

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

For the Year 1863-64.

BY

M. KEMPSON, ESQ., M. A.

Director of Public Instruction, N. W. P.

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

No. 33 OF 1864-65.

FROM

M. KEMPSON, Esquire, M. A.,
Director of Public Instruction, N. W. P.,

TO

R. SIMSON, Esquire,
Secretary to Government, N. W. P.

DATED BAREILLY, THE 30TH MAY, 1864.

SIR,

THE Report which I have now the honor of submitting for the information of the Hon'ble the Lieutenant-Governor treats of Public Instruction under the heads and in the form prescribed by a Resolution of the Government of India, in the Home Department, No. 1,642, dated 25th February, 1864.

2. Those heads are —

- Section I.—Controlling Agencies, &c.
- „ [II.—Universities.]
- „ III.—Colleges.
- „ IV.—Schools.
- „ V.—Schools (Private) under inspection.
- „ VI.—Scholarships.
- „ VII.—Employment of Students in the Public Service.
- „ VIII.—The English Language in Indian Education.
- „ IX.—Book Department.

3. SECTION I.: CONTROLLING AGENCIES, &c.

(1.) The annexed table shows the present status of the controlling and

Designation of Officers.	No.
Director,	1
Inspectors,	5
Assistant Inspectors,	3
Deputy Inspectors,	29
Sub-Deputy Inspectors,	94

inspecting agency, including two Assistant Inspectors appointed under the sanction of Resolution, No. 837, of the 10th February, 1864, in the Financial Department. The example of diligence, zeal, and attention to detail which is conspicuous in the upper ranks of the inspecting agency, thus happily increased, is awakening not only the attention of the people, but the interest of the District Authorities, and is, moreover, a surety for the reliability of the returns. The lower ranks of Deputy and

Sub-Deputy Inspectors are somewhat the better for the example thus set them ; but the more I push inquiry, and insist upon plain statements of work done, the more clear it becomes that, without a close and unrelaxing supervision, the work of the majority is perfunctorily and unmethodically performed. The word *duty* is not, so to speak, as yet capable of being correctly rendered in Urdú. I rarely find that the delinquencies of a subordinate are noticed or reported on by his native superior unless some disagreement of a private or personal nature rouses his displeasure, and then too often the complaint preferred is based, not on actual misdoing, but on charges which if proved would be likely to bring down con-dign punishment on or ruin the offender. And what supervising officer is not aware that he owes cognizance of malpractices among his native subordinates to private feud? Or who is there without experience of the fact that, if a native official has occasion to whisper the existence of secret villainy, in nine cases out of ten he stipulates for secrecy as regards the source of information? A closer connection between the races, which will involve a better understanding of the English Government and character, will gradually drive out this want of frankness and honorable feeling ; and in the meantime, the example shown by the heads of offices has a wholesome effect. The Deputy Inspectors are among the most intelligent of native Government officials, and are generally men of superior education. Some of them do their difficult work remarkably well ; others fail entirely. On a salary varying from Rs. 80 to Rs. 150, a Deputy Inspector has charge of a District, and acts in concert with the subordinate revenue officials, without whose instance the people rarely take up the cause of self-improvement. His monthly diaries inform the Inspector of the state of the Schools he visits, the number of miles he travels, &c. The Sub-Deputy Inspectors record their performance of duty in the same way. By means of this agency, Tahsil Schools are inspected once a month on the average ; Village Schools, once a quarter ; and Indigenous Schools, as opportunity occurs. These Sub-Deputy Inspectors are not as a class worthy of confidence. Their salaries vary from Rs. 20 to Rs. 45, and it is difficult to find competent men willing to enter a service, in which regular and closely-watched work is required, on Rs. 20 a month, and that, too, with the chance of being posted to a District many miles distant from their homes. A man of whom this sort of duty is demanded must keep up some means of conveyance, and I find, on enquiry into their domestic circumstances, that Rs. 10 is sufficient for the man himself, Rs. 10 for his family and dependents, and Rs. 10 for his horse, and that, on this calculation, Rs. 30 is considered a respectable income. Now, of the 94 Sub-Deputy Inspectors employed more than half receive salaries of Rs. 20 and Rs. 25, and may be regarded as under-paid, assuming them to be men equal to the duties required of them. Supposing a reduction in numbers were contrived so as to allow of the entertainment of two Sub-

PRESENT SCALE.		PROPOSED SCALE.	
No. and Rate.	Cost.	No. and Rate.	Cost.
9 @ Rs. 45	4,860	20 @ Rs. 50	12,000
12 @ Rs. 35	5,040	24 @ Rs. 40	11,520
20 @ Rs. 30	6,480	23 @ Rs. 30	8,280
36 @ Rs. 25	11,700		
17 @ Rs. 20	3,840		
—	—	—	—
94	Rs. 31,920	67	Rs. 31,800

Deputy Inspectors on the average for each district, and that the salaries were raised to a scale of Rs. 30, Rs. 40, and Rs. 50, a fall of Rs. 120 in the total expenditure would be effected (as shown in the annexed table), and

I am of opinion that the work would be better done, and the services of a more intelligent and better qualified class of men be secured. On this subject I await His Honor's orders.

4. The subjoined table shows the distribution of the work of Inspection as far as the Inspectors are concerned :—

Educational Division.	Political Division corresponding.	Educational Officers.	Area. †	Population. †
First Circle,	Meerut and Rohilcund Divisions,	Inspector and Assistant,	23,683	9,000,000
Second Circle,	Agra and Jhansi Divisions,*	Inspector and Assistant,	17,865	7,000,000
Third Circle,	Allahabad and Benares Divisions,	Inspector and Assistant,	27,120	12,000,000
Kumaon and Gurhwal,	Kumaon and Gurhwal,	Inspector, ...	11,000	600,000
Ajmere and Mairwarra,	Ajmere and Mairwarra,	Inspector, ...	10,000	400,000

The Schools which are established within the above areas will be considered in Sections IV. and V., below.

5. (2.) The actual expenditure during the year under review is embodied in the annexed Schedule :—

CHARGES.	<i>Expenditure in 1863-64.</i>			
	From Imperial Funds.		From Local Funds.	
	Rs.	As. P.	Rs.	As. P.
Direction and Subsidiary charges,	37,871	9 3	0	0 0
Inspection, ...	1,34,780	7 1	0	0 0
Instruction, ...	3,29,910	4 0	2,54,704	9 2

From the consideration that a special calculation of the financial relations between Direction, Inspection, and Instruction has for its object an estimate of the cost of the agency employed with reference to the work performed I have omitted the cost of two Institutions for special education, ‡ neither of which come under my inspection, and for which my Budget Estimates make no provision. The proportions of expenditure will be seen to be 5 per cent. for Direction, 17 per cent. for Inspection, and 78 per cent. for Instruction. They were calculated last year as 5 : 18 : 77, when the total expenditure was Rs. 7,52,979. The total Expenditure for 1863-64 is, as shown above, Rs. 7,57,266-13-6.

6. The extension of the Grant-in-aid System, by calling into play local and private resources, tends to increase the percentage of outlay on *Instruction*. A similar result will follow from the farther development of the Educational Cess System, which is not as yet in operation in two districts in the Rohilcund and in one of the Jhansi Division, and which is only partially levied in some others. § A third augment during the current year will be found in the transference of funds for "School Accommodation" from the Public Works Department to the Educational estimates.

* To this must be added two Districts of the Allahabad Division, viz., Cawnpore and Hameerpore.

† { The tables from which these estimates are taken were compiled in 1860, and the figures are therefore approximately correct only.

‡ See paragraph 8, below.

§ See Table in following paragraph.

7. It will be observed that Local Funds belong to expenditure on *Instruction* only. The item includes the private sources of support of Schools under the inspection of the Department, which presumably exceed the amount given by the

State in the form of Grants-in-aid.

Local Funds at the disposal of the Department may be considered under five heads:—

District.	Cess proceeds.	Remarks.
Meerut, ...	18,310	Universal in the District, 1 per cent. on the juma.
Mazaffarnagar, ...	12,000	Do. do.
Bulundshahr, ...	12,000	Do. do.
Saharanpore, ...	11,000	$\frac{1}{2}$ per cent. ($\frac{1}{2}$ by Govt.)
Dehra Doon, ...	...	Cess just begun.
Budaon, ...	9,500	Universal in the District, $\frac{1}{2}$ per cent.
Shahjehanpore, ...	11,139	1 per cent.
Moradabad, ...	8,400	Partial assessment.
Bijnour, ...	...	No assessment.
Bareilly, ...	...	No assessment.
Agra, ...	16,740	Universal, 1 per cent.
Muttra, ...	9,131	Partial and irregular assessment.
Etawah, ...	12,099	Universal, 1 per cent.
Mynpoori, ...	11,300	Universal, 1 per cent.
Furrukhabad, ...	2,621	Partial assessment.
Etah, ...	7,012	Universal, 1 per cent.
Cawnpore, ...	10,000	Partial assessment.
Hameerpore, ...	1,711	Partial assessment.
Jaloun, ...	3,376	Partial assessment.
Jhansi, ...	4,700	Universal, $\frac{1}{2}$ per cent.
Laltpore, ...	...	No assessment.
Benares, ...	2,550	Partial contribution.
Goruckpore, ...	28,000	Universal, 1 per cent.
Ghazipore, ...	7,316	Universal, $\frac{1}{2}$ per cent.
Azingurh, ...	7,444	Do. do.
Jaunpore, ...	6,159	Do. do.
Mirzapore, ...	4,391	Do. do.
Allahabad, ...	13,500	Do. do.
Banda, ...	13,120	Do. do.
Futtehpore, ...	4,000	Partial assessment.
Gurhwal, ...	345	1 per cent. ($\frac{1}{2}$ by Govt.)
Kumaon, ...	...	No assessment.
Ajmere and Mairwarra, ... }	...	No assessment.

(1.) *The Educational Cess.*—This varies considerably throughout the North-Western Provinces. The annexed table gives a fairly-correct representation of the proceeds, and points out the principal variations in collections. When the establishment of the system has been completed, it will probably be advisable to alter the existing arrangements by which the sole control and management of the Halqabandi Schools belongs to the Department of Public Instruction: for it seems to me more consistent with the policy of the State to *aid* expenditure of a local and therefore private character, and to reserve to itself the right of inspection. Regarded in this light, the Village Schools of a District might be placed under local management; and it is obvious that, by the principle of the Grant-in-aid rules, the actual expenditure on Education in each District would be largely increased, for each School, after annual

examination and inspection by the Government Inspector, would be entitled to claim a Grant-in-aid. In cases where the Cess Funds have accumulated by the accretion of annual balances, the money is spent in the erection of School-houses. In all cases the accounts are kept in the Collectorate, and the signature of the Inspector is required before disbursement can take place.

(2.) *Endowments.*—With the exception of sums invested in the interest of

Name of Expenditure.	Institution.	Annual Income.
Tucker's ...	Benares College,	Rs. 250
Radha Bibi's ...	"	25
Goshal's ...	"	200
Ghazeepore, ...	"	72
Thomason's, ...	Agra N. School,	150
Thomason's, ...	Agra College,	100
Thomason's, ...	Ajmere School,	96
Hammond's, ...	Agra College,	116
Robertson's, ...	"	170
Mansel's, ...	"	275
Teacher's, ...	"	120
Colvin's, ...	"	270
		1,844

the Agra and Benares Colleges for expenditure in Scholarships, no funds of this nature are available. The large sums which were devoted under that character to the maintenance of these Colleges were, on the introduction of the Budget System,

absorbed in the Imperial Revenues. The annexed table shows the annual income derived from the existing funds. The sums are invested in the name of the Principals of the Colleges for the time being; and the award depends upon the annual Departmental Examination.

(3.) *Donations.*—These consist of presents made by visitors of distinction at the Colleges. Such a present was made in 1863 to the Agra College by the Maharajah of Jypore. His Excellency's Chief Minister, Pundit Sheo Deen, was a former pupil of this College, and gratified both himself and the Senior students by examining into the proficiency of the latter, and his comparison of the state of education in the present day with what it was three decades since was an interesting subject of conversation. The amount of the donation was in this instance Rs. 1,000. The same Prince made a present of Rs. 500 to the Government School, Ajmere, on the occasion of his recent admission to the Order of the Star of India, in addition to the annual sum of Rs. 500 which he has been in the habit of giving to the Institution. The Maharajah of Gwalior gives Rs. 200 annually to the Agra College, which sum, as well as the Rs. 200 given by the Bhurtpore Durbar, is expended in Scholarships.

(4.) Somewhat similar to the above are *assignments from Municipal Funds.* The timely assistance of the Municipal Committees of Agra and Bareilly in the matter of establishing the Boarding-houses attached to the Colleges has been invaluable. The success which has attended this experiment will be reported further on (para. 19). At Bareilly the Committee is building a second house on a larger scale; and at Agra the means of purchasing a second bungalow have been liberally provided. His Honor will, I am assured, approve of the public spirit which has been displayed by the gentlemen composing these Committees.

(5.) The receipts from *Fees* are, in the case of the upper Institutions, expended by the Principals on current contingent charges, such as petty repairs, supply and renewal of furniture and apparatus, gardening and cooli labour, &c. Balances are paid into the Local Treasuries. In District Schools the small amount collected is applied to the augmentation of salaries, the entertainment of School-monitors, House-rent, &c.

SECTION III.: GOVERNMENT COLLEGES.

8. There are three Colleges for general education in the North-Western Provinces. Two other Collegiate Institutions for special education have been founded at Roorkee and Benares College, „ ... 1762 Agra, as noted in the margin, and over these the Department Public Instruction has no control. The Agra, Bareilly, and Benares Colleges have been affiliated to the Calcutta University as a means of enabling their scholars to compete in the higher examinations, for the rules of the University are such that, although any person, wherever educated, above the age of 16 may become an under-graduate, he cannot *graduate* unless his place of education shall be one of some twenty-two affiliated schools.* *No student privately educated can take a degree.* No student at a Government School or College can take a degree unless that School or College has been affiliated to the University. Yet the form involves no scholastic connection nor subordination. The establishment of the University has been a convenience to educators. It has produced emulation among affiliated Schools, and has supplied a standard to work up to; and, more than all, it has given to tutors the inestimable advantage† of testing the relative proficiency of their pupils at general annual examinations in which they

Agra College, founded, ... 1823
Bareilly College, „ ... 1837
Benares College, „ ... 1762

Thomason's College (Civil Engineering), founded, ... 1847
Agra Medical School, founded, 1855

* Calcutta University Calendar 1862-63, page 165. The latest at hand.

† The marks gained in each subject by passed and unpassed candidates in the last examinations were withheld by order of the Syndicate. In so doing they have deprived the test of half its value. Nothing is more important to the tutor than to know in what particulars each one of the students he has been laboriously preparing failed or showed want of proficiency. It is also a very great encouragement to a student to scan the proofs of his success in detail, or, in case of failure, to find that want of success has been due to a partial break-down only.

themselves can take no part,* for there is no examiner but involuntarily sees extra merit in scholars of his own teaching. On the other hand, the limitation of the subjects of examination to certain texts prescribed from time to time by the Syndicate cramps the progress of the affiliated Schools, and makes their relative success depend on the way in which the lads are "got up" for examination. Moreover, it may happen that the text-books chosen, especially in the Vernacular languages of Provinces distant from Calcutta, are not palatable to the heads of Institutions. The *Urdû* subjects for the current year are not desirable books to place in the hands of students. The books I take exception to are the *Nasr-i-be Nazîr* † and the *Fasânah-i-Ajâib*. To these may be added "*Selections from the Poets*" (for the same examination), published by Authority, on the subject of which I have been addressed by a gentleman recently in charge of a large private (affiliated) institution. He says (March, 1864,) "Our head Moulvi told me the "book was so immoral and *khrah* in every way that no respectable Muhammadan "would allow his son to read it." Yet the book must be digested for examination, whether moral or immoral.

9. By the Revised Regulations, the languages of examination for the first Examination in Arts and the B. A. Examination are *English* and one other, which other must be either *Greek, Latin, Sanskrit, Hebrew, or Arabic* (vide Rev. R., pp. 6-8.) As far as Native Education in these Provinces is concerned, Greek, Latin, and Hebrew may be put out of the question; and it remains for each student to acquire two very dissonant and difficult languages, that is to say, either English and Arabic, or English and Sanskrit, the History, Geography, pure and mixed Mathematics, Moral Philosophy, Mental Philosophy, and Natural Philosophy included. The accomplishment of this standard is not possible, unless indeed the standard of proficiency in Sanskrit and Arabic be low, and all low standards are mischievous. The change is one which is likely to prejudice the study of the English language and the connected subjects, and I regret that it has been effected so far as these Provinces are concerned, where a good knowledge of *Urdû* and Persian is more useful and practical than a smattering of Arabic.‡ As regards the contemporaneous study of Sanskrit and English, the old plan seems to have been to allow a student to become perfect in Sanskrit, and then encourage him to take up English by the offer of a continuance of his scholarship allowances. The Principal of the Benares College wrote in 1846:—"The anxiety manifested "by the senior pupils to retain their scholarships beyond the age of twenty-three "suggested the feasibility of a *fresh attempt* to introduce the study of English into "the Sanskrit College." This kind of forced learning has always been distasteful to the students, and impracticable, to judge by results. Now the attempt is to make boys who have acquired a little English take up Sanskrit. The difference between the two methods would seem to turn on the comparative values of a smattering of English and a smattering of Sanskrit. In 1826-27 an English Department was introduced into the Calcutta Sanskrit College. In 1835 the study of English was abolished, it having been "*established by the result of a long trial that "it will not answer, as a general rule, to teach two learned languages to the same students "in this Country*" (G. O. on Report.)

* The Calcutta Schools are not so well off in this respect. I observe the University Examiners are commonly selected from gentlemen engaged in tuition in Calcutta. The examinees probably approve of this arrangement, but it were best avoided.

† I addressed the Syndicate in protest against the selection of this book last year. I was informed that the authorized edition was expurgated; but it was this edition to which I took exception. Added to this, the Calcutta books are so dear that the students prefer purchasing the ordinary bazaar editions.

‡ Syud Ahmad, "Member of the Directing Council" of the Scientific Society, Ghazipore, advocates the use of Arabic, because "Muhammadan doctors do not like—or rather, sternly hate—to read a subject in *Urdû*."

Under their present constitution, the Colleges of the North-Western Provinces, never so flourishing as now, are *Anglo-Vernacular*. The students learn English regularly and grammatically; they receive an equally practical training in Urdú, and it is only within the last few years that grammatical training has been possible in this language. The language is gaining vigour and pliability, and the instruction now given in it is likely to be of service to the community.* It certainly will gain nothing from Arabic half-learned, as it must be if thus superimposed. The little knowledge of Arabic derivatives necessary is part of the information contained in Urdú Grammar. In some few cases, Hindi is the Vernacular read, and in the Benares College it is not seldom Bengali. But as regards Hindi, which is still in an undeveloped state,† it would be rash to assert that the study of Sanskrit will hasten its development as a Vernacular, for it by no means follows that a good Sanskrit scholar writes good Hindi. Nay, he is apt to render his Hindi unintelligible to general readers by the use of Sanskrit words which few understand.

No less, then, looking to the results of past experience, than to considerations affecting the interest of our Colleges as *Anglo-Vernacular* Schools I deprecate the resolution which forces candidates for the B. A. degree to be prepared in English, and either Arabic or Sanskrit in addition.

10. I return to review briefly the state of the three Colleges above-mentioned, premising that, though each is divided into two Departments called the College and School Departments respectively, yet these Departments are so closely connected in point of discipline, graduation of studies, and general management, that the status and progress of each Institution is best estimated collectively as heretofore; but the attendance and expenditure of the Departments, considered as separate classes of Schools, will be given separately as desired in paragraph 32, below.

1.—A G R A C O L L E G E.

Present Staff of Officers.

K. DEIGHTON, B. A.,	---	<i>Principal.</i>
R. A. LLOYD, B. A.,	---	<i>Professor of English Literature, &c.</i>
E. BARON, B. A.,	---	<i>Professor of Mathematics.</i>
S. MARSTON,	---	<i>Head-Master.</i>

Mr. Deighton observes :--“The signs of improvement of which I spoke in my “Report for 1862 have without doubt shown themselves more clearly during the “past twelve months, both in the larger number of students who have passed the “Calcutta Examinations, and in the greater soundness of training apparent in the “lower classes.” The absence of parade which characterizes this statement will I hope continue to characterize all real progress; but I may add the fact that to the Agra College now belongs the honor of giving to upper India its first native graduate at the Calcutta University, and that the candidates for the various University Examinations of the year who went up from the Agra College passed without exception, six of them taking a first class. In the Matriculation Examination of 1861 two only out of nine passed, with an average of 155 marks; in 1862, three out of seven, with an average of 167; and in 1863, all pass, with an average of 208. This result is due to the improvements in discipline which have been carried out, and to the pains-taking interest of the Principal, both in tuition

* “Urdú is now becoming our mother tongue, and is spoken more or less well or badly by all in “the North-Western Provinces.” Preface to the *Itihás Timirnásakh* (a History of India in Hindi), by Baboo Siva Persad, Joint Inspector, D. P. I., 1st January, 1864.

† The author mentioned in the foregoing note calls the Hindi, in which his little book is written, “the language of the *Baital Pachisi*.” He is well aware that the language of the *Prem Ságar*, the *Ramáyun*, and the *Baital Pachisi* are different, though written in the same character.

and supervision. So far as the attainment of an equal degree of excellence in all subjects is concerned, there is room for further improvement. Want of success attends the Mathematical and "Second Language" teaching chiefly. This may seem strange to those who are led to suppose that the native has what is called "a natural taste" for Mathematics. There is no reason for this hypothesis. A certain pliability of memory facilitates the retention of difficult processes, but for a short time only, because the reasoning has not been thoroughly grasped; and an inquiry into the learner's power of explaining or applying the principles on which that reasoning is based is apt to end in disappointment. Failure in Oriental languages is mostly due to the feeble teaching powers of even the best *Munshis*. These do not recognize "*class teaching*," and forego with reluctance the defective method of instruction to which they have been accustomed. Mr. Deighton remarks:— "The native English teachers have all pleased me by their work, and by the good discipline they have kept in their respective classes. The results of the Examination do not speak highly for the teaching of the *Munshis*, nor do they appear to have the same hold upon their classes."* The classes in the School Department have been well taught with this exception during the year. The 1st School class ranks as the best 1st class in the three Colleges, and of the rest the Principal reports improvement "in the general manner in which they do their work" (*See Appendix A. for the Examination Lists of the Board of Examiners.*)

12. This officer notices that the number of Muhammadan scholars shows no tendency to increase:—"At the beginning of last year there were fifty-seven on the rolls, at the beginning of this there were forty-five. This is the more to be regretted, as, generally speaking, they are better able to afford the necessary expenses than the mass of those who do avail themselves of the advantages which lie in their way." The backwardness of the Musalman in availing himself of State education was noticed in the Annual Report for 1862-63, paras. 16-17. Unwillingness to learn the language of the rulers of the day is tacitly admitted by most Muhammadan gentlemen with whom I have conversed on the subject. Others plead preoccupation. Few apparently regard the question in a religious aspect. It is urged that the Musalman lad in a respectable rank of life has to learn Arabic as the language of Scripture, and that the youthful intellect is unequal to the task of acquiring English also. This I believe to be a fair way of putting it. The objection serves to illustrate my remarks in para. 9 above on the Revised Regulations of the Calcutta University. Syud Ahmed Khan of Ghazipoor remarks [I quote from the proceedings of the "Scientific Society," dated 9th January, 1864]:—"As Hindustan is now governed by the English, I think it is very clear that English is the language to which we ought to devote our attention. Is it any prejudice that prevents us from learning it? No; it cannot be so with us. Such is only said by those who do not know us. No religious prejudices interfere with our learning any language spoken by any of the many nations of the world." Notwithstanding this, the fact remains that the Musalmans do not come to the State for education in English, and I conclude that, to the majority of this class, the measures adopted by the State for the promotion of the study of English and for the education of the young of both sexes are unwelcome.†

* Here is what Mr. Lodge said in 1845:—"The Pundits and Moonshes who do not understand English are almost worthless: unable to teach a class, or to keep one in order, by themselves. They take one boy at a time in the common native way, and whilst he reads a line or two, the rest do what they like. If the boys are all present or not the Pundit does not care, and if they do not say their lessons of their own accord, the Pundit will not ask them." The state of things has improved since then, at least in the Colleges and Schools of the higher class.

† Indeed, in an "Essay on the Causes of the Indian Revolt," published in 1859, the same Muhammadan gentleman attacks the educational policy of the Government with considerable vigor as a cause of popular discontent.

2.—BAREILLY COLLEGE.

Present Staff of Officers.

H. TEMPLETON,	---	---	<i>Principal.</i>
E. T. CONSTABLE, M. A.,	---	---	<i>Professor of Mathematics.</i>
J. S. GRAVES,	---	---	<i>Head-Master.</i>

The results of the examination of the Colleges conducted by the Board of Examiners appointed by G. O., No. 3878 A., dated 21st December, 1863, are printed in Appendix A. to this Report. From these lists the relative merits of the classes at the several Institutions examined are approximately calculated. Two students of the Senior Class at Bareilly head the general list, showing a marked superiority in Mathematics. Of seven candidates for Matriculation in the Calcutta University, four were placed in the 1st class, two in the 2nd, and one failed, a degree of success which has never before been achieved. The two upper School classes, though beaten on the whole by the Agra boys, have passed a fair examination, ten boys having gained over half marks. Two Oriental languages, viz., Persian and Urdù, were taken up by these scholars. The junior classes of the School Department have been taught with success. The Principal reports:—“I have good reason to be pleased with the School Division in the lower forms. “So well had the work been got up, I am of opinion more might be demanded.” As the School classes at all the Colleges are now in fair working order, orders have been already issued with a view to raising the standard of study throughout. This measure will expedite the acquisition of knowledge without endangering that sound rudimentary training which is the foundation of scholastic success.

3.—BENARES COLLEGE.

Present Staff of Officers.

R. GRIFFITH, M. A.,	---	---	<i>Principal.</i>
E. E. ROGERS, M. A.,	---	---	<i>Professor of Mathematics.</i>
J. KERN, PH. D.	---	---	<i>Anglo-Sanskrit Professor.</i>
E. H. GOULDING,	---	---	<i>Head-Master.</i>

Of twelve students who competed in the Entrance, first in Arts and B. A. Examinations of this year, seven passed in the two former Examinations, four taking a 1st class, whereas *the first remaining candidates for the B. A. degree all failed.* Their disappointment is great; but I have not been surprised at the result of the Examination, which has but convicted them of unsoundness in subjects neglected in former years. They failed in Mathematics and Physical Science. In the latter probably because it was to them an entire novelty; but as to the former, it was unlikely that students who had been insufficiently grounded in Algebra and Euclid should be able to master, even in the elementary form prescribed by the Calcutta University, a course of Conic Sections, Dynamics, Hydrostatics, Optics, and Astronomy. My remarks on this class, in letter, No. 60, dated 12th March, 1863, printed in Appendix A. to the Report of 1862-63 were as follows:—“The effort has been to prepare the class 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.”

It is so far unfortunate for these young men that, in the words of the Principal, “they have had very little Mathematical instruction during the year” owing to the severe illness of the Professor (now absent on medical certificate in England); but in this science no teaching can build on a bad bottom, and the practical warning has now been severe enough to be remembered. I am glad to be able to report that “the Assistant Teacher of Mathematics has improved the

“ the boarding-house will be filled with boys whose parents are both able and willing to defray all the usual expenses of board and instruction. The behaviour of the lads has been excellent. Pundit Kedar Nauth's management the same ; and I am much indebted to him for the good sense he has shown and the care he has taken. Many of the boys have pushed up very rapidly, and at present we have one boarder in the 2nd Division ; Middle Class ; College Department ; two in the Entrance ; one in the 1st ; and six in the 2nd School Class.”

21. *Agra*.—Mr. Deighton says :—“ Since my last Report I have, as you are aware, been enabled by a donation of the Maharajah of Jeypore to buy a more suitable house for the Tahsili Boarders than that before rented in the city. This being situated opposite the College is just what we wanted ; and as I found that the bungalow in the next compound was for sale, I applied to the Municipal Commissioners for a sum of money sufficient to purchase it. This, I believe, will be granted me next month, and I shall then, by knocking down a low wall which divides the two compounds, throw them into one. As for the present there is room enough in the house we already have for the number of Tahsili Scholars, I shall allow such boys as come from a distance and bear a good character to live free of rent in this bungalow, and I believe that permission will be eagerly sought. Beyond the second compound, again, is a large field, which I have rented for a year as a play-ground for the Boarders. Perhaps, as it is *Nuzool* land, Government may be induced to add it to the College property. Should the sum granted by the Municipal Commissioners be sufficient, I shall build two or three ‘fives’ courts and put up gymnastic apparatus. I have already furnished the scholars with bats and balls for cricket, and they have taken to it very readily. Of an afternoon they may be seen rushing about like English school-boys, and so popular is the game with them that many day-boys and nearly all the native masters have asked to be allowed to play. Of course I have given every encouragement to such an idea, and when the field of which I spoke is got into better order, we shall have several games going on at the same time. As to the manner in which the Tahsili scholars have behaved themselves during the past year I am quite satisfied. At first a little discontent was shewn at the strictness of the rules laid down for them, but (as of course I did not yield) this soon passed over, and since that no grumbling has been heard. The Superintendent, Lalla Kunhya Lall, has helped in no small degree to render the character of the Boarding-house what it is. He not only gives a good deal of time to assisting the boys in their work, but also, I am glad to see, joins heartily in their play.”

Mr. Deighton's arrangements in these matters have given me every satisfaction. The aid given by the Municipal Committee was most timely, and His Honor will be gratified at the public spirit displayed in this instance. The acquisition of a playing-field will I hope be permanently secured, negotiations on the subject being in progress. The practical initiation into many games described above will be regarded with interest by all who can appreciate out-of-door education, and who allow that exercise is not idleness. In February, I witnessed at this place the first cricket-match played by native school-boys. The score, which was neatly kept throughout the game, should be among the most interesting archives of the Agra College in days to come when cricket shall have secured the affections of Indian boys.

22. *Benares*.—Mr. Griffith reports :—“ A Boarding-house in connection with the College for the accommodation of Scholars from the Tahsili Schools has been established in the year under review. There are at present forty-two boarders, thirty-four Hindús and eight Musalmáns : thirty-two of them receiving scholarships of Rs. 3 per mensem each. Of this number, two are in the 2nd School class ; five in the 4th ; six in the 5th ; thirteen in the 7th ; two in the 9th ; and fourteen in the 10th. These scholars occupy rooms in

“ the garden of the Lower School-house [mentioned in para. 15 above], but a larger and more convenient building will I hope soon be ready to accommodate them.”

He reports later (*Inspection Report*) of the popularity of the Boarding-house, and informs me that there are at the present time sixty-seven boys, of whom eighteen live on their own resources, the rest hold scholarships of Rs. 3 per mensem. Of the scholarship-holders, thirty are sons of zemindars, six of putwaries, five of farmers, five of shopkeepers, and three of persons engaged in service. “ There are many more candidates almost as good as those admitted, but I could not admit them on account of the limited number of scholarships. No better result has perhaps ever been obtained with the application of so small an amount of money. I made it a rule that no boys who did not pass creditably in the upper two classes [Tahsili School] should be eligible to a scholarship in the Boarding-house. The consequence is that so many boys now try to obtain that end and undergo that trial that I have no scholarships to give. Nothing is more painful than to see poor boys labouring hard for months and years, and passing most creditably their examinations, but just at the very moment when they think their object is gained and the great goal of their long desire (an English education in the College) is reached, to be doomed to everlasting disappointment. Some of the boys in Raotipore School (Ghazeepere District) burst into tears when Baboo Siva Prasad, the Joint Inspector, told them that he could not give them scholarships, because none were left available, and saw some of their class-fellows preparing to start for Benares. The average age of the boys in the Boarding-house is fourteen. Of those who receive scholarships the oldest is seventeen years, the youngest nine years.”

It is clear the Government cannot undertake to provide more than a certain number of scholarships during the year, even for this useful purpose; and my intention is to have them competed for by a general examination. This will save disappointment and complete the system. The first competitive Examination for thirteen scholarships will be held in Agra in July for students from the Anglo-Vernacular and Tahsili Schools who wish to enter that College.

23. The subjoined table shows the attendance and expenses for the year in the Colleges, omitting from the calculation (in the case of the three Institutions for general education) the attendance and expenses of the School Departments :—

							For General Education.	For Special Education.
Number of Institutions,	...	...	...	...	...	3	2
Number on the Rolls during 1863-64,	...	...	...	...	...	182	189
Average daily attendance,	...	...	...	...	...	133	* 157
Total Expenditure	{	Imperial Funds,	...	...	...	Rs. 68,155	Rs. 56,394
		Local Funds	...	...	...	„ 3,050	„ 192

24. Although the constitution of the three Colleges is of a double nature, being in fact the union of two Departments, an upper and a lower, under the orders of one Principal, yet the distinction between these Departments is so far nominal that separate establishments are not recognized; and the calculation of the proportional expenditure incurred in their maintenance, which calculation is now

* These institutions are intended for Boarders, and the average attendance is therefore higher than those of the general class, at which, however, the low average entered is due to the irregular attendance at the Benares College.

attempted for the first time, is arbitrary, and varies with the instructional arrangements in force at each seminary. Theoretically perhaps the duties of a Professor in any one branch of study are confined to tuition in the Upper Department; but the success of the Upper Department depends so intimately on the character of the training given in the Lower, that his general supervision of that branch of study throughout the Institution is a desirable extension of his services: and the Lower Departments, considered as "Schools of the higher class," enjoy exceptional advantages, and their cost is calculated accordingly.

25. This duplex formation was in operation before the establishment of the Presidency University, of which the Entrance Examination now forms a convenient standard for regulating promotion from one Department to the other. Hitherto the classes of the Upper Departments have been but scantily filled, for when a lad has succeeded in passing the Calcutta Entrance Examination standard, and holds the University Certificate to that effect, he becomes anxious to find employment. Young men with acquirements thus defined are in great demand as English Teachers, and rather than that the growing desire for instruction in English should be checked, the passed students are drafted off in charge of the various new Schools. By-and-bye the classes will become larger. To take the instance of the Bareilly College, ten students of the Upper Division entered the service of Government during the year (*chiefly in the Department of Public Instruction.*) This has reduced the numbers in the College Department very considerably, but the Principal, though he regrets the exodus of his best pupils, rightly judges that the interests of the State are thereby served. He says:—"I find one hundred and fifty-five of our best pupils have during the past seventeen years left for employment (nine per year), and that their present pay, some guide by which to judge of their value to the State, ranges from Rs. 10 to Rs. 400 per mensem, giving an average of Rs. 64. There are, besides, many others, who, having got situations some time after leaving, have been lost sight of, but who are doing well for themselves and for those they serve also."

26. As Institutions for *secular* education only, the usefulness of the Government Colleges to the Administration is perhaps a more interesting consideration than the scholastic status they reach, which now all but entirely depends on the subjects chosen for Examination by the University Syndicate. The annexed table is interesting, as a record of the way in which the University Examinations have been encountered since the year when students from this part of India first competed:—

Examinations.	1859.		1860.		1861.		1862.		1863.	
	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.
Entrance Examination,	28	12	35	10	40	24	28	14	23	21
First in Arts,	0	0	0	0	8	7	7	5	4	4
B. A. Examination,	0	0	0	0	0	0	0	0	6	1

These examinations follow each other at intervals of two years. It is, therefore, seen that of twelve under-graduates in 1859 one-half remained to study for their degree, and that one only passed that ordeal. The Table likewise furnishes an illustration of my remarks in paragraph 25 on the emptying of the senior classes so soon as the rubicon of the Entrance Examination has been crossed. Of twenty-four under-graduates in 1861, one-sixth only go up for the first Examination in Arts of 1863. But, as before said, the spread of English education in country

towns has recently drained the classes. As regards the benefit derived from the University, it is perhaps unfortunate for our students that they do not experience the advantage of a change from the discipline of school-life to that more independent *status pupillaris*, which is one of the charms of University education in Europe; but, until the extreme distaste which a native feels at separation from his home associations is overcome, residence at a distant University, however desirable as a corrective to inordinate self-esteem, cannot be rendered practicable.

27. The general usefulness of the Government Colleges to the community at large should not be passed over. *Without them the spreading desire for English instruction in country towns could not be satisfied.* It would be impossible to find teachers for the large Anglo-Vernacular schools at such places as *Etawah, Allygurh, Boolundshuhur, Shahjehanpore*, and many more. The continual out-going of young men qualified to teach English is extending the benefits of the education given at the Colleges far and wide. They may be regarded as *Normal Schools* in this way, for the principles of teaching in vogue, the discipline, the pronunciation, the books, &c., are all more or less handed on for the benefit of the rising Schools. Again, the best of the Deputy Inspectors are ex-students of the Colleges. They understand what we want, and carry out in remote village schools the improved method of teaching by which they themselves were benefitted. The Colleges are also *Model Schools*. Their organization, schemes of study, scholastic regulations, &c., are looked to as a pattern by the managers of private educational establishments, such as the Victoria College and the Mufid-i-Amm School at Agra, the Inglisgunj School and the City Schools at Bareilly, and several others. The Jeypore College is ably conducted by ex-students of the Agra College. I examined the classes in December, at the request of the Chief Minister, and was able to compliment the Managers of the Institution on the success achieved. The foundation-stone of a College at Ghazipore was laid on the 11th March, 1864, and there is every reason to hope that similar results will follow.* Again, the influence of the Government Colleges is observable in the fact that, wherever an ex-student who has risen to a position of importance, such as that of Tehsildar, is posted, he uses his endeavours to promote the cause of education in his neighbourhood. A bright instance is that of Pundit Het Ram, Tahsildar of Debrapore, who has been rewarded by His Honor with a *khilat* for his well-judged exertions. This effect is not confined to parts of the country under British rule. In not a few instances the Colleges have supplied tutors to young Princes of Independent States, who have not limited their efforts to the instruction of their pupils, but have gained for themselves influential positions, and the power of doing great good. The Chief Minister of the Court of Jeypore is a brilliant example.

SECTION IV.—GOVERNMENT SCHOOLS.

28. The annexed Table records the average attendance and actual expenditure in schools of all classes:—

Description of Schools.	No. of Schools.	No. on the Rolls, 1863-64.	Average daily attendance.	Total Expenditure.					
				Imperial.			Local.		
				Rs.	As.	P.	Rs.	As.	P.
Schools of the Higher class, ...	4	1,199·2	1,066·7	84,107	10	9	8,854	1	6
Schools of the Middle class, ...	30	3,022·0	2,727·6	21,344	6	5	17,068	0	11
„ Lower class, { (1) Tehsili, ...	227	14,362·7	11,326·7	40,093	14	4	20,499	9	6
„ Lower class, { (2) Halqabundi, ...	3,119	92,838·6	74,156·3	31,110	0	5	2,02,792	14	2
Female Schools, ...	144	2,265·0	1,811·7	7,171	11	6	1,999	5	10
Normal Schools, ...	4	448·2	396·8	34,534	1	6	440	9	3
Total, ...	3,528	1,14,135·7	91,485·7	2,18,411	12	11	2,51,654	9	2

* The proceedings on this occasion are interesting, and I give them a place in Appendix B. to this Report.

29. The four *schools of the higher class*, under the definition of Mr. Monteath's Note of October, 1862, are the School Departments of the Colleges of Agra, Bareilly, and Benares, and the Ajmere School. General remarks on the state of the three first were incorporated in paragraphs 11, 13, 14 on the Colleges. The two upper school classes were examined (paper) by the Board of Examiners, and the schedules Nos. 5 and 6 of Appendix A. exhibit the comparative results. The attendance during the year has been regular, and the Native Teachers have done their duty, with this exception, already mentioned in para. 11, that the Munshis in charge of the Vernacular Classes are, as a general rule, unable to keep the attention of and maintain order among their pupils.

30. The attendance at the Agra College is calculated by the Principal at about 94 per cent. This is a satisfactory result. Regularity of attendance (one of the conditions of the Revised Code) is a fair test of scholastic excellence in Schools. It is in itself a success. It proves, too, that the teaching is good, and the methods of instruction palatable, so long as the attendance is not *forced*. This is not the case at the Agra College. What we require there is that a reasonable excuse, backed-up by the boy's father on stated grounds, be forthcoming the day before. On the other hand, if the attendance at a school is low, and yet the proficiency of the scholars reported as good by a competent judge, the inference is that too little is required from the classes. A good class is that in which a day's absence is a loss to the student.

31. At the *Bareilly College*, the attendance may be put at 94 per cent. also, and is in the same way an indication of the prosperity of the Institution. Since 1858* the numbers on the rolls have risen about 74 per cent.; and the Principal remarks that the attendance " would have been greater between 1862 and 1863 had " I not been obliged to refuse several applicants, owing to classes and rooms being " full. This year also I shall be forced to limit the number of admissions. The " necessity has never before arisen: † is in itself an excellent omen, and will " re-act on the prosperity of the College by making entrance thereto more prized " because more difficult. The proportion of Hindus to Musalmāns remains " unchanged, being within a fraction of *four to one*. In 1859 it stood at *eleven to one*. Thirty-one Muhammadan boys have been admitted or re-admitted, and " twenty-seven are amongst the withdrawals." ‡

32. On the question of *fees* the Principal (Bareilly College) reports :—" I " have during the last year been able to reduce the payment of fees to one uniform " system. From time to time the monthly fee has been raised, such increase affect- " ing new pupils only. Hence it happened that boys in different classes paid " differently, and some in the higher ones less than the lads just entered. But few " such remaining, I took the opportunity of making the prevailing rate general, *viz.*, " one per cent. on the father's income up to Rs. 5, and eight annas as the lowest " fee. I am of opinion that a higher entrance-fee should be asked ; and that, wherever " the benefits of education have been so long and so clearly shown as in this " city, the people would cheerfully pay more to secure them for their children, and as " indeed is natural, hold them in consequence in greater esteem. The cost to the " parent now at this College is certainly double what it was in 1856, yet we are " fuller than ever. The increased charge keeps out some of that class which

* Bareilly was re-occupied in May of this year, and most of the students re-assembled immediately. Those who did not rejoin were mostly Musalmān students of the Oriental Department, the 2nd Moul-vee of which was a *mauvais sujet*, and passed the latter part of his life in the Andamans.

† The Principal speaks from an experience of some twenty years.

‡ Thirteen of these have obtained employment.

“ hitherto has furnished perhaps too many of our students ; but these can now find
 “ in the improved Village and Tahsili Schools of the district an education more suited
 “ to their means and generally speaking to their needs also.”*

33. These arrangements have been quietly and judiciously effected. They are approved of by the respectable classes, and the improved appearance and general good manners of the boys are obvious results† and generally speaking the state of Education in the city is fast improving. The leaders of native society as represented in the Municipal Committee are now establishing branch schools, with a view of bringing the College into more extended operation. Of these schools I shall have something to say further on.

34. The average attendance at the Benares College is 78 per cent. only. At the Ajmere School it is 91. Mr. Goulding states his opinion, founded on a long experience of the working of the Government Colleges, that “ irregular attendance “ and the facilities for obtaining leave of absence” have been at the root of such want of success as has attended previous exertions. He has, therefore, directed his attention to enforcing a stricter observance of rules, at the risk of present popularity. Scholastically the results prove the soundness of this policy in the same way as has been brought to His Honor’s notice in the cases of the Agra and Bareilly Colleges. The rates of tuition charges are considerably lower (from 2 As. to 2 Rs.) at this school than at the three Colleges, but they have been gradually increased, and may be still more so with advantage to the character of the Institution as an upper-class school. The isolation of the Ajmere territory from the rest of the North-Western Provinces and its small size lessen the students’ chances of employment in the service of Government, and a powerful inducement to study at the Government school is thus wanting; but Mr. Goulding has, I believe, the confidence of the people, and the attendance is gradually increasing. The building is not large enough to accommodate more than a limited number of scholars.

35. A remarkable degree of success has attended the performances of the five boys who stood for the Entrance Examination of the University. All of these passed in the 1st division with apparent ease, a result highly creditable to their previous careful training. They did equally well in the general departmental examination, their names standing among the first eight on the general list with one of the number *facile princeps*. He is first in three subjects and second in the fourth. It is a matter of satisfaction to me that a school remote from inspection should assume a position which speaks so well for the Superintendent’s management. The junior classes were orally examined by myself in December, and I was generally pleased with the result. The Superintendent gives the result of his own examination in detail, remarking on the defects as well as the excellence displayed. The third class of ten boys failed in Grammar, in consequence he assumes of the absence of their Instructor for some weeks previous to the examina-

* During the current year the Entrance fee is Rs. 2.

† I observe in the Annual Report on Education in the Central Provinces, 1862-63, the quotation of a remark entered by the Bishop of Calcutta in the Saugor School Visitors’ Book to the effect that he was “ favourably impressed with the simplicity and modesty of the manners of the class, in which “ virtuous boys of a Government school are frequently deficient.” As to manners, native children are undoubtedly more self-possessed than English children and less simple; but I should be disinclined to connect this in any way with the Government system of Education. The behaviour of the village school-boys, when collected together by hundreds for examination, is a little less than marvellous. They are content to sit for hours without noise or change of place, waiting for their turn to be examined, and when they come up it is not difficult to detect genuine emotions of pleased expectancy, pride at success, and shame at failure. The Inspector of the 3rd Circle, in his Report for the year under review, has a remark on this point:—“ The boys have improved in their habits and manners. The difference “ between those who attend our schools and those who do not is so great that it can be seen at a mere “ glance to which class of school a boy belongs.”

tion. The translation of English into the Vernacular had been well cared for throughout the school in the essential of idiomatic rendering, which, Mr. Goulding observes, "was a matter long neglected in our Schools and Colleges, simply from indifference on the part of native teachers, who applied the practice common with Moulvies of rendering Persian into Urdú word for word to English. At present the boy in the 10th class [lowest] commences to translate the simplest sentences into correct Urdú, and the results of the attention devoted to this particular in the successive classes become most apparent when he has arrived at the higher." The spelling, too, is well looked to. In one class, out of sixty-six words asked, only three were mis-spelt, in another two out of forty-two.

36. *Etawah*.—Of Schools of the Middle Class—that is, schools above the rank of those which are intended for the education of the masses—the chief is *Hume's High School, Etawah*, under the charge of Mr. D'Mello, formerly on the staff of the Bareilly College. This school is making itself a name under the Head-Master's careful management. Since he took charge, in 1862, great improvements have been effected, and with an excellent building and a suitable staff of teachers, there is no reason why the school should not rise to the rank of a school "of the higher class." Though the school has been in existence but a few years, it is gradually working up to the standard of the school departments of the Colleges, and as a country school, is a fair specimen of what may be effected by local energy. The last returns show an average daily attendance of 306 boys out of 341 on the rolls, that is an increase of 100 scholars during the year, a very sufficient proof of the popularity of the school. Of this number 190 boys read English and Urdú, 111 Hindi, and 40 Persian. The Hindi and Persian departments bear no comparison with the English-Urdú, either in progress or in the regularity of the attendance. It is, indeed, rare to find a native master who has the will or the energy to enforce regular attendance. One chief reason is the desire of the teacher to stand well with the parents of his pupils, from whom at certain seasons he receives a *douceur*, and who always endeavour to screen the truancy of their children.

The total cost of this flourishing school is rather over Rs. 9,000 annually, of which Rs. 7,200 is paid by the Government. The fees range from 2 As. to 2 Rs. monthly. An increased expenditure has been provided in the estimates for 1864-65, and I propose, with His Honor's permission, to ask for increased allowances for the Head-Mastership.

37. *Aligurh*.—Next in importance come the Anglo-Vernacular Schools at Aligurh, Shahjehanpore, and Pilibhit, in the 1st Circle. Of these schools Mr. Cann reports:—"Aligurh school, supported by Government at a cost of Rs. 200 per mensem. Collection from fees about Rs. 50 per mensem. This is still the best in the Circle. The number of scholars has not been increased, simply because the school rooms are crowded with the 160 on the list. Thirty-five boys came in from the district to study. I shall endeavour this year to establish a Boarding-house for such as may wish to put themselves under the constant supervision of the Head-Master. I visited the school twice, and was well satisfied with the condition of the classes. The quality of the instruction given may be understood from the facts that three of the senior boys were found equal to the studies of the first school class of the Agra College; that five others have obtained employment on salaries varying from Rs. 30 to Rs. 7 a month, averaging 16 Rs., and that several prizes for English writing have been carried off by the boys of this school in competition with the school classes of the Colleges."*

* The Inspector received intelligence of the death of the Head-Master, Pandit Beni Ram, while writing the above remarks. The early death of this worthy and painstaking subordinate is a matter of sincere regret.

38. *Pilibhit*.—“ This School receives for its support Rs. 225 a month from “ the proceeds of Drummondgunj. The collections from fees are Rs. 6 a month. “ The number of scholars at the close of last year was 107; it is now 80. The “ decrease which I trust will be but temporary, is consequent upon the opening “ of a separate Tahsili School, to which those who were unwilling learners of En- “ glish have withdrawn.”

39. *Shahjehanpore*.—Supported by Government with Rs. 200 a month; monthly collection of fees Rs. 16.

The appointment of another Head-Master has improved the state of this school. “ Considerable progress has been made,” says the Inspector, “ towards “ proper order and discipline. The number of scholars has increased from 62 at “ the close of last year to 110. Great interest has been taken in the school by “ Messrs. Drummond and Willock. Influenced by them, many of the *Raees*, who “ before held back, have at length sent their sons, and to this may be attributed “ the large proportion of Muhammadan scholars, 38 to 70 Hindús. One boy from “ this school entered the second class of Bareilly College.”

40. *Other Anglo-Vernacular Schools, 1st Circle*.—Other Anglo-Vernacular Schools in this Circle are those of Moradabad, Bulandshahr, Budaon, Saharanpore, Mazaffarnagar, Bijnour, Hapur, and Dehra. Omitting the Dehra school, which has not been in continuous operation, there are thus altogether ten Anglo-Vernacular Schools in the 1st Circle, containing 759 scholars, that is nearly 76 each on the average against eight schools of the year before, at which the average number of scholars was 62. The two first of the schools named are remarkable for their rapid growth in the year under review. The Moradabad School, which is supported on the proceeds of an endowment, has increased from 20 to 100 boys, and the Bulandshahr School from 47 to 93. The Mazaffarnagar School has a register of 40 boys to show against 25 of last year. There are 51 boys at the Saharanpore School, an increase of eight on last year. The subjoined Table gives further particulars:—

Scholars.

No.	Place.	English and Vernacular.	Vernacular only.	Total.
1	Aligurh,	160	167	327
2	Shahjehanpore,	110	45	155
3	Pilibhit,	80	32	112
4	Moradabad,	100	150	250
5	Bulandshahr,	93	143	236
6	Budaon,	62	28	90
7	Saharanpore,	51	70	121
8	Mazaffarnagar,	40	50	90
9	Bijnour,	37	95	132
10	Hapur,	26	41	67
		759	821	1,580

In these schools the classing of the boys is as follows, and a comparison with the numbers for 1862-63 will indicate a very considerable advance in studies:—

Classes	1862-63.	1863-64.	Increase.
1st Class,	29	60	31
2nd „	65	79	14
3rd „	61	86	25
4th „	99	106	7
5th „	249	428	179
Total,	503	759	256

Mr. Cann remarks:—“ Of these 759 scholars the large number of 134 have “ come in from a distance to learn English. In the course of the year twenty have

“ entered either the Agra or Bareilly College, and have been placed, three of them
 “ in the 1st School class, one in the 2nd, eight in the 3rd, two in the 4th, four in the
 “ 5th, and two in the 6th. These facts show how important a link Anglo-Vernacular
 “ Schools form between the Lower-class Schools and the Government Colleges,
 “ and give promise of a time when the school classes of the Colleges may be
 “ gradually closed.”

41. The state of these schools in the 1st Circle is very satisfactory. They are entirely under native management, and the teachers, who are invariably taken from the Colleges, carry out the training they have received with considerable judgment. The registers are neatly kept, and little particulars of discipline and management fairly attended to. In this Circle there are twelve Anglo-Vernacular Mission Schools, containing 752 boys learning English. We have, therefore, more than 1,500 boys learning English in the Meerut and Rohilkund Divisions, not including the scholars at the Bareilly College, and the distribution is such that there is an English School at every important Station. This is a great advance on the last few years, when there have been hardly 1,000 boys learning English in the whole of the North-Western Provinces, and that taking into account the Colleges.

42. The Anglo-Vernacular Schools of the 2nd Circle are now thirteen in number. There are yet numerous towns where English teaching would be acceptable, and so soon as funds and teachers are provided, the wishes of the inhabitants will be fulfilled. The extension of this class of schools in the Agra Circle will be noted from the fact that in the year 1861-62 there were *four* schools, with a Government grant of Rs. 15 per mensem each. In 1862-63 there were *nine*, viz., one school at Rs. 600, four at Rs. 50, and four at Rs. 15. In 1863-64 there were *thirteen* Schools, viz., one at Rs. 600, six at Rs. 50, two at

Etawah.
 Nawabgunj.
 Hameerpore.
 Jaloun.
 Muttra.
 Etah.
 Furrukhabad.
 Dehrapore.
 Lalatpore.
 Ourayya.
 Phappund.
 Jalalabad.
 Tirwa.

Rs. 25, and four at Rs. 15. The names of the places are given in the subjoined table. The Etawah School has been noticed above (para. 36). The others are of various degrees of merit, but generally unequal to the Schools of the 1st Circle. The sudden illness of the Inspector at the close of the year under review has deprived me of the result of his latest observations on particular cases. The selection of masters has not on the whole been fortunate, and their

inexperience has prevented the achievement of any great success. I find, however, that 157 boys at Tahsili Schools received prizes for proficiency in English, as tested by examination. Of these 25 fell to the Agra District, 11 to Cawnpore, 13 to Etah, 16 to Etawah, 17 to Furrukhabad, 9 to Hameerpore, 13 to Jaloun, 9 to Lalatpore, and 44 to Muttra. I was not satisfied with the state of some of this class of schools which came under my personal notice in this Circle, and the inferiority of the teachers seemed the only way of accounting for the failure. The boys were apparently ardent scholars, and their friends and parents present were well pleased at the progress made, but the incapacity of the teachers was evident and promises badly for future success. Every year is, however, lessening the evil necessity of retaining men who are not fully competent. As a rule, the character of the English Teachers stands high, and the removal of a teacher who is popular on these grounds is not seldom disadvantageous.

43. The attendance at these schools, counting the English scholars only, may be put at 594. The registers, &c. are kept in English, and, as in all cases where the English language is used in office work, there is less likelihood of misstatement, and the returns are reliable.

44. The *Anglo-Vernacular Schools of the 3rd Circle* are now eight in number, as noted in the margin. Of these the last five named have been opened during the year. The Inspector reports :—"I derived great pleasure from a visit to the Banda School. Seventy-five boys out of 90 were present. Of these 57 read English, divided into four reclasses. The boys acquitted themselves most creditably in reading, translation, parsing, and pronunciation. Baliya (Ghazipore District) and Phulpore (Allahabad District) have been examined by the Joint Inspector. The former had 82 out of 94, and the latter 135 out of 179, present at the time of examination. forty-four read English in the former, and 35 in the latter."

Of the new schools, that of Futtehpore was opened on the 23rd December, and 90 boys out of 150 on the rolls learn English. "The Jehanabad School," says the Inspector, "has particular interest attached to it. It was formerly a Tahsil School, but now it gives signs of becoming one of the most efficient Anglo-Vernacular Schools in these Provinces. A Hakim (Abulhasan) in the service of the Nawab Nazim of Bengal, and a native of Jehanabad, has most liberally come forward to make an endowment for this school. He had already given Rs. 1,200 for the building and Rs. 20 per mensem for an English Teacher, the Government contributing the other Rs. 20; but now he has succeeded in raising money further for the employment of Persian and Arabic Teachers, and for scholarships. His great desire is to have a Boarding-house and Hospital attached to the school. The other day he brought a letter from the Nawab Nazim of Bengal to the address of the Joint Inspector, subscribing Rs. 60 per mensem for this school, with some Rs. 40 from others, provided the Government gives an equal sum. There are now 89 boys in this school, of whom 30 read English. In Hasna and Kote (Futtehpore District) English classes have been opened since January last. In the former there are 56 and in the latter 34 boys, out of whom 27 and 34 read English respectively. The Allahabad Anglo-Vernacular School, called by the people Ricketts' School, though opened since the 1st ultimo, counts now 192 boys: of these 129 read English. The fee varies from one rupee to four annas. A very good building, called the new Kotwali or Tahsil-dari, in the heart of the City and Chowk has been placed at our disposal by Mr. Ricketts for the purpose; but very soon I expect the boys to increase so much that we must look to Government to provide a larger building. Thus, eight Anglo-Vernacular Schools, giving instruction to about 900 boys, are maintained in this Circle at the trifling cost to the Government of less than Rs. 200 per mensem."

45. Perhaps the extension of instruction in English to the district towns is the most important feature of this year's progress. It is important not merely with reference to the language learnt, but as supplying a connection between the upper and lower classes of schools; and it may be taken as part and parcel of the same policy as that which led to the opening of Boarding-houses at the Colleges. More schools will be opened during the current year; but much remains to be done in the way of determining the amount of book-learning, &c., which it will be advisable to require at these schools, that is to say, whether they are to furnish a course of instruction complete in itself so far as it goes, or whether they are to be held as Branch Schools only in the strict sense of that designation. Their working is being closely observed. As yet they have succeeded in the Meerut Division. In the Agra and Jhansi Divisions their state is less satisfactory. In the Allahabad and Benares Divisions they promise well. The extension they are the means of providing to the study of English will be generally considered in Section VIII. below.

46.—*Government Schools of the Lower Class* are divided into two kinds, *Tahsili* and *Halqabandi*.

TAHSILI SCHOOLS.

Tahsili Schools 1st Circle.—In this Circle the great improvement of opening branch Schools to the main Tahsili Schools in the large towns has been effected by Mr. Cann. The consequence is a large increase in the number of boys, which increase is, however, partly due to the introduction of Persian in schools where the teachers are competent to instruct in the elements of that language. The annexed table shows the general increase. It is to be observed that a small decrease

Districts.	No. of Schools.	Scholars. 1862-63.	Scholars. 1863-64.
Aligurb, ...	8	683	868
Bulandshahr, ...	4	437	684
Meerut, ...	6	396	498
Muzaffarnagar, ...	5	347	341
Saharaupore, ...	6	430	440
Dehra Doon, ...	3	84	78
Bareilly, ...	9	504	512
Bijnour, ...	5	298	387
Budaon, ...	5	212	201
Moradabad, ...	7	380	661
Shahjahanpur, ...	5	340	359
Total, ...	63	4,161	5,029
		Increase,	868

has occurred in the three districts of Mazaffarnagar, Dehra, and Budaon; and that the largest increase is in the district of Moradabad, and after it in the districts of Bulandshahr, Aligurb, and Meerut.

Mr. Cann remarks that, "of this increase of 868 scholars, 437 must be set down to seven branch schools alluded to above. These have been opened experimentally at Meerut, Aligurb, Atrawli, Bulandshahr, Khurja, Moradabad, and Sumbhul. The effect of them has been in each case to close one or more indigenous schools, and by bringing closer to the doors of the people the elements of sound learning, to attract to the main school a larger number of scholars." There being no regular provision for branch schools of this kind, I shall bring the subject to His Honor's notice in a separate communication, with a view of meeting the expenditure in the next estimates.

47. With reference to the study of Persian, the Inspector says—"Increased attention to the study of language is bringing our Tahsili Schools more into favor. People were under the impression, and it was not without foundation, that Arithmetic and Geography, which they themselves neither understood nor valued, were all that was taught in them; but seeing that scholars come forth able to write well and quickly, and with a knowledge of Grammar, they are satisfied that what they consider a good education is to be obtained in them, and begin even to think there may be some good in the other subject the study of which is so strongly insisted on. Persian, as a means of strengthening the Urdú, has, with your sanction, been introduced into schools where there were teachers qualified to give instruction in the language, and good results have already followed."

48. The following Table gives a synoptical view of the numbers of boys in the seven classes in Tahsili Schools, and supplies a means of roughly estimating the merits of the various districts. These Tables have been drawn up with great care by the Inspector, and for annual returns may be regarded as strictly reli-

able. That given here is an abstract of tables which give the same kind of information for each individual school:—

Scholars.

DISTRICTS.	No. of Schools.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	Total.
Aligurh, ...	8	21	45	50	96	129	172	355	868
Bulandshahr, ...	4	33	36	44	87	123	132	229	684
Meerut, ...	6	20	19	34	46	87	96	196	498
Mazaffarnagar, ...	5	4	21	29	55	76	69	87	341
Saharunpore, ...	6	19	22	30	39	79	81	170	440
Dehra Doon, ...	3	...	2	3	11	13	16	33	78
Bareilly, ...	9	4	17	47	50	104	124	166	512
Bijnour, ...	5	3	28	35	72	100	55	94	387
Budaon, ...	5	...	3	6	15	38	45	94	201
Moradabad, ...	7	3	33	16	70	76	119	344	661
Shahjahanpore, ...	5	6	17	27	50	90	76	93	359
Total, ...	63	113	243	321	591	915	985	1,861	5,029

49. The comparative excellence of the Tahsili Schools of the Doab, as compared with Rohilkhund, is worthy of remark. The small district of Bulandshahr has the best schools. They are well managed by the Deputy Inspector, a man of tact and good sense; and, as Mr. Cann observes, the schools have been fortunate in having the special countenance of the District Officers, which fact may be further illustrated by the remark that, of seventeen appointments given away to Tahsili School-boys during the year by the Revenue Authorities of the eleven districts now under review, five have been given in Bulandshahr alone. I quote at length the Inspector's report on this district:—"Notwithstanding the establishment of an English School at Bulandshahr, which has drawn from the town and district 93 scholars, the number at the Tahsili School has been increased, and a branch opened in connection with it, under the supervision of the Teacher, Pundit Anant Ram. Pundit Tulsi Ram, the Koorja Teacher, has succeeded in convincing the Mahajuns and Buniahs of that large *Mandi*, that if a boy learns Nagri well, he can teach himself *Mandi* in a week: hence the large numbers in his classes. At Sikundrabad and Dabhai, as at these two, the instruction given is of such a quality as to attract students from the indigenous schools, which are in consequence being closed one after another. The deep interest taken in Education by the District Authorities has excited a corresponding interest on the part of the people, making them feel, as one of them remarked to me, that 'Government is in earnest in the matter.' And here I cannot but pay a passing tribute to the memory of the late lamented Mr. Colledge, whose nights as well as days were not unfrequently devoted to the work.* The subscription lists for providing four new English Schools, and the preparations made for the erection of School-houses in various parts of the district, witness to his untiring efforts."

50. Many of the Tahsili Schools of the Meerut Division are very fully attended. For example, the schools at Meerut and Koorja have considerably over 200 boys each; the schools of Aligurh, Hattras, Sikundrabad, Atrowli, and Moradabad, over 150 each; and those of Bulandshahr, Sumbul, Bareilly, and Sikundra Rao, over 100 each. Here are twelve schools with an average attendance of 1,891 boys, or about 157 each.

* "He has been known," says the Inspector, "more than once to travel by night in a shigram to mark out the site for a Halkabundi School." My friend, the late Mr. Colledge's, efforts received the favourable notice of the Government. His proposals and the correspondence which arose therefrom appear in Appendix C. to this Report.

" The twelve best schools in the Circle are those at Bulandshahr, Sikundrabad, " Dabhai, Khooja, Meerut, Barote, Deobund, Saharunpore, Bijnour, Nagina, Hat-tras, and Shamli." Thirty-one boys from the schools of Saharunpore, Bijnour, Bulandshahr, Mazaffarnaggar, and Moradabad gained Scholarships, varying in value from Rs. 5 to Rs. 10, at the competitive examination for Entrance into the Second or Vernacular Department of the Roorkee College.

51. The *Tahsili Schools of the 2nd Circle* have all been carefully examined during the last inspection season. They are in numbers 76, with an attendance of 5,722, that is about 75 scholars per school. In the 1st Circle, where the schools are fewer by 13, the average number of scholars in a Tahsili School is about 80. The annexed Table shows the numbers by districts arranged alphabetically. It gives also the numbers and the classification of the boys actually examined :—

DISTRICTS.	No. of Schools.	No. on Register.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	Total No. of boys examined.
Agra, ...	9	653	12	19	38	56	95	123	219	562
Cawnpore, ...	11	720	10	29	28	83	96	117	287	650
Etah, ...	4	414	1	1	18	27	52	79	144	322
Etawah, ...	6	518	10	29	36	46	48	67	209	445
Furruckhabad, ...	7	473	8	13	19	39	56	78	185	338
Hameerpore, ...	8	484	16	11	16	28	52	112	162	397
Jaloun, ...	5	313	4	13	15	31	25	63	113	264
Jhansi, ...	8	507	0	11	11	42	82	92	224	462
Jalaltpore, ...	4	271	3	10	11	24	56	57	91	257
Muttra, ...	9	833	19	41	53	86	114	170	257	740
Mynpoori, ...	5	536	0	26	25	35	81	107	223	497
Total, ...	76	5,722	88	203	270	497	757	1,065	2,114	4,994

From this it will be observed that 85 per cent. of the boys were present at the Inspector's Examination. Last year 80 per cent. were present, being 4,586 boys in all, and the registers showing an attendance of 5,663. The increase for the year, therefore, amounts to 59 boys only; but I find that 88 boys have reached the 1st Class standard against the 37 of last year. This would indicate general improvement. The annexed table affords the means of a closer examination

Subjects of Examination.	Writing and Pabara.	Dictation.	Arithmetic.	Geography.	Writing.	Surveying: Geometry.	Algebra.
Prizes in 1862-63.	383	25	941	450	340	84	78
Prizes in 1863-64.	372	412	539	316	288	97	71

into the proficiency of the pupils as compared to last year's results. A great improvement in dictation is evident, and throughout there is a more general equality of proficiency. Arithmetic still maintains its prominence as a favourite subject, but in a less marked degree, so far as an estimate can be formed from the performances of the boys. I cannot,

however, lay much stress on a table of statistics, which necessarily vary with the difficulty of the questions asked and with the Inspector's leisure to take up each subject with the same degree of attention throughout his tour.

52. A comparative view of the various merits of the Tahsili Schools of the 2nd Circle by Districts may be added here.

The *Agra* district has nine schools, three of which are good or fair, four middling, and two unsatisfactory.

Of eleven schools in the *Cawnpore* District two are fair, three middling, four unsatisfactory, and two bad.

Of four in the *Etah* District, one is middling, two unsatisfactory, and one bad.
Of six in *Etawah*, all are in fair order.

Of seven in *Furrukhabad*, two are fair, two middling, two unsatisfactory, and one bad.

Of eight in *Hameerpore*, six are middling and two unsatisfactory or bad.

Of five in *Jaloun*, four are middling and one unsatisfactory.

Of eight in *Jhansi*, three are in fair order and five unsatisfactory.

Of four in *Lalaspore*, one is in fair order, one is middling, and one unsatisfactory.

Of nine in *Muttra*, seven are in a good or fair state and two are middling and unsatisfactory.

Of five in *Mynpoori*, three are good, and two middling.

The total calculation shows that, of 75 schools, 27 are in fair order, 24 middling, 20 unsatisfactory, and five bad.

53. The attendance at these Schools is more accurately registered than heretofore. I have personally tested the registers on various occasions during my own tour, and have been not a little pleased to find every boy's absence accounted for without hesitation. On the 7th January I examined in this way the *Ferozabad* Tahsili School. I found 170 names on the register, and had every name called over before me, requiring each boy whose name had been marked as "present" to present himself. I found 112 boys present, which was the number registered. The absenteeism was next inquired into, and each case was accounted for by the Teacher without hesitation. Of boys who had been marked "sick," several came and presented themselves afterwards, notwithstanding their illness. The rest had received the Teacher's leave to be away, with two or three exceptions marked in the usual way as *ghair hazir* (absent without leave). At this same school I found 34 boys learning English. The Teacher is supported by the inhabitants of the place, and receives no pay from the Government.

54. It will have been noticed from the figures above quoted that the six Tahsili Schools of *Etawah* are, as a whole, in fair order. The presence of an Assistant Inspector in this district, in the person of Mr. D'Mello, also Head-Master of the High School, has contributed to the general improvement of the district. The average number of boys at the six schools is 86 per school, an increase of 14 on last year's average, and the officer abovenamed is of opinion that the mean attendance will soon rise to 100. He urges the importance of strengthening the teaching staff, on the ground that two teachers are unequal to the management of so many boys, and that the lower boys are in consequence neglected. Improvements in this important and useful class of school are being gradually effected, and so soon as I am in a position to state what increase in expenditure is justified by circumstances, I shall submit my proposals in detail for His Honor's consideration. In the meantime, the Government may rest assured that an education of a most useful character is being disseminated by means of these schools at a small cost to the State.

THE TAHSILI SCHOOLS OF THE THIRD CIRCLE.

55. *The Tahsili Schools, 3rd Circle.*—I quote the Inspector:—"We have now fifty-four Tahsili Schools. Last year we had fifty-nine, but this decrease is only nominal, because all the five, viz., Banda, Baliya, Hasna, Jahanabad, and Phoolpore Schools, which have been struck off from the Tahsili statement, are entered in that of Anglo-Vernacular already noticed. There is a decrease of 833 boys also in these schools, partly on account of the abovementioned five schools, which of course are the best attended, being taken away, and partly by our making over the Jaunpore City school with 130 boys to the Missionaries.* Of the whole 3,069 boys, 1,393 are agriculturists and 1,676 non-agriculturists.

* The Jaunpore School is now under the excellent management of the Church Missionary Society as an Anglo-Vernacular School, and receives a grant-in-aid from Government of Rs. 100 monthly.

“ As five of the best attended Tahsili Schools have become Anglo-Vernacular, and one given to the Missionaries, we count this year only three Schools against eight of last year, which have not less than 100 boys, and nine schools which have less than 40. The average has fallen to 56·83 boys per school from 68·45 of the last year. The daily average attendance is this year 80·25 per cent. against 76·73 of the last year, a great improvement. Last year the total amount of fees collected was Rs. 4,393-5-1; this year it has come down to Rs. 3,541, but we have collected Rs. 772-1-0 in the Anglo-Vernacular, which, of course, cannot be now included in this. Last year the total cost of educating each pupil amounted to Rs. 6-4-9, and to the Government Rs. 3-2-1. This year it is Rs. 5-12-5 and Rs. 3-5-2. As regards the progress made in learning, I think the following Table will suffice to give you a fair idea of their acquirements; notwithstanding that five of the best Schools have been taken away, we count fifty-two in the first class against thirty-seven of the last year :—

DISTRICTS.	No. of Schools.	Classes.							Total.
		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	
Allahabad,	8	7	11	16	49	67	71	152	378
Azimgarh,	9	16	29	35	69	74	92	230	545
Banda,	8	2	6	...	18	42	58	262	388
Benares,	2	...	...	13	20	19	15	28	95
Futtehpore,	5	4	8	20	28	43	62	133	298
Ghazeeopore,	5	11	18	27	54	62	99	136	407
Goruckpore,	8	7	21	25	51	75	98	187	455
Jaunpore,	6	...	6	19	70	60	88	98	336
Mirzapore,	3	5	10	19	26	25	41	46	172
Total,	54	52	109	174	385	467	619	1,263	3,069

56. AJMERE AND MAIRWARA. Schools in the Ajmere Mairwara Circle are (1) those under the Government Inspector, Mr. Goulding, (2) those under the Deputy Commissioner, and (3) those under the Missionaries. There are also here as elsewhere indigenous schools, which are, says the Inspector, “calculated to work harm rather than good, from their tendency to infuse a fictitious value for Sanskrit, and thus restrain the people from the surer fountains of knowledge.”*

A marginal list is here given of the Government Schools, that is, of those under

Management.	Schools.	Average Attendance.	Salary of Teacher.
Deputy Commis- sioner's Schools, Inspector's Schools.	Pushkar,	60	12
	Pisangun,	31	12
	Kekri,	35	9
	Gobindgurh,	29	9
	Srinagur,	33	9
	Baghera,	25	6
	Bhinae,	19	6
	Deolia,	20	6
	Massudah,	17	6
	Sawur,	16	6
	Barar,	23	10
	Bali,	18	10
	Rawatmal,	26	10
	Athoon,	18	10
	Marlan,† ... ..	...	10
	Dilwara,	13	8
	Shaugurh,	9	8
Kabra,	16	6	
Total,	408	153	

the care of the Inspector and the Deputy Commissioner. A column showing the pay of the Teachers is added for reference in what follows. Mr. Goulding finds himself hampered for want of teachers; for, in addition to the eighteen Schools belonging to the Government, there are in this territory thirty other Schools under the able and efficient management of the United Presbyterian Mission, who have considerably extended their operations during the year. This Society pays the teachers a higher rate. Mr. Robson, one of the managing body, thus explains the system—“We have three classes of Pundits in all our stations, whose rank is determined by the position they take at the Annual Exami-

nation in October. The pay is, for the first class, Rs. 7; for the second, Rs. 6;

* The Inspector's remark illustrates not inaptly what has been said in Section III. on the study of this language.

† This School is just opened.

“ and for the third, Rs. 5 per month for ten scholars in attendance, and two annas for every boy, and three annas for every girl, above the first ten. The pay is regulated not by the numbers on the Roll or by the numbers entered as present by the Pundit, but by the numbers entered by the Inspector at his weekly or fortnightly visits.” For a handful of schools easily inspected, this system is likely to produce good results as far as teaching is concerned. There are eight gentlemen on the staff of this Mission, and the plan is easily worked. The Government Inspector, on the other hand, is Superintendent of the Ajmere School, and has a limited time for inspecting the District Schools, and relies upon a native agency to keep him informed of what is going on. The teachers are paid fixed salaries, and promotion is very slow. It becomes, therefore, almost impossible to find a Pundit ready to accept the lower grades of salary. The Inspector remarks:—“ The extension of schools has very materially enhanced our difficulties with respect to teachers, who, with the increased demand for their labors, have grown more indifferent, and (I speak with reference to the Pundits subordinate to myself) more careless of retaining their posts, while the peculiar circumstances of this part of the country forbid any influx of qualified teachers from neighbouring Districts. To comprehend our difficulties, however, we must briefly consider our position with reference to those points which weigh most with the native. Taking the quotations of the bare necessities of life, published with the *Government Gazette* of the 9th March, 1864, as our data, we find that, while the market rates of wheat and pulse in Agra, for instance, which is the nearest point whence we could obtain teachers, were about that date 22 seers and 21 seers respectively, the same articles of consumption were selling in Ajmere at 15 and 14 seers respectively. These rates will enable one to form some judgment of the comparative dearthness of all other commodities. If we, moreover, take into consideration the general insecurity with which people of the Provinces associate life in these parts, from the fact of their having long harbored a race notorious for their marauding propensities, we shall arrive at some appreciation of the difficulties that beset us and weaken the efficacy of all our measures. In the *Mugra*, the name aptly given to Mairwarra from its wild and hilly features, these rates are still higher.”

The Inspector advocates either a general increase in the rate of salary or the establishment of a Normal School. It is possible that both these plans may be feasible to some extent during the year. On this subject I propose to address His Honor in a separate communication.

57. The poverty of the instruction given by incompetent Pundits seems to be the means of inducing boys from the District Schools to enter in the Ajmere School. Here at once a door is opened for the supply of teachers by the establishment of a Normal class such as is in operation in the Etawah School. The Inspector notices a remarkable instance of the expression of this desire:—“ At the Bhinaé School, during my tour, the more advanced pupils appealed in a body against their parents for not acceding to their wishes to proceed to Ajmere to conduct their studies, and the altercation which resulted, though not characterized by much filial reverence on the part of children, was amusing and suggestive. Each party maintained the other was to blame; for a time it was difficult to tell which spoke the truth, but it became clearly discernible that the parent could not cast off the incubus of a separation from his child.”

58. In order to satisfy His Honor that these schools are doing good in their way, I shall extract a few of the remarks made by the Inspector on the several schools.

INSPECTOR'S REPORT.—“ *Pisangun School*.—Forty-two boys were present, of whom nine were pupils of the year 1862. The boys and subjects were clearly too numerous for one Pundit, and no funds are available to pay a pupil teacher.

“ The 4th class numbered seven boys, and displayed in all the subjects of study
 “ a very perceptible improvement. The Reading and Spelling had received much
 “ attention, and, with the Geography of India, were very good. I cannot speak so
 “ favourably of the 5th class, to whom the meanings of the words had not been
 “ clearly explained. The spelling was, however, good. ‘ *Kissa Dhurm Sing*’ had evi-
 “ dently interested them more than ‘ *Budhi Phaloda*.’ The 6th Class contained twelve
 “ boys in two divisions. Major Davidson visited this school shortly before I exa-
 “ mined it, and recorded the following remarks:—‘ I visited the Pisangun School
 “ this morning, and found a large attendance of boys; several were examined in
 “ Reading, Geography, and Arithmetic, and I was much pleased with the generally-
 “ correct replies given to questions put.’

59. The account of another school is less satisfactory. “ *Gobindgurh*.—
 “ The School-house here had been improved at some outlay from our own scanty
 “ funds, and when garnished and made habitable, it was only characteristic of the
 “ native proprietor that he should wish to double the rent! Nothing would mode-
 “ rate this man’s cupidity but the threat to dismantle the place and remove elsewhere
 “ the material that had been purchased from our own funds. Thirty-two boys were
 “ present, of whom only *two* were of the previous year’s number. The 5th class
 “ contained six boys, who read with the strong provincial accent, which, in some
 “ parts of these Districts, would appear to be almost ineradicable. The truth is
 “ that almost all the Pundits’ labor is nullified by the circumstance that, out of the
 “ school, the Marwari alone is spoken, and the boy, when not under the correction of
 “ his teacher, naturally relapses into the pronunciation he has acquired. Alto-
 “ gether I was not satisfied with the manner in which the boys of this school ac-
 “ quitted themselves, but there was this to urge as an excuse for the little progress
 “ they had made, that many of them were recent admissions.

60. “ *Puskhur*.—The School here is held in one side of a corridor that sur-
 “ rounds a temple, and the part occupied was clean and commodious, hung round
 “ with numerous tracings of maps, the cardinal points, etc., and which the boys
 “ were evidently very anxious to display as proofs of what they could accomplish
 “ in Art. But the general tone is not healthy from the large infusion of the vagrant
 “ class, whom it appears to be difficult to shame out of their propensity to beg.
 “ After a long discourse on the subject, during which the treatment those received
 “ who practised it in European countries was impressed upon the lads, I was told
 “ by them with all the *naivete* imaginable that they considered it no disgrace to
 “ beg, and that their parents encouraged them to it. The consequence is that the
 “ school is frequently cleared of its Brahmin boys on the appearance of a rich
 “ devotee to perform his ablutions at the sacred spot, and the authority of the
 “ teacher is almost suspended for the time. The school, notwithstanding these
 “ occasional irregularities, is the best in the Circle, and the pupils, of whom there
 “ were sixty present, passed in all subjects but Arithmetic a very satisfactory exa-
 “ mination. Three boys from this School attend the Ajmere Institution; one is a
 “ scholarship-holder, but the other two support themselves.” When the new build-
 ing operations for the year come in play, I hope to be able to provide a substi-
 tute for the temple corridor. However backward the state of Education in
 Ajmere may be, it is evident that the boys, when they do come to school, do not
 want wit and, as elsewhere much may be hoped from the rising generation. At
 present the parents oppose progress. Mr. Goulding mentions the case of a
 school at *Srinuggur*, the boys of which are not allowed by their parents to attend
 school till they have collected a certain amount of fuel for the family use. In
 some instances they withhold food from them till this task is performed.

61. The following extract is from a letter of the Rev. Mr. Robson, of
 Ajmere, to the Home Mission, which has been quoted by the Inspector in illustra-

tion of the state of Education in the territory. After a consideration of the very small proportion of the population which has up to the present time been reached by the efforts of Government, he speaks as follows of the Government Schools he visited :—“ In so far as their Education goes it is good and thorough. They learn at all events to read and write well what they do learn. The tendency of all the books in their hands, too, is beneficial. They do not of course teach the doctrines of the Christian religion, but inculcate a pure morality and a true monotheism, quite opposed to the polytheism of Hindú religions or the pantheism of Hindú philosophy. I always was sensible of a better, more enlarged, feeling in any village where there was a Government School. Those who had been instructed of course were more willing to come near me than the others, and so perhaps this element appeared to me unduly large. At these villages also a much larger sale of Bibles and Tracts was effected than at others. Yet I could not help feeling that, taking all in all, the Government had miserably failed in its duty of educating the people. The means provided are ridiculously small.”

The rate of salary enjoyed by the teacher is doubtless low, but much money cannot be expended either in salaries or in the establishment of new schools until good teachers are forthcoming. The inducement held out to the Village School-boys to study at the Ajmere School is one measure which will improve the prospects of the territory in this respect: and, generally speaking, with people of the inhabitants of this part of the Provinces gradual progress is the surest, and a careful and well-considered expenditure of the public money will produce more lasting effects (and such effects as those described by Mr. Robson are lasting) than a lavish outlay, which tends to provoke suspicion rather than gratitude in the minds of a rude people.

62. *Schools of the Lower Class in Kumaon and Gurhwal* have been increased in number during the year by the aid of a local cess in Gurhwal, where Halqabandi Schools have been put in operation. These will be reported upon in their place.

Captain Smyth's attention was directed during the year to the state of the attendance registers kept at the school. He now reports on the Registry as “much more correct than formerly.” The returns for the year show signs of having been affected by this closer inspection, for, though there is an increase in the number of scholars on the Rolls, the attendance has fallen considerably in one portion of the Circle. For example, while in Kumaon there is an increase of 437 on the Rolls, and of 48 only in attendance, in Gurhwal there is a decrease of 101 in attendance, notwithstanding a nominal increase of 116 scholars.

63. The Inspector reports as follows on the state of the Tahsili Schools :—

“ With one or two exceptions, which I will presently name, I am very well satisfied with the progress which has been made during the year. No new schools have been established, and none broken up.* In December, however, I sent a Pundit to a place called Kubkote, having received two or three petitions purporting to be written by the principal inhabitants of the surrounding villages. The school, however, did not thrive, and I found out that all these petitions had been written by one man. The worst schools in Kumaon are Gungolie and Jaintu. The Pundits of both schools are good, and I am in hopes the schools will improve. The Hawalbaugh School does not thrive; in fact, I find that all schools in the neighbourhood of Tea Plantations do not get on well, as the children get employ-

* The Schools are thirty-six in number, with a Roll of 1,411 boys last year, of which number 82 per cent. attended regularly.

“ment in weeding and other work. This is the case with the schools of Loban and
 “Kuimee in Gurhwal. The school at Buchelie in Gurhwal is bad, but that has been
 “caused by the Pundit and Putwarees quarrelling. In my late visit to Buchelie, the
 “Pundit sent in his resignation, and I have better accounts of the school since the
 “arrival of his successor. The Doongree School in Gurhwal has never been good,
 “and I have decided on making it a Halqabandi School, and establishing a Tah-
 “sili School in its place at a large village seven or eight miles from Doongree.
 “The threat of turning a Tabsili into a Halqabandi I found generally to have
 “a very good effect, and this shows that, where schools exist, the people are anxi-
 “ous the schools should be good. The Bhootiah schools are still the best. I had
 “intended to establish another Bhootiah school this spring in the Darma valley,
 “and sent a Pundit there for that purpose; but he appears not to have got on well
 “with the people, and to have acted injudiciously; and he also sent me a false
 “report, for which he was fined and afterwards dismissed. I am now about to
 “proceed into Darma and Byanse, and will if possible (if I find the people very
 “anxious for a school) establish a school in the Darma valley.”

64. Teachers for the Hill Schools can be found in the Hills only, and, as in the case of the Ajmere and Mhairwara Circle, the supply of competent teachers is consequently limited. The establishment of a small Normal School at Almorah has done much for the Circle in this important particular, and it is reasonable to expect that, as the schools improve, a growth of pupils, teachers, and assistants accustomed to the system will aid in supplying the teaching material. Captain Smyth, who is about to visit Tibet, leaves his work in excellent order, and to his good judgment in the selection of teachers are due the degree of permanency which has been attained and the general popularity of the schools. A hitch in the work of inspection, caused by the sudden doubling (by authority) of the usual rate of portage throughout the Circle was brought to His Honor's notice at the end of the year under review. Captain Smyth had reported the hardship thus brought upon Officers who draw travelling allowances which depend on the marching work performed, and it would seem necessary either to increase the rate of allowances, or reduce the amount of inspection work required from the subordinate officials.

HALQABANDI SCHOOLS.

65. *Halqabandi Schools in the 1st Circle.*—The marginal table shows the

Districts.	1862-63.		1863-64.	
	Schools.	Scholars.	Schools.	Scholars.
Aliguh,	58	1,448	63	2,031
Bulandshahur,	128	4,040	132	4,053
Meerut,	143	4,351	139	4,188
Muzaffarnagur,	105	3,258	106	3,384
Saharanpore,	95	2,553	96	2,654
Dehra Doon, ... ..	...	...	2	32
Budaon,	120	2,831	121	2,996
Moradabad,	52	1,532	50	1,477
Shahjahanpore,	142	3,564	134	3,395
Total,,	842	23,607	843	24,210

Increase in Scholars, 603.

state of this year's Attendance Returns as compared with those of the year preceding. The schools closed are balanced by others opened, and the gross number of scholars has risen very considerably. The average attendance at a Halqabandi School is nearly twenty-nine boys. The second table compares the proficiency of the scholars, so far as an estimate of this sort can be formed without an actual examination into the requirements of the pupils. By this it appears that there are forty-five fewer boys in the top class this

year than last. This decrease, which is of little consequence, and probably indicates the fact that more boys left School during the year than usual, is supposed by the Deputy Inspectors to be due to the fact that the boys enjoyed one month's

holiday, *the first they have had since the schools were established*, during the year. Were this a probable reason, it would speak badly for the organization of the schools that a reasonable holiday, the school-boy's dearest privilege, should have a ruinous effect on his acquirements.

	4th Class.	3rd Class.	2nd Class.	1st Class.	Totals.
1862-63,	1,310	2,957	5,896	13,444	23,607
1863-64,	1,265	2,831	5,643	14,471	24,210

66. I now quote the Inspector's general remarks on this class of schools :—
 “The more I see of these schools and the villagers whose children attend them the more I am convinced that the Halqabandi teacher's work must be estimated rather by the number of well-taught boys he is able to bring up on the day of examination than by the appearance of his Register. This should be accurately and tidily kept; but he ought not to be too severely censured for the number of ‘leaves’ and ‘absents’ in it. In towns it is possible and advisable to have stringent rules regarding attendance, but such cannot be enforced in villages where at certain seasons the labor of the children is absolutely necessary to their parents. Too great strictness on this point might deter the poor cultivators from sending their children at all. In the course of my cold-weather tour, I took opportunity in my morning rides to camp to visit 243 villages in which were Halqabandi schools, not to examine the School, but by seeing it in its own School-house, and having five or ten minutes' conversation with the head-men of the village, to be able to test the nature of the work. Of the 843 schools in the Returns, 820 with 19,360 scholars were examined by me—some singly, some four or five together, others in groups of from 12 to 20. The absentees, altogether not 20 per cent. of the whole, were for the most part boys of the lowest class. It very rarely happened that a 4th or 3rd class boy was not in his place, proud to display what he had learnt. From personal observation of this kind I have reason to believe that the table given above fairly represents the condition of these Halqabandi Schools.

“The popularity of these schools is unmistakeable. The Zemindars look upon their establishment as ‘the work of a paternal Government,’ and feel that ‘from animals their children are being trained into intelligent beings.’ Much of my time was taken up with listening to the petitions of Zemindars, many of whom had travelled miles to present them, for new schools or for the restoration of schools which had been removed for small attendance.”

67. His Honor will be satisfied with this result of an experienced Officer's inquiries. It tallies closely with similar observations of my own. In January last I rode into a village some miles from my camp, where a Halqabandi School had been some years in existence, and might be supposed to have become a village Institution. I found boys assembled at school, but no teacher present. The boys said they expected the annual visit of the Inspector Sahib soon, and were studying their books for the examination; but on my inquiring where the teacher was, they hesitated and seemed afraid to speak. I sent one of the boys to call him, but in the meantime the head-men of the village had arrived, and I was informed by them with much volubility and earnestness that the school had been utterly ruined since the present teacher had been appointed. It appeared that he was totally unfit for his position, a complete sot, never present at his duties, and that he was even then in a state of intoxication. They begged that he

might be removed immediately, and that the former teacher, whom they all liked, might be reinstated. The gratitude and pleased looks of the men and boys at receiving a promise on the spot was a clear proof of the interest all felt in the welfare of their school. On further inquiry, I found that the local Sub-Deputy Inspector had previously reported the incapacity of the teacher, but had received no orders. In other villages, where my visit was equally unexpected, I have sometimes found the teacher present, but very few boys; and on referring to the Register have been told that this one and that one had to help in the fields, but would be at school at a certain hour, and that he (the teacher) was accustomed to sit all day in the school so as to instruct the boys as they came in. This is what the cultivators like, and they invariably give a good character to teachers who thus accommodate themselves to circumstances. In schools where the instruction given is of a higher order than in the general run of village schools, more method and attention to the directions laid down are observable and the school still retains popularity. The teacher makes his own position as a general rule. There are seventy Halqabandi Schools in the 1st Circle, in which the course of instruction given is the same as that in a Tahsili School. Mr. Cann has, therefore, parcelled out the Halqabandi scholars into the seven-class arrangement of Tahsili Schools with a view of comparing the status of the two classes of schools. The result is annexed:

	No. of Schools.	Scholars.							Totals.
		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	
Tahsili Schools,	63	113	212	321	591	935	985	1,828	5,029
Halqabandi Schools,	843	42	243	1,011	2,831	5,643	4,827	9,644	24,210

68. *Halqabandi Schools in the 2nd Circle.*—A statement of numbers attending

Districts.	1862-63.		1863-64.	
	Schools.	Scholars.	Schools.	Scholars.
Agra,	205	5,830	200	5,268
Cawnpore,	84	2,387	100	2,848
Etah,	110	2,389	89	2,332
Etawah,	143	3,735	142	3,958
Furrukhabad,	36	1,105	37	1,358
Hameerpore,	30	656	71	2,011
Jaloun,	7	187	42	1,139
Jhansi,	78	2,183	76	2,094
Muttra,	171	3,442	171	3,523
Mynpoori,	168	4,242	159	4,294
Totals,	1,032	26,158	1,087	28,825
Increase, { Schools, ... ..	...	...	...	55
{ Scholars, ... ..	...	...	...	2667

for the two last years is given in the margin. The increase of 55 schools is due to the extension of the Halqabandi system in the Districts of Jaloun, Hameerpore, and Cawnpore. In some of the Districts, where the schools have been established several years, a slight falling-off in the number of schools is due to the closing of schools in villages where the attendance of the children has always been irregular.

In some cases the number of schools has slightly decreased, and the number of scholars has at the same time been enlarged. This is explained by the fact that, while the system improves generally, there are parts of each

district where it seems almost useless to maintain the schools, which are in consequence closed. Or it may happen that a teacher is not to be procured for particular villages, or that he has been sent for a year to the Normal School, in which case it is sometimes necessary to close a school temporarily.

The Table which follows represents the classification of Halqabandi Schools personally examined by the Inspector during the cold season :—

	4th Class.	3rd Class.	2nd Class.	1st Class.	Total Examined.
1862-63,	306	1,983	3,408	9,489	15,186
1863-64,	558	2,377	4,815	12,465	20,215

The large number examined by Dr. Anderson during the past cold season represents 70 per cent. of the total number of Scholars on the Rolls, and I may add that they have never been more fully examined. Dr. Anderson considers that, of these schools, about 200 are in good order; 298 middling; 495 bad or not satisfactory; and 41 very bad. The Agra, Mynpoori, Muttra, Etawah, and Cawnpore Schools are the best. The Table subjoined compares the yearly distribution of prizes after examination. The figures show the *number* of prizes :—

Subjects.	Writing, etc.	Dictation.	Arithmetic.	Geography.	History.	Surveying & Geometry.	Algebra.
1862-63,	978	33	3,569	590	524	40	12
1863-64,	2,443	1,406	1,879	600	402	46	10

69. Some 1,500 boys from schools in the vicinity of Agra were inspected by His Honor in December last, and he was pleased to reward the teachers of the best schools. The boys were treated to sweetmeats. Extraordinary inspection of this kind, though unaccompanied by any special examination, produces much general good, and it is a great encouragement to the teachers especially to make it the occasion for giving some little reward for their exertions during the year. As soon as opportunity occurs, I shall be glad to arrange for a gathering of the school-boys of Districts less accessible, and the state of the schools of which is inferior, convinced that good results will follow. His Honor will then have the opportunity of judging how far inspection has to do with progress. The Agra District has been well off in this way during the year. The schools have been so often looked at that the attention of both teachers and scholars has been quickened. Mr. Batten, some time Commissioner of the Agra Division, and Mr. Pollock, the Collector of the District, were good enough to collect the scholars at different points in their tours, and to encourage emulation by rewards to the deserving. Now and then native officials, unconnected with the Department, examine the schools in their Pergunnahs, and send me notes of the results, which are valuable, as coming from independent sources.

70. *Halqabandi Schools of the 3rd Circle*—The table subjoined shews both the attendance and classification :—

Districts.	No. of Schools.	Classes.							Total.
		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	
Allahabad,	162	...	5	7	327	923	1,035	1,186	3,483
Azimgurh,	97	...	17	69	140	361	552	1,591	2,730
Banda,	177	...	...	8	329	743	2,099	...	3,179
Benares,	30	5	7	42	132	192	399	123	900
Futtehpore,	67	...	...	24	103	455	1,348	82	2,012
Ghazeehpore,	117	...	...	265	695	1,236	947	...	3,143
Goruckpore,	357	...	...	2,940	4,759	3,960	2,644	4,748	19,051
Jaunpore,	90	3	3	89	393	459	931	531	2,409
Mirzapore,	52	...	5	49	225	361	575	690	1,995
Totals,	1,149	8	37	3,493	7,103	8,890	10,530	8,951	38,812

Scholars.

	No. of Scholars	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	Total.
Tahsili Schools,	54	52	109	174	385	467	619	1,263	3,069
Halqabandi Schools, ...	1,149	8	37	3,493	7,103	8,890	10,530	8,951	38,812

The Division of the classes is calculated on the standard of Tahsili School instruction, and the second table (given above) contrasts the merits of the Tahsili and Halqabandi Scholars as far as their school studies are concerned as given in paragraph 67 for the first Circle. During 1862-63, the number of Halqabandi Schools was 1,135, and of Scholars, 39,508. There has been, then, an increase of 14 schools, but a decrease of 696 scholars. At the same time it is calculated that the average daily attendance has increased from 73 to nearly 75 per cent. This would indicate an improvement in registration, for I observe the teachers not unfrequently retain the names of boys who have been absent from school longer than the time allowed. Generally matters in this respect have improved during the year in this Circle. I have, however, had much trouble with the Deputy Inspectors, some of whom have been punished for repeated disobedience to express orders affecting their monthly diaries of work done. Many of these were unsatisfactory and unreliable. The difficulty is to enforce a daily record, written day by day, and to overcome the temptation to "make up" a fair-looking and unimpeachable *roznamcha* at the end of the month, as they have hitherto been accustomed to do.

71. The Inspector and Joint Inspector rightly congratulate themselves on the successful introduction of the School Cess throughout the Circle. They say:— "Notwithstanding that we had four Districts permanently settled like Bengal in our Circle, we have succeeded in inducing the landholders of these, as well as those which have still several years of their last settlement to run, to give involuntary agreements to pay their portion of School Cess, and it is a source of infinite pleasure to us that, when the other Circles much older than ours have still Districts or portions of Districts without the Halqabandi system, it has universally been introduced in this Circle. If the object of the establishment of our Department was, what the late most lamented Mr. Thomason said, to enable the zemindars and the cultivators to understand the village accounts and the Putwarees' papers, we can now fairly say we have brought Education within the reach of every living soul in the Circle. To prove how far it is done or is being done, I shall suggest to add a column in the coming decimal census statements to show how many of the male population can read and write. This will afford important data for our future calculations, and laying down of principles." This subject has already been mentioned to His Honor.

72. With reference to the cess ($\frac{1}{2}$ per cent.) contributions of zemindars in the permanently-settled Districts, the Inspector strongly urges the grant by the Government of a money contribution of equal amount, on the grounds that the promise was distinctly given to the contributors at the time of assessment. The then Agent and Commissioner of Benares, in a letter dated 11th September, 1863, to the address of the Inspector, writes:—"I induced the landholders of the permanently-settled Districts to agree to pay one-half per cent. School Cess on the distinct understanding that, if they did so, Government, as in fairness bound, would pay

“ the other half per cent. I would not otherwise have asked them to pay.” Mr. Tucker encloses the copy of a letter to himself from Mr. Colvin, then Lieutenant-Governor, on the same point, dated 28th April, 1857, in which that high official says:—“ By and bye we must ask for a money (eight annas) contribution by Government for your permanently-settled Districts, where the zemindars have agreed to pay that amount.”

Now that the use and permanency of the Village Schools are established, and the financial condition of India has recovered from the strain of unavoidable political calamities, the time pointed to by Mr. Colvin seems to have arrived. The money (eight annas) contribution may be paid either in the form of a yearly allotment to these Districts equal in amount to the one-half per cent. collections, or in the form of a monthly grant-in-aid equal to the monthly expenditure on the schools established in the Districts by the sole aid of the local cess. The latter, as a measure more in consonance with the drift of the Educational Despatch of 1854, seems to me the most desirable. In either case, it will be necessary to make a provision in the Budget Estimates. If His Honor approves, I propose to make this matter the basis of a definite proposal before the time comes for preparing the Estimates for 1865-66.

73. Mr. Griffith reports that some 10,000 boys have been closely and individually examined during the inspectional tour of himself and the Joint Inspector. The following very practical remarks are made by the latter, Baboo Siva Prasad:—

“ The most trying affair of all is to examine these boys. They are numerous, and yet all must be examined individually. I will never forget the indignation I felt that day when I was riding early in the morning to the next encamping-ground and came across a batch of about twenty or thirty boys belonging to a neighboring Halqabandi School, who had come the previous day to be examined with the other boys in my camp, and were now returning home. They were shivering with cold, and had still several miles to walk. I, with a view to encourage them and keep up their spirits, asked (but foolishly) a little fellow, overburdened with his big slate and apparently tired, what prize he had received at the examination. The boy made a face, and said slowly, ‘ You did not examine me.’ I asked him how was that. The boy said, ‘ Oh, sir, you had no time. It was too dark and nothing could be seen, so the boys who were in the last line were all given leave without being examined.’ I was mortified to hear this, and yet did not know what to do or answer. The case is not rare. I always rose early when on my inspectional tour, reached the encamping-ground, dispatched the office work, took breakfast, and was ready for examination invariably by midday. I never left my chair before it was quite dark, and more than on one occasion I was obliged to carry on the examination by torch-light. My way of examination is to have the boys in some large Mangoe grove, arranged according to their classes, so that the front line is composed of the highest class present, and the succeeding ones of the classes as they go down. First of all, I give a question in Arithmetic, Mensuration, and Algebra, from Equations in the 1st Class to Multiplication and Subtraction in the 5th. By the time the upper five classes work these questions, I examine in the best way I can the 6th and 7th (last) Classes in Reading and Writing. From the 5th up the boys can read any Hindi book you put into their hands. After numbers are given in Mathematics and the Spelling and Handwriting are examined, I take up the 4th in *Vidyankur* (‘ Chambers’ Rudiments of Knowledge’) and Maps; the 3rd and 2nd, in Geography and History of India; and the last, in the History of the World, exercise in Geometry, etc., school by school, and ask them questions in Grammar and Surveying also, as the time allows, and inspect their copy-books and field maps if prepared.

"If we take 100 examination days and six hours every day for examination, it gives to the 12,000 in round numbers examined during the last cold-weather tour only three minutes per boy. It remains for night time to write down my remarks in the book kept in each school for the purpose, and the Deputy Inspector is expected to copy them down in his diary, though it be past midnight before he starts for the next encamping ground to see the boys collected. I have thus spent five months without interruption, except twelve days' leave that I took to take the Government wards to Calcutta during the exhibition, to show them the curiosities of that 'City of Palaces.' Nothing of course can be done of the sort in the hot and rainy seasons, though I go out now and then to see the doings of the Deputy and Sub-Deputy Inspectors. I wish I were able to lay before you in one succinct view the whole result of my examinations, and show what progress has been made; but I find it impossible, unless I give here all the questions asked individually, and the number of boys in each School and in each class who answered, for which there is no room. Merely vague statistics that so many boys receive prizes in Geography, and so many in History, cannot convey to you the true idea of their progress. Much depends on the nature of questions. If you ask a boy of the 3rd Class the rivers, mountains, and cities of India, he is sure to obtain a prize and pass creditably in Geography; but I, knowing the fact that the teachers finding it easier to explain these things to the boys than the shape of the earth or the latitudes and longitudes, leave out generally the first seven pages of my Geography and commence from *India*: ask them if a well be dug out here equal in depth to the diameter of the earth what will be seen at the bottom; or point out on the map the nearest passage from Australia to New Zealand, and tell how many miles it is; or show me the route if you start from India your face Northward and intend to return to it without turning East or West. And if they fail, I give a cipher to them in Geography. I know it is no fault of the boy if he is not well taught, but if I be indulgent to him I should set a premium on the shortcomings of the teacher. The boys cry ask us more questions. I turn a deaf ear to them, and curtly reply, 'My boys, if you do not understand the first few pages of your book, how can you expect me to ask beyond them?' There is another trick which the teachers often play and escape undetected. When they bring boys for examination they say, 'Oh, sir, these boys have been newly-promoted to this class, and have learnt only ten pages of each of their Class-books.' I know how easy it is for advanced boys to commit to memory a dozen pages of any book, and say to the teacher, 'Oh, sir, you cannot have the credit of having this high class in your school if the boys are all newly-promoted,' and then I examine the boys in the books of the next lower class, which the teachers of course cannot deny to have been finished; but the fact is that the poor boy has spent his last fortnight in studying those few pages of the upper-class subject, and allowed to be forgotten those which he left unfinished in the hurry of the promotion. He is sure to get ciphers. Had I examined him in new books, he was sure to receive prizes. Even the percentage of boys who come to be examined from each school is not always a good criterion to judge the merits and claims of that school. In Districts like Ghazeepore and Azimgurh, the villages being near, boys can easily be collected, whereas, in Districts like Banda and Mirzapore, the hills and dales intervene so much that I do not like the little boys to run too much risk of being eaten by wolves. There is another thing to be taken into consideration. Our boys are not collected by the Tahsildars. It is very easy for a Tahsildari peon to collect the boys of a whole Pergunnah, and deliver them to the Deputy Inspector like so many prisoners. But to us our popularity is too dear to be sacrificed in this way, and we solely depend on the assistance of the zemindars. Lucky are the Inspectors of the Central Provinces, where *the Civil Officers, down to the lowest grade of Tahsildar, are made to understand that it is as much a part of their duty to encourage schools as to collect revenue.*"

74. *Halqabandi Schools in the Hill Circle of Kumaon and Gurhwal.*—The establishment of the Halqabandi system in this Circle was mentioned in my last Annual Report, para. 92. Captain Smyth now reports:—"Between January and May, 1863, thirty-seven Halqabandi schools were established in Gurhwal. In these few months the number on the Rolls amounted to 1,187, and the average attendance to 987. There are now forty schools, and the average number on the Rolls has increased by 340; but the average attendance has decreased by fifty-two. I have been equally particular in checking the register of attendance in these schools (as in Tahsili Schools, *vide para. 62 supra.*), and have had to punish several Pundits, and I now look upon the above figures as tolerably correct. In my late tour I inspected and examined thirty-two of these schools, the remaining eight were inspected by my Deputy Inspector. These schools are, on the whole, working well. I had of course to make numerous changes among the Pundits, and the situations of some of the schools have been altered. Hitherto the Pundits have only received Rs. 5 a month pay, but in my late tour I have selected twelve or thirteen of the best, and sent in their names to the Senior Assistant Commissioner of Gurhwal. These will, according to my recommendation, receive a kind of Scholarship from Re. 1 to Rs. 3 a month, to last for one year, and this will be done again next year, the twelve or thirteen best will be recommended for a like reward. I think this a very good plan. A Pundit or, in fact, any monthly servant—on receiving an increase of pay is inclined to become lazy; but these will know that, if their schools deteriorate, they will have no chance of receiving next year's scholarship. Mr. Beckett has taken a great deal of interest in these schools (as well as in the Tahsili schools of Gurhwal), and their present satisfactory condition is chiefly owing to this. The Gurhwal settlement is now finished, and the amount derived from the Halqabandi Cess will be sufficient for the establishment on the 1st of May of two extra schools. There will then be forty-two."

FEMALE SCHOOLS.

75. It will be a satisfaction to His Honor to learn that the number of schools and scholars has more than doubled during the year. Against 62 schools with 950

Districts.	No. of Schools.	Attendance.	
1st Circle.	Alligurh, ...	42	632
	Bulandshahr, ...	20	343
	Meerut, ...	13	170
	Muzaffarnagar, ...	4	63
	Saharunpore, ...	2	30
	Bareilly, ...	2	23
	Budaon, ...	2	25
	Moradabad, ...	3	43
2nd and 3rd Circle.	Shahjehanpore, ...	9	130
	Agra, ...	28	481
	Muttra, ...	7	117
	Etah, ...	3	65
3rd Circle.	Mynpoori, ...	2	32
	Allahabad, ...	4	111
Benares, ...	3		
Totals, ...	144	2,265	

girls, I am now able to reckon 144 schools with 2,265 girls, and, what is more, the area over which the novelty is taking root has been widely extended. The figures of the marginal table show the attendance up to date. I have no hesitation in saying that an onward movement in this important direction is perceptible by the close observer. No rash experiments are being tried; no forcing is attempted; but advantage is taken of circumstances, and when favorable symptoms present themselves, the rising feeling is fostered. Among the Hindûs there is no actual prejudice against the education of the female. It is sheer neglect, which has become customary, and is a feeling allied to the cold social regard paid to her. A thaw is setting in, and the ice is broken; and when the many dispositions necessary for a sure founda-

tion of the system have been effected, the results of female education will be regis-

tered in swelling figures and in bright words of congratulation in after years. The chief difficulty is to find teachers, but it is a difficulty which diminishes. In the 1st Circle, for example, there are but twenty-three female teachers to 97 schools, but every school is in some sense a Normal School, and will supply the want. In the meantime, great care is taken in appointing substitutes.

76. Mr. Cann's well-judged arrangements, in which he has been well seconded by his subordinates, are given in his own words. *Capability of extension* is the characteristic of what has hitherto been done. He reports as follows:—"Two years ago notice was given to all the Halqabandi teachers in the Circle that whoever of them would in his spare hours instruct some grown-up female of his house, and as she progressed collect a few girls for her to teach, should have a rupee or two a month added to his pay, and that, as soon as this teacher should be qualified to conduct a school, a separate salary should be given her. This plan is beginning to work."

The position of teacher offers a respectable living to the Hindú widow now so often doomed to an existence of wretched dependence, and in a few places where the experiment has been made, several of this class have been found desirous to attain to it, twenty being under training in six of the Girls' Schools, the very poor among them who have made satisfactory progress receiving Rs. 2 a month as subsistence allowance.

Much cannot yet be said about classification. So many of the schools being new, most of the children are of the 1st class. In those which existed last year, a 2nd is found; and in a few, such as that at Ram Ghàt, which has been longer established, books of the 3rd class are being read.

In several schools needle-work is taught. The Mendoo Scholars had made pretty bead ornaments; those of the Suleempore School neat grass baskets.

77. In visiting forty-four of these schools I was much encouraged by the progress evident. The examinations were conducted after the mode suggested by the parents of the children, who were in every case present. In one instance, the teacher herself came forward and questioned her scholars, but generally she remained behind a *pardah* with the elder girls, making them read aloud and sending out their writing for inspection, while the younger scholars, from six to twelve years of age, were before me. Sometimes I was invited to listen near a half open door to the reading of the wife or sister of the Thakoor in whose house the school was held; at others, a hand from beneath a curtain drawn across a door-way appeared writing words or pointing out places on the maps. It was satisfactory thus to be convinced of the reality of the Deputy Inspector's work, and at the same time to notice the anxiety of the scholars and their friends to show what had been done.

78. In the absence of Returns of the classes, and by way of illustrating the foregoing remarks, a few of the notes taken on the spot are here subjoined:—

SIKUNDRÁ RAO.—62 present of 68. Daughters of the most respectable Hindús of the town. Ages 5 to 15. Thirteen wrote names, 7 knew all the letters, 30 all the vowels. Teacher, Hurbans Lall; chosen by the people. Four relations help him. Lala Bas Deo, banker, takes great interest in the school.

HATRAS.—41 present; 9 *pardah nasheen*. Ten could write names and count, 6 knew the vowels; 6 of the adults about equal to the 10. Teacher, an old Pundit.

HUSSUYARA.—20 present; 6 knew all the letters, 12 all the vowels. Teacher, the mother of the Toolai Halqabandi teacher; her Assistant a younger son.

LAHARI.—In the house of a Halqabandi teacher (not of this hulqa); his wife the teacher. Nine girls; two can read words well, the rest know the letters.

MASANL.—Twenty appeared, some of them able to read easy words and form letters; nearly all knew the letters; multiplication table begun; maps of Zillah pretty well learnt by half of them. Five others, too old to appear, sent out their writing, which was about equal to the best of the little girls; all daughters of Rajpoots. Teacher, wife of the Halqabandi teacher of the same village.

KHOORJA.—Fifteen girls taught by the Tahsili teacher, Pundit Toolsi Ram. One Rookmani, a widow, 13 years old, can read Dharam Singh, and write fairly; knows the Map of India too—wishes to become a teacher. Two of the others the Pundit's children.

KARANBAS.—Thirty-three girls, ages 6 to 12, and six adult widows. The teacher, a Pundit, receives Rs. 10 a month. Each of the widows, upon the understanding that she is to become a teacher, has a monthly allowance of 1 Rupee; this henceforward to be 2 Rupees. Of the widows, one reads Dharam Singh; two Balbodh; the lessons in Akshar Dipiká, Bárah Khari. As the widows are prepared, they will be drafted off to the towns in which the relations of their deceased husbands live, there to open schools. They will have some influence there, and the relatives, to be relieved from the expense of supporting them, will gladly lend their assistance.

RANGHAT.—Forty-one girls, and three adult widows preparing to be teachers. Two of the three read Dharam Singh; one Balbodh. Four of the girls read Dharam Singh; three Balbodh; two Akshar Dipiká; four vowels and consonants. Under the Halqabandi teacher's mother, a boy assisting.

JEWAR.—In the house of the Halqabandi teacher. Eleven girls taught by an old Pundit; three too old to appear; eight from seven to nine years old came forward. Two, who could read Balbodh well and write names, were the daughters of a Rajpoot Zemindár, at whose request the school was opened.

PINDRAWAL.—Under the Halqabandi Teacher. Eleven girls. One of them, Mohaniá, has finished the lessons of the 3rd Class, reads and writes very nicely, knows the history and maps, and works sums in the Rule of Three. Very intelligent; twelve years old; the daughter of a Bhát.

BAREILLY.—Two Schools:—

1st,—In Roheli Tolá. Teacher, Sáhíba Begum, also a servant to accompany the girls to and from school; nine present of fourteen on the list, all Pathánees. Read behind a curtain, five of them Gooldásta Ikhláq; the rest Tashrih-ul-Harroof. Only two wrote sentences. No arithmetic nor maps. Of the nine present, three the teacher's daughters, one her sister; ages five to nineteen.

2nd,—In the old town. Teacher, Naiman. School in the house of her husband, a chair-maker. Nine present of eleven on the list. Read behind a curtain. Four Gooldastá Ikhláq; two sentences in Tashrih-ul-Harroof; two wrote. No arithmetic nor maps. Two of the scholars relations of the teacher: ages six to nineteen.

79. In concluding this chapter of the Report, I desire to bring to your special notice Munshi Zaca Ullah, in whose district female education has been for some years carried on; Pundit Gopal Singh, who has this year earnestly and successfully applied his Agra experience to the work; and Munshi Nujum Uddin, who has set going several valuable schools.

The efforts of these native gentlemen, who are all men of character and reputation, and well-experienced in the duties of a Deputy Inspector, are valuable as an example for others. They have performed a special service, which it would give me great pleasure if His Honor were to distinguish by some mark of approbation. I have myself questioned them on matters of detail connected with their arrangements, and have listened to their various plans and suggestions, and am well satisfied that what has been effected is not only happily begun but durable. A small special reward would be a great encouragement to these men and to others to imitate their example.

80. The useful effects of the village school system are well illustrated in the aid it brings to what is now doing. It might be expected that the teacher would at least see to the education of his own children, and that brothers at school would be ready to impart their learning to their sisters at home; but that both teacher and pupil should unite to collect the girls together, and that sharp little boys from neighbouring Halqabandi Schools should be told off to assist the awkward mistresses to impart strange notions in arithmetic and geography to their scholars, is an unforeseen development of progress. Besides the Government schools of which mention has been made above, there are 244 girls under instruction in Mission Schools, the largest of which is the Orphanage at the American Mission, Bareilly. This School, which is well-conducted, contains 135 orphans. If we add this total to the numbers under Government instruction in this Circle, viz., 1,459, we shall have some 1,700 girls only known to be under class instruction in the Meerut and Rohilkhand divisions. At the same time it must be remembered that the ladies in most Hindû households know the letters, and can amuse themselves with simple books: and certainly no educated native man permits his female relatives to remain in utter ignorance.

81. *Female Schools in the Second Circle* are now 40 in number, with 695 girls in attendance. I again regret that Dr. Anderson's ill-health prevents the return of a regular report from his office, with the result of his observations on the progress effected or projected. But the report of the Deputy Inspector specially appointed for this work in January, 1863, is full of interest as coming from a native of experience and respectability, and shall now be given *in extenso*:—

“ *To the Address of the Inspector of Schools, Second Circle.*

“I have the honor to submit, for your information, the report which follows
“ in the succeeding paragraphs on the state of Female Education in the Districts of
“ Agra, Muttra, Mynpoori, and Etah.

“In January, 1863, the charge of the above-named districts was intrusted to
“ me, and in May, 1863, the districts of Furrukhabad, Cawnpore, and Etawah were
“ added to my Circle.

“I have received no application for opening a female school from any of the
“ three latter districts, which I visited in July last, and where I also waited on the
“ Collectors and Deputy Collectors, and saw the Deputy Inspectors of Schools.

“Last year there were twenty-five schools with 467 girls, out of which one
“ school, on account of the want of girls to attend it, was abolished.

“At present there are altogether forty schools with 695 girls attending them.
“ They study literature, from the alphabet to the stories of Soornjpoor and
“ Dharum Singh, Balbodh and Akshar Dipika; and from numeration to simple
“ Rule of Three in arithmetic variously. They are exercised in dictation and
“ the bazaar accounts; their ages varying from six to twenty-five years.

15 Widows. 22 Married. <hr style="width: 10px; margin: 0;"/> 37 <hr style="width: 10px; margin: 0;"/> 14 Brahmini. 13 Játáni. 6 Baniyáni. 3 Thakooráni. 1 Káyuth. <hr style="width: 10px; margin: 0;"/> 37	<p>“ More schools would have been established before this, had I received the sanction of additional grants earlier. Of the schools in my charge, two are in the district of Mynpoori, three in Etah, seven in Muttra, and twenty-eight in Agra. Thirty-seven of them are superintended by trained mistresses, and three by old men, who were appointed by selection of the Deputy Inspectors of Etah and Mynpoori previous to my appointment to the present post. There are, however, two grown-up girls of respectable character and family under training, who have applied for the Etah and Kasgunge School teacherships, which are at present held by the above-mentioned men, but as these classes have not yet thoroughly attained the required qualifications, their applications have been withheld. For all this, however, it seems to me very desirable that female teachers should be put at the head of these schools as soon as an opportunity presents itself to do so.</p>
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“ Twenty-five of these schools were recently examined by the Inspector, whose persuasive recommendation of female education to the people and personal visits to the schools, have in a measure loosened the strong hold which national prejudices had taken of the minds of the inhabitants.

“ The average attendance for the year reported on is 84·83 per cent., and the average number of girls per school is 17·37. Three students having qualified themselves in the studies required for school-mistresses have been appointed as such.

“ A Mohurrir, Baboo Ganeshi Lál, was, on the 13th of April, 1863, appointed on Rs. 10 per mensem with the usual travelling allowance. He understands English, Urdú, and Hindi, and has performed his office work in those languages carefully.

“ The following is a statement of the schools as they stood at the end of March, 1864. :—

“ *1st*,—**BARI**.—Seventeen girls on the roll. Five girls in 2nd class, good in reading, dictation, and arithmetic, but only three well up in the meaning of words, in understanding the sense of sentences, and simple rule-of-three. The rest of the girls do credit to the mistress. The school, on the whole, is in a satisfactory state. The teacher, Rám Koer, is the best qualified among all the school mistresses; she has learnt the two parts of Beej Ganit, and is anxious to become my assistant in any of the districts where female schools are in operation. At all events, she deserves an increase of salary. Her father has, ever since the commencement of the school in 1859, been assisting her in collecting the girls and persuading their parents.

“ Sewing has been introduced into this school. The discipline is fair. The building belongs to her father; it is but passable.

“ *2nd*,—**KURAHRA**.—Twenty-one girls on the roll. Six girls of the 2nd class are well up in reading with meaning of the story of Soornjapore, dictation, and arithmetic; three of them work easy sums in simple rule-of-three. They are very expert at sewing and mending clothes. They know a little on the maps of the district; four more can read the lessons in Aksar Dipika fluently. The rest show the industry of the mistress. This was once one of the best schools, but the withdrawal of elder girls has weakened it. The mistress has discharged her duties satisfactorily. An assistant is required.

“ Sewing is also introduced into this school. The discipline is fair. The building an excellent one.

“ 3rd,—HUNSALA.—Twenty-five girls on the roll. Four girls of the 2nd and 3rd classes can read fluently and understand the story of Soornjore and Dharum Sing; two can work sums; in the simple rule-of-three; eight learn Balbodh, Akshar Dipiká, and addition. The rest from alphabet and numeration to Akshar Dipiká and addition in arithmetic. The senior girls manifest great alacrity and taste for needle-work. Their writing particularly draws our attention. With regard to discipline and order this is the best school. Three girls know a little of the district map. By the help of the assistants, it is expected that this school might in time gain our highest esteem. I am quite satisfied with it. Sewing is also introduced into this school. The building is good; it belongs to the assistant.

“ 4th,—TILLOKPORE.—Nineteen girls on the roll. Four girls of the 2nd class and two ladies behind purdah can read and understand well the story of Dharum Singh and Soornjore; one only knows the rule-of-three; three in 1st class know the lessons in Akshar Dipiká tolerably well. The rest do credit to the mistress (a widow of experience and influence). Four girls can point the boundaries and chief parts of India. The school on the whole is going on well. Sewing has been introduced into this school. The building belongs to her father; it is passable.

“ 5th,—GOBINDPORE.—Sixteen girls on the roll. Four girls in the 2nd class are good in reading, dictation, and arithmetic. They have nearly been as much qualified as the mistress herself is; they can be recommended for school mistresses, should they like to open girls' schools in other places. The rest learn from the alphabet and numeration to Balbodh and Paháras, variously. The school owes its prosperity entirely to the exertions and influence of the mistress, there being no assistant. The girls learn sewing and mending clothes. The building belongs to the brother of the mistress; it is neat and an excellent one. The discipline is good.

“ 6th,—WAZEERPOORA.—Sixteen girls on the rolls. Two girls in 2nd and four in 1st class can read well, and write pretty correctly from dictation; but they are backward in arithmetic. The rest do credit to the assistant. The girls exercise in sewing. This school owes much to the valuable help lent by Pundit Ishri Pershad. The senior girls are very promising. The building belongs to the said Pundit; it is neat and well furnished. Assisted by Gungá Pershad, the assistant appointed on Rs. 55 per mensem by the Government.

“ 7th,—JHOONDAWALL.—Eighteen girls on the roll. Two girls in 2nd class can read fluently and write from dictation correctly, and three others stand second to them. I may commend their writing, and mark out the backwardness in arithmetic; two girls only know a little of the map. The little girls learn only the alphabet and *gintee*. The school is in general not in the state that it should be. The building belongs to the teacher's husband, who is also her assistant; it is airy and clean, but not roomy. No sewing.

“ 8th,—MINDHAKURI.—Eighteen girls on the roll. Three girls in the 2nd class are well up in reading and writing; three in the 1st class can write names pretty correctly; in arithmetic they know only addition and multiplication table. The rest shew the labour of the assistant (paid by the school-mistress). The school-house is spacious, but dirty and requires repairs; it belongs to the zemindár. No sewing.

“ 9th,—DOULATABAD.—Fifteen girls on the roll. Three girls in the 1st class and two women behind purdah can read and write fairly; in arithmetic, they learn addition. The girls are properly taught, and the discipline is good; in addition to the assistant, the husband of the mistress gives her great help: it is a promising school. The building belongs to him; it is unsuitable. Three girls learn sewing.

“ 10th,—GURMUCKHA.—Seventeen girls on the roll. Three girls in 2nd and two in 1st class can read and write pretty well; one knows simple rule-of-three and three of them multiplication. The rest, alphabet and numeration. This school is one of the oldest standing. It flourished soon after its commencement, and subsequently declined through carelessness of the teacher; but since the appointment of the private assistant, it is resuming its former state. The building belongs to the assistant; it is but passable.

“ 11th,—DIGROTA.—Sixteen girls on the roll. One girl can read and write well; she knows multiplication table in arithmetic; the rest learn alphabet and numeration. This is one of the new schools; the zemindars do not take interest in the cause of female education. The school-mistress is also lazy, but the assistant appointed out of her pay is expected to get on the school well in time. The building belongs to him; it is roomy, but filthy.

“ 12th,—SIKRODA.—Fourteen girls on the roll. Two girls can read any ordinary Hindee book, and write correctly from dictation; in arithmetic they work sums in rule-of-three; they can point out the chief places upon the Zillah Map: one of them has surpassed the mistress in qualifications; the rest of the girls do credit to the teacher; this school has been suffering much from the sickness which annually prevails in the vicinity of Futtehpoore. The mistress is not negligent of her duties, but the zemindars do not assist her in sending a sufficient number of girls to her school. The building belongs to her husband; it is neat and well suited for the purpose. No assistant; 3 girls learn sewing.

“ 13th,—KIRAOLI.—Twelve girls on the roll. Two girls can read the lessons in Akshar Dipikā, and write short sentences fairly; in arithmetic they learn multiplication table, and except one, who knows multiplication, the rest learn alphabet and numeration. This school is not in a satisfactory state, for which I may not accuse the mistress, who is an intelligent and industrious teacher, but the zemindars, most of whom dissuade their daughters from attending the School. They have repeatedly been persuaded by me as well as by the Tahsildar. The building belongs to the teacher's husband; it is roomy and airy, but exposed. No assistant. One girl learns sewing.

“ 14th,—KARAE.—Seventeen girls on the roll; two girls in 2nd class are well up in the story of Soornjpoore and addition; their dictation is not bad. The rest learn from alphabet and numeration to Akshar Dipikā and Puharas variously. This school has been subject to the same disadvantage as the Tikroda one; however, it is a promising school, and does credit to the mistress. No sewing has been introduced into this school as yet. No assistant is required. The building belongs to the zemindars; it is just serviceable.

“ 15th,—DHUNNOWLI.—Twenty-two girls on the roll. One girl can read Soornjpoore and write correctly; three more read Akshar Dipikā; they all learn multiplication table. The rest are in alphabet and numeration. This school is of a very recent date; the girls are young and ignorant, but the husband of the mistress (an old Putwaree) is an experienced and painstaking person; he will get them on well in time. No sewing. The building belongs to him; it is roomy and airy, but exposed. Assisted by the husband.

“ 16th,—JOWPOORA.—Eighteen girls on the roll. Three girls in 2nd class are well up in Soornjpoore and addition; four of the first can read the lessons in Akshar Dipikā, and write short sentences fairly. The rest as above. This school was much fallen through the idleness of the mistress, but since the appointment of the assistant it is recovering. The zemindar of the village lends every possible help to the school. Four girls learn sewing and mending clothes. The school on the whole is not in a satisfactory state. The building belongs to the zemindar; it is an excellent one.

" 17th,—MULLIKPORE.—Twenty girls on the roll. Two girls in 2nd class good in Balbodh; three in 1st can read lessons in Akshar Dipiká and write names and sentences fairly. They are in addition and Paharas. The rest learn from numeration and alphabet to Akshar Dipiká and *gintee* variously; the girls are rather young, and the mistress an inexperienced widow. This school has been slow in progress; but an assistant has of late been appointed, who is qualified, and is of influence in the village; he will soon improve the school. No sewing. Discipline scarcely passable; school-house bad.

" 18th,—BIRONA.—Fifteen girls on the roll. Two girls can read lessons in Akshar Dipiká, and write short sentences, but not correctly. The rest, as above. It was once a very promising school, but through carelessness of the mistress, it declined, and in consequence her salary has been reduced from Rs. 10 to Rs. 7, including the pay of her assistant (her husband), who, by his exertions, has done much in a few days. Two girls learn sewing, one map. The building belongs to him; it is neat and good.

" 19th,—CHEETUR SINGH.—Fifteen girls on the roll. One girl in 2nd class is very good in general. The rest learn as above, showing no progress: being the consequence of the very irregular attendance of the school. The mistress has her brother to assist her, but the school is in a bad state; if no improvement is effected during the next two months, it will be reported to be closed * with the Jhoondawae female school. The discipline by no means good. The building belongs to the Zemindar; it is passable. Two girls learn sewing.

" 20th,—BAMOLLA.—Fifteen girls on the roll. Two girls in 2nd class good; one of them knows nearly as much as the mistress does; three in 1st class fair in reading, dictation, and Paharas. In addition to the assistant, her father (a Putwaree of the village) takes great interest in collecting the girls and persuading their parents. The discipline is fair. The building belongs to the Putwaree; made for the purpose: it is passable; three girls learn sewing. The discipline is improved, except the irregular attendance.

" 21st,—PEELOOIA.—Fifteen girls on the roll. No girl can read any book or write from dictation; all the girls are young and ignorant; they learn alphabet and numeration, except one, who learns Akshar Dipiká and Paharas. The discipline is bad. The school-house is miserable. The mistress is not influential; attendance irregular. I am not satisfied at all with this school.

" 22nd,—GOVERIDHAN.—Sixteen girls on the roll. Two girls are well up in reading and writing; they learn Paharas, and one of them, multiplication. The rest as above, doing credit to the mistress, who is an intelligent and a painstaking widow. Two girls learn sewing. The discipline is improved. This school has suffered much from the illness caused by inundation. The building is miserable.

" 23rd,—MUTHRA.—Fourteen girls on the roll. Three girls can read the lessons in Akshar Dipiká, and write from dictation fairly; two of them know the multiplication table; the rest as above. The mistress (an experienced, influential old woman) entices the girls by sweetmeats to attend the school. The building is miserable; it will soon be re-built. It is a promising and the first school among the Chobay caste. Her son assists her. No sewing is taught here.

" 24th,—MANDOORE.—Twenty-five girls on the roll. Three girls good in reading and dictation from Balbodh; in arithmetic they do addition and Paharas; the rest as above. The mistress, though young, is a first-rate teacher, and is assisted by her father-in-law, an experienced old mudurris. The discipline good; four girls learn sewing. The building belongs to the assistant; it is passable.

** Probably for *coincided*, used improperly for *united*.

" 25th,—AMULKHERA.—Twenty-four girls on the roll. Three girls can read the lessons in Akshar Dipiká, and fairly from dictation. Four more write short sentences with very few mistakes; the former learn addition, the latter, gintee and Paharas in arithmetic. Two women, behind purdah, learn Akshar Dipiká and multiplication. The rest as above. The mistress is assisted by her husband, a very painstaking man. This is the second school containing the pure Thakur girls. The first is that of Doulatabad. The discipline is fair. It is a promising school. The building belongs to the assistant; it is unsuitable, but he is about to rebuild it.

" 26th,—BAS RISAL.—Sixteen girls on the roll. Two girls in the 2nd class, and two women, behind purdah, are good in the story of Soornjore and dictation; three girls in the 1st class can read the lessons in Akshar Dipiká fluently; all of them learn basket and knitting work. In arithmetic the former do multiplication, and the latter gintee and paharas. The teacher is assisted by her husband, an experienced mudurris. The building belongs to him; it is unsuitable. The discipline is fair. It is a very promising school.

" 27th,—GOOBROUTH.—Twenty-two girls on the roll. Three girls in 2nd class can read and write from dictation out of Soornjore fairly; in arithmetic they work multiplication and long division; two in 1st class can make out the lessons in Akshar Dipiká with some difficulty; they learn gintee and paharas. The rest know very little, shewing the carelessness of the mistress; the school would have been much better had she paid proper attention to her duties. No sewing. The discipline scarcely passable. The building belongs to her husband, who assists her. It is passable.

" 28th,—AUGODHA.—Fourteen girls on the roll. Two girls in 2nd class are well up in the story of Soornjore, and four in the 1st learn the lessons in Akshar Dipiká; their dictation is fair, but they are backward in arithmetic; being the consequence of the deficiency of the teacher in that branch, who is now warmly engaged in improving himself; he is a very quiet and most painstaking teacher; his salary has been raised from Rs. 4 to 5 per mensem, since the last examination. The discipline is fair. The building is unsuitable; it belongs to the teacher, who is about to re-build it.

" 29th,—PHURHA.—Eighteen girls on the roll. Two girls only can read the Akshar Dipiká, and write sentences fairly; in arithmetic, one knows addition, and the other paharas. The rest as above. The mistress had been negligent of her duties, consequently twice fined; she will resign her post in this month. The new assistant is a qualified and experienced teacher; he is expected to restore the school soon to its former state. The building, a hired house, at 8 annas per month.

" 30th,—ETAH.—Twenty girls on the roll. Three girls in 2nd class are well up in the story of Soornjore and long division; two of them can work sums in simple rule-of-three; four in 1st class can read the lessons in Akshar Dipiká, and write sentences with very few mistakes. The rest as above. Seven girls learn basket and knitting work. The discipline is fair. The house is a Government building; it is an excellent one.

" 31st,—KASHGUNGE.—Thirty girls on the roll. Four girls in 2nd class can read fluently and write from dictation out of the story of Soornjore fairly; in arithmetic they learn subtraction, and one of them long division; they write a neat hand. Four in 1st class fair in Akshar Dipiká and paharas. The rest as above. The teacher discharges his duties faithfully. The discipline is fair. The building, is a hired one at 1 Re. per month: it is passable, but as soon as a better one can be had, it will be changed.

" 32nd,—GHAGPOORA.—Twelve girls on the roll. The school was established in November, 1863. The girls know no more than alphabet and numeration; they are too young, but as the school-mistress is painstaking she will get them on in time. The building belongs to the Zemindar; it is roomy, but exposed.

" 33rd,—MUTHRA SUTGURAH.—Fifteen girls on the roll; established 1st March, 1864. The building is a hired one at 2 Rs. per month. This rent is to be paid from the date on which the house is fully repaired.

" 34th,—NARA.—Fifteen girls on the roll; established 1st March, 1864.

" 35th,—BEELOATH.—Fifteen girls on the roll; established 1st March, 1864.

" 36th,—NOHJHEEL.—Fifteen girls on the roll; established 1st March, 1864.

" 37th,—DOOLAHIA.—Fifteen girls on the roll; established 1st April, 1864.

" 38th,—SIRAM.—Fifteen girls on the roll; established 1st April, 1864.

" 39th,—NAGAROLE.—Fifteen girls on the roll; established 1st April, 1864.

" 40th,—KARYAKI GURHL.—Fifteen girls on the roll; established 1st April, 1864.

"Eighteen of these schools have private assistant teachers, paid out of the salary of the mistresses, and three are paid by Government; the remaining are without such assistants, but they will also be supplied with them as soon as fit persons can be got. Since the appointment of the assistants, there has been a marked improvement in the schools, especially with respect to their discipline. One school takes place in a house which is rented at 1 Rupee per mensem. One school-house is a Government building, and the rest are private houses. It may also be noticed here, that for each of these, the Zemindars and the relations of the mistresses are glad to give sites for new school buildings, and to subscribe a little money in aid of their erection.

" The Muttra school will soon be re-built with the money to be raised by the donations from W. C. Plowden, Esquire, the Joint Magistrate of Muttra, at Rs. 10 per month. In almost all the schools carpets (tâts) are most urgently required, which will cost at least 3 Rs. per school, while the school-house at Etah will cost Rs. 10.

" Sewing, knitting, basket-making, &c., have of late been introduced into some of the schools, but as there is little liking for these works among the inhabitants of this part of the country, it will take a long time before such things attain any degree of perfection.

" The school mistresses and male teachers (with the exception perhaps of one or two) are by no means slow and backward in setting good examples and encouraging the *showk* for female education, that their schools may be better attended, and they themselves might get rewards for their exertions and labours; they have, indeed, in some degree, succeeded in this respect; but, independently of this, there lies a great and serious obstacle in their way, which is, that the girls, according to the custom of the country, are required to assist their parents in the household business and the field work, which keeps them from attending the school; and those that do go there can spare, on the whole, but a short time for reading. Hence it may be inferred that, as soon as the attendance in the schools is made more regular, they will at once flourish; there would as well rise a great demand for female education, and ultimately the people themselves might attempt to set up their own schools.

" It is interesting to remark briefly the state and position of female education in 1859, (when the system was recommended), and to notice the progress which has since been quietly effected in that department.

“ In 1859 only four such schools were experimentally established in the Agra District; but they, by their thin and irregular attendance, were neither regarded as of much consequence nor expected to continue long, and to become the source of other similar schools opened under trained mistresses drawn from them. Also it was equally difficult to find girls to attend a school and a proper mistress to teach them; even the girls often used to run away at the approach or appearance of a European, and when 95 persons out of 100 were against female education; while at present, I am glad to say, that this state of things has greatly altered; that about one-third of the girls attend the schools of their own accord, and although the other two-thirds of them require to be sent for, yet they all willingly undergo regular examinations by their European officers; however, some of them express a sort of shyness (a most disagreeable thing) which is very likely to wear off in the course of a short time; as experience teaches us that the girls of those schools which have been examined but for the first time shew a great degree of shyness, and those that have been more than once examined, a lesser degree; while those that have attended the Halqabandi Schools with their brothers, and undergone several examinations, have got quite rid of this habit.

“ Again, 30 out of 100 speak in favour of this Department, and almost all the female schools (existing at present) regularly train and can supply competent mistresses; and many of the girls, in addition to their education, receive a task in sewing, mending clothes, knitting and basket-making work. Also the girls in respectable numbers from different schools were collected and examined by the Inspector, during his late tour, at the villages of Kurahra, Jhoondawae, and Bas Risal.

“ We cannot at present expect to call the girls together for examination at other places than those where they have their friends and relations, without fear of their parents and guardians being put to the slight and slur of their ignorant neighbours; though by enticements we (to show our *kārguzāri*) do prevail upon some of the girls to collect them together; but on their return, their parents are censured and put to shame by their unlettered neighbours, relations and numerous acquaintances, for their going beyond the pale of their custom, (that is to send girls out of doors for examination,) and they, being weak-minded persons, often yield to their misguidance, and in consequence others follow their example. This I may ascribe as one among other reasons why many persons who express great zeal and alacrity at the very first establishment of a female school, subsequently relax their zeal, which thinned the number of girls in some of the existing schools; however we have hopes of overcoming such like impediments in time.

“ But any want of precaution, care, or faith may put the system into confusion. They who fully understand the value of female education, and some of the Halqabandi Muddurrises (who get small pay) have already commenced training their females, with the view of qualifying them to become school-mistresses, and they themselves intend to work along with them as their assistants, hoping thereby to better their positions by gaining pecuniary advantages as well as those arising from intellectual and moral culture of their females. Hence it is my conviction that if the schools were to be opened among high and influential families, and the course of female education were carefully and steadily pursued, the girls' schools may in time stand next if not equal to those of the boys, as the girls are generally possessed of better memory and less selfishness than the boys.

“ THAKUR KALYAN SINGH,

“ Deputy Inspector, Female Schools.”

82. Perhaps no description could convey more graphically the actual state of things than the above unvarnished and somewhat unlettered statement of progress, which is the common form of report required from Deputy Inspectors. There can be no question that the difficulties are great, but they are discouraging rather in

character than in actual force, and will yield to patience and quiet pressure supported by a judicious supply of funds. Proper buildings must be provided. The only good school-house in the North-Western Provinces is that at Etah, built by Mr. Thornhill. Where the character of the schools warrants outlay, I propose to erect appropriate buildings during the year, a measure which will be easier of accomplishment, now that the insertion of a building allowance in the Educational Estimate has received the sanction of Government. In the meantime, such expenditure as is absolutely required in the way of simple furniture, &c., to render the existing accommodation more attractive, will be now if possible provided. The remarks of the Deputy Inspector give good hopes of a supply of mistresses being maintained. It is something too to hear that the ability of the Hindú girl is not of a low order, and that, though the mistresses are here and there "lazy," some are enterprising and diligent, and that one has even carried her studies into algebra. The few words let fall on the subject of inspection by European officers may be noticed as an expression of the views of natives who have got over their prejudices on the subject, but it by no means follows that native country gentlemen, who seldom see much of Europeans, hold the same opinions. My own plan is not to visit a school without being assured of the parents' wishes on the subject. The visit need be of no great duration under any circumstances. A little reading and writing is soon got over, and a glance or two is all that is required to note whether the children are properly supplied with books, &c.

83. *The Establishment of Female Schools in the 3rd Circle (Benares)* is but just beginning. There are now seven schools, containing 111 scholars. Three of these are in Benares, and four in the Allahabad District.

84. *In the Ajmere Circle*, the Inspector mentions the existence of a caste, the *Oswal*, which has always considered it their interest to educate the female members of their families.* Two girls belonging to this caste were found by him learning to read and write in the Pisangan boys' school. It is quite possible to take advantage of this opening, and a beginning shall be made as soon as possible.

85. *In the Kumaon and Gurhwal Circle*, something of the same sort is discernible. The Inspector reports:—"There are no female schools in this Circle, with the exception of a small school attached to the Almorah Mission; but in my late tour in Gurhwal I was glad to find a few little girls regularly attending two or three of the schools. In the Byanse Bhootiah school, too, there are two or three little girls, but none of these have yet made much progress."

86. I have already trespassed on His Honor's time in my desire to place before him a detailed account of progress in this most important movement. I shall conclude the subject by translating an article on the subject, which I observed in the *Najm-ul-Akhbar*, native newspaper, of the 9th March last. The writer is apparently well informed of what is being done in the 1st Circle, and states his own opinion and anticipations with considerable plainness. Other native newspapers are taking the matter up in the same tone of encouragement:—

"We have already alluded to the state of the girls' schools in the Allygurh District, where there are 42 schools with nearly 700 girls. We shall now describe those of Boolundshahr. When we heard that 42 and 41 girls assembled regularly in the respective schools of Secundra Rao and Hattras, we reflected with pleasure on the bright example which was being set, but when we were further informed of what was doing in the Bulandshahr District our satisfaction was increased by many degrees, and we were further assured not only that the numbers of scholars were equal to those of Allygurh,

* The business of this caste in former days was to supply the office of hereditary scribe to the masters of the country. Family business was left to the females.

“but that proficiency, that most important consideration, was achieved in this fortunate district. The school of Ram Ghât, which has a female teacher and 41 girls in attendance, is unequalled in the division; and the Deputy Inspector of Bulandshahr does not hesitate to say that the attendance will rise to over 100 girls; but, in the meantime, attention is being directed to the arrangement of classes and studies. This school was established by Mr. Turnbull, the late Judge of Meerut. He did not forget to inquire after its welfare on his return from England, though so long a time had elapsed, but took an early opportunity of asking the Inspector how it was going on. Were he to see it himself, he would be pleased to find that the seed sown had grown into a flourishing and verdant tree. The schools of Doulatpore, Karmbás, and Guraoi, with 30 or 40 girls at each, are deserving of notice, particularly that of Doulatpore, where the arrangements are excellent. The Deputy Inspector of Bulandshahr has devised an admirable plan for ensuring the stability of the system. This is the instruction of widows, for it is clear that want of teachers is a great obstacle to progress, and the perpetuity of the girls' schools is somewhat uncertain. But if widows are instructed, the schools will become gradually settled institutions. We are informed that some of the widows receive pay; in our opinion a most excellent plan (*niháyat hí munásib.*) Nay, we even think small stipends might be given, and a kind of *Zanana Normal School* be founded. To return, the attendance at schools inspected was 223 out of 242, which is more than we expected, and amounts to 25 on the average for nine schools. It is to be regretted that more funds were not at the disposal of the Deputy Inspector when wanted. An increase in expenditure has, however, lately taken place. A start has certainly now been made in the three districts of Aligurh, Meerut, and Bulandshahr; and we have reason to say (*kai dáilon se ham yih kah sakte hain*) that in a short time the attendance of the girls will exceed that of the boys. In the first place, the number of girls much exceeds the number of boys in Hindústán; in the second place, the boys resort much to the indigenous schools, and the girls wander about in idleness; and in the third place, boys, as soon as they acquire some degree of understanding, are occupied in business, while the girls have nothing to do. When, therefore, they come to be educated, the attendance of the girls at school will be beyond calculation.”—*Najm-ul-Akhbar*.

NORMAL SCHOOLS.

87. *The Meerut Normal School*.—Mr. Cann reports:—“At the close of 1862-63 126 teachers, who had been under training during the year, were examined. Of these 40 obtained Tahsili certificates, 15 first class, 16 second class, 11 third class; and 77 Halqabandi certificates, 19 first class, 43 second class, 15 third class. Seven were found unworthy to receive certificates, and from two certificates were temporarily withheld. At the beginning of 1863-64, 30 teachers were called in. Of these 16 have been struck off on account of either absence, unfitness, or misconduct. Of those so struck off, five were sent from the Budaon and four from the Shahjehanpore District. The 114 teachers remaining are now under examination, and will be sent back to their several schools at the end of the month. An hour daily has been given to the Urdù students in which to read Nāgri, and to the Hindi students for Urdù. Much good is likely to result from this. The pronunciation of the Nāgri teachers has been greatly improved, and the Urdù teachers, having acquired a knowledge of the Nāgri character, will make suitable masters for mixed schools.”

88. Rudimentary instruction in English has been given to those who desired to acquire some knowledge of that language. Much proficiency is impossible during the short period they are under tuition, but a door is thus opened to them

for self-improvement when they return to their regular duty. The students have suffered much during the year from sickness. They have hitherto laboured under the disadvantages of bad accommodation and crowded rooms. The new school, which stands on an excellent site, has now been completed, and the barracks are in progress.

89. *The Agra Normal School.*—In the Head-Master, Mr. Sharpley's, words :—
 “The session commenced on the 1st July, 1863, and the number of pupils admitted amounts to a total of 125. Of these, 91 were Halqabandi and three Tahsili teachers, and 30 young *umaidwars* from Tahsili schools. Two of the *umaidwars* were returned, as they were much below the standard of age and capacity; two men received appointments, and five were struck off for sickness and absence. There remain 116. A *vivâ voce* half-yearly examination was held in December last. About 87 pupils gained full marks in the various subjects of examination. The certificate examination has not yet taken place. Much discomfort was experienced by the students during the past year from the state of the barrack accommodation, which I personally examined in January. Arrangements have now been made for the complete renovation of this part of the premises before the rains.” As in the Normal School at Meerut so here too, the rudiments of English have been imparted to the majority of the students. Though the teacher has been appointed but a short time since, the Head-Master reports :—“As I expected, the subject was taken up with much enthusiasm. I have examined the classes in the first eleven pages of the Primer, and found most of them well acquainted with the Alphabet, large and small, and that their pronunciation was clear and correct.”

90. *The Benares Normal School.*—This school has long laboured under the want of proper accommodation for teaching or boarding purposes. The defect is now being supplied, and an excellent site in the vicinity of the College has been taken up. The average number of students on the roll during the year was 174, with a daily attendance of 140. The cost of a student's instruction during the year at this school has been about Rs. 73. The supplementary report on the examinations conducted has not reached me in time for notice.

91. Captain Smyth speaks in satisfactory terms of the *Normal School* recently brought into operation at *Almorah* under his own eye :—“I have much pleasure in reporting the complete success of the Almorah Normal School. Without this school I do not know where I could look for Pundits. There are always four or five school Pundits studying there, and in my tours I select the most advanced boys and those I think likely hereafter to make good Pundits and send them to Almorah to undergo a course of study.”

92. SECTION V.: PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

Description of School.	Management.	No. of Schools.	Average No. on Rolls.	Average daily attendance.	Total Expenditure.	
					Imperial grants-in-aid.	Local.
Colleges, ...	European, ...	2	13	13	3,120	6,644
	Native, ...	1	3	3	400	1,742
Schools of Higher Class, ...	European, ...	2	636	472	4,680	9,967
	Native, ...	1	347	294	600	2,616
„ Middle Class, ...	European, ...	23	3,452	2,668	22,784	60,991
	Native, ...	8	417	377	980	2,651
„ Lower Class, ...	Native, ...	5,722	58,283	52,463	...	24,350
Female Schools, ...	European, ...	5	486	426	2,392	5,488
Normal School, ...	Do.,	1	48	48	1,200	8,360
	Totals, ...	5,765	63,684	56,764	36,156	1,22,909

93. This Table takes into account all non-Government schools in the North-Western Provinces, aided by the Government or not, which come under the inspection of this Department. A sub-division, under the head *management*, has been introduced with a view of contrasting purely native effort with that of Mission and other Societies in the establishment of the better kinds of school. Schools of the lower order, which have generally received the designation of *indigenous*, are the Persian, Arabic, and Sanskrit *bazar* schools, which are visited from time to time by the Deputy Inspectors of the Department. An accurate calculation of the attendance and expenditure on these schools is next to impossible. The teachers keep no Registers, and the salaries paid are irregular. As a rule, the average attendance seldom exceeds nine boys; and as a better style of education creeps into fashion, attendance at these schools will fall lower. The character of the teaching has often been described. The hope of reform is very small, for the teachers are set against it, and desire no assistance from Government which shall involve the trouble of improvement.

94. Indigenous schools are gradually giving way before the steady advance of the Government system of education. I observe that in the 1st Circle alone 142 schools have been closed during the year. As might be expected, the largest number of existing schools are to be found in the Bareilly and Bijnour districts, where the Halqabandi system has not been introduced. In Bareilly there are 557 schools with 4,804 scholars; in Bijnour there are 373 schools with 3,558 scholars. Again, take the two best districts of the Circle, and the result is that in Bulandshahr alone 43 schools have closed this year, and in Meerut 33.

95. The Inspector of the 3rd Circle gives a Table, which is statistically curious, as shewing the increasing or decreasing popularity of certain classes of these schools, considered with reference to the language taught. In the 2nd Circle there is similarly a decrease in the indigenous schools, amounting to schools 87, and scholars 1,142 less than returned last year. On the whole, the decrease in schools during the year amounts to 1,420 schools. The average roll-call of the 5,722 schools in existence is 10 boys, with an average attendance of 9:—

Languages.	English.	Arabic and Qoorân.	Persian.	Urdu.	Sanskrit.	Hindee, Mahajani, &c.	Bengali.	Mahrattî.	Totals.
1863-64, ...	390	1,700	6,326	1,148	4,927	6,290	104	30	20,915
1862-63, ...	181	1,983	6,292	1,301	5,178	7,696	66	22	22,719
Increase, ...	209	...	34	...	...	...	38	8	283
Decrease, ...	...	283	...	153	251	1,406	...	...	2,093

Net decrease, 1,804

96. It will be observed that all private schools under inspection, with the exception of the lower order of schools, are aided by the State; and that the number of aided schools for 1863-64 is 42. Last year 14 schools received grants-in-aid, and the year before 9. We have, therefore, an increase of 366 per cent. in two years in the number of schools which receive grants-in-aid. During the current year I shall probably add at least thirty more schools to the list; and when this has been effected, the number of aided schools will be *eight times what it was three years back*. This is a notable indication of the efforts which are being made on all sides for the bettering of the rising generation; and more than this, His Honor will detect, in the fact that eleven *schools under native management* now receive State assistance, a sign that the desire for self-improvement is astir. In the course of the current year this desire will, I have reason to believe, become yet more evident. Within

the last few weeks a promising school of 150 boys has sprung into existence in one of the suburbs of Bareilly. It was established by the Head Clerk of my office, and will work as a branch school of the Government College. The Municipal Committee have followed suit in the establishment of three boys' schools and two girls' schools in other important suburbs of the City.

In Appendix D. I have re-printed the last report of the Bengaliolah Preparatory School of Benares, as a specimen of the really methodical way in which the management of these schools may be conducted. On the occasion of my last visit I was specially pleased with the pure pronunciation (English) of the boys in this school. Its establishment is much to the credit of the Bengali population, and the Committee will receive a grant-in-aid, with His Honor's sanction, for the current year. Five other native subscription schools have been established in the Bijnour and Moradabad districts. In the former district the want of a school cess has been perhaps a stimulus to the rise of schools of this sort. Two schools in the Maharajah of Benares' territory have been recommended by the Inspector for State assistance. The large subscription school in Moradabad, and those set on foot by the late Mr. Colledge in Bulandshahr, are others on the list of schools supported by the native gentry, and for which grants-in-aid for the current year will be provided. Two native schools in the Ajmere territory are recommended by the Inspector as worthy of grants-in-aid.

97. The following is a list of the Schools aided during the year 1863-64. It is a detailed statement of column G in the general Schedule of para. 92:—

No.	School.	Place.	Management.	Aid.
1	St. John's College,	Agra,	Church Miss. Socy. ...	4,800
2	Ditto School Department,	do.	Ditto,	
3	Jay Narain's College,	Benares,	Ditto,	3,000
4	Ditto School Department,	do.	Ditto,	
5	Anglo-Vernacular School,	Muttra,	Ditto,	1,200
6	Ditto	Azimgurh,	Ditto,	1,200
7	Ditto	Goruckpore,	Ditto,	1,320
8	Ditto	Meerutt,	Ditto,	1,200
9	Ditto	Chunar,	Ditto,	720
10	Ditto	Ghazee-pore,	Ditto,	1,200
11	Ditto	Jaunpore,	Ditto,	1,200
12	Ditto	Benares,	Ditto,	960
13	Ditto	Allahabad,	Ditto,	120
14	Ditto	Bareilly,	Ditto,	120
15	Ditto	Secundra,	Ditto,	600
16	Ditto	Cawmpore,	S. P. G. Mission,	3,000
17	Ditto	Shahjehanpore,	American Mission,	960
18	Ditto	Moradabad,	Ditto,	960
19	Ditto	Bijnour,	Ditto,	480
20	Ditto	Bareilly,	Ditto,	264
21	Ditto	Nymee Tal,	Ditto,	600
22	Ditto	Dehra,	Ditto,	1,200
23	Ditto	Kurruckhabad,	Ditto,	700
24	Ditto	Mympoori,	Ditto,	400
25	Ditto	Najibabad,	Ditto,	200
26	Female School,	Benares,	Church M. Socy.,	992
27	Ditto	Etawah,	Ditto,	200
28	Ditto	Bareilly,	American Mission,	960
29	Ditto	Dehra,	Ditto,	120
30	Normal School,	Benares,	Church Miss. Socy.,	1,200
31	Anglo-Vernacular School,	Almorah,	London Mission,	1,800
32	St. Peter's College,	Agra,	Roman Catholic,	1,500
33	High School,	Allahabad,	Committee,	1,000
34	Victoria College,	Agra,	Committee,	1,000
35	Anglo-Vernacular School,	Agra,	Private,	560
36	Ditto	Besal-pore,	Ditto,	100
37	Ditto	Hapar,	Ditto,	80
38	Ditto	Sherkote,	Ditto,	80
39	Ditto	Rehaur,	Ditto,	40
40	Ditto	Gurhi,	Ditto,	40
41	Ditto	Afzal-gurh,	Ditto,	40
42	Ditto	Sarjan-gger,	Ditto,	40
			Total,	36,156

98. The constitution of the two Colleges at the head of this list corresponds to that of the Government Colleges explained in the preceding section as

duplex, and they are just as much single institutions under one Principal. Ten candidates stood for the Calcutta University Entrance Examination of 1863, of whom eight passed, one being in the 1st Division.

A Table, corresponding to that given for the three Government Colleges in para. 26, is subjoined:—

	1860.		1861.		1862.		1863.	
	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.
Entrance Examination, ...	2	0	9	5	8	1	10	8
First Examination in Arts,	0	0	0	0	0	0	3	3
B. A. Examination, ...	0	0	0	0	0	0	0	0

As will be seen in the next section, Scholarship allowances have been given this year for the first time to these Institutions, and I hope that the Principals will thus be enabled to encourage their passed candidates to study for the First Examination in Arts, if not for the B. A. Degree.

The *Victoria College* at Agra was unsuccessful at the last Entrance Examination, and cannot as yet be said to have any College department. The Committee has now secured the services of one of the European staff of the Benares College, and I doubt not but that, if care be taken with the school classes, the senior students will in time show creditable proficiency.

The *Anglo-Vernacular Mission Schools* continue to be well attended, and are generally reported of in favorable terms by the Inspectors. That of the American Mission at Shabjehanpore has not been so successful, and this is not altogether to be accounted for by circumstances. A reduction of the grant has been, in consequence, recommended by the Inspector.

The *Orphan Girls' School* at Bareilly, under Ladies of the same Mission, is well managed, and will be recommended for an increased grant.

In Etawah, the Revd. J. Ullmann is endeavouring to set on foot a system of *Zanana* schools, the inspection of which is managed by Mrs. Ullmann. He has made a successful beginning. Something similar is being attempted by Mrs. Wikoff of Mynpoori; and the Misses Gabbath, at Benares, are working in the same direction, and the true charity which directs their efforts is a subject of respectful acknowledgment on the part of the native gentry.

The *Allahabad High School* is managed by a Committee of the chief residents, and supplies a want much felt among the Protestant families. A fund is being raised for building purposes.

The *Cannpore Mission* maintains three schools—the Christ Church School, Generalgunj School, and the Asrapur Orphanage. The Generalgunj School was originally intended as a branch to the Christ Church School, and, though the instruction given is chiefly in the Vernacular, the elements of English are taught. The Vernacular books used are chiefly those published by this Department. The Orphanage at Asrapur (near Nawabgunj) contains 101 children, more girls than boys.

The chief school in the *Meerut Mission* is an Anglo-Vernacular School of 138 boys. There are other small schools at out-stations, for which assistance has been asked during the current year.

99. The propriety of adopting some general system of grants-in-aid, the provisions of which may be easily applicable in India, seems deserving of consideration. The subject occupied my attention last year, and I informed myself of the changes which those interested in the extension of private enterprise in education were led to advocate. Not that any difficulty in the application of the existing rules is to be complained of so far as these Provinces are concerned. Aid is now readily available, and willingly accepted. But, as no system similar to that which forms the basis of "the revised code" for the exact ascertainment of the individual proficiency of the scholars, as in other words, "payment for results," is not recognized, and at the same time the wish seems to be that aid be granted on that principle. I submitted, under cover of my letter No. 1282, dated 22nd February, 1864, a set of proposed regulations, closely correspondent with those of the admirable English code. I have been purposely minute, full details being suggestive as matter for preliminary discussion, besides being in themselves essential to a system to this kind. These proposed regulations, with an extract from my letter above quoted, are printed in Appendix E. to this Report.

SECTION VI. : SCHOLARSHIPS.

100. The sum provided during the past three years for Scholarships and Prizes to the students of the Colleges has been Rs. 16,200. The awards are based on a general paper examination, conducted by a Board of Examiners, who are elected annually, and they receive His Honor's sanction. The marks gained in the Calcutta University Examinations affect the rate of allowance, no reward being given to those who fail in obtaining a certain average percentage. The amounts vary from Rs. 3 to Rs. 25. The highest degree of merit is a first-class

Scholarships allotted to	1862.	1863.	1864.
	Rs.	Rs.	Rs.
The Agra College, ...	1,080	2,172	2,532
Bareilly " ...	3,108	2,352	3,108
Benares " ...	8,148	7,956	6,468
Ajmere School, ...	312	636	1,128
Etawah School, ...	...	...	120
Two Aided Colleges, ...	...	...	1,020
Given in Prizes, ...	491	933	780
Totals, ...	13,139	14,049	15,156

in the higher University Examinations. The awards sanctioned for the years 1862, 1863, and 1864 are shown in the annexed Table. The allotments to the Benares College are relatively large, in consequence of the stipends paid to the Sanskrit and Anglo-Sanskrit students being reckoned in the expenditure, while at Agra there are several local Scholarships, as shown in Section I. (2) which relieve

the Government. The list cannot, therefore, be regarded as an exhibit of relative scholastic merit, or as an index to tutorial success. During the current year the benefit has been extended to the Etawah High School, which stands in the same category as the Ajmere School, and to the two aided Colleges of St. John's, Agra, and Jay Narain's, Benares.

101. Different from the above, but effecting an important extension of the usefulness of the Colleges in connection with the Boarding-house system, are the stipendiary awards now given to promising lads from the District Schools, to enable them to push their studies a little further. The Inspectors of the three large Circles disburse the sum of Rs. 100 monthly in the maintenance of thirty boys at the Colleges year by year. This opening is eagerly seized; and boys now come from long distances for the temporary residence thus provided for them. The example has been followed by the Municipal Committee of Bareilly, who give certain small allowances of the same nature. The articulation thus brought into play is already very successful. I am of opinion that the expenditure may, for the future, be provided from the general fund mentioned in the last paragraph (Rs. 16,200), without affecting the welfare of the Institutions in whose interests alone that sum has been disbursed.

SECTION VII.: EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

102. The prominence given to this subject in Mr. Monteath's Note, dated 27th October, 1862, is probably commensurate with its importance. The question concerns not merely the advancement of persons who have taken advantage of State education, but reform in those branches of the Civil Administration of the country which are officered by natives. The mere encouragement to go to school, which a belief in the minds of the people that the Government gives the preference in employment to those who have received a superior education would create, is a minor consideration. The drift of the measures, which have been hitherto attempted from Lord Hardinge's "Merit-fostering Minute" of 1844 to the Despatch of 1859, is, *au fond*, reform in the subordinate Civil Administration, and against this reform a struggle is being silently maintained by that portion of the native community whose interest it is to have things as they are. Education is steadily advancing, and at the same time the more exact and arduous attention to duty now required of the native official increases the need of trained men. There is that tendency to add to the responsibilities of this class of public servants which should make an improvement in general qualifications a *sine qua non*, whereas the actual fact is, that it remains much as it was in point of moral and intellectual improvement; and, if there is less corruption than before, it is due to the closer supervision which is exercised.

Mr. Monteath's Note quotes a remark made in 1862 by the Inspector of the 1st Circle, Department Public Instruction, North-Western Provinces, which I re-print at the foot of this page.* The same officer wrote last year:—"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.*"

103. To take a particular set of public servants, the Tahsildars, who commonly rise to that position after service in the Collector's *amlah*, I reckon that about three per cent. only have received a more enlightened education than what has been prevalent in the country for hundreds of years past. Many of them are men of personal influence and energy—in short, good collecting agents—but they are not men who have an interest in raising the condition of the people, or who set an example of probity and disdain to foster litigation. So, too, it is a good thing for a Magistrate to have the opportunity of acquiring some personal knowledge of his agents by seeing their work in his own *amlah*; but such personal knowledge is most superficial at the best, and the nature of our social relations with the inhabitants of this country prevents it being otherwise. To be able to trust them more we must be more closely connected socially, and this closer connection will be one of the great fruits of education and the spread of the English tongue. Under present circumstances, the fact that a Magistrate has what the native calls a "*shouk*" for schools is sufficient to inspire energy in his subordinates; but it would be an incalculable advantage to secure men whose early training has brought them to take a real interest in improving the condition of the people, independently of

* "The amlah of the various district offices, with rare exceptions, do not send their sons to these schools. A Serishtadar well knows that, as soon as his boy can write a Perwanah, he can seat him by his side in the office to learn the routine of work; and that, as soon as a vacancy occurs, the thus qualified *umaidwar* can be slipped into an appointment."

orders. Competition for appointments under Government will not only do away with *personal* obedience of this kind, which is a species of service only consonant with the native idea of Government, but will give to the State the chance at least of getting better men.

104. There are difficulties in the path of reform which will yield to time only, or to the gradual genesis of a system which will be superior to covert opposition. The Minute of the 10th October, 1844, was most distinct. Annual Returns from all Provinces subject to the Bengal Government of students fitted for public employment by education, either public or private, were made the basis of selection. Further than this, controlling officers were directed "to see that a sufficient explanation be afforded in every case in which the selection may not have fallen upon an educated candidate whose name is borne on the printed returns." The design failed through mismanagement of detail. An examination of the "returned students" at Calcutta (fee Rs. 5) was determined upon, *but the test of qualification remained a disputed point*, and at last it became notorious that "the majority of the District Officers dispensed their patronage without any reference to the provisions of Lord Hardinge's Resolution." Ten years after, the Despatch of 1854 (para. 76) says—"We confidently commit the encouragement of educated in preference to uneducated men to the different officers responsible for their selection. But no *test* seems to have been applied. The Bengal Rules seemed well devised to meet the wishes of the Court of Directors. They included the practical measure of employing 'apprentices' in the District Offices." Another *decade* has passed, but no result has followed. I quote from the last Report (1862-63) of the Director of Public Instruction in Bengal (page 31):—"Of 263 appointments above the value of Rs. 6, made in the Province of Behar in the year 1861-62, 23 were conferred on persons who had been educated in a Government School, while 249 were conferred on persons who are described in the Tabular Return as 'privately educated.' It appears further that 17 out of the 23 appointments given to students of Government Schools are English writings, which could not, under any circumstances, have been given to persons privately educated and ignorant of English."

The Inspector 2nd Circle, North-Western Provinces, writes:—"Only one Collector ever asked me to recommend candidates, or to furnish a list of such as were qualified."

105. Mr. Montearth's Note adduces the large demand made on the Department of Public Instruction for Copying Clerks as a proof that employment is given. He adds, too, that 710 ex-students were in Government employment (North-Western Provinces) at the outbreak of the Rebellion. English writers are of necessity taken from the Government schools; and as far as regards the service obtained by students in general, as a rule one-half are appointed *in this Department*, or in the Public Works Department, where special knowledge is required. The Inspector of the 1st Circle furnishes a Table (the one given in the margin) which well illustrates this point. He

Districts.	Mohurris in the Revenue and Judicial Departments.	Public Works Departments.	Teachers, Department Public Instruction.
Aligurb, ...	1	...	...
Bulandshahr, ...	5	...	...
Meerut, ...	4	1	6
Muzaffarnagar, ...	...	3	...
Saharanpore, ...	2	3	5
Dehra Doon, ...	...	...	...
Bareilly, ...	...	...	...
Bijnour, ...	...	...	2
Budaon, ...	1	...	...
Moradabad, ...	...	...	...
Shahjehanpore, ...	4	...	3
Totals, ...	17	7	16

refers to boys appointed in the year under review from 63 Tahsili Schools with 5,000 scholars. The statement is adduced as an example of the actual state of things, and not in a spirit of complaint or as a charge to be rebutted.

The Inspector of the 3rd Circle (Benares) gives a table of a different form. He

Employments.	No. of Schol- lars.
Teachers,	49
Putwaries,	2
Mohurrirs,	5
Ameens,	4
Chuprassees,	1
Constables,	1
Gomashtas,	1
	63

says—" sixty-three of the boys who
" left Tahsili Schools have been repor-
" ted to me as having obtained employ-
" ment on salaries varying from Rs. 20
" to Rs. 4 per mensem, as noted in the
" margin. Many more must have ob-
" tained employment, but I have no
" means to ascertain the fact." In
this case more than 77 per cent. have
been appointed in this Department.

106. The Joint Inspector of this Circle (3rd), Bábú Siva Prasád, records his opinion on the subject under consideration in the following terms, and I may add that the interest the Bábú takes in his work, his attainments, superior to those of any native in the North-Western Provinces, his general sagacity, and the respect in which he is held by his countrymen, entitle him to be heard:—" It is a
" perfect puzzle to me to understand the policy of the Government in spending
" lakhs and lakhs of Rupees to support magnificent schools and colleges, and yet
" not only they do not reap full advantage from them, but discourage the others
" from doing the same. I mean they do not employ *as far as they can* educated
" men, and they thereby discourage others to value education. Is it not strange
" that, though hundreds of youths are now liberally educated in our colleges, and
" yet how few succeed in obtaining employment in the Revenue or Judicial lines?
" Nay, the more men are uneducated, the higher employment they are trusted with.
" It is a well-known fact that there is no nation on earth more opposed to education
" or enlightenment than the bigoted Muhammadans, and yet the Government seem
" disposed to allow them a monopoly of the best employments. Though the Muham-
" madans are only one-seventh of the population in this country, yet one-half of
" the Deputy Collectors in the North-Western Provinces are Muhammadans.
" Thirty-four Hindu Judicial Officers are placed against 43 Muhammadans of the same
" rank, and 83 Hindu Tahsildars I find against 93 Muhammadans. If the College
" education is defective, the sooner it is corrected the better; but let not the
" educated men be taunted by these Bahádurs, and education set at a dis-
" count."

The Inspector (Mr. Griffith) has for many years drawn attention to this important subject. His words last year were—" 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
" *amlahs*, that appointments are to be the reward of merit, and cannot be claimed as
" an inheritance."

107. The system of examination for all appointments above the grade of *peon* which obtains in the Madras Presidency seems to have been successful. The Editor of the *Madras Journal of Education*, Vol. VI., No 3, dated March, 1864, remarks:—"The establishment of the Uncovenanted Civil Service examination has
" done something in Madras for breaking up the monopoly of offices by its regula-
" tions. Whether a District Officer is inclined or not to favor those who may have
" received a tolerable education, he cannot but do so, since he can draw no higher
" pay than Rs. 25 for any unpassed employé. This rule was felt to be galling, and
" was a good deal kicked against at first, but there is no evading it. The North-
" West might probably follow Madras with advantage in this matter. It is certain
" that, so long as the employment of educated youths was left optional among us,
" the result was much *what it is now in the North-West*; and, indeed, it is hardly fair

“ to expect the head of an Office to place himself *in opposition to all his subordinates*,
 “ and one who may approve of the change finds himself *almost powerless*; and a
 “ rigid rule laid down by Government is the only resource.”

108. Such a resource must probably in the end be appealed to. In the year 1862 I proposed the appointment by the Government of a Law Professor, who should hold public classes at the Colleges, at the most convenient places available, and that the students of these classes, after three years' study and an examination, should gain a diploma entitling them to practise as pleaders, and to be eligible to the appointment of Moonsiff; and that, after a certain date, the old Committee examinations, which are not, in my opinion, ever likely to be appropriate tests of fitness, should be abolished. It seemed to be impossible under the present system to secure any knowledge of legal principles among the candidates. There are no Vernacular text-books on law and jurisprudence, and the pleaders, &c., have a verbal knowledge of the Acts and Regulations, and nothing more. In the words of the late Lieutenant-Governor on the propriety of the proposal:—“ There can hardly
 “ be a more important object than that above indicated. Since 1831 there has been
 “ a growing tendency to employ natives in the administration of justice, both civil
 “ and criminal, and examinations have been introduced of various kinds for the
 “ purpose of testing the qualifications of candidates for the office of Moonsiff, of
 “ Pleader, of Deputy Magistrate, &c. *But these examinations are confined almost*
 “ *entirely to rudimental matters, and to the routine of procedure. They do not extend to*
 “ *the general principles of law, to the questions of Hindü and Muhammadan law, to*
 “ *laws of evidence or of contracts, &c., and the highest success in passing these*
 “ *examinations affords no assurance of a capacity to administer the law.*”*

The establishment of the Professorship was sanctioned; but unless confidence is placed by the Government in the working of the measure—that is, unless the full benefits of their special education be given to the law-students—the results will be disappointing. I am led to say this because the members of the Sudder Court at Agra are opposed to change in the existing examinations, and deprecate the “ practical monopoly” which they conceive would be afforded to the Education Department of supplying the wants of the Public Service. Once create learned professions, and this kind of “ monopoly” will hardly be objected to. At the present day the question for consideration is, not whether the educated class which is rising in the country, and which is marked less than any other class by that occult obedience to motives unintelligible to Europeans which characterizes the native community, is to be *favoured*, but whether the Government will do well or not in availing itself of its assistance.

SECTION VIII.: THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

109. The extension of the knowledge of English in these Provinces during the last few years is remarkable for its universality. There is no single District in the North-Western Provinces in which a desire to have the means of instruction in English has not been expressed. The desire has been responded to, and there is now a Government Anglo-Vernacular School at almost every chief town, for which the Colleges have been drained to supply Teachers. Many other towns are desirous of the same privilege. The numerous Mission Schools established assist the Government in supplying the demand; and I estimate the number of persons under English instruction in these Provinces at the present time as three or four times what it was in 1856. The language is gaining in popularity among the upper classes as a good training for the young, and it must be remembered

* Letter from the Government, North-Western Provinces, No. 2352 A., dated 8th September, 1862, on the subject of the schemes proposed by Mr. Kempson for the extension and improvement of Education in these Provinces, to the address of the Secretary to Government of India.

that language is the approved study of learned natives. I meet with not a few native gentlemen who, though they do not talk English, can read it, and like to talk about its grammar as compared with that of Arabic or Sanskrit. Many regret that they did not acquire the language when young, and thus have been enabled to enjoy the advantages of general conversation with the gentlemen into whose society they are admitted. This advantage was given me the other day by a native as the chief ground of satisfaction to himself that he had acquired our language. Others, I regret to add, have told me with some hesitation that they were glad not to understand English, as they fancied they escaped thus hearing themselves abused. A good account of the motives which actuate, or should actuate, the inhabitants of the country to study the English language is given by Syud Ahmed Khan in his speech on the occasion of the laying of the foundation of the Ghazee-pore College (11th March, 1864,) before made mention of.

He said (*in Urdu, as given in the note*)*:—"In this College the English, Arabic, Sanskrit, Persian, and Urdú languages will be studied. Each student will have the choice of taking up whichever he pleases of these languages; but I would call your attention to the fact that it is of the highest importance at the present day to acquire a knowledge of the English language. Leaving out of consideration the good service and honorable appointments which may be obtained, it may be said that without English commercial transactions cannot be successfully conducted, a desirable association with our rulers effected, or the spirit of the Acts and Orders of Government thoroughly understood. Without English we are ignorant of passing events; nay, if we go a journey by railway, *we hardly know what door to get in by, or what door to get out by*. Understand, then, how necessary it is for us to study English."

110. The young Rajah of Bhurtpore speaks English well, and maintains an English school in his capital. The Maharajah of Jeypore learned English as a boy, and several members of his Court speak it. The Chief Minister is an excellent English scholar, and has a good library; and, further West, there are instances of petty Chiefs who have studied the language. The young Rajah of Khetri may be mentioned as one. The Inspector of the Ajmere Circle records this Chief's acquirements:—"I was astonished to hear that his knowledge of English was from private study, in which he had been aided by an ex-student of the Dehli College. He spoke of the contents of his library, which comprised Hume, and Smollet, and Gibbon, Mill, and other authors on India; and from the manner in which he spoke of Henry VIII., the causes of the Reformation, of Elizabeth and her policy, it was evident he had not allowed his books to moulder on the shelves. He was a subscriber to the *Home News, Punch, the Illustrated News*, and a variety of Indian papers. He said that his chief study was Political Economy. He had possessed himself of a large fund of information during his travels, which it was his intention next winter to extend to Lunka and Sumatra—to the first to satisfy himself by personal observation that it was in existence, a fact which he had been led by the people about him to doubt; and to the second to discover whether the statement that it contained a race of cannibals was correct!"

* اس مدرسہ میں انگریزی عربی اور سنسکرت اور فارسی اُردو پڑھائی جا رہی تھی ہر شخص کو اختیار ہوا کہ جون سی یا جون جون سی زبان چاہے تحصیل کرے مگر میں تمکو جانتا ہوں کہ اس زمانہ میں انگریزی زبان کا تحصیل کرنا نہایت ضرور ہی قطع نظر عمدہ نوکریوں کے ملنے اور معزز معزز عہدوں کے حاصل ہونے کے بغیر انگریزی جانے ہم اپنے روزمرہ کے ضروری کام بھی بخوبی نہیں کر سکتے بغیر انگریزی جانے بخوبی تجارت نہیں ہو سکتی حکام سے بخوبی ارتباط حاصل نہیں ہوتا قوانین اور احکام سرکاری کا بخوبی منشاء سمجھنے میں نہیں آتا ملکوں کا اور زمانہ کا مطلق حال معلوم نہیں ہوتا یہاں تک کہ کبھی ریل پر جاویں تو یہ نہیں معلوم ہوتا کہ کونسے دروازے سے آویں اور کونسے دروازے سے جاویں پس سمجھو کہ ہمکو کس قدر انگریزی پڑھنے کی ضرورت ہے *

111. I have already alluded to the excellent service in the spread of Education, more particularly in the English language, which is done to their fellow-countrymen by men who have received instruction at the Government Colleges. I have also mentioned the establishment by the Municipal Committee of Bareilly of two branch English Schools, and two Female Schools, within the last month. I may add that the two members of the Committee to whom the credit of this measure is chiefly due, and who themselves take personal trouble in the management of the schools, are Lalla Luchmi Narain and Sheikh Khyr-ood-deen Bahâdur, Secretary of the Committee, both of whom received their education at the Bareilly College. I have no doubt of the success of their undertaking, and hope that His Honor's approbation will be an encouragement to them to exert themselves still further.

112. Although it is a pleasant task to record the progress and growing popularity of English among the Hindû, I would not have it supposed that the Vernacular language of the people has been neglected. The Urdû language is gathering force. This may be concluded by any one who compares the style of translation at the present day with that current in past years. It may be concluded by the student of the poetry of Zauq, or Atish, or Nasikh who compares the language of those authors with the language of Soudâ. It may be inferred as likely, from the consideration that Urdû grammar is being gradually recognised, and that its character of being a convenient *lingua franca* only is thereby gradually dropped. Its elasticity is daily tested by use in the current native newspapers, which treat of many different topics, and give currency to non-native ideas with much facility. Many English words are being engrafted on the language, not merely in an uninflected form, as convenient for the conveyance of ideas foreign to the country, but are incorporated in the language with the regular prefixes and affixes of grammatical inflection. I am, I believe, justified in saying that this language as used in the Courts is improving by degrees; and, as a law language, the Urdû translation of the Indian Penal Code shows what it is capable of doing. I do not, therefore, suppose that it is likely to be superseded as such by English, nor would this be desirable. The probable position of the English language in Indian Education seems to me to be indicated by its tendency to supersede the Arabic and Sanskrit languages as the classical languages of the country, a desirable tendency, if we are to judge by what those languages have done for the people of India.

SECTION IX. : BOOK DEPARTMENT.

113. The condition of the Book Department at Allahabad has been prosperous during the year. I am much indebted to Dr. Cuningham's well-judged management. Reform has taken place in the stock account, and full information as to cost and selling-prices of all works is now, for the first time it would seem, readily available. Dr. Cuningham informs me—"The sales amounted to Rs. 50,415-3-11. This sum includes Educational works only." The total number of copies of Educational books of all kinds sold during the three years preceding the year under review was 3,88,302, value Rs. 70,824. The spread of actual book-knowledge among the people of the districts may be judged of to a certain extent by these figures. One can hardly enter a village in the Provinces now without finding Vernacular Educational books of some sort at many houses, particularly in districts where the Halqabandi Schools are in operation. The labours of my predecessor in the preparation of school-books have paved the way for the spread of knowledge. Many of the books are current in their original form, and have reached their 40th or 50th thousand. Others are re-cast and re-edited as required, and here and there new works are introduced. The Curator has this to say in his general description of operations:—"The books added

“ to the Depôt during the year which were printed at the Government Press are the cheapest in store. In every instance where a book previously emanating from a private press has been printed during the year at the Government Press, the saving in the edition has been most marked. The work is not only cheaper but as a rule in every respect better. The result is that the schools are supplied at a rate very much less than formerly, while, at the same time, the advance of selling over cost price is upheld.”

The cheapening of the school-books is a very great advantage gained, and though the lithography, as regards the form of the writing, is not equal to that of one or two of the old-established Native Presses, such as the *Mustafai* and *Nizami* of Cawnpore, I do not wish to qualify Dr. Cuninghams dictum that the work is “as a rule in every respect better.” The sum expended during the year in the printing and purchase of books for the Depôt was Rs. 31,029, and the number of copies of the works thus added to the stock was 3,05,748. Of these 50,260 were Urdu books, 2,09,980 (including 2,000 maps) Hindi, 10,000 Persian, 19,808 English; and 9,000 Urdu and Hindi maps were printed.

CONCLUSION.

114. Information on the several points of general and statistical information, laid down by Resolution No. 1642, dated 25th February, 1864, has now been submitted for His Honor's consideration. Section I. exhibited the actual expenditure, which had fallen somewhat short of the money actually allowed. The reason of this was the necessity of awaiting sanction to increased expenditure in certain cases. Section III. considered the general usefulness of the Government Colleges as a nucleus of enlightenment, a character which has been shown capable of development, especially by the aid of the Boarding-house system. The Government Colleges have been regarded as rising in character and importance, and in popularity. The gentlemen in charge have their interests fully at heart, and it is most satisfactory to see the respect and attention with which their wishes are obeyed. The diligence of the Professors and Teachers generally is *working* success, and the duty which has been performed has been honestly performed. In Section IV. the status of the various classes of schools has been fully entered into. The spread of education in English in the country towns, and the growth of the movement now visible in the education of females, are perhaps the most notable particulars of progress. Each has been brought to His Honor's notice with full details. At the same time the improved character of the Vernacular education given in schools of the lower class has been observed. I feel that I cannot praise too highly the judicious and well-sustained efforts of the Inspectors in charge of the various Divisions. The Inspector of the 2nd Circle had overtaxed his powers, and was unable to report on the special work he has had in hand. The Assistant Inspectors have commenced work, and the business of inspection will, I have reason to believe, be brought by their aid within easier compass. In Section V. the efforts of private societies and managing bodies have been commented upon, and the extension of the Grant-in-aid System has been remarked as a matter for satisfaction. Section VI. explained the system of Scholarship allotment, now based on the results of a general and simultaneous examination. In Section VII. I have endeavoured to set aside the notion that the employment of educated natives in branches of the service, which are at present comparatively speaking closed, is desirable as a means of filling Colleges and Schools, but rather as an advantage to the State. In Section VIII. I have expressed my opinion on the position which I am led to believe is being taken by the English language as a language of education. Section IX. gives some idea of the spread of knowledge by means of books, chiefly Vernacular, published and distributed by the Department of Public Instruction.

115. I now ask to be allowed to convey an expression of His Honor's approbation to the Inspecting Officers, Messrs. Cann, Anderson, Griffith, and Goulding, to Captain Smyth, and to Bábu Siva Prasád; to Principals Griffith, Templeton and Deighton; to Professors Constable and Cole (the latter of whom has been obliged to resign the service on account of ill-health); and to the Head-Masters of the four Higher Schools under the definition of the Note, viz., Messrs. J. Goulding, Platt, Marston, and Graves; also to the Board of Examiners, Messrs. E. Goulding, Constable, Graves, and Conlan; and to the Officiating Curator of Government Books, Dr. Cuningham.

I have, &c.,

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

APPENDIX A.

COMPARATIVE Statements, showing the results of the Departmental Examination of the Upper Classes of the Agra, Bareilly, and Benares Colleges, and the Ajmere Schools, conducted by the Board of Examiners appointed by the Government for the year 1863.*

SENIOR COLLEGE CLASS, II. DIVISION.

Order.	Name.	College.	English Literature.	History, &c.	Mathematics.	Oriental.	Total Percentage.
1	Hem Nath, ...	Benares, ...	56	41	34½	86	51·37
2	Atma Ram, ...	Agra, ...	65	42½	37	63	51·87
3	Sanwul Singh, ...	Benares, ...	62	45½	23½	62	49·5
4	Bal Kishen, ...	Agra, ...	59	32	33½	57	45·37
5	Karuna May, ...	Benares, ...	42	26	17½	72	39·37

MIDDLE COLLEGE CLASS, I. DIVISION.

Order.	Name.	College.	English Literature.	History, &c.	Mathematics.	Oriental.	Total Percentage.
1	T. Harris, ...	Agra, ...	72	78½	20½	51	55·5
2	Umesh Chunder, ...	Benares, ...	67	54½	22	64	51·87
3	Jowala Pershad, ...	Agra, ...	44	32	18	66	40·0
4	Chunder Shekur, ...	Benares, ...	38	24	33	27	30·5
5	C. Casabon, ...	Agra, ...	28	44	0	47	29·75

* The Board of Examiners consisted of Mr. Goulding, Head-Master Benares College, English Literature, &c.; Mr. Constable, Professor of Mathematics, Bareilly College, Mathematics; Mr. Graves, Head-Master Bareilly College, History, Geography, and Moral Science; and Mr. Conlan, 2nd-Master Agra College, Oriental Languages.

MIDDLE COLLEGE CLASS, IL DIVISION.

Order.	Name.	College.	English Literature.	History, &c.	Mathematics.	Oriental.	Total Percentage.
1	Kali Churn, ...	Bareilly, ...	52	57	41	64	53.5
2	Dal Chund, ...	Do. ...	32	45	43	86	51.5
3	Poorn Chunder, ...	Benares, ...	46	44½	14	88	48.12
4	Gokul Dass, ...	Agra, ...	52	32½	13	73	42.62
5	Rugho Nath, ...	Bareilly, ...	29	27½	17½	83	39.25
6	Ram Mohun, ...	Benares, ...	37	38½	14	57	36.62
7	Hit Keshore, ...	Agra, ...	53	34	5	53	36.25
8	Narain Dass, ...	Bareilly, ...	27	41	24	52	36.00
9	Sar Nauth, ...	Benares, ...	20	17	6	101	36.00
19	Bhola Nauth, ...	Do. ...	47	35	17	43	35.5
11	Doorga Churn, ...	Do. ...	55	28	9	47	34.75
12	Kashi Nauth, ...	Do. ...	33	28½	11	57	32.37
13	Siddeshwar, ...	Do. ...	24	17	18	62	30.25
14	Kedar Nauth, ...	Do. ...	35	29	5½	47	29.12
15	Ram Ruttun, ...	Agra, ...	36	17	2½	49	26.12

ENTRANCE EXAMINATION CLASS.

Order.	Name.	College.	English Literature.	History, &c.	Mathematics.	Oriental.	Total Percentage.
1	Kali Kumar, ...	Ajmere, ...	63	73	55	93	71
2	Ram Jewun, ...	Do. ...	48	65	47	86	61.5
3	Ruttun Chund, ...	Agra, ...	53	56	45	86	60
4	Upendra Nath, ...	Benares, ...	43	72	38½	80	58.37
5	Hur Narain, ...	Ajmere, ...	45	57	43	88	58.25
6	Muddun Mohun, ...	Bareilly, ...	47	39	52	89	56.75
7	Chunder Shekhr, ...	Do., ...	45	57	44½	76	55.62
8	Ram Roop Ghose, ...	Benares, ...	54	66	19	79	54.5
9	Tujumul Hossein, ...	Bareilly, ...	40	56	28	93	54.25
10	Permeshri Dass, ...	Do., ...	50	70	21½	72	54.12
11	Soonder Lall, ...	Do., ...	47	67	38	60	53.00
12	Lalita Pershad, ...	Agra, ...	48	23	27	98	49.00
13	Barada Pershad, ...	Benares, ...	49	52	41	50	48.00
14	Shunker Lall, ...	Ajmere, ...	40	37	51	60	47.00
15	Shiam Behari, ...	Bareilly, ...	34	53	22	75	46.00
16	Khandey Rai, ...	Agra, ...	44	30	29½	76	44.89
17	Kirpa Ram, ...	Do., ...	33	34	43½	66	44.12
18	Ajoodhia Pershad, ...	Bareilly, ...	39	36	28½	69	43.12
19	Asud Ali, ...	Agra, ...	25	39	44½	64	43.12
20	Heera Singh, ...	Ajmere, ...	35	23	4½	56	40.75
21	Noocoor Chunder, ...	Benares, ...	29	42	38½	22	32.37

FIRST SCHOOL CLASS.

Order.	Name.	College.	English Literature.	History, &c.	Mathematics.	Oriental.	Total Percentage.
1	Luchmee Narain, ...	Agra, ...	67	66	62	94	72.22
2	Pearay Lall, ...	Bareilly, ...	42	77	63	82	66.00
3	Amba Pershad, ...	Agra, ...	75	54	47	85	65.25
4	Jwala Pershad, ...	Do., ...	66	69	50.5	75	65.12
5	Dila Ram, ...	Bareilly, ...	53	52	59	88	63.00
6	Ramji Mull, ...	Do., ...	40	69	72	65	61.5
7	Dabee Pershad, ...	Agra, ...	41	70	32.5	89	58.12
8	Mahomed Said, ...	Bareilly, ...	33	68	54	77	55.5
9	Salig Ram, ...	Agra, ...	51	50	44	76	55.25
10	Jowala Pershad, ...	Bareilly, ...	46	61	59	41	51.75
11	Mahomed Ali, ...	Do., ...	38	49	46	72	51.25
12	Bahadur Singh, ...	Do., ...	38	44	41	81	51.00
13	Mohun Lall, II., ...	Agra, ...	44	51	40.5	65	50.12
14	Gokul Pershad, ...	Bareilly, ...	22	39	69	64	43.5

FIRST SCHOOL CLASS.—(Concluded.)

Order.	Name.	College.	English Literature.	History, &c.	Mathematics.	Oriental.	Total Percentage.
15	Mukul Lall, ...	Agra, ...	61	44	51	37	48.25
16	Goverdhun Dass, ...	Benares, ...	41	48	46	58	48.25
17	Lukhnee Shunker, ...	Do., ...	41	56	57	37	47.75
18	Madho Rao, ...	Bareilly, ...	27	58	49	57	47.75
19	Kafoor Singh, ...	Agra, ...	40	45	63	40	47.00
20	Aditya Ram, ...	Benares, ...	48	32	38	66	46.00
21	Bhola Nath, ...	Bareilly, ...	38	40	65.5	33	44.12
22	Muddun Mohun, ...	Agra, ...	50	46	45	28	42.25
23	Beni Ram, ...	Bareilly, ...	38	52	16	61	41.75
24	Runjeet Singh, ...	Agra, ...	58	43	28	37	41.5
25	Shama Churn, ...	Benares, ...	52	38	29	37	41.5
26	Mohindra Nath, ...	Do., ...	46	28	45	43	40.5
27	Mohun Lall, I., ...	Agra, ...	38	48	36.5	33	38.87
28	Brijpal Dass, ...	Benares, ...	43	27	25	52	36.75
29	Nobin Chunder, ...	Agra, ...	39	51	15	33	34.5
30	Bireshwar Mitter, ...	Benares, ...	36	33	29.5	36	33.62
31	Gobind Narain, ...	Do., ...	32	20	31	50	33.25
32	Ram Sahai, ...	Bareilly, ...	22	36	47	26	32.75
33	Ram Dial, ...	Agra, ...	39	26	20	39	31.00
34	Jowala Sahai, ...	Bareilly, ...	15	21	27	53	29.00
35	Shashi Shekhr, ...	Benares, ...	36	12	9	43	25.00
36	Grish Chunder, ...	Do., ...	26	18	7	24	18.75

SECOND SCHOOL CLASS.

Order.	Name.	College.	English Literature.	History, &c.	Mathematics.	Oriental.	Total Percentage.
1	Shiam Lall, ...	Agra, ...	54	66	56½	102	69.62
2	Cheda Lall, ...	Bareilly, ...	48	63	79	81	69.
3	Ajoodhya Pershad, ...	Benares, ...	52	62	63	84	65.25
4	Gover Dhun, ...	Ajmere, ...	48	61	48	90	61.75
5	Taj Pal, ...	Agra, ...	72	46	75	45	59.5
6	Shiv Nath, ...	Benares, ...	56	44	70	59	57.25
7	Ambica Pershad, ...	Do., ...	48	32	60	78	54.5
8	Gunesh Pershad, ...	Bareilly, ...	24	63	49	82	54.5
9	Hazari Lall, ...	Ajmere, ...	39	40	76½	62	54.37
10	Umba Churn, ...	Benares, ...	46	42	52¼	74	53.62
11	Niaz Ahmad, ...	Bareilly, ...	29	44	49	88	52.5
12	Keshub Deo, ...	Do., ...	33	43	56	70	50.5
13	Ram Chunder, ...	Ajmere, ...	33	51	37	80	50.25
14	Burkut Oolla, ...	Bareilly, ...	25	44	55½	72	49.12
15	Jogul Behari, ...	Agra, ...	44	23	43	85	48.75
16	Bala Krishna, ...	Benares, ...	49	47	29½	69	48.62
17	Behari Lal, ...	Ajmere, ...	39	55	35	59	47.
18	Mooneer Khan, ...	Agra, ...	29	22	46	87	45.
19	Mohun Lal, ...	Bareilly, ...	31	50	42	59	45.5
20	Guneshi Lal, ...	Agra, ...	40	27	28½	83	44.62
21	Kishen Lal, ...	Bareilly, ...	24	40	57½	56	44.37
22	Bhugwatti Pershad, ...	Agra, ...	41	18	40	76	43.75
23	Kunhya Lal, ...	Bareilly, ...	30	39	40	61	42.5
24	Rushuk Behari, ...	Agra, ...	47	29	35	58	42.25
25	Bishen Sahai, ...	Bareilly, ...	29	31	47½	57	41.12
26	Shama Churn, ...	Benares, ...	44	21	49	46	40.
27	Leela Dhur, ...	Agra, ...	40	22	44	54	40.
28	Mithun Lal, ...	Bareilly, ...	20	51	23½	64	39.62
29	Gokul Chund, ...	Benares, ...	39	41	43	34	39.25
30	Ram Churn, ...	Agra, ...	34	43	37	42	39.
31	Raj Narain, ...	Do., ...	27	34	21½	72	38.62
32	Gunga Pershad, ...	Ajmere, ...	37	38	34½	39	37.12
33	Buddri Nath, ...	Bareilly, ...	21	35	44	48	37.
34	Ram Jewan, ...	Ajmere, ...	28	37	33½	49	36.87
35	Janki Pershad, ...	Bareilly, ...	19	24	42	55	35.
36	Jowala Pershad, ...	Do., ...	17	32	39	52	35.25
37	Bhoia Nath, ...	Do., ...	12	36	40	49	34.25
38	Poorun Chunder, ...	Ajmere, ...	25	20	47	43	33.75
39	Vindeshuri Pershad, ...	Benares, ...	23	22	18½	55	30.87
40	Boodh Sein, ...	Bareilly, ...	13	27	21	42	25.75

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

APPENDIX B.

LAYING THE FOUNDATION OF THE NEW GHAZEETPORE COLLEGE, 11TH MARCH, 1864.

THE principal Native gentlemen of Ghazeeepore having determined on building a College in which English, Sanscrit, Arabic, Persian, and Oordoo should be taught, a large Meeting was held this day for the purpose of laying the foundation-stone of the same. The Meeting took place in a tent pitched on the site of the proposed College. The English residents of the Station were also well represented, having been specially invited to attend. Seats were laid out in rows all round the tent, and 562 Native gentlemen paid for places. Besides these there was a great crowd of Natives within the enclosure, anxious to get a glimpse of the proceedings. Mr. B. SAPTE took the chair at half past four P. M., and delivered himself in the following terms:—

“ When I recollect the Meeting which we held but a very short time back, and consider the object which has called us together here this day, I cannot but feel that the Society, of which the first Meeting took place but a bare month ago, has already begun to have a visible effect. We are assembled here to-day not to consider or further any measure proposed by the Government, nor are we here to ask any aid, help, or assistance from the Government; but we are here to commence and take the first step towards carrying out a great and important measure, suggested by, and entirely emanating from, a large body, I hear almost the whole body, of Native gentlemen residents of this district; and I feel it a great honor to have been asked to preside at such a Meeting. It is proposed to establish on this spot a large School where all classes choosing to attend may receive a good, sound, and practical education; and I cannot but feel, from the way so many have come forward to support this movement, that the want of such an Institution is very much felt, and I see no reason whatever to doubt but that want will be shortly and very fully supplied. The advantages of a liberal education are becoming daily more apparent. Are not the Natives of this country now admitted into the highest and most honorable offices? Are not several of them members of the Council of the Viceroy? And what good would their presence be there if, from want of education, they were unable to take part in the proceedings? But many of those who have held such office have distinguished themselves by the wisdom, talent, and sound practical sense they have there exhibited. May their bright example be followed; and though of course all may not hope to attain to such eminence, still, in whatever sphere they may move or whatever appointment they may hold, they will be more useful members of society and brighter lights in the learned professions, according to the education they have received and the use they may have made of the same. In 1861, there were 3,279 superior Private Schools in the Bengal Presidency, and I doubt not but that number is now considerably increased. This was entirely independent of Schools of a similar nature supported by Government, of which there were then 7,127. There is room for many more, and let us hope their number may be continually increasing. The more Schools there are the more will their blessings be appreciated. As nothing retards the progress of a country so much as ignorance, so nothing tends so much to its improvement as enlightenment. There is no reason whatever that this country should be behind the countries of the Western world, but that it is, and very far behind them too, is a melancholy fact; and to what can this be ascribed

but to the gross ignorance of the mass of the people. To remove that ignorance, and in its place to encourage everything that tends to open the minds of the mass of the people, is the duty of all those who have themselves had the advantage, and experienced the benefit of, a liberal education. And what is the reason of our being collected here to-day but that a large body of educated Native gentlemen, feeling and lamenting the general ignorance prevailing around them, have determined to do their best to remove it. The Schools already existing in this place are well and numerously attended, but there is room for more. There is no need that one Institution should interfere with another,—the best will, of course, have the greatest success; and a spirit of emulation between the pupils of, I will not say rival, but similar, Institutions, will not only do no harm, but tend very considerably to the advance of all. You will presently have the advantage of listening to an address from Syud Ahmud Khan, whose deep learning and liberal views are well known to you all—whose stay in this district has been of the greatest benefit to it. He will enter more into the detail of the object of the School and give you much information as to its general management; so I need detain you no longer, but merely add that the general management of the Institution will be vested in the hands of a Committee formed solely and entirely of Natives. No book will be allowed to be studied in the School without their sanction; no class distinctions will be allowed, though the faith of each class will be respected and all will be admitted on an equal footing; and the best and cleverest and most studious will rise to the highest place, no matter what his religion or what his caste may be; while the dull, careless, and idle, whatever advantages they may have from their social positions, will see themselves outstripped and left behind in the race for which all who choose may run, and all who run may secure a prize. Gentlemen, I will detain you no longer, but finish with expressing my most earnest wish and prayer that the blessing of God may prosper the Institution the foundation-stone of which we are to lay this day.”

SYUD AHMUD KHAN, Principal Sudder Ameen, then addressed the Meeting as follows:—

“I cannot sufficiently congratulate myself on having been permitted to see the dawn of such an auspicious day as this is, a day which, if we but reflect that on it a most important and beneficial work was inaugurated, will remain enshrined in our hearts to our dying day. This day sees the commencement of a work designed to uproot the superstition, and cause to enlighten the darkness, of your hitherto darkened intellects; and this too not only as regards your own, the people now assembled here to-day, but also those of the future generations of your brethren and fellow-countrymen. A deeper and still more cheering cause for congratulation lies in the fact that this most praiseworthy movement was not suggested from without, but was the result of a deep-rooted desire prevalent amongst you to procure a first-rate education, for which you were ready to contribute liberally out of your own private purses, without help from other quarters.

This assembly, composed of English and Native gentlemen of this district, the former of whom have attended here, not as your rulers but as well-wishers, at your own special invitation, is a brotherly association; and I have only to glance at the expression of the many faces around me to see that you fully appreciate their kindly fellow-feeling. Let us trust that He who rules on high may permit us to enjoy many such in our future lives—many such in which the Natives of this country will be associated with those of the ruling race for the purpose of compassing the improvement of the people of India. The English have the reputation of being the well-wishers of all mankind, without reference to race or creed; and although their method of carrying out their good intentions be sometimes

open to criticism, still they generally come right in the end and attain their objects. The Natives of India, living far distant from England, and many of them also far distant from Englishman, believe only when they have the bodily presence of the English that this reputation is a true one. This proof is to-day before their eyes—this brotherly interest in that which is intended to do good is, through your presence here this day, English gentlemen of Ghazee-pore, present to all those now assembled. If Meetings such as this is were more frequent throughout India, the feeling of trust and attachment on the part of the governed towards the governor would be strengthened and enhanced and be of the greatest benefit to both.

The originators of this scheme, the sole originators, are, as I have above said, the Native gentlemen of the Ghazee-pore district. It is, I believe, not yet known to Government that there is such a scheme in contemplation, and therefore you are all the more entitled to praise for your independent efforts, which efforts are unfortunately only too uncommon in this land. The want of a College, such as it is intended that this shall be, has been felt here for some time past. Some of the Native gentlemen of this city kept up for some time an English Teacher and a Moulvee, and they issued an address to their fellow-citizens to come forward with the necessary funds for keeping on a Pundit, but which address failed to produce the effect it ought to have done. It being felt that the system of monthly subscription was a very precarious method of procuring funds, the idea entered their heads to collect a sum of money the interest of which would be sufficient to keep up a staff of Masters ; but from this idea arose a wish for a College, and it is to lay the foundation-stone of the same that we are now here assembled. When this plan was matured, many of those now present came to me and asked me for my opinion as to how the funds should be collected and what rules should be drawn up for the Institution. As many of you well know, I refused at first, but after repeated solicitations, and being told that, unless a code of rules were drawn up showing the people clearly what it was intended to do with their money, no one would subscribe, and that thus the praiseworthy scheme would fall to the ground, I consented.

My refusal at first was grounded on the fear that the people would misunderstand me, and think that I wished to exercise my authority as a public officer in promoting this scheme ; but when I found that so many were in favor of it, and that they were thoroughly in earnest and would give me their hearty aid, I thought it incumbent on me, in my private capacity and not because I was a public officer, to do my best for the welfare and improvement of my fellow-countrymen. I thought also that, if, in opposition to the wishes of the originators of this scheme, I refused to have anything to do with it, and that in consequence it fell to the ground, the blame and burden of having been instrumental in defeating a praiseworthy object, *viz.*, of giving instruction to the ignorant, would rest on my shoulders. I acceded, and am now giving my best assistance, not as a public officer, but as a private individual working for the welfare of his fellow-countrymen.

Native gentlemen, this your resolution of founding a College in this district is indeed a noble and praiseworthy one, and it is one which will, I trust, serve to incite the people of other districts to imitate your example, and thus we shall have Colleges some day in every district. This admirable movement on your part proves that you are now alive to the necessity of education and enlightenment. Bear in mind, gentlemen, that Her Most Gracious Majesty Queen Victoria has had proclaimed in this country that her servants and subjects, European and Native, are to be considered as being on an equal footing ; and this assurance,

gentlemen, is not a mere matter of form, but a reality. Those amongst you here present who have visited Calcutta within the last few years will have noticed that there is a countryman of your own Judge of the High Court, possessing the same powers, enjoying the same dignities, and receiving the same pay as his brethren, the English Judges of that Court. You are also aware that several of your fellow-countrymen are members of the Legislative Council of India, associated with the Viceroy and other high dignitaries in the formation of laws for your well-being, and that they give their opinions on the same without fear or partiality.

Gentlemen, the decision of the British Government that Natives of India should be eligible for a seat in the Viceroy's Council both rejoiced and grieved me. It grieved me because I was afraid that the education of the Natives was not sufficiently advanced to enable them to discharge the duties of their important office with credit to themselves and benefit to their country. Thanks be to the Almighty, this fear has proved groundless; and those of our fellow-countrymen who have been honored with a seat in the highest Council in India have discharged their duties manfully and right well. But, gentlemen, it is still requisite that we should increase our knowledge of things in general. The appointment of Natives to the Supreme Council was a memorable incident in the history of India. The day is not far distant, I trust,—and when it does come you will remember my words—when that Council will be composed of representatives from every Division or district, and that thus the laws which it will pass will be laws enacted by the feelings of the entire country. You will, of course, see that this cannot come to pass unless we strive to educate ourselves thoroughly. I once had a conversation with one in high authority on this very subject, and he said that Government would be only too glad if a scheme such as I have sketched above were practicable; but he was doubtful if it were, and said that, if there were qualified men in every district, Government would gladly avail itself of their knowledge and give them seats in Council. I knew this only too well, and felt ashamed that such was the case. What I have above stated is only to inculcate on your minds the great fact that Her Most Gracious Majesty wishes all her subjects to be treated alike, and, let their religion, tribe, or color be what it may, that the only way to avail ourselves of the many roads to fame and usefulness is to cultivate our intellects and to conform ourselves to the age.

I am indeed glad, most truly glad, to see that your minds are awakening to this important object, as is proved by your giving your money freely to enable you to build the College for founding which we are this day assembled. I was an eye-witness of the cheerful and eager spirit with which you with your own hands arranged the minutiae of this day's programme, with which you put the chairs, &c., in order—a work which pertains rather to your servants, which, in your eagerness to do honor to this happy Meeting, you did with your own hands. All this is indicative of the commencement of a sound and healthy state of feeling. We are all, European and Native, members of one family, and therefore we must all work for the benefit of each other, without prejudice and without partiality. The College now going to be built is intended for the use of all equally—for the people of this district and for the people of other districts who may choose to avail themselves of it; and therefore the chief rule to be remembered is that it is to be open to all, whatever be their religion or caste, and that in it all may be taught according to their desires for this art or science or for that. In it, as in the society of learning, he who is noted for his application and abilities will be entitled to prizes, rewards, and honors. Care must, of course, be taken not to offend the prejudices of caste by an improper mixture of classes, but no other distinction will be made, and that youth only who is found deserving will be entitled to reward, and no other.

The languages to be taught in this College will be English, Sanscrit, Arabic, Persian, and Oordoo. Every student will be free to study any one or all of the above, but I would especially call their attention to the urgent necessity there is for studying English. It is not only requisite on account of the many lucrative posts which it enables those who study it to fill, but on account of the many conveniences which it presents to us in our daily lives. A thorough knowledge of English is necessary in order to enable us successfully to carry on trade, to mix with the European portion of the inhabitants of India, and to really master the many arts and sciences which are so ably treated of in that language.

The object of this College is to give a sound education and thus enable the youth of this district and of others to earn a respectable livelihood, and perhaps raise many of them to the highest positions in the administration of this our native land. It is not a College for one class or creed, but a College for all, and therefore books of all creeds will be studied, be they Christian, Mahomedan, or Hindoo, if the students desire to do so. Certain rules will be drawn up which will regulate the expense of these special branches of education, in order that the objects of the general education of the Institution may not suffer.

Two important officers will be elected, *viz.*, Patron and Visitor. These two offices can be held by one person. Committees will be formed whose duties shall consist in organizing and arranging the system of instruction to be carried on, and through whom all matters appertaining to the College shall be settled. The College would, I am sure, feel highly honored if the Directors of Public Instruction and other English gentlemen would every now and then inspect the mode of working of the Institution, examine the students, and distribute prizes. The Committee of Management will consist entirely of Natives, although, of course, they will be at liberty to elect such English gentlemen as shall be known to be well-wishers of the Natives and as taking a warm interest in their mental and social improvement.

I am sorry, gentlemen, that Maharajah Mahashur Buksh Singh of Doomraon, to whom you had all agreed upon offering the responsible post of Patron of the College and who had promised to attend this Meeting, is not present. He refused to contribute the amount expected of him. His money-bags were dearer in his eyes than the welfare and advancement of his fellow-countrymen.

A Patron and Visitor are however necessary, and I would now ask you all who, in your opinion, is best fitted for these offices? (Loud cries for Rajah Deonairain Singh.) I am glad, gentlemen, that your choice has fallen upon one so esteemed amongst his fellow-countrymen, one who is well known for his liberality and kindness of heart, and one who was the trusted friend of, and fellow-worker with, Lords Canning and Elgin.

I have now, gentlemen, given you a short sketch of the manner in which the affairs of the College are to be managed, and I would now remind you how thankful we ought to be to the Almighty for having placed us under the Government of an enlightened nation, which, represented out here by the Government of India, is working earnestly and conscientiously for the advancement and welfare of this country. You have just now heard from the lips of our respected Chairman that there is no reason why Hindostan should not rival the countries of Europe. The Government and its officials heartily wish for your advancement and would gladly see us rival them in their knowledge and honor.

You, Native gentlemen of Ghazeepore, are the first who have come forward for the purpose of establishing a College in your district by means of private sub-

scriptions only, and if your example be only followed by the inhabitants of other districts, much good will ensue. But, gentlemen, the Secretary to this Institution, Lalla Sheo Baluk Singh, has just informed me that up to the present moment only Rs. 17,300 have been subscribed, whereas at least Rs. 70,000 to 80,000 will be required to set it a-going properly. Now, there are very many in this district, and no doubt many here present, who have not yet subscribed; and I would strongly urge upon you to come forward liberally in support of this good object and to give your hearty assistance in making it known throughout the district. Do not become weary of well-doing; your efforts, though their result may not be apparent for some time, will most assuredly bring forth good fruit in the end. Let it not be said throughout the North-West that the people of Ghazee-pore partially set a scheme on foot and then let it fall to the ground. Deep disgrace will rest upon you if you do. Be high-spirited and earnest, not loving your money better than your own and your fellow-mortals' mental welfare. I pray to the Almighty that He may give you strength of purpose to carry out your good intentions."

Syud Ahmud's speech was loudly applauded. The Meeting then adjourned to the place where the masonry of the College had already been commenced, and Mr. B. Sapte, C. B., laid the first corner-stone. Hon. Rajah Deonarain Singh, Moul-vee Mahomed Faseeh, and Thakoor Dutt Pundit then laid their respective corner-stones, and the ceremony was complete. Syud Ahmud then announced that the subscribers to the College had, on account of their liberality in giving Rs. 2,000 and Rs. 1,000 respectively to the Institution, made Lalla Hurbunse Lall Life-Honorary Member of, and Lalla Sheo Baluk Singh Life-Honorary Secretary to, the Committee of Management.

Syud Ahmud Khan then read the following prayer to God in Urdu:—

"Praise ye the Lord, Praise, O ye the servants of the Lord, praise the name of the Lord. Blessed be the name of the Lord from this time forth and for evermore. From the rising of the sun to the setting of the same the Lord's name be praised. Our Lord raiseth up the poor out of the dust, and lifteth the needy out of the dunghill. We should love our Lord. He listened to our voice—gave heed to our meekness and humility. So, as long as we live, our body, heart, and soul shall praise Him, and our spirit after death. The light of knowledge was, O Lord, daily declining among us, and the darkness of ignorance daily increasing. Thou turned our hearts, and we were thus prepared to promulgate the light of knowledge. Undoubtedly the hearts of all are in the power of thy hand; thou turneth them as thou pleaseth. We all thank thee for turning our hearts to works that are blissful, not only for ourselves, but also for the several generations to come. Who could, except thou alone, turn our hearts that are involved in sins to works so good? Thou, O Lord, knoweth it well, that the foundation-stone we have this day placed in thy name has been laid for the benefits of thy poor creatures. Thou, O Lord, accept it unto thy Name for the sake of thy grace and mercy. Let this good come to a close as happily, O Lord, as thou hast allowed it to begin. Pray, O Lord, accept this of us; it is thou alone who knoweth and heareth everything. Amen."

Fireworks and Native music terminated the proceedings.

APPENDIX C.

COPIES OF PAPERS RELATING TO THE ESTABLISHMENT OF ENGLISH SCHOOLS IN THE BOOLUNDSHUHUR DISTRICT.

No. 347.

FROM

G. W. COLLEDGE, Esq.,
Officiating Collector of Boolundshuhur,

TO

T. B. CANN, Esq.,
*Inspector, 1st Circle, Department Public Instruction,
North-Western Provinces, Meerut.*

DATED BOOLUNDSHUHUR, THE 25TH SEPTEMBER, 1863.

SIR,

I HAVE the honor to forward through you, for the information of the Director of Public Instruction, North-Western Provinces, an arrangement I propose with a view to affording the public generally greater facilities for acquiring an education in the English language.

2. The enclosed copy of my address will show to what extent I have pledged the Government in this matter, and I do not think I have said anything inconsistent with what may be reasonably expected at the hands of Government, or in excess of what Government is prepared voluntarily to do on behalf of education in the North-Western Provinces. I cannot do better than leave the expenditure of this money entirely in the hands of Mr. Kempson and yourself, but I would suggest for your consideration that, in my opinion, formed upon the number of subscribers and general character of the people at each place, the town of Secundrabad takes precedence of all others, and the claims of the rest should be considered in the following order:—Khoorjah, Anoopshuhur, Debaee, and Shikarpore.

3. You must not understand that the subscription-list is closed. The amount subscribed has already reached Rs. 120 per mensem, which is more than sufficient to start at once an English School in each of the three first-named towns; and as I realize enough for the other two, I will report. Might I ask the favor of a very careful selection of Teachers, whose salaries I do not think should be less than Rs. 60 each, Rs. 10 of which might be realized from fees? I hope each man selected will prove as good as Moolchund of Boolundshuhur: an inferior scholar would be worse than none at all.

4. The institution of English Schools in the interior of the district will be a great relief to the Boolundshuhur School, which promises to become over-crowded by non-residents.

5. As the Government may wish to know if these subscriptions are stable, I can only say that I believe them to be as much so as subscriptions can be.

I have, &c.,

G. W. COLLEDGE,
Offg. Collector.

ADDRESS.

As there is good reason to believe that many persons in this district are desirous of acquiring instruction in the English language for themselves or their children and relatives, and thus securing for their families the many advantages

derivable from an education in this language, it is proposed to invite the co-operation of the public generally, but more especially of the affluent and respectable classes, in giving effect to a scheme which cannot but yield inestimable benefit to the whole community.

Most of the residents of the districts are aware that an English School has already been opened in the town of Boolundshuhur, but this is quite inadequate to supply the wants of the whole district. Government has already expressed its approbation at the example which has been set by many of the more wealthy inhabitants in establishing the School at Boolundshuhur, and there is no doubt that, if the present appeal meets with the support it deserves, the present Lieutenant-Governor will not be slow in endorsing the encomium passed by his predecessor.

It is proposed to establish English education in the towns of Koorjah, Anoopshuhur, Secundrabad, Shikarpore, and Debaee, in order that every facility may be afforded to all who are really desirous of advancing themselves and relatives, by the acquisition of this knowledge, to positions not hitherto obtained—perhaps never even contemplated.

Whether this purpose can be accomplished will depend mainly upon the support given by the people at large. If the public evince a hearty desire for the realization of this great object, the Government will be prepared to meet them half-way, and will contribute as much towards the support of these Schools as the people are prepared themselves to give.

It would be unreasonable to suppose that the Government could do more than this, especially when it is considered how many claims throughout the length and breadth of the country demand attention. Government is always ready to help those who help themselves, and we shall not find the present Lieutenant-Governor at all slow in supporting whatever praiseworthy efforts may be made by the residents of this district.

To those who are acquainted with the liberality of most of the Native gentlemen of this district there can be no doubt of the liberal cordiality which will meet this call upon their influence and wealth.

It is proposed eventually to form a Committee of Management from among the leading and most interested subscribers, with the Magistrate of the district as their President.

G. W. COLLEDGE,
Offg. Magistrate.

No. 3486 A.

FROM

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

To

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

DATED NYNEE TAL, THE 28TH OCTOBER, 1863.

SIR,

I AM directed to acknowledge the receipt of your letter, No. 796, dated 8th instant, with which you forward copy of a letter from the late Mr. G. W. Colledge, Officiating Collector of Boolundshuhur, to the address of the Inspector, 1st Circle, Department of Public Instruction, reporting that he had set on foot a sub-

scription with the view of establishing good English Schools in the chief towns of that district, and that he had succeeded in obtaining subscriptions amounting to Rs. 120 per mensem.

2. The exertions of Mr. Colledge in the cause of education were noticed with approval in paragraph 19 of the Orders of Government on the Annual Report of the Educational Department for the year 1862-63.

3. The Hon'ble the Lieutenant-Governor authorizes you to enter in your next Budget, as proposed, a grant-in-aid equal to the subscriptions obtained; and to convey to the inhabitants of the Boolundshuhur district his commendation of the appreciation by them of the advantages of an English education and their readiness to avail themselves of it.

4. His Honor hopes that the death of Mr. Colledge will not check the interest and exertions of those who have so liberally aided the scheme which he designed, and desires me to take this opportunity of expressing the extreme regret felt by the Government at the removal so early of this promising officer from the scene of his labors, where he had already done much to secure the approval of Government and the confidence and good-will of the people.

I have, &c.,

(Signed) R. SIMSON,
Secy. to Govt., N. W. P.

APPENDIX D.

REPORT OF THE BENGALITOLAH PREPARATORY SCHOOL, BENARES, FOR THE YEAR 1863.

Locality:—Madanpurá, in the house of BABOO MOHESH CHUNDER DEY. *Committee of Management*:—President, BABOO KALLYNATH MOZOOMDAR, Senior Sub-Assistant Surgeon. *Members*:—BABOO KEDARNATH PALODHY, Superintendent, Wards' Institution; BABOO BECHARAM CHUCKERBUTTY, 2nd Assistant, Collector's Office, Benares; BABOO SURROOP CHUNDER MOITRA, Assistant, Commissariat Office, Benares; BABOO SEETUL PERSAUD GUPTO, Translator, Sudder Dewanny, Agra; BABOO BHARUTH CHUNDER BOSE, 2nd Clerk, Commissariat Office, Benares; BABOO GREES CHUNDER DEY, Tutor to the young Prince of Benares; BABOO KALLY DOSS MOOKERJEE, 4th Master, Queen's College, Benares. *Secretary*:—BABOO GREES CHUNDER CHATTERJEE, Sub-Assistant Surgeon. *Assistant Secretary and Treasurer*:—BABOO SHAMACHURN LAHORY.

Number of boys at the end of the Session 1863, 114. Average attendance, 81. Lowest age 5 years; highest, 12 years.

Teachers:—BABOO JADUB CHUNDER BHUTTACHARJEE, Head English Teacher; BABOO NARENDRO NARAIN BHUTTACHARJEE, Head Pundit; BABOO TARINI CHURN BHUTTACHARJEE; BABOO RAM TARUN DEY; BABOO MADHUB CHUNDER DUTT, Librarian and Teacher. MOONSHEE BHUGWAN PERSAUD, Urduo Teacher.

To

THE BENGALITOLAH SUBSCRIBERS OF THE PREPARATORY
SCHOOL, BENARES.

GENTLEMEN,

I HAVE the honor to submit to you my Report of the year ending December 31st, 1863.

I am very happy to be able to state that the year under review has been a year of great success. The number of students has increased from 60 to 114.

There has been little cause of complaint against the irregularity of the Masters, and the average daily attendance of boys has increased from fifty per cent. of the preceding year to eighty-one of the last.

The state of the finance is very cheering. The appended sheet of Statement will show that the Cash Balance in hand amounts to Rs. 28-9-3½, though I am compelled to state that the monthly subscriptions have been in no case adequate to meet the expenditure, and that the Committee have often been obliged to draw largely for this purpose from donations, and, in some cases, from funds not belonging to the School. During the past year important additions have been made in the list of subscribers and donors, and the School now reckons among its friends and supporters the Maharajah of Vizianagram, the Maharajah of Burdwan, Dr. E. J. Lazarus, and Baboo Gooroodas Mittra. The best thanks of the Committee are due to all of them. To the latter two gentlemen the Committee feel especially obliged for the great interest they have evinced during the past year in the progress of the School, and the permanent support they have been pleased to bestow by means of liberal monthly subscriptions. Our old friend and supporter, Baboo Bani Madhub Mittra, continues in his usual way of greatly assisting the School by his liberal annual subscription, and the Committee cannot feel too grateful for his munificence. They have also to acknowledge with gratefulness the favor with which Dr. Lazarus printed their last Report gratis.

Though the subscribers' list has greatly swollen during the last year, it is a matter of great regret to observe that not a few Irregularity in paying Subscriptions. of the subscribers are merely nominal ones, or are so irregular in their payments that the Committee is often in a great perplexity to meet even the ordinary demands of every month. I am sorry I am once more on the painful necessity of making this complaint, and trust it will be the last time I do so. The best thanks of the Committee are due to the regular subscribers, and I hope their example will be soon followed by the rest.

Some changes have taken place in the constitution of the Managing Committee. Our esteemed President, Baboo Gobinda Chunder Banerjee, having resigned his post, his place has been very worthily filled up by the Vice-President, Baboo Kali Nath Mozoomdar. One of our most zealous coadjutors, Baboo Kedar Nath Palodhy, in consequence of his being removed to a remote part of the Civil Station to act as the Superintendent of the Wards' Institution of this place, has been obliged to withdraw himself great from the internal management of the School, which was placed in his hands since its foundation. The Committee feel *sincerely* sorry for the loss of a great part of his invaluable services, and cannot but take this occasion of expressing and recording their heartfelt thanks and warm acknowledgments for his most disinterested care regarding the welfare of the School, and hard labor and assiduous pains with which he most efficiently discharged the arduous and extremely responsible duties of a Manager with great sacrifice of his health and time for the period of eight years that the School has commenced to exist. It is a matter of no little pleasure, however, to observe that his place has been very worthily filled by the Assistant Secretary, Baboo Shama Churn Lahory, to whose diligent exertions, as well as of those of Baboo Swarup Chundra Moitra, the great success of our operations during the last year is in a great measure indebted. The Committee are fully sensible of the great assistance received from those two gentlemen, and are especially thankful for it. Important acquisitions have been made in the list of members by the admissions of Baboos Bharut Chundra Bose and Becharam Chuckerbutty.

The Instructive Staff has undergone some modifications. The Head Pundit of the School, Hura Chundra Tarkalunkar, having gone to the Female School, has been succeeded by Narendro Narain Bhattacharjee, a student of the Sanskrit College, and a successful Teacher for some time in our School. Baboo Jadub Chundra Bhattacharjee, an experienced Teacher of long standing, has been appointed in the room of Moonshee Gopal Persaud, the late English Teacher. He has brought up the English Department remarkably well, and deserves great credit both for his successful tuition and the able superintendence of the whole School. Baboo Ramtarun Dey, as usual, takes great pains with his Class, and the Committee hope to reward his good services as soon as funds will allow them to do so.

The course of studies has been made a little higher both in English and the Vernaculars. To enable the students to acquire a sound knowledge of the Bengalee, a text-book on Grammar has been introduced into the 1st Class, and Munorunjun Itihas has been substituted as the Reading-book in the place of Nitibodh in the 2nd Class. The course of study in Bengalee is, however, still imperfect, and my worthy Assistant is in consultation with Pundit Ishwur Chunder Vidyasagur of Calcutta to remodel it. The English course requires further modifications. The Calcutta Readers, which have been substituted in the place of Baker's Circle of Knowledge, do not seem to be quite adapted to Native youths, and it is in the contemplation of the Committee to introduce, after careful examination, the Readers that have lately been published under the authority of the Department of Public Instruction, North-Western Provinces. The great desideratum, however, which it is necessary to supply as soon as possible, is Geography. Apart from the consideration that a knowledge of this subject is indispensably necessary to every Hindoo student, the boys of our School must be made to have a familiarity with a portion of it at least, if we wish that the Institution should make good the pretensions of a *Preparatory School*. Writing also is not much attended to, partly from want of room, and partly from want of apparatus. With increased funds we hope to meet both these deficiencies satisfactorily.

Last year seven boys went up to the Entrance Examination of the Calcutta University from this School. They were admitted into the School a few months previous to the Examination, and Baboo Kali Doss Mookerjee, a member of the Committee, very kindly undertook to take their English; Baboo Modhoosoodun Mookerjee, of Joynarain's College, History, Geography, Grammar, and Composition; and Baboo Soetul Persaud Gupto, a senior scholar of the Benares College, Mathematics. It is a matter of great pleasure to see that the labors of these gentlemen have not been fruitless, and three have successfully passed the Examination. The Committee beg to tender their best thanks to the above-named gentlemen for their most disinterested labor in promoting the interests of the School, and confidently hope that their most laudable example in furthering the cause of education will be eagerly followed by the educated Native gentlemen of this place.

During the year there have been 79 admissions and 25 withdrawals. Of these last, 4 have entered the Government College and 2 Joynarain's College. Of these again two have been placed in the 4th Class of the Benares College, and one in the 1st Junior Class of Joynarain's College.

I am sorry I am unable to speak very favorably of the state of the Library appended to the School. There has been little addition to the number of books, and the amount

of subscription realized has been very trifling. It is to be hoped that in the year forthcoming the Bengalee public of Benares will be truly alive to the advantages resulting from an Institution of this nature, and the Managers more attentive to their duties.

Last year an application for grant-in-aid was sent through the Inspector of the Circle to Mr. Kempson, the Director of Public Instruction, N. W. P. The Inspector, I am happy to state, was pleased to forward our request with strong recommendations, and there is every prospect of receiving a grant-in-aid from May next.

During the past year the necessity of another house for the School was deeply felt on account of the accommodation of the building now occupied being quite insufficient for the number of boys attending it. Its locality is also objectionable, and no other house in or near Bengalitolah that can be rented is suited to its requirements. The Committee have therefore purposed the erection of a proper house for the School (the cost of which has been computed at Rs. 1,500). In order to raise the needed sum an appeal has been drawn up, to be circulated among friends of education, that by their liberal contributions the Committee may be able to carry their intention into effect.

The Annual Examination was held during the last week of December.

The Secretary was kindly assisted in his duties at that time by several friends of the School. Their remarks, together with the course of studies pursued and the progress of the boys during the year, will be found in the Appendix.

On the 28th of January, Mr. Kempson, the Director of Public Instruction, N. W. P., honored the School with a visit. He examined the boys, and expressed great satisfaction. He favored the Managers with some valuable suggestions, which they will gladly avail themselves of as soon as circumstances will permit. The great interest the Director seemed to take in the School cannot fail to serve as a great encouragement.

In conclusion, the Committee beg to offer their heartfelt thanks to the friends of education who have all along held out a helping hand towards the Institution, and hope they will continue their kind aid towards the furtherance of its object with increased energy and zeal.

I have the honor to be,

Gentlemen,

Your most obedient Servant,

GREES CHUNDER CHATTERJEE,
Secy., Bengalitolah Preparatory School.

BENGALITOLAH
PREPARATORY SCHOOL :
Benares, the 21st February, 1864.

APPENDIX E.

PROPOSED GRANT-IN-AID REGULATIONS FOR INDIA, BASED ON THE ENGLISH REVISED CODE, AS ANNOUNCED IN PARLIAMENT IN FEBRUARY AND MARCH, 1862.

MEMORANDUM.

THE Grant-in-Aid Regulations here suggested for ultimate adoption in British India are substantially the same as those of the English Revised Code of 1862. The extension of this system to Schools of a higher order than those aided in England is the most important of the modifications introduced. It is also the

most difficult to reduce to method. The test-standards of Schedules B. and C. are, therefore, put forward more as matter for ventilation than as definite programmes. My reason for utilising the Matriculation Examination of the Presidency Universities (Schedule C.) is the belief I have been led to form that the results of that Examination are safe grounds for estimating the soundness of tuition given during a period of seven or eight years, which is the average period of study in Schools of the class. The test is likewise general and easy of application. Another important modification is the limitation in point of age included in the test-standards. It was this feature in the original revision of the Educational Code of the Committee of Council in 1861 that excited serious opposition on the part of School Managers, to whom the Committee ultimately gave way with reluctance. If the effect be only to keep grown men out of the Schools, it will be a wholesome provision so far as education in India is concerned.

ALLAHABAD :
January, 1864. }

M. KEMPSON, M. A.,
Director of Public Instruction, N. W. P.

PRELIMINARY CHAPTER.

1. Of the money annually expended by the State on the promotion of education in British India, part (1) is disbursed in the form of grants-in-aid.
2. This part is apportioned according to the Regulations hereinafter laid down.
3. The object of the system of grants-in-aid is to promote private enterprise in education, (2) under the inspection of officers specially appointed by the Government.
4. The means consist in aiding voluntary local exertion, under certain conditions, to establish or maintain Schools, which are either—
 - (a) for the instruction of children (*elementary*) (3), or—
 - (b) for training Teachers (*Normal*).
5. In *Elementary* Schools, the children attend from the homes of their parents and charge is taken of them during School-hours only (4).
6. In *Normal* Schools, entire charge is taken of the students.
7. Aid to establish Schools (5) is given by grants towards the cost of building, enlarging, improving, or fitting up School-rooms (6).

(1.) The expectation advanced in paragraph 63 of Sir Charles Wood's Despatch of 1854 will be realised so soon as this 'part' becomes the larger portion of the public money spent on education. At present, owing to causes which need not now be considered, it is a very small fraction of that amount.

(2.) Paragraph 4 of the Revised Code restricts the Parliamentary grant to Schools for the benefit of the *laboring classes* only. The enterprise of the middle class has provided for itself in England.

(3.) Called '*elementary*' in a generic sense, without reference to the standards of instruction.

(4.) The case of Orphan Schools under the management of Trustees is an exception to this definition.

(5.) By the English system (*vide* Revised Code, paragraph 9) aid is not given to establish *Normal* Schools. Their maintenance is liberally assisted. In India, the establishment by private bodies of *Normal* Schools is a degree of retardation in educational progress which cannot yet be looked for.

(6.) The standing G. O. (N. W. P.), No. 1392, dated 8th September, 1858, withholds aid 'for building purposes;' but under a system such as that now under definition, in which the provision of proper School accommodation is a *sine qua non* of eligibility to receive a grant, it seems just that aid should be extended to the building of Schools. The main objection is that the Government runs the risk of the School failing.

8. Aid is given for the first year (1) of the existence of Schools under certain conditions and limitations hereinafter laid down.

9. After the first year of a School's existence, aid is given to maintain it by a grant to the Managers, *conditional upon the attendance and proficiency of the scholars, the qualifications of the Teachers, and the state of the School* (2).

10. The annual aid given is paid month by month through the Office of the Director of Public Instruction (3).

11. No grants are made to Schools which are not open to inspection by Inspectors appointed by the Government.

12. Inspecting officers are men believed to possess the confidence of the community generally, and in point of acquirements and experience equal to undertake a system of examination by test-standard.

13. "The Inspectors do not interfere with the religious instruction, discipline, or management of Schools; but are employed to verify the fulfilment of the conditions on which grants are made, to collect information, and to report the results" (4).

14. "No grant is paid except on a Report of the Inspector after a periodical visit, showing that the conditions of the grant have been fulfilled" (5).

15. The Inspector gives notice of the day of his visit beforehand to the Managers.

16. No undertaking must be commenced in general reliance upon the aid to be obtained from the Government. Separate applications, in the form of proposals, must in the first instance be addressed to the local Government through the Director of Public Instruction.

17. The Managers must appoint one of their own body to act as correspondent. As a general rule, this person should not be a Teacher in the School.

CHAPTER I.

SECTION I.—GRANTS TO ESTABLISH SCHOOLS (BUILDING).

18. Aid is not granted to build new Schools unless the local Government is satisfied—

(a) That there is a sufficient population of the classes requiring education in the immediate vicinity of the proposed School.

(b) That the School is likely to be maintained in efficiency.

(c) That the buildings have not been begun nor contracted for at the time of application.

(1.) The existing Rules in force in the N. W. P. imply the previous successful existence of a School as a condition of eligibility to receive aid. As a bar to enterprise, this restriction should be removed. In India it is the earliest stages of a School's career which require encouragement.

(2.) This Regulation is the marrow of the Revised Code (*Vide* Revised Code, Chap. II.)

(3.) The official year is that during which annual grants are payable.

(4.) Revised Code, paragraph 14.

(5.) Revised Code, paragraph 15.

19. The grants made for building, enlarging, improving, or fitting up Schools, are not to exceed *any one* of the following limits :—

1st Limit,—The total amount contributed by proprietors, residents, agents (1), or others, within the district where the School is situated (2). Such contributions may be in the form of—

- (a) Individual subscriptions.
- (b) Allotments from Benevolent Societies.
- (c) Materials, at the market-rate.
- (d) Sites, given without valuable consideration.
- (e) Cartage.

2nd Limit,—One anna eight pie for every cubic foot (3) of internal area in new School-rooms and Class-rooms.

20. The sites, plans, estimates, specifications, title and trust deed, must be satisfactory to the local Government.

21. The balance of expenditure which is not covered by the voluntary local contributions and by the public grant, taken together, may be made up from any other sources that are available.

22. Grants are not made to pay off debts for building ; nor in consideration for former expenditure in building ; nor for maintenance of buildings.

23. The extension of the area of existing School-rooms to receive more scholars is treated *pro tanto* as a new case under Art. 19.

24. The site must be (a) *in extent* not less than five times the area of the School buildings ; (4) (b) *in situation* not unhealthy nor noisy, and within convenient distance of the homes of the scholars ; (c) *in tenure* fee-simple, without incumbrance or rights reserved over the surface.

25. The plans, with specification and estimate, are returned after approval to the Managers for use ; but, after the completion of the building, must be lodged in the Office of the Director of Public Instruction (5).

26. The amount of the grant is announced simultaneously with the approval of the plans, &c.

27. The grant is paid on presentation of a Certificate (with Balance-sheet annexed) setting forth that the account will be closed on receipt of the grant (6).

(1.) To wit, Secretaries of Committees or Societies.

(2.) The English Code limits the area to a radius of four miles from the School.

(3.) The limit laid down in the English Code is 2s. 6d. *per square foot*. Taking twelve feet as the minimum height desirable for Indian School-rooms, the allowance now proposed corresponds to the English limit.

(4.) The Revised Code has 1,200 square yards (paragraph 29). Assuming this to be five times the area of the School accommodation, the play-ground or garden-ground would be thirty square feet for each child, which is not by any means excessive.

(5.) Under the provisions of the Revised Code (*vide* paragraph 33) the plans, &c., must be lodged *before a grant is paid*. This, taken in conjunction with paragraph 36, would mean that the building must be finished before the aid can be paid by the Government. This restriction would drive Managers to borrow money in anticipation of the grant, for in India building-work must, as a rule, be paid for by advances.

(6.) This Regulation is a modification of paragraph 36 of the Revised Code.

SECTION II.—GRANTS GIVEN TO ESTABLISH SCHOOLS (FIRST YEAR). (1.)

28. The rate of grants given varies with the class of School. Schools are conveniently classified (2), as—

- (a) Country Schools.
- (b) Town Schools.
- (c) Collegiate Schools.

29. Managers applying for a first grant-in-aid towards the establishment of a School furnish a Statement, which shall inform the Government—

(1.) Of the name or names of the person or persons responsible for the management of the School, and for the disbursement of all funds expended on the same, it being clearly stated whether such person or persons are resident or non-resident.

(2.) Of the extent (3) (in cubic feet) of the internal School accommodation provided, with description of site, name, and population of place.

(3.) Of the following particulars :—

(a) The resources (in detail) at the disposal of the managing body, to augment which resources the grant is asked for.

(b) The class of School according to the definition of paragraph 28.

(c) The number and qualifications of the Teachers whom it is proposed to employ, there being a Teacher for every thirty boys at the least.

(d) The average attendance anticipated.

(e) The scholastic regulations to be enforced.

(f) The books to be studied (detailed list).

30. The grants do not exceed the following limits :—

1st Limit,—The amount stated under (a) above.

This may include the fees paid by scholars (4).

(1.) With reference to paragraph 8, *supra*.

(2.) This classification is probably the most general that can be adopted. As a general rule, in Country or Village Schools, instruction is given in the Vernacular only. It is to this class of Schools only in England that State assistance is given. Supposing the *Halqabundi* Schools of the North-Western Provinces were managed by District Committees, they might, I conceive, be eligible to receive State aid under the Regulations now proposed. Town Schools at Tehseelee and Sudder Stations offer instruction in English as well as the Vernacular. They would correspond to the *Anglo-Vernacular* Schools of the upper and lower class established by Government in the North-Western Provinces. Collegiate Schools, or Schools with a College Department under the management of a highly-qualified staff, are such as educate up to the standard of the Entrance Examination prescribed by the Calcutta University. This standard involves the systematic study of the English language, with an Oriental language, and a sound general knowledge of History, Geography, and Elementary Mathematics.

(3.) The minimum allotment of internal space for each child is eighty cubic feet by the provisions of the Revised Code. This would allow of the height of the room being ten feet only. By the allotment of ninety-six cubic feet, which I think is advisable in India, this height would be raised two feet. (*Vide* paragraph 30, *supra*.)

(4.) It has been customary hitherto to insist upon the payment of fees by scholars in aid of Schools, but to exclude their inclusion among the stated resources of the School. I agree with Mr. H. C. Tucker and Mr. Murdoch that there is no just ground for this restriction (*Vide* Mr. Tucker's memorandum, p. 11, and Mr. Murdoch's review of Indian Administrative Reform.)

2nd Limit.—Four pie per cubic foot of occupied (1) internal area for Country Schools; one anna eight pie per cubic foot for Town Schools; four annas per cubic foot for Collegiate Schools (2).

N. B.—Eight square feet in rooms twelve feet high (3) is the minimum allowance of internal accommodation for each child.

CHAPTER II.

GRANTS TO MAINTAIN SCHOOLS.

31. Applications for grants-in-aid to maintain existing Schools are accompanied by a Statement (1*a*) showing the information required under Chapter I., Section II., paragraph 29. If this Statement is satisfactory to the Government, the Inspector takes an early opportunity of examining the School Register Books, the premises, and so forth.

He then examines the children individually, according to the prescribed test-standards.

32. To enable him to do this, the Manager furnishes a list in detail, containing the names of the children arranged according to the standards in which they are prepared to be examined.

33. The test-standards for the three classes of Schools are given in Schedules A., B., and C., annexed.

34. First, *in the case of Country Schools*, the Managers may claim for every scholar who is shown by them to have attended at least 200 days (2*a*) in the year—

(1.) If more than six years of age, Rs. 2, subject to examination.

(2.) If under six years of age, Re. 1-8, subject to a report by the Inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the elder children (3*a*).

(1.) That is to say, the internal area with reference to the average attendance.

(2.) The calculation would amount to Rs. 2 for each boy attending in a Country School, Rs. 10 for each boy attending in a Town School, and Rs. 24 for each boy attending at a Collegiate School; and, assuming the expenditure on the School from private resources to be at least equivalent to the Government grant, we should have Rs. 4 as the annual cost of educating each boy at a Country School, Rs. 20 at a Town School, and Rs. 48 at a Collegiate School. In the case of the Government Schools of the North-Western Provinces, each boy at a Country School on the average costs the State 3 Rs. 12 annas (the teaching being rather underpaid); each boy at a Town School costs between Rs. 19 and Rs. 20, and at a Collegiate School, or College, Rs. 126 (*vide* Report for 1862-63, Appendix H., Table 12). The limit proposed would therefore be a reasonable restriction in the case of the Country and Town Schools, taking the actual expenditure on Schools of the same class supported by the Government as a standard of easy and intelligible application. With regard to Collegiate Schools, the maintenance of Professors and the liberal allotment of Scholarships raise the expenditure to an extent not generally possible in private Institutions. The annual cost of educating each pupil at the Church Mission College, Agra, taking an average of the last five years, is about 68 Rs. At the Society's College at Benares it is Rs. 54; and the Government grant at present covers about one-third of this expenditure.

(3.) Where the height of rooms is in excess of twelve feet, that excess will be omitted from the calculation.

(1*a*.) In the case of the Schools which have received aid under the provisions of Chap. I, Section II., the Statement already furnished will be sufficient under verification by the Inspector.

(2*a*.) 200 days is the attendance required by the English system. It will allow of Sundays, Native holidays, and more than two months' vacation.

(3*a*.) This limits the examination by standards to children above the age of six years.

35. Attendance may not be reckoned for any child who has been under instruction less than four hours of the day.

36. Every scholar for whom Rs. 2 are claimed under Art. 34 (1) forfeits eight annas for failure to satisfy the Inspector in reading, eight annas in writing, and eight annas in Arithmetic.

37. No scholar must be presented for examination a second time according to the same or a lower standard.

38. Secondly, *in the case of Town Schools*, the Managers may claim for every scholar who is shown by them to have attended at least 200 days in the year—

(1.) Rs. 20, subject to examination in the highest standard shown in Schedule B.

(2.) Rs. 15, subject to examination in the standard immediately preceding.

(3.) Rs. 10, subject to examination in the standard below these (1).

39. Attendance to be reckoned under the restriction of Art. 35.

40. In the case of scholars for whom Rs. 20 or 15 are claimed under Art. 38, failure in three subjects negatives the claim; failure in two subjects reduces it one-half; failure in one subject one-fourth. In the case of scholars for whom Rs. 10 are claimed, Rs. 2 are forfeited for each subject failed in.

41. Except in the case of scholars who fail in two subjects in the two highest standards of examination, and who may be allowed another trial at the Inspector's next annual visit, no scholar must be presented a second time according to the same or a lower standard.

42. Thirdly, *in the case of Collegiate Schools*, the Managers may claim for every scholar who is shown by them to have attended at least 200 days in the year—

(1.) Rs. 50, subject to examination in the highest standard of Schedule C.

(2.) Rs. 40, subject to examination in the standard next preceding.

(3.) Rs. 30, subject to examination in the standard next preceding the above.

(4.) Rs. 20, subject to examination in the standard below these (2).

43. Attendance to be reckoned under the restriction of Art. 35.

44. In the case of scholars for whom Rs. 50, 40, and 30, are claimed under Art. 42, failure in three subjects negatives the claim; failure in two subjects reduces it one-half; failure in one subject one-fourth. In the case of scholars for whom Rs. 20 are claimed, Rs. 4 are forfeited for each subject failed in.

45. In each case, the grant after determination is payable from the beginning of the financial year succeeding the Inspector's visit, provided that the Budget Estimates of the year admit of the expenditure.

46. "The grant may either be withheld altogether or reduced for causes arising out of the state of the School" (3).

(1.) Supposing, for example, in a School at which the average attendance is 70, that 10 boys pass the highest standard, 20 the next preceding, and 40 the lower standards, the Government grant would amount to Rs. 75 monthly.

(2.) For example, in a School where the average attendance is 200, 5 boys pass the highest standard, 15 the next, 30 the next, and 150 the others, the Government grant would amount to Rs. 395 odd monthly.

(3.) Revised Code, Art. 49.

47. "The Inspector does not proceed to examine the School for the grant until he has first ascertained that the state of the School does not require it to be withheld" (1).

48. The grant is withheld altogether—

(a.) If the School be not held in a building certified by the Inspector to be healthy, properly lighted, drained, and ventilated, supplied with offices, and containing in the principal School-room at least ninety-six cubical feet of internal space for each child in average attendance.

(b.) If the Teachers are manifestly incapable (2), or have not been duly paid.

(c.) If the registers be not kept with sufficient accuracy to warrant confidence in the Returns.

(d.) If the Inspector has reason to believe that any one of the Teachers is an immoral character (3).

49. The grant is reduced—

(a.) "By not less than one-tenth nor more than one-half in the whole, upon the Inspector's report, for faults of instruction or discipline on the part of the Teacher, or (after one year's notice) for failure on the part of the Managers to remedy any such defect in the premises as seriously interferes with the efficiency of the School, or to provide proper furniture, books, maps, and other apparatus of elementary instruction" (4).

(b.) At the discretion of the local Government (5), by its excess above the resources stated under Art. 29 (3), a.

50. In every School receiving annual grants is to be kept, besides the ordinary registers of attendance (6),—

(a.) A book in which the names of all scholars admitted, with date of admission and age at the time of admission, are entered. The father's or guardian's name is to be added in each case (7).

The same book will serve to indicate the dates of withdrawals or dismissals.

(b.) A log-book, in which the Managers or the Head Teacher may enter occurrences of an extraordinary nature, affecting the interests of the School; but no reflections or opinions of a general character are to be made by them, nor can any entry once made be removed or altered except by a subsequent entry of correction.

All entries are to be dated.

(1.) Revised Code, Art. 50.

(2.) It will not be possible to introduce the condition that Teachers be 'duly certificated until a well-organised training system shall have been introduced. Rather than let the rising generation remain in ignorance, we must be satisfied to make the most of the material at present available.

(3.) This condition is not in the Revised Code. In India, where we as Europeans know next to nothing of the private life or moral character of individual Natives, it is a matter of necessity to show no leniency when the fact of immorality is clearly ascertained in particular instances.

(4.) Revised Code, paragraph 52 (a).

(5.) This clause is introduced with a view to meet cases of special excellence, in which reduction in the grant would be undesirable.

(6.) A School register shows the names of the pupils by classes, followed by columns in which the daily attendance or absence of the pupils is registered. The results should be summed up on the last day of each month, under the signature of one of the Managers or the Head Teacher, with date.

(7.) This precaution is an absolute necessity for the identification of individuals.

51. The Inspector will call for the log-book on the occasion of his annual visits, and will report whether it appears to have been properly kept throughout the year.

52. The Inspector will not write any report on the good or bad state of the School in the log-book at the time of his visits, but will enter therein with his own hand the full name and salary of each member of the School Establishment.

53. The summary of the Inspector's report, when communicated to the Managers, must be copied into the log-book by the Secretary of the latter, who must also note any changes of Establishment determined on by the Managers in consequence of the Inspector's report, or for other reasons.

54. "The Inspector, before making his entry of the School Establishment in the following year, will refer to his own entry made in the preceding year, and also to the entry which is required to be made pursuant to Art. 53 ; and he will require to see entries in the log-book accounting for any subsequent change of the School Establishment" (1).

CHAPTER III.

NORMAL SCHOOLS (1a).

55. A Normal School includes—

(a.) A College, for boarding, lodging, and instructing candidates for the office of Teacher in Country Schools, or persons who are already Teachers, but whose want of special training hinders their usefulness.

(b.) A practising department, in which they may learn the exercise of their profession.

56. Grants for building, enlarging, improving, or fitting up the premises of Normal Schools are made under the provisions of Arts. 19, *seq.*, where applicable.

57. Grants for the first year are made under the heads of—

(a.) Head Master's salary.

(b.) Maintenance allowances to students.

(c.) Practising department considered as any other School under Chap. I., Section II.

58. Grants to maintain Normal Schools are contingent on the proficiency of all students who have been one year under instruction, tested by prescribed standards of excellence in two grades. [[The practising department may also receive aid under the terms of Art. 34.]

59. For every student who has been one year in residence, the Managers may claim—

(1.) 50 Rs., subject to examination in the test-standard for certificates of the 1st grade.

(2.) 30 Rs., subject to examination in the test-standard for certificates of the 2nd grade.

60. The test-standards are shown in Schedule D., annexed.

61. Every student for whom the grant is claimed under Art. 59 forfeits Rs. 10 for failure in each subject. If he fails in two subjects, he receives no certificate, but may be re-examined after a second year of residence.

62. No grant is made to a Normal School unless the Inspector reports favorably of the premises, management, and staff.

(1.) Revised Code, paragraph 63.

(1a.) It is improbable that Normal Schools will be established by private individuals or Societies till the grant-in-aid system has succeeded in fostering private enterprise in the establishment of *Elementary* Schools.

SCHEDULE A.

Test-Standard for Country Schools (Vernacular).

SUBJECTS.	STANDARD I. For Children under 10 years of age.	STANDARD II. For Children under 11 years of age.	STANDARD III. For Children under 12 years of age.	STANDARD IV. For Children under 13 years of age.	STANDARD V. For Children under 14 years of age.	STANDARD VI. For Children under 16 years of age.
READING.	Narrative in monosyllables.	Part of a narrative, of a simple order, from a 1st Reading Book.	A short paragraph from an elementary Reading Book.	A short paragraph from a more advanced Reading Book.	Short passage from a History, with explanation.	A short ordinary paragraph from a newspaper or other modern narrative, with explanation.
WRITING.	Form on Black-board or Slate manuscript letters, from dictation.	Copy a line of print.	A sentence from the same book, dictated slowly in single words. One reading.	A sentence slowly dictated once by a few words at a time from the same book.	A sentence slowly dictated once by a few words at a time from the same book.	Another short ordinary paragraph from a newspaper or other modern narrative, slowly dictated once by a few words at a time.
ARITHMETIC, &c.	Form on Black-board or Slate, from dictation, figures up to 20; name, at sight, figures up to 20; add and subtract figures up to 10 orally.	The Multiplication Table. Simple Addition and Subtraction.	A sum in Multiplication and in Division. Easy Geographical definitions.	Compound Addition, &c., in money and Bazaar weights and measures. Three or four easy questions on the Map of India.	Rule of Three, Single and Double. Three or four easy questions on the Map of Asia. Three or four simple questions on the Hindu period of Indian History, from the School text-book.	A sum in Fractions. Three or four general questions on the Map of the World. Three or four questions on the Mussulman period of Indian History, from the School text-book.

SCHEDULE B.

Test-Standards for Town Schools (Anglo-Vernacular).

SUBJECTS.	STANDARD I. For Boys under 11 years of age.	STANDARD II. For Boys under 12 years of age.	STANDARD III. For Boys under 13 years of age.	STANDARD IV. For Boys under 14 years of age.	STANDARD V. For Boys under 16 years of age.	STANDARD VI. For Boys under 18 years of age.
READING IN ENGLISH AND A VERNACULAR.	As in Schedule A.	Ditto ditto.	Ditto ditto.	Ditto ditto.	Ditto ditto.	Ditto ditto, with parsing.
WRITING IN ENGLISH AND A VERNACULAR.	As in Schedule A.	Ditto ditto.	Ditto ditto.	Ditto ditto.	Ditto ditto. The English to be turned into the Vernacular and <i>vice versa</i> .	Ditto ditto. The English to be turned into the Vernacular and <i>vice versa</i> .
ARITHMETIC, &C., EITHER IN ENGLISH OR A VER- NACULAR.	As in Schedule A.	Ditto ditto.	Ditto ditto.	The Compound Rules and Single Rule of Three.	Double Rule of Three and easy Fractions.	Fractions and Decimals. I. Book of Euclid.
OTHER SUBJECTS EITHER IN ENGLISH OR A VER- NACULAR.			Geographical definitions.	The Map of India. History of India. Hindu period.	The Map of Asia. History of India. Mussul- man period.	The Map of the World. History of India. British rule.

SCHEDULE C.

Test-Standards for Collegiate Schools (English and a Vernacular or other Oriental Language).

SUBJECTS.	STANDARD I. For Boys under 15.	STANDARD II. For Boys under 16.	STANDARD III. For Boys under 17.	STANDARD IV. For Boys under 18.	STANDARD V. For Boys under 19.	STANDARD VI. For Boys under 21.
READING IN ENGLISH AND A VERNACULAR.	A paragraph from an easy Reading Book for beginners.	A passage from an easy Reading Book. Simple Parsing.	A passage from a Reading Book of moderate difficulty. Grammar and explanation.	A passage from a classical author (prose or poetry) of moderate difficulty. Grammar and explanation.	A passage from a classical author (prose or poetry) of moderate difficulty. Grammar and explanation.	The subjects of the Entrance Examination (paper) of the Presidency University.
WRITING IN ENGLISH AND A VERNACULAR.	A similar passage dictated once by single words.	A similar passage dictated once by a few words at a time.	A similar passage dictated slowly once.	A similar passage dictated slowly once.	A similar passage dictated slowly once.	
TRANSLATION.		Translation of two or three sentences from one language into the other.	A written literal rendering of the above into a Vernacular.	A written rendering of the above into a Vernacular or second language.	A written rendering of the above into a Vernacular or second language.	
ARITHMETIC, &C., IN ENGLISH.	The Compound Rules.	Single and Double Rule of Three.	Fractions and Decimals. Euclid, Book I.	A sum in Arithmetic of moderate difficulty. Euclid, Books I. & II.	A sum in Arithmetic of ordinary difficulty. The first four Rules of Algebra. Euclid, Books I, II, & III.	
OTHER SUBJECTS IN ENGLISH.	Geographical definitions.	Geography of India.	Geography of Asia. Outlines of Ancient History: a few simple facts.	Geography of Europe. Outlines of Ancient History: a few general questions.	General Geography of the World. History of India: a few general questions.	

SCHEDULE D.

Test-Standards or Grades for Normal Schools (Vernacular).

SUBJECTS.	GRADE II.	GRADE I.
READING.	A passage from any well-printed or lithographed book of ordinary difficulty. Grammar and explanation. . Attention to be paid especially to accent and pronunciation.	Ditto ditto with a higher degree of merit.
WRITING.	A passage similar to the above dictated slowly once. To be written in a clear, well-shaped hand.	Ditto ditto with a higher degree of merit.
ARITHMETIC, &c.	To explain the working of any sum of ordinary difficulty on the Black-board. Leading questions in Indian History. Ditto ditto in general Geography. To be required to take up a Class in the practising School in both subjects. Explanation of ordinary natural phenomena. A few general questions. Map-drawing and elementary Plan-drawing.	Ditto ditto with a higher degree of merit.

EXTRACT from Director's letter, No. 1282, dated 22nd February, 1864, forwarding the above.

2. These proposed Regulations are not only in necessary points a modification of the English Code, but they are an extension of the system to Schools of a higher order than those for which aid is granted by the Council of Education. If it be admitted that the English system is applicable at all, it is manifest that some such modification is necessary. The quality and extent of that modification remains an open question. My principle has been to deviate as little as possible from the model, and to retain nice details and provisions, even where they may appear to some to be unnecessarily minute, for I believe that, in the ventilation of questions of this kind, exact attention to details is the surest way to correct conclusions.

3. I am ignorant of what steps my colleagues under other Governments have taken in this important matter, but I am anxious that the Supreme Government should make the general opinion the basis of such a codification as may be hereafter adopted; and what I now submit is, at least so far as I can judge, a practicable suggestion.

4. My motive for drawing attention to the matter has not been so much the failure of our local Rules to give satisfaction or call forth enterprise as the consideration that more uniformity of system throughout India is desirable, and because I observe that a feeling of discontent at the present state of things is expressed by persons interested in private enterprise in education. This feeling seems generally to resolve itself into the query—Why is not the English system adopted in India? My effort has been, therefore, to supply an adaptation of the English system.

5. The objections to the present state of things, so far as the Grant-in-aid system is concerned, are somewhat as follow :—*viz.*, that it is no real incentive to enterprise ; that it is hampered by crippling Rules under local Governments ; that the limitations are vexatious ; that no distinction is made between classes of Schools ; and that, while the Government increases its own expenditure, the expenditure on grants-in-aid is not enlarged. This is the complaint, in general terms, of one section only of Missionary association, *viz.*, the Church Missionary Society. I am not aware that it is made with reference to these Provinces. I am in constant communication with the leaders of the Society in the North-Western Provinces, and have never met with any expression of dissatisfaction, except at the delay in allotting aid which the Budget system involves. I gather, too, that what is wished is that more liberal aid should be given to independent Schools ; that such Schools should have the *option* of receiving aid on the English system ; and that Training Schools should receive special encouragement.

6. The Regulations proposed will, I believe, be satisfactory on all these points. The requirements cannot be termed crippling or obstructive without a direct condemnation of the English system, which is desired, as above said, at the option of School Managers. But at the same time I must express my opinion that submission to any code of Rules should not be *optional*. If the system be desirable, there is no reason why it should not be incumbent on all Schools without a limitation of this kind. So, too, if existing systems are objectionable, the partial retention of their action will be impolitic.

I.—INSTITUTIONS FOR

TABLE No. I.

Government Colleges and

NAME OF INSTITUTION.	Locality.	When Established.	NUMBER OF PUPILS ON THE ROLL AT THE END OF THE YEAR.				Average daily attendance.
			Hindoos.	Malomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
Government College.	Agra,	October, 1823.	233	40	5	278	258
Government College.	Bareilly,	A. D., 1837,	262	62	8	332	314
Government College.	Benares,	A. D., 1792,	483	29	1	513	441
Total,	..	...	978	131	14	1,123	1,013

DIX F.

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Collegiate Institutions.

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.							Monthly rate of Schooling fees.	RECEIPTS.	
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengalee.		From Govern- ment.	Proceeds of en- dowment.
9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.
278	...	53	277	...	248	...	As. 8 to 5 Rs.	Rs. As. P. 39,545 14 10	Rs. As. P. 5,359 4 0
332	...	96	332	...	...	...	As. 8 to 5 Rs.	34,334 0 0	...
416	289	97	154	23	As. 8 to 5 Rs.	59,787 10 0	771 0 0
1,026	...	149	848	97	402	23	As. 8 to 5 Rs.	1,34,117 8 10	6,130 4 0

TABLE No. I.—(Concluded.)

I.—INSTITUTIONS FOR

Government Colleges and

NAME OF INSTITUTION.	Locality.	When Established.	RECEIPTS.					
			Local rate of assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
I.	2.	3.	13.	14.	15.	16.	17.	18.
				Rs.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Government College,...	Agra, ...	Octr. 1823.	...	...	2,950 7 0	805 10 7	...	48,661 4 5
Government College,...	Bareilly,	1837,	...	...	1,752 4 9	...	1,867 0 0	38,453 4 9
Government College,...	Benares,	1792,	...	353	3,622 9 3	130 3 0	16 6 6	64,630 12 9
Total, ...	...	...	...	353	8,325 5 0	935 13 7	1,883 6 6	1,61,745 5 11

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P., }

Bareilly, the 20th July, 1864.

DIX F.

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

of the Collegiate Institutions.

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.	
39,545 14 10	2,597 8 9	42,143 7 7	6,517 12 10	...	163 5 7	153 4 5	
36,701 0 0	2,179 0 0	38,880 0 0	...	427 0 0	123 13 1	110 15 0	
47,191 11 6	17,439 1 3	64,630 12 9	...	...	146 8 10½	135 7 4	
1,23,438 10 4	22,215 10 0	1,45,654 4 4	6,517 12 10	427 0 0	144 9 2	133 3 7	

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

TABLE No. II.

I—INSTITUTIONS FOR

Government Schools

NAME OF INSTITUTION.	Locality.	When Established.	NUMBER OF PUPILS ON THE ROLL AT THE END OF THE YEAR.				Average daily attendance.
			Hindocs.	Mahomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
Government School,	Ajmere,	1851.	138	32	1	171	153.5
Total,	...	...	138	32	1	171	153.5

DIX F.

GENERAL EDUCATION,

FOR THE YEAR 1863-64.

of the Higher Class.

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.							Monthly rate of School- ing fees.	RECEIPTS.	
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.	From Govern- ment.		Proceeds of Endowment.	
9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.
								Rs. As. P.	Rs. As. P.
171	93	...	78	...	Two annas to Rs. 2	16,852 6 6	192 0 0
171	93	...	78	...	Two annas to Rs. 2	16,852 6 6	192 0 0

TABLE No. II.

I.—INSTITUTIONS FOR

Government Schools

NAME OF INSTITUTION.	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.	Rs. As. P.	Rs. As. P.		
Government School,	Ajmere,	1851.	...	925	490 3 8	254 0 5	201 6 6	18,915 1 1		
Total,	...	...	...	925	490 3 8	254 0 5	201 6 6	18,915 1 1

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
 NORTH-WESTERN PROVINCES :
Dated Bareilly, the 20th July, 1864.

DIX F.

GENERAL EDUCATION,

FOR THE YEAR 1863-64.

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.	Rs. As. P.	
16,051 3 10	2,389 7 0	18,440 10 10	474 6 3	...	120 2 0	109 12 7	
16,051 3 10	2,389 7 0	18,440 10 10	474 6 3	...	120 2 0	109 12 7	

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

TABLE No. II. A.

I.—INSTITUTIONS FOR

Government Schools

NAME OF INSTITUTION.	Locality.	When Establish- ed.	NUMBER OF PUPILS ON THE ROLL AT THE END OF THE YEAR.				Average daily attendance.
			Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
Anglo-Vernacular School,	Allygurh.	July, 1858, ...	147	12	1	160	156
Ditto.	Pilibhet.	„ 1851, ...	70	10	...	80	89
Ditto.	Shahjehanpore.	October, 1854, ...	70	38	2	110	77
Ditto.	Moozuffernugger.	1863, ...	33	7	...	40	35
Ditto.	Boolundshukur.	Ditto, ...	85	7	1	93	75
Ditto.	Saharunpore.	Ditto, ...	39	12	...	51	49
Ditto.	Bijnour.	Ditto, ...	31	6	...	37	40
Ditto.	Moradabad.	Ditto, ...	74	26	...	100	79
Ditto.	Budaon.	Ditto, ...	47	15	...	62	44
Hume's High School.	Etawah.	1856, ...	311	25	5	341	306
Anglo-Vernacular School,	Phoolpore.	1862, ...	124	39	...	163	144.34
Ditto.	Allahabad.	1864, ...	133	59	...	192	175
Ditto.	Banda.	1861, ...	51	49	...	100	61.68
Ditto.	Hutwa.	1863, ...	26	30	...	56	54
Ditto.	Futtehpore.	Ditto, ...	85	64	1	150	92
Ditto.	Kora-Jehanabad.	Ditto, ...	55	34	...	89	61.5
Ditto.	Ekdala.	Ditto, ...	4	30	...	34	30.25
Ditto.	Baluja.	1862, ...	80	14	...	94	77.5
Total ...	...	...	1,465	477	10	1,952	1,646.27

DIX F.

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

of the Middle Class.

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling fee.	RECEIPTS.					
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.		From Govern-ment.	Proceeds of En-dowment.				
9.	9 a.	9 b.	9 c.	9 d.	9 e.	11.	12.					
							Rs.	As.	P.	Rs.	As.	P.
160	...	95	160	...	...	4 annas.	2,347	1	8	...	...	...
80	81	...	...	1 anna.	104	10	0	2,700	0	0
110	...	110	110	...	...	4 annas.	2,482	10	10	...	...	...
40	...	30	40	...	...	Ditto.	637	12	11	...	...	...
93	...	63	93	...	...	Ditto.	642	13	9	...	...	...
51	...	51	51	...	...	Ditto.	685	6	5	...	...	...
37	...	36	36	...	...	Ditto.	631	9	3	...	...	...
100	...	93	7	...	...	Ditto.	35	0	0	1,405	14	2
62	...	62	62	...	...	Ditto.	34	8	0	...	...	...
190	...	40	190	...	111	2 annas to 2 Rupees.	7,200	0	0	...	...	...
25	32	...	131	2 annas.	177	9	9	...	...	...
192	40	...	23	1 anna to 1 Rupee.	...	...	...	...	...	...
66	1	30	82	...	18	2 annas.	790	10	0	...	...	...
27	...	47	...	...	...	1 anna to 2 annas.	177	7	10	...	...	...
90	...	131	...	...	15	1 anna.	141	6	1	...	...	...
30	...	20	...	...	40	1 to 2 annas.	206	10	8	...	...	...
34	...	15	...	...	...	1 anna.	60	0	0	...	...	...
44	29	...	39	1 to 2 annas.	133	8	6	300	0	0
1,431	1	823	1,013	...	377	1 anna to 2 Rupees.	16,488	13	8	4,405	14	2

TABLE No. II. A. (Concluded.)

I.—INSTITUTIONS FOR

Government Schools

NAME OF INSTI- TUTION.	Locality.	When Estab- lished.	RE				
			Local rate of assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.
			13.	14.	15.	16.	17.
			Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.
Anglo-Vernacu- lar School.	Allygurh.	July, 1858, ...	...	...	514 4 0 ...	...	4 0 0
Ditto.	Pilibheet.	1851, ...	...	...	53 10 0 ...	...	...
Ditto.	Shahjehanpore.	October, 1854,	...	78 8 0	224 10 9 ...	...	...
Ditto.	Moozuffernugger.	1863, ...	...	600 0 0	121 8 0 ...	...	...
Ditto.	Boolundshuhur.	Ditto, ...	...	518 6 9	258 8 0 ...	...	...
Ditto.	Saharunpore.	Ditto, ...	52 0 0	...	179 12 0 ...	...	...
Ditto.	Bijnour.	Ditto, ...	...	...	114 0 0 ...	...	26 0 0
Ditto.	Moradabad.	Ditto, ...	...	8,517 7 2	365 4 0 ...	...	6,050 7 8
Ditto.	Budaon.	Ditto, ...	...	240 5 2	154 13 0 ...	...	572 14 5
Hume's High School.	Etawah.	1856, ...	...	1,200 0 0	541 6 4 ...	...	168 0 0
Anglo-Vernacu- lar School.	Phoolpore.	1862, ...	300 0 0	...	265 8 0 ...	...	...
Ditto.	Allahabad.	1864, ...	80 0 0	...	49 1 0 ...	...	...
Ditto.	Banda.	1861, ...	300 0 0	...	93 2 0 ...	...	...
Ditto.	Hutwa.	1863, ...	...	56 9 10	75 0 0 ...	...	...
Ditto.	Futtehpore.	Ditto, ...	...	185 12 9	31 8 0 ...	...	...
Ditto.	Kora-Jehanabad.	Ditto, ...	...	85 5 2	127 2 0 ...	...	...
Ditto.	Ekdala.	Ditto, ...	...	60 0 0	8 8 0 ...	...	...
Ditto.	Baluja.	1862, ...	...	409 5 1	122 4 0 ...	...	...
Total,	...	...	732 0 0	11,951 11 11	3,299 13 1 ...	...	6,821 6 1

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P., }

Bareilly, the 20th July, 1864.

DIX F.

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

of the middle Class.

RECEIPTS.	CHARGES.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
	Total.	Current.	Extrordinary.			Total.	Total cost.		Cost to Govern-ment.
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.	
2,865 5 8	2,418 0 2	192 1 6	2,605 1 8	260 4 0	...	16 10 7	15 0 9	
2,858 4 0	2,760 0 0	98 4 0	2,858 4 0	...	...	32 1 10	1 2 10	
2,785 13 7	2,410 12 10	265 9 6	2,676 6 4	109 7 3	...	34 12 2	32 3 11	
1,359 4 11	1,055 5 4	159 4 11	1,214 10 3	144 10 8	...	34 11 3	18 3 7	
1,419 12 6	1,118 6 9	301 5 9	1,419 12 6	...	...	18 14 11	8 9 2	
917 2 5	704 0 0	153 13 5	857 13 5	59 5 0	...	17 8 1	12 14 10	
771 9 3	712 15 6	...	712 15 6	58 9 9	...	17 13 2	15 12 8	
16,374 1 0	1,041 12 9	275 14 6	1,317 11 3	15,056 5 9	...	16 10 9	0 7 1	
1,002 8 7	813 3 7	97 14 3	911 1 10	91 6 9	...	20 11 4	0 12 7	
9,109 6 4	8,328 0 0	767 13 3	9,095 13 3	13 9 1	...	29 9 4	23 15 3	
743 1 9	444 0 0	299 1 9	743 1 9	...	...	4 8 11	1 1 5	
129 1 0	80 0 0	49 1 0	129 1 0	...	...	0 10 9	...	
1,183 12 0	840 0 0	343 12 0	1,183 12 0	...	...	19 3 1	12 13 1	
309 1 8	233 3 8	75 14 0	309 1 8	...	...	5 11 8	3 4 8	
358 10 10	327 2 10	31 8 0	358 10 10	...	...	3 14 4	1 8 6	
419 1 10	260 10 4	148 7 6	409 1 10	10 0 0	...	6 10 7	3 5 9	
128 8 0	120 0 0	8 8 0	128 8 0	...	...	4 3 11	1 15 8	
965 1 7	824 0 0	141 1 7	965 1 7	...	...	12 7 3	1 11 7	
43,699 10 11	24,486 9 9	3,409 6 11	27,896 0 8	15,303 0 0	...	16 15 2	10 0 3	

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

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

1ST CIRCLE, DEPARTMENT PUBLIC INSTRU

Tehseelee Schools.	Allygurh.	Hatrass, ...	6th May, 1850, ...	144	8	...	152
		Atrowlee, ...	15th April, 1850, ...	140	24	...	164
		Coel, ...	10th February, 1862, ...	144	23	...	167
		Khyr, ...	10th May, 1850, ...	47	3	...	50
		Tuppul, ...	Ditto, ...	72	2	...	74
		Bijaygurh, ...	1st May, 1860, ...	64	...	...	64
		Beswan, ...	1st January, 1859, ...	82	6	...	88
		Secundra Rao, ...	27th April, 1860, ...	94	15	...	109
		Total, ...		787	81	...	868
	Boolundshuhur.	Secundrabad, ...	24th April, 1856, ...	119	43	3	165
		Boolundshuhur, ...	12th July, 1856, ...	108	35	...	143
		Debaee, ...	19th April, 1856, ...	31	32	...	113
		Khurja, ...	19th May, 1856, ...	203	60	...	263
	Total, ...		461	220	3	684	
	Meerut.	Meerut, ...	8th May, 1855, ...	106	111	4	221
		Sirdhana, ...	24th October, 1855, ...	48	28	1	77
		Burouth, ...	21st ditto, ...	79	1	...	80
		Mooradnugger, ...	29th ditto, ...	40	13	3	56
		Shahderah, ...	1st May, 1859, ...	21	2	...	23
		Hapore, ...	24th October, 1855, ...	24	17	...	41
	Total, ...		318	172	8	498	
	Moozuffernugger.	Moozuffernugger, ...	4th April, 1856, ...	25	25	...	50
		Khatowlee, ...	1st ditto, ...	66	18	...	84
		Shamlee, ...	17th January, 1856, ...	63	13	...	76
Thanah Bhowan, ...		22nd ditto, ...	40	42	...	82	
Poor, ...		28th ditto, ...	22	27	...	49	
Total, ...		216	125	...	341		
Saharunpore.	Saharunpore, ...	18th June, 1852, ...	15	55	...	70	
	Jwalapore, ...	1st December, 1854, ...	72	9	...	81	
	Munglore, ...	4th March, 1863, ...	15	30	...	45	
	Deobund, ...	11th October, 1851, ...	30	51	...	81	
	Ambaitha, ...	23rd December, 1854, ...	52	27	3	82	
	Gungoh, ...	Ditto, ...	43	38	...	81	
Total, ...		227	210	3	440		

DIX F.

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower Class (Tehseelee Schools).

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.	Oordoo.	Sanscrit.	Hindee.			From Government.	Proceeds of Endowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.

TION, NORTH-WESTERN PROVINCES.

							Rs.	As.	P.	Rs.	As.	P.
139	...	...	...	22	...	143	210	4	7	...	...	...
120	...	...	...	55	...	114	214	4	6	...	...	...
127	...	...	...	85	...	100	302	4	5	...	...	...
56	...	...	...	16	...	44	237	15	2	...	...	...
75	...	...	...	21	...	74	129	10	4	...	...	...
60	...	...	...	17	...	56	143	13	0	...	...	...
83	...	...	...	12	...	88	143	5	11	...	...	...
85	...	...	...	44	...	80	138	0	1	...	...	...
745	...	...	...	272	...	699	1,520	4	0	...	...	...
140	...	...	...	118	...	47	207	0	0	...	...	...
106	...	...	...	65	...	68	310	0	0	...	...	...
106	...	...	...	95	...	18	194	0	0	...	...	...
200	...	...	...	84	...	187	214	0	0	...	...	...
552	...	...	...	362	...	320	925	0	0	...	...	...
157	...	...	...	178	...	43	221	3	6	...	...	...
63	...	...	...	39	...	38	178	6	6	...	...	...
59	...	...	...	35	...	45	177	4	5	...	...	...
47	...	...	...	32	...	24	125	0	6	...	...	...
34	...	...	...	23	...	...	141	14	5	...	...	...
35	...	...	...	31	...	10	144	6	4	...	...	...
395	...	...	...	338	...	160	988	3	8	...	...	...
50	...	...	...	50	...	...	363	15	3	...	...	...
74	...	...	...	42	...	42	235	8	6	...	...	...
78	...	...	...	53	...	23	219	1	6	...	...	...
85	...	...	...	78	...	4	182	11	6	...	...	...
49	...	...	...	49	...	...	170	6	6	...	...	...
336	...	...	...	272	...	69	1,171	11	3	...	...	...
68	...	...	...	70	...	...	190	5	5	...	...	...
74	...	...	...	60	...	21	195	7	0	...	...	...
41	...	...	...	45	...	...	164	15	3	...	...	...
73	...	...	...	81	...	...	307	4	3	...	...	...
81	...	...	...	82	...	...	185	5	5	...	...	...
78	...	...	...	81	...	...	156	13	4	...	...	...
415	...	...	...	419	...	21	1,200	2	8	...	...	...

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

NAME OF INSTITUTION.	LOCALITY.		When Established.	RE
	Zillah.	Tehseelee.		Local rate of Assessment.
1.	2.	2 A.	3.	13.

1ST CIRCLE, DEPARTMENT PUBLIC INSTRU

				Rs.	As.	P.	
Tehseelee School.	Allygurh.	Hatras,	...	6th May, 1850, ...	...	...
		Atrawlee,	...	15th April, 1850, ...	...	...
		Coel,	...	10th February, 1862, ...	...	...
		Khyr,	...	10th May, 1850, ...	...	...
		Tuppul,	...	Ditto, ...	...	...
		Bijaygurh,	...	1st May, 1860, ...	...	...
		Beswan,	...	1st January, 1859, ...	...	...
		Secundra Rao,	...	27th April, 1860, ...	...	...
					Total,
		Boolundshuihur.	Secundrabad,	...	24th April, 1856,
	Boolundshuhur,		...	12th July, 1856, ...	...	...
	Debaee,		...	19th April, 1856, ...	...	...
	Khurja,		...	19th May, 1856, ...	...	...
				Total, ...	...	...
	Meerut.	Meerut,	...	8th May, 1855, ...	...	...
		Sirdhana,	...	24th October, 1855, ...	...	...
		Burouth,	...	21st ditto, ...	...	...
		Mo oradnugger,	...	29th ditto, ...	...	...
		Shahderah,	...	1st May, 1859, ...	...	...
		Hapore,	...	24th October, 1855, ...	...	...
			Total, ...	...	...
Moozuffernugger.	Moozuffernugger,	...	4th April, 1856, ...	43	0	6	
	Khatowlee,	...	1st ditto, ...	34	4	0	
	Shamlee,	...	17th January, 1856, ...	43	0	6	
	Thana Bhowan,	...	22nd ditto, ...	34	0	6	
	Poor,	...	28th ditto, ...	30	0	6	
				Total, ...	185	6	0
Saharanpore.	Saharanpore,	...	18th June, 1852, ...	35	14	4	
	Jwalapore,	...	1st December, 1854, ...	42	0	0	
	Munglore,	...	4th March, 1863, ...	17	8	3	
	Deobund,	...	11th October, 1851, ...	31	13	3	
	Anabaita,	...	23rd December, 1854, ...	42	0	0	
	Gungoh,	...	Ditto, ...	30	6	5	
				Total, ...	199	10	3

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower Class (Tahsili 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.

TION, NORTH-WESTERN PROVINCES.

Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.			
144	14	7	162	1	0	...	...	...	517	4	2	238	0	0	279	4	2	517	4	2
24	0	0	131	10	0	...	...	...	370	8	6	264	0	0	106	8	6	370	8	6
30	0	0	169	11	0	...	...	...	501	15	5	329	7	5	172	8	0	501	15	5
...	...	...	66	14	0	...	...	...	304	13	2	161	3	7	56	3	7	217	7	2
...	...	...	83	2	0	...	...	...	212	12	4	85	0	0	131	6	1	216	6	1
...	...	...	63	0	0	...	...	...	211	13	0	120	0	0	91	13	0	211	13	0
48	0	0	103	11	0	...	...	...	295	0	11	166	6	2	128	10	9	295	0	11
70	9	3	89	4	0	...	...	...	297	13	4	174	9	3	123	10	1	298	3	4
317	7	10	874	5	0	...	...	...	2,712	0	10	1,538	10	5	1,090	0	2	2,628	10	7
172	0	0	138	15	0	...	...	...	517	15	0	312	0	0	205	15	0	517	15	0
256	4	6	104	2	0	...	...	...	670	6	6	446	4	6	224	2	0	670	6	6
159	14	9	109	4	0	...	...	...	463	2	9	291	14	9	171	4	0	463	2	9
161	15	6	205	6	0	...	...	...	581	5	6	335	15	6	245	6	0	581	5	6
750	2	9	557	11	0	...	...	...	2,252	13	9	1,386	2	9	846	11	0	2,232	13	9
132	1	0	209	5	0	...	...	...	562	9	6	312	1	0	250	8	6	562	9	6
60	0	0	82	11	0	...	...	...	321	1	6	204	0	0	117	6	6	321	1	6
60	0	0	58	1	0	...	...	...	295	5	5	201	14	11	93	6	6	295	5	5
60	0	0	66	5	0	...	...	...	251	5	6	156	0	0	95	5	6	251	5	6
36	0	0	41	11	0	...	...	...	219	9	5	149	12	11	69	12	6	219	9	5
20	0	0	39	5	0	...	...	...	203	11	4	133	8	10	70	2	6	203	11	4
368	1	0	497	6	0	...	...	...	1,853	10	8	1,157	5	8	696	5	0	1,853	10	8
...	...	...	50	2	0	...	...	...	457	1	9	223	0	0	229	1	9	457	1	9
...	...	...	73	0	0	...	...	...	342	12	6	176	9	3	166	3	3	342	12	6
...	...	...	74	3	0	...	...	...	336	5	0	223	0	0	108	5	0	336	5	0
...	...	...	51	15	0	...	...	...	268	11	0	186	0	0	82	11	0	268	11	0
...	...	...	59	12	0	...	...	...	261	3	0	180	0	0	81	3	0	261	3	0
...	...	...	209	0	0	...	...	...	1,666	1	3	998	9	3	667	8	0	1,666	1	3
...	...	...	49	4	0	...	...	...	275	7	9	190	0	0	85	7	9	275	7	9
...	...	...	93	3	0	...	...	...	330	10	0	204	0	0	126	10	0	330	10	0
...	...	...	47	7	0	...	...	...	229	14	6	154	3	9	75	10	9	229	14	6
...	...	...	70	12	0	...	...	...	409	13	6	302	13	9	106	15	9	409	13	6
...	...	...	89	6	0	...	...	...	316	11	5	196	14	5	119	13	0	316	11	5
...	...	...	66	6	0	...	...	...	253	9	9	156	0	0	97	9	9	253	9	9
...	...	...	416	6	0	...	...	...	1,816	2	11	1,203	15	11	612	3	0	1,816	2	11

TABLE No. III.

I.—INSTITUTIONS FOR
Government Schools of the

NAME OF INSTITUTION.	LOCALITY.		When Established.
	Zillah.	Tehseelee.	
1.	2.	2 A.	3.

1st CIRCLE, DEPARTMENT PUBLIC INSTRU

Tehseelee Schools.	Allygurh.	Hatras, ...	6th May, 1850, ...
		Atrowlee, ...	15th April, 1850,
		Coel, ...	10th February, ...
			1862, ...
		Khyr, ...	10th May, 1850, ...
		Tappul, ...	Ditto, ...
		Bijaygurh, ...	1st ditto, 1860, ...
		Beswan, ...	1st January, 1859,
		Secundra Rao, ...	27th April, 1860,
			Total, ...
	Boolundshuhur.	Secundrabad, ...	24th April, 1856,
		Boolundshuhur, ...	12th July, 1856, ...
		Debaee, ...	19th April, 1856,
		Khurja, ...	19th May, 1856, ...
			Total, ...
	Meerut.	Meerut, ...	8th May, 1855, ...
		Sirdhana, ...	24th October, ...
			1855, ...
		Burouth, ...	21st ditto ...
		Mooradnugger, ...	29th ditto, ...
		Shahderah, ...	1st May, 1859, ...
		Hapore, ...	24th October, 1855,
			Total, ...
	Moozuffernugger.	Moozuffernugger, ...	4th April, 1856, ...
		Khatowlee, ...	1st ditto, ...
		Shanlee, ...	17th January, 1856,
		Thanah Bhowan, ...	22nd ditto, ...
		Poor, ...	23th ditto, ...
			Total, ...
	Saharunpore.	Saharunpore, ...	18th June, 1852,
		Jowalapore, ...	1st December,
			1854, ...
		Munglore, ...	4th March, 1863,
		Deobund, ...	11th October, 1851,
		Ambaitha, ...	23rd December,
		1854, ...	
		Gungoh, ...	Ditto, ...
			Total, ...

DIX F.—Continued.

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower Class (Tuhsili 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.

TION, NORTH-WESTERN PROVINCES.

Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.
...	3	11	6	1	8	2			
...	3	1	5	1	12	8			
...	3	15	3	2	6	1			
87	6	0	3	14	2	4	3	11			
...	3	9	2	14	2	1	11	8			
...	3	8	6	2	6	4			
...	3	6	11	1	11	8			
...	0	6	3	8	2	1	10	0			
87	6	0	3	15	9	3	8	6	2	0	8
...	3	11	2	1	7	8			
...	6	5	2	2	14	10			
...	4	5	10	1	13	3			
...	2	14	6	1	1	1			
...	4	0	9	1	10	10			
...	3	9	4	1	6	7			
...	5	1	7	2	13	4			
...	5	0	1	3	0	1			
...	5	5	7	2	10	7			
...	6	7	4	4	2	9			
...	5	13	1	4	2	0			
...	4	11	1	2	8	0			
...	9	2	3	6	6	8			
...	4	10	1	2	11	6			
...	4	5	0	2	4	1			
...	3	2	7	1	12	0			
...	5	5	3	2	13	6			
...	4	15	4	2	15	0			
...	4	0	7	2	12	9			
...	4	7	6	2	1	3			
...	5	9	6	3	9	6			
...	5	9	10	3	12	4			
...	3	14	7	1	12	4			
...	3	4	3	1	9	11			
...	4	6	0	2	6	10			

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

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

1st CIRCLE, DEPARTMENT PUBLIC INSTRUC

Tehseelee. Schools.	Dehra Dhoon.	Rajpore, ...	25th March, 1859,	27	...	...	27
		Kolagir, ...	Ditto, ...	25	...	...	25
		Kalsee, ...	13th ditto, ...	26	...	...	26
		Total, ...		78	...	...	78
	Bareilly.	Kuroor,	... 23rd February, 1854, ...	91	19	...	110
			... 23rd April, 1850, ...	44	6	...	50
			... 16th July, 1861, ...	32	...	...	32
			... 2nd July, 1850, ...	15	17	...	32
			... 11th November, 1861, ...	11	25	...	36
		Beesulpore,	... 1st September, 1850, ...	54	8	...	62
			... 23rd April, 1850, ...	40	19	...	59
			... 21st June, 1850, ...	61	14	...	75
			... 23rd April, 1850, ...	46	10	...	56
	Total, ...		394	118	...	512	
	Bijnour.	Bijnour,	... 11th November, 1856, ...	61	34	...	95
			... 17th ditto, ...	58	22	...	80
		Nugeena, Chandporre,	... 24th ditto, ...	35	40	...	75
			... 25th December, 1856, ...	43	14	...	57
		Nehtoor,	... 18th November, 1856, ...	26	54	...	80
			Total, ...		223	164	...	387
	Budaon.	Budaon,	... 16th January, 1857, ...	10	14	...	24
			... 1st January, 1856, ...	19	17	...	36
			... 13th July, 1858, ...	29	17	...	46
... 1st October, 1858, ...			43	12	...	55	
... 1st January, 1857, ...			18	22	...	40	
Total, ...		109	82	...	201		
Moradabad.	Moradabad,	... 17th October, 1855, ...	85	65	...	150	
		... 1st March, 1856, ...	53	9	...	62	
		... 24th October, 1855, ...	58	3	...	61	
		... 8th ditto, ...	88	46	...	134	
		... 15th ditto, ...	64	15	...	79	
		... 25th ditto, ...	16	76	...	92	
		... 19th January, 1855, ...	24	19	...	43	
Total, ...		388	233	...	621		

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower Class (Tahsili Schools.)

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.	Oordoo.	Sanscrit.	Hindee.			From Government.	Proceeds of Endowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.

TION, NORTH-WESTERN PROVINCES.

								Rs. As. P.	Rs. As. P.
28	...	...	...	27	...	...	} 1 and 2 annas.	131 7 0	...
25	...	...	...	25	...	...		131 7 0	...
24	...	...	...	26	...	...		126 7 0	...
77	...	...	...	78	...	...		389 5 0	...
125	...	...	...	25	...	90	} 1 and 2 annas.	312 11 5	...
47	...	...	...	39	...	15		141 3 7	...
31	...	...	...	...	...	32		139 1 0	...
28	...	...	...	32	...	...		139 15 11	...
40	...	...	...	27	...	9		141 14 0	...
57	...	...	...	60	...	3		176 7 0	...
71	...	...	...	56	...	4		162 3 3	...
65	...	...	...	64	...	26	121 9 5	...	
54	...	...	...	42	...	25	154 13 5	98 0 0	
518	...	...	...	315	...	204		1,489 15 1	98 0 0
68	...	...	...	95	...	...	} 1 and 2 annas.	429 3 3	...
71	...	...	...	80	...	...		270 3 9	...
53	...	...	...	75	...	...		170 3 9	...
49	...	...	...	23	...	34		161 2 5	...
60	...	...	...	80	...	...		194 1 0	...
301	...	...	...	353	...	34		1,224 14 2	...
28	...	...	...	24	...	...	} 1 and 2 annas.	147 1 7	...
33	...	...	...	36	...	...		131 10 7	...
36	...	...	...	36	...	...		115 3 0	...
40	...	...	...	51	...	10		121 4 7	...
30	...	...	...	37	...	3		130 13 0	...
167	...	...	...	184	...	13		646 0 9	...
140	...	...	...	124	...	26	} 1 and 2 annas.	225 8 2	...
57	...	...	...	42	...	20		159 8 2	...
40	...	...	...	12	...	49		99 3 11	...
98	...	...	...	106	...	28		137 10 3	...
78	...	...	...	55	...	24		168 14 4	...
66	...	...	...	102	...	...		148 12 6	...
31	...	...	...	33	...	13		111 14 8	...
510	...	...	...	474	...	160		1,051 8 0	...

TABLE No. III.

I.—INSTITUTIONS FOR
Government Schools of the

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

1ST CIRCLE, DEPARTMENT PUBLIC INSTRU

				Rs.	As.	P.
Tehseelee Schools.	Dehra Dhoon.	Rajpore,	...	25th March, 1859,	...	...
		Kalagir,	...	Ditto,	...	...
		Kalsee,	...	18th ditto,	...	...
		Total,	...	...	...	...
	Bareilly.	Kuroor,	...	23rd February 1854,	...	...
		Nawabgunge,	...	23rd April, 1850,	...	...
		Peleebheet,	...	16th July, 1861,	...	...
		Jahanabad,	...	2nd July, 1850,	...	...
		Darow,	...	11th November, 1861,	...	...
		Beesulpore,	...	1st September, 1850,	...	...
		Fureedpore,	...	23rd April, 1850,	...	...
		Aonlah, Shahee,	...	21st June, 1850, 23rd April, 1850,	...	...
	Total,	...	...	...	...
	Bijnour.	Bijnour,	...	11th November, 1856,	...	...
		Nugeena,	...	17th ditto,	...	...
		Chandpore,	...	24th ditto,	...	...
		Nujeebabad,	...	25th December, 1856,	...	...
		Nehtore,	...	18th November, 1856,	...	...
	Total,	...	...	...	...
	Budaon.	Budaon,	...	16th January, 1857,	...	...
Datagunge,		...	1st January, 1856,	...	...
Sahswan,		...	13th July, 1858,	...	...
Bissowlee,		...	1st October, 1858,	...	...
Gunnour,		...	1st January, 1857,	...	...
Total,	...	...	...	...
Moradabad.	Moradabad,	...	17th October, 1855,	...	...
	Thakoordwara,	...	1st March, 1856,	...	...
	Kasheepore,	...	24th October, 1855,	...	...
	Sumbhul,	...	8th ditto,	...	...
	Churdowsee,	...	15th ditto,	...	...
	Amroha,	...	25th ditto,	...	...
	Hussunpore,	...	19th January, 1855,	...	...
Total,	...	...	...	...

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower Class (Tahsili 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.

TION, NORTH-WESTERN PROVINCES.

Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.		
...	37	9	0	...	...	169	0	0	96	0	0	73	0	0	169	0	0
...	34	11	0	...	...	166	2	0	96	0	0	70	2	0	166	2	0
...	35	0	0	...	...	161	7	0	96	0	0	65	7	0	161	7	0
...	107	4	0	...	...	496	9	0	288	0	0	208	9	0	496	9	0
...	156	11	0	...	...	469	6	5	276	0	0	193	6	5	469	6	5
...	44	7	0	...	...	185	10	7	120	0	0	65	10	7	185	10	7
...	22	8	0	...	...	161	9	0	120	0	0	41	9	0	161	9	0
...	35	11	0	...	...	175	10	11	120	0	0	55	10	11	175	10	11
...	43	3	0	...	...	185	1	0	120	0	0	65	1	0	185	1	0
...	67	6	0	...	...	243	13	1	150	0	0	93	13	1	243	13	1
...	71	2	0	...	...	233	5	3	120	0	0	113	5	3	233	5	3
500	0	0	52	0	0	681	9	5	96	0	0	77	9	5	173	9	5		
...	64	9	0	...	...	317	6	5	218	0	0	99	6	5	317	6	5
500	0	0	557	9	0	...	8	0	0	2,653	8	1	1,340	0	0	805	8	1	
...	82	8	0	...	...	511	11	3	465	14	3	45	13	0	511	11	3
...	102	3	0	...	6	8	0	378	14	9	318	4	9	60	10	0	278	14	9
...	66	10	0	...	...	236	13	9	188	14	9	47	15	0	236	13	9
...	72	4	0	...	...	233	6	5	210	4	5	23	2	0	233	6	5
...	63	9	0	...	...	257	10	0	240	9	0	17	1	0	257	10	0
...	387	2	0	...	6	8	0	1,618	8	2	1,423	15	2	194	9	0	1,618	8	2
12	0	0	50	15	0	210	0	7	132	0	0	78	0	7	210	0	7
...	36	14	0	...	...	168	8	7	106	0	0	62	8	7	168	8	7
72	0	0	28	14	0	216	1	0	159	13	5	56	3	7	216	1	0
31	9	0	27	6	0	180	4	5	127	9	10	52	10	7	188	4	5
...	12	7	0	...	...	143	4	0	105	15	4	37	4	8	143	4	0
115	9	10	156	8	0	918	2	7	631	6	7	286	12	0	918	2	7
154	1	3	86	5	0	465	14	5	343	1	3	120	13	2	465	14	5
4	0	0	71	3	0	234	11	2	136	0	0	98	11	2	234	11	2
...	47	1	0	...	...	146	4	11	73	11	10	72	9	1	146	4	11
99	6	9	76	11	0	313	12	0	207	8	10	106	3	2	313	12	0
68	11	4	79	3	0	316	12	8	212	1	6	104	11	2	316	12	8
7	0	0	85	6	0	241	2	6	124	11	11	116	6	7	241	2	6
...	22	8	0	...	...	134	6	8	86	14	0	47	8	8	134	6	8
333	3	4	468	5	0	1,853	0	4	1,186	1	4	666	15	0	1,853	0	4

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

NAME OF INSTITUTION.	LOCALITY.		When Established.
	Zillah.	Tehseelee.	
1.	2.	2 A.	3.

1ST CIRCLE, DEPARTMENT PUBLIC INSTRU

Tehseelee Schools.	Dehra Dhoon,	...	Rajpoo,	...	25th March, 1859,	
		...	Kolagir,	...	Ditto, ...	
		...	Kalsee,	...	13th ditto, ...	
						Total, ...
	Bareilly,	...	Kuroor,	...	23rd February,	
					1854, ...	
			Nawabgunge,	...	23rd April, 1850,	
			Peleebheet,	...	16th July, 1861,	
			Jahanabad,	...	2nd July, 1850, ...	
			Darow,	...	11th November,	
					1861, ...	
			Beesulpore,	...	1st September,	
				1850, ...		
		Furreedpore,	...	23rd April, 1850,		
		Aoulah,	...	21st June, 1850,		
	Shahee,	...	23rd April, 1850,			
				Total, ...		
Bijnour,	...	Bijnour,	...	11th November,		
				1856, ...		
		Nugeena,	...	17th ditto, ...		
		Chandpore,	...	24th ditto, ...		
		Nujibabad,	...	25th December,		
				1856, ...		
	Neltoor,	...	18th November,			
				1856, ...		
				Total, ...		
Budaon,	...	Budaon,	...	16th January, 1857,		
		Datagunge,	...	1st January, 1856,		
		Sahswan,	...	13th July, 1858, ...		
		Bissowlee,	...	1st October, 1858,		
		Gunnour,	...	1st January, 1857,		
				Total ...		
Moradabad,	...	Moradabad,	...	17th October, 1855,		
		Thakoordwara,	...	1st March, 1856,		
		Kasheepore,	...	24th October, 1855,		
		Sumbhul,	...	8th ditto, ...		
		Chundowsee,	...	15th ditto, ...		
		Amroha,	...	25th ditto, ...		
		Hussenpore,	...	19th January, 1855,		
				Total, ...		

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower 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.

TION, NORTH-WESTERN PROVINCES.

Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	...	6 0 7	4 11 1
...	...	6 10 4	5 4 1
...	...	6 11 8	5 4 4
...	...	6 7 2	5 0 11
...	...	3 12 1	2 8 0
...	...	3 15 2	3 0 1
...	...	5 3 5	4 7 9
...	...	6 4 5	5 0 2
...	...	4 10 0	3 8 9
...	...	4 4 6	3 1 6
...	...	3 4 7	2 4 7
508 0 0	...	2 10 9	1 3 11
...	...	5 14 1	2 13 11
508 0 0	...	4 2 3	2 4 11
...	...	7 8 5	6 5 0
...	...	5 5 5	3 12 11
...	...	4 7 6	3 3 5
...	...	4 12 3	3 4 7
...	...	4 4 8	3 3 9
...	...	5 6 0	4 1 1
...	...	7 8 0	5 4 1
...	...	5 1 9	3 15 10
...	...	6 0 0	3 3 2
...	...	4 8 1	3 0 6
...	...	4 12 3	4 5 9
...	...	5 8 0	3 13 11
...	...	3 7 4	1 9 9
...	...	4 0 11	2 12 9
...	...	3 10 6	2 7 8
...	...	3 2 2	1 6 6
...	...	4 1 0	2 2 8
...	...	3 10 6	2 4 1
...	...	4 5 5	3 9 9
...	...	3 10 2	2 1 0

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

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

1ST CIRCLE, DEPARTMENT PUBLIC INSTRU

Tehseelee Schools.	Shahjehanpore.	Shahjehanpore ...	8th May, 1850 ...	43	12	...	45
		Jellalabad ...	Ditto ...	49	9	...	58
		Tilhur ...	Ditto ...	74	24	...	98
		Powain ...	Ditto ...	70	15	...	85
		Khootar ...	Ditto ...	69	4	...	73
		Total ...			295	64	...	359
	Grand Total ...			3,506	1,469	14	4,989

2ND CIRCLE, DEPARTMENT PUBLIC INSTRU

Tehseelee Schools.	Agra.	Tajgunge ...	1st April, 1850 ...	67	14	...	81	
		Eradutungger ...	Ditto ...	65	2	...	67	
		Futteeabad ...	Ditto ...	66	4	...	70	
		Etmadpore ...	Ditto ...	72	...	...	72
		Ferozabad ...	Ditto ...	161	9	...	170	
		Bah ...	Ditto ...	73	2	...	75	
		Khyragurh ...	Ditto ...	40	1	...	41	
		Futtehpore ...	Ditto ...	71	33	...	104	
		Furreh ...	Ditto ...	49	11	...	60	
		Total ...			664	76	...	740
	Cawnpore.	Cawnpore ...	} Different dates.		26	22	...	48
		Nurwul ...		46	1	...	47	
		Ghatumpore ...		47	3	...	50	
		Bilhore ...		34	7	...	41	
Sheolee ...		61		...	...	61	
Bithoor ...		51		2	...	53		
Russoolabad ...		51		6	...	57		
Akberpore ...		91		4	...	95		
Pookrayan ...	44	...	...	44			
Khanpore ...	89	2	...	91				
Dehrapore ...	63	23	...	86				
Total ...			603	70	...	673		
Etah.	Etah ...	} Different dates.		121	15	...	136	
	Allygunge ...		67	35	...	102		
	Putteeallee ...		54	26	...	80		
	Kasgunge ...		72	11	...	83		
Total ...			314	87	...	401		

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower Class (Tehseelee Schools.)

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.	Oordoo.	Sanscrit.	Hindee.			From Government.	Proceeds of Endowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.

TION, NORTH-WESTERN PROVINCES.

								Rs.	As.	P.	Rs.	As.	P.
54	...	...	...	20	...	33	} 1 and 2 annas.	202	0	9	...	...
53	...	...	...	58	...	5		150	2	1	...	...
88	...	...	...	57	...	49		167	2	4	...	...
80	...	...	...	26	...	59		150	2	7	...	...
63	...	...	...	9	...	64		169	0	8	...	...
338	...	...	...	170	...	210		838	8	5	...	...
4,354	3,267	...	1,890	1 and 2 annas.	11,445	9	0	98	0	0

TION, NORTH-WESTERN PROVINCES.

								Rs.	As.	P.	Rs.	As.	P.
58-37	40	...	9	79	...	79	} Various rates.	347	0	7	...	...
68-11	...	...	...	2	...	65		132	12	6	...	...
59-27	...	...	12	15	...	65		193	10	7	...	...
59-80	...	...	15	35	...	72		146	14	10	...	...
164-72	32	...	16	38	...	163		298	7	4	...	...
64-46	38	...	...	17	...	75		141	14	0	...	...
36-58	...	...	7	10	...	41		143	5	4	...	...
65-75	...	...	24	36	...	77		205	10	6	...	...
58-75	11	...	9	20	...	60		145	6	7	...	...
635-81	121	...	92	252	...	697			1,755	2	3
52-23	...	...	9	34	...	29	} Various rates.	178	15	4	...	...
56-26	...	...	...	22	...	47		985	1	10	...	...
43-56	...	...	5	16	...	45		602	7	10	...	...
47-12	9	...	12	20	...	26		149	13	10	...	...
56-71	...	...	3	7	...	60		634	11	0	...	...
54-20	...	...	9	9	...	50		693	3	4	...	...
49-96	...	...	5	13	...	51		104	10	6	...	...
77-61	30	...	...	42	...	95		265	0	9	...	...
50-52	...	...	1	4	...	44		124	3	5	...	...
71-22	...	...	...	20	...	91		142	6	8	...	...
72-12	66	...	...	30	...	55	283	7	5	...	...
631-51	105	...	44	217	...	593		4,164	1	11	...	...
108-16	28	...	...	51	...	96	} Various rates.	516	11	8	...	...
82-33	...	...	...	37	...	80		536	14	4	...	...
52-30	...	...	...	41	...	55		177	9	10	...	...
52-39	21	...	...	30	...	53		134	1	1	...	...
295-18	49	...	...	159	...	284		1,065	4	11	...	...

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

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

1ST CIRCLE, DEPARTMENT PUBLIC INSTRU

				Rs.	As.	P.
Tehseelee Schools.	Shahjehanpore.	Shahjehanpore	...	8th May 1850	...	...
		Jellalabad	...	Ditto	...	...
		Tilhur	...	Ditto	...	...
		Powain	...	Ditto	...	...
		Khootar	...	Ditto	...	...
		Total	...	...	...	...
		Grand Total	385	0	0

2ND CIRCLE, DEPARTMENT PUBLIC INSTRU

Agra.	Tajgunge	...	...	1st April, 1850	...	...	
		Radtunugger	...	Ditto	...	...	
		Futteeabad	...	Ditto	...	...	
		Etmadpore	...	Ditto	...	...	
		Ferozabad	...	Ditto	...	...	
		Bah	...	Ditto	...	...	
		Khyragurh	...	Ditto	...	...	
		Futtehpore	...	Ditto	...	...	
		Furreh	...	Ditto	...	...	
		Total	...	...	...	...
		Cawnpore.	Cawnpore	...	} Different dates.	
				Nurwul		...	154	0	0
				Ghatumpore		...	151	0	0
				Bilhore		...	158	0	0
Sheelee	...			500		0	0		
Bithoor	...			...		...	...
Russoolabad	...			...		...	...
Akberpore	...			48		10	8		
Pookrayan	...			402		2	6		
Khanpore	...			3		0	0		
Dehrapore	...	3,649	2	8					
Total	...	4,065	15	10					
Etah.	Etah	...	} Different dates.	...	180	0	0		
		Allygunge		...	...	...	...
		Putteealee		...	...	...	...
		Kasgunge		...	1,721	12	0		
Total	...	1,901	12	0					

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower 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.

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.
...	49 15 0	...	...	251 15 9	181 6 9	70 9 0	251 15 9
48 0 0	48 3 0	...	...	246 5 1	178 0 0	68 5 1	246 5 1
52 0 0	112 8 0	...	...	331 10 4	196 0 0	135 10 4	331 10 4
72 0 0	63 0 0	...	...	290 2 7	192 0 0	98 2 7	290 2 7
60 0 0	42 4 0	...	...	271 4 8	200 14 7	70 6 1	271 4 8
232 0 0	320 14 0	...	...	1,391 6 5	948 5 4	443 1 1	1,391 6 5
2,616 8 9	4,652 6 0	...	14 8 0	19,212 0 0	12,102 8 5	6,518 1 4	18,620 9 9

TION, NORTH-WESTERN PROVINCES.

...	167 10 0	...	...	454 10 7	322 14 6	131 12 1	454 10 7
...	60 0 0	...	...	192 12 6	118 5 8	74 6 10	192 12 6
...	40 13 0	...	...	234 7 7	178 1 0	56 6 7	234 7 7
...	102 10 0	...	...	249 8 10	120 0 0	129 8 10	249 8 10
...	140 4 0	...	...	438 11 4	240 0 0	198 11 4	438 11 4
...	33 7 0	...	...	180 5 0	116 12 5	63 8 7	180 5 0
...	32 9 0	...	...	175 14 4	119 0 6	56 13 10	175 14 4
...	98 6 0	...	...	304 0 6	171 1 5	132 15 1	304 0 6
...	27 9 0	...	...	172 15 7	120 0 0	52 15 7	172 15 7
...	648 4 0	...	...	2,403 6 3	1,506 3 6	897 2 9	2,403 6 3
48 0 0	63 6 0	...	...	290 5 4	144 0 0	146 5 4	290 5 4
48 0 0	51 7 0	...	...	1,238 8 10	120 0 0	1,118 8 10	1,238 8 10
48 0 0	46 12 0	...	6 0 0	854 3 10	96 0 0	758 3 10	854 3 10
48 0 0	51 8 0	...	...	407 5 10	144 0 0	263 5 10	407 5 10
39 12 10	57 0 0	...	24 0 0	1,255 7 10	120 0 0	1,135 7 10	1,255 7 10
45 4 6	64 12 0	...	...	803 3 10	646 0 0	157 3 10	803 3 10
48 0 0	45 14 0	...	...	198 8 6	96 0 0	102 8 6	198 8 6
48 0 0	111 12 0	...	...	473 7 5	197 8 5	275 15 0	473 7 5
46 8 0	30 8 0	...	...	603 5 11	121 9 5	481 12 6	603 5 11
12 0 0	43 15 0	...	12 0 0	213 5 8	131 6 2	81 15 6	213 5 8
48 0 0	67 5 0	...	...	3,047 15 1	273 2 8	2,774 12 5	3,047 15 1
479 9 4	634 3 0	...	42 0 0	9,385 14 1	2,089 10 8	7,296 3 5	9,385 14 1
...	252 8 0	...	...	949 3 8	375 0 0	574 3 8	949 3 8
...	44 11 0	...	...	281 9 4	142 8 0	139 1 4	281 9 4
...	25 2 0	...	...	202 11 10	155 5 4	47 6 6	202 11 10
...	84 7 0	...	...	1,940 4 1	113 0 1	837 8 0	1,000 8 1
...	406 12 0	...	...	3,373 12 11	785 13 5	1,648 3 6	2,434 0 11

TABLE No. III.

I.—INSTITUTIONS FOR
Government Schools of the

NAME OF INSTITUTION.	LOCALITY.		When Established.
	Zillah.	Tehseelee.	
1.	2.	2 A.	3.

1ST CIRCLE, DEPARTMENT PUBLIC INSTRU

Tehseelee Schools.	Shahjehanpore.	Shahjehanpore	...	8th May, 1850	...	
		Jellalabad	...	Ditto	...	
		Tilhur	...	Ditto	...	
		Powain	...	Ditto	...	
		Khootar	...	Ditto	...	
						Total
			Grand Total

2ND CIRCLE, DEPARTMENT PUBLIC INSTRU

	Agra.	Tajunge	...	1st April, 1850	...	
		Eradutnugger	...	Ditto	...	
		Putteehabad	...	Ditto	...	
		Etmadpore	...	Ditto	...	
		Perozabad	...	Ditto	...	
		Bah	...	Ditto	...	
		Khyragurh	...	Ditto	...	
		Futtehpore	...	Ditto	...	
		Furreh	...	Ditto	...	
					Total	...
	Cawnpore.	Cawnpore	...	} Different dates.		
		Nurwul	...			
		Ghatmpore	...			
		Bilhore	...			
		Sheolee	...			
		Bithoor	...			
		Russoolabad	...			
		Akberpore	...			
		Pookrayan	...			
Khanpore	...					
Dehrapore	...					
				Total	...	
Etah.	Etah	...	} Different dates.			
	Alygunge	...				
	Putteealee	...				
	Kasgunge	...				
				Total	...	

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower 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.

TION, NORTH-WESTERN PROVINCES.

Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	...	4 10 8	3 11 10
...	...	4 10 4	2 13 4
...	...	3 12 4	1 14 5
...	...	3 10 0	1 14 0
...	...	4 4 11	2 10 11
...	...	4 1 10	2 7 8
595 6 0	3 15 9	4 4 5	2 10 1

TION, NORTH-WESTERN PROVINCES.

...	...	7 12 8	5 15 1
...	...	2 13 3	1 15 2
...	...	3 15 2	3 4 4
...	...	4 2 9	2 7 4
...	...	2 10 7	1 13 0
...	...	2 9 7	2 5 3
...	...	4 12 11	3 14 8
...	...	4 10 0	3 2 3
...	...	2 15 1	2 7 7
...	...	3 12 6	2 10 7
...	...	5 8 11	3 6 10
...	...	22 0 3	17 7 5
...	...	19 9 9	13 11 11
...	...	8 10 4	3 6 3
...	...	22 2 3	11 3 1
...	...	14 13 1	12 12 8
...	...	3 15 7	2 1 6
...	...	6 1 7	3 6 7
...	...	11 15 1	2 7 4
...	...	2 15 11	2 0 0
...	...	42 4 2	3 14 11
...	...	14 15 7	6 9 7
...	...	8 12 5	4 12 5
...	...	3 6 9	2 14 9
...	...	3 14 0	3 6 4
939 12 0	...	19 1 7	2 9 0
939 12 0	...	8 4 0	3 9 9

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

NAME OF INSTITUTION.	LOCALITY.		When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.			
	Zillah.	Tehseelea.		Hindoos.	Mahomedans.	Others.	Total.
1.	2.	2 A.	3.	4.	5.	6.	7.

2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCT

Tehseelee Schools.	Etawah.	Etawah	...	18th April, 1850	...	...	...	...
		Juswuntnugger	...	Ditto	74	1	...	75	
		Luckna	...	Ditto	62	8	...	70	
		Ramayan	...	Ditto	56	5	...	61	
		Belah	...	Ditto	82	1	...	83	
		Phuppoond	...	Ditto	107	1	...	108	
		Ouriyah	...	Ditto	110	...	...	110
					Total	491	16	...	507
	Furruckabad.	Huzoor Tehseel	...	27th April, 1850	37	10	...	47	
		Chubramow	...	Ditto	56	11	...	67	
		Tirwa	...	Ditto	98	3	...	101	
		Sonrikh	...	Ditto	52	8	...	60	
		Serai Miran	...	Ditto	78	3	...	81	
		Kaingunge	...	Ditto	52	28	...	80	
		Shumshabad	...	Ditto	72	6	...	78	
					Total	445	69	...	514
	Humeerpore.	Huzoor Tehseel	...	Different dates.	60	22	11	93	
		Soomairpore	...		49	1	...	50	
		Lodeepore Nawada	...		29	...	...	29
		Jeitpore	...		46	7	...	53	
		Modha	...		32	31	...	63	
		Mahoba	...		38	16	...	54	
		Soongra	...		36	4	...	40	
		Raat	...		31	20	...	51	
			Total	321	101	11	433		
	Jaloun.	Jaloun	...	Different dates.	57	4	...	61	
		Calpee	...		47	14	...	61	
Oorai		...	23		6	...	29		
Koonch		...	43		2	...	45		
Kotra		...	...		...	...	...
Juggumunpore		...	46		...	...	46	
Doomree		...	...		...	...	...
Madhogurh		...	...		...	...	...
		Total	216	26	...	242			
Jhansie.	Burwa Saugor	...	Different dates.	74	1	...	75		
	Bhandere	...		63	12	...	75		
	Mote	...		56	2	...	58		
	Chirgaon	...		45	1	...	46		
	Eruch	...		76	10	...	86		
	Mhow	...		75	3	...	78		
	Raneepore	...		43	6	...	49		
	Purwaha	...		30	9	...	39		
		Total	462	44	...	506			

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower Class (Tehseelee Schools).

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.	Oordoo.	Sanscrit.	Hindee.			From Government.	Proceeds of Endowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.

... TION, NORTH-WESTERN PROVINCES.

								Rs. As. P.	Rs. As. P.
...	...	...	...	...	...	...	...	120 13 10	...
60-77	...	...	...	2	...	75	...	198 0 2	...
65-13	...	...	16	23	...	60	...	145 4 0	...
57-34	...	...	3	2	...	58	} Various rates.	139 6 6	...
67-99	...	...	6	6	...	83		132 0 6	...
97-09	30	...	15	28	...	77		337 5 5	...
118-90	15	...	2	14	...	99		345 9 2	...
467-22	45	...	42	75	...	452		1,418 7 7	...
73-98	20	...	...	21	...	9	} Various rates.	346 5 9	...
55-78	...	...	13	15	...	42		126 14 0	...
65-72	...	...	...	3	...	98		143 11 9	...
53-24	...	...	...	12	...	49		128 1 6	...
95-25	...	...	...	25	...	56		228 0 10	...
81-49	...	...	...	60	...	30		194 2 3	...
54-34	30	...	...	33	...	36		257 3 9	...
484-40	50	...	13	169	...	320	1,418 7 10	...	
81-00	45	...	...	30	...	30	} Various rates.	800 8 0	...
49-00	...	...	...	...	...	50		126 3 9	...
25-00	...	...	...	...	...	29		47 12 11	...
49-00	...	...	...	...	...	53		107 1 0	...
55-00	...	...	...	38	...	68		150 7 6	...
52-00	...	...	...	24	...	46		125 3 0	...
38-00	...	...	...	3	...	41		95 1 3	...
43-00	...	...	...	33	...	34		101 6 6	...
398-00	45	...	...	128	...	351	1,553 11 11	...	
48-15	...	...	...	16	...	45	} Various rates.	146 14 6	...
111-22	28	...	...	21	...	25		754 6 2	...
51-08	...	...	...	29	...	...		125 0 0	...
93-11	...	...	...	14	...	31		124 14 0	...
...
52-23	...	...	...	...	...	46		133 15 0	...
...	...	...	...	...	...	...		20 0 0	...
...	
355-79	28	...	...	80	...	146	1,305 1 8	...	
73	...	...	...	...	...	75	} Various rates.	155 11 6	...
69	...	...	5	15	...	59		137 6 9	...
57	...	...	...	15	...	58		153 14 0	...
46	...	...	...	...	...	46		124 4 6	...
76	...	...	...	21	...	76		227 11 6	...
81	...	...	9	21	...	60		114 14 6	...
55	...	...	...	2	...	49		100 3 3	...
37	...	...	4	6	...	39		102 9 3	...
...
494	...	...	18	80	...	462		1,116 11 3	...

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

NAME OF INSTITUTION.	LOCALITY.		When Established.	RECEIPTS.
	Zillah.	Tehseelee.		Local rate of Assessment.
1.	2.	2 A.	3.	13.

2ND CIRCLE, DEPARTMENT PUBLIC INSTRU

Rs. As. P.

Tehseelee Schools.	Zillah.	Tehseelee.	When Established.	Local rate of Assessment.
	Etawah.	Etawah	18th April, 1850...	...
		Juswuntonger	Ditto	...
		Luckna	Ditto	...
		Ramayan	Ditto	...
		Belah	Ditto	...
		Phuppoond	Ditto	168 0 0
		Ouriyah	Ditto	176 0 0
			Total	344 0 0
	Furruckabad.	Huzoor Tehseel	27th April, 1850...	...
		Chubramow	Ditto	...
		Tirwa	Ditto	...
		Sonrikh	Ditto	...
		Serai Miran	Ditto	...
		Kaimgunge	Ditto	...
		Shumshabad	Ditto	...
		Total	...	
Humeerpore.	Huzoor Tehseel	} Different dates.	...	
	Soomairpore		...	
	Lodeepore Nawada		...	
	Jeitpore		...	
	Modha		...	
	Mahoba		...	
	Soongra		...	
	Raat		...	
		Total	...	
Jaloun.	Jaloun	} Different dates.	...	
	Calpee		...	
	Ooraie		...	
	Koonch		...	
	Kotra		...	
	Juggumunpore		...	
	Doomree		...	
	Madhogurh		...	
		Total	...	
Jhansie.	Burwa Saugor	} Different dates.	31 11 0	
	Bhandere		60 0 0	
	Mote		60 0 0	
	Chirgaon		...	
	Eruch		...	
	Mhow		77 4 2	
	Raneepore		...	
Purwaha	...			
		Total	228 15 2	

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-54.

Lower Class (Tehseelee Schools).

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

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.
42 9 3	...	...	...	163 7 1	120 12 10	42 10 3	163 7 1
44 0 0	41 15 0	...	...	283 15 2	178 3 2	105 12 0	283 15 2
48 0 0	74 11 0	...	...	267 15 0	115 7 9	152 7 3	267 15 0
47 6 8	55 0 6	...	...	241 13 8	120 0 0	121 13 8	241 13 8
53 0 0	76 15 0	...	...	261 15 6	120 0 0	141 15 6	261 15 6
60 0 0	222 7 0	...	...	787 12 5	296 12 5	491 0 0	789 12 5
48 0 0	186 6 0	...	...	755 15 2	317 10 11	438 4 3	755 15 2
342 15 11	657 6 6	...	...	2,762 14 0	1,268 15 1	1,493 14 11	2,762 14 0
...	105 14 0	...	...	452 3 9	330 0 0	122 3 9	452 3 9
...	67 4 0	...	...	149 2 0	120 0 0	74 2 0	194 2 0
...	59 3 0	...	...	202 14 9	137 2 9	65 12 0	202 14 9
...	56 11 0	...	...	184 12 6	120 0 0	64 12 6	184 12 6
...	110 9 0	...	...	338 9 10	189 5 4	149 4 6	338 9 10
...	64 8 0	...	...	258 10 3	173 8 0	85 2 3	258 10 3
...	78 1 0	...	...	329 4 9	238 0 0	91 4 9	329 4 9
...	542 2 0	...	...	1,960 9 10	1,308 0 1	652 9 9	1,960 9 10
...	159 13 0	...	22 4 0	982 9 0	793 0 0	187 5 0	980 5 0
...	74 2 0	...	41 10 0	241 15 9	124 0 0	76 5 9	200 5 9
...	28 11 0	...	32 14 0	109 5 11	47 11 5	61 10 6	109 5 11
...	56 1 0	...	127 8 0	290 10 0	96 0 0	67 2 0	163 2 0
...	73 11 0	...	441 8 5	665 10 11	144 0 0	180 2 6	324 2 6
...	50 14 0	...	49 0 0	225 1 0	120 0 0	56 1 0	176 1 0
...	48 3 0	...	114 4 0	257 8 3	92 0 0	51 4 3	143 4 3
...	47 15 0	...	258 8 0	407 13 6	96 0 0	53 5 6	149 5 6
...	539 6 0	...	1,087 8 5	3,180 10 4	1,512 11 5	733 4 6	2,245 15 11
36 0 0	61 5 0	...	...	244 3 6	136 0 0	108 3 6	244 3 6
40 0 0	137 13 0	...	...	932 3 2	746 7 2	185 12 0	932 3 2
...	39 2 0	...	...	164 2 0	120 0 0	44 2 0	164 2 0
46 3 1	78 14 0	...	...	249 15 1	120 0 0	129 15 1	249 15 1
...
32 0 0	60 4 0	...	...	226 3 0	131 0 0	95 3 0	226 3 0
...	...	...	...	...	20 0 0	...	20 0 0
...
154 3 1	377 6 0	...	...	1,836 10 9	1,273 7 2	559 3 7	1,836 10 9
...	43 14 0	...	...	231 4 6	114 0 0	87 4 6	231 4 6
...	41 5 0	...	...	238 11 9	120 0 0	118 11 9	238 11 9
...	19 13 0	...	...	233 11 0	124 0 0	89 11 0	233 11 0
...	13 8 0	...	...	137 12 6	122 0 0	15 12 6	137 12 6
...	47 4 0	...	...	274 15 6	206 0 0	56 15 6	274 15 6
...	61 12 0	...	...	253 14 8	107 6 9	146 7 11	253 14 8
...	53 8 0	...	...	153 11 3	96 0 0	57 11 3	153 11 3
...	24 15 0	...	...	127 8 3	96 0 0	31 8 3	127 8 3
...	305 15 0	...	...	1,651 9 5	1,035 6 9	616 2 8	1,651 9 5

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

NAME OF INSTITUTION.	LOCALITY.		When Established.
	Zillah.	Tehseelee.	
1.	2.	2 A.	3.

2ND CIRCLE, DEPARTMENT PUBLIC INSTRU

Tehseelee Schools.	Zillah.	Tehseelee.	When Established.
	Etawah.	Etawah	... 18th April, 1850...
		Juwuntnugger	... Ditto ...
		Luckna	... Ditto ...
		Ramayan	... Ditto ...
		Belah	... Ditto ...
		Phuppoond	... Ditto ...
		Ouriyah	... Ditto ...
			Total ...
	Furruckabad.	Huzoor Tehseel	... 27th April, 1850...
		Chubramow	... Ditto ...
		Tirwa	... Ditto ...
		Sonrikh	... Ditto ...
		Serai Miran	... Ditto ...
		Kaingunge	... Ditto ...
		Shumshabad	... Ditto ...
		Total ...	
Humeerpore.	Huzoor Tehseel	... } Different dates.	
	Soomairpore	... }	
	Lodeepore Nawada	... }	
	Jeitpore	... }	
	Modha	... }	
	Mahoba	... }	
	Soongra	... }	
Raat	... }		
		Total ...	
Jaloun.	Jaloun	... } Different dates.	
	Calpee	... }	
	Ooraie	... }	
	Koonch	... }	
	Kotra	... }	
	Juggummunpore	... }	
	Doomree	... }	
	Madhogurh	... }	
		Total ...	
Jhansie.	Burwa Saugor	... } Different dates.	
	Bhandere	... }	
	Mote	... }	
	Chirgaon	... }	
	Eruch	... }	
	Mhow	... }	
	Raneepore	... }	
Purwaha	... }		
		Total ...	

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower 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.

TION, NORTH-WESTERN PROVINCES.

Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.
...
...	4	10	9	3	4	2	...	...	...
...	4	1	7	2	5	11	...	...	...
...	4	3	6	2	6	11	...	...	...
...	3	15	1	1	15	11	...	...	...
...	8	1	10	3	7	7	...	...	...
...	6	5	9	3	1	4	...	...	...
...	5	14	7	3	2	3	...	...	...
...	6	1	10	4	10	11	...	...	...
...	3	7	8	2	4	5	...	...	...
...	3	1	3	2	4	6	...	...	...
...	3	2	11	2	3	2	...	...	...
...	3	8	11	2	6	3	...	...	...
...	3	9	2	2	6	1	...	...	...
...	6	0	11	4	9	9	...	...	...
...	4	0	9	2	14	10	...	...	...
2	4	0	11	4	3	9	3	3	...	...	...
41	10	0	4	1	5	2	9	1	...	...	...
...	4	6	0	1	14	7	...	...	...
127	8	0	3	5	3	2	3	0	...	...	...
341	8	5	5	14	4	2	11	9	...	...	...
49	0	0	3	6	2	2	6	6	...	...	...
114	4	0	3	12	4	2	8	0	...	...	...
258	8	0	3	7	7	2	5	9	...	...	...
934	10	5	5	10	4	3	14	6	...	...	...
...	5	2	9	3	0	10	...	...	...
...	8	6	1	6	14	0	...	...	...
...	3	3	2	2	8	10	...	...	...
...	2	10	11	1	5	6	...	...	...
...
...	4	5	3	2	9	0	...	...	...
...
...
...	5	2	7	3	10	8	...	...	...
...	3	2	8	2	2	2	...	...	...
...	3	7	4	1	15	10	...	...	...
...	4	1	7	2	11	2	...	...	...
...	2	15	11	2	11	3	...	...	...
...	3	9	11	2	15	11	...	...	...
...	3	2	2	1	6	8	...	...	...
...	2	13	9	1	13	2	...	...	...
...	3	7	2	2	12	3	...	...	...
...	3	5	6	2	4	2	...	...	...

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

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

2ND CIRCLE, DEPARTMENT PUBLIC INSTRU

Tehseelee Schools.	Lullutpore.	Lullutpore: ...	} Different dates.	100	...	...	100
		Tal Behut ...		80	...	...	80
		Mehranee ...		47	...	...	47
		Marawara ...		44	...	...	44
		Total ...		271	...	...	271
	Muttra.	Huzoor Tehseelee ...	5th April, 1850 ...	176	4	...	180
		Arceng ...	Ditto ...	49	16	...	65
		Chataee ...	Ditto ...	74	1	...	75
		Kosee ...	Ditto ...	90	10	...	100
		Nowjheel ...	Ditto ...	38	4	...	42
		Raya ...	Ditto ...	91	5	...	96
		Mahabun ...	Ditto ...	83	2	...	85
		Sadabad ...	Ditto ...	94	6	...	100
		Jalaisur ...	Ditto ...	77	19	...	96
	Total ...	772	67	...	839		
Mynpoorie.	Kooraolee ...	} Different dates.	109	17	...	126	
	Kurhul ...		104	3	...	107	
	Bhogaon ...		93	12	...	105	
	Khurhee ...		93	3	...	96	
	Shikohabad ...		67	33	...	100	
Total ...	466	68	...	534			
Grand Total ...		...	5,025	624	...	5,660	

3RD CIRCLE, DEPARTMENT PUBLIC INSTRU

Allahabad.	Belapore ...	1st April, 1861 ...	28	5	...	33
	Bara Khas ...	Ditto ...	20	10	...	30
	Chail ...	15th May, 1858 ...	1	46	...	47
	Hundia ...	Ditto ...	25	12	...	37
	Kara ...	31st ditto ...	3	52	...	55
	Sirsa ...	25th ditto ...	55	6	...	61
	Kararie ...	31st ditto ...	22	48	...	70
	Mow ...	1st ditto ...	20	20	...	40
	Total ...	174	199	...	373	
	Azimgurh.	Mehnaipore ...	15th September, 1858 ...	76	2	...	78
Nizamabad ...		1st September, 1861 ...	51	9	...	60
Jeanpore ...		1st June, 1861 ...	15	21	...	36

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower Class (Tehseelee Schools).

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.	Oordoo.	Sanscrit.	Hindee.			From Government.	Proceeds of Endowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.

TION, NORTH-WESTERN PROVINCES.

95-00	...	...	...	10	...	100	} From 1 to 2 annas.	Rs. As. P.	Rs. As. P.
64-00	...	...	...	6	...	80		135 3 6	...
40-00	...	...	...	5	...	42		95 14 9	...
40-00	...	...	10	10	...	42		129 15 9	...
239-00	...	...	10	31	...	264		140 0 3	...
226-20	75	...	21	35	...	90	} Various rates.	501 2 3	...
65-00	...	...	15	24	...	41		803 6 5	...
70-60	...	...	...	...	...	75		136 5 0	...
101-00	...	...	10	16	...	84		170 3 6	...
47-20	...	...	2	2	...	40		220 6 0	...
95-60	...	...	20	15	...	90		145 11 6	...
66-20	...	...	7	2	...	83		206 3 2	...
92-80	...	...	21	19	...	89		161 13 6	...
99-00	...	...	33	39	...	74	236 9 6	...	
863-60	75	...	129	152	...	666		219 1 6	...
128-34	...	...	...	40	...	96		2,299 12 1	...
88-58	...	...	...	8	...	107		147 2 6	...
102-46	...	...	...	72	...	105		229 2 4	...
91-76	...	...	...	10	...	86		279 4 3	...
97-06	...	...	...	40	...	63		202 10 0	...
								189 1 6	...
508-20	...	...	...	170	...	457		1,047 4 7	...
4937-11	518	...	348	1,513	...	4,692		17,645 4 3	...

TION, NORTH-WESTERN PROVINCES.

29-89	...	...	...	33	...	15	} At 2 annas.	101 9 6	...
26-11	...	...	...	30	...	30		125 14 3	...
39-50	...	...	...	47	...	15		201 4 0	...
31-42	...	...	...	15	...	25		158 1 0	...
46-90	...	...	...	55	...	13		167 4 0	...
45-34	...	...	...	11	...	54		124 13 3	...
57-89	...	...	...	60	...	50		301 4 3	...
34-65	...	...	...	40	...	10		121 7 2	...
312-00	...	...	...	291	...	212		1,301 9 5	...
64-48	...	...	5	18	...	78	} At 2 annas.	247 5 0	60 0 0
46-83	...	...	25	30	...	60		125 7 6	84 0 0
31-74	...	15	3	32	...	36		160 4 6	64 0 0

TABLE No. III.

I.—INSTITUTIONS FOR
Government Schools of the

NAME OF INSTITUTION.	LOCALITY.		When Established.	Local rate of Assess- ment.
	Zillah.	Tehseelee.		
1.	2.	2 A.	3.	13.

2ND CIRCLE, DEPARTMENT PUBLIC INSTRU

				Rs. As. P.	
Tehseelee Schools.	Lullutpore.	Lullutpore	...	} Different dates.	...
		Tal Behut	...		...
		Mehranees	...		...
		Marwara	...		...
		Total	...		...
	Muttra.	Huzoor Tehseelee	...	5th April, 1850	...
		Areeng	...	Ditto	...
		Chataee	...	Ditto	...
		Kosee	...	Ditto	...
		Nowjheel	...	Ditto	...
		Raya	...	Ditto	...
		Mahabun	...	Ditto	...
		Sadabad	...	Ditto	...
		Jalaisur	...	Ditto	...
		Total	...	...	...
Mynpoory.	Kooralee	...	} Different dates.	...	
	Kurhul	...		...
	Bhogaon	...		...
	Khurhee	...		...
	Shikohabad	...		...
Total	...	...	...
Grand Total,			...	6,540 11 0	

3RD CIRCLE, DEPARTMENT PUBLIC INSTRU

Allahabad.	Balapore	...	1st April, 1861	...
	Bara Khas	...	Ditto	...
	Chail	...	15th May, 1858	...
	Hundia	...	Ditto	...
	Kara	...	31st ditto	...
	Sirsa	...	25th ditto	...
	Kararees	...	31st ditto	...
	Mow	...	1st ditto	...
	Total	...	...	...
	Azimgurh.	Mehnajpore	...	15th September, 1858
Nizamabad		...	1st September, 1861	...
Jeanpore		...	1st June, 1861	...

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower 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.

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.
...	97 10 0	...	...	232 13 6	119 12 0	113 1 6	232 13 6
...	82 4 0	...	...	178 2 9	89 0 0	89 2 9	178 2 9
...	40 10 0	...	...	170 9 9	118 0 6	52 9 3	170 9 9
...	34 12 0	...	...	174 12 3	118 8 9	56 3 6	174 12 3
...	255 4 0	...	...	756 6 3	445 5 3	311 1 0	756 6 3
...	374 0 0	...	21 4 0	1,198 10 5	781 14 11	416 11 6	1,198 10 5
...	70 6 0	...	...	206 11 0	120 0 0	86 11 0	206 11 0
...	18 0 0	...	...	188 3 6	120 0 0	68 3 6	188 3 6
...	87 7 0	...	...	307 13 0	180 0 0	127 13 0	307 13 0
...	36 6 0	...	2 0 0	184 1 6	120 0 0	64 1 6	184 1 6
...	111 13 0	...	9 11 0	327 11 2	148 5 8	179 5 6	327 11 2
...	76 4 0	...	...	238 1 6	120 0 0	118 1 6	238 1 6
...	91 3 0	...	2 4 0	330 0 6	179 0 6	151 0 6	330 0 6
...	89 6 0	...	...	308 7 6	179 0 0	129 7 6	308 7 6
...	954 13 0	...	35 '3 0	3,289 12 1	1,948 5 1	1,341 7 0	3,289 12 1
...	44 5 0	...	...	191 7 6	135 0 0	56 7 6	191 7 6
...	36 11 0	...	...	265 13 4	175 10 4	90 3 0	265 13 4
...	31 0 0	...	...	610 4 3	119 14 0	190 6 3	310 4 3
...	26 0 0	...	...	228 10 0	180 0 0	48 10 0	228 10 0
...	39 1 0	...	...	228 2 6	123 0 0	105 2 6	228 2 6
...	177 1 0	...	...	1,224 5 7	733 8 4	490 13 3	1,224 5 7
976 12 4	5,498 8 6	...	1,164 11 5	31,825 15 6	13,907 6 9	16,044 2 4	29,951 9 1

TION, NORTH-WESTERN PROVINCES.

12 0 0	52 14 0	...	...	166 7 6	100 0 0	66 7 6	166 7 6
...	50 4 0	...	...	176 2 3	120 0 0	56 2 3	176 2 3
...	78 12 0	...	...	280 0 0	142 0 0	138 0 0	280 0 0
...	62 10 0	...	...	220 11 0	120 0 0	100 11 0	220 11 0
...	85 14 0	...	...	253 2 0	120 0 0	133 2 0	253 2 0
...	87 0 0	...	...	211 13 3	120 0 0	91 13 3	211 13 3
...	114 6 0	...	...	415 10 3	180 0 0	235 10 3	415 10 3
12 0 0	57 6 0	...	...	190 13 2	117 3 11	73 9 3	190 13 2
24 0 0	589 2 0	...	...	1,914 11 5	1,019 3 11	895 7 6	1,914 11 5
11 5 4	120 0 0	...	...	438 10 4	371 0 0	67 10 4	438 10 4
39 10 0	69 6 0	...	...	318 7 10	257 8 0	60 15 10	318 7 10
4 5 4	53 10 0	...	...	282 3 10	236 0 0	46 3 10	282 3 10

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

NAME OF INSTITUTION.	LOCALITY.		When Established.
	Zillah.	Tehseelee.	
1.	2.	2 A.	3.

2ND CIRCLE, DEPARTMENT PUBLIC INSTRU

Tehseelee Schools.	Lullutpore.	Lullutpore	...	} Different dates.
		Tal Behut	...	
		Mehrance	...	
		Marawara	...	
		Total	...	
	Muttra.	Huzoor Tehseel	...	5th April, 1850
		Arceng	...	Ditto
		Chataee	...	Ditto
		Kosee	...	Ditto
		Nowjheel	...	Ditto
		Raya	...	Ditto
		Mahabun	...	Ditto
		Sadabad	...	Ditto
		Jalaisur	...	Ditto
		Total	...	
Mynpoory.	Kooraolee	...	} Different dates.	
	Kurhul	...		
	Bhogaon	...		
	Khurhee	...		
	Shikohabad	...		
Total	...			
		Grand Total,	...	

3RD CIRCLE, DEPARTMENT PUBLIC INSTRU

Allahabad.	Balapore	...	1st April, 1861	
	Bara Khas	...	Ditto	
	Chail	...	15th May, 1858	
	Hundia	...	Ditto	
	Kara	...	31st ditto	
	Sirsa	...	25th ditto	
	Kararee	...	31st ditto	
	Mow	...	1st ditto	
	Total	...		
	Azimgurh.	Mehnajpore	...	15th September, 1858
		Nizamabad	...	1st September, 1861
Jeanpore		...	1st June, 1861	

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower 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.

TION, NORTH-WESTERN PROVINCES.

Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	...	2 7 3	1 6 9
...	...	2 12 7	1 8 0
...	...	4 4 3	3 4 0
...	...	4 5 11	3 8 1
...	...	3 2 8	2 1 6
...	...	5 4 9	3 8 10
...	...	3 2 11	2 1 7
...	...	2 10 8	2 7 5
...	...	3 0 9	2 2 11
...	...	3 14 5	3 1 5
...	...	3 6 10	2 2 6
...	...	3 9 7	2 7 1
...	...	3 8 11	2 8 7
...	...	3 1 11	2 3 5
...	...	3 12 11	2 8 0
...	...	1 9 10	1 2 4
...	...	3 0 0	2 9 5
...	...	3 0 5	2 11 7
...	...	2 7 5	2 3 3
...	...	2 5 8	1 15 2
...	...	2 6 7	2 1 0
1,874 6 5	...	6 1 0	3 9 2

TION, NORTH-WESTERN PROVINCES.

...	...	5 0 8	3 1 3
...	...	5 13 11	4 3 1
...	...	5 15 3	4 4 6
...	...	5 15 5	4 4 4
...	...	4 9 7	3 0 7
...	...	3 7 6	2 0 9
...	...	5 15 0	4 4 10
...	...	4 12 4	3 0 7
...	...	5 2 2	3 7 10
...	...	6 13 10	2 4 9
...	...	6 12 9	2 10 10
...	...	8 14 3	5 0 10

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

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

3RD CIRCLE, DEPARTMENT PUBLIC INSTRU

Tehseelee Schools.	Azimgurh.— (Continued.)	Dohrighat	...	14th February, 1858	46	1	...	47	
		Mahul	...	Ditto	41	15	...	56	
		Maharajpore	...	1st May, 1860	64	16	...	80	
		Mownath Bhunjun	...	1st June, 1859	64	16	...	80	
		Chirakote	...	14th February, 1858	42	7	...	49	
		Nagra	...	Ditto	53	6	...	59	
		Total	...		452	93	...	545	
	Banda.	Babaroo	Babaroo	...	11th February, 1859	20	...	...	20
			Kalinger	...	24th July, 1858	82	...	...	82
			Mow	...	1st February, 1859	34	...	...	34
			Kamasin	...	18th December, 1858	35	5	...	40
			Sindhin Kalam	...	29th July, 1858	47	...	...	47
			Tindwaree	...	5th ditto	46	4	...	50
			Seandha	...	9th ditto	33	19	...	52
			Kunoe	...	26th ditto	61	2	...	63
			Total	...		358	30	...	388
			Benares.	Ramnuggur Sukuldhia	Ramnuggur	...	1st June, 1850	49	1	...	50
	Sukuldhia	...			1st October, 1858	44	1	...	45
	Total	...				93	2	...	95
	Futtehpore.	Sah Hathgaon Kishenpore Khajawa Shewrajpore	Sah	...	27th April, 1856	52	1	...	53
			Hathgaon	...	19th March, 1856	33	22	...	55
			Kishenpore	...	17th ditto	52	1	...	53
			Khajawa	...	1st August, 1860	84	...	...	84
			Shewrajpore	...	27th March, 1858	53	...	...	53
			Total	...		274	24	...	298
	Ghazeepore.	Sadiabad Mahomdabad Rusra Sydpore Roetipore	Sadiabad	...	1st May, 1860	40	8	...	48
			Mahomdabad	...	1st January, 1856	36	19	...	55
Rusra			...	Ditto	61	15	...	76	
Sydpore			...	Ditto	87	28	...	115	
Roetipore			...	Ditto	110	3	...	113	
Total			...		334	73	...	407	

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower Class (Tehseelee Schools).

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.	Oordoo.	Sanscrit.	Hindee.	From Government.		Proceeds of Endowment.	
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.

TION, NORTH-WESTERN PROVINCES.

							Rs.	As.	P.	Rs.	As.	P.			
32-35	...	...	5	5	...	47				124	9	0	50	0	0
53-72	...	...	12	17	...	39	} @ 2 annas.			132	8	0	62	0	0
69-38	...	...	22	30	...	30				122	12	0	52	0	0
75-47	2	...	12	22	...	60				164	8	6	62	0	0
45-67	...	...	...	19	...	30				128	13	6	74	0	0
34-30	...	7	...	26	...	59			122	8	6	50	0	0	
453-94	2	22	84	199	...	489			1,328	12	6	558	0	0	
9-90	...	...	...	1	...	20	} @ 2 annas.			100	0	0	...		
60-29	...	...	...	...	...	32				155	0	0	...		
29-27	...	...	...	7	...	29				117	0	0	...		
32-10	...	...	5	10	...	35				107	0	0	...		
23-69	...	...	...	4	...	45			117	0	0	...			
42-69	...	...	4	8	...	46			116	0	0	...			
44-16	...	...	...	30	...	35			124	0	0	...			
51-65	...	...	...	14	...	55			125	0	0	...			
298-75	...	...	9	74	...	347			961	0	0	...			
39-81	...	...	...	...	...	50			97	0	0	...			
21-69	8	...	...	...	...	45			121	0	0	...			
61-50	8	...	...	...	...	95			218	0	0	...			
40-36	...	...	10	19	...	46	} 1 to 2 annas.			156	8	3	...		
40-41	...	...	10	20	...	39				139	5	0	...		
49-52	...	...	...	3	...	53				192	4	6	...		
62-55	...	...	...	...	...	84				128	5	0	...		
38-18	...	...	...	...	...	53				122	11	6	...		
232-79	...	...	20	33	...	275			739	2	3	...			
28-77	...	...	...	22	...	30	} 1 to 2 annas.			120	13	0	...		
41-78	...	...	...	35	...	25				316	3	5	...		
65-28	...	...	...	90	...	58				123	2	6	...		
73-92	...	...	...	50	...	65				149	2	0	...		
81-99	...	...	...	10	...	113				191	9	6	...		
291-74	...	...	...	137	...	291			901	1	5	...			

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

NAME OF INSTITUTION.	LOCALITY.		When Established.	RECEIPTS.
	Zillah.	Tehseelee.		Local rate of Assessment.
1.	2.	2 A.	3.	13.

3RD CIRCLE, DEPARTMENT PUBLIC INSTRU

				Rs. As. P.	
Tehseelee Schools.	Azingurh.—(Continued.)	Dohrighat	... 14th February, 1858	...	
		Mahul	... Ditto	...	
		Maharajpore	... 1st May, 1860	...	
		Mownath Bhunjun	... 1st June, 1859	...	
		Chirakote	... 14th February, 1858	...	
		Nagra	... Ditto	...	
			Total, ...	...
		Banda.	Babaroo	... 11th February, 1859	...
			Kalinger	... 24th July, 1858	...
			Mow	... 1st February, 1859	...
	Kamasin		... 18th December, 1858	...	
	Sindhin Kalam		... 29th July, 1858	...	
	Tindwaree		... 5th ditto	...	
	Seandha		... 9th ditto	...	
	Kunoe		... 26th ditto	...	
		Total ...	...	
	Benares.	Ramnuggur	... 1st June, 1860	...	
		Sukuldhia	... 1st October, 1858,	...	
			Total ...	...
	Futtehpore.	Sah	... 27th April, 1856,	...	
Hathgaon		... 19th March, 1856,	...		
Kishenpore		... 17th ditto	...		
Khajawa		... 1st August, 1860,	...		
Shewrajpore		... 27th March, 1858,	...		
	Total ...	...		
Ghazeepore.	Sadiabad	... 1st May, 1860	...		
	Mahomdabad	... 1st January, 1856,	...		
	Rusra	... Ditto	...		
	Sydpore	... Ditto	...		
	Reatipore	... Ditto	...		
	Total ...	...		

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-54.

Lower 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.

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.
11 5 4	65 8 0	...	...	251 6 4	203 6 0	48 0 4	251 6 4
14 13 4	84 10 0	...	...	293 15 4	244 0 0	49 15 4	293 15 4
17 3 4	107 4 0	...	...	299 3 4	231 0 0	68 3 4	299 3 4
13 5 4	127 14 0	...	...	367 11 10	230 0 0	137 11 10	367 11 10
14 9 4	73 0 0	...	...	290 6 10	206 0 0	84 6 10	290 6 10
12 7 4	66 12 0	...	...	251 11 10	199 8 0	52 3 10	251 11 10
139 1 0	768 0 0	...	...	2,793 13 6	2,178 6 0	615 7 6	2,793 13 6
...	24 6 0	...	...	124 6 0	96 0 0	28 6 0	124 6 0
...	102 14 0	...	...	257 14 0	135 0 0	122 14 0	157 14 0
...	40 10 0	...	...	157 10 0	112 0 0	45 10 0	157 10 0
...	40 12 0	...	...	153 12 0	104 0 0	49 12 0	153 12 0
...	9 10 0	...	...	126 10 0	112 0 0	14 10 0	126 10 0
...	66 2 0	...	...	182 2 0	112 0 0	70 2 0	182 2 0
...	70 12 0	...	...	194 12 0	120 0 0	74 12 0	194 12 0
...	85 8 0	...	...	210 8 0	120 0 0	90 8 0	210 8 0
...	446 10 0	...	...	1,407 10 0	911 0 0	496 10 0	1,407 10 0
18 0 0	78 2 0	...	...	193 2 0	96 0 0	97 2 0	193 2 0
9 0 0	67 4 0	...	...	197 4 0	120 0 0	77 4 0	197 4 0
27 0 0	145 6 0	...	...	390 6 0	216 0 0	174 6 0	390 6 0
...	80 4 0	...	...	236 12 3	120 0 0	116 12 3	236 12 3
24 0 0	78 12 0	...	...	242 1 0	136 0 0	106 1 0	242 1 0
...	82 11 0	...	...	274 15 6	180 0 0	94 15 6	247 15 6
...	138 6 0	...	...	266 11 0	96 0 0	170 11 0	266 11 0
48 0 0	67 2 0	...	...	237 13 6	120 0 0	117 13 6	237 13 6
72 0 0	447 3 0	...	...	1,258 5 3	652 0 0	606 5 3	1,258 5 3
74 7 0	47 14 0	...	...	243 2 1	180 0 0	63 2 1	243 2 1
404 9 1	51 2 0	...	...	771 14 6	205 7 5	558 7 1	763 14 6
121 5 1	73 6 0	...	...	320 13 7	240 0 0	80 13 7	320 13 7
133 5 1	75 1 0	...	...	357 9 1	276 0 0	81 9 1	357 9 1
139 5 1	103 5 1	...	...	434 3 7	310 0 0	124 3 7	434 3 7
872 15 5	353 12 0	...	...	2,127 12 10	1,211 7 5	908 3 5	2,119 10 10

TABLE No. III.

I.—INSTITUTIONS FOR
Government Schools of the

NAME OF INSTITUTION.	LOCALITY.		When Established.
	Zillah.	Tehseelee.	
1.	2.	2 A.	3.

3RD CIRCLE, DEPARTMENT PUBLIC INSTRU

Tehseelee Schools.	Azimgurh.—(Continued.)	Dohrihat	...	14th February, 1858
		Mahul	...	Ditto
		Maharajpore	...	1st May, 1860
		Mownath Bhunjun	...	1st June, 1859
		Chirakote	...	14th February, 1858
		Nagra	...	Ditto
		Total	...	
	Banda.	Babaroo	...	11th February, 1859
		Kalinger	...	24th July, 1858
		Mow	...	1st February, 1859
		Kamasin	...	18th December, 1858
		Sindhin Kalam	...	29th July, 1858
		Tindwarce	...	5th ditto
		Seandha	...	9th ditto
		Kunoe	...	26th ditto
	Total	...		
	Bonares.	Ramnuggur	...	1st June, 1860
		Sukuldhia	...	1st October, 1858
		Total	...	
	Futtehpore.	Sah	...	27th April, 1856,
Hathgaon		...	19th March, 1856,	
Kishenpore		...	17th ditto	
Khajawa		...	1st August, 1860,	
Shewrajpore		...	27th March, 1858,	
Total	...			
Ghazeepore.	Sadiabad	...	1st May, 1860	
	Mahomdabad	...	1st January, 1856,	
	Rusra	...	Ditto	
	Sydpore	...	Ditto	
	Roetipore	...	Ditto	
Total	...			

DIX F. — (Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower 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.

TION, NORTH-WESTERN PROVINCES.

Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	...	7 12 4	3 13 7
...	...	5 7 7	2 7 6
...	...	4 5 0	1 14 9
...	...	4 14 7	2 2 2
...	...	6 5 9	2 13 2
...	...	7 5 5	3 9 2
...	...	6 2 6	2 14 10
...	...	12 9 0	10 1 6
...	...	4 4 5	2 9 2
...	...	5 6 2	4 0 0
...	...	4 12 7	3 5 4
...	...	4 6 8	4 1 3
...	...	4 4 3	2 11 5
...	...	4 6 4	2 12 11
...	...	4 1 2	2 6 8
...	...	4 11 5	3 3 5
...	...	2 13 6	1 7 0
...	...	9 1 6	5 9 3
...	...	6 5 6	3 8 6
...	...	5 13 10	3 14 1
...	...	5 15 10	3 7 2
...	...	5 8 10	3 14 1
...	...	4 4 3	2 0 10
...	...	6 3 8	3 3 5
...	...	5 6 6	3 2 10
...	...	8 7 2	4 3 0
8 0 0	...	18 4 3	7 9 1
...	...	4 14 8	1 14 2
...	...	4 13 5	2 0 3
...	...	5 4 9	2 5 4
8 0 0	...	7 6 0	3 7 0

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

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

3RD CIRCLE, DEPARTMENT PUBLIC INSTRU

Tehseelee Schools.	Goruckpore.	Burhulgunge	...	1st July, 1860	60	12	...	72	
		Bansee	...	23th ditto, 1858	37	15	...	52	
		Bostee	...	15th ditto	47	2	...	49	
		Salampore	...	15th ditto	97	8	...	105	
		Piprowlee	...	1st July, 1860	31	12	...	143	
		Mughur	...	15th February, 1858	17	11	...	28	
		Pipria	...	11th ditto	42	3	...	45	
		Sahibgunge	...	20th ditto	44	17	...	61	
				Total	375	80	...	455	
		Jounpore.	Badshahpore	...	1st June, 1858	41	4	...	45
			Zuffrabad	...	5th December, 1860	71	18	...	89
			Kirakut	...	1st May, 1860	27	11	...	38
			Shahgunge	...	3rd March, 1858	25	13	...	38
			Muchli Shahur	...	5th ditto	42	14	...	56
			Mendiahoo	...	22nd ditto	41	29	...	70
				Total	247	89	...	336	
		Mirzapore.	Ahrora	...	March, 1856	70	5	...	75
			Gopigunge	...	April, 1858	40	8	...	48
			Kone	...	1st June, 1860	45	4	...	49
				Total	155	17	...	172	
			Grand Total	2,462	607	...	3,069

KUMAON CIRCLE, DEPARTMENT PUBLIC INSTRU

Kumaon.	Dwarahat	Sraldar	...	1st March, 1857	63	...	...	63
			...	14th September 1858	93	...	...	93
	Champhawat	Pithoragurh	...	1st October, 1858	50	3	4	57
		Deghat	...	9th Ditto	47	3	...	50
	Lohaghat	Milum	...	4th May, 1859	47	...	...	47
		Hawalbagh	...	24th Ditto	102	15	...	117
	Bngwalee Pokur	Murtolee	...	1st July, 1859	...	...	19	19
			...	21st December, 1859	40	3	1	44
	Manshee	Sheera	...	1st January, 1860	104	...	...	104
		Bujuns	...	1st February, 1860	...	...	...	...
	Sheera	Bujuns	...	16th May, 1861	160	...	...	160
			...	1st October, 1861	47	...	6	53
	Bujuns		...	29th January, 1862	...	...	45	45

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower Class (Tehseelee Schools).

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.	Oordoo.	Sanscrit.	Hindee.			From Government.	Proceeds of Endowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.

TION, NORTH-WESTERN PROVINCES.

							Rs.	As.	P.	Rs.	As.	P.
60-32	...	...	...	23	...	49	183	15	6	...	...	...
47-02	...	...	40	52	...	52	122	15	6	...	...	...
37-21	...	...	5	16	...	44	124	14	0	...	...	...
73-94	...	...	40	40	...	65	164	1	0	...	...	...
56-71	...	...	...	12	...	31	70	2	4	...	...	...
33-54	...	...	...	10	...	18	150	9	0	...	...	...
42-76	...	...	...	12	...	45	171	4	0	...	...	...
46-65	...	...	...	22	...	39	121	6	6	...	...	...
398-15	...	...	85	187	...	343	1,109	3	10	...	...	...
34-42	...	...	...	13	...	32	119	3	0	...	...	...
75-24	...	...	...	39	...	50	452	0	0	...	...	...
34-43	...	...	...	38	...	38	123	12	6	...	...	...
36-18	...	...	...	14	...	24	121	8	0	...	...	...
44-54	...	...	...	25	...	31	123	9	0	...	...	...
55-51	...	...	...	39	...	51	134	12	0	...	...	...
280-32	...	...	...	168	...	226	1,074	12	6	...	...	...
47-49	...	...	7	22	...	75	317	7	9	...	...	...
59-54	...	...	...	2	...	52	149	7	6	...	...	...
27-17	...	...	...	2	...	49	96	14	0	...	...	...
134-20	...	...	7	26	...	176	563	13	3	...	...	...
2,463-39	10	...	205	1,115	...	22,434	8,197	5	2	558	0	0

TION, NORTH-WESTERN PROVINCES.

37	...	...	...	...	...	63	208	6	6	...	...	...
58	...	...	...	...	...	93	160	0	11	...	...	...
39	...	...	...	...	...	57	218	6	3	...	...	...
37	...	...	...	...	...	50	151	3	9	...	...	...
29	...	...	...	...	...	47	72	0	0	...	...	...
40	...	...	...	...	...	117	224	5	3	...	...	...
40	...	...	...	...	...	19	126	2	0	...	...	...
23	...	...	...	...	...	44	107	15	3	...	...	...
52	...	...	...	...	...	104	191	9	0	...	...	...
12	...	...	...	...	...	...	48	0	0	...	...	...
73	...	...	...	...	...	160	232	11	6	...	...	...
29	...	...	...	...	...	53	102	9	6	...	...	...
49	...	...	...	...	...	45	206	9	7	...	...	...

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

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

3RD CIRCLE, DEPARTMENT PUBLIC INSTRU

				Rs.	As. P.
Tehseelee Schools.	Goruckpore.	Burhulgunge	... 1st July, 1860 ...	...	...
		Bansee	... 28th July, 1853...	...	...
		Bostee	... 15th Do. ...	...	...
		Salampore	... 15th Do. ...	...	...
		Piprowlee	... 1st July, 1860 ...	...	...
		Mughur	... 15th February 1858 ...	...	...
		Pipria	... 11th Do. ...	...	...
		Sahibgunge	... 20th Do. ...	...	...
			Total	...	...
	Jounpore.	Badshahpore	... 1st June, 1858, ...	...	...
		Zuffrabad	... 5th December, 1860 ...	...	...
		Kirakut	... 1st May, 1860 ...	...	...
		Shahgunge	... 3rd March, 1858...	...	...
		Muchli Shahur	... 5th Do. ...	...	...
		Mendiahoo	... 22nd Do. ...	...	...
		Total	...	...
Mirzapore.	Ahrora	... March, 1856 ...	...	...
	Gopigunge	... April, 1858 ...	...	...
	Kone	... 1st June, 1860 ...	...	...
		Total	...	...
		Grand Total	...	...

KUMAON CIRCLE, DEPARTMENT PUBLIC INSTRU

Kumaon.	Dwarahat	... 1st March, 1857...	...	...
	Sraldar	... 14th September, 1858 ...	...	...
	Champhawat	... 1st October, 1858 ...	...	...
	Pithoragurh	... 9th Do. ...	...	...
	Deghat	... 4th May, 1859 ...	...	...
	Lohaghat	... 24th Do. ...	...	...
	Milum	... 1st July, 1859 ...	...	...
	Hawaihagh	... 21st December, 1859 ...	...	...
	Bugwalee Pokur	... 1st January, 1860 ...	...	...
	Murtowlee	... 1st February, 1860 ...	...	...
	Manshee	... 16th May, 1861...	...	...
	Sheera	... 1st October, 1861 ...	...	...
	Bujans	... 29th January, 1862 ...	...	...

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower 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.

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.
...	51 8 0	...	...	235 7 6	144 0 0	91 7 6	235 7 6
...	27 9 0	...	...	150 8 6	120 0 0	30 8 6	150 8 6
...	23 4 0	...	...	148 2 0	120 0 0	28 2 0	148 2 0
...	12 5 0	...	...	176 6 0	144 0 0	32 6 0	176 6 0
...	41 8 0	...	...	111 10 4	66 12 4	44 14 0	111 10 4
...	60 4 0	...	...	210 13 0	144 0 0	66 13 0	210 13 0
9 0 0	31 0 0	...	...	211 4 0	144 0 0	67 4 0	211 4 0
9 0 0	55 6 0	...	...	185 12 6	120 0 0	65 12 6	185 12 6
18 0 0	302 12 0	...	...	1,429 5 10	1,002 12 4	427 3 6	1,429 15 10
106 9 7	44 0 0	...	...	269 12 7	194 9 7	75 3 0	269 12 7
95 7 9	54 12 0	...	...	602 3 9	829 7 9	272 12 0	602 3 9
47 8 0	11 6 0	...	...	182 10 6	175 0 0	7 10 0	182 10 6
60 0 0	15 8 0	...	...	197 0 0	180 0 0	17 0 0	197 0 0
64 0 6	70 6 0	...	...	257 15 6	184 0 6	73 15 0	257 15 6
388 8 0	12 4 0	...	...	545 8 0	204 0 0	341 8 0	545 8 0
762 1 10	218 4 0	...	...	2,055 2 4	1,267 1 10	788 0 6	2,055 2 4
28 0 0	107 10 0	...	...	453 1 9	240 0 0	213 1 9	453 1 9
...	100 4 0	...	...	249 11 6	144 0 0	105 11 6	249 11 6
...	62 1 0	...	...	158 15 0	96 0 0	62 15 0	158 15 0
28 0 0	269 15 0	...	...	861 12 3	480 0 0	381 12 3	861 12 3
1,943 2 8	3,541 0 0	...	...	14,239 7 5	8,937 15 6	5,293 7 11	14,231 7 5

TION, NORTH-WESTERN PROVINCES.

...	...	...	...	208 6 6	200 0 0	8 6 6	208 6 6
...	...	...	...	160 0 11	126 0 0	34 0 11	160 0 11
...	...	...	...	218 6 3	204 0 0	14 6 3	218 6 3
...	...	...	...	151 3 9	132 0 0	19 3 9	151 3 9
...	0 2 0	...	...	72 2 0	36 9 0	36 2 0	72 2 0
...	...	...	...	224 5 3	204 0 0	20 5 3	224 5 3
...	14 3 0	...	...	140 5 0	88 0 0	52 5 0	140 5 0
...	...	...	...	107 15 3	96 0 0	11 15 3	107 15 3
...	...	...	...	191 9 0	162 0 0	29 9 0	191 9 0
...	1 3 0	...	...	49 3 0	48 0 0	1 3 0	49 3 0
...	...	...	...	232 11 6	194 0 0	38 11 6	232 11 6
...	0 12 0	...	...	102 5 6	75 0 0	23 5 6	102 5 6
...	7 0 0	...	...	213 9 7	180 0 0	33 9 7	213 9 7

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

NAME OF INSTITUTION.	LOCALITY.		When Established.
	Zillah.	Tehseelee.	
1.	2.	2 A.	3.

3RD CIRCLE, DEPARTMENT PUBLIC INSTRU

Tehseelee Schools.	Goruckpore.	Burhulgunge	...	1st July, 1860 ...	
		Bansee	...	23th July, 1858...	
		Bostee	...	15th Do. ...	
		Salampoor	...	15th Do. ...	
		Piprowlee	...	1st July, 1860 ...	
		Maghur	...	15th February, 1858 ...	
		Pipria	...	11th Do. ...	
		Sahibgunge	...	20th Do. ...	
					Total ...
		Jounpore.	Badshahpore	...	1st June, 1858 ...
			Zuffrabad	...	5th December, 1860 ...
			Kirakut	...	1st May, 1860 ...
			Shahgunge	...	3rd March, 1858
			Muchli Shahur	...	5th Do. ...
		Mendiahoo	...	22nd Do. ...	
				Total ...	
	Mirzapore.	Ahrora	...	March, 1856 ...	
		Gopigunge	...	April, 1858 ...	
		Kone	...	1st June, 1860 ...	
				Total ...	
		Grand Total	...	...

KUMAON CIRCLE, DEPARTMENT PUBLIC INSTRU

	Kumaon.	Dwarahat	...	1st March, 1857
		Sraldar	...	14th September, 1858 ...
		Champhawat	...	1st October, 1858
		Pithoragurh	...	9th Do. ...
		Deghat	...	4th May, 1859 ...
		Lohaghat	...	24th Do. ...
		Milum	...	1st July, 1859 ...
		Hawalbagh	...	21st December, 1859 ...
		Bugwalee Pokur	...	1st January, 1860
		Murtolee	...	1st February, 1860 ...
		Manshee	...	16th May, 1861 ...
		Sheera	...	1st October, 1861 ...
		Bajans	...	29th January, 1862

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower 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.

TION, NORTH-WESTERN PROVINCES.

Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	...	3 14 6	3 0 10
...	...	3 2 10	2 9 8
...	...	3 15 6	3 5 3
...	...	2 5 3	2 3 6
..	...	1 10 6	1 3 9
...	...	6 4 8	4 7 10
...	...	4 15 0	4 0 1
...	...	3 11 9	2 9 8
...	...	3 8 6	2 14 4
...	...	7 13 1	3 7 4
...	...	8 3 11	6 0 2
...	...	5 4 6	3 9 1
...	...	5 7 1	3 5 6
...	...	5 12 3	2 12 2
...	...	9 15 8	2 6 7
...	...	7 5 3	3 13 3
...	...	9 8 9	6 11 0
...	...	4 3 1	2 10 10
...	...	5 13 7	3 9 4
...	...	6 6 9	4 3 4
8 0 0	...	5 12 5	3 5 2

TION, NORTH-WESTERN PROVINCES.

...	...	5 10 1	5 10 1
...	...	2 12 2	2 12 2
...	...	5 9 7	5 9 7
...	...	4 1 5	4 1 5
...	...	2 7 10	2 7 9
...	...	5 9 9	5 9 9
...	...	3 8 1	3 2 5
...	...	4 11 1	4 11 1
...	...	3 10 11	3 10 11
...	...	4 1 3	4 0 0
...	...	3 3 0	3 3 0
...	...	3 9 0	3 8 7
...	...	4 5 9	4 3 5

TABLE No. III.

I.—INSTITUTIONS FOR
Government Schools of the

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

KUMAON CIRCLE, DEPARTMENT PUBLIC INSTRUCC

Tehseelee. Schools.	Kumaon.— (Continued.)	Jaintee	...	1st January, 1863,	24	...	...	24
		Gungoleehat	...	1st March, 1863...	28	...	...	28
		Kupkot	...	1st December, 1863,	...	...	...	...
		Total	...	...	809	24	71	904
Gurlwal.		Sreenuggur	...	1st September, 1863,	40	10	3	53	
		Pokhuree	...	1st August, 1859,	40	...	7	47	
		Pokhura	...	1st March, 1859	31	...	...	31
		Saindhar	...	16th Ditto, ...	52	...	...	52
		Doonguree	...	1st April, 1859 ...	43	...	...	43
		Kimnee	...	1st June, 1860 ...	45	...	...	45
		Punmayen	...	Ditto	61	...	...	61
		Gumsalee	...	1st February, 1861,	...	...	47	47
		Ookhemuth	...	1st May, 1861 ...	59	...	...	59
		Mana	...	1st December 1863,	...	...	45	45
		Naithana	...	1st May, 1862 ...	41	...	...	41
		Lohuba	...	1st June, 1862 ...	35	...	...	35
		Palee	...	1st January 1863,	58	...	...	58
		Gungwaree	...	1st April, 1863 ...	51	...	...	51
		Puchelee	...	1st January 1863,	50	...	...	50
		Total	606	10	102	718
		Grand Total	1,415	34	173	1,622

AJMERE CIRCLE, DEPARTMENT PUBLIC INSTRUCC

Ajmere.	Bazaar	...	1859	35	...	...	35
	Oopasra	...	1860	18	...	...	18
	Temple	...	1859	34	7	...	41	
	Gobindgurh	...	1859	30	...	...	30
	Temple	...	1860	69	...	...	69
	Kekri	...	1861	34	4	...	38	
	Oopasra	...	1861	27	...	...	27
	Deolia	...	1862	26	...	...	26
	Sawur	...	1862	36	...	...	36
	Bazaar	...	1862	28	...	...	28
	Thanna	...	1859	17	...	...	17
	Oopasra	...	1860	26	...	...	26
	Barar	...	1858	23	...	...	23
	Shangurh	...	1862	9	...	...	9
	Bali	...	1862	18	...	...	18
	Total	430	11	...	441
	Grand Total	12,838	2,745	198	15,781

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower Class (Tehseelee Schools).

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.	Oordoo.	Sanscrit.	Hindee.			From Government.	Proceeds of Endowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.

TION, NORTH-WESTERN PROVINCES.

								Rs. As. P.	Rs. As. P.
16	...	...	...	...	...	24	} 1 Anna.	104 8 9	...
24	...	...	...	...	...	28		109 4 5	...
21	...	...	...	...	...	...		16 0 0	...
579	...	...	...	...	...	904		2,279 12 8	...
34	23	...	...	...	...	30		334 11 0	...
33	...	...	...	...	...	47		164 15 6	...
37	...	...	...	...	...	31		130 13 0	...
39	...	...	...	...	...	52		110 11 3	...
35	...	...	...	...	...	43		97 4 0	...
39	...	...	...	...	...	45		119 4 6	...
38	...	...	...	...	...	61		149 10 0	...
45	...	...	...	...	...	47		145 11 6	...
40	...	...	...	...	...	59		90 15 6	...
26	...	...	...	...	...	45		32 4 6	...
29	...	...	...	...	...	41		130 7 0	...
28	...	...	...	...	...	35		111 0 9	...
42	...	...	...	...	...	58		66 9 6	...
37	...	...	...	...	...	51		123 0 3	...
40	...	...	...	...	...	50		103 1 3	...
542	23	...	...	...	...	695		1,960 7 6	...
1,121	23	...	...	...	...	...		4,240 1 2	...

TION, NORTH-WESTERN PROVINCES.

40.8	...	...	...	...	...	35	1 Anna	106 15 9	2 11 7
19.3	...	...	...	...	...	18	Ditto.	72 0 0	4 10 7
38.2	...	...	...	...	...	41	Ditto.	108 0 0	18 15 1
26.8	...	...	...	...	...	30	Ditto.	81 0 0	0 10 7
63.4	...	...	...	...	...	69	Ditto.	168 0 0	22 7 9
34.0	...	...	...	...	...	33	1 Anna to 2 Annas.	144 0 0	8 2 1
18.9	...	...	...	...	...	27	1 Anna.	72 0 0	3 0 1
20.8	...	...	...	...	...	26	Ditto.	72 0 0	1 10 7
24.0	...	...	...	...	...	36	1 Anna to 2 Annas.	72 0 0	8 3 7
29.5	...	...	...	...	...	23	1 Anna	72 0 0	2 13 9
14.2	...	...	...	...	...	17	...	72 0 0	...
26.0	...	...	...	...	...	26	...	72 0 0	...
23.0	...	...	...	...	...	23	...	72 0 0	...
7.6	...	...	...	...	...	9	...	72 0 0	...
18.0	...	...	...	...	...	18	...	72 0 0	...
404.5	...	...	...	...	...	441		1,327 15 9	73 5 8
13,280	551	...	553	5,895	...	11,056		42,856 6 4	729 5 8

TABLE No. III.

I.—INSTITUTIONS FOR

Government Schools of the

NAME OF INSTITUTION.	LOCALITY.		When Established.	Rs
	Zillah.	Tehseelee.		Local rate of Assessment.
1.	2.	2 A.	3.	13.

KUMAON CIRCLE, DEPARTMENT PUBLIC INSTRU

Rs. As. P.

Tehseelee Schools.	Kumaon.—(Continued).			
		Jaintee	... 1st January, 1863	...
		Gungoleehut	... 1st March, 1863,	...
		Kupkot	... 1st December 1863,	...
			Total...	...
	Gurhwal.	Sreenuggur	... 1st September, 1863,	...
		Pokhuree	... 1st August, 1859	...
		Pokhura	... 1st March, 1859	...
		Saindhar	... 16th Do. ...	...
		Doonguree	... 1st April, 1859 ...	...
		Kimnee	... 1st June, 1860 ...	...
		Punnayen	... Do. ...	...
		Gumsalee	... 1st February, 1861	...
		Ookhemuth	... 1st May, 1861 ...	...
		Mana	... 1st December, 1863,	...
		Naithana	... 1st May, 1862 ...	...
		Lohaba	... 1st June, 1862 ...	...
		Palee	... 1st January, 1863	...
		Gugwaree	... 1st April, 1863,...	...
		Puchellee	... 1st January, 1863	...
			Total ...	...
		Grand Total ...		...

AJMERE CIRCLE, DEPARTMENT PUBLIC INSTRU

Ajmere.				
	Bazaar	... 1859	...	...
	Oopasra	... 1860	...	...
	Temple	... 1859	...	...
	Gobiudgurh	... 1359	...	...
	Temple	... 1860	...	...
	Kekri	... 1861	...	...
	Oopasra	... 1861	...	...
	Deolia	... 1862	...	...
	Sawur	... 1862	...	...
	Bazaar	... 1862	...	...
	Thanna	... 1859	...	...
	Oopasra	... 1860	...	...
	Barar	... 1858	...	...
	Shamgurh	... 1862	...	...
	Baice	... 1862	...	...
		Total ...	...	...
	Grand Total ...	...	...	6,925 11 3

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower 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.

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.
...	104 8 9	96 0 0	8 8 9	104 8 9
...	109 4 5	96 0 0	13 4 5	109 4 5
...	16 0 0	16 0 0	...	16 0 0
...	23 4 0	...	...	2,303 0 8	1,953 0 0	350 0 8	2,303 0 8
...	384 11 0	340 0 0	44 11 0	384 11 0
...	164 15 6	155 0 0	9 15 6	164 15 6
...	130 13 0	120 0 0	10 13 0	130 13 0
...	110 11 3	100 0 0	10 11 3	110 11 3
...	97 4 0	90 0 0	7 4 0	97 4 0
...	119 4 6	111 0 0	8 4 6	119 4 6
...	149 10 0	137 0 0	12 10 0	149 10 0
...	145 11 6	140 0 0	5 11 6	145 11 6
...	90 15 6	84 0 0	6 15 6	90 15 6
...	32 4 6	25 0 0	7 4 6	32 4 6
...	130 7 0	122 0 0	8 7 0	130 7 0
...	111 0 9	96 0 0	15 0 9	111 0 9
...	66 9 6	56 0 0	10 9 6	66 9 6
...	123 0 3	115 0 0	8 0 3	123 0 3
...	103 1 3	96 0 0	7 1 3	103 1 3
...	1,960 7 6	1,787 0 0	173 7 6	1,960 7 6
...	23 4 0	...	...	4,263 8 2	3,740 0 0	523 8 2	4,263 8 2

TION, NORTH-WESTERN PROVINCES.

...	20 9 0	...	...	130 4 4	106 15 9	9 11 7	116 11 4
...	11 5 0	...	...	87 15 7	72 0 0	9 14 7	81 14 7
...	22 3 0	...	3 0 0	152 2 1	108 0 0	69 12 1	177 12 1
...	15 1 0	...	...	96 11 7	81 0 0	11 11 7	92 11 7
...	39 12 0	...	...	230 3 9	168 0 0	71 15 9	239 15 9
...	20 2 0	...	...	172 4 1	144 0 0	58 10 1	202 10 1
...	10 9 0	...	...	85 9 1	72 0 0	12 0 1	84 0 1
...	11 3 0	...	...	84 13 7	72 0 0	2 10 7	74 10 7
...	15 2 0	...	...	95 5 7	72 0 0	17 13 0	89 13 7
...	16 9 0	...	...	96 6 9	72 0 0	17 15 9	89 15 9
...	0 0 0	...	...	72 0 0	72 0 0	0 0 0	72 0 0
...	0 0 0	...	...	72 0 0	72 0 0	0 0 0	72 0 0
...	0 0 0	...	...	72 0 0	72 0 0	0 0 0	72 0 0
...	0 0 0	...	...	72 0 0	72 0 0	0 0 0	72 0 0
...	0 0 0	...	...	72 0 0	72 0 0	0 0 0	72 0 0
...	0 0 0	...	...	72 0 0	72 0 0	0 0 0	72 0 0
...	182 7 0	...	3 0 0	1,586 12 5	1,327 15 9	282 3 8	1,610 3 5
5,536 7 4	13,897 9 6	...	1,182 3 5	71,127 11 6	40,015 14 5	28,661 7 5	68,677 5 10

TABLE No. III.

I.—INSTITUTIONS FOR
Government Schools of the

NAME OF INSTITUTION.	LOCALITY.		When Established.
	Zillah.	Tehseelee.	
1.	2.	2 A.	3.

KUMAON CIRCLE, DEPARTMENT PUBLIC INSTRU

Tehseelee Schools.	Kumaon.—(Continued.)		
		Jaintee	... 1st January, 1853,
		Gungoleehut	... 1st March, 1863 ...
		Kupkot	... 1st December, 1863
			Total ...
	Gurhwal.	Sreenuggar	... 1st September, 1863,
		Pokhuree	... 1st August, 1859,
		Pokhura	... 1st March, 1859...
		Saindhar	... 16th Ditto ...
		Doonguree	... 1st April, 1859 ...
		Kimnee	... 1st June, 1860 ...
		Punmayen	... Ditto ...
		Gumsalee	... 1st February, 1861,
		Ookhemath	... 1st May, 1861 ...
		Mana	... 1st December, 1863,
		Naithana	... 1st May, 1862 ...
		Lohaba	... 1st June, 1862 ...
		Palee	... 1st January 1863,
		Gugwaree	... 1st April, 1863 ...
		Puchelee	... 1st January, 1863,
			Total ...
		Grand Total ...	...

AJMERE CIRCLE, DEPARTMENT PUBLIC INSTRU

Ajmere.			
	Bazaar	...	1859 ...
	Oopasra	...	1860 ...
	Temple	...	1859 ...
	Gobindgurh	...	1859 ...
	Temple	...	1860 ...
	Kekri	...	1861 ...
	Oopasra	...	1861 ...
	Deolia	...	1862 ...
	Sawur	...	1862 ...
	Bazaar	...	1862 ...
	Thanna	...	1859 ...
	Oopasra	...	1860 ...
	Barar	...	1858 ...
	Shamgurh	...	1862 ...
	Bali	...	1862 ...
			Total ...
		Grand Total ...	...

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P. : }

Bareilly the 20th July, 1864.

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower 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.

TION, NORTH-WESTERN PROVINCES.

Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.
...	6	8	7	6	8	7	6	8	7
...	4	8	10	4	8	10	4	8	10
...	0	12	2	0	12	2	0	12	2
...	3	15	8	3	15	8	3	15	8
...	11	5	0	11	5	0	11	5	0
...	4	15	11	4	15	11	4	15	11
...	3	8	7	3	8	7	3	8	7
...	2	13	5	2	13	5	2	13	5
...	2	12	5	2	12	5	2	12	5
...	3	0	11	3	0	11	3	0	11
...	3	15	0	3	15	0	3	15	0
...	3	3	9	3	3	9	3	3	9
...	2	4	4	2	4	4	2	4	4
...	1	3	10	1	3	10	1	3	10
...	4	8	0	4	8	0	4	8	0
...	3	15	5	3	15	5	3	15	5
...	1	9	4	1	9	4	1	9	4
...	3	5	2	3	5	2	3	5	2
...	2	9	3	2	9	3	2	9	3
...	3	9	10	3	9	10	3	9	10
...	3	9	10	3	9	10	3	9	10

TION, NORTH-WESTERN PROVINCES.

13	9	0	...	0	3	9	0	3	6		
6	1	0	...	0	5	7	0	4	11		
...	25	10	0	0	6	2	0	3	8
4	0	0	...	0	4	6	0	4	0		
...	9	12	0	0	5	0	0	3	6
...	30	6	0	0	7	11	0	5	7
1	9	0	...	0	5	11	0	5	0		
10	3	0	...	0	4	9	0	4	7		
5	8	0	...	0	4	11	0	3	0		
1	7	0	...	0	4	0	0	3	2		
...	...	...	...	0	6	1	0	6	1
...	...	...	...	0	3	8	0	3	8
...	...	...	...	0	4	2	0	4	2
...	...	...	...	0	12	9	0	12	9
...	...	...	...	0	5	4	0	5	4
42	5	0	65	12	0	4	0	0	3	4	7
2,520	1	5	69	11	9	5	2	10	3	3	8

M. KEMPSON M. A.,

Director of Public Instruction, N. W. P.

TABLE No. III. A.

I.—INSTITUTIONS FOR

Government Schools of the Lower

Name of Institution.	LOCALITY.		No. of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.
	District.	Pergunnah.			Hindoo.	Mahomedans.	Others.	Total.	
1.	1 A.	1 B.	2.	3.	4.	5.	6.	7.	8.
1ST CIRCLE, DEPARTMENT PUBLIC INSTRU									
HULKARUNDEE SCHOOLS.	ALLEGURH.	Hatrass	34	...	1,125	39	...	1,164	1,062
		Iglass	13	...	345	8	...	353	361
		Secundra Rao	16	...	458	56	...	514	139
		Total	63	...	1,928	103	...	2,031	1,562
	BOOLUNDSHUHUR.	Secundrabad	28	1st July, 1856.	697	176	...	873	890
		Boolundshuhur	42	Ditto.	1,038	288	...	1,326	1,278
		Anoopshuhur	30	Ditto.	825	98	...	923	885
		Khoorja	32	Ditto.	808	123	...	931	924
		Total	132	...	3,368	686	...	4,053	3,977
	MEERUT.	Meerut	22	1st October, 1858.	344	231	...	575	574
		Sirdhana	24	Ditto.	683	34	...	717	685
		Baroth	29	1st February, 1859.	773	87	...	860	850
		Ghazeeabad	27	1st May, 1859.	671	164	...	835	772
		Hapore	24	12th March, 1859.	636	184	...	820	708
		Muana	13	17th February, 1859.	259	112	...	381	407
		Total	139	...	3,366	822	...	4,188	3,996
	MOZUFFURNUGGER.	Mozuffurnugger	26	2nd December, 1858.	463	260	...	723	768
		Jansath	23	1st July, 1859.	358	277	...	635	633
		Shamli	28	8th July, 1859.	769	321	...	1,090	1,102
		Burhana	29	18th May, 1859.	659	277	...	936	930
		Total	106	...	2,249	1,135	...	3,384	3,433
	SEHARUNPORE.	Seharunpore	22	20th July, 1860.	315	251	...	562	617
		Roorkee	25	1st January, 1861.	400	251	...	651	700
Deobund		26	1st July, 1861.	498	240	...	738	752	
Nakoor		23	1st May, 1861.	399	304	...	703	721	
Total		96	...	1,608	1,046	...	2,654	2,790	
DEHRA DHOON.	Dehra Dhoon	2	9th February, 1864.	32	...	...	32	21	
	Total	2	...	32	...	...	32	21	
BUDAON.	Budaon	28	1st January, 1859.	575	163	...	738	670	
	Datagunge	26	1st January, 1856.	536	65	...	601	581	
	Suhsawan	21	Ditto.	409	47	...	456	414	
	Bissowlee	28	Ditto.	623	89	...	712	666	
	Gunour	18	Ditto.	432	57	...	489	487	
	Total	121	...	2,575	421	...	2,996	2,848	
MORADABAD.	Moradabad	17	5th January, 1862.	387	150	...	537	551	
	Belari	18	25th June, 1860.	328	157	...	485	424	
	Sumbhul	5	1st February, 1863.	142	18	...	160	140	
	Hossainpore	10	2nd December, 1862.	177	118	...	295	273	
	Amroha	...	Ditto.	...	...	...	...	...
	Thakoor Dwara	...	Ditto.	...	...	...	...	...
	Kashipore	...	Ditto.	...	...	...	...	...
Total	50	...	1,034	443	...	1,477	1,388		

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

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.	Oordoo.	Sanscrit.	Hindee.		From Govern-ment.	Proceeds of En-dowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.
9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.	15.	16.

TION, NORTH-WESTERN PROVINCES.

		Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.
221	1,107	79	12	10	...	...	...	2,330	1	4	212	1	0
38	346	23	14	6	...	...	...	1,255	13	9	81	12	0
97	409	4	2	0	...	...	...	1,872	4	9	53	9	0
356	1,862	107	13	4	...	...	...	5,453	3	10	347	6	0
319	574	38	7	9	...	...	...	2,350	9	0	352	10	0
632	730	38	8	0	...	...	...	2,700	6	10	362	8	6
197	742	38	7	9	...	...	...	2,578	7	6	307	8	0
327	616	38	7	9	...	...	...	2,808	4	5	288	6	0
1,475	2,662	153	15	3	...	...	...	10,437	12	3	1,311	0	6
354	221	34	12	8	...	...	...	3,007	0	11	44	4	0
252	465	34	12	8	...	...	...	2,606	3	9	57	6	0
210	650	34	12	8	...	...	...	4,082	6	0	89	12	0
394	441	34	12	8	...	...	...	2,178	2	9	87	7	0
556	264	34	12	8	...	...	...	1,830	13	3	25	2	0
188	193	15	13	0	...	...	...	1,548	7	1	38	4	0
1,954	2,234	189	12	4	...	...	...	15,253	1	9	342	3	0
701	22	1,513	7	0	...	1,470	9	0	...	...	132	8	0
440	195	1,231	14	5	...	1,180	5	11	...	...	119	13	0
934	156	1,678	1	8	...	1,590	4	2	...	...	225	15	0
740	196	1,518	7	8	...	1,461	2	11	...	...	210	11	0
2,815	569	5,937	14	9	...	5,702	6	0	...	...	688	15	0
504	58	1,292	8	1	...	1,240	14	2	...	...	43	13	0
496	155	1,334	5	9	...	1,280	0	9	...	...	114	1	0
582	198	1,595	6	1	...	1,545	12	2	...	...	64	5	0
695	8	1,250	11	9	...	1,207	15	9	...	...	56	10	0
2,277	419	5,472	15	8	...	5,274	10	10	...	...	278	13	0
...	32	156	3	8	...	156	3	7	...	...	1	0	0
388	386	57	15	10	...	...	...	1,822	1	9	...	...	...
241	381	62	10	9	...	...	...	1,871	8	6	...	...	...
313	147	60	12	9	...	...	...	1,854	7	4	...	...	...
501	307	81	6	4	...	...	...	1,793	10	4	...	...	...
391	219	57	1	10	...	...	...	1,581	11	3	...	...	...
1,834	1,440	319	15	6	...	...	...	8,923	7	2	...	...	...
423	114	58	15	0	...	...	...	1,840	13	11	27	15	0
375	110	52	15	0	...	...	...	2,331	8	11	20	9	0
127	33	6	0	0	...	...	...	2,624	15	9	12	10	0
184	113	46	9	10	...	...	...	1,780	12	3	124	8	0
...	...	...	...	...	...	...	...	43	15	4	...	...	...
...	...	...	...	...	...	...	...	1	15	9	...	...	...
...	...	...	...	...	...	...	...	89	6	6	...	...	...
1,109	370	164	7	10	...	...	...	8,704	8	5	185	10	0

TABLE No. III.A.

I.—INSTITUTIONS FOR
Government Schools of the Lower

Name of Institution.	LOCALITY.		No. of Schools.	When Established.	RECEIPTS.		
	District.	Pergunmah.			Other Sources.	Total.	
1.	1A.	1B.	3.	3.	17.	18.	
1ST CIRCLE, DEPARTMENT PUBLIC INSTRU							
HULKABUNDEE SCHOOLS.	ALLYGURH.	Hatrass	...	34	...	...	2,621 15 2
		Iglass	...	13	...	48 0 0	1,409 8 3
		Secundra Rao	...	16	...	160 0 0	2,089 15 9
		Total	...	63	...	208 0 0	6,121 7 2
	BOOLUNSHUHUR.	Secundrabad	...	28	1st July, 1856.	...	2,741 11 3
		Boolundshuhur	...	42	Ditto.	...	3,101 7 4
		Anoopshuhur	...	30	Ditto.	...	2,924 7 3
		Khoorja	...	32	Ditto.	...	3,135 2 2
		Total	...	132	...	...	11,902 12 0
	MEERUT.	Meerut	...	22	1st October, 1858.	...	3,086 1 7
		Sirdhana	...	24	Ditto.	...	2,698 6 5
		Baroth	...	29	1st February, 1859.	...	4,206 14 8
		Ghazeecabad	...	27	1st May, 1859.	...	2,390 6 5
		Hapore	...	24	12th March, 1859.	...	1,890 11 11
		Muana	...	13	17th February, 1859.	...	1,602 8 1
	Total	...	139	...	...	15,785 1 1	
	MOZUFFUR- NUGGER.	Mozuffurnugger	...	26	2nd December, 1858.	...	3,116 8 0
		Jansath	...	23	1st July, 1859.	...	2,532 1 4
		Shamli	...	28	8th July, 1859.	...	3,490 4 10
		Burhana	...	29	18th May, 1859.	...	3,190 5 7
	Total	...	106	...	...	12,329 3 9	
	SEHARUNPORE.	Seharunpore	...	22	20th July, 1860.	...	2,577 3 3
		Roorkee	...	25	1st January, 1861.	...	2,728 7 6
		Deobund	...	26	1st July, 1861.	...	3,205 7 3
Nakoor		...	23	1st May, 1861.	...	2,515 5 6	
Total	...	96	...	...	11,026 7 6		
DEHRA DHOON.	Dehra Dhoon	...	2	9th February, 1864.	...	313 7 3	
BUDAON.	Budaon	...	28	1st January, 1859.	...	1,880 1 7	
	Datagunge	...	26	1st January, 1856.	...	1,934 3 3	
	Suheswan	...	21	Ditto.	...	1,915 4 1	
	Bissowlee	...	23	Ditto.	...	1,875 0 8	
	Gunour	...	18	Ditto.	...	1,638 13 1	
Total	...	121	...	...	9,243 6 8		
MORADABAD.	Moradabad	...	17	5th January, 1862.	...	1,927 11 11	
	Belari	...	18	25th June, 1860.	...	2,405 0 11	
	Sumbhul	...	5	1st February, 1863.	...	2,643 9 9	
	Hosseinpore	...	10	2nd December, 1862	...	1,951 14 1	
	Amroba	...	...	Ditto.	...	43 15 4	
	Thakoor Dwara	...	...	Ditto.	...	1 15 9	
Kashipore	...	...	Ditto.	...	80 6 6		
Total	...	50	...	...	9,054 10 3		

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

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.	29.	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.
2,300 0 0	250 2 7	2,550 2 7	71 12 7	...	2 6 5	0 1 2	
1,004 6 7	101 0 11	1,105 7 6	304 0 9	...	3 1 0	0 1 1	
489 0 11	204 2 6	693 3 5	1,396 12 4	...	4 15 9	0 0 6	
3,793 7 6	555 6 0	4,348 13 6	1,772 9 8	...	2 12 6	0 1 1	
1,905 7 2	1,579 5 6	3,484 12 8	...	743 1 5	3 14 8	0 0 8	
3,005 9 1	3,035 15 0	6,041 8 1	...	2,940 0 9	4 11 8	0 0 6	
1,795 7 3	883 10 9	2,679 2 0	245 5 3	...	5 3 5	0 0 9	
2,426 6 3	883 10 10	3,310 1 1	...	174 14 11	3 9 4	0 0 8	
9,132 13 9	6,382 10 1	15,515 7 10	245 5 3	3,858 1 1	3 14 1	0 0 7	
1,788 14 6	246 10 9	2,035 9 3	1,050 8 4	...	3 8 9	0 1 0	
1,908 10 3	268 15 0	2,177 9 3	520 13 2	...	3 2 10	0 0 10	
2,339 14 3	307 6 11	2,647 5 2	1,559 9 6	...	3 1 10	0 0 8	
2,141 3 0	310 12 0	2,451 15 0	...	151 8 7	3 2 10	0 0 9	
1,748 12 4	212 6 9	1,961 3 1	...	70 7 2	2 12 4	0 0 9	
1,156 7 4	197 5 10	1,353 13 2	248 10 11	...	3 5 3	0 0 7	
11,083 13 8	1,543 9 3	12,627 6 11	3,379 9 11	221 15 9	3 2 7	0 0 9	
1,865 12 10	412 7 0	2,278 3 10	838 4 2	...	2 15 6	0 0 11	
1,664 2 9	545 7 8	2,209 10 5	322 6 11	...	3 7 10	0 1 4	
2,295 11 3	864 10 2	3,160 5 5	329 15 5	...	2 13 10	0 1 3	
2,094 5 0	502 12 3	2,597 1 3	593 4 4	...	2 12 8	0 1 0	
7,919 15 10	2,325 5 1	10,245 4 11	2,083 14 10	...	2 15 9	0 1 1	
1,794 11 8	267 11 2	2,062 6 10	514 12 5	...	3 5 6	1 10 10	
1,759 3 10	232 10 9	1,991 14 7	736 8 11	...	2 13 6	1 6 1	
1,714 15 8	253 15 0	1,968 14 8	1,236 8 7	...	2 9 11	1 4 9	
1,690 0 11	192 1 8	1,882 2 7	633 2 11	...	2 9 9	1 4 9	
6,959 0 1	946 6 7	7,905 6 8	3,121 0 10	...	2 13 4	1 6 5	
23 9 11	1 12 0	25 5 11	288 1 4	...	1 3 4	...	
1,642 7 5	283 1 1	1,925 8 6	...	45 6 11	2 14 0	0 1 5	
1,602 12 0	446 6 4	2,049 2 4	...	114 15 1	3 8 5	0 1 8	
1,215 4 7	449 1 9	1,664 6 4	250 13 9	...	3 12 0	0 2 2	
1,324 1 7	337 1 7	2,161 3 2	...	286 2 6	3 3 11	0 1 11	
1,158 4 10	333 13 6	1,492 2 4	146 10 9	...	3 1 0	0 1 11	
7,442 14 5	1,849 8 3	9,292 6 8	396 8 6	446 8 6	3 4 2	0 1 10	
1,253 5 9	185 1 3	1,438 7 0	489 4 11	...	2 9 9	0 1 9	
1,146 5 7	167 5 8	1,313 11 3	1,091 5 8	...	3 1 7	0 2 0	
232 13 1	9 2 3	241 15 4	2,401 10 5	...	1 11 8	0 0 8	
734 5 7	118 1 7	852 7 2	1,099 6 11	...	3 2 0	0 2 9	
...	...	...	43 15 4	...	...	...
...	...	...	1 15 9	...	...	...
...	...	...	80 6 6	...	...	...
3,366 14 0	479 10 9	3,846 8 9	5,208 1 6	...	2 12 4	0 1 11	

TABLE No. IIIA.

APPEN

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.
	District.	Pergunnah.			Hindoos.	Mahomedans.	Others.	Total.	
1.	1A.	1B.	2.	3.	4.	5.	6.	7.	8.

1st CIRCLE, DEPARTMENT PUBLIC INSTRU

SHAJEHANPORE.	Shahjehanpore	...	33	1st May, 1864.	743	256	...	999	951
	Jellalahad	...	24	Ditto.	617	24	...	641	562
	Tilhur	...	35	Ditto.	714	89	...	803	764
	Powain	...	35	Ditto.	704	45	...	749	723
	Khotar	...	7	Ditto.	193	10	...	203	172
	Total	...	134		2,971	424	...	3,395	3,172
	Grand Total	...	843		19,131	5,079	...	24,210	23,187

2ND CIRCLE, DEPARTMENT PUBLIC INSTRU

HULKABUNDEE SCHOOLS.	AGRA.	Huzoor Tehseel	...	22	Different dates.	662	52	...	714	634-13
		Bradutnugger	...	21		458	13	...	471	475-20
		Puttehabad	...	20		504	11	...	515	508-87
		Etmadpore	...	28		480	27	...	507	658-60
		Perozabad	...	19		592	18	...	610	601-40
		Bahpinahut	...	24		846	4	...	850	558-67
		Khyragurh	...	20		574	17	...	591	515-61
		Puttehpore Seekree	...	21		348	3	...	351	352-35
	Furreh	...	25	598	61	...	659	741-67		
	Total	...	200		5,062	206	...	5,268	5,041-50	
	CAWNPORE.	Jajmow	...	5	Different dates.	138	...	...	138	147-06
		Sarh Salempore	...	13		363	15	...	378	335-00
		Ghatumpore	...	11		273	2	...	275	251-96
		Bilhore	...	11		311	4	...	315	194-43
		Sheorajpore	...	3		124	2	...	126	97-10
		Sheolee	...	1		29	...	...	29	36-23
		Bithoor	...	6		193	19	...	212	185-27
		Russoolabad	...	8		183	7	...	190	183-22
		Akberpore	...	7		192	5	...	197	151-99
		Bhognipore	...	10		249	23	...	272	250-21
Secundra	...	10	289	9	...	298	247-83			
Dehrapore	...	15	415	...	...	415	413-78			
Total	...	100		2,759	86	...	2,845	2,494-13		
ETAH.	Etah	...	35	Different dates.	845	34	...	879	775-99	
	Allygunge	...	27		654	70	...	724	567-42	
	Kasgunge	...	27		606	123	...	729	541-38	
Total	...	89		2,105	227	...	2,332	1,884-85		
ETAWAH.	Huzoor Tehseel	...	36	1st April, 1856.	904	32	...	936	899-71	
	Bhurthana	...	33	Ditto.	874	29	...	903	917-01	
	Bedhouna	...	28	Ditto.	773	36	...	809	804-58	
	Phuppoond	...	24	Ditto.	639	31	...	670	682-08	
	Dalainlugger	...	21	Ditto.	611	29	...	640	665-54	
Total	...	142		3,801	157	...	3,958	3,968-92		
FURRUCKABAD.	Huzoor Tehseel	...	5	Different dates.	172	17	1	190	146-69	
	Chubramow	...	6		196	29	6	231	236-70	
	Tirwa Thuttia	...	7		220	4	...	224	204-93	
	Kanouj	...	5		236	6	2	244	199-08	
	Kaimgunje	...	7		160	81	...	241	218-38	
	Allygurh	...	7		223	5	...	228	195-85	
Total	...	37		1,207	142	9	1,358	1,201-68		

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Class (Hulkabundee Schools.)

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of School- ing-fees.	RECEIPTS.					
English.	Arabic.	Persian.	Oordoo.	Sanscrit.	Hindee.		From Govern- ment.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.
9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.	15.	16.

TION, NORTH-WESTERN PROVINCES.

...	...	598	...	860	At one anna.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	...	348	...	549		68 0 0	...	2,278 14 0	127 0 0
...	...	242	...	643		36 0 0	...	1,643 15 6	54 2 0
...	...	168	...	602		39 14 5	...	2,695 4 6	82 8 0
...	...	22	...	205		48 0 0	...	3,389 2 9	100 12 0
...	...	...	...	...		8 0 0	...	489 11 0	40 6 0
...	...	1,338	...	2,859	...	199 14 5	...	10,396 15 9	404 12 0
...	...	13,218	...	12,447	...	12,703 0 9	11,133 4 5	59,174 1 2	3,559 11 6

TION, NORTH-WESTERN PROVINCES.

...	...	43	...	671	At one anna.	62 4 3	...	2,021 5 2	35 12 0	
...	...	14	...	457		39 1 0	...	1,894 14 4	90 6 0	
...	...	3	...	512		19 3 9	...	1,789 5 4	29 4 0	
...	...	...	...	507		38 7 6	...	1,921 6 1	31 2 0
...	3	10	...	610		45 0 9	...	2,048 12 5	25 15 0	
...	12	12	...	850		77 10 0	...	2,124 5 0	49 12 0	
...	1	12	...	591		53 7 0	...	1,639 4 1	64 12 0	
...	...	22	...	351		29 3 3	...	1,871 4 0	30 1 0	
...	...	20	...	659		57 4 3	...	1,732 15 6	28 0 0	
...	16	136	...	5,208		...	421 9 9	...	17,043 7 1	376 0 0
...	...	2	...	138	At one anna.	4 7 6	...	195 10 9	30 0 0	
...	...	10	...	378		11 1 0	...	778 5 10	65 4 0	
...	9	8	...	278		6 3 6	...	729 4 0	42 0 0	
...	5	21	...	300		9 4 3	...	318 5 1	61 8 0	
...	3	7	...	119		11 0 0	...	191 9 9	40 8 0	
...	7	17	...	12		5 3 6	...	83 0 3	12 0 0	
...	30	22	...	135		11 12 6	36 0 0	388 14 0	56 4 0	
...	13	45	...	151		11 3 3	...	871 9 4	39 12 0	
...	...	1	...	197		10 5 3	1 13 0	586 15 6	5 4 0	
...	...	19	...	266		3 4 6	4 1 6	904 12 3	13 14 0	
...	...	5	...	298	9 4 3	1 7 6	988 8 0	9 0 0		
...	...	...	...	415	19 4 3	1 0 0	1,283 4 0	9 0 0	
...	39	50	...	2,687	...	112 5 9	44 6 0	7,320 2 9	384 6 0	
...	...	91	...	891	At one anna.	32 8 6	...	2,576 2 2	16 6 0	
...	...	159	...	669		35 0 6	...	1,946 15 0	...	
...	...	139	...	605		26 8 6	...	2,493 11 11	22 0 0	
...	...	389	...	2,165	...	94 1 6	...	7,016 13 1	38 6 0	
...	...	18	...	902	At one anna.	40 1 6	...	2,783 10 0	48 4 0	
...	...	21	...	897		53 9 3	...	2,790 2 3	35 0 0	
...	...	10	...	30		49 5 3	...	2,451 12 5	14 6 0	
...	...	10	...	670		25 0 0	...	1,964 1 11	16 14 0	
...	...	31	...	622		41 6 6	...	2,103 9 2	34 1 0	
...	...	80	...	3,891	...	199 6 6	...	12,098 4 3	148 9 0	
...	39	32	...	142	At one anna.	57 2 2	49 12 8	178 6 6	23 6 0	
...	...	22	...	170		2 7 9	...	478 15 11	0 12 0	
...	...	4	...	219		9 11 8	...	453 4 1	29 10 0	
...	25	10	...	192		10 4 6	...	753 11 3	62 3 0	
...	...	23	...	110		20 4 4	6 3 11	251 7 3	0 8 0	
...	...	11	...	211	24 9 4	9 15 11	475 9 2	0 12 0		
...	68	23	110	221	1	1,040	124 7 9	72 9 7	2,591 6 2	117 3 0

TABLE No. III.A.

I.—INSTITUTIONS FOR

Government Schools of the Lower

Name of Institution.	LOCALITY.		Number of Schools.	When Established.	RECEIPTS.	
	District.	Pergunnah.			Other Sources.	Total.
1.	1A.	1B.	2.	3.	17.	18.
1ST CIRCLE, DEPARTMENT PUBLIC INSTRU						
					Rs. As. P.	Rs. As. P.
SHAHJAHANPORE.	Shahjehanpore	...	33	1st May, 1864.	...	2,473 14 6
	Jellalabad	...	24	Ditto.	...	1,734 1 6
	Tilahr	...	35	Ditto.	...	2,817 10 11
	Powain	...	35	Ditto.	...	3,487 14 9
	Khotar	...	7	Ditto.	...	488 1 0
	Total	...	134		...	11,001 10 2
	Grand Total	...	843		208 0 0	86,778 1 10
2ND CIRCLE, DEPARTMENT PUBLIC INSTRU						
AGRA.	Huzoor Tehseel	...	22	Different dates.	...	2,119 5 5
	Eradatnugger	...	21		...	2,024 5 4
	Futteeahad	...	20		...	1,828 13 1
	Etmadpore	...	28		...	1,990 15 7
	Ferozabad	...	19		...	2,119 12 2
	Bahpinahut	...	24		...	2,251 11 0
	Khyragurh	...	20		...	1,757 7 1
	Futtehpore Seekree	...	21		...	1,930 8 3
	Furrah	...	25		...	1,818 3 9
	Total	...	200			...	17,841 1 8
CAWNPOR.	Jajmow	...	5	Different dates.	48 0 0	278 2 3
	Sarh Salempore	...	13		60 0 0	914 10 10
	Ghatumpore	...	11		31 0 0	808 7 6
	Bilhore	...	11		66 0 0	455 1 4
	Sheorajpore	...	3		24 0 0	267 1 9
	Sheolee	...	1		6 0 0	106 3 9
	Bithoor	...	6		36 0 0	528 14 6
	Russoolabad	...	8		36 0 0	958 8 7
	Akberpore	...	7		24 0 0	628 5 9
	Bhognipore	...	10		48 0 0	974 0 3
Secundra	...	10	60 0 0	1,068 3 9		
Dehrapore	...	15	96 0 0	1,408 8 3		
Total	...	100		535 0 0	8,396 4 6	
ETAH.	Etah	...	35	Different dates.	...	2,625 0 8
	Allygunje	...	27		...	1,981 15 6
	Kasgunje	...	27		...	2,542 4 5
Total	...	89		...	7,149 4 7	
ETAWAR.	Huzoor Tehseel	...	36	1st April, 1856.	...	2,877 0 0
	Bhurthana	...	33	Ditto.	...	2,878 11 6
	Bedhouna	...	28	Ditto.	...	2,505 7 8
	Phuppoond	...	24	Ditto.	...	2,005 15 11
	Dalailnugger	...	21	Ditto.	...	2,179 0 8
Total	...	142		...	12,446 3 9	
FUERUCKABAD.	Huzoor Tehseel	...	5	Different dates.	...	308 11 4
	Chubramow	...	6		...	482 3 8
	Tirwa Thuttia	...	7		...	499 2 10
	Kanouj	...	5		...	826 2 9
	Kaimgunje	...	7		...	278 7 6
	Allygurh	...	7		...	510 14 5
Total	...	37		...	2,905 10 6	

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

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.							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
2,176 14 0	183 12 11	2,360 10 11	113 3 1	...	2 7 9	0 1 2	
1,525 5 3	374 13 9	1,900 3 0	...	166 1 6	3 6 1	0 1 0	
2,635 5 10	148 8 4	2,783 14 2	33 12 9	...	3 10 4	0 0 10	
1,846 12 10	803 6 5	2,650 3 3	837 11 6	...	3 10 8	0 1 0	
1,369 5 4	156 8 6	1,525 13 10	...	1,037 12 10	8 13 11	0 0 9	
9,553 11 3	1,667 1 11	11,220 13 2	984 11 4	1,203 14 4	3 8 7	0 1 0	
59,276 4 5	15,751 5 11	75,027 10 4	17,480 15 2	5,730 7 8	3 3 9	0 1 1	

TION, NORTH-WESTERN PROVINCES.

2,103 10 5	124 0 8	2,227 11 1	...	108 5 8	3 8 2	0 1 7	
1,230 6 3	176 3 8	1,406 9 11	617 11 5	...	2 15 7	0 1 4	
1,189 15 9	68 7 8	1,258 7 2	570 5 11	...	2 8 0	0 0 7	
1,625 6 8	133 3 11	1,758 10 7	232 5 0	...	2 10 8	0 0 11	
1,547 14 1	105 15 1	1,653 13 2	465 15 0	...	2 12 0	0 1 2	
1,650 9 11	169 7 5	1,820 1 4	431 9 8	...	2 1 11	0 1 5	
1,380 11 9	137 14 8	1,518 10 5	238 12 8	...	2 15 2	0 1 8	
1,344 10 7	82 6 5	1,427 1 0	503 7 3	...	4 0 10	0 1 4	
1,277 8 9	108 6 9	1,385 15 6	432 4 3	...	1 13 11	0 1 3	
13,350 13 11	1,106 2 3	14,457 0 2	3,492 7 2	108 5 8	2 11 4	0 1 3	
315 13 8	130 11 0	446 8 8	...	168 6 5	3 1 10	0 0 6	
619 0 2	248 6 6	867 6 8	47 4 2	...	2 9 5	0 0 6	
631 14 9	171 10 4	803 9 1	4 14 4	...	3 3 0	0 0 5	
410 12 7	242 11 7	653 8 2	...	198 6 10	3 5 9	0 0 9	
181 15 6	100 11 2	282 10 0	...	15 8 11	2 14 7	0 1 10	
73 0 0	35 11 11	108 11 11	...	2 8 2	2 15 9	0 2 4	
432 2 8	193 9 1	625 11 9	...	96 13 3	3 6 0	0 1 0	
496 13 10	157 9 2	654 7 0	304 1 7	...	3 9 2	0 1 0	
359 15 6	99 3 2	459 2 8	169 3 1	...	3 0 4	0 1 1	
496 8 9	150 11 7	647 4 4	326 11 11	...	2 9 5	0 0 3	
550 7 9	167 4 4	717 12 1	350 7 8	...	2 14 4	0 0 7	
861 3 11	256 13 2	1,118 1 1	290 7 2	...	2 11 3	0 0 9	
5,429 13 1	1,955 1 0	7,384 14 1	1,493 2 0	481 11 7	2 15 4	0 0 9	
2,536 0 1	371 4 9	2,907 4 10	...	232 4 2	3 11 8	0 0 8	
1,618 15 10	55 15 6	1,674 15 4	307 0 2	...	2 15 3	0 1 0	
1,606 8 5	116 0 6	1,722 8 11	819 11 6	...	3 2 11	0 0 9	
5,761 8 4	543 4 9	6,304 13 1	1,126 11 8	232 4 2	3 5 6	0 0 6	
2,053 6 1	328 12 6	2,382 2 7	494 13 5	...	2 10 4	0 0 9	
1,862 3 10	324 3 6	2,186 7 4	692 4 2	...	2 6 2	0 0 11	
1,746 8 9	241 2 8	1,987 11 5	517 12 3	...	2 7 6	0 0 10	
1,365 7 1	251 12 8	1,617 3 9	384 12 2	...	2 5 2	0 0 7	
1,421 1 11	248 7 11	1,669 9 10	509 6 10	...	2 8 2	0 0 10	
8,448 11 8	1,394 7 3	9,843 2 11	2,603 0 10	...	2 7 8	0 0 10	
284 6 6	18 15 6	303 6 0	5 5 4	...	2 0 11	0 6 3	
460 4 0	10 15 3	471 3 3	11 0 5	...	1 15 10	0 0 2	
568 1 10	15 14 0	583 15 10	...	84 13 0	2 13 8	0 0 9	
361 2 5	19 6 9	380 9 2	445 9 7	...	1 14 6	0 0 10	
419 7 2	31 10 3	451 1 5	...	172 9 11	2 1 1	0 1 6	
365 5 9	40 7 7	405 13 4	105 1 1	...	2 1 3	0 2 0	
2,458 11 8	137 5 4	2,596 1 0	567 0 5	257 6 11	2 2 7	0 1 8	

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.		
	District.	Pergunnah.			Hindoos.	Mahomedans.	Others.	Total.			
1.	1A.	1B.	2.	3.	4.	5.	6.	7.	8.		
2ND CIRCLE, DEPARTMENT PUBLIC INSTRU-											
HULKABUNDEE SCHOOLS.	HUMBERPORE.	Huzoor Tehseel	...	5	} Different dates.	193	2	...	195	166-00	
		Scomairpore	...	6		196	7	...	203	190-00	
		Jellalpore	...	8		229	8	...	237	207-00	
		Jeitpore	...	1		7	1	...	8	8-00	
		Modha	...	15		258	26	...	284	270-00	
		Mahoba	...	18		520	10	...	530	472-00	
		Punwaree	...	10		300	18	...	318	295-00	
		Raat	...	8		231	5	...	236	207 00	
			Total	...	71		1,934	77	...	2,011	1,815-00
	JALOUN.	Atta	...	13	} Different dates.	234	45	...	279	204-33	
		Kunar	...	7		157	13	...	170	226-33	
		Jaloun	...	9		262	5	...	267	217-79	
		Ooraie	...	5		120	44	...	164	101-55	
		Koonch	...	2		71	...	...	71	38-43
		Madhogurh	...	6		181	7	...	188	180-03	
			Total	...	42		1,025	114	...	1,139	968-46
	JHANSIE.	Jhansie	...	16	} Different dates.	440	4	...	444	426	
		Mote	...	16		467	5	...	472	484	
		Guroutha	...	15		390	9	...	399	381	
		Mhow	...	15		407	7	...	414	408	
Purwaha		...	14	361		4	...	365	372		
		Total	...	76		2,065	29	...	2,094	2,071	
MUTTRA.	Huzoor Tehseel	...	6	} Different dates.	132	7	...	139	99-80		
	Areeng	...	18		433	2	...	435	343-60		
	Chattae	...	18		429	3	...	432	374-40		
	Kosee	...	15		351	18	...	369	294-20		
	Nowjheel	...	32		579	2	...	581	442-80		
	Mahabun	...	31		518	...	...	518	419-00	
	Sadabad	...	25		580	31	...	611	486-40		
	Jalaisar	...	26		412	26	...	438	370-20		
		Total	...	171		3,434	89	...	3,523	2,303-40	
MYNPOORY.	Mynpoory	...	31	} Different dates.	832	85	...	917	815-40		
	Kurhul	...	24		536	16	...	552	518-00		
	Bhougaon	...	40		1,085	15	...	1,100	1,131-73		
	Moostafabad	...	35		926	24	...	950	864-13		
	Shekoabad	...	29		743	32	...	775	677-37		
			Total		...	159		4,122	172	...	4,294	4,006-68
		Grand Total	...	1,089		27,517	1,299	9	23,825	26,455-57	

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

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.	Oordoo.	Sanscrit.	Hindee.		From Govern-ment.	Proceeds of En-dowment.	Local rate of Assessment.	Subscriptions, &c.	Fees, Fines, &c.	Sale of Books.	
9.	9A.	9B.	9C.	9D.	9E.	9F.	10.	11.	12.	13.	14.	15.	16.
...	195	...	At one anna.	1 12 3	...	...	134 8 0	7 11 0	...
...	203	...	...	2 3 6	...	...	261 8 6	18 6 0	...
...	5	...	237	...	...	6 3 9	...	...	377 1 9	6 10 0	...
...	8	...	...	0 5 6	...	...	...	...	...
...	34	...	284	...	...	7 12 9	...	...	1,038 8 0	14 3 0	...
...	27	...	540	...	...	476 9 7	454 14 7	...	158 15 2	45 6 0	...
...	11	...	318	...	...	7 14 6	...	...	392 2 6	20 11 0	...
...	236	...	...	5 13 3	...	...	257 11 11	8 9 0	...
...	77	...	2,021	...	...	508 11 1	454 14 7	2,620 7 10	...	121 8 0	...
...	At one anna.	573 0 6	567 4 6	...	...	105 14 0	...
...	18	...	152	...	...	322 8 6	313 6 6	131 8 0	...	94 10 0	...
...	9	...	258	...	...	811 8 0	803 0 0	...	...	118 8 0	...
...	46	...	118	...	...	848 15 0	844 15 0	...	...	61 14 0	...
...	71	...	...	104 12 0	102 8 0	...	...	30 0 0	...
...	12	...	176	...	...	440 11 6	431 8 6	...	...	81 0 0	...
...	142	...	997	...	...	3,101 7 6	3,062 10 6	131 8 0	...	491 14 0	...
...	444	...	At one anna.	519 3 3	493 12 9	...	...	21 0 0	...
...	472	...	...	496 2 0	481 0 11	...	...	27 0 0	...
...	399	...	...	497 4 6	487 1 6	...	...	15 0 0	...
...	15	...	414	...	...	451 3 6	435 0 6	...	...	48 0 0	...
...	365	...	...	403 5 3	387 10 0	...	...	30 8 0	...
...	15	...	2,094	...	...	2,367 2 6	2,284 9 8	...	...	141 8 0	...
...	139	...	At one anna.	39 4 8	30 13 8	226 0 0	...	35 13 0	...
...	435	...	...	26 2 6	0 12 0	984 0 0	...	50 4 6	...
...	432	...	...	20 8 1	0 0 2	974 0 0	...	40 9 0	...
...	369	...	...	16 9 6	...	828 0 0	...	36 3 0	...
...	7	...	581	...	...	53 10 7	25 13 8	1,740 4 2	...	122 4 0	...
...	9	...	518	...	...	60 3 1	26 8 7	1,475 1 0	...	115 9 0	...
...	1	...	610	...	...	47 15 4	0 1 4	1,302 2 0	...	135 12 0	...
...	1	...	437	...	...	64 2 0	27 13 11	1,284 6 6	...	113 4 0	...
...	18	...	15	4	3,521	328 7 9	111 15 4	8,813 13 8	...	649 10 6	...
...	154	...	870	...	At one anna.	70 4 9	...	2,031 7 0	...	...	...
...	59	...	550	...	...	13 8 0	...	1,618 8 0	...	...	...
...	41	...	1,100	...	...	54 1 0	...	2,478 11 9	...	...	...
...	30	...	950	...	...	60 10 6	...	2,535 5 0	...	...	...
...	66	...	724	...	...	62 15 3	...	2,615 10 0	...	...	...
...	350	...	4,194	...	...	261 7 6	...	11,279 9 9	...	...	...
107	23	274	1,659	5	27,822	...	...	7,519 3 7	6,031 1 8	68,915 9 5	2,369 0 6	...	...

TABLE No. IIIA.

I.—INSTITUTIONS FOR

Government Schools of the Lower

Name of Institution.	LOCALITY.		Number of Schools.	When Established.	RECEIPTS.	
	District.	Pergunnah.			Other Sources.	Total.
1.	1A.	1B.	2.	3.	17.	18.

2ND CIRCLE, DEPARTMENT PUBLIC INSTRU

				Rs. As. P.	Rs. As. P.			
HULKABUNDEE SCHOOLS.	HUMERPORE.	Huzoor Tehseel	...	5	...	143 15 3		
		Soomairpore	...	6	...	282 2 0		
		Jellalpore	...	8	...	389 15 6		
		Jeitpore	...	1	} Different dates.	...	0 5 6	
		Modha	...	15		...	1,060 7 9	
		Mahoba	...	18		...	1,135 13 4	
		Punwaree	...	10		...	420 12 0	
		Raat	...	8		...	272 2 2	
		Total	...	71		...	3,705 9 6	
	JALOUN.	Atta	...	13		} Different dates.	...	1,246 3 0
		Kunar	...	7			...	862 1 0
		Jaloun	...	9	...		1,733 0 0	
		Ooraie	...	5	...		1,755 12 0	
		Koonch	...	2	...		237 4 0	
		Madhogurh	...	6	...		953 4 0	
	Total	...	42	...	6,787 8 0			
	JHANSIE.	Jhansie	...	16	} Different dates.	...	1,034 0 0	
		Mote	...	16		...	1,004 2 11	
		Guroutha	...	15		...	999 6 0	
		Mhow	...	15		...	934 4 0	
Purwaha		...	14	...		821 7 3		
Total	...	76	...	4,798 4 2				
MUTTRA.	Huzoor Tehseel	...	6	} Different dates.	...	331 15 4		
	Areeng	...	18		...	1,061 3 0		
	Chattaie	...	18		...	1,035 1 3		
	Kosee	...	15		...	880 12 6		
	Nowjheel	...	32		...	1,942 0 5		
	Mahabun	...	31		...	1,677 5 8		
	Sadabad	...	25		...	1,485 14 8		
	Jalaisar	...	26		1 4 0	1,490 14 5		
Total	...	171	1 4 0	9,905 3 3				
MYPPOORY.	Mynpoory	...	31	} Different dates.	...	2,101 11 9		
	Kurhul	...	24		...	1,632 0 0		
	Bhongaon	...	40		...	2,532 12 9		
	Moostafabad	...	35		...	2,595 15 6		
	Shekoabad	...	29		...	2,618 9 3		
Total	...	159	...	11,541 1 3				
Grand Total	...	1,089	536 4 0	85,471 3 2				

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

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.							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
194 12 0	48 2 7	242 14 7	...	98 15 4	1 7 5	0 0 6	0 0 6
143 0 0	50 9 6	193 9 6	88 8 6	...	1 0 4	0 0 2	0 0 2
182 6 6	59 9 9	242 0 3	147 15 3	...	1 2 8	0 0 6	0 0 6
15 0 0	0 5 6	15 5 6	...	15 0 0	1 14 8	0 0 8	0 0 8
908 12 6	79 10 6	988 7 0	72 0 9	...	3 10 7	0 0 6	0 0 6
931 7 3	192 6 3	1,123 13 6	11 15 10	...	2 6 1	1 0 2	1 0 2
258 0 0	90 7 0	348 7 0	72 5 0	...	1 2 11	0 0 5	0 0 5
169 3 10	57 4 3	226 8 1	45 10 1	...	1 1 6	0 0 5	0 0 5
2,802 10 1	578 7 4	3,381 1 5	438 7 5	113 15 4	1 13 9	0 4 6	0 4 6
512 5 2	300 3 10	812 9 0	433 10 0	...	3 15 7	2 12 10	2 12 10
555 8 9	208 9 6	764 2 3	97 14 9	...	3 6 0	1 9 8	1 9 8
428 3 1	333 0 7	761 3 8	971 12 4	...	3 5 11	3 11 7	3 11 7
275 3 0	143 11 6	418 14 6	1,336 13 6	...	4 2 0	8 5 9	8 5 9
88 7 1	101 8 11	190 0 0	47 4 0	...	4 15 1	2 11 8	2 11 8
252 14 2	136 10 0	389 0 0	563 11 10	...	2 2 7	2 7 2	2 7 2
2,112 9 3	1,223 12 4	3,336 5 7	3,451 2 5	...	3 7 0	3 3 1	3 3 1
963 9 3	46 6 6	1,009 15 9	24 0 3	...	2 5 11	1 3 6	1 3 6
1,058 8 0	42 1 0	1,098 9 0	...	94 6 1	2 4 4	1 0 5	1 0 5
908 15 0	25 3 0	934 2 0	65 4 0	...	2 7 3	1 4 11	1 4 11
1,048 9 4	64 3 0	1,112 12 4	...	178 8 4	2 11 8	1 1 8	1 1 8
766 11 7	46 3 3	862 14 10	8 8 5	...	2 3 0	1 1 4	1 1 4
4,744 5 2	224 0 9	4,968 5 11	97 12 8	272 14 5	2 6 5	1 2 3	1 2 3
272 0 0	74 15 6	346 15 6	...	15 0 2	3 7 8	0 6 4	0 6 4
967 8 0	141 11 6	1,109 3 6	...	48 0 6	3 3 8	0 12 1	0 12 1
968 8 0	122 5 6	1,090 13 6	...	55 12 3	3 2 3	0 0 11	0 0 11
826 8 0	123 7 9	949 15 9	...	69 3 3	3 3 9	0 0 10	0 0 10
1,673 4 4	273 0 0	1,946 4 4	...	4 3 11	4 6 4	0 1 11	0 1 11
1,460 4 0	254 15 9	1,715 3 9	...	37 14 1	4 1 6	0 2 4	0 2 4
1,295 14 0	314 3 6	1,610 1 6	...	124 2 10	3 5 0	0 1 1	0 1 1
1,307 13 0	261 6 6	1,569 3 6	...	78 5 1	4 3 10	0 2 9	0 2 9
8,771 11 4	1,566 2 0	10,337 13 4	...	423 10 1	3 11 0	0 1 10	0 1 10
2,449 10 9	99 1 3	2,548 12 0	...	447 0 3	3 2 0	0 1 4	0 1 4
1,356 6 2	34 8 6	1,390 14 8	241 1 4	...	2 11 0	0 0 5	0 0 5
2,436 15 6	55 7 9	2,492 7 3	40 5 6	...	2 3 3	0 0 9	0 0 9
2,080 15 7	110 8 8	2,191 8 3	404 7 3	...	2 8 8	0 1 1	0 1 1
1,889 9 3	64 5 11	1,953 15 2	724 10 1	...	2 14 2	0 1 6	0 1 6
10,213 9 3	364 0 1	10,577 9 4	1,410 8 2	447 0 3	2 10 3	0 1 0	0 1 0
64,094 7 9	9,092 11 1	73,187 2 10	14,680 4 9	2,396 4 5	2 12 3	0 4 2	0 4 2

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.	
	District.	Pergunnah.			Hindocs.	Mahomedans.	Others.	Total.		
1.	1A.	1B.	2.	3.	4.	5.	6.	7.	8.	
3RD CIRCLE, DEPARTMENT PUBLIC INSTRU										
HULKABUNDEE SCHOOLS.	ALLAHABAD.	Arail Tehseel	...	14	Fuslee 1238.	187	83	...	270	236.96
		Bara do.	...	23	Fuslee 1236.	270	68	...	338	312.81
		Chail do.	...	20	Fuslee 1269.	159	408	...	567	448.49
		Hundia do.	...	18	Ditto.	205	170	...	375	360.71
		Kara do.	...	14	Ditto.	217	93	...	310	304.98
		Khyragurh do.	...	32	Ditto.	407	142	...	549	519.98
		Puchim Serai do.	...	8	Ditto.	109	63	...	172	165.61
		Phoolpore do.	...	18	Ditto.	394	105	...	499	437.68
		Sewram do.	...	15	Ditto.	336	67	...	403	387.42
		Total	...	162			2,284	1,199	...	3,483	3,224.64
	AZIMGURH.	Deogaon Tehseel	...	14	14th February, 1858.	379	8	...	387	327.39
		Huzoor do.	...	17	Ditto.	514	42	...	556	483.78
		Jeanpore do.	...	15	Ditto.	419	5	...	424	367.14
		Mahul do.	...	20	Ditto.	466	10	...	476	342.74
		Mahomdabad do.	...	20	Ditto.	499	75	...	574	515.60
		Nugra do.	...	11	Ditto.	280	33	...	313	299.90
		Total	...	97			2,559	173	...	2,730	2,436.55
	BANDA.	Agasee Tehseel	...	20	19th January, 1860.	338	26	...	364	304.22
		Budowsee do.	...	20	27th May, 1859.	228	16	...	244	236.70
		Chibon do.	...	21	29th " "	495	24	...	519	404.74
		Dursunda do.	...	17	29th " "	371	7	...	378	296.25
		Huzoor do.	...	27	31st " "	443	45	...	488	363.13
		Pylani do.	...	19	31st " "	297	12	...	309	244.73
		Semoni do.	...	9	30th " "	107	...	...	107	89.60
		Sehonda do.	...	23	26th " "	335	15	...	350	311.13
		Tirhooran do.	...	16	28th " "	338	32	...	420	313.51
		Total	...	177			3,002	177	...	3,179	2,570.01
BENARES.	Chundowlee Tehseel	...	12	1st October, 1858.	341	16	...	357	205.98	
	Huzoor do.	...	18	20th June, " ...	531	14	...	545	359.64	
	Total	...	30			872	30	...	902	565.62
FUTTEHPORE.	Ghazeepore Tehseel	...	16	September, 1860.	438	13	...	451	341.36	
	Huzoor do.	...	11	March, "	271	12	...	283	291.21	
	Khaga do.	...	13	February, "	296	89	...	385	297.75	
	Khakharia do.	...	4	Ditto.	92	24	...	116	82.93	
	Kora Jehanabad do.	...	9	March, 1860.	260	116	...	376	339.24	
	Kilianpore do.	...	14	February, 1861.	326	75	...	401	283.23	
	Total	...	67			1,683	329	...	2,012	1,545.79
GHAZEPORE.	Belya Tehseel	...	27	1st January, 1856.	592	35	...	627	503.93	
	Huzoor do.	...	20	1st June, 1860.	442	75	...	517	431.74	
	Mahomdabad do.	...	15	1st January, 1856.	320	105	...	425	277.14	
	Rusra do.	...	14	Ditto.	308	17	...	325	262.87	
	Sydpore do.	...	19	Ditto.	526	86	...	612	454.83	
	Keotipore do.	...	22	Ditto.	575	62	...	637	452.41	
	Total	...	117			2,763	380	...	3,143	2,382.92

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

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.	Oordoo.	Sanskrit.	Hindee.		From Govern-ment.	Proceeds of En-dowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Salv of Books.
9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.	15.	16.

TION, NORTH-WESTERN PROVINCES.

		Rs. As. P.		Rs. As. P.		Rs. As. P.		Rs. As. P.		
...	...	251	...	96	...	3 10 0	...	900 12 11	...	...
...	...	158	...	272	...	5 0 0	...	1,451 12 8	...	...
...	...	428	...	177	...	11 12 6	...	936 7 5	50 1 0	...
...	...	289	...	122	...	7 13 0	...	1,143 1 4	6 10 0	...
...	...	286	...	168	...	6 12 6	...	796 0 4	...	...
...	...	396	...	374	...	10 5 0	...	2,229 6 1	...	...
...	...	107	...	95	...	2 8 3	...	1,017 15 0	...	...
...	...	398	...	250	...	20 3 3	...	1,333 8 3	23 6 0	...
...	...	375	...	281	...	9 11 6	...	1,326 15 5	...	...
...	...	2,688	...	1,835	...	77 12 0	...	11,135 15 5	80 1 0	...
...	...	24	...	367	...	9 3 0	...	792 13 0	69 0 0	13 0 0
...	...	79	...	505	...	28 3 0	...	1,539 0 9	62 8 0	12 0 0
...	...	36	...	424	...	14 15 0	...	1,240 5 3	94 8 0	10 0 0
...	8	11	...	473	...	5 8 0	...	1,431 6 6	62 0 0	13 0 0
...	8	100	...	516	...	29 10 0	...	1,205 6 4	81 8 0	12 0 0
...	53	99	...	267	...	7 15 6	...	1,234 8 9	57 4 0	9 0 0
...	130	349	...	2,552	...	95 6 6	...	7,443 8 7	426 12 0	69 0 0
...	...	33	...	331	...	1,159 1 0	...	1,144 0 11	...	...
...	...	22	...	229	...	651 2 3	...	636 2 3	...	...
...	...	32	...	487	...	967 7 11	...	942 7 11	...	...
...	...	12	...	366	...	680 6 5	...	664 6 5	...	...
...	16	40	...	468	...	2,136 11 11	...	2,111 11 11	...	...
...	16	25	...	284	...	1,241 11 10	...	1,226 11 10	...	...
...	...	...	...	107	...	224 0 10	...	212 0 9	...	...
...	...	...	...	350	...	1,173 11 4	...	1,153 11 5	...	...
...	...	21	...	420	...	830 0 7	...	818 0 8	...	...
...	32	185	...	3,042	...	9,064 6 1	...	8,914 6 1	...	...
...	...	...	...	357	...	12 0 0	...	1,537 9 1	172 0 0	...
19	3	64	...	545	...	24 7 6	...	1,370 0 3	79 0 0	...
19	3	64	...	902	...	36 7 6	...	2,907 9 4	251 0 0	...
...	32	12	...	436	...	11 0 3	...	819 13 5	...	...
...	25	12	...	280	...	8 15 9	...	475 10 9	...	...
...	28	89	...	306	...	2 8 9	...	984 0 8	...	...
...	21	36	...	89	...	8 2 3	...	543 7 6	...	...
...	...	22	...	366	...	7 15 3	...	820 2 0	...	...
...	...	31	...	370	...	6 1 3	...	843 3 0	...	...
...	106	202	...	1,847	...	44 11 6	...	4,491 5 4	...	...
...	...	146	...	605	...	2 8 0	...	1,710 9 8	...	...
...	...	186	...	510	...	0 1 0	...	1,437 2 5	...	...
...	...	65	...	402	...	4 2 0	...	1,004 10 10	...	...
...	...	74	...	296	...	3 15 0	...	842 0 9	...	...
...	...	196	...	600	...	13 3 0	150	1,118 1 6	...	...
...	...	132	...	612	...	18 3 0	...	1,153 10 6	...	...
...	...	799	...	3,025	...	42 0 0	150	7,316 3 8	...	...

TABLE No. III. A.

I.—INSTITUTIONS FOR
Government Schools of the Lower

Name of Institution.	LOCALITY.		Number of Schools.	When Established.	RECEIPTS.	
	District.	Pergunnah.			Other Sources.	Total.
1.	1A.	1B.	2.	3.	17.	18.

3RD CIRCLE, DEPARTMENT PUBLIC INSTRU

					Rs.	As.	P.	Rs.	As.	P.
MULKABUNDEE SCHOOLS.	ALLAHABAD.	Arail Tehseel ...	14	Fuslee 1233.	4	6	0	908	12	11
		Bara do. ...	23	Fuslee 1236.	6	12	0	1,463	8	8
		Chail do. ...	20	Fuslee 1269.	23	4	0	1,021	8	11
		Hundia do. ...	18	Ditto.	6	11	0	1,164	3	4
		Kara do. ...	14	Ditto.	5	11	0	808	7	10
		Khyragurh do. ...	32	Ditto.	10	12	0	2,250	7	1
		Puchim Serai do. ...	8	Ditto.	2	12	0	1,023	3	3
		Phoolpora do. ...	18	Ditto.	5	3	0	1,382	4	6
		Sewram do. ...	15	Ditto.	5	3	0	1,341	13	11
		Total ...	162			70	10	0	11,364	6	5
	AZIMGURH.	Deogaon Tehseel ...	14	14th February, 1858.	...	...	...	884	0	0
		Huzoor do. ...	17	Ditto.	...	...	...	1,641	11	9
		Jeanpore do. ...	15	Ditto.	...	...	...	1,359	12	3
		Mahul do. ...	20	Ditto.	...	...	...	1,511	14	6
		Mahomdabad do. ...	20	Ditto.	...	...	...	1,523	8	4
		Nugra do. ...	11	Ditto.	...	...	...	1,303	12	3
	Total ...	97			...	...	...	8,034	11	1
	BANDA.	Agasee Tehseel ...	25	19th January, 1860.	...	...	...	2,303	1	11
		Budowsee do. ...	20	27th May, 1859.	...	...	...	1,237	4	6
		Chibon do. ...	21	29th " "	...	...	...	1,909	15	10
		Dursunda do. ...	17	29th " "	...	...	...	1,344	12	10
		Huzoor do. ...	27	31st " "	...	...	...	4,248	7	10
		Pylani do. ...	19	31st " "	...	...	...	2,468	7	8
		Semoni do. ...	9	30th " "	...	...	...	436	1	7
		Sehouda do. ...	23	26th " "	...	...	...	2,332	6	9
Tirhooran do. ...		16	28th " "	...	...	...	1,648	1	3	
Total ...	177			...	...	...	17,978	12	2	
BENARES.	Chundowlee Tehseel ...	12	1st October, 1858.	...	...	...	1,721	9	1	
	Huzoor do. ...	18	20th June, 1858.	...	...	...	1,473	7	9	
	Total ...	30			...	...	...	3,195	0	10
FUTTEHPORE.	Ghazeepore, Tehseel ...	16	September, 1860.	...	...	...	830	13	8	
	Huzoor do. ...	11	March, 1860.	...	...	...	484	10	6	
	Khaga do. ...	13	February, 1860.	...	...	...	486	9	5	
	Khakharia do. ...	4	Ditto.	...	...	...	556	9	9	
	Kora Jehanabad do. ...	9	March, 1860.	...	...	...	828	1	3	
	Kilianpore do. ...	14	February, 1861.	...	...	...	849	4	3	
Total ...	67			...	...	...	4,536	0	10	
GHAZEPORE.	Belya Tehseel ...	27	1st January, 1856.	...	...	...	1,713	1	8	
	Huzoor do. ...	20	1st June, 1860.	...	...	...	1,487	3	5	
	Mahomdabad do. ...	15	1st January, 1856.	...	...	...	1,008	12	10	
	Rusra do. ...	14	Ditto.	...	...	...	845	15	9	
	Sydpore do. ...	19	Ditto.	...	...	...	1,281	4	6	
	Rectipore do. ...	22	Ditto.	...	...	...	1,171	13	6	
Total ...	117			...	...	...	7,508	3	8	

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

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.

Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	
687	2	3	328	0	0	1,015	2	3	...	106	5	4	3	12	2	0	0	2
1,359	13	0	191	8	0	1,551	5	0	...	87	12	4	4	9	5	0	0	3
1,228	1	1	889	13	6	2,117	14	7	...	1,096	5	8	3	11	9	0	0	1
1,110	10	9	174	0	0	1,284	10	9	...	120	7	5	3	6	10	0	0	2
801	15	5	338	0	0	1,129	15	5	...	321	7	7	3	10	4	0	0	2
2,063	2	6	1,198	12	3	3,261	14	9	...	1,011	7	8	5	15	1	0	0	2
519	3	6	328	0	0	847	3	6	175 15 9	...	...	...	4	14	10	0	0	5
1,165	11	9	926	6	0	2,092	1	9	...	709	13	3	4	3	1	0	0	1
1,023	7	0	580	0	9	1,603	7	9	...	261	9	10	3	5	4	0	0	1
9,959	3	3	4,944	8	6	14,903	11	9	175 15 9	3,715	5	1	4	3	9	0	0	2
820	0	0	211	8	3	1,031	8	3	...	147	8	3	3	2	11	0	0	5
1,056	0	0	261	1	8	1,317	1	8	324 10 1	...	...	...	2	11	7	0	0	11
804	0	0	232	4	3	1,036	4	3	323 8 0	...	...	...	2	13	2	0	0	8
1,224	8	0	181	10	3	1,406	2	3	105 12 3	...	...	...	3	2	10	0	0	2
1,241	0	0	260	5	3	1,501	5	3	...	172	12	11	2	14	7	0	0	11
694	0	0	184	9	9	878	9	9	430 2 6	...	...	...	2	14	10	0	0	5
5,839	8	0	1,331	7	5	7,170	15	5	1,184 0 10	320	5	2	2	15	1	0	0	8
1,949	13	11	353	4	0	2,303	1	11	...	...	...	...	7	9	1	3	12	11
920	12	6	366	8	0	1,237	4	6	...	...	...	...	5	7	0	2	12	1
700	7	10	1,209	8	0	1,909	15	10	...	...	...	...	4	11	5	2	6	3
996	6	10	348	6	0	1,344	12	10	...	...	...	...	4	8	7	2	4	9
1,988	10	8	2,259	13	2	4,248	7	10	...	...	...	...	11	8	2	5	12	7
1,224	5	8	1,244	2	0	2,468	7	8	...	...	...	...	10	1	4	5	1	2
420	1	7	16	0	0	436	1	7	...	...	...	...	4	13	10	2	8	0
1,376	7	9	955	15	0	2,332	6	9	...	...	...	...	7	7	11	3	12	4
914	9	3	733	8	0	1,648	1	3	...	...	...	...	5	4	1	2	10	4
10,491	12	0	7,487	0	2	17,978	12	2	...	...	...	...	6	15	11	3	7	6
763	12	1	182	3	6	945	15	7	775 9 6	...	...	...	4	9	6	0	0	11
999	14	8	541	15	0	1,541	13	8	...	68	5	11	4	4	7	0	1	1
1,763	10	9	724	2	6	2,487	13	3	775 9 6	68	5	11	4	6	4	0	1	0
931	8	0	3	11	6	935	3	6	...	104	5	10	2	11	10	0	0	6
603	0	0	7	8	0	610	8	0	...	125	13	6	3	5	0	0	0	9
494	12	0	110	9	0	905	5	0	81 4 5	...	...	...	3	0	8	0	0	8
292	0	0	241	11	0	533	11	0	22 14 9	...	...	...	6	6	9	0	1	7
864	4	0	...	...	...	864	4	0	...	...	...	...	2	8	9	0	0	5
990	15	9	...	...	...	990	15	9	...	141	11	6	3	8	0	0	0	4
4,476	7	9	363	7	6	4,839	15	3	104 3 2	408	1	7	5	12	6	0	0	6
1,862	10	1	33	11	2	1,896	5	3	...	183	3	7	3	12	0	0	0	1
1,356	7	7	13	1	6	1,369	9	1	117 10 4	...	...	...	3	2	9	...	...	...
846	2	7	22	8	7	868	11	2	140 1 7	...	...	...	3	2	2	0	0	3
776	3	5	21	9	7	797	13	0	48 2 8	...	...	...	3	0	7	0	0	3
1,089	4	11	47	9	10	1,136	14	9	144 5 9	...	...	...	2	7	11	0	0	6
1,359	2	8	91	14	4	1,451	1	0	...	279	3	6	3	3	4	0	0	7
7,288	15	3	230	7	0	7,520	6	3	450 4 4	462	7	1	3	2	6	0	0	3

TABLE No. III. A.

I.—INSTITUTIONS FOR

Government Schools of the Lower

1.	Name of Institution.		2.	3.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				8.
	District.	Pergunnah.			4.	5.	6.	7.	
1A.	1B.				Hindoes.	Mahomedans.	Others.	Total.	Average daily attendance.
3RD CIRCLE, DEPARTMENT PUBLIC INSTRU									
HULKABUNDEE SCHOOLS.	GORUKPORE.	Bungaon Tehseel ...	46	1st June, 1858.	2,240	225	...	2,465	1,682-95
		Bansie do. ...	71	18th October.	1,888	920	...	2,808	1,833-86
		Captaingunje do. ...	46	4th February.	1,652	545	...	2,197	1,514-74
		Dewryea do. ...	54	1st February.	3,521	286	...	3,807	2,554-39
		Huzoor do. ...	8	5th April.	585	26	...	611	397-76
		Khuleelabad do. ...	50	1st July, 1858.	2,560	286	...	2,846	1,937-80
		Munsoorgunje do. ...	50	10th March, 1858.	2,444	101	...	2,545	1,737-42
	Pudrona do. ...	32	14th July, 1858.	1,632	80	...	1,712	1,173-11	
	Total ...	357		16,532	2,469	...	19,001	12,831-35	
	JOUNFORE.	Huzoor Tehseel ...	21	3rd March, 1858.	618	49	...	667	508-68
		Kirakut do. ...	10	1st June, 1858.	257	3	...	260	206-98
		Kotehun do. ...	21	1st August, 1858.	443	84	...	527	441-58
		Mendiah do. ...	21	19th March, 1850.	560	9	...	569	476-64
		Muchlishuhur do. ...	17	10th September, 1850.	473	13	...	486	438-70
	Total ...	90		2,251	158	...	2,409	2,072-58	
MIRZAPORE.	Chunargurh Tehseel ...	21	1856.	757	58	...	815	463-76	
	Huzoor do. ...	31	...	850	25	...	875	805-59	
	Robertgunje do. ...	10	1858.	200	15	...	215	112-34	
Total ...	52		1,807	98	...	1,905	1,381-69		
Grand Total ...	1,149		33,801	5,013	...	38,814	29,011-15		
KUMAON CIRCLE, DEPARTMENT PUBLIC									
GURHWAL.	Sreenugger ...	40	1st January, 1863. 1st May, 1863.	1,546	...	21	1,567	937	
	Grand Total ...	3,119		81,995	11,391	30	93,416	79,590-72	

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

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.	Oordoo.	Sanscrit.	Hindee.		From Govern-ment.	Proceeds of En-dowment.	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.

TION, NORTH-WESTERN PROVINCES.

						Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.			
...	2,465	...	36	1	0	...	1,308	12	10	21	0	0	...	...
...	50	...	2,758	...	7	6	0	...	2,073	1	1	72	0	0	...	...
...	34	...	2,193	...	10	0	0	...	2,325	14	8	30	0	0	...	...
...	...	157	265	...	3,542	...	50	7	6	...	2,190	7	7	168	0	0	...	...
...	611	...	3	15	0	...	433	4	8	6	0	0	...	...
...	25	...	2,821	...	32	13	0	...	4,399	4	3	48	0	0	...	...
...	2,545	...	7	7	6	...	1,537	6	2	34	8	0	...	...
...	...	6	42	...	1,730	...	19	14	0	...	563	4	3	15	0	0	...	...
...	...	163	416	...	18,665	...	168	0	0	...	16,831	7	6	394	8	0	...	...
...	36	...	531	...	18	10	6	...	1,524	5	3	1,362	2	0	...	...
...	260	2 As.	7	4	6	...	582	4	3	...	...	...	...	...
...	487	...	4	1	0	...	308	15	6	...	15	0	0	
...	40	...	569	...	17	9	6	...	1,564	14	6	315	1	3	...	...
...	486	...	14	9	0	...	1,423	4	0	432	2	8	...	...
...	76	...	2,333	...	62	2	6	...	6,333	11	6	2,109	5	11	15	0	0	...
...	25	...	815	...	37	2	3	...	1,259	9	9	108	0	0	...	...
...	50	...	825	...	36	14	0	...	2,715	6	0	178	0	0	...	...
...	...	...	15	...	215	...	...	...	...	420	13	3	...	...	...	...	...
...	90	...	1,855	...	74	0	3	...	4,395	13	0	288	0	0	...	...
19	...	434	4,869	...	33,356	...	9,664	14	4	150	69,820	0	5	3,547	10	11	84	0	0	...

TION, NORTH-WESTERN PROVINCES.

...	1,567	...	1,222	13	9	...	1,128	0	0			
126	23	708	19,746	5	75,192	...	31,110	0	5	150	88,112	6	6	1,31,637	5	6	6,012	12	0	...

TABLE No. III. A.

I.—INSTITUTIONS FOR
Government Schools of the Lower

Name of Institution.	LOCALITY.		Number of Schools.	When Established.	RECEIPTS.	
	District.	Pergunnah.			Other Sources.	Total.
1.	1A.	1B.	2.	3.	17.	18.

3RD CIRCLE, DEPARTMENT PUBLIC INSTRU

						Rs. As. P.	
HULKABUNDEE SCHOOLS.	GORUCKPORE.	Burgaon Tehseel ...	46	1st June, 1858.	...	1,365 13 10	
		Bansie do. ...	71	18th October.	...	2,152 7 1	
		Captaingunje do. ...	46	4th February.	...	4,365 14 8	
		Dewryea do. ...	54	1st February.	...	2,408 15 1	
		Huzoor do. ...	8	5th April,	...	443 3 8	
		Khuleelabad do. ...	50	1st July, 1858.	...	4,480 1 3	
		Munsoorgunje do. ...	50	10th March, 1858.	...	1,579 5 8	
		Pudrona do. ...	32	14th July, 1858.	...	598 2 3	
		Total ...	357		...	17,393 15 6	
		JOUNPORE.	Huzoor Tehseel ...	21	3rd March, 1858.	...	2,905 1 9
			Kirakut do. ...	10	1st June, 1858.	...	569 8 9
			Kotehum do. ...	21	1st August, 1853.	...	1,328 0 6
			Mendiah do. ...	21	19th March, 1850.	...	1,397 9 3
			Muchlishuhur do. ...	17	10th September, 1850.	...	1,869 15 8
			Total ...	90		...	8,570 3 11
		MIRZAPORE.	Chunargurh Tehseel ...	21	1856.	...	1,404 12 0
			Huzoor do. ...	31	2,930 4 0
			Robertgunje do. ...	10	1858.	...	420 13 3
			Total ...	52		...	4,755 13 3
		Grand Total ...	1,149		70 10 0	83,337 3 8	

KUMAON CIRCLE, DEPARTMENT PUBLIC

GURHWAL.	Sreenugger ...	40	1st January 1863. 1st May, 1863.	...	2,350 13 9
	Grand Total ...	3,119		814 14 0	2,57,937 6 5

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P.;

Bareilly, the 20th July, 1864.

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

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.

Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
2,245 13 9	1,582 13 9	3,828 11 6	...	2,462 13 8	2 4 5	0 0 4
1,969 12 1	126 11 0	2,096 7 1	56 0 0	...	1 2 3	0 0 1
2,344 2 9	65 0 0	2,409 2 9	1,996 11 11	...	1 5 4	0 0 1
2,939 12 9	386 11 9	3,326 8 6	...	917 9 5	1 4 2	0 0 4
706 3 9	121 12 6	828 0 3	...	384 12 7	2 1 3	0 0 2
2,703 6 7	125 15 0	2,829 5 7	1,650 11 8	...	1 7 4	0 0 3
1,910 1 1	116 11 6	2,026 12 7	...	447 6 11	1 2 8	0 0 1
1,435 8 1	40 14 0	1,476 6 1	...	878 3 10	1 4 0	0 0 2
16,254 12 10	2,566 9 6	18,821 6 4	3,663 7 7	5,090 14 5	1 7 5	0 0 2
1,262 0 0	618 15 11	1,881 4 5	1,023 13 4	...	3 11 1	0 0 7
587 3 7	222 4 10	809 8 5	...	239 15 8	3 14 6	0 0 6
1,202 10 4	1,147 8 4	2,350 2 8	...	1,022 2 2	5 5 1	0 0 1
1,219 1 11	947 14 2	2,163 0 1	...	265 6 10	4 8 7	0 0 6
1,146 12 8	596 7 0	1,743 3 8	126 12 0	...	3 15 6	0 0 6
5,418 1 0	3,529 2 3	8,947 3 3	1,150 9 4	1,527 8 8	4 5 0	0 0 5
1,219 11 0	404 10 6	1,624 5 6	...	219 9 6	3 4 7	0 1 3
1,883 8 0	682 6 11	2,565 14 11	364 5 1	...	3 3 0	0 0 9
503 0 0	147 6 6	650 6 6	...	229 9 3	5 12 7	...
3,606 3 0	1,234 7 11	4,840 10 11	364 5 1	449 2 9	3 8 1	0 0 10
65,099 9 10	22,411 4 9	87,510 14 7	57,144 10 2	1,570 15 3	2 14 0	0 5 4

INSTRUCTION, NORTH-WESTERN PROVINCES.

2,256 0 0	94 13 9	2,350 13 9	...	...	2 8 2	1 4 11
1,90,726 6 0	47,350 3 6	2,38,076 9 6	89,305 14 1	9,697 11 4	2 15 10	0 6 3

M. KEMPSON, M., A.,

Director of Public Instruction, N. W. P.

TABLE No. III B.

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.
	District.	Pergunnah and Village.			Hindoos.	Mahomedans.	Others.	Total.	
1.	2.		2 A.	3.	4.	5.	6.	7.	8.
1ST CIRCLE, DEPARTMENT									
FEMALE SCHOOLS.	ALIGURH.	Aligurh, ...	2	9th March, 1863, ...	60	...	...	60	48
		Hatrass, ...	26	1st August, 1863, ...	324	14	...	338	337
		Khyr, ...	2	1st July, 1863, ...	23	...	...	23	23
		Iglas, ...	6	1st October, 1863, ...	65	6	...	71	69
		Sikundra Rao, ...	2	1st September, 1863, ...	92	...	...	92	68
		Atrowlee, ...	3	15th December, 1863, ...	48	...	...	48	48
		Total, ...	42			612	20	632	593
	BOOLUND- { HURH.	Boolundshuhur, ...	1	November, 1863, ...	2	12	...	14	12
		Anoopshuhur, ...	12	1st January, 1858, ...	182	1	...	183	151
		Khoorja, ...	6	6th February, 1863, ...	62	9	...	71	64
		Secundrabad, ...	1	Ditto, ...	5	...	...	5	5
		In H. B. Schools, ...	0	...	61	9	...	70	50
		Total, ...	20			312	31	343	282
	MEERUT.	Meerut, ...	1	17th March, 1863, ...	15	...	...	15	13
		Sirdhana, ...	3	1st February, 1864, ...	58	1	...	59	49
		Baroth, ...	3	1st November, 1863, ...	24	10	...	34	32
		Ghazeabad, ...	3	12th March, 1863, ...	9	14	...	23	20
		Hapore, ...	2	14th April, 1863, ...	15	14	...	29	23
Muana, ...		1	1st January, 1864, ...	10	...	...	10	8	
	Total, ...	13			131	39	170	145	
MOOZUPUR- { NUGGER.	Shamlee, ...	2	1st August, 1863, ...	...	32	...	32	31	
	Burhana, ...	1	1st December, 1863, ...	...	21	...	21	17	
	Jansath, ...	1	1st January, 1864, ...	10	...	...	10	9	
	Total, ...	4			10	53	63	57	
S A H A - { RUNPORE.	Saharunpore, ...	1	1st December, 1863, ...	...	23	...	23	22	
	Ambaitha, ...	1	15th December, 1863, ...	...	7	...	7	7	
	Total, ...	2			...	30	30	29	
HAREIL- { LY.	Bareilly, ...	2	25th March, 1863, ...	...	23	...	23	21	
		Total, ...	2			...	23	23	21
BUDAON.	Budaon, ...	1	9th April, 1863, ...	...	18	...	18	14	
	Dataganuj, ...	1	11th April, 1863, ...	...	7	...	7	7	
	Total, ...	2			...	25	25	21	

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Class (Female Schools.)

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling Fees.	RECEIPTS.					
English.	Arabic.	Persian.	Urdd.	Sanskrit.	Hindee.		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.

PUBLIC INSTRUCTION, NORTH-WESTER PROVINCES.

						Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.
...	...	...	...	60	...	118	6	1	0	0	0	0	0	0	5	10	1
...	...	...	...	338	...	520	2	5	0	0	0	0	0	0	162	1	10
...	...	...	...	23	...	80	2	0	0	0	0	0	0	0	2	10	17
...	...	...	...	71	...	88	6	7	0	0	0	0	0	0	32	3	1
...	...	...	...	92	...	150	9	7	0	0	0	0	0	0	13	4	0
...	...	...	...	48	...	98	13	7	0	0	0	0	0	0	14	1	3
...	...	...	...	632	...	1,056	8	3	0	0	0	0	0	0	229	15	2
...	...	...	...	14	...	0	0	0	0	0	0	0	0	0	2	3	0
...	...	...	...	183	...	171	0	7	0	0	0	0	0	0	337	5	6
...	...	...	...	71	...	26	9	11	0	0	0	0	0	0	114	14	10
...	...	...	...	5	...	0	0	0	0	0	0	0	0	0	4	0	0
...	...	...	...	9	...	0	0	0	0	0	0	0	0	0	0	0	0
...	...	...	...	61	...	0	0	0	0	0	0	0	0	0	0	0	0
...	...	...	...	23	...	197	10	6	0	0	0	0	0	0	458	7	4
...	...	...	...	15	...	0	0	0	0	0	0	0	0	0	103	9	11
...	...	...	...	59	...	0	0	0	0	0	0	0	0	0	117	2	9
...	...	...	...	8	...	0	0	0	0	0	0	0	0	0	122	7	8
...	...	...	...	14	...	0	0	0	0	0	0	0	0	0	169	0	1
...	...	...	...	14	...	0	0	0	0	0	0	0	0	0	77	2	0
...	...	...	...	19	...	0	0	0	0	0	0	0	0	0	23	5	1
...	...	...	...	36	...	0	0	0	0	0	0	0	0	0	612	11	6
...	...	...	...	32	...	61	10	2	0	0	0	29	10	2	0	0	0
...	...	...	...	21	...	14	11	7	0	0	0	6	11	7	0	0	0
...	...	...	...	10	...	8	2	7	0	0	0	8	2	7	0	0	0
...	...	...	...	53	...	84	8	4	0	0	0	44	8	4	0	0	0
...	...	...	...	23	...	18	8	0	0	0	0	18	8	0	0	0	0
...	...	...	...	7	...	11	5	7	0	0	0	11	5	8	0	0	0
...	...	...	...	30	...	29	13	7	0	0	0	29	13	8	0	0	0
...	...	...	...	23	...	245	1	0	0	0	0	0	0	0	0	0	0
...	...	...	...	23	...	246	1	6	0	0	0	0	0	0	0	0	0
...	...	...	...	18	...	13	0	0	0	0	0	0	0	0	36	0	0
...	...	...	...	7	...	12	7	0	0	0	0	0	0	0	36	0	0
...	...	...	...	25	...	25	7	0	0	0	0	0	0	0	72	0	0

TABLE No. III B.

I.—INSTITUTIONS FOR

Government Schools of the Lower

Number of Institutions.	LOCALITY.		Number of Schools.	When Established.	RECEIPTS.	
	District.	Pergunnah and Village.			Other sources.	Total.
1.	2.	2 A.	2 B.	3.	17.	18.
1st CIRCLE, DEPARTMENT PUBLIC						
FEMALE SCHOOLS.	ALIGURH.	Aligurh, ...	2	9th March, 1863, ...	...	Rs. As. P. 124 0 2
		Hatrass, ...	26	1st August, 1863, ...	...	682 4 3
		Khar, ...	2	1st July, 1863, ...	...	82 12 11
		Iglas, ...	6	1st October, 1863, ...	...	120 9 8
		Sikundra Rao, ...	2	1st September, 1863, ...	...	163 13 7
		Atrowlee, ...	3	15th December, 1863, ...	...	112 14 10
		Total, ...	42			1,286 7 5
	BOOLUND-SHAHR.	Boolundshuhur, ...	1	November, 1863, ...	...	2 3 0
		Anoopshur, ...	12	1st January, 1858, ...	...	508 6 1
		Khoorja, ...	6	6th February, 1863, ...	...	141 8 9
		Secundrabad, ...	1	Ditto, ...	...	4 0 0
		In H. B. Schools, ...	0	...	...	0 0 0
		Total, ...	20			656 1 10
	MEERUT.	Meerut, ...	1	17th March, 1863, ...	...	103 9 11
		Sirdhana, ...	3	1st February, 1864, ...	...	117 2 9
Baroth, ...		3	1st November, 1863, ...	...	122 7 8	
Ghazeeabad, ...		3	12th March, 1863, ...	...	169 0 1	
Hapore, ...		2	14th April, 1863, ...	...	77 2 0	
Muana, ...		1	1st January 1864, ...	...	23 5 1	
	Total, ...	13			612 11 6	
MUZUFFER-NUGGUR.	Shamlee, ...	2	1st August, 1863, ...	...	91 4 4	
	Burhana, ...	1	1st December, 1863, ...	...	21 7 2	
	Jansath, ...	1	1st January, 1864, ...	...	16 5 2	
	Total, ...	4			129 0 8	
S A H A - R U N P O R E .	Saharunpore, ...	1	1st December, 1863, ...	...	37 0 0	
	Ambaitha, ...	1	15th December, 1863, ...	...	22 11 3	
	Total, ...	2			59 11 3	
BAREILLY.	Bareilly, ...	2	25th March, 1863, ...	...	246 1 6	
	Total, ...	2			246 1 6	
BUDAON.	Budaon, ...	1	9th April, 1863, ...	...	49 0 0	
	Datagunj, ...	1	11th April, 1863, ...	...	48 7 0	
	Total, ...	2			97 7 0	

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Class (Female Schools.)—(Continued.)

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.
INSTRUCTION NORTH-WESTERN PROVINCES.—(Continued.)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	
117 5 3	6 10 11	124 0 2	0 0 0	...	2 9 4	2 7 6	
622 4 7	59 15 8	682 4 3	0 0 0	...	2 0 5	1 8 8	
80 0 0	2 12 11	82 12 11	0 0 0	...	3 9 7	3 7 9	
110 0 5	10 9 3	120 9 8	0 0 0	...	1 12 0	1 4 6	
139 2 0	24 11 7	163 13 7	0 0 0	...	2 6 7	2 3 5	
106 1 0	6 13 10	112 14 10	0 0 0	...	2 5 8	1 8 11	
1,174 13 3	111 10 2	1,286 7 5	0 0 0	...	2 2 9	1 12 6	
2 3 0	0 0 0	2 3 0	0 0 0	...	0 2 11	0 0 0	
433 2 1	75 4 0	508 6 1	0 0 0	...	3 5 10	1 2 1	
87 3 9	54 5 0	141 8 9	0 0 0	...	2 3 5	0 6 8	
0 0 0	4 0 0	4 0 0	0 0 0	...	0 12 10	0 0 0	
0 0 0	0 0 0	0 0 0	0 0 0	...	0 0 0	0 0 0	
522 8 10	133 9 0	656 1 10	0 0 0	...	2 5 3	0 11 3	
72 10 10	30 15 1	103 9 11	0 0 0	...	7 15 6	0 0 0	
107 3 0	9 15 9	117 2 9	0 0 0	...	2 6 3	0 0 0	
112 7 11	9 15 9	122 7 8	0 0 0	...	3 13 3	0 0 0	
159 0 4	9 15 9	169 0 1	0 0 0	...	8 7 2	0 0 0	
70 7 6	6 19 6	77 2 0	0 0 0	...	3 5 8	0 0 0	
20 0 0	3 5 1	23 5 1	0 0 0	...	2 12 8	0 0 0	
541 13 7	70 13 11	612 11 6	0 0 0	...	4 3 7	0 0 0	
68 0 0	23 4 4	91 4 4	0 0 0	...	2 15 1	1 15 10	
20 0 0	1 7 2	21 7 2	0 0 0	...	1 4 2	0 7 6	
16 0 0	0 5 2	16 5 2	0 0 0	...	1 13 0	0 0 0	
104 0 0	25 0 8	129 0 8	0 0 0	...	2 4 3	0 11 3	
35 0 0	2 0 0	37 0 0	0 0 0	...	1 10 11	0 13 6	
22 11 3	0 0 0	22 11 3	0 0 0	...	3 3 11	1 9 11	
57 11 3	2 0 0	59 11 3	0 0 0	...	2 0 11	1 0 6	
244 0 0	2 1 6	246 1 6	0 0 0	...	11 11 6	11 11 6	
244 0 0	2 1 6	246 1 6	0 0 0	...	11 11 6	11 11 6	
48 0 0	1 0 0	49 0 0	0 0 0	...	3 8 0	0 14 10	
48 0 0	0 7 0	48 7 0	0 0 0	...	6 14 9	1 12 5	
96 0 0	1 7 0	97 7 0	0 0 0	...	4 10 3	1 3 5	

TABLE No. III B.

I.—INSTITUTIONS FOR

Government Schools of the Lower

1.	Number of Institutions.		2 B.	3.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				8.
	District.	Purgunnah and Villages.			4.	5.	6.	7.	
2.	2 A.	Number of Schools.	When Established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	

1ST CIRCLE, DEPARTMENT

MORADA- BAD.	Moradabad,	1	9th February, 1864, ...	...	13	...	13	10
	Sumbhul,	2	9th January, 1864, ...	...	30	...	30	21
	Total,	3			...	43	...	43	31
SHARJE- HANPORE.	Shahjehanpore,	8	8th August, 1858, ...	118	...	...	118	86
	Powayan,	1	1st January, 1863, ...	12	...	...	12	12
	Total,	9		130	...	...	130	98
GRAND TOTAL,		97		1,195	264	...	1,459	1,277

2ND CIRCLE, DEPARTMENT

FEMALE SCHOOLS.	AGRA.	Kurahra,	...	November, 1859, ...	21	}	...	79	}
		Korace Khera,	...	March, 1863, ...	17				
		Sikroda,	5	June, 1869, ...	14				
		Dooluhra,	...	April, 1864, ...	15				
		Kiraolee,	...	September, 1860, ...	12				
		Bari Purkhum,	...	November, 1859, ...	17	}	...	155	
		Bamoli,	...	September, 1862, ...	15				
		Peeloa,	...	March, 1863, ...	15				
		Mullikpore,	...	September, 1861, ...	20				
		Jhoondwane,	9	February, 1861, ...	18				
		Nugla Chestar Singh,	...	March, 1863, ...	15				
		Birona,	...	February, 1861, ...	15				
		Hunsala,	...	March, 1860, ...	25				
		Doulutabad,	...	April, 1863, ...	15				
		Kagaroul,	...	April, 1864, ...	15	}	...	63	
		Gur Mookha,	4	November, 1859, ...	17				
		Degrota,	...	April, 1863, ...	16				
		Gurhee Karya,	...	Ditto, 1864, ...	15				
Ghagpoora,	...	November, 1859, ...	12	}	...	34			
Goorouth,	2	May, 1862, ...	22						
Tilokpoora,	...	February, 1861, ...	19	}	...	76			
Anul Khera,	4	April, 1863, ...	24						
Bas Risal,	...	Ditto, 1863, ...	18						
Beelouth,	...	March, 1864, ...	15						
Vazeerpoora,	...	April, 1863, ...	16	}	...	74			
Mindhakoor,	4	June, 1860, ...	18						
Dhunoli,	...	July, 1863, ...	22						
Jounpoora,	...	September, 1862, ...	18						
Total,		28		481	481	...	

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Class (Female Schools).—(Continued.)

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.							Monthly rate of Schooling Fees.	RECEIPTS.					
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	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.	

PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.—(Continued).

							Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.		
...	13	...	...	...	1	8	0	0	0	0	0	0	0	10	14	4	...	...
...	30	...	...	...	3	11	8	0	0	0	0	0	0	20	15	6	...	...
...	43	...	...	...	5	3	8	0	0	0	0	0	0	31	13	10	...	...
...	118	...	5	0	0	0	0	0	0	0	0	420	0	0	...	...
...	12	...	1	0	0	0	0	0	0	0	0	12	0	0	...	...
...	130	...	6	0	0	0	0	0	0	0	0	432	0	0	...	...
...	283	...	1,226	...	1,651	4	10	0	0	0	74	6	0	1,836	15	10	...	...

PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.

...	695	...	5,210	6	10	0	0	0	316	0	0	30	0	0
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TABLE No. III B.

I.—INSTITUTIONS FOR
Government Schools of the Lower

Number of Institutions.	LOCALITY.		Number of Schools.	When Established.	RECEIPTS.	
	District.	Pergunnah and Village.			Other sources.	Total.
1.	2.	2 A.	2 B.	3.	17.	18.
1ST CIRCLE, DEPARTMENT PUBLIC						
MORADA- BAD.	}	Moradabad, ...	1	9th February, 1864, ...	...	12 6 4
		Sambhul, ...	2	9th January, 1864, ...	...	24 11 2
		Total, ...	3		...	37 1 6
SHAHJEE- HANPORE.	}	Shajehanpore, ...	8	8th August, 1858, ...	...	425 0 0
		Powayan, ...	1	1st January, 1863, ...	...	13 0 0
		Total, ...	9		...	438 0 0
		GRAND TOTAL, ...	97		...	3,562 10 8
2ND CIRCLE, DEPARTMENT						
FEMALE SCHOOLS.	AGRA.	Kurahra, ...	}	November, 1859, ...	}	
		Korsee Khera, ...		March, 1863, ...		
		Sikroda, ...		June, 1860, ...		
		Doolahra, ...		April, 1864, ...		
		Kiraolee, ...		September, 1860, ...		
		Bari Purkhum, ...	}	November, 1859, ...		
		Bamoli, ...		September, 1862, ...		
		Peeloa, ...		March, 1863, ...		
		Mullikpore, ...		September, 1861, ...		
		Jhoondwane, ...		February, 1861, ...		
		Nugla Cheetar Singh, ...		March, 1863, ...		
		Birona, ...		February, 1861, ...		
Hunsala, ...	March, 1860, ...					
Doulutabad, ...	April, 1863, ...					
Kagaroul, ...	}	Ditto, 1864, ...				
Gur Mookha, ...		November, 1859, ...				
Degrota, ...		April, 1863, ...				
Gurhee Karya, ...		Ditto, 1864, ...				
Ghagpoora, ...	}	November, 1859, ...				
Goobrouth, ...		May, 1862, ...				
Tilokepoora, ...	}	February, 1861, ...				
Amul Khera, ...		April, 1863, ...				
Bas Risal, ...		Ditto, 1863, ...				
Beelouth, ...		March, 1864, ...				
Vazeerpoora, ...	}	April, 1863, ...				
Mindhakoor, ...		June, 1860, ...				
Dhunoli, ...		July, 1863, ...				
Jounpoora, ...		September, 1862, ...				
		Total, ...	28		...	5,556 6 10

DIX F.—(Continued.)

GENERAL EDUCATION

FOR THE YEAR 1863-64.

Class (Female Schools).—(Continued.)

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.

INSTRUCTION, NORTH-WESTERN PROVINCES.—(Continued.)

Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	...	Rs. As. P.	Rs. As. P.
10 14 4	1 8 0	12 6 4	...	...	1 3 10	0 2 5
20 15 6	3 11 8	24 11 2	...	...	1 2 10	0 2 10
31 13 10	5 3 8	37 1 6	...	...	1 3 2	0 2 8
420 0 0	5 0 0	425 0 0	...	...	4 15 1	0 0 0
12 0 0	1 0 0	13 0 0	...	...	1 1 4	0 1 4
432 0 0	6 0 0	438 0 0	...	...	4 7 6	0 1 0
3,204 12 9	357 13 11	3,562 10 8	...	...	2 12 7	1 4 1

PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.

5,162 4 0	364 2 10	5,526 6 10	30 0 0	...	12 10 4	11 14 9
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TABLE No. III B.

I.—INSTRUCTIONS FOR

Government Schools of the Lower

Name of Institutions.	LOCALITY.		Number of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.
	District.	Purgunnah and Village.			Hindoos.	Mahomedans.	Others.	Total.	
1.	2.		2 A.	3.	4.	5.	6.	7.	8.

2ND CIRCLE, DEPARTMENT

FEMALE SCHOOLS.										
M Y N . POORX.	MUTTRA.	Nayra, ...	1	March, 1864, ...	15	...	...	15	
		Gobindpore, ...	}	2	April, 1860, ...	16	}	...	41	
		Mandore, ...								Ditto, 1863, ...	25	...
		Nowjheel, ...	1	March, 1864, ...	15	...	...	15	
		Goverdhun, ...	1	April, 1863, ...	17	...	...	17	
		Nugla Paisa, ...	}	2	Ditto, ...	14	}	...	29	
		Sutghura, ...								March, 1864, ...	15	...
	Total, ...	7		117	...	...	117		
	ETAH.	Kasgunj, ...	1	October, 1861, ...	30	...	...	30	
		Etah, ...	}	2	December, 1861, ...	20	}	...	35	
										Sirain, ...	April, 1864, ...	15	...
	Total, ...	3		65	...	...	65		
M Y N . POORX.	Phurba, ...	}	2	December, 1860, ...	18	}	...	32		
									Ungodha, ...	October, 1860, ...	14	...
Total, ...	2		32	...	...	32			
GRAND TOTAL, ...	40		695	...	...	695	437-85		

3RD CIRCLE, DEPARTMENT

ALLAHABAD. BENARES.								
Phoolpore, ...	4	1st January, 1863, ...	0	64	...	64	60-88	
	3	1st January, 1863, ...	47	0	...	47	36-05	
Total, ...	7		47	64	...	111	96-93	
GRAND TOTAL, ...	144		1,937	328	...	2,265	1811-78	

DIX F.—(Continued.)

GENERAL EDUCATION

FOR THE YEAR 1863-64.

Class (Female Schools).—(Continued).

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.							Monthly rate of Schooling Fees.	RECEIPTS,					
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, fines, &c.	Sale of Books.
9	9	9	9	9	9	9	10.	11.	12.	13.	14.	15.	16.
A.	B.	C.	D.	E.	F.								

PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.—(Continued).

							Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.			
...	695	5,210 6 10	...	316 0 0	30 0 0	

PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.

...	...	64	...	...	...	...	168 2 4	...	...	...	...	...
...	...	...	...	25	22	...	141 14 6	36 0 0	...	...	...	...
...	...	64	...	25	22	...	310 0 10	36 0 0	...	...	...	...
...	...	297	...	1,946	22	...	7,171 12 6	36 0 0	390 6 0	1,866 15 10	...	...

TABLE No. III B.

I.—INSTITUTIONS FOR
Government Schools of the Lower

Name of Institution.	LOCALITY.		Number of Schools.	When Established.	RECEIPTS.	
	District.	Purgunnah and Village.			Other sources.	Total.
1.	2.		2 A.	3.	17.	18.

2ND CIRCLE, DEPARTMENT PUBLIC

					Rs. As. P.	Rs. As. P.
FEMALE SCHOOLS.	MUTTRA.	Nayra, ...	1	March, 1864, ...		
		Gobindpore, ...	2	April, 1860, ...		
		Mandore, ...		Ditto, 1863, ...		
		Nowjheel, ...	1	March, 1864, ...		
		Goverdhun, ...	1	April, 1863, ...		
		Nugla Paia, ...	2	Ditto, ...		
		Sutghura, ...		March, 1864, ...		
		Total, ...	7			
	ETAH.	Kasgunj, ...	1	October, 1861, ...		
		Etah, ...	2	December, 1861, ...		
Sirain, ...		April, 1864, ...				
	Total, ...	3				
M. Y. N. - POORX.	Phurba, ...	2	December, 1860, ...			
	Ungodha, ...		October, 1860, ...			
	Total, ...	2				
	GRAND TOTAL, ...	40			0 0 0	5,556 6 10

3RD CIRCLE, DEPARTMENT PUBLIC

ALAHABAD. BENARES.	Phoolpore, ...	4	1st January, 1863, ...	0 0 0	168 2 4
	Besulpore, ...	3	1st January, 1863, ...	22 0 0	199 14 6
	Total, ...	7		22 0 0	368 0 10
	GRAND TOTAL, ...	144		22 0 0	9,487 2 4

OFFICE OF DIRECTOR PUBLIC INSTRUCTION, N. W. P., }
Dated Bareilly, the 20th July, 1864. }

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Class (Female Schools).—(Continued).

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.

INSTRUCTION, NORTH-WESTERN PROVINCES.—(Continued.)

Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	
5,162	4	0	364	2	10	5,526	6	10	30	0	0	...	12	10	4	11	14	9

INSTRUCTION, NORTH-WESTERN PROVINCES.

168	2	4	0	0	0	168	2	4	0	0	0	...	2	10	1	2	10	1
177	14	6	22	0	0	199	14	6	0	0	0	...	5	8	9	3	15	0
346	0	10	22	0	0	368	0	10	0	0	0	...	4	1	5	3	4	6
8,713	1	7	744	0	9	9,457	2	4	30	0	0	...	5	3	6	3	15	4

M. KEMPSON, M. A.,
Director of Public Instruction, N. W. P.

TABLE No. IV.

I.—INSTITUTIONS FOR

Private Colleges and Collegiate Institutions open

NAME OF INSTITUTION.	Locality.	When Establish- ed.	NUMBER OF PUPILS ON THE ROLL AT THE END OF THE YEAR.				Average daily attendance.
			Hindoo.	Mahomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
Joy Narayan's College and Free School,	Benares.	1817.	383	52	18	453	303
Victoria College	Agra.	November, 1862.	318	30	12	360	306
St. John's College	Ditto.	1853.	158	75	33	266	183
St. Peter's College	Ditto.	1846.	...	1	73	74	72
Total ... ..	...	...	859	158	136	1,153	864

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

to Government Inspection (Aided by Government).

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.							RECEIPTS.											
English.	Arabic.	Persian.	Oordoo.	Sanscrit.	Hindee.	Monthly rate of Schooling-fees.	From Govern-ment.	Proceeds of Endowment.			Local rate of Assessment.	Subscriptions, donations, &c.			Fees, fines, &c.			
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.			13.	14.			15.		
								Rs.	Rs.	As.	P.	Rs.	Rs.	As.	P.	Rs.	As.	P.
283	...	33	83	45	138	...	2 annas to 3 pie.	6,033	2,473	0	0	...	80	0	0	709	12	6
360	8	134	89	14	115	...	4 annas to Rs. 3.	1,000	...			3,250	1,394	3	10	1,107	5	0
266	11	37	199	...	21	...	4 annas to Rs. 3.	4,800	423	3	0	...	1,331	0	0	1,082	13	0
74	...	...	74	...	...	...	Rs. 18	1,500	...			...	...			8,726	9	10
983	19	204	445	59	274	...		13,333	2,896	3	0	3,250	2,805	3	10	11,626	8	4

TABLE No. IV.

I.—INSTITUTIONS FOR

Private Colleges and Collegiate Institutions open to

NAME OF INSTITUTION.	Locality.	When Estab- lished.	RECEIPTS.								
			Sale of Books.			Other Sources.			Total.		
			16.	17.	18.	Rs.	As.	P.	Rs.	As.	P.
Joy Narayan's College and Free School,	Benares.	1817.	75	11	0	5,164	3	6	14,535	11	0
Victoria College...	Agra.	November, 1862.	...	...	...	6,751	8	10	...	...	...
St. John's College	Ditto.	1853.	356	12	0	5,520	0	0	13,513	12	0
St. Peter's College	Ditto.	1846.	...	...	...	10,226	9	10	...	...	...
Total	...	...	432	7	0	10,684	3	6	45,027	9	8

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P.: }

Dated Bareilly, the 20th July 1864.

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Government Inspection (Aided by Government).

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.	11.	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.		
12,916 12 9	1,385 9 0	14,302 5 9	233 5 3	...	47 3 3	19 14 7		
3,199 0 0	599 8 6	3,798 8 6	2,953 0 4	...	12 6 7	3 4 3		
13,341 10 0	...	13,341 10 0	172 2 0	...	72 14 5	26 3 8		
10,378 8 10	500 0 10	10,878 9 8	...	651 15 10	151 1 5	20 13 4		
39,835 15 7	2,485 2 4	42,321 1 11	3,358 7 7	651 15 10	70 14 5	17 9 0		

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

APPEN

TABLE No. V.

I.—INSTITUTIONS FOR

Private Schools of the higher Class open

NAME OF INSTITUTION.	Locality.	When Established.	NUMBER OF PUPILS ON THE ROLL AT THE END OF THE YEAR.				Average daily attendance.
			Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
Christ Church Free School, ...	Cawnpore, ...	1860.	159	33	12	204	136
Mofid-am School, ...	Agra, ...	May, 1858.	66	23	...	89	89
Mission High School, ...	Furruckabad ...	Do.	164	63	51	278	225
Mission School, ...	Mynpoory, ...	Do.	192	17	3	212	203
Ditto ditto, ...	Muthra, ...	1860.	76	5	...	81	89
Ditto (Secundra) ...	Agra, ...	Do.	...	...	292	292	278
Ditto, ...	Almorah, ...	1850.	107	5	2	114	102
Ditto, ...	Nyneer Tal, ...	1858.	53	3	2	58	25
Ditto, ...	Bijnour, ...	1859.	54	36	...	90	99
Ditto, ...	Nujeebabad, ...	1862.	61	15	...	76	63
Ditto, ...	Moradabad, ...	1860.	63	24	3	90	75
Ditto, ...	Dehra Dhoon, ...	Do.	150	18	6	174	174
Ditto, ...	Shahjehanpore, ...	Do.	66	86	...	152	110
Ditto, ...	Meerut, ...	1851.	107	18	13	138	105
Ditto (Sudder Bazar),	Bareilly, ...	1861.	58	17	...	75	54
Ditto Cowiegunge,	Ditto, ...	1863.	...	...	41	41	34.66
Ditto, ...	Chunar, ...	1820.	118	25	4	147	102
Ditto, ...	Jounpore, ...	1863.	87	30	1	118	95
High School, ...	Allahabad, ...	1861.	...	...	85	85	73
Mission School, ...	Azimgurh, ...	1841.	205	17	1	223	141
Ditto, ...	Ghazeepore, ...	1853.	210	60	10	280	180
Ditto, ...	Goruckpore, ...	Do.	176	32	27	235	188
Mission Orphan School, ...	Benares, ...	Do.	...	...	150	150	140
Church Mission Society Boys' School, ...	Allahabad, ...	1860.	...	...	60	60	45
Mission Girls' School, ...	Etawah, ...	Do.	...	...	...	93	93
Ditto, ...	Dehra Dhoon, ...	1860.	...	...	37	37	34
Mission Orphan Girls' School, ...	Bareilly, ...	1859.	...	...	135	135	130
Ditto Girls' School. ...	Benares, ...	1850.	160	...	...	160	120
Subscription School, ...	Hapore, ...	1860.	27	...	...	27	26
Ditto, ...	Sherkote, ...	Do.	43	47	...	90	92
Ditto, ...	Rehur, ...	Do.	33	26	..	59	51
Ditto, ...	Afzulgurh, ...	1862.	12	28	...	40	41
Ditto, ...	Gurhi, ...	1860.	5	26	...	31	29
Ditto, ...	Surjunnuggur, ...	October, 1860.	43	3	...	46	50
Total, ...	...	...	2,495	657	935	4,180	3,596.66

DIX F.—(Continued.)

GENERAL EDUCATION

FOR THE YEAR 1863 64.

to Government Inspection (aided by Government). *

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.						Monthly rate of Schooling Fee.	RECEIPTS.				
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
9.	9 a.	9 b.	9 c.	9 d.	9 e.	10.	11.	12.	13.	14.	15.
							Rs. As. P.	Rs.	Rs.	Rs. As. P.	Rs. As. P.
151	...	21	172	...	32		3,000 0 0	...	...	164 0 0	502 7 3
81	...	18	35	2	41		560 0 0	180	396	...	106 0 0
89	...	99	99	17	95		700 0 0	...	...	...	24 0 0
86	85	...	9		400 0 0	...	1,632	30 0 0	...
80	...	42	8	6	25		1,200 0 0	...	...	185 0 0	319 10 3
...		600 0 0	...	...	...	...
114	114		1,800 0 0	480	...	677 0 0	168 2 0
18	40		600 0 0	...	...	768 10 0	6 14 0
70	...	90	...	...	...		480 0 0	...	...	...	661 0 0
60	...	16	...	...	...		200 0 0	...	...	130 8 0	277 8 0
55	...	35	90	...	...		960 0 0	...	...	...	84 0 0
174	...	50	40	...	45		1,200 0 0	...	...	2,104 0 0	174 10 0
64	...	38	29	...	21		960 0 0	...	...	412 2 9	85 7 6
131	...	52	86	...	...		1,200 0 0	...	...	214 8 0	480 0 0
33	...	16	30	...	35		264 0 0	...	...	240 0 0	84 0 0
...		120 0 0	...	...	121 15 0	...
39	...	10	25	...	73		720 0 0	...	...	63 0 0	112 0 0
90	75	...	43		1,200 0 0	...	...	720 8 0	146 15 6
85	56	...	...		1,000 0 0	...	...	...	...
173	...	85	88	...	223		1,200 0 0	...	...	350 0 0	206 6 6
200	...	15	25	...	40		1,200 0 0	97	...	171 0 0	252 0 3
72	...	23	70	...	70		1,320 0 0	...	...	167 0 0	137 0 0
...		960 0 0	...	...	...	...
...		120 0 0	...	...	...	...
...		200 0 0	...	...	...	...
37	15	...	15		120 0 0	...	...	2,400 0 0	...
12	135	...	110		960 0 0	...	...	...	...
...	160		992 0 0	...	...	975 0 0	...
27		75 7 1	...	...	210 0 0	5 10 0
...	...	76	90	...	...		89 14 8	...	...	196 0 0	36 8 0
...	...	21	30	...	29		43 0 0	...	...	120 0 0	25 8 0
...	...	18	40	...	...		43 0 0	...	...	120 0 0	18 10 0
...	...	12	31	...	...		43 0 0	...	...	120 0 0	22 2 0
...	38	...	8		50 0 0	...	...	89 4 0	30 12 0
1,941	...	737	1,392	25	1,228		24,580 5 9	757	2,028	10,749 7 9	3,967 3 3

TABLE No. V.—(Continued.)

I.—INSTITUTIONS FOR

Private Schools of the higher Class open

NAME OF INSTITUTION.	Locality.	When Established.	RECEIPTS.		
			Sale of Books.	Other sources.	Total.
			16.	17.	18.
			Rs. As. P.	Rs. As. P.	Rs. As. P.
Christ Church Free School, ...	Cawnpore, ...	1860.	256 3 9	2,783 13 6	6,706 8 6
Mofid-am School, ...	Agra, ...	May, 1858.	...	...	1,242 0 0
Mission High School, ...	Furruckabad, ...	Do.	...	2,400 0 0	3,124 0 0
Mission School, ...	Mynpoory, ...	Do.	...	...	2,062 0 0
Ditto, ...	Muthra, ...	1860.	90 5 9	605 1 7	2,400 1 7
Ditto, (Secundra) ...	Agra, ...	Do.	...	2,525 6 6	3,125 6 6
Ditto, ...	Almorah, ...	1850.	...	...	3,125 2 0
Ditto, ...	Nynee Tal, ...	1858.	228 0 0	...	1,603 8 0
Ditto, ...	Bijnour, ...	1859.	...	...	1,141 0 0
Ditto, ...	Nujeebabad, ...	1862.	...	...	608 0 0
Ditto, ...	Moradabad, ...	1860.	...	366 0 6	1,410 0 0
Ditto, ...	Dehra Dhoon, ...	Do.	...	...	3,478 10 0
Ditto, ...	Shahjehanpore, ...	Do.	...	600 0 0	2,057 10 3
Ditto, ...	Meerut, ...	1851.	6 0 0	1,992 0 0	3,892 8 0
Ditto, (Sudder Bazar)	Bareilly, ...	1861.	...	...	588 0 0
Ditto, Cowiegunge,	Ditto, ...	1863.	...	...	241 15 0
Ditto, ...	Chunar, ...	1820.	...	684 0 0	1,579 0 0
Ditto, ...	Jounpore, ...	1863.	53 5 6	2,507 15 3	4,628 12 3
High School, ...	Allahabad, ...	1861.	...	3,646 10 5	4,646 10 5
Mission School, ...	Azimgurh, ...	1841.	206 7 0	2,560 15 9	4,523 13 3
Ditto, ...	Ghazeeopore, ...	1853.	251 9 0	960 0 0	2,931 9 3
Ditto, ...	Goruckpore, ...	Do.	10 0 0	1,900 0 0	3,534 0 0
Mission Orphan School, ...	Benares, ...	Do.	...	3,900 0 0	4,860 0 0
Church Mission Society Boys' School, ...	Allahabad, ...	1860.	...	150 0 0	270 0 0
Mission Girls' School, ...	Etawah, ...	Do.	...	840 0 0	1,040 0 0
Ditto, ...	Dehra Dhoon, ...	1860.	...	...	2,520 0 0
Mission Orphan Girls' School, ...	Bareilly, ...	1859.	...	2,622 2 6	3,582 2 6
Ditto Girls' School, ...	Benares, ...	1850.	...	...	1,957 0 0
Subscription School, ...	Hapore, ...	1860.	...	...	291 1 1
Ditto, ...	Sherkote, ...	Do.	...	...	322 6 8
Ditto, ...	Rehur, ...	Do.	...	...	188 8 0
Ditto, ...	Azulgurh. ...	1862.	...	...	181 10 0
Ditto, ...	Gurhi, ...	1860.	...	...	185 2 0
Ditto, ...	Surjunnuggur, ...	October, 1860.	...	...	170 0 0
Total, ...	...	...	1,101 15 0	31,044 1 6	74,223 1 3

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P. : }

Dated Bareilly, the 20th July, 1864. }

DIX F.—(Continued.)

GENERAL EDUCATION

FOR THE YEAR 1863-64.

to Government Inspection (aided by Government).

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.	
5,980 8 6	90 7 3	6,070 15 9	635 8 9	...	44 10 3	22 1 0	
1,116 0 0	90 0 0	1,206 0 0	36 0 0	...	14 0 0	6 4 8	
3,100 0 0	24 0 0	3,124 0 0	...	...	13 14 2	3 1 9	
1,912 0 0	150 0 0	2,062 0 0	...	...	9 14 7	2 0 0	
2,809 10 11	55 13 9	2,865 8 8	...	465 7 1	32 3 0	13 8 0	
3,125 6 6	...	3,125 6 6	...	...	11 3 10	2 2 6	
2,327 0 0	273 5 4	2,600 5 4	524 12 8	...	25 7 9	17 10 4	
1,320 0 0	50 0 0	1,370 0 0	233 8 0	...	54 12 9	24 0 0	
1,141 0 0	...	1,141 0 0	...	...	11 8 5	4 13 6	
608 0 0	...	608 0 5	...	...	9 10 5	3 2 9	
1,260 0 0	150 0 0	1,410 0 0	...	...	18 12 10	12 12 9	
3,004 0 0	414 10 0	3,418 10 0	60 0 0	...	19 10 4	6 14 4	
1,953 0 0	150 0 0	2,103 0 0	...	45 5 9	19 2 0	8 11 7	
3,171 0 0	715 8 0	3,886 8 0	6 0 0	...	37 0 3	11 6 9	
338 0 0	170 0 0	508 0 0	80 0 0	...	9 6 6	4 14 2	
241 15 0	...	241 15 0	...	...	7 0 0	3 6 6	
1,584 0 0	72 0 0	1,656 0 0	...	77 0 0	16 3 9	7 1 0	
3,672 0 0	879 11 0	4,551 11 0	77 1 3	...	35 4 4	12 10 1	
4,646 10 5	...	4,646 10 5	...	...	63 10 5	13 11 2	
3,893 0 0	966 15 3	4,859 15 3	...	336 2 0	34 7 6	8 8 2	
2,814 10 0	430 6 6	3,245 0 6	...	313 7 3	18 0 5	6 10 8	
3,047 0 0	228 0 0	3,275 0 0	259 0 0	...	17 6 9	7 0 4	
4,860 0 0	...	4,860 0 0	...	...	34 11 5	6 13 9	
270 0 0	...	270 0 0	...	...	6 0 0	2 10 8	
1,040 0 0	...	1,040 0 0	...	...	11 3 0	2 2 5	
1,500 0 0	1,020 0 0	2,520 0 0	...	...	74 2 0	3 8 6	
3,582 2 6	...	3,582 2 6	...	...	27 8 11	7 6 2	
1,967 0 0	...	1,967 0 0	...	...	16 6 3	8 4 3	
263 5 11	27 11 2	291 1 1	...	...	11 3 1	2 14 5	
307 6 8	...	307 6 8	15 0 0	...	3 5 6	1 0 0	
188 8 0	...	188 8 0	...	...	3 11 1	0 13 6	
181 10 0	...	181 10 0	...	...	4 7 0	1 0 9	
185 2 0	...	185 2 0	...	...	6 6 2	1 7 9	
99 0 0	71 0 0	170 0 0	...	...	3 6 5	1 0 0	
67,509 0 5	6,029 8 3	73,538 8 8	1,926 14 8	1,237 6 1	20 7 2	6 13 4	

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

TABLE No. V. A.

I.—INSTITUTIONS FOR

Private Schools of the Middle Class open to

NAME OF INSTITUTION.	Locality.	When Establish- ed.	NUMBER OF PUPILS ON THE ROLL AT THE END OF THE YEAR.				Average daily attendance.
			Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
Subscription School	Dehra Dhoon.	January, 1861.	14	1	...	15	14
Ditto ...	Rajpore.	16th December, 1863.	37	4	...	41	41
Ditto ...	Dooly Chandpore.	August, 1862.	20	...	...	20	18
Ditto ...	Jatpoora.	18th November, 1863.	29	...	...	29	21
Ditto ...	Shergurh.	11th January, 1864.	13	11	...	24	19
Ditto ...	Purainee.	28th December, 1863.	25	2	...	27	21
Ditto ...	Tanda.	1st November, 1863.	28	2	...	30	23
Mission School ...	Budaon.	August, 1860.	40	17	3	60	60
Ditto Orphanage School	Shaljehanpore.	December, 1862.	2	...	75	77	77
Ditto School	Roorkee.	1859.	46	14	14	74	61
Ditto ...	Scharunpore.	1837.	...	...	56	56	52
Ditto ...	Ditto (City).	1837.	71	15	1	87	40
English School	Lullutpore.	September, 1862.	38	7	...	45	38
Thornhill Training School	Allahabad.	1862.	75	11	...	86	75
Episcopal Native-Christian School ...	Ditto.	1860.	3	1	80	84	70
Christian Village School	Basauggar. Goruckpore dis- trict.	1860.	...	...	41	41	36
Mission Girls' School	Goruckpore.	1860.	...	...	36	36	30
Total ...	...	...	441	85	306	832	696

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Government Inspection (not aided by Government).

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.							Monthly rate of Schooling-fees.	RECEIPTS.				
English.	Arabic.	Persian.	Oordoo.	Sanskrit.	Hindee.			From Govern-ment.	Proceeds of En-dowment.	Local rate of As-sessment.	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.	Rs. As. P.	Rs. As. P.	Rs. As. P.
15	15	...	14		4 annas.	28 14 1	...	...	167 8 7	1 8 0
..	...	41	41	...	...		1 to 2 annas.	3 0 0	...	...	54 0 0	3 6 0
..	...	13	20	...	...		...	3 0 0	...	...	120 0 0	4 2 0
..	5	...	29		...	3 0 0	...	...	43 7 6	...
..	16	...	8		...	3 0 0	...	...	28 10 4	...
..	...	10	27	...	...		...	3 0 0	...	...	40 15 8	2 12 0
..	30	...	...		...	5 0 0	...	...	39 0 0	5 10 0
10	...	50	60	...	...		0 7 6	...	...	...	336 0 0	...
25	...	47	28	...	67		...	...	...	...	...	...
74	...	30	25	...	19		4 annas.	...	...	...	...	16 6 6
42	...	6	56	...	...		...	...	...	...	30 0 0	...
71	...	16	87	...	...		...	...	...	...	250 0 0	63 0 0
38	...	19	...	...	...		...	4 8 6	...	305 8 0	...	...
60	10	6	10		4 annas to 2 Rs.	...	...	...	2,456 10 0	513 4 0
84	...	84	84	...	...		1 anna to 8 annas.	...	...	...	168 8 0	193 1 0
..	41		...	...	...	...	...	...
10	30		...	...	...	...	...	...
429	...	316	504	6	218			53 6 7	...	305 8 0	3,734 12 1	808 1 6

TABLE No. V. A.

I.—INSTITUTIONS FOR

Private Schools of the Middle Class open to

NAME OF INSTITUTION.	Locality.	When Establish- ed.	RECEIPTS.		
			Sale of Books.	Other Sources.	Total.
1.	2.	3.	16.	17.	18.
			Rs. As. P.	Rs. As. P.	Rs. As. P.
Subscription School ...	Dehra Dhoon.	January, 1861.	...	...	197 14 8
Ditto ...	Tajpore.	16th December, 1863.	...	...	60 6 0
Ditto ...	Dooly Chandpore.	August, 1862.	...	...	127 2 0
Ditto ...	Jatpoora.	18th November, 1863.	...	...	46 7 6
Ditto ...	Shergurb.	11th January, 1864.	...	...	31 10 4
Ditto ...	Purainee.	28th December, 1863.	...	...	46 11 8
Ditto ...	Tanda.	1st November, 1863.	...	...	49 10 0
Mission School ...	Budaon.	August, 1860.	...	...	336 0 0
Ditto Orphanage School	Shahjehanpore.	December, 1862.	...	1,375 15 0	1,375 15 0
Ditto School ...	Roorkee.	1859.	19 11 9	556 8 0	592 10 3
Ditto ...	Seharunpore.	1837.	...	1,410 0 0	1,440 0 0
Ditto ...	Ditto (City).	1837.	83 0 0	1,050 0 0	1,446 0 0
English School ...	Lullutpore.	September, 1862.	...	...	310 0 6
Thornhill Training School	Allahabad.	1862.	...	...	2,969 14 0
Episcopal Native-Christian School ...	Ditto.	1860.	45 0 6	360 0 0	771 9 6
Christian Village School...	Basauggar. Goruckpore dis- trict.		...	200 0 0	200 0 0
Mission Girls' School ...	Goruckpore.		...	370 0 0	370 0 0
Total ...	...	...	147 12 3	5,322 7 0	10,371 15 5

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P.: }

Dated Bareilly, the 20th July 1864.

DIX F.—(Continued.)

GENERAL EDUCATION

FOR THE YEAR 1863-64.

Government Inspection (Not aided by Government).

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. B.	
111 0 0	86 14 8	197 14 8	...	...	14 2 2	2 1 0	
60 6 0	...	60 6 0	...	...	1 7 7	0 1 2	
127 2 0	...	127 2 0	...	...	7 1 0	0 2 8	
46 7 6	...	46 7 6	...	...	2 3 5	0 2 3	
31 10 4	...	31 10 4	...	...	1 10 7	0 2 6	
46 11 8	...	46 11 8	...	...	2 3 7	0 0 3	
49 10 0	...	49 10 0	...	...	2 2 6	0 3 6	
336 0 0	...	336 0 0	...	...	5 9 7	...	
1,275 0 0	100 15 0	1,375 15 0	...	...	18 5 6	...	
595 12 0	90 3 9	685 15 9	...	93 5 6	11 4 0	...	
720 0 0	400 0 0	1,120 0 0	320 0 0	...	21 8 9	...	
1,152 0 0	294 0 0	1,446 0 0	...	...	36 2 4	...	
300 0 0	11 6 6	311 6 6	...	1 6 0	8 3 11	0 1 11	
2,881 10 0	88 4 0	2,969 14 0	...	...	33 8 6	...	
697 12 0	99 10 6	797 6 6	...	25 13 0	9 7 10	...	
200 0 0	...	200 0 0	...	...	5 8 0	...	
370 0 0	...	370 0 0	...	...	12 5 4	...	
9,001 1 6	1,171 6 5	10,172 7 11	320 0 0	120 8 6	14 9 0	...	

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

TABLE No. VI.

I.—INSTITUTIONS FOR

Private Schools of the Lower Class open to

NAME OF INSTITUTION.	LOCALITY.		No. of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLL AT THE END OF THE YEAR.			
	District.	Tehseelee.			Hindoos.	Mahomedans.	Others.	Total.
1.	1 A.	2.	2 A.	3.	4.	5.	6.	7.

1ST CIRCLE, DEPARTMENT PUBLIC INSTRU

INDIGENOUS SCHOOLS.									
ALLEGURH.	Hatrags	...	43	...	718	46	...	764	
	Atrawlee	...	60	...	414	256	...	670	
	Coel	...	81	...	694	192	...	886	
	Khyr	...	22	...	162	31	...	193	
	Iglass	...	15	...	90	9	...	99	
	Secundra Rao	...	55	...	551	123	...	674	
	Total	...	276	...	2,629	657	...	3,286	
	BOOLUND-SHUHUR.	Secundrabad	...	29	...	166	90	...	256
		Boolundshuhur	...	34	...	182	209	...	391
		Anoopshuhur	...	36	...	344	103	...	447
		Khoorja	...	32	...	100	109	...	209
		Total	...	131	...	792	511	...	1,303
	MEERUT.	Meerut	...	84	...	568	524	...	1,092
		Sirdhana	...	16	...	220	88	...	258
		Buroth	...	24	...	222	85	...	307
		Ghazeeabad	...	25	...	297	60	...	357
		Hauper	...	52	...	274	162	...	436
		Mooana	...	33	...	213	160	...	373
	Total	...	234	...	1,794	1,029	...	2,823	
	MOZUFFUR-NUGGER.	Mozuffuruugger	...	48	...	345	300	...	648
		Janseth	...	81	...	486	307	...	793
		Shamli	...	58	...	466	392	...	858
Burhana		...	28	...	362	180	...	542	
Total		...	215	...	1,662	1,179	...	2,841	
SEHARUN-PORE.	Seharunpore	...	85	...	407	669	...	1,076	
	Roorkee	...	62	...	442	288	...	730	
	Deobund	...	49	...	464	327	...	791	
	Nakoer	...	41	...	201	321	...	522	
	Total	...	237	...	1,514	1,605	...	3,119	
DEHRA DHOON.	Dehra Dhoon	...	23	...	167	96	53	316	
	Total	...	23	...	167	96	53	316	
BAREILLY.	Bareilly	...	183	...	1,070	621	...	1,691	
	Nawabgunge	...	28	...	82	76	...	158	
	Pilibheet	...	48	...	180	361	...	541	
	Jehanabad	...	76	...	194	332	...	526	
	Daram	...	6	...	14	70	...	84	
	Beesulpore	...	72	...	527	56	...	583	
	Fureedpore	...	32	...	186	30	...	216	
	Aonlah	...	73	...	333	272	...	645	
	Shahi	...	39	...	241	119	...	360	
Total	...	557	...	2,867	1,937	...	4,804		

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Government Inspection (Indigenous Schools).

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.	Oordoo.	Sanscrit.	Hindee.	Kayasthi, &c.		From Govern-ment.	Proceeds of En-dowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.

TION, NORTH-WESTERN PROVINCES.

								Rs. As. P.	Rs. As. P.	Rs. As. P.
760	2	4	148	13	53	608	...	0 5 0	3 10 4	...
592	...	66	444	9	97	63	...	0 6 10	2 15 7	...
886	...	74	473	58	20	319	...	0 6 9	3 15 10	...
205	...	12	75	...	22	89	...	0 5 7	1 10 9	...
99	...	...	43	4	...	56	...	0 10 0	1 3 11	...
642	...	21	373	2	32	250	...	0 7 1	3 8 0	...
3,184	2	177	1,556	86	224	1,385	...	0 6 6	17 0 5	...
256	...	58	130	16	3	70	...	0 4 9	...	...
391	...	104	221	6	...	60	...	0 5 8	...	...
447	12	49	192	17	83	141	...	0 5 7	...	...
209	...	62	128	3	...	18	...	0 8 8	...	...
1,303	12	273	671	42	86	289	...	0 5 11	...	...
1,312	...	377	418	...	4	322	...	0 4 1	...	...
207	...	...	50	...	8	191	...	0 3 6	...	...
335	...	...	119	5	35	148	...	0 4 1	...	...
312	...	9	155	21	15	178	...	0 4 8	...	...
458	...	68	224	24	11	132	...	0 2 5	...	...
431	...	60	198	9	6	111	...	0 5 0	...	...
3,055	...	514	1,164	59	79	1,082	...	0 4 0	...	...
648	...	190	200	13	25	315	...	0 4 6	...	...
793	...	155	260	15	27	338	...	0 5 6	...	...
858	...	367	167	14	8	346	...	0 3 4	...	...
542	...	144	157	14	23	215	...	0 2 9	...	...
2,841	...	856	784	56	83	1,214	...	0 4 1	...	...
1,196	...	416	418	34	59	211	...	0 2 5	...	...
735	...	220	130	36	198	212	...	0 2 11	...	...
737	...	195	315	2	20	265	...	0 4 0	...	...
558	...	240	210	20	10	32	...	0 2 6	...	...
3,226	...	1,071	1,073	92	287	721	...	0 2 11	...	...
332	25	66	114	225	16	268	18	3 & 5 annas.	...	...
332	25	66	114	225	16	268	18	3 and 5 annas.	...	...
1,641	...	297	673	31	88	280	174	0 6 4	...	360 0 0
162	...	72	113	4	...	3	67	0 6 6	...	...
559	...	300	162	17	7	113	...	0 4 0	...	...
573	...	210	310	16	5	16	...	0 6 11	...	...
79	...	50	41	5	...	...	...	0 5 9	...	...
574	...	36	228	63	34	281	...	0 8 6	...	...
212	...	8	143	21	8	59	...	0 11 4	...	...
664	...	41	316	94	59	253	66	0 5 7	0 4 0	57 0 0
395	...	26	154	57	26	101	22	0 5 4	0 6 10	...
4,859	...	1,040	2,140	311	227	1,106	329	0 6 5	0 10 10	417 0 0

TABLE No. VI.

I.—INSTITUTIONS FOR

Private Schools of the Lower Class open

NAME OF INSTITUTION.	LOCALITY.		No. of Schools.	When Established.	RECEIPTS.	
	District.	Tehseelee.			Local rate of Assessment.	Subscriptions Donations, &c.
1.	1 A.	2.	2 A.	3.	13.	14.

1ST CIRCLE, DEPARTMENT PUBLIC INSTRU

INDIGENOUS SCHOOLS.		LOCALITY.	No. of Schools.	When Established.	Rs. As. P.		Rs. As. P.		
					Local rate of Assessment.	Subscriptions Donations, &c.			
ALLYGURH.	ALLYGURH.	Hatrass	43	...	...	...	...	...
		Atrowlee	60	...	...	...	...	...
		Coel	81	...	...	...	...	...
		Khyr	22	...	...	...	...	...
		Iglass	15	...	...	...	...	...
		Secundra Rao	55	...	...	...	...	...
		Total	276	...	...	...	...	...
	BOOND-SHUR.	BOOND-SHUR.	Secundrabad	29
			Bulundshuhur	34
			Anoopshuhur	36
			Khoorja	32
			Total	131
	MEERUT.	MEERUT.	Meerut	84
			Sirdhana	16
			Buroth	24
Ghazeabad			25	...	...	...	...	...
Hauper			52	...	...	...	...	...
Mooana			33	...	...	...	...	...
	Total	234	...	...	...	...	...
MOZUPUR.	MOZUPUR.	Mozuffurugger	48	...	...	...	...	...
		Janseth	81	...	...	...	...	...
		Shamli	58	...	...	...	...	...
		Burhana	28	...	...	...	...	...
		Total	215	...	...	...	...	...
SEHARUN-FORE.	SEHARUN-FORE.	Seharunpore	85	...	...	...	...	...
		Roorkee	62	...	...	...	...	...
		Deobund	49	...	...	...	...	...
		Nakoor	41	...	...	...	...	...
		Total	237	...	...	...	...	...
DEHRA DHOON.	DEHRA DHOON.	Dehra Dhoon	23	...	...	...	...	...
		Total	23	...	...	...	...	...
BAREILLY.	BAREILLY.	Bareilly	183	...	...	...	...	...
		Nawabgunge	28	...	...	...	...	...
		Pilibheet	48	...	...	...	...	...
		Jehanabad	76	...	...	...	...	...
		Darow	6	...	...	...	...	...
		Beesulpore	72	...	...	...	...	...
		Fureedpore	32	...	...	...	...	...
		Aonlah	73	...	...	...	...	...
		Shahi	39	...	...	...	...	...
	Total	557	...	...	...	...	...

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

to Government Inspection (Indigenous Schools).

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

TION, NORTH-WESTERN PROVINCES.

Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	
2,856	6	6	...	...	...	2,860	0	10	2,856	6	6	3	10	4	2,860	0	10
3,045	12	0	...	...	...	3,048	11	7	3,045	12	0	2	15	7	3,048	11	7
4,507	5	0	...	...	...	4,511	4	10	4,507	5	0	3	15	10	4,511	4	10
903	10	6	...	...	...	905	5	3	903	10	6	1	10	9	905	5	3
739	14	0	...	...	...	741	1	11	739	14	0	1	3	11	741	1	11
3,398	13	0	...	...	...	3,402	5	0	3,398	13	0	3	8	0	3,402	5	0
15,451	13	0	...	...	...	15,468	13	5	15,451	13	0	17	0	5	15,468	13	5
918	4	0	...	...	...	918	4	0	918	4	0	...	...	...	918	4	0
1,214	0	0	...	447	0	0	1,661	0	0	1,214	0	0	447	0	0	1,661	0	0
1,324	2	0	...	548	8	0	1,872	10	0	1,324	2	0	548	8	0	1,872	10	0
1,357	8	0	...	...	...	1,357	8	0	1,357	8	0	...	...	...	1,357	8	0
4,813	14	0	...	995	8	0	5,809	6	0	4,813	14	0	995	8	0	5,809	6	0
4,050	12	0	...	...	...	4,050	12	0	3,153	0	0	897	12	0	4,050	12	0
537	0	0	...	...	...	537	0	0	345	0	0	192	0	0	537	0	0
957	0	0	...	...	...	957	0	0	624	0	0	333	0	0	957	0	0
1,089	0	0	...	...	...	1,089	0	0	925	8	0	163	8	0	1,089	0	0
2,180	4	0	...	...	...	2,180	4	0	1,561	8	0	618	12	0	2,180	4	0
1,230	0	0	...	...	...	1,230	0	0	886	8	0	343	8	0	1,230	0	0
10,044	0	0	...	...	...	10,044	0	0	7,495	8	0	2,548	8	0	10,044	0	0
2,169	0	0	...	...	...	2,169	0	0	1,449	0	0	720	0	0	2,169	0	0
3,272	4	0	...	...	...	3,272	4	0	2,145	12	0	1,126	8	0	3,272	4	0
2,145	0	0	...	...	...	2,145	0	0	1,566	0	0	579	0	0	2,145	0	0
1,125	2	0	...	...	...	1,125	2	0	693	0	0	432	2	0	1,125	2	0
8,711	6	0	...	...	...	8,711	6	0	5,853	12	0	2,857	10	0	8,711	6	0
2,129	4	0	...	...	...	2,129	4	0	1,969	11	0	159	9	0	2,129	4	0
1,626	0	0	...	...	...	1,626	0	0	1,393	12	0	232	4	0	1,626	0	0
2,216	10	0	...	...	...	2,216	10	0	1,521	6	0	695	4	0	2,216	10	0
1,039	8	0	...	...	...	1,039	8	0	809	13	0	229	11	0	1,039	8	0
7,011	6	0	...	...	...	7,011	6	0	5,694	10	0	1,316	12	0	7,011	6	0
1,602	12	0	...	...	...	1,602	12	0	1,382	4	0	220	8	0	1,602	12	0
1,602	12	0	...	...	...	1,602	12	0	1,382	4	0	220	8	0	1,602	12	0
2,007	12	0	...	5,425	8	0	7,793	4	0	5,425	8	0	2,247	12	0	7,673	4	0
209	14	0	...	584	0	0	793	14	0	584	0	0	209	14	0	793	14	0
566	4	0	...	1,101	0	0	1,667	4	0	1,101	0	0	566	4	0	1,667	4	0
735	0	0	...	2,241	0	0	2,976	0	0	2,241	0	0	735	0	0	2,976	0	0
165	0	0	...	174	0	0	339	0	0	174	0	0	165	0	0	339	0	0
1,013	4	0	...	2,634	0	0	3,647	4	0	2,634	0	0	1,013	4	0	3,647	4	0
331	8	0	...	1,392	0	0	1,723	8	0	1,392	0	0	331	8	0	1,723	8	0
532	15	0	...	2,203	0	0	2,793	3	0	2,260	0	0	533	3	0	2,793	3	0
396	11	0	...	1,184	0	0	1,581	1	10	1,184	0	0	397	1	10	1,581	1	10
5,958	4	0	...	16,938	8	0	23,314	6	10	16,995	8	0	6,198	14	10	23,194	6	10

TABLE No. VI.

I.—INSTITUTIONS FOR

Private Schools of the Lower Class open to

NAME OF INSTITUTION.	LOCALITY.		No. of Schools.	When Established.	Excess of Receipts over Charges.	Excess of Charges over Receipts.
	District.	Tehseelee..				
1.	1 A.	2.	2 A.	3.	22.	23.

1st CIRCLE, DEPARTMENT PUBLIC INSTRUCC

INDIGENOUS SCHOOLS.					Rs. As. P.	
	ALIGURH.	Hatrass	...	43
		Atrowlee	...	60
		Coel	...	81
		Khyr	...	22
		Iglass	...	15
		Secundra Rao	...	55
		Total	...	276
	ROOLUND-SHURH.	Secundrabad	...	39
		Boolundshuhur	...	34
		Anoopshuhur	...	36
		Khoorja	...	32
		Total	...	131
	MEERUT.	Meerut	...	84
		Sirdhana	...	16
		Buroth	...	24
		Ghazecabad	...	25
		Hauper	...	52
		Moana	...	33
	Total	...	234	...	...
MOZUF-FURNUG-GER.	Mozuffurnugger	...	48	...	...
	Janseth	...	81	...	...
	Shamli	...	58	...	...
	Burhana	...	28	...	...
	Total	...	215	...	...
SEHARUN-PORE.	Seharunpora	...	85	...	...
	Roorkee	...	62	...	...
	Deobund	...	49	...	...
	Nakoor	...	41	...	...
	Total	...	237	...	...
DEHRA DHOON.	Dehra Dhoon	...	23	...	...
	Total	...	23	...	...
BAREILLY.	Bareilly	...	183	...	120 0 0	
	Nawabgunge	...	28	...	...
	Pillbheet	...	48	...	...
	Jehanabad	...	76	...	...
	Darow	...	6	...	...
	Beesulpore	...	72	...	...
	Fureedpore	...	32	...	...
	Aonlah	...	73	...	...
	Shahi	...	39	...	...
Total	...	557	...	120 0 0		

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Government Inspection (Indigenous Schools).

ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Total Cost.	Cost to Government.	
24.	25.	26.

TION, NORTH-WESTERN PROVINCES.

Rs.	As.	P.	Rs.	As.	P.
3	12	3	0	0	1
5	2	5	0	0	1
5	1	6	0	0	1
4	6	6	0	0	2
7	7	9	0	0	8
5	4	7	0	0	1
4 13 9			0 0 1		
3 9 5			...		
4 4 0			...		
4 3 0			...		
6 7 11			...		
4 7 4			...		
3 1 5			...		
2 9 6			...		
2 13 8			...		
3 7 10			...		
4 8 8			...		
2 13 8			...		
3 4 7			...		
3 5 7			...		
4 2 0			...		
2 8 0			...		
2 1 3			...		
3 1 1			...		
1 12 6			...		
2 3 6			...		
3 0 1			...		
1 13 10			...		
2 2 10			...		
4 13 8			...		
4 13 8			...		
4 10 10			...		
4 14 5			...		
2 15 9			...		
5 3 1			...		
4 4 8			...		
6 5 9			...		
8 2 1			...		
4 3 4			...		
4 0 1			...		
4 12 5			...		

TABLE No. 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 ROLL AT THE END OF THE YEAR.			
	District.	Tehseelee.			Hindoos.	Mahomedans.	Others.	Total.
1.	1 A.	2.	2 A.	3.	4.	5.	6.	7.

1st CIRCLE, DEPARTMENT PUBLIC INSTRUC.

INDIGENOUS SCHOOLS.	NAME OF INSTITUTION.	LOCALITY.	No. of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLL AT THE END OF THE YEAR.			
					Hindoos.	Mahomedans.	Others.	Total.
1.	1 A.	2.	2 A.	3.	4.	5.	6.	7.
INDIGENOUS SCHOOLS.	Bijnour.	Bijnour	69	...	491	231	...	722
		Chandpore	45	...	201	168	...	369
		Dhampore	79	...	230	389	...	669
		Nugeena	91	...	458	332	...	790
		Nujeebabad	89	...	667	341	...	1,008
		Total	373	...	2,097	1,461	...	3,558
	Budaon.	Budaon	59	...	251	298	...	549
		Datagunge	8	...	36	...	...	36
		Subeswan	19	...	91	140	...	231
		Bissowlee	18	...	86	38	...	124
		Gunour	9	...	19	62	...	81
		Total	113	...	433	538	...	1,021
	Moradabad.	Moradabad	79	...	224	373	...	697
		Thakoor Dwara	32	...	158	38	...	196
		Kashipore	23	...	123	79	...	202
Sumbhul		76	...	243	425	...	668	
Bilaree		26	...	151	75	...	226	
Amroha		79	...	273	529	...	802	
Hosseinpore		29	...	164	134	...	298	
Total	344	...	1,436	1,653	...	3,089		
Shahjehanpore.	Shahjehanpore	57	...	381	278	...	659	
	Jellalabad	15	...	68	34	...	102	
	Tilhur	31	...	227	96	...	323	
	Powain	19	...	121	26	...	147	
	Khotar	1	...	3	...	...	3	
	Total	123	...	800	434	...	1,234	
Grand Total		2,626	...	16,241	11,100	53	27,394	

2ND CIRCLE, DEPARTMENT PUBLIC INSTRUC.

INDIGENOUS SCHOOLS.	NAME OF INSTITUTION.	LOCALITY.	No. of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLL AT THE END OF THE YEAR.			
					Hindoos.	Mahomedans.	Others.	Total.
1.	1 A.	2.	2 A.	3.	4.	5.	6.	7.
INDIGENOUS SCHOOLS.	AGRA.	Huzoor Tehseel	114	...	983	390	3	1,376
		Eradutnugger	3	...	15	10	...	25
		Futteehabad	6	...	40	16	...	56
		Etmadpore	3	...	15	...	...	15
		Ferozabad	9	Different dates.	25	40	...	65
		Bahpinahut	2	...	10	6	...	16
		Khyragurh	1	...	10	...	...	10
		Futtehpore Seekree	6	...	92	26	...	118
		Furreh	5	...	25	36	...	61
		Total	149	...	1,215	524	3	1,742
INDIGENOUS SCHOOLS.	CAWNPORE.	Jajmow	127	...	1,327	434	116	1,877
		Sarh Salempore	12	...	120	1	...	121
		Ghatumpore	18	...	94	5	...	99
		Bilhour	23	...	140	27	...	167
		Sheolee	17	...	115	1	...	116
		Bithoor	34	Different dates.	307	10	...	317
		Russoolabad	8	...	60	1	...	61
		Akberpore	27	...	206	18	...	224
		Bhognipore	42	...	183	85	...	268
		Secundra	7	...	22	11	...	33
Dehrapore	17	...	93	5	...	98		
Total	332	...	2,667	598	116	3,381		
INDIGENOUS SCHOOLS.	ETAH.	Etah	24	...	134	178	...	312
		Allygunge	30	Different dates.	220	58	...	278
		Kasgunge	29	...	300	83	...	383
		Total	83	...	654	319	...	973

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

to Government Inspection (Indigenous Schools).

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.	Oordoo.	Sanscrit.	Hindee.	Kayasthi, &c.		From Govern-ment.	Proceeds of En-dowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.

... TION, NORTH-WESTERN PROVINCES.

796	...	125	280	21	32	261	...	Rs. As. P.	Rs. As. P.	Rs. As. P.
464	...	101	123	5	3	141	...	0 10 3	...	...
751	...	332	245	10	11	211	...	0 4 0	...	...
770	...	180	270	89	21	341	...	0 4 0	...	...
968	...	140	294	112	58	574	...	0 4 9	...	...
3,749	...	878	1,212	237	125	1,528	...	0 4 7	...	...
552	...	26	496	...	14	20	...	0 4 5	...	...
35	...	...	34	...	...	2	...	0 6 5	5 11 0	...
213	...	66	170	...	...	36	...	1 0 7	1 0 0	...
116	...	15	99	2	...	28	...	0 6 5	3 5 0	...
70	...	38	41	...	4	...	...	0 8 9	3 5 0	...
986	...	145	840	2	18	86	...	0 8 4	1 6 0	...
500	...	4	392	37	5	94	...	0 7 2	14 11 0	...
139	...	...	68	5	14	73	12	0 8 3	...	...
133	...	...	43	2	2	96	...	0 14 5	...	...
411	14	18	459	15	29	64	...	0 6 0	...	...
180	...	1	119	4	2	71	...	0 11 4	...	...
792	...	3	508	5	5	149	...	0 9 1	...	...
289	...	2	155	1	10	73	...	0 4 8	...	...
2,444	14	28	1,744	69	67	620	12	0 4 9	...	...
597	...	...	542	72	...	128	...	0 7 6	...	...
98	...	...	98	25	...	16	...	0 3 9	...	...
321	...	30	215	19	...	83	...	0 4 4	...	...
147	...	13	85	9	...	50	...	0 7 3	...	...
3	...	...	3	...	...	...	...	0 8 10	...	...
1,166	...	43	943	125	...	277	...	1 6 4	...	...
27,145	53	5,091	12,241	1,304	1,212	8,576	359	0 5 9	...	...
								0 5 4	32 6 3	417 0 0

... TION, NORTH-WESTERN PROVINCES.

830-00	85	181	614	133	139	544	...	} Various rates.	...	...
19-00	...	4	18	5	2	7	...		...	...
30-00	...	4	26	7	...	30	...		...	...
17-00	...	...	15	...	...	...	...		...	...
67-33	...	...	65	...	...	...	...		...	...
10-16	...	...	16	...	...	...	...		...	...
9-00	...	...	10	...	...	...	...		...	...
110-00	...	7	51	11	55	6	...		...	600 0 0
54-00	...	22	40	...	10	...	...		...	...
1,146-49	85	218	845	156	206	587	...		...	600 0 0
1,435	490	229	489	141	49	381	627	} Various rates.	...	...
94	...	...	18	1	19	32	51		...	...
76	...	5	34	...	4	...	61		...	...
128	...	15	62	9	...	4	92		...	...
81	...	...	25	10	32	...	57		...	...
249	...	6	68	3	30	5	216		...	...
55	...	1	15	1	22	...	23		...	...
178	...	...	61	...	8	15	140		...	...
213	...	8	160	...	31	...	68		...	...
26	...	2	13	...	11	...	7		...	...
79	...	...	21	...	16	4	57	...	...
2,614	490	266	966	165	222	441	1,399	...	...
265	...	16	297	13	...	4	...	} Various rates.	...	312 0 0
214	...	9	197	19	8	63	...		0 10 0	...
330	...	27	165	27	53	181	...		...	...
809	...	52	659	59	61	248	...		0 10 0	312 0 0

TABLE No. VI.

I.—INSTITUTIONS FOR

Private Schools of the Lower Class open

NAME OF INSTITUTION.	LOCALITY.		No. of Schools.	When Established.	RECEIPTS.	
	District.	Tehseelee.			Local rate of Assessment.	Subscriptions, Donations, &c.
1.	1 A.	2.	2 A.	3.	13.	14.

1ST CIRCLE, DEPARTMENT PUBLIC INSTRU-

					Rs.	As.	P.	Rs.	As.	P.
INDIGENOUS SCHOOLS.	BUNOUR.	Bijnour	69	...	...	...	...	...	...	...
		Chandpore	45	...	...	...	...	...	...	...
		Dhampore	79	...	...	...	...	...	...	...
		Nugeena	91	...	...	...	...	...	...	...
		Nujeebabad	89	...	...	...	...	...	...	...
		Total	373	...	...	...	...	...	...	...
	BUDAON.	Budaon	59	...	...	...	...	...	...	...
		Datagunge	8	...	...	...	...	...	...	...
		Suhsawan	19	...	...	...	...	...	...	...
		Bissowlee	18	...	...	...	...	...	...	...
		Gunour	9	...	...	...	...	...	...	...
		Total	113	...	...	...	...	...	...	...
	MORADABAD.	Moradabad	79	...	...	...	...	...	...	...
		Thakoor Dwara	32	...	...	...	...	...	...	...
		Kashipore	23	...	...	...	...	...	...	...
		Sumbhul	76	...	...	...	...	...	...	...
		Bilaree	26	...	...	...	...	...	...	...
		Amroha	79	...	...	...	...	...	...	...
		Hosseinpore	29	...	...	...	...	...	...	...
	Total	344	...	...	...	...	...	...	...
SHAHJEHAN-PORE.	Shahjehanpore	57	...	...	...	...	...	...	...
	Jellalabad	15	...	...	...	...	...	...	...
	Tilhur	31	...	...	...	...	...	...	...
	Powain	19	...	...	...	...	...	...	...
	Khotar	1	...	...	...	...	...	...	...
	Total	123	...	...	...	...	...	...	...
	Grand Total	2,626	...	...	...	...	...	...	...

2ND CIRCLE, DEPARTMENT PUBLIC INSTRU-

INDIGENOUS SCHOOLS.	AGRA.	Huzoor Tehseel	114	} Different dates.	...	...
		Eradutnugger	3		...	...
		Futtehabad	6		...	...
		Etmadpore	3		...	...
		Ferozabad	9		...	...
		Bahpinahut	2		...	...
		Khyragurh	1		...	...
		Futtehpore Seekree	6		...	...
	Furreh	5	...	...
		Total	149	...	...
	CAWNPORE.	Jajmow	127	} Different dates.	...	...
		Sarh Salempore	12		...	...
		Ghatumpore	18		...	...
		Bilhour	23		...	...
		Sheolee	17		...	...
		Bithoor	34		...	...
		Russoolabad	8		...	...
		Akberpore	27		...	...
	Bhognipore	42	...	...
Secundra	7	...	...	
Dehrapore	17	...	...	
	Total	332	...	...
ETAH.	Etah	24	} Different dates.	...	...
	Allygunge	30		...	...
	Kasgunge	29		...	...
	Total	83	...	...

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

to Government Inspection (Indigenous Schools).

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

TION, NORTH-WESTERN PROVINCES.

Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	
2,633	5	0	...	...	...	2,633	5	0	2,633	5	0	...	...	...	2,633	5	0	
1,403	1	0	...	...	...	1,403	1	0	1,403	1	0	...	...	...	1,403	1	0	
2,253	12	0	...	...	...	2,253	12	0	2,253	12	0	...	...	...	2,253	12	0	
2,752	8	0	...	...	...	2,752	8	0	2,752	8	0	...	...	...	2,752	8	0	
4,345	0	0	...	...	...	4,345	0	0	4,345	0	0	...	...	...	4,345	0	0	
12,387	10	0	...	...	...	12,387	10	0	12,387	10	0	...	...	...	12,387	10	0	
451	8	0	...	2,193	0	0	2,650	3	0	2,193	0	0	457	3	0	2,650	3	0
45	12	0	...	390	0	0	436	12	0	390	0	0	46	12	0	436	12	0
315	0	0	...	705	0	0	1,023	5	0	705	0	0	318	5	0	1,023	5	0
...	...	...	...	762	0	0	765	5	0	762	0	0	3	5	0	765	5	0
...	...	...	...	438	0	0	439	6	0	438	0	0	1	6	0	439	6	0
812	4	0	...	4,488	0	0	5,314	15	0	4,488	0	0	826	15	0	5,314	15	0
...	...	...	...	3,096	12	0	3,096	12	0	3,096	12	0	...	...	...	3,096	12	0
...	...	...	...	1,503	0	0	1,503	0	0	1,503	0	0	...	...	...	1,503	0	0
...	...	...	...	639	12	0	639	12	0	639	12	0	...	...	...	639	12	0
...	...	...	...	3,500	10	0	3,500	10	0	3,500	10	0	...	...	...	3,500	10	0
...	...	...	...	1,224	15	0	1,224	15	0	1,224	15	0	...	...	...	1,224	15	0
...	...	...	...	2,781	0	0	2,781	0	0	2,781	0	0	...	...	...	2,781	0	0
...	...	...	...	1,034	4	0	1,034	4	0	1,034	4	0	...	...	...	1,034	4	0
...	...	...	...	13,780	5	0	13,780	5	0	13,780	5	0	...	...	...	13,780	5	0
453	7	0	...	1,225	9	0	1,679	0	0	1,225	9	0	453	7	0	1,679	0	0
198	4	0	...	358	5	0	556	9	0	358	5	0	198	4	0	556	9	0
438	0	0	...	1,309	8	0	1,747	8	0	1,309	8	0	438	0	0	1,747	8	0
210	12	0	...	762	12	0	973	8	0	762	12	0	210	12	0	973	8	0
2	4	0	...	48	0	0	50	4	0	48	0	0	2	4	0	50	4	0
1,302	11	0	...	3,704	2	0	5,006	13	0	2,704	2	0	1,302	11	0	5,006	13	0
68,096	0	0	...	39,906	7	0	1,08,451	13	3	92,047	6	0	16,284	7	3	1,08,331	13	3

TION, NORTH-WESTERN PROVINCES.

4,782	12	0	...	...	...	4,782	12	0	4,181	4	0	601	8	0	4,782	12	0
174	0	0	...	...	...	174	0	0	150	0	0	24	0	0	174	0	0
303	0	0	...	...	...	303	0	0	219	0	0	84	0	0	303	0	0
252	0	0	...	...	...	252	0	0	252	0	0	...	...	...	252	0	0
410	12	0	...	...	...	410	12	0	410	12	0	...	...	...	410	12	0
156	0	0	...	...	...	156	0	0	156	0	0	...	...	...	156	0	0
48	0	0	...	...	...	48	0	0	48	0	0	...	...	...	48	0	0
216	0	0	...	...	...	816	0	0	600	0	0	216	0	0	816	0	0
300	0	0	...	...	...	300	0	0	309	0	0	...	...	...	300	0	0
6,642	8	0	...	...	...	7,242	8	0	6,317	0	0	925	8	0	7,242	8	0
12,200	1	0	...	...	...	12,200	1	0	11,502	9	0	697	8	0	12,200	1	0
556	8	0	...	...	...	556	8	0	439	8	0	117	0	0	556	8	0
684	12	0	...	...	...	684	12	0	525	0	0	159	12	0	684	12	0
1,041	0	0	...	...	...	1,041	0	0	738	0	0	302	4	0	1,041	0	0
574	8	0	...	...	...	574	8	0	375	15	0	198	9	0	574	8	0
1,212	6	0	...	...	...	1,212	6	0	916	14	0	295	8	0	1,212	6	0
321	0	0	...	...	...	321	0	0	177	0	0	144	0	0	321	0	0
861	12	0	...	...	...	861	12	0	789	12	0	72	0	0	861	12	0
1,483	8	3	...	...	...	1,483	8	0	1,459	8	0	24	0	0	1,483	8	0
174	0	0	...	...	...	174	0	0	174	0	0	...	...	...	174	0	0
597	0	0	...	...	...	597	0	0	597	0	0	...	...	...	597	0	0
19,706	7	0	...	...	...	19,705	7	0	17,695	14	0	2,010	9	0	19,706	7	0
1,620	0	0	...	...	...	1,932	0	0	1,727	0	0	205	0	0	1,932	0	0
1,644	10	0	...	...	...	1,645	4	0	1,200	0	0	445	4	0	1,645	4	0
1,896	0	0	...	...	...	1,896	0	0	1,152	0	0	744	0	0	1,896	0	0
5,160	10	0	...	...	...	5,473	4	0	4,079	0	0	1,394	4	0	5,473	4	0

TABLE No. VI.

I.—INSTITUTIONS FOR

Private Schools of the Lower Class open

NAME OF INSTITUTION.	LOCALITY.		No. of Schools.	When Established.	Excess of Receipts over Charges.	Excess of Charges over Receipts.
	District.	Tehseelec.				
1.	1 A.	2.	2 A.	3.	22.	23.

1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-

					Rs. As. P.	Rs. As. P.	
INDIGENOUS SCHOOLS.	BUDNOUR.	Bijnour	69	...	...	...
		Chandpore	45	...	...	...
		Dhampore	79	...	...	...
		Nugeena	91	...	...	...
		Nujeebabad	89	...	...	...
		Total	373	...	...	...
	BUDAON.	Budaon	59
		Datagunge	8
		Suhcswan	19
		Bissowlee	18
		Gunour	9
		Total	113	...	...	...
	MORADABAD.	Moradabad	79
		Thakoor Dwara	32
		Kashipore	23
		Sumbhul	76
		Bilaree	26
		Amroha	79
		Hosseinpore	29
		Total	344	...	...	...
SHAHJAHAN- PORE.	Shahjehanpore	57	...	...	...	...
	Jellalabad	15	...	...	...	...
	Tilhur	31	...	...	...	...
	Powain	19	...	...	...	...
	Khotar	1	...	...	...	...
	Total	123	...	...	...
	Grand Total	2,626	...	...	120 0 0	...

2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-

INDIGENOUS SCHOOLS.	AGRA.	Huzoor Tehseel	114	Different dates.	...	...
		Eradtunugger	3		...	...
		Futteehabad	6		...	...
		Etmadpore	3		...	...
		Ferozabad	9		...	...
		Bahpinahut	2		...	...
		Khyragurh	1		...	...
		Futtehpore Seekree	6		...	...
		Furreh	5		...	...
		Total	149	...	...
	CANNORE.	Jajmow	127	Different dates.	...	...
		Sarh Salempore	12		...	...
		Ghatumpore	18		...	...
		Bilhour	23		...	...
		Sheolee	17		...	...
		Bithoor	34		...	...
		Russoolabad	8		...	...
		Akberpore	27		...	...
		Bhognipore	42		...	...
	Secundra	7	...	...
Dehrapore	17	...	...	
	Total	332	...	...
ETAH.	Etah	24	Different dates.	...	...
	Allygunge	30		...	...
	Kasgunge	29		...	...
	Total	83	...	...

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

to Government Inspection (Indigenous Schools).

ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Total Cost.	Cost to Government.	
24.	25.	26.
WESTERN PROVINCES.		
Rs. As. P.	Rs. As. P.	
2 4 11	...	
3 0 5	...	
3 0 0	...	
3 2 9	...	
3 6 10	...	
3 4 10	...	
4 12 10	0 0 2	
12 7 8	0 0 6	
4 12 10	0 0 3	
6 9 7	0 0 5	
6 4 5	0 0 4	
5 6 3	0 0 3	
6 3 1	...	
10 13 0	...	
4 12 10	...	
8 8 3	...	
6 12 11	...	
3 8 2	...	
3 9 3	...	
5 10 3	...	
2 13 0	...	
5 10 10	...	
5 7 1	...	
6 10 0	...	
16 12 0	...	
4 4 8	...	
3 15 10	...	
WESTERN PROVINCES.		
5 12 3	...	
9 2 6	...	
10 1 7	...	
14 13 2	...	
6 10 7	...	
15 5 1	...	
5 5 4	...	
7 6 8	...	
5 8 2	...	
6 5 1	...	
8 8 0	...	
5 14 8	...	
9 0 2	...	
8 2 2	...	
7 1 6	...	
4 13 11	...	
5 13 5	...	
4 13 6	...	
6 15 7	...	
6 11 1	...	
7 8 11	...	
7 8 11	...	
7 4 8	...	
7 11 0	...	
5 11 11	...	
6 12 3	...	

TABLE No. VI.

I.—INSTITUTIONS FOR

Private Schools of the Lower Class open to

NAME OF INSTITUTION.	LOCALITY.		No. of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLL AT THE END OF THE YEAR.			
	District.	Tehseelee.			Hindoo.	Mahomedans.	Others.	Total.
1.	1 A.	2.	2 A.	3.	4.	5.	6.	7.

2ND CIRCLE, DEPARTMENT PUBLIC INSTRU

INDIGENOUS SCHOOLS.									
ETAWAH	}	Etawah, ...	19	} Different dates.	187	69	...	256	
		Bhurthana ...	19		99	10	...	109	
		Bedhouna ...	13		54	1	...	55	
		Phuppoond ...	18		60	29	...	89	
		Dalailnugger ...	21		94	31	...	125	
		Total ...	90	...	494	140	...	634	
	FURRUCKA-BAD.	}	Huzoor Tehseel ...	93	} Different dates.	680	121	138	939
			Chubramow ...	42		321	20	8	349
			Thuttia Tirwa ...	31		211	27	...	238
			Kunouj ...	37		219	118	...	337
			Kaingunge ...	50		257	132	...	389
			Allygurh ...	3		53	2	...	55
		Total ...	261	...	1,741	420	146	2,307	
	HUMERPORE.	}	Huzoor Tehseel ...	12	} Different dates.	62	17	...	79
			Soomairpore ...	14		83	10	...	93
			Jellalpore ...	15		69	6	...	75
			Jeitpore ...	2		38	38
			Modha ...	3		3	9	...	12
			Mahoba ...	8		56	8	...	64
			Punwaree ...	6		41	1	...	42
Raatt ...			24	209		29	...	238	
	Total ...	84	...	561	80	...	641		
JALOUN.	}	Jaloun ...	11	} Different dates.	118	11	...	129	
		Atta ...	15		201	23	...	224	
		Ooraie ...	15		217	12	...	229	
		Koonch ...	9		190	7	...	197	
		Kunar ...	6		37	...	...	37
		Madhogurh ...	4		52	...	...	52
	Total ...	60	...	815	53	...	868		
JHANSIE.	}	Jhansie ...	12	} Different dates.	158	...	...	158
		Mote ...	7		57	...	...	57
		Guroutha ...	13		174	...	...	174
		Mhow ...	9		206	10	...	216	
		Purwaha ...	3		11	7	...	18	
	Total ...	44	...	606	17	...	623		
LULLUT-PORH.	}	Lullutpore ...	15	} Different dates.	93	6	...	99	
		Mahonee ...	14		120	...	...	120
	Total ...	29	...	213	6	...	219		
MUTTRA.	}	Huzoor Tehseel ...	48	} Different dates.	875	36	...	911	
		Areeng ...	6		46	...	...	46
		Chattae ...	7		59	20	...	79	
		Kosee ...	4		31	...	...	31
		Nowjheel ...	4		26	9	...	35	
		Mahabun ...	13		108	20	...	128	
		Sadabad ...	6		36	10	...	46	
		Jalaisar ...	16		119	78	...	197	
	Total ...	104	...	1,300	173	...	1,473		
MUNDOO-BY.	}	Huzoor Tehseel ...	26	} Different dates.	216	34	...	250	
		Kurhul ...	2		1	12	...	13	
		Bhougaon ...	27		263	27	...	290	
		Moostafabad ...	5		33	23	...	56	
		Shekoabad ...	16		170	91	...	261	
	Total ...	76	...	683	187	...	870		
	Grand Total ...	1,312	...	10,949	2,517	265	13,731		

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Government Inspection (Indigenous Schools).

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.	Oordoo.	Sanscrit.	Hindee.	Kayasthi, &c.		From Govern-ment.	Proceeds of En-dowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.

TION, NORTH-WESTERN PROVINCES.

214.89	...	25	210	...	7	24	...	Various rates.	Rs.	As.	P.	Rs.	As.	P.	
109.00	...	...	56	10	38	...	4		...	...	...	...	...	...	...
55.00	...	...	19	...	23	...	13		...	...	...	...	...	...	...
89.00	...	...	53	...	...	...	6		...	...	...	...	...	...	...
125.99	...	...	79	...	14	...	36	...	...	...	...	...	...	...
593.88	...	25	417	10	82	24	59	...	...	...	...	...	...	...
689	25	50	348	28	34	332	...	Various rates.	...	...	...	...	...	...
105	...	2	253	...	14	80	15		...	...	...	...	...	...	...
213	...	8	69	...	37	99	...		...	...	...	...	...	...	...
287	7	19	184	7	98	89	54		...	5 0 0	...	...	96 0 0	...	...
368	26	12	298	88	17	10	56		...	4 3 0	...	...	...	...	...
42	1	...	26	16	...	...	16	...	...	...	...	...	...	...
17.04	59	91	1,178	139	200	610	141	...	9 3 0	...	...	96 0 0	...	...
79.00	...	...	53	1	...	...	25	Various rates.	...	...	...	...	...	...
93.00	...	...	11	...	...	...	82		...	...	...	...	...	...	...
85.00	...	...	11	...	6	...	58		...	...	...	...	...	...	...
38.00	...	...	...	...	...	...	38		...	...	...	...	...	...	...
26.00	...	...	8	3	...	1	3		...	...	...	...	...	...	...
64.00	...	...	9	...	4	...	51		...	...	...	...	...	...	...
42.00	...	...	4	...	...	...	38		...	...	...	...	...	...	...
232.00	...	...	14	...	2	16	208		...	...	...	...	...	...	...
649.00	...	...	110	4	12	17	503	...	...	...	...	...	...	...
127	...	...	24	...	41	...	64	Various rates.	...	...	...	...	...	...
214	...	11	47	...	...	...	166		...	...	...	...	...	...	...
200	...	...	34	...	...	...	195		...	...	...	...	...	...	...
180	...	...	...	...	...	...	197		...	...	...	...	...	...	...
38	...	...	5	...	...	...	32		...	...	...	...	...	...	...
51	...	...	...	...	5	...	47		...	...	...	...	...	...	...
810	...	11	110	...	46	...	701	...	...	...	...	...	...	...
136	...	...	8	...	49	...	128	Various rates.	...	...	...	...	...	...
57	...	...	...	...	...	...	57		...	...	...	...	...	...	...
174	...	...	6	...	15	20	168		...	...	...	...	...	...	...
253	...	3	9	2	12	28	137		...	0 7 0	...	...	...	...	...
14	...	4	8	1	...	10	...		...	...	...	...	...	...	...
634	...	7	31	3	76	58	490	...	0 7 0	...	...	...	...	...
113	...	...	6	...	...	105	...	Various rates.	0 11 6	...	...	...	...	...
120	...	...	...	...	...	120	...		...	...	...	...	...	...	...
233	...	...	6	...	...	225	...	...	0 11 6	...	...	...	...	...
763	...	3	125	...	241	542	...	Various rates.	...	...	...	...	...	...
34	...	...	6	...	20	20	...		...	...	...	...	...	...	...
66	...	2	36	...	8	33	...		...	...	...	...	...	...	...
22	...	...	...	...	6	27	...		...	...	...	...	...	...	...
32	...	2	18	3	4	17	...		...	...	...	...	...	...	...
102	...	2	23	...	21	41	...		...	...	...	...	...	...	...
38	...	2	42	5	...	2	...		...	...	...	...	...	...	...
136	...	3	130	4	2	65	...		...	...	...	...	...	...	...
1,193	...	14	380	12	302	747	...		...	...	...	...	...	...	...
253	...	...	220	...	30	...	...	Various rates.	...	...	...	...	...	...
10	...	...	13	...	...	...	...		...	...	...	...	...	...	...
209	...	...	217	39	34	...	...		...	...	...	...	...	...	...
47	...	5	51	...	12	...	...		...	...	...	...	...	...	...
159	10	9	207	...	55	...	...		...	...	...	...	...	...	...
678	10	14	708	39	131	...	...	...	...	...	...	...	...	...
11,054.37	614	698	6,010	587	1,338	2,957	3,293	...	10 15 6	...	...	1,008 0 0	...	...

TABLE No. VI.

I.—INSTITUTIONS FOR

Private Schools of the Lower Class open to

NAME OF INSTITUTION.	LOCALITY.		No. of Schools.	When Established.	RECEIPTS.	
	District.	Tehseelee.			Local rate of Assessment.	Subscriptions, Donations, &c.
1.	1 A.	2.	2A.	3.	13.	14.

2ND CIRCLE, DEPARTMENT PUBLIC INSTRU

INDIGENOUS SCHOOLS.					Rs. As. P.	Rs. As. P.	
	ETAWAH.	Etawah	...	19	} Different dates.
		Bhurthana	...	19	
		Bedhouna	...	13	
		Phuppoond	...	18	
		Dalainugger	...	21	
		Total	...	90
	PURUCKA-BAD.	Huzoor Tehseel	...	93	} Different dates.	314 0 0	...
		Chubramow	...	42		22 8 0	...
		Thuttia Tirwa	...	31	
		Kunouj	...	37		60 0 0	...
		Kaimgunge	...	50		319 9 6	...
		Allygurh	...	8	
		Total	...	261	...	716 1 6	...
	HUMERPORE.	Huzoor Tehseel	...	12	} Different dates.
		Soomairpore	...	14	
		Jellalpor	...	15	
		Jeitpore	...	2	
		Modha	...	3	
		Mahoba	...	8	
		Punwaree	...	6	
Raat	...	24	...	...	
	Total	...	84	...	...	...
JALOUN.	Jaloun	...	11	} Different dates.	...	...
	Atta	...	15		...	...
	Ooraie	...	15		...	...
	Koonch	...	9		...	...
	Kunar	...	6		...	...
	Madhogurh	...	4		...	...
	Total	...	60	...	...	...
JHANSIE.	Jhansie	...	12	} Different dates.	...	...
	Mote	...	7		...	...
	Guroutha	...	13		...	...
	Mhow	...	9		...	...
	Purwaha	...	3		...	...
	Total	...	44	...	...	...
LULLUT-PORB.	Lullutpore	...	15	} Different dates.	...	...
	Mahonee	...	14		...	...
	Total	...	29	...	...	...
MUTTRA.	Huzoor Tehseel	...	48	} Different dates.	...	...
	Arceng	...	6		...	...
	Chattae	...	7		...	...
	Kosee	...	4		...	...
	Nowjheel	...	4		...	...
	Mahabun	...	13		...	...
	Sadabad	...	6		...	...
	Jalaisar	...	16		...	...
	Total	...	104	...	...	...
MYNPOO-B.K.	Huzoor Tehseel	...	26	} Different dates.	...	...
	Kurhul	...	2		...	...
	Bhougaon	...	27		...	...
	Moostafabad	...	5		...	...
	Shekoabad	...	16		...	...
	Total	...	76	...	...	...
	Grand Total	...	1,312	...	716 1 6	...	

DIX F.--(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Government Inspection (Indigenous Schools).

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

TION, NORTH-WESTERN PROVINCES.

Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	
1,540	8	0	...	108	0	0	1,648	8	0	1,540	8	0	108	0	0	1,648	8	0
639	12	0	...	100	0	0	739	12	0	639	12	0	100	0	0	739	12	0
487	8	0	...	80	0	0	567	8	0	487	8	0	80	0	0	567	8	0
854	0	0	...	100	0	0	954	0	0	854	0	0	100	0	0	954	0	0
762	0	0	...	100	0	0	862	0	0	762	0	0	100	0	0	862	0	0
4,283	12	0	...	488	0	0	4,771	12	0	4,283	12	0	488	0	0	4,771	12	0
4,959	12	0	...	1,140	12	0	6,414	8	0	5,199	14	0	1,140	12	0	6,340	10	0
1,643	12	0	...	610	8	0	2,276	12	0	1,666	4	0	610	8	0	2,276	12	0
1,212	12	0	...	423	0	0	1,635	12	0	1,212	12	0	423	0	0	1,635	12	0
1,420	8	0	...	790	3	0	2,371	11	0	1,576	8	0	795	3	0	2,371	11	0
1,517	4	0	...	588	0	0	2,429	0	6	1,836	13	6	592	3	0	2,429	0	6
676	8	0	...	276	0	0	952	8	0	676	8	0	276	0	0	952	8	0
11,430	8	0	...	3,828	7	0	16,080	3	6	12,168	11	6	3,837	10	0	16,006	5	6
515	0	0	...	...	...	...	515	0	0	395	12	0	119	4	0	515	0	0
565	8	0	...	...	...	...	565	8	0	325	8	0	240	0	0	565	8	0
699	0	0	...	...	...	...	699	0	0	451	8	0	247	8	0	699	0	0
88	2	0	...	...	...	...	88	2	0	63	8	0	24	10	0	88	2	0
121	8	0	...	...	...	...	121	8	0	93	12	0	27	12	0	121	8	0
194	8	0	...	...	...	...	194	8	0	126	6	0	68	2	0	194	8	0
225	0	0	...	...	...	...	225	0	0	142	8	0	82	8	0	225	0	0
757	12	0	...	...	...	...	757	12	0	395	12	0	362	0	0	757	12	0
3,166	6	0	...	...	...	...	3,166	6	0	1,994	10	0	1,171	12	0	3,166	6	0
392	4	0	...	...	...	...	392	4	0	392	4	0	...	...	...	392	4	0
686	12	0	...	...	...	...	686	12	0	686	12	0	...	...	...	686	12	0
468	0	0	...	...	...	...	468	0	0	468	0	0	...	...	...	468	0	0
313	0	0	...	...	...	...	313	0	0	313	0	0	...	...	...	313	0	0
218	4	0	...	...	...	...	218	4	0	218	4	0	...	...	...	218	4	0
96	12	0	...	...	...	...	96	12	0	96	12	0	...	...	...	96	12	0
2,175	0	0	...	...	...	...	2,175	0	0	2,175	0	0	...	...	...	2,175	0	0
539	4	0	...	...	...	...	539	4	0	539	4	0	...	...	...	539	4	0
252	0	0	...	...	...	...	252	0	0	252	0	0	...	...	...	252	0	0
291	0	0	...	...	...	...	291	0	0	291	0	0	...	...	...	291	0	0
584	4	0	...	...	...	...	584	11	0	584	4	0	0	7	0	584	11	0
219	12	0	...	...	...	...	219	12	0	219	12	0	...	...	...	219	12	0
1,886	4	0	...	...	...	...	1,886	11	0	1,886	11	0	0	7	0	1,886	11	0
228	10	0	...	...	...	...	229	5	6	196	14	0	32	7	6	229	5	6
308	3	0	...	...	...	...	308	3	0	244	6	0	63	13	0	308	3	0
536	13	0	...	...	...	...	537	8	6	441	4	0	96	4	6	537	8	6
1,465	11	0	...	...	...	...	1,465	11	0	1,465	11	0	...	...	...	1,465	11	0
48	0	0	...	...	...	...	48	0	0	48	0	0	...	...	...	48	0	0
424	8	0	...	...	...	...	424	8	0	424	8	0	...	...	...	424	8	0
17	4	0	...	...	...	...	17	4	0	17	4	0	...	...	...	17	4	0
238	8	0	...	...	...	...	238	8	0	238	8	0	...	...	...	238	8	0
551	4	0	...	...	...	...	551	4	0	551	4	0	...	...	...	551	4	0
307	10	8	...	...	...	...	307	10	8	307	10	8	...	...	...	307	10	8
709	6	3	...	...	...	...	709	6	3	709	6	3	...	...	...	709	6	3
3,762	3	11	...	...	...	...	3,762	3	11	3,762	3	11	...	...	...	3,762	3	11
1,691	0	0	...	...	...	...	1,691	0	0	1,355	0	0	336	0	0	1,691	0	0
27	0	0	...	...	...	...	27	0	0	27	0	0	...	...	...	27	0	0
1,473	0	0	...	...	...	...	1,473	0	0	1,098	0	0	375	0	0	1,473	0	0
264	0	0	...	...	...	...	264	0	0	144	0	0	120	0	0	264	0	0
1,152	0	0	...	...	...	...	1,152	0	0	852	0	0	300	0	0	1,152	0	0
4,607	0	0	...	...	...	...	4,607	0	0	3,476	0	0	1,131	0	0	4,607	0	0
63,357	7	11	...	4,316	7	0	69,408	15	11	58,279	11	5	11,055	6	6	69,335	1	11

TABLE No. VI.

I.—INSTITUTIONS FOR

Private Schools of the Lower Class open to

NAME OF INSTITUTION.	LOCALITY.		No. of Schools.	When Established.	Excess of Receipts over Charges.	Excess of Charges over Receipts.
	District.	Tehseelee.				
1.	1 A.	2.	2 A.	3.	22.	23.

2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH.

INDIGENOUS SCHOOLS.		LOCALITY.	No. of Schools.	When Established.	Rs. As. P.		
					Rs. As. P.	Rs. As. P.	
ETAWAH.	}	Etawah	19	} Different dates.	...	...
		Ehurthana	19		...	...
		Bedhouna	13		...	...
		Phuppoond	18		...	...
		Dalainugger	21		...	...
		Total	90	..	...	...
	FURUCKA-BAD.	}	Huzoor Tehseel	93	} Different dates.	73 14 0	...
			Chubramow	42	
			Thuttia Tirwa	31	
			Kunouj	37	
			Kaimgunge	50	
			Allygurh	8	
		Total	261	...	73 14 0	...	
	HUMEERPORE.	}	Huzoor Tehseel	12	} Different dates.
			Soomairpore	14	
			Jelalpore	15	
			Jeitpore	2	
			Modha	3	
			Mahoba	8	
Punwaree			6	...		...
Raat			24	...		...
	Total	84	...	...	...
JALOUN.	}	Jaloun	11	} Different dates.	...	...
		Atta	15		...	...
		Ooraie	15		...	...
		Koonch	9		...	...
		Kunar	6		...	...
		Madhogurh	4		...	...
	Total	60	...	...	...
JHANSIE.	}	Jhansie	12	} Different dates.	...	...
		Mote	7		...	...
		Gurontha	13		...	...
		Mhow	9		...	...
		Purwaha	3		...	...
	Total	44	...	...	...
LULLUP-PORE.	}	Lullutpore	15	} Different dates.	...	...
		Mahonee	15		...	...
	Total	29	...	...	...
MUTTRA.	}	Huzoor Tehseel	48	} Different dates.	...	...
		Areeng	6		...	...
		Chattae	7		...	...
		Kosee	4		...	...
		Nowjheel	4		...	...
		Mahabun	13		...	...
		Sadabad	6		...	...
		Jalaisar	16		...	...
	Total	104	...	...	...
MUNPOO-RY.	}	Huzoor Tehseel	26	} Different dates.	...	...
		Kurhul	2		...	...
		Bhougaon	27		...	...
		Moostafabad	5		...	...
		Shekoabad	16		...	...
	Total	76	...	...	...
	Grand Total	1,312	...	73 14 0	...		

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Government Inspection (Indigenous Schools).

ANNUAL COST OF EDUCATING EACH PUPIL.			REMARKS.
Total Cost.	Cost to Government.		
24.	25.		26.
WESTERN PROVINCES.			
Rs. As. P.	Rs.	As. P.	
7 10 8	...		
6 12 7	...		
10 5 1	...		
10 11 6	0 0 3		
6 13 6	0 0 2		
8 0 7	0 0 1		
9 4 10	...		
21 10 11	...		
7 10 10	...		
8 4 3	...		
6 9 7	...		
22 10 10	...		
9 6 4	...		
6 8 3	...		
6 1 3	...		
8 3 7	...		
2 5 1	...		
7 9 6	...		
3 0 8	...		
5 5 9	...		
3 14 11	...		
4 14 1	...		
3 1 5	...		
3 3 4	...		
2 5 5	...		
1 11 9	...		
5 11 3	...		
1 14 4	...		
2 11 0	...		
3 15 5	...		
4 6 9	...		
1 10 9	...		
2 5 0	...		
15 11 4	...		
2 15 7	...		
2 0 6	0 0 1		
2 9 1	...		
2 4 11	...		
1 14 9	...		
1 6 7	...		
6 6 11	...		
0 12 6	...		
7 7 3	...		
5 6 6	...		
8 1 7	...		
5 3 5	...		
3 10 10	...		
6 10 11	...		
2 11 2	...		
7 0 9	...		
5 9 11	...		
7 3 11	...		
6 12 8	...		
1 11 11	...		

TABLE No. VI.

I.—INSTITUTIONS FOR

Private Schools of the Lower Class open to

NAME OF INSTITUTION.	LOCALITY.		No. of Schools.	When Established.	NUMBER OF PUPILS ON THE ROLL AT THE END OF THE YEAR.					
	District.	Tehseel.			Hindoos.	Mahomdans.	Others.	Total.		
1.	1 A.	2.	2 A.	3.	4.	5.	6.	7.		
3RD CIRCLE, DEPARTMENT PUBLIC INSTRU										
INDIGENOUS SCHOOLS.	ALLAHABAD.	Arail Tehseel	...	13	} Different dates.	38	34	...	72	
		Bara do.	...	4		17	21	...	38	
		Chail do.	...	98		245	521	...	766	
		Handia do.	...	35		159	142	...	301	
		Kara do.	...	28		144	59	...	203	
		Khairagurh do.	...	5		20	7	...	27	
		Puchhim Sarera do.	...	43		95	150	...	245	
		Phoolpore do.	...	28		200	125	...	325	
	Sewram do.	...	71	300	295	...	595			
			Total	...	325	...	1,218	1,354	...	2,572
	AZIMGURH.	Deogam Tehseel	...	8	} Different dates.	67	4	...	71	
		Huzoor do.	...	33		160	95	...	255	
		Jeanpore do.	...	36		250	70	...	320	
		Mahul do.	...	55		156	124	...	280	
		Mahomdabad do.	...	25		35	144	...	179	
		Nugra do.	...	26		139	81	...	220	
			Total	...	183	...	807	518	...	1,325
	BANDA.	Agasi Tehseel	...	1	} Different dates.	...	7	...	7	
		Budosi do.	
		Chibon do.	
		Dursenda do.	
		Huzoor do.	...	32		191	47	...	238	
		Pylani do.	
		Semoni do.	
Schonda do.		...	...	...		...	...	...
Tirhoona do.	...	...	...	...	...	...
		Total	...	33	...	191	54	...	245	
BENARES.	Chundowli Tehseel	...	25	} Different dates.	177	30	...	207		
	Huzoor do.	...	264		2,781	177	...	2,958		
	Total	...	289		2,958	207	...	3,165		
FUTTEHPORE.	Ghazeepoor Tehseel	...	38	} Different dates.	198	11	...	209		
	Huzoor do.	...	123		511	229	...	770		
	Khaga do.	...	27		77	115	...	192		
	Khakeera do.	...	28		108	55	...	163		
	Kora Jehanabad do.	...	31		202	83	...	285		
	Kullianpore do.	...	73		483	35	...	513		
	Total	...	320		1,609	523	...	2,132		
GHAZEEPORE.	Baliya Tehseel	...	45	} Different dates.	203	157	...	360		
	Huzoor do.	...	32		219	93	...	312		
	Mohamdabad do.	...	12		76	56	...	132		
	Rasra do.	...	28		127	161	...	288		
	Sydpore do.	...	8		29	53	...	82		
	Zamania do.	...	19		111	102	...	213		
Total	...	144	765	622	...	1,387				
GORUCKPORE.	Bansgaon Tehseel	...	24	} Different dates.	470	...	...	470
	Bansi do.	...	39		307	488	28	823		
	Captaingunge do.	...	22		203	17	...	220		
	Deoria do.	...	60		531	112	...	643		
	Huzoor do.	...	62		345	270	...	615		
	Khuleelabad do.	...	23		329	419	...	748		
	Munsoorgunge do.	...	8		84	...	...	84
	Pudrowna do.	...	28		244	2	...	246		
Total	...	266	2,513	1,308	28	3,849				
JOUNPORE.	Huzoor Tehseel	...	33	} Different dates.	151	177	...	328		
	Kirakut do.	...	16		116	7	...	123		
	Kotehun do.	...	23		130	126	...	256		
	Mediahoo do.	...	22		150	23	...	173		
	Muchlishuhur do.	...	14		75	22	...	97		
Total	...	108	622	355	...	977				
MIRZA-PORE.	Chunargurh Tehseel	...	31	} Different dates.	220	99	...	319		
	Huzoor do.	...	83		1,025	156	...	1,181		
	Robertgunge do.	...	2		3	3	...	6		
	Total	...	116		1,248	258	...	1,506		
		Grand Total	...	1,784	...	11,931	5,199	28	17,158	
		Grand Total	...	5,722	...	39,121	18,816	346	53,283	

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Government Inspection (Indigenous Schools).

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.	Oordoo.	Sanscrit.	Hindee.	Kayasthi, &c.		From Government.	Proceeds of Endowment.
8.	9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.

... TION, NORTH-WESTERN PROVINCES.

										Rs.	As.	P.	Rs.	As.	P.
69-00	...	...	45	7	28	60	47	Re. 1-4 to Rs. 5	...	...	...	...	...	...	...
36-00	...	...	7	...	11	28	22	Re. 1-2 to Rs. 3	...	...	...	...	...	...	...
731-00	200	40	401	26	103	75	346	Re. 1-4 to Rs. 10	...	...	...	...	...	...	...
299-00	...	...	185	14	41	18	55	Re. 1-2 to Rs. 4	...	...	...	...	...	...	...
197-00	...	24	138	28	96	55	137	Re. 1-4 to Rs. 5	...	...	...	...	...	...	...
22-00	...	...	17	...	3	15	26	Re. 1-4 to Rs. 13	...	...	...	...	...	...	...
231-00	...	7	105	35	86	58	169	Re. 1-4 to Rs. 9	...	...	...	...	...	...	...
319-00	...	11	214	57	28	55	215	Re. 1-3 to Rs. 15	...	...	...	...	...	...	...
317-00	...	19	153	28	60	136	242	Re. 1-2 to Rs. 5	...	...	...	...	...	...	...
2,220-00	200	101	1,265	195	406	500	1,259	Re. 1-2 to Rs. 15	...	...	...	...	...	...	...
52-00	...	...	25	...	37	...	4	Re. 1-4 to Rs. 4	...	...	...	...	...	...	...
230-00	4	27	183	17	74	14	78	Re. 1-2 to Rs. 10	...	...	...	...	...	...	...
295-00	...	9	91	11	83	13	152	Re. 1-2 to Rs. 8	...	...	...	...	...	...	...
254-00	...	1	132	15	90	23	37	Re. 1-2 to Rs. 8	...	...	...	...	...	...	...
175-00	...	21	108	18	...	36	32	Re. 1-4 to Rs. 4	...	...	...	...	...	...	...
115-00	...	40	158	36	22	10	30	Rs. 1-4 to Rs. 5	...	...	...	...	...	...	...
1,121-00	4	101	697	97	306	96	333	Re. 1-2 to Rs. 10	...	...	...	...	...	...	...
7-00	...	7	7	...	...	...	7	Annas 8	...	...	...	...	...	...	...
...
...
220-00	...	...	105	...	3	...	130	Re. 1 to Rs. 4	...	...	...	...	...	...	...
...
...
...
227-00	...	7	112	...	3	...	137	As. 8 to Rs. 4	...	...	...	...	...	...	...
164-35	...	...	90	17	60	26	44	As. 2 to As. 8	10	0	0	...	...	...	...
2,012-53	111	4	323	216	1,561	344	779	As. 2 to As. 8	100	12	9	...	...	...	...
2,176-88	111	4	413	233	1,621	370	823	...	110	12	9	...	...	...	...
182-00	...	...	50	...	14	32	135	As. 2 to Rs. 6	...	...	...	...	...	...	...
712-00	7	10	372	...	92	17	314	As. 2 to Rs. 8	4	14	9	...	...	...	...
141-00	...	7	116	19	9	15	162	As. 6 to Rs. 11	...	...	...	...	...	...	...
117-00	...	...	93	9	9	6	103	As. 2 to Rs. 8	...	...	...	...	...	...	...
208-00	...	26	95	...	27	...	137	As. 2 to Re. 1	...	...	...	...	...	...	...
470-00	...	25	15	...	35	...	538	As. 2 to Re. 1	...	...	...	...	...	...	...
1,830-00	7	68	741	28	186	70	1,389	As. 2 to Rs. 11	4	14	9	...	...	...	...
360-00	...	25	75	...	48	32	...	Rs. 2 to Rs. 10	...	...	...	...	...	...	...
312-00	53	45	40	...	40	96	...	Rs. 2 to Rs. 20	0	11	0	...	...	...	...
132-00	...	2	36	...	46	22	...	Rs. 2 to Rs. 8	...	...	...	...	...	...	...
288-00	...	102	67	...	24	52	...	Rs. 2 to Rs. 75	...	...	...	...	...	...	...
82-00	...	8	32	...	43	25	...	Rs. 2 to Rs. 5	...	...	...	...	...	...	...
213-00	...	12	65	...	42	65	...	Rs. 2 to Rs. 5	...	...	...	...	...	...	...
1,387-00	56	194	315	...	243	292	...	Rs. 2 to Rs. 75	0	11	0	...	...	...	...
470-00	...	...	170	28	300	43	...	As. 4 to Rs. 5	1	8	0	...	...	...	...
823-00	...	92	534	110	254	19	127	As. 4 to Rs. 2	4	5	0	...	...	...	...
220-00	...	...	68	15	142	45	8	As. 8 to Rs. 2	1	6	0	...	...	...	...
643-00	...	...	219	183	329	244	95	As. 2 to Rs. 15	3	12	0	...	...	...	...
615-00	...	60	360	72	255	61	81	As. 2 to Rs. 10	3	14	0	...	...	...	...
743-00	...	130	320	60	148	90	150	As. 4 to Rs. 4	1	9	0	...	...	...	...
84-00	...	...	...	...	84	...	...	As. 4 to Rs. 4	0	8	0	...	...	...	...
246-00	...	...	52	33	194	117	...	As. 2 to Rs. 15	2	2	6	...	...	...	...
3,849-00	...	282	1,723	501	1,706	619	461	As. 2 to Rs. 15	19	0	6	...	...	...	...
244-78	...	48	208	...	...	...	80	Re. 1-4 to Rs. 5-0	...	...	...	...	...	...	...
99-09	...	...	17	...	106	...	...	As. 4 to As. 8	...	...	...	...	...	...	...
241-70	...	...	134	...	33	...	39	As. 2 to Re. 1	...	...	...	...	...	...	...
159-31	...	...	68	...	73	...	40	As. 4 to As. 8	...	...	...	...	...	...	...
89-63	...	16	20	...	65	...	...	As. 2 to Rs. 2	...	...	...	...	...	...	...
834-51	...	64	447	...	277	...	209	As. 2 to Rs. 5	...	...	...	...	...	...	...
257-00	3	...	172	22	21	...	161	A. 1 to Rs. 6	15	0	0	...	...	...	...
726-00	9	9	235	72	153	...	475	As. 2 to Rs. 4	33	8	0	...	...	...	...
6-00	...	...	6	...	...	...	...	As. 4 to Rs. 5	...	...	...	...	...	...	...
983-00	12	9	413	94	179	...	636	A. 1 to Rs. 6	48	8	0	...	...	...	...
14,834-39	390	784	6,326	1,148	4,927	2,100	5,247	From Re. 1 to Rs. 75	183	15	0	...	...	...	...
52,833-76	1,037	6,573	24,577	3,039	7,477	13,633	8,899	.....	227	4	9	1,425	0	0	0

TABLE No. VI.

APPEN
I.—INSTITUTIONS FOR

Private Schools of the Lower Class open to

NAME OF INSTITUTION.	LOCALITY.		No. of Schools.	When Established.	RECEIPTS.		
	District.	Tehseel.			Local rate of Assessment.	Subscriptions, Donations, &c.	
1.	1 A.	2.	2 A.	3.	13.	14.	
1ST CIRCLE, DEPARTMENT PUBLIC INSTRU							
INDIGENOUS SCHOOLS.	ALLAHABAD.	Arail Tehseel	...	13	} Different dates.	Rs. As. P.	Rs. As. P.
		Bara do.	...	4	
		Chail do.	...	98	
		Handia do.	...	35	
		Kara do.	...	28	
		Khairagurh do.	...	5	
		Puchhim Sarera do.	...	43	
		Phoolpore do.	...	28	
		Sewram do.	...	71	
		Total	...	325	
	AZIMGURH.	Deogam Tehseel	...	8	} Different dates.
		Huzoor do.	...	33	
		Jeanpore do.	...	36	
		Mahul do.	...	55	
		Mahomdabad do.	...	25	
		Nugra do.	...	26	
	Total	...	183	...	...
	BANDA.	Agasi Tehseel	...	1	} Different dates.
		Budosi do.
		Chibon do.
		Dursenda do.
		Huzoor do.	...	32	
		Pylani do.
		Semoni do.
		Sehonda do.
	Tirhoona do.	...	...	...	...
	Total	...	33	...	...
	BENA-RES.	Chundowli Tehseel	...	25	} Different dates.
		Huzoor do.	...	264	
	Total	...	289	...	...
	FUTTEHPORE.	Ghazetpore Tehseel	...	38	} Different dates.
		Huzoor do.	...	123	
Khaga do.		...	27	...		...
Khakeera do.		...	28	...		...
Kora Jehanabad do.		...	31	...		...
Kullianpore do.		...	73	...		...
Total	...	320	...	...	
GHAZEPORE.	Ballya Tehseel	...	45	} Different dates.	...	...
	Huzoor do.	...	32		...	...
	Mohamdabad do.	...	12		...	...
	Rasra do.	...	28		...	...
	Sydpore do.	...	8		...	...
	Zamania do.	...	19		...	...
Total	...	144	...	...	
GORUCKPORE.	Bansgaon Tehseel	...	24	} Different dates.	...	...
	Bansi do.	...	39		...	...
	Captaingunge do.	...	22		...	...
	Deoria do.	...	60		...	...
	Huzoor do.	...	62		...	...
	Khuleelabad do.	...	23		...	...
	Munsoorgunge do.	...	8		...	...
	Pudrowna do.	...	28		...	...
Total	...	266	...	...	
JOUNPORE.	Huzoor Tehseel	...	33	} Different dates.	...	2,460 0 0	
	Kirakut do.	...	16		...	180 0 0	
	Kotehun do.	...	23		...	606 0 0	
	Mediahoo do.	...	22		...	660 0 0	
	Muchlishuhur do.	...	14		...	288 0 0	
Total	...	108	...	4,194 0 0			
MIRZA-PORE.	Chunargurh Tehseel	...	31	} Different dates.	...	...
	Huzoor do.	...	83		...	...
	Robertgunge do.	...	2		...	...
Total	...	116	...	...	
Grand Total	...	1,784	...	...	4,194 0 0	
Grand Total	...	5,722	...	716 1 6	4,194 0 0		

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Government Inspection (Indigenous Schools).

RECEIPTS.				CHARGES.		
Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordi- nary.	Total.
15.	16.	17.	18.	19.	20.	21.
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.
688 12 0	...	30 8 0	719 4 0	688 12 0	30 8 0	719 4 0
205 8 0	...	4 0 0	209 8 0	205 12 0	4 0 0	209 8 0
3,596 0 0	...	48 14 0	3,644 14 0	3,596 0 0	48 14 0	3,644 14 0
1,278 0 0	...	10 8 0	1,288 8 0	1,278 0 0	10 8 0	1,288 8 0
1,301 0 0	...	24 13 0	1,325 13 0	1,301 0 0	24 13 0	1,325 13 0
297 14 0	...	7 0 0	304 14 0	297 14 0	7 0 0	304 14 0
1,901 15 0	...	68 0 0	1,969 15 0	1,901 15 0	68 0 0	1,969 15 0
1,607 11 0	...	72 7 0	1,680 2 0	1,607 11 0	72 7 0	1,680 2 0
3,595 0 0	...	80 8 0	3,675 8 0	3,595 0 0	80 8 0	3,675 8 0
14,471 12 0	...	346 10 0	14,818 6 0	14,471 12 0	346 10 0	14,818 6 0
330 0 0	330 0 0	330 0 0	...	330 0 0
1,935 12 0	1,935 12 0	1,935 12 0	...	1,935 12 0
2,134 8 0	2,134 8 0	2,134 8 0	...	2,134 8 0
2,274 0 0	2,274 0 0	2,274 0 0	...	2,274 0 0
1,170 0 0	1,170 0 0	1,170 0 0	...	1,170 0 0
1,747 8 0	1,747 8 0	1,747 8 0	...	1,747 8 0
9,591 12 0	9,591 12 0	9,591 12 0	...	9,591 12 0
42 0 0	42 0 0	42 0 0	...	42 0 0
...
...
7,140 0 0	7,140 0 0	7,140 0 0	...	7,140 0 0
...
...
...
7,182 0 0	7,182 0 0	7,182 0 0	...	7,182 0 0
660 12 0	670 12 0	660 12 0	10 0 0	670 12 0
4,524 0 0	...	1,593 12 0	6,218 8 9	6,117 12 0	100 12 9	6,218 8 9
5,184 12 0	...	1,593 12 0	6,889 4 9	6,778 8 0	110 12 9	6,889 4 9
1,419 0 0	1,419 0 0	1,419 0 0	...	1,419 0 0
3,796 5 0	3,801 3 9	3,796 5 0	4 14 9	3,801 3 9
1,006 0 0	1,006 0 0	1,006 0 0	...	1,006 0 0
972 0 0	972 0 0	972 0 0	...	972 0 0
1,008 0 0	1,008 0 0	1,008 0 0	...	1,008 0 0
744 0 0	744 0 0	744 0 0	...	744 0 0
8,945 5 0	8,950 3 9	8,945 5 0	4 14 9	8,950 3 9
2,408 0 0	2,408 0 0	2,408 0 0	...	2,408 0 0
2,195 0 0	2,195 11 0	2,195 0 0	0 11 0	2,195 11 0
328 3 0	328 3 0	328 3 0	...	328 3 0
1,296 14 0	1,296 14 0	1,296 14 0	...	1,296 14 0
212 8 0	212 8 0	212 8 0	...	212 8 0
455 0 0	455 0 0	455 0 0	...	455 0 0
6,895 9 0	6,896 4 0	6,895 9 0	0 11 0	6,896 4 0
648 0 0	649 8 0	648 0 0	1 8 0	649 8 0
391 0 0	395 5 0	391 0 0	4 5 0	395 5 0
657 0 0	658 6 0	657 0 0	1 6 0	658 6 0
1,662 0 0	1,665 12 0	1,662 0 0	3 12 0	1,665 12 0
3,482 0 0	3,485 14 0	3,482 0 0	3 14 0	3,485 14 0
468 0 0	469 9 0	468 0 0	1 9 0	469 9 0
...	0 8 0	...	0 8 0	0 8 0
554 0 0	656 2 6	654 0 0	2 2 6	656 2 6
7,962 0 0	7,981 0 6	7,962 0 0	19 0 6	7,981 0 6
720 0 0	3,180 0 0	2,460 0 0	720 0 0	3,180 0 0
120 0 0	300 0 0	180 0 0	120 0 0	300 0 0
356 0 0	962 0 0	606 0 0	356 0 0	962 0 0
228 0 0	888 0 0	660 0 0	228 0 0	888 0 0
168 0 0	456 0 0	288 0 0	168 0 0	456 0 0
1,592 0 0	5,786 0 0	4,194 0 0	1,592 0 0	5,786 0 0
1,643 12 0	...	127 4 0	1,782 0 0	1,643 12 0	142 4 0	1,783 0 0
2,527 0 0	...	661 8 0	3,222 0 0	2,527 0 0	695 0 0	3,222 0 0
138 0 0	...	6 0 0	144 0 0	138 0 0	6 0 0	144 0 0
4,308 12 0	...	794 12 0	5,152 0 0	4,308 12 0	843 4 0	5,152 0 0
66,133 14 0	...	2,735 2 0	73,246 15 0	70,329 10 0	2,917 5 0	73,246 15 0
1,97,587 5 11	...	46,953 0 0	2,51,107 12 2	2,20,656 11 5	30,257 2 9	2,50,913 14 2

TABLE No. VI.

I.—INSTITUTIONS FOR

Private Schools of the Lower Class open to

NAME OF INSTITUTION.	LOCALITY.		No. of Schools.	When Established.	Excess of Receipts over Charges.	Excess of Charges over Receipts.
	District.	Tehseel.				
1.	1 A.	2.	2 A.	3.	22.	23.

3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH.

					Rs. As. P.	Rs. As. P.	
INDIGENOUS SCHOOLS.	ALLAHABAD.	Arail Tehseel ...	13	} Different dates.	...	...
		Bara do. ...	4		...	...
		Chail do. ...	98		...	...
		Handia do. ...	35		...	...
		Kara do. ...	23		...	...
		Khairagurh do. ...	5		...	...
		Puehchim Sarera do. ...	43		...	...
		Phoolpore do. ...	23		...	...
	Sewram do. ...	71	...	...	
		Total ...	325	...	...	...
		AZIMGURH.	Deogam Tehseel ...	8	} Different dates.
			Huzoor do. ...	33	
			Jeanpore do. ...	36	
			Mahul do. ...	55	
			Mahomdabad do. ...	25	
			Nugra do. ...	26	
		Total ...	183	...	...	...
		BANDA.	Agasi Tehseel ...	1	} Different dates.
			Budosi do.
			Chibon do.
	Dursenda do. ...		...	...		...
	Huzoor do. ...		32	...		...
	Pylani do. ...		...	...		...
	Semoni do. ...		...	...		...
	Sehonda do. ...	...	...	...
	Tirhoona do. ...	...	...	...
	Total ...	33	...	...	...
	BENARAS.	Chundowli Tehseel ...	25	} Different dates.	...	...
		Huzoor do. ...	264		...	...
		Total ...	289	
	FUTTEHPORE.	Ghazeepore Tehseel ...	38	} Different dates.	...	...
		Huzoor do. ...	123		...	...
		Khaga do. ...	27		...	...
		Khakeera do. ...	28		...	...
		Kora Jehanadad do. ...	31		...	...
		Kullianpore do. ...	73		...	...
	Total ...	320	...	...	...
	GHAZEEPORE.	Ballya Tehseel ...	45	} Different dates.	...	...
		Huzoor do. ...	32		...	...
		Mahomdabad do. ...	12		...	...
		Rasra do. ...	28		...	...
		Sydpore do. ...	8		...	...
		Zamania do. ...	19		...	...
		Total ...	144	
	GORUCKPORE.	Bansgaon Tehseel ...	24	} Different dates.	...	...
		Bansi do. ...	39		...	...
		Captaingunge do. ...	23		...	...
		Deoria do. ...	60		...	...
		Huzoor do. ...	62		...	...
		Khuleeladad do. ...	23		...	...
		Munsoorgunge do. ...	8		...	...
		Pudrowna do. ...	28		...	...
	Total ...	266	...	...	...
	JOUNTORE.	Huzoor Tehseel ...	33	} Different dates.	...	...
		Kirakut do. ...	16		...	...
		Kotehun do. ...	23		...	...
		Mediahoo do. ...	23		...	...
		Muchlshuhur do. ...	14		...	...
	Total ...	108	...	...	...
	MIRZAPORE.	Chunargurh Tehseel ...	31	} Different dates.	...	...
		Huzoor do. ...	85		...	...
		Robertgunge do. ...	2		...	...
	Total ...	116	...	...	...
	Grand Total ...	1,784	...	...	...
	Grand Total ...	5,722	...	193 14 0	...		

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Government Inspection (Indigenous Schools).

ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Total Cost.	Cost to Government.	
24.	25.	
WESTERN PROVINCES.		
Rs. As. P.	Rs. As. P.	
9 15 10	...	
5 8 2	...	
5 7 7	...	
4 5 5	...	
6 8 6	...	
11 4 8	...	
8 0 7	...	
5 2 8	...	
6 2 10	...	
6 15 10	...	
6 5 6	...	
8 6 8	...	
7 3 9	...	
8 15 3	...	
6 11 0	...	
15 1 3	...	
8 8 11	...	
6 0 0	...	
...	...	
...	...	
...	...	
30 0 0	...	
...	...	
...	...	
...	...	
...	...	
29 0 0	...	
4 12 0	...	
3 1 5	...	
3 9 8	...	
...	...	
...	...	
...	...	
...	...	
...	...	
4 14 1	...	
6 11 0	...	
7 7 0	0 0 ½	
2 8 1	...	
4 8 1	...	
2 9 5	...	
2 2 2	...	
4 15 6	0 0 ½	
3 12 1	0 0 2	
0 11 1	0 0 6	
8 7 0	0 0 3	
5 4 10	0 0 2	
9 11 2	0 0 2	
0 13 ½	0 0 ½	
0 0 1	0 0 1	
12 9 10	0 0 8	
3 5 9	0 0 8	
12 15 10	...	
3 0 5	...	
3 15 8	...	
5 9 2	...	
5 1 4	...	
6 14 11	...	
6 15 2	0 1 0	
4 7 6	0 0 9	
24 0 0	...	
5 3 11	0 0 10	
5 0 1	0 0 2½	
4 12 3	...	

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

Government

NAME OF INSTITUTION.	Locality.	When Established.	NUMBER OF PUPILS ON THE ROLL AT THE END OF THE YEAR.				Average daily attendance.
			Hindoos.	Malomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
Normal School ...	Agra.	June, 1855.	131	5	...	136	127
Normal School ...	Benares.	June, 1856.	156	18	...	174	140
Normal School ...	Meerut.	Jan., 1857.	54	60	...	114	117
Normal School ...	Almorah.	1860.	10	...	...	10	12
Thomason Civil Engineering College ...	Roorkee.	October, 1847.	28	15	66	109	77-66
Total ...	...	...	379	98	66	543	473-66

DIX F.—(Continued.)

EDUCATION (INCLUDING NORMAL SCHOOLS). FOR THE YEAR 1863-64.

Institutions.

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.							Monthly rate of Schooling-fees.	RECEIPTS.	
English.	Arabic.	Persian.	Oordoo.	Sanscrit.	Hindee.			From Govern- ment.	Proceeds of en- dowment.
9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.
								Rs. As. P.	Rs. As. P.
136	136	...	136	...	1 to 4 annas.	11,557 8 3	...
116	...	159	159	...	174	...	...	12,744 0 0	...
85	114	...	114	...	4 annas.	9,619 10 0	...
...	12	...	...	840 0 0	...
66	43	...	...	...	...	50,767 13 0	...
403	...	159	452	...	436	...	...	35,528 15 3	...

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

Government

NAME OF INSTITUTION.	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.	Rs. As. P.
Normal School,	Agra, ...	June, 1855.	...	225	15 0 0	...	...	11,797 8 3
Normal School,	Benares.	June, 1856.	...	...	50 0 0	...	...	12,794 0 0
Normal School,	Meerut.	Jan., 1857.	...	...	37 4 0	...	113 5 3	9,770 3 3
Normal School,	Almorah.	1860.	...	...	...	...	...	840 0 0
Thomason Civil Engineering College ...	Roorkee.	Oct., 1847.	...	...	30 1 6	...	4,719 15 6	55,517 14 0
Total ...	...	...	...	225	132 5 6	...	4,833 4 9	90,719 9 6

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P.: }

Bareilly, the 20th July, 1864.

DIX F.—(Continued.)

EDUCATION (INCLUDING NORMAL SCHOOLS). FOR THE YEAR 1863-64.

Institutions.

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.	
11,302 13 3	494 11 0	11,797 8 3	...	...	92 14 4	91 0 1	
12,744 0 0	50 0 0	12,794 0 0	...	...	91 6 2	91 0 5	
9,519 15 6	250 3 9	9,770 3 3	...	...	83 8 1	82 3 6	
840 0 0	...	840 0 0	...	...	70 0 0	70 0 0	
45,470 11 3	5,297 1 9	50,767 13 0	4,750 1 0	...	654 0 0	592 0 0	
79,877 8 0	6,092 0 6	85,969 8 6	4,750 1 0	...	198 5 8	185 4 0	

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

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

Private Institutions open

NAME OF INSTITUTION.	Locality.	When Established.	NUMBER OF PUPILS ON THE ROLL AT THE END OF THE YEAR.				Average daily attendance.
			Hindoos.	Mahomedans.	Others.	Total.	
1.	2.	3.	4.	5.	6.	7.	8.
C. M. S. Normal School ...	Segra, Benares.	1861.	...	...	41	41	41
Total ...	...	...	...	...	41	41	41

DIX F.—(Continued.)

GENERAL EDUCATION.

FOR THE YEAR 1863-64.

Lower Class (Tehseelee Schools).

NUMBER OF PUPILS STUDYING IN EACH LANGUAGE AT THE CLOSE OF THE YEAR.							Monthly rate of School- ing Fees.	RECEIPTS.	
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.			From Govern- ment.	Proceeds of Endowment.
9.	9 a.	9 b.	9 c.	9 d.	9 e.	9 f.	10.	11.	12.
								Rs. As. P.	Rs. As. P.
30	41	...	41	...	...	1,200 0 0	...
30	41	...	41	...	...	1,200 0 0	...

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

Private Institutions open

NAME OF INSTITUTION.	Locality.	When Established.	RECEIPTS.					
			Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.	3.	13.	14.	15.	16.	17.	18.
				Rs. As. P.	Rs.	Rs. As. P.	Rs. As. P.	Rs. As. P.
C. M. S. Normal School ...	Segra, Benares.	1861.	...	4,310 0 0	...	...	...	5,510 0 0
Total, ...	...	...	...	4,310 0 0	...	...	...	5,510 0 0

DIX F.—(Continued.)

EDUCATION, INCLUDING NORMAL SCHOOLS. FOR THE YEAR 1863-64.

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.	
2,810 0 0	...	2,810 0 0	2,700 0 0	...	68 8 7	29 4 0	
2,810 0 0	...	2,810 0 0	2,700 0 0	...	68 8 7	29 4 0	

M. KEMPSON, M. A.,
Director of Public Instruction, N. W. P.

TABLE No. IX.

APPENDIX F.

ABSTRACT of Attendance at the above Institutions during the year, 1863-64.

				Number attending Colleges.	Superior Schools.	Inferior Schools.	Total.	REMARKS.
GENERAL EDUCATION.	{	Government,	1,123	2,123	1,11,462	1,14,708	
		Private, ... ..	...	1,153	5,012	53,283	64,448
SPECIAL EDUCATION.	{	Government, ... ..	...	109	434	...	543
		Private, ... ..	...	...	41	...	41
Total, ... ..			...	2,385	7,610	1,69,745	1,79,740

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P. :

Dated Bareilly, the 20th July, 1864.

}

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

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APPENDIX F.—(Continued.)

TABLE No. X.

ABSTRACT OF RECEIPTS AND CHARGES AT THE ABOVE INSTITUTIONS.

FOR THE YEAR 1863-64.

4

	RECEIPTS.				CHARGES.				REMARKS.								
	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, ...	1,51,745	5 11	62,614	12 0	3,38,552	4 3	5,52,912	6 2	1,45,654	4 4	46,336	11 6	3,16,211	1 8	5,08,202	1 6	
... { Private, ...	45,027	9 8	84,600	0 8	2,51,107	12 2	3,80,735	6 6	42,321	1 11	83,711	0 7	2,50,913	14 2	3,76,946	0 8	
SPECIAL EDUCATION, ... { Government, ...	55,517	14 0	35,201	11 6	...	...	90,719	9 6	50,767	13 0	35,201	11 6	...	...	85,969	8 6	
... { Private, ...	...	...	5,510	0 0	...	...	5,510	0 0	...	...	2,810	0 0	...	...	2,810	0 0	
Total, ...	2,52,290	13 7	1,87,926	8 2	5,89,660	0 5	10,29,877	6 2	2,38,743	3 5	1,68,059	7 7	5,67,124	15 10	9,73,927	10 8	

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APPENDIX F.—(Continued.)

TABLE No. XL

ABSTRACT OF GRANTS-IN-AID RECEIVED BY PRIVATE INSTITUTIONS.

DURING THE YEAR 1863-64.

	Colleges.	Superior Schools.	Inferior Schools.	Total.	REMARKS.				
	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.					
General Education, ...	10,300	0 0	21,612	0 0	3,044	0 0	34,956	0 0	
Special Education, ...	...	...	1,200	0 0	...	...	1,200	0 0	
Total, ...	10,300	0 0	22,812	0 0	3,044	0 0	36,156	0 0	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P.,
Dated Bareilly, the 20th July, 1864.

M. KEMPSON, M. A.,
Director of Public Instruction, N. W. P.

DIX F.—(Continued.)

AND COST OF EDUCATION

FOR THE YEAR 1863-64.

for the last five years.

1863-64.		
Average attendance.	Total cost.	Cost of educating each pupil.
	Rs. As. P.	Rs. As. P.
258	42,143 7 7	163 5 7
314	38,880 0 0	123 13 1
441	64,630 12 9	146 8 10½
153·5	18,440 10 10	120 2 0
156	2,605 1 8	16 10 7
89	2,858 4 0	32 1 10
77	2,676 6 4	34 12 2
35	1,214 10 3	34 11 3
75	1,419 12 6	18 14 11
49	857 13 5	17 8 1
40	712 15 6	17 13 2
79	1,317 11 3	16 10 9
44	911 1 10	20 11 4
306	9,095 13 3	29 9 4
144·34	743 1 9	4 8 11
175	129 1 0	0 10 9
61·88	1,183 12 0	19 3 1
54	309 1 8	5 11 8
92	358 10 10	3 14 4
61·5	409 1 10	6 10 7
30·25	128 8 0	4 3 11
77·5	965 1 7	12 7 3
4,354	18,620 9 9	4 4 5
4,937·11	29,951 9 1	6 1 0
2,463·39	14,231 7 5	5 12 5
1,121	4,263 8 2	3 12 10
404·5	1,610 3 5	4 0 0
23,187	75,027 10 4	3 3 9
26,455·57	73,187 2 10	2 12 3
29,011·15	87,510 14 7	2 14 0
937	2,350 13 9	2 8 2
·1,277	3,562 10 8	2 12 7
437·35	5,526 6 10	12 10 4
96·93	368 0 10	4 1 5
303	14,302 5 9	47 3 3
306	3,798 8 6	12 6 7
183	13,341 10 0	72 14 5
72	10,878 9 8	151 1 5
136	6,070 15 9	44 10 3
89	1,206 0 0	14 0 0
225	3,124 0 0	13 14 2
208	2,062 0 0	9 14 7
89	2,865 8 8	32 3 0
278	3,125 6 6	11 3 10
102	2,600 5 4	25 7 9
25	1,379 0 0	54 12 9
99	1,141 0 0	11 8 5
63	608 0 0	9 10 5
75	1,410 0 0	18 12 10
174	3,418 10 0	19 10 4
110	2,103 0 0	19 2 0

TABLE No. XII.

GENERAL STATEMENT OF ATTENDANCE

At each Institution

COLLEGES AND SCHOOLS.				1859-60.			
				Average attendance.	Total cost.		Cost of educating each pupil.
					Rs. As. P.	Rs. As. P.	
Mission School	...	Meerut	...	...	...	...
Ditto (Sudder Bazar)	...	Bareilly	...	...	...	...
Ditto (Cowiegunj)	...	Bareilly	...	...	...	...
Ditto	...	Chunar	177	...	...	...
Ditto	...	Jounpore	...	...	...	...
High School	...	Allahabad	...	...	...	...
Mission School	...	Azimghurh	...	...	...	...
Ditto	...	Ghazeepore	115	2,654	4 0	23 1 3	
Ditto	...	Goruckpore	120	1,990	0 0	16 9 0	
Mission Orphan School	...	Benares	...	...	...	...
Church Mission Society Boys' School	...	Allahabad	...	...	...	...
Mission Girls' Schools	...	Etawah	...	...	...	...
Ditto	...	Dehra Doon	...	...	...	...
Mission Orphan Girls' School	...	Bareilly	...	...	...	...
Ditto Girls' School	...	Benares	66	1,208	6 0	18 4 11	
Subscription School	...	Hajpore	...	...	...	...
Ditto	...	Sherkote	...	...	...	...
Ditto	...	Rehur	...	...	...	...
Ditto	...	Afzulghurh	...	...	...	...
Ditto	...	Gurhee	...	...	...	...
Ditto	...	Surjunnuggur	...	...	...	...
Ditto	...	Dehra Doon	...	...	...	...
Ditto	...	Tajpore	...	...	...	...
Ditto	...	Dooleychandpore	...	...	...	...
Ditto	...	Jatpoora	...	...	...	...
Ditto	...	Sherghurh	...	...	...	...
Ditto	...	Puraynee	...	...	...	...
Ditto	...	Tandah	...	...	...	...
Mission School	...	Budaon	...	...	...	...
Ditto Orphanage	...	Shahjehanpore	...	...	...	...
Mission School	...	Roorkee	...	...	...	...
Ditto	...	Seharunpore	...	...	...	...
Ditto	...	Seharunpore (city)	...	...	...	...
English School	...	Lullutpore	...	...	...	...
Thornhill Training School	...	Allahabad	...	...	...	...
Episcopal Normal Church School	...	Allahabad	...	...	...	...
Christian Village School (Basannggur,)	...	Goruckpore	...	...	...	...
Mission Girls' School	...	Goruckpore	...	...	...	...
Indigenous Schools.	1st Circle, Department Public Instruction, North-Western Provinces		2,626	32,488	1,21,949	13 10	3 12 0
	2nd Circle, Department Public Instruction, North-Western Provinces		1,312	12,419	55,102	2 4	4 6 11
	3rd Circle, Department Public Instruction, North-Western Provinces		1,784	13,505	74,535	1 1	5 8 3
SPECIAL OR PROFESSIONAL EDUCATIONAL INSTITUTIONS.							
GOVERNMENT.							
Normal School	...	Agra	178	11,022	9 9	61 14 10	
Ditto	...	Benares	170	12,325	10 10	72 8 0	
Ditto	...	Meerut	116	9,454	8 1	81 8 0	
Ditto	...	Alaorah	...	...	...	...
Thomason C. E. College	...	Roorkee	124	45,391	6 9	366 0 10	
PRIVATE.							
C. M. S. Normal School	...	Benares	...	...	...	...

TABLE No. XII.

GENERAL STATEMENT OF ATTENDANCE

At each Institution

COLLEGES AND SCHOOLS.				1862-63.			
				Average attendance.	Total cost.	Cost of educating each pupil.	
				Ra. As. P.	Ra. As. P.	Ra. As. P.	
Mission School	...	Meerut	...	90	3,912 0 0	43 7 5	
Ditto (Sudder Bazar)	...	Bareilly	...	...	...	...
Ditto (Cowiegunj)	...	Bareilly	...	...	...	...
Ditto	...	Chunar	...	91	1,648 8 0	13 13 3	
Ditto	...	Jounpore	...	...	...	...
High School	...	Allahabad	...	...	...	...
Mission School	...	Azimgurh	...	112	2,277 0 9	13 2 0	
Ditto	...	Ghazeeepore	...	145	2,971 4 9	14 3 5	
Ditto	...	Goruckpore	...	136	2,759 0 9	13 6 0	
Mission Orphan School	...	Benares	...	83	2,856 0 0	34 6 6	
Church Mission Society Boys' School	...	Allahabad	...	...	...	...
Mission Girls' Schools	...	Etawah	...	...	...	...
Ditto	...	Dehra Doon	...	38	1,306 0 0	34 5 11	
Mission Orphan Girls' School	...	Bareilly	...	...	...	...
Ditto Girls' School	...	Benares	...	130	1,272 0 0	9 12 6	
Subscription School	...	Hapore,	...	...	...	...
Ditto	...	Sherkote,	...	100	255 6 0	2 8 6	
Ditto	...	Rehur	...	41	190 10 0	4 5 4	
Ditto	...	Azimgurh	...	37	173 14 0	4 11 2	
Ditto	...	Gurhee	...	26	142 2 0	5 7 6	
Ditto	...	Surjunnuggur	...	53	114 12 3	2 2 8	
Ditto	...	Dehra Doon	...	19	230 6 1	12 2 0	
Ditto	...	Rajpore	...	...	...	...
Ditto	...	Looleychandpore,	...	17	119 10 0	7 0 7	
Ditto	...	Jatpoora	...	...	...	...
Ditto	...	Shergurh	...	...	...	...
Ditto	...	Puraynee	...	...	...	...
Ditto	...	Tandah,	...	...	...	...
Mission School	...	Budaon,	...	21	174 0 0	8 4 7	
Ditto Orphanage	...	Shahjehanpore	...	...	...	...
Mission School	...	Roorkee	...	...	...	...
Ditto	...	Scharunpore	...	...	...	...
Ditto	...	Soharunpore (city)	...	...	...	...
English School	...	Lullutpore	...	22	215 9 3	9 12 9	
Thornhill Training School	...	Allahabad	...	92	2,843 14 6	31 9 7	
Episcopal Normal Church School	...	Allahabad	...	65	765 13 0	9 12 11	
Christian Village School (Basanuggur)	...	Goruckpore	...	...	...	...
Mission Girls' School	...	Goruckpore	...	30	250 0 0	7 12 0	
Indigenous Schools.	}	1st Circle, Department Public Instruction, North-Western Provinces	...	2,626	27,068	1,20,832 5 7	4 4 9
		2nd Circle, Department Public Instruction, North-Western Provinces	...	1,312	13,218-66	67,684 15 0	5 1 11
		3rd Circle, Department Public Instruction, North-Western Provinces	...	1,784	15,599-14	71,002 0 1	4 8 9
SPECIAL OR PROFESSIONAL EDUCATIONAL INSTITUTIONS.							
GOVERNMENT.							
Normal School	...	Agra	...	133	11,230 14 0	84 13 4	
Ditto	...	Benares	...	142	12,594 0 0	88 11 0	
Ditto	...	Meerut	...	127	9,889 8 0	77 13 11	
Ditto	...	Almorah	...	...	...	...
Thomason C. E. College	...	Koorkee	...	85-44	65,391 0 0	764 12 11	
PRIVATE.							
C. M. S. Normal School	...	Benares	...	22	3,600 0 0	163 10 2	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P., }

Dated the 20th July, 1864.

DIX F.—(Continued.)

AND COST OF EDUCATION

FOR THE YEAR 1863-64.

for the last five years.

1863-64.		
Average Attendance.	Total Cost.	Cost of Educating each Pupil.
	Rs. As. P.	Rs. As. P.
105	3,886 8 0	37 0 3
54	508 0 0	9 6 6
34-66	241 15 0	7 0 0
102	1,656 0 0	16 3 9
95	4,551 11 0	35 4 4
73	4,646 10 5	63 10 5
141	4,859 15 3	34 7 6
180	3,245 0 6	18 0 5
188	3,275 0 0	17 6 9
140	4,860 0 0	34 11 5
45	270 0 0	6 0 0
93	1,040 0 0	11 3 0
34	2,520 0 0	74 2 0
130	3,582 2 6	27 8 11
120	1,967 0 0	16 6 3
26	291 1 1	11 3 1
92	307 6 8	3 5 6
51	188 8 0	3 11 1
41	181 10 0	4 7 0
29	185 2 0	6 6 2
50	170 0 0	3 6 5
14	197 14 8	14 2 2
41	60 6 0	1 7 7
18	127 2 0	7 1 0
21	46 7 6	2 3 5
19	31 10 4	1 10 7
21	46 11 8	2 3 7
23	49 10 0	2 2 6
60	336 0 0	5 9 7
77	1,375 15 0	18 5 6
61	685 15 9	11 4 0
52	1,120 0 0	21 8 9
49	1,446 0 0	36 2 4
38	311 6 6	8 3 11
75	2,969 14 0	33 8 6
70	797 6 6	9 7 10
36	200 0 0	5 8 0
30	370 0 0	12 5 4
27,145	1,08,331 13 3	3 15 10
11,054-37	69,335 1 11	1 11 11
14,634	73,246 15 0	5 0 1
127	11,797 8 3	92 14 4
140	12,794 0 0	98 6 2
117	9,770 3 3	83 8 1
12	840 0 0	70 0 0
77-66	50,767 13 0	654 0 0
41	2,810 0 0	68 8 7

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

APPENDIX F.

TABLE No. 13.

DISTINCTIONS CONFERRED BY THE CALCUTTA UNIVERSITY DURING

THE YEAR 1863-64.

No.	Names of Students.	Names of Institutions.	Distinction conferred.	REMARKS.
1	Sagur Chund	Agra College.	Bachelor of Arts,	
2	Jawala Pershad	Benares ditto.	First Examination in Arts,	2nd ditto.
3	Thomas Harris	Agra ditto.	Ditto ditto,	1st ditto.
4	Oomesh Chundra Sanyal	Benares ditto.	Ditto ditto,	1st ditto.
5	Chundra Shekhara Sanyal	Ditto ditto.	Ditto ditto,	2nd ditto.
6	Kirpa Ram	Agra ditto.	Entrance Examination,	1st ditto.
7	Khanday Roy	Ditto ditto.	Ditto ditto,	1st ditto.
8	Ruttun Chund	Ditto ditto.	Ditto ditto,	1st ditto.
9	Lalta Pershad	Ditto ditto.	Ditto ditto,	1st ditto.
10	Asnd Ally Khan	Ditto ditto.	Ditto ditto,	2nd ditto.
11	Mudan Mohun	Baroilly ditto.	Ditto ditto,	1st ditto.
12	Sham Behari	Ditto ditto.	Ditto ditto,	2nd ditto.
13	Purmeshwaree Dass	Ditto ditto.	Ditto ditto,	1st ditto.
14	Chundra Shekhar	Ditto ditto.	Ditto ditto,	1st ditto.
15	Sundar Lall	Ditto ditto.	Ditto ditto,	1st ditto.
16	Tujjummul Hossein	Ditto ditto.	Ditto ditto,	2nd ditto.
17	Bireshur Chuckerbutty	Benares ditto.	Ditto ditto,	2nd ditto.
18	Opendra Nath	Ditto ditto.	Ditto ditto,	1st ditto.
19	Nocoor Chundra	Ditto ditto.	Ditto ditto,	2nd ditto.
20	Ramroop Ghose	Ditto ditto.	Ditto ditto,	1st ditto.
21	Baroda Pershad Ghose	Ditto ditto.	Ditto ditto,	2nd ditto.
22	Shunker Lall	Ajmero School.	Ditto ditto,	1st ditto.
23	Kali Kumar Mitter	Ditto ditto.	Ditto ditto,	1st ditto.
24	Heera Singh	Ditto ditto.	Ditto ditto,	1st ditto.
25	Ramjewon	Ditto ditto.	Ditto ditto,	1st ditto.
26	Har Narayun	Ditto ditto.	Ditto ditto,	1st ditto.

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P. : }

Dated Bareilly, the 20th July, 1864. }

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

(168 B)

APPENDIX F.

TABLE No. XIV.

RETURN OF SCHOLARSHIPS GAINED DURING

THE YEAR 1863-64.

A.—Senior Scholarship or Scholarships gained at Colleges.

Names of Scholars.	College at which gained.	When gained.	Free or Stipendiary.		For how long tenable.	For Proficiency in what Branch.	REMARKS.
				Rs. As. P.			
Atma Ram	Agra.	1st January, 1864.	Stipendiary.	25 0 0	1 year.	General Proficiency in Departmental Examination.	
Balkishun	ditto.	ditto.	ditto.	20 0 0	ditto.	ditto.	
T. Harris	ditto.	ditto.	ditto.	25 0 0	ditto.	Passed the C. U. Examination in Arts, 1st Division.	
Het Kishore	ditto.	ditto.	ditto.	15 0 0	ditto.	General Proficiency in Departmental Examination, C. U. E. Examination, 1st Division.	
Khanday Rai	ditto.	ditto.	ditto.	15 0 0	ditto.	ditto.	
Kirpa Ram	ditto.	ditto.	ditto.	15 0 0	ditto.	ditto, 2nd Division.	
Asud Ali	ditto.	ditto.	ditto.	10 0 0	ditto.	General Proficiency in Departmental Examination.	} Local Scholarships.
Lalta Pershad	ditto.	ditto.	ditto.	16 0 0	ditto.	ditto.	
Gokul Dass	ditto.	ditto.	ditto.	16 0 0	ditto.	ditto.	
Rntun Chund	ditto.	ditto.	ditto.	16 0 0	ditto.	ditto.	
Kali Churn	Bareilly.	ditto.	ditto.	20 0 0	ditto.	ditto.	
Dall Chund	ditto.	ditto.	ditto.	25 0 0	ditto.	ditto.	
Rngbo Nath	ditto.	ditto.	ditto.	15 0 0	ditto.	ditto.	
Narain Dass	ditto.	ditto.	ditto.	15 0 0	ditto.	ditto.	
Muddun Mohun	ditto.	ditto.	ditto.	15 0 0	ditto.	C. U. E. Examination, 1st Division.	
Chundra Shekhar	ditto.	ditto.	ditto.	15 0 0	ditto.	ditto.	
Tujumool Hossein	ditto.	ditto.	ditto.	10 0 0	ditto.	ditto, 2nd Division.	
Perimeshree Dass	ditto.	ditto.	ditto.	15 0 0	ditto.	ditto, 1st Division.	
Soondur Lall	ditto.	ditto.	ditto.	15 0 0	ditto.	ditto.	
Sham Beharee	ditto.	ditto.	ditto.	10 0 0	ditto.	ditto, 2nd Division.	
Prosunno Badana	Benares.	ditto.	ditto.	*5 0 0	ditto.	Candidate for the B. A. Examination, C. U.	* In addition to Rs. 20 from Local Funds.
Madhna Chander	ditto.	ditto.	ditto.	20 0 0	ditto.	ditto.	
Sanwal Sinha	ditto.	ditto.	ditto.	20 0 0	ditto.	ditto.	
Oomesh Chander	ditto.	ditto.	ditto.	25 0 0	ditto.	C. U. 1st Examination in Arts, 1st Division.	
Chander Shekhar	ditto.	ditto.	ditto.	20 0 0	ditto.	ditto, 2nd Division.	
Jowala Pershad	ditto.	ditto.	ditto.	20 0 0	ditto.	ditto.	
Purna Chander	ditto.	ditto.	ditto.	15 0 0	ditto.	General Proficiency in Departmental Examination.	
Ram Mohun	ditto.	ditto.	ditto.	15 0 0	ditto.	ditto.	
Sar Nath	ditto.	ditto.	ditto.	10 0 0	ditto.	ditto.	
Bhola Nath	ditto.	ditto.	ditto.	10 0 0	ditto.	ditto.	
Doorga Churn	ditto.	ditto.	ditto.	10 0 0	ditto.	ditto.	
Deen Nath	ditto.	ditto.	ditto.	10 0 0	ditto.	ditto.	

APPENDIX F.

TABLE No. XIV.

RETURN OF SCHOLARSHIPS GAINED DURING

THE YEAR 1863-64.

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

Names of Scholars.	College at which gained.	When gained.	Free or Stipendiary.			For how long tenable.	For Proficiency in what Branch.	REMARKS.
				Rs.	As. P.			
Upendro Nath ...	Benares.	1st January, 1864.	Stipendiary.	15	0	0	1 year.	C. U. E. Examination, 1st Division.
Ramroop ...	ditto.	ditto.	ditto.	15	0	0	ditto.	ditto.
Baroda Pershad ...	ditto.	ditto.	ditto.	10	0	0	ditto.	ditto, 2nd Division.
Nacur Chander ...	ditto.	ditto.	ditto.	10	0	0	ditto.	ditto.
Gungadhur ...	ditto.	ditto.	ditto.	8	0	0	ditto.	ditto.
Bireswur Chuckerbutty... ..	ditto.	ditto.	ditto.	8	0	0	ditto.	ditto.
Kalee Kumar ...	Ajnere.	ditto.	ditto.	15	0	0	ditto.	ditto, 1st Division.
Ramjeeewun ...	ditto.	ditto.	ditto.	15	0	0	ditto.	ditto.
Hurnarain ...	ditto.	ditto.	ditto.	15	0	0	ditto.	ditto.
Shunkur Lall ...	ditto.	ditto.	ditto.	15	0	0	ditto.	ditto.
Heera Singh ...	ditto.	ditto.	ditto.	15	0	0	ditto.	ditto.
Kunhya Lall ...	St. John's College, Agra.	ditto.	ditto.	10	0	0	ditto.	ditto, 2nd Division.
Karta Krishna ...	ditto.	ditto.	ditto.	10	0	0	ditto.	ditto.
Ubdool Raheem ...	ditto.	ditto.	ditto.	10	0	0	ditto.	ditto.
Goolzar Beharee ...	ditto.	ditto.	ditto.	10	0	0	ditto.	ditto.
Sunsar Chund ...	ditto.	ditto.	ditto.	10	0	0	ditto.	ditto.
Rughber Sahay ...	Jay Narayan's College, Benares.	ditto.	Free.	15	0	0	ditto.	ditto, 1st Division.
Ramkisto ...	ditto.	ditto.	ditto.	10	0	0	ditto.	ditto, 2nd Division.
Sheeb Chunder ...	ditto.	ditto.	ditto.	10	0	0	ditto.	ditto.
Gunput Gir ...	ditto.	ditto.	ditto.	ditto.			ditto.	Departmental Examination & General Proficiency.
John Dass ...	ditto.	ditto.	ditto.	ditto.			ditto.	ditto.
Prosono Narain ...	ditto.	ditto.	ditto.	ditto.			ditto.	ditto.
Ramchunder ...	ditto.	ditto.	ditto.	ditto.			ditto.	ditto.
Ubdool Raheem ...	ditto.	ditto.	ditto.	ditto.			ditto.	ditto.
Bishma Nath ...	ditto.	ditto.	ditto.	ditto.			ditto.	ditto.
Sunkata Pershad ...	ditto.	ditto.	ditto.	ditto.			ditto.	ditto.
Basdeo ...	ditto.	ditto.	ditto.	ditto.			ditto.	ditto.
Rampershad ...	ditto.	ditto.	ditto.	ditto.			ditto.	ditto.
Mown Roy ...	ditto.	ditto.	ditto.	ditto.			ditto.	ditto.
Beshashur Dyal ...	ditto.	ditto.	ditto.	ditto.			ditto.	ditto.

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P. : }

Dated Bareilly, the 20th July, 1864.

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

APPENDIX F.
RETURN OF SCHOLARSHIPS GAINED
Junior Scholarships or Scholarships gained at Schools.

6 TABLE No. 14, B.

DURING THE YEAR 1863-64.

Name of Scholars.	School at which gained.	When gained.	Free or Stipendiary.		For how long tenable.	For proficiency in what branch.	REMARKS.
			Stipendiary.	Rs. As. P.			
Jawala Pershad	Agra.	1st January, 1864.	Stipendiary.	8 0 0	One year.	General Proficiency in Departmental Examination.	
Debi Pershad	ditto.	ditto.	ditto.	8 0 0	ditto.	ditto.	
Saig Ram	ditto.	ditto.	ditto.	8 0 0	ditto.	ditto.	
Mohun Lall, IL.	ditto.	ditto.	ditto.	8 0 0	ditto.	ditto.	
Mukhun Lall	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Kafur Singh	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Muddan Mohan	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Ranjit Singh	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Sham Lall	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Tej Pal	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Jogul Behari	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Monir Khan	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Ganeshi Lall	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Bh-gwakti Pershad	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Rashik Behari	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Leela Dhar	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Lachmi Narain	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Amba Pershad	ditto.	ditto.	ditto.	12 0 0	ditto.	ditto.	
Peary Lall	ditto.	ditto.	ditto.	10 0 0	ditto.	ditto.	
Dila Ram	Bareilly.	ditto.	ditto.	8 0 0	ditto.	ditto.	} Local Scholarships.
Ramji Mul	ditto.	ditto.	ditto.	8 0 0	ditto.	ditto.	
Mahomed Said	ditto.	ditto.	ditto.	8 0 0	ditto.	ditto.	
Jawala Pershad	ditto.	ditto.	ditto.	8 0 0	ditto.	ditto.	
Bahadar Singh	ditto.	ditto.	ditto.	8 0 0	ditto.	ditto.	
Gokul Pershad	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Madhu Rao	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Bhola Nath	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Cheda Lall	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Gunesh Pershad	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Niaz Ahmad	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	

APPENDIX F.

TABLE No. 14B.

RETURN OF SCHOLARSHIPS GAINED

DURING THE YEAR 1863-64.

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.			
Keshab Deo	Bareilly.	1st January 1864.	Stipendiary.	5 0 0	One year.	General Proficiency in Departmental Examination.	
Barkat Ullah	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Mohun Lall	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Keshan Lall	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Kanhya Lall	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Bishan Sehac	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Goverdhan Dass	Benares.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Lakshmi Shanker	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Aditya Ram	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Mohendro Nath	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Brijpal Dass	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Ajudhya Pershad	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Shiv Nath	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Ambica Pershad	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Uma Charn	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Bala Krishn	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Shama Charn	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Gokal Chand	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Ram Dour	ditto.	ditto.	Free.	8 0 0	ditto.	ditto.	
Tripureshwari	ditto.	ditto.	ditto.	8 0 0	ditto.	ditto.	
Girish Chnckerbutty	ditto.	ditto.	ditto.	8 0 0	ditto.	ditto.	
Anund Chunder	ditto.	ditto.	ditto.	8 0 0	ditto.	ditto.	
Shobha Ram	ditto.	ditto.	ditto.	8 0 0	ditto.	ditto.	
Visha Nath	ditto.	ditto.	ditto.	8 0 0	ditto.	ditto.	
Shalag Ram	ditto.	ditto.	ditto.	6 0 0	ditto.	ditto.	
Sita Ram	ditto.	ditto.	ditto.	6 0 0	ditto.	ditto.	
Krishna Datta	ditto.	ditto.	ditto.	5 0 0	ditto.	ditto.	
Aditya Narayan	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Brahma Datta	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Prayag Datta	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	
Mahabeva Deva	ditto.	ditto.	ditto.	4 0 0	ditto.	ditto.	

In addition to a Local Scholarship of Rs. 25 per annum.

Deen Dyal ...	ditto.	ditto.	4 0 0	ditto.	ditto.
Sabak Ram ...	ditto.	ditto.	4 0 0	ditto.	ditto.
Mihir Chunder ...	ditto.	ditto.	4 0 0	ditto.	ditto.
Shalag Ram ...	ditto.	ditto.	4 0 0	ditto.	ditto.
Bhudeva ...	ditto.	ditto.	4 0 0	ditto.	ditto.
Chikhuri ...	ditto.	ditto.	3 0 0	ditto.	ditto.
Sankata Pershad ...	ditto.	ditto.	3 0 0	ditto.	ditto.
Uma Dutta ...	ditto.	ditto.	3 0 0	ditto.	ditto.
Bandhu Ram ...	ditto.	ditto.	3 0 0	ditto.	ditto.
Keshava ...	ditto.	ditto.	3 0 0	ditto.	ditto.
Gokal Pathuk ...	ditto.	ditto.	3 0 0	ditto.	ditto.
Ram Nundan ...	ditto.	ditto.	3 0 0	ditto.	ditto.
Lukshman ...	ditto.	ditto.	3 0 0	ditto.	ditto.
Panti Ram ...	ditto.	ditto.	3 0 0	ditto.	ditto.
Ambika Pershad ...	ditto.	ditto.	3 0 0	ditto.	ditto.
Hunnumad Datta ...	ditto.	ditto.	3 0 0	ditto.	ditto.
Huriprakash ...	ditto.	ditto.	2 0 0	ditto.	ditto.
Batuk Nath Dube ...	ditto.	ditto.	12 0 0	ditto.	ditto.
Kashi Nath Kante ...	ditto.	ditto.	10 0 0	ditto.	ditto.
Baboo Shastri ...	ditto.	ditto.	10 0 0	ditto.	ditto.
Lukshmi Pershad Misra ...	ditto.	ditto.	12 0 0	ditto.	ditto.
Vishnu Shastri ...	ditto.	ditto.	12 0 0	ditto.	ditto.
Raja Ram Mohidhar ...	ditto.	ditto.	10 0 0	ditto.	ditto.
Ramavatur Ojha ...	ditto.	ditto.	8 0 0	ditto.	ditto.
Baboo Ram Shukul ...	ditto.	ditto.	8 0 0	ditto.	ditto.
Ram Gobind Misra ...	ditto.	ditto.	6 0 0	ditto.	ditto.
Pryag Datta Dube ...	ditto.	ditto.	6 0 0	ditto.	ditto.
Sakata Tribede ...	ditto.	ditto.	6 0 0	ditto.	ditto.
Gover Dhan ...	Ajmere.	ditto.	5 0 0	ditto.	ditto.
Hazari Lall ...	ditto.	ditto.	5 0 0	ditto.	ditto.
Ram Chunder ...	ditto.	ditto.	5 0 0	ditto.	ditto.
Behari Lall ...	ditto.	ditto.	4 0 0	ditto.	ditto.
Gokal Chand ...	Hume's High School Etawah.	ditto.	5 0 0	ditto.	ditto.
Lachmi Narain ...	ditto.	ditto.	5 0 0	ditto.	ditto.
Ramoo ...	Jay Narayan's College, Benares.	ditto.	Free.	ditto.	ditto.
Gunnesh ...	ditto.	ditto.		ditto.	ditto.
Kanaiah ...	ditto.	ditto.		ditto.	ditto.

Not men-
tioned.

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P.:

Bareilly, the 20th July, 1864.

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

APPENDIX F.

TABLE No. 15. Return of Candidates passed during the year 1863-64, for employment or promotion in the Educational Department, North Western Provinces.

Name of Passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificates gained.	Grade of appointment to which entitled in consequence.	REMARKS.
1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH WESTERN PROVINCES.					
Gunesh Roy	Meerut Normal School.	Meerut Normal School.	1st Grade.	Tehseelee Teacher.	
Murdan Khan	ditto.	ditto.	ditto.	ditto.	
Ali Ahmad Khan	ditto.	ditto.	2nd ditto.	ditto.	
Dabi Roy	ditto.	ditto.	1st ditto.	ditto.	
Harnam Singh	ditto.	ditto.	3rd ditto.	ditto.	
Kuram Rusul	ditto.	ditto.	1st ditto.	ditto.	
Ram Dass	ditto.	ditto.	ditto.	ditto.	
Ajudhya Pershad	ditto.	ditto.	ditto.	ditto.	
Rujub Ali	ditto.	ditto.	ditto.	ditto.	
Mahomed Hussen	ditto.	ditto.	2nd ditto.	ditto.	
Ali Hussen	ditto.	ditto.	1st ditto.	ditto.	
Riaz-ul-Hussen	ditto.	ditto.	ditto.	ditto.	
Uma Dutt	ditto.	ditto.	2nd ditto.	ditto.	
Kutub-ood-deen Hussen	ditto.	ditto.	1st ditto.	ditto.	
Ameer Ali	ditto.	ditto.	ditto.	ditto.	
Khooshi Ram	ditto.	ditto.	ditto.	ditto.	
Hamed Ulla	ditto.	ditto.	2nd ditto.	ditto.	
Chutun Lall	ditto.	ditto.	1st ditto.	ditto.	
Than Singh	ditto.	ditto.	2nd ditto.	ditto.	
Azin Buksh	ditto.	ditto.	ditto.	ditto.	
Alladia Khan	ditto.	ditto.	1st ditto.	ditto.	
Chokhay Lall	ditto.	ditto.	2nd ditto.	ditto.	
Bunsi Dhur	ditto.	ditto.	ditto.	ditto.	
Dal Chund	ditto.	ditto.	ditto.	ditto.	
Cheda Lall	ditto.	ditto.	ditto.	ditto.	
Hurjee Lall	ditto.	ditto.	1st ditto.	ditto.	
Kura Ram	ditto.	ditto.	3rd ditto.	ditto.	
Tika Ram	ditto.	ditto.	ditto.	ditto.	
Sohn Lall	ditto.	ditto.	ditto.	ditto.	

TABLE No. 15.—Return of Candidates passed during the year 1863-64, &c.—(Continued.)

Name of Passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificates gained.	Grade of appointment to which entitled in consequence.	REMARKS.
1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.					
Nathu Ram	Meerut Normal School.	Meerut Normal School.	3rd Grade.	Hulkabundee Teacher.	
Dabi Pershad	ditto.	ditto.	2nd ditto.	ditto.	
Srikishen	ditto.	ditto.	ditto.	ditto.	
Chait Ram	ditto.	ditto.	ditto.	ditto.	
Badam Singh	ditto.	ditto.	ditto.	ditto.	
Niadur Singh	ditto.	ditto.	3rd ditto.	ditto.	
Hurdeo Singh	ditto.	ditto.	ditto.	ditto.	
Tiloke Chund	ditto.	ditto.	ditto.	ditto.	
Gouri Dutt	ditto.	ditto.	2nd ditto.	ditto.	
Bhim Raj	ditto.	ditto.	3rd ditto.	ditto.	
Nund Lall	ditto.	ditto.	ditto.	ditto.	
Ram Pershad	ditto.	ditto.	ditto.	ditto.	
Nait Ram	ditto.	ditto.	ditto.	ditto.	
Thakur Dass	ditto.	ditto.	ditto.	ditto.	
Mohib Ullah	ditto.	ditto.	ditto.	ditto.	
Zouki Ram	ditto.	ditto.	2nd ditto.	ditto.	
Raft-ood-deen	ditto.	ditto.	ditto.	ditto.	
Abdul Rahman	ditto.	ditto.	1st ditto.	ditto.	
Imam Ali	ditto.	ditto.	2nd ditto.	ditto.	
Muthra Pershad	ditto.	ditto.	1st ditto.	ditto.	
Mahomed Hossein	ditto.	ditto.	2nd ditto.	ditto.	
Abad Ullah Khan	ditto.	ditto.	1st ditto.	ditto.	
Fazl Ali	ditto.	ditto.	2nd ditto.	ditto.	
Ahmud Hossein	ditto.	ditto.	1st ditto.	ditto.	
Enayat Hossein	ditto.	ditto.	ditto.	ditto.	
Nubi Buksh	ditto.	ditto.	2nd ditto.	ditto.	
Jhanda Singh	ditto.	ditto.	ditto.	ditto.	
Tulsi Ram	ditto.	ditto.	ditto.	ditto.	
Nujeeb Khan	ditto.	ditto.	ditto.	ditto.	
Hidayat Ullah	ditto.	ditto.	ditto.	ditto.	
Tota Ram	ditto.	ditto.	1st ditto.	ditto.	
Sahab-ood-deen	ditto.	ditto.	3rd ditto.	ditto.	
Azim Ullah	ditto.	ditto.	ditto.	ditto.	
Wazir-ood-deen	ditto.	ditto.	2nd ditto.	ditto.	

Elabi Buksh	...	...	ditto.	ditto.	3rd ditto.	ditto.
Kazim Ali	...	...	ditto.	ditto.	2nd ditto.	ditto.
Ghazi-ood-deen	...	...	ditto.	ditto.	ditto.	ditto.
Amjud Ali	...	...	ditto.	ditto.	ditto.	ditto.
Khoda Buksh, 1st	...	...	ditto.	ditto.	ditto.	ditto.
Khoda Buksh, 2nd	...	...	ditto.	ditto.	ditto.	ditto.
Bachay Lall	...	...	Pilibheet School.	Pilibheet School.	1st ditto.	Mohurrir.
Behari Lall	...	...	ditto.	ditto.	ditto.	ditto.
Behari Lall, 2nd	...	...	Jehanabad.	Jehanabad Tehseelee School.	ditto.	ditto.
Ahmud Ali	...	...	ditto.	ditto.	ditto.	ditto.
Bani Ram	...	...	Bareilly.	Kurore ditto.	ditto.	ditto.
Muthra Pershad	...	...	ditto.	ditto.	ditto.	ditto.
Gobind Dyal	...	...	Aonlah.	Aonlah ditto.	2nd ditto.	ditto.
Gaidun Lall	...	...	Bijnour.	Bijnour ditto.	1st ditto.	ditto.
Cheda Lall	...	...	ditto.	ditto.	ditto.	ditto.
Gopal Singh	...	...	Nagina.	Nagina ditto.	ditto.	ditto.
Murdan Ali	...	...	ditto.	ditto.	ditto.	ditto.
Sahab-ood-deen	...	...	ditto.	ditto.	ditto.	ditto.
Kishen Sahoy	...	...	Sherkote.	Sherkote School.	ditto.	ditto.
Chait Ram	...	...	ditto.	ditto.	ditto.	ditto.
Malu Singh	...	...	ditto.	ditto.	ditto.	ditto.
Mahomed Reza	...	...	Nehtore.	Nehtore ditto.	2nd ditto.	ditto.
Munoo Lall	...	...	ditto.	ditto.	ditto.	ditto.
Mahomed Ali	...	...	Budaon.	Budaon ditto.	1st ditto.	ditto.
Bhopal Kishen	...	...	Suhseswan.	Suhseswan ditto.	ditto.	ditto.
Hidayat Hossein	...	...	ditto.	ditto.	ditto.	ditto.
Peary Lall	...	...	ditto.	ditto.	ditto.	ditto.
Luchmun Sahoy	...	...	Boolundshuhur.	Boolundshuhur Tehseelee School.	ditto.	ditto.
Kazim Ali	...	...	Debaee.	Debaee ditto.	ditto.	ditto.
Abdul Jalal	...	...	Secundrabad.	Secundrabad ditto.	1st ditto.	ditto.
Amir Buksh	...	...	ditto.	ditto.	ditto.	ditto.
Nowbut	...	...	Boolundshuhur.	Boolundshuhur ditto.	2nd ditto.	ditto.
Murli Dhur	...	...	Secundrabad.	Secundrabad ditto.	ditto.	ditto.
Karamut Ali	...	...	Meerut.	Meerut ditto.	1st ditto.	ditto.
Dina Mull	...	...	Sirdhana.	Sirdhana ditto.	ditto.	ditto.
Sree Ram	...	...	Meerut.	Meerut ditto.	2nd ditto.	ditto.
Main Chand	...	...	Burouth.	Burouth ditto.	ditto.	ditto.
Bunwari Lall	...	...	Thakoor Dwara.	Thakoor Dwara ditto.	1st ditto.	ditto.
Akber Khan	...	...	Shamli.	Shamli ditto.	ditto.	ditto.
Gunput Roy	...	...	Jellalabad.	Jellalabad School.	ditto.	ditto.
Jog Dhyan	...	...	Thana Bhowan.	Thana Bhowan ditto.	2nd ditto.	ditto.
Nanuk Chund	...	...	ditto.	ditto.	ditto.	ditto.
Abdul Quyum	...	...	ditto.	ditto.	ditto.	ditto.
Mahomed Jalal	...	...	Mozuffurngger, 5th July, 1863.	Delhi College.	2nd ditto.	Hulkabundee Teacher.
Murari Lall	...	...	Khutowli, 21st December, 1863.	Nagina Tehseelee School.	1st ditto.	Tehseelee Teacher.
Mussumat Medo	...	...	Lahori, 27th July, 1863.	Private School.	3rd ditto.	Female School Teacher.
Mussumat Myufzun Nisa	...	...	Mosabi, 16th September, 1863.	ditto.	ditto.	ditto.
Mussumat Soondur	...	...	Khutowli, 21st December, 1863.	ditto.	ditto.	ditto.

TABLE No. 15.—Return of Candidates passed during the year 1863-64, &c.—(Continued.)

Name of Passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificates gained.	Grade of appointment to which entitled in consequence.	REMARKS.
1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.					
Mahomed Ameer Khan	Shahpore, 29th January, 1864.	Private School.	3rd Grade,	Hulkabundee Teacher.	
Heera Lall	ditto.	Mezuffurnugger A. V. School.	1st ditto.	Mohurrir, Irrigation Department.	
Tulshi Ram	ditto.	Shamli Tehseelee School.	ditto.	ditto.	
Tujummul Hossein	Deobund.	Deobund ditto.	ditto.	Mohurrir.	
Jagunnath	ditto.	ditto.	ditto.	ditto.	
Alladia	Seharunpore.	Seharunpore ditto.	ditto.	ditto.	
Ram Pershad	Jwalapore.	Jwalapore ditto.	ditto.	ditto.	
Sadiq Ahmad	Ambaitha.	Ambaitha ditto.	ditto.	ditto.	
Punna Lall	ditto.	ditto.	ditto.	ditto.	
2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.					
Sookh Lall	Agra, 15th May, 1863.	Hulkabundee School.	3rd Grade.	Hulkabundee Teacher.	
Bhola Nath	ditto, 19th ditto.	Tehseelee School.	ditto.	ditto.	
Shiam Lall	ditto, ditto.	ditto, Jalaisur.	2nd ditto.	ditto.	
Beharee Lall	ditto, 6th July, 1863.	Hulkabundee School.	3rd ditto.	ditto.	
Khobee Ram	ditto, ditto.	ditto.	ditto.	ditto.	
Bhoop Chand	ditto, ditto.	Agra Normal School.	ditto.	ditto.	
Kunhya Lall	ditto, ditto.	Hulkabundee School.	ditto.	ditto.	
Damodur Dass	ditto, ditto.	Agra Normal School.	2nd ditto.	ditto.	
Beharee Lall	ditto, ditto.	Tehseelee School.	3rd ditto.	ditto.	
Gunga Deen	ditto, ditto.	Etawah ditto.	ditto.	ditto.	
Bhugwan Deen	ditto, 6th August, 1863.	Hulkabundee School.	ditto.	ditto.	
Deo Sookh	ditto, 7th July, 1863.	Tehseelee School.	ditto.	ditto.	
Beharee La'l	ditto.	ditto.	ditto.	ditto.	
Thakur Dass	ditto, 10th August, 1863.	Private School.	ditto.	ditto.	
Baz Khan	ditto, 23th September, 1863.	Agra College.	ditto.	Naib Tehseelee Teacher.	
Doorga Pershad	ditto.	Private School.	ditto.	Hulkabundee Teacher.	
Kulyan Singh	ditto, 29th ditto.	Hulkabundee School.	ditto.	ditto.	
Sheodysal Singh	ditto, ditto.	Agra Normal School.	ditto.	ditto.	
Kesho Deo	ditto, 6th November, 1863.	Tehseelee School.	2nd ditto.	ditto.	
Hur Narain	ditto, ditto.	Hulkabundee School.	3rd ditto.	ditto.	
Shaim Lall	ditto, 21st October, 1863.	ditto.	ditto.	ditto.	

TABLE No. 15.—Return of Candidates passed during the year 1863-64, &c.—(Continued.)

Name of Passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificates gained.	Grade of appointment to which entitled in consequence.	REMARKS.
2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.					
Punmaishree Dass	19th January, 1864.	Normal School.	1st Grade.	Hulkabundee Teacher.	
Bhugwan Dass	ditto.	ditto.	ditto.	Tehseelee Teacher.	
Gholab Singh	25th ditto.	Hulkabundee School.	ditto.	Hulkabundee Teacher.	
Gopal Pershad	ditto.	Agra College.	ditto.	ditto.	
Buddri Pershad	17th February, 1864.	Tehseelee School.	ditto.	Chupprasee.	
Doorga Dass	22nd ditto.	Hulkabundee School.	ditto.	Hulkabundee Teacher.	
Het Singh	ditto.	ditto.	ditto.	ditto.	
Jeewa Ram	ditto.	ditto.	ditto.	ditto.	
Roop Ram	ditto.	Tehseelee School.	ditto.	ditto.	
Rusool Buksh	1st ditto.	Private School.	ditto.	Naib Tehseelee Teacher.	
Lall Mahomed	28th ditto.	ditto.	ditto.	Mohurrir.	
Mahomed Buksh	ditto.	Tehseelee School.	ditto.	Naib Tehseelee Teacher.	
Tota Ram	ditto.	Hulkabundee School.	ditto.	Hulkabundee Teacher.	
Makhan Lall	11th March, 1864.	Tehseelee School.	ditto.	Tehseelee Teacher.	
Shiam Lall	25th February, 1864.	ditto.	ditto.	Hulkabundee Teacher.	
Muthra Pershad	16th April, 1863.	Mission School.	205 Nos.	Officiating Hulkabundee Teacher.	
Shunker Lall	21st ditto.	Tehseelee School.	490 ditto.	ditto.	
Khan Mahomed	18th ditto.	Normal School.	700 ditto.	Hulkabundee Teacher.	
Ajoodhya Pershad	12th May, 1863.	Tehseelee School.	185 ditto.	ditto.	
Shib Lall	1st July, 1863.	ditto.	475 ditto.	ditto.	
Mahomed Ali	ditto.	ditto.	220 ditto.	ditto.	
Choonnee Lall	ditto.	Hulkabundee School.	205 ditto.	ditto.	
Imdad Hossein	ditto.	Tehseelee School.	260 ditto.	ditto.	
Faqir Mahomed Khan	ditto.	ditto.	599 ditto.	ditto.	
Ajoodhya Pershad	13th ditto.	ditto.	ditto.	ditto.	
Jouhureo Lall	ditto.	ditto.	235 ditto.	ditto.	
Tajummul Hossein	ditto.	ditto.	155 ditto.	ditto.	
Sheo Pershad	14th ditto.	ditto.	375 ditto.	ditto.	
Kurban Hossein	1st August, 1863.	Private School.	175 ditto.	Naib Hulkabundee Teacher.	
Muthra Pershad	ditto.	Mission School.	262 ditto.	Hulkabundee Teacher.	
Hur Bhujan Lall	ditto.	Hulkabundee School.	186 ditto.	ditto.	
Ram Gholam	20th ditto.	Tehseelee School.	235 ditto.	ditto.	
Shunker Lall	1st September, 1863.	ditto.	150 ditto.	ditto.	
Doorga Pershad	20th ditto.	Normal School.	330 ditto.	ditto.	
Ali Hossein	22nd ditto.	Tehseelee School.	190 ditto.	ditto.	

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Ram Jeowun Lall	29th ditto.	Normal School.	175 ditto.	ditto.
Kirpa Shunker	1st October, 1863.	Mission School.	405 ditto.	Officiating Sub-Deputy Inspector.
Hunwunt Singh	...	...	5th ditto.	Private School.	230 ditto.	Hulkabundee Teacher.
Shoojat Hossein	...	...	1st ditto.	Tehseelee School.	400 ditto.	ditto.
Choonnee Lall	...	...	9th ditto.	ditto.	275 ditto.	ditto.
Maha Nund	...	...	24th ditto.	ditto.	365 ditto.	ditto.
Buldeo Sahoy	...	...	15th ditto.	ditto.	255 ditto.	ditto.
Chirounjee Lall	...	...	23rd November, 1863.	ditto.	205 ditto.	ditto.
Jankee Pershad	...	...	1st January, 1863.	Private School.	251 ditto.	ditto.
Beharee Lall	...	...	10th December, 1863.	Tehseelee School.	310 ditto.	ditto.
Makhun Lall	...	...	20th September, 1863.	Normal School.	505 ditto.	Tehseelee Teacher.
Dwarka Pershad	...	...	10th January, 1863.	Tehseelee School.	240 ditto.	Officiating Tehseelee Teacher.
Girdhari Lall	...	...	1st February, 1863.	Private School.	120 ditto.	Naib Teacher.
Buldeo Pershad	...	...	20th October, 1863.	Tehseelee School.	300 ditto.	Hulkabundee Teacher.
Behari Lall	...	...	29th January, 1863.	Private School.	ditto.	Mohurrir.
Buldeo Pershad	...	...	25th February, 1864.	Tehseelee School.	303 ditto.	Hulkabundee Teacher.
Gunesh Roy	...	...	28th ditto.	Hulkabundee School.	220 ditto.	ditto.
Gouri Shunker	...	...	3rd March, 1863.	Private School.	150 ditto.	Mohurrir.
Shunker Lall	...	...	10th ditto.	Hulkabundee School.	210 ditto.	Officiating Hulkabundee Teacher.
Ram Ruttun	...	...	15th ditto.	Tehseelee School.	380 ditto.	ditto.
Shoojat Ali	...	...	14th ditto.	Private School.	160 ditto.	Naib School Teacher.
Pursootum Doss	...	...	12th ditto.	Normal School.	600 ditto.	Tehseelee Teacher.
Buns Gopal	...	...	21st ditto.	Tehseelee School.	390 ditto.	Hulkabundee Teacher.
Buldeo Pershad	...	...	25th ditto.	ditto.	303 ditto.	ditto.
Lalla Singh	...	...	ditto.	ditto.	148 ditto.	ditto.
Choonnee Lall	...	...	Dy. Inspr.'s Office, 6th May, 1863.	Private School.	...	Chupprasssee.
Aziz Ali	...	...	ditto, 27th ditto.	ditto.	...	Naib Teacher.
Bunsi Dhur	...	...	ditto, 20th July, 1863.	Normal School.	...	Tehseelee Teacher.
Mojee Lall	...	...	ditto.	Tehseelee School.	...	Hulkabundee Teacher.
Oma Shunker	...	...	ditto, 1st September, 1863.	Hulkabundee School.	...	ditto.
Ram Buksh	...	...	ditto, 1st November, 1863.	Private School.	...	ditto.
Bhowani Pershad	...	...	ditto.	ditto.	...	ditto.
Moonnour Khan	...	...	ditto.	Tehseelee School.	...	ditto.
Bhowani Pershad	...	...	ditto.	ditto.	...	ditto.
Gya Pershad	...	...	ditto.	ditto.	...	ditto.
Bunsi Dhur	...	...	ditto.	Hulkabundee School.	...	ditto.
Murdun Singh	...	...	ditto.	ditto.	...	ditto.
Balgobind	...	...	ditto.	ditto.	...	ditto.
Bunsi Dhur	...	...	ditto.	ditto.	...	ditto.
Ram Pershad	...	...	ditto.	ditto.	...	ditto.
Koonji Lall	...	...	ditto.	Tehseelee School.	...	ditto.
Girdhari Lall	...	...	ditto.	ditto.	...	ditto.
Ram Sahoy	...	...	ditto.	ditto.	...	ditto.
Umba Pershad	...	...	ditto.	ditto.	...	ditto.
Shiam Lall	...	...	ditto.	Hulkabundee School.	...	ditto.
Sookh Lall	...	...	ditto.	ditto.	...	ditto.
Koonj Behari	...	...	ditto.	Tehseelee School.	...	ditto.
Luchman Pershad	...	...	ditto.	ditto.	...	ditto.

TABLE No. 15.—Return of Candidates passed during the year 1863-64, &c.—(Continued.)

Name of Passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificates gained.	Grade of appointment to which entitled in consequence.	REMARKS.
2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.					
Bahorun ...	... Dy. Inspr.'s Office, 1st Nov., 1863.	Private School.	...	Hulkabundee Teacher.	
Dilawur Ali ...	... ditto.	Tehseelee School.	...	ditto.	
Mahomed Fiaz Ali Khan ...	... ditto, 15th November, 1863.	ditto.	...	ditto.	
Bindrabun ...	... ditto.	Normal School.	...	ditto.	
Jhunkoo Lall ...	... ditto, 20th ditto.	Putwaree School.	...	ditto.	
Gunesh Pershad ...	... ditto, ditto.	Tehseelee School.	...	ditto.	
Sheodyal ...	... ditto, ditto.	ditto.	...	ditto.	
Hanuman Pershad ...	... ditto, ditto.	Private School.	...	ditto.	
Khoob Chand ...	... ditto, ditto.	Hulkabundee School.	...	ditto.	
Ram Gholam ...	... ditto, ditto.	Private School.	...	ditto.	
Janki Pershad ...	... ditto, 25th ditto.	Tehseelee School.	...	ditto.	
Mahpal Singh ...	... ditto, 1st December, 1863.	Private School.	...	ditto.	
Sheodeen ...	... ditto, 15th ditto.	ditto.	...	ditto.	
Mahaisree Pershad ...	... ditto, 1st ditto.	ditto.	...	ditto.	
Mahomed Zuker Khan ...	... ditto, ditto.	ditto.	...	ditto.	
Doorga Dutt ...	... ditto, ditto.	ditto.	...	ditto.	
Shunker ...	... ditto, ditto.	ditto.	...	ditto.	
Hurgobind ...	... ditto, 15th ditto.	Normal School.	...	ditto.	
Choonnee Lall ...	... ditto, ditto.	Private School.	...	ditto.	
Koonj Behari ...	... ditto, ditto.	Normal School.	...	ditto.	
Shunker Lall ...	... ditto, 1st March, 1863.	ditto.	...	ditto.	
Ram Sahoy ...	... ditto, 29th ditto.	Tehseelee School.	...	ditto.	
Gobind Pershad ...	... ditto, 15th November, 1863.	Putwaree School.	...	ditto.	
Karim-ood-deen ...	... ditto, 15th January, 1863.	Tehseelee School.	...	ditto.	
Mohun Lall ...	... ditto, 8th July, 1863.	ditto.	...	ditto.	
Khooshalee ...	... ditto, 28th February, 1863.	Hulkabundee School.	...	ditto.	
Kamta Pershad ...	... ditto, 10th ditto.	Tehseelee School.	...	ditto.	
Behari Lall ...	... Lullutpore, July, 1863.	ditto.	Average.	Tehseelee Teacher.	
Mahomed Aboul Hossein ...	... ditto.	Private School.	ditto.	Mohurrir.	
Mahomed Alif Khan ...	... ditto, December, 1863.	ditto.	Low.	Officiating Mohurrir.	
Hurdeo ...	... Mynpoory, 8th May, 1863.	Tehseelee School.	ditto.	Officiating Hulkabundee Teacher.	
Mool Chand ...	... ditto, 1st ditto.	ditto.	ditto.	ditto.	
Poorun Mul ...	... ditto, ditto.	Hulkabundee School.	ditto.	Hulkabundee Teacher.	
Sheo Buksh ...	... ditto, 9th July, 1863.	ditto.	ditto.	ditto.	

TABLE No. 15.—Return of Candidates passed during the year 1863-64, &c.—(Concluded.)

Name of passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificates gained.	Grade of appointment to which entitled in consequence.	REMARKS.
2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.					
Khoondi Lall	...	Mynpoory, 18th March, 1864.	Normal School.	2nd Grade.	Hulkabundee Teacher.
Thakoor Isri Singh	...	ditto, ditto.	ditto.	ditto.	ditto.
Bani Pershad	...	ditto, ditto.	ditto.	ditto.	ditto.
3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.					
Bhugwunt Rae	...	In the Deputy Inspector's Office.	Popular School.	4th Grade.	Mohurrir.
Bhawanee Deen	...	ditto.	ditto.	ditto.	ditto.
Ram Pershad	...	}	In the 1st Class, Hulkabundee School, Sudder Bazaar.	1st Grade.	Ameen.
Sham Lall	...				
Jaggurnath Singh	...				
Kashee Pershad	...				
Dulleep	...				
Prayag Dutta	...	}	3rd ditto ditto.	2nd Grade.	Hulkabundee Teacher.
Burma Deen	...				
Dildar Ali	...	}	In different places.	2nd Grade.	Teachers.
Suda Shu Lall	...				
Janki Pershad	...				
Gouri Shunker	...				
Ruhum Ali	...				
Shew Lall	...				
Ram Dyal	...				
Gokool Pershad	...				
Kalka Pershad	...				
Kalka Pershad, 2nd	...				
Madho Pershad	...	}	ditto.	ditto.	Mohurrirs.
Mata Pershad	...				
Sookh Deo	...				
Ousari Lall	...				
Dabee Deen	...				
Nund Kishore	...	}	ditto.	ditto.	Putwarees.
Julf Alli	...				
Munnoo Lall	...				

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Umkoo Pershad	} ditto.	} ditto.	ditto.	} Teachers.		
Jadoo Lall			ditto.		ditto.	ditto.
Kouleshur Dyal			ditto.		ditto.	ditto.
Ram Jutten	...	...			ditto.		ditto.	ditto.
Parmartt	...	...			ditto.		ditto.	3rd Grade.
Zalim Singh	...	...			ditto.		ditto.	ditto.
Kalka Pershad	...	...			ditto.		ditto.	2nd Grade.
Chuttur Bhooj	...	...			ditto.		ditto.	ditto.
Hazari Lall	...	...			ditto.		ditto.	ditto.
Poorunder Singh	...	...			ditto.		ditto.	Teachers.
Ooday Shunker	...	...			ditto.		ditto.	ditto.
Gaya Pershad	...	...			ditto.		ditto.	ditto.
Ram Pershad	...	...			ditto.		ditto.	ditto.
30 Persons	...	...	One in Sydpore and the rest in Ghazeepore.		ditto.			
Goruckpore, 62 persons	...	...	In the Deputy Inspector's Office.	In different places and Schools.	ditto.	} Teacher in Hulkabundee Schools.		
Jounpore, 3 persons	...	...	ditto.	ditto.	ditto.			

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P. : }

Dated Bareilly, the 20th July, 1864.

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

APPENDIX F.

TABLE No. 16.—Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year 1863-64.

Name of Donors.	Description of Donations.	Annual Value.	For what period to continue.	REMARKS.
1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.				
ALLYGURH.				
250 Numberdars or Malgoozars	of Hatrass	...	1 per cent.	} To the expiration of present settlement.
104 ditto	of Iglass	...	ditto.	
1 Zemindar	of Syan	...	ditto.	
291 ditto	of Secundra Rao	...	ditto.	
Total		6,005 10 11
BOOLUNDSHUHUR.				
Koer Umrao Singh, Talookadar	1 per cent.	} To the expiration of present settlement
Mr. J. Skinner, Talookadar of Belaspore	ditto.	
Talooka, Jehangeerabad	ditto.	
Ranee Katyance, Talookadar of Anoopshuhur	ditto.	
Ranee Chand Koer, ditto of Koorja	ditto.	
Faiz Ali Khan	ditto.	
Nawab Mahomed Ali Khan	ditto.	
Mahomed Zafer Ali Khan	ditto.	
Mahomed Faiz Ahmud Khan	ditto.	
Mahomed Vuzir Ali Khan	ditto.	
Mussunat Lutifoonnissa of Pindrawul	ditto.	
1,970 Numberdars or Malgoozars	ditto.	
Total		12,164 13 1
MEERUT.				
Gunga Sahai and Motee Ram, Brahmins	1 per cent.	} To be continuous.
Indar Singh and Kishen Sahai, Mahajuns	ditto.	
1,106 Malgoozars	ditto.	
4,170 ditto of Sirdhana	ditto.	
906 ditto of Baroth	ditto.	

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862	ditto	of	Moradnugger
373	ditto	of	Hapore
			ditto	of	Muana
			ditto	of	Shaderah
9 71	Residents	of	Hapore	...	...	...	...	...
				Total	...	...	...	...

MOZUFFURNUGGER.

	Nawab	Ahmud	Ali	Khan	of	Kurnaul
	Hussen	Ali	Khan	of	Janseth
821	Numberdars	of	Huzoor	Tehseel,	Mozuffurnugger	...	...	...
282	ditto	of	Tehseelee	Janseth	...	...	...	...
1,153	ditto	of	Tehseelee	Shamli	...	...	...	...
496	ditto	of	Burhana	...	...	...	...	...
52	Residents	of	Mozuffurnugger	...	...	...	...	...
				Total	...	...	...	...

SEHARUNPORE.

48 B	Talookadar	of	Tehseelee	Seharunpore	...	...	...	...
	Ditto	of	Tehseelee	Roorkee	...	...	...	...
	Ditto	of	Tehseelee	Deobund	...	...	...	...
	Ditto	of	Tehseelee	Nakoor	...	...	...	...
				Total	...	...	...	...

DEHRA DHOON.

Zemindars	of	Dehra
-----------	----	-------	-----	-----	-----	-----	-----	-----

BIJNOUR.

Residents	of	the	Bijnour	district
-----------	----	-----	---------	----------	-----	-----	-----	-----

BUDAON.

	Sheikh	Shurf-ood-deen	and	352	Numberdars	of	Budaon	...
499	Numberdars	of	Datagunge	...	...	...	...	...
269	ditto	of	Gunour	...	...	...	...	...
418	ditto	of	Sahaswan	...	...	...	...	...
353	ditto	of	Bissowlee	...	...	...	...	...
				Total	...	...	...	...

ditto.	2,407	2	10
ditto.	1,927	15	3
ditto.	1,571	12	2
½ per cent.	36	0	0
	210	0	0
Total			
	16,453	14	3
1 per cent.	222	3	3
ditto.	287	9	3
ditto.	2,878	7	6
ditto.	2,166	9	0
ditto.	3,393	14	8
ditto.	2,935	12	11
In cash.	600	0	0
Total			
	12,464	8	7
1 per cent.	2,694	9	0
ditto.	2,679	2	0
ditto.	3,155	2	0
ditto.	2,583	7	9
Total			
	11,112	5	6
1 per cent.	312	7	3
	843	1	6
1 per cent.	2,110	6	11
ditto.	1,907	8	6
ditto.	1,527	11	3
ditto.	1,026	7	4
ditto.	1,825	4	2
Total			
	9,351	6	2

For one year certain.

To the expiration of present settlement.

For two years certain.

To the expiration of present settlement.

Ditto.

Ditto.

For three years certain.

Ditto.

This amount is received under the new Settlement, and therefore appears in Table No. 3B., under Columns 11 and 13.

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TABLE No. 16.—Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year 1863-64.—(Continued.)

Name of Donors.	Description of Donations.	Annual Value.	For what period to continue.	REMARKS.
MORADABAD.				
Residents of Surjunnugger and Tanda	128 4 0	} To the expiration of present settlement.	
Roy Pordman Kishen, Jagheerदार of Bilari... ..	1 per cent,	157 2 9		
552 Malgoozars of Bilari	ditto.	2,243 1 6		
314 ditto of Moradabad	ditto.	2,005 13 6		
10 ditto of Kashipore	ditto.	84 6 6		
ditto of Sumbhul	ditto.	2,746 9 0		
4 ditto of Thakoordwara	ditto.	1 15 9		
ditto of Amroha	ditto.	50 15 4		
ditto of Hosseinpore... ..	ditto.	1,780 12 3		
Total	9,199 0 7		
SHAHJEHANPORE.				
775 Zemindars of Shahjehanpore	1-1 per cent.	2,788 8 0	} Permanently.	
1,725 ditto of Jellalabad	ditto.	1,693 13 6		
389 ditto of Tilhur	ditto.	2,747 4 6		
287 ditto of Powain	ditto.	3,410 2 9		
144 ditto of Khotar	ditto.	499 11 0		
Total	11,139 7 9		
Grand Total	89,086 11 7		

2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.

AGRA.				
Rao Jotee Pershad, Huzoor Tehseel	Cash.	348 4 7	}	
Baboo Umernath, Eradutnugger	ditto.	155 11 9		
Seth Gobind Dass and Luchmun Dass of Futteehabad... ..	ditto.	137 6 0		
Doorgun Lall, Numberdar, Etmadpore	ditto.	182 8 10		
Thukrain Mehtab Koer, Talookadar, Kotela, Pergunnah Ferozabad	ditto.	470 12 11		
Naval Singh, Talookadar	ditto.	181 9 5		
Rajah Mohundar Singh of Bahpinalat	ditto.	304 4 2		

Rao Jotee Pershad of Bahpinahut	...	...	...	...	ditto.
Ditto ditto of Futtehpore Seekree	...	...	...	...	ditto.
Hurdeo Buksh of ditto	...	...	...	...	ditto.
Baboo Deen Dyal of Furreh	...	...	...	...	ditto.
542 Zemindars of Huzoor Tehseei	...	...	...	...	ditto.
473 ditto of Eradutnuggur	...	...	...	...	ditto.
109 ditto of Futteehabad	...	...	...	...	ditto.
224 ditto of Etmadpore	...	...	...	...	ditto.
214 ditto of Ferozabad	...	...	...	...	ditto.
774 ditto of Bahpinahut	...	...	...	...	ditto.
431 ditto of Khyragurh	...	...	...	...	ditto.
475 ditto of Futtehpore Seekree	...	...	...	...	ditto.
452 ditto of Furreh	...	...	...	...	ditto.

Total

105	0	0
106	12	6
156	8	0
129	4	9
1,673	0	7
1,739	2	7
1,651	15	4
1,738	13	3
1,396	6	1
1,715	0	9
1,639	4	1
1,607	15	6
1,603	10	9

17,043 7 11

Uncertain.

CAWNPORE.

106 Zemindars of Jajmow	...	...	...	...	Cash.
1,012 ditto of Sarh Salempore	...	...	...	...	ditto.
994 ditto of Ghatumpore	...	...	...	...	ditto.
125 ditto of Bilhour	...	...	...	...	ditto.
150 ditto of Sheorajpore	...	...	...	...	ditto.
96 ditto of Sheolee	...	...	...	...	ditto.
151 ditto of Bithoor	...	...	...	...	ditto.
455 ditto of Russoolabad	...	...	...	...	ditto.
405 ditto of Akberpore	...	...	...	...	ditto.
294 ditto of Bhognipore	...	...	...	...	ditto.
221 ditto of Secundra	...	...	...	...	ditto.
274 ditto of Dehrapore	...	...	...	...	ditto.

Total

243	10	9
828	5	10
777	4	0
366	5	1
191	9	1
122	13	1
434	2	6
919	9	4
634	15	6
951	4	8
1,000	8	0
1,331	4	0

7,799 11 5

Ditto.

ETAH.

Rajah Dilsook Roy	...	...	...	...	Cash.
Rajah Pirthee Singh	...	...	...	...	ditto.
Ranee Raathore	...	...	...	...	ditto.
Buddree Narain	...	...	...	...	ditto.
Hadiyar Khan	...	...	...	...	ditto.
Thakoor Dass	...	...	...	...	ditto.
606 Zemindars of Etah	...	...	...	...	ditto.
921 ditto of Allygunge	...	...	...	...	ditto.
443 ditto of Kasgunge	...	...	...	...	ditto.

Total

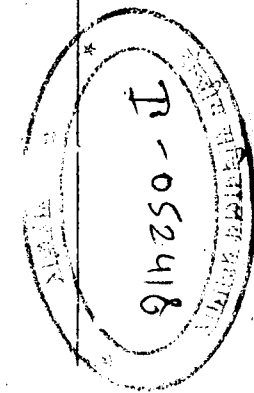
120	11	9
123	9	3
119	7	0
148	11	0
132	8	6
99	15	0
2,038	15	2
1,946	15	0
2,297	13	5

7,028 10 1

Ditto.

TABLE No. 16.—Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year 1863-64.— (Continued.)

Name of Donors.	Description of Donations.	Annual Value.	For what period to continue.	REMARKS.
ETAWAH.				
Rajah Loke Indur Singh of Purtabnere	Cash.	154 7 6	Uncertain.	
Kocer Zore Singh of ditto	ditto.	108 13 0		
Tewaree Jawalla Pershad and Oomrao Singh	ditto.	118 8 0		
Baboo Buldeo Pershad, Talookadar	ditto.	102 8 0		
Maharaj Kumar	ditto.	109 0 0		
503 Zemindars of Etawah	ditto.	2,309 0 0		
Rajah Juswunt Rao Sahib Bahadoor	ditto.	102 6 0		
Chowdhry Jye Chend	ditto.	314 14 0		
Varasan Chowbey Hurbans Rai... ..	ditto.	154 2 0		
Krishen Buldeo and Hurbans Rai	ditto.	130 0 0		
438 Lumberdars of Bhurthana	ditto.	2,294 8 0		
Kocer Junnaje, Furzund, Lalla, Mahpal Singh	ditto.	161 2 0		
445 Lumberdars of Bedhonna	ditto.	1,890 1 8		
Chowdhry Gunga Pershad	ditto.	289 14 0		
Laik Singh of Hurehandpore	ditto.	244 4 0		
336 Zemindars of Phuppoond	ditto.	1,530 9 11		
Lalla Muhandur Singh of Tehree	ditto.	267 0 0		
472 Lumberdars of Dalainugger	ditto.	1,826 9 2		
Total	12,107 11 3		
FURRUCKABAD.				
98 Zemindars of Huzoor Tehseel	Cash.	277 15 10	Ditto.	
57 ditto of Chubramow	ditto.	478 15 11		
57 ditto of Thuttia Tirwa	ditto.	466 6 4		
64 ditto of Kunouj	ditto.	753 11 3		
73 ditto of Kaingunge	ditto.	263 15 0		
245 ditto of Imrutpore	ditto.	495 8 11		
Total	2,736 9 3		
HUMEERPORE.				
133 Zemindars of Humeerpore	Cash.	269 0 0		
180 ditto of Jellalpoore	ditto.	741 7 8		
113 ditto of Soomairpore	ditto.	505 0 0		



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