CHAPTER II

Evolution of Decentralisation of Administration in relation to Education

(Prior to 1882)
CHAPTER II.

EVOLUTION OF DECENTRALISATION OF ADMINISTRATION

IN RELATION TO EDUCATION.

(PRIOR TO 1862)

"Education in India under the British Government, was first ignored, then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous and finally placed on its present footing."¹

The early European settlers were traders and had been here on this soil to extend commerce. Gradually pendulum swung round from commerce to administration. For a considerable time, the British Government did not indulge itself in any system of instructions for the Indians. Afterwards in 1667, the Directors of the East India Company permitted the Madras Corporation to levy local taxes for the purpose of building a guild-hall, jail, roads and school-house. This move of the company awakened the common man to their needs but there remained common resistance to defy the orders of the company to levy any tax to meet the expected expenditure on any of the mentioned items. Ultimately it is in 1850, the company succeeded to levy taxes for the purposes of socially beneficial projects just as guild-halls, roads and school houses. The Company further opened schools in the first half of the nineteenth century on the basis of voluntary contribution and grant-in-aid could not win the

hearts of the people. In the beginning, the English schools became popular but the indigenous primary schools were left to their fate and the public opinion remained reluctant to support the new schools at the cost of old and consequently official attempt to collect public contribution did not succeed. The view of prejudice against the English education created hatred and made the government in itself unpopular and compromised the dignity of officers by placing them in the light of importunate and often unsuccessful beings for pecuniary contribution. The following factors worked to bring decentralisation of education during this period:

**Political:**

Indian nationalism began to develop gradually and the British Imperialists decided to utilize local authorities as half-way house by Indianizing them on the one hand, and granting them larger powers and responsibilities on the other. The transfer of education to local bodies was timely wrought to elicit public co-operation in organizing and managing the elementary education. This face-saving device was to be used for the purpose of controlling the masses and gaining the lip-sympathy of the conquered as if they had their best in their mind. Education, in fact, was taken up on the top-priority basis to wield influence and win the hearts of the millions and thereby it was considered essential to associate them also to experience the odds and difficulties involved in its implementation and expansion. Also inherent therein was the creation of a group to support the cause of English education in India. "There was a general feeling that among many subjects of importance none can have a stronger claim to our attention than that of education."
It is one of our most sacred duties to be the means, as far as in us lies, of conferring upon the natives of India those vast and material blessings which flow from the diffusion of useful knowledge and which India may under providence derive from her connection with England. "2 This gigantic task could not be undertaken by the government alone, so means were sought to elicit maximum public co-operation to launch the educational campaign throughout the country.

Even as early as 1860, educated Indian opinion was becoming conscious of its rights and the seeds of a struggle for political freedom had already begun to take root. Indians had started to demand their birth right to rule themselves and their demand had to be met to some extent or at least to divert their attention towards some constructive campaign for the good of the society. "Naturally, the British Government found it convenient to make a beginning at the lowest rung of the official ladder and to transfer such functions only to Indian control as were politically innocuous. "3

Social:

There has all along been a feeling that there are a definite type of social problems which can be solved by local governing institutions. Social amelioration plans could necessarily be launched with co-operation of the society on the whole.


The influence of England made everyone to think of local bodies - which could manage the local affairs for the good of the locality. English precedents were enough to imitate and inspire. Some progressive British officials stood by this maxim and Indians, on the whole, wanted to have the same type of organisation to do good to the society. Among many subjects of local importance, education claimed to be at the top and its urgency was felt throughout for social amelioration. Social evils could be overcome only by educating people and thereby the Government had to move towards it and devise ways and means to elicit maximum public co-operation.

Financial:

Overcentralisation and financial stringency prior to 1882 left the Government in hopeless and helpless condition to launch any educational plans and schemes. Growing demand of educational plans forced the government to levy taxes and seek public co-operation to manage these plans. Public co-operation was recognised and means were adopted to appease public to come forward for contribution whereby plans of need and interest could be taken up. So economic need remained a necessity and specific situation of financial stringency brought the government on the heels of the public at this moment. Finally local rates were levied and public co-operation was sought to manage them. In this way financial stringency wrought administrative decentralisation, that dominated the scene for many years to come.
"The first step towards local—self government was taken by the East India Company in 1687, when its directors asked the Madras Government to form a Corporation in the town of Madras and levy local taxes for the purpose of buildings, guild-hall, jail, roads and school-house. The people resisted the imposition of any direct taxes and the experiment did not succeed in Madras as well as in other presidency towns."^4 The experiment did not prove a success and this corporation languished from want of resources.

In 1726, Mayor's Courts were established at Calcutta and Bombay by Royal Charter. Their duties, however, were judicial rather than administrative. A century later, the Charter Act of 1793 gave the Governor-General-in-Council the power to appoint justices of peace in the presidency towns from among the servants of the East India Company and the British inhabitants, and empowered them to levy taxes at the 5% of rental value of houses and lands. In addition to the judicial duties, the justices had to provide for scavenging, police, repair of streets etc.

During 1840-3, the constitution of the presidency corporations and courts was widened and the elective principles was introduced to a limited extent. The arrangement did not work well on account of public opposition. The only early effort to succeed in this direction was the Permissive Act of 1850 to levy indirect taxes and that worked well in Bombay.

---

and North Western Provinces only. In 1856, the Municipal constitution of all the presidency towns was remodelled and all municipal functions were placed in the hands of the salaried Commissioners. From 1861 onwards, consequent upon the establishment of provincial legislature, the history of each presidency corporation had its own course. Details of each are given below:

**MADRAS**: An Act of 1867, gave to the Madras Corporation 32 members, four nominated from each of the eight wards in which the city was divided. Eleven of these members were officials and there was also a nominated president. Power was concentrated in the hands of the President and the members were acting more or less in an advisory capacity. Its functions related to police, education, medical relief and sanitation.

**BOMBAY**: An Act of 1865 reconstituted, the Bombay corporation which now consisted of justices of peace and a nominated commissioner in whose hands executive power was concentrated. The justices were appointed for life and the commissioner proved to be all-powerful. This arrangement did not succeed well. A new Act was passed in 1872, whereby half the members were to be elected by the rate-payers and half were to be nominated by Government. The Chairman was elected by members. The executive powers were exercised by the commissioner appointed by Government. The Chairman was elected by members. The corporation laid down general policy, voted the budget and criticised and reviewed the administration.
CALCUTTA: The Act of 1863 created the Corporation of Calcutta made up of a nominated president and the justices of peace residing in the city. The Act of 1876 introduced election so that there were now 46 members elected by rate payers and 24 nominated by Government. Powers remained concentrated in the hands of the nominated President.

MUNICIPAL GOVERNMENT OUTSIDE THE PRESIDENCY TOWNS:

Regulation XVI of 1814 permitted these towns to establish ward Committee in the larger cities. These were to consist of the house holders and collect a tax levied on houses and lands to pay the chaukidars. Act XV of 1837 empowered to use the savings from the chaukidar tax to town improvements and non-official committees were appointed to supervise the same.

The first Municipal Act was passed in 1842, it applied to Bengal only and even there it could be enforced in any town, only if two-thirds of inhabitants demanded so by petition. A rate of 5 percent on the annual value of houses and lands was levied but in actual practice it had to be given up. This act was replaced by Act XXVI of 1850.

Definite action in this direction was taken in 1870, when Lord Mayo issued his famous resolution on financial decentralisation. "Among other advantages of the new financial arrangements contemplated, he thought one would be a vigorous development of local government. 'But beyond all this', said the resolution, 'there is a wider object
in view, local interest, supervision and care are necessary to success in the management of funds devoted to education, sanitation, medical charity and Local Public works. The operation of this resolution in its full meaning and integrity will afford opportunities for the development of self-government for strengthening municipal institutions and for the association of Natives and Europeans to a greater extent than heretofore, in the administration of affairs. To this end the Governor General desired the provincial governments and their subordinates to enlist 'the active assistance, or at all events the sympathy of many classes, who have hitherto taken little or no part in the work of social and material advancement.'

Education and health as transferred departments were financed by the provincial and Central Government but the funds were quite inadequate to cope with the demand. It became necessary to meet the deficit by local taxation. Thus Lord Mayo's resolution afforded opportunities for the development of local self-government and so the municipal institutions were strengthened and made more representative. In fact, decentralisation as an accepted principle of public policy in the Government of India, came definitely into vogue with the regime of Lord Mayo and Municipal institutions came into being as representative bodies to launch constructive plans for the benefit of the society.

In fact, British officials in the beginning created municipalities for the purpose of sanitation, roads, and lighting rather than education. It was only towards the

end of this period that they were permitted to assign funds for educational purposes. But it was in no way obligatory on them to incur expenditure nor was any minimum contribution to education prescribed by law. In rural areas, the idea of levying rates for educational purposes was entertained right from the start. In 1851, Mr. Thompson, the Lieut. Governor of the North Western Provinces imposed a rate of one percent on land revenue which was equally shared between Government and the landlord, and devoted its proceeds to the maintenance of primary schools in rural areas. The success of this scheme emboldened the Despatch of 1859 to direct that such rates should be levied everywhere—an order that was carried out in all states except Bengal in the decade 1861-71. In the Punjab also, a cess of one per cent of the land revenue was levied as early as 1856-57. The Central Provinces imposed a cess at one per cent of the land revenue in 1862-63; but as the proceeds were inadequate, the rate of the cess was raised to two per cent, two years later. Bombay levied a cess of 6½ per cent on land revenue in 1863 and one third of this cess was earmarked for education. Berar imposed a cess of 7½ per cent on land revenue and earmarked one fifth of it for education. Madras passed Local Funds Act in 1871 and imposed a cess at a rate not exceeding one anna on land revenue but did not prescribe any definite proportion of it to be paid to education. A local cess was introduced in Assam in 1879; and Bengal was the only province of British India, where no cess on land revenue was imposed even so late as 1882.

'On the whole, it may be said that the local bodies
of this period made substantial contribution to the expenditure on primary education especially in rural areas. According to the Indian Education Commission, the total expenditure in primary education in 1881-82 was Rs. 79,09,490 out of which Rs. 17,21,668 came from the states funds; Rs. 25,41,402 from local funds i.e., 32 per cent; Rs. 20,64,771 from fees; and Rs. 15,82,009 from other sources.  

Although the contribution of local bodies was the largest i.e., 32% on education but power did not follow the purse and most of the authority over the administration of primary education was centralised in the officials of the Education Department. This was due to the fact that local bodies of this period were undemocratic and dominated by officers and partly to the diffidence of the bodies themselves so that they did not exercise even the few powers that were delegated to them in theory. Some concrete examples will clarify the same. In Madras, the Board had the power to regularize fees, course of studies and authority to sanction their educational budget. But in practice the course of studies was determined by the Education Department and they accepted the budget prepared by the Department. In Bombay also, the municipalities took little interest in education; but in rural areas, Local Fund Boards were established - one for every district and were given fairly wide powers in theory. In fact these Local Fund Boards administered the whole fund for Primary education, prepared their own

budgets, transferred and closed schools at their pleasure, regulated fees and without their authority no departmental primary school could be established. But their practical control over education was limited by the delegation of several of their own functions to the departmental officers. In the Central Provinces as well as in Berar and Coorg, the funds allocated to education were administered by officers while school committees in charge of village schools, had no power to spend any part of them. In sum, it can be said that the local bodies of this period were merely agencies to augment the revenues in support of primary education and their administration on primary education during this period was more or less, nominal and theoretical. The provincial governments believed that they need not give any help to the local bodies, which must support educational affairs from their own funds. Fortunately Home circular No.60 issued on 11th February, 1871 arrested this tendency by declaring that the local bodies were entitled to grant-in-aid from the Government, that such grants should preferably be proportional to rents raised locally and that they should not exceed one-third of the total expenditure or one-half of the total assets. This policy with slight modifications was followed in every province but the maximum grant of one-third of the total expenditure was rarely given in actual practice.

On the issue of division of authority between Government and local bodies in educational matters, the position was far from happy throughout this period.
Centralisation was the dominant note. Very few powers over education were delegated to the local bodies in practice.

The usual bureaucratic tendencies also led to the same result because of officials of this period preferred to keep powers in their own hands rather than transfer them to the local bodies which had some semblance of democratic and non-official character.

---

**LOCAL BODIES AT WORK**

Decentralisation, as an accepted principle of public policy in the Government of India, however, came in definitely in vogue with the regime of Lord Mayo and was made classic by the famous resolution of Lord Ripon in 1882. This resolution of declared without any hesitation that local knowledge and local interests are to be explored and local administration is to be there. Prior to this resolution, municipalities partly elected or wholly nominated, had come to exist in the more important towns of all the provinces, but their chairman used to be officials, and their work was conducted as though they were just one of the departments of the Government. In rural areas too, certain nominated committees had come to exist in each district, made up of officials and non-officials to look after education, dispensaries, roads, public works etc., and they were financed by the proceeds of certain cesses on land revenue. The funds were limited and the rulers sought relief by transmitting the burden of these services increasingly to local initiative and effort. "As a matter of fact, the

---

early history of the evolution of local self-government in India is inextricably bound up with that of financial policy.\(^9\)

By the eighteens of the 19th century, English Education imparted in the schools and colleges, had produced a new class of people who wanted for themselves the same opportunities of participation in the management of the public affairs as existed for similar classes in the free countries of the West, and the absence of such opportunities was creating a sense of discontentment and resentment in them. The Regime of Lord Lytton (1875-1880) adopted repressive measures by the implementation of Arms Act, the vernacular Press Act etc., to suppress the discontentment, but such suppression added fuel to the fire and when Lord Ripon came as Governor General in 1880, he found much bitterness existing in the country.

**POWERS OF LOCAL BODIES PRIOR TO 1882**

(a) **LEGISLATION**: Prior to 1882, there was no legislation for village panchayats. The main types of local bodies were as follows:

1. Municipalities in town and cities.
2. District and Taluka boards (or councils as they were called in some states) in rural areas.

During this period, it is Provincial Governments that created and regulated Municipal Corporations through their Legislative Councils. The Central Government had very little direct influence in the matter though its indirect

---

influence was considerable. It had the right to prescribe and regulate the borrowing powers of local governing institutions and to sanction or disallow any grave or radical changes in the powers and duties of municipal corporations. "The Central Government also derived its importance from the fact that for a considerable period there were no local provincial legislatures for legislating on subjects of local importance; and because there are points on which the Central Government cannot waive its powers of approval or supervision without stultifying its own position."10

(b) **ADMINISTRATION**: During this period, the administration of primary education was centralized in the officials of the education department. This was partly due to the fact that the local bodies of this period were undemocratic and dominated by officials and partly to the deffidence of the bodies themselves so that they did not exercise even the few powers that were delegated to them in theory. Some concrete examples will clarify the statement.

**Madras**: The boards had, in theory, the powers of regulating the fees and the course of studies. As a general rule the of studies was determined by the department. Same way, the boards had a rule the powers to sanction their educational budget estimates but they usually were accepting and sanctioning the budget estimates prepared by the Education Department.

Bombay: The Municipalities took little interest in education; but in rural areas, Local Fund Boards were established; and were given fairly wide powers. They could administer the whole fund for primary education, prepare their own budgets, transfer or closed schools at their pleasure, regulate fees, and without their authority no departmental primary school could be established. But their practical control over education was limited by the delegation of several of their own functions to the departmental officers.¹¹

Central Provinces: In the Central Provinces, Local Board (with village school committees subordinate to them) were created to administer primary education. But in practice, local rates allocated to education were administered by officers while village committees in charge of village schools, had no power to spend any part of them.

These instances show that the association of local bodies with the administration of primary education during this period was, more or less, nominal and theoretical and that they did little beyond augmenting the revenues in support of primary education.

(c) Finance: At first Municipalities were established with the object to improve roads, sanitation etc., and in their early period had nothing to do with education and could not legally incur any expenditure for educational purposes. Education remained beyond their reach. Later on, permissive

Acts were passed and the municipalities were authorised to assign funds for education. But it was not obligatory on them to incur expenditure on education, nor was any minimum contribution fixed for the purpose. Consequently, municipalities of this period i.e., prior to 1861, could not contribute much in the field of education for non-allotment of funds.

But in the rural areas, the position was entirely different. Here the idea of levying rates for educational purposes was entertained right from the start. As early as 1851, Mr. Thompson, the Lieutenant Governor of the N.W. Province, levied a rate of one per cent on land revenues—which was shared equally between Government and the landlord—and devoted its proceeds to the maintenance of primary schools in rural areas. Further the despatch of 1858 authorised to levy such rates everywhere—an order that was carried out in all states except Bengal in the decade 1861-71. Close on the heels of the N.W. Provinces came the Punjab where a cess of one per cent of the land revenue was levied as early as 1856-57. At first, only a few districts were covered by the levy which, however, was generalized in 1864. The Central Provinces imposed a cess at one per cent of the land revenue in 1862-63, but as the proceeds were inadequate, the rate of cess was raised to two per cent. Bombay levied a cess of 6½ per cent on land revenue in 1863 and generalised its levy by the Bombay Local Fund Act of 1869. One-third of the cess was earmarked for education. Berar imposed a cess of 7½ per cent on land revenue and earmarked one-fifth of it for education. Madras passed a Local Funds Act in 1871 and imposed a cess at
rate not exceeding one anna on land revenue but did not prescribe any definite properties of it to be paid to education. A local cess was introduced in Assam in 1879; and Bengal was the only province of British India where no cess on land revenue was impressed even so late as 1882, owing mainly to the existence of the permanent settlement of land revenue which was held to be a legal bar for the levy of any cess on land.

On the whole, it may be said that the local bodies of this period made substantial contribution to the expenditure on Primary Education, especially in rural areas. But the purse provided did not follow due power that should have been exercised by local bodies. Thus except Bengal in all provinces provision for Primary Education was made by levying a local rate in which education shared. "The proceeds of the cess were entrusted to local fund committee or Local Board. With regard to municipalities, the law was everywhere permissive and education was a legitimate but not an imperative charge." The job of the local bodies remained to contribute funds, those too were meager and inelastic. The Provincial Governments throughout this period remained under this impression that they did not give any help to the local bodies, which must support primary education from their own funds. Fortunately Home Department Circular No.60 issued on February 11, 1871 arrested this tendency by declaring that local bodies were entitled to grant-in-aid from the Government, that such grants should preferably be proportional to amounts raised locally and that they should not ordinarily exceed one-third of the total

expenditure or one half of the total assets. This policy was adopted in almost all the provinces but the total expenditure was rarely even in practice. The table given below will clarify the whole situation:

**TABLE 1**

<table>
<thead>
<tr>
<th>Source</th>
<th>1855-56</th>
<th>1865-66</th>
<th>1870-71</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount in Rs</td>
<td>Per cent</td>
<td>Amount in Rs</td>
</tr>
<tr>
<td><strong>PUBLIC FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imperial grant (net)</td>
<td>17,25,664</td>
<td>100</td>
<td>45,29,300</td>
</tr>
<tr>
<td>Local Cess</td>
<td>3,19,524</td>
<td>6.1</td>
<td></td>
</tr>
<tr>
<td>Municipal Assignments</td>
<td>1,10,717</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17,25,664</td>
<td>100</td>
<td>49,49,424</td>
</tr>
<tr>
<td><strong>PRIVATE FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees in Govt. institutions</td>
<td>4,11,539</td>
<td>7.8</td>
<td>8,05,943</td>
</tr>
<tr>
<td>Endowments</td>
<td></td>
<td>1,23,570</td>
<td>1.4</td>
</tr>
<tr>
<td>Subscription &amp; Directions</td>
<td>30,97,396</td>
<td>1.1</td>
<td>19,023</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,11,539</td>
<td>7.8</td>
<td>10,51,537</td>
</tr>
<tr>
<td><strong>Total administered by the Education Dept.</strong></td>
<td>17,25,664</td>
<td>100</td>
<td>52,61,013</td>
</tr>
<tr>
<td>** Alleged private expenditure in aided schools**</td>
<td>29,00,380</td>
<td>23.76%</td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong>: 17,25,664</td>
<td>52,61,013</td>
<td>100</td>
<td>1,22,06,553</td>
</tr>
</tbody>
</table>
From the Table, it is clear that the local bodies started to shoulder the responsibilities of education and were incurring expenditure on the same. In fact, the local bodies of the period made substantial contribution to the expenditure of primary education but their powers on the same remained nominal. The power did not follow the purse and most of the authority over the administration of primary education was centralized in the officials of education department.

In 1870, Lord Mayo issued his famous resolution on financial decentralization. "This resolution contemplated a vigorous development of local bodies. 'But beyond all this', said the resolution, 'there is a wider object to success in the management of funds devoted to education, sanitation, medical, charity, and local public works. The operation of this resolution in its full meaning and integrity will afford opportunities for the development of self-government, strengthening municipal institutions and for the association of Natives and Europeans to a great extent than heretofore in the administration of affairs."13 To this end the Governor General desired the Provincial Government and their subordinates to enlist the active assistance or at all events the sympathy of many classes, who have hitherto taken little or no part in the work of social and material advancement. This resolution empowers the Local Bodies to meet the deficit from local taxation. In fact, this resolution paved way for the development of local self-government and the municipal institutions were strengthened and made more representative.

Further, Home Department Circular No. 60 issued on 11th February,

---

1871, declared that the local bodies were entitled to grant-in-aid from the Government and such grants should preferably be proportional to amounts raised locally and that they should not ordinarily exceed one-third of the total expenditure or one-half of the total assets.

**EVALUATION AND ASSESSMENT**

In spite of its financial contributions, the growth of local bodies remained uneven and unsatisfactory up to the year 1882. Of course during this period, local interests were brought to some extent more freely upon local administration. Improved efficiency was, no doubt, lacking but it was expected to follow with the passage of times. The English opinion throughout had been to create local interest for the welfare activities of the masses and thereby give them an opportunity to have the total management of education in the local hands with some restrictions. The educational papers of India year 1868 bear it clear. "But it is far from our wish to check the spread of education in the slightest degree of the abandonment of a single school to probable decay; and we, therefore, entirely confide in your discretion and in that of the local authorities, while keeping the object steadily in view to act with caution, and to be guided by special reference to the particular circumstances which affect the demand for education in different parts of India."14

Anyway during this period, centralization was the dominant note. Very few powers over education were delegated to the local bodies in practice. The usual bureaucratic tendencies also led to the same result because of officials of this period preferred to keep powers in their own hands rather than transfer them to the local bodies, which had a ray of democratic and non-official character. In fact, these local bodies were in no way local in the ordinary sense of vesting authority in the Indian people of the locality. They were local in purely administrative sense, because they vested some authority in the local European officers and reduced, to some extent, the necessity of reporting to Government for orders.\(^{15}\)

It cannot be denied that the participation of local authorities succeeded well to expand elementary education. In 1855, the country had only 2,810 elementary schools (1,202 departmental) with a total enrolment of 96,923 excluding indigenous schools whose number was estimated at 47,886 and enrolment at 7,83,701 (and even these figures were largely under-estimated). In 1881-82 the number of primary schools increased to 32,916 with a total enrolment of 20,61,541 while the number of indigenous schools declined to 25,223 with an enrolment of 3,58,203 only. Expansion mostly depended on the proceeds of the local cess. In Bombay, the total receipts from the local cess were Rs.7,87,132. In Madras, the cess receipts were much less Rs.5,02,116. These local fund cess was collected almost exclusively in rural areas. This local fund cess was collected exclusively in rural area and was levied on land.

---

revenue. There was no corresponding levy, in urban areas municipalities were permitted to incur some expenditure on elementary education. In this way, the amount collected in rural areas was being used for the education of the people of urban areas.

On the whole it is apparent that during this period the government was keen to discontinue any general system of education with the gradual advance of the systems of grant-in-aid and many of the "existing Government institutions especially those of the higher order, were safely closed or transferred to the management of the local bodies under the control of, and aided by the State. But it is far from our wish to check the spread of education in the slightest degree of the abandonment of a single school to probable decay; and we, therefore, entirely confide in your discretion and in that of the different local authority, while keeping this object steadily in view to act with caution, and to be guided by special reference to the particular circumstances which effect the demand for education in different parts of India."16

The principal educational events of this period were the following:–

(a) Creation of the Education Department.

(b) Indianisation of the agency to spread education among people.

(c) Development of the system of Grant-in-aid.

(d) Establishment of the universities and substantial extension of collegiate and secondary Education.

(e) Westernisation of the content of Education and its results.

(f) Neglect of indigenous schools leading to their almost complete disappearance, the creation of new system of primary schools instead, supported by local rates and fees partly by Government grants.

(g) Development of vocational education and education among women, Muslims, Harijans and the aborigines and the development of modern education in Indian States.

(h) Side tracking of compulsory education on financial and administrative difficulties.