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400-22-3-90.

Educational (189⁰⁰) Department.

ORDINARY MS.

G.O., No. 52

DATED 1-2-1900

INDEXED.

[Despatch Abstract.]

Receiving letters from the Govt.
forwarding copies of rules regarding
... in aid to ... schools &
there are no rules forbidding
... part in political ...

BACK PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

Educational (1899) Department.

CURRENT No. 1890

Mr. C. C. for perusal.

The Bom. Grant-in-Aid Code does not supply the detailed rules for the enforcement of the principles under discussion.

But Rule 3 requires the teaching staff to be ^{From} competent: it will however be stretching this the Govt. of Bombay for Orders to argue that a political enthusiast ^{is} not be a competent instructor of youth.

This was called for by Mr. H. H. H.

in the orders at flag A.

No provision has been made in this Code for the enforcement of the principle of the dissociation of politics from the instruction of youth.

Perhaps the Govt. of Bombay may be asked how it is proposed to enforce it.

H. H. H. 12-99

Dated 5th }
Received 7th } December 1899
Registered
Enclosures One
Spare copies

SUBJECT.

Forwarding a copy of the Grant-in-Aid Code in force in Bombay and stating that there is no provision in it for the enforcement of the principle contained in the resolution re. teachers & politics.

Secy. - all the papers of the

Papers 12-99
H. H. H. 12-99

BACK PAPERS.

G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.

[Ed. 92. e.]

THE GRANT-IN-AID CODE FOR SCHOOLS AND COLLEGES IN THE PRESIDENCY OF BOMBAY.

(SANCTIONED BY G. R., E. D., No. 2328, DATED 3RD NOVEMBER 1890.

CHAPTER I.

GENERAL RULES.

1. A sum of money is annually granted from public funds for aiding secular education in the Bombay Presidency, and is administered under the control of the Department of Public Instruction, hereinafter called the Department, in accordance with the conditions set forth in these Rules.

2. All aided schools shall be open to inspection by the Department at all times, and to examination in accordance with the rules hereinafter contained; and the managers or masters shall punctually supply the Department with such returns and information as may be from time to time required.

3. Applications for the registration of schools for grants-in-aid must be made at least six months before the commencement of the official year, commencing on April 1st, in which the school is to be examined. In disposing of such applications the Department will consider whether the teaching staff is competent and adequate; whether the school supplies a want in the locality; how far its own * resources, exclusive of fees, are adequate to meet its necessary expenditure; whether the fees charged are reasonable; and whether the money at the disposal of the Department can meet the application.

4. All applications for registration must be accompanied by a statement in the form of Schedule A. Each school must have a Secretary or correspondent with the Department, whose name and address must be registered in the Office of the Director of Public Instruction. Any change in the name or address of the correspondent must be reported to the same office.

5. Before payment of the grant from year to year the Inspector must be satisfied that the school premises are healthy, well lighted, and ventilated, and that they contain sufficient accommodation, furniture, and appliances for the pupils attending them; that the arrangements for registering the admission, attendance,† and age of pupils, for management, and for keeping accounts of income and expenditure are not defective; that the discipline and behaviour of the pupils, especially their manners, and honesty under examination, are satisfactory; that the conditions on which the school was registered as shown in Rules 2 to 4 are duly maintained; and that all statistical returns and formal certificates given by the masters or school managers are trustworthy. The Department's decision whether these conditions are fulfilled in any case is final and conclusive.

6. The Government grant shall in no case exceed one-half of the local assets or one-third of the total expenditure of the institution during the previous official year.

7. A school once admitted to registration will thereafter ordinarily, and of fulfilment of the conditions as aforesaid, be entitled to receive the annual grant due to it under the rules: provided that, the Department has not for special reasons limited its recognition to a fixed term.

8. All schools aided by the Department shall be required to adhere to the following rules for regulating the admission of pupils, viz.:—

* The principle laid down at page 417 of the Education Commission's Report should be borne in mind—"It is an important element in the grant-in-aid system that part of the expense of the aided institution should be provided by its managers from resources of their own."

† This must be recorded in a printed roll of the form prescribed in Schedule B.

(i) A pupil shall not be admitted to any school, Government or aided, without a leaving certificate, in the following form, from the last school attended by him: and all such certificates must be filed on the school records:—

LEAVING CERTIFICATE.

Name of school.

Name of pupil in full.	Age.	Date of admission to school.	Standard in which studying.	Fees paid or not.	Progress in studies.	General conduct.	Reason for leaving.

Date _____

Head Master,
School.

(ii) Every application for admission or for a leaving certificate should be made by the parent or guardian, either in person or by letter.

(iii) If an applicant states that a leaving certificate from his last school has been refused to him, the Head Master of his new school shall intimate to the authorities of his former school that the boy seeks admission, and, if he receives no satisfactory explanation of the omission to give a leaving certificate within a week, he shall be entitled to admit the applicant.

9. Except where it is stated to the contrary in this Code, no pupil of a school will be examined or have his attendance counted in calculating the average attendance, who is below 5 or above 22 years of age.

10. Schools which apply for aid will be classified as European, English-teaching, Anglo-Vernacular, Primary, Indigenous, Night, Industrial or Normal schools, according to the classification adopted in the following Chapters, and may receive the aid admissible to them under these rules. Anglo-Vernacular and Primary Departments of the same school must be registered as separate schools. A school containing Europeans and Natives cannot be registered as partly European and partly English-teaching.

11. If it can be proved that a school has been established where there is an urgent demand for such a school, and under peculiar difficulties, Government will sanction a grant of half the net expenditure on instruction in the first year after establishment, instead of the usual grant by results, provided that the examination held in the usual form for aided schools is satisfactory to the inspecting officer.

12. If it can be proved that the attendance or efficiency of any school has, through misadventure for which the managers are not to blame, fallen greatly below the average of previous years, a sum not exceeding the grant earned in the previous year, or the average grant of the three last previous years, whichever is less, may with the sanction of Government, be paid to the managers.

13. In substitution of the grants which may be earned under the following rules, special fixed grants have been and may be hereafter, made with the sanction of Government to certain schools. Accordingly schools whose permanent character is established may be put by the Department on a special list and such schools shall receive a fixed grant* annually for a term of years and payable at a fixed date each year. In the absence of agreement to the contrary, such schools

* For 1887-88 and for the four succeeding years, or until further notice, the fixed grant shall be the grant earned by results in 1886-87 or the average grant earned for the three years ending with 1886-87, at the option of the school managers. But the grant shall not in any year exceed the limit imposed in Rule 6 above.

must conform to the rules laid down in this Code* and the annual grant shall be conditional upon the Inspector certifying to the continued efficiency of the school in the terms required under Rules 5 and 18.

14. Besides grants for instruction or building admissible under this Code, applications for special grants on account of School furniture, and expenditure on libraries, scientific apparatus, school-workshops or gymnastic appliances will be dealt with on their merits, and according to the funds at the disposal of the Department. Such grants will in no case exceed one-third of the total expenditure to be incurred, and shall be given subject to such conditions as the Department may impose.

15. The inspecting officer will examine the pupils presented to him according to the standard under which they are presented (*see* Schedules C. to H.), and according to the instructions issued by the Director for his guidance from time to time; and he will furnish the managers with a certificate of the number of pupils passed by him under each head and of the number entitled to the capitation grant. A pupil shall be considered to have passed in any head if he obtains one-third of the aggregate marks assigned to it, and one-fourth of the marks assigned to each sub-division of the same head. No pupil can be presented at any examination under the heads of more than one standard, and no pupil who has already obtained a grant under any standard can be again presented for an examination grant under the same standard.

16. Pupils presented for examination for a results grant must have actually attended the school, or another school under the management of the same Railway Company, or the same Central Board, for 100 days during the twelve months immediately preceding the examination; but grants will in no case be allowed for a larger number than the average number in attendance daily during the preceding 12 months. A day of attendance shall mean not less than four hours of secular instruction given in the same day, provided that once a week instruction for two hours may be accepted as a day of attendance.

17. All pupils on the rolls who have attended 100 days must be presented for examination at the time of the Inspector's annual visit. Pupils withheld without reasonable excuse shall be considered to have failed.

18. Schools will ordinarily be examined and inspected in alternate years. In the year of inspection a school shall receive a grant equal to that of the previous year, on condition that the Inspector certifies that he is satisfied with the school as regards the particulars enumerated in Rule 5, and that he has orally examined a sufficient number of classes to enable him to speak well of the quality of instruction and of the intelligence of the pupils. Provided that, if the Inspector shall deem it to be necessary, he may make a full examination in lieu of an inspection.

19. After each examination the managers should forward to the Educational Inspector an abstract or bill for the amount to which they are entitled under the standards of Schedules C. to H., accompanied by the certificate mentioned in Rule 15.

N.B.—Grants will be liable to lapse if not claimed within one month of the date of the Inspector's certificate.

20. Grants for drawing will be given according to the rules printed in Appendix I. Examination papers will be prepared at the School of Art, and the examination will take place on a fixed day at convenient centres throughout the Presidency. The Government Inspectors will prepare lists of pupils to be examined; receive, distribute, and collect the examination papers, and forward the work of the candidates to the School of Art for disposal.

* The standards of instruction shall be those prescribed in the schedules appended to this code, provided that with the previous consent of the Director of Public Instruction to be obtained through the Educational Inspector, such modifications may be introduced as may be found to be necessary or expedient.

CHAPTER II.

GRANTS-IN-AID OF EUROPEAN SCHOOLS.

1. A European school is one in which at least four-fifths of the pupils are of European or of Indo-European descent. The Standards for European schools are given in Schedule C. (Standards I to IV are Primary stage, V and VI Middle stage, and VII to IX. High stage).

2. For European schools the full grants by results are as follows :—

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard I. ...	4	3	3	0	10
" II. ...	5	4	4	2	15
" III. ...	6	5	5	4	20
" IV. ...	7	6	6	6	25
" V. ...	10	10	8	8	36
" VI. ...	13	13	10	14	50
" VII. ...	20	20	15	20	75
" VIII. ...	25	25	20	20	90

3. Grants for girls will be the same as for boys, but an additional grant of Rs. 5 may be awarded for good plain needle-work, on account of any girl who passes under two heads of any Standard.

4. A capitation allowance of Rs. 4 may be given for children of the age of four, but not exceeding seven, if suitably taught in an Infant class and not presented under Standards or counted in the average daily attendance under Standards.

CHAPTER III.

GRANTS-IN-AID OF ENGLISH-TEACHING SCHOOLS.

1. An English-teaching School is one in which the proportion of pupils of European descent is not sufficient to constitute it a European school and which teaches the standards prescribed in Schedule C. (Standards I to IV are Primary stage, V and VI Middle stage, and VII to IX. High stage).

Portuguese schools may be registered as English-teaching, if they teach the prescribed standards.

2. For English-teaching schools the full grants by results are as follows :—

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Standard I. ...	...	...	...	...	...
" II. ...	2 0 0	2 0 0	2 0 0	...	6 0 0
" III. ...	2 8 0	2 8 0	2 8 0	2 8 0	10 0 0
" IV. ...	3 0 0	3 0 0	3 0 0	3 0 0	12 0 0
" V. ...	4 0 0	4 0 0	4 0 0	4 0 0	16 0 0
" VI. ...	5 0 0	5 0 0	4 0 0	4 0 0	18 0 0
" VII. ...	6 0 0	6 0 0	5 0 0	5 0 0	22 0 0
" VIII. ...	7 0 0	7 0 0	6 0 0	6 0 0	26 0 0
	8 0 0	8 0 0	7 0 0	7 0 0	30 0 0

With capitation allowance of Rs. 2 on the average daily attendance of pupils throughout the year.

3. A capitation allowance of Rs. 2 may be given for children of the age of four but not exceeding seven, if suitably taught in an Infant class and not presented under Standards or counted in the average daily attendance under Standards.

4. Grants for girls will be the same as for boys, but an additional grant of Rs. 3 may be awarded for good plain needle-work, on account of any girl who passes under two heads of any Standard.

TER IV.

GRANTS-IN-AID OF ANGLO-VERNACULAR SCHOOLS.

1. An Anglo-Vernacular School is a school which teaches the standards of Schedule D. (Standards I. to III. are Middle stage and IV. to VII. High stage.)

2. The full grants by results are as follows :—

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
Standard I. ...	1½	1½	1	...	6
" II. ...	2	2	2	3	9
" III. ...	3	3	2	4	12
" IV. ...	5	5	5	6	21
" V. ...	6	6	6	8	26
" VI. ...	7	7	7	9	30

With capitation allowance of Rs. 2 on the average daily attendance of pupils during the year.

3. For girls double the above grants will be given until further notice, but the capitation allowance shall be the same as for boys. An additional grant of Rs. 3 may be awarded for good plain needle-work, on account of any girl who passes under two heads of any standard.

CHAPTER V.

GRANTS-IN-AID OF PRIMARY SCHOOLS.

1. A primary school is one in which pupils are taught through the vernacular in any of the Standards fixed for the primary course (Schedules E. to H.).

2. The full grants by results are as follows :—

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard I. ...	Re. 1	Re. 1	Re. 1	0	3
" II. ...	Re. 1	Re. 1	Re. 1	Re. 1	4
" III. ...	Rs. 1½	Rs. 1½	Re. 1	Re. 1	5
" IV. ...	Rs. 1½	Rs. 1½	Rs. 1½	Rs. 1½	6
" V. ...	Rs. 2	Rs. 2	Rs. 1½	Rs. 1½	7
" VI. ...	Rs. 2	Rs. 2	Rs. 2	Rs. 2	8

With capitation allowance of 8 annas on the average daily attendance of pupils during the year.

3. In Sind the grants for Persian in vernacular schools are :—

	Rs. a. p.
Standard I. ...	1 0 0
" II. ...	1 0 0
" III. ...	1 8 0
" IV. ...	2 0 0
" V. ...	2 0 0

4. A capitation allowance of 8 annas may also be given for children between the ages of four and seven if suitably taught in an Infant class, provided they are not presented under Standards or counted in the average daily attendance under Standards.

5. To girls double the above grants by results shall be awarded, but the capitation grant will be 8 annas only on the average attendance. For any girl who passes under two heads of any standard, a further grant of Rs. 2 may be made for creditable needle-work.

CHAPTER VI.

GRANTS-IN-AID OF INDIGENOUS SCHOOLS, &c.

1. Indigenous schools and other schools newly opened, or those which are established in backward localities, or for special classes, may be registered for grants-in-aid from year to year, provided :

- (1) They serve any purpose of II. secular education;
- (2) They maintain an average monthly attendance of at least 15 pupils throughout the year;
- (3) They keep an attendance register in the prescribed form and submit such simple returns as the Department may call for;
- (4) They agree to inspection by the Department.

Note.—A relaxation of condition (2) may be allowed in the case of schools in backward localities, or for the depressed classes.

2. A school registered under this chapter, if favourably reported on, shall receive a yearly grant varying from Rs. 15 to Rs. 60 calculated roughly at the rate of one rupee a year per scholar in average daily attendance in ordinary schools, and at the rate of Rs. $1\frac{1}{2}$ per scholar in schools for the backward classes. The Inspector may also give a special grant up to one rupee per mensem if the attendance is properly recorded.

3. Grants for girls in indigenous schools will be double the grants for boys.

4. Any school adopting the departmental standards of instruction may, on the application of the master, be transferred to the list of schools to be aided on the system of payment by results under the rules in Chapter V.

5. An advanced Indigenous school, which satisfies the conditions stated above, will be aided under special conditions applicable to each case.

CHAPTER VII.

GRANTS-IN-AID OF NIGHT-SCHOOLS.

1. A night-school is one in which secular instruction is given to pupils who are prevented by their daily avocations from attending day-schools.

2. A night-school may be registered for a grant-in-aid, provided—

(1) It can show an average attendance of at least ten pupils throughout the year;

(2) It keeps an attendance register in the prescribed form, and submits such simple returns as the Department may call for;

(3) It gives instruction for not less than two hours a day during 5 days in the week (holidays excepted);

(4) It submits to an annual inspection by the Department;

(5) It admits no pupil who attends a day-school also.

3. A registered night-school, if suitably taught and favourably reported on, will receive a yearly grant varying from Rs. 15, to Rs. 50, calculated roughly at the rate of Rs. $1\frac{1}{2}$ per scholar in average daily attendance. In the case of large night-schools attached to mills and factories and having an average attendance of upwards of 50 scholars, the maximum grant may be Rs. 100.

CHAPTER VIII.

GRANTS-IN-AID OF INDUSTRIAL SCHOOLS.

1. Applications for special grants to industrial schools will be entertained on the following conditions:—

(i) The school shall teach, in addition to the ordinary standards or any other approved standards of instruction, a trade or trades to be approved by the Department;

(ii) The workshops must be sufficiently provided with appliances for elementary instruction in the trade or trades to which the school is devoted;

(iii) The foremen or master of each trade must be qualified to teach it.

2. The managers of an industrial school registered by the Department may claim, in addition to the general grants due under the previous Chapters, a grant of Rs. 20 for each boy above the age of 10 years certified to have been

in regular attendance for nine months since the previous annual inspection, and to have received instruction in the workshop for not less than two hours a day. But no grant shall be paid on account of the same boy for more than four years, or for any boy who fails to pass in at least two heads of his standard.

N.B.—In lieu of the grant of Rs. 20 for each boy the Director of Public Instruction may allow a grant equal to half of the monthly salaries paid to the industrial teachers. In the case of an industrial school the Director may also raise the $\frac{1}{3}$ rd limit of Rule 14, Chapter I, to $\frac{1}{2}$ of the actual expenditure.

CHAPTER IX.

GRANTS-IN-AID OF NORMAL SCHOOLS.

1. A normal school is a separate school, or class, for training students who intend to become certificated teachers in primary school. It must include a practising school in which the students shall practise the art of teaching.

N.B.—At the time of inspection or examination, the managers will be expected to satisfy the Inspector that a reasonable proportion of the students, who passed in the final course of the previous years, are actually engaged in the profession of teaching.

2. A normal school will be admitted to aid at the discretion of Government, after due consideration of the educational wants of the locality in which it is established.

3. No normal school will be registered for a grant unless the Department is satisfied with its premises, management, and the competency of the staff; and unless it contains at least 30 male, or 15 female, students regularly studying a fixed course which has been approved by the Department, and which must include the subjects of teaching and school management. In special cases, a relaxation of the condition as to the minimum attendance may be allowed.

4. The amount of the grant-in-aid to a normal school, and the conditions on which it shall be paid, will be determined in each case by agreement between the managers and the Department subject in all cases, however, to the limit imposed by Rule 6 of Chapter I. above.

CHAPTER X.

GRANTS-IN-AID OF COLLEGES.

1. Colleges which have been recognized by the University for the full Arts course and to the registration of which the sanction of Government has been obtained will be admitted to aid under these rules.

2. While the University Arts course comprises three divisions, corresponding to the three years of the whole course, Government will give a grant of Rs. 100 per annum on account of each unit in the average monthly attendance at colleges teaching up to the 2nd B.A. Standard. But the total grant for each division of the college course shall not exceed Rs. 2,500 and may at any time be reduced if the general efficiency of the college is not maintained.

3. The limitation of the total grant according to the average monthly attendance is not to be imposed in any college during the first three years of its affiliation.

4. In deciding the question of general efficiency, the Director of Public Instruction will take into consideration the composition of the staff, and the success of the scholars in the University examinations.

5. Additional grants, not exceeding Rs. 2,500 in all, may be given to any college in which the average attendance exceeds 150, or where two or more classical languages are taught, or where instruction is given other than that prescribed for the Arts Examination.

6. Annual grants on account of the maintenance and extension of libraries or of scientific apparatus may be given up to Rs. 500 a year, but such grant will in no case exceed one-third of the total expenditure to be incurred. Nothing in

this rule will interfere with application of R. II. Initial grants on account of these objects, which will be dealt with under R. II. 1.

7. Aided Colleges are subject to the General Rules 2 to 9 and 12 to 14 of Chapter I., so far as they are applicable.

CHAPTER XI.

BUILDING GRANTS.

1. In addition to the annual grant for aiding schools, a grant of money, hereinafter described as a building-grant, may be given to managers of schools in aid of erecting, purchasing, enlarging or rebuilding school buildings.

2. Applications will be considered according to priority of receipt, and the Department reserves to itself the fullest discretion in disposing of them according to financial exigencies. Applications for grants exceeding Rs. 1,000 must be made to Government through the Director of Public Instruction, while applications for grants not exceeding Rs. 1,000 should be made to the Director, who has authority to dispose of the same in accordance with these rules and with the means at his disposal.

3. A grant of money may be made not* exceeding the sum raised by private subscriptions, as a maximum, and of such amount within the maximum as shall seem proper to Government, after reviewing the circumstances of each case.

In calculating the value of private contributions, building materials, a site, or labour may be taken into calculation at such valuation as Government may be pleased to fix.

4. Before a building-grant is sanctioned, Government must be satisfied—

i. That the means relied upon have actually been raised and are available, a declaration to this effect being appended to the application ;

ii. that the building is intended for, and will be devoted to educational purposes, and in part to secular education, and that it is suited as to site and character for the requirements of the locality where it is designed to build it ;

iii. that the plans, estimates and specifications are satisfactory, for which purpose a certified copy of them must be forwarded with the application, to be submitted thereafter for the report of the Public Works Department in which Department it will be finally recorded ;

iv. that the title of the managers to the site on which the building is to be erected is good and in order ;

v. and that the building will be constructed within a fixed time if the grant is given.

5. If the school is to be built in a locality where there is ground at the disposal of Government, and Government consent to grant a building-site for the school, such grant may be either in addition to the building-grant or, if Government think fit, it may be reckoned at the Government valuation of the site as a part of the building grant.

6. No portion of a building-grant shall be paid and no building-site granted by Government shall be made over to the managers of a school, unless and until they execute a trust-deed or an agreement, as the case may be, in accordance with the requirements of the next following rule.

* Government Resolution, Educational Department, No. 949 of the 20th May 1889, states that for the future grants-in-aid of buildings will not be made in excess of one-third of the private expenditure except in the case of institutions for primary education only, or of buildings of which the total cost does not exceed Rs. 5,000.

Government Resolution, Educational Department, No. 1051 of the 12th May 1890, states that subject to the condition that funds are available, grants may be given in aid of Municipal expenditure on primary schools ; and Government Resolution, Educational Department, No. 1448 of the 9th of July 1890 extends the same concession to District Board expenditure on primary schools.

and the building is, in the opinion of the managers, not worth while requiring the expenditure of more than Rs. 1,000, he may accept from the managers a written agreement enjoining

(a) to maintain the building in repair ;

(b) to manage the school in accordance with the rules and regulations of the Educational Department ; and

(c) to subject the school to inspection by that Department.

In every other case the managers shall execute a trust-deed, in such form as shall from time to time be approved by Government either generally or specially in this behalf, embodying conditions regarding—

(d) the construction and maintenance of the building ;

(e) the times at which and the instalments in which the building-grant shall be paid ;

(f) the management and inspection of the school ; and

(g) such other matters as Government think necessary.

Provision shall also be made in every such trust-deed that, in the event of default being made by the managers in the performance of any of the conditions thereof—

(h) the building-grant, or so much of the same as shall not yet have been paid, shall lapse ;

(i) the aggregate amount of the building-grant or grants from time to time advanced by Government for the school shall be repayable to Government ;

(k) for the purpose of recovering any moneys so due Government may enter upon and take possession of, and sell the building ; and

(l) the building site, if granted by Government, may be resumed by them, and the building if any, standing thereupon may be entered upon and taken possession of by Government and be used or disposed of by Government at their discretion, for educational purposes, or, if it shall appear to Government expedient, for any other purpose.

Every such trust-deed* shall be prepared, at the charge of the managers by the law officers of Government.

8. In addition to building-grants as aforesaid Government will consider applications for grants-in-aid of building colleges, boarding-houses, laboratories, libraries, observatories, school-workshops or gymnasia, or of providing playgrounds, provided that funds are available, and subject to such of the foregoing conditions as may be declared applicable by the Department or to any others that may be imposed.

9. A school receiving any grant under this Chapter shall be deemed to be an aided institution, and shall be required, in addition to the terms on which such grant was given, to furnish punctually any returns or information that may be called for by Government.

* Standard forms of deeds for use in the Mofussil are appended

THIS INDENTURE made the day of _____ 189 between hereinafter called the managers of the one part and The Secretary of State for India in Council hereinafter called the Secretary of State of the other part Whereas the Managers are possessed of and absolutely entitled in perpetuity free from incumbrances to the piece of land described in the schedule hereto and intended to be hereby assured And whereas the Managers applied to the Secretary of State for a building Grant-in-aid of _____ and have satisfied the Director of Public Instruction Bombay that the building is intended for and will be devoted to educational purposes and in part to secular education that the plans estimates and specifications are satisfactory that the title of the Managers to the piece of land described in the schedule hereto is good and in order and that the building will be constructed within _____ months And whereas by the rules now in force in the Presidency of Bombay for regulating the application of grants made by Government in aid of schools it is provided (inter alia) as follows. No portion of a building-grant shall be paid to the Managers of a school unless and until they execute a Trust-Deed as in the said rules provided and whereas the said Secretary of State hath sanctioned a building-grant of Rs. _____ to be paid as follows:—

in consideration of the Managers executing to the said Secretary of State such conveyance or assurance as is hereinafter contained which they have agreed to do now this Indenture witnesseth that in consideration of the premises and of the sum of Rs. _____ now paid and the sum of Rs. _____ to be hereafter paid as aforesaid by the said Secretary of State to the said Managers they the said managers do and each of them doth hereby grant convey and assign unto the Secretary of State his successors and assigns all that piece or parcel of land described in the Schedule hereto together with all and singular the building and erections now being or which may hereafter be thereon expressly including the said buildings to be erected as aforesaid and all rights easements and appurtenances whatsoever usually held or occupied therewith or reputed to belong or be appurtenant thereto and also all fittings and fixtures being in and belonging to or used or to be used for the said school and all the estate right title interest claim and demand of the said Managers into and upon the said premises to hold the said peace of land chattles and effects and all other premises expressed to be hereby assured unto and to the use of the said Secretary of State his successors in office and assigns according to the nature and tenure thereof respectively and the said Managers do and each of them doth hereby for himself and themselves his and their heirs Executors and Administrators covenant that they have power to grant all the said premises to the said Secretary of State his successors and assigns in manner aforesaid free from incumbrances and that he and they and every other persons claiming through or in trust for him or them will at all times at his or their costs execute and do all such assurances and things for the further or better assuring the said premises to the said Secretary of State his successors and assigns as aforesaid as shall be reasonably required and it is hereby declared and agreed that the said Secretary of State his successors and assigns shall hold the said premises upon the trusts and to and for the intents and purposes following that is to say upon trust to permit the Managers to enter upon the said premises for the purposes and on the conditions following, viz.: that they or other the Managers for the time being shall (1) construct within _____ months from the date hereof buildings thereon according to the plans and specification approved of or as may be approved of by the Director of Public Instruction Bombay for and on behalf of the Secretary of State (2) maintain and keep at all times in good and substantial repair and condition all the buildings now being or which may hereafter be on the said piece of land to the end that the same may be always efficient for use for the purposes of a school (3) pay all rates charges assessments and expenses leviable or chargeable in respect of the premises and buildings (4) use all the premises and buildings as and for the purposes of a public school to be devoted wholly to education and in part to secular education (5) manage and conduct the said school in all respects in accordance with the rules and regulations for the time being in force of the Educational Department in Bombay (6) keep the said school at all times open to the inspection of the Inspecting Officers of the Bombay Educational Department Provided always and it is hereby declared and agreed that in the event of default being made by the Managers or other the Managers for the time being of the said school in the performance of any of the conditions hereinbefore mentioned.

The building grant or so much of the same as shall not then have been made shall lapse and the aggregate amount of the building-grant and all building-grants from time to time advanced by Government for the school shall be repayable to Government and for the purposes of recovering any monies so due to government it shall be lawful for the said Secretary of State his successors or assigns to enter upon and take possession of the said premises and all buildings thereon and to sell and absolutely dispose of the said premises and buildings in such manner as he or they in his or their absolute discretion shall see fit and apply the proceeds of such sale after payment thereof of all costs and expenses attending the same in or towards the recouping or reimbursing to the said Secretary of State the monies which may as aforesaid have become repayable or due to Government and pay the surplus if any to the

hereunto set his hand and seal
in Council.

fo

State for India

The Schedule above referred to.

Description of property and boundaries

13

Trust-deed in Form No. 2 under the Bombay Educational Grant-in aid Code (the building-site being granted by Government).

This Indenture made the

day of

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hereinafter referred to as the Managers of the one part and the Secretary of State for India in Council hereinafter referred to as the Secretary of State of the other part whereas the Managers have applied to Government for a building-site for a School at _____ and for a Building-grant-in-aid of such school and have satisfied the Director of Public Instruction Bombay that the building is intended for and will be devoted to Educational purposes and in part to Secular Education that the plans estimates and specifications are satisfactory and that the building will be constructed within _____ months from the date hereof and whereas by the rules now in force in the Presidency of Bombay for regulating the application of grants made by Government in aid of schools it is provided (inter alia) as follows. No portion of a Building-grant shall be paid to the Managers of a school unless and until they execute a Trust-Deed as in the said rules provided and whereas the said Secretary of State has agreed to allot the piece or parcel of land valued at Rs. _____ described in the Schedule hereto and to hold the same for the purposes of the said school in manner hereinafter appearing and has sanctioned a Building-grant of Rs. _____ to be paid as follows:— and the said Managers have agreed to execute these presents now it is hereby declared and agreed by and between the parties hereto that the said Secretary of State his successors and assigns shall hold and stand possessed of the piece of land described in the Schedule hereto and all buildings which now are erected or may for the time being be erected thereon and also all fittings and fixtures which now are or may for the time being be on the premises upon the trusts and to and for the intents and purposes following that is to say upon trust to permit the Managers to enter upon the said premises for the purposes and on the conditions following, viz. that they or other the Managers for the time being shall (1) construct within _____ months from date hereof buildings thereon according to the plans and specification approved of or as may be approved of by the Director of Public Instruction Bombay for and on behalf of the Secretary of State (2) shall maintain and keep at all times in good and substantial repair and condition all the buildings now being or which may hereafter be on the said piece of land to the end that the same may be always efficient for use for the purposes of a school (3) shall pay all rates charges assessments and expenses leviable or chargeable in respect of the premises and buildings (4) shall use all the premises and buildings as and for the purposes of a public school to be devoted wholly to education and in part to secular education (5) shall manage and conduct the said school in all respects in accordance with the rules and regulations for the time being in force of the Educational Department in Bombay (6) shall the said school at all times open to the inspection of the Inspecting officers of the Bombay Educational Department Provided always and it is hereby declared and agreed that in the event of default being made by the Managers or other the Managers for the time being of the said school in the performance of any of the conditions hereinbefore mentioned the Building-grant or so much of the same as shall not then have been made shall lapse and it shall be lawful for the said Secretary of State his successors or assigns at any time thereafter to enter upon and take possession of the said premises and all buildings fittings and fixtures for the time being on the said premises and the same shall be and become absolutely the property of the said Secretary of State his successors and assigns free from incumbrances and from all claims of the Managers their successors representatives and assigns and all other persons whomsoever In witness whereof the said _____ have hereunto

set their hands and seals and

_____ hath set his hand and seal hereto for and on behalf of the Secretary of State for India in Council.

The Schedule referred to.

Description and particulars of property.

APPENDIX TO THE GRANT-IN-AID CODE, CONTAINING
FORMS AND STANDARDS OF INSTRUCTION.

SCHEDULES.

A.—Form of Application under Chapter I, Rule 4	...	...	1
B.—Form of Attendance Roll prescribed in Chapter I, Rule 5	...	...	ib.
C.—Standards for European and English-teaching Schools	...	...	} Published separately.
D.—Standards for Anglo-Vernacular Schools and Rules for Agricultural Classes.	...	...	
E.—Standards for Maráthi Primary Schools and for Urdu Schools in Maráthi Districts	...	...	
F.—Standards for Gujaráti Primary Schools and for Urdu Schools in Gujaráti Districts	...	...	
G.—Standards for Kánarese Primary Schools and for Urdu Schools in Kánarese Districts	...	...	
H.—Standards for Sindhi Primary Schools...	...	...	...
I.—Provisional Rules for the encouragement of Elementary Drawing	...	...	...

SCHEDULE A.

Form of Application: see Chapter I, Rule 4.

Locality and Description of School.	Class of School (i.e., whether European, English-teaching, Anglo-Vernacular or Primary, &c., see Rule 10 of Chapter 1).	Name of Proprietor, Society or other controlling Body.	Date of Establishment.	Names, Ages, and places of Education of the Master and Assistant Masters, with University Standing, if any, or Departmental Certificate.	Other Employment (if any) of Teachers.	Rate or Fees.	Amount of Fees received during the twelve months preceding the application.	Average annual income from all sources exclusive of Fees.	Probable number of pupils who will be presented for Examination under each Standard during the year for which a Grant is requested.	Name and residence of Parties to whom reference may be made.	Name and Postal address of Secretary or Correspondent who will be responsible for correspondence with the Department.

SCHEDULE B.

Form of Attendance Register: see Chapter I., Rule 5.

SCHOOL OR INSTITUTION.
ATTENDANCE-ROLL OF CLASS _____ STANDARD _____ FOR THE
MONTH OF _____ 189 .
MASTER, MR. _____

Certificate by the Head or Manager of the School.

I hereby certify that this Attendance-Roll has been made up daily by the Master in charge of the Class; that every pupil has received not less than a full day's instruction, as prescribed by the rule, on each day on which he has been marked present; and that the average attendance * of the Class for the month is _____

*To find the average attendance of a Class for the month:—Add together the daily totals of boys marked present and divide the sum by the number of times the school has met during the month: the quotient is the average number in attendance.

N.B.—No erasures of any kind are permissible in this Return: corrections should be made in Red ink and initialled.

No.	NAME OF PUPIL.	ATTENDANCE FOR THE MONTH.					No. of Attendances.
		1	2	3	4	5, and so on.	
1							
2							
3							
&c.							

N.B.—Boys present to be marked p; boys absent with leave, l.

CHAP

GRANT-IN-AID CODE 1887.

SCHEDULE C.

STANDARDS OF EXAMINATION FOR EUROPEAN SCHOOLS AND FOR
ENGLISH-TEACHING SCHOOLS.

Standard I.

- Marks.
- 100 1st Head.—Arithmetic. Multiplication Table to 12×12 . Notation and Numeration up to 1,000.
- 100 2nd Head.—Reading easy child's book.
- 100 3rd Head.—Writing to Dictation 5 words of one syllable from the book read.

Standard II.

- 100 1st Head.—Arithmetic. 4 Simple Rules. Easy sums in 3 figures.
- 100 2nd Head.—Reading easy narrative, with understanding of the part read and of the meaning of words. Parts of Speech to be named.
- 100 3rd Head.—Writing large or half text hand: a full copy-book to be submitted.
- 100 4th Head.—Geography. Easy Geographical definitions. Form and Motions of the Earth and chief divisions into Continents, Zones, &c. Meaning of a Map. Elementary knowledge of Map of India, principal boundaries, mountain ranges and rivers.

Standard III.

- 100 1st Head.—Arithmetic. Four Compound Rules in English and Indian money. Reduction.
- 100 2nd Head. 75—(a) Reading plain narrative, with Explanation and simple Parsing.
25—(b) Repetition of easy Poetry; not less than 100 lines to be learnt by heart.
- 100 3rd Head. 50—(a) Writing half text or small hand: a full copy-book to be shown.
50—(b) Writing to Dictation 5 lines from the book read.
- 100 4th Head.—Geography. Revision of Standard II. Elementary General Geography of Asia. Map of Asia, principal boundaries, countries, mountain ranges, rivers and cities; also chief seas, lakes, and islands.

Standard IV.

- 100 1st Head.—Arithmetic. Add to that in Standard III, Simple Proportion and Vulgar Fractions.
- 100 2nd Head.—English.
75—(a) Reading, with Explanation and Parsing, not less than 200 pages of easy prose (e.g., Robinson Crusoe, Gulliver's Travels, Southey's Nelson), the portions to be selected by the School Managers.
25—(b) Repetition of Classical Poetry: not less than 200 lines to be learnt by heart.
- 100 3rd Head.—Writing to Dictation in small hand a passage not before seen. Spelling and Hand-writing to be considered.
- 100 4th Head 50—(a) History. Outlines of Indian History with dates and chief events.
50—(b) Geography. Revision of Standards II. and III. General knowledge of Physical and Political Geography of India.

Standard V.

Marks.

- 100 1st Head.—Arithmetic. Add to that in previous standards Practice, Simple Interest, Compound Proportion, Decimals.
- 100 2nd Head.—English.
- 75 (a) Reading, with Explanation, 150 pages of Prose (such as The Vicar of Wakefield or Rasselas), and 500 lines of Poetry (such as Pope or Goldsmith). Questions in Parsing and common Rules of Syntax to be answered.
- 25 (b) 300 lines of the Poetry to be learnt by heart.
- 100 3rd Head.—Writing from memory the substance of a short story or narrative read out twice by the Inspector or Teacher: Spelling, Hand-writing, and Grammar to be considered.
- 100 4th Head. 50—(a) History. Revision of Standard IV., and Outlines of History of England with dates of chief events.
- 50 (b) Geography. Revision of Geography of India and Asia. General elementary knowledge of Physical and Political Geography of Europe, with more detailed knowledge of Geography of the British Isles.

Standard VI.

- 100 1st Head. 50—(a) Arithmetic. Add to that in previous Standards Compound Interest, Discount, Profit and Loss.
- 50 (b) Either Euclid, 26 propositions of Book I; or Algebra, 4 Rules Integral.
- 150 2nd Head.—English.
- 75 (a) Reading, with knowledge of meaning of part read, 250 pages of Prose (Lamb, Johnson, Goldsmith) and 750 lines of Poetry (Pope, Goldsmith, Scott). Questions in Parsing and Syntax, in the Analysis of Simple Sentences, and easy Etymology, to be asked.
- 25 (b) 350 lines of the Poetry to be learnt by heart.
- 50 (c) Writing a letter on a simple subject.
- 100 3rd Head. 50—(a) History. Revision of History in Standards IV. and V., and History of India to battle of Panipat, 1761.
- 50 (b) Physical and Political Geography of India and adjoining countries. An outline map of any country of Asia to be drawn from memory, the chief boundaries, mountain ranges, rivers and cities to be marked on the map.
- 100 4th Head.—Second Language, i.e., either Latin, *Sanskrit, Persian, French, German, or any local Indian Vernacular.
- 50 Translation. { Translation *vivā voce* into English from a First Reading Book, and repeating the Declensions and Conjugations of regular verbs in the Classic or Modern European language; *vivā voce* Translation, with easy Parsing, from Fourth Marāthi (Fifth Gujarāti) Reading Book, or a Hindustāni book of equal difficulty.
- 50 Grammar. {

* The Sanskrit will be as specified in Anglo-Vernacular Standard IV., but the *vivā voce* translation will be from Sanskrit into English.

Standard VII.

Marks.

- 100 1st Head. 40—(a) Arithmetic. Add to that in previous standards Stocks, Square and Cube Root: Mensuration as in ordinary works on Arithmetic.
- 30 (b) Euclid, Book I.
- 30 (c) Algebra, 4 Rules Integral, and Fractions.
- 150 2nd Head.—English.
- 75 (a) Reading with explanation of the meaning of the part read, 250 pages of a classic author (as Macaulay, Goldsmith), and 1,000 lines of Poetry (as in Milton, Cowper). Questions in Grammar, Analysis of Sentences and Etymology.
- 25 (b) 400 lines of the Poetry to be learnt by heart.
- 50 (c) A short essay to be written.
- 100 3rd Head. 50—(a) History. Revision of Standard VI., and History of India from 1761.
- 50 (b) Geography. Outline maps as in Standard VI., with more detailed Geography of India. Map of India to be drawn from memory with lines of latitude and longitude and Political divisions in illustration of History. General Geography of America, Africa, and Oceania, with special knowledge of British Foreign Possessions.
- 100 4th Head.—Second Language. Latin, Sanskrit, Persian, French, German, or any local Indian Vernacular.

- 50 Translation. { Classical Language, as specified in Anglo-Vernacular Standard V. In Modern European Languages, a Second Reading Book, with Grammar to correspond. In the Vernacular the Fifth Book of the Marāthi Series (Sixth Gujarāti), or an analogous Book in Hindustāni with Grammar to correspond.
- 50 Grammar. {

Standard VIII.

- 100 1st Head. 40—(a) Arithmetic, complete.
- 30 (b) Euclid, Books I. and II., with simple deductions.
- 30 (c) Algebra—Greatest Common Measure, Least Common Multiple, Simple Equations, Square and Cube Root.
- 150 2nd Head.—English.
- 75 (a) 1,500 lines of English Poetry, with understanding of the meaning. Grammar, Etymology, and elements of Prosody.
- 25 (b) 400 lines of the Poetry to be learnt by heart.
- 50 (c) A paraphrase of about 14 lines, or an essay, to be written.
- 100 3rd Head. 50—(a) History. Revision of previous Standards. History of England.
- 50 (b) Geography. Detailed Physical and Political Geography of England. Map-drawing from memory to illustrate History. An outline map of the British Isles or any country of Europe to be drawn from memory; and the principal boundaries, mountain ranges, rivers and cities to be marked.
- 100 4th Head.—Second Language. Latin, Sanskrit, Persian, French, German, or any local Indian Vernacular.
- 50 Translation. { Classical Language as in Anglo-Vernacular Standard VI. In Modern European languages an easy author, with Grammar. In the Vernacular the Sixth Book of the Marāthi Series (Seventh Gujarāti), or an analogous book in Hindustāni, with Grammar to correspond.
- 50 Grammar. {

N.B.—By Girls the following may be brought up as an alternative to the Euclid and Algebra under Standards VI., VII., VIII. :—

Any portion of Science or Domestic Economy treated in a popular way equal in amount and difficulty to one of MacMillan's "Science Primers."

GRANT-IN-AID CODE (1887).

SCHEDULE D.

*STANDARDS OF EXAMINATION FOR ANGLO-VERNACULAR SCHOOLS.

Standard I. (Succeeding Vernacular Standard IV.)

Marks.

- 100 *1st Head.*—Arithmetic of Vernacular Standard IV. with Vulgar Fractions and Revision of Simple and Compound Proportion.
- 100 *2nd Head.*—Vernacular.
- 60 (a) Reading the 5th Book of the Departmental Series, First half, with understanding of the part read, and meaning of words. 100 lines of the Poetry to be repeated. The Grammar of Vernacular Standard V., and simple Parsing. Easy questions in Etymology.
- 40 (b) Writing to Dictation, in fair Bálbodh, 5 lines of the book read : full writing-book to be shown (Modi small hand).
- 100 *3rd Head.*—History and Geography.
- 50 (a) Outlines of Indian History, with dates of chief events.
- 50 (b) Elementary general knowledge of Geography of Asia. General Physical and Political Geography of India, including mountains, rivers, lakes and seas ; boundaries, countries, capitals, and chief cities.
- 100 *4th Head.*—English.
- 50 (a) Reading the First Departmental Reading Book, with oral Translation into Vernacular. The meaning to be understood.
- 25 (b) Spelling 5 words in the book read. Maráthi equivalents to be written.
- 25 (c) Writing easy words in large or text hand. Filled copy-book to be shown.

Standard II.

- 100 *1st Head.*—Arithmetic.
- Add to the Arithmetic of Standard I., Decimal Fractions.
- 100 *2nd Head.*—Vernacular.
- 60 (a) Reading the Fifth Book of Departmental Series, Second half, with understanding of the part read, and of the meaning of words. 100 lines of the Poetry to be repeated. The Grammar of Vernacular Standard VI. except Syntax.
- 40 (b) Writing to Dictation in fair Bálbodh, 5 lines from the book read. Modi writing-book to be shown.
- 100 *3rd Head.*—History and Geography.
- 50 (a) Revision of Standard I., and History of India to Battle of Panipat, 1761.
- 40 (b) Revision of Standard I., with more detailed knowledge of Asia and India. Elementary knowledge of geography of the world with principal natural and political divisions ; situations of capital cities.
- 100 *4th Head.*—English.
- 40 (a) Reading the Second Departmental Reading Book, with oral Translation into the Vernacular, giving meaning of words and distinguishing Parts of Speech. Meaning to be understood.
- 20 (b) Writing text or half text hand. Filled copy-book to be shown.
- 40 (c) Written Translation into English of 5 short and easy sentences from the Second Reading Book or Standard Translation Book.

* The Vernacular heads are those fixed for Maráthi Districts, and apply elsewhere *mutatis mutandis*, e.g. in an Anglo-Gujarati School the writing under the 2nd head will be Gujarati instead of Bálbodh or Modi.

N.B.—In all cases where departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department. The whole amount of Reading Books appointed need not be required if the Inspector is satisfied that the amount offered is, considering the manner in which it has been prepared, a sufficient year's work.

Standard III. (To be passed before entering a High School.)

Marks.

100 1st Head.—Arithmetic.

Add to the Arithmetic of Standard II. Simple Interest and Practice.

100 2nd Head.—Vernacular.

40 (a) Reading with understanding 100 pages of Sixth Book of Departmental Series, and 150 verses of Raghunáth Pandit or a similar Poet. 100 lines of Poetry by heart. Grammar of Vernacular Standard VI. Prayogs as in a large Grammar.

20 (b) Writing 5 lines, in good Bálbodh, to Dictation from the book read. Full writing-book to be shown (good Modi hand).

40 (c) Written Translation of 5 lines from the English Reading Book.

100 3rd Head.—History and Geography.

50 (a) Revision of Standards I. and II., and History of India.

50 (b) Revision of previous Standards. Map of India to be drawn from memory with political divisions to illustrate History.

100 4th Head.—English.

40 (a) Reading the Third Departmental Reading Book, with *vivá voce* explanation in the Vernacular, and simple Parsing in English.

20 (b) Writing half text or small hand. Full writing-book to be shown.

40 (c) Written Translation into English of five short sentences from the 3rd Vernacular Book or a Standard Translation Book. Spelling to be taken into account.

Standard IV. (First Standard of the High School Course.)

(Questions and Answers to be in English.)

100 1st Head.—Mathematics.

60 (a) Add to the Arithmetic of Standard III. Compound Interest and Discount.

40 (b) Algebra, 4 Rules Integral, easy examples.

100 2nd Head.—Vernacular and Classical Languages.

Vernacular.

50 (a) 150 pages from a Standard Vernacular Prose Author, and 200 lines of Váman or Moropant, or a similar Poet (not learned previously) with special regard to Maráthi Grammar and Idiom. 100 lines of Poetry by heart. Rules of Sandhi. Declensions and Conjugations as in a large Grammar.

50 (b) Written Translation into Maráthi (Bálbodh) of about 5 lines in any school reading-book used below Standard V. at the option of the Examiner—Spelling and writing to be considered; or composing a letter (Modi).

Classic.

100 I. Sanskrit.

60 (a) *Vivá voce* Translation into the Vernacular of the Sanskrit exercises in Lessons I.—XXIV. of the 1st Book of Sanskrit, and written Translation into Sanskrit of the English exercises in the same lessons.

40 (b) The common rules of Sandhi, the declensions of nouns substantive and adjective ending in a vowel as given in the 1st Book of Sanskrit (9th edition), and the special tenses of roots of the 1st, 4th, 6th and 10th classes.

100 Or II. Latin.

60 (a) *Vivá voce* Translation of Exercises equal in difficulty and amount to the first 30 in Henry's First Latin Book (English into Latin, and Latin into English).

40 (b) The Regular Declensions and Conjugations to be learnt by heart.

Marks.

100 Or III. Persian.

60 (a) Reading and *Vivá voce* Translation into English, or Vernacular of 25 stories of Hikáyat-i-Latíf (or the First Book of the Panjab Series). Conjugation in 12 forms and declensions in all the persons and both the numbers of words from the portion learnt.

40 (b) Dictation of 3 or 4 lines from the first five stories of Hikáyat-i-Latíf (or from the first 15 pages of the First Book of the Panjab Series) and Persian Copy Book No. I. (such as G. A. Munshi's).

100 3rd Head.—History and Geography.

50 (a) Outlines of History of India in English.

50 (b) Elementary general knowledge of Geography of Europe with more detailed knowledge of the British Isles. Revision of Geography of Asia and India.

100 4th Head.—English.

40 (a) Reading from easy English Classics 60 pages of Prose, and 300 lines of Poetry, with explanation of the part read in the Vernacular, Parsing and easy Etymology of words in the English book, and explanation of difficult words in English. Poetry, 100 lines by heart.

20 (b) Writing 5 lines to Dictation from the book read. Full copy-book, small hand, to be shown.

40 (c) Written Translation into English of about 5 lines from the Third Book of the Vernacular Series or from a Standard Translation Book. Spelling to be taken into account.

Standard V.

100 1st Head.—Mathematics.

Add to the subjects of Standard IV.—

40 (a) Square and Cube Root and Profit and Loss.

30 (b) Euclid, to Book I. Prop. 32.

30 (c) Algebra, 4 Rules Integral, L. C. M. and G. C. M.

100 2nd Head.—Vernacular and Classical Languages.

Vernacular.

50 (a) A Standard Vernacular Prose author not previously read, about 200 pages, and 300 lines from Kekávali or any similar work, with special regard to a scholarly knowledge of Maráthi Grammar and Idiom. Syntax as in a large Grammar. 100 lines of Poetry by heart.

50 (b) Written Translation of 10 lines from the book read into the Vernacular. Composing a report on a given subject (Modi). Hand-writing, separation of words, and punctuation as shown in the above.

Classic.

100 I. Sanskrit.

60 (a) *Vivá voce* Translation into English of the Sanskrit exercises in the remaining lessons of the 1st Book and in Lessons I.—XII. of the 2nd Book of Sanskrit (6th Edition), and written Translation into Sanskrit of the English Exercises in the same lessons.

40 (b) Rules of Sandhi, continued; declension of nouns substantive and adjective ending in a Consonant and of pronouns and pronominal adjectives; the potential of roots of the 1st, 4th, 6th and 10th classes and the special tenses of the roots of the remaining classes.

00 Or II. Latin.

60 (a) *Vivá voce* Translation of Henry's First Latin Book, or a similar book. Easy Prose passages as in the Delectus, to be selected by the Master. Parsing of Simple Sentences.

40 (b) Accidence complete.

100 Or III. Persian.

60 (a) Reading and *Vivá voce* Translation of the first ten stories of the Sad Hikáyat (or 20 pages of the Second Book of the Panjab Series) and the whole of the Karimá with formation of the Aorist; declensions of nouns and pronouns and singulars of Arabic plurals.

Marks.

- 40 (b) Written Translation into Persian of 6 sentences out of about 100 sentences taught from an easy prose book. Dictation of about 5 lines from the first eight stories of the *Ṣad Hikāyat* (or 10 pages of the Second Book of the Panjab Series) and Persian Copy Book No. II. (such as G. A. Munshi's).

100 3rd Head.—History and Geography.

- 50 (a) History of England to the year 1485.

- 50 (b) Revision of previous Standards. Map of any country of Asia to be drawn from memory, boundaries, mountains, rivers, and cities being marked; and in the case of India political divisions, and lines of latitude and longitude. General Geography of America, Africa, and Oceania with special knowledge of British Foreign Possessions.

100 4th Head.—English.

- 40 (a) Reading English Classics, 70 pages of Prose and 400 lines of Poetry—150 by heart—with explanation and parsing. Easy questions in Analysis of Sentences, as in Morell Part I., and easy Etymology of words in the book.

- 30 (b) Written Translation of a passage from the 4th Marāṭhi Book or from any easy narrative in the Vernacular. Specimens of writing as in fair note-books, to be shown.

- 30 (c) Writing an English letter, private or official, or making an abstract in English of an easy story clearly read or told.

N.B.—(1) Theoretical Mensuration may be taken up as an optional subject (50 marks).

(2) The Sanitary Primer is a compulsory subject in every Government School teaching Anglo-Vernacular Standard V. (50 marks).

Standard VI.

Marks.

100 1st Head.—Mathematics.

- 40 (a) *Arithmetic*—Add to the subjects of Standard V. Mensuration.
30 (b) *Euclid*—Books I. and II.
30 (c) *Algebra*—Fractions, Simple Equations, Square and Cubic Root.

100 2nd Head.—Vernacular and Classical Languages.

Vernacular.

- 50 (a) Revision of previous reading, and *Dnyāneshwari Adhyāya XII. and XIII.* as in *Navanita*, with special regard to a scholarly knowledge of Marāṭhi Grammar and Idiom (comparison with Sanskrit and English Grammar and Idiom), Etymology and easy Prosody.
50 (b) Translation into Bālbodh of 10 lines of the English Poetry read, spelling and writing to be considered.

Classic.

100 I. Sanskrit.

- 60 (a) Translation into English of the Sanskrit exercises in Lessons XIII.—XX. of the 2nd Book of Sanskrit, 6th edition, and of about 25 pages from the 3rd Book or from the *Hitopadesh*, and written Translation into Sanskrit of the English exercises in the same lessons and of about ten short English fables.
40 (b) The more rare and the irregular declensions; comparison of adjectives; numerals; the perfect; the two futures and the conditional; (Dr. Kielhorn's Grammar, 2nd edition, §§ 1—330; 368—379); the passive; and compound nouns.

100 Or II. Latin.

- 60 (a) *Vivā voce* Translation of Cornelius Nepos (30 pages) with Grammar and Parsing.
40 (b) Written Translation of 6 lines of easy narrative chosen by the Inspector.

100 Or III. Persian.

- 60 (a) Reading, *Vivā voce* Translation and explanation of any one of the first three Chapters of *Gulistān* and *Ṣad Hikāyat* from stories 11 to 30. Arabic roots, plurals and adjectives; and naming the number, person, case and tense in Persian.

Marks.

- 40 (b) Written Translation into Persian of about 5 lines of any easy story from 25 stories taught out of *Æsop's Fables* or a similar book. Writing to Dictation 5 to 10 lines from the first 15 stories of the Chapter taught from *Gulistān*.

100 3rd Head.—History and Geography.

- 50 (a) History of England. Revision of previous Standards.

- 50 (b) Detailed Physical and Political Geography of England. Map-drawing from memory to illustrate History. An outline map of the British Isles or any country of Europe to be drawn from memory, and the boundaries, mountain ranges, rivers and cities to be marked.

100 4th Head.—English.

- 40 (a) Reading English Classics, 80 pages of Prose and 450 lines of Poetry (different authors from those under Standard V.): 200 lines by heart. Questions in Grammar, Analysis, and Etymology.

- 30 (b) Written Translation into English of about 10 lines of Marāṭhi prose. Specimens of Writing, as in fair note-books, to be shown.

- 30 (c) A short Theme on a simple subject.

Standard VII., Matriculation.

N.B.—(1). The examinations under High School Standards will be conducted in English except where it is otherwise specified in the Standards.

(2). Schools will not be required to present boys in both the Vernacular and the Classic under the 2nd Head. They may obtain the full grant under that Head for the Vernacular only, and an extra grant of like amount for the Classic, if offered.

(3). By Girls the following may be brought up as an alternative to the Euclid and Algebra under Standards IV., V. and VI.:—Any portion of Science or Domestic Economy treated in a popular way, equal in amount and difficulty to one of MacMillan's "Science Primers."

PROGRAMME OF STUDY FOR THE AGRICULTURAL CLASSES
ATTACHED TO HIGH SCHOOLS.

Students entering the Agricultural Classes must be learning a High School Standard (*i.e.*, one of Standards IV.—VII.).

At the end of the first year students will be examined in the subjects mentioned below:—

First Year's Course.

1. Chemistry. Preparation and properties of Oxygen, Hydrogen and Nitrogen. Carbon, its varieties and properties. Carbonic Anhydride, its preparation and properties. The Chemistry of air and water. Combustion.

2. The Introductory Science Primer No. 1 by Huxley.

3. Elementary Physics. Science Primer No. 3 by Balfour Stewart to the end of page 105 (*i.e.*, omitting Electricity).

4. Agriculture by Tanner (Science Primer Series).

5. Surveying. Gunter's Chain. Calculation of areas of simple rectilinear figures. Surveying with chain and cross staff. Mode of plotting the survey.

N.B.—A plot of ground of at least 10 acres in extent should be surveyed and plotted by the class and its area calculated. The plotted survey and field book should be submitted with proper authentication by each candidate.

Those students only who pass a satisfactory examination will be permitted to enter on the second year's course.

At the end of the second year the students will be examined in the course specified below:—

Second Year's Course.

1. Chemistry. Science Primer No. 2 by Roscoe.

2. Physics. The whole of Science Primer No. 3.

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3. Agriculture. Agricultural Text-book by J. Wrightson, F.C.S.
4. Botany. Science Primer by Hooker. (Johnston's Botanical Diagrams should also be studied.)
5. Physical Geography by Professor Geikie, Science Primer No. 4.
6. Geology by Professor Geikie, Science Primer No. 5.
7. Surveying. Construction of scales. Representative fraction. Diagonal scales. Prismatic Compass. Surveying with prismatic compass and chain. Plane table. Method of plotting surveys.

N.B.—Each candidate to submit a properly authenticated survey executed with chain and compass in class and plotted by himself (with field book of the same) and also a survey executed by the aid of the plane table.

8. Voluntary subjects in which students may obtain additional certificates :—

- (1). Levelling and Surveying.

Object of Levelling. Corrections for earth's curvature and refraction. The Y and Dumpy Level and their adjustments. Levelling field book. Bench-marks. Plotting the work. The theodolite. Everest's theodolite. Precautions to be observed in using and handling a theodolite. Observing angles with the theodolite. Plotting angles by the circular protractor. Use of theodolite in Surveying.

N.B.—Each candidate to submit a properly authenticated survey in which the theodolite has been employed to take angular measurements and also a plotted section. These should be executed in class and plotted separately by each student.

- (2). Physiology (Huxley's Lessons in Elementary Physiology).

- (3). Botany. Oliver's Text-book of Indian Botany, Part I.

Students who pass the examination will obtain certificates, and an additional certificate will be given for each of the voluntary subjects.

Note—

- (1). Classes will be formed in December of each year, and the examinations will be held in December.

- (2). Boys taking up the Agricultural Course will be excused the Classical language, and, after passing the First year's course, will be excused History and Geography lessons.

- (3). Boys who pass in the examination for the second year of the Agricultural Class will be eligible for admission to the College of Science, Poona, in the lower or non-University Class.

- (4). The Principal of the College of Science will supply papers for the Annual Examination, and will class the pupils of the several schools in one list according to merit.

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GRANT-IN-AID CODE (1887).

SCHEDULE E.

STANDARDS OF EXAMINATION FOR MARATHI PRIMARY SCHOOLS.

(1).—STANDARDS FOR BOYS' SCHOOLS.

Standard for Infant Classes.

Suitable instruction in infant classes may include the following :—

- (a).—Repeating anks up to 100 and Multiplication table up to 10×10 .
- (b).—Reading the simple letters of the Bálbodh and Modi alphabets.
- (c).—Simple instruction in the form, colour, and use of common objects.
- (d).—Occasional narration by the head teacher of simple and interesting stories.
- (e).—Recitation and singing in unison of simple household songs.
- (f).—Infant drill and exercises.

Marks,

Standard I.

- 100 *1st Head*—Anks up to 100. Multiplication table up to 30×10 , and Pávki and Nimki. Use of Arithmeticon. Addition and Subtraction of numbers less than 12 to be done mentally.
- 100 *2nd Head*—Reading 1st Bálbodh Book. Recitation of the Poetry, and singing in unison. Object lessons.
- 100 *3rd Head*—Modi and Bálbodh Bārakhadya complete. Writing on black board or slate words of simple letters in Bálbodh and Modi.

Standard II.

- 100 *1st Head*—75 (a).—In addition to Standard I., Páunki, Saváyki, Didki, and Adichki, Notation and Numeration up to 1,000,000. Addition and Subtraction of numbers of not more than five figures. Multiplication and Division of similar numbers by numbers of not more than three figures.
- 25 (b).—Easy mental arithmetic involving questions in Ujalni prescribed for Standard I.
- 100 *2nd Head*—Reading 2nd Bálbodh and 1st Modi books, with understanding of the part read. The Poetry to be repeated.
- 100 *3rd Head*—50 (a).—Writing to dictation in Modi and Bálbodh 2 lines from the book read. The words to be neatly and separately written and in a bold style.
- 50 (b).—Modi large hand pustis containing at least 12 letters of the kittá to be produced.

- 100 *4th Head*—Knowledge of what a map is; the four cardinal points; the boundaries, mountains, rivers, talukas, chief towns, made-roads, railways, &c., of the Collectorate or State to be pointed out on the map.

Standard III.

- 100 *1st Head*—75 (a).—In addition to Standard II., ták, seers, mannds, páyali and annas. Reduction and four compound rules according to the English and Native systems. Native tables of money, weight, measure and capacity.
- 25 (b).—Mental arithmetic involving questions in Ujalni prescribed for Standards I. and II.
- 100 *2nd Head*—Reading third departmental book in Bálbodh and 2nd in Modi with understanding of the part read and meaning of words. Parts of speech to be understood and pointed out. The poetry in the reading book to be understood and repeated.
- 100 *3rd Head*—50 (a).—Writing to dictation in Bálbodh and Modi 3 lines from the book read.

N.B.—In all cases where Departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

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Marks.

50 (b).—Modi medium hand, pustis containing at least 20 letters of the kittá to be produced (the pustis of the previous 12 months).

100 4th Head—Definitions of geography to be learnt and understood. Geography of the Presidency, Boundaries, natural and political divisions, mountains, rivers, capital towns, ports and main roads to be pointed out on the map.

Standard IV.

(Standard after passing which boys are allowed to study English.)

100 1st Head—75 (a).—In addition to previous standards, Simple and Compound Proportion, Simple Interest and Vulgar Fractions. English tables of money, weight, measure and time.

25 (b).—Easy mental arithmetic, involving the use of Native tables in Standard III.

100 2nd Head—75 (a).—Reading the 4th Departmental Book, with understanding of the part read and meaning of words. Elementary Grammar and Simple Parsing. 150 lines of Poetry to be repeated and understood.

25 (b).—Reading Modi 3rd book or easy manuscripts from B. File.

100 3rd Head—50 (a).—Writing to dictation in Bálbodh and Modi 4 lines from the book read.

50 (b).—Modi full copy-books to be produced (small hand).

100 4th Head—50 (a).—History of the Province.

50 (b).—Knowledge of the map of India, with particular knowledge of the Bombay Presidency.

Standard V.

100 1st Head—75 (a).—In addition to Standard IV., Decimal Fractions, Compound Interest and Discount.

25 (b).—Mental Arithmetic. Harder examples.

100 2nd Head—75 (a).—Reading the 5th Departmental Book, with understanding of the subject-matter and meaning and derivations of words. Laghuvyákaran, 58 pages and Parsing. 200 lines of Poetry to be repeated and explained.

25 (b).—Reading ordinary Modi papers brought by the Examiner.

100 3rd Head—40 (a).—Writing to dictation in Bálbodh and Modi 5 lines from the book read.

60 (b).—Writing Modi current hand. A full copy-book to be shown. Modes of writing private letters, bonds, &c., to be known.

100 4th Head—50 (a).—Outlines of History of India up to A. D. 1800.

50 (b).—In addition to Standard IV., general knowledge of the maps of Asia and Europe, and some acquaintance with the physical and political geography of the countries contained in them.

Standard VI.

100 1st Head—40 (a).—Arithmetic complete.

30 (b).—Euclid Book I.

30 (c).—Native accounts.

100 2nd Head—40 (a).—Reading and explaining the 6th Departmental Book. Recitation of 300 lines of Poetry.

30 (b).—Explanation of the Poetry. Grammar with easy questions in Prosody and Etymology.

30 (c).—Reading Modi papers with fluency (papers to be brought by the Examiner).

100 3rd Head—60 (a).—Writing in current Modi an abstract or report or letter on some story or incident read or told by the Examiner, or an essay.

40 (b).—Handwriting, separation of words, and punctuation as shown in the above.

Marks.

100 4th Head—50 (a).—History of India complete, with some information about the system of Government.

50 (b).—In addition to previous standards, General Geography and Elementary Physical Geography of the world, inclusive of terms used in relation to the terrestrial globe, such as equator, poles, tropics, latitude, and longitude, and of natural phenomena, e.g., seasons, night and day, eclipses, tides, climate, rains, dew, &c. An outline map of India, with any Presidency, large province or Native State defined, or with mountains, large rivers or towns marked as named by the Examiner.

100 5th Head—Sanitary Primer.

N.B.—(1).—The teaching of the Sanitary Primer is not compulsory in aided Schools.

(2).—Theoretical Mensuration may be taken up as an optional subject (50 marks).

(ii).—STANDARDS FOR GIRLS' SCHOOLS.

The Standard for Infant Classes is the same as for Boys' Schools.

Standard I.

100 1st Head—Anks up to 100. Multiplication table up to 20×10 . Use of Arithmeticon. Addition and Subtraction of numbers less than 12 to be done mentally.

100 2nd Head—Reading 1st Bálbodh book, recitation of the Poetry in it and singing in unison. Object lessons.

100 3rd Head—Modi and Bálbodh Bārakhadya complete. Writing on black board or slate easy words of simple letters.

Standard II.

100 1st Head—In addition to Standard I, Pávki, Nimki, Páunki, Saváyki, Didki and Adichki up to 20. Notation and Numeration up to 10,000: Addition and Subtraction of numbers less than 10,000, with easy mental examples.

100 2nd Head—Reading the 2nd book in Bálbodh and the 1st 30 lessons in the Modi 1st book with understanding of the part read. The Poetry to be repeated.

100 3rd Head—Writing to dictation in Bálbodh 3 lines from the 1st book. The words to be neatly and separately written and in a bold style. Modi large hand, first 6 letters of the kittá to be brought up.

100 4th Head—Plain needle-work. Running and hemming.

Standard III.

100 1st Head—Multiplication and Division of numbers less than 10,000 by numbers less than 100, and Reduction involving the use of Native tables of money, weight, measure and capacity. Easy mental arithmetic to be solved by the aid of the Multiplication table learnt.

100 2nd Head—Reading the whole of the 3rd Departmental Book in Bálbodh and the first book in Modi with understanding of part read and meaning of words. Poetry of the third book to be understood and repeated.

100 3rd Head—Writing to dictation in Bálbodh 3 lines from the book read. A full writing book (Modi large hand) to be produced.

100 4th Head—Geography. Knowledge of what a map is. Map of the Collectorate. Boundaries, towns, rivers, mountains, &c., to be pointed out.

100 5th Head—Plain needle-work. Seaming and stitching.

Standard IV.

100 1st Head—Arithmetic. In addition to previous standards, four Compound Rules and Simple Proportion. Easy sums in mental arithmetic, involving the Native tables of money, weight, measure and capacity.

100 2nd Head—Reading first half and 100 lines of poetry of the 4th book, with understanding of part read and meaning of words. The poetry to be also repeated. Parts of speech to be understood and pointed out. Reading Modi 2nd book.

N. B.—In all cases where Departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

In Standard I needlework may be offered at option of managers, See Code, Chapter V, rule 5.

Marks.

- 100 *3rd Head*—Writing to dictation in Bálbodh and Modi 3 lines from the book read. Modi copy-book to be produced (medium-hand).
- 100 *4th Head*—Elementary geography of the Presidency, involving knowledge of its boundaries, rivers, mountains, railways, principal towns, &c. Places to be pointed out on the map.
- 100 *5th Head*—Needle-work.—Neat patch-work, consisting of hamming, back stitching and overcasting.

Standard V.

- 100 *1st Head*—75 (a).—In addition to Standard IV, Compound Proportion, Simple Interest, and Vulgar Fractions.
- 25 (b).—Mental arithmetic of previous standards with harder examples.
- 100 *2nd Head*—Reading 2nd half and 150 lines of the poetry of the 4th book, with understanding of the part read and meaning of words. Elementary Grammar and Simple Parsing. The Poetry to be repeated. Reading the 1st half of the Modi 3rd book.
- 100 *3rd Head*—Writing to dictation in Bálbodh and Modi 4 lines from the book read. Modi writing, small hand: full copy-book to be shown.
- 100 *4th Head*—50 (a)—History of Maháráshtra, 1st half.
- 50 (b)—General Geography of India, with boundaries, mountains, rivers, political divisions, capital towns, and ports, &c., to be pointed out on the map.
- 100 *5th Head*—Needle-work. In addition to previous standards, a simple article of Native dress, such as choli, parkar, bandi, &c. Knitting.

Standard VI.

- 100 *1st Head*.—75 (a).—In addition to Standard V., Decimal Fractions, Discount, and Compound Interest.
- 25 (b).—House-hold book-keeping.
- 100 *2nd Head*—75 (a).—Reading 200 pages and 200 lines of the Poetry of the 5th departmental book with understanding of the part read. Laghuvyakaran 58 pages and Parsing. The Poetry to be repeated.
- 25 (b).—Reading with fluency Modi 3rd book or ordinary manuscripts brought by the Examiner.
- 100 *3rd Head*—50 (a).—Writing to dictation 5 lines from the book read.
- 50 (b).—Writing in current Modi a simple letter. Forms of private correspondence to be known.
- 100 *4th Head*—50 (a).—History of Maháráshtra complete.
- 50 (b).—General Geography of India with particular knowledge of the Bombay Presidency.
- 100 *5th Head*.—Needle-work. Proficiency in the work mentioned in the previous standards with neatly worked button-holes. Fancy work applied to Native garments.

(iii) SPECIAL STANDARDS FOR RURAL SCHOOLS.

(Commonly called "Modi Standards.")

*The Standard for Infant Classes is the same as for Ordinary Schools.**Standard I.*

- 100 *1st Head*—Anks up to 100. Multiplication table up to 30×10 , and Pávki and Nimki. Addition and Subtraction of numbers less than 12 to be done mentally. Use of the Arithmeticon.
- 100 *2nd Head*—Reading 1st Bálbodh book, recitation of the poetry in it and singing in unison. Object lessons.

N. B.—In all cases where Departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

Marks.

- 100 *3rd Head*—Modi and Bálbodh Bārakhadya complete. Writing on black board or slate words of simple letters in Bálbodh and Modi.

Standard II.

- 100 *1st Head*—75 (a).—In addition to Standard I, Páunki, Saváyki, Didki and Adichki. Notation and Numeration up to 1,000,000. Addition and Subtraction of numbers of not more than five figures. Multiplication and Division of similar numbers by numbers of not more than three figures.
- 25 (b).—Easy mental arithmetic involving questions in Ujalni prescribed for Standard I.
- 100 *2nd Head*—Reading 2nd Bálbodh and 1st Modi books, with understanding of the part read. The Poetry to be repeated.
- 100 *3rd Head*—50 (a).—Writing to dictation in Modi and Bálbodh 2 lines from the book read. The words to be neatly and separately written and in a bold hand.
- 50 (b).—Modi large hand. A full copy-book containing all the letters of the kittá to be shown.

Standard III.

- 100 *1st Head*—75 (a).—In addition to standard II, Táik, Seers, Maunds, Páyali, and Annas. Reduction and four Compound Rules according to the English and native systems. Native tables of money, weight, measure and capacity.
- 25 (b).—Mental arithmetic involving questions in Ujalni prescribed for Standards I. and II.
- 100 *2nd Head*—Reading 2nd Modi book with understanding of the part read and meaning of words. The Poetry in the book to be understood and repeated.
- 100 *3rd Head*—Writing to dictation in Modi five lines from the book read. Modi medium hand. A full copy-book to be produced.
- 100 *4th Head*—Definitions of Geography to be learnt and understood. Knowledge of what a map is. Map of the Collectorate.

Standard IV.

- 100 *1st Head*—75 (a).—In addition to Standard III., Simple and Compound Proportion and Simple Interest.
- 25 (b).—Mental arithmetic involving questions in Native tables of weight, money, capacity, &c.
- 100 *2nd Head*—Reading 3rd Modi Book, with understanding of the part read and meaning of words. 150 lines of Poetry to be repeated and understood. Modes of writing private letters to be known.
- 100 *3rd Head*—Writing to dictation in Modi 7 lines from the book read. Modi small hand. A full copy-book to be shown.
- 100 *4th Head*—Elementary Geography of the Presidency. Boundaries, rivers, mountains, railways, principal towns, &c., to be pointed out on the map.

Standard V.

- 100 *1st Head*—40 (a).—In addition to standard IV., Compound Interest, Discount and Vulgar Fractions.
- 30 (b).—Mental arithmetic complete.
- 30 (c).—Simple book-keeping. Calculation of interest of a kháta.
- 100 *2nd Head*—Reading Modi manuscript papers from B. File or similar papers brought by the Examiner with fluency, and giving the substance of the paper read.
- 100 *3rd Head*—Writing in Modi current hand a simple letter or report on a given subject. Modes of writing private letters, bonds, &c., to be known.
- 100 *4th Head*—50 (a).—History of the Province.
- 50 (b).—General Geography of India, with boundaries, mountains, rivers, capital towns, ports and main roads to be pointed out on the map.
- 100 *5th Head*—Sanitary Primer.

N.B.—The teaching of the Sanitary Primer is not compulsory in aided Schools.

(iv).—*SPECIAL STANDARDS FOR URDU BOYS' SCHOOLS IN MARATHI DISTRICTS.

Standard for Infant Classes.

Suitable instruction in infant classes may include the following:—

- (a)—Repeating Anks up to 100 and Multiplication table up to 10×10 .
- (b)—Reading the simple letters of the Bálbodh and Urdu alphabets.
- (c)—Simple instruction in the form, colour, and use of common objects.
- (d)—Occasional narration by the head teacher of simple and interesting stories.
- (e)—Recitation and singing in unison of simple household songs.
- (f)—Infant drill and exercises.

Standard I.

Marks.

- 100 *1st Head*—Anks up to 100. Multiplication table up to 20×10 , and Pávki and Nimki. Use of Arithmeticon. Addition and Subtraction of numbers less than 12 to be done mentally.
- 100 *2nd Head*—Reading First Bálbodh and First Urdu Books. Singing in unison. Object lessons.
- 100 *3rd Head*—Bárákhadya complete. Writing on black board or slate easy words in Bálbodh and Urdu.

Standard II.

- 100 *1st Head*—In addition to Standard I, Páunki, Saváyki, Dídkí and Adichki, Notation and Numeration up to 1,000,000. Addition and Subtraction of numbers of not more than 5 figures. Multiplication and Division of similar numbers by numbers of not more than 3 figures. Easy mental Arithmetic involving questions in Ujalni prescribed for Standard I.
- 100 *2nd Head*—Reading Second Bálbodh and Second Urdu Books, with understanding of the part read. 50 lines of easy poetry, either Maráthi or Urdu, to be repeated.
- 100 *3rd Head*—Writing to dictation in Bálbodh and Urdu two lines from the book read. The words to be neatly and separately written and in a bold style. Modi alphabet and Bárákhadya complete. Writing Modi and Urdu large hand. Full copy-books to be shown.
- 100 *4th Head*—Knowledge of what a map is; the boundaries, mountains, rivers, talukás, chief towns, made-roads, railways, &c., of the Collectorate or State to be pointed out on the map.

Standard III.

- 100 *1st Head*—75 (a).—In addition to Standard II, Ták, Seers, Maunds, Páyali and Annas. Reduction and four Compound Rules. Native tables of money, weight, measure and capacity.
25 (b).—Mental Arithmetic involving questions in Ujalni prescribed for Standards I and II.
- 100 *2nd Head*—Reading Third Bálbodh and Third Urdu Books, with understanding of the part read. 100 lines of either Maráthi or Urdu poetry to be repeated and understood. Parts of speech to be pointed out, and classification of nouns in Urdu to be learnt.
- 100 *3rd Head*—Writing to dictation in Bálbodh and Urdu 3 lines from the book read. Modi and Urdu medium handwriting. Full copy-books to be shown.
- 100 *4th Head*—Definitions of Geography to be learnt and understood. Geography of the Presidency. Boundaries, Zillás, Native States, mountains, rivers, chief towns, ports, main roads and railway lines to be pointed out on the map.

* Under these standards the medium of instruction shall be the Vernacular of the District.

N.B.—In all cases where Departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

Standard IV.

(Standard after passing which boys are allowed to study English.)

Marks.

- 100 *1st Head*—75 (a).—In addition to previous standards, Simple and Compound Proportion, Simple Interest and Vulgar Fractions. English tables of money, weight, measure and time.
25 (b).—Easy mental Arithmetic involving the use of Native tables in Standard III.
- 100 *2nd Head*—75 (a).—Reading 100 pages of Bálbodh Fourth Book and Fourth Urdu Reader, with understanding of the part read and meaning of words. Elementary Grammar and Simple Parsing. 100 lines of Maráthi or Urdu poetry to be repeated and explained.
25 (b).—Reading Modi First Book and plain Urdu manuscripts.
- 100 *3rd Head*—50 (a).—Writing to dictation in Bálbodh and Urdu 4 lines from the books read.
50 (b).—Modi and Urdu small handwriting. Full copy-books to be shown.
- 100 *4th Head*—50 (a).—History of the Province.
50 (b).—General Geography of India with particular knowledge of the Bombay Presidency.

Standard V.

- 100 *1st Head*—75 (a).—In addition to Standard IV., Decimal Fractions, Compound Interest and Discount.
25 (b).—Mental Arithmetic. Harder examples.
- 100 *2nd Head*—75 (a).—Reading Modi Second Book and Holroyd's Kasas-i-Hind or Tálím-ul-Mubtadí, Part II., with explanation and parsing. Holroyd's Urdu Grammar, excluding Syntax. 100 lines of poetry, either Maráthi or Urdu, to be repeated and explained.
25 (b).—Reading ordinary manuscripts in Modi and Urdu.
- 100 *3rd Head*—50 (a).—Writing to dictation in Modi and Urdu 5 lines from the books read.
50 (b).—Modi and Urdu current handwriting. Full copy-books to be shown. Modes of writing private letters, &c., to be known.
- 100 *4th Head*—50 (a).—Outlines of History of India up to A. D. 1800.
50 (b).—In addition to Standard IV., general knowledge of the maps of Asia and Europe and some acquaintance with the physical and political geography of the countries contained in them.

Standard VI.

- 100 *1st Head*—40 (a).—Arithmetic complete.
30 (b).—Euclid Book I.
30 (c).—Native accounts.
- 100 *2nd Head*—70 (a).—Reading Modi Third Book and Akhlák-i-Káshi with explanation and parsing. Holroyd's Urdu Grammar. 150 lines of Maráthi or Urdu poetry to be repeated and explained.
30 (b).—Reading Modi and Urdu manuscripts with fluency.
- 100 *3rd Head*—60 (a).—Writing in Modi an abstract or report or letter on some story or incident read or told by the Examiner, or an essay.
40 (b).—Handwriting, separation of words and punctuation as shown in the above.
- 100 *4th Head*—50 (a).—History of India complete with some information about the system of Government.
50 (b).—Geography. (Same as in Marathi Standard VI.)
- 100 *5th Head*—Sanitary Primer.

N.B.—(1)—The teaching of the Sanitary Primer is not compulsory in aided schools.

(2)—Theoretical Mensuration may be taken up as an optional subject (50 marks).

* ALTERNATIVE STANDARDS OF EXAMINATION FOR URDU BOYS' SCHOOLS
IN MARATHI DISTRICTS.

Standard for Infant Classes.

Suitable instruction in infant classes may include the following:—

- (a).—Numeration up to 100 and Multiplication table up to 10×10 .
- (b).—Reading the letters of the alphabet.
- (c).—Simple instruction in the form, colour, and use of common objects.
- (d).—Occasional narration by the head teacher of simple and interesting stories.
- (e).—Recitation and singing in unison of simple household songs.
- (f).—Infant drill and exercises.

Standard I.

Marks.

- 100 *1st Head*—Numeration up to 100. Multiplication table up to 30×10 . Use of Arithmeticon. Addition and Subtraction of numbers less than 12 to be done mentally.
- 100 *2nd Head*—50 (a).—Reading Holroyd's Urdu Primer or Tashrih-ul-Huruf, or any other similar elementary book.
50 (b).—Writing on slate or black board the letters of the alphabet and words of two or three letters.
- 100 *3rd Head*—Bálbodh and Modi Bárakhadya.

Standard II.

- 100 *1st Head*—Notation and Numeration up to 1,000,000. The four Simple Rules. Easy mental arithmetic involving questions in Multiplication table.
- 100 *2nd Head*—50 (a).—Reading Holroyd's 1st and 2nd Urdu Readers, or Mufid-ul-Mubtadi, Part I, with understanding of the subject-matter and meaning of words.
50 (b).—Writing to dictation 2 lines from the book read. Urdu copy books (containing letters and biliteral words) to be shown.
- 100 *3rd Head*—50 (a).—Reading Bálbodh 1st Book, with understanding of the subject-matter.
50 (b).—Writing simple words in Bálbodh and Modi.

Standard III.

- 100 *1st Head*—In addition to Standard II, the four Compound Rules and Reduction involving Native tables of money, weight, measure and capacity. Mental arithmetic involving questions in Multiplication table.
- 100 *2nd Head*—50 (a).—Reading Holroyd's 3rd Urdu Reader, or Mufid-ul-Mubtadi Part II, with understanding of the subject-matter and meaning of words. The nouns and verbs to be pointed out 40 couplets of simple verse to be understood and recited.
50 (b).—Writing 4 lines from the Reading Book, slowly read once and then dictated. Copy books (fair large hand) to be shown.
- 100 *3rd Head*—50 (a).—Reading Modi 1st and Bálbodh 2nd Book, excluding poetry, with understanding of the subject-matter and meaning of words.
50 (b).—Writing in Modi and Bálbodh 2 lines (from the book read) slowly dictated word by word. Copy-books (Modi large hand) to be shown.
- 100 *4th Head*—Knowledge of what a map is; the four cardinal points; the boundaries, mountains, rivers, talukas, chief towns, made-roads, railways, &c., of the Collectorate or State to be pointed out on the map.

* The medium of instruction in Arithmetic throughout these Standards must be the Vernacular of the District.

N.B.—In all cases where Departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

Standard IV.

Marks.

- 100 *1st Head*—In addition to previous Standards, Simple Proportion and Vulgar Fractions. Mental Arithmetic involving easy Native tables.
- 100 *2nd Head*—50 (a).—Reading Holroyd's 4th Urdu Reader or Tálím-ul-Mubtadi, Part I., with explanation and easy parsing. 100 couplets of simple verse to be understood and repeated (from Mufidus-subyán Nazam, or any other easy book of poetry).
50 (b).—Writing 6 lines of prose or poetry in the books read with not more than 5 mistakes. Copy-books (medium hand) to be shown.
- 100 *3rd Head*—50 (a).—Reading Modi 2nd Book, excluding poetry, with understanding of the subject-matter and translation into Urdu.
50 (b).—Writing 4 lines to dictation from the book read, with not more than 6 mistakes. Copy-books (Modi medium hand) to be shown.
- 100 *4th Head*—Definitions of Geography to be learnt and understood. Geography of the Presidency with boundaries, natural and political divisions, mountains, rivers, capital towns, ports and main roads to be pointed out on the map.

Standard V.

- 100 *1st Head*—In addition to previous Standards, Practice, Simple Interest, Compound Proportion and Decimals.
- 100 *2nd Head*—50 (a).—Reading Holroyd's Kasas-i-Hind or Tálím-ul-Mubtadi, Part II., with explanation and parsing. Urdu Grammar (Holroyd's or any other). Accidence. 100 couplets (from Majmua-i-Sakhun, or any other similar poem) to be repeated and explained.
50 (b).—Writing the substance of a short story read out twice in the class; spelling, hand-writing, and grammar to be considered. Copy-book (small hand) to be shown.
- 100 *3rd Head*—50 (a).—Reading Modi 3rd Book, 1st half, excluding poetry, with understanding of the subject matter and translation into Urdu. Reading Modi papers (to be brought by the Examiner) in plain large hand.
50 (b).—Writing 6 lines from the book read, to dictation, with not more than 5 mistakes. Copy-books (Modi medium hand) to be shown.
- 100 *4th Head*—50 (a).—History of the Province or of the Mogul Period.
50 (b).—General knowledge of the map of India with particular knowledge of the Bombay Presidency.

Standard VI.

- 100 *1st Head*—In addition to previous Standards, Compound Interest, Discounts Stocks, Profit and Loss.
- 100 *2nd Head*—50 (a).—Reading Guldasta-i-Tahzib or Akhlák-i-Kashi with explanation and advanced parsing. Grammar (Holroyd's or any other). Syntax 200 couplets (from Majmua-i-Sakhun) to be repeated and explained.
50 (b).—Writing a letter or petition on a given subject; spelling, hand-writing and grammar to be considered. Copy-books (good current hand) to be shown.
- 100 *3rd Head*—50 (a).—Reading Modi 3rd Book, complete, excluding poetry, with explanation and translation into Urdu. Reading Modi papers in ordinary current hand.
50 (b).—Writing a letter or petition on an easy subject; spelling, hand-writing, &c., to be considered. Copy-books (small hand) to be shown.
- 100 *4th Head*—50 (a).—History of India up to 1800 A.D.
50 (b).—In addition to previous standards, general knowledge of the maps of Asia and Europe, and some acquaintance with the physical and political geography of the countries contained in them.
- 100 *5th Head*—Sanitary Primer.

N.B.—The teaching of the Sanitary Primer is not compulsory in aided Schools.

GRANT-IN-AID CODE (1887).

SCHEDULE F.

STANDARDS OF EXAMINATION FOR GUJARATI PRIMARY SCHOOLS.

(i) STANDARDS FOR BOYS' SCHOOLS.

Standards for Infant Classes.

Suitable instruction in infant classes may include the following :—

- (a)—Repeating Anks up to 100 and Multiplication table up to 10×10 .
- (b)—Reading the simple letters of the Gujarati Alphabet.
- (c)—Simple instruction in the form, colour, and use of common objects.
- (d)—Occasional narration by the head teacher of simple and interesting stories.
- (e)—Recitation and singing of simple household songs.
- (f)—Infant drill and exercises.

Standard I.

Marks.

- 100 *1st Head.*—Anks as in Deshi Hisáb, Part I., up to Saváyá inclusive. Use of the Arithmeticon.
- 100 *2nd Head.*—Reading 1st Book. Singing in unison. Object lessons.
- 100 *3rd Head.*—Bárakhadi complete. Writing the lessons read with chalk-powder and water on a board or slate.

Standard II.

- 100 *1st Head.*—In addition to Standard I.—
 - 50 (a)—Anks up to Páyá, Dháts of current coins, Seers, and Maunds.
 - 50 (b)—Numeration and Notation up to 1,000,000. Sums in the four simple rules of not more than 4 figures.
- 100 *2nd Head.*—Reading the whole of the Second and Third Books with explanation of the part read. Poetry to be repeated.
- 100 *3rd Head.*—50 (a)—Dictation of words of two syllables with compound letters in Gujarati, on slate.
 - 50 (b)—Writing large current hand. Copy Slip No. I. Full slate or copy-book to be shown.
- 100 *4th Head.*—Knowledge of a what map is, the four cardinal points, Map of Collectorate, Pránt, or State. Boundaries, sub-divisions, mountains, rivers, towns to be pointed out.

Standard III.

- 100 *1st Head.*—In addition to Standard II.—
 - 50 (a)—Anks complete, except Dhinchás and Dhaliás. Easy mental arithmetic, i.e., Deshi Hisáb, Part II. The Serám, Manikám Khándinám, Sonárupánam, and Jaminnám Lekháms.
 - 50 (b)—Four Compound Rules and Reduction (Native tables).
- 100 *2nd Head.*—Reading the whole of the Fourth Departmental Book, with understanding of the part read. 150 lines of Poetry to be repeated and explained. Parts of Speech to be pointed out.
- 100 *3rd Head.*—Gujarati Dictation of 5 lines from the book read. Writing Copy Slip No. 2. A full writing-book or slate to be shown.
- 100 *4th Head.*—50 (a)—Geography of the Presidency. boundaries, Native States, mountains, rivers, zillas, towns, ports, &c., to be pointed out on the map.
 - 50 (b)—History of Gujarát up to the end of the Rájput period.

N.B.—In all cases where departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

Standard IV.

(Standard after passing which, boys are allowed to study English.)

Marks.

100 1st Head.—In addition to Standard III.—

60 (a).—English tables of money and weight. Simple and Compound Proportion, Simple Interest and Vulgar Fractions.

40 (b).—Mental Arithmetic, *i. e.*, Rules from Deshi Hisáb, Part II., according to the Zilla, Lugadám, Ghás, Naliám, Musará, Káta, Tolbárdán, Vighám and Ghaún.

100 2nd Head.—80 (a)—Reading the whole of the Fifth Departmental Book with understanding of the part read and meaning of words. 200 lines of Poetry to be repeated and understood. Simple Parsing and the Declensions, as in any small grammar.

20 (b).—Reading a well-written manuscript.

100 3rd Head.—60 (a)—Writing to Dictation in Gujaráti and Bálbodh respectively three lines from the book read.

40 (b).—Hand-writing as in Copy-book No. 3.

100 4th Head.—50 (a)—History of India, Mahomedan Period, with special reference to the History of Gujarát.

50 (b).—Knowledge of the Map of India, with particular knowledge of the Bombay Presidency.

Standard V.

100 1st Head.—In addition to previous standards—

60 (a).—Decimals, Compound Interest and Discount.

40 (b).—Mental Arithmetic, *i. e.*, Deshi Hisáb, Part II. Revision of all the Lekháms with fractional numbers and Interest.

100 2nd Head.—70 (a)—Reading the Sixth Departmental Book with understanding of the part read and meaning of words. 250 lines of the Poetry of the book to be repeated and understood. Grammar—advanced Parsing, the Conjugations, &c., as in a small grammar. Hope's Grammar complete, except Syntax. Easy Etymology.

30 (b).—Reading an ordinary current hand (paper to be brought by the Examiner).

100 3rd Head.—40 (a)—Writing to Dictation in Gujaráti and Bálbodh respectively four lines from the book read.

20 (b).—A full writing-book (current hand) to be shown. Copy-book No. 4.

40 (c).—Writing a simple letter: Modes of writing private letters, bonds, &c., to be known.

100 4th Head.—50 (a)—Add to previous standards, History of India up to 1800.

50 (b).—Add to previous standards, maps of Asia and Europe, with general information as in previous standards. Drawing a map of the Presidency.

Standard VI.

100 1st Head.—40 (a)—Arithmetic complete.

30 (b).—Euclid Book I.

30 (c).—Native accounts.

100 2nd Head.—40 (a)—Reading and explaining the Seventh Departmental Book. Recitation of 300 lines of the Poetry.

30 (b).—Explanation of the Poetry. Grammar with easy questions in Prosody and Etymology.

30 (c).—Reading manuscripts with fluency (papers to be brought by the Examiner).

100 3rd Head.—60 (a)—Writing in current hand an abstract, or report, or letter on some story or incident read or told by the Examiner, or an essay.

Marks.

40 (b).—Hand-writing, separation of words and punctuation in the above.

100 4th Head.—50 (a)—History of India complete, with some information about the system of Government.

50 (b).—In addition to the Geography of previous standards, general Geography of the World, elementary Physical Geography. Knowledge of natural phenomena, such as the seasons, rain, dew, climate, tides, &c. An outline Map of India with any Presidency, large Province, or Native State defined, or with mountains, large rivers, and towns marked as named by the Examiner.

N.B. (1)—Theoretical Mensuration may be taken up as an optional subject (50 marks).
2)—The Sanitary Primer is a compulsory subject in every Government school teaching Vernacular Standard VI. (50 marks).

(ii).—STANDARDS FOR GIRLS' SCHOOLS.

Standard for Infant Classes.

Suitable instruction in infant classes may include the following:—

- (a). Repeating Anks up to 100 and Multiplication tables up to 10×10 .
- (b). Reading the simple letters of the Gujaráti Alphabet.
- (c). Simple instruction in the form, colour, and use of common objects.
- (d). Occasional narration by the head teacher of simple and interesting stories.
- (e). Recitation and singing of simple household songs.
- (f). Infant drill and exercises.

Standard I.

Marks.

100 1st Head.—Anks as far as 20×10 . Use of the Arithmeticon.

100 2nd Head.—First Gujaráti Book and Bárakhadi.

100 3rd Head.—Writing simple words from the First Book.

Standard II.

100 1st Head.—Anks, Páyá, Ardhá and Poná. Numeration and Notation up to 10,000. Addition and Subtraction of not more than four figures with easy mental examples.

100 2nd Head.—Reading the whole of the Second Book with explanation of the part read. Poetry to be repeated and explained. Singing in unison from the Garbávali.

100 3rd Head.—Dictation in Gujaráti of words occurring in the text-book. Writing large current hand. Copy Slip No. I.

100 4th Head.—Knowledge of what a Map is, the four cardinal points. Geography of the Collectorate or Pránt. Boundaries, sub-divisions, chief towns, rivers, and mountains to be learnt.

100 5th Head.—Needle-work.—Running and Hemming.

Standard III.

100 1st Head.—Dhátis of local Weights, Measures, and Money with easy questions to be solved mentally. The four integral Rules and Reduction. Easy examples.

100 2nd Head.—Reading the whole of the Third Book with explanation of the part read. 100 lines of Poetry from the Garbávali to be repeated and explained. Singing in unison.

100 3rd Head.—Dictation in Gujaráti of 5 lines from the book read. A full writing-book or slate to be shown. Copy Slip No. 2.

100 4th Head.—Geography of Gujarát: Boundaries, sub-divisions, chief rivers, mountains and towns.

100 5th Head.—Needle-work.—Seaming and stitching.

Standard IV.

100 1st Head.—Simple Rule of Three, Fractions, Addition and Subtraction (Native method), Lekháms of Seers, Maunds, Tolás and Gaj, not involving fractional numbers.

Marks.

- 100 *2nd Head.*—Reading the whole of the Fourth Book with explanation of the part read. 150 lines of Poetry from the Garbāvali to be repeated and explained. Singing in unison.
- 100 *3rd Head.*—Dictation in Gujarāti and Bālbodh respectively of three lines from the book read. Copy-book No. 3 to be shown.
- 100 *4th Head.*—50 (a)—Geography of the Bombay Presidency.
50 (b)—History of Gujarāt up to the Vāghelā Dynasty.
- 100 *5th Head.*—Needle-work—Neat patch-work. Hemming, back-stitching and over-casting.

Standard V.

- 100 *1st Head.*—75 (a)—Easy sums in Vulgar Fractions, and Hindu method of Fractions, Multiplication and Division.
25 (b)—Lekhāms, Maunds, Seers, Tolās and Gaj, involving fractional parts.
- 100 *2nd Head.*—Reading the whole of the Fifth Book with explanation of the part read. 200 lines of Poetry to be repeated and explained. Singing in unison. A knowledge of the Parts of Speech.
- 100 *3rd Head.*—70 (a)—Dictation in Gujarāti and Bālbodh respectively of three lines from the book read. Writing current hand; a full copy-book to be shown. Copy-book No. 4.
30 (b)—Writing a short letter.
- 100 *4th Head.*—50 (a)—General Geography of India with boundaries, mountains, rivers, political divisions, capital towns, and ports to be pointed out on the map.
50 (b)—History of India up to the end of Mahomedan Period, with special reference to the History of Gujarāt.
- 100 *5th Head.*—Needle-work—Cutting out and making a simple article of native dress, such as choli, bandi, &c., and easy knitting.

Standard VI.

- 100 *1st Head.*—In addition to Standard V.—
75 (a)—Compound Proportion, Compound Interest and Decimal Fractions.
25 (b)—Household Book-keeping according to the prescribed form.
- 100 *2nd Head.*—75 (a)—Reading whole of the Sixth Book with explanation of the part read. 200 lines of Poetry to be repeated and understood. Simple Parsing, Declensions, and Conjugations.
25 (b)—Reading ordinary manuscripts brought by the Examiner.
- 100 *3rd Head.*—75 (a)—Composition on an easy subject.
25 (b)—Writing current-hand; a full copy-book to be shown. Copy-book No. 4.
- 100 *4th Head.*—50 (a) General Geography of the World (easy questions).
50 (b) General History of India (easy questions).
- 100 *5th Head.*—Needle-work—Proficiency in the work of the previous standards, with neatly worked button-holes; embroidery and fancy-work as applied to native garments.

(iii)—SPECIAL STANDARDS FOR RURAL SCHOOLS.

Standard for Infant Classes.

Suitable instruction in infant classes may include the following:—

- Repeating Anks up to 100 and Multiplication table up to 10×10 .
- Reading the simple letters of the Gujarāti Alphabet.
- Simple instruction in the form, colour and use of common objects.
- Occasional narration by the head teacher of simple and interesting stories.
- Recitation and singing of simple household songs.
- Infant drill and exercises.

N.B.—In all cases where departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

Marks.

Standard I.

- 100 *1st Head.*—Anks as in Deshi Hisāb up to Hadiās, excepting Ektrisa. Palākhāns should be readily answered. Use of the Arithmeticon.
- 100 *2nd Head.*—First Book complete. Singing simple songs. Object lessons.
- 100 *3rd Head.*—Writing on board or slate with a reed-pen, Gujarāti Alphabet and Bārākhadi and words occurring in the First Book.

Standard II.

- 100 *1st Head.*—In addition to Standard I.—
40 (a) Anks, Uthā, Pāyā, Ardhā, Ponā.
60 (b) Numeration and Notation up to 1,000,000. The Addition and Subtraction of numbers of not more than five figures. Easy examples in Addition and Subtraction to be done mentally. Multiplication and Division by numbers of not more than three figures.
- 100 *2nd Head.*—Reading the Second Book complete with understanding of the part read. Poetry to be repeated.
- 100 *3rd Head.*—50 (a) Dictation in Gujarāti of words from the lessons read.
50 (b) Writing large current hand on slate, or board, with a reed-pen from a copy set by the Teacher.

Standard III.

- 100 *1st Head.*—In addition to Standard II.—
60 (a) Dhāts of current coins, current weights, and other Native tables Lekhāms, Seriām, Manikām, Khāndinām, Sonā Rupānām. Reduction. The four Compound Rules involving Native tables of money, weight, measure and capacity, and easy sums in the Addition and Subtraction of An Pān.
40 (b) Easy sums of Multiplication and Division which can be worked mentally by the Anks.
- 100 *2nd Head.*—Reading the Third Book complete with explanation of the part read. Poetry lessons to be repeated and explained.
- 100 *3rd Head.*—50 (a) Dictation in current Gujarāti hand, of five lines, from the lessons read. Learning to read Bālbodh Alphabet and Bārākhadi.
50 (b) Writing, in ink, a large current hand.
- 100 *4th Head.*—Geography of the Zilla or Agency (from a map).

Standard IV.

- 100 *1st Head.*—In addition to Standard III.—
50 (a) Multiplication and Division of A'n Pān, Simple Rule of Three, and Simple Interest.
50 (b) Mental Arithmetic, Desi Hisāb, Part II, pages 1—26 (according to local wants) with Ghās and Musārā.
- 100 *2nd Head.*—70 (a) Reading of the Fourth Book complete with understanding of the part read. 100 lines of Poetry to be repeated and explained, pieces of different metres being selected.
(b) Reading, in fairly-written current hand, of letters, petitions, and reports.
- 100 *3rd Head.*—50 (a) Dictation of five lines in current Gujarāti from the book read.
50 (b) Writing letters—અભિ-લાગળ, ફક્ત, માત્ર અપરના લાગળ, &c., in a fair hand: full copy-book to be shown.
- 100 *4th Head.*—Geography of Gujarāt, including Kāthiāwār and Cutch (from a map).

Standard V.

- 100 *1st Head.*—In addition to Standard IV.—
40 (a) Harder examples in Simple and Compound Proportion, Simple and Compound Interest, and Proportional Parts, Measurement of Land (by acre, gunthā).

N.B.—In all cases where departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

Marks.

- 25 (b) Mental Arithmetic—all preceding Lekhāms, now involving fractional numbers; Lekhāms of Tolbārdān and Vyāj.
- 35 (c) Calculation of interest of a Khātā, knowledge of the forms Rojmel and Khātāvahi.
- 100 2nd Head.—70 (a) Reading Fifth Book complete with explanation of the part read. 100 lines of Poetry to be repeated and explained.
- 30 (b) Reading rough current hand.
- 100 3rd Head.—40 (a) Dictation of five lines in current hand from the book read.
- 60 (b) A knowledge of forms of agreements (to be written in ink in good current hand.) ગણિત, વેચાણ, કારગતી, ગણિતનાં, વસીયતનાં, પાવતી, કરમગી, કાંધા, ઇમરપટલ.
- 100 4th Head.—Geography of India (from a map).

(iv.)—*SPECIAL STANDARDS FOR URDU BOYS' SCHOOLS IN GUJARAT.

Standard for Infant Classes.

Suitable instruction in infant classes may include the following :—

- Repeating Anks up to 100, and Multiplication table up to 10×10 .
- Reading the Gujarāti and Urdu Alphabets.
- Simple instruction in the form, colour and use of common objects.
- Occasional narration by the head teacher of simple and interesting stories.
- Recitation and singing of simple household songs.
- Infant drill and exercises.

Standard I.

- 100 1st Head.—Multiplication table up to 20×10 , fractional tables of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and $2\frac{1}{2}$. Use of the Arithmeticon.
- 100 2nd Head.—Reading 1st Gujarāti and 1st Urdu Books.
- 100 3rd Head.—Bārākhadi complete. Writing words with chalk-powder and water on a board or slate.

Standard II.

- 100 1st Head.—In addition to Standard I.—
- Dhāts of current coins, seers and maunds. Numeration and Notation up to 1,000,000. Sums in 4 simple rules of not more than four figures.
- 100 2nd Head.—Reading the 2nd and half the 3rd Gujarāti Books, and the 2nd Book of the Urdu series; 50 lines of easy poetry, either Gujarāti or Urdu, to be repeated.
- 100 3rd Head.—Easy dictation of not more than two lines from any of the books read. Writing Gujarāti and Urdu in the large current hand. Full copy-books to be shown.
- 100 4th Head.—Knowledge of what a map is. Map of the Collectorate, Prānt or State; boundaries, sub-divisions, mountains, rivers, towns and made roads, to be pointed out.

Standard III.

- 100 1st Head.—In addition to Standard II.—
- 60 (a).—Four Compound Rules, and Reduction (Native tables).
- 40 (b).—Easy Mental Arithmetic, i.e., Desi Hisāb, Part II. The Seriām, Manikām, and Khāndinām Lekhāms.
- 100 2nd Head.—Reading the Fourth Gujarāti Book, and half of the Urdu Third Book with understanding of the part read, 100 lines of either Gujarāti or Urdu Poetry to be repeated and explained. Parts of Speech to be pointed out, and the classification of nouns in Urdu.

* Under these Standards the medium of instruction shall be the Vernacular of the District.
N.B.—In all cases where departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

Marks.

- 100 3rd Head.—Writing to dictation four lines of Urdu and Gujarāti respectively from the book read. Medium hand-writing; full copy-books in Gujarāti and Urdu to be shown.
- 100 4th Head.—Geography of the Presidency; Boundaries, Native States, zillas, chief towns, rivers, mountains and railways to be pointed out on the map

Standard IV.

(Standard after passing which boys are allowed to study English.)

- 100 1st Head.—In addition to Standard III.—
- 60 (a).—English money tables. Simple and Compound Proportion, Simple Interest and Vulgar Fractions.
- 40 (b).—Mental Arithmetic, i.e., Rules from Desi Hisāb, Part II., according to the Zillah or Prānt, Lugadām, Ghās. Naliām Musārā, Kāta, Tolbārdān, Vighām and Ghaun.
- 100 2nd Head.—75 (a).—Reading half of the 5th Gujarāti Book, and the 4th Urdu Book with understanding of the part read. 100 lines of either Gujarāti or Urdu Poetry to be repeated and explained. Simple parsing and the declensions, as in any small grammar.
- 25 (b).—Reading a well-written paper, Urdu and Gujarāti.
- 100 3rd Head.—50 (a).—Writing to dictation in Gujarāti and Urdu respectively, four lines from the book read.
- 50 (b).—Current hand-writing. Full copy-books in Gujarāti and Urdu to be shown.
- 100 4th Head.—50 (a).—History of India, Mahomedan Period, with special reference to the History of Gujarāt.
- 50 (b).—Geography. In addition to Standard III., Map of India with a knowledge of the principal political divisions, and the chief mountain ranges, rivers, towns and railways.

Standard V.

- 100 1st Head.—In addition to previous Standards—
- 75 (a).—Decimals, Compound Interest and Discount.
- 25 (b).—Mental arithmetic, i.e., Desi Hisāb, Part II., Revision of all the Lekhāms, with fractional numbers, and Interest.
- 100 2nd Head.—75 (a).—Reading the Gujarāti 6th Book, and half of the Akhlāk-i-Kāshi with understanding of the part read. 100 lines of Poetry from the Urdu translation of Shāhnāma to be repeated and explained. Holroyd's Urdu Grammar, excluding Syntax.
- 25 (b).—Reading an ordinary current hand paper in Gujarāti or Urdu.
- 100 3rd Head.—Writing a letter or petition in Urdu and Gujarāti on a simple subject (writing, spelling, punctuation and grammar to be considered). A fair note-book or exercise-book to be shown in Urdu and Gujarāti.
- 100 4th Head.—50 (a).—History of India up to 1761.
- 50 (b).—Geography of Asia and Europe, knowledge of the countries, chief towns and principal rivers and mountains. An Outline Map of India to be drawn.

Standard VI.

- 100 1st Head.—40 (a).—Arithmetic complete.
- 30 (b).—Euclid Book I.
- 30 (c).—Native accounts. Book-keeping, Rojmel and Vārovāria Vyāj.
- 100 2nd Head.—70 (a).—Reading the Gujarāti Seventh Book and Urdu Akhlāk-i-Kāshi complete with explanation of the part read, 200 lines of Poetry from the Urdu translation of the Shāhnāma, Holroyd's Urdu Grammar complete.
- 30 (b).—Reading manuscripts with fluency.

Marks.

- 100 *3rd Head.*—60 (a)—Writing in Gujaráti, an abstract or report or letter on some story or incident read or told by the Examiner, or an Essay.
- 40 (b)—Hand-writing, separation of words and punctuation, as shown in the above.
- 100 *4th Head.*—50 (a)—History of India complete with some information about the system of Government.
- 50 (b)—In addition to the geography of previous standards, general Geography of the World, Elementary Physical Geography, knowledge of natural phenomena, such as the seasons, rain, dew, climate, tides, &c. An Outline Map of India, with any Presidency, large Province, or Native State defined, or with mountains, large rivers, and towns marked, as named by the Examiner.

N.B.—(1)—Theoretical Mensuration may be taken up as an optional subject (50 marks).

(2)—The Sanitary Primer is a compulsory subject in every Government school teaching Vernacular Standard VI. (50 marks).

(Form No. Ed. 113 E.)

GRANT-IN-AID CODE (1887).

SCHEDULE G.

STANDARDS OF EXAMINATION FOR KÁNARESE PRIMARY SCHOOLS.

(i) —STANDARDS FOR BOYS' SCHOOLS.

Standard for Infant Classes.

Suitable instruction in infant classes may include the following :—

- (a).—Repeating anks up to 100 and Multiplication Table up to 10×10 .
- (b).—Reading the simple letters of the Kánarese alphabet.
- (c).—Simple instruction on the form, color, and use of common objects.
- (d).—Occasional narration by the head teacher of simple and interesting stories.
- (e).—Recitation and singing in unison of simple household songs.
- (f).—Infant drill and exercises.

Standard I.

Marks.

- 100 *1st Head*—Anks up to 100. Multiplication Table up to 20×10 and Pávki and Nimki. Use of Arithmeticon. Addition and Subtraction of numbers less than 12 to be done mentally.
- 100 *2nd Head*—Reading first book. Singing in unison. Object lessons.
- 100 *3rd Head*—Bárákhadya complete. Writing on black board or slate in a bold hand words of simple letters from the First Book.

Standard II.

- 100 *1st Head 75*—(a)—In addition to Standard I., Páunki, Saváyki, Didki, and Adiehki up to 50. Notation and Numeration up to 1,000,000. Addition and Subtraction of numbers of not more than five figures. Multiplication and Division of similar numbers by numbers of not more than three figures.
- 25 (b).—Easy mental arithmetic involving questions in Ujalni prescribed for Standard I.
- 100 *2nd Head 40*—(a).—Reading Second Book with understanding of the part read and meaning of words.
- 30 (b).—The first four lessons from the First Book of Poetry to be repeated and understood.
- 30 (c).—Reading large and plain Kánarese manuscripts or Modi First Book.
- 100 *3rd Head 50*—(a).—Writing to dictation in a bold hand four lines from the Second Reading Book.
- 50 (b).—Writing large hand. Full copy-books to be shown.
- 100 *4th Head*—Knowledge of what a map is. Map of the Collectorate or State. Boundaries, mountains, rivers, talukas, principal towns, made roads and railways to be pointed out on the Map.

Standard III.

- 100 *1st Head 75*—(a).—In addition to Standard II., ták, seers, maunds and annas. Reduction and the four compound Rules. Native tables of money, weight, measure, capacity and time.
- 25 (b).—Mental Arithmetic involving the use of Multiplication Tables prescribed in Standards I. and II.

N.B.—In all cases where departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

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Marks.

- 100 2nd Head 40—(a).—Reading Third Book with understanding of the part read and meaning of words. Parts of speech to be defined and distinguished.
- 30 (b).—First Book of Poetry. Lessons 5 to 10 to be repeated and understood.
- 30 (c).—Reading plain manuscripts or Modi Second Book.
- 100 3rd Head 50—(a).—Writing medium hand. Full copy-books to be shown.
- 50 (b).—Writing to dictation in a bold hand five lines from the Third Reading Book.
- 100 4th Head—Definitions of Geography to be learnt and understood. Geography of the Presidency. Boundaries, Natural and Political Divisions, Native States, mountains, rivers, towns, ports and main roads to be pointed out on the Map.

Standard IV.

(Standard after passing which boys are allowed to study English.)

- 100 1st Head 75—(a).—Simple and Compound Proportion, Simple Interest and Vulgar Fractions. English tables of money, weight, measure and time.
- 25 (b).—Easy mental arithmetic involving the use of Native tables in Standard III.
- 100 2nd Head 40—(a).—Reading Fourth Book with understanding of the part read and meaning of words. Laghuvyākaran and Simple Parsing.
- 30 (b).—First Book of Poetry to be read and understood. Lessons 11 to 20 to be repeated.
- 30 (c).—Reading legible manuscripts, or the Modi Third Book.
- 100 3rd Head 50 (a).—Writing small hand. Full copy-books to be shown.
- 50 (b).—Writing to dictation five lines from the Fourth Reading Book.
- 100 4th Head 50 (a).—History of the Province of Karnatak.
- 50 (b).—Knowledge of the map of India, with particular knowledge of the Bombay Presidency.

Standard V.

- 100 1st Head 75—(a).—In addition to Standard IV., Decimal Fractions, Compound Interest, Profit and Loss and Discount.
- 25 (b).—Mental arithmetic with harder examples.
- 100 2nd Head 40—(a).—Reading Fifth Book with understanding of the subject-matter and meaning of words. Shālavāyākaran (excluding Prosody), with Parsing. Etymology Part II (Kānarese roots).
- 30 (b).—Second Book of Poetry. Lessons 1 to 14 to be repeated and understood.
- 30 (c).—Reading ordinary manuscripts in Kānarese or Modi.
- 100 3rd Head 60 (a).—Writing a bold current hand. Full copy books to be shown. Modes of writing private letters, bonds, &c., to be known.
- 40 (b).—Writing to dictation five-lines from the book read.
- 100 4th Head 50—(a).—Add to Standard IV., History of India up to 1800.
- 50 (b).—Add to Standard IV., general knowledge of the maps of Asia and Europe and some acquaintance with the physical and political Geography of the countries contained in them.

Standard VI.

- 100 1st Head 40—(a).—Arithmetic complete.
- 30 (b).—Euclid Book I.
- 30 (c).—Native Accounts.
- 100 2nd Head 40—(a).—Reading and explaining the Sixth Book. Recitation of 300 lines of Poetry not previously read (Second Book of Poetry).
- 30 (b).—Explanation of the Poetry. Grammar, with easy questions in Prosody and Etymology.
- 30 (c).—Reading official manuscripts with fluency (papers to be brought by the Examiner).

Marks.

- 100 3rd Head 60—(a).—Writing in current hand an abstract or report or letter on some story or incident related by the Examiner, or an essay.
- 40 (b).—Hand-writing, separation of words and punctuation of sentences as shown in the above.
- 100 4th Head 50—(a).—History of India complete with some information about the system of Government.
- 50 (b).—In addition to previous standards, General Geography and Elementary Physical Geography of the world, inclusive of terms used in relation to the terrestrial globe, such as equator, poles, tropics, latitude, and longitude; and of natural phenomena, e.g., seasons, night and day, eclipses, tides, climate, rain, dew, &c. An Outline Map of India, with any Presidency, large Province, or Native State defined, or with mountains, large rivers, or towns marked as named by the Examiner.

- N.B.—(1). Theoretical Mensuration may be taken up as an optional subject (50 marks).
- (2). The Sanitary Primer is a compulsory subject in every Government school teaching Vernacular Standard VI (50 marks).

(ii).—STANDARDS FOR GIRLS' SCHOOLS.

The Standard for Infant Classes is the same as for Boys' Schools.

Standard I.

- 100 1st Head—Anks up to 100. Multiplication Table up to 20×10 . Use of Arithmeticon. Addition and Subtraction of numbers less than 12 to be done mentally.
- 100 2nd Head—Reading First Book with meaning of words. Singing in Unison. Object lessons.
- 100 3rd Head—Bārākhadya complete. Writing words of simple letters in a bold hand on black board or slate.

Standard II.

- 100 1st Head—In addition to Standard I, Pāvki, Nimki, Pāunki, Savāyki, Didki and Adichki up to 20. Notation and Numeration up to 10,000: Addition and Subtraction of numbers less than 10,000 with easy mental examples.
- 100 2nd Head—Reading the Second Book with understanding of the part read and meaning of words. First four lessons from the First Book of Poetry to be repeated and understood.
- 100 3rd Head—Writing to dictation four lines from the Reading Book. The words to be neatly and separately written, and in a bold hand. Writing large hand. Full copy-books to be shown.
- 100 4th Head—Plain needle-work, running and hemming.

Standard III.

- 100 1st Head.—Multiplication and Division of numbers less than 10,000 by numbers less than 100, and Reduction involving the use of Native tables of money, weight, measure and capacity. Easy mental arithmetic to be solved by the aid of the Multiplication tables learnt.
- 100 2nd Head—Reading Third Book with understanding of the part read and meaning of words. The First Book of Poetry. Lessons 5 to 9 to be repeated and understood.
- 100 3rd Head—Writing to dictation in a bold hand four lines from the book read. Writing large medium hand. Full copy-books to be shown.
- 100 4th Head—Geography, knowledge of what a map is. Map of the Collectorate. Boundaries, towns, rivers, mountains, &c., to be pointed out.
- 100 5th Head—Plain needle-work. Seaming and Stitching.

Standard IV.

- 100 1st Head—In addition to Standard III, four Compound Rules and Simple Proportion. Easy sums in mental arithmetic involving the use of Native tables in Standard III.

N.B.—In all cases where departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

Marks.

- 100 2nd Head—Reading Fourth Book with understanding of the part read and meaning of words. Parts of speech to be pointed out. First Book of Poetry. Lessons 10 to 14 to be repeated and understood.
- 100 3rd Head—Writing to dictation four lines from the book read. Writing small medium hand. Full copy-books to be shown.
- 100 4th Head—Elementary Geography of the Presidency, involving knowledge of its boundaries, rivers, mountains, railways, principal towns, &c. Places to be pointed out on the map.
- 100 5th Head—Needle-work. Neat patch-work consisting of hemming, back-stitching and over-casting.

Standard V.

- 100 1st Head 75—(a)—In addition to Standard IV, Compound Proportion, Simple Interest and Vulgar Fractions.
- 25 (b)—Mental arithmetic with harder examples.
- 100 2nd Head—Reading the first half of the Fifth Book and the First Book of Poetry complete with understanding of the part read and meaning of words. Elementary Grammar and Simple Parsing. Lessons 15 to 20 of the Poetry Book to be repeated. Reading easy manuscripts.
- 100 3rd Head—Writing to dictation four lines from the book read. Writing small hand. Full copy-books to be shown.
- 100 4th Head 50—(a)—History of the Province of Karnatak.
- 50 (b)—General Geography of India, with boundaries, mountains, rivers, political divisions, capital towns, and ports to be pointed out on the map.
- 100 5th Head—Needle-work. In addition to previous standards, a simple article of native dress, such as a Choli, Parkar, or bandi. Knitting in wool.

Standard VI.

- 100 1st Head 75—(a)—In addition to Standard V., Decimal Fractions, Discount, Profit and Loss, and Compound Interest.
- 25—(b)—House-hold book-keeping.
- 100 2nd Head 75—(a)—Reading the second half of the Fifth Book with understanding of the part read and meaning of words. Revision of Laghu-vyākaran and Parsing. Second Book of Poetry. Lessons 10 to 15 to be repeated and understood.
- 25 (b)—Reading with fluency current hand manuscripts.
- 100 3rd Head 50—(a)—Writing to dictation five lines from the book read.
- 50 (b)—Writing in current hand a simple letter. Forms of private correspondence to be known.
- 100 4th Head—50—(a)—Outline History of India up to 1800.
- 50 (b)—General Geography of India with particular knowledge of the Bombay Presidency.
- 100 5th Head—Needle-work. Proficiency in the work mentioned in the previous Standards, with neatly worked button holes. Fancy work applied to Native garments.

(iii).—*SPECIAL STANDARDS FOR URDU BOYS' SCHOOLS IN KÁNARESE DISTRICTS.

Standard for Infant Classes.

Suitable instruction in infant classes may include the following:—

- (a)—Repeating anks up to 100 and Multiplication table up to 10×10 .
- (b)—Reading the simple letters of the Kánarese and Urdu Alphabets.
- (c)—Simple instruction in the form, colour and use of common objects.
- (d)—Occasional narration by the head teacher of simple and interesting stories.
- (e)—Recitation and singing in unison of simple household songs.
- (f)—Infant drill and exercises.

Marks.

Standard I.

- 100 1st Head.—Anks up to 100. Multiplication table up to 20×10 , and Pávki and Nimki. Use of Arithmeticon. Addition and Subtraction of numbers less than 12 to be done mentally.

* Under these standards the medium of instruction shall be the Vernacular of the District.

Marks.

- 100 2nd Head—Reading First Kánarese and First Urdu Books. Object lessons.
- 100 3rd Head—Bárakhadya complete. Writing on black board or slate easy words in Kánarese and Urdu.

Standard II.

- 100 1st Head—In addition to Standard I, Páunki, Saváyki, Didki, and Adichki up to 50. Notation and Numeration up to 1,000,000. Addition and Subtraction of numbers of not more than five figures. Multiplication and Division of similar numbers by numbers of not more than three figures. Easy mental Arithmetic, involving questions in Ujalni prescribed for Standard I.
- 100 2nd Head—Reading Second Kánarese and Second Urdu Books, with understanding of the part read and meaning of words. Fifty lines of easy Poetry, Kánarese or Urdu to be repeated.
- 100 3rd Head—Writing to dictation in a bold hand in Kánarese and Urdu two lines from the books read. Writing Kánarese and Urdu large hand. Full copy-books to be shown.
- 100 4th Head—Knowledge of what a map is. Map of the Collectorate or State. Boundaries, mountains, rivers, talukas, made roads, railways and principal towns to be pointed out on the map.

Standard III.

- 100 1st Head 75—(a).—In addition to Standard II, ták, seers, maunds and annas. Reduction and the four compound rules. Native tables of money, weight, measure and capacity.
- 25—(b).—Mental Arithmetic involving questions in Ujalni prescribed for Standards I and II.
- 100 2nd Head—Reading Third Kánarese and Third Urdu Books, with understanding of the part read and meaning of words. One hundred lines of either Kánarese or Urdu Poetry to be repeated and explained. Parts of speech to be pointed out, and classification of Nouns in Urdu to be learnt.
- 100 3rd Head—Writing to dictation in Kánarese and Urdu three lines from the books read. Kánarese and Urdu medium handwriting. Full copy-books to be shown.
- 100 4th Head—Definitions of Geography to be learnt and understood. Geography of the Presidency. Boundaries, zillas, Native States, mountains, rivers, chief towns, ports and main roads to be pointed out on the map.

Standard IV.

(Standard after passing which boys are allowed to study English.)

- 100 1st Head 75—(a).—Simple and Compound Proportion, Simple Interest and Vulgar Fractions.
- 25—(b).—Easy mental Arithmetic, involving the use of Native tables in Standard III.
- 100 2nd Head 75—(a).—Reading Kánarese Fourth and Urdu Fourth Books, with understanding of the part read and meaning of words. Elementary Grammar and Simple Parsing. One hundred lines of Kánarese or Urdu poetry to be repeated and explained.
- 25—(b).—Reading plain manuscripts in Kánarese and Urdu.
- 100 3rd Head 50—(a).—Writing to dictation in Kánarese and Urdu four lines from the books read.
- 50—(b).—Kánarese and Urdu small handwriting. Full copy-books to be shown.
- 100 4th Head 50—(a).—History of the Province.
- 50—(b).—General Geography of India with particular knowledge of the Bombay Presidency.

N.B.—In all cases, where departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

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Standard V.

Marks.

- 100 1st Head 75—(a).—In addition to Standard IV., Decimal Fractions, Compound Interest and Discount.
25—(b).—Mental Arithmetic. Harder examples.
- 100 2nd Head 75—(a).—Reading Fifth Kánarese Book and Holroyd's Kasas-i-Hind or Tálim-ul-Mubtadi, Part II, with explanation and parsing. Holroyd's Urdu Grammar, excluding Syntax. One hundred lines of poetry, either Kánarese or Urdu, to be repeated and explained.
25—(b).—Reading ordinary manuscripts in Kánarese and Urdu.
- 100 3rd Head 50—(a).—Writing to dictation in Kánarese and Urdu five lines from the books read.
50—(b).—Kánarese and Urdu current handwriting. Full copy-books to be shown. Modes of writing private letters, &c., to be known.
- 100 4th Head 50—(a).—Outline History of India up to A.D. 1800.
50—(b).—In addition to Standard IV, general knowledge of the maps of Asia and Europe, and some acquaintance with the physical and political Geography of the countries contained in them.

Standard VI.

- 100 1st Head 40—(a).—Arithmetic, complete.
30—(b).—Euclid Book I.
30—(c).—Native accounts.
- 100 2nd Head 70—(a).—Reading Sixth Kánarese Book and Akhlák-i-Kashí, with explanation and parsing. Holroyd's Urdu Grammar, complete. One hundred and fifty lines of Kánarese or Urdu poetry to be repeated and explained.
30—(b).—Reading Kánarese and Urdu manuscripts with fluency.
- 100 3rd Head 60—(a).—Writing in Kánarese an abstract or report or letter on some story or incident read or told by the Examiner, or an essay.
40—(b).—Handwriting, separation of words and punctuation as shown in the above.
- 100 4th Head 50—(a).—History of India, complete, with some information about the system of Government.
50—(b).—In addition to previous standards, General Geography and Elementary Physical Geography of the world, inclusive of terms used in relation to the terrestrial globe, such as equator, poles, tropics, latitude and longitude; and of natural phenomena, e.g., seasons, night and day, eclipses, tides, climate, rain, dew, &c. An outline Map of India, with any Presidency, large Province or Native State defined, or with mountains, large rivers or towns marked as named by the Examiner.

N.B.—(1). Theoretical Mensuration may be taken up as an optional subject (50 marks).
(2). The Sanitary Primer is a compulsory subject in every Government school teaching Vernacular Standard VI. (50 marks).

(iv).—*ALTERNATIVE STANDARDS OF EXAMINATION FOR URDU BOYS' SCHOOLS IN KÁNARESE DISTRICTS.

Standard for Infant Classes.

Suitable instruction in infant classes may include the following:—

- (a).—Numeration up to 100 and Multiplication table up to 10×10 .
(b).—Reading the letters of the Alphabet.
(c).—Simple instruction in the form, colour, and use of common objects.
(d).—Occasional narration by the head teacher of simple and interesting stories.
(e).—Recitation and singing in unison of simple household songs.
(f).—Infant drill and exercises.

N.B.—In all cases where departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

* The medium of instruction in arithmetic throughout these Standards must be the Vernacular of the District.

Standard I.

Marks

- 100 1st Head—Numeration up to 100. Multiplication table up to 30×10 . Use of Arithmeticon. Addition and Subtraction of numbers less than 12 to be done mentally.
- 100 2nd Head 50—(a).—Reading Holroyd's Urdu Primer or Tashrih-ul-Huruf, or any other similar elementary book.
50—(b).—Writing on slate or black board the letters of the alphabet and words of two or three letters.
- 100 3rd Head—Kánarese bārakhadya.

Standard II.

- 100 1st Head—Notation and Numeration up to 1,000,000. The four simple rules. Easy mental Arithmetic involving questions in Multiplication table.
- 100 2nd Head 50—(a).—Reading Holroyd's 1st and 2nd Urdu Readers or Mufid-ul-Mubtadi, Part I., with understanding of the subject-matter and meaning of words.
50—(b).—Writing to dictation 2 lines from the books read. Urdu copy books (containing letters and biliteral words) to be shown.
- 100 3rd Head 50—(a).—Reading Kánarese 1st Book, with understanding of the subject-matter.
50—(b).—Writing simple words in Kánarese.

Standard III.

- 100 1st Head—In addition to Standard II., the four compound rules and Reduction involving Native tables of money, weight, measure, and capacity. Mental arithmetic involving questions in Multiplication table.
- 100 2nd Head 50—(a).—Reading Holroyd's 3rd Urdu Reader or Mufid-ul-Mubtadi Part II., with understanding of the subject-matter and meaning of words. The nouns and verbs to be pointed out. 40 couplets of simple verse to be understood and recited.
50—(b).—Writing 4 lines from the Reading Book, slowly read once and then dictated. Copy-books (fair large hand) to be shown.
- 100 3rd Head 50—(a).—Reading Kánarese 2nd Book, excluding Poetry, with understanding of the subject-matter and meaning of words.
50—(b).—Writing in Kánarese 2 lines (from the book read) slowly dictated word by word. Copy-books (Kánarese large hand) to be shown.
- 100 4th Head—Knowledge of what a map is; the four cardinal points; the boundaries, mountains, rivers, talukas, chief towns, made-roads, railways, &c., of the Collectorate or State to be pointed out on the map.

Standard IV.

- 100 1st Head—In addition to previous Standards, Simple Proportion and Vulgar Fractions. Mental arithmetic involving easy Native tables.
- 100 2nd Head 50—(a).—Reading Holroyd's 4th Urdu Reader or Tálim-ul-Mubtadi, Part I., with explanation and easy parsing. 100 couplets of simple verse to be understood and repeated (from Mufidus-subyán Nazm or any other easy book of poetry).
50—(b).—Writing 6 lines of prose or poetry from the book read with not more than 5 mistakes. Copy-books (medium hand) to be shown.
- 100 3rd Head 50—(a).—Reading Kánarese 3rd Book, excluding Poetry, with understanding of the subject-matter and translation into Urdu.
50—(b).—Writing 4 lines to dictation from the book read, with not more than 6 mistakes. Copy-books (Kánarese medium hand) to be shown.
- 100 4th Head—Definitions of Geography to be learnt and understood. Geography of the Presidency with boundaries, natural and political divisions, mountains, rivers, capital towns, ports and main roads to be pointed out on the map.

Standard V.

Marks.

- 100 *1st Head.*—In addition to previous Standards, Practice, Simple Interest, Compound Proportion and Decimals.
- 100 *2nd Head* 50—(a)—Reading Holroyd's *Kasas-i-Hind* or *Tālim-ul-Mūbtadi*, Part II., with explanation and parsing. Urdu Grammar (Holroyd's or any other). Accidence. 100 couplets (from *Majmū'a-i-Sakhun* or any other similar poem) to be repeated and explained.
- 50—(b)—Writing the substance of a short story read out twice in the class; spelling, hand-writing, and grammar to be considered. Copy-books (small hand) to be shown.
- 100 *3rd Head* 50—(a)—Reading Kánarese 4th Book, excluding Poetry, with understanding of the subject-matter and translation into Urdu. Reading Kánarese papers (to be brought by the Examiner) in plain large hand.
- 50—(b)—Writing 6 lines from the book read, to dictation, with not more than 5 mistakes. Copy-books (Kánarese medium hand) to be shown.
- 100 *4th Head* 50—(a)—History of the Province or of the Mogul Period.
- 50—(b)—General knowledge of the map of India with particular knowledge of the Bombay Presidency.

Standard VI.

- 100 *1st Head.*—In addition to previous standards, Compound Interest, Discount, Stocks, Profit and Loss.
- 100 *2nd Head* 50—(a)—Reading *Guldasta-i-Tahzib* or *Akhlāk-i-Kashi* with explanation and advanced parsing. Grammar (Holroyd's or any other) Syntax. 200 couplets (from *Majmū'a-i-Sakhun*) to be repeated and explained.
- 50—(b)—Writing a letter or petition on a given subject; spelling, hand-writing and grammar to be considered. Copy-books (good current hand) to be shown.
- 100 *3rd Head* 50—(a)—Reading Kánarese 5th Book, complete, excluding Poetry, with explanation and translation into Urdu. Reading Kánarese papers in ordinary current hand.
- 50—(b)—Writing a letter or petition on an easy subject; spelling, hand-writing, &c., to be considered. Copy-books (small hand) to be shown.
- 100 *4th Head* 50—(a)—History of India up to 1800 A.D.
- 50—(b)—In addition to previous standards, general knowledge of the maps of Asia and Europe, and some acquaintance with the physical and political geography of the countries contained in them.

GRANT-IN-AID CODE (1887).

SCHEDULE H.

STANDARDS OF EXAMINATION FOR PRIMARY SCHOOLS IN SIND.

(i).—STANDARDS FOR BOYS' SCHOOLS (ARABIC-SINDHI).

Standard for Infant-Classes.

Suitable instruction in infant-classes may include the following:—

- (a).—Repeating Anga up to 100 and Multiplication Tables up to 10×10 .
- (b).—Reading the simple letters of the Arabic-Sindhi Alphabet.
- (c).—Simple instruction in the form, colour, and use of common objects.
- (d).—Occasional narration by the head teacher of simple and interesting stories.
- (e).—Recitation and singing of simple household songs.
- (f).—Infant-drill and exercises.

Standard I.

Marks.

- 100 *1st Head.*—Multiplication Tables up to 20×10 . Use of the arithmeticon.
- 100 *2nd Head.*—Reading 1st Book. Object-lessons.
- 100 *3rd Head.*—Writing from a copy easy words on a board or slate.

Standard II.

- 100 *1st Head.*—In addition to the Arithmetic of Standard I.—
Numeration and Notation up to 1,000,000. Sums of not more than 4 figures in the four simple rules. In Multiplication and Division, the multiplier or divisor should be numbers less than 30.
- 100 *2nd Head.*—Reading the whole of the Second Book with explanation of the part read. The Poetry to be repeated.
- 100 *3rd Head.*—Writing to dictation simple words from the book read; a full copy-book to be shown.
- 100 *4th Head.*—Knowledge of what a map is, and of the four Cardinal points. Map of Sind. Boundaries, sub-divisions, mountains, rivers and towns to be pointed out.

Standard III.

- 100 *1st Head.*—In addition to the Arithmetic of Standard II.—
The Four Compound Rules and Reduction. Native Tables of Money, Weights and Measures. Easy mental arithmetic.
- 100 *2nd Head.*—Reading the whole of the Third Departmental Book, with understanding of the part read. Parts of Speech to be pointed out. The Poetry of the book to be repeated.
- 100 *3rd Head.*—Writing to Dictation 5 lines from the book read; a full copy-book to be shown.
- 100 *4th Head.*—Geography: The Definitions and the elementary Geography of the Bombay Presidency.

Standard IV.

(Standard, after passing which, boys are allowed to study English.)

- 100 *1st Head.*—In addition to the Arithmetic of Standard III.—
English tables of money and weight. Simple and Compound Proportion, Simple Interest and Mental Arithmetic.
- 100 *2nd Head.* 80 (a)—Reading the whole of the Fourth Departmental Book, with understanding of the part read and meaning of words. Simple Parsing and the Declensions, as in any small grammar. 200 lines of the Poetry to be repeated and understood.
- 20 (b)—Reading a well-written manuscript.
- 100 *3rd Head.*—Writing to Dictation 5 lines from the book read; full copy-book (small hand) to be shown.
- 100 *4th Head.* 50 (a)—History of the Province.
- 50 (b)—General Geography of India.

N.B.—In all cases where departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

Standard V.

Marks.

100 1st Head.—In addition to the Arithmetic of Standard IV.—

Vulgar and Decimal Fractions, Compound Interest and Discount. Mental Arithmetic.

100 2nd Head.—70 (a)—Reading the Fifth Departmental Book, with understanding of the part read and meaning of words. 250 lines of Poetry from the book read or any* other sanctioned book, to be repeated and understood. Advanced Parsing and Grammar (omitting Syntax) as in Udharam's Grammar.

30 (b)—Reading a fair current hand in a paper to be brought by the Examiner.

100 3rd Head.—40 (a)—Writing to Dictation 5 lines from the book read.

20 (b)—A full writing-book (current hand) to be shown.

40 (c)—Writing a simple letter, or reproducing a short story read or told by the Examiner.

100 4th Head. 50 (a)—Outlines of Indian History.

50 (b)—General Geography of Asia and Europe. Map-drawing of the Province of Sind, the Zillas to be marked.

Standard VI.

100 1st Head.—40 (a)—Arithmetic complete.

30 (b)—Euclid, Bk. I., the first 26 propositions.

30 (c)—Native accounts.

100 2nd Head.—40 (a)—Reading and explaining the Sixth Departmental Book. Recitation of 300 lines of Poetry from the Sixth Book or other sanctioned book of Poetry.

30 (b)—Explanation of the Poetry. Grammar, with easy questions in Etymology.

30 (c)—Reading manuscripts with fluency (papers to be brought by the Examiner).

100 3rd Head.—60 (a)—Writing in current hand an abstract or report of some story or incident read or told by the Examiner; or an essay.

40 (b)—Handwriting, separation of words and punctuation in the exercise prescribed in (a).

100 4th Head.—50 (a)—History of India complete, with some information about the system of Government.

50 (b)—In addition to the Geography of previous standards, general Geography of the World and elementary Physical Geography. Knowledge of natural phenomena, such as the seasons rain, dew, climate, tides, &c. An Outline Map of India with any Presidency, large Province, or Native State defined; or with mountains, large rivers and towns marked as named by the Examiner.

N.B.—(1)—Theoretical mensuration may be taken up as an optional subject in this Standard. Maximum marks 100.

(2)—The Sanitary Primer is a compulsory subject in this Standard in every Vernacular School maintained from Public Funds. Maximum marks 100.

OPTIONAL SUBJECT.

Persian Standards.

The Persian Standards shall be treated as distinct from the Sindhi Standards, and a boy may be examined under one Standard in Persian and under another in Sindhi, provided that no boy shall be examined in any Standard in Persian unless he can read the 2nd Sindhi book.

* Such as Rai-Diach.

Standard I.

Marks.

50 (a)—Reading Aghaz Farsi, with meaning of words.

50 (b)—Writing Syllables. Pattis to be shown with letters (Indos) filled in by the pupils.

Standard II.

50 (a)—Reading Mufid-ul-Talbin and Pandnamah Saidi. The meaning to be understood. 50 couplets of the Pandnamah to be repeated. The principal parts of speech to be pointed out.

50 (b)—Writing to Dictation 2 or 3 lines from the book read. Writing copies on Pattis (Mashk).

Standard III.

50 (a)—Reading the Gulistan. The 1st Chapter to be explained and translated orally into Sindhi, with declension of nouns. 100 couplets of Pandnamah Attar to be repeated. Insha Farsi, or easy letter-writer, to be read and explained.

20 (b)—Translation into Persian of easy vernacular sentences.

30 (c)—Writing to Dictation from Chapter I of the Gulistan. Full writing-book to be shown.

Standard IV.

60 (a)—Reading the Gulistan. Chapters II, III, and IV to be explained in Sindhi. Bostan, Chapter I, to be explained and 150 couplets to be repeated. Parsing and conjugation of verbs. Insha or letter-writer of more difficult nature, i.e., Insha Matlub to be read and explained. Reading a fairly-written ordinary private letter or document, to be brought by the Examiner.

40 (b)—Translation into Persian of about 8 lines from some Vernacular School book, or writing a letter or narrative about an event or incident read or told by the Examiner.

Standard V.

50 (a)—Reading and explaining the whole of the Gulistan, the first half of the abridged edition of Anwar Suheli, and Chapter II. of the Bostan. 200 couplets of Sikandarnamah by heart. Grammar complete and Ashraful Kawānīn. Reading an ordinary manuscript letter.

25 (b)—Composing in good style a letter on a given subject.

25 (c)—Translating into Persian 8 lines from an ordinary Sindhi prose book.

(ii).—SPECIAL STANDARDS FOR BOYS' SCHOOLS (HINDU-SINDHI).

Standard for Infant-Classes.

Suitable instruction in infant-classes may include the following:—

(a)—Repeating Anga up to 100 and Multiplication Table up to 10×10 .

(b)—Reading the simple letters of the Hindu-Sindhi Alphabet.

(c)—Simple instruction in the form, colour, and use of common objects.

(d)—Occasional narration by the head teacher of simple and interesting stories.

(e)—Recitation and singing of simple household songs.

(f)—Infant-drill and exercises.

Standard I.

Marks.

100 1st Head.—Multiplication-Tables up to 20×10 . Use of the arithmeticon.

100 2nd Head.—Reading 1st Book. Object-lessons.

100 3rd Head.—Writing on a board or slate simple letters, old characters and Bārā-akhari complete.

Standard II.

100 1st Head.—50 (a)—In addition to the Arithmetic of Standard I—

Numeration and Notation up to 1,000,000. Multiplication-Tables, viz., Ekvisa, Pauna, Savaya.

50 (b)—Sums of not more than four figures in the four simple rules. In Multiplication and Division the multiplier or divisor should be numbers less than 30.

N.B.—In all cases where departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

Marks.

- 100 *2nd Head.*—Reading the whole of the Second Book, with meanings of words. The Poetry to be repeated.
- 100 *3rd Head.*—Writing Nawa or Nundha in the old character and simple words from the book read in the new character.
- 100 *4th Head.*—Knowledge of what a Map is, and of the four cardinal points. Map of Sind, boundaries, sub-divisions, mountains, rivers, and towns to be pointed out.

Standard III.

- 100 *1st Head.*—50 (a)—Native Tables of Money, Weights and Measures. Multiplication-Tables, viz., Dedha and Adhaya. Mental Arithmetic.
- 50 (b)—Writing fractional numbers according to native method. The Four Compound Rules and Reduction.
- 100 *2nd Head.*—70 (a)—Reading the whole of the Third Book, with understanding of the part read and meanings of words. Parts of Speech to be pointed out. The Poetry of the book to be repeated.
- 30 (b)—Reading an ordinary commercial letter, as a Hundī.
- 100 *3rd Head.*—70 (a)—Writing to Dictation 5 lines from the book read; a full copy-book to be shown.
- 30 (b)—Writing out a Hundī or similar short commercial form.
- 100 *4th Head.*—Geography: The Definitions and elementary Geography of the Bombay Presidency.

Standard IV.

(Standard, after passing which, boys are allowed to study English.)

- 100 *1st Head.*—40 (a)—Multiplication-Tables up to Ekotri. English tables of money and weight. Mental Arithmetic.
- 60 (b)—Simple and Compound Proportion. Simple Interest by native method.
- 100 *2nd Head.*—80 (a)—Reading the whole of the Fourth Departmental Book, with understanding of the part read and meanings of words. Simple Parsing and the Declensions, as in any small grammar. 200 lines of the Poetry to be repeated and understood.
- 20 (b)—Reading a well-written commercial letter or account-sheet in the old character.
- 100 *3rd Head.*—60 (a)—Writing to Dictation 5 lines from the book read in the new character.
- 40 (b)—Writing out a commercial letter in the old character, the substance to be given by the Examiner.
- 100 *4th Head.*—50 (a)—History of the Province.
- 50 (b)—General Geography of India.

Standard V.

- 100 *1st Head.*—40 (a)—Advanced Mental Arithmetic. Filling in the Roznama, or day-book.
- 60 (b)—Vulgar and Decimal Fractions, Compound Interest and Discount.
- 100 *2nd Head.*—70 (a)—Reading the Fifth Departmental Book, with understanding of the part read and meanings of words. 250 lines of Poetry from the book read, or any* other sanctioned book to be repeated and understood. Advanced Parsing and Grammar (omitting Syntax) as in Udham's Grammar.
- 30 (b)—Reading any fairly-written letter in the old character.
- 100 *3rd Head.*—40 (a)—Writing to Dictation 5 lines from the book read.
- 20 (b)—A full writing-book to be shown.
- 40 (c)—Writing a simple letter. Modes of writing private letters to be known.
- 100 *4th Head.*—50 (a)—Outlines of Indian History.
- 50 (b)—The Geography of Asia and Europe with general information as in previous standards. Map-drawing of the Province of Sind, the Zillas to be marked.

* Such as Rai-Diach.

Standard VI.

Marks.

- 100 *1st Head.*—40 (a)—Arithmetic complete.
- 30 (b)—Euclid, Bk. I., the first 26 propositions.
- 30 (c)—Native accounts.
- 100 *2nd Head.*—40 (a)—Reading and explaining the Sixth Departmental Book. Recitation of 300 lines of Poetry from the Sixth Book or other sanctioned book of Poetry.
- 30 (b)—Explanation of the Poetry. Grammar, with easy questions in Etymology.
- 30 (c)—Reading manuscripts with fluency (papers to be brought by the Examiner).
- 100 *3rd Head.*—60 (a)—Writing in current hand an abstract or report of some story or incident read or told by the Examiner; or an essay.
- 40 (b)—Handwriting, separation of words and punctuation in the exercise prescribed in (a).
- 100 *4th Head.*—50 (a)—History of India complete, with some information about the system of Government.
- 50 (b)—In addition to the Geography of previous standards, general Geography of the World and elementary Physical Geography, Knowledge of natural phenomena, such as the seasons, rain dew, climate, tides, &c. An Outline Map of India with any Presidency, large Province, or Native State defined; or with mountains, large rivers, and towns marked as named by the Examiner.

N.B.—(1) The Persian Standards printed with the Arabic-Sindhi Standards may be followed in Hindu-Sindhi Schools.

(2) The Sanitary Primer is a compulsory subject in the 6th Standard of every Vernacular School maintained from Public Funds. (Maximum marks 100).

(iii).—STANDARDS FOR GIRLS' SCHOOLS (ARABIC-SINDHI AND HINDU-SINDHI).

Standard for Infant-Classes.

Suitable instruction in infant-classes may include the following:—

- (a)—Repeating Anga up to 100 and Multiplication Tables up to 10×10 .
- (b)—Reading the simple letters of the Arabic-Sindhi or Hindu-Sindhi Alphabet.
- (c)—Simple instruction in the form, colour, and use of common objects.
- (d)—Occasional narration by the head teacher of simple and interesting stories.
- (e)—Recitation and singing of simple household songs.
- (f)—Infant-drill and exercises.

Standard I.

Marks.

- 100 *1st Head.*—Multiplication Tables up to 12×10 . Use of the arithmeticon.
- 100 *2nd Head.*—Reading First Book.
- 100 *3rd Head.*—Writing from a copy easy words from the book read.
- 100 *4th Head.*—Needle-work—Running.

Standard II.

- 100 *1st Head.*—Numeration and Notation up to 10,000. Addition and Subtraction of numbers of not more than 4 figures, with easy mental examples.
- 100 *2nd Head.*—Reading the Second Book with explanation of the harder words. The Poetry to be repeated.
- 100 *3rd Head.*—Dictation of simple words occurring in the text-book. Writing large hand.
- 100 *4th Head.*—Knowledge of what a Map is and of the four cardinal points. Simple Geography of the Province.
- 100 *5th Head.*—Needle-Work—Hemming and felling.

N.B.—(1)—In all cases where departmental books are named, books of equal difficulty and of recognized merit will be accepted by the Department.

(2)—Gurmukhi may be taught in Girls' Schools, if desired, but no grant will be awarded on this account.

Standard III.

Marks.

- 100 1st Head.—Native Tables of Weights, Measures, and Money with easy questions to be solved mentally. The four integral Rules and Reduction. Easy examples.
- 100 2nd Head.—Reading the Third Book with explanation of the part read. Recitation of simple Poetry, such as easy ballads.
- 100 3rd Head.—Dictation of 5 lines from the book read. A full writing-book or slate to be shown.
- 100 4th Head.—General Geography of the Presidency.
- 100 5th Head.—Needle-Work—Seaming and simple ornamental stitching.

Standard IV.

- 100 1st Head.—Four Compound Rules. Simple Rule of Three, and Simple Interest. Mental Arithmetic to correspond.
- 100 2nd Head.—Reading the Fourth Book with explanation of the part read. Recitation of simple Poetry, 150 lines.
- 100 3rd Head.—70 (a)—Dictation of 5 lines from the book read. Full copy-book to be shown.
30 (b)—Writing a simple letter; forms of letter-writing to be known.
- 100 4th Head.—General Geography of India.
- 100 5th Head.—Needle-work—Neat patch-work, hemming, back-stitching and over-casting, and embroidering printed patterns in silk.

Standard V.

- 100 1st Head.—Easy sums in Vulgar Fractions, Practice and Compound Proportion and Mental Arithmetic to correspond.
- 100 2nd Head.—Reading the Fifth Book or other books, such as the Pako Pahu and the Rai-Diach; repetition of 150 lines of Poetry from the 5th Book or Rai Diach. A knowledge of the Parts of Speech. Reading clear manuscripts.
- 100 3rd Head.—70 (a)—Dictation of 5 lines from the book read. Writing current hand. A full copy-book to be shown.
30 (b)—Writing a short letter on a simple subject.
- 100 4th Head.—50 (a)—General Geography of Asia. The boundaries, mountains, rivers, political divisions, capital towns, and ports, to be pointed out on the map.
50 (b)—History of the Province.
- 100 5th Head.—Needle-Work—Making a simple article of native dress, darning and native embroidery.

Standard VI.

- 100 1st Head.—Revision of previous work. Compound Interest and Decimal Fractions.
- 100 2nd Head.—75 (a)—Reading 100 pages of the Sixth Book, and Mengho Bhagat's Shlokas, Part I. or II., with explanation of the part read. 150 lines of Poetry to be repeated. Simple Parsing, Declensions, and Conjugations.
25 (b)—Reading ordinary manuscripts brought by the Examiner.
- 100 3rd Head.—75 (a)—Composition on an easy subject.
25 (b)—Writing current hand. A full note-book or copy-book to be shown.
- 100 4th Head.—50 (a)—General Geography of the World (easy questions).
50 (b)—Outline History of India (easy questions).
- 100 5th Head.—Needle-work—Proficiency in the work of the previous standards. Easy knitting, embroidery and fancy-work as applied to native garments.

GRANT-IN-AID CODE (1890).

SCHEDULE I.

Rules for the Encouragement of Elementary Drawing.

1. * Payments may be made on the results of the Annual Examination in Drawing of pupils and of pupil-teachers as follows:—

- (a) Annas 8. For every exercise of the First Grade marked "Fair."
(b) Rupee 1. For every exercise of the First Grade marked "Good."
(c) Rupees 2. For every exercise of the First Grade marked "Excellent."
(d) Rupees 5. For every exercise of the Second Grade in which a pupil passes.

2. School-masters and pupil-teachers in all schools and colleges who hold Second Grade Art Certificates and Drawing Teacher's Certificates and who teach drawing in their own schools, shall receive an annual grant of Rs. (100) one hundred, provided that not less than ten of their pupils take the First Grade Certificate. On the same conditions the same grant may be given on account of any drawing master teaching in a large school or in a group of schools. And the grant shall be Rs. 150 in case the teacher holds the Third Grade Certificate and the Drawing Teacher's Certificate of the School of Art.

3. The following rules apply to all schools and colleges in the Presidency at which drawing is taught.

4. *Prizes and Certificates.*—A prize will be given for every drawing of the First or Second Grade which reaches the standard of excellence, and a certificate to every pupil who passes in all the subjects of the First or Second Grade.

First Grade Prizes are only given to pupils under 18 years of age.

5. Examinations in First and Second Grade for the purpose of awarding prizes and certificates shall be held annually in April.

6. The subjects forming the First Grade are:—

- (a) Simple Free-hand Drawing.
(b) Simple Model and Object Drawing.
(c) Practical Geometry.

A.—First Grade Simple Free-hand Drawing.

By simple free-hand drawing is meant drawing without the aid of any kind of mechanical means of execution, such as ruling, measuring or tracing; or the use of anything but pencil, paper (or slates) and India rubber.

The examples used should be characterized by simplicity and beauty of outline, and the subject should be a small ornamental figure, a flower, leaf, fruit or some simple object with which the pupils are acquainted.

B.—First Grade Model Drawing.

By model drawing is meant drawing in outline from simple objects arranged so that the pupils may have to draw both curved and straight lines. Indian pottery, brass utensils and Surat toys form admirable examples for this subject.

C.—Practical Geometry.

This stage is intended to teach elementary notions of practical geometry and the use of simple drawing instruments. The examination in this subject will be based on problems 1 to 30 and 33 and 37 of Burchett's Practical Geometry, and the construction of the ellipse by means of the trammel.

7. Not less than three lessons a week of one hour's duration each must be given to the teaching of First Grade Art.

* These payments are made only on scholars in grant-in-aid schools. Payments a, b and c are made only on scholars under 18 years of age.

8. Scholars must be presented for the three subjects of the First Grade at one examination, but those who have failed in any one subject may be presented again for that subject at the next annual examination.

9. No pupil is eligible for examination in any subject of the Second Grade who has not passed in all the subjects of the First Grade.

10. The subjects comprised in the Second Grade course are :—

- (a) Free-hand drawing from flat examples.
- (b) Free-hand drawing from models.
- (c) Practical geometry.
- (d) Linear perspective.

11. Pupils for Second Grade Art Certificates must be prepared to—

- (a) Draw in a given time an example in outline from the flat.
- (b) Draw in outline a group of models placed by the examiners.
- (c) Solve on paper questions in geometry, as follows :—
 - I. Plane Geometry by R. Burchett, Problems 1 to 105, omitting Nos. 33, 35, 36, 39, 41, 43, 44, 45, 46, 48, 50, 51, 52, 55, 56, 58, 59 and 60.
 - II. The construction of scales, and the application of scales to pattern drawing, taken from "Practical Geometry for Art students adapted to the Second Grade, by John Carroll." See Lesson VII, Problem 49, Lesson VIII, and Lessons IX, X, XXVI, XXVII, XXVIII.
 - III. Elementary Solid Geometry, from Carroll's Plane and Solid Geometry.

In the text-book this subject begins with Definitions and an Introductory Lesson ; these are followed by six short lessons, of which only four are required, viz.:—

- (1) Solids in simple positions.
- (2) Solids, with one or more sides inclined to the vertical plane.
- (3) Solids, with one or more sides inclined to the horizontal plane.
- (4) Sections of solids made by horizontal and vertical planes.
- (d) Solve questions in perspective showing the use of vanishing and measuring points used in horizontal planes, and to represent simple solids on the ground plane in any position.

12. A pupil may be examined in any one subject of the Second Grade at a time, but a specimen work of the subject (in which he or she wishes to be examined) must be sent up to the Sir Jamsetji Jijibhoy School of Art, Bombay, by the 15th of March and must be approved before he or she can be admitted to the annual examination.

13. The specimen works are :—

- (a) A sheet of free-hand outline drawing from flat examples.
- (b) A drawing from a group of models in outline.
- (c) A sheet of no less than six geometrical problems.
- (d) A perspective diagram.

The above works must be executed on half imperial (21 inches by 15 inches) sheets of paper, and must be delivered at the Sir Jamsetji Jijibhoy School of Art on or before the 15th of March, with the fee of one rupee for each subject.

14. A pupil who has once passed in a subject may not be examined again in that subject.

15. School-masters and pupil-teachers residing in Bombay can attend the early morning classes at the Sir Jamsetji Jijibhoy School of Art to qualify themselves for Second Grade Art Certificates by paying the usual school-fees.

N.B.—Maráthi, Gujaráti, Kánarese and Sindhi translations of Burchett's Practical Geometry can be obtained from the Government Depôts. Carroll's Practical Geometry can be purchased of Mrs. Radhabai Atmaram Sagoon, Kalbadevi Road, Bombay.

DRAWING TEACHER'S CERTIFICATE.

1. The holder of this certificate is qualified to teach drawing up to the standard of the highest art certificate he may hold.

2. No candidate is eligible for examination until he has taken the Second Grade Certificate.

3. The candidate will be required to pass two tests :—

First.—A paper examination.

Second.—An examination in Black-board Drawing.

4. In the paper examination the candidate will be given two simple ornamental figures from the flat, and he will be required to show a good method of drawing these figures. For this purpose a series of drawings must be made, which shall sufficiently illustrate the manner in which a student should begin to copy the example given, and the successive steps by which he should carry on his drawing to completion ; and these drawings must be accompanied by explanatory written notes in English, which should be as clear and concise as possible. The candidate will also be given a diagram of two or three simple objects, drawn in perspective, which is to be regarded as a group of models seen from a given point of view. He will be required to make a drawing of this, showing the methods he would teach his students to make use of in setting out and constructing the figures ; and with the drawing he must give short explanatory written notes in English.

5. The above test will be held on the first day of the annual examination, and it will be given in two papers, for the first of which four hours will be allowed, and for the second two hours.

6. A candidate will not be allowed to draw on the black-board unless he passes the preliminary paper examination.

7. In the examination of drawing on the black-board the candidate will be required to make three drawings :—

First.—The drawing of one of the ornamental figures given previously in the paper examination.

Second.—A drawing of a group of two or three simple objects.

Third.—A drawing of any two or three problems in First Grade Geometry.

Twenty minutes will be allowed for each drawing.

8. In case of failure in any test, the whole examination must be taken by the candidate who again appears for the Drawing Teacher's Certificate.

9. The tests will be set by the Principal of the School of Art, Bombay.

The papers will be examined by the Principal or Vice-Principal.

The black-board drawing will be conducted by the Principal, Vice-Principal and the Government Examiners of the Sir J. J. School of Art.

10. Each candidate shall pay a fee of Rs. 3 in advance.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 16th January 1895.

No. 108.—The following Schedule J. to the Grant-in-aid Code is published for general information :—

SCHEDULE J.

Provisional rules for an optional course of Manual Training in secondary schools.

1. The course of instruction in Manual Training in secondary schools is as under :—

Drawing.—(a) Free-hand, model, and practical geometry as required for the First Grade Examination of the Sir J. J. School of Art.

(b) Use of drawing board, T square, set squares, compasses, and scales.

(c) Orthographic projection—construction of plan, section and elevation of a simple piece of wood work, such as joints in carpentry, a box, a door, a window, or book shelves; the drawings to be to scale from sketches or data supplied.

Carpentry.—First year—

(a) Use of jack-plane and hand plane, try square, marking gauge, flat chisels, mortise chisels, tenon saw, mallet, compasses.

(b) Plane a piece of timber true, square and to size; construct a halved joint, open mortise and tenon joint, closed mortise and tenon joint, double mortise and tenon joint, dovetailed joint with single tongue, coggled joint and lap joint.

(c) Construct drawings to scale of the above joints, before beginning and after completing each; a variety of scales to be used.

Second year—

(a) Use of shooting board, ornamental planes and turning lathe.

(b) Construction of open dovetail joint, secret dovetail joint; feather and groove; turning.

(c) Construction of a simple piece of work, e.g. book shelves, table, picture frame, box, drawers, model roof truss; all the work being planned and drawn to scale beforehand.

2. The class for drawing should meet at least twice a week for one hour each time; and students should have attended this class for at least a year before beginning the course in carpentry. The class for carpentry should meet three times a week for one and a half hours each time.

3. The examination in Drawing will be the First Grade Examination of the Sir J. J. School of Art.

4. The Practical Examination will be held at convenient centres; the time required being five or six hours.

The examination would consist in drawing neatly and to scale a prescribed joint from sketches or data, and then constructing it (the joint) in teak wood.

5. Rough pieces of timber of proper sizes would have to be sent beforehand to the Superintendent of the examination; students would bring their own tools and drawing instruments.

The finished pieces would be marked with the students' names and sent on to the Examiner.

6. Certificates may be given to students who satisfy the Examiner in the second year test. The Examiner who will sign such certificates will be an officer of the College of Science.

By order of His Excellency the Right Honourable the Governor in Council,

G. W. VIDAL,
Acting Secretary to Government.

Grant in aid code



Confidential

31
No. 1707 of 1899
Educational Department,
Bombay Castle, 5th December 1899.

From,
The Secretary to Government.
To,
The Secretary to the Government of
Madras.

Sir

With reference to your letter
No. 786 dated 27th November 1899 I am
directed to forward herewith a copy of
the Grant in aid Code in force in this
Presidency and to state that no provision
has been made therein for the enforcement
of the principle contained in Government
Resolution No. 259 dated 28 February 1898
to which wide publicity was given.

I have the honor to be,
Sir

Your most Obedient Servant

J. D. [Signature]
Secretary to Government

Educational (1897) Department.

CURRENT No. 1965

From The Govt of the Punjab
Lahore.

Order.

No. 168

Dated 16-12-29

Received }
Registered } 21-12-29.

Enclosures

Spare copies

SUBJECT.

Stating that there are no
orders in the Punjab forbidding
participation in Politics of
Teachers or Managers of
aided Schools; & forwarding
a copy of the Punjab Education
Code &c.

BACK PAPERS.

G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.

Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab, in the Home (General) Department,
No. 1085 S., dated Simla, 16th October 1893.

HIS HONOR THE LIEUTENANT-GOVERNOR read a few days ago in the *Tribune* newspaper of the 4th instant an article referring to certain circulars said to have been issued by the higher authorities in this Province on the subject of Government officers and pupils in Government schools and colleges taking part in agitations in favour of or against the society known as "the Congress," and it seems to him desirable that certain incorrect statements made in that article should be corrected.

2. The article in question referred, in the first place, to a circular on the subject of Congress and Anti-Congress movements said to have been issued by this Government to all Government servants, and as it is recognized by the writer of the article, as it would be by most sensible people, that such a circular would be a proper one, it might be enough to say that as a matter of fact no circular of the sort has been issued. It may, however, be added that His Honor has recently had the question of issuing such a circular under consideration, but as he believes that all public servants employed under this Government are fully aware that they are bound to abstain from taking part in any kind of political agitation, he has come to the conclusion that the issue of any such circular would be superfluous.

3. The article next refers to a circular said to have been issued in the Educational Department under the authority of the Lieutenant-Governor, and which is spoken of as involving "an attempt to interfere with the liberty of students out of school and college and a direction as to how they should not spend their holidays."

The circular here referred to is evidently a circular letter which it appears was addressed in August last to Inspectors of Schools and Principals of Colleges by Mr. Sime, the Director of Public Instruction, an officer who, as is well known to people in the Punjab, does not trouble himself about politics, but applies himself entirely and with a devotion which the Lieutenant-Governor has never seen surpassed to furthering the best interests of education in the Province.

4. A copy of Mr. Sime's letter has now been obtained and is appended to these Proceedings, and it will be seen by any one who reads it that it is as far as it possibly could be from involving any interference with the pupils of our schools and colleges or suggesting any direction to them about anything. Mr. Sime does indeed express the opinion that the association of students and school-boys with political movements has done much harm to schools in other provinces, and makes it clear that he would regret to see anything of the sort here; but then it must be remembered that his letter was a confidential one addressed only to the officers of his Department and not intended to be communicated to any one else; and so far was he from desiring his subordinates to interfere in any way with the school-boys and students that he expressly condemns interference, and says that we must trust to the "silent example of the Professors and Masters," who, being Government servants, are required "to refrain from taking any part for or against" the Congress.

5. As to the letter being issued, as stated in the *Tribune*, under the authority of the Lieutenant-Governor, it is enough to say that it was issued by Mr. Sime on his own authority, as Director of Public Instruction, and that Sir Dennis Fitzpatrick never heard of it until he saw it mentioned in the *Tribune*.

6. These are the facts of the case, but the Lieutenant-Governor apprehends that if he were to content himself with a simple statement of them it might be inferred, and not unnaturally inferred, that he dissented from Mr. Sime's view as to the evil of school-boys and students being led to take part in political movements. His Honor therefore feels it his duty to state expressly that he entirely agrees in that view.

7. Political agitation, whether for or against the Congress, or for or against anything else, is in His Honor's opinion work fit only for men of mature minds and practical experience of the world. School-boys and students—even advanced students in our universities—are hopelessly and ridiculously out of place in such work, and it is a marvel to His Honor that the idea should have occurred to

any intelligent person that enlisting their services in any political movement would make any addition, real or apparent, to the strength of that movement. That, however, is a point on which the leaders of political movements must judge for themselves. What Sir Dennis Fitzpatrick is concerned with is the effect on the school-boys and students; and that in his opinion must be harmful, and harmful in a high degree. It is not merely that valuable time, which would otherwise be devoted to study and self-improvement or healthful recreation, is wasted; what is worse is that leading these boys or youths to take part in a political agitation is calculated to create a premature and unnatural excitement in their unformed minds, to raise dissension among them, to distract their attention from study, and (to use a homely expression) to "put wind in their heads." All this constitutes a most serious danger to the individual boys or youths concerned, and a most serious danger to that school discipline the failure of which in our Indian schools is already a grave blot on our educational system. Such dangers would be serious in England, if indeed one could imagine the leaders of any political movement there attempting to enlist school-boys and students in a wholesale manner all over the country as working members. In India such dangers would, owing to many causes, be far more serious, and His Honor is sure that all true friends of education in India will desire to see them averted.

8. His Honor has felt it his duty, for the reasons already given, to express his opinion fully and clearly on this point; but at the same time, having regard to the peculiar position of the Educational Department in this country and to the footing upon which our schools and colleges are established, he entirely agrees with Mr. Sime in thinking it best that officers of the Educational Department and Professors and Teachers in Government Colleges and Schools as well as other Government servants should abstain from all attempts at interference in regard to this matter and leave it in the hands of parents and guardians, whose right to a voice in it will he hopes be recognized by all concerned.

9. It only remains to add that Sir Dennis Fitzpatrick trusts that it will be clearly understood that the foregoing observations are strictly confined to the case of the pupils of our schools and colleges, and are based solely on a consideration of the harm that must be done to them at a critical period of their lives if they are led to engage in political movements of any description. On the merits of the Congress agitation or the Anti-Congress agitation His Honor means to express no opinion whatever. The attitude of the British Government in this country towards all such movements, so long as certain conditions and limitations are observed by those conducting them, has been declared by the highest authority to be one of neutrality and toleration, and it is consequently the duty of the Local Government to maintain that attitude and see that it is maintained by all its officers.

ORDER.—Ordered, that the above Resolution be forwarded to the Director of Public Instruction, Punjab, for information and guidance, and be circulated for information to all Commissioners, Heads of Departments and Deputy Commissioners.

By order of the Hon'ble the Lieutenant-Governor,
H. C. FANSHAWE,
Offg. Chief Secretary to Government, Punjab.

Copy of confidential letter from J. SIME, Esquire, Director of Public Instruction, Punjab, addressed to the Inspectors of Schools and Principals of Colleges in August 1893.

IN connection with the Congress movement now in progress in the Province, I shall be obliged by your giving the officers under you clearly to understand that, as the movement is a political one, it is their duty, as servants of the State, to refrain from taking any part in it either for or against.

With regard to students and school-boys, who are very prone to join in such movements, a prohibition is not possible, and would, most likely, have the opposite of the desired result; but it is hoped that the silent example of the Professors and Masters will have the effect of checking in the Punjab what has done so much harm to the schools in other Provinces.

All communications should be addressed to the Under-Secretary to Government, Punjab, Home (Education) Department.

FROM

J. SIME, ESQUIRE,
Under-Secretary to Government, Punjab,
Home (Education) Department,

TO

J. H. A. Tremenhoe, Esquire,
Secretary to the Government of Madras,
Educational Department.



Dated Lahore, 16th December 1899.

SIR,

I am directed to acknowledge the receipt of your letter, No. 798 (Educational), dated the 29th November, 1899, asking that the Government of Madras may be furnished with copies of any recent orders forbidding participation in politics to School Masters or Managers of Schools aided from Public Funds in this Province, as well as with a copy of the rules now in force for the payment of grants-in-aid to Schools. In reply, I aim to say that there are no orders in the Punjab forbidding participation in politics of Masters or Managers of Aided Schools. I am, however, to enclose, for the information of the Government of Madras, a copy of the Proceedings of this Government in the Home (General) Department, No. 1085 S, dated the 16th October, 1893, as bearing on the subject.

2. A copy of the Punjab Education Code, 5th or latest edition, is forwarded, in Chapters II and III of which the Grant-in-aid Rules now in force in the Punjab will be found.

I have, &c.,

J. Sime

Under-Secretary to Government, Punjab
Home (Education) Department

2 Enclosures

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Educational (189) Department.

CURRENT No. 2

From The Govt of N.W. Provinces
& Chief Commissioner

Order.

No. 584 of 99
XV-228.A.

Dated 23-12-99

Received

Registered 6-1-1900

Enclosures - 4.

Spare copies

SUBJECT.

Stating that no orders
have been issued by
that Govt. forbidding
participation in Politics
by Teachers & Managers
of aided schools &
Colleges

BACK PAPERS.

G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.

3 A.—To meet sudden emergencies the credit balance in the Annual Account of a school may, at the end of each year, be transferred to a Reserve Fund" subject to the following limits:—

For a High school—Rs 1000

Do Middle Do — " 750

Do Primary Do — " 500

If any excess of these limits accrues from transfers such excess will be treated as part of the ordinary income of the school during the following year.

Rules for Tuition Grants to Anglo-Vernacular Schools for Boys.

INDEX.

Article.

1. The annual grant.
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4. Cases when no grant is allowed.
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7. A minimum of 400 school meetings is required each year.
8. Definition of a "full school meeting."
9. Definition of attendance.
10. Definition of average attendance.
11. Grants--Ordinary and special.
12. The fixed grant.
13. Reduction of the fixed grant.
14. The attendance and merit grant.
15. The public examination grant.
16. Special grants.
17. Minimum average attendance.
18. All scholars to be present at inspection.
19. Conditions as to general conduct of the school.
20. Managers' annual return.
21. Notification to managers of the annual grant.

Article 1. The annual grant is made up of the several grants, ordinary and special, which are specified in the following articles.

2. During each year the school admitted to the grant list will receive a monthly sum equal to one-twelfth of the annual grant fixed for the year.

3. The amount of the grant, with due regard to the funds at the disposal of the Local Government, will depend, in the *first* place, upon the kind of education given in the school or, in other words, upon the class of school; in the *second* place, upon the tuitional expenditure which the managers are prepared to maintain; in the *third* place, upon the average number of pupils under instruction; and in the *fourth* place, the continuance of the grant will be contingent on the favourable report of the Government Inspectors. The amount of the annual grant (ordinary and special grants included) shall not exceed in the case of any school—

(1) the income of the school from tuition fees and private sources;

(2) one-half of the amount of the annual tuitional expenditure;

(3) the difference between the annual expenditure and the income of the school from fees and other sources than the grant-in-aid.

NOTE.—In ascertaining the income from private sources a grant made by a Municipal Board shall be excluded.

NOTE.—The tuitional expenditure includes salaries of teachers, gymnastic masters, and menial establishment, expenditure on stationery and books for teachers' use, prizes for secular knowledge, petty repairs, audit of accounts, and miscellaneous petty contingencies. No charges for building and repairs, except petty repairs, will be admitted as tuitional expenditure. No charges on account of manager's superintendence are admissible.

4. No grant is made—

(1) to any school or department of a school which the Government declares to be unnecessary or unsuited to the requirements of the locality;

(2) to any school the income of which from all sources is sufficient, in the opinion of the Government, to maintain it in efficiency;

(3) THE PUBLIC EXAMINATION GRANT.

15. For each scholar who passes the School Final or the Entrance Examination of the University or the Departmental English Middle or Lower English Middle Examination during the year preceding the annual inspection of the school the following grants are allowed :—

		Rs.
For passing the School Final or Entrance Examination	...	22
„ English Middle Examination	...	10
„ Lower English Middle Examination	...	6

Provided that no scholar is eligible to earn the examination grant unless he has attended 240 full school meetings during the year preceding the examination. For the purpose of this article the attendance of a scholar in any former school which he may have attended during the year may be taken into account : provided he has been transferred under the conditions of the Inter-School Rules, and that the attendance at his former school has been duly certified in his scholar's register : provided also that no scholar who earns an examination grant by passing can earn a grant by passing the same examination again.

II.—SPECIAL GRANTS.

16. Special grants are allowed by Government in place of, or in addition to, the ordinary grant under the following circumstances :—

- (a) A preliminary grant may be given in aid of the maintenance of a new school during the first year after its establishment, or until the first annual visit of the Inspector. Such a preliminary grant will not, as a rule, exceed one-half the sum which is required as a supplement to the fee income in order to meet the tuitional charges during the year or until the Inspector's visit.
- (b) In addition to, or in place of, the ordinary grant, a special grant may be allowed to a high school now on the grant list in which the Department considers that a head master and instructive staff of special qualifications are required in order to maintain the institution on the footing of a zila school of the first class. A special grant under this clause is sanctioned for a period not exceeding five years, but it will be withdrawn at any time if the head master and staff of the above qualifications cease to be entertained.
- (c) A special additional grant may be allowed to any school in a poor or backward locality in which the local contributions are not sufficient, with the fees and ordinary grant, to meet the necessary tuitional expenditure on the school. A grant under this clause is made for one year only, but may be renewed annually.
- (d) A special additional grant may be allowed to any aided school in which a teacher of science or drawing has been appointed and is exclusively employed in teaching such subjects ; such grant not to exceed half the additional cost incurred.

GENERAL CONDITIONS.

17. No fixed grant will be allowed to a section of a school placed on the grant list after the 17th July 1888 in which the average attendance during the school year has fallen below the following numbers, namely, eight (8) in the high section, twelve (12) in the upper middle section, and fourteen (14) in the lower middle or in the upper primary section : provided that no reduction in the existing grant shall be made by the Department under this article until the managers have been allowed an opportunity of showing cause why the reduction should not be made.

18. All scholars whose names are on the register must be present at the inspection, unless there is a reasonable cause for their absence.

19. In estimating the efficiency of the school, the Inspector will have regard to the moral training and conduct of the pupils, to the neatness and order of the school premises and furniture, and to the proper classification of the scholars, both for teaching and examination. To meet the requirements respecting discipline, the managers and teachers will be expected to satisfy the Inspector that all reasonable care is taken in the ordinary management of the school to bring up the pupils in habits of punctuality, of good manners and language, of cleanliness and neatness, and to impress upon the children the need of cheerful obedience to duty, of consideration and respect for others, and of honor and truthfulness in word and act.

20. The managers are supplied with a form of annual return which they are required to have ready by the day fixed for the Inspector's annual visits, when they must also produce for his inspection the registers, portfolios, visitors' book, and cash book. If any errors are discovered, either in totalling the daily or monthly attendances of scholars or in transferring the totals to the managers' return, it shall be in the power of the Inspector to impose a fine of Rs. 5 for each such error.

NOTE.—The accounts and statistics for this return must be made up to the last day of the month preceding the Inspector's annual visit.

21. On the receipt of the Inspector's annual report on the school, the Director of Public Instruction will determine the ordinary annual grant for the school and notify the same to the managers.

Rules for Tuition Grants to Anglo-Vernacular Schools for Girls.

I N D E X.

Article.

1. The annual grant.
2. Monthly payment of the grant.
3. Limitations to annual grant.
4. Cases when no grant is allowed.
5. Procedure if the school is reported to be inefficient.
6. Procedure when the conditions of a grant are not fulfilled.
7. A minimum of 400 school meetings required each year.
8. Definition of a "full school meeting."
9. Definition of attendance.
10. Definition of average attendance.
11. Grants—Ordinary and special.
12. The fixed grant.
13. Reduction of the fixed grant.
14. The attendance and merit grant.
15. The public examination grant.
16. Special grants.
17. Minimum average attendance.
18. All scholars to be present at inspection.
19. Conditions as to general conduct of the school.
20. Managers' annual return.
21. Notification to managers of the annual grant.

Article 1. The annual grant is made up of the several grants, ordinary and special, which are specified in the following articles.

2. During each year the school admitted to the grant list will receive a monthly sum equal to one-twelfth of the annual grant fixed for the year.

3. The amount of the grant, with due regard to the funds at the disposal of the Local Government, will depend, in the *first* place, upon the kind of education given in the school or, in other words, upon the class of school; in the *second* place, upon the tuitional expenditure which the managers are prepared to maintain; in the *third* place, upon the average number of pupils under instruction; and in the *fourth* place, the continuance of the grant will be contingent on the favourable report of the Government Inspectress. The amount of the annual grant (ordinary and special grants included) shall not exceed in the case of any school—

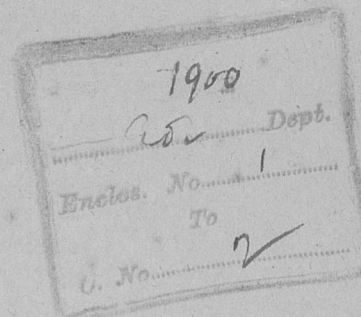
- (1) the income of the school from tuition fees and private sources;
- (2) one-half of the amount of the annual tuitional expenditure;
- (3) the difference between the annual expenditure and the income of the school from fees and other sources than the grant-in-aid.

NOTE.—In ascertaining the income from private sources a grant made by a Municipal Board shall be excluded.

NOTE.—The tuitional expenditure includes salaries of teachers and menial establishment, expenditure on stationery and books for teachers' use, prizes for secular knowledge, petty repairs, audit of accounts, and miscellaneous petty contingencies. No charges for building and repairs, except petty repairs, will be admitted as tuitional expenditure. No charges on account of manager's superintendence are admissible.

4. No grant is made—

- (1) to any school or department of a school which the Government declares to be unnecessary or unsuited to the requirements of the locality;
- (2) to any school the income of which from all sources is sufficient, in the opinion of the Government, to maintain it in efficiency;



- (3) to any school which is conducted for private profit or which is farmed out by the managers to the teachers.

NOTE.—To any school now receiving a grant which would be debarred from such grant by the operation of clause (3) this clause shall not apply so long as the school remains in the possession of its present proprietors.

5. If the Inspectress at her annual visit report the school or section to be inefficient in point of instruction or in other respects, stating specifically the grounds of such judgment, the Department will give formal warning to the managers that the grant may be withheld at the next annual inspection if the Inspectress again reports the school or section to be inefficient. If the Inspectress at her next annual visit again report the school or section to be inefficient, and again state specifically the grounds of such judgment, the grant may be withheld : provided that before the final order withdrawing the grant is issued, the managers shall be allowed an opportunity of submitting such explanations as they think fit.

6. If any of the conditions of annual grants are not fulfilled by a school included in the grant list, the Department may, after considering all the circumstances and any representations which the managers may desire to submit, pay the grant, or a portion of the grant, and give notice that the grant may be withheld next year.

7. If a school has held during the twelve months preceding the annual inspection less than 400 full school meetings as defined in Article 8, a proportional reduction will be made in the annual grant payable under these rules.

8. By a *full school meeting* is meant a period of at least two hours' secular instruction on the same day and in accordance with the time-table as approved by the Department. In no case can more than two school meetings be counted in the same day.

In classes below the upper primary, a period of one hour and a half of secular instruction shall be considered as a full school meeting.

NOTE.—Two, but not more than two, periods of two hours each in any month devoted to school drill and physical exercise may be counted as full school meetings.

9. An *attendance* means the attendance of a scholar at one full school meeting.

10. The *average attendance* for any period is found by dividing the total of attendances during that period by the number of full school meetings during that period. For the purpose of determining the "attendance grant" the period taken shall be that from the beginning of the school year to the date of inspection.

11. Subject to the proviso in rule 3, the following annual grants are made in aid of English schools :—

I.—The ordinary grant, which includes—(1) fixed grant for each section maintained with the approval of the Department; (2) the attendance and merit grant; (3) the public examination grant.

II.—Special grants.

I.—THE ORDINARY GRANT.

(1) THE FIXED GRANT.

12. The annual fixed grant allowed is as follows:—

					Rs.
For the high section of a school	...	...	...	...	600
" upper middle section of a school	...	...	...	...	300
" lower " " "	...	...	...	...	300
" upper primary " "	...	...	...	...	420

The grant for the upper middle section will not be allowed in addition to the grant for the high section; thus the maximum fixed grant for a high school with all the subordinate sections is Rs. 1,320.

13. (1) The fixed grant payable as above on account of a section is liable to reduction to the extent of one-half if only one of the two classes included in the section is maintained.

(2) The fixed grant to the high section is liable to reduction by one-half if at the annual public examination of the upper class of the section the number of scholars who pass is less than 25 per cent. of the average attendance in that class during the school year preceding the examination.

(3) The fixed grant to either middle section is liable to reduction by one-half if the number of scholars who pass at the annual public examination of the upper class of the section is less than 25 per cent. of the average attendance in that class of the section during the school year preceding the examination.

(4) The fixed grant to the upper primary section is liable to reduction by one-half if at the annual inspection the section fails to earn one-fourth of the maximum rate of the merit grant admissible under Article 14 :

Provided that no reduction shall be made by the Department under this article until the managers have been allowed an opportunity of showing cause why the reduction should not be made.

(2) THE ATTENDANCE AND MERIT GRANT.

14. The Inspectress of Schools may (in addition to a fixed grant) allow an attendance and merit grant as follows :—

(a) for each scholar in average attendance in the high or middle section, a sum not exceeding Rs. 3 ;

(b) for each scholar in average attendance in the upper primary section, a sum not exceeding Rs. 2 ;

(c) for each scholar in average attendance in the lower primary section or in the preparatory section, a sum not exceeding Re. 1-8-0.

The Inspectress at her annual examination will, as a rule, examine all sections of the school in all subjects, her object being to test both the character of the teaching and the proficiency of the scholars. She will allow the maximum rate of attendance and merit grant to those classes only in which the teaching in all the subjects or branches examined, as well as the discipline maintained, is satisfactory, and she may refuse to allow a grant at all.

NOTE.—The Inspector's examination in *English* will be directed, with reference to the prescribed curriculum, to testing (1) fluency in reading aloud from the class reader and readiness in explaining it in the vernacular; (2) pronunciation; (3) parsing and analysis; (4) oral translation from the vernacular into English; (5) ability to converse and to answer in English questions in the subject matter of the class readers and especially in the object lessons; (6) the recitation of poetry; (7) spelling and penmanship as tested by dictation; (8) the neatness of the fair copies of the written English translation exercises and of the copy-books. In the *vernacular* the scholars will be tested in fluency and accuracy of reading from the prescribed text-book, and in their ability to answer questions in its subject matter. Their spelling and penmanship will be tested by dictation. In *classical languages* the scholars will be examined in their knowledge of the prescribed text-book, in grammar, and in translation from the vernacular into the classical language. In *arithmetic* the examination will extend to both mental arithmetic and working on the slate. In *geography* the scholar's knowledge of the map as well as of the text-book will be tested. In *history and sanitation* the examination will be restricted to ascertaining whether the scholars are obtaining an intelligent knowledge of the text-books.

On the result of the above detailed examination, the Inspectress will determine the rate of the merit grant to be allowed to each class.

(3) THE PUBLIC EXAMINATION GRANT.

15. For each scholar who passes the School Final or the Entrance Examination of the University or the Departmental English Middle or Lower English Middle Examination during the year preceding the annual inspection of the school the following grants are allowed :—

	Rs.
For passing the School Final or Entrance Examination ...	22
" English Middle Examination ...	16
" Lower or Girls' English Middle Examination ...	10

Provided that no scholar is eligible to earn the examination grant unless she has attended 240 full school meetings during the year preceding the examination. For the purpose of this article the attendance of a scholar in any former school which she may have attended during the year may be taken into account : provided she has been transferred under the conditions of the Inter-School Rules, and that the attendance at her former school has been duly certified in her scholar's register : provided also that no scholar who earns an examination grant by passing can earn a grant by passing the same examination again.

II.—SPECIAL GRANTS.

16. Special grants are allowed by Government in place of, or in addition to, the ordinary grant under the following circumstances :—

- (a) A preliminary grant may be given in aid of the maintenance of a new school during the first year after its establishment, or until the first annual visit of the Inspectress. Such a preliminary grant will not, as a rule, exceed one-half the sum which is required as a supplement to the fee income in order to meet the tuitional charges during the year or until the visit of the Inspectress.
- (b) In addition to, or in place of, the ordinary grant, a special grant may be allowed to a high school now on the grant list in which the Department considers that a head master and instructive staff of special qualifications are required in order to maintain the institution on the footing of a zila school of the first class. A special grant under this clause is sanctioned for a period not exceeding five years, but it will be withdrawn at any time if the head master and staff of the above qualifications cease to be entertained.
- (c) A special additional grant may be allowed to any school in a poor or backward locality in which the local contributions are not sufficient, with the fees and ordinary grant, to meet the necessary tuitional expenditure on the school. A grant under this clause is made for one year only, but may be renewed annually.
- (d) A special additional grant may be given for girls, who, besides being taught in one of the regular standards, have been placed under training for teacherships.

GENERAL CONDITIONS.

17. No fixed grant will be allowed to a section of a school placed on the grant list after the 17th July 1888 in which the average attendance during the school year has fallen below the following numbers, namely, six (6) in the high or upper middle section, eight (8) in the lower middle section, and ten (10) in the upper primary section : provided that no reduction in the existing grant shall be made by the Department under this article until the managers have been allowed an opportunity of showing cause why the reduction should not be made.

18. All scholars whose names are on the register must be present at the inspection, unless there is a reasonable cause for their absence.

19. In estimating the efficiency of the school, the Inspectress will have regard to the moral training and conduct of the pupils, to the neatness and order of the school premises and furniture, and to the proper classification of the scholars, both for teaching and examination. To meet the requirements respecting discipline, the managers and teachers will be expected to satisfy the Inspectress that all reasonable care is taken in the ordinary management of the school to bring up the pupils in habits of punctuality, of good manners and language, of cleanliness and neatness, and to impress upon the children the need of cheerful obedience to duty, of consideration and respect for others, and of honor and truthfulness in word and act.

20. The managers are supplied with a form of annual return which they are required to have ready by the day fixed for the annual visits of the Inspectress, when they must also produce for her inspection the registers, portfolios, visitors' book, and cash book. If any errors are discovered, either in totalling the daily or monthly attendances of scholars or in transferring the totals to the managers' return, it shall be in the power of the Inspectress to impose a fine of Rs. 5 for each such error.

NOTE.—The accounts and statistics for this return must be made up to the last day of the month preceding the annual visit of the Inspectress.

21. On the receipt of the annual report of the Inspectress on the school, the Director of Public Instruction will determine the ordinary annual grant for the school and notify the same to the managers.

GRANT-IN-AID RULES FOR VERNACULAR PRIMARY SCHOOLS UNDER DISTRICT BOARDS IN THE NORTH-WESTERN PROVINCES AND OUDH.

1. If the manager of a vernacular primary school situate beyond the local limits of a municipality desires to receive aid for his school under these rules, he will forward to the Secretary of the District Board through the Deputy Inspector of Schools an application containing the following particulars on a form which will be supplied to him by that officer:—

- (a) The name of the tahsil and town or village in which the school is situated.
- (b) The name of the manager.
- (c) The number of scholars.
- (d) The probable monthly income from fees and sources other than the grant.

[Schools within municipal limits should look for aid to the Municipal Board.]

2. After such inquiry as the Board may deem necessary, it will determine whether or not the school is to be placed on the aided list, and in the former case what the amount of the monthly grant shall be. The decision of the Board will be communicated to the manager by the Deputy Inspector.

Before any grant is made to a school the manager must satisfy the Deputy Inspector or Sub-Deputy Inspector or other person appointed by the Board in this behalf that the teacher is competent to teach elementary reading, writing and arithmetic.

3. The amount of the grant should ordinarily not exceed Rs. 3 or Rs. 4 a month, and should be determined with regard to the amount of private support or probable fee income forthcoming, the number of pupils under or likely to be under instruction and the character of the instruction.

4. During the continuance of the grant the school must be under a manager approved by the District Board, and any change in the management of the school must be at once reported to the Deputy Inspector. If the new manager is not approved of, the school will be liable to lose its grant.

5. The grant to each school will be reviewed at the commencement of each year by the Board, and will be liable to be altered in amount or discontinued with reference to the funds at the disposal of the Board for vernacular primary education, and to the character and utility of the school.

6. Every school receiving aid under these rules must maintain an admission and attendance register, which will be supplied by the Department and in which the attendance of the scholars should be marked half an hour after school begins. This register will also contain a few blank pages for the record of inspections by the Deputy Inspector and members and officers of the Board.

7. The Deputy Inspector will inspect the school at least once in every year, and oftener if so ordered by the Board, and he will record the results of his inspections in this book, and report them to the Board. The school will also be open to inspection during school hours by the members and officers of the Board, who should check the attendance register and note any mistakes.

8. In every school aided under these rules the scholars must be arranged in classes according to the stage of instruction which they have reached. Ordinarily

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22 Dept.
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To the Secretary
G. No. 2

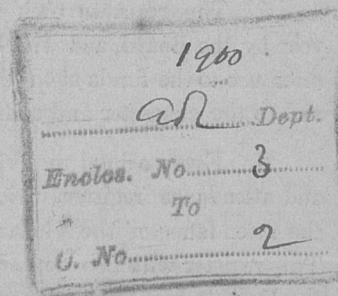
the standards of instruction will be the same as for vernacular schools maintained by the District Board, but others may be adopted with the approval of the Board and the Circle Inspector.

9. In schools in which the standards prescribed for the Board's vernacular schools are adopted, scholars in classes 4 and 2 who have been on the rolls for the preceding six months and have put in 100 attendances may be presented annually for examination at the nearest centre of examination, and the manager shall be entitled to receive an examination grant of Rs. 2 for every scholar thus presented who passes by the Upper Primary Standard, and an examination grant of Re. 1 for every scholar who passes by the Lower Primary Standard, provided the scholars so presented have not previously passed by these standards.

10. The monthly grant will be drawn on a form supplied by the Deputy Inspector, and after countersignature by that officer will be passed by the Board. Payment will be made to the manager by cheque or in any other way which the Board may direct. The examination grant will be drawn on the bill for the month following that in which the examination was held.

ALLAHABAD: }
The 1st May 1899.

T. C. LEWIS, M. A.,
Director of Public Instruction,
North-Western Provinces and Oudh.



GRANT-IN-AID RULES FOR THE NORTH-WESTERN PROVINCES AND OUDH.

I.—GENERAL PRINCIPLES.

Article I.—The object of a system of grants-in-aid is to promote private enterprise in education under the inspection of officers appointed by the Government.

Article II.—The means consist in aiding the voluntary exertions locally made to establish and maintain schools.

Article III.—The conditions are—

- (1) That the school is under competent and trustworthy management.
- (2) That the institution is stable in its character.
- (3) That the school, as strengthened by the grant, will supply a distinct want, and that the educational requirements of the neighbourhood are not already sufficiently met by existing schools.
- (4) That the teaching staff is adequate.
- (5) That the school if of the nature of an orphanage be subject to inspection by a committee consisting of the Commissioner of the Division, the Magistrate of the District, and the Civil Surgeon. The committee from time to time will examine the buildings and the food and clothing of the children and the sanitary arrangements; and will bring defects to the notice of the Director of Public Instruction.

Article IV.—With the view of enabling Government to judge whether these conditions exist, managers of schools desirous of receiving State assistance will submit through the Director of Public Instruction a statement showing—

- (1) The name of the persons responsible for the management of the school and for what period they undertake to be responsible.
- (2) The class to which the school belongs. (See Article VI.)
- (3) The following particulars:—
 - (a) The scale of fees and amount of the fee income.
 - (b) The other sources of income at the disposal of the managers.
 - (c) The names, qualifications, and salaries of teachers.
 - (d) The number of scholars in average attendance in each school class.
 - (e) The dimensions of the class rooms.
 - (f) The standard of instruction of each class.

The *previous* fulfilment of all the conditions detailed in Article III must be proved before any application for assistance can be admitted. It is not intended that schools tentatively started should receive aid on the understanding that these conditions may be fulfilled in the future existence of the institution. The object is to afford a means of assisting schools which permanently supply a local want, not of helping schools to be opened on the chance of their attracting a sufficient number of scholars to make it worth while to keep them open.

Article V.—The amount of the grant with due regard to the funds at the disposal of the Local Government will depend in the *first* place upon the kind of education given in the school or in other words upon the class of school; in the *second* place upon the tuitional expenditure which the managers are prepared to maintain; in the *third* place upon the average number of pupils under instruction; and in the *fourth* place the continuance of the grant will be contingent on the favourable report of the Government Inspectors.

Grants-in-aid will be restricted within the limits specified below, which have been fixed with reference to the funds ordinarily required for the effective maintenance of schools of each class. In no case will the grant exceed one-half of the whole tuitional expenditure on the school; and in all cases it will bear a certain proportion to the number of pupils who regularly attend the school, and who are effectively taught, as certified by the report of the Government Inspectors.

G. O. No. 40, dated 25th August 1874, extended to Oudh by G. O. No. 17A, dated 19th January 1878.

No. 602, dated 7th September 1874.

General principles of grant-in-aid system, G. O. No. 49A, dated 17th March 1876.

II.—GRANTS-IN-AID TO DIFFERENT CLASSES OF SCHOOLS.

Article VI.—For the present the different kinds of schools are classed as—

- (1) Lower schools—
 - (A) Teaching the vernacular only ;
 - (B) Teaching English with vernacular.
- (2) Middle schools—
 - (A) Teaching English, but not up to the University Matriculation Standard ;
 - (B) Teaching vernacular literature and science.
- (3) High schools—
 - (A) Teaching English up to the University Matriculation Standard ;
 - (B) Teaching Oriental classics, *i.e.*, Persian and Arabic Madrasahs, or Sanskrit Pāṭhśālās.
- (4) Colleges—
 - (A) Teaching English to undergraduates of a University ;
 - (B) Teaching the highest recognised curriculum in Oriental literature, metaphysics, &c.

Article VII.—(1) *Lower schools—(A) Teaching the vernacular only.*—The maximum grant is Rs. 10 a month: provided that the grant must not exceed one-third the tuitional expenditure, nor two annas a month for each scholar in average daily attendance. No grant will be allowed to a school with an average daily attendance of less than 24.

(1) *Lower schools—(B) Teaching English with vernacular.*—Grants to this class of schools are allowed under the separate code for Anglo-Vernacular schools.

(2) *Middle schools—(A) Teaching English, but not up to the University Matriculation Standard.*—Grants to this class of schools are allowed under the separate code for Anglo-Vernacular schools.

Vernacular and Oriental branches or departments attached to schools of this class are aided as vernacular schools of the lower class or as schools of the middle class (B) next following.

Middle schools—(B) Teaching vernacular literature and science.—The maximum grant allowed is four annas a month for each scholar in average daily attendance. No grant will be allowed to a school with an average daily attendance of less than 40.

(3) *High schools—(A) Teaching English up to the University Matriculation Standard.*—Grants to this class of schools are allowed under the separate code for Anglo-Vernacular schools.

Vernacular and Oriental branches or departments attached to schools of this class are aided as vernacular schools of the lower class or as middle schools (B).

High schools—(B) Teaching Oriental classics, such as Persian and Arabic Madrasahs or Sanskrit Pāṭhśālās.—No scale is laid down for these at present. Applications for aid will be treated, as far as possible, on the principles expressed in Article V with reference to the peculiar circumstances of each case.

(4) *Colleges (A) and (B).*—These will be aided upon the principles laid down in Article V. No fixed scale can at present be laid down.

Article VIII.—Scholarships and prizes of moderate amount may be included in tuitional expenditure.

Article IX.—The tuitional services of missionaries engaged in education, whose names do not appear in the list of salaried teachers, may be included as part of the tuitional expenditure on a school. Such services may be valued at the amount which the manager would have had to give to a paid teacher, due regard being had to the time which the missionary spends in teaching. No charges on account of supervision and management shall be included as tuitional expenditure.

Article X.—Fees are required to be taken in all aided schools of the kinds named in Article VI except class (1) (A). The mode of levying and the rates of fees are left to the discretion of the managers, but the gross income from fees must bear a certain proportion to the grant-in-aid as follows:—

In Middle schools of the class B and in high schools for Oriental classics the monthly fee income should be equal to one-fourth of the grant.

In colleges the income from fees should be at the average rate of not less than Rs. 24 per student.

Article XI.—The allotted grants, when provided in the budget of the year, are payable month by month on the managers' bills countersigned. Forms of bill are prescribed by the Accountant-General, and include a certificate to the effect that the conditions on which the grant is given have been fulfilled.

Article XII.—No grants are made to schools which are not open to examination by the Government Inspectors.

Article XIII.—The Inspectors are to make no inquiry into the religious doctrines which may be taught in any school, but are to confine themselves to the verification of the conditions on which the grants are made, to collect information, to report the results of examination, and to suggest improvements.

Article XIV.—The grant may be either withheld or reduced for causes arising out of the state of the school, as—

- (a) An unfavourable report by the Inspector ;
- (b) If the teachers have not been regularly paid, or are manifestly incapable ;
- (c) If the attendance has been exceptionally irregular, or if the registers be not kept with sufficient accuracy to warrant confidence in the returns.
- (d) If the school is found to be held in an unhealthy or otherwise undesirable locality, after due notice from the Inspector.

Article XV.—In every aided school are to be kept besides the ordinary register of attendance—

- (a) An account book, in which all receipts and disbursements of the school shall be regularly entered and balanced from month to month.
- (b) A book in which the names of all scholars admitted with date of admission and age at the time of admission and father's or guardian's name are entered. The same book will serve for the registry of withdrawals and dismissals.
- (c) A paged log-book, in which the managers or the head teacher may enter occurrences of an extraordinary nature affecting the interests of the school. No entry once made can be removed or altered except by a subsequent entry of correction, and all entries are to be dated and signed.

Article XVI.—These books will be open to the Inspector at his annual visit, and he will enter in the latter such remarks as he may have to make on the state of the school, forwarding a copy to the Director of Public Instruction.

Article XVII.—Schools for boys and girls of European parentage are aided under the special Grant-in-aid Code for European schools.

Article XVIII.—Girls' schools (Native) are aided under rules published by the Director of Public Instruction.

Article XIX.—Grants are made to Normal schools, industrial or art schools, orphanage schools, and schools for law, medicine, and engineering on the general principles of articles III, IV, V, and on the merits of each case.

Article XX.—Aid is not granted towards the erection of private schools unless the Local Government is satisfied that the conditions for ordinary grants-in-aid laid down in Article III are fulfilled.

See revised articles

Article XXI.—Grants made for building, purchasing, enlarging, improving, or fitting up schools will not exceed the total amount contributed for the purpose by proprietors, residents, agents, or others within the district where the school is located. Such contribution may be in the form of—

- (a) Individual subscriptions
- (b) Allotments from benevolent societies.
- (c) Materials at the market rates.
- (d) Sites given without valuable consideration.
- (e) Cartage.

Article XXII.—The sites plans, estimates, &c., must be satisfactory to the Local Government.

Article XXIII.—Grants are not made for building Lower schools which teach the vernacular in an elementary manner. Under ordinary circumstances the grant for a Middle school will not exceed Rs. 3,000 as a maximum, and that for a High school Rs. 5,000.

Article XXIV.—If any building, towards the erection, purchase, or repair of which a grant has been made by the Government, be subsequently diverted to any other than educational purposes, the Government shall have a prior lien upon the building for the recovery of the grant; and a provision to this effect should invariably be made before the money is disbursed.

In all cases before or at the time the money granted is paid over, the grantee and the officer of Government making the grant should sign a written agreement to the effect that the grant is made and accepted subject to the condition as to preëmption and all other conditions contained in the code of grant-in-aid rules, the grantee undertaking to sell, and the Government officer to buy for Government, on those conditions. This agreement should be registered, but will not require a stamp and will be effectual to preserve the Government claim as against the grantee or any person claiming under him.

Circular No. 41A, dated
19th November 1866
(General).

1900
252
4
2

Revised Articles XXI and XXII of the General Grant-in-aid Rules.

(Sanctioned by G. O. No. ^{506E.}
III-533 dated 13th September 1893).

ARTICLE XXI.—Grants made for building, purchasing, enlarging, improving or fitting up schools will not exceed the total amount contributed for the purpose by proprietors, residents, agents or others within the district where the school is located. Such contribution may be in the form of—

- (a) Individual subscriptions.
- (b) Allotments from benevolent societies.
- (c) Materials at the market rates.
- (d) Sites given without valuable consideration.
- (e) Cartage.

No grant will be finally sanctioned until the managers certify that the funds in their hands will, when added to the grant, be sufficient to meet all claims and to close the account.

- ARTICLE XXII.—(1) The plans and estimates will be submitted for approval by the Director to Government before a grant is sanctioned. They must have been first examined and be countersigned by the Executive Engineer who should also approve the site.
- (2) The work as it progresses will be examined from time to time by the Executive Engineer, and advances may from time to time be made by the Director out of the sanctioned grant, on receipt of a report by the Executive Engineer that the work is satisfactorily progressing.
- (3) The grant will not be paid in full until the Executive Engineer has reported that it has been satisfactorily completed.

P. No. 02444—28-9-93.—300—P. D.

No. 584 of 1899.

XV-228A.

FROM

THE UNDER-SECRETARY TO GOVERNMENT,
N.-W. PROVINCES AND OUDH.

TO

The Secretary to the Government of Madras.

Educational Department.

Dated Allahabad 23 December 1899

SIR,

Educl. }
DEPARTMENT. }

- 1. Rules for Tuition Grants to A.V. Schools for Boys.
- 2. Rules for Tuition Grants to A.V. Schools for Girls.
- 3. Grant-in-aid rules for Vernacular Elementary Schools.
- 4. General Grant-in-aid Rules for the N.W.P. & O.

In compliance with the request contained in your letter No. 798, dated 29th November 1899, I am directed to forward for the information of the Government of Madras copies of the marginally noted rules in force in these provinces, and to say that no recent orders have been issued by this Government forbidding participation in politics, to Masters or Managers of aided schools.

I have the honor to be,

Sir,

Your most obedient servant.

W. Morris

Under Secy. to Govt. N.W.P. and Oudh.

Educational (189¹⁹⁰⁰) Department.

CURRENT No. 3

From The Govt of Bengal

Order.

No. 4165

Dated 22-12-99

Received

Registered 6-1-1900.

Enclosures 1

Spare copies

SUBJECT.

Forwarding Copy of Rules
for Grants-in-aid to Schools
& Colleges in that Province,
stating that there are no
orders there forbidding
participation in Politics
by Teachers & Managers
of aided Schools &
Colleges

BACK PAPERS.

G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.

NOTIFICATION.—No. 2381.

The 9th July 1894.—The following rules for grants-in-aid to colleges and schools in Bengal are published for general information, in supersession of the rules published at pages 1617—1622 of the supplement to the *Calcutta Gazette* of the 14th September 1887.

C. E. BUCKLAND,
Secy. to the Govt. of Bengal.

RULES FOR GRANTS-IN-AID TO COLLEGES AND SCHOOLS IN BENGAL.

1. A grant from Provincial revenues is assigned annually by Government to be expended in grants-in-aid to schools not under Government management, provided they fulfil the conditions prescribed in the following rules.

2. The grant is distributed by the Director of Public Instruction, on the recommendation of the Circle Inspector, to schools which are certified to be eligible under these rules, reference being had to the requirements of each locality as compared with others, and to the funds disposable.

3. Any school to which aid is given, together with all its accounts, books and other records, shall at all times be open to inspection and examination by any officer appointed by the Government for the purpose, and to this end the records and accounts shall be placed in such custody that they shall be always accessible on the visit of any inspecting officer. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

4. Inspecting officers will interfere as little as possible with the local management of schools, but are employed to see that the instruction is efficient, and that the conditions on which the grants were made are fulfilled; and aid will be withdrawn from any school in which such conditions are not fulfilled.

5. Grants are given on the principle of strict religious neutrality, and no preference will be shown to any school on the ground that any particular religious doctrines are taught or not taught therein.

6. Grants-in-aid will be made to such colleges and schools only (with the exception of training schools, girls' schools, night schools for adults, and schools for aborigines and low castes) as require some fee, however small, from all their scholars. Exemption from this rule may be allowed in exceptional cases by the Director of Public Instruction.

7. The promoters or managers of any institution, by whom application for a grant is made, must appoint a Secretary to conduct their correspondence with the Department, and they must record the names of the managers.

8. The managers are responsible for the due expenditure of the school funds in accordance with the conditions of the grant.

9. In respect of any school for which application is made, full information must be supplied on the following points, and must be thrown into the shape given in Form A appended to these rules :—

- The pecuniary resources, permanent and temporary, on which the school will depend for support.
- The proposed monthly expenditure in detail.
- The average number of pupils to be instructed.
- The persons who will form the committee of management.
- The class of school and course of instruction.
- The number and salaries of the teachers.
- The fees to be charged in each class.
- The amount of aid sought.
- The treasury at which the grant, if sanctioned, is to be payable.
- The existence of other schools of all classes within a distance of four miles.

10. An application for a grant is made either directly to the Circle Inspector or to the District Deputy Inspector, who forwards it with his remarks to the Inspector. The Inspector, after taking the opinion of the Magistrate upon his proposals, forwards the application to the Director for sanction. If the Magistrate and the Inspector differ, the decision rests with the Director.

11. Grants shall not exceed in amount the sums to be expended from private sources, except in special cases, under special orders of Government. Municipal contributions will be reckoned for this purpose as receipts from public sources.

12. Aided places of instruction are divided into the following classes :—

Colleges.—In which students who have passed the University Entrance Examination are educated in the University Course or any part of it.

High Schools.—In which students are educated up to the standard of the Entrance Examination.

Middle Schools.—In which the scholars are educated up to the Middle English or Middle Vernacular Scholarship standard.

Primary Schools.—In which the scholars are educated up to the Upper or Lower Primary Scholarship standard.

Girls' Schools.—Including agencies for *zanana* instruction.

Training Schools.—For the training of masters and mistresses.

Special Schools.—For instruction in special subjects.

Grants are also given in certain cases in aid of boarding establishments.

13. Grants are of two kinds,—annual grants and special grants.

ANNUAL GRANTS.

14. For colleges the grants shall not exceed one-half of the income guaranteed from private sources, and in Calcutta they shall not exceed one-third of such income.

15. For high schools the grants shall not exceed one-half of the income guaranteed from private sources, except in the districts of—

Birbhum,	Chittagong,
Dinajpur,	Tippera,
Rangpur,	Noakhali,
Bogra,	The Patna Division,
Darjeeling,	„ Bhagalpur „
Jalpaiguri,	„ Orissa „
Mymensingh,	„ Chota Nagpur „
The island of Dakhin Shahbazpur	and the thanas of Khatra, Raipur,
in Backergunge,	and Simlapal in Bankura,

in which the grants may equal two-thirds of the income so guaranteed.

16. For middle schools, in which the expenditure is more than Rs. 40 a month, the grants shall not exceed two-thirds of the income guaranteed from private sources, except in the districts mentioned in the last rule, in which the grants may equal the income so guaranteed.

17. For primary schools, and for middle schools in which the expenditure does not exceed Rs. 40 a month, as well as for girls' schools, training schools, and special schools, the grant shall not exceed a sum equal to the full amount of the income guaranteed.

18. The amounts above laid down are maximum amounts, and it must be understood that the maximum grant will not in all cases, and as a matter of course, be sanctioned.

19. Grants will be sanctioned ordinarily for a term of three years; but the Inspector may at any time during its currency recommend the revision of any grant. A grant should ordinarily be reduced on renewal, when this can be done without serious loss of efficiency. Notice of any proposed reduction shall in all cases be given to the managers, who shall be allowed an opportunity of stating any objection that they may have to the reduction.

20. When a grant is sanctioned, the managers shall sign an agreement on stamped paper, to the effect that they will conduct the school in accordance with the conditions of the grant.

21. The sanction of a grant is conveyed in the following form* :—

Office Memorandum of the Director of Public Instruction.

(1) A grant of Rs. _____ a month is sanctioned from the _____ 189
for the _____ school at _____ in the district of _____, on the following
conditions :—

- (a) That Rs. _____ a month at least be regularly contributed from private sources.
- (b) That the following scale of expenditure be maintained, subject to any alteration that may be sanctioned by the Inspector :—

	Rs. A. P.
Head-master	...
Second do.	...
Third do.	...
Servants } In the case of girls' schools only.	
Contingencies }	

(2) The grant is payable every month.

(3) The monthly bill (in Form D annexed) must be sent to the Inspector for countersignature, and must be accompanied by an account (in Form B) of the actual receipts and disbursements for the month preceding that for which the bill is drawn.

After countersignature the bill will be paid at the _____ treasury.

(4) The monthly bill and the certificate must be signed by the Secretary of the school.

(5) The bill is countersigned on the distinct understanding that the salaries and other charges certified by the Secretary to have been paid have actually been paid.

(6) Salaries for service in any month become due on the first day of the following month.

(7) The appointment and dismissal of every teacher shall be notified to the Department. No appointment shall be confirmed until it has received the sanction of the Department; and the Department shall have power to enquire into any case of the dismissal of a teacher.

(8) The grant is liable to be reduced or withdrawn if the payment of any teacher's salary is delayed for more than two months after it has become due.

(9) The grant is liable to be reduced or withdrawn if the school is unfavourably reported on as regards the attendance or proficiency of the scholars.

(10). The grant is liable to be reduced or withdrawn if the managers keep their accounts in a negligent and untrustworthy manner, or if they send up incorrect accounts, or if they fail to transmit punctually the periodical returns required by the Department, or if the school-house is unfit for the purposes of the school or is untidy or dirty, or if the Department is otherwise dissatisfied with the management of the school.

* In the case of colleges the form is modified.

(11) The grant is liable to be reduced or withdrawn if the teachers are inefficient, or if they are absent from duty, otherwise than in accordance with the rules of the Department, or if they keep the school registers in a negligent or untrustworthy manner.

(12) Holidays are not to exceed 60 days in the year, exclusive of Sundays, except under peculiar circumstances and with the sanction of the Inspector.

(13) Every new election to the Committee of Management must be notified to the Inspector under the signatures of the Secretary and of the member or members elected.

(14) Every change of Secretary must be notified to the Inspector under the signatures of the new Secretary and the members of the Committee of Management.

(15) All receipts, from whatever sources or for whatever purposes collected, must be entered in the account book of the school, which shall be open to inspection and examination by any officer appointed by Government for that purpose.

(16) No part of the previous balance of the school shall be spent without the sanction of the Inspector, except for payment of the sanctioned establishment, in order to make up any deficit in the private contributions in any particular month.

(17) No new building shall be constructed for the school until the plan and estimates have been approved by the Inspector.

(18) Government may claim a fair share of any balance at the credit of a school at the time of its abolition, as well as of the sale proceeds of any school-house or furniture towards the erection or purchase of which a grant may have been made by Government.

SPECIAL GRANTS.

22. Grants may be given to managers of schools in aid—

- (a) of erecting, enlarging, or furnishing school buildings;
- (b) of executing extensive repairs;
- (c) in special cases, of paying off debts incurred in erecting or enlarging school buildings.

NOTE (1).—Expenditure in the purchase of buildings may be treated as expenditure in the erection of buildings.

NOTE (2).—The sum to be allotted annually for building grants to schools will be fixed provisionally for a term of years. The amount will be notified. It will not in ordinary circumstances be reduced, though it may be increased, for any year during that term.

NOTE (3).—Every application for a grant must be submitted to the department not later than the 31st December, if the grant is to be admissible for sanction during the following financial year. If found to be in accordance with the rules, and in other respects deserving of support, it will be included in the list of 'approved applications.' If not so included, the reasons shall be notified to the managers.

NOTE (4).—The total sum allotted for the year will be divided between schools for different sections of the community (Europeans, Hindus, Muhammadans, Native Christians, &c.), in some proportion to the requirements of each community, as indicated by the amount of the 'approved applications' received from each; regard being also paid to preferential claims as explained in Note (6).

Grants not required by one section of the community may, towards the close of the year, be re-appropriated to meet the wants of another section.

NOTE (5).—When an approved application is sanctioned, the managers shall be informed whether the grant will be payable in full from the allotment for the year, or if not, in what years and by what instalments.

NOTE (6).—In selecting approved applications for sanction, those projects that involve the education or boarding of an increased number of pupils, will ordinarily be preferred to those that merely seek to improve the accommodation for existing pupils.

NOTE (7).—In the case of an application for a repair grant under this rule (b), the managers will be required to show that the necessity for such a grant has not arisen from the neglect of current repairs in previous years.

23. Except in the case provided in the foregoing rule, no grant shall be made in consideration of former expenditure on school buildings.

24. In general, the proportion of the Government contribution made under rule 22 shall not exceed the proportion laid down in rules 14 to 17 for a school of the same class.

NOTE.—The sum of Rs. 10,000 (ten thousand) is fixed as ordinarily the maximum grant for any undertaking or project.

25. Before a building grant is sanctioned, the site, plans, estimates, specifications, title and trust deed must be approved by the Director of Public Instruction. If the school receive no monthly grant, the managers must also satisfy the Department that it is likely to be maintained in efficiency, and that it will be open to inspection.

26. The trust deed must declare the building to be granted in trust for school purposes only. It must also provide for the legal ownership of the premises, for the proper maintenance of the building, and for the inspection and management of the school.

NOTE.—This rule does not preclude the managers from using the building for other purposes when not required for the purposes of the school.

27. No grant is finally sanctioned until a certificate is received from the managers setting forth that the funds in their hands will, when added to the grant, be sufficient to meet all claims and to close the account.

28. Advances may be made from time to time out of the sanctioned grant on receipt of a report from the Public Works Department that the work is proceeding satisfactorily.

29. The grant is not paid in full until—

- (1) a report is received from the Public Works Department or other sufficient authority that the building is satisfactorily completed;
- (2) the trust deed is duly registered, and a copy lodged with the Department.

30. Loans may also be made to managers of schools for the erection of school buildings. The amount of such loan shall generally be limited to the amount of any grant claimable under rule 24. The building shall be mortgaged to the Government as a guarantee for the repayment of the loan, and a term shall be fixed within which the loan is to be repaid. Interest at a rate not exceeding 4½ per cent. may, if necessary, be charged.

C. E. BUCKLAND,
Secy. to the Govt. of Bengal.

FORM A.

In which application must be made to the Inspector for new grants-in-aid or for renewal of old grants.)

APPLICATION FOR A GRANT-IN-AID FOR

No. THE CLASS SCHOOL AT THANA DISTRICT
Dated PROPOSED CONSTITUTION.

CLASSES.	Average number of pupils expected.	Fees to be charged in each class.	Anticipated fee-income.	Proposed charges or rate of expenditure monthly.	Estimated receipts monthly.	REMARKS.
1st	...			1st Teacher	Rs. A. P.	
2nd	...			2nd "	Rs. A. P.	
3rd	...			3rd "	Rs. A. P.	
4th	...			4th "	Rs. A. P.	
5th	...			5th "	Rs. A. P.	
6th	...				Rs. A. P.	
7th	...				Rs. A. P.	
8th	...			Prizes	Rs. A. P.	
9th	...			Library	Rs. A. P.	
				Servants*	Rs. A. P.	
				Contingencies*	Rs. A. P.	
Total	...	Total ...	...	Total ...	Rs. A. P.	

Here to be inserted the names of the persons who will form the Committee of Management.

Names of Committee. } Members.
Member and Secretary.

Residence.

Profession and social position.

Recommendation of the Inspector.

Opinion of the Magistrate.

al remarks o the Inspector.

* For girls' schools only.

FORM A—concluded.

PRESENT STATE OF THE SCHOOL.

To be filled up if the School has been in existence for six months and upwards.

CLASSES.	Average number of pupils during the last six months.	Fees charged in each class.	Average monthly fee-income.	Average charges incurred monthly for the last six months.	Average receipts monthly for the last six months.	REMARKS.
1st	...			1st Teacher	Rs. A. P.	
2nd	...			2nd "	Rs. A. P.	
3rd	...			3rd "	Rs. A. P.	
4th	...			4th "	Rs. A. P.	
5th	...			5th "	Rs. A. P.	
6th	...				Rs. A. P.	
7th	...				Rs. A. P.	
8th	...			Servants*	Rs. A. P.	
9th	...			Contingencies*	Rs. A. P.	
Total	...	Total ...	...	Total ...	Rs. A. P.	

* For girls' schools only.

† Here enter number and date of order sanctioning existing grant, if any.

(6)

FORM B.
MONTHLY ABSTRACT ACCOUNT.

SCHOOL AT _____, DISTRICT _____
for the month of _____ 189 _____

RECEIPTS.

	Rs.	A.	P.	Rs.	A.	P.
Balance of previous account	...					
Fees and fines received during the month	...					
Subscriptions and donations received during the month	...					
Received from other local sources during the month	...					
Government grant received during the month (for _____)	...					
Municipal ditto ditto (for _____)	...					
Special ditto ditto (on account of _____)	...					
Advance from Secretary during the month	...					
Total of actual receipts during the month	...					

DISBURSEMENTS.

	I.—Monthly charges specified, in the grant.			II.—Charges falling due in the month.			III.—Amounts actually paid during the month.			Explanation of difference between columns I and II.
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
Head Master										
2nd ditto										
3rd ditto										
4th ditto										
5th ditto										
6th ditto										
7th ditto										
8th ditto										
9th ditto										
10th ditto										
Head Pandit...										
2nd ditto										
3rd ditto										
4th ditto										
5th ditto										
Servants—number	...									
Contingencies	...									
Total	...									
Add outstanding dues (if any) from last account	...									
Total	...	A*				B*				* Outstanding dues, if any, from present account, namely, the difference between A and B.
Expenditure from special grants	...									Rs.
Refund of Secretary's advance (see account for _____)	...									
Total of actual payments during the month	...									Paid on.
Balance in hand on the 1st day of the month	...									
Total	...									Secretary.

I declare that all the amounts mentioned in this account as received and paid during the month have actually been so received and paid.

Examined.

DATED _____

The _____ 189 _____

Head Master.

Secretary.

NOTE 1.—This account is to be for the month preceding that for which the accompanying grant-in-aid bill is drawn.
2.—It is to be an abstract of the actual receipts and disbursements during the month, as entered in the cash account book.
3.—The Secretary will send this account in duplicate, if required to do so, by the Inspector.
4.—If the declaration at the foot of this account is falsely signed, the Secretary is thereby rendered liable to all the penalties of clause 415 of the Penal Code.

(7)

FORM C.
ABSTRACT REGISTER OF ATTENDANCE.

SCHOOL AT _____, DISTRICT _____
for the month of _____ 189 _____

CLASS.	Number on the roll.	Average number present daily during the month.	Rate of schooling fee.	Amount of schooling fees due for the month.	Admission fees and fines due.	Outstanding for previous months.	Total.	Amount collected during the month.	Amount outstanding.	REMARKS.
1	2	3	4	5	6	7	8	9	10	11
1st Class	...									
2nd "	...									
3rd "	...									
4th "	...									
5th "	...									
6th "	...									
7th "	...									
8th "	...									
9th "	...									
10th "	...									
Total	...									

Hindus

Muhammadians

Others

Percentage of attendance during the month

Number of working days in the month

English

Bengali

Persian, etc.

Secretary.

(8)

FORM D.

School at _____ in District _____
Month ending _____ 189 .

BILL FOR GRANT-IN-AID.

The Secretary of State in Council for India Dr.

	Rs.	A.	P.	
To the grant-in-aid for the month ending ...				See order of Director of Public Instruction, No. 18, dated the

Payable at the _____ Treasury.

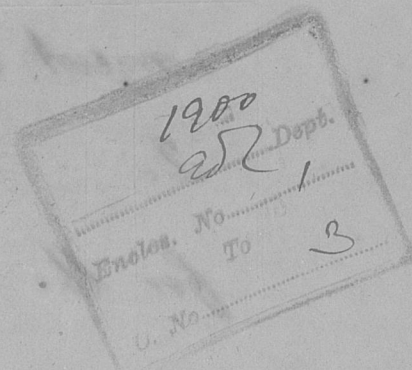
The _____ Secretary of the School.

Passed for Rs. _____

Inspector of Schools.

The _____ 189 .

Circle.



No. 4165.

General
Education

DEPARTMENT

Branch.



From

F. A. Slack, Esq., I.C.S.,

Off^g Secretary to the Government of Bengal,

To

The

Secretary to the Government of
Madras, Education Dept.

Dated Calcutta, the 22nd Dec^r, 1899.

Sir,

I am directed to acknowledge the receipt of your letter No. 798, dated the 29th November 1899, asking to be furnished with copies of any recent orders forbidding participation in politics by school Master or Managers of Schools aided from public funds, together with a copy of the rules now in force in Bengal for the payment of grants-in-aid to schools.

2. In reply, I am to forward for the information of the Government

of Madras, the accompanying copy
of Rules for grants-in-aid to Colleges
and schools in this Province, and to
say that there are no rules in Bengal,
on the subject referred to in your
letter. It is our practice to refuse
the use of buildings under the control
of the Education Department for political
or religious discussion but apart
from this, that Department has never
interfered, except by way of private
advice, in the freedom of action of
teachers or Managers, attending political
meetings.

I have the honour to be,
Sir,
Your most obedt. Servant

F. A. Hall

Off^g Secretary to the Govt of
21/12 Bengal.

22/12

22/12

[Edl. 6]
100-5-30.

Educational (189¹⁹⁰⁰) Department.

CURRENT No. 28

From The Govt of Burma

Order.

No. 462/62
47

Dated 14 — 12 — 1899

Received

Registered 8 — 1 — 1900

Enclosures all

Spare copies

SUBJECT.

Stating that no orders have been
passed by that Govt for bidding
participation in Politics by
Schoolmasters or managers
of aided institutions &
forwarding a copy of the
Burma Education Code

BACK PAPERS.

G.O.	No.	Department.	Date.

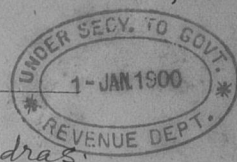
FURTHER PAPERS.

G.O.	No.	Department.	Date.

CURRENT NO. 28

General DEPARTMENT.—No. 462/68
47

FROM
The Secretary to the Government of Burma,
TO
The Secretary to the Government of Madras.



Dated Rangoon, the 14th December 1899.

SIR,

With reference to your letter No 798, dated the 29th November 1899, I am directed to say that no orders have been passed by this Government forbidding participation in politics by school masters or managers of schools aided from public funds. The Grant-in-aid rules in force for schools in Burma are published at page 88 et seq: of the Education Code a copy of which is forwarded.

I have the honour to be,
Sir,
Your most obedient servant
H. S. Pratt.

For Secretary

Papers to be read in Proceedings :—

Again G.O , No. , dated 189 .

Current No.	1890	of 1899,	dated	5 th Decr	, from	the Govt of Bombay
" "	1965	" 1899,	"	16 th -	" "	- the Punjab
" "	2	" 1900,	"	23 rd -	" "	" " " Madras
" "	3	" "	"	24 th -	" "	" " Bengal
" "	28	" "	"	14 th -	" "	" " Burma

ORDER. № 528 1-2-1900
min

A (linked file)

Recorded with reference to S.O. 4037
201 dec 27th Jan^y 1900.

24.
1-2-00

31/400
note.

1.2.00

Cus 1890 was marked for him, & circ
and was accordingly circulated to him,
on the 13th Dec^r. It was however returned
by him, with his O.C. to the Secretary at flight
(linked for) without initials. Should it now go to the Hon^{ble}
w^o. Winterbatham and to G.S.?

Submitted that it is
now unnecessary

7.2.
1-2-00

When given for copying _____
 When copied _____
 When examined _____
 When signed _____

189

READ AGAIN G.O., No. _____, DATED _____
 189

T No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT

LETTER OF GOVERNMENT.

STATEMENT WITH DITTO.

PAPERS NOT FILLED UP, BEING MEANT FOR DESPATCH
 IN ORIGINAL.

N.B.—
 A = Copy in full.
 B = Not to be copied.
 P = Copy abstract only
 Q = Copy heading only.

A A A A A A A