

REPORT ON
PRIMARY EDUCATION
FOR
BOYS AND GIRLS
IN THE
United Provinces of Agra and Oudh
WITH SPECIAL REFERENCE TO
UNECONOMICAL & SUPERFLUOUS
SCHOOLS

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**Report on primary education for boys and girls in the United
Provinces of Agra and Oudh with special reference to
uneconomical and superfluous schools**

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CHAPTER I

INTRODUCTION

IN 1918-19 the yearly recurring grant given by Government to district boards of the United Provinces for vernacular education was Rs.14 lakhs out of a total expenditure of Rs.30 lakhs, the remaining Rs.16 lakhs being contributed by the boards themselves. A scheme of expansion of vernacular education was initiated in that year. By 1922-23, when the official chairmen of district boards were replaced by non-official chairmen, the Government grants for vernacular education had jumped from Rs.14 lakhs to Rs.63 lakhs. These latter grants were based on (i) a three-years' programme of expansion undertaken by Government involving an expenditure of Rs.21 lakhs without putting any additional burden on the boards, (ii) the scheme of expansion of vernacular middle education for boys, which was complementary to the above scheme of expansion of primary education, (iii) revision of the pay of district board vernacular school teachers, which cost nearly Rs.21 lakhs recurring and was borne by Government, (iv) expansion of primary education of girls and amongst the depressed classes, and (v) a scheme for further expansion of boys' primary education, etc. These grants were all given on the condition that the amount to be given to each board in any one year would be the amount required to enable it to work up to the cost of its scheme in that year less the amount that it failed to expend from the recurring grant in the previous year. In 1924 the system of contract grants was started. Savings were allowed to remain with the boards and were allowed to be credited to the education funds for the respective sub-heads of vernacular education to be utilized on educational projects. Schools failed, however, to develop so well as had been expected. Expenditure had increased fourfold, but the boys in schools had increased by some 28 per cent. only. The late Mr. K. P. Kichlu was put on special duty in August, 1924 to examine—

(1) how the present expenditure on primary education could be made to yield better results ; and

(2) how far it was possible to introduce compulsion in rural areas and with what limitations.

2. In his report, which was published in 1925, he called attention to the wastage in the primary stages and suggested remedies. He advocated that compulsion should be introduced in district board schools on a permissive basis as had been done for municipal schools in 1919. As a result of his report the United Provinces District Boards Primary Education Act was passed in 1926. A further report on pri-

mary education was submitted by Mr. H. R. Harrop in 1926. He laid stress on the large numbers still to be enrolled, and outlined a scheme based on the needs of each individual board for financing an effort to get $3\frac{1}{2}$ additional lakhs of boys into the primary schools in five years. Meantime improvements had been effected, especially in the vernacular middle schools; agriculture, manual training and rural knowledge were introduced. Non-recurring grants amounting to Rs.9,19,090 for buildings were made to boards and recurring grants to enable them to introduce these fresh subjects swelled the total expenditure which in 1929-30 reached the figure of Rs.1,09,00,000 (Rs.73 lakhs from Government and Rs.36 lakhs from the boards).

3. In the year 1931-32 the fall in prices and the general depression reduced Government revenue from Rs.13 crores to Rs.11 crores and necessitated retrenchment in all branches of administration. In G. O. no. 721/XV—1249, dated the 12th March, 1932, district boards were told that they should curtail their expenditure on ordinary and compulsory primary education for boys by a flat rate cut of $6\frac{1}{2}$ per cent. on the minimum expenditure prescribed by Government for the above two sub-heads. The Government order indicated the methods by which most easily this cut could be effected, viz. abolition of uneconomical schools, reduction of grants to unsatisfactory schools, reduction of staff in schools which were found to be overstaffed, and reduction in the contingent expenditure. The $6\frac{1}{2}$ per cent. cut gives Rs.4,51,650 per annum of which Government share is Rs.3,02,605 and that of the boards Rs.1,49,045. The Government order, however, suggested that where boards found themselves unable to make the $6\frac{1}{2}$ per cent. cut on the lines set forth, they might submit their own proposals for effecting the cut. Several boards proposed to cut the pay of the teachers, the cut being flat or graded and varying from half an anna to one anna on the rupee. The reasons given for this method of making the cut were :—

- (a) the educational need for retaining the established schools ;
- (b) the fall in grain prices which, in the opinion of the boards, justified the cut, inasmuch as the teachers' purchasing power remained unimpaired ;
- (c) the distress likely to ensue, if numbers of schools were closed and teachers thrown out of employment ;
- (d) the ease of effecting such a cut.

The proposals of boards were submitted to Government and were generally accepted.

4. While it was realized that the closure of schools was attended by a certain amount of difficulty owing to local opposition and individual needs, Government were inclined to think that a great deal of real expansion could take place by a readjustment of existing educational expenditure. It seemed certain that a survey of schools would reveal numbers of small or superfluous schools, the expenditure on which could better be devoted to maintenance of other schools. Government, therefore, resolved on a scrutiny of the distribution,

the enrolment and efficiency of the existing vernacular schools and accordingly Director of Public Instruction's G. L. * no. V.E. 6/XXXVII—36(3), dated the 13th April, 1933, was issued instructing the sub-deputy inspectors of schools to prepare maps of their circles, and on 20th November, 1933, I was placed on special duty to summon at the circle inspectors' headquarters conferences of the inspectors, the assistant inspectors, the deputy and the sub-deputy inspectors of schools and the chairmen, education committees of districts boards, to examine—

(i) the existing facilities for vernacular education and for the training of teachers for schools in rural areas of each district with a view to making specific proposals for improving the distribution of schools and allotment of staff, and for maintaining an adequate supply of trained teachers according to the needs of the district, and

(ii) to examine the existing provision for equipment and repairs of district board vernacular school buildings.

I was also required to visit districts where a discussion of the problems on the spot was likely to be helpful ; to discuss with the officers concerned on the spot the schemes of compulsory primary education for girls in rural and urban areas, and, if possible, the working of the schemes of compulsory primary education for boys with a view to see how the present allotment for the purpose could be made to yield better results and how the defects in their working could be removed.

5. The superfluous and uneconomical school has long been a problem to those interested in education in India. The Hartog Committee's report (page 70) says—

“ It is very improbable that a multiplication of schools on the lines which have been generally adopted is resulting in a corresponding output of literates ; the opening of more small and under-staffed schools has often resulted in an increase of waste.”

“ There is a grave danger lest the continuance of the almost valueless schooling, such as the children receive in the majority of single-teacher schools, will convert the parents into active opponents of education.”

Mr. Kichlu in his report has said : “ The district boards are maintaining a large number of primary and preparatory schools in which the enrolment is very small. These uneconomical institutions are an expensive luxury and are at present the cause of much waste of public funds.”

An inquiry into the distribution and location of primary schools had been made in respect of the Allahabad district, which showed that some villages with a population of 1,000 and over had no schools, while, on the other hand, other villages with a population ranging between 100 and 200 had schools—some of them more than one school located in them.

6. The problem has been engaging the attention of the authorities in other provinces. The Government of Madras appointed Mr. H. Champion, I.E.S., to report on the possibility of consolidation and concentration of elementary schools. He stated his aim as—the creation of schools containing full classes of 30 pupils and the employment of one teacher in not more than one class. Mr. Champion's scheme for establishing large central schools with an enrolment running up to 1,000, including girls, depressed classes, Muslims, and Hindus, is outside the range of practical politics in these provinces. Even in district board areas under compulsion it would be difficult to find areas where within a radius of 3 miles so many pupils would be forthcoming, and even were they forthcoming, the district boards have neither schools adequate for such numbers, nor have they funds to build such a central school.

7. In the Punjab in 1932 it was noted that sufficient care and foresight had not been shown in selecting the place for a new school. Schools were too closely placed or had been opened in sparsely populated areas where adequate enrolment was not possible. Local bodies found it difficult to meet their obligations. The Education Department therefore resolved on a scrutiny of schools not obviously successful. The number of pupils in average attendance per teacher was fixed at thirty-five and where a full approximation to this proportion was not achieved the transfer or amalgamation of the school was to be considered. No primary school (up to our class III) was to be within two miles of another and no lower middle school (up to our class V) within less than three. In considering grants for aided schools the distance from a school maintained by the local body was fixed at not less than one and a half miles and the average attendance at thirty-five before the existence of the school could be justified. Grants for schools not complying with these conditions were to be disallowed,

CHAPTER II

THE MAPS AND THE STATEMENTS

1. The survey of the vernacular schools was conducted by means of maps compiled by the sub-deputy inspectors in the district. Instructions for the compilation of those maps were issued in G. L. no. V.E.6/XXXVII—36 (3), dated the 13th April, 1933. Every school maintained or aided by the district board was shown and its enrolment. Different symbols were used for different types of schools. The map is a visible statement of the state of education in the district. The scale—1 inch to the mile—is excellent affording sufficient room for all necessary entries while keeping the maps within reasonable dimensions. Many of the maps shown to me were exceedingly well drawn.

2. One or two boards in the Lucknow circle have combined the separate maps of the sub-deputy inspectors into a complete district map. This practice I commend to all boards. Such a map is of great service to the chairman of the education committee and to the deputy inspector. The district register of schools is a cumbersome volume. It takes an appreciable time to trace down any particular school. I had constantly to wait while volumes were being turned over to give me information about schools. Here on the map the salient particulars about a school are immediately visible—site, surroundings, type, enrolment. With such a map in front of the chairman the annual proposals should be simple.

3. I suggest to the chairmen some improvements that can be made—

- (1) all the schools should be named;
- (2) the letters should be block capitals in Roman type;
- (3) the enrolment figure each year should be entered in ink of a different colour. Thus for three years the progress of a school can be indicated;
- (4) at the end of three years a fresh map should be prepared and the old one put in the record room.

4. The map alone does not furnish sufficient information for a survey of the schools in a district. Statements were, therefore, collected of all the important features of primary and middle education. The most important of these are reproduced in appendix "A." A special form was issued later collecting information on the working of compulsory primary education in municipalities and district boards. It has not been found feasible to print this, but the form furnishes valuable information, especially in the five-year classwise enrolment in primary schools showing to what extent compulsion is getting the boys through the classes.

CHAPTER III

SUPERFLUOUS SCHOOLS

1. A school which can be abolished without detriment to the efficiency of education in its vicinity is superfluous. Statistics are of some value here. A school serves (a) an area, and (b) a population. In the United Provinces the District Boards have 17,839 primary and preparatory schools for boys of all kinds for an area of 106,248 square miles and a population of 44,823,561. This gives a school to 6 square miles and 170 boys of school-going age. Similar figures for other provinces are quoted below from the Hartog Report, tables XXVIII and XXIX :

				Boys of school-going age per primary school	Area served by a boys' primary school Sq. miles
Madras	63	3
Bombay	115	10
Bengal	88	2
Punjab	266	17

For 1931-32 the figures are :

				Area served by a boys' primary school in square miles	Boys of school- going age per school	Enrolment per primary school
India	6.5	100	44
Madras	3.0	62	41
Bombay	9.5	110	67
Bengal	1.8	74	34
United Provinces	5.4	162	55
Punjab	18.0	236	68

2. Serving a circle 1 mile in radius a school serves some 3 square miles. If the radius is $1\frac{1}{2}$ miles the area is 7 square miles, for a 2-mile circle the area is 13 square miles. If from the area of the United Provinces we deduct Kumaun with its 13,722 square miles and its sparse population of 1,370,000 we have 92,526 square miles to serve and a population of 43,454,000. Taking 7 square miles to the school we need 13,200 schools to which we must add the 800 existing in Kumaun, say, 14,000 all told. On a basis of 10 square miles (as in Bombay) we need only 10,000 all told. But our full primary schools number 9,230, while the combined primary and preparatory schools number 17,839. On an area basis, therefore, overcrowding of schools is manifest and it is this overcrowding which is militating against the efficiency of our schools.

3. The Piggott Committee aimed at one full primary school to every 25 square miles. Their demand would be met by some 4,000 full primary schools. Feeder schools were to send boys to those primary schools after passing Class II.

* In 1918, however, district boards were told that no inelastic rule of distance should be observed in locating new schools, whether primary or preparatory, and that the only criterion should be the local effective demand with the object of at least doubling the number of scholars attending primary schools and, if necessary, doubling the number of schools.

New schools were opened without due consideration of site, staff, and efficiency. Results have not been commensurate with our expectations. We have many boys in school, but we have little education. Provision far in excess of the need has been made and there are at least 3,000 superfluous schools in these provinces.

4. Any attempt at reduction in the number of schools by abolishing an existing school or transferring it to a distance is usually countered by the remark "But the little boys of tender age cannot walk so far." I do not accept this contention. To begin with : the protest ignores the fact that the school will be close to the residence of the bulk of the pupils. Those who have to walk $1\frac{1}{2}$ miles to school will be few. Next, the boys can and habitually do walk considerable distances, especially country boys. Young children just able to walk are put in charge of goats and walk miles daily. Anyone who has seen the village fair knows how many children trek in with their parents from the surrounding villages. In Scotland the distance up to which compulsory attendance at school may be enforced is 3 miles and the age is 5 years. The Piggott Committee said "We propose to locate, as far as possible, one primary school within walking distance of every village; but seeing that the needs of smaller boys will be met by preparatory schools nearer to their homes, we think it not unreasonable to extend the meaning of the term 'walking distance' for the older boys who will attend the upper classes of primary schools to cover a limit of about 3 miles." Is it then unreasonable to expect in India a boy of 6 to walk $1\frac{1}{2}$ or 2 miles, especially when it is clear that the physical exertion is not beyond his ability? The dangers from wild animals, from kidnapping, or badmashes have been impressed on me. One has, however, to remember that boys generally travel to and from school in groups, which fact largely discounts those dangers. The important factors to which consideration must be given are the intense heat of April and the condition of the roads in the rains. These are real difficulties, but after making allowances for methods of meeting them, such as early school, fixing the holidays at a suitable time, etc., I am persuaded that it is not unreasonable to expect a boy of 6 years to walk 2 miles to school. I repeat that the demand will be far from usual. About 90 per cent. of the boys coming to school will be within 1 or $1\frac{1}{2}$ miles of the schools left after the reductions in Chapter VIII have been effected.

5. The provisions of the District Board Educational rules in this connexion should be borne in mind. Rule 50 states : "The board shall, as soon as its resources permit, maintain a primary school within accessible distance of every village. The board shall, therefore, divide the area of the district into as many primary circles as will

*Government Resolution no. 768/IX—3649, dated the 8th November, 1918.

secure this, and shall establish in each circle at least one school teaching the full primary course as soon as the opening of upper primary classes is justified by the attendance from the lower primary classes established within the circle. It shall maintain a list of the primary circles as a programme for the ultimate establishment of primary schools, and shall communicate the list to the inspector." This careful cutting up of the district into circles and the allocation of one full primary school per circle has received inadequate attention in almost every board. There is no planning of schools to feed an area. The list of circles should now be furnished as required by the rule. The corresponding section from the United Provinces District Boards Primary Education Act (Act I), 1926, says :

" Any one of the following circumstances shall be deemed to be a reasonable excuse within the meaning of section 7 (of the above Act) : that there is no accommodation in a recognized primary school within a distance to be fixed by the school committee and measured according to the nearest route from the residence of the child."

The distance one mile is specifically laid down in the United Provinces Primary Education Act, 1919 (Act VII of 1919) for municipalities which says :

" Any of the following circumstances shall be deemed to be a reasonable excuse within the meaning of section 7 : " that there is no recognized primary school within the distance of one mile by the nearest route from the residence of the child."

In the District Boards Primary Education Act a " school area " is defined as : the area within a radius of one mile by the nearest route from the primary school maintained by the board and included within the local limits of a board.

6. It is from this last definition that there has sprung up the prevalent idea which was repeatedly presented to me—"a school at a distance not greater than one mile." Many persons referred to the Piggott Committee report asking for a primary school within walking distance of every village, their idea of walking distance being a mile. Several chairmen of education committees have stated that they felt it was their duty to multiply schools and bring the school as near to the home of the boy as possible.

7. From this attitude has arisen the vast array of inefficient preparatory schools, which is largely responsible for the waste and stagnation in the initial stages of education. Practically no board has said "A little, and good." The boards as a body have said, "As many schools as our funds will permit." As a result, areas, where schools are in excess of the need of the locality, can be found in most districts. Appendix "B" shows such areas; map no. I, is in Allahabad District and has 30 schools for 50 square miles; no. II from Ballia with 38 for 50 square miles; no. III from Etawah with 27 for 50 square miles; no. IV from Meerut with 33 for 50 square miles. When one sees on a map the distribution of these schools and the lack of reasoned planning, the case for reduction in numbers becomes overwhelming.

8. Overcrowding of schools is not confined to ordinary district board areas. It exists in the areas where compulsory primary education is enforced, areas where one might expect special attention would be paid to the distribution of schools. In Laharpur Tahsil, District Sitapur, we have an area of 187 square miles under compulsion and 69 schools : an average of one school to 2·7 square miles. At Surajpur in the Bara Banki District we have an area of 95 square miles with 40 schools. As a result the schools are largely small and inefficient. I quote the enrolment of 12 taken seriatim from the Laharpur area: 167, 77, 83, 49, 61, 71, 34, 93, 46, 55, 95, 41. Ten small schools in the compulsory area in Bara Banki have the following enrolment : 33, 40, 48, 44, 39, 29, 65, 57, 47, 27. Clearly education cannot flourish with these inefficient units.

9. Nor is superfluity of schools confined to district boards. The condition in the municipalities is generally worse than in the rural areas. I reproduce a map of a portion of Bareilly Municipality—Appendix "B", map no. V—showing the distribution of schools there.

No attempt has been made to allocate schools to areas, but all kinds of inefficient schools have been countenanced and financed where they were not really required. At Mahoba, a tahsil town in District Hamirpur with a population of 13,164, the following institutions are maintained or aided by the district board :

	Enrolment
One middle vernacular school	59
Two primary schools	281
„ preparatory schools	68
One Islamia school	33
„ maktab	63
„ pathshala	29
„ girls' school

Clearly the village is over supplied with schools.

10. Mr. Mayhew, in his book "The Education of India", page 233, says : "It will be seen then that the increase in expenditure up to 1900 was the result of opening schools or providing more regular or better instruction for those who wanted education ; the more rapid increase since that date has been due to a genuine and determined but hardly effective attempt to popularize education among classes that do not want it. The annual cost per pupil has risen from Rs.5 to Rs.8 as. 2, and if the present system is continued, the cost will grow steadily as schools and classes become smaller."

11. The superfluous school has arisen owing to lack of regulations dealing with the opening of schools. At present the chairman, education committee, is empowered, under paragraph 166A(a) of the United Provinces Educational Code, to recognize a primary or preparatory school. A deputation from a village approaches him, a member of some party in the board urges the claim, a wealthy or influential person in the village represents the desirability of a school in a village and usually the school is opened. No survey of the needs of the village is obligatory, no question of pupils permanently likely to be

enrolled, no scrutiny of the schools in the neighbourhood, no provision for the building or finance of the school. Till recently the chairman of the education committee was not obliged to consult the deputy inspector who is most capable of advising on the need for opening a school. He acted on his own responsibility and until G. O. no. 887/XV—1066-1933, dated the 22nd March, 1933, was issued it was not unusual to find him acting without consultation.

12. For vernacular middle schools the recognizing authority is the inspector of schools of the circle. His recognition is given after scrutiny of the various points laid down in paragraph 166A-(b) of the Educational Code. I recommend that a new rule be inserted in the Educational Code requiring the chairman, education committee, to satisfy himself in like manner. A form of proposal for the opening or recognition of a school should be prescribed. It should demand from the proposers information of the type laid down in the Educational Code, paragraph 166A-(b). The deputy inspector of schools should be required to report on the proposal, commenting on the information submitted and should give his views on the need for the school. The report should then go before the chairman, education committee, for orders. No school should be opened or recognized without such procedure.

13. Schools have been too easily opened in the past. When funds to open schools ran low, other funds were diverted. Funds meant for training of teachers were pushed into maintaining unnecessary schools. Provision for maintenance and repairs of buildings has been reduced till the schools are unsightly and unsafe. Money for equipment has been gradually reduced till the school furniture is a disgrace. The boards have on their hands a plethora of schools far in excess of their needs and far beyond their abilities to maintain in repairs and efficiency. Moreover, new buildings are now being provided only from savings in the special sub-heads of the education budget. The multiplication of schools leaves inadequate savings and new school buildings are not being built.

Another potent factor creating superfluous schools is the demand for segregate schools. The Islamia school and the maktab were countered by pathshalas which in 1926 sprang into being in large numbers. Schools for depressed class boys have added to the confusion.

14. I have, therefore, to propose that the suppression of superfluous schools shall be systematically carried out. For the first time, the overcrowding has been revealed and over 2,500 of the superfluous schools have been recommended for abolition. The inspector of a circle is expected to tour in the interior of two districts yearly. I suggest that when on such tour he be required to meet the chairmen of the education committees of those two districts and scrutinize, as was done by me, the school maps of the districts with a view to eliminating the superfluous and uneconomical school. This will ensure a scrutiny every fourth year which should suffice. In his report to the Director of Public Instruction he should mention what action he has taken to suppress superfluous and uneconomical schools.

UNECONOMICAL SCHOOLS

15. A school is designed to confer literacy upon those who undertake the courses provided. A school which fails to make literate its students or which does so at an excessive cost is uneconomical. Most of the preparatory schools in the United Provinces are uneconomical. They fail to make literate five-sixths of the students who enter. The few who achieve literacy do so at a high cost : Rs.120 per annum each, or more than the annual income of an ordinary Indian household. It is better that the term literacy should be here defined. I am using it in the same significance as that in the Imperial Census. Literacy is the ability to read a letter and write the reply to it. Such literacy, it may be claimed, is conferred by passing the second class, for the children in class III can write simple letters and read them too. The question is, however, of permanent literacy. The knowledge acquired in class II is not sufficiently well grounded to be a permanent possession of the child. He reads and writes with difficulty, and unless he practises daily, he will soon be unable to read and write at all. Literacy of the type required is achieved in class IV. It is not necessary to pass class IV, but it is essential to be admitted to it. There has always been a consensus of opinion in this matter. Mr. Harrop in his report says: "It is uncontestable that unless a boy reaches class IV he carries away nothing of lasting value." In the Hartog report we find (page 45) :—

"We think it justifiable to assume that, on the average, no child who has not completed a primary course of at least four years will become permanently literate."

16. In support of these views there is the simple proof of the census record as below. In 1921 there were in the United Provinces 1,556,626 literate males. In 1931 there were 2,043,410, or an increase of 486,784. The death-rate for these provinces is 26 per mille per annum for adults. It follows that of the 1,556,626 literate males of 1921, 404,716 died during the decade. This loss was made good by the outturn from our schools as well as the increase of 486,784. The round figures are 9 lakhs or 90,000 per annum. The enrolment given in the quinquennial report for 1932 shows the enrolment of class IV as 92,000 which is close enough. It is essential, therefore, to get our pupils into class IV. But this is not being done. The enrolment in the primary and preparatory schools maintained and aided by district boards for boys is as follows :

Class	Enrolment
Infant class	416,248
Class I	204,349
" II	147,865
" III	107,233
" IV	81,362
Total	957,957

One boy in five is reaching class IV and that is achieved by staying on at school to the age of 13 or even 14. Few boys in class IV are under 11 years of age. From Mr. Harrop's report in 1926, 16 per

The flight from education before that education is hardly begun is sharply brought out in the last five columns. About half the class leave in the very year in which they are enrolled. Here are three striking examples :

District	Number of boys in		
	Infant class	Class I	Class II
1. Allahabad	20,948	7,707	5,244
2. Ballia	18,058	6,264	4,496
3. Azamgarh	23,823	7,357	5,111

20. The inflated enrolment in the infant class is due to :

(a) *The superfluity of schools*—Where there is a school, there is supervision and shelter for a small boy still unable to earn much who can be safely stowed away with the master while his parents go out to the fields. The school is a creche. As soon as the boy is fit to earn a few pice per day he is withdrawn. There was never any intention that he should go on to class IV. A school in every village, the ideal of some chairmen, will merely mean multiplication of creches.

(b) *The absence in many cases of fees*—There is no responsibility thrown on the parent by the admission of the boy to the school. Nor has the teacher to find an adequate monetary return from his class. Where fees are imposed the parent has to pay—even a little—and he generally will demand in return the tuition and promotion of his child.

(c) *The teacher*—In order to retain his job he catches sufficient little children to bring the total enrolment near 30 and thus gives a semblance of an educational need. In some cases he even pays the fees from his own pocket.

(d) *The inefficiency of the teaching*—The teacher himself is even when trained a man of limited outlook. When it is borne in mind that out of the 33,000 odd teachers in primary and preparatory schools, maintained or aided by district boards, 9,000 are untrained, it is obvious that the tuition of our boys is in very poor hands.

21. This futile enrolment in the infant class keeps going hundreds of useless schools. My records show innumerable samples of schools with enrolment of the following type :

	Enrolment				
Infant Class	20
Class I	5
„ II	2

I quote a few to illustrate :

Name of school	District	Enrolment in class—		
		Infant	I	II
1. Nigha	Allahabad	24	3	2
2. Shahir	Pilibhit	21	1	1
3. Nali	Almora	22	1	2
4. Razzakpur	Unao	31	1	3
5. Kurawa	Muzaffarnagar	20	3	1

Such schools are merely financial sinks. Money spent on their maintenance is money wasted. This is the type of school that should be closed and it is largely this type that figures in my recommendations in Chapter VIII.

22. A second cause for the inefficiency of the school is the lack of proper staff. The single teacher preparatory school is a poor school. The single teacher full primary school is a bad school. Yet out of 17,839 primary and preparatory schools in these provinces, 8,308 or 47 per cent. are single teacher schools. The great bulk of these single teacher schools is uneconomical; 5,526 of them have not more than 30 pupils on roll. The boys do not advance past class II or the enrolment of the school as a whole is so small as to make the unit expensive. It is in the single teacher school that stagnation in the infant class is most pronounced. The following figures illustrate the difference in efficiency between the single teacher and the multiple teacher schools :

District			Percentage of enrolment in class—		
			Infant	I	II
1. Moradabad	{ Number of single teacher schools.	166	67	20	13
	{ Number of multiple teacher schools.	214	56	26	18
2. Mainpuri ..	{ Number of single teacher schools.	124	64	20	16
	{ Number of multiple teacher schools.	155	54	25	21
3. Cawnpore..	{ Number of single teacher schools.	172	60	27	13
	{ Number of multiple teacher schools.	281	49	29	22

23. It is to be borne in mind, however, that as Mr. J. A. Richey, the late Educational Commissioner with the Government of India said there is a place in India for the single teacher school. In areas like the south of Banda, the ravine country along the Jumna, the Kumaun Division, where the population is widely scattered, it is difficult to assemble more than 30 boys in a school. In other countries the single teacher school is found and functions satisfactorily.

Here are sample figures from Scotland, where education (compulsory) is run by boards roughly comparable with those in the United Provinces:

District	Number of scholars	Number of schools with				
		One teacher	Two teachers	Three teachers	Four teachers	More than four teachers
Aberdeen ..	20,283	52	63	54	20	29
Ayr	37,291	20	19	18	17	78
Selkirk ..	2,725	11	4	1	1	8
Sutherland ..	1,388	19	15	1	2	1
Edinburgh ..	49,400	1	1	3	8	69
Glasgow ..	158,102	166
All Scotland ..	664,589	708	661	345	188	1,014

Roughly speaking every fourth school is a single teacher school. The enrolment per teacher is 34. It is to be remembered that Scotland is a country of wide open spaces where the population is widely scattered. Also that by law provision must be made for the education of children even in those sparse areas. It is generally agreed that in a hilly sparsely populated area the single teacher school must be tolerated. Where, however, as is the case with the bulk of the United Provinces, the population is dense, there is little justification for the single teacher school and this type of school should either grow into a two teacher school or be abolished.

24. I am preaching no new doctrine. Mr. Kichlu's report (page 46) says: "The one-teacher school should be abandoned as a type of school and there should be only one type of elementary school, called primary school with a minimum of two teachers."

On page 47 he says: "No primary school should be maintained with an enrolment of less than 50. All schools in which the enrolment cannot be brought up to 50 should be closed and opened in other localities where a minimum enrolment of 50 can be secured."

25. These two principles are ideals to aim at. It is not yet practicable to give effect to them without exception but there is no doubt that the efficiency of education in these provinces will rise as we approach the ideal of a two teacher school with a minimum enrolment of 50 as our smallest educational unit. The $6\frac{1}{2}$ per cent. flat cut in the prescribed expenditure on boys' ordinary and compulsory primary education brought about between 1931-32 and 1932-33 a decrease of 415 in the number of boards' primary schools, and in aided schools of 197. The decrease in enrolment was 2,631 and 1,128 respectively—a significant comment on the low enrolment in those wasteful

institutions. Simultaneously there was a welcome drop of 1,095 untrained teachers of whom there are unfortunately still 4,009 left in district board primary schools. The aided school is generally a single teacher school and that teacher is untrained. Out of 5,390 teachers in aided schools in 1932-33 only 219 were trained. These untrained men are a menace to education. Not only are they untrained but most of them have low educational qualifications and children committed to their charge must certainly suffer. Mr. Richey in his report on grants-in-aid says (page 5) "We find that primary schools in India are usually started by individuals who hope to earn a livelihood by teaching. They are not founded with a view to meeting any educational need but from motives of personal gain."

26. The 6½ per cent. cut has therefore been of distinct service in forcing on boards an economy in their schools and an improvement in their staff which would not otherwise have been effected. It was my aim throughout my tour to persuade chairmen of education committees to co-operate with me in effecting economy. I was careful to impress upon them that no retrenchment was designed, that there was no intention of reducing the sums spent on education, that I should welcome further expenditure provided it was conducive to an educational advance along sound economical lines. I found chairmen generally inclined at the outset to question my motives, to suspect that I had an object beyond the detection of the wasteful school, namely the reduction of the Government grant. I was glad therefore to be able to refer them to G. L. no. V.E. 6/XXXVII—36(3), dated the 13th April, 1933 which specifically stated that the money saved by the abolition of uneconomical schools was intended to be utilized on other schools. This coupled with an assurance that there was no intention to reduce the Government grant enabled me to bring round to my views many chairmen who would certainly have opposed the abolition of schools if the resulting savings had been credited to Government and not to the boards. Chairmen were then willing to agree that a higher degree of efficiency could be reached by suppressing the uneconomical school and using the funds to extend and improve the remaining schools. Chairmen then perceived the difference between economy and retrenchment and willingly co-operated in selecting, for abolition, schools which were giving an inadequate return for the money expended. Most chairmen were alive to the need for finding recurring revenue for buildings, repairs and training of teachers and although they were not enthusiastic in the matter of suppression of schools they realized that the proposals made by me would put them in possession of the requisite funds while education in the district would suffer no serious loss.

27. It was repeatedly stated to me that a reduction of schools will mean a fall in the enrolment. Consequently fewer boys will receive education and there will be a set back to education in general. I do not deny that with the closure of some 2,000 schools there will be a drop in the enrolment in the infant class. This is to be expected. Under the present conditions it is even to be welcomed,

for the boys who will not come in future for enrolment are those who never intended to complete their education. The absence of such boys is not a loss but a definite gain. The staff will have less dead weight to pull. I claim on the other hand that there will be no drop but rather a rise in the figures reaching class IV when the superfluous and uneconomical schools have been abolished. The boys and the staff will be concentrated in fewer schools but there the tuition and conditions will be so much better that stagnation will be effectively reduced and boys will receive due advancement. I ask the sceptical reader to compare the figures for Bombay and Bengal in the table below. I have put in the corresponding figures for the United Provinces for his information. The figures are from the Hartog Report.

	Bombay	Bengal	United Provinces
1. Population (in millions)	19	47	48
2. Percentage of population of school-going age receiving primary instruction	49	45	30
3. Number of recognized primary schools for boys and girls	13,835	52,809	20,389
4. Enrolment	984,726	1,741,504	1,092,965
5. Average number of boys per school	70	34	54
6. Number of boys in class IV in 1927	123,099	96,342	100,869
7. Proportion of pupils in—			
Class I (i.e. infants)	100	100	100
Class IV (i.e. class III in United Provinces)	41	11	18
Class V (i.e. class IV in United Provinces)	36	7	15
8. Average area served by a boys' primary school (square miles)	10	2	5.6
9. Percentage of single teacher schools to total number of schools.	49	76	50

23. It will be remarked that while approximately the same fraction of the population is under instruction and while Bengal enrolls 17 lakhs to Bombay's 10, the final results are very different. Bombay educates 36 per cent. of the boys who enter its schools. Bengal 7 per cent. only and whereas Bengal's enrolment is nearly double that of Bombay, the literate pupils in Bombay actually numerically exceed those in Bengal. How do the number of schools compare? Bengal has four, Bombay one. Area served? A school in Bombay serves on an average 10 square miles. In Bengal with an area of 2 square miles served, one might almost shout from school to school. Bombay has gone in for few schools, wide areas and big enrolment. The results testify to the wisdom of their action. It remains for us in the United Provinces to follow Bombay's lead. What is wanted is not more schools but fewer schools and higher efficiency. A few interesting statistics may be quoted here from Baroda where compulsory primary education has been in force since 1907 and has shown good results.

Area of the State	8,164 sq. miles.
Population	2,443,000
Literacy	18 per cent.
Number of primary schools	2,409
Enrolment	227,668
Average enrolment per school	90
Percentage of boys under instruction to total population of school-going age	85.5
Percentage of girls under instruction to total population of school-going age	63

Percentage entering each class—

Class	I (Infant class of the United Provinces)	100
"	II (Class I of the United Provinces)	53
"	III (Class II of the United Provinces)	44
"	IV (Class III of the United Provinces)	36
"	V (Class IV of the United Provinces)	29

Within the last five years 277 schools have been closed including 107 for depressed classes whose enrolment however doubled in that time.

29. Yet another cause of inefficiency is the admission of pupils in the lower form twice yearly. This system which was an advance on the previous system is still too liberal. Inevitably it creates confusion. I recommend that admission be limited to the months of July and August each year and that subsequent admissions—except in the case of transfers—be rigorously banned. Without such a safeguard the teacher never can know where he is with his class. With it, he is assured of a compact body which he may reasonably teach as a whole. Further, the admission of boys under six years of age should be definitely discouraged. Little is gained by sending children to school prematurely. Out of 12·50 lakhs enrolled in primary schools some 64,000 under six years of age were recorded in 1931-32. Such children merely occupy space and learn to be idle in school. It is for consideration whether paragraph 175 of the Education Code should not be rescinded and a reversion to the old formula made as soon as convenient.

30. I have in paragraph 18 of this chapter alluded to the waste of effort and of money arising from the enrolment of children whose parents have no intention to educate them. The enrolment of pupils in infant class is 588,657, in class I, 273,992, in class II, 173,406, a drop of 4 lakhs. Taking the cost of education at Rs.8 per head per annum we are clearly losing Rs.32 lakhs annually from unlimited and unqualified admissions. I have repeatedly demonstrated to chairmen how their board was losing some Rs.50,000 per annum in this way. I had much difficulty in convincing chairmen of the need for control of admission. Many chairmen and many of our junior inspecting staff welcome enrolment and are gratified to see the numbers grow. They fail to see that unless the enrolment is accompanied by an increase in the efficiency of the schools they are merely increasing waste.

31. I therefore advocate control of admission. A tentative effort towards this has just been started in Sultanpur District where parents are asked to assure the authorities that on the admission of the boy they will not withdraw him till he has passed class II. This assurance may have little legal value but will certainly act as a deterrent to the casual admittance and withdrawal of children. In Malta, there are 163 elementary schools, with 30,939 pupils. There is (Year Book, 1933, page 684) no compulsory education in Malta but there is compulsory attendance. A person is not obliged to send his child to school, but, once admission is asked for and obtained, he has to leave him there until the age of 14 or alternatively until the final

examination or the higher standard is passed. There are always lengthy waiting lists. The population is rapidly increasing and staff and funds cannot be obtained to cope with the increase of the population.

32. Compulsory attendance without compulsory enrolment would reduce the waste in the lower preparatory section. Beyond class II the waste is not so pronounced. Boys are by that time definitely launched on their education and it might be sufficient if in the first instance regulations corresponding to those in Malta were introduced making attendance compulsory till class II has been passed. It is therefore for consideration whether the Acts under which compulsory primary education is enforced in municipalities and in district boards, should not be amended so as to empower boards which might not wish to enforce compulsion in their areas to introduce compulsory attendance. The experiment is worth a trial.

33. Of the 17,839 primary and preparatory schools maintained or aided by the district boards, 3,744 are aided. These aided schools which include only 239 primary schools are classified as follows :

		Number of schools	Percentage of the total number of schools
1.	Schools with one teacher ..	3,387	90.4
2.	Schools with two teachers ..	265	7.0
3.	Schools with three teachers ..	65	1.7
4.	Schools with four or more teachers ..	27	0.9

It is clear that the aided school is largely a single teacher school and as shown in paragraph 22 this type of school is inefficient. It is in such schools that one finds stagnation in the infant class and inadequate enrolment in class II and upwards. Chairmen have repeatedly impressed upon me that for Rs. 7 or Rs. 10 they are educating some 25 or 30 boys in these aided schools. But I would point out that these 25 boys are not receiving education. Only a very low percentage go forward to class IV. The single teacher aided school should slowly be abolished and I suggest that a condition be added to rule 70 of the District Board Educational rules that no grant shall be made where the school is within one and a half miles from a primary or preparatory school maintained by the district board. By adding this provision to rule 70 maktabas and pathshalas are excluded from its operation.

CHAPTER IV

TRAINING OF TEACHERS

1. There are in the service of the district boards 28,944 teachers in primary and preparatory schools of whom 24,935 are trained. Of the 4,009 untrained teachers 2,151 are oldish men. We have therefore 1,858 untrained teachers of trainable age in the service of the boards (*vide* table no. IX).

2. The service of a teacher is some 30 years. I take wastage at 3 per cent. The present figure is actually below this apparently low estimate. The reason is that when 10 or 15 years ago there was an expansion in primary education the teachers recruited were young men and wastage from their ranks has not yet been seriously felt. At 3 per cent. a supply of 870, say 900 teachers annually is required to make good our losses in primary schools apart from middle schools. In addition to this a margin is required to enable boards to deal with untrained teachers. It is not enough to supply the district boards with trained men. Municipalities may reasonably expect to have their men trained in Government training institutions although there are separate municipal training classes. The untrained teacher from the aided school is a problem in himself. There are about 5,000 teachers of this type. Many of them are too old to be trained. Usually they are not sent to a training class because they have not the requisite qualifications for admission and they worry the chairman of the education committee for an appointment under the board after their training.

3. To cope with the demand for trained teachers we have two types of institutions :

(A) Government normal schools which train men for the Vernacular Teachers' Certificate.

(B) Government central training schools, district board central training schools, district board training classes and three aided training classes which train for the Primary Teachers' Certificate. The training capacity of these institutions is given below, the figures being for 1933 :

		Number of institutions	Number of boys passed in 1933
Government normal schools for boys	8	370
Government central training schools	6	174
District board central training schools	9	156
District board training classes	37	254

There are therefore over 900 trained teachers available for district boards annually in these provinces, just sufficient to cope with the present wastage. The case may alter when in ten years time the extra recruitment of the years round 1920 come near the retiring age. The closure of some 2,000 schools will give boards an opportunity

of getting rid of their untrained men. We may take it that the existing institutions are capable of providing a sufficient supply of trained teachers to meet wastage on the present basis. That this is so is proved by the fact that there are 11 boards where there are no untrained teachers of trainable age. I mention their names :

Dehra Dun, Bulandshahr, Aligarh, Mainpuri, Bijnor, Moradabad, Shahjahanpur, Farrukhabad, Cawnpore, Lucknow, and Sultanpur.

But there is no margin to reduce the balance of untrained teachers. There are boards with large numbers of untrained teachers of trainable age. Allahabad 340, Gorakhpur 177, Meerut 140, Partabgarh 139, Azamgarh 108, Ghazipur 106, Saharanpur 101. The high numbers of those untrained teachers are due to the failure of the district boards to comply with rule 25 in the District Board Educational rules which requires that the board shall maintain training schools for primary school teachers sufficient to provide a number of trained teachers each year not less than the number of new teachers needed to make up losses due to death, resignation, etc., and to meet the demands caused by the expansion of education.

4. The following examples of failure to provide adequately for the training of teachers may be quoted. In 1920, District Board, Partabgarh, had eight training classes. These were reduced to four in 1923 and to *nil* in 1924-26. One training class was opened in 1927 and two more in 1928-29. The number of untrained but trainable teachers in Partabgarh is 139.

Ten years ago, District Board, Jhansi, had seven training classes costing Rs.1,800 each to run, i.e. Rs.12,600 per annum. Today, Jhansi has no training class and the supply of six teachers from the Government Normal School, Jhansi, is not sufficient for a staff of 481.

5. The story might be repeated many times throughout the United Provinces. The funds which were originally destined for training of teachers have been devoted to financing new and often unnecessary schools. Many district boards having read Mr. Kichlu's report, Chapter VIII, assumed that the Government Normal Schools would provide for their wastage and forthwith closed their training classes. District Board, Allahabad, has for years been providing insufficient trained teachers for its schools.

6. Since Mr. Kichlu and Mr. Harrop wrote their reports a new type of training institution has come into being—the central training school. The school may be either Government or district board owned. The pioneer was Narwal some 20 miles from Cawnpore which was established in 1922. There are six Government central training schools. (Faridnagar, Kuraoli, Bahjoi, Biswan, Bara Banki, and Kerakat) and nine district board central training schools. The central training school gives a one year course leading up to the Primary Teachers' Certificate. The headmaster is a trained teacher of the S.L.C., C.T. type though in some cases there are B.A., B.T.'s. The staff of four V.T.C.'s is specially chosen. A central training school takes 30 students and the cost is about Rs.7,000 per

annum (Rs.2,500 for stipends and Rs.4,500 for salaries, maintenance, etc.). The training in such a school is much superior to that in the small district board training class of nine students. The staff is more highly qualified.

7. I recommend that Government should maintain at least one central training school in each Inspector's circle. This means that Government should take over Narwal in the Cawnpore District for the Allahabad Circle and create a new school in the Fyzabad Circle. Little difficulty will be experienced in the acquisition of Narwal as the Cawnpore District Board has on its lists trained teachers for whom no vacancy exists. I suggest that Basti be selected for the new Government Central Training School in the Fyzabad Circle. There is in Basti a disused opium building which I have inspected. It can easily be converted into an excellent central training school. Basti District Board has five training classes. It should be urged to run a separate central training school of its own and be given 10 to 15 seats only in the Government central training school. District Gorakhpur has one central training school at Kauri Ram. It should start another. Kasia which I visited is a suitable place for this. District Board, Meerut, should have one central training school of its own. So should Ballia and also Allahabad where owing to the neglect of the Board untrained teachers number 456. At Jhusi a society has started a training school to do the work of the district board. This school, the board should take over and maintain. It might even need a second school for a few years. A suitable place would be Phulpur.

8. In the other boards the teachers are too few to make a separate central training school an economic proposition. I suggest however that excluding Kumaun where there is difficulty in getting sufficient enrolment and accommodation the boards be invited to submit through the Inspector proposals for combined central training schools abolishing the small training class completely. The 37 training classes at present in existence could be replaced by some nine new central training schools.

9. Stipends to students under training have been reduced to Rs.7 per month. It is essential that stipends should be paid. Large numbers of boys have passed their Vernacular Final Examination and are in search of employment. Some boards have taken advantage of this to secure a cheap supply of teachers. Not only did they cut down the number of stipends, they demanded from the candidates a sum without which the training class would not be started. Sums of Rs.100 to Rs.120 were paid by the students. I enquired in many training institutions how many students were in debt. Many have taken a loan of Rs.50 to carry them through the training period. The interest on the loan is a heavy burden and these young teachers will start life with a load of debt to work off. Stipends should be paid to all students under training and the system under trial at present whereby boards are allowed to appoint students without stipends should cease.

10. The boards should not be allowed to plead lack of funds in making adequate provision for the training of teachers. In 1922 there were 433 training classes training 3,203 students. These classes cost Rs.7.5 lakhs. For 1923 the figures were 303 classes passing 2,742 teachers and costing Rs.5.9 lakhs. By 1927 the number had fallen to 65 classes. In 1933 we had nine district board central training schools and 37 ordinary district board training classes costing Rs.1.5 lakhs. While allowing for the exceptionally large provision in the 1918-1923 quinquennium for the training of teachers at a period of rapid expansion it cannot be denied that the boards have failed to maintain the requisite provision for the training of teachers during the last decade. The provision for training of teachers has gone down from over Rs.6 lakhs to Rs.1.5 lakhs and this money has been diverted to opening new schools. In the district board budget under the head "Education" there is a sub-head "C—Training Schools for men" which is followed by "D—Ordinary Primary Schools for boys." In the Government order laying down figures of prescribed minimum expenditure Government have, however, combined these two heads and there is no separate prescribed minimum expenditure on the training of teachers. Boards have taken advantage of this to enhance the expenditure on primary schools at the expense of the training of teachers and have looked more and more to Government to relieve them of this burden. I recommend that when the present contract expires in 1936 a separate minimum be prescribed for the training of teachers. At present a student in a central training school costs some Rs.250 per annum. I recommend that district boards be compelled to make provision as a minimum for 2 per cent. of their teachers in middle, primary and preparatory schools of all kinds at the rate of Rs.250 per teacher per annum including stipends. The figure of 2 per cent. allows for a fair share of the expenditure on the training of teachers to fall on Government normal and central training schools. Allahabad District Board, for instance, with 1,248 teachers in its own schools would have to provide Rs.6,240 per annum for "training schools for men." Gorakhpur with 1,878 would have to provide Rs.9,390. The total expenditure by the district boards in 1932-33 under heading "C—Training schools for men" was Rs.1,50,796. According to my proposal the minimum provision required would be Rs.1,63,300.

11. Untrained teachers come into the employment of the boards because they are cheaper than trained men. An untrained teacher gets Rs.12—1—14 per month while a trained teacher gets Rs.17, 19, 20 per mensem. The supply of trained teachers also has not always been sufficient to meet the demand. Further, a chairman will not appoint to his school a trained teacher from another district. He appoints an untrained man from his own. When once appointed little care is taken to see that these men are subsequently trained. Paragraph 252, Educational Code, says that admission to a training school shall be made by the deputy inspector, who will select candidates subject to confirmation by the Chairman, Education Committee. It has come to my notice that this rule is not closely adhered to. Chairmen in some cases appoint their own nominees and do not

confine themselves to the list submitted by the deputy inspector. Even when untrained teachers were available for training they have been ignored and fresh candidates with no experience of teaching have been sent to the training classes. Paragraph 252, Educational Code, should be amended to preclude the possibility of such action by the chairman. The intention of the rule is that the deputy inspector should submit his proposals for the approval of the chairman. The deputy inspector will usually limit himself to training such untrained teachers as he finds in the boards' schools and his recommendations should receive consideration. It should not be possible for a chairman to introduce a fresh candidate so long as a trainable teacher in the service of the board is forthcoming.

CHAPTER V

SCHOOL BUILDINGS

1. Tables X to XV in appendix "A" show the details of the schools in which district boards are educating their charges. Out of 13,173 primary or preparatory schools maintained by district boards the boards own 6,791 buildings, have 1,737 on rent, 4,202 rent free, while 443 schools are without buildings. In 1917 some 57 per cent. of the boards' schools were in their own buildings. When Mr. Kichlu's report was published in 1925 the proportion had fallen to just under 50 per cent. In Mr. Harrop's report it was about 45 per cent. and today the percentage is almost 50. The rise in the percentage is due to the 6½ per cent. cut under which many unsatisfactory schools were abolished. This percentage is unsatisfactory. Although the district boards' own buildings are badly built, poorly equipped and lacking in repairs, they are still designed as schools. The other buildings are dwelling houses or even mere verandahs. They are not designed for school purposes and are generally dark, overcrowded and dirty. It is far from reassuring to find such schools increasing in numbers. District boards are apparently under the impression that any building is good enough for a school. I am able to record one sign of progress, viz., the diminution of the school without a building. In 1926 there were 1,252 primary and preparatory schools of this class. Today the returns show 443 only. It is not a little disconcerting, however, to find that out of the 443, 303 schools without buildings are to be found in the Benares Circle where the boards without exception are in a specially favoured financial position and should be able to put their requisite number of schools into buildings. These boards should proceed to get their existing buildings extended, financing this operation by the suppression of those houseless schools.

2. District boards' buildings have not kept pace with the growth in enrolment. In 1924 the boards owned 6,000 buildings for an enrolment of 8.1 lakhs. In 1933 they own 6,900 for an enrolment of 9.6 lakhs. The district boards anxious to diffuse education have devoted more and more of their income to the salaries of teachers and have failed to provide for the school buildings. Grants amounting to over Rs.9 lakhs for the construction of buildings were distributed from 1926 to 1929 amongst 21 district boards. Beyond this the district boards have done little to cope with the growth in the demand for education. Not only have new buildings been forgone, the existing buildings are not receiving proper attention.

3. In no district did I find the buildings satisfactory. Good school buildings exist but they are few and far between. I have visited schools where the roof was on the point of coming

in, others where it had collapsed and had remained unrepaired for over a year, others where the doors had disappeared and where whitewash or thatch had not been supplied for years. The wretched state of school buildings is not confined to district boards and rural areas. I found in the city of Lucknow, schools which for dirt, smell, overcrowding and lack of sanitation surpassed imagination.

4. During the last ten years the district boards have constructed 3,013 school buildings, mostly *kachcha* but they have been making inadequate provision for their maintenance. In this period many schools have disappeared. In one district last year 17 schools collapsed during the rains. Table no. XVI shows the amount of recurring expenditure which the boards incurred on ordinary repairs of their school buildings against the figures shown in column 2 which they were required to provide in their budget for 1925-26 and subsequent years for repairs of their schools. It will be seen that the provision made by Cawnpore District Board has declined from Rs.11,892 to Rs.2,765. Bulandshahr has dropped from Rs.10,534 to Rs.3,607, Sultanpur from Rs.8,502 to Rs.2,076, Mainpuri from Rs.6,528 to Rs.1,865. The provincial figures of expenditure against Rs.2,86,000 which they were required to provide as the minimum from the year 1925-26 are noted below :

Year						*Amount of expenditure on ordinary repairs of school buildings
						Rs.
1925-26	2,98,463
1926-27	3,03,013
1927-28	3,37,952
1928-29	2,64,848
1929-30	2,71,884
1930-31	2,57,068
1931-32	2,48,695
1932-33	2,34,306

5. Chairmen without exception admit that the position is unsatisfactory, but on the other hand they plead their inability to act without funds. Some plead that the resumption by Government of all sums in excess of one-eleventh of the prescribed minimum recurring expenditure has militated against any considered scheme for building. Others desire that the rule should be abolished whereby the proposals for new buildings and special repairs shall be submitted to the board. But in all cases they allege that lack of funds prevents the committee from improving the schools. My information is that the district boards cannot find from their own resources much money to build new schools. Even if they abolish the numbers of unsatisfactory schools recommended by me they will fail to raise sufficient income to provide satisfactory buildings for the remainder. The boards are already giving to education, from their funds not derived

*A few boards have included expenditure on special repairs or original works in these figures.

from specific Government grants, a high proportion of their income the average being well over 30 per cent. I do not think we can reasonably hope that boards will increase their contribution. Funds for new buildings will have to be supplied by Government. If even as large a sum as one crore of rupees were available it could be usefully spent. Government have issued a volume of standard plans and it is an easy matter to erect a school when once funds are provided. Only some 20 per cent. of the schools are in *pakka* buildings and the *kachcha* school building continues to be the usual type.

6. The position varies from board to board. Mr. Harrop in his report in 1926 worked out a scheme for helping boards to bring boys into school. The scheme was based on their defect from a fixed mean standard. In table XX I have worked out the comparative position of the boards in respect to their enrolment, population and Government grant. This table shows that certain boards receive more than their share on the basis of population while others receive less. Districts in the east of the United Provinces, Jhansi and Kumaun boards generally are in a favoured position while in the Fyzabad circle and in the west they are not so well off. The table shows further that favoured boards have generally got a higher percentage of their population in schools and the survey maps of these districts show that they have more *pakka* buildings. There are, therefore, grounds for the belief that if funds were forthcoming, the schools and enrolment might improve. It is not, however, feasible to take a slice off a wealthy board which is working up to its budget and has a large number of established schools and teachers to maintain, in order to help a poorer board, although I am persuaded that in one case at least (Garhwal) the board maintains unnecessary schools simply because it has funds in excess of its requirements. Nor are fresh funds available from which the disparity can be removed. It used to be hoped that poor boards would take advantage of the conditions under which compulsory primary education might be introduced and by starting schemes, work up to a level where they received from Government Rs.2 for each rupee contributed by the board for expenditure on vernacular education. But additional funds for compulsory schemes are not available.

7. There can be no doubt, however, that the present distribution of Government grant is unsatisfactory and chairmen of the poorer boards have voiced their grievances to me in no uncertain terms. I suggest that Government take advantage of the existing $6\frac{1}{4}$ per cent. cut in the recurring prescribed expenditure on ordinary and compulsory primary education for boys to adjust the differences. The Government share of the $6\frac{1}{4}$ per cent. cut is Rs.3,02,600 approximately and when times improve this sum will be once again available. This sum would suffice for constructing 90 *pakka* schools accommodating three teachers and having about 100 boys on roll. I have inspected a building of this type recently made near Bawah which cost complete Rs.3,300. I suggest that Government retain permanently this Rs.3,02,600 and distribute it yearly to those

boards which receive less than the average grant based on population. The grant should be non-recurring and should be for erection of buildings. A board should be asked to prepare a scheme for building ten schools and when the allocation, estimates, plans, etc., had been approved by the department, the board should receive Rs.30,000 towards the cost of erection by instalments as the work progressed. The only demand I should make on the board concerned would be that it should provide in its budget for the recurring maintenance of these buildings.

8. I recommend that the whole of the sum released from the 6½ per cent. cut be given for buildings because the existing buildings are so unsatisfactory, because the savings arising from closure of schools are inadequate to meet this need and because I have so often been told "You cannot move the school from site 'X' to site 'Y' because no building exists at 'Y' and no funds exist to build." The entire arrangement of district board schools is haphazard and there has never been a considered plan for supplying schools to an area despite rule no. 50 in the District Board Educational rules. My proposal if worked through the inspector of each circle with the help of these new maps will gradually remedy affairs and provide a decent school within walking distance of the important villages of each district. Especially in areas under compulsion is revision of buildings required. The existing recognized schools are badly sited resulting in small enrolment, and they are generally quite unsuited for school purposes being merely dwelling houses or verandahs. Ninety new schools per year coupled with a policy of deletion of the unsatisfactory single teacher schools will in ten years make a definite improvement in the educational buildings of these provinces. I do not think the sum excessive. Large sums for buildings are given to universities and to secondary schools and the Hartog Committee report, at page 262, considered that primary education needed more consideration.

9. Those new buildings which I contemplate will not generally be new schools. It is not my intention to add to the already too great number of schools in these provinces. The new buildings will replace unsatisfactory buildings or provide buildings for valuable schools which at present have no buildings of their own or at new centres where two or three unsatisfactory schools are to be combined to make one good school.

10. I recommend that Government make practically a free gift of 90 *pakka* three-teacher primary school buildings yearly to deserving boards. But it is essential to secure that these buildings shall be properly maintained. Many district boards appear to have lost all sense of responsibility for buildings. Grants for repairs are delayed with much consequent loss especially in *kachcha* buildings. In Cawnpore some schools have gone without repairs for six years. In Shahjahanpur the bulk of the schools have not been repaired for two years. It is no unusual thing to find a board with some 150

buildings of its own for whose repairs only Rs.3,000 are allotted and even then this sum is not spent. I quote some examples below :

District Board	Board's own buildings	Provided for repairs for 1933-34	Actuals for five years	Average per school
		Rs.	Rs.	Rs.
Muttra	111	3,655	12,322	22
Shahjahanpur	154	3,855	16,089	18
Hamirpur	145	3,538	16,418	23
Azamgarh	257	3,623	15,869	13

11. For the 8,087 schools owned by the district boards in 1932-33 the provision for repairs was Rs.2,34,306 or Rs.29 per school. When it is remembered that those buildings include middle schools with hostels it will be realized how inadequate is the provision. The boards by yielding to the demand for more and more schools have saddled themselves with a burden far beyond their financial strength. The burden must therefore be lightened and this adds weight to my proposal for lowering the number of schools. Some boards are reduced to asking owners of the houses kindly lent to the board for use as schools, to effect the repairs at the owner's cost.

12. To put an end to this rather discreditable state of affairs, I propose that the board engineer in conjunction with the deputy inspector of schools should prepare a register of the value of all educational buildings owned by the board, classifying them as *kachcha* or *pakka*. A register of this kind is already maintained by the boards but it needs revision. On their value, an assessment should be made for annual repairs and by a new rule to be entered in the district board educational rules this sum should be provided annually in the board's budget. I suggest 5 per cent. of the value for *kachcha* and 2 per cent. of the value for *pakka* buildings. If these rates are too high they may be modified but the figures proposed are in accordance with sound practice. A schedule of rates for each area should be prepared by the district board engineer in consultation with the district inspecting staff.

13. It is necessary here to draw the attention of Government to the failure of the boards to provide hostels for their vernacular middle schools as required by rule 38 of the district board educational rules. Table no. V shows the shortage of hostels. This deficit arises from the demand for more vernacular middle schools. Boards instead of expanding the existing middle schools few of which are really big and most of which are small (645 vernacular middle schools had in 1932-33 an enrolment of 76,884 or 120 per school) have yielded to the demand for additional middle schools. Fifteen new middle schools were recognized in 1932-33. They could not afford hostels so the schools went without. In some cases the school building and the staff are alike inadequate but the circle inspectors of schools with whom recognition rests are gradually securing a building for the school.

I saw in Basti District one vernacular middle school without a building. The teacher's salary was Rs.5 per mensem. In Mainpuri a middle school of 70 boys has a mud hut, one room for a building and a staff of four teachers. Hostels, however, continue to be lacking and boys sleep in the school as do the staff in some places. As vernacular middle education is efficient and satisfactory I propose that where recommended by the inspector, grants be given to help boards to provide hostels for vernacular middle schools.

14. The expenditure of some Rs.3 lakhs yearly in grants—all of it being Government money—is not a thing lightly to be entrusted to district boards. Experience has shown the need of supervision at all stages of the scheme. Not only is the district engineering staff inadequate to supervise such a programme as I propose, the staff is sometimes not willingly placed at the disposal of the Chairman of the Education Committee. I suggest therefore that a suitable officer from the Public Works Department be attached to the office of the Director of Public Instruction to deal with the schemes submitted by district boards, to supervise the work and pass orders for payments. This officer can also have work turned over to him from the anglo-vernacular schools.

15. Regarding equipment of schools I have a similar tale of neglect and inadequacy of supply. Below are given some instances of inadequate supply of equipment :—

District	Number of schools	Amount provided in 1933-34 for equipment	Actuals for five years	Average per school per year
		Rs.	Rs.	Rs.
Muttra	250	Nil	6,127	8
Cawnpore	486	2,643	6,047	2
Fatehpur	264	1,663	3,777	3
Allahabad	567	4,778	13,039	5
Ghazipur	338	626	14,135	8
Bareilly	293	1,335	2,922	2

Equipment has been the hen roost to be robbed whenever a new school was demanded. As a result the schools have gradually lapsed into a state which can only fairly be described as squalor. Apart from the dingy or dirty appearance of the school due to neglect of repairs, the school suffers from a starvation of supplies. The *tats* on which the boys sit are frowsy—if indeed they exist at all. Here I have a word of praise for the schools, particularly those in Benares, where boys weave their own and have them bought by the district board. The simple furniture of a school, blackboard, chair, table, is rickety and patched. Time-pieces are lacking. Teachers do not

get text books. Free books for poor pupils do not arrive in time. Contracts for supply are given late in the year with the result that inferior articles are supplied with consequent loss to the boards. A picture is almost unknown. If there is a picture it is frequently not an educational picture. Flowers, beauty or uplift are lacking. The schoolroom is stark, bald and depressing. Little patches of ground with a few wretched "gendas" are displayed as the school garden. The story is one of unrelieved depression. This should not be so. Pictures are available. The Indian School Supply Depot, Calcutta, have an excellent series. The Board of Vernacular Education have invited publishers to submit further samples. Boards should supply flower seeds in time. The spread of hand work should supply some of the needs of the school and boards should make reasonable provision to enable a headmaster to purchase those articles needed by a school which can be made by the pupils, for instance, *lat*, string, pointers and *takhtis*. I suggest that as in buildings, so in equipment, a prescribed minimum be imposed on the boards. As a rough guide I suggest $1\frac{1}{2}$ per cent. of the budget be provided for equipment and the deputy inspector of schools, who is Secretary to the Education Committee, should be charged with the duty of seeing that the articles are purchased and distributed early in the year. It is regrettable that public bodies should have to be fettered by regulation in this way but in view of the steady deterioration of the equipment of the schools, I think it essential that a statutory amount shall be provided for their maintenance. Schools vary in size but a sum of Rs.12 per annum per school cannot be considered excessive. I think few will object to Re.1 per month being expended on a school even a very small one.

CHAPTER VI

COMPULSORY PRIMARY EDUCATION FOR BOYS

The United Provinces Primary Education Act was passed in 1919, but it was 1922 before a municipality availed itself of the powers conferred. Eleven more followed in 1923, five in 1924, six in 1925 and when in 1926 the United Provinces District Boards Primary Education Act was passed, there were 25 municipalities trying compulsion. Half of these had applied the principle to the whole area under their jurisdiction. The others, the larger boards, applied it to a part only of their area. By 1931-32, 37 municipalities had introduced the scheme and now out of 85 municipalities 36 have compulsion in whole or in part, the scheme in Farrukhabad having been cancelled, while 50, largely small places, have not.

2. In 1926 the United Provinces District Boards Primary Education Act was passed extending the principle of compulsion to district board areas. Nineteen district boards started schemes in 1928-29, six in 1929-30 and two in 1930-31. Three boards, however, have been unable to contribute their share of the expenditure and the scheme has been cancelled in their areas. Sanction has just been accorded to the scheme in Benares District making 25 boards with the scheme in operation.

3. The schemes in municipalities involve an expenditure by Government amounting to Rs.3,43,653 per annum recurring and Rs.5,83,850 non-recurring. (Rs.5,03,919 for buildings and Rs.79,931 for equipment.) The schemes in districts have committed Government to a recurring expenditure of Rs.3,55,970 recurring and to approximately Rs.8 lakhs non-recurring for buildings and equipment. A sum of Rs.5 lakhs recurring for grants to district boards for introducing schemes of compulsory primary education for boys was originally voted in 1928-29 and was available for the purpose up till 1932-33. No funds are now available for the expansion of compulsory primary education and Benares District Board financed their scheme by retrenching teachers in overstaffed schools.

4. Two tables (nos. XVII and XVIII in Appendix "A") are appended showing for municipalities and for district boards, respectively, the extent and the cost of the schemes which are at present in force. The totals are :

Municipalities

Number of boards	Boys liable to compulsion	Total cost of the scheme sanctioned		Government share	
		Recurring	Non-recurring	Recurring	Non-recurring
1	2	3	4	5	6
		Rs.	Rs.	Rs.	Rs.
36	60,772	5,07,134	8,75,772	3,43,653	5,83,850

District boards

Number of boards	Number of areas with compulsion	Boys liable to compulsion	Total cost of the scheme		Government share	
			Recurring	Non-recurring	Recurring	Non-recurring
1	2	3	4	5	6	7
			Rs.	Rs.	Rs.	Rs.
24	378	55,274	3,76,600	11,63,450	3,55,970	7,75,630

5. Rai Sahib Munshi Kulwant Rai was placed on special duty in 1926 to report on the working of compulsory primary education in municipalities. He drew attention in his report to :

- (a) irregularities in census preparation ;
- (b) inadequacy of inspection and supervision ;
- (c) inefficiency of school committees ;
- (d) inadequate fines on defaulters ;
- (e) poor qualification of teaching staff ;
- (f) wretched state of buildings ;
- (g) anomalies in salaries.

He estimated that out of 28,157 boys liable to compulsion in 23 municipalities where compulsory primary education was in force at that time, 24,623 had been enrolled (of whom 11,245 were in school prior to the introduction of compulsion) and that the average attendance was 59 per cent. Little could be done on his report for lack of funds.

6. The post of the Inspector of Muhammadan Schools, United Provinces, was revived permanently with effect from 26th May, 1930, and Mr. Alay Ali Naqvi, M.A., the officer appointed to that post was entrusted, in addition to the work of the Inspector of Muhammadan Schools, with some other duties ; one of these is to assist the Deputy Director of Public Instruction in supervising the schemes of compulsory primary education both in municipalities and in districts.

Mr. Naqvi during the course of his tour in 1930-31 investigated the working of compulsory primary education for boys in a number of district board and municipal board areas and submitted his report to the Director of Public Instruction in July-August, 1931. The report revealed many defects in the present working of the scheme and suggested modifications of the rules framed by Government under section 17 of the United Provinces District Boards Primary Education Act (Act no. I) of 1926 and section 18 of the United Provinces Primary Education Act (Act VII) of 1919.

7. A departmental committee consisting of the Deputy and the Assistant Directors of Public Instruction, two Assistant Inspectors of Schools, two Deputy Inspectors and one Sub-Deputy Inspector of Schools with Mr. Naqvi as Secretary of the committee was held on 16th and 17th November, 1931, and made recommendations separately

for rural and for urban areas as well as proposals of general nature common to both rural and urban areas. Accordingly necessary amendments to rules framed by Government under sections 17 and 18 respectively of the two Acts referred to above are being made and some instructions of general nature which are likely to remove the existing defects in the working of the scheme and are also likely to improve matters, have been issued to the boards concerned.

Sufficient time has not yet elapsed to pronounce judgment on the results of the action taken on the recommendations of the above Departmental Committee, but it is expected that with stricter supervision and control better results will be obtained.

8. The results of compulsion so far have been disappointing. There are instances where the scheme has already effected an improvement and the increase in enrolment in classes III and IV of late lead us to believe that compulsion when properly enforced can yield results commensurate with the trouble and the expenditure, but it is desirable that Government should realize the extent to which compulsion in general has so far failed to achieve the aim of primary education, viz., the conferment of permanent literacy within four years of school life. Unless a boy reaches class IV he does not retain permanently the education imparted in the lower classes. The following table of class-wise enrolment from Bareilly Municipal Board shows to what extent boys enrolled at the age of 6 in the infant class progress in the 5 years of compulsory education 6 to 11.

9. Bareilly has a population of 134,000. The scheme applies to the whole municipal area. The scheme was introduced in January, 1923, and compulsion to secure attendance was applied in 1926. The enrolment since 1928-29 has been :—

Year	Infant class	I	II	III	IV	Total
1928-29	3,645	967	459	185	66	5,322
1929-30	3,565	846	499	174	65	5,149
1930-31	3,715	832	460	198	64	5,319
1931-32	4,467	993	471	196	64	6,191
1932-33	4,585	1,056	510	174	49	6,374

Of 3,645 boys in the infant class only 49 reach class IV 4 years later. (The Superintendent of Education who examined the tuitional condition of class IV told me that the figure 49 should really be 70, but teachers struck off weak boys rather than show their inefficiency). Still even at 70 the figure reveals the failure of compulsion. There should be in Bareilly with a population of 134,000 some 8,500 boys liable to compulsion instead of 6,374. Prior to compulsion there were 24 municipal schools and 25 aided, total 49 engaged in education. Now there are 41 municipal and 29 aided, total 70. These 70 schools—

average enrolment 90—are scattered all over the municipality* and those I saw were most unsatisfactory. They were dirty, unorganized, congested and in the worst environment possible without playground or anything to brighten the life of the boys.

The census register shows 10,868 boys between 6 to 11 years of age. The Superintendent of Education says there are 10,617. Form B gives 9,871. But I am not certain of the census. The figure is somewhere between 9,000 and 10,000. The important figures are :

Enrolled in recognized vernacular schools	6,374
„ „ English schools	1,037
Exempted	294
Total	7,705

Taking the number to be enrolled at 9,871 we have thus 79 per cent. enrolment. The average attendance last year was 4,269 out of 6,374 or 67 per cent. This has recently been raised by a drive against defaulters to 72·8 per cent. Expenditure was Rs.69,320 for 6,374 pupils or Rs.11 per pupil.

10. For Moradabad where compulsory education is in a much better state, the important figures are :

Boys liable to compulsion	6,034 (which is reliable).
„ enrolled	4,787
„ exempted	267
„ reading in Anglo-Vernacular schools	397
„ escaping compulsion	583
Average attendance	78 per cent.
Number of schools	Fifty-three giving 90 boys per school.
Cost	Rupees 46,067 in 1931-32 or Rs.9-10 per scholar.

In July, 1932, the figures were :

6,504 liable ; 3,567 enrolled ; 2,937 not enrolled after 9 years working ; cost Rs.48,657.

The class-wise enrolment for the last 5 years is given below :

Year	Infant	I	II	III	IV	Total
1928-29 ..	3,341	748	332	167	55	4,643
1929-30 ..	3,405	795	372	118	41	4,731
1930-31 ..	2,486	774	348	149	45	3,803
1931-32 ..	2,491	740	351	164	66	3,812
1932-33 ..	3,106	802	497	183	73	4,661

Lucknow Municipality has 6,104 boys liable to compulsion of whom 98 per cent. were admitted and attendance was 71 per cent. The percentage of class-wise enrolment is :

Infant class	64·7%
Class I	20%
„ II	10%
„ III	4·4%
„ IV	·9%

* Vide Map no. V, appendix " B ".

12. One of the most important district board schemes in operation is in Laharpur Pargana, district Sitapur. Area 187 square miles; population 110,033; boys liable 6,974; enrolled 4,793; 69 schools or 1 school per 2.7 square miles and enrolment 70 boys per school.

No objection was made to the proposal in the scheme submitted to add 30 new schools to the 40 already in existence. The class-wise enrolment is given below :

Year	Infant	I	II	III	IV	Total
1928-29 ..	4,752	365	136	51	12	5,316
1929-30 ..	4,011	927	205	77	10	5,230
1930-31 ..	3,880	1,148	365	94	16	5,503
1931-32 ..	3,426	1,713	426	175	25	5,765
1932-33 ..	3,106	1,560	470	174	46	5,406

13. It is to be borne in mind that with a yearly promotion of 70 per cent. of a class the distribution in the fifth year of 100 boys admitted in the first year would be :

Infant class	Nil.
Class I	8
" II	27
" III	40
" IV	25

With 60 per cent. promotions the numbers would be :

Infant class	2
Class I	14
" II	35
" III	35
" IV	14

Under present conditions compulsion is not likely to be more than 25 per cent. efficient. Compulsion will seldom deliver in class IV more than 25 per cent. of the boys enrolled four years previously in the infants. Nothing like 100 per cent. promotion can ever occur.

Even with these limitations the results in Laharpur are more than disappointing.

14. The enrolment of boys liable to compulsion in Allahabad District Board compulsory area at the end of a five years trial is :

Infant class	6,899
Class I	1,374
" II	566
" III	257
" IV	61
Total	9,177
Number of boys liable to compulsion	11,374
Exemptions	529

In Agra District Board we have 824 liable to compulsion of whom 726 are enrolled as below :

Infant class	377
Class I	174
" II	116
" III	41
" IV	18
Total	726

15. To give an idea of the working of compulsion in municipalities and in district boards I give the figures of 20 municipalities, for 10 district boards (a) where compulsion was reported to be making fair progress, and for ten district boards (b) taken at random from the remainder :

	Enrolment		Enrolment in class IV in		Enrolment in class III in	
	Infants in 1928-29	Re-aching class IV in 1932-33	1928	1932	1928	1932
Municipalities (20)	11,054	477	374	467	754	1,245
District boards (a)(10)	13,326	511	187	487	417	1,047
District boards (b)(10)	9,710	295	234	294	525	551

Of 100 boys enrolled in the infant class some 4 per cent. reach class IV before exceeding 11 years. It is of interest to note that compulsion is showing its effect in the increased enrolment in classes III and IV. The centre of gravity of enrolment is beginning to emerge from the infant class and move slowly towards class II. A few boards show reasonable progress, but on the whole the results to date are very poor.

16. There are certain factors to be borne in mind in connexion with this poor performance.

First—The figures under consideration are abnormal. The net of compulsion swept into the infant class a horde of boys of all ages and mentalities and sufficient time has not yet elapsed for the school to get clear of this incubus. The figures on the roll in the infant class should be heavily discounted to eliminate those who never could reach class IV.

Second—The teachers were, and in many cases still are, poorly qualified. There has been little attempt to train them. In Allahabad district compulsion provided posts for large numbers of untrained men for whom the board has not yet provided adequate training facilities.

Third—Compulsion simply perpetuated the old vicious system of bad buildings and small classes. The schemes submitted were

treated by mathematics, numbers of boys were divided by 30, masters allotted and schools assigned without in many cases a map of the area or a clear realization of the inter-relation of the schools. No well thought out plan for buildings was submitted but instead, a start was made in whatever house could be had free or for a small sum. The school with 300 or more pupils on roll was never conceived nor was any attempt made to arrange for classes which would give each teacher an economic load.

17. The conditions under which compulsion is imposed on pupils have to be seen to be believed. I visited schools in Lucknow which were insanitary, dirty, over-crowded, dark and really impossible as schools. In the Cawnpore District Board area I saw schools which were in a dangerous condition and one where for over a year boys had worked in a room whose roof had partly fallen in. The inspecting staff in every centre report the unsatisfactory nature of the buildings which are usually mere dwelling houses, totally unsuited for school use and in a wretched state of repair. The rooms are too small to seat the normal class of 30. They are badly lit, badly furnished and dirty. A playground in a municipal school is unknown.

18. The allocation of schools to the area has never received due consideration. In fact I may safely state that it has received no consideration at all. Boys had to be housed and regardless of site, size, or suitability, a house—generally the biggest available at the time and for the money—was hired and the school started. Old schools were taken over in the scheme, schools which were failures under voluntary education and were certain to make still greater failures under compulsion. No real attempt was made to split up the area into full size educational units each capable of feeding a full sized school where a teacher would have his full load of 30 boys, to build big schools where they did not exist, and to see that the boys attended these schools. Instead, the areas are plastered with small and uneconomical schools each reproducing in itself all the evils of the voluntary system in an aggravated form. That old man of the sea, the single teacher school, maintains his hold even under compulsion. Segregate schools multiply.

19. There should be an end of this. The single teacher school should in a compulsory area be ruthlessly wiped out. With a map of the area in front of him an officer should proceed to allot a school to an area—a large school having 200 at least on roll, the bigger, the better—and to provide for that school a building, playground, staff and attendance officer. Existing schemes should be drastically overhauled. Re-organization of schools in the areas coupled with a building scheme are imperatively required. Without this, compulsion will not yield results comparable with the expenditure.

20. I have to make suggestions for the improvement of education in compulsory areas. My suggestions deal with :—

- | | |
|------------------|------------------------------|
| (a) The areas. | (d) The attendance officers. |
| (b) The schools. | (e) The census arrangement. |
| (c) The staff. | (f) Exemptions. |

(a) *The areas*—The application of compulsion to small isolated areas or to a few wards in a town is unsound. Towns should be required to extend the system throughout the entire municipality. In district boards, compulsory areas small and scattered are the cause of waste and inefficiency. In Allahabad district with 88 areas each based on a village capable of yielding 100 boys, compulsion is a complete failure (9,000 boys enrolled and 6,900 in the infant class after 5 years work). The schemes should be re-considered and re-designed to make compulsion apply to a compact area yielding some 2,000 pupils sufficient to be an economic burden for a whole-time assistant attendance officer. Where such an area is not available a smaller area yielding say 1,000 may be accepted but such an area should be so situated as to be worked along with a similar area at no great distance.

(b) *The schools*—The new scheme should not come into operation till proper schools are available. I have proposed a free gift of 90 primary schools yearly to deserving boards. As a beginning these schools should be sited in the re-designed area under compulsion. These schools should be good *pakka* buildings capable of extension and giving each teacher an economic load. Large schools should be aimed at : 300 or more pupils where possible.

(c) *The staff*—No single teacher school should receive recognition under the new scheme for compulsion. This means withdrawal of recognition from numbers of segregate schools. This step should be definitely faced. Compulsion has not yielded results largely because of incompetent teachers. There should therefore be an end of the aided untrained teacher. The teachers should definitely be trained men.

(d) *The attendance officers*—It is not satisfactory to employ the headmaster of a school as part-time assistant attendance officer. He neglects either his work as a teacher or his duties as assistant attendance officer. The allowances cause heart burning amongst his staff and discontent amongst other headmasters. As working in Allahabad District Board the system is palpably wasteful. The scheme of compulsory primary education should be everywhere re-designed to make it possible economically to employ a full time assistant attendance officer. In some boards I have found this officer incompetent and quite unfitted for his duties. The requisite qualifications for an assistant attendance officer should be specified by Government and he should be appointed in consultation with the Inspector of the Circle. This officer should be a trained teacher ; he should be well paid and required to apply the terms of the Act throughout his area. A teacher in a school cannot attend courts, conduct prosecutions and go scouting for defaulters. This requires a whole time man and one well paid. Where the area is too small to employ such an officer the remedy is to enlarge the area or to scrap the existing scheme.

(e) *The census arrangements*—The census arrangements are quite inadequate. The sub-deputy inspectors do not know the provisions of the Act and they have only the vaguest of ideas how to check

the census returns. In consequence boys are escaping compulsion. They do not appear on the rolls for their existence is not known. Sub-deputy inspectors have enough to do with their schools but where compulsion has been introduced it is essential that they check the census. I have in several cases shown them how to use the village returns, dividing the population by 16 as a rough guide. They should further use the patwaris' rolls and finally make a personal check of 10 per cent. and furnish a certificate as to the correctness of the census. A manual of compulsory primary education is under preparation. When this has been completed, a translation in Urdu and in Hindi should be in every school and district office.

Teachers must definitely understand that it is their duty when called on, to assist in preparation of the census. In making a door to door visit teachers should not go singly. Parents should be warned about the penalty for supplying false information. [*Vide* *rule 8 of the rules framed by Government under section 17 of the United Provinces District Boards Primary Education Act (Act I) of 1926].

(f) *Exemptions*—It is difficult to define comprehensively the grounds on which exemption should be granted. The grounds are detailed in section 8 of the Compulsory Education Acts, but different bodies have laid their own interpretation on these terms. The most common grounds for exemption are "religious grounds" and in Meerut I was informed that out of some 2,000 boys liable about 500 were exempted on this plea. I suggest that the term religious grounds be restricted to mean that the boy has to perform religious duties which make it impossible for him to attend a recognized school. I further suggest that the term "satisfactory manner" in sub-section 3 of section 8 of the Acts be interpreted as meaning that the child is receiving instruction of the standard prescribed in section 2(4) of the Acts. A course which fails to include reading, writing and arithmetic of such standard should not be accepted as satisfactory.

21. I am not prepared at this early stage of compulsion to make suggestions for changes in the school committees. These bodies have not hitherto been very successful. With a few exceptions they have failed to enforce compulsion: Meetings of the committee are irregular. Action is apathetic. The committees are frequently ignorant of their powers and their duties. The dread of unpopularity prevents vigorous action against defaulters. The fines in court have been in many cases insufficient to deter a parent from keeping his child away from school. In some places fines of annas two to four are common and my analysis shows an average fine of annas six. It is for Government to consider whether the attention of the district authorities should not be drawn to this misplaced leniency. Also whether a minimum fine of Re.1 should not be stipulated in section 10(1) of the Acts.

The power of the school committees to compound cases should be brought home to them and they should be encouraged to compound rather than send cases to the courts.

*Published with Government Notification no. 2310/XV—1158, dated September 8, 1933.

22. I have to point out that compulsion is an expensive matter. While Rs.8 per annum is the cost of primary education of an ordinary boy the figure rises to Rs.10 or Rs.11 when compulsion is introduced. The scheme moreover is not so far producing in the allotted space of 5 years anything like the percentage of boys hoped for. The enrolment in class IV in 1928 at Bareilly prior to the introduction of compulsion was 66. In 1932, it was 49, a drop of 17. In Bijnor the corresponding figures are eight and six and in Muzaffarnagar one and nil. The sums involved in compulsory education are now large, too large to allow waste to continue on the present scale. The numbers of boys involved, 116,000, is too great to allow us to contemplate with equanimity an enrolment in class IV of 1 per cent. of the total as in Allahabad District and Lucknow Municipality. We are dealing with large sums and important issues. The district boards and their committees have failed to come up to our expectations and overhaul is imperative. Almost without exception a scrutiny of the conditions under which the scheme for compulsory primary education is working is required. Most of the schemes should be re-designed. Such a task is too much for the existing staff in the office of the Director of Public Instruction. As a sample of the task to be undertaken I append a report* on the working of one scheme—Allahabad District Board. The problems are the same but on a smaller scale in every case. I therefore recommend that a post be created in the office of the Director of Public Instruction to be termed Assistant Deputy Director of Public Instruction. The duties of the incumbent shall be to work under the Deputy Director of Public Instruction, and to keep him in touch with the entire working of compulsory primary education. The Deputy Director of Public Instruction is the officer in immediate charge of vernacular education and it is therefore desirable that the new officer should work under him. The Deputy however is overburdened at present. Since the abolition of the post of Additional Assistant Director of Public Instruction the duties devolving on the officers at headquarters have been more than an ordinary officer can be expected to cope with and the creation of the new post will give the relief which is now essential.

*Vide appendix 'D'

CHAPTER VII

FEES

The Government of India in their resolution appointing the Educational Commission of 1882 stated that "it is no doubt right that persons in good circumstances should pay the full cost of their children's education, or at any rate that no part of this should fall upon State funds." Government resolution no. 768/IX—3649, dated the 8th November, 1918, says, however, that "in order to ensure that no child will be prevented by poverty from proceeding through the full primary course there should be no restriction on boards in regard to exemption from fees. The present rules are therefore being abolished and replaced by a single rule specifying that exemption should be freely given to the children of poor parents."

2. The rules under which fees are charged are included in the District Board Educational rules nos. 45, 65, 85, 87 and 104.

Rule 45—In middle vernacular schools the following scale of monthly fees shall be adopted as a minimum :

			Middle section	Classes III and IV
At headquarters	6 annas	4 annas
In the district	6 "	3 "

The reference to classes III and IV in this rule relates to days gone by when such classes were attached to middle schools. This portion of the rule should now be deleted.

Rule 65—In primary or preparatory schools the ordinary fee shall not exceed two annas a month in the highest class, nor be less than half an anna, but a board may allow a higher rate in selected schools or from selected classes of pupils, particularly in schools which have been established in response to an expressed local demand.

Rule 85—Subject to the minimum laid down in rule 45 for middle vernacular schools and to the maximum and minimum scale of fees laid down in rule 65 for primary and preparatory schools the board shall fix the fees to be levied in board schools and shall determine the conditions of exemptions from fees and the number or proportion of pupils in each school or class that may be exempted in whole or in part. No fees shall ordinarily be levied in special schools established under rule 77 or in half-time or night schools established under rule 78. The board may exempt the children of teachers employed in vernacular schools from payment of school fees.

Rule 87—Deals with fees for re-admission and rule 104 exempts girls from fees.

3. There has been much latitude in the interpretation of these rules. Some boards levy no fee throughout the entire primary section. In others the infant section is free. It appears that about 1925-6 some boards proposed the abolition of fees in the primary and preparatory sections and were informed that Government had no objection to the abolition of fees in the primary schools of the district provided that the district board met the extra cost owing to abolition of fees from its own resources without reducing its expenditure on vernacular education below the minimum standard prescribed by Government. In 1926-7 there were no fewer than 26 district boards experimenting with free primary education. The loss of income however and the consequent restriction of the activities of the board have since that time brought about the return swing of the pendulum and now there are only seven boards where primary education is free.

4. There has been a marked tendency on the part of the boards to reduce fees to the minimum. The chairmen quote rule 85 of the District Board Educational rules in support of their action urging that fees should be kept low so that boys may be admitted freely to schools. It is to be borne in mind here that the fixation of fees to be levied is the duty of the board and not of the education committee, as the item affects the budget which does not fall within the powers of the education committee. Rule 85 is explicit on this point. The chairmen of education committees with whom I have discussed the need for enhanced income from fees have, however, in some cases advanced two objections to the re-imposition of fees :

(a) Enhancement of fees will mean a reduction in enrolment. Boys will leave school.

(b) The education committee does not benefit by levying fees as the enhanced income although deposited in the district fund (education) account merely relieves the board of its responsibilities for the finance of the fund.

5. In 1925-6 there was a remarkable demand for free primary education. Sanction was given to the experiment but almost every one in close touch with education doubted the wisdom of the step. The experiment failed. Enrolment was enhanced, but it was at the expense of efficiency. The expenditure on buildings, maintenance and equipment dwindled yearly. Some boards went bankrupt. Others, realizing whither they were heading, wisely reimposed the fee. Now there are but seven boards where primary education is free, viz. (*vide* table no. XIX) :

- | | |
|-------------------|---------------|
| (1) Allahabad, | (4) Etawah, |
| (2) Partabgarh, | (5) Pilibhit, |
| (3) Fyzabad, | (6) Agra, |
| (7) Shahjahanpur. | |

Table no. XX of appendix "A" shows that five out of these seven boards are getting more than the average grant on a population basis, the balance being Rs.1,26,000 in favour of these

boards on the whole. It seems that these boards being in receipt of funds in excess of their requirements have taken to extravagance.

6. I was constantly told that the imposition of fees would result in a marked flight from schools. The following figures from Rae Bareli are of interest to disprove this :

Year	Number of—		Enrolment in—		Fee income
	Board schools	Aided schools	Board schools	Aided schools	
1	2	3	4	5	6
					Rs.
1923-4.. ..	207	78	14,552	2,432	2,987
1925-6.. ..	217	87	16,440	2,897	Nil
1929-30	263	70	19,428	2,534	Nil
1930-1.. ..	238	30	16,648	1,245	Nil
1931-2.. ..	231	30	15,906	1,167	10,514
1932-3.. ..	239	30	16,507	1,483	10,389

Consequent on the accession of the non-official chairman in 1923-4 fees were abolished in this district. The board was superseded in 1930 and one of the first retrenchments was that of 65 useless schools which resulted in a fall in the enrolment, most of this being in the infant class. In the year 1931-2 fees were re-imposed, the rates being :

	As.	p.
Infant class	1	0
Class I	1	0
" II	1	0
" III	2	0
" IV	2	0

There was a drop of some 900 children but the income of Rs.10,514 justified the imposition. In the following year the children came back in full numbers and a permanent income of Rs.10,389 is now secured to the board.

7. In Unao where no fees had been charged for many years there was a drop (partly due to smallpox) of 1,500 in the enrolment when in 1932 fees were once again reimposed. The numbers, however, rose next year and are now at their maximum while Rs.9,000 are available from fees from those classes. The fees levied are :

	As.	p.
Infant class	1	0
Class I	1	6
" II	1	6
" III	2	0
" IV	2	0

In Bara Banki District when fees were imposed in 1932 the enrolment dropped from 17,687 to 16,946 while fee income rose from nil to Rs.5,000. In Gonda Rs.6,000 new income was obtained by the imposition of fees and the enrolment did not drop. It may, therefore, be taken as proved that the imposition of a reasonable fee will not deter boys from coming to school. I, therefore, advocate that any permission to give free primary education—except in areas under compulsion—be withdrawn and that all boards shall be required to levy fees according to a new rule. My reasons for demanding a fee are I think cogent.

(i) District boards are, almost without exception, unable to finance any scheme for educational improvement. New buildings, repairs of buildings, equipment of schools and training of teachers are all suffering from lack of funds. From lack of funds the boards are unable to perform adequately other duties, e.g. maintenance of roads required by statute. It is reasonable therefore that income from school fees should be made available in order that the board may perform its duties.

(ii) It is not in the public interest that those who can afford to pay the small sum demanded in the primary classes should be freed from the cost of the education of their children.

(iii) Absence of fees has transformed our schools into crèches. There is no responsibility involved in the admission or withdrawal of a boy.

(iv) A fee, even a very small one, will tend to stop fictitious enrolment. It will also improve average attendance.

(v) On the principle that what costs nothing is thought nothing of, the imposition of a fee is desirable.

(vi) The money is to be had for the asking and the sums are more than substantial.

8. I suggest the following scale of monthly fees as a minimum for primary and preparatory schools:

					As.	p.
Infant class	0	6
Class I	1	0
" II	1	0
" III	2	0
" IV	2	0

Further, that exemptions from fees be limited to 25 per cent. of the enrolment of each school and that no half rates should be allowed. I submit that the fee scale is modest and the exemptions adequate. Table no. XIX shows that many boards are already charging fees approximating to this scale. Most of the chairmen of the education committees agree that 25 per cent. is a sufficiently liberal margin for exemption.

9. Whilst Government prior to the financial depression were not averse to an experiment with free primary education they were always clearly averse to free education in vernacular middle schools. Table no. XIX shows, however, that District Board Educational rule

no. 45 is not being complied with. Instead of six annas, four annas is frequently charged. I suggest that boards be required to charge a minimum of six annas in the vernacular middle schools and that 25 per cent. as a maximum of the enrolment may be exempted from payment of fees.

10. If my proposals are accepted there will be a great increase in the income of certain boards. I estimate that District Board, Allahabad, will have Rs.15,000 per annum from this source alone whereas the figure to day is nil. Etawah is expected to get Rs.9,000; Pilibhit, Rs.5,000; Partabgarh, Rs.10,000; Fyzabad, Rs.10,000; Agra, Rs.9,000; Shahjahanpur, Rs.7,000 per annum while other boards will enhance their income substantially, e.g. Benares by Rs.6,000, Azamgarh Rs.7,000, Jaunpur Rs.5,000, Fatehpur Rs.3,000. There is no hardship involved in this small demand. Inability to pay fees is clearly disproved by the figures from Rae Bareilly, Unao and Bara Banki. In municipalities where compulsion is in vogue, there is a marked drop between class II and class III and the explanation usually given is that boys leave the free education under compulsion to follow education in anglo-vernacular schools where fees are charged. In all our primary schools we have large numbers of elderly boys staying on in school although they ought normally to be in the world learning a trade. I am persuaded that the money is there, that it is needed by and should be secured for the district board, and that no hardship will ensue from the enforcement of the proposed rule.

11. Enhancement of fees as proposed by me will yield close on Rs.1 lakh of recurring income to the boards. As an inducement to boards to levy fees I suggest that Government pass an order securing for a limited term—say 5 years—to the education committee all sums accruing from fees in excess of the income from that source in 1933-4. I desire to secure that if not the whole, at least a substantial share of the new income shall be put at the disposal of the education committee to be spent on educational objects.

12. I was often told by chairmen of education committees that they were dissatisfied with the allotment of the expenditure between the six heads of the budget. I realize that unless a board maintains an expenditure under a certain head the education under that head is bound to suffer. There are however, anomalies in many budgets. Azamgarh spends Rs.13,620 on female education. Ballia spends Rs.1,960. Jaunpur spends Rs.22,550 on Islamia schools and maktabs. Benares with an equal budget spends Rs.9,100. Allahabad spends 11 per cent. of its budget on vernacular middle schools. Muzaffarnagar spends 24 per cent. Chairmen desire to remove these anomalies. I suggest that while keeping the Government grant at its present figure chairmen of education committees may be invited to submit proposals for a readjustment of the figures under the six sub-heads of the education budget and that they may be allowed to use fresh income from fees in readjusting their figures. Such proposals should receive the consideration of Government in preparing the statement of prescribed minimum standard expenditure when the present contract ends in 1936.

CHAPTER VIII

CLOSURE OF SCHOOLS

In order to discuss the local needs of the various boards I visited each of the seven circles of the inspectors of schools starting on 20th November, 1933, with the Benares Circle. I visited in succession Allahabad, Fyzabad, Lucknow, Bareilly, Agra and finally Meerut Circle finishing the 48th board Etah on 7th April, 1934. In some cases the chairman of the education committee was unable to be present but usually he attended and discussed with me the steps necessary to effect economy. It is idle to expect that my recommendations to close over 2,000 schools will be accepted by the education committees unreservedly. But the chairmen as a body have accepted the principles explained by me in the previous chapters and which I discussed with them at the conferences. They agree that there are superfluous schools which can be closed without detriment to local education and some will in fact welcome an order from Government that these schools should forthwith be closed.

2. At the outset of each conference I was careful to inform the chairman that I had no authority to close a school and that any savings arising from closure of schools would remain with the boards to be used for their educational needs. This latter pronouncement worked wonders. It changed apathy or even hostility into co-operation. Having explained to the local inspecting staff who were present throughout, the principles involved, I went over a list which they had prepared of the classwise enrolment in single teacher schools. From the list I selected numerous examples of unsatisfactory schools, my criteria being mainly (a) low enrolment, and (b) insufficient progress from infant class into the higher classes. The sub-deputy inspector concerned then explained the local conditions affecting each case and the school was either entered in my book for closure or recommended for improvement locally. The list having been exhausted we traversed the maps to discover any school which in the list of schools was numerically satisfactory but which on the maps was geographically superfluous. Action was again taken. Each school of several hundreds received individual consideration. The schools being finished, other topics such as compulsory education—where it is in force—buildings, repairs and training of teachers were taken up and decisions reached. I am happy to record that the conferences were, without exception, harmonious and that there was not the slightest untoward incident in the whole tour. I attribute this to the reasonableness and moderation shown on both sides. In the case of schools for special communities, e.g. the Muslims or the depressed classes and schools for girls, I extended special consideration remembering the general policy of Government therein. Where a chairman urged special reasons for the continuance of an otherwise inefficient school saying that it was at a special shrine or that it served a migratory population, his plea was generally accepted. Where the population was sparse I accepted numbers which in denser areas.

I rejected. The total number of schools for closure is 2,515 or 14 per cent. of the total number of primary and preparatory schools in these provinces.

3. There is no relation between the number of schools recommended for closure and the number maintained or aided by a board. The criterion was individual and was the efficiency of the institution. Accordingly where large numbers of uneconomical or superfluous schools were found the list is long. Where the board had a smaller number or where the schools were working efficiently I had no occasion to recommend closure. The 6½ per cent. cut which had been made by the boards had in many cases reduced the numbers of schools to be closed.

4. If the boards close all the schools in the lists in appendix "C" the gross saving will approximately be Rs.3 lakhs. As, however, in many cases there will be and there is intended to be a definite transfer of the pupils of a closed school to some adjoining school there will have to be an adjustment of staff. What this will amount to is hard to decide, but I am sure that there will be a definite fall in the enrolment especially in the infant class and before an additional teacher is given the enrolment should be allowed to settle down to a steady level. I anticipate that the number of appointments required to meet the altered enrolment in the residual schools will absorb one lakh of rupees making the net savings, rupees two lakhs.

5. It is desirable to deal with the retrenchment of some 2,500 teachers here. I suggest that orders issue that when giving effect to the proposals for closure, each board should use the opportunity to get rid of the untrained teacher—especially where he is a young man. Next should go the teachers over 55 years of age. They have had their day and may give place to younger men who still have their families to educate. Third to go should be teachers whose work is unsatisfactory, men under whom a school declines. Last of all should go the latest joined trained men, a rare step. This retrenchment will do good to education generally. There are in the service of the district boards 28,944 teachers of whom 24,935 are trained. Of the 4,009 untrained teachers 2,151 are oldish men. We have, therefore, 1,858 untrained teachers of trainable age and these may be reasonably dismissed. In the Allahabad District Board, for instance, there are 340 such untrained men and these should be the first to be retrenched.

6. I suggest that the closure of schools take place from July 1, 1934. The schools will rapidly adjust themselves to the new conditions but in the period of transition new staff should be most sparingly appointed. Every effort should be made to keep the number of schools as low as possible. New schools should not be opened except after most careful consideration. By December, 1934, savings will be visible and district boards should be encouraged to make these savings as large as possible.

7. The savings arising from closure of schools, being of a recurring nature, should be spent on :

- (a) provision for repairs and equipment of buildings,
- (b) training of teachers,

- (c) expansion of vernacular middle education,
- (d) extension of provident fund to teachers who are confirmed and do not contribute to that fund,
- (e) construction of new pucca school buildings.

8. I need not repeat here the arguments in favour of the first two items. They are to be found in the previous chapters. In favour of expansion of vernacular middle education I have to point out that this is becoming a pressing problem with many boards. One-sixth of the expenditure on vernacular education is incurred on middle schools. There are some 700 vernacular middle schools each on average costing Rs.2,600 per annum and having 120 boys on roll. The state of these schools is graphically described in the Report of the Department of Public Instruction for the year ending March 31, 1933. Everywhere there is a demand for increase in buildings and hostels and everywhere there is a shortage of funds. This shortage of funds is due in many cases to the laxity of the boards. The average fee in class VI is just over annas six, i.e. the minimum prescribed, but 14 boards are charging only annas four. There is therefore room for enhancement of fees here and where boards are short of funds this remedy may first be indicated. The District Board of Allahabad has only 15 middle schools and needs more. But the fee in the primary classes is nil and in the middle schools annas four only. Here obviously the board can work out its own salvation. But even when enhanced fees are charged there is still need for funds. Buildings are now erected from savings accruing under particular heads of vernacular education and savings may not be transferred. The demand for middle schools is so heavy that savings do not accrue. Hence the evil state into which middle schools have fallen. New buildings are not being built and the old ones are being starved. Boards will not or perhaps cannot find the money for new buildings. I suggest that where a board has charged fees on the scale shown by me in Chapter VII, it may approach Government for a non-recurring grant towards hostels and extension of existing vernacular middle schools. This demand might very reasonably be met from the Rs.3 lakhs arising from the 6½ per cent. cut.

9. The fourth item is dealt with in Chapter XI. I feel that as teachers may be in future retired at the age of 55 it is essential that provision be made for their declining years. At present provident fund contribution is given as a rule only to teachers drawing Rs.20 per mensem or more.

10. Appendix "C" gives for each board the details of schools which I recommend for closure. There are four items in each case, viz. the name of the school, the enrolment (frequently shown classwise when of interest), the savings likely to result from closure and a suggestion for the accommodation of the boys set free by the closure of their school.

CHAPTER IX

GIRLS' SCHOOLS

1. Table VI gives the number of district board girls' schools in these Provinces and the classwise enrolment. The figures for the United Provinces in March, 1933, were :

	Primary schools	Enrolment
Government	16	961
District board	993	30,792
Municipal board	207	16,618

There is a marked variation in the provision for the education of girls in the districts. Etawah Board provides Rs.12,880 or 6 per cent. of its budget for this head while Jaunpur Board where perhaps this type of education is not so popular provides only Rs.3,790 or 1 per cent. It is interesting to note that in some cases, e.g., Meerut, Benares and Ballia districts, the provision for the education of girls is less than that for Muslims, or for depressed classes. The attitude of the boards to the education of girls may be gauged from the totals in the minimum prescribed expenditure for vernacular education.

	Rs.
Ordinary primary schools for boys	72,82,820
Islamia schools and maktabas	3,53,040
Depressed class education	1,47,650
Girls' education	3,73,450
Compulsory primary education for boys	6,39,590

2. The cause of the girls has recently been vigorously championed in the Council and considerable attention has been attracted to the needs of the education of girls. It is indeed time that the subject received attention. Yet at the risk of appearing hostile to the cause of the girls, which I am not, I urge that the expenditure of the new funds available for girls' education receive very careful consideration. Multiplication of girls' schools unaccompanied by training of the mistresses and a studied programme of expansion will merely increase the waste which to emphasize the point I quote below :

Enrolment in the District Board Schools for girls

Infant class	29,868
Class I	8,573
" II	5,666
" III	2,111
" IV	1,240
" V	265
" VI	154
" VII	69
Total	47,946

As in the schools for boys, so for girls also, literacy is achieved in class IV. But out of the 29,000 odd who begin the course, 1,200 only reach class IV, i.e. one girl in 25. Some consideration is required for the 24 who fail to arrive. No sensible person would be content to run a machine with an efficiency of 4 per cent. Not only the number of the girls in our schools but also the expenditure calls for attention. Cawnpore District Board spends Rs.12,000 per annum on girls' education and in 1932 had in class IV 25 girls. Gorakhpur with an expenditure of Rs.25,000 had 56. These girls were costing Rs.450 each to make them literate. Jalaun had 4 girls and was spending Rs.7,200. Such figures must inevitably make us ask whether we are to advance merely by enlarging the existing machine or whether we are to seek another road.

3. Before proposing my alternative I would like to deal first with the causes of the wastage in our girls' schools. First, I think, comes the inefficiency of the teachers. Out of 916 women teachers in the primary schools of the district boards in 1932-33, 823 were untrained and 792 were uncertificated. The mentality of these teachers can be gauged from the numbers holding certificates.

Passed middle school	40
Passed primary school	51

In the municipalities the case is much the same. There are, however, more trained women in municipalities. The aided schools are in the same plight, 580 of their teachers out of 649 being uncertificated. The doddering old men, who being no longer fit to teach boys are sent to teach girls, are of no use in girls' schools. It is really an insult to girls, that they should be sent there. Here is the root of the disease. The teachers are not fit to do their job. The remedy is to produce and to train educated women to be teachers.

4. The second cause of wastage lies in the conditions under which these girls work. There are Montessori schools in Allahabad, Benares and in Aligarh. These are excellent institutions but they work at a cost prohibitive when one is considering mass education. The mission schools do good work, housing and teaching their girls in decent conditions. But the bulk of the other schools—apart from the Government schools—are housed in buildings worse if possible than those in which the boys work. The rooms are small, dark and overcrowded. The schools are generally dwelling houses of most inadequate dimensions hidden away in some alley, cloistered from the public view. Perhaps these girls never laugh or play. Certainly no playground is provided. What inducement has a girl to go to such a place? The critic who inveighs against sinking large sums in brick and mortar should visit some of those wretched places in which our girls are being educated. I very strongly advocate resolute action in building decent primary schools for girls. Where the demand is established there should be a big *pucca* school with a playground and a wall, not a 10-feet wall to make folk imagine something unusual is being hidden inside, just a wall to keep out goats. The rooms should be airy and commodious. Sanitary conveniences should be supplied.

and accommodation should be provided for one or two mistresses. This is going to cost money but it seems to me that with one girl in 25 reaching class IV the need for schools in place of hovels is established.

5. I place the blame for the poor results in the education of girls (a) on their inefficient teachers, (b) on their miserable schools. With trained teachers and decent schools, it should follow that girls' education would show some progress. But I am not prepared to advocate merely these necessary reforms. It seems to me that the time has come for co-education and to each of the chairmen of education committees whom I met, I expounded the virtues of co-education and invariably have received his welcome appreciation. Chairman after chairman has admitted that boys and girls can be educated together. Usually there is hesitancy as to the higher limits of age. Doubts are expressed about the wisdom of boys of 13 years in the same class as girls of 11 and I appreciate the difficulty. I am persuaded that no real difficulty exists, however, and that Government should now definitely proclaim their belief in co-education in primary schools. In the Benares Circle the results "show what energy and enthusiasm can achieve especially where funds for segregate girls' education are small. In the Ballia District there are 17 girls' schools with 568 girls in them but there are 4,469 girls reading with their brothers. Azamgarh has 3,749 girls reading in boys' schools, Benares 3,491 and Ghazipur 3,844. The Benares Circle stands out from all the others for its high numbers of girls in boys' schools. Co-education works. Even at present, of the 102,331 girls in primary schools 54,877, i.e. more than half are reading in boys' schools.

6. I see no valid reason why co-education should not be practised both in primary and in preparatory schools but as a concession to conservatism and by way of introducing the idea I suggest that it be first started in preparatory schools. Here the children in classes infant, I and II are largely under ten years of age. I bear in mind that in class II most of the children are between 10 and 11 while there are at least 60,000 over 11 years of age. Still this does not deter me from looking on co-education as the correct way to educate the girls. If we start co-education in preparatory schools and get the honest co-operation of the chairmen already promised me, we shall cut down heavily the waste which typifies the working of the lower classes.

7. In hundreds of boys' schools the enrolment is under 30. The average attendance is 75 per cent. Here without any effort or extra expense whatever, six or eight girls more per school can be educated. There are already in each of our boys' schools an average of three girls. These are usually in the preparatory classes. We need only the impetus of official approbation to get in more. The harvest is plentiful and ripe. The time is auspicious. When I was axing the boys' schools I was careful to leave a school for an area. There is therefore a boys' school in or near the village where the girls reside. If Government approve, a letter may issue advising chairmen of education committees to instruct their local inspecting staff to make every effort to bring girls into boys' schools especially in the preparatory classes. It is in

anticipation of such an order that I have left untouched in hundreds of cases schools with an enrolment below 30 which were serving an area but which I should have recommended for closure and have asked the chairman to fill up the vacancies with girls. I believe that in such schools as these, out in the country we have the field where co-education can be successfully worked. In the village, everybody knows every other body and *purdah* is not so strict. The boys and girls run about together and there are no strangers. The Chairman of Garhwal is of opinion that in his district co-education will fill his schools and be of great service.

8. I have in my tour dealt leniently with girls' schools. Only in cases of gross inefficiency, e.g. enrolment under 15 did I suggest they should be closed. There are 6 primary and 23 preparatory girls' schools in an average district. Like the boys' schools they are the children of chance and there has been no attempt to rationalize the supply. These girls' schools should in most cases be kept going, but I do not desire to see their numbers increase substantially. They should be re-designed to take the girls from the co-educational schools and complete their education. The preparatory boys' schools should all be feeders to them. The trouble here is that parents will not let their girls go far from the village without escort. Girls' schools should therefore be sited in biggish villages where they can function properly. For the small country village the boys' primary school will have to suffice and I see little reason why it should not be regarded as a fairly satisfactory solution.

9. One thing is lacking in the scheme—provision for the tuition of needlework—a subject which one assumes should be taught to all girls. This leads on to the desirability of the woman teacher in the boys' schools. I do not think this is yet a practical proposition. I have repeatedly discussed it with chairmen and inspectors and we all agree. The women are not there to begin with and it is impossible to transfer a woman from school to school freely. Village conditions being what they are, a strange woman teacher has to reside in the school and to suffer much privation. It is a poor life. I suggest that efforts be made to get the wives of teachers trained and use them in schools along with their husbands. In this way the single teacher school would become a two-teacher school. The tuition and results would improve. Provision exists in the Code, paragraphs 354 and 355, for scholarships and stipends for women who intend to become teachers or governesses. This provision should be increased. There should be for instance five stipends per district of the type in Education Code 355(a) (ii) of Rs.4 each to induce women to pass the Vernacular Lower Middle Examination and this stipend should be awarded by the circle inspectress who knows the need of the district and the possibility of the stipend serving its purpose.

10. In addition, the training of women teachers should be expanded. The school at Allahabad needs buildings and funds. New training classes should be encouraged. A class for training teachers in sewing and cutting out similar to that recently started in Allahabad

should be attached to each Government normal school for girls and women teachers should be trained in this essential subject.

11. Compulsory primary education for girls will shortly be introduced. There are three points on which I desire to make recommendations :

(1) No scheme should be sanctioned until the buildings in which the girls are to be taught have actually been built, inspected and before use approved by the circle inspectress.

(2) No attempt should be made in the first year to enrol all the girls liable. In the first year of compulsion only the lowest of the years liable should be brought into school. In the second year two years of girls and so on till in the fifth year of compulsion five years of girls should be in school.

(3) Existing institutions in which girls are being taught at present should not *ipso facto* be included in the scheme. The scheme should assume a clean start and only those schools should be accepted for it which satisfy the circle inspectress on the score of accommodation, staff, equipment and efficiency from the point of view of compulsion.

These three recommendations are the result of visits to several primary schools, both boys and girls.

12. Unless the first recommendation is accepted we shall condemn hundreds of girls to an existence little better than prison. If compulsion for girls is to start let it start aright. Let us steadily refuse to pour new wine into old bottles. Let us demand decent buildings for the girls. The existing ones merely have to be seen to be condemned. The second recommendation aims at avoiding the dead weight of those girls who by a rigorous application of compulsion would be forced into school but could never hope to achieve literacy within the terms of compulsion. Further, the stepwise progression from year to year will enable boards to provide the trained staff required, instead of starting as in the boys' case with large numbers of untrained and useless teachers.

The third recommendation aims at a considered allocation of schools to the area under compulsion. It is unsound policy to take over schools simply because they exist. A map of the area should be requisitioned and the necessary schools fixed by the circle inspectress. An attempt should be made to secure large and efficient schools. Small single teacher schools should be definitely refused recognition under compulsion even though they are recognized at present. Only where a school is capable of working up to an efficient economic unit should it receive recognition.

13. I make these recommendations because the lack of success which characterises compulsory primary education for boys is undoubtedly due to a failure to exercise those precautions at the start. Voluntary education of boys is giving us a literate outturn of one boy in five, compulsion between 1 in 20 and 1 in 100. Voluntary education of girls gives a literate outturn of 1 girl in 25. If we start wrong with compulsion for girls we shall get 5 per thousand. I had rather delay the start than start badly.

CHAPTER X

SCHOOLS FOR SPECIAL CLASSES

(A). Depressed Class Education

A scheme for opening special schools for depressed classes was outlined in the local Government Resolution no. 1231/XV, dated May 23, 1921. In that year grants amounting to Rs.78,920 recurring and Rs.7,350 non-recurring were distributed to district boards for this purpose. A scheme for further expansion was undertaken in 1922-23 when additional grants of Rs.15,000 recurring and Rs.2,970 non-recurring were given. These grants were merged in the contract grant when the contract system was started in 1924 and the present prescribed minimum expenditure on this head for the period 1931-36 is Rs.1,50,000 approximate.

2. In 1932-33 there were 757 special schools for depressed classes with an enrolment of 18,443 depressed class boys. There were, however 9,267 boys of higher castes in these schools. The average enrolment of these schools was 24 depressed class boys and 12 boys of other castes. Against these 18,443 there were 88,282 depressed class children reading in ordinary schools, a ratio of nearly 5 to 1. It was pointed out in the report for the quinquennium 1927-32 (page 85) that notwithstanding the increase in population there had been a reduction of boys attending depressed class schools and an increase of those attending board schools; 84 per cent. of the total number of depressed class school attendance were in ordinary board schools as compared with 75 per cent. at the beginning of the quinquennium. Comment was also made on the change of attitude towards those children. The quinquennial report of 1927 says that while the necessity for furtherance of education amongst the depressed classes continues as strong if not stronger than formerly, the need of having special schools for the purpose is diminishing. More propaganda work is necessary and more teachers and supervising or attendance officers drawn from those classes are required for the purpose.

3. Chapter X of the Hartog Report deals with the education of the depressed classes. The conclusions, pages 226-228 are of great value. They say "We concur in the view of the Director of Public Instruction in the United Provinces that the single mixed primary school is the most economical and the most efficient type of primary institution. These special schools therefore should be regarded as institutions of temporary expediency, which will serve the purpose of bridging the period until the community agrees that its needs can be fully served by the mixed school and is willing to use that institution and to allow it to be used without let or hindrance by all classes of the community." The Wetherill Committee Report (1927)

recommended the establishment of ordinary board schools rather than the creation of schools ignominiously labelled "depressed class schools."

4. I have sounded all the chairmen of education committees whom I met on this subject. The chairmen are practically unanimous that the depressed class school should be abolished. Some said that they maintained such schools only because they were compelled to make financial provision for them. My own view is that the depressed class school will soon be no longer needed. The awakened class consciousness of the depressed classes is now sufficiently strong to secure for their community all the education they desire. Further the prejudice against these classes is rapidly waning. Let us be under no delusion, however, that the prejudice has disappeared. I met one headmaster who had a very strong feeling against the admission of *bhangi* boys in his school. In certain middle schools I found boys from the backward classes but no boy from the depressed classes. There is therefore need for caution.

5. The depressed class school is almost invariably a single teacher school, a school of low enrolment and a school where the enrolment is of the type :

						Enrolment
Infant Class	20
Class I	5
" II	2

The school is frequently a competitor with the local board school for pupils.

6. Table VIII shows that there are 34 primary and 297 preparatory depressed class schools maintained by the boards and 17 primary and 373 preparatory aided, making a total of 721 schools with an enrolment of 22,872 pupils—average 32 per school. It is neither feasible nor desirable to abolish so many schools but I recommend the following :—

(a) When the new contracts are being framed in 1936 the heading in the budget statement "depressed class education" shall merge in "ordinary primary schools."

(b) When the new contracts have been framed depressed class schools working successfully should cease to be called depressed class schools and should become ordinary district board primary or preparatory schools. It must be made clear in the orders that those schools shall be retained as teaching institutions so long as there remain pupils for them and so long as they are doing real service.

(c) Where the depressed class school is inefficient or superfluous it should be abolished, the boys going to the nearest board's school.

(d) A teacher belonging to the depressed classes should not ordinarily be dismissed. If the school is retained, he should be retained with it. If abolished, efforts should be made to provide a post for him in the district board service as a teacher.

He may act as an untrained teacher but special action should be taken to ensure his being trained at an early date.

(e) Adequate provision should be made for the selection, training and the enrolment after training in the district board cadre of pupil teachers from the depressed classes. (One central training school I inspected gave the following castewise enrolment : Brahman 24, Kshattriya 2, Vaish 1, Muslim 2, Chamar 2, Bhangi 1, although the district population contains 90,000 Brahman males, 63,000 Chamars and 66,000 Ahirs). It is difficult to fix a percentage but there is no doubt that there is room for recruitment of larger numbers from the depressed and backward classes. The recent provision of stipends for these classes stipulated for one depressed class student at least in a training class. Chairmen should be asked not to consider this the maximum.

(f) Savings arising from the closure of depressed class schools should be spent in awarding more scholarships to depressed class boys. This point will have to be watched by the Inspector of the Circle in dealing with the board's budget.

B—Islamia schools, maktabas and pathshalas.

7. In accordance with the recommendations of the Piggott Committee, Government in their resolution no. 1611/XV, dated the 25th August, 1914, laid down the policy to be followed for the betterment of primary education amongst Muslims. The Islamia school is an outcome of this policy. Rule no. 75 of the District Board Educational rules lays down the conditions for the creation, working and closure of an Islamia school. The criterion is a guaranteed attendance of 20 boys. On March 31, 1933, there were 679 Islamia schools in the United Provinces with an enrolment of 34,541. It is of interest to note that rule 75 is mandatory. "The district board *shall open* a separate Islamia school." But as funds are limited and as there is a prescribed minimum expenditure for Islamia schools and maktabas the rule is not fully complied with. There is also very considerable variation on the expenditure on this head. Garhwal spends $\frac{1}{2}$ per cent., Allahabad and Cawnpore 1 per cent., Jaunpur, Bahraich and Bijnor 7 per cent. each of their educational budget on this item. Some chairmen find it difficult to spend their prescribed minimum efficiently and some of the Islamia schools in their districts in many cases should be closed under rule 75. One board, feeling that the expenditure under this head was hardly justified by the returns, definitely assigned a considerable sum to the Islamia school buildings rather than maintain the staff and the schools. The Islamia school follows the ordinary curriculum but the teaching is in Urdu and the staff are all Muhammadans. The tuition in the Islamia school is as good as or even better than that in the boards ordinary school. The staff are usually trained teachers and the equipment is satisfactory. A fair number—12 per cent.—of Hindu boys read in those Islamia schools.

8. There remain two types of schools which have given me much food for thought in my tour. These are the maktab and the Hindu pathshalas. The maktab receives a grant under rule 76 of the District Board Educational rules, the Hindu pathshala under rule 79. In the maktab a special curriculum prescribed by the Education Department is followed. For the pathshala it is laid down that the school shall make use of the readers prescribed for the board schools otherwise than for arithmetic and that the standard of arithmetic is not less than in corresponding board schools. It is of interest that for maktab the expenditure is included in the heading "Islamia schools and maktab" whereas for pathshalas the expenditure falls under "ordinary primary schools." Further that whereas the grant-in-aid to an ordinary aided school is hedged about with conditions in rule 70 and limited by rule 71 to one-half of the total salaries of the masters employed, the grants given to maktab under rule 76 and to pathshalas under rule 79 may according to rule 81 be as much as three-fourths of the salaries of the secular teachers. Moreover in rule 81 the qualification of the staff is not specified for pathshalas.

9. The number of maktab aided by district boards in October, 1933, was 1,232 and of pathshalas 764 (*vide* table no. VII.) The average enrolment of a maktab is 40 and of a pathshala 30. The maktab and the pathshala alike are single teacher institutions of a highly inefficient character. Sixty per cent. of the teachers in maktab have no certificate. Thirty per cent. hold the Vernacular Final Examination Certificate. I have no definite information of the qualifications of the teachers in pathshalas but most of them are unqualified.

10. The numbers of Hindu pathshalas increased rapidly about 1926 when certain district boards made large grants for these institutions. I give below some statistics about the most prominent of these :

District Board			Number of pathshalas aided	Amount of aid per annum	Enrolment	Aid per school	Aid per boy
				Rs.		Rs.	Rs.
Allahabad	73	13,140	2,205	180	6
Farukhabad	97	11,412	2,445	117	5
Shahjahanpur	63	7,200	1,821	114	4
Azamgarh	59	11,184	2,301	181	5

A comparison of the enrolment with the number of pathshalas reveals the low average enrolment of those institutions thus demonstrating their inefficiency. Only in one of the 97 pathshalas in Farukhabad does the enrolment exceed 30. The average attendance is 23 for the 97 pathshalas. The last two columns show the high cost of such schools. Aided schools seldom receive such sums and in aided schools the aid per boy does not usually exceed Rs.4.

11. Rule 81 of the District Board Educational rules allows the grants-in-aid to maktab and pathshalas to be three-fourths of the salaries of the secular teachers. An ordinary aided school may, under rule 71, receive only half these salaries. There is, therefore, every inducement to alter the designation of the school, to add some religious teaching and secure a higher grant-in-aid. This could be offered as an explanation of the large increase of pathshalas in the quinquennium 1927—32. There is little doubt however that the Hindu pathshala was inspired by a political body. The maktab had been in existence for years as a school where Islamic culture and the Urdu language were imparted. The Sanskrit pathshala was its counterpart on the Hindu side. There was little rivalry between the two for each provided something wanted by the community. The Muslim parent looking to the district board school for Urdu and the tradition of Islam and finding little provision for these sent his boy to the maktab. He had little confidence in a school where his community seldom held a post. With the Hindu parent things were otherwise, and there was little need for the demand which about 1926 became insistent for the opening of Hindu pathshalas. The multiplication of these latter institutions has not greatly benefitted the Hindu community. The difference between a maktab and a district board school is vastly greater than the difference between a Hindu pathshala and a district board school. In these segregate schools, both maktab and pathshalas, secular teaching is very inefficient. The manager seldom makes contribution to the institution and fees are not usually charged so that the teacher has to live on the district board grant-in-aid.

As a result the post is so poorly paid that only the failures in life and people who cannot get better employment take up the work in such schools. In consequence these schools are of the lowest possible value. Little harm will ensue and much good will be done if a definite policy is followed to eliminate schools which, as institutions, fail to give a sound secular education. I mean that the maktab and the pathshala where enrolment, accommodation and finance are unsatisfactory should cease to get aid from public funds. This is within the competence of the inspecting staff inasmuch as rule 79 states that the grant-in-aid for pathshalas is renewable on the recommendation of the inspecting staff and rule 76 permits a grant to be made to a maktab which is recommended by the provincial inspecting staff. I suggest that these officers be instructed to base their recommendations on a scrutiny of the school on the points laid down in rule 70 of the District Board Educational rules. Where a school is clearly inefficient as a secular institution there should be no recommendation for a grant-in-aid and a Government order should issue warning chairmen that in cases where no grant is recommended no grant should be paid.

12. These segregate schools by secluding boys at the beginning of their school career from the healthy contact and competition with their neighbours do harm to their inmates. Competent authorities pronounce against their continuance. The Hartog Report, page 56, is very clear on this issue. Efforts should be made therefore to

discourage fresh segregate schools and resolute steps taken to abolish such schools as are clearly inefficient. At the same time it is essential that provision should be made for the education of the boys who at present read in those segregate schools. Savings from closure of maktab and pathshalas should be used to extend existing board schools and to improve their staff. Again I quote the Hartog Report, page 204, in this connexion. "It is obvious that if the system of primary education is to be rescued from the waste and ineffectiveness which afflict it, a great effort has to be made and the system of primary schools has to be reorganized."

13. Although ostensibly maktab and pathshalas have a religious basis there is little doubt that while maktab were originally opened with a view to religious instruction many of the maktab and pathshalas opened in recent years owe their existence to a rivalry between Urdu and Hindi. The struggle between those languages has not become less acute of late and chairmen find it difficult to provide reasonably for tuition in both forms of the vernacular. From my visits to schools I saw that this provision exists largely in theory only and in many schools practically no teaching of Urdu exists. The difficulty of writing two scripts on a board or of teaching two scripts to a class is generally more than the ordinary teacher cares to undertake and the pupil in consequence learns one script only. The paucity of Muslim teachers in the ordinary district board schools is to some extent responsible for this state of affairs. There are many boards where, practically speaking, Muslim teachers are to be found only in the Islamia schools. To provide Muslims in Islamia schools and also to put into the ordinary board schools a number of Muslims sufficient to attract Muslim boys will mean a total percentage of Muslim teachers much higher than the percentage in the population of the district. This may be urged as a plea for more favourable treatment to maktab than to pathshalas. It is open to consideration, however, whether Government should not encourage district boards to appoint to their ordinary primary schools a much higher percentage of Muslim teachers thereby securing the confidence of the Muslim parent and bringing the Muslim boy to a good district board primary school instead of leaving him to waste his time in a maktab.

The higher percentage of Hindu masters in the ordinary district board schools shows that the Hindu parent need have no fear about the maintenance of his culture or language. There is therefore much less need for the Hindu pathshala than for the maktab. But when in a town of any size maktab and pathshalas of the usual inefficient type exist and reduce the numbers in the ordinary school, no encouragement to inefficiency should be given by paying three-fourths of the cost of an unqualified teacher. On the contrary the grant enhanced by a few rupees will enable the board to put an additional teacher in its own school with resulting improvement in the teaching in the school and if care is taken to secure that the new teacher teaches Urdu—if need be, a Muslim—he will probably attract to the school the boys who otherwise might stay away.

14. There is yet another aspect of the problem. I found in some districts, societies running large numbers of schools and receiving large grants from the boards. This does not commend itself to me. There is little need for these schools and I had no hesitation in recommending cessation of aid when I found them alongside district board schools. In one instance 27 pathshalas are controlled by a *sabha*. The enrolment of these 27 institutions is 879 and the average attendance is 651 giving an individual figure of 33 for enrolment and 25 for attendance : clear proof of inefficiency. The pay of the teachers is Rs.521 per mensem towards which the board pays Rs.385. Of these pathshalas 22 are single teacher institutions the bulk of which might very reasonably be closed with a consequent saving of Rs.3,500 to the board. This sum could be used in helping to pay the $6\frac{1}{2}$ per cent. flat out, which in this board is being met largely by cutting the pay of the teachers. In another district I found a society which interests itself in the depressed classes busy competing with district board schools for pupils and receiving grants to help it. There is no need for this duplication of the work and the deputy inspector should see that this competition ceases. The aid to the school where it is in competition should be withdrawn and the boys told to join the board school.

15. In many cases Islamia schools appear on the registers of the board with an enrolment just over 20. The average attendance is bound to be under 20 and the school is due for closure under rule 75. I suggest an amendment to rules 75, 77, 78 and 80 of the District Board rules. Therein the term "an attendance of at least 20" should be replaced by "an enrolment of not less than 30." This will force the teacher to get bigger classes and show whether there is any justification for his school.

CHAPTER XI

MISCELLANEOUS

1. The district boards' budgets for vernacular education amount to Rs.1,09 lakhs. The expenditure on the education office of the boards amounts to Rs.2,91,000 or a little under 3 per cent. of the budget. There is however considerable variation in this item between different boards. Saharanpur with a budget of Rs.1.92 lakhs spends Rs.10,495 on its office. Basti with a budget of Rs.3.92, twice that of Saharanpur, spends only Rs.8,560 or less than Saharanpur. Azamgarh is able to administer a budget of Rs.3.5 lakhs for Rs.5,839. Six boards, Dehra Dun, Saharanpur, Shahjahanpur, Naini Tal, Gonda and Bara Banki are spending more than 4 per cent. of their budget on clerks. In three of these cases Saharanpur, Shahjahanpur and Gonda there is room for retrenchment. Ten boards are spending less than 2 per cent. of their budget on this item. In some cases the salary of the head clerk has been fixed at a very low figure, e.g. Rs.50 per mensem. It is a doubtful economy to pay inadequate salaries to men who are handling considerable sums of money. In Agra Division, as Inspector, I had proof of this in the finances of one board. I had complaints on my tour also that the better paid posts were kept for the general department of the board and the lower paid posts were assigned to the education section. There are in the offices of the boards 346 clerks, i.e. an average of 7 per board and the average pay is Rs.70 per month. This is quite high enough and I do not think that the clerical staff as a whole are underpaid. But there is need for uniformity in the staffing and pay of these offices. The allotment of clerks for the educational work of the board is provided for in rule 10 of the District Board Educational rules. An effort at standardization was made in 1929 when the subject was carefully considered and a clerical staff proposed on the following basis :—

•00001 of the prescribed minimum expenditure.

+•004 of the total number of schools in the district.

+•003 of the number of teachers.

These three items combined should give the requisite number of clerks for the education office.

The scheme would have cost Rs.60,000 per annum additional expenditure and it was proposed that Government should give certain boards the funds to staff their offices on this basis. Owing to lack of funds no action could be taken. I suggest that the Inspector be asked to look into the expenditure by each board on this item and where expenditure exceeds 4 per cent. or falls short of 2 per cent. he should consider whether action should be taken to get the board to bring its

expenditure on clerks within these limits, viz. 2 per cent. to 4 per cent. of the educational budget of the board. A rough guide as to the requisite clerical staff of a board is one clerk to each Rs.33,000 in the Educational budget with a minimum of three clerks. On this basis 330 clerks would do the work at present done by 346. Some of the offices were none too efficient. Much depends on the personality of the head clerk.

2. The teachers in the district board schools are district board servants and as such their services are governed by rule 7 of Chapter III in the District Board Manual which says :

“ No officer or servant of the board shall be retained in the service of the board beyond April 1 following the date on which he attains the age of 65 years, except for special reasons to be recorded by the board in a resolution, and no extension of service for more than one year at a time shall be allowed in the case of any employee whose age is 60 years or more.”

Teachers in my opinion stand in a special category. The bulk of them are of little use past 55 years of age and if they reach 60 they should be regarded as having completed their teaching career. Table no. XXI shows that there are some 800 teachers over 55 years of age and of these 119 are over 60. I have proposed to chairmen of education committees that teachers should normally retire at 55 years of age and when extension is given, it should be based on the favourable report of the inspecting staff and should be for one year at a time and no extension should under any circumstances be given past 60 years. The chairmen with two exceptions have willingly accepted this proposition. Some boards are already retiring their teachers in this way. I suggest therefore that in the district board educational rules a new rule be inserted to the effect that no teacher shall be retained in the service of the board after he attains the age of 60 years and that while a teacher may be retired on attaining 55 years of age, he may be retained in service at the discretion of the chairman of the education committee on the favourable report of the local inspecting staff but such extension of service shall be for one year at a time only and no extension shall be given past 60 years. It is within the competence of the board to make such a rule under section 173(1)(j) of the District Boards Act, but I should prefer a new rule by Government order.

3. If the above proposal is accepted it will be necessary to consider whether some amendment should not be made to the provident fund rules for teachers. At present under rule 2 of the provident fund regulations (Chapter III of the District Board Manual) district board servants whose salary is not less than Rs.20 per mensem must subscribe to the provident fund. Other servants are permitted to subscribe. Usually district boards do not allow their teachers receiving less than Rs.20 per mensem to subscribe. It is clear, however, that if a teacher is to retire at the age of 55 he must have something to live on. The bulk of district board teachers get less than Rs.20.

Under rule 16 of the District Board Educational rules the grades for assistant masters in primary schools are :

- 30 per cent. on Rs.17 per mensem.
- 50 per cent. on Rs.19 per mensem.
- 20 per cent. on Rs.20 per mensem.

Thus not only the untrained teacher but also the bulk of the certificated assistant masters are deprived of the benefits of provident fund. I suggest therefore that a special rule be made that district board teachers who are trained shall on confirmation be required to contribute to the provident fund at the rate specified in rule 2 of the provident fund regulations.

At present out of the 28,944 teachers in district board primary schools there are some 16,000 teachers including 4,000 untrained teachers who do not subscribe to the provident fund. I estimate that to finance a provident fund for those 12,000 trained teachers the boards would have to find Rs.75,000 per annum or say between Rs.1,500 and Rs.2,000 per board. I recommend that this sum should be debited to the existing prescribed minimum expenditure which should not be enhanced thereby and money found by savings to be made from the closure of schools.

4. I was asked several times to state who is the correct authority to grant extensions of service or to retire a teacher. This point is not specifically mentioned in section 82A of the District Boards Act, nor are the privisos of rule 7 in Chapter III of the Manual perfectly clear. It seems desirable that these powers should be given to the Chairman of the Education Committee and this may be embodied in the new rule specifying the retiring age of a teacher.

5. Among other ways of meeting the $6\frac{1}{4}$ per cent. cut, some boards are effecting this economy by withholding promotions to the superior grades. In an eastern circle I was told that in only one board were the correct grade promotions being given. I give below, as a sample, the grades and numbers of appointments in one board :—

Grade in rupees	..	30	25	*22	20	19	*17	14	13	12
Actual appointments	..	19	39	87	29	22	130	33	9	79
Schedule appointments	..	29	43	73	50	126	75	38	16	62

It is clearly inequitable that teachers due for promotion to a higher grade should be denied their advancement and this method of effecting economy should not be permitted. The provisions of District Board Educational rules nos. 12(8), 13, 15, 16 and 18 should be brought to the notice of the Chairman, Education Committee, and he should be required to make the necessary promotions in accordance with those rules. The Inspector should pay attention to this point when scrutinizing the educational schedule of the board.

6. In sub-section (2) of section 65A of the District Boards Act, it is now ordered that the education committee shall have power to sanction contracts for educational purposes but contracts for "special

*These are the lowest grades respectively for head masters and for trained assistant masters in primary schools.

repairs" shall be sanctioned by the board. The term "special repairs" is in places causing trouble. It is evident from paragraph 392(b) of the Educational Code that special repairs are of a non-recurring nature. Such items as re-building a wall or re-roofing a school are special repairs. Special repairs may be debited to the education fund account, and savings may be expended on those items. I have found, however, that where the chairman of the board and the chairman of the education committee were at variance, the term "special repairs" was made a source of contention, each party trying to have the right of awarding the contract. I have not been able to get a satisfactory definition of special repairs but I think that special repairs should be an unusual item. I suggest as a tentative definition that all repairs in excess of 10 per cent. of the capital value of the institution shall be termed special repairs.

CHAPTER XII

SUMMARY OF RECOMMENDATIONS

Chapter II

1. The district board survey maps showing schools etc. should be combined into a complete district map. When the present maps are revised girls' schools should also be shown in them. The schools should all be named in Roman type and enrolment shown in different ink for three years. (Paragraph 3.)

Chapter III

2. The list of circles in which a primary school is to be established should be furnished by district boards to inspectors. (Paragraph 5.)

3. A new paragraph should be inserted in the Educational Code requiring the Chairman, Education Committee, to satisfy himself as to the need for a new school. (Paragraph 12.)

4. A standard form embodying information of the type given in paragraph 166A(b) of the Educational Code should be prescribed for recognition of primary schools. (Paragraph 12.)

5. The Inspector in his yearly tour in the interior of two districts should meet the Chairman, Education Committee, scrutinize the Board's maps for uneconomical and superfluous schools and report to the Director of Public Instruction what action he has taken to eliminate these. (Paragraph 14.)

6. The smallest educational unit should be the two teacher school with a minimum enrolment of 50 boys. (Paragraph 25.)

7. Admission should be limited to July-August yearly. Boys under six years of age should not be encouraged to come to school. Paragraph 175 of the Educational Code should be altered. (Paragraph 29.)

8. Admission should be controlled. Compulsory attendance in place of compulsory education should be tried. (Paragraph 32.)

9. A new condition be added to rule 70 of the District Board Educational rules that no grant shall be made where the school is within one and a half miles from a primary or preparatory school maintained by the district board. (Paragraph 33.)

Chapter IV

10. There should be in each Inspector's circle a Government Central Training School. Government should take over the District Board Central Training School, Narwal (District Cawnpore) and establish a new central training school at Basti. The district boards of Gorakhpur, Basti, Meerut, and Allahabad should establish their own central training schools. (Paragraph 7.)

11. Other district boards should be invited to establish joint central training schools. (Paragraph 8.)

12. Stipends should be paid to all students under training. (Paragraph 9.)

13. The heading in the statement of prescribed minimum expenditure should show separately (i) the minimum expenditure for ordinary primary schools in non-compulsory areas, and (ii) the minimum for training of teachers. (Paragraph 10.)

14. Every board should be compelled to provide for the training of teachers, in compliance with rule 25 of the District Board Educational rules, on the scale of 2 per cent. of the cadre at Rs.250 per annum per teacher. (Paragraph 10.)

15. Paragraph 252 of the Educational Code should be amended to secure preference to untrained teachers for admission to training classes; provision of this paragraph should be brought home to the Chairman, Education Committee. (Paragraph 11.)

Chapter V

16. Government should retain permanently Rs.3 lakhs arising from the $6\frac{1}{2}$ per cent. cut and distribute this to boards not getting their share of grant on a population basis. The money should be spent on *pucca* buildings (Rs.3,300 per building) to be allocated by the Inspector and given free, as non-recurring grants to boards, not more than Rs.30,000 to be given to one board at a time. (Paragraph 7.)

17. A register of value of all school buildings owned by boards should be prepared and on this value provision should be made in the district board budget for annual repairs on the basis of 5 per cent. of *kachcha* and 2 per cent. of *pucca* buildings. (Paragraph 12.)

18. Where recommended by the Inspector, Government may give grants to district boards for providing hostels for vernacular middle schools. (Paragraph 13.)

19. An engineer to control the building programmes should be attached to the office of the Director of Public Instruction. (Paragraph 14.)

20. A minimum of $1\frac{1}{2}$ per cent. of the minimum expenditure prescribed for the respective sub-heads of vernacular education should be provided for recurring expenditure on equipment of schools. (Paragraph 15.)

Chapter VI

21. The existing schemes for compulsory primary education for boys in municipalities and in district boards should be revised. Schools should be reorganized. A building programme should be begun. (Paragraph 19.)

22. Compact areas for district boards are required when compulsion is introduced. Compulsion should be applied to an entire municipality. New large school buildings are needed. (Paragraph 20.)

23. No single teacher school should receive recognition under the new scheme for compulsory education. Trained teachers should be employed. (Paragraph 20.)

24. Headmasters of primary schools should not be allowed to act as part-time assistant attendance officers. Schemes should be so revised and new ones so framed as to make it possible to employ a whole-time assistant attendance officer, for whom specific qualifications should be laid down. (Paragraph 20.)

25. Sub-Deputy Inspectors of Schools should learn to check census returns. (Paragraph 20.)

26. A manual of compulsory primary education in Urdu and Hindi should be supplied to compulsory primary schools. (Paragraph 20.)

27. The terms "religious grounds" in section 8(2) of the Compulsory Education Acts and "satisfactory manner" in section 8(3) should be more clearly defined. (Paragraph 20.)

28. Attention of district magistrates should be invited to leniency on the part of magistrates in dealing with cases of defaulting parents under the Compulsory Education Acts. (Paragraph 20.)

29. A minimum fine of Re.1 may be inserted in section 10(1) of the Acts. (Paragraph 20.)

30. School committees should be required to compound cases, where possible. (Paragraph 21.)

31. A post of Assistant Deputy Director of Public Instruction should be created in the office of the Director of Public Instruction to look after, under the Deputy Director of Public Instruction, the working of the schemes of compulsory primary education. (Paragraph 22.)

Chapter VII

32. The reference to classes III and IV in rule 45 of the District Board Educational rules should be deleted. (Paragraph 2.)

33. Permission given to any district board to abolish fees in primary schools—except in areas under compulsion—should be withdrawn and all boards should be required to levy fees according to a new rule to be made in the District Board Educational rules. (Paragraph 7.)

34. The following should be the scale of monthly fee as a minimum for primary and preparatory schools. (Paragraph 8.)

	As.	p.
Infant class	..	0 6
Class I	..	1 0
Class II	..	1 0
Class III	..	2 0
Class IV	..	2 0

35. Exemptions from fees in primary schools should be limited to 25 per cent. of the enrolment of each school and no half rates should be allowed. (Paragraph 8.)

36. Boards should be required to charge a minimum fee of six annas in vernacular middle schools and 25 per cent. as a maximum of the enrolment may be exempted from payment of fees. (Paragraph 9.)

37. Education committees may be empowered to secure, for expenditure on educational objects, for a limited term—say five years—a substantial share, if not the whole, of the fee income in excess of that for 1933-34. (Paragraph 11.)

38. Chairmen, education committees, may be invited, when the present educational contract ends in 1936, to submit proposals for readjustment of figures of minimum expenditure under the six sub-heads of vernacular education, and the boards may be allowed to use fresh income from school fees in readjusting their minima. (Paragraph 12.)

Chapter VIII

39. Closure of uneconomical schools should take place with effect from July 1, 1934. (Paragraph 6.)

40. Boards should be asked to submit proposals for utilizing savings arising from closure of schools on (a) recurring expenditure on repairs and equipment of schools, (b) training of teachers, (c) expansion of vernacular middle education, (d) extension of provident fund to trained teachers who are confirmed and do not contribute to that fund, and (e) construction of new *pucca* school buildings (by transferring savings to education funds). (Paragraph 7.)

Chapter IX

41. Decent primary schools for girls with playground, etc. should be erected where a demand for such schools is established. (Paragraph 4.)

42. A Government order should issue advising chairmen, education committees, to instruct the local inspecting staff to make efforts to bring girls into boys' schools, especially in preparatory classes. (Paragraph 7.)

43. Efforts should be made to get wives of teachers trained and use them in schools along with their husbands. (Paragraph 9.)

44. Provision for the award of scholarships and stipends to women teachers under paragraphs 354 and 355 of Educational Code should be increased. (Paragraph 9.)

45. A class for training mistresses in sewing and cutting out should be attached to each Government Normal School for girls. (Paragraph 10.)

46. No scheme of compulsory primary education for girls should be sanctioned until the buildings in which the girls are to be taught have actually been built, inspected and before use approved by the circle inspectress. (Paragraph 11.)

47. No attempt should be made in the first year to enrol all the girls liable to compulsion. In the first year of compulsion only the lowest of the years liable should be brought into school. In the second year two years of girls and so on till in the fifth year of compulsion five years of girls are in school. (Paragraph 11.)

48. Existing institutions in which girls are being taught at present should not *ipso facto* be included in the scheme. The scheme should assume a clean start and only those schools should be accepted for it which satisfy the circle inspectress on the score of accommodation, staff, equipment and efficiency from the point of view of compulsion. (Paragraph 11.)

Chapter X

49. When the new educational contract with district boards is framed in 1936 the sub-head "Depressed class education" in the education budget of boards should be merged in "ordinary primary schools." (Paragraph 6.)

50. From 1936 depressed class schools working successfully should cease to be called "Depressed class schools" and should become ordinary district board primary or preparatory schools. (Paragraph 6.)

51. Where the depressed class school is inefficient or superfluous it should be abolished, the boys going to the nearest board's school. (Paragraph 6.)

52. A teacher belonging to the depressed classes should not ordinarily be dismissed. If the school is retained, he should be retained with it. If abolished, efforts should be made to provide a post for him in the district board service as a teacher. (Paragraph 6.)

53. Adequate provision should be made for the selection, training and the enrolment after training in the district board cadre of pupil teachers from the depressed classes. (Paragraph 6.)

54. Savings arising from the closure of depressed class schools should be spent in awarding more scholarships to depressed class boys. (Paragraph 6.)

55. District boards should be asked not to aid those maktabas and pathshalas where enrolment, accommodation and finance are unsatisfactory. The inspecting staff should be asked to base their recommendations, under rules 76 and 79 of the District Board Educational rules, on a scrutiny of the schools on the points laid down in rule 70. (Paragraph 11.)

56. Instructions should be issued to chairmen, education committees, that in cases where no grant is recommended by the inspecting staff no grant should be paid. (Paragraph 11.)

57. District boards should be asked to discourage the opening of fresh segregate schools and to take steps to abolish such schools as are clearly inefficient. (Paragraph 12.)

58. Savings from closure of maktabas and pathshalas should be used to extend existing board schools and improve their staff. (Paragraph 12.)

59. District boards may be advised to appoint to their ordinary primary schools a much higher percentage of Muslim teachers. (Paragraph 13.)

60. Grant-in-aid should be withdrawn by district boards from schools managed by *sabhas* or societies where these schools compete with board schools. (Paragraph 14.)

61. District Board Educational rules nos. 75, 77, 78 and 80 should be amended by substituting the words "an enrolment of not less than 30" in place of the words "an attendance of at least 20." (Paragraph 15.)

Chapter XI

62. The Inspector should be asked to look into the expenditure by each district board on education office and where expenditure exceeds 4 per cent. or falls short of 2 per cent. of the total educational budget he should consider whether action should be taken to get the board to bring its expenditure on educational clerks within these limits, viz. 2 per cent. to 4 four per cent. (Paragraph 1.)

63. A new rule should be made in the District Board Educational rules to the effect that no teacher shall be retained in the service of the board after he attains the age of 60 years and that while a teacher may be retired on attaining 55 years of age, he may be retained in service at the discretion of the chairman of the education committee on the favourable report of the local inspecting staff, but such extension of service shall be for one year at a time only and no extension shall be given past 60 years. The powers to grant extensions of service or to retire a teacher should be vested in the chairman. (Paragraph 2.)

64. A new rule should be made to the effect that district board teachers who are trained shall on confirmation be required to contribute to the provident fund at the rate specified in rule 2 of the provident fund regulations (Chapter III of District Board Manual). (Paragraph 3.)

65. The provisions of District Board Educational rules nos. 12(8), 13, 15, 16 and 18 should be brought to the notice of the chairmen, education committees, and they should be asked to make necessary promotions in accordance with those rules. Inspectors should pay attention to this point when scrutinizing the educational schedule of the board. (Paragraph 5.)

66. The term "special repairs" may be defined as "repairs involving an expenditure in excess of 10 per cent. of the capital value of school buildings." (Paragraph 6.)

R. S. WEIR.

ALLAHABAD :

Assistant Director of Public Instruction,

April 30, 1934.

United Provinces.

APPENDIX “A”

TABLES

I—Statement showing number of institutions teaching up to primary and preparatory standard (with enrolment) maintained or aided by district boards, on October 31, 1933 (including schools for Muslims and depressed classes)

District		Number of Institutions maintained by the Board		Number of Institutions aided by the Board		Enrolment on 31st October, 1933 in—							
		Teaching up to primary standard	Teaching up to pre-paratory standard	Teaching up to primary standard	Teaching up to pre-paratory standard	Total	Infant class	Class I	Class II	Class III	Class IV	Total	
1		2	3	4	5	6	7	8	9	10	11	12	
MEERUT	Dehra Dun	50	13	3	11	77	1,790	919	635	472	347	4,163	
	Saharanpur	164	70	9	69	312	8,416	2,629	2,041	1,647	1,156	15,889	
	Muzaffarnagar	144	101	2	62	309	6,132	2,521	2,188	1,701	1,414	13,956	
	Meerut	281	192	24	290	787	15,957	7,695	6,157	4,356	3,298	37,463	
	Bulandshahr	195	38	20	49	302	6,206	3,501	3,046	2,500	1,950	17,203	
	Total	834	414	58	481	1,787	38,501	17,265	14,067	10,676	8,165	88,674	
AGRA	Aligarh	164	139	3	33	339	6,413	3,288	2,609	1,954	1,469	15,733	
	Muttra	163	55	..	11	229	4,622	2,780	2,335	1,900	1,449	13,086	
	Agra	206	98	3	40	347	7,786	4,188	3,273	2,436	1,696	19,379	
	Mainpuri	153	105	1	20	279	6,968	2,865	2,313	1,592	1,207	14,945	
	Etah	150	93	..	35	278	5,286	2,638	2,048	1,525	1,088	12,535	
	Total	836	490	7	139	1,472	31,075	15,759	12,578	9,407	6,909	75,728	
ROHILKHAND	Baroilly	130	112	3	68	313	5,839	2,797	1,820	1,237	922	12,615	
	Bijnor	138	87	7	68	300	6,444	3,274	2,234	1,540	1,116	14,608	
	Budaun	124	128	4	58	314	4,861	2,828	1,842	1,408	717	11,656	
	Moradabad	207	95	4	74	380	9,160	3,787	2,576	1,779	1,347	18,649	
	Shahjahanpur	128	203	1	97	429	9,558	3,487	2,261	1,706	986	17,998	
	Pilibhit	77	98	4	48	227	3,991	1,829	1,188	774	624	8,406	
AYIAH-APAD	Total	804	723	23	413	1,963	39,853	18,002	11,921	8,444	5,712	83,932	
	Farrukhabad	194	120	1	138	453	8,400	3,687	2,962	2,083	1,571	18,708	
	Etawah	185	133	..	35	353	6,715	4,039	2,967	2,211	1,606	17,538	
	Cawnpore	257	159	..	37	453	9,730	5,371	3,756	2,711	1,933	23,551	
	Fatehpur	155	60	2	42	259	5,330	3,164	2,362	1,819	1,226	13,901	
	Allahabad	308	188	7	213	716	20,948	7,707	5,244	3,669	2,670	40,238	
JHANSI	Total	1,099	660	10	465	2,234	51,123	23,968	17,291	12,493	9,056	113,931	
	Jhansi	135	130	2	44	311	6,674	2,544	1,832	1,211	808	13,069	
	Jalaun	116	61	2	30	209	3,744	1,997	1,531	1,093	763	9,128	
	Hamirpur	148	64	12	65	289	6,378	2,442	1,678	1,120	736	12,354	
	Banda	146	158	..	30	334	5,736	3,155	2,238	1,340	883	13,352	
	Total	545	413	16	169	1,143	22,532	10,138	7,279	4,764	3,190	47,903	
BENARES	Benares	266	67	..	3	336	10,900	7,013	4,466	3,428	2,425	28,232	
	Mirzapur	183	93	..	35	311	8,853	3,852	2,571	1,678	1,157	18,111	
	Jaunpur	307	128	2	134	571	18,043	7,498	5,092	3,892	2,454	36,979	
	Ghazipur	243	57	8	113	421	11,041	6,023	3,641	2,522	1,900	25,127	
	Ballia	326	73	4	57	460	18,058	6,264	4,496	3,437	2,516	34,771	
	Total	1,325	418	14	342	2,099	66,895	30,650	20,266	14,957	10,452	143,220	
CORAH-TUR	Gorakhpur	471	138	20	225	854	22,185	14,397	10,694	7,871	5,932	61,079	
	Basti	318	157	22	262	759	17,488	8,710	6,821	4,727	3,423	41,169	
	Azamgarh	275	166	10	243	694	23,823	7,357	5,111	3,574	2,752	42,617	
	Total	1,064	461	52	730	2,307	63,496	30,464	22,626	16,172	12,107	144,865	
	Naini Tal	89	57	..	9	155	2,381	1,274	945	604	500	5,704	
	Almora	200	87	6	78	371	8,232	4,017	3,120	1,944	1,585	18,898	
MATH	Garhwal	146	199	2	36	383	4,472	3,844	2,471	1,651	993	13,431	
	Total	435	343	8	123	909	15,085	9,135	6,536	4,199	3,078	38,033	
	LUCKNOW	Lucknow	165	44	..	38	247	6,352	2,938	1,929	1,359	984	13,562
		Unao	154	61	7	63	285	7,226	3,671	2,934	2,141	1,519	17,491
		Rae Bareli	148	91	..	51	290	1,528	2,070	2,847	3,801	7,215	17,461
		Sitapur	180	141	5	55	381	9,057	5,237	3,594	2,062	1,447	21,397
Hardoi		208	245	1	55	509	9,624	4,535	3,184	2,171	1,594	21,108	
Kheri		118	75	7	63	263	6,498	2,456	1,795	1,410	938	13,097	
FYZABAD	Total	973	657	20	325	1,975	40,285	20,907	16,283	12,944	18,697	104,116	
	Fyzabad	179	81	9	74	343	7,586	4,527	3,438	2,344	1,443	19,338	
	Gonda	184	116	4	76	380	8,145	5,416	3,268	1,953	1,362	20,144	
	Bahraich	179	135	5	56	375	8,028	4,867	2,980	1,580	1,078	18,538	
	Sultanpur	172	50	5	59	286	6,573	4,180	2,980	2,278	1,521	17,532	
	Partabgarh	192	48	1	7	248	8,542	5,015	3,742	3,127	2,312	22,738	
FYZABAD	Bara Banki	170	95	7	46	318	8,529	4,056	2,610	1,895	1,280	18,370	
	Total	1,076	525	31	318	1,950	47,403	28,061	19,018	13,177	8,996	1,16,656	
GRAND TOTAL		8,991	5,104	239	3,505	17,839	416,248	204,349	147,865	107,233	81,36	957,057	

II—Statement showing number of primary and preparatory schools for boys, maintained or aided by district boards on October 31, 1933 (including schools for Muslims and depressed classes) arranged according to enrolment

District		Number of schools whose enrolment is							Total number of schools
		Up to or below 20	From 21 to 30	From 31 to 40	From 41 to 50	From 51 to 60	From 61 to 80	Over 80	
1		2	3	4	5	6	7	8	9
MEERUT	Dehra Dun ..	6	17	8	15	10	8	13	77
	Saharanpur ..	15	79	42	71	43	32	30	312
	Muzaffarnagar ..	9	112	48	32	49	23	36	309
	Meerut ..	14	248	195	44	89	88	109	787
	Bulandshahr ..	6	38	69	35	55	47	52	302
	Total ..	50	494	362	197	246	198	240	1,787
AGRA	Aligarh ..	28	96	38	52	40	18	67	339
	Muttra ..	4	50	17	28	55	33	42	229
	Agra ..	4	83	49	30	86	31	64	347
	Mainpuri ..	5	55	56	21	67	46	39	279
	Etah ..	2	86	32	46	69	16	27	278
	Total ..	43	370	192	177	307	144	239	1,472
ROHILKHAND	Bareilly ..	29	132	29	50	36	14	23	313
	Bijnor ..	13	104	46	34	50	12	41	300
	Budaun ..	16	144	33	48	38	22	13	314
	Moradabad ..	8	135	34	49	73	31	50	380
	Shahjahanpur ..	7	182	101	16	51	44	28	429
	Pilibhit ..	33	105	16	28	23	3	19	227
	Total ..	106	802	259	225	271	126	174	1,963
ALLAHABAD	Farrukhabad ..	12	222	42	62	47	34	34	453
	Etawah ..	11	113	44	29	72	42	42	353
	Cawnpore ..	27	81	62	59	90	58	76	453
	Fatehpur ..	7	58	31	39	50	28	46	259
	Allahabad ..	48	227	98	64	66	54	159	716
	Total ..	105	701	277	253	325	216	357	2,234
JHANSI	Jhansi ..	11	153	25	27	40	23	23	311
	Jalaun ..	13	64	28	38	39	11	16	209
	Hamirpur ..	6	130	27	49	37	16	24	289
	Banda ..	21	131	33	68	38	16	27	334
	Total ..	51	478	113	182	163	66	90	1,143
BENARES	Benares ..	3	27	15	47	24	60	160	336
	Mirzapur ..	19	69	21	36	53	33	80	311
	Jaunpur ..	3	88	139	25	66	76	174	571
	Ghazipur ..	4	74	75	21	97	59	91	421
	Ballia	26	95	22	31	137	149	460
	Total ..	29	284	345	151	271	365	654	2,099
GHAZIPUR	Gorakhpur ..	31	96	133	80	66	136	312	854
	Basti ..	17	216	149	50	94	70	163	759
	Azamgarh ..	7	89	191	82	51	90	184	694
	Total ..	55	401	473	212	211	296	659	2,307
NAINI TAL	Naini Tal ..	33	38	31	29	11	7	6	155
	Almora ..	14	101	51	50	51	48	56	371
	Garhwal ..	87	81	92	65	26	21	11	383
	Total ..	134	220	174	144	88	76	73	909
LUCKNOW	Lucknow ..	6	63	20	47	39	29	43	247
	Unao ..	4	66	37	36	40	29	73	285
	Rae Bareilly ..	9	57	44	27	44	32	77	290
	Sitapur ..	9	105	50	37	58	45	77	381
	Hardoi ..	23	239	49	51	68	39	40	509
	Kheri ..	28	91	23	22	32	23	44	263
	Total ..	79	621	223	220	281	197	354	1,975
FYZABAD	Fyzabad ..	10	80	57	20	53	36	87	343
	Gonda ..	11	110	61	23	81	53	41	380
	Bahraich ..	14	149	37	70	51	29	25	375
	Sultanpur ..	2	36	61	13	37	74	63	286
	Partabgarh	4	19	10	27	61	127	248
	Bara Banki ..	4	83	39	29	52	34	77	318
	Total ..	41	462	274	165	301	287	420	1,950
GRAND TOTAL		693	4,833	2,692	1,926	2,464	1,971	3,260	17,839

III—Statement showing number of primary schools for boys maintained or aided by district boards on October 31, 1933 (including schools for Muslims and depressed classes) with details of enrolment in Class IV.

District		Number of primary schools whose enrolment in Class IV is—				
		Up to or below 10	From 11 to 20	From 21 to 30	Over 30	Total number of schools
1		2	3	4	5	6
MEERUT	Dehra Dun	45	7	..	1	53
	Saharanpur	144	27	2	..	173
	Muzaffarnagar	101	37	8	..	146
	Meerut	153	121	28	3	305
	Bulandshahr	150	54	9	2	215
	Total	593	246	47	6	892
AGRA	Aligarh	115	49	2	1	167
	Muttra	122	33	8	..	163
	Agra	162	38	8	1	209
	Mainpuri	126	21	2	5	154
	Etah	129	17	4	..	150
	Total	654	158	24	7	843
ROHILKHAND	Bareilly	110	20	3	..	133
	Bijnor	112	25	5	3	145
	Budaun	111	14	3	..	128
	Moradabad	182	27	2	..	211
	Shahjahanpur	102	23	4	..	129
	Pilibhit	60	20	1	..	81
	Total	677	129	18	3	827
ALLAHABAD	Farrukhabad	183	12	195
	Etawah	146	26	10	3	185
	Cawnpore	194	57	4	2	257
	Fatehpur	123	31	2	1	157
	Allahabad	230	61	14	10	315
	Total	876	187	30	16	1,109
JHANSI	Jhansi	121	13	3	..	137
	Jalaun	106	10	1	1	118
	Hamirpur	151	7	2	..	160
	Banda	126	18	2	..	146
	Total	504	48	8	1	561
BENARES	Benares	25	123	65	53	266
	Mirzapur	157	24	2	..	183
	Jaunpur	228	76	5	..	309
	Ghazipur	207	38	5	1	251
	Ballia	248	71	8	3	330
	Total	865	332	85	57	1,339
GORAKHPUR	Gorakhpur	263	167	44	17	491
	Basti	217	107	8	8	340
	Azamgarh	193	68	19	3	283
	Total	675	342	71	28	1,116
MAUNPUR	Naini Tal	86	1	2	..	89
	Almora	154	44	7	1	206
	Garhwal	137	11	148
	Total	377	56	9	1	443
LUCKNOW	Lucknow	136	25	4	..	165
	Unao	110	37	12	2	161
	Rae Bareilly	98	36	12	2	148
	Sitapur	140	38	7	..	185
	Hardoi	168	34	5	2	209
	Kheri	37	37	29	22	125
	Total	689	207	69	28	993
FYZABAD	Fyzabad	148	35	3	2	188
	Gonda	144	40	3	1	188
	Bahraich	167	14	3	..	184
	Sultanpur	130	41	6	..	177
	Partabgarh	108	61	16	8	193
	Bara Banki	127	42	1	7	177
	Total	824	233	32	18	1,107
	GRAND TOTAL	6,734	1,938	398	165	9,230

IV—Statement showing number of primary and preparatory schools for boys, maintained or aided by district boards, on October 31, 1933 (including schools for Muslims and depressed classes) according to the number of teachers.

District		Number of primary or preparatory schools which have—				
		One teacher	Two teachers	Three teachers	Four or more teachers	Total number of schools
1		2	3	4	5	6
MEERUT	Dehra Dun	27	38	9	3	77
	Saharanpur	133	132	37	10	312
	Muzaffarnagar	160	106	34	9	309
	Meerut	471	199	93	24	787
	Bulandshahr	123	118	49	12	302
	Total	914	593	222	58	1,787
AGRA	Aligarh	160	124	40	15	339
	Muttra	66	118	31	14	229
	Agra	136	142	51	18	347
	Mainpuri	124	116	29	10	279
	Etah	125	122	25	6	278
	Total	611	622	176	63	1,472
ROHTAKHAND	Barcilly	182	103	17	11	313
	Bijnor	153	102	19	26	300
	Budaun	182	101	22	9	314
	Moradabad	166	144	48	22	380
	Shahjahanpur	290	110	20	9	429
	Pilibhit	149	58	16	4	227
	Total	1,122	618	142	81	1,963
ALLAHABAD	Farrukhabad	272	134	33	14	453
	Etawah	168	140	28	17	353
	Cawnpore	172	182	73	26	453
	Fatehpur	101	113	37	8	259
	Allahabad	397	159	77	83	716
	Total	1,110	728	248	148	2,234
JHANSI	Jhansi	188	93	23	7	311
	Jalaun	96	97	12	4	209
	Hamirpur	155	102	22	10	289
	Banda	183	117	20	14	334
	Total	622	409	77	35	1,143
BENARES	Benares	41	96	95	104	336
	Mirzapur	116	111	49	35	311
	Jaunpur	247	134	133	57	571
	Ghazipur	172	135	75	39	421
	Ballia	142	185	89	44	460
	Total	718	661	441	279	2,099
GORAKHPUR	Gorakhpur	306	213	228	107	854
	Rasti	399	173	136	51	759
	Azamgarh	341	149	130	74	694
	Total	1,046	535	494	232	2,307
NAINI TAL	Naini Tal	77	68	7	3	155
	Almora	215	144	20	4	383
	Garhwal	169	122	58	22	371
	Total	461	334	85	29	909
LUCKNOW	Lucknow	92	96	41	18	247
	Unao	109	103	46	27	285
	Rae Bareilly	112	90	61	27	290
	Sitapur	163	134	52	32	381
	Hardoi	299	167	28	15	509
	Kheri	141	75	33	14	263
	Total	916	665	261	133	1,975
FYZABAD	Fyzabad	146	107	71	19	343
	Gonda	188	136	42	14	380
	Bahraich	185	140	33	17	375
	Sultanpur	103	128	34	21	286
	Partabgarh	36	87	70	55	248
	Bara Banki	130	112	60	16	318
	Total	788	710	310	142	1,950
GRAND TOTAL		8,308	5,875	2,456	1,200	17,839

V—Statement showing particulars of vernacular middle schools for boys

District		Number of schools				Enrolment on the 31st October, 1933			
		Boards	Aided	Unaided but recognized	Total	Class V	Class VI	Class VII	Total
I		2	3	4	5	6	7	8	9
MEERUT	Dehra Dun ..	3	3	133	102	127	362
	Saharanpur ..	15	15	568	408	415	1,391
	Muzaffarnagar ..	16	..	1	17	782	637	600	2,019
	Meerut ..	16	16	1,423	1,253	905	3,581
	Bulandshahr ..	12	12	900	648	623	2,171
	Total ..	62	..	1	63	3,806	3,048	2,670	9,524
AGRA	Aligarh ..	13	13	761	472	447	1,680
	Muttra ..	10	10	631	492	404	1,527
	Agra ..	14	14	806	572	391	1,769
	Mainpuri ..	11	11	625	489	430	1,544
	Etah ..	8	1	1	10	474	326	254	1,054
	Total ..	56	1	1	58	3,297	2,351	1,926	7,574
ROHILKHAND	Bareilly ..	13	1	1	15	507	419	355	1,281
	Bijnor ..	14	14	660	455	388	1,503
	Budaun ..	12	12	509	411	353	1,273
	Moradabad ..	17	17	603	566	505	1,764
	Shahjahanpur ..	13	13	561	339	278	1,178
	Pilibhit ..	7	7	325	211	139	675
	Total ..	76	1	1	78	3,255	2,401	2,018	7,674
ALLAH-ABAD	Farrukhabad ..	17	7	..	24	963	826	639	2,428
	Etawah ..	16	16	730	510	397	1,637
	Cawnpore ..	16	16	757	695	646	2,098
	Fatehpur ..	15	15	656	567	630	1,853
	Allahabad ..	15	15	1,110	895	756	2,761
	Total ..	79	7	..	86	4,216	3,493	3,068	10,777
JHANSI	Jhansi ..	13	13	391	2,019	245	915
	Jalaun ..	10	..	1	11	449	329	397	1,175
	Hamirpur ..	10	10	320	265	224	809
	Banda ..	11	11	346	260	255	861
	Total ..	44	..	1	45	1,506	1,133	1,121	3,760
BENARES	Benares ..	18	18	1,167	905	899	2,971
	Mirzapur ..	10	1	..	11	603	405	346	1,354
	Jaunpur ..	20	20	1,221	878	618	2,717
	Ghazipur ..	19	1	3	23	1,185	1,104	1,245	3,534
	Ballia ..	16	3	1	20	1,485	1,352	1,026	3,863
	Total ..	83	5	4	92	5,661	4,644	4,133	14,438
GORAKHPUR	Gorakhpur ..	34	12	3	49	2,702	2,037	1,854	6,593
	Basti ..	19	8	..	27	1,428	1,108	1,025	3,561
	Azamgarh ..	20	4	..	24	1,516	1,367	1,071	3,954
	Total ..	73	24	3	100	5,646	4,512	3,950	14,108
KUNJAWA	Naini Tal ..	7	7	158	131	117	406
	Almora ..	11	2	1	14	459	396	320	1,175
	Garhwal ..	13	13	283	279	213	775
	Total ..	31	2	1	34	900	806	650	2,356
LUCKNOW	Lucknow ..	9	9	202	270	392	864
	Unao ..	11	11	482	339	357	1,178
	Rae Bareilly ..	17	17	599	504	440	1,543
	Sitapur ..	11	11	637	503	467	1,607
	Hardoi ..	14	14	449	594	489	1,532
	Kheri ..	12	12	502	430	339	1,271
	Total ..	74	74	2,871	2,640	2,484	7,995
FYZABAD	Fyzabad ..	12	12	555	404	356	1,315
	Gonda ..	10	10	573	397	229	1,199
	Bahraich ..	11	11	467	410	346	1,223
	Sultanpur ..	11	1	..	12	539	399	306	1,244
	Partabgarh ..	9	9	719	569	453	1,741
	Bara Banki ..	11	11	537	418	322	1,277
Total ..		64	1	..	65	3,390	2,597	2,012	7,999
GRAND TOTAL ..		642	41	12	695	34,548	27,625	24,032	86,205

(7A)

maintained, aided or unaided by district boards on October 31, 1933

Details of staff employed on 31st October, 1933								Number of vernacular middle schools to which hostels are attached
Head masters	Ordinary assistant masters	Language teachers	Manual training instructors	Rural know- ledge teachers	Agricultural teachers	English teachers	Total (columns 10 to 16)	
10	11	12	13	14	15	16	17	18
3	12	1	1	..	1	2	20	3
15	36	15	..	3	1	4	74	9
17	59	4	2	3	85	15
16	71	..	1	9	..	3	100	14
12	47	..	1	5	..	4	69	12
63	235	16	3	21	4	16	348	53
13	71	2	1	3	1	2	93	13
10	41	9	..	3	1	4	68	10
14	46	7	1	..	1	6	75	9
11	46	..	1	1	..	6	65	8
10	38	1	1	4	54	8
58	242	18	3	8	4	22	355	48
15	33	10	1	1	1	3	64	14
14	42	13	..	1	1	5	76	13
12	50	..	1	..	1	2	66	12
17	64	12	2	3	98	17
13	46	2	1	2	64	8
7	28	1	2	38	6
78	263	25	3	14	6	17	406	70
24	61	2	..	1	..	2	90	17
16	42	6	..	8	2	6	80	16
16	49	15	1	1	1	6	89	16
15	43	..	1	1	..	3	63	14
15	61	14	1	2	1	2	96	15
86	256	37	3	13	4	19	418	78
13	33	1	1	4	62	15
11	27	11	1	3	1	3	57	11
10	28	6	..	1	1	2	48	10
11	28	3	1	..	1	3	47	11
45	116	21	3	4	3	12	204	47
18	81	5	1	1	1	3	110	13
11	39	4	1	2	..	4	61	5
20	79	16	1	7	123	20
23	91	5	1	9	..	6	135	14
20	93	11	14	138	10
92	383	25	3	28	2	34	567	62
49	162	9	1	7	1	25	254	28
27	102	..	1	..	1	3	134	14
24	105	..	1	..	1	2	133	20
100	369	9	3	7	3	30	521	62
7	15	2	1	3	28	7
14	38	..	1	1	..	8	62	10
13	27	1	..	7	48	13
34	80	2	2	2	..	18	138	30
9	23	9	1	1	1	4	48	8
11	28	..	1	1	..	11	52	9
17	39	17	..	2	1	3	79	11
11	51	..	1	2	65	11
14	62	..	1	..	1	3	81	12
12	30	12	..	1	1	3	59	12
74	233	38	4	5	4	26	384	63
12	41	..	1	1	1	2	58	10
10	32	10	..	2	1	3	58	10
11	40	10	1	1	1	8	72	10
12	32	10	..	3	..	4	61	8
9	45	..	1	3	1	4	63	5
11	46	..	1	..	1	7	66	10
65	236	30	4	10	5	28	378	53
695	2,403	221	31	112	35	222	3,719	566

VI—Statement showing particulars of vernacular schools for girls

District		Number of vernacular middle schools for girls	Number of primary schools for girls	Number of preparatory schools for girls	Total number of schools for girls	Total class	
						Infant class	Class I
1		2	3	4	5	6	7
MEERUT	Dehra Dun	5	2	7	136	41
	Saharanpur	3	7	10	132	36
	Muzaffarnagar ..	3	8	30	41	982	208
	Meerut ..	2	14	28	44	1,141	233
	Bulandshahr ..	3	9	7	19	618	233
	Total ..	8	39	74	121	3,009	751
AGRA	Aligarh ..	1	5	37	43	771	242
	Muttra	4	8	12	261	103
	Agra ..	4	10	29	43	978	329
	Mainpuri ..	3	6	16	25	600	189
	Etah	18	16	34	440	173
	Total ..	8	43	106	157	3,050	1,036
ROHILKHAND	Barcilly ..	2	6	25	33	571	257
	Bijnor ..	1	13	20	34	558	170
	Budaun	7	18	25	467	162
	Moradabad ..	4	4	8	16	441	174
	Shahjahanpur ..	1	3	14	18	449	141
	Pilibhit	7	12	19	346	95
	Total ..	8	40	97	145	2,832	999
ALLAH-ABAD	Farrukhabad	13	26	39	771	159
	Etawah ..	4	10	25	39	933	292
	Cawnpore	7	46	53	1,039	311
	Fatehpur ..	1	..	12	13	296	65
	Allahabad ..	1	7	56	64	1,154	336
	Total ..	6	37	165	208	4,193	1,183
JHANSI	Jhansi ..	2	5	24	31	730	185
	Jalaun	2	32	34	663	111
	Hamirpur ..	1	5	22	28	591	122
	Banda ..	1	2	18	21	509	116
	Total ..	4	14	96	114	2,493	534
BENARES	Benares	2	16	18	268	91
	Mirzapur ..	1	2	13	16	297	81
	Jaunpur	5	24	29	582	159
	Ghazipur	4	15	19	385	120
	Ballia ..	1	3	13	17	375	95
	Total ..	2	16	81	99	1,907	546
GORAKHPUR	Gorakhpur ..	2	11	72	85	1,740	521
	Basti	9	68	77	1,435	425
	Azamgarh	14	76	90	1,870	468
	Total ..	2	34	216	252	5,045	1,414
K. C. N. GARHWAL	Naini Tal ..	1	4	8	13	253	90
	Almora	2	19	21	428	96
	Garhwal	1	8	9	96	41
	Total ..	1	7	35	43	777	227
LUCKNOW	Lucknow ..	1	2	9	12	247	89
	Unao ..	1	2	18	21	521	116
	Rae Bareilly	2	14	16	324	90
	Sitapur	6	12	18	354	103
	Hardoi ..	2	6	46	54	1,089	323
	Kheri ..	1	7	22	30	683	179
	Total ..	5	25	121	151	3,218	900
FYZABAD	Fyzabad ..	1	9	43	53	850	335
	Gonda ..	1	2	7	10	267	81
	Bahraich ..	1	2	15	18	341	122
	Sultanpur	10	26	36	633	178
	Partabgarh	3	22	25	544	136
	Bara Banki	6	22	28	709	151
	Total ..	3	32	135	170	3,344	1,003
GRAND TOTAL ..		47	287	1,126	1,460	29,868	8,573

maintained or aided by district boards on October 31, 1933

wise enrolment on October 31, 1933 in—							Number of boys attend- ing girls' schools and included in the enrol- ment shown in column 14	Number of girls reading in boys' schools	Total number of girls read- ing in both kinds of schools (for boys and girls) [columns 14—15+16]
Class II	Class III	Class IV	Class V	Class VI	Class VII	Total	15	16	17
8	9	10	11	12	13	14			
31	24	9	241	17	559	783
19	16	9	212	..	75	287
184	103	52	28	14	14	1,585	23	307	1,869
209	84	70	9	9	..	1,755	..	196	1,951
156	111	74	22	18	..	1,232	10	910	2,132
599	338	214	59	41	14	5,025	50	2,047	7,022
155	38	32	1	3	..	1,242	6	1,294	2,530
74	32	22	492	10	867	1,349
237	88	47	23	8	..	1,710	..	1,554	3,264
128	54	36	15	11	..	1,033	..	1,866	2,899
135	68	25	841	11	971	1,801
729	280	162	39	22	..	5,318	27	6,552	11,843
126	37	34	15	2	..	1,042	..	832	1,874
151	68	55	6	4	1	1,013	..	790	1,803
123	64	35	851	5	1,179	2,025
111	95	76	34	30	46	1,007	..	1,047	2,054
80	44	19	5	6	..	744	..	1,235	1,979
60	38	20	559	..	344	903
651	346	239	60	42	47	5,216	5	5,427	10,638
131	61	63	1,185	..	2,011	3,196
179	99	56	15	9	..	1,583	..	1,306	2,889
188	48	25	1,611	20	2,390	3,981
31	10	4	4	3	..	413	..	1,215	1,628
232	33	20	1	1,776	..	134	1,910
761	251	168	20	12	..	6,568	20	7,056	13,604
87	42	18	3	1	..	1,066	..	257	1,323
86	14	4	878	..	598	1,476
81	33	27	6	4	..	864	864
63	20	12	6	2	..	728	..	842	1,570
317	109	61	15	7	..	3,536	..	1,697	5,233
41	10	4	414	9	3,491	3,896
55	15	4	8	8	..	468	8	1,272	1,732
81	16	10	848	..	1,594	2,442
67	17	10	580	..	3,844	4,433
63	20	10	5	568	..	4,469	5,037
297	78	38	13	8	..	2,887	17	14,670	17,540
385	153	56	9	2	..	2,866	29	2,628	5,465
268	46	22	2,196	35	1,151	3,312
249	43	16	2,646	58	3,749	6,337
902	242	94	9	2	..	7,708	122	7,528	15,114
61	26	19	8	457	5	552	1,004
52	8	5	589	57	828	1,360
25	8	10	180	..	336	516
138	42	34	8	1,226	62	1,716	2,880
57	14	13	4	424	2	797	1,219
89	17	9	1	4	6	763	..	577	1,340
46	18	12	490	18	205	677
95	23	15	590	..	770	1,360
195	76	44	8	2	..	1,737	12	1,970	3,695
128	73	34	12	6	2	1,117	36	513	1,594
610	221	127	25	12	8	5,121	68	4,832	9,885
233	22	21	1	1	..	1,463	86	673	2,050
61	13	16	9	4	..	451	..	245	696
72	38	13	7	3	..	596	..	883	1,479
119	55	25	1,010	18	414	1,406
83	22	10	795	17	900	1,678
94	54	18	1,026	..	237	1,263
662	204	103	17	8	..	5,341	121	3,352	8,572
5,666	2,111	1,240	265	154	69	47,946	492	54,877	1,02,331

VII—Statement showing particulars of Islamia schools, maktabas and elementary pathshalas in districts on October 31, 1933

District	Particulars of Islamia schools and maktabas								Aided pathshalas				
	Number of institutions				Enrolment			Amount provided for recurring expenditure in the revised estimates for 1933-34	Number of pathshalas	Enrolment			Amount provided for expenditure in the revised estimates for 1933-34
	Primary	Preparatory	Maktabas	Total	Boys	Girls	Total			Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Meerut	Dohra Dun	1	..	4	5	178	19	197	Rs. 1,030
	Saharanpur	14	16	38	68	2,421	107	2,528	10,820
	Muzaffarnagar	12	8	19	39	1,463	17	1,480	9,910	4	99	..	1,018
	Meerut	9	10	55	74	2,627	..	2,627	12,880	10	320	..	1,452
	Bulandshahr	7	1	23	31	1,426	73	1,499	6,500
	Total	43	35	139	217	8,115	216	8,331	41,140	14	419	..	2,470
Agra	Aligarh	6	9	10	25	783	..	783	6,200	1	28	..	180
	Muttra	2	12	4	18	532	16	548	3,400
	Agra	3	6	13	22	762	45	807	4,680	1	22	..	147
	Mainpuri	4	13	7	24	683	69	752	6,940	1	18	..	215
	Etah	1	3	16	20	589	12	601	3,000	3	53	..	600
	Total	16	43	50	109	3,349	142	3,491	24,220	6	121	..	1,142
Rohtak	Barilly	5	7	34	46	1,463	60	1,523	9,470
	Bijnor	8	9	49	66	2,410	121	2,531	12,790	19	439	30	2,125
	Budaun	5	12	17	34	996	112	1,108	8,400	23	844	50	7,000
	Moradabad	10	10	27	47	1,789	32	1,821	13,961	12	344	..	1,656
	Shahjahanpur	7	16	21	44	1,271	90	1,361	11,180	63	1,589	232	7,200
	Pilibhit	..	2	20	22	723	95	818	3,700	29	627	37	2,800
Allahabad	Total	35	56	168	259	8,652	510	9,162	59,501	146	3,843	349	4,192
	Farrukhabad	5	6	29	40	1,161	50	1,211	8,400	97	2,170	275	2,445
	Etawah	1	6	11	18	524	23	547	3,600
	Cawnpore	1	5	26	32	794	132	926	4,260	11	233	13	2,020
	Fatehpur	4	8	14	26	745	136	881	6,570	3	82	4	360
	Allahabad	3	6	54	63	2,133	50	2,183	6,907	73	2,205	..	13,140
Jhansi	Total	14	31	134	179	5,357	391	5,748	29,737	184	4,690	292	4,982
	Jhansi	1	3	14	18	526	25	551	3,220	10	743	..	1,476
	Jalaun	4	3	9	16	374	69	443	4,300	2	41	8	288
	Hamirpur	3	1	14	18	665	73	738	4,660	7	190	10	1,104
	Banda	3	3	19	25	736	75	811	4,830	11	286	5	1,194
	Total	11	10	56	77	2,301	242	2,543	16,910	30	1,260	23	4,082
Benares	Benares	12	12	22	36	1,332	339	1,671	9,100	11	352	..	1,320
	Mirzapur	7	3	7	17	632	..	632	3,480	7	170	..	982
	Jaunpur	24	19	52	95	4,032	111	4,143	22,540	12	386	..	1,212
	Ghazipur	13	5	27	45	1,778	21	1,799	10,010	50	1,815	59	5,760
	Ballia	27	8	27	62	2,834	370	3,204	16,510	16	518	..	3,212
	Total	83	37	135	255	10,608	841	11,449	61,640	96	3,271	59	12,486
Gorakhpur	Gorakhpur	16	8	105	129	4,515	398	4,913	20,600	38	907	14	7,404
	Basti	7	2	87	96	3,730	164	3,894	13,988	26	713	44	3,000
	Azamgarh	19	12	51	82	3,458	198	3,656	17,860	59	2,212	89	11,184
	Total	42	22	243	307	11,703	760	12,463	52,448	123	3,832	147	21,588
Maun	Naini Tal	4	3	..	7	286	16	302	2,680
	Almora	2	3	1	6	154	21	175	1,800
	Garhwal	..	3	2	5	107	22	129	810	9	209	..	1,104
	Total	6	9	3	18	547	59	606	5,290	9	209	..	1,104
Lucknow	Lucknow	5	5	21	31	1,035	87	1,122	5,340	2	49	2	240
	Unao	1	5	18	24	696	29	725	4,050	7	275	..	1,120
	Rae Bareilly	1	5	23	29	764	88	852	4,720	1	29	1	72
	Sitapur	3	7	26	36	1,443	..	1,443	8,495	4	133	..	804
	Hardoi	6	9	25	49	1,174	140	1,314	9,880	7	280	20	1,030
	Kheri	2	4	19	25	790	13	803	3,920	18	473	8	2,520
Fyzabad	Total	18	35	132	185	5,902	357	6,259	36,405	39	1,239	31	5,806
	Fyzabad	..	6	27	33	570	..	570	5,800	13	320	..	2,700
	Gonda	2	3	39	44	1,521	56	1,577	7,600	37	1,032	6	4,024
	Bahraich	7	27	34	68	2,115	138	2,253	14,480	10	274	14	1,268
	Sultanpur	8	2	29	39	1,810	100	1,910	10,138	20	757	13	2,676
	Partabgarh	2	5	19	26	972	78	1,050	4,440	13	353	21	2,315
Fyzabad	Bara Banki	4	4	24	32	1,528	20	1,548	7,000	24	826	..	3,132
	Total	23	47	172	242	8,516	392	8,908	49,518	117	3,612	54	16,115
GRAND TOTAL		291	325	1,232	1,848	65,050	3,910	68,960	3,76,809	764	22,496	955	1,12,486

VIII—Statement showing particulars of schools for depressed classes in districts on October 31, 1933

District		Schools for depressed classes									Amount provided for recurring expenditure in the revised estimates for 1933-34
		Maintained by the Board			Aided by the Board			Enrolment			
		Primary	Preparatory	Total	Primary	Preparatory	Total	Boys	Girls	Total	
1		2	3	4	5	6	7	8	9	10	11
MEERUT	Dehra Dun	2	..	2	..	3	3	144	16	160	Rs. 1,360
	Saharanpur	..	1	1	..	3	3	135	..	135	674
	Muzaffarnagar	..	13	13	..	3	3	380	17	397	3,400
	Meerut	3	21	24	8	65	73	3,115	5	3,120	15,390
	Bulandshahr	..	3	3	1	5	6	283	10	293	1,400
	Total	5	38	43	9	79	88	4,057	48	4,105	22,224
AGRA	Aligarh	..	1	1	..	9	9	299	..	299	2,200
	Muttra	..	14	14	367	12	379	2,860
	Agra	1	18	19	563	44	607	3,770
	Mainpuri	3	14	17	..	3	3	601	132	733	2,260
	Etah	..	18	18	..	4	4	520	81	601	4,800
	Total	3	47	50	1	34	35	2,350	269	2,619	15,890
ROHTAKHAND	Bareilly	1	12	13	..	9	9	570	44	614	3,200
	Bijnor	7	7	178	6	184	2,200
	Budaun	..	8	8	187	..	187	2,094
	Moradabad	17	17	487	5	492	4,174
	Shahjahanpur	..	3	3	..	10	10	347	31	378	1,730
	Pilibhit	1	8	9	..	3	3	242	23	265	2,300
	Total	2	31	33	..	46	46	2,011	109	2,120	15,698
ALLAHABAD	Farrukhabad	1	6	7	..	7	7	348	30	378	3,610
	Etawah	1	8	9	271	16	287	2,950
	Cawnpore	..	14	14	290	30	320	3,140
	Fatehpur	1	2	3	..	2	2	141	4	145	2,090
	Allahabad	1	32	33	..	7	7	928	..	928	7,970
	Total	4	62	66	..	16	16	1,978	80	2,058	19,760
JHANSI	Jhansi	4	16	20	..	2	2	684	..	684	8,080
	Jalaun	1	6	7	214	15	229	2,884
	Hamirpur	3	5	8	..	3	3	414	2	416	4,050
	Banda	..	1	1	22	..	22	630
	Total	8	28	36	..	5	5	1,334	17	1,351	15,644
BENARES	Benares	1	11	12	..	1	1	491	61	552	5,190
	Mirzapur	..	3	3	89	..	89	780
	Jaunpur	1	2	3	..	15	15	632	20	652	3,410
	Ghazipur	1	1	36	..	36	500
	Ballia	..	9	9	..	5	5	510	..	510	2,540
	Total	2	25	27	..	22	22	1,758	81	1,839	12,420
GORAKHPUR	Gorakhpur	1	6	7	3	24	27	1,529	10	1,539	7,120
	Basti	16	16	486	8	494	3,196
	Azamgarh	..	7	7	..	43	43	1,787	136	1,923	3,500
	Total	1	13	14	3	83	86	3,802	154	3,956	13,816
KUMHAR	Naini Tal	..	5	5	78	14	92	2,300
	Almora	4	5	9	..	10	10	666	36	702	5,930
	Garhwal	..	3	3	76	..	76	1,250
	Total	4	13	17	..	10	10	820	50	870	9,480
LUCKNOW	Lucknow	3	4	7	3	8	11	553	58	611	4,110
	Unao	1	..	1	1	4	5	233	4	237	3,120
	Rae Bareilly	..	1	1	..	8	8	253	..	253	2,420
	Sitapur	15	15	477	..	477	3,660
	Hardoi	1	10	11	320	36	356	3,630
	Kheri	10	10	271	6	277	2,438
	Total	5	15	20	4	45	49	2,107	104	2,211	19,378
FYZABAD	Fyzabad	..	1	1	..	12	12	376	..	376	2,100
	Gonda	7	7	195	1	196	1,400
	Bahraich	..	12	12	..	1	1	347	23	370	2,820
	Sultanpur	..	3	3	..	7	7	295	12	307	2,100
	Partabgarh	..	5	5	..	1	1	219	14	233	2,494
	Bara Banki	..	4	4	..	5	5	261	..	261	1,800
	Total	..	25	25	..	33	33	1,693	50	1,743	12,714
GRAND TOTAL		34	297	331	17	373	390	21,910	962	22,872	1,57,024

IX—Statement showing facilities for the training of

District		Total number of teachers in all kinds of district board primary and preparatory schools	Number of trained teachers out of those shown in column 2	Number of untrained teachers (columns 2—3)	Number of untrained teachers of untrainable age	Number of untrained teachers of trainable age (columns 4-5)
1		2	3	4	5	6
MEERUT	Dehra Dun ..	133	129	4	4	..
	Saharanpur ..	471	350	121	20	101
	Muzaffarnagar ..	444	388	56	42	14
	Meerut ..	844	637	207	67	140
	Bulandshahr ..	474	447	27	27	..
	Total ..	2,366	1,951	415	160	255
AGRA	Aligarh ..	565	474	91	91	..
	Muttra ..	454	345	109	57	52
	Agra ..	615	538	77	39	38
	Mainpuri ..	471	438	33	33	..
	Etah ..	438	422	16	15	1
	Total ..	2,543	2,217	326	235	91
ROHILKHAND	Bareilly ..	413	377	36	28	8
	Bijnor ..	437	423	14	14	..
	Budaun ..	412	404	8	3	5
	Moradabad ..	607	508	9	9	..
	Shahjahanpur ..	508	480	28	28	..
	Pilibhit ..	268	241	27	14	13
	Total ..	2,645	2,523	122	98	26
ALLAHABAD	Farrukhabad ..	559	557	2	2	..
	Etawah ..	573	451	122	45	77
	Cawnpore ..	823	730	93	93	..
	Fatehpur ..	484	462	22	13	9
	Allahabad ..	1,152	696	456	116	340
	Total ..	3,591	2,896	695	289	426
JHANSI	Jhansi ..	429	426	3	2	1
	Jaloun ..	345	314	31	18	13
	Hamirpur ..	388	367	21	16	5
	Banda ..	516	464	52	33	19
	Total ..	1,678	1,571	107	69	38
BENARES	Benares ..	1,013	946	67	57	10
	Mirzapur ..	615	435	180	117	63
	Jaunpur ..	1,026	988	38	28	10
	Ghazipur ..	710	586	124	18	106
	Ballia ..	910	803	107	47	60
	Total ..	4,274	3,758	516	267	249
GORAKHPUR	Gorakhpur ..	1,624	1,236	388	211	177
	Basti ..	1,098	920	178	148	30
	Azamgarh ..	1,036	838	198	90	108
	Total ..	3,758	2,994	764	449	315
KUSHMUN	Naini Tal ..	240	184	56	47	9
	Almora ..	594	506	88	54	34
	Garhwal ..	525	491	34	19	15
	Total ..	1,359	1,181	178	120	58
LUCKNOW	Lucknow ..	448	420	28	28	..
	Unao ..	499	405	94	22	72
	Rae Bareilly ..	546	460	86	52	34
	Sitapur ..	664	611	53	50	3
	Hardoi ..	735	691	44	22	22
	Kheri ..	456	367	89	61	28
	Total ..	3,348	2,954	394	235	159
FYZABAD	Fyzabad ..	568	513	55	39	16
	Gonda ..	585	522	63	40	23
	Bahraich ..	556	423	133	90	43
	Sultanpur ..	461	451	10	10	..
	Partabgarh ..	681	493	188	49	139
	Bara Banki ..	531	488	43	23	20
	Total ..	3,382	2,890	492	251	241
GRAND TOTAL		28,944	24,935	4,009	2,151	1,853

teachers of district board vernacular schools for boys in 1933-34

Details of pupil teachers sent by the Board for training in 1933-34 at :—						Number of untrained teachers of trainable age in all kinds of primary and preparatory schools aided by the board	Number of teachers in vernacular middle schools for boys
Government normal schools for boys	Government central training schools	District board central training schools	District board ordinary training schools	Any other training institutions	Total number of teachers deputed for training	13	14
7	8	9	10	11	12		
3	8	..	11	3	20
5	18	..	23	26	74
5	9	..	14	37	85
8	24	32	250	100
6	5	5	16	32	69
27	29	..	35	5	96	348	348
7	4	11	7	93
11	2	..	9	..	22	4	68
8	4	..	9	..	21	23	75
7	4	11	6	66
4	4	8	12	54
37	18	..	18	..	73	52	355
8	4	12	28	64
1	1	9	76
5	2	7	15	66
5	8	13	33	98
4	3	7	54	64
4	1	..	8	..	13	47	38
27	18	..	8	..	53	186	406
8	3	11	114	90
2	..	23	25	33	80
8	..	31	39	4	89
6	9	..	15	17	63
10	25	30	65	200	96
34	3	54	34	30	155	368	418
6	6	18	52
8	9	..	17	13	57
5	1	6	25	48
8	9	..	17	8	47
27	1	..	18	..	46	64	204
5	..	36	41	1	110
8	..	23	31	15	61
6	10	32	48	89	123
6	1	31	38	97	135
5	15	..	9	2	31	37	138
30	26	122	9	2	189	239	567
25	..	32	49	..	107	166	254
10	41	..	51	180	134
9	..	31	40	135	133
45	..	63	90	..	193	481	521
10	4	14	4	28
10	4	14	50	62
14	17	..	31	19	48
34	8	..	17	..	59	73	138
7	2	..	9	..	18	9	48
8	9	..	17	26	52
9	3	..	9	..	21	33	79
8	17	25	25	65
18	2	..	9	..	19	25	81
7	2	..	9	..	18	10	59
47	26	..	45	..	118	128	384
9	1	..	9	..	19	33	58
7	2	..	9	..	18	11	58
7	2	..	25	..	34	24	72
7	9	..	16	20	61
7	..	30	37	6	63
9	21	30	12	66
46	26	30	52	..	154	106	378
354	155	269	328	37	1,141	2,045	3,719

X—Statement showing particulars of buildings in which the boys' vernacular middle schools and their hostels are held

District	Total number of schools + hostels maintained by the Board	Class of buildings in which the schools are held				Amount provided in the revised budget for 1933-34 for ordinary or annual repairs of buildings	Amount provided in the revised budget for 1933-34 for annual expenditure on equipment
		Number of buildings owned by the Board	Number of rented buildings	Number of rent-free buildings	Number of schools without buildings		
1	2	3	4	5	6	7	8
MEERUT	Dohra Dun ..	3+3=6	6	Rs. 673	Rs. 465
	Saharanpur ..	15+12=27	15	9	3	1,045	300
	Muzaffarnagar ..	16+14=30	17	10	3	1,500	..
	Meerut ..	16+14=30	22	2	2	1,200	510
	Bulandshahr ..	12+12=24	23	1	..	750	500
	Total ..	62+55=117	83	22	8	5,168	1,775
AGRA	Aligarh ..	13+13=26	25	1	..	2,265	1,715
	Muttra ..	10+10=20	15	5	..	720	..
	Agra ..	14+12=26	17	7	2	1,209	700
	Mainpuri ..	11+8=19	14	3	2	470	1,450
	Etah ..	8+7=15	9	2	4	820	250
	Total ..	56+50=106	80	18	8	5,484	4,065
ROHILKHAND	Bareilly ..	13+13=26	22	3	..	500	235
	Bijnor ..	14+13=27	17	3	7	1,000	600
	Budaun ..	12+12=24	19	4	..	975	303
	Moradabad ..	17+22=39	23	12	4	1,000	500
	Shahjahanpur ..	13+8=21	19	..	2	1,050	1,681
	Pilibhit ..	7+7=14	12	1	..	1,300	250
	Total ..	76+75=151	112	23	13	5,825	3,569
ALLAHABAD	Farrukhabad ..	17+17=34	22	5	7	900	1,393
	Etawah ..	16+16=32	20	5	3	785	306
	Cawnpore ..	16+16=32	31	..	1	500	100
	Fatehpur ..	15+14=29	18	3	8	440	1,050
	Allahabad ..	15+15=30	28	..	2	2,000	..
	Total ..	79+78=157	119	13	21	4,625	2,849
JHANSI	Banda ..	11+11=22	11	9	1	1,150	806
	Hamirpur ..	10+10=20	18	1	1	958	250
	Jhansi ..	13+13=26	21	2	3	1,200	..
	Jalaun ..	10+10=20	15	5	..	1,197	700
	Total ..	44+44=88	65	17	5	4,505	1,246
BENARES	Benares ..	18+13=31	28	2	..	2,172	460
	Mirzapur ..	10+5=15	11	4	..	850	171
	Jaunpur ..	20+20=40	29	1	7	800	450
	Ghazipur ..	19+14=33	32	..	1	1,500	460
	Ballia ..	16+10=26	21	2	3	1,400	710
	Total ..	83+62=145	121	9	11	6,722	2,131
GORAKHPUR	Gorakhpur ..	34+28=62	48	11	3	1,100	397
	Basti ..	19+14=33	29	1	3	2,200	1,000
	Azamgarh ..	20+13=33	33	1,020	883
	Total ..	73+55=128	110	12	6	4,320	2,280
KUMAUN	Naini Tal ..	7+7=14	12	1,060	256
	Almora ..	11+10=21	14	1	5	700	208
	Garhwal ..	13+13=26	24	..	2	3,000	350
	Total ..	31+30=61	50	1	7	4,760	844
LUCKNOW	Lucknow ..	9+8=17	15	2	..	365	100
	Unao ..	11+9=20	18	1	1	500	700
	Rae Bareilly ..	17+11=28	22	..	6	1,000	1,226
	Sitapur ..	11+12=23	20	3	..	1,200	420
	Hardoi ..	14+12=26	21	4	1	1,600	950
	Kheri ..	12+13=25	18	4	3	842	..
	Total ..	74+65=139	114	14	11	5,507	3,396
FYZABAD	Fyzabad ..	12+10=22	16	3	3	1,750	1,000
	Gonda ..	10+10=20	16	3	..	952	200
	Bahraich ..	11+10=21	12	3	6	800	650
	Sultanpur ..	11+7=18	15	..	2	300	530
	Partabgarh ..	9+5=14	12	1,200	565
	Bara Banki ..	11+10=21	20	1	..	1,000	306
	Total ..	64+52=116	91	10	11	6,002	3,287
GRAND TOTAL ..	642+586=1,208	945	139	101	23	52,918	25,442

XI—Statement showing particulars of buildings in which ordinary primary schools for boys are held

District	Number of schools maintained by the Board	Class of buildings in which the schools are held				Amount provided in the revised budget for 1933-34 for—	
		Number of buildings owned by the Board	Number of rented buildings	Number of rent-free buildings	Number of schools without buildings	Ordinary or annual repairs of buildings	Annual expenditure on equipment
1	2	3	4	5	6	7	8
MEERUT	Dehra Dun ..	47	42	2	2	1	Rs. 700
	Saharanpur ..	150	59	32	59	..	2,000
	Muzaffarnagar ..	132	77	29	26	..	3,582
	Meerut ..	281	138	38	105	..	6,200
	Bulandshahr ..	188	125	17	46	..	4,100
	Total ..	798	441	118	238	1	17,032
AGRA	Aligarh ..	158	109	26	23	..	7,000
	Muttra ..	161	85	49	27	..	2,900
	Agra ..	203	137	20	46	..	3,800
	Mainpuri ..	146	74	8	64	..	1,625
	Etah ..	150	71	19	60	..	2,993
	Total ..	818	476	122	220	..	18,318
ROHILKHAND	Barcilly ..	124	85	28	11	..	2,890
	Bijnor ..	130	68	26	36	..	1,750
	Budaun ..	119	67	43	9	..	4,080
	Moradabad ..	197	74	105	18	..	2,890
	Shahjahanpur ..	121	92	8	21	..	2,700
	Pilibhit ..	76	60	13	2	1	1,000
	Total ..	767	446	223	97	1	15,310
ALLAHABAD	Farrukhabad ..	188	90	42	56	..	6,000
	Etawah ..	188	117	17	52	2	3,807
	Cawnporo ..	341	139	15	187	..	6,000
	Fatehpur ..	152	99	32	21	..	2,396
	Allahabad ..	304	176	70	53	5	10,200
	Total ..	1,173	621	176	369	7	28,403
JHANSI	Banda ..	143	110	16	17	..	3,200
	Hamirpur ..	142	101	4	37	..	2,500
	Jhansi ..	130	103	12	15	..	3,500
	Jalaun ..	111	80	16	15	..	3,780
	Total ..	526	394	48	84	..	12,980
BENARES	Benares ..	253	158	61	32	2	12,000
	Mirzapur ..	176	120	46	3	7	4,000
	Jaunpur ..	282	162	38	38	47	2,500
	Ghazipur ..	230	169	..	61	..	8,649
	Ballia ..	299	171	2	2	124	10,306
	Total ..	1,240	780	147	133	180	37,455
GORAKHPUR	Gorakhpur ..	454	402	28	24	..	7,021
	Basti ..	311	267	9	14	21	1,400
	Azamgarh ..	256	201	30	25	..	2,378
	Total ..	1,021	870	67	63	21	10,799
KUSHMUN	Naini Tal ..	85	67	2	5	11	2,000
	Almora ..	201	111	1	88	1	3,200
	Garhwal ..	146	106	..	40	..	3,600
	Total ..	432	284	3	133	12	8,800
LUCKNOW	Lucknow ..	124	96	28	3,600
	Unao ..	159	122	17	20	..	2,432
	Rae Bareli ..	147	120	10	17	..	4,000
	Sitapur ..	177	170	7	4,500
	Hardoi ..	203	124	9	67	3	3,100
	Kheri ..	112	83	5	24	..	1,806
	Total ..	922	715	76	128	3	19,438
FYZABAD	Fyzabad ..	179	137	14	23	5	4,604
	Gonda ..	182	146	6	25	5	8,445
	Bahraich ..	172	111	28	32	1	4,900
	Sultanpur ..	164	156	..	8	..	2,700
	Partabgarh ..	186	145	7	19	15	7,500
	Bara Banki ..	166	135	17	14	..	11,369
	Total ..	1,049	830	72	121	26	39,518
GRAND TOTAL ..		8,746	5,857	1,052	1,586	251	2,08,053
							1,02,627

XII—Statement showing particulars of buildings in which ordinary preparatory schools for boys are held

District		Number of schools maintained by the Board	Class of buildings in which the schools are held			
			Number of buildings owned by the Board	Number of rented buildings	Number of rent-free buildings	Number of schools without buildings
1		2	3	4	5	6
MEERUT	Dehra Dun ..	13	6	3	4	..
	Saharanpur ..	53	2	8	43	..
	Muzaffarnagar ..	80	3	26	51	..
	Meerut ..	152	..	37	115	..
	Bulandshahr ..	34	6	2	26	..
	Total ..	332	17	76	239	..
AGRA	Aligarh ..	130	25	31	74	..
	Muttra ..	29	6	6	17	..
	Agra ..	92	16	6	70	..
	Mainpuri ..	78	1	6	71	..
	Etah ..	71	22	17	32	..
	Total ..	400	70	66	264	..
ROHILKHAND	Bareilly ..	93	..	32	61	..
	Bijnor ..	78	7	20	51	..
	Budaun ..	108	7	40	61	..
	Moradabad ..	85	3	45	37	..
	Shahjahanpur ..	184	31	6	147	..
	Pilibhit ..	88	12	32	42	2
	Total ..	636	60	175	399	2
ALLAHABAD	Farrukhabad ..	108	11	18	79	..
	Etawah ..	113	9	9	95	..
	Cawnpore ..	55	9	13	33	..
	Fatehpur ..	64	8	16	40	..
	Allahabad ..	150	14	30	106	..
	Total ..	490	51	86	353	..
JHANSI	Banda ..	154	40	8	106	..
	Hamirpur ..	58	28	14	16	..
	Jhansi ..	111	32	13	66	..
	Jalaun ..	52	15	6	31	..
	Total ..	375	115	41	219	..
BENARES	Benares ..	54	1	15	38	..
	Mirzapur ..	87	40	8	..	39
	Jaunpur ..	107	3	17	54	33
	Ghazipur ..	52	5	..	47	..
	Ballia ..	56	3	..	32	21
	Total ..	356	57	35	171	93
GORAKHPUR	Gorakhpur ..	124	66	14	44	..
	Basti ..	155	68	3	49	35
	Azamgarh ..	147	12	44	91	..
	Total ..	426	146	61	184	35
KUMAUN	Naini Tal ..	49	8	13	13	15
	Almora ..	72	13	..	59	..
	Garhwal ..	193	102	..	91	..
	Total ..	314	123	13	163	15
LUCKNOW	Lucknow ..	68	27	23	18	..
	Unao ..	49	11	16	22	..
	Rae Bareilly ..	85	32	17	36	..
	Sitapur ..	137	39	19	76	3
	Hardoi ..	227	22	2	201	2
	Kheri ..	75	32	9	34	..
	Total ..	641	163	86	387	5
FYZABAD	Fyzabad ..	74	19	5	35	15
	Gonda ..	113	47	14	49	3
	Bahraich ..	96	20	16	57	3
	Sultanpur ..	45	28	..	17	..
	Partabgarh ..	42	5	5	17	15
	Bara Banki ..	87	13	6	62	6
	Total ..	457	132	46	237	42
	GRAND TOTAL ..	4,427	934	685	2,616	192

N.B.—The schools shown in column 2 include schools in compulsory areas of the district, where compulsory primary education has been introduced.

The provision for repairs and equipment of preparatory schools is included in columns 7 and 8 of table XI.

XIII—Statement showing particulars of buildings in which Islamia primary and preparatory schools for boys are held

District	Number of schools maintained by the Board	Class of buildings in which the schools are held—				Amount provided in the revised budget for 1933-34 for	
		Number of buildings owned by the Board	Number of rented buildings	Number of rent-free buildings	Number of schools without buildings	Ordinary repairs of school buildings	Annual equipment of schools
1	2	3	4	5	6	7	8
						Rs.	Rs.
MEERUT	Dehra Dun ..	1	1	15
	Saharanpur ..	30	2	11	17	64	100
	Muzaffarnagar ..	20	2	10	8	92	..
	M. erut ..	16	4	10	2	110	394
	Bulanashahr ..	8	1	6	1	75	110
	Total	75	10	37	28	341	619
AGRA	Aligarh ..	15	1	6	8	15	180
	Muttra ..	14	1	9	4
	Agra ..	9	2	7	..	50	135
	Mainpuri ..	17	3	10	4	6	400
	Etah ..	4	..	1	3	..	48
	Total	59	7	33	19	71	763
ROHILKHAND	Bareilly ..	12	2	6	4	18	..
	Bijnor ..	17	7	3	7	250	148
	Bu. aun ..	17	3	7	7
	Moradabad ..	20	1	19	..	5	180
	Shah. ahanpur ..	23	7	3	13	60	820
	Pilibhit ..	2	..	2
	Total	91	20	40	31	323	1,148
AFGHAN-ABAD	Farrukhabad ..	11	2	6	3	50	223
	Etawah ..	7	..	6	1	..	60
	Cawnpore ..	6	..	2	4	..	29
	Fatehpur ..	12	..	7	5	..	193
	Allahabad ..	9	2	3	4	50	50
	Total	45	4	24	17	100	560
JHANSI	Banda ..	6	4	..	2	81	..
	Hamirpur ..	4	1	2	1	15	25
	Jhansi ..	4	..	3	1
	Jalaun ..	7	3	3	1	40	45
	Total	21	8	8	5	136	70
BENARES	Benares ..	14	1	11	2	..	300
	Mirzapur ..	10	3	7	..	19	..
	Jaunpur ..	43	2	17	20	50	300
	Ghazipur ..	18	4	..	14	149	80
	Ballia ..	35	7	1	..	249	400
	Total	120	17	36	36	467	1,080
GORAKHPUR	Gorakhpur ..	24	15	5	4	200	105
	Basti ..	9	5	2	1	62	50
	Azargarh ..	31	7	6	18	135	673
	Total	64	27	13	23	397	828
KUMAUN	Naini Tal ..	7	1	5	1
	Almora ..	5	..	3	2	..	40
	Garhwal ..	3	3	..	36
	Total	15	1	8	6	..	76
LUCKNOW	Lucknow ..	10	4	6	..	30	100
	Unao ..	6	2	1	3	30	300
	Rae Bareli ..	6	..	2	4	20	100
	Sitapur ..	7	4	..	3	32	100
	Hardoi ..	12	..	3	9	50	225
	Kheri ..	6	1	..	6
	Total	47	11	12	24	162	825
FYZABAD	Fyzabad ..	6	..	5	1	..	50
	Gonda ..	5	2	..	3
	Bahraich ..	34	2	14	18	50	150
	Sultanpur ..	10	8	..	2	150	150
	Partabgarh ..	7	2	1	4	50	939
	Bara Banki ..	8	4	..	4	122	..
	Total	70	18	20	32	372	1,289
	GRAND TOTAL	607	123	231	221	2,369	7,258

N.B.—The schools shown in column 2 include schools in compulsory areas of the district, where compulsory primary education for boys has been introduced.

XIV—Statement showing particulars of buildings in which depressed class schools are held

District		Number of schools maintained by the Board	Class of buildings in which schools are held				Amount provided in the revised budget for 1933-34 for ordinary or annual repairs of schools buildings	Amount provided in the revised budget for 1933-34 for annual expenditure on equipment
1		2	3	4	5	6	7	8
							Rs.	Rs.
MEERUT	Dehra Dun ..	2	1	1
	Saharanpur ..	1	1
	Muzaffarnagar ..	13	1	6	6	..	60	..
	Meerut ..	24	3	8	13	..	60	795
	Bulandshahr ..	3	..	1	2	..	34	6
Total		43	5	16	22	..	154	801
AGRA	Aligarh ..	1	1
	Muttra ..	14	2	5	7	..	15	..
	Agra
	Mainpuri ..	17	..	1	16	41
	Etah ..	18	..	1	17	..	50	54
Total		50	2	7	41	..	65	95
ROHILKHAND	Bareilly ..	13	1	..	12
	Bijnor	7	10
	Budaun ..	8	..	3	5	72
	Moradabad
	Shahjahanpur ..	3	2	..	1	..	5	..
ALLAHABAD	Pilibhit ..	9	1	..	8	..	10	15
	Total	33	4	3	26	..	22	97
	Farrukhabad ..	7	1	1	5	..	25	201
	Etawah ..	9	1	1	7	..	34	39
	Cawnpore ..	14	..	1	13	..	50	80
JHANSI	Fatehpur ..	3	..	1	2	100
	Allahabad ..	33	1	5	27	360
	Total	66	3	9	54	..	109	780
	Banda ..	1	..	1
	Hamirpur ..	8	3	3	2	..	15	55
BENARES	Jhansi ..	20	5	7	8	..	100	..
	Jalaun ..	7	..	1	6	..	20	15
	Total	36	8	12	16	..	135	70
	Benares ..	12	2	2	8
	Mirzapur ..	3	1	1	..	1
GORAKHPUR	Jaunpur ..	3	3	52
	Ghazipur
	Ballia ..	9	9	..	71
	Total	27	6	3	8	10	..	123
	Gorakhpur ..	7	..	1	6	..	30	150
KUNJAWA	Basti
	Azamgarh ..	7	..	3	4	51
	Total	14	..	4	10	..	30	201
	Naini Tal ..	5	1	1	2	1	..	29
	Almora ..	9	2	1	6	90
LUCKNOW	Garhwal ..	3	1	..	2	..	30	50
	Total	17	4	2	10	1	30	169
	Lucknow ..	7	1	2	4	..	31	71
	Unao ..	1	1	30	200
	Rae Bareilly ..	1	1	6	77
FYZABAD	Sitapur
	Hardoi ..	11	1	..	10	48
	Kheri
	Total	20	4	2	14	..	67	396
	Fyzabad ..	1	..	1	50
FYZABAD	Gonda	188
	Bahraich ..	12	..	2	10	54
	Sultanpur ..	3	1	..	2	..	5	50
	Partabgarh ..	5	4	1	..	790
	Bara Banki ..	4	3	..	1	..	30	21
Total		25	4	3	17	1	35	1,159
GRAND TOTAL		331	40	61	218	12	647	3,891

N.B.—The schools shown in column 2 include schools in compulsory areas of the district, where compulsory primary education for boys has been introduced.

XV—Statement showing particulars of buildings in which girls' vernacular schools are held

District	Number of schools maintained by the Board on October 31, 1933	Class of buildings in which the schools are held				Amount provided in the revised budget for 1933-34 for ordinary or annual repairs of school buildings	Amount provided in the revised budget for 1933-34 for annual expenditure on equipment
		Number of buildings owned by the Board	Number of rented buildings	Number of rent-free buildings	Number of schools without buildings		
I	2	3	4	5	6	7	8
						Rs.	Rs.
MEERUT	Dehra Dun ..	6	3	2	1	..	62
	Saharanpur ..	3	1	2	30
	Muzaffarnagar ..	22	3	11	8	..	200
	Meerut ..	25	6	15	4	..	60
	Bulandshahr ..	12	1	9	2
	Total	68	14	39	15	..	352
AGRA	Aligarh ..	37	4	32	1	..	120
	Muttra ..	11	1	10	20
	Agra ..	33	7	16	10	..	94
	Mainpuri ..	18	2	8	8	..	3
	Etah ..	29	3	18	8	..	122
	Total	128	17	84	27	..	359
ROHILKHAND	Bareilly ..	25	3	16	6
	Bijnor ..	24	2	5	17	..	50
	Budaun ..	17	..	14	3
	Moradabad ..	14	3	9	2	..	40
	Shahjahanpur ..	9	3	3	3	..	50
	Pilibhit ..	14	3	10	1	..	50
	Total	103	14	57	32	..	190
ALTAH-ABAD	Farrukhabad ..	28	7	12	9	..	200
	Etawah ..	36	13	12	11	..	314
	Cawnpore ..	53	8	8	37	..	140
	Fatehpur ..	3	..	2	1
	Alkhabad ..	38	3	14	21	..	50
	Total	158	31	48	79	..	704
JHANSI	Banda ..	18	7	..	11	..	150
	Hamirpur ..	14	3	5	6	..	50
	Jhansi ..	24	6	14	4	..	200
	Jalaun ..	34	7	9	18	..	56
	Total	90	23	28	39	..	456
BENARES	Benares ..	15	2	10	3
	Mirzapur ..	16	1	15
	Jaunpur ..	6	..	6
	Ghazipur ..	4	3	..	1	..	100
	Ballia ..	10	1	2	..	7	..
	Total	51	7	33	4	7	100
GORAKHPUR	Gorakhpur ..	60	23	24	13	..	277
	Basti ..	17	4	10	3	..	241
	Azamgarh ..	21	3	5	13	..	20
	Total	98	30	39	29	..	538
KUSHMUNJAR	Naini Tal ..	10	2	5	3	..	40
	Almora ..	8	2	2	4	..	44
	Garhwal ..	6	2	..	4
	Total	24	6	7	11	..	84
LUCKNOW	Lucknow ..	6	2	4	30
	Unao ..	10	3	2	5	..	90
	Rae Bareilly ..	10	2	4	4	..	20
	Sitapur ..	18	7	5	6	..	80
	Hardoi ..	43	3	11	29	..	200
	Kheri ..	24	2	9	13	..	100
	Total	111	19	35	57	..	520
FYZABAD	Fyzabad ..	38	3	8	27	..	60
	Gonda ..	9	4	2	3	..	200
	Bahraich ..	15	1	12	2	..	40
	Sultanpur ..	28	9	4	15	..	78
	Partabgarh ..	3	3	110
	Bara Banki ..	26	7	15	4	..	106
	Total	119	27	41	51	..	594
	GRAND TOTAL	950	188	411	344	7	3,897
							8,772

**XVI—Statement showing number of new school buildings erected by district
repairs of their**

District			Amount which is included in the total prescri- bed minimum expenditure for repairs on of school buildings	Number of vernacular school buildings erected by the board during the last ten years	Amount spent by the	
1			2	3	1925-26	1926-27
			Rs.		Rs.	Rs.
Meerut	Dohra Dun	3,002	15	3,592	4,348
	Saharanpur	3,329	12	1,800	..
	Muzaffarnagar	5,742	28	5,186	9,190
	Meerut	10,086	79	11,399	19,065
	Bulandshahr	6,970	27	10,534	8,872
	Total	29,129	161	32,511	41,475
Agra	Aligarh	11,078	25
	Muttra	3,628	30	8,705	6,857
	Agra	5,313	56	7,758	10,055
	Mainpuri	2,171	49	6,528	2,881
	Etah	3,888	44	7,718	7,662
	Total	26,078	204	30,707	27,455
ROHILKHAND	Bareilly	6,724	43	2,434	2,096
	Bijnor	4,213	55	5,225	3,265
	Budaun	6,311	39	8,642	5,113
	Moradabad	6,705	44	7,240	1,154
	Shahjahanpur	3,233	62	3,136	4,196
	Pilibhit	6,332	42	4,409	4,285
	Total	33,518	279	31,086	20,109
ALLAHABAD	Farrukhabad	2,676	53	2,161	3,924
	Etawah	5,551	54	5,007	3,909
	Cawnpore	7,885	54	11,892	9,280
	Fatehpur	2,615	14	4,314	4,148
	Allahabad	6,451	104	8,358	11,232
	Total	25,188	279	31,732	32,493
JHANSI	Jhansi	4,523	56	9,585	3,147
	Jalaun	3,691	28	5,449	5,432
	Hamirpur	4,295	27
	Banda	9,368	27	10,261	5,163
	Total	21,877	138	25,295	13,742
BENARES	Benares	12,526	56	4,252	15,121
	Mirzapur	6,848	61	9,492	7,932
	Jaunpur	5,233	76	4,146	1,585
	Ghazipur	12,322	160	2,614	9,655
	Ballia	3,533	35	12,287	10,367
	Total	41,462	378	32,791	45,360
GORAKH- PUR	Gorakhpur	11,277	208	6,601	8,008
	Basti	11,579	118	21,448	21,835
	Azamgarh	4,005	105	4,717	3,199
	Total	26,861	431	32,766	33,092
KV. MAUN	Naini Tal	3,487	35	3,369	5,009
	Almora	5,218	215	2,170	6,387
	Garhwal	8,506	48	14,834	7,260
	Total	17,211	298	20,373	18,746
LUCKNOW	Lucknow	3,944	26	1,730	4,622
	Unao	4,741	57	6,643	4,538
	Rae Bareilly	6,075	36	2,621	4,459
	Sitapur	5,812	126	5,014	5,538
	Hardoi	3,412	108	4,329	4,666
	Kheri	6,302	29	..	1,321
	Total	30,286	382	20,337	24,544
FYZABAD	Fyzabad	1,779	26	2,776	3,419
	Gonda	4,683	209	5,516	6,920
	Bahraich	8,611	49	8,781	13,589
	Sultanpur	7,703	79	8,502	7,514
	Partabgarh	6,562	24	9,016	7,555
	Bara Banki	5,185	76	6,274	7,200
	Total	34,523	463	40,885	45,997
GRAND TOTAL ..			2,86,133	3,013	2,98,463	3,03,013

N.B.—A few boards have wrongly included in the above figures

boards during the last ten years and expenditure incurred by them on annual school buildings

board on ordinary or annual repairs of vernacular school buildings of all kinds in the years—

1927-28	1928-29	1929-30	1930-31	1931-32	1932-33	Total
6	7	8	9	10	11	12
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
5,638	1,194	959	1,013	1,623	1,819	20,186
8,700	..	12,293	10,894	4,420	9,783	47,890
9,382	5,458	8,783	3,915	6,493	6,135	54,542
6,207	8,518	9,720	4,901	5,864	5,205	70,879
11,194	8,676	3,235	7,311	3,510	3,607	56,939
41,121	23,846	34,990	28,034	21,910	26,549	2,50,436
13,583	8,907	5,305	12,752	10,815	8,872	60,234
4,072	388	2,191	3,848	2,212	3,683	31,956
7,678	4,827	2,495	4,337	4,517	3,968	45,635
7,152	5,805	3,579	752	1,887	1,865	30,449
4,114	3,890	3,721	2,980	2,507	2,926	35,516
36,599	23,817	17,291	24,669	21,938	21,314	2,03,790
2,648	3,522	2,730	1,512	2,388	2,096	19,426
2,726	2,607	4,013	2,663	3,057	1,917	25,473
4,910	3,441	1,629	4,070	4,848	4,489	37,142
2,476	2,136	4,801	2,530	7,667	3,640	31,644
4,131	4,221	3,554	3,642	3,298	1,740	27,918
2,524	3,887	2,400	2,912	3,056	7,864	31,337
19,415	19,814	19,127	17,329	21,314	21,746	1,72,940
3,667	5,098	7,819	4,318	4,560	5,879	37,426
3,721	5,082	4,886	4,956	6,266	4,975	38,802
8,680	6,802	6,489	3,795	2,993	2,765	52,696
4,104	767	1,455	2,581	275	3,176	20,820
10,459	11,559	11,064	11,773	11,883	11,518	87,851
30,631	29,308	31,713	27,428	25,977	28,313	2,37,595
3,369	4,644	3,243	4,755	5,155	3,449	37,347
4,220	3,404	3,515	3,360	3,515	3,027	31,922
5,302	2,522	3,784	2,962	3,825	3,327	21,722
13,940	5,729	5,202	5,780	5,142	5,276	56,493
26,831	16,299	15,744	16,857	17,637	15,079	1,47,484
12,696	14,642	10,766	8,665	13,778	9,145	89,075
9,516	9,167	5,822	2,867	2,421	6,532	53,779
5,374	5,224	4,658	4,935	4,932	2,719	33,973
10,412	9,139	10,863	11,279	11,387	10,504	76,153
2,908	7,797	10,521	5,988	7,087	7,898	64,763
40,906	45,969	42,640	33,734	39,605	36,738	3,17,743
9,286	7,611	8,329	8,281	7,625	5,423	61,164
24,848	12,258	14,192	19,484	14,492	10,841	1,39,449
5,129	4,205	2,647	3,636	3,603	2,266	29,396
39,263	24,074	25,168	31,376	25,720	18,550	2,30,009
3,053	3,154	3,404	3,563	2,970	3,000	27,612
6,123	5,186	4,090	2,833	1,701	856	29,346
17,208	..	6,135	7,427	10,214	8,072	71,150
26,384	8,340	13,629	13,823	14,885	11,928	1,28,108
5,780	4,189	1,514	3,288	3,706	4,429	29,258
5,818	7,151	4,963	3,793	2,437	2,892	38,235
4,650	4,032	1,397	1,776	5,352	4,933	29,220
3,716	4,900	6,121	6,288	6,729	5,313	43,619
5,504	3,548	7,283	4,649	5,234	3,025	37,638
4,707	2,313	10,982	19,323
30,175	26,133	32,260	19,794	23,458	20,592	1,97,293
3,527	3,710	3,270	5,720	3,274	6,891	32,587
5,625	5,427	3,921	4,355	5,597	3,839	41,200
10,216	11,110	8,687	9,948	5,621	4,809	72,561
10,626	7,892	4,105	3,557	2,702	2,076	46,973
8,476	11,047	10,116	12,028	7,042	8,418	73,698
8,158	8,062	9,223	8,416	9,015	7,464	63,812
46,627	47,248	39,322	44,024	30,251	33,497	3,30,831
3,37,952	2,64,848	2,71,884	2,57,068	2,48,695	2,34,306	22,16,229

non-recurring expenditure on special repairs or original works.

XVII—Statement showing the ultimate cost (both recurring and non-recurring) of the schemes of compulsory primary education for boys in municipal areas in the United Provinces

Serial number	Name of municipality	Number of boys for whom provision existed before compulsion	Number of boys for whom additional provision has been made in the scheme	Ultimate recurring cost			Ultimate non-recurring cost					
				Government share	Board's share	Total	For buildings			For equipment		
							Government share	Board's share	Total	Government share	Board's share	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1	Cawnpore ..	1,668	3,240	34,542	17,186	51,728	6,456	3,227	9,683
2	Moradabad ..	1,334	3,466	23,743	11,671	35,414	14,000	7,000	21,000	7,199	3,599	10,798
3	Baroilly ..	2,800	3,845	36,236	10,383	46,619	84,000	42,000	126,000	7,957	3,978	11,935
4	Balrampur (Gonda).	150	250	2,504	1,172	3,676	4,667	2,333	7,000	500	250	750
5	Bulandshahr ..	70	844	6,418	4,593	11,011	5,255	2,627	7,882	1,821	911	2,732
6	Lakhimpur (Khori).	475	59	1,608	804	2,412	4,000	2,000	6,000	118	59	177
7	Ghazipur ..	615	673	6,556	3,021	9,577	13,696	6,848	20,544	1,346	673	2,019
8	Kashipur (Naini Tal).	300	254	2,890	1,439	4,329	9,333	4,667	14,000	508	254	762
9	Brindaban (Muttra).	155	660	6,403	2,148	8,551	15,333	7,667	23,000	1,453	727	2,180
10	Konch (Jalaun)	224	616	6,168	3,907	9,175	10,000	5,000	15,000	1,305	653	1,958
11	Lucknow ..	2,714	3,610	29,464	14,694	44,158	3,390	1,693	5,083	7,353	3,677	11,030
12	Roorkee (Saharanpur).	200	384	3,296	1,623	4,919	7,090	3,545	10,635	768	384	1,152
13	Sitapur ..	523	475	4,451	2,225	6,676	10,167	5,083	15,250	950	475	1,425
14	Hardoi ..	345	405	3,458	1,729	5,187	14,667	7,333	22,000	810	405	1,215
15	Unao ..	242	294	2,091	1,040	3,131	6,833	3,417	10,250	390	195	585
16	Soron (Etah)	Nil	120	1,366	564	1,930	240	120	360
17	Muzaffarnagar	49	207	1,714	859	2,693	5,095	2,547	7,642	414	207	621
18	Meerut ..	927	1,553	12,301	6,150	18,451	16,000	8,000	24,000	3,239	1,620	4,859
19	Agra ..	2,026	2,430	18,468	8,918	27,386	45,333	22,667	68,000	4,860	2,430	7,290
20	Muttra ..	790	1,256	9,952	4,637	14,589	26,667	13,333	40,000	2,512	1,256	3,768
21	Jhansi ..	162	450	3,979	1,978	5,957	9,680	4,840	14,520	900	450	1,350
22	Aligarh ..	472	345	3,097	1,548	4,645	13,333	6,667	20,000	690	345	1,035
23	Ghaziabad (Meerut).	219	392	3,130	1,541	4,671	4,667	2,333	7,000	784	392	1,176
24	Firozabad (Agra).	134	821	5,996	3,212	9,208	5,333	2,667	8,000	1,642	821	2,463
25	Kasganj (Etah)	53	697	4,875	2,438	7,313	12,667	6,333	19,000	1,394	697	2,091
26	Allahabad ..	1,586	2,254	17,777	8,888	26,665	7,380	3,689	11,069	5,041	2,521	7,562
27	Benares ..	561	670	5,330	2,665	7,995	29,333	14,667	44,000	1,340	670	2,010
28	Mainpuri ..	181	425	4,985	3,028	8,013	6,000	3,000	9,000	850	425	1,275
29	Naini Tal	190	216	3,430	1,714	5,144	19,333	9,667	29,000	269	134	403
30	Sikandrabad .. (Bulandshahr).	201	787	6,215	3,107	9,322	20,000	10,000	30,000	1,574	787	2,361
31	Bijnor ..	360	620	5,275	2,563	7,838	1,240	620	1,860
32	Hapur (Meerut)	235	1,333	11,391	5,736	17,127	24,000	12,000	36,000	2,799	1,400	4,199
33	Budaun ..	101	225	2,277	1,138	3,415	4,667	2,333	7,000	450	225	675
34	Hathras (Aligarh).	358	2,269	17,767	8,871	26,638	24,000	12,000	36,000	4,805	2,402	7,207
35	Mirzapur ..	341	411	8,086	3,999	12,085	16,000	8,000	24,000	1,015	508	1,523
36	Saharanpur ..	1,089	2,336	26,384	13,192	39,576	12,000	6,000	18,000	4,939	2,469	7,408
Total ..		21,850	38,922	3,48,633	1,63,481	5,07,134	5,03,918	2,51,950	7,55,875	79,931	39,966	1,19,897
				60,772								

XIX—Statement showing rates of fees charged in the district board vernacular schools for boys in 1933-34

District		Rates of tuition fee charged in primary schools					Rates of fees charged in vernacular middle schools					
		Infant class	Class I	Class II	Class III	Class IV	Class V	Class VI	Class VII	English classes	Games fee	Hostel fees
		2	3	4	5	6	7	8	9	10	11	12
1		As. p.	As. p.	As. p.	As. p.	As. p.	As.	As.	As.	Rs. a.	As. p.	Rs. a.
MEERUT	Dehra Dun ..	0 6	1 0	1 0	1 6	2 0	6	8	8	0 12	0 3	0 6
	Saharanpur ..	0 6	1 0	1 0	2 0	2 0	6	6	6	1 0	0 6	1 0
	Muzaffarnagar ..	0 6	1 0	1 0	2 0	2 0	6	6	6	0 8	1 0	0 6
	Meerut ..	1 0	1 0	1 0	2 0	2 0	8	12	12	0 8	1 0	0 12
	Bulandshahr ..	1 0	1 6	1 6	2 6	2 6	10	10	10	1 0	1 0	0 10
AGRA	Aligarh ..	0 6	1 0	1 0	2 0	2 0	6	6	6	1 0	0 6	0 8
	Muttra ..	0 6	0 6	0 6	1 0	1 0	4	4	4	1 0	0 6	0 8
	Agra (a)	5	6	7	1 0	1 0	0 8
	Mainpuri ..	0 9	0 9	0 9	1 6	1 6	8	8	8	1 0	0 9	0 8
	Etah ..	0 6	0 6	0 6	1 0	1 0	6	6	6	0 8	0 6	1 0
ROHILKHAND	Bareilly ..	0 6	0 6	0 6	1 0	2 0	4	4	4	0 8	0 6	0 8
	Bijnor (b)	0 6	0 6	1 0	2 0	6	6	6	0 8	1 0	0 8
	Budaun ..	0 6	0 9	0 9	1 6	1 6	6	6	6	0 12	0 9	0 8
	Moradabad (b)	1 0	1 0	2 0	2 0	8	8	8	0 8	1 0	0 8
	Shahjahanpur (a)	4	4	4	1 0	1 0	0 4
	Pilibhit (a)	4	4	4	1 0	1 0	0 8
ALLAHABAD	Farrukhabad ..	0 6	1 0	1 0	2 0	2 0	6	6	6	0 12	1 0	0 6
	Etawah (a)	4	4	4	0 8	0 9	0 8
	Cawnpore ..	0 6	0 9	0 9	1 0	1 0	6	6	6	0 8	0 6	0 6
	Fatehpur ..	0 6	0 6	0 6	1 0	1 0	4	4	4	0 8	0 3	0 8
	Allahabad (a)	4	4	4	0 8	0 3	0 4
JHANSI	Jhansi ..	0 9	0 9	0 9	1 3	1 3	10	10	10	0 12	0 6	0 4
	Jalaun (c)	1 6	1 6	6	6	6	1 0	..	0 8
	Hamirpur (b)	0 9	0 9	1 0	1 0	4	4	5	0 8	0 6	0 4
	Banda ..	0 6	0 6	0 6	1 0	1 0	4	4	4	0 8	1 0	0 4
BENARES	Benares (b)	1 0	1 0	1 6	1 6	6	7	8	0 8	0 3	0 4
	Mirzapur (b)	0 6	0 6	2 0	2 0	4	4	4	0 8	0 9	0 8
	Jaunpur (b)	1 3	1 3	1 9	1 9	8	9	10	1 0	0 6	0 4
	Ghazipur ..	0 6	0 6	1 0	2 0	2 0	9	9	9	1 0	0 6	0 4
	Ballia ..	1 0	1 6	1 6	2 0	2 0	8	10	12	1 0	0 3	0 4
KU. GORAKH- PUR.	Gorakhpur ..	0 6	1 0	1 0	2 0	2 0	8	8	8	1 0	0 3	0 2
	Basti (b)	0 6	0 6	0 6	1 0	7	7	7	1 0	1 0	0 2
	Azamgarh (b)	1 0	1 0	1 6	1 6	7	7	8	0 8	0 6	0 4
MAUN	Naini Tal (b)	0 8	1 0	2 0	2 0	8	8	8	1 0	1 0	0 4
	Almora (b)	0 6	1 0	1 6	2 0	10	10	10	0 12	0 9	0 4
	Garhwal (c)	2 0	4 0	4 0	12	12	12	1 0	1 0	0 6
LUCKNOW	Lucknow ..	0 6	0 6	1 0	1 0	1 0	8	8	8	1 0	0 3	0 4
	Unao ..	1 0	1 6	1 6	2 0	2 0	8	8	8	1 0	0 6	0 8
	Rae Bareilly ..	1 0	1 0	1 0	2 0	2 0	6	6	6	0 12	1 0	0 8
	Sitapur ..	0 6	0 6	1 0	1 6	2 0	4	4	4	1 0	1 0	0 4
	Hardoi ..	0 6	0 6	0 6	1 0	1 0	4	4	4	1 0	0 3	0 4
	Kheri ..	0 6	0 6	0 6	0 6	0 6	4	4	4	1 0	1 0	0 4
FYZABAD	Fyzabad (a)	4	4	4	0 8	1 0	0 4
	Gonda ..	0 6	0 6	0 6	1 0	1 0	6	6	6	0 8	1 0	0 4
	Bahraich ..	0 9	0 9	1 6	1 6	1 6	5	5	5	1 0	1 0	0 3
	Sultanpur ..	0 6	0 9	0 9	1 0	1 0	8	8	8	0 12	1 0	0 8
	Partabgarh (a)	8	8	8	0 12	0 6	0 6
	Bara Banki ..	0 6	1 0	1 0	1 6	2 0	5	5	5	0 8	1 0	0 8

N.B.—Twenty-three of the boards charge enhanced fees in their schools at Sadar and eight boards in classes VI and VII of the English classes.

(a) These seven boards charge no fee in primary classes.

(b) These ten boards charge no fee in only infant class.

(c) Garhwal and Jalaun boards charge no fee up to classes I and II respectively.

XX—Statement showing distribution of Government grant on a population basis

Minus	District Board	Total population (in thousands)	2½ per cent. of the population (in thousands)	Number of boys in primary schools	2 per cent. of the population (in thousands)	Total expenditure on vernacular education (in thousands)	Government grant (in thousands)	Government grant at Re. one seventh per head*	Excess grant on the basis of col 9 (in thousands)	Short grant on the basis of col 9 (in thousands)
1	2	3	4	5	6	7	8	9	10	11
	Dehra Dun. . .	231	5·8	4,868	4·6	Rs. 58	Rs. 47	Rs. 33	Rs. 14	Rs. ..
	Saharanpur ..	1,044	26·0	20,881	20·8	192	64	149	..	85
Minus	Muzaffarnagar ..	895	22·4	16,898	17·9	197	108	128	..	20
	Meerut (plus) ..	1,602	40·5	46,661	32·0	356	207	229	..	22
Minus	Bulandshahr ..	1,137	28·4	21,303	22·7	185	43	163	..	120
	Bijnor ..	835	20·9	17,699	16·7	188	130	119	11	..
	Garhwal (plus) ..	534	13·4	15,189	11·6	175	150	76	74	..
	Aligarh ..	1,172	29·3	24,243	23·4	235	107	167	..	60
	Muttra (plus) ..	668	16·7	18,797	13·3	164	86	95	..	9
	Agra (plus) ..	1,048	26·2	31,537	20·9	243	148	150	..	2
	Mainpuri ..	750	18·8	16,291	15·0	180	97	107	..	10
Minus	Etah ..	860	21·5	16,843	17·2	169	112	123	..	11
	Etawah (plus) ..	746	18·7	20,700	15·9	215	126	107	19	..
	Farrukhabad ..	877	21·9	20,515	17·5	233	155	125	30	..
Minus	Barcilly ..	1,072	26·8	20,449	21·4	176	85	153	..	68
	Almora (plus) ..	583	14·6	21,510	11·6	202	167	83	84*	..
Minus	Budaun ..	1,010	25·3	16,104	20·2	174	120	144	..	24
	Moradabad ..	1,284	31·1	28,492	25·6	266	148	183	..	35
	Shahjahanpur ..	905	22·4	21,047	18·1	195	161	129	32	..
	Pilibhit ..	449	11·2	9,889	9·0	110	85	64	21	..
	Naini Tal (plus) ..	277	6·9	8,522	5·5	91	76	39	37	..
	Hamirpur ..	503	12·6	12,271	10·6	157	127	72	55	..
	Jalaun (plus) ..	426	19·7	11,979	8·5	139	107	61	46	..
	Jhansi ..	690	17·3	15,632	13·8	167	127	99	28	..
	Banda ..	626	15·6	14,835	12·5	186	156	89	67	..
	Cawnpore (plus) ..	1,212	30·3	36,478	24·2	312	187	173	14	..
	Fatehpur ..	689	17·3	16,933	13·8	181	103	98	5	..
	Allahabad (plus) ..	1,492	37·3	45,009	29·8	416	277	213	64	..
	Benares (plus) ..	1,016	25·4	33,153	20·3	356	293	145	148	..
	Mirzapur (plus) ..	788	19·7	20,710	15·7	197	159	112	47	..
	Jaunpur (plus) ..	1,236	30·9	40,377	24·7	345	279	177	102	..
	Ghazipur (plus) ..	825	20·6	25,663	16·5	252	185	118	67	..
	Ballia (plus) ..	913	22·8	34,498	18·3	300	246	130	116	..
	Partabgarh (plus) ..	906	22·7	24,943	18·1	216	139	129	10	..
	Azamgarh ..	1,572	39·4	37,682	31·5	350	253	225	28	..
	Lucknow (plus) ..	787	19·7	23,944	15·7	171	136	112	14	..
Minus	Unao ..	856	21·4	20,272	17·1	194	110	122	..	12
	Rae Bareilly ..	974	24·4	17,636	19·4	208	142	139	3	..
	Hardoi ..	1,128	28·2	24,377	22·6	278	197	161	36	..
	Sitapur ..	1,167	29·2	24,420	23·2	255	165	167	..	2
Minus	Kheri ..	944	23·6	14,396	18·8	154	113	135	..	22
"	Bara Banki ..	1,064	26·6	20,112	21·2	236	132	152	..	20
	Fyzabad ..	1,205	30·1	23,762	24·0	218	154	172	..	18
	Gonda ..	1,576	39·2	22,506	30·0	235	153	225	..	72
	Bahraich ..	1,136	28·4	20,252	22·0	218	145	162	..	17
	Sultanpur ..	1,051	26·3	17,980	20·0	179	110	150	..	40
	Basti ..	2,078	51·9	44,958	41·6	392	298	297	1	..
Minus	Gorakhpur ..	3,568	89·2	68,761	71·4	555	403	510	..	97

N. B.—Plus means having more than 2½ per cent. of the population in school.

Minus means having less than 2 per cent. of the population in school.

* The Government grant for vernacular education is 73 lakhs against a population of 48 millions.

XXI—Statement showing number of teachers in district board vernacular schools for boys and girls according to age

District		Number of teachers who, on April 1, 1934, complete the age of—							Total
		55 years	56 years	57 years	58 years	59 years	60 years	Over 60 years	
		2	3	4	5	6	7	8	
1									9
MEERUT	Dohra Dun ..	1	1	1	1	2	6
	Saharanpur ..	1	4	3	1	..	1	..	10
	Muzaffarnagar ..	1	3	4	1	2	11
	Meerut ..	4	3	6	2	3	2	1	21
	Bulandshahr ..	1	5	2	1	1	..	1	11
	Total ..	8	16	16	6	6	3	4	59
AGRA	Aligarh ..	6	8	1	2	3	4	..	24
	Muttra ..	3	..	5	1	2	1	..	12
	Agra ..	1	4	2	4	4	3	3	21
	Mainpuri ..	1	1	1	..	1	4
	Etah ..	1	1	5	3	1	1	1	13
	Total ..	12	14	14	10	11	9	4	74
ROHILKHAND	Bareilly ..	1	4	3	4	1	..	1	14
	Bijnor ..	5	5	5	6	2	23
	Budaun ..	3	4	2	3	..	1	4	17
	Moradabad ..	7	7	1	4	1	2	..	22
	Shahjahanpur	1	1
	Pilibhit	1	1	3	1	6
	Total ..	16	21	13	20	4	3	6	83
ALLAHABAD	Farrukhabad ..	2	4	2	3	5	..	2	18
	Etawah ..	3	4	3	1	4	..	3	18
	Cawnpore ..	4	4	4	2	2	3	5	24
	Fatehpur ..	2	1	6	5	5	1	6	26
	Allahabad ..	4	5	4	5	2	2	18	40
	Total ..	15	18	19	16	18	6	34	126
JHANSI	Jhansi ..	1	4	2	2	2	11
	Jalaun ..	3	1	3	..	1	9	1	18
	Hamirpur ..	1	5	2	3	3	4	1	19
	Banda ..	3	2	1	1	3	1	..	11
	Total ..	8	12	8	6	7	14	4	59
BENARES	Benares ..	2	1	1	..	1	..	1	6
	Mirzapur ..	1	2	6	2	11
	Jaunpur ..	1	3	4	8	8	4	1	29
	Ghazipur ..	2	4	2	2	2	..	5	17
	Ballia ..	7	8	6	2	1	1	22	47
	Total ..	13	18	19	14	12	5	29	110
GORAKHPUR	Gorakhpur ..	5	10	8	3	5	4	2	37
	Basti
	Azamgarh ..	4	3	2	4	2	4	1	20
	Total ..	9	13	10	7	7	8	3	57
KUSHMUNDA	Naini Tal
	Almora ..	2	2
	Garhwal ..	3	2	5
	Total ..	5	2	7
LUCKNOW	Lucknow ..	2	4	4	..	3	2	..	15
	Unao ..	4	6	5	2	4	..	3	24
	Rae Bareilly ..	4	4	1	4	3	3	2	21
	Sitapur ..	6	3	4	2	4	1	1	21
	Hardoi ..	2	2	3	2	1	1	1	12
	Kheri ..	1	3	6	2	..	1	5	18
	Total ..	19	22	23	12	15	8	12	111
FYZABAD	Fyzabad ..	2	2	1	5
	Gonda ..	2	3	6	3	3	17
	Bahraich ..	2	..	5	5	4	4	14	34
	Sultanpur ..	3	2	1	3	2	11
	Partabgarh ..	5	4	5	1	1	..	7	23
	Bara Banki ..	5	3	5	5	2	2	..	22
	Total ..	19	14	23	17	10	6	23	112
GRAND TOTAL ..		124	150	145	108	90	62	119	798

APPENDIX "B"

MAPS

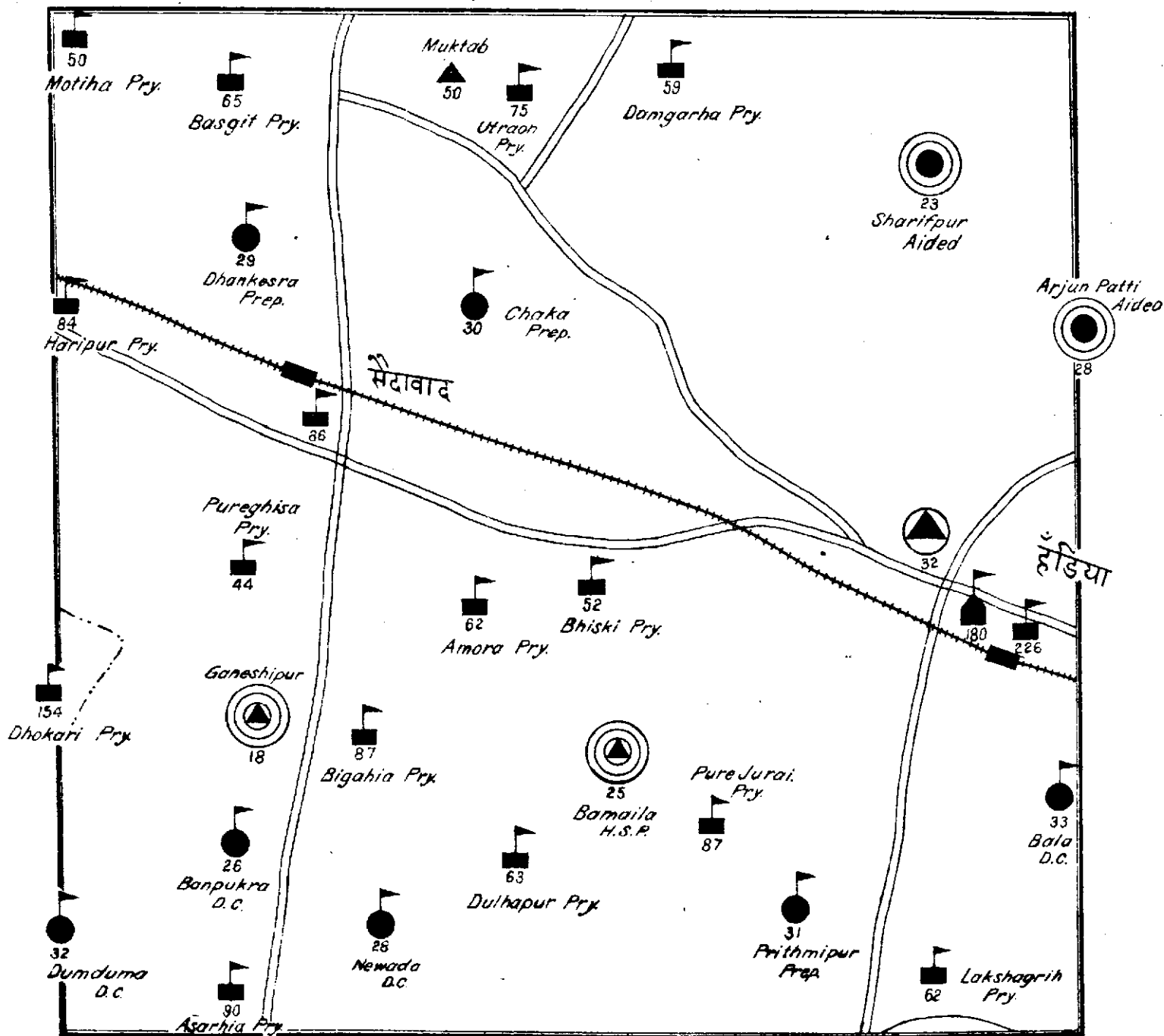
(29A)

I—MAP OF A PART OF THE HANDIA CIRCLE, DISTRICT ALLAHABAD.

Scale One Inch = One Mile.



(30 SCHOOLS)

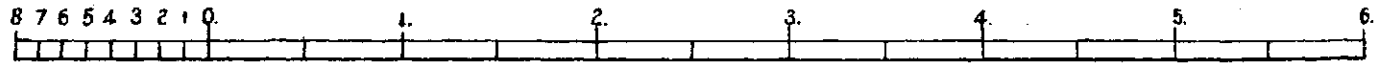


GOVT. CENTRAL PRESS, ALLAHABAD.

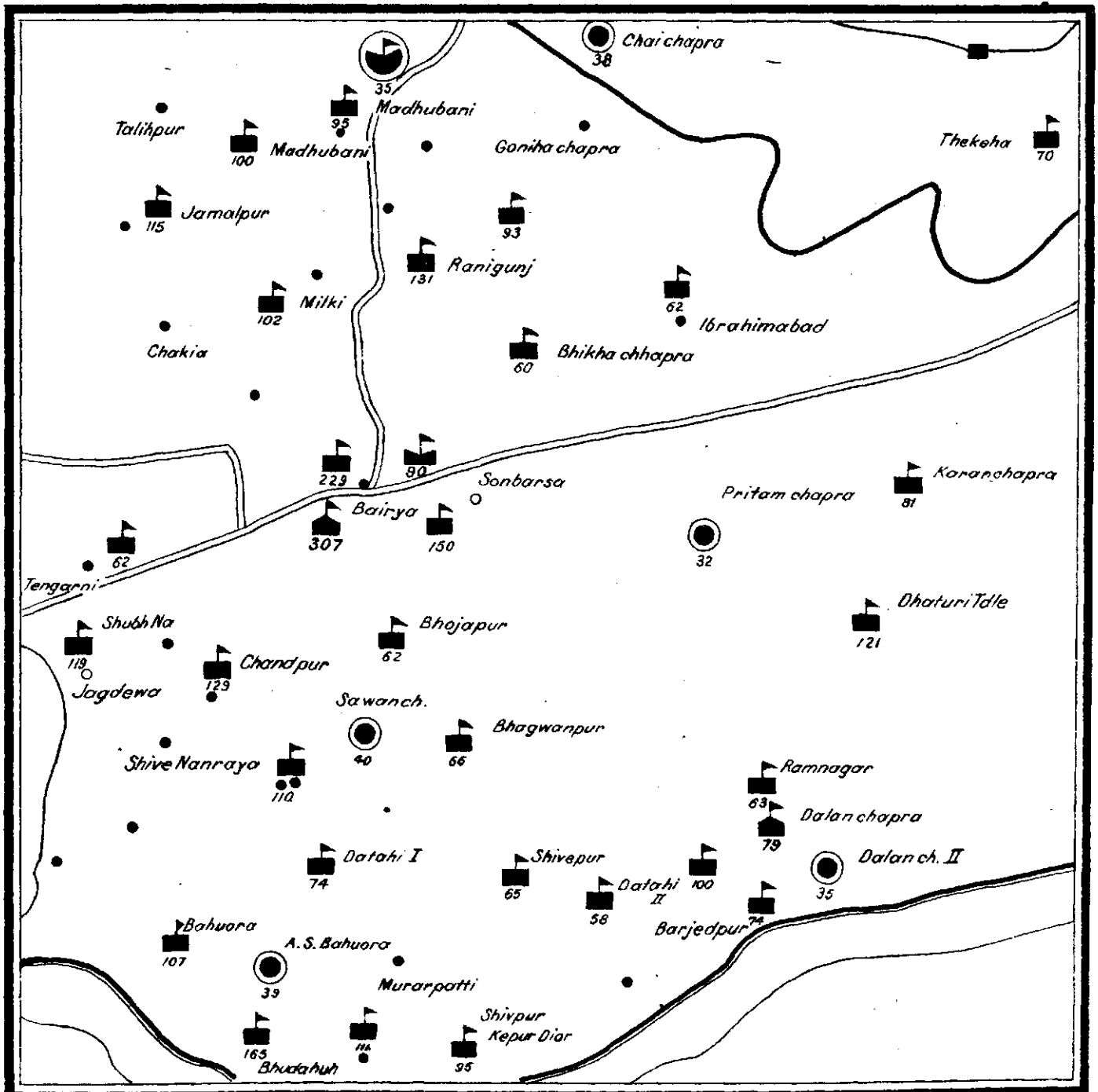
(30A)

II—MAP OF A PART OF DOABA CIRCLE, DISTRICT BALLIA.

Scale One Inch = One Mile.



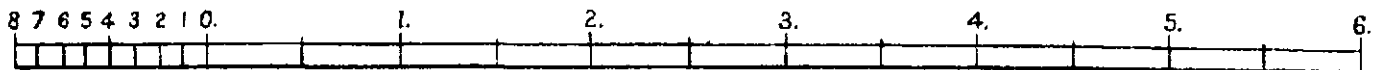
(38 SCHOOLS.)



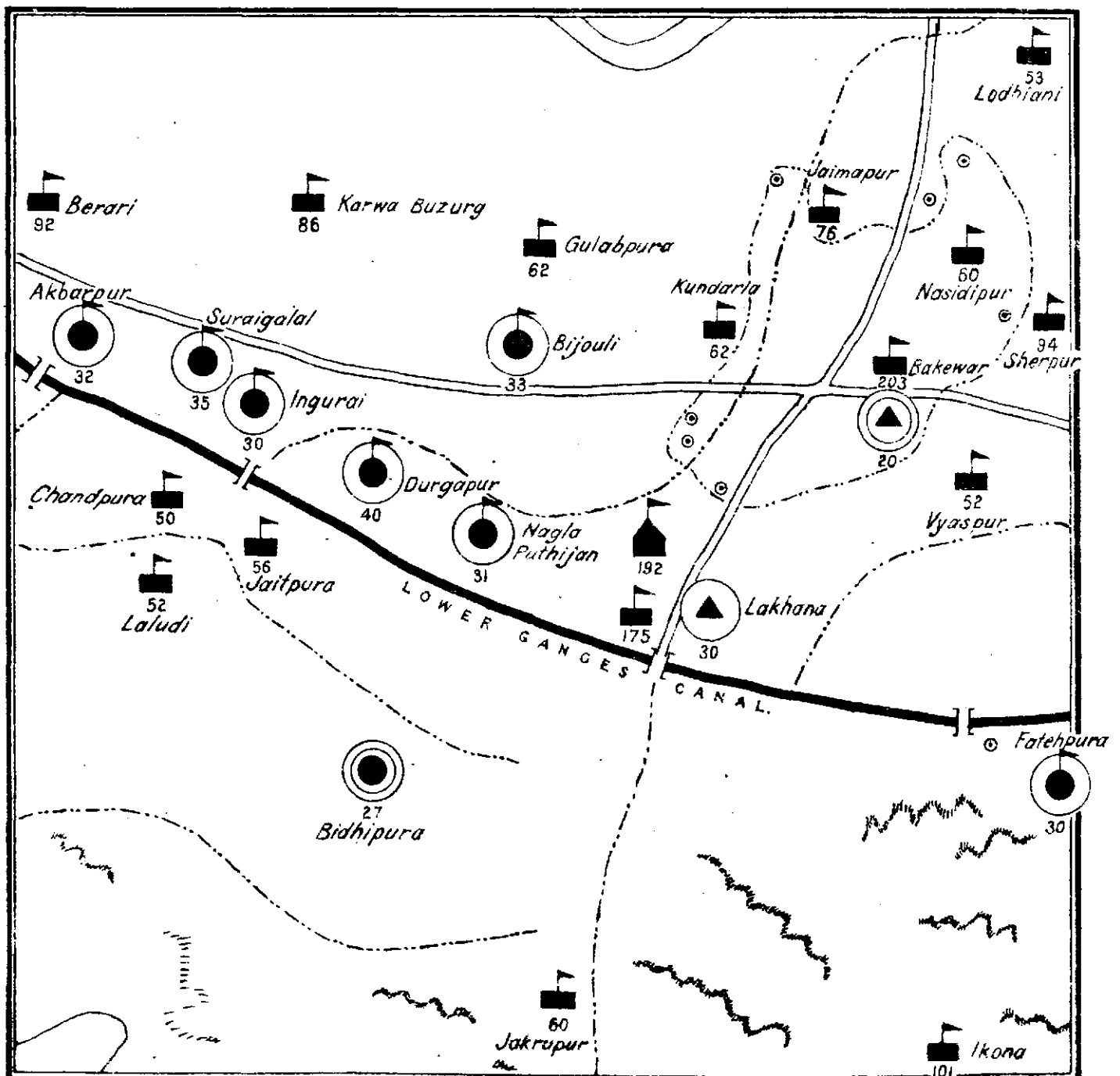
(31A)

III—MAP OF A PART OF CIRCLE BHARTHANA, DISTRICT ETAWAH.

Scale One Inch = One Mile.



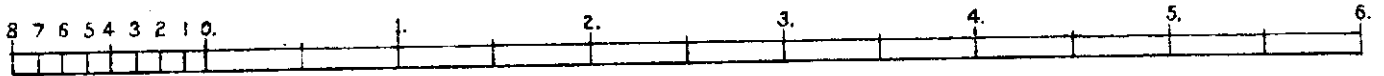
27 SCHOOLS.



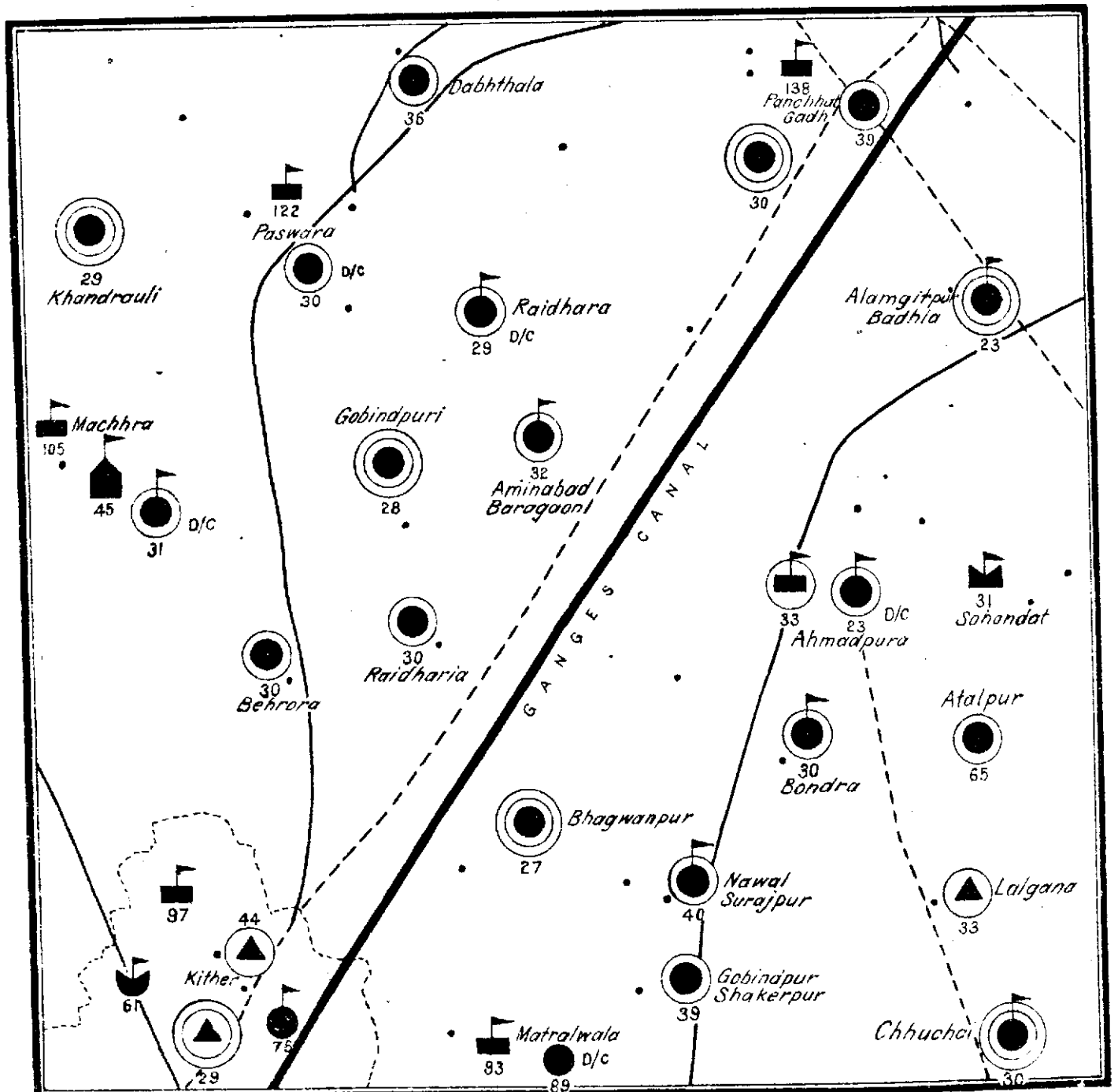
(32 A)

IV—MAP OF A PART OF TAHSIL MAWANA, DISTRICT MEERUT.

Scale One Inch = One Mile.



(33 SCHOOLS)



GOVT. CENTRAL PRESS, ALLAHABAD.

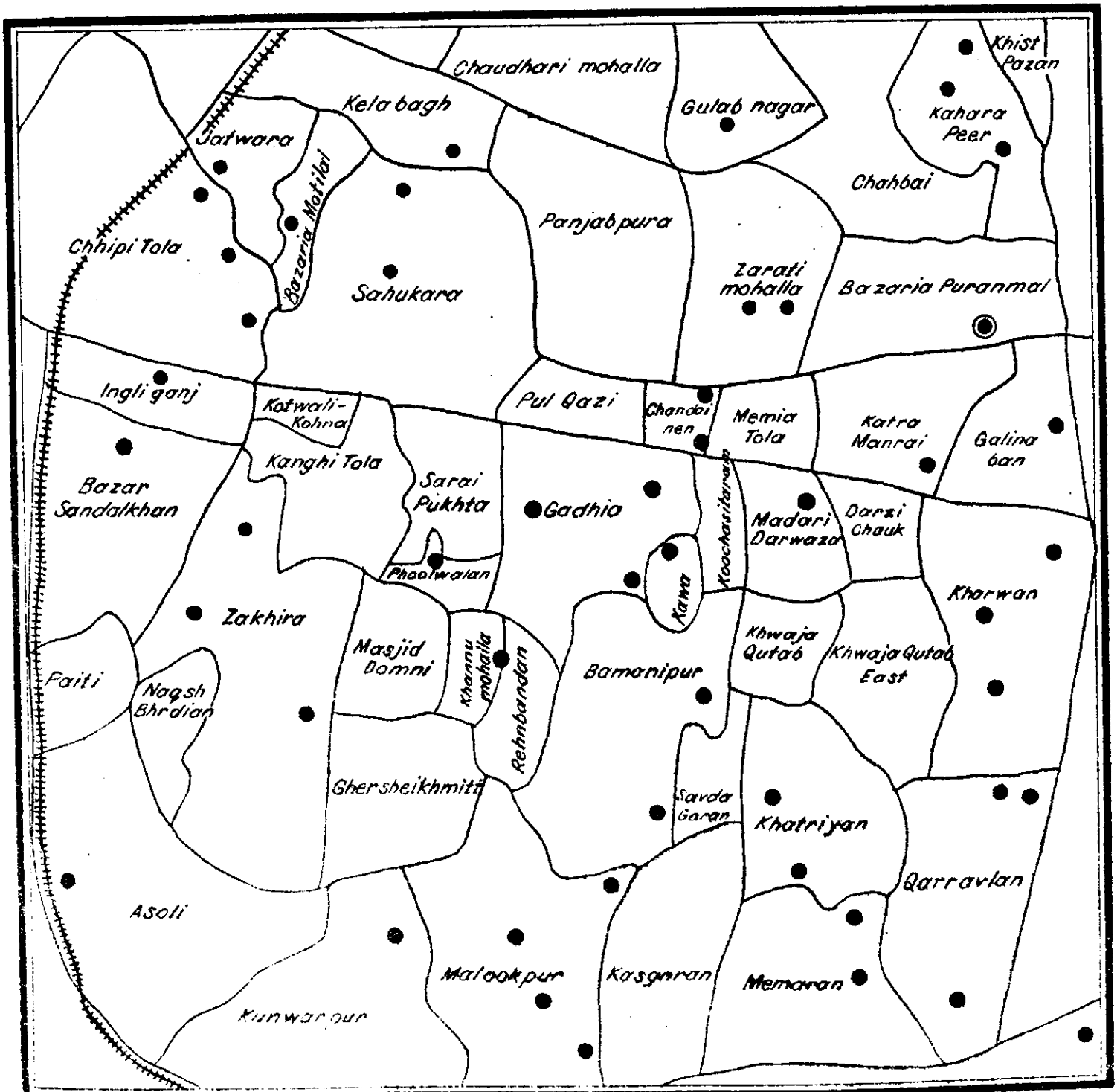
(33 A)

V—MAP OF A PART OF BAREILLY CITY.

Area—1 Sq. Mile

Scale 1 Inch = 660 Feet.

(50 SCHOOLS REPRESENTED BY ●)



APPENDIX "C"

**List of schools recommended for closure
showing savings accruing thereby to each
district board**

(37A)

District Board, Dehra Dun

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Maldeota	17	12	Close.
2	Nagao	16	12	Do.
3	Barentha	(13, 8, 1)	10	Do.
4	Baronwala maktab ..	(23, 1, 0)	12	Do.

Saving = Rs.552 per annum.

District Board, Saharanpur

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Sherpur	34	17	Kishanpur.
2	Sirsi Kalan	27	17	Chakwali.
3	Hanghaoli	28	17	Dhakdevi.
4	Ghatera	20	12	Pahasu.
5	Jhandera Shampur	29	7	Do.
6	Nawada Bhajru	29	7	Do.
7	Chargaon (single teacher primary school).	40	..	Should be provided with a second teacher.
8	Basera	(24, 7, 2)	6	Paharpur.
9	Nanauta maktab	31	6	Nanauta Islamia school.
10	Kuan Khera	31	6	Bhapsi.
11	Dalheri	40	12	Badgaon.
12	Sohanpura	(23, 8, 0)	7	Close.
13	Bastam	40	12	Sankhurd.
14	Ghalauli	27	12	Rankhandi.
15	Mohammadpur Jatt	34	12	Mandaoli.
16	Harchandpur	27	5	Nasirpur depressed class school.
17	Kotwal Alampur	23	12	Close.
18	Manglor (two maktab)	39, 34	9	} Withdraw grant from one maktab.
19	Khailpur	28	12	Bhagwanpur.
20	Sarthari	24	7	Mohidpur.
21	Tejupur	32	12	Chudiala.
22	Nurpur Pajhneri	28	12	Bahadurpur Jatt.
23	Khanpur Gujar	31	12	Close.
24	Sarsonheri	21	12	Sarsawa.
25	Salarpur	25	12	Bhandheri.
26	Korali	20	12	Ambehta.
27	Jajwa	19	12	Close.
28	Khera Mewat	(28, 0, 2)	6	Do.
29	Gadarheri	44	12	Sampla.
30	Sahajwa	27	6	Harpal.
31	Randheri	27	6	Dahaiki.
32	Kharkhari	21	12	Pheraheri.
33	Bhuhni	30	12	Bhogpur.
34	Hasanpur	23	12	Bhalswa.
35	Baroli	15	12	Sansarpur.
36	Chunetigara	23	12	Close.
37	Ugrahu	32	12	Kailaspur.
38	Kailaspur maktab	37	7	Kailaspur Islamia primary school.
40	Khurrampur	30	12	Sulani.

Saving = Rs.4,908 per annum.

District Board, Muzaffarnagar

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Purah (23, 2, 4)	29	14	Purbalian.
2	Khera Mastan Maktab	33	14	Convert into an Islamia primary school.
3	Ditto Preparatory	25	14	Kurthal.
4	Etawah (20, 11, 3)	34	14	Shikarpur.
5	Gafurgarh	23	14	Kharar.
6	Kurawa (20, 3, 1)	24	8	Goeia.
7	Mandauli	26	8	Biral.
8	Durganpurkhera	23	8	Bitoda.
9	Barkata	26	8	Kharar.
10	Karoda (14, 9, 2)	25	14	Ailam.
11	Kanyan	22	5	Shikarpur.
12	Bhorakhurd	29	14	Chunsa.
13	Kuruali	29	5	Sonta.
14	Butara	31	..	These two schools to combine.
15	Karoda Depressed Class School	A good building exists.
16	Do. Primary School	Khanpur.
17	Kanjerheri	29	12	Un Primary School.
18	Ramra (to be tried elsewhere)	No saving.	Nau Nagli.
19	Un (depressed class school)	25	8	Titarwara.
20	Dhindaoli	23	12	Pindora.
21	Bucha Kheri	22	8	Keserwa.
22	Hatchoya	26	..	
23	Titoli	30	..	
24	Ladpur and Gangdhari to be amalgamated, but a new 3-teacher building is required.	
25	Mandoor	22	12	Barha Asa.
26	Bhoma	34	12	Kheri Sarai.
27	Chorawala	22	12	Berasadat.
28	Sikri Islamia School (15, 10, 1, 1, 1).	28	12	Close.
29	Kakroli Islamia school	23	12	Do.
30	Churiyala Islamia School (20, 7, 1).	28	12	Do.
31	Ghatrain Depressed Class School	26	No saving.	Ghatrain Primary School.
32	Jasola Depressed Class School	21	No saving.	Jasola Primary School.
33	Khanpur	30	12	Tisang.
34	Lakhnauti	27	12	Purkazi.
35	Pipalhera	10	12	Close.
36	Godhana	24	8	Tuglakpur.
37	Tigri	29	12	Baroki.
38	Ratnagla	38	12	Qutubpur.
39	Sheranagar	22	5	Bhandera.
40	Nagla Pithora	28	8	Jasoi.
41	Dindhawli	30	12	Kutbi.
42	Malera	23	8	Rampur.

Saving=Rs.4,332 per annum.

(40A)

District Board, Meerut

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
1	Raghunathpur	26	Ra.	Transfer.
2	Pirnagar	30	12	Datiana.
3	Madhopur	23	12	Do.
4	Dhanora	25	12	Asora.
5	Garhmukhteswar (Depressed Class School).	22	No saving.	Combine with the primary school.
6	Taswara	31	12	Close.
7	Sherpur	12	12	Do.
8	Neknampurnanai	35	12	Do.
9	Bankhanda (Depressed Class School).	30	10	Bhankhanda Primary School.
10	Bachlota (Depressed Class School)	20	10	Bachlota primary school.
11	Alipore ditto	30	10	} To be combined with the Upera school which may be raised to primary standard.
12	Alipore aided	30	12	
13	Hoshdarpur Primary ..	44	24	
14	Bakhshar pathshala ..	20	10	Close.
15	Anwarpur (Depressed Class) ..	26	10	Anwarpur Primary.
16	Janupura	33	12	} Kilwai.
17	Kalianpur (Depressed Class) ..	35	10	
18	Muzaffara ditto	20	10	Muzaffara Primary.
19	Silai Maktab	30	10	Hafizpur Newada.
20	Bhadsiana (Depressed Class) ..	32	12	Bhadsiana Primary.
21	Bangoli	39	12	Dariapur.
22	Harora	53	12	Do.
23	Jakhara	52	12	} Dholpur which may be raised to primary standard.
24	Dehra	35	12	
25	Bhatiana Islamia	29	12	Bhatiana Primary.
26	Dahana (Depressed Class) ..	25	12	Dahana do .
27	Sabri Preparatory	35	} 12	Acheja.
28	Raghunathpur	30		
29	Rawa	31		
30	Muhammadpur	40	} 36	Raghunathpur Primary.
31	Dhilora	23		
32	Okhlina	34	10	} Behrampur Primary.
33	Do. Maktab	24	12	
34	Do. (Depressed Class) ..	30	12	} Bhadora primary.
35	Bhadora Ditto	34	12	
36	Mirpur	20	12	Bidora.
37	Chandauri Kher	35	12	Do.
38	Ananullahpur	40	12	} Dadra (to be converted into Board's primary school).
39	Chobla (Depressed Class) ..	66	12	
40	Rasna ditto	22	10	} Rasna Primary Scho
41	Rasna Maktab	26	12	
42	Rampur Moti	35	12	} Sidharanpur to be converted into Board's primary school.
43	Kunkura Preparatory	36	12	
44	Kasla Shamshernagar ..	31	12	} Kardauni.
45	Mussoorie	32	12	
46	Morna	27	10	Rukhanpur.
47	Pachpeda Maktab	25	10	Ditto.
48	Kinanagar (Depressed Class) ..	36	10	Kinanagar Primary.

District Board, Meerut—(continued)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
49	Sisauli (Depressed Class) ..	35	10	Sisauli primary.
50	Badla Preparatory ..	37	10	Ditto.
51	Mau Khas ..	26	10	Bhagwanpur.
	This area Sisauli, Bhagwanpur, Shameipur should have one big school of 300 boys. There are at present 7 schools in the area.			
52	Phaphunda (Depressed Class) ..	20	10	Phaphunda Primary.
53	Lisari ..	31	10	Bajaut.
54	Jahatpur (depressed class) ..	36	10	Do.
55	Salarpur preparatory ..	31	10	Rajpura Preparatory.
56	Kaserukhera aided ..	25	7	} Kaserukhera to be a District Board primary school.
57	Amehra Adipur (Depressed Class) ..	32	7	
58	Sindhaoli (Depressed Class) ..	31	7	} Dabka to be extended and to be a primary school.
59	Do. Maktab ..	29	6	
60	Shobhapur ..	32	7	
61	Lala Muhammadpur ..	24	7	
62	Daimpur (Depressed Class) ..	23	7	Dhindhala Primary.
63	Puthri (ditto) ..	32	7	Sival Primary.
64	Sival (ditto) ..	35	7	Khanpur Primary.
65	Lahadda ..	30	12	Behasuna Primary.
66	Behasuna (Depressed Class)	10	Sena.
67	Mataur ..	30	10	Sikhera Aided.
68	Sikhera (Depressed Class) ..	7/30	7	Aghwanpur Primary.
69	Aghwanpur (Depressed Class) ..	36	7	Ditto.
70	Chitwara Preparatory ..	30	12	Ditto.
71	Sherpur Primary ..	31	12	Ditto.
72	Khatki ..	28	12	Alangir.
73	Parichatgarh (Depressed Class) ..	30	10	Parichatgarh Primary.
74	Ahmadpuri (ditto) ..	25	10	} Ahmadpuri Primary.
75	Bondra ..	27	10	
76	Shadat Islamia Preparatory ..	31	12	} The District Board to build a school.
77	Lalyana Maktab ..	23	10	
78	Atalpura ..	25	10	Lalyana Primary.
79	Mahelwala (Depressed Class) ..	30	12	Mahelwala Primary.
80	Gobindpur Aided ..	30	8	Ditto.
81	Nawal Surajpur ..	40	12	Ditto.
82	Bhagwanpur Aided	5	Ditto.
83	Fatehpur Narain ..	35	12	} Shahjahanpur Primary.
84	Fatehpur Narain (Depressed Class) ..	35	12	
85	Raidhara (Depressed Class) ..	29	8	Amnabad.
86	Govindpur ..	26	12	Ditto.
87	Radhana ..	20	12	Ditto.
88	Machra (Depressed Class) ..	30	12	Machra Primary.
89	Behrora Aided ..	35	8	Ditto.
90	Paswara aided (Depressed Class) ..	20	8	Paswara Primary.
91	Khandrawali ..	29	12	Paswara Primary.
92	Dabahkalan ..	30	12	Ditto.
93	Rachoti (Depressed Class) ..	20	8	Rachoti Primary.
94	Hasanpur ..	37	10	Machra.

District Board, Meerut—(continued)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
95	Amarpur	5	Machra
96	Bhatipura (Depressed Class) ..	20	8	Bhatipura primary.
97	Itmadpur	28	12	Manpur (building required).
98	Mobarikpur	32	12	
99	Khajuri (Depressed Class) ..	25	12	Khajuri Primary.
100	Khajuri maktab	32	8	Rasulpur Ikda Maktab.
101	Ghazipur aided	31	8	Dhampur
102	Phitkari (Depressed Class) ..	30	8	Sandhan.
103	Nagla Isa	30	12	Mawana Khurd.
104	Paharpur	30	12	Bisauli.
105	Mawana three aided schools (29), (30), (31) to go to primary school or the Arya Samaj School.	..	24	
106	Mubarikpur	36	12	Tigri.
107	Kaul	12	Assa.
108	Akbarpur Saadat	10	Do.
109	Rahauti	30	12	Khalidpur.
110	Rahauti (Depressed Class) ..	25	10	Do.
111	Takhawli	32	8	Nagauri.
112	Gagsona (Depressed Class) ..	29	7	Do.
113	Neru	57	24	Dandapur (6 furlongs away).
114	Phalanda Maktab no. 1	Phalanda Maktab no. II.
115	Nagla Hareru	30	12	Sanauta.
116	Nagla (Depressed Class) ..	27	8	Do.
117	Pilona (ditto)	30	8	Pilona Primary.
118	Jhiniharpur	32	8	Ditto.
119	Niloha (Depressed Class)	8	Niloha Primary.
120	Tikri (ditto)	35	12	Tikri Primary no. 1.
121	Do. Primary no. 2	75	..	
122	Doghat Aided	30	8	Doghat Board's Primary.
123	Do. Maktab	31	7	Doghat Primary.
124	Nirpura Aided	33	8	Nirpura Primary.
125	Daha (Depressed Class) ..	31	8	Daha Primary.
126	Mangroli	27	10	Phusar.
127	Munsan	30	12	Patli.
128	Kanwara	8	Do.
129	Dhanora	30	7	Bharal.
130	Bijwara (Depressed Class)	12	Bijwara Primary.
131	Fazalpur (do)	31	12	Fazalpur Primary.
132	Darkoda Maktab	21	12	Binoli.
133	Muzaffarpur Pois	31	7	Naglarawa.
134	Kamala	21	7	Fazalpur.
135	Karnawal (Depressed Class) ..	30	8	Karnawal Primary.
136	Do. aided	35	8	Ditto.
137	Jasar Sultannagar Maktab ..	23	7	Jasar preparatory to be raised to primary standard.
138	Kakkapur	33	17	Ikri.
139	Nanu	30	19	Do.
140	At Sardhana Maktab no. 2 ..	39	..	Maktab no. 1.
141	Sardhana (Depressed Class) ..	29	..	Sardhana Primary.
142	Lashkarganj	72	..	Diwali Primary.
143	Pali	32	17	Kalindi.
144	Jwalagarh	23	10	Salawa.

District Board, Meerut—(continued)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
145	Kaili Aided ..	33	10	Dadri.
146	Aterna (Depressed Class) ..	25	8	Aterna Preparatory to become primary school.
147	Kulanjan ..	29	7	Ditto.
148	Alipur (Depressed Class) ..	25	12	Alipur Preparatory.
149	Surani ..	32	12	Ditto.
150	Jeori (Depressed Class) ..	32	7	Pabli Khurd.
151	Roshanpur Gurkul ..	20	25	Roshanpur Dorli.
152	Palera (Depressed Class) ..	29	8	Dulehra Primary.
153	Sawaya Jamalullapur ..	30	8	Ditto.
154	Dahrella (Depressed Class) ..	30	8	Ditto.
155	Do. Aided ..	25	8	Ditto.
156	Jamalpur Goma ..	36	12	Sakoti.
157	Lawar (Depressed Class) ..	45	10	Lawar Primary.
158	Do. Maktab no. 1 ..	30	8	Lawar Maktab no. 2.
159	Ikhledi ..	35	12	Samarna.
160	Basitpur ..	31	12	Sholana.
161	Kapurpur ..	31	10	Satnawat Primary.
162	Bhanpur ..	35	12	Bhagota.
163	Khandoli ..	33	12	Banhera.
164	Khairpur ..	31	10	Sikhera.
165	Lakhan ..	30	10	Galand.
166	Partabpur ..	35	12	Atrauli.
167	Shamli ..	31	12	Do.
168	Shafabad ..	34	8	Ataula.
169	Bhadoli ..	30	12	Khanpur.
170	Kaili ..	29	12	Panchi.
171	Muquimpur ..	32	12	Pilkhua.
172	Faridnagar (Depressed Class) ..	30	10	Faridnagar Primary.
173	Fazalgarh ..	30	10	Bhojpur.
174	Sikri Kalan ..	27	8	Sikri Khurd.
175	Phaprana ..	25	8	Sondu.
176	Muhammadpur Qadim ..	30	8	Do.
177	Didauli ..	25	8	Do.
178	Dabana ..	32	12	Asifpur.
179	Penga ..	34	12	Do.
180	Morta (Depressed Class) ..	28	10	Morta Primary.
181	Saintli ..	30	12	Bhikhanpur.
182	Shahpur Morta	12	Do.
183	Bahadurpur	8	Bhadoli.
184	Muradnagar (Depressed Class) ..	35	10	Muradnagar Primary.
185	Sultanpur ..	30	12	Roshanpur.
186	Kakra ..	38	10	Ditto.
187	Dhandu (Depressed Class) ..	30	8	Dhandu Primary.
188	Reori ..	32	8	Hasanpur.
189	Nikori ..	30	8	Surana Primary.
190	Surana (Depressed Class)	8	Ditto.
191	Gugarpur ..	38	12	Kumehra.
192	Khandaura (Depressed Class) ..	20	10	Khandaura Primary.
193	Kirthal Aided ..	39	12	Khirthal Primary.
194	Kirthal branch ..	32	8	
195	Kakripur (Depressed Class) ..	30	8	Kakripur Primary.
196	Ramala (Depressed Class) ..	30	8	Ramala Primary.
197	Makundpur ..	48	12	Rathora Primary.

District Board, Meerut—(concluded),

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
198	Silana	32	12	Rathora Primary
199	Halalpur Aided	29	8	Ditto.
200	Chaprauli Branch	39	8	Chaprauli Primary.
201	Tilwara	28	8	Ditto.
202	Badarkha	41	12	Ditto.
203	Barwala No. I	35	7	Sherpur Lohara Primary.
204	Barwala No. II	32	7	
205	Khawaja Nagla	35	12	Sadiqpur Sanauli Primary.
206	Sadiqpur Sanauli (Depressed Class).	30	10	Ditto.
207	Kotana (Depressed Class) ..	29	8	Kotana Primary.
208	Loin	51	8	Malakpur.
209	Lohari (Depressed Class) ..	23	8	Lohari Primary.
210	Rajpur Khampur	34	7	Khera Hatana.
211	Biharipur	30	10	Sarurpur Primary.
212	Sarurpur Aided	50	12	Ditto.
213	Sikohpur	30	10	Ditto.
214	Bam	41	12	Alawalpur.
215	Idrispur Maktab	30	12	Usika Islamia.
216	Hilwari (Depressed Class) ..	31	7	Hilwari Primary.
217	Barka Aided	30	7	Ditto.
218	Bhudora	28	6	Bichpuri.
219	Gorana	29	12	Barawada.
220	Bazidpur	34	13	Lohadda.
221	Bijraul (Depressed Class) ..	30	6	Bijraul Primary.
222	Kharkari Aided	32	7	Ditto.
223	Bawali (Depressed Class) ..	35	7	Bawali Primary.
224	Bawali Aided	30	7	Ditto.
225	Goonga Kheri	30	7	Jiwana.
226	Ibrahimpur Majra (Depressed Class).	30	7	Ibrahimpur Preparatory.
227	Konehara	31	7	Pasonda.
228	Sukulpur	34	7	Sarf-ud-dinpur.
229	Aurangabad	35	7	Ditto.
230	Sharifabad	31	7	Ditto.
231	Sirauli	35	17	Chirauri.
232	Bhuapur	28	8	Rataul.
233	Nichora	31	8	Gauna.
234	Datanagar	33	8	Mukari.
235	Singhaoli Ahir (Depressed Class).	30	8	Singhaoli Primary (to be a district board school).
236	Burseni	37	8	Mathatnagar.
237	Lohara	39	10	Aminnagar.
238	Aminnagar Branch	Ditto.
239	Sikhera	36	17	Dhakoli.
240	Khatta Aided	32	8	Khatta Primary.
241	Senkhalputhi	31	12	Daula.
242	Nibali	30	7	Bali Primary.
243	Bali Aided	32	7	Ditto.
244	Bagha	32	7	Tateri.
245	Pali	26	8	Katha.
246	Salabatpur Kheri	39	17	Basi.
247	Rampur Patti Aided	30	8	Khekra.
248	Gathina Mission (Depressed Class)	20	10	Gathina Primary.

Saving=Rs.28,872 per annum.

District Board, Bulandshahr

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Achalja single teacher primary school.	To be reduced to preparatory standard.
2	Chapraula primary ..	30	..	To be reduced to preparatory standard and Classes III and IV to go to Chipayana.
3	Biswana and Chiti (single teacher primary school) to combine at Khairpur Til.			
4	Dhanaura	34	} ..	To combine at Chola railway station in the district board building.
5	Fatehpur	33		
6	Senthli } Single teacher	36	} ..	To amalgamate in Kishanpur.
7	Kishanpur } primary schools	36		
8	Kalondha } Single teacher	38	12	Cholas.
9	Chitera } primary schools	35	..	Reduce to preparatory standard; boys of III and IV to go to Dadri.
10	Adah	28	10	Sarai Ghasi.
11	Wair Islamia school ..	28	..	To become a mixed preparatory school.
12	Sikerha primary	To be reduced to a preparatory school.
13	Saintha	19	..	Try in another village.
14	Shikarpur depressed class school	Close. Transfer the teacher to Jalalpur.
15	Hasanpur	27	12	Dhamera.
16	Shahnagar	29	No saving.	Lohali.
17	Anchru Khurd	Reduce to preparatory standard.
18	Basendua	37	No saving.	Olena.
19	Ganourah Sheikh maktab	10	Close.
20	Partapur aided primary	To be reduced to preparatory standard.
21	Nayabans	37	12	Syana.
22	Deoli primary	To be reduced to preparatory standard.
23	Sabdapur	20	10	Sikehrah.
24	Rampur	45	12	Belaun (teacher to go to Dogwan)
25	Kamalpur	24	10	Narsena.
26	Kalupura	33	10	Jonehana.
27	Gangagarh	34	10	Fazalpur.
28	Chapna	38	No saving.	Machar.
29	Kiratpur	19	12	Close.
30	Shahpur	29	12	Do.
31	Raipur	34	10	Deorala.
32	Hasanpur	28	10	Close.
33	Dighi	34	10	Banel.

Saving=Rs.1944 per annum.

(46A)

District Board, Aligarh

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Gohana	10	12	Close.
2	Seekur	21	12	Khiteuli.
3	Daryapur (depressed class) ..	25	12	Primary school, Daryapur.
4	Chaudaiya	37	12	Tikari.
5	Chhattarpur	24	12	Tourh.
6	Barauli	32	12	Daryapur.
7	Kalinjri	24	12	Tametia.
8	Kajrothi night school	21	7	Close.
9	Techigarh depressed class ..	25	12	Primary school, Techigarh.
10	Nagla Ahbashi	17	12	Close.
11	Mohatabpur	28	12	Dagoor Nagla.
12	Mehdora	27	12	Jammon.
13	Salimpur	21	12	Bhayan.
14	Singharpur	8	12	Aisipala.
15	Sikharan	43	7	Nadroi.
16	Asgharabad Islamia school ..	17	12	Close.
17	Bhikanpur ditto	26	12	Habibganj.
18	Siroli	27	7	Dadan.
19	Teothu	42	12	To be tried at village Aurauli.
20	Mundpur	15	12	Close.
21	Barampur	20	12	Challesar.
22	Chiti	30	12	Sabalpur.
23	Sudeshpur Islamia school ..	21	12	Close.
24	Kasison	25	12	Gaumat.
25	Mirpur	30	12	Bhojaka.
26	Raipur	29	12	Birpura.
27	Gorna	24	12	Do.
28	Ramnagar	30	12	Bhilwali.

Saving = Rs.3,852 per annum.

District Board, Muttra

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the school shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Nari	26	12	Semri.
2	Usphar	14	12	Jansith.
3	Barhauta	26	12	Pelkhu.
4	Kosi Kalan	20	12	Compulsory area.
5	Farah Islamia (28, 3, 2)	33	12	Barari.
6	Shergarh Islamia	16	12	Shergarh primary school.
7	Aurangabad Islamia	22	12	Muttra.
8	Ol depressed class school	25	12	Ol primary school.
9	Ol maktab (27, 2, 0)	29	12	Ditto.
10	Anour	34	12	Jalipura.
11	Jait depressed class school	24	(No saving).	Jait primary school.
12	Tajpur	36	12	Tasingu.
13	Bhartia	12	Putloni.
14	Karkauli	28	12	Dhadan.
15	Gari Rath Islamia	21	12	Close.
16	Bharaus maktab	23	12	Gigla.
17	Kursunda depressed class school	29	(No saving).	Kursunda primary school.
18	Nagla Sewa depressed class school	28	Do.	Saipur primary school.
19	Barauli depressed class school	29	Do.	Barauli primary school.
20	Rasgaon	54	12	Kokna Kalan.
21	Udhena	32	12	Chandwara.
22	Parsora	28	12	Khonda.
23	Edulpur	58	12	Naugaon.
24	Bujonhin	49	12	Jugsana.
25	Unchagaon	60	12	Nasirpur.
26	Sailkhera	30	12	Putlon.
27	Nera	25	12	Guri Holasi.
28	Choli (close to Baldeo)	50	24	Close.
29	Froli Zunmadar	34	12	Harmaul.
30	Nagora	34	12	Paversra.
31	Baroda	34	12	Malikpur.
32	Holla	40	12	Bahiansara.
33	Mahaban Islamia (20, 4, 0)	24	12	Close.
34	Mahaban depressed class school	24	12	Mahaban primary school.
35	Chari	24	8	Mat.
36	Sonai girls' school	24	12	Sonai boys' primary school.
37	Bhunka	30	12	Naoli.

Saving=Rs.4,848 per annum.

District Board, Agra

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Rasulpur	31	12	Fazitpura.
2	Gugagand	15, 5, 2	12	Tantpur.
3	Akhwai	30	12	Karahra.
4	Sandhan maktab no. 1 ..	20	12	Sandhan maktab no. 2.
5	Balsari Chahan	37	12	Bewar.
6	Sarsa	34	12	Garh Chandpur.
7	Nagla Bishun	45	12	Sarenda.
8	Kutabpur Jarkhi	31	12	Chulhad.
9	Narkhi (girls)	18, 5, 1	12	Narkhi (boys).
10	Nagla Dal	32	12	Nagla Sikandar.
11	Alampur	Transfer.
12	Sikandarpur Kotla D. C. ..	22	No saving.	Kotla primary.
13	Nurraahal	60	24	Jarkhi.
14	Alai	36	12	Tikri.
15	Itaura	34	12	Kolamai.
16	Chaoli	35	12	Sohalla.
17	Dhandupur	25	12	Tora.
18	Sutahri	Transfer.
19	Khera Rathor	32	12	Mahua.
20	Baragaon	34	12	Chandarpur.
21	Chauranya Har	Transfer.
22	Jugraipur	Do.
23	Bah Islamia	30, 1, 2	12	Close.
24	Jarar D. C.	32	No saving.	Jarar primary.
25	Kholakha D. C.	31	No saving.	Ukhera.
26	Rajpura D. C.	28	No saving.	Kira Khanera.
27	Cangrua	34	8	Gutla.
28	Bhanda	30	12	Bad.
29	Siraoli	10	12	Close.
30	Bavan	39	..	Transfer.
31	Haraonda	30	12	Ladhukhera.
32	Saiyan maktab	27	12	Saiyan primary.
33	Panwari	29	12	Atus.
34	Hasanpur	34	12	Handan.
35	Bisahra	32	12	Marakia.
36	Mahadeva	35	12	Pusheta.

Saving = Rs.3,984 per annum.

(49A)

District Board, Mainpuri

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Ginauli	30	..	Close.
2	Khudadadpur	30	..	Do.
3	Nagla Minta	25	..	Nagla Har.
4	Naurangabad	25	12	Jasrana.
5	Katera (depressed class)	36	..	Close.
6	Mustafabad maktab	32	12	Do.
7	Tharana	31	12	Badhana.
8	Ojhia Faquirpur	28	12	Ikri.
9	Eka pathshala	18	10	Ekka primary.
10	Pilakhtar	These schools have already been closed as a result of the survey. December, 1933.
11	Macherha	
12	Sankhni	
13	Kaniwara	
14	Nawada	
15	Darbah	
16	Nagla Bhai Islamia	18	12	Close.
17	Medhauli	Transfer.
18	Kharpari	25	8	Airin Parera.
19	Auren Mandan	35	12	Lalpur.
20	Fazalpur	31	12	Kosma.
21	Nagla Kheri	29	12	Chauransa.
22	Dharm Nar	29	12	Bara.
23	Paharpur maktab	22	12	Allabad.
24	Aram Sarai	35	12	Bankia.
25	Rasulabad maktab	26	12	Bhongaon Islamia.
26	Kaurina	15	8	Close.
27	Pirhipur	25	..	Transfer.
28	Dehuli Islamia	22	12	Dehuli primary.

Saving=Rs.2,184 per annum.

(50A)

District Board, Etah

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Kuramai	22	6	Mirechi.
2	Bharpura	26	6	Kutabpur.
3	Mai Kimalpur	15	17	Ishara.
4	Sakit aided	31	6	Sakit primary.
5	Rampur (depressed class)	29	..	Unite with Kuthala 32.
6	Hathoraban	28, 3, 1	12	Rampura.
7	Pipargaon	26	12	Gahi.
8	Ajitnagar	21	12	Close.
9	Banyani	29	10	Arjunpur.
10	Barthara	26	12	Amarsa.
11	Kithauli	28	12	Sahawar.
12	Sulehpur	18, 8, 2	12	Amanpur.
13	Rekhpur	29	12	Hathlendi.
14	Mitraul	45	..	Salampur (4 furlongs).
15	Sihori	25	12	Bhopalpur.
16	Gundan	30	12	Kosruan.
17	Baghai	18, 11, 4	12	Rijabali (66).

Saving=Rs.2,004 per annum.

(51A)

District Board, Bareilly

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Bara Sirsa (aided)	12/28	6-	Rajpur Kalan.
2	Ghibara	15/28	7	Dighna.
3	Satuiya	14/26	7	Aundh.
4	Panchari	26	12	Nausiha.
5	Paraura	15/25	12	Nathpura.
6	Gola (7, 4, 9)	20	12	Close.
7	Khameria	22	12	Kapurpur.
8	Piperia	18/22	12	Close.
9	Baragaon	12	12	Nawada.
10	Richola	19	8	Ram Nagra.
11	Lambachera	18	12	Daurera.
12	Katia	25	8	Sundri.
13	Lahaya (depressed class) ..	25	12	Jeunt.
14	Mirgapur	17	12	Phulwaya.
15	Khata	18	12	Jarali Maktab.
16	Barkhan	20	12	Abrajpur.
17	Rampura	20	12	Shergarh.
18	Tehra	14/24	12	Barora.
19	Changhasi	8/10	12	Close.
20	Jokhunpur	18/22	12	Richa.
21	Bibiapur	23	8	Dhaunra.
22	Bakaria (depressed class) ..	29	12	Aunt.
23	Deoranian	26	12	Mundiajagir.
24	Nagaraia Kabra Maktab ..	5/25	8	Close.
25	Jehar	19	12	Do.
26	Sisaia Maganpur (half a mile from Faridnagar).	28	12	Faridnagar.
27	Itauria	23	12	Saidpur.
28	Singhai Kalan Maktab (new)	8	Close.
29	Shahpur	10/19	12	Do.
30	Bakainia (1 mile from Pachomi)	New	12	Pachomi.
31	Bilpur (depressed class) ..	19	12	Fatehganj.
32	Gunga	14/23	12	Bhutaha.
33	Piparia	11/17	8	Close.
34	Matlapur Maktab	18	8	Do.
35	Kunganwan	20	12	Urta.
36	Champatpur (depressed class) ..	20	12	{ Bachria.
37	Alampur	21	6	{ Do.
38	Mujhara	30	12	Naurangpur.
39	Saran	32	8	Balia.
40	Katkaramau	28	8	Do.
41	Rampur Buzurg	24	5	Barniana.

Saving=Rs.5,12½ per annum.

District Board, Bijnor

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Hyzarpur (near Jafarabad) ..	35	12	Alauddinpur.
2	Khaspura ..	30	12	Painjanyan.
3	Tairkola ..	30	12	Moosepur.
4	Madhi (21, 7, 1) ..	29	12	Amkhera.
5	Rahpanpur ..	25	12	Shahpurkhiri.
6	Dariapur ..	28	12	Morna.
7	Silakkheri ..	22	12	Bhogpur.
8	Budpur ..	18	12	Khatai.
9	Majhola Biloch ..	15	10	Rahota Biloch.
10	Nohtaur Afghanan maktab ..	30	10	Maktab no. II.
11	Sootkhiri maktab .. (no boy in class II).	30	10	Zamiruddin.
12	Mankuha maktab ..	21	10	Nasirpur.
13	Ratanpur ..	31	12	Bhogpur.
14	Gangadharpur ..	28	12	Do.
15	Sadaphali ..	31	12	Paindapur.
16	Haizarpur (one teacher primary school).	Remove classes III and IV to Hargarpur primary school.
17	Pundri ..	20	12	Chandok.
18	Bhogli ..	28	12	Haizarpur.
19	Bhaguwala ..	20	12	Mohanpur.
20	Ghazipur Qutab ..	16	12	Bairampur.
21	Lachirampur ..	23	12	Kheri.
22	Shalabpura ..	28	12	Chetawar.
23	Barhapur maktab ..	29	10	Barhapur primary school.
24	Barhapur pathshala ..	38	10	Do.
25	Kiratpur depressed class school	20	No saving.	Kiratpur primary school.
26	Basi lower primary school ..	32	17	Do.
27	Mubarakpur Khusha maktab	21	10	Sisona Jat.
28	Dayalpur ..	18	10	Rajpura.
29	Hajipura ..	14	10	Close.
30	Kabariwala ..	38	12	Jalalabad.
31	Shamaspur Nasib ..	25	12	Rajpur Sader.
32	Sardhini ..	32	..	Pirthipur. (To have the teacher of Sardhini).
33	Salimabad ..	28	12	Khari.
34	Shahbazzpur ..	29	12	Mandawa.
35	Anbhera ..	25	12	Haldan.
36	Sherpur Kaljan	Transfer north-east to unserved area.
37	Aknoda ..	27	12	Basta.
38	Masit Islamia ..	23	12	Ismailpur.
39	Haklaur primary ..	30	5	Close.
40	Majheli Gujar (21, 2, 1) ..	24	8	Gowli.
41	Juddi depressed class school	12	10	Bijnor.
42	Fatehpur ..	27	12	Chanda Nagli.
43	Kokra ..	28	12	Baldeva.
44	Hira Wali	(Single teacher primary school. Should get two teachers or else be abolished. Try a depressed class man as teacher.)

District Board, Bijnor—(concluded)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
45	Pirwala	16	12	Maheshpur Jat.
46	Jawaharwala (29, 3, 1) ..	33	13	Mohammadabad.
47	Majholi preparatory school ..	54	12	Afzalgarh.
48	Afzalgarh maktab no. I	10	Do maktab no. II.
49	Bakhatwala (11, 7, 3) ..	21	12	Rehar.
50	Ganwari	29	12	Puraini.
51	Rajapur Sadat (19, 6, 2) ..	27	12	Close.
52	Seohara pathshala ..	25	10	Seohara primary school.
53	Sripuri pathshala ..	24	10	Fakharpur.
54	Sherkot depressed class school	21	10	Sherkot primary school.
55	Sherkot maktab no. III	10	Close.
56	Shahpur Jamal	28	10	Do.
57	Nasirudwallah	27	10	Mirzapur.
58	Umri maktab	25	6	Umri primary school.
59	Soowala maktab	29	6	Close.
60	Sahaspur maktab	23	6	Sahaspur Islamia.

Saving=Rs.7,236 per annum.

District Board, Budawn

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Faridpur (15, 6, 5) ..	26	12	Babrara.
2	Bhalolpur (19, 9, 2) ..	30	6	Nadrauli.
3	Rota (16, 7, 2) ..	25	12	Bara Teghdar.
4	Garaicharichola (16, 8, 0) ..	24	12	Close.
5	Chapra (17, 6, 1) ..	24	6	Manikpur.
6	Gunaur depressed class school	26	14	District Board primary school.
7	Janawai	29	..	Transfer.
8	Nagli Ajmeri	26	..	Do.
9	Mithanpur	26	..	Do.
10	Pasgaon	27	14	Seoni.
11	Rerhia	30	12	Sangtra.
12	Pipal (20, 3, 1) ..	24	..	Transfer.
13	Bindelia depressed class school	Do.
14	Malpura Titara ..	12	14	Nadail.
15	Bhawanipur maktab ..	22	9	Chamarpura.
16	Nithua	20	6	Gurgaon.
17	Gidhauli	23	12	Rappur.
18	Lakkhanpur	31	..	Transfer.
19	Dhammai	28	6	Sheikhupur.
20	Bannosi	29	..	Transfer.
21	Barai Makhera	25	..	Do.
22	Mustatabad	20	..	Do.
23	Kharkoli	10	12	Close.
24	Amrauli Islamia ..	14	12	Do.
25	Chachau	Transfer.
26	Gangola	32	14	Papar.
27	Mahtabpur (22, 2, 1) ..	25	..	Transfer.
28	Newada (13, 7, 4) ..	24	14	Chitri.
29	Hazratpur (11, 7, 4) ..	22	12	Pippla.
30	Chitaura (12, 13, 3) ..	28	..	Transfer.
31	Pallia Latto	Do.
32	Barohi	18	6	Close.
33	Ghilaur	23	..	Transfer.
34	Lilwan (21, 7, 2) ..	30	12	Do.
35	Pandali (16, 3) ..	19	6	Close.
36	Parsipur	23	12	Pappar.
37	Lachampur	30	12	Daltori.
38	Nalagit	27	6	Fatzganj.
39	Davri	26	12	Do.
40	Khera Daspur	22	12	Sisarka.
41	Achalpur (15, 6, 6) ..	27	12	Close.
42	Gularia	Transfer to Sharharena.
43	Sithaula	31	12	Nagla Bara.
44	Soraha	23	12	Karia Mai.
45	Dhanari	25	12	Garha.

Saving=Rs.3,900 per annum.

District Board, Moradabad

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Sakta Nagla Islamia ..	(23, 3, 1)	17	Midnapur.
2	Bhuipur Asa ..	(28, 4, 1)	17	Shirshera.
3	Bilawali ..	(36, 0, 0)	7	(Two schools near.)
4	Ganga Nala ..	21	17	Pipalsana.
5	Narkhera ..	28	10	Milak.
6	Hirday Nasarpur ..	14	14	Rustampur.
7	Birpur Burgor ..	25	12	Getaura.
8	Hashimpur ..	(14, 7, 1)	5	Close.
9	Sidhal ..	(21, 3, 1)	7	Mandhan.
10	Rasulpur Gujar ..	(23, 3, 1, 1, 2)	18	Kanth.
11	Phulpur Mithanpur ..	(26, 3, 1)	14	Chaura.
12	Mankajuri ..	22	14	Warispur.
13	Adalpur Taj ..	25	14	Dhana Nagla.
14	Sisaunda Islamia ..	(17, 0, 1)	14	Close.
15	Dharampur (depressed class) ..	(19, 2, 2)	14	Do.
16	Mankula ..	29	14	Shiah Mala.
17	Reath ..	(17, 0, 1)	14	Chaora.
18	Bihata Qaza ..	21	14	Ratanpur Khurd.
19	Chandaura ..	27	14	Jargaon.
20	Raipur Kalan ..	26	14	Majhola.
21	Raholi ..	(17, 7, 1)	14	Close.
22	Sindhari ..	25	14	Harthala.
23	Rathol ..	(15, 9, 3)	14	Sisaut.
24	Ancholi ..	(12, 4, 1)	7	Aurangpur.
25	Atrasi ..	(17, 7, 4)	14	Pavnasa.
26	Kishandas Sarai ..	30	7	Narayan Sarai (½ mile).
27	Hasanpur Murtauza ..	(28, 1, 0)	14	Datauli.
28	Bilapat ..	(21, 6, 1)	12	Asmauli.
29	Mahmudpur Wawai ..	(22, 4, 3)	14	Nagla Ballu.
30	Milak Sordhan (depressed class) ..	20	12	Milak primary school.
31	Dhanaura (depressed class) ..	(19, 7, 3)	12	Dhanaura primary school.
32	Maheshia ..	36	12	Peli Taga.
33	Makharra Islamia school. (Only one boy present.)	31	12	Close.
34	Hariana maktab ..	(28, 1)	8	Dhakka.
35	Neada Chaubara ..	(22, 7, 3)	14	Gajraula.
36	Bhuranpur Bhenkri ..	(3, 0, 1)	8	Close.
37	Sidran Nasarpur ..	(9, 3, 3)	14	Do.
38	Masumpur ..	(20, 2, 0)	14	Rajpur Kesia.
39	Kishanpur Ganwri ..	(17, 5, 1)	8	Kalajhanda.
40	Pilakpur Sheoran ..	25	14	Gakkarpur.
41	Dingarpur maktab ..	28	8	Chandkeri maktab.
42	Pannoowala ..	27	..	Abolish.
43	Rampur Gujar ..	29	14	Dullhapur.
44	Khairullapur ..	(16, 7, 3)	8	Tanda.
45	Fatehullaganj ..	(22, 6)	14	Thakurdwara.
46	Jatpur Jalalpur ..	(9, 12, 8)	14	Elas.

Saving = Rs.6,600 per annum.

District Board, Shahjahanpur

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Majhera	18	17	Jalalabad.
2	Balsarpur	11	17	Closo.
3	Babarpur maktab	20	9	Babarpur Islamia.
4	Dudhona	16	17	Bhirhona.
5	Kailaha	6	17	Kurseli.
6	Koohin	15	17	Naigaon.
7	Majbaria	17	17	Amaratpur.
8	Pirthipur	28	17	Dhai.
9	Ikhtearpur	29	17	Mahmudpur.
10	Deoni Jala	28	17	Ditto.
11	Bharatpur pathshala	28	9	Harsipur.
12	Baharia	31	17	Mirzipur.
13	Newada Islamia	27	17	Moazzumpur.
14	Saria	32	17	Bhura.
15	Nagla Piparia	26	12	Do.
16	Mustgaon	(19, 9, 2)	17	Mutibasa.
17	Dharmpur Pinjri	28	17	Chaurasi.
18	Sarora	24	17	Chandipur.
19	Domilia	18	17	Katora.
20	Jaroli	18	12	Kundri Gabaria.
21	Dharola	Transfer
22	Ghasi Kahanpur	(22, 6, 0)	17	Ghariaarangin.
23	Lashkarpur	30	17	Dhukri.
24	Misripur (24, 3, 1, 1)	..	17	Rosa.
25	Nayagaon	(25, 4, 1)	17	Jalalabad.
26	Semra Khara	(27, 6, 2)	..	Transfer.
27	Athara	24	12	Jaharpur.
28	Amilia	29	9	Kakrula.
29	Chamalpur	29	9	Banskhara.
30	Fazilpur	26	9	Sikanderpur.
31	Pahlabpur maktab	25	9	Kewal Lampur.
32	Banlha	31	9	Koria.
33	Kundri	31	9	Kandher.
34	Gopupur. (No building)	38	17	Chaharpur.
35	Lalpur	29	17	Paliapatti.
36	Chanwar pathshala	Transfer.
37	Deora maktab	26	12	Bindhi.
38	Shandapur	27	12	Katra.
39	Gontragarni	26	17	Dhabora.
40	Nagaria	31	12	Marwa.
41	Khairut	31	12	Mission school.
42	Okhli pathshala	27	12	Bhura.
43	Parmanandpur	29	12	Do.
44	Khan Khari	32	17	Birampur.
45	Mahwayar	26	9	Tilokpur.
46	Silwa pathshala	28	8	Khotra.
47	Rudya Kalan	28	8	Rauta Kalan.
48	Aurangabad. (One boy in II)	29	12	Raghunathpur.
49	Patehpur Buzurg	25	17	Agouna
50	Takeli	32	17	Pawayan.
51	Puraina	38	17	Jewan.

District Board, Shahjahanpur—(concluded)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of school	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
52	Pasia Khera maktab ..	25	12	Anawa.
53	Pasriani (depressed class) ..	24	12	Kaneg.
54	Chandwapur	33	17	Khanderpur.
55	Gurgaona	28	17	Pachdora.
56	Hatwa	(21, 4, 0)	17	Birsinghpur.
57	Koka Mahmud	25	10	Rankhera.
58	Nabiapur	29	12	Rampura.
59	Nawabgurg	29	17	Bhakeora.
60	Sisua Sisori	30	17	Chilonta.
61	Udara	(27, 1, 1)	..	Transfer.
62	Nail maktab	(18, 5, 1)	12	Nail primary.
63	Karwapur	30	17	Nakri.
64	Barsra	30	17	Parma Buzurg.
65	Lakhamapur	32	17	Nahlora
	<p>There are 62 pathshalas aided by the Board. The term pathshala is used to secure an aid higher than half the expenditure. The Board is paying :—</p> <p style="text-align: center;">Per mensem</p> <p style="text-align: center;">Rs.</p> <p style="text-align: center;">1 at 12</p> <p style="text-align: center;">22 „ 10 each</p> <p style="text-align: center;">34 „ 9 „</p> <p style="text-align: center;">5 „ 8 „</p> <p>The savings possible by classifying these as aided schools would approximately be Rs.2,000 per annum.</p>			

Saving=Rs.9,840 per annum.

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District Board, Pilibhit

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Nand	25	12	Khamaria Pul.
2	Deoni maktab	17	8	Close.
3	Jamnia	(19, 5, 2)	12	Khaz.
4	Sharifganj	23	12	Dakia Natha.
5	Shahi	(21, 1, 1)	12	Kamaria Pul.
6	Bhauni	(16, 9, 1)	8	Karghana.
7	Janakpuri	28	12	Tahpauta.
8	Chausath maktab	19	8	Sair.
9	Nagipur maktab	18	8	Aharwara.
10	Manpur	24	12	Rasian.
11	Pandir	(22, 7, 1)	8	Karchi.
12	Mijharina	23	12	Safaria.
13	Jasauli	(10, 13, 1)	12	Parsia.
14	Parasi	25	12	Do.
15	Semra	20	8	Jogichira.
16	Katakvara	23	12	Sherganj.
17	Ghazipur maktab	22	8	Barkhera.
18	Pankayan Ramkishan	23	8	Parewa.
19	Ghunjaiya	(13, 8, 1)	12	Benpur.
20	Umaria	20	12	Belarani.
21	Shahpura	21	12	Kajar Bojhi.
22	Tondarpur	18	8	Close.
23	Tandola	16	12	Sherpur.
24	Luktahi	25	12	Daleipur.

Saving=Rs.3,024 per annum.

District Board, Farrukhabad

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Rampura	25	9	Ukra
2	Nauli	26	9	Pilkhana.
3	Nagla Vinayak	31	17	Bibna.
4	Panakhheria	17	Sankisha.
5	Nadra	25	9	Santuiya
6	Tinaura	19/30	17	Gupasi.
7	Sittholi	24	17	Pakhna
8	Raza Rampur Mai	21	17	Close.
9	Narainamau	20, 2, 2	17	Rutaul.
10	Deora	29	9	Jaran
11	Hoteypur	29	9	Sikandarpur Khas.
12	Mamapur	14/16	17	Baighate.
13	Burhanpur	15, 11, 1	17	Bhatasa.
14	Lalai	29	9	Niamatpur.
15	Katra maktab	26, 5, 0(five years old).	9	Close.
16	Ejore	16	17	Rutaul.
17	Jeora	26	9	Mau Rashidpur.
18	Terri Ismailpur	27	17	Khewara.
19	Achraunda	25	9	Bharkheria.
20	Nagaria Bhur	30	17	Pukhna.
21	Turtipur maktab	24	9	Baraun.
22	Chaurasia Magoli pathshala	25	9	Baraun.
23	Bhuput Ratti	32	17	Allah Nagar.
24	Jarari	18/22	17	Close.
25	Salampur	15	17	Do.
26	Sudhauli pathshala	20	9	Darora.
27	Katrauli pathshala	20	9	Rajipur.
28	Gadnapur	30	17	Amanabad.
29	Deora Ghariya	17	17	Rajipur.
30	Gausingpur	25	17	Mudgaon.
31	Jehangirpur maktab	28	9	Banshal
32	Imiliya Asanand pathshala	28	9	Dubri.
33	Harsingpur pathshala	25	9	Baghar.
34	Hathipur pathshala	22	9	Gangohi.
35	Kaimganj needs a big new pucca building to take a primary school of 250 boys.			
36	Kuliyar Khera	17	17	Close.
37	Khirya Makund	28	17	Jeonta.
38	Isapur pathshala	20	9	Close.
39	Pakeonya pathshala	20	9	Jehanganj.
40	Singi Rampur pathshala	26	9	Nagla Jodh.
41	Umraun	19	17	Bishangarh.
42	Alhanapur	28	17	Bhonraipur.
43	Rudrapur pathshala	28	9	Nison.
44	Goleiwa	20	17	Do.
45	Gangaganj	38	17	Bhainsyapur.
46	Bali Patti	23	17	Amantpur.
47	Husainpur	25	17	Khemraun.
48	Rajpur	31	17	Khemraun.
49	Tithauli	27	..	Transfer.
50	Rulipur	24	17	Amaliyapur.
51	Nangaon	25	9	Misari.

District Board, Farrukhabad—(concluded)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
52	Karia Nandpur	26	9	Nauli.
53	Jagatpur	29	17	Sikandarpur.
54	Birsinghpur	30	17	Birpur.
55	Ratanpur	25	9	Chanderpur.
56	Atraiyapur	30	17	Babulpur.
57	Sharifpur pathshala	28	9	Close.
58	Rajlamma pathshala	29	9	Targakat.
59	Amrai	27	9	Sudarpur.
	There are 16 single teacher primary schools of which all (save Mirpur and Jerari) should have a second teacher and larger enrolment.			
60	Nagla Dhar D. C.	24	17	Nandinmau.
61	Birpur	21	..	Transfer. Five years failure.
62	Ismailpur maktab	24	9	Gosainganj.
63	Ismailpur preparatory school	34	17	Pangaon.
64	Rohili	23	..	Transfer.
65	Durganj Kapurpur	23	17	Close.
66	Dilawar maktab	18	9	Do.
67	Saurikh maktab	30	9	Kabirpur maktab.
68	Gaurapur D. C.	25	No saving.	Bangaria.
69	Rosain	28	9	Nizampur.
70	Talgram pathshala	25	9	Talgram primary.
71	Silnapur	23	9	Gadeya Usar.
72	Sinaypur	20	9	Sikandarpur.
73	Gorakhpur	27	9	Ghayaspur.
74	Bhawani Serai	16	9	Madhonagar.
75	Digri	21	..	Warn or close.
76	Alinagar	28	9	Nizampur.
77	Qirnapur Qazi	25	9	Saleempur.
78	Madaripur	25	9	Kharipur.
79	Arahu	Transfer.
80	Purwa Rangison D. C. ..	30	No saving.	Indergarh.
81	Mirpur.. ..	18	17	Close.
82	Firozpur D. C.	27	No saving.	Balapur.
83	Khama to get a second teacher and more boys.			
84	Jewan to drop to preparatory and go to Fatehpur.			
85	Bhawanpur	36	17	Kulhapur.
86	Jankhat	23, 3, 2	17	Close.
87	Sikaura Islamia	22	17	Do.
88	Balnapur	27	No saving.	Khama.
89	Sahajapur	26	7	Close.
90	Nera	25	9	Do.
91	Nagarapur aided	22	..	Close. Open District Board primary.
92	Nagarapur D. C.	28	..	
93	Enaitpur	29	9	Bahsaiya.
94	Seppur	29	9	Pachaur.

Saving=Rs. 12,049 per annum.

District Board, Etawah

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Churpur	25	12	Sandaus.
2	Ata	28	12	Ranipur.
3	Birhuni	29	12	Surjanpur.
4	Dhansapur	28	12	Shegaipur.
5	Bansari	22	12	Close.
6	Sherpur Sarain	24	12	Daulatpur.
7	Shegaipur Islamia	23	12	Shegaipur primary school.
8	Chapta maktab	26	12	Chapta primary school.
9	Kothipur	27	12	Phaphund.
10	Jaitpur Gohna	27	12	Gohna.
11	Karampur girls' school (15, 3, 2)	20	12	Karanpur boys' primary school.
12	Anant Ram	29	12	Anant Ram primary school.
13	Tarhwa	30	12	Bilawan.
14	Rakhaotu	30	12	Rudanli.
15	Loharpur	33	12	Bahadurpur.
16	Kuntha	19	12	Kawa.
17	Dandarpur	26	12	Ureng.
18	Moghalpur Naraini	30	12	Ritor.
19	Akbarpur	32	12	Berari.
20	Lakhna maktab	30	12	Lakhna primary school.
21	Eknore (21, 3, 0) girls' school ..	24	12	Eknore boys school.
22	Muraina girls' school	26	12	Close.
23	Kunetha	22	12	Lodhiani.
24	Sarai Jalal	35	24	Chandpura.
25	Ingurri	30	12	Gulabpura.
26	Bijouli	12	Purauli.
27	Mehdipur	29	12	Chakkarnaga.
28	Ganiawar	32	12	Pachdeora.
29	Sitaura	24	12	Hardoi.
30	Tinurwa	24	12	Lakhanpura.
31	Sarai Tal	26	12	Barra.
32	Baroli Baidpur	26	12	Kursena primary school.
33	Kursena	12	8	Bhadomai.
34	Sarai Malpura	27	8	Close.
35	Nagla Hari	13	12	Nagla Sahedi.
36	Ajabpur Tijora	30	12	Udi.
37	Awari	45	12	Chakwa.
38	Itgaon	22	12	Rainagar.
39	Nilai	29	12	Do.
40	Kilokar	28	12	Basrechar.
41	Akbarpur	32	12	Sheikhupur.
42	Khuresar	21	12	Rauri.
43	Masudpur	25	12	Close.
44	Sabhad	27	12	Jalalpur.
45	Jamalpur	26	6	Bhirpur.
46	Madwapur	28	8	Airwa.
47	Surenda	27	12	Asjana.
48	Palyanpura	24	8	Umrera primary school.
49	Umrera maktab	17	8	Gularha.
50	Asaini maktab	24	8	Baibala.
51	Ratha	21	6	Sahail.
52	Bharka	21	6	Bahadurpur.
53	Lakhno	20	6	Purwa.
54	Deoraon	25	12	Gunauli.
55	Alili	28	12	Kanthawa.
56	Bandhman	24	12	

Saving=Rs. 7,440 per annum.

District Board, Cawnpore

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Kodhwa	25	17	Patika.
2	Bigahi (21, 1, 2)	24	..	Transfer.
3	Najafgarh	(Transfer to Rahnas.)
4	Rooma	22	..	Transfer.
5	Semajhal	29	..	Transfer.
6	Dharahra	29	17	Safrai.
7	Garidamau	30	17	Seth Mora.
8	Reri	26	17	Baragaon.
9	Sabalpur	33	..	(Transfer to Parholi.)
10	Paronkh depressed class school	23	(No saving).	Paronkh primary school with teacher.
11	Mangalpur depressed class school.	27	Do.	Mangalpur primary school with teacher.
12	Sakhahari	23	17	Harbanspur.
13	Chandapur (19, 10, 1)	30	17	Variraumga (?).
14	Patara girls school'	22	..	Patara boys primary school.
15	Baraigarhu girls' school	30	..	Barai Garhu boys primary school.
16	Sikandra maktab (20, 4, 1)	25	10	Sikandra primary school.
17	Jallapur Sikandra maktab	23	10	Aprauna maktab.
18	Harnu	17	17	Closo.
19	Radhagunampur	23	17	Saibas.
20	Lachmanpur Misra	35	17	Pura.
21	Rajepur	30	17	Saibas.
22	Dhaur Sabir	30	17	Gheman.
23	Sehura Dara Sahib	29	17	Rahimpur.
24	Nasrapur	32	17	Nanamao.
25	Bojha	30	17	Dalipuaza.

Saving=Rs. 3,096 per annum.

District Board, Fatehpur

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Dundra	30	9	Dadbara.
2	Darehuzurg	22	9	Close.
3	Jahanabad pathshala	21	9	Jahanabad primary school.
4	Ghurha	24	14	Bejhuri.
5	Khajuha depressed class school	9	17	Khajuha primary school.
6	Argal	26	14	Close (old).
7	Amauli pathshala	19	9	Amauli primary school.
8	Burandan	24	9	Gaura.
9	Basant Khara	28	14	Sultangarb.
10	Bahadurpur	21	14	Garhi.
11	Daraula Lalpur	29	14	Khurnabad.
12	Azmatpur	28	9	Kirki Khara.
13	Dasauli depressed class school ..	22	..	Change into Board's school.
14	Parsenda	26	9	Dabsaura.
15	Mawai	27	14	Close (old).
16	Khakeroo Islamia	26	14	Sheopuri
17	Sutrapur	34	14	Khakheroo.
18	Khotkeria	32	9	Pauli.
19	Hardon	26	19	Allai.
20	Hardaspur	36	9	Amdamau.
21	Agrauli	29	9	Arhauri.
22	Burchani	31	9	Do.
23	Nandara	25	12	Dundasni.
24	Kotra Kasimpur	27	12	Baheria Islamia
25	Khaga maktab	22	12	Khaga primary school.
26	Sithaura	29	9	Ramchandpur.
27	Manapur	24	19	Close.
28	Makanpur	29	19	Chit.
29	Beti	31	9	Bilanda.
30	Sawant pathshala	35	9	Sawant primary school.
31	Fatehpur Tikari	28	17	Kumbhipur.
32	Tisahi Khurd	28	9	Tisahi Buzurg.
33	Bijaipur	39	17	Ladaura.
34	Ganhri	46	2	Sankha.
35	Rasi ka Deora	31	9	Kurra Kanak.
36	Barahwan	31	9	Ayah.
37	Bunarsi	31	9	Wahidpur.
38	Kodahai	28	19	Dalipur.
39	Faridpur	22	19	Close.
40	Kandhi	30	9	Koriaion.
41	Zafarabad	31	17	Janti.
42	Deomai	33	19	Kutra.
43	Mirmau	30	17	Amnaura.
44	Basaunapur	21	10	Close.
45	Meoli	25	17	Semipur.
46	Alampur Narhi	31	9	Bhitauri.
47	Jamrawan maktab	9	Husainganj.
48	Mathrapur	31	17	Mawai.

Saving=Rs.7,104 per annum

District Board, Allahabad

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closures of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Arhauhi Pathshala ..	23	12	Hinauta.
2	Ranipur (depressed class) ..	20	12	Ranipur Primary.
3	Rupnarainpur, depressed class.	17	12	Rupnarainpur Primary.
4	Thon (No building, boys sit under a tree.)	80	36	Sankhabaripur.
5	Muhabbatpur Painsa ..	29	12	Muhammadpur Anetha.
6	Kenba ..	25	12	Oudhin Buzurg.
7	Jera Pathshala ..	30	12	Nara.
8	Echauli ..	19	12	Close.
9	Saryawan ..	24	7	Baragaon.
10	Bhaila pathshala ..	25	12	Said Alipur.
11	Lonkipur ..	30	12	Charwa.
12	Dhamsara ..	32	12	Samaspur.
13	Hardua ..	36	12	Charwa.
14	Ballipur tata ..	31	12	Pipri.
15	Kasainda ..	25	12	Chail Khas.
16	Umari ..	31	12	Begum Sarai.
17	Babura Pathshala ..	28	12	Jatalpur Shana.
18	Nanbasta ..	20	7	Meohar.
19	Bandhuri ..	20	7	Do.
20	Rampur Maktab ..	29	7	Rakshwara.
21	Rasulpur (Soni) Islamia ..	12	7	Alawalpur Thanba.
22	Ashara ..	19	12	Close.
23	Bahadurpur ..	31	12	Mahawan or Thanba
24	Purabsarira Pathshala ..	26	12	Purabsarira Primar ..
25	Lowgaon ..	25	12	Sarsawan.
26	Kumhiawan ..	26	12	Do.
27	Koripur ..	27	12	Bairampur.
28	Paarkashirampur ..	24	12	Alwara.
29	Mahewa ..	20	12	Shahpur.
30	Nigaha ..	29	12	Hinauta.
31	Malapur Pathshala ..	13	12	Close.
32	Tikri Pathshala ..	20	12	Uthgi.
33	Paras ..	22	7	Aphina.
34	Chandpur ..	30	12	Raiya.
35	Pasiapur (depressed class) ..	25	12	Ismailpur.
36	Bahrapur ..	20	12	Do.
37	Nevada ..	30	12	Holagarh.
38	Chaubara ..	29	12	Makundpur.
39	Marufpur Islamia ..	21	12	Anapur.
40	Pipraund Maktab ..	20	12	Do.
41	Mohiuddinpur Maktab ..	31	10	Gariyawan.
42	Chak Motiram ..	28	12	Bijlipur.
43	Sarai Dadan (depressed class) ..	25	12	Mondara.
44	Resna ..	30	12	Fatehpur.
45	Ulda ..	31	12	Nawabganj.
46	Adampur Pathshala ..	21	12	Sarawan.
47	Dilawalpur ..	32	12	Shivpur.
48	Dandi ..	25	7	Chapri.
49	Begum Sarai Maktab ..	30	7	Harwara.
50	Sallahpur Primary ..	65	24	Asrauli.
51	Hatwa ..	35	7	Salahpur.
52	Umercha ..	29	7	Close.
53	Sobhna	7	Do.

District Board, Allahabad—(continued)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
54	Dhanni Sakara Islamia ..	30	..	Should be converted into an ordinary primary school.
55	Samhai	54	..	Classes III and IV to go to primary school, Fatehpur, 3 furlongs off.
56	Kamalpur	24	7	Kara.
57	Ambai	26	12	Girdharpur.
58	Deviganj	33	12	Saunrai Buzurg.
59	Rashidmai	26	7	Auren.
60	Nizamai	25	7	Alipur Jeta.
61	Burwa	24	7	Koreon.
62	Assarai	20	12	Sarho.
63	Chakdiha	19	7	Rajapur.
64	Manaiya	18	7	Mungari.
65	Harrai	26	12	Bendo.
66	Tarwai	18	12	Misirpur.
67	Raipura	23	12	Maundra.
68	Mawaiya	23	17	Sandwa.
69	Kursar	31	7	Dandi.
70	Amilo	29	12	Ramgarh.
71	Lohari	31	12	Do.
72	Gaura Pausiya	27	17	Kotaha.
73	Sihpur Akhari	24	7	Lotarh.
74	Mewarhiya	21	12	Tundihar.
75	Samai	24	12	Unchdih.
76	Dighiya	32	12	Midnai.
77	Banbhani Pathshala	23	7	Close.
78	Kanzigara	35	7	Onaur.
79	Malawan Kalan	36	12	Malwan Khurd.
80	Gotawan Hindi pathshala	20	12	Ramapur.
81	Badruddinpura	31	12	Unri Primary.
82	Sandalpur	18	7	{ Close
83	Bharari	21	7	{
84	Sithauli	23	12	Jalalpur.
85	Katehri	19	7	Pura Mian.
86	Aora Kalan Hindi Pathshala	21	12	Banpurwa.
87	Ganeshpur Hindi Pathshala	18	12	Bigahia.
88	Usmanpur Hindi Pathshala	29	12	Barhauhi.
89	Bamela Hindi Pathshala	25	32	Pure Jorai Primary.
90	Jarahi	30	12	Belha.
91	Wari Hindi Pathshala	21	12	Madwa.
92	Birgapur	Should be two teachers preparatory school.
93	Sarai Ismail	24	12	Balipur.
94	Dhankesra	29	12	Haripura.
95	Dunduma (depressed class)	32	12	Close.
96	Banpurwa	26	12	Do.
97	Newada (depressed class)	28	12	Do.
98	Pirhipur	31	12	Purnajurai.
99	Amora or Bhishi	62	12	{ One should be closed as decided by the Chairman.
100	Bhilsai aided	30	7	Tela.

District Board, Allahabad—(continued)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
101	Ramnagar	31	7	Amwara Preparatory.
102	Bankat Hindi Pathshala ..	28	12	Baraut.
103	Ram Nathi	25	7	Dhobha.
104	Keraon Preparatory	12	Dhampur.
105	Sadripur	7	Rishipur.
106	Arjun Patti Pathshala ..	28	7	Close.
107	Sharifpur	20	7	Do.
108	Kishunpur	27	7	Marron.
109	Girdkoti (depressed class) ..	28	12	Amipura.
110	Baishpura (depressed class) ..	32	12	Amipur.
111	Sudanipur Hindi Pathshala ..	26	12	Dalapur Hindi Pathshala.
112	Dubawai	25	12	Jamunipur.
113	Malkanpur (depressed class) ..	31	12	Kotwa.
114	Kandi	25	7	Hetapatti.
115	Markhamai Maktab	24	7	Close.
116	Bhamai Maktab	20	7	Sripatganj.
117	Chitamau Maktab	23	7	Alawalpur Maktab.
118	Madhapur	25	7	Siwait.
119	Ganjia (depressed class) ..	24	10	Hetapatti.
120	Araon	27	12	Kalyanpur.
121	Jogipur	27	12	Baladih.
122	Gansiari	31	12	Dubahi.
122	Kurgaon	32	..	Should be pushed south 1 mile.
(a)				
123	Kusungur	34	7	Tharwai.
124	Gulapur	30	7	Garapur.
125	Nandwat	26	7	Sauraha.
126	Durgaganj	31	12	Narharpur.
127	Bajaha	39	12	Nibi.
128	Kakra (depressed class) ..	30	12	Kakra primary.
129	Lilapur Kalan	24	7	Jamnipur.
130	Lilapur Khurd	35	12	Do.
131	Chibaiya	30	12	Kotwa.
132	Saondih	32	12	Lilhat.
133	Tengaka Pura	26	7	Karchana Primary.
134	Gatwa aided	20	7	Sonai.
135	Pure Pirthipat	26	12	Balapur.
136	Mahi	21	7	Baraon.
137	Nibaiya Preparatory	30	12	Bhunda.
138	Baidhwar	23	7	Kuraon.
139	Keohni	15	12	Close.
140	Sansarpur	22	12	Mahuli.
141	Gobri	22	12	Close.
142	Rateora	18	12	Close.
143	Shamlipur	20	12	Karaon.
144	Misirpur	13	7	Karaon.
145	Pal	21	7	Sujani.
146	Mai	24	7	Asaota.
147	Dhondari	21	10	Close.
	Hindi Pathshala.			
148	Bargauna	22	7	Pindi.
149	Lakhrawan	26	12	Baraon.
150	Sulmai	21	12	Kakran.

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District Board, Allahabad—(concluded)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
151	Dharwara	25	7	Binda.
152	Birpur	26	12	Arai.
153	Lachipur Hindi Pathshala ..	21	12	Bhaganpur.
154	Piparsa Maktab	21	7	Close.
155	Kapatwa (depressed class) ..	31	7	Karcha.
156	Baqarganj	32	7	} Close
157	Singwal	22	7	
158	Pali Pathshala	12	12	} Close
159	Sarai Aqal (depressed class) ..	35	12	
160	Gaura	21	7	Imligaon.
161	Hazari Pura	27	7	Tilharpur.
162	Dubhaon	22	12	Dandupur.
163	Pandar	24	7	Jasra.
164	Kanjasa	24	12	Birwal.
165	Sondhia	19	12	Bidaon.
166	Awana Pathshala	7	Do.
167	Rakhsarai	25	12	Khonpa.
168	Amraul	28	12	Bighara.
169	Panara	31	7	Mustafabad.
170	Jawahirganj	26	12	Imligaon.
171	Surseni	25	7	Tilhpur.
172	Mirpur Pathshala	30	12	Newada.
173	Bhagwatpur	26	12	Bamhrauli.
174	Lakkanpur	26	7	Bakosi.
175	Chheri	18	7	Persra.
176	Chilla	22	7	Belamandi.
177	Mahera	25	7	Chatera.
178	Pandwa	23	12	Close.

Saving=Rs.22,140 per annum.

District Board, Jhansi

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Dewari pathshala ..	20	10	Close.
2	Kakarwai	20	19	Do.
3	Dhurkhur	20	10	Dumrai.
4	Gursarai maktab	10	Gursarai primary school.
5	Gursarai depressed class school	33	17	Ditto.
6	Gonti depressed class school..	24	10	Devra.
7	Kharani	23	7	Iskil.
8	Khalar	25	7	Nagra.
9	Bachcheh depressed class school.	22	20	Gursarai.
10	Dhamaura	28	19	Close.
11	Chiplottha	22	10	Do.
12	Mary	30	19	Kochakhanwar.
13	Bithri	29	20	Parsa.
14	Murai	25	20	Simthari.
15	Bajhera	25	12	Jonri.
16	Karkoo	26	17	Kargawan.
17	Nandkhas	29	17	Close.
18	Khamhurra	25	12	Talaur.
19	Pulgahna	30	20	Balwan.
20	Jair	24	10	Close.
21	Khisni	20	10	Do.
22	Bijaigarh	29	17	Uldan.
23	Pasrai	28	17	Close.
24	Uldan depressed class school ..	27	10	Uldan primary school.
25	Ranapura	26	20	Close.
26	Garotha depressed class school	27	19	Garotha primary school.
27	Moti Katra	18	19	Close.
28	Rampura	30	17	Dhibkai.
29	Kheri	22	12	Kharora.
30	Puchchi	29	10	Eoni.
31	Mahewa	30	17	Itail.
32	Bhatpura	25	10	Chakara.
33	Khurka (depressed class) ..	20	14	Close.
34	Khilhara	28	17	Bhandra (depressed class school). Raise to District Board primary school.
35	Dhakarwara (S. P.) ..	24	12	Pattha.
36	Panchampura	22	12	Churara.
37	Bijawara	22	10	Dhorra.
38	Rupadhamna	24	19	Close.
39	Marwa	28	17	Dhama Paik.
40	Garwan	20	10	Rewan.
41	Barwai	29	17	Kakarwara.
42	Banpur maktab	22	12	Banpur primary school.
43	Kuagaon	26	9	Ditto.
44	Pah	26	20	Close.
45	Kachrandah	30	19	Do.
46	Rajwara	18	19	Do.
47	Saiwans Khurd	25	19	Do.
48	Lalitpur maktab (mohalla Ajilapura).	26	10	Lalitpur maktab, mohalla Nadipura.
49	Aira	23	19	Jairan.

District Board, Jhansi—(concluded)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
50	Jakhon (depressed class) (small village).	27	20	Jakhon primary school.
51	Parna	25	12	Close.
52	Khitbans	24/18	19	Do.
53	Silaiwan	30/8	19	Do.
54	Jaraota	32	17	Dongra piprai.
55	Paraul	20	17	Close.
56	Hasera	20	19	Do.
57	Kakoria	25	17	Do.
58	Gerhauili	20	17	Saidpur.
59	Naiwara	20	12	Close.
60	Mehroni Islamia school. (Only 7 boys present.)	20	17	Mehroni primary school.
61	Painaoli (25, 3, 2) ..	30	17	Close. Opened in 1895.
62	Rakhsa (depressed class) ..	26	17	Rakhsa primary school.
63	Rajapur	26	10	Close. (Failure and formerly closed.)
64	Phutera	25	19	Baidora.
65	Nahona	24	10	Babina.
66	Sainya gate maktab ..	35	15	Chariyapura Islamia school.
67	Bhattagaon	23	10	Close.
68	Ghisoli	22	19	Do.
69	Geora	30	17	Do.
70	Pooru Birdha. (Has been running for 33 years. Enrolment 22, 1, 4, 2.)	29	17	Do.
71	Talbehat (depressed class) ..	21	19	Talbehat primary school.
72	Bamori Sar	27	19	Ditto.
73	Kotra	30	17	Miao.
74	Sunori	31	19	Churaoni.
75	Kakrari Dhamkara	21	17	Saran Kalan.
76	Haraspura	24	19	Jamulpur.
77	Baroda Swami	29	17	Nanora.
78	Rakha Puncumpur	25	19	Close.
79	Andher	25	19	Nandanwara.
80	Seinra Dang	27	20	Close.
81	Jijarwara	28	10	Rampura primary school.
82	Jaraoli	28	19	Kakrari.
83	Dungarana	21	17	Close.

Saving=Rs.15,444 per annum,

(70A)

District Board, Jaloun

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Bhitari	32	17	Jhatauli.
2	Malthurwa primary ..	36	19	Do.
3	Nagri preparatory ..	23	8	Hathna Buzurg.
4	Churkhi maktab ..	17	10	Churkhi primary school.
5	Kusmura depressed class school.	23		To absorb Hardoi Raja school (enrolment 23) and to be made a District Board primary school.
6	Nasirpur	28	17	Atarra.
7	Atarra maktab	21	10	Do.
8	Shahjahanpur	27	17	Sarsela.
9	Gurha... ..	27	12	Close.
10	Shankarpur depressed class school.	30		Should be made a District Board primary school.
11	Dewanpurwa	28	10	Daulatpur.
12	Nahili	28	19	Gorarthori.
13	Kiriwaha	26	19	Aikon.
14	Abdullapur Islamia ..	20	19	Ajitpur Islamia.
15	Bahadurpur	25	19	Hursepura.
16	Jamrehi Sani	10	Gohan.
17	Rasulpur Islamia school ..	20	19	Ajitpur Islamia school.
18	Jaitpura maktab	22	10	Gorabukka maktab.
19	Parkula	25	8	Kursainda.
20	Surpatpura	29	19	Akbarpur.
21	Hadruk	10	..	Close.
22	Jagatpur	24	20	Close.
23	Penian	36	19	Gadhila.
24	Marora	30	17	Marori.
25	Badanpur maktab	16	8	Sorawan.
26	Marora (Orai tahsil) ..	30	20	Orai.
27	Rurajati	29	19	Kharra.
28	Akhori	23	17	Close.
29	Kursunta	28	19	Atagaon.
30	Dhanga	18	17	Diha.
31	Khaksis depressed class school	23	17	Khaksis primary school.
32	Dhana	30	17	Khaksis.
33	Gajer depressed class school ..	27	17	Kharra.
34	Khanwan	29	17	Bhend.
35	Horakaranpur	31	17	Titraharpur.
36	Lona	26	17	Koneh.
37	Chimirseni	22	17	Chaum.
38	Pamriara	24	17	Simaryia.
39	Bhua	30	17	Baragaon.
40	Munsri	22	8	Goran.
41	Aindha	32	17	Pur.
42	Binsura	29	10	Do.
43	Pachokra	30	19	Ait.
44	Nari	26	10	Close.
45	Chepta	23	8	Pahargaon
46	Imlauri	25	10	Pishunpura.
47	Jamrohi	27	17	Jakhauli.
48	Chirawali	31	17	Close.

Saving—Rs.8,244 per annum

(71A)

District Board, Hamirpur

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Basrali	28	10	Close.
2	Bhenri	25	10	Jalalpur.
3	Bhangra	25	10	Dhauhal Buzurg.
4	Lodhipura	17	10	Indarpura.
5	Bira	20	10	Pothkhuri.
6	Mograuth	18	10	Close.
7	Atra Bara (14, 5, 3)	22	10	Rehota.
8	Guhand pathshala ..	25	10	Guhand primary school.
9	Lingu	25	10	Amgaon.
10	Gairahni Panwari ..	21	17	Turra Sheogarh.
11	Girwar. . . .	23	17	Panwari primary school.
12	Panwari preparatory ..	24	17	Do.
13	Barauli Rath	23	10	Kaitha.
14	Bhainsayan	26	17	Bandwa.
15	Uprekha	24	17	Do.
16	Kalauli Tir	30	10	Kuchicha.
17	Kalauli Jar	24	20	Ujneri.
18	Banda	30	10	Atrar.
19	Atraiya	23	17	Close.
20	Tola Mof	23	10	Do.
21	Bhateoli	24	10	Bhainsmari.
22	Biharka	25	17	Bhamai.
23	Kargaon	25	10	Umri.
24	Bhanga	24	17	Kahra.
25	Barbai	27	17	Close.
26	Chichara	28	10	Mawa Khurd.
27	Bamhauri Qazi	17	Bholewar.
28	Mahewa	17, 4, 2, 2, 1	17	Close.
29	Dharaun	25	10	Gahra.
30	Bela Dakhin	30	17	Kabrai.
31	Gaugara	28	17	Ganj.
32	Ratauli	22	17	Close.
33	Salarpur	27	17	Do.
34	Digraya	20	10	Sijwaha.
35	Srinagar aided school ..	22	10	Srinagar District Board primary school.
36	Srinagar maktab	26	10	Do.
37	Urwara	31	17	Atrar.
38	Loheri	27	17	Pipra Maf.
39	Chorua	26	10	Abolish.
40	Jaitpur maktab.	27	10	Jaitpur primary school.
41	Magroul Kalan	23	17	Do.
42	Thurhat	30	17	Chattarwara.
43	Syula Maf	26	17	Nagara Dang.
44	Dharwara	26	10	Close.
45	Saunra	26	17	Do.
46	Dhawar	27	17	Marwari.

Saving=Rs.7,488 per annum.

(72A)

District Board, Banda

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Sabda girls' schools ..	23	12	Sabda primary school.
2	Narauli ..	24	20	Chandwara.
3	Tangamau ..	28	19	Ditto.
4	Sheikhupur ..	28	19	Baragaon.
5	Gauri Kalan ..	27	19	Close.
6	Paderi ..	22	19	Do.
7	Adri Islamia ..	24	12	Lasra.
8	Gargwa ..	20	19	Do.
9	Madanpur Girls' maktab to occupy Madanpur Islamia school. Madanpur Islamia school to occupy Chilla primary school. A new middle school with hostel to be built for Chilla middle school which is at present housed in Chilla primary school.			
10	Ghausipur maktab ..	23	10	Lomas.
11	Jasaipur ..	29	17	Close.
12	Khaura ..	24	14	Mahedu.
13	Bishwahi ..	20	12	Do.
14	Nawaish ..	29	19	Piprehri.
15	Parsonda ..	26	20	Akwat.
16	Tindwari maktab ..	26	10	Tindwari primary school.
17	Pipargaon ..	22	17	Bhagauli.
18	Semri ..	23	17	Mungus.
19	Fatwapura ..	27	17	Jari.
20	Tribeni ..	24	17	Close.
21	Mataon Girls ..	22	12	Mataon primary school.
22	Matehra ..	19	17	Close.
23	Poon ..	22	19	Umrahni.
24	Satniao ..	27	20	Birraon.
25	Narauli ..	19	6	Pawayian.
26	Tarayan ..	22	17	Ditto.
27	Rayan ..	27	12	Umrahni.
28	Bungheta ..	25	8	Close.
29	Pawai ..	28	19	Bulgaon.
30	Hathaura maktab ..	17	10	Chanhera maktab.
31	Karbai maktab ..	20	10	Ditto.
32	Bilbai ..	17	20	Aliha.
33	Kulkumari ..	25	20	Sahera.
34	Nai ..	22	8	Chabaon.
35	Nagnedhi ..	25	8	A typical inefficient school. Class II has 3 boys. Nobody goes to class III or IV. Close.
36	Arjurnal ..	25	14	Khurhand.
37	Anathua ..	10	..	Close.
38	Seondha ..	15	..	Do.
39	Mandwara ..	23	19	Baheri.
40	Kalhra maktab ..	25	10	Kabauli maktab.
41	Parmai ..	22	20	Pachhokar.

District Board, Banda—(concluded)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
42	Nareni maktab	16	8	Nareni primary school.
43	Naseni maktab	22	10	Goripurwa Islamia school.
44	Jamaura maktab	28	14	Ditto.
45	Narayanpur	17	17	Narayangaon.
	This is a hilly tract lying south of Nareni. There are many schools of low enrolment: 24, 22, 23, 26, 27, 20, 30. The only good schools are Kalinjar (100) and Kartal (57). There are no educational facilities. Boys read to class II, but do not progress.			
	Gumanganj 24; Parshahar 22; Purania 23; Sarha 26; Naya-gaon 20; Bilhara 27.			
46	Nonar	26	17	Close.
47	Parshadipur	25	8	Bakta.
48	Itaura	20	20	Close.
49	Bachraon	30	20	Nadin Taura.
50	Babhat	25	8	Close.
51	Barwa	21	19	Do.
52	Khatri Kadar	25	8	Hauna.
53	Chakaur	24	17	Close (No boy goes on to class IV).
54	Buriya	25	17	Close. (Three boys in class III).
55	Ghareta	26	14	Close.
56	Righauli	24	14	Do.
57	Salihepur Barach	20	19	Korari.
58	Pah Kanjari	23	20	Bhaunri.
59	Char	27	17	Ditto.
60	Rampur	25	19	Close.
61	Sagwan	15	12	Do.
62	Unchadeh	18	19	Do.
63	Kher	20	19	Do.
64	Kumhera	23	17	Kamasin.
65	Narayanpur	20	19	Close.
66	Barhara	20	17	Arki.
67	Munshi Buzurg	21	19	Do.
68	Butri	22	12	Sagwara.
69	Laharwara	25	14	Asot.
70	Sainpur	27	17	Sakhrauli.
71	Bhiti	25	19	Rampur.
72	Bisandi	24	17	Oran.
73	Amawan	24	14	Bisanda Buzurg.
74	Luk	24	12	Close.
75	Mahotra	21	14	Attarra.
76	Pohar	21	19	Close.
77	Tehra	10	14	Do.

Saving=Rs.13,536 per annum.

District Board, Benares

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Noniapur	18	20	Anei primary school.
2	Charon	26	19	Nadoi primary school.
3	Kuru	32	19	Dhaukalganj primary school.
4	Sarai Mohana	22	Nil	Already abolished.
5	Hariharpur	34	17	Dhaurahra primary school.
6	Dandupur	41	39	Lorhan ditto.
7	Birna	29	20	Parbhupur ditto.
8	Khuchman	40	42	Bathewar ditto.
9	Bagawan	40	34	Madhopur ditto.
10	Bishunpura	24	20	Kanta ditto.
11	Parasi Kalan	24	14	Ditto.
12	Kandwa	18	Nil	Already abolished.

Saving=Rs.2,928 per annum.

(75A)

District Board, Mirzapur

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Barapur	29	20	Kachchwa.
2	Piprahi	28	17	Bidapur.
3	Pachwara	28	19	Mahanandpur.
4	Kohlua	26	17	Kamasin.
5	Mawaiya maktab	22	7	Mawaiya primary school.
6	Harsinghpur	33	20	Sripathi.
7	Tilthi Sanskrit pathshala	32	20	Tilthi primary school.
8	Gogaon	33	17	Hargarh.
9	Kusah	26	12	Biyasara.
10	Chintamanpur maktab	16	7	Darbarapahari.
11	Rajapur	34	12	Bhahurara primary school.
12	Kotwa	29	12	Toswa.
13	Pirkhera	23	17	Rerupur.
14	Shahpur Mudra	25	19	Rerupur.
15	Dhara	25	7	Mathua.
16	Shorpur	31	19	Rai Puria.
17	Partabpur	36	14	Niamatpur.
18	Bela	22	7	Kailahat.
19	Dargah Sharif maktab	29	10	Chunari Islamia school.
20	Tarnalganj	28	17	Dharara.
21	Rudauli	23	17	(A Benares school.)
22	Majwa Tarash	33	17	Adalpara
23	Bhaipur	18	7	Close.
24	Sakroundi	20	20	Garaoundi.
25	Pachingra	23	14	Kohna.
26	Kandwa	23	7	Rampur.
27	Kwajipur	24	17	Ahraura.
28	Mangarh	21	12	Pipra Bazar.
29	Manarian	18	17	Close.
30	Devapur	28	12	Duranagara
31	Mokasim	30	..	Transfer.
32	Bantauli	28	12	Bhairwa.
33	Baldih	26	12	Jamgaon.
34	Parasi Sanskrit pathshala	8	15	Parasi primary school.
35	Wargarin	29	12	Manpur.
36	Patarwara	21	12	Chatara.
37	Sandi	28	12	Sarai.
38	Ghoria Sanskrit pathshala	21	7	Ghoria primary school.

Saving=Rs.6,144 per annum.

District Board, Jaunpur

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Sohauli	34	12	Keoripur
2	Sohauli girls' school ..	34	7	Do.
3	Singramau pathshala ..	26	6	Singramau primary school.
4	Rampura	35	17	Tera.
5	Khuikalen	33	17	Do.
6	Karanpur	35	6	Khalispur.
7	Pilkicha pathshala ..	25	6	Pilkicha primary school.
8	Belawan	30	17	Leduka.
9	Rampur	35	17	Gabhuran.
10	Machhli Patta	35	17	Malhani.
11	Sungerpur	36	6	Dhamur.
12	Rudhauli	37	17	Nauli.
13	Puranbazar	33	6	Babar.
14	Rabhanpur	35	6	Hariharganj.
15	Salamatpur	34	17	Chitaurdi.
16	Mitwan	33	17	Tazabazar.
17	Haiderpur	37	6	Sarai Hukku.
18	Sarnath pathshala ..	37	17	Sarnath primary school.
19	Mirpur	30	12	Rashidabad.
20	Rajapur	39	6	Keshopur.
21	Chacsand	32	7	Banjanpur.
22	Piltlupi	31	6	Nansand.
23	Amara	31	17	Bhadora.
24	Patkauli	34	17	Behawan.
25	Murki	37	6	Dehari.
26	Dilla ka Purwa	32	17	Derwana.
27	Sahibuddinpur	32	6	Kerakat.
28	Surk	37	6	Akbarpur.
29	Chandwak pathshala ..	28	6	Chandwak primary school.
30	Karra	28	17	Gathauli.
31	Brahmanpur	37	17	Koilari.
32	Satmesra	26	17	Close.
33	Marhi maktab	29	6	Marhi primary school.
34	Phulpur Islamia school ..	36	17	Saidenpur.
35	Bibipur	33	7	Nizamuddinpur.
36	Chacho	31	20	Mulkapur.
37	Sahopatti	28	17	Mangari.
38	Mariaon preparatory school ..	36	17	Mariaon primary school.
39	Bhiddun maktab	40	6	Mirganj.
40	Achua Bazar	31	17	Dorapur.
41	Alapur	28	17	Babhanion.
42	Senri	29	17	Gharion.
43	Girapatti	33	6	Alamganj.
44	Kotgaon	32	6	Rampur.
45	Bahraich	33	17	Ghirdun.
46	Udaichandpur	30	6	Close.
47	Nihalpur maktab	33	6	Sohni.
48	Dauri	28	19	Sewandeha.
49	Ataria	36	6	Arhanpur.
50	Baneoria	36	19	Newarhira.
51	Madhopatti	33	17	Kasganj.
52	Bhoputpatti	35	17	Gopalganj.
53	Puranti	25	6	Sarai Durga Das.

District Board, Jaunpur—(concluded)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
54	Umari	28	6	Pura Gambhu Shah.
55	Kandhi	37	17	Seetapur.
56	Barji Khurd	29	17	Close.
57	Rajapur	39	17	Do.
58	Sujanganj pathshala	32	6	Sujanganj primary school.
59	Firojpur	36	20	Sirwa.
60	Itaha	30	17	Saharpur.
61	Matri	31	6	Kauraha.
62	Mungra Badshahpur pathshala	7	Mungra Badshahpur primary school.
63	Pura Harnarain	31	6	Bhondara.
64	Rampur	34	17	Sirnetganj.
65	Pandepur	28	6	Close.
66	Aurahi	30	6	Do.
67	Desanpur maktab	26	6	Desanpur.
68	Isapur	31	17	Bhagasa.
69	Patri Narainpur pathshala	29	6	Patri Narainpur primary school.
70	Dehri	36	17	Gogri Sultanpur.
71	Shamsuddinpur	17	Tisauli.
72	Bhadi Islamia	13	Shahganj Islamia.
73	Usraita maktab	44	6	Pura Kamal maktab.
74	Kita Saraj maktab	35	6	Bara maktab.
75	Bhagmulpur	32	17	Lowain.
76	Lakmapur maktab	34	6	Jama Masjid.
77	Bhurkhura maktab	29	6	Gureni Islamia.
78	Durail	29	17	Mehawan.

Saving=Rs.11,028 per annum.

(78A)

District Board, Ghazipur

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Sakra	21	5	Baspur.
2	Bhikepur	28	17	Burhanpur.
3	Hardaspur	27	5	Sarai Gokul.
4	Atila	26	5	Manihari.
5	Ghinahagon	23	7	Sauri.
6	Shadabad maktab	11	8	Shadabad primary school.
7	Malikpura	39	5	Para.
8	Pandari	27	6	Mundiari.
9	Jhakimia	33	19	Mandra.
10	Hasanpur	37	6	Bhurkura.
11	Trichhi	27	7	Reoria.
12	Sarai Dhanesh	29	7	Dhamupur.
13	Chhapri	23	6	Sikhri.
14	Raipur	35	19	Bijhaura.
15	Kodai	19	6	Donsar.
16	Para	33	12	Nonhara.
17	Phadanpur	33	7	Bhawari.
18	Murki maktab	34	8	Murki primary school.
19	Madhupur	26	19	Murki.
	(A new school to be built or rented at Murki.)			
20	Arzanipur	22	14	Kamalpur.
21	Gangauli maktab	31	8	Gangauli primary school.
22	Newada	25	6	Kamesari.
23	Sripur	24	7	Amarupur.
24	Machti	36	8	Sukhdara.
25	Birpur maktab	39	8	Birpur primary school.
26	Hathaura	30	19	Rampur.
27	Bhujahuan	21	7	Close.
28	Baragnon	27	6	Mahursa.
29	Gahani	25	7	Mirzapur.
30	Barodih	26	19	Satarjahanpur.
31	Sawas	32	7	Barwa.
32	Gaura	20	7	Kaneri.
33	Besupur	45	7	Piari.
34	Chakia	23	7	Chochakpur.
35	Chitarkoni	31	14	Kurrah.
36	Abhaipur	27	19	Dhuska.
37	Darauli	28	5	Baghari.
38	Harpur	30	14	Zarnania.
39	Umarganj maktab	29	7	Nariaon.
40	Aunti	36	8	Aswan.
41	Bhuwalchak	30	10	Dharhani.
42	Duhiya	32	7	Tari.
43	Baware	28	19	Jubrajpur.
44	Gaura	31	17	Patakania.
45	Trilokpur primary	24	17	Nauli.

Saving=Rs.5,376 per annum.

(79A)

District Board, Ballia

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Sahoodih	35	12	Aschaura.
2	Kaithauli	38	19	Surajpura.
3	Bansdih pathshala	27	9	Close.
4	Bansdih girls' school	32	7	Do.
5	Maniar girls' school	21	7	Do.
6	Maniar Sanskrit pathshala	26	8	Do.
7	Maniar Hindi pathshala	30	9	Do.
8	Gangahra	32	12	Cherwiyan.
9	Khalispur	40	14	Itaura.
10	Ardauna	32	19	Do.
11	Harpur	41	19	Close.
12	Chai Chhapra	38	9	Shival.
13	Sawan Chhapra	40	17	Bhagwanpur
14	Pachkhora	40	17	Asan.
15	Bharkhera	40	14	Do.
16	Tapni	29	7	Janaupur.
17	Raksa	38	19	Meoli.
18	Rampur maktab	41	7	Rampur preparatory school.
19	Duha	41	17	Behra.
20	Barwa	40	17	Bhikhampur.
21	Newada	38	19	Jigni.
22	Indaso	36	19	Close.
23	Sisaind	40	7	Siar.

Saving=Rs.3,648 per an num.

District Board, Gorakhpur

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
<i>Gorakhpur Sadar sub-board</i>				
1	Mahuadabar pathshala ..	25	Rs. 7	Mahuadabar primary school.
2	Bargaon	27	12	Lahsari.
3	Nadwa	30	12	Bhowapar.
4	Kamail	105	..	To be amalgamated with Majhgawan (64) and a District Board primary school built.
5	Katra	48	12	Girdharpur.
6	Bhalwan maktab ..	28	7	Bhalwan primary school.
7	Bansala	35	12	Belkur.
8	Majhgawan maktab ..	28	10	Sihajpur maktab.
9	Narharpur	37	12	Barhalganj.
10	Chittaura	26	7	Bharroh.
11	Bhupgarh	36	12	Close.
12	Hamidpur maktab ..	25	12	Deorajpur Islamia school.
13	Araon	38	7	Urwa.
14	Alwalpur	31	12	Dehra Tikar.
15	Damdihat	32	12	Thati.
16	Asaungi maktab ..	25	9	Thati.
17	Somwapur	36	12	Sopai.
18	Malhar	37	7	Belghar.
19	Rampur	34	7	Shankarpur.
20	Debra	33	12	Dhakwa.
21	Pagar. (Has been working for 12 years.)	25	12	Bhainose Bazar.
22	Jhundia	34	12	Bhauripar.
23	Rampur	19	12	Shaulakhore.
24	Manjaria	37	12	Chitahi.
25	Thathut depressed class school (47, 3, 5) (an infant home).	55	12	Close.
26	Bhaidauli maktab ..	36	9	Bhaidauli primary school.
27	Bishunpur maktab ..	25	9	Dhaska maktab.
28	Bhirai Mir	32	7	Rajawal.
29	Natwa maktab	30	7	Natwa primary school.
30	Raghunathpur maktab ..	31	10	Jamuna maktab.
31	Lachmipur maktab ..	26	10	Balwa maktab.
32	Ganeshpur maktab ..	28	10	Parsapakra maktab.
33	Jogla	44	12	Ghughouli.
34	Biraiche	38	12	Close. Try elsewhere.
35	Mebuia pathshala ..	28	7	Close.
36	Chhati Ram	29	12	Partawal.
37	Shansipura Mundila ..	38	12	Nabipur.
38	Maidia Pokhari (depressed class)	..	12	Bhirsari Naresh.
39	Shishgarh	36	7	Pipera.
40	Kawalhi	26	12	Close.
41	Gurchiha	17	12	Do.
42	Kesauli	31	12	Persauna.
43	Semradhira	31	12	Semara.
44	Nausagara. (Opened in 1915) ..	28	12	Lehra.
45	Balwa	14	12	Sonaura.
46	Tikarya	42	12	Narkatha.
47	Harpur	40	7	Pipiganj.
48	Rampur Karthauli	12	Tighira.
49	Mehrabari	32	12	Close.

District Board, Gorakhpur—(concluded)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
<i>Deoria sub-board</i>				
50	Bharsar (depressed class) ..	35	Rs. 10	Bharsar primary school.
51	Padauli pathshala ..	28	8	Bedarwar.
52	Khotha ..	38	6	Bhaluhi.
53	Hata aided pathshala ..	61	6	Hata primary school.
54	Deoria ..	53	6	Sahodar patti.
55	Anwari maktab ..	42	6	Hariya Islamia school.
56	Anwa ..	32	5	Rampur Sohrauna.
57	Sohsa ..	38	12	Kataura.
58	Kaula Chappar ..	35	9	Baria Mirehapar.
59	Harpur ..	31	7	Dwarka Praskhand.
60	Usari ..	45	14	Indurpur.
	In this area there are four girls' schools (enrolment : 36, 27, 25, 31) next to boys' primary schools. Each school gets from Rs. 10 to Rs.12 per mensem.			
61	Bhatichaur .. [At Nagwa (boys 107, girls 35) the infant classes could be sent to the girls' school. Similarly at Nadauli (boys 120) the infants could go to Nadauli girls' school, 24.]	44	7	Bhirusari.
62	Hata ..	34	6	Ukina.
63	Birni Islamia .. (The area round Lar and Barhaj Bazar is full of inefficient girls' schools which are nothing but creches.) Enrolment : (27, 8, 1), (22, 2, 2), (18, 2, 4), (17, 7, 6), (17, 5, 8), (17, 9, 10), (15, 3, 3). The two girls' schools at Lar can be combined.	29	14	Pindi maktab Reoli.
64	Matlari Jagdish ..	51	12	Gauri Mithia.
65	Majhauri maktab ..	25	5	Close.
66	Pakri Ojha (girls) ..	20	10	Do.
67	Domwalia (girls) ..	21	12	Domwalia primary school.
68	Paroha ..	29	12	Pipra Baghichi.
69	Tatpar ..	47	8	Barnapathi.
70	Malgaha ..	38	12	Close.
71	Padrauna Islamia ..	45	42	Padrauna maktab.
72	Pakari maktab ..	34	7	Chawanni.
73	Dharanpur ..	44	7	Bhishwa.
74	Pipra Jatanpur ..	39	12	Kubernath.
75	Sapaha ..	36	12	Close.
76	Kushinagar ..	39	6	Sombarsa.
77	Sondia Buzurg ..	31	6	Chandrota.
78	Shiampur ..	31	7	Piprajhar.
79	Sitapatti maktab ..	29	8	Banjaria.
80	Rampur Bilni maktab ..	34	8	Menha Hasduggpur maktab.

Saving=Rs.9,672 per annum.

District Board, Basti

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Baragaon	30	12	Ansan Kunyan.
2	Dhorehra	33	12	Baraingi.
3	Pandaria Jit	25	12	Bharwata.
4	Bidarpur	30	12	Pakhra Qazi.
5	Khawa	32	6	Bhampur.
6	Domariaganj	30	6	Domariaganj Primary.
7	Khorahra	26	6	Bhanangaon.
8	Siswa (22, 3, 2) (Opened in 1927.)	27	6	Close.
9	Kewatti maktab	38	7	Dopharia maktab.
10	Bargadwa maktab	34	7	Ditto
11	Tilokpur	27	6	Rohson Khurd.
12	Sikhauta (25, 7, 2) (Opened in 1930.)	34	6	Biskokar.
13	Bharwapur (20, 4, 4)	28	6	Kharaya Sagar.
14	Samchra	30	6	Kuniyawan.
15	Benipur	29	6	Dhobha primary.
16	Bhagahwa (26, 4, 0)	30	12	Shahpur.
17	Gaurahi (depressed class) (19, 5, 4). (An aided school.) (This aid would be better spent at Deori where a school is needed.)	27	10	Kundi or Lohrauli which are within 1 mile.
18	Jamantia	29	14	Ausan Kuniyan.
19	Hatwa	25	6	Shankerpur.
20	Gardahia	30	6	Baraingi.
21	Basti Alawal	(25, 4, 3)	6	Bansdibia.
21a	Siswa Buzurg	25	6	Parsi Buzurg.
22	Chaukwa	26	6	Pachmohini.
23	Nagra	30	12	Rajwapur.
24	Gunda Kunwar	26	6	Malauli Goshain.
25	Keshwapur	27	6	Narainpur.
26	Pekhara Chauhan	29	6	Bemahari.
27	Pikhaura Lala	33	6	Shiopur.
28	Padri pathshala	20	8	Close.
29	Kurdah maktab	24	6	Kurdah primary.
30	Halwa	40	12	Mansurnagar.
31	Belsar	31	12	Kurdah.
32	Nagpur	26	6	Khemrajpur.
33	Bhainsaha	34	17	Parasrampur.
34	Jagdishpur middle school	Two teachers untrained on Rs.5 each. No equipment. No maps. Close.
35	Narainpur	36	6	Sarnanganj.
36	Misraulia (24, 7, 1) (There is here an area of 8 square miles with 8 schools.)	32	12	Ditto.
37	Bilari	31	6	Harria.
38	Puraina	30	12	Balbharla.
39	Sikari	37	6	Narainpur.
40	Ubhai	36	12	Sheopur.
41	Kashipur	35	12	Lachmanpur.

District Board, Basti—(continued)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
42	Amorha	28	12	Deokhal.
43	Pure Hemraj	30	12	Batauli.
44	Ramgarh	38	12	Amarhi.
45	Lajghata	32	12	Hujarapur.
46	Ranipur	34	6	Baghawala.
47	Rudauli (depressed class) ..	29	10	Rudauli primary.
48	Bansi aided	31	6	Bansi primary.
49	Bansi Hindi pathshala ..	68	15	Do.
50	Siswari	30	6	Machua Lala.
51	Mendhupur pathshala ..	30	6	Mendhupur primary.
52	Sehna Chaubey maktab ..	24	6	Close.
53	Nachani	28	6	Jasaul.
54	Baurbias aided	23	6	Baurbias primary.
55	Dharan Singwa pathshala ..	22	6	Dharan Singhwa primary.
56	Jharia	27	6	Tikur.
	(Here are 4 primary schools and a big maktab within 1 mile radius).			
57	Semra	35	6	Bharma.
58	Badri Avasthi	36	12	Rudholi Qazi.
59	Gauri middle school 3 miles from Bansi middle school. Shut Gauri.			
60	Badauli	35	12	Gauri.
61	Sisan maktab	(25, 2, 2)	6	Kundron maktab.
62	Karmania maktab	29	6	Ditto.
63	Mankaura	32	12	Chitoni.
64	Mankaura pathshala ..	21	10	Do.
65	Dondwar	35	6	Rithia.
66	Nasirganj	26	12	Sairandand.
67	Masaicha	35	12	Ghosiari.
68	Ekdangwa	30	12	Ditto.
69	Ama maktab	35	6	Khambwa maktab.
70	Fatehpur	27	6	Siswa Baraur.
71	Konhala	38	6	Damaya.
72	Hanumanganj pathshal; ..	30	10	Close.
	(These pathshalas 34 in number are most inefficient. About $\frac{1}{2}$ of a boy per year is passing the Madhyama per pathshala.)			
73	Bahlorwa	25	12	Rampur.
74	Bansgaon	35	12	Pakdichanda.
75	Daridiha	34	6	Basti.
76	Dafri	23	6	Newari.
77	Thokwa	29	6	Lalganj.
78	Karmangaya	28	6	Rampur.
79	Nachna	29	7	Bhatha.
80	Bhadi (16, 3, 3)	22	12	Panda.
81	Badgon	28	12	Close.
82	Persa	31	6	Bharwaha.
83	Arail	32	6	Kanth.

District Board, Basti—(concluded)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
84	Sikri	22	6	Karri.
85	Kalan	20	6	Sankhau.
86	Amadi	24	6	Kodwat.
87	Neniya	20	6	Pukhnagar.
88	Bijara	25	6	Padria.
89	Girdharpur	30	12	Katka.
90	Lakhnagar	30	12	Tiltha.
91	Jairampatti	32	12	Nardih.
92	Goryaghat	23	6	Sankhi.
93	Jhakahi	60	31	Marwalia.
94	Gopiapur	22	6	Madhopur.
95	Parsa	24	6	Hainsar.
96	Katarsh	29	12	Do.
97	Baridiha	29	12	Nathawabar.
98	Duohra	26	6	Ashrafpur.
99	Kanchanpur	20	12	Auradand.
100	Gangauri	29	6	Barhuwan.
101	Barohia	23	6	Bankati.
102	Bhagwanpur	29	12	Taraini.
103	Chirapur	29	6	Khoria.
104	Aghanpur	29	12	Dhangula.
105	Chauri	25	12	Utrawal.
106	Raksha	27	6	Jawar.
107	Kotia pathshala	23	6	Close.
108	Sheopur	30	6	Sitikhar.
109	Hardi	34	6	Samasa.
110	Tenudand	31	6	Khurru Khurd.
111	Kanpara	(23, 9, 2)	12	Pakridih.
112	Urdehwa (depressed class) .. (It has only 8 depressed class boys.)	29	..	Should be tried elsewhere.
113	Khurja	28	6	Dewa Bazar.
114	Dhursa	28	6	Katahna.
115	Tanda	34	6	Pipri Bazar.

Saving=Rs.11,616 per annum.

District Board, Azamgarh

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Makhdumpur pathshala ..	17	16	Nariaon.
2	Ratuapar	30	6	Close.
3	Shobha Dehula	30	6	Atraulia primary.
4	Achalipur	37	6	Bodhipatti primary.
5	Misirpur maktab	32	6	Misirpur primary.
6	Misirpur Hindi pathshala ..	30	6	Ditto.
7	Deora Damodar	34	17	Awanti primary.
8	Balai	30	12	Miriya primary.
9	Bhaluwai	28	6	Jamilpur primary.
10	Bhagatpur	36	6	Bilaryaganj primary.
11	Bhainsaha	30	17	Close.
12	Jamalpur pathshala	33	6	Jamilpur primary.
13	Maheshpur	28	17	Close.
14	Tiprajpur	38	6	Do.
15	Hydrabad	24	6	Do.
16	Khemkarpur pathshala	24	10	Sherpur Mahui primary.
17	Marha pathshala	26	6	Para primary.
18	Zamin Rasulpur Islamia ..	30	17	Barnapur primary.
19	Hasanpur	36	6	Bardiha primary.
20	Belkunda	30	6	Ditto.
21	Gangepur	25	6	Close.
22	Anjan Shahid Islamia (one teacher).	36	19	Anjan Shahid primary.
23	Fakhruddinpur	34	19	Mubarakpur primary.
24	Saraiyya maktab	29	7	Ditto.
25	Ranipura maktab	40	7	Ditto.
26	Pahi depressed class school ..	36	12	Ojhauli primary.
27	Deokali Taran	30	17	Ditto.
28	Rajadepur pathshala	27	20	Azmatgarh primary.
29	Powwa Tal	32	17	Close.
30	Poona Par	35	17	Do.
31	Deolas	37	6	Itaura Chaube preparatory.
32	Dangauli	34	6	Koeriyapur primary.
33	Mirpur Rahimabad maktab ..	20	6	Jogari primary.
34	Sairwan pathshala	30	8	Pura Maruf primary.
35	Dhawariya Sath	35	6	Ditto.
36	Bhanwar Kol	39	6	Sondesara primary.
37	Bhikharipur	28	6	Nadawa Sarai primary.
38	Behrozpur	31	19	Shahgarh primary.
39	Seota	30	6	Dharwara primary.
40	Barauna Buzurg	44	6	Kishenpur preparatory.
41	Chakarpanpur	30	6	Close.
42	Daulatabad Sanskrit pathshala	11	8	Daulatabad primary.
43	Jigar Sandi	29	17	Ditto.
44	Jhuan pathshala	22	20	Khutahan primary.
45	Rastipur	29	6	Bansgaon primary.
46	Phaddupur Sanskrit pathshala	9	10	Sarai Brindraban primary.
47	Bishunpura	32	17	Bibipur preparatory.
48	Barhalganj Sanskrit pathshala	31	20	Barhalganj primary.
49	Lapasipur	34	17	Bhujahi preparatory.
50	Karaut Sanskrit pathshala ..	32	15	Karaut primary.
51	Godhaura	36	6	Jahanaganj primary.
52	Jahanaganj maktab	33	6	Ditto.

District Board, Azamgarh—(continued)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
53	Sian	30	6	Mahuan preparatory.
54	Mandey	39	6	Chisiyakot.
55	Sirsa	34	6	Saraunda primary.
56	Pandari	40	6	Fatahpur primary.
57	Chakia	40	6	Ditto.
58	Sheikhwara maktab	35	6	Muhammabad primary.
59	Kamarawa	32	10	Close.
60	Piparidih	30	14	Rekwardih primary.
61	Brahmanpur depressed class school.	36	6	Kajha preparatory.
62	Gokulpura	30	17	Pallia primary.
63	Makhuni	29	6	Sonsa. (An aided school getting an aid of Rs. 6 per mensem.
64	Pargarh	44	6	Kajha preparatory.
65	Kinnupur	37	6	Kahinaur primary.
66	Barhuwa Godam	42	6	Bakwal primary.
67	Qazi Tola Islamia maktab (Mau).	47	6	Mau primary.
68	Muftahul Ulum Islamia maktab (Mau).	40	6	Ditto.
69	Bhiti	40	6	Ditto.
70	Imdadul Yatama maktab (Mau).	35	6	Ditto.
71	Mau depressed class school ..	20	14	Ditto.
72	Husainganj	33	6	Palhani primary.
73	Chakwal	33	6	Gambhirban preparatory.
74	Koilari	31	6	Anwak primary.
75	Bishaham	29	6	Surjanpur primary.
76	Sopnagar	28	19	Nai preparatory.
77	Shah Decoit	37	22	Ditto.
78	Gahuni	25	8	Mehnagar primary.
79	Bhatsari	24	12	Ahirauli primary.
80	Khajuri pathshala	39	12	Khajuri primary.
81	Khajuri (depressed class) ..	35	6	Ditto.
82	Narsinghpur	34	17	Palhana primary.
83	Tarwa pathshala	21	6	Tarwa primary.
84	Tiara	35	17	Chaubah primary.
85	Khaniana	33	6	Lalganj primary.
86	Chirkihit	36	17	Kaithi Shankarpur preparatory. (Now an aided school)
87	Deogaon pathshala	31	12	Deogaon primary.
88	Aswania	34	6	Gurehara primary.
89	Gurehara pathshala	41	10	Ditto.
90	Khutauli	27	6	Close.
91	Bhainpur Dargah Islamia ..	31	19	Bhatauli primary.

District Board, Azamgarh—(continued)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
92	Edilpur	40	17	Bharaya primary.
93	Ajgara pathshala	30	12	Ajgara primary.
94	Gauri	31	6	Khajuri primary.
95	Khajuri pathshala	30	10	Ditto.
96	Imilia (depressed class)	60	17	Aslai primary.
97	Kothara	30	6	Close.
98	Panti	30	6	Tahir Bazidpur primary.
99	Hisamuddinpur	27	6	Koelsa primary.
100	Kakrahi	36	17	Kauria primary.
101	Daswantpur	37	17	Pasipur preparatory.
102	Maniarpur	30	19	Captainganj primary.
103	Sheikhaulia	37	17	Bairampur primary.
104	Pursh Patti	29	19	Close.
105	Anglia maktab	35	7	Sukhipur preparatory.
106	Jairopur pathshala	30	10	Ditto.
107	Khurason	30	19	Shamshabad primary.
108	Muzaffarpur	30	17	Arya primary.
109	Lachamanpur	33	6	Jamalpur preparatory.
110	Barikhas maktab	29	6	Mirzapur primary.
111	Alipur	36	6	Ranipur primary.
112	Bankipur pathshala	27	12	Serai Rani primary.
113	Hasanpur	30	6	Ditto.
114	Gandhui	34	17	Hasanpur Baragaon pre- paratory.
115	Barharia	35	14	Madar Dand preparatory.
116	Vaishpur	31	6	Hathipur preparatory.
117	Dandawa	36	6	Baawari Patti primary.
118	Partabpur	37	20	Basapur primary.
119	Raidah	30	6	Ramanpur primary.
120	Takia Gulam Ali Shah maktab	23	6	Faridpur primary.
121	Sumbha Dih	36	17	Ramanpur primary.
122	Basti Chak Gulaur	33	6	Pawai primary.
123	Bahauddinpur	25	17	Chimawan preparatory.
124	Khutauli	31	6	Banbirpur primary.
125	Dihpur	27	6	Palthi primary.
126	Dumari Makdampur	33	17	Sikraur primary.
127	Bakhara	13	6	Close.
128	Mahuar Kalan	28	6	Mahuar Khurd.
129	Chhitara Mahmoodpur	30	6	Close.
130	Basti Kapuri	26	17	Do.
131	Jethahari	21	6	Do.
132	Narway	28	6	Do.
133	Sohauli pathshala	23	9	Sohauli primary.
134	Bijauli	32	6	Thekman primary.
135	Murhar	30	19	Bithua preparatory.
136	Thakurgaon	26	20	Patnai primary.
137	Doharighat maktab	27	8	Doharighat primary.
138	Paus	36	6	Gontha primary.
139	Purmauti	31	6	Bishunpura primary.
140	Shakkarpur	33	19	Ditto.
141	Misrauli	32	14	Rasulpur primary.
142	Rasulpur maktab	25	6	Ditto.
143	Jurenda	34	20	Bibipur primary.

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District Board, Azamgarh—(concluded)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Ra.	
144	Bibipur maktab	36	6	Bibipur primary.
145	Sipah maktab	38	6	Kunda primary.
146	Undura	30	19	Jajauli primary.
147	Amma	30	17	Dubari primary.
148	Paharipur (depressed class) ..	30	12	Lakhnaut primary.
149	Marufpur	30	17	Ditto.
150	Kathaghara Shankar Sanskrit pathshala.	26	12	Kathaghara primary.
151	Raghauti Islamia	22	17	Maur Bojh primary.
152	Kerma Mahrupur	33	6	Saraya Ganesh primary.
153	Kopaganj pathshala	27	10	Kopaganj primary.
154	Lairo	41	6	Indara Pachchimpatti preparatory.
155	Mahuara	33	6	Kasara primary.
156	Alinagar	37	6	Indara primary.

Saving=Rs.19,728 per annum.

(89A)

District Board, Naini Tal

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Josigajha	4, 4, 2	12	Ramnagar.
2	Amal	6, 3, 6	17	Close.
3	Sakbunga	25, 8, 2	12	Supi.
4	Jorasi (depressed class) ..	5, 7, 0	12	Basgaon.
5	Nowkucha Tal girls' school should be closed. The girls and their mistress should go to the boys' school (she is the wife of a teacher there) and the woman should take the infant class.			
6	Mahua dabaara Islamia ..	22	12	District Board primary.
7	Ditto (girls) ..	22	12	Ditto.
8	Raipur (girls) ..	23	12	} Close.
9	Banskua ..	19	12	
10	Rajpura Rani ..	17, 2, 1	12	
11	Abadnagar ..	10, 5, 1	12	
12	Saijana ..	10, 3, 4	6	
13	Gularia ..	10	12	}
14	Jhas Pursa ..	18, 0, 0	12	

Saving=Rs.1,860 per annum.

District Board, Almora

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Baijgaon	(7, 3, 5)	12	Close.
2	Biraura	(4, 9, 8)	12	Petshah.
3	Chaura Kiwal	(14, 5, 2)	12	Gursarai.
4	Nali	(22, 1, 2)	12	Saraghat.
5	Palson	(21, 5, 1)	6	Close.
6	Callagaon	26	6	Do.
7	Badoli	23	6	Chauri.
8	Sinaura depressed class and girls' schools which are held in the same building as the primary school.	..	{ 12 12 }	{ Sinaura.
10	Bamsun	15	12	Close.
11	Paunali	24	12	Do.
12	Vikyason	25	8	Do.
13	Lamadhungi (depressed class) school.	27	10	Deghat.
14	Chittorkhal	(20, 8)	10	Close.
15	Sakneti	25	8	Do.
16	Adigaon girls' school	20	12	Do.
17	Chaunra	(14, 3, 2)	12	Do.
18	Jaina	(18, 8, 4)	6	Billekh.
19	Chaura Mania	20	6	Shimail.
20	Jabukathol	25	12	Gartir.
21	Falyanti	(40, 4, 4)	6	Bilbhek.
22	Dofar. (Three schools near.) ..	57	24	Chaura.
23	Malsaura	16	6	Chabukatbal.
24	Ason	24	6	Close.
25	Guler	30	6	Pharsali.
26	Pokhri Achgaon	37	14	Ganar.
27	Ghingaru Tola girls' school meets in the boys' school. Give the mistress who is the wife of a teacher to take the infant class.			
28	Harshila	21	6	Close.
29	Salla	29	6	Pancheshwar.
30	Bisar girls' school	25	12	Sugauli.
31	Chaupakhia Do.	25	12	Chaupakhia boys' school.
32	Quitar	40	6	Dingarkot.
33	Dhurchu	21	6	Sungaraura.
34	Katyani	27	6	Bhatiri.
35	Naini	21	6	Diktoli.
36	Divalisera	37	12	Khwankot.
37	Jauljibi	(19, 1, 5)	6	Close.
38	Jharria Thal	31	12	Thal.
39	Galanti	13	6	Close.
40	Oknai Dhunga	(22, 3, 0)	6	Do.

Saving=Rs.4,344 per annum.

District Board, Garhwal

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Baggerkhal	21	12	Rikhnikhali
2	Jhart	8	No saving.	Teacher to go to Chalaon.
3	Kaligad (24, 6, 2) ..	32	12	Close.
4	Sumrusain (4, 6, 4, 3) ..	17	12	Do.
5	Khetokhal	30	12	Sari.
6	Banghat	15	5	Kulhar.
7	Thald	25	12	Kandakhal.
8	Bandum	25	12	Dodharkhal.
9	Surmari	25	12	Kunjoli.
10	Jussoli	29	12	Ludholi.
11	Bunghidhar	10	12	Close.
12	Bhainskot	17	12	Dewalgarh.
13	Bajwar	10	12	Close.
14	Chakisain	16	12	Do.
15	Chaufanda (11, 4, 2) ..	17	12	Do.
16	Siku	19	12	Kanderi.
17	Jhala (13, 1, 2) ..	16	12	Close.
18	Pokhri	18	12	Kandakhal.
19	Buransi	22	5	Kot.
20	Girgaon	18	12	Close.
21	Pipli	18	5	Do.
22	Chaunrasain	19	12	Do.
23	Sujak Khal	15	5	Jhatkhandi.
24	Jamri	25	5	Khola.
25	Gend	25	12	Ghiri.
26	Dhandri	31	12	Pauri.
27	Godi Dhar	15	12	Kandara.
28	Ritholi	30	12	Sula.
29	Chaurkhal	26	12	Close.
30	Kanda	35	12	Sarasu.
31	Ira	21	12	Close.
32	Nand Khal	19	12	Ekeshwar.
33	Naidar Khal	24	12	Ringwari.
34	Dumlot	14	12	Close.
35	Guen Khal	25	12	Biron Khal.
36	Kamdai	19	12	Close.
37	Jaikhal (20, 7, 4) ..	31	12	Sarainkhet.
38	Sugi	20	12	Sarmola.
39	Dewal	9	12	Close.
40	Basti (16, 5, 0) ..	21	12	Do.
41	Bhikona (4, 9, 3) ..	16	12	Do.
42	Kuer (12, 2, 2) ..	16	12	Do.
43	Khetagari	9	12	Do.
44	Pandukeshwar (10, 3, 2, 2) ..	17	12	Do.
45	Raturakhal (4, 5, 5) ..	14	12	Do.
46	Urgan	9	12	Do.

Saving=Rs.6,060 per annum.

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District Board, Lucknow

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Aurangabad	13	14	Close.
2	Bhallia	18, 4, 1, 2	..	Transfer.
3	Gori	23	14	Close.
4	Jagatpur	15, 12, 2	14	Thawan.
5	Sakra	Transfer to Katungra.
6	Khurrampur	39	14	Behta.
7	Maulvi Khera	30	17	Bijnor.
8	Tirwa	22	17	Nanmau.
9	Juggur maktab	20	10	Juggur primary.
10	Mohibillapur maktab	14	10	Chauni.
11	Habibpur maktab	24	10	Alamnagar.
12	Diguria maktab	21	10	Close.
13	Basha	18/42	17	Bhakamau.
14	Tilaswa	15	17	Kasmandi.
15	Patauna (depressed class)	14	17	Gopramau.
16	Gurwamau	17, 3, 2	7	Siwan.
17	Hasnapur	22	10	Nabbiburna.
18	Sajhanna	19/28	10	Close.
19	Tilan	28, 1, 1	17	Khatolia.
20	Ludhauri	28	17	Sewri.
21	Gomi Khera	22, 6, 0	17	Close.
22	Kurha	30	17	Kankaha.
23	Nigohan no. 2	18	10	Nigohan primary.
24	Ramdaspur	22	17	Nigohan.
25	Nandauli	28	10	Ditto.
26	Rampur	25	17	Bhadeshwa.

Saving=Rs.3,960 per annum.

District Board, Unao

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Kulha Athura	18/28	12	Barithana.
2	Khargaura	21/28	12	Mirzapur Kalai.
3	Khanpur Sarauli	22/25	..	Transfer.
4	Hasewan	(20, 3, 3)	6	Niamatpur.
5	Tecr	18/30	..	Combine in a fresh school;
6	Aim Buzurg	21/30	..	room near by.
7	Muhammaddpur Basoka (13, 3, 8)	17/24	12	Hamdabad.
8	Bhandi	(29, 6, 4)	..	Transfer.
9	Mohan maktab (compulsory area) (27, 7, 2).	15/36	10	Abolish.
10	Tajpur depressed class school..	To be made a District Board school. Teacher to remain.
11	Jodi Khera	(15, 2, 4)	12	Korari Khurd.
12	Neotani maktab no. 1	(23, 7, 3)	12	Neotani maktab no. 2.
13	Kateru	(20, 5, 5)	12	Sarai Joga.
14	Jargaon	21/26	12	Abolish.
15	Dostnagar	12/19	12	Close.
16	Supasi	16/24	6	Banthar.
17	Semri	21/30	6	Asoha.
18	Pindokha	21/30	6	Dewara Kalan.
19	Patnahan Khera	(29, 6, 1)	6	Close (children to go to Pauri Kalan compulsory area).
20	Purwa	16/29	10	Close.
21	Thara	15/17	10	Do.
22	Baraura pathshala	18/23	10	Baraura primary school.
23	Husain Nagar	26	..	Transfer to Dih.
24	Bhad Nang	18/24	12	Close.
25	Mahesh Khera	26	12	Panai Kalan.
26	Tirpurapur	19/23	12	Close.
27	Maurawan maktab (25, 0, 0)	..	7	Do.
28	Narain Das Khera	31	12	Unchgaon.
29	Raipur	29	12	Alipur.
30	Bhagwantnagar depressed class school.	32	No saving	Bhagwantnagar preparatory school.
31	Rajwara	28	12	Mawai.
32	Sitalganj	20	No saving	Transfer with the teacher to Khatmhauli.
33	Uttardhani	37	..	Reduce to preparatory school. Boys to go to Takia Nigoi.
34	Parasrampur	25	12	Rajepur.
35	Beoli Islamabad	34	..	Reduce to preparatory school.
36	Sherpur Kalan	14/22	12	Kanta Gulzarpur.
37	Fardapur	29	12	Gaurimau.
38	Sarha	29	12	Narigora.
39	Hazipur Basdhana (19, 6, 1)	19/26	12	Close.
40	Jogikot	16/19	12	Gosha Qutub.
41	Sainta	17/23	12	Shukurabad.
42	Bangarmau maktab	(30, 0, 0)	10	Close.
43	Fatehpur Khalsa	19/25	10	Bahlolpur.
44	Bhatiyapur	17/21	10	Sirsani.
45	Hayatnagar	(20, 5, 1)	10	Close.
46	Almau Sarai	(21, 2, 1)	..	Transfer to Bhikaripur.
47	Razzatpur (compulsory area) ..	(31, 1, 3)	..	Close.

Saving = Rs.4,548 per annum.

(94A)

District Board, Rae Bareilly

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Tarapur	38	12	Bibipur.
2	Sutha	28	12	Gaura.
3	Beni Khora	44	24	Tikra Rajapur.
4	Poora Jai Singh	42	24	Kalyanpur.
5	Gaura Rupai	33	6	Chitola.
6	Hamirgaon	19	12	Bhupganj.
7	Tuk	12	Hasanpur.
8	Chirwa	31	12	Dostpur.
9	Para Kalan	26	..	Should be tried in an area with depressed class boys.
10	Khajraon	27	12	Gurda.
11	Bhawani garh	38	6	Chikwania.
12	Akbarpur Fashi	19	12	Close.
13	Ashrafpur	21	12	Qazipur.
14	Kharoli	30	..	Move to Aodari.
15	Bara	12, 9, 2	12	Close.
16	Tikra Bhat	9, 5, 6	12	Do.
17	Karaoli Pura Nidhan	37, 6, 2	12	Do.
18	Raipur Islamia	18	12	Lohanipur.
19	Batwa	21	12	Pursi.
20	Bachrawan maktab	14	10	Close.
21	Bhawan Buzurg Islamia	27	12	Do.
22	Gonaway Kamangarpur	22	12	Bhawan Buzurg.
23	Katwara maktab	13, 2, 2	10	Close.
24	Barkarpur	30, 2	10	Rahi.

Saving=Rs.3,240 per annum.

(95A)

District Board, Sitapur

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Kachaura	(17, 9, 3)	12	Gindhauli.
2	Amilia Nurpur	(5, 7, 5)	12	Mahmudabad.
3	Rampur Pathshala	17/31	10	Ailiya.
4	Keshopur	25	12	Belgawan.
5	Chilwara Maktab	(14, 6, 0)	10	Rahimabad.
6	Aqbapir	22	12	Kachapur.
7	Saraiyan Malhoi	24	12	Akbarpur.
8	Qazi Bahar	25	12	Tambore.
9	Marsanda	31	12	Nasirpur.
10	Pura Bazar	22	12	Thangaon.
11	Jalapura	21	12	Ramkot.
12	Goria	22	12	Tikra.
13	Raghunathpur	29	12	Udaipur.
14	Raosinghpur	30	7	Ditto.
15	Tappa	30	17	Dakhara (1½ miles).
16	Lachanagar	24	17	Laharpur (1½ miles).
17	Rurha	36	17	Akbarpur (1 mile).
18	Bhalawan Islamia	22	17	Sikandra Islamia (2 miles) or Danialpur primary (1 mile).
19	Paintala	42	17	Rawansi (¾ mile).
20	Shahabad	36	17	Khanullahpur (1½ miles).
21	Jumnapur	39	17	Pursendi (1½ miles).

Saving=Rs.3,336 per annum.

District Board, Hardoi

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Parsanipur	23	12	Close.
2	Purwa Baji Rao	24	12	Do.
3	Jharoya	19, 3, 2	12	Beniganj.
4	Lokwapur	9, 6, 3	12	Gonda Rao.
5	Banthra	14, 8, 3	7	Kotra.
6	Sagrapur	13, 2, 3, 3	12	Bhasil.
7	Panhaiya	27 (12)	12	Bahurwa.
8	Penj	26	12	Rawal.
9	Goparnau maktab no. 1	22	7	Goparnau maktab no. 2.
10	Belakapur	29	12	Katgora.
11	Sirsa	26	12	Birgaucha.
12	Purwa Hafiz Uddinpur	21	12	Manjhahiya.
13	Gopalpur	8	12	Bharkhani.
14	Khorari	18/24	12	Barwara.
15	Dularpur	15	12	Balhera.
16	Satri	13	12	Kaurah.
17	Dauli	27	12	Paraaura.
18	Kunyan	25	12	Sikandarpur.
19	Raipur	17/23	12	Nasauli.
20	Bhorapur	18/23	12	Sahajanpur.
21	Amtara	15/21	12	Chakracha.
22	Adampur	17	12	Setwapur.
23	Arawal	9/21	12	Close.
24	Beta Rampura	17	7	Katehta.
25	Sheikhpur	15	12	Dhaniaman.
26	Nauratha	30	12	Khadipur.
27	Parchauli	20	12	Khadipur.
28	Khadipur Chain Singh	30	12	Fikkar (very close).
29	Sheikhapur	16/18	12	Chausar.
30	Gatwasa	31	12	Palia.
31	Mijhauri	22/28	12	Laluanau.
32	Lamkan	26	12	Bakaria.
33	Nathaura	31	12	Barwan.
34	Majhgawan	15/24	12	Barwan.
35	Larpur Khankeri Islamia	18	12	Close.
36	Hira Roshanpur	20	12	Sadarpur.
37	Abdul Nagar maktab	20	10	Abdul Nagar primary.
38	Sahujara preparatory	19/23	12	Kurchi Khara.
39	Sema Rawan	18, 5, 1	12	Sarrowa.
40	Sandha	12/14	12	Santarha.
41	Semaur maktab	18	10	Close.
42	Kakrali	18/30	12	Shiv Buksh Purwa.
43	Jamra	17/24	12	Palia Kot.
44	Yasinpur D. C.	(15, 23, 2, 4)	12	Qazi Bari.
45	Pahal	28	12	Pura Bahadur.
46	Unchaul maktab	23	10	Biigawan.
47	Madara	15/24	12	Kanthatok.
48	Barauli	15	12	Bhagauli.
49	Bhitadan	7	12	Close.
50	Urmi	20	12	Umripur.
51	Ujpur	15	12	Kothawan.
52	Deopai	16	12	Hatwa Hiran.
53	Lohilamau	12	12	Lomamau.

(97A)

District Board, Hardoi—(concluded)

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
54	Dekhuni	11	12	Mohammadpur.
55	Ahirawan	17/21	12	Palra Raisingh.
56	Khasrawan	17/24	12	Piprete.
57	Sirsa	13/23	12	Muni.
58	Hatheura	18/27	12	Parcha Rasulpur.
59	Naiyagaun	18/24	12	Jaliyapur.
60	Bhikapur	18/26	12	Baragaon.
61	Taknaur	16/24	12	Pandrah.
62	Maghrera	18/24	12	Raghupur.
63	Ghanpur	13/23	12	Do.
64	Baraichmau	16/19	7	Mallawan.
65	Nevada maktab	16/32	7	Gausganj.
66	Chandu	17/25	12	Barauli.
67	Zahidpur	10/13	12	Close.

Saving=Rs.9,276 per annum.

(98A)

District Board, Kheri

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Dilawarpur	17/22	12	Bahadurnagar.
2	Sisuranagar Islamia	17	12	Close.
3	Muhammampur Karwal	21	12	Sisciar.
4	Maheshpur	(17, 7, 0)	7	Parehi.
5	Bhimapur	26	12	Kukhapur.
6	Bansi	21	12	Sahaspur.
7	Dareri	18	12	Padhwa.
8	Pirpur	23	12	Biria Taranpur.
9	Singahi pathshala	23	12	Singahi primary.
10	Mundargaun	29	7	Khajura.
11	Pachpurwa	32	12	Dhorara Khurd.
12	Bhanpur	13/26	12	Maksudpur.
13	Barwar	15/29	12	Kakrahi.
14	Jasmadi	22	12	Ajwapur.
15	Shankarpur	22/27	12	Amethi.
16	Chauch	(21, 6, 0)	7	Lakhimpur.
17	Neemgaon Islamia	21	8	Neemgaon primary.
18	Muhammabad	(21, 2, 2)	12	Bikampur.
19	Dhuraha Islamia	14	12	Close.
20	Pipria Aziz	30	12	Aurangabad.
21	Mohiuddinpur	(12, 6, 4)	12	Pasigaon.
22	Kachhnar	24	12	Bahadurnagar.
23	Temra	25	7	Maghai.
24	Nagar	25	12	Paharpur.

Saving=Rs.3,168 per annum.

(99A)

District Board, Fyzabad

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Sohwal Saloni	30	12	Saresar.
2	Sidhari Bazar	31	12	Tindauli.
3	Haringtonganj	34	6	Urwa Bais.
4	Ruru	24	12	Sauser.
5	Khajurhat pathshala	10	9	Khajurhat primary school.
6	Chitwan (22, 8, 2)	32	12	Nansa.
7	Bhiti pathshala	29	9	Bhiti primary school.
8	Jugwara	27	12	Hathgaon.
9	Bhadarsa middle school	60	110	Pura.
10	Sirwaghat	29	12	Shiwaganj.
11	Marna	25	12	Deogarh.
12	Senaha	31	12	Mubarakganj.
13	Khamarya (24, 7, 4)	35	6	Mawaiya.
14	Chattaurwa	25	6	Close.
15	Kishandaspur	33	6	Baesingh primary school.
16	Sisinda	24	12	Pura.
17	Rasra (15, 4, 3)	22	6	Nara.
18	Nagipur	30	6	Tandauli.
19	Banderpur	32	6	Reori.
20	Pitia Halmipur	31	12	Shahpur.
21	Suspara	31	12	Tara Kalan.
22	Panharpur	34	12	Bandpur.
23	Khajuri	31	12	Kalepur Mahwal.
24	Asrafpur Majhgawan	36	12	Fatehpur.
25	Rukumuddinpur	28	12	Baripur.
26	Gadayan	30	12	Akbarpur.
27	Bhukhia Makdumpur	30	12	Sukulbazar.
28	Kalyanpur	32	12	Alampur.
29	Tighra	31	12	Bidhar.
30	Munrezpur	33	12	Khaspur.
31	Karaundi	24	12	Deoria.
32	Basaya Gangasagar	27	12	Satrah.
33	Deohat	22	12	Daulatpur.
34	Bahia Jagdishpur	25	12	Banswangaon.
35	Sakra	34	12	Katra Salimpur.
36	Bangaon	29	6	Junodpur.
37	Sabitpur	31	6	Bharatpur.

Saving = Rs.5,784 per annum.

(100A)

District Board, Gonda

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Govindpura	13	12	Khurasa.
2	Siswa	9	12	Baripur.
3	Bara Suryapur	27	12	Sarai Khas.
4	Achalpur	40	12	Close.
5	Bandrali	22	12	Tamapur.
6	Ahrauli maktab	19	6	Nawada maktab.
7	Sitalganj	23	12	Pair Khas.
8	Sisai Rampur	25	12	Chara.
9	Chandpur depressed class school	11	12	Parinda Khud.
10	Intwa	26	12	Kasba.
11	Baungi Purwa	24	12	Rewari.
12	Urdu Gonda maktab	32	5	Close.
13	Kharagpur maktab	30	10	Kharagpur primary school.
14	Lalpur	27	..	To be moved.
15	Pipra Padon	28	..	Ditto.
16	Rewari	22	12	Nehwa Parsaura.
17	Gunga Dei	21	12	Srinagar.
18	Sanida Magi	28	12	Bishambharpur.
19	Katola	25	12	Malaon.
20	Kazipur	19	12	Ranapur.
21	Kundra pathshala	30	8	Close.
22	Dorighit do.	30	8	Digsor.
23	Nagwa do.	15	8	Nagwa primary school.
24	Chanderpur depressed class school.	31	10	Closed. (Fictitious enrolment.)
25	Ranipur pathshala	16	6	Chanderpur primary school.
26	Akhor	25	12	Ata.
27	Nagdahi	25	12	Bulsar.
28	Dhonderpur	20	12	Tarabganj.
29	Parsia pathshala	24	8	Nanpur.
30	Arjunpur	10	12	Close.
31	Lalnagar	16	12	Do.
32	Chimakot	20	12	Do.
33	Bhangha	18	12	Do.
34	Raigaon	19	6	Do.
35	Purana Qanongo	20	12	Chamanpur.
36	Dhawai	21	12	Madhawanagar.

Saving = Rs.4,356 per annum.

District Board, Bahraich

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Sadhwapur	(13, 3, 2)	12	Sikanderpur.
2	Bilauhra	(15, 5, 2)	12	Mahsi Bazar.
3	Majhanyan Islamia	20	12	Nanpara.
4	Dudhedhari	28	14	Rampur Dhobia (to be raised to full primary school).
5	Thailya	36	6	Banspurwa.
6	Asmanpur	21	12	Close.
7	Bahur Kapur	28	12	Rewa mansur.
8	Puri Ajitsingh	27	12	Amarahi.
9	Changia Islamia school	23	12	Khaira.
10	Raipura ditto	24	12	Singahi.
11	Aini ditto	20	12	Kaiserganj.
12	Mithaura	27	12	Serai Ali.
13	Alimuddinpur Islamia	16	12	Piyarepur Islamia.
14	Newasi	21	..	(Close if it does not increase.)
15	Kurauni Islamia school	25	12	Badrauli.
16	Kanaila ditto	21	14	Mirpur Islamia school.
17	Bilhari	35	6	Sarai Ali.
18	Kotwa maktab	18	8	Close.
19	Reoti	28	12	Ranganj.
20	Dhansari	26	12	Gundaaura.
21	Baisa	32	12	Close.
22	Shivpur Bairagi	32	12	Gulantia.
23	Hathila Islamia school	23	16	Nagpur.
24	Jogni (depressed class)	15	12	Kursaha.
25	Chandrawan	33	12	Dhanhi.
26	Dhauli	25	12	Parsia Alam.
27	Bhatpura	23	12	Close.
28	Chanamau	28	12	Pandit Purwa.
29	Sachauli (depressed class)	27	12	Payagpur.
30	Raghurampur	26	12	Pandit Purwa.
31	Digit Purwa	30	17	Gangwal.
32	Harraya	40	12	Dolkuara.
33	Kaggar	30	6	Dihwa.
34	Gulra maktab	26	8	Amban Bharwa.
35	Dharampur	20	8	Lachmanpur.
36	Newada	21	12	Gothwa.
37	Deora	25	12	Sewara.
38	Deoranian	22	12	Close.
39	Chichri	20	12	Do.
40	Purkipur Dihwa	30	6	Guthurao.

Savings = Rs.5,340 per annum.

District Board, Sultanpur

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Raglipur	31	17	Gauriganj.
2	Sewain	28	17	Abolish.
3	Surma	28	17	Do.
4	Mawai	22	17	Do.
5	Gauriganj pathshala	24	8	Do.
6	Mangauli do.	22	8	Do.
7	Jagdishpur maktab (Nihalghar)	28	8	Jagdishpur maktab.
8	Bhawanigarh maktab	22	8	Bhawanishpur.
9	Nara	41	17	Daiaria.
10	Meghmau	Should be shifted.
11	Khurd maktab	20	9	Ferozepur Kalan Islamia.
12	Kurwar	36	20	Abolish.
13	Agai	36	8	Bahubara.
14	Madha	30	8	Do.
15	Biswari	23	17	Abolish.
16	Asarwan depressed class school	28	17	Do. { There is no depressed class boy in these schools.
17	Kanaura ditto	29	17	Do. {
18	Tursundi primary school	40	5	May be lowered to two teacher preparatory school.
19	Durgapur ditto	45	5	Ditto.
20	Dandupur	43	17	Bandhua Kalan.
21	Bariyanna	39	17	Parwar.
22	Kurwar maktab	28	8	Ganjahari.
23	Bandhua Kalan maktab	32	8	Bankepur primary school.
24	Bikna primary school	74	5	Reduce to two teacher preparatory school. Boys of classes III and IV to go to Dhanaur.
25	Amethi maktab	27	8	Ramnagar maktab.
26	Dhema	30	8	Agresar.
27	Mullapaharpur	27	12	Abolish.
28	Chaukia pathshala	24	6	Do.
29	Gajampur Islamia	23	12	Do.
30	Dulhapur depressed class school	16	12	Do.
31	Sapai	32	17	Numaon.
32	Khandsara	21	8	Close.
33	Domapur (28, 4, 3)	33	10	Katghara.
34	Kumbhepur (28, 4, 2)	34	10	Hasanpur Taini.
35	Gopalpur	34	17	Pakarpur.
36	Either Alapur or Baraunidih to be shifted.			
37	Paighupur	68	5	To be reduced to two teacher preparatory school. Boys in classes III and IV may be sent to Nurauputh.
38	Chappri	84	5	Ditto.
39	Shankarpur	32	17	Lauhina.
40	Muraini	17	Amrupur.

Saving=Rs.5,304 per annum.

(103A)

District Board, Partabgarh

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Kansa pathshala	39	14	Kansa primary school.
2	Kabur maktab	28	8	Madhoganj.
3	Gonda pathshala	34	8	Gonda primary school.
4	Khondaur pathshala	31	8	Khondaur primary school.
5	Khurda Daidpur pathshala ..	30	10	Sarai Madhi.
6	Dayalpur pathshala	48	10	Ishnathganj.
7	Amapur Birra	33	20	Bahimpur.
8	Kumbh Aima	24	22	Pinjri.
9	Gondawa	60	17	Dullapur.
10	Chachera pathshala	39	10	Kotha.
11	Kithawa pathshala	35	10	Purabgaon.
12	Bikra pathshala	29	10	Dhompur.
13	Purmai pathshala	33	10	Chaura.
14	Pariawar two maktab	{ 25	8	One will suffice.
		{ 32		
15	Manikpur two maktab	{ 33	8	Ditto.
		{ 36		
16	Dilerganj (33) getting Rs.12 and Rawai maktab getting Rs.8, can both come into Sajauli (central) and make it a good primary school.	
17	Sharaspur	29	17	Parsipur.
18	Parya Narainpur maktab ..	25	8	Close.
19	Dehari maktab	31	8	Lalgopalganj maktab.
20	Vishnusahei Nagar depressed class school.	33	12	Chakwant.
21	Bikra pathshala	30	10	Darwa primary school.
22	Pura Pandit pathshala ..	33	10	Mandata primary school.
23	Sarauli depressed class school	39	12	Narayanganj.

Saving = Rs.3,000 per annum.

District Board, Bara Banki

Serial no.	Name of uneconomical schools which are suggested to be closed or amalgamated with neighbouring schools	Present enrolment	Amount of saving arising from closure of schools	Name of schools with which the schools shown in column 2 may be amalgamated, otherwise to be closed
1	2	3	4	5
			Rs.	
1	Dhaurara	Transfer.
2	Ghaur Bari (depressed class) ..	21	12	Narpatpur.
3	Gursel	31	12	Sarhainau.
4	Gurauli	30	12	Sarnamow.
5	Jaurauda	17/27	12	Mahadeva.
6	Barandpur	30	10	Ditto.
7	Ramgarwa Paharpur	19	12	Close.
8	Sulainabad	25	..	Transfer.
9	Tindola	29	12	Barethi.
10	Basawapur	29	12	Nanmau.
11	Manpur	26	12	Harak.
12	Barapur (depressed class) ..	28	10	Do.
13	Satrik maktab	23, 4, 3	8	(A pucca school to be built.) Satrik primary.
14	Tirgaon	8/28	..	Transfer.
15	Himmatpur pathshala	28	12	Saidullahpur.
16	Bibipur	9	..	Transfer.
17	Gutauna	28	12	Haidergarh. (To be extended.)
18	Lulpur	23	12	Do.
19	Picharwa	24	12	Do.
20	Harchandpur	30	10	Swina.
	There are in Bara Banki 21 so-called pathshulas which are not really pathshalas in the meaning of rule 81. The aid varies from Rs.8 to Rs.15 per mensem. These should be correctly designated aided schools and the grant reduced to Rs.7. These fall under rule 79.			
21	Raniganj pathshala	28	12	Safdarganj.
22	Kithuri	25	12	Hindwani.
23	Akbarpur	29	12	Mahmudabad.
24	Mushkabad	27	12	Ditto.
25	Sanamau	9/19	12	Mahmudabad. (To be extended.)
26	Vidyanagar	28	..	Transfer.
27	Bazar Haiderganj	15	12	Close.
28	Misa	11, 8, 1	12	Do.
29	Harharpur	19	12	Neora.
30	Sandwa	Transfer.
31	Sulaimpur maktab	30	12	Subeha.
32	Yakubganj pathshala	14, 14, 1	10	Chandpur.
33	Khandharpur maktab	32	10	Rasauli maktab.
34	Neora middle school	80	..	Recognition to be withdrawn.

Saving = Rs.3,432 per annum.

APPENDIX “D”

MISCELLANEOUS

(107A)

G. L. no. V.E.6/XXXVII—36(3) of 1933-34

FROM

A. H. MACKENZIE, Esq., M.A., C.S.I., C.I.E.,
DIRECTOR OF PUBLIC INSTRUCTION,
UNITED PROVINCES,

TO

THE CIRCLE INSPECTORS OF SCHOOLS,
UNITED PROVINCES.

Dated Allahabad, April 13, 1933.

SIR,

I HAVE the honour to say that it has been decided that a survey of the facilities for vernacular education for boys in areas other than municipal areas shall be made.

2. To this end, each sub-deputy inspector will at once prepare a map of his circle, scale one inch to a mile, as in the enclosed instructions.

3. One object of this survey will be to show clearly which schools are uneconomical or superfluous. The deputy inspector will invite the attention of the chairman of the education committee to such schools, and put up to him proposals for abolishing such schools and utilizing the money so saved on other schools.

4. Copies of this letter and its enclosures are sent herewith for distribution amongst the district inspecting staff in your jurisdiction.

(108A)

5. A report showing the progress made in the preparation of the maps should be sent to this office in the following form on or before June 15, 1933 :

Serial num-ber	Name of district	Number of sub-deputy inspectors	Number of circle maps prepared	Number of circle maps still remaining to be prepared	Reasons for the delay in preparing the maps shown in column 5
1	2	3	4	5	6

I have the honour to be,

SIR,

Your most obedient servant,

A. H. MACKENZIE,

Director of Public Instruction,

United Provinces.

G. E. No. V.E.7/XXXVII—36(3), dated April 13, 1933

COPY forwarded for information to :

- (i) Commissioners of Divisions, United Provinces.
- (ii) District Magistrates, United Provinces.
- (iii) Chairmen, District Boards, United Provinces.

A. H. MACKENZIE,

Director of Public Instruction,

United Provinces.

Instructions for the preparation of maps showing the distribution of boys' schools in a district, in accordance with the Director of Public Instruction's General letter no. V.E.6/XXXVII—36(3), dated April 13, 1933

1. Each sub-deputy inspector will prepare a map of his circle on the lines indicated below. He will take the ordinary one-inch-to-a-mile map of his district and copy out the map of his circle—either on tracing paper or cloth or on ordinary or tissue paper. He will mount it so that it is not liable to be torn. Roads, railway lines, canals, villages, and physical obstructions, such as ravines, hillocks, and jungle which hamper communications should be shown on it. Rivers will be shown in blue, public roads in red. Municipalities and all towns and villages with a population of over 1,500 should be named. Smaller villages should be shown by a dot.

2. When the map is copied, the sub-deputy inspector will show on it by signs, the different kinds of boys' schools. A list of the signs to be used is given below.

3. Each sub-deputy inspector shall prepare two copies of the map. He will send one copy to his deputy inspector and shall keep the other himself. The deputy inspector will lay the maps so prepared before the chairman of the education committee.








Signs to be used to show the various types of boys' vernacular schools in the maps to be prepared by sub-deputy inspectors of schools in accordance with the Director of Public Instruction's general letter cited above


- I. (1) Schools housed in a *pucca* building will be shown in red.
- (2) Schools housed in a *kachcha* or borrowed building will be shown in blue.
- (3) The sign for a school maintained by a board will be surmounted by a triangular flag.
- (4) The sign for a school will be encircled once in red if the enrolment is under 50 and twice in red if it is under 30.
- (5) The enrolment of each school will be entered within the sign denoting it.
- (6) Areas in which compulsion has been introduced will be shaded in black lead pencil.

(110A)

(7) An unaided, but recognized school, should have letters against it to show its class, e.g. L. P. if it is a lower primary school, M. if a maktab, P. if a Hindi pathshala, or M. S. if a middle school, etc.

(8) The signs to be used for boards and aided schools are—

- | | |
|-----------------------------------|--|
| (1) Lower primary school |  |
| (2) Upper primary school |  |
| (3) Islamia school, lower primary |  |
| (4) Islamia school, upper primary |  |
| (5) Maktab |  |
| (6) Hindi pathshala |  |
| (7) Middle school |  |

For an unaided, but recognized school, the sign will be 

2. Examples of how the signs will appear are :—



Aided lower primary school, in a *kachcha* building, enrolment 29.



Upper primary school, maintained by the board, in a *pucca* building, enrolment 80.



Islamia lower primary school, maintained by the board, in a *kachcha* building, enrolment 50.

(111A)



Islamia upper primary school, maintained by the board, in a *pucca* building, enrolment 85.



Maktab, aided, in a *kachcha* building, enrolment 35.



Hindi pathshala, aided, in a *kachcha* building, enrolment 48.



Middle school, aided, in a *kachcha* building, enrolment 62.



Middle school, maintained by the board, in a *pucca* building, enrolment 168.



Unaided but recognized school, enrolment 25.
(Letters to be added to show its class.)

Report on Compulsory Primary Education for Boys in Allahabad District

History—Compulsory primary education for boys was introduced with effect from 5th May, 1928 (*vide* G. O. no. 724/XV—1362, dated March 15, 1928).

Scope—The scheme applies to 88 village areas, selected, I was told, as each had at least 1,200 inhabitants. The following six areas, however, of these areas are so small that the preparatory school which has been opened there has not been able to develop into a full primary school :

Name of areas	Population
1. Mohabatpur-Painsa	1,448
2. Pindra-Sahabanpur	1,230
3. Sadho	1,217
4. Purab-Sarira	1,437
5. Alwalpur Thamba	1,295
6. Khanjahanpur	1,267

Number of schools—There are 124 schools in the 88 areas :

Board's primary schools	82
Board's preparatory schools	9
Aided schools (primary and preparatory)	7
Makhtabs	24
Pathshalas	2
Total	124

The average attendance of 7,057 boys of compulsory age gives an average enrolment of 57 boys liable to compulsion per school, a number much too small to give efficiency. There are 32 single teacher schools.

Teachers—The figures are :

	Rs.
Head teachers	17 at Rs.30 per mensem
	22 at Rs.25
	43 at Rs.22
Trained assistants	34 at Rs.20
	68 at Rs.19
	51 at Rs.17
Untrained assistants	144 at Rs.14
	1 at Rs.13
	41 at Rs.12
	2,006 per mensem
	2,839 per mensem
	2,521 per mensem

Total number of teachers=421 costing Rs.7,366 per mensem or Rs.88,392 per annum for salaries : a costly affair. The scales of annual proposals were not in force throughout the 12 months. Hence the figure of budget allotment is not equal to that of annual proposals.

The budget allotment for salaries is Rs.95,522 out of which Rs.87,382 are spent on the salaries of teachers (including provident fund) and the remaining Rs.8,140 are spent on paying "allowances" to assistant attendance officers, i.e. to the headmasters of schools. The system of village area schools has led to waste and inefficiency. There are

421 teachers giving one teacher to 17 boys in average attendance or 3.3 teachers to a school for 57 boys of compulsory age. The spare teachers do no propaganda work as was hoped from them. It is to be borne in mind that the boys in those schools are only partly compulsory. There are 13,611 boys in these 124 schools, the class-wise distribution being :

Infant class	7,683
Class I	2,129
" II	1,395
" III	1,392
" IV	1,012

Several boys aged over 11 are to be found in classes II, III and IV. Convinced that the schools were heavily overstaffed I examined the figures for groups of schools in the circles of various sub-deputy inspectors of schools. My findings are below :

Numbers of compulsory schools	Enrolment	Average attendance	Teachers employed	My allotment of teachers	Excess number of teachers in the schools
19	3,036	2,129	87	77	10
7	1,089	726	31	26	5
12	1,873	1,338	58	50	8
4	829	326	25	20	5
11	1,562	1,159	48	42	6
28	2,832	2,534	107	90	17
81	11,221	8,212	356	305	51

There is thus overstaffing in the compulsory areas to the extent of 15 per cent. Out of 421 teachers 60 men can be discharged and these should be discharged in May, 1934. These 60 men should be taken from the untrained hands who number 186. Instead of the staff being reduced, their numbers are actually being augmented and the teachers now (January, 1934) being appointed are untrained men. This has been done without considering the cases of schools which have superfluous men in relation to their enrolment. No attempt is being made to effect economy.

Numbers—The scheme as prepared by Pandit Ladly Lal, the sub-deputy inspector of schools in 1927, showed 14,664 boys liable to compulsion. The figures submitted in the school census, 1933-34, taken by headmasters, i.e. assistant attendance officers is 11,524. Some 3,000 boys seem to have disappeared.

The recent school census is not satisfactory. I checked some village areas by the population and got results at variation with the returns of those headmasters.

Sarho : Tahsil Sirathu (population 1,217) was estimated in 1927 to yield 55 boys and now only 46. My figure is 75. Makund (Tahsil Soraon) with a population of 1,362 was estimated to yield 117 boys

in 1928 but only 59 now. My figure is 85. Lawain (Tahsil Karchhana) with 1,214 souls was noted for 78 in 1928 but now only 59. My figure is 75.

I therefore reject the figure of 11,524. The number of boys liable to compulsion is much higher—probably in the region of 14,000 boys.

This census taking by headmasters is unsatisfactory. Wholesale evasion is the rule.

Enrolment—But even with 11,524 as our liabilities there are only 9,278 on roll. There are therefore 2,246 boys to be accounted for ; of these 528 are exempted ; 1,718 are escaping. This figure is wholly unreliable. The number escaping compulsion is nearer 4,000.

Assistant attendance officers—The headmasters of schools are the assistant attendance officers. Originally they received an allowance of Rs.5 per mensem but in December, 1932, the Deputy Inspector submitted that a flat rate did not equitably compensate the headmaster of a large school for the extra work involved. He therefore proposed to the Education Committee that headmasters with a total enrolment—compulsory and non-compulsory boys—under 50 should get no allowance ; from 50 to 150 : Rs.5 per mensem ; from 150—250 Rs.10 per mensem ; over 250 : Rs.15 per mensem. This proposal was accepted by the Education Committee and as a result allowances of over Rs.8,000 per annum are being disbursed, i.e., nearly Re.1 per boy or the maximum permissible. The effect of this proposal has been to bring large numbers of non-compulsory boys into the infant class to swell enrolment.

I have no good word for the system of making headmasters, assistant attendance officers. They neglect their tuitional duties and impose additional work on their staff. The rewards are out of all proportion to the salaries. A headmaster on Rs.30 per mensem receives Rs.15 per mensem as allowance. The cost is excessive. The following objections can be urged on this scheme against the practice :

- (i) Discontentment among assistant teachers as they get no allowance while they do all the work.
- (ii) Allowances are not given on the figure of enrolment of the boys of compulsory age only.
- (iii) Quarterly changes in allowances on the basis of the figure of total enrolment cause extra work in office.
- (iv) The teachers serving in non-compulsory areas try to come into the compulsory area schools.
- (v) Bad workers in compulsory area schools who happen to be in favour, are kept there for the sake of allowances.

These masters act as Census officers also. Their efficiency is to be judged by the figures of boys liable to compulsion. The Deputy Inspector in submitting his original scheme based it on 14,664 boys. These figures are now reduced to 11,524 and no explanation offered. The census is not reliable. No effort is made to correlate it with the Imperial Census figures for population or to check it against the village

returns of births. The census roll is not checked by the sub-deputy inspectors of schools and cannot be accepted as accurate.

Class-wise distribution of boys of compulsory age (1933-34)

Infant class	I	II	III	IV	Total
6,988	1,374	576	258	82	9,278

The class-wise enrolment of boys of compulsory age since the inception of the scheme is given below :

Year	Infant class	I	II	III	IV	Total	
1928-29 } 1929-30 }	..	Not available.					
1930-31	..	3,701	1,154	610	229	70	5,764
1931-32	..	4,254	1,439	737	321	106	6,857
1932-33	..	6,988	1,374	576	258	82	9,278

The class-wise enrolment of boys of all ages in the compulsory schools is given below :

Year	Infant class	I	II	III	IV	Total	
1928-29	..	Not available.					
1929-30	..	5,564	2,533	1,322	1,018	676	11,113
1930-31	..	4,980	2,042	1,376	1,079	688	10,165
1931-32	..	5,007	1,751	1,189	1,161	662	9,770
1932-33	..	7,369	2,389	1,217	1,297	909	13,181
1934	..	7,683	2,129	1,395	1,392	1,012	13,611

The reasons for this unsatisfactory state of affairs are said to be :

- (i) No supervision or action against defaulters prior to 1932 ;
- (ii) Allowances to headmasters were increased and they brought in boys who were allowed to stagnate ;
- (iii) Magistrates did not take sufficient interest or inflict adequate fines ;
- (iv) Teachers were ignorant of the rules ;
- (v) Tuition was poor.

Expenditure

Year	Recurring expenditure			Non-recurring expenditure on—	
	Estimated	Actual	Savings	Buildings	Equipment
	Rs.	Rs.	Rs.	Rs.	Rs.
1928-29 ..	1,17,070	73,370	43,700	..	7,800
1929-30 ..	1,28,000	97,513	30,487	..	2,159
1930-31 ..	1,28,000	1,03,690	24,316	27,963	9,570
1931-32 ..	1,27,480	1,04,734	22,746	33,878	..
1932-33 ..	1,21,550	1,10,066	11,484	14,587	592

The cost per head on the gross enrolment is Rs.9 per annum. If the cost is divided among the boys of compulsory age only, as contemplated in the scheme, the annual cost per boy on roll would be Rs.11. On the basis of 82 boys in class IV, the expenditure of Rs.1,10,066 to make them literate gives Rs.1,340 per boy.

Tuitional condition—There are 9,278 boys on roll liable to compulsion. The scheme is now in its sixth year. There are 6,988 boys out of 9,000 odd in the infant class. Out of 9,278 only 82 are reading in class IV.

Compulsory education aims at achieving literacy by compelling a boy to attend school. By compulsion also we should achieve economy inasmuch as the classes should be full and the labours of a teacher confined to one or at most two classes instead of being dissipated over infant class, classes I, II and sometimes III and IV.

In Allahabad compulsory areas none of these aims is achieved. The boys are not becoming literate. The expenditure is higher than in areas where education is voluntary. The tuitional condition is everywhere worse than in the free areas.

I think that the scheme was conceived hurriedly and sanctioned in a spirit of optimism. It is a gigantic failure.

The present scheme should now be ended. My recommendations are :

(a) The Board should be required to show cause why the scheme sanctioned in G. O. no. 724/XV—1362, dated the 15th March, 1928, should not be cancelled.

(b) No further addition to staff should be permitted and no new buildings in an area under compulsion should be begun. Those under construction should be completed.

(c) The Deputy Inspector of Schools, Allahabad, should be instructed to draw up a scheme for compulsory primary education in three areas :

- One north of the Ganges.
- „ in the Doab.
- „ south of the Ganges.

These areas should be compact, easy of access, should include where possible the area where compulsion has been making a clear advance in numbers and in good buildings and they should be of such a size as can be administered by one assistant attendance officer to each area. Such areas have been indicated to the Deputy Inspector of Schools by me.

(d) Due allowance should be made for the maintenance of those schools, which will be released from compulsion, where under compulsion an advance in numbers is clearly established. This will reduce the sum available for the future scheme. The new scheme should, however, give Government substantial savings. Some of this can be returned to the Allahabad District as an additional recurring grant for vernacular middle education.

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(e) The new scheme should be of modest dimensions. I suggest not more than 2,500 boys liable to compulsion in each area—a number which an energetic attendance officer can deal with when things settle down.

(f) If rapid action is taken, the change over from the old to the new can take place on 1st July, 1935, without loss.

(g) In the new scheme compulsion shall be taken to mean *compulsion* and the scheme should be rigidly framed. Recognition of aided schools, maktabas and pathshalas should be most sparingly given. The untrained teacher should be ruthlessly pushed out. The Inspector should be instructed not to recommend the new scheme unless he is fully assured of the efficiency of every proposed school therein. No single teacher institution should on any pretext receive recognition. Every effort should be made to secure large well-built primary schools with large numbers, say 200 to 300 and to this end smaller schools should be suppressed and boys compelled to walk if necessary 2 miles instead of being allowed to attend an inefficient little school in their own hamlet. This means a building programme. Without suitable buildings compulsory education will continue to be the failure it is at present.