The Hon'ble D. M. BARBOUR, C.S.

The Rev. W. R. BLACKETT, M.A.

Mr. ANANDA MOHUN BOSE, B.A.

Mr. A. W. CROFT, M.A.

Mr. K. DEIGHTON, B.A.

Mr. J. T. FOWLER.

Mr. A. P. HOWELL, M.A., C.S.

Mr. H. P. JACOB.

Mr. W. LEE-WARNER, M.A., C.S.

The Revd. W. MILLER, M.A.

P. RANGANADA MUDALIAR, M.A.

The Hon'ble Baboo BHUDEB MOOKERJEA, C.I.E.

Mr. C. PEARSON, M.A.

The Hon'ble Maharaja JOTENDRO MOHAN TAGORE, C.S.I.

KASHINATH TRIMBUK TELANG, M.A., LL.B.

Mr. G. E. WARD, C.S.

The Revd. A. JEAN, D.D.

An educational officer from the Central Provinces.*	} Nominations under consideration.
A native gentleman from the Punjab.†	

Secretary :

Mr. B. L. RICE.

6. It will be the duty of the Commission to enquire particularly (subject only to certain limitations to be noticed below) into the manner in which effect has been given to the principles of the Despatch of 1854; and to suggest such measures as it may think desirable in order to the further carrying out of the policy therein laid down. The Government of India is firmly convinced of the soundness of that policy, and has no wish to depart from the principles upon which it is based. It is intended only at the present time to examine into the general results of its operation, and to scrutinize the efficiency of the machinery that has been set on foot for bringing about those ends which the Government from the outset had especially in view. The general purport of the Despatch of 1854 was thus summarised by the Secretary of State in 1859 :

The improvement and far wider extension of education, both English and Vernacular, having been the general objects of the Despatch of 1854, the means prescribed for the accomplishment of those objects were the constitution of a separate department of the administration for the work of education; the institution of universities at the several presidency towns; the establishment of training institutions for raising up teachers for the

* [Mr. Colin Browning, Inspector-General of Education in the Central Provinces, was appointed.—W. W. H.]

† [Mr. Haji Ghulam of Amritsar was appointed.—W. W. H.]

various classes of schools; the maintenance of the existing Government colleges and schools of a high order, and the increase of their number when necessary; the establishment of additional zillah or middle schools; increased attention to vernacular schools for elementary education, including the indigenous schools already existing throughout the country; and, finally, the introduction of a system of grants-in-aid under which the efforts of private individuals and of local communities would be stimulated and encouraged by pecuniary grants from Government in consideration of a good secular education being afforded in the aided schools.

It will be for the Commission to enquire how far these objects have been attained, and how this machinery is working at the present time.

7. It will not be necessary for the Commission to enquire into the general working of the Indian Universities, which are controlled by corporations comprising representatives of all classes interested in collegiate education. Of the results of their operation a fair estimate can always be formed independently of any special enquiry such as is now proposed. Nor will it be necessary for the Commission to take by the subject of special or technical education, whether medical, legal, or engineering. To extend the enquiry to these subjects would expand unduly the task before the Commission. Again the Government of India has itself very recently dealt with the question of European and Eurasian education, and no further enquiry is necessary as regards that. But, with these exceptions, the Governor General in Council is of opinion that the Commission may usefully consider the working of all branches of the Indian educational system. These branches are, it is believed, so closely connected one with another, that it is only by examining the system as a whole that any sound conclusions are likely to be come to. The Commission need not concern itself with the details of the educational system in British Burma. The arrangements there are of comparatively recent date, and in great measure peculiar to the Province. Any suggestions of general value that the Commission may evolve can easily be applied to British Burma hereafter in consultation with the Chief Commissioner.

8. It is the desire of the Governor General in Council that the Commission should specially bear in mind the great importance which the Government attaches to the subject of primary education. The development of elementary education was one of the main objects contemplated by the Despatch of 1854. Attention was specially directed in that despatch to the question "how useful and practical knowledge, suited to every station in life, might be best conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts," and it was desired that "the active measures of Government should be more especially directed for the future to this object." Although the matter was thus prominently and at the outset pressed upon the attention of the Indian Administrations, there can, His Excellency in Council believes, be very little doubt that, owing to a variety of circumstances, more progress has up to the present time been made in high and middle than in primary education. The Government of India is not disposed in any way to regret this advance. It would be altogether contrary to its policy to check or hinder in any degree the further progress of high or middle education. But the Government holds that the different branches of Public Instruction should, if possible, move forward together, and with more equal step than hitherto, and the principal object, therefore, of the enquiry of the Commission should be "the present state of elementary education throughout the empire, and the means by which this can everywhere be extended and improved."

9. While this is the main object to which the enquiries of the Commission should be directed, the Governor General in Council desires to impress upon it at the same time the fact, that it is not possible for the Government to find funds sufficient to meet the full requirements of the country in the matter of primary education, if those requirements are to be judged by any European standard. The resources at the disposal of Government, whether imperial, provincial or local, are, and must long remain, extremely limited in amount, and the result is, not only that progress must necessarily be gradual, but that if satisfactory progress is to be made at all, every available private agency must be called into action to relieve and assist the Public funds in connection with every branch of Public Instruction. It was in view of "the impossibility of Government alone doing all that must be done to provide adequate means for the education of the Natives of India," that the grant-in-aid system was elaborated and developed by the Despatch of 1854; and it is to the wider extension of this system, especially in connection with high and middle education, that the Government looks to set free funds which may then be made applicable to the promotion of the education of the masses. "The resources of the State ought," as remarked by the Secretary of State in Despatch No. 13 of 25th April 1864, "to be so applied as to assist those who cannot be expected to help themselves and the richer classes of the people should gradually be induced to provide for their own education."

10. In pursuance of this policy it is the desire of Government to offer every encouragement to Native gentlemen to come forward and aid, even more extensively than heretofore, in the establishment of schools upon the grant-in-aid system : and His Excellency in Council is the more anxious to see this brought about, because, apart altogether from the consequent pecuniary relief to Government, it is chiefly in this way that the Native community will be able to secure that freedom and variety of education which is an essential condition in any sound and complete educational system. It is not, in the opinion of the Governor General in Council, a healthy symptom that all the youth of the country should be cast, as it were, in the same Government educational mould. Rather is it desirable that each section of the people should be in a position to secure that description of education which is most consonant to its feelings and suited to its wants. The Government is ready therefore to do all that it can to foster such a spirit of independence and self-help. It is willing to hand over any of its own colleges or schools in suitable cases to bodies of Native gentlemen who will undertake to manage them satisfactorily as aided institutions ; all that the Government will insist upon, being that due provision is made for efficient management and extended usefulness. It will be for the Commission to consider in what mode effect can most fully be given to these views ; and how the grant-in-aid system may best be shaped so to stimulate such independent effort, and make the largest use of the available Government funds.

11. It is specially the wish of Government that municipal bodies should take a large and increasing share in the management of the public schools within the limits of their jurisdictions. The best way of securing this result should also be considered by the Commission.

12. It has been not unfrequently stated that the wealthier classes do not at present pay enough for the education of their children. The Governor General in Council is disposed to think that a good deal of misapprehension exists as to the real truth in this matter ; but it is one into which the Commission should make careful enquiry. It is no doubt right that persons in good circumstances should pay the full cost of their children's education, or at any rate that no part of this should fall upon State funds. But in endeavouring to secure this result, care must be taken that no unnecessary obstacles are thrown in the way of the upward progress of really deserving students of the poorer classes. The Governor General in Council has no wish to close the doors of high education to all but the wealthiest members of the Native community. Hitherto those who have been most ready to take advantage of superior instruction have frequently belonged to families of comparatively limited private means, and there should, in the opinion of the Government of India, be no such sudden and general raising of fees as to carry high education beyond the reach of those classes who at present *bonâ fide* seek for it, or to convert the Government colleges into places to which only the higher classes can procure admission. But, speaking broadly, the fees in colleges and high schools should be on the whole adequate ; provision being made by means of a proper system of scholarships for the rise of youths of proved ability from the lowest to the highest grade of institution. The funds available for scholarships ought in any case to be so distributed that ample facilities for obtaining a good secondary education are held out to a large number of youths in the lower schools. The provision of scholarships tenable during a university course need not be so liberal, but should still be sufficient to afford the best of the pupils of middle and high schools a fair opportunity of obtaining an advanced education if they show themselves fit for it. The Government scholarships ought, however, in no way to be placed on an eleemosynary basis, but should always be given as distinct rewards for merit tested and proved by competitive examinations. This will leave a wide field open for the establishment of scholarships requiring local or other qualifications, through the munificence of private individuals or corporations. The Commission is requested to devote special attention to the whole subject of scholarships with reference to the foregoing remarks.

13. In connection with the general subject of primary education, the Commission should particularly enquire as to the extent to which indigenous schools exist in different parts of this country, and are, or can be, utilised as a part of the educational system. The Government of India is disposed to advocate the making as much use as possible of such schools.

14. The investigation of this last point will no doubt lead the Commission to consider the subjects of instruction for primary schools. It is very important that schools of this class should be made as attractive as possible to the classes of the population for whom they are intended. By teaching subjects to which the parents attach importance children will be more readily drawn into the schools, and it will not then be difficult to graft on to those more popular branches of instruction others which are more valuable from a sound educational point of view. It is believed that the great hold which in many parts of the country the indigenous schools have acquired over the masses is due to the *quasi-technical* character of the instruction

given;—the son of the ryot and the petty trader being taught, though often in a mechanical and unintelligent way, things likely to prove useful to him in his daily after-life. It would seem that in some provinces the advantages of this system have been overlooked in favour of a scheme of elementary education more in accordance with European methods and standards.

15. Bearing these facts in mind, the Commission should consider how best to provide for the extension of primary schools, and in discussing this the limitation imposed upon the action of Government by financial considerations must always be borne in mind. Subject to this it may be said that, generally speaking, the great object in the first instance is to get such schools established: their improvement and elevation to a higher standard being, though of great importance, an object of subsequent endeavour. Provision for such improvement in a reasonable way, by a gradual raising of the standard of instruction entitling to grants of public funds must, however, be made: and the Commission should advise as to how this can best be done without attempting a too rapid advance or throwing obstacles in the way of the extension of the area of instruction, especially in backward districts.

16. The arrangements existing in different parts of the country for training the teachers of primary schools should be brought under careful review, and suggestions for rendering that training more efficient and practical should, if possible, be submitted.

17. In connection with the subject of secondary education, the Governor General in Council is disposed to think that good might result from an enquiry into the quality and character of the instruction at present imparted in schools of this class. The great majority of those who prosecute their studies beyond the primary stage will never go beyond the curriculum of the middle or at furthest of the high schools. It is therefore of the utmost importance that the education they receive should be as thorough and sound as possible. There are grounds for doubting whether there is not in some provinces, at any rate, much room for improvement in this respect. It might be advisable at the same time to enquire what practical steps are being taken to give effects to the suggestions of the Simla Text Books Committee, and the orders of the Government of India thereupon, as contained in the Resolution of the Home, Revenue and Agricultural Department, 1—3-18 of the 10th January 1881; especially as regards the arrangements made for teaching such subjects as may store the minds of the pupils in secondary schools with practical and useful information. It will be understood that the Government of India has no wish to depart from the principles laid down in that Resolution. It would be contrary to the policy of Government to adopt any measures that would have the appearance of restricting aided schools to the use of any particular class of text-books, or to interfere with the free choice of the managers in such matters. But it is desirable to know how far the general suggestions of the Committee have found acceptance in the different provinces, and what is being done to carry them out in the case of both Government and aided instruction.

18. The Commission may further with advantage enquire into the present system of educational inspection, with a view to the removal of defects and introduction of improvements. It is quite certain that if there is any great extension of primary schools, arrangements must be made for securing the assistance of a large amount of voluntary agency in the work of inspection and examination. The most likely means of securing this should be considered and discussed.

19. In its bearing upon the grant-in-aid system, the plan of payment-by-results will call for the careful consideration of the Commission. The mode in which this is at present worked in the different provinces,—the extent to which it would be wise or practicable to enforce it generally,—its applicability to primary as well as to secondary and collegiate education,—are all matters demanding special investigation.

20. Lastly, the Governor General in Council would wish the Commission to consider the important and difficult subject of female education, and the best means of encouraging and extending it, so far as the circumstances of the country will at present permit.

21. The Government of India has indicated generally in the foregoing paragraphs the matters to which the enquiries of the Commission may chiefly and most properly be directed; but it is at liberty to express its opinion upon any matter arising out of, or cognate to, the subjects thus referred to it.

22. As regards the manner of conducting the enquiry, the Governor General in Council thinks that the Commission should meet at Calcutta as soon as its members can be got together; and that they should sit for the transaction of business until at any rate the end of March. After that the members should return to their provinces, while the President and the Secretary should arrange to make a tour, (say) during the rains, to the different Presidencies, with a view to collecting definite information on any points indicated by the Commission upon

which such local enquiry may seem necessary. The Commission should then re-assemble early in December and proceed to the final settlement of the questions before it and the preparation of its Report. In the matter of procedure the Commission will be left free to make its own arrangements, and may call for such information or take such evidence as may seem necessary or desirable for the purposes of its enquiry.

23. Advantage will be taken of the presence on the commission of educational officers from different provinces to have the Annual Statistical Returns of Education once for all revised and placed upon an intelligible and uniform basis.

ORDER.—Ordered, that a copy of the above Resolution be forwarded to the President and Members of the Commission, and to all Local Governments and Administrations for information, and that it be published in the *Gazette of India*.

A. MACKENZIE,
Offg. Secretary to the Govt. of India.

APPENDIX B.

LIST OF WITNESSES WHO HAVE GIVEN EVIDENCE BEFORE THE COMMISSION.

MADRAS.

1	Ansar-ud-din Sahib, Mir	<i>Presidency Magistrate, Madras.</i>
2	Barrow, Cecil M., Esq., B.A.	<i>Principal, Kerala Vidyasala, Calicut.</i>
3	Bauboo, Mrs. P. M.	<i>Free Church Mission Girls' Schools, Madras.</i>
4	Bickle, G., Esq.*	<i>Acting Inspector of Schools.</i>
5	Bradshaw, Dr. John, M.A., LL.D.	<i>Inspector of Schools.</i>
6	Brander, Mrs. J.	<i>Inspectress of Girls' Schools, Madras.</i>
7	Chentsal Row, P., Esq.	<i>Superintendent of Stamps and Stationery.</i>
8	Chester, Revd. E., M.D.	<i>American Madura Mission.</i>
9	Colgan, Rt. Revd. J., D.D.	<i>Roman Catholic Bishop of Madras.</i>
10	Cooling, Revd. J., B.A.	<i>Wesleyan Mission, Madras.</i>
11	Duncan, D., Esq., M.A., B.Sc.	<i>Acting Principal, Presidency College, and Registrar, Madras University.</i>
12	Gallo, Revd. T. L.*	<i>S. J., Cannanore.</i>
13	Graeter, Revd. B.	<i>Basel Mission, Mangalore.</i>
14	Harcourt, Revd. V. W.	<i>Church Missionary Society.</i>
15	Hudson, Revd. J., B.A.	<i>General Superintendent of the Mysore Wesleyan Mission.</i>
16	Kearns, Mrs.	<i>Missionary, Church of England Zenana Mission, North Tinnevelly.</i>
17	Krishnamachariar, V., Esq.	<i>Curator and Registrar of Books.</i>
18	Mutuswamy Ayer, Hon. Mr. Justice T., B.L., C.I.E.	<i>Judge of the High Court, Madras.</i>
19	Padfield, Revd. J. E.	<i>Principal, C. M. Society's Training Institution, Masulipatam.</i>
20	Paulie, A. J., Esq.*	<i>Formerly in charge of Roman Catholic School, Vizagapatam.</i>
21	Pearce, C. W., Esq.	<i>Principal, S. P. G. College, Trichinopoly.</i>
22	Rungia Chettiar, Mr. P., B.A.	<i>Superintendent of Vernacular Instruction, Madras Christian College.</i>
23	Rondy, Revd. N.	<i>Catholic Priest, Coimbatore.</i>
24	Razza Khan, Mahomed	<i>Berar Commission.</i>
25	St. Cyr, Rev. Louis, S.J.	<i>Catholic Missionary, Jesuit Madura Mission.</i>
26	Sell, Revd. E., B.D.	<i>Secretary, Church Missionary Society, Madras.</i>
27	Stevenson, Revd. W., B.A.	<i>Secretary, Free Church of Scotland Mission, Madras.</i>
28	Sturrock, J., Esq., C.S.*	<i>Collector and Magistrate of South Canara.</i>

N. B.—Those marked thus * did not appear for cross-examination.

- 29 Tarbés, Revd. A. *Superior, St. Joseph's Institution, Cuddalore.*
 30 Thomas, H. S., Esq., M.C.S.* *Second Member, Board of Revenue, Madras.*
 31 Vijiaranga Mudalyar, P., Esq. *First Class Deputy Inspector of Schools.*
 32 Wilson, H. W., Esq., PH.D., F.C.S., F.G.S. *Professor of Physical Science, Presidency College, Madras.*
 33 Wyatt, Rev. T. J. *S. P. G., Trichinopoly.*

BOMBAY.

- 1 Apte, Mr. V. S. *Superintendent, New English School, Poona.*
 2 Beatty, Rev. Wm., M.A. *Missionary of the I. P. Church, Ahmedabad.*
 3 Bengali, Sorabji Shapurji, Esq., C.I.E. *J. P. of Bombay.*
 4 Bhandarkar, Professor R.G., M.A. *Professor, Elphinstone College, Bombay.*
 5 Bhave, Mr. Vaman Prabhakar *Head Master, Native Institution, Poona.*
 6 Collet, Miss L. R. *Lady Superintendent, Female Training College, Ahmedabad.*
 7 Cooper, Mr. Manekji Bejanji *Fort High School, Bombay.*
 8 Desai, Ambalal Sakarlal, Esq., M.A., LL.B. *Judge of Visnagar.*
 9 Desai, Gopalji Surbhai, Rao Bahadur *Deputy Educational Inspector, Kathiawar.*
 10 Fulton, E. M. H., Esq. *Registrar, High Court (Appellate Side), Bombay.*
 11 Furdoonjee, Nowroozjee, Esq., *Parsi Girls' School Association.*
 12 Ghulam Muhammad Munshi, Haji *Bombay.*
 13 Giles, E., Esq. *Educational Inspector, N. D.*
 14 Huilgole, Bhujangrao K., Rao Bahadur *Principal, Training College, Dharwar.*
 15 Hume, Revd. R. A. *American Marathi Mission, Ahmednagar.*
 16 Kunte, Mr. M. M. *Acting Principal, Gujarat College.*
 17 Mackichan, Revd. D. *Principal, Free Church Mission Institution, Bombay.*
 18 Meurin, Rt. Revd. L., S.J., D.D. *Roman Catholic Bishop of Bombay.*
 19 Mitchell, Mrs. *Lady Superintendent, Female Training College, Poona.*
 20 Modak, V. A., Esq. : *Head Master, High School, Poona.*
 21 Oxenham, R. G., Esq. *Principal, Deccan College, Poona.*
 22 Parekh, Mr. Gokuldas K. *Vakil, High Court, Bombay.*
 23 Patel, Mr. Mancherji Framji, B.A. *Bombay.*
 24 Pathak, Mr. Vithal Narayan, M.A. *Head Master, High School, Satara.*
 25 Patvardhan, S. V., Rao Saheb *Acting Educational Inspector, Bombay.*
 26 Ramabai, Mrs. *Poona.*
 27 Rivé, Revd. R., S.J. *St. Xavier's College, Bombay.*
 28 Rupram, Mahipatram, Rao Saheb *Principal, Gujarat Training College, Ahmedabad.*
 29 Sarvajanik Sabha *Poona.*
 30 Sayani, Rahimtula Muhammad, Esq., M.A., LL.B. *Solicitor, High Court.*
 31 Shahabudin, Kazi, Khan Bahadur, C.I.E. *Dewan of Baroda.*
 32 Shirt, Revd. George* *Hyderabad, Sind.*
 33 Sorabji, Mrs. F. *Superintendent, Victoria School, Poona.*
 34 Squires, Revd. R.A., M.A. *Church Missionary Society, Bombay.*
 35 Tyabji, Hon'ble Badrudin, Barrister-at-Law. *Member of Council, Bombay.*
 36 Wedderburn, Sir W., Bart., B.C.S. *Judge of Poona and Agent for Sardars.*
 37 Wordsworth, Mr., B.A. *Principal, Elphinstone College, Bombay.*
 38 Ziegler, Revd. F. *Basel German Mission, Dharwar.*

BENGAL.

- 1 Abdul Latif, Nawab, Khan Bahadur *Deputy Magistrate.*
 2 Amir Ali, Hon'ble, Barrister-at-Law.
 3 Amir Husen, Maulvi Saiyid, Khan Bahadur. *Deputy Magistrate.*

4	Ashton, Revd. J. P.	. . . . .	<i>London Missionary Society.</i>
5	Banerjea, Revd. Dr. K. M.		
6	Bhattacharjea, Revd. J. D.	. . . . .	<i>Free Church of Scotland, Hooghly District.</i>
7	Bholanath Pal, Babu	. . . . .	<i>Head Master, Hare School, Calcutta.</i>
8	Chandi Charan Banerjya, Babu	. . . . .	<i>Head Master, Hindu School, Calcutta.</i>
9	De Nicéville, Mrs.*	<i>Calcutta.</i>
10	Ganguli, Babu Dwarkanath.		
11	Good, Miss.*	<i>Superintendent, Church of England Zenana Mission, Barrackpore.</i>
12	Grierson, G. A., Esq., C.S.*	<i>Joint Magistrate of Patna.</i>
13	Hastie, Revd. W., B.D.	. . . . .	<i>Principal, Church of Scotland General Assembly's Institution, Calcutta.</i>
14	Hoare, Miss A. M.	. . . . .	<i>Calcutta.</i>
15	Hobbs, Revd. W. A.	. . . . .	<i>Christian Vernacular Education Society.</i>
16	Hook, Miss	. . . . .	<i>Superintendent, American Mission, Calcutta.</i>
17	Johnson, Revd. W., B.A.	. . . . .	<i>Superintendent, London Missionary Institution, Calcutta.</i>
18	Kristo Das Pal, Hon'ble, Rai Bahadur, C.I.E.		
19	Lafont, Revd. E., S.J., C.I.E.	. . . . .	<i>St. Xavier's College, Calcutta.</i>
20	Larminie, W. R., Esq., C.S.	. . . . .	<i>Magistrate of Burdwan.</i>
21	Macdonald, Revd. K. S., M.A.	. . . . .	<i>Free Church of Scotland, Calcutta.</i>
22	Macdonald, Mrs. K. S.	. . . . .	<i>Ditto ditto.</i>
23	Marrietti, Revd. Father*	<i>Jessore.</i>
24	Mittra, Dr. Rajendralala, Raja Bahadur.*		
25	Payne, Revd. J. E.	. . . . .	<i>London Missionary Society.</i>
26	Roberts, Revd. John*	<i>Head Master, Government Normal School, Cherra Punji, Assam.</i>
27	Robertson, Revd. James	. . . . .	<i>Principal, Free Church Institution, Calcutta.</i>
28	Sircar, Dr. Mahendra Lal, M.D.*	<i>Calcutta.</i>
29	Tawney, Charles H., Esq., M.A.	. . . . .	<i>Principal of Presidency College and Registrar, Calcutta University.</i>
30	Umes Chundra Datta, Babu		
31	Wheeler, Mrs.	. . . . .	<i>Inspectress of Girls' Schools, Bengal.</i>

NORTH-WESTERN PROVINCES AND OUDH.

1	Ali Hassan, Saiyid	. . . . .	<i>Deputy Collector, Bareilly.</i>
2	Badley, Revd. B. H., M.A.	. . . . .	<i>American Methodist Mission, Lucknow.</i>
3	Banerji, Babu Abinash Chandra, B.A. B.L.*		<i>Additional Subordinate Judge, Agra.</i>
4	Davis, Revd. B.	. . . . .	<i>Principal Jai Narayan's College, Benares.</i>
5	Din Dayal Tiwari, Pandit	. . . . .	<i>Deputy Inspector of Schools, Allahabad.</i>
6	Durga Parshad, Babu*	<i>Honorary Magistrate, Gorakhpur.</i>
7	Durga Pershad, Munshi	. . . . .	<i>Assistant Inspector of Schools, Oudh.</i>
8	Etherington, Mrs.	. . . . .	<i>Late Inspectress of Government Schools, N.-W. P.</i>
9	Hanuman Parshad, Munshi Lala	. . . . .	<i>Pleader, High Court, Allahabad.</i>
10	Haris Chandra, Babu*	<i>Benares.</i>
11	Hewlett, Revd. John, M.A.	. . . . .	<i>Principal, London Missionary College, Benares.</i>
12	Iqbal Ali, Saiyid	. . . . .	<i>Officiating Subordinate Judge of Gonda, Oudh.</i>
13	Jai Krishna Das, Raja, Bahadur, C.S.I.	. . . . .	<i>Deputy Collector.</i>
14	Johnson, Revd. T. S.*	<i>Superintendent, Methodist Episcopal Church Missions, Oudh and Cawnpur.</i>
15	Kennedy, J., Esq.	. . . . .	<i>Collector of Gorakhpur.</i>
16	Lakshmi Shankar Misra, Pandit	. . . . .	<i>Professor of Physical Science, Benares College.</i>
17	Nesfield, J. C., Esq., M.A.	. . . . .	<i>Inspector of Schools, Oudh.</i>
18	Parker, Revd. E. W.	. . . . .	<i>Superintendent of the Methodist Episcopal Mission, Rohilkhand.</i>
19	Saiyid Ahmed, Hon'ble, Khan Bahadur, C.S.I.		

20	Samiulla Khan, Maulvi	<i>Subordinate Judge, Aligarh.</i>
21	Sheoraj Singh, Raja, C.S.I.*	<i>Kashipur.</i>
22	Siva Prasad, Hon'ble Raja, C.S.I.	
23	Symphorien, Revd. Father	<i>Rector, St. Peter's College, Agra.</i>
24	Tota Ram, Babu	<i>Pleader, High Court, Aligarh.</i>
25	Uday Pratap Singh, Raja*	<i>Raja of Bhingra.</i>
26	Umesh Chandra Sanyal*	<i>Professor of Mathematics, Benares College.</i>
27	Valentine, Revd. Dr.	<i>Superintendent, Agra Medical Missionary Training Institution.</i>
28	Woodside, Revd. J. S.	<i>American Presbyterian Mission, Fatehgarh.</i>

PUNJAB.

1	Ahmad Shah, Khan	<i>Extra Assistant Commissioner, Hoshiarpur.</i>
2	Allnutt, Revd. S. S., M.A.*	<i>Chambridge Mission, Delhi.</i>
3	Anjuman Hamdardi Islamiya	<i>Lahore.</i>
4	Anjuman Islamiya*	<i>Amritsar.</i>
5	Atar Singh Sardar, Chief of Bhadaur*	
6	Baden-Powell, B. H., Esq., C.S.	<i>Additional Commissioner of the Lahore Division.</i>
7	Baring, Revd. F. H., M.A.	<i>Church Mission, Batala.</i>
8	Bhagwan Das, Pandit	<i>Lahore.</i>
9	Bikrama Singh, Sardar Kunwar, Bahadur, C.S.I.*	<i>Ahluwalia.</i>
10	Boyd, Miss Mary R.	<i>Zenana Missionary, S. P. G. Mission, Delhi.</i>
11	Chatterjee, Revd. K. C.	<i>Hoshiarpur.</i>
12	Chatterjee, Mrs. Mary*	<i>Ditto.</i>
13	Coldstream, W., Esq., B.A.	<i>Deputy Commissioner of Simla.</i>
14	Cordery, J. Graham, Esq.,*	<i>Commissioner of Peshawar.</i>
15	Dayal Singh, Sardar*	<i>President, Indian Association, Lahore.</i>
16	D'Eremao, Revd. Dr.*	<i>Lahore.</i>
17	Faiz ul Hasan, Maulvi	<i>Head Master, Oriental College, Lahore.</i>
18	Fath Muhammad Beg, Mirza*	<i>Kasur.</i>
19	Forman, Revd. C. W., D.D.	<i>American Mission, Lahore.</i>
20	French, Rt. Revd. Dr.	<i>Bishop of Lahore.</i>
21	Golaknath, Revd. Mr.*	<i>Jalandhar.</i>
22	Greenfield, Miss M. Rose	<i>Ludhiana.</i>
23	Gurdyal Singh, Sardar	<i>Assistant Commissioner, Hoshiarpur.</i>
24	Hari Singh, Babu	<i>Assistant Inspector of Schools, Lahore.</i>
25	Holroyd, Lt.-Col. W. R. M.	<i>Director of Public Instruction, Punjab.</i>
26	Hukm Singh, Sodhi	<i>Extra Assistant Commissioner and Mir Munshi, Punjab.</i>
27	Ikram Ullah Khan, Muhammad*	<i>Honorary Magistrate, Delhi.</i>
28	Ishwar Pershad, Pundit	
29	Jai Gopal Singh, Babu	<i>District Inspector of Schools, Amritsar.</i>
30	Jukes, Revd. Worthington	<i>Church Mission, Peshawar.</i>
31	Khem Singh Bedi, Baba, C.I.E.*	<i>Rawal Pindi.</i>
32	Lala Mulraj, M.A.	<i>Officiating Extra Commissioner, Gujrat.</i>
33	Leitner, Dr. G. W., LL.D.	
34	Majlasi Islamia	<i>Lahore.</i>
35	O'Brien, E., Esq.	<i>Deputy Commissioner of Multan.</i>
36	Rahim Khan, Dr., Khan Bahadur*	<i>Honorary Surgeon, Lahore.</i>
37	Rodgers, C. J., Esq.*	<i>Amritsar.</i>
38	Sahib Singh, Rai Bahadur*	<i>Delhi.</i>
39	Sayad Muhammad Husain, Khalifa.*	<i>Mir Munshi, Patiala State.</i>
40	Sime, J., Esq.	<i>Principal, Government College, Lahore.</i>
41	Smith, Revd. James*	<i>Baptist Mission, Delhi.</i>
42	Smith, Mrs. Harriet S.*	<i>Delhi.</i>
43	Sayad Ahmad, Kazi Khan Bahadur	<i>Attaché, Foreign Office.</i>
44	Wauton, Miss	<i>Amritsar.</i>
45	Winter, Revd. R. R.	<i>S. P. G. and Cambridge Mission.</i>

CENTRAL PROVINCES.

1	Banerji, Ambica Charan	Head Clerk, Deputy Commissioner's Office, Jubbulpore.
2	Branch, Miss	Church of England Zenana Mission, Jubbulpore.
3*	Datta, Koilas Chandra, M.A.	Professor, Sanskrit College and High School, Jubbulpore.
4	Doveton, Major J. C.*	Conservator of Forests, Central Provinces.
5	Elliott, J., Esq.	Superintendent, Male Normal School, Jubbulpore.
6	Fraser, L., Esq., C.S.	Officiating Secretary to the Chief Commissioner, Central Provinces.
7	Govinda Rao Krishna Rao, Rao Saheb, Bhuskute.*	Sirdar of Timurni, Honorary Magistrate, 1st Class, Burhanpur, Nimar, Central Provinces.
8	Hodgson, Revd. T. R.	Missionary, Church Mission Society, Jubbulpore.
9	Hoy, Miss	Lady Superintendent, Female Normal School, Jubbulpore.
10	Lugard, H. J., Colonel*	Deputy Commissioner, Nagpur.
11	Macdougall, Major J.*	Deputy Commissioner, Sambalpur.
12	Mendes, Dr. Lewis A., LL.D., Barrister-at-Law*	Jubbulpore.
13	Pelvet, Revd. F., C.C.	Nagpur.
14	Safdar Ali, Mr.*	Extra Assistant Commissioner, Central Provinces.
15	Thompson, G., Esq., B.A.	Inspector of Schools, Northern Circle, Central Provinces.
16	Waman Rao Kolhatkar, B.A.	Managing Member, City Aided High School, Nagpur.
17	Whitton, Revd. D.	Free Church of Scotland, Nagpur.
18	Young, Mr. W.	President, High School and College, and Manager, Rajkumar School, Jubbulpore.

APPENDIX C.

LIST OF MEMORIALS AND OTHER DOCUMENTS RECEIVED BY THE EDUCATION COMMISSION.

No.	Place.	Memorialists.	Subject of Memorial.
MADRAS.			
1	Madras	Executive Missionary Education Committee.	Forwarding for consideration—i. Volume of correspondence with the Madras Government, &c.; ii. Papers relating to Madras Christian College; and iii. Answers to queries by the General Council on Education in India.
2	"	" "	Urging reforms and further carrying out of despatch of 1854.
3	"	Madras Native Association	In favour of extending education without religious interference.
4	"	Muttuswami Aiyar, Hon. T., C.I.E.	Convocation address at the Madras University.
5	"	Ramanatha Aiyar, T. B.	On education generally, with reference to the questions of the Commission.
6	"	Rodgers, Dr.	Regarding Dr. Wilson's evidence.
7	"	Streenevas Row, P.	The existing system of education in the Government schools.
8	"	Triplicane Literary Society	Suggestions for the promotion of education.
9	"	Trustees of Pacheappa's Charities	Sketch of the origin of the Institutions and urging increased aid to purely Hindu education.

No.	Place.	Memorialists.	Subject of Memorial.
MADRAS—contd.			
10	Madras	Vijiarunga Mudaliyar, P. . . .	Early History of Education in the Madras Presidency.
11	Masulipatam	Padfield, Revd. J. E., Principal, C. M. S. Training Institution.	Regarding Mr. V. Krishnamachariar's evidence.
12	"	Conference of the Missionaries of the Telugu Church Mission.	The difficulty of procuring sites for schools in rural districts.
13	Mylapur	44 signatories	Against Government withdrawal from higher education, and analysing classes of witnesses before the Commission.
14	Palghat	Sivaram Aiyar, Nellikerry C., Member, Local Fund Board, Malabar.	Answers to Commission's questions.
15	Perpengady	H. H. Rama Varma, Raja of Perpengady.	Memorandum advocating increased fees for higher and the extension of primary and female education.
16	Rajamundry	Theistic Society	The operations of the Society.
17	Salem	Phillips, Rev. M., Missionary, L.M.S.	Regarding Dr Bradshaw's evidence.
18	Tanjore	People's Association	Against Government withdrawal from higher education, &c.
19	Tindivanam	Wyckoff, J. H., Manager, American Mission School.	Statement regarding the establishment of the school and the consequent abolishment of the Government Taluk School.
20	Tinnevely District	Verdiér, J., Catholic Priest	On the necessity for frequent inspection and speedy payment of grants in case of village schools.
21	Trichinopoly	Catholic Bishops of Southern India.	Views on certain important points in the outline for Provincial Reports.
22	Trichoor	Sankariah, A., B.A., F.M.V., President Founder, Hindu Sabha.	Forwarding copy of letter to the Private Secretary to the Viceroy and memorandum on higher Education. Offering to take over charge of the Government College, Calicut, and Government High School, Palghant.
BOMBAY.			
1	Ahmedabad	Ahmedabad Association	Pointing out inequalities in the distribution of educational funds, and suggesting improvements in inspection and vernacular standards
2	"	Gujarat College Fund Committee	Urging the establishment of a College at Ahmedabad for Gujarat.
3	"	Gujarat Vernacular Society	Account of the Society, and opposing the withdrawal of Government from higher education.
4	"	Mission Schools	Account of the schools.
5	"	Municipality	Address, showing Municipal contributions to education.
6	"	Shastris	Urging the establishment of Sanskrit Colleges and the employment of more of the old race of Pandits.
7	Amednagar	Revd. R. A. Hume	A letter with reference to the Government Rules on elementary and intermediate instruction.
8	Baroda	Kazi Shahabudin, Khan Bahadur, C.I.E.	State of education among the Muhammadans of the Bombay Presidency.
9	"	Vithabai " Sakharam " Chowdari, Head Mistress.	Note on State Education in India.
10	Bhaunagar	Anjuman-i-Islam	Female education.
11	Bombay	Anjuman-i-Tahzib	State of education among the Muhammadans of the Bombay Presidency.
12	"	Bankers, Shroffs, Merchants and Traders.	Urging the admission to the public service of Muhammadans without insisting on a good knowledge of the English or limiting the age to 25.
13	"	Bishop of Bombay	The want of trained men for banking and mercantile institutions.
14	"	Padabhai Naoroji	Urging the admission of Native Christian children to Government schools.
15	"	East Indian Association, Bombay Branch.	Note on Education.
16	"	Fort High School	The substitution of Native agency for European with a view to economy, the promotion of female education, and the provision of a "conscience clause" in the grant-in-aid rules.
17	"	Hormusjee Jehangir, Proprietor and Head Master, Bombay Proprietary School.	The origin and development of the Fort High School
18	"		Account of the school.

No.	Place.	Memorialists,	Subject of Memorial.
BOMBAY—contd.			
19	Bombay	Parsee Girls' School Association	Origin and progress of the seminaries in their charge.
20	"	Paterson, C. A., Esq., M.A., LL.B., Advocate, Principal of the General Assembly's, Institution.	The working of the Bombay grant-in-aid system.
21	"	Prarthana Samaj	Account of the operations of the Samaj.
22	"	Sakharam Arjun Lal, Hony. Asst. Surgeon to H. E. the Viceroy.	Sanitation, personal cleanliness, modes of punishment, &c.
23	"	Squires, Revd. H. C., M.A.	Statement regarding education.
24	"	Various	The system of education in Bombay as it affects the supply of commercial clerks, agents, and the accountants.
25	"	West, Hon. Mr. Justice, Vice-Chancellor of the University of Bombay.	Remarks suggested by the questions of the Commission.
26	"	Bombay Missionary Conference	Position of aided education in the Bombay Presidency.
27	"	Parsee Benevolent Institution	Address, with a recommendation to modify the present form of Matriculation Examination, and to introduce such subjects in schools as would make students fit for the ordinary business of life.
28	"	The Hon. Rao Saheb V.N. Mandlik, c.s.i.	Answers to the Commission's questions.
29	"	Niti Prasarak Mandali	Recommending that books containing immoral subjects should not be taught in the schools.
30	"	Haji Ghulam Muhammad, Munshi.	Recommending the introduction of the marks of punctuation in the Muhammadan languages.
31	Karachi	Inhabitants	The educational wants of Sindh.
32	Kathiawar	Major H. L. Nutt, Assistant Political Agent.	Statement regarding trade education.
33	Poona	R. A. Squires, Esq.	Remarks on his answers given to the questions of the Commission.
34	"	Bernard, Miss Eleanor, Zenana Mission.	Statement regarding education.
35	"	Conference of Indigenous School Masters.	Address of the delegates.
36	"	Muhammadan inhabitants of the City and Cantonment.	Address.
37	"	Phooley, Joteerao Govindrao	Female Primary Education.
38	"	Promoters of the New English School.	Aims of the promoters.
39	"	Shastris and Laity of Poona	Urging the encouragement of Sanskrit learning and re-establishment of the old Patshalas.
40	"	Sorabji, F., Superintendent, Victoria High School.	Origin and objects of the Victoria High School.
BENGAL.			
1	Backergunj	*Hitaishini Sabha	Female education.
2	Bhāgulpore	Inhabitants	Praying for the establishment of a high school.
3	"	National Muhammadan Association.	Muhammadan education.
4	Calcutta	P	Bethune School.
5	"	Bhoodeb Mookerjee, Hon., C.I.E.	Language of school-books in Behar.
6	"	Kishan Lal Sarkar, M.A., B.L., Pleader, High Court.	Advocating the use of the vernacular as the medium of public instruction.
7	"	Macdonald, Rev. K.S.	The education despatch of 1854, and primary education.
8	Cherra Punji (Assam)	Welsh Calvinistic Methodist Society.	Operations of the Society.
	Faridpur	* Suhrid Sabha	Female education.
9	Jessore	Jessore Union.	The promotion of female education, and of physical and moral education.
10	Mainensingh	Sammilani Sabha	School of agriculture; physical and moral training.
11	Muzaffarpur	Muhammadan inhabitants	Endowment funds of mosques, &c., in case of "wastage," should be partly applied to Muhammadan education.
12	North Bengal	North Bengal Union	The advancement of female education, physical and moral education, and mass education.
	Paschim Dacca	* Hitakari Sabha	Female education.
13	Santalistan	Campbell, Rev. A.	The education of the aborigines.

No.	Place.	Memorialists.	Subject of Memorial.
BENGAL—contd.			
	Sylhet	* Sylhet Union	Female education.
	Vikrampar	* Sammilani Sabha	Ditto.
*A joint memorial.			
NORTH-WEST PROVINCES AND OUDH.			
1	Agra	Bar	Against the abolition of Agra College.
2	"	Citizens	Ditto.
3	"	Municipal Commissioners	Ditto.
4	"	Public Meeting	Ditto.
5	"	Students	Ditto.
6	"	Government correspondence	Endowment Fund of Agra College.
7	"	341 signatories	In favour of Hindi.
8	"	280 "	Ditto.
9	Agra and other Districts	190 "	Ditto.
10	"	154 "	Ditto.
11	"	110 "	Ditto.
12	Agra Muthra, and neighbouring Districts.	Public Meeting	Against the abolition of Agra College.
13	Ajmere	80 signatories	In favour of Hindi.
14	Aligarh	Bharat Barshia National Association.	Ditto and professional training.
15	Aligarh	Bhasha Improvement Society (Bhasha Sambardhani Sabha).	Address of Welcome.
16	"	Ditto	In favour of Hindi.
17	"	Hindu Residents	Ditto.
18	"	Kulshrist Boarding House Committee.	Extension of the grant-in-aid system to boarding-houses.
19	"	Muhammadan Anglo-Oriental College Fund Committee.	Address of Welcome.
20	"	Muhammadan community in the zillahs of Aligarh and Bulandshahr.	In favour of high education, religious neutrality, and Urdu.
		Muhammadan Association of Rurki and Mirat.	
21	"	Saiyid Ahmad, Hon., Khan Bahadur, c.s.i.	On University education.
22	"	Sat Dharmavalambini Sabha	In favour of Hindi.
23	"	Students of the Government High School.	Against the abolition of the High School
24	"	980 signatories	In favour of Hindi.
25	"	554 "	
26	"	73 "	
27	Aligarh and other Districts.	60 "	
28	"	34 "	
29	Allahabad	Inhabitants and residents of the District.	Note regarding Bishop French's proposed ethics on a theistic basis.
30	"	Keene, H. G., Esq., c.l.e.	
31	"	Managing Committee of the Kayasth Patshala.	Address.
32	"	Municipality	Ditto. and statement of municipal contributions to education.
33	"	Munshi Sadasukh Lal, late Government Translator, North-Western Provinces.	Answers to some of the Commission's questions.
34	Almora	Budden, Rev. J. H.	Remarks upon education in the Province of Kumaun.
35	Anupshahr	609 signatories	In favour of Hindi.
36	Azimgarh	6,355 "	
37	Badaon	290 "	
38	Bahadurgunj	152 "	
39	Ballia	224 "	
40	"	216 "	
41	"	90 "	
42	Banda	1,803 "	
43	"	832 "	
44	"	1,250 "	
45	"	340 "	
46	"	263 "	
47	"	145 "	
48	"	107 "	
49	Banda District	700 "	
50	"	511 "	
51	Bareilly	170 "	
52	"	105 "	
53	"	45 "	
54	Benares	Sabha of Benares Pandits	Ditto and the Devanagari character.
55	"	155 signatories	

No.	Place.	Memorialists.	Subject of Memorial.
NORTH-WEST PROVINCES AND OUDH— <i>contd.</i>			
56	Benares	Bireswar Mitra, Pleader, High Court, North-Western Provinces.	Letter and answers to the Commission's questions.
57	"	Kedarnath Palodhi, Babu, late Superintendent, Wards' Institution, Benares.	Answers to some of the Commission's questions.
58	Bijnor	300 signatories.	} In favour of Hindi.
59	Bilaspur	Arya Samaj, 1,651 signatories	
60	Bisalpur	96 signatories	
61	Bithur	622 " " " "	
62	Brindaban	450 " " " "	} Notes on the Education question.
63	Bulandshahar	750 " " " "	
64	"	Growse, F. S., C.I.E.	} In favour of Hindi.
65	Bundelkhand	255 signatories	
66	Cawnpur	Inhabitants of the City and Districts.	} Memorandum on education in India, especially in the North-Western Provinces and Oudh.
67	"	Maulvi Sayid Fureed-ud-din Ahmed, Subordinate Judge, Cawnpur.	
68	"	880 signatories	} In favour of Hindi.
69	"	410 " " " "	
70	"	111 " " " "	
71	Chandosi	126 " " " "	
72	Chunar	33 " " " "	} Remarks on Vernacular schools at Sirdhana.
73	Dehra Dun	110 " " " "	
74	Delhi	Keegan, Rev. W.	} In favour of Hindi.
75	Deoband	385 signatories	
76	Domanpur	600 " " " "	
77	Etah	1,003 " " " "	
78	Etawah	195 " " " "	
79	Farukhabad	Arya Samaj, 1,432 signatories	
80	"	" 386 " " " "	
81	"	3,800 signatories	
82	"	902 " " " "	
83	Farukhnagar	160 " " " "	
84	Fatehpur	1,130 " " " "	
85	"	87 " " " "	
86	Ferozpur	1,740 " " " "	
87	Gabmar	1,998 " " " "	
88	Garmoktasar	290 " " " "	
89	Ghazipur	Literary Association	} Ditto, high education and physical training.
90	"	6,120 signatories	
91	Gokul	265 " " " "	} In favour of Hindi.
92	Gorakhpur	52 " " " "	
93	Govardhan	200 " " " "	
94	Hardui	Union Club	
95	Hatras and Atroli	2,160 signatories	} Correspondence relating to the establishment of a Government school at Jaunpur, with note by Mr. G. E. Ward.
96	Jaipur	621 " " " "	
97	Jaunpur	202 " " " "	
98	"	Head Master, Church Mission School.	
99	Jhansi	80 signatories	} In favour of Hindi.
100	Kaliganj	96 " " " "	
101	Khair	28 " " " "	
102	Khurja	223 " " " "	
103	Kosgaonj	853 " " " "	
104	Kosi	360 " " " "	
105	Lucknow	Arya Samaj	} Origin of the Arya Samaj; list of branches and of Hindi books published.
106	"	White, M. J., Esq., Principal, Canning College.	
107	"	1,435 signatories	} Remarks by himself and colleagues on some of the Commission's questions.
108	"	1,241 " " " "	
109	Majholi	231 " " " "	} In favour of Hindi.
110	Masanagar	700 " " " "	
111	Masuri	48 " " " "	
112	Meerut	Meerut Association	
113	"	Devanagari Pracharini Sabha	
114	"	Des-Upakarine Sabha, and 1,000 signatories.	
115	"	56 " " " "	
116	Meerut District	1,016 " " " "	
117	"	1,016 " " " "	
118	"	1,000 " " " "	
119	Mirzapur	850 " " " "	
120	"	Maulvi Zainul Abidin, Subordinate Judge of Mirzapur.	Answers to the Commission's questions

No.	Place.	Memorialists.	Subject of Memorial.
NORTH-WEST PROVINCES AND OUDH—concl'd.			
121	Moradabad	Arya Samaj, and 1,043 signatories	In favour of Hindi.
122	"	300 signatories	
123	"	3 "	
124	Mot	140 "	
125	Muthra	904 "	
126	"	286 "	
127	"	35 "	
128	Nana	80 "	
129	Naini Tal	Satya Dharma Pracharini Sabha, and 706 signatories.	
130	Neemuch	526 signatories	
131	Raya	491 "	
132	Rewah	390 "	
133	Saharanpur	965 "	
134	Sarsa	136 "	
135	Shahjahanpur	2,804 "	
136	"	760 "	
137	Shairgarh	200 "	
138	Shekhupura	675 "	
139	Sikandarpur	315 "	
140	Sikanderabad	150 "	
141	Sikandra Rao	168 "	
142	Sikarpur	42 "	
143	"	Students of local institutions	
144	Srinath Dwara	Uchit Karani Society	
145	Udaypur	42 signatories	
PUNJAB.			
1	Abbottabad	Anjuman of Hajara, and 71 others.	In favour of Urdu.
2	Amritsar	Honorary Magistrate, and 9,000 inhabitants.	" Hindi.
3	Amritsar District	Secretary of the Muawanat-i-Urdu on behalf of 10,258 residents.	" Urdu.
4	Bandla, Ghoghar, and Chandpur.	314 residents	} " Hindi.
5	Batala	583 "	
6	Bhadaur	Sardar Atar Singh, C.I.E., Chief of Bhadaur.	" Gurmukhi.
7	Bhowarna	219 residents	" Hindi.
8	Dakha	247 signatories	" Gurmukhi.
9	Daska	Munsif, and 33 others	" Urdu.
10	Dasna	Secretary, Bhasha Sabha, and 95 others.	" Bhasha.
11	Delhi	Delhi Literary Society	Statement with reference to the Commission's questions.
12	"	Popular Language Advocate Committee, and 9,718 signatories.	In favour of Urdu.
13	"	4,825 inhabitants	} " Hindi.
14	Dera Gazi Khan	300 residents	
15	Dera Ismail Khan	2,204 "	" Urdu.
16	"	President of the Bharatri Sabha, and 1,550 others.	} " Hindi.
17	Domeli, Fort Rohtas and Malot.	624 residents	
18	Farukhnagar	Raises, bankers, and merchants	" the Devanagari character.
19	Ferozpur	Extra Assistant Commissioner, and 1,139 others.	" Bhasha.
20	Gadh Jamula	202 inhabitants	" Hindi.
21	Gujranwala	Extra-Judicial Assistant Commissioner, and 1,000 others.	} " Hindi Bhasha.
22	"	Head Registration Clerk, and 1,000 others.	
23	"	Extra Assistant Commissioner, and 1,300 others.	
24	Gujrat	Anjuman Akhwan-us-Safa	} " Urdu.
25	"	" and 2,000 others	
26	"	" and 500 "	
27	"	" and 29,632 ostensible signatories.	
28	"	Bhasha Pracharini Sabha, and 5,506 others.	" Hindi.
29	"	Sikh inhabitants, 1,005	In favour of Panjabi in the Gurmukhi character in primary schools, and Devanagari, Persian and Urdu in middle schools; also the teaching of English in Sikh village schools.
30	"	Rev. John W. Youngson, Church of Scotland Mission.	Grant-in-aid for the Scotch Mission School at Gujrat.

No.	Place.	Memorialists.	Subject of Memorial.
PANJAB—contd.			
31	Gurdaspur	Anjuman Himayat Urdu, and 2,252 residents.	In favour of Urdu.
32	"	66 "	" Gurmukhi.
33	Hissar	4,444 "	" Hindi
34	Hushiarpur	641 inhabitants	" Urdu.
35	"	50 "	" Hindi.
36	Jagadhri	1,609 "	"
37	Jagraon	279 residents	"
38	Jallandar	382 "	"
39	Jhang	Anjuman-i-Rifai Am	Answers to the Commission's questions.
40	" and Maghiana	1,584 inhabitants	In favour of Hindi.
41	Jhelum	Judicial Assistant Commissioner, and 200 others.	" Urdu.
42	Jhelum	500 inhabitants	" Hindi.
43	Khaithal	75 "	" Bhasha.
44	Kamalia	Municipal Committee, and 506 others.	" Hindi.
45	Kangra	60 inhabitants	" Urdu.
46	Karnal	300 "	" Hindi.
47	Kartarpur and Phillour	852 "	" Bhasha.
48	Khengarh	400 "	" Urdu.
49	Lahore	Anjuman-i-Hind dardi Islamiya, and 9,963 signatories.	Resolutions passed with reference to the Education Commission.
50	"	Anjuman-i-Panjab	Answers to the Commission's questions.
51	"	"	In favour of Panjabi.
52	"	Bhasha Pracharini Sabha	" Hindi Bhasha.
53	"	Graduates, under-graduates, and students of Government Col- leges and Government and Mis- sion High Schools, 446.	"
54	"	Holroyd, Colonel	Letter in answer to Dr. Leitner's evidence.
55	"	Indian Association	High education in the Panjab.
56	"	Lahore Arya Samaj	Answers to the Commission's questions.
57	"	Leitner, Dr. G. W.	History of indigenous education in the Panjab.
58	"	Nurain Singh, Pleader	In favour of Bhasha.
59	"	Panjab Brahmin Samaj	Answers to the Commission's questions.
60	"	3,909 residents	In favour of Urdu.
61	"	7 "	" Bhasha.
62	"	Sat Sabha	Answers to the Commission's questions.
63	"	"	"
64	"	" and 500 signatories	"
65	"	Sikh National Association	In favour of Panjabi.
66	"	Sri Guru Singh Sabha	"
67	"	" and 25,000 signatories	" Gurmukhi.
68	Talamusa	Panjab Northern State Railway clerks, and 45 others.	" Hindi Bhasha.
69	Ludhiana	Lunabardars and zaminders, 105	" Gurmukhi.
70	"	2,033 inhabitants	" Hindi.
71	Malwa	55 "	" Bhasha.
72	Montgomery	75 "	" Urdu.
73	Multan	President, Urdu Society, and 5,713 others.	"
74	"	4,252 inhabitants	" Bhasha.
75	"	35 "	"
76	Muzaffargarh	310 "	"
77	Northern Panjab	10 missionaries	Answers to the Commission's questions.
78	Nurpur	247 residents	In favour of Hindi.
79	Panjab	Sri Guru Singh Association	Answers to the Commission's questions.
80	Pasrur	75 inhabitants	In favour of Urdu.
81	Quetta	Blagabat Sabha, and 279 signa- tories.	"
82	Rannagar	1,000 residents	" Urdu.
83	Rawal Pindi	Lala Shanker Das, Head Teacher, Vernacular Middle School, and 1,422 inhabitants.	"
84	"	Students, 210	"
85	Rewari	1,541 residents	" Hindi.
86	Rohtak	Kaistha Sabha, and 3,287 others.	"
87	Rupar	Head Accountant, Sirhind Canals, and 92 others.	"
88	Shahpur	2,000 inhabitants	"
89	Shujabad	552 "	" Bhasha.
90	Sialkot	800 "	" Hindi.
91	"	Rev. W. Harper, B.D., Church of Scotland Mission.	Statement regarding the Scotch Mission City School.
92	Sirsa	850 inhabitants	In favour of Hindi.
93	Subathu	50 "	" Urdu.
94	Virowal, Fatehabad, Jalala- bad, and Gondwal.	900 "	" Hindi.

No.	Place.	Memorialists.	Subject of Memorial.
<i>PANJAB—concl'd.</i>			
95	Wazirabad . . .	Anjuman-i-Islamiya, and 700 others.	In favour of Urdu.
96	" and Sodhra . . .	1,265 inhabitants . . .	" Hindi.
RAJPUTANA.			
1	Ajmere and Mairwara . . .	Missionaries of the United Presbyterian Church of Scotland.	Answers to Commission's questions.
MISCELLANEOUS.			
1	Berlin	Lord Ampthill, British Ambassador.	Papers on State education in Prussia.
2	London	General Council on Education in India.	First Report, 1881.
3	"	Rev. J. Johnston	Our educational policy in India.
4	"	"	On the abolition or transference of Government colleges and high schools in India.
5	"	"	The higher education and the education of the masses—a reply to a letter from the Maharaja of Travancore to the Governor of Madras.
6	Travancore	H. H. Rama Varma, C. C. S. I., Maharaja of Travancore.	A cursory notice of certain statements in the above reply.

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Estimate of the Growth of Education in India between the years 1855 and 1882. General Table No. 1a.*

(For details by Provinces for 1870-71 and 1881-82, see next Table.)

NATURE OF THE MAINTAINING AGENCY.	Arts Colleges, English and Oriental.		Professional Colleges and Schools other than Normal Schools.		Secondary Schools.		Primary Schools.		Indigenous Schools.		Normal Schools and Classes.		TOTAL.		
	No.	Pupils.	No.	Pupils.	No.	Pupils.	No.	Pupils.	No.	Pupils.	No.	Pupils.	Number of Institutions.	Number of Pupils.	
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
IN THE YEAR 1855.	Departmental	15	3,246	13	912	169	18,335	1,202	40,041	...	...	7	197	1,406	62,731
	Aided and Inspected . . . . .	...	...	...	...	32	2,496	36	2,342	...	...	...	...	68	4,838
	Extra-Departmental	6	?	...	...	80	12,970	1,572	54,540	47,866	788,701	...	...	49,524	856,211
	TOTAL	21	3,246	13	912	281	32,801	2,810	96,923	47,866	788,701	7	197	50,998	923,780
1870-71	Departmental	26	1,869	24	2,613	780	53,382	9,407	400,062	...	...	67	3,892	10,304	461,818
	Aided and Inspected	19	2,025	2	213	2,290	75,326	9,517	286,225	126	2,806	30	1,476	11,984	368,071
	Extra-Departmental . . . . .	...	...	...	...	...	...	...	...	‡	‡	...	...	60,764	1,064,934
	TOTAL	45	3,894	26	2,826	3,070	128,708	18,924	686,287	126	2,806	97	5,368	83,052	1,894,823
1881-82	Departmental	38	4,252	{ 52 † [44	{ 527 3,143]	1,363	44,605	13,882	681,835	...	...	83	2,814	15,418	734,033
	Aided and Inspected	32	2,953	{ † [18	{ 1,020]	2,543	72,439	70,852	1,470,476	73	3,548	25	1,159	73,525	1,550,575
	Extra-Departmental . . . . .	...	...	...	...	10	2,715	6	2,000	25,150	354,655	...	...	25,166	359,370
	TOTAL	70	7,205	{ 52 † [62	{ 527 4,163]	3,916	119,759	84,740	2,154,311	25,223	358,203	108	3,973	114,109	2,643,978

* Excluding Ajmir, British Burma and all Native States, such as Travancore, Mysore, Haidarabad, Baroda, Indore, Gwalior, Jaipur, &c., that administer their own system of education.
 † The numbers enclosed in square brackets relate to unattached professional and technical institutions that are excluded from the scope of the Commission's Report. They are therefore omitted from the grand total of this Table.
 ‡ The number of uninspected Indigenous Schools in this year was large; but they cannot be shown separately from other schools for the whole of India. See next Table.

Estimate of the Extent of Education in India at the end of the official year in
and at the end of the official*

(Schools for Europeans and Eurasians are omitted from the statistics here)

NAME OF PROVINCE AND NATURE OF THE MAINTAINING AGENCY.		PUBLIC SCHOOLS AND COLLEGES (DEPARTMENTAL, AIDED AND INSPECTED).													
		ARTS COLLEGES, ENGLISH AND ORIENTAL.		PROFESSIONAL COLLEGES AND SCHOOLS, OTHER THAN NORMAL SCHOOLS.		SECONDARY SCHOOLS.		PRIMARY SCHOOLS.		INDIGENOUS SCHOOLS.		NORMAL SCHOOLS AND CLASSES.			
		No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.		
1	2	3	4	5	6	7	8	9	10	11	12	13			
MADRAS	IN 1855-56	Departmental	1	302	5	491	11	1,631	83	2,093	...	...	1	21
		Missionary	...	...	...	...	16	1,409	...	...	...	...	...	...
		Native	...	...	...	...	9	692	...	...	...	...	...	...
	TOTAL	1	302	5	491	36	3,732	83	2,093	...	...	1	21	
	IN 1870-71	Departmental	5	288	4	527	81a	3,233	98b	5,463	Aided and inspected indigenous schools included in columns 8 and 9.	9	1,118§
		Missionary	6	130	53a	18,893	3,352b	84,239		7	791§
		Native
	TOTAL	11	418	4	527	644	22,126	3,450	89,702	...	...	16	1,909§	
	IN 1881-82	Departmental	11	780	c[9	629]	150a	6,288	1,263b	46,075	Aided and inspected indigenous schools included in columns 8 and 9.	27	662
Missionary		14	927	c[3	138]	605a	18,001	13,213b	313,668	...		...	6	294
Native		...	...	...	...	...	...	...	...	...		...	...	...
TOTAL	25	1,707	c[12	767]	764	24,289	14,486	360,643	...	...	33	956		
BOMBAY	IN 1855-56	Departmental	2	103	7	311	23	3,183	220d	17,669	...	...	5	76
		Missionary	...	...	...	...	...	...	...	...	...	...	...	...
		Native	...	...	...	...	7	395	...	2,342	...	...	...	...
	TOTAL	2	103	7	311	30	3,578	256	20,011	...	...	5	76	
	IN 1870-71	Departmental	3	250	4	399	147a	9,045	2,307b	129,653	High-class indigenous schools.	9	490
		Missionary	2	47	2	213	62a	6,482	431b	29,975		5	55
		Native
	TOTAL	5	297	6	612	209	15,527	2,738	159,628	...	...	14	545	
	IN 1881-82	Departmental	3	311	c[27	1,117]	147a	11,170	3,811b	243,959	Aided and inspected indigenous schools included in columns 8 and 9.	6	433
Missionary		2	139	c[11	1,061]	109a	9,373	1,454b	85,181	...		...	3	120
Native		1	25	c[4	360]	...	...	...	...	...		...	...	...
TOTAL	6	475	c[27	2,477]	256	20,543	5,265	329,140	...	...	9	553		
BENGAL	IN 1854-55†	Departmental	8d	921	1	110	73b	8,853	69	3,279	...	...	...	...
		Missionary	...	...	...	...	...	...	...	...	...	...	...	...
		Native	...	...	...	...	...	...	...	...	...	...	...	...
	TOTAL	8	921	1	110	73	8,853	69	3,279	...	...	...	...
	IN 1870-71	Departmental	13	1,153	14	1,377	270a	10,966	317b	13,213	Aided and inspected indigenous schools included in columns 8 and 9.	28	1,344
		Missionary	5	394	1,400a	26,185	4,007b	112,275		12	397
		Native
	TOTAL	18	1,547	14	1,377	1,670	37,151	4,324	125,488	...	...	40	1,741	
	IN 1881-82	Departmental	18	2,304	c[19	1,146]	245a	8,990	273b	18,836	Aided and inspected indigenous schools included in columns 8 and 9.	16	672
Missionary		9	1,433	c[3	262]	1,646a	35,890	53,396b	973,871	...		...	6	376
Native		...	...	...	...	...	...	...	...	...		...	...	...
TOTAL	27	3,737	c[22	1,408]	1,891	44,880	53,669	992,707	...	...	22	1,048		
W. P. AND OUDH.	IN 1854-55†	Departmental	4	1,920	...	...	62	4,668	830	17,000	...	...	1	100
		Missionary	...	...	...	...	...	...	...	...	...	...	...	...
		Native	...	...	...	...	...	...	...	...	...	...	...	...
	TOTAL	4	1,920	...	...	62	4,668	830	17,000	...	...	1	100	
	IN 1870-71	Departmental	39	76	2	310	88b	11,481	14,307a	148,126	Aided and inspected indigenous schools included in columns 8 and 9.	9	427
		Missionary	3	633	208b	16,947	143a	5,126		4	90
		Native	3	821
	TOTAL	9	1,530	2	310	296	28,428	4,450	153,252	...	...	13	517	
	IN 1881-82	Departmental	4	599	c[1	39]	522a	6,489	5,651b	197,060	Aided and inspected indigenous schools included in columns 8 and 9.	18	306
Missionary		5	307	c[4	183]	171a	2,736	284b	16,178	...		...	3	89
Native		...	...	...	...	...	...	...	...	...		...	...	...
TOTAL	9	906	c[5	222]	593	9,225	5,845	213,238	...	...	21	395		
NJBAB	IN 1856-57	Departmental	...	...	1	P	3	P	579	P	...	...	...	...
		Missionary	...	...	...	...	...	...	...	...	...	...	...	...
		Native	...	...	...	...	...	...	...	...	...	...	...	...
	TOTAL	...	...	1	P	3	P	579	P	...	...	...	...
	IN 1870-71	Departmental	2	102	101b	9,404	1,254a	50,547	Aided and inspected indigenous schools included in columns 8 and 9.	3	207
		Missionary	47b	5,408	490	18,507		7	198
		Native
	TOTAL	2	102	...	...	148	14,812	1,744	69,054	...	...	10	405	
	IN 1881-82	Departmental	1	103	c[4	268]	189a	4,974	1,549b	88,251	Aided and inspected indigenous schools included in columns 8 and 9.	4	247
Missionary		1	122	c[2	41]	135a	994	1127b	14,616	...		...	4	169
Native		...	...	...	...	...	...	...	...	...		...	...	...
TOTAL	2	225	c[6	309]	224	5,968	2,547	102,867	...	...	8	416		

* Excluding British Burma and all Native States, such as Travancore, Mysore, Haidarabad, Baroda, Indore, Gwalior, Jaipur, &c., that administer their own system of education.
† Returns for 1855-56 not available.
‡ Including pupils in attached Collegiate Schools.
§ Including pupils in attached Practising Schools.
¶ In addition to the 17 pupils here returned, 1001 boys in Primary and Secondary Schools were receiving technical instruction in these Special Schools.
|| Inclusive of the Tahsili Schools with their small Secondary Departments. The 37 Primary Schools of Ajmir, with 1,116 pupils, are excluded.
** The returns of unaided Secondary Schools are incomplete. But in and near Calcutta the number of such institutions is stated to have been not less than 39. For the rest of the Presidency the Inspectors returned 30 Schools of this class.
†† The decrease in the number of this class of Schools since 1870-71 was partly due to differences in the classification of Schools in the two years under comparison.
‡‡ The apparent decrease in this class of Schools since 1870-71 was owing to differences in the classification of schools in the two years in question.
§§ Excluding the Primary Departments of Secondary Schools.
||| Including the Primary Departments of Secondary Schools.
¶¶ The numbers enclosed in square brackets relate to unattached professional or technical institutions that are excluded from the scope of the Commission's Report. They are therefore omitted from the grand totals of this Table.

General Table No. 1b.

which the Department of Public Instruction was first constituted in the several Provinces, years 1870-71 and 1881-82.

given for 1881-82 and as far as possible from those of the two former years.)

EXTRA-DEPARTMENTAL SCHOOLS AND COLLEGES (UNAIDED AND UNINSPECTED BY THE DEPARTMENT).															
TOTAL.		ARTS COLLEGES, ENGLISH AND ORIENTAL.		SECONDARY SCHOOLS.		PRIMARY SCHOOLS.		INDIGENOUS SCHOOLS.		NORMAL SCHOOLS AND CLASSES.		TOTAL.		GRAND TOTAL.	
No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
101	4,538	...	...	...	...	...	...	...	...	...	...	...	...	101	4,538
16	1,409	...	...	...	...	...	...	...	...	...	...	...	...	16	1,409
9	652	...	...	...	...	...	...	...	...	...	...	...	...	9	652
126	6,639	...	...	...	...	...	...	...	...	...	...	...	...	126	6,639
197	10,629	...	...	...	...	...	...	...	...	...	...	...	...	197	10,629
3,028	104,053	...	...	...	...	...	...	...	...	...	...	...	...	3,028	104,053
4,125	114,682	...	...	...	...	...	...	...	...	...	...	...	...	4,125	114,682
1,460	54,705	...	...	...	...	...	...	...	...	...	...	...	...	1,460	54,705
13,848	332,890	...	...	...	...	...	...	...	...	...	...	...	...	13,848	332,890
15,308	387,595	...	...	...	...	...	...	...	...	...	...	...	...	15,308	387,595
257	21,342	...	...	...	...	...	...	...	...	...	...	...	...	257	21,342
43	2,737	...	...	...	...	...	...	...	...	...	...	...	...	43	2,737
300	24,079	...	...	...	...	...	...	...	...	...	...	...	...	300	24,079
2,470	139,837	...	...	...	...	...	...	...	...	...	...	...	...	2,470	139,837
502	36,772	...	...	...	...	...	...	...	...	...	...	...	...	502	36,772
2,972	176,609	...	...	...	...	...	...	...	...	...	...	...	...	2,972	176,609
3,994	255,890	...	...	...	...	...	...	...	...	...	...	...	...	3,994	255,890
1,642	98,386	...	...	...	...	...	...	...	...	...	...	...	...	1,642	98,386
5,636	354,276	...	...	...	...	...	...	...	...	...	...	...	...	5,636	354,276
151	13,163	...	...	...	...	...	...	...	...	...	...	...	...	151	13,163
...
151	13,163	...	...	...	...	...	...	...	...	...	...	...	...	151	13,163
642	28,053	...	...	...	...	...	...	...	...	...	...	...	...	642	28,053
5,424	140,251	...	...	...	...	...	...	...	...	...	...	...	...	5,424	140,251
6,066	168,304	...	...	...	...	...	...	...	...	...	...	...	...	6,066	168,304
552	30,892	...	...	...	...	...	...	...	...	...	...	...	...	552	30,892
55,057	1,011,570	...	...	...	...	...	...	...	...	...	...	...	...	55,057	1,011,570
55,609	1,042,462	...	...	...	...	...	...	...	...	...	...	...	...	55,609	1,042,462
897	23,688	...	...	...	...	...	...	...	...	...	...	...	...	897	23,688
...
897	23,688	...	...	...	...	...	...	...	...	...	...	...	...	897	23,688
4,409	160,420	...	...	...	...	...	...	...	...	...	...	...	...	4,409	160,420
361	23,617	...	...	...	...	...	...	...	...	...	...	...	...	361	23,617
4,770	184,037	...	...	...	...	...	...	...	...	...	...	...	...	4,770	184,037
6,105	204,454	...	...	...	...	...	...	...	...	...	...	...	...	6,105	204,454
363	19,310	...	...	...	...	...	...	...	...	...	...	...	...	363	19,310
6,468	223,764	...	...	...	...	...	...	...	...	...	...	...	...	6,468	223,764
583	13,304	...	...	...	...	...	...	...	...	...	...	...	...	583	13,304
...
583	13,304	...	...	...	...	...	...	...	...	...	...	...	...	583	13,304
1,360	60,260	...	...	...	...	...	...	...	...	...	...	...	...	1,360	60,260
555	24,556	...	...	...	...	...	...	...	...	...	...	...	...	555	24,556
1,915	84,816	...	...	...	...	...	...	...	...	...	...	...	...	1,915	84,816
1,743	93,575	...	...	...	...	...	...	...	...	...	...	...	...	1,743	93,575
318	15,901	...	...	...	...	...	...	...	...	...	...	...	...	318	15,901
2,061	109,476	...	...	...	...	...	...	...	...	...	...	...	...	2,061	109,476

d Including attached Middle Schools.
 e Including 3 Oriental Colleges with 729 pupils.
 f Including pupils in the Delhi College and in attached Secondary Schools.
 g Excluding Ajmir College with 4 pupils.
 h Figures taken from the Statistical Tables published by the Calcutta Missionary Conference in 1882.
 i Including in—
 Madras 256
 Bombay 65
 Bengal 53
 N.-W. P. and Oudh 17
 Punjab 19
 with Pupils.
 7,878
 4,087
 1,487
 386
 341

k The returns of these schools for 1886-87 are stated to be incomplete.
 l Includes attached and other Primary Schools inseparable from the returns.
 m The Primary Departments of Secondary Schools in Bengal are in this Table classed as separate Schools. Hence the total shown above (59,841) exceeds by 1,891 the total given in General Tables 22 and 20.

n The total number of uninspected Missionary Schools is believed to have been 45, all of them being primary. Before the close of 1881-82 the managers had registered them for State-aid.

Estimate of the Extent of Education in India at the end of the official year, in which
and at the end of the official years*

(Schools for Europeans and Eurasians are omitted from the statistics here)

PUBLIC SCHOOLS AND COLLEGES (DEPARTMENTAL, AIDED AND INSPECTED).														
NAME OF PROVINCE AND NATURE OF THE MAINTAINING AGENCY.	ARTS COLLEGES, ENGLISH AND ORIENTAL.		PROFESSIONAL SCHOOLS OTHER THAN NORMAL SCHOOLS.		SECONDARY SCHOOLS.		PRIMARY SCHOOLS.		* INDIGENOUS SCHOOLS.		NORMAL SCHOOLS AND CLASSES.			
	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.		
I	2	3	4	5	6	7	8	9	10	11	12	13		
CENTRAL PROVINCES.	IN 1861-63	Departmental	9	1,335a	409	11,054	9	190	
		Missionary	7	1,063a	
		Native	735	7,811	
	TOTAL	...	...	...	16	2,398	409	11,054	735	7,811	9	190
	IN 1870-71	Departmental	46	5,347a	795	41,404b	7	241	
		Missionary	10	1,412a	1,091	34,995b	
Native		...	...	...	...	...	...	...	...	...	...	...
TOTAL	...	...	...	56	6,759	1,886	76,399	...	...	7	241	
IN 1881-82	Departmental	1	65	24	450	39	2,101b	894	55,745a	Aided and inspected indigenous schools included in columns 8 and 9.	4	188		
	Missionary	...	...	c[1	24]	14	671b	454	21,992a	...	...	...
	Native	...	...	...	...	...	...	...	...	...	...	...
TOTAL	1	65	24	450	53	2,772	1,348	77,737	...	...	4	188
ASSAM	IN 1854-55	The returns are included in the												
	IN 1870-71	The returns are included in the												
	IN 1881-82	Departmental	1	60	29	3,403a	7	187b	Aided and inspected indigenous schools included in columns 8 and 9.	6	220	
		Missionary	c[1	12]	63	4,774a	1,344	37,995b	...	3	111	
TOTAL	...	...	1	60	92	8,177	1,351	38,182	...	...	9	331
COORG	IN 1855-56	The returns are included in the												
	IN 1870-71	Departmental	1	60	32	1,433	1	?	
		Missionary	3	108	
		Native	
TOTAL	...	...	...	...	1	60	35	1,541	...	...	1	?
IN 1881-82	Departmental	2	157	57	2,978	1	7	
	Missionary	...	...	...	...	...	...	3	91	...	...	...
	Native	...	...	...	...	...	...	...	...	...	...	...
TOTAL	...	...	...	...	2	157	60	3,069	...	...	1	7
HAIDARABAD ASSIGNED DISTRICTS.	IN 1866-67	Departmental	25	2,302a	122	4,442b	
		Missionary	
		Native	
	TOTAL	25	2,302	122	4,442	
IN 1870-71	Departmental	46	3,846a	297	10,233b	1	64	
	Missionary	...	...	...	...	...	...	...	...	110	2,308	...
	Native	...	...	...	...	...	...	...	...	...	...	...
TOTAL	...	...	...	...	46	3,846	297	10,233	110	2,308	1	64
IN 1881-82	Departmental	31	1,033b	467	27,844a	1	79	
	Missionary	...	...	...	...	...	...	...	...	...	...	...
	Native	...	...	...	...	...	...	415	6,884a	...	...	...
TOTAL	...	...	...	...	31	1,033	883	34,728	...	...	1	79
INDIA*	FIRST DEPARTMENTAL YEAR	The Department of Public Instruction not having been constituted in the several Provinces in the same year, the total												
	IN 1870-71	Departmental	26	1,859	24	2,613	780	53,382	9,407	400,062	67	3,892
		Missionary	19	1,025	2	213	2,490	75,326	9,517	286,225	126	2,806	30	1,476
		Native
TOTAL	45	2,884	26	2,826	3,070	128,708	18,924	686,287	126	2,806	97	5,368		
IN 1881-82	Departmental	38	4,252	52	527	1,363	44,605	13,882	681,835	83	7,814	
	Missionary	32	2,953	c[44	3,143]	2,543	72,439	70,852	1,470,476	25	1,159	
	Native	c[18	1,020]	73	3,548	
TOTAL	70	7,205	52	527	3,906	117,044	84,734	2,152,311	73	3,548	108	3,973		

a Including the Primary Departments of Secondary Schools.
 b Excluding ditto ditto ditto.
 c The numbers enclosed in square brackets relate to unattached professional or technical institutions that are excluded from the scope of the Commission's Report. They are therefore omitted from the grand totals of this Table.
 d The Provincial Committee's Report considers these numbers to be very much exaggerated.
 e Includes the following Schools and Training Institutions for girls:

	Girls' Schools.	Pupils.	Training Schools.	Pupils.
Madras	302	14,745††	9	218
Bombay	218	9,190‡‡	2	34
Bengal and Assam	314	7,368‡‡	10	150
N.-W. Provinces and Oudh	689	12,091	6	107
Punjab	451	11,696	8	199
Central Provinces	140	4,584	3	59
Coorg	1	41	...	...
Hyderabad Assigned Districts	27	671	...	...
TOTAL FOR INDIA	2,152	60,384	38	767

* Excluding British Burma and all Native States that administer their own system of education.
 † The total number of Training and other Schools for girls at the end of 1881-82 was 2,697. The total number of girls at school was 126,349. For further details see Subsidy Table No. I.—Female Education, page lxxxv.
 ‡ Including 1,891 Primary Departments of Secondary Schools in Bengal.
 †† Including girls in mixed schools.
 ‡‡ Excluding girls in mixed schools.

the Department of Public Instruction was first constituted in the several Provinces, 1870-71 and 1881-82—continued.

(given for 1881-82 and as far as possible from those of the two former years.)

EXTRA-DEPARTMENTAL SCHOOLS AND COLLEGES (UNAIDED AND UNINSPECTED BY THE DEPARTMENT).															
TOTAL.		ARTS COLLEGES, ENGLISH AND ORIENTAL.		SECONDARY SCHOOLS.		PRIMARY SCHOOLS.		INDIGENOUS SCHOOLS.		NORMAL SCHOOLS AND CLASSES.		TOTAL.		GRAND TOTAL.	
No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.	No. of Institutions.	No. of Pupils.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
427	12,479	...	...	...	...	...	...	...	...	...	...	...	...	427	12,479
7	1,063	...	...	...	...	...	...	...	...	...	...	...	...	7	1,063
735	7,811	...	...	...	...	...	...	...	...	...	...	...	...	735	7,811
1,169	21,353	...	...	...	...	...	...	...	...	...	...	...	...	1,169	21,353
848	46,993	...	...	...	...	...	...	...	...	...	...	...	...	848	46,993
1,101	36,406	...	...	...	...	...	...	...	...	...	...	...	...	1,101	36,406
1,949	83,399	...	...	...	...	...	...	...	...	...	...	...	...	1,949	83,399
962	58,549	...	...	...	...	...	...	...	...	...	...	...	...	962	58,549
468	22,663	...	...	...	...	...	...	...	...	...	...	...	...	468	22,663
1,430	81,212	...	...	...	...	...	...	...	...	...	...	...	...	1,430	81,212
figures given above for Bengal.															
figures given above for Bengal.															
43	3,870	...	...	...	...	...	...	...	...	...	...	...	...	43	3,870
1,410	42,880	...	...	...	...	...	...	497	9,733	...	...	...	...	1,007	52,613
1,453	46,750	...	...	...	...	...	...	497	9,733	...	...	...	...	1,950	56,483
figures given above for Madras.															
34	1,493	...	...	...	...	...	...	...	...	...	...	...	...	34	1,493
3	108	...	...	...	...	...	...	...	...	...	...	...	...	3	108
37	1,602	...	...	...	...	...	...	...	...	...	...	...	...	37	1,602
60	3,149	...	...	...	...	...	...	...	...	...	...	...	...	60	3,149
3	91	...	...	...	...	...	...	41	470	...	...	...	...	44	561
63	3,233	...	...	...	...	...	...	41	470	...	...	...	...	104	3,703
147	6,644	...	...	...	...	...	...	...	...	...	...	...	...	147	6,644
...	...	...	...	...	...	...	...	100	2,000	...	...	...	...	100	2,000
147	6,644	...	...	...	...	...	...	100	2,000	...	...	...	...	147	8,644
344	14,133	...	...	...	...	...	...	...	...	...	...	...	...	344	14,133
110	2,308	...	...	...	...	...	...	...	...	...	...	...	...	110	2,308
454	16,441	...	...	...	...	...	...	...	...	...	...	...	...	454	16,441
499	28,956	...	...	...	...	...	...	...	...	...	...	...	...	499	28,956
416	6,884	...	...	...	...	...	...	...	...	...	...	...	...	416	6,884
915	35,840	...	...	...	...	...	...	...	...	...	...	...	...	915	35,840

for India is omitted.

No. of Institutions.	No. of Pupils.	No. of Schools.	No. of Pupils.												
20,304	461,818	20,304	461,818
11,984	368,071	60,764	1,064,934	72,748	1,433,005
22,288	829,889	60,764	1,064,934	83,052	1,894,823
15,418	734,933	15,418	734,933
73,575	1,550,575	10	2,715	6	2,000	25,150	354,653	98,691	1,909,945
88,943	2,284,608	10	2,715	6	2,000	25,150	354,653	114,109	2,643,978

The total number of Protestant Missionary institutions in 1870-71 and 1881-82 is given below, but we have no returns to show how many of them were aided and inspected and how many were uninspected by the Department. No statistics of the Roman Catholic Schools are available:—

		ARTS COLLEGES AND SECONDARY SCHOOLS FOR BOYS.		PRIMARY SCHOOLS FOR BOYS.		GIRLS' SCHOOLS.		ZAWANA INSTRUCTION.		THEOLOGICAL AND TRAINING SCHOOLS FOR				GRAND TOTAL.	
		No.	Pupils.	No.	Pupils.	No.	Pupils.	No. of Houses.	Pupils.	Men.		Women.		Institutions.	Pupils.
										No.	Pupils.	No.	Pupils.		
Madras (including Native States)	1870-71	120	11,657	1,129	27,759	263	12,736	59	121	22	573	8	211	1,544	53,058
	1881-82	148	15,722	1,813	50,818	434	23,414	2,029	1,920	18	781	...	...	2,443	92,659
Bombay	1870-71	22	2,918	77	3,101	27	1,068	102	51	7	46	...	...	133	7,184
	1881-82	22	2,592	207	5,693	67	3,041	366	147	7	89	...	...	393	12,562
Bengal	1870-71	40	6,841	471	15,013	148	4,431	607	1,094	26	443	8	128	693	27,950
	1881-82	50	6,522	577	14,789	326	9,609	1,318	2,324	19	216	...	...	972	33,450
N.W. P. and Oudh	1870-71	75	9,294	117	3,676	143	3,639	388	515	6	63	3	28	344	17,263
	1881-82	60	8,377	189	6,352	270	7,081	2,810	3,390	3	50	...	...	522	25,250
Punjab	1870-71	69	7,414	41	1,222	61	1,550	134	213	4	43	5	103	181	10,547
	1881-82	81	9,546	91	2,667	126	3,236	648	1,032	5	86	...	...	303	16,567
Central India (including Central Provinces & H. A. Districts)	1870-71	21	1,951	76	3,470	22	654	10	3	5	38	2	14	126	6,130
	1881-82	24	2,500	143	4,441	52	895	351	319	4	13	...	...	223	8,168
TOTAL FOR INDIA	1870-71	347	40,075	1,912	54,241	664	24,078	1,300	1,997	70	1,205	26	536	3,019	122,132
	1881-82	385	45,249	2,020	84,760	1,275	47,276	7,522	9,132	56	1,235	...	...	4,736	187,652

General Table No. 2a.

Abstract Return of Institutions and Scholars in the several Provinces of India* for the official year 1881-82.

PROVINCES.	AREA IN SQUARE MILES.	TOWNS AND VILLAGES.	POPULATION.*	NUMBER OF INSTITUTIONS.†			NUMBER OF SCHOLARS.			PERCENTAGE OF SCHOLARS TO POPULATION OF SCHOOL-GOING AGE ‡		GROSS EXPENDITURE|| ON DEPARTMENTAL, AIDED AND INSPECTED INSTITUTIONS.			REMARKS.
				For boys.	For girls.	Total of columns 5 and 6.	Boys.	Girls.	Total of columns 8 and 9.	Boys.	Girls.	Total Funds controlled by the Dept. ¶	Private Funds.	Total of columns 13 and 14.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
MADRAS	**139,900	**52,051	Males . . . 15,259,939 Females . . . 15,575,836 TOTAL** 30,835,775	17,579	557	18,136	407,069	34,590	441,659	17'78	1'48	₹ 16,85,056	₹ 13,09,651	₹ 29,94,707	* Excluding Ajmir, British Burma and those Native States of India which administer their own system of education.
BOMBAY	124,122	24,598	Males . . . 8,500,281 Females . . . 7,960,397 TOTAL†† 16,460,668	7,217	251	7,468	318,314	22,176	340,490	24'96	1'85	21,54,998	2,19,371	23,74,369	† Including private un-inspected schools, but excluding schools for Europeans and Eurasians, as also unattached colleges and schools of a professional or technical character. For the excluded schools and colleges see note at the end of Table 2c.
			Males . . . 3,460,321 Females . . . 3,268,632 TOTAL‡‡ 6,728,953												2,104	92	2,196	92,666	4,590	97,256	17'85	'93	5,72,478	₹ 5,72,478	‡ The population of school-going age is estimated at 15 per cent. of the total male and female population respectively.
	1192,345	1137,557	1123,189,621	9,321	343	9,664	410,980	26,766	437,746	22'91	1'59	21,54,998	7,91,749	29,46,747	§ The European and Eurasian population is excluded. It amounted to 173,522 souls and was distributed as follows:—
BENGAL	§§165,775	§§259,918	Males . . . 33,893,405 Females . . . 34,227,665 TOTAL§§ 68,121,160	56,986	1,015	58,001	1,058,654	41,113	1,099,767	20'82	'80	29,26,321	26,32,974	55,59,295	Madras 32,729 Bombay 29,381 Bengal 39,438 North-West Provinces and Oudh 34,339 Punjab 29,597 Central Provinces 5,136 Assam 1,631 Coorg 515 Hyderabad Assigned Districts 796
N.-W. P. AND OUDH	106,111	105,421	Males . . . 22,888,051 Females . . . 21,185,479 TOTAL . . . 44,073,530	13,287	308	13,595	283,186	8,883	292,069	8'25	'28	16,14,654	2,40,918	18,55,572	TOTAL 173,522
PUNJAB	106,632	34,324	Males . . . 10,187,148 Females . . . 8,633,693 TOTAL . . . 18,820,840	8,112	311	8,423	186,146	9,353	195,499	12'11	'72	12,68,754	1,73,802	14,42,556	|| The expenditure of private un-inspected schools, as also of unattached professional and technical institutions and of schools and colleges for Europeans and Eurasians, is excluded. The expenditure on the two last classes of institutions is given in a note at the end of General Table 2c.
CENTRAL PROVINCES	84,445	34,612	Males . . . 4,955,790 Females . . . 4,877,865 TOTAL . . . 9,833,655	1,351	79	1,430	77,987	3,225	81,212	10'49	'44	5,85,935	49,889	6,35,824	¶ Inclusive of all expenditure from Public Funds (Provincial, Local and Municipal) and of all expenditure from Fees, Endowments, &c., in Departmental Institutions.
ASSAM	46,341	22,408	Males . . . 2,502,483 Females . . . 2,377,312 TOTAL . . . 4,879,795	1,879	21	1,950	54,834	1,649	56,483	14'61	'26	2,28,617	72,031	3,01,548	** Excluding Pudukota Territory, with a total population of 302,127.
COORG	1,583	503	Males . . . 100,108 Females . . . 77,679 TOTAL . . . 177,787	103	1	104	3,370	333	3,703	22'44	2'86	22,496	241	22,737	†† Including the population of Aden, amounting to 34,860.
HAIDARABAD ASSIGNED DISTRICTS	17,711	5,585	Males . . . 1,380,053 Females . . . 1,291,864 TOTAL . . . 2,671,917	903	12	915	35,403	437	35,840	17'10	'22	3,37,806	19,490	3,57,296	‡‡ Excluding Janjira, Daphisapur and Kharpur States, with a population of 211,521. Basoda is also excluded.
TOTAL FOR INDIA*	859,944	552,379	Males . . . 103,187,669 Females . . . 99,476,411 TOTAL . . . 202,664,080	109,521	2,697	112,218	2,517,609	112,634	2,643,978	16'28	'84	₹ 1,08,24,637	₹ 52,85,645	₹ 1,61,10,282	§§ Excluding Kuch Behar, Hill Tipperah and the tributary mahals of Chota Nagpur, with a population of 1,376,267. The area of the Sundarbans, estimated at 5,975 square miles, is also excluded.
															||| Exclusive of 792 boys attending girls' schools and entered in column 8.

Detailed Return of Colleges, Schools and Scholars in

CLASS OF INSTITUTIONS.	DEPARTMENTAL INSTITUTIONS.							AIDED INSTITUTIONS.						
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING			Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING		
					English.	A classical language.	A vernacular language.					English.	A classical language.	A vernacular language.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
UNIVERSITY EDUCATION—														
MADRAS . . . ARTS COLLEGES .														
{ English . . .	10	742	620	567	742	165	577	11	803	689	587	803	123	700
{ Oriental . . .	1	38	41	37	...	38	...	...	...	...	...	...	...	...
TOTAL . . .	11	780	661	604	742	203	577	11	803	689	587	803	123	700
BOMBAY . . . ARTS COLLEGES .														
{ English . . .	3	311	311	296	311	311	...	2	139	142	127	139	135	...
{ Oriental . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL . . .	3	311	311	296	311	311	...	2	139	142	127	139	135	...
BENGAL . . . ARTS COLLEGES .														
{ English . . .	12	1,305	1,177	1,009	1,264	1,071	...	5	895	765	647	895	864	...
{ Oriental . . .	6	1,089	913	671	322	770	131	...	...	...	...	...	...	...
TOTAL . . .	18	2,394	2,090	1,680	1,586	1,841	131	5	895	765	647	895	864	...
N.-W. P. AND OUDH. } ARTS COLLEGES .														
{ English . . .	3	172	166	146	172	126	...	2	157	136	116	157	124	...
{ Oriental . . .	1	427	400	364	...	427	...	2	130	109	86	17	89	41
TOTAL . . .	4	599	566	510	172	553	...	4	287	245	202	174	213	41
PUNJAB . . . ARTS COLLEGES .														
{ English . . .	1	103	96	77	103	99	...	...	...	...	...	...	...	...
{ Oriental . . .	...	...	...	...	...	...	...	1	122	116	111	...	81	41
TOTAL . . .	1	103	96	77	103	99	...	1	122	116	111	...	81	41
CENTRAL PROVINCES. } ARTS COLLEGES .														
{ English . . .	1	65	57	50	65	65	...	...	...	...	...	...	...	...
{ Oriental . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL . . .	1	65	57	50	65	65	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES	38	4,252	3,781	3,217	2,979	3,072	708	23	2,246	1,957	1,674	2,011	1,416	271

each Province of India* for the official year 1881-82.

UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.							GRAND TOTAL of Institutions.	GRAND TOTAL of Scholars on 31st March.	GRAND TOTAL OF SCHOLARS ON 31ST MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON 31ST MARCH ACCORDING TO RACE OR CREED.							REMARKS	
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING					English.	A classical language.	A vernacular language.	Hindus.	Muhammadans.	Sikhs.	Parsis.	Native Christians.	Europeans and Eurasians.	Others.		
16	17	18	19	20	21	22	23	24	25	26	27	28a	28b	28c	28d	28e	28f	28g	29	
...	α Attending for Natives
3	124	111	101	124	17	107	24	1,669	1,669	305	1,384	1,502	30	...	...	117	18	2	β Excluding Burma and tive States minister th system of tion.
...	...	...	...	...	...	...	1	38	...	38	...	38	...	...	...	...	...	...	...
3	124	111	101	124	17	107	25	1,707	1,669	343	1,384	1,540	30	...	...	117	18	2	
1	25	22	18	25	25	...	6	475	475	471	...	349	7	...	103	9	5	2		
...	
1	25	22	18	25	25	...	6	475	475	471	...	349	7	...	103	9	5	2		
4	538	459	385	538	516	...	21	2,738†	2,697	2,451	...	2,530	106	...	...	28	39	35	† 6 girls.
...	...	...	...	...	...	...	6	1,089	322	770	131	1	1,088	...	...	...	...	...	...
4	538	459	385	538	516	...	27	3,827	3,019	3,222	131	2,531	1,194	...	...	28	39	35	
1	20	16	13	20	20	...	6	349	349	270	...	303	36	...	...	8	2	...	
...	...	...	...	...	...	...	3	557	17	516	41	489	68	...	...	...	...	...
1	20	16	13	20	20	...	9	906	266	786	42	792	104	...	...	8	2	...	
...	...	...	...	...	...	...	1	103	103	99	...	84	13	3	...	3	...	...
...	...	...	...	...	...	...	1	122	...	81	41	43	71	8	...	...	...	...	‡ The Orient lege of the University (
...	...	...	...	...	...	...	2	225	103	180	42	227	84	11	...	3	...	...
...	...	...	...	...	...	...	1	65	65	65	...	59	5	...	...	1	...	...
...		
...	...	...	...	...	...	...	1	65	65	65	...	59	5	...	...	1	...	...	§ Excluding t ma Colleg attached col school, whit attended t pupils.
9	707	608	527	707	578	107	705	7,205	5,697	5,066	1,597	5,398	1,424	11	103	166	64	39		

Detailed Return of Colleges, Schools and Scholars in

CLASS OF INSTITUTION	DEPARTMENTAL INSTITUTIONS.								AIDED INSTITUTIONS.								
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING			Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING					
					English.	A classical language.	A vernacular language.					English.	A classical language.	A vernacular language.			
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
SECONDARY EDUCATION—																	
MADRAS	High Schools	For Boys	English	22	1,142	1,031	912	1,142	156	986	47	2,995	2,074	2,292	2,995	485	2,570
		For Girls	English	1	1	6	4	1	1	1	1	1	1	1	1	1	1	1
	Middle Schools	For Boys	English	129	5,085	4,418	3,919	5,081	503	4,682	184	9,837	9,053	7,859	9,824	1,116	8,882
		For Girls	English	4	35	31	25	35	21	35	19	83	93	79	69	69	83
		For Girls	Vernacular	1	15	13	10	15	15	6	15	6	79	69	64	69	61	77
TOTAL			159	6,288	5,509	4,879	6,239	659	5,729	271	13,072	11,978	10,364	12,889	1,601	11,644	
BOMBAY	High Schools	For Boys	English	19	3,601	3,212	2,832	3,601	3,153	1,002	14	1,226	1,116	926	1,226	765	577
		For Girls	English	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Middle Schools	For Boys	English	128	7,569	6,875	5,852	7,569	180	5,356	30	3,780	3,635	3,058	3,780	261	1,810
		For Girls	English	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		For Girls	Vernacular	1	1	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL			147	11,170	10,087	8,684	11,170	3,333	6,358	53	5,561	5,312	4,429	5,561	1,026	2,468	
BENGAL	High Schools	For Boys	English	51	14,795	13,583	10,839	14,720	5,852	7,286	96	12,696	11,262	8,642	11,858	4,051	8,367
		For Girls	English	1	100	100	77	58	7	93	1	100	100	77	58	7	93
	Middle Schools	For Boys	English	9	1,349	1,136	852	932	435	1,027	465	28,981	26,220	19,825	18,966	269	25,160
		For Girls	English	183	10,407	9,483	7,194	1,387	9,794	791	41,623	37,091	29,224	2,867	189	41,262	
		For Girls	Vernacular	1	199	185	95	25	3	199	4	141	138	141	141	141	141
TOTAL			245	26,910	24,487	19,057	17,122	6,297	18,399	1,370	83,949	75,816	58,198	33,848	4,509	75,422	
N.-W. P. AND OUDH.	High and Middle Schools	For Boys	English	67	2,927	2,684	2,257	2,927	2,360	762	56	2,377	2,222	1,794	2,350	1,402	1,108
		For Girls	English	455	3,592	3,195	2,705	3,592	3,545	7	241	249	197	62	223	29	
	Middle Schools	For Boys	English	1	1	1	1	1	1	1	1	1	1	1	1	1	
		For Girls	English	1	1	1	1	1	1	1	1	1	1	1	1	1	
		For Girls	Vernacular	1	1	1	1	1	1	1	1	1	1	1	1	1	
TOTAL			522	6,489	5,879	4,962	2,927	3,597	4,307	66	2,686	2,550	2,062	2,416	1,680	1,205	
PUNJAB	High Schools	For Boys	English	10	335	347	288	312	335	143	11	118	142	108	118	118	83
		For Girls	English	1	32	29	23	32	32	32	32	32	32	32	32	32	32
	Middle Schools	For Boys	English	53	1,903	2,060	1,734	1,897	1,903	1,891	22	768	792	639	767	760	768
		For Girls	English	125	2,704	2,845	2,381	2,704	2,704	1	8	9	9	8	8	8	
		For Girls	Vernacular	1	1	1	1	1	1	1	1	1	1	1	1	1	
TOTAL			189	4,974	5,281	4,426	2,209	4,974	4,770	35	994	1,023	827	893	950	935	
CENTRAL PROVINCES.	High Schools	For Boys	English	1	149	100	84	149	149	...	4	172	167	135	172	168	...
		For Girls	English	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Middle Schools	For Boys	English	38	1,952	1,741	1,445	1,952	209	1,898	10	499	496	374	499	132	452
		For Girls	English	1	1	1	1	1	1	1	1	1	1	1	1	1	
		For Girls	Vernacular	1	1	1	1	1	1	1	1	1	1	1	1	1	
TOTAL			39	2,101	1,841	1,529	2,101	358	1,898	14	671	663	509	671	300	452	
ASSAM	High Schools	For Boys	English	9	1,898	1,708	1,393	1,890	839	1,313	1	130	123	105	125	37	93
		For Girls	English	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Middle Schools	For Boys	English	2	123	116	100	87	123	28	2,418	2,120	1,623	1,139	46	2,563	
		For Girls	English	18	1,382	1,231	1,043	1,382	25	1,382	25	1,537	1,365	1,061	42	1,537	
		For Girls	Vernacular	1	1	1	1	1	1	1	1	1	1	1	1	1	
TOTAL			29	3,403	3,055	2,536	1,977	839	2,818	54	4,085	3,608	2,789	1,264	125	3,993	
COORG	High Schools	For Boys	English	1	38	28	25	38	38	38	...	...	...	...	...	...	...
		For Girls	English	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Middle Schools	For Boys	English	1	119	105	89	119	119	119	...	...	...	...	...	...	...
		For Girls	English	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		For Girls	Vernacular	1	1	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL			2	157	133	114	157	157	157	...	...	...	...	...	...	...
AIDARABAD ASSIGNED DISTRICTS.	High Schools	For Boys	English	2	61	50	41	61	59	60	...	...	...	...	...	...	...
		For Girls	English	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Middle Schools	For Boys	English	29	972	838	672	972	247	972	...	...	...	...	...	...	...
		For Girls	English	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		For Girls	Vernacular	1	1	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL			31	1,033	888	672	1,033	306	1,032	...	...	...	...	...	...	...
TOTAL OF SECONDARY SCHOOLS																	
			1,363	62,525	57,160	46,400	44,935	20,363	45,468	1,863	111,018	100,950	79,178	57,542	10,800	96,119	

UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.								GRAND TOTAL OF SCHOLARS ON 31ST MARCH LEARNING.			CLASSIFICATION OF SCHOLARS ON 31ST MARCH ACCORDING TO RACE OR CREED.								REMARKS
Number of Institutions	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING			GRAND TOTAL OF Institutions.	GRAND TOTAL of Scholars on 31st March.	English.	A classical language.	A vernacular language.	Hindus.	Muhammadans.	Sikhs.	Parsees.	Native Christians.	Europeans and Eurasians.	Others.	
				English.	A classical language.	A vernacular language.													Hindus.	Muhammadans.	Sikhs.	Parsees.	Native Christians.	Europeans and Eurasians.	Others.
16	699	658	558	699	235	586	81	4,836	4,836	776	4,142	4,242	117	...	391	67	19		
...	
308	3,491	2,586	3,079	3,590	416	3,378	521	18,583	18,495	2,035	16,912	15,984	723	...	1,552	191	103		
91	393	390	339	...	...	393	116	511	...	...	511	491	2	...	18	...	...
9	96	85	72	96	...	...	16	190	180	...	106	3	...	...	163	22	2		
14	110	115	107	...	...	110	28	197	...	...	197	65	1	...	127	...	4		
334	4,099	3,834	4,155	4,385	551	4,557	764	24,289	23,513	2,821	21,030	20,785	843	...	2,253	280	128		
8	904	836	735	904	554	251	41	5,731	5,731	4,472	1,830	4,416	118	...	1,041	90	23		
...	
48	2,908	2,499	2,077	2,908	242	802	206	14,257	14,257	683	7,968	10,386	781	...	1,549	1,268	164		
...	
56	3,812	3,335	2,812	3,812	796	1,053	256	20,843	20,843	5,155	9,879	14,808	902	...	2,722	1,671	282		
60	16,256	14,000	12,787	15,634	5,817	7,598	207	43,747	42,212	15,740	23,251	39,357	3,831	...	281	55	213		
1	84	74	61	84	24	73	2	184	142	31	166	77	...	...	59	15	33		
118	7,620	7,016	5,518	4,640	109	6,760	612	37,959	24,538	813	32,956	32,300	5,032	...	360	56	202		
76	4,351	3,861	3,070	165	...	4,351	1,050	56,441	4,419	189	55,407	48,189	7,735	...	100	417	...		
1	19	10	9	10	...	...	15	340	106	3	340	177	4	...	147	5	7		
1	19	10	9	10	...	...	15	527	26	...	511	393	6	...	148	4	6		
276	28,339	25,861	21,445	20,533	5,950	18,810	1,891	139,198	71,593	16,756	112,631	120,473	16,608	...	1,104	135	878		
5	50	41	32	50	21	29	128	5,354	5,327	3,783	1,899	4,296	892	...	157	...	9		
...	3,803	1,460	62	3,574	3,007	796		
5	50	41	32	50	21	29	593	9,225	5,393	5,898	5,541	7,393	1,688	...	222	3	9		
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Detailed Return of Colleges, Schools and Scholars in

CLASS OF INSTITUTIONS.	DEPARTMENTAL INSTITUTIONS.							AIDED INSTITUTIONS.								
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING			Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING				
					English.	A classical language.	A vernacular language.					English.	A classical language.	A vernacular language.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
PRIMARY EDUCATION—																
MADRAS { Primary Schools.	For Boys.	English	352	17,855	17,744	14,954	8,750	214	17,854	851	37,065	36,681	30,968	20,903	312	36,974
		Vernacular	864	26,997	26,543	22,491	47	133	26,922	6,322	155,415	155,181	129,278	216	463	155,415
	For Girls.	English	1	83	94	72	47	...	51	27	1,577	1,672	1,229	877	71	1,275
		Vernacular	46	2,040	1,897	1,432	...	...	2,040	214	10,083	9,668	7,429	106	...	10,048
	TOTAL		1,263	46,975	46,278	38,950	8,844	347	46,867	7,414	204,140	203,208	168,904	22,102	846	203,712
BOMBAY { Primary Schools.	For Boys.	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	3,630	232,663	220,615	164,168	...	...	232,663	146	9,564	9,179	7,297	...	73	9,491
	For Girls.	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	181	11,296	10,514	6,371	...	...	11,296	50	4,338	4,120	2,950	...	...	4,338
	TOTAL		3,811	243,959	231,129	170,539	...	...	243,959	196	13,902	13,299	10,247	...	73	13,829
BENGAL { Primary Schools.	For Boys.	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	28	916	805	544	...	...	916	46,453	820,080	714,381	601,558	555	49,628	807,401
	For Girls.	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	921	15,355	14,023	10,471	275	411	15,067
	TOTAL		28	916	805	544	...	...	916	47,374	835,435	728,404	612,029	830	50,039	822,468
N.W. P. AND OUDH. { Primary Schools.	For Boys.	English	72	6,319	5,914	5,000	5,254	2,012	4,423	55	7,491	7,304	5,705	6,454	1,729	6,236
		Vernacular	5,329	187,054	180,514	144,225	...	12,521	187,054	56	2,731	2,667	2,116	40	456	2,316
	For Girls.	English	...	...	...	...	...	...	...	10	1,014	1,018	925	463	10	984
		Vernacular	160	3,687	3,619	2,798	...	19	3,686	122	3,783	3,689	3,081	12	61	3,746
	TOTAL		5,561	197,060	190,047	152,023	5,254	14,552	195,163	243	15,019	14,678	11,827	6,969	2,256	13,282
PUNJAB { Primary Schools.	For Boys.	English	115	14,757	14,209	11,345	3,453	5,310	14,757	83	8,262	8,070	6,357	4,244	3,451	7,839
		Vernacular	1,289	69,637	66,197	53,239	...	19,628	69,637	33	1,004	832	534	...	44	1,004
	For Girls.	English	...	...	...	...	...	...	...	3	141	133	116	111	55	141
		Vernacular	145	3,857	3,827	2,952	...	594	3,857	159	5,209	5,051	3,589	...	329	5,209
	TOTAL		1,549	88,251	84,233	67,536	3,453	25,532	88,251	278	14,616	14,086	10,566	4,355	3,879	14,693
CENTRAL PROVINCES. { Primary Schools.	For Boys.	English	39	1,574	1,505	1,120	1,574	...	1,574	12	909	919	706	909	41	689
		Vernacular	791	51,495	51,298	36,401	...	...	51,495	343	17,363	17,471	11,700	20	78	17,363
	For Girls.	English	...	...	...	...	...	...	...	1	91	90	6	60	...	74
		Vernacular	64	2,676	2,611	1,719	...	...	2,676	12	423	427	253	9	...	423
	TOTAL		894	55,745	55,414	39,240	1,574	...	55,745	368	18,786	18,907	12,723	998	119	18,549
ASSAM { Primary Schools.	For Boys.	English	...	...	...	...	...	...	34	697	706	442	247	...	684	
		Vernacular	7	187	169	134	...	...	187	1,155	33,814	30,717	23,440	45	1,353	33,618
	For Girls.	English	...	...	...	...	...	...	...	6	319	261	147	129	...	319
		Vernacular	...	...	...	...	...	...	...	61	813	775	557	...	...	813
	TOTAL		7	187	169	134	...	...	187	1,256	35,643	32,459	24,586	421	1,353	35,434
COORG { Primary Schools.	For Boys.	English	6	346	336	283	346	...	346	...	...	...	...	...	...	...
		Vernacular	51	2,632	2,416	1,848	...	...	2,632	2	65	57	55	...	...	65
	For Girls.	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	1	26	16	16	...	...	26
	TOTAL		57	2,978	2,752	2,131	346	...	2,978	3	91	73	71	...	...	91
MADRAS ASSIGNED DISTRICTS. { Primary Schools.	For Boys.	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	459	27,575	26,383	19,750	...	...	27,575	205	4,113	4,058	3,425	...	22	4,091
	For Girls.	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	8	269	264	180	...	...	269	4	99	102	68	...	...	99
	TOTAL		467	27,844	26,647	19,930	...	...	27,844	209	4,212	4,160	3,493	...	22	4,190
TOTAL OF PRIMARY SCHOOLS																
	13,637	663,915	637,474	491,027	19,471	40,431	661,910	57,341	1,141,844	1,029,268	854,476	35,675	58,587	1,126,248		

each Province of India* for the official year 1881-82 —continued.

UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.							GRAND TOTAL of Institutions.	GRAND TOTAL of Scholars on 31st March.	GRAND TOTAL OF SCHOLARS ON 31ST MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON 31ST MARCH ACCORDING TO RACE OR CREED.							REMARKS.	
Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING					English.	A classical language.	A vernacular language.	Hindus.	Muhammadans.	Sikhs.	Parsis.	Native Christians.	Europeans and Eurasians.	Others.		
16	17	18	19	20	21	22	23	24	25	26	27	28a	28b	28c	28d	28e	28f	28g	29	
278	8,375	7,708	6,495	4,460	189	8,375	1,481	63,295†	34,113	715	63,203	50,922	4,973	...	...	6,316	370	714	* Excluding British India and all Nat States that adminu their own system education.
5,312	94,571	94,113	80,198	...	1,042	94,458	12,498	2,76,983‡	263	1,638	276,795	238,526	19,232	...	...	16,642	45	2,538	†1,941 girls.
7	237	242	213	180	...	237	35	1,897§	1,104	71	1,563	313	...	...	...	1,348	190	46	‡12,175 girls.
212	6,345	6,070	4,775	5	...	6,345	472	18,468¶	111	...	18,433	12,644	427	...	...	5,014	26	357	§281 boys.
5,809	109,528	108,133	91,681	4,645	1,231	109,415	14,486	360,643	35,591	2,424	359,994	302,405	24,632	...	...	29,320	631	3,655	¶171 boys.
...
1,236	70,544	67,894	51,851	...	87	70,457	5,012	2,312,771	...	160	312,611	265,416	39,231	...	3,517	1,516	5	3,086	a 4,296 girls.	
...
95	4,283	3,821	2,400	...	...	4,283	326	19,917	...	...	19,917	15,747	1,366	...	1,932	681	2	186	b 58 boys.
1,331	74,827	71,775	54,251	...	87	74,740	5,338	332,688	...	160	332,528	281,163	40,597	...	5,449	2,200	7	3,272	...	
...
4,307	59,941	53,164	45,425	174	479	59,604	50,788	2,880,937	729	50,107	867,921	641,454	217,216	...	...	3,426	1	18,840	c 20,744 girls.
...
69	2,097	1,869	1,359	21	...	2,097	990	17,452	296	411	17,164	14,580	1,570	...	...	1,175	7	120	d 236 boys.
4,376	62,038	55,033	46,784	195	479	61,701	51,778	898,389	1,025	50,518	885,085	656,034	218,786	...	...	4,601	8	18,960	...
13	430	430	345	385	55	293	140	14,240	12,093	3,796	10,952	9,836	3,339	...	...	874	153	38	...
18	487	502	383	...	117	398	5,403	190,272	40	13,094	189,768	160,911	28,788	...	...	466	...	107	...
...	...	...	...	...	...	...	10	1,014	463	10	984	123	156	...	...	722	...	13	...
10	242	275	205	...	...	212	292	7,712	12	80	7,674	4,545	2,696	...	...	458	...	13	...
41	1,159	1,207	933	385	172	933	5,845	213,238	12,608	16,980	209,378	175,415	34,979	...	...	2,520	153	171	...
...	...	...	...	...	...	...	198	23,019	7,697	8,761	23,096	14,287	7,176	1,377	...	154	...	25	†† 77 pupils who a each learning two vernacular languages have been returned by Provincial Comm: as 154.
...	...	...	...	...	...	...	1,322	70,611	...	19,672	70,641	35,111	28,378	6,185	...	140	...	827	...
...	...	...	...	...	...	...	3	141	111	55	141	1	2	...	...	134	2	2	...
...	...	...	...	...	...	...	304	9,066	...	923	9,066	3,105	4,235	1,490	...	117	...	119	...
...	...	...	...	...	...	...	1,827	102,867	7,808	29,411	102,944	52,504	39,791	9,052	...	545	2	973	...
1	37	42	28	37	...	37	52	2,520	2,520	41	2,300	1,876	290	...	...	154	154	46	...
84	3,151	3,086	1,991	...	5	3,151	1,218	72,009	20	83	72,009	63,929	5,195	...	...	95	1	2,789	...
...	...	...	...	...	...	...	1	91	60	...	74	9	...	...	...	80	2	...	...
1	18	20	4	...	...	18	77	3,117	9	...	3,117	2,856	117	...	...	71	...	40	...
86	3,206	3,148	2,023	37	5	3,206	1,348	77,737	2,609	124	77,500	68,670	5,632	...	...	403	157	2,875	...
...	...	...	...	...	...	...	34	697	247	...	684	...	...	...	...	140	13	544	e 68 girls.
84	2,275	2,164	1,777	...	11	2,275	1,246	736,276	45	1,364	36,080	27,892	5,475	...	...	503	...	2,406	f 345 girls.
...	...	...	...	...	...	...	6	319	129	...	319	...	...	...	...	148	...	171	...
4	77	75	64	...	...	77	65	890	...	...	890	576	2	...	...	127	...	185	g 28 boys.
88	2,352	2,239	1,841	...	11	2,352	1,351	38,182	421	1,364	37,973	28,468	5,477	...	...	918	13	3,306	...
...	...	...	...	...	...	...	6	1346	346	...	346	337	3	...	...	5	1	...	h 1 girl.
...	...	...	...	...	...	...	53	2,697	...	...	2,697	2,542	84	...	...	71	...	...	i 304 girls.
...	...	...	...	...	...	...	1	26	...	...	26	...	...	...	...	21	...	...	...
...	...	...	...	...	...	...	60	3,069	346	...	3,069	2,881	87	...	...	100	1	...	...
...
207	2,672	2,544	2,117	...	35	2,637	871	34,350j	...	57	34,303	30,530	4,501	...	19	39	...	1	k 1 boy.	
...	...	...	...	...	...	...	12	368k	...	...	368	272	82	...	...	14	...	...	...
207	2,672	2,544	2,117	...	35	2,637	883	34,728	...	57	34,671	30,802	4,583	...	19	53	...	1	l Excluding 59 sch: in Ajmir attended 2,309 pupils.	
11,938	255,782	244,019	199,630	5,262	2,020	254,984	22,916l	2,061,541	60,408	101,038	2,043,142	1,598,342	374,564	9,052	5,468	40,660	972	33,213	m Attending schools Natives of India n Columns 28a to 28g clude 730 pupils in tached Middle Scho	

Detailed Return of Colleges, Schools and Scholars in

CLASS OF INSTITUTIONS.	DEPARTMENTAL INSTITUTIONS.							AIDED INSTITUTIONS.						
	Number of Institutions.	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attend-ance.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING			Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attend-ance.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING		
					English.	A classical lan- guage.	A vernacular lan- guage.					English.	A classical lan- guage.	A vernacular lan- guage.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PROFESSIONAL AND TECHNICAL SCHOOLS ATTACHED AS DEPARTMENTS TO PRIMARY OR SECONDARY SCHOOLS.														
PUNJAB	Training Schools for Masters	26	642	573	544	76	16	633	3	157	141	130	119	157
	Training Schools for Mistresses	1	20	21	18	20	...	20	3	137	137	118	...	137
	Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	27	662	624	572	96	16	653	6	294	278	248	229	294	
BOMBAY	Training Schools for Masters	4	360	352	307	...	239	360	...	...	...	...	...	...
	Training Schools for Mistresses	2	73	65	50	...	...	73	...	...	...	...	...	...
	Engineering Schools	1	10	6	5	10	...	...	...	...	...	...	...	...
	Industrial Schools	1	(1)	(5)	(5)	(1)	...	...	...	...	...	...	...	...
	Other Schools	25	7	9	7	...	...	7	...	...	...	...	...	...
TOTAL	23	450	432	375	20	239	440	...	...	...	...	...	...
MADRAS	Training Schools for Masters	10	672	599	503	21	373	651	4	335	299	278	26	315
	Training Schools for Mistresses	...	...	...	...	...	...	...	2	41	35	34	41	38
	Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	16	672	599	503	21	373	651	6	376	334	312	109	373	
S. W. P. & OODH.	Training Schools for Masters	18	306	301	277	...	15	306	...	...	...	...	...	89
	Training Schools for Mistresses	...	...	...	...	...	...	...	3	89	81	60	81	...
	Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	18	306	301	277	...	15	306	3	89	81	60	81	89	
UNJAB	Training Schools for Masters	4	247	230	215	27	154	220	1	31	31	26	19	31
	Training Schools for Mistresses	...	...	...	...	...	...	...	3	138	148	120	15	37
	Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	4	247	230	215	27	154	220	4	169	179	146	34	153	
CENTRAL PROVINCES	Training Schools for Masters	3	171	167	155	...	...	171	...	...	...	...	...	...
	Training Schools for Mistresses	1	17	19	15	...	...	17	...	...	...	...	...	...
	Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Industrial Schools	24	450	413	282	...	...	450	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	28	638	599	452	...	...	638	...	...	...	...	...	...
BENARAS	Training Schools for Masters	6	220	187	151	44	27	219	3	111	95	80	14	111
	Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	6	220	187	151	44	27	219	3	111	95	80	14	111	
MORGA	Training Schools for Masters	1	7	6	6	...	...	7	...	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	1	7	6	6	...	...	7	...	...	...	...	...	...
M. A. DISTRICTS	Training Schools for Masters	1	79	72	63	...	13	79	...	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	1	79	72	63	...	13	79	...	...	...	...	...	...
TOTAL OF PROFESSIONAL AND TECHNICAL SCHOOLS														
	34	3,281	3,069	2,614	198	837	3,213	22	2,039	1,967	1,465	468	97	1,020
GRAND TOTAL FOR EACH PROVINCE.														
Punjab	1,460	54,705	53,082	45,005	15,921	1,225	53,826	7,702	218,309	216,147	180,103	36,023	2,570	216,350
Bombay	3,994	255,800	241,959	179,894	11,491	3,883	250,757	251	19,602	18,753	14,863	5,700	1,234	19,797
Madras	307	34,892	27,981	21,784	18,729	8,511	20,097	48,755	920,655	805,319	671,166	35,632	55,441	828,263
S. W. P. and Oodh	6,105	204,454	196,793	157,772	8,383	18,717	109,770	316	18,081	17,554	14,151	9,641	4,149	14,617
Unjab	1,743	93,575	89,849	74,254	8,792	30,759	93,241	318	15,901	15,404	11,680	5,282	4,987	75,822
Central Provinces	902	58,549	57,911	41,271	3,740	423	58,281	322	19,457	19,570	13,222	1,689	419	39,001
Benaras	42	3,810	3,411	2,821	2,021	866	3,224	1,313	39,839	36,162	27,455	1,699	2,478	39,538
Morga	60	3,142	2,891	2,251	503	...	3,142	3	91	73	...	...	...	91
Madras Assigned Districts	499	28,956	27,607	20,206	1,033	319	28,955	209	4,212	4,160	3,493	...	22	4,190
TOTAL FOR INDIA*	15,172	733,973	701,484	543,258	67,583	64,703	711,200	59,249	2,256,147	2,133,142	1,636,274	95,696	70,300	2,224,169

PRIVATE UNINSPECTED SCHOOLS

* Excluding uninspected missionary schools, of which no returns can be given.

Statement showing the Proportion of Pupils of each Race or Creed in all classes of Departmental, Aided and Inspected Institutions* in India † at the end of the official year 1881-82.

PROVINCES	Class of Institutions.	Hindus.	Muhamadans.	Sikhs.	Parsis.	Native Christians	Europeans and Eurasians (in Schools for Natives of India).	Others.	TOTAL.	
1	2	3	4	5	6	7	8	9	10	
MADRAS	NUMBER OF PUPILS IN	Arts Colleges	1,540	30	...	...	117	18	2	1,707
		Secondary Schools	20,785	843	...	...	2,253	280	128	24,289
		Primary Schools	302,405	24,632	...	...	29,320	621	3,655	360,643
	PERCENTAGE OF PUPILS OF EACH RACE OR CREED TO THE TOTAL NUMBER ENROLLED.	Normal Schools	591	42	...	...	316	7	...	956
		TOTAL	325,321	25,547	...	...	32,006	936	3,785	367,595
		Arts Colleges	90 22	1 175	...	...	6 85	1 06	...	...
BOMBAY	NUMBER OF PUPILS IN	Secondary Schools	14,808	901	...	103	9	5	2	16,818
		Primary Schools	281,163	40,597	...	2,722	1,671	282	159	333,543
		Normal Schools	454	43	...	5	5	...	7	553
	PERCENTAGE OF PUPILS OF EACH RACE OR CREED TO THE TOTAL NUMBER ENROLLED.	Other Schools	16	...	...	1	...	...	1	17
		TOTAL	296,790	41,548	...	8,220	3,930	394	3,434	354,276
		Arts Colleges	73 47	1 47	...	21 60	1 20	...	1 05	...
BENGAL	NUMBER OF PUPILS IN	Secondary Schools	120,473	16,608	...	...	1,104	135	878	139,108
		Primary Schools	650,034	218,786	...	...	4,601	8	18,560	878,389
		Normal Schools	585	55	...	...	318	11	79	1,048
	PERCENTAGE OF PUPILS OF EACH RACE OR CREED TO THE TOTAL NUMBER ENROLLED.	TOTAL	779,623	236,643	...	...	6,021	193	19,958	1,044,468
		Arts Colleges	66 14	31 20	...	...	7 3	1 02	...	...
		Secondary Schools	86 55	11 93	...	...	7 9	1 0	...	...
Y. W. P. AND OUDH.	NUMBER OF PUPILS IN	Primary Schools	175,445	34,979	...	...	2,520	153	171	213,238
		Normal Schools	287	55	...	...	83	...	...	395
		TOTAL	183,767	36,826	...	...	2,833	198	180	223,764
	PERCENTAGE OF PUPILS OF EACH RACE OR CREED TO THE TOTAL NUMBER ENROLLED.	Arts Colleges	87 42	11 48	...	...	88	22	...	...
		Secondary Schools	79 16	18 30	...	...	2 41	0 3	...	...
		Primary Schools	82 26	16 41	...	...	1 18	0 7	...	...
PUNJAB	NUMBER OF PUPILS IN	Normal Schools	65 06	13 93	...	...	21 01	...	...	...
		TOTAL	82 12	16 46	...	...	1 27	0 7	...	...
		Arts Colleges	127	84	...	...	3	...	...	225
	PERCENTAGE OF PUPILS OF EACH RACE OR CREED TO THE TOTAL NUMBER ENROLLED.	Secondary Schools	3,500	1,793	...	...	45	...	5	5,068
		Primary Schools	52,804	39,791	...	...	545	...	973	92,867
		Normal Schools	176	176	...	...	12	...	...	416
CENTRAL PROVINCES.	NUMBER OF PUPILS IN	TOTAL	56,367	41,844	9,674	...	602	8	978	109,476
		Arts Colleges	56 45	37 33	4 80	...	1 33	...	...	...
		Secondary Schools	50 65	30 04	9 37	...	7 6	...	10	...
	PERCENTAGE OF PUPILS OF EACH RACE OR CREED TO THE TOTAL NUMBER ENROLLED.	Primary Schools	51 04	38 68	8 84	...	5 3	...	...	...
		Normal Schools	42 31	42 31	12 50	...	3 88	...	...	...
		TOTAL	51 49	38 22	8 84	...	5 5	...	...	...
ASSAM	NUMBER OF PUPILS IN	Arts Colleges	59	5	...	...	1	...	...	65
		Secondary Schools	2,437	247	...	...	24	...	12	2,777
		Primary Schools	68,670	5,632	...	...	403	...	157	77,737
	PERCENTAGE OF PUPILS OF EACH RACE OR CREED TO THE TOTAL NUMBER ENROLLED.	Normal Schools	172	14	...	...	...	...	2	188
		Other Schools	418	31	...	...	1	...	...	450
		TOTAL	71,756	5,929	...	...	429	...	209	81,212
MIZORAM	NUMBER OF PUPILS IN	Arts Colleges	90 77	7 69	...	...	1 54	...	...	...
		Secondary Schools	87 91	8 91	...	...	1 87	...	1 88	...
		Primary Schools	86 34	7 24	...	...	5 2	...	...	...
	PERCENTAGE OF PUPILS OF EACH RACE OR CREED TO THE TOTAL NUMBER ENROLLED.	Normal Schools	91 49	7 45	...	...	...	...	...	...
		Other Schools	92 89	6 89	...	...	...	...	...	...
		TOTAL	88 35	7 31	...	...	5 3	...	...	...
COCHIN	NUMBER OF PUPILS IN	Arts Colleges	6,437	1,172	...	...	197	16	355	8,177
		Secondary Schools	28,468	5,477	...	...	918	13	3,306	38,288
		Primary Schools	171	28	...	...	81	2	49	331
	PERCENTAGE OF PUPILS OF EACH RACE OR CREED TO THE TOTAL NUMBER ENROLLED.	Normal Schools	55	4	...	...	1	...	...	60
		TOTAL	35,131	6,681	...	...	1,297	31	3,710	46,750
		Arts Colleges	78 72	14 33	...	...	2 41	...	...	...
RAJAHMUNDRAM	NUMBER OF PUPILS IN	Secondary Schools	74 56	14 35	...	...	2 40	...	...	...
		Primary Schools	51 66	8 46	...	...	2 47	...	...	...
		Normal Schools	91 67	6 67	...	...	1 66	...	...	...
	PERCENTAGE OF PUPILS OF EACH RACE OR CREED TO THE TOTAL NUMBER ENROLLED.	TOTAL	75 13	14 29	...	...	2 56	...	...	...
		Arts Colleges . . . . .	...	...	...	...	...	...	...	...
		Secondary Schools . . . . .	...	...	...	...	...	...	...	...
RAJAHMUNDRAM ASSIGNED DISTRICTS.	NUMBER OF PUPILS IN	Primary Schools	154	2	...	...	1	...	...	157
		Normal Schools	2,881	87	...	...	100	...	1	3,069
		TOTAL	3,042	89	...	...	101	...	...	3,233
	PERCENTAGE OF PUPILS OF EACH RACE OR CREED TO THE TOTAL NUMBER ENROLLED.	Arts Colleges	98 09	1 27	...	...	6 4	...	...	...
		Secondary Schools	93 87	2 84	...	...	3 26	...	...	...
		Normal Schools . . . . .	...	...	...	...	...	...	...	...
INDIA	NUMBER OF PUPILS IN	Arts Colleges	290	8	...	...	3	...	1	303
		Secondary Schools	20,802	4,583	...	...	33	...	1	25,458
		Primary Schools	66	13	...	...	...	...	...	79
	PERCENTAGE OF PUPILS OF EACH RACE OR CREED TO THE TOTAL NUMBER ENROLLED.	Normal Schools	31,158	4,604	...	...	19	...	...	35,840
		TOTAL	86 94	12 85	...	...	0 5	...	...	...
		Arts Colleges	5,198	1,424	...	...	103	...	...	...
GRAND TOTAL	NUMBER OF PUPILS IN	Secondary Schools	176,847	23,262	...	...	5,520	...	...	...
		Primary Schools	1,598,344	374,564	...	...	54,680	...	...	...
		Normal Schools	2,479	420	...	...	5	...	...	...
	PERCENTAGE OF PUPILS OF EACH RACE OR CREED TO THE TOTAL NUMBER ENROLLED.	Other Schools	480	35	...	...	1	...	...	...
		TOTAL	1,782,955	399,711	9,674	8,220	47,208	1,831	34,030	2,284,608
		Arts Colleges	74 92	19 77	...	...	1 43	...	...	...
PROPORTION OF EACH RACE OR CREED TO THE TOTAL POPULATION	NUMBER OF PUPILS IN	Secondary Schools	83 68	11 04	...	...	1 29	...	...	...
		Primary Schools	77 50	18 16	...	...	1 27	...	...	...
		Normal Schools	62 40	10 72	...	...	1 31	...	...	...
	PERCENTAGE OF PUPILS OF EACH RACE OR CREED TO THE TOTAL POPULATION	Other Schools	91 79	6 64	...	...	1 2	...	...	...
		TOTAL	78 04	17 50	...	...	2 07	...	...	...
		Arts Colleges	73 21	22 36	...	...	6 8	...	...	...

* Details are not available for unregulated Institutions and other Private Schools.

General Table No. 3a.

Abstract Return of the Total Expenditure on Education * in India ** for the official year 1881-82.

(For Details see General Tables 3b and 3c.)

1.	TOTAL DIRECT EXPENDITURE ON EDUCATION.						TOTAL INDIRECT EXPENDITURE ON EDUCATION.							15	REMARKS.	
	UNIVERSITY EDUCATION.	SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCATION, SPECIAL.		TOTAL.	UNIVERSITIES.	DIRECTION.	INSPECTION.	SCHOLARSHIPS.	BUILDINGS.	MISCELLANEOUS.			TOTAL.
	Arts colleges.	Secondary schools.	Primary schools.	Training schools and classes.	All other special schools.	8											9	10	11	12	13	14
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
	R	R	R	R	R	R	R	R	R	R	R	R	R	R		
1. Institutions. { For males For females	13,29,027 3,116	38,30,065 82,186	64,06,972 6,80,156	3,59,464 71,399	21,791 ...	1,10,47,319 8,36,857	1,63,019	2,73,757	13,54,283	3,98,664	8,37,891	2,98,492	33,26,106	1,61,10,282	Percentage of total Provincial expenditure included in column 15 to total expenditure on education :- 33'29.	
TOTAL	13,32,143	39,12,251	70,87,128	4,30,863	21,791	1,27,84,176	1,63,019†	2,73,757	13,54,283	3,98,664	8,37,891	2,98,492	33,26,106	1,61,10,282		
2. (a) Percentages of Provincial expenditure included in columns 2-15 to total Provincial expenditure on education †	10'28	20'96	19'64	3'87	'21	54'96	'38†	3'87	16'58	3'66	4'82	1'42	30'73	85'69	Percentage of total Local Fund expenditure included in column 15 to total expenditure on education :- 14'54.	
(b) Percentages of Local Fund expenditure included in columns 2-15 to total Local Fund expenditure on education †	...	2'61	74'31	3'05	'01	79'98	...	...	5'16	2'39	8'88	2'65	19'08	99'06	
(c) Percentages of Municipal expenditure included in columns 2-15 to total Municipal expenditure on education †	2'16	23'99	57'14	'64	'52	84'45	...	...	1'31	2'23	6'97	'02	10'53	94'98	
(d) Percentages of total expenditure in columns 2-15 to total expenditure on education †	7'31	21'48	38'91	2'36	'12	70'18	'90†	1'50	7'43	2'19	4'60	1'64	18'26	88'44¶		
3. Average annual cost‡ of educating each pupil in	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	* The expenditure on uninspected indigenou and other private schools is excluded from this Table, as no accurate estimate of it can be made. The expenditure on unattached institutions for professional instruction and on schools for Europeans and Eurasians is also excluded. An abstract of these two latter charges is given in a note at the end of General Table 3c. † The whole of the expenditure incurred by the Indian Universities has not been returned. ‡ The total expenditure on education from Provincial Funds in 1881-82, including the expenditure of institutions for professional training and of schools for Europeans and Eurasians, was Rs. 70,76,137. The total expenditure on education from Local Funds do. do. ,, 26,73,365 Do. do. Municipal Funds do. do. ,, 4,33,182 The total expenditure on education do. do. ,, 1,82,15,169 § The annual cost has been calculated on the direct expenditure only. The average cost of educating each pupil has been obtained by dividing the direct expenditure by the average number of pupils on the rolls monthly during the year. || Excluding unaided institutions. ¶ See note at the end of General Table 3c. ** Excluding Ajmir, British Burma and all Native States that administer their own system of education.									
Departmental Institutions. { Cost to Provincial Revenues Cost to Local Rates and Cesses Cost to Municipal Funds TOTAL COST	169 8 0 0 12 8 244 1 3	16 15 4 1 3 3 1 5 5 31 7 7	0 15 4 2 9 11 0 4 6 4 6 5	89 14 11 30 12 3 0 5 6 121 10 4	11 3 2 0 3 7 1 10 8 15 11 10	3 8 3 2 9 5 0 6 0 8 5 8										
Aided Institutions. { Cost to Provincial Revenues Cost to Local Rates and Cesses Cost to Municipal Funds TOTAL COST	42 9 1 3 2 0 188 12 10	5 1 5 0 0 2 0 3 10 16 12 1	0 12 1 0 4 11 0 1 0 3 7 1	37 12 10 0 3 1 1 14 7 101 11 10	..... ..... ..... .....	1 3 11 0 4 5 0 1 4 5 0 9									
Unaided Institutions. { Cost to Municipal Funds TOTAL COST . . . . .	..... 97 8 2	0 1 5 12 8 11	0 0 3 3 0 8	..... 90 4 9	..... 13 12 8	0 0 5 4 5 4									
All Institutions. { Cost to Provincial Revenues Cost to Local Rates and Cesses Cost to Municipal Funds TOTAL COST	124 11 5 1 8 8 219 6 10	9 6 1 0 7 0 0 8 8 20 6 6	0 13 4 1 3 0 0 2 0 3 11 5	75 15 4 22 9 1 0 11 10 115 7 2	11 3 2 0 3 7 1 9 7 15 10 7	2 1 10 1 2 7 0 2 9 6 0 10										

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Return of Expenditure on Departmental, Aided and Inspected

OBJECT OF EXPENDITURE.	DEPARTMENTAL INSTITUTIONS.								AIDED INSTITUTIONS.								
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.	
	2a	2b	2c	2d	2e	2f	2g	2	3a	3b	3c	3d	3e	3f	3g	3	
ARTS COLLEGES.																	
UNIVERSITY EDUCATION.	English	6,16,512	...	3,000	1,68,065	...	72,136	1,831	8,66,544	62,164	...	72,475	26,333	52,340	88,810	3,09,122	
	Oriental	25,379	3,580	360	32,877	127	62,323	24,547	...	6,372	16,140	...	18,439	9,973	75,471
TOTAL	6,40,891	...	3,000	1,71,645	360	1,05,013	1,958	9,28,867	86,711	...	6,372	88,615	26,333	70,779	98,783	3,84,593	
SCHOOLS FOR GENERAL EDUCATION.																	
<i>High Schools.</i>																	
For Boys	English	5,62,996	733	13,288	4,28,184	10,697	25,172	8,388	10,49,458	1,64,412	44	9,733	1,83,349	92,400	33,092	1,00,512	5,83,554
	Vernacular	3,057	319	3,376
For Girls	English	12,465	...	...	3,625	...	...	...	16,090	1,320	24	232	1	...	1,755	3,332
	Vernacular
<i>Middle Schools.</i>																	
For Boys	English	2,87,259	16,155	46,495	1,54,758	3,334	6,115	1,065	5,15,781	2,22,495	1,069	11,577	2,45,878	1,73,556	14,824	78,129	7,47,438
	Vernacular	98,152	51,842	16,782	33,242	5,620	750	1,505	2,07,893	1,11,688	33	2,560	93,085	87,477	1,121	8,099	3,04,963
For Girls	English	5,356	...	113	223	889	6,581	9,207	7,634	8,237	133	13,386	38,597
	Vernacular	9	9	4,465	...	390	432	6,332	231	692	22,542
TOTAL	9,69,294	68,730	76,678	6,20,351	20,540	32,027	11,568	17,99,188	5,73,497	1,246	24,284	5,21,510	3,68,003	49,401	1,08,585	16,90,426	
<i>Primary Schools.</i>																	
For Boys	English	1,22,003	61,853	62,653	94,515	745	5,297	4,722	3,51,788	1,00,447	35,007	27,394	1,38,500	25,911	9,020	1,11,058	4,48,841
	Vernacular	4,47,037	15,37,594	1,03,275	2,18,553	8,851	2,546	5,863	23,23,719	5,51,638	2,78,782	26,104	12,99,681	1,81,103	10,498	2,88,982	26,36,791
For Girls	English	1,675	370	2,045	15,517	...	658	5,826	8,083	942	38,513	69,531
	Vernacular	39,519	70,101	14,778	1,175	177	438	1,031	1,27,219	1,12,020	3,305	8,112	18,933	7,30,708	18,343	1,00,712	3,92,115
TOTAL	6,10,234	16,69,548	1,80,706	3,24,613	9,773	8,281	11,626	28,04,771	7,79,622	3,27,094	62,268	14,62,940	3,45,803	39,799	5,39,287	35,46,711	
PROFESSIONAL AND TECHNICAL SCHOOLS, ATTACHED AS DEPARTMENTS TO PRIMARY OR SECONDARY SCHOOLS--																	
Training Schools for Masters	2,13,100	78,405	318	679	114	135	72	8,92,913	14,498	68	...	1,453	15,593	2,555	21,087	55,3	
Training Schools for Mistresses	24,412	2,754	600	...	...	600	...	28,366	22,059	120	1,850	3,568	1,987	150	13,299	43,0
Engineering Schools	1,522	...	...	...	...	...	...	1,522	...	...	...	...	...	...	...	...
Industrial Schools	4,082	303	10	815	...	...	452	5,662	...	...	...	...	...	...	...	...
Other Schools	9,268	...	2,230	1,273	141	...	860	13,862	...	...	...	...	...	...	...	...
TOTAL	2,52,484	81,552	3,248	2,767	255	725	1,384	3,42,325	36,557	128	1,850	5,021	17,580	2,805	34,386	98,3	
UNIVERSITIES.																	
SECTION																	
SECTION																	
SCHOLARSHIPS	Colleges	40,359	...	...	...	...	4,080	5,974	50,419	2,740	...	...	...	1,194	1,253	5
	Schools	44,613	62,637	8,124	4,928	1,487	1,21,779	5,810	1,206	1,555	391	...	1,774	4,283	15
LOADINGS	1,06,389	2,36,019	30,113	...	2,676	9,388	42,038	4,26,623	21,099	...	58	...	8,134	38,500	20,568	86	
CELLANEOUS																	
TOTAL	2,51,174	3,68,941	38,339	794	2,676	18,576	1,52,665	8,35,197	29,989	1,206	1,613	391	8,134	41,468	26,104	1,01	
TOTAL FOR INDIA†	27,24,077	21,88,772	3,01,871	11,20,170	33,604	1,64,644	1,79,121	67,02,318	14,46,376	3,19,634	96,397	20,88,477	7,65,853	2,11,162	9,01,745	58,2	

I.—In calculating the expenditure from Provincial Revenues or any other fund, all payments or contributions from fees or other sources
 II.—The average annual cost of educating each pupil has been calculated

Institutions* in India† for the official year 1881-82.

General Table No

UNALDED INSTITUTIONS UNDER REGULAR INSPECTION.							TOTAL EXPENDITURE FROM					REMARKS.
Revenue of Native States in Bombay.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	TOTAL.	Provincial Revenue.	Local Rates and Cesses.	Municipal Funds.	Fees.	All other Sources.		GRAND TOTAL.
4a	4b	4c	4d	4e	4f	4g	5a	5b	5c	5d	5e	5f
₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹
5,964	...	6,679	...	3,390	8,650	24,683	6,77,576	...	3,000	2,47,219	2,56,454	11,94,349
...	...	...	...	...	...	...	49,026	...	6,372	19,720	61,776	1,37,794
5,964	...	6,679	...	3,390	8,650	24,683	7,27,602	...	9,272	2,66,939	3,28,230	13,32,143
44,093	1,870	93,036	39,342	23,008	28,237	2,29,591	7,27,408	777	24,891	7,04,569	4,04,938	18,64,603
...	...	...	...	...	...	...	3,057	...	...	319	...	3,376
...	...	...	...	...	...	...	13,785	...	24	3,857	1,756	19,422
...
68,031	453	61,761	31,320	7,749	23,035	2,68,349	5,09,664	17,224	58,525	4,62,397	3,77,758	14,25,568
...	650	5,416	22,205	770	6,621	25,662	2,09,840	51,875	29,992	1,32,643	1,24,168	2,38,518
...	...	290	280	...	1,542	2,112	14,563	...	113	8,147	24,167	47,890
...	...	81	414	51	2,977	2,923	4,474	...	390	513	10,097	15,474
22,120	2,973	1,60,584	23,561	31,576	61,212	4,22,637	14,22,791	69,876	1,03,935	13,12,445	9,43,204	39,12,251
...	1,070	17,953	1,214	4,230	8,459	33,637	2,22,450	96,860	91,723	2,50,967	1,71,668	2,33,668
2,45,346	1,613	2,61,523	23,554	4,681	76,068	6,12,795	9,98,675	18,16,376	1,31,002	17,79,757	8,47,494	55,73,304
...	...	415	...	...	15,868	26,283	17,192	...	658	6,611	6,140	29,867
19,026	1,229	1,619	12,723	1,632	36,690	72,919	1,51,539	73,406	24,119	21,727	3,21,498	5,92,289
2,64,372	4,528	2,21,509	37,491	10,649	1,37,025	7,35,634	13,29,256	19,86,622	2,47,502	20,59,064	14,04,066	70,87,128
10,975	...	9	...	...	213	21,297	2,27,598	78,563	318	2,141	50,844	3,59,464
...	...	...	...	...	...	...	46,471	2,874	2,450	3,568	16,036	71,399
...	...	32	...	713	...	745	1,522	...	...	32	713	2,267
...	...	...	...	...	...	...	4,082	303	10	813	452	5,662
...	...	...	...	...	...	...	9,368	...	2,220	1,273	1,001	13,862
10,975	...	41	...	753	213	11,942	2,29,041	21,740	4,998	7,829	69,046	4,52,654
...	...	...	...	...	...	...	27,009	...	...	1,33,084	2,325	1,63,019
...	...	...	...	...	...	...	2,73,757	...	...	...	...	2,73,757
...	...	...	...	...	...	...	11,73,584	1,27,918	5,690	4,862	32,229	13,54,283
...	...	...	...	...	...	...	1,29,338	...	...	...	30,310	5,59,648
8,069	...	...	...	1,105	4,809	11,081	1,29,825	63,843	9,679	291	35,278	2,39,016
78,121	...	...	...	...	...	78,121	2,41,014	2,32,450	30,171	...	2,29,258	8,37,891
15,255	...	...	...	...	...	15,255	1,02,218	70,829	202	794	1,26,449	2,28,492
99,445	...	...	...	1,105	4,809	1,05,359	21,74,845	5,10,040	45,642	1,39,731	4,55,848	33,26,106
4,62,885	7,522	4,48,823	1,21,022	47,435	2,12,559	13,02,255	60,64,235	26,48,298	4,21,449	37,86,006	34,02,394	2,61,10,282

* The expenditure of unaided indigenous and of schools not under inspection, is excluded from this Table, as no accurate estimate of it can be made. The expenditure on unaided institutions for secondary and technical instruction and on schools for the instruction of the blind and deaf is also excluded. An abstr. of charges is given in a note at the end of General Table.

† Excluding Ajmer, British Burma and all Native States which administer their own system of education.

... credited to that Fund, have been deducted, and such payments have been shown as expenditure under the sub-heads to which they respectively belong. ... the average monthly number of the students enrolled.

Detailed Return of Expenditure on Education* in each

OBJECT OF EXPENDITURE.	DEPARTMENTAL INSTITUTIONS.								AIDED INSTITUTIONS.							
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.
	2a	2b	2c	2d	2e	2f	2g	2h	2a	2b	2c	2d	2e	2f	2g	2h
UNIVERSITY EDUCATION--																
DEASE . ARTS COLLEGES { English .	1,30,246	...	...	28,435	...	1,140	50	1,39,871	20,399	...	...	20,495	13,792	11,914	19,641	86,241
DEASE . ARTS COLLEGES { Oriental .	...	...	...	...	...	453	...	453	...	...	...	...	...	...	...	...
TOTAL	1,30,246	...	...	28,435	...	1,593	50	1,60,324	20,399	...	...	20,495	13,792	11,914	19,641	86,241
IBAY . ARTS COLLEGES { English .	85,467	...	3,000	25,405	...	24,228	853	1,38,953	5,100	...	...	8,378	850	1,544	22,705	38,578
IBAY . ARTS COLLEGES { Oriental .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	85,467	...	3,000	25,405	...	24,228	853	1,38,953	5,100	...	...	8,378	850	1,544	22,705	38,578
AGAL . ARTS COLLEGES { English .	2,55,828	...	...	1,02,831	...	17,519	126	3,77,334	21,450	...	...	41,354	11,691	19,439	37,864	1,41,789
AGAL . ARTS COLLEGES { Oriental .	12,304	...	...	3,580	360	32,259	10	48,513	...	...	...	...	...	...	...	...
TOTAL	2,68,132	...	...	1,07,411	360	49,808	136	4,25,847	21,450	...	...	41,354	11,691	19,439	37,864	1,41,789
V. P. AND QUDDH. } ARTS COLLEGES { English .	88,733	...	...	7,117	...	29,219	802	1,25,871	15,215	...	...	2,248	...	16,452	8,509	42,314
V. P. AND QUDDH. } ARTS COLLEGES { Oriental .	12,075	...	...	...	...	165	117	12,357	3,547	...	...	127	...	4,463	1,175	9,212
TOTAL	1,00,808	...	...	7,117	...	29,384	919	1,38,228	18,762	...	...	2,375	...	20,915	9,774	51,526
LAB . ARTS COLLEGES { English .	45,803	...	...	2,099	...	...	...	47,902	...	...	...	...	...	...	...	...
LAB . ARTS COLLEGES { Oriental .	...	...	...	...	...	...	...	...	21,000	...	6,372	16,013	...	13,076	8,798	46,159
TOTAL	45,803	...	...	2,099	...	...	...	47,902	21,000	...	6,372	16,013	...	13,076	8,798	66,159
NTRAL WINCER. } ARTS COLLEGES { English .	9,435	...	...	2,178	...	...	...	10,613	...	...	...	...	...	...	...	...
NTRAL WINCER. } ARTS COLLEGES { Oriental .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	9,435	...	...	2,178	...	...	...	10,613	...	...	...	...	...	...	...	...
EXPENDITURE ON UNIVERSITY EDUCATION	6,40,891	...	3,000	1,71,645	360	1,05,013	1,958	19,22,867	86,711	...	6,372	88,615	26,333	77,772	28,783	3,34,593

I.—In calculating the expenditure from Provincial Revenues or any other fund, all payments or contributions from fees or other sources credited to that fund are included.
 II.—The percentages in column 8 show the proportion which the expenditure on each object bears to the total expenditure.
 III.—The average annual cost of educating each pupil has been calculated.

Detailed Return of Expenditure on Education in each

OBJECT OF EXPENDITURE.	DEPARTMENTAL INSTITUTIONS.								AIDED INSTITUTIONS.									
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.		
	2a	2b	2c	2d	2e	2f	2g	2h	3a	3b	3c	3d	3e	3f	3g	3h		
SECONDARY EDUCATION.—																		
ALRAS	HIGH SCHOOLS	For Boys . English .	48,247	...	544	29,504	...	1,313	76	79,684	31,811	...	56,444	19,567	9,610	31,027	1,49,859	
		For Girls . English .	465	...	...	137	...	...	...	602	...	...	13	1	...	...	...	1,95,123
	MIDDLE SCHOOLS	For Boys . English .	51,949	19,587	1,507	62,784	...	2,119	107	1,29,053	41,457	246	128	1,13,238	10,174	5,473	25,096	1,95,123
		For Girls . Vernacular .	...	339	...	...	...	...	...	339	359	...	257	18	...	19	...	1,95,123
TOTAL		1,01,098	10,926	2,164	92,648	...	3,432	183	2,10,451	77,243	246	128	1,70,433	32,370	15,106	57,933	3,53,215	
MBAY	HIGH SCHOOLS	For Boys . English .	88,898	...	7,469	84,890	2,828	5,817	82	1,89,990	17,087	...	13,204	1,845	3,574	18,913	54,311	
		For Boys . English .	48,414	614	26,785	63,254	949	1,189	...	1,41,205	23,794	...	26,429	5,775	8,137	17,394	81,421	
	MIDDLE SCHOOLS	For Girls . English .	...	...	...	...	...	...	...	...	5,774	...	5,391	1,781	...	9,485	21,811	
		TOTAL	1,37,312	614	34,254	1,48,150	3,777	7,006	82	3,31,195	46,055	...	45,084	4,021	11,711	45,802	1,57,019	
MCGAL	HIGH SCHOOLS	For Boys . English .	1,67,129	205	716	2,71,994	7,869	14,407	7,835	4,79,465	54,139	...	3,866	1,07,006	65,034	9,761	2,106	2,41,600
		For Girls . English .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	MIDDLE SCHOOLS	For Boys . Vernacular .	12,000	...	...	3,488	...	...	...	15,488	...	...	...	...	...	...	...	...
		For Girls . Vernacular .	15,278	...	600	7,667	80	...	195	23,820	1,20,201	817	6,071	92,853	1,47,215	1,078	6,475	3,75,601
TOTAL	2,51,593	595	1,542	3,05,946	14,458	14,407	8,647	5,97,098	2,84,121	817	13,568	2,92,074	3,06,222	11,843	15,829	9,24,001		
N.W. P. AND OUDH.	HIGH AND MIDDLE SCHOOLS	For Boys . English .	1,66,718	239	4,154	1,66,266	...	2,905	375	1,89,027	46,277	26	3,902	3,108	...	10,006	41,991	1,05,404
		For Boys . Vernacular .	39,182	17,537	718	2,444	...	750	846	58,477	1,469	33	213	464	...	348	905	34
	MIDDLE SCHOOLS	For Girls . English .	...	...	...	...	...	...	...	...	1,220	...	84	220	...	...	1,755	33
		For Girls . Vernacular .	...	...	...	...	...	...	...	...	168	...	...	...	...	...	259	4
TOTAL	2,02,900	17,776	4,872	17,070	...	3,655	1,221	2,47,494	49,234	69	4,139	3,792	...	10,444	44,911	1,12,111		
UNJAB	HIGH SCHOOLS	For Boys . English .	59,946	289	395	4,656	...	...	...	56,286	6,163	8	1,049	677	23	51	5,997	13,111
		For Boys . Vernacular .	3,057	...	...	319	...	...	...	3,276	...	...	...	...	...	...	...	...
	MIDDLE SCHOOLS	For Boys . English .	79,984	4,941	10,423	13,675	...	2,807	1,240	1,12,070	21,522	6	2,381	4,333	1,675	136	22,549	58,111
		For Girls . English .	584	33,576	15,848	3,822	...	...	32	53,862	...	...	...	...	...	...	2,459	3
TOTAL	1,33,571	38,806	26,666	22,472	...	2,807	1,272	2,25,594	28,125	14	3,430	5,517	1,698	187	31,005	69,111		
CENTRAL PROVINCES	HIGH SCHOOLS	For Boys . English .	8,530	...	...	1,093	...	...	9,623	6,312	...	922	1,359	5,798	...	490	14	
		For Boys . English .	43,268	...	7,149	5,092	2,305	...	123	57,927	5,070	1,812	1,797	2,991	...	1,006	12	
	MIDDLE SCHOOLS	TOTAL	51,798	...	7,149	6,285	2,305	...	123	67,550	11,382	...	2,734	3,156	6,789	...	1,496	27
		TOTAL	51,798	...	7,149	6,285	2,305	...	123	67,550	11,382	...	2,734	3,156	6,789	...	1,496	27
BHAM	HIGH SCHOOLS	For Boys . English .	(a)20,411	...	...	(a)21,271	...	730	20	42,432	1,623	...	1,551	133	...	...	3	
		For Boys . Vernacular .	512	...	...	316	...	...	...	822	10,361	...	285	7,228	5,726	...	5,609	26
	MIDDLE SCHOOLS	For Boys . English .	9,518	...	...	4,179	...	...	10	13,797	5,353	...	2,735	3,644	...	...	...	11
		TOTAL	39,441	...	...	25,766	...	730	30	56,967	17,337	...	285	11,514	9,503	...	5,609	41
BORG	HIGH AND MIDDLE SCHOOLS	For Boys . English .	7,518	...	...	1,160	...	...	8,678	...	...	...	...	...	...	...	...
		TOTAL	7,518	...	...	1,160	...	...	...	8,678	...	...	...	...	...	...	...
	MIDDLE SCHOOLS	For Boys . English .	11,817	...	...	144	...	...	...	12,961	...	...	...	...	...	...	...
		For Boys . English .	41,336	13	31	810	...	...	...	42,190	...	...	...	...	...	...	...
TOTAL	53,153	13	31	954	...	...	...	54,151	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON SECONDARY EDUCATION:																		
	9,69,294	68,730	76,678	6,20,331	20,540	32,037	11,558	17,99,188	5,13,497	2,146	24,284	5,31,510	3,68,003	49,401	2,02,295	16,111		

(a) Includes the cost of Shillong High Sch
 I.—In calculating the expenditure from Provincial Revenues or any other fund, all payments or contributions from fees or other sources credited to
 II.—The percentages in column 6 show the proportion which the expenditure on each object bears to the total
 III.—The average annual cost of educating each pupil has been calculated

UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.							TOTAL EXPENDITURE.				AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN										
Revenues of Native States in Bombay.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	TOTAL.	Provincial Revenues.	Other Sources controlled by Government Officers.	Other Sources not controlled by Government Officers.	GRAND TOTAL.	Percentage on Total Expenditure.	DEPARTMENTAL INSTITUTIONS.				AIDED INSTITUTIONS.				UNAIDED INSTITUTIONS.	
4a	4b	4c	4d	4e	4f	4	5a	5b	5c	5	6	7a	7b	7c	7d	8a	8b	8c	8d	9a	9b
R	R	R	R	R	R	R	R	R	R	R		R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.
...	...	14,028	...	1,172	7,441	22,641	81,058	31,437	1,39,289	2,51,784	7.26	77 4 7	46 12 9	...	0 8 5	55 14 4	12 4 4	...	...	34 6 6	...
...	...	33,028	1,571	7,665	9,804	52,068	93,405	77,478	2,06,049	3,76,933	10.87	100 5 4	77 8 0	...	...	...	...	...	...	...	...
...	...	1,051	273	...	218	1,542	359	339	1,830	2,534	1.67	29 3 4	11 12 2	...	2 6 4	0 5 5	...	...	...	...
...	...	290	280	...	1,542	2,112	2,358	330	5,960	8,663	6.25	58 12 4	32 14 9	...	8 11 1	83 13 11	27 15 9	...	...	...	...
...	...	48	414	51	1,924	2,437	695	...	3,596	4,291	3.12	0 14 5	0 14 5	...	...	20 15 5	7 12 9	...	...	...	...
...	...	48,445	2,538	8,888	20,929	80,800	1,78,341	1,09,727	3,56,752	6,44,820	18.59	38 3 3	18 5 8	1 15 9	0 6 3	29 8 3	6 7 2	0 0 4	0 0 2	21 1 2	...
44,098	...	8,813	209	1,200	7,212	61,532	1,05,985	1,01,092	99,068	3,06,145	8.92	59 2 4	27 10 9	...	2 5 2	48 15 1	15 4 11	...	...	73 9 7	...
38,031	...	7,711	2,602	...	3,136	51,480	72,208	92,791	1,09,215	2,74,214	7.99	20 8 7	7 0 8	0 1 5	3 14 4	22 6 10	6 8 8	...	...	10 9 7	...
...	5,174	...	16,667	21,841	0.3	...	...	...	...	38 14 11	9 3 7	...	...	...	...
82,129	...	16,524	2,811	1,200	10,348	1,13,012	1,83,367	1,93,883	2,24,950	6,02,200	17.54	32 13 4	13 9 0	0 1 0	3 6 4	29 11 10	8 10 8	...	...	33 14 2	...
...	1,570	68,508	39,133	19,122	12,747	1,41,080	2,21,568	3,08,466	3,23,417	8,53,451	13.61	34 10 2*	12 5 2	0 0 3	0 10 10	*21 7 8	4 12 10	...	0 5 5	9 7 5	0 1 8
...	12,000	3,488	...	15,488*	1.25	154 14 0*	120 0 0	...	...	...	...	...	...	...	...
...	453	20,468	26,362	84	9,339	56,706	1,35,479	16,783	3,03,874	4,56,136*	7.27	20 15 5†	13 7 2	...	0 8 5	†14 5 2	4 9 4	0 0 6	0 4 3	8 1 3	0 1 0
...	650	4,280	11,932	770	5,155	22,787	1,56,375	32,637	2,04,428	3,93,440†	6.27	8 9 6†	5 7 6	0 0 7	0 4 4	†7 10 8	2 12 4	...	0 1 0	5 14 5	0 2 8
...	6,591	889	5,900	13,380†	1.21	31 7 1†	26 10 2	...	...	†54 12 10	12 0 9	...	...	...	...
...	453	486	3,611	390	6,753	10,756†	1.7	...	...	...	...	†20 5 4	7 2 4	...	0 12 4	48 9 7	...
...	2,673	93,289	77,427	19,976	27,694	2,21,059	5,35,624	3,62,653	8,44,374	17,42,651	27.78	24 6 1	10 4 4	0 0 4	0 1 0	12 3 1	3 12 0	0 0 2	0 2 10	8 9 10	1 8
...	300	114	...	1,514	487	2,415	2,12,995	26,537	57,310	2,96,842	14.44	70 6 9	62 1 10	0 1 5	5 1 8	9 7 0	20 13 3	0 0 3	1 12 1	58 14 5	7 5 1
...	37,651	22,541	1,718	61,910	3.01	18 4 10	11 5 2	5 7 10	3 7	13 12 7	5 14 4	0 2 10	0 13 8	...	...
...	1,320	24	1,975	3,319	1.6	...	...	...	...	45 7 5	18 1 4	...	0 5 3	...	...
...	168	...	259	427	0.2	...	...	...	...	71 2 8	28 0 0	...	...	...	...
...	300	114	...	1,514	487	2,415	2,52,134	49,102	61,262	3,62,498	17.63	42 1 7	34 8 2	3 0 4	0 13 3	44 2 5	19 4 11	0 0 5	1 10 0	58 14 5	7 5 0
...	57,109	6,397	6,748	70,254	4.31	162 3 3	116 13 1	0 13 3	1 2 2	98 5 10	43 6 5	0 0 10	7 6 2	...	...
...	3,957	319	3,376	3,376	1.16	6 7	105 6 7	...	...	...	...	...	...	...	...
...	1,00,506	35,473	28,693	1,64,672	10.11	54 6 5	38 5 8	2 6 4	5 0 11	66 6 8	27 2 9	0 0 1	3 0 1	...	...
...	584	53,278	...	53,862	3.30	18 14 10	0 3 3	11 12 9	5 9 1	...	...	...	...	...	...
...	440	2,966	3,406	3,406	1.21	...	...	...	...	378 7 1	148 14 3	...	...	...	...
...	1,61,696	95,467	38,407	2,95,570	18.14	42 11 5	25 4 8	7 5 7	0 9 9	74 3 3	29 13 2	0 0 3	3 10 2	...	...
...	14,842	2,015	7,647	24,504	3.64	96 3 8	85 4 9	...	...	89 1 9	37 12 9	...	5 8 4	...	...
...	48,338	16,481	5,794	70,613	10.48	33 4 5	24 13 8	...	4 1 8	25 8 11	10 3 7	...	3 10 5	...	...
...	63,180	18,496	13,441	95,117	14.12	36 11 1	28 2 2	...	3 14 1	41 9 0	17 2 8	...	4 2 0	...	...
...	...	1,573	...	...	350	1,923	22,034	22,021	3,607	*47,662	15.32	*24 13 6	11 15 2	...	...	26 14 2	13 3 1	...	...	8 7 6	...
...	...	554	785	...	...	2,095	10,873	601	20,758	†32,134	10.32	†7 2 2	4 6 7	...	...	13 12 5	4 14 2	...	0 2 2	5 13 7	...
...	...	85	...	...	1,248	1,333	14,871	4,189	7,712	†26,772	8.01	†11 2 2	7 11 8	...	...	8 9 6	3 14 9	...	...	21 2 6	...
...	...	2,212	785	...	2,354	5,351	47,778	26,811	31,977	1,06,566	34.25	18 10 4	9 15 5	...	...	12 4 2	4 12 10	...	0 1 3	8 3 3	...
...	7,518	1,160	...	8,678	38.17	65 4 0	56 8 5	...	...	...	...	...	...	...	...
...	7,518	1,160	...	8,678	38.17	65 4 0	56 8 5	...	...	...	...	...	...	...	...
...	11,817	144	...	11,961	3.39	239 3 6	236 5 5	...	...	...	...	...	...	...	...
...	41,336	854	...	42,190	11.95	50 5 6	49 5 3	0 0 3	0 0 7	...	...	...	...	...	...
...	53,153	998	...	54,151	15.34	60 15 8	59 13 8	0 0 2	0 0 6	...	...	...	...	...	...
82,129	2,973	1,60,584	83,561	31,578	61,812	4,22,637	14,82,791	8,58,297	15,71,163	39,12,251	22.48	31 7 7	16 15 4	1 3 3	1 5 5	16 12 1	1 5 1	0 0 2	0 3 10	12 8 11	0 1 5

abolished, viz., Provincial Rs. 326, Fees Rs. 547. Fund, have been deducted, and such payments have been shown as expenditure under the sub-heads to which they respectively belong. expenditure on education, including all institutions for professional and technical training and schools for Europeans and Eurasians, on the average monthly number of the students enrolled.

Detailed Return of Expenditure on Education

OBJECT OF EXPENDITURE.	DEPARTMENTAL INSTITUTIONS.								AIDED INSTITUTIONS.							
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	TOTAL.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	TOTAL.
	2a	2b	2c	2d	2e	2f	2g	2	3a	3b	3c	3d	3e	3f	3g	3
PRIMARY EDUCATION—																
MADRAS																
<i>Schools</i>																
{ For Boys { English . . .	28,989	53,963	14,365	40,501	...	2,053	134	1,40,005	35,152	34,780	19,463	1,07,810	17,522	6,757	59,981	2,01,475
{ { Vernacular . . .	7,195	1,00,534	8,283	11,305	...	...	579	1,27,986	27,487	2,18,379	20,007	1,97,476	10,051	2,476	78,924	5,54,810
{ For Girls { English . . .	1,675	...	...	370	...	...	...	2,045	7,044	...	562	2,813	3,492	846	19,206	34,053
{ { Vernacular . . .	6,421	2,417	3,756	225	26	438	7	13,284	25,155	125	1,563	5,319	22,669	2,182	36,627	94,240
TOTAL . . .	44,280	1,56,914	26,409	52,493	20	2,493	720	2,83,320	94,838	2,53,224	41,695	3,23,928	53,744	12,261	1,94,838	9,64,578
OMHAY																
{ For Boys { English . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ { Vernacular . . .	2,37,367	5,35,458	38,257	1,14,918	4,259	112	2,119	9,62,490	9,266	2,529	100	5,503	5,360	6,579	3,247	37,584
{ For Girls { English . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ { Vernacular . . .	18,029	43,330	1,185	948	...	...	...	63,492	9,484	222	300	3,127	11,327	9,137	8,881	42,483
TOTAL . . .	2,55,396	5,78,788	39,442	1,15,866	4,259	112	2,119	10,25,982	18,750	2,751	400	8,630	16,697	15,713	17,128	80,067
BEHAL																
{ For Boys { English . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ { Vernacular . . .	3,135	...	...	...	55	...	46	3,230	4,75,255	8,121	2,941	10,64,070	1,43,682	104	1,81,512	12,77,685
{ For Girls { English . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ { Vernacular . . .	...	...	...	...	...	...	...	...	48,163	...	1,221	9,897	85,764	6,177	9,473	1,60,695
TOTAL . . .	3,135	...	...	...	55	...	46	3,230	5,23,418	8,121	4,162	10,73,967	2,29,446	6,281	1,92,985	20,38,380
W. P. AND OUDH.																
{ For Boys { English . . .	48,800	1,135	8,942	18,371	...	973	1,502	79,832	36,301	216	5,105	15,373	...	2,787	29,079	88,861
{ { Vernacular . . .	62,488	4,97,876	17,459	19,197	...	2,434	1,868	6,01,322	6,831	197	1,085	901	...	979	8,445	12,438
{ For Girls { English . . .	...	...	...	...	...	...	...	...	6,158	...	96	612	...	96	11,357	12,319
{ { Vernacular . . .	11,454	3,182	1,030	...	...	...	490	16,256	11,788	...	1,000	45	...	187	19,450	32,470
TOTAL . . .	1,22,751	5,02,193	27,431	37,568	...	3,407	3,960	6,97,310	61,078	413	7,286	16,931	...	4,249	68,332	1,58,688
MUNJAPUR																
{ For Boys { English . . .	32,075	6,755	36,420	31,007	...	2,271	2,986	1,11,514	24,358	11	1,970	13,597	3,727	382	16,978	61,023
{ { Vernacular . . .	773	2,32,801	24,058	15,202	...	...	930	2,73,764	960	...	600	...	2,026	360	1,123	5,069
{ For Girls { English . . .	...	...	...	...	...	...	...	...	1,710	...	...	2,401	3,866	...	6,384	14,361
{ { Vernacular . . .	2,182	8,346	6,891	2	...	...	511	18,042	15,213	1,260	3,538	21	8,612	663	21,612	51,922
TOTAL . . .	35,030	2,47,902	67,469	46,211	...	2,271	4,437	4,03,320	42,241	1,271	6,268	16,019	18,232	1,407	47,097	1,32,375
CENTRAL PROVINCES.																
{ For Boys { English . . .	10,236	...	2,926	3,661	745	...	...	17,568	3,517	...	856	1,705	4,651	...	271	21,001
{ { Vernacular . . .	41,894	1,11,566	14,651	14,362	4,537	...	321	1,87,331	13,736	...	1,176	2,002	16,728	...	1,195	29,834
{ For Girls { English . . .	...	...	...	...	...	...	...	...	280	...	...	...	725	...	...	1,005
{ { Vernacular . . .	...	11,663	1,320	...	157	...	13	13,453	1,467	...	140	...	1,588	...	2,447	5,742
TOTAL . . .	52,130	1,23,529	18,897	18,023	5,439	...	334	2,18,352	24,000	...	2,272	3,707	23,690	...	3,913	57,582
SSAM																
{ For Boys { English . . .	...	...	...	...	...	...	...	...	1,119	...	...	15	...	...	4,742	5,861
{ { Vernacular . . .	345	...	...	...	...	...	...	345	9,823	49,436	75	17,192	3,359	...	6,714	86,499
{ For Girls { English . . .	...	...	...	...	...	...	...	...	325	...	...	...	...	...	1,476	1,801
{ { Vernacular . . .	...	...	...	...	...	...	...	...	318	1,608	...	24	585	...	1,012	3,621
TOTAL . . .	345	...	...	...	...	...	...	345	11,585	51,234	75	17,217	3,844	...	13,951	97,821
POORNA																
{ For Boys { English . . .	1,894	...	...	975	...	...	...	2,869	...	...	...	...	...	...	...	...
{ { Vernacular . . .	...	6,150	...	68	...	...	...	6,218	192	...	...	21	...	...	110	32
{ For Girls { English . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ { Vernacular . . .	...	...	...	...	...	...	...	...	120	...	...	...	...	...	110	22
TOTAL . . .	1,894	6,150	...	1,043	...	...	...	9,087	312	...	...	21	...	...	220	54
H. A. DISTRICTS																
{ For Boys { English . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ { Vernacular . . .	93,840	53,209	567	13,411	...	...	...	1,61,027	3,088	120	120	12,516	...	...	704	16,5
{ For Girls { English . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ { Vernacular . . .	1,433	863	490	...	...	...	...	2,792	312	...	150	...	150	...	120	7
TOTAL . . .	95,273	54,072	1,057	13,411	...	...	...	1,63,819	3,400	120	270	12,516	150	...	824	17,2
TOTAL EXPENDITURE ON PRIMARY EDUCATION:	6,10,234	16,69,548	1,80,706	3,14,613	9,77	8,221	11,616	28,04,771	7,79,622	3,17,094	62,268	14,62,940	3,45,803	39,709	5,39,287	35,46,1

I.—In calculating the expenditure from Provincial Revenues or any other fund, all payments or contributions from fees or other sources credited to the ...
 II.—The percentages in column 6 show the proportion which the expenditure on each object bears to the total ...
 III.—The average annual cost of educating each pupil has been calculated ...

UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.							TOTAL EXPENDITURE.			GRAND TOTAL.	Percentage on Total Expenditure.	AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN										
Revenues of Native States in Bombay.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	TOTAL.	Provincial Revenues.	Other Sources controlled by Government Officers.	Other Sources not controlled by Government Officers.			DEPARTMENTAL INSTITUTIONS.				AIDED INSTITUTIONS.				UNAIDED INSTITUTIONS.		
												Total Cost.	Cost to Provincial Revenues.	Cost to Local Rates and Cesses.	Cost to Municipalities.	Total Cost.	Cost to Provincial Revenues.	Cost to Local Rates and Cesses.	Cost to Municipalities.	Total Cost.	Cost to Municipalities.	
4a	4b	4c	4d	4e	4f	4	5a	5b	5c	5	6	7a	7b	7c	7d	8a	8b	8c	8d	9a	9b	
R	R	R	R	R	R	R	R	R	R	R		R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.
...	...	17,656	784	722	7,656	26,818	64,141	1,65,259	2,18,898	4,48,298	12.92	7 14 3	1 10 2	3 0 8	0 12 11	7 10 9	0 15 4	0 15 2	0 8 6	3 7 8	...	...
...	...	1,28,610	5,357	2,312	45,083	1,81,362	34,682	3,59,177	4,70,299	8,64,158	24.92	4 13 2	0 4 4	3 12 7	0 5 0	3 9 2	0 2 10	1 6 6	0 2 1	1 14 9	...	...
...	...	415	...	...	15,868	16,283	8,719	932	42,730	53,381	1.51	21 12 1	17 13 1	...	...	20 5 10	4 3 5	...	0 5 8	67 4 7	...	...
...	...	1,088	3,917	672	30,551	36,228	31,576	8,631	1,03,525	1,43,732	4.15	7 0 1	3 6 2	1 4 5	1 15 9	9 12 0	0 9 8	0 2 0	2 9 5	15 5 6	...	...
...	...	1,47,769	1,058	3,706	99,158	1,60,691	1,39,118	5,34,019	8,35,452	15,08,589	43.50	6 1 11	0 15 3	3 6 3	0 9 1	4 11 11	0 7 5	1 3 11	0 3 3	2 6 6	...	...
...
2,45,346	...	39,022	1,494	1,577	6,866	2,95,135	2,46,633	7,27,752	3,20,824	12,95,209	37.74	4 5 10	1 1 3	2 6 10	0 2 9	4 1 6	1 0 1	0 4 4	0 2 4	5 6	...	...
...
19,026	...	52	...	10	2,123	21,211	27,513	45,985	53,688	1,27,186	3.71	6 0 7	1 11 5	4 1 1	0 1 6	10 4 11	2 4 9	0 0 10	0 1 2	5 8 9	...	...
2,64,372	...	39,974	1,494	1,577	8,929	3,16,346	2,74,146	7,73,737	3,74,512	14,22,395	41.45	4 7 0	1 1 8	2 8 1	0 2 9	6 0 3	1 6 7	0 3 3	0 5 4	6 7	...	...
...
...	1,623	92,032	15,616	42	21,034	1,30,347	4,78,390	12,786	15,20,092	20,11,268	32.08	4 0 3	3 14 3	...	...	2 10 0	0 10 7	0 0 2	0 0 1	2 7 2	0 5	...
...
...	929	479	8,702	950	2,534	13,594	48,163	2,150	1,23,976	1,74,289	2.78	...	...	...	...	11 7 4	3 6 11	...	0 1 4	7 4 4	7 11	...
...	2,552	92,511	24,318	992	23,568	1,43,941	5,26,553	14,936	16,44,068	21,85,557	34.86	4 0 3	3 14 3	...	...	2 12 9	0 11 6	0 0 2	0 0 1	2 9 10	0 8	...
...
...	1,676	271	3,614	803	6,364	85,110	38,020	51,927	1,75,057	8,52	13 7 11	8 4 1	0 3 1	1 8 2	12 2 8	4 15 6	0 0 6	0 11 2	14 12 10	3 14 4	...	...
...	...	27	760	1,609	2,306	69,319	5,40,110	12,721	6,22,156	30.27	3 5 4	0 5 6	2 12 1	0 1 7	6 14 7	2 8 11	0 1 2	0 6 6	4 12 4	...	...	...
...	6,158	96	12,065	18,319	89	...	...	...	...	17 15 11	6 0 9	...	0 1 6	...	...	...	...
...	300	...	1,420	1,720	23,242	6,302	21,102	50,346	2,45	4 7 5	3 2 8	0 14 1	0 4 7	8 12 10	3 3 2	...	0 4 4	6 4 0	1 1 5	...	...
...	1,976	298	4,374	3,832	10,480	1,83,829	5,84,234	97,815	8,65,878	42.13	3 10 8	0 10 4	2 10 3	0 2 3	10 12 3	4 2 7	0 5 0	7 11	8 10 11	1 10 2	...	...
...	56,433	81,420	34,084	1,72,537	10.59	7 13 6	2 4 1	0 7 7	2 9 0	7 9 0	3 0 3	...	3 10	...	...	...	...
...	1,733	2,73,591	3,509	2,78,833	17.11	4 2 2	0 0 2	3 8 3	0 5 9	6 1 5	1 2 6	...	0 11 6	...	...	...	...
...	1,710	...	12,651	44,361	88	...	...	...	...	107 15 7	12 13 8	...	...	...	...	...	...
...	17,395	20,658	31,911	69,964	4.79	4 11 5	0 9 1	2 2 10	1 13 2	10 4 5	3 0 2	4 0 0	11 2	...	...	...	...
...	77,271	3,75,669	82,753	5,35,695	32.88	4 12 7	0 6 8	2 15 1	0 12 9	9 6 4	3 0 0	1 5 0	6 11	...	...	...	...
...	...	25	430	...	...	455	13,753	8,188	7,083	29,024	4.30	11 10 9	6 12 10	...	1 15 1	11 15 6	3 13 3	...	0 14 11	10 13 4	...	...
...	...	147	757	...	1,536	2,440	60,630	1,16,613	22,362	2,20,605	34.06	3 10 5	0 13 1	2 2 10	0 4 6	2 4 6	1 1 2	...	0 1 1	0 12 8	...	...
...	280	...	725	1,005	1.15	...	...	...	...	11 2 8	3 1 9	...	...	...	...	...	...
...	1,467	13,693	4,035	19,195	2.85	5 2 5	...	4 9 4	0 8 1	13 7 2	3 7 0	...	0 9 0	...	...	...	...
...	...	172	1,187	...	1,536	2,895	76,130	1,68,494	34,205	2,78,829	41.36	3 15 0	0 15 0	2 3 8	0 5 5	3 0 8	1 4 3	...	0 1 11	0 14 9	...	...
...	1,119	...	4,764	5,883	1.80	...	...	...	...	8 5 4	1 9 4	...	...	...	...	...	...
...	...	785	330	...	...	1,115	10,166	49,511	28,286	87,959	28.28	2 0 8	2 0 8	...	...	2 13 1	0 5 1	1 9 9	...	0 8 3	...	...
...	325	...	1,470	1,801	0.58	...	...	...	...	6 14 4	1 3 11	...	...	...	...	...	...
...	104	...	62	166	318	1,698	1,787	3.803	1.22	...	...	...	4 11 1	0 6 7	2 3 1	...	2 3 5	...	...	...
...	...	785	434	...	62	1,281	11,930	51,209	36,307	99,446	31.97	2 0 8	2 0 8	...	...	3 0 2	0 5 8	1 9 2	...	0 9 1	...	...
...	1,894	975	...	131	2,869	12.61	8 8 7	5 10 2	...	...	...	...	...	...	...	...	...
...	192	6,218	...	...	6,541	28.78	2 9 2	...	2 8 9	...	5 10 8	3 5 11	...	...	...	...	...
...	120	...	116	...	236	1.01	...	...	...	...	14 6 0	7 8 0	...	...	...	...	...
...	2,206	7,193	241	...	9,640	42.40	3 4 9	0 11 0	2 3 9	...	7 9 2	4 4 5	...	...	...	...	...
...
...	96,928	67,427	13,220	1,77,575	50.32	6 1 7	3 8 11	2 0 3	0 0 4	4 1 3	0 12 2	0 0 6	0 0 5	...	...	...
...
...	1,745	1,509	270	3,524	1.00	10 9 2	5 6 10	3 4 3	1 14 1	7 2 10	3 0 11	...	1 7 6	...	...	...
...	98,673	68,936	13,490	1,81,099	51.32	6 2 4	3 9 2	2 0 6	0 0 8	4 2 5	0 13 1	0 0 6	0 1 0	...	...	...
2,64,372	4,528	2,81,509	37,491	10,649	1,37,085	7,35,634	13,89,856	25,78,427	31,18,845	70,87,128	38.91	4 6 5	0 15 4	2 9 1	0 4 6	3 7 1	0 12 1	0 4 11	0 1 0	3 0 8	0 3	...

* Excluding British Burma and all Native States the administer their own system of education.

Fund, have been deducted, and such payments have been shown as expenditure under the sub-heads to which they respectively belong. expenditure on education, including all institutions for professional and technical training and schools for Europeans and Eurasians. on the average monthly number of the students enrolled.

Detailed Return of Expenditure on Education, in each

OBJECT OF EXPENDITURE.	DEPARTMENTAL INSTITUTIONS.								AIDED INSTITUTIONS.							
	Provincial Revenues.	Local Rates or Cesses	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.
	1a	2b	3c	2d	2e	2f	2g	2	3a	3b	3c	3d	3e	3f	3g	3
PROFESSIONAL AND TECHNICAL EDUCATION—																
ANDHRA.																
Training Schools for Masters	25,140	23,447	304	...	...	...	...	49,897	4,535	68	...	1,206	...	2,055	11,829	80,39
Training Schools for Mistresses	4,041	...	...	...	...	...	...	4,041	3,357	...	...	771	1,087	...	6,311	12,42
Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	30,187	23,447	304					53,938	7,892	68		1,877	1,987	2,055	18,140	39,61
M.P.A.																
Training Schools for Masters	34,316	16,731	...	...	...	...	...	51,047	...	...	...	...	...	...	...	...
Training Schools for Mistresses	15,239	2,754	600	...	...	600	...	19,193	...	...	...	...	...	...	...	...
Engineering Schools	1,512	...	...	...	...	...	...	1,512	...	...	...	...	...	...	...	...
Industrial Schools	...	303	...	...	...	...	...	303	...	...	...	...	...	...	...	...
Other Schools	9,268	...	2,220	1,271	141	...	860	13,862	...	...	...	...	...	...	...	...
TOTAL	60,445	19,788	2,820	1,275	141	600	860	85,929								
BANGAL.																
Training Schools for Masters	62,004	350	...	581	...	...	3	62,938	4,758	...	...	273	15,593	...	...	80,6
Training Schools for Mistresses	...	...	...	...	...	...	...	...	3,454	...	...	2,073	...	...	1,212	6,7
Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	62,004	350		581			3	62,938	8,212			2,346	15,593		1,212	27,1
N.W. P. AND OUDH.																
Training Schools for Masters	30,228	6,272	...	...	...	135	...	36,607	...	...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...	1,968	120	...	724	...	150	3,799	6,7
Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	30,228	6,272				135		36,607	1,968	120		724		150	3,799	6,7
PAJAB.																
Training Schools for Masters	19,613	28,332	...	...	...	...	...	47,945	3,000	...	...	74	...	...	8,093	11,
Training Schools for Mistresses	...	...	...	...	...	...	...	...	13,280	...	1,850	...	...	...	2,067	27,
Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	19,613	28,332						47,945	16,280		1,850	74			10,160	28
CENTRAL PROVINCES.																
Training Schools for Masters	19,226	...	14	...	114	...	2	19,356	...	...	...	...	...	...	...	...
Training Schools for Mistresses	5,132	...	...	...	...	...	...	5,132	...	...	...	...	...	...	...	...
Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	4,082	...	10	815	...	...	452	5,389	...	...	...	...	...	...	...	...
TOTAL	28,440		24	815	114		454	29,847								
SAM.																
Training Schools for Masters	11,044	3,263	...	96	...	...	67	14,570	2,205	...	...	...	...	...	1,165	3
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	11,044	3,263		96			67	14,570	2,205						1,165	3
ORO.																
Training Schools for Masters	1,890	...	...	...	...	...	...	1,890	...	...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	1,890							1,890								
PARANAD ASSIGNED INSTITUTIONS.																
Training Schools for Masters	8,571	...	...	...	...	...	...	8,571	...	...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	8,571							8,571								
TOTAL EXPENDITURE ON PROFESSIONAL AND TECHNICAL EDUCATION:	8,54,484	81,552	2,148	2,767	255	733	1,384	3,48,325	36,557	183	1,850	5,022	17,582	2,805	34,386	5

1.—In calculating the expenditure from Provincial Revenues or any other fund, all payments or contributions from Fees or other sources are included.
 11.—The percentages in column 6 show the proportion which the expenditure on each object bears to the total.
 111.—The average annual cost of educating each pupil has been calculated on the basis of the total number of pupils in each class.

Detailed Return of Expenditure on Education in

OBJECT OF EXPENDITURE.	DEPARTMENTAL INSTITUTIONS.								AIDED INSTITUTIONS.							
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	TOTAL.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	TOTAL.
r	2a	2b	2c	2d	2e	2f	2g	2	3a	3b	3c	3d	3e	3f	3g	3
UNIVERSITIES,†	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹
DIRECTION, INSPECTION AND OTHER MISCELLANEOUS CHARGES	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹
ANDHRA	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships { Colleges	4,603	...	...	...	...	1,651	970	7,514	2,740	...	...	...	...	...	...	2,740
{ Schools	2,406	...	...	...	...	309	...	2,705	...	...	...	...	...	220	...	220
Buildings	1,123	8,761	870	...	...	...	19,378	30,132	6,418	...	...	...	6,422	...	16,447	20,287
Miscellaneous	11,773	21,735	...	200	...	...	9,187	42,895	...	...	...	...	...	...	...	...
TOTAL	19,995	30,496	870	200	...	2,150	29,535	83,246	9,158	...	...	...	6,422	220	16,447	32,247
COYBATOR	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships { Colleges	11,794	...	...	...	...	1,292	...	13,086	...	...	...	...	...	...	...	...
{ Schools	8,629	4,427	...	...	...	1,484	...	14,550	...	507	...	...	...	276	...	783
Buildings	27,521	1,27,733	...	...	...	9,388	...	1,64,542	13,587	...	...	...	...	4,690	...	13,277
Miscellaneous	20,306	24,187	...	594	...	150	625	45,863	...	...	...	...	...	...	...	...
TOTAL	68,250	1,56,347	...	594	...	12,324	625	2,38,120	13,587	...	507	...	...	4,966	...	19,060
INDIAL	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships { Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
N. W. P. & OUDH.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships { Colleges	7,972	...	...	...	...	...	...	7,972	...	...	...	...	...	1,194	1,253	2,447
{ Schools	4,526	23,687	3,765	...	...	1,475	559	34,012	...	...	60	...	...	1,278	774	2,112
Buildings	336	27,059	...	...	...	...	1,245	28,640	...	...	...	...	...	33,810	3,871	37,081
Miscellaneous	12,095	13,710	...	...	...	36	...	26,451	...	...	...	...	...	...	...	...
TOTAL	25,589	64,466	3,765	...	...	1,511	1,804	97,075	...	...	60	...	...	36,282	5,898	42,240
PUNJAB	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships { Colleges	6,816	...	...	...	...	835	5,004	12,655	...	...	...	...	...	...	...	...
{ Schools	13,181	29,306	4,341	...	...	1,650	878	49,256	1,562	1,206	988	391	...	...	3,228	7,375
Buildings	21,827	46,408	27,020	...	...	...	21,287	1,16,542	1,000	...	...	...	...	...	...	1,000
Miscellaneous	2,118	30	89	...	...	...	61,868	64,105	340	...	...	...	...	...	...	340
TOTAL	43,942	75,644	31,450	...	...	2,485	89,037	2,42,858	2,902	1,206	988	391	...	...	3,228	8,715
CENTRAL PROVINCES.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships { Colleges	7,604	...	...	...	...	108	...	7,712	...	...	...	...	...	...	...	...
{ Schools	9,199	5,317	18	...	...	...	50	14,575	4,248	...	...	...	...	...	281	4,529
Buildings	48,148	3,410	2,223	...	3,676	...	128	56,585	94	...	58	...	1,712	...	250	2,114
Miscellaneous	759	...	...	...	...	...	31,486	32,245	...	...	...	...	...	...	...	...
TOTAL	65,701	8,727	2,241	...	3,676	108	31,664	1,11,117	4,342	...	58	...	1,712	...	531	6,643
ASSAM	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships { Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
BENGAL	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships { Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
WEST BENGAL	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships { Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
HYDRABAD ASSIGNED DISTRICTS.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships { Colleges	1,480	...	...	...	...	...	...	1,480	...	...	...	...	...	...	...	...
{ Schools	6,380	...	...	...	...	...	...	6,380	...	...	...	...	...	...	...	...
Buildings	6,040	22,215	...	...	...	...	...	29,155	...	...	...	...	...	...	...	...
Miscellaneous	12,162	10,513	13	...	...	...	...	22,788	...	...	...	...	...	...	...	...
TOTAL	26,962	32,228	13	...	...	...	...	59,803	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON UNIVERSITIES, DIRECTION, INSPECTION, &c.	2,51,174	3,68,941	38,330	794	2,676	18,578	152,665	8,33,167	29,989	1,206	1,613	391	8,134	47,468	26,104	1,08,900
GRAND TOTAL OF EXPENDITURE IN EACH PROVINCE.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Andhra	3,25,806	2,21,793	20,742	1,73,774	20	9,666	30,488	7,01,879	2,00,530	2,53,598	41,821	5,06,723	1,08,315	42,266	3,06,999	14,691
Coynator	6,06,870	7,55,537	79,516	3,21,490	8,177	44,270	4,539	18,20,109	81,492	2,751	907	62,022	26,048	33,932	85,630	2,

each Province of India* for the official year 1881-82—concluded.

General Table

UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.							TOTAL EXPENDITURE.			GRAND TOTAL.	Percentage on Total Expenditure.	REMARKS.
Revenues of Native States in Bombay.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	TOTAL.	Provincial Revenues.	Other Sources controlled by Government Officers.	Other Sources not controlled by Government Officers.			
4a	4b	4c	4d	4e	4f	4g	5a	5b	5c	5	6	7
...	67,186	...	67,186	1'94	* Excluding British Burma and all Native States that administer their own system of education.
...	40,470	...	...	40,470	1'17	
...	1,90,227	75,460	...	2,74,687	7'93	
...	7,433	2,821	...	10,254	3'0	
...	2,406	200	3230	2,025	6'08	
...	7,541	35,483	16,395	59,419	1'72	
...	11,773	31,122	...	42,895	1'24	
...	2,68,859	2,12,371	16,615	4,97,845	14'37	
...	27,009	...	...	27,009	7'8	
...	38,954	...	...	38,954	1'11	
...	1,72,013	9,673	29,991	2,11,677	6'17	
...	11,791	1,292	...	13,083	3'8	
6,069	1,105	4,809	11,983	8,629	6,428	12,259	27,316	8'0	
78,121	78,121	41,106	1,37,121	82,811	2,61,049	7'61	
15,255	15,255	20,300	15,556	15,255	61,127	1'78	
99,445	1,105	4,809	1,05,359	3,19,812	1,80,070	1,40,316	6,40,199	18'66	† The expenditure on Universities, Direction and Inspection for the common benefit of all classes of institutions, is shown in column 5a to 5 only.
...	71,405	68,824	...	68,824	1'10	
...	3,66,523	1,810	...	71,405	1'11	
...	183,206	17,803	...	3,68,333	5'35	
...	473,478	3,104	...	1,01,007	1'61	
...	2,11,872	27,813	...	76,582	1'22	
...	435,078	7,190	...	2,39,687	3'82	
...	8,41,562	2,26,546	...	9,68,108	28'45	
...	35,540	...	...	35,540	1'73	
...	2,09,662	6,253	...	2,15,915	10'51	
...	7,972	...	2,447	10,419	5'1	
...	4,536	29,546	2,052	36,124	1'76	
...	330	28,304	37,681	66,321	3'22	
...	12,995	13,756	...	26,751	1'29	
...	2,70,731	77,859	42,180	3,90,770	19'02	
...	42,452	...	...	42,452	2'60	
...	70,668	56,518	...	1,27,186	7'80	
...	6,810	5,830	...	12,658	7'9	
...	14,743	38,269	3,619	56,631	3'47	
...	22,827	94,715	...	1,17,542	7'21	
...	2,458	61,987	...	64,445	3'90	
...	1,59,964	2,57,328	3,619	4,20,911	25'83	
...	26,506	...	...	26,506	3'93	
...	77,152	...	...	77,152	11'45	
...	7,604	108	...	7,712	1'14	
...	13,438	5,385	281	19,104	2'83	
...	48,242	8,495	1,962	58,699	8'71	
...	759	31,486	...	32,245	4'78	
...	1,73,701	45,474	2,243	2,21,418	32'84	
...	48,716	65	...	48,781	15'68	
...	53,033	...	...	3,033	9'7	
...	5,924	7,652	77	13,653	4'39	
...	11,654	1,431	2,016	5,101	1'64	
...	5,087	552	644	6,283	2'02	
...	64,414	9,700	2,737	76,851	24'70	
...	821	480	...	1,301	5'72	
...	301	...	...	301	1'32	
...	494	433	...	927	4'09	
...	1,626	913	...	2,539	11'13	
...	18,421	...	...	18,421	5'22	
...	28,802	449	...	29,251	8'42	
...	1,480	...	...	1,480	4'2	
...	6,380	...	...	6,380	1'81	
...	6,940	22,215	...	29,155	8'26	
...	12,162	10,626	...	22,788	6'16	
...	74,185	33,290	...	1,07,475	30'46	
99,445	1,105	4,809	1,05,359	21,74,845	9,43,551	2,07,710	33,26,106	18'26	‡ The expenditure in Bengal and Assam on Scholarships, Bursaries and miscellaneous objects (columns 5a to 5) cannot be distributed between Departmental, Aided and Unaided Institutions.
4,62,885	...	1,09,419	12,595	15,714	1,24,091	3,51,822	7,75,042	9,10,014	13,09,651	29,04,707	88'36	
...	...	87,560	4,308	4,152	34,290	5,32,210	9,38,138	12,26,660	7,01,749	29,46,747	88'87	
...	...	1,87,877	1,01,745	20,968	54,227	3,70,042	22,63,537	6,62,784	26,32,974	55,59,295	88'66	
...	...	747	...	5,888	5,998	14,909	8,59,512	7,55,142	2,40,918	18,55,572	88'28	
...	5,01,637	7,67,117	1,73,802	14,42,559	88'51	
...	3,50,899	2,35,049	49,889	6,35,824	88'14	
...	...	3,029	1,219	713	2,416	7,377	1,37,371	91,240	72,921	3,01,548	88'91	
...	13,230	9,206	241	22,737	11'07	
...	2,34,582	1,02,224	13,490	3,51,296	19'54	
4,62,885	7,501	4,48,813	1,22,059	47,435	2,22,569	23,00,255	60,64,125	27,60,508	52,85,645	1,12,10,282	188'44	

* Fund, have been deducted, and such payments have been shown as expenditure under the sub-heads to which they respectively belong, expenditure on education, including all institutions for professional and technical training and schools for Europeans and Eurasians. ** Excluding the total expenditure of amounting to Rs. 63,975.

Statement showing the distribution of Expenditure from Public Funds* upon each

OBJECT OF EXPENDITURE.	CLASS OF FUNDS.	MADRAS.		BOMBAY.		BENGAL.	
		Expenditure.	Percent- age.†	Expenditure.	Percent- age.†	Expenditure.	Percent- age.†
1	2	3	4	5	6	7	8
COLLEGIATE EDUCATION	Provincial	₹ 1,50,645	19'44	₹ 90,567	9'76	₹ 2,89,582	12'80
	Local . . . . .	...	...	...	...	...	...
	Municipal . . . . .	...	...	3,000	3'73	...	...
	TOTAL OF PUBLIC FUNDS	1,50,645	10'78	93,567	5'28	2,89,582	12'60
SECONDARY EDUCATION	Provincial	1,78,341	23'01	1,83,367	19'75	5,35,624	23'66
	Local	11,172	2'05	614	'08	1,412	14'29
	Municipal	2,292	2'97	34,254	42'59	17,783	72'59
	TOTAL OF PUBLIC FUNDS	1,91,805	13'73	2,18,235	12'32	5,54,819	24'15
PRIMARY EDUCATION	Provincial	1,39,118	17'95	2,74,146	29'53	5,26,553	23'26
	Local	4,10,198	75'23	5,81,539	76'21	8,121	82'17
	Municipal	68,099	88'25	39,842	49'54	6,714	27'41
	TOTAL OF PUBLIC FUNDS	6,17,415	44'18	8,95,527	50'54	5,41,388	23'56
PROFESSIONAL AND TECHNICAL EDUCATION.‡	Provincial	38,079	4'91	60,445	6'51	70,216	3'10
	Local	23,515	4'31	19,788	2'59	350	3'54
	Municipal	304	'39	2,820	3'51	...	...
	TOTAL OF PUBLIC FUNDS	61,898	4'43	83,053	4'69	70,566	3'07
UNIVERSITIES, DIRECTION, INSPECTION, SCHOLARSHIPS, BUILDINGS AND MISCELLANEOUS OBJECTS.	Provincial	2,68,859	34'69	3,19,813	34'45	8,41,562	37'18
	Local	1,00,355	18'41	1,61,158	21'12	...	...
	Municipal	6,471	8'39	507	'63	...	...
	TOTAL OF PUBLIC FUNDS	3,75,685	26'88	4,81,478	27'17	8,41,562	36'62
TOTAL	Provincial	7,75,042	...	9,28,338	...	22,63,537	...
	Local	5,45,240	...	7,63,099	...	9,883	...
	Municipal	77,166	...	80,423	...	24,497	...
	TOTAL OF PUBLIC FUNDS	13,97,448	...	17,71,860	...	22,97,917	...

* As given in General Tables 3a, 3b, 3c, from which the expenditure on unattached professional

† Excluding Ajmir, British

‡ Of the expenditure from each class of funds on the object specified in column

§ Excluding all unattached institutions. (See

class of Institutions in the several Provinces of India† for the official year 1881-82.

N.-W. PROVINCES AND OUDH.		PUNJAB.		CENTRAL PROVINCES.		ASSAM.		COORG.		HAIDARABAD ASSIGNED DISTRICTS.		INDIA.†	
Expenditure.	Percent- age.†	Expenditure.	Percent- age.†	Expenditure.	Percent- age.†	Expenditure.	Percent- age.†	Expenditure.	Percent- age.†	Expenditure.	Percent- age.†	Expenditure.	Percent- age.†
9	10	11	12	13	14	15	16	17	18	19	20	21	22
R		R		R		R		R		R		R	
1,20,570	14'03	66,803	13'31	9,435	2'69	...	...	...	...	...	...	7,27,602	12'00
...
...	...	6,372	4'43	...	...	...	...	...	...	...	...	9,372	2'28
1,20,570	8'00	73,175	6'69	9,435	1'82	...	...	...	...	...	...	7,36,974	8'08
2,52,134	29'33	1,61,696	32'23	63,180	18'01	47,778	34'78	7,518	56'83	53,153	22'66	14,82,791	24'45
17,845	2'99	38,820	8'64	...	...	...	...	...	...	13	0'01	69,876	2'64
9,311	18'68	30,096	20'84	9,883	29'61	285	79'17	...	...	31	2'25	1,03,935	25'26
2,79,290	18'54	2,30,612	21'06	73,063	14'15	48,063	24'75	7,518	37'05	53,197	16'45	16,56,602	18'17
1,83,829	21'39	77,271	15'40	76,130	21'70	11,930	8'68	2,206	16'67	98,673	42'07	13,89,856	22'92
5,02,606	84'11	2,49,173	55'46	1,23,529	93'40	51,134	90'55	6,150	87'07	54,192	61'95	19,86,642	75'02
36,693	73'64	73,577	50'94	21,169	63'42	75	20'83	...	...	1,333	96'80	2,47,502	60'16
7,23,128	47'99	4,00,021	36'52	2,20,828	42'75	63,139	32'51	8,356	41'18	1,54,198	47'67	36,21,300	39'72
32,248	3'75	35,903	7'16	28,440	8'10	13,249	9'65	1,890	14'29	8,571	3'65	2,89,041	4'77
6,392	1'07	28,332	6'30	...	...	3,363	5'96	...	...	...	...	81,740	3'08
...	...	1,850	1'28	24	0'07	...	...	...	...	...	...	4,998	1'21
38,640	2'56	66,085	6'03	28,464	5'51	16,612	8'55	1,890	9'31	8,571	2'65	3,75,779	4'11
2,70,731	31'50	1,59,964	31'90	1,73,701	49'50	64,414	46'89	1,616	12'21	74,185	31'62	21,74,845	35'86
70,698	11'83	1,32,937	29'60	8,727	6'60	1,975	3'49	913	12'93	33,277	38'04	5,10,040	19'26
3,825	7'68	32,527	22'53	2,299	6'90	...	...	...	...	13	0'95	45,642	11'09
3,45,254	22'91	3,25,428	29'70	1,84,727	35'77	66,389	34'19	2,529	12'46	1,07,475	33'23	27,30,527	29'92
8,59,512	...	5,01,637	...	3,50,886	...	1,37,371	...	13,230	...	2,34,582	...	60,64,135	...
5,97,541	...	4,49,262	...	1,32,256	...	56,472	...	7,063	...	87,482	...	26,48,298	...
49,829	...	1,44,422	...	33,375	...	360	...	...	...	1,377	...	4,11,449	...
15,06,882	...	10,95,321	...	5,16,517	...	1,94,203	...	20,293	...	3,23,441	...	91,23,882	...

and technical institutions and on schools and colleges for Europeans and Eurasians is excluded.
 Burma, and all Native States.
 † to the total expenditure upon education from the class of funds in question.
 note † in General Table No. 3c, page xxxi.)

Detailed Return of the total Expenditure on Education* from Public and Private Funds in the official Year 1881-82.

PROVINCES AND OBJECTS OF EXPENDITURE.	PUBLIC FUNDS.				PRIVATE FUNDS.								GRAND TOTAL OF PUBLIC AND PRIVATE FUNDS.	
	PROVINCIAL REVENUES.	LOCAL BATES AND CROSSES.	MUNICIPAL FUNDS.	TOTAL OF PUBLIC FUNDS.	FEES.		SUBSCRIPTIONS AND DONATIONS.		ENDOWMENTS.		OTHER SOURCES.			TOTAL OF PRIVATE FUNDS.
					Universities.	Colleges and Schools.	Universities.	Colleges and Schools.	Universities.	Colleges and Schools.	Universities.	Colleges and Schools.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Colleges and Schools for general education	5,54,150	4,21,591	74,335	10,48,077	...	9,23,671	...	1,30,564	...	1,41,399	...	4,29,391	16,25,025	26,73,602
Colleges and Schools for professional and technical education	1,55,983	40,588	9,211	2,05,782	...	21,762	...	3,378	...	2,655	...	57,180	84,975	1,00,757
University, Direction, Inspection, &c.	2,71,660	1,00,355	6,471	3,78,486	64,850	200	...	6,422	†	2,370	2,326	48,986	1,25,164	5,03,650
TOTAL	9,81,793	5,62,534	88,018	16,32,345	64,850	9,45,633	...	1,40,364	†	2,46,424	2,326	5,35,557	18,35,164	34,67,509
Colleges and Schools for general education	6,30,169	5,82,153	77,096	12,79,418	...	5,22,494	...	76,259	...	80,761	...	5,21,059	12,00,573	24,79,991
Colleges and Schools for professional and technical education	1,83,312	23,828	2,820	2,09,960	...	27,350	...	141	...	11,157	...	40,541	79,189	1,80,149
University, Direction, Inspection, &c.	3,55,016	1,60,634	507	4,06,157	§	5,456	..	...	§	26,534	..	1,37,208	1,69,198	6,65,355
TOTAL	11,68,497	7,66,615	80,423	19,82,535	§	5,55,300	...	76,400	§	1,18,452	...	6,98,808	14,48,960	34,31,495
Colleges and Schools for general education	14,26,211	9,533	24,917	14,60,661	...	21,96,204	...	7,09,159	...	1,49,465	...	3,34,433	33,89,261	48,49,622
Colleges and Schools for professional and technical education	3,77,937	350	...	3,78,287	...	55,630	...	15,793	...	800	...	1,875	74,098	4,52,385
University, Direction, Inspection, &c.	8,41,562	...	...	8,41,562	68,824	...	...	...	||	...	...	...	1,26,516	9,68,103
TOTAL	26,45,710	9,883	24,917	26,80,510	68,824	22,51,834	...	7,24,952	||	1,50,265	...	3,36,308	35,89,995	62,70,425
Colleges and Schools for general education	9,02,718	5,20,451	48,244	11,71,413	...	1,60,220	...	...	...	79,577	...	1,67,336	4,07,133	15,79,546
Colleges and Schools for professional and technical education	54,636	6,392	...	61,028	...	1,955	...	...	...	1,521	...	8,286	11,862	74,890
Direction, Inspection, &c.	2,70,731	70,698	3,325	3,45,754	...	...	...	...	...	37,793	...	20,949	58,742	4,03,996
TOTAL	9,28,085	5,97,541	52,069	15,77,696	...	1,62,175	...	...	...	1,18,891	...	1,96,671	4,77,737	20,55,432
Colleges and Schools for general education	3,52,595	2,87,593	1,10,985	7,51,173	...	1,25,969	...	22,036	...	25,048	...	1,03,114	2,86,167	10,37,640
Colleges and Schools for professional and technical education	1,15,563	28,716	7,791	1,51,070	...	264	...	...	...	316	...	16,163	16,743	1,68,613
Direction, Inspection, &c.	1,62,240	1,32,937	32,527	3,27,704	...	391	..	...	...	2,485	...	92,607	95,483	4,23,187
TOTAL	6,30,398	4,49,646	1,51,303	12,31,047	...	1,36,624	...	22,036	...	27,849	...	2,11,884	3,98,393	16,29,440
Colleges and Schools for general education	1,57,847	1,23,529	32,492	3,13,868	...	39,731	...	47,996	...	...	...	9,649	97,376	4,12,244
Colleges and Schools for professional and technical education	28,440	...	24	28,464	...	815	...	114	...	...	...	454	1,383	29,847
Direction, Inspection, &c.	1,75,444	8,727	2,799	1,86,970	...	...	...	5,238	...	108	...	41,245	46,591	2,33,051
TOTAL	3,61,731	1,32,256	34,315	5,28,302	...	40,546	...	53,348	...	108	...	51,348	1,45,350	6,74,152
Colleges and Schools for general education	63,708	51,134	360	1,15,202	...	60,452	...	14,566	...	730	...	22,016	97,764	2,12,966
Colleges and Schools for professional and technical education	13,249	3,363	...	16,612	...	128	...	...	...	2,107	...	2,431	2,666	21,278
Inspection, &c.	64,414	8,848	...	73,262	...	...	...	...	...	...	...	...	3,590	76,851
TOTAL	1,41,371	63,345	360	2,05,076	...	60,580	...	14,566	...	2,837	...	24,447	1,04,019	3,11,095
Colleges and Schools for general education	9,724	6,150	...	15,874	...	2,224	...	...	...	...	...	220	2,444	18,318
Colleges and Schools for professional and technical education	1,890	...	...	1,890	...	...	...	...	...	...	...	...	...	1,890
Direction, Inspection, &c.	1,616	913	...	2,529	...	...	...	...	...	...	...	...	...	2,529
TOTAL	13,230	7,063	...	20,293	...	2,224	...	...	...	...	...	220	2,444	22,737
Colleges and Schools for general education	1,52,766	54,205	1,364	2,08,335	...	27,099	...	150	...	...	...	1,264	28,513	2,36,848
Colleges and Schools for professional and technical education	8,571	...	...	8,571	...	...	...	...	...	...	...	...	...	8,571
Direction, Inspection, &c.	74,185	33,277	13	1,07,475	...	...	...	...	...	...	...	...	...	1,07,475
TOTAL	2,35,522	87,482	1,377	3,24,381	...	27,099	...	150	...	...	...	1,264	29,513	3,52,894
Colleges and Schools for general education	39,39,888	20,56,739	3,67,694	63,64,311	...	40,68,064	...	10,00,730	...	4,76,980	...	15,88,482	71,34,256	1,34,98,571
Colleges and Schools for professional and technical education	9,39,381	1,00,237	19,846	10,59,464	...	1,07,004	...	39,426	...	18,556	...	1,27,030	2,72,916	13,32,381
Universities, Direction, Inspection, &c.	21,96,868	5,16,389	45,642	27,58,909	1,33,684	6,047	...	11,660	...	69,290	2,326	3,40,995	6,25,313	33,84,211
TOTAL	70,76,137	26,73,365	4,33,282	1,01,82,664	1,33,684	41,82,015	...	10,31,816	...	5,64,826	2,326	20,56,507	80,38,485	1,82,15,16

* Inclusive of Departmental, Aided and Inspected Institutions, of all attached and unattached institutions for professional and technical instruction and of schools and colleges for Europeans and Eurasians, but exclusive of private unaided schools.
 † The expenditure of the Madras University from Funded Capital has not been returned. The amount invested at the end of 1881-82 stood at Rs.1,500, Rs.18,300 being for the Faculty Arts and Rs.2,700 for the Faculties of Medicine and Civil Engineering.
 ‡ Includes the annual grant of Rs.7,000 to the Bombay University.
 § The expenditure of the Bombay University in the calendar year 1881 was as follows:—

Provincial Grant	Rs. 27,000
Fees	23,502
Endowments	9,728
TOTAL	60,230

The Funded Capital of the University amounted to Rs.2,71,000, and their income to Rs.72,544.
 † The expenditure of the Calcutta University from Funded Capital was Rs.1,100.
 ‡ Excluding British Burma and all Native States that administer their own system of education. The statement of expenditure in Ajmir, amounting to Rs.63,675 was not received in time to be incorporated in this table.
 § Including expenditure which cannot be distributed over columns 7-13.

General Table No. 4.

Return showing the results of University and Departmental Examinations in India* during the official year 1881-82.

NATURE OF EXAMINATION.	No. of INSTITUTIONS PRESENTING EXAMINERS.				NUMBER OF EXAMINERS.					NUMBER PASSED.					PERCENTAGE OF PASSED CANDIDATES TO THE TOTAL NUMBER EXAMINED.				
	Departmental Institutions.	Aided Institutions.	Other Institutions.	TOTAL.	Departmental Institutions.	Aided Institutions.	Other Institutions.	Private Students.	TOTAL.	Departmental Institutions.	Aided Institutions.	Other Institutions.	Private Students.	TOTAL.	Departmental Institutions.	Aided Institutions.	Other Institutions.	Private Students.	TOTAL.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<i>Arts Colleges.</i>																			
Master of Arts	9	5	2	16	...	...	...	...	93	...	...	...	...	40	...	...	...	...	43.01
Bachelor of Arts	16	8	3	27	381	219	43	54	697	165	83	8	10	266	43.30	37.89	18.60	18.51	31.16
First Examination for the Degree of B. A.	2	2	...	4	66	22	...	...	88	24	10	...	...	34	36.36	45.45	...	...	38.63
First Arts	27	16	8	51	671	598	182	119	1,570	353	255	73	41	722	52.60	42.64	40.10	34.45	45.98
Previous Examination	3	2	1	6	182	81	15	...	278	41	26	4	...	71	22.52	32.09	26.66	...	25.54
Bachelor of Science	1	1	...	2	6	1	...	...	7	1	1	...	...	2	16.66	100	...	...	28.55
First Examination for the Degree of B. Sc.	1	...	...	1	2	...	...	...	2	2	...	...	...	2	100	...	...	...	100
TOTAL . . . . .	...	...	...	...	1,308	921	240	173	2,735	586	375	85	51	1,137	44.80	40.71	35.41	29.47	41.57
<i>Schools. †</i>																			
Matriculation { Boys	138	181	140	459	2,218	2,424	2,120	661	7,423	1,096	837	743	97	2,773	49.41	34.53	35.05	14.67	37.35
{ Girls	1	3	...	4	3	3	...	...	6	2	3	...	...	5	66.66	100	...	...	83.33
Middle School Examination. { Boys	975	1,535	...	2,510	6,453	8,433	2,710	17,596	3,593	4,384	...	877	8,854	55.68	52.10	...	33.36	50.31	
{ Girls	2	14	...	16	17	134	24	175	11	65	...	8	84	64.70	48.50	...	33.33	48.00	
Upper School Examination. { Boys	8,013	3,052	...	11,065	43,156	17,460	156	60,772	21,249	9,770	...	94	131,113	49.23	55.95	...	60.25	51.19	
{ Girls	144	198	...	342	454	1,135	3	1,592	246	688	...	2	936	54.18	60.61	...	66.66	58.79	
Lower School Examination. { Boys	11,697	13,009	...	24,706	93,538	63,581	116	157,235	50,209	35,606	...	88	185,903	53.67	56.00	...	55.86	54.63	
{ Girls	467	572	...	1,039	2,223	3,012	4	5,239	1,137	1,857	...	4	2,998	51.14	61.65	...	100	57.22	
TOTAL . . . . .	...	...	...	...	148,062	98,302	3,674	250,038	77,543	53,953	...	1,170	132,666	52.37	54.88	...	51.84	53.05	
GRAND TOTAL	149,370	99,463	3,847	252,773	78,129	54,413	...	1,221	133,803	52.30	54.70	...	31.73	52.93	

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Return showing the number of Aided Schools attended by Natives of India on the schools during the official years

CLASSIFICATION OF EXPENDITURE.	MADRAS.						BOMBAY.						BENGAL.						N.-W. PROVINCES AND OUDH.						
	No. of Schools.			Grants earned.			No. of Schools.			Grants earned.			No. of Schools.			Grants earned.			No. of Schools.			Grants earned.			
	1870-71.	1875-76.	1881-82.	1870-71.	1875-76.	1881-82.	1870-71.	1875-76.	1881-82.	1870-71.	1875-76.	1881-82.	1870-71.	1875-76.	1881-82.	1870-71.	1875-76.	1881-82.	1870-71.	1875-76.	1881-82.	1870-71.	1875-76.	1881-82.	
University Education.																									
Colleges.																									
{ English . . . . .	...	...	3	...	...	3,686	...	...	...	...	...	...	...	...	...	1	...	2	6,000	...	...	10,200	...	...	...
{ Oriental . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For General Education.																									
{ English §.																									
{ For Boys	287	262	692	96,058	71,791	87,630	7	23	11	9,652	20,706	13,715	582	557	582	1,75,314	1,67,916	1,98,921	26	22	17	28,148	25,173	18,743	
{ For Girls	...	3	6	...	1,266	654	...	2	2	...	1,434	938	...	...	...	...	...	...	2	...	...	600	...	...
{ Vernacular.																									
{ For Boys	1,594	5,040	5,602	67,379	2,15,438	2,38,970	4	15	106	1,801	6,329	7,832	2,544	13,610	47,059	1,85,497	5,00,485	5,94,413	4	5	1	520	807	312	
{ For Girls	19	54	52	3,000	7,310	4,747	12	12	23	2,503	2,329	4,094	243	101	101	40,764	14,696	14,585	50	47	15	6,024	4,724	300	
{ Technical and Technical attached as departments in Secondary or Primary Schools.																									
{ Day Schools for Masters.	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	99	...	...	...	...	...	...	...	...
{ Day Schools for Mistresses.	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	3,014	...	...	...	...	...	...	...	...
{ Trial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Special Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Grants.	...	...	...	1,209	1,118	...	...	...	...	...	1,062	...	...	...	...	4,068	378	...	1	1	...	229	500	...	
TOTAL	1,900	5,359	6,135	1,67,655	2,96,923	3,35,690	23	128	142	13,956	30,798	27,641	3,369	14,271	47,742	4,05,643	6,86,788	8,07,909	84	75	35	41,521	20,604	29,455	
University Education.																									
Colleges.																									
{ English	7	7	8	8,995	17,716	16,710	2	2	2	600	2,250	6,057	6	6	5	29,600	22,795	21,430	1	2	2	10,812	12,084	12,687	
{ Oriental . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	1	2,822	2,885	3,096	
For General Education.																									
{ English §.																									
{ For Boys	125	226	390	1,12,369	1,16,377	76,407	24	35	33	17,079	24,396	24,158	22	23	20	16,358	13,403	15,720	164	172	92	1,28,662	1,18,234	69,630	
{ For Girls	41	65	28	12,098	38,345	8,822	4	5	7	1,317	4,022	13,185	...	...	3	...	...	700	21	13	12	3,822	7,782	8,941	
{ Vernacular.																									
{ For Boys	245	160	741	12,919	7,822	27,262	17	43	40	938	2,630	3,601	154	269	231	10,331	14,340	13,792	61	82	35	6,043	10,021	4,222	
{ For Girls	51	73	174	9,760	14,449	22,832	4	16	27	348	928	2,960	...	172	204	...	30,608	30,554	43	121	112	9,384	11,014	9,630	
{ Technical and Technical attached as departments in Secondary or Primary Schools.																									
{ Day Schools for Masters.	5	4	3	8,707	8,524	4,603	...	...	...	...	...	...	6	10	4	5,835	9,222	4,758	...	...	...	...	...	...	...
{ Day Schools for Mistresses.	1	1	3	2,691	1,110	3,357	...	...	...	...	...	...	1	3	2	1,760	2,414	3,454	...	...	...	...	...	...	...
{ Trial Schools.	...	...	...	...	1,800	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Special Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Grants.	...	...	...	27,888	12,756	4,414	1	...	61,308	...	3,525	...	...	...	...	...	...	...	5	2	...	1,299	5,530	...	
TOTAL	475	537	1,347	1,98,437	2,18,899	1,64,517	52	101	100	81,590	34,226	53,486	189	423	469	64,084	92,782	90,438	296	393	254	1,62,845	1,68,540	1,08,206	
TOTAL FOR INDIA †	2,375	5,896	7,702	3,66,092	5,15,822	5,00,207	75	229	242	95,546	65,024	81,127	3,558	14,754	48,211	4,69,727	7,79,570	8,98,347	380	468	289	2,04,366	1,99,144	1,37,661	

(i) European and Eurasian schools are entirely excluded from this Table for the year
(ii) The classification of schools in this Table differs in some provinces from that adopted in preceding Tables.
(iii) The grants represent awards only, and do not in every case include the salaries of teachers.
* Exclusive of Rs. 4,78 paid from the Government.
† Excluding Ajmir, British Burma and all Native States.
‡ Inclusive of many Primary English Schools.

SUBSIDIARY TABLES—INDIGENOUS SCHOOLS.

Statement showing the number of unaided Indigenous Schools existing in India at the end of the official year 1881-82.*

PROVINCES.	ELEMENTARY SCHOOLS.		OTHER INDIGENOUS SCHOOLS.		TOTAL.		REMARKS.
	Number of schools.	Number of scholars.	Number of schools.	Number of scholars.	Number of schools.	Number of scholars.	
1	2	3	4	5	6	7	8
MADRAS	2,828	54,064	...	...	2,828	54,064	
BOMBAY	3,954	78,205	58	550	4,012	78,755	
BENGAL	3,265	49,238	1,018	8,067	4,283	57,305	
N.-W. P. AND OUDH	6,712	61,634	415	6,671	7,127	68,305	
PUNJAB . . . . .	...	...	...	...	6,362 †	86,023 †	† These statistics are furnished by the Department, but are admitted to be incomplete.
CENTRAL PROVINCES	[83]	[3,148]	...	...	[83]	[3,148] †	† The numbers in square brackets relate to unaided indigenous schools <i>under inspection</i> and are therefore included in the Tables of statistics for Primary schools.
ASSAM	497	9,733	...	...	497	9,733	
COORG	41	470	...	...	41	470	
HAI DARABAD ASSIGNED DISTRICTS	[207]	[2,672]	...	...	[207]	[2,672] †	
TOTAL FOR INDIA *	17,297	253,344	1,491	15,288	25,150	354,655	

* Excluding Ajmir, British Burma and all Native States that administer their own system of education.

SUBSIDIARY TABLES—PRIMARY EDUCATION.

Table 1.—Comparative Statement showing the number of Primary Schools existing in India* at the end of the official years 1870-71 and 1881-82.

PROVINCES.	Class of Schools.	1870-71.			1881-82.			REMARKS.
		Number of schools.†	Number of pupils.	Average number of pupils in each school.	Number of schools.†	Number of pupils.	Average number of pupils in each school.	
1	2	3	4	5	6	7	8	9
MADRAS	Government, Local Fund and Municipal Schools	17	741	44	1,263	46,975	37	¶ The figures as returned by the Provincial Committee. The Report on Public Instruction for 1870-71 returns a large number of these schools as unaided institutions. a The numbers enclosed in square brackets are included under Secondary Schools. ‡ An estimate only. § Exclusive of 37 schools in Ajmir with 1,116 pupils. At the end of 1881-82, the schools in Ajmir were 59 in number and were attended by 2,309 pupils. || Inclusive of the pupils in the Secondary Departments of Tahsili and Halkabandi Schools. ** The apparent decrease in this class of institutions since 1870-71 is due to differences in the classification of schools in the two years under comparison.
	Aided Schools	¶2,783	67,496	24	7,414	204,140	27	
	Unaided Schools under inspection . . . . .	...	...	...	5,809	109,528	19
	Primary Classes in High and Middle Schools and in Colleges	a[650‡]	a[21,465]	a[33]	...	...	...
TOTAL	2,800	68,237	24	14,486	360,643	24		
BOMBAY	Government and Local Fund Schools	2,307	129,653	56	3,811	243,959	64	
	Aided Schools	44	2,945	66	196	13,902	70	
	Unaided Schools under inspection	387	27,030	69	1,331	74,827	56	
	TOTAL	2,738	159,628	58	5,338	332,688	62	
BENGAL	Government Schools	47	1,627	34	28	916	32	
	Aided Schools	2,439	66,417	27	47,374	835,435	17	
	Unaided Schools under inspection	26	499	19	4,376	62,038	14	
	Primary Classes in High and Middle Schools	a[1,812]	a[57,945]b	a[31]	a[1,891]	a[94,318]	a[49]	
TOTAL	2,512	68,543	27	51,778	898,389	17		
N.-W. P. AND OUDH	Government, Local Fund and Municipal Schools	4,307§	148,126||	34	5,561	197,060	35	
	Aided Schools	143	5,126	35	243	15,019	61	
	Unaided Schools under inspection . . . . .	...	...	...	41	1,159	28
	TOTAL	4,450	153,252	34	5,845	213,238	36	
PUNJAB	Government, Local Fund and Municipal Schools	1,254	50,547	40	1,549	88,251	57	
	Aided Schools	501	18,950	37	**278	14,616	53	
	Unaided Schools under inspection . . . . .	...	...	...	...	...	...
	TOTAL	1,755	69,497	39	1,827	102,867	56	
CENTRAL PROVINCES.	Government, Local Fund and Municipal Schools	795	41,404	52	894	55,745	62	
	Aided Schools	423	20,792	51	368	18,786	51	
	Unaided Schools under inspection	668	14,203	21	86	3,206	57	
	TOTAL	1,886	76,399	40	1,348	77,737	57	
ASSAM	Government Schools . . . . .	..	..	..	7	187	26
	Aided Schools . . . . .	..	..	..	1,256	35,643	28
	Unaided Schools under inspection . . . . .	..	..	..	88	2,352	26
	TOTAL . . . . .	..	..	..	1,351	38,182	28
COORG	Government Schools	32	1,433	46	57	2,978	52	
	Aided Schools	3	108	36	3	91	30	
	Unaided Schools under inspection . . . . .	...	...	..	..	..	..
	TOTAL	35	1,541	44	60	3,069	51	
H. A. DISTRICTS	Government and Local Fund Schools	297	10,223	34	467	27,844	59	
	Aided Schools . . . . .	...	..	..	209	4,212	20
	Unaided Schools under inspection . . . . .	...	..	..	207	2,672	12
	TOTAL	297	10,223	34	883	34,728	39	
TOTAL FOR INDIA*		16,473	607,320	36	82,916	2,061,541	24	

* Excluding British Burma and all Native States that administer their own system of education. † Including both Boys' and Girls' Schools.

SUBSIDIARY TABLES—PRIMARY EDUCATION.

Table 2.—Classification of Pupils in Primary Schools* by Race or Creed^c for the official year 1881-82.

PROVINCES.	Class of Institutions.	Hindus.	Muham- madans.	Sikhs.	Parsis.	Christians ^b	Others.	TOTAL.	REMARKS.	
1	2	3	4	5	6	7	8	9		
MADRAS	Government, Local Fund and Municipal Schools.	Boys . . . . .	...	...	...	...	...	44,852	* Including Native Christians and Europeans and Eurasians attending Schools for Natives of India. † 14,116 of these are girls. ‡ 452 of these are boys.
	Aided Schools	Girls . . . . .	...	...	...	...	...	2,723	
		Boys . . . . .	...	...	...	...	...	102,480	
	Unaided Schools under inspection	Girls . . . . .	...	...	...	...	...	11,560	
		Boys . . . . .	...	...	...	...	...	102,046	
TOTAL	Girls	289,448	24,805	...	...	23,373	3,254	*340,878	
	Boys	14,957	47	...	...	6,574	493	120,365	
	Percentage of pupils to total male and female population respectively of each race or creed.	Boys	2'07	2'55	...	...	6'80	22'35	2'23
	Girls	'09	'04	...	...	1'84	'95	'13	
BOMBAY	Government and Local Fund Schools	Boys	199,449	28,211	...	1,618	957	2,398	232,663	
	Aided Schools	Girls	9,807	1,117	...	250	37	85	11,296	
		Boys	6,074	1,203	...	1,543	505	149	9,594	
	Unaided Schools under inspection	Girls	2,044	35	...	1,521	647	91	4,338	
		Boys	59,823	9,727	...	226	59	539	79,544	
TOTAL	Girls	3,898	214	...	161	...	...	4,283	
	Boys	265,416	39,231	...	3,237	1,521	3,085	*312,777		
	Girls	15,747	1,366	...	1,932	686	186	19,917		
	Percentage of pupils to total male and female population respectively of each race or creed.	Boys	1'84	2'02	...	9'25	1'74	'64	2'61	
	Girls	'18	'08	...	5'34	1'13	'04	'17		
BENGAL	Government Schools	Boys	641,454	217,216	...	...	3,427	13,840	880,937
	Aided Schools	Girls	14,580	1,570	...	...	1,182	120	17,452
		Boys . . . . .	...	...	...	...	...	...	...
	Unaided Schools under inspection	Girls . . . . .	...	...	...	...	...	...	...
		Boys . . . . .	...	...	...	...	...	...	...
TOTAL	Girls	641,454	217,216	...	...	3,427	13,840	*880,937	
	Boys	14,580	1,570	...	...	1,182	120	17,452	
	Percentage of pupils to total male and female population respectively of each race or creed.	Boys	2'01	2'02	...	...	5'07	1'74	2'59
	Girls	'06	'01	...	...	1'96	'01	'05	
N.-W. P. AND ODDH.	Government, Local Fund and Municipal Schools.	Boys	163,037	30,137	...	...	92	107	193,373
	Aided Schools	Girls	2,560	1,126	...	...	...	...	3,687
		Boys	6,907	1,891	...	...	1,392	22	10,222
	Unaided Schools under inspection	Girls	1,991	1,618	...	...	1,162	26	4,797
		Boys	803	99	...	...	...	6	917
TOTAL	Girls	117	108	...	...	17	...	244	
	Boys	170,747	32,197	...	...	1,493	145	204,512	
	Girls	4,668	2,854	...	...	1,180	26	8,726	
	Percentage of pupils to total male and female population respectively of each race or creed.	Boys	'86	1'06	...	...	4'78	'34	'89
	Girls	'03	'09	...	...	7'17	'07	'04	
PUNJAB	Government, Local Fund and Municipal Schools.	Boys	44,503	32,751	6,965	...	37	139	84,304	
	Aided Schools	Girls	1,360	2,344	173	...	...	...	3,877
		Boys	4,896	2,803	597	...	257	713	9,266	
	Unaided Schools under inspection	Girls	1,740	1,913	1,317	...	253	121	5,350	
		Boys . . . . .	...	...	...	...	...	...	...
TOTAL	Girls	49,398	35,554	7,552	...	294	*852	93,660		
	Boys	3,106	4,237	1,490	...	253	121	9,207		
	Percentage of pupils to total male and female population respectively of each race or creed.	Boys	1'27	'64	1'18	...	1'17	...	'91	
	Girls	'09	'08	'30	...	3'02	...	'10		
CENTRAL PROVINCES.	Government, Local Fund and Municipal Schools.	Boys	47,398	4,014	...	...	12	1,645	53,069
	Aided Schools	Girls	2,543	86	...	...	7	40	2,676
		Boys	25,518	1,222	...	...	383	1,148	28,271
	Unaided Schools under inspection	Girls	319	46	...	...	149	...	514
		Boys	2,839	248	...	...	9	42	3,188
TOTAL	Girls	3	75	...	...	...	...	18	
	Boys	65,805	5,485	...	...	404	*2,825	74,599	
	Girls	2,865	147	...	...	156	40	3,208	
	Percentage of pupils to total male and female population respectively of each race or creed.	Boys	1'77	3'90	...	...	5'63	'25	1'50
	Girls	'07	'10	...	...	3'26	...	'06	
ASSAM	Government Schools	Boys	100	7	...	...	1	79	187
	Aided Schools	Girls . . . . .	...	...	...	...	...	...	...
		Boys	25,213	4,946	...	...	653	2,700	34,511
	Unaided Schools under inspection	Girls	524	2	...	...	266	340	1,132
		Boys	1,580	522	...	...	2	171	2,275
TOTAL	Girls	52	...	...	...	9	16	77	
	Boys	27,302	5,475	...	...	656	2,950	*36,973	
	Girls	576	2	...	...	275	356	11,209	
	Percentage of pupils to total male and female population respectively of each race or creed.	Boys	1'76	'81	...	...	16'04	1'19	1'47
	Girls	'03	...	...	...	9'15	'14	'05	
COORG	Government Schools	Boys	2,871	86	...	...	21	...	2,978
	Aided Schools	Girls . . . . .	...	...	...	...	...	...	...
		Boys	8	1	...	...	56	...	65
	Unaided Schools under inspection	Girls	2	...	...	...	24	...	26
		Boys . . . . .	...	...	...	...	...	...	...
TOTAL	Girls	2,879	87	...	...	77	...	*3,043	
	Boys . . . . .	...	...	...	...	24	...	26	
	Percentage of pupils to total male and female population respectively of each race or creed.	Boys	3'17	1'10	...	...	4'38	...	3'03
	Girls . . . . .	...	...	...	...	1'74	...	'03	
HAIDARABAD ASSIGNED DISTRICTS.	Government and Local Fund Schools	Boys	24,262	3,945	...	19	26	...	28,252	
	Aided Schools	Girls	266	54	...	...	2	...	322
		Boys	3,831	263	...	...	12	1	4,108
	Unaided Schools under inspection	Girls	64	28	...	...	...	...	104
		Boys	2,368	293	...	...	...	...	2,661
TOTAL	Girls	11	...	...	...	...	...	11	
	Boys	30,461	4,501	...	...	19	39	*35,021	
	Girls	341	82	...	...	14	...	437	
	Percentage of pupils to total male and female population respectively of each race or creed.	Boys	3'37	4'62	...	12'10	5'05	50'000	2'83	
	Girls	'03	'09	...	...	'48	...	'03	
TOTAL FOR INDIA		Boys	1,543,200	363,881	7,462	3,536	31,284	31,961	*1,981,724	
		Girls	54,824	10,663	1,490	1,932	10,348	3,254	† 80,247	
		Percentage of pupils to total male and female population respectively of each race or creed.	Boys	1'04	1'57	1'06	9'05	5'50	1'06	1'02
		Girls	'07	'05	'27	5'26	2'02	'04	'08	

* Excluding schools for Europeans and Eurasians and all schools in Ajmer, British Burma and in Native States that administer their own system of education.

SUBSIDIARY TABLES—PRIMARY EDUCATION.

Table 3.—Statement showing the results of the Primary School Examinations in 1881-82.

PROVINCES.	NATURE OF EXAMINATION.	Number of institutions presenting examinees.	Number of examinees.	Number passed.	Percentage of those passed to those presented.	
MADRAS	Special Upper Primary	Boys 99 Girls 42	1,128 224	457 77	40'51 34'37	
	Upper Primary	Boys 1,112 Girls 120	10,140 729	6,674 498	65'81 68'31	
	Lower do.	Boys 3,566 Girls 240	22,166 1,713	15,334 1,273	69'17 74'31	
	Result Standard II	Boys ... Girls ...	39,442 2,935	27,647 1,837	70'09 62'58	
	Ditto I	Boys ... Girls ...	59,797 5,049	42,360 3,209	70'83 63'55	
	TOTAL	...	143,323	99,366	69'33	
	BOMBAY	Public Service Certificate Examination in Vernacular Standard VI	Boys 252 Girls 532	3,771 2,698	1,253 1,028	33'23 38'10
		Sixth Vernacular Standard Examination held in Schools	Boys 24 Girls 57	34 146	25 67	73'53 45'89
		Fifth ditto	Boys 1,246 Girls 132	7,289 503	3,198 230	43'87 45'32
		Fourth (Upper Primary) ^a ditto	Boys 2,749 Girls 3,039	18,127 30,865	7,946 14,061	43'83 45'56
Third ditto		Boys 195 Girls 4,341	1,005 43,650	458 21,932	45'57 50'25	
Second (Lower Primary) ^b ditto		Boys 265 Girls 4,585	1,933 54,604	890 36,669	46'04 67'15	
First ditto		Boys 299 Girls ...	2,893 ...	1,696 ...	58'62 ...	
TOTAL		...	167,518	89,453	53'40	
BENGAL		Upper Primary	Boys 1,267 Girls 10	3,142 15	2,531 13	80'55 86'66
		Lower Primary	Boys 8,196 Girls 87	29,182 186	16,417 144	56'25 77'41
	Utterpara Hitakari Sabha Examination	Boys 33 Girls ...	85 ...	50 ...	58'82 ...	
	TOTAL	...	32,610	19,155	58'73	
N.-W. P. AND OUDH	Upper Primary	Boys 3,565 Girls 61	14,081 235	6,627 129	47'06 54'89	
	Lower Primary	Boys 4,887 Girls 142	30,573 749	14,834 391	48'51 52'20	
	TOTAL	...	145,638	21,981	48'16	
	PUNJAB	Upper Primary	Boys 1,384 Girls 5	6,321 8	4,203 7	66'49 87'50
Lower Primary		Boys 1,518 Girls 241	10,197 163	7,582 44	74'35 26'99	
TOTAL		...	16,689	11,836	70'92	
CENTRAL PROVINCES.		Sixth Vernacular Standard Examination held in Schools	Boys ... Girls
	Fifth ditto	Boys ... Girls ...	...	...	...
	Fourth (Upper Primary) ^a ditto	Boys 747 Girls 11	7,461 90	3,062 51	41'04 56'66	
	Third (Lower Primary) ^b ditto	Boys 1,039 Girls 53	12,303 437	6,398 219	52'00 50'11	
	Second ditto	Boys ... Girls ...	...	...	...
	First ditto	Boys ... Girls ...	...	...	...
TOTAL	...	20,291	9,730	47'95		
ASSAM	Lower Primary	Boys 534 Girls 1	1,348 3	682 2	50'59 66'66	
	TOTAL	...	1,351	684	50'62	
COORG	Upper Primary	Boys 58 Girls ...	517 ...	...	...
	Lower Primary	Boys ... Girls 1	2,526 26	400	13'03	
TOTAL	...	3,069	400	13'03		
H. A. DISTRICTS	Public Service Certificate Examination in Vernacular Standard VI	Boys ... Girls ...	...	...	...
	Sixth Vernacular Standard Examination held in Schools	Boys 24 Girls ...	164 ...	109	66'46	
	Fifth ditto	Boys 66 Girls ...	520 ...	250	48'07	
	Fourth (Upper Primary) ^a ditto	Boys 241 Girls 3	1,500 12	634 8	42'26 66'66	
	Third ditto	Boys 460 Girls 5	3,169 21	1,487 15	46'92 71'42	
	Second (Lower Primary) ^b ditto	Boys 566 Girls 10	4,747 55	2,754 35	58'01 63'63	
	First ditto	Boys 649 Girls 11	6,743 79	4,481 53	66'45 67'08	
	TOTAL	...	17,010	9,826	57'76	
TOTAL FOR INDIA;		Boys ... Girls ...	428,171 19,328	251,010 11,421	58'62 59'09	
TOTAL.		...	447,499	262,431	58'64	

* Inclusive of 564 passed candidates from the lower classes of middle schools.
† Ditto 430 ditto ditto and upper primary schools.
‡ Inclusive of 1,072 pupils in European and Eurasian schools that are inseparable from the returns.
§ Excluding Ajmir, British Burma and all Native States that administer their own system of education.
^a The standard selected by the local Government as equivalent to that of the Upper Primary Examination.
^b Ditto ditto ditto Lower ditto.

SUBSIDIARY TABLES—PRIMARY EDUCATION.

Table 4.—Statement showing the number and value of Scholarships tenable in Primary Schools in the official year 1881-82.

PROVINCES.	NUMBER OF SCHOLARSHIPS.	TOTAL MONTHLY VALUE.	TOTAL ANNUAL VALUE.
1	2	3	4
		<i>R a. p.</i>	<i>R</i>
MADRAS	Not returned.	2 2 8	26
BOMBAY	23	80 8 0	966
LENGAL	385	770 0 0	9,240
N.-W. P. AND OUDH	None	...	...
PUNJAB	Not returned, but number stated to be small.		
CENTRAL PROVINCES.	283	735 5 4	8,704
ASSAM	108	324 0 0	3,888
COORG	None	...	...
HAJDARABAD ASSIGNED DISTRICTS	None	...	...
TOTAL FOR INDIA†	799	1,902 0 0	22,824

Table 5.—Statement showing the number of trained and untrained teachers in Primary Schools* in the official year 1881-82.

PROVINCES.	DEPARTMENTAL SCHOOLS.				AIDED SCHOOLS.				TOTAL.				REMARKS.
	Total number of teachers (masters and assistants, excluding pupil-teachers).	Number of certificated (a) teachers.	Number of uncertificated teachers.	Percentage of certificated (a) to total number of teachers.	Total number of teachers (masters and assistants, excluding pupil-teachers).	Number of certificated (a) teachers.	Number of uncertificated teachers.	Percentage of certificated (a) to total number of teachers.	Total number of teachers (masters and assistants, excluding pupil-teachers).	Number of certificated (a) teachers.	Number of uncertificated teachers.	Percentage of certificated (a) to total number of teachers.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
MADRAS . . . . .	...	...	...	[No statistics available.]	...	...	...	...	...	...	...	...
BOMBAY	7,248	2,451†	4,797	33'82	...	...	...	...	*7,248	2,451	4,797	33'82	
BENGAL	46	28	18	60'87	46,453	3,330	43,123	7'17	46,499	3,358	43,141	7'22	
N.-W. P. AND OUDH	6,208	3,768	2,440	60'69	335	37	298	11'04	6,543	3,805	2,738	58'15	
PUNJAB	2,041	579	1,462	28'36	...	...	...	...	2,041	579	1,462	28'36	
CENTRAL PROVINCES	1,143	998	145	87'31	382	129	253	33'77	*1,525	1,127	398	73'90	*The difference between the number given here and that in the Provincial Report arises from the exclusion of pupil-teachers.
ASSAM . . . . .	...	...	...	...	1,389	673	716	48'45	1,389	673	716	48'45	
COORG	81	66	15	81'48	3	1	2	33'33	84	67	17	79'76	
HAJDARABAD ASSIGNED DISTRICTS.	1,011	182	829	18'00	212	1	211	'47	1,223	183	1,040	14'96	
TOTAL FOR INDIA†	17,778	8,072	9,706	45'40	48,774	4,171	44,603	8'55	66,552	12,243	54,309	18'39	

* Both Boys' and Girls' Schools are included.

† Excluding Ajmir, British Burma and all Native States that administer their own system of education.

(a) The term *certificated* has a somewhat wide meaning in this Table. In Bombay and the Central Provinces all the teachers so returned have won certificates of merit after going through a two-year or a three-year course in a high-class Training College. In some of the other Provinces the term *certificated* implies that the teacher has gained a pupil-teacher's certificate in a Primary School.

SUBSIDIARY TABLES—PRIMARY EDUCATION.

Table 6.—Statement showing the number of Training Schools for Vernacular Teachers in 1881.

Number of Training Schools.	Provinces and Class of Institutions.	Number of students on the rolls on 31st March 1882.	CLASSIFICATION OF THE STUDENTS BY RACE OR CREED.					Total expenditure on Training Schools.	Total cost of training each student. ^b	Number of students who in 1881-82 left with training certificates of various grades.	REMARKS.
			Hindus.	Muhammads.	Sikhs.	Native Christians.	Others.				
1	2	3	4	5	6	7	8	9	10	11	12
	<i>Training Schools</i>							R	R a. p.		
28 4	MADRAS	{ For men For women	770 157	561 7	41 ...	...	167 144	1 6	61,038 16,467	82 14 10 104 3 6	344 25
32	TOTAL		927	568	41	...	311	7	77,505	86 11 1	369
7 2	BOMBAY	{ For men For women	480 73	392 62	42 1	...	46 4	...	664,706 219,485	135 14 11 299 12 3	141 8
9*	TOTAL		553	454	43	...	50	6	84,191	155 9 11	149
20 2	BENGAL	{ For men For women	†1,007 41	585 ...	55 ...	...	288 30	79 †11	83,562 6,739	93 0 10 192 8 8	†459 §
22	TOTAL		1,048	585	55	...	318	90	¶90,301	56 12 6	†459
18 3	N.-W. P. AND OUDH	{ For men For women	306 89	251 6	55 ...	...	...	...	36,687 6,671	121 14 2 82 5 9	369 7
21	TOTAL		395	257	55	...	83	...	¶43,358	113 8 0	376
4 3	PUNJAB	{ For men For women	220 138	98 42	101 59	14 33	7 4	...	34,886 17,197	161 8 1 116 3 1	98 Statistics not available.
7	TOTAL		358	140	160	47	11	...	52,083	143 1 4	98
3 1	CENTRAL PROVINCES.	{ For men For women	171 17	155 17	14 ...	...	...	2 ...	19,336 5,132	115 14 6 270 1 8	95 2
4	TOTAL		188	172	14	...	...	2	24,468	131 10 5	97
9 —	ASSAM	{ For men For women	**331 ...	171 ...	28 ...	...	81 ...	51 ...	17,940 ...	63 9 10 ...	19 ...
9	TOTAL		331	171	28	...	81	51	¶17,940	63 9 10	19
1 —	COORG	{ For men For women	7 ...	7 ...	...	...	...	...	††1,890 ...	315 0 0 ...	7 ...
1	TOTAL		7	7	...	...	...	...	1,890	315 0 0	7
1 —	H. A. DISTRICTS	{ For men For women	79 ...	66 ...	13 ...	...	...	...	††8,571 ...	119 0 8 ...	19 ...
1	TOTAL		79	66	13	...	...	...	8,571	119 0 8	19
91 15	TOTAL FOR INDIA ^c	{ For men For women	3,371 515	2,286 134	349 60	14 33	589 265	133 23	3,28,636 71,691	104 3 1 141 10 10	1,551 42
106	TOTAL ^d		3,886	2,420	409	47	854	156	4,00,327	1096 6 0	1,593

^b The total cost of educating each student has been calculated on the average monthly number of the students enrolled.
^c Excluding British Burma and all Native States that administer their own system of education.
^d Excluding 2 Training Schools in Ajmir, with 23 pupils. The total expenditure incurred on these schools was F.1,383.

SUBSIDIARY TABLES—

Table 7.—Comparative Statement of the Total Expenditure

PROVINCES.	OBJECT OF EXPENDITURE.	IMPERIAL OR PROVIN- CIAL EXPENDITURE.*		EXPENDITURE FROM LOCAL CASSES AND MUNICIPAL FUNDS.*	
		Years.		Years.	
		1870-71.	1881-82.	1870-71.	1881-82.
1.	2.	3.	4.	5.	6.
		R	R	R	R
MADRAS	Boys' and Girls' Schools	82,796	1,39,118	...	4,78,297
	Training Schools for Masters and Mistresses	74,799	29,027	...	23,819
	Scholarships a	...	...	...	...
	Buildings a	...	...	...	...
	Miscellaneous a	...	...	...	...
	TOTAL	1,57,595	1,68,145	...	5,02,116
BOMBAY	Boys' and Girls' Schools	2,33,247	2,74,146	5,22,299	6,21,381
	Training Schools for Masters and Mistresses	37,753	49,555	24,539	20,085
	Scholarships	...	...	...	1,691
	Buildings	51,267	10,115	1,22,772	1,19,788
	Miscellaneous	11,284	11,922	13,101	24,187
	TOTAL	3,33,551	3,45,738	6,82,711	7,87,132
BENGAL	Boys' and Girls' Schools	1,75,774	5,26,553	...	14,835
	Training Schools for Masters and Mistresses	1,38,382	70,216	...	350
	Scholarships a	...	...	...	...
	Buildings a	...	...	...	...
	Miscellaneous a	...	...	...	...
	TOTAL	3,14,156	5,96,769	...	15,185
N.-W. P. AND OUDH	Boys' and Girls' Schools	1,71,767	1,83,829	1,61,906	5,39,299
	Training Schools for Masters and Mistresses	50,269	32,248	9,975	6,392
	Scholarships a	...	...	...	...
	Buildings	1,515	...	17,214	27,059
	Miscellaneous	...	...	4,927	13,720
	TOTAL	2,23,551	2,16,077	1,94,022	5,86,470
PUNJAB	Boys' and Girls' Schools	71,470	77,271	1,47,229	3,22,750
	Training Schools for Masters and Mistresses	29,073	19,751	17,411	22,098
	Scholarships a	...	...	...	...
	Buildings a	...	...	...	...
	Miscellaneous a	...	...	...	...
	TOTAL	1,00,543	97,022	1,64,640	3,44,848
CENTRAL PROVINCES.	Boys' and Girls' Schools	46,916	76,130	1,24,955	1,44,698
	Training Schools for Masters and Mistresses	10,484	24,358	11,153	14
	Scholarships	4,000	2,014	1,000	5,335
	Buildings	...	42,148	...	4,633
	Miscellaneous	...	...	...	...
	TOTAL	61,400	1,44,650	1,37,108	1,54,680
ASSAM	Boys' and Girls' Schools	...	11,930	...	51,209
	Training Schools for Masters and Mistresses	...	10,595	...	3,363
	Scholarships	...	...	...	...
	Buildings	...	485	...	1,431
	Miscellaneous	...	1,161	...	544
	TOTAL	...	24,171	...	56,547
COORG	Boys' and Girls' Schools	5,530	2,206	...	6,150
	Training Schools for Masters and Mistresses	16	1,890	...	...
	Scholarships	...	...	...	...
	Buildings	...	...	...	433
	Miscellaneous	...	...	...	...
	TOTAL	5,546	4,096	...	6,583
H. A. DISTRICTS	Boys' and Girls' Schools	77,756	98,673	35,682	55,525
	Training Schools for Masters and Mistresses	2,089	8,571	3,416	...
	Scholarships	...	...	...	...
	Buildings	...	76,967	18,619	728,784
	Miscellaneous	15,377	10,789	3,162	3,532
	TOTAL	95,222	1,25,000	60,879	87,841
TOTAL FOR INDIA||		12,91,564	17,21,668	12,39,360	25,41,402

* Excluding the expenditure on schools
 || Excluding British Burma and all Native States

PRIMARY EDUCATION.

on Primary Education in the official years 1870-71 and 1881-82.

EXPENDITURE FROM FEES.*		EXPENDITURE FROM OTHER SOURCES.*		TOTAL EXPENDITURE* OF PRIMARY EDUCATION.		REMARKS.
Years.		Years.		Years.		
1870-71.	1881-82.	1870-71.	1881-82.	1870-71.	1881-82.	
7	8	9	10	11	12	
₹	₹	₹	₹	₹	₹	13
91,202	5,14,178	68,371	3,76,996	2,42,369†	15,08,589†	† Excluding the expenditure on primary classes attached to secondary and collegiate institutions. ‡ Including the expenditure on primary classes attached to secondary schools. § Statistics not available.
8,210	1,877	21,369	22,782	1,04,378	77,505	
...	
...	
99,412	5,16,055	89,740	3,99,778	3,46,747	15,86,094‡	§ Including the expenditure of ₹2,60,691 on unaided primary schools under inspection.
29,557	1,94,470	87,280	3,32,398	8,72,383	14,22,395	¶ A large portion of this amount was for prizes awarded in Native State schools and cannot be separated from the sum spent in scholarships.
219	11	8,526	11,788	71,037	81,439	
...	
414	...	74,303	82,811	2,48,756	2,12,714	
1,315	...	...	16,030	25,700	52,139	|| Including the expenditure of ₹4,25,904 on primary schools in Native States
31,505	1,94,481	1,70,109	4,51,294	12,17,876	17,78,645‡	Ⓜ Excluding the cost of the primary classes of secondary schools, which may be roughly estimated at ₹5,32,861.
38,652	11,66,478	96,570	4,77,691	3,30,996‡	21,85,557‡	Ⓝ Excluding the cost of the primary classes attached to secondary schools which may be roughly estimated at ₹6,10,643.
5,748	2,927	20,758	16,868	1,64,888	90,301	
...	
...	
64,400	11,69,405	1,17,328	4,94,499	4,95,884	22,75,858‡	Ⓞ Including the expenditure of ₹1,43,941 on unaided primary schools under inspection.
19,634	54,797	2,21,772	87,953	5,75,979	8,65,878	Ⓟ Inclusive of expenditure on primary schools for Europeans and Eurasians which is stated to be inseparable.
21	724	12,552	3,994	72,817	43,358	
...	
...	...	...	...	18,729	27,059‡	
...	...	...	...	4,927	13,720	Ⓠ Inclusive of ₹10,480 on unaided primary schools under inspection.
19,655	55,521	2,34,324	91,947	6,71,552	9,50,015‡	Ⓡ In 1870-71 municipal contributions were treated as private funds and included under "other sources." Ⓡ Inclusive of the expenditure incurred on the training of teachers for Secondary Vernacular Schools.
13,163	62,230	67,920	73,444	2,99,782	5,35,695	
10	74	10,789	10,160	1,57,283	52,083	
...	
...
13,173	62,304	78,709	83,604	3,57,065	5,87,778	Ⓢ The building expenditure of 1870-71 is included under "boys' and girls' schools," and cannot be separated.
7,395	21,902	69,273	36,099	2,48,539	2,78,829	Ⓣ Including the expenditure of ₹2,895 on unaided primary schools under inspection, but excluding the cost of industrial schools, which are attended chiefly by pupils in the primary departments of middle schools. The cost of the industrial schools was—
...	...	849	116	22,486	24,488	
...	...	...	...	5,000	7,349	
...	...	...	2,676	...	49,457	
7,395	21,902	70,122	38,891	2,76,025	3,60,123‡	
Figures included in those for Bengal.	18,016	Figures included in those for Bengal.	18,291	Figures included in those for Bengal.	99,446	₹
	96		1,232		15,286	4,082
	...		...		...	10
	...		785		2,701	815
...	...	584	...	2,289	452	
...	18,112	...	20,892	...	1,19,722‡	Ⓤ Including the expenditure of ₹1,281 on unaided primary schools under inspection.
127	1,064	...	220	5,657	9,640	Ⓡ Inclusive of certain expenditure on buildings, which is shown against "Miscellaneous" in General Table 3c, page xxxii.
...	...	...	...	16	1,890	
...	
...	...	...	...	...	433	
127	1,064	...	220	5,673	11,963	
...	25,927	497	974	1,13,935	1,81,099	
...	...	...	...	5,595	8,571	
...	
...	...	...	...	18,619	35,751‡	
...	...	...	...	18,539	14,321	
...	25,927	497	974	1,56,598	2,39,742	
2,35,667	20,64,771	7,60,829	15,82,099	35,27,420	79,09,940	

* For Europeans and Eurasians that administer their own system of education.

** Excluding the expenditure on Primary education in Ajmir, which amounted to ₹11,887. The expenditure in Ajmir for 1870-71 is also omitted from this Table.

SUBSIDIARY TABLES—

Table 8.—Detailed Statement showing the total expenditure on

PROVINCES.	CLASS OF SCHOOLS.	GOVERNMENT, LOCAL AND MUNICIPAL SCHOOLS.*					AIDED SCHOOLS.*				
		Provincial Funds.	Local Cess and Municipal Funds.	Fees.	Other sources.	TOTAL.	Provincial Funds.	Local Cess and Municipal Funds.	Fees.	Other sources.	TOTAL.
1	2	3	4	5	6	7	8	9	10	11	12
		R	R	R	R	R	R	R	R	R	R
MADRAS	Boys'	53,278	2,00,896	51,806	2,766	3,08,836	67,174	2,92,697	3,06,292	1,90,215	8,56,478
	Girls'	12,137	6,173	595	465	19,370	35,556	2,350	9,403	93,410	1,40,719
	TOTAL	65,415	2,07,069	52,401	3,231	3,28,206	1,02,730	2,95,047	3,15,795	2,83,625	9,97,197
BOMBAY	Boys'	2,92,928	7,32,377	1,44,920	7,155	11,77,380	9,266	3,136	5,503	20,401	38,306
	Girls'	34,060	51,097	948	1,315	87,420	9,484	522	3,127	34,040	47,173
	TOTAL	3,26,988	7,83,474	1,45,868	8,470	12,64,800	18,750	3,658	8,630	54,441	85,479
BENGAL	Boys'	65,139	350	581	104	66,174	4,80,013	11,062	10,64,343	3,42,891	18,98,309
	Girls' . . . . .	...	...	...	...	...	51,617	1,221	11,970	1,02,626	1,67,434
	TOTAL	65,139	350	581	104	66,174	5,31,630	12,283	10,76,313	4,45,517	20,65,743
N.-W. P. AND OUDH	Boys'	1,41,577	5,31,684	37,568	7,012	7,17,841	43,132	6,603	16,274	41,290	1,07,299
	Girls'	11,454	4,212	...	490	16,156	19,914	1,216	1,381	34,949	57,460
	TOTAL	1,53,031	5,35,896	37,568	7,502	7,33,997	63,046	7,819	17,655	76,239	1,64,759
PUNJAB	Boys'	36,319	3,20,282	46,209	6,187	4,08,997	28,318	2,581	13,671	32,689	77,259
	Girls'	2,182	15,337	2	521	18,042	30,203	6,648	2,422	44,207	83,480
	TOTAL	38,501	3,35,619	46,211	6,708	4,27,039	58,521	9,229	16,093	76,896	1,60,739
CENTRAL PROVINCES	Boys'	71,356	1,29,157	18,023	5,719	2,24,255	22,253	2,032	3,707	22,843	50,835
	Girls'	5,132	13,283	...	170	18,585	1,747	240	...	4,760	6,747
	TOTAL	76,488	1,42,440	18,023	5,889	2,42,840	24,000	2,272	3,707	27,603	57,582
ASSAM	Boys'	9,492	3,363	96	67	13,018	14,036	51,486	17,207	17,256	99,985
	Girls' . . . . .	...	...	...	...	...	643	1,698	24	3,073	5,438
	TOTAL	9,492	3,363	96	67	13,018	14,679	53,184	17,231	20,329	1,05,423
COORG	Boys'	3,784	6,583	1,043	...	11,410	192	..	21	110	323
	Girls' . . . . .	...	...	...	...	...	120	...	...	110	230
	TOTAL	3,784	6,583	1,043	...	11,410	312	..	21	220	553
HAIDARABAD ASSIGNED DISTRICTS.	Boys'	1,20,167	86,092	13,411	..	2,19,670	3,088	240	12,516	704	16,548
	Girls'	1,433	1,359	...	...	2,792	312	150	...	270	732
	TOTAL	1,21,600	87,451	13,411	...	2,22,462	3,400	390	12,516	974	17,280
TOTAL FOR INDIA§	Boys'	7,94,040	20,10,784	3,13,747	29,010	31,47,581	6,67,472	3,69,837	14,39,634	6,68,399	31,45,342
	Girls'	66,398	91,461	1,545	2,961	1,62,365	1,49,596	14,045	28,327	3,17,445	5,09,413
	TOTAL|| . . . . .	8,60,438	21,02,245	3,15,292	31,971	33,09,946	8,17,068	3,83,882	14,67,961	9,85,844	36,54,755

§ Excluding British Burma and all Native States that administer their own system of education.

|| Excluding the expenditure on Primary education in Ajmir, which amounted to Rs1,887.

¶ Including Training Schools and classes for masters of Primary Schools.

PRIMARY EDUCATION.

Departmental and Aided Primary Schools ¶ in the official year 1881-82.

TOTAL.*				GRAND TOTAL.*	Total expenditure on Education in 1881-82 from public funds (Provincial, Local and Municipal).	Percentage of expenditure in columns 13 and 14 to total expenditure from public funds in column 18.	Percentage of Provincial expenditure in column 13 to total expenditure in column 17.	Percentage of Provincial expenditure in column 13 to total Provincial expenditure on education.†	Percentage of total expenditure in column 17 to total expenditure on education.†	Percentage of total expenditure on Primary education to total expenditure on education.†	REMARKS.				
Provincial Funds.	Local Cess and Municipal Funds.	Fees.	Other sources.									13	14	15	16
1,20,452	4,03,593	3,58,388	1,02,081	11,65,314	16,32,345	41'06	12'68	17'12	38'22	45'74	<p>a The total expenditure incurred by the Native States (Rs. 5,76,1) is here included in the "total expenditure on education." Excluding that sum, the percentage for Bombay is 47'30.</p> <p>b The expenditure on buildings and miscellaneous (Rs. 40,779) entered in Table 7 cannot be shown separately for boys' and girls' schools. It has therefore been excluded from columns 13-17, but included in columns 18-23.</p> <p>c The expenditure on scholarships and buildings (Rs. 56,806) entered in Table 7 cannot be shown separately for boys' and girls' schools. It has therefore been excluded from columns 13-17, but included in columns 18-23.</p>				
47,693	8,523	9,998	93,875	1,60,089											
1,68,149	5,02,116	3,68,286	2,86,256	13,25,403	19,82,535	57'14	25'60	30'36	39'34	51'83					
3,02,194	7,35,513	1,50,423	27,556	12,15,686											
43,544	51,619	4,075	35,353	1,34,593	26,80,510	22'73	27'99	22'55	33'99	36'29					
3,45,738	7,87,132	1,54,498	62,911	13,50,279											
5,45,152	11,412	10,64,924	3,42,993	19,64,483	15,77,695	50'74	24'04	23'28	45'70	46'21					
51,617	1,221	11,970	1,02,626	1,67,434											
5,96,769	12,633	10,76,894	4,45,621	11,31,917	12,31,047	35'89	16'50	15'39	36'07	36'07					
1,84,709	5,38,287	53,842	48,302	8,25,140											
31,368	5,428	1,381	35,439	73,616	5,28,802	56'60	48'14	39'98	52'98	53'41					
2,16,077	5,43,715	55,223	83,741	8,98,756											
64,637	3,22,863	59,880	38,876	4,86,256	2,05,076	39'36	20'40	17'09	38'07	38'48					
32,383	21,985	2,424	44,728	1,01,522											
97,022	3,44,848	62,304	83,604	5,87,778	20,293	52'62	34'23	30'95	52'61	52'61					
93,609	1,31,189	21,730	28,562	2,75,090											
6,879	13,523	...	4,930	25,320	3,24,381	65'61	52'13	53'07	67'93	67'93					
1,00,488	1,44,712	21,730	33,492	3,00,422											
23,528	54,849	17,303	17,323	1,13,003	1,01,82,684	41'82	24'08	24'33	38'23	43'42					
643	1,698	24	3,073	5,438											
24,271	56,547	17,327	20,366	1,18,441	1,25,000	87'84	25,927	974	2,35,742	14,61,512					
3,976	6,583	1,064	110	11,733											
120	...	...	110	230	1,25,000	87'84	25,927	974	2,35,742	14,61,512			
4,096	6,583	1,064	220	11,963											
1,23,255	86,332	25,927	704	2,36,218	1,01,82,684	41'82	24'08	24'33	38'23	43'42					
1,745	1,509	...	270	3,524											
1,25,000	87,841	25,927	974	2,35,742	16,77,506	24,86,127	17,83,253	20,17,815	60,64,701						
14,61,512	23,80,621	17,53,381	6,97,409	62,92,923											
2,15,994	1,05,506	29,872	3,20,406	6,71,776											

* Excluding the expenditure on schools for Europeans and Eurasians.

† Including the expenditure on all professional and technical institutions and on schools for Europeans and Eurasians.

‡ Including the expenditure of unaided schools under inspection.

SUBSIDIARY TABLE—PRIMARY EDUCATION.

Table 9.—Return showing Municipal expenditure* on Primary Education in the official year 1881-82.

PROVINCE.	Net Municipal Income (excluding opening balances) for the year 1881-82.†	MUNICIPAL EXPENDITURE ON PRIMARY EDUCATION.†						TOTAL.	Total Municipal expenditure on education generally.‡	Percentage of Municipal expenditure in column 9 to total expenditure on Primary Education from Public Funds. §	Percentage of Municipal expenditure in column 9 to total Municipal expenditure on education. ¶	Percentage of Municipal expenditure in column 9 to total Municipal income. ||	REMARKS.
		BOYS' SCHOOLS.			GIRLS' SCHOOLS.								
		Departmental.	Aided.	Un-aided.	Departmental.	Aided.	Un-aided.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14
MADRAS	₹ 21,47,715	₹ 23,822	₹ 39,470	...	₹ 3,756	₹ 2,225	...	₹ 69,273	₹ 88,018	9'37	78'70	4'09	
BOMBAY	68,38,205	38,257	607	...	1,785	300	...	40,949	80,423	3'61	50'91	1'17	a Exclusive of Municipal building-grants included in the item of ₹1,27,733 shown in General Table 2c, column 1b, as Local Fund expenditure on Buildings (page xxxii).
BENGAL	51,89,688	...	2,941	1,623	...	1,221	929	6,714	24,917	1'09	26'94	2'48	
N.-W. P. AND OUDH	29,35,109	26,401	6,150	1,676	1,030	1,096	300	35,693	52,069	4'65	70'47	1'77	
PUNJAB	28,55,328	61,327	2,631	...	7,102	5,992	...	77,052	1,51,203	16'03	50'95	5'29	
CENTRAL PROVINCES	11,57,226	18,832	2,032	...	1,320	240	...	22,424	34,815	7'23	64'40	3'01	
ASSAM	92,768	...	75	...	...	...	...	75	360	'09	20'83	'39
COORG	15,099	...	...	...	...	...	...	...	...	...	...	...
H. A. DISTRICTS	1,03,320	580	120	...	496	150	...	2,346	2,377	'53	97'75	1'33	
INDIA	2,13,36,458	1,69,219	54,066	3,299	15,489	11,224	1,229	2,54,526	4,33,182	5'78	58'76	2'03	

* Includes not only grants for the maintenance of Primary Schools, but scholarship and building-grants to such schools, and contributions to Normal Schools.
† Exclusive of grants to European and Eurasian Schools.
‡ Inclusive of all Municipal grants to technical and to European and Eurasian Schools.
§ Inclusive of the expenditure from Public Funds on Primary Schools for Europeans and Eurasians.
|| Excluding Ajmer, British Burma and all Native States that administer their own system of education.
¶ The figures in this column have been compiled from the Provincial Administration Reports for 1881-82.

SUBSIDIARY TABLES—PRIMARY EDUCATION.

Table 10.—Statement showing the average annual cost* of educating each pupil in Primary Schools in the official year 1881-82.

PROVINCE AND CLASS OF SCHOOLS.	DEPARTMENTAL SCHOOLS.				AIDED SCHOOLS.				UNAIDED SCHOOLS UNDER INSPECTION.		
	Total cost.	Cost to Provincial Funds.	Cost to Local Rates or Cesses.	Cost to Municipal Funds.	Total cost.	Cost to Provincial Funds.	Cost to Local Rates or Cesses.	Cost to Municipal Funds.	Total cost.	Cost to Municipa. Funds.	
1	2	3	4	5	6	7	8	9	10	11	
	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.	
MADRAS Primary Schools for											
	Boys	5 0 10	0 13 9	3 7 10	0 18 2	4 5 9	0 5 3	1 5 1	0 3 3	2 0 8	...
	Girls	5 2 0	2 11 3	0 12 11	1 4 1	11 5 0	2 13 5	0 0 2	0 3 2	8 5 1	...
TOTAL	6 1 11	0 15 3	3 6 3	0 9 1	4 11 11	0 7 5	1 3 11	0 3 3	2 6 6	...	
BOMBAY	Boys	4 5 10	1 1 3	2 6 10	0 2 9	4 1 6	1 0 1	0 4 4	0 0 2	4 5 6	...
	Girls	6 0 7	1 11 5	4 1 11	0 1 9	10 4 11	2 4 9	0 0 10	0 1 2	5 8 9	...
	TOTAL	4 7 0	1 1 8	2 8 1	0 2 9	6 0 3	1 6 7	0 3 3	0 0 5	4 6 7	...
BENGAL	Boys	4 0 3	3 14 3	...	...	2 10 0	0 10 7	0 0 2	0 0 1	2 7 2	0 0 5
	Girls	...	...	...	...	11 7 4	3 6 11	...	0 1 4	7 4 4	0 7 11
	TOTAL	4 0 3	3 14 3	...	...	2 12 9	0 11 6	0 0 2	0 0 1	2 9 10	0 0 8
N.W. P. & OUDH	Boys	3 10 6	0 9 6	2 10 9	0 2 3	10 12 2	4 5 2	0 0 8	0 9 11	9 6 4	1 12 9
	Girls	4 7 5	3 2 8	0 14 1	0 4 7	10 12 8	3 13 0	...	0 3 8	6 4 0	1 1 3
	TOTAL	3 10 8	0 10 4	2 10 3	0 2 3	10 12 3	4 2 7	0 0 5	0 7 11	8 10 11	1 10 2
PUNJAB	Boys	4 12 8	0 6 6	2 15 8	0 12 0	7 6 9	2 13 6	...	0 4 7	...	...
	Girls	4 11 5	0 9 1	2 2 10	1 13 2	12 12 6	3 4 3	0 3 10	0 10 11	...	...
	TOTAL	4 12 7	0 6 8	2 15 1	0 12 9	9 6 4	3 0 0	0 1 5	0 6 11	...	...
CENTRAL PROVINCES.	Boys	3 14 1	0 15 9	2 1 9	0 5 4	2 12 2	1 3 4	...	0 1 9	0 14 9	...
	Girls	5 2 5	...	4 9 4	0 8 1	13 0 9	3 6 0	...	0 7 5	...	...
	TOTAL	3 15 0	0 15 0	2 3 8	0 5 5	3 0 8	1 4 3	...	0 1 11	0 14 9	...
ASSAM	Boys	2 0 8	2 0 8	...	...	2 15 0	0 5 7	1 9 2	...	0 8 2	...
	Girls	...	...	...	...	5 3 11	0 9 11	1 10 2	...	2 3 5	...
	TOTAL	2 0 8	2 0 8	...	...	3 0 2	0 5 8	1 9 2	...	0 9 1	...
COORG	Boys	3 4 9	0 11 0	2 3 9	...	5 10 8	3 5 11	...	...	...	...
	Girls	...	...	...	...	14 6 0	7 8 0	...	...	...	...
	TOTAL	3 4 9	0 11 0	2 3 9	...	7 9 2	4 4 5	...	...	...	...
MADRAS ASSIGNED DISTRICTS	Boys	6 1 7	3 8 11	2 0 3	0 0 4	4 1 3	0 12 2	0 0 6	0 0 5	...	...
	Girls	10 9 2	5 6 10	3 4 3	1 14 1	7 2 10	3 0 11	...	1 7 6	...	...
	TOTAL	6 2 4	3 9 2	2 0 6	0 0 8	4 2 5	0 13 1	0 0 6	0 1 0	...	...
TOTAL FOR INDIA†	Boys	4 5 7	0 14 9	2 9 7	0 4 3	3 1 11	0 10 6	0 5 0	0 0 10	2 13 1	0 0 2
	Girls	5 10 7	1 12 10	3 1 1	0 10 4	11 3 11	3 1 8	0 1 3	0 3 5	7 3 6	0 1 7
	TOTAL	4 6 5	0 15 4	2 9 11	0 4 6	3 7 1	0 12 1	0 4 11	0 1 0	3 0 8	0 0 3

* Calculated on the average monthly number of the pupils enrolled.

† Excluding Ajmir, British Burma and all Native States that administer their own system of education.

Table 1.—Comparative Statistics of Attendance in High and Middle Schools in the official years 1870-71 and 1881-82.

PROVINCE AND CLASS OF SCHOOLS.	DEPARTMENTAL SCHOOLS.			AIDED SCHOOLS.			UNAIDED SCHOOLS.			Total of Schools.	Total of Scholars.	DEPARTMENTAL SCHOOLS.			AIDED SCHOOLS.			UNAIDED SCHOOLS.			Total of Schools.	Total of Scholars.	REMARKS.		
	Schools.	Scholars.	Average daily attendance.	Schools.	Scholars.	Average daily attendance.	Schools.	Scholars.	Average daily attendance.			Schools.	Scholars.	Average daily attendance.	Schools.	Scholars.	Average daily attendance.	Schools.	Scholars.	Average daily attendance.					
MADRAS	HIGH SCHOOLS	For Boys . . . English	14	3,313 ^a	2,951	5839	8,740	7,780	...	51	12,717	73	1,125	972	47	2,925	2,202	12	605 ^b	553	71	4,891	...		
		For Girls . . . English	1	121	1	1	4	1	1	1	1	1	1	1	1	1	...	
	MIDDLE SCHOOLS	For Boys . . . Vernacular	67	4,620	3,712	5,433	21,314	17,575	...	300	25,977	130	3,007	3,010	184	9,837	7,059	204	3,000	3,020	110	15,440	...		
		For Girls . . . Vernacular	...	...	...	...	...	...	...	90	5,402	2	10	9	12	77	99	11	10	107	28	1,074	...
TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	81	7,933	6,723	573	35,763	29,617	...	...	644	43,718	100	6,317	4,506	272	12,072	12,364	334	4,520	4,155	795	24,318	...	
BOMBAY	HIGH SCHOOLS	For Boys . . . English	10	2,340	1,063	8	2,410	2,000	...	20	5,110	10	3,007	2,321	14	1,228	925	15	3,150	2,141	48	7,700	...		
	MIDDLE SCHOOLS	For Boys . . . English	127	6,690	4,050	12	2,045	1,524	...	37	4,473	251	1,023	73	3,280	3,054	51	2,350	1,077	309	14,700	...			
	For Girls . . . English	...	...	...	...	...	...	...	3	1,023	...	...	...	9	525	...	...	...	...	9	525	...	
TOTAL	147	9,045	6,043	23	4,663	3,048	...	...	309	25,527	147	11,200	8,444	53	1,561	4,420	66	6,521	2,817	766	24,718	...	
BENGAL	HIGH SCHOOLS	For Boys . . . English	53	10,091	...	80	8,691	...	...	133	18,781	51	14,795	10,839	96	12,661	8,642	60	16,456	12,787	207	43,747	...
		For Girls . . . English	
	MIDDLE SCHOOLS	For Boys . . . Vernacular	209	11,715	...	551	25,534	...	...	559	26,280	9	1,349	852	465	28,981	19,825	138	7,620	5,518	612	37,950	...
		For Girls . . . Vernacular	...	...	...	...	...	...	...	978	46,083	183	10,467	7,194	791	41,623	29,224	76	4,351	3,070	1,050	56,441	...
TOTAL	270	21,806	...	1,400	68,593	...	...	...	1,670	91,145	245	25,910	19,057	1,370	83,042	58,108	276	28,391	21,445	1,891	129,198	...	
N.W. PROVINCES AND OUDH	HIGH AND MIDDLE SCHOOLS	For Boys . . . English	55	8,770	5,699	182	16,240	11,696	...	237	25,010	67	2,927	2,257	56	2,377	1,794	5	507	32	128	5,257	...		
		For Girls . . . English	33	2,709	2,061	...	707	551	...	33	2,709	455	3,592	2,705	7	247	197	462	3,807	...	
	TOTAL	88	11,479	7,760	208	16,947	12,247	...	...	266	27,719	122	6,419	4,962	63	2,624	1,991	5	507	32	174	9,064	...
PUNJAB	HIGH SCHOOLS	For Boys . . . English	4	193	171	10	2,428	1,873	...	14	2,621	10	338	288	11	118	108	...	...	...	21	453	...
		For Girls . . . English	
	TOTAL	101	9,404	7,647	47	5,408	4,451	...	...	148	14,812	190	5,021	4,473	35	994	827	...	...	...	225	6,065	...
CENTRAL PROVINCES	HIGH SCHOOLS	For Boys . . . English	2	284	234	2	513	410	...	4	797	1	149	84	4	172	125	...	...	...	5	321	...
	MIDDLE SCHOOLS	For Boys . . . English	44	5,060	3,484	8	898	749	...	52	5,958	38	1,952	1,445	10	499	374	...	...	...	48	2,451	...
TOTAL	46	5,344	3,718	10	1,411	1,159	...	...	56	6,756	39	2,101	1,529	14	671	509	...	...	...	53	2,772	...	
ASSAM	HIGH SCHOOLS	For Boys . . . English	...	...	...	...	...	...	...	...	...	9	1,898	1,393	1	130	105	1	236	180	11	2,264	...
	MIDDLE SCHOOLS	For Boys . . . Vernacular	...	...	...	...	...	...	...	...	...	18	1,382	1,043	25	1,537	1,061	1	650	48	44	2,984	...
TOTAL	...	...	...	...	...	...	...	...	...	...	29	3,280	2,436	26	2,867	2,166	2	886	228	55	5,248	...	
COORG	HIGH SCHOOLS	For Boys . . . English	...	...	...	...	...	...	...	...	...	1	38	25	...	...	...	...	...	...	1	38	...
	MIDDLE SCHOOLS	For Boys . . . English	1	60	48	...	...	...	...	1	60	1	119	89	...	...	...	...	...	...	1	119	...
TOTAL	1	60	48	...	...	...	...	...	1	60	2	157	114	...	...	...	...	...	...	2	157	...	
H. A. DISTRICTS	HIGH SCHOOLS	For Boys . . . English	2	208	149	...	...	...	...	2	208	2	61	41	...	...	...	...	...	...	2	61	...
	MIDDLE SCHOOLS	For Boys . . . English	44	3,638	2,891	...	...	...	...	44	3,638	29	972	724	...	...	...	...	...	...	29	972	...
TOTAL	46	3,846	3,040	...	...	...	...	...	46	3,846	31	1,033	765	...	...	...	...	...	...	31	1,033	...	
TOTAL FOR INDIA	HIGH SCHOOLS	For Boys . . . English	140	25,210	...	321	39,295	...	...	463	64,751	183	24,978	18,604	230	19,874	14,073	93	20,407	14,202	506	65,199	...
		For Girls . . . English	
	MIDDLE SCHOOLS	For Boys . . . Vernacular	640	44,480	...	1,810	87,260	37	1,474	251	2,487	1,774	37,222	27,511	1,583	89,767	63,039	578	19,818	14,423	3,399	145,807	...
		For Girls . . . Vernacular
TRAINING COLLEGES FOR MASTERS OF SECONDARY SCHOOLS	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	780	69,690	...	2,251	134,784	39	1,820	579	3,070	204,294	1,365	62,612	46,464	1,853	111,018	79,178	690	40,534	28,964	113,918	214,164	

With the exception of those in Bombay, the unaided schools not under inspection have not been returned.

a Including pupils in attached middle schools.
 b Excluding pupils in attached middle schools.
 c Including pupils in attached primary schools.
 d Excluding pupils in attached primary schools.
 e Excluding the average attendance of pupils in unaided high and middle schools not under inspection.
 f The figures for high and middle schools in Punjab in 1870-71 are preliminary estimates. Of the 130,000 pupils returned in 1870-71, 53,994 were in attached primary schools.
 g Girls' schools, which were not classified in 1870-71, have been shown altogether under primary schools.
 h Including pupils in attached middle and primary schools.
 i Excluding pupils in attached middle and primary schools.
 j The average daily attendance of 24 of the middle schools has been included under primary schools.
 k Excluding the average attendance of pupils in 2nd grade middle schools.
 l Including nearly 100,000 pupils in attached primary schools. The total given in column 24 of general Table 2 (211,362) excludes 2,715 pupils in unaided secondary schools not under inspection, 58 pupils in the Punjab Central Training College and 29 pupils in the Madras Training College, which numbers are included in the total 214,164 here given.
 m The pupils in the secondary classes of Tahsili and Halkabandi schools are returned under primary schools.
 n The schools in Ajmer are omitted.
 o The totals for India are omitted, as the average attendance of pupils in Bengal and Assam has not been returned.
 p The figures as returned by the Provincial Committee. The Report on Public Instruction for 1870-71 returns one of the 29 high schools and 28 of the 413 middle schools as unaided institutions. Seven of the 90 middle schools for girls were likewise unaided.
 q The Report on Public Instruction for 1870-71 gives the number of unaided secondary schools not under inspection as 60, and the number of schools under inspection as 44. Altogether the unaided schools instructed more than 13,000 pupils.

SUBSIDIARY TABLES—SECONDARY EDUCATION.

Table 2.—Return of Pupils learning Languages in Secondary Schools at the end of the official year 1881-82.

PROVINCE AND GRADE OF SCHOOLS.				NUMBER OF PUPILS IN DEPARTMENTAL SCHOOLS LEARNING			NUMBER OF PUPILS IN AIDED SCHOOLS LEARNING			NUMBER OF PUPILS IN UNAIDED SCHOOLS LEARNING			REMARKS
				English.	A Classic.	A Vernacular.	English.	A Classic.	A Vernacular.	English.	A Classic.	A Vernacular.	
				2	3	4	5	6	7	8	9	10	11
MADRAS	HIGH SCHOOLS.	For Boys	English	1,142	156	986	2,995	485	2,570	699	135	166	
		Girls	English	1	...	1	1	...	1
	MIDDLE SCHOOLS.	Boys	English	5,081	503	4,682	9,824	1,116	8,852	3,590	416	3,578	
		Girls	English	15	...	15	69	...	61	96	...	393	
	TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS			English	...	10	...	...	77	...	...	110	
TOTAL				6,268	661	5,756	12,889	1,601	11,644	4,385	551	4,557	
BOMBAY	HIGH SCHOOLS.	For Boys	English	3,601	3,153	1,002	1,226	765	577	904	554	251	
		Girls	English	...	...	...	...	...	...	...	...	...
	MIDDLE SCHOOLS.	Boys	English	7,569	180	5,356	3,780	261	1,810	2,908	242	802	
		Girls	English	...	...	...	555	...	81	...	...	...
TOTAL				11,170	3,333	6,358	5,561	1,026	2,468	3,812*	796*	1,053*	* Exclusive pupils in these languages in unaided not under-tion.
BENGAL	HIGH SCHOOLS.	For Boys	English	14,720	5,852	7,286	11,853	4,051	8,367	15,634	5,817	7,598	
		Girls	English	58	7	93	...	...	...	84	24	73	
	MIDDLE SCHOOLS.	Boys	English	932	435	1,027	18,966	269	25,160	4,640	109	6,769	
		Girls	English	1,337	...	9,794	2,867	189	41,262	165	...	4,351	
	TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS			English	25	3	199	141	...	141	...	...
TOTAL				17,122†	6,297	18,399†	33,848†	4,509	75,422†	20,533†	5,950	18,810†	† Inclusive tached P Department
N.W. PROVINCES AND OUDH.	HIGH AND MIDDLE SCHOOLS.	For Boys	English	2,927	2,360	762	2,350	1,402	1,108	50	21	29	
		Girls	English	...	1,237	3,545	...	323	29	...	...	...
	TOTAL			2,927	3,597	4,307	2,416	1,680	1,205	50	21	29	
PUNJAB	HIGH SCHOOLS.	For Boys	English	312	335	143	118	118	83	...	...	...
		Girls	English	...	32	32	...	73	77	...	...	...
	MIDDLE SCHOOLS.	Boys	English	1,897	1,903	1,891	767	760	768	...	...	Statistics not available.	
		Girls	English	...	2,704	2,704	...	...	...	...	...	...
TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS			English	...	...	8	8	7	...	...	...
TOTAL				2,236	5,005	4,801	893	959	935	...	...	...
CENTRAL PROVINCES.	HIGH SCHOOLS.	For Boys	English	149	149	...	172	168	...	...	...	...
		Girls	English	1,952	209	1,898	499	132	452	...	...	...
	TOTAL				2,101	358	1,898	671	300	452	...	...	...
ASSAM	HIGH SCHOOLS.	For Boys	English	1,890	839	1,313	125	37	93	228	55	181	
		Girls	English	87	...	123	1,139	46	2,363	201	...	388	
	TOTAL			1,977†	839	2,818†	1,264†	125	3,993†	429†	55	634†	† Inclusive tached P Department
COORG	HIGH SCHOOLS.	For Boys	English	38	...	38	...	...	...	...	...	...
		Girls	English	119	...	119	...	...	...	...	...	...
TOTAL				157	...	157	...	...	...	...	...	...
H. A. DISTRICTS:	HIGH SCHOOLS.	For Boys	English	61	59	60	...	...	...	...	...	...
		Girls	English	972	247	972	...	...	...	...	...	...
	TOTAL				1,033	306	1,032	...	...	...	...	...	...
TOTAL FOR INDIA.‡	HIGH SCHOOLS.	For Boys	English	24,840	12,935	11,622	18,844	7,099	12,875	17,515	6,582	8,645	
		Girls	English	59	7	94	63	55	63	84	24	73	
	MIDDLE SCHOOLS.	Boys	English	19,996	7,418	33,528	37,842	3,038	82,316	11,504	767	16,146	
		Girls	English	40	3	224	793	8	865	106	...	219	
	TRAINING COLLEGES FOR MASTERS OF SECONDARY SCHOOLS			English	56	33	58
TOTAL				44,991	20,396	45,526	57,542	10,200	96,119	29,209	7,373	25,083	

‡ Exclusive of Ajmir, British Burma and all Native States that administer their own system of education.

SUBSIDIARY TABLES—SECONDARY EDUCATION.

Table 3.—Classification of pupils in High and Middle Schools* according to race or creed for 1881-82.

PROVINCE AND GRADE OF SCHOOLS.		Hindus.	Mohammad-ans.	Sikhs.	Parsees.	Native Chris- tians.	Europeans and Eurasians in schools for Natives of India.	Others.	TOTAL.	REMARKS.
1		2	3	4	5	6	7	8	9	10
PUNJAB	HIGH SCHOOLS	4,242	117	...	...	391	67	19	4,836	
	MIDDLE SCHOOLS	15,984	743	...	...	1,552	191	103	18,553	
	TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	23	1	...	...	5	...	...	29	
	TOTAL	20,868	864	...	...	2,238	280	128	24,318	
	Percentage of pupils of each race or creed to the total number of pupils on the rolls	85.57	3.47	...	...	9.28	1.15	.53	...	
BENGAL	HIGH SCHOOLS	4,416	118	...	1,041	90	23	43	5,731	
	MIDDLE SCHOOLS	10,386	781	...	1,549	1,268	164	109	14,257	
	TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	6	2	...	132	313	95	7	555	
	TOTAL	14,808	901	...	2,722	1,671	282	159	20,543	
	Percentage of pupils of each race or creed to the total number of pupils on the rolls	72.08	4.39	...	13.25	8.14	1.37	.77	...	
MADRAS	HIGH SCHOOLS	39,367	3,831	...	...	281	55	213	43,747	
	MIDDLE SCHOOLS	77	...	...	...	59	15	33	184	
	TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	32,300	5,032	...	...	369	56	202	37,959	
	TOTAL	48,189	7,735	...	...	100	...	417	56,441	
	Percentage of pupils of each race or creed to the total number of pupils on the rolls	86.55	11.93	...	...	.79	.10	.63	...	(a) Inclusive of the pupils in attached Middle and Primary Departments.
S.W. PROVINCES AND OGDH.	HIGH SCHOOLS	4,296	892	...	...	157	...	9	5,354	
	MIDDLE SCHOOLS	3,007	796	...	...	...	...	...	3,803	
	TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	...	...	...	...	6	...	...	6	
	TOTAL	7,303	1,688	...	...	223	...	9	9,225	
	Percentage of pupils of each race or creed to the total number of pupils on the rolls	79.16	18.30	...	...	2.41	.03	.10	...	
N.W. PROVINCES	HIGH SCHOOLS	206	91	50	...	11	5	...	453	
	MIDDLE SCHOOLS	55	64	12	...	1	...	...	132	
	TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	1,740	793	199	...	25	...	4	2,761	
	TOTAL	1,409	935	298	...	1	...	1	2,704	
	Percentage of pupils of each race or creed to the total number of pupils on the rolls	59.08	30.02	9.36	...	.76	.10	.08	...	
CENTRAL PROVINCES	HIGH SCHOOLS	298	17	...	...	2	2	2	321	
	MIDDLE SCHOOLS	2,139	230	...	...	22	50	10	2,451	
	TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	...	...	...	...	...	...	...	...
	TOTAL	2,437	247	...	...	24	52	12	2,772	
	Percentage of pupils of each race or creed to the total number of pupils on the rolls	87.91	8.91	...	...	.87	1.88	.43	...	
SINDH	HIGH SCHOOLS	1,903	302	...	...	39	3	17	2,264	
	MIDDLE SCHOOLS	2,072	396	...	...	150	13	208	2,839	
	TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	2,463	474	...	...	8	...	40	2,985	
	TOTAL	6,437	1,172	...	...	197	16	355	8,177	
	Percentage of pupils of each race or creed to the total number of pupils on the rolls	78.72	14.33	...	...	2.41	.20	4.34	...	
BOMBAY	HIGH SCHOOLS	38	...	...	...	...	...	...	38	
	MIDDLE SCHOOLS	116	...	...	...	1	...	...	119	
	TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	...	...	...	...	...	...	...	...
	TOTAL	154	...	...	...	1	...	...	157	
	Percentage of pupils of each race or creed to the total number of pupils on the rolls	(b) 98.09	1.37	...	...	.64	...	...	...	(b) 69.6 per cent. are Coorgs.
H. A. TRICHOE	HIGH SCHOOLS	59	1	...	...	...	1	...	61	
	MIDDLE SCHOOLS	231	7	...	...	3	...	1	242	
	TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	...	...	...	...	...	...	...	...
	TOTAL	290	8	...	...	3	...	1	(c) 303	(c) Excluding 730 pupils attending 24 Middle Schools attached to Primary Schools.
	Percentage of pupils of each race or creed to the total number of pupils on the rolls	95.71	2.64	...	...	.99	.33	.33	...	
TOTAL INDIA	HIGH SCHOOLS	54,970	6,433	62	1,041	972	156	303	62,937	
	MIDDLE SCHOOLS	77	...	...	...	180	18	33	248	
	TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	120,526	17,816	497	1,549	3,517	474	1,125	145,622	
	TOTAL	175,573	24,265	1,066	2,590	4,489	668	371	183,852	
	Percentage of pupils of each race or creed to the total number of pupils on the rolls	83.67	11.05	.27	1.29	2.62	.37	.73	...	
Proportion of each race or creed to the total population		73.21	22.36	.62	.04	.45	.08	3.24	...	

* Including Departmental, Aided and Unaided Schools under inspection. No details can be given for Unaided Schools not under inspection.
 † Excluding Ajmir, British Burma and all Native States that administer their own system of education.

SUBSIDIARY TABLES—SECONDARY EDUCATION.

Table 4.—Return showing the results of the public examinations held during the official year 1881-82.

PROVINCE AND GRADE OF SCHOOLS.		NUMBER OF INSTITUTIONS SENDING EXAMINERS.				NUMBER OF EXAMINERS.					NUMBER PASSED.					PERCENTAGE OF PASSED CANDIDATES TO TOTAL NUMBER EXAMINED.				REMARKS.																				
		Departmental schools.	Aided schools.	Other schools.	Total.	Departmental schools.	Aided schools.	Other schools.	Private students.	Total.	Departmental schools.	Aided schools.	Other schools.	Private students.	Total.	Departmental schools.	Aided schools.	Other schools.	Private students.																					
		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20																				
MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS	MADRAS																				
																					MATRICULATION	Boys	21	47	50	118	496	1,507	1,037	526	3,666	227	509	391	71	1,098	45'70	32'48	28'06	13'49
																					MIDDLE SCHOOL EXAMINATION	Boys	38	96	73	207	880	3,380	1,224	1,052	6,436	457	992	392	376	2,420	51'93	41'58	32'02	29'66
BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY	BOMBAY																				
																					MATRICULATION	Boys	18	11	16	45	455	147	229	6	837	172	56	71	2	302	37'80	38'10	31'00	33'33
																					MIDDLE SCHOOL EXAMINATION	Boys	84	25	24	133	1,683	437	265	65	2,450	891	183	181	16	2,272	52'94	41'88	68'30	24'61
BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL	BENGAL																				
																					MATRICULATION	Boys	50	88	67	205	789	454	805	52	2,100	460	178	373	11	1,008	58'30	39'20	46'33	21'15
																					MIDDLE SCHOOL EXAMINATION	Boys	164	1,197	1,261	615	3,294	403	4,312	416	2,291	151	2,858	67'64	69'55	37'46	100'	100'	100'	100'
N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH	N. W. P. AND OUDH																				
																					MATRICULATION	Boys	25	19	2	46	220	140	10	16	392	103	48	3	3	157	46'81	32'87	30'00	18'75
																					MIDDLE SCHOOL EXAMINATION	Boys	448	32	2	480	1,609	368	124	2,101	670	77	35	782	41'64	20'92	28'22	100'	100'	100'
PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB	PUNJAB																				
																					MATRICULATION	Boys	9	11	4	24	142	54	18	45	259	75	17	3	5	100	52'81	31'48	16'66	11'11
																					MIDDLE SCHOOL EXAMINATION	Boys	165	23	20	208	1,111	300	48	152	1,511	817	123	33	90	1,063	71'53	61'30	68'75	59'21
CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES	CENTRAL PROVINCES																				
																					MATRICULATION	Boys	1	4	5	32	55	9	96	22	29	2	53	68'75	52'72	22'22	100'	100'	100'	
																					MIDDLE SCHOOL EXAMINATION	Boys	35	10	45	280	103	10	393	176	56	5	237	62'85	54'36	50'00	100'	100'	100'	
ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM	ASSAM																				
																					MATRICULATION	Boys	9	1	1	11	45	1	4	50	23	1	1	24	51'11	100'	25'00	100'	100'	
																					MIDDLE SCHOOL EXAMINATION	Boys	14	34	1	49	50	112	2	168	25	54	2	82	50'00	48'21	100'	25'00	100'	
COORG	COORG	COORG	COORG	COORG	COORG	COORG	COORG	COORG	COORG	COORG	COORG	COORG	COORG	COORG	COORG	COORG	COORG	COORG	COORG	COORG																				
																					MATRICULATION	Boys	1	1	1	3	8	1	1	10	4	1	1	4	50'00	100'	100'	100'	100'	
																					MIDDLE SCHOOL EXAMINATION	Boys	1	1	1	3	25	1	25	9	9	1	9	36'00	100'	100'	100'	100'		
HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.	HAIDARABAD ASSIGNED DISTRICTS.																				
																					MATRICULATION	Boys	2	2	2	6	8	1	8	4	4	4	4	50'00	100'	100'	100'	100'		
																					MIDDLE SCHOOL EXAMINATION	Boys	26	26	26	78	200	1	200	132	132	132	132	66'00	100'	100'	100'	100'		
TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*	TOTAL FOR INDIA*																				
																					MATRICULATION	Boys	138	181	140	459	2,218	2,424	2,120	661	2,423	1,096	837	743	97	2,773	49'41	34'51	35'05	14'67
																					MIDDLE SCHOOL EXAMINATION	Boys	975	5,535	2,510	6,453	8,433	8,433	2,710	17,595	3,593	4,384	877	8,844	55'68	51'08	32'36	100'	100'	100'
TOTAL		1,116	1,873	2,989	8,691	13,114	3,395	25,200	4,702	6,032	982	12,716	54'22	45'99	28'92	100'	100'	100'	100'																					

(a) The examinations were held by the Calcutta University and by the Punjab University College.
 (b) The examination was held by the Punjab University College.

SUBSIDIARY TABLES-

Table 5c.—Expenditure on Secondary

PROVINCE AND GRADE OF SCHOOLS.	DEPARTMENTAL SCHOOLS.*						AIDED SCHOOLS.*					
	Provincial Revenues.	Local and Municipal Funds.	Fees.	Other sources.	TOTAL.	Percentage of fees to total expenditure.	Provincial Revenues.	Local and Municipal Funds.	Fees.	Other sources.	TOTAL.	
	1	2	3	4	5	6	7	8	9	10	11	12
MADRAS												
{ HIGH SCHOOLS . . . For Boys . . . English . . .	48,247	544	29,504	1,389	79,684	37.03	32,811	...	55,444	60,204	1,49,459	13
{ " " " " " Girls . . . English . . .	465	...	137	...	602	22.75	...	...	12	1	13	13
{ MIDDLE SCHOOLS . . . Boys . . . English . . .	51,949	12,094	62,784	2,226	1,29,053	48.65	41,457	374	1,13,238	40,743	1,95,818	653
{ " " " " " Vernacular . . .	...	339	...	...	339	...	...	...	359	37	653	...
{ " " " " " Girls . . . English . . .	428	113	223	...	764	29.19	1,230	...	328	3,529	5,787	...
{ " " " " " Vernacular . . .	9	...	...	...	9	...	686	...	154	1,005	1,645	...
{ TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS.	9,052	...	...	...	9,052	...	...	...	...	...	...	...
TOTAL	1,10,150	13,090	92,648	3,615	2,19,503	42.20	77,443	374	1,70,433	1,08,519	3,53,564	...
DOMBAY												
{ HIGH SCHOOLS . . . For Boys . . . English . . .	1,10,681	20,274	86,169	10,627	2,36,751	44.69	17,087	...	13,304	24,312	54,693	...
{ MIDDLE SCHOOLS . . . Boys . . . English . . .	51,393	28,319	63,254	2,138	1,45,094	44.79	36,319	...	26,429	31,397	94,125	...
{ " " " " " Girls . . . English . . .	...	...	...	...	...	...	6,236	...	5,391	11,276	22,903	...
TOTAL	1,72,064	48,593	1,49,423	12,765	3,81,845	44.73	59,642	...	45,084	66,975	1,71,641	...
BLNGAL												
{ HIGH SCHOOLS . . . For Boys . . . English . . .	1,67,429	931	2,71,994	30,111	4,70,465	57.81	54,139	3,860	1,07,006	76,901	2,41,906	...
{ " " " " " Girls . . . English . . .	12,000	...	3,488	...	15,488	22.52	...	...	...	...	...	...
{ MIDDLE SCHOOLS . . . Boys . . . English . . .	15,278	600	7,667	275	23,820	32.18	1,20,201	7,788	92,853	1,54,768	3,75,610	...
{ " " " " " Vernacular . . .	51,868	606	22,797	6,237	81,508	27.96	1,04,597	2,347	90,529	91,762	2,89,145	...
{ " " " " " Girls . . . English . . .	4,928	...	...	889	5,817	...	1,408	...	1,408	4,492	7,563	...
{ " " " " " Vernacular . . .	...	...	...	...	...	...	3,612	390	278	5,991	10,270	...
TOTAL	2,51,503	2,137	3,05,945	37,512	5,97,098	52.23	2,84,221	14,385	2,92,074	3,33,914	9,44,494	...
N.-W. P. AND OGDH.												
{ HIGH AND MID-LEVEL SCHOOLS . . . For Boys . . . English . . .	1,66,718	4,393	14,626	3,280	1,89,017	7.73	46,277	3,938	3,108	52,087	1,05,410	...
{ " " " " " Vernacular . . .	26,182	18,255	2,444	1,596	58,477	4.17	1,469	240	464	1,234	3,433	...
{ " " " " " Girls . . . English . . .	...	...	...	...	...	...	1,220	14	220	1,755	3,319	...
{ " " " " " Vernacular . . .	...	...	...	...	...	...	168	...	...	259	427	...
TOTAL	2,02,900	22,648	17,070	4,876	2,47,494	6.89	49,234	4,208	3,792	55,355	1,12,589	...
PUNJAB												
{ HIGH SCHOOLS . . . For Boys . . . English . . .	59,946	684	4,656	...	65,286	8.27	6,163	1,957	677	6,071	13,668	...
{ " " " " " Vernacular . . .	3,057	...	319	...	3,376	9.45	...	...	...	...	...	...
{ MIDDLE SCHOOLS . . . Boys . . . English . . .	78,984	15,364	13,675	4,047	1,12,070	12.20	21,522	2,387	4,333	24,300	58,608	...
{ " " " " " Vernacular . . .	584	49,424	3,822	32	53,862	7.10	...	...	...	...	...	...
{ " " " " " Girls . . . English . . .	...	...	...	...	...	...	440	...	507	2,459	3,406	...
{ TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS.	16,152	8,084	...	...	24,236	...	...	...	...	...	...	...
TOTAL	1,49,723	73,556	22,472	4,079	2,49,830	8.99	28,125	3,444	5,517	32,890	69,976	...
CENTRAL PROVINCES.												
{ HIGH SCHOOLS . . . For Boys . . . English . . .	8,530	...	1,003	...	9,533	11.36	6,312	922	1,359	6,288	14,881	...
{ MIDDLE SCHOOLS . . . Boys . . . English . . .	43,268	7,149	5,092	2,428	57,937	8.78	5,070	1,812	1,797	3,997	12,676	...
TOTAL	51,798	7,149	6,185	2,428	67,560	9.75	11,384	2,734	3,156	10,285	27,557	...
ASSAM.												
{ HIGH SCHOOLS . . . For Boys . . . English . . .	26,424	...	21,271	1,679	49,374	50.43	1,685	...	1,551	133	3,369	...
{ MIDDLE SCHOOLS . . . Boys . . . English . . .	512	...	316	...	828	38.16	10,361	285	7,228	11,315	29,209	...
{ " " " " " Vernacular . . .	12,891	...	4,179	10	17,080	20.48	6,503	...	2,735	4,935	14,178	...
TOTAL	39,827	...	25,766	1,689	67,282	45.23	18,548	285	11,514	16,403	47,756	...
COORG.												
{ HIGH SCHOOLS . . . For Boys . . . English . . .	7,518	...	1,160	...	8,678	13.37	...	...	...	...	...	...
{ MIDDLE SCHOOLS . . . Boys . . . English . . .	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	7,518	...	1,160	...	8,678	13.37	...	...	...	...	...	...
H. A. DISTRICTS												
{ HIGH SCHOOLS . . . For Boys . . . English . . .	11,817	...	144	...	11,961	1.20	...	...	...	...	...	...
{ MIDDLE SCHOOLS . . . Boys . . . English . . .	41,336	44	810	...	42,190	1.91	...	...	...	...	...	...
TOTAL	53,153	44	954	...	54,151	1.76	...	...	...	...	...	...
TOTAL FOR INDIA†												
{ HIGH SCHOOLS . . . For Boys . . . English . . .	6,02,849	26,826	4,29,776	47,086	11,06,537	40.69	1,64,474	9,777	1,83,349	2,26,016	5,83,616	...
{ " " " " " Vernacular . . .	12,405	...	3,625	...	16,030	22.52	...	...	...	...	...	...
{ MIDDLE SCHOOLS . . . Boys . . . English . . .	3,91,723	1,32,794	1,88,000	18,089	7,30,606	25.97	3,47,767	15,239	3,30,863	3,64,558	10,67,427	...
{ " " " " " Vernacular . . .	5,365	113	223	889	6,590	3.38	14,734	390	8,066	29,012	52,201	...
{ TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS.	23,204	8,084	...	...	31,288	...	...	...	...	...	...	...
TOTAL	10,37,636	1,67,217	6,21,624	66,964	18,93,441	33.28	5,28,295	25,430	5,21,510	6,21,341	17,06,576	...

* Excluding expenditure on European and Eurasian Schools.
 † Excluding British Arms and all Native States that administer their own system of education.

SECONDARY EDUCATION.

Education in the official year 1881-82.

Percentage of fees to total expenditure.	UNAIDED SCHOOLS.*				TOTAL.*							Total expenditure on education from Public Funds (Provincial, Local and Municipal).	Percentage of expenditure in columns 18 and 19 to total expenditure from Public Funds in column 4.	Percentage of Provincial expenditure in column 18 to total expenditure in column 21.	Percentage of Provincial expenditure in column 18 to total Provincial expenditure on education.†	Percentage of expenditure in column 22 to total expenditure on education.‡	REMARKS
	Fees.	Other sources.	TOTAL.	Percentage of fees to total expenditure.	Provincial Revenues.	Local and Municipal Funds.	Fees.	Other sources.	GRAND TOTAL.	Percentage of fees to grand total of expenditure.							
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
	R	R	R		R	R	R	R	R		R						
37'76	14,028	8,613	22,641	61'95	81,058	544	99,976	70,206	2,51,784	39'71	16,32,245	12'30	28'65	19'08	18'85	a Exclusive of t diture on scholarships cellaneous obje	
98'31	...	...	...	...	...	...	...	...	...	...
17'83	33,028	19,040	52,068	63'43	93,406	12,468	2,09,050	62,009	3,76,933	55'46							
19'35	1,051	491	1,542	68'16	359	1,308	528	2,534	51'61								
5'67	290	1,822	2,112	13'73	2,358	113	841	5,351	8,663	9'70							
8'34	48	2,389	2,437	1'97	695	...	202	3,394	4,091	4'70							
...	...	...	...	...	9,052	...	...	...	9,052	...
48'20	48,445	34,355	80,800	59'95	1,87,393	13,464	3,11,526	1,41,489	6,53,872	47'64	19,82,535	14'08	34'38	20'26	19'55	b Inclusive of th ture on attache cal schools.	
24'17	8,813	55,964	64,779	14'32	1,36,768	20,274	1,08,186	90,925	3,56,153	34'92							
32'41	7,711	45,058	52,769	14'97	87,702	88,319	97,394	78,573	2,91,978	35'51							
24'68	...	...	...	...	6,236	...	5,391	11,276	22,903	24'68			
28'49	16,524	1,01,024	1,17,548	14'62	2,30,706	48,593	2,10,971	1,80,764	6,71,034	34'82	26,80,510	20'69	30'73	20'24	27'79	c The expenditure ings and sch (R18,013) cann tributed am several grades ary schools. therefore been from column 2 included in 23-28.	
44'23	68,508	72,572	1,41,080	48'55	2,21,568	6,361	4,47,508	1,78,014	8,53,451	52'43							
24'72	20,468	36,238	56,706	36'09	1,35,479	8,841	1,20,988	1,90,828	6,56,136	26'52							
31'31	4,280	18,507	22,787	18'78	1,50,375	3,603	1,17,606	1,15,866	3,93,440	29'89							
18'61	...	...	...	...	6,591	...	1,408	5,381	13,380	10'52			
2'70	33	453	486	6'79	3,611	390	311	6,444	20,756	2'89							
31'59	93,289	1,27,770	2,21,059	42'20	5,35,624	19,195	6,91,309	4,96,523	17,42,651	39'61	15,77,695	17'70	69'55	27'16	17'63	d Of this amount from Provincial	
2'94	114	2,301	2,415	4'72	2,12,995	8,631	17,848	57,368	2,96,842	6'01							
13'51	...	...	...	...	37,651	18,501	2,908	2,850	61,910	4'69			
6'62	...	...	...	...	1,320	24	220	1,755	3,319	6'62			
...	...	...	...	...	168	...	...	259	427	...	
3'36	114	2,301	2,415	4'72	2,52,134	27,156	20,976	62,232	3,62,498	5'78	12,31,047	20'70	55'61	28'22	19'62	e Including expen Training classes ters of Seco Schools, and on ships, Buildings cellaneous obj Middle English	
4'84	...	...	...	...	57,109	1,741	5,333	6,071	70,254	7'59			
8'24	...	...	...	...	3,057	...	319	...	3,376	9'45			
...	...	...	...	...	1,00,506	17,751	18,008	28,407	1,64,672	10'94			
...	...	...	...	...	584	49,424	3,822	32	53,862	7'10			
14'89	...	...	...	...	440	...	507	2,459	3,406	14'89			
...	...	...	...	...	16,152	8,084	...	...	24,236	...	
7'88	1,77,848	77,000	27,989	36,969	3,19,806	8'75	5,28,802	16'56	66'42	21'48	16'75	f Including R2,97 Municipal Fund R2,673 in Beng R300 in the N. vinces.	
9'13	...	...	...	...	14,842	922	2,452	6,228	24,504	10'00			
14'17	...	...	...	...	48,338	8,061	6,889	6,425	70,613	9'75			
11'45	...	...	...	...	63,180	9,883	9,341	12,713	2,95,117	9'82			
46'90	1,573	3,882	5,455	81'70	28,117	...	24,395	2,162	54,674	51'18	3,05,076	28'60	48'90	41'29	38'37		
24'74	554	1,541	2,095	26'44	10,873	285	8,098	12,876	22,132	25'20							
23'31	85	1,248	1,333	6'37	19,393	...	6,999	6,193	32,585	26'14							
26'02	2,212	3,147	5,359	41'33	58,383	285	39,492	21,231	1,19,391	37'06							
...	7,518	...	1,160	...	8,678	13'37	20,293	37'04	86'63	56'82	38'16		
...	...	...	...	...	7,518	...	1,160	...	8,678	13'37			
...	...	...	...	...	11,817	...	144	...	11,961	1'20			
...	...	...	...	...	41,336	44	816	...	42,190	1'91			
...	53,153	44	954	...	54,157	1'76	1,01,82,684	17'29	38'88	22'12	22'10		
31'41	93,036	1,39,810	2,32,846	40'52	7,67,331	38,473	7,06,161	4,11,024	19,22,009	37'77							
6'96	...	...	...	...	13,785	24	3,857	1,756	10,422	10'85			
31'29	67,177	1,22,123	1,89,300	35'73	7,39,520	1,48,536	5,98,040	5,04,567	19,87,663	30'29							
15'77	372	4,664	5,036	7'36	20,009	803	8,660	34,564	63,226	13'79							
...	...	...	...	...	25,204	8,084	...	...	33,288	...	
31'44	1,60,584	2,66,597	4,27,181	37'99	15,65,939	1,95,620	13,13,718	9,51,921	40,27,198	33'26							

† Including the expenditure on all Professional and Technical Institutions and on Schools for Europeans and Eurasians.
‡ Excluding the expenditure on secondary education in Ajmir, which amounted to R11,862, excluding the cost (R2,993) of an aided school for Europeans and Eurasians.

SUBSIDIARY TABLES—SECONDARY EDUCATION.

Table 6.—Tuition-fees in High and Middle Schools in the official year 1881-82.

PROVINCE AND GRADE OF SCHOOLS.	DEPARTMENTAL SCHOOLS.		AIDED SCHOOLS.		Percentage of income from fees to total expenditure in Departmental Schools.	Percentage of income from fees to total expenditure in Aided Schools.	Percentage of income from fees to total expenditure in Unaided schools under inspection.	
	Highest monthly fee.	Lowest monthly fee.	Highest monthly fee.	Lowest monthly fee.				
1	2	3	4	5	6	7	8	
	R a. p.	R a. p.	R a. p.	R a. p.				
MADRAS	High Schools { For Boys . English	3 8 0	2 8 0	5 0 0	1 12 0	37'03	37'76	61'95
	" Girls . English	3 0 0	0 6 0	No fixed rates		22'76	92'31*	...
	Middle Schools { " Boys { English	2 8 0	1 4 0	4 0 0	0 8 0	48'65	57'83	63'43
		" Vernacular . . . . .	...	...	Unknown	...	39'35	68'16
" Girls { English	2 0 0	0 4 0	Ditto		29'19	5'67	13'73	
" Vernacular	0 2 0	0 0 6	Ditto		...	8'34	1'97	
TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	...	...	...	...	...	...	...
MUMBAI	High Schools . For Boys . English	4 0 0	1 0 0	5 0 0	0 8 0	44'69	24'17	14'32
	Middle Schools { " Boys . English	3 0 0	0 4 0	3 0 0	0 2 0	44'79	32'41	14'97
" Girls . English . . . . .	...	...	5 0 0	0 4 0	...	24'68	...	
MYSORE	High Schools { For Boys . English	5 0 0	1 0 0	Unknown		57'81	44'23	48'55
	" Girls . English . . . . .	...	...	...	...	22'52	...	...
	Middle Schools { " Boys { English . . . . .	...	...	...	...	32'18	24'72	36'09
		" Vernacular	Details not given	...	...	27'96	31'31	18'78
" Girls { English . . . . .	...	...	...	...	...	18'61	...	
" Vernacular . . . . .	...	...	...	...	...	2'70	6'79	
NORTH WEST PROVINCES AND JUDH.	High and Middle Schools { For Boys { English	1 8 0	0 3 0	5 0 0	0 0 3†	7'73	2'94	4'72
	" Vernacular	0 4 0	0 1 0	0 2 0	0 0 3†	4'17	13'51	...
	" Girls { English . . . . .	...	...	1 0 0	0 1 0	...	6'62	...
" Vernacular . . . . .	...	...	...	...	...	...	...
PUNJAB	High Schools . For Boys { English	5 0 0	0 14 0	0 15 0	0 1 0	8'27	4'84	...
	" Vernacular	5 0 0	0 14 0	...	...	9'45	...	...
	Middle Schools { " Boys { English	2 8 0	0 8 0	0 15 0	0 1 0	12'20	8'24	...
		" Vernacular	0 6 0	0 1 0	...	...	7'10	...
" Girls . English . . . . .	...	...	...	...	...	14'89	...	
TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	...	...	...	...	...	...	...
CENTRAL PROVINCES.	High Schools . For Boys . English	1 0 0	1 0 0	3 0 0	0 2 0†	11'36	9'13	...
	Middle Schools " Boys . English	0 8 0	0 3 0†	0 8 0	0 1 0	8'78	14'17	...
MYSORE	High Schools . For Boys . English	3 0 0	0 8 0	2 4 0	0 6 0	50'13	46'90	81'79
	Middle Schools " Boys { English	1 0 0	0 8 0	1 8 0	0 1 0	38'16	24'74	26'44
" Vernacular	0 8 0	0 1 0	0 8 0	0 1 0	30'48	23'31	6'37	
MADRAS	High Schools . For Boys . English	1 0 0	1 0 0	...	...	13'37	...	...
	Middle Schools " Boys . English	0 12 0	0 12 0	...	...	...	...	...
MADRAS ASSIGNED DISTRICTS.	High Schools . For Boys . English	1 0 0	0 12 0	...	...	1'20	...	...
	Middle Schools " Boys . English	0 8 0	0 4 0	...	...	1'91	...	...
AVERAGE FOR INDIA†	High Schools { For Boys	5 0 0	0 8 0	5 0 0	0 0 3	40'69	31'41	40'52
	" Girls	3 0 0	0 6 0	1 0 0	0 1 0	22'52	6'96	...
	Middle Schools { " Boys	3 0 0	0 1 0	4 0 0	0 0 3	25'97	32'29	35'73
		" Girls	2 0 0	0 0 6	1 0 0	0 1 0	3'38	15'77	7'36
TRAINING COLLEGES FOR MASTERS OF SECONDARY SCHOOLS	...	...	...	...	...	...	...
TOTAL	5 0 0	0 0 6	5 0 0	0 0 3	33'85	31'44	37'99	

* The total expenditure was R13, of which R12 were met from fees.
 † To Agriculturists' children in English Schools of the Lower Grade.

‡ In attached Primary Departments.
 § Excluding Ajmir, British Burma and all Native States that administer their own system of education.

SUBSIDIARY TABLES—SECONDARY EDUCATION.

Table 7.—Statement showing the average annual cost* of educating each pupil in 1881-82.

PROVINCE AND GRADE OF SCHOOLS.	DEPARTMENTAL SCHOOLS.			AIDED SCHOOLS.			UNAIDED SCHOOLS.		
	Total average annual cost of educating each pupil.	Average annual cost to Provincial Funds.	Average annual cost to Local and Municipal Funds.	Total average annual cost of educating each pupil.	Average annual cost to Provincial Funds.	Average annual cost to Local and Municipal Funds.	Total annual average cost of educating each pupil.		
	2	3	4	5	6	7	8		
	R a p	R a. p	R a. p	R a. p.	R a. p	R a. p.	R a. p.		
MADRAS	HIGH SCHOOLS { For Boys . English .	77 4 7	46 12 9	0 8 5	55 14 4	12 4 4	...	34 6 6	
		" Girls . English .	100 5 4	77 8 0	...	13 0 0	...	...
	MIDDLE SCHOOLS { " Boys { English .	29 3 4	11 12 2	2 11 9	21 10 1	4 9 3	0 0 8	20 2 1	
		" Vernacular	10 15 0	...	10 15 0	7 0 4	3 13 9	...	3 15 3
		" Girls { English .	58 12 4	32 14 9	8 11 1	83 13 11	27 15 6	...	24 13 7
" Vernacular	0 14 5	0 14 5	...	20 15 5	7 12 9	...	21 3 1		
TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	502 14 2	502 14 2	...	...	...	...	...
BOMBAY	HIGH SCHOOLS . For Boys . English .	59 2 4	27 10 9	2 5 2	48 15 1	15 4 11	...	73 9 7	
	MIDDLE SCHOOLS { " Boys . English .	20 8 7	7 0 8	3 15 9	22 6 10	6 8 8	...	20 9 7	
		" Girls . English	38 14 11	9 3 7
BENGAL	HIGH SCHOOLS { For Boys . English .	34 10 2	12 5 2	0 1 1	21 7 8	4 12 10	0 5 5	9 7 5	
		" Girls . English .	154 14 0	120 0 0	...	...	...	...
	MIDDLE SCHOOLS { " Boys { English .	20 15 5	13 7 2	0 8 5	14 5 2	4 9 4	0 4 9	8 1 3	
		" Vernacular	8 9 6	5 7 6	0 0 11	7 10 8	2 12 4	0 1 0	5 14 5
		" Girls { English .	31 7 1	26 10 2	...	54 12 10	12 0 9
" Vernacular	...	...	...	20 5 4	7 2 4	0 12 4	48 9 7	
N.-W. P. AND OUDH	HIGH AND MIDDLE SCHOOLS { For Boys { English .	70 6 9	62 1 10	1 10 2	47 7 0	20 13 3	1 12 4	58 14 5	
		" Vernacular	18 4 10	11 5 2	5 11 5	13 12 7	5 14 4	0 15 9	...
	" Girls { English .	...	...	...	45 7 5	18 1 4	0 5 3	...
		" Vernacular	71 2 8	28 0 0
PUNJAB	HIGH SCHOOLS . For Boys { English .	162 3 3	146 13 1	1 15 5	98 5 10	43 6 5	7 7 0	...	
		" Vernacular	116 6 7	105 6 7	Statistics
	MIDDLE SCHOOLS { " Boys { English .	54 6 5	38 5 5	7 7 3	66 6 8	27 2 9	3 0 2	not available.	
		" Vernacular	18 14 10	0 3 3	17 5 10	...	...	...
		" Girls . English	378 7 1	48 14 3
TRAINING COLLEGE FOR MASTERS OF SECONDARY SCHOOLS	448 13 0	299 1 9	149 11 3	...	...	...	...
CENTRAL PROVINCES	HIGH SCHOOLS . For Boys . English .	96 3 8	85 4 9	...	89 1 9	37 12 9	5 8 4	...	
	MIDDLE SCHOOLS " Girls . English .	33 4 5	24 13 8	4 1 8	25 8 11	10 3 7	3 10 5	...	
ASSAM	HIGH SCHOOLS . For Boys . English .	24 13 6	11 15 2	...	26 14 2	13 3 1	...	8 7 6	
	MIDDLE SCHOOLS " Boys { English .	7 2 2	4 6 7	...	13 12 5	4 14 2	0 2 2	5 12 7	
		" Vernacular	11 2 2	7 11 8	...	8 9 6	3 14 9	...	21 2 6
COORG	HIGH SCHOOLS . For Boys . English .	65 4 0	56 8 5	...	...	...	...	...
	MIDDLE SCHOOLS " Boys . English .		...	...	...	...	...	...
H. A. DISTRICTS	HIGH SCHOOLS . For Boys . English .	239 3 6	236 5 5	...	...	...	...	...
	MIDDLE SCHOOLS " Boys . English .	50 5 6	49 5 3	0 0 10	...	...	...	...
AVERAGE FOR INDIA †	HIGH SCHOOLS { For Boys	46 3 9	24 13 8	0 9 10	32 15 3	9 4 6	0 8 10	13 12 5	
		" Girls	151 12 8	117 9 6	...	45 0 5	17 13 5	0 5 2	...
	MIDDLE SCHOOLS { " Boys	21 3 9	11 4 11	3 12 8	12 14 0	4 1 5	0 2 11	11 3 3	
		" Girls	31 10 11	25 12 8	0 8 8	37 2 7	9 14 11	0 4 6	23 15 7
TRAINING COLLEGES FOR MASTERS OF SECONDARY SCHOOLS	462 5 4	350 0 10	112 4 5	...	...	...	...
TOTAL	32 0 3	17 6 0	2 10 11	16 12 11	5 1 5	0 4 0	12 8 11		

* Calculated on the average monthly number of the pupils enrolled.

† This school is under European management

‡ Excluding Ajmir, British Burma and all Native States that administer their own system of education.

§ Under regular In pecun.

|| The cost of the School attached to the Punjab Oriental College, being inseparable from the College expenditure, is included in Table 5a on page lxxviii.

SUBSIDIARY TABLES—COLLEGIATE EDUCATION.

Table 1.—Comparative Statistics of attendance in Arts Colleges* for the official years 1870-71 and 1881-82.

PROVINCES.	1870-71.								1881-82.							
	DEPART- MENTAL		AIDED		UN- AIDED		TOTAL.		DEPART- MENTAL		AIDED		UNAIDED		TOTAL.	
	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
MADRAS	5	288	6	130	...	...	11	418	10	742	11	803	3	124	24	1,669
BOMBAY	3	250	2	47	...	...	5	297	3	311	2	139	1	23	6	475
BENGAL	11	980	5	394	†	..	16	1,374	12	†1,305	5	§895	4	538	21	2,738
N.-W. P. AND OUDH	13	76	5	†1,299	...	...	8	†1,375	3	172	2	**157	††1	20	6	349
PUNJAB	2	102	...	...	...	...	2	102	1	103	...	...	...	...	1	103
CENTRAL PROVINCES . . . . .	...	...	...	...	...	...	...	...	1	65	...	...	...	...	1	65
TOTAL FOR INDIA ††	24	1,696	18	†1,870	...	...	42	3,566	30††	2,698	20	**1,994	9	707	59	5,399

* The Statistics for Oriental Colleges are given separately in Tables 1a to 5a (See pp. lxi—lxviii) and are excluded from Tables 1—8.

† Two unaided Colleges with 24 pupils have not been returned.

‡ Including 6 matriculated pupils (girls) in the College Department of the Bethune School and 23 non-matriculated students in the Sanskrit College reading for the Title-examination.

§ Exclusive of three matriculated students (girls) reading for the F. A. examination in the Free Church Normal School.

|| Excluding the Ajmir College, which, with its attached Collegiate School, contained 246 pupils.

¶ Including the pupils of attached Collegiate Schools. The number of undergraduates in the Colleges of the N.-W. P. and Oudh is roughly estimated at 69. The total number of undergraduates in the aided Colleges of British India in 1870-71 was therefore about 660.

** Excluding the pupils of attached Collegiate Schools.

†† There were two other unaided Colleges in this Province, from which no returns have been received.

‡‡ Excluding British Burma and all Native States that administer their own system of education. In Assam, Coorg and the Hyderabad Assigned Districts there are no Arts Colleges.

§§ Excluding the Ajmir College and attached Collegiate School, which were attended by 225 pupils.

SUBSIDIARY TABLES—COLLEGIATE EDUCATION.

Table 2.—Classification of the Students by race or creed for the official year 1881-82.

PROVINCES.	DEPARTMENTAL COLLEGES.							AIDED COLLEGES.						UNAIDED COLLEGES.						TOTAL.						GRAND TOTAL.				
	Hindus.	Muhammadians.	Sikhs.	Parsis.	Native Christians.	Europeans and Eurasians.	Others.	Hindus.	Muhammadians.	Sikhs.	Parsis.	Native Christians.	Europeans and Eurasians.	Others.	Hindus.	Muhammadians.	Sikhs.	Parsis.	Native Christians.	Europeans and Eurasians.	Others.	Hindus.	Muhammadians.	Sikhs.	Parsis.		Native Christians.	Europeans and Eurasians.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
MADRAS	Number of pupils of each race or creed	704	12	16	10	...	688	18	89	6	2	110	12	2	...	1,508	30	117	18	2	1,669
	Percentage of pupils of each race or creed to the total number on the rolls	94'88	1'62	2'15	1'35	...	85'68	2'24	11'08	'75	'25	88'71	9'68	1'61	...	89'98	1'80	7'01	1'08	'12	...
BOMBAY	Number of pupils of each race or creed	249	6	...	55	1	...	75	1	...	48	8	5	2	25	...	...	...	...	...	...	349	7	...	103	9	5	2	475
	Percentage of pupils of each race or creed to the total number on the rolls	80'06	1'93	...	17'69	'32	...	53'95	'72	...	34'51	5'78	3'60	1'44	100	...	...	...	...	...	...	73'48	1'47	...	21'69	1'89	1'05	'42	...
BENGAL	Number of pupils of each race or creed	1,214 ^a	75	...	...	71	51	42	807	30	...	...	21	34	3	509	1	...	...	...	28	2,530	106	...	...	28	39	35	2,738
	Percentage of pupils of each race or creed to the total number on the rolls	93'03	5'75	...	...	'34	'38	'30	90'17	3'36	...	...	2'34	3'80	'33	94'61	'19	...	...	...	5'20	92'41	3'87	...	...	1'02	1'42	1'28	...
N.-W. P. AND OUDH	Number of pupils of each race or creed	155	14	...	...	3	...	133	21	...	...	2	1	...	15	1	...	...	3	1	...	303	36	...	...	8	2	...	349
	Percentage of pupils of each race or creed to the total number on the rolls	90'12	8'14	...	...	1'74	...	84'71	13'38	...	...	1'27	'64	...	75	5	...	...	15	5	...	86'82	10'32	...	...	2'29	'57	...	...
PUNJAB	Number of pupils of each race or creed	84	13	3	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	84	13	3	...	3	...	...	103
	Percentage of pupils of each race or creed to the total number on the rolls	81'55	12'63	2'91	...	2'91	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	81'55	12'63	2'91	...	2'91	...	...	...
CENTRAL PROVINCES	Number of pupils of each race or creed	59	5	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	59	5	...	...	1	...	...	65
	Percentage of pupils of each race or creed to the total number on the rolls	90'77	7'69	...	...	1'54	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	90'77	7'69	...	...	1'54	...	...	...
TOTAL FOR INDIA	Number of pupils of each race or creed	2,465	125	3	55	31	15	4	1,703	70	...	48	120	46	7	659	2	15	3	28	4,827	197	3	103	166	64	39	5,399
	Percentage of pupils of each race or creed to the total number on the rolls	91'38	4'63	'11	2'04	1'15	'55	'14	85'41	3'51	...	2'41	6'01	2'31	'35	93'21	'28	2'12	'43	3'96	89'41	3'65	'06	1'91	3'07	1'28	'72	...
	Proportions of each race or creed to total population	73'21	22'36	'62	'04	'45	'08	3'24	73'21	22'36	...	'04	'45	'08	3'24	73'21	22'36	'45	'08	3'24	73'21	22'36	'62	'04	'45	'08	3'24	...

^a Attending Colleges for Natives of India. * Including 23 non-matriculated students of the Sanskrit College. † Of this number one is a girl. ‡ All are girls. § Excluding Ajmir, British Burma and all Native States that administer their own system of education.

SUBSIDIARY TABLES—COLLEGIATE EDUCATION.

Table 3.—Results of the Higher University Examinations in the official year 1881-82.

PROVINCE AND CLASS OF COLLEGE.	M. A.		B. A.		1ST B. A.		F. A.		Previous Examination*		B. Sc.		1st B.Sc.		Total number examined.	Total number passed.	Percentage of passed candidates to the total number examined.
	Exd.	Passed.	Exd.	Passed.	Exd.	Passed.	Exd.	Passed.	Exd.	Passed.	Exd.	Passed.	Exd.	Passed.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MADRAS	9	5	107	71	...	...	230	144	...	...	...	...	...	...	857	495	57'88
			78	48	...	...	258	156	...	...	...	...	...	...
			36	6	...	...	48	34	...	...	...	...	...	...
BOMBAY	4	2	95	28	66	24	...	...	182	41	6	1	2	2	355	97	27'32
			30	8	22	10	...	...	81	26	1	1	...	...	
			...	...	...	...	...	...	15	4	...	...	...	...
BENGAL	51	22	148	59	...	...	378	171	...	...	...	...	...	577	252	43'07	
			15	4	100	24	...	...	304	80	...	...	...				...
			1	...	43	8	...	...	124	36	...	...	...				...
N.-W. P. AND OUDH	6	4	27	5	...	...	36	20	...	...	...	...	...	69	29	42'03	
			1	...	11	3	...	...	36	19	...	...	...				...
			...	...	...	...	...	...	10	3	...	...	...				...
PUNJAB	2	2	4	2	...	...	10	8	...	...	...	...	...	16	12	75'00	
		
		
CENTRAL PROVINCES . . . . .	...	...	...	...	...	...	17	10	...	...	...	...	...	27	10	58'82	
		
		
TOTAL FOR INDIA†	93	40	697	266	88	34	1,570	722	278	71	7	2	2	2	2,735	1,137	41'57

* The Previous Examination in Bombay takes place one year after the student has matriculated, the 1st B. A. or B. Sc two years after matriculation, and the B. A. three years after such examination. In the Madras and Calcutta Universities the F. A. Examination takes place two years, and the B. A. four years after the Entrance Examination.
 † Excluding Ajmir, British Burma and all Native States that administer their own system of education.

Table 4.—Number of Under-graduates studying each Optional Language in the official year 1881-82.

PROVINCES.	Sanskrit.	Arabic.	Persian.	Hebrew.	Greek.	Latin.	An Indian Vernacular.
1	2	3	4	5	6	7	8
MADRAS	248	2	11	...	20	24	1,384
BOMBAY	301	...	103	3	1	63	...
BENGAL	2,196	15	114	...	1	125	...
N.-W. P. AND OUDH	112	86	69	...	...	3	...
PUNJAB	29	14	56	...	...	...	...
CENTRAL PROVINCES	48	...	17	...	...	...	...
TOTAL FOR INDIA†	2,934	117	370	3	22	215	1,384

† Excluding Ajmir, British Burma and all Native States that administer their own system of education.

SUBSIDIARY TABLES—COLLEGIATE EDUCATION.

Table 5.—Return of Students graduating in a literary or a scientific course at the Bachelor of Arts Examinations held in the official year 1881-82.

PROVINCE AND CLASS OF COLLEGES.		LITERARY COURSE.		SCIENTIFIC COURSE.*		TOTAL.	
		No. Examined.	No. Passed.	No. Examined.	No. Passed.	No. Examined.	No. Passed.
1		2	3	4	5	6	7
MADRAS .	Departmental	101	68	6	3	107	71
	Aided	50	27	28	21	78	48†
	Unaided . . . . .	...	...	...	...	...	...
	Private Students	34	5	2	1	36	6
BOMBAY .	Departmental	78	24	23	5	101	29
	Aided	21	4	10	5	31	9
	Unaided . . . . .	...	...	...	...	...	...
BENGAL .	Departmental	55	16	93	43	148	59
	Aided	82	19	18	5	100	24
	Unaided	35	5	8	3	43	8
	Private Students	12	2	6	2	18	4
N.-W. P. & OUDH	Departmental	5	...	22	5	27	5
	Aided	1	...	10	3	11	3
	Unaided . . . . .	...	...	...	...	...	...
PUNJAB .	Departmental	4	2	...	...	4	2
	Aided . . . . .	...	...	...	...	...	...
	Unaided . . . . .	...	...	...	...	...	...
TOTAL FOR INDIA‡		478	172	226	96	704	268

* The figures for Bombay include students who graduated in a purely or partly scientific course. In Madras and Bengal, there is no purely scientific course.

† In addition to these, 19 out of 49 students in the colleges of the Native States graduated in the literary course.

‡ Excluding Ajmir, British Burma and all Native States that administer their own system of education.

SUBSIDIARY TABLES—COLLEGIATE EDUCATION.

Table 6.—Expenditure on Education in Arts Colleges in the official year 1881-82.

PROVINCE AND OBJECTS OF EXPENDITURE.	DEPARTMENTAL COLLEGES.				AIDED COLLEGES.				UNAIDED COLLEGES.			TOTAL.			GRAND TOTAL.	Total expenditure on education from Public Funds (Provincial, Local and Municipal).*	Percentage of expenditure on colleges from Public Funds to the total expenditure* on education from Public Funds in the Provinces concerned.	Percentage of Provincial expenditure in Column 13 to total expenditure in Arts Colleges.	Percentage of Provincial expenditure in Arts Colleges to the total Provincial expenditure* on education in the Provinces concerned.	Percentage of the total expenditure on Arts Colleges to the total expenditure on education* in the Provinces concerned.
	Provincial Revenues.	Fees.	Other Sources.	TOTAL.	Provincial Revenues.	Fees.	Other Sources.	TOTAL.	Fees.	Other Sources.	TOTAL.	Provincial Revenues.	Fees.	Other Sources.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R				
MADRAS { Establishments † { Scholarships	1,30,246 4,993	28,435 ...	1,100 2,821	1,50,871 7,514	20,390 2,740	20,495 ...	45,347 ...	86,341 2,740	3,205 ...	7,126 ...	10,331 ...	1,50,645 7,433	52,135 ...	53,663 2,821	1,56,443 10,254	16,32,345	{ 9'23 '45	{ 56'49 '279	{ 15'34 '75	{ 7'40 '29
TOTAL	1,34,939	28,435	4,011	1,67,385	23,139	20,495	45,347	88,981	3,205	7,126	10,331	1,58,078	52,135	56,484	2,66,697						9'68	59'28	16'09	7'69†
BOMBAY { Establishments and Buildings { Scholarships	88,626 11,794	25,405 ...	28,081 1,292	1,42,112 13,086	5,100 ...	8,378 ...	25,100 ...	38,578 ...	1,062 ...	6,234 ...	7,296 ...	93,726 11,794	34,845 ...	59,415 1,292	1,87,986 13,086	19,82,535	{ 4'88 '59	{ 46'61 '586	{ 8'23 '103	{ 5'48 '38
TOTAL	1,00,420	25,405	29,373	1,55,198	5,100	8,378	25,100	38,578	1,062	6,234	7,296	1,05,520	34,845	60,707	2,01,072						5'47	52'47	9'26	5'86
BENGAL { Establishments † { Scholarships	2,55,828 ...	1,03,831 ...	17,675 ...	3,77,334 ...	21,450 ...	41,354 ...	78,985 ...	1,41,780 ...	2,077 ...	2,965 ...	5,042 ...	2,77,278 83,206	1,47,262 ...	99,625 17,803	1,54,165 1,01,009	26,80,510	{ 10'34 '310	{ 44'35 '131	{ 10'43 '314	{ 8'36 '161
TOTAL	2,55,828	1,03,831	17,675	3,77,334	21,450	41,354	78,985	1,41,780	2,077	2,965	5,042	3,60,484	1,47,262	1,27,428	6,25,174						13'44	57'66	13'62	9'97†
N.-W. P. AND OUDH { Establishments † { Scholarships	88,733 7,972	7,117 ...	30,021 ...	1,25,871 7,972	15,215 ...	2,248 ...	25,051 2,447	42,514 2,447	335 ...	1,679 ...	2,014 ...	1,03,948 7,972	9,700 ...	56,751 2,447	1,70,399 10,419	15,77,695	{ 6'59 '50	{ 57'48 '41	{ 11'20 '86	{ 8'29 '50
TOTAL	96,705	7,117	30,021	1,33,843	15,215	2,248	27,498	44,961	335	1,679	2,014	1,11,920	9,700	59,198	1,80,818						7'09	61'89	12'06	8'79†
PUNJAB { Establishments † { Scholarships	45,803 6,816	2,099 ...	...	47,902 12,655	...	...	...	...	...	...	...	45,803 6,816	2,099 ...	...	147,902 12,655	12,31,047	{ 3'72 '55	{ 75'64 '1125	{ 7'27 '108	{ 2'94 '77
TOTAL	52,619	2,099	5,839	60,557	52,619	2,099	5,839	60,557						4'27	86'89	8'35†	3'27†
CENTRAL PROVINCES { Establishments and Buildings { Scholarships	9,575 7,604	1,178 ...	...	10,753 7,712	...	...	...	...	...	...	...	9,575 7,604	1,178 ...	...	10,753 7,712	5,28,802	{ 1'81 '144	{ 51'85 '4118	{ 2'64 '212	{ 1'60 '114
TOTAL	17,179	1,178	108	18,465	17,179	1,178	108	18,465						3'25	93'03	4'76	2'74
TOTAL FOR INDIA { Establishments and Buildings { Scholarships	6,18,822 38,879	1,68,065 ...	76,067 10,060	8,63,843 48,939	62,164 2,740	72,475 ...	1,74,483 2,447	3,09,122 5,187	6,679 ...	18,004 ...	24,683 ...	6,80,975 1,24,825	2,47,219 ...	2,69,454 30,310	11,97,648 87,55,135	99,63,934	{ 7'20 '129	{ 50'33 '923	{ 10'20 '201	{ 6'83 '88
TOTAL	6,57,690	1,68,065	87,027	19,12,782	64,904	72,475	1,76,930	3,14,309	6,679	18,004	24,683	8,05,800	2,47,219	2,99,764	13,52,783						8'39	59'56	12'21	7'75

* Including the expenditure on all professional and technical institutions and on schools for Europeans and Eurasians. † The expenditure on college buildings has not been returned by Madras, Bengal, the N.-W. Provinces and Oudh, and the Punjab.
‡ Excluding R429 from a private endowment in the Gujarath College. § The following expenditure on scholarships has not been returned to the Department:—
Aided Colleges R1,262
Unaided Colleges 1,080
2,342
¶ Excluding the expenditure of the Ajmir College and attached Collegiate School, which amounted to R 27,949.
a Including the expenditure incurred on Scholarships by the Punjab University College.
c The expenditure from Public Funds in Assam, Coorg and the Haidarabad Assigned Districts, in which there are no colleges, is omitted.
b Excluding R4,513 expended on College Scholarships by the Educational Department in Assam and the Haidarabad Assigned Districts.

SUBSIDIARY TABLES—COLLEGIATE EDUCATION.

Table 7.—Tuition-Fees in Arts Colleges in the official year 1881-82.

PROVINCES.	DEPARTMENTAL COLLEGES.		AIDED COLLEGES.		UNAIDED COLLEGES.		Percentage of income from fees to total expenditure (a) in Departmental Colleges.	Percentage of income from fees to total expenditure (a) in Aided Colleges.	Percentage of income from fees to total expenditure (a) in Unaided Colleges.
	Highest monthly fee.	Lowest monthly fee.	Highest monthly fee.	Lowest monthly fee.	Highest monthly fee.	Lowest monthly fee.			
1	2	3	4	5	6	7	8	9	10
	R	R	R	R	R	R			
MADRAS*	5	3	4	2	3	...	17'78	23'76	31'02
BOMBAY†	10	3	8	4	5	3	18'28	21'72	14'56
BENGAL‡	12	3	6	5	3	...	27'51	29'16	41'19
N.-W. P. AND OUDH	5	2	5	1	4	1	5'65	5'29	16'63
PUNJAB§	5	2	...	...	...	...	4'38	...	...
CENTRAL PROVINCES	2	2	...	...	...	...	11'09	...	...
AVERAGE FOR INDIA (b)	12	2	8	1	5	1	19'53	23'44	27'05

(a) Excluding the expenditure on buildings and scholarships, of which the majority of the Provinces have sent no return.
 (b) Excluding Ajmir, British Burma and all Native States that administer their own system of education.
 * Muhammadans and Uriyas pay half-fees and in Departmental and Aided Colleges 5 per cent. of the students may be wholly exempted from the payment of fees.
 † In Departmental colleges 5 per cent. of the pupils are exempted from the payment of fees. In Aided colleges there is no fixed limit to the exemptions. In Departmental and Unaided colleges the fees chargeable to holders of scholarships are 40 or 50 per cent. lower than the ordinary rates.
 ‡ In the Sanskrit college 20 sons of Pandits are allowed to read at a reduced fee of Rs. 2 instead of Rs. 5.
 In the Hooghly College, Muhammadan students read at a fee of Re. 1 instead of Rs. 6.
 In all colleges other than Hooghly, Muhammadan students are allowed to read at one-third of the regular fees; the difference of two-thirds being paid, in the case of Departmental colleges, from the Mohsin Endowment Fund, in the case of the private colleges of Calcutta, from Provincial Revenues.
 § The Provincial Committee state that it is doubtful whether the highest rate of fee here entered is ever actually paid by students. "A few under-graduates" are entirely exempted from the payment of fees.

Table 8.—Statement showing the average annual cost* of educating each Student in Arts Colleges in the official year 1881-82.

PROVINCES.	DEPARTMENTAL COLLEGES.		AIDED COLLEGES.		UNAIDED COLLEGES.
	Total Average Annual Cost.	Average Annual Cost to Provincial Funds.	Total Average Annual Cost.	Average Annual Cost to Provincial Funds.	Total Average Annual Cost.
1	2	3	4	5	6
	R a. p.	R a. p.	R a. p.	R a. p.	R a. p.
MADRAS	257 13 8	210 1 2	125 2 8	29 9 8	93 1 2
BOMBAY	446 12 8	274 13 0	271 10 9	35 14 7	331 10 2
BENGAL	320 9 5	217 5 8	185 5 6	28 0 7	48 7 8†
N.-W. P. AND OUDH	758 4 2	534 8 6	312 9 8	111 14 0	125 14 0
PUNJAB	498 15 8	477 1 10	...	...	...
CENTRAL PROVINCES	186 3 1	165 8 5	...	...	...
AVERAGE FOR INDIA ‡	354 9 1	253 9 9	178 7 7	35 14 3	97 8 2

* Calculated on the average monthly number of the students enrolled.
 † Only two of the four unaided colleges have furnished returns of expenditure.
 ‡ Excluding Ajmir, British Burma and all Native States that administer their own system of education.

SUBSIDIARY TABLES—COLLEGIATE EDUCATION.

Table 1a.—Comparative Statistics of attendance in Oriental Colleges for the official years 1870-71 and 1881-82.

PROVINCES.	1870-71.								1881-82.							
	DEPARTMENT-AL.		AIDED.		UNAIDED.		TOTAL.		DEPARTMENT-AL.		AIDED.		UNAIDED.		TOTAL.	
	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
MADRAS . . . . .	...	38	...	...	...	...	...	...	1	38	...	...	...	...	1	38
BOMBAY . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
BENGAL	2	173	...	...	...	...	...	2	173	6	1,089	...	...	...	6	1,089
N. W. P. AND OUDH . . . . .	...	...	1	155	...	...	...	2	155	2	427	2	120	...	3	557
PUNJAB . . . . .	...	...	...	...	...	...	...	...	...	...	1	122	...	...	1	122
CENTRAL PROVINCES . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL FOR INDIA*	2	173	1	155	...	...	...	3	328	8	1,554	2	252	...	11	1,806

Table 2a.—Number of Pupils studying each Optional Language in Oriental Colleges in the official year 1881-82.

PROVINCES.	Sanskrit.	Arabic.	Persian.	Hebrew.	Greek.	Latin.	Vernacular.
I	2	3	4	5	6	7	8
MADRAS	38	...	...	...	...	...	...
BOMBAY . . . . .	...	...	...	...	...	...	...
BENGAL . . . . .	...	770	...	...	...	...	131
N. W. P. AND OUDH	448	54	14	...	...	...	41
PUNJAB	19	37	25	...	...	...	41
CENTRAL PROVINCES . . . . .	...	...	...	...	...	...	...
TOTAL FOR INDIA*	505	861	39	...	...	...	213

* Excluding Ajmir, British Burma and all Native States that administer their own system of education.

SUBSIDIARY TABLES—COLLEGIATE EDUCATION.

Table 3a.—Expenditure on Education in Oriental Colleges* in the official year 1881-82.

PROVINCES.	DEPARTMENTAL COLLEGES.				AIDED COLLEGES.				UNAIDED COLLEGES.			TOTAL.			GRAND TOTAL.	Total expenditure on education from public funds (Provincial, Local and Municipal).†	Percentage of expenditure on Oriental colleges from public funds to the total expenditure on education from public funds in the Provinces concerned.	Percentage of Provincial expenditure on Oriental colleges to total expenditure on Oriental colleges.‡	Percentage of Provincial expenditure on Oriental colleges to the total Provincial expenditure on education in the Provinces concerned.	Percentage of total expenditure on Oriental colleges to the total expenditure on education in the Provinces concerned.
	Provincial Revenues.	Fees.	Other Sources.	Total.	Provincial Revenues.	Fees.	Other Sources.	Total.	Fees.	Other Sources.	Total.	Provincial Revenues.	Fees.	Other Sources.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20*	21
	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R				
MADRAS . . . . .	...	...	453	453	...	...	...	...	...	...	...	...	...	453	453	16,32,345	...	...	...	61
BOMBAY . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	19,82,535	...	...	...	...
BENGAL	12,304	3,580	32,629	48,513	...	...	...	...	...	...	...	12,304	3,580	32,629	48,513	26,80,510	45	25'36	46	77
N.-W. P. AND OUDH	13,075	...	282	13,357	3,547	127	5,638	9,312	...	...	...	16,622	127	5,920	22,669	15,77,695	1'05	73'32	1'79	1'10
PUNJAB . . . . .	...	...	...	...	21,000	16,013	29,146	66,159	...	...	...	21,000	16,013	29,146	66,159	12,31,047	2'22	31'74	3'33	4'06
CENTRAL PROVINCES . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,28,802	...	...	...	...
TOTAL FOR INDIA‡	25,379	3,580	33,364	62,323	24,547	16,140	34,784	75,471	...	...	...	49,926	19,720	68,148	1,37,794	96,32,934	1'02	36'35	1'19	1'02

* The expenditure on scholarships in Oriental colleges has not been returned. In the Punjab Oriental college nearly all the students hold scholarships. In the Oriental colleges of the other Provinces scholarships are more sparingly given.

† Including expenditure on all professional and technical institutions, and on schools for Europeans and Eurasians.

‡ Excluding Ajmir, British Burma and all Native States that administer their own system of education.

§ Including inseparable expenditure incurred by the Punjab University College and by the School attached to the Oriental College. The fee-receipts in the Oriental College and School amounted to ₹72 only for the year 1881-82.

¶ Excluding the Oriental College in Madras.

SUBSIDIARY TABLES—COLLEGIATE EDUCATION.

Table 4a.—Tuition-Fees in Oriental Colleges in the official year 1881-82.

PROVINCES.	DEPARTMENTAL COLLEGES.		AIDED COLLEGES.		UNAIDED COLLEGES.		Percentage of income from fees to total expenditure in Departmental Oriental colleges.	Percentage of income from fees to total expenditure in Aided Oriental colleges.	Percentage of income from fees to total expenditure in Unaided Oriental colleges.	REMARKS.
	Highest monthly fee.	Lowest monthly fee.	Highest monthly fee.	Lowest monthly fee.	Highest monthly fee.	Lowest monthly fee.				
1	2	3	4	5	6	7	8	9	10	11
MADRAS	No fees are charged.		...	...	...	...	...	...	...
BOMBAY
BENGAL	No returns received.		...	...	...	7'38	...	...	...
N.-W. P. AND OUDH	Ditto.		...	...	...	1'36	...	...
PUNJAB	Ditto.		...	...	...	'25	...	...
CENTRAL PROVINCES
AVERAGE FOR INDIA†	7'38	'52	...	...

* Excluding the fees and total expenditure of the Punjab University College.

Table 5a.—Statement showing the average annual cost* of educating each Student in Oriental Colleges in the official year 1881-82.

PROVINCES.	DEPARTMENTAL COLLEGES.		AIDED COLLEGES.		UNAIDED COLLEGES.	REMARKS.
	Total average annual cost.	Average annual cost to Provincial Funds.	Total average annual cost.	Average annual cost to Provincial Funds.	Total average annual cost.	
1	2	3	4	5	6	7
MADRAS	R a. p. 11 0 9	R a. p. ...	R a. p. ...	R a. p. ...	R a. p. ...	...
BOMBAY . . . . .	...	...	...	...	...	...
BENGAL	53 2 2	13 7 7	...	...	...	...
N.-W. P. AND OUDH	33 6 3	32 11 0	85 6 10	32 8 7	...	...
PUNJAB . . . . .	...	...	337 8 8‡	107 2 3‡	...	...
CENTRAL PROVINCES . . . . .	...	...	...	...	...	...
AVERAGE FOR INDIA†	46 0 6	19 5 3	247 7 1	80 7 8	...	...

* Calculated on the average monthly number of the students enrolled.

† Excluding Ajmir, British Burma and all Native States that administer their own system of education.

‡ Inclusive of inseparable expenditure incurred by the Punjab University College and by the School attached to the Oriental College.

SUBSIDIARY TABLES—INSPECTION.

Table 1.—Statement showing the extent of the Inspection of Schools in the official year 1881-82.

PROVINCES.	Designation of Inspecting Officers.	Number of Inspecting Officers.	Average area in square miles allotted to each Inspecting Officer.	Average number of Schools under the charge of each Inspecting Officer.	Average number of Schools examined <i>in situ</i> .	Average number of Schools examined at centres.	Total average No. of Schools examined.	Total average No. of Scholars examined.	Average No. of days spent on tour.	Average No. of miles travelled.	REMARKS.
1	2	3	4	5	6	7	8	9	10	11	12
MADRAS*	Inspectors	7	23,198	2,545	187	...	187	7,500	192	2,405	* No returns available to show the work done by the Deputy Inspector of Muhammadan Schools and by the Inspectress and Deputy Inspectress of Schools in Madras.
	Deputy Inspectors	55	3,026	266	not returned	not returned	not returned	not returned	184	1,706	
BOMBAY†	Inspectors	5	38,128	1,124	120	53	173	7,535	244	2,705	† No returns available to show the work done by the Inspectresses of Schools in Bombay.
	Deputy Inspectors	30	7,648	211	115	11	126	3,989	228	1,891	
	Assistant Deputy Inspectors	19	3,824	101	109	18	127	3,687	210	1,259	
BENGAL‡	Inspectors and Assistant Inspectors	10	18,722	197	102	not returned	102	not returned	122	2,560	‡ No returns available to show the work done by the Inspectress of Schools in Bengal.
	Deputy Inspectors	43	3,539	1,301	177	260	437	Do.	150	2,058	
	Sub-Inspectors	173	874	312	189	152	341	Do.	201	1,935	
N.-W. P. AND OUDH	Inspectors	8	12,346	735	106	293	399	7,734	159	1,312	
	Assistant Inspector	1	24,246	1,313	167	67	234	6,694	117	1,345	
	Deputy Inspectors	44	2,566	140	270	27	297	6,256	267	2,554	
	Sub-Deputy Inspectors	34	2,599	129	212	...	212	5,485	245	1,898	
PUNJAB	Inspectors and Assistant Inspectors	7	15,427	296	not returned	...	296	not returned	140	2,809	
	District Inspectors and Chief School Moharrirs	30	3,600	46	184	...	184	2,170	200	1,500	
CENTRAL PROVINCES.	Inspector-General	1	84,445	1,444	120	...	120	not returned	157	2,430	
	Inspectors	3	28,148	481	319	...	319	...	210	2,950	
	District and Joint Inspectors	20	4,222	72	219	...	219	...	249	2,101	
ASSAM	Inspector	1	4,634	1,455	not returned	not returned	not returned	not returned	201	not returned	
	Deputy Inspectors	9	4,032	158	Do.	Do.	Do.	Do.	144	1,855	
	Sub-Inspectors	14	1,783	75	Do.	Do.	Do.	Do.	182	2,235	
COORG	Inspector§	1	1,583	63	40	...	40	not returned	not returned	472	§ The Inspector is also the Principal of the Merkara High School.
	Sub-Deputy Inspector	1	1,583	51	51	...	51	2,632	178	999	
HAIDARABAD AS-SIGNED DISTRICTS.	Inspector	1	17,711	22	22	...	22	3,969	154	2,142	¶ Excluding British B... and all Native States that administer their own system of education.
	Deputy Inspectors	7	5,060	139	117	...	117	4,299	163	1,361	
TOTAL FOR INDIA.	Inspectors and Assistant Inspectors¶	45	24,417	882	131	137	180	6,686	160	2,113	** Excluding two Deputy Inspectors in Ajmir.
	Deputy Inspectors**	238	4,211	291	180	99	230	4,178	198	1,878	
	Sub-Deputy Inspectors	241	2,132	133	140	135	182	3,934	203	1,665	

SUBSIDIARY TABLES—INSPECTION.

Table 2.—Statement showing the cost of Direction and Inspection in the official year 1881-82.

PROVINCES.	Number of Officers.	Officers of each class.	Yearly Salaries.	Travelling allowance.	Contingent expenditure.	TOTAL.	Percentage of provincial expenditure to total expenditure on education* from Provincial Funds.	Percentage of total expenditure (column 7) to total expenditure on education.*	REMARKS.	
1	2	3	4	5	6	7	8	9	10	
			R	R	R	R	R	R		
PUNJAB	1	Director of Public Instruction	Details	not available	...	40,479	4'12	1'17	a Includes expenditure on office-establishments and contingencies. † Charges included in the expenditure shown above against inspecting officers. ‡ Undistributed charges on account of inspection.	
	190	Director's Establishment	67,845	20,955	...	88,800				
	7	Circle Inspectors	4,800	1,919	...	6,719				
	1	Inspector	1,100	317	...	1,417				
	1	Deputy Inspector	59,115	41,255	...	1,00,370	20'29	7'09		
	157	Establishments of Inspecting Staff	840	1,081	...	1,921				
TOTAL	393		1,33,700	65,570	...	3,15,166	24'41	9'09		
BOMBAY	1	Director of Public Instruction	27,750	865	2,278	30,893	3'42	1'14	† Including Clerks and Peons.	
	140	Director's Establishment	7,776	284	...	8,060				
	5	Educational Inspectors	54,162	5,122	5,443	64,727				
	3	Inspectresses	39,556	8,714	8,230	56,500				
	24	Deputy Educational Inspectors	10,718	4,454	766	15,938	15'11	6'17		
	159	Establishments of Inspecting Staff in British Districts	39,674	4,797	50	44,521				
TOTAL	231		1,79,636	24,237	16,767	2,20,640	18'53	7'31		
MADRAS	1	Director of Public Instruction	25,594	371	...	25,965	2'69	1'14	‡ The figures enclosed in square brackets are taken from the Accountant General's Statement of expenditure and exceed the total expenditure as shown by the Department by Rs. 10,857.	
	390	Director's Establishment	18,190	...	10,186	28,376				
	410	District School Committees' Clerks	17,164	...	...	17,164		
	5	Circle Inspectors	[84,744]d	[11,248]d	...	...	[14'26]	[6'04]
	5	Joint or Assistant Inspectors	[1,69,925]d	[26,131]d	[10,888]d	[3,79,190]d	13'85	5'88		
	173	Sub-Inspectors	[16,254]d	...	...	...	[16'95]	[7'18]
TOTAL	350		3,31,871	27,650	21,074	4,39,738	26'54	7'08		
N.-W. P. AND OUDH.	1	Director of Public Instruction	33,791	877	872	35,540	3'83	1'73		
	160	Director's Establishment	...	...	...	...
	9	Divisional Inspectors and Assistant Inspector	1,73,638	25,450	16,807	2,15,905	22'59	10'51		
	44	Deputy Inspectors	...	...	...	...
	34	Sub-Deputy Inspectors	...	...	...	...
	1650	Establishments of Inspecting Staff	...	...	...	...
TOTAL	269		2,07,449	26,327	17,679	2,51,455	26'42	12'84		
UNJAP	1	Director of Public Instruction	38,152	927	3,373	42,452	6'73	2'60		
	190	Director's Establishment	46,035	5,221	3,214	54,470				
	7	Circle Inspectors	9,134	2,095	...	11,229				
	30	District Inspectors	31,785	4,354	1,526	37,665	11'21	7'80		
	30	Chief School Moharrirs	6,654	1,670	224	8,548				
	750	Establishments of Inspecting Staff	15,032	243	...	15,275				
TOTAL	132		1,46,792	24,509	8,337	1,79,638	17'94	10'40		
CENTRAL PROVINCES.	1	Inspector-General of Education	17,670	1,037	...	18,707	7'32	3'93		
	110	Inspector-General's Establishment	5,430	64	2,296	7,790				
	3	Circle Inspectors	33,632	4,585	...	38,217				
	20	District and Joint Inspectors	18,322	5,238	...	23,560	21'33	11'43		
	410	Establishments of Inspecting Staff	10,254	563	4,558	15,375				
	TOTAL	76		85,317	11,487	6,854	1,03,658	28'65		15'32
BHAM.	1	Inspector	Details not furnished	48,781	34'46	15'68		
	9	Deputy Inspectors	...	...	...	...
	14	Sub-Deputy Inspectors	...	...	...	...
	430	Establishments of Inspecting Staff	...	...	...	...
	TOTAL	67		48,781	34'46		15'68
	MYSORE	1	Director of Public Instruction
1		Director's Establishment	...	...	...	...
1		Inspector	480	821	...	1,301	6'20	5'72		
1		Sub-Deputy Inspector	...	...	...	...
1		Establishments of Inspecting Staff	...	...	...	...
TOTAL		3		480	821	...	1,301	6'20	5'72	
AIDARABAD ASSIGNED DISTRICTS.	1	Director of Public Instruction	12,000	838	1,140	13,978	7'82	5'22		
	80	Director's Establishment	4,443	...	...	...	
	1	Inspector	4,800	...	...	...	
	7	Deputy Educational Inspectors	13,591	3,395	2,430	19,416	12'23	8'29		
	260	Establishments of Inspecting Staff	5,939	...	...	...	
	TOTAL	43		39,869	4,233	3,570	47,672	20'05		13'51
TOTAL FOR INDIA†						Direction .	2,73,757	3'87	1'50	
						Inspection	13,54,883	16'58	7'44	

* Including the expenditure on all professional and technical institutions and on schools for Europeans and Eurasians.
 † Excluding British Burma and all Native States that administer their own system of education. The cost of inspection in Ajmir, etc., Rs. 2,374, is also omitted from the Table.

SUBSIDIARY TABLES—GRANTS-IN-AID.

Table 1.—Return of Attendance in Aided and Unaided Institutions on March 31st, 1882.

PROVINCES.	NUMBER OF AIDED INSTITUTIONS*		NUMBER OF UNAIDED INSTITUTIONS † UNDER REGULAR INSPECTION ‡		NUMBER OF SCHOLARS IN AIDED INSTITUTIONS.*		NUMBER OF SCHOLARS IN UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION. ‡		PERCENTAGE OF SCHOLARS IN AIDED INSTITUTIONS TO TOTAL NUMBER IN ALL INSTITUTIONS † CONNECTED WITH THE DEPARTMENT IN 1881-82.		PERCENTAGE OF SCHOLARS IN UNAIDED INSTITUTIONS TO TOTAL NUMBER IN ALL INSTITUTIONS CONNECTED WITH THE DEPARTMENT ‡ IN 1881-82.		PERCENTAGE OF SCHOLARS IN AIDED INSTITUTIONS IN 1871 TO TOTAL NUMBER IN ALL INSTITUTIONS CONNECTED WITH THE DEPARTMENT † IN THAT YEAR.		REMARKS.
	For Boys.	For Girls.	For Boys.	For Girls.	In Boys' Schools.	In Girls' Schools.	In Boys' Schools.	In Girls' Schools.	In Boys' Schools.	In Girls' Schools.	In Boys' Schools.	In Girls' Schools.	In Boys' Schools.	In Girls' Schools. †	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
MADRAS	7,439	263	5,904	242	206,355	11,954	107,793	6,788	56.28	57.16	29.39	32.46	75.24	99.90	
BOMBAY	192	59	15	3	14,709	4,893	1,109	139	5.65	29.83	.43	.84	4.30	22.86	
BENGAL	47,814	941	4,585	71	904,610	16,045	88,715	2,200	88.34	86.49	8.66	11.85	82.88	92.01	
N. W. P. AND OUDH	178	138	37	10	13,127	4,954	987	242	6.10	55.77	.45	2.72	11.52	34.16	
PUNJAB	152	166	...	...	10,405	5,496	...	...	10.39	58.76	...	...	21.74	73.25	
CENTRAL PROVINCES	369	13	85	1	18,943	514	3,188	18	24.29	15.93	4.09	.55	28.15	.07	
ASSAM	1,246	67	94	4	38,707	1,132	3,024	77	84.99	93.63	6.64	6.37	The figures for 1870-71 for Assam are included in those for Bengal.		
COORG	2	1	...	...	65	26	...	...	2.03	100	...	...	5.30	60.97	
H. A. DISTRICTS	205	4	207	...	4,113	99	2,672	...	11.59	26.90	7.53	...	...	...
TOTAL FOR INDIA ‡	57,597 †	1,652	10,927	331	1,211,034	45,112	207,488	9,464	56.90	57.16	9.74	11.99	36.80	56.59	

* Including training colleges and other attached special schools, but excluding unattached professional and technical institutions, and schools and colleges for Europeans and Eurasians.
† Unattached professional and technical institutions, and schools and colleges for Europeans and Eurasians are excluded.
‡ Inspected schools in the Native States of the Bombay Presidency are excluded.
§ Excluding British Burma and all Native States that administer their own system of education.
|| Excluding 1 aided middle school in Ajmir with 220 pupils.

SUBSIDIARY TABLES—GRANTS-IN-AID.

Table 2.—Detailed Return of Attendance in each class of Aided Institutions on March 31st, 1882.

PROVINCES.	Class of Institutions.	Number of Institutions.*			Number of Scholars.			Percentage of scholars in Aided Institutions of each class to the Total number of scholars in Departmental, Aided and Inspected† Institutions of the same class in the year 1882.			Percentage, as in previous column, for 1871.		
		For Boys.	For Girls.	Total.	In Boys' Schools.	In Girls' Schools.	Total.	In Boys' Schools.	In Girls' Schools.	Total.	In Boys' Schools.	In Girls' Schools.	Total.
MADEAS	Arts Colleges, English	11	...	6 11	803	...	803	48'11	...	48'11	31'10	...	31'10
	Secondary schools	252‡	19‡	271‡	12,915‡	157‡	13,072‡	54'03‡	40'36‡	53'32‡	79'25	100'	84'25
	Primary schools	7,173	244	7,417	192,480	11,660	204,140	56'56	57'25	56'60	74'77	100'	75'24
	Normal schools	3	3	6	157	137	294	19'65	87'26	30'75	52'28	89'13	57'51
	TOTAL	7,439	263	7,702	206,355	11,954	218,309						
BOMBAY	Arts Colleges, English	2	...	2	139	...	139	30'88	...	30'88	15'82	...	15'82
	Secondary schools	44‡	9‡	53‡	5,006‡	555‡	5,561‡	29'86‡	100' ‡	32'11‡	33'04	100'	34'01
	Primary schools	146	50	196	9,594	4,338	13,932	3'94	27'50	5'38	1'19	20'61	1'22
	TOTAL	194	59	253	14,709	4,893	19,602						
BENGAL	Arts Colleges, English	5	...	5	895	...	895	32'76	...	32'76	28'67	...	28'67
	Secondary schools	1,352‡	18‡	1,370‡	83,300‡	649‡	83,949‡	60'29‡	61'75‡	60'30‡	75'25	...	75'25
	Primary schools	46,453	921	47,374	820,080	15,355	835,435	93'09	87'98	92'99	97'45	92'27	96'89
	Normal schools	4	2	6	335	417	752	33'26	100'	35'88	21'13	57'14	22'26
	TOTAL	47,814	941	48,755	904,610	16,045	920,655						
N.-W. P. AND OUDH.	Arts Colleges, { English	2	...	2	157	...	157	44'98	...	44'98	53'93	...	53'93
	{ Oriental	2	...	2	130	...	130	23'34	...	23'34	100'	...	100'
	Secondary schools	63‡	3‡	66‡	2,618‡	68‡	2,686‡	28'59‡	100' ‡	29'12‡	60'31	100'	61'26
	Primary schools	111	132	243	10,222	4,797	15,019	4'99	54'97	7'04	1'55	29'24	3'34
	Normal schools . . . . .	...	3	3	...	89	89	...	100'	22'53	7'02	57'00	15'79
PUNJAB	Arts Colleges, Oriental	1	...	1	122	...	122	100'	...	100'	...	...	...
	Secondary schools	34‡	1‡	35‡	989‡	8‡	997‡	16'54‡	100' ‡	16'65‡	26'51	...	26'51
	Primary schools	116	162	278	9,266	5,350	14,616	9'89	58'10	14'80	18'04	72'86	27'26
	Normal schools	1	3	4	31	138	169	17'15	100'	40'62	11'91	100'	48'82
	TOTAL	154	166	320	10,405	5,496	15,901						
CENTRAL PROVINCES.	Secondary schools	14‡	...	14‡	671‡	...	671‡	24'20‡	...	24'20‡	20'88	...	20'88
	Primary schools	355	13	368	18,272	514	18,786	24'51	16'02	24'16	28'90	65	27'21
	TOTAL	369	13	382	18,943	514	19,457						
ASSAM	Secondary schools	54‡	...	54‡	4,085‡	...	4,085‡	49'95‡	...	49'95‡	The figures for 1870-71 for Assam are included in those of Bengal.		
	Primary schools	1,189	67	1,256	34,571	1,132	35,703	93'34	93'63	93'35			
	Normal schools	3	...	3	111	...	111	33'53	...	33'53			
	TOTAL	1,246	67	1,313	38,767	1,132	39,899						
COORG	Primary schools	2	1	3	65	26	91	2'13	100'	2'96	5'53	60'97	7'00
H. A. DISTRICTS	Primary schools	205	4	209	4,113	99	4,212	11'99	26'90	12'12	...	...	...
TOTAL FOR INDIAN	Arts Colleges, { English	20	...	20	1,994	...	1,994	36'93	...	36'93	27'73	...	27'73
	{ Oriental	3	...	3	252	...	252	13'98	...	13'98	100'	...	100'
	Secondary schools	** 1,813	50	1,863	109,581	1,437	111,018	53'18	69'39	53'34	62'93	100'	4'24
	Primary schools	55,750	1,591	57,341	1,092,573	43,272	1,141,844	57'48	56'68	57'45	28'71	49'97	30'22
	Normal schools	11	11	22	624	405	1,029	12'75	76'64	26'64	12'22	65'49	24'13
TOTAL	57,597	1,652	59,249	1,212,034	45,113	1,256,147							

* Excluding unattached professional and technical institutions, and schools and colleges for Europeans and Eurasians.
† Including the schools of Native States in the Bombay Presidency.
‡ Inclusive of attached Primary schools.
§ Exclusive of attached Primary schools.
¶ Exclusive of British Burma and of all Native States that administer their own system of education.
** Including 2 matriculated students reading for the F. A. examination.
*** Including 1 middle school in Ajmir with 220 pupils.

SUBSIDIARY TABLES—GRANTS-IN-AID.

Table 3.—Return of Actual Expenditure under the Grant-in-aid Rules in the official year 1881.

PROVINCES.	Building-grants and other special non-recurring grants. ^a	ORDINARY GRANTS-IN-AID ^b TO INSTITUTIONS FOR			Total of columns 2 and 5.	DISTRIBUTION OF EXPENDITURE IN COLUMN 6.		Proportion of total grants (column 6) to total expenditure on education from public funds.	Proportion of grants to total expenditure in Aided Institutions.	REMARKS.
		Boys.	Girls.	Total of columns 3 and 4.		From Provincial Funds. [†]	From Local and Municipal Funds. [‡]			
1	2	3	4	5	6	7	8	9	10	11
MADRAS	1870-71	20,097	3,07,836	27,558	3,35,304	3,64,491	1,64,491	...	39'06	37'14
	1881-82	6,418	4,55,271	40,522	4,95,793	5,08,211	2,06,790	2,95,421	30'76	34'18
BOMBAY	1870-71	61,308	20,069	4,169	24,238	95,546	95,546	...	5'61	55'73
	1881-82	15,544	55,919	15,180	71,099	86,643	83,492	3,151	4'37	29'30
BENGAL	1870-71 . . . . .	...	4,83,884	45,094	5,28,978	5,28,978	5,28,978	...	28'35	38'85
	1881-82 . . . . .	...	8,05,367	58,502	8,63,869	8,63,869	8,37,201	26,668	32'23	27'58
N.-W. P. AND OUDH	1870-71	8,859	2,16,562	31,855	2,48,417	2,57,276	2,38,511	18,765	17'73	48'44
	1881-82 . . . . .	...	1,19,945	22,522	1,42,467	1,42,467	1,31,042	11,425	9'03	38'26
PUNJAB	1870-71 . . . . .	...	78,582	36,916	1,15,498	1,15,498	1,15,498	...	14'50	45'92
	1881-82	1,340	29,400	27,291	1,26,691	1,28,031	1,08,986	19,045	10'40	41'94
CENTRAL PROVINCES	1870-71	2,000	26,928	76	27,054	29,054	26,401	2,653	9'42	37'68
	1881-82	152	28,401	1,987	40,388	40,540	35,476	5,064	7'66	44'16
ASSAM	1870-71	The figures for Assam for 1870-71 are included in those for Bengal.								
	1881-82 . . . . .	...	20,280	2,341	22,621	22,621	31,127	51,494	40'28	56'80
COORG	1870-71 . . . . .	...	192	120	312	312	312	...	2'07	25'67
	1881-82 . . . . .	...	192	120	312	312	312	...	1'53	56'41
H. A. DISTRICTS	1870-71 . . . . .	...	...	...	...	...	...	...	...	...
	1881-82 . . . . .	...	3,328	462	3,790	3,790	3,400	390	1'17	21'93
TOTAL FOR INDIA §	1870-71	1,01,264	11,54,103	1,45,788	12,99,891	14,01,155	13,79,737	21,418	18'70	41'19
	1881-82	23,454	16,48,103	1,78,927	18,27,030	18,50,484	14,37,826	4,12,658	18'17	31'74

The total expenditure on Aided Schools has not been returned by the managers.

^a Expenditure from Public Funds on open scholarships and prizes is excluded from the grants entered in this Table.
^b Grants made from trust and endowment-funds are excluded.
[†] Including expenditure incurred in the year 1881-82 on schools and colleges for Europeans and Eurasians.
[‡] Including expenditure on all professional and technical institutions, and on schools and colleges for Europeans and Eurasians.
[§] Excluding British Burma and all Native States that administer their own system of education.
^{||} Excluding a grant of Rs. 642 to an aided middle school in Ajmir.

SUBSIDIARY TABLES—GRANTS-IN-AID.

Table 4.—Detailed Return of Expenditures under the Grant-in-aid Rules on each class of Aided Institutions in the official year 1881-82.

PROVINCES	CLASS OF INSTITUTIONS.	AMOUNTS PAID IN THE YEAR ENDING MARCH 31ST		DISTRIBUTION OF EXPENDITURE IN 1870-71 FROM		DISTRIBUTION OF EXPENDITURE IN 1881-82 FROM		COST (a) OF EACH SCHOLAR IN AIDED INSTITUTIONS IN 1881-82 TO				COST (a) OF EACH SCHOLAR IN DEPARTMENTAL INSTITUTIONS† IN 1881-82 TO				Proportion of cost in aided institutions in respect of fees.	Proportion of cost in departmental institutions in respect of fees.	REMARKS.	
		1870-71.	1881-82.*	Provincial Revenues.	Other Public Funds.	Provincial Revenues.	Other Public Funds.	Provincial Revenues.	Other Public Funds.	Private sources.	TOTAL.	Provincial Revenues.	Other Public Funds.	Private sources.	TOTAL.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
MADRAS	Colleges	9,116	20,399	9,116	...	20,399	...	20 9 8	...	95 9 0	125 8 8	210 1 2	...	47 12 6	257 13 8	23 76	17 78	a Calculated on the average monthly number of the pupils enrolled.	
	Secondary Schools	2,37,662	77,617	2,37,662	...	77,617	...	6 7 3	0 0 0	23 0 7	20 8 3	15 5 8	2 6 0	17 7 7	58 3 3	48 20	44 02		
	Primary Normal	78,894	3,89,817	78,894	...	94,838	3,94,079	0 7 5	1 7 2	2 13 4	4 11 17	0 15 3	3 15 4	1 3 4	6 1 11	85 1 2	18 53		5 73
BOMBAY	Colleges	600	3,143	600	...	3,143	...	35 14 7	...	235 12 2	273 10 9	274 13 0	9 10 4	152 5 4	446 18 8	21 73	18 28	b Inclusive of inseparable expenditure incurred by the Punjab University College as well as by the Oriental Colleges and attached school.	
	Secondary Schools	28,048	46,055	28,048	...	46,055	...	8 10 8	...	21 1 2	20 11 0	13 9 0	3 7 4	15 12 3	34 23 4	26 43	44 73		
	Primary	5,590	21,901	5,590	...	18,750	3,151	1 6 7	0 3 8	4 6 0	6 0 3	1 1 8	2 10 10	0 10 6	4 7 0	10 77	14 21		
BENGAL	Colleges	24,000	21,450	24,000	...	21,450	...	28 0 7	...	157 4 11	125 5 6	217 5 8	...	103 3 9	320 9 5	29 16	27 51	c Excluding the fees and total expenditure of the Punjab University College.	
	Secondary Schools	3,30,687	2,08,506	3,30,687	...	2,84,121	14,385	3 12 0	0 3 0	8 4 1	12 3 1	10 4 4	0 1 4	14 0 5	24 0 1	31 50	51 23		
	Primary Normal	1,01,259	5,35,791	1,01,259	...	5,23,418	12,283	0 11 6	0 0 3	2 1 0	2 18 9	3 14 3	0 2 0	0 2 0	4 0 3	52 68	...		92
N.-W. P. AND QUDH	Colleges	34,668	18,762	34,668	...	18,762	...	76 9 3	...	134 15 3	211 8 6	534 8 6	...	223 11 8	758 4 8	4 58	5 56	d Inclusive of the fees and total expenditure of the Punjab University College.	
	Secondary Schools	1,80,659	53,373	1,80,659	...	49,234	4,130	19 4 11	1 10 5	23 3 1	44 2 5	34 8 2	3 13 7	3 11 10	42 1 7	3 56	6 80		
	Primary Normal	27,755	68,364	24,309	3,445	61,078	7,265	4 2 7	0 8 4	6 1 4	10 12 3	0 10 4	2 13 6	0 3 10	3 10 8	10 70	10 85		
PUNJAB	Colleges	...	27,372	...	...	21,000	6,372	107 2 36	32 8 26	197 14 36	337 8 8	477 1 10	...	21 13 10	408 15 2	230	4 28	e Excluding the fees and total expenditure of the Punjab University College.
	Secondary Schools	49,944	31,569	49,944	...	28,125	3,444	29 13 3	3 10 5	49 11 8	74 3 3	25 4 8	12 6 4	5 0 5	42 11 5	7 88	9 96		
	Primary Normal	48,309	49,620	48,309	...	42,241	7,379	3 0 0	0 8 4	5 14 0	9 6 4	0 6 8	3 11 10	0 10 1	4 22 7	22 10	21 45		
CENTRAL PROVINCES.	Colleges	13,736	14,116	13,736	...	11,382	2,734	17 2 8	4 2 0	20 4 4	41 9 0	165 8 6	...	20 10 8	186 3 1	...	11 09	f Inclusive of the fees and total expenditure of the Punjab University College.	
	Primary	23,318	26,272	20,665	2,653	24,000	2,272	1 4 3	0 1 11	1 10 6	3 0 8	0 15 0	2 9 1	0 6 11	3 25 0	6 43	8 25		
ASSAM	Secondary Schools	...	17,622	...	...	17,337	285	4 12 10	0 1 3	7 6 1	12 4 2	9 15 5	...	8 10 11	18 10 4	26 02	45 23	g Excluding the fees and total expenditure of the Punjab University College.
	Primary	...	62,794	...	...	11,585	51,209	0 5 8	1 9 3	11 1 3	3 0 3	2 0 8	...	2 0 8	2 0 8	17 61	...	
	Normal	...	2,205	...	...	2,205	...	23 3 4	...	22 4 3	25 7 7	59 0 11	17 15 9	0 13 11	77 24 7	...	65	
COORG	Secondary Schools	...	312	312	...	4 4 5	...	3 4 9	7 9 2	0 11 0	2 3 0	0 6 0	3 4 9	...	3 79	13 37	h Excluding the fees and total expenditure of the Punjab University College.
	Primary Normal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11 47
HYDRAABAD AND SIGNED DISTRICTS.	Secondary Schools	...	3,790	3,400	390	0 13 1	0 1 6	3 3 10	4 2 5	3 9 2	2 1 2	0 8 0	6 2 4	...	72 48	1 76	i Inclusive of the fees and total expenditure of the Punjab University College.
	Primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8 18
TOTAL FOR INDIA:	Colleges	69,224	97,225	69,224	...	84,754	6,372	42 9 11	3 2 0	143 1 9	282 12 10	252 9 9	1 3 9	90 11 7	354 0 2	220 04	29 53	j Excluding the aided Oriental Colleges, the average cost to Provincial Revenue was Rs. 12-14-3 for each pupil in average monthly attendance.	
	Secondary Schools	8,49,735	5,38,828	8,49,735	14,861	5,73,407	85,361	5 1 5	0 4 0	21 6 8	16 22 1	16 15 4	2 8 8	11 15 7	31 7 7	31 44	34 48		
	Primary Normal	3,45,397	11,58,571	3,39,208	6,000	7,70,622	3,78,040	0 12 1	0 5 11	2 5 1	3 7 1	0 15 4	2 14 5	0 8 8	4 6 5	42 24	11 21		
		44,474	38,475	44,319	255	26,557	2,918	37 12 10	2 1 8	62 13 4	101 11 10	89 14 11	31 1 9	0 9 8	122 10 4	5 70	21 21	k Excluding the aided Oriental Colleges, but including the fees and total expenditure of the Punjab University College. In the aided English Arts colleges the percentage of cost met by fees was 23 44.	

* Excluding expenditure on schools and colleges for Europeans and Eurasians.
 † All Government Oriental Colleges are excluded from this Table.
 ‡ Excluding Ajmer, British Burma and all Native States, that administer their own system of education.
 § Excluding building and other special grants.
 ¶ Excluding the aided Oriental Colleges, the ordinary grants to the English Arts Colleges for 1870-71 amounted to Rs. 451, and for 1881-82 to Rs. 707.
 ** Excluding the aided Oriental Colleges, the average cost to Provincial Revenue was Rs. 12-14-3 for each pupil in average monthly attendance.
 *** Including aided Oriental Colleges, but excluding the fees and total expenditure of the Punjab University College. In the aided English Arts colleges the percentage of cost met by fees was 23 44.

SUBSIDIARY TABLES—FEMALE EDUCATION.

Table 1.—Return of the number of Institutions* for Girls, and of the Pupils attending them at end of the official year 1881-82.

PROVINCES.	CLASS OF INSTITUTIONS.	NUMBER OF INSTITUTIONS FOR GIRLS.					NUMBER OF PUPILS IN					Percentage of Pupils to the total population of school-going age.	REMARKS.
		Departmental.	Aided.	Unaided under inspection.	Unaided not under inspection.	Total.	Departmental Schools.	Aided Schools.	Unaided Schools under inspection.	Unaided Schools not under inspection.	TOTAL.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
MADRAS	Secondary Schools	4	19	23	...	46	26	157	206	...	389	...	'03
	Primary	47	241	219	...	507	2,123	11,060	6,582	...	20,265	...	'87
	Mixed	...	...	...	...	...	...	...	...	...	14,131	...	'61
	Normal	1	3	...	...	4	20	137	...	...	157	...	...
	TOTAL	52	263	242	...	557	2,169	11,954	6,788	...	25,042	...	'50
BOMBAY	Secondary Schools	...	9	...	...	9	...	538	...	...	538	...	'03
	Primary	181	50	95	6	332	11,238	4,338	4,283	2,000	21,859	...	'30
	Mixed	...	...	...	...	...	...	...	...	...	4,296	...	'26
	Normal	2	...	...	...	2	73	...	...	...	73	...	...
	TOTAL	183	59	95	6	343	11,311	4,756	4,283	2,000	26,766	...	'59
BENGAL	Collegiate Schools	1	...	...	...	1	6	...	...	...	6	...	...
	Secondary	2	18	2	...	22	299	649	103	...	1,051	...	'02
	Primary	...	921	69	...	990	...	15,355	2,097	...	17,442	...	'34
	Mixed	...	...	...	...	...	...	...	...	...	22,799	...	'44
	Normal	...	2	...	...	2	...	41	...	...	41	...	...
TOTAL	3	941	71	...	1,015	305	16,045	2,200	...	41,349	...	'80	
N. W. P. AND OUDH	Secondary Schools	...	3	...	...	3	...	68	...	...	68	...	...
	Primary	160	132	10	...	302	3,687	4,797	242	...	8,726	...	'27
	Mixed	...	...	...	...	...	...	...	...	...	...	...	...
	Normal	...	3	...	...	3	...	89	...	...	89	...	...
	TOTAL	160	135	10	...	305	3,687	4,986	242	...	8,883	...	'28
PUNJAB	Secondary Schools	...	1	...	...	1	...	8	...	...	8	...	...
	Primary	145	162	...	...	307	3,857	5,550	...	...	9,407	...	'71
	Mixed	...	...	...	...	...	...	...	...	...	...	...	...
	Normal	...	3	...	...	3	...	138	...	...	138	...	'01
	TOTAL	145	165	...	...	310	3,857	5,688	...	...	9,545	...	'72
CENTRAL PROVINCES.	Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...
	Primary	64	13	1	...	78	2,676	514	18	...	3,208	...	'44
	Mixed	...	...	...	...	...	...	...	...	...	...	...	...
	Normal	1	...	...	...	1	17	...	...	...	17	...	...
	TOTAL	65	13	1	...	79	2,693	514	18	...	3,225	...	'44
ASSAM	Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...
	Primary	...	67	4	...	71	...	1,132	77	...	1,209	...	'34
	Mixed	...	...	...	...	...	...	...	...	...	4,668	...	'13
	Normal	...	...	...	...	...	...	...	...	...	...	...	...
	TOTAL	...	67	4	...	71	...	1,132	77	...	1,577	...	'47
COORG.	Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...
	Primary	...	1	...	...	1	...	26	...	...	26	...	'22
	Mixed	...	...	...	...	...	...	...	...	...	307	...	'64
	Normal	...	...	...	...	...	...	...	...	...	...	...	...
	TOTAL	...	1	...	...	1	...	26	...	...	333	...	'86
MAIDARABAD ASSIGNED DISTRICTS.	Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...
	Primary	8	4	...	...	12	269	99	...	...	368	...	'29
	Mixed	...	...	...	...	...	...	...	...	...	70	...	'03
	Normal	...	...	...	...	...	...	...	...	...	...	...	...
	TOTAL	8	4	...	...	12	269	99	...	...	438	...	'32
TOTAL FOR INDIA.†	Collegiate Schools	1	...	...	...	1	6	...	...	...	6	...	...
	Secondary	6	50	25	...	81	325	1,440	309	...	2,054	...	'01
	Primary	605	1,591	398	6	2,600	21,830	43,271	13,299	2,000	82,420	...	'55
	Mixed	...	...	...	...	...	...	...	...	...	48,072	...	'28
	Normal	4	11	...	...	15	110	405	...	...	515	...	...
TOTAL	615	1,652	423	6	2,697	24,291	45,096	13,608	2,000	127,066	...	'86	

* Excluding Schools for Europeans and Eurasians.
 † Excluding British Burma and all Native States that administer their own system of education.
 ‡ Excluding 3 Primary schools with 60 pupils, and 1 Normal School with 2 pupils, in Ajmir.

SUBSIDIARY TABLES—FEMALE EDUCATION.

Table 2.—Return of Expenditure on Female Education in the official year 1881-82.*

PROVINCES.	Provincial Revenues*	Local and Municipal funds.*	Fees.	Other sources.	Total expenditure* on female education.	Total expenditure on education from Public Funds† (Provincial, Local and Municipal).	Percentage of expenditure in columns 2 & 3 to total expenditure‡ on education from Public Funds.	Percentage of Provincial expenditure in column 2 to total expenditure on education from Provincial funds.	Percentage of expenditure in column 6 to total expenditure on education.†	
1	2	3	4	5	6	7	8	9	10	11
	R	R	R	R	R	R				
ANDHRA	51,211	8,636	12,603	1,53,629	2,26,169	16,32,345	3'66	22'64	5'22	6'52
BOMBAY	49,750	51,619	9,518	67,790	1,78,707	19,82,535	5'11	27'86	4'37	5'21
BENGAL	76,819	2,540	17,772	1,26,637	2,23,768	26,80,510	2'96	34'33	2'90	3'56
B. W. P. AND OUDH	32,856	5,752	1,601	38,873	79,082	15,77,695	2'44	41'54	3'54	3'84
PUNJAB	32,825	21,985	2,931	47,187	1,04,928	12,31,047	4'45	31'28	5'21	6'44
CENTRAL PROVINCES	6,879	14,150	...	4,930	25,959	5,28,802	3'98	26'46	1'90	3'85
ASSAM	643	1,698	24	3,239	5,604	2,05,076	1'14	11'47	'45	1'80
MADHRA	120	...	...	110	230	20,293	'59	52'17	'91	1'01
MAHARAJA'S STATES AND OTHER TERRITORIES	1,745	1,509	.	270	3,524	3,24,381	1'00	49'51	'74	'99
TOTAL FOR INDIA‡	2,52,878	1,07,889	44,539	4,42,665	8,47,971§	1,01,82,684	3'54	29'82	3'57	4'65

* Excluding expenditure on Schools for Europeans and Eurasians.
 † Including the expenditure on all Professional and Technical Institutions and on Schools and Colleges for Europeans and Eurasians.
 ‡ Excluding British Burma and all Native States that administer their own system of education.
 § Excluding the expenditure on Female education in Ajmir amounting to Rs. 635.

SUBSIDIARY TABLES—FEMALE EDUCATION.

Table 3.—Results of the Examinations of Girls' Schools in the official year 1881-82.

PROVINCES.	Class of Institutions.	Number of pupils on the rolls on March 31st, 1882.*	Total number examined in departmental or other prescribed examinations.	Number passed.	Percentage of successful scholars to those presented for examination.	Number of trained mistresses who passed for certificates in 1881-82.	REMARKS.
1	2	3	4	5	6	7	8
MADRAS	Secondary Schools	389	292	109	37.32	...	
	Primary "	20,363	10,426	6,819	65.40	...	
	Normal "	157	76	38	50.00	...	
	TOTAL	20,911	10,794	6,966	64.53	...	
BOMBAY	Secondary Schools	538	311	134	43.09	...	
	Primary "	21,859	6,514	3,366	51.67	...	
	Normal "	73	45	31†	68.89	31	† At the Training College Examination
	TOTAL	22,470	6,870	3,531	51.39	31	
BENGAL	Collegiate Schools	6	5 ^a	4 ^b	80.00	...	^a Including 2 pupils studying in the Free Church Normal School.
	Secondary "	1,051	9	8	88.88	...	^b Of these 1 passed the F. A. and the Matriculation Examination of the Calcutta University.
	Primary "	17,452	201	157	78.10	...	
	Normal ‡ "	41	...	...	...	...	‡ There are two Normal Schools for mistresses with 41 pupils, who are training to become teachers in native Schools and Zanas; but they do not pass any prescribed examination for the purpose.
TOTAL	18,550	215	169	78.60	...		
N.-W. PROVINCES AND OUDH	Secondary Schools	68	66	31	46.97	...	
	Primary "	8,726	984	520	52.84	...	
	Normal "	89	...	...	...	7	§ These figures include 698 Eurasian and European children.
	TOTAL	8,883	1,050§	551	52.48	7	
PUNJAB	Secondary Schools	8	...	...	...	...
	Primary "	9,207	171	51	29.82	...	
	Normal "	138	...	...	...	...
	TOTAL	9,353	171 ^c	51	29.82	...	^c At the Upper and Lower Primary examinations. The results of the other Primary School examinations are not tabulated by the Inspectors.
CENTRAL PROVINCES.	Secondary Schools . . . . .	...	...	...	...	...
	Primary "	3,208	527||	270||	51.23	...	
	Normal "	17	7	2	28.57	2	|| All the girls are examined, and the results of their examination are recorded in the School Minute-Books and in the Inspector's diaries. Only those who were examined in the Lower Primary and Upper Primary Standards, and who passed such examinations, are recorded in columns 4 and 5.
	TOTAL	3,225	534	272	50.93	2	
ASSAM	Primary Schools	1,209	1	1	100	...	
	Normal " . . . . .	...	...	...	...	...
	TOTAL	1,209	1	1	100	...	
COORG	Primary Schools	26	...	...	...	...
	TOTAL	26	...	...	...	...
H. A. DISTRICTS	Primary Schools	368	167	111	66.46	...	
	TOTAL	368	167	111	66.46	...	
TOTAL FOR INDIA.†	Collegiate Schools	6	5	4	80.00	...	
	Secondary "	2,054	678	282	41.59	...	
	Primary "	82,420	18,991	11,295	59.47	...	
	Normal "	515	128	71	55.47	40	
	TOTAL	84,995	19,802	11,652	58.84	40	

* Girls attending Boys' Schools are not included in this return.
 † Excluding Ajmir, British Burma and all Native States that administer their own system of education. 20

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