

Educational (1896) Department.

ORDINARY MS.

G.O., No. 605

DATED 30-9-96

INDEXED.

[Despatch Abstract.]

Recording letter from the D.O. re -
-posting on the working of the
Results grant system.

BACK PAPERS.

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

FURTHER PAPERS.

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

Hon. Mr. Grose C.E. — The Results Grants system.
 Hon. Mr. Bliss C.E. — Let me see this file again Ed. DEPARTMENT.

1,000-15-11-95.

Papers to be read in proceedings:

Again G.O., dated 24th Oct 1895, No. 844

Again G.O., dated 189, No.

Current No. 1065 of 1896, dated 31st Aug from the D.P.O.

" " " 189, " " "

" " " 189, " " "

ORDER. No. 605, 30 September 1896.
 Recorded.

2. The further communication promised by the D.P.O. is awaited

JG
 22/9/96

WJ
 23/9/96

7/2
 18/9

At 21.9.96

Resubmitted to H.M. as directed. The order has not come, as the original envelope is to go with it, but it is not urgent.

WJ 28.9.96

To The D.P.O. 28/9/96
 (with original envelope ret'd.)

Educational (1896) Department.

CURRENT No. 1065

824/95
\$52/93
Sub. Dir. of Pub. Instr. 194

FROM ORDERS.

C. S.

Order

From The Dir. of Pub. Instruction,
Madras.

No. 9516

Dated 31st August 1896.

Received 31st —

Registered 1st September 1896

Enclosures Five

Spare copies nil

SUBJECT.

Grant-in-Aid Code

Submitting remarks and
explanations with reference to the
estimate and assignment systems as
regards payments by results.



BACK PAPERS.

G.O.	No.	Department.	Date.
	94562	Est	31-12-95
	84407	- "	24-10-95
	85250	- "	20-11-95

FURTHER PAPERS.

G.O.	No.	Department.	Date.

No. 6282.

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION, dated 12th June 1896.

Results Grants.

In submitting the draft Grant-in-aid Code for 1896-97, the Director recommended certain changes in the Results Chapter of the code for the following reasons :—

The "assignment" system, which has superseded the "estimate" system as regards the distribution of allotments for results grants among individual institutions, has been in force since 1st April 1894. It has, no doubt, decided advantages over its predecessor and is in accordance with the recommendations of the Education Commission. But the fixing of an assignment to individual schools before the grant examination has been found from experience to possess two disadvantages. Firstly, managers who expected to earn the full amount assigned to their schools by presenting pupils under certain standards have exhibited, naturally enough, a tendency to neglect the teaching of the other standards as they have no pecuniary interest in the results of those standards. The efficiency of instruction in primary and lower secondary schools will be impaired if this tendency is allowed to grow unchecked. The second and more serious disadvantage is the hardship caused to efficient schools earning grants over and above the assignment. Suppose, for instance, three schools A, B, C, the net cost of each of which is Rs. 100, are admitted to the list, and with reference to the funds at the disposal of the sanctioning authority a sum of Rs. 50 (being 50 per cent. of the net cost) is allotted to each school. School A is found to earn Rs. 90, school B Rs. 60, and school C Rs. 30. Schools A and B are deprived of part of their earnings, and school C which has obtained the worst results, gets its full earnings. If the sum of Rs. 150 allotted to the three schools were distributed with reference to their earnings after the results of the examination have been known, they would get, respectively, Rs. 75, 50 and 25, which would be a more equitable distribution. While no school would be allowed to get more than its ascertained net cost, every inducement would be held out to managers to work their schools so as to earn as much as possible. The grant examination is now held from July till the close of February, and by commencing the examination in June it will be practicable to close it in January. Under the revised notification recently issued by Government, the Primary Examination will be held in future in the months of November, December and January, and the results will be available by the end of January. The results of the Lower Secondary Examination will also be available by the close of January. It is, therefore, quite possible for the Inspecting officers to fix the assignment for individual schools examined from April to January in the first week of February and also to make their recommendations in the same month regarding schools to be admitted to aid in the ensuing year.

By far the largest amount of results grants of a year is paid in February and March

Months.	1893-94.		1894-95.	
	Ordinary schools.	Local Board schools.	Ordinary schools.	Local Board schools.
	RS.	RS.	RS.	RS.
April	18,990	3,296	10,086	3,567
May	6,524	5,824	4,276	1,858
June	5,335	3,552	2,669	2,125
July	2,734	1,932	1,609	482
August	1,193	1,479	1,792	1,260
September	4,917	1,037	1,382	1,318
October	7,860	730	5,075	412
November	9,461	537	6,428	971
December	8,561	1,414	12,750	999
January	11,222	2,391	11,426	972
February	8,131	5,523	15,454	2,899
March	54,569	36,400	65,259	43,599
Total	1,39,497	64,115	1,38,206	60,462

Note.—Payments in April, May, June and July are arrear payments.

as at present. In the published list of results schools, the standards to be aided and the net cost of each school as finally accepted by the Department would be notified, and the managers might safely calculate that should they earn up to that amount they might get their full earnings, or a fair proportion thereof with reference to the allotment at the disposal of the sanctioning authority.

2. With reference to the above suggestions Government observed as follows:—

As has already been remarked, the most important change recommended is that which relates to the distribution of results-grants. The assignment system has been only in force for a short period and the Government, while not feeling convinced as to its suitability, is not prepared to supersede it by fresh arrangements without devoting most careful consideration to the question. The Director will therefore be requested to address Government on the subject in a separate communication, which should detail the practice followed under the estimate and the systems prevailing in other provinces, the experience gained in which may be of great service in deciding the policy to be pursued in this Presidency. The Government observes further that the Director's present proposals are open to strong objections on the ground that they will leave the distribution of grants altogether in the hands of lowly-paid subordinates, while the Director himself will have little or no time in which to check their recommendations. It appears, moreover, undesirable to commence the examinations in June—one of the hottest months in the year.

The first disadvantage in the present system to which Dr. Duncan alludes might apparently be easily obviated by omitting article 11 of Chapter IV and requiring the production for examination of all boys in every school in whatever standards the managers choose, or, if that would involve the examination of too many children, by allowing the managers to send up pupils according to whatever standards they please. As regards the second disadvantage mentioned, the Government does not consider that any hardship will be caused to efficient schools which qualify for a grant in excess of the original assignment, provided that such assignment has been fixed in the first instance with reference to their financial needs. The saving effected by the fact that inefficient schools have not earned their full assignments should lapse to the State or might be utilized for furniture and building grants, which are usually much required, or for results grants to additional schools for which no assignment was originally made.

3. The Directors of Public Instruction, Bengal, Bombay, the North Western Provinces and the Punjab, have been addressed regarding the system of payments by results as followed in those provinces. But the replies received have not thrown any light on the matter, as the results system is not in force in those Presidencies and Provinces to the extent it has attained in this Presidency.

4. The Government of India has just passed orders on the report of the Select Committee appointed to revise the Code of regulations for European schools. The following extracts from the Committee's report are well worth perusal:—

The "Results" System.—In accordance with the explicit instructions of the Government of India, the method of "payment by results" was that adopted by the previous Committee for

the determination of grants to schools (paragraphs 9 and 21 of their report). This system was then, and had been from the beginning, a characteristic feature of the English 'Revised Code.' But after a time, and with the growth of experience, complaints and objections against the results-system began to be heard both in England and in India. Though it was allowed to have imparted a much-needed stimulus to schools of an inferior class, it was declared to be radically bad, alike for scholars and for teachers. The work of the school had to be done, not so much with the object of imparting a sound education, as with that of making a good show on the examination-day by careful study of the questions which the Inspector was likely to set: in other words, the steady cultivation of the intelligence was neglected in favour of inferior methods adapted to secure the ready production of answers to questions of a certain style. The system, again, allowed no credit for slow or backward scholars, who, though they could not succeed in passing, nevertheless took up in good schools a large share of the teacher's time, or else in bad schools were neglected. Further, the annual examination was necessarily very limited in its range, and the test applied was therefore such as the whole class, dull and clever boys alike, could be expected to satisfy; and thus mediocrity was encouraged. The teachers, knowing how much depended on the chances of the examination, were harassed by anxiety as to the result; and when the time of the Inspector's visit approached, the regular and orderly instruction of the scholars, on sound and accepted methods, gave place in many cases to a period of feverish haste in which they underwent the final cramming for the examination. "The Code," it was declared by a witness before the Royal Commission of 1887, "drives the teacher, and the teacher has in turn to drive the boys;" and the pace was not consistent with healthy progress. "Hurry and worry," in the words of an experienced Indian schoolmaster, were "the watch words of the present system." In short, the Code was condemned because it forced all the teaching into one groove; because it destroyed, or at any rate unduly checked, individuality and variety in the teaching; and above all, because of the over-pressure it tended to create beyond the powers of ordinary boys.

System of Class Examination.—Meanwhile the Government of India had approached the question from another side. Much time, they pointed out in May 1886, was lost in the individual examination of scholars—a method in no way needed to determine whether a school was efficient; and the Local Governments were urged to consider the question of replacing individual by class examinations. Under the latter system, it was considered, the proficiency of a class as a whole, and the character and value of the methods by which it had been taught, could be ascertained by the Inspector, not only with equal certainty, but in a much shorter time and with much less expenditure of labour than the existing system required. The saving of time that would thus result might also make it possible to administer the Code efficiently with a reduced inspecting staff, and thus economy would be secured. The question was discussed by the Conference of Inspectors which met at Mussoorie in May 1887. While admitting that the time of the Inspectors would be economised by the proposed arrangement, they were of opinion that "the method of collective examination fails to attain the most important object of inspection, the improvement of the teaching and the gradual raising of the standard of instruction. A careful individual examination of the scholars is a valuable lesson to the teachers, pointing out the defects in the method of teaching, and showing how to remedy them"—a conclusion which is at variance with our own experience. They also laid stress on the high value attached by parents to the "scholars' registers"—an integral part of the system of individual examination; and this was held to be a bar to the introduction of a system under which those records of the progress of individual scholars could no longer be issued.

The Government of India, however, were not fully satisfied with these reasons, though admitting their general force. In the Resolution of the 13th August 1886, they pointed out that "the general retention of this [the existing] system must lead to delay in the completion of the examination, to extreme variations in the commencement of the period known as the school year, and possibly to a demand for increased inspecting agency, and therefore to increased expenditure." They therefore directed that the system of collective examination should be given a trial in one or two of the less important subjects in selected schools.

System of fixed Grants in Bengal.—A departure from the method of individual examination was at length made in the Lower Provinces by the selection of a few schools, whose permanent character was established, for the application of the system of fixed grants. The grant made to each school was equal to the average annual grant earned during the three preceding years, and it was sanctioned for a term of five years, subject to revision at the close of that period. The annual grant was also made conditional upon the Inspector's certifying to the continued efficiency of the school. Any school thus placed on the special list might, with the consent of the department, present all its scholars for examination at the close of the school year. The results of the examination of each scholar would, in such a case, be communicated to the managers, but would not be taken into consideration by the Inspector when reporting on the efficiency of the school; nor would they affect the grant. These provisions were embodied in the Bengal Code as "revised Article 33."

Success of the System.—The results, as regards the five schools placed on the special list, were altogether successful. It was reported to the Government of Bengal in 1893:—"Of the five schools to which the new system has already been applied, two were highly efficient when they

were admitted to the special list; two others, although not so good, were decidedly above the average in merit; the fifth was, and had been ever since the introduction of the Code, a very inferior school. Since the change, the two excellent schools have fully maintained their efficiency; the next two have improved, and are making very satisfactory progress; while the last of the five has completely changed in character, and is now doing very good work. The teachers in all the five schools have expressed their gratitude for the relief from constant anxiety about the grant which the new system has bestowed, and their sense of an increased power of doing good work consequent, partly upon this relief, partly upon the change in the style of examination, and partly upon the freedom which they are now allowed to exercise in the classification of the scholars."

5. On the above subject the Government of India observe—

Articles 27-34.—The conclusion of the Committee is that the system should be generally adopted under which grants to schools declared efficient are given almost exclusively on the attendance and classification of the scholars and are not determined by individual examination. This is the part of their proposals, so much the most important and significant, that it may be well briefly to reproduce in this Resolution the reasons for the change. To use their own words, the Committee condemn the system of payment-by-results on the grounds "that it discouraged the attainment of a high degree of excellence in scholarship, that it ignored the work done by teachers for dull and backward pupils, and that it put forward mediocrity in as large a number of subjects as possible as the highest goal of the teachers' efforts." The system, which the Committee recommend in its place, has been successfully tried in Bengal, and they advise its general adoption for these reasons:—

(1) that the finances of schools are no longer liable to be disorganized by fluctuation in the grant resulting from the chances of the annual examination, but that its amount can be anticipated by the managers from year to year with something like certainty; (2) that the amount of grant is determined by general considerations of the size and proficiency of each school, and therefore bears some fair proportion to its utility and cost; (3) that it leaves the teachers free from anxiety as to the results of a particular examination, and enables them to cultivate the intelligence of the scholars, as well as their memory, by steady adherence throughout the year to those methods of instruction which experience and authority have pronounced to be the best; (4) that it allows fuller scope than is possible under a system of annual examinations by fixed standards, for individual teachers to vary the methods or the subjects of instruction according to the capacity of the scholars and to push forward promising pupils along lines in which they show ability; (5) that it encourages attention being paid to dull and backward scholars, since teachers can now afford to work slowly and thoroughly, making sure of each step before attempting the next; (6) that in Provinces where the Inspector's other duties leave him sufficient time for the purpose, it enables him to substitute frequent and friendly supervision for a single annual examination, thus allowing him to gain a much clearer insight into the condition of each school, and to apply criticism, advice and example to the removal of defects.

The Government of India have given their careful consideration to these arguments, and to all the objections that have been adduced against the change. In their judgment the Committee have established their case. Their arguments are weighty, and the soundness of those arguments has been proved by the experience in Bengal. With the reservation contained in Article 34 to meet the case of schools which, in the opinion of the Local Government, should not be brought under this system of grant-in-aid, this change is therefore heartily approved by the Government of India.

6. The drawbacks of the results system as sketched above are applicable to this Presidency with equal or even greater force. The introduction of the Educational Rules has no doubt tended to reduce the number of adventure and ephemeral results schools, but has not eradicated the evils which seem to be inherent in the working of the results system. Many schools are closed after the grant examination is over, and time and money are thus thrown away. The minute examination work for grant under the present Code and the circuitous and annually-recurring procedure connected with the administration of results grants leave very little time for sound inspection work. The Director thinks that it is high time to make a move in the direction of simplifying inspection and examination work and of economising time, money and labour. But before recommending to Government the appointment of a Committee to consider the whole question in all its bearings, he desires to be furnished, as soon as possible, with the views of the Inspectors of Schools, Inspectresses of Girls' Schools and Assistant Inspectors as to (1) whether a fixed grant for a term of five years might be substituted for annual results grants, subject to the conditions that the school continues to be favourably reported on after the annual or other

inspection or visit, and that the amount of the grant may be reduced for deterioration in efficiency or want of progress; or (2) whether the assignment system should be given a further trial, such changes being made as are necessary to meet the drawbacks noticed by the Director in his letter above referred to. A very early reply is requested.

(A true Extract.)

(Signed) D. Duncan.

Director of Public Instruction.

(True Copy)

J. Duncan
Director of Public Instruction

To the Inspectors of Schools.
" Inspectresses of Girls' Schools.
" Assistant Inspectors of Schools.

1896.

JUNE.

PUBLIC INSTRUCTION,
MADRAS.

To

THE INSPECTORS OF SCHOOLS,
AND OTHERS.

Despatched

Received

No. 6282, 12TH JUNE 1896.

Enclosures.

Making an enquiry as to the expediency of substituting a fixed grant system for the system of annual results grants.

Edl 6.10.1065
OFFICE OF THE DIRECTOR OF

PUBLIC INSTRUCTION,

Madras, 31st August 1896.

No. 9516

From

THE HONORABLE MR. D. DUNCAN, M.A., D.Sc., I.L.D.,
DIRECTOR OF PUBLIC INSTRUCTION,

Madras,

To

THE HONORABLE THE CHIEF SECRETARY TO GOVERNMENT,
FORT ST. GEORGE.

SIR,

I have the honour to submit the following remarks and explanation with reference to paragraph 2 of G.O.No 844, Educational, dated 24th October 1895.

2. In my letter to Government No 10282, dated 20th September 1895, printed in the above G.O.I did not propose to supersede the assignment system by a fresh system, but simply recommended that the fixing of assignment might be deferred till after the grant examination for the year has been completed, when the full earnings of all schools could be known and the sanctioned allotment for results grants could therefore be much more equitably apportioned than it had been found possible. Government is probably aware that as a rule I am averse to sudden changes of any kind. The subject received my careful consideration before I ventured to formulate the alteration in the procedure under reference, and I now find that the change I suggested is in accordance with the procedure followed in other provinces.

3. Regarding the relative merits of the estimate and assignment systems of aid I would refer Government to my letter No 6528 of 1893 embodied in G.O.No 852, Educational, dated 20th November 1893, and to paragraph 167 of Mr. Morro's annual report for 1893-94. Under the estimate system, to be brief, the grant to each school was fixed solely with

reference to its probable earnings at the grant examination. Under that system, therefore, schools in Municipalities, Kaspas, stations and large villages absorbed the bulk of the funds available for results grants, while the schools for the backward classes or in backward localities did not receive sufficient encouragement and so made little progress. This was an undesirable state of things. The Code offered grants for teaching in the primary and lower secondary standards either in the form of monthly salary grants calculated with reference to the actual or assumed salaries of the teachers or in the form of annual results grants calculated with reference to the earnings of the pupils at the grant examination. The salary grant system provided for a maximum limit of aid, viz, the maximum grant for a year was limited to the net cost to the manager. But the results grant system, as worked under the Code of 1895, imposed no such limit and allowed a school to draw such amount as it could earn up to the limit of the sanctioned estimate plus 10 per cent of such estimate, without any reference whatever to its cost or needs. Education gradually became in many quarters a commercial speculation, and in not a few cases, public funds went to swell the pockets of so called managers who were really farmers of schools, the teachers employed by the managers in the instruction of the youth receiving scanty salaries, often much below the actual earnings of their pupils. This state of things engaged my attention so early as 1886. The estimate system had thus to be given up after a fairly long trial.

4. As directed in the Government Order under reply enquiry was made of the working of the Results system in the other provinces and the replies are enclosed for favour of perusal and return; a summary of the replies is given below:-

(i) In Bengal, all secondary and special schools under local Committees received aid in the form of fixed monthly grants, the grant being sanctioned ordinarily for a term of three years, subject to the condition that it does not generally exceed the sum expended from private sources, the results being taken into account when the grant comes up for periodical revision. Primary schools under village teachers without a grant received aid in the form of fixed stipends or

or payment by results; primary schools in backward parts and schools for aborigines or lowcastes, girls' schools and night schools for adults are generally aided in the form of fixed stipends. Stipends are given up to a maximum of Rs. 8 to schools with an attendance of not less than 50 pupils and are subject to reduction or withdrawal for inefficiency. Non-stipendiary or results schools with an attendance of not less than 10 boys are examined for rewards, i.e. results grants, either in situ or at central gatherings. There are two standards of reward examinations; each boy passing by the higher or lower standard entitles his teacher to a reward of one rupee or eight annas, the teacher of non-stipendiary schools also receives a reward of Rs. 4 for each boy passed at the upper primary scholarship examination. About Rs. 50 a year is the ordinary maximum results grant to be earned by any single primary school; the rate of reward is reduced when the number of schools increases in any district rapidly, and new schools are refused aid until a substantial addition is made to the allotment from Provincial Revenues. Some schools in backward localities on the results or reward system receive also small stipends by way of retaining fee. Fixed amounts are not previously assigned to schools under the results system; and in some districts in which the amounts earned do not reach the full amount of the allotment the scales are revised and the successful schools benefit, while in others the savings lapse to Government or the District Fund.

(ii) In Bombay no schools except industrial schools receive a grant larger than one half of its local assets or than one third of its total expenditure; the financial needs of schools are taken into consideration before they are placed on the list of aided schools. The larger schools, whose permanent character is established, have a results grant fixed for five years or until notice from the Director subject to their securing a good report. Fixed grants which are not drawn are available for other schools. Schools are ordinarily inspected and examined in alternate years. A capitation grant is given on the average daily attendance in addition to varying amounts of earnings under the proposed

(iii) In the Punjab, the budget allotment for results grants is not previously distributed among the several schools applying for aid, each school being allowed to draw the grant it earns; subject to the limit that (a) if a primary school, it cannot draw more than one half the expenditure on tuition, (b) if a secondary school, it cannot draw more than one half the expenditure on tuition or two-thirds of the excess of such expenditure over the income from tuition fees, whichever is less, and (c) if an ordinary elementary school it cannot draw more than three-fourths of the ordinary expenditure in a Vernacular primary school in the District. Schools, the income of which from fees and endowments is sufficient to maintain them in efficiency ^{which} and need no further development to meet the wants of the locality, receive no aid. Vernacular primary schools are not refused aid for want of funds, aid being given to each school according to the amount needed to maintain it in efficiency. The grant awarded is occasionally a good deal below the amount earned as well as below one half the expenditure; when the grants earned are less than anticipated, the balance goes to meet cases where they are more; and general savings in the allotments for grants earned may be made available for other objects.

(iv) In the North Western Provinces results grants are given only to vernacular primary schools; no previous distribution is made of the allotment, and there is no maximum limit of aid. The annual allotment of Rs. 1500 has been found sufficient for the last ten years as very few schools apply for such grants.

5. It will be seen from the above summary that, except in the North Western Provinces, the financial needs of schools applying for results grants are invariably considered before grants are paid; that all grants bear a definite proportion to the expenditure on the schools concerned; and that grants to individual schools are not previously fixed. The estimate system, which altogether ignored the financial condition of schools and thus led education to be looked upon as a mercantile concern and source of profit was rightly given up. Under the assignment system the grants to schools are fixed with reference to their net cost and the funds at the disposal of the sanctioning authority and education is ceasing to be looked upon as a money-making concern. As in the Punjab, schools which are ^{Self-} taken fees and other bona-fide receipts receive no aid revision. Primary schools, of our primary schools, of fixed stipends or

remuneration, in addition to the fees they get from such of their pupils as can pay in cash or kind and at more or less irregular intervals. It is not therefore practicable to ascertain without any degree of approximation the expenditure on such schools and to fix a limit of aid. The Inspecting officers have accordingly been instructed, in calculating the net cost of results schools for the purpose of fixing the assignment, to adopt as their guide the salaries actually given to the teachers or, where no fixed salaries are given, the scale of salaries prescribed by the Department. During the past three years that the assignment system has been in force it has been found that the average assignment bears a proportion of less than 40 per cent to the total assumed net cost. The assignment system may be said to be in general accord with the system of aid on payment by results in force in the other provinces, in that it takes the financial needs of schools into account and ^{the grant} does not ordinarily exceed a portion of the total expenditure, actual or assumed. Schools for backward classes or in backward localities receive in this as in the other provinces a more favourable treatment than the other schools. It is only in one respect that there is radical difference. While in no other province is the amount of grant payable on the results system previously notified, we have under the assignment as well as under the estimate system been notifying at the time of the registration of schools for aid the amount of grant which will be paid to individual schools. Every manager or master has to work up his school so as to earn the amount notified; but where a small amount has been assigned to a school with reference to its low net cost or in consequence of the limited funds at the disposal of the sanctioning authority, the manager has a tendency to neglect the whole school or one or more standards, hoping to earn the paltry amount notified by presenting a few select pupils for the grant examination. The main object of the results system, viz, incentive to work, is thus defeated and the general efficiency of instruction is impaired. It was with a view to avoid this drawback in our system that I proposed

allotment would as at present be made by the Assistant Inspector in the case of boys' schools and the Inspectress in the case of girls' schools assisted by the Sub-Assistants; and would not as apprehended by Government, be left altogether in the ^{hands of} lowly paid subordinates. In fact, ^{the} proposal involved no change in the class of officers responsible for the distribution of grants. If a Sub-Assistant happened to be unscrupulous and corrupt there would be no more scope for him under the proposed arrangement to pass unduly large grants to a school than it was possible for him to do so under the old estimate system, or is possible under the assignment system as at present administered, or would be possible under any system which may be devised. From what I know of this class of officers and from the reports of Inspectors and Inspectresses I can speak in favourable terms of the integrity of most of the officers comprising the Sub-Assistant Inspectorate.

6. While the above subject was engaging my attention the Government of India Resolution on the revised code of Regulations for European schools in Bengal was issued. The Special Committee appointed by the Government of India under the Presidency of Sir. A. Croft to revise the above Code has submitted a comprehensive report. Extracts from the above report embodied in my Proceedings No 6282 dated 12th June 1896 (copy enclosed) will shew that the Committee has thoroughly condemned the system of payment by results—that is on the results of individual examination—and has advocated the extension of the system of fixed grant which was tried with success in Bengal. The Government of India has endorsed the opinion of the Committee, remarking that the arguments of the Committee are weighty and the soundness of the arguments has been proved by the experience in Bengal. The drawbacks of the results system as sketched in the Government of India Resolution are applicable to this Presidency also and have for sometime been receiving my attention. The results system imports the award of grant on the results of the annual examination of individual pupils. But we have no funds to pay in full the amount earned: the managers get naturally discontented when we tell them that their school has earned a certain sum but that we ^{can} pay only a small fraction of that amount. The object

the amount of earnings proves generally a waste of labour. It makes the examination mechanical and the whole business assumes the appearance of a farce when we pay much less than what is earned. I accordingly referred the subject to the Inspectors of Schools, Inspectresses of Girls Schools and Assistant Inspectors for an expression of their views. The views of these officers are divergent. But there is almost a consensus of opinion that all lower secondary schools and such of the large primary schools as are situated in Municipalities and large towns might with advantage be aided on the fixed grant system; but that the results system should continue in the case of primary schools in rural tracts until they acquire permanence. I propose to address Government early next year for the appointment of a representative Committee to consider the question in all its bearings. Pending such consideration I shall not recommend any change in the Code in respect of the assignment system during 1897-98.

I have the honour to be,

Sir,

Your most obedient servant,

J. D. M. M.
Director of Public Instruction.

N.B.—

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READ AGAIN G.O., No.
189 ,

DATED

CURRENT No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT A A A A A A A

LETTER OF GOVERNMENT.

STATEMENT WITH DIITO.

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of fixed stipends or