

*Dautova-Khan A.I. *¹*

¹PhD Candidate at Al-Farabi Kazakh National University, adjunct lecturer at the KIMEP University, Almaty, Kazakhstan

E-mail: aida.dautova@gmail.com, <https://orcid.org/0000-0002-3341-1418>

THE RECRUITMENT PROBLEM FOR THE INDIAN CIVIL SERVICE OCCURRED DURING THE INTERWAR PERIOD

Abstract

This article discusses the problem of recruitment for the Indian Civil Service (I.C.S.) in the interwar period, specifically after World War I. The I.C.S. served as the administrative-bureaucratic organisation for British rule in India, with the district officer being the main protagonist in the British-Indian administrative structure. This article uses a critical literature review as its method, analysing several primary and secondary sources related to the issue of recruitment for the I.C.S. The article's primary goal is to contribute to the debate around the recruitment problem for the I.C.S. after WWI.

This paper explores the origins of the I.C.S. and how the recruitment system evolved. It discusses the challenges faced by the British officials in governing India due to the intricate social hierarchy and religious divisions in Indian society, as well as the problematic climate. The article concludes by discussing the Indianization of the I.C.S. after World War I and how the recruitment problem contributed to it. Finally, this article discusses the educational program and exam for the Indian Civil Service (I.C.S.) candidates during the British colonial period. Overall, the article provides insight into the education and recruitment process for the I.C.S. officers during the British colonial period.

Keywords: British Empire, district officers, training, recruitment, district administration, Indian Civil Service officers, British colonial administration in India

*А.И. Даутова-Кхан *¹*

¹Әл-Фараби атындағы Қазақ ұлттық университетінің PhD кандидаты, КИМЭП Университетінің адъюнкт-оқытушысы, Алматы, Қазақстан, E-mail: aida.dautova@gmail.com

СОҒЫС АРАЛЫҚ КЕЗЕНДЕ ҮНДІСТАННЫҢ МЕМЛЕКЕТТІК ҚЫЗМЕТІНЕ ЖҰМЫСҚА ҚАБЫЛДАУ МӘСЕЛЕСІ

Аңдатпа

Аталған мақалада соғысаралық кезеңде, соның ішінде Бірінші дүниежүзілік соғыстан кейін Үндістан азаматтық қызметіне (ҰАҚ) жалдау проблемасы талқыланады. Британдық Үндістанның Британдық Империяны өркендетудің бірінші дәрежелі маңызы болды, және де осы өңірді басқару империялық беделді сақтау үшін шешуші мағынаға ие болды. Осы мақсат үшін Үндістандағы британдық басқарманың әкімшілік-бюрократиялық ұйымы болатын Үндістан Азаматтық Қызметі құрылды, ал округтық офицер британдық-үнді әкімшілік құрылымдағы бас әрекет етуші тұлға болды. Мақаланың негізгі мақсаты — Бірінші дүниежүзілік соғыстан кейін ҰАҚ-ға жалдау проблемасы жөніндегі пікірталасқа өз үлесін қосу. Аталған еңбекте қызмет офицерлерінің шыққан тегі, кадрларды іріктеу процесінің қалай өткені және жалдау жүйесінің қалайша дамығаны зерттеледі. Сондай-ақ еңбекте Британдық Үндістанды басқару кезінде британдық ресми тұлғалар тап болған проблемалар талқыланады. Бірінші дүниежүзілік соғыстан кейін жалдау проблемасының Үндістан Азаматтық Қызметінің үндістандану процесіне әкеп соқтырғаны қаралады. Сонымен қатар Үндістандағы азаматтық қызметке кандидаттарға арналған білім беру бағдарламасы және емтихан талқыланады. Жалпы алғанда, мақала соғысаралық кезеңде Үндістан Азаматтық Қызметінің қызметкерлерін оқыту және жалдау процесі туралы түсінік береді.

Кілт сөздер: Британдық империя, жалдау проблемасы, отаршылдық басқару, әкімшілік басқару, кадрларды іріктеу процесі, Үндістан Азаматтық Қызметінің офицерлері, іріктеу, даярлық, Үндістан

*Даутова-Кхан А.И.*¹*

*¹Соискатель на степень PhD в Казахском Национальном Университете им. аль-Фараби, адъюнкт-преподаватель Университета КИМЭП, Алматы, Казахстан
E-mail: aida.dautova@gmail.com*

ПРОБЛЕМА РЕКРУТИНГА ДЛЯ ИНДИЙСКОЙ ГРАЖДАНСКОЙ СЛУЖБЫ В МЕЖВОЕННЫЙ ПЕРИОД

Аннотация

В данной статье обсуждается проблема найма на Индийскую гражданскую службу (ИГС) в межвоенный период, в частности после Первой мировой войны. Британская Индия имела первостепенное значение в процветании Британской Империи, и управление этим регионом имело решающее значение для поддержания имперского имиджа. Для этой цели была создана Индийская Гражданская Служба, которая была административно-бюрократической организацией британского правления в Индии, а окружной офицер был главным действующим лицом в британо-индийской административной структуре. Основная цель статьи — внести свой вклад в дискуссию вокруг проблемы найма в И.Г.С. после Первой мировой войны. В данной работе исследуется происхождение офицеров службы, как проходил процесс набора кадров и как развивалась система найма. Также в работе обсуждаются проблемы, с которыми сталкивались британские официальные лица при управлении Британской Индией. Рассматривается, как проблема вербовки после Первой мировой войны привела к процессу индианизации Индийской Гражданской Службы. Также обсуждаются образовательная программа и экзамен для кандидатов на гражданскую службу Индии. В целом, статья дает представление о процессе обучения и найма сотрудников Индийской Гражданской Службы в межвоенный период.

Ключевые слова: Британская империя, проблема найма, колониальное управление, административное управление, процесс набора кадров, офицеры Индийской Гражданской Службы, набор, подготовка, Британская Индия

Introduction. The British Empire established colonies far from their homeland, making it the largest among other colonial states. Consequently, British India was paramount regarding prosperity and reputation among its dependent territories. Managing this region was crucial for the empire's success, so they established the Indian Civil Service (I.C.S.). The I.C.S. served as the administrative-bureaucratic organisation for British rule in India, with the district officer being the main protagonist in the British-Indian administrative structure.

It's worth noting that the I.C.S. peaked at 1200 people and fell short of 1000 in years of the shortfall. Despite being a small group of only 1200 individuals, they were responsible for governing a population of approximately 353 million people.

Due to the intricate social hierarchy and religious divisions in Indian society, as well as the problematic climate, British officials had to develop unique methods for governing the colony. However, their specialised training and experience in administration provided stability for the empire. Additionally, the cultural and ideological aspects of the European members of the Indian Civil Service formed a cohesive community of British officers in India, which influenced their actions and values. This system was an essential part of their worldview, and the training of European officers was critical to the functioning of the Indian Civil Service. The ideology of British officials in India emerged during the formation of the Victorian imperial system in the latter half of the 19th century.

The intellectual environment in which bureaucrats spend their formative years significantly impacts how they respond to administrative challenges later. Which also applies to the British civil servants who governed India.

Relevance of the topic: Understanding the recruitment challenges faced by the Indian Civil Service (I.C.S.) during this time provides valuable insights into the complexities of colonial administration and India's evolving political and social landscape. Here are the key points highlighting the relevance of this topic:

Colonial Administration Challenges: The recruitment problem in the I.C.S. reflects the challenges faced by the British colonial administration in managing a vast and diverse country like India. It offers insights into the difficulties of governing a nation with various languages, cultures, and traditions.

Nationalism and Political Awakening: The interwar period was marked by a surge in Indian nationalism and political consciousness. Indians began demanding self-governance and representation in administrative services. The recruitment problem in the I.C.S. serves as a backdrop to the growing political awareness and aspirations of the Indian people.

Impact on Indian Society: The recruitment policies of the I.C.S. had a direct impact on Indian society. Discriminatory practices and limited opportunities for Indians in administrative services fueled discontent and social unrest. Understanding these dynamics provides context to the social challenges faced by Indians during that period.

Historical Context for Modern India: The recruitment issues in the I.C.S. paved the way for subsequent reforms and changes in India's administrative structure after gaining independence in 1947. Examining this historical problem helps us understand the foundations of modern Indian bureaucracy and the steps taken to create a more inclusive and representative civil service system.

Ethical and Moral Implications: The topic raises ethical questions about fairness, equality, and justice in recruitment. Analysing the recruitment challenges of the I.C.S. allows for a critical examination of the ethical considerations involved in colonial governance and its impact on a society's fabric.

Materials and methods: This article uses a critical literature review, analysing several primary and secondary sources when dealing with the issue of recruitment for the Indian Civil service. The main goal of this article is to contribute to the debate around the recruitment problem for the I.C.S. after WWI. Several research methods could have been used in studying the topic of recruitment for the Indian Civil Service after World War I, including: 1. Historical research: This involves examining primary and secondary sources related to the topic. 2. Comparative analysis: This method involves comparing the recruitment before and after WWI. 3. Case studies: This approach involves analysing specific research papers regarding the topic and memoirs of the ex-I.C.S. officers to understand how the process of recruitment was influenced by the afterwards of the WWI and led to the Indianization of the Service. General historical analysis, induction, synthesis, deduction, and statistical methods form the basis of this article. In addition, the article provides specific and accurate documentation supporting every historical and theoretical conclusion.

Discussion. The problem of recruitment for the Indian Civil Service in the interwar period.

Recruitment of candidates for the I.C.S. before and after the First World War.

The origins of the Indian Civil Service lie in the East India Company, which ruled India from the 17th century till 1857, which the Crown liquidated after the Great Mutiny of 1857. On August 2, 1858, the British Parliament passed the Government of India Act, which transferred the reins of the government of India to the British Crown and created the India Office, headed by the Secretary of State for India. Members of the Indian Civil Service were appointed under Section 32 of the Government of India Act. They were directly responsible to the Secretary of State for Indian Affairs and the Ministry of Indian Affairs.

The East India Company used the I.C.S. recruitment system based on patronage. Initially, its employees were appointed to positions in the ranks of "novice (apprentice)" or "clerk" at the age of about sixteen years and gradually rose through the ranks. At the time, the Company's Board of Directors selected Candidates for positions at their request or requirements. The indicated complication of tasks led to the adoption in 1731 of a decision that in the future, all employment applications (whether in England or abroad) would be submitted to certain managers of the Company. Thus, a patronage system was created, considered an essential privilege of the Board of Directors. Naturally, the latter's members preferred their friends and relatives to the unknown, although perhaps the best candidates. Service in the Company has practically become the monopoly of particular families. This method of entering the civil service could have been more efficient because it created a system that did not meet the needs of a growing colonial state such as Great Britain. Many I.C.S. officers romanticised the difficulty of reaching the position based on the criteria integral to entering the service. After an apprenticeship, they moved up through the ranks during their service, often lasting 30 to 40 years [11, p.86-87]. This recruitment system excluded the possibility of Indians joining the ranks of the I.C.S. and significantly did not correspond to the colonial needs of the British Empire. Following the transfer of the I.C.S. to the Crown, the British government changed the rules for entry into the Indian Civil Service.

Until 1914, recruitment to the I.C.S. was based on annual open competitive examinations in London following the Order of 1870 [19, p.7]. Successful candidates who passed the exam had the right to choose the service they wished to work. However, by the end of the First World War, the service needed more than 200 employees and 1318 people in 1919 [17, p.22]. As a result, the British government took extraordinary measures to change the situation. In 1915, the British parliament passed a law that allowed the appointment of former military personnel not by competitive examination but by selection, provided they met the qualification examination for education. Under this provision, between 1919 and 1922, 136 Europeans and 47 Indians were appointed. Graduates of these years were not particularly eager to pass competitive examinations to enter the

service in India (for example, in 1921, 16 people passed the exam, and three were selected); taking advantage of this opportunity, former military personnel jumped at the chance to enter the service, bypassing the problematic exam [21, p.238].

Table 1. Recruitment to the I.C.S. 1907-1927. Simon Commission Report 1930.

Year	Europeans		Indians		Total Europeans	Total Indians
	By open Competitions (London).	Under special regulations (ex-Service Candidates).	By open Competitions (London and Allahabad).	Under special regulations.		
1	2	3	4	5	6	7
1907	54	----	4	----	54	4
1908	49	----	3	----	49	3
1909	51	----	1	----	51	1
1910	59	----	1	----	59	1
1911	50	----	3	----	50	3
1912	40	----	7	----	40	7
1913	42	----	2	----	42	2
1914	46	----	7	----	46	7
1915	11	----	3	----	11	3
1916	4	----	5	----	4	5
1917	1	----	5	----	1	5
1918	0	----	9	----	0	9
1919	1	62	5	34	63	39
1920	0	44	6	----	44	6
1921	3	27	13	12	30	25
1922	6	3	10+12*	1	9	23
1923	7	----	4+11*	----	7	15
1924	3	----	8+7*	----	3	15
1925	21	----	15+7*	----	21	22
1926	29	----	11+7*	----	29	18
1927	37	----	21+16*	----	37	37

*Selected in India. It should be clarified that since the Indian examination was held in January after the London one, and the London examination in August, the number of appointments available for competition in India in any given year depended in practice on the number of Indians chosen in London in 1927. (Column 4), 16 were selected in India in 1928 for a total of 37, equivalent to the number of Europeans selected in London in 1927 (column 2).

As the table above from the Simon Commission report shows, the number of recruiters during World War I plummeted to zero. The reason for this is that the entire able-bodied male population of the country joined the ranks of the British army, especially men from the upper-middle class, whose representatives, according to tradition, used to go to the I.C.S.

The 1914 exam was in full swing when the war began; by the time the results were announced, 11 of the 47 successful candidates had already entered the military service, soon followed by three more. By March 1916, 5 candidates out of 14 were dead [12, p.34]. The war, however, dragged on, making even more stringent demands on human resources: recruitment to the I.C.S. stopped. In addition, the government of India cancelled holidays and assigned more officers from the local Provincial Services to positions reserved for the I.C.S. men. As a result, service in India ceased to attract young British graduates who could better settle at home.

Before the First World War outbreak, 95% of the officers of the I.C.S. were British by origin. In 1871, there were only four officers of Indian origin in the I.C.S.; in 1883, there were 12, and in 1915 the number of officers of the I.C.S. of Indian origin increased to 63 people [13]. According to researcher Amit Das Gupta, in

1940, the I.C.S. consisted of 597 Indians and 588 Europeans [8, p.25]. The Indianization of the cadres became possible due to several reasons, one of which is the Morley-Minto reform or the Indian Councils Act 1909, which made it possible to increase the number of Indians in the administration of British India. The law introduced elections to legislative councils and admitted Indians to the boards of the Secretary of State for India, the Viceroy, and the executive committees of Bombay and Madras. Other reasons for Indianization after the First World War were the shortage of personnel and the economic crisis that affected wages and the conversion of the Indian currency against the pound sterling.

In 1918, Edwin Montagu and Lord Chelmsford proposed a reform under which Indians should be appointed to a third of the leading positions in British India. [5, p.78].

As remembers C.S.Venkatachar - one of the ex-I.C.S. officers: "The examination in 1921 was for the first time after 1914, a concurrent one for the Home, Indian and Colonial Civil Services. My recollection is that there were about 150 candidates taking the examination. Sixteen candidates were declared successful for the I.C.S. - thirteen Indians and three Englishmen" [1 p.4].

In 1922, the Indian Examination Board began its work in Allahabad, which was moved to New Delhi in 1928 [16, p.51]. The examinations in Allahabad started in January and were supposed to make up for the shortage of summer exams in the metropolis. Thus the annual intake in official documents had a double date (for example - 1923/24). This was done to recruit the maximum number of British candidates for positions in the I.C.S. in August and to close the remaining places by recruitment later in January by the Indians.

However, the economic instability strongly reflected the process of recruiting officers for the Indian Civil Service. The material reward, which was very attractive in the late nineteenth and early twentieth centuries, meant that the I.C.S. officer was prize money in the marriage market and was worth "three hundred pounds dead or alive" [12, p.36]. He was guaranteed a good income and a guaranteed annual pension of £1,000 after 25 years of service; in the event of the death of an officer, a pension of £300 was received annually by his widow. Assistant commissioners began their careers at age twenty with a salary of around £300 a year, twice what the average clergyman in Britain earned, six times the wage of a farm labourer. Around the age of forty, they usually received their first districts into administration, along with a salary of between £1,600 and £2,400. They could expect to earn up to £3,600 in their 50s, which was on par with or more than a senior judge in England. The highest positions of the I.C.S. - government secretaries of India, high court judges, members of the councils of governors and viceroys - earned even more. Governors at the very top of the pyramid received £6,000 (£756,000 today), as well as additional allowances of several thousand pounds a year and the use of two Government Houses; that is, the level of income and lifestyle that put them on a par with many peers in Britain. If they did not commit severe breaches of discipline, then the officers of the I.C.S. were practically untouchable. In case of misbehaviour or breaching some rules, they could be transferred to penal posts, but these appointments had to be commensurate with their seniority. The only downside in the I.C.S. career was inflation which hit India after World War I.

The scale established in 1858 was essentially the same as in 1947, except for reluctant concessions caused by recruitment collapse after the First World War [10, p.5]. It ended abruptly when the rupee collapsed, and the cost of living skyrocketed. In a letter to The Times, the Meerut city commissioner complained that he and his colleagues were not receiving a living wage. The cost, for example, of a single first-class passage from Bombay to London was 750 rupees in January 1900, rose to 900 rupees by April 1919, and skyrocketed to 1,422 rupees in April 1922 [12, p.36]. One pound sterling in 1900 equals 126 pounds in 2021 [7].

To address this and other problems, in 1924, the Lee Commission, chaired by Arthur Lee, 1st Viscount Fairham, made several recommendations:

- 1) to increase the salaries of the I.C.S. officers and convert them into pounds sterling.
- 2) Provide travel tickets to and from Britain for officers, their wives, and children.
- 3) improve the reserve fund and pension provision [16, p.53-54].

The committee recommended that the future recruitment of I.C.S. officers should include 40% Europeans and 40% Indians, while the remaining 20% of appointments would be filled by promoting Indians from the Provincial Civil Services (P.C.S.) directly. In addition, the examinations held in Delhi and London were to produce an equal number of I.C.S. trainees [16, p.56].

In 1925, British recruitment showed an immediate improvement in the financial situation. The number of successful British officers who passed the exam and entered the service increased from 3 out of 70 applicants in 1924 to 21 in 1925. By 1928, the number of British applicants had risen to 121; in 1929, it was 116. The trend continued to grow, with 145 applicants in 1936.

Educational program and exam for the I.C.S. candidates

Since the second half of the 19th century, British public-school education has undergone a significant transformation, thanks to Thomas Arnold, who decided to dilute the highest British landed and titled aristocracy with the sons of the middle class and create an "elite" that would rule the British Empire. Thomas Arnold was an English educator and reformer of the British educational system in the first half of the 19th century. Having become the director of a closed private (public) Rugby school, he diluted the study of Latin and Greek with such subjects as history, French and German, geography, and sports. Thomas Arnold tried to create a model of a

"gentleman-Christian", who has all the virtues and virtues of a gentleman, and for whom service to the Motherland is the highest honour and duty [3, p. 87]. Gentleman's morality and athleticism were the ideals that Arnold instilled in Victorian society and on which state minds relied to nurture a new generation of the British elite, who was appointed to rule the empire and serve as its pillar.

The reformed public boarding schools were turned into an imperial training tool whose mission was to prepare men for its administration. The ancient universities of Britain began preparing candidates for the colonial system. The method of selecting employees through examinations, rather than patronage appointments, guaranteed, on average, a high level of intellectual competence of applicants. The I.C.S. tried to limit the number of candidates to graduates of private boarding schools [2, p.1]. However, the values that alumni from these schools brought with them had mixed benefits. Although, on the one hand, such qualities as devotion to duty, impartiality and incorruptibility were valued, on the other hand, they were criticised for their elitism, lack of flexibility of mind, caution, and complacency.

Education in a public school was costly; in particular, a year of study at Harrow School cost about 332 pounds per year in 1900. This amount is equivalent to 41,775 pounds today. That is, it exceeded the income of the widow of an I.C.S officer, who, after the death of her husband, was entitled to his pension of 300 pounds annually, but the same allowance of 300 pounds was higher than the income of many parish priests in England. For example, as was the case of the father of the 1st Baron Lugard, Sir Frederick, one of the brightest representatives of the British colonial administrators. His father, the Rev. Frederick Lugard, served 27 years as a chaplain in Madras and, after returning to his homeland, was able to receive a parish with an income of 160 pounds annually, and upon retirement, he received 1 pound a week, that is, 52 pounds a year [10, p. 24]. Compared to this amount, the allowance received by I.C.S. officers was pretty good.

The process of recruiting officers had six main steps:

1. Formal applications were sent to the Secretary of State for Indian Affairs. The main criteria for applications were that candidates must be between 21 and 24 years of age, in excellent health, and be of "good character", which is most often what family the candidates come from.

2. The exam was held at the end of the summer, and it could take up to two weeks to pass.

3. Written works were evaluated, oral examinations were held, and a list of all candidates was compiled in order of merit.

4. The Secretary of State and the Government of India made a preliminary decision regarding the number of candidates to be selected from the examination list.

5. Since the I.C.S. exam was part of the UK-wide combined civil service exam, the Secretary of State had to wait until the most successful candidates chose the service they wanted to work in. (The most successful usually chose a job in the British Home Office the rest went to the I.C.S., and the least successful ended up in the Colonial Civil Service, which oversaw the territories of Africa and Asia).

6. Having received commitments from those candidates who selected the I.C.S., the Secretary of State, if necessary, added to the list of candidates those whose merits and grades were less and announced the names of successful recruiters who went on to undergo a year of training in England before leaving for India for 25 years under the contract [16, p.57].

Those Indian candidates who, since 1922, had taken the examination in India had to undergo two years of training in Britain, which was reduced to a year in 1937. British candidates who successfully passed the exam and entered the training course received a lump sum payment of 300 pounds, and Indians received 350. The trainees were officially assigned and signed an agreement at the end of the year's training course [14, p.102].

But the actual preparation began upon arrival in India. Each year from December till March, was organized Settlement Camp, where, under the direction of the camp authorities, all the officers of the I.C.S. and the Imperial Police Service who entered the service that year gathered together to get to know each other because in the future they would have to work together on security issues and maintaining law and order. Each district had its district police officer responsible for maintaining law and order, and each district had its superintendent of police. During their stay at this camp, the I.C.S. officers had to learn and pass exams in criminal law, tax administration and the primary language of their province. These examinations were governed by provincial rules, not central ones, and the language examination varied from province to province [14, p.103].

Due to the vast territory of British India, I.C.S. officers most often spent their entire career within one province unless they were transferred to the Secretariat of the Government of India in Delhi or promoted to governors in another province [14, p. 104]. Of the eight provinces of British India, Punjab and the United Provinces were the most popular. In addition to written and oral tests taken at the exam, applicants had to pass a riding test, a prerequisite for obtaining a position in the I.C.S.

Considerable attention was paid to the candidates' physical development and sports achievements. From the second half of the 19th century, "masculinity" in its classical Hellenistic sense came into vogue in Britain. Particular attention was paid to developing various sports clubs, such as rugby, rowing, polo, horseback riding, and swimming. At the turn of the century, Edmond Warr, director of one of the closed private schools at Eton, put a healthy body above a healthy mind [20, p.100].

Those candidates with exceptional merit and sporting achievements were more likely to get into the ranks of the I.C.S., coupled with their successful exam results.

The form of the examination itself underwent significant changes between 1855 and 1900. The exam was divided into two parts, the first consisted of an open one, where the selection of applicants took place, and after a probationary period, which lasted from one to two years, the second part took place. The second part of the exam was designed to test the proficiency of the trainees. The open part of the exam in 1860 consisted of 16 subjects, and in 1900 it already consisted of 23 subjects. The 1860 exam was overwhelmingly humanities, 2/3 of the total points were in languages, literature, and history - ancient and modern periods and orientalist. In 1900, the following subjects in social science were added to this list: political economy and economic history; political science (including the early history of institutions and jurisprudence); and English law. The examiners were chosen from among the most famous university professors: hence the sensitivity of the I.C.S. examination papers to the prevailing climate of academic opinion and current academic controversy [9, p. 280–281].

Table 2. Schools whose graduates became officers of the I.C.S. [17, p.68].

Schools	Number and percentage of British I.C.S. officers			
	number of graduates up to 1914 inclusive		number of graduates after 1914	
	№ I.C.S.	%	№ I.C.S.	%
English public schools	354	68	333	64
Other schools in England and Wales	38	7	81	16
Schools in Scotland and Ireland	110	21	71	14
No information available	19	4	31	6
Total*	521	100	516	100

As seen from the table above, many officers were graduates of closed public schools, which imposed on them certain expectations and commonalities in many aspects. Among the public schools, the most produce I.C.S. officers are Rugby, Winchester, Wellington, Charterhouse, Cheltenham, Marlborough and Haileybury. After graduating from a public school, graduates entered British universities. Below is a table of universities that trained I.C.S. officers.

Table 3. Universities whose graduates became officers of the Indian Civil Service. [17, p.71]

Universities	Number and percentage of British I.C.S. officers			
	Number of graduates up to 1914 inclusive		Number of graduates after 1914	
	I.C.S.	%	I.C.S.	%
Oxford	244	47	214	41
Cambridge	150	29	180	35
University of Scotland	68	13	40	8
University of Ireland	35	7	19	4
Other universities	20	4	46	9
Not specified	4	1	17	3
Total*	521	100	516	100

For example, if we take the closed elite Harrow School graduates from the late 19th century to the First World War, recruitment began from 13 to 18. From 1892 to 1913, 30 students became I.C.S. officers out of 3026 who studied at this school during these years. The data below shows the ratio of the universities that these 30 officers graduated from the public school of Harrow: 13 officers graduated from Oxford, nine graduated from Cambridge, and the remaining eight were not specified [22, pp.10-251]. Thus, 22 officers out of 30 came from

Oxbridge, which confirms the superiority of these universities in training colonial officials. If we consider their origin, the following picture emerges:

Table 4. Data compiled based on data taken from the registration book of the Harrow School from 1885-1913)

Father's profession	Number of officers who came from the same background
British aristocracy	3 officers
Military	4 officers
Indian aristocracy	1 officer
Priests	3 officers
Esquires	18 officers
Not specified	1 officer

Six officers out of 30 fought during the First World War, and three died. These are the average statistics on the example of graduates of one of the private schools.

Other public schools were not far behind Harrow; for example, out of 392 I.C.S. officers who entered service before the First World War, 190 officers were graduates of other elite schools:

Table 5. Public schools and their graduates who chose the I.C.S. career.

Public school	Number of I.C.S. officers who graduated from this school
St. Paul	26
Clifton	18
Winchester	18
Charterhouse	16
Marlborough	15
Rugby	14
Cheltenham	12
Dulwich	12
Eton	12
Malvern	11
Merchant Taylors	11
Westminster	10
Bradfield	8
Haileybury	7

(Data taken from D. Potter [Potter, 1996, p. 70])

However, the other half of the British I.C.S. officers came from other schools, only sometimes prestigious ones. On this basis, the competitive examination system gave many students from less privileged backgrounds a chance, but private school graduates had more options by default.

Results. According to a December 7, 2018, report by the British educational charity The Sutton Trust, graduates from elite private schools are seven times more likely to get a place at Oxbridge than any other British school graduate. Oxford and Cambridge accepted as many graduates of the eight best private schools in England as their students as from 2894 other schools in England combined [15, p. 20]. According to the newspapers Guardian and Telegraph, 12% of high-ranking officials of modern Britain are graduates of 10 elite private schools in Britain, such as Eton, Harrow, Winchester, Charterhouse, Rugby, Westminster, Marlborough, Dulwich, St. Paul, and Wellington. According to a report by the Government Commission on Social Mobility and Child Poverty, the U.K. is "deeply elitist" and cites the following figures for 2014: 71% of senior judges, 62% of senior military officers, 55% of Whitehall permanent secretaries and 50% of members of the House of Lords were educated at public schools [18; 4]. Thus, one can trace the continuity of the elite education for the training of British personnel for the management of the British Empire at the beginning of the 20th century and modern British high-ranking officials.

Conclusion. The I.C.S. competitive examination system allowed many qualified candidates to enter the service. However, half of these candidates graduated from elite public schools and universities such as Oxford and Cambridge. These same universities were at the forefront of training the personnel needed for the colonial services of the British Empire. However, after the First World War, monolithic in its national and racial structure,

the Indian Civil Service was forced to open recruitment for Indians. This process has been called the "Indianization" of the Indian Civil Service.

The main task of training for the internal British and Indian civil and public services was to nurture a new type of manager with a great sense of responsibility, selected for competence rather than connections, and who was promoted by his ability and not by seniority [9, p.266]. The ideal I.C.S. officer was a candidate who combined intelligence with athleticism [14, p.93].

In conclusion, the Indian Civil Service (I.C.S.) was initially based on patronage, where employees were appointed based on connections and nepotism. This recruitment system created a monopoly for certain families and did not meet the needs of the growing colonial state. However, after the transfer of the I.C.S. to the Crown, the British government changed the rules for entry into the Indian Civil Service. Until 1914, recruitment to the I.C.S. was based on annual open competitive examinations in London. Nevertheless, recruitment was halted during World War I when the entire able-bodied male population of the country joined the ranks of the British army. The British government then took extraordinary measures, allowing the appointment of former military personnel by the selection, provided they met the qualification examination for education. By 1940, the I.C.S. consisted of almost equal numbers of Indians and Europeans, reflecting the Indianization of the cadres. The recruitment process for the I.C.S. was reformed after the interwar period, reflecting the changing needs of the British Empire and India.

The Indian Civil Service was a colonial institution that played a significant role in British India. The education and recruitment of I.C.S. officers followed a rigorous process to ensure that only the most qualified candidates were appointed to the service. The public-school education system was reformed to create a new generation of British elites trained to administer the British Empire. Although this system had some drawbacks, it produced officers known for their devotion to duty, impartiality, and incorruptibility. The training and settlement camps in India further prepared the officers to be responsible for maintaining law and order in their respective districts. The I.C.S. remained an essential part of British India until the Indian Administrative Service replaced it after India gained independence.

References:

1. 180/85. *Papers of C.S. Venkatachar I.C.S. (Ret).* - Collection of memories by former members of the Indian Civil Service chiefly relating to their experience of district administration 1930–1947, British Library: Asian and African Studies // MSS. Eur. F. 180/85
2. Alexander, H. M. L. 'Discarding the "Steel Frame": Changing Images among Indian Civil Servants in the Early Twentieth Century // *South Asia*, 5, 3, 1982.
3. Allen, E. A. *Public School Elites in Early-Victorian England: The Boys at Harrow and Merchant Taylors' Schools From 1825 to 1850* // *Journal of British Studies* 21, no. 2 (1982): 87–117.
4. Arnett, G. *Elitism in Britain – breakdown by profession.* // *The Guardian*. 28 Aug 2014 url: [Elitism in Britain - breakdown by profession | Social mobility | The Guardian](#)
5. Blunt, E. *The I. C. S.: the Indian Civil Service.* London: Faber and Faber Limited. 1937
6. Burra, A. V. *The ICS and the Raj: 1919-50.* IIT Delhi: Department of Humanities and Social Sciences, 2007. 158 p.
7. *CPI inflation calculator*// [£1 in 1900 → 2021 | UK Inflation Calculator \(in2013dollars.com\)](#)
8. Das Gupta, A. *The Indian Civil Service and Indian Foreign Policy, 1923-1961.* Routledge, 2021, 314 p.
9. Dewet, C. *The Education of a Ruling Caste: The Indian Civil Service in the Era of Competitive Examination.* // *English Historical Review*, lxxxviii, 1973.
10. Dewey, C. *Anglo-Indian Attitudes: The Mind of the Indian Civil Service.* - The Hambledon Press, 1993.
11. Dinkel, A. *The Indian Civil Service Exam: A Modest Beginning toward Democratization.* // *The Indian Civil Service Exam: A Modest Beginning toward Democratization* (wisconsin.edu), 2018
12. Ewing, A. *The Indian Civil Service 1919–1924: Service Discontent and the Response in London and in Delhi.* // *Modern Asian Studies: Cambridge University Press.* 1984. Vol. 18. # 1. Pp. 33–53.
13. Kaushik, RK. *The men who ran the Raj.* // *Hindustan Times.* Apr. 17, 2012.
14. Kirk-Greene, A. H. M. *Britain's Imperial Administrators, 1858-1966.* - St.Martin's Press, 2000. 347 p.
15. Montacute, R., Cullinane, C. *Access to advantage. The influence of schools and place on admissions to top universities. The Sutton Trust Report.* 07 December 2018. // <https://www.suttontrust.com/our-research/access-to-advantage-university-admissions/>
16. Potter, D. C. *Manpower Shortage and the End of Colonialism: The Case of the Indian Civil Service.* // *Modern Asian Studies: Cambridge University Press,* 1973. Vol. 7. #1. Pp.47-73.
17. Potter, D.C. *India's political administrators, from ICS to IAS.* - Oxford University Press, 1996, 324 p.
18. *Public schools retain grip on Britain's elite.* // *The Daily Telegraph.* 20 November 2012. url: [Public schools retain grip on Britain's elite \(telegraph.co.uk\)](#)

19. Pyper, R. *The British Civil Service*. - London, 1995. 219 p.
20. Sarkisyanz, M. *Hitler's English Inspirers*. - Belfast - Northern Ireland, Athol Books, 2003.
21. *Simon Commission Report on India (Indian Statutory Commission)*, Vol. 5, *Memoranda submitted by The Government of India and The India Office to the Indian Statutory Commission*. - Delhi, SwatiPublications. 1930
22. *The Harrow School Register 1845—1925. Second series in two volumes*. Ed. By Stogdon J.H. - Longmans, Green and Co., London, 1925, 440 p.

Пайдаланылган әдебиеттер тизими:

1. 180/85. K. S. Venkatacharyn eñbekteri I. C. S. (otstavkadaǵy). - Úndistannyn buryngy memlekettik qyzmetshilerinini estelikter jınaǵy, negizinen olardıń 1930–1947 jyldardaǵy aýdandyq ákimshiliktegi tájiribesine qatysty, Britan kitaphanasy: *Azia men Afrikany zertteý* // MSS. Eýro. F. 180/85
2. Aleksandr, H. M. L. "Bolot jaqtaydan "bas tartý: HH ǵasyrdyn basynda Úndistannyn memlekettik qyzmetkerleriniń imjini ózgertý // *Oñtústik Azia*, 5, 3, 1982 j.
3. Allen, e. a. erte viktoriaıdaǵy Angliadaǵy memlekettik mektepterdiń elitasy: *Harroý jáne Saydager Teilors mektepterindegi uldar 1825 jyladan 1850 jylǵa deın* // *Britandyq zertteýler jýrnaly* 21, № 2 (1982): 87–117.
4. Arnett, g. *Ulybritaniadaǵy Elitizm-mamandyqtar boıynsha bóly*. // *Qamqorshy*. 28 Tamyz 2014 url: [Elitism in Britain - breakdown by profession / Social mobility / The Guardian](#)
5. Blant, E. i. s. S.: *Úndistannyn azamattyq qyzmeti*. London: "Faber jáne Faber Limited". 1937
6. Byrra, a. v. *ICS jáne Raj: 1919-50. IIT Delı: ǵýmanarlyq jáne áleymettik ǵylymdar fakúlteti*, 2007 j. 158 b.
7. *TBI inflásia kálkýlátory* // 1 Fýnt sterlin 1900 → 2021 / *Ulybritaniadaǵy inflásia kálkýlátory (in2013dollars.com)* [£1 in 1900 → 2021 | UK Inflation Calculator \(in2013dollars.com\)](#)
8. Das Gýpta, A. *Úndistannyn azamattyq qyzmeti jáne Úndistannyn syrtqy saiasaty, 1923-1961 jı. Marshrýt, 2021, 314 b.*
9. Devet, s. *bileýshi kastanyń bilimi: Konkýrstyq emtihandar dáýirindegi Úndistannyn azamattyq qyzmeti*. // *Aǵylshyn Tarihi sholyy*, lxxxviii, 1973.
10. Díu, k. *aǵylshyn-úndi qatynastary: Úndistannyn memlekettik qyzmetiniń dúmetanymy*. - "Gambldon Pres" Baspasy, 1993.
11. Dunkel, A. *Úndistannyn memlekettik qyzmet emtihandy: demokratalandyrdyn qarapaym bastamasy*. // *Úndistannyn memlekettik qyzmet emtihandy: demokratalandyrdyn qarapaym bastamasy (wisconsin.edu)*, 2018
12. Eving, A. *Úndistannyn azamattyq qyzmeti 1919–1924: qyzmetke narazylyq jáne London men Delidegi reaksiya*. // *Qazirgi Azialyq zertteýler: Kembridj ýniversitetiniń baspasy*. 1984. Tom. 18. #1. 33–53 bet.
13. Kayshik, QR. *Radjy basqarǵan adamdar*. // "Úndi taıms". Sáýir. 17, 2012.
14. Kirk-Grın, A. H. M. *Ulybritanianyń imperatorlyq ákimshileri, 1858–1966 jı. - Sent-Martin Baspasózi*, 2000. 347 B.
15. Montakýt R, Kýllinan s. *artyqshylyqtarǵa qol jetkizý. Mektepter men oryndardyn jetekshi ýniversitetterge túsiyine áseri. "Satton Senimi" Esebi*. 2018 jylǵy 07 jeltoqsan. // <https://www.suttontrust.com/our-research/access-to-advantage-university-admissions/>
16. Potter, D. S. *Jumys kúshiniń jetispeýshiligi jáne otarshyldyqtyn aiaqталы: Úndistannyn memlekettik qyzmetiniń mysaly*. // *Qazirgi Azialyq zertteýler: Kembridj ýniversitetiniń baspasy*, 1973 j. Tom. 7. #1. B. 47-73.
17. Potter, Kolymbia okrygi. *Úndistannyn saiası ákimshileri, ICS-ten IAS-qa deın*. - Oksford ýniversitetiniń baspasy, 1996, 324 B.
18. *Memlekettik mektepter Britandyq elitany baqylaıdy saqtaıdy*". // *The Daily Telegraph*. 2012 jylǵy 20 qarasha. url: [Public schools retain grip on Britain's elite \(telegraph.co.uk\)](#)
19. Paıper R. *Britandyq azamattyq qyzmet*. - London, 1995. 219 b.
20. Sarkisáns, M. *Gitlerdiń aǵylshyn sheberleri*. - Belfast, Soltústik Irlandia, Atol Bux Publishing, 2003 j.
21. *Saimonyn Úndistan komisiyasynyn esebi (Indian Statutual Commission)*, T. 5, *Úndistan úkimeți men Úndistan keńsesi Úndistan zań shyǵarý komisiyasyna usynǵan memorandymdar*. - Delı, SwatiPublications. 1930
22. *Harroýdyń 1845–1925 jyldardaǵy mektep tizilimi. Eki tomdyq ekinshi seria*. Ed. Stogdon Dj.h. - Longmans, Grın jáne Ko., London, 1925, 440 b.