

REPORT  
ON THE  
PROGRESS OF EDUCATION,  
IN THE  
NORTH WESTERN PROVINCES,

**For the Year 1862-63.**

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BY

M. KEMPSON, Esq., M. A.,

*Director of Public Instruction, N. W. P.*

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*Director of Public Instruction, North Western Provinces.*

No. OF 1863-64.

FROM

**M. KEMPSON, Esq., M. A.,**  
*Director of Public Instruction,*  
*North Western Provinces,*

TO

**R. SIMSON, Esq.,**  
*Officiating Secretary to Government,*  
*North Western Provinces.*

DATED BAREILLY, THE JUNE 1863.

SIR,—The Report which I have now the honor to submit for the information and orders of the Hon'ble the Lieutenant Governor treats of Public Instruction under the two general heads of Inspection (which includes Direction) and Instruction, a division which I have adopted as tallying with the treatment of the subject by the Financial Department as an item of State expenditure.

2. An abstract of that expenditure, including an exhibit of the Funds derived from local sources, for the year under review (1862-63) is subjoined, in a form prescribed by the Government of India in the Financial Department :—

Funds allotted in the Imperial Budget.		Direction.	Inspection.	Instruction.	Total.
		Rs.	Rs.	Rs.	Rs.
I.—	A. Fixed recurring charges, ...	34,416	1,20,960	2,63,952	4,19,328
	B. Fluctuating charges, ...	5,000	15,081	32,910	52,991
	Total, ...	39,416	1,36,041	2,96,862	4,72,319
II.—Funds derived from local sources, Ccesss, } Endowments, &c., ... }		0	0	2,80,660	2,80,660
	Grand Total, ...	39,416	1,36,041	5,77,522	7,52,979

Of the 7½ lakhs, therefore, thus shown to be expended from public and private sources on popular Education in the North Western Provinces, 5 per cent.

is spent on Direction, 18 per cent. on Inspection, and 77 per cent. on Instruction. A more exact calculation is 5·24 per cent., 18·06 per cent., and 76·7 per cent. under the respective heads.

### INSPECTION.

3. For the purpose of Inspection the area of the North Western Provinces is divided into three large Circles, each averaging about 24,000 square miles, with populations varying from 7 to 12 millions, and two minor Circles, one of Kumaon and Gurhwal, and the other of Ajmere and Mhairwarra. There is an Inspector with Native Deputies for each of these Divisions. In the 1st Circle, which comprises the Divisions of Meerut and Rohilkhund, the operations of the Department have resulted in the establishment of about  $1\frac{1}{2}$  Vernacular Schools to every 10 square miles; in the 2nd Circle, the average is the same; in the 3rd, the area and population of which is larger, the average is about half the above. We have, therefore, on the whole, in these three Circles about one Government Vernacular School for every 10 square miles, or in other words a Government Vernacular School for every 3,600 of the population. This calculation excludes Government Colleges, Missionary and Indigenous Schools. It is clear, therefore, that in each of the three large Circles, the Inspector has charge of some 2,000 or 3,000 of this class of Schools, and taking the average attendance at 20, the number of boys whom he makes it his business to examine during his cold weather tour approaches 50,000; and were he to march uninterruptedly for six months without holiday of any kind, collecting the boys at the most convenient places, he would have to examine on the average about 300 boys a day. As it is, it is impossible for him to see all the boys, or so to frame his march as to see more than a small proportion of the villages in which Schools are situated. In Districts where the Schools are thickly scattered over the country, the examining duties of the Inspector occupy the greater portion of each day, and he not unfrequently carries on his work by torch-light. The progress of the Schools for the next year depend more or less on the annual tour of the Inspector. It is the only opportunity he has personally of pointing out defects in teaching, and of distributing praises and rewards where merited, and of becoming acquainted with the wants and feelings of the parents; and in this Department, as in all others, it is the free access to the European Officer, and not communication by means of native subordinate officials, which is valued by natives of all classes. I have known cases where a School with its Teacher has travelled from 40 to 50 miles without orders, on purpose to have the opportunity of being examined by the European Officer, whose line of march was distant from their extremity of the District. I have remarked another instance in which the head class of a School, for the thorough examination of which there had not been sufficient time at the day's halt, present itself uncalled the next day at a distance of 20 miles for further examination.

4. The visit of the Inspector, besides the opportunity it gives him of testing the work of tour and inspection as carried on by his subordinates, and the fidelity of their returns, is a proof to the people of the actual interest in their welfare which is felt by their rulers. Leaving as he does behind him a track marked by patient and laborious efforts to produce good, by kindness and sympathy, and the impartial distribution of rewards, it is not strange that his coming is welcomed, or that it should be the signal for a holiday gathering of all the School children for miles round. These are mostly attended by their fathers or relations, and the place of examination, which is conducted in the open air, presents the appearance of a *meta*. The School apparatus, the books and maps, and all possible tokens of industry, are at the same time collected, and the only regret on the Inspector's mind is that he cannot examine each and every boy, but has

leisure only to obtain a general idea of the year's progress, and to take notice of marked excellence or deficiency. "Sir, wont you ask us some questions in History?" "May I read to your honor?" "I can do Rule of Three." "I know the Map of the World," &c., are the eager exclamations he meets with, even when the declining sun warns him that he must dismiss the multitude, who have been sitting there perhaps for six or seven continuous hours, examination going on the whole time. It is impossible but that the Inspector's earnestness in examining into what seem trifles to the unthinking, his minute investigation of the attendance registers, his comments on careless copy-books, faulty pronunciation, slovenly reading, and incorrect arithmetic, should be taken by the spectators as evidence of an honest laboring for their children's good. I have been here more particularly describing the labors of the Inspectors of the 1st and 2nd Circles, Mr. Cann and Dr. Anderson, whose painstaking in all these matters is beyond praise. I am glad also to be able to speak in high terms of the zeal and intelligence of Baboo Siva Prasad, the Joint Inspector of the 3rd Circle, who, in the absence of the Inspector (on leave), accompanied me in a tour over that part of the North Western Provinces (the Benares, Goruckpore, and part of the Allahabad Divisions), and whose aptitude for examination and appreciation of what is necessary in teaching came thus under my own observation. In nineteen days, at various halts, during January and February, I examined in concert with him 8,199 boys from Schools the registers of which showed an attendance of 12,983 scholars, and I was everywhere met by signs of progress. At one of my halts, in a District where the village School-system has been recently commenced, and where as yet only a few villages support Schools, a large number of zemindars attended the examination, many of whom after its conclusion stepped forward to express their desire to have Schools in their villages also. The year before the difficulty was to persuade them to have Schools at all, now they are dissatisfied unless their establishment is general. It is not true that Vernacular education is distasteful to the country people, or that the expression of a hint on the subject by the local authority is injudicious because it partakes of the nature of a *hookm*. The hint is looked for.

5. It is not easy to estimate the amount of the actual good which may result from the spread of popular education. The Schools and their Teachers are of a rude description; but their very existence is a barrier against seditious rumours and misinterpretations of policy. The village Pundit, who is looked to by the inhabitants as the interpreter of passing events, has now, as a Government servant, the opportunity of consulting his superior Officer, and through him the European Inspector. He has the opportunity of reading newspapers and retailing the contents in the village; and if he enjoys any degree of popularity, the good he may thus do is very great. A more thorough system of inspection is the defect of the system. Under present circumstances, I do not consider that the 18 per cent. shown in paragraph 2 above to be the relative cost of inspection is by any means too large a proportion of the expenditure. Personal inspection by Europeans alone prevents these Schools from falling back to the low standard of the Indigenous Schools; and even their inspection, when administered as it must be during part of the year by native agency, fails in many instances from the impossibility of a thorough management of the large area to be worked over.

6. Of the 18 per cent. above quoted, 11 per cent. is expended in the maintenance of this native agency, under the classes of Deputy and Sub-Deputy Inspectors. An idea of the duties entrusted to them may be gathered from a *Dustur-ul-amal* just issued for their guidance, a copy of which will be found in Appendix C. to this Report; and it will be manifest, from the exact statement of

what is laid down for the occupation of their time, that the general performance of their duty hitherto has not been marked by sagacity or intelligence. Like most native officers, they are unequal to a wise and an impartial management of their subordinates. Last year, as an example of the work performed by the Sub-Deputy Inspectors of one circle, it was mentioned that 362 Schools were visited by them in the year, and that they travelled over a certain number of miles, but this is no criterion whatever of the way in which they performed their duties. The native agency has manifold duties to perform, such as arrangements for School-houses, the supply of Teachers, the explanation of their duties to these Teachers, the classification of the boys, the provision of School books, continual correspondence with the Inspector's Office on the many occasions of leave being required by Teachers for sickness or otherwise, reports on special cases of difficulty, and other questions which turn up, besides which it is constantly on the move. By a very careful selection of men, the work is on the whole fairly carried on, but the exchange of a portion of the native agency for a small number of well-qualified European Assistant Inspectors would strengthen the system in all essential respects. I shall be prepared to submit definite proposals on this point if His Honor attaches weight to the foregoing considerations.

7. Further particulars as to working of the Schools under Inspection will be given under the head Instruction, and the remarks made on this subject by the Inspectors will be quoted.

#### INSTRUCTION.

8. The character and extent of the Schools for direct Instruction in the North Western Provinces are shown in the annexed Schedule:—

No.	Character of School.	No.	Average attendance.	Average attendance for each School.	REMARKS.
1	Colleges, ...	3	11,009	336	Several of these are recently established.
2	Collegiate School, ...	1	148	148	
3	High School, ...	1	206	206	
4	Anglo-Vernacular Schools, ...	21	771	37	
5	Normal Schools, ...	4	402	100.5	Several of these are recently established.
6	Tehsili Schools, ...	244	133,543	55.5	
7	Halqabundi Schools, ...	3,045	783,489	26	
8	Female Schools, ...	62	950	15	
9	Indigenous Schools under inspection, ...	6,296	583,921	9.3	Five of these Schools received grants in 1862-63 for the first time.
10	Aided Schools under inspection, ...	14	11744	124.5	
	Total, ...	9,691	1,563,183	16	

The first eight of these ten classes of Schools are strictly "Government Schools." In those numbered 1, 2, 3, 4,, and 10, English is the chief language taught, but the Vernacular, with Persian,, Arabic, and Sanskrit, receive attention. English is taught in some of the Schools of Class No. 9 also ; but in the majority of these Schools, Persian, Arabic, and Sanskrit are studied. In Class No. 5 the Vernacular only is used as the vehicle for conveying instruction to the Teachers under training. In Class No. 6 the Vernacular, and also Persian, and in Classes 7 and 8 the Vernacular, chiefly Hindee, are the languages studied.

9. Nos. 1 and 2 are under their respective Principals and Superintendent. The remainder fall within the jurisdiction of the Inspectors. I shall report on these in their order, bringing to His Honor's notice the remarks of the Officers severally in charge so far as is consistent with brevity.

## 10. No. 1. THE COLLEGES.

- (1.) THE AGRA COLLEGE. *Officers*—K. DEIGHTON, B. A., *Officiating Principal*; W. H. COLE, B. A. *Mathematical Professor*; E. GOULDING, *Officiating Professor of English Literature*; S. E. MARSTON, *Head Master*.

IN the last report mention was made of the efforts of the Principal (Mr. Pearson) to improve the state of discipline, and to diminish the irregularity of attendance, which interfered with the progress of the College. I am glad to find that the Officiating Principal is now able to report as follows:—

“The salutary stringency of the rules introduced by Mr. Pearson is now bearing fruit in the greater regularity of attendance, and the better discipline maintained in the different classes. Although during the months of August, September, and October, sickness was more than usually prevalent in the City, yet the average attendance has been raised from 91½ to 93½ per cent., and from the fact that in the higher classes the percentage is 97, I believe that the general percentage may with care be brought up to 94 or 95. As all petitions for leave of absence, before coming to the Principal, pass through the hands of the Master in whose class the petitioner may be, it is in the power of the Native Teachers especially, through their knowledge of the character of the petitioner as well of his connections and private life, to assist the Principal in no slight measure, by ascertaining to the best of their opportunities whether there is real cause for leave, or whether the reason assigned is a mere pretext.”

The results thus attained speak well for the administration of the College during the year under review, during nearly the whole of which, as now, Mr. Deighton has been in charge. The gradual correction of the extremely lax habits of the natives generally in the matter of regularity and punctual attendance is an important feature in the training they undergo at these Institutions. After a few year's assuefaction to the system, the scholars of the upper classes become remarkably regular. It is the younger boys, whose marriages have to be arranged, and the new comers, whose irregularity affects the general average.

11. The general result of the examination conducted by the Board of Examiners for 1862, appointed by Government Order No. , dated , may be gathered from the Circular Letter, which forms Appendix A. to this Report. The result has been satisfactory. With regard to the relation of this College to the Calcutta University, the Officiating Principal has furnished me with a Tabular Statement, which shows a gradual improvement in the fitness for examination of the candidates for the Entrance Examination of the University. It is one more illustration of the fact that an improvement in discipline is followed by increased scholastic proficiency.

Subjects of Examination.	Average No. of marks obtained.		
	1860.	1861.	1862.
English Language, ... ..	31	32	34
Oriental Literature, ... ..	25	41	45
History and Geography, ... ..	36	38	41
Mathematics, ... ..	32	44	49

12. Of the classes of the lower or School Department, the 2nd is conspicuous for general merit, and for its relative superiority to the corresponding class at the other Institutions. Messrs. Goulding and Conlan, the Masters in

charge, are mentioned by the Officiating Principal as having spared no pains in the training of their pupils, a fact which my own personal examination of the class rendered apparent. The 4th, 6th and 9th classes have also done credit to their Native Teachers. The handwriting (English) of the boys at this College is particularly good, and a large proportion of the sum specially allotted by the Government for awarding proficiency in this exercise has fallen to their share.

13. Mr. Deighton has exerted himself to introduce the Boarding-House system which has been tried with success at Bareilly. He says: "From the success which has attended this experiment up to the present time, I am sure that we might with great advantage enlarge the number of the scholars. Those at present attached to the College have shown great diligence, and neither in College nor while under the care of the Native Superintendent of the Boarding-House have they given cause for complaint. I trust that ere long a Boarding-House of a more convenient character, and one in a healthier situation, will be allowed by Government. It would also be better that it should be as near to the College as possible, in order that the boys may be immediately under our own eyes. If, instead of a house in the midst of a crowded part of the City, we could secure a bungalow in a tolerably roomy compound, we should not only have the advantage of greater healthiness, but we might in time teach the boys to take an interest in out-of-door sports and athletic exercises."

With reference to this excellent suggestion of the Officiating Principal, I am now in a position to inform His Honor that the liberality of His Highness the Maharajah of Jeypore, on the occasion of his visit to the College in February last, has furnished Mr. Deighton with the means of accomplishing this desirable object, and that a bungalow in the vicinity of the College has been purchased for the special purpose of lodging poor scholars from out-stations.

14. (2.) THE BAREILLY COLLEGE. *Officers*—H. TEMPLETON, *Principal*; E. T. CONSTABLE, M. A., *Mathematical Professor*; J. S. GRAVES, *Head Master*.

The Principal mentions the valuable assistance he has received in carrying on the business of the College from Messrs. Constable and Graves. He adds that,— "the Native Masters and Teachers have worked faithfully to maintain the credit of their respective classes," and further on, "I am satisfied that the staff of Native Masters and Teachers here feel a pleasure in their work, and perform it conscientiously." The state of the College and the success of the students in the annual examination correspond with the encomium thus passed on his staff in general by Mr. Templeton. My Circular letter in Appendix A. exhibits the chief points of success and failure. The College Department acquitted itself with credit. Of the Middle Class 2nd Division, consisting of 21 Under-graduates of the Calcutta University at all Colleges collectively, six were from Bareilly, and three of these six stand 1st, 5th and 6th, respectively, on the Examination Return. But with regard to his College Department, the Principal reports with an expression of natural regret, that several of his senior pupils have left for Government employ. The average salary now earned by ten students, who have thus started in life, is Rs. 40, an excellent beginning for a native who has his own merits and education only to depend upon.

On the other hand, the number of the Scholars in the lower or School Department have increased, and the building is filled. Its classes are in a promising state. The first two passed well in the General Examination held by the Board of Examiners. In the general return of the students of these classes at all the Colleges, the 2nd, 3rd and 4th places in the 1st Class are held by Bareilly



boys, and of the first 25 in the 2nd Class, seven are from Bareilly. The remaining classes passed a creditable examination, and the 6th and 7th gain especial commendation.

15. The number of students attending has steadily increased during the six years which have elapsed since the Rebellion of 1857. The annexed Table shows this increase, and is further interesting from the view which it presents of the relative increase and decrease in the three sections of the attending scholars, considered in a religious aspect.

	1858.	1859.	1860.	1861.	1862.	1863.
Hindu, ...	171	171	222	225	247	252
Musalman, ...	18	16	27	36	54	61
Christian, ...	1	14	22	17	10	7
Total, ...	190	201	271	278	311	320

16. On a former occasion I noticed the backwardness of the Muhammadan portion of the people of these Provinces in availing itself of State Education. But that they are becoming alive, in Bareilly at least, which has a large Musalman population, to the importance of studying English, may be gathered from the above Table, for while the increase in the number of Hindu during the last few years amounts to 47 per cent., the increase in the number of Musalman scholars is 238 per cent. In other words the porportion of Hindu to Musalman scholars, which was 9 to 1 in 1858, is now about 4 to 1. In the lowest Class, which contains the entrants for 1863, the change in proportion is still more marked. Here the Hindu are to the Musalman boys as 5 to 3.

17. The comparative readiness with which the Hindu population has accepted the benefits of education, seems to be improving their chance of employment as Government servants. Before the Rebellion of 1857, a large proportion of Mubammadans filled the higher grades of the subordinate Civil Service, notwithstanding the disparity between the two classes considered as elements of the population; but since that epoch this proportion has diminished, and the better educated and more English-loving Hindu is advancing to the higher grades with a certain step. Of the present Native Deputy Collectors, 20 are Hindu and 19 Musalman, but only 6 Musalman to 14 Hindu have been appointed since 1857; of 87 Native Judicial Officers in these Provinces 52 are Musalman and 35 Hindu, and of these latter 13 have been appointed since 1857. Were English required in the Courts, the proportion of Hindu would increase largely.

18. The Principal remarks on the increase in the amount derived from fees For the year under review the total amount collected was Rs. 1,584, which is double what it was in 1860. He adds—"In estimating the progress of education, it should be borne in mind that for very many years nothing what-ever was demanded from the pupil—even books and other necessaries were furnished gratis. He must now pay for all these, and (as the lowest fee) eight annas a month for schooling. These two charges combined average Rs. 10 a year for each lad, a sum equal to a tithe of the income of many of the parents who cheerfully pay it. I doubt if greater sacrifices of the present to the future, of self to family, can be found elsewhere, or reasonably looked for here." This is true for the class who have hitherto come forward to take advantage of Government education, but the rate of fee paid, high as it may be for the poorer classes, is low for the more respectable classes, which seem at last to be finding out the attractions of education. These classes, well off as they are, shirk fee-

payment of any kind, and resort to unworthy shifts to escape the disbursement of an extra anna. The fees are commonly regulated by the parent's income, which perhaps is so far an objectionable rule that it gives occasion for evasion. A curious case of this kind of evasion has been brought to my notice, in which a native gentleman in Government employ, and whose income was, therefore, known, urged that the schooling fee payable for his son's education should be assessed on one-third of his income, because he had three wives, and the boy in question was *de facto* the son of one of these wives only. At the Bareilly College, in consequence of the increase in the amount of fees collected, the annual cost to Government for the education of each student is less by Rs. 8, than for the year preceding; and I remark a similar decrease in the case of students educated at the Benares College.

19. With regard to the Boarding House attached to this College, Mr. Templeton reports in satisfactory terms: "It has succeeded, is successful, and will, I believe, in coming years increase in usefulness, and extend the influence of our College and the education it offers far and wide through the Province." The premises consist of two Barracks, a Hospital, a Reading Room, Cooking Quarters, and the Superintendent's house. The number of boys accommodated in the place is about 50, a few Musalman lads included. But this number does not represent the true number of boys from out-stations now studying at the College, for there are many such who live with friends and relations in the city. The Municipal Committee is now contemplating the erection of a superior house for the sons of Rohilkhand gentlemen, who are willing to give their children the advantage of an education in Bareilly.

20. The duties of the Superintendent of the Boarding House have now become regular and permanent, and his responsibilities increase as the number of boys under his charge becomes greater. During the past two years he has been specially rewarded by His Honor the Lieutenant Governor with a gift of Rs. 250. In place of this I now propose the allotment of a monthly salary of Rs. 50, with an allowance of the same amount for petty expenses. These amounts have been entered in the Budget Estimates for 1863-64, and I hope that His Honor will consent to their appropriation as soon as the sanction of the Supreme Government to the above named Estimates shall have been received.

21. (3.) THE BENARES COLLEGE. *Officers*—R. GRIFFITH, M. A., *Principal*; E. E. ROGERS, M. A., *Mathematical Professor*; J. PLATTS, *Head Master*.

This College has a fuller College Department than the fellow-Institutions. Five students are now preparing for the Degree Examination of the Calcutta University in January next, and with a fair chance of passing creditably. The lower classes of the Department are also in good order; and of the junior class, which consisted of candidates for the Calcutta University Entrance Examination of 1862, the Principal reports with satisfaction as having "done great credit to themselves and their Teacher (Mr. Watts). Eleven boys of this class went up for the Entrance Examination in December, and nine succeeded in passing it, two of them being placed in the first or more honourable Division. Sixty-six per cent. of the successful candidates sent up from the North Western Provinces for their examination in the past year were from the Benares College."

22. Details as to the defects as well as the excellencies of the classes above mentioned will be found in the Circular Letter, Appendix A. to this report. Want of accuracy in Mathematical knowledge, involving failure in examinations, has been for some years past a drawback to the general success of the upper classes at this College. The Mathematical Professor arrived in July, and the results of his teaching will, I hope, be manifested before long.

23. The two senior classes of the lower or School Department have not satisfied the Board of Examiners. With regard to the 2nd of these classes, the Principal reports that it "has labored under disadvantageous circumstances." "Two changes of Masters, and the late arrival of some of their books have seriously interfered with the pupils' progress." A sufficient punishment for any want of diligence on the part of the students in these classes is a limitation of their promotion, which in this instance has been enforced. A careful general examination of the lower classes was conducted by the Head Master, who reports in high terms on the proficiency displayed by the 3rd and 4th classes particularly. The remaining classes have made fair progress, and the Native Teachers have worked well.

24. On the Sanskrit Department, Mr. Griffith remarks: "There has been, I am willing to think, considerable improvement in the Sanskrit College during the year under review. Several reforms have been introduced and found to work well, but the College is still looked upon with affection by the orthodox Hindu as the nurse of his sacred language, literature, and philosophy, for the preservation of which it was established under the auspices of a liberal and enlightened Governor. The pupils have been more regular in their attendance, and the Pundits have taught classes at once instead of single students. The results of the examination have been more satisfactory than usual." The first two classes in this department have likewise made a marked advance in the knowledge of English.

25. There are 124 students in the Sanskrit Departments, 52 of whom received stipendiary allowances of from Rupees 2 to 16 per mensem. This part of the College may, indeed, well be looked upon with affection by the orthodox Hindu. The State not only pays him to study his own sacred literature, but finds him the best guides and teachers that can be had, and supplies him with the comforts of a roomy building, where he can pore over his Shastirs and bewilder himself with the philosophy of his ancestors. The philological study of Sanskrit, and its affinities with other languages, as throwing light on the History of antiquity, which is the chief incentive to its study in the eyes of the European Scholar, is not attempted by these votaries of Hindu learning, who regard the language as holy, and its literature as holy, and imagine themselves to be sanctified by its study. This religious indulgence costs the State about Rupees 22,800 a year. Surely the wealthy inhabitants of Benares might maintain their own Pathshala, which, if well conducted, would be eligible to receive a grant-in-aid from the State purse, just like any other Missionary or religious Institution. The philological study of Sanskrit is doubtless deserving of direct encouragement. This would be best effected by an offer on the part of Government of free quarters and tuition in Sanskrit to all Scholars from European nations, who wished for an opportunity of studying the language at the probable scene of its currency as a living tongue.

26. Last year "the Chair of Vedanta," a kind of theological professorship, was, on the death of the Pundit who held it, abolished. Other salutary alterations, such as the addition of English teachers to the staff, were carried out, and a European Scholar will be placed in charge of the Department under the orders of the Principal. Such changes are regarded unfavorably by the Pundits of Benares as innovations, the tendency of which is to diminish the paramount importance of the sacred language. Whether the study or the preservation of the sacred language be of importance to Her Majesty's Government or not, educationally speaking, the Sanskrit Department of the Benares College is, from its very constitution, the least satisfactory part of the system of public instruction administered in these Provinces.

27. Generally, Mr. Griffith regards the year under review as "a satisfactory one." "The School benches" (of the English Department), he remarks, "have been crowded. The school classes have been carefully taught, and passed a fair examination. Nine boys have passed the University Entrance Examination, three the First Examination in Arts. The average daily attendance has risen from 73·95 per cent. in 1861 to 78·5. The number of pupils had increased from 471 to 519. The schooling-fees have increased from Rs. 3,021 to Rs. 3,275-8-0, and the cost to Government of each student's education has fallen from Rs. 109 in 1861 to Rs. 101."

The low percentage of attendance at the Benares College, as compared with that at the Agra and Bareilly Colleges, where it is 15 per cent. higher, may be explained by the fact that the regulations in force are less stringent. The average is likewise effected to some extent by the greater number of students on the rolls.

## 28. No. 2. COLLEGIATE SCHOOL.—

(1.) *The Ajmere School. Officers, J. F. GOULDING, Officiating Superintendent; T. HARRIS, Officiating Head Master.*—Mr. Goulding has been in charge of this School for the whole of the year under review, and has now succeeded to the Superintendentship. He is able to report very favorably of the progress of the School, and having wisely directed much attention to enforcing a more regular attendance, has been successful in raising the average from 79·5 in 1860 to 92·6 per cent. in 1862; and at the same time, notwithstanding the withdrawals occasioned by his requirements, his attendance register shows 169 pupils at the end of the year to 151 at the beginning. He remarks that "it was natural to suppose that the progress of the pupils would be in direct proportion to the enhanced percentage of attendance," and he states that his anticipations in this respect have not been disappointed. As a Collegiate School, which must be taken to mean a School with an Upper or College Department, this Institution cannot compete with the Colleges above noticed. Its College Department seldom numbers more than two or three scholars. The Superintendent remarks: "The almost complete exhaustion of our College Department has been due to the heavy demands of the public service; but if we continue to meet those demands with as intelligent and zealous servants as our staff of Junior Masters comprises, the Ajmere School will not have acquitted itself unworthily. Our difficulties here are peculiar, and the labour of years is frequently nullified, and the reproach incurred of turning out half-educated youths, by the extreme anxiety of the parents to withdraw their children on the offer of the barest pittance."

29. Mr. Goulding reports in favorable terms of the generally correct pronunciation and spelling of the lower classes, and is satisfied with the efforts of the teachers. The 1st School class has been particularly successful in the general examination conducted by the Board of Examiners. Of the five boys which composed it all rank among the first 12 of the general list of 50 boys, and one of them heads the list. Further particulars are contained in the Circular Letter which forms Appendix A. to this report.

30. In concluding this review of the four Upper Institutions, I sum up the improvements of the year as—

- (1.)—A greater regularity of attendance.
- (2.)—A greater uniformity of studies.
- (3.)—A greater diligence on the part of the Native Teachers.
- (4.)—An addition to the European teaching staff in the appointment of three Mathematical Professors.

I request that I may be permitted to convey to the Principals, the Professors, and the teaching staff generally, an expression of His Honor's satisfaction.

31. The annexed Table compares the average attendance of the past two years at these Institutions:—

	Average attendance.		Increase.
	1861.	1862.	
Agra College, ... ..	270	295	25
Bareilly Ditto, ... ..	271	302	31
Benares Ditto, ... ..	368	412	44
Ajmere School, ... ..	127	148	21
Total, ... ..	1,036	1,157	121

### 32. No. 3. HIGH SCHOOL—

(1) *The Etawah High School*, C. H. D'MELLO, *Head Master*.—This School was originally founded by Mr. Hume, Magistrate of Etawah, in concert with a Committee of native gentlemen, whom the example of the Magistrate had induced to take up the cause of Education. An excellent building was partly erected by the aid of a liberal donation from the Government, and by a well filled subscription list, and is now in process of completion. By G. O. No. 667 A., dated 21st March 1862, the management of this School, so far as its Educational interests are concerned, was made over to the Department Public Instruction, the management of its financial concerns, locally considered, being retained by the Committee. At the same time the Government allowance of Rs. 600 monthly was directed to be devoted partly to the interests of the School, and partly to the School inspection of the Etawah District. An experienced Head Master was, therefore, appointed early in the year, and a more methodical arrangement of the classes and studies was put into operation. The Head Master's diligence and devotion to his duties have been rewarded by the creation of a very promising School, and now that preliminary difficulties of various kinds have been surmounted, and the town Committee has again the aid of Mr. Hume's counsels, I have every hope that the Etawah School will realize its Founder's expectations. The average attendance is 206, and the studies correspond with those of the School Departments at the Colleges. A successful beginning has been made in the important matter of bringing in boys from remote parts of the district for study in the High School, a building for this purpose having been hired in the town. The Head Master, in addition to his duties in Etawah, has an eye to the state of the district Schools, as an Assistant to the Inspector of the 2nd Circle. On the working of this district, under the increased superintendence thus exercised, further remarks will be found in my review of the Schools classed on page 4 as No. 7.

### 33. No. 4. ANGLO-VERNACULAR SCHOOLS.

(1) *Anglo-Vernacular Schools of the Upper Class*.—Of these there are three Schools, all in the 1st Circle, at Allygurh, Shahjehanpore, and Pilibheet. Each is under an experienced native Head Master, assisted by a suitable staff of English and Vernacular Teachers. Each has an excellent building, and well filled benches. The attendance of the past two years is shown in the annexed Schedule:—

	AVERAGE ATTENDANCE.	
	1861.	1862.
Allygurh School, ... ..	83	143
Shahjehanpore, Ditto, ... ..	62	52
Pilibheet Ditto, ... ..	127	108
Total, ... ..	272	303

34. The Allygurh School is remarkably well conducted by its Head Master, Bane Ram. The order he maintains, and the progress and proficiency of his Scholars, each of which particulars came under my personal observation in November, are very creditable to him. The Inspector of the 1st Circle comments on the state of the School as follows:—

“This School retains the chief place. The attendance has increased by 30, several of its Scholars have obtained good situations on from Rs. 20 to 50 a month, and one who entered the Agra College was placed in the 1st School Class.

“Such results speak perhaps more plainly than examination returns. They are certainly better understood by the people, and by them the School is manifestly appreciated’ nor is it thus regarded by the citizens alone, it is held in high estimation by residents of the district. This is evidenced by the fact that one-fourth of the Scholars on the list have come in from a distance.”

35. *Pilibheet School.*—“Good progress has been made during the year. A first class has been formed, and there are promising boys, not too old and well brought on in all the classes.” For the benefit of shop-keepers and others, the Inspector proposes to open a second School for Scholars, who desire a knowledge of Nagri only; and who do not wish to study English, which is compulsory in the high School. This plan has my approval.

36. *The Shahjehanpore School.*—“Although somewhat improved during the year, this School is not yet in a satisfactory condition. A change of Masters seems the best remedy, and this measure will be effected. The School-house, lately put into a state of repair, is an excellent building; and backed by the great interest shown by the Officers of the Station, particularly by Mr. Willock, the School ought to prosper.”

37. Five other Anglo-Vernacular Schools have been established in this Circle since January last, viz., at Bulandshahr, Seharunpore, Bijnour, Mozuffernuggur, and Moradabad.\* The means of learning English have thus been put into the hands of the inhabitants of all the chief towns in the Divisions of Meerut and Rohilkhund. At Meerut, the Church of England Mission, and at Dehra, the American Mission, maintains a good School, the Anglo-Vernacular Schools, eight in number, count 503 Scholars, or rather more than 60 each on the average. Of those recently established, I hope to be able to report favorably next year; they at present promise success.

38. The Anglo-Vernacular Schools of the 2nd Circle bear no comparison to those of the first. They are 10 in number, six having been established since January last, at Muttra, Humeerpore, Jaloun, Nawabgunj (Cawnpore), Etah, and Farakhábád, with Teachers on salaries not less than Rs. 50. The four others—at Ferozabad, Juswuntnugger, Phuppoond, and Oraiya—of older establishment, draw but Rs. 15 a month from Government. This is met by an equal sum subscribed, and a small increase to the Teacher’s salary is derived from fees. It is impossible to secure the services of good English Scholars for this rather precarious salary, and the Schools seldom number more than 20 scholars. I shall, I hope, be able, at a future opportunity, to speak in more encouraging terms of the six new Schools. At six schools of the 2nd Circle at present the attendance is 194, and this is 32 per School. The Etawah High School, which is strictly speaking an Anglo-Vernacular School, has been noticed separately.

39. As yet in the 3rd Circle there are no Anglo-Vernacular Schools, though English is studied at various out-stations. It is not that less desire is felt for the

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\* To these may be added Budaon.

acquisition of English in this quarter, but that several good Mission Schools where English is taught exist. At Phulpore, in the Allahabad District, as also at Banda and Balia, in the Ghazeepore District, the inhabitants support their own English Teacher, and the Inspector informs me that he is making arrangements for the supply of English Teachers to other places on allowances from Government.

40. Of the education obtained at this class of School, I regret that I cannot speak in high terms. The knowledge acquired is a mere smattering, and the student is tempted, from the want of an intelligent Teacher to direct him, to devote all his attention to English, instead of learning other matters which will be of use to him in after-life. The establishment of the Boarding-House system will to some extent remedy this defect, for it is now possible to advance the cleverest lads to the Colleges, and to enable them to finish their education there, instead of ending under an incompetent native master with the acquisition of the power to read and write English perhaps, but with a bad pronunciation and little intelligence, and certainly without the power to enjoy the literature of the language. Where, however, a desire on the part of the inhabitants to have the means of teaching their sons English is expressed, and where they second their application by a willing subscription, it is our duty to provide Teachers. These necessarily are natives, and the success of the School will to a great extent depend on their personal character and popularity, the grounds of which it is exceedingly difficult for a European superior to estimate, and he is consequently frequently at fault in his appointments, and were it not for the assistance derived in matters of this sort from the native inspecting agency, the Inspector would often fail to meet the wishes of the people.

#### No. 5. NORMAL SCHOOLS.

##### 41. (1.) THE BENARES NORMAL SCHOOL. *Head Master.*—MR. TRESHAM.

The aggregate number of pupils under instruction during the year is reported by the Head Master to have been 185, consisting of six Tehsili School Teachers, 124 Halqabundi Teachers, and the rest boys in the Model School, with the exception of five ummedwars. These latter are persons who come to the Normal School for instruction in the hope of being made Teachers. They pay fees, but as a general rule do not remain long enough under instruction to be eligible for employment. Of the qualifications of the students generally, the Head Master reports to the Inspector of the Circle in low terms. They follow the practice of committing their reading-books to memory, and it is no wonder, when such is found to be the case among Teachers, that the defect appears in the Schools. All the efforts of the Normal School staff require to be directed to the eradication of this tendency, and the Head Master has endeavoured to bring his pupils to think for themselves, and not trust to the book entirely. As one exercise, he has made them write down their ideas on different subjects. The difficulty which these men experience in writing a single original and connected sentence is almost inconceivable. They seem to have no power of imagination. With them it arises from defective education, and the same inability to conceive ideas characterises every grade of native society and for the same reason. The conversation of natives is limited to the occurrences of daily life, and their vocabulary is consequently meagre in the extreme. When they read a book, the number of words which convey no meaning to them except through the aid of the context is extraordinarily large. All such words are passed over by the majority of our village School Teachers, and their only chance of acquiring a knowledge of their signification is the visit of the Inspecting Officers, or a year's residence at the Normal School. One of the Inspectors mentions an instance of this gross ignorance which he happened to come across. The "Pundit" had explained the word *Sail* (applicant) as *Sal* (year). Other instances equally absurd are constantly occurring.

42. The importance of Normal Schools in this system of education cannot be overrated. The year's instruction and residence under the eye of a competent Head Master is invaluable. If a native has no imagination, he has at least imitation, and may be expected under proper inspection to introduce in practice at his village School some of the methods of class instruction he has seen in the Normal School. The actual course of instruction at the Normal differs but little from that in practice at a good Tehsili School, but the method and technicalities of teaching receive attention at the same time.

43. I am particularly sorry not to be able to report the commencement of a suitable building for the Benares Normal School. Under present circumstances, the benefit to be derived is simply halved. The Master cannot reside on the premises, and the rooms are ill-suited to their purpose. A carefully-prepared plan and estimate was submitted in November with my Annual Statement A., through the Secretary to Government, in the Public Works Department, and the cost involved was Rs. 19,000. This the late Lieutenant Governor was led by considerations connected with the Public Works Department expenditure to disallow, and many months must now elapse before the subject can be again taken up. Such expenditure should be considered as *Educational*, however, usefully checked and managed by the Officers of the Public Works Department, for this reason that of all methods calculated to advance a growing system of education, one of the foremost is the provision of good buildings. The public is now informed that *ten lakhs* out of the money allotted last year for education remained unexpended.

44. (2.) THE ALMORAH NORMAL SCHOOL.

This is in its infancy, and promises well. Captain Smyth's words are: "The Normal School, which has been in existence at Almorah since 1st January 1862, is, I am glad to say, succeeding well. There are always from 12 to 20 Pundits and Pupil-Teachers studying, and in another year or two there will be a marked improvement among the School Pundits, all of whom will be required in their turn to go through a course of study here. The School is now held in my own compound, and the Teacher (Munoo Lall) takes great pains, and though rather young, is well up to his work, and has given me complete satisfaction."

45. (3.) THE MEERUT NORMAL SCHOOL. *Head Master.*—MUNSHI LUCHMAN PERSHAD.

The period of study at the Normal Schools has now been increased to a year instead of being six months. Mr. Cann concludes "that a far higher degree of qualification than has been before produced will result from the lengthened period of study."

46. He further remarks on the School: "In six years this School has been the means of affording some degree of training to 1,098 Teachers. A large portion of these, however, have disappeared, only 800 certificate-holders being found among the 950 Teachers now employed in the Circle. Great watchfulness is observed on this point, and the penalty of desertion is strictly enforced. Only one case has occurred this year. Forty trained Teachers, who had served for the term of their engagement, have resigned or been dismissed during the year. Of those who resigned several became Putwarriess, one obtained employment on the Railway on Rs. 15 a month, and one in the Revenue Survey on Rs. 20. Thus, while endeavouring to keep up a supply of properly-qualified Teachers, we are at the same time, directly as well as indirectly, providing a superior class of men for the service of the State in other Departments."

The education given in the Normal School is of a simple character, and I have no reason to apprehend that this class of School defeats its own object by educating the Teachers beyond their proposed position. A year's study is not



much time to devote to the subjects studied. Were the period three years, as in England, it would be necessary to raise the standard of study, and in that case the evil would be likely to happen..

47. I am glad to be able to report the commencement of a suitable building for the Meerut Normal School. The main building is well advanced, and in the meantime the best arrangements under the circumstances are made for the residence of the Teachers, only 30 of whom now lodge in the City. The remainder, to the number of 100, occupy a temporary abode in the out-houses of a dilapidated bungalow, and are under strict supervision. The Inspector remarks: "Great credit is due to the Head Master, Luchman Pershad, for his attention to "this important part of his work."

48. (4.) THE AGRA NORMAL SCHOOL. *Head Master.*—MR. SHARPLEY.

The delay which has occurred in the submission of the 2nd Circle Report compels me to notice this School in brief terms. I was satisfied on inspection with the good order and management which prevailed, and the intelligence with which the classes generally were taught. The dwelling-places of the pupils were uncomfortable and needed repair. The plan of employing the students with out-of-door occupation, suggested by Dr. Anderson, is being tried. A pair of bullocks and a well have, I understand, been given for the purposes of irrigation, and sundry desert corners of the compound will be brought under cultivation.

49. The number of Teachers under training for the period under review is 133.

50. It will readily be believed that the difficulty which attends the management of an Institution of this sort, where Hindu and Musalman are admitted and live on the same premises, is by no means inconsiderable. A *brouillerie* of a serious nature occurred in October last among the pupils. The circumstances were these:—A Musalman pupil, having occasion to visit the Bunniah's Store (a Bunniah is attached to the premises), pointed out in a jeeering way to a Hindu fellow-student he met there that a Muhammedan vessel was lying on a bag of grain in the shop. An angry dispute followed, in which other Hindu students joined, and the tenets and practice of Islamism were vehemently abused. The Musalman pupil proceeded to complain to the Moulvi attached to the Normal School, and the latter was induced by the *ex parte* statement given him to send for the Hindu, a Canoujia Brahmin, who had borne the chief part in the dispute as far as the Hindu were concerned, and to threaten and use strong language in return in a manner not justified by his position as a Teacher. The Brahmin retired in mortification, and it seems that all the Hindu, in sympathy with his disgrace, agreed to refuse to enter the Normal School till justice had been administered by the Head Master, to whom they should have appealed in the first instance. They carried out this determination, and it required the personal authority of the Head Master to induce them to leave their Barracks and assemble as usual. The above circumstances were elicited on investigation, and award of punishment where due seems to have given satisfaction, and to have restored harmony, and the introduction of a few rules on the subject of visiting the Bunniah's shop have lessened the chance of the occurrence of a similar quarrel. The conduct of the Moulvi on the occasion was extremely ill-judged, but the Head Master considers him to have been misled.

51. Nos. 6 and 7: *Tehsili and Halqabundi Schools, purely Vernacular.*

These Schools will be noticed by Circles, and the various reports of the Inspectors taken up in detail.

## THE 1st, OR MEERUT CIRCLE. .

*Area*, 23,683 square miles.

*Population*, 9,051,183.

*Districts included*.—Seharunpore and Dehra, Mozuffernuggur, Meerut, Bulandshahr, Allygurh, Budaon, Bareilly, Shaalhjehanpore, Moradabad, Bijnour.

*Inspector*.—T. B. CANN, ESQ.

## 52. (1.) TEHSILI SCHOOLS.

The Number of Tehsili Schools in this Circle is 62, and the Scholars are 4,161, being 239 in excess of the last year's registry. Eight of these Schools number more than 100 boys, viz., Khurja 169, Bareilly 1142, Hattrass 131, Meerut 130, Secundrabad 114, Allygurh 111, Dabhai 103, Bulandshahr 101. "The eight best Schools," says the Inspector, "are Deobund, Bulandshahr, Secundrabad, Dabhai, Nageena, "Bijnour, Hattrass and Shamlee, havingg in the first three Classes together 192 Scholars, an average of 24 each."

53. The progress of the Schools is indicated in the annexed Statement :—

	1st Class.	2nd.	3rd.	4th.	5th.	6th.	7th.	Total.
1861-62,	81	227	302	541	689	809	1,273	3,922
1862-63,	112	241	344	564	877	879	1,144	4,161

54. I had the pleasure of personally examining the best of the Tehsili Schools in the Circle. They are excellent Schools. The Teachers seem devoted to their task, and attentive to the Inspector's very careful instructions, even on minute points of detail. I hope that the usefulness of these Schools will be largely increased by the introduction of Persian into the course of study, though I doubt whether the Class who refuse to send their sons to Government Schools because Persian is not taught will be more ready to do so when their objection is removed.

55. Mr. Cann furnishes full information as to the character of the Schools under consideration in every district, particularizing the merits and demerits of each with a thoroughness and exactness which shows the care and toil he has expended in his annual tours over the large area entrusted to him.

Allygurh shows more Tehsili Schoolboys than the other districts. There are 8 Schools averaging over 80 boys each. In Bareilly there are 8 Schools, but the average is only 60 boys each.

Bulandshahr has four Schools, in which the average runs so high as 120 boys each. The worst district is Budaon, where the average is 40. In Seharunpore the attendance has increased by 132, while in Meerut it has fallen off by 104. It is almost impossible to account for these differences. Sometimes local circumstances affect the state of the Schools, such as a change of Teacher, or the dismissal of an incompetent though popular man. In these cases the parents side with the dismissed teacher, who has their ear; and he generally makes it his object to annoy the new Teacher, and throw difficulties in his way. In other cases the parents bring complaints against the teacher, and request his removal; in many instances, on the most frivolous grounds. It requires sound judgment, as well as local knowledge (acquired only by regular tours), to meet such cases satisfactorily. I attribute the excellence of the Schools in Bulandshahr to the encouragement given to education by the late Mr. Lowe, and by Mr. Colledge. The Native Inspecting Officer has earned Mr. Cann's good opinion for his activity and judgment. The Schools in Meerut vary. They are not well off for accommodation, and in some parts of the district the population is of a character not alive to the attractions of learning. The Mozuffernuggur Schools are good on the whole—Shamlee the best. Buildings much wanted are in course of erection. The Seharunpore Schools have risen rapidly. In the town itself the number of boys rose from 48 to 131; but Deobund has the best taught

School. The connection of one of these Schools with the Bareilly College by the admission of a boy belonging to the Ibrahim caste as a Scholarship-holder has produced an excellent effect. The Deehra Dhoon Schools are small, and there are but three viz., at Rajpore, Kalagir, and Kalsi. Dehra itself is well supplied by the Missionaries. In Bareilly the best School is at Besalpore, and the inhabitants having expressed\* a desire to have an English Teacher, one has been appointed. There is a good School at Danrow in the Tarai, recently established, but the inhabitants of Chahchet, in the Bareilly district close by, refuse to send their children. Nawabgunj has a new School-house. The Bijnore Schools are good; but houses are wanted. The Budaonn Schools have been already characterised as bad. Improvement is, however, perceptible. The Teacher of Saheswan, a large place, is believed to do his duty, but the attendance is only 47 boys. Moradabad does not show well. The best School is at the smallest Tehsil, Thakur Dwara. Sumbhul, with a population of 15,000, sends 40 boys to the Government School. Twenty-one was the number last year. The Powain School is the best in Shahjehanpore, and good School-houses are in course of erection in the district.

56. I must now draw His Honor's attention to a point remarked upon at considerable length in last year's Report, viz., the very small encouragement the boys who receive education at Government Tehsili Schools meet with generally. The Inspector reports: "The Deputy Inspectors return the names of 165 Tehsili Scholars fit to become Mohurrirs. Selections from these have as usual been forwarded to the Collectors of the several districts, with the request that as many as may be convenient of the young men named may be permitted to attend one of the district offices as learners, with the hope, when qualified, of obtaining employment as vacancies occur. Two have had this privilege granted them during the past year by the Collector of Meerut, and two by the Officiating Collector of Balandshahr." Minute matters of detail of this sort may escape the District Officer's notice, or his hasty order on the subject be evaded by designing subordinates.

The point is noticed by Mr. Cann in no spirit of complaint. He rightly regards want of encouragement, even to the extent of an appointment being given to one boy out of 300 or 400 in each district in one year, as almost equally a bar to progress with actual opposition; but he knows that it is a difficult matter to give just the amount of encouragement required and no more, and that considerable trouble would at first attend any attempt at introducing a system of competition. The District Officer, moreover, in the case of a small berth becoming vacant, has his own list of unmedwars to refer to, and naturally wishes to oblige a useful subordinate by appointing his son or relation, particularly when he receives the positive assurance that such a person is well read in Persian and Arabic, and is of a guileless disposition. On the other hand, if he refers to the list of young men educated at the Government Schools, and certified to be equal to the duties of a Mohurrir, he is totally at a loss to make his selection. He knows nothing whatever of the respective merits of the lads, and a reference to his *amlah* on the subject produces nothing but veiled objections and polite indifference. If he sends for the Native Educational Officer of the district, he is told he has "gone on tour." If, as Mr. Cann wished, a certain number of these boys were allowed to attend the District Offices, *as other unmedwars do*, and learn the routine, his choice might be easily made; but here an insurmountable difficulty as yet presents itself. The boy may be allowed to attend, but he soon finds his coming is distasteful to the *amlah*, notwithstanding orders, and *for fear of injury* to himself and his family he leaves off attending. The report made to the District

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\* To Mr. Crosthwaite, Joint Magistrate.

Officer is such a one came a few times and then left off, and perhaps a skilfully-worded hint as to his well-known bad character in the village or town is thrown in.

57. The opposition of the *amlah* to the educational progress of the country has been commented on in previous communications. The subject must be again mentioned, for every year illustrates the fact afresh. The Inspector, 1st Circle, writes: "The opposition on the part of native officials to Government Schools "can only be understood by looking into the Indigenous Schools of a Sudder Town. "I select one, not for its offering the most striking example, but for the two "reasons that, having a population of only 9,000, the Schools in it are easily "counted, and that the Government School established there has the advantage of "one English, one Persian, and two Urdu Teachers. *In the Government School are "but five relatives of native Government Servants, two of these belonging to the Post "Office, and one to the Deputy Inspector of Schools, while in six Persian Schools, "supported almost exclusively by the native officials, are 47 Scholars.*

"To frame and maintain a system of education, and at the same time to reward those who set themselves in opposition to it, appears hardly consistent."

58. *Competition* in the case of all native Government employés is loudly called for. If the upper classes of the country are, as they say themselves and as their *manners* tempt us to believe, superior in qualifications of all kinds to the lower, they will take the front ground when competition calls those qualifications into play. As it is, they are at a stand-still, and will remain inactive so long as they see that they can obtain Government employment by intrigue. Knowledge, and the study of the histories of the past and the noble deeds of men, which fill the child's mind under ordinary circumstances with aspirations for good, are neglected in private upper class education. A book before me, recently written by a native gentleman, and apparently not meant for European eyes, unveils the plan. Manner is everything. Self-interest and intrigue are in its wake, and hidden by it; and except in such arts, the system involves no mental training. The lad grows up to see and understand nothing more than his father did before him. If in easy circumstances, he lives in sensual indulgence; if he has to gain a livelihood, he looks to interest and intrigue to aid him. I have no time to fill in the details of the picture. At present the subordinate Civil Service is recruited chiefly from this class.

The true remedy is not to veer round suddenly and give indiscriminately employment to natives who have taken advantage of Government Education, and who may be inclined to look upon it as a kind of investment, but *by competition* to let the value of knowledge find its own level among upper and lower classes indiscriminately. They who hold back now will then come forward. Only the other day a zemindar, who was present at a distribution of rewards among village School boys, said to the Inspector of the 1st Circle, "*There will soon be only two castes, those who can read and those who can't.*"

59. *A commission of inquiry* into the constitution of the *amlahs*, their practice generally, and the way in which they are regarded by the people, with the power to draw up a report containing a record of the facts elicited, and suggestions for reformation, is urgently required.

60. (2).—*Hulqabandi Schools.*

Funds are available in all districts of the 1st Circle, more or less, with the exception of *Bareilly* and *Bijnore*.

There are now in the eight other districts 843 Schools with 23,607 scholars, being 46 Schools with 1,311 scholars in excess of last year's enumeration. The largest number of Schools of this sort is in Meerut, viz., 143, with 4,351 scholars;

the greatest increase has taken place in Moradabad, being 18 Schools with 578 boys. The best Schools belong to Bulandshahr. Mr. Cann remarks that, "the progress in study has been more marked than the accession of numbers." The annexed Comparative Statement will explain this:—

	4th Class.	3rd Class.	2nd Class.	1st Class.	Total.
1861-62,	998	2,539	5,513	13,246	22,296
1862-63,	1,310	2,957	5,896	13,444	23,607

The 4th is the senior class, and of the number entered as belonging to it, 213 boys have taken up the more advanced studies of the Tehsili Schools, and know a little Geometry and Algebra. Plane-table surveying has been taught in 186 Schools. The Inspector here takes occasion to remark: "This part of the School work is thoroughly appreciated by the zemindars, and one of these, who, while his son was taking part in the survey of a field before me in remarking with a look of satisfaction, 'no trickery now from the Patwari,' only expressed the general feeling that our Schools are freeing them from the bondage of ignorance."

61. The study of Urdu seems to be gaining ground. The subjoined table exhibits this:—

	No. of Urdu Scholars.	No. of Nagree Scholars.	No. who learn both.	Totals.
1861-62,	6,360	6,977	8,959	22,296
1862-63,	7,311	6,548	9,928	23,607

Mr. Cann observes that, "the mixed are at present the most useful as popular Schools. The difficulty in endeavouring to increase the number is in finding qualified Teachers," that is, men who know both Urdu and Nagree. At the Normal School they have the opportunity of learning both.

62. In illustration of what has been said under the head Inspection, I now quote Mr. Cann's interesting remarks on his own tour, through the early part of which I had the pleasure of accompanying him:—

"In the course of last cold weather collections at various places of Schools of this class (Hulqabandi), amounting together to 800 with 20,112 scholars, were inspected and examined as closely as time would permit. There is no longer in the minds of the people of these districts the apprehension of intended harm to their children, which but three years ago was not peculiar to the Kumaon Circle. On the contrary, they make of the occasion quite a gala day, and are ready to give up their usual holidays for this. Even on the great day of the Holi, and within sight of Hurdwar and Kunkhal, the Schools of the surrounding district came together in clean and tidy apparel.

"It was encouraging to observe a steady progress in the districts generally. The Teachers are beginning to understand how to instruct a class, and to make their boys write from copies. Geography, which at first was strongly objected to, has now become a favourite lesson, so much so that at every meeting a large number of maps drawn by the boys themselves, from the rude outline of a District to the Hemispheres, well-finished, coloured, and mounted on cloth with rollers, ready to hang up in the boy's own house, were anxiously displayed; a few successful imitations of small terrestrial globes were also triumphantly exhibited. Many of these Schools are peculiarly interesting, not only in themselves, but further as indications of the gradual decay of deep-rooted prejudice. At Jehangerabad, in the Bulandshahr District, is one of Beloochees, descendants of

“a colony located by Akbar, and whose trade from that day till now has been the sword. In the Bheria Schools of the same district are 13 sons of boatmen, who work the ferry two miles south of Anoopshubar, some of them very quick boys, one an excellent penman. Several Schools in the Doab districts are filled with Goojars and Rangars,\* races as despised on account of their ignorance as proverbial for their acquisitive propensities.”

راہگزر گوجر دو                      دہلی کنا دو  
تو گھلے کواڑوں سو              ۲۶۶ چاروں نہروں

63. I feel considerable pleasure in quoting the Inspector's remarks on the popularity of the Boarding-House attached to the Bareilly College, of which mention has been made, and for which a regular provision has been asked. He writes: “The fame of the Boarding-House has spread throughout the Circle, and there is now no lack of candidates for vacant Scholarships. So favorable a report of it has been carried to their homes by boys returned for the holidays that on my last tour I found in almost every School anxious expectants; and since my return to Meerut, boys have come to me from Mozuffernuggur, Nageena, and Budaon, begging to be sent to Bareilly.”

I shall not waste His Honor's time by remarks on these and other indications of the desire for learning. I can but state them, and express the wish that their value *as facts* may receive consideration in such a question of increased expenditure as that alluded to in this paragraph.

#### 64. THE 3RD, OR BENARES CIRCLE.

*Area*, 27,120 square miles.

*Population*, 12,181,593.

*Districts included*.—Goruckpore, Ghazeepore, Azimgurh, Jounpore, Benares, Mirzapore, Allahabad, Futtehpore, Banda.

*Inspector* (also Principal of the Benares College)—R. GRIFFITH, ESQUIRE, M. A.: *Joint Inspector*—BABU SIVA PRASAD.

65. (1.) *Tehsili Schools* —There are 59 Schools of this sort in the Circle, and at the close of the year the number of scholars was 3,902, being an increase of 40 on the year 1861-62. Eight of these Schools register 100 boys and over, and only thirteen under 50. The average is between 68 and 69; last year it was 65, the average attendance has also improved some 4 per cent. It now stands at 76.73. English Classes have been opened at four Tehsili Schools, viz., at Banda, Phulpore, Jounpore, and Balia. A general idea of the progress and system of the Tehsili Schools of this Circle will be gained from the annexed Statement of the numbers of boys in the various classes:—

1st Class.	2nd.	3rd.	4th.	5th.	6th.	7th.	Total.
37	152	251	489	632	915	1,424	3,902

It is also apparent from this that, after they have received a certain amount of education, large numbers of boys leave School, generally to attend to their father's work, or to take up employment. About 1,900 boys left the Tehsili Schools in this way during the year. The number 3,902 does not, therefore, precisely represent the number of boys actually under instruction during the year. Eighty-six of

\* The Rangars are found in Sheharunpore and on the Jumna. They are mostly Muhammadan, converted in the time of Aurungzebe.

these have received employments on salaries varying from Rs. 4 to Rs. 60, 60 became Teachers, 10 Mohurrirs, 10 Putwaries, 4 Constables, and two others became, one a Munshi and the other a Kanungo. The use of our Tehsili Schools in furnishing Teachers for Halqabandi Schools is here clearly shown.

66. (2.) *Halqabandi Schools*.—There has been a large increase in these Schools, amounting to 104 Schools and 5,303 Scholars. The total number of Schools is 1,135, and of Scholars 39,508; and the average per School nearly 35, whereas last year it was 33. The daily average attendance is still between 70 and 80 per cent. I consider this a tolerably fair estimate of facts. The attendance is undergoing a more rigorous supervision than has hitherto been exercised over the whole of the Provinces. If the attendance can be shown to be *de facto* what it is in the returns, the popularity of the Schools will be attested incontestably. Each boy's education has cost the State during the year in this Circle between 3 and 4 annas.

The increase of Halqabandi Schools has been very marked in Allahabad. Owing to Mr. Morris' exertions, that district has now more than double the number of village Schools it had last year. I have already mentioned my personal inquiry into the state of these Schools in the cold weather, and am able heartily to concur with the Inspector's view of their usefulness and popularity. A strange fact came under my observation here. It was the singular difference in point of intelligence among the boys of different, though it might be contiguous, districts. It seemed partly to depend on the prevalence of one particular caste, and partly on climate. Villages become noted for the stupidity of their inhabitants, and the Schools at such places languish and can with difficulty be brought up to examination. The collecting the boys of different villages together at one examination gives rise to curious scenes of emulation and jealousy. The lads seem to conceive that the honor of their village is concerned, and he who first brings up a correctly-worked sum, the same question being set for every School, is rewarded by the approval of his friends among the spectators, whose noisy interest towards the end of the examination can hardly be repressed. It is pleasing to witness the real pride of the illiterate peasantry on these occasions, when their children do well and gain praise or a prize, and to note the Teacher's gratification, it may be a poor fellow on Rs. 4 a month, who will go away a happy man for the whole year, particularly if his name be taken down for an increase to his pittance on the first opportunity.

67. Mr. Griffith, the Inspector, feels strongly the reality of the work that is being done. He writes:—"Though there are people, as you know, who think that "the same boys are taken like so many parcels from place to place to be examined before the superior Officers, and others who think that without a Tehsildari peon no School would have a single boy present at any time, still the "general feelings of the people, the popularity of our scheme, and the great "advantages to be derived from it, must be obvious to all who see these troops "of boys coming on foot, in carts, on ponies, and elephants, from distances of "10 and 20 miles, with bundles of reed pens and earthen ink-pots hanging from "their sticks on their shoulders, and slates and books on their little heads."

68. A new feature in the interest which always accompanies his cold weather tour was introduced last year by Babu Siva Prasad. Mr. H. C. Tucker had kindly undertaken, at Mr. Griffith's request, the purchase in London of simple philosophical instruments and apparatus, the exhibition and explanation of which would be, judging from his wide experience, not only interesting, but improving. The arrival of these enabled the Babu to delight the villagers and School boys this year with some of the wonders of science. "The Joint Inspector gives a

"picturesque description of his first exhibition of the magnet to a bucolical village of Goruckpore, and much regrets that no artist was present to photograph the wonder-distended mouth of the Halqabandi child and the bovine gaze of the gray barbarian." The use of such exhibitions is obvious; if they but set thought in motion and give a subject for discussion other than the quality of the *atta*, the state of the fields, or the temper of the Tehsildar, they do good. The Inspector of the Ajmere and Mhairwarra Circle, presently to be noticed, has found this plan advantageous.

69. I quote the concluding observations of Mr. Griffith's Report *in extenso*. His views on Inspection will be found to tally with what has been said already, in so far that we want a better class of subordinates. His remarks on the choice of Deputy Inspectors, who are from the very nature of their duties men accustomed to supervision and general management, besides being well educated, for employment in the Revenue Department have to do with an open question. Should it be found, as I believe it has been, that this class of men make good public servants on promotion, no prejudices of any character or kind should be allowed to hinder that promotion.

70. "Considering the brief period we have been working with the present scheme in this Circle, the results, I should say, are most cheering and encouraging, because, though the Department was set on foot here in 1856, we were overtaken by the Mutinies before we were fairly started, and were not only prevented from moving forward, but were thrown back for years even from the starting point. However, we may fairly count our anniversaries from 1859. Before we could look to inspection and instruction, our whole attention was given to providing ourselves with the 'sinews of war.' I am glad to say that now, there being some 1,200 Schools established in the Circle, and ample funds at disposal to support them, my chief object is to raise their standard. You have already seen and satisfied yourself how the people appreciate the boon conferred upon them by the Government; how the children, even of the poorest members of the community, readily purchase books and slates (we never give class-books in prizes); how cleanliness, order, and discipline are apparent even in this first stage of their tuition; and how readily answers are given to questions in Algebra, Geometry, History, Geography, &c. Now to improve and raise the standard of instruction, we require a better set of class-books, a better set of Teachers, and a stricter system of inspection. As for class-books, you have already taken the matter into consideration, and we may soon expect a new scheme of studies. As for Teachers, we must look to the Normal School; and this must remain a stumbling-block to us for a long time. We cannot put the work of ages into days, and we must be patient. As regards a stricter system of inspection much has been done, and much will be done; but all our efforts can only have a partial success till we can command the services of a better set of Sub-Deputy Inspectors. Their position is far worse than that of a common sowar. They are to pass in Geometry and Algebra; they must know at least Urdu and Hindi; they must keep a horse and be moving constantly; and they must be above the temptation of bribes from Teachers, and all this for Rs. 20 per mensem. Students of the College smile when we talk to them of Sub-Deputy Inspectorships, even Tehsili Teachers of the 2nd grade, who receive Rs. 15, decline to accept the troublesome promotion. I should be strongly in favor of fixing at once the minimum salary of a Sub-Deputy Inspector at Rs. 30 per mensem, and raising it gradually to Rs. 60; say Rs. 20 per cent. to be on Rs. 40, the same number on Rs. 50, and the same number on Rs. 60; and then we could induce a class of students in the College to prepare themselves for the post, and enter our Department.



"We should have a better class of Deputy Inspectors if it were only made a rule that whenever a Tehsildarship is vacant the claims of the Deputy Inspectors are to have due consideration. Moulvi Nazir Ahmud, the Deputy Inspector of Allahabad, was the other day made a Tehsildar in Cawnpore, and now he goes as a Deputy Collector to Goruckpore, passing over the heads of all the Tehsildars of the North Western Provinces; but had he not been brought accidentally to the notice of His Honor the Lieutenant Governor, by being offered\* the opportunity of assisting in the translation of the Penal Code, he would have remained to this day Deputy Inspector. Sir Charles Trevelyan deplotes the *amla* clique, and yet the Government refuses to adopt the only way to break through it. Education must remain at a low ebb till we are able to tell those who consider all the best appointments under the Government as their inheritance, only because they are relatives or friends of the *amlas*, that appointments are to be the reward of merit, and cannot be claimed as an inheritance."

71. One more point remains to be noticed. Mr. Griffith hopes to inaugurate the Boarding-House system of Bareilly at Benares. "Four boys of the Reotipore Tehsili School (Ghazee-pore District) have come to the Government College to study English. Many other boys, who have finished the course of their studies in the 1st Tehsili Class, will come from other districts for the same purpose, as soon as the College re-opens after the hot season vacation. The desire of learning English is growing so fast that measures are being taken to establish a Boarding-House in Benares to accommodate the Tehsili and Halqabandi boys, who come here from the districts to attend the College."

72. The Inspector closes his Report "with thanks to our Commissioner and all the District Officers and their coadjutors for their continued and valuable assistance," which sentiment of gratitude I heartily endorse.

#### 73.—THE 2ND, OR AGRA CIRCLE.

*Area.*—17,865 square miles.

*Population.*—67,28,935.

*Districts included.*—Muttra, Agra, Etawah, Mynpoori, Etah, Farakhabad, Cawnpore, Jaloun, Humeerpore, Jhansi, and Lallatpore.

*Inspector.*—W. ANDERSON, ESQ., L. L. D.

74. The Agra Circle, as far as popular education is concerned, has a special interest from having been the scene of experiment, and the length of time which has elapsed since Mr. Thomason's measures came into effect, invests the results of the experiment with character and importance. These results have never been more clearly or fully brought forward than by the present Inspector, whose determination to probe the system in all its parts, and to discover the points of insecurity or failure, has now been carried out. "The work of inspection," he himself says, "has been earnestly and systematically directed (1) to obtain by personal observation and minute enquiry all essential facts regarding the state and circumstances of every Government school, &c." The results of his investigation, so far as they have been recorded, will be gathered from what follows:—

#### (1).—TEHSILI SCHOOLS.

75. These are 79 in number, and the Registers show 5,663 boys, of whom 80 per cent. were present at the Inspector's examination, distributed over the seven classes, as shown below:—

	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	TOTAL.
1862-63,	37	210	263	483	730	1,005	1,858	4,586

\* By Mr Reid.

This statement gives no idea of the very great disparity in the merits of the schools of different districts, judging by the proficiency of the scholars. For instance, out of the 37 boys who were present at the examination in all the 1st classes 11 belong to the district of Muttra, and 10 to Farakhabad. In the districts of the Jhansi Commissionership there are no schools with a 1st class, and but a few with a 2nd, the reason being that the people of Bundelkhand have no desire to keep their children at school after they have acquired the simple knowledge of the lower classes. Among the best schools of the Circle are those of Muttra, Kurhal, Farozabad, Akbarpore, and Meeran-ka-Serai, and among the worst those of Orai, Gahrowlic, and Rasdhān.

76. Dr. Anderson gives a novel and interesting table of the number of prizes he distributed at these schools for proficiency in various branches of study. I regard this as a peculiarly good test of the general progress. If boys on examination are found to excel in their subjects of study, it is a proof that they have attended regularly and that the Teacher has done his work. This table, which I have

<i>Branches of instruction for which Prizes were given.</i>						
Writing and Pahara.	Dictation.	Arithmetic.	Geography.	History.	Surveying and Geometry.	Algebra.
388	25	941	450	340	84	78

condensed from the Inspector's more elaborate statement, is useful in many ways. It shows, for example, the relative popularity of the various subjects of study, though it is true that the Examiner may not have leisure to examine all schools to the same extent or in the same branches. Arithmetic, as may be expected, is studied with avidity, being practically useful, and considering the number of boys in the 1st and 2nd classes, the higher subjects of Algebra and Geometry are evidently popular. History and Geography, too, have received a fair share of at-

tention, and are rising in public estimation. In dictation the failure is conspicuous, but I do not understand from the Inspector that the upper classes fail equally with the lower. For most boys' dictation is a very difficult exercise. A passage is read out to them in a strange voice, and the sentences dealt out in driblets convey no meaning; doubt as to the spelling of an uncommon word begets hesitation and confusion; the child forgets at last the very shape of the letters, and left hopelessly behind in the middle of the exercise, gets a scolding afterwards for not listening. I notice further from this table that some 40 per cent. of the boys examined receive prizes, and this taking into consideration the probability that one boy may have received more than one prize.

77. On the general status of the Tehsili schools Dr. Anderson well remarks: "These useful institutions, by which Government at small expense affords a good and cheap education to native youth above the lowest class, are rising into importance and changing or developing their character in several ways. Those at Sudder stations are naturally drawing to themselves English teacherships or establishing English classes, and will probably become in a short time Anglo-Vernacular High Schools and seminaries for teachers in their respective Zillahs (of this the school at Muttra seems to give indications), while some large Halqabandi schools in populous villages show a tending to assume the Tehsili form, requiring *Naibs* who can teach Persian or Urdu, and even English."

78. Teachers were appointed by me early in the year to take charge of English classes at the Sudder stations of Cawnpore, Muttra, Farakhabad, Jaloun, Humeerpore and Etah, but though the sanction of the Government has been obtained to the establishment of that number of schools, I regret to say that the men have not yet received any pay from Government; and I mention the fact to show that under certain circumstances a rigorous system of financial

checks is a bar to progress. When a fixed allowance has been sanctioned in the Budget estimates, it would be of considerable advantage in school matters to place its disbursement and disposal without reserve in the hands of the head of the Department.

79. The state of the Tehsili schools of the 2nd Circle has been shown to be upon the whole satisfactory. The average attendance is about 70 boys, and of the usefulness and general popularity of the schools I have no doubt. Changes in their character are being met by changes in the course of study. The chief of these will be the introduction of Persian as a language for study. This is to a certain extent a concession to popular opinion, but I do not, as before remarked, expect to see the schools patronized by the class who wish for the change.

(2).—HALQABANDI SCHOOLS.

80. The Inspector's tables show that these schools have increased during the year by 28, but that the number of boys is less by 1,888 than it was last year. He accounts for this as follows: "(1) By the extraordinary sickness which prevailed last rainy season, prostrating in fever both teachers and scholars, and almost emptying many schools, from the effects of which they have not yet recovered; (2) by a stricter mode of registration being established, which does not permit names to remain on the roll after two months of continued absence, and thus makes the real number of scholars better known than before; (3) by the abolition of not a few schools existing but in name, whose nominal pupils were formerly included in the general amount; and (4) by an increase of *desi*\* scholars, for freedom from the restraints of order and the 'tukleef' of discipline, however necessary, has great charms for the native mind. Yet, notwithstanding the partial reflux of the numbers, there exists a higher average percentage of those who give regular attendance at school, and more interest or curiosity, certainly less apathy, was found among zemindars, parents, and other inhabitants of villages regarding the success of their children at the Inspector's examination than before. This part of India is evidently rising in prosperity and assuming unusual activity, and schools receive a part of the general impulse. *Education may be said to be in demand.*"

81. The subjoined table gives the number of boys who were actually examined by the Inspector during his tour, distributed into their classes, the 1st class being the lowest. 5,746 prizes in books were given to those boys who passed in any subject, a prize for each subject; and the Inspector gives a

4th Class.	3rd Class.	2nd Class.	1st Class.	Total.
306	1,983	3,408	9,489	15,186

table similar to that in paragraph 76 above, which shows the subjects in which the prizes were gained and the number of the prizes given for each. Arithmetic is

*Branches of instruction for proficiency in which Prizes were given.*

Writing and Pahara.	Dictation.	Arithmetic.	Geography.	History.	Surveying and Geometry.	Algebra.
978	33	3,569	590	524	40	12

more popular in the village schools than in the Tehsili. As in the case of the latter, so here the examination in dictation discloses failure. A remarkable fact is that of the 33 boys who received prizes for dictation, 17 were in the Cawnpore District schools. This looks like a caprice of fortune, for there is no conceivable reason why in Cawnpore dictation should be better taught than elsewhere. The Agra schools have reached the highest degree of excellence relatively. 1,442 prizes are carried off by the Agra boys. Muttra, Mynpoori, and Etawah come next, the number of prizes bestowed in each being a little over 900.

\* The Inspector refers to boys attending *desi* or country schools, otherwise called in this Report 'indigenous.'

As a specimen of the minuteness of Dr. Anderson's investigation into the state of the Halqabandi schools, I notice : a piece of information he supplies with regard to the best district (Agra) and another (say Farakhabad). He classes the schools as "creditable," "satisfactory," "unsatisfactory." *Creditable* schools are considered under two heads, "very good," "good." *Satisfactory* schools are "above average" and "average." *Unsatisfactory* schools are three-fold, "below average," "bad," and "very bad." In the Agra district there are 31 creditable schools, of which 10 are very good, and 21 good; 64 satisfactory schools, of which 18 are above the average, and 46 average; 777 unsatisfactory schools, of which 45 are below the average, 26 bad, and 6 very bad. In Farakhabad there are seven creditable schools; one being very good, and the rest good; 14 satisfactory schools, one being above the average, and the rest average; 16 unsatisfactory schools, of which four are below the average, 11 bad, and one very bad.

82. "In the absence of a more exact estimate," Dr. Anderson regards "3,800 or about two-thirds of the prizes given away as fairly representing the number of boys who passed their examination in a tolerably satisfactory manner; of Halqabandi schools within this Circle, 2225 are in a middling or average condition, 213 rise above this average, and 515 fall below it. The general proficiency may indeed appear lower than expectation from its not having been so closely tested or thus numerically expressed before. It is, however, nothing more than justice to say that many Halqabandi schools within the Circle exhibit as fair a progress and proficiency in the whole prescribed course of instruction, and rise to as respectable a knowledge of higher branches, as in most schools of their class elsewhere. In most of them some one branch of instruction is more or less successfully taught. This branch is greatly influenced by the teachers' own ability or knowledge, and still more by the notions entertained by the parents of the children themselves. Some of these think that nothing save Gintee and Paharais is necessary for their sons, and scarcely wish them to be able to write; others require Persian as the only study which can improve and elevate a man; while not a few, on being desired to send their children to school, reply that they are too poor to spare their labor, or that they see no advantage in education at all, or that 'it is a thing prohibited and cursed in their family.' The poor Schoolmaster is therefore sometimes to be regarded with pity, being placed between the conflicting opinions and wishes of the zemindars and the parents of his pupils on the one hand, and the requirements of this Department on the other. His pay is often miserably small,\* the only or the chief measure of his importance among his neighbours; and unless he be a man of considerable tact, ability, and prudence, so as to be able to lead rather than follow the opinions of the villagers, his want of success in teaching is not always to be ascribed to himself."

83. Agra has already been mentioned as the best district of the Circle as regards the excellence of its village schools. Arithmetic and Geography are particularly well taught. Some of the maps made by the pupils attracted the notice of His Excellency the Viceroy on the occasion of his inspection of a few of the schools in February last. "This event," says the Native Deputy Inspector, "proved very favorable both to me and to my whole Department; persons who previously regarded our schools with contempt began to esteem them from that day." These are remarkable words, and I believe they express the truth. His Excellency's visit to the Taj Gardens on that occasion was very soon in the Native Press, and was talked of over these Provinces. It was thought by Native employes under Government and by men of family to be a surprising circumstance that dirty little village boys should be allowed to enter the presence of the Governor General, and enjoy a privilege they themselves cannot attain.

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\* It has been as low as Rs. 3 per mensem.

84. Taken in connection with the remarks which I thought it necessary to make last year in the matter of the Etawah schools, and on the state of disorganization into which for various reasons they had fallen, I am glad to be able to report very considerable improvement. The Etawah schools stand next to those of Agra in the opinion of the Inspector. His words are, "the Halqabandi schools of Etawah, as was to be expected, by the influence of time and the vigilant care of the Local Inspectors, begin to recover from that state of dislocation and collapse which a change in their management, accompanied with hostile or apathetic feelings on the part of many who formerly favored and assisted them, had unfortunately induced. After the lapse of now more than 18 months, and a panic of complaint and despondency, together with loud calls for extraordinary measures to remedy the evils complained of, they seem to be settling down to the normal condition of other zillahs, and the villagers begin to understand that the desire of the Government is not to constrain but to teach them to co-operate spontaneously in the education of their children, to entertain a healthy sense of its value, and to some extent to rely on their own exertions. This result is also partly due to the influence which the Etawah High School and its active Head Master, Mr. D'Mello (who has lately been appointed an Assistant Inspector\*), exercise in the district. \* \* \* At the end of this year, with no increase in the number of schools, there is an addition of 743 scholars, and the average attendance is nearly 56 per cent., a number still by far too low. One singular feature, not perhaps undesirable, presented itself at some stations; the 2nd and 3rd Class pupils almost outnumber the 1st (or lowest). Besides less pliancy and a certain sulky carelessness among Teachers and taught, I had occasion to remark nothing else extraordinary. The result of examination gave 30 middling or average schools, 20 rather above average, 20 fair, and one very good; while 31 were below average, 26 bad, and 12 disgraceful. The prizes obtained were 912, or at an average of 8 in each school. Tennis schools were absent from examination, chiefly from necessary causes. These results are on the whole not unsatisfactory, and the report of the Assistant Inspector, who made a tour of examination among the villages last January, while it brings to light some of the darker features of their condition, speaks also hopefully of their future prospects."

85. In the adjoining district of Myrnpoori the attendance is nearly 78 per cent. "The want of school-houses," says the Inspector, "is in many cases not only a serious annoyance, but a great obstruction to education. Even those schools which are taught in the houses of zemindars are not unfrequently interrupted and shut up by marriages and deaths occurring in the family. Only 10 school-houses belong to Government; about 15 have to be built, and the rest belong to private individuals. These and some other circumstances seem to have produced a temporary depression in an otherwise well-managed district."

86. In Farakhabad, where the Halqabandi system has recently been introduced, the schools have succeeded "beyond expectation." Last year there were 12 schools with 298 scholars only, now there are 36 with 1,105. The zemindars have agreed to a voluntary assessment at the advice of the late Collector and the Deputy Inspector. The schools of Kanouj, Tirwa, Shamsabad, Bumari, and Akbarpore are particularly good.

87. Cawnpore is improving rapidly. Fifteen new Halqabandi schools are in progress of establishment, and it is probable that the voluntary assessment will spread over the whole district. The efforts of Pundit Het Ram, Tehsildar of Dehrapore, are most praiseworthy. He has exerted himself in the completion of an excellent school-house, and by his general encouragement to the cause of education is improving the character of the neighbourhood. He is himself an

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\* In addition to his duties as Head Master.

English scholar, and I know of no Native Officer of his class who assists the cause of enlightenment with greater intelligence and activity.

88. The Halqabandi schools of Muttra, Etah, Jhansi, Jaloun, and Humeerpore cannot, under present circumstances, compare with those of the districts already mentioned. They are in part under the management of the Revenue authorities, and without intending to put this forward as a reason for the want of success he notices, Dr. Anderson considers the result to be "a greater number of unsatisfactory schools, and (except in Jhansi) lower paid School Masters." Notwithstanding this, there are good schools in all these districts, and the Deputy Inspectors congratulate themselves on general improvement. They plead the recent establishment of the schools among a rude people unaccustomed to school discipline, ill-disposed towards the Government, full of prejudice for old customs, and though apparently simple and peaceable, and loud in their complaints of poverty, yet deceitful, resentful, and covetous, as good reason for the poorer condition of their schools when contrasted with the schools of the Doab.

"In Humeerpore and Jaloun," says the Inspector, "though Halqabandi schools are nearly under the same conditions, they present perhaps more points of contrast than similarity. In the former the Revenue Officers, save one Tehsildar,\* take little interest in their prosperity, but in Jaloun they seem every way favorable."

89. The clear insight which the Inspector has now gained into the realities of the system, and his correct estimate of local peculiarities, have secured a firmer basis for future operations. The continued success of the schools (village) in Agra and the adjoining districts is a matter for congratulation. They are becoming gradually a recognized institution, and are gaining in stability, as the attendance and the teaching are improved; but they still require strict watchfulness. Those of Bundelkhand are in their infancy, but they have this great advantage that they are no longer experimental. Experience is now brought to bear on their growth with some degree of confidence, and though the population of this portion of the Circle is undoubtedly a difficult one to deal with, the successful maintenance of the schools is not a matter of uncertainty. But the work of the Inspector is almost overwhelming, and European assistance is greatly needed. It will have been seen from paragraph 84 that the aid derived from the presence of a European Head Master in Etawah, limited as his leisure for the inspection of the district necessarily is, has been productive of much good. I feel that I cannot draw attention too strongly to this point, which has been already noticed at considerable length in paras. 3-6 above.

#### 90. THE HILL CIRCLE OF KUMAON AND GURHWAL.

*Area*—11,000 square miles.

*Population*—6,05,910.

*Inspector*—CAPTAIN SMYTH.

##### (1.)—TEHSILI SCHOOLS.

Both in Kumaon and in Gurhwal the number of boys in these schools has decreased, though in the former the average attendance has increased. The number of the schools remains the same generally. The Inspector remarks— "Although there has been a slight falling off in the number of students, the state of the schools generally is satisfactory. During May, June, and July, cholera spread rapidly over these Hills. Great numbers of people died, and for a long time all the roads in the most infected parts were closed. After two or three deaths in a village, all the inhabitants used to flee into the jungles, leaving their crops standing. All the schools suffered much during this time, and many of them had to be closed."

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\* The Tehsildar of Mondha.

91. Captain Smyth still considers his Bhootiah schools as the best in the province. He mentions a pleasing circumstance in connection with one of them at Byanse, which is doing a great deal of good among the inhabitants. He says: "Between June and November last there were upwards of 100 on the rolls (including 5 or 6 girls). On the arrival of the people in Byanse in May, all the villagers both from our side and the Naipal side of the river set to work, and of their own accord and without orders built a large pukka school-house about 40 feet long."

Byanse is the valley of the head waters of the Kali river. The right bank is British and the left Naipal territory. The inhabitants, though they call themselves Hindu, are regarded by their neighbours as outcasts. Their language is entirely different to that of the Pahari, and their habits of temporary migration lower down the Hills in the cold season are the same as those of other Bhootiah tribes. The men carry salt, borax, &c., from Tibet to Barmdeo, and leave their families and the school at Dharahoola, in the neighbourhood of Pethorgurh.

#### (2.) HALQABANDI SCHOOLS.

92. These are new to the Hills, and their establishment is due to the active exertions of Mr. Beckett, Senior Assistant Commissioner in Gurhwal. New roads have been opened up, a little trade has sprung into existence, and the inhabitants are beginning to lose a little of their characteristic boorishness. Captain Smyth reports that, "since January 35 Halqabandi schools have been established all over Gurhwal; and there will probably be 7 or 8 more by next winter. In these 35 schools, the total number of students is 1,187, and the average attendance is 957, a little more than 27 per school."

93. The average attendance at school is thus shown to be over 80 per cent., a high rate for village schools, and which, if maintained, will speak highly for the choice of sites and the general management. The sites were fixed upon by the District Officer, who was guided by the amount of revenue and the school-going population of the villages. Good school-houses have been built, and an ample supply of books has been provided by the Inspector. The Pundits receive Rs. 5 a month, and arrangements for a graduated scale of salaries are in progress.

94. For their Inspection Captain Smyth has detached, under my sanction, the Sub-Deputy Inspector of Kumaon, whose duties will now be discharged by the Deputy Inspector in addition to his own, till another arrangement, should such seem advisable, be made.

#### THE AJMERE AND MAIRWARA CIRCLE.

*Inspector.*—J. F. GOULDING, Esq.

95. There are three classes of schools in operation here: (1) the schools under the charge of the Inspector, (2) those managed by the Deputy Commissioner, (3) those recently established by the Missionaries. The inhabitants are, therefore, well cared for in the matter of education. Recent improvements in the position and character of the schools of class (1) enable the Inspector to report satisfactorily of the year's progress, while the sanction of the Supreme Government to a change (now coming into effect) in the character of, and an increased expenditure on, the schools under class (2) will, I trust, cause an equally marked improvement in their case. These changes will be noticed presently.

96. The Inspector reports that the aggregate number of pupils in these three classes of schools is 814 in a population numbering 3,66,500 souls. The people are very ignorant, but they are intelligent, and less given to disregard of truth than many Indian races. Their entire ignorance of the blessings and appliances of civilized life is one obstacle to the creation of a desire for education; and Mr. Goulding's efforts have been wisely directed towards interesting the people during the progress of his tours with the exhibition of models and instruments, the

reception of which was enthusiastic. "Lessons in this form," he adds, "will be admitted to be the most intelligible in which knowledge can be presented, and its utility recognised. It is not sufficient to know that there is a generation springing up whose aspirations will prove widely different. The wealthier and influential classes are blind to the intrinsic value of knowledge, and hundreds of their offspring grow up daily impregnated with their own crude ideas, only to infect tens of hundreds hereafter. It is to them as much that we require to exhibit science in its visible forms, and the influence of such unmistakeable evidence of its worth would through them permeate to the lowest grades of society." On these grounds the Inspector recommends the establishment of an industrial and economic museum, and, what is more feasible, the provision of portable philosophic apparatus for use when the Inspecting Officer is on tour. He now uses the apparatus belonging to the Ajmere school, which happens to be better supplied in this way than any other of this class of Institutions in the North Western Provinces. In the Kumaon Circle Captain Smyth created a great sensation among the Hill villages by showing the magic lantern; and it must be admitted that anything of this sort, which invests the Inspector's visit, popular as it already is, with interest, is well worth the small outlay necessary. In the Plains, however, the Inspector's time is too fully occupied with the actual business of examination to allow of his explaining the working of a model steam-engine or a common pump, or exciting astonishment by the magic lantern.

97. The improvement visible in the working of his schools during the year under review is attributed by the Inspector to a redistribution of salaries, which took place on his recommendation early in the year. The salaries range from Rs. 6 to 12, but generally speaking, men who accept the lowest rate of pay are worthless as Teachers, and Mr. Goulding would make the minimum Rs. 9 instead of Rs. 6.

98. "The fees realized during the year," writes Mr. Goulding, "from 1st May to 31st April 1863, aggregated Rs. 118-11-0, of which sum Rs. 95-2-0 were absorbed in four scholarships established in the village schools, and the balance Rs. 23-9-0 devoted to contingencies. The communication which has thus been established between the village schools and our own institution (in Ajmere) will tend to give a unity to the whole system of education here, and enable the people to see the result of superior organization and training in their children if the evil influence of the town do not stifle it. The danger that it would was a subject of anxiety with the parents, visible in their countenances throughout my discourse, and it required all my personal assurances that the children would be under careful supervision, and as much apart from the towns-folk as possible under the circumstances, before they consented to send them. The youths, seven in all, who joined us, have been throughout the season distinguished for steadiness and industry. I hope the time is not distant when a Boarding-House on a thoroughly organized plan will afford accommodation on our own premises to the most industrious lads of the village *pātsāls*."

Mr. Goulding's efforts in this cause do him great credit. A novel measure of this sort is regarded with suspicion almost invariably among the rustic population; and it is the English *character* alone which creates the confidence necessary for parents to send a son away for several months to school, contrary to the customs of generations. I shall make arrangements for the Boarding-House, towards which I doubt not the aid of Government will be forthcoming, and shall take an opportunity of personally inspecting the sites which may be available.

99. Village school-house accommodation is procured with great difficulty. In this respect schools under the management of the Revenue Authorities have great advantages. The Educational Officer may beg unsuccessfully for a rich



Native's aid, which a mere hint from a Revenue authority will procure at once. A good school-house is a positive proof to the people that their interests are being provided for, if the Government undertakes the outlay, and that it will undertake half is a principle which has already in the North Western Provinces Proper worked with advantage; whereas, if Government build a Police station, there is no feeling of thankfulness. The native comment is, "if the Government wants us to learn, why doesn't it build us schools;" yet in most cases they are willing to bring labor, timber, &c., to assist the task, provided only the Government makes a beginning.

100. Excellent as the Budget system is, it is a bar to progress in matters of this sort. A petition comes in signed by the chief men of a village to say that they have collected half the value of a school-house, and to inquire if Government will give the other half. But the Budget Statement has unfortunately just gone to Calcutta, and no provision can be made till another year. The answer is, therefore, no funds have been provided, and you must wait for another year. The villagers, in great disappointment that their efforts have not been appreciated, resume the money and use up the materials. If they build as far as they can, with the intention of waiting till the Government grant comes, the chances are that the rains destroy their work; and when the grant arrives, it is insufficient, and must, if not expended, go back to the Treasury. If it be said that all arrangements of this kind, with plans, estimates, and specifications, must be in readiness for entry in the Budget estimates, the answer is the case is one which does not admit of this sort of restriction. Supposing it possible or probable that a plan, estimate, and specification could be prepared in a remote village without the deputation of a Native trained at Roorkee to understand the Public Works Department's requirements, and that the sums were formally entered in the estimates, I have no means of knowing for months whether it will be allowed. Meanwhile, the ardour of the villagers slackens, labour promised then is not forthcoming now, the time for building is lost, and when facts come to be enquired into it is found that the original plan cannot be carried out.

101. The remedy for this is that a round sum be allotted in the estimates for the building wants of the Educational Department for all works under Rs. 2,000, and that this round sum be at once available on the recommendation to the Government of a particular work by the Director of Public Instruction, whose bill passed by the Civil Paymaster would place the money in any district of the Provinces without delay. A detailed report of expenditure and the scrutiny of the Public Works Department would be the check required. I hope His Honor will be inclined to view this proposition favorably.

102. The Vernacular (Hindee) books sold by the Department in the Circle during the year are 863 in number, and in value Rs. 2699-4-9. The language recently chosen by the Missionaries as the vehicle of instruction in their schools is *Marmari*. The Inspector looks upon this as a judicious choice; but in the case of the Government schools, the character of which we propose to raise by connecting them with the head school at the Sudder station, Hindee is necessarily the study.

103. The Inspector gives a detailed account of the state of the schools he visited in his tour. He remarks on the attendance of girls here and there, "the daughters of influential and well-to-do-Natives," and regards this new feature of improvement in the territory as a healthy indication.

"It is not," he says, "that the Native has any decided objection to the education of his daughters. Early betrothals and jealousies fostered by ages of foreign domination, particularly the Mahomedan, invest the question with risks which a higher moral tone, engendered by sound education, will tend to dissipate." These

words are true, and have been proved so in many districts of these Provinces. At the school of Ketri, which he regards as the second best, and which is under the charge of a Pundit educated at the Ajmere school, he met with a lad who possesses remarkable taste for drawing, and he forwards a specimen of his map-drawing. But were I to forward for His Honor's inspection specimens of excellence in this particular from the schools of the North Western Provinces, my envelopes would be overloaded. With regard to this lad, and as an instance of the unwillingness of parents to part with their children for a season, he says, "It is his misfortune to be the son of a very ignorant and narrow-minded father, who proved perfectly impregnable to all my arguments that he should accede to his son's wishes to proceed to Ajmere to prosecute his studies." At many places he notices the "extravagant delight" of fathers at their sons' performances in the examination. This he especially notices at a place where there is hearty desire for education, but where he "can convey no adequate idea of the miserable shed that was used for a school-house." The school at Pushkar is the most flourishing in the district, and numbers 57 boys; the reading, spelling, and pronunciation (a point of great difficulty) was all good, and the general progress in all subjects satisfactory.

104. Mr. Goulding concludes a very interesting Report by expressing a desire for more aid from Government, which can be given in two ways, first, by providing for increase of teachers and salaries; second, by school-house building. In the preparation of next year's estimates, I shall, with His Honor's permission, provide for these necessities.

105. The schools of class (2), viz., those under the management of the District Officer, are shown in the annexed Statement, which embodies the result of a new arrangement proposed by the Deputy Commissioner and sanctioned by the Government on my recommendation (in Memo. No. I, dated 5th June 1862.)

No.	Pergunnah and Territory.	Locality of School.	Salary of Teacher.		
			Rs.	As.	P.
1	Baelan, Ajmere, Mairwara, ...	Baelan, ... ..	10	0	0
2	Do., ... ..	Bursawara, ... ..	10	0	0
3	Beawr, Do., ... ..	Rawat Mal, ... ..	10	0	0
4	Do., ... ..	Katra, ... ..	10	0	0
5	Do., ... ..	Dilwara, ... ..	8	0	0
6	Do., ... ..	Shamgurh, ... ..	8	0	0
7	Todgurh, Meywar, Mairwara, ...	Kachubli, ... ..	10	0	0
8	Do., ... ..	Mundla, ... ..	10	0	0
9	Do., ... ..	Burar, ... ..	10	0	0
10	Do., ... ..	Bulli, ... ..	10	0	0
11	Saroth, Do., ... ..	Saroth, ... ..	10	0	0
12	Do., Do., ... ..	Huttoon, ... ..	8	0	0
13	Deweir, Do., ... ..	Deweir, ... ..	12	0	0
14	Kot Karana, Marwar, Mairwara, ...	Kot Karana, ... ..	10	0	0
Total monthly expenditure, ...			166	0	0

Of this Rs. 56 only is payable by the State. The chief improvement is the increase in the Teacher's pay. Of the improvement in the working of these Schools, I shall be able to say more after a year's trial.

106. The Missionary schools class (3) receive no aid, nor do they apply for it from the Government. They consequently do not come under the Inspector's eye. He, however, gives the following information, embodied in the annexed

Schedule, from which it will be seen that the energies of six gentlemen (of the United Presbyterian Mission) are devoted to the work :—

	No.	School.	Average attendance.
Revd. J. Robson, M. A., and Revd. A. Glardon, M. A., ... ..	1	Ajmere, ... ..	46
	2	Kiránipore, ... ..	19
	3	Nusseerabad, ... ..	50
Revd. W. Martin and Revd. Robb, ... ..	4	Deratoo, ... ..	25
	5	Tantoti, ... ..	13
	6	Rajosi, ... ..	17
	7	Bagouri, ... ..	15
	8	Nandla, ... ..	14
Revd. W. Shoolbred, M. A., Dr. C. S. Valentine, Medical Missionary, ... ..	9	Nyanuggur, ... ..	61
	11	Ditto Orphanage, ... ..	12
	12	Jalea, ... ..	17
	13	Rajeawas, ... ..	19
	14	Beawr, ... ..	16
	15	Balar, ... ..	21
	16	Chang, ... ..	6
	17	Bhaelan, ... ..	10
			361

#### NO. 8.—FEMALE SCHOOLS.

107. That the education of their daughters as well as of their sons is beginning to occupy the attention of the Natives of this part of India is no longer a subject of doubt, and once begun and judiciously fostered by the aid and advice of the Officers of Government the movement will gather speed. The *Tuttu Bodhni* Society of Bareilly is now preparing suitable books. That a Society of influential Hindu gentlemen should be thus paving the way for an innovation supposed to strike at the root of all their prejudices, would hardly have been credited a few years ago. At Benares the subject has been freely handled by well-bred Natives. "The best educated, the wealthiest, and the most influential persons of this ancient Hindu city have formed themselves into a 'debating club,' under the patronage of His Highness the Mahárájá and the presidency of Rájá Deva Narayan Singh, the object of which is to improve their moral and social habits and their manners and customs, political and religious discussions being altogether excluded. One of the subjects for debate some months ago was female education. There was no division, and all present agreed as to the propriety and necessity of educating their daughters. They all felt and confessed the want of good books. It was acknowledged that there is no book properly suited to the taste and requirements of the women of this part of India, if an exception be made in favour of *Bámá-manaranjan*.\* A Society has since been formed to take measures to supply this crying want, and then to provide female teachers. It is very likely that all this may end in mere talk, and many such societies may be formed and die out before any of the proposed books sees the light, yet the signs of the time cannot be mistaken: they show the direction in which the wind blows."—*Report of the Inspector 3rd Circle.*

108. The same Officer reports on the establishment of three girls' schools in the district of Allahabad as "the leading feature in the progress of the Department" in the 3rd Circle. I hope this beginning may be actively followed up.

109. In the 1st Circle a considerable advance has been effected during the year. The schools and scholars are six times as numerous as they were last year. There are 32 schools (Government) in the six districts of Meerutt, Bulandshahr, Allegurh, Bareilly, Badaon, and Shahjehanpore, and 314 children. If to these be added 169 girls who attend with their brothers at Halqabandi schools, the

total is 483. Of these 29 are Musalmáni. The Hindni are chiefly the daughters of Brahmans, Thákurs, and Buniáhs. As yet we have been able to appoint 15 female teachers, but even in this case the demand will create the supply. Their average pay is only Rs. 4-8-0 per mensem under present circumstances, but for the current year there will be a separate Government allowance, and I hope that my arrangements for books and other more peculiar wants will be completed.

110. His Honor the late Lieutenant Governor was "satisfied that if funds could be provided by the State, the system might be widely extended." This opinion is being verified. The funds now provided by the State are Rs. 7,200 yearly for the North Western Provinces, and an extension of the system is at once apparent. As yet no funds are forthcoming from private sources. It is somewhat remarkable that, while the Government lends assistance to the movement in the North Western Provinces and in the Punjáb, it is supported in the Madras and Bombay Presidencies by private energy alone. In the latter we hear of two Parsee gentlemen subscribing Rs. 2,000 and Rs. 10,000 respectively for the support of girls' schools, and of a Parsee lady giving Rs. 2,240. Rich and influential Hindu gentlemen in the Presidency Town seem, however, to keep aloof. What has been said above about Benares induces the hope that their example will be followed in the North Western Provinces.

111. With the question of the education of their daughters, the Natives see that the regulations of *pardah* are involved. But these may be well left to themselves and to public opinion. Education will tend to relax them, and in some measure at least to disenthral the prisoners of the zenána. To expect to see the manners and customs of European ladies adopted among a people who profess to despise the social habits of the West, or at least to regard them as eccentric, is ridiculous, and for many reasons undesirable. "The introduction of European manners and customs into Mahomedan Society is altogether to be deprecated," says Mr. Muir in his "*Life of Mahomet*," Volume IV. His reason is, that the safeguards of *pardah*, &c., are rendered necessary by "the extreme license of polygamy and divorce permitted to his followers by Mahomet." As to the Hindu, who has been subject successively to the rule of two sets of conquerors holding opposite ideas on the subject of woman, no wonder need be felt at his still clinging to the customs of the first. The nearer he draws to the Englishman, the wider is the distance he creates between himself and the Mahomedan.

112. The chief force of the movement in female education is seen in the district of Agra, bigotted as that city is. Mr. Drummond's efforts before the rebellion have produced durable results, and his continued interest in the cause at Shahjehanpore has already rendered that district conspicuous, for there are more girls (*viz.*, 156) at school there than in the rest of Rohilkhand. Perhaps the most important step yet taken by the Government in this matter was the sanction granted (G. O. 2,958 A., dated 2nd December 1862,) to the appointment of a Deputy Inspector of female schools in the 2nd Circle from the 1st January 1863. On that day I appointed Thákur Kalyan Singh to this important office, following therein the wish of my predecessor, under whose administration he had shown energy and activity in raising schools among his Jat kinsfolk in the neighbourhood of Futtehpore Sicri. His duties are defined in the Hidayat Namah, a copy of which is given in Appendix D. to this Report.

113. The Inspector of the 2nd Circle remarks that female schools are gaining ground slowly but steadily among Hindus. The instances of Mahomedan girls attending any of them are very rare. Some Musulmans, however, are known to be favorably disposed towards them. The strong antipathy with which they were

formerly regarded is certainly giving way, and in this particular I can recognize a progress since last year. "The Zemindars," says Kalyan Singh, the lately appointed Deputy Inspector of female schools, "by repeated persuasions, example, and the desire of getting employment for their females, have been induced to send them to school, and ultimately they have come to appreciate their education to a certain degree." In March the number of female schools was 25, viz., in the zillah of Agra 20, in Muttra 1, and in Etah and Mynpoori each 2. Now they are in all 30, with 467 girls. The number last year was 17 schools with 298 girls.

114. Young men who have received their education from Government are our chief aids in the extension of the movement. They feel discontented at the condition of their women, and willingly confess the baneful nature of the ignorance they are doomed to. Dr. Anderson quotes these words of an intelligent Deputy Inspector:—"Our prejudices originate chiefly among our women, who exercise a great influence in the family, and as they are ignorant, they resist all improvement." "Make a companion of my wife!" replied a clever Native Vukeel to the same Officer, "our women are brutes."

"I will do all I can to help your girls' school," said a worthy Native Revenue Officer to the Inspector, "for I feel every day the want of education among my own female relations." The Inspector adds, "these words were not carelessly but earnestly spoken, and they seem to me to indicate such a deep felt social want, arising from so great a difference of culture between the sexes, as must lead speedily to some Native efforts to raise up their women more nearly to the level of their men."

#### No. 9.—INDIGENOUS SCHOOLS UNDER THE INSPECTION OF THE DEPARTMENT OF PUBLIC INSTRUCTION.

THE number of these Schools, with their attendance, has been shown at page 4 of this Report. In most cases these Schools are collections of the sons of neighbours at the house of one of the fathers. A tutor is engaged, and Persian and Arabic (the latter to a limited extent) are taught the boys in a desultory fashion for several years. Among the trading classes, Hindee and Mundia, with simple Bazaar arithmetic, is the standard of education. Traces of improvement in the character of Indigenous Schools, as Schools, are becoming manifest here and there. The Victoria College at Agra, of which mention will be made again, is starting with good hopes of success; and if the Committee are firm in their determination to secure a competent Head Master, I have no doubt but that prosperous results will be achieved. Their connection in boyhood with the Government College naturally inclines the members of the Committee to imitate the method of classification and study in vogue there, and as will be seen from their letter to my address (printed in Appendix E.), they look to the aid of the Government to support their undertaking. When the prescribed period of probation is passed, I shall take an opportunity of recommending the Institution to His Honor's notice as deserving of a Grant-in-Aid; and during this period, which will be sufficiently long to test the firmness and good sense of the Committee, the Inspector of the Agra Circle will make himself from time to time acquainted with the progress of the School.

At Benares good Schools have been started by some of the wealthier citizens, among whom I may mention Baboo Guru Das Mitter, for the purpose of teaching the rudiments of English. I had an opportunity a few months ago of inspecting boys of these Schools, to the number of 393, and I found the general classification and the pronunciation good. What is of somewhat more importance, the promo-

ters have the good sense to regard their Schools as feeders to the Government College, which they are thus considerably helping.

At Hattrass an Indigenous School of 100 boys attended my examination of the District Schools under Government. The teacher had been a pupil of the Government Tehsili School, and had turned his acquirements to account by setting up for himself in a populous quarter of the town; and he is carrying on his work after the model of the training he received himself. Other specimens of fairly-conducted Schools of this class may be met with in the Provinces. Their existence is a proof that the character of the education offered by the Government is being gradually appreciated.

The Society of native gentlemen in Bareilly, which goes by the name of Tuttu Bodhni (the principles of teaching), and which consists generally of men who have come to the State for education, is now turning its attention to the improvement of the Hindee language, and has set up a *Pathshala* in the city with the object of carrying out their ideas. The object of the Society is religious and social reformation, and as one means they wish to communicate to classes hitherto shut out from the acquisition of religious knowledge the true principles of the Hindu religion, as enshrined in the Sanskrit language, by translations into Hindee. This language is confessedly in a crude state. The most popular works it contains are written in dialects of the language rather than in the language itself; and the Society is of opinion, and this opinion is prevalent at Benares also, that classical Hindee versions of Sanskrit literature will, if introduced into the Schools, tend to raise and to fix the character and genius of the language. On this subject I have received a deputation from the Society, and have promised them assistance, while they on the other hand agree to aid me in the translation of useful English as well as Sanskrit works. Their memorial on the occasion is given in Appendix F. It will be observed in this that female education is mentioned as a matter which is receiving the Society's attention. The expression of readiness on their part to aid the efforts of the Government in this movement is the more valuable as being unsolicited. The Society has periodical meetings for the discussion of various particulars in the Hindu belief of the present day, and the large audiences drawn together on these occasions testify to the interest which its proceedings are creating. A Report of progress is published every fortnight.

119. The Inspector of the 3rd Circle gives an interesting statement of the numbers of boys in Indigenous Schools in and about Benares, and the largertowns of the Circle. The attendance has increased considerably.

YEAR.	STUDENTS IN								
	English.	Arabic and Koran.	Persian.	Urduo.	Sanskrit.	Hindee Mahajni Kaithi.	Bengali.	Mahrattic.	Total.
1862-63,	181	1,983	6,292	1,301	5,178	7,696	66	22	22,719
1861-62,	86	1,529	6,029	1,067	4,834	6,359	58	32	19,994
							Increase,		2,725

The average instruction cost of these students per head is between Rs. 4 and 5.

## No. 10. AIDED SCHOOLS.

120. The annexed list exhibits the names of these Institutions, and the amount of the monthly grant-in-aid enjoyed by each, with the average attendance.

No.	Name of School.	Average attendance.	Grant-in-aid.
1	Church Missionary Society College (Saint John's) Agra, ... ..	202	Rs. 400
2	Do. do. (Jay Narain's) Benares, ... ..	315	250
3	Do. do. School, Muttra, .... ..	130	100
4	Do. do. do., Azimgurh, .... ..	112	100
5	Do. do. do., Goruckpore, .... ..	136	100
6	Do. do. do., Meerut, .... ..	90	100
7	Do. do. do., Chunar, .... ..	91	60
8	Do. do. Girls' School, Benares, ... ..	130	82 odd.
9	Society for Propagation of the Gospel School, Cawnpore, ... ..	145	200
10	London Mission School, Almorah, ... ..	101	150
11	German Mission School, Ghazeepore, ... ..	145	100
12	American P. Mission School, Dehra, ... ..	38	100
13	American Methodist Episcopal Mission School, Ny:nee Tal, ... ..	37	50
14	Roman Catholic College (Saint Peter's), Agra, .... ..	72	125
	Total, ... ..	1744	1,917 odd.

Five of these Schools received grants-in-aid for the first time during the year under review, and I hope to be able to add eight more to the list for the current year. It will be remarked that the Church Missionary Society draws by far the largest share of aid. Its operations are extending, and I cannot speak too highly of the judgment and general good management of its interests shown by those gentlemen who represent the Society in these Provinces. They have in their hands two excellent Colleges (Nos. 1 and 2, at Agra and Benares), where the students enjoy the privilege of sound instruction under the superintendence of Clergymen who have received an English University education. Added to this, the intercourse which the Missionary holds with his pupils on religious matters (an hour being set apart in the daily course of study for this purpose) increases the colloquial readiness of the latter. At the Government Colleges the free inter-communication of ideas between master and pupil is limited by the secular character of the instruction given, which occupies the whole of the teacher's time; and, though there is no impediment in the way of conversation on any subject whatever, a layman, generally speaking, will feel himself unequal to the task of arguing on or explaining the difficulties of a creed. This natural diffidence, natural so far as it characterizes the generality of laymen, who have been taught to regard the management of proselytism as apostolic, is somewhat too hastily confounded with a distaste for Divine things.

121. A serious *emeute* took place among the students of Saint John's College, Agra, in November last. It is probable that disaffection or discontent had originated some time previously, and that the feeling had been diligently fostered by persons interested in counteracting the efforts of the Missionaries, for it was found that, as soon as the disaffected party had secured what they could put forward with some show of sincerity as a grievance, it included among its ranks several Musalman students, whose interests were not affected by the alleged grievance, which

was that a Christian boy of the mehter caste had been admitted into one of the Junior Classes. Under these circumstances, and observing the malingering character of the pretexts urged, and that the recusants were not remarkable for industry or for regularity either in attendance or in the payment of dues, Mr. Barton, the then Principal, was right in declining to make concessions. This view of the case was stated by myself to a deputation of the seceding party, whose object it then was to gain admission to the Government College by a special relaxation on my part of an existing law against irregular admissions, a favour which I considered it my duty to withhold. A copy of their memorial on this occasion is printed in Appendix to this Report, together with their application to the Officiating Principal of the College. The result of the movement has been the establishment by its advisers of a School in the City, to which the title of Victoria College is attached. It is managed by a Committee of native gentlemen, many of whom have been connected with the Department of Public Instruction, and at their request I have placed the Institution under the inspection of the Department, and have besides intimated my readiness to assist them with advice in educational matters. A copy of the letter of the Committee to my address is given in Appendix to this Report. I regard the step with interest as a trial of managing ability on the part of men who have accepted to some extent our principles of education.

122. Jay Narain's College at Benares is a well-conducted and prosperous Institution. The Society places one or more of its Missionaries in charge, and the premises are commodious and conveniently situated. One of the students passed the Calcutta University Entrance Examination of 1862.

123. The minor Schools mentioned in the list are each under the supervision of a resident Missionary—a great advantage, and one which is recognised at once by all respectable parents, who, so long as the School enjoys the surveillance of a European, are assured that their children will be secure from ill-treatment or injustice. The aid of these Mission Schools in leavening by slow degrees the low-minded population of the country towns is to be regarded with satisfaction; nor, where the object is the good of the common people, is there room for petty rivalry when a Missionary and a Government School are in operation in the same quarter. The recent famine brought an accession of Scholars in the shape of orphans to some of the Mission Schools, whose services were willingly placed at the disposal of the Government on the occasion. The Grant-in-aid system is an excellent means in the hands of the State for the furtherance of these useful Schools. An increased allowance for the aid of eight more Schools is awaiting sanction, but I have numerous other applications all more or less worthy of consideration, for the purpose of meeting which I beg formal permission to enter an increased estimate in next year's Budget papers. Among the new grants proposed for disbursement during the current year, the most important is that asked for by the Church Mission Society in aid of its newly-established Normal School at Benares. Grants-in-aid have been applied for by the American Methodist Episcopal Mission of Oudh and Rohilkhund. Hitherto this denomination has not courted the assistance of Her Majesty's Government, but the financial pressure under which the Federal States are labouring, and the heavy losses (nearly 50 per cent.) incurred by the Home Society in its remittances to India, have now prompted an application. This Society maintains a School under the Supervision of a Missionary at each of the five Sudder Stations of Rohilkhund, exclusive of its operations in Oudh. Being Episcopal in character, it supports a Superintendent, who manages the general concerns, financial or otherwise, of the Mission, and to whose authority the real labourers are subordinate; but as regards the payment of the Grants-in-aid, I shall consider it advisable not to recognise this arrangement, but rather to hold the Superintendent of each School as responsible for its manage-



ment, and to consider him as the proper recipient of the amount of assistance given in each case.

#### THE GOVERNMENT BOOK DEPOT.

124. *Officiating Curator, J. M. CUNNINGHAM, ESQUIRE, M. D., in succession to DR. W. WALKER.*—The sale of Books in the Educational Department is so intimately connected with instruction that I consider it under that head. The Book Depot was in good hands during 1862-63, and I feel assured that Dr. W. Walker's successor will carry out the improvements which have been introduced. For the first time the head of this Department is in a position to give some intelligible account to the Government of the proceedings of the Book Depot. Dr. Cunningham's Report is in part founded on a Memorandum left behind him by Dr. Walker, and contains information of interest and importance. It refers, however, to the state of the stock up to the end of February, for, as the Officiating Curator says, "without this arrangement very great delay must unavoidably have attended its submission, and as the main object is to ensure a faithful record of the disposal of Government property once every year, the plan adopted will, it is hoped, meet with your approval." Recent orders of Government have directed the submission of the Stock Statement in future for the *Calendar* year.

125. I invite attention with pleasure to the following paragraphs: "All the arrears, which had accumulated for years, and proved a source of perpetual difficulty to so many Curators, have been wiped out during the year, and the Office Books and Accounts are now all in excellent order and up to date.

126. "The total value of all the sales during the year amounts to Rs. 55,232-0-8, or to an average monthly sum of Rs. 4,602-10-8. The total value of all the sales to the Educational Department includes Rs. 45,194-8-3 of the above, or an average monthly sale on this account of Rs. 3,766-2-8.

127. "The amount of work done in the Depot may be estimated from the following details. During the year 4,331 communications have been received and disposed of. Of these 1,289 were indents; 4,214 communications have been sent out, including 2,775 cash vouchers; 3,717 parcels of varying sizes have been despatched by Post, Rail, Bullock Train, or Steamer."

128. The financial prospects of the Depot as they now stand are considered in the Report. On this point the Government has long desired information. But the imperfect connection which had existed between this Office and the Depot rendered the Curator powerless in the matter of drawing up an accurate balance-sheet. Under present arrangements all necessary data are available, but as regards the old stock, they cannot be given with any degree of accuracy. Another circumstance, too, must be noticed, and this has already been before the Government, viz., that the premises used as a Depot are disastrously inadequate for the purpose, and notwithstanding all care and caution the ravages of insects can hardly be arrested. As Government buildings are in the course of construction, a temporary arrangement was all that it was thought advisable by my predecessor to effect; nor have I been able to hit upon a better accommodation, without incurring expenditure which I have no funds to meet.

129. The sales have already been stated at Rs. 55,232 odd. The Establishment of the Depot costs Rs. 7,632, and contingencies of all kinds are Rs. 4,256 odd; and the discount allowed to purchasers is nearly Rs. 13,333. From these items I have drawn up a balance-sheet, which furnishes more precise and intelligible information to the Government than has yet been forthcoming.

DR.				CR.			
EXPENDITURE.	Rs.	As.	P.	RECEIPTS.	Rs.	As.	P.
Cost price to Government of stock sold during the year, assuming the selling-price to be an advance of 84½ per cent. on the cost, ... ..	29,936	1	0	Value of sales effected during the year, ... ..	55,232	0	
Discount paid to purchasers during the year, ... ..	13,332	15	0				
Establishment, ... ..	7,632	0	0				
House-rent, postage, and other contingencies, ... ..	4,256	8	10				
Balance to credit of Depôt, ...	74	7	10				
Total, ...	55,232	0	8	Total, ...	55,232	0	8

On the debit side the first item is only approximately true, for this reason, that accurate information is wanting as to the original cost price of much of the Depôt property. "Under the former system," says the Officiating Curator, "the original cost price was never known to the Curator, who merely received the books for sale at a [selling] price fixed by the Director of Public Instruction." Under arrangements now in force this information is available, and as the old stock gradually leaves our hands, a balance-sheet of the kind now attempted for the first time will become increasingly reliable. The item under consideration has been calculated on the supposition that Rs. 55,232, the amount of sales effected, represents the cost price of the works sold increased 84½ per cent. In other words, the books sold for Rs. 55,232 cost the Government Rs. 29,936. The balance suffices to pay all contingencies and establishments, and a small surplus remains to the credit of the State.

130. The increase of 84½ per cent. on the cost price has been made the basis of calculation in the present instance in order to shew within what limits, under the present constitution of the Depôt, profit is possible. Such an increase is incompatible with the issue of a cheap literature which shall pay its own expenses; and, in fact, it has never yet been levied, although a margin of 77 per cent. has here and there been thought necessary, especially since the power of franking parcels has been taken away from the Curator, a deprivation which adds some 6 or 7 per cent. to the selling price, and has tempted private parties into the field—a point which has already received attention in my Report on the Native Press, and need not here be enlarged upon. I think it is a fair conclusion to draw that the Depôt has not yet succeeded either in issuing a cheap literature or in paying its own expenses.

131. The second item of expenditure is the discount paid to purchasers, the terms being 25 per cent. if payment be made within three months. The sum entered cannot be said to represent the discount on the sales shown to credit, because it is impossible before the end of July to say what the real amount for discount on the sales of the year will be. It represents, however, the operations of 12 months, and as such is approximately a correct entry. It is a question whether it is commercially advisable to allow this discount, but it is undoubtedly an inducement to purchase, and as such was made the rule. The remaining items explain themselves.

132. The Government may rest assured that my efforts shall be directed towards economy in all these particulars. The first step has now been taken in the clearance and examination of accounts above recorded.

### CONCLUSION.

133. The two salient points of Inspection and Instruction have been brought before His Honor's consideration with as much brevity as has been consistent with a record of fact and experience. As regards the first, it has been shown that the duties of an Inspector under present circumstances—that is, considering the large area over which those duties extend, the increasing number of Schools, and the inefficiency of the subordinate agency, to omit many other difficulties peculiar to the country—are becoming unmanageable; and in case of an indication on the part of the Supreme Government of willingness to increase the grant under F. V., I am prepared to bring forward for consideration the means of relief chiefly in the appointment of extra European Inspectors. Without a better organized and more reliable system of inspection, the plan of Vernacular Education, which has been assuming vigour and consistency year by year, will cease to carry the weight which is now assigned to it by all who watch and guide its progress.

134. As regards the second point, Instruction, the impression conveyed will, it is hoped, be satisfactory. As to its increasing popularity many signs have been noticed, and it is these indications which require watchfulness and consideration. The upper Educational Institutions have beyond doubt improved in their general character and position, and the contemplated addition to the instructive staff of a Law Professor will add considerable importance to their future working. The character of the teaching given to the upper classes must depend in a great measure on the requirements of the Calcutta University. Appendix A., already several times alluded to, lays bare the actual results of an examination into their proficiency, whether unfavorable or otherwise. The growing desire for a knowledge of English in different parts of the Provinces has been met by the liberality of Government, and though from the recent appointment of the teachers I am not in a position to pass a decided opinion on the working of the Schools, I can with confidence augur success. The state of the Vernacular Schools, Tehsili and Halqabundi, as being the backbone of our system, has been dwelt upon at considerable length. From natural causes it varies in every part of the North Western Provinces, and he who judges from chance specimens he may come across is likely to err in his judgment regarding the whole. During the visit of His Excellency the Viceroy at Agra, in February last, I had the honor of bringing up, almost at a day's notice, a collection of some 700 School-boys from the surrounding Vernacular Schools, and the gratification of witnessing his evident pleasure at this proof of the progress of knowledge. Higher up the Doab, at Moozuffernugger, His Excellency was good enough to avail himself of another opportunity of inspecting the same class of School. The Schools in both of these localities are among the best of their kind, and differ widely, and always will, from those of Jaloun, Jhansie, or Humeerpore, for instance. The progress of female education will, I am sure, have been regarded with satisfaction by His Honor. Still more valuable than the results attained are the indications I have noticed of the gradual cessation of marked opposition to the measure in influential quarters. Lastly, the good, which in my opinion is being produced by the unostentatious efforts of the Missionaries has not been passed over, and I have thought it my duty to advocate an extension of the Grant-in-aid system, and shall take an early opportunity of proposing a relaxation of some of the restrictions which now hinder its operation.

135. The pleasure of recommending to His Honor, for an expression of the satisfaction with which he regards their efforts, the chief of the Educational Officers in the Department now remains to me. They are Messrs. Cann, Anderson, Griffith, Goulding, and Captain Smyth, Inspecting Officers; and Baboo Siva Prasad, Joint Inspector; also Principals Griffith, Templeton, and Deighton, with Professors Constable, Cole, and Rogers, the two latter of whom rendered most useful assistance in the general examination; and Dr. W. Walker, the Curator of Government Books.

I have, &c.,

M. KEMPSON,

Director of Public Instruction,

North Western Provinces.

## APPENDIX A.

*Circular letter No. 60, dated Shahjehanpoor, 12th March 1863, from the Director of Public Instruction, North Western Provinces, to the Heads of the Upper Educational Institutions, on the results of the Departmental Examination of 1862.*

1. IN continuation of my letter No.  $\frac{1051-1054}{55}$  dated 14th ultimo, forwarding the class lists of the general Departmental Examination of the Upper Educational Institutions of the North Western Provinces, I have the honor to furnish, for your information, the comments which the Board\* of Examiners have placed before me, and to request your attention to such of their remarks as I shall now proceed to quote, and to point out the necessity of explaining them to the students whom they concern.

\* E. E. Rogers, Esquire, M. A.  
W. B. Cole, Esquire, M. A.  
J. F. Goulding, Esquire.  
Moulvi Nisar Ali Beg, assisted by the Director of Public Instruction, North Western Provinces.

2. Six classes came under the examination of the Board, four of the College Department, and two of the School Department. I shall notice the proficiency of these in all subjects in the order of their seniority.

*Senior College Class* of five students, all of Benares College. (1.) *English Literature*.—Mr. Rogers, speaking generally of “the high state of proficiency” attained by the classes of the College Department, praises the Senior College class more especially. Honorable mention in particular is made of Sital Prasad and Prasunno Badana, the one for his essay on the caste-system, the other for his paper on Hamlet, “in which he not only showed an accurate knowledge of the text, but displayed considerable general knowledge.” Both of these papers will be printed in Appendix to the Educational Report of 1862-63.

(2.) *Mental and Moral Science, History, and Geography*.—Mr. Goulding observes that his estimate of the merits of this class “was framed from the books actually read.” I notice this, because the range of reading in these subjects for the year fell short of the Examiner’s requirements. I remark too that the students of the class adopted the reprehensible practice of sending in a petition to the Examiner, begging to be excused from taking up one of the papers. These students must understand that all petitions of this kind will in future be returned unopened by the Examiner. Mr. Goulding remarks on a too close adherence to the phraseology of the books in the answers furnished. He says with justice that “it becomes a matter of difficulty for the Examiner to arrive at a just conclusion as to whether the subject is thoroughly understood by the boy;” and he further urges the necessity of exercising him more in the exposition of passages in his own words. It is a matter of some surprise to me to find that students, who have obtained so fair a knowledge of English as they of the Senior College class, should have laid themselves open to blame in this particular. With regard to Greek and Roman History, the Examiner reports that “these boys have, with one exception, done well,” but he is again compelled to blame some of them most deservedly for “the practice of evading a question with a partial answer, followed by the remark that ‘it needs no further comment,’ and of affixing an &c. when names are required in detail, which, while it fails in its object to conceal ignorance of the subject and invariably secures a low number, can only be characterised as very disingenuous.” These remarks apply equally to other classes. Students of the Senior College class at least should have taken care to avoid condemnation in this matter. Madhav Chandra is mentioned as deserving “much credit for the excellent contrast he draws between Roman and Grecian character.”

(3.) *Mathematics*.—Mr. Cole had apparently, in consequence of deficient information, expected to find the class prepared in all the subjects appointed for it,

viz., Conic Sections, Dynamics, Hydrostatics, Optics, and Astronomy—a two-year's course, in accordance with the requirements of the Calcutta University. They had, however, taken up Conic Sections and a small portion of Dynamics only. He was, therefore, directed by me to apportion the marks, to be allotted, among the answers to such questions as came within the reading of the class. He expresses his opinion that "the twelve months' work was far too little to entitle them to this consideration." Under ordinary circumstances, this opinion would be just, but allowance has to be made in the case of this class for the unsatisfactory training they received in past years in the more elementary parts of Mathematics. This unsoundness has invested their present studies with an obscurity which they do not in any one way possess, and has had the common effect of rendering the subject distasteful. Mathematics has become to them a subject of mere cram, which is at once detected by an intelligent Examiner. Mr. Cole's concluding remarks bear on this point directly. He says, "on examining their papers, I was by no means satisfied with the Conic Sections, two of the five boys having assumed a subsequent proposition to prove a preceding one." This could only arise from a gross misconception of the subject founded on unsound mathematical training.

(4.) *Oriental Literature.*—The students of this class have in general a limited acquaintance with the Vernaculars of Upper India. They, however, furnished me with very good versions in English of an easy passage in Urdu. The best of these by Madhav Chandra will be printed in Appendix to the Educational Report of 1862-63. Their acquaintance with Bengali, &c., was locally tested, and allowance has been made for their proficiency in the general schedule of marks.

3. The examination passed by the Senior College class may, on the whole, be pronounced sufficiently satisfactory, and the total percentage of the students exceed 50 per cent in each case. The effort has been to prepare them to pass a good examination in English Literature, and it has been very successful, though it has involved, to a certain extent, shortcomings in other subjects. For reasons already stated, the class can never do well in Mathematics, and as candidates for the Calcutta University Degree Examination, they will have to exert their utmost to obtain even the minimum mark required by the syndicate.

4. *Middle College Class, 1st Division*, consisting of students from the Colleges of Agra, Bareilly and Benares, two from each of the former, and four from the latter.

(1.) *English Literature.*—The Examiner notices in particular "Hem Nath of Benares, for general proficiency, Mool Chund of Bareilly, for an original and excellent essay, and Balkishen of Agra, for his excellent grammatical knowledge."

(2.) *Mental and Moral Philosophy, and History and Geography.*—The Examiner remarks that "in Mental Science the students have acquitted themselves creditably, but the papers of the Agra and Bareilly Colleges in Moral Science "are very inferior." The tendency to adhere too closely to book phraseology is carried to a considerable extent in this class, and I agree with the Examiner in believing that it indicates the want of a thorough comprehension of the subject. As, however, the expression of philosophical ideas demands a degree of precision, which is rarely attained by those who have to study in a foreign language, I am not inclined to attach a very great importance to the "incoherent sentences and bad English," in which he who attempts to use his own words rather than those of the book, finds himself involved, as a proof of a deficiency in the knowledge of English.

With regard to History, the Examiner pronounces a favourable opinion on the proficiency of Hem Nath of the Benares College. The subject was English His-

tory to A. D. 1815, as well as the History of India. The students on the whole seem to have shown more knowledge of the former than of the latter, and this remark applies to the Bareilly College students in particular.

(3.) *Mathematics*.—I here quote Mr. Cole's remarks *in extenso*:—"The first division of the Middle College class were examined in Euclid, Trigonometry, Algebra, and Statics. In Euclid the Bareilly boys alone have acquitted themselves creditably, the others having evidently neglected to revise it beforehand. In Algebra all have failed, which may perhaps be owing to a want of proper grounding. They, as well as the other classes, have apparently been taught only the practical parts of Arithmetic and Algebra, without any reference to the origin of the formulæ by which they work. The consequence is, that on asking them to give an explanation of any thing, the utmost one obtains is the statement, 'It is evident that such and such is the case.' Hence their inability to answer questions when put in a form which is not familiar to them. Of all the rules they have learnt by heart they do not know which to apply. They have obtained their highest marks in Statics, and for this reason that many of the questions could be replied to word for word from the book. When this is the case, boys usually do themselves credit. It is only when required to use their reasoning faculties that they fail."

It is undoubtedly a question whether, in setting before our students a fixed standard of attainment in Mathematical science, so as to meet the particular requirements of the examinations of the Calcutta University, we are not laying too much stress on the acquirements of knowledge as a means of passing examinations generally, rather than with a view to the improvement of the mind, and the exercise of thought and discernment. In the present instance the questions set by the Examiner were very properly such as to elicit the exercise of the understanding rather than the memory, and the result has been that with few exceptions the students of the class have not satisfied the Examiner. I attribute the failure, which is conspicuous in the case of the Benares students, to a want of good training in the early stages of their career, and I believe that a knowledge of this want has induced them to regard the preparation of the subject with distaste, and as a business to be hurried over with the aid of memory and a general reliance on "good luck" in their examination. It is probable that this is, in the case of this class, beyond remedy; but their failure is a warning not to be neglected by those teachers who have charge of the Mathematical studies of the 1st, 2nd, and 3rd School Classes.

(4.) *Oriental Literature*.—The remarks made with reference to the students in the Senior College class at Benares are applicable to those in the class under consideration. The students of Agra and Bareilly Colleges generally passed a good examination in the Poems of *Souda*, and in the *Ikhwan-us-safa*. They, however, failed to explain the metre of the selected passages from *Souda*, and in pointing out the poetical beauty of some piece in particular. Their translations from English into Urdu and *vice versa* are on the whole successful, but all the attempts to render a short piece of English poetry into Urdu verse are not only not successful, but ludicrous. This arises partly from the novelty of the exercise, but it was to be expected that something like a tolerable attempt would have been forthcoming. The Moulvi, to whom this part of the examination was entrusted, also notices a failure in discriminating between the Persian and Arabic words used in the text, and in the derivation of the more difficult words. Papers in Persian were furnished, but no answers were given to the grammatical and other questions proposed. Mool Chund, of the Bareilly College, has passed the best examination.

5. *Middle College Class, 2nd Division*, consisting of 21 students, viz., 3 Agra, 6 Bareilly, 11 Benares, 1 Ajmere.

(1.) *English Literature*.—The Examiner in his Report approaches this class with mixed feelings, “for,” says he, “whilst I bear witness with much pleasure to the “excellency of the papers of Sohan Laill, Bareilly, Umesh Chandr, Chandr Shekhar, “Chandr Mohan, and Shiva Comar, Beenares, I must also notice a considerable “want of accuracy in the prose papers, and of careful study in the poetry ones, and “I would suggest that the necessity of studying the subjects generally as well as “grammatically be impressed on this class.”

I do not think that Mr. Rogers has herein assumed a too high standard of excellence. The names of T. Harris and C. Casaubon, of Agra, should, however, be added to the list of those whom he has selected for commendation. Want of accuracy is the gravest of all deficiencies in scholarship, and arises from one of three causes, that is to say, either from an insufficient acquaintance with the subject of study, or from over-haste, or from a neglect to attend to the exact scope of the questions proposed. The last is, and has been, a prominent failing among our students, and it is one for which they are themselves alone to blame, and which no amount of painstaking on the part of their preceptors can entirely remove. It amounts in some cases to a wilful misunderstanding of the question in order to conceal ignorance on some point of information, their acquaintance with which the Examiner is particularly desirous of testing. The Heads of Institutions will do well to impress this warning on their scholars.

(2.) *Mental Science, History and Geography*.—Mr. Goulding’s remarks are as follow:—

“In Mental Science the majority of the students of this division have “done equally well with those of the first, though greater attention is required to “spelling. The errors are of that class with which all teachers in our Colleges “are familiar; some proceed from sheer carelessness and vanity, and others “from ignorance of the meaning and import of the word. To the former causes “may be ascribed omissions of syllables; and substitution of one word for another “of similar sound; to the latter, the use of ‘a’ for ‘e’ and ‘i,’ and the introduction “of letters for which the most refined ingenuity could not assign a reason. In “English History also the majority have done well, but many of them display “great deficiency in Geography: Corsica, Naples, and Sicily are made dependencies “of Great Britain by Deena Nath, and Jamaica is transferred to European waters “by Kishen Chandr. Others have undertaken to answer questions without a moment’s reflection on their import: for the principal seats of manufacture in the “‘United Kingdom,’ the chief cities in the ‘United States’ are named by Deena “Nath Dey, Shiv Comar, and Ram Natth; while for ‘the country least adapted for “internal trade,’ best adapted is read, and a corresponding answer given by Chandr “Shakara, Bhola Nath, Ram Mohan, and Bhawanee Pershad. With one exception, these defaulters belong to the Beenares College. It is hard that all a teacher’s “hopes, founded on patient and laborious tuition through a period of ten months, “should thus be demolished by a stroke of the pupil’s pen at a time when errors “are irremediable, and therefore full exercise of his caution *ten-fold* more necessary for his own credit and that of the Institution wherein he receives all but “gratuitous instruction. Such instances of wanton carelessness deserve marked “censure.”

It will be seen from this that want of accuracy is a very prominent defect, and that its cause is carelessness, and a neglect of the import of the questions asked. I have already noticed this unfavourably. It is not by any means creditable to the students of this class to have exposed themselves to censure in this important particular.

(3.) *Mathematics*.—On the proficiency of this class Mr. Cole’s remarks are:—



“The Middle College Class 2nd division had the same paper in Euclid and Trigonometry as the 1st division, but a separate one in Algebra. You will see on reference to the table of averages that this class has the lowest. This will not be a matter of surprise when due allowance is made for the amount of new work they had during the year, when in the Junior College class all that was required of them was a knowledge of the first four books of Euclid and Algebra as far as Simple Equations. Therefore, in the last twelve months, they have had to study the VIth and XIth books of Euclid, the more difficult parts of Algebra including the Binomial Theorem and Trigonometry. Comparing this with the Elementary Statics of the Middle College class (than which nothing could be easier) and considering that the Junior College class has employed the whole year on old subjects, I do not think this class deserves so much blame as appearances would lead one to suppose, although they are by no means entitled to credit. It seems to me that there would be a more equitable division of labour if the last two books of Euclid came a year earlier or Trigonometry a year later.”

It is very true that the Mathematical studies of the class immediately below are small in comparison with those of the class under consideration; but the reason of this is that the requirements of the Calcutta University only have been hitherto attended to in the Mathematical teaching of the Junior College class. According to the present scheme of study, the first 4 and the 6th Books of Euclid and Algebra, as far as Quadratic Equations, are read in the 1st School class. This year's Junior College class will, therefore, in the Departmental Examination of 1863, be expected, in addition to maintaining the knowledge they have thus acquired in the 1st School class, to be prepared with the XIth Book of Euclid, propositions 1-21, and with the Algebra required by the Calcutta University for their first examination in Arts.

(4.) *Oriental Literature.*—The majority of the students of this class were examined in the Urdu subjects of the Calcutta University Examinations, viz., in Souda and the Ikhwan-us-safa. Many students fail in distinguishing Persian and Arabic words correctly, having apparently done little else but guess. Many absurdities in the way of derivation are also to be noticed, such as خشونت from خوشي خزانئ from مخزن پاك from پادك &c. Ignorance of prosody was likewise conspicuous. In the translations from Urdu into English, and *vice versa*, several good specimens occur. The best in the former is by Soohan Lall of the Bareilly College, and the latter by C. Casaubon of the Agra College. A fair attempt by Kiyamuddin, of the Benares College, in the way of an Urdu metrical version of a piece of English poetry, will be printed in Appendix to the Educational Report for 1862-63. The questions in Urdu Grammar furnished to this class were not attempted. It is my opinion generally that as far as a critical knowledge of the Vernacular is concerned, the students even of our College Departments are blameably deficient. The Moulvies in charge must be directed to pay more attention to bringing up their classes better prepared in this particular for general examinations.

6. Only five students of this class can be said to have passed the examination, if the principle of the Calcutta University Syndicate of rejecting all candidates who fail to obtain the minimum mark in any one subject be adhered to. These five have all done exceedingly well. Three belong to Bareilly College, and two to Benares, and all may be considered as having passed in the 1st Division. The sixteen, who have failed, have all failed in Mathematics, in some cases disgracefully, such for example as (Chandr Mohan, Shiva Comar, Kesho Keole, Ram Nath, Kiyamuddin, Brij Bhuslan, Keshava Chandr, and Jageshwar, all of Benares College, Ragnath and Hardeo Pershad of Bareilly College, and C. Casaubon of Agra College. I shall be unable to allot scholarships to any one of these students.

7. *Junior College Class*, consisting of 26 students, viz., seven Agra, seven Bareilly, eleven Benares, one Ajmere.

(1.) *English Literature*.—Mr. Rogers notices specially the proficiency of Kali Kumar of Ajmere and of Poorno Chandir of Benares. He likewise expresses his satisfaction with the “general neatness of arrangement in the answers of the students of the Bareilly College.” The practical remarks which follow I quote *in extenso*, and it only remains for me to express my desire that the hints of the Examiner may be regarded with attention:—“Of the Colleges, generally, I must remark that it would be well to impress on the students the comparative structure of sentences in English and Hindustanee, for many essays, excellent in the grammatical construction of words, failed signally in the arrangement of sentences; moreover, I would suggest that teachers should, when possible, point out the difference existing between any English phrases and the corresponding ones in Hindustanee that they may have to explain. If the students were also to pay more attention to their writing and punctuation, and be more careful in their spelling, it would be of the greatest advantage. I think too that if the students were to practise writing English papers with a view to expressing themselves in a more neat and concise manner, avoiding their present very flowery style, it would render their knowledge of English of much more practical utility.”

(2.) *History and Geography*.—Mr. Goulding's remarks are here quoted:—“With two exceptions the Benares pupils have done very well in Murray's History of India, and they deserve praise moreover for the neatness of their papers. The Bareilly pupils display a lamentable deficiency in this subject, and the indifference—the flourish of the pen with which some of them dismiss the most important questions,—is to be very much reprehended. I may be wrong in the conjecture, but from their missing the *point* of the question and writing just such an answer as would be given by a lad who had not a clear apprehension of it, I infer too much has been left to the boy's own revision of the subject. The recklessness already commented upon is observable here (at Ajmere) also. In reply to questions referring to the period of Semiramis and Darius, we have long accounts of the first Portuguese factories on the West Coast of India, and ‘Roman Empire’ is read for ‘Persian Empire,’ and an answer to correspond given. To the same cause must be ascribed the answer of Atma Ram, of the Agra College, that Bruce and Wallace were poets in the reign of Queen Anne. The result is that an answer, which has occupied the boy half an hour to write, obtains a cypher. I doubt not that had many of the boys taken the pains to read over the questions repeatedly to themselves, and to consider well what was required of them, they would have done themselves much credit. Greater attention ought to be directed to the popular orthography of Geographical names. The following places will scarcely be identified—Guenee, Delly, Lohowree, Murshuda Babd, Kwanpore.”

The fault of not attending sufficiently to the scope of the questions proposed, and the inaccuracy which results, have already been commented on. It is a failing which cannot be too vividly put before the scholar.

The study of a whole year, and it may be his real painstaking, is nullified by such inaccuracies as the Examiner has noticed. I am surprised to find that, while the Bareilly students have shown neatness in their literature papers, they should have lost credit in this important particular with the Examiner in History and Geography.

(3.) *Mathematics*.—The subjects of examination in this class are so easy, that universal success might have been anticipated. I find, however, that three students, Brieswar and Uma Nath, of Benares, and Dya Narain, of Bareilly, fail to obtain quarter marks. Either idleness, or a want of ability to apply acquired

knowledge, characterises the papers of this class in Geometry generally, and Mr. Cole has occasion to repeat the stricture which former Examiners have passed on the apparent unwillingness of the students to attempt to solve the simplest problem, which is not enunciated in the words of the book, or which is something different to questions to which they have been accustomed. This want of energy is not only unworthy of the students themselves, but is a matter of greater regret to their teachers. My own experience is, that though in the course of tuition some hundreds of Geometrical exercises may be worked out and solved for the benefit of a class, yet when the day of examination comes, the students are loath to try to solve the simplest deduction, and thus I have nothing to show for the care which had been bestowed on them. I regard all the students of this class to have failed in the Departmental Examination, who have not obtained one-third of the full marks in Mathematics.

These are, besides the three above mentioned, Kedar Nath, Poorno Chandr, Sar Nath, and Soonder Dass, of Benares, and Ajoodhya Pershad, of Bareilly. I have already pointed out that the Mathematical requirements of this class in this year's Departmental Examination will be raised.

(4.) *Oriental Literature*.—The examination consisted in papers in the Vernaculars and Grammar, with translations into English and *vice versa*. It is a matter of regret that the questions furnished in Grammar were not attended to in general. It may be that the actual text book in Grammar had not been read or was forgotten, but some attempt should have been made to send in answers to what were after all easy questions. Ajmere only is exempt from blame in this respect. Its one student, Kali Kumar, passed generally the best examination in critical and grammatical knowledge and in translation. Bad spelling and absurdities in the way of derivation are not, I regret to observe, uncommon. For instance, Ram Rattun, of the Agra College, spells *ابولکھادس* as *ابوالکھارث* and *ابولکھادس* as *ابوالکھارث* and gives the meanings of the words *ابولکھادس* as *ابولکھارث* and *ابولکھادس* as *ابولکھارث* and gives the meanings of the words *ابولکھادس* as *ابولکھارث* and *ابولکھادس* as *ابولکھارث*. For the first of these words numerous foolish derivations are proposed by different students. Uma Nath, of Benares College, spells *وزیر* as *وزیر* and much ignorance is displayed by him and his class fellows in the derivation and the discrimination of words. Hit Keshore, of the Agra College, translates *شاید بادشاہ کل نہ نکلے* by "perhaps he may not come out yesterday," a piece of evident carelessness. The names of those students, besides the above, who have displayed carelessness in this part of the examination, are Kirpa Ram and Gunga Pershad of Agra, Narain Dass, Jankee Pershad and Ajoodhya Pershad of Bareilly, and Bhol Nath, Kedar Nath, and Soonder Dass of Benares.

8. On the whole the performances of this class in the Departmental Examination are unsatisfactory. Fourteen out of twenty-six have failed, and of these half are from Benares College, three from Agra, and four from Bareilly. Of the twelve who passed, five have done extremely well, and of these five Kali Kumar of Ajmere school is first. Comparing these results with those of the Calcutta University Examination, I find that in the latter examination 122 only have failed in passing, of whom two only are from Benares College, four from Agra, five from Bareilly, and one from Ajmere. It is difficult to account for this success on the part of the Benares students, compared with their failure in the Departmental Examination, except by supposing that they to some extent neglected to exert themselves for the latter. Kedar Nath, Siddeshwar, Poorno Chandr, Sar Nath, and Soonder Dass, though they have passed the Calcutta Examination, have failed in the Departmental. They will, in consequence, be not entitled to the full amount of scholarship allowances which they would otherwise have received. Still more difficult of explanation is the fact that, Kali Kumar of Ajmere, Bhawanee Pershad of Bareilly, and Khanday Rai of Agra, who passed in the 1st division in the Departmental Exami-

nation, have failed in the Calcutta papers. I do not wish to exclude any of these students from the enjoyment of scholarshipp : allowances, on the condition that they again compete for the Calcutta University Examination.

9. *First Class School Department*, consisting of 50 students, viz., 14 Agra, 18 Bareilly, 13 Benares, 5 Ajmere.

(1.) *English Literature*.—Speaking of the School Department generally, Mr. Rogers notices “the excellent grammatical knowledge generally displayed.” This result is very satisfactory, and reflects great credit on the teachers in charge of the classes attended to, and not the less so, that their attention was directed to improvement in this respect early in the year. The Examiner suggests that more attention be paid to spelling and punctuation, and the practice of composition with the view of acquiring a more easy style of phraseology. The practice of correct punctuation has much to do with the formation of a precise style of expression, and is so far a medium of acquiring accuracy. The Principals are requested to take marked notice of defects in this point in their periodical examinations. Mr. Rogers in conclusion expresses “a high opinion of the manner in which the foundation of a knowledge of English language and literature has been laid.” This testimony is valuable, as being independent of the bias which sometimes sways Examiners accustomed to tuition, and therefore more or less prejudiced in favour of a particular “system.” With regard to the first School class, the Examiner says—“Allow me to speak in the warmest terms of the Ajmere 1st School class, every pupil of which (they are five in number) passed a most creditable examination. Of Agra, J. C. Lyons greatly distinguished himself; of Benares and Bareilly the pupils generally sent up good papers in prose and poetry, but at present fail in letter-writing, particularly in private ones.”

(2.) *History and Geography*.—The Examiner speaks as follows:—“In History four out of the five Ajmere pupils do very well. The Benares pupils are deficient, and display in their answers the same off-handedness so conspicuous in the upper classes. Carthage is said to have been founded by Sesostris (Soresh Chandr) and to have obtained its greatest glory under Nebuchadnezzar (Lukshmi Shunkur); the kingdom of Babylon was founded by the ten tribes of Jews, (Buroda Pershad,) and Lycurgus was a lawyer of Spain (Bama Dass.) Such are some of the blunders, displaying great confusion of ideas. They, however, deserve credit for their generally correct orthography. The Agra and Bareilly pupils generally do better, but they could not be too severely censured for their spelling, which in many instances is most discreditably. The two classes ought to be carefully exercised every day in this most important part of their lessons. In Geography the failures are numerous, viz., eight in the Bareilly College, seven in the Agra, and four in the Benares; the pupils of the Agra College exhibiting generally marked deficiency in the subject.

“The Benares pupils deserve much credit for the neat sketch maps of the American Continent they send in, this very important branch of Geography having evidently received much attention there.” The failure in spelling thus noticed needs careful correction. Marked carelessness in this particular speaks badly for previous training, and the Junior Masters are responsible so far for the ill success of the class under consideration.

(3.) *Mathematics*.—Mr. Cole’s remarks concern the 1st and 2nd School classes collectively. They are as follow:—

“The Euclid of the 1st and 2nd classes is good. There is, however, a falling off in the Algebra and Arithmetic of the first, but the second has succeeded better, the Benares boys excepted. Indeed the work sent up from Benares has through-

“out all the classes been inferior to that of the other Colleges. In the second School class, many of the papers contain only the answers without the working. Hence it is impossible to tell whether the boys have used unfair means to obtain them, or when they are right, to judge which deserves the highest marks.”

The fact that some boys sent up their answers only is the more strange, when it is remembered that they are in the habit of passing monthly examinations in which such a proceeding could have received no countenance. I hope that the time is coming when the Benares students will cease to subject themselves annually to unfavourable notice in the matter of their Mathematical acquirements. If they continue to neglect ordinary diligence in the preparation of the elementary subjects, which they have to master, it will not be with impunity.

(4.) *Oriental Literature*.—Questions were proposed in Urdu, Hindee, Persian and Sanscrit. The answers received vary according to the acquirements of the students, some of whom reply in one, and others in two subjects. The general percentage is calculated so as to present some idea of the relative merits of each boy. Hur Narain of Ajmere, Purmeshri Dass, Muddun Mohun, Tujumul Hossein, and Shiam Behari, of Bareilly, with Asud Ali, Lalta Pershad and Sirdar Singh of Agra, deserve special mention. Lalta Pershad's translation from English into Urdu will be printed in Appendix to the Educational Report for 1862-63. In Urdu Grammar the boys of Bareilly and Agra do best, and the same in Persian, as was to be expected. Mis-spelling and ignorance, in a critical point of view, are common defects, but in many cases the errors are attributable to downright indifference on the part of the students, whether their answers be right or wrong. Such must not be surprised if they suffer in consequence. One Agra student derives لیبیک from لب and بیک two at Benares derive سلطنت from لطن, and مروت from روت. Heera Singh (Ajmere) spells امر as امر, اکثر عمر as مؤنث اکسر as مطلق مونس as متلك as مضارع مضاره &c. Lukshmi Shunkur of Benares explains طقیف سے رحائی پائی by تکلیف سے رحائی پائی — absolute nonsense; Sangsar Chand (Agra) gives the different kinds of pronouns as ضمیر قاعل (sic) ضمیر مفعول and اسم موصول—and the same student explains the origin of the Urdu language in the following empty terms:— “The Urdu language is said to have its origin from the Grecian Army; it is the corruption of the different languages.” This is a fair sample of the way in which many students expose the inaccuracy of their information.

10. I remark generally that the first School class has passed a better examination than it did last year. Signs of a greater readiness and freedom of expression are apparent. The first four boys in particular have reached very high percentages, in each case over 60 per cent. The first is from Ajmere, and the three next from Bareilly. In orders recently issued, the promotion from this class has been limited to such students only who have obtained half marks, or nearly half marks. I regard this as necessary for the future success of the Junior College class, which is the nursery of candidates for the Calcutta University Entrance Examination. This doubtless might be effected in another way, viz., by making the Junior College class a two years' class, but this did not seem advisable on the whole to the Heads of Institutions. Twenty-five students thus receive promotion, and a good idea of the relative merits of this class for the year at the different Institutions may be gathered from the information that of these 25, five (the whole class) are from Ajmere, eight from Bareilly, six from Agra, and six from Benares. Moreover, what is very much to their credit, the five Ajmere students are all among the first 12 on the general list. Five out of the same number are Bareilly students, but Agra and Benares supply only one each, the Agra boy standing 5th, and the Benares boy 11th.

11. Second Class School Department consisting of 50 boys, viz., 15 from Agra, 17 from Bareilly, 18 from Benares.

(1.) *English Literature.*—The Examiner reports:—"The second School class of Agra College was generally good, whilst Umba Pershad and Jwala Pershad sent up very excellent papers. The papers of the pupils of Bareilly were written carefully and accurately, and I have much pleasure in making honorable mention of Dwarka Pershad, Dila Ram and Mahaomed Sayed. I regret to notice the general deficiency of this class in the Benares College."

(2.) *History and Geography.*—In History the text book (Keightley's small History of Rome) was perhaps too large a portion for thorough acquisition. The Examiner says:—"With reference to the portion read, it may be remarked that the Agra boys have generally done very well, the Benares and Bareilly with marked failure in most instances." He adds with regard to Geography:—"In Geography, the Benares pupils do little better than they have done in their History, and the same carelessness and inattention to what was required of them in the questions set pervade this class likewise. The Bareilly boys do much better, but the Agra display the greatest proficiency, and are well up together. This last circumstance alone would indicate that the class has been carefully instructed. But more attention ought to be directed to the spelling of proper names. This is a remark applicable to all the Colleges, and ought to be carefully acted up to. The following are samples of some of the errors committed: Mud-Ross, Shah-gohon-poor, Hymlia, Sent Allana, (St. Helena.) All the papers abound in false spelling of this description."

The extreme of absurdity in spelling would appear to have been reached in these examples to an English Reader, but allowance must be made for boys who have had time only to read their text book twice or thrice only, and whose memory has thus been so severely taxed, that a faint echo of the sounds of the names of places is all they have retained. The orthography of foreign names is confessedly a matter of uncertainty even to well educated persons, and I am, therefore, not inclined to lay much stress on the failure now under observation. Much, however, may be done in the way of improvement, and the Heads of Institutions will, I trust, direct their efforts too remedying the defect.

(3.) *Mathematics.*—The Examiner's remarks on the proficiency of this class have already been given under the first School class. His general remarks, which may be taken as referring to all the classes generally, are as follow:—"In comparing the Colleges, I have been most satisfied with the Ajmere and Bareilly boys on account of the neatness and clearness of their work, their answers shewing that they understood better what they were doing, and trusted less to their memories than the boys of Agra and Benares. In fact they were better grounded. I am here speaking of the boys collectively, of course there are individual exceptions. Those of Agra have sent up very neat papers, but their ideas are apt to become confused. From Benares I regret to say I have received slovenly and carelessly worked papers. In many instances a little more attention would have gained more marks. Before concluding, I must remark that the boys would pass more satisfactory examination, could they be made to think for themselves.

"They are so accustomed to work by rule, that it is difficult to get them to do this, but unless they learn to use their reasoning faculties when in the lower classes, they cannot hope to prosper in the higher. Their want of proper training has no doubt arisen from the style of the Calcutta Examination papers, which contain only practical questions to the exclusion of all that which is commonly named "Book-work," and the teachers have been led to imagine that in giving their pupils a great amount of practice, they were insuring their success, whereas had they taught them the origin of the formulæ employed, and left them to some extent to themselves in their application, the boys would not so often fail."

These remarks are particularly worthy of attention on the part of those teachers to whom is entrusted the important charge of elementary Mathematical training. Without a sound foundation, no Mathematical acquirements will stand the test applied by an intelligent Examiner.

(4.) *Oriental Literature*.—Papers in Urdu, Hindee and Persian, including questions in Grammar, form the chief means of inquiry in this part of the examination. Luchmi Narain, of Agra College, has passed by far the best examination. His class fellows Salig Ram, Umba Pershad, Jwala Pershad, Kafoor Singh, Mukhan Lal, Ram Dial, and Rashik Bebhari, have also done very well, as also Piyari Lal, Mahomed Sayed, Dila Ram, Dwarka Pershad, Jwala Sehai, and Mahomed Ali II. of Bareilly. Salig Ram (Agra) has likewise furnished a fair Urdu version of a passage in English, which will be printed in Appendix to the Educational Report 1862-63.

The questions in Grammar are not, however, on the whole well answered, and in some cases a confusion between English and Urdu Grammar has led to absurd statements. In Persian the Agra students do fairly. In this language I regret to notice want of preparation on the part of the Bareilly boys. Mis-spelling and other evidences of carelessness characterize a large portion of the papers, particularly those from Benares. Such derivations as that of بالکل from بال and کل by Nobin Chandr of Agra, and إختيار and إختلاف from رخت, or مذهب from مذبه &c. by Benares students, imply gross ignorance. No single student of either of the Institutions was able to give the meaning of the word كباده

12. I trust that what has been said generally on the subject of the examination of all the classes in oriental literature, will impress upon the Moulvies and other teachers the necessity of a more strict and accurate attention to Grammar and analysis. The mere reading over an author with a hasty explanation of uncommon words and phrases only, besides being useless as a mental exercise, will always be found to fail as a proper preparation for the inquiry of an ordinarily careful Examiner.

13. On the proficiency of this class generally, I cannot speak with unmixed satisfaction. Only 20 boys succeed in gaining half marks or nearly half marks, and though the first 11 of these have passed a most excellent examination, it is to be wished that the class throughout had been more equal. Relatively considered, this class at the Colleges of Agra and Bareilly is in every way superior to that at Benares. The first Benares boy is only 15th on the general list. The class at the Agra College is deserving of great commendation. Of the first 11 boys above mentioned, 7 are from Agra, and the rest, one of whom stands 2nd, from Bareilly. This result corresponds with my own oral examination of the class at Agra, and the masters in charge have already received an expression of my satisfaction.

14. In conclusion, I feel assured that the Heads of Institutions will unite with me in appreciating the careful nature of the inquiry instituted by the Board of Examiners, and that they will call the attention of their subordinates to the various defects which have been exposed so freely. This letter will be printed in Appendix to the Educational Report for 1862-63.

I have, &c.,

(Sd.) M. KEMPSON,

Director of Public Instruction,

North Western Provinces.

## APPENDIX B.

## 1. Translation from English into Urdu by Sohan Lal, Middle College Class, Bareilly College.

“ We shall suppose that at the age of fourteen or fifteen you are at length “ fixed in some line of business. Your situation is now exceedingly critical ; you are “ the servant of a master, and it is necessary you should go through this course “ of servitude to fit you for being some day a master yourself. You will perhaps “ be called on to perform some unpleasant, it may be undignified, work not agree- “ able to your pride. But go through all with alacrity and cheerfulness. Show “ willingness to do what you are bid ; for next to honesty and steadiness, there is “ nothing which masters like so much as willingness. If ever you show unwilling- “ ness, you will be regarded as sulky. If you be honest, steady, and willing, there “ is no fear of your success.”—Chambers.

## TRANSLATION.

فرض کیا جاتا ہے کہ چودہ یا پندرہ برس کے سن میں تم انجام کار کسی روش کار و بار میں مسلط ہو گئے پس اب تمہارا مقام از حد نازک ہے اب تم گویا ایک آقا کے خادم ہو اور باہن وجہہ یہہ ضرور ہے کہ تم اس عالم خادمی میں ایسی روش چلو کہ تم بھی کسی نہ کسی روز آقا ہو جاؤ شاید ایسا اتفاق ہو کہ تمہیں کوئی ایسا کام کرنا پڑے جو تمہیں ناپسندیدہ معلوم ہو یا تمہاری حیثیت سے بعید ہو یعنی تمہاری شان کے شایان نہ ہو اس صورت میں تمکو لازم ہے کہ اسکو خوشی و خورمی سے انجام دو اور جو کام کرنے کا ارشاد ہو اسکی تعمیل رضامندی کے ساتھ کرو کیونکہ آقا اول تو دیانت داری اور استقلال کو پسند کرتے ہیں اور دوم اسکی رضامندی کے سواے اور کوئی چیز ایسی نہیں ہے جو انکے مقبول خاطر ہو پس اگر کبھی تم سے نارضامندی ظہور میں آئیگی تو تم اسکی نظروں میں بد مزاج ٹھہر گئے لیکن اگر تم دیانت داری استقلال اور رضامندی سے کام انجام دو گے تو تمہاری کامیابی میں کچھ اندیشہ نہیں \*

## 2. Translation from English into Urdu by Lalita Pershad, 1st School Class, Agra College.

“As a clownish fellow was driving his cart along a deep miry lane, the “ wheels stuck so fast in the clay that the oxen could not draw them out. Upon “ this he fell abawling and praying to Hercules (the god of strength among the “ ancient Greeks) to come and help him. Hercules, looking down from a “ cloud, bid him not lie there, like an idle rascal as he was, but get up, encourage “ his oxen, and clap his shoulder to the wheel, adding that this was the only way “ for him to obtain his assistance. The man did so, and thus, by his own exer- “ tions, soon overcame the difficulty.”—Æsop.

## TRANSLATION.

ایک دھمقانی آدمی اپنی گاڑی ایک گلی میں جس میں کیچڑ بہت تھا چلا رہا تھا اتفاقاً اس گاڑی کے پہیئے اس قدر کیچڑ میں دھنس گئے کہ بیل اسکو کھینچ نہیں سکتے تھے اسپو شخص مذکورہ بالا ہو کیولس کو جو زمانہ قدیم کے یونانیوں میں طاقت کا دیوتا تھا پکارنے لگا اور التجا کی کہ وہاں آنکر اسکا مدد و معاون ہو ہو کیولس نے حکم دیا کہ مثل سست اور کم ہمتوں کے وہاں نہ پڑا رہ بلکہ اٹھ اور بیلوں کو ہمت دے اور اپنے کندھوں کو گاڑی کے پہیہ میں لگا کر سہارا دے بعد اسکے یہہ فرمایا کہ صرف اس طریقہ سے میوہی مدد مل سکتی ہے اسکے سوا اور کوئی طریقہ حصول مدد کا نہیں \*

چنانچہ اس آدمی نے اسی طرح سے عمل کیا اور اسکی مشقت سے وہ مشکل بہت جلد آسان ہوئی \*



3. *Translation of the same piece by Salig Ram, 2nd School Class, Agra College.*

ایک وقت کا ذکر ہی کہ ایک گنوار اپنی گاڑی ایک گلی میں جس میں دلدل بہت تھی ہانک رہا تھا پہیئے متنی میں اس قدر گڑ گئے کہ بیل انہیں باہر نہ نکال سکے اس وقوع پر اُس نے غل کرنا شروع کیا اور ہر کیولس کو چسکو پرانے یونانی طاقت کا دیوتا متصور کرتے تھے مذمت کو کر یہہ کہا کہ ای دیوتا اس وقت آکر میبری مدد کر دیوتا نے اُس سے کہا کہ سست اور بیوقوف آدمی کی طرح سے وہاں پڑا نہرہ مگر اُتھہ کر اپنے بیلوں کی ہمت بندھا اور اپنے بازو سے پہیوں پر زور لگا اور کہا کہ مدد حاصل کرنے کا صرف یہی طریق ہی اُس شخص نے اُسی طور کیا اور اُسکی ہی کوشش سے اُسکی مشکل اُساں ہوئی \*

4. *Essay by Sital Prashad, Senior College Class, Benares College, on the Comparative Advantages and Disadvantages of Caste.*

The division of a nation into its several castes was at first a political and not a religious division. It took its origin from the division of labor. In the infancy of civilisation, when men were very few in number, and these few lived together, they, for their own convenience, were obliged to divide labor among themselves, and thus each member had some assigned duties to perform. These duties in time became hereditary, and a number of men having the same duties to perform, formed themselves into a class or a caste. There is no doubt that such was the case in India. We have several reasons to believe that in the time when the Veds were written, there was no such caste distinctions as we find at the present time. In the Veds and the works of our earliest lawgivers, we find that a man must be possessed of certain qualities to make himself qualified for becoming a member of a certain caste. Thus a Brahmin is defined as a man having the knowledge of Brahma or the Supreme Being. It appears from this that one must possess the knowledge of the Supreme Being before he can call himself a Brahmin, and therefore one born of a Brahmin and not possessing the above mentioned quality cannot be called a Brahmin; and the same is the case with the other castes. The above remarks are to show that our Veds are not to blame for the caste-system now prevalent in India. Now as to the comparative advantages and disadvantages of caste. As truth must be told, I, although a Hindoo, must confess that caste-system has scarcely any advantage, but on the other hand the disadvantages attending it are numberless.

Man is created as a social being. Every law, every institution, must therefore have a tendency to create fellow-feeling among men, and that which has a contrary tendency must be considered as against the laws of nature and the will of God. In the present caste-system we see a remarkable tendency of destroying fellow-feeling among men. One born in a higher class cannot touch another born in a lower one. A Sudra, for instance, must not even sit on the same carpet with a Brahmin. Such rules cannot but produce hatred among men of different castes. An intelligent Sudra cannot but think it a degradation, when he sees that he has no claim even to sit with a Brahmin, who, in points of moral and intellectual qualification, is far inferior to him.

The rules about eating and drinking are not only very troublesome but exceedingly ridiculous. A Brahmin will not eat his food if a man of a lower class happens to touch it. What a magical effect is there in the touch of a Sudra!

The caste-system has a tendency to check the intellectual progress of men. Division of labor, if made hereditary, instead of producing advantages, becomes the source of great many disadvantages. We see that nature has endowed different men with different degrees of intellectual and moral capacities. One has a taste for singing, another for language, a third for mathematics, and so on, and if we allow a man to labor in that particular subject in which he has a natural

taste, we find that he makes a rapid progress; but if we put him out of his sphere, what can we expect from him? He can scarcely make any progress at all. But by the rules of caste we find that a carpenter's son must be carpenter, whether he likes his employment or not, and a Brahmin, with strong constitution, whom nature has intended to serve his country as a soldier, must devote his days and nights over books for which he has neither taste nor inclination. Caste system acts against nature, it would make a man a painter whom nature intended for a mathematician. It would make a soldier a scholar; a laborer an astronomer; a carpenter a gardener; and a painter a musician. In short, it would even make a man a philosopher whom nature has intended to remain a fool.

If India must improve and rise in the scale of civilisation it must first abolish its caste systems. Unless this be done we cannot expect any moral or intellectual progress here. We must not have the Veds and the works on philosophy in the hands of the Brahmins only, but they must be open for all. The Hindoos must see what blessings have the want of a caste system produced in Europe. There they will see that Benjamin Franklin, the son of a chandle-maker, became a philosopher. There they will see that men born in a low family rose by their own exertions to the highest rank that a man can have. I think it is needless to bring forward many examples, but let the names of Socrates, Plato, Shakespeare, and even our own Valmiki, the best of poets, suffice to show that if division of labor were made hereditary the world would never have witnessed such men at all.

The advocate of the caste-system may say, that because a man can better teach his son his own profession than anybody else, therefore, caste-system is desirable. The above remarks I think are sufficient to refute this argument, and I need not add any more.

But we are glad to find that the caste system is losing its grounds every day. The more the light of the Western sciences and philosophy shines here the more we will see caste system disappearing, and before the end of the present century we hope that no trace of the present caste system will remain here.

How miserable are those who cannot eat and drink with their best friends because they are of different castes; who are obliged to prepare their own food because their servants are of lower castes; who cannot go to England or any other country of Europe for fear of losing their caste; and who cannot even read Veds, &c., because he is born in a low caste!

5. *Answers given to a paper on Hamlet, &c., by Prosuna Badana, Senior College Class, Benares College.*

QUESTIONS SET BY THE EXAMINER.

- (1.) Give a brief history of the English Drama up to the time of Shakespeare.
- (2.) Explain the following passages:—
  - “ Keeps wassel.”
  - “ Swear by my sword.”
  - “ A vice of Kings.”
  - “ To be your Valentine.”
- (3.) “ And even the like *precurse* of fierce events,  
 As *harbingers* preceding *still* the fates,  
 And *prologue* to the omen coming on,  
 Have heaven and earth together *demonstrated*  
 Unto our climates and countrymen.”

Explain the above allusion. Write down the meaning of the words italicised (in italics.)

What case is ‘precurse’?

- (4.) "It cannot be ;  
But I am *pigeon-livered*, and *lack gall*  
To make oppression bitter."  
"To die—to sleep ;  
To sleep ! perchance to dream ; ay, *there's the rub.*"

Explain the italicised expressions. What idea do these passages give you of Hamlet's character ?

- (5.) *Ham.*—"A bloody deed ; almost as bad, good mother,  
"As kill a King and marry with his brother."  
*Queen.*—"As kill a King ?"

Give your opinion of the Queen. Was she conscious of the murder or not ?

- (6.) *Ros.*—"My Lord, you must tell us where the body is, and go with us to the King.

*Ham.*—"The body is with the King, but the King is not with the body."

Explain Hamlet's answer. What was the peculiarity of Hamlet's madness ?

- (7.) Explain the following italicised passages:—

"Sweet Echo, sweetest Nymph, that livest unseen  
Within the *æry shell*,  
By slow Meander's *margent green*,  
And in the violet-embroider'd vale,  
Where the *love-lorn Nightingale*  
Nightly to thee her sad song mourneth well."

Explain the last line.

- (8.) What is a sonnet ?

"Thy firm unshaken virtue ever brings  
Victory home, though new rebellions raise  
Their *Hgdra-heads*, and the false North displays  
Her *broken league* to *imp* their serpent wings."

To whom were these lines addressed ? Explain their allusions.

#### A N S W E R S.

(1.) Before the time of Shakespeare dramatic literature was not much cultivated ; for we do not know any drama prior to the time of Shakespeare which really deserves the name ; and if there were any, they have been almost lost, and are now rarely known. Shakespeare carried it to perfection, and no nation has ever produced a better drama than Othello, Hamlet, Lear, or Macbeth.

(2.) "Keeps wassel," *i. e.*, drinks, devotes his nights to jollity ; "wassel" is from Anglo-Saxon weasel, I drink.

"Swear by my sword." Swearing by one's sword, or rather by the handle of the sword, which was in the form of a cross, was a very ancient custom in England. It means, as you believe in Christianity, take oath by laying hold of the handle of the sword (which was in the form of a cross) that you will not reveal the secret.

"A vice of Kings" *i. e.*, a low mimic of Kings.

"To be your Valentine." It was formerly a custom in England and Scotland that, when a person wished to marry a lady, he tried his best on the morning of St. Valentine's day to present himself to her view before all her other lovers. It means, to be pledged in marriage to you.

(3.) A little before the time when Julius Cæsar was killed in Rome, ghosts terrified men at the dead of night, and comets and other ill-portending things, such

as eclipses of the moon and dark spots in the sun, were visible to the inhabitants of Rome.

“Precurse.”—Fore-runner, *pre-curse*.

“Harbingers.”—Foretellers.

“Still.”—always.

“Prologue to the omen,” *i. e.*, something coming before the predicted event. As in Grecian tragedies *prologue* always preceded them, so here it means that which comes before.

“Demonstrated”—shown, revealed.

“Climatures”—Climate, country.

“Precurse” is in the accusative case governed by the active verb “demonstrated,” or governed by the preposition “to,” understood after “like.”

(4.) “Pigeon-livered,” having a liver of a pigeon, *i. e.*, weak and cowardly heart, pigeon being a very mild and innocent bird.

“Lack gall.” Want that thing in the constitution of any body which makes men irritable.

“Gall”—means in Bengalee मिश

“There’s the rub”—there is the difficulty. The passages quoted in the question-paper make us think that Hamlet was a weak Prince ; by no means cruel ; and that he was “absorbed in the world within, and abstracted from the world without.” He was given up more to imagination than to action ; his mental perturbations lay too heavy upon him, and he gave away to grief, and had not the fortitude to bear himself up under it. Hence his desire of putting an end to his life.

(5.) The Queen was by no means an accomplice in the murder of her husband. She was also not conscious of the villany of the King, young Hamlet’s uncle, as we know from the answer of the Queen to Hamlet.

The Queen instead of showing remorse on the reprimand of Hamlet (which she would have showed had she been guilty), expresses her surprise by uttering “As kill a King?”

(6.) The passage is obscure. The commentators are divided in their opinion about the meaning of the passage. The most probable meaning seems to me to be that the King is a body without a kingly soul. As Hamlet’s uncle had ascended the throne of Denmark, he was King in person ; but as his mental qualities were mean, Hamlet says he does not deserve the title of King. The passage is equivalent to “the King is a thing—of nothing,” *i. e.*, King in external signs, but he does not possess a royal mind.

The peculiarity of Hamlet’s madness was that he was not really mad, but he feigned madness. He, therefore, in order to make others, and especially those who were sent by the King to know the true cause of Hamlet’s madness, believe that he was really mad, and not “mad in craft,” expresses unwelcome truth, and gives utterances to thoughts which are unconnected.

(7.) “Aery shell,” *i. e.*, the sky, not the horizon.

“Margent green.” The bank of the Meander was covered over with fresh and green grass.

“A love-lorn Nightingale,” *i. e.*, a Nightingale separated from its love or mate.

“Nightly to thee her sad, &c.” Pours forth her sweet, plaintive strains every night for thee to repeat them again.

(8.) A sonnet is a metrical composition containing 14 verses. It is the diminutive of a song. The lines quoted in the question-paper were addressed to Lord General Cromwell. Hydra was a monstrous serpent in the Grecian mythology

The allusion is to the covenant of the Scots in the time of Charles I.

“Imp,” *i. e.*, to mend, repair.

Though the solemn covenant was broken, still new rebellions would rise, and be supported by the treacherous Scots.

6. *Translation of a passage from the Ikhvàn-us-sufâ, by Madhava Chandra, of the Middle College Class, Benares College.*

PIECE SELECTED.

پادشاہ نے کہا یہہ تم سچ کہتے ہو مگر جنوں کے پادشاہ کے سامنے ان چیزوں کا کچھہ مذکور نہیں ہی وہاں عدل و انصاف ادب اخلاق تمیز فصاحت و بلاغت میں مناظرہ ہوتا ہی تم میں سے کوئی ایسا ہی کہ ان باتوں میں سلیقہ رکھتا ہو پادشاہ کی یہہ بات سنتے ہی سب نے چپکے ہوکر سر جھکا لیا اور کچھہ نہ کہا اسکے بعد ایک حکیم مکھیوں کی جماعت سے نکل کر پادشاہ کے سامنے آیا اور کہا کہ خدا کی مدد پر بہرہوسا کر کے میں اس کام کے واسطے جاتا ہوں وہاں حیوانوں کا شریک ہوکر انسانوں سے مناظرہ کرونگا پادشاہ نے اور سب جماعت نے کہا جس چیز کا تو نے ارادہ کیا ہی خدا اُس میں تیری مدد کرے اور تجھکو دشمنوں پر غالب رکھے غرض سفر کا سب سامان اُسکو دیکر رخصت کیا یہہ حکیم یہاں سے چاکر جنوں کے پادشاہ کے سامنے جہاں اُور سب انواع و اقسام کے حیوانات حاضر تھے جا موجود ہوا \*

TRANSLATION.

“All this,” cried the King, “which you are saying is true. But there is no need of exhibiting these things in the presence of the King of the Genii. There every one contends to excel in justice and intelligence, in manners and etiquette, in decorous eloquence and oratory. Is there any one among you who possess skill in these matters?” As soon as they heard these words of the King, they all became silent, hung down their heads, and made no answer. After this came out a Philosopher from the swarm of the flies, and said, “Relying on the protection of God, I undertake this task. There, as the representative of the brutes, I will contend with men.” “May God,” exclaimed the King and the crowds assembled before him, “help you in the work you have intended to perform, and make you victorious over your enemies.” At last, having furnished him with all he needed for his journey, he gave him leave to go. The Philosopher departed from this place, and arrived at the presence of the King of the Genii, where many and different sorts of brutes were assembled.

7. *Translation into Oordoo Verse by Kyamuddin, Middle College Class, Benares College.*

“Some have too much, yet still they crave ;  
I little have, yet seek no more.  
They are but poor, though much they have,  
And I am rich with little store.  
They poor, I rich ; they beg, I give ;  
They lack, I lend ; they pine, I live.”—Shenstone.

TRANSLATION.

دولت وہ رکھتے پاس ہیں بے حد و بیشمار  
اُسکو کسی طرح سے بڑھا دیوے کردگار  
زیادہ تلاش کرنے سے ہی مجھکو ننگ و عار  
کیجے نظر جو غور سے وہ ہیں غریب و خوار  
ہوں میں امیر سمجھوں ہوں اپنا بڑا وقار  
میں ہوں امیر دیکھیے اگر اہل روزگار  
اور مجھکو بے دیئے انہیں آتا نہیں قرار  
دیتا ہوں عاریت میں یہاں لیل اور نہار  
تکلیف سے وہ رھتے ہیں ہر دم ذلیل و خوار  
رھتے ہیں ایسے لوگ بھی ہر روزگار  
اُسپر بھی روز و شب یہی اُنکا ہی مدعا  
گو میرے پاس دولت دنیا کا سبیل ہی  
وہ لوگ جنکے زر کا نہیں کچھہ شمار ہی  
قبضہ میں آج گو میرے تھوڑا خزانہ ہی  
وہ لوگ ہیں غریب اگر غور کیجیئے  
انصاف سے جو دیکھو تو وہ مانگتے ہیں بھیک  
کام اُنکا مانگنے کا ہی ہر لحظہ ہر گھڑی  
کرتا ہوں زیست دھر میں میں ہی بہ خورمی

APPENDIX C.  
DUSTUR-UL-AMAL FOR DEPUTY INSPECTORS.

*To come into force on the 1st June 1863.*

1. The Deputy Inspector of a District has a right to a chair at the Durbars of the Hon'ble the Lieutenant Governor, by G. O. No. 3362 A., dated 24th December 1862. He holds a post of importance and responsibility, as the immediate channel of communication between the Government and the people in the matter of popular education. His general duty is to carry out the instructions he receives from time to time from the Inspector, to set before the inhabitants of his district the benefits of education, and to induce them to take advantage of it.

2. His particular duties naturally separate themselves into two classes:—

1st,—Personal inspection ;

2nd,—A strict supervision of the work of his own immediate subordinates, the Sub-Deputy Inspectors. He must, therefore, remember that, in estimating the value of his work, the Director of Public Instruction and the Inspector judge chiefly by examining into his success and diligence in these two particulars, and that in case of failure they hold him to be responsible.

3. The first of these classes of duties relates to his own personal inspection, and the devotion of his attention to promoting the efficiency of the Teachers in his district, and thereby the placing of the working of the schools on a healthier footing.

He is expected to be busied in the actual work of inspection two-thirds of the year, and this proportion is to hold month by month (one month's vacation excepted); that is to say, he will be on tour two-thirds of the month, or twenty days. The remainder, taking the average length of each month to be thirty days, will be allowed for halts, inclusive as a general rule of Sundays and holidays.

4.\* The last week of April and the first week of May will be sufficient time for the preparation of the Annual Statements required by the Inspector.

5. Such being the time allotted for his inspecting duties, it is further necessary for him to arrange his visits to the schools with some regard to system. He should visit the beats of each Sub-Deputy Inspector in turn, and take care not to go over the same ground or to see any one school more than once a month, except in cases of actual necessity; nor is he to allow the Sub-Deputy Inspector to attend him, except when a new man has been appointed, when it will be his duty to introduce him to the Teachers and inhabitants, and explain to him his duties.

6. It is his special duty at school visits —

(1.)—To examine into the state and accuracy of the Register, and the causes of irregular attendance.

(2.)—To look into the arrangements of the classes, and the provision of the necessary books according to the Hidayat Námah.

(3.)—To compare the results of his present examination of the boys with the last.

(4.)—To give rewards and promotions (half-yearly).

(5.)—To look into the state of the building and the school apparatus generally.

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\* A change recently made in the period of the submission of the Annual Educational Report to Government will affect this rule.

(6.)—To enter his remarks on these five points in the Kaifyat Book, noticing at the same time those made by the Sub-Deputy Inspector at his last visit.

7. He will copy each kaifyat thus made into his roznamcha *on the same day*, adding the date of the Sub-Deputy Inspector's last visit at the school, for the Inspector's information; and this original roznamcha is the one which he is to forward to the Inspector's office on the 1st of each month.

8. The second class of the Deputy Inspector's duties has been already mentioned. It is a strict supervision over the Sub-Deputy Inspectors. When necessary, he may summon these Officers to an interview at any place within the pergunnahs under their jurisdiction, but he must take care to do this as seldom as possible. He must carefully examine the Sub-Deputy Inspector's roznamchas, and test them by comparing their contents with the Register and Kaifyat Books of each school he visits.

9. He is to be particularly careful in all cases where leave of absence is required, to satisfy himself that the cause assigned is satisfactory. The Inspector has at any time the option of refusing to receive a sick certificate from a native practitioner not in Government employ. Also the Deputy Inspector must, as far as possible, avoid the practice of allowing his subordinates to go on leave, unless sanction to that leave has been received from the Inspector's Office. This is particularly necessary in all cases of application for privilege leave, or for leave on private affairs.

10. In the matter of punishments, the Deputy Inspector has the power of recommending fine, suspension, transfer, or dismissal, to the Inspector; but it is his duty to avoid these recommendations as far as is consistent with the maintenance of good order and discipline, and rather to endeavour by advice and encouragement to induce the idle to be diligent and the careless to be attentive. He has the power of degrading boys in case of idleness or irregularity of attendance at his half-yearly examinations.

11. It is the duty of the Deputy Inspector to attend the Inspector during the progress of his annual tour, and the Director of Public Instruction, when called for.

12. Further, it is his duty to attend the Collector of the District when called for, and generally to consult him and ask his aid and advice in the matter of the provision of school buildings or collecting subscriptions. He must likewise be on good terms with the Tehsildars and other Native Officials of influence, and endeavour to propitiate their aid when necessary.

13. General Orders of the Sudder Board No. 4, dated 10th August 1852, direct the examination of Putwaries, &c., by the Deputy Inspectors of Districts. In the exercise of this authority, he must consider himself subordinate to the Collector only, and ascertain his wishes. Allowance will be made by the Inspector for any interference with his regular work which this duty may occasion.

14. He is to keep a list of all the students of schools whom he considers qualified for employment under Government in subordinate capacities, and furnish the Collector year by year with such lists.

15. With regard to the sale of books, it is his duty to see that the boys in the schools are properly provided with class-books, which it will be the task of Government to provide at as cheap a rate as possible. Unless boys are willing to provide themselves with the necessary class-books, they must not expect to receive regular promotion.

16.\* Without direct orders from the Inspector, the Deputy Inspector is forbidden to purchase books for school use from other sources than the Curator's Depôt.

17. In case any part of these instructions be not clear or sufficiently explicit, the Deputy Inspector will ask explanation from the Inspector; and if in any particular instance he is unable to carry out his orders, he is to state the circumstances in detail for the Inspector's consideration.

18. These instructions will be considered as additional to those already in force. Should they clash in any point, the latter so far will be held repealed. The remaining portion will hold good.

BAREILLY :  
18th March 1863. }

M. KEMPSON,  
Director of Public Instruction,  
North Western Provinces.

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#### APPENDIX D.

#### HIDAYUT NAMA FOR THE DEPUTY INSPECTOR OF FEMALE SCHOOLS.

1. The terms of the appointment of Deputy Inspector of Female Schools are specified in letter No. 833, dated 10th December 1862, from the Director of Public Instruction to the Inspector of the 2nd Circle, North Western Provinces. His duties will, for the present, be limited to the Zillahs of Agra, Muttra, Etah, and Mynpoorie.†

2. Such arrangements in the system of inspection already established in these Provinces, which have been found by experience to work well, will be adopted in that particular section of it now being established. It will be necessary, therefore, for him to keep an accurate diary (in the form enclosed) of his monthly tours and other business connected with his duties; and so soon as each school shall have been furnished with Kaifyat Books, he will enter in his diary copies of such kaifyats (with dates) as may be from time to time inserted in those books at the time of his visits. A similar diary will be kept by the Sub-Deputy Inspector.

3. He will be provided with a form of Kaifyat and Attendance Books to be placed in the hands of the Teacher of each school; and it will be his care to instruct each Teacher in the use of the latter, and to see that his instructions are carefully carried out.

4. The number and situation of Female Schools already established in the abovementioned zillahs are given in list (No. 1) enclosed. The Deputy Inspector is required to give his attention to increasing the attendance and raising the general character and status of these schools, with a view not only to their usefulness as schools, but also for the purpose of creating a supply of school-mistresses for new schools. He will also use his efforts in establishing new schools at the Sudder and Tehsili Stations, with the special object of training girls who may become Teachers, and for this purpose should place himself in connection, and act in concert, with the Deputy Inspectors of districts, and likewise with the Revenue Authorities, after personal application to the Collectors for their influence and authority. It is also hoped that the English Ladies will lend their aid and countenance to the efforts thus projected.

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\* This rule is rendered necessary by the wholesale piracy of Educational Works printed by the Government on the part of a Lucknow Printer, one Newal Kishore.

† Furruckabad has since been added to this list.



5. The task entrusted to the Deputy Inspector of Female Schools is one of peculiar difficulty, and he is himself fully aware of the nature and extent of that difficulty. So long as his own conduct is marked by probity and integrity, and his manners and morals are beyond the reach of cavil, he will be able to effect good, and no longer. He has already shown aptitude for his present duties in his exertions for female education in the Agra zillah. The experience which he gained there will now be of great use to him.

6. In the first instance, it will be advisable to provide for the assembling of the girls in private dwelling-houses, also to furnish them with means of escort calculated to ensure privacy, the expenditure connected with which will be regarded as contingent. Afterwards, when the stability and good working of the school is assured, arrangements will be made for a properly-constructed school-house, combining a residence for the mistress.

7. In several localities in the 2nd Circle, respectable zemindars and others favor female instruction. In some cases elderly Pundits, in whom confidence is placed, are entrusted with the duty of teaching, but it is desirable to get rid of this practice gradually by the employment of mistresses whenever they become obtainable. In not a few instances, a small number of girls are in the habit of attending the village Halqabandi schools with their brothers. In all such cases it is evident that a nucleus exists for the formation of a separate girls' school; but even in instances of this kind, no school should be formed without the promised support of the more influential inhabitants, and the enrolment of at least ten names on the attendance list as a beginning. Rs. 7 to 10 will be the amount of salary payable to properly qualified mistresses, and Rs. 4 to 6 may be given for assistants where necessary.

8. As regards inspection, the Director of Public Instruction, the Inspector of the Circle, and the Deputy Inspector of Female Schools will be the only Government Officers who will be considered authorized by their position to exercise the right of testing the progress of the studies and other matters connected with the welfare of the schools. The Sub-Deputy Inspector is connected with the Agra District only. As regards the *entrée* of relations, the fathers of the girls who may attend will be considered as a Committee, with full powers to decide on the casual admission or exclusion of all who claim a right to see the schools. They will also be consulted with reference to the girls to be admitted on the books, for it is just that they who send their daughters to be educated should have the right of regulating in some degree the admission of those with whom they will have to associate.

9. As the subjects of study will be limited in number, so the classification of the scholars will be as simple as possible. There will be three classes with studies as below :—

*First Class. 1st Division*—The Alphabet, and the writing and reading of letters and numbers. *2nd Division*—Balbodh or some such Primer, and the writing of simple words and numbers. The Multiplication Table by rote.

*Second Class.*—Dharum Singh (a tale of rustic life); writing from copies and from dictation. The first four rules of Arithmetic, the Money and Weight Tables and simple practical exercises in the same. The Map of the District.

*Third Class.*—Bama Man Ranjan (stories for females by Babu Siva Prasad) and Vidyankur. Writing from copies and from dictation; the Rule of Three, and practical bazaar computations.

The Maps of Hindostan and Asia.

*N. B.* (1.)—Promotion from the 1st to the 2nd Class will be quarterly, at the discretion of the Deputy Inspector only. From the 2nd to the 3rd, the promotion will be half-yearly, also at the discretion of the Deputy Inspector.

(2.)—The Teachers are to be particularly warned to pass over no difficulties in the books of studies without explanation, and to avoid as much as possible the practice of allowing the children to get their reading-books by heart. The books should be closed after each reading lesson, and questions in the subject-matter be put to each child in order.

(3.)—It is desirable that for one or two hours daily the mistress should (if properly qualified) teach the girls of the second and third classes to sew, spin, knit, and mend clothes neatly. It may be possible also to introduce such manual employments as calico-printing, plain embroidery, &c., both as a means of recreation, and by way of teaching the girls to turn their leisure hours to advantage.

Such progress as this is, however, a work of time, and the Deputy Inspector will remember that it is his duty for the present to bear in mind the advantage of introducing this kind of teaching.

10. It is unnecessary for the present to define more exactly the duties of the Deputy Inspector of Female Schools. These duties, so far as they relate to the establishment of new schools, are emergent, and will demand the exercise of much judgment and discretion. In all cases of difficulty, or when any matter affecting the interests of the system generally, comes to his notice, he is to communicate without delay to the Inspector of the Circle. But where rules and principles have been laid down, and presumed to be understood, he will be held responsible as far as regards carrying them out faithfully and diligently.

M. KEMPSON,

Director of Public Instruction,

North Western Provinces.

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## APPENDIX E.

*Letter from the Secretary of the Committee of the Victoria College, Agra, to the Director of Public Instruction, North Western Provinces.—Dated 25th February 1863.*

As you are the head of the Education Department in these Provinces, and take a great interest in improving the intellectual and moral condition of the inhabitants of this part of the country, I think it necessary to inform you of the recent establishment here of a Public Educational Institution, which is supported by our private contributions and has been denominated "Victoria College," in honor of our most gracious sovereign.

Far from entertaining any sectarian views, we have endeavored simply to meet the wishes of a great portion of the community here, who, you will be glad to hear, have shown hitherto a spirit of liberality in supporting the Institution.

There are at present in it about 275 pupils of Hindoo, Mahomedan, and Christian persuasions, of whom nearly 40 are free, and the rest pay a monthly tuition fee, amounting to about Rs. 60, the minimum of which is 4 annas and maximum Rs. 3. The entrance fee is 11 rupee.

The staff of Teachers is as follows: viz., 2 English Teachers, 4 Native Masters for Teaching Persian, Oordoo, Hindcece, and Arithmetic, &c., and 16 Monitors to assist them. The monthly subscriptions raised in aid of the Institution amount to

about Rs. 150, besides which we have received about Rs. 200 in the shape of donations, and expect to secure handsome endowments in course of time.

The appointment of a gentleman from one of the English Universities is earnestly wished, for we are very anxious to affiliate our College to the Calcutta University through your liberal support, without which it is impossible to ensure its stability and permanency. I, therefore, on the part of the Committee, beg to request you to extend your patronage to the Institution by communicating to them from time to time your valuable advice, and desiring your Inspectors to pay occasional visits to it.

The supporters of the Institution earnestly hope that the success which has hitherto attended our endeavours to forward your philanthropic views for enlightening and improving the natives of this part of the country, will be the best guarantee to induce you to waive the limitations for allowing grants-in-aid, and to extend your special patronage and support to the Institution.

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### APPENDIX F.

*Letter from the Honorary Secretary, Tutu Boodhni, Bareilly, to the Director of Public Instruction, North Western Provinces.—Dated 6th May 1863.*

By the directions of the Society, I have the honor to acknowledge the receipt of your kind favor No. 1352, dated 16th April 1863, and in reply beg to communicate the following:—

The Society is exceedingly pleased to observe the kindness with which your Honor has taken the subject of Hindee education into your favorable consideration, and expressed a wish to hear the opinion of the Society on the desirability of the measure of having good Hindee versions of the Hitopdesh and parts of Mahabharat, &c., which you believe will go far towards improving the general knowledge of the Hindee language. The Society is further obliged for your taking the trouble in preparing books of selections in Hindee, with a view to the improvement of our language, for which purpose you propose to have Hindee versions of the best known Sanskrit works prepared by good scholars.

To this, your good proposal, this Society will heartily co-operate with your Honor, and is ready to prepare books from the original Sanskrit works in good Hindee style, containing good lectures, both moral and social, which, after your Honor's approval, will be lithographed for the use of different schools. Thus, by introducing the reading of such works, the youths will gradually become acquainted with the ways of morality, truth, and humanity, as the salutary precepts of one's own faith have more weight and effect on his mind than those of any other faith. Will our books, then, containing most part of moral tracts from Vedas and Shastras, &c., fail to produce a strong effect on the minds of the learners, especially the Hindoos? In the opinion of the Society, truth, honesty, morality, and fear of God, are the things obtained only from a good education. At present, it is very seldom that attention is given to any of these, but money; a man, however honest, is never respected in the eyes of the commons, unless he is a man of wealth. One may of course be honest by fear of punishment from the Civil and Criminal laws, but what can be expected from him when he is put out of the force of laws. Honesty and morality will undoubtedly contribute in a great measure to facilitate the management of the country by Government, when their servants and the subjects are both honest.

Another great obstacle to civilization is the want of female education. It is very desirable, therefore, that this kind of education be introduced and encouraged on.

This Society will gladly undertake to prepare easy and moral books of family concerns for the purpose; when ready they will be submitted for your Honor's approval. Besides the selections from Sanskrit works, and their translations into Oordoo, the Society will endeavor to make selections from the English books also.

In conclusion, the Society hopes that your Honor will take no offence for the trouble, and excuse the mistakes, given herein. Expecting to receive your Honor's answer to this reference,

(Sd.) TUTTU BODHNI,  
Honorary Secretary.

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APPENDIX G.

(1.) *Petition from certain Ex-Students of St. John's College, Agra, to the Officiating Principal Government College.*

SIR,—The Revd. Mr. J. Barton having admitted a sweeper's boy in St. John's College, we, the undersigned, feeling it derogatory to our social position, have been compelled, though reluctantly, to quit that Institution. We now solicit the favor of your kindly admitting us in the Government College, and for this act of kindness we shall ever remain thankful to you, and make it our constant duty to render you every satisfaction by our good conduct and attention to the prescribed studies. We beg you will kindly pass your orders on this application at your earliest convenience.

AGRA: } We remain, Sir,  
The 17th November 1862. } Your Hum'ble Petitioners,  
The Seceding Students of St. John's College.

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(2.) *Order enforced on the above by the Officiating Principal.*

I admit no ex-Student of St. John's College, nor of any other College, unless he can produce a certificate of resignation signed by the Principal of the Institution to which he has hitherto belonged.

AGRA: } K. DEIGHTON,  
The 17th November 1862. } Offg. Principal Agra College.

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(3.) *Memorial presented to the Director of Public Instruction by three or four of the Senior Ex-Students in person.*

The humble Petition of the Seceding Students of St. John's College, Agra.

RESPECTFULLY SHEWETH,—That your petitioners beg to submit this representation for your favorable consideration and orders.

2. Your petitioners were constrained to leave St. John's College, owing to Mr. Barton's new policy for bringing them in contact with sweeper boys. In vain your petitioners remonstrated with Mr. Barton, and being helplessly unable to part with their national manners and customs, they preferred (though reluctantly) their separation from St. John's College to yielding obedience to an objectionable policy.

3. After this your petitioners applied for admission in the Government College ; but Mr. Deighton, the Officiating Principal, refused to admit them for want of certificates of resignation, which your petitioners could not obtain from Mr. Barton.

4. Your petitioners should not be confounded with culprits. They were compelled to quit St. John's College under the laws of society, scrupulously respected by high-caste natives. Mr. Barton, however, has treated your petitioners with indifference, and Mr. Deighton, by refusing to admit them in the Government College, in the absence of prescribed rules in support of the order passed by him, makes the case of your petitioners still worse. Such a proceeding on the part of a Government Officer is in contravention of Her Majesty's proclamation, which enjoins that Her Majesty's subjects of every creed should be treated alike by Government Officers.

5. As Providence has elevated you to the most exalted position in the Educational service in these Provinces, your petitioners, with sanguine hopes of success, beg to approach you for an impartial decision on the subject of their admission in the Government College.

AGRA,  
The 22nd November 1862. }

(No names attached.)

REMARKS.

THE Director of Public Instruction did not at first peruse this artful document, which bears traces of European phraseology, but contented himself with reasoning verbally with the deputation, not one of whom had a word to say for himself or his party, and they even refused to give their names. They were the cat's-paw. After reflection the officer above mentioned promised to send a written reply to the memorial, that being apparently the object of the interview. This was as follows :—

1st,—In answering a petition, under date 22nd November 1862, from "Seceding Students of St. John's College, Agra," I do not contemplate interference with the management of a private Institution ; but as an appeal has been made to me, I shall consider the circumstances of the case, and as a friend offer advice to the petitioners.

2nd,—In the first place, they arraign the "policy" of the gentleman under whose tuition and guidance, as far as the objects of the Institution under his control are concerned, they had voluntarily placed themselves. If dissatisfied, they were at liberty to withdraw. If he, on the other hand, holds their conduct in any instance to have been unreasonable and insubordinate, he is right to withhold certificates.

3rd,—Many of the petitioners have studied at St. John's College long enough to acknowledge the devotion of its Principal to his duties, even if the scholastic success which has followed his efforts were not a sufficient proof, and they are well aware that he, as head of a private Institution depending mainly on private resources, has been working only for their benefit, and with no intention of thwarting their social or religious prejudices. Disregarding this, and forgetful of his care and kindness, they now accuse him of this intention.

4th,—The circumstances of the case are not accurately given in the petition. The Principal has admitted into his Classes a Christian boy, the son of a Christian

father, and the petitioners in consequence decline to yield him any further submission, supposing that their conduct is justified by the fact that the boy once belonged to a class contact with whom they are led to believe to be unadvisable. The fact of the boy being a Christian, or the religious aspect of the question, is passed over, and I am given to understand by the terms of the petition that the objection is based on *social* considerations. Yet the petitioners have thought it necessary to draw my attention to the toleration which is extended by Her Majesty's proclamation *in matters of religion*. Be this as it may, the conduct of the petitioners is considered by the Principal to be unreasonable and insubordinate. He is also aware that concession, after he has once firmly expressed his wishes, would deprive him of all future scholastic authority.

5th,—In the second place, they take upon themselves to blame the Officiating Principal of the Government College for acting up to an established rule. The Government has liberally opened certain Educational Institutions for the benefit of the people; and as the Officers in charge exercise the power of dismissing those students whose conduct is not consistent with the maintenance of good order and discipline, so they have the right to refuse admission to any applicant whatsoever whose previous behaviour is conceived to promise unfavorably for the future.

In the present case, they who begin by censuring the proceedings of an Officer under whose care they wish to place themselves are not likely to prove manageable scholars. The rule which disqualifies them is a salutary check on irregular admissions, and it has hitherto acted beneficially on the scholastic character of both Colleges, and I see no reasonable grounds for its relaxation now.

6th,—As their sincere well-wisher, I advise the petitioners to re-consider their conduct, and as docile students to ask their late master's forgiveness. I can only add that I shall be glad to receive the visits of them, or of any of their natural guardians, who may wish to consult me further.

AGRA,  
The 24th November 1862. }

M. KEMPSON,  
Director of Public Instruction,  
North Western Provinces.

## APPENDIX H.

TABLE No. I.

I.—INSTITUTIONS FOR GENERAL EDUCATION,  
FOR THE YEAR 1862-63.*Government Colleges and Collegiate Institutions.*

NAME OF INSTITUTIONS.	Locality.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily Attendance.
			Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
Government College,	Agra, ...	A. D. October 1823.	244	44	9	297	276.2
Ditto, ...	Bareilly,	A. D. 1837.	247	54	10	311	302.6
Ditto, ...	Benares,	A. D. 1792.	504	14	1	519	411.75
Grand Total, ...	...	...	995	112	20	1,127	990.55

TABLE No. I.—(Continued.)

## I.—INSTITUTIONS FOR

Government Colleges and

NAME OF INSTITUTIONS.	Locality.	When Established.	NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.							Monthly Rate of Schooling Fee.
			English.	Arabic.	Urdu.	Hindi.	Sanskrit.	Persian.	Bengali.	
			9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	
Government College,	Agra, ...	A. D. October 1823.	297	...	237	60	...	...	...	From 8 annas to 5 Rs.
Ditto,	... Bareilly,	A. D. 1837.	311	...	311	...	...	94	...	Ditto.
Ditto,	... Benares,	A. D. 1792.	291	...	234	57	124	...	17	Ditto.
Grand Total, ...	...	...	899	...	782	117	124	94	17	...



## DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

*Collegiate Institutions.*

## RECEIPTS.

From Govern- ment.		Proceeds of En- dowments.		Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.					
11.		12.		13.	14.	15.		16.		17.		18.		
Rs.	As. P.	Rs.	A. P.	Rs.	Rs.	As. P.	Rs.	As. P.	Rs.	As. P.	Rs.	As. P.	Rs.	As. P.
43,058	6 4	2,571	1 0	...	200	3,418	11 0	1,678	11 0	0 0 0	50,926	13 4		
30,746	0 0	0 0 0	...	...	...	1,680	0 0	919	0 0	719 0 0	34,064	0 0		
52,824	6 4	743	0 0	...	190	3,321	7 0	184	5 0	31 8 0	57,294	10 4		
1,26,628	12 8	3,314	1 0	...	390	8,420	2 0	2,782	0 0	750 8 0	1,42,285	7 8		

TABLE No. I.—(Continued.)

I.—INSTITUTIONS FOR  
Government Colleges and

NAME OF INSTITUTIONS.	Locality.	When Established.	CHARGES.											
			Current.			Extraordinary.			Total charges.					
			19.	20.	21.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.
Government College,	Agra, ...	A. D. October 1823.	37,818	11	0	3,920	6	10	41,739	1	10			
Ditto,	... Bareilly,	A. D. 1837.	29,656	0	0	4,972	0	0	34,628	0	0			
Ditto,	... Benares,	A. D. 1792.	41,601	5	11	15,693	4	5	57,294	10	4			
Grand Total, ...	...	...	1,09,076	0	11	24,535	11	3	1,33,661	12	2			

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,  
NORTH WESTERN PROVINCES :  
Dated Bareilly, the 15th August 1863. }

## DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

*Collegiate Institutions.*

Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
		Total Cost.	Cost to Government.	
22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
9,187 11 6	0 0 0	151 4 0	137 0 0	
0 0 0	564 0 0	111 0 0	101 0 0	
0 0 0	0 0 0	139 1 0	128 3 5	
9,187 11 6	564 0 0	133 12 0	122 1 1	

M. KEMPSON,  
 Director of Public Instruction,  
 North Western Provinces.

TABLE No. II.

## I.—INSTITUTIONS FOR

*(Government Schools)*

NAME OF INSTITUTIONS.	Locality.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily Attendance.
			Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
Government School,	Ajmere	1851	142	26	1	169	148
Total,	...	...	142	26	1	169	148

## DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

*of the Higher Class.*

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling Fee.	RECEIPTS.					
English.	Urdu.	Sanskrit.	Hindi.	Arabic.	Persian.		From Govern-ment.			Proceeds of En-dowment.		
9.	9 a.	9 b.	9 c.	9 d.	9 e.	10.	11.			12.		
							Rs.	As.	P.	Rs.	As.	P.
75	12	...	82	...	...	2 As. to 2 Rs.	16,025	9	3	92	4	0
75	12	...	82	...	...	2 As. to 2 Rs.	16,025	9	3	92	4	0

TABLE No. II.—(Continued.)

## 1.—INSTITUTIONS FOR

(Government Schools)

NAME OF INSTITUTIONS.	Locality.	When Established.	RECEIPTS.					
			Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.
			13.	14.	15.	16.	17.	18.
			Rs.	Rs. As. P.	Rs. As. P.		Rs. As. P.	
Government School,	Ajmere	1851	...	500	493 6 0	297 4 9	...	17,408 8 0
Total, Rs. ...	...	...	...	500	493 6 0	297 4 9	...	17,408 8 0

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

*of the Higher Class.*

CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.	
15,442 0 9	2,139 1 6	17,581 2 3	...	172 10 3	104 0 6	94 13 2	...
15,442 0 9	2,139 1 6	17,581 2 3	...	172 10 3	104 0 6	94 13 2	...

M. KEMPSON,

Director of Public Instruction,  
North Western Provinces.

TABLE No. II. A. I.—INSTITUTIONS FOR

*Government Schools*

NAME OF INSTI- TUTIONS.	Locality.	When Estab- lished.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily Attendance.
			Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
Anglo-Vernacular School.	Aligurh,	12th July 1858.	148	12	...	160	143
Ditto.	Pilibheet,	16th July 1851.	98	9	...	107	108
Ditto.	Shahjehanpore,	15th October 1855.	88	19	..	57	52
Ditto.	Moozuffernuger,	2nd January 1863.	22	3	...	25	16
Ditto.	Bolundshuher,	20th Febru- ary 1863.	40	6	1	47	31
Ditto.	Seharunpore,	25th Ditto.	39	4	...	43	28
Ditto.	Bijnour,	3rd March 1863.	31	7	...	38	36
Ditto.	Moradabad,	1st April 1863.	19	2	...	21	13
		Total, ...	485	62	1	498	427



## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

*of the Lower Class.*

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.				Monthly rate of Schooling Fees.	RECEIPTS.	
English.	Persian.	Urdu.	Hindi.		From Government.	Proceeds of Endowment.
9.	9 a.	9 b.	9 c.	10.	11.	12.
					Rs. As. P.	Rs. As. P.
160	46	160	...	4 annas.	2,417 3 10	0 0 0
107	77	77	30	1 and 2 annas.	249 12 2	2,700 0 0
57	...	57	...	2 and 4 annas.	1,952 11 2	0 0 0
25	25	25	...	4 annas.	217 10 2	0 0 0
47	47	47	...	4 annas.	116 1 2	23 3 6
43	43	43	...	4 annas.	132 2 3	0 0 0
88	36	38	...	4 annas.	113 10 3	0 0 0
21	19	21	...	4 annas.	...	96 9 6
498	293	468	30	1, 2, and 4 annas.	5,199 3 0	2,819 12 11

TABLE No. II. A.—(Continued.) I.—INSTITUTIONS FOR

Government Schools

NAME OF INSTI- TUTIONS.	Locality.	When Estab- lished.	RECEIPTS.					
			Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
			13.	14.	15.	16.	17.	18.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Anglo-Vernacular School.	Aligurh,	12th July 1858.	0 0 0	0 0 0	521 8 0	...	1 8 0	2,940 3 10
Ditto.	Pilibheet,	16th July 1851,	0 0 0	0 0 0	86 7 0	...	0 0 0	3,036 3 2
Ditto.	Shahjehanpore.	15th October 1855.	0 0 0	3 15 0	119 0 3	...	0 0 0	2,075 10 5
Ditto.	Moozuffernuger.	2nd January 1863.	0 0 0	490 14 6	528 0 0	...	0 0 0	761 0 3
Ditto.	Bolundshubur,	20th Febru- ary 1863.	0 0 0	77 13 9	50 8 0	...	6,327 8 0	6,595 2 4
Ditto.	Seharunpore,	25th Ditto.	25 0 0	0 0 0	59 0 0	...	0 0 0	216 2 3
Ditto.	Bijnour,	3rd March 1863.	0 0 0	0 0 0	19 4 0	...	39 0 0	171 14 3
Ditto.	Moradabad,	1st April 1863.	0 0 0	0 0 0	5 4 0	...	21 0 0	122 13 6
		Total, Rs. ...	25 0 0	572 11 3	913 7 3	...	6,389 0 0	15,919 2 5

## DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

*of the Lower Class.*

CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	
2,472 6 4	267 12 0	2,740 2 4	200 1 6	...	19 2 7	16 14 6	
2,880 0 0	156 3 2	3,036 3 2	0 0 0	...	28 1 10	2 5 0	
1,902 14 6	142 1 2	2,044 15 8	30 10 6	...	39 5 3	37 8 10	
428 3 10	86 12 0	514 15 10	246 0 10	...	32 3 0	13 9 8	
167 2 4	67 11 3	234 13 7	636 4 9	...	7 9 3	3 11 11	
107 2 3	87 7 0	144 9 3	21 9 0	...	4 8 5	3 1 2	
118 9 3	0 0 0	118 9 3	53 5 0	...	3 4 8	3 2 6	
87 13 6	35 0 0	122 13 6	0 0 0	...	9 7 2	0 0 0	
8,164 4 0	842 14 7	9,007 2 7	6,911 15 10	...	21 1 6	12 2 9	

M. KEMPSON,  
 Director of Public Instruction,  
 North Western Provinces.

TABLE No. III.

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTIONS.	LOCALITY.		When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.			
	District.	Tehseelee.		Hindoo.	Mahomedans.	Others.	Total.
1.	1.	2.	3.	4.	5.	6.	7.

## 1st CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,

Tehseelee Schools.	Allygurh.	Vernacular, ...	10th February 1862, ...	105	6	...	111
		Hathras, ...	6th May 1850, ...	124	7	...	131
		Tuppul, ...	10th Ditto, ...	77	3	...	80
		Khyr, ...	10th Ditto, ...	64	6	...	70
		Beswan, ...	1st January 1859, ...	77	1	...	78
		Atrowli, ...	15th April 1850, ...	95	...	...	95
		Bijoygurh, ...	1st May 1860, ...	58	...	...	58
		Secundrarao, ...	27th April 1850, ...	44	16	...	60
			Total, ...	644	39	...	683
	Boolundshur.	Anglo-Vernacular, ...	20th February 1863, ...	40	6	1	47
		Vernacular, ...	1st July 1856, ...	69	32	...	101
		Dabhaie, ...	9th April 1856, ...	35	68	...	103
		Khurja, ...	May 1856, ...	133	36	...	169
		Secundrabad, ...	24th April 1856, ...	91	23	...	114
		Total, ...	368	165	1	534	
	Meerut.	Meerut, ...	8th May 1855, ...	95	35	...	130
		Sirdhana, ...	24th October 1855, ...	42	33	1	76
		Buroth, ...	21st Ditto 1855, ...	60	2	...	62
		Muradnugur, ...	29th Ditto 1855, ...	38	13	5	56
		Shaderah, ...	1st May 1859, ...	25	1	4	30
		Hapore, ...	24th October 1855, ...	27	15	...	42
		Total, ...	287	99	10	396	
	Moozuffurnugur.	Anglo-Vernacular, ...	2nd January 1863, ...	22	3	...	25
		Vernacular, ...	4th April 1856, ...	29	19	...	48
		Khatowli, ...	1st April 1856, ...	63	13	...	76
		Shamli, ...	17th January 1856, ...	73	7	...	80
		Jalalabad, ...	22nd Ditto. ...	24	66	...	90
Poor, ...		28th Ditto. ...	34	19	...	53	
	Total, ...	245	127	...	372		
Sheharunpore.	Anglo-Vernacular, ...	21st February 1863, ...	39	4	...	43	
	Vernacular, ...	18th June 1852, ...	16	72	...	88	
	Jawalapore, ...	1st December 1854, ...	81	5	...	86	
	Munglore, ...	4th March 1853, ...	18	28	...	46	
	Deobund, ...	11th October 1851, ...	50	27	...	77	
	Ambaitha, ...	23rd December 1854, ...	44	17	2	63	
	Gungoh, ...	23rd Ditto, ...	35	35	...	70	
	Total, ...	283	188	2	473		
Dehra Doon.	Rajpore, ...	25th March 1859, ...	29	...	...	29	
	Kawlagir, ...	25th Ditto, ...	28	...	1	29	
	Kalsi, ...	13th Ditto, ...	26	...	...	26	
	Total, ...	83	...	1	84		
Bareilly.	Karore, ...	13th February 1854, ...	113	29	...	142	
	Nowabgunge, ...	23rd April 1850, ...	43	3	...	46	
	Jahanabad, ...	2nd July 1850, ...	22	18	...	40	
	Darow, ...	11th November 1861, ...	11	33	...	44	
	Total, ...	189	83	...	272		

## DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Tehseelee Schools).

Average daily Attendance.	NO. OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling Fees.	RECEIPTS.	
	English.	Arabic.	Persian.	Urdu.	Hindee, in Nagree Character.	Sanskrit.		From Government.	Proceeds of Endowment.
8.	9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.
NORTH WESTERN PROVINCES.								Rs. As. P.	Rs. As. P.
105	...	...	...	46	95	...	1 and 2 annas.	267 9 7	...
127	...	...	...	39	124	...	Do.	210 7 10	...
77	...	...	...	17	78	...	Do.	140 13 0	...
63	...	...	...	14	65	...	Do.	160 5 3	...
80	...	...	...	7	78	...	Do.	148 12 9	...
95	...	...	...	6	95	...	Do.	205 1 3	...
57	...	...	...	15	44	...	Do.	145 13 0	...
70	...	...	...	36	42	...	Do.	140 1 8	...
674	...	...	...	180	621	...	1 and 2 annas.	1,419 0 4	...
31	47	...	47	47	...	...	4 annas.	116 1 2	23 3 5
111	...	...	...	70	36	...	1 and 2 annas.	291 10 0	...
96	...	...	...	85	25	...	Do.	175 10 0	...
174	...	...	...	55	123	...	Do.	186 10 0	...
115	...	...	...	80	36	...	Do.	180 10 0	...
527	47	...	47	337	220	...	1, 2, and 4 annas.	950 9 2	23 3 5
134	...	...	...	95	35	...	1 and 2 annas.	230 4 0	...
71	...	...	...	46	30	...	Do.	186 9 0	...
62	1	...	...	25	37	...	Do.	170 7 0	...
51	...	...	...	34	22	...	Do.	118 1 0	...
38	...	...	3	24	6	...	Do.	142 0 3	...
45	...	...	...	20	22	...	Do.	135 7 0	...
401	1	...	3	244	152	...	1 and 2 annas.	982 12 3	...
16	25	...	25	25	...	...	4 annas.	217 10 2	...
51	...	...	...	43	...	...	1 and 2 annas.	144 10 3	...
60	...	...	...	33	43	...	Do.	115 12 6	...
80	...	...	...	65	15	...	Do.	178 2 8	...
56	...	...	...	90	...	...	Do.	169 6 9	...
52	...	...	...	53	...	...	Do.	141 11 3	...
315	25	...	25	314	58	...	1, 2, and 4 annas.	967 5 7	...
23	43	...	43	43	...	...	4 annas.	132 2 3	...
74	...	...	30	38	...	...	1 and 2 annas.	185 12 0	...
74	...	...	12	36	50	...	Do.	186 12 0	...
33	...	...	15	46	...	...	Do.	156 4 6½	...
71	...	...	25	62	15	...	Do.	310 2 0	...
66	...	...	20	63	...	...	Do.	183 12 0	...
52	...	...	15	70	...	...	Do.	137 11 2½	...
403	43	...	160	403	65	...	1, 2, and 4 annas.	1,292 8 0	...
31	...	...	...	...	29	...	1 and 2 annas.	111 9 9	...
26	...	...	...	...	29	...	Do.	110 13 9	...
28	...	...	...	...	26	...	Do.	124 3 8	...
85	...	...	...	...	84	...	1 and 2 annas.	346 11 2	...
136	...	...	...	98	72	...	1 and 2 annas.	292 7 11	...
47	...	...	...	36	22	...	Do.	142 6 9	...
40	...	...	...	40	...	...	Do.	160 3 3	...
38	...	...	...	36	8	...	Do.	138 11 7	...
261	...	...	...	210	102	...	1 and 2 annas.	733 13 6	...

TABLE No. III.—(Continued.)

I.—INSTITUTIONS FOR  
Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.		When Established.	Local rate of Assessment.
	District.	Tehseelee.		
1.	2.	2.	3.	13.
1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,				
Tehseelee Schools.	Allygurh.	Vernacular,	10th February 1862,	...
		Hathras,	6th May 1850,	...
		Tuppul,	10th Ditto,	...
		Khyr,	10th Ditto,	...
		Beswan,	1st January 1859,	...
		Atrowli,	15th April 1850,	...
		Bijoygurh,	1st May 1860,	...
		Secundrarao,	27th April 1850,	...
		Total,	...	...
		Boolundshuhur.	Anglo-Vernacular,	20th February 1863,
	Vernacular,		1st July 1856,	...
	Dabhaie,		9th April 1856,	...
	Khurja,		9th May 1856,	...
	Secundrabad,		24th April 1856,	...
	Total,	...	...	
	Meerut.	Meerut,	8th May 1855,	...
		Sirdhana,	24th October 1855,	...
		Buroth,	21st Ditto,	...
		Muradnugur,	29th Ditto,	...
		Shaderah, Hapore,	1st May 1859,	...
	Total,	...	...	
	Moozuffurnugur.	Anglo-Vernacular,	2nd January 1863,	...
		Vernacular,	4th April 1856,	...
		Khatowli,	1st April 1856,	...
		Shanli,	17th January 1856,	...
		Jalalabad,	22nd Ditto,	...
		Poor,	28th Ditto,	...
		Total,	...	...
	Saharunpore.	Anglo-Vernacular,	21st February 1863,	25 0 0
		Vernacular,	18th June 1852,	35 0 0
		Jawalapoor,	1st December 1854,	40 0 0
		Munglore,	4th March 1853,	20 8 6½
Deobund,		11th October 1851,	39 6 0	
Ambaitha,		23rd December 1854,	35 0 0	
Gungoh,		23rd Ditto,	28 15 2½	
Total,		...	223 13 9	
Dehra Doon.	Rajpore,	25th March 1859,	...	
	Kawlagir,	25th Ditto,	...	
	Kalsi,	13th Ditto,	...	
	Total,	...	...	
Bareilly.	Karore,	13th February 1854,	...	
	Nowabgunge,	23rd April 1850,	...	
	Jahanabad,	2nd July 1850,	...	
	Darow,	11th November 1861,	...	
Total,	...	...		

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Tehseelee Schools.)

RECEIPTS.					CHARGES.		
Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.
14.	15.	16.	17.	18.	19.	20.	21.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	158 6 0	...	4 4 3	430 3 10	264 0 0	166 3 10	430 3 10
60 0 0	154 5 0	...	...	424 12 10	240 0 0	184 12 10	424 12 10
17 10 0	94 0 0	...	...	252 7 0	89 10 0	162 13 0	252 7 0
...	81 6 0	...	...	241 11 3	168 0 0	73 11 3	241 11 3
51 0 0	101 11 0	...	...	301 7 9	170 0 0	131 7 9	301 7 9
...	112 6 0	...	...	367 7 3	231 0 0	86 7 3	317 7 3
...	74 12 0	...	...	220 9 0	120 0 0	100 9 0	220 9 0
...	84 11 0	...	...	224 12 8	165 11 11	71 10 9	237 6 8
128 10 0	861 9 0	...	4 4 3	2,413 7 7	1,443 5 11	977 11 8	2,426 1 7
77 13 9	50 8 0	...	6,327 8 0	6,595 2 4	167 2 4	67 11 3	234 13 7
159 5 10	130 12 0	...	...	581 11 10	384 5 10	197 6 0	581 11 10
128 6 8	115 9 0	...	568 0 0	987 9 8	266 6 8	153 3 0	419 9 8
150 9 7	241 13 0	...	1,652 0 0	2,231 0 7	283 5 7	295 11 0	579 0 7
140 0 0	127 4 0	...	...	447 14 0	264 0 0	183 14 0	447 14 0
656 3 10	665 14 0	...	8,547 8 0	10,843 6 5	1,365 4 5	897 13 3	2,263 1 8
104 2 5	196 12 0	...	...	531 2 5	284 2 5	247 0 0	531 2 5
60 0 0	92 5 0	...	...	338 14 0	204 0 0	134 14 0	338 14 0
60 0 0	63 8 0	...	...	293 15 0	198 0 0	95 15 0	293 15 0
60 0 0	71 12 0	...	...	249 13 0	152 0 0	97 13 0	249 13 0
29 3 1	50 11 0	...	...	221 14 4	145 9 4	76 5 0	221 14 11
9 0 0	64 9 0	...	...	209 0 0	111 8 0	97 8 0	209 0 0
322 5 6	539 9 0	...	...	1,844 10 9	1,095 3 9	749 7 0	1,844 10 9
490 14 6	52 8 0	...	...	761 0 8	428 3 10	86 12 0	514 15 10
88 4 9	58 0 0	...	...	290 15 0	201 14 0	89 1 0	290 15 0
79 6 4	76 10 0	...	...	271 12 10	146 12 1	125 0 9	271 12 10
94 0 1	99 15 0	...	...	372 1 9	219 8 6	152 9 3	372 1 9
35 11 11	42 10 0	...	...	247 12 8	161 14 5	79 14 3	247 12 8
68 6 9	73 0 0	...	...	283 2 0	180 0 0	103 2 0	283 2 0
856 12 4	402 11 0	...	...	2,226 12 11	1,344 4 10	636 7 3	1,980 12 1
...	59 0 0	...	...	216 2 3	107 2 3	87 7 0	194 9 3
...	67 5 0	...	...	288 1 0	190 0 0	98 1 0	288 1 0
...	103 0 0	...	...	329 12 0	196 0 0	133 12 0	329 12 0
...	50 13 0	...	...	227 10 1	151 1 1	76 9 0	227 10 1
...	78 1 0	...	...	427 9 0	300 0 0	127 9 0	427 9 0
...	81 13 0	...	...	300 9 0	190 0 0	110 9 0	300 9 0
...	47 9 0	...	...	214 3 5	138 14 5	75 5 0	214 3 5
...	487 9 0	...	...	2,003 14 9	1,273 1 9	709 4 0	1,982 5 9
...	45 0 0	...	...	156 9 9	96 0 0	60 9 9	156 9 9
...	40 10 0	...	...	151 7 9	96 0 0	55 7 9	151 7 9
...	44 12 0	...	...	168 15 8	113 0 0	55 15 8	168 15 8
...	130 6 0	...	...	477 1 2	305 0 0	172 1 2	477 1 2
...	189 11 0	...	...	482 2 11	240 4 3	241 14 8	482 2 11
...	49 2 0	...	...	191 8 9	120 0 0	71 8 9	191 8 9
...	54 5 0	...	...	214 8 3	120 0 0	94 8 3	214 8 3
...	49 3 0	...	...	187 14 7	120 0 0	67 14 7	187 14 7
...	342 5 0	...	...	1,076 2 6	600 4 3	475 14 3	1,076 2 6

TABLE No. III.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTIONS.	LOCALITY.		When Established.
	District.	Tehseelee.	
1.	2.	2.	3.
1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,			
Tehseelee Schools.	Allygurh, ...	Vernacular ... Hathras, ... Tuppul, ... Khyr, ... Beswan, ... Atrōwl, ... Bijaygurh, ... Secundra Rao, ...	10th February 1862, ... 6th May 1850, ... 10th Ditto, ... 10th Ditto, ... 1st January 1858, ... 15th April 1850, ... 1st May 1860, ... 27th April 1850, ... Total, ...
	Bootundshuhur, ...	Anglo-Vernacular, ... Vernacular, ... Dabhale, ... Khurja, ... Secundrabad, ...	20th February 1863, ... 1st July 1856, ... 9th April 1856, ... May 1856, ... 24th April 1856, ... Total, ...
	Meerut, ...	Meerut, ... Sirdhana, ... Buroth, ... Muradnugur, ... Shaderah, ... Hapore, ...	8th May 1855, ... 24th October 1855, ... 21st Ditto, ... 29th Ditto, ... 1st May 1859, ... 24th October 1855, ... Total, ...
	Moozuffurnuggur, ...	Anglo-Vernacular, ... Vernacular ... Khatowli, ... Shamli, ... Jalalabad, ... Poor, ...	2nd January 1863, ... 4th April 1856, ... 1st April 1856, ... 17th January 1856, ... 22nd Ditto, ... 23th Ditto, ... Total, ...
	Saharunpore, ...	Anglo-Vernacular, ... Vernacular, ... Jawalapoor, ... Munglore, ... Deobund, ... Ambaittha, ... Gungoh, ...	21st February 1863, ... 18th June 1852, ... 1st December 1854, ... 4th March 1853, ... 11th October 1851, ... 23rd December 1854, ... 23rd Ditto, ... Total, ...
	Dehra Doon, ...	Rajpore, ... Kawlagir, ... Kalsi, ...	25th March 1859, ... 25th Ditto, ... 13th Ditto, ... Total, ...
	Bareilly, ...	Karore, ... Nawabgunge, ... Jahanabad, ... Darow, ...	13th February 1854, ... 23rd April 1850, ... 2nd July 1850, ... 11th November 1861, ... Carried over, ...



## DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class—(Tehseelee Schools.)

Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
		Total Cost.	Cost to Government.	
22.	23.	24.	25.	26.
NORTH WESTERN PROVINCES.				
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
...	...	4 1 7	2 8 9	
...	...	3 5 6	1 10 6	
...	...	3 4 6	1 13 3	
...	...	3 13 5	2 8 9	
...	...	3 12 4	1 13 9	
...	...	3 5 6	2 2 6	
...	...	3 13 11	2 8 11	
...	12 10 0	3 6 3	2 0 0	
...	12 10 0	3 9 0	2 2 ½	
6,360 4 9	...	7 9 3	3 11 11	
..	...	5 3 10	2 10 0	
568 0 0	...	4 5 11	1 13 3	
1,652 0 0	...	3 5 3	1 1 3	
...	...	3 14 4	1 9 2	
8,580 4 9	...	4 4 8	1 12 10	
...	...	3 15 5	1 11 6	
...	...	4 12 4	2 10 1	
...	...	4 11 10	2 12 0	
...	...	4 14 4	2 5 0	
...	...	5 13 5	3 11 10	
...	...	4 10 4	3 0 2	
...	...	4 9 7	2 7 3	
246 0 10	...	32 3 0	13 9 8	
...	...	5 11 3	2 13 5	
...	...	4 8 6	1 14 11	
...	...	4 10 5	2 3 8	
...	...	4 6 10	3 0 5	
...	...	5 7 1	2 11 7	
246 0 10	...	6 4 7	3 1 2	
21 9 0	...	4 8 5	3 1 2	
...	...	3 14 3	4 5 11	
...	...	2 8 2	4 8 10	
...	...	4 7 3	2 12 7	
...	...	6 0 4	1 1 11	
...	...	5 15 10	2 10 4	
...	...	4 1 10	4 14 8	
21 9 0	...	4 14 0	3 3 4	
...	...	5 0 10	3 9 7	
...	...	5 13 3	4 4 3	
...	...	6 0 7	4 7 0	
...	...	5 9 10	4 1 3	
...	...	3 8 9	2 2 5	
...	...	4 1 2	3 0 5	
...	...	5 5 10	4 0 1	
...	...	4 15 1	3 10 5	
...	...	...	...	

TABLE No. III.—(Continued.)

I.—INSTITUTIONS FOR  
Government Schools of the Lower

NAME OF INSTITUTIONS.	LOCALITY.		When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.			
	District.	Tehseelee.		Hindoos.	Mahomedans.	Others.	Total.
	1.	2.	3.	4.	5.	6.	7.
Tehseelee Schools.		Brought over, ...		189	83	...	272
	Bareilly. —(Contd.)	Besulpore, ...	1st September 1850, ...	53	10	...	63
		Fureedpore, ...	23rd April 1850, ...	43	16	...	59
		Aonlah, ...	21st January 1850	52	8	...	60
		Shahi, ...	23rd April 1850, ...	44	6	...	50
		Total, ...		381	123	...	504
	Bijnour,	Anglo-Vernacular, ...	3rd March 1863, ...	31	7	...	38
		Vernacular, ...	19th November 1856, ...	34	16	...	50
		Nugina, ...	17th Ditto, ...	58	15	...	73
		Nujebabad, ...	15th December 1856, ...	39	24	...	63
		Nehtore, ...	18th November 1856, ...	18	42	...	60
		Chandpore, ...	24th Do. ...	27	25	...	52
		Total, ...		207	129	...	336
	Budaon.	Budaon, ...	16th January 1857, ...	23	46	...	69
		Datagunge, ...	1st Do. 1856, ...	19	9	...	28
		Sahswan, ...	June 1856, ...	17	30	...	47
		Bisowli, ...	October 1856, ...	11	30	...	41
		Gunour, ...	January 1857, ...	14	23	...	27
		Total, ...		74	138	...	212
	Moradabad.	Anglo-Vernacular, ...	1st April 1863, ...	19	2	...	21
		Vernacular, ...	17th October 1855, ...	50	42	...	92
		Kashipore, ...	24th Ditto, ...	26	2	...	28
		Thakurdwara, ...	1st March 1856, ...	47	11	...	58
		Chandowsi, ...	15th October 1855, ...	80	9	...	89
		Sumbhul, ...	8th Ditto, ...	19	21	...	40
		Amroha, ...	25th Ditto, ...	11	36	...	47
		Hussenpore, ...	19th January 1855, ...	14	12	...	26
	Total, ...		266	135	...	401	
Shahjehanpore.	Vernacular, ...	8th May 1850, ...	45	25	...	70	
	Jalalabad, ...	8th Ditto, ...	36	11	...	47	
	Tilhur, ...	Ditto, ...	63	13	...	76	
	Powayan, ...	Ditto, ...	60	17	...	77	
	Khotar, ...	Ditto, ...	69	1	...	70	
	Total, ...		273	67	...	340	
	Grand Total, ...		3,111	210	14	4,335	

## 2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,

Agra.	Taj Gunj, ...	Different Dates,	52	3	...	55
	Eradutnuggur, ...		59	4	...	63
	Futtehabad, ...		49	4	...	53
	Etmadpore, ...		67	...	...	67
	Ferozabad, ...		146	17	...	163
	Bahpinahut, ...		60	2	...	62
	Kheragurh, ...		41	...	...	41
	Futtehpore Secrie, ...		55	•2	...	57
	Furreh, ...		54	6	...	60
	Total, ...			583	38	...

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class,—(Tehseelee Schools.)

Average daily Attendance.	NO. OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling Fees.	RECEIPTS.	
	English.	Arabic.	Persian.	Urdu.	Hindee, in Nagree Character.	Sanskrit.		From Government.	Proceeds of Endowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	10.	11.	12.
NORTH WESTERN PROVINCES.—(Continued.)									
261	...	...	...	210	102	...	...	Rs. As. P. 733 13 6	Rs. As. P. ...
61	...	...	...	63	...	...	1 and 2 annas.	249 8 1	...
55	...	...	...	51	4	...	Do.	249 15 10	...
61	...	...	...	43	29	...	Do.	126 4 6	...
51	...	...	...	38	17	...	Do.	223 9 6	98 0 0
489	...	...	...	405	152	...	1 and 2 annas.	1,583 3 5	98 0 0
36	38	...	36	38	...	...	4 annas.	113 10 3	...
45	...	...	48	50	...	...	1 and 2 annas.	292 5 9	...
70	...	...	45	73	...	...	Do.	271 1 3	...
56	3	...	28	45	22	...	Do.	145 1 0	...
52	...	...	40	60	...	...	Do.	200 10 9	...
42	...	...	31	52	...	...	Do.	167 4 9	...
301	41	...	228	318	22	...	1, 2 and 4 annas.	1,190 1 9	...
74	...	...	...	67	2	...	2 annas.	282 6 4	...
33	...	...	...	20	8	...	Do.	143 9 1	...
47	...	...	...	47	...	...	Do.	148 2 8	...
40	...	...	...	39	2	...	Do.	115 8 11	...
26	...	...	...	27	...	...	Do.	133 7 9	...
220	...	...	...	200	12	...	2 annas.	823 2 9	...
13	21	...	19	21	...	...	4 annas.	...	96 9 6
77	...	...	...	92	...	...	1 and 2 annas.	194 15 4	...
37	...	...	...	6	22	...	Do.	117 10 6	...
56	...	...	...	44	14	...	Do.	163 7 2	...
62	...	...	...	54	64	...	Do.	168 13 2	...
26	...	...	...	36	4	...	Do.	138 9 5	...
50	...	...	...	47	...	...	Do.	123 10 11	...
24	...	...	...	25	1	...	Do.	126 14 7	...
345	21	...	19	325	105	...	1, 2 and 4 annas.	1,034 1 1	96 9 6
60	...	...	27	39	31	...	1 and 2 annas.	463 8 0	...
45	...	...	...	47	...	...	Do.	161 5 7	...
61	...	...	16	41	45	...	Do.	208 5 7	...
79	...	...	...	45	57	...	Do.	145 5 7	...
68	...	...	...	12	58	...	Do.	160 5 7	...
313	...	...	43	184	191	...	...	1,136 14 4	...
4,073	178	...	525	2,915	1,682	...	...	11,726 5 10	217 12 11

## NORTH WESTERN PROVINCES.

72-50	18	...	...	9	55	...	Various rates.	308 8 7	...
63-83	40	...	...	5	48	...		132 6 8	...
61-22	...	...	...	15	53	...		201 12 2	...
64-12	...	...	...	56	67	...		149 6 9	...
167-42	...	...	...	44	163	...		286 3 9	...
71-92	...	...	...	17	56	...		151 12 4	...
51-63	...	...	5	27	41	...		139 9 9	...
55-36	16	...	...	13	50	...		206 9 9	...
60-25	...	...	...	35	60	...		149 9 9	...
668-25	74	...	5	221	593	...		...	1,725 15 6

TABLE No. III.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTIONS.	LOCALITY.		When Established.	Rs
	District.	Tehseelee.		Local rate of Assessment.
1.	2.	3.	13.	
<b>1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,</b>				
Rs. As. P.				
Tehseelee Schools.	Bareilly,—(Contd.)	Besulpore, ...	1st September 1850, ...	...
		Furreedpore, ...	23rd April 1850, ...	...
		Aonlah, ...	21st January 1850, ...	...
		Shahi, ...	23rd April 1850, ...	...
		Total, ...	...	...
	Bijnour.	Anglo-Vernacular, ...	3rd March 1863, ...	...
		Vernacular, ...	19th November 1856, ...	...
		Nugina, ...	17th Ditto, ...	...
		Nujebabad, ...	15th December 1856, ...	...
		Nehtore, ...	18th November 1856, ...	...
	Budaon.	Chandpore, ...	24th Ditto ...	...
		Total, ...	...	...
		Budaon, ...	16th January 1857 ...	...
		Datagunge, ...	1st Ditto 1856, ...	...
		Sahswan, ...	June 1856, ...	...
	Moradabad.	Bisowli, ...	October 1856, ...	...
		Gunour, ...	January 1857, ...	...
		Total, ...	...	...
		Anglo-Vernacular, ...	1st April 1863, ...	...
		Vernacular, ...	17th October 1855, ...	...
	Shahjehanpore.	Kashipore, ...	24th Ditto, ...	...
		Thakurdwara, ...	1st March 1856 ...	...
Chandowsi, ...		15th October 1855, ...	...	
Sumbhul, ...		8th Ditto, ...	...	
Amroha, ...		25th Ditto, ...	...	
Hussenpore, ...	Total, ...	19th January 1855, ...	...	
	Total, ...	...	...	
	Vernacular, ...	8th May 1850, ...	...	
	Jalalabad, ...	Ditto, ...	...	
	Tilhur, ...	Ditto, ...	...	
Powayan, ...	Total, ...	Ditto, ...	...	
	Khotar, ...	Ditto, ...	...	
	Total, ...	...	...	
	Grand Total, ...	...	223 13 9	
	<b>2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,</b>			
Agra,—(Contd.)	Taj Gunj, ...	...	Different dates, ...	...
	Eradatnuggur, ...	...	...	...
	Futtehabad, ...	...	...	...
	Etmadpore, ...	...	...	...
	Ferozabad, ...	...	...	...
	Bahpinahut, ...	...	...	...
	Kheragurh, ...	...	...	...
	Futtehpore Secrie, ...	...	...	...
	Furreb, ...	...	...	...
	Total, ...	...	...	...

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class,—(Tehseelee Schools.)

RECEIPTS.					CHARGES.			
Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.	
14.	15.	16.	17.	18.	19.	20.	21.	
NORTH WESTERN PROVINCES.—(Continued.)								
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
...	342 5 0	...	...	1,076 2 6	600 4 3	475 14 3	1,076 2 6	
...	80 10 0	...	...	330 2 1	180 0 0	150 2 1	330 2 1	
...	72 13 0	...	...	322 12 10	161 6 10	161 6 0	322 12 10	
...	58 7 0	...	...	184 11 6	96 0 0	88 11 6	184 11 6	
...	61 14 0	...	...	383 7 6	168 0 0	165 7 6	333 7 6	
...	616 1 0	...	...	2,297 4 5	1,205 11 1	1,041 9 4	2,247 4 5	
...	19 4 0	...	39 0 0	171 14 3	118 9 3	0 0 0	118 9 3	
...	111 2 0	...	...	403 7 9	351 15 9	51 8 0	403 7 9	
...	103 6 0	...	4 6 0	378 13 3	310 1 3	68 12 0	378 13 3	
...	84 14 0	...	...	229 15 0	224 12 0	5 3 0	229 15 0	
...	68 7 0	...	...	269 1 9	186 6 9	82 11 0	269 1 9	
...	55 15 0	...	...	233 3 9	194 5 9	28 14 0	223 3 9	
...	443 0 0	...	43 6 0	1,676 7 9	1,286 2 9	237 0 0	1,623 2 9	
34 3 7	115 1 0	...	...	431 10 11	195 4 8	236 6 3	431 10 11	
1 8 7	36 13 0	...	...	180 14 8	120 0 0	60 14 8	180 14 8	
77 13 11	41 8 0	...	...	267 8 7	174 12 7	92 12 0	267 8 7	
919 14 2	31 1 0	...	...	1,066 8 1	96 0 0	970 8 1	1,066 8 1	
1 13 7	16 4 0	...	...	151 9 4	114 0 0	37 9 4	151 9 4	
1,035 5 10	239 11 0	...	...	2,098 3 7	700 1 3	1,398 2 4	2,098 3 7	
...	5 4 0	...	21 0 0	122 13 6	87 13 6	35 0 0	122 13 6	
...	104 10 0	...	...	299 9 4	157 8 9	142 0 7	299 9 4	
...	48 9 0	...	...	166 3 6	95 2 0	71 1 6	166 3 6	
...	77 15 0	...	...	241 6 2	120 0 0	121 6 2	241 6 2	
63 9 10	62 8 0	...	...	294 15 0	143 11 4	151 3 8	294 15 0	
...	38 9 0	...	...	177 2 5	120 0 0	57 2 5	177 2 5	
...	72 3 0	...	...	195 13 11	96 14 0	98 15 11	195 13 11	
...	22 10 0	...	...	149 3 7	107 5 4	42 3 3	149 3 7	
63 9 10	432 4 0	...	21 0 0	1,647 8 5	928 6 11	719 1 6	1,647 8 5	
...	73 5 0	...	...	536 13 0	444 12 0	83 13 9	528 9 9	
48 0 0	47 9 0	...	...	256 14 7	190 0 0	66 14 7	256 14 7	
42 6 5	90 6 0	...	...	339 2 0	219 6 5	119 11 7	339 2 0	
72 0 0	83 14 0	...	...	301 3 7	192 0 0	109 3 7	301 3 7	
60 0 0	65 4 0	...	...	285 9 7	198 0 0	87 9 7	285 9 7	
222 6 5	360 6 0	...	...	1,719 10 9	1,244 2 5	467 5 1	1,711 7 6	
3,285 5 7	5,170 0 0	...	8,616 2 3	29,248 8 6	12,295 13 1	8,005 14 7	20,301 11 8	
NORTH WESTERN PROVINCES.—(Continued.)								
...	78 10 0	...	...	387 2 7	279 10 10	107 7 9	387 2 7	
...	53 6 0	...	...	185 12 8	113 11 8	72 1 0	185 12 8	
...	44 3 0	...	...	245 15 2	174 6 5	71 8 9	245 15 2	
...	77 7 0	...	...	226 13 9	118 1 0	108 12 9	226 13 9	
...	154 1 0	...	...	440 4 9	240 0 0	200 4 9	440 4 9	
...	45 14 0	...	...	197 10 4	127 0 7	70 9 9	197 10 4	
...	17 15 0	...	...	157 8 9	120 0 0	37 8 9	157 8 9	
...	112 7 0	...	...	319 0 9	180 0 0	139 0 9	319 0 9	
...	31 5 0	...	...	130 14 9	120 0 0	60 14 9	130 14 9	
...	615 4 0	...	...	2,341 3 6	1,472 14 6	868 5 0	2,341 3 6	

TABLE No. III.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTIONS.	LOCALITY.		When Established.	
	District.	Tehseelee.		
	1.	2.	3.	
	1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,			
Tehseelee Schools.	Bareilly,—(Contd.)	Besulpore, ...	1st September 1850, ...	
		Furreedpore, ...	23rd April 1850, ...	
		Aonlah, ...	21st January 1850, ...	
		Shahi, ...	23rd April 1850, ...	
			Total, ...	
	Bijnour.	Anglo-Vernacular, ...	3rd March 1863, ...	
		Vernacular, ...	19th November 1856, ...	
		Nugina, ...	17th Ditto, ...	
		Nujibabad, ...	15th December 1856, ...	
		Nehtore, ...	18th November 1856, ...	
		Chandpore, ...	24th Ditto, ...	
			Total, ...	
	Budaon.	Budaon, ...	16th January 1857, ...	
		Datagunge, ...	1st Ditto 1856, ...	
		Sahswan, ...	June 1856, ...	
		Bisowli, ...	October 1856, ...	
		Gunour, ...	January 1857, ...	
			Total, ...	
	Moradabad.	Anglo-Vernacular, ...	1st April 1863, ...	
		Vernacular, ...	17th October 1855, ...	
Kashipore, ...		24th Ditto, ...		
Thakurdwara, ...		1st March 1856, ...		
Chandowsi, ...		15th October 1855, ...		
Sumbhul, ...		8th Ditto, ...		
Amroha, ...		25th Ditto, ...		
	Hussenpore, ...	19th January 1855, ...		
		Total, ...		
Shahjehanpore.	Vernacular, ...	8th May 1850, ...		
	Jalalabad, ...	Ditto, ...		
	Tilhur, ...	Ditto, ...		
	Powayan, ...	Ditto, ...		
	Khotar, ...	Ditto, ...		
		Total, ...		
		Grand Total, ...		
	2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,			
Agra,—(Contd.)	Taj Gunj, ...	...	} Different dates.	
	Eradutnuggur, ...	...		
	Futtehabad, ...	...		
	Etmadpore, ...	...		
	Ferozabad, ...	...		
	Bahpinahut, ...	...		
	Kheragurh, ...	...		
	Futtehpore Secrie, ...	...		
	Furreh, ...	...		
		Total, ...		

## DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class,—(Tehszelee Schools.)

Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
		Total Cost.	Cost to Government.	
22.	23.	24.	25.	26.
NORTH WESTERN PROVINCES.—(Concluded.)				
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
...	...	17 14 10	13 1 4	
...	...	5 6 7	4 1 5	
...	...	5 13 11	4 8 9	
...	...	3 0 5	2 1 1	
50 0 0	...	6 8 7	4 6 2	
50 0 0	...	4 13 6	3 8 8	
53 5 0	...	3 4 8	3 2 6	
...	...	8 15 6	6 7 11	
...	...	5 6 7	3 14 0	
...	...	4 1 8	2 9 5	
...	...	5 10 2	2 13 9	
...	...	5 5 1	3 15 1	
53 5 0	...	5 6 3	3 15 3	
...	...	5 13 4	3 13 1	
...	...	5 7 9	4 5 7	
...	...	5 11 1	3 2 5	
...	...	26 10 7	2 4 3	
...	...	5 13 3	5 2 2	
...	...	9 8 7	3 11 10	
...	...	9 7 2	...	
...	...	3 14 4	2 8 6	
...	...	4 7 11	3 2 11	
...	...	4 5 0	2 14 8	
...	...	4 12 1	2 11 7	
...	...	6 13 0	5 5 3	
...	...	3 14 8	2 7 7	
...	...	6 3 8	5 4 7	
...	...	4 12 5	2 15 11	
8 3 3	...	8 13 0	7 11 6	
...	...	5 11 4	3 9 4	
...	...	5 8 11	3 6 1	
...	...	3 13 0	1 13 5	
...	...	4 3 2	2 5 9	
8 3 3	...	5 9 6	3 12 5	
8,959 6 10	12 10 0	5 6 5	3 2 14	
NORTH WESTERN PROVINCES.				
...	...	5 5 4	4 4 0	
...	...	2 14 7	2 1 2	
...	...	4 0 4	3 4 9	
...	...	3 8 7	2 5 3	
...	...	2 10 1	1 11 4	
...	...	2 11 8	2 1 9	
...	...	3 0 10	2 11 3	
...	...	5 12 3	3 11 9	
...	...	3 0 1	2 7 9	
...	...	3 8 1	2 9 4	

TABLE No. III.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTIONS.	LOCALITY.		When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.					
	District.	Tehseelee.		Hindoos.	Mahomedans.	Others.	Total.		
								1.	2.
2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,									
Tehseelee Schools.	Cawnpore.	Cawnpore, ...	} Different Dates,	32	23	...	55		
		Nurwull, ...		51	4	...	55		
		Ghatumpore, ...		37	3	...	40		
		Bilhore, ...		54	3	...	57		
		Sheelee, ...		52	...	...	52		
		Bithoor, ...		52	3	...	55		
		Russoolabad, ...		47	4	...	51		
		Akburpore, ...		62	2	...	64		
		Pookhrayan, ...		51	1	...	52		
		Busdhan, ...		33	...	...	33		
	Deyrahpore, ...	58	...	...	58				
			Total, ...		529	43	...	572	
	Etah.	Etah, ...	} Different dates.	118	15	...	133		
		Alligunj, ...		82	25	...	107		
		Putteeyallee, ...		57	7	...	64		
		Kassgunj, ...		34	14	...	48		
			Total, ...		297	61	...	352	
	Etawah.	Etawah, ...	} 18th April 1850,	...	...	...	...		
		Juswuntnuggur, ...		Ditto, ...	60	4	...	64	
		Luckhna, ...		Ditto, ...	51	9	...	60	
		Rawayan, ...		Ditto, ...	51	7	...	58	
		Belah, ...		Ditto, ...	48	...	...	48	
		Phaphoond, ...		Ditto, ...	86	7	...	93	
			Ditto, ...	119	2	...	121		
			Total, ...		415	29	...	444	
	Furruckabad.	Huzoor Tehseelee, ...	} 27th April 1850,	31	25	...	56		
		Chubra Mow, ...		Ditto, ...	52	1	1	54	
		Thuttia, ...		Ditto, ...	49	5	...	54	
		Sourikh, ...		Ditto, ...	43	16	...	59	
		Serai Meeran, ...		Ditto, ...	94	11	...	105	
		Kaingunj, ...		Ditto, ...	66	42	...	108	
		Futtehgurh, ...		Ditto, ...	20	10	...	30	
			Total, ...		355	110	1	466	
Humceerpore.	Huzoor Tehseele, ...	} 15th October 1855,	52	18	...	70			
	Soomarepore, ...		5th December 1856,	48	...	...	48		
	Gabroulee, ...		15th October 1855,	...	...	...	...		
	Jeitpore, ...		1st November 1855,	44	7	...	51		
	Moudha, ...		25th October 1855,	40	22	...	62		
	Mahoba, ...		23rd Ditto, ...	14	37	...	51		
	Soongra, ...		12th September 1855,	38	1	...	39		
	Raat, ...		1st November 1855,	18	9	...	27		
				Total, ...		254	94	...	348
	Jaloun.		Jaloun, ...	} 1st September 1858,	33	1	...	34	
Calpie, ...		Ditto, ...	44		10	...	54		
Oraie, ...		Ditto, ...	18		...	...	18		
Konch, ...		1st October 1858,	54		2	...	56		
Koterah, ...		1st September 1858,	22		8	...	30		
Juggummumpore, ...		Ditto, ...	38		1	...	39		
Omree, ...		7th July 1858, ...	8		...	...	8		
Madhougurh, ...		13th Ditto, ...	30		...	...	30		
		Total, ...		247	22	...	269		



## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class,—(Tehseelee Schools).

Average daily Attendance.	NO. OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling Fees.	RECEIPTS.	
	English.	Arabic.	Persian.	Urdu.	Hindi, in Nagree Character.	Sanskrit.		From Government.	Proceeds of Endowment.
8.	9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.
NORTH WESTERN PROVINCES.—(Continued.)									
52-43	...	...	...	30	45	...	From 1 to 2 annas.	Rs. As. P.	Rs. As. P.
58-45	...	...	...	14	46	...		191 4 1	...
43-50	...	...	...	14	27	...		140 0 7	...
49-33	...	...	...	15	45	...		114 13 10	...
53-55	...	...	...	9	49	...		156 11 10	...
58-98	...	...	...	12	49	...		131 11 1	...
50-35	...	...	...	12	44	...		246 13 3	...
73-53	20	...	...	10	54	...		114 11 10	...
57-59	...	...	...	6	52	...		244 11 1	...
40-17	...	...	...	14	19	...		125 3 1	...
61-62	...	...	...	11	58	...	165 3 0	...	
598-90	20	...	...	147	488	...	158 12 11	1,790 0 7	...
135-62	21	...	...	57	92	...	From 1, 2, 3, to 10 annas.	484 0 0	...
107-83	...	...	...	53	69	...		170 8 4	...
64-01	...	...	...	37	41	...		150 2 1	...
64-32	10	...	...	22	22	...		162 13 7	...
371-78	31	...	...	169	244	...		969 8 10	...
82-54	...	...	...	...	...	...	From 1, 2, 4, & 8 annas p. m.	210 8 9	...
71-01	...	...	...	7	64	...		130 15 9	...
50-21	...	...	4	6	54	...		150 10 0	...
50-59	...	...	...	...	58	...		159 15 3	...
56-48	...	...	...	...	48	...		157 14 9	...
76-70	40	...	7	10	76	...		307 11 0	168 0 0
111-98	24	...	4	12	103	...		305 8 11	176 0 0
499-51	64	...	15	35	403	...		1,423 4 5	344 0 0
63-25	19	...	...	33	15	...	From 1 to 2 annas.	186 1 9	...
58-25	...	...	...	15	50	...		134 15 9	...
54-17	...	...	...	9	54	...		239 2 6	...
53-25	...	...	...	16	48	...		129 6 6	...
96-08	...	...	...	30	105	...		249 12 6	...
33-33	...	...	...	66	43	...		192 7 9	...
35-91	...	...	...	30	10	...		179 4 4	...
449-24	19	...	...	199	325	...		1,311 3 1	...
59	24	...	...	38	40	...	From 1, 2, 4 annas.	321 3 1	...
44	...	...	...	...	48	...		179 4 4	...
22	...	...	...	...	...	...		69 7 8	...
47	...	...	...	...	51	...		109 13 9	...
55	...	...	...	17	48	...		162 8 2	...
52	...	...	...	44	17	...		126 4 0	...
40	...	...	...	4	35	...		74 2 3	...
30	...	...	...	9	18	...		88 1 6	...
349	24	...	...	112	257	...		1,130 12 9	...
51-21	...	...	...	10	24	...		From 1 to 4 annas.	103 2 0
51-76	27	...	...	27	27	...	250 9 2		...
27-90	...	...	...	2	16	...	130 15 9		...
58-42	...	...	...	4	52	...	121 9 5		...
36-92	...	...	...	6	24	...	105 9 6		...
39-68	...	...	...	...	39	...	166 11 0		...
14-91	...	...	...	...	8	...	129 7 9		...
37-92	...	...	...	...	30	...	114 8 4		...
318-72	27	...	...	49	220	...	1,122 8 11		...

TABLE No. III.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTIONS.	LOCALITY.		When Established.	Local rate of Assessment.	
	District.	Tehseelee.			
	1.	2.	3.	13.	
2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, Rs. As. P.					
Tehseelee Schools.	Cawnpore.	Cawnpore, ...	Different dates.	...	
		Nurwull, ...		...	
		Ghatumpore, ...		...	
		Bilhore, ...		...	
		Sheolee, ...		...	
		Bithoor, ...		...	
		Russoolabad, ...		...	
		Akburpore, ...		...	
		Pookhrayan, ...		...	
		Budhan, ...		...	
	Deyrahpore, ...	...			
			Total, ...	...	
	Etah,	Etah,	Etah, ...	Different dates.	180 0 0
			Alligung, ...		...
			Putteeyallee, ...		300 0 0
			Kassgunj, ...		...
			Total, ...	450 0 0	
	Etawah.	Etawah,	Etawah, ...	18th April 1850,	...
			Juswuntnuggur, ...		Ditto, ...
			Luckhna, ...		Ditto, ...
			Rawayan, ...		Ditto, ...
			Belah, ...		Ditto, ...
			Phaphoond, ...		Ditto, ...
			Oryeeah, ...		Ditto, ...
			Total, ...	...	
	Furruckabad.	Huzoor Tehseelee,	Chubra Mow, ...	27th April 1850,	...
			Thuttia, ...		Ditto, ...
Sourikh, ...			Ditto, ...		
Serai Meeran, ...			Ditto, ...		
Kaimgunj, ...			Ditto, ...		
Futtehgurh, ...			Ditto, ...		
					Total, ...
Humeerpore.	Huzoor Tehseelee,	Soomarepore, ...	15th October 1855,	...	
		Gabroulee, ...		5th December 1856,	
		Jeitpore, ...		15th October 1855,	
				1st November 1855,	
				1855, ...	
		Moudha, ...		25th October 1855,	
		Mahoba, ...		23rd Ditto, ...	
		Soongra, ...		12th September 1855,	
	1855, ...				
	Raat, ...	1st November 1855,	...		
		Total, ...	...		
Jaloun.	Jaloun,	Jaloun, ...	1st September 1858,	...	
		Calpie, ...		Ditto, ...	
		Oraie, ...		Ditto, ...	
		Konch, ...		1st October 1858,	
		Koterah, ...		1st September 1858,	
		Juggummumpore, ...		Ditto, ...	
		Omree, ...		7th July 1858, ...	
		Madhougurh, ...		13th Ditto, ...	
		Total, ...	...		

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Tehseelee Schools.)—(Continued.)

RECEIPTS.					CHARGES.				
Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.		
14.	15.	16.	17.	18.	19.	20.	21.		
NORTH WESTERN PROVINCES.—(Continued.)									
Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
44 0 0	71 10 0	...	...	306 14 1	144 0 0	162 14 1	306 14 1		
48 0 0	54 13 0	...	...	242 13 7	120 0 0	122 13 7	242 13 7		
48 0 0	50 10 0	...	6 0 0	219 7 10	96 0 0	123 7 10	219 7 10		
38 7 1	59 6 0	...	...	254 8 11	144 0 0	110 8 11	254 8 11		
48 0 0	51 11 0	...	24 0 0	255 6 1	120 0 0	135 6 1	255 6 1		
48 0 0	74 9 0	...	...	369 6 3	235 13 9	133 8 6	369 6 3		
48 0 0	36 0 0	...	...	198 11 10	96 0 0	102 11 10	198 11 10		
48 0 0	103 0 0	...	...	395 11 1	180 0 0	215 11 1	395 11 1		
36 0 0	42 10 0	...	...	203 13 1	110 0 0	93 13 1	203 13 1		
48 0 0	29 0 0	...	12 0 0	254 3 0	158 0 0	96 3 0	254 3 0		
148 0 0	64 3 0	...	...	370 15 11	139 10 4	231 5 7	370 15 11		
602 7 1	637 8 0	...	42 0 0	3,071 15 8	1,543 8 1	1,528 7 7	3,071 15 8		
...	281 13 0	...	...	945 13 10	445 0 2	500 13 8	945 13 10		
...	57 11 0	...	...	230 3 4	144 0 0	86 3 4	230 3 4		
...	4 0 0	...	...	154 2 1	130 0 0	24 2 1	154 2 1		
...	75 10 0	...	...	538 7 7	144 0 0	394 7 7	538 7 7		
...	419 2 0	...	...	1,868 10 10	863 0 2	1,005 10 8	1,868 10 10		
42 10 8	76 11 0	...	...	329 14 5	180 0 0	149 14 5	329 14 5		
36 0 0	66 13 0	...	...	233 12 9	108 5 3	125 7 6	233 12 9		
48 0 0	62 7 0	...	...	261 1 0	120 0 0	141 1 0	261 1 0		
37 14 5	50 11 0	...	...	248 8 8	119 0 0	129 8 8	248 8 8		
47 11 11	60 13 0	...	...	266 7 8	142 0 0	124 7 8	266 7 8		
48 0 0	195 7 0	...	...	719 2 0	288 8 0	430 10 0	719 2 0		
42 8 2	218 12 0	...	...	743 13 1	280 1 2	462 11 11	742 13 1		
302 13 2	731 10 0	...	...	2,801 11 7	1,237 14 5	1,563 13 2	2,801 11 7		
...	69 6 0	...	...	255 7 9	174 0 0	81 7 9	255 7 9		
...	80 1 0	...	...	215 0 9	120 0 0	95 0 9	215 0 9		
...	46 13 0	...	...	285 15 6	214 0 0	71 15 6	285 15 6		
...	54 4 0	...	...	183 10 6	120 0 0	63 10 6	183 10 6		
...	116 10 0	...	...	366 6 6	217 2 3	149 4 3	366 6 6		
...	96 11 0	...	...	289 2 9	163 4 0	125 14 9	289 2 9		
...	30 14 0	...	...	210 2 4	163 13 4	41 5 0	210 2 4		
...	494 11 0	...	...	1,805 14 1	1,177 3 7	628 10 6	1,805 14 1		
...	89 14 0	...	...	411 1 1	297 3 7	113 13 6	411 1 1		
...	65 11 0	...	...	244 15 4	170 9 4	74 6 0	244 15 4		
...	27 2 0	...	...	96 9 8	69 3 2	27 6 6	96 9 8		
...	56 9 0	...	...	166 6 9	96 0 0	70 6 9	166 6 9		
...	74 15 0	...	...	237 7 2	149 4 8	88 2 6	237 7 2		
...	54 12 0	...	...	181 0 0	120 0 0	61 0 0	181 0 0		
...	57 2 0	...	...	131 4 3	72 0 0	59 4 3	131 4 3		
...	44 5 0	...	...	132 6 6	86 7 3	45 15 3	132 6 6		
...	470 6 0	...	...	1,601 2 9	1,060 12 0	540 6 9	1,601 2 9		
...	76 7 0	...	...	179 9 0	89 0 0	90 9 0	179 9 0		
...	78 15 0	...	...	329 8 2	234 8 8	94 15 6	329 8 2		
...	37 4 0	...	...	168 3 9	119 2 3	49 1 6	168 3 9		
...	89 8 0	...	...	211 1 5	101 11 5	109 6 0	211 1 5		
...	53 5 0	...	...	153 14 6	96 0 0	62 14 6	153 14 6		
...	62 6 0	...	...	229 1 0	152 14 6	72 2 6	229 1 0		
...	23 15 0	...	...	153 6 9	119 0 0	34 6 9	153 6 9		
...	58 8 0	...	...	173 0 4	102 11 4	70 5 0	173 0 4		
...	480 4 0	...	...	1,602 12 11	1,015 0 2	587 12 9	1,602 12 11		

TABLE No. III.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.		When Established.
	District.	Tehseelee.	
	1.	2.	3.

## 2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,

Tehseelee Schools.	Cawnpore, (Contd).—					
		Cawnpore, ...	...	} Different dates.		
		Nurwul, ...	...			
		Ghatumpore, ...	...			
		Bilhore, ...	...			
		Sheelee, ...	...			
		Bithoor, ...	...			
		Russoolabad, ...	...			
		Akburpore, ...	...			
		Pookhrayan, ...	...			
		Rusdhan, ...	...			
		Deyrahpore, ...	...			
			Total, ...			
	Etah, ...	Etah, ...	...	} Different dates.		
		Alligunj, ...	...			
		Putteeyallee, ...	...			
		Kassgunj, ...	...			
			Total, ...			
	Etawah, ...	Etawah, ...	...	} Different dates.	18th April 1850, ...	
		Juswuntnuggur, ...	...			Ditto, ...
		Luckna, ...	...			Ditto, ...
		Rawayan, ...	...			Ditto, ...
		Belah, ...	...			Ditto, ...
		Phaprhoond, ...	...			Ditto, ...
		Oryeah, ...	...			Ditto, ...
			Total, ...			
	Furruckabad, ...	Huzoor Tehseelee, ...	...	} Different dates.	27th April 1850, ...	
		Chqbra Mow, ...	...			Ditto, ...
		Thuttia, ...	...			Ditto, ...
		Sourikh, ...	...			Ditto, ...
		Serai Meeran, ...	...			Ditto, ...
		Kaimgunj, ...	...			Ditto, ...
		Futtehgurh, ...	...			Ditto, ...
			Total, ...			
	Humeerpore, ...	Huzoor Tehseel, ...	...	} Different dates.	15th October 1855, ...	
		Soomarepore, ...	...			5th December 1856, ...
		Gahronee, ...	...			15th October 1855, ...
		Jeitpore, ...	...			1st November 1855, ...
		Moudha, ...	...			25th October 1855, ...
		Mahoba, ...	...			23rd Ditto, ...
		Soongra, ...	...			12th September 1855, ...
		Raat, ...	...			1st November 1855, ...
			Total, ...			
	Jaloun, ...	Jaloun, ...	...		} Different dates.	1st September 1858, ...
		Calpee, ...	...			Ditto, ...
		Oraie, ...	...			Ditto, ...
		Konch, ...	...			1st October 1858, ...
		Koterah, ...	...			1st September 1858, ...
		Juggummumpore, ...	...			Ditto, ...
		Omree, ...	...			7th July 1858, ...
		Madlhougurh, ...	...			13th Ditto, ...
			Total, ...			

## DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class.—(Tehseelee Schools.)—(Continued).

Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
		Total Cost.	Cost to Government.	
22.	23.	24.	25.	26.
NORTH WESTERN PROVINCES.—(Continued.)				
...	...	Rs. As. P. 5 13 8	Rs. As. P. 3 10 4	
...	...	4 2 6	2 6 4	
...	...	5 0 9	2 10 3	
...	...	5 2 7	3 2 10	
...	...	4 12 4	2 7 4	
...	...	6 4 2	4 3 0	
...	...	3 15 2	2 4 6	
...	...	5 6 1	3 5 3	
...	...	3 8 8	2 2 9	
...	...	67 5 3	4 1 9	
...	...	6 1 3	2 9 8	
...	...	5 2 1	2 15 10	
...	...	6 15 7	3 9 2	
...	...	2 2 2	1 9 7	
...	...	2 6 6	2 5 6	
...	...	8 5 11	2 8 6	
...	...	5 0 5	2 9 9	
...	...	3 15 11	2 8 10	
...	...	3 4 6	1 13 4	
...	...	5 2 11	3 0 0	
...	...	4 14 7	3 2 7	
...	...	4 11 6	2 12 8	
...	...	9 5 8	4 0 2	
...	...	6 10 2	2 11 8	
...	...	5 9 7	2 15 10	
...	...	3 11 11	2 11 8	
...	...	3 11 1	2 5 3	
...	...	5 4 6	4 6 8	
...	...	3 7 2	2 6 11	
...	...	3 13 0	2 9 7	
...	...	3 7 6	2 5 0	
...	...	5 13 8	4 15 11	
...	...	4 0 4	2 14 8	
...	...	6 15 4	5 7 1	
...	...	5 9 1	4 1 2	
...	...	4 6 3	3 2 6	
...	...	3 8 8	2 5 5	
...	...	4 5 1	2 15 3	
...	...	3 7 8	2 6 10	
...	...	3 4 7	1 10 3	
...	...	4 6 7	2 15 0	
...	...	4 9 5	3 3 10	
...	...	3 7 11	2 0 3	
...	...	6 5 10	4 13 5	
...	...	6 0 6	4 11 1	
...	...	3 9 10	2 1 4	
...	...	4 13 6	2 13 9	
...	...	5 12 4	4 2 9	
...	...	10 4 8	8 10 11	
...	...	4 9 0	3 0 4	
...	...	5 5 6	3 8 4	

TABLE No. III.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.		When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR			
	District.	Tehseelee.		Hindoo.	Mahomedans.	Others.	Total.

## 2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,

Tehseelee Schools.	Jhansie.	Burwa Saugor, ...	1st May 1861, ...	70	3	...	73	
		Bhandare, ...	1st June 1858, ...	38	18	...	56	
		Mote, ...	1st August 1858, ...	54	2	...	56	
		Churgaon, ...	1st May 1861, ...	48	1	...	49	
		Eruch, ...	15th Nov. 1858, ...	44	6	...	50	
		Mow, ...	15th June 1858, ...	85	1	...	86	
		Rampore, ...	15th May 1861, ...	61	1	...	62	
		Purmaha, ...	15th Nov. 1858, ...	42	1	...	43	
				Total, ...	442	33	...	475
		Lullutpore.	Lullutpore, ...	18th June 1859, ...	80	6	...	86
			Mahrani, ...	20th March 1860, ...	41	1	...	42
			Marawara, ...	7th June 1860, ...	40	3	...	43
			Total, ...	161	10	...	171	
		Muthra.	Huzoor Tehseel, ...	5th April 1858, ...	220	0	...	220
			Areeng, ...	Ditto, ...	55	9	...	64
			Chatai, ...	Ditto, ...	64	0	...	64
			Kosee, ...	Ditto, ...	91	9	...	100
			Nowjheel, ...	Ditto, ...	42	5	...	47
			Raya, ...	Ditto, ...	91	0	...	91
			Mahabun, ...	Ditto, ...	62	8	...	70
			Sadabad, ...	Ditto, ...	90	8	...	98
			Jalaisur, ...	Ditto, ...	76	21	...	97
			Total, ...	791	60	...	851	
		Mynpoorie.	Koraolee, ...	18th March 1861, ...	106	19	...	125
			Kurhull, ...	1st May 1860, ...	106	0	...	106
			Bhongaon, ...	Ditto, ...	95	10	...	105
			Phurrah, ...	30th April 1860, ...	104	1	...	105
	Shekoabad, ...		Ditto, ...	73	24	...	97	
		Total, ...	484	54	...	538		
		Grand Total, ...	4,552	555	1	5,108		

## 3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,

Allahabad.	Belapore, ...	Belapore, ...	25th March 1858, ...	34	6	...	40	
		Bara Khas, ...	1st July do., ...	19	15	...	34	
		Choil Khas, ...	25th March 1858, ...	1	59	...	60	
		Handia, ...	25th Ditto, ...	25	25	...	50	
		Kara, ...	31st Ditto, ...	4	48	...	52	
		Sirsa, ...	25th Ditto, ...	50	7	...	57	
		Karari, ...	31st Ditto, ...	16	64	...	80	
		Phoolpoor, ...	25th Ditto, ...	126	30	...	156	
		Mow, ...	1st May 1860, ...	8	17	...	25	
			Total, ...	283	271	...	554	
	Azimgurh.	Jeanpore, ...	Jeanpore, ...	1st June 1861, ...	17	27	...	44
			Dohright, ...	14th Feb. 1858, ...	47	3	...	50
			Mehnaipore, ...	1st May 1860, ...	89	3	...	92
			Nizamabad, ...	15th Sept. 1858, ...	53	15	...	68
			Mahool, ...	14th Feb. 1858, ...	38	12	...	50
			Maharajung, ...	1st May 1860, ...	40	17	...	57
			Mownatbhunjun, ...	1st January 1859, ...	89	21	...	110
Chiraiakote, ...			14th Feb. 1858, ...	46	4	...	50	
		Nugra, ...	14th Ditto, ...	40	4	...	44	
		Total, ...	459	106	...	565		

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class,—(Tehseelee Schools.)

Average daily Attendance.	NO. OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling Fees.	RECEIPTS.	
	English.	Arabic.	Persian.	Urdu.	Hindee, in Nagree Character.	Sanskrit.		From Government.	Proceeds of Endowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	10.	11.	12.
NORTH WESTERN PROVINCES.—(Continued.)									
75-00	...	...	...	...	73	...	1 and 2 annas.	Rs. As. P.	Rs. As. P.
60-00	...	...	10	16	48	...	Do.	156 13 3	...
61-00	...	...	...	13	43	...	Do.	127 15 6	...
49-00	...	...	...	8	41	...	Do.	158 1 9	...
49-00	...	...	...	6	50	...	Do.	164 10 6	...
107-00	...	...	...	3	85	...	Do.	104 12 3	...
84-00	...	...	...	4	62	...	Do.	131 11 0	...
35-00	...	...	...	3	42	...	Do.	118 6 9	...
520-00	...	...	10	63	444	...	1 and 2 annas.	1,068 15 6	...
77	16	...	...	18	80	...	1 and 2 annas.	137 11 3	...
50	...	...	...	2	40	...	Do.	125 7 6	...
43	...	...	...	11	36	...	Do.	136 11 6	...
170	16	...	...	31	156	...	1 and 2 annas.	399 14 3	...
176-52	58	...	18	44	155	...	1, 2, 4, and 8 annas.	422 12 11	...
64-48	...	...	4	25	47	...	Do.	156 0 6	...
79-58	...	...	...	...	64	...	Do.	151 13 6	...
101-08	...	...	6	20	92	...	Do.	223 13 0	...
50-58	...	...	6	14	41	...	Do.	164 5 0	...
91-00	...	...	12	7	91	...	Do.	194 13 2	...
62-66	...	...	15	19	59	...	Do.	158 9 3	...
93-50	...	...	26	30	82	...	Do.	226 5 3	...
98-59	...	...	33	55	76	...	Do.	231 7 6	...
817-99	58	...	120	214	707	...	1, 2, 4, and 8 annas.	1,930 0 1	...
95-56	...	...	...	30	105	...	1 and 2 annas.	180 13 5	...
106-62	...	...	...	10	106	...	Do.	277 4 6	...
111-40	...	...	...	38	81	...	Do.	260 8 5	...
113-93	...	...	...	10	105	...	Do.	207 12 3	...
106-10	...	...	...	46	61	...	Do.	191 11 3	...
533-61	...	...	...	134	458	...	1 and 2 annas.	1,118 1 10	...
5,297-00	333	...	150	1,374	4,275	...	...	13,990 5 9	344 0 0

## NORTH WESTERN PROVINCES.

35-53	...	...	...	40	10	...	2 annas.	122 10 3	...
26-13	...	...	...	34	34	...	Do.	118 1 6	...
36-00	...	...	...	60	20	...	Do.	149 11 9	...
33-69	...	...	...	39	11	...	Do.	122 5 0	...
46-75	...	...	...	52	20	...	Do.	167 7 9	...
55-40	...	...	...	6	51	...	Do.	127 9 3	...
49-11	...	...	...	70	50	...	Do.	208 11 0	...
112-66	...	...	...	40	130	...	Do.	142 3 6	...
23-55	...	...	...	24	5	...	Do.	123 1 0	...
419-17	...	...	...	365	331	...	...	1,281 1 0	...
37-81	...	16	42	24	44	...	...	201 3 1	...
35-23	...	...	1	7	48	...	...	142 13 4	...
75-70	...	...	13	25	89	...	...	241 12 4	...
61-74	...	...	...	38	30	...	...	159 11 4	...
42-33	...	...	13	18	38	...	...	150 5 1	...
45-24	...	...	18	18	39	...	...	132 8 10	...
72-77	...	...	20	30	80	...	2 annas.	184 8 10	...
33-21	...	...	...	18	32	...	...	157 9 4	...
33-42	...	...	...	5	39	...	...	279 2 4	...
442-19	...	16	107	203	439	...	...	1,649 10 6	...

TABLE No. III.—(Continued.)

## I.—INSTITUTIONS FOR

## Government Schools of the Lower

NAME OF INSTI- TUTIONS.	LOCALITY.		When Established.	Local rate of Assess- ment.
	District.	Tehseelee.		
	1.	2.	3.	13.
	2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION			
Tehseelee Schools.	Jhansie,—(Contd.)	Burwa Saugor, ...	1st May 1861, ...	Rs. As. P. ...
		Bhandare, ...	1st June 1858, ...	60 0 0
		Mote, ...	1st August 1858, ...	60 0 0
		Churgaon, ...	1st May 1861, ...	...
		Eruch, ...	15th Nov. 1858, ...	...
		Mow, ...	15th June 1858, ...	119 1 0
		Rampore, ...	15th May 1861, ...	24 12 1
		Purmaha, ...	15th Nov. 1858, ...	9 11 9
			Total, ...	273 8 10
		Lullutpore, ...	Lullutpore, ...	18th June 1859, ...
		Mahroni, ...	20th March 1860, ...	...
		Marawara, ...	7th June 1860, ...	...
		Total, ...	...	
	Muthra, ...	Huzoor Tehseel, ...	5th April 1858, ...	...
		Areeng, ...	Ditto, ...	...
		Chatal, ...	Ditto, ...	...
		Kosee, ...	Ditto, ...	...
		Nowjheel, ...	Ditto, ...	...
		Raya, ...	Ditto, ...	...
		Mahabun, ...	Ditto, ...	...
		Sadabad, ...	Ditto, ...	...
		Jalaisur, ...	Ditto, ...	...
		Total, ...	...	
Mynpoorie, ...	Koraolee, ...	18th March 1861, ...	...	
	Kurhull, ...	1st May 1860, ...	...	
	Bhongaon, ...	Ditto, ...	...	
	Phurrah, ...	30th April 1860, ...	...	
	Shekoabad, ...	Ditto, ...	...	
	Total, ...	...		
	Grand Total, ...	753 8 10		
	3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,			
Allahabad, ...	Belapore, ...	25th March 1858, ...	...	
	Bara Khas, ...	1st July do., ...	...	
	Choil Khas, ...	25th March 1858, ...	...	
	Handia, ...	25th Ditto, ...	...	
	Kara, ...	31st Ditto, ...	...	
	Sirsa, ...	25th Ditto, ...	...	
	Karari, ...	31st Ditto, ...	...	
	Phoolpore, ...	25th Ditto, ...	...	
	Mow, ...	1st May 1860, ...	...	
		Total, ...	...	
Azimgurh, ...	Jounpore, ...	1st June 1861, ...	...	
	Dohrighat, ...	14th Feb. 1858, ...	...	
	Mehnajpore, ...	1st May 1860, ...	...	
	Nizamabad, ...	15th Sept. 1858, ...	...	
	Mahool, ...	14th Feb. 1860, ...	...	
	Maharajgunj, ...	1st May 1860, ...	...	
	Mownatbhunjun, ...	1st January 1859, ...	...	
	Chiraiakote, ...	14th Feb. 1858, ...	...	
	Nugra, ...	14th Ditto, ...	...	
	Total, ...	...		



## DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class,—(Tehseelee Schools.)

RECEIPTS.					CHARGES.			
Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.	
14.	15.	16.	17.	18.	19.	20.	21.	
NORTH WESTERN PROVINCES.—(Continued.)								
Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
...	48 2 0	...	...	204 15 3	144 0 0	60 15 3	204 15 3	
...	35 6 0	...	...	223 5 6	120 0 0	103 5 6	223 5 6	
...	21 13 0	...	...	239 14 9	144 0 0	95 14 9	239 14 9	
...	17 0 0	...	...	181 10 6	160 0 0	21 10 6	181 10 6	
...	33 5 0	...	...	138 1 3	96 0 0	42 1 3	138 1 3	
...	99 2 0	...	...	349 14 0	120 0 0	229 14 0	349 14 0	
...	93 9 0	...	...	236 11 10	106 7 3	130 4 7	236 11 10	
...	15 9 0	...	...	131 3 3	96 0 0	35 13 3	131 3 3	
...	363 14 0	...	...	1,706 6 4	986 7 3	719 15 1	1,706 6 4	
...	116 2 0	...	...	253 13 3	120 0 0	133 13 3	253 13 3	
...	69 4 0	...	...	194 11 6	119 0 0	75 11 6	194 11 6	
...	55 1 0	...	...	191 12 6	120 0 0	71 12 6	191 12 6	
...	240 7 0	...	...	640 5 3	359 0 0	281 5 3	640 5 3	
...	272 7 0	...	21 14 0	717 1 11	349 5 8	367 12 3	717 1 11	
...	75 0 0	...	...	231 0 6	120 0 0	111 0 0	231 0 6	
...	21 8 0	...	...	173 5 6	120 0 0	53 5 6	173 5 6	
...	82 5 0	...	...	306 2 0	180 0 0	126 2 0	306 2 0	
...	33 12 0	...	...	198 1 0	120 0 0	78 1 0	198 1 0	
...	120 9 0	...	...	315 6 2	142 11 5	172 10 9	315 6 2	
...	65 10 0	...	...	224 3 3	120 0 0	104 3 3	224 3 3	
...	92 6 0	...	...	318 11 3	180 0 0	138 11 3	318 11 3	
...	100 14 0	...	...	332 5 6	180 0 0	152 5 6	332 5 6	
...	864 7 0	...	21 14 0	2,816 5 1	1,512 1 1	1,304 4 0	2,816 5 1	
...	37 8 0	...	...	218 5 5	149 10 8	68 10 9	218 5 5	
...	49 8 0	...	...	326 12 6	180 0 0	146 12 6	326 12 6	
...	44 14 0	...	...	305 6 5	115 12 11	189 9 6	305 6 5	
...	30 14 0	...	...	238 10 3	180 0 0	58 10 3	238 10 3	
...	44 1 0	...	...	235 12 3	119 0 0	116 12 3	235 12 3	
...	206 13 0	...	...	1,324 14 10	744 7 7	580 7 3	1,324 14 10	
905 4 3	5,524 6 0	...	63 14 0	21,581 6 10	11,972 4 10	9,609 2 0	21,581 6 10	

NORTH WESTERN PROVINCES.—(Continued.)

14 0 0	64 10 0	...	9 7 6	210 11 9	117 0 0	93 11 9	210 11 9
...	47 8 0	...	9 7 6	175 1 0	113 9 6	61 7 6	175 1 0
...	64 12 0	...	9 7 6	223 15 3	134 0 0	89 15 3	223 15 3
1 0 0	64 6 0	...	9 7 6	197 2 6	120 0 0	77 2 6	197 2 6
6 0 0	79 8 0	...	9 7 6	262 7 3	120 0 0	143 7 3	262 7 3
...	98 4 0	...	9 7 6	235 4 9	120 0 0	125 6 9	235 4 9
4 0 0	86 12 0	...	9 7 6	308 14 6	179 0 0	129 14 6	308 14 6
4 8 0	198 0 0	...	9 7 6	354 3 0	129 9 9	134 9 3	354 3 0
13 0 0	40 0 0	...	9 7 6	185 8 6	120 0 0	65 8 6	185 8 6
42 8 0	743 12 0	...	85 3 6	2,153 4 6	1,143 3 3	1,010 1 3	2,153 4 6
88 8 0	63 6 0	...	...	353 1 1	264 0 0	89 1 1	353 1 1
82 0 0	68 10 0	...	...	293 7 4	194 0 0	99 7 4	293 7 4
76 0 0	135 4 0	...	...	453 0 4	240 0 0	213 0 4	453 0 4
124 0 0	94 12 0	...	...	378 7 4	214 0 0	164 7 4	378 7 4
111 8 0	58 12 0	...	...	320 9 1	194 0 0	128 9 1	320 9 1
87 0 0	73 6 0	...	...	292 14 10	184 0 0	108 14 10	292 14 10
88 0 0	118 10 0	...	...	391 2 10	224 0 0	167 2 10	391 2 10
93 11 5	64 2 0	...	...	315 6 9	192 11 5	122 11 4	315 6 9
161 0 0	54 8 0	...	...	494 10 4	125 0 0	369 10 4	494 10 4
911 11 5	731 6 0	...	...	3,292 11 11	1,829 11 5	1,463 0 6	3,292 11 11

TABLE No. III.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTIONS.	LOCALITY.		When Established.
	District.	Tehseelee.	
	1.	2.	
<b>2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,</b>			
Tehseelee Schools.	Jhansie,—(Contd.)	Burwa Saugor, ...	1st May 1861, ...
		Bhandare, ...	1st June 1858, ...
		Mote, ...	1st August, 1858, ...
		Churgaon, ...	1st May 1861, ...
		Eruch, ...	15th Nov. 1858, ...
		Mow, ...	15th June 1858, ...
		Rampore, ...	15th May 1861, ...
		Purmaha, ...	15th Nov. 1858, ...
		Total, ...	
	Lullutpore, ...	Lullutpore, ...	18th June 1859, ...
		Mahroni, ...	20th March 1860, ...
		Marawara, ...	7th June 1860, ...
		Total, ...	
	Muthra, ...	Huzoor Tehseel, ...	5th April 1858, ...
		Areeng, ...	Ditto, ...
	Chatai, ...	Ditto, ...	
	Kosee, ...	Ditto, ...	
	Nowjheel, ...	Ditto, ...	
	Raya, ...	Ditto, ...	
	Mahabun, ...	Ditto, ...	
	Sadabad, ...	Ditto, ...	
	Jalaisur, ...	Ditto, ...	
	Total, ...		
Mynpoorie, ...	Koraolee, ...	18th March 1861, ...	
	Kurhull, ...	1st May 1860, ...	
	Bhongaon, ...	Ditto, ...	
	Phurrah, ...	30th April 1860, ...	
	Shekoabad, ...	Ditto, ...	
	Total, ...		
	Grand Total, ...		
<b>3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,</b>			
Allahabad, ...	Belapore, ...	25th March 1858, ...	
	Bara Khas, ...	1st July „ ...	
	Choil Khas, ...	25th March „ ...	
	Handia, ...	25th Ditto, „ ...	
	Kara, ...	31st Ditto, „ ...	
	Sirsa, ...	25th Ditto, „ ...	
	Karari, ...	31st Ditto, „ ...	
	Phoolpore, ...	25th Ditto, „ ...	
	Mow, ...	1st May 1860, ...	
		Total, ...	
Azimgurh, ...	Jounpore, ...	1st June 1861, ...	
	Dorighat, ...	14th Feb. 1858, ...	
	Mehnajpore, ...	1st May 1860, ...	
	Nizamabad, ...	15th Sept. 1858, ...	
	Mahool, ...	14th Feb. ...	
	Maharajgunj, ...	1st May 1858, ...	
	Mownatbhunjun, ...	1st January 1859, ...	
	Chiraiakote, ...	14th Feb. 1858, ...	
	Nugra, ...	14th Ditto, ...	
	Total, ...		

DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class,—(Tehseelee Schools.)

Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
		Total Cost.	Cost to Government.	
22.	23.	24.	25.	26.
<b>NORTH WESTERN PROVINCES.—(Concluded.)</b>				
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
...	...	2 11 9	2 1 5	
...	...	3 11 7	2 2 2	
...	...	3 14 11	2 9 6	
...	...	3 11 4	3 5 9	
...	...	2 13 1	2 2 3	
...	...	3 4 4	1 3 8	
...	...	2 13 1	1 6 7	
...	...	3 12 3	3 0 8	
...	...	3 4 6	2 0 11	
...	...	3 4 3	1 12 7	
...	...	3 14 4	2 8 2	
...	...	4 7 4	3 2 10	
...	...	3 12 3	2 5 8	
...	...	4 1 0	2 6 3	
...	...	3 11 9	2 6 9	
...	...	2 2 10	1 14 6	
...	...	3 0 7	2 3 10	
...	...	3 14 8	3 4 0	
...	...	3 7 5	2 2 3	
...	...	3 9 3	2 8 6	
...	...	3 8 0	2 6 10	
...	...	3 5 11	2 5 7	
...	...	3 7 1	2 5 9	
...	...	2 5 2	1 14 3	
...	...	3 1 0	2 9 7	
...	...	2 11 9	2 5 5	
...	...	2 1 6	1 13 2	
...	...	2 3 7	1 12 11	
...	...	2 7 9	2 1 6	
...	...	4 1 2	4 10 3	
<b>NORTH WESTERN PROVINCES.</b>				
...	...	5 14 10 <sup>3</sup> / <sub>4</sub>	3 7 2 <sup>3</sup> / <sub>4</sub>	
...	...	6 11 2 <sup>1</sup> / <sub>4</sub>	4 7 3 <sup>3</sup> / <sub>4</sub>	
...	...	6 2 6 <sup>1</sup> / <sub>2</sub>	4 1 10 <sup>1</sup> / <sub>2</sub>	
...	...	5 13 7 <sup>1</sup> / <sub>4</sub>	3 10 1	
...	...	5 9 9 <sup>3</sup> / <sub>4</sub>	3 9 3 <sup>3</sup> / <sub>4</sub>	
...	...	4 3 11 <sup>1</sup> / <sub>4</sub>	2 4 10 <sup>1</sup> / <sub>4</sub>	
...	...	6 4 7 <sup>1</sup> / <sub>2</sub>	4 4 0	
...	...	3 2 4 <sup>3</sup> / <sub>2</sub>	1 4 2 <sup>1</sup> / <sub>2</sub>	
...	...	7 14 0 <sup>1</sup> / <sub>2</sub>	5 3 7 <sup>1</sup> / <sub>2</sub>	
...	...	5 2 2 <sup>1</sup> / <sub>4</sub>	3 11 4 <sup>1</sup> / <sub>2</sub>	
...	...	9 5 5	5 5 2	
...	...	8 5 3	4 1 0	
...	...	6 8 2	3 3 9	
...	...	6 2 1	2 9 5	
...	...	7 9 2	3 8 10	
...	...	6 7 7	2 14 10	
...	...	5 6 1	2 8 7	
...	...	9 7 1	4 12 5	
...	...	14 12 6	8 8 10	
...	...	7 7 2	3 11 9	

TABLE No. III.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTIONS.	LOCALITY.		When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				
	District.	Tehseelee.		Hindoos.	Mahomedans.	Others.	Total.	
	1.	2 a.	3.	4.	5.	6.	7.	
Tehseelee Schools.	Banda,	Baheree, ...	1st February 1859,	26	2	...	28	
		Kaliager, ...	24th July 1858, ...	105	...	...	105	
		Mow, ...	1st February 1859,	45	2	...	47	
		Kamasin, ...	18th December 1858, ...	37	3	...	40	
		Banda, ...	5th July 1858, ...	50	26	...	76	
		Sindhan, ...	29th do., ,, ...	57	...	...	57	
		Tindoari, ...	5th do., ,, ...	51	10	...	61	
		Schonda, ...	9th do., ,, ...	44	16	...	60	
		Sirahuan, ...	26th do., ,, ...	62	12	...	74	
				Total, ...	477	71	...	548
	Benares,	Ramnuggur, Sukuldeeha,	...	1st June 1860, ...	46	...	...	46
			...	1st December 1858, ...	46	4	...	50
			...	Total, ...	92	4	...	96
	Futtehpore,	Shah, Husengunj, Huthgaon, Kisoonpore, Sewrajpore, Jahanabad, Khujwa,	...	27th April 1856 ...	50	1	...	51
			...	1st August 1858,	50	5	...	55
			...	19th March ,, ...	45	9	...	54
			...	17th March 1856,	60	...	...	60
			...	27th March 1858,	32	...	...	32
			...	19th February 1856,	57	23	...	80
			...	1st August 1860,	82	3	...	85
			Total, ...	376	41	...	417	
	Ghazcepore,	Baliya, Shadiabad, Mahomedabad, Rusra, Sydpore, Reotipore,	...	1st January 1856,	92	8	...	100
			...	1st June 1860, ...	25	17	...	42
			...	1st January 1856,	44	6	...	50
			...	1st do., ,, ...	63	27	...	90
			...	1st do., ,, ...	64	6	...	70
			1st do., ,, ...	114	1	...	115	
			Total, ...	402	65	...	467	
	Goruckpore,	Burhulgunj, Bansee, Basti, Salempore, Piproli, Mughur, Pipraich, Sahibgunj,	...	1st July 1860, ...	107	3	...	110
			...	20th Feby. 1858,	62	23	...	85
			...	15th do., ,, ...	50	...	...	50
			...	15th do., ,, ...	111	9	...	120
...			1st July 1860, ...	70	13	...	83	
...			15th Feby. 1858,	65	25	...	90	
...			11th do., ,, ...	59	3	...	62	
...			20th do., ,, ...	58	2	...	60	
		Total, ...	582	78	...	660		
Jounpore,	Olungunj, Zafrabad, Kirakut, Shahgunj, Machlishuhur, Mundiahoon,	...	1st June 1858, ...	105	25	...	130	
		...	5th Dec. 1860,	68	22	...	90	
		...	1st May 1860, ...	37	7	...	44	
		...	3rd March 1858,	31	8	...	39	
		...	5th do., ,, ...	36	18	...	54	
		...	22nd do., ,, ...	27	32	...	59	
		Total, ...	304	112	...	416		
Mirzapore,	Ahrora, Gopeegunj, Kondh,	...	March 1856, ...	67	3	...	70	
		...	April 1858, ...	55	10	...	65	
		...	June 1860, ...	41	3	...	44	
		Total, ...	163	16	...	179		
		Grand Total, ...	3,138	764	...	3,902		

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class,—(Tehseelee Schools.)

Average daily Attendance.	NO. OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling fees.	RECEIPTS.	
	English.	Arabic.	Persian.	Urdu.	Hindee in Nagri character.	Sanskrit.		From Government.	Proceeds of Endowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	10.	11.	12.
								Rs. As. P.	Rs. As. P.
18-85	...	...	...	2	28	...	} 2 annas.	102 13 0	... ..
75-31	...	...	...	...	105	...		206 13 0	... ..
34-17	...	...	...	14	47	...		128 13 0	... ..
32-00	...	...	...	6	40	...		101 13 0	... ..
57-34	22	...	49	51	40	...		317 9 9	... ..
40-07	...	...	...	7	57	...		126 13 0	... ..
43-06	...	...	...	14	59	...		131 13 0	... ..
49-83	...	...	...	15	60	...		128 13 0	... ..
56-81	...	...	...	14	65	...	128 13 0	... ..	
407-26	22	...	49	123	501	...		1,374 1 9	... ..
38-86	...	...	...	...	46	...	} 2 annas.	100 0 9	... ..
31-32	...	...	...	2	50	...		131 12 6	... ..
70-18	...	...	...	2	96	...		231 13 3	... ..
44-20	...	...	15	10	39	...	} From 1 to 2 annas.	123 10 0	... ..
46-28	...	...	7	17	50	...		123 1 0	... ..
41-32	...	...	14	17	44	...		163 9 6	... ..
50-77	...	...	...	...	60	...		193 8 0	... ..
24-94	...	...	...	...	32	...		121 0 0	... ..
70-33	...	...	5	40	40	...		128 1 0	... ..
69-15	...	...	...	...	85	...		98 9 9	... ..
337-00	...	...	41	84	350	...			951 7 3
60-02	32	...	...	18	58	...	} From 1 to 2 annas.	125 6 5	188 15 4
30-37	...	...	...	4	30	...		120 12 0	... ..
45-57	...	...	...	30	32	...		119 12 0	... ..
107-30	...	...	...	24	80	...		142 0 0	... ..
62-29	...	...	...	35	48	...		196 0 0	... ..
70-07	...	...	...	8	115	...		170 8 0	... ..
375-63	32	...	...	119	363	...		874 6 5	188 15 4
83-75	...	...	...	12	110	...	} From 1 to 2 annas.	184 12 9	... ..
50-28	...	...	30	40	45	...		118 15 0	... ..
27-68	...	...	...	...	50	...		122 3 0	... ..
98-11	...	...	...	20	120	...		171 9 0	... ..
55-41	...	...	...	4	83	...		126 0 4	... ..
54-38	...	...	...	26	90	...		170 9 0	... ..
45-21	...	...	...	21	62	...		138 9 0	... ..
47-06	...	...	...	...	60	...		123 15 0	... ..
461-88	...	...	30	123	620	...		1,206 9 1	... ..
103-46	27	...	...	56	49	...	} From 1 to 4 annas.	316 9 9	... ..
35-30	...	...	...	50	40	...		225 2 3	... ..
35-46	...	...	...	44	44	...		297 2 3	... ..
32-92	...	...	...	11	28	...		123 6 3	... ..
44-13	2	...	2	14	30	...		131 5 0	... ..
52-00	...	...	...	34	26	...		137 3 6	... ..
353-57	29	...	2	209	217	...		1,231 0 0	... ..
52-14	...	...	...	10	70	...	} 2 annas.	327 10 0	... ..
49-14	...	...	...	12	53	...		145 0 9	... ..
27-42	...	...	...	3	44	...		100 0 9	... ..
127-70	...	...	...	25	167	...		572 11 6	... ..
2,094-28	83	16	229	1,263	3,084	...	From 1 to 4 annas.	9,874 1 9	188 15 4

TABLE No. III.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTIONS.	LOCALITY.		When Established.	Local rate of Assessment.	
	District.	Tehseelee.			
	1.	2.	3.	13.	
Tehseelee Schools.	Banda,	Baheree, ...	1st Febrary 1859, ...	... ..	
		Kalinger, ...	24th July 1858, ...	... ..	
		Mow, ...	1st Febrary 1859, ...	... ..	
		Kamasin, ...	18th December 1858, ...	... ..	
		Banda, ...	5th July 1858, ...	... ..	
		Sindhan, ...	29th do. ,, ...	... ..	
		Tindoari, ...	5th do. ,, ...	... ..	
		Sehonda, ...	9th do. ,, ...	... ..	
		Sirahuan, ...	26th do. ,, ...	... ..	
				Total, ...	... ..
	Benares,	Ramnuggur, ...	... ..	1st June 1860, ...	... ..
			Sukuldeeha, ...	1st December 1858, ...	... ..
			Total, ...	... ..	
	Futtehpore,	Shah, ...	... ..	27th April 1856, ...	... ..
			Husengunj, ...	1st August 1858, ...	... ..
			Huthgaon, ...	19th March ,, ...	... ..
			Kisoonpore, ...	17th March 1856, ...	... ..
			Sewrajpore, ...	27th March 1858, ...	... ..
			Jehanabad, ...	19th Febrary 1856, ...	... ..
			Khujwa, ...	1st August 1860, ...	... ..
			Total, ...	... ..	
	Ghazeeppore,	Baliya, ...	... ..	1st January 1856, ...	... ..
			Shadiabad, ...	1st June 1860, ...	... ..
			Mahomedabad, ...	1st January 1856, ...	... ..
			Rusra, ...	1st do. ,, ...	... ..
			Sydpore, ...	1st do. ,, ...	... ..
			Reotipore, ...	1st do. ,, ...	... ..
		Total, ...	... ..		
Goruckpore,	Burhulgunj, ...	... ..	1st July 1860, ...	... ..	
		Bansee, ...	20th Feby. 1858, ...	... ..	
		Basti, ...	15th do. ,, ...	... ..	
		Salempore, ...	15th do. ,, ...	... ..	
		Piproli, ...	1st July 1860, ...	... ..	
		Mughur, ...	15th Feby. 1858, ...	... ..	
		Pipraich, ...	11th do. ,, ...	... ..	
		Sahibgunj, ...	20th do. ,, ...	... ..	
		Total, ...	... ..		
Jounpore,	Olungunj, ...	... ..	1st June 1858, ...	... ..	
		Zafrabad, ...	5th Dec. 1860, ...	... ..	
		Kirakut, ...	1st May 1860, ...	... ..	
		Shahgunj, ...	3rd March 1858, ...	... ..	
		Machlishuhur, ...	5th do. ,, ...	... ..	
		Mundiahoon, ...	22nd do. ,, ...	... ..	
		Total, ...	... ..		
Mirzapore,	Ahrora, ...	... ..	March 1856, ...	... ..	
		Gopeegunj, ...	April 1858, ...	... ..	
		Kondh, ...	June 1860, ...	... ..	
		Total, ...	... ..		
		Grand Total, ...	... ..		

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class,—(Tehseelee Schools.)

RECEIPTS.					CHARGES.		
Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.
14.	15.	16.	17.	18.	19.	20.	21.
	Rs. As. P.			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
... ..	38 14 0	...	... ..	141 11 0	96 0 0	45 11 0	141 11 0
... ..	126 14 0	...	... ..	333 11 0	180 0 0	153 11 0	333 11 0
... ..	57 13 0	...	... ..	186 10 0	120 0 0	66 10 0	186 10 0
... ..	55 6 0	...	... ..	157 3 0	96 0 0	61 3 0	157 3 0
... ..	91 8 0	...	... ..	409 1 9	240 0 0	169 1 9	409 1 9
... ..	34 0 0	...	... ..	160 13 0	120 0 0	40 13 0	160 13 0
... ..	82 6 0	...	... ..	214 3 0	120 0 0	94 3 0	214 3 0
... ..	91 6 0	...	... ..	220 3 0	120 0 0	100 3 0	220 3 0
... ..	99 2 0	...	... ..	227 15 0	120 0 0	107 15 0	227 15 0
... ..	677 5 0	...	... ..	2,051 6 9	1,212 0 0	839 6 9	2,051 6 9
18 0 0	56 4 0	...	... ..	174 4 9	96 0 0	78 4 9	174 4 9
18 0 0	66 8 0	...	... ..	216 4 6	120 0 0	96 4 6	216 4 6
36 0 0	122 12 0	...	... ..	390 9 3	216 0 0	174 9 3	390 9 3
... ..	50 10 0	...	... ..	204 4 0	120 0 0	84 4 0	204 4 0
12 0 0	67 12 0	...	... ..	202 13 0	120 0 0	82 13 0	202 13 0
24 0 0	70 2 0	...	... ..	257 11 6	144 0 0	113 11 0	257 11 6
... ..	65 4 0	...	... ..	258 12 0	180 0 0	78 12 0	258 12 0
48 0 0	43 15 0	...	... ..	212 15 0	120 0 0	92 15 0	212 15 0
... ..	127 0 0	...	... ..	255 1 0	120 0 0	135 1 0	255 1 0
... ..	107 6 0	...	... ..	205 15 9	96 0 0	109 15 9	205 15 9
84 0 0	562 1 0	...	... ..	1,597 8 3	900 0 0	697 8 3	1,597 8 3
312 8 4	108 1 0	...	... ..	734 15 1	100 14 5	634 0 8	734 15 1
78 9 0	48 0 0	...	... ..	247 5 0	120 0 0	127 5 0	247 5 0
116 9 0	58 1 0	...	... ..	294 6 0	110 0 0	184 6 0	294 6 0
204 9 0	114 0 0	...	... ..	460 9 0	120 0 0	340 9 0	460 9 0
144 1 0	82 5 0	...	... ..	422 6 0	142 0 0	280 6 0	422 6 0
125 12 1	78 6 0	...	... ..	374 10 1	144 0 0	230 10 1	374 10 1
982 0 5	488 13 0	...	... ..	2,534 3 2	736 14 5	1,797 4 9	2,534 3 2
543 10 0	65 8 0	...	... ..	793 14 9	140 0 0	653 14 9	793 14 9
... ..	44 15 0	...	... ..	163 14 0	115 0 0	48 14 0	163 14 0
... ..	23 8 0	...	... ..	145 11 0	116 0 0	29 11 0	145 11 0
250 0 0	14 4 0	...	... ..	435 13 0	144 0 0	291 13 0	435 13 0
... ..	40 12 0	...	... ..	166 12 4	116 7 4	50 5 0	166 12 4
3 0 0	79 12 0	...	... ..	253 5 0	144 0 0	109 5 0	253 5 0
9 0 0	52 4 0	...	... ..	249 13 0	171 0 0	78 13 0	249 13 0
65 0 0	60 0 0	...	... ..	248 15 0	120 0 0	128 15 0	248 15 0
870 10 0	380 15 0	...	... ..	2,458 2 1	1,066 7 4	1,391 10 9	2,458 2 1
789 0 0	255 12 0	...	... ..	1,361 5 9	1,185 0 0	231 2 3	1,416 2 3
94 13 6	56 10 0	...	... ..	376 9 9	331 0 0	45 9 9	376 9 9
144 15 10	7 14 0	...	... ..	450 2 1	161 10 1	288 8 0	450 2 1
95 1 4	14 10 0	...	... ..	233 1 7	180 0 0	53 1 7	233 1 7
593 0 0	73 0 0	...	... ..	797 5 0	199 8 0	597 13 0	797 5 0
108 12 0	21 10 0	...	... ..	268 3 6	203 12 7	64 6 4	268 3 6
1,825 10 0	429 8 0	...	... ..	3,486 11 8	2,260 14 8	1,280 9 11	3,541 8 2
6 0 0	103 12 0	...	... ..	437 6 0	240 0 0	197 6 0	437 6 0
... ..	98 0 0	...	... ..	243 0 9	136 0 0	107 0 9	243 0 9
... ..	66 0 0	...	... ..	166 0 9	96 0 0	70 0 9	166 0 9
6 0 0	267 12 0	...	... ..	846 7 6	472 0 0	374 7 6	846 7 6
4,758 8 6	4,404 4 0	...	85 3 6	18,811 1 1	9,837 3 1	9,028 10 6	18,865 13 7

TABLE No. III,—(Continued).

## I.—INSTRUCTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTIONS.	LOCALITY.		When Established.
	District.	Tehseelee.	
	1.	2.	3.
Tehseelee Schools.	Banda,	Baherec, ...	1st February 1859,
		Kallnger, ...	24th July 1858, ...
		Mow, ...	1st February 1859,
		Kamasin, ...	18th December 1858, ...
		Banda, ...	5th July 1858, ...
		Sindhan, ...	29th do. " ...
		Tindoari, ...	5th do. " ...
		Sehonda, ...	9th do. " ...
		Sirahuan, ...	26th do. " ...
			Total, ...
	Benares,	Ramnuggur, ...	1st June 1860, ...
		Sukuldeeha, ...	1st December 1858, ...
		Total, ...	
	Futtehpore,	Shah, ...	27th April 1856, ...
		Hussengunj, ...	1st August 1858, ...
		Huthgaon, ...	19th March " ...
		Kisoonpore, ...	17th March 1856, ...
		Sewrajpore, ...	27th March 1858, ...
		Jehanabad, ...	19th February 1856, ...
		Khujwa, ...	1st August 1860, ...
		Total, ...	
	Ghazeeepore,	Baliya, ...	1st January 1856, ...
Shadiabad, ...		1st June 1860, ...	
Mahomedabad, ...		1st January 1856, ...	
Rusra, ...		1st do. " ...	
Sydpore, ...		1st do. " ...	
	Reotipore, ...	1st do. " ...	
	Total, ...		
Goruckpore,	Burhnlgunj, ...	1st July 1860, ...	
	Bansee, ...	20th Feby. 1858, ...	
	Basti, ...	15th do. " ...	
	Salempore, ...	15th do. " ...	
	Piproli, ...	1st July 1860, ...	
	Mughur, ...	15th Feby. 1858, ...	
	Pipraich, ...	11th do. " ...	
	Sahibgunj, ...	20th do. " ...	
	Total, ...		
Jounpore,	Olungunj, ...	1st June 1858, ...	
	Zafrabad, ...	5th Dec. 1860, ...	
	Kirakut, ...	1st May 1860, ...	
	Shahgunj, ...	3rd March 1858 ...	
	Machlishuhur, ...	5th do. " ...	
	Mundiahoon, ...	22nd do. " ...	
	Total, ...		
Mirzapore,	Ahrora, ...	March 1856, ...	
	Gopeeunij, ...	April 1858, ...	
	Kondh, ...	June 1860, ...	
	Total, ...		
	Grand Total, ...		



## D I X H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class,—(Tehseelee Schools.)

Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
		Total Cost.	Cost to Government.	
22.	23.	24.	25.	26.
		Rs. As. P.	Rs. As. P.	
...	...	7 3 8	5 7 3	
...	...	4 6 11	2 11 11	
...	...	5 7 5	3 2 4	
...	...	4 14 7	3 2 11	
...	...	7 2 2	5 8 7	
...	...	4 3 0	3 2 8	
...	...	4 14 2	2 15 0	
...	...	4 6 8	2 9 4	
...	...	4 2 0	2 4 3	
...	...	5 5 0	3 5 9	
...	...	4 7 9	2 8 9	
...	...	6 14 6	4 3 1	
...	...	5 9 0	3 4 10	
...	...	4 9 11	2 12 9	
...	...	4 6 1	2 10 8	
...	...	4 3 10	3 15 4	
...	...	5 1 6	3 12 10	
...	...	8 8 7	4 13 8	
...	...	3 10 0	1 13 2	
...	...	2 15 8	1 6 10	
...	...	4 11 10	2 13 2	
...	...	10 8 7	2 1 5	
...	...	8 1 11	3 15 8	
...	...	6 7 4	2 11 0	
...	...	4 4 8	2 5 2	
...	...	6 12 5	3 2 4	
...	...	5 2 9	2 6 11	
...	...	6 11 11	1 15 4	
...	...	9 5 11	2 3 5	
...	...	3 4 0	2 5 10	
...	...	5 4 3	4 6 8	
...	...	4 7 0	1 12 0	
...	...	3 0 2	2 4 3	
...	...	4 10 0	3 2 2	
...	...	5 8 5	4 2 8	
...	...	5 4 7	2 10 1	
...	...	5 5 1	2 9 9	
...	54 12 6	13 11 0	3 0 11	
...	...	4 6 6	2 10 2	
...	...	11 11 1	8 6 0	
...	...	7 2 7	3 12 6	
...	...	18 0 11	2 15 6	
...	...	5 2 6	2 10 5	
...	54 12 6	10 5 0	3 7 9	
...	...	8 6 2	6 2 6	
...	...	4 15 1	2 12 11	
...	...	6 0 11	3 12 2	
...	...	6 9 4	4 7 2	
...	54 12 6	6 4 9	3 2 1	

TABLE No. III.—(Continued.)

## I.—INSTITUTIONS FOR

## Government Schools of the Lower

NAME OF INSTITUTIONS.	LOCALITY.		When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.			
	District.	Tehseelee.		Hindoos.	Mahomedans.	Others.	Total.
1.	1.	2.	3.	4.	5.	6.	7.

## KUMAON CIRCLE, DEPARTMENT PUBLIC

Tehseelee Schools.	Kumaon,	Dwarahat, ...	1st March 1857, ...	78	...	...	78
		Sialdev, ...	14th September 1858, ...	91	...	...	91
		Chumphawut, ...	1st October 1858, ...	23	...	...	23
		Pithoragurh, ...	9th do., " ...	50	...	...	50
		Deghat, ...	4th March 1859, ...	55	...	...	55
		Lohaghat, ...	24th May 1859, ...	42	11	...	53
		Milum, ...	1st July 1859, ...	...	...	24	24
		Hawulbagh, ...	21st December 1859, ...	40	...	1	41
		Bugwaleepokhur, ...	1st January 1860, ...	72	...	...	72
		Murtolee, ...	...	...	...	...	...
		Manshee, ...	16th May 1861, ...	84	...	...	84
		Sheera, ...	1st October 1861, ...	41	...	...	41
		Darma, ...	29th January 1862, ...	...	...	48	48
		Jaintee, ...	1st January 1863, ...	24	...	...	24
		Gungolee, ...	1st March 1863, ...	35	...	...	35
	Total, ...			635	11	73	719
	Gurhwal,	Srenuggur, ...	1st September 1853, ...	51	7	4	62
		Pokhuree, ...	1st August 1859, ...	35	...	...	35
		Bungar, ...	1th October 1858, ...	...	...	...	...
		Pokhura, ...	1st March 1859, ...	60	...	...	60
		Saindhur, ...	16th do., " ...	49	...	...	49
		Paoree, ...	1st April 1859, ...	...	...	...	...
		Doonguree, ...	Ditto, ...	53	...	...	53
		Sisey, ...	7th May 1859, ...	...	...	...	...
		Guwanee, ...	1st April 1860, ...	...	...	...	...
		Kimnee, ...	1st June 1860, ...	40	...	...	40
		Erra, ...	Ditto, ...	...	...	...	...
		Punayen, ...	Ditto, ...	40	...	...	40
		Gamsalee, ...	1st February 1861, ...	59	...	...	59
		Ookheemuth, ...	1st May 1861, ...	60	...	...	60
		Givel, ...	1st April 1861, ...	...	...	...	...
		Mana, ...	1st June 1861, ...	...	...	...	...
Naithana, ...		1st May 1862, ...	46	...	...	46	
Lohuba, ...	1st June 1862, ...	51	...	...	51		
Palee, ...	1st January 1863, ...	60	...	...	60		
Gugwara, ...	1st April 1863, ...	37	...	...	37		
Buchhelee, ...	1st January 1863, ...	59	...	1	60		
Total, ...			680	7	5	712	
Grand Total, ...			1,315	18	78	1,411	

## AJMERE CIRCLE, DEPARTMENT PUBLIC

Ajmere,	Pushkar, ...	1860, ...	66	...	...	66
	Kekri, ...	1861, ...	36	...	...	36
	Srinagur, ...	1859, ...	51	...	...	51
	Pisanyan, ...	1859, ...	31	2	...	33
	Gobindgurh, ...	1859, ...	13	...	...	13

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Tehseelee Schools).

Average daily Attendance.	NO. OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling Fees.	RECEIPTS.	
	English.	Arabic.	Persian.	Urdu.	Hindee, in Nagree Character.	Sanskrit.		From Government.	Proceeds of Endowment.
8.	9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.
INSTRUCTION, NORTH WESTERN PROVINCES.									
39	...	...	...	...	78	...	1 anna.	Rs. As. P. 193 11 0	Rs. As. P. ...
51	...	...	...	...	91	...	Do.	196 11 7	...
33	...	...	...	...	23	...	Do.	148 4 6	...
34	...	...	...	...	50	...	Do.	145 11 0	...
36	...	...	...	...	55	...	Do.	119 0 0	...
46	...	...	...	...	53	...	Do.	233 5 6	...
36	...	...	...	...	24	...	Do.	132 6 6	...
22	...	...	...	...	41	...	Do.	190 5 6	...
43	...	...	...	...	72	...	Do.	96 11 7	...
30	...	...	...	...	...	...	Do.	88 5 2	...
53	...	...	...	...	84	...	Do.	133 7 0	...
30	...	...	...	...	41	...	Do.	67 2 6	...
55	...	...	...	...	48	...	Do.	210 12 3	...
29	...	...	...	...	24	...	Do.	32 12 3	...
28	...	...	...	...	35	...	Do.	24 0 0	...
565	...	...	...	...	719	...	1 anna.	2,012 10 4	...
56	30	...	...	...	32	...	Do.	337 4 8	...
80	...	...	...	...	35	...	Do.	138 2 6	...
24	...	...	...	...	...	...	Do.	80 0 0	...
23	...	...	...	...	60	...	Do.	84 0 0	...
32	...	...	...	...	49	...	Do.	136 0 0	...
24	...	...	...	...	...	...	Do.	124 11 0	...
24	...	...	...	...	53	...	Do.	114 7 0	...
21	...	...	...	...	...	...	Do.	80 0 0	...
15	...	...	...	...	...	...	Do.	5 0 0	...
23	...	...	...	...	40	...	Do.	111 1 0	...
26	...	...	...	...	...	...	Do.	81 0 0	...
26	...	...	...	...	40	...	Do.	148 15 6	...
44	...	...	...	...	59	...	Do.	194 10 6	...
31	...	...	...	...	60	...	Do.	101 14 6	...
26	...	...	...	...	...	...	Do.	88 0 0	...
26	...	...	...	...	...	...	Do.	45 8 0	...
28	...	...	...	...	46	...	Do.	115 7 8	...
21	...	...	...	...	51	...	Do.	104 8 3	...
32	...	...	...	...	60	...	Do.	16 14 0	...
26	...	...	...	...	37	...	Do.	10 0 0	...
44	...	...	...	...	60	...	Do.	43 9 8	...
603	30	...	...	...	682	...	1 anna.	2,161 2 3	...
1,168	30	...	...	...	14,01	...	1 anna.	4,173 12 7	...
INSTRUCTION, NORTH WESTERN PROVINCES.									
72.6	...	...	...	...	66	...	1 anna.	141 2 2	11 14 3
37.3	...	...	...	...	36	...	1 and 2 annas.	144 0 0	18 1 6
41.0	...	...	...	...	51	...	1 a n a.	98 9 7	14 6 5
30.1	...	...	...	...	33	...	1 and 2 annas.	104 13 11	6 11 0
23.3	...	...	...	...	13	...	1 anna.	79 8 9	1 1 9

TABLE No. III.—(Continued.)

I.—INSTITUTIONS FOR  
Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.		When Established.	Local rate of Assessment.
	District.	Tehseelee.		
1.	2.	2 a.	3.	13.

## KUMAON CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,

Tehseelee Schools. Kumaon.	Dwarahat,	...	1st March 1857,	...
	Sialdev,	...	14th September 1858,	...
	Chumphawut,	...	1st October 1858,	...
	Pithoragurh,	...	9th do.,	...
	Deghat,	...	4th March 1859,	...
	Lohaghat,	...	24th May 1859,	...
	Milum,	...	1st July 1859,	...
	Hawulbagh,	...	21st December 1859,	...
	Bngwaleepokhur,	...	1st January 1860,	...
	Murtolee,	...	...	...
	Manshee,	...	16th May 1861,	...
	Sheera,	...	1st October 1861,	...
	Darma,	...	29th January 1862,	...
	Jaintee,	...	1st January 1863,	...
	Gungolee,	...	1st March 1863,	...
		...	Total,	...
Gurhwal.	Sreenuggur,	...	1st September 1853,	...
	Pokhuree,	...	1st August 1859,	...
	Bungar,	...	1st October 1858,	...
	Pokhura,	...	1st March 1859,	...
	Saindhur,	...	16th do.,	...
	Paorce,	...	1st April 1859,	...
	Doonguree,	...	...	...
	Sisey,	...	7th May 1859,	...
	Guwane,	...	1st April 1860,	...
	Kimnee,	...	1st June 1860,	...
	Erra,	...	...	...
	Punayen,	...	...	...
	Gumsalee,	...	1st February 1860,	...
	Ookheemuth,	...	1st May 1861,	...
	Givel,	...	1st April 1861,	...
	Mana,	...	1st June 1861,	...
	Naithana,	...	1st May 1862,	...
	Lohuba,	...	1st June 1862,	...
	Palee,	...	1st January 1863,	...
	Gugwara,	...	1st April 1863,	...
	Buchhelee,	...	1st January 1863,	...
		...	Total,	...
		...	Grand Total,	...

## AJMERE CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,

Ajmere.	Pushkar,	...	1860.	...
	Kekri,	...	1861.	...
	Srinugur,	...	1859.	...
	Pisanyan.	...	1859.	...
	Gobindgurh,	...	1859.	...

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Tehseelee Schools.)

RECEIPTS.					CHARGES.		
Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books,	Other Sources.	Total.	Current.	Extraordinary.	Total.
14.	15.	16.	17.	18.	19.	20.	21.
<b>NORTH WESTERN PROVINCES.</b>							
...	Rs. As. P. 0 3 0	...	...	Rs. As. P. 193 14 0	Rs. As. P. 180 0 0	Rs. As. P. 13 14 0	Rs. As. P. 193 14 0
...	1 14 0	...	...	198 9 7	144 0 0	54 9 7	198 9 7
...	9 0 0	...	...	157 4 6	135 0 0	22 4 6	157 4 6
...	1 0 0	...	...	146 11 0	120 0 0	26 11 0	146 11 0
...	1 9 0	...	...	120 9 0	104 0 0	16 9 0	120 9 0
...	49 12 0	...	...	283 1 6	209 0 0	74 1 6	283 1 6
...	18 9 0	...	...	150 15 6	106 0 0	44 15 6	150 15 6
...	0 0 0	...	...	90 5 6	69 0 0	21 5 6	90 5 6
...	2 5 0	...	...	199 0 7	144 0 0	55 0 7	199 0 7
...	10 15 0	...	...	99 4 2	72 0 0	27 4 2	99 4 2
...	10 8 0	...	...	143 15 0	109 0 0	34 15 0	143 15 0
...	4 9 0	...	...	71 11 6	60 0 0	11 11 6	71 11 6
...	38 4 0	...	...	249 0 3	185 0 0	64 0 3	249 0 3
...	0 0 0	...	...	32 12 3	32 0 0	0 12 3	32 12 3
...	0 0 0	...	...	24 0 0	24 0 0	0 0 0	24 0 0
...	148 8 0	...	...	2,161 2 4	1,693 0 0	468 2 4	2,161 2 4
...	1 5 0	...	...	338 9 8	304 0 0	34 9 8	338 9 8
...	1 0 0	...	...	139 2 6	120 0 0	19 2 6	139 2 6
...	0 0 0	...	...	80 0 0	80 0 0	0 0 0	80 0 0
...	0 0 0	...	...	84 0 0	74 0 0	10 0 0	84 0 0
...	0 0 0	...	...	136 0 0	128 0 0	8 0 0	136 0 0
...	0 0 0	...	...	124 11 0	116 0 0	8 11 0	124 11 0
...	4 0 0	...	...	118 7 0	112 0 0	6 7 0	118 7 11
...	0 0 0	...	...	80 0 0	80 0 0	0 0 0	80 0 0
...	0 0 0	...	...	5 0 0	5 0 0	0 0 0	5 0 0
...	1 0 0	...	...	112 1 0	99 0 0	13 1 0	112 1 0
...	0 0 0	...	...	81 0 0	81 0 0	0 0 0	81 0 0
...	5 2 0	...	...	154 1 6	132 0 0	22 1 6	154 1 6
...	7 5 0	...	...	201 15 6	165 0 0	36 15 6	201 15 6
...	1 14 0	...	...	103 12 6	84 0 0	19 12 6	103 12 6
...	3 9 0	...	...	91 9 0	88 0 0	3 9 0	91 9 0
...	0 0 0	...	...	45 8 0	40 0 0	5 8 0	45 8 0
...	0 0 0	...	...	115 7 8	100 0 0	15 7 0	115 7 8
...	7 0 0	...	...	111 8 3	88 0 0	23 8 3	111 8 3
...	0 0 0	...	...	16 14 0	16 0 0	0 14 0	16 14 0
...	0 0 0	...	...	10 0 0	10 0 0	0 0 0	10 0 0
...	0 0 0	...	...	43 9 8	32 0 0	11 9 8	43 9 8
...	32 3 0	...	...	2,193 5 3	1,954 0 0	239 5 3	2,193 5 3
...	180 11 0	...	...	4,354 7 7	3,647 0 0	707 7 7	4,354 7 7
<b>NORTH WESTERN PROVINCES.</b>							
...	45 10 0	...	...	193 10 5	141 2 2	53 14 3	195 0 5
...	24 5 0	...	...	186 6 6	144 0 0	56 11 0	200 11 0
...	28 8 0	...	...	141 8 0	98 9 7	20 6 5	119 0 0
...	22 14 0	...	...	134 6 11	104 13 11	35 14 3	140 12 2
...	13 7 0	...	...	94 1 6	79 8 9	7 13 9	87 6 6

TABLE No. III—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.		When Established.
	District.	Tehseelee.	
1.	2.	2 a.	3.
	<b>KUMAON CIRCLE, DEPARTMENT PUBLIC</b>		
Tehseelee Schools.	Kumaon, ...	Dwarahat, ... Sialdev, ... Chumprawut, Pithoragurh, Deghat, Lohaghat, Milum, Hawulbagh, Bugwaleepokhur, Murtolee, Manshee, Sheera, Darma, Jaintee, Gungolee,	... 1st March 1857, ... 14th September 1858. ... ... 1st October 1858, ... 9th do., ... ... 4th March 1859, ... 24th May 1859, ... 1st July 1859, ... ... 21st December 1859, ... ... 1st January 1860, ... ... 16th May 1861, ... 1st October 1861, ... 29th January 1862, ... 1st January 1863, ... 1st March 1863, ... Total, ...
	Gurhwal, ...	Sreenuggur, Pokhuree, Bungar, Pokhura, Saindhur, Paoree, Doonguree, Sisey, Guwane, Kimnee. Erra, Punayan, Gumsalee, Ookbeemuth, Givel, Mana, Naithana, Lohuba, Palee, Gugwara, Buchhelee,	... 1st September 1853, ... ... 1st August 1859, ... 1st October 1858, ... 1st March 1859, ... 16th do., , ... ... 1st April 1859, ... ... ... 7th May 1859, ... ... 1st April 1860, ... ... 1st June 1860, ... ... ... 1st February 1861, ... ... 1st May 1861, ... ... 1st April 1861, ... ... 1st June 1861, ... ... 1st May 1862, ... ... 1st June 1862, ... ... 1st January 1863, ... 1st April 1863, ... ... 1st January 1863, Total, ...
	<b>AJMERE CIRCLE, DEPARTMENT PUBLIC</b>		
	Ajmere, ...	Pushkar, Kekri, Srinugur, Pisanyan, Gobindgurh,	... 1860. ... 1861. ... 1859. ... 1859. ... 1859.
			Grand Total, ...

DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class—(Tehseelee Schools.)

Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
		Total Cost.	Cost to Government.	
22.	23.	24.	25.	26.
INSTRUCTION, NORTH WESTERN PROVINCES.				
...	...	Rs. As. P. 4 15 7	Rs. As. P. 4 15 6	
...	...	3 14 4	3 13 9	
...	...	4 12 3	4 7 10	
...	...	4 5 0	4 4 7	
...	...	3 5 7	3 4 11	
...	...	6 2 6	5 1 2	
...	...	4 3 1	3 10 10	
...	...	4 1 8	4 1 8	
...	...	4 10 1	4 8 11	
...	...	3 4 11	2 14 3	
...	...	2 11 10	2 8 2	
...	...	2 6 5	2 3 6	
...	...	4 8 4	3 13 4	
...	...	1 2 1	1 2 1	
...	...	0 13 9	0 13 9	
...	...	3 13 2	3 8 11	
...	...	6 0 7	6 0 4	
...	...	4 10 2	4 9 8	
...	...	3 5 4	3 5 4	
...	...	3 10 5	2 10 5	
...	...	4 4 0	4 4 0	
...	...	5 3 2	5 3 2	
...	...	4 14 8	4 12 3	
...	...	3 12 11	3 12 11	
...	...	0 5 4	0 5 4	
...	...	4 0 0	3 15 6	
...	...	3 1 10	3 1 10	
...	...	5 14 10	5 11 8	
...	...	4 9 5	4 6 9	
...	...	3 5 7	3 4 7	
...	...	3 8 4	3 6 2	
...	...	1 12 0	1 12 0	
...	...	4 1 8	4 1 8	
...	...	5 5 0	4 15 7	
...	...	0 8 5	0 8 5	
...	...	0 6 2	0 6 2	
...	...	0 15 6	0 15 6	
...	...	3 10 2	3 9 4	
...	...	3 11 8	3 9 2	
INSTRUCTION, NORTH WESTERN PROVINCES.				
3 10 0	0 0 0	2 15 3	2 2 2	
0 0 0	† 14 4 6	5 9 3	4 0 0	† Expended from the Fees of other Schools.
22 8 0	0 0 0	2 5 4	1 14 9	
0 0 0	† 6 5 3	4 4 3	3 2 10	† Ditto.
6 11 0	0 0 0	6 11 7	6 1 10	

## APPEN

TABLE No. III.—(Continued.)

I.—INSTITUTIONS FOR  
Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.		When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.			
	District.	Tehseelee.		Hindoos.	Mahomedans.	Others.	Total.
	1.	2.		3.	4.	5.	6.
	<b>AJMERE CIRCLE, DEPARTMENT PUBLIC</b>						
Ajmere. (Contd.)	Massudah, ...	...	1859.	24	...	...	24
	Bhinae, ...	...	1861.	12	...	...	12
	Deolia, ...	...	1862.	13	...	...	13
	Bughera, ...	...	1862.	32	...	...	32
	Sawar, ...	...	1862.	29	...	...	29
	Dilwara, ...	...	1858.	8	4	...	12
	Shamgurh, ...	...	1862.	3	4	...	7
	Barar, ...	...	1858.	13	10	...	23
	Bali, ...	...	1858.	16	2	...	18
	Rawatmal, ...	...	1860.	12	12	2	26
	Kabra, ...	...	1862.	10	2	2	14
		Total, ...		369	36	4	409
		Grand Total, ...		12,485	2,583	97	15,165



## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Tehseelee Schools).

Average daily Attendance.	NO. OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling Fees.	RECEIPTS.	
	English.	Arabic.	Persian.	Urdu.	Hindee, in N'gree Character.	Sanskrit.		From Government.	Proceeds of Endowments.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	10.	11.	12.
INSTRUCTION, NORTH WESTERN PROVINCES.—(Continued.)								Rs. As. P.	Rs. As. P.
17.5	...	...	...	...	24	...	1 Anna.	71 0 0	0 10 0
19.9	...	...	...	...	12	...		71 0 0	2 2 6
25.0	...	...	...	...	13	...		34 1 1	3 15 2
31.3	...	...	...	...	32	...		45 3 1	3 1 9
27.5	...	...	...	...	29	...		12 0 0	4 9 5
10.4	...	...	...	...	12	...		72 0 0	...
7.0	...	...	...	...	7	...		60 0 0	...
17.2	...	...	...	...	23	...		72 0 0	...
22.3	...	...	...	...	18	...		72 0 0	...
23.8	...	...	...	...	26	...		72 0 0	...
14.7	...	...	...	...	14	...		58 0 0	...
415.9	...	...	...	...	409	...	...	1,207 6 7	66 9 9
13,948.18	624	16	904	5,552	10,851	...	...	40,472 0 6	817 6 0

TABLE No. III.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.		When Established.	Local rate of Assessment.
	District.	Tehssee.		
1.	2.	2 a.	3.	13.
		AJMERE CIRCLE, DEPARTMENT PUBLIC		
	Ajmere. —(Contd.)	Massudah, ...	1859.	Rs. As. P. ... ..
		Bhinae, ...	1861.	... ..
		Deolia, ...	1862.	... ..
		Bughera, ...	1862.	... ..
		Sawar, ...	1862.	... ..
		Dilwara, ...	1858.	... ..
		Shamgurh, ...	1862.	... ..
		Barar, ...	1858.	... ..
		Bali, ...	1858.	... ..
		Rawatmal, ...	1860.	... ..
		Kabra, ...	1862.	... ..
		Total, ...		... ..
		Grand Total, ...		977 6 7

## DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Tehzelee Schools).

RECEIPTS.					CHARGES.		
Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.
14.	15.	16.	17.	18.	19.	20.	21.

INSTRUCTION, NORTH WESTERN PROVINCES,—(Continued).

Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	134 12 0	...	...	81 9 0	71 0 0	5 14 0
...	9 15 0	...	...	87 1 6	71 0 0	9 6 6
...	13 14 0	...	...	45 1 3	34 1 1	6 11 2
...	7 5 0	...	...	58 6 10	45 3 1	7 11 9
...	10 2 0	...	...	19 13 5	12 0 0	7 1 5
...	3 4 0	...	...	72 0 0	72 0 0	...
...	...	...	...	60 0 0	60 0 0	...
...	...	...	...	72 0 0	72 0 0	...
...	...	...	...	72 0 0	72 0 0	...
...	...	...	...	72 0 0	72 0 0	...
...	...	...	...	58 0 0	58 0 0	...
...	179 4 0	...	...	1,453 1 4	1,207 6 7	211 8 6
8,949 2 6	15,458 9 0	...	8,765 3 9	75,448 9 4	38,959 11 7	27,562 11 2
						66,522 6 9

TABLE No. III.—(Concluded.)

I.—INSTITUTIONS FOR  
Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.		When Established.
	District.	Tehseelee.	
1.	2.	2. a	3.
	AJMERE CIRCLE, DEPARTMENT PUBLIC		
	Ajmere,—(Contd.)	Massudah, ...	1859.
		Bhinae, ...	1861.
		Deolia, ...	1862.
		Bughera, ...	1862.
		Sawar, ...	1862.
		Dilwara, ...	1858.
		Shamgurb, ...	1862.
		Barar, ...	1858.
		Bali, ...	1858.
		Rawatmal, ...	1860.
		Kabra, ...	1862.
		Total, ...	
		Grand Total, ...	

OFFICE OF DIRECTOR OF PUBLIC  
INSTRUCTION, N. W. P. ;  
Bareilly, the 15th August 1863.

## DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class—(Tehseelee Schools).

Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
		Total Cost.	Cost to Government.	
22.	23.	24.	25.	26.
INSTRUCTION, NORTH WESTERN PROVINCES.—(Concluded.)				
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
4 11 0	...	3 3 3	2 15 4	
6 11 0	...	6 11 2	5 14 8	
4 5 0	...	3 2 2	2 9 11	
5 8 0	...	1 10 5	1 6 9	
0 12 0	...	0 10 6	0 6 9	
...	...	6 0 0	6 0 0	
...	...	8 9 1	8 9 1	
...	...	3 2 1	3 2 1	
...	...	4 0 0	4 0 0	
...	...	2 12 3	2 12 3	
...	...	4 2 3	4 2 3	
54 12 0	20 9 9	3 7 0	3 0 0	
9,014 2 10	88 0 3	5 14 0	4 2 0	

M. KEMPSON,

Director of Public Instruction,

North Western Provinces.

TABLE No. III. A.

## I.—INSTITUTIONS FOR

*Government Schools of the Lower*

NAME OF INSTITUTION.	LOCALITY.	Number of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily Attendance.
				Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	2 a.	3.	4.	5.	6.	7.	8.
1ST CIRCLE, DEPARTMENT PUBLIC INSTRU								
ALYDURR.	Hatras, ...	40	1853	1,004	29	...	1,033	1,052
	Iglas, ...	17	1857	407	8	...	415	428
	Khyr, ...	1	6th October 1862,	...	...	...	...	31
	Total, ...	58	...	1,411	37	...	1,448	1,511
BOLUNDSHUHUR.	Bolundshuhur, ...	41	1st July 1856,	1,092	227	...	1,319	1,306
	Secundrabad, ...	28	Ditto,	692	176	...	868	884
	Anoopshuhur, ...	29	Ditto,	792	139	...	931	937
	Khoorja, ...	30	Ditto,	816	106	...	922	939
Total, ...	128	...	3,392	648	...	4,040	4,066	
MEERUT.	Meerut, ...	24	1st October 1858,	405	219	...	624	577
	Sirdhana, ...	25	Ditto,	615	65	...	680	629
	Baroth, ...	30	February 1859,	848	172	...	1,020	881
	Ghazeabad, ...	25	1st May "	643	177	...	820	697
	Hapore, ...	22	12th March "	480	243	...	722	645
	Muana, ...	17	17th February "	349	185	...	484	472
Total, ...	143	...	3,340	1,011	...	4,351	3,901	
MOZUFFERNUGUR.	Mozuffernugur, ...	27	2nd December 1858,	465	256	...	721	683
	Jansath, ...	17	8th May 1859,	288	204	...	492	432
	Shamli, ...	31	8th July 1859,	807	339	...	1,146	964
	Burahana, ...	30	1st Ditto,	677	252	...	924	801
Total, ...	105	...	2,237	1,051	...	3,288	2,880	
SEHARUNPORE.	Seharunpore, ...	21	20th July 1860,	278	257	...	535	512
	Roorkee, ...	25	1st January 1861,	360	288	...	648	597
	Deobund, ...	24	1st July "	367	318	...	685	598
	Nakoar, ...	25	1st May "	380	305	...	685	574
Total, ...	95	...	1,385	1,168	...	2,553	2,281	
BUDAON.	Budaon, ...	23	1st January 1856,	386	95	...	481	379
	Datagunje, ...	26	Ditto,	539	64	...	603	582
	Sahswan, ...	22	Ditto,	446	48	...	494	473
	Gunour, ...	20	Ditto,	658	61	...	719	681
	Bissowlee, ...	29	Ditto,	480	54	...	534	531
Total, ...	120	...	2,509	322	...	2,831	2,646	

## DIX H.

## GENERAL EDUCATION.

FOR THE YEAR 1862-63.

Class (Hulkabundee Schools.)

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.									RECEIPTS.						
English.	Arabic.	Persian.	Urdu.	Hindee.	Sanskrit.	Maharatee.	Monthly rate of Schooling Fees.		From Government.	Proceeds of Endowments.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	
9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.			11.	12.	13.	14.	15.	16.	
TION, NORTH WESTERN PROVINCES.															
									Rs. As. P.	Rs.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs.	
			1164	1,001			land 2		94 13 4	...	...	2,228 4 10	232 5 0	...	
			22	398			annas.		31 13 3	...	...	1,087 5 1	122 12 0	...	
			...	...			anna.		1 12 3	...	...	13 14 11	3 13 0	...	
			1186	1,399			land 2		128 6 10	...	...	3,329 8 10	359 14 0	...	
			...	...			annas.		...	...	...	...	...	...	
			546	773			anna.		57 4 8	...	...	2,240 1 6	379 5 0	...	
			301	581			Do.		45 4 8	...	...	2,386 9 6	352 10 0	...	
			242	719			Do.		45 4 8	...	...	2,884 3 10	349 11 0	...	
			287	662			Do.		50 10 6	...	...	2,920 4 9	288 6 0	...	
			1,376	2,735			anna.		198 8 6	...	...	11,431 3 7	1,370 0 0	...	
			395	229			anna.		29 4 0	...	...	3,138 9 5	63 12 0	...	
			247	433			Do.		29 4 0	...	...	2,723 6 6	57 6 0	...	
			381	639			Do.		29 4 0	...	...	4,204 13 8	89 12 0	...	
			297	523			Do.		29 4 0	...	...	2,353 15 9	61 8 0	...	
			517	206			Do.		28 5 0	...	...	1,918 15 3	54 6 0	...	
			258	226			Do.		28 14 0	...	...	1,571 12 2	48 12 0	...	
			2,095	2,256			anna.		174 3 0	...	...	15,911 8 9	375 8 0	...	
			679	42			anna.		61 8 0	...	...	2,194 1 6	202 11 0	...	
			321	171			Do.		27 0 0	...	...	1,674 8 2	150 11 0	...	
			996	150			Do.		89 9 0	...	...	3,141 4 1	304 13 0	...	
			732	197			Do.		57 9 0	...	...	2,762 0 1	255 14 0	...	
			2,728	560			anna.		235 10 0	...	...	9,771 13 10	914 1 0	...	
			495	40			anna.		1,350 0 6	...	1,287 4 6	...	62 12 0	...	
			494	154			Do.		1,349 8 5½	...	1,279 0 5½	...	135 2 0	...	
			525	160			Do.		1,593 15 4½	...	1,538 3 4½	...	55 12 0	...	
			660	25			Do.		1,273 0 6½	...	1,227 12 6½	...	64 11 0	...	
			2,174	379			anna.		5,566 8 10½	...	5,332 4 10½	...	318 5 0	...	
			234	253			anna.		53 5 6	...	...	2,091 1 11	71 4 0	...	
			249	354			Do.		65 6 6	...	...	1,833 6 1	47 4 0	...	
			290	217			Do.		45 6 6	...	...	1,774 12 4	92 4 0	...	
			379	351			Do.		66 15 0	...	...	1,237 6 8	121 8 0	...	
			228	331			Do.		55 2 4	...	...	1,601 4 6	156 12 0	...	
			1,380	1,506			anna.		286 3 8	...	...	8,537 15 6	489 0 0	...	

TABLE No. III A.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

1.	NAME OF INSTITUTION.	LOCALITY.	Number of Schools.	When Established.	RECEIPTS.	
					Other Sources.	Total.
2.			2 a.	3.	17.	18.
1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,						
					Rs. As. P.	Rs. As. P.
	ALYGHURH.	Hatras, ...	40	1853	...	2,536 7 2
		Iglas, ...	17	1857	...	1,241 14 4
		Khyr, ...	1	6th October 1862,	...	19 8 2
		Total, ...	58	...	...	3,817 13 8
	ROJUNDSHURH.	Bolundshuhur, ...	41	1st July 1856,	...	3,676 11 2
		Secundrabad, ...	23	Ditto,	...	2,784 8 2
		Anoopshuhur, ...	29	Ditto,	1,645 2 0	4,924 5 6
		Khoorja, ...	30	Ditto,	...	3,259 5 3
		Total, ...	128	...	1,645 2 0	14,644 14 1
	MERRUT.	Meerut, ...	24	1st October 1858,	...	3,231 9 5
		Sirdhana, ...	25	Ditto,	...	2,810 0 6
		Baroth, ...	30	February 1859,	...	4,323 13 8
		Ghazeabad, ...	25	1st May "	...	2,444 11 9
		Hapore, ...	22	12th March "	...	2,001 10 3
		Muana, ...	17	17th February, "	...	1,649 6 2
	Total, ...	143	...	...	116,461 3 9	
	MOZUFFERNUGUR.	Mozuffernugur, ...	27	2nd December 1858,	...	2,458 4 6
		Jansath, ...	17	8th May 1859,	...	1,852 3 2
		Shamli, ...	31	8th July 1859,	...	3,535 10 1
		Burahana, ...	30	1st Ditto,	...	3,075 7 1
		Total, ...	105	...	...	118,921 8 10
	SEHARUNPORE.	Scharunpore, ...	21	20th July 1860,	...	2,700 1 0
		Roorkee, ...	25	1st January 1861,	...	2,763 10 11
		Deobund, ...	24	1st July "	...	3,187 14 9
		Nakoor, ...	25	1st May "	...	2,565 8 1
		Total, ...	95	...	...	11,217 2 9
	BUDAON.	Budaon, ...	23	1st January 1856,	...	2,215 11 5
		Dataganje, ...	26	Ditto,	...	1,946 0 5
		Sahswan, ...	22	Ditto,	...	1,912 6 10
		Gunour, ...	20	Ditto,	...	1,425 13 8
		Bissowlee, ...	29	Ditto,	...	1,813 2 10
	Total, ...	120	...	...	9,313 3 2	



## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Hulkabundee Schools.)

CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
NORTH WESTERN PROVINCES.—(Continued.)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
2,537 5 10	541 7 7	3,078 13 5	...	522 6 3	2 14 10	0 1 5	
1,142 15 10	229 2 6	1,372 2 4	...	130 4 0	3 3 4	0 6 2	
13 14 11	5 9 3	19 8 2	...	...	0 10 1	0 0 11	
3,694 4 7	776 3 4	4,470 7 11	...	652 10 3	2 15 4	0 1 4	
2,890 15 10	840 11 4	3,731 11 2	...	55 0 0	2 13 9	0 0 8	
1,885 9 4	1,018 3 10	2,903 13 2	...	119 5 0	3 4 7	0 0 10	
2,035 5 8	710 11 9	2,746 1 5	2,178 4 1	...	2 14 11	0 0 9	
2,517 14 10	978 9 5	3,496 8 3	...	237 3 0	3 11 7	0 0 10	
9,329 13 8	3,548 4 4	12,878 2 0	2,178 4 1	411 8 0	3 2 8	0 0 9	
1,851 8 8	255 0 7	2,106 9 3	1,125 0 2	...	3 10 5	0 0 10	
1,809 4 1	273 3 5	2,082 7 6	727 9 0	...	3 5 0	0 0 9	
2,446 8 8	303 5 5	2,749 14 1	1,573 15 7	...	3 1 11	0 0 6	
1,781 4 3	274 10 2	2,055 14 5	338 13 4	...	2 15 3	0 0 8	
1,578 9 3	271 9 1	1,850 2 4	151 7 11	...	2 13 11	0 0 8	
1,373 15 10	232 15 4	1,606 15 2	42 7 0	...	3 6 6	0 0 11	
10,841 2 9	1,610 12 0	12,451 14 9	4,009 5 0	...	3 3 1	0 0 9	
1,878 7 1	484 6 2	2,162 13 3	295 7 3	...	3 2 8	0 1 5	
1,153 6 6	247 10 7	1,401 1 1	451 2 1	...	3 3 11	0 1 0	
2,221 5 10	524 5 5	2,745 11 3	789 14 10	...	2 13 7	0 1 6	
2,359 11 0	383 10 1	2,743 5 1	332 2 0	...	3 6 10	0 1 7	
7,412 14 5	1,640 0 3	9,052 14 8	1,868 10 2	...	3 2 4	0 1 4	
1,714 2 9	403 7 5	2,117 10 2	582 6 10	...	4 2 2	2 10 2	
1,559 5 2	372 5 3	1,931 10 5	832 0 6	...	3 3 9	2 4 2	
1,460 9 3	262 9 9	1,723 3 0	1,464 11 9	...	2 14 1	2 10 8	
1,567 0 0	260 13 0	1,827 13 0	737 11 1	...	3 2 11	2 3 6	
6,301 1 2	1,299 3 7	7,600 4 7	3,616 14 2	...	3 5 4	2 7 0	
1,011 1 1	257 12 5	1,268 13 6	946 13 11	...	3 5 7	0 2 3	
1,488 7 10	1,976 10 7	3,465 2 5	...	1,519 2 0	5 15 3	0 1 10	
1,247 6 10	828 12 11	2,076 3 9	...	163 12 11	4 6 3	0 1 6	
1,713 4 10	523 7 3	2,236 12 1	...	810 14 5	3 4 7	0 1 7	
1,183 8 6	360 11 8	1,544 4 2	268 14 8	...	2 14 6	0 1 8	
6,643 13 1	3,947 6 10	10,591 3 11	1,215 13 7	2,493 13 4	4 0 1	0 1 9	

TABLE No. III. A.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.	Number of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily Attendance.
				Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	2 a.	3.	4.	5.	6.	7.	8.
<b>1st CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,</b>								
MORADABAD.	Moradabad, ...	19	5th January 1862,	524	163	...	687	590
	Belari, ...	20	25th June 1860,	304	181	...	485	464
	Sumbhul, ...	2	1st February 1863,	57	...	...	57	52
	Hussunpore, ...	11	2nd December 1862,	184	119	...	303	270
	Amroha, ...	...	...	...	...	...	...	...
	Kashipore ...	...	...	...	...	...	...	...
	Total, ...	52		1,069	463	...	1,532	1,376
SHAHJAHANPORE.	Shahjehanpore, ...	40	4th May 1854,	901	248	...	1,149	1,248
	Jalalabad, ...	44	1st Ditto,	619	15	...	634	663
	Tilhur, ...	35	8th Ditto,	710	95	...	805	893
	Powain, ...	36	1st Ditto,	747	59	...	806	831
	Khotar, ...	7	1st Ditto,	158	12	...	170	159
		Total, ...	142	...	3,135	429	...	3,564
	Grand Total, ...	843	...	18,478	5,129	...	23,607	22,455
<b>2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,</b>								
AGRA.	Huzoor Tehseel, ...	22	Different dates.	662	32	...	694	563-29
	Eradutnugger, ...	23		483	10	...	493	486-26
	Futtehabad, ...	21		506	7	...	513	561-75
	Etmadpore, ...	29		736	25	...	761	775-99
	Ferozabad, ...	20		629	19	...	648	705-25
	Bahpinahat, ...	24		873	7	...	880	897-25
	Kheragurh, ...	21		529	19	...	548	590-64
	Futtehpore Secree, ...	21		407	17	...	424	443-17
	Furreh, ...	24		838	31	...	869	820-58
		Total, ...		205	...	5,663	167	...
CAWNPORE.	Jaj Mow, ...	4	Different dates.	154	1	...	155	100-86
	Sarh Selampore, ...	11		322	15	...	337	310-62
	Ghatunpore, ...	11		232	...	...	232	252-37
	Billhore, ...	4		121	1	...	122	153-89
	Sheorajpore, ...	2		89	1	...	90	95-98
	Sheolee, ...	1		47	...	...	47	75-08
	Bithore, ...	4		121	19	...	140	123-01
	Russoolabad, ...	8		195	8	...	203	237-28
	Akburpore, ...	5		105	7	...	112	107-44
	Bhognipore, ...	10		239	13	...	252	248-49
Secundra, ...	8	192	1	...	193	212-08		
Dehrapore, ...	16	503	1	...	504	561-48		
	Total, ...	84	...	2,320	67	...	2,387	2,483-54

DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Hulkabundee Schools).

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.							Monthly rate of Schooling Fees.	RECEIPTS.											
English.	Arabic.	Persian.	Urdu.	Hindi.	Sanskrit.	Maharatee.		From Government.	Proceeds of Endowments.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.						
9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.	13.	14.	15.	16.						
NORTH WESTERN PROVINCES.—(Continued.)																			
...	...	...	553	142	...	...	1 anna.	Rs. 65	As. 5	P. 4	...	Rs. 2,003	As. 13	P. 3	...	Rs. 44	As. 3	P. 0	...
...	...	...	413	72	...	...	Do.	45	2	8	...	2,313	5	5	...	35	7	0	...
...	...	...	57	...	...	...	Do.	12	0	0	...	2,583	13	10	...	...	...	...	...
...	...	...	240	63	...	...	Do.	12	12	0	...	1,780	12	3	...	25	9	0	...
...	...	...	...	...	...	...	Do.	...	...	...	...	28	7	4	...	...	...	...	...
...	...	...	...	...	...	...	Do.	...	...	...	...	85	10	6	...	...	...	...	...
...	...	...	1,263	277	...	...	1 anna.	136	4	0	...	8,795	14	7	...	105	3	0	...
...	...	...	565	993	...	...	1 anna.	70	0	0	...	2,784	9	0	...	420	0	0	...
...	...	...	250	600	...	...	Do.	38	0	0	...	1,645	13	6	...	276	0	0	...
...	...	...	251	665	...	...	Do.	56	13	6	...	2,704	14	1	...	85	14	0	...
...	...	...	142	667	...	...	Do.	69	0	0	...	3,338	2	9	...	348	0	0	...
...	...	...	12	158	...	...	Do.	6	0	0	...	439	11	0	...	72	0	0	...
...	...	...	1,220	3,083	...	...	1 anna.	239	13	6	...	10,913	2	4	...	1,201	14	0	...
...	...	...	12,422	12,195	...	...	1 and 2 annas.	6,965	10	4½	...	5,332	4	10½	...	68,691	3	5	...
NORTH WESTERN PROVINCES.—(Continued.)																			
...	...	...	8	694	...	...	One anna.	36	12	3	...	2,021	5	2	...	28	14	0	...
...	...	...	6	493	...	...	...	7	2	3	...	1,894	14	4	...	33	10	0	...
...	...	...	4	513	...	...	...	9	11	9	...	1,792	10	4	...	20	4	0	...
...	...	...	...	761	...	...	...	16	11	9	...	1,732	2	11	...	30	4	0	...
...	...	...	22	648	...	...	...	16	10	6	...	2,048	12	5	...	35	10	0	...
...	...	...	10	880	...	...	...	33	0	0	...	2,124	5	0	...	85	0	0	...
...	...	...	20	548	...	...	...	12	1	3	...	1,639	1	4	...	40	0	0	...
...	...	...	10	424	...	...	...	31	3	0	...	1,871	4	0	...	48	0	0	...
...	...	...	124	869	...	...	...	17	6	3	...	1,732	15	6	...	21	10	0	...
...	...	...	204	5,830	...	...	...	180	11	0	...	17,057	7	0	...	343	4	0	...
...	...	...	...	155	...	...	One anna.	8	5	3	...	183	6	0	...	28	0	0	...
...	...	...	...	337	...	...	...	12	3	9	...	778	5	2	...	38	4	0	...
...	...	...	...	232	...	...	...	12	10	3	...	729	4	0	...	32	4	0	...
...	...	...	4	119	...	...	...	7	7	3	...	301	12	11	...	1	8	0	...
...	...	...	5	87	...	...	...	11	3	3	...	165	3	10	...	27	12	0	...
...	...	...	32	19	...	...	...	2	14	0	...	74	13	1	...	10	8	0	...
20	...	...	44	78	...	...	...	16	1	6	...	116	12	10	...	69	12	0	...
...	...	...	55	162	...	...	...	25	7	9	...	871	9	4	...	51	14	0	...
...	...	...	10	102	...	...	...	9	8	6	...	399	10	9	...	4	8	0	...
...	...	...	...	252	...	...	...	3	8	3	...	915	4	3	...	11	4	0	...
...	...	...	5	188	...	...	...	4	2	6	...	952	8	0	...	42	12	0	...
...	...	...	...	504	...	...	...	25	10	0	...	1,183	4	0	...	53	0	0	...
20	...	...	155	2,235	...	...	...	129	2	3	...	116	12	10	...	6,871	8	4	...

## APPEN

TABLE No. III A—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.	Number of Schools.	When Established.	RECEIPTS.	
				Other Sources.	Total.
1.	2.	2 a.	3.	17.	18.
1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,					
				Rs. As. P.	Rs. As. P.
MORADABAD.	Moradabad, ...	19	5th January 1862,	...	2,114 5 7
	Belari, ...	20	25th June 1860,	...	2,393 15 1
	Sumbhul, ...	2	1st February 1863,	...	2,595 13 10
	Hnssnpore, ...	11	2nd December 1862,	...	1,819 1 3
	Amroha, ...	...	...	...	28 7 4
	Kashipore, ...	...	...	...	85 10 6
	Total, ...	52	...	...	9,037 5 7
SHAHJAHANPORE.	Shahjehanpore, ...	40	4th May 1854,	...	3,274 9 0
	Jalalabad, ...	44	1st Ditto,	...	1,959 13 6
	Tilhur, ...	35	8th Ditto,	...	2,847 9 7
	Powain, ...	36	1st Ditto,	...	3,755 2 9
	Khotar, ...	7	1st Ditto,	...	517 11 0
	Total, ...	142	...	...	12,354 13 10
Grand Total, ...		843	...	1,645 2 0	87,768 1 8
2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,					
AGRA.	Huzoor Tehseel, ...	22	Different dates.	...	2,086 15 5
	Eradutnngger, ...	23		1,935 10 7	
	Fnttehabad, ...	21		1,322 10 1	
	Etmadpore, ...	29		1,979 2 8	
	Ferozabad, ...	20		2,101 0 11	
	Bahpinahat, ...	24		2,242 5 0	
	Kheragurh, ...	21		1,691 2 7	
	Futtehpore Secree, ...	21		1,950 7 0	
	Furreh, ...	24		1,771 15 9	
	Total, ...	205		...	17,581 6 0
CRAWNPORE.	Jaj Mow, ...	4	Different dates.	24 0 0	246 8 3
	Sarh Selampore, ...	11		48 0 0	876 12 11
	Ghatumpore, ...	11		31 0 0	805 2 3
	Bilhore, ...	4		12 0 0	322 12 2
	Sheorajpore, ...	2		18 0 0	222 3 1
	Sheolee, ...	1		6 0 0	94 3 1
	Bithoore, ...	4		24 0 0	540 4 4
	Russoolabad, ...	8		36 0 0	974 15 1
	Akburpore, ...	5		15 0 0	428 11 3
	Bhognipore, ...	10		54 0 0	984 0 6
	Secundra, ...	8		48 0 0	1,017 6 6
Dehrapore, ...	16	96 0 0	1,357 14 0		
Total, ...	84	...	412 0 0	7,900 13 5	

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Hulkabundee Schools.)

CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
NORTH WESTERN PROVINCES.—(Continued.)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
1,273 11 4	169 8 1	1,443 3 5	671 2 2	...	2 7 2	0 1 10	
1,406 10 10	150 14 7	1,557 9 5	836 5 8	...	3 5 10	0 1 7	
46 3 4	252 15 10	299 3 2	2,296 10 8	...	5 12 1	0 3 8	
325 3 2	119 2 11	444 6 1	1,374 11 2	...	1 10 4	0 0 9	
...	...	...	28 7 4	...	...	...	
...	...	...	85 10 6	...	...	...	
3,051 12 8	692 9 5	3,744 6 1	5,292 15 6	...	3 13 6	0 1 6	
2,382 7 8	2,001 7 11	4,383 15 7	...	1,609 6 7	3 14 7	0 0 11	
1,439 8 11	647 1 0	2,086 9 11	...	126 12 5	3 2 4	0 0 11	
2,279 3 4	822 6 9	3,101 10 1	...	254 0 6	3 7 7	0 1 0	
2,216 7 5	702 14 2	2,919 5 7	835 13 2	...	3 8 3	0 1 4	
397 12 0	54 14 0	452 10 0	65 1 0	...	2 13 7	0 0 7	
9,215 7 4	4,228 14 10	13,444 3 2	900 14 2	1,990 3 6	3 8 8	0 1 0	
56,490 5 8	17,743 3 5	74,233 9 1	19,082 11 8	5,548 3 1	3 4 10	0 1 1	
NORTH WESTERN PROVINCES.—(Continued.)							
1,993 2 0	200 0 10	2,193 2 10	...	106 3 5	3 14 4	0 1 1	
1,294 10 3	142 9 4	1,437 3 7	498 7 0	...	2 15 3	0 0 3	
1,232 7 1	133 12 10	1,366 3 11	456 6 2	...	2 10 3	0 0 4	
1,692 2 0	148 7 4	1,840 9 4	138 9 4	...	2 5 11	0 0 4	
1,714 5 10	186 7 1	1,900 12 11	200 4 0	...	2 11 1	0 0 5	
1,656 9 11	232 6 4	1,939 0 3	303 4 9	...	2 2 7	0 0 7	
1,332 6 4	181 3 7	1,513 9 11	177 8 8	...	2 9 0	0 0 4	
1,415 7 6	172 3 1	1,587 10 7	362 12 5	...	3 9 4	0 1 2	
1,656 13 10	219 14 1	1,876 11 11	...	104 12 2	2 4 7	0 0 4	
13,988 0 9	1,667 0 6	15,655 1 3	2,137 4 4	210 15 7	2 11 2	0 0 6	
232 6 8	51 1 1	283 7 9	...	36 15 6	2 12 10	0 1 4	
648 13 7	96 2 3	744 15 10	131 13 1	...	2 6 4	0 0 8	
698 2 10	85 9 3	783 12 1	21 6 2	...	3 1 8	0 0 10	
238 14 3	25 0 1	263 11 4	58 13 10	...	1 11 5	0 0 9	
138 7 1	47 1 5	185 8 6	36 10 7	...	1 4 11	0 1 10	
180 11 7	18 0 8	198 12 3	...	104 9 2	2 10 4	0 0 7	
466 13 9	98 0 7	564 14 4	...	24 10 0	4 6 7	0 2 0	
698 11 4	107 3 8	805 15 0	169 0 1	...	3 6 4	0 0 1	
318 9 11	32 13 3	351 7 2	77 4 1	...	3 4 4	0 1 5	
704 11 9	44 9 0	749 4 9	234 11 9	...	3 0 3	0 0 3	
626 3 3	73 1 11	699 5 2	348 1 4	...	3 12 4	0 0 4	
1,133 14 1	133 6 1	1,267 4 2	90 9 10	...	2 4 1	0 0 9	
6,086 8 1	812 1 3	6,898 9 4	1,168 6 9	166 2 8	2 12 5	0 0 10	

TABLE No. III A.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

1.	NAME OF INSTITUTION.	LOCALITY.	Number of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily Attendance.
					Hindoos.	Mahomedans.	Others.	Total.	
2.		2 a.	3.	4.	5.	6.	7.	8.	
2ND CIRCLE, DEPARTMENT PUBLIC									
ETAH.	}	Etah, ...	41	...	867	38	...	905	903-33
		Alligung, ...	35	...	684	50	...	734	806-88
		Kasgunge, ...	34	...	585	165	...	750	826-17
		Total, ...	110		2,136	253	...	2,389	2,535-58
ETAWAH.	}	Etawah, ...	37	1st April 1856,	858	28	...	886	916-14
		Bhurthana, ...	33	" "	791	35	...	826	855-34
		Bedhonna, ...	27	" "	695	41	...	736	845-22
		Phaphoond, ...	24	" "	616	33	...	649	767-39
		Oryeea, ...	22	" "	608	30	...	638	637-27
Total, ...	143		3,568	167	...	3,735	4,021-36		
FURUCKABAD.	}	Huzoor Tehsil, ...	4	6th December 1858,	99	5	5	109	114-47
		Chubra Mow, ...	6	22nd September "	205	29	...	234	221-12
		Thuttia Tiriwa, ...	8	13th October "	221	3	...	224	190-14
		Kanouj, ...	5	June 1862,	143	7	...	150	147-34
		Kaimgunje, ...	6	22nd September 1858,	109	97	...	206	151-92
		Imrutupore, ...	7	12th ditto,	170	12	...	182	152-29
		Total, ...	36		947	153	5	1,105	977-28
HUMERPORE.	}	Jalalpore, ...	1	15th February 1863,	29	...	...	29	30
		Modha, ...	14	Different dates.	215	23	...	238	255
		Mohoba, ...	15		379	10	...	389	395
Total, ...	30		623	33	...	656	680		
JALOUNY.	}	Otta, ...	2	1st May 1861,	51	...	...	51	50
		Kanar, ...	5	Various dates,	136	...	...	136	95
Total, ...	7		187	...	...	187	145		
JHANSIE.	}	Jhansie, ...	17	Different dates.	458	2	...	460	469
		Mote, ...	18		526	4	...	530	534
		Garoutha, ...	15		385	6	...	391	402
		Mow, ...	15		417	7	...	424	414
		Parwaha, ...	13		372	8	...	380	392
Total, ...	78		2,158	27	...	2,185	2,211		
MUTTRA.	}	Huzoor Tehsil, ...	6	Different dates.	84	10	...	94	60-20
		Areeng, ...	18		423	...	...	423	413-24
		Chatai, ...	18		431	5	...	436	426-83
		Kosee, ...	15		336	27	...	363	359-25
		Nowjheel, ...	32		580	6	...	586	566-16
		Mahabun, ...	31		535	1	...	536	530-06
		Sadabad, ...	25		521	24	...	545	519-90
		Jalaisur, ...	26		433	26	...	459	449-08
Total, ...	171		3,343	99	...	3,442	3,324-72		

DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Hulkabundee Schools.)

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling Fees.	RECEIPTS.						
English.	Arabic.	Persian.	Urdu.	Hindee.	Sanscrit.		Maharattce.	From Government.	Proceeds of Endowments.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.	15.	16.

INSTRUCTION, NORTH WESTERN PROVINCES.—(Continued.)

						Rs.	As.	P.	Rs.	Rs.	As.	P.	Rs.	As.	P.	Rs.			
...	...	...	85	847	...	1 Anna.	46	2	6	...	140	0	0	2,576	2	2	12	12	0
...	...	...	75	734	...	1 Anna.	30	3	6	...	...	...	...	1,946	15	0	...	...	...
...	...	...	79	703	...	1 Anna.	32	15	6	...	...	...	...	2,493	11	11	21	10	0
...	...	...	239	2,284	...	1 Anna.	109	5	6	...	140	0	0	7,016	13	1	34	6	0
...	15	...	25	813	...	1 Anna.	34	1	3	...	...	...	...	2,788	10	6	...	...	...
...	10	...	34	793	...	1 Anna.	4	8	3	...	...	...	...	2,790	2	3	22	9	0
...	...	...	40	713	...	1 Anna.	35	6	0	...	...	...	...	2,451	12	5	14	6	0
...	...	...	11	666	...	1 Anna.	31	2	0	...	...	...	...	1,964	1	11	25	13	0
...	8	...	33	633	...	1 Anna.	39	5	6	...	...	...	...	2,103	9	2	26	12	0
...	33	...	143	3,618	...	1 Anna.	180	7	0	...	...	...	...	12,098	4	3	89	8	0
...	5	...	22	91	...	1 Anna.	59	7	2	...	49	12	8	178	6	6	21	14	9
...	9	...	20	206	...	1 Anna.	9	3	9	...	...	...	...	478	15	11	...	...	...
6	...	...	24	209	...	1 Anna.	13	0	8	...	6	9	1	453	4	1	34	6	0
...	...	...	14	147	...	1 Anna.	7	4	3	...	...	...	...	753	11	3	54	1	0
...	4	...	111	66	...	1 Anna.	24	11	10	...	6	3	11	251	7	3	...	...	...
...	...	...	33	157	...	1 Anna.	29	6	4	...	9	15	11	489	4	5	...	...	...
6	18	...	224	876	...	1 Anna.	143	2	0	...	72	9	7	2,605	1	5	110	5	9
...	...	...	...	29	...	1 Anna.	...	...	...	...	...	...	...	...	...	...	4	6	0
...	...	...	45	195	...	1 Anna.	17	2	9	...	...	...	...	762	0	0	29	12	0
...	...	...	7	385	...	1 Anna.	484	9	7	...	454	14	7	...	...	...	73	1	0
...	...	...	52	609	...	1 Anna.	501	12	4	...	454	14	7	762	0	0	107	3	0
...	...	...	...	51	...	1 Anna.	31	7	11	...	25	15	10	...	...	...	...	...	...
...	...	...	...	136	...	1 Anna.	87	9	0	...	82	9	0	...	...	...	...	...	...
...	...	...	...	187	...	1 Anna.	119	0	11	...	108	8	10	...	...	...	...	...	...
...	...	...	...	460	...	1 Anna.	517	2	10	...	505	13	1	...	...	...	38	12	0
...	...	...	...	530	...	1 Anna.	568	15	5	...	556	3	1	...	...	...	32	3	0
...	...	...	...	391	...	1 Anna.	498	5	0	...	488	2	10	...	...	...	27	1	0
...	2	...	7	418	...	1 Anna.	419	13	5	...	409	12	2	...	...	...	40	14	0
...	...	...	4	378	...	1 Anna.	380	1	6	...	377	12	0	...	...	...	26	9	0
...	2	...	11	2,177	...	1 Anna.	2,384	6	2	...	2,337	11	3	...	...	...	165	7	0
...	...	...	3	91	...	1 Anna.	37	2	11	...	30	13	8	145	2	6	29	1	0
...	...	...	...	423	...	1 Anna.	17	12	6	...	0	12	0	984	0	0	40	4	0
...	...	...	...	436	...	1 Anna.	15	15	8	...	0	0	12	974	0	0	36	14	6
...	...	...	...	363	...	1 Anna.	19	15	6	...	...	...	...	828	0	0	38	11	0
...	10	...	...	581	...	1 Anna.	47	11	11	...	25	13	8	1,740	4	2	147	11	0
...	11	...	...	536	...	1 Anna.	54	8	10	...	26	8	7	1,474	11	0	131	3	0
...	...	...	...	545	...	1 Anna.	27	11	10	...	10	1	4	1,302	2	0	139	3	0
...	2	...	1	459	...	1 Anna.	53	4	8	...	27	13	5	1,283	8	9	121	3	0
...	23	...	4	3,434	...	1 Anna.	274	3	10	...	111	14	10	8,731	12	5	684	2	6

TABLE No. III A.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.	Number of Schools.	When Established.	RECEIPTS.	
				Other Sources.	Total.
1.	2.	2a.	3.	17.	18.
2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION.					
ETAH.	Etah, ...	41	...	Rs. As. P.	Rs. As. P.
	Alligunge, ...	35	...	...	2,775 0 8
	Kasgunge, ...	34	...	...	1,977 2 6
	Total, ...	110	...	...	2,548 5 5
ETAWAH.	Etawah, ...	37	1st April 1856.	...	2,822 11 9
	Bhurthana, ...	33	...	...	2,853 3 6
	Bedhouana, ...	27	...	...	2,501 8 5
	Phaphoond, ...	24	...	...	2,021 0 11
	Oryce, ...	22	...	...	2,169 10 8
Total, ...	143	...	...	12,363 3 3	
FURUCKABAD.	Huzoor Tehsil, ...	4	6th December 1858.	...	309 9 1
	Chubra Mow, ...	6	22nd September "	...	488 3 8
	Thuthia Tirowa, ...	8	13th October "	...	507 3 10
	Kannouj, ...	5	June 1862.	...	815 0 6
	Kaimgunge, ...	6	22nd September 1858.	...	282 7 0
	Imrutupore, ...	7	12th ditto.	...	523 10 8
	Total, ...	36	...	...	2,931 2 9
HUMERPORE.	Jalalporc, ...	1	15th February 1863.	...	4 6 0
	Modha, ...	14	Different Dates.	...	808 14 9
	Mohoba, ...	15	...	...	1,012 9 2
Total, ...	30	...	...	1,825 13 11	
JALOUN.	Otta, ...	2	1st May 1861.	...	57 7 9
	Kanar, ...	5	Various Dates.	...	170 2 0
Total, ...	7	...	...	227 9 9	
JHANSIE.	Jhansie, ...	17	...	...	1,061 11 11
	Mote, ...	18	...	...	1,157 5 6
	Garoutha, ...	15	Different Dates.	...	1,013 8 10
	Mow, ...	15	...	...	870 7 7
	Purwaha, ...	13	...	...	784 6 6
Total, ...	78	...	...	4,887 8 4	
MUTTRA.	Huzoor Tehsil, ...	6	...	...	242 4 1
	Areeng, ...	18	...	...	1,042 12 6
	Chatai, ...	18	...	...	1,026 14 4
	Kosee, ...	15	Different Dates.	...	886 10 6
	Nowjheel, ...	32	...	...	1,961 8 9
	Mahabun, ...	31	...	...	1,686 15 5
	Sadabad, ...	25	...	...	1,469 2 2
	Jalaisur, ...	26	...	...	1,485 13 10
Total, ...	171	...	...	9,802 1 7	



## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Hulkabundee Schools.)

CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
NORTH WESTERN PROVINCES.							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
2,695 7 6	673 0 11	3,368 8 5	...	593 7 9	3 11 8	0 0 10	
1,976 11 5	155 7 7	2,135 3 0	...	158 0 0	2 10 5	0 0 7	
1,933 10 0	199 14 0	2,133 8 0	414 13 5	...	2 9 5	0 0 8	
6,608 12 11	1,028 6 6	7,637 3 5	414 13 5	751 8 3	3 0 2	0 0 8	
2,310 3 8	560 4 3	2,850 7 11	...	27 12 2	3 1 9	0 0 7	
2,002 10 1	533 12 10	2,536 6 11	316 12 7	...	2 15 5	0 0 9	
1,808 5 11	460 1 0	2,268 6 11	233 1 6	...	2 10 11	0 0 8	
1,433 7 11	452 7 10	1,885 15 9	135 1 2	...	2 7 4	0 0 8	
1,360 12 10	449 8 4	1,810 5 2	359 5 6	...	2 13 5	0 0 11	
8,915 8 5	2,436 2 3	11,351 10 8	1,044 4 9	27 12 2	2 13 2	0 0 9	
274 6 2	35 15 8	310 5 10	...	0 12 2	2 11 5	0 8 4	
445 5 2	32 7 11	477 13 1	10 6 7	...	2 2 7	0 0 8	
543 13 5	29 11 8	573 9 1	...	66 5 3	3 0 3	0 1 1	
298 7 4	30 8 5	328 15 9	486 0 9	...	2 3 8	0 0 9	
353 14 3	41 12 2	395 10 5	...	113 3 5	2 9 11	0 2 7	
339 12 5	44 3 4	383 15 9	144 10 11	...	2 8 6	0 3 1	
2,255 10 9	211 11 2	2,470 5 11	641 2 3	130 5 5	2 8 5	0 2 4	
12 8 0	4 6 0	16 14 0	...	12 8 0	0 9 0	0 0 0	
648 8 7	135 10 9	784 3 4	24 11 5	...	3 1 2	0 1 1	
839 12 6	344 11 4	1,184 7 10	...	171 14 8	3 1 0	1 3 8	
1,500 13 1	484 12 1	1,985 9 2	24 11 5	184 6 8	2 14 9	0 11 9	
96 0 0	10 11 6	106 11 6	...	49 3 9	2 2 2	0 10 1	
192 9 10	15 7 0	208 0 10	...	37 14 10	2 3 1	0 14 9	
288 9 10	26 2 6	314 12 4	...	87 2 7	2 1 1	0 13 2	
1,030 3 3	111 9 9	1,141 13 0	...	80 1 0	2 6 11	1 3 0	
1,019 9 8	44 15 3	1,064 8 11	92 12 7	...	1 15 11	1 3 3	
866 10 9	37 3 3	903 14 0	109 10 10	...	2 3 11	1 1 8	
873 12 5	50 15 3	924 11 8	...	54 4 1	2 3 9	1 1 3	
749 11 2	61 14 6	811 9 8	...	27 3 2	2 1 2	1 0 1	
4,539 15 3	306 10 0	4,846 9 3	202 7 5	161 8 4	2 3 1	1 1 1	
191 10 0	35 6 6	227 0 3	15 3 10	...	3 12 5	0 9 11	
973 10 3	57 4 6	1,030 14 9	11 13 9	...	2 7 11	0 0 8	
973 0 0	52 14 0	1,025 14 0	1 0 4	...	2 6 5	0 0 7	
828 0 0	58 10 6	886 10 6	...	...	2 7 6	0 0 11	
1,661 12 4	169 9 3	1,831 5 7	130 3 2	...	3 3 9	0 1 4	
1,483 10 8	159 3 3	1,642 13 11	44 1 6	...	3 1 10	0 1 8	
1,288 8 0	201 13 6	1,490 5 6	...	21 3 4	2 13 10	0 0 10	
1,307 3 1	146 10 3	1,453 13 4	32 0 6	...	3 3 3	0 1 11	
8,707 0 4	881 7 6	9,588 13 10	234 7 1	21 2 4	2 11 2	0 1 8	

TABLE No. III A.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.	Number of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily Attendance.
				Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	3.	3.	4.	5.	6.	7.	8.
<b>2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,</b>								
MYNPOORY.	Mynpoory, ...	35	Different Dates.	833	48	...	681	778.46
	Kurhul, ...	24		529	19	...	548	486.73
	Bhogaon, ...	42		1,149	7	...	1,156	1,219.54
	Moostafabad, ...	36		871	31	...	902	863.17
	Shekoabad, ...	31		718	37	...	755	699.75
	Total, ...	168		4,100	142	...	4,242	4,047.65
	Grand Total, ...	1,032		25,045	1,108	5	26,153	26,225.30
<b>3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,</b>								
ALLAHABAD.	Arail, ...	9	Different Dates.	152	96	...	248	181.25
	Bara, ...	23		301	91	...	392	267.35
	Chail, ...	11		90	269	...	359	190.60
	Handia, ...	18		343	241	...	584	292.03
	Kara, ...	12		135	300	...	435	245.65
	Khairagurh, ...	32		400	226	...	626	420.94
	Puchhim Sarira, ...	8		90	181	...	271	119.56
	Phulpore, ...	14		446	295	...	741	500.96
	Soraon, ...	13		408	100	...	508	262.66
	Total, ...	140		2,365	1,799	...	4,164	2,484.00
AZINGURH.	Desgaon, ...	15	14th February 1858.	407	19	...	426	340.70
	Huzoor Tehsil, ...	18	Do.	482	120	...	602	556.29
	Jeanpore, ...	18	Do.	432	50	...	482	401.65
	Mahomedabad, ...	27	Do.	664	127	...	791	651.46
	Mahul, ...	26	Do.	587	10	...	597	523.82
	Nugra, ...	22	Do.	267	52	...	319	284.05
	Total, ...	116		2,839	378	...	3,217	2,757.97
BANDA.	Augasi, ...	25	19th January 1859.	379	66	...	445	357.87
	Badosa, ...	20	27th May "	295	63	...	358	322.57
	Chibbon, ...	21	29th March "	526	52	...	578	452.13
	Dursendha, ...	17	Do. "	344	53	...	397	282.75
	Huzoor Tehsil, ...	30	Do.	504	47	...	551	443.50
	Palani, ...	19	Do.	328	39	...	367	306.55
	Semoni, ...	9	Do.	114	14	...	128	96.68
	Sehonda, ...	24	Do.	426	41	...	467	404.66
	Tirahuan, ...	16	Do.	362	30	...	392	274.04
	Total, ...	181		3,278	405	...	3,683	2,935.76

DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Hulkabundee Schools.)

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.							Monthly rate of Schooling Fees.	RECEIPTS.					
English.	Arabic.	Persian.	Urdu.	Hindee.	Sanscrit.	Maharatee.		From Government.	Proceeds of Endowments.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.
9a.	9b.	9c.	9d.	9e.	9f.	10.	Rs. As. P.	Rs.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs.	
NORTH WESTERN PROVINCES.													
...	...	...	158	826	...	...	50 11 9	...	...	2,031 7 0	22 8 0	...	
...	...	...	105	514	...	...	18 13 9	...	...	1,618 8 0	...	...	
...	...	...	219	1,081	...	...	24 4 9	...	...	2,478 11 9	...	...	
...	...	...	48	902	...	...	18 1 0	...	...	2,615 2 0	...	...	
...	...	...	89	713	...	...	29 6 6	...	...	2,535 13 0	3 0 0	...	
							1 Anna.						
...	...	...	619	4,036	...	...	141 5 9	...	...	11,279 9 9	25 8 0	...	
26	112	1651	25,286	1	...	...	4,163 8 9	...	3,342 7 10	66,422 8 3	1,931 2 3	...	
NORTH WESTERN PROVINCES.													
...	...	...	126	124	...	...	...	...	449 5 3	1 0 0	...	...	
...	...	...	150	300	...	...	0 5 0	...	1,404 11 10	...	...	...	
...	...	...	309	100	...	...	16 14 0	...	465 12 0	...	...	...	
...	...	...	403	205	...	...	...	...	1,215 15 9	2 0 0	...	...	
...	...	...	400	270	...	...	19 8 9	...	1,148 5 1	2 8 0	...	...	
...	...	...	300	512	...	...	...	...	2,624 7 11	...	...	...	
...	...	...	202	70	...	...	3 6 0	...	422 9 0	3 0 0	...	...	
...	...	...	510	302	...	...	...	...	1,058 0 3	7 8 0	...	...	
...	...	...	500	200	...	...	...	...	1,324 13 11	4 8 0	...	...	
...	...	...	2,900	2,082	...	...	40 1 9	...	10,114 1 0	20 8 0	...	...	
...	...	...	34	392	...	...	31 4 0	...	192 13 0	33 0 0	85 0 0	...	
...	...	...	33	464	...	...	73 6 10	...	1,539 0 9	64 0 0	120 0 0	...	
...	...	...	38	413	...	...	36 12 6	...	1,240 5 3	54 0 0	110 0 0	...	
...	11	19	124	712	...	...	58 0 0	...	1,205 6 4	139 8 0	60 0 0	...	
...	...	...	30	591	...	...	7 1 9	...	1,431 6 6	112 10 0	100 0 0	...	
...	4	10	84	225	...	...	15 5 3	...	1,234 7 9	97 0 0	25 0 0	...	
...	15	134	544	2,797	...	...	221 14 4	...	7,443 8 7	500 2 0	500 0 0	...	
...	...	...	57	398	...	...	744 10 1	...	724 10 2	...	...	...	
...	...	...	40	328	...	...	636 15 1	...	621 15 1	...	...	...	
...	...	...	50	569	...	...	739 10 0	...	724 10 0	...	...	...	
...	...	...	32	388	...	...	524 8 10	...	512 8 8	...	...	...	
...	...	...	50	542	...	...	1,435 0 9	...	1,413 0 10	...	...	...	
...	...	...	41	366	...	...	698 9 0	...	683 8 11	...	...	...	
...	...	...	...	128	...	...	247 11 9	...	239 11 0	...	...	...	
...	...	...	12	467	...	...	808 5 6	...	794 6 5	...	...	...	
...	...	...	22	392	...	...	506 2 5	...	493 2 5	...	...	...	
...	...	...	304	3,578	...	...	6,341 9 5	...	6,207 9 6	...	...	...	

TABLE No. III. A.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.	Number of Schools.	When Established.	RECEIPTS.	
				Other Sources.	Total.
1.	2.	2 a.	3.	17.	18.
<b>2ND CIRCLE, DEPARTMENT PUBLIC INSTRU</b>					
MYNPOOBY.	Mynpoory, ...	35	Different Dates.	Rs. As. P.	Rs. As. P.
	Kurhul, ...	24		...	2,104 10 9
	Bhogaon, ...	42		...	1,637 5 9
	Moostafabad, ...	36		...	2,502 0 6
	Shekoabad, ...	31		...	2,633 3 0
					...
	Total, ...	168		...	11,446 7 6
	Grand Total, ...	1,032		412 0 0	76,271 11 1
<b>3RD CIRCLE, DEPARTMENT PUBLIC INSTRU</b>					
ALLAHABAD.	Arail, ...	9	Different Dates.	...	450 5 3
	Bara, ...	23		...	1,405 0 10
	Chail, ...	11		4 0 0	486 10 0
	Handia, ...	18		6 0 0	1,223 15 9
	Kara, ...	12		5 13 0	1,176 2 10
	Khairagurh, ...	32		...	2,624 7 11
	Puchhim Sarira, ...	8		2 8 0	431 7 0
	Phulpore, ...	14		7 0 0	1,072 8 3
	Soraon, ...	13		2 0 0	1,331 5 11
		Total, ...		140	
AZIMGURH.	Desgaon, ...	15	14th February 1858.	...	942 1 0
	Huzoor Tehsil, ...	18	Ditto.	...	1,796 7 7
	Jeanpore, ...	18	Ditto.	...	1,441 1 9
	Mahomedabad, ...	27	Ditto.	...	1,462 14 4
	Mahul, ...	26	Ditto.	...	1,651 2 3
	Nugra, ...	22	Ditto.	...	1,371 14 0
		Total, ...	116		...
BANDA.	Augasi, ...	25	19th January 1859.	...	1,469 4 3
	Badosa, ...	20	27th May "	...	1,258 14 2
	Chibbon, ...	21	29th March "	...	1,464 4 0
	Darsendah, ...	17	Ditto.	...	1,037 1 6
	Huzoor Tehsil, ...	30	Ditto.	...	2,348 1 7
	Palani, ...	19	Ditto.	...	1,382 1 11
	Semoni, ...	9	Ditto.	...	487 6 9
	Sehonda, ...	24	Ditto.	...	1,602 11 11
	Tirahuan, ...	16	Ditto.	...	999 4 10
	Total, ...	181		...	12,549 2 11

## D I X H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Hilkabundee Schools.)

CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
TION, NORTH WESTERN PROVINCES.							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
2,379 0 0	175 0 0	2,554 0 0	...	449 5 3	3 4 6	0 1 1	
1,280 15 5	86 15 8	1,367 15 1	269 6 8	...	2 13 0	0 0 7	
2,488 10 4	188 12 0	2,677 6 4	...	174 5 10	2 3 2	1 0 4	
2,132 12 7	797 8 7	2,930 5 2	...	297 2 2	3 6 4	0 0 4	
1,862 11 11	650 13 9	2,513 9 8	54 9 10	...	3 9 6	0 0 8	
10,144 2 3	1,899 2 0	12,043 4 3	324 0 6	920 13 3	2 15 7	0 0 6	
63,035 7 8	9,756 7 9	72,791 15 5	6,191 9 11	2,711 14 3	2 12 4	0 2 6	
TION, NORTH WESTERN PROVINCES.							
225 6 10	1 0 0	226 6 10	223 14 5	...	1 3 11	...	
1,188 6 11	133 5 0	1,321 11 11	82 4 11	...	4 15 1	0 0 0½	
545 10 6	112 0 6	657 11 0	...	171 1 0	3 6 4	0 1 4½	
783 10 9	8 0 0	791 10 9	432 5 0	...	2 11 4	...	
524 1 8	27 13 9	551 15 5	624 3 5	...	2 3 11	0 1 3½	
1,257 13 0	...	1,257 13 0	1,366 10 11	...	2 15 9	...	
299 5 11	8 14 0	308 3 11	123 3 1	...	2 10 0½	0 0 5½	
1,041 1 8	14 8 0	1,055 9 8	16 14 7	...	2 1 8½	...	
713 13 11	6 8 0	720 5 11	611 0 0	...	2 11 10½	...	
6,579 7 2	312 1 3	6,891 8 5	3,481 8 4	171 1 0	2 12 4½	0 0 3	
832 0 0	170 12 0	1,002 12 0	...	60 11 0	2 15 1	0 1 6	
1,281 15 0	295 3 10	1,577 2 10	219 4 9	...	2 13 4	0 2 1	
1,058 13 0	233 12 6	1,292 9 6	148 8 3	...	3 3 6	0 1 6	
1,552 3 10	278 10 0	1,830 13 10	...	367 15 6	2 13 0	0 1 5	
1,497 0 0	243 4 9	1,740 4 9	...	89 2 6	3 5 2	0 0 3	
753 14 9	152 8 1	906 6 10	465 7 2	...	2 2 11	0 0 10	
6,975 14 7	1,374 3 2	8,350 1 9	833 4 2	517 13 0	3 0 5	0 1 3	
1,412 2 3	57 2 0	1,469 4 3	...	...	4 1 8	2 1 3	
1,196 12 2	62 2 0	1,258 14 2	...	...	3 14 5	1 15 7	
1,405 5 0	58 15 0	1,464 4 0	...	...	3 3 10	1 10 2	
987 15 6	49 2 0	1,037 1 6	...	...	3 10 8	1 13 7	
2,766 3 8	81 13 11	2,848 1 7	...	...	6 6 9	3 3 9	
1,324 15 11	57 2 0	1,382 1 11	...	...	4 8 2	2 4 5	
442 4 9	45 2 0	487 6 9	...	...	5 0 8	2 9 0	
1,534 9 11	68 2 0	1,602 11 11	...	...	3 15 4	1 15 11	
949 2 10	50 2 0	999 4 10	...	...	3 10 4	1 13 7	
12,019 8 0	529 10 11	12,549 2 11	...	...	4 4 5	2 2 7	

TABLE No. III. A.—(Continued.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.	Number of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily Attendance.
				Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	2 a.	3.	4.	5.	6.	7.	8.
<b>3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION.</b>								
BENARES.	Chndowlee, ...	12	Different Dates.	359	28	...	387	252-62
	Huzoor Tehseel, ...	14		408	15	...	423	309-77
	Total, ...	26		767	43	...	810	562-40
FUTTEPORE.	Ghazeepore, ...	13	September 1860.	332	8	...	340	255-11
	Huzoor Tehseel, ...	9	March "	235	15	...	250	233-99
	Khaga, ...	13	Ditto "	223	111	...	334	365-64
	Khakrera, ...	4	February "	88	37	...	125	87-88
	Kullianpore, ...	10	Ditto "	255	43	...	298	216-52
	Kora Jahanabad, ...	11	March "	339	41	...	380	355-99
	Total, ...	60	1,572	255	...	1,827	1,515-10	
GHAZEPORE.	Buliya ...	25	August 1856.	617	33	...	650	555-69
	Huzoor Tehseel, ...	19	Ditto.	450	40	...	490	407-62
	Mahomedabad, ...	16	Ditto.	300	93	...	393	296-58
	Rasra, ...	14	Ditto.	354	21	...	375	302-64
	Sydpore, ...	17	Ditto.	479	71	...	550	434-49
	Zamania, ...	23	Ditto.	567	43	...	610	522-98
Total, ...	114	2,767	301	...	3,068	2,520-00		
GORUCHPORE.	Bansgaon, ...	46	1st January 1858.	2,364	26	...	2,390	1657-41
	Banse, ...	71	18th October "	2,135	540	...	2,675	1762-38
	Captaingunge, ...	44	4th February 1859.	1,578	502	...	2,080	1,371-44
	Dewaria, ...	51	1st ditto.	3,485	203	...	3,688	2,760-59
	Huzoor Tehseel, ...	8	5th April "	556	38	...	594	363-18
	Khalelabad, ...	50	1st July 1858.	2,535	210	...	2,745	1,899-78
	Mansurgung, ...	50	10th March "	2,374	112	...	2,486	1,711-07
	Padrona, ...	30	14th July "	1,648	71	...	1,719	1,160-60
Total, ...	350	16,675	1,702	...	18,377	12,686-45		
JOUNPORE.	Huzoor Tehseel, ...	21	3rd March 1858.	556	70	...	626	539-62
	Kirakut, ...	9	1st June "	216	2	...	21.8	212-16
	Kothun, ...	19	1st August "	395	72	...	467	393-44
	Muchlishur, ...	15	19th March "	454	104	...	558	473-47
	Mundiahun, ...	21	10th September,	496	13	...	509	487-04
Total, ...	85	2,117	261	...	2,378	2,105-73		

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

## Class (Hulkabundee Schools.)

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling Fees.	RECEIPTS.													
English.	Arabic.	Persian.	Urdu.	Hindee.	Sanskrit.		Maharattce.	From Government.	Proceeds of Endowments.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.							
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.	15.	16.							
NORTH WESTERN PROVINCES.																				
								Rs.	As.	P.	Rs.	Rs.	As.	P.	Rs.	As.	P.	Rs.		
4	...	...	12	387	...	...	...	3	11	0	...	944	3	10	175	0	0	...	...	
13	...	19	73	423	...	...	...	26	3	9	...	1,252	9	5	63	8	0	...	...	
17	...	19	85	810	...	...	...	29	14	9	...	2,196	13	3	238	8	0	...	...	
...	...	19	24	320	...	...	...	2	11	6	...	638	7	1	...	...	...	...	...	
...	...	23	41	214	...	...	...	5	8	0	...	439	7	4	...	...	...	...	...	
...	...	72	99	335	...	...	...	21	15	3	...	898	12	7	...	...	...	...	...	
...	...	16	26	96	...	...	...	7	3	6	...	449	10	1	...	...	...	...	...	
...	...	25	58	249	...	...	...	...	...	...	...	821	13	10	...	...	...	...	...	
...	...	35	84	308	...	...	...	11	5	6	...	794	15	3	...	...	...	...	...	
...	...	190	332	1,522	...	...	...	48	11	9	...	4,043	2	2	...	...	...	...	...	
...	...	...	155	635	...	...	...	16	7	6	...	1,710	9	8	...	...	...	...	...	
...	...	...	75	480	...	...	...	26	0	0	...	1,487	2	5	...	...	...	...	...	
...	...	...	42	393	...	...	...	18	0	0	...	1,004	10	10	...	...	...	...	...	
...	...	...	60	375	...	...	...	22	0	0	...	842	0	9	...	...	...	...	...	
...	...	...	56	540	...	...	...	26	0	0	...	1,118	1	6	280	7	0	...	...	
...	...	...	29	613	...	...	...	22	0	0	...	1,153	10	6	...	...	...	...	...	
...	...	...	417	3,033	...	...	...	130	7	6	...	7,316	3	8	280	7	0	...	...	
...	...	...	24	2,390	...	...	...	42	0	0	...	1,308	12	10	237	0	0	...	...	
...	...	105	115	2,675	...	...	...	21	0	0	...	2,073	1	1	72	0	0	...	...	
...	...	...	36	2,044	...	...	...	21	0	0	...	4,525	14	8	39	0	0	...	...	
...	...	145	256	3,532	...	...	...	53	0	0	...	2,190	7	7	453	0	0	...	...	
...	...	...	...	594	...	...	...	5	8	9	...	433	4	8	6	0	0	...	...	
...	...	33	55	2,745	...	...	...	37	0	0	...	4,399	4	3	48	0	0	...	...	
...	...	...	...	2,486	...	...	...	25	0	0	...	1,537	6	2	34	8	0	...	...	
...	...	...	36	1,683	...	...	...	20	0	0	...	563	4	3	99	0	0	...	...	
...	...	283	522	18,149	...	...	...	224	8	9	...	16,831	7	6	988	8	0	...	...	
...	...	...	31	595	...	...	2	34	0	3	...	1,524	5	3	1	2	0	15	0	0
...	...	...	11	207	...	...	2	11	13	3	...	562	4	3	75	0	0	...	...	
...	...	...	27	440	...	...	2	14	4	0	...	1,308	15	6	1	11	0	25	12	0
...	...	...	23	538	...	...	...	39	13	0	...	1,423	4	0	...	...	...	...	...	
...	...	...	...	509	...	...	...	36	9	0	...	1,564	14	6	...	...	...	...	...	
...	...	...	92	1,289	...	...	2	136	7	6	...	6,383	11	6	77	13	0	40	12	0

TABLE No. III A.—(Continued.)

L—INSTITUTIONS FOR  
Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.	Number of Schools.	When Established.	RECEIPTS.	
				Other Sources.	Total.
1.	2.	2 a.	3.	17.	18.
3RD CIRCLE, DEPARTMENT PUBLIC INSTRU					
BENARÉS.	Chundowlee, ...	12	Different Dates.	Rs. As. P.	Rs. As. P.
	Huzoor Tehseel, ...	14		..	1,122 14 10
	Total, ...	26		...	1,342 5 2
FUTTEHPORE.	Ghazee-pore, ...	13	September 1860.	..	641 2 7
	Huzoor Tehseel, ...	9	March "	..	444 15 2
	Khaga, ...	13	Ditto. "	..	920 11 10
	Khakrera, ...	4	February "	..	456 13 7
	Kulianpore, ...	10	Ditto. "	..	821 13 10
	Kora Jahanabad, ...	11	March "	..	806 4 9
Total, ...	60	...	...	4,091 13 11	
GHAZEEPORE.	Buliya, ...	25	August 1856.	..	1,727 1 2
	Huzoor Tehseel, ...	19	Ditto. "	..	1,513 2 5
	Mahomedabad, ...	16	Ditto. "	..	1,022 10 10
	Rasra, ...	14	Ditto. "	..	864 0 9
	Sydpore, ...	17	Ditto. "	..	1,424 8 6
	Zamania, ...	23	Ditto. "	..	1,175 10 6
Total, ...	114	...	...	7,727 2 2	
GORUCKPORE.	Bansgaon, ...	46	1st January 1858.	..	1,587 12 10
	Banse, ...	71	18th October "	..	2,166 1 1
	Captaingunge, ...	44	4th February 1859.	..	4,385 14 8
	Dewaria, ...	51	1st February "	..	2,696 7 7
	Huzoor Tehseel, ...	8	5th April "	..	444 13 5
	Khalelabad, ...	50	1st July 1858.	..	4,484 4 3
	Mansurgung, ...	50	10th March "	..	1,596 14 2
	Padrona, ...	30	14th July "	..	682 4 3
Total, ...	350	...	...	18,044 8 3	
JOUNPORE.	Huzoor Tehseel, ...	21	3rd March 1858.	..	1,574 7 6
	Kirakut, ...	9	1st June "	..	649 1 6
	Kothun, ...	19	1st August "	..	1,350 10 6
	Muchlishur, ...	15	19th March "	..	1,463 1 0
	Mundiahun, ...	21	10th September "	..	1,601 7 6
Total, ...	85	...	...	6,638 12 0	



## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

Class (Hulkabundee Schools.)

CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
TION, NORTH WESTERN PROVINCES.—(Continued.)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
954 14 5	218 7 9	1,173 6 2	...	50 7 4	4 9 8	0 0 3	
887 10 7	270 8 0	1,160 2 7	182 2 7	...	3 11 11	0 1 4	
1,844 9 0	488 15 9	2,333 8 9	182 2 7	50 7 4	4 0 3	0 0 10	
533 8 2	8 11 6	542 3 8	98 14 11	...	2 2 0	0 0 2	
507 10 6	36 0 5	543 10 11	...	98 11 7	2 5 2	0 0 5	
736 8 0	71 11 3	808 3 7	112 8 3	...	3 0 8	0 1 4	
261 3 9	22 15 6	284 3 3	172 10 4	...	3 4 9	0 1 4	
646 7 8	31 4 0	677 11 8	144 2 2	...	3 2 1	...	
745 3 3	14 5 6	759 8 9	46 12 0	...	2 2 2	0 0 6	
3,430 9 8	185 0 2	3,615 9 10	574 15 8	98 11 7	2 6 2	0 0 6	
1,453 7 6	62 2 6	1,515 10 0	211 7 2	...	2 11 11	0 0 5½	
1,270 2 4	130 3 0	1,400 5 4	112 13 1	...	3 7 7	0 1 0	
818 9 1	106 5 0	924 14 1	97 12 9	...	3 1 10	0 0 10½	
688 12 6	116 5 0	805 1 6	58 15 3	...	2 10 6	0 1 2	
1,194 4 0	230 7 0	1,424 11 0	...	50 2 6	3 6 3	0 0 11½	
1,370 10 10	180 9 1	1,551 3 11	...	375 9 5	2 15 5	0 0 8	
6,795 14 3	875 15 7	7,671 13 10	481 0 8	425 11 11	3 8 6	0 0 9	
2,286 10 10	997 2 0	3,283 12 10	...	1,696 0 0	1 15 7	0 0 4	
2,618 11 1	161 1 3	2,779 12 4	...	613 11 3	1 9 3	0 0 2	
2,227 5 7	80 0 0	2,307 5 7	2,078 9 1	...	1 10 9	0 0 3	
3,003 1 4	1,020 7 0	6,023 8 4	...	1,327 0 9	1 7 4	0 0 3	
607 12 2	111 4 9	722 0 11	...	327 3 6	2 1 0	0 0 3	
2,403 5 3	156 12 0	2,560 1 3	1,924 3 0	...	1 5 6	0 0 4	
1,984 11 2	662 8 0	2,647 3 2	...	1,050 5 0	1 8 9	0 0 3	
1,536 4 11	176 7 0	1,712 11 0	...	1,030 7 8	1 7 7	0 0 3	
16,720 14 4	3,365 10 0	20,086 8 4	4,002 12 1	6,044 12 2	1 9 3	0 0 3	
2,147 2 1	491 9 2	2,638 11 3	...	1,064 3 9	4 14 3	0 1 1	
588 11 7	86 13 3	675 8 10	...	26 7 4	3 2 11	0 0 11	
1,331 10 3	25 7 0	1,347 1 3	3 9 3	...	3 6 9	0 0 7	
1,184 2 1	65 13 0	1,249 15 0	213 1 11	...	2 10 2	0 1 4	
1,313 9 4	86 9 0	1,400 2 4	201 5 2	...	2 13 11	0 1 2	
6,555 3 4	756 3 5	7,311 6 9	418 0 4	1,090 11 1	3 7 6	0 1 0	

TABLE No. III A.—(Continued.)

I.—INSTITUTIONS FOR  
Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.	Number of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily Attendance.
				Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	2 a.	3.	4.	5.	6.	7.	8.
3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,								
MIRZAPORE.	Chumar, ...	21	1856	739	64	...	803	503-29
	Huzoor Tehseel, ...	32	...	909	30	...	939	705-82
	Roberts Gunj, ...	10	1858	227	15	...	242	143-00
	Total, ...	63	...	1,875	109	...	1,984	1,352-11
	Grand Total, ...	1,135	...	24,255	15,253	...	39,508	28,919-52
KUMAON CIRCLE, DEPARTMENT PUBLIC INSTRU								
GURHWAL.	Sreenuggur, ...	35	1st January 1863	1,187	...	...	1,187	957
	Grand Total, ...	3,045	...	68,965	11,490	5	80,460	73,556-82

DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

(Hulkabundee Schools.)

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling Fees.	RECEIPTS.						
English.	Arabic.	Persian.	Urdu.	Hindee.	Sanskrit.		From Government.	Proceeds of Endowments.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.	15.	16.
NORTH WESTERN PROVINCES.—(Continued.)													
								Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.	
...	...	...	29	803	...	...	...	...	...	1,505 1 9	83 0 0	...	...
...	...	...	30	939	...	...	...	...	...	2,726 6 0	207 0 0	...	...
...	...	...	7	242	...	...	...	...	...	420 13 3	...	...	...
...	...	...	66	1,984	...	...	...	...	...	4,652 5 0	290 0 0	...	...
17	15	626	5,262	36,245	...	...	...	7,173 11 9	...	65,188 14 2	2,395 14 0	540 12 0	...
TION, NORTH WESTERN PROVINCES.—(Continued.)													
...	...	...	...	1,187	...	...	...	361 9 4	...	345 2 11	...	...	...
43	15	738	19,335	74,913	...	...	...	18,664 8 2½	...	74,208 13 9½	1,37,509 9 8	7,605 11 3	...

TABLE No. III. A.—(Concluded.)

## I.—INSTITUTIONS FOR

Government Schools of the Lower

NAME OF INSTITUTION.	LOCALITY.	Number of Schools.	When Established.	RECEIPTS.	
				Other Sources.	Total.
1.	2.	2 a.	4.	17.	18.
3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,					
MIRZAPUR.	Chunar, ...	21	1856.	Rs. As. P.	Rs. As. P.
	Huzoor Tehseel, ...	32	...	...	1,588 1 9
	Roberts Gunj, ...	10	1858.	...	2,933 6 0
	Total, ...	63	...	...	420 13 3
	Grand Total, ...	1,135	...	...	4,942 5 0
KUMAON CIRCLE, DEPARTMENT PUBLIC INSTRU					
GURHWAL.	Sreenugger, ...	35	1st January 1863.	...	706 12 3
	Grand Total, ...	3,045	...	2,084 7 0	2,40,073 1 11

## D I X H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

*Class (Hulkabundee Schools.)*

CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
NORTH WESTERN PROVINCES.—(Concluded.)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
1,197 5 7	297 12 0	1,495 1 7	93 0 2	...	2 15 6	...	
1,717 15 10	621 8 5	2,339 8 3	593 13 9	...	3 0 5	...	
545 8 0	69 0 0	614 8 0	...	193 10 9	4 4 9	...	
3,460 13 5	988 4 5	4,449 1 10	686 13 11	193 10 9	3 4 10	...	
64,382 13 9	8,876 0 8	73,258 14 5	10,660 9 4	8,592 14 10	2 8 6	0 3 11	
TION, NORTH WESTERN PROVINCES.—(Concluded.)							
688 0 0	18 12 3	706 12 3	...	...	0 11 10	0 6 0	
1,84,596 11 1	36,394 8 1	2,20,991 3 2	35,934 14 11	16,853 0 2	2 5 5½	0 3 4½	

M. KEMPSON,  
 Director of Public Instruction,  
 North Western Provinces.

## APPEN

TABLE No. III B.

## I.—INSTITUTIONS FOR

*Government Schools of the Lower*

NAME OF INSTITUTION.	Number of Schools.	Locality.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily Attendance.
				Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	2 a.	3.	4.	5.	6.	7.	8.
FEMALE SCHOOLS.		<i>Allypurb.</i>						
	1	Coel, ...	9th March 1863.	17	...	...	17	16
	1	Secundra Rao, ...	1st February 1863.	13	...	...	13	11
		<i>Boolundshuhur.</i>						
	6	Anupshuhur, ...	1st ditto.	80	...	..	80	32
	4	Khurja, ...	1st ditto.	46	3	...	49	22
		<i>Bareilly.</i>						
	1	Bareilly, ...	25th March 1863.	...	9	...	9	8
		<i>Shahjehanpore.</i>						
	7	Shahjehanpore, ...	October 1862.	126	...	...	126	126
	<i>Meerut.</i>							
9	Meerut, ...	February 1863.	54	41	...	95	95	
	<i>Budaon.</i>							
2	Budaon, ...	9th April 1863.	...	20	...	20	20	
	<i>Agra.</i>							
25	Agra, ...	Different dates.	467	...	...	467	465.52	
Grand Total,	56	...	...	803	73	...	876	795.52

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

*Class (Female Schools.)*

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling Fees.	RECEIPTS.	
English.	Persian.	Arabic.	Sanskrit.	Urdu.	Hindi.		From Government.	Proceeds of Endowment.
9.	9 a.	9 b.	9 c.	9 d.	9 e.	10.	11.	12.
							Rs. As. P.	Rs. As. P.
...	...	...	...	...	17	...	13 15 0	...
...	...	...	...	...	13	...	15 0 0	...
...	...	...	...	...	80	...	...	...
...	...	...	...	3	46	...	...	...
...	...	...	...	9	...	...	14 11 5	...
...	...	...	...	35	91	...	...	...
...	...	...	...	41	54	...	...	...
...	...	...	...	20	...	...	...	...
...	...	...	...	...	467	...	2,813 6 3	...
...	...	...	...	108	768	...	2,857 0 8	...

TABLE No. III B.—(Continued.)

I.—INSTITUTIONS FOR  
Government Schools of the Lower

NAME OF INSTITUTION.	Number of Schools.	Locality.	When Established.	RECEIPTS.					
				Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.
1.	2.	2 a.	3.	13.	14.	15.	16.	17.	18.
				Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
FEMALE SCHOOLS.		<i>Allygurh.</i>							
	1	Coel, ...	9th March 1863.	...	...	...	...	...	13 15 0
	1	Secundra Rao,	1st February 1863.	...	...	...	...	...	15 0 0
		<i>Boolundshuhur.</i>							
	6	Anupshuhur, ...	1st ditto.	...	63 1 3	...	...	...	63 1 3
	4	Khurja, ...	1st ditto.	...	14 4 5	...	...	...	14 4 5
		<i>Bareilly.</i>							
	1	Bareilly, ...	25th March 1863.	...	...	...	...	...	14 11 5
		<i>Shahjehanpore.</i>							
	7	Shahjehanpore,	October 1862.	...	400 0 0	...	...	...	400 0 0
	<i>Meerut.</i>								
9	Meerut, ...	February 1863.	...	120 0 0	...	...	...	120 0 0	
	<i>Budaon.</i>								
2	Budaon, ...	9th April 1863.	...	5 13 10	...	...	...	5 13 10	
	<i>Agra.</i>								
25	Agra, ...	Different dates.	...	346 8 0	27 8 0	...	...	3,187 6 3	
Grand Total,	56	...	...	...	949 11 6	27 8 0	...	...	3,834 4 2



## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

*Class (Female Schools.)*

CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
13 15 0	...	13 15 0	...	...	0 13 11	0 13 11	
15 0 0	...	15 0 0	...	...	1 5 10	1 5 10	
59 1 3	4 0 0	63 1 3	...	...	1 15 6	...	
12 4 5	2 0 0	14 4 5	...	...	0 10 4	...	
14 11 5	...	14 11 5	...	...	1 13 5	1 13 5	
384 0 0	16 0 0	400 0 0	...	...	3 2 9	...	
120 0 0	...	120 0 0	...	...	1 4 2	...	
5 13 10	...	5 13 10	...	...	0 4 8	...	
...	3,187 6 3	3,187 6 3	...	...	6 13 2	6 1 3	
624 13 11	3,209 6 3	3,834 4 2	...	...	2 0 4	1 4 0	

M. KEMPSON,  
 Director of Public Instruction,  
 North Western Provinces.

TABLE No. IV.

## I.—INSTITUTIONS FOR

*(Private Colleges and Collegiate Institutions)*

NAME OF INSTITUTION.	Locality.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily Attendance.
			Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
Jay Narain's College and Free School,	Benares,	A. D. 1817	370	47	16	433	315·00
Saint Peter's College,	Agra,	1846	...	1	76	77	72
Saint John's College,	Agra,	1853	81	38	38	157	202
Victoria College,	Agra,	1862	297	25	7	329	277
Total,	...	...	748	111	137	996	866·00

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

*open to Government Inspection.)*

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.								Monthly rate of Schooling Fees.	RECEIPTS.
English.	Arabic.	Persian.	Sanskrit.	Hindi.	Latin.	Urdu.	Bengalee.		From Govern- ment.
9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	9 g.	10.	11.
									Rs. As. P.
206	...	74	42	184	...	74	...	From 3 Pie to 2 Annas.	5,733 0 0
77	...	...	...	...	14	77	...	Rs. 17-8.	1,500 0 0
157	...	10	...	...	...	147	...	From 3 Rs. to 4 Annas.	4,800 0 0
329	...	112	32	48	...	137	...	From 4 Annas to 3 Rs.	...
769	...	196	74	232	14	435	...	...	12,033 0 0

TABLE No. IV.—(Continued.)

## 1.—INSTITUTIONS FOR

(Private Colleges and Collegiate Institutions)

NAME OF INSTITUTION.	Locality.	When Established.	Rs			
			Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
			12.	13.	14.	15.
		A. D.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Jay Narain's College and Free School,	Benares,	1817	2,794 0 3	...	100 0 0	552 12 9
Saint Peter's College,	Agra,	1846	...	...	...	8,009 12 10
Saint John's College,	Agra,	1853	390 12 0	...	2,531 4 0	1,300 2 0
Victoria College,	Agra,	1862	...	1,640 0 0	...	450 0 0
Total, ...	...	...	3,184 12 3	1,640 0 0	2,631 4 0	10,312 11 7

## DIX E.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

*open to Government Inspection.)*

RECEIPTS.			CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.
Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.		
16.	17.	18.	19.	20.	21.	22.	23.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
62 0 0	5,216 7 0	14,458 4 0	12,980 0 0	1,705 0 0	14,685 0 0	...	226 12 0
...	...	9,509 12 10	12,332 0 0	400 0 0	12,732 0 0	...	3,222 3 2
589 14 0	3,735 0 0	13,347 0 0	10,987 0 0	516 5 0	11,503 5 0	1,843 11 0	...
...	...	2,090 0 0	1,110 0 0	175 0 0	1,285 0 0	805 0 0	...
651 14 0	8,951 7 0	39,405 0 10	37,409 0 0	2,796 5 0	40,205 5 0	2,648 11 0	3,448 15 2

## APPENDIX H.

TABLE No. IV.—(Concluded.) I.—INSTITUTIONS FOR GENERAL EDUCATION, FOR THE YEAR 1862-63.

*(Private Colleges and Collegiate Institutions open to Government Inspection.)*

NAME OF INSTITUTION.	Locality.	When Established.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
			Total Cost.	Cost to Govern- ment.	
1.	2.	3.	24.	25.	26.
		A. D.	Rs. As. P.	Rs. As. P.	
Jay Narain's College and Free School,	Benares,	1817	46 9 11	18 3 2	
Saint Peter's College,	Agra,	1846	176 13 4	20 13 4	
Saint John's College,	Agra,	1858	56 15 0	23 12 0	
Victoria College,	Agra,	1862	4 10 3	...	
Total,...	...	...	71 4 1	20 14 10	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,  
NORTH WESTERN PROVINCES ;  
Bareilly, the 15th August 1863.

M. KEMPSON,  
Director of Public Instruction,  
North Western Provinces.

## APPENDIX H.

## TABLE No. V. L—INSTITUTIONS FOR GENERAL EDUCATION.

FOR THE YEAR 1862-63.

*(Private Schools of the Higher Class open to Government Inspection.)*

NAME OF INSTITUTIONS.	Locality.	When established.	No. OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.
			Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
Church Mission School, ...	Ghazeepore, ...	1853	168	35	6	209	145-00
Ditto ditto, ...	Goruckpore, ...	...	140	39	21	200	136-00
Church Mission Girls' School, ...	Benares, ...	1850	160	...	...	160	130-00
Church Mission School, ...	Chunar, ...	1860	89	26	4	119	91-00
Ditto ditto, ...	Almorah, ...	1850	117	3	2	122	101
Ditto ditto, ...	Nainee Tal, ...	1858	39	1	4	44	37-3
Mission School, ...	Meerut, ...	1851	95	15	10	120	90
Ditto ditto, ...	Dehra Dhoon, ...	1853	189	29	7	225	180
Ditto ditto, ...	Muttra, ...	1856	...	...	...	130	...
Ditto ditto, ...	Cawnpore, ...	1860	147	33	7	187	145
Ditto ditto, ...	Azimgurh, ...	1862	137	30	1	168	112-00
Ditto ditto, ...	Bijnour, ...	1859	43	12	1	56	39
Ditto ditto, ...	Nujeebahad, ...	1862	35	6	...	41	36
Ditto ditto, ...	Budaon, ...	1859	25	...	...	25	21
Ditto ditto, ...	Budaon Mission com- pound, ...	1860	22	9	1	32	20
Ditto ditto, ...	Moradabad, ...	1860	68	32	5	105	66
Mission Girls' School, ...	Dehra Dhoon, ...	...	...	...	38	38	38
Moofeed Am School, ...	Agra, ...	1858	126	30	...	156	135
Mission School, ...	Furrukabad, ...	1858	219	64	38	321	281
Ditto ditto, ...	Mynpoorie, ...	1858	186	27	2	215	198
Ditto ditto, ...	Jalaisar, ...	1862	8	...	...	8	6
English School, ...	Lullutpore, ...	1862	14	8	...	22	22
Mission School, ...	Futtehpore, ...	1852	100	32	8	140	100-00
			2,117	441	155	2,843	2129-3

TABLE No. V.

## I.—INSTITUTIONS FOR

*(Private Schools of the Higher Class*

NAME OF INSTITUTIONS.	Locality.	When established.	NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.							
			English.	Urdu and Persian.	Hindee.	Urdu.	Arabic.	Persian.	Sanskrit.	
1.	2.	3.	9.	9a	9b.	9c.	9d.	9e.	9f.	
Church Mission School, ...	Ghazeepore, ...	1853	138	...	209	50	...	50	...	
Ditto ditto, ...	Goruckpore, ...	...	59	...	66	75	...	75	...	
Church Mission Girls' School, ...	Benares, ...	1850	...	...	160	...	...	...	...	
Church Mission School, ...	Chunar, ...	1860	29	...	52	38	...	38	...	
Ditto ditto, ...	Almorah, ...	1850	122	...	122	...	...	...	...	
Ditto ditto, ...	Nainee Tal, ...	1858	13	...	13	...	...	...	...	
Mission School, ...	Meerut, ...	1851	114	...	...	48	...	72	...	
Ditto ditto, ...	Dehra Dhoon, ...	1853	225	...	92	193	...	193	...	
Ditto ditto, ...	Muttra, ...	1856	...	...	...	...	...	...	...	
Ditto ditto, ...	Cawnpore, ...	1860	175	...	...	187	...	12	...	
Ditto ditto, ...	Azingurh, ...	1862	168	...	168	168	...	168	...	
Ditto ditto, ...	Bijnour, ...	1859	49	...	...	56	...	...	...	
Ditto ditto, ...	Nujeebabad, ...	1862	36	...	...	12	...	41	...	
Ditto ditto, ...	Budaon, ...	1859	...	...	15	10	...	...	...	
Ditto ditto, ...	Budaon Mission com- pound, ...	1860	16	...	1	...	...	15	...	
Ditto ditto, ...	Moradabad, ...	1860	52	...	...	105	...	53	...	
Mission Girls' School, ...	Dehra Dhoon, ...	...	38	...	38	38	...	...	...	
Moofeed Am School, ...	Agra, ...	1858	120	...	23	45	...	50	7	
Mission School, ...	Furruckabad, ...	1858	165	...	43	78	...	73	77	
Ditto ditto, ...	Mynpoorie, ...	1858	71	...	155	121	...	...	...	
Ditto ditto, ...	Jalaisar, ...	1862	...	...	8	...	...	...	...	
English School, ...	Lullutpore, ...	1862	22	...	...	...	...	...	...	
Mission School, ...	Futtehpore, ...	1852	40	...	23	117	...	...	...	
			1,652	...	1,188	1,276	...	780	84	



## DIX H.

## GENERAL EDUCATION.

FOR THE YEAR 1862-63.

*open to Government Inspection.)*

Monthly rate of Schooling Fee.	RECEIPTS.					
	From Government.	Proceeds of Endowments.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.
10.	11.	12.	13.	14.	15.	16.
	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
From 1 anna to 8 annas,	1,200 0 0	96 0 0	0 0 0	175 14 1	175 12 9	265 12 0
From 1 to 2 annas,	1,200 0 0	0 0 0	0 0 0	0 0 0	94 10 0	35 1 0
.....	992 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
From 1 to 2 annas,	790 0 0	0 0 0	0 0 0	102 0 0	18 6 0	0 0 0
2 annas and 4 annas,	1,800 0 0	40 0 0	0 0 0	724 0 0	144 12 0	0 0 0
1 anna,	600 0 0	0 0 0	0 0 0	672 0 0	7 12 0	24 0 0
From 2 annas to 2 Rs.	1,200 0 0	0 0 0	0 0 0	240 0 0	480 0 0	0 0 0
2 annas,	1,200 0 0	0 0 0	0 0 0	1,044 0 0	72 6 0	75 9 3
From 2 annas to 1 Re.	1,200 0 0	0 0 0	0 0 0	75 0 0	364 12 0	109 11 6
Various rates,	2,400 0 0	0 0 0	0 0 0	0 0 0	596 0 6	482 0 0
From 1 anna to 2 Rs.,	1,200 0 0	0 0 0	0 0 0	0 0 0	118 5 0	0 0 0
2 as., 3 as. and 4 as.	0 0 0	0 0 0	0 0 0	0 0 0	684 0 0	0 0 0
2, 4, 6 and 8 annas.	0 0 0	0 0 0	0 0 0	2 0 0	280 7 1	0 0 0
.....	0 0 0	0 0 0	0 0 0	174 0 0	0 0 0	0 0 0
.....	0 0 0	0 0 0	0 0 0	3,226 0 0	0 0 0	0 0 0
0 14 8	0 0 0	0 0 0	0 0 0	0 0 0	160 8 0	0 0 0
.....	0 0 0	0 0 0	0 0 0	1,306 0 0	0 0 0	0 0 0
From 4 annas to 1 Re.	0 0 0	160 0 0	96 0 0	0 0 0	366 8 0	0 0 0
From 2 annas to 2 Rs.	0 0 0	0 0 0	0 0 0	0 0 0	108 0 0	0 0 0
.....	3 14 9	0 0 0	1,144 7 0	0 0 0	0 0 0	0 0 0
.....	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
.....	4 9 3	0 0 0	218 8 0	0 0 0	0 0 0	0 0 0
2 annas.	0 0 0	0 0 0	0 0 0	648 0 0	77 0 0	0 0 0
.....	13,720 8 0	296 0 0	1,458 15 0	8,388 14 1	3,749 3 4	992 1 9

TABLE No. V.

## I.—INSTITUTIONS FOR

*(Private Schools of the Higher Class*

NAME OF INSTITUTIONS.	Locality.	When established.	RECEIPTS.	
			Other sources.	Total,
1.	2.	3.	17.	18.
			Rs. As. P.	Rs. As. P.
Church Mission School, ...	Ghazeepore, ...	1853	960 0 0	2,873 6 10
Ditto ditto, ...	Goruckpore, ...	...	1,631 8 0	2,961 3 0
Church Mission Girls' School, ...	Benares, ...	1850	0 0 0	992 0 0
Church Mission School, ...	Chunar, ...	1860	642 0 0	1,482 6 0
Ditto ditto, ...	Almorah, ...	1850	0 0 0	2,708 12 0
Ditto ditto, ...	Nainee Tal, ...	1858	0 0 0	1,303 12 0
Mission School, ...	Meerut, ...	1851	1,992 0 0	3,912 0 0
Ditto ditto, ...	Dehra Dhoon, ...	1853	0 0 0	2,391 15 3
Ditto ditto, ...	Muttra, ...	1856	1,339 14 0	3,089 5 6
Ditto ditto, ...	Cawnpore, ...	1860	2,120 0 0	5,598 0 6
Ditto ditto, ...	Azimgarh, ...	1862	1,200 0 0	2,518 5 0
Ditto ditto, ...	Bijnour, ...	1859	0 0 0	684 0 0
Ditto ditto, ...	Nujeebabad, ...	1862	0 0 0	282 7 1
Ditto ditto, ...	Budaon, ...	1859	0 0 0	174 0 0
Ditto ditto, ...	Budaon Mission com- pound, ...	1860	0 0 0	3,226 0 0
Ditto ditto, ...	Moradabad, ...	1860	564 0 0	724 8 0
Mission Girls' School, ...	Dehra Dhoon, ...	...	0 0 0	1,306 0 0
Moofeed Am School, ...	Agra, ...	1858	0 0 0	622 8 0
Mission School, ...	Furruckabad, ...	1858	2,016 0 0	2,124 0 0
Ditto ditto, ...	Mynpoorie, ...	1858	0 0 0	1,148 5 9
Ditto ditto, ...	Jalaisar, ...	1862	46 15 0	46 15 0
English School, ...	Lullutpore, ...	1862	0 0 0	223 1 3
Mission School, ...	Futtehpore, ...	1852	558 0 0	1,283 0 0
			13,070 5 0	41,675 15 2

## DIX H.

## GENERAL EDUCATION.

FOR THE YEAR 1862-63.

*open to Government Inspection.)*

CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
2,503 15 0	467 5 9	2,971 4 9	0 0 0	97 13 11	14 3 5	5 11 10	
2,691 10 9	67 6 0	2,759 0 9	202 2 3	0 0 0	13 6 0	6 0 0	
1,272 0 0	0 0 0	1,272 0 0	0 0 0	280 0 0	9 12 6	7 10 1	
1,560 0 0	88 8 0	1,648 8 0	0 0 0	166 2 0	13 13 3	6 0 9	
2,900 0 0	74 14 6	2,974 14 6	0 0 0	266 2 6	26 9 11	17 13 2	
1,230 0 0	42 0 0	1,272 0 0	31 12 0	0 0 0	28 0 0	13 0 0	
3,000 0 0	912 0 0	3,912 0 0	0 0 0	0 0 0	43 7 5	13 5 4	
2,336 8 6	50 0 0	2,386 8 6	5 6 9	0 0 0	13 4 1	6 10 8	
2,395 12 0	6 0 0	2,401 12 0	687 9 6	0 0 0	0 0 0	0 0 0	
5,120 14 0	236 5 0	5,357 3 0	240 13 6	0 0 0	36 15 0	16 8 10	
1,317 8 0	889 8 9	2,207 0 9	311 4 3	0 0 0	13 2 0	7 2 0	
684 0 0	0 0 0	684 0 0	0 0 0	0 0 0	17 8 7	0 0 0	
282 7 1	0 0 0	282 7 1	0 0 0	0 0 0	7 13 6	0 0 0	
144 0 0	30 0 0	174 0 0	0 0 0	0 0 0	8 4 7	0 0 0	
3,156 0 0	70 0 0	3,226 0 0	0 0 0	0 0 0	161 4 0	0 0 0	
564 0 0	160 8 0	724 8 0	0 0 0	0 0 0	10 15 8	0 0 0	
900 0 0	406 0 0	1,306 0 0	0 0 0	0 0 0	34 5 11	0 0 0	
1,116 0 0	50 0 0	1,166 0 0	0 0 0	543 8 0	8 10 2	0 0 0	
2,016 0 0	108 0 0	2,124 0 0	0 0 0	0 0 0	7 8 11	0 0 0	
1,062 0 0	86 5 9	1,148 5 9	0 0 0	0 0 0	5 12 9	0 0 4	
46 15 0	0 0 0	46 15 0	0 0 0	0 0 0	7 13 2	0 0 0	
200 0 0	15 9 3	215 9 3	7 8 0	0 0 0	9 12 9	0 3 1	
1,226 0 0	57 0 0	1,283 0 0	0 0 0	0 0 0	12 13 3	0 0 0	
37,725 10 4	3,817 7 0	41,543 1 4	1,486 8 3	1,353 10 5	19 8 2	6 7 1	

M. KEMPSON,  
 Director of Public Instruction,  
 North Western Provinces.

TABLE VI.

## I.—INSTITUTIONS FOR

*(Private Schools of the Lower Class open*

NAME OF INSTITUTION.	LOCALITY.	No of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.			
				Hindoos.	Mahomedans.	Others.	Total.
1.	2.	2 a.	3.	4.	5.	6.	7.
1st CIRCLE, DEPARTMENT PUBLIC INSTRU							
Allygurh.	Allygurh, ...	76	...	660	169	...	829
	Hathras, ...	46	...	621	39	...	660
	Khyr, ...	21	...	147	37	...	184
	Iglas, ...	12	...	70	7	...	77
	Atrowli, ...	53	...	359	279	...	638
	Secundra Rao, ...	59	...	588	97	...	685
	Total, ...	267	...	2,445	628	...	3,073
Bolundshuhur.	Secundrabad, ...	44	...	195	157	3	355
	Dabhaie, ...	36	...	354	117	...	471
	Khurja, ...	40	...	160	127	...	287
	Bolundshuhur, ...	54	...	333	224	...	557
	Total, ...	174	...	1,042	625	3	1,670
Meerut.	Meerut, ...	106	...	720	665	...	1,385
	Sirdhana, ...	16	...	188	74	...	212
	Buroth, ...	27	...	289	65	...	354
	Ghazeabad, ...	27	...	216	81	...	297
	Hunpore, ...	51	...	306	161	...	467
	Muana, ...	40	...	212	263	...	475
	Total, ...	267	...	1,881	1,309	...	3,190
Mozuffurnugger.	Mozuffurnugger, ...	46	...	395	219	...	614
	Jansath, ...	84	...	510	255	...	765
	Shanli, ...	61	...	472	391	...	863
	Burhana, ...	29	...	349	268	...	617
	Total, ...	220	...	1,726	1,133	...	2,859
Seharunpore.	Seharunpore, ...	102	...	497	768	...	1,265
	Roorkee, ...	63	...	448	290	...	738
	Deobund, ...	52	...	406	313	...	719
	Nukoor, ...	50	...	275	294	...	569
	Total, ...	267	...	1,626	1,665	...	3,291
	Dehra Dhoon, ...	24	...	176	84	83	313
Bareilly.	Bareilly, ...	176	...	944	644	...	1,588
	Nowabgunge, ...	29	...	102	64	...	166
	Pilibheet, ...	41	...	104	339	...	443
	Jahanabad, ...	80	...	217	401	...	618
	Darow, ...	11	...	55	51	...	106
	Besulpore, ...	69	...	520	37	...	557
	Fureedpore, ...	28	...	163	32	...	195
	Aonlah, ...	70	...	432	251	...	683
	Shahi, ...	42	...	267	148	...	415
	Total, ...	546	...	2,804	1,967	...	4,771
Bijnour.	Bijnour, ...	75	...	584	222	...	806
	Nujeebabad, ...	87	...	712	255	...	967
	Nugeena, ...	91	...	483	305	...	788
	Nehtore, ...	80	...	644	280	...	924
	Chandpore, ...	69	...	445	187	...	632
	Total, ...	402	...	2,868	1,249	...	4,117

## DIX H.

## GENERAL EDUCATION.

FOR THE YEAR 1862-63.

*to Government Inspection.)*

Average daily attendance.	NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.									Monthly rate of Schooling Fee.	RECEIPTS. From Government.
	English.	Arabic and Koran.	Persian.	Urdu.	Hindi K y a s t h i and Surrafee.	Sanskrit.	Hindi in N a g r i Character.	Maharatti.	Bengali.		
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	9 g.	9 h.	10.	11.
TION, NORTH WESTERN PROVINCES.											
744	...	51	518	40	...	20	304	...	...	Rs. As. P.	Rs. As. P.
639	2	4	201	21	...	40	496	...	...	0 7 11	...
195	...	12	73	12	...	27	76	...	...	0 6 3	...
78	...	...	38	8	...	1	34	...	...	0 7 1	...
450	...	38	384	13	...	6	261	...	...	0 12 5	...
531	...	22	242	25	...	42	357	...	...	0 7 8	...
										0 8 2	4 14 9
2,637	2	127	1,456	119	...	136	1,528	...	...	0 7 7	4 14 9
485	...	68	177	36	...	1	100	...	...	0 4 8	...
653	...	49	174	7	...	83	176	...	...	0 5 5	...
533	...	51	178	20	...	1	42	...	...	0 6 3	...
764	7	113	378	7	...	...	60	...	...	0 4 10	...
2,435	7	281	907	70	...	85	378	...	...	0 5 3	...
1,264	2	466	552	...	375	7	...	...	...	0 4 8	...
225	...	44	72	...	74	...	12	...	...	0 3 1	...
363	...	44	91	5	132	98	8	...	...	0 3 3	...
285	...	20	156	23	82	46	4	...	...	0 4 1	...
526	27	58	229	52	40	11	104	...	...	0 5 5	41 9 0
492	...	59	195	8	113	7	22	...	...	0 4 4	...
3,155	29	691	1,295	88	816	169	150	...	...	0 4 1	41 9 0
589	...	175	195	10	...	21	299	...	...	0 4 4	...
749	...	175	253	12	...	27	321	...	...	0 5 11	...
821	...	333	245	10	...	7	281	...	...	0 5 4	...
633	...	123	210	11	...	48	255	...	...	0 5 1	...
2,792	...	806	903	43	...	103	1,156	...	...	0 5 3	...
1,290	...	510	446	48	...	218	70	...	...	0 2 9	...
818	...	235	129	35	...	200	205	...	...	0 4 7	...
705	...	205	256	14	...	16	244	...	...	0 4 4	...
568	...	238	275	12	...	10	58	...	...	0 2 10	...
3,381	...	1,188	1,106	109	...	444	577	...	...	0 3 7	...
332	...	63	118	54	120	17	263	...	...	0 6 1	6 10 0
1,571	...	328	589	49	115	77	270	...	...	0 6 6	...
173	...	50	135	6	35	...	6	...	...	0 6 6	...
470	...	276	100	12	...	7	48	...	...	0 4 4	...
624	...	216	388	26	...	7	16	...	...	0 7 2	...
106	...	48	45	...	...	4	9	...	...	0 3 7	...
457	...	33	223	53	40	27	241	...	...	0 8 11	...
196	...	11	125	22	...	7	54	...	...	0 9 7	2 10 4
685	...	62	355	77	73	97	218	...	...	0 5 5	...
416	...	41	197	34	39	51	103	...	...	0 5 7	...
4,698	...	1,065	2,157	279	302	277	965	...	...	0 6 5	2 10 4
870	...	169	400	123	...	58	371	...	...	0 5 10	...
934	3	152	419	187	...	38	443	...	...	0 4 11	...
731	...	192	249	227	...	19	282	...	...	0 6 0	...
1,110	3	213	413	107	...	42	405	...	...	0 3 8	...
719	6	126	342	84	...	21	223	...	...	0 4 9	...
4,364	12	852	1,823	728	...	178	1,724	...	...	0 5 0	...

TABLE VI:

## I.—INSTITUTIONS FOR

(Private Schools of the Lower Class open

NAME OF INSTITUTION.	LOCALITY.	Rs					
		Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.
1.	2.	12.	13.	14.	15.	16.	17.
		Rs. As. P.	Rs.	Rs.	Rs. As. P.	Rs.	Rs. As. P.
Allygurh.	Allygurh, ...	...	...	...	4,413 8 0	...	...
	Hathras, ...	...	...	...	2,986 14 6	...	...
	Khyr, ...	...	...	...	1,039 6 6	...	...
	Iglas, ...	...	...	...	727 3 0	...	...
	Atrowli, ...	...	...	...	2,580 9 0	...	...
	Secundra Rao, ...	...	...	...	3,256 5 0	...	...
	Total, ...	...	...	...	15,003 14 0	...	...
Bolundshuhur.	Secundrabad, ...	...	...	...	1,650 9 0	...	48 0 0
	Dabhaie, ...	...	...	...	1,947 13 9	...	708 6 9
	Khurja, ...	...	...	...	2,198 0 0	...	311 8 0
	Bolundshuhur, ...	...	...	...	2,749 4 0	...	...
	Total, ...	...	...	...	8,545 10 9	...	1,067 14 9
Meerut	Meerut, ...	...	...	...	4,425 0 0	...	...
	Sirdhana, ...	...	...	...	519 0 0	...	...
	Buroth, ...	...	...	...	905 4 0	...	...
	Ghazeabad, ...	...	...	...	867 12 0	...	...
	Hunpore, ...	...	...	...	2,138 4 0	...	...
	Muana, ...	...	...	...	1,276 8 0	...	...
	Total, ...	...	...	...	10,131 12 0	...	...
Mozuffurnugger.	Mozuffurnugger, ...	...	...	...	1,911 2 3	...	...
	Jansath, ...	...	...	...	3,313 5 0	...	...
	Shamli, ...	...	...	...	3,284 4 0	...	...
	Burhana, ...	...	...	...	2,413 5 0	...	...
	Total, ...	...	...	...	10,922 0 3	...	...
Sheharunpore.	Sheharunpore, ...	...	...	...	2,691 0 0	...	...
	Roorkee, ...	...	...	...	2,826 0 0	...	...
	Deobund, ...	...	...	...	2,324 4 0	...	...
	Nukoor, ...	...	...	...	1,223 4 0	...	...
	Total, ...	...	...	...	9,064 8 0	...	...
	Dehra Dhoon, ...	...	...	...	1,533 12 0	...	...
Bareilly.	Bareilly, ...	360 0 0	...	...	1,913 10 0	...	5,380 14 0
	Nowabgunge, ...	...	...	...	232 0 0	...	692 0 0
	Pilibheet, ...	...	...	...	446 4 0	...	1,093 8 0
	Jahanabad, ...	...	...	...	1,151 4 0	...	2,202 12 0
	Darow, ...	...	...	...	138 0 0	...	249 0 0
	Besulpore, ...	...	...	...	826 8 0	...	2,235 0 0
	Fureedpore, ...	...	...	...	139 8 0	...	1,266 0 0
	Aonlah, ...	57 0 0	...	...	595 14 0	...	2,124 0 0
Shahi, ...	...	...	...	454 9 0	...	1,297 0 0	
	Total, ...	417 0 0	...	...	5,897 9 0	...	16,540 2 0
Bijnour.	Bijnour, ...	...	...	...	3,828 3 0	...	...
	Nujeebabad, ...	...	...	...	3,437 6 0	...	...
	Nugeena, ...	...	...	...	3,298 0 0	...	...
	Nehrtore, ...	...	...	...	3,085 11 0	...	...
	Chandpore, ...	...	...	...	2,577 12 8	...	...
	Total, ...	...	...	...	16,227 0 8	...	...

## DIX H.

## GENERAL EDUCATION.

FOR THE YEAR 1862-63.

*open to Government Inspection.)*

RECEIPTS.	CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
	Total.	Current.	Extraordinary.			Total.	Total Cost.	
18.	19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs.	Rs. As. P.	Rs. As. P.	
4,413 8 0	4,413 8 0	...	4,413 8 0	...	...	5 14 11	...	
2,986 14 6	2,986 14 6	...	2,986 14 6	...	...	4 10 9	...	
1,039 6 6	1,039 6 6	...	1,039 6 6	...	...	5 5 3	...	
727 3 0	727 3 0	...	727 3 0	...	...	9 5 2	...	
2,580 9 0	2,580 9 0	...	2,580 9 0	...	...	5 11 9	...	
3,261 3 9	3,256 5 0	4 14 9	3,261 3 9	...	...	6 2 3	0 0 2	
15,008 12 9	15,003 14 0	4 14 9	15,008 12 9	...	...	5 11 1	...	
1,698 9 0	1,650 9 0	48 0 0	1,698 9 0	...	...	3 8 0	...	
2,656 4 6	1,947 13 9	708 6 9	2,656 4 6	...	...	4 1 1	...	
2,509 8 0	2,198 0 0	311 8 0	2,509 8 0	...	...	4 11 4	...	
2,749 4 0	2,749 4 0	...	2,749 4 0	...	...	3 9 7	...	
9,613 9 6	8,545 10 9	1,067 14 9	9,613 9 6	...	...	3 15 2	...	
4,425 0 0	3,693 0 0	732 0 0	4,425 0 0	...	...	3 8 0	...	
519 0 0	261 0 0	258 0 0	519 0 0	...	...	2 4 4	...	
905 4 0	621 12 0	283 8 0	905 4 0	...	...	2 7 9	...	
867 12 0	642 0 0	225 12 0	867 12 0	...	...	3 0 9	...	
2,179 13 0	1,591 8 0	588 5 0	2,179 13 0	...	...	4 2 4	0 1 3	
1,276 8 0	1,036 8 0	240 0 0	1,276 8 0	...	...	2 9 6	...	
10,173 5 0	7,845 12 0	2,327 9 0	10,173 5 0	...	...	3 5 1	0 0 3	
1,911 2 3	1,227 0 0	684 2 3	1,911 2 3	...	...	3 3 11	...	
3,313 5 0	2,189 13 0	1,123 8 0	3,313 5 0	...	...	4 6 9	...	
3,284 4 0	2,651 10 0	632 10 0	3,284 4 0	...	...	4 0 0	...	
2,413 5 0	1,512 5 0	901 0 0	2,413 5 0	...	...	3 13 0	...	
10,922 0 3	7,580 12 0	3,341 4 3	10,922 0 3	...	...	3 14 7	...	
2,691 0 0	2,539 2 0	151 14 0	2,691 0 0	...	...	2 1 4	...	
2,826 0 0	2,575 8 0	250 8 0	2,826 0 0	...	...	3 7 3	...	
2,324 4 0	1,281 0 0	1,043 4 0	2,324 4 0	...	...	3 4 8	...	
1,223 4 0	907 7 0	315 13 0	1,223 4 0	...	...	2 2 6	...	
9,064 8 0	7,303 1 0	1,761 7 0	9,064 8 0	...	...	2 10 11	...	
1,540 6 0	1,156 8 0	383 14 0	1,540 6 0	...	...	4 9 11	0 0 4	
7,654 8 0	5,380 14 0	2,153 10 0	7,654 8 0	120 0 0	...	4 12 9	...	
924 0 0	692 0 0	232 0 0	924 0 0	...	...	5 5 5	...	
1,539 12 0	1,093 8 0	446 4 0	1,539 12 0	...	...	3 4 5	...	
3,354 0 0	2,202 12 0	1,151 4 0	3,354 0 0	...	...	5 6 0	...	
387 0 0	249 0 0	138 0 0	387 0 0	...	...	2 11 4	...	
3,061 8 0	2,235 0 0	826 8 0	3,061 8 0	...	...	6 11 1	...	
1,408 2 4	1,266 0 0	142 2 4	1,408 2 4	...	...	7 2 11	0 0 3	
2,776 14 0	2,181 0 0	595 14 0	2,776 14 0	...	...	4 0 10	...	
1,751 9 0	1,297 0 0	454 9 0	1,751 9 0	...	...	4 3 4	...	
22,857 5 4	16,597 2 0	6,140 3 4	22,737 5 4	120 0 0	...	4 13 5	...	
3,828 3 0	3,828 3 0	...	3,828 3 0	...	...	4 6 5	...	
3,437 6 0	3,437 6 0	...	3,437 6 0	...	...	3 10 11	...	
3,298 0 0	3,298 0 0	...	3,298 0 0	...	...	4 8 2	...	
3,085 11 0	3,085 11 0	...	3,085 11 0	...	...	2 12 6	...	
2,577 12 8	2,577 12 8	...	2,577 12 8	...	...	3 9 4	...	
16,227 0 8	16,227 0 8	...	16,227 0 8	...	...	3 11 6	...	

TABLE VI.

## I.—INSTITUTIONS FOR

(Private Schools of the Lower Class)

NAME OF INSTITUTION.	LOCALITY.	No. of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.			
				Hindocs.	Mahomedans.	Others.	Total.
1.	2.	2 a.	3.	4.	5.	6.	7.
<b>1st CIRCLE, DEPARTMENT PUBLIC INSTRU</b>							
Budaon.	Budaon, ...	67	...	277	326	...	603
	Datagunge, ...	8	...	33	3	...	36
	Sahwan, ...	18	...	89	71	...	160
	Bissowli, ...	14	...	76	14	...	90
	Gunour, ...	9	...	24	46	...	70
	Total, ...	116	...	499	460	...	959
Moradabad.	Moradabad, ...	80	...	413	397	...	810
	Kashipore, ...	20	...	167	36	...	203
	Thakur Dwara, ...	41	...	215	41	...	256
	Sumbhul, ...	82	...	246	410	...	656
	Amroha, ...	81	...	214	502	...	716
	Belari, ...	24	...	243	39	...	282
	Hussenpore, ...	38	...	202	114	...	316
	Total, ...	366	...	1,700	1,539	...	3,239
Shahjehanpore.	Shahjehanpore, ...	57	...	348	302	...	650
	Julalabad, ...	15	...	82	29	...	111
	Tilhur, ...	32	...	191	107	...	298
	Powayan, ...	14	...	85	13	...	98
	Khotar, ...	1	...	3	...	...	3
	Total, ...	119	...	709	451	...	1,160
	Grand Total, ...	2,868	...	17,476	11,080	...	28,642
<b>2ND CIRCLE, DEPARTMENT PUBLIC INSTRU</b>							
Agra.	Huzoor Tuhsili, ...	102	Different dates.	914	398	4	1,316
	Eradutnugger, ...	4		22	16	...	38
	Futtehabad, ...	4		21	13	...	34
	Etmadpore, ...	4		20	4	...	24
	Ferozabad, ...	7		25	20	...	45
	Bahpinahut, ...	2		16	4	...	20
	Khergurh, ...	1		12	1	...	13
	Futtehpore Secrie, ...	6		72	37	...	109
	Furreh, ...	4		34	18	...	52
	Total, ...	134	...	1,136	511	4	1,651
Cawnpore.	Jaj Mow, ...	80	Different dates.	826	285	...	1,111
	Sarh Salempore, ...	12		168	2	...	170
	Ghatumpore, ...	16		79	9	...	88
	Bilhore, ...	27		155	30	...	185
	Sheole or Sheorajpore, ...	17		103	1	...	104
	Bithoor, ...	38		293	22	...	315
	Russoolabad, ...	9		68	2	...	70
	Akburpore, ...	28		269	7	...	276
	Bhounipore, ...	42		309	38	...	347
Secundrah, ...	16	85	26	...	111		
Deyrahpore, ...	26	191	...	...	191		
	Total, ...	311	...	2,546	422	...	2,968
Etah.	Etah, ...	29	Different dates.	171	205	...	376
	Alligunj, ...	34		217	58	...	275
	Kasgunj, ...	33		373	90	...	463
	Total, ...	96	...	761	353	...	1,114



## DIX H.

## GENERAL EDUCATION.

FOR THE YEAR 1862-63.

*open to Government Inspection.)*

Average daily attendance.	NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.									Monthly rate of Schooling Fee.	RECEIPTS.
	English.	Arabic and Koran.	Persian.	Urdu.	Hindi Kayasthi and Surrafee.	Sanskrit.	Hindi in Nagri Character.	Maharatte.	Bengali.		From Government.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	9 g.	9 h.	10.	11.
TION, NORTH WESTERN PROVINCES.											
529	...	36	520	3	14	14	20	...	...	Rs. As. P.	Rs. As. P.
32	...	...	31	...	...	...	5	...	...	0 6 9	4 12 8
86	...	32	101	1	26	...	...	...	...	0 6 9	1 14 0
47	...	3	82	5	...	...	6	...	...	0 4 3	2 2 11
39	...	33	70	3	...	...	2	...	...	0 5 1	...
										0 10 10	...
733	...	104	804	12	40	14	33	...	...	0 8 10	8 13 7
516	...	337	427	27	...	19	181	...	...	0 9 10	...
135	...	19	42	9	12	17	148	...	...	0 6 2	...
175	...	21	114	16	9	5	114	...	...	0 13 3	...
407	12	163	472	7	5	10	66	...	...	0 11 9	...
750	...	202	451	3	...	...	101	...	...	0 5 2	...
147	...	20	116	9	...	...	142	...	...	0 11 8	...
333	...	51	141	2	...	...	143	...	...	0 6 5	...
2,463	12	813	1,763	73	26	51	895	...	...	0 8 5	...
587	...	...	534	80	...	...	116	...	...	0 4 9	...
96	...	...	95	23	...	...	16	...	...	0 7 4	...
307	...	...	222	17	...	...	55	...	...	0 7 5	...
105	...	...	78	1	...	...	26	...	...	0 8 4	...
3	...	...	...	...	...	...	3	...	...	0 12 0	...
1,098	...	...	929	126	...	...	216	...	...	0 5 10	...
27,068	62	5,990	12,261	1,701	1,304	1,474	7,885	...	...	...	64 9 8
TION, NORTH WESTERN PROVINCES.											
1,197	42	148	593	192	...	91	528	...	...	...	...
24	...	2	27	...	...	5	11	...	...	...	...
25	...	1	26	...	...	...	7	...	...	...	...
26	...	...	24	...	...	...	...	...	...	...	...
57	...	...	45	...	...	...	...	...	...	...	...
21	...	...	10	...	...	...	10	...	...	...	...
13	...	...	13	...	...	...	...	...	...	...	...
107	...	6	42	9	...	8	59	...	...	...	...
52	...	5	42	...	...	...	10	...	...	...	...
1,522	42	162	822	201	...	104	625	...	...	...	...
891	...	148	339	17	505	16	112	...	...	...	...
132	...	...	26	2	23	36	85	...	...	...	...
67	...	4	50	3	...	4	30	...	...	...	...
130	...	13	74	7	98	...	6	...	...	...	...
78	...	...	30	2	52	32	5	...	...	...	...
262	...	7	87	11	200	40	10	...	...	...	...
62	...	2	24	1	23	22	6	...	...	...	...
246	...	...	45	5	133	6	92	...	...	...	...
312	...	7	89	6	131	33	87	...	...	...	...
92	...	1	28	6	27	17	38	...	...	...	...
122	...	...	21	3	61	31	78	...	...	...	...
2,394	...	182	813	63	1,253	237	549	...	...	...	...
380-00	...	16	10	9	16	12	24	...	...	...	...
297-00	...	19	179	17	...	9	81	...	...	...	0 8 0
459-00	...	34	160	49	66	57	203	...	...	...	...
1136-00	...	69	442	75	82	78	308	...	...	...	0 8 0

TABLE VI.

## I.—INSTITUTIONS FOR

(Private Schools of the Lower Class)

NAME OF INSTITUTION.	LOCALITY.	Rs					
		Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.
1.	2.	12.	13.	14.	15.	16.	17.
1st CIRCLE, DEPARTMENT PUBLIC INSTRU							
		Rs. As. P.			Rs. As. P.	Rs.	Rs. As. P.
Budaon.	Budaon, ...	...	...	...	3,077 4 0	...	...
	Datagunge, ...	...	...	...	447 12 0	...	...
	Sahswan, ...	...	...	...	609 0 0	...	...
	Bissowli, ...	...	...	...	733 8 0	...	...
	Gunour, ...	...	...	...	439 8 0	...	...
	Total, ...	...	...	...	5,307 0 0	...	...
Moradabad.	Moradabad, ...	...	...	...	...	...	3,776 4 0
	Kashipore, ...	...	...	...	...	...	628 8 0
	Thakur Dwara, ...	...	...	...	...	...	1,734 0 0
	Sumbhul, ...	...	...	...	...	...	3,592 10 0
	Amroha, ...	...	...	...	...	...	2,888 6 0
	Belari, ...	...	...	...	...	...	1,289 13 0
	Husselpore, ...	...	...	...	...	...	1,609 8 0
	Total, ...	...	...	...	...	...	15,519 1 0
Shahjehanpore.	Shahjehanpore, ...	...	...	...	462 8 6	...	1,320 0 0
	Julalabad, ...	...	...	...	182 4 0	...	360 8 0
	Tilhur, ...	...	...	...	426 0 0	...	1,275 0 0
	Powayan, ...	...	...	...	121 11 0	...	535 8 0
	Khotar, ...	...	...	...	...	...	27 0 0
	Total, ...	...	...	...	1,192 7 6	...	3,518 0 0
	Grand Total, ...	417 0 0	...	...	83,825 10 2	...	36,645 1 9
2ND CIRCLE, DEPARTMENT PUBLIC INSTRU							
Agra.	Huzoor Tuhsili, ...	...	...	...	4,467 6 0	...	...
	Eradutnnger, ...	...	...	...	115 8 0	...	...
	Futtehabad, ...	...	...	...	153 12 0	...	...
	Etmadpore, ...	...	...	...	318 0 0	...	...
	Ferozabad, ...	...	...	...	350 0 0	...	...
	Bahpinahut, ...	...	...	...	96 0 0	...	...
	Kheragurh, ...	...	...	...	60 0 0	...	...
	Futtehpore Secrie, ...	600 0 0	...	...	172 0 0	...	...
	Furreh, ...	...	...	...	156 0 0	...	...
	Total, ...	600 0 0	...	...	5,888 10 0	...	...
Cawnpore.	Jaj Mow, ...	...	...	...	6,044 4 0	...	...
	Sarh Salempore, ...	...	...	...	1,183 8 0	...	...
	Ghatumpore, ...	...	...	...	603 0 0	...	...
	Bilhore, ...	...	...	...	1,225 8 0	...	...
	Sheolee or Sheorajpore, ...	...	...	...	569 4 0	...	...
	Bithoor, ...	...	...	...	828 8 0	...	...
	Russoolabad, ...	...	...	...	397 8 0	...	...
	Akburpore, ...	...	...	...	1,593 4 0	...	...
	Bhounipore, ...	...	...	...	1,968 0 0	...	...
	Secundrah, ...	...	...	...	513 0 0	...	...
	Deyrahpore, ...	...	...	...	1,125 12 0	...	...
	Total, ...	...	...	...	16,051 8 0	...	...
Etah.	Etah, ...	312 0 0	...	...	1,598 4 0	...	...
	Alligunj, ...	...	...	...	1,896 12 0	...	...
	Kasgunj, ...	...	...	...	1,904 0 0	...	...
	Total, ...	312 0 0	...	...	5,399 0 0	...	...

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

*open to Government Inspection.*—(Continued.)

RECEIPTS.	CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
	Total.	Current.	Extraordinary.			Total.	Total cost.	
18.	19.	20.	21.	22.	23.	24.	25.	26.
TION, NORTH WESTERN PROVINCES.								
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
3,082 0 8	3,077 4 0	4 12 8	3,082 0 8	...	...	5 13 2	0 0 2	
449 10 0	447 12 0	1 14 0	449 10 0	...	...	14 0 10	0 0 11	
611 2 11	609 0 0	2 2 11	611 2 11	...	...	7 1 9	0 0 5	
733 8 0	733 8 0	...	733 8 0	...	...	15 9 9	...	
439 8 0	439 8 0	...	439 8 0	...	...	11 4 4	...	
5,315 13 7	5,307 0 0	8 13 7	5,315 13 7	...	...	7 4 0	0 0 2	
3,776 4 0	3,776 4 0	...	3,776 4 0	...	...	7 5 1	...	
628 8 0	628 8 0	...	628 8 0	...	...	4 10 6	...	
1,734 0 0	1,734 0 0	...	1,734 0 0	...	...	9 14 6	...	
3,592 10 0	3,592 10 0	...	3,592 10 0	...	...	8 13 3	...	
2,888 6 0	2,888 6 0	...	2,888 6 0	...	...	3 13 8	...	
1,289 13 0	1,289 13 0	...	1,289 13 0	...	...	8 12 5	...	
1,609 8 0	1,609 8 0	...	1,609 8 0	...	...	4 13 4	...	
15,519 1 0	15,519 1 0	...	15,519 1 0	...	...	6 4 9	...	
1,782 8 6	1,320 0 0	462 8 6	1,782 8 6	...	...	3 0 7	...	
542 12 0	360 8 0	182 4 0	542 12 0	...	...	5 10 6	...	
1,701 0 0	1,275 0 0	426 0 0	1,701 0 0	...	...	5 8 8	...	
657 3 0	535 8 0	121 11 0	657 3 0	...	...	6 4 2	...	
27 0 0	27 0 0	...	27 0 0	...	...	9 0 0	...	
4,710 7 6	3,518 0 0	1,192 7 6	4,710 7 6	...	...	4 4 8	...	
1,20,952 5 7	1,04,603 13 5	16,228 8 2	1,20,832 5 7	120 0 0	...	4 4 9	...	
TION, NORTH WESTERN PROVINCES.								
4,467 6 0	3,858 12 0	608 10 0	4,467 6 0	...	...	3 11 9	...	
115 8 0	91 8 0	24 0 0	115 8 0	...	...	4 13 0	...	
153 12 0	153 12 0	...	153 12 0	...	...	6 2 5	...	
318 0 0	...	318 0 0	318 0 0	...	...	12 3 8	...	
350 0 0	...	350 0 0	350 0 0	...	...	6 2 3	...	
96 0 0	...	96 0 0	96 0 0	...	...	4 9 2	...	
60 0 0	...	60 0 0	60 0 0	...	...	4 9 10	...	
772 0 0	600 0 0	172 0 0	772 0 0	...	...	7 3 5	...	
156 0 0	...	156 0 0	156 0 0	...	...	3 0 0	...	
6,488 10 0	4,704 0 0	1,784 10 0	6,488 10 0	...	...	4 4 3	...	
6,044 4 0	5,412 4 0	632 0 0	6,044 4 0	...	...	6 12 7	...	
1,183 8 0	950 0 9	233 8 0	1,183 8 0	...	...	8 15 5	...	
603 0 0	428 0 0	175 0 0	603 0 0	...	...	9 0 0	...	
1,225 8 0	973 8 0	252 0 0	1,225 8 0	...	...	9 6 10	...	
569 4 0	294 4 0	275 0 0	569 4 0	...	...	7 4 10	...	
828 8 0	573 8 0	255 0 0	828 8 0	...	...	3 2 7	...	
397 8 0	258 8 0	139 0 0	397 8 0	...	...	6 6 7	...	
1,593 4 0	1,098 4 0	495 0 0	1,593 4 0	...	...	6 7 8	...	
1,968 0 0	1,386 0 0	582 0 0	1,968 0 0	...	...	6 4 11	...	
513 0 0	262 0 0	251 0 0	513 0 0	...	...	5 9 3	...	
1,125 12 0	883 12 0	242 0 0	1,125 12 0	...	...	9 3 8	...	
16,051 8 0	12,520 0 0	3,531 8 0	16,051 8 0	...	...	6 11 3	...	
1,910 4 0	1,732 8 0	177 12 0	1,910 4 0	...	...	5 0 5	...	
1,897 4 0	1,392 12 0	504 8 0	1,897 4 0	...	...	6 6 10	...	
1,904 0 0	1,356 0 0	548 0 0	1,904 0 0	...	...	4 2 4	...	
5,711 8 0	4,481 4 0	1,230 4 0	5,711 8 0	...	...	5 0 5	...	

TABLE VI.—(Continued.)

## I.—INSTITUTIONS FOR

(Private Schools of the Lower Class open

NAME OF IN- STITUTION.	LOCALITY.	No. of Schools.	When Established.	NO. OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.			
				Hindoos.	Mahomedans.	Others.	Total.
1.	2.	2 a.	3.	4.	5.	6.	7.
2ND. CIRCLE, DEPARTMENT PUBLIC INSTRU							
Etawah.	Etawah, ...	19	Different dates.	90	23	...	113
	Bhurthana, ...	21		102	6	...	108
	Bedhonna, ...	15		66	3	...	69
	Phuppoond, ...	20		103	2	...	105
	Dalaimuggur, ...	27		93	30	...	123
	Total, ...	102	...	454	64	...	518
Furruckabad.	Huzoor Tehseel, ...	113	Different dates.	1,023	207	200	1,430
	Chubra Mow, ...	47		347	47	12	406
	Thuttia Tirwa, ...	22		176	60	...	236
	Kanouj, ...	30		614	66	...	680
	Imrupore, ...	10		81	1	...	82
	Kaimgunj, ...	63		279	252	...	531
	Total, ...	285	...	2,520	633	212	3,365
Humeerpore.	Humeerpore, ...	23	Different dates.	135	22	...	157
	Soomarepore, ...	17		114	3	...	117
	Jalalpore, ...	26		163	13	...	176
	Jeitpore, ...	1		22	2	...	24
	Modha, ...	4		13	18	...	31
	Mahoba, ...	7		67	0	...	67
	Punwarie, ...	16		133	11	...	144
	Rautt, ...	24		246	16	...	262
	Total, ...	118	...	893	85	...	978
Jaloun.	Jaloun, ...	21	Different dates.	177	12	...	189
	Ottah, ...	15		201	23	...	224
	Oraie, ...	15		216	13	...	229
	Konch, ...	15		220	33	...	253
	Kunar, ...	11		72	0	...	72
	Madhoughurbh, ...	14		121	2	...	123
		Total, ...		91	...	1,007	83
Jhansie.	Jhansie, ...	10	Different dates.	109	1	...	110
	Mote, ...	7		50	7	...	57
	Guroutha, ...	13		175	0	...	175
	Mow, ...	12		264	16	...	280
	Purwaha, ...	2		0	11	...	11
	Total, ...	44	...	598	35	...	633
Lullutpore.	Lullutpore, ...	15	Different dates.	184	7	...	191
	Maharonnee, ...	13		99	0	...	99
	Total, ...	28	...	283	7	...	290
Muttra.	Huzoor Tehsili, ...	58	Different dates.	762	36	...	798
	Areeng, ...	7		63	0	...	63
	Chataie, ...	6		63	5	...	68
	Kosee, ...	5		57	0	...	57
	Nowjheel, ...	5		40	9	...	49
	Mahabun, ...	14		100	25	...	125
	Sadabad, ...	3		34	9	...	43
	Jalaisur, ...	19		124	67	...	191
	Total, ...	117	...	1,243	151	...	1,394

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

to Government Inspection.)—(Continued.)

Average daily attendance.	NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE END OF THE YEAR.									Monthly rate of Schooling Fees.	RECEIPTS.
	English.	Arabic and Koran	Persian.	Urdu.	Hindee, Kayathi and Surrafee.	Sanskrit.	Hindee, in Nagri character.	Maharatti.	Bengalee.		From Government.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	9 g.	9 h.	10.	11.
TION, NORTH WESTERN PROVINCES.											
164.50	...	...	81	...	19	...	32	...	...	Various rates.	Rs. As. P.
112.97	...	4	56	...	...	25	23	...	...		...
72.01	...	...	40	...	...	17	11	...	...		...
116.34	1	...	83	...	...	13	8	...	...		...
143.84	...	9	72	...	23	19	...	...	...		...
609.66	1	13	332	...	42	74	74	...	...	...	...
1,229	148	61	321	115	441	94	376	...	...	Defferent rates.	...
342	...	10	220	3	141	3	36	...	...		...
112	10	25	121	12	79	32	222	...	...		...
510	...	35	442	15	72	39	232	...	...		...
61	1	...	12	9	51	...	54	...	...		...
499	16	112	292	88	64	17	43	...	...		1 3 0
2,753	175	243	1,408	242	848	185	963	...	...	...	1 3 0
171	...	...	54	...	103	...	...	...	...	Various rates.	...
125	...	...	3	...	111	...	...	...	...		...
188	...	...	24	2	145	7	13	...	...		...
21	...	...	...	...	15	...	9	...	...		...
22	...	...	10	10	11	...	...	...	...		0 15 0
65	...	...	...	...	55	3	9	...	...		...
165	...	...	23	...	95	...	26	...	...		...
226	...	...	3	...	217	...	42	...	...		...
983	...	...	117	12	755	10	99	...	...		...
187	...	...	48	...	93	43	...	7	...	Various rates.	...
218	...	11	47	...	179	...	...	...	...		...
213	...	1	33	...	195	...	...	...	...		...
245	...	12	18	...	223	...	...	...	...		...
60	...	...	4	...	45	...	43	...	...		0 8 0
84	...	...	10	...	113	...	...	...	...		...
1,007	...	24	160	...	848	43	43	7	...	...	0 8 0
103	...	...	...	...	58	43	18	9	...	Various rates.	...
54	...	...	7	...	50	...	...	...	...		...
174	...	...	10	...	85	70	...	63	...		...
280	...	9	9	...	229	20	61	...	...		...
9	...	6	11	2	...	...	...	...	...		...
620	...	15	37	2	422	133	79	72	...	...	...
186	...	...	19	7	...	...	144	...	...	Various rates.	1 1 0
88	...	...	3	...	...	...	96	...	...		...
274	...	...	22	7	...	...	240	...	...	...	1 1 0
645	...	12	86	5	...	228	477	...	...	Various rates.	...
48	...	...	...	2	...	26	41	...	...		...
52	...	...	25	2	...	8	45	...	...		...
46	...	...	...	...	...	4	55	...	...		...
47	...	5	19	...	...	9	30	...	...		...
106	...	7	56	...	...	40	38	...	...		...
38	...	2	25	2	...	...	15	...	...		...
193	...	1	128	4	...	3	56	...	...		0 2 6
1,175	...	27	339	15	...	318	757	...	...		...

TABLE VI.—(Continued.)

## I.—INSTITUTIONS FOR

(Private Schools of the Lower Class open

NAME OF INSTITUTION.	LOCALITY.	RE					
		Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.
1.	2.	12.	13.	14.	15.	16.	17.
2nd CIRCLE, DEPARTMENT PUBLIC INSTRU							
Etawah.	Etawah, Bhurthana, Bedhonna, Phupphoond, Dalailnuggur,	Rs.	As.	P.	Rs.	As.	P.
		...	...	...	876	12	0
		...	...	...	873	0	0
		...	...	...	612	9	0
		...	...	...	880	0	0
		...	...	...	950	12	0
	Total,	...	...	...	4,193	1	0
Furruckabad.	Huzoor Tehsili, Chubra Mow, Thuttia Tirwa, Kanouj, Imrutpore, Kaimgunj,	Rs.	As.	P.	Rs.	As.	P.
		...	...	...	5,688	0	0
		...	...	72	1,822	8	0
		...	...	...	654	6	0
		96	0	0	1,023	0	0
		...	...	125	537	0	0
	Total,	96	0	0	11,548	6	0
Humeerpore.	Humeerpore, Soomarepore, Jalalpore, Jeithpore, Modha, Mahoba, Punwarie, Rautt,	Rs.	As.	P.	Rs.	As.	P.
		...	...	...	982	3	0
		...	...	...	586	4	0
		...	...	...	874	14	0
		...	...	...	62	4	0
		...	...	...	121	14	0
	Total,	...	...	...	4,058	3	0
Jaloun.	Jaloun, Ottah, Oraie, Konch, Kunar, Madhougurh,	Rs.	As.	P.	Rs.	As.	P.
		...	...	...	826	14	0
		...	...	...	679	4	0
		...	...	...	696	12	0
		...	...	...	535	8	0
		...	...	...	943	8	0
	Total,	...	...	...	4,237	10	0
Jhansie.	Jhansie, Mote, Guroutha, Mow, Purwaha,	Rs.	As.	P.	Rs.	As.	P.
		...	...	...	372	9	0
		...	...	...	199	8	0
		...	...	...	534	0	0
		...	...	...	738	12	0
		...	...	...	116	0	0
	Total,	...	...	...	1,960	13	0
Lullutpore.	Lullutpore, Mahronnee,	Rs.	As.	P.	Rs.	As.	P.
		...	...	...	391	3	0
		...	...	...	496	0	0
	Total,	...	...	...	887	3	0
Muttra.	Huzoor Tehsili, Areeng, Chataie, Kosee, Nowjheel, Mahabun, Sadabad, Jalaisur,	Rs.	As.	P.	Rs.	As.	P.
		...	...	...	1,148	6	0
		...	...	...	74	0	0
		...	...	...	245	6	0
		...	...	...	28	8	0
		...	...	...	203	4	0
	Total,	...	...	...	3,138	6	6

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

to Government Inspection.)—(Continued.)

RECEIPTS.	CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
	Total.	Current.	Extraordinary.			Total.	Total Cost.	
18.	19.	20.	21.	22.	23.	24.	25.	26.
TION, NORTH WESTERN PROVINCES.								
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs.	Rs.	Rs. As. P.	Rs. As. P.	
938 15 0	876 12 0	62 3 0	938 15 0	...	...	5 11 3	...	
893 12 0	873 0 0	20 12 0	893 12 0	...	...	7 14 7	...	
631 5 0	612 9 0	18 12 0	631 5 0	...	...	8 12 5	...	
895 8 0	880 0 0	15 8 0	895 8 0	...	...	7 11 2	...	
966 12 0	950 12 0	16 0 0	966 12 0	...	...	6 11 6	...	
4,326 4 0	4,193 1 0	133 3 0	4,326 4 0	...	...	7 1 7	...	
6,905 4 0	5,760 0 0	1,145 4 0	6,905 4 0	...	...	5 9 11	...	
2,628 0 0	1,822 8 0	805 8 0	2,628 0 0	...	...	7 10 11	...	
960 12 0	654 6 0	306 6 0	960 12 0	...	...	8 9 3	...	
1,650 0 0	1,119 0 0	531 0 0	1,650 0 0	...	...	3 3 9	...	
843 0 0	537 0 0	306 0 0	843 0 0	...	...	13 13 1	...	
3,081 3 0	1,949 11 0	1,131 8 0	3,081 3 0	...	...	6 0 9	...	
16,068 3 0	11,842 9 0	4,225 10 0	16,068 3 0	...	...	5 13 5	...	
982 3 0	703 15 0	278 4 0	982 3 0	...	...	5 11 0	...	
586 4 0	389 4 0	197 0 0	586 4 0	...	...	4 11 0	...	
874 14 0	585 6 0	289 8 0	874 14 0	...	...	4 10 6	...	
62 4 0	48 0 0	14 4 0	62 4 0	...	...	2 15 5	...	
122 13 0	92 0 0	30 13 0	122 13 0	...	...	5 9 4	0 0 8	
221 12 0	172 4 0	49 8 0	221 12 0	...	...	3 6 7	...	
474 12 0	386 8 0	128 4 0	474 12 0	...	...	2 14 0	...	
734 4 0	534 12 0	199 8 0	734 4 0	...	...	3 4 0	...	
4,059 2 0	2,872 1 0	1,187 1 0	4,059 2 0	...	...	4 2 1	...	
826 14 0	826 14 0	...	826 14 0	...	...	4 6 9	...	
679 4 0	679 4 0	...	679 4 0	...	...	3 1 11	...	
696 12 0	696 12 0	...	696 12 0	...	...	3 4 4	...	
535 8 0	535 8 0	...	535 8 0	...	...	2 3 0	...	
944 0 0	943 8 0	0 8 0	944 0 0	...	...	15 11 9	...	
555 12 0	555 12 0	...	555 12 0	...	...	6 9 10	...	
4,238 2 0	4,237 10 0	0 8 0	4,238 2 0	...	...	4 3 4	...	
372 9 0	372 9 0	...	372 9 0	...	...	3 9 10	...	
199 8 0	199 8 0	...	199 8 0	...	...	3 11 1	...	
534 0 0	534 0 0	...	534 0 0	...	...	3 1 1	...	
738 12 0	738 12 0	...	738 12 0	...	...	2 10 3	...	
116 0 0	116 0 0	...	116 0 0	...	...	12 14 3	...	
1,960 13 0	1,960 13 0	...	1,960 13 0	...	...	3 2 6	...	
392 4 0	343 3 0	49 1 0	392 4 0	...	...	2 1 9	0 0 1	
496 0 0	364 0 0	132 0 0	496 0 0	...	...	5 10 2	...	
888 4 0	707 3 0	181 1 0	888 4 0	...	...	3 3 10	0 0 1	
1,148 6 0	1,148 6 0	...	1,148 6 0	...	...	1 12 6	...	
74 0 0	74 0 0	...	74 0 0	...	...	1 8 8	...	
245 6 0	245 6 0	...	245 6 0	...	...	4 11 6	...	
28 8 0	28 8 0	...	28 8 0	...	...	0 9 11	...	
203 4 0	203 4 0	...	203 4 0	...	...	4 5 2	...	
450 12 0	450 12 0	...	450 12 0	...	...	4 4 0	...	
289 1 6	289 1 6	...	289 1 6	...	...	7 9 6	...	
699 3 6	699 1 0	0 2 6	699 3 6	...	...	3 10 0	...	
3,138 9 0	3,138 6 6	0 2 6	3,138 9 0	...	...	2 10 9	...	

TABLE VI.—(Continued.)

## I.—INSTITUTIONS FOR

(Private Schools of the Lower Class)

NAME OF INSTITUTION.	LOCALITY.	No. of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.			
				Hindoos.	Mahomedans.	Others.	Total.
1.	2.	2 a.	3.	4.	5.	6.	7.
2ND CIRCLE, DEPARTMENT PUBLIC INSTRU							
Mynpoorie.	Mynpoorie, ...	25	...	243	55	...	298
	Kurhull, ...	7	...	44	10	...	54
	Bhongaon, ...	21	...	175	17	...	192
	Moostafabad, ...	6	...	57	19	...	76
	Shekoahad, ...	14	...	171	81	...	252
	Total, ...	73	...	690	182	...	872
Grand Total, ...		1,399	...	12,131	2,526	216	14,873
3RD CIRCLE, DEPARTMENT PUBLIC INSTRU							
Allahabad.	Arail, ...	13	Different dates.	47	25	...	72
	Bara, ...	4		23	15	...	38
	Chail, ...	98		451	315	...	766
	Handia, ...	35		170	131	...	301
	Kara, ...	28		125	78	...	203
	Khairgurb, ...	5		17	10	...	27
	Puchhim Sarira, ...	43		202	43	...	245
	Phulpore, ...	28		196	129	...	325
	Suram, ...	71		332	263	...	595
Total, ...		325	...	1,563	1,009	...	2,572
Azimgurb.	Deogam, ...	8	Different dates.	67	4	...	71
	Huzoor Tehseel, ...	33		156	91	...	247
	Jeanpore, ...	36		250	70	...	320
	Mahul, ...	55		156	124	...	280
	Mahomedabad, ...	25		35	144	...	179
	Nugra, ...	26		139	81	...	220
Total, ...		183	...	803	514	...	1,317
Banda.	Augasi, ...	2	Different dates.	4	7	...	11
	Badosa, ...	2		15	...	...	15
	Chibon, ...	0		...	None	...	...
	Dursenda, ...	2		16	...	...	16
	Huzoor Tehseel, ...	21		299	15	...	314
	Pahilani, ...	1		15	...	...	15
	Simoni, ...	0		...	None	...	...
	Sehonda, ...	2		6	...	...	6
Tarahoonna, ...	1	...	4	...	4		
Total, ...		31	...	355	26	...	381
Benares.	Chandowli, ...	26	Different dates.	168	36	...	204
	Huzoor Tehseel, ...	255		2,674	144	...	2,818
	Total, ...	281		...	2,842	180	...



DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

open to Government Inspection.)—(Continued.)

Average daily attendance.	NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE END OF THE YEAR.									Monthly rate of Schooling Fees.	RECEIPTS. From Government.
	English.	Arabic and Koran.	Persian.	Urdu.	Hindee, Kaysthi, and Surrafee.	Sanskrit.	Hindee in Nagri character.	Maharatti.	Bengali.		
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	9 g.	9 h.	10.	11.

TION, NORTH WESTERN PROVINCES.

											Rs. As. P.		
285	...	16	154	...	44	20	80	...	...	Various rates.	...		
53	...	5	20	...	...	10	35	...	...		...		
162	...	...	181	...	...	9	2	...	...		...		
63	...	...	49	...	...	...	27	...	...		...		
192	...	...	181	...	...	15	64	...	...		...		
745	...	21	585	...	44	54	208	...	...	...	...		
13,218-66	218	756	5,077	617	4,294	1,236	3,945	79	...	...	4 5 6		

TION, NORTH WESTERN PROVINCES.

67-00	...	7	52	4	38	30	35	...	...	Rs. 5 to 4 As.	...
34-00	...	...	15	...	25	10	25	...	...	Rs. 3 to 2 As.	...
745-00	25	122	305	30	227	112	78	...	...	Rs. 10 to 4 As.	...
296-00	...	18	200	10	37	35	25	...	...	Rs. 4 to 2 As.	...
192-00	...	44	117	27	85	87	50	...	...	Rs. 5 to 2 As.	...
23-00	...	...	12	...	34	5	10	...	...	Rs. 12 to 4 As.	...
215-00	...	20	115	15	132	70	147	...	...	Rs. 9 to 4 As.	...
308-00	...	29	222	40	197	27	55	...	...	Rs. 15 to 3 As.	...
567-00	...	44	151	25	212	25	50	...	...	Rs. 5 to 2 As.	...
2,447-00	25	284	1,189	151	987	401	475	...	...	From Rs. 15 to 2 As.	...
52-00	...	4	25	...	...	37	...	...	...	Rs. 4 to 4 As.	...
226-00	4	59	183	17	46	74	14	...	...	Rs. 10 to 2 As.	...
290-00	...	46	91	11	115	83	13	...	...	Rs. 6 to 2 As.	...
254-00	...	37	132	15	...	90	23	...	...	Rs. 5 to 2 As.	...
175-00	...	30	108	18	26	...	36	...	...	Rs. 4 to 4 As.	...
115-00	...	42	158	36	28	22	10	...	...	Rs. 5 to 4 As.	...
1,117-00	4	218	697	97	215	306	96	...	...	From Rs. 10 to 2 As.	...
9-00	...	7	4	...	...	...	...	...	...	Rs. 1 to 8 As.	...
13-00	...	...	...	...	4	11	...	...	...	Rs. 4 to 4 As.	...
14-00	...	...	5	...	11	...	...	...	...	Rs. 1 to 8 As.	...
300-00	...	32	85	4	120	35	143	...	...	Rs. 4 to 4 As.	...
13-00	...	...	...	...	15	...	...	...	...	As. 4 to 2 As.	...
4-00	...	...	4	...	2	...	...	...	...	Rs. 1 to 8 As.	...
4-00	...	...	4	...	...	...	...	...	...	Rs. 1 to 12 As.	...
357-00	...	39	102	4	152	46	143	...	...	Rs. 4 to 2 As.	...
154-62	...	9	84	14	38	60	22	...	...	As. 8 to 1 R.	...
2,160-53	69	79	283	149	732	1,632	427	22	66	Rs. 15 to 2 As.	198 10 9
2,315-17	69	88	367	163	770	1,692	449	22	66	Rs. 15 to 2 As.	198 10 9

TABLE VI.—(Continued.)

## I.—INSTITUTIONS FOR

(Private Schools of the Lower Class)

NAME OF INSTITUTION.	LOCALITY.	RECEIPTS.					
		Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.
1.	2.	12.	13.	14.	15.	16.	17.
2ND CIRCLE, DEPARTMENT PUBLIC INSTRU							
Mynpoorie.	Mynpoorie, ...	Rs. As. P.	...	...	2,049 8 0	...	...
	Kurhull, ...	...	...	...	294 0 0	...	...
	Bhongaon, ...	...	...	...	1,258 8 0	...	...
	Moostafabad, ...	...	...	...	300 0 0	...	...
	Shekoabad, ...	...	...	...	852 0 0	...	...
	Total, ...	...	...	...	4,754 0 0	...	...
Grand Total, ...		1,008 0 0	197 0 0	...	62,116 12 6	...	4,358 13 0
3RD CIRCLE DEPARTMENT PUBLIC INSTRU							
Allahabad.	Arañ, ...	...	...	...	715 8 0	...	25 4 0
	Bara, ...	...	...	...	195 6 0	...	5 0 0
	Chail, ...	...	...	...	3,955 0 0	...	55 4 0
	Handia, ...	...	...	...	1,055 0 0	...	10 5 0
	Kara, ...	...	...	...	1,125 8 0	...	25 0 0
	Khairgurrh, ...	...	...	...	322 10 0	...	4 0 0
	Puchhim Sarira, ...	...	...	...	1,885 0 0	...	50 14 0
	Phulpore, ...	...	...	...	1,575 7 0	...	65 8 0
Suram, ...	...	...	...	3,595 0 0	...	75 12 0	
Total, ...		...	...	...	14,424 7 0	...	316 15 0
Azimgurrh.	Deogam, ...	...	...	...	330 0 0	...	...
	Huzoor Tehseel, ...	...	...	...	1,723 12 0	...	...
	Jeanpore, ...	...	...	...	2,134 8 0	...	...
	Mahul, ...	...	...	...	2,274 0 0	...	...
	Mahomedabad, ...	...	...	...	1,170 0 0	...	...
	Nugra, ...	...	...	...	1,747 8 0	...	...
Total, ...		...	...	...	9,579 12 0	...	...
Banda.	Augasi, ...	...	...	...	99 0 0	...	...
	Badosa, ...	...	...	...	101 4 0	...	...
	Chibon, ...	None.	...	...	...	...	...
	Dursenda, ...	...	...	...	144 0 0	...	...
	Huzoor Tehseel, ...	...	...	...	3,007 0 0	...	...
	Pahilani, ...	...	...	...	33 12 0	...	...
	Simoni, ...	None.	...	...	...	...	...
Sehonda, ...	...	...	...	54 0 0	...	...	
Tarahoona, ...	...	...	...	84 0 0	...	...	
Total, ...		...	...	...	3,523 0 0	...	...
Benares.	Chandowli, ...	...	...	...	618 0 0	...	360 0 0
	Huzoor Tehseel, ...	...	...	...	4,974 12 0	...	416 0 0
	Total, ...	...	...	...	5,592 12 0	...	776 0 0

## DIX H.

GENERAL EDUCATION,

FOR THE YEAR 1862-63.

*to Government Inspection.)—Continued.*

Total.	CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
18.	19.	20.	21.	22.	23.	24.	25.	26.

## NORTH WESTERN PROVINCES.—(Continued.)

Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.
2,049	8	0	1,488	12	0	560	12	0	2,049	8	0	...	...	7	3	1	...
294	0	0	240	0	0	54	0	0	294	0	0	...	...	5	8	9	...
1,258	8	0	994	8	0	264	0	0	1,258	8	0	...	...	8	4	6	...
300	0	0	204	0	0	96	0	0	300	0	0	...	...	4	12	2	...
852	0	0	538	0	0	314	0	0	852	0	0	...	...	4	7	0	...
4,754	0	0	3,465	4	0	1,288	12	0	4,754	0	0	...	...	6	6	1	...
67,684	15	0	54,122	3	6	13,562	11	6	67,684	15	0	...	...	5	1	11	...

## NORTH WESTERN PROVINCES.

740	12	0	715	8	0	25	4	0	740	12	0	...	...	11	9	0	...
200	6	0	195	6	0	5	0	0	200	6	0	...	...	5	12	3	...
4,010	4	0	3,955	0	0	55	4	0	4,010	4	0	...	...	5	6	1	...
1,065	5	0	1,055	0	0	10	5	0	1,065	5	0	...	...	3	8	11	...
1,150	8	0	1,125	8	0	25	0	0	1,150	8	0	...	...	5	15	10	...
326	10	0	322	10	0	4	0	0	326	10	0	...	...	14	3	2	...
1,935	14	0	1,885	0	0	50	14	0	1,935	14	0	...	...	9	0	3	...
1,640	15	0	1,575	7	0	65	8	0	1,640	15	0	...	...	4	11	7	...
3,670	12	0	3,595	0	0	75	12	0	3,670	12	0	...	...	6	7	7	...
14,741	6	0	14,424	7	0	316	15	0	14,741	6	0	...	...	6	0	4	...
330	0	0	330	0	0	...	...	...	330	0	0	...	...	6	5	6	...
1,723	12	0	1,723	12	0	...	...	...	1,723	12	0	...	...	8	8	2	...
2,134	8	0	2,134	8	0	...	...	...	2,134	8	0	...	...	7	3	0	...
2,274	0	0	2,274	0	0	...	...	...	2,274	0	0	...	...	8	15	3	...
1,170	0	0	1,170	0	0	...	...	...	1,170	0	0	...	...	6	11	0	...
1,747	8	0	1,747	8	0	...	...	...	1,747	8	0	...	...	15	3	1	...
9,579	12	0	9,579	12	0	...	...	...	9,579	12	0	...	...	8	9	3	...
99	0	0	99	0	0	...	...	...	99	0	0	...	...	11	0	0	...
101	4	0	101	4	0	...	...	...	101	4	0	...	...	7	12	7	...
144	0	0	144	0	0	...	...	...	144	0	0	...	...	10	4	7	...
3,007	0	0	3,007	0	0	...	...	...	3,007	0	0	...	...	26	11	0	...
33	12	0	33	12	0	...	...	...	33	12	0	...	...	2	9	6	...
54	0	0	54	0	0	...	...	...	54	0	0	...	...	13	8	0	...
84	0	0	84	0	0	...	...	...	84	0	0	...	...	21	0	0	...
3,523	0	0	3,523	0	0	...	...	...	3,523	0	0	...	...	14	14	0	...
978	0	0	618	0	0	360	0	0	978	0	0	...	...	6	5	2	...
5,589	6	9	4,974	12	0	614	10	9	5,589	6	9	...	...	2	9	1	0 1 6
6,567	6	9	5,592	12	0	974	10	9	6,567	6	9	...	...	2	13	5	0 1 4

TABLE VI.—(Continued.)

## I.—INSTITUTIONS FOR

(Private Schools of the Lower Class)

NAME OF INSTITUTION.	LOCALITY.	Number of Schools.	When Established.	NO. OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily Attendance.
				Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	2 a.	3.	4.	5.	6.	7.	8.
<b>3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION,</b>								
Futtehpoore.	Ghazeepore, ...	50	Different dates.	301	15	...	316	273-00
	Huzoor Tehseel, ...	133		507	229	...	836	754-00
	Khaga, ...	44		186	116	...	302	299-00
	Khakhraru, ...	42		203	36	...	239	225-00
	Kora Jehanabad, ...	60		257	231	...	488	418-00
	Kullianpoore, ...	76		253	191	...	544	520-00
	Total, ...	405	...	1,907	818	...	2,725	2,489-00
Ghazeepore.	Balya, ...	45	Different dates.	208	152	...	360	360-00
	Huzoor Tehseel, ...	38		207	73	...	280	280-00
	Mohammedabad, ...	13		66	69	...	135	135-00
	Rusra, ...	28		36	212	...	298	298-00
	Sydpore, ...	8		25	17	...	42	42-00
	Zemania, ...	17		64	101	...	165	165-00
	Total, ...	149	...	656	624	...	1,280	1,280-00
Goruckpoore.	Bansgaon, ...	24	Different dates.	465	...	...	465	465-00
	Bansi, ...	39		293	492	...	785	785-00
	Captaingunj, ...	22		197	17	...	214	214-00
	Dewaria, ...	61		563	109	...	672	672-00
	Huzoor Tehseel, ...	62		436	174	...	610	610-00
	Khalilabad, ...	25		337	447	...	784	784-00
	Munsurgunj, ...	8		134	...	...	134	134-00
Pudrowna, ...	26	239	...	...	239	239-00		
	Total, ...	267	...	2,573	1,330	...	3,903	3,903-00
Jounpoore.	Huzoor Tehseel, ...	38	Different dates.	148	163	...	311	260-98
	Kirakat, ...	17		134	...	...	134	108-16
	Kotohun, ...	19		162	68	...	230	197-73
	Machhlisshur, ...	19		77	36	...	113	110-25
	Mundiahoon, ...	22		123	28	...	151	146-15
	Total, ...	107	...	644	295	...	939	823-27
Mirzapore.	Chunar, ...	32	Different dates.	252	102	...	354	222-00
	Huzoor Tehseel, ...	93		740	265	...	1,005	640-00
	Robertsgunj, ...	2		3	3	...	6	6-00
	Total, ...	127	...	995	370	...	1,365	868-00
	Grand Total, ...	1,875	...	12,338	5,166	...	17,504	15,599-44
	Grand Total, ...	6,142	...	41,945	18,772	302	61,019	55,886-1

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

open to Government Inspection.)—Continued.

NO. OF PUPILS STUDYING IN EACH LANGUAGE AT THE END OF THE YEAR.									MONTHLY RATE OF SCHOOLING FEES.	RECEIPTS.
English.	Arabic and Koran.	Persian.	Urdu.	Hindi Kayasthi and Surrafee.	Sanskrit.	Hindi in Nagree Character.	Maharatti.	Bengali.		From Government.
9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	9 g.		10.	11.
NORTH WESTERN PROVINCES.—(Contd.)										Rs. As. P.
...	7	52	...	224	23	32	...	...	Rs. 12 to 2 As.	...
15	77	393	45	246	109	52	...	...	Rs. 12 to 2 As.	3 8 0
4	104	198	29	133	13	17	...	...	Rs. 10 to 2 As.	...
...	6	225	8	209	16	12	...	...	Rs. 8 to 2 As.	...
9	50	137	36	406	99	36	...	...	Rs. 6 to 1 As.	...
...	51	138	3	423	29	19	...	...	Rs. 6 to 1 As.	...
28	295	1,143	121	1,641	289	168	...	...	Rs. 12 to 1 As.	3 8 0
...	30	175	...	...	52	40	...	...	Rs. 12 to 2 As.	...
35	30	102	...	...	60	105	...	...	Rs. 29 to 2 As.	1 10 0
...	8	60	...	...	46	30	...	...	Rs. 8 to 2 As.	...
...	90	85	...	...	45	25	...	...	Rs. 75 to 2 As.	...
...	3	12	...	...	14	18	...	...	Rs. 5 to 2 As.	...
...	8	55	...	...	36	60	...	...	Rs. 5 to 2 As.	0 14 0
35	169	489	...	...	253	278	...	...	Rs. 75 to 2 As.	2 8 0
...	...	169	48	...	296	44	...	...	Rs. 5 to 4 As.	2 0 0
...	168	355	105	24	283	110	...	...	Rs. 4 to 4 As.	3 0 0
...	1	65	9	6	142	46	...	...	Rs. 2 to 3 As.	1 12 0
...	90	226	197	...	356	225	...	...	Rs. 20 to 2 As.	5 0 0
...	306	331	98	260	173	260	...	...	Rs. 4 to 4 As.	4 4 0
...	94	358	71	68	174	61	...	...	Rs. 10 to 2 As.	2 0 0
...	...	...	...	...	134	...	...	...	...	1 0 0
...	...	38	26	...	201	112	...	...	Rs. 15 to 2 As.	2 0 0
...	659	1,542	554	358	1,759	858	...	...	Rs. 20 to 2 As.	21 0 0
...	94	179	...	76	...	...	...	...	Rs. 1 to 2 As.	...
...	...	6	...	9	119	...	...	...	Rs. 1-4 to 2 As.	...
...	...	88	14	109	33	...	...	...	As. 8 to 2 As.	...
...	24	36	...	...	61	12	...	...	As. 10 to 4 As.	...
...	10	66	...	42	43	15	...	...	Rs. 1 to 4 As.	...
...	128	375	14	236	256	27	...	...	Rs. 1-4 to 2 As.	...
2	42	177	47	132	21	44	...	...	Rs. 4 to 1 As.	...
18	59	205	150	309	155	155	...	...	Rs. 4 to 2 As.	...
...	2	6	...	...	...	...	...	...	Rs. 5 to 4 As.	...
20	103	388	197	441	196	199	...	...	Rs. 5 to 1 As.	...
181	1,983	6,392	1,301	4,808	5,178	2,693	22	66	From Rs. 75 to 1 anna	225 10 9
461	8,729	23,630	3,619	10,401	7,888	14,523	101	66	...	294 9 11

TABLE VI.—(Concluded.)

## I.—INSTITUTIONS FOR

(Private Schools of the Lower Class)

NAME OF INSTITUTION.	LOCALITY.	Rs												
		Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.								
1.	2.	12.	13.	14.	15.	16.								
3RD CIRCLE, DEPARTMENT PUBLIC INSTRU														
Futtehpore.	Ghazee pore, ...	Rs. ...	As. ...	P. ...	Rs. 1,956	As. 0	P. 0	...						
	Huzoor Tehseel, ...	...	...	...	4,403	4	0	...						
	Khaga, ...	...	...	...	1,741	11	0	...						
	Khakhraru, ...	...	...	...	1,835	0	0	...						
	Kora Jehanabad, ...	...	...	...	2,115	7	5	...						
	Kullianpore, ...	...	...	...	1,985	4	3	...						
	Total, ...	...	...	...	13,986	10	8	...						
Ghazee pore.	Balya, ...	...	...	...	2,445	12	8	...						
	Huzoor Tehseel, ...	...	...	...	2,207	8	0	...						
	Mohammedabad, ...	...	...	...	349	0	0	...						
	Rusra, ...	...	...	...	1,336	14	0	...						
	Sydpore, ...	...	...	...	207	8	0	...						
	Zemania, ...	...	...	...	467	8	0	...						
	Total, ...	...	...	...	7,014	2	8	...						
Goruckpore.	Bansgaon, ...	...	...	...	648	0	0	...						
	Bansi, ...	...	...	...	390	8	0	...						
	Captaingunj, ...	...	...	...	657	0	0	...						
	Dewaria, ...	...	...	...	1,610	0	0	...						
	Huzoor Tehseel, ...	...	...	...	2,990	0	0	...						
	Khalilabad, ...	...	...	...	460	0	0	...						
	Munsurgunj, ...	...	...	...	...	...	...	...						
Pudrowna, ...	...	...	...	672	0	0	...							
	Total, ...	...	...	...	3,427	8	0	...						
Jounpore.	Huzoor Tehseel, ...	...	...	2,076	0	0	2,141	8	0	...				
	Kirakat, ...	...	...	...	...	...	591	0	0	...				
	Kotohun, ...	...	...	...	...	...	783	0	0	...				
	Machhlishuhur, ...	...	...	...	...	...	900	0	0	...				
	Mundiahoon, ...	...	...	...	...	...	960	0	0	...				
	Total, ...	...	...	2,076	0	0	5,375	8	0	...				
Mirzapore.	Chunar, ...	...	...	...	1,824	0	0	...						
	Huzoor Tehseel, ...	...	...	...	1,999	0	0	...						
	Robertsgunj, ...	...	...	...	138	0	0	...						
	Total, ...	...	...	...	3,961	0	0	...						
	Grand Total, ...	...	...	2,076	0	0	66,885	6	4	...				
	Grand Total, ...	1,425	0	0	197	0	0	2,076	0	0	2,12,827	13	0	...

## DIX H.

## GENERAL EDUCATION,

FOR THE YEAR 1862-63.

open to Government Inspection.)—(Concluded).

RECEIPTS.			CHARGES.				ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.	
Other Sources.	Total.		Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.		Cost to Government.
17.	18.		19.	20.	21.	22.	23.	24.	25.	26.
TION, NORTH WESTERN PROVINCES.—(Concl'd.)										
Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs.	Rs.	Rs. A. P.	R.A.P.	
...	1,956 0 0		1,956 0 0	...	1,956 0 0	...	...	7 2 8	...	
...	4,406 12 0		4,403 4 0	3 8 0	4,406 12 0	...	...	5 13 6	0 0 1	
...	1,741 11 0		1,741 11 0	...	1,741 11 0	...	...	5 13 3	...	
...	1,835 0 0		1,835 0 0	...	1,835 0 0	...	...	8 2 6	...	
...	2,115 7 5		2,115 7 5	...	2,115 7 5	...	...	5 1 0	...	
...	1,935 4 3		1,935 4 3	...	1,935 4 3	...	...	3 11 7	...	
...	13,991 12 8		13,987 4 8	3 8 0	13,991 12 8	...	...	5 9 11	0 0 4	
...	2,445 12 8		2,445 12 8	...	2,445 12 8	...	...	6 12 8	...	
...	2,209 2 0		2,207 8 0	1 10 0	2,209 2 0	...	...	7 14 3	0 0 1	
...	349 0 0		349 0 0	...	349 0 0	...	...	2 9 4	...	
...	1,336 14 0		1,336 14 0	...	1,336 14 0	...	...	4 7 10	...	
...	207 8 0		207 8 0	...	207 8 0	...	...	4 15 8	...	
...	468 6 0		467 8 0	0 14 0	467 8 0	...	...	2 13 5	0 0 1	
...	7,016 10 8		7,014 2 8	2 8 0	7,016 10 8	...	...	5 8 10	0 0 3	
...	650 0 0		648 0 0	2 0 0	650 0 0	...	...	3 13 6	0 0 2	
...	393 8 0		390 8 0	3 0 0	393 8 0	...	...	1 7 0	0 0 1	
...	658 12 0		657 0 0	1 12 0	658 12 0	...	...	7 2 3	0 0 5	
...	1,615 0 0		1,610 0 0	5 0 0	1,615 0 0	...	...	7 3 6	0 0 4	
...	2,994 4 0		2,990 0 0	4 4 0	2,994 4 0	...	...	9 2 7	0 0 2	
...	462 0 0		460 0 0	2 0 0	462 0 0	...	...	0 12 6	0 0 1	
...	1 0 0		...	1 0 0	1 0 0	...	...	...	0 0 0	
...	674 0 0		672 0 0	2 0 0	674 0 0	...	...	7 11 9	0 0 10	
...	3,448 8 0		3,427 8 0	21 0 0	3,448 8 0	...	...	4 12 1	0 0 2	
...	4,217 8 0		4,196 11 9	20 12 3	4,217 8 0	...	...	16 2 6	...	
...	591 0 0		571 3 0	19 13 0	591 0 0	...	...	5 7 5	...	
...	783 0 0		766 0 0	17 0 0	783 0 0	...	...	3 15 4	...	
...	900 0 0		881 9 0	18 7 0	900 0 0	...	...	8 2 7	...	
...	960 0 0		946 0 0	14 0 0	960 0 0	...	...	6 9 1	...	
...	7,451 8 0		7,361 7 9	90 0 3	7,451 8 0	...	...	9 0 10	...	
141 0 0	1,965 0 0		1,824 0 0	141 0 0	1,965 0 0	...	...	8 13 7	...	
575 0 0	2,574 0 0		1,999 0 0	575 0 0	2,574 0 0	...	...	4 0 4	...	
6 0 0	144 0 0		138 0 0	6 0 0	144 0 0	...	...	24 0 0	...	
722 0 0	4,683 0 0		3,961 0 0	722 0 0	4,683 0 0	...	...	12 4 7	...	
1,814 15 0	71,002 0 1		68,871 6 1	2,130 10 0	71,002 0 1	...	...	4 8 9	0 0 2	
42,818 13 9	2,59,639 4 8		1,47,602 7 0	31,921 13 8	2,59,519 4 8	120	...	4 11 8	...	

M. KEMPSON,  
Director of Public Instruction,  
North Western Provinces.

TABLE No. VI.A.

## I.—INSTITUTIONS FOR

Private Schools of the Lower Class open

NAME OF INSTITUTION.	LOCALITY.	When Estab- lished.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily Attendance.
			Hindos.	Mahomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
Subscription School, ...	Sorjun Nager (Mooradabad.)	1st October 1860.	50	2	...	52	53
	BIJNOUR.						
Ditto, ...	Sherkote.	1st August 1860.	52	48	...	100	100
Ditto, ...	Afzulgurh.	25th April 1862.	21	20	...	41	37
Ditto, ...	Rahar.	26th August 1860.	22	32	...	54	44
Ditto, ...	Garhee.	20th August 1860.	12	19	...	31	26
Ditto, ...	Dolichundpore.	August 1862.	19	...	...	19	17
Ditto, ...	Dehra.	1st January 1861.	13	1	...	14	19
Allahabad Episcopal Native Christian Congregation Parish School, ...	Allahabad Old Cantonment.	May 1860.	...	1	77	78	65
Goruckpore Church Mission Society Urdu Bazar School, ...	Goruckpore.	May 1860.	50	...	...	50	46
Do. do. Allinager Bazar do., ...	Ditto.	...	50	...	...	50	47
Do. do. Kazeepore Do. do., ...	Ditto.	...	16	...	...	16	14
Do. Christian Girls' School, ...	Ditto.	...	...	...	32	32	30
Do. Do. Basaratpore School, ...	Ditto.	...	{ Boys. Girls.	...	{ 14 } { 27 }	41	35
Ailwar Bazar School, ...	Azingurh.	1862.	50	...	...	50	30
Mission Girls' School, ...	Futehpore.	1854.	6	10	...	16	16
Do. do. Christian School, ...	Ditto.	1861.	...	...	6	6	6
Benares Church Mission Orphan School Boys' Department, ...	Segra Benares.	1836.	...	...	49	49	40
Do. Infant School, ...	Ditto ditto.	1846.	...	...	53	53	43
2 Mission Schools, ...	Mirzapore.	1839.	244	29	32	305	165
London Mission Society do. (Central School), ...	Ausangunj Ba- zar (Benares.)	...	196	12	7	215	134
6 London Mission Vernacular Schools for Boys, ...	In different places.	...	...	...	...	213	...
Ditto ditto Girls' School,	Ditto.	...	...	...	...	44	...
Ditto ditto Christian ditto Ditto, ...	Ditto.	...	...	...	...	8	...
Thornhill's Training School, ...	Allahabad.	January 1862.	89	12	1	102	92
Church Mission English School,	Ditto.	1861.	40	6	...	46	35
Do. City Bazar School, ...	Chowk.	1861.	30	2	...	32	20
Ditto ditto, ...	Colonelgunj.	1862.	53	7	...	60	35
	Total,	...	1,013	201	298	1,777	1,149



## DIX H.

## GENERAL EDUCATION.

to Government Inspection (belonging to Missionaries.)

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.							Monthly rate of Schooling Fees.	RECEIPTS.				
English.	Urdu.	Hindi.	Persian.	Arabic.	Sanskrit.	Bengali.		From Govern-ment.	Proceeds of En-dowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.	13.	14.	15.
								Rs. As. P.			Rs. As. P.	Rs. As. P.
...	48	7	...	...	...	...	3 annas.	10 7 3	...	...	72 0 0	32 5 0
...	100	...	87	...	...	...	1 and 2 annas.	11 13 0	...	...	192 0 0	51 9 0
...	41	6	19	4	...	...	2 annas.	3 6 0	...	...	156 0 0	14 8 0
...	36	18	34	6	...	...	Ditto.	4 4 0	...	...	171 0 0	15 6 0
...	29	5	15	1	...	...	Ditto.	2 10 0	...	...	126 0 0	13 8 0
...	19	1	2	...	...	...	Ditto.	2 10 0	...	...	117 0 0	...
14	13	2	...	11	...	...	4 annas.	14 14 6	...	...	143 0 0	17 12 0
67	67	...	...	...	...	...	From 2 to 8 annas.	...	...	...	234 0 0	195 10 0
...	...	50	...	...	...	...	...	...	...	...	...	...
...	...	50	...	...	...	...	...	...	...	...	...	...
...	...	16	...	...	...	...	...	...	...	...	...	...
...	...	32	...	...	...	...	...	...	...	...	...	...
...	...	41	...	...	...	...	...	...	...	...	...	...
...	...	50	...	...	...	...	...	...	...	...	...	8 0 0
...	...	16	...	...	...	...	...	...	...	...	70 0 0	...
...	...	6	...	...	...	...	...	...	...	...	...	...
35	49	49	...	...	...	...	...	...	...	...	...	...
6	16	53	16	...	...	...	...	...	...	...	...	...
71	33	151	...	...	...	...	...	...	...	...	600 0 0	24 0 0
103	33	69	33	...	...	...	...	...	...	...	...	...
...	...	213	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
102	32	70	32	...	...	...	From 2 to 4 annas.	...	...	...	2,250 0 0	560 12 0
46	46	...	...	...	...	...	4 annas.	...	...	...	...	...
...	7	25	...	...	...	...	...	...	...	...	...	...
...	7	53	...	...	...	...	...	...	...	...	...	...
444	576	983	238	22	...	...	From 1 to 8 annas.	50 0 9	...	...	4,131 0 0	933 6 0

TABLE No. VI. A.—(Continued.)

## I.—INSTITUTIONS FOR

Private Schools of the Lower Class open

NAME OF INSTITUTION.	LOCALITY.	When Estab- lished.	RECEIPTS.		
			Sale of Books.	Other Sources.	Total.
1.	2.	3.	16.	17.	18.
			Rs. As. P.	Rs. As. P.	Rs. As. P.
Subscription School,	Sorjūn Nager (Mooradabad.)	1st October 1860.	..	..	114 12 3
	BIJNOUR.				
Ditto,	Sherkote.	1st August 1860.	..	..	255 6 0
Ditto,	Afzulgurh.	25th April 1862.	..	..	173 14 0
Ditto,	Rahar.	26th August 1860.	..	..	190 10 0
Ditto,	Garhde.	20th August 1860.	..	..	142 2 0
Ditto,	Dolichundpore.	August 1862.	..	..	119 10 0
Ditto,	Dehra.	1st January 1861.	..	..	175 10 6
Allahabad Episcopal Native Christian Congregation Parish School,	Allahabad Old Cantonment.	May 1860.	1 13 0	360 0 0	791 7 0
Goruckpore Church Mission Society Urdu Bazar School,	Goruckpore.	May 1860.	..	..	280 0 0
Do. do. Allinager Bazar do.,	Ditto.	..	..	..	..
Do. do. Kazeepore do. do.,	Ditto.	..	..	250 0 0	250 0 0
Do. Christian Girls' do.,	Ditto.	..	..	300 0 0	300 0 0
Do. do. Basaratpore, do.,	Ditto.	..	..	..	..
Ailwar Bazar do.,	Azingurh.	1862.	2 0 0	..	10 0 0
Mission Girls' do.,	Futtehpore.	1854.	..	..	70 0 0
Do. do. Christian do.,	Ditto.	1861.	..	..	..
Benares Church Mission Orphan School Boys' Department,	Segra Benares.	1836.	..	2,356 0 0	2,356 0 0
Do. Infant School,	Ditto.	1846.	..	500 0 0	500 0 0
2 Mission Schools,	Mirzapore.	1839.	..	1,920 0 0	2,544 0 0
London Mission Society do. (Central School),	Ausangunj Ba- zar (Benares.)	..	68 10 0	..	68 10 0
6 London Mission Vernacular Schools for Boys,	In different places.	..	..	..	..
Ditto ditto Girls' School,	Ditto.	..	..	..	..
Ditto ditto Christian ditto Ditto,	Ditto.	..	..	..	..
Thornhill's Training School,	Allahabad.	January 1862.	..	60 0 0	2,870 12 0
Church Mission English School,	Ditto.	1861.	..	..	..
Ditto City Bazar School,	Chowk.	1861.	..	..	..
Ditto ditto,	Colonelgunj.	1862.	..	..	..
	Total,	..	72 7 0	5,746 0 0	11,212 13 9

## DIX H.

## GENERAL EDUCATION.

*to Government Inspection (belonging to Missionaries.)*

CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	COST OF EDUCATING EACH PUPIL.		REMARKS.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
72 0 0	42 12 3	114 12 3	...	...	2 2 8	0 3 2	
255 6 0	...	255 6 0	...	...	2 8 10	0 1 11	
173 14 0	...	173 14 0	...	...	4 11 2	0 1 5	
190 10 0	...	190 10 0	...	...	4 5 4	0 1 7	
142 2 0	...	142 2 0	...	...	5 7 6	0 1 7	
119 10 0	...	119 10 0	...	...	7 0 7	0 2 7	
186 4 6	44 1 7	230 6 1	...	54 11 7	12 2 0	0 12 7	
715 15 9	49 13 3	765 13 0	25 10 0	...	9 12 11	...	
...	...	280 0 0	...	...	2 8 0	...	
...	...	250 0 0	...	...	7 12 0	...	
...	...	300 0 0	...	...	7 10 0	...	
...	...	10 0 0	...	...	0 5 4	...	
...	...	70 0 0	...	...	4 6 0	...	
...	...	2,356 0 0	...	Taught by Mrs. Johnson	46 0 0	...	
...	...	500 0 0	...	...	11 10 0	...	
2,640 0 0	...	2,640 0 0	...	96 0 0	16 0 0	...	
...	...	5,442 6 0	...	...	40 9 10	...	
...	...	606 14 0	...	...	...	...	
...	...	430 0 0	...	...	...	...	
2,650 0 0	193 14 6	2,843 14 6	26 13 6	...	31 9 7	...	
7,145 14 3	330 9 7	17,721 11 10	52 7 6	140 11 7	21 6 1	0 3 4	

M. KEMPSON,  
 Director of Public Instruction,  
 North Western Provinces.

## APPEN

TABLE No. VII. II.—INSTITUTIONS FOR SPECIAL OR PROFESSIONAL

(Government)

NAME OF INSTITUTION.	Locality.	When Establish- ed.	No. of PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily Attendance.
			Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
Normal School, ...	Agra.	1st June 1855.	116	10	...	126	133
Ditto ditto, ...	Benares.	June 1856.	163	22	...	185	142-00
Ditto ditto, ...	Meerut.	1st January 1857.	65	62	...	127	127
Ditto ditto, ...	Almorah.	...	...	...	...	...	...
Thomason's Civil Engineering College, ...	Roorkee.	19th October 1849.	28	18	44	90	85-44
Total, ...	...	...	372	112	44	528	487-44

## DIX H.

## EDUCATION (INCLUDING NORMAL SCHOOLS.) FOR THE YEAR 1862-63.

*Institutions.)*

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling Fee.	RECEIPTS.	
English.	Urdu.	Hindi.	Sanskrit.	Persian.	Arabic.		From Government.	Proceeds of Endowment.
9.	9 a.	9 b.	9 c.	9 d.	9 e.	10.	11.	12.
..	126	126	...	...	...	From 1 R. to 4 annas.	Rs. As. P. 11,270 7 3	...
...	121	179	...	...	...	4 annas.	12,594 0 0	...
...	79	48	...	...	...	4 annas.	9,677 3 0	...
...	...	...	...	...	..	...	...	...
44	46	...	...	...	...	...	59,467 0 0	...
44	372	353	...	...	...	...	93,008 10 3	...

TABLE No. VII. (Concd.) II.—INSTITUTIONS FOR SPECIAL OR PROFESSIONAL

(Government

NAME OF INSTITUTION.	Locality.	When Establish- ed.	R₨			
			Local rate of Assess- ment.	Subscriptions, Dona- tions, &c.	Fees, Fines, &c.	Sale of Books.
1.	2.	3.	13.	14.	15.	16.
					Rs. As. P.	Rs. As. P.
Normal School, ...	Agra.	1st June 1855.	...	...	63 9 0	...
Ditto ditto, ...	Benares.	June 1856.	...	...	101 0 0	...
Ditto ditto, ...	Meerut.	1st January 1857.	...	...	120 4 6	92 5 6
Ditto ditto, ...	Almorah.	...	...	...	...	...
Thomason's Civil Engineering College, ...	Roorkee.	19th October 1849.	...	...	89 0 0	...
Total, ...	...	...	...	...	373 13 6	92 5 6

## DIX H.

## EDUCATION (INCLUDING NORMAL SCHOOLS.) FOR THE YEAR 1862-63.

*Institutions.)*

RECEIPTS.		CHARGES.				Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Other Sources.	Total.	Current.		Extraordinary.	Total.			Total Cost.	Cost to Government.	
17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs.As.P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		
...	11,334 0 3	10,904 14 7	375 15 5	11,280 14 0	53 2 3	...	84 13 4	84 11 9		
...	12,695 0 0	12,594 0 0	...	12,594 0 0	101 0 0	...	88 11 0	88 11 0		
...	9,889 13 0	9,586 14 3	302 9 9	9,889 8 0	0 5 0	...	77 13 11	76 3 2		
...	...	...	...	...	...	...	...	...		
5,835 0 0	65,391 0 0	52,849 0 0	12,542 0 0	65,391 0 0	...	...	764 12 11	695 8 4		
5,835 0 0	99,309 13 3	85,934 12 10	13,220 9 2	99,155 6 0	154 7 3	...	254 0 9½	236 12 7		

M. KEMPSON,  
 Director of Public Instruction,  
 North Western Provinces.





**DIX H.**

EDUCATION, INCLUDING NORMAL SCHOOLS. FOR THE YEAR 1862-63.

*Institutions.)*

Average daily Attendance.	NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.					Monthly rate of Schooling Fees.	RECEIPTS.	
	English.	Arabic.	Persian.	Urdu.	Hindi.		From Government.	Proceeds of Endowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	10.	11.	12.
								Rs. As. P.
15-00	15	...	...	...	15	General Allowance,	...	1,200 0 0
7-00	7	...	...	...	7	European Teachers,	...	2,400 0 0
22-00	22	...	...	...	22	....	...	3,600 0 0

TABLE No. VIII.—(Concd) INSTITUTIONS FOR PROFESSIONAL AND SPECIAL

(Private)

NAME OF INSTITUTION.	LOCALITY.	When Established.	RE			
			Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, fines, &c.	Sale of Books.
1.	2.	3.	13.	14.	15.	16.
Benares Church Mission Society's Normal School. } Male Dept., ... } Female Do., ... }	Sigra Benares, ...	1861, ...	...	...	...	...
Total, ...	...	...	...	...	...	...

## DIX H

## EDUCATION, INCLUDING NORMAL SCHOOLS. FOR THE YEAR 1862-63.

*Institutions.)*

RECEIPTS.		CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	COST OF EDUCATING EACH PUPIL.		
Other Sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	REMARKS.
17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
	Rs.	Rs.		Rs.			Rs. As. P.		
...	3,600 0 0	3,600 0 0	...	3,600 0 0	...	...	163 10 2	...	
...	3,600 0 0	3,600 0 0	...	3,600 0 0	...	...	163 10 2	...	

M. KEMPSON,  
 Director of Public Instruction,  
 North Western Provinces.

APPENDIX H.

TABLE IX.

ABSTRACT of Attendance at the above Institutions during the year

1862-63.

		Number attending Colleges.	Superior Schools.	Inferior Schools.	Total.	REMARKS.
GENERAL EDUCATION, ...	{ Government ...	1,127	667	96,501	98,295	
	{ Private ...	996	2,843	62,796	66,625	
SPECIAL EDUCATION, ...	{ Government ...	90	438	...	528	
	{ Private ...	...	22	...	22	
Total ...		2,213	3,970	1,59,297	1,65,480	

( 38 B )

OFFICE OF DIRECTOR PUBLIC INSTRUCTION,  
NORTH WESTERN PROVINCES:  
Bareilly, the 15th August 1863. }

M. KEMPSON,  
Director of Public Instruction,  
North Western Provinces.

## APPENDIX H.

TABLE X.

*ABSTRACT of Receipts and Charges at the above Institutions for the year 1862-63.*

				RECEIPTS.				CHARGES.																			
				Colleges.		Superior Schools.		Inferior Schools.		Total.		Colleges.		Superior Schools.		Inferior Schools.		Total.									
				Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.
GENERAL EDUCATION, ...	}	Government, ...	...	1,42,285	7	8	33,327	10	5	3,19,355	15	5	4,94,969	1	6	1,33,661	12	2	26,588	4	10	2,91,347	14	1	4,51,597	15	1
		Private, ...	...	39,405	0	10	41,675	15	2	2,70,852	2	5	3,51,933	2	5	40,205	5	0	41,543	1	4	2,77,241	0	6	3,58,989	6	10
SPECIAL EDUCATION, ...	}	Government, ...	...	65,391	0	0	33,918	13	3	0	0	0	99,309	13	3	65,391	0	0	33,764	6	0	0	0	0	99,155	6	0
		Private, ...	...	0	0	0	3,600	0	0	0	0	0	3,600	0	0	0	0	0	3,600	0	0	0	0	0	3,600	0	0
Total, ...			...	2,47,081	8	6	1,12,522	6	10	5,90,208	1	10	9,49,812	1	2	2,39,258	1	2	1,05,495	12	2	5,68,588	14	7	9,13,342	11	11

OFFICE OF DIRECTOR PUBLIC INSTRUCTION,  
NORTH WESTERN PROVINCES:  
*Bareilly, the 15th August 1863.*

M. KEMPSON,  
Director of Public Instruction,  
North Western Provinces.

APPENDIX H.

TABLE XI.

ABSTRACT of Grants-in-aid received by Private Institutions during the year 1862-63.

		Colleges.	Superior Schools.	Inferior Schools.	Total.	REMARKS.
		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
General Education,	...	9,300 0 0	11,400 0 0	2,312 0 0	23,012 0 0	
Special Education,	...	...	...	...	...	
Total,	...	9,300 0 0	11,400 0 0	2,312 0 0	23,012 0 0	

( 40 B )

OFFICE OF DIRECTOR P. I., N. W. P.,  
 Bareilly, the 15th August 1863. }

M. KEMPSON,  
 Director of Public Instruction,  
 North Western Provinces.

## APPENDIX H.

TABLE No. 12. GENERAL STATEMENT OF ATTENDANCE AND COST OF EDUCATION, FOR THE YEAR 1862-63.

At each Institution for the last 5 Years.

COLLEGES AND SCHOOLS.		1858-59.							
		Average attendance.	Total Cost.			Cost of educating each Pupil.			
			Rs.	As.	P.	Rs.	As.	P.	
<i>General Education,—Government.</i>									
	Government College, Agra,	...	258	44,032	7	11	171	5	3
	„ Benares,	...	363	72,346	8	6	199	4	10
	„ Bareilly,	...	190	16,602	0	10	87	6	0
	„ A. V. School, Ajmere,	...	191	18,558	0	7	97	2	7
	„ Allygurh,	...	50	1,143	4	7	22	13	10
	„ Shahjehanpore,	...	105	983	2	1	9	6	7
	„ Pilibheet,	...	109	1,894	4	2	17	6	1
	„ Moozuffurnugger,	...	...	...	...	...	...	...	...
	„ Boolundshuhur,	...	...	...	...	...	...	...	...
	„ Seharunpore,	...	...	...	...	...	...	...	...
	„ Bijnour,	...	...	...	...	...	...	...	...
HUKABUNDI SCHOOLS.	1st Circle, Department P. I., N. W. P.,	67 Schools.	2,927	18,009	3	0	6	2	5
	2nd „ „	79 „	2,142	11,495	12	3	5	5	10
	3rd „ „	59 „	2,724.37	14,362	5	1	5	4	4
	Kumaon Circle, „	36 „	909.4	1,586	7	7	1	11	10
	Ajmere Circle, „	16 „	577	1,488	0	0	2	9	3
	1st Circle, „	843 „	8,645	21,891	11	10	2	8	6
	2nd „ „	1,032 „	16,437	43,376	11	10	3	0	1
	3rd „ „	1,135 „	8,742	23,478	0	7	2	10	11½
	Kumaon Circle, „	35 „	...	...	...	...	...	...	...
	1st Circle, „	31 „	...	...	...	...	...	...	...
FEMALE SCHOOLS.	2nd „ „	25 „	...	...	...	...	...	...	
	3rd „ „	...	...	...	...	...	...	...	
	Anglo-Vernacular School at Moradabad,	...	...	...	...	...	...	...	
<i>Private.</i>									
	Jay Narayun's College and Free School, Benares,	...	268	18,783	10	11	70	1	4
	St. John's College, Agra,	...	184	7,223	10	5	39	4	1
	St. Peter's College, Agra,	...	65	6,804	6	0	104	10	11
	Mission School, Ghazeepore,	...	111	2,744	3	3	24	11	7
	„ Goruckpore,	...	85	2,275	15	6	25	0	0

## APPEN

TABLE No. 12.—(Continued.)

## GENERAL STATEMENT OF ATTEND

At each Institution

COLLEGES AND SCHOOLS.				1859-60.						
				Average attendance.		Total Cost.		Cost of educating each Pupil.		
					Rs.	As.	P.	Rs.	As.	P.
<i>General Education,—Government.</i>										
	Government College, Agra,	...	...	328	31,126	0	8	94	14	4
	„ Beuares,	...	...	373.5	63,413	7	2	169	12	6
	„ Bareilly,	...	...	184	29,018	5	5	157	11	4
	„ A. V. School, Ajmere,	...	...	142.46	20,889	11	9	146	10	1
	„ Allygurh,	...	...	65	1,426	3	4	21	15	1
	„ Shahjehanpore,	...	...	50	793	12	3	15	14	0
	„ Pilibheet,	...	...	52	1,686	2	4	32	6	10
	„ Moozuffurnugger,	...	...	...	...	...	...	...	...	...
	„ Boolundshuhur,	...	...	...	...	...	...	...	...	...
	„ Seharunpore,	...	...	...	...	...	...	...	...	...
	„ Bijnour,	...	...	...	...	...	...	...	...	...
TEHSHEELER SCHOOLS.	1st Circle, Department P. I., N. W. P.,	67	Schools.	3,816	22,017	7	9	5	12	4
	2nd „ „	79	„	4,547	18,833	10	5	4	2	3
	3rd „ „	59	„	2,002.99	13,445	4	0	6	11	0
	Kumaon Circle, „	36	„	993	4,276	10	3	4	1	8
	Ajmere Circle, „	16	„	448	599	4	3	1	5	5
	1st Circle „ „	843	„	13,126	42,391	10	9	3	8	8
	2nd „ „	1,032	„	23,993	63,528	2	3	2	14	3
	3rd „ „	1,135	„	11,142	38,414	4	6	3	7	2
	Kumaon Circle, „	35	„	...	...	...	...	...	...	...
	1st Circle, „ „	31	„	17	100	4	0	5	14	4
FEMALE SCHOOLS.	2nd „ „	25	„	132	300	0	0	2	4	4
	3rd „ „	„	„	...	...	...	...	...	...	...
	Anglo-Vernacular School, at Moradabad,	...	...	...	...	...	...	...	...	...
<i>Private.</i>										
	Jay Narayan's College and Free School, Benares,	...	...	313	18,596	7	6	59	6	7
	St. John's College, Agra,	...	...	234	9,605	8	9	41	0	9
	St. Peter's College, Agra,	...	...	74	9,506	0	0	121	13	11
	Mission School, Ghazee pore,	...	...	115	2,654	4	0	23	1	3
	„ Goruckpore,	...	...	120	1,990	0	0	16	9	0



## D I X H.

ANCE AND COST OF EDUCATION,

FOR THE YEAR 1862-63.

*for the last 5 years.*

1860-61.			1861-62.		
Average attendance.	Total Cost.	Cost of educating each Pupil.	Average attendance.	Total Cost.	Cost of educating each Pupil.
	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
310	40,782 9 6	131 9 0	270	39,609 3 5	133 8 10
379	60,111 3 10	158 0 0	368	56,069 12 0	119 0 8
220	29,721 7 3	135 0 0	271.5	31,336 11 6	114 0 0
140	20,478 6 5	145 3 4	127	19,315 5 1	127 14 8
83	1,721 5 8	20 13 9	113	2,097 3 11	18 8 11
127	2,418 9 6	19 8 0	53	2,066 3 1	38 12 9
62	1,915 10 9	30 14 4	118	3,164 10 6	26 13 0
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
4,032	16,973 10 9	4 3 4	3,857	16,737 15 8	4 5 5
4,861.32	19,097 7 1	3 14 11	5,143	20,494 12 7	3 15 8
2,334.13	11,802 2 5	5 0 11	2,812	14,969 1 9	5 5 2
1,059	4,217 8 0	3 15 9	1,219	4,340 11 7	3 9 0
503.35	1,130 2 7	2 4 9	479	1,439 0 1	3 0 11
16,585	55,654 7 5	3 5 8	20,039	65,125 7 7	3 3 11
27,337.44	63,220 7 0	2 4 5	27,872	68,639 3 11	2 7 4
16,333	41,522 2 5	3 1 6	25,125	58,260 2 0	2 5 1
...	...	...	...	...	...
16	101 11 8	6 5 9	53	2,763 8 9	47 10 4
242	1,525 0 0	6 4 9	230	2,967 7 0	9 15 4
...	...	...	...	...	...
...	...	...	...	...	...
304	13,780 3 3	48 14 4	302	13,830 6 9	45 12 9
264	10,678 7 1	40 7 2	270	11,256 12 0	41 11 1
74	11,265 0 0	152 3 8	70	13,657 3 0	19 8 6
126	2,998 8 2	15 2 3	120	2,756 7 11	22 15 6
120	1,878 0 0	20 14 0	115	1,749 0 0	15 13 0

TABLE No. 12.—(Continued.)

## GENERAL STATEMENT OF ATTEND

At each Institution

COLLEGES AND SCHOOLS.		1862-63.						
		Average attendance.	Total Cost.			Cost of educating each Pupil.		
			Rs.	As.	P.	Rs.	As.	P.
<i>General Education,—Government.</i>								
	Government College, Agra, ...	276·2	41,739	1	10	151	4	0
	„ Benares, ...	411·75	57,294	10	4	139	1	0
	„ Bareilly, ...	302·6	34,628	0	0	111	0	0
	„ A. V. School, Ajmere, ...	148·	17,581	2	3	104	0	6
	„ Allygurb, ...	143·	2,740	2	4	19	2	7
	„ Shahjehanpore, ...	52	2,044	15	8	39	5	3
	„ Pilibheet, ...	108·	3,036	3	2	28	1	10
	„ Moozuffurnugger, ...	16·	514	15	10	32	3	0
	„ Boolundshuhur, ...	31·	234	13	7	7	9	3
	„ Seharunpore, ...	28·	194	9	3	4	8	5
	„ Bijnour, ...	36	118	9	3	3	4	8
HULKA BUNDI SCHOOLS.	1st Circle, Department P. I., N. W. P., 67 Schools.	4,073	20,301	11	8	5	6	5
	2nd „ „ 79 „	5,297·	21,581	6	10	4	1	2
	3rd „ „ 59 „	2,994·28	18,865	13	7	6	4	9
	Kumaon Circle, „ „ 36 „	1,168	4,354	7	7	3	11	8
	Ajmere Circle, „ „ 16 „	415·9	1,418	15	1	5	7	5
	1st Circle, „ „ 843 „	22,455	74,233	9	1	3	4	10
	2nd „ „ 1032 „	26,225·30	72,791	15	5	2	12	4
	3rd „ „ 1135 „	28,919·52	73,258	14	5	2	8	6
	Kumaon Circle, „ „ 35 „	959·	706	12	3	0	11	10
	1st Circle, „ „ 31 „	330·	646	13	11	1	15	4
FEMALE SCHOOLS.	2nd „ „ 25 „	465·52	3,187	6	3	6	13	2
	3rd „ „ „ „	...	...	...	...	...	...	...
	Anglo-Vernacular School at Moradabad, ...	13·	122	13	6	9	7	2
<i>Private.</i>								
	Jay Narayun's College and Free School, Benares, ...	315·	14,635	0	0	46	9	11
	St. John's College, Agra, ...	72·	12,732	0	0	176	13	4
	St. Peter's College, Agra, ...	202·	11,503	5	0	56	15	0
	Mission School, Ghazeepore, ...	145·	2,971	4	9	14	3	5
	„ Goruckpore, ...	136·	2,759	0	9	13	6	0

## DIX H.

ANCE AND COST OF EDUCATION, )

FOR THE YEAR 1862-63.

*for the last 5 years.*

COLLEGES AND SCHOOLS.	1858-59.		
	Average attendance.	Total Cost.	Cost of educating each Pupil.
<i>Private,—(Continued.)</i>		Rs. As. P.	Rs. As. P.
Mission Girls' School, Benares, .. ..	77	1,200 0 0	15 9 4½
Church Mission School, Chunar, .. ..	160	No Return.	...
"    Almorah, .. ..	160	3,120 0 0	19 8 0
"    Nynee Tal, .. ..	...	...	...
Mission School, Meerut, .. ..	...	...	...
"    Deyrah Dhoon, .. ..	...	...	...
"    Muttra, .. ..	...	...	...
"    Cawnpore, .. ..	...	...	...
"    Azimgurh, .. ..	...	...	...
Victoria College, Agra, .. ..	...	...	...
Mission School, Bijnour, .. ..	...	...	...
"    Nujebabad, .. ..	...	...	...
"    Budaon, .. ..	...	...	...
"    Budaon Mission Compound, .. ..	...	...	...
"    Moradabad, .. ..	...	...	...
Mission Girls' School, Deyrah Dhoon, .. ..	...	...	...
Moofeed-am School, Agra, .. ..	133	1,776 0 0	15 11 6
Mission School, Furruckabad, .. ..	...	...	...
"    Mynpoorie, .. ..	122	736 8 0	6 0 7
"    Jaloun, .. ..	...	...	...
English School, Lullutpore, .. ..	...	...	...
Mission School, Futtehpore, .. ..	...	...	...
Subscription School, Soorjunnuggur, .. ..	...	...	...
"    Sherckote, .. ..	...	...	...
"    Afzulgurh, .. ..	...	...	...
"    Rahur, .. ..	...	...	...
"    Gurhee, .. ..	...	...	...
"    Dooli Chundpore, .. ..	...	...	...
"    Dehra, .. ..	...	...	...
Native-Christian Parish School, Allahabad, .. ..	...	...	...
C. M. S. Urdu Bazar School, Goruckpore, .. ..	...	...	...

TABLE No. 12.—(Continued.)

## GENERAL STATEMENT OF ATTEND

At each Institution

COLLEGES AND SCHOOLS.	1859-60.		
	Average attendance.	Total Cost.	Cost of educating each Pupil.
		Rs. As. P.	Rs. As. P.
<i>Private,—(Continued.)</i>			
Mission Girls' School, Benares, ...	66	1,208 6 0	18 4 11
Church Mission School, Chunar, ...	177	No Return.	
„ Almorah, ...	833	2,769 8 3	33 5 10
„ Nynce Tal, ...	20	1,510 2 0	75 8 1
Mission School, Meerut, ...	...	...	...
„ Deyrah Dhoon, ...	...	...	...
„ Muttra, ...	...	...	...
„ Cawnpore, ...	...	...	...
„ Azimgurh, ...	...	...	...
Victoria College, Agra, ...	...	...	...
Mission School, Bijnour, ...	...	...	...
„ Nujebabad, ...	...	...	...
„ Budaon, ...	...	...	...
„ Budaon Mission Compound, ...	...	...	...
„ Moradabad, ...	...	...	...
Mission Girls' School, Deyrah Dhoon, ...	...	...	...
Moofeed-am School, Agra, ...	162	1,404 0 0	8 10 8
Mission School, Furruckabad, ...	239	2,208 0 0	9 3 10
„ Mynpoorie, ...	134	851 8 6	6 5 8
„ Jaloun, ...	...	...	...
English School, Lullutpore, ...	...	...	...
Mission School, Futtehpore, ...	...	...	...
Subscription School, Soorjunnuggur, ...	...	...	...
„ Sherekote, ...	...	...	...
„ Afzulgurh, ...	...	...	...
„ Rahur, ...	...	...	...
„ Gurhee, ...	...	...	...
„ Dooli Chundpore, ...	...	...	...
„ Dehra, ...	...	...	...
Native Christian Parish School, Allahabad, ...	...	...	...
C. M. S. Urdu Bazar School, Goruckpore, ...	...	...	...

## DIX H.

## ANCE AND COST OF EDUCATION,

FOR THE YEAR 1862-63.

*for the last 5 years.*

1860-61.			1861-62.		
Average attendance.	Total Cost.	Cost of educating each Pupil.	Average attendance.	Total Cost.	Cost of educating each Pupil.
	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
78½	1,320 0 0	16 10 7	100	1,380 0 0	13 12 9
167	2,715 9 5	16 4 2	181	2,550 8 1	14 1 5
98·3	3,062 12 7	31 2 5	139	3,330 14 3	24 9 11
43	1,262 0 0	27 0 5	39	1,188 0 0	30 7 4
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
113	2,064 0 0	18 4 3	50	1,392 0 0	27 10 5
...	...	...	...	...	...
16	315 0 0	19 11 0	42	585 8 0	13 15 4
108	967 12 0	8 13 11	152	1,234 14 6	8 1 3
159	1,453 0 0	9 2 3	143	1,179 8 0	8 6 2
200	1,908 0 0	9 8 8	262	1,518 0 0	5 12 9
185	1,078 8 0	5 13 3	215	1,078 8 0	5 0 3
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
45	61 6 0	1 5 8	58	117 7 6	2 0 5
88	229 8 0	2 9 9	105	272 0 0	2 9 5
63	242 10 0	3 13 7	36	10 0 0	0 4 5
39	129 0 0	3 4 9	38	143 12 0	3 11 8
13	130 0 0	10 0 6	18	134 14 0	7 7 4
...	...	...	...	...	...
...	...	...	17	340 6 3	20 0 4
...	...	...	69	508 2 0	7 5 9
30	98 10 0	3 4 7	31	Not given.	

TABLE No. 12.—(Continued.)

## GENERAL STATEMENT OF ATTEND

At each Institution

COLLEGES AND SCHOOLS.	1862-63.		
	Average attendance.	Total Cost.	Cost of educating each Pupil.
<i>Private,—(Continued.)</i>		Rs. As. P.	Rs. As. P.
Mission Girls' School, Benares, ...	130	1,272 0 0	9 12 6
Church Mission School, Chunar, ...	91	1,648 8 0	13 13 3
„ Almorah, ...	101	2,974 14 6	26 9 11
„ Nynce Tal, ...	37.3	1,272 0 0	28 0 0
Mission School, Meerut, ...	90	3,912 0 0	43 7 5
„ Deyrah Dhoon, ...	180	2,386 8 6	13 4 1
„ Muttra, ...	...	2,401 12 0	...
„ Cawnpore, ...	145	5,357 3 0	36 15 0
„ Azimgurh, ...	112	2,207 0 9	13 2 0
Victoria College, Agra, ...	277	1,285 0 0	4 10 3
Mission School, Bijnour, ...	39	684 0 0	17 8 7
„ Nujebabad, ...	36	282 7 1	7 13 6
„ Budaon, ...	21	174 0 0	8 4 7
„ Budaon Mission Compound, ...	20	3,226 0 0	161 4 0
„ Moradabad, ...	66	724 8 0	10 15 8
Mission Girls' School, Deyrah Dhoom, ...	38	1,306 0 0	34 5 11
Moofeed-am School, Agra, ...	135	1,166 0 0	8 10 2
Mission School, Furruckabad, ...	281	2,124 0 0	7 8 11
„ Mynpoorie, ...	198	1,148 5 9	5 12 9
„ Jaloun, ...	6	46 15 0	7 13 2
English School, Lullutpore, ...	22	215 9 3	9 12 9
Mission School, Futtehpore, ...	100	1,283 0 0	12 13 3
Subscription School, Soorjunnuggur, ...	53	114 12 3	2 2 8
„ Sherekote, ...	100	255 6 0	2 8 6
„ Afzulgurh, ...	37	173 14 0	4 11 2
„ Rahur, ...	44	190 10 0	4 5 4
„ Gurhee, ...	26	142 2 0	5 7 6
„ Dooli Chundpore,, ...	17	119 10 0	7 0 7
„ Dehra, ...	19	230 6 1	12 2 0
Native Christian Parish School, Allahabad, ...	65	765 13 0	9 12 11

## DIX H.

ANCE AND COST OF EDUCATION,

FOR THE YEAR 1862-63.

for the last 5 years.

COLLEGES AND SCHOOLS.		1858-59.			
		Average attendance.	Total Cost.		Cost of educating each Pupil.
			Rs.	As.	
C. M. S. Alinugur School, Goruckpore,	...	...	...	...	
„ Kazipore, „	...	...	...	...	
„ Christian Girls' School, „	...	...	...	...	
„ Basarutpore, „	...	...	...	...	
Ailwar Bazar School, Azimgurh,	...	...	...	...	
Mission Girls' School, Futtehpoore,	...	...	...	...	
„ Christian School, „	...	...	...	...	
C. M. Orphan School, Boys' Department, Benares, Segra,...	...	...	...	...	
„ Infant Department, „	...	...	...	...	
2 Mission Schools, Mirzapore,	...	...	...	...	
London M. S. Infant Central School, Ansangunj Benares,...	145	3,156	1 6	19 7 7	
6 „ Vernacular Schools for Boys in different places „	...	...	...	...	
„ „ Girls „ Benares,...	...	...	...	...	
„ „ Christian, „	...	...	...	...	
Thornhill's Training School, Allahabad,	...	...	...	...	
C. M. English School, „	...	...	...	...	
„ City Bazar School, Allahabad, Chouk,	...	...	...	...	
„ „ Colonelgunj, „	...	...	...	...	
INDIGENOUS SCHOOLS. {	1st Circle, Department P. I., N. W. P., 2,868 Schools,	28,469	1,09,111	13 5	3 13 4
	2nd „ „ „ 1,399 „	5,807	32,727	4 5	5 10 3
	3rd „ „ „ 1,875 „	15,089	74,539	10 6	4 15 0
<i>Special or Professional Educational Institutions, Government.</i>					
Normal School, Agra, ...	...	155	10,419	4 3	67 3 6
„ Benares, ...	...	210	9,026	15 10	42 15 9
„ Meerut, ...	...	59	4,027	15 0	68 4 4
Thomason C. E. College, Roorkee, ...	...	86	41,332	12 7	480 8 0
<i>Private.</i>					
C. M. S. Normal School, Male and Female Dept., Benares, ...	...	...	...	...	...

TABLE No. 12.—(Continued.)

## GENERAL STATEMENT OF ATTEND

At each Institution

COLLEGES AND SCHOOLS.		1859-60.		
		Average attendance.	Total Cost.	Cost of educating each Pupil.
<i>Private.—(Continued.)</i>			Rs. As. P.	Rs. As. P.
C. M. S. Alinugur School, Goruckpore,	...	...	...	...
„ Kazipore,	„	...	...	...
„ Christian Girls' School,	„	...	...	...
„ Basarutpore,	„	...	...	...
Ailwar Bazar School, Azimgurh,	...	...	...	...
Mission Girls' School, Futtehpoore,	...	...	...	...
„ Christian School,	„	...	...	...
C. M. Orphan School, Boys' Department, Benares, Sagra,	...	...	...	...
„ Infant Department,	„	...	...	...
2 Mission Schools, Mirzapore,	...	...	...	...
London M. S. do., Central School, Ansangunj, Benares,	...	217	4,425 5 9	25 4 7
6 „ Vernacular Schools for Boys, in different places,	„	...	...	...
„ „ Girls „ Benares,	...	...	...	...
„ „ Christian, „	...	...	...	...
Thornhill's Training School, Allahabad,	...	...	...	...
C. M. English School,	„	...	...	...
„ City Bazar School, Allahabad, Chouk,	...	334	1,404 0 0	4 3 3
„ „ Colonelgunj, „	„	...	...	...
INDIGENOUS SCHOOLS.	1st Circle, Department P. I., N. W. P., 2,868 Schools,	32,488	1,21,949 13 10	3 12 0
	2nd „ „ „ 1,899 „	12,419	55,102 2 4	4 6 11
	3rd „ „ „ 1,875 „	13,505	74,535 1 1	5 8 3
<i>Special or Professional Educational Institutions, Government.</i>				
Normal School, Agra,	...	178	11,022 9 9	61 14 10
„ Benares,	...	170	12,325 10 10	72 8 0
„ Meerut,	...	116	9,454 8 1	81 8 0
Thomason C. E. College, Roorkee,	...	124	45,391 6 9	366 0 10
<i>Private.</i>				
C. M. S. Normal School, Male and Female Dept., Benares,	...	...	...	...



## DIX H.

ANCE AND COST OF EDUCATION,

FOR THE YEAR 1862-63.

*for the last 5 years.*

1860-61.			1861-62.		
Average attendance.	Total Cost.	Cost of educating each Pupil.	Average attendance.	Total Cost.	Cost of educating each Pupil.
	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
34	73 0 0	2 2 4	30	...	...
37	58 0 0	1 9 9	28	...	...
24	40 0 0	1 10 8	34	...	...
39	100 0 0	2 9 0	57	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
200	5,878 12 5	22 8 4	184	4,544 14 9	17 8 0
...	585 13 0	...	...	374 6 0	...
...	312 15 3	...	...	418 2 3	...
...	133 7 0	...	...	...	...
...	...	...	87	333 0 0	3 14 0
...	...	...	34	456 14 0	13 7 0
380	3,120 0 0	8 3 4	75	Not given.	...
...	...	...	...	...	...
29,270	1,23,061 3 3	4 6 6	28,865	1,18,485 3 8	4 1 8
12,733	59,334 15 5	4 10 7	13,532	63,911 15 2	4 11 6
13,689-51	45,588 9 6	4 4 4	14,284	76,587 11 7	5 5 9
...	...	...	...	...	...
136	12,567 7 3	92 6 6	136	11,155 7 1	82 0 5
170	12,351 0 0	72 10 5	161	10,485 8 0	55 2 11
127	10,409 10 5	81 5 5	129	10,980 12 9	85 2 0
109	50,090 8 5	456 9 9	109	59,038 0 0	894 0 0
...	...	...	...	...	...

## APPENDIX H.

TABLE No. 12.—(Concluded.) GENERAL STATEMENT OF ATTENDANCE AND COST OF EDUCATION, FOR THE YEAR 1862-63.

At each Institution, for the last 5 years.

COLLEGES AND SCHOOLS.	1862-63.			
	Average attendance.	Total Cost.	Cost of educating each Pupil.	
C. M. S. Urdu Bazar School, Goruckpore, ...	46	} Rs. As. P. 280 0 0	} Rs. As. P. 2 8 0	
C. M. S. Alinugur School, Goruckpore, ...	47			
„ Kazipore, „ ...	14			
„ Christian Girls' School, „ ...	30	250 0 0	7 12 0	
„ Basarutpore, „ ...	35	300 0 0	7 10 0	
Ailwar Bazar School, Azimgurh, ...	30	10 0 0	0 5 4	
Mission Girls' School, Futtehpoore, ...	16	70 0 0	4 6 0	
„ Christian School, „ ...	6	...	...	
C. M. Orphan School, Boys' Department, Benares, Segra, ...	40	2,356 0 0	46 0 0	
„ Infant Department, „ ...	43	500 0 0	11 10 0	
2 Mission Schools, Mirzapore, ...	165	2,640 0 0	16 0 0	
London M. S. do., Central School, Ansangunge, Benares, ...	134	5,442 6 0	40 9 10	
6 „ Vernacular Schools for Boys, in different places „ ...	...	606 4 0	...	
„ „ Girls, „ Benares, ...	...	} 430 0 0	} ...	
„ „ Christian, „ ...	...			
Thornhill's Training School, Allahabad, ...	92	2,843 14 6	31 9 7	
C. M. English School, „ ...	35	} Not given.	} ...	
„ City Bazar School, Allahabad, Chouk, ...	20			
„ „ Colonelgunj, „ ...	35			
INDIGENOUS SCHOOLS. {	1st Circle, Dept., P. I., N. W. P., 2,868 Schools, ...	27,068	1,20,832 5 7	4 4 9
	2nd „ „ „ 1,399 „ ...	13,218-66	67,684 15 0	5 1 11
	3rd „ „ „ 1,875 „ ...	15,599-14	71,002 0 1	4 8 9
<i>Special or Professional Educational Institutions, Government.</i>				
Normal School, Agra, ...	133	11,280 14 0	84 13 4	
„ Benares, ...	142	12,594 0 0	88 11 0	
„ Meerut, ...	127	9,889 8 0	77 13 11	
Thomason C. E. College, Roorkee, ...	85-44	65,391 0 0	764 12 11	
<i>Private.</i>				
C. M. S. Normal School, Male and Female Dept., Benares, ...	22	3,600 0 0	163 10 2	

APPENDIX H.

TABLE No. 14 A.

RETURN OF SCHOLARSHIPS GAINED DURING THE YEAR.

1862-63.

Senior Scholarships or Scholarships gained at Colleges.

NAME OF SCHOLARS.	College at which gained.	When gained.	Free or Stipendiary.			For how long tenable.	For Proficiency in what Branch.	REMARKS.
				Rs.	As.			
Bal Kishan, ...	Agra.	1st January 1863.	Stipendiary.	20	0	0	1 Year.	Passed in the C. U. First Exn. in Arts' Exn., Dec. 1862.
Atma Ram, ...	"	"	"	20	0	0	"	"
Hit Keshore, ...	"	"	"	20	0	0	"	Passed in the C. U. Entrance Exn., Dec. 1862, 1st Division.
Gokul Dass, ...	"	"	"	15	0	0	"	2nd Division.
Ram Ruttan, ...	"	"	"	10	0	0	"	"
Khanday Rai, ...	"	"	"	10	0	0	"	Passed in the Departmental Exn., Dec. 1862, 1st Division.
Kirpa Ram, ...	"	"	"	8	0	0	"	2nd Division.
Sohn Lal, ...	Barcilly.	"	"	20	0	0	"	Passed in the Departmental Exn., Nov. 1862, 1st Division.
Dali Chand, ...	"	"	"	20	0	0	"	"
Kali Churn, II., ...	"	"	"	20	0	0	"	"
Ditto, ...	"	"	"	8	0	0	"	Senior Mathematical Scholarship.
Narain Dass, ...	"	"	"	15	0	0	"	Passed C. U. Entrance Exn., Dec. 1862, 2nd Division.
Rugh Nath, ...	"	"	"	8	0	0	"	"
Kali Churn, I., ...	"	"	"	8	0	0	"	"
Prosunno Badana, ...	Benares.	"	"	25	0	0	"	Passed the Departmental Examination, November 1862.
Sital Prassad, ...	"	"	"	25	0	0	"	"
Kesho Deo, ...	"	"	"	20	0	0	"	"
Madhav Chandr, ...	"	"	"	20	0	0	"	"
Kashi Prosunno, ...	"	"	"	20	0	0	"	"
Hem Nath, ...	"	"	"	20	0	0	"	Passed the C. U. Exn. in Arts' Exn., December 1862.
Sanwal Sinha, ...	"	"	"	15	0	0	"	"
Kananamay, ...	"	"	"	10	0	0	"	"
Umesh Chandr, ...	"	"	"	20	0	0	"	Passed the Departmental Examination, November 1862.
Chander Shekhar, ...	"	"	"	20	0	0	"	"
Bhola Nath, ...	"	"	"	20	0	0	"	Passed in the C. U. Entrance Exn., Dec. 1862, 1st Division.
Poorno Chandr, ...	"	"	"	15	0	0	"	"
Siddeshwar, ...	"	"	"	10	0	0	"	2nd Division.
Ditto, ...	"	"	"	5	0	0	"	Junior Mathematical Scholarship.
Ram Mohun, ...	"	"	"	15	0	0	"	Passed in the C. U. Entrance Exn., Dec. 1862, 2nd Division.
Monmoth Nath, ...	"	"	"	15	0	0	"	"
Doorga Charn, ...	"	"	"	15	0	0	"	"
Kedar Nath, ...	"	"	"	10	0	0	"	"

APPENDIX H.

TABLE No. 14 A.—(Concluded.)

RETURN OF SCHOLARSHIPS GAINED DURING THE YEAR.

1862-63.

Senior Scholarships or Scholarships gained at Colleges.—(Concluded.)

NAME OF SCHOLARS.	College at which gained.	When gained.	Free or Stipendiary.			For how long tenable.	For Proficiency in what Branch.	REMARKS.
				Rs.	As.			
Sar Nath, ...	Benares.	1st January 1863.	Stipendiary.	10	0	0	1 Year.	Passed in the C. U. Entrance Exn., Dec. 1862, 2nd Division.
Soonder Dass, ...	"	"	"	10	0	0	"	"
Jumna Dass, ...	Ajmere School.	"	"	10	0	0	"	Passed in the Departmental Exn., Nov. 1862, 2nd Division.
Kali Kumar, ...	"	"	"	10	0	0	"	1st Division.
Batuk Nath, ...	Benares.	"	Free.	16	0	0	"	General Proficiency in Anglo-Sanscrit.
Kashi Nath, ...	"	"	"	16	0	0	"	"
Babu Shastri, ...	"	"	"	16	0	0	"	"
Shanker Shastri, ...	"	"	"	12	0	0	"	"
Vindhya Prasad, ...	"	"	"	12	0	0	"	"
Gurn Prasad, ...	"	"	"	12	0	0	"	"
Sree Kant, ...	"	"	"	12	0	0	"	"
Shiva Narain, ...	"	"	"	10	0	0	"	"
Dwarka Nath, ...	"	"	"	10	0	0	"	"
Luckshmi Prasad, ...	"	"	"	11	0	0	"	"
Vishnu Shastri, ...	"	"	"	11	0	0	"	"
Raja Rama, ...	"	"	"	9	0	0	"	"
Dumodar Dass, ...	Saint John's College, Agra.	"	Stipendiary.				"	"
Chura Mull, ...	"	"	"				"	"
Hurdeo Behari, ...	"	"	"				"	"
Tarni Churn Bhadory, ...	Jay Narain's College, Benares.	"	Free.				"	General Proficiency.
Ram Kishen Chaturjee, ...	"	"	"				"	"
Madho Chundra Ghose, ...	"	"	"				"	"
Sewchander Bhattachary, ...	"	"	"				"	"
Gunput Gir, ...	"	"	"				"	"
Bisseshur Bhattachary, ...	"	"	"				"	"

( 14 C )

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION ;  
N. W. P.,  
Bareilly, the 15th August 1863.

M. KEMPSON,  
Director of Public Instruction,  
North Western Provinces.

APPENDIX H.

TABLE No. 14 B.

RETURN OF SCHOLARSHIPS GAINED DURING THE YEAR.

1862-63.

Junior Scholarships or Scholarships gained at Schools.

NAME OF SCHOLARS.	School at which gained.	When gained.	Free or Stipendiary.		For how long tenable.	For Proficiency in what Branch.	REMARKS.
				Rs. As. P.			
Lalla Pershad, ...	Agra.	1st January 1863.	Stipendiary.	8 0 0	1 Year.	Departmental Examination, December 1862.	
Asud Ali, ...	"	"	"	5 0 0	"	"	
Badri Nath, ...	"	"	"	5 0 0	"	"	
Sirdar Singh, ...	"	"	"	5 0 0	"	"	
J. C. Lyons, ...	"	"	"	5 0 0	"	"	
Kesho Pershad, ...	"	"	"	5 0 0	"	"	
Gover Dhun, ...	"	"	"	5 0 0	"	"	
Luchmi Narain, ...	"	"	"	5 0 0	"	"	
Salig Ram, ...	"	"	"	4 0 0	"	"	
Uma Pershad, ...	"	"	"	4 0 0	"	"	
Jwala Pershad, ...	"	"	"	4 0 0	"	"	
Kafoor Singh, ...	"	"	"	4 0 0	"	"	
Mukhan Lal, ...	"	"	"	4 0 0	"	"	
Ram Dial, ...	"	"	"	3 0 0	"	"	
Nobin Chandr, ...	"	"	"	3 0 0	"	"	
Mudden Mohen, ...	"	"	"	3 0 0	"	"	
Madhri Pershad, ...	"	"	"	3 0 0	"	"	
Guneshi Lal, ...	"	"	"	3 0 0	"	"	
Punmeshri Dass, ...	Bareilly.	"	"	8 0 0	"	Passed the Departmental Examination, December 1862.	
Chandr Shekhar, ...	"	"	"	8 0 0	"	"	
Ditto, ...	"	"	"	5 0 0	"	Junior Mathematical Scholarship.	
Muddan Mohun, ...	"	"	"	8 0 0	"	Passed the Departmental Examination, December 1862.	
Soonder Lal, ...	"	"	"	8 0 0	"	"	
Tujum-mul Hosein, ...	"	"	"	8 0 0	"	"	
Ajoodhia Pershad, ...	"	"	"	5 0 0	"	"	
Shiam Behari, ...	"	"	"	5 0 0	"	"	
Behadar Singh, ...	"	"	"	5 0 0	"	"	
Jwala Pershad, ...	"	"	"	5 0 0	"	"	
Behari Lal, ...	"	"	"	5 0 0	"	"	
Piyari Lal, ...	"	"	"	5 0 0	"	"	
Mahomed Saeed, ...	"	"	"	5 0 0	"	"	
Dila Ram, ...	"	"	"	4 0 0	"	"	
Dwarka Pershad, ...	"	"	"	4 0 0	"	"	
Jwala Sehai, ...	"	"	"	3 0 0	"	"	
Mahomed Ali, I, ...	"	"	"	3 0 0	"	"	
Gulzari Lal, ...	"	"	"	3 0 0	"	"	

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APPENDIX H.

TABLE No. 14 B.—(Concluded.)

RETURN OF SCHOLARSHIPS GAINED DURING THE YEAR.

1862-63.

Junior Scholarships or Scholarships gained at Schools.—(Concluded.)

NAME OF SCHOLARS.	School at which gained.	When gained.	Free or Stipendiary.		For how long tenable.	For Proficiency in what Branch.	REMARKS.
				Rs. As. P.			
Baroda Pershad, ...	Benares.	1st January 1863.	Stipendiary.	5 0 0	1 Year.	Passed the Departmental Examination, December 1862.	
Nakoor Chandr, ...	"	"	"	5 0 0	"	"	
Gunga Dhar, ...	"	"	"	5 0 0	"	"	
Chandr Nath, ...	"	"	"	5 0 0	"	"	
Gokul Chandr, ...	"	"	"	5 0 0	"	"	
Shama Charn, ...	"	"	"	5 0 0	"	"	
Brijpal Dass, ...	"	"	"	3 0 0	"	"	
Gobind Narain, ...	"	"	"	3 0 0	"	"	
Mohendro Nath, ...	"	"	"	3 0 0	"	"	
Ajoodhya Pershad, ...	"	"	"	3 0 0	"	"	
Goverdhau Dass, ...	"	"	"	3 0 0	"	"	
Girish, ...	"	"	"	7 0 0	"	General Proficiency in Anglo-Sanscrit.	
Shoba Ram, ...	"	"	"	7 0 0	"	"	
Anund Chundra, ...	"	"	"	7 0 0	"	"	
Tripureshwari Dutta, ...	"	"	"	7 0 0	"	"	
Ram Dhur, ...	"	"	"	7 0 0	"	"	
Kirpa Ram, ...	"	"	"	5 0 0	"	"	
Shalagram, ...	"	"	"	5 0 0	"	"	
Sita Ram, ...	"	"	"	5 0 0	"	"	
Krishna Dutta, ...	"	"	"	4 0 0	"	"	
Dhundharaj Bhutta, ...	"	"	"	3 0 0	"	"	
Mahadeva Deva, ...	"	"	"	3 0 0	"	"	
Ramnuja, ...	"	"	"	3 0 0	"	"	
Gopi Kant, ...	"	"	"	3 0 0	"	"	
Adytya Narain, ...	"	"	"	3 0 0	"	"	
Bramha Dutta, ...	"	"	"	3 0 0	"	"	
Deen Dyal, ...	"	"	"	3 0 0	"	"	
Bhudeva, ...	"	"	"	3 0 0	"	"	
Huriprakasho, ...	"	"	"	3 0 0	"	"	
Prayag Dutta, ...	"	"	"	3 0 0	"	"	
Sebuk Ram, ...	"	"	"	3 0 0	"	"	
Mihir Chandra, ...	"	"	"	3 0 0	"	"	
Shalagram, ...	"	"	"	3 0 0	"	"	
Kesova, ...	"	"	"	2 0 0	"	"	
Dwarka Dutta, ...	"	"	"	2 0 0	"	"	
Chikhuri, ...	"	"	"	2 0 0	"	"	

Hunuman Dutta, ...	"	"	"	2 0 0	"	"
Uma Dutta, ...	"	"	"	2 0 0	"	"
Shiva Churn, ...	"	"	"	2 0 0	"	"
Sankuta Dutta, ...	"	"	"	2 0 0	"	"
Bundhu Ram, ...	"	"	"	2 0 0	"	"
Nurendro Narayan, ...	"	"	"	2 0 0	"	"
Bel Shastri, ...	"	"	"	2 0 0	"	"
Ramavatar, ...	"	"	"	7 0 0	"	"
Balea Ram, ...	"	"	"	6 0 0	"	"
Ram Gobind, ...	"	"	"	5 0 0	"	"
Prayag Dutta, ...	"	"	"	5 0 0	"	"
Sunkota, ...	"	"	"	5 0 0	"	"
Purushottama, ...	"	"	"	5 0 0	"	"
Visheshwar, ...	"	"	"	5 0 0	"	"
Hur Narain, ...	Ajmere School.	"	"	10 0 0	"	Departmental Examination.
Ram Jivan, ...	"	"	"	8 0 0	"	"
Hera Singh, ...	"	"	"	5 0 0	"	"
Harish Mull, ...	"	"	"	5 0 0	"	"
Shunkur Lal, ...	"	"	"	5 0 0	"	"
Kanhiya Lal, ...	Saint John's College, Agra.	"	"	"	"	"
Karta Krishn, ...	"	"	"	"	"	"
Mukkhun Lal, ...	"	"	"	"	"	"
Gulzar Beharee, ...	"	"	"	"	"	"
Bhola Nath, ...	"	"	"	"	"	"
Dost Mohamed Khan, ...	"	"	"	"	"	"
Banke Beharee, ...	"	"	"	"	"	"
Hurrut Chand, ...	Jay Narain's.	"	"	"	"	General Proficiency.
Prosunno Narain Chuck- erbutty, ...	Free School, Benares.	"	"	"	"	"
Abdool Rahim, ...	"	"	"	Not men- tioned.	"	"
Basoo Deo, ...	"	"	"	"	"	"
Ram Prasad, ...	"	"	"	"	"	"
Sunkuta Prasad, ...	"	"	"	"	"	"
Brindabun, ...	"	"	"	"	"	"
Chhedee, ...	"	"	"	"	"	"
Wully Mahommed, ...	"	"	"	"	"	"
Hanu Man, ...	"	"	"	"	"	"
Biswa Nath, ...	"	"	"	"	"	"
Gopi Nath, ...	"	"	"	"	"	"
Doorga Prasad, ...	"	"	"	"	"	"
Kanhaya, ...	"	"	"	"	"	"

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7 OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,  
N. W. P.,  
Bareilly, the 15th August 1863.

M. KEMPSON,  
Director of Public Instruction,  
North Western Provinces.

APPENDIX H.

TABLE No. XV.

RETURN OF CANDIDATES PASSED DURING THE YEAR

1862-63,

For Employment or Promotion in the Educational Department, North Western Provinces.

NAME OF PASSED CANDIDATES.	When and where Examined.	Where Educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	REMARKS.
1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.					
<i>Allypore,—Boothundshuhur.</i>					
Her Pershad, ...	Meerut, March 1863.	Meerut Normal School.	2nd Grade.	Hulkabundi Teacher.	
Heera Lall, ...	" "	" "	3rd "	" "	
Oosman Khan, ...	" "	" "	2nd "	" "	
Halam Singh, ...	" "	" "	1st "	" "	
Tej Pal, ...	" "	" "	2nd "	" "	
Bal Mukund, ...	" "	" "	" "	" "	
Vali Mahomed, ...	" "	" "	1st "	Tehsili "	
Mahomed Rux, ...	" "	" "	3rd "	Hulkabundi "	
Pirbhoo Lall, ...	" "	" "	" "	" "	
Tan Sookh, ...	" "	" "	" "	" "	
Narain Dass, ...	" "	" "	2nd "	" "	
<i>Meerut,—Mozuffernuggur.</i>					
Kalka Purshad, ...	Mozuffernuggur, December 1861.	Meerut Normal "	2nd "	Tehsili "	
Tafuzul Hosein, ...	" "	" "	3rd "	Hulkabundi "	
Mahomed Shufi, ...	" "	" "	" "	" "	
Dolud Sing, ...	" "	" "	" "	" "	
Inayut Hosein, ...	" "	" "	" "	" "	
Bahadur Hosein, ...	" "	" "	1st "	" "	
Doerga Dutt, ...	" "	" "	2nd "	" "	
Siraj-ul Hosein, ...	" "	" "	3rd "	" "	
Yaqub Alli, ...	" "	" "	2nd "	" "	
Mahomed Ishaq, ...	" "	" "	1st "	" "	
Shibba Singh, ...	" 12th May 1861.	Desi "	3rd "	" "	
Mahr Ilahi, ...	" 4th October 1861.	" "	2nd "	" "	
Nathu Singh, ...	Khuatowli, 10th "	" "	3rd "	Tehsili "	
Gholam Murtaza Khan, ...	Mozuffernuggur, 9th Novr. 1861.	Tehsili "	" "	" "	
Abdul Vajid, ...	Khatowli, 13th Dec. 1861.	" "	2nd "	Hulkabundi "	

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Abdul Huq,	...	Jelalabad, 19th December 1861.	Benares College.	2nd	..	Tehsili	..
Ahmud Khan,	...	"	Hulkabundi School.	3rd	..	Hulkabundi	..
Chiragh Ahmud,	...	Mozuffernuggur, 26th "	Tehsili "	2nd	..	"	..
Alli Bux,	...	Kabirana, 27th "	Hulkabundi "	3rd	..	"	..
Ameer Hosein,	...	Mozuffernuggur, 1st January 1863.	Desi "	"	..	"	..
Rulmut Alli,	...	"	Tehsili "	"	..	"	..
Mahomed Omer Khan,	...	Shamli, 28th December 1862.	Desi "	2nd	..	"	..
Chatar Sing,	...	Khatowli, 14th January 1862.	" "	3rd	..	"	..
Jafur Alli,	...	Mozuffernuggur, 15th February 1862.	" "	2nd	..	"	..
Mahomud Hosein Khan,	...	" 4th "	" "	"	..	"	..
Ahmud Alli,	...	Mohi-ood-deenpoor, 20th "	" "	3rd	..	"	..
Girdhari Lall,	...	Jansath, 3rd "	" "	"	..	"	..
Har Nund,	...	Mozuffernuggur, 28th "	Hulkabundi "	"	..	"	..
Sher Khan,	...	" "	Desi "	"	..	"	..
Hydar Hosein,	...	Mozuffernuggur, 8th March "	Tehsili "	1st	..	"	..
Fazl Huq,	...	" 29th "	" "	"	..	Tehsili	..
Niaz Uddin,	...	" "	" "	"	..	Hulkabundi	..
Amanut Khan,	...	" 12th April "	Hulkabundi "	3rd	..	"	..
Zindah Alli,	...	" "	" "	"	..	"	..
Jeshi Ram,	...	" "	" "	2nd	..	"	..
Akbur Alli,	...	" "	" "	"	..	"	..
Imdad Alli,	...	" "	" "	"	..	"	..
Hidayut Alli Khan,	...	" "	" "	"	..	"	..
Karrim-ood-deen,	...	" "	" "	3rd	..	"	..
Murli Dhur,	...	" "	" "	2nd	..	"	..
Abdulla Khan,	...	" "	" "	3rd	..	"	..
Bansi Lall,	...	" "	" "	2nd	..	"	..
Ashruf Alli,	...	" "	Desi "	3rd	..	"	..
Zahir Alli,	...	" "	" "	"	..	"	..
Rahim-ood-deen,	...	" "	" "	"	..	"	..
Tafuzul Hosein,	...	" "	Tehsili "	2nd	..	"	..
Lalji,	...	" "	" "	"	..	"	..
Israr Ahmud,	...	" "	" "	"	..	"	..
Fyz-oollah,	...	" "	" "	3rd	..	"	..
Ala Bux,	...	" "	Desi "	"	..	"	..
<i>Saharunpore, Dehra Dhoon, Bareilly,</i>							
<i>Bijnour, and Budaon.</i>							
Zamir-ood-deen,	...	Meerut, June 1862.	Meerut Normal "	2nd	..	Hulkabundi	..
Doongar Mul,	...	"	" "	3rd	..	"	..
Radha Kishun,	...	"	" "	"	..	"	..
Latafat Alli,	...	"	" "	2nd	..	"	..
Talib Alli,	...	"	" "	"	..	"	..
Ashrafi Lall,	...	"	" "	"	..	"	..
Kalyan Rae,	...	"	" "	"	..	"	..
Ameer Ahmud,	...	"	" "	"	..	"	..
Khosal Sing,	...	"	" "	3rd	..	"	..

APPENDIX H.

TABLE No. XV.—(Continued.)

RETURN OF CANDIDATES PASSED DURING THE YEAR

1862-63,

For Employment or Promotion in the Educational Department, North Western Provinces.—(Continued.)

NAME OF PASSED CANDIDATES.	When and where Examined.	Where Educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	REMARKS.
1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.—(Continued.)					
Azim Ali Khan, ...	Meerut, June 1862.	Meerut Normal School.	1st Grade.	Hulkabundi Teacher.	
Baqā Ullā, ...	" "	" "	2nd "	" "	
Khyrati Lall, ...	" "	" "	1st "	Tehsili "	
Chunni Lall, ...	" "	" "	" "	" "	
Gholam Mahomed, ...	" "	" "	" "	" "	
2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.					
<i>Etah.</i>	Etah, 4th June 1862.	Tehsili School.	1st Grade.	Hulkabundi "	
Teeka Ram, ...	" 5th "	Tehsili and Normal "	" "	" "	
Ram Deen, ...	" 12th "	Tehsili "	" "	" "	
Bhim Raj, ...	" 16th "	" "	" "	Tehsili "	
Sham Sundur Lall, ...	" "	" "	" "	Offg. Asstt. Tehsili "	
Shurf-ood-deen, ...	" 1st August 1862.	" "	" "	Hulkabundi "	
Narain Lall, ...	" 21st July 1862.	Hulkabundi "	" "	" "	
Jawahur Singh, ...	" 4th August 1862.	Female "	" "	" "	
Narain, ...	" "	Tehsili "	" "	" "	
Mahomed Noor Khan, ...	" "	Hulkabundi "	" "	" "	
Ajoodhya Pershad, ...	" "	Tehsili "	" "	" "	
Teeka Ram, ...	" "	" "	" "	" "	
Shib Deen, ...	" "	Normal "	" "	" "	
Narain Dass, ...	" 5th August 1862.	Tehsili "	" "	" "	
Shew Pershad, ...	" 8th "	Normal "	" "	" "	
Eshree Pershad, ...	" 14th "	Hulkabundi "	" "	" "	
Behari Lall, ...	" 4th September 1862.	" "	" "	" "	
Naik Ram, ...	" 4th "	Tehsili "	" "	" "	
Guneshee Lall, ...	" "	" "	" "	" "	
Zameer-oolā, ...	" 6th "	" "	" "	" "	
Ram Kishen, ...	" 29th "	" "	" "	" "	
Rugho Annund, ...	" 7th October 1862.	" "	" "	" "	
Shew Pershad, ...	" 27th "	Hulkabundi "	" "	" "	
Mohun Lali, ...	" "	" "	" "	" "	



APPENDIX H.

TABLE No. XV.—(Continued.)

RETURN OF CANDIDATES PASSED DURING THE YEAR

1862-63,

For Employment or Promotion in the Educational Department, North Western Provinces.

NAME OF PASSED CANDIDATES.	When and where Examined.	Where Educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	REMARKS.
2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.—(Contd.)					
Suromun Lall, ...	Kannouj, 26th September 1862.	Tehsili School.	1st Grade.	Hulkabundi Teacher.	
Nirput Ram, ...	" 10th "	" "	" "	" "	
Nain Sookh, ...	" 16th "	Desi "	" "	" "	
Sookh Lall, ...	" 15th "	" "	" "	" "	
Girdharee Lall, ...	" 13th "	" "	" "	" "	
Mohun Lall, ...	" 12th "	Tehsili "	" "	" "	
Sahib Ram, ...	" 27th "	" "	" "	" "	
Jowala Pershad, ...	" 8th "	" "	" "	" "	
Tujummo. I Hossein, ...	" 10th "	" "	" "	" "	
Lalta Pershad, ...	" 6th "	Desi "	" "	" "	
Do., (2nd), ...	" 17th "	Missionary and Tehsili,	" "	" "	
Ubdool Majeed, ...	" 3rd "	Tehsili "	" "	" "	
Mooneer Alli, ...	" 1st "	Hulkabundi "	" "	" "	
Munnoo Lall, ...	" 8th October 1862.	Tehsili "	" "	" "	
Koondun Lall, ...	" 30th "	" "	" "	" "	
Usud Alli, ...	" 3rd November 1862.	Hulkabundi "	" "	" "	
Ubdool Kureem Khan, ...	" 15th October 1862.	Tehsili "	" "	" "	
Amanut Alli, ...	" 11th "	Desi "	" "	" "	
Daraz Alli, ...	" 10th "	Tehsili "	" "	" "	
Yaqoob Alli, ...	" 21st November 1862.	" "	" "	" "	
Ahmud Meer Khan, ...	" "	Desi "	" "	Sub-Deputy Inspector.	
Boodh Sein, ...	" "	" "	" "	Hulkabundi Teacher.	
Ajoodhya Pershad, ...	" "	" "	" "	" "	
Shunkur Lall, ...	" 23rd "	Mission Tehsili "	" "	" "	
Mohun Lall, ...	" "	Tehsili "	" "	" "	
Koowur Sein, ...	" 1st December 1862.	Tehsili and Desi "	" "	Assistant Tehsili "	
Ram Lall, ...	" 29th March 1863.	Tehsili "	" "	Hulkabundi "	
Furzund Alli, ...	" 4th April 1863.	Hulkabundi and Desi "	" "	" "	
<i>Humeerpore.</i>					
Babur Alli, ...	Humeerpore, 5th July 1862.	Tehsili and Desi Muktub.	"	Sub-Deputy Inspector.	

Bhoroun Annund,	...	" 3rd November 1862.	Tehsili and Normal School.	"	Sub-Deputy Inspector.	
Purma Nund,	...	" 25th October 1862.	"	"	Hulkabundi Teacher.	
Baja Lall,	...	" "	Hulkabuudi and Tehsili "	"	"	
Shew Pershad,	...	" 26th "	Desi and Tehsili "	"	"	
Sheikh Ghazee,	...	" 9th February 1863.	Tehsili "	"	Assistant Tehsili "	
Dabee Deen,	...	" 8th "	" "	"	Hulkabundi "	
Doorga Dutt,	...	" 15th April 1863.	" "	"	"	
Mata Deen,	...	" 10th May 1862.	Desi "	"	"	
Shib Deen,	...	" November 1862.	" "	"	"	
Hur Pershad,	...	" 25th September 1862.	" "	"	"	
<i>Jhansie.</i>						
Mool Chund,	...	} In the year 1862-63.	Normal School.	"	Tehsili "	
Ghasee Ram,	...		"	"	Hulkabundi "	
Aununt Singh,	...		"	"	"	"
Nund Kishore,	...		"	"	"	"
<i>Lullutpore.</i>						
Beharee Lall,	...	Lullutpore, June 1862.	Tehsili School.	"	Officiating Tehsili "	
Seeta Ram,	...	" November "	College, Agra.	"	Officiating English "	
Chuj Mull,	...	" "	Missionary School.	"	Mohurrir.	
Azeez-oolla,	...	" September "	Normal	"	Tehsili Teacher.	
Shew Pershad,	...		Desi	"	Desi "	
<i>Mynpoorie.</i>						
Naik Ram,	...	Mynpoorie, 8th May 1862.	Desi School.	"	Hulkabundi Teacher.	
Kisheu Lall,	...	" 19th "	Tehsili "	"	"	
Ram Kishen,	...	" 6th June 1862.	Normal "	"	"	
Muddun Mohun,	...	" 2nd "	Hulkabuudi "	"	"	
Ubdool Hossein,	...	" 15th September 1862.	Tehsili "	"	"	
Chotay Lall,	...	" 16th "	Desi "	"	"	
Kewull Kishore,	...	" 2nd "	Hulkabundi "	"	"	
Nunnoo Khan,	...	" 16th "	Tehsili "	"	Officiating Mohurrir.	
Kanoujee Lall,	...	" 14th "	Hulkabundi "	"	Hulkabundi Teacher.	
Hurbuns,	...	" 6th February 1863.	Tehsili "	"	"	
Doorga Pershad,	...	" 18th "	Hulkabundi "	"	"	
Nujuf Alli,	...	" 1st May 1862.	Desi "	"	"	
Judhou Roy,	...	" 9th "	Tehsili "	"	"	
Muttra Pershad,	...	" 12th "	Hulkabundi "	"	"	
Baijoo,	...	" 1st "	Tehsili "	"	"	
Moonna Lall,	...	" 4th June 1862.	Normal "	"	"	
Salig Ram,	...	" 6th "	Tehsili "	"	"	
Ram Dyal,	...	" 14th "	" "	"	"	
Buddree Lall,	...	" 6th "	" "	"	"	
Do. (2nd),	...	" 1st August 1862.	" "	"	"	
Pectumber Lall,	...	" 8th "	Hulkabuudi "	"	"	

APPENDIX H.

TABLE No. XV.—(Continued.)

RETURN OF CANDIDATES PASSED DURING THE YEAR

1862-63.

For Employment or Promotion in the Educational Department, North Western Provinces.

NAME OF PASSED CANDIDATES.	When and where Examined.	Where Educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	REMARKS.	
2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES,—(Concluded.)						
Ghoolam Alli, ...	Mynpoorie, 11th August 1862.	Desi School.	1st Grade.	Assistant Tehsili Teacher. Hulkabundi "	( 240 )	
Narain Dass, ...	" 5th September 1862.	Tehsili "	"	" "		
Hur Pershad, ...	" 22nd "	Desi "	"	" "		
Peetun Lall, ...	" 29th "	Normal "	"	" "		
Poorun Mul, ...	" 17th October 1862.	Hulkabundi "	"	" "		
Chuddumree Lall, ...	" 18. h "	" "	"	" "		
Goray Lall, ...	" 10th November 1862.	Tehsili "	"	" "		
Lukhput Roy, ...	" 13th January 1863.	Hulkabundi "	"	" "		
Dess Raj, ...	" 19th "	Desi "	"	" "		
Laljee Mull, ...	" 23rd "	Normal "	"	" "		
Ushruf Hossein, ...	" 6th February 1863.	Desi "	"	Assistant Hulkabundi "		
Chuddumree Lall, ...	" 2nd "	Hulkabundi "	"	" "		
3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.						
<i>Allahabad, Azimgurh, Banda, and Benares.</i>	{ Deputy Inspector's Office at Benares, April 1863. }					
Bisseshur Dyal, ...	"	Hulkabundi School.	1st Grade.	Assistant Hulkabundi Teacher.		
Bhuput Lall, ...	"	"	"	"		
Indrajeet Lall, ...	"	"	"	"		
Sewnundun Lall, ...	"	"	"	"		
Bibaki Lall, ...	"	"	"	"		
Daya Kishen, ...	"	"	"	"		
Bunwaree Lall, ...	"	Popular School.	"	Putwaree.		
Shewdayal, ...	"	"	"	"		
Shew Dayal, ...	"	"	"	"		
Siva Prasad, (1st) ...	"	"	"	"		
Kali Churn, ...	"	"	"	"		
Siva Prasad, (2nd) ...	"	"	"	"		
Ram Narayan, ...	"	"	"	"		
Sunkutta Prasad, ...	"	"	"	"		
Hurruk Chund, ...	"	"	"	"		



APPENDIX H.

TABLE No. XV.—(Continued.)

RETURN OF CANDIDATES PASSED DURING THE YEAR,

1862-63,

For Employment or Promotion in the Educational Department, North Western Provinces.—(Continued.)

NAME OF PASSED CANDIDATES.	When and where Examined.	Where Educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	REMARKS.
3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.—(Continued.)					
Mahabir Prasad, ...	Deputy Inspector's Office at Benares, April 1863.	Benares Government Normal School.	1st Hulkabundi.	Hulkabundi.	
Jagat Narain, ...	"	"	"	"	
Dost Mohammed, ...	"	"	"	"	
Tawungar Hossein, ...	"	"	"	"	
Nad Ali, ...	"	"	"	"	
Mohammed Hadi, ...	"	"	"	"	
Bessumbhur Nath, ...	"	"	"	"	
Durga Prasad, ...	"	"	"	"	
Gaya Sing, ...	"	"	"	"	
Ram Narain Lall, ...	"	"	"	"	
Nund Kissore Tiwari, ...	"	"	"	"	
Joy Lall Missir, ...	"	"	"	"	
Debi Deen, ...	"	"	"	"	
Ali Buksh, ...	"	"	"	"	
Gnnga Deen, ...	"	"	"	"	
Shewa Sing, ...	"	"	"	"	
Shukhput Dayal, ...	"	"	"	"	
Bhairo Prasad, ...	"	"	"	"	
Radhe Lall, ...	"	"	"	"	
Jyshree Singh, ...	"	"	2nd Hulkabundi.	"	
Dwarka Prasad, ...	"	"	"	"	
Salig Ram, ...	"	"	"	"	
Bhowani Buksh, ...	"	"	"	"	
Rughu Nath, ...	"	"	"	"	
Ram Suroop, ...	"	"	"	"	
Rambaharee Lall, ...	"	"	"	"	
Ramphul, ...	"	"	"	"	
Permeshur Lall, ...	"	"	"	"	
Chaudi Prasad, ...	"	"	"	"	
Ram Gholam, ...	"	"	"	"	
Sarabjit Lall, ...	"	"	"	"	





APPENDIX H.

TABLE No. XV.—(Continued.)

RETURN OF CANDIDATES PASSED DURING THE YEAR

1862-63,

For Employment or Promotion in the Educational Department, North Western Provinces.—(Continued.)

NAME OF PASSED CANDIDATES.	When and where Examined.	Where Educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	REMARKS.
3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.—(Continued.)					
Mohorram Buksh,	Deputy Inspector's Office at Benares, April 1863.	Benares Government Normal School.	2nd Hulkabundi.	Hulkabundi.	
Gokul Prasad,	"	"	"	"	
Bhow Lall,	"	"	"	"	
Durga Prasad,	"	"	"	"	
Kali Prasad,	"	"	"	"	
Beseshur Missir,	"	"	"	"	
Ram Chunder Tewari,	"	"	"	"	
Padarath Lall,	"	"	"	"	
<i>Futtehpore.</i>					
Lall Bahadoor,	Futtehpore.	Futtehpore Mission School,	"	Tehsili School Teachership.	
Salamut Ali,	"	At his own house.	"	"	
Gholam Mustafa,	"	"	"	"	
Heera Prasad,	"	Benares Normal School.	"	"	
Salceem Oollah,	"	At Mirzapore.	"	"	
Deo Dutt,	"	Benares Normal School.	"	"	
Bunsi Deen,	"	Jellalabad Tehsili "	"	"	
Gunga Prasad,	"	"	"	"	
Laloo Ram,	"	Benares Jyc Narain's College.	"	"	
Hussun Raza,	"	Meera Sarai Tehsili School.	"	Hulkabundi School Teachership.	
Hur Churn Lall,	"	"	"	"	
Mahgoo Lall,	"	At his own house.	"	"	
Moona Lall,	"	Hathgaon Tehsili School.	"	"	
Ralgobind,	"	At his own house.	"	"	
Tahawur Ali,	"	"	"	"	
Mahasuree Prasad,	"	Benares Normal School.	"	"	
Raghunath Prasad,	"	Khujwa Tehsili School.	"	"	
Ramgholam,	"	At his own house.	"	"	
Kalee Churn,	"	"	"	"	
Kamla Prasad,	"	Benares Normal School.	"	"	
Buldeo Prasad,	"	Futtehpore Mission "	"	"	

Sagur Lall,	...	"	Hussengunge Tehsili	"	"	Tehsili School Teachership.
Mata Deen,	...	"	Ghazeeepore Hulkabundi	"	"	"
Sew Dyal,	...	"	"	"	"	"
Oulad Hussein,	...	"	Shahpore	"	"	"
Ram Buksh,	...	"	" Tehsili "	"	"	"
<i>Ghazeeepore.</i>						
Seeta Ram,	...	Ghazeeepore.	Sydpore Tehsili School.	"	"	Hulkabundi School Teachership.
Gunput Lall,	...	"	Reotepore, "	"	"	"
Prayag Dutt,	...	"	"	"	"	"
Nund Lall,	...	"	"	"	"	"
Run Baj,	...	"	Sydpore	"	"	"
Buksha Durzee,	...	Nuree School.	Surhee	"	"	"
Goga Beer,	...	"	"	"	"	"
Gunesh Prasad,	...	"	"	"	"	"
Ram Surroop,	...	"	Benares Normal	"	"	"
Jankee Prasad,	...	"	"	"	"	"
Kouleshur Lall,	...	"	"	"	"	"
Bhikharee Pundit,	...	"	"	"	"	"
Ram Gholam Singh,	...	"	Huldee	"	"	"
Ram Gholam Dass,	...	"	"	"	"	"
Hur Sahai Lall,	...	"	Sreenugur	"	"	"
Bhoop Kurun Lall,	...	Ghazeeepore.	Huldee	"	"	"
Sungram Lall,	...	Huldee School.	Rusra	"	"	"
Pulukdharee Lall,	...	Rusra "	Benares Normal	"	"	"
Hurmohun Lall,	...	Ghazeeepore.	Mohammedabad	"	"	"
Jhubhoo Lall,	...	Mohammedabad.	"	"	"	"
Sohatoo Lall,	...	"	"	"	"	"
Ramdhun Pundit,	...	Reotipore.	Reotipore	"	"	"
Hurehurn Pundit,	...	Ghazeeepore.	Benares Normal	"	"	"
Juddoo Lall,	...	Mohammedabad.	Mohammedabad Tehsili	"	"	"
Budhas Ram,	...	"	Seoraj Hulkabundi	"	"	"
Purmeshur Dyal,	...	Ghazeeepore.	Kasimabad	"	"	"
Sewruttun,	...	"	Benares Normal	"	"	"
Dwarka Prasad,	...	"	Kasimabad	"	"	"
Oodut Prasad,	...	"	Tajpore Hulkabundi	"	"	"
Kouleshur Chowbe,	...	"	Jounpore	"	"	"
Kheva,	...	"	Benares Normal	"	"	"
<i>Goruckpore.</i>						
Debi Buksh,	...	1st May 1862.	Bhuroolee Hulkabundi School.	B.	"	Teachership.
Mohkum Buksh,	...	1st "	"	"	"	"
Sew Nath Panday.	...	9th "	"	"	"	"
Mahabir Prasad.	...	July	"	"	"	"
Ram Churn Lall,	...	"	"	"	"	"
Buchchoo Lall,	...	August.	Bustee Tehsili	"	"	"

APPENDIX H.

TABLE No. XV.—(Continued.)

RETURN OF CANDIDATES PASSED DURING THE YEAR

1862-63.

For Employment or Promotion in the Educational Department, North Western Provinces.

NAME OF PASSED CANDIDATES.	When and where Examined.	Where Educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	REMARKS.
3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES—(Continued.)					
Mata Prasad, ...	October 1862.	Bustee Tehsili School.	2nd Hulkabundi.	Hulkabundi School Teachership.	
Gheerao Lall, ...	May 1862.	Bhurolee Hulkabundi ,,	"	"	
Gopal Panday, ...	July 1862.	"	"	"	
Hunwunt Lall, ...	"	"	"	"	
Surjoo Prasad, ...	"	"	"	Teachership.	
Debi Prasad, ...	"	"	"	"	
Hurgobind, ...	"	"	"	"	
Ram Nath, ...	"	"	"	"	
Triloke Dutt, ...	"	"	"	"	
Jokhun, ...	"	"	"	"	
Qurban Ali, ...	"	"	"	"	
Aman-oodeen, ...	"	"	"	"	
Anunda Dutt, ...	} August 1862.	Hulkabundi Schools.	"	"	
Girdhareo Lall, ...		"	"	"	
Tahour Asruf, ...	September 1862.	"	"	"	
Jugurnath Panday, ...	"	"	"	"	
Parma Panday, ...	"	"	"	"	
Mewa Lall, ...	"	"	"	"	
Ram Lochun, ...	"	"	"	"	
Hur Dutt, ...	"	"	"	"	
Ram Sahoy, ...	"	"	"	"	
Gya Prasad, ...	October 1862.	"	"	"	
Sukhawut Ali, ...	"	"	"	"	
Jasoda Prasad, ...	"	"	"	"	
Ram Singh, ...	"	"	"	"	
Sheo Ghoolam, ...	"	"	"	"	
Nyn Sookh, ...	"	"	"	"	
Bulwunt Sookul, ...	"	"	"	"	
Radha Kant, ...	"	"	"	"	
Ram Deen, ...	"	"	"	"	
Orec Ram, ...	"	"	"	"	
Ram Narain, ...	"	"	"	"	

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Golam Hossein,	...	November 1862.	Popular Schools.	..	..
Jayantee Prasad,	...	"	"	"	"
Debi Palut,	...	"	"	"	"
Ram Khelawun,	...	"	"	"	"
Abdoollah,	...	"	"	"	"
Ram Pragas,	...	"	"	"	"
Debee Dayal,	...	"	"	"	"
Sree Nath,	...	"	"	"	"
Ram Surroop,	...	"	"	"	"
Gokool,	...	"	"	"	"
Purmanund.	...	"	"	"	"
Ram Lall,	...	"	"	"	"
Bakur Ali,	...	"	"	"	"
Bissun Dayal,	...	"	"	"	"
Sooruj Bullee,	...	"	"	"	"
Ramdeen Teware,	...	"	"	"	"
Shew Churn Sing,	...	"	"	"	"
Rasik Lall,	...	"	"	"	"
Muthra Prasad,	...	"	"	"	"
Burnth Tewaree,	...	"	"	"	"
Ram Deen Lall,	...	"	"	"	"
Mun Mohun,	...	"	"	"	"
Akbar Khan,	...	"	"	"	"
Mahommed Ali,	...	"	"	"	"
Khan Mohammed,	...	"	"	"	"
Ramtuhul Lall,	...	"	"	"	"
Rambrun Lall,	...	December 1862.	Hulkabundi Schools.	"	"
Prag Dutt,	...	"	"	"	"
Ramgholam Panday,	...	"	"	"	"
Seeta Ram,	...	"	"	"	"
Motee Ram,	...	"	"	"	"
Shadeo Singh,	...	"	"	"	"
Soodama Lall,	...	"	"	"	"
Mahadeo Lall,	...	"	"	"	"
Jankee Prasad,	...	"	"	"	"
Futtehyab Khan,	...	"	"	"	"
Nugeshur Prasad,	...	"	"	"	"
Mahommed Asruf,	...	"	"	"	"
Nubbee Khan,	...	"	"	"	"
Indraduban Singh,	...	"	"	"	"
Sewgolam Lall,	...	"	"	"	"
Za Allah,	...	"	"	"	"
Muthra Prasad,	...	"	"	"	"
Missree Lall,	...	"	"	"	"
Rampadaruth Lall,	...	"	"	"	"
Matta Deen,	...	"	"	"	"
Sirnam Chowdry,	...	"	"	"	"
Gokool,	...	"	"	"	"

APPENDIX H.

TABLE No. XV.—(Continued.)

RETURN OF CANDIDATES PASSED DURING THE YEAR

1862-63.

For Employment or Promotion in the Educational Department, North Western Provinces.

NAME OF PASSED CANDIDATES.	When and where Examined.	Where Educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	REMARKS.
Sirnam Missir, ...	December 1862.	Popular School.	2nd Hulkabundi.	Teachership.	
Hurdwar, ...	"	"	"	"	
Ram Lall, ...	"	"	"	"	
Rughubur Lall, ...	"	"	"	"	
Pursun Lall, ...	"	"	"	"	
Ram Prasad, ...	"	"	"	"	
Ram Nath, ...	"	"	"	"	
Bhyro Dutt, ...	"	"	"	"	
Mahabir Prasad, ...	"	"	"	"	
Beharee Pundit, ...	"	"	"	"	
Karta Ram, ...	"	"	"	"	
Ram Churn Lall, ...	"	"	"	"	
Ramsurun Lall, ...	"	"	"	"	
Hurbhunjun Lall, ...	"	"	"	"	
Sewshunkur Sing, ...	"	"	"	"	
Gya Prasad, ...	"	"	"	"	
Ram Sing, ...	"	"	"	"	
Hurbhunjun Lall, ...	"	"	"	"	
Ruhman, ...	"	"	"	"	
Bhowun, ...	"	"	"	"	
Bhageeruth Tewaree, ...	"	"	"	"	
Deokee Lall, ...	"	"	"	"	
Palukhdharee Lall, ...	"	Hulkabundi School.	"	"	
Ram Kissoon Lall, ...	"	"	"	"	
Pryag Lall, ...	"	"	"	"	
Hurnan Lall, ...	"	"	"	"	
Ram Bilas, ...	"	"	"	"	
Rambhuj Lall, ...	"	"	"	"	
Gaya Lall, ...	"	"	"	"	
Ramanooogra Lall, ...	"	"	"	"	
Bhyroo Prasad, ...	"	"	"	"	

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Jadwunt Lall, ...	"	Hulkabundi School.	"	"
Brijlall Dutt, ...	"	"	"	"
Kalka Tewaree, ...	"	"	"	"
Pundit Ishree Prasad, ...	"	"	"	"
Sewnundun Missir, ...	"	"	"	"
Lall Bahadoor, ...	"	"	"	"
Huzaree Panday, ...	"	"	"	"
<i>Agra College.</i>				
Kurmooddeen, ...	Agra Government College, 1862.	Agra Government College.	"	Sub-Overscor.
Anundi Lall, ...	"	"	"	Teacher.
Sookh Deo, ...	"	"	"	Writer.
Brijbasi Lall, ...	"	"	"	Mohurrir and Teacher.
Anund Surroop, ...	"	"	"	Teacher.
Haim Raj, ...	"	"	"	Writer.
Hur Narain, ...	"	"	"	"
Jhundoo Lall, ...	"	"	"	Teacher.
Oomrao Singh, ...	"	"	"	"
Thakur Rughbeer Singh, ...	"	"	"	Gone to his Raj of Myhere.
<i>Bareilly College.</i>				
Ram Narain, ...	"	Bareilly College.	"	Additional Teacher.
Jeesookh Roy, ...	"	"	"	6th Master.
<i>Benares College.</i>				
Bansi Lall, ...	Benares Government College, 1862.	Benares College.	"	English Teacher.
Jageswar Prasad, ...	"	"	"	"
Ramachurn Lall, ...	"	"	"	"
Pramada Dass Mittra, ...	"	"	"	English Sanskrit Teacher.
Mir Nazeer Ali, ...	"	"	"	English Teacher.
<i>Thomason College Roorkee, Senior Department.</i>				
Lieutenant W. H. Wilkins, B. A., ...	Roorkee, August 1862.	Thomason College.	1st Class.	Proby. Assistant Engineer.
<i>First Department (English Class.)</i>				
Mr. F. Kalherer, ...	Roorkee, December 1862.	Thomason College.	1st Class.	Proby. Assistant Engineer.
Mr. L. H. C. Armstrong, ...	"	"	"	"
Mr. J. F. Tope, ...	"	"	"	"
Mr. W. Thatcher, ...	"	"	"	"

APPENDIX H.

TABLE No. XV.—(Continued.)

RETURN OF CANDIDATES PASSED DURING THE YEAR

1862-63.

For Employment or Promotion in the Educational Department, North Western Provinces.

NAME OF PASSED CANDIDATES.	When and where examined.	Where educated.	Grade of certificate gained.	Grade of appointment to which entitled in consequence.	REMARKS.
<i>First Department (Native Class.)</i>					
Issar Chunder Sircar, ...	September 1862.	Thomason College.	1st Class.	Proby. Assistant Engineer.	
Beharee Lall, ...	"	"	"	"	
<i>Second Department (Military.)</i>					
Corporal J. Culbert, ...	August 1862.	Thomason College.	1st Class.	Proby. Assistant Overseer.	
" A. Lawson, ...	"	"	"	"	
" J. Mills, ...	"	"	"	"	
" L. G. Hill, ...	"	"	"	"	
" W. Street, ...	"	"	"	"	
Gunner H. Wray, ...	"	"	"	"	
Private T. Jennings, ...	"	"	"	"	
Sergeant A. Forsyth, ...	"	"	"	"	
Corporal J. Bartram, ...	"	"	"	"	
Private J. Wilson, ...	"	"	"	"	
Corporal R. Jones, ...	"	"	"	"	
Private J. Paul, ...	"	"	"	"	
Corporal R. Walkinshan, ...	"	"	"	"	
Private J. Coldbeck, ...	"	"	"	"	
Sergeant S. G. Walshe, ...	Roorkee, September 1862.	"	"	"	
Gunner W. Robinson, ...	"	"	"	"	
Private J. McCauley, ...	"	"	"	"	
Sergeant F. Ryan, ...	"	"	"	"	
" J. Dwyer, ...	"	"	"	"	
<i>Second Department (Native.)</i>					
Tej Rae, ...	September 1862.	Thomason College.	1st Class.	Proby. Assistant Overseer.	

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<i>Third Department (Vernacular.)</i>				
Jumna Pershad, ...	August 1862.	Thonason College,	1st Class.	Sub-Overseer and Sub-Surveyor.
Kiddar Nath, ...	"	"	"	"
Bhugwan Sahae, ...	"	"	"	"
Mahomed Zakeria, ...	"	"	"	"
Khadum Ali, ...	"	"	"	"
Alla-ooddeen, ...	"	"	"	"
Ahmud Hussun, ...	"	"	"	"
Koondun Lall, ...	"	"	"	"
Nuzeer Ali, ...	"	"	"	"
Moorlee Dhur, ...	"	"	"	"
Ahmud Hussun, ...	"	"	"	"
Ali Mahomed, ...	"	"	"	"
Bhugwan Dass, ...	"	"	"	"
Enayut Oollah, ...	"	"	"	"
Sahib Sing, ...	November 1862.	"	"	"
Chunchul Rae, ...	"	"	"	"
Mahomed Hussun, ...	"	"	"	"
Manuck Chand, ...	December 1862.	"	"	"
Shib Lall, ...	November 1862.	"	"	"
<i>St. Peter's College, Agra.</i>				
Lewis Harrington, ...	Agra.	St. Peter's College.	"	Professor, Victoria College.
Michael Hore, ...	Allahabad.	"	"	Assistant Superintendent, East Indian Railway, W. Press.
Henry Sullivan, ...	Agra.	"	"	Assistant Teacher, St. Peter's College.
Thomas Myers, ...	Agra.	"	"	"
Thomas McMahon, ...	Singapore.	"	"	Professor, Academy of the Sacred Heart.
Phillip McEneny, ...	Rangoon.	"	"	Assistant Teacher, St. Patrick's School.

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,  
NORTH WESTERN PROVINCES,  
*Bareilly, the 15th August 1863.*

}

M. KEMPSON,  
Director of Public Instruction,  
North Western Provinces.

*RETURN of Private Donations and Endowments from which aid was received by the Department during the year.*

Name of Donor.	Description of Donation.	Annual Value.	For what period to continue.	
<b>1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.</b>				
<i>Allygurh.</i>		Rs. As. P.		
250 Numberdars or Malguzars of Hathras,...	1 Per Cent.	2,305 14 10	} To the expiration of present settlement.	
104 " " of Iglas, ...	ditto.	1,138 5 1		
1 Zemindar of Khyr, ...	ditto.	13 14 11		
Total, ...		3,458 2 10		
<i>Boolundshuhur.</i>				
Kour Khusial Sing, Talookdar, ...	1 Per Cent.	883 8 2	} To be continuous.	
Mr. J. Skinner, do. of Belaspore, ...	ditto.	635 15 7		
Talooka Jahangerabad, ...	ditto.	553 4 7		
Ranee Kataysne, Talookdar of Anupshuhur, ...	ditto.	468 10 3		
Ranee Chand Kour, do. of Khurja, ...	ditto.	236 4 6		
Faiz Ali Khan, ...	ditto.	227 7 6		
Nowab Mohamood Ali Khan, ...	ditto.	199 15 7		
Mohamed Zarar Ali Khan, ...	ditto.	163 4 9		
Mohamed Faiz Ahmed Khan, ...	ditto.	138 6 0		
Mohamed Vuzeer Ali Khan, ...	ditto.	136 2 0		
Mussamut Latifunissa, of Pindrawal, ...	ditto.	113 11 1		
1,970 Numberdars or Malguzars, ...	ditto.	8,408 3 1		
Total, ...		12,164 13 1		
<i>Meerut.</i>				
Gunga Sahai and Moti Ram, Brahmins, ...	1 Per Cent.	124 7 8		} To be continuous.
Inder Sing and Kishan Sahai, Mahajans, ...	ditto.	102 5 11		
1,106 Donors, ...	ditto.	3,015 14 3		
22 ditto of Sirdhana, ...	ditto.	345 0 0		
417 do. do., ...	ditto.	2,438 6 6		
906 do. of Buroth, ...	ditto.	4,264 13 8		
862 do. of Moradnugur, ...	ditto.	1,998 4 3		
302 do. of Hapore, ...	ditto.	1,927 15 3		
302 do. of Muana, ...	ditto.	1,571 12 2		
312 do. of Shaderah, ...	½ Per Cent.	444 14 7		
Total, ...		16,233 14 3		
<i>Mozuffurnuggur.</i>				
Nowab Ahmed Ali Khan of Kurnal, ...	In Cash.	212 3 3	} To the expiration of present settlement.	
Hussen Ali Khan of Jansath, ...	ditto.	267 9 3		
831 Numberdars of Huzoor Tehsil Mozuffurnuggur, ...	ditto.	2,150 0 6		
299 do., of Tehsil Jansath, ...	ditto.	1,474 14 6		
1,182 do., of Tehsil Shamli, ...	ditto.	3,271 0 1		
513 do., of Tehsil Burhana, ...	ditto.	2,762 0 1		
40 Residents of Mozuffurnuggur, ...	ditto.	490 14 6		
Total, ...		10,628 10 2	} For three years certain.	
<i>Seharunpore.</i>				
Talookdar of Tehsil Seharunpore, ...	1 Per Cent.	2,694 9 0	} To the expiration of present settlement.	
Do. of Tehsil Roorkee, ...	ditto.	2,679 2 0		
Do. of Tehsil Deobund, ...	ditto.	3,155 2 9		
Do. of Tehsil Nukur, ...	ditto.	2,583 7 6		
Total, ...		11,112 5 3		
<i>Dehra Doon.</i>				
19 Residents of Dehra Doon, ...	In Cash.	486 0 0	} For one year certain.	
Total, ...		486 0 0		
<i>Bareilly, Bijour and Budaom.</i>				
Shaikh Sharfuddeen, ...	1 Per Cent.	102 11 5	} To the expiration of present settlement.	
351 Numberdars of Badaon, ...	ditto.	2,001 9 6		
499 do. of Datagunge, ...	ditto.	1,840 2 8		
269 do. of Gunour, ...	ditto.	1,607 10 8		
448 do. of Saheswan, ...	ditto.	1,857 2 3		
353 do. of Bissowli, ...	ditto.	2,059 5 4		
Rai Purdman Kishan, ...	ditto.	104 11 6		
Total, ...		9,573 5 4		

## TABLE No. XVI. (Contd.) APPENDIX H.

1862-63.

RETURN of Private Donations and Endowments from which aid was received by the Department during the year.—(Continued.)

Name of Donor.	Description of Donation.	Annual Value.	For what period to continue.
<b>1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.—</b>			
<i>(Concluded.)</i>			
<i>Moradabad.</i>			
		Rs. As. P.	
Rai Purdman Kishan, Ilakadar, Bilari, ...	1 Per Cent.	157 2 9	} To the expiration of present settlement.
486 Malguzars of Bilari, ...	ditto.	2,219 12 6	
301 do. of Moradabad, ...	ditto.	2,003 13 3	
do. of Kashipore, ...	ditto.	85 10 6	
do. of Sumbhul, ...	ditto.	2,583 13 10	
do. of Amroha, ...	ditto.	23 7 4	
do. of Hussenpore, ...	ditto.	1,780 12 3	
Total, ...		8,859 8 5	
<i>Shahjehanpore.</i>			
		Rs. As. P.	
775 Zemindars of Shahjehanpore, ...	1-1 Per Cent.	2,788 8 0	
1,725 do. of Jelalabad, ...	ditto.	1,693 13 6	
939 do. of Tilhur, ...	ditto.	2,747 4 6	
287 do. of Powayan, ...	ditto.	3,410 2 9	
144 do. of Khotar, ...	ditto.	499 11 0	
Total, ...		11,139 7 9	
<b>2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.</b>			
<i>Agra.</i>			
		Rs. As. P.	
Rao Jotee Pershad, Huzoor Tehsil, ...	Cash.	348 4 7	Uncertain.
Baboo Umur Nath, Eradutnugger, ...	ditto.	155 11 9	ditto.
Seth Govind Pershad and Luchman Dass, of Futtehabad, ...	ditto.	137 6 0	ditto.
Doorjun Lall, Numberdar, Etmadpore, ...	ditto.	146 0 1	ditto.
Thukrance Mahtab Koer, Ferozabad, ...	ditto.	472 0 4	ditto.
Nuvul Sing, Talookadar do., village Aunundeepore, ...	ditto.	174 0 8	ditto.
Raja Mahinder Singh, Bahpinahut, ...	ditto.	304 4 3	ditto.
Rao Jotee Pershad, do., ...	ditto.	105 0 0	ditto.
Ditto Futtehpore Scerie, ...	ditto.	149 15 3	ditto.
Hurdeo Bux, do., ...	ditto.	101 13 0	ditto.
Baboo Deen Dyal, Furreh, ...	ditto.	129 4 9	ditto.
542 Zemindars, Huzoor Tehsil, ...	ditto.	1,673 0 7	ditto.
127 do., Eradutnugger, ...	ditto.	1,739 2 7	ditto.
119 do., Futtehabad, ...	ditto.	1,655 4 4	ditto.
344 do., Etmadpore, ...	ditto.	1,786 2 10	ditto.
236 do., Ferozabad, ...	ditto.	1,402 11 5	ditto.
786 do., Bahpinahut, ...	ditto.	1,715 0 9	ditto.
456 do., Kheragurh, ...	ditto.	1,639 1 4	ditto.
617 do., Futtehpore Scerie, ...	ditto.	1,619 7 9	ditto.
454 do., Furreh, ...	ditto.	6,603 10 9	ditto.
Total, ...		17,057 7 0	
<i>Cawnpore.</i>			
		Rs. As. P.	
Rajah Dilsookh Roy, ...	Cash.	120 11 9	Uncertain.
Rajah Prithi Sing, ...	ditto.	123 9 3	ditto.
Ranee Rathore, ...	ditto.	119 7 0	ditto.
Hadeyar Khan, ...	ditto.	132 8 6	ditto.
Buddree Narain, ...	ditto.	148 11 0	ditto.
Thakur Dass, ...	ditto.	99 5 0	ditto.
606 Zemindars of Etah Tehsil, ...	ditto.	2,038 15 2	ditto.
921 do. of Alligunge, ...	ditto.	1,946 15 0	ditto.
343 do. of Kassgunge, ...	ditto.	2,297 13 5	ditto.
Total, ...		7,028 10 1	
<i>Etawah.</i>			
		Rs. As. P.	
Raja Loke Indur Sing, ...	Cash.	154 7 6	Uncertain.
Koer Zubur Singh, ...	ditto.	108 13 0	ditto.
Tewaree Jwalla Pershad and Oomrao Sing, ...	ditto.	118 8 0	ditto.
Baboo Huldeo Pershad, Talookdar, ...	ditto.	102 8 0	ditto.
Maharaj Kumar, ...	ditto.	109 0 0	ditto.
Chowbay Hurbuns Roy, ...	ditto.	154 0 0	ditto.
503 Zemindars, Etawah, ...	ditto.	2,309 9 0	ditto.

## TABLE No. XVI. (Contd.) APPENDIX H.

1862-63.

RETURN of Private Donations and Endowments from which aid was received by the Department during the year.—(Continued.)

Name of Donor.	Description of Donation.	Annual Value.	For what period to continue.
2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.— (Concluded.)			
<i>Etawah.</i> —(Concluded.)		Rs. As. P.	
Raja Juswunt Rao Sahib Bahadoor, ...	Cash.	102 6 0	Uncertain.
Chowdree Jai Chund and Zouja Odho Chund, ...	ditto.	314 4 0	ditto.
Kishen Buldeo, ...	ditto.	130 0 0	ditto.
438 Zemindars of Bhurthana, ...	ditto.	2,294 8 0	ditto.
Kooer Jumnajee Fuzund, ...	ditto.	161 2 0	ditto.
445 Zemindars, ...	ditto.	1,890 1 8	ditto.
Chowdree Gunga Pershad, ...	ditto.	289 14 0	ditto.
Laikh Singh, ...	ditto.	234 4 0	ditto.
336 Zemindars, ...	ditto.	1,530 9 11	ditto.
Mahindur Sing, ...	ditto.	267 0 0	ditto.
472 Zemindars, ...	ditto.	1,826 9 2	ditto.
Total, ...		12,098 4 3	
<i>Furruckabad.</i>			
98 Zemindars, Huzoor Tehsil, ...	Cash.	277 15 10	Uncertain.
57 do. Chubra Mow, ...	ditto.	478 15 11	ditto.
37 do. Thuttia Tirwa, ...	ditto.	466 6 4	ditto.
64 do. Kanouj, ...	ditto.	753 11 3	ditto.
77 do. Kaimgunje, ...	ditto.	263 15 0	ditto.
245 do. Imrutpore, ...	ditto.	509 4 2	ditto.
Total, ...		2,750 4 6	
<i>Humeerpore.</i>			
137 Zemindars of Moudha, ...	Cash.	762 0 0	Uncertain.
Total, ...		762 0 0	
<i>Muttra.</i>			
Ranee Kntyanee, Talookdar, ...	Cash.	246 0 0	Uncertain.
Seth Luchmee Chund Rao, Bahadoor, ...	ditto.	204 13 9	ditto.
Swamee Runga Charee, ...	ditto.	192 5 6	ditto.
Mussumat Hukeemunnissa, ...	ditto.	149 15 0	ditto.
Raja Prithi Singh, ...	ditto.	282 0 0	ditto.
57 Zemindars of Huzoor Tehsil, ...	ditto.	115 2 6	ditto.
4,438 do. Areeng, ...	ditto.	806 0 0	ditto.
4,927 do. Chataee, ...	ditto.	788 14 7	ditto.
11,284 do. Kosee, ...	ditto.	780 0 0	ditto.
4,963 do. Nowjheel, ...	ditto.	1,557 2 4	ditto.
4,477 do. Mahabun, ...	ditto.	1,419 3 0	ditto.
3,174 do. Sadabad, ...	ditto.	1,200 3 0	ditto.
820 do. Jalaisur, ...	ditto.	990 0 9	ditto.
Total, ...		8,731 12 5	
<i>Mynpoorie.</i>			
Rajah Bhowanee Singh, ...	Cash.	522 2 0	Uncertain.
Thukrain Sahib Talookdar, ...	ditto.	402 3 0	ditto.
Kesree and Huns Raj, Do., ...	ditto.	104 11 0	ditto.
Sumare Sing, ...	ditto.	114 5 0	ditto.
Wife of Kuwar Golab Sing, ...	ditto.	116 8 0	ditto.
Rajah Prithi Sing, ...	ditto.	157 9 0	ditto.
Rajah Motee Sing and Roop Kooer, ...	ditto.	125 3 0	ditto.
Thukrain Mahtab Kooer, ...	ditto.	157 4 0	ditto.
150 Zemindars, Mynpoorie, ...	ditto.	1,500 9 0	ditto.
276 do., Bhongaon, ...	ditto.	1,969 0 9	ditto.
174 do., Khurhul, ...	ditto.	1,498 11 0	ditto.
188 do., Moostafabad, ...	ditto.	2,161 11 0	ditto.
217 do., Shekoabad, ...	ditto.	2,449 13 0	ditto.
Total, ...		11,279 9 9	
Grand Total, ...		67,181 15 5	

TABLE No. XVI. (Contd.) APPENDIX H.

1862-63.

RETURN of Private Donations and Endowments from which aid was received by the Department during the year.—(Continued.)

Name of Donor.	Description of Donation.	Annual Value.	For what period to continue.
		Rs. As. P.	
<b>3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.</b>			
<i>Allahabad.</i>			
Sheikh Nasiruddin, ...	House.	12 0 0	Till Government School-house is built.
Lalla Udit Narain, ...	ditto.	12 0 0	Ditto ditto.
Miscellaneous people, ...	Cash.	39 0 0	Unlimited.
Total, ...		63 0 0	
<i>Azimgurh.</i>			
The Collector of Azimgurh, ...	Cash.	8 0 0	Unlimited.
Zemindars of Nagra, ...	ditto.	150 0 0	ditto.
Ditto of Azimgurh, ...	ditto.	595 11 5	ditto.
Ditto of ditto, ...	Houses.	75 0 0	For one year.
Benee Narain, Peshkar, &c., ...	Books, Papers, &c.	19 8 0	Unlimited.
Zemindars of the District, ...	Chairs, Stools, Tat, &c.	37 0 0	ditto.
Ditto ditto, ...	Cash.	26 8 0	ditto.
Gulzar Singh, and 10 other Nobles, ...	Houses.	64 0 0	For one year.
Prag and Ramdass, and 6 other Gentlemen, ...	ditto.	54 0 0	ditto.
Meer Moozuffur Hussein, and 20 others, ...	ditto.	109 0 0	ditto.
Sahib Dyal, and Ramhit Lall, ...	Land.	3 10 0	For ever.
Lalla Bisesar Dyal, ...	Books.	3 8 0	Unlimited.
Rameshwar Dabe, and 37 others, ...	Houses.	266 0 0	Till Government School-houses are built.
Total, ...		1,411 13 5	
<i>Banda and Benares.</i>			
H. H. The Maharajah of Ramnugur, ...	House.	18 0 0	Unlimited.
Nakchhed Sahe, ...	ditto.	18 0 0	ditto.
Balchund Jati, ...	ditto.	6 0 0	ditto.
Baboo Futeh Bahadoor Singh, ...	ditto.	2 0 0	ditto.
Baboo Bishen Chand, ...	ditto.	1 8 0	ditto.
Pitumber Sing, ...	ditto.	6 0 0	ditto.
Rujjub Ali Khan, ...	ditto.	1 0 0	ditto.
Baboo Devi Dyal Singh, ...	Cash.	222 0 0	ditto.
Total, ...		274 8 0	
<i>Futtehpore.</i>			
Thakoor Pershad, Zemindar, ...	House.	48 0 0	Unlimited.
Chowdree Ata Hussein, ...	ditto.	24 0 0	ditto.
Chote Bukkal, ...	ditto.	12 0 0	ditto.
Total, ...		84 0 0	
<i>Ghazeepore.</i>			
Noblemen of the City, ...	Cash for Tehsili School.	982 0 5	Unlimited.
Pundit Thakoor Dutt, ...	Ditto for Hulkabundi Schools, ...	280 7 0	ditto.
Total, ...		1,262 7 5	
<i>Goruckpore.</i>			
Bisesur Sonar and Ahmud Ali Shah, ...	Houses.	12 0 0	Till Government School-houses are built.
Choedi Bisesur, Pitumbur, and 3 others, ...	Cash.	43 10 0	For the construction of Burhalgunj School.
The Rajah of Gopalpore, ...	Land.	500 0 0	For ever.
The Rajah of Manjholi, ...	ditto.	315 0 0	ditto.
Rajah Krishna Kishore, ...	ditto.	36 0 0	ditto.
The Rajah of Manjholi, ...	ditto.	180 0 0	ditto.
The Zemindars of Bhikaree, ...	ditto.	67 0 0	ditto.
Baboo Surubjeet Sing, ...	ditto.	45 0 0	ditto.
Rajah Krishna Pratab Sahi, ...	ditto.	44 0 0	ditto.
Fakir Sing, and 4 other Gentlemen of Captaingunj, ...	Houses.	39 0 0	For one year.

TABLE No. XVI. (Contd.) APPENDIX H. 1862-63.  
 RETURN of Private Donations and Endowments from which aid was received by the  
 Department during the year.—(Continued.)

Name of Donor.	Description of Donation.	Annual Value.	For what period to continue.
<b>3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.—</b>			
<i>(Continued.)</i>			
<i>Gorakhpore.—(Concluded.)</i>		Rs. As. P.	
Sew Dutt, Siva Prashad, and Gunga Singh, ...	Houses.	72 0 0	For one year.
Pragdutt Dholmun, and 12 others of Khalelabad, ...	ditto.	81 0 0	ditto.
Zemindars of Shahpore, ...	Land.	24 0 0	For ever.
Ditto of Anola, ...	ditto.	24 0 0	ditto.
Ditto of Dhatura and Mamkhor, ...	ditto.	48 0 0	ditto.
Ditto of Charpan Gujwar, and Gagha, ...	ditto.	72 0 0	ditto.
Ramphul, and 7 other Native Gentlemen, ...	Houses.	34 8 0	Till Government School-house is built.
Zemindars of Rampore, Surjam Mudumpore, Baboo Buldeo Sing, Bhola Singh, and Zemindars of Khokdo, ...	Land.	80 0 0	For ever.
Bhairo Nath and Zemindars of Patret, ...	Houses.	33 0 0	For one year.
Zemindars of Surjam and Hata, ...	ditto.	18 0 0	ditto.
Ditto of Piradola, and 4 other Gentlemen, ...	ditto.	19 0 0	ditto.
Ditto of Parwarpar, ...	ditto.	54 0 0	ditto.
Sital Misir, ...	ditto.	10 0 0	ditto.
	ditto.	8 0 0	Till Government School-house is built.
Total, ...		1,859 2 0	
<i>Jounpore.</i>			
Benares Missionaries, ...	Houses.	168 0 0	Unlimited.
The Commissioner of Benares, ...	Cash.	500 0 0	ditto.
Hulkabundi Subscription, ...	ditto.	1,147 10 8	ditto.
Moulvie Zoolfikar Alli, Deputy Inspector, ...	ditto.	10 0 0	ditto.
The Collector of the District, ...	Cash for Hulkabundi Schools.	77 13 0	ditto.
Hyder Hussain, ...	Cash.	1,320 0 0	ditto.
Inhabitants of Azimgurh, Benares, and Jounpore, ...	ditto.	756 0 0	ditto.
Total, ...		3,979 7 8	
<i>Mirzapore.</i>			
Deo Raj Pandey, ...	Cash for Tehsili Schools.	6 0 0	Unlimited.
Soondur, Boojhawan, and Bisesur Dyal, ...	Houses.	18 0 0	ditto.
Sew Dyal, Gobind Narain, and Debi Dyal, ...	ditto.	30 0 0	ditto.
H. H. The Maharajah of Benares, ...	ditto.	24 0 0	ditto.
Baboo Maniar Sing and Soodama, ...	ditto.	9 0 0	ditto.
Rajah of Bijaiopore, ...	ditto.	27 0 0	ditto.
H. H. The Maharajah of Benares, ...	ditto.	24 0 0	ditto.
Chowdree Thakoor Singh, Ram Pershad, and Ajar Sing, ...	ditto.	24 0 0	ditto.
Doolum Sing, Isary Singh and Rughubur Sing, ...	ditto.	42 0 0	ditto.
Raghu Sing, Luchmun Prasad and Bahadoor, ...	ditto.	18 0 0	ditto.
Phali Sing, Issardutt and Ramchurn, ...	ditto.	18 0 0	ditto.
Chingee Sing and Bikramaditya Sing, ...	ditto.	18 0 0	ditto.
Sewdutt, Ramjas and Ram Prasad, ...	ditto.	18 0 0	ditto.
Bubua Dube, ...	ditto.	12 0 0	ditto.
Devi Prasad, ...	ditto.	6 0 0	ditto.
The Commissioner of Benares, ...	Cash.	2 0 0	ditto.
Total, ...		296 0 0	

## TABLE No. XVI. (Concl'd.) APPENDIX H.

1862-63.

RETURN of Private Donations and Endowments from which aid was received by the Department during the year.—(Concluded.)

Name of Donor.	Description of Donation.	Annual Value.	For what period to continue.
3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.— (Concluded.)			
The Gentlemen of the Station to Allahabad Native Christian Parish School, ...	Cash.	234 0 0	Unlimited.
The Gentlemen of the Station to Futtehpore Mission Girls' School, ...	ditto.	70 0 0	ditto.
W. R. Carnac, Esquire, ...	ditto.	65 0 0	ditto.
H. C. Hamilton, Esquire, ...	ditto.	20 0 0	ditto.
J. W. Quinton, Esquire, ...	ditto.	20 0 0	ditto.
Rev. E. J. Hubbard, ...	To Ghazee-... ditto.	2 0 0	ditto.
W. Oldham, Esquire, ...	pore Mission... ditto.	7 0 0	ditto.
J. M. C. Steinbelt, Esquire, ...	School, ... ditto.	3 0 0	ditto.
M. Brodhurst, Esquire, ...	ditto.	5 0 0	ditto.
Interest on 2 Govt. Notes, ...	ditto.	96 0 0	ditto.
Schooling Fees, ...	ditto.	175 0 0	ditto.
Sale of Books, ...	ditto.	207 0 0	ditto.
Baboo Nil Comal Mittra to Allahabad Thornhill's Training School, ...	ditto.	2,250 0 0	ditto.
To Ghazeehpore Mission School, ...	ditto.	175 14 1	ditto.
To Chunar Church Mission English, Urdu, Hindi Schools, ...	ditto.	102 0 0	ditto.
Station Subscription to Futtehpore Mission School, ...	ditto.	648 0 0	ditto.
Rev. C. F. Cobb to Jainarain's College and Free School. ...	ditto.	100 0 0	ditto.
Total, ...			
Grand Total, ...			
<i>Agra College.</i>			
Gunga Dhur Shastri, ...	Interest on Rs. 1,78,000 and the rent of (3) three Villages.	17,070 0 0	For ever.
Rajah of Bhurtpore, ...	Cash.	200 0 0	Yearly.
Total, ...		17,270 0 0	
<i>Ajmere School.</i>			
Maharajah of Jyepore, ...	Cash.	500 0 0	Yearly.
Total, ...		500 0 0	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N W. P.,  
Bareilly, the 15th August 1863.

M. KEMPSON,  
Director of Public Instruction,  
North Western Provinces.

APPENDIX H.

TABLE No. XVII.

General Statement of Amount expended by Government on Education during the year

1862-63.

	Salaries.		Scholarships.		Buildings.		Contingencies and Books.		Grants-in-aid.		TOTAL.		REMARKS.	Salaries.		Contingencies.										
	Rs.	As. P.	Rs.	As. P.	Rs.	As. P.	Rs.	As. P.	Rs.	As. P.	Rs.	As. P.		Rs.	As. P.	Rs.	As. P.									
General Establishment,	A	1,50,584	1	10	0	0	0	A	19,296	10	6	0	0	0	1,69,880	12	4	Items marked A. contain—on account of Director of Public Instruction and his Office Establishment, ...	34,221	10	3	2,234	13	7		
Government Colleges and Schools.	General,	B	1,61,206	12	2	14,056	4	7	B	8,749	4	10	24,072	12	3	0	0	0	Inspector 1st Circle D. P. I., N. W. P., his Office Establishment and the Deputy and Sub-Deputy Inspectors under him, ...	38,126	9	4	4,317	5	7	
		Ditto	2nd ditto ditto, ...	38,829	9	6	5,599	14	6																	
	Special,	C	81,546	1	7	0	0	0	C	11,967	0	0	0	0	0	93,513	1	7	Ditto 3rd ditto ditto, ...	32,356	1	5	4,060	13	11	
		Ditto	Kumaon Circle, ditto, ...	4,705	0	0	2,713	9	0																	
Private Colleges and Schools,	General,	0	0	0	0	0	0	0	225	10	9	23,012	0	0	23,237	10	9	Ditto Ajmere ditto ditto, ...	2,345	3	4	370	1	11		
		Ditto	Ajmere ditto ditto, ...	2,345	3	4	370	1	11																	
	Special,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Items marked B. contain—on account of the Agra College, ...	35,938	8	10	5,346	6	4	
		Ditto	Benares College, ...	44,185	10	8	3,457	9	4																	
Total, ...	3,93,336	15	7	14,056	4	7	8,749	4	10	55,562	1	6	23,012	0	0	4,94,716	10	6	Ditto Benares College, ...	26,780	0	0	811	0	0	
																			Ditto	Ajmere School, ...	15,078	12	3	1,710	6	0
																			Ditto Salary of Tehsili School Teachers in the five Circles, and Contingencies, &c., of ditto ditto, ...	39,223	12	5	12,747	6	7	
																			of ditto ditto, ...	39,223	12	5	12,747	6	7	
																				1,61,206	12	2	24,072	12	3	
																				Items marked C. contain—on account of Thomason Civil Engineering College, Roorkee, ...	48,149	0	0	11,967	0	0
																				Ditto Normal School, Agra, ...	11,024	14	7	0	0	0
																				Ditto Ditto Benares, ...	12,695	0	0	0	0	0
																				Ditto Ditto Meerut, ...	9,677	3	0	0	0	0
																				81,546	1	7	11,967	0	0	

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OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,  
NORTH WESTERN PROVINCES ;  
Bareilly, the 15th August 1863.

M. KEMPSON,  
Director of Public Instruction,  
North Western Provinces.



No. 2958 A. OF 1863.

FROM

R. SIMSON, ESQUIRE,

*Secretary to the Government,*

*North Western Provinces,*

TO

M. KEMPSON, ESQUIRE, M. A.,

*Director of Public Instruction.*

*Dated Nynce Tal, the 27th August 1863.*

SIR,

I AM directed to acknowledge the receipt of your letter No. 309, dated 30th June last, with its enclosures, being the report on the result of the administration of the Educational Department in these Provinces, for the year 1862-63, and in reply to communicate the following remarks :

2. The percentage of cost during the year under review in the direction and inspection of popular education, as shewn in paragraph 2, appears to be moderate.

3. The Lieutenant Governor has read with interest your very appropriate general remarks on the subject of inspection and the spread of popular education. The earnestness of the Inspectors in the execution of their work and the appreciation of their labors by the scholars, as described in your 3rd and 4th paragraphs, are alike gratifying, and the importance of efficient superintendence to the proper working of the Department and the spread of education will ensure the ready attention of the Government to any practical suggestions for strengthening and improving the system.

#### AGRA COLLEGE.

4. The result of the examination of candidates for the Entrance Examination of the Calcutta University must be regarded as satisfactory, and the progress of the lower or School Department of the College is very creditable to the exertions of Messrs. Goulding and Conlan, the Masters in charge, and to the Native Teachers.

5. The Lieutenant Governor notices with much pleasure the liberality evinced by His Highness the Maharajah of Jeypoor on the occasion of his visit to Agra in February last, whereby the means have been furnished for the introduction of the Boarding-house system at that place. His Honor hopes that the Principal will continue his exertions towards the fostering of these most useful institutions.

#### BAREILLY COLLEGE.

6. The steady increase in the number of students attending the Bareilly College, especially among the Mahomedans, is gratifying.

7. The fact stated by you that a larger proportion of Hindoos, who are better educated in English than Mahomedans, are now obtaining employment under Government in the higher grades of the Subordinate Civil Service, can hardly be regretted, since it is but just that those who have best appreciated the benefits of an English education should now be reaping their reward.

8. The steady progress of the Boarding-house system at Bareilly is a matter of congratulation, and the exertions of all concerned in promoting its success, deserve the marked acknowledgment of the Government. The Boarding-house for Native gentlemen is an interesting experiment, and most creditable to the Municipal Committee.

9. Your proposal to allot to the Superintendent of the Boarding-house a monthly salary of Rs. 50, with an allowance of the same amount for petty expenses, is sanctioned.

#### BENARES COLLEGE.

10. The encouragement to the study of the Sanskrit language at the Benares College is an important subject, which cannot be appropriately discussed in an Annual Report. Possibly too much money and attention may have been bestowed on the cultivation of Sanskrit literature, but it has its uses nevertheless. That it happens to be regarded as sacred is no sufficient argument against the encouragement of the study of the Classical language of the country, which is also the parent of all the Hindoo dialects in India. At the same time the Government have no intention of supporting in any way its claims to consideration on religious grounds.

11. His Honor concurs with the Principal in his estimate of the results shown in your 27th paragraph. The College has worked well.

#### AJMERE SCHOOL.

12. The results of the year in the Ajmere School are very satisfactory.

13. On the whole the Lieutenant Governor has received with pleasure your account of the improvements effected in the four upper institutions, *viz.*: the Agra, Bareilly and Benares Colleges, and the Ajmere School, and you are requested to convey to the Principals, the Professors and the Teaching Staff generally, an expression of His Honor's approval.

#### ANGLO-VERNACULAR SCHOOLS.

14. Of the Anglo-Vernacular Schools of the higher class, Allygurh appears to stand deservedly in the first rank. Nor is it less creditable to the Meerut Circle that five new Schools on the same model have recently been established therein.

15. His Honor concurs with you in your opinion, that though the knowledge of English acquired in Schools of this class may be imperfect, yet it should not be denied if a desire to obtain it is evinced on the part of the people. Endeavour should rather be made to improve the character of the Teachers.

#### NORMAL SCHOOLS.

16. There can be no question of the importance of these Schools and of the impetus they are calculated to give to the general system of education. With regard to your remarks on the Benares Normal School, I am to observe that your remonstrance should have been made at the time the expenditure was disallowed, and not left for your Annual Report. No doubt such expenditure should be considered as strictly belonging to the Educational Department, but the question will be further considered hereafter.

17. The Normal School at Almorah under Captain Smyth's supervision appears to have progressed favorably.

18. It is also satisfactory to learn that a suitable building for the Meerut Normal School is in course of construction, and that in the meantime arrangements have been made for the temporary accommodation of the Teachers.

TEHSEELEE AND HULKABUNDEE SCHOOLS.

1ST OR MEERUT CIRCLE.

19. It may be fairly assumed that the excellence of the Tehseelee Schools in the Boolundshuhur District is attributable to the encouragement given to education by the late Mr. Lowe, and by Mr. Colledge. The advance of these Schools illustrates the importance and the value of a judicious exertion of influence by District Officers, which deserves express notice and commendation.

20. The circumstances stated in paragraphs 56 to 59, as shewing that boys educated at Government Tehseelee Schools, and pronounced fit for employment as Mohurrirs, seldom meet with encouragement from District Officers, are much to be regretted. A copy of your remarks will be forwarded to the Sudder Board of Revenue, with a request that a report may be called for from the several Collectors who were furnished by Mr. Cann with lists of qualified Students as to the reasons why so few of these Students succeeded in obtaining employment.

21. The Commission of Enquiry suggested in your 59th paragraph might be useful and desirable, but the question concerning rather the constitution of the Courts than the Educational Department must be considered elsewhere.

3RD OR BENARES CIRCLE.

22. The large increase in the number of Hulkabundee Schools and Scholars, and the account generally of the Tehseelee and Hulkabundee Schools in this Circle, is encouraging.

2ND OR AGRA CIRCLE.

23. With reference to the statement contained in your 78th paragraph, His Honor observes that until now no representation has been received from you by Government in respect to the non-receipt of their pay by the Teachers appointed to take charge of the English Classes in the Tehseelee Schools at Cawnpoor, Muttra, Furruckabad, Jaloun, Humeerpoor and Etah, and you are requested to explain the delay in taking up the subject until the submission of your Annual Report.

24. The expenditure for these Teachers was sanctioned, subject to the approval of the Government of India, from January last, and the necessary Tabular Statement was only submitted on the 17th April. If the Teachers were appointed on sufficient sanction, they should have been paid as their salary became due, and the amount adjusted subsequently. As it is, the sanction of the Government not having been received, the matter has apparently become further complicated by the lapse of the Budget year with the grant for 1862-63.

25. Your remarks in regard to the excellence of the Village Schools in the Agra District are interesting, and the report of the improvement effected in the Schools of the Etawah District is considered satisfactory.

26. His Honor notices with gratification the exertions of Pundit Het Ram, Tehseeldar of Dehrapoor of the Cawnpoor District, in the cause of education. Such exertions are most praiseworthy.

27. The interest taken by the Tehseeldar of Moudha, Zillah Humeerpoor, in the prosperity of the Hulkabundee Schools, is no less commendable, and contrasts favourably with the apathy evinced by the other officials of this District.

KUMAON AND GURHWAL CIRCLE.

28. The circumstances stated in paragraph 91 are a fair proof that the Bhootiabs of Gurhwal have begun to appreciate the value of education.

29. The exertions of Mr. Becket, Senior Assistant Commissioner of Gurhwal, in the establishment of Hulkabundee Schools, entitle him to the commendations of Government.

#### AJMERE AND MAIRWARRA CIRCLE.

30. The extension of the Boarding-house system to Ajmere is very desirable, and His Honor notices with pleasure Mr. Goulding's exertions in the cause.

31. With reference to your protest (paragraph 100) against the Budget system, I am desired to state that it would have been better had you brought it prominently to the notice of Government before the commencement of the current Budget year, instead of in your Administration Report. The question has, however, already attracted the attention of the Lieutenant Governor, and will form the subject of a separate reference to the Government of India.

32. As no detail is given of the aid desired from Government by Mr. Goulding for increase in the number of Teachers, salaries, and School-house building, His Honor is unable at present to entertain the proposal. The Government will, however, be prepared to give all needful aid when your recommendations are received, but these should be submitted in full time for discussion before the preparation of the next Budget.

#### FEMALE SCHOOLS.

33. The importance of the subject of Female education, discussed in paragraphs 107 to 114, cannot be too highly estimated, and the symptoms of progress, as reported by you, are very encouraging. The preparation of suitable books is one of the first requisites, and you will no doubt afford your aid to the "Tuttu Bodhni" Society of Bareilly, whose efforts in this direction are deserving of commendation. The Lieutenant Governor requests that he may be kept informed of what is being done, and promises the cordial assistance of Government, whenever it can be advantageously given. The training of efficient Female Teachers is a still more essential requisite. The subject is not specially mentioned in the present report, but it is hoped that the efforts of Thakoor Kullian Singh, alluded to in last year's report, have not been without fruit. No means should be left untried for increasing the number and raising the standard of teachers of this description.

34. The direct assistance of European ladies will no doubt, as remarked last year, prove most valuable, and the Lieutenant Governor feels sure that if practical measures are suggested for carrying out the object in view, the necessary aid will not be wanting, and this leads to the observation that the admission of females only, so far as it may be possible, into these Schools for purposes of visiting and inspection, seems very necessary to their success.

35. Your instructions generally to the Inspector of Female Schools are approved.

#### INDIGENOUS SCHOOLS.

36. His Honor observes that the time for expressing an opinion as to the Victoria College at Agra will be when the question of a grant-in-aid comes to be considered. With regard to grants-in-aid, a misapprehension seems to exist as to the period at which they may be granted. It appears to be the custom to refuse all aid until a School shall have been in existence for 2 or 3 years. This is a mistake, and no such rule, it is believed, exists in other parts of the country. Moreover, it is obviously inexpedient, as the natural inference is that a School which has been self-supporting for 2 or 3 years, can hardly require a grant-in-aid.

37. The Society of Native gentlemen in Bareilly, which goes by the name of Tuttu Bodhni, has already been referred to in a preceding paragraph; if the efforts of the Society in promoting education and a good Vernacular literature are directed in a liberal spirit, it is hoped that this movement, which is creditable to the Native gentlemen of Rohilcund, will be more than ephemeral.

#### AIDED SCHOOLS.

38. In regard to the application of the seceding students of St. John's College at Agra for admission into the Government College, His Honor considers that you were perfectly right in refusing to allow a special relaxation in their favor of an existing rule against irregular admissions.

39. Your view of the conditions on which grants-in-aid should be given to the five Schools established in Rohilcund by the American Methodist Episcopal Mission is correct. The Government will readily give grants-in-aid wherever it can be shewn that they will usefully promote the general progress of education.

#### GOVERNMENT BOOK DEPOT.

40. As to the accounts of the Book Depôt, you are referred to the letter from this office, No. 2491 A., dated the 8th ultimo, in which the errors apparent in the Balance Sheet drawn up by you have been pointed out.

41. Your opinion of the improved condition of the Book Depôt has been received with satisfaction, but on the subject of its economic working, you have been separately addressed in previous correspondence, and no further remarks are necessary here.

42. In conclusion, you are requested to convey to the Officers mentioned in your last paragraph, the expression of His Honor the Lieutenant Governor's approbation of the earnestness and intelligence with which they have performed their several duties, and to yourself I am desired to communicate the acknowledgments of Government for your successful efforts in the cause of education, and for your interesting report on the results of the administration of your Department during the past year.

I have, &c.,

R. SIMSON,  
Secretary to Government,  
North Western Provinces.