

British Patronage educational institutions: A cash study of Lucknow city, 1920 to 1947

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ABSTRACT

British system of salary-grants to educational and training colleges was one of the systematic way of managing the institutes. But secular and social funding was landed our systematically by formalizing the system of funding. There was significant growth in the system of British funding in our country since 1920 to 1947. The most important point to bear in the mind about the British Financial experiment in India is that it was conducted on people which had already been developed to financial experience for two hundred years. In this paper it is argued that the British and their management of funds was governed by colonial interests. Hence, the present the paper investigates into the questions of: how much was funded? why they funded and whether it increased or decreased? What was the relation between educational institutions and could impact society? And how did indigenous peoples respond to the introduction of western educational institutions?

Key Words : Grants, British management, Institutions

INTRODUCTION

As we know that a base is most valuable and essential part of any work or project. British government had proposed an educational system with the help of missionary schools and its ideology. Whatever we have today, it is developed form of that system. Historically it is clear that India was dependent on the British as a colony and educational system was developed for the interest of the regime. Despite of this issue we cannot deny British government contribution in Indian education. This education was broadly based on principles of humanity and civilization and hence without any discrimination. Syllabus and other related issues of the education were based on scientific temper that is only basic thing to spread knowledge.

The history of education is therefore concerned, not merely with institutions such as schools, colleges and

universities, but with the social forces which have affected the quality of life, and with the ideas which have been put forward by theorists and practitioners of education in the past. Education is thus an adjunct to the historical process besides being one of the chief factors conditioning peoples, outlooks and aspirations. Briefly, therefore, the study of the history of education is best considered as a part of the wider study of the history of society-social history broadly interpreted through the politics, the economics and the religion of the concerned¹.

Modern education had been unknown to India and the education system in India was the creation of the East India Company and the British Crown. This is far from correct. "there is no country," so wrote F.W. Thomas in his *The History and prospect of British Education in India in 1891*, "where the love of learning had so early an origin or has exercised so lasting and powerful an influence. From the simple poets of the Vedic age to

1. S.C. Ghosh *the history of Education in Modern India 1757-2012, fourth Edition page no.03(Orient Black Swan)*

the Bengali philosopher of the present day there has been an uninterrupted succession of teachers and scholars”².

Education is key for development. The major development of education in India was taken by Britishers. The British presence in south centered around Madras. This settlement began originally as Fort St. George. Madras grew into a city of 250,000 by 1800. It was a centre of trade and commerce controlled almost totally by Englishmen. European economic dominance did not slow this expansion and the city reached 400,000 by 1881. Yet its composition was somewhat different from either Calcutta or Bombay. Few outsiders were attracted to it and nearly three quarters of its inhabitants were born within the city, overwhelmingly Tamil-Hindus. Madras had only 12% Muslims and 10% Christians. Its culture was that of Tamil country with the overlay of Anglicization that grew from the introduction of English Education. A new era in Christian endeavor began in the wake of the Evangelical Revival which was sweeping the west during the closing years of the 18th century. Under the impulse of this religious awakening, new societies sprang up in Britain and America, some of which were anxious to carry their message to the distant parts of Asia.

Provision for salary-grants and training colleges:

The Committee is unanimous in recommending that salary-grants to be given for both male and female teachers. In this connection, they would draw attention to the rules for Anglo-Vernacular Education in force in Burma, which they consider admirably adapted for the purpose. That the committee are unanimous in strongly urging the formation of a Provident Fund for teachers, to secure for them reasonable prospects in life and permanency of tenure, the need for which for which is pointed out by the Government.

That the committee is in favor of a Central Training College being established; but recommend that a Hill station be selected, if possible, in preference to Allahabad. They noted that Bengal has already established a European Training College at Kurseong³.

Motives of funding:

In February 1882 Ripon appointed the first Indian Education Commission with William Hunter, a member of his Executive Council, as its Chairman. Among its 20 member, Indians were represented By Anand Mohan Bose, Bhudev Mukherjee, Syed Mahmud and K.T. Telung, and the missionaries by Rev. Dr. Miller of Madras. B.L. Rice, the Mysore Director of Public Instruction, was appointed its secretary. The Commission was asked “to enquire particularly into the manner in which effect had been given to the principles of the Despatch of 1854 and to suggest such measures as it might think desirable with a view to the further carrying out of the policy therein laid down.” The Commission was also asked to keep the enquiry into the primary education in the forefront, partly because of an agitation alleging its neglect in India, and partly because a national system of compulsory elementary education was built up in England two years ago with the passing of the Elementary Education Act in 1880. The Commission was further asked to enquire into the position of the government institutions in a national system of education, the position of the missionary institutions in it and the attitude of the government towards private enterprise. The Commission was also asked to offer suggestions on secondary education European, and university education being excluded from the purview of the Commission.

The Commission which emphasized the need for establishing normal Schools for the training of teacher and school/colleges at least education should be “the first charge on provincial funds.” And Grants –in-aid for Collegiate Education also “the rate of aid to each college be determined by the strength of the staff, the expenditure on its maintenance, the efficiency of the institution and the wants of the locality”⁴.

Grants Jubilee high school, Lucknow:

The Commissioner, Lucknow division, forwarded an application from the Board of management of the Jubilee High school for aid in improving the school. The school is urgently in need of more class rooms which are

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2. S.C. Ghosh *the history of Education in Modern India 1757-2012, fourth Edition page no.06(Orient Black Swan)*
 3. File No. 601 A of 1902 *Report of committee appointed under Government of India Resolution No. 237-247 of March 1st, 1902 to revise the code of Regulation for European Schools in Bengal, with a view to preparing a uniform code for India and Burma, 2ndMeeting-March 4th, 1902. P. 11.*
 4. S.C. Ghosh *the history of Education in Modern India 1757-2012, fourth Edition page no.93,95(Orient Black Swan)*

estimated to cost Rs. 15,000. Government is asked for Rs. 7,500 as a building grant for this. Quarters for the head master and a boarding house are also urgently required. The cost of providing these is not stated, but it is said that a sum of Rs. 8,000 has been promised by Pandit Pragnarain Bhargava, and Government is asked to contribute an equal sum.

Government is further asked to increase its maintenance grant so as to improve the staff, library and science apparatus. The additional amount asked for is Rs. 7,888 a year. The present Government grant is Rs. 6,552. His Honour wishes to give the school Rs. 10,000 from the balance of the patwari fund which the Government of India have decided to return to this Government. If the provincial contract is revised, larger grants for secondary education will probably be made by Government. For the present a copy of the letter might be sent to the Director for an expression of his opinion?

We are going to give Rs. 10,000 in any case and they want about Rs. 15,500 non-recurring, apparently. Director of public instruction might have Rs. 5,000 in savings later. I have noted Rs. 12,000 as a grant for class rooms out of the patwari fund balance, this will be given as soon as we can get official orders. As to the recurring charges, Director should advise. Government recognizes that substantial aid should be given to this school, which takes the place of a Government high school in the capital of Oudh. I wrote to Mr. Butler, as His Honour directed, asking him what annual grant from the district board was needed to put the Jubilee high school at Lucknow on a proper footing, saying that it should not be more than the municipal grant, Rs. 6,000. He now asks for Rs. 8,000. This appears to be excessive.

The school already receives Rs. 6,552 from the Government and Rs. 6,000 from the municipal board, i.e. its net cost to public funds is Rs. 12,552. With this may be compared the net cost to public funds of other large English schools as in the routine note put up by the office. I am unable to find any statement of the comparative numbers, and of the schools and I think it would probably be best to state the case officially to Director of public instruction and ask what he advises. Rs. 8,000 seems to me to be more than is justifiable.

Lucknow has been treated very scantily in the past as regards education and medical grants, The Director communicates his opinion on the application for a larger grant-in-aid for the Jubilee high school. The income of the school is made up as follows:

	Rs.	Rs.
Fee income	6,015	
Interest on endowments	787	
Ret of a hops	150	6,952 (income from private sources)
Municipal grant	6,000	
Consolidated Government grant	6,552	12,552 (from public funds)
Total	19,504	

As regards the argument urged by the managers of the school that it takes the place of a Government high school, the Director points out that it is already supported from public funds and that it would be cheaper to convert it into a first grade district high school that make the additional grant asked for.

He makes the following recommendations:

(1) To comply with paragraph 13 (a), chapter XII, Educational Code, he would require the managers to raise the income from private sources to Rs. 12,994, and if they did this, make an extra tuitional grant of Rs.6,392.

(2) Or convert it into a first grade district high school. As regards the grant for a library, he would not give more than Rs.600 a year. The queen's Collegiate school, Benares, gets an allowance for contingencies of Rs. 948 only.

The school has recently been paid a building grant of Rs. 12,000 from the balance of the patwari fund.

In May last I submitted to Government an application from the committee of the Jubilee high school for (1) a non-recurring grant for buildings, and (2) a recurring grant of Rs. 7,888 a year for improving the pay and position of the staff, &C. It is about the latter of these two requests that I now venture to trouble you.

Butler tells me that the Educational department is either opposed to this grant or anxious to convert the school into an ordinary Government high school. Of course neither the committee nor I can object to the department expressing its views on the subject; but I question whether Lewis or de la Fosse knows much of Lucknow or of its needs, or is aware what excellent work the School is doing and how important it is that it is that its usefulness should be expended and that its present status should be maintained.

To convert the school into an ordinary Government High school would, in my opinion, be a serious mistake. At present the school is managed by a strong committee

who take a deep interest in the school. This advantage will be entirely lost if the school becomes a Government institution. In fact there is much to lose and nothing to gain if the proposal is sanctioned.

The total annual Government grant is at present Rs. 6,552/- the extra grant asked for is large, and I know you have many claims to meet. But I hope the question will be settled in your time. I do not know what view your successor may take of education expenditure.⁵

Isabella Thoburn college and school, Lucknow:

The Director of Public Instruction North-Western Provinces and Oudh, submits a statement showing the income and expenditure of the college. It shows that the income amounts to Rs. 482 and the expenditure to Rs. 586, of which Rs. 375, the salaries of the first three mistresses, are paid by the Missionary Society the pay of the Principal is not included, but financial equilibrium has been maintained by the philanthropy of the teachers, who make up any deficits by refunding portions of their salaries. A list of the tuitional staff and their educational attainments is given.

Owing to the opening of B.A. classes an additional graduated teacher will be appointed from July of next year, so that the expenditure will still further increase. Under these circumstances Director of Public Instruction recommends that a grant-in-aid of Rs. 100 per mensem be sanctioned from the 1st April 1896 I confess that in the present state of primary and industrial education I am opposed to the diversion of public funds to eleemosynary education for university degrees. I am particularly opposed to such diversion in the case of missionary institutions, because the effect is to set free funds which can be applied to the other and more special objects of the mission. The American missionaries in these provinces notoriously include some wealthy men who have acquired considerable fortunes in the course of their residence here. It has also large resources in America and in financially a most prosperous enterprise. I am perfectly sure that the women's college attached to the mission will be carried on all the same whether⁶ the Rs. 1,200 now proposed is or is not allotted to it from public funds.

The American Methodist Episcopal Mission:

This was an organization which recently did its best to deprive Government of an important part of its revenue, is the last of its sort which ought to seek to throw any fresh burden on that revenue. The American Bishop, whose name is reproduced in the Principal of this college, proposed to meet the deficit of opium revenue by curtailing expenditure coming under such heads as that now proposed.

The Director of Public Instruction, North-Western Provinces and Oudh, recommends the Women's college at Lucknow for a monthly grant-in-aid of Rs. 150. A similar recommendation was made in 1895 and was rejected on the ground that there were more pressing needs than a college for women.

Since then the college has continued to do good work and has been affiliated to the University up to the B.A. degree, which has been taken by two out of three candidates for it from the college. Seventeen students have passed the intermediate examination for the next examinations the college hopes to send up three students for the B.A. examination, five for the intermediate and eight for the entrance examination. It is the only institution of its kind in these provinces and supplies a want. It properly educated female candidates for medical or other professional training are to be found, some institution like the Women's College is necessary. Moreover, the college is not restricted to the education of Indian women but European students are also admitted. Four of the students who have passed the intermediate examination are now employed as teachers in European schools.

With a view to encourage the higher education of women the Government has recently doubled the value of a limited number of the government scholarships awarded to female candidates at the public examinations. We know nothing about this college and are told nothing, The Director of Public Instruction neither mentions the number of the staff nor gives us any details as to the income of the institution. The numbers of the scholars appear very limited, and from this point of view the grant asked for is high. The Director of Public Instruction proposes to meet the grant from savings in the grant-in-aid budget for Anglo-vernacular schools, but many of these schools are admittedly starved and this does not appear a good source from which to supply funds to a

5. File No. 151/1908 page no. 36, 37 Department of education.

6. File No. 56/1921 page no. 1, Department of education state archive Lucknow

woman's college founded by a wealthy missionary society. The funds of the province are in no better condition than in 1895, and the same reason for refusing the grant would hold good now as then, but if the subject of the grant is to be considered at all we might ask for-

- (1) The number of scholars,
- (2) The number of teachers,
- (3) Sources and amount of income,
- (4) Other particulars,

Throwing light on the position of the college⁷

In reply to serial no.41 of file no. 141/1914, the Government of India have not passed final orders on the memorials which were forwarded with serial no.41. The Advocate-General, Bengal, is of opinion that the acquisition by the Local Government in the case of Isabella Thoburn College is not within the meaning of section 6 of the Land Acquisition Act and that it would be open to attack in a court of law as being merely a colourable acquisition by Government and as being contrary to the letter and spirit of the Act. The Government of India therefore suggest for the consideration of this Government that it might be advisable to make an attempt to settle the matter by means of an agreement with the parties. Should this be found impossible it is suggested that the present acquisition proceedings may be cancelled and use may be made of the recent amendment of the Act under which it would be open to the college to avail itself of the provisions of Part VII of Act I of 1894 after registration as a company under Act XXI of 1860.

It is not likely that an agreement will be reached with the parties concerned and it will eventually be necessary to adopt the second course suggested by the Government of India. The Commissioner, Lucknow division, may be consulted in the matter before any action is taken. Tell the Commissioner that before passing orders on the memorial the Government of India have suggested that an attempt should be made to settle the matter by an agreement with the parties concerned and ask him to take steps to this end and report the result to Government? If an agreement is found impossible action can then be taken as in the rest of India's letter?

The Commissioner has recently written to me about

that. Put up a demi official letter to him giving the substance of the Government of India's letter to us, and in particular both the suggestions made in paragraph 3 of their letter.

2. After issue of the above, the Legal Remembrancer should see the advocate-General's ruling and the Government of India's letter⁸.

In a letter wrote by Mr. Maharaja Singh, he said that, 'Though final orders have not been passed on the memorials, the Government of India suggest that to meet the difficulty it might be advisable to make an attempt to settle the matter by agreement with the parties concerned. I and desired accordingly to suggest that such as attempt should be made, if it is at all likely to be successful. If it should be found impossible to bring about such an agreement, then a possible course according to the Government of India would be to cancel the present acquisition proceedings and made use of the recent amendment of the Land Acquisition Act (Act XVII of 1919, under which it would be open to the college to avail itself of the provisions of Part VII of Act I of 1894 after registration as a company under Act XXI of 1860. Another alternative that suggests itself is the acquisition of some other suitable site.'

Possible with a view to obtaining provision in the budget for 1921-22. The application should be confined to the Arts College establishment and should show present actual income and expenditure in detail as will as proposed estimates for 1921-22 and future years", "The college was not included in the scheme for men's colleges, as it is differently organized and there is no complete separation between college, school and training classes. The latest returns available show the expenditure of the college to have been Rs. 15,388 and the grant-in-aid Rs. 6,600⁹."

Assistant to the Isabella Thoburn College, Lucknow:

The authorities of the Isabella Thoburn College, Lucknow, wish to reorganize the college that may take its place as the Woman's College of the Lucknow University.

2. A site has been acquired in the University area.

7. File No. 56/1921 page no. 2, Department of education state archive Lucknow

8. File No. 56/1921 page no. 48, Department of education state archive Lucknow

9. File No. 56/1921 page no. 52, Department of education state archive Lucknow

Here the college authorities propose to erect buildings to accommodate Intermediate and Degree classes and also a training class for teachers. The present buildings will be made over to the middle school classes for which the present accommodation is inadequate.

3. On its new site the authorities of the college propose to erect class-rooms a teachers block, four hostels, hospital, gymnasium, music rooms and the necessary outhouses. Detailed plans and estimates have been prepared by Mr. C.O. Bloomfield F.S.I.

4. The estimated cost of all the buildings amounts to Rs.18,13,996. The programme will be carried out piecemeal as funds are available.

5. The college has already received subscriptions from America amounting to Rs. 1,00,000 and expects to receive a further contribution of Rs. 5,00,000 by the end of January, 1923. It asks from Government a grant of Rs. 2,00,000 in 1923-24, a further grant of Rs. 2,00,000 in 1924-25 and a grant of Rs. 1,20,000 in 1925-26, i.e., a total of Rs. 5,20,000 which together with grants aggregating Rs. 80,000 which Government has already paid to the college in previous years, will make a total equal to the amount contributed from private sources.

6. The expenditure to which the college is committed in 1923-24 amounts to Rs. 7,65,118 as follows:

For buildings	Rs. 6,92,562
For furniture	Rs. 79,556
Total	Rs. 7,65,118

Towards this amount the college will have in hand Rs. 6,80,000 being Rs. 6,00,000 contributed from private sources and Rs. 80,000 the Government grants paid in previous years but not yet spent. Government desire to give the college the balance, Rs. 85,118, required to enable it to carry through its building programme in 1923-24.

7. The recurring expenditure to the Intermediate and University College has been carefully worked out by the Director of Public Instruction in consultation with the college authorities. In 1923-24 the expenditure will contribute Rs. 35,000. Thus a grant of Rs. 19,487 is required from Government. The present grant from Government to the college amounts to Rs. 10,380. Thus the additional grant required is Rs. 9,107.

8. The estimated cost of the training class in 1923-24 is Rs. 12,500 Towards this amount the college will

contribute Rs. 8,630, leaving a deficit of Rs. 3,870 to be met by Government. The present grant to the training class is Rs. 2,100. Thus an extra grant of Rs. 1,770 is required.

9. To sum up the assistance required in 1923-24 and now recommended by Government is-

Non-recurring	Rs. 85,118
Bearing (a) for the college	RS. 9,107
(b) For the training class	Rs. 1,770

These grants will not commit Government to any further grants, recurring or non-recurring.

10. The approval of the Finance Committee is solicited to the inclusion of the amounts specified in paragraph 9 above in the schedule of new demands for 1923-24¹⁰.

Finance (B) Department:

A sum of Rs. 42559/- as an assistance to the Isabella Thoburn College, Lucknow was Schedule of new demands for 1924-25. It is presumed that the amount has been passed in the budget. A draft is put up sanctioning the payment of the grant. As it is desirable to issue early orders will you kindly say if the grant has been passed? If so, will you kindly approve the draft at the end of case no copy of the wiser the e.g. appears necessary¹¹.

A grant of Rs. 85,118/- has been sanctioned for payment to the Isabella Thoburn College, Lucknow, as a nonrecurring grant for building and furniture. Towards the buildings estimated to cost Rs. 6,92,562/- the college has received a grant of Rs. 1,28,840/- and towards furniture to the value of Rs. 72,556/-, a grant of Rs. 36,278/- vide portion marked blue on page 3 of sl. No. 5. The buildings to be erected at the cost of Rs. 6,92,562/- are shown on page 8 of the enclosures to sl. No. 5. In addition to the buildings shown therein the college authorities have erected a second hostel and a hospital. The second hostel cost Rs. 1, 58,162/- and the hospital cost Rs. 30,000/-. Further the college authorities have built covered ways and put in a septic tank. In place of a total estimate of Rs. 7,65,118/- including furniture, the college authorities have actually spent Rs. 12,41,845/- or Rs. 4,76,727/- more than was originally anticipated when the grants were sanctioned. Letter no. E/290, dated the 30th of July 1924, from the Principal of the Isabella

10. File No. 56/1921 page no. 69, Department of education state archive Lucknow

11. File No. 56/1921 page no. 76, Department of education state archive Lucknow

Thoburn College may be read.

The enrolment of the college is 150, 35 of whom are Hindus or Muhammadans. The college authorities have undoubtedly erected magnificent buildings and furnished them well, and have rendered great service to the cause of Female Education in these Provinces. The total grants so far given by Government towards these buildings and furniture of a total value of Rs.

12,41,845/- is Rs. 1,65,118/- only the college principal asks for a grant of 3 lakhs. I am not prepared¹² to recommend so large a grant in view of the fact that the college authorities were warned not to enter into any liabilities beyond what they could meet from their own funds actually in hand with them or definitely guaranteed. To them. By the mission, and in view of the many urgent demands on provincial funds. But I consider that some additional non-recurring assistance may be given to help the college authorities in their difficulties. I therefore recommend that a grant of Rs. 1 lakh may be included in the schedule of new demands for 1925-26 for the purpose of giving an additional building grant to the college towards helping them to pay of the debts incurred.

D.D.P. I's note from bottom of p. 76 may be seen. The Principal of the Isabella Thoburn college, Lucknow, has asked for a non-recurring grant of three lakhs towards the cost of buildings and furniture. The total grant so far given towards the buildings and furniture of the¹³

Further assistance to the Isabella Thoburn College, Lucknow, towards building project:

The Isabella Thoburn College, Lucknow, has up to date received non-recurring grants amounting to Rs. 1,28,840 towards its building project estimated to cost Rs. 6,92,562. In addition to the buildings towards which the above sanctioned non-recurring grant was made, the college authorities have erected several other buildings, for instance hospital, second hostel and a septic tank, and have thus incurred a further expenditure of Rs. 4,76,727 which they have not been able to meet.

The college authorities ask for a further grant of Rs. 3 lakhs, the Director of public Instruction does not recommend so large a grant, but he does consider that

some additional no-recurring assistance should be given to assist the college authorities in their difficulties: and he therefore recommends an additional no-recurring grant of Rs. 75,000 to help them to pay off the debts incurred. The Isabella Thoburn College is open to all communities and has in the past done excellent work for the advancement of female education in the United Provinces, the authorities of the college have made great sacrifices in order that the college may fulfil its functions as Women's Department of the Lucknow University. It deserves liberal support from provincial funds. Government agree with the Director of Public Instruction. The approval of the Finance Committee is accordingly solicited to the inclusion in the schedule of new demands for 1925-26 of a sum of Rs. 75,000 as an additional building grant to the Isabella Thoburn Colledge, Lucknow¹⁴.

Recommendation for tuition fees:

The Banerjee commission had proposed in 71 and 75 paragraph of its report that the Government of India are disposed to think that there had been some misapprehension as to the views. It seems to have been some imagined that one of the objects of their proposals was to exclude poor students as such from the benefits of higher education.

But in paragraph 71 of report the commission observed that no poor but really able student should have been excluded by reason of his poverty from the advantage of the highest education. And in another paragraph 73 report stressed on the necessity, when fixing a minimum rate of fee, of taking into account not only the local circumstances and the demand for higher education, but also the ability of the students to pay adequate fees for the higher forms of instruction.¹⁵

The question is not free from difficulty and will require careful consideration. In the opinion of the Governor-General in council the main argument in favor of fixing a minimum scale of fees is to be sought in the facts set forth in paragraph 73 of the report.

At some of the unaided colleges it was found that the Professors and teachers were inadequately paid, that

12. File No. 56/1921 page no. 77, Department of education state archive Lucknow

13. File No. 56/1921 page no. 78, Department of education state archive Lucknow

14. File No. 56/1921 page no. 85, Department of education state archive Lucknow

15. File No. 394 A of 1903. Government, United Provinces, Educational Department, February, 1903. P. 31.

the buildings and class-rooms were unsuitable, that the educational appliances for general teaching were inadequate, and that the primitive description, and not even suited to the requirements of an ordinary board or primary school in England, or in Europe generally.

In the case of Government and aided schools, the avowed policy of Government is gradually to raise the fee until the student pays a reasonable proportion of the cost of and education which has a high commercial value, due to provision being made by means of scholarships for the case of poor but clever students. The minimum scale of fees is fixed somewhat lower in aided than in Government institution so as to prevent the latter from competing unfairly with the former.¹⁶

Now it will not be contended that aided colleges (a very substantial proportion of the expenditure on which is borne by Government) have in all cases reached an extravagant standard of efficiency; and if this be so, it follows that in colleges which are unaided and endowed, which enjoy no Government grant, and which have a lower scale of fees, the efficiency must be still lower.

Nor can it be admitted for a moment that unaided colleges as such are entitled to claim unqualified freedom of action in a matter of this kind. By granting them affiliation, and by admitting their students to examinations leading up to degrees, the Universities confer upon such colleges the most valuable of academic privileges and thus establish their right to impose such restrictions as may be necessary to prevent the competitive underselling of educational advantages. That such under-selling exists in a greater or less degree in several parts on India is beyond dispute, and it is hard to see how it can be prevented without placing some restriction on the undue lowering of fees.

It may indeed be argued that efficiency can be insisted on by the threat of disaffiliation. But efficiency is difficult to measure, its estimation is open to dispute, and the principle that with a fee-scale below a certain limit efficiency in a college without considerable endowments or subscriptions is impossible, and may, therefore, be presumed not to be attained, is one for which there is much to be said. In inviting the opinion of his Honour the Lieutenant-Governor, I am to repeat that nothing can be further from the intentions of the

Government of India or of the Commission than to initiate a policy which would tend to make education the monopoly of the rich. It is obvious that all education cannot be equally good: some colleges and schools will always be better than others.

But there is a certain minimum standard of efficiency with which all institutions ought to conform. The maintenance of that standard involves expenditure which cannot be reduced beyond a certain point and which entail the charging of fees which some of the would-be students may find difficulty in paying. The needs of this class may be met in two ways:

(i) by the provision of scholarships for the more able boys;

(ii) By means of endowed schools and colleges which will cheapen education for all poor students irrespective of their ability.

Of the latter form of aid there are numerous examples in Europe, and the Governor-General in Council trusts that one result of the Commission will be to promote the foundation of similar beneficent institutions in this country.

India as a country is not rich, but there are many rich men in India, and they can devote their wealth to no more excellent purpose than the provision of some measure of higher education for the poorer students who from whatever cause are left behind in the race for scholarships.

Conclusion:

From the above discussion, it can safely be concluded that the provision of grants was a step to develop education in India for better future and better establishment for British rule in this region. These grants helped students to get better education without any financial burden on their shoulders. It is well known fact that all British missionaries were here not only for religious purpose but they wanted to make some differences in society too. Nineteenth century these Christian missionaries of various denominations wanted to spread their religious activities through awareness and education. They opened schools and colleges as part of their white man's burden towards Asian societies.

16. File No. 394 A of 1903. *Government, United Province, Educational Department*, February, 1903. P. 31.