

# EDUCATIONAL POLICY

OF THE

## STATE IN INDIA

BEING

A REPRINT OF THE HALIFAX DESPATCH OF 1854, OF PORTIONS OF  
THE REPORT OF THE EDUCATION COMMISSION, AND OF  
THE ORDERS OF THE GOVERNMENT OF INDIA ON  
THE COMMISSION'S REPORT, AND ON  
THE QUINQUENNIAL REPORT ON  
EDUCATION UP TO 1897,  
AND THE RESOLUTION OF THE GOVERNMENT OF  
INDIA ON EDUCATION, DATED 11TH MARCH 1904,  
WITH AN INTRODUCTION.

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SECOND EDITION

MADRAS:

SATAKOPACHARI & CO.

20 THAMBU CHETTY STREET.

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1904.

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PRINTED AT THE "IRISH" PRESS,

BY P. K. AIYER & CO., MADRAS.

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## PUBLISHERS' NOTE

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THE Publishers would express their thanks to the GOVERNMENT OF INDIA for the permission accorded to them to reprint the documents which make up the present volume.

They would also thank the REV. WILLIAM MILLER, C.I.E., D.D., LL.D., the REV. F. W. KELLETT, M.A., and MR. O. KUNDASWAMY CHETTIAR for their valuable help in preparing the volume. To the two first named gentlemen they are also indebted for the introductory remarks.

The present Edition contains the recently published Resolution on Education, permission to reprint which has been accorded by the Government of India. This resolution reaffirms in main outline the policy laid down in the various papers contained in the first Edition, and indicates the methods by which that policy is to be practically carried out.

**SATAKOPACHARI & CO.**

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# PREFACE TO THE SECOND EDITION.

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**T**HE publication by the Government of India of its Resolution of March 11th, 1904, on **INDIAN EDUCATIONAL POLICY** has necessitated the addition of that important document to those included in the edition of this book produced in 1900 if the book was to be to-day what the first Edition was then. That Resolution reviews every branch of education in India, points out the admitted defects in each and suggests methods for remedying them ; but it maintains that the system which by successive stages the Government has built up is sound and requires no essential modification. And the policy guiding the efforts which have built up this system—‘ **the policy laid down in 1854** ’—remains the policy of the Government of India still. The Government sum up their Resolution in these words :—‘ It has been shown how indigenous methods of instruction were tried and found wanting ; how in 1854 the broad outlines of a comprehensive scheme of national education were for the first time determined ; how the principles then accepted have been consistently followed ever since ; how they were affirmed by the Education Commission of 1882, and how they are now being further extended and developed, in response to the growing needs of the country by the combined efforts of the Government of India and the Provincial Governments.’ The Resolution accordingly, so far from annulling or making superfluous the Despatch of 1854

or the Report of the Commission of 1882, points back to them and takes its place in the sequence of which they are the earlier and dominant members.

Those earlier documents place in the fore-front of Government policy the adoption of the system of Grants-in-aid ; and this not merely, as has sometimes been supposed, simply because it saves the pocket of the State, but also because of other advantages which it possesses. And the recent Resolution follows them closely in this respect. In Section 13 of the Resolution, Government emphatically 'accept the policy' not only of welcoming 'every agency that could be induced to help in the work of imparting sound instruction' and aiding their efforts, but also of 'the progressive devolution of primary, secondary, and collegiate education upon private enterprise, and the continuous withdrawal of Government from competition therewith.' That this has been a wise policy is proved by its results. For every institution under public management there are (excluding unaided institutions) four under private management. The education of India is very defective as it is, but what would its condition be but for the Grant-in-aid System? And beyond considerations of the increase of schools, the Government recognise these two great benefits which the system brings with it, benefits which in Government effort have no place—the fostering 'of a spirit of initiative and combination for local ends,' and the imparting of 'religious and ethical instruction to complete the educational training of the scholars.'

The Government of India and, as associated with it in the Resolution, the Provincial Governments are therefore pledged more fully than ever to the policy which looks

to private effort as the main agency through which the education of the people must be accomplished, treating Government effort as merely supplementary; and at the same time are pledged to a system of generous aid to private managers. There ought then to be no necessity for any benevolent or public-spirited body or person who is desirous of promoting education, to hesitate to do his utmost, from any doubt whether Government support will be forthcoming.

As was clearly set forth in the Introduction to the first Edition of this book, the only agency that can adequately cope with the problem of national education is that of the people themselves. The task of national education is one which, in the closing words of the Resolution, '**the Government can do no more than begin.**' Most other agencies are similarly limited. The one real hope of educating India lies in the awakening of public spirit and the creation of a habit of combination for this purpose among the natives of the country. The Grant-in-aid System is more than any other system calculated to produce these results; hence the need, realised by all who have at heart the spread of education and take any but the narrowest views, of maintaining this system unimpaired. It may be that sometimes in the past it has been missionaries who have offered the staunchest resistance to attacks upon it, but in its integrity much more is involved than missionary education, and the tendency occasionally met with to regard Aided Education and Missionary Education as synonyms is strikingly inaccurate. There is probably no Province where non-missionary aided institutions do not far outnumber those of Missions. Even in the Madras Presidency where Missions do far more educational work than in any other Province, of 11,125 Aided Primary Schools in 1901-2, 8,520 were non-Christian, and the proportion must almost inevitably increase. To touch the Grant-in-aid System might injure Missionary Education, it would do probably ten-fold as much injury to indigenous effort. And it is partly because of this that the

Government of India, more far-seeing than some of its subordinates, has always held so stoutly by the system, and must do so, for generations to come. And this is the reason why the Despatch of 1854 deserves the name that has been given to it of the Magna Charta of Indian Education. Any tampering with it, any swerving from the policy laid down in it, is a blow to the interests of the country as a whole. Those have deserved well of the country who in the past have stood guard over this Charter and secured its continuance to the present. Confirmed once again by the new Resolution, it may yet need, as Charters have done from of old, the support of men able to see what the nation's weal demands and staunch to hold the advantages that have been gained. There is reason to hope that, should this Charter be in such need hereafter, there will be in each generation more than before ready to defend it.

At present, however, the question is not of defending the Charter, but of taking advantage of it. It gives to all the opportunity of leading to the El Dorado of knowledge and light, scores who at present lie fettered in ignorance and darkness. To the benevolent and public-spirited it gives encouragement and counsel, and assures them of the aid of the State in any effort they may make for the enlightenment of the people of the land. And in a country where still out of 40 millions of children of school-going age only about 4 millions are at school, the call for effort is so strong that it cannot be long before it shall be heeded, not by one here and another there, but by all educated people who respect themselves and love their country. Then, co-operating with one another and availing themselves of the assistance of Government, they will attempt the 'impossible' task of providing education for the whole childhood of the country—and achieve it.