

GENERAL REPORT
ON
PUBLIC INSTRUCTION

IN THE

United Provinces of Agra and Oudh

For the year ending

31st March, 1925



ALLAHABAD:

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRESS, UNITED PROVINCES,
1925.

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Errata to the Educational Report for the year 1924-25.

Page.	Detail.
25	In line 5 from the top for 1923-24 read 1922-23.
5A (General Educational Tables.)	In column 10 against 'Special Schools' for females for Rs. 8-6-3 read Rs. 18-6-3.
9A Ditto ..	In the heading of the table at its top for 1924-55 read 1924-25.
18A Ditto ..	In column 24 against 'Normal and Training Schools' for 62,889 read 62,889.
81A Ditto ..	In column 9 against Azamgarh district for 37 read 32.
81A Ditto ..	In column 10 against Almora district for 37 read 37.

General Report on Public Instruction in the United Provinces of Agra and Oudh for the year ending March 31, 1925.

SECTION I.

PRELIMINARY.

General Summary.

THE total number of all classes of educational institutions has increased during the year by 787 from 22,367 to 23,154. Recognized institutions have increased by 837 from 19,456 to 20,293, and unrecognized institutions have decreased by 50, from 2,911 to 2,861. The number of scholars attending all institutions has risen from 1,150,762 to 1,192,415. The enrolment in recognized institutions has increased by 43,171, or by nearly four per cent. from 1,082,012 to 1,125,183. The percentage ratio of scholars to population is, males 4·57, females 48; total 2·62.

Number of institutions and scholars

A small increase brought the total expenditure during the year to Rs. 3,03,85,596 from Rs. 3,01,50,957 in 1923-24. Of the total, Rs. 1,72,28,490 came from provincial revenues. The tables show that a total increase of Rs. 2,34,639 from all sources was accounted for by an increase of Rs. 9,71,381 in the Government contribution together with an increase of Rs. 3,20,329 in fees (a total of Rs. 12,91,710) counterbalanced, except for the small net increase of about two and a half lakhs, by heavy decreases from boards' funds of Rs. 3,21,923 and from "other sources", of Rs. 7,35,148. Thus the proportion from Government has risen from 53·9 per cent to 56·7 per cent., or an increase in the year of 2·8 per cent. It will be seen from these figures that Government are contributing their fair share towards the cost of education. The increase in fees is satisfactory but it is possible to develop further income from this source, especially in secondary schools, without appreciable hardship to parents, and it can hardly be believed that the public has reached its maximum effort of contribution towards education.

Expenditure

In the Allahabad University the enrolment has increased by 122 to 1,038, in the Lucknow University by 187 to 1,130, in the Benares Hindu University by 300 to 1,946 and in the Aligarh Muslim University by 130 to 841. Thus the total number of University students in the province has increased during the year by 739 to 4,955.

University education

Enrolment in English schools increased by 3,000. The number of institutions having intermediate classes was 26, as in the preceding year, but their enrolment increased by 410. In vernacular secondary schools the number of pupils increased by 2,232 to 49,334.

Indian secondary schools

During the year there has been a substantial increase of 838 primary schools and 35,687 scholars, the present totals being 17,345 schools with 921,494 scholars. Six more municipal boards introduced compulsory primary education and by the end of the year the Act was in force in eighteen municipalities.

Indian primary schools

educa-
of girls.

The education of girls has expanded more rapidly than in previous years. The year shows an increase of 98 in the number of institutions, and 2,187 in the number of scholars, there being at the close of the year 1,809 institutions with a total enrolment of 68,823.

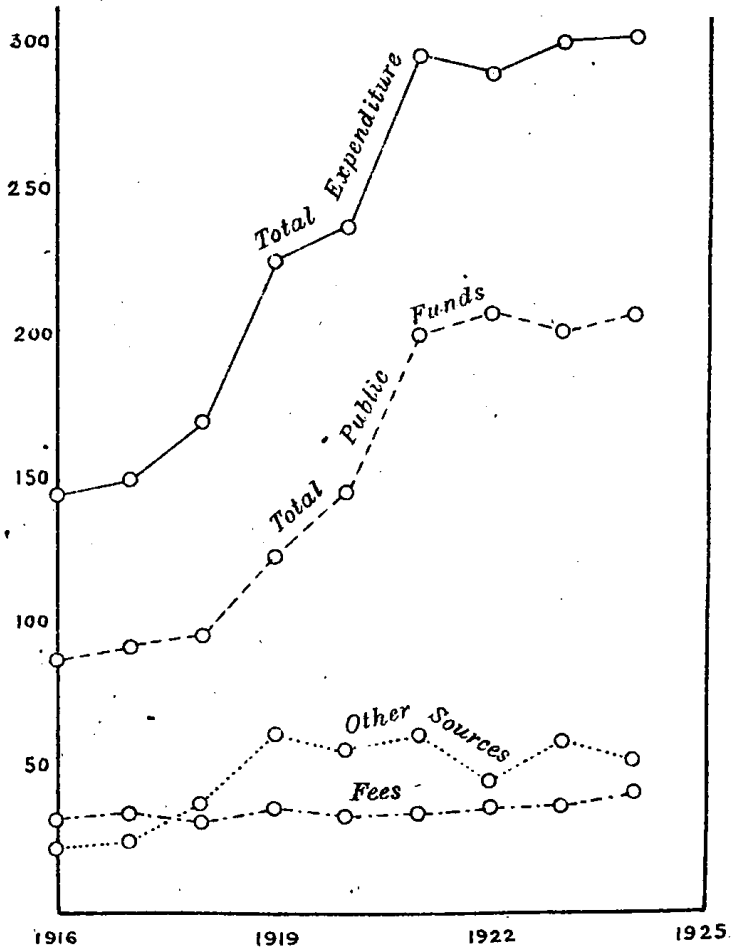
pphical
istics.

The figures given above are meant only to summarize the progress made during the year. Details are given in subsequent sections of the report. The graphs on the following pages are a new feature and are intended to show the rate of progress over a number of years.

TOTAL EXPENDITURE ON EDUCATION IN

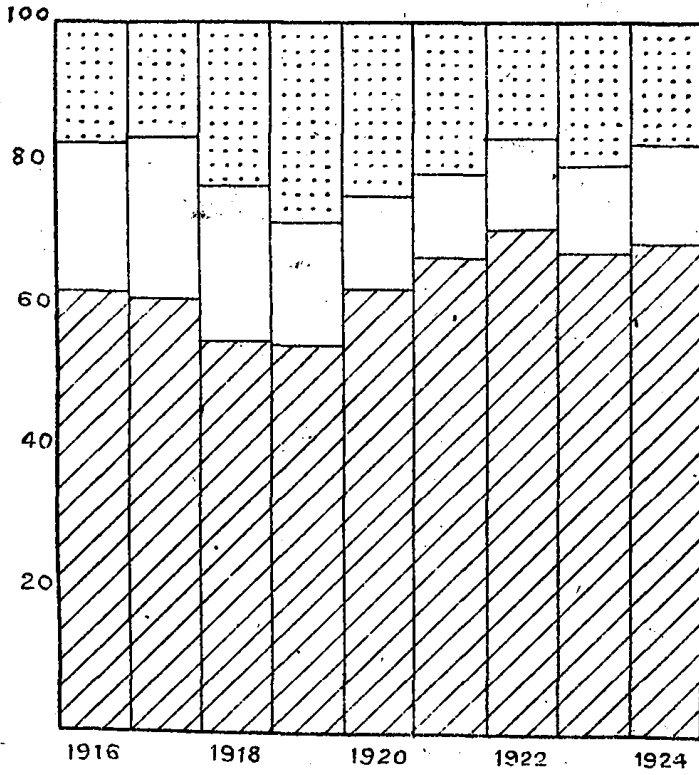
Contributions from Public Funds, Fees, and other Sources.

Rs: Lakhs



THE UNITED PROVINCES 1916 TO 1925.

Proportions met from Public Funds, Fees, and other Sources.

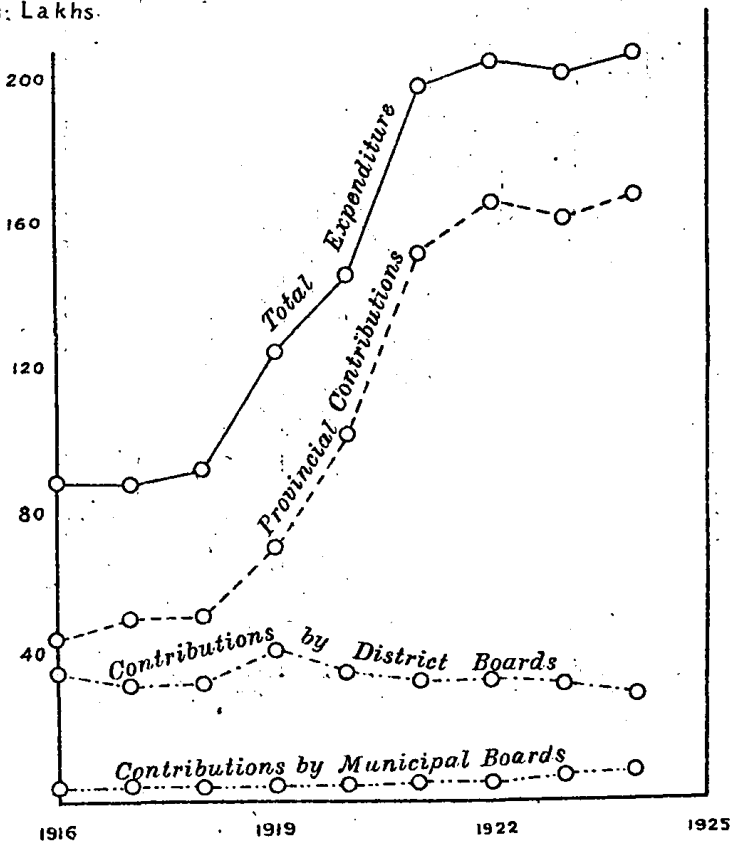


EXPENDITURE FROM ON EDUCATION IN THE UNITED

Contributions by

Provincial, District, and Municipal Authorities.

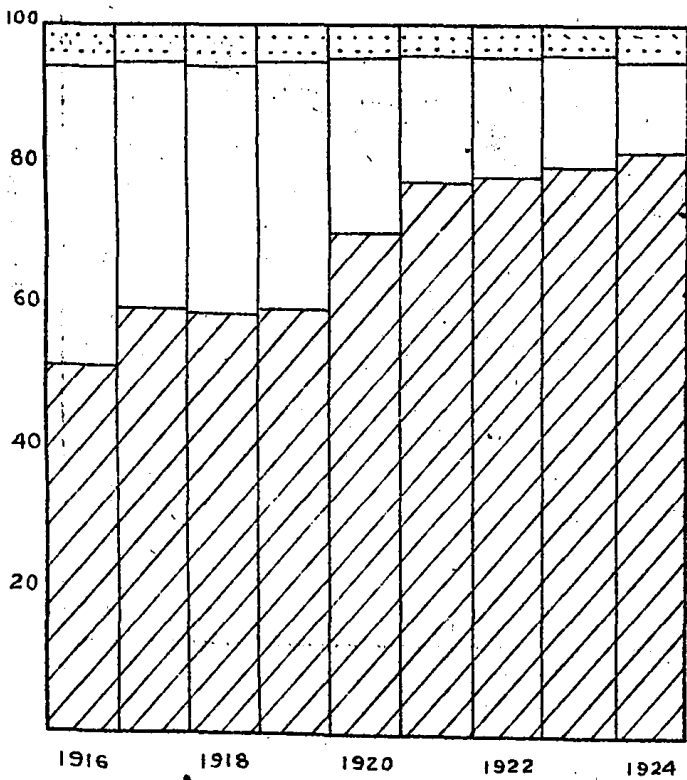
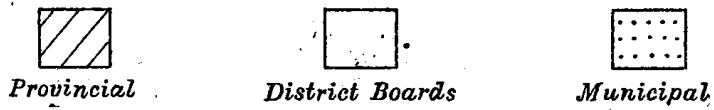
Rs: Lakhs.



PUBLIC FUNDS

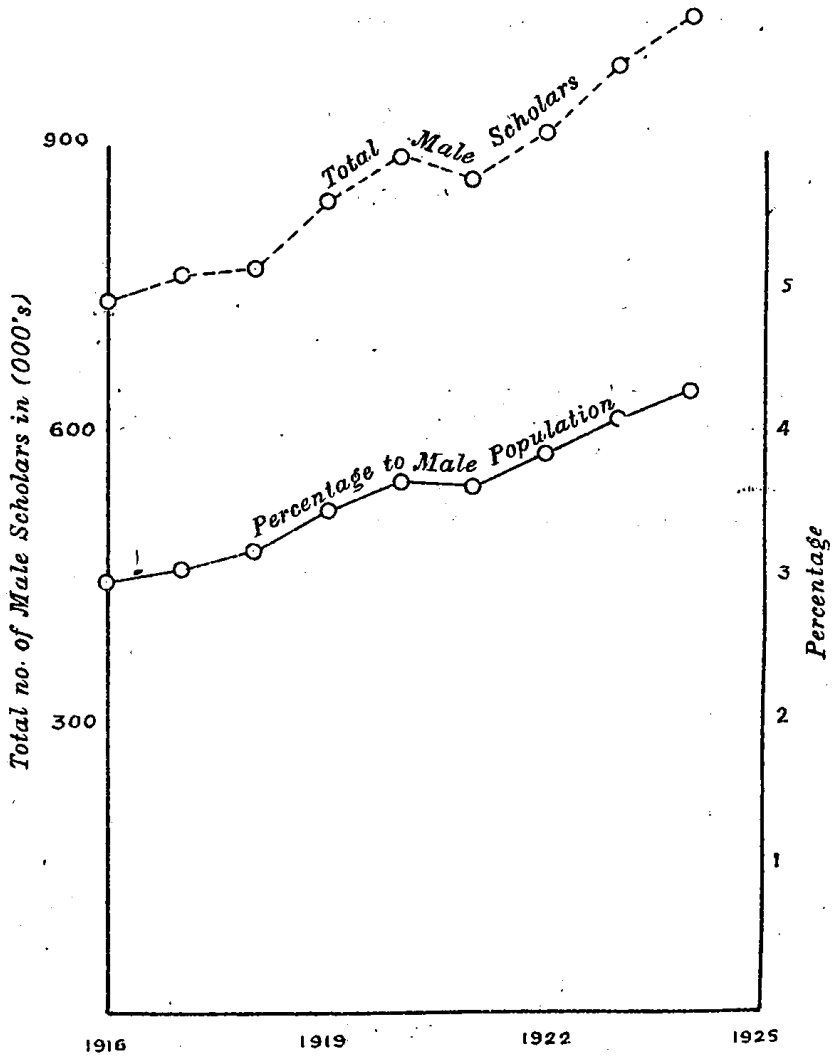
PROVINCES 1916 TO 1925.

*Proportions Contributed by
Provincial, District, and Municipal Authorities.*



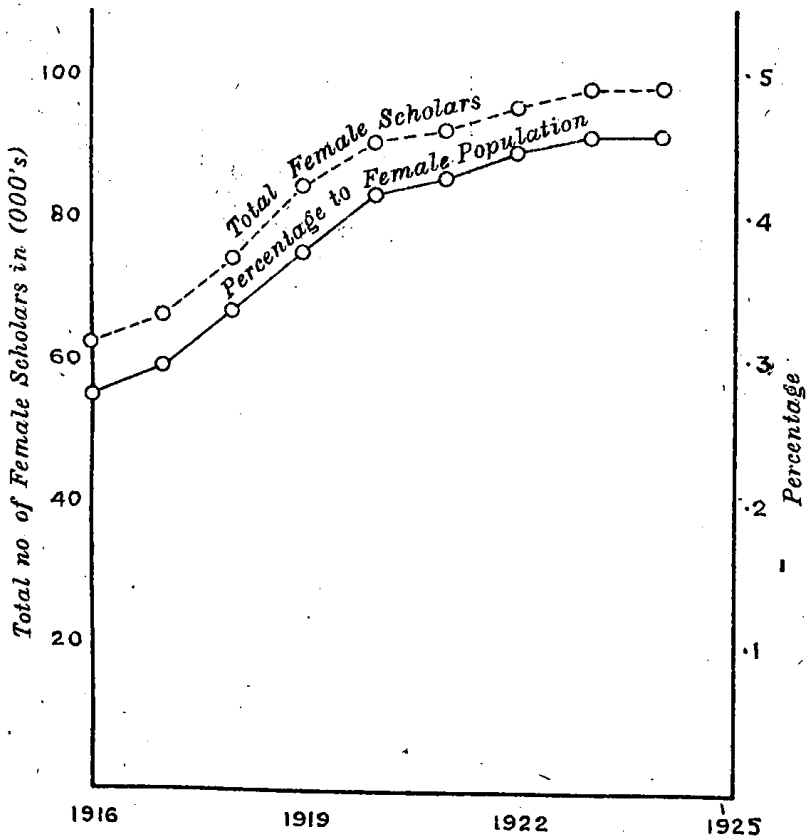
PROGRESS OF MALE AND FEMALE EDUCATION

Boys



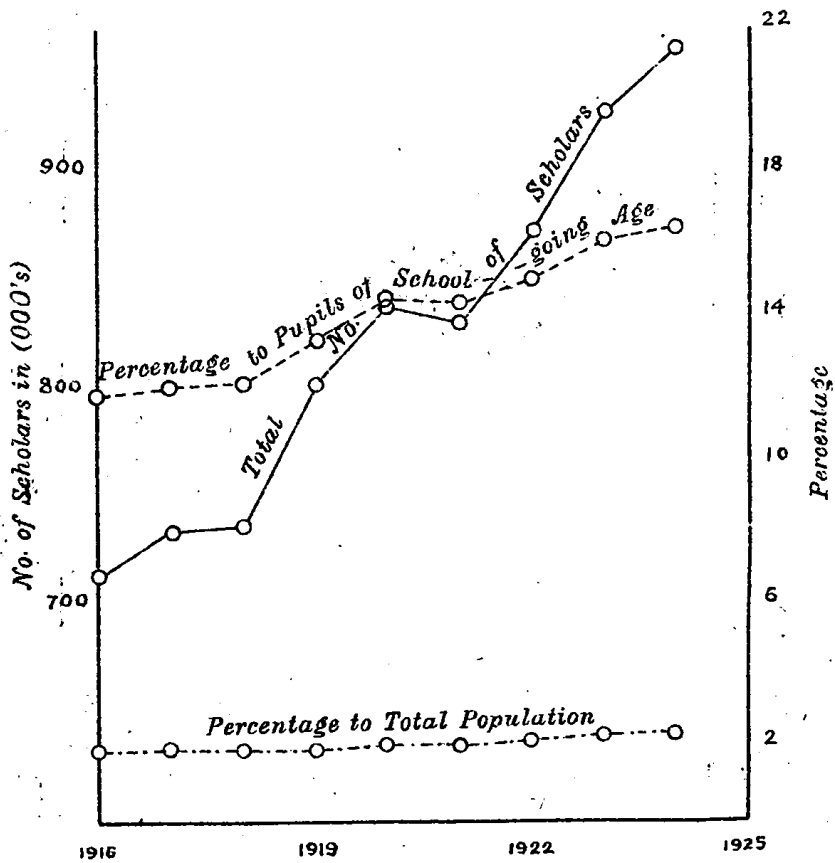
IN THE UNITED PROVINCES 1916 TO 1925.

Girls



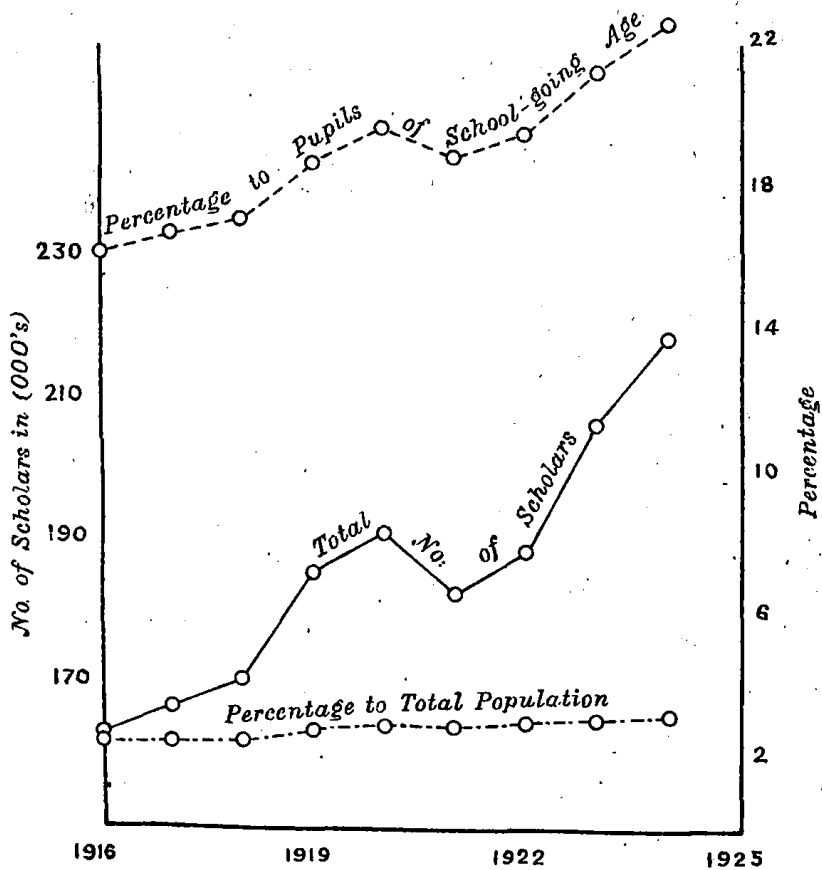
PROGRESS OF EDUCATION AMONG IN THE UNITED PROVI

Hindus

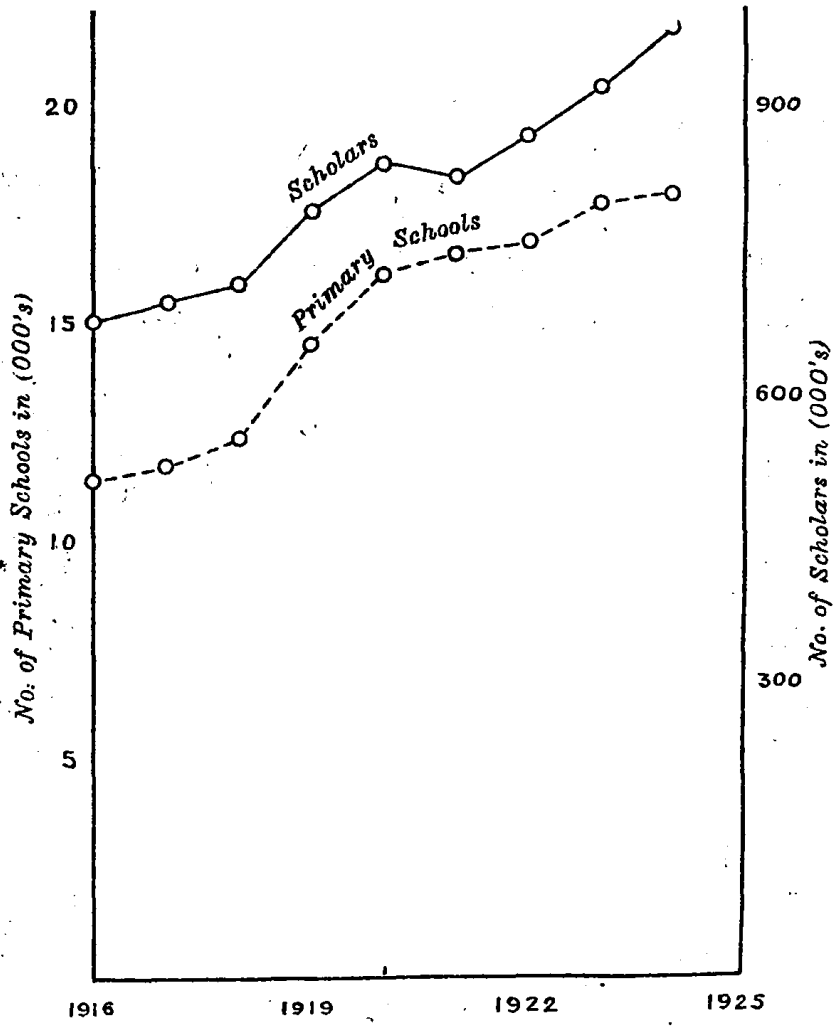


HINDUS AND MUHAMMADANS
 NCES 1916 TO 1925.

Muhammadans



PROGRESS OF PRIMARY EDUCATION IN THE UNITED PROVINCES 1916 TO 1925.



SECTION II.

UNIVERSITY EDUCATION.

Now that the four teaching and residential universities in the province have passed the stage of infancy it is not possible to do justice to them within the short limits of a section of this report. The following description is necessarily only a brief summary of their activities.

Mr. M. G. V. Cole, Registrar, who rendered excellent service to the University for fifteen years, retired and Mr. J. M. David, Deputy Registrar, was appointed in his place. The University lost by death three teachers, Mr. J. A. Ewing, Reader in English, Dr. A. P. Sircar, Professor of Chemistry, and Pandit V. V. Sovani, Lecturer in Sanskrit, who had all worked with great devotion in building up the teaching side of the University. The following statement gives the number of students in the various faculties:—

Allahabad
University

Arts	..	..	..	..	..	..	448
Science	..	..	..	..	..	..	274
Law	..	..	..	..	..	..	302
Commerce	..	..	..	..	..	..	14
Total							..	1,038

These figures do not include research scholars, of whom there were seventeen as compared with eight in the preceding year. M. A. classes in Urdu and Hindi, Indian Philosophy and Ancient Indian History were opened during the year. Post-graduate work has been carried on with success and research work has revealed results in the form of papers contributed by various departments of the University to learned journals both Indian and foreign. The Training Corps has fully justified itself and the University asks for an increase in its strength. The swimming bath is well utilized and a gymnasium is being added. The various associations of the University have been active and extension lectures were arranged in a continuous series and were well attended. The medical arrangements have been improved and a central dispensary with a resident compounder will be opened at the beginning of the next academic year. Tutorial instruction has been carried on in the hostels and in the two University colleges—the Ewing Christian College and the Kayastha Pathshala College. The third University College, the Crosthwaite Girls' College, has been specially permitted by the University to arrange for formal as well as tutorial instruction for women students residing in it. An endowment of Rs. 50,000 was received during the year from the estate of the late Lt.-Col. Kanta Prasad for the chemical analysis of Indian medicinal herbs. The gift was gratefully accepted by the University which has utilized it in founding two research scholarships of Rs. 100 per mensem each tenable for two years.

Lucknow University.

The number of students in the various faculties of the University is shown below:—

Lucknow
Universit

Arts	..	..	..	..	..	..	921
Science	..	..	..	..	..	..	164
Medicine	..	..	..	..	..	..	239
Law	..	..	..	..	..	..	394
Commerce	..	..	..	..	..	..	72
Total							..	1,130

The University expressed its confidence in the Vice-Chancellor, Dr. G. N. Chakravarti, by re-electing him for a second term of three years. New ordinances were framed for the purpose of instituting examinations for a diploma in Persian and Arabic, a diploma in teaching and the degrees of Master and Doctor of Laws. Urdu and Hindi were recognized as subjects for the B. A. pass degree in conjunction with the classical languages to which they are allied. Hostel accommodation was provided for 36 additional students in the Canning College and 50 in the Medical College. Three more teachers have taken up their residence in the University area, making a total of 24 resident teachers. The Faculty of Commerce is gaining in popularity, the number of students admitted during the year being forty per cent. above that of the previous year. The University was inspected by Colonel Needham, the inspector appointed by the Government of India on behalf of the General Medical Council of Great Britain. He recorded his impression that the organization of teaching at the Medical College was on a sound basis. The strength of the University battalion was increased during the year but there was still a large waiting list of students unable to join for want of vacancies. Research work was done in thirteen departments of the University. Some original work was done also in the form of University extension lectures of which there were twenty during the year 1924.

Benares Hindu University.

Benares
Hindu Uni-
versity.

During the year the teaching staff of the University was strengthened by the appointment of highly qualified Professors for Mathematics, Philosophy, Indian Philosophy, Indian Economics, and Zoology, and of a number of assistant professors and demonstrators. Religious instruction formed an important feature of the teaching in all departments. The Ayurvedic College was strengthened by the completion of the *rasayan-shala*, and by the commencement of a hospital providing accommodation for a hundred beds. The University maintained two platoons which are reported to be inadequate to meet the demand for military training among the students. An impetus to scholarship was given by the Indian Economics Conference and the Indian Science Congress which held their annual meetings in the University buildings. Research work was carried out in several departments, both in Arts and Science. The total number of students in the various departments was as follows:—

Arts and Science	..	..	..	..	..	1,964*
Education	..	..	..	..	..	40
Engineering	..	..	..	..	..	402
Law	..	..	..	..	..	140
					Total	1,946

Aligarh Muslim University.

Aligarh
Muslim
University.

There are now nineteen departments and the total number of students is 841. The hostel accommodation available is inadequate although the University has rented every bungalow in the neighbourhood. More residential accommodation for the staff also is required. A new department for Geography was created during the year. A need of the University is a good library. Another need is a museum for Zoology and Botany which cannot be studied or taught satisfactorily with the present equipment.

* The number includes 617 intermediate classes students.

The following table gives the comparative percentage of passes in the different examinations held by the four universities of the province in the year 1924-25. Where the number of students is small, as in the examinations for the Doctor, Master and Honours degrees, some variation in the percentage of passes may be expected. But the figures for the pass Bachelor degree and Intermediate examinations give rise to an uneasy feeling that all is not well with the standards of examination:—

University
examination
results.

Name of examination.	Percentage of passes.			
	Allahabad University.	Lucknow University.	Benares Hindu University.	Aligarh Muslim University.
D. Sc. .. .. .	..	..	100	..
M. A. (Final).. .. .	74.5	92	74	70
M. A. (Previous) .. .	61			
M. Sc. (Final)	94.5	100	100	87.5
M. Sc. (Previous) .. .	79			
B. A. (Honours) .. .. .	..	91	44	58.3
B. Sc. (Honours) .. .. .	..	77.7	50	100
B. A. (Pass)	55	72	71.8	91.4
B. Sc. (Pass).. .. .	61	74	54	86
Intermediate in Arts .. .	..	..	65	64.4
Intermediate in Science .. .	..	..	58.6	75.3

The degree colleges associated with the Allahabad University on its external side have fully shared the expansion and improvement shown by the internal teaching University. The total enrolment of post intermediate and commerce students in these colleges increased from 746 in 1923-24 to 893 in 1924-25. The Agra College suffered a great loss by the death of its veteran Principal Mr. T. C. Jones who rendered conspicuous and devoted service to the University for many years. The St. John's College, Agra, continued to co-operate with the Agra College in the teaching of several post-graduate classes. The Bareilly College has been granted association for the B. Sc. degree and has applied for permission to open honours courses in English and Mathematics for the B.A. degree. The Sanatan Dharam College of Commerce, Cawnpore, has applied to the University for permission to start M. A. classes in Economics and B. A. classes in English, History, Economics, Sanskrit and Hindi and is thus converting itself into an Arts College. It will be a misfortune if in this process it loses its distinctive character as a College of Commerce. Several colleges complain of the inadequacy of their libraries, but each records with satisfaction the good use that students make of the existing facilities. Their reports give the impression that a stimulus has been given to the associated colleges by the new teaching universities of Allahabad and Lucknow. All colleges now strive to attain the University standard in the matter of the teaching imparted by them and to imitate the University in the matter of outside activities; each one has its own magazine, students' union, training corps, athletic association, and tutorial system.

Associated
Colleges.

Thomason Civil Engineering College, Roorkee.

The total number of students increased from 178 to 200. Revised courses of study in steel and masonry structures and reinforced concrete

The Thomason Civil Engineering College,

theory were introduced. The model room for bridges and railways was enriched by the addition of a magnificent model of a girder railway bridge of one-sixth the full size, presented to the college by Messrs. Burn & Co. of Howrah. A second model room for exhibits in irrigation, water-supply, buildings and materials has been provided. The photographic section continued to enjoy the support of the general public. All students are encouraged to undergo a course of military training.

SECTION III.
ORIENTAL INSTITUTIONS.

The number of scholars in the Sanskrit College, Benares, rose during the year from 399 to 436. Of the 372 candidates who appeared at the various examinations of the college, 178 passed. There were 64 scholars in the Anglo-Sanskrit department against 49 in the previous year. Satisfactory work was done by the post-Acharya and research scholars. Of the seven Sadho Lal scholars one compiled a thorough bibliography of Tantric literature, one was set to study the Hindu religious festivals as recognised in Dharmshastras and other literatures, one to work at Vedic phonetics, and the rest were required to prepare a classified and systematic list of Sanskrit manuscripts acquired during the year. Seven numbers of the Sarasvati Bhawan Texts (nos. 12—18) and the fourth volume of the Sarasvati Bhawan Studies were brought out during the year.

Sanskrit
College,
Benares.

The number of recognised pathshalas was 473 with 5,600 scholars. The Inspector of Sanskrit Pathshalas inspected 71 pathshalas in seventeen districts. He thinks that there has been an improvement in the teaching, but the standard is not high. In the Prathma examination there has been a large number of failures, probably due to the fact that in many pathshalas senior pupils are employed as teachers. The Inspector reports that, as a result of the addition of suitable books for supplementary reading, students make much more use of the pathshala libraries than formerly.

Sanskrit
pathshalas.

The number of candidates who appeared at the various Sanskrit examinations conducted by the Department rose from 4,429 in 1923-24 to 4,931 in 1924-25. Particulars are given below :—

Sanskrit
examina-
tions.

Examination.	Number of candidates who appeared.	Number of candidates who passed.
Prathma	1,984	784
Madhyama	2,068	1,095
Shastri	768	365
Acharya	116	57
Total	4,931	2,301

These examinations were for the first time conducted according to the revised regulations, which divide the old Uttama examination into two distinct examinations, 'Shastri' and 'Acharya.'

The number of Arabic madrasas rose from 97 to 99 and scholars in them from 7,275 to 7,300. Two more madrasas were added to the list of aided Arabic madrasas. The Inspector of Arabic Madrasas visited 36 madrasas in 20 districts. He reports that the teaching is on the whole unsatisfactory owing to the poor quality of the staff. But he thinks that the departmental curriculum has widened the outlook of teachers and students and that there are signs of the development of some intellectual life in madrasas. He says: "So far as these institutions are concerned, the Khilafat movement proved a boon in disguise, in as much as it removed that mental

Arabic
madrasas.

lassitude which had become a characteristic of a section of the Muslim community; while the failure of the movement has opened the eyes of the Ulamas. They have consequently begun in right earnest to improve their system of education. Practically all the madrasas which joined in the non-cooperation movement have realised their mistake, and are now anxious to secure Government patronage; while departmental help and guidance are sought even from the most biased quarters."

Examina-
tions in
Arabic and
Persian.

The number of candidates for the various Arabic and Persian examinations conducted by the Department rose from 365 to 423. Particulars for 1924-25 are given below:—

Examination.	Number of candidates who appeared.	Number of candidates who passed.
Munshi (Persian)	177	104
Maulvi (Arabic)	78	28
Alim (Arabic)	91	52
Fazil (Arabic)	77	39
Total	423	223

As a result of the growing popularity of the Munshi examination and the demand for a higher examination in Persian, an advanced examination with the title of "Kamil" will be instituted next year.

SECTION IV.

SECONDARY EDUCATION.

The number of secondary schools, including intermediate colleges, English high and middle schools and vernacular middle schools is now 824, i.e., 23 above the figure for 1923-24. Two high schools, three English middle schools and eighteen vernacular middle schools account for the increase. The total enrolment has increased by 5,232 and now stands at 111,054; the total expenditure is Rs. 2,57,192 above the amount for 1923-24 and is now Rs. 62,79,905. The expenditure on intermediate classes in colleges associated with the University of Allahabad has been excluded from these figures.

Schools,
scholars' and
expenditure.

Intermediate colleges number 26 as last year; the enrolment has increased by 410 to 3,546. Eight are Government colleges, sixteen are aided and two are unaided. The total expenditure on these colleges amounted to Rs. 12,74,135, an increase of Rs. 50,487. While the cost to provincial funds fell by Rs. 28,659 (from Rs. 6,36,985 to Rs. 6,08,326) and the contribution from municipal funds by Rs. 375, there were increases of Rs. 25,955 in fees and of Rs. 53,566 from "other sources." Many of the colleges have schemes for development, and only await the provision of funds to extend both accommodation and activities. The chief contributions by Government for the extension of intermediate college work were given to the Dayanand Anglo-Vernacular Intermediate College, Dehra Dun, the Shyam Sunder Memorial Intermediate College, Chandausi, and the Kanyakubja College, Lucknow.

Intermediate
colleges.

There are 225 English high and middle schools as against 220 in 1923-24. The total number of pupils rose from 55,584 to 58,174, an increase of 2,590. The number of scholars in high schools increased from 48,412 to 50,550 and in middle schools from 7,172 to 7,624.

English high
and middle
schools.

The total expenditure on English high and middle schools has increased by Rs. 1,80,966 from Rs. 35,27,969 to Rs. 37,08,935. Of the increase, Rs. 1,07,118 came from Government and Rs. 50,770 from fees. From the latter source it is possible to derive still more funds for secondary education without appreciable hardship to the great majority of parents. Of the total expenditure of Rs. 37,08,935; Rs. 19,54,180 came from provincial revenues and Rs. 79,898 from municipal and district board funds.

Expenditure
on English
high and
middle
schools.

The number of teachers in English schools has increased by 56 and is now 4,295, of whom 1,569 or 36 per cent. are trained. In government schools 70 per cent. of the teachers are trained; in non-government schools only 22 per cent. The position in the latter is therefore unsatisfactory. It is due not so much to the lack of an adequate supply of trained teachers as to the reluctance of trained teachers to take up appointments in non-government schools. The initial salary offered is, in many cases, higher than the minimum offered by Government; but an advantage of a few rupees in initial salary has little attraction in face of the insecurity of tenure, the absence of a time-scale of pay and other disadvantages of service in private schools. Government under the grant-in-aid rules offer

Teachers in
English
schools.

inducements to managers to increase the quality of their staffs, and while some managing bodies have taken advantage of these, many are unwilling or unable to bear their share of the cost of paying trained teachers a reasonable living wage. A form of agreement to be entered into by teachers of aided schools has recently been drawn up, and it is hoped that it will do something towards establishing a greater degree of confidence between managers and teachers than has hitherto existed in a large number of schools.

Teaching in
English
Schools.

There is agreement amongst Inspectors that there is gradual improvement in the quality of teaching; but there are great differences between school and school as well as between subject and subject. In the better schools many of the teachers take a sincere interest in their duties, an interest which is reflected in the work of the boys. Science and commercial subjects are still increasing in demand; but manual training is losing ground, a matter which is now engaging the attention of the Department. Nature study is reported to be a popular subject and often better taught than most others—a result probably due to the policy of the Department in allowing the subject to be taken only when a teacher who has been specially trained in it is available. But there is point in the criticism of the Inspector, Rohilkhand Division, who says: "It was to be expected that several years of nature study teaching would have resulted in the formation of natural history societies in our schools. I do not know of any such societies in them." Geography shows progress, and in a few schools the real meaning of the subject has begun to be appreciated. Many schools are gradually getting together a stock of up-to-date maps and books necessary for successful teaching. The effect of the abolition of the *viva voce* test in English and the practical examination in science is being watched with some apprehension that there may be a falling off in the quality of work in these subjects. Music has been introduced into the Kanyakubja College, Lucknow. The Inspector, Lucknow Division, thinks that drawing is one of the weakest subjects in the schools. He says: "The qualifications required of drawing masters are too low, and few have any real artistic ability. We should abandon the old stereotyped drawing as soon as possible and give to art that place and value in the educational scheme which modern opinion assigns to it." If the proposals which are now before Government, to establish a class for the training of drawing teachers at the School of Art, Lucknow, are carried through it will be possible to improve considerably the teaching of drawing in secondary schools. Recent changes in the method of inspection have been appreciated by Inspectors and schools. In the past it was always difficult to estimate the value of the work of individual teachers, as the time allowed for inspection was too short. Under the new method it is possible for the Inspector to reach reliable conclusions about the work of individual teachers and the prevalent defects of school organization or method. One conclusion of a general character is that school subjects are taught too much as if they were in water-tight compartments unrelated to other subjects of the curriculum. Another is that pupils are not trained to rely on themselves. On the contrary many parents encourage mental laziness by providing private tutors for their children. As one Inspector says: "There is something wrong where more than half of the boys find it necessary to have a private tutor who spoon-feeds his pupils and utterly ruins their mental digestions, who solves all difficulties in mathematics and translation, who even works out examples for his boys, and whose influence is evident

throughout the pages of the scholars' note-books." The teachers are not free from blame in this matter. Many of them read nothing beyond school text-books and the daily paper. They do little thinking for themselves and accordingly do not fully appreciate the need for developing the power of thought in their pupils. There are fortunately not a few teachers who are mentally alive, and within recent years many of the recruits to the profession are of this kind. There is therefore a leaven of keen men whose influence it is hoped will spread through the schools and raise the standard of work.

Inspectors report that there have been few serious breaches of school rules. Thus discipline in the narrow sense of the word is satisfactory. But discipline in the best sense only begins when order is maintained. What is needed in many schools is active discipline which ensures thorough work and encourages the development of all impulses that make for the vigorous and healthy growth of schools.

Discipline

The usual games are common, but a large number of head masters have never solved the problem of getting the majority of boys to participate; the games are left to the few who compose the teams. At some centres tournaments have been organized; if these can be run on lines which will discourage professionalism and develop a spirit of sportsmanship, they will act as a great stimulus. Scouting has increased in popularity in most Divisions, but many troops do not seem to get beyond the preliminary stages of scout training. From various centres come reports of the good work done by scouts at *melas* and during the disastrous floods of last year. Physical exercises are mentioned in reports with little enthusiasm; they are perfunctory and have generally little value either developmental or corrective. Improvement may be expected to result from the work of the committee recently appointed by Government to consider the question of physical training in schools.

Games and
boy scouts

Notwithstanding the fact that considerable sums, both from provincial revenues and from private sources, have been spent on buildings during the last two or three years, there is still a considerable number of institutions badly housed. Demands have arisen owing to the normal development of education, and also on account of programmes which had to be suspended during the War. With a view to making what money is available go as far as possible the Department has revised its type designs and cut out all that was not strictly necessary. But some private institutions which can ill-afford to waste money are prepared to spend it on embellishment and spacious halls whose utility is doubtful. In the Meerut Division the Dayanand Anglo-Vedic Intermediate College, Dehra Dun, received a grant of Rs. 52,144 for class rooms and the High School, Anupshahr, Rs. 30,000 for a new hostel. In the Agra Division the chief expenditure was at the Radhaswami Institute, where a sum of Rs. 45,800 was spent on the completion of the water-works. The Intermediate College of the Aligarh Muslim University is an example of an institution which is hampered in realizing the aims of reform in secondary education because of inadequate provision of the necessary accommodation. It has not yet a laboratory of its own and consequently students have to go to the University buildings for their science work. Another intermediate college which has suffered for lack of buildings is the government college at Moradabad, but funds for meeting the need there have now been provided.

Buildings.

During the year a science block was added at the Intermediate College, Chandausi, and the new buildings of the Hewett Muslim High School, Moradabad, were completed and occupied. Little building was undertaken in the Allahabad Division, though important projects are ready and will be carried out as soon as money for them is available. Many of the English middle schools of the Benares Division are reported to be badly housed, but the aided high schools in that Division are now all satisfactory with the exception of the one at Ballia. Insufficiency of hostel accommodation and unsuitable housing of English middle schools are the chief complaints from the Jhansi Division, where little building has been done recently. But the high schools in that division are with few exceptions well housed. The conditions in the Gorakhpur Division are less satisfactory; with the exception of a few, the recognized English schools are held either in old and unsuitable premises or in buildings requiring extension. The St. Andrew's Intermediate College, Gorakhpur, received a grant towards the building of a science block, and except for the hostel, the institution is now well equipped and in good order. In the Lucknow Division the Kanyakubja Intermediate College main building was completed and a science block was added to the government school at Lakhimpur. In the Fyzabad Division, a private benefactor enabled the Bisheshwar Nath school, Akbarpur, to complete its building programme. In the Kumaun Division the only important work carried out was the addition of rooms to the government high school, Srinagar.

School
managing
bodies.

The need of most committees of aided schools is for men who will attend meetings regularly and take a living interest in the work. Too often the duties of managing and financing the school rest on one individual. That there are many managers who are public-spirited enough to undertake these responsibilities is a healthy sign. But their task would be lighter and secondary education would make more progress if their colleagues would realize that an enthusiastic interest in the financial position and development of a school by the whole body of managers would result in a greater flow of money to the school from many quarters other than Government.

Examina-
tions.

The following table shows the results of the high school and intermediate examinations :—

	Number of candidates appeared.	Number of candidates passed.	Percentage.
<i>Benares Hindu University.</i>			
Admission examination	245	138	56
<i>Aligarh Muslim University.</i>			
High school examination	656	404	62
<i>Board of High School and Intermediate Education.</i>			
High school examination	6,262	3,897	61
Total	7,163	4,379	61

	Number of candidates appeared.	Number of candidates passed.	Percentage.
<i>Benares Hindu University.</i>			
Intermediate examination	356	222	62
<i>Aligarh Muslim University.</i>			
Intermediate examination	542	364	67
<i>Board of High School and Intermediate Education.</i>			
Intermediate examination	2,023	961	47
Total	2,926	1,547	53
Intermediate Board's Commercial Diploma examination.	249	165	66

The number of schools increased by eighteen to 573. The enrolment increased from 47,102 to 49,334; this increase has been fairly generally distributed over districts. Expenditure has risen from Rs. 12,71,096 to Rs. 12,96,835. Tuition was on the whole satisfactory, and the schools are adequately staffed with trained teachers. The demand for more middle vernacular schools continues.

Middle vernacular schools.

Grants to the extent of Rs. 85,359 from provincial revenues were distributed during the year to a number of districts, but nearly all still complain that more money is required to provide necessary accommodation and effect urgent repairs. The question of giving further grants for the purpose is being considered.

Middle vernacular school buildings.

There is a general demand for opening English classes in middle schools. It has been decided to open an English class in at least one middle vernacular school in each district. This scheme will come into force from the year 1925-26 and a further increase in the number of these classes will, if funds are available, be made in 1926-27.

English in middle vernacular schools.

Ten district boards deputed teachers to undergo a course of training at the Agricultural School, Bulandshahr. Each of these boards will introduce the teaching of agriculture in a selected middle school in October, 1925, i.e., after the deputed teachers will have returned from Bulandshahr. Land for a demonstration farm has been allotted to the selected middle school in each of the ten districts and Government have made a grant of Rs. 2,000 to each of the boards towards the initial cost of acquisition and equipment. The extension of the scheme to other districts is under consideration.

Agriculture in middle vernacular schools.

The number of candidates for the Vernacular Final examination was 14,296. Of these 8,593 or 59.8 per cent. passed. The standard of the work of successful candidates is good.

Vernacular Final examination.

At this examination 896 candidates appeared, of whom 477, i.e. 51.6 per cent., passed. This result shows that there is considerable room for improvement in the teaching at some normal schools. The Department is looking into the matter.

Vernacular Teachers' Certificate examination.

Medical
inspection of
schools.

The general consensus of opinion amongst inspectors is that medical inspection as carried on at present is not of much value. There is little evidence that it has been undertaken with a view to the improvement of the general health of the pupils inspected; until this is the case, medical inspection will continue to be a waste of time. It may be remarked, however, that in many places the medical officer is able to effect a certain degree of cleanliness about the school premises themselves, although unfortunately his jurisdiction stops at the school boundaries. The Department contemplates the appointment of whole-time medical officers in certain centres, and it is hoped that through them it will be possible considerably to improve the system of medical inspection.

The teaching
of hygiene in
secondary
schools.

The St. John Ambulance Association school course in First Aid, Hygiene and Sanitation has been making remarkable progress. By the end of the year 208 voluntary classes for the course had been organized in 134 schools. Some schools had to open as many as six classes in order to meet the demand for admission—a clear indication that teachers are dealing with the subject in an interesting and practical manner and that the course is appreciated by the students. Many head masters have decided to incorporate the course as a regular feature in their list of school activities. During the year 1,641 candidates sat for examination and 1,209 certificates were awarded to the successful candidates by the St. John Ambulance Association. The Department is greatly indebted to those who have voluntarily helped to make the course a success, particularly to Mr. W. G. P. Wall, I. E. S., who acted as secretary for the scheme and the medical officers who gave their services voluntarily as examiners.

SECTION V.

PRIMARY EDUCATION.

The system by which grants are given to district boards under the three years' contract for the expansion of primary education was described in last year's report. Under that system boards were paid in the year under report, for the first time, a lump grant for vernacular education, based on the actuals for 1923-24, and a 'minimum' allotment of expenditure was prescribed for each head; the boards were expected to work up to the prescribed minimum. As 1924-25 was the first year of the new system it is too early to arrive at a definite conclusion about its working; opinion as to the advantages of the scheme can be formed only after the budgets for the current year have been received and scrutinized.

Expansion of primary education.

The number of schools was 17,345, being an increase of 838 over the number of the preceding year. The enrolment was 921,494 against 885,807, being an increase of 35,687. Etawah district has this year followed the example of Bahraich which made primary education free last year, and the districts of Allahabad and Fatehpur are reported to be contemplating similar measures from July, 1925. As a result enrolment is likely to increase. The expenditure rose by Rs. 2,85,868 to Rs. 71,33,394. The number of pupils in upper primary classes has risen by 8,278 to 121,246.

Schools, scholars and expenditure

There is an increase in the numbers of both trained and untrained teachers. Trained teachers increased by 1,387 to 22,430 and untrained teachers by 287 to 9,997. While the proportion of trained to untrained teachers on the staffs is still much smaller in primary than in middle schools, it has been rising in a continuous manner, the percentage of trained teachers in primary schools being 54.6 in 1921-22, 64 in 1922-23, 68.3 in 1923-24 and 69.2 in the year under review.

Number of trained teachers.

The position as regards buildings is unchanged. Little or no progress has been made by district boards in the construction of new buildings. The Commissioner, Allahabad Division, says: "The condition of these buildings is worse than that of the secondary school buildings. The boards show little inclination to utilize the funds available, and the result is that large amounts remain unspent. It would seem that they are vying with one another in trying to bring about conditions more nearly approaching those of open air schools." In most districts the reason for slow progress is lack of funds.

Primary school buildings.

The number of aided schools has risen during the year from 2,830 with 94,095 boys to 3,299 with 107,101. These schools are much inferior to the district board schools in accommodation, furniture, equipment and standard of education. The managers take little or no interest in the schools ostensibly in their charge. The S. P. G. Agricultural School at Umedpur, Moradabad, continues to do useful work in the experiment of combining agricultural training with education, and the methods of the school are being adopted by the cultivators in the vicinity of the school. The Inspector remarks that "the pupils appear to be happy when at work and more independent than the ordinary village boy."

Aided schools.

Village
school
libraries.

Little progress has been made in this direction. Libraries exist in most districts, but they are not popular with the village schoolboy, the books stocked being unsuitable for boys. The Inspector, Rohilkhand Division, remarks: "The remedy lies with the Indian school master. He is the only person who has an opportunity of knowing what tastes his pupils have in the way of literature, and of satisfying that taste with a healthy provision. If the English-knowing school master, with any power of writing in his mother tongue, would translate suitable books he would probably meet with monetary reward as well as the thanks of his countrymen."

Lantern
lectures.

While the Lantern Lecture Committee still continues to do useful work, progress cannot be reported during the year. Of the fourteen district boards which participated in the scheme in the year 1923-24, eight have dropped out. Most of these did not join on account of lack of funds, while others refused to do so on the ground that the scheme had not proved a success in their districts. Of the 34 district boards which had not taken part during the past two or three years, only two expressed their willingness to do so this year. Thus, during the year under review there were in all only eight district boards participating. The number of boards participating in the scheme has been decreasing each year, mostly because of paucity of funds, but in some cases on the ground of lack of enthusiasm for the scheme. Three boards deputed lecturers and operators for training. The Registrar of Co-operative Societies, United Provinces, and the Chief Organizing Commissioner of the Seva Samiti Boy Scouts Association, Allahabad, also deputed lecturers to the course. Lectures on a number of subjects, "Bees and bee-keeping," "Co-operation is strength," etc., were printed during the year; others are in course of preparation and are expected to be ready early next session. The Committee has been able to extend its slide library and has opened it to all schools of the province. The library is now being organized and catalogued according to the card-index system and the re-organization is expected to be complete by the end of July next.

Compulsory
primary
education.

Considerable progress has been made by municipal boards during the year in the introduction of compulsory primary education for boys in municipalities. In addition to the boards enumerated in last year's report, the boards of Farrukhabad, Sitapur, Hardoi, Unao, Soron and Muzaffarnagar, making a total of eighteen municipal boards, have now introduced compulsion on the terms proposed by Government, i.e., provided that the total contribution made by Government to the municipal boards does not exceed 60 per cent. of the total cost, Government undertake to pay two-thirds of the extra cost involved, including the cost of remission of fees, and also the total cost of bringing the minimum pay of the teachers employed in boys' vernacular schools up to the standard of pay prescribed for district board teachers. With the exception of the Bareilly, Moradabad and Lakhimpur municipal boards, manifest progress has been made by the boards which have introduced compulsion. They have complied with the rules and regulations. Improvement is particularly noticeable in the staff and the equipment of the schools, which are adequate in these respects. The attention of the Bareilly, Moradabad and Lakhimpur boards has been drawn to the defects in the working of their schemes, and it is hoped that they will adopt the suggestions made. The failure of Bareilly, which started its scheme with a flourish of trumpets and was expected to set an example to the smaller municipalities, is particularly disappointing.

The work of the district inspecting staff has continued to be satisfactory. An increase in the number of sub-deputy inspectors is necessary owing to the expansion of vernacular education and the need for adequate supervision of the present schools. Government have sanctioned for officers of the inspecting staff a time-scale of pay which is to be introduced with effect from April, 1925.

Inspecting staff.

Football and hockey have been introduced as forms of recreation in some of the schools in addition to *desi kasrat* and appear to be becoming popular. Boy scouting too has been taken up in most districts and the movement is continuing to gain ground.

Physical training and games.

Little progress has been made in attaching gardens to schools to be maintained by teachers and pupils, though some district boards are alive to the educational advantages to be derived from them. In the schools of these boards there are instances, though not many, of zeal and energy displayed by teachers and boys. Defective water-supply, lack of funds and the apathy of teachers are reported as factors retarding progress.

School gardens.

Little progress has been made in the scheme since its inception. The Department has endeavoured to encourage it by issuing special courses suitable for half-time schools, but reports received from inspectors show that the boards have no enthusiasm for these schools.

Half-time schools.

SECTION VI. TRAINING INSTITUTIONS.

The Training
College,
Allahabad.

Sixty-six graduate students completed the course of training. Of these, nine had the Master's degree and of the B.A.'s a good proportion had first or second class degrees. It appears therefore that the improved prospects in the profession have been instrumental in attracting a better class of graduate. At the L. T. examination nine passed in the first division in theory and two in the practice of teaching. Seven specialized in history, five in mathematics, one in science, three in nature study and six in geography. Sixty-two students attended a course of instruction in First Aid, and 61 qualified for the certificate of the St. John Ambulance Association. Every student without exception took part in outdoor games, and the standard of play was above the average, several of the better players gaining a place in the University elevens. The meetings of the Literary Society were well attended, and the majority of students freely took part in the discussions.

Benares
Hindu
University
Training
College.

The college still remains without a permanent Principal. Thirty-six students were admitted to the college; of these, 33 completed the course. Graduates of six universities were included. Four were M.A.'s and one an M.Sc. All students passed in theory and 27 in practice.

Government
Training
College,
Lucknow.

Fifty-four students were in residence during the year, thirteen in the preparatory class and 41 in the final class. The latter all appeared for the departmental Teachers' Certificate examination and 39 passed. In addition, nine drill masters received a month's intensive training.

Government
Training
College,
Agra.

Fifty-three students were under training. Thirty-five sat for the departmental examination; of these 33 passed. A notable feature of the college year was the educational exhibition of school material collected by Mr. Tinker, the Principal, when he was in England on leave. The exhibition was excellently organized by Mr. Tinker and gave a great stimulus to the many teachers who visited it. It is now proposed to utilize the material for divisional educational exhibitions at other centres.

Muslim
University
Training
College.

The B.T. degree course at this college was taken by 26 students and the under-graduates' course by sixteen. The college has not yet been able to appoint a permanent Principal.

Normal
schools.

The number of normal schools is eight as in the previous year. More normal schools are required. The projects for new normal schools at Shepur (Benares) and at Chandausi (Rohilkhand) will, it is hoped, soon be taken in hand. The schemes for nature study and First Aid recently introduced are working well. The examination results, previously referred to in this report, show that there is room for improvement in the work at some normal schools. A scheme for strengthening the staff is now being worked out.

Training
classes.

The number of training classes has fallen from 180 to 128, and consequently expenditure on these institutions fell from Rs. 3,74,710 to Rs. 2,46,912. The question of training teachers for vernacular schools has

been carefully examined by the Deputy Director of Public Instruction, who was placed on special duty to suggest measures for the improvement of primary education. His report is now under the consideration of the Government.

This examination offers an incentive to vernacular teachers to continue their study of Urdu and Hindi. The number of candidates continues to increase and is now 359 as against 294 of the previous year.

Examination in advanced Hindi and Urdu.

The question of the training of women teachers is of great importance in view of the constant complaint of the dearth of qualified mistresses, and it is encouraging to find that there has been a decided increase in the number of applicants for admission to training classes of all grades. A short time ago there seemed to be much disinclination to enter these classes, but the tide has now set in the other direction and there has not been room for all who wished to do so. Unfortunately, however, this change has not yet taken place in the case of Hindu and Muhammadan students in institutions for advanced training. A B.T. class has been opened at the Isabella Thoburn College in affiliation to the University of Lucknow. There is undoubtedly a need for many mistresses with a degree in education if the work of the schools is to progress, but it is not certain how far funds in aided schools will allow of the high salaries to which they are entitled, and it will be of interest to see how many can be absorbed each year.

The training of women teachers.

The total number of teachers under training in all classes was 236 as against 211 last year. Of these, the majority were in the vernacular teachers' certificate classes. In the English teachers' certificate classes the number was eighteen as against seventeen last year.

Number of women under training.

The normal schools at Lucknow, Bareilly and Allahabad had 57 students under training. As many as possible had been admitted, but for want of room admission had to be refused to several applicants. Another normal school is therefore badly needed, but the Department is experiencing considerable difficulty in finding a suitable site. All the three normal schools are doing good work, though that at Allahabad is handicapped by the smallness of its staff and by the lack of proper accommodation. The Lucknow school attracts most students, probably because it is able to have more varied activities than the others; possibly the fact that there is a large attendance of Muhammadan day scholars in addition to the boarders, who are chiefly Hindus, widens the range of interests open to the students. The practising schools attached to the normal schools have a good attendance. In Lucknow the limits of admission have been reached, as there have been in the hostel 83 boarders which is the maximum number possible, while the day scholars number 207 and the conveyances can bring no more. In Bareilly the hostel was full and the day scholars number about 150. In Allahabad the attendance was 151 and there is room only for a very few more. Attached to aided schools there have been eight classes in preparation for the vernacular teachers' certificate as against seven last year, with a total attendance of 65. All are attached to mission schools. An attempt was made at the Muslim School, Aligarh, to open a class of this grade, and a grant has been sanctioned for the purpose, but so far little has been accomplished. Eighty-six candidates were admitted to the Vernacular Teachers' Certificate examination and 80 of these were successful.

Classes for the women's vernacular teachers' certificate.

Primary training classes for women.

There have been thirteen classes at work in the model schools and four attached to other schools. The most successful of the latter are those at the municipal school for Muhammadans in Meerut and the municipal central school, Benares. The contribution made by the primary training classes for women is of considerable value; there are a number of small district schools which have made good progress under mistresses who have received their training in them.

Training institutions for women teachers in European schools.

The year saw the inauguration of a new advanced three years' course for the Teachers' Certificate examination. The new course met with a ready response and the great majority of candidates entering the classes now take this course in preference to the two years' ordinary course. One welcome result of this is that a much better class of recruit is being obtained. The new course is still in the experimental stage, but so far the results are encouraging. An unforeseen effect of this change in the teachers' certificate course is that there has been a marked falling off in the number of candidates for the preparatory teachers' certificate, as the teachers' certificate now offers wider prospects. This is unfortunate, for the preparatory teacher is in demand and her work involves actually more professional training than is necessary in the case of the secondary teacher. The number of candidates who appeared for the Teachers' Certificate examination was eight, all of whom passed. For the preparatory teachers' certificate three appeared and all passed. The reports on the work of the classes are, on the whole, very satisfactory.

SECTION VII.

THE EDUCATION OF GIRLS.

During the year there was an increase of 98 schools and 2,187 scholars; the year closed with 1,809 schools with a total enrolment of 68,823. Although primary schools increased by 36, the enrolment in them fell by 169 and stood at 47,287 at the end of the year. The decrease is due to a slackening of effort on the part of district boards. Vernacular middle schools on the other hand, with an increase of only fifteen schools, show an added enrolment of 2,028.

Schools and scholars.

Expenditure shows an increase from Rs. 12,38,082 to Rs. 12,88,885. The returns from district boards are again disappointing. After a fall in the district board contribution of Rs. 17,778 in 1923-24, there has been a further decrease in expenditure by the boards of Rs. 46,235; the total sum spent by district boards was only Rs. 1,49,860.

Expenditure.

The two University Colleges for women, the Crosthwaite College, Allahabad, and the Isabella Thoburn College, Lucknow, have had a successful year. In the former there were twelve women studying for degrees of the Allahabad University. The Isabella Thoburn College has opened B.Sc. classes and for the B.A. examination sent up eight candidates, of whom seven passed. The college has lost the services of Miss Nichols to whose enthusiasm and energy the splendid new buildings are a permanent memorial.

The numbers are practically stationary. No new college has been opened and the recognised classes are still those connected with the Isabella Thoburn College, Lucknow, the Crosthwaite School, Allahabad, and the Theosophical School, Benares. A small unrecognised class is maintained at the Muslim School, Lucknow, and one student studied in class XI at the Muslim School, Aligarh. The total number of students is now 58. This is not a large number, but there are indications that the desire for higher education is becoming more firmly established. Lack of means either on the part of the institution or of the individual student often checks further progress. The size of the classes is small, and rapid increase in them is improbable, with the result that the expenditure on their maintenance is and must be for some time heavy compared with that on boys' institutions. In spite of this it is better, the Chief Inspectress thinks, that there should be separate institutions for girls; to combine them with the institutions for boys would retard progress in the long run.

Intermediate colleges.

Among the newer high schools there are well-established upper middle and high sections with a fair average enrolment at the Crosthwaite School, Allahabad, and the Theosophical School, Benares. In other schools there seems to be no doubt of the permanence of these classes, but the numbers are still very small. Among the older schools, which all belong to mission societies, the Isabella Thoburn continues to attract large numbers in the upper middle section, though the proportion of students completing the high school course is comparatively small. There is little in the work of these schools that calls for special comment. In the Crosthwaite School there has been considerable re-organization which should prove of benefit

English high schools.

both in school and hostel; its great need now is for improved buildings for the junior school and for some additions to the hostel. The Mahadevi Kanaya Pathshala, Dehra Dun, which has recently been recognised as a high school, has been relieved of a heavy burden of debt for buildings by a Government grant of Rs. 24,401.

English
middle
schools.

Three middle schools have classes A to VIII; all the others work up to class VI only, and pupils who wish to study further are sent on to one of the high schools. This transference is more possible in mission schools than in Hindu and Muhammadan schools, which have, in spite of their small numbers, tended to press on to the high school stage. The feeling is growing that it is not satisfactory to terminate the school course for the majority of pupils at the end of the lower middle stage; as the result of improvements in teaching and organization the pupils pass the lower middle examination while they are still too young to begin teaching or to return to idleness at home. There has therefore been a suggestion that a Government upper middle examination should be instituted in order to round off a longer course, but the time is hardly ripe for abandoning the lower middle examination, and the addition of another for a small number of candidates cannot be contemplated lightly. In the main the work of English schools is satisfactory, but there are one or two which promise much but accomplish little owing to the perfunctoriness of the interest shown by the managing committee or to the constant changes in its personnel.

English
schools
buildings.

The buildings of English schools compared well with those of vernacular schools. Some are extremely well housed and very few have really unsuitable conditions. During the year the Balika Vidiyalay, Cawnpore, and the American Presbyterian Mission School at Fatehgarh have been provided with well-planned buildings. The Bareilly Methodist Episcopal Mission School has made some much needed improvements in the hostel. At Agra the Church Missionary Society day school for Hindus and Muhammadans has been moved into a good building.

Demand
for English
education.

A review of the work of the past two years suggests that there has been little growth in any general desire for English education for girls. In existing schools higher sections have been opened for the benefit of a few, but it is some time since any attempt has been made to open a new English school in a place where none existed before. It is true, however, that pupils at such schools as the normal schools beg for lessons in English; the cause of the apparent lack of interest is probably that private bodies fear they are unable to undertake the expensive and exacting task of maintaining aided English schools.

Examina-
tions in
English
schools.

In the Anglo-Vernacular Middle examination 214 candidates appeared from the United Provinces and 82 from Indian States. Of these, 144 and 39 passed respectively. The majority were placed in the second division.

Vernacular
schools.

The following figures are of interest:—

Type of school.	Total number of schools, middle and primary.	Percentage of middle schools.
Model (Government)	65	68·07
District board	730	1·23
Municipal board	202	8·91
Aided	541	7·95

			Total number of pupils in middle and primary schools.	Percentage of pupils in middle schools.
Model (Government) ..	..	..	6,450	78
District board ..	..	..	21,955	2·55
Municipal board ..	..	..	11,027	17·31
Aided ..	..	..	20,002	24·44

The reasons for the higher percentage of middle schools among those maintained by Government seems to be twofold; on the one hand there is the advantage of undivided control in the hands of women (they are managed by the inspectress and the better class of women teachers prefer not to deal directly with men) and on the other there are the better material conditions which are made possible by provincial resources. In many of the board and aided schools the expenditure is so low that good work cannot be expected; the mistresses receive a pittance only and servants do not get a living wage, while the housing and equipment are inadequate. Such conditions make progress difficult if not impossible. Fortunately, however, there are various places to which this description does not apply; in Benares the municipal board has organized its schools carefully and its central training school, which receives a special provincial grant, proves how much can be done by thorough supervision; Allahabad, Fyzabad, Lucknow, Meerut and Chandausi provide other instances of careful management. In some districts, of which Gorakhpur is an example, the work of years is being undone by the board's neglect. An attempt was made in 1921 to help district boards with special grants for girls' schools, but little change seems to have resulted. The Inspectress, Agra, reports that improvements have been effected, but the general opinion is that the money has not been used to the best effect; in some cases it has been spent on increasing the number of bad schools instead of improving existing ones, and nowhere does there seem to have been any real attempt to provide suitable buildings and equipment. Yet the Inspectresses all agree that a more liberal expenditure, which only a provincial grant can make possible, is the one means of improving the state of the schools. The solution may be to give the grants, but under more strict control than hitherto.

The question of the housing of schools is an important one, and has not yet received the attention it deserves. This criticism applies to schools of every type, model schools included. A certain number of the latter have excellent buildings of their own; others are in rented houses which provide very fair accommodation and are in any case better than the children are accustomed to in their own homes; there remain others for which no suitable rented house can be found and for which a Government building is urgently needed to prevent insanitary conditions and to make proper development possible. Such buildings are very expensive and the delay in securing funds is so great that bad conditions persist from year to year without remedy. The boards' schools are similarly handicapped, and few have buildings of their own. To some extent, the problem of housing board schools is easier than in the case of model schools, as the attendance in the former is not high and it is therefore possible to find a rented house in which the classes can be comfortably seated. The problem for the boards thus becomes one of providing adequate rent, but there are many cases in which this solution has yet to be adopted.

Vernacular
school
buildings.

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

Schools for Europeans. The returns show an apparent decline in the number of institutions from 58 to 55. The actual decrease is one, due to the closing of a small infant school at Fatehgarh. Other changes are due to changes in classification. The total number of scholars was 5,863, an increase of 14. This figure includes 439 children of non-European descent, or about 8 per cent. of the total.

Expenditure. Expenditure, exclusive of that on inspection, buildings and "miscellaneous," rose from Rs. 13,79,332 to Rs. 15,40,237, an increase of Rs. 1,60,905. The corresponding figure for last year was less than Rs. 30,000. "There is nothing," says the Inspector, "to account for the large difference in the figures for the two years, and it can, I think, only be explained by the difficulty which these schools experience in making their returns correctly. The figures relate to the financial year; the schools work by the calendar year. Many of them are boarding schools accustomed to buying stores in large quantities when the market is favourable. These and other considerations are responsible for the want of uniformity that characterizes the attempts of schools to classify their expenditure in the manner prescribed from year to year." The proportion of this expenditure met from Government funds, however, has fallen from 42 per cent. to 38·64. The total expenditure under all heads, including inspection, buildings and miscellaneous amounted to Rs. 20,72,935, an increase of rather more than three lakhs on last year's figure. The proportion of the total expenditure met from Government funds was not quite 45 per cent. This compares favourably with the proportion for the total provincial expenditure on education, the more so when allowance is made for the unpaid work contributed by the members of religious orders.

Teachers. The schools were staffed by 459 teachers, an increase of nine, of whom 290 were trained and 169 untrained. The uncertificated untrained teachers, of whom there were 95, include members of religious orders many of whom possess considerable experience as teachers. The domiciled community has suffered by the death of one of these, the Rev. Mother St. Cecilia of St. Patrick's Convent, Agra. She spent 46 years in educational work in the United Provinces and her ripe judgment and administrative ability will be much missed.

Examinations. For the School Certificate Examination 197 candidates appeared, of whom 119 passed; for the Junior Certificate 288, of whom 198 passed; and for the Preliminary 281, of whom 202 passed. The total number of boys presented for examination was 485, of whom 358 passed: the total number of girls was 278, of whom 161 passed. Judged by these results, the boys' schools do better than the girls' schools, particularly in the higher examinations: the percentages in the case of the School Certificate examination working out at approximately 67 and 50 respectively.

Vocational institutions. The only vocational institutions shown in the returns are the two training classes for women teachers attached to the All Saints' and Woodstock Colleges respectively. There are, however, two special training classes for the training of telegraphists maintained by the Department of

Posts and Telegraphs, one at St. Francis' School, Lucknow, and the other at St. Fidelia' School, Mussoorie. The boys attending these classes are borne on the rolls of their respective schools and attend the school classes for certain subjects. The classes are well equipped and reports on their working are very satisfactory. The increasing difficulty of finding employment for both boys and girls on leaving school is causing the schools, particularly those for the poorer classes, to turn their attention to vocational training, and a number of them are now attempting to provide classes in such subjects as book-keeping, shorthand, typewriting and dress making.

There has been a heavy fall in numbers during the past year, only 49 names being on the register on March 31, 1925, compared with 71 on the corresponding date last year. The small number is in some degree accounted for by the large class X of the previous year, when nineteen boys took the High School examination; six passed, but of the remainder only six returned to school. As usual, games received considerable attention, but difficulties were experienced owing to the small numbers available for practice sides. The school, in common with other institutions, has for some time found it difficult to keep within its income; this year the sum of Rs. 8,000 has had to be taken from savings accumulated in more prosperous days.

Colvin Taluqdars' Schools, Lucknow.

In Islamia schools there were 25,394 boys, 111 more than the number in 1923-24. In maktabs the enrolment rose by 5,066 from 32,780 to 37,846. The total number of Muhammadan boys in all kinds of vernacular schools rose from 170,453 to 176,089, an increase of 5,636. The total expenditure from all sources on Islamia schools and aided maktabs rose by Rs. 1,16,613 to Rs. 4,75,206. There has been a slight improvement in tuition both in Islamia schools and aided maktabs, but progress is slow. The condition of maktabs in many districts cannot be considered satisfactory owing to the inefficiency of the teachers. The grants given to the district boards of Bareilly, Basti and Hardoi towards the employment of supervisors of maktabs were continued in the year under report; the scheme of supervision is still in an experimental stage and a pronouncement on its success or failure would be premature at present.

Muhammadan primary education.

The total of Hindus under instruction has increased by 29,635 or by 3.19 per cent., and that of Muhammadans by 12,242 or by 5.91 per cent. The increase of Hindus and Muhammadans in Arts and Intermediate Colleges was 10.4 and 18.2 per cent. respectively.

Hindus and Muhammadans.

During the year Government introduced the system of the three years' contract with district boards. Under this system grants to boards are given for vernacular education as a whole, and a minimum amount under each head is prescribed; boards are expected to spend not less under each head than the amount prescribed for that head. The minimum allotment fixed under the head of "depressed classes" is Rs. 1,19,600. Government grants aggregating Rs. 5,000 were continued to non-official bodies. The district boards maintained 777 schools for the depressed classes with an enrolment of 23,030 as against 687 schools with an enrolment of 22,943 in the previous year. Reports from a number of boards show that the depressed classes have begun to realise the value of education, and that there is less objection now than formerly on the part of the higher castes to the admission to schools of children from the depressed classes.

Education of the depressed classes.

SECTION IX.

MISCELLANEOUS.

The Board of
High School
and Interme-
diate Educa-
tion:

During the year the Board passed a number of new and amended regulations, of which the following are noteworthy:—

(1) Facilities have been provided for the admission of scholars who have passed a public examination in any oriental language (Sanskrit, Arabic or Persian) to the High School and Intermediate examinations, in English only, as private candidates; they will receive a certificate of having passed the examinations in English only.

(2) History-Geography, which hitherto formed one combined subject for the High School examination, and was compulsory, has been divided into two separate subjects, History and Geography, of which only one is compulsory.

(3) A new examination, called the Agricultural Diploma Examination, has been instituted; the first examination will be held in 1926.

(4) Several new optional subjects have been recognized for the Intermediate examination, viz., civics, drawing, a modern Indian language and education (comprising physiology, hygiene and child-study), the last subject being a special one for girls desiring to prepare either for the teaching profession or for domestic life.

Indian music has been included in the curriculum of high schools as an optional subject, in which, however, there is to be no public examination. The Board has under consideration proposals involving a thorough overhauling of the curriculum for the middle section of English schools. Permanent recognition was granted by the Board to four institutions—to three for the High School examination and to one for the Intermediate examination—and to six institutions in additional optional subjects. Six new institutions were recognized provisionally for the High School examination, two for the Intermediate examination and three for the Commercial Diploma examination.

The Board has now completed its first term and has been dissolved. It has not escaped criticism, some of it ill-informed. Like all young institutions, it has made mistakes; but those who have been in close touch with it can testify that it has accomplished much solid and creditable work, which has been achieved through the good sense and spirit of co-operation displayed by members in all its proceedings.

Text-book
Committee.

As the Text-book Committee was being reconstituted only one meeting was held. It examined 291 books. Of these, 92 were recommended for various purposes, 69 were rejected, 130 were transferred to the new committee and will be examined in the current year.

Vocational
training.

There is a demand for the introduction of vocational training in secondary schools. Expression is being given to the idea that the boy should be fitted by his school education to earn his living as a craftsman when he leaves school. The idea is a mistaken one. The study and practice of some crafts possess an educational value, and as such can well be carried on in a secondary school as part of the curriculum; but a boy on leaving school after such study and practice is by no means thereby fitted to earn his livelihood at the particular trade he has studied; he is fitted only to enter on the further study and practice necessary to fit him as a journeyman in his craft; and is more likely than the boy who has passed through the usual curriculum

to become a real master of his craft. In other words, while the teaching in secondary schools may possess a vocational bias, these schools cannot take the place of technical schools. The experiment of having schools with a vocational bias is to be tried. Mention has already been made in this report of the scheme for the introduction of agriculture in middle vernacular schools. Ten teachers from as many boards have been deputed for training in agriculture to the Agricultural School, Bulandshahr. Their training will be completed in September, 1925, and arrangements are being made for the teaching of agriculture in one middle vernacular school under each of the ten district boards from October, 1925. In manual training (wood-work) also teachers will be sent from selected boards for training in the session 1925-26, and they will return to teach the subject in their respective schools from July, 1926. If these experiments prove successful the schemes will be extended as rapidly as funds for the purpose are available.

As usual, the members of the Council evinced a keen interest in the activities of the Department. Numerous questions were asked covering all kinds of educational institutions, vocational training, training of teachers, school buildings, pay of teachers, Text-book Committee, etc., and fourteen resolutions were moved. The following resolutions were adopted: that free and compulsory education should be introduced; that grants should be made to the Benares Hindu and the Aligarh Muslim Universities; that technical education should be imparted in schools; that the system of physical training in schools should be improved; and that the vernaculars should be used as the medium of instruction and examination up to the high school stage. In a modified form the Council adopted resolutions for the introduction of *charka* spinning in girls' schools, for the introduction in schools of patriotic poems (approved by the Text-book Committee), manual training and training in social service. It rejected resolutions which recommended the lowering of the standard of the High School examination and the introduction of a system of higher education in the vernaculars. The Council's attitude to the Department has been one of frank but friendly criticism.

During the year under report Mr. K. P. Kichlu was Deputy Director of Public Instruction and Mr. H. R. Harrop was Assistant Director. In August, 1924 the former officer was placed on special duty in connexion with the organization of primary education. Mr. H. R. Harrop then officiated as Deputy Director and Mr. R. H. Moody officiated as Assistant Director; this arrangement lasted until the end of the year. Munshi Said-ud-din Khan was Personal Assistant to the Director of Public Instruction, and education accounts were under the charge of Rai Sahib Pandit Kali Prasad. Rai Bahadur A. C. Mukharji was Secretary to the Board of High School and Intermediate Education, and Babu Raghunath Das was Registrar of Departmental Examinations. To all these officers I am greatly indebted for their ready response to the demands made on them by the increasingly heavy work at the head office. The only change in the inspectorate was the retirement of Mr. H. Banister in October, 1924. His place was taken by Rai Sahib Pandit Sukhdeo Tiwari in the United Provinces Educational Service. All Inspectors worked with zeal and efficiency, and the progress made during the year is due in large measure to their helpful and willing co-operation.

A. H. MACKENZIE, M.A., B.Sc.,

Director of Public Instruction, United Provinces.

Education in
the Legisla-
tive Council.

Administra-
tion.

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INDIANS AND EUROPEANS.

3A

General summary of Educational Institutions and Scholars for the official year 1924-25.

Area in square miles 106,497.				(a) Percentage of scholars to total population.			
				Recognized Institutions.		All Institutions.	
				1925.	1924.	1925.	1924.
Population—							
Males	.. 23,787,745	Males	..	4.31	4.13	4.57	4.40
Females	.. 21,588,042	Females	..	.46	.46	.43	.48
Total	.. 45,375,787	Total	..	2.48	2.38	2.62	2.53

	Institutions.			Scholars.			Percentage of scholars in each class of institutions.
	1925.	1924.	Increase or Decrease.	1925.	1924.	Increase or Decrease.	
	1	2	3	4	5	6	
RECOGNIZED INSTITUTIONS.							
<i>For Males.</i>							
Arts Colleges including Associated Intermediate Colleges and Universities.	(b)17	17	..	(d)5,619	4,956	+663	.53
Professional Colleges	16	13	+3	2,744	2,248	+496	.26
High Schools including Intermediate Colleges.	(c)186	135	+1	55,120	52,781	+2,349	5.22
Middle Schools { English ..	76	74	+2	7,988	7,530	+408	.76
{ Vernacular ..	573	555	+18	49,334	47,102	+2,232	4.67
Primary Schools	17,351	16,514	+837	921,882	886,202	+35,680	87.25
Special Schools ..	417	458	-71	13,836	14,261	-375	1.31
Total	18,636	17,846	+790	1,056,563	1,015,130	+41,433	100
<i>For Females.</i>							
Arts Colleges including Associated Intermediate Colleges.	(e)2	2	..	70	50	+20	.10
Professional Colleges	..	..	..	(g)9	..	+9	.01
High Schools including Intermediate Colleges.	(f)30	30	..	3,757	3,683	+74	5.48
Middle Schools { English ..	36	37	-1	4,502	4,665	-163	6.56
{ Vernacular ..	112	97	+15	12,492	10,404	+2,028	13.12
Primary Schools	1,443	1,406	+37	47,470	47,579	-109	69.2
Special Schools ..	34	38	-4	360	501	-141	.53
Total	1,657	1,610	+47	68,600	66,882	+1,718	100
UNRECOGNIZED INSTITUTIONS.							
For Males	..	..	..	2,675	2,776	-101	95.18
For Females	..	..	..	186	135	+51	4.82
Total	..	..	..	2,861	2,911	-50	100.
GRAND TOTAL	..	..	..	23,114	22,367	+767	..

GENERAL SUMMARY.

- (a) Percentage of scholars to total population has been calculated on the basis of the following number of male and female scholars separately :—

	Recognized Institutions.		All Institutions.	
	1925.	1924.	1925.	1924.
Males	1,026,039	933,237	1,083,187	1,046,970
Females	99,094	98,775	104,278	103,792
Total	1,125,133	1,032,012	1,187,465	1,150,762

- (b) The number includes four Teaching Universities, six Arts Colleges, six Associated Intermediate Colleges and one Oriental College.

- (c) The number includes 20 Intermediate Colleges for Indian boys, four for Europeans and 154 High Schools for Indian boys and eight for Europeans.

- (d) The details of scholars are given below :—

Arts and Science departments of Teaching Universities	..	3,326
Degree Colleges .. .. .	..	677
Associated Intermediate Colleges..	..	1,173
Benares Sanskrit College .. .. .	..	443
Total	..	5,619

- (e) The number includes the Degree classes and the Intermediate classes attached to Isabella Thoburn College, Lucknow.

- (f) The number includes two Intermediate Colleges, 10 High Schools for Indian girls and 18 High Schools for European girls.

- (g) Number of students in the Training department of the Isabella Thoburn College, Lucknow.

INDIANS AND EUROPEANS.

General summary of Expenditure on Education for the official year 1924-25.

	Total expenditure.			Percentage of expenditure from—				Cost per scholar to—				Total cost per scholar.
	1925.	1924.	Increase or decrease.	Government funds.	Board funds.	Fees.	Other sources.	Government funds.	Board funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11		12
	Rs.	Rs.	Rs.					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction and Inspection ..	12,37,836	12,04,951	+22,905	96.14	3.85	..	..01	..	..	..	..	..
Universities ..	22,62,757	21,92,476	+70,281	52.48	..01	28.43	14.13	..	..	..	..	..
Miscellaneous* ..	78,84,960	84,13,621	-5,28,661	38.08	14.96	12.08	34.88	..	..	..	..	..
Totals ..	1,13,75,573	1,18,11,043	-4,35,475	49.2	10.78	13.03	26.99	..	..	..	..	..
<i>Institutions for males.</i>												
Arts colleges including Associated Intermediate colleges.	4,86,088	4,36,719	+49,819	49.19	2.73	37.66	10.42	104 4 2	5 12 9	79 13 2	22 1 4	211 15 5
Professional colleges ..	7,47,858	7,46,640	+1,218	67.34	..	11.51	21.15	555 13 6	..	95 0 11	174 8 9	825 7 2
High schools including Intermediate colleges.	52,62,303	50,36,429	+2,45,879	51.11	1.11	30.80	16.98	48 15 6	1 1 0	29 8 2	16 4 4	95 13 0
Middle schools { English ..	5,01,153	4,80,925	+20,233	36.30	4.87	27.5	31.33	22 12 5	3 0 11	17 4 0	19 10 6	62 11 10
{ Vernacular ..	12,96,835	12,71,036	+25,739	31.34	25.57	12.18	..91	16 2 0	6 11 6	3 3 3	0 3 9	26 4 6
Primary schools ..	71,81,532	68,76,559	+3,04,973	71.39	22.84	3.31	2.45	5 9 0	1 12 5	0 4 1	0 3 1	7 12 7
Special schools ..	14,86,562	16,27,591	-1,40,629	80.11	5.10	1.38	13.41	85 12 4	5 7 5	1 7 9	14 5 10	107 1 4
Totals ..	1,69,82,691	1,64,75,959	+5,06,732	63.23	12.62	14.43	9.72	10 3 4	2 0 8	2 5 3	1 9 1	16 2 4
<i>Institutions for females.</i>												
Arts colleges including Associated Intermediate colleges.	63,788	53,319	+15,469	24.18	..	10.00	65.82	210 8 6	..	87 1 0	573 2 3	370 11 9
Professional colleges ..	..	..	..	..	..	..	..	..	..	..	..	..
High schools including Intermediate colleges.	7,63,363	6,65,558	+97,805	41.49	..40	29.78	28.33	84 4 10	0 13 2	60 8 0	57 9 0	203 3 0
Middle schools { English ..	2,92,650	2,86,892	+5,758	41.18	4.21	10.29	44.32	26 12 3	2 11 9	6 11 0	23 13 0	65 0 0
{ Vernacular ..	2,48,083	2,09,547	+38,486	49.81	24.41	1.49	24.29	9 15 0	4 14 0	0 4 9	4 13 6	19 15 3
Primary schools ..	4,68,431	4,63,936	-505	34.72	54.14	1.43	9.69	3 6 9	5 5 6	0 2 3	0 15 4	9 13 10
Special schools ..	1,36,067	1,79,695	+43,628	33.12	1.2	3.56	12.12	429 9 8	6 3 0	8 6 3	62 10 8	516 13 7
Totals ..	20,27,332	18,63,950	+1,63,382	44.13	16.37	13.88	25.62	13 0 8	4 13 4	4 1 8	7 9 2	29 8 10
GRAND TOTALS ..	3,03,35,596	3,0150,957	+2,34,639	56.7	12.18	13.87	17.25	15 5 0	3 4 8	3 11 11	4 10 6	27 0 1

* Includes expenditure on buildings.

GENERAL SUMMARY.

INDIANS AND EUROPEANS.

GENERAL TABLE I.—*Classification of Educational Institutions for the official year 1924-25*

	For Males.					For Females.						
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNIZED INSTITUTIONS.												
Universities..	4	..	4	..	..	..	..	..	..
Colleges :—												
Arts and Science(a)	..	1	..	6	..	7	..	..	..	1	..	1
Law	2	2*	..	..	..	..	..	..
Medicine
Education	..	3	..	..	..	3†	..	..	..	..	..	..
Engineering	..	1	..	..	..	1	..	..	..	..	..	..
Agriculture	..	1	..	..	..	1	..	..	..	..	..	..
Commerce	8	..	8	..	..	..	..	..	..
Forestry	..	1	..	..	..	1	..	..	..	..	..	..
Veterinary Science
Intermediate and 2nd grade Colleges	..	8	..	20	..	2	..	..	..	3	..	3
Totals	..	15	..	98	..	4	..	..	..	4	..	4
High Schools..	48	..	9	..	107	..	..	..	26	..	2
Middle Schools { English	..	1	..	3	..	53	..	..	..	34	..	1
{ Vernacular	..	8	583	13	..	12	..	9	18	43	..	1
Primary Schools	..	14	13,902	639	..	3,805	..	24	721	184	..	504
Totals	..	71	13,935	668	..	3,477	..	116	18,162	116	..	14
												1,619

Special Schools—													
Art Schools ..	1	..	..	..	..	1	..	..	..	..	..	..	..
Law Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools	1	..	..	..	..	1	1	..	..	..	..	..	1
Normal and Training Schools	8	122	6	..	..	186	18	..	3	14	2	..	32
Engineering and Survey Schools	..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools	11	1	..	19	..	31	..	..	..	1	..	..	1
Commercial Schools	..	..	..	3	..	3	..	..	..	..	..	..	..
Agricultural Schools	1	..	..	..	..	1	..	..	..	..	..	..	..
Reformatory Schools	1	..	..	..	..	1	..	..	..	..	..	..	..
Schools for Defectives	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	..	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools	87	1	38	161	6	243	..	..	..	..	..	..	..
Totals	60	124	44	183	6	417	14	..	3	15	2	..	34
Totals for Recognized Institutions	146	13,959	707	3,698	126	18,636	79	730	206	626	16	..	1,657
Unrecognized Institutions	..	..	1	20	2,654	2,675	..	..	..	..	186	..	186
Grand Totals, All Institutions	146	13,959	708	3,718	2,780	21,311	79	730	206	626	202	..	1,843

GENERAL TABLES.

(a) Includes one Government Oriental College.
 In addition to these, Law departments are attached to Allahabad, Lucknow, Benares Hindu and Aligarh Muslim Universities.
 Training departments are also attached to Benares Hindu and Aligarh Muslim Universities.
 Out of the number there are 777 primary schools solely for depressed classes with 23,020 scholars in them.
 Out of the number there are two primary schools solely for depressed classes with 18 scholars in them.

7A

GENERAL TABLE

Distribution of scholars attending Educational

	Government.			District Board.			Municipal Board.		
	Scholars on roll on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on 31st March.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING.									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b) and (c).	1,162	964	161	..	..	..	..	..	..
Law .. .. .	..	..	..	..	..	..	..	..	..
Medicine .. ..	..	..	..	..	..	..	..	..	..
Education	173	165	167	..	..	..	..	..	..
Engineering	194	187	168	..	..	..	..	..	..
Agricultural	116	88	116	..	..	..	..	..	..
Commerce .. ..	..	..	..	..	..	..	..	..	..
Forestry	56	56	56	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..
Totals	1,701	1,460	668	..	..	..	..	..	..
<i>School and special Education.</i>									
In High Schools	18,512	16,280	2,331	..	..	..	1,262	1,115	..
„ Middle Schools { English ..	86	77	27	..	..	..	413	313	..
„ Middle Schools { Vernacular ..	1,529	1,194	178	45,809	36,683	15,172	1,418	1,176	129
„ Primary Schools	805	566	2	751,945	521,538	1,109	57,713	38,931	..
Totals	20,932	13,117	2,538	797,754	558,221	16,281	60,806	41,535	129
In Arts Schools	153	123	44	..	..	..	..	..	..
„ Law Schools .. ..	..	..	..	..	..	..	..	..	..
„ Medical Schools	341	300	..	..	..	..	..	..	..
„ Normal and Training Schools.	694	662	691	967	931	934	45	44	16
„ Engineering Schools .. ..	..	..	..	..	..	..	..	..	..
„ Technical and Industrial Schools.	1,000	886	290	5	5	..	..	..	..
„ Commercial Schools .. ..	..	..	..	..	..	..	..	..	..
„ Agricultural Schools	44	35	44	..	..	..	..	..	..
„ Reformatory Schools	141	139	141	..	..	..	..	..	..
„ Schools for Defectives .. ..	..	..	..	..	..	..	..	..	..
„ Schools for Adults .. ..	..	..	..	..	..	..	..	..	..
„ Other Schools	1,590	1,388	24	52	48	16	1,244	865	..
Totals	3,968	3,539	1,234	1,024	984	950	1,289	909	16
Totals for Recognized Institutions.	26,536	23,116	4,440	7,98,778	5,59,205	17,231	62,095	42,444	145
In Unrecognized Institutions	..	..	..	..	..	..	..	..	..
GRAND TOTALS, ALL INSTITUTIONS.	26,596	23,116	4,440	798,778	559,205	17,231	62,095	42,444	145

(a) Scholars reading more than one of the following

(b) Includes 307 scholars also reading Law.

(c) Includes 718 scholars in *Oriental Colleges*.

(d) The number includes 3,826 students of Universities.

IIA.—INDIANS AND EUROPEANS.

Institutions for males for the official year 1924-55.

Aided.			Unaided.			Grant Total of—			Number of females included in column 16.
Scholars on roll on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll.	Average attendance.	Residents in approved hostels.	
10	11	12	13	14	15	16	17	18	19
6,559	5,540	3,633	937	324	113	(d) 8,053	6,928	3,907	18
712	573	272	151	106	43	863	679	315	..
239	239	198	..	..	..	239	239	198	2
89	73	80	..	..	..	262	238	197	..
402	398	402	..	..	..	596	585	570	..
..	..	..	..	..	..	116	68	116	..
612	520	326	..	..	..	612	520	326	..
..	..	..	..	..	..	56	56	56	..
..
8,618	7,348	4,861	488	430	156	10,602	9,233	5,685	20
30,738	26,462	4,725	2,179	1,898	824	52,691	45,755	7,880	144
5,958	4,873	775	1,531	1,176	80	7,983	6,439	832	153
536	431	149	42	35	16	49,334	39,519	15,644	3
107,489	81,217	353	3,930	3,013	53	921,882	645,265	1,517	31,720
144,721	112,953	6,002	7,682	6,122	973	1,081,895	786,978	25,923	32,019
..	..	..	..	..	..	158	129	44	..
..	..	..	..	..	..	341	300	..	..
..	..	..	..	..	..	1,706	1,637	1,641	..
710	618	287	..	..	..	1,715	1,509	577	18
329	137	14	..	..	..	329	137	14	..
..	..	..	..	..	..	44	35	44	..
..	..	..	..	..	..	141	139	141	..
..
6,305	4,597	185	266	220	20	9,557	7,118	245	..
7,344	5,352	486	206	220	20	13,886	11,004	2,706	22
160,678	125,678	11,349	8,436	6,772	1,149	1,056,583	757,215	34,314	32,061
431	..	..	63,509	..	..	63,990	..	..	1,990
161,159	125,678	11,349	71,945	6,772	1,149	1,120,573	757,215	34,314	34,051

subjects should be entered under only one head.

677 of Degree Classes, 3,612 of Intermediate Classes and 443 of Benares Sanskrit College.

Distribution of scholars attending Educational

	Government.			District Board,			Municipal Board.		
	Scholars on roll on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on 31st March.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b) ..	..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..
Totals ..	..	..	..	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High Schools ..	..	..	..	..	..	..	..	..	..
" Middle Schools { English ..	..	..	..	..	..	..	112	77	..
" Vernacular ..	5,031	3,844	104	561	398	7	1,909	1,180	..
" Primary Schools ..	1,419	1,012	..	21,894	14,598	..	9,118	6,085	..
Totals ..	6,450	4,856	104	21,955	14,986	7	11,139	7,292	..
In Medical Schools ..	76	68	48	..	..	..	..	..	..
" Normal and Training Schools ..	91	84	57	..	..	..	9	7	..
" Technical and Industrial Schools ..	..	..	..	..	..	..	..	..	..
" Commercial Schools ..	..	..	..	..	..	..	..	..	..
" Agricultural Schools ..	..	..	..	..	..	..	..	..	..
" Schools for Adults ..	..	..	..	..	..	..	..	..	..
" Other Schools ..	..	..	..	..	..	..	..	..	..
Totals ..	167	147	105	..	..	..	9	7	..
Totals for recognized institutions	6,617	4,508	209	21,955	14,986	7	11,148	7,299	..
In Unrecognized Institutions ..	..	..	..	..	..	..	..	..	..
Grand totals, all institutions ..	6,617	4,508	209	21,955	14,986	7	11,148	7,299	..

TABLE IIB.—(INDIANS AND EUROPEANS).
Institutions for Females for the official year 1924-25.

Aided.			Unaided.			Grant total of—			Number of males included in column 16.
Scholars on roll on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll.	Average attendance.	Residents in approved hostels.	
10	11	12	13	14	15	16	17	18	19
84	52	77				84	52	77	
9	9	9				9	9	9	
93	61	66				93	61	66	
8,575	8,171	2,041	168	132	79	8,743	8,303	2,120	491
4,230	8,598	2,407	160	155	160	4,502	9,830	2,567	444
4,839	8,413	222	42	39		12,452	8,369	333	77
15,296	10,861	390	248	183		47,470	32,689	390	554
27,990	21,043	5,060	618	514	239	68,147	48,191	5,410	1,566
123	115	117	22	20	14	76	63	48	
39	38	39				245	226	188	
						39	88	89	1
162	153	156	22	20	14	360	327	275	1
28,245	21,257	5,302	635	534	258	68,600	48,579	5,771	1,567
			3,242			3,242			48
28,245	21,257	5,302	3,877	534	258	71,842	48,579	5,771	1,615

GENERAL

EXPENDITURE ON EDUCATION FOR

Expenditure on Buildings includes Rs. 2,00,023 spent

"Miscellaneous" includes the

1—Scholarships, 2—Examinations charges, 3—Boarding houses charges (recurring
6—Cost of books purchased, 7—Prizes, 8—Rent of school buildings, 9—Games charges,

	Government Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>University and Intermediate Education.</i>						
Universities ..	..	..	..	..	..	..
Arts Colleges ..	42,004	..	..	..	..	42,004
Professional Colleges—						
Law ..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..
Education ..	1,67,195	..	..	..	486	1,67,681
Engineering ..	95,874	..	..	68,256	1,56,995	3,16,125
Agriculture ..	70,689	..	..	3,558	..	74,247
Commerce ..	..	..	..	..	..	..
Forestry ..	1,46,401	..	..	..	..	1,46,401
Veterinary Science ..	..	..	..	..	..	..
Intermediate Colleges..	4,06,769	..	..	1,23,174	4,600	5,34,543
Totals ..	9,28,932	..	..	1,89,988	1,62,081	12,81,001
<i>School Education General.</i>						
High schools ..	10,35,211	147	..	8,52,660	9,123	13,97,141
Middle schools { English	9,512	..	..	1,630	..	11,192
{ Vernacular.	29,696	..	..	1,068	..	30,764
Primary schools ..	10,086	1,146	..	6	..	11,238
Totals ..	10,84,505	1,293	..	8,55,414	9,123	14,50,335
<i>Special.</i>						
Art schools ..	57,804	..	..	1,920	..	59,724
Law schools ..	..	..	..	..	..	..
Medical schools ..	1,48,290	..	..	2,219	4,104	1,54,613
Normal and Training schools.	1,78,360	..	..	..	570	1,78,930
Engineering and Survey schools.	..	..	..	..	..	..
Technical and Industrial schools.	4,53,165	808	360	2,181	15,981	4,72,445
Commercial schools ..	..	..	..	..	..	..
Agricultural schools ..	14,286	..	..	..	..	14,286
Reformatory schools ..	57,046	..	..	..	..	57,046
Schools for defectives..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..
Other schools ..	25,989	1,336	..	10,013	1,514	38,852
Totals ..	9,34,940	2,144	360	16,333	22,119	9,75,896
GRAND TOTALS ..	29,48,377	3,437	360	5,61,785	1,93,323	37,07,232

GENERAL

EXPENDITURE ON EDUCATION FOR

Expenditure on Buildings includes Rs. 2,00,023 spent

"Miscellaneous" includes the

- 1—Scholarships, 2—Examinations charges, 3—Boarding houses charges (recurring
6—Cost of books purchased, 7—Prizes, 8—Rent of school buildings, 9—Games charges,

	Municipal Board Institutions.		Aided Institutions.					
	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	17 Rs.	18 Rs.	19 Rs.	20 Rs.	21 Rs.	22 Rs.	23 Rs.	24 Rs.
<i>University and Intermediate Education.</i>								
Universities ..	..	..	14,12,654	..	200	5,30,261	3,19,642	22,62,757
Arts Colleges ..	..	..	1,97,067	9,350	3,948	1,83,031	50,688	4,44,034
Professional Colleges—								
Law ..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..
Engineering ..	..	..	..	..	..	..	..	..
Agriculture ..	..	..	..	..	..	..	..	..
Commerce ..	..	..	23,435	..	..	10,912	658	85,005
Forestry ..	..	..	..	..	..	..	..	..
Veterinary science ..	..	..	..	..	..	..	..	..
Intermediate ..	..	..	3,05,422	100	2,525	2,67,644	2,21,998	8,07,689
Totals ..	..	..	19,98,578	9,450	6,678	9,91,848	6,02,996	35,49,485
<i>School Education General.</i>								
High schools ..	59	80,621	9,24,706	2,880	28,779	7,91,799	4,38,807	21,86,921
Middle schools { English ..	275	19,947	1,63,828	6	11,897	1,11,312	1,11,957	4,04,000
{ Vernacular ..	8	40,434	1,987	3,948	1,440	1,443	3,931	12,804
Primary schools ..	119	5,02,304	2,85,602	1,01,763	67,054	17,186	1,16,890	5,88,355
Totals ..	450	6,43,356	13,81,123	1,08,547	1,09,170	9,21,695	6,71,575	31,92,110
<i>Special.</i>								
Art schools ..	..	..	..	..	..	..	..	..
Law schools ..	..	..	..	..	..	..	..	..
Medical schools ..	..	..	..	..	..	..	..	..
Normal and Training schools.	..	14,144	..	..	..	..	..	..
Engineering and Survey schools.	..	..	..	..	..	..	..	..
Technical and Industrial schools.	..	..	20,356	1,459	960	240	64,377	86,792
Commercial schools ..	..	..	1,939	..	..	3,933	6,643	12,515
Agricultural schools ..	..	..	..	..	..	..	..	..
Reformatory schools ..	..	..	..	..	..	..	..	..
Schools for Defectives ..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..
Other schools ..	..	8,514	24,717	17,502	6,876	33	83,274	1,32,402
Total ..	..	22,658	47,012	18,961	7,286	4,206	1,54,254	2,31,709
GRAND TOTAL ..	450	6,66,014	33,66,713	1,36,958	1,23,079	19,17,749	14,38,805	69,73,304

TABLE IIIA.—INDIANS AND EUROPEANS.

MALES FOR THE OFFICIAL YEAR 1924-25.

by the Public Works Department on educational buildings.

following main items :—

and non-recurring), 4—Petty repairs to school buildings, 5—Educational Gazette charges, 10—Medicine, 11—Rates and taxes, 12—Other miscellaneous expenses.

			Total expenditure from—					Grand Total.
			Government funds.	District funds.	Municipal funds.	Fees.	Other sources.	
			28	29	30	31	32	
			Rs.	Rs.	Rs.	Rs.	Rs.	
Direction	1,99,505	..	..	..	..	1,99,505		
Inspection	8,89,093	10,971	28,103	..	114	9,28,281		
Buildings, etc. ..	16,85,176	5,34,290	56,839	10,366	10,45,221	33,31,892		
Miscellaneous	9,84,340	4,27,390	89,783	7,48,085	11,72,419	34,22,011		
Totals	37,58,114	9,72,651	1,74,725	7,58,451	22,17,748	78,81,689		
Recognised Unaided Institutions.			Totals.					
Fees.	Other sources.	Totals.						
25	26	27						
Rs.	Rs.	Rs.						
..	..	14,12,654	..	200	5,30,261	3,19,642	22,62,757	
..	..	2,39,071	9,350	8,948	1,83,031	50,698	4,86,088*	
8,399	..	8,399	..	..	8,399	..	8,399	
..	..	1,67,195	..	..	..	486	1,67,681	
..	..	95,874	..	..	68,256	1,56,995	3,16,125	
..	..	70,689	..	..	8,558	..	74,247	
..	..	23,435	..	..	10,912	658	35,005	
..	..	1,46,401	..	..	..	..	1,46,401	
80,807	1,40,523	1,71,390	7,12,191	100	2,525	4,21,625	3,77,121	15,18,562
39,206	1,40,523	1,79,729	28,67,510	9,450	6,673	12,21,042	9,05,540	50,10,215
32,061	72,002	1,04,063	19,87,397	2,977	53,013	12,05,368	5,19,991	37,68,746
21,238	44,781	66,019	1,81,940	102	24,322	1,37,781	1,57,013	5,01,158
..	412	412	7,95,487	2,38,349	43,241	1,57,957	11,801	12,96,835
474	35,458	35,932	51,27,069	12,04,121	4,36,109	2,37,705	1,76,523	71,81,532
53,773	1,52,663	2,06,426	80,91,893	14,95,549	5,56,685	17,33,811	8,65,333	1,27,48,271
..	..	..	57,804	..	..	1,920	..	59,724
..	..	..	1,48,290	..	..	2,219	4,104	1,54,613
..	..	..	3,81,091	31,765	12,412	4	570	4,25,842
..
..	..	..	4,78,521	2,757	720	2,421	80,808	5,59,727
..	..	..	1,399	..	..	8,933	6,643	12,515
..	..	..	14,286	..	..	..	..	14,286
..	..	..	57,046	..	..	..	..	57,046
..
..	20,620	20,620	57,144	19,353	8,952	10,046	1,07,814	2,08,209
..	20,620	20,620	11,91,121	53,775	22,084	20,543	1,99,439	14,86,962
92,979	313,796	4,06,775	1,59,08,638	25,31,425	7,60,167	37,38,347	41,88,060	2,71,27,137

GENERAL

EXPENDITURE ON EDUCATION FOR

Expenditure on buildings includes Rs. 18,058 spent by

"Miscellaneous" includes the

1—Scholarships, 2—Examination charges, 3—Boarding houses charges (recurring and non-purchased, 7—Prizes, 8—Rent of school buildings, 9—Games charges, 10—Medicines

	Government Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>University and Intermediate Education.</i>						
Arts colleges ..	..	..	..	..	..	..
Professional colleges ..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..
Intermediate colleges ..	..	..	..	..	..	..
Totals ..	..	..	..	..	..	..
<i>School Education General.</i>						
High schools ..	..	..	..	..	..	..
Middle schools. { English ..	..	..	..	..	..	..
{ Vernacular ..	87,582	..	..	1,488	125	89,195
Primary schools ..	29,288	..	..	405	..	29,693
Totals ..	1,16,870	..	..	1,893	125	1,18,888
<i>Special.</i>						
Medical schools ..	44,296	..	..	..	..	44,296
Normal and Training schools.	70,031	..	..	287	44	70,362
Technical and Industrial Schools.	..	..	..	..	..	..
Commercial schools ..	..	..	..	..	..	..
Agricultural schools ..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..
Total ..	1,14,827	..	..	287	44	1,14,658
Grand totals, females ..	2,31,197	..	..	2,180	169	2,33,546
Grand totals, males ..	29,48,977	8,437	860	5,61,735	1,98,323	37,07,332
Grand totals, for all ..	31,79,674	8,437	360	5,63,915	1,98,492	39,40,778

TABLE IIIB.—INDIANS AND EUROPEANS.

FEMALES FOR THE OFFICIAL YEAR 1924-25.

the Public Works Department on educational buildings.

following main items:—

recurring), 4—Petty repairs to school buildings, 5—Educational Gazette charges, 6—Cost of books
11—Telephone charges, 12—Rates and taxes, 13—Other miscellaneous expenses.

			Total expenditure from—					
			Govern- ment funds.	District funds.	Muni- cipal funds.	Fees.	Other sources.	Grand total.
			28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection .. .. .	..	..	91,912	2,325	5,833	..	..	1,00,070
Buildings, etc. .. .	..	..	1,72,855	8,848	8,552	20,096	2,25,971	4,36,322
Miscellaneous .. .	..	..	1,60,845	20,364	93,237	1,74,015	8,06,774	6,94,735
Totals			4,25,112	31,537	47,622	1,94,111	5,32,745	12,31,127
Recognized unaided institu- tions.								
Fees.	Other sources.	Total.						
25	26	27						
Rs.	Rs.	Rs.						
..	..	..	16,632	..	..	6,878	45,279	*68,788
..
..
..	..	..	40,464	..	..	1,754	14,795	57,013
..	..	..	57,096	..	..	8,632	60,073	1,25,801
19,274	44,959	64,233	2,76,264	1,477	1,620	2,25,548	2,01,446	7,06,350
..	..	..	1,20,521	2,811	9,514	80,105	1,29,699	2,92,650
..	975	975	1,23,561	13,094	46,849	3,686	60,244	2,43,033
..	2,595	2,595	1,62,689	1,35,136	1,18,455	6,809	45,392	4,68,431
19,274	47,929	67,203	6,32,985	1,53,118	1,76,437	2,66,148	4,96,781	17,16,464
..	..	..	44,296	..	..	..	..	44,296
803	3,203	3,506	1,08,155	..	1,986	6,621	22,561	1,39,323
..	1.	..	2,208	240	..	..	..	2,448
..
..
..
803	3,203	3,506	1,54,659	240	1,986	6,621	22,561	1,86,067
19,577	51,132	70,709	18,19,352	1,84,895	2,26,045	4,75,507	10,52,160	32,58,459
92,979	3,13,796	4,06,775	1,59,03,638	25,31,425	7,60,167	37,38,847	41,88,060	2,71,27,137
1,12,566	3,64,928	4,77,434	1,72,28,430	27,16,320	9,86,212	42,14,354	52,40,220	3,08,85,536

* Includes expenditure also on one Associated Intermediate college.

GENERAL TABLE IV A.—INDIANS AND EUROPEANS,
Race or creed of Scholars in Institutions for the General Education of Males
for the official year 1924-25.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Sikhs.	Others.	Total.	
			Higher castes.	Depressed classes.							
	1	2	3	4	5	6	7	8	9	10	
Total population	21,408	87,610	20,249,949		3,388,151	300	520	8,959	36,853	23,787,745	
<i>School Education.</i>											
Classes.											
Primary	A	102	641	240,696	35,322	64,309	15	10	74	60	341,229
	B	201	391	144,159	15,657	30,130	7	2	20	25	190,562
	I	207	325	126,058	11,079	25,047	7	3	54	18	162,803
	II	260	293	85,583	6,134	16,622	..	10	21	13	108,951
	III	323	401	64,510	2,964	11,991	..	8	33	15	80,250
	IV	307	326	44,161	1,420	8,466	..	6	34	2	54,722
Middle	V	327	262	23,006	413	4,546	..	12	34	1	28,601
	VI	280	206	20,095	323	3,897	3	8	27	..	24,839
	VII	232	165	16,598	207	3,148	1	14	34	1	20,390
	VIII	203	197	5,609	38	1,372	..	10	11	1	7,376
High	IX	163	97	5,242	10	1,175	..	9	10	..	6,706
	X	113	79	4,219	3	1,001	..	4	17	..	5,436
Intermediate	XI	30	23	1,281	6	440	..	5	3	..	1,799
	XII	30	33	1,264	2	482	1	2	5	..	1,819
Totals	2,768	3,984	782,501	73,573	172,626	34	103	382	136	1,037,507	
<i>University and Intermediate Education.</i>											
Intermediate classes.	1st year	..	..	310	..	3	..	..	..	..	313
	2nd "	..	..	302	..	1	..	..	1	..	304
Degree classes	3rd "	4	12	824	..	316	..	1	4	..	1,161
	4th "	2	14	849	..	316	..	..	3	..	1,183
	5th "	1	5	267	..	109	..	..	1	..	383
Post-graduate classes.	6th "	1	4	193	..	94	..	1	..	..	299
	7th "	..	..	52	..	5	..	..	..	..	57
Research students	..	..	2	80	..	2	..	..	..	..	34
Totals	..	8	87	3,459	..	921	..	2	9	..	*4,446
Number of scholars in recognized institutions	..	2,776	3,421	785,970	73,573	173,547	34	105	391	136	1,039,953
Number of scholars in unrecognized institutions	..	..	618	29,855	2,344	30,199	..	454	20	..	63,950
GRAND TOTALS	..	2,776	4,039	815,825	76,417	203,746	34	559	411	136	1,103,949

* The number includes 643 Hindus and 75 Muhammadans reading in the Benares Sanskrit College and in the Oriental Departments of Lucknow and Benares Hindu Universities.

GENERAL TABLE IVB.—INDIANS AND EUROPEANS.

Race or creed of Scholars in Institutions for the General Education of Females for the official year 1924-25.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.		Parsis.	Sikhs.	Others.	Total.
				Higher castes.	Depressed classes.							
		1	2	3	4	5	6	7	8	9	10	
Total population	..	10,540	81,153	18,866,513		3,092,381	188	405	5,275	31,087	21,588,042	
<i>School Education.</i>												
Classes.												
Primary	A	289	957	23,145	1,247	6,606	20	86	18	48	82,466	
	B	848	619	9,400	457	2,081	7	21	15	20	12,973	
	I	271	641	7,269	295	1,276	8	20	4	14	9,793	
	II	267	603	4,037	140	612	2	19	2	4	5,686	
	III	236	464	1,681	50	238	..	13	1	..	2,683	
	IV	292	374	954	29	128	..	10	2	2	1,791	
Middle	V	238	297	430	15	44	..	6	1	..	1,031	
	VI	242	205	300	9	37	..	4	..	..	797
	VII	165	105	70	1	13	..	5	2	..	361	
	VIII	140	60	45	..	6	..	1	..	..	252
High	IX	82	41	22	..	6	..	..	..	..	151
	X	94	42	22	..	3	..	1	..	1	163	
Intermediate	XI	4	19	9	..	3	..	..	..	..	35
	XII	4	14	1	..	4	..	..	..	..	23
Totals	..	2,672	4,441	47,390	2,343	11,007	32	136	45	89	68,205	
<i>University and intermediate Education.</i>												
Intermediate classes.	1st year	..	..	..	..	..	..	..	..	..	..
	2nd "	..	..	..	..	..	..	..	..	..	..
Degree classes	3rd "	2	9	1	..	5	..	..	1	..	18
	4th "	1	4	2	..	1	..	..	..	..	8
	5th "	..	..	..	..	..	..	..	..	..	..
Post-graduate classes.	6th "	..	..	..	..	..	..	..	..	..	..
	7th "	..	..	..	..	..	..	..	..	..	..
Research students	..	..	..	..	..	..	..	..	..	..	..
Totals	..	3	13	3	..	6	..	..	1	..	26
Number of scholars in recognized institutions.	..	2,675	4,454	47,393	2,343	11,063	32	136	46	89	68,231	
Number of scholars in unrecognized institutions.	..	..	154	1,666	81	1,299	12	..	..	30	3,242
GRAND TOTALS	..	2,675	4,608	49,059	2,424	12,362	44	136	46	119	71,473	

GENERAL TABLE VA.—INDIANS AND EUROPEANS.

Race or creed of Scholars in Institutions for the Vocational and Special Education of Males for the official year 1924-25.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
			Higher castes.	Depressed classes.						
	1	2	3	4	5	6	7	8	9	10
Schools.										
Art schools .. .. .	..	8	98	..	55	..	9	2	..	158
Law schools .. .. .	..	..	..	..	..	..	..	..	..	..
Medical schools .. ..	..	4	221	..	86	..	..	30	..	341
Normal and training schools.	..	1	1,822	27	356	..	..	..	..	1,706
Engineering and Surveying schools.	..	..	..	..	..	..	..	..	..	..
Technical and Industrial schools.	95	337	768	70	439	..	..	6	..	1,715
Commercial schools ..	18	55	64	104	93	..	..	..	..	329
Agricultural schools ..	..	1	30	..	13	..	..	..	..	44
Reformatory schools ..	..	1	76	19	45	..	..	..	..	141
Schools for defectives ..	..	..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..	..	..
Other schools .. .. .	..	..	7,577	381	1,499	..	..	..	..	9,457
Totals	103	402	10,151	601	2,556	..	..	88	..	13,386
Colleges.										
Law	1	3	659	1	198	..	..	1	..	863
Medicine .. .. .	..	5	197	..	36	..	1	..	..	239
Education	1	10	180	..	71	..	..	..	..	262
Engineering	9	3	484	1	20	..	..	79	..	596
Agriculture .. .. .	..	1	79	..	36	..	..	..	..	116
Commerces .. .. .	..	14	552	..	40	..	3	3	..	613
Forestry	4	1	40	..	4	3	..	4	..	56
Veterinary Science ..	..	..	..	..	..	..	..	..	..	..
Totals	15	37	2,191	2	405	3	4	87	..	2,744
GRAND TOTALS ..	128	439	12,342	603	2,991	3	4	125	..	16,630

GENERAL TABLE VB.—INDIANS AND EUROPEANS.

Race or creed of Scholars in Institutions for the Vocational and Special Education of Females for the official year 1924-25.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
			Higher castes.	Depressed classes.						
	1	2	3	4	5	6	7	8	9	10
<i>Schools.</i>										
Medical schools ^a ..	..	52	20	..	2	..	1	1	..	76
Normal and Training schools	23	113	50	1	17	..	1	..	..	245
Technical and Industrial schools.	..	..	..	39	..	..	..	..	..	39
Commercial schools	..	..	..	..	..	..	..	..	..	..
Agricultural schools	..	..	..	..	..	..	..	..	..	..
Schools for Adults	..	..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..	..	..
Totals ..	23	165	110	40	19	..	2	1	..	360
<i>Colleges.</i>										
Medicine ..	..	..	..	..	..	..	..	..	..	..
Education ..	4	5	..	..	..	..	..	..	..	9
Totals ..	4	5	..	..	..	..	..	..	..	9
GRAND TOTALS ..	27	170	110	40	19	..	2	1	..	369

GENERAL TABLE VI.—INDIANS AND EUROPEANS.

Teachers (men and women) for the year 1924-25.

CLASS OF INSTITUTIONS.	Trained teachers with the following educational qualifications.					Untrained teachers.				Total, Trained Teachers.	Total, Untrained Teachers.	Grand Total of Teachers.
	A degree.	Passed Intermediate, Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary Schools.</i>												
Government ..	..	..	23	18	..	..	..	..	55	41	55	96
Local Board ..	..	..	18,035	3,115	45	..	..	..	5,720	21,195	5,720	26,915
Municipal Board ..	..	..	997	169	1	..	..	..	1,125	1,167	1,125	2,292
Aided ..	..	14	184	54	6	..	2	3	4,438	253	4,443	4,701
Unaided ..	..	..	12	6	..	..	..	..	322	18	322	340
Totals ..	..	14	19,251	3,362	52	..	2	3	11,660	22,679	11,665	34,344
<i>Middle Schools.</i>												
Government ..	1	13	126	12	..	..	2	..	162	152	164	316
Local Board ..	..	13	2,603	4	3	..	..	..	83	2,623	83	2,711
Municipal Board ..	1	2	104	11	1	..	1	..	84	119	85	204
Aided ..	27	97	176	23	8	2	63	..	795	336	865	1,201
Unaided ..	5	4	9	1	1	..	17	2	144	20	163	183
Totals ..	34	129	3,018	56	13	2	83	2	1,273	3,250	1,365	4,615
<i>High Schools.</i>												
Government ..	407	383	52	1	75	..	76	..	316	913	892	1,310
Local Board ..	..	..	..	..	..	..	..	..	..	..	..	..
Municipal Board ..	9	10	3	..	..	1	10	..	31	22	42	64
Aided ..	355	280	144	8	19	21	455	23	1,293	806	1,797	2,603
Unaided ..	23	17	3	..	2	..	45	5	66	45	116	161
Totals ..	794	690	202	9	96	22	586	28	1,706	1,791	2,347	4,138
GRAND TOTALS ..	828	833	22,471	3,427	161	24	676	38	12,639	27,720	15,377	43,097

GENERAL TABLE VII.
European Education (1924-25.)

Total European population	{ Male .. 18,171 Female .. 6,990 Total .. 25,161			Percentage to European population of those at school—							
	Males.		Females.		Total.						
	18.36		86.15		29.30						
	Institutions.	Scholars on roll on March 31.	Average daily attendance.	Number of females in institutions for males and vice versa.	Teachers		Expenditure from—				
					Trained.	Untrained.	Government funds.	Board funds.	Fees.	Other sources.	Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11
							Rs.	Rs.	Rs.	Rs.	Rs.
<i>Institutions for males.</i>											
Intermediate colleges	4	66	56	..	42	16	1,08,865	100	81,251	54,211	2,39,427
Training colleges	..	..	..	..	..	..	..	..	..	..	..
High schools	8	2,141	2,082	133	70	29	1,79,165	510	1,63,105	1,48,540	4,91,320
Middle schools	5	864	321	133	17	18	35,992	6	13,567	20,084	69,649
Primary schools	6	388	949	69	9	9	11,695	..	10,152	26,291	43,138
Training schools	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial schools	..	..	..	..	..	..	..	..	..	..	..
Other schools	..	..	..	..	..	..	..	..	..	..	..
Totals	23	2,959	2,308	340	136	72	3,30,717	616	2,68,075	2,49,126	8,43,534
<i>Institutions for females.</i>											
Arts colleges	..	..	..	..	..	..	..	..	..	..	..
Training colleges	..	..	..	..	..	..	..	..	..	..	..
High schools	18	2,144	2,054	449	122	72	2,09,246	1,477	2,09,781	1,49,711	5,70,215
Middle schools	6	559	508	190	20	14	33,165	1,781	17,740	24,545	77,231
Primary schools	6	183	145	78	5	11	8,742	..	5,805	12,885	27,432
Training schools	2	18	15	..	5	..	13,270	..	8,555	..	16,325
Technical and Industrial schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial schools	..	..	..	..	..	..	..	..	..	..	..
Other schools	..	..	..	..	..	..	..	..	..	..	..
Totals	32	2,904	2,722	717	152	97	2,64,423	3,253	2,36,681	1,87,141	6,91,703
Grand totals for Institutions.	55	5,863	5,530	1,057	288	169	5,95,140	8,874	5,04,956	4,36,267	15,40,237
Expenditure on Buildings includes no amount spent by the Public Works Department—											
Inspection	..	..	..	..	..	..	33,590	..	..	..	33,590
Buildings, etc.	..	..	..	..	..	..	1,55,119	..	26,086	81,605	2,62,810
Miscellaneous	..	..	..	..	..	..	1,48,856	..	37,309	50,133	2,36,293
"Miscellaneous" includes the following main items:— Boarding grants to orphanages, stipends and travelling allowance to students at training class, Sanawar, and European School scholarships.											
Total							3,37,565	..	63,395	1,31,733	5,32,693
GRAND TOTAL							9,32,705	8,874	5,68,351	5,68,005	20,72,935

GENERAL TABLE VIII.

Examination Results for the Official year 1924-25.

Examinations.	Male.						Female.					
	Number of examinees.			Number passed.			Number of examinees.			Number passed.		
	*Public.	Private.	Total.	*Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
<i>Degrees Examinations.</i>												
<i>Arts and Science.</i>												
D. Litt. ..	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D. ..	..	..	..	..	..	..	..	..	..	..	..	..
D. Sc. ..	1	..	1	1	..	1	..	..	..	..	..	..
M. A. ..	892	85	477	299	38	332	4	2	6	3	1	4
M. Sc. ..	125	4	129	108	4	112	1	..	1	1	..	1
B. A.—(Honours) ..	44	..	44	32	..	32	..	..	..	..	..	..
B. Sc.—(Honours) ..	22	..	22	18	..	18	..	..	..	..	..	..
B. A.—(Pass) ..	856	142	998	616	59	675	12	4	16	10	4	14
B. Sc. (Pass) ..	364	18	382	238	9	247	2	..	2	1	..	1
<i>Law.</i>												
Master of Law ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of (Previous	459	..	459	328	..	328	1	..	1	1	..	1
Law. { Final ..	588	..	588	448	..	448	..	..	..	..	..	..
<i>Medicine.</i>												
M. D. ..	..	1	1	..	1	1	..	..	..	..	..	..
M. B. B. S. ..	45	..	45	24	..	24	1	..	1	1	..	1
L. M. S.—(Bombay) :	..	..	..	..	..	..	..	..	..	..	..	..
M. C. P. & S.—(Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M.—(Calcutta).	..	..	..	..	..	..	..	..	..	..	..	..
M. S. ..	..	..	..	..	..	..	..	..	..	..	..	..
M.—Obstetrics ..	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg. ..	..	..	..	..	..	..	..	..	..	..	..	..
D. P. H. (Part I) ..	8	..	8	7	..	7	..	..	..	..	..	..
B. Sc.—(Sanitary) ..	..	..	..	..	..	..	..	..	..	..	..	..
D. T. M.—(Calcutta)	..	..	..	..	..	..	..	..	..	..	..	..
<i>Engineering.</i>												
Bachelor of C. E. ..	29	..	29	29	..	29	..	..	..	..	..	..
Bachelor of M.E & E.E.	29	..	29	23	..	23	..	..	..	..	..	..
Military class II year.	9	..	9	9	..	9	..	..	..	..	..	..
<i>Education.</i>												
B. E., B. T. & L. T. ..	161	..	161	137	..	137	..	..	..	..	..	..
<i>Commerce.</i>												
Bachelor of Commerce.	45	..	45	34	..	34	..	..	..	..	..	..
<i>Agriculture.</i>												
Master of Agriculture.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture.	..	..	..	..	..	..	..	..	..	..	..	..

i.e., appearing from a recognized institution.

GENERAL TABLE VIII.

Examination Results for the Official year 1924-25—(concluded).

Examinations.	Male.						Female.					
	Number of examinees.			Number passed.			Number of examinees.			Number passed.		
	*Public.	Private.	Total.	*Public.	Private.	Total.	*Public.	Private.	Total.	*Public.	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
<i>Intermediate Examinations.</i>												
Intermediate in Arts	1,348	414	1,762	736	178	914	16	7	23	14	3	17
Intermediate in Science.	1,050	85	1,135	576	85	611	6	..	6	5	..	5
Licentiate of Civil Engineering.	25	..	25	25	..	25	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching.	76	3	79	71	1	72	38	..	38	37	..	37
Intermediate or Diploma in Commerce.	229	20	249	152	13	165	..	..	..	..	..	..
Licentiate of Agriculture.	37	..	37	34	..	34	..	..	..	..	..	..
Veterinary Examinations.	..	..	..	..	..	..	..	..	..	..	..	..
<i>School Examinations.</i>												
(a) On completion of High School Course.												
Matriculation ..	118	124	242	84	52	136	..	3	3	..	2	2
School Final, etc. ..	6,158	640	6,838	3,353	329	4,182	62	18	80	47	12	59
European High School Cambridge Senior ..	180	36	166	89	5	94	63	1	64	30	..	30
(b) On completion of Middle School Course.												
Cambridge Junior ..	186	..	186	135	..	135	102	..	102	63	..	63
European Preliminary Examination.	169	..	169	134	..	134	112	..	112	68	..	68
Anglo-Vernacular Middle.	..	..	..	..	..	..	177	35	212	122	22	144
Vernacular Middle ..	12,173	2,123	14,296	7,743	850	8,593	225	195	420	123	82	205
(c) On completion of Primary Course.												
Upper Primary ..	42,448	19	42,467	32,618	14	32,632	1,112	91	1,203	846	77	923
Lower Primary ..	92,092	..	92,092	77,113	..	77,113	5,069	116	5,185	3,700	96	3,796
(d) On completion of Vocational Course.												
For Teacher's Certificates.												
Vernacular, Higher ..	840	556	896	220	257	477	70	5	75	63	5	68
Vernacular, Lower ..	953	1,493	2,446	680	696	1,376	25	..	25	22	..	22
At Art Schools ..	13	..	13	13	..	13	..	..	..	..	..	..
At Law Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical schools ..	113	..	113	82	..	82	20	..	20	16	..	16
At Engineering schools.	..	..	..	..	..	..	..	..	..	..	..	..
At Technical and Industrial schools.	572	72	644	503	67	575	..	39	39	..	30	30
At Commercial schools.	64	24	88	44	20	64	2	..	2	2	..	2
At Agricultural schools.	42	..	42	41	..	41	..	..	..	..	..	..
At other schools ..	1,284	377	1,661	910	231	1,141	..	..	..	..	..	..

i.e., appearing from a recognized institution.

APPENDICES

PROVINCIAL TABLE A.—Showing the number of scholars and percentage under instruction in each district for the year ending 31st March, 1925.

District.	Population.			Number of scholars.			Percent- age of male scholars to male popula- tion.	Percent- age of female scholars to female popula- tion.	Percent- age of total scholars to total popula- tion.
	Male.	Female.	Total.	Male.	Female.	Total.			
	2	3	4	5	6	7	8	9	10
Dehra Dun	123,176	84,067	212,243	6,548	1,597	8,140	5·10	1·9	3·88
Saharanpur	515,908	421,568	937,471	24,851	1,825	26,676	4·81	·43	2·84
Muzaffarnagar	434,307	359,958	794,265	21,799	1,803	23,602	5·02	·50	2·97
Meerut	809,994	689,080	1,499,074	44,565	3,680	48,245	5·50	·68	3·22
Bulandshahr	562,529	503,990	1,066,519	22,090	1,758	23,848	3·93	·84	2·23
Total	2,450,914	2,058,658	4,509,572	119,848	10,618	130,466	4·89	·52	2·89
Aligarh	575,379	436,366	1,061,745	25,927	3,582	29,509	4·51	·73	2·78
Muttra	341,150	277,938	619,188	15,919	1,872	17,791	4·66	·67	2·87
Agra	508,293	415,857	924,155	29,241	4,862	34,103	5·75	1·17	3·69
Mainpuri	411,981	336,046	748,027	15,485	2,424	17,909	3·76	·72	2·41
Etah.. ..	449,162	380,593	829,760	15,416	2,649	18,065	3·43	·69	2·17
Total	2,285,970	1,890,855	4,182,825	101,988	15,389	117,377	4·46	·81	2·79
Bareilly	544,385	468,990	1,013,375	21,523	3,865	25,388	3·95	·82	2·50
Bijnor.. ..	383,643	350,539	740,182	20,441	2,163	22,604	5·24	·61	3·05
Budaun	527,823	447,524	975,347	15,043	2,922	17,965	2·85	·65	1·84
Moradabad	639,022	559,631	1,198,653	25,239	3,636	28,925	3·95	·66	2·41
Shahjahanpur	452,837	386,278	839,115	20,343	2,573	22,921	4·49	·66	2·73
Pilibhit	223,180	202,471	431,601	8,524	1,355	9,879	3·72	·67	2·29
Total	2,783,340	2,415,433	5,198,773	111,118	16,564	127,682	3·99	·63	2·45
Farrukhabad	469,009	387,624	856,633	20,596	3,493	24,089	4·89	·90	2·81
Etawah	404,323	329,209	733,532	19,060	3,179	22,239	4·71	·96	3·03
Cawnpore	637,319	511,345	1,148,664	33,939	4,566	38,495	5·32	·89	3·35
Fatehpur	241,527	310,365	552,892	14,313	1,072	15,385	4·33	·34	3·43
Allahabad	722,188	682,257	1,404,445	41,632	4,274	45,906	5·76	·62	3·27
Total	2,574,366	2,221,300	4,795,666	130,040	16,574	146,614	5·05	·74	3·06

Jhansi	315,590	290,909	606,499	16,943	2,358	19,801	5.86	.82	8.2
Jalaun	213,384	152,055	405,439	13,778	1,222	15,000	6.45	.68	8.69
Hamirpur	224,389	215,856	440,245	11,610	1,403	19,013	5.17	.65	2.95
Banda	312,644	299,470	613,114	15,433	1,855	16,813	4.92	.46	2.74
Total	1,067,007	998,290	2,065,297	57,764	6,368	64,182	5.41	.64	8.105
Benares	461,683	439,624	501,312	39,790	3,568	43,358	8.62	.81	4.81
Mirzapur	361,635	362,543	724,183	19,496	1,161	20,657	5.89	.92	2.85
Jaunpur	574,480	580,625	1,155,105	34,762	2,331	37,143	6.05	.41	3.21
Ghazipur	424,640	407,649	832,289	23,627	1,971	25,598	5.56	.47	3.07
Ballia	426,520	404,489	831,009	29,724	1,988	31,712	6.97	.49	3.81
Total	2,243,963	2,194,935	4,443,893	147,399	11,069	158,468	6.55	.504	3.57
Gorakhpur	1,658,592	1,603,233	3,266,830	62,033	3,593	65,636	3.74	.22	2.01
Basti	984,741	940,437	1,925,238	40,335	1,675	42,010	4.09	.17	2.13
Azamgarh	776,269	752,333	1,528,657	33,934	2,457	36,411	4.87	.87	2.38
Total	3,419,602	3,301,113	6,720,715	136,327	7,730	144,057	3.93	.23	2.14
Nafni Tal	160,798	116,077	276,375	8,320	1,356	10,176	5.43	1.17	3.67
Almora	265,253	265,085	530,338	13,454	1,250	19,704	6.95	.47	3.87
Garhwal	232,863	252,323	485,186	16,313	355	16,668	7.005	.14	3.43
Total	658,914	633,485	1,292,399	43,587	2,961	46,548	6.61	.46	3.60
Lucknow	392,559	331,785	724,344	30,710	3,437	34,197	7.32	1.05	4.72
Unao	433,613	385,515	819,123	15,653	306	16,459	3.61	.29	2.01
Rae Bareli	474,742	461,661	936,403	20,911	662	21,573	4.19	.14	2.30
Sitapur	531,655	507,323	1,039,431	20,420	1,500	21,920	3.51	.29	2.01
Hardoi	536,166	493,244	1,034,410	23,317	3,313	26,130	3.39	.67	2.41
Kheri	435,177	423,293	858,475	13,133	1,057	13,240	2.51	.25	1.45
Total	2,953,912	2,613,329	5,567,241	122,694	10,825	133,519	4.15	.41	2.4
Fyzabad	538,435	533,445	1,171,930	23,278	1,736	24,564	3.95	.27	2.12
Gonda	752,396	720,202	1,473,098	21,467	1,043	22,510	2.85	.14	1.53
Bahraich	554,543	510,329	1,065,377	13,453	1,016	19,474	3.33	.19	1.33
Sultanpur	494,593	509,319	1,003,912	17,399	939	18,338	3.62	.19	1.33
Partabgarh	417,339	437,791	855,130	10,565	698	20,263	4.7	.16	2.37
Bara Banki	536,396	493,053	1,029,954	16,705	308	17,513	3.11	.17	1.70
Total	3,344,757	3,254,644	6,599,401	117,372	6,140	123,512	3.51	.19	1.37
GRAND TOTAL	23,787,745	21,532,042	45,375,787	1,033,137	104,278	1,192,415	4.57	.48	2.62
GRAND TOTAL FOR PREVIOUS YEAR.	23,787,745	21,532,042	45,375,787	1,046,970	103,792	1,150,762	4.40	.48	2.53

District.	Number of schools.							Number of scholars.							Expenditure on schools.	
	Under public management.		Under private management.				Total.	Under public management.		Under private management.				Total.	Under public management.	Aided.
	Primary.	Preparatory.	Aided.		Unaided.			Upper.	Lower.	Aided.		Unaided.				
			Primary.	Preparatory.	Primary.	Preparatory.	Upper.			Lower.	Upper.	Lower.				
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Dehra Dun	40	38	4	12	..	..	89	450	2,862	8	589	..	..	8,903	Rs. 80,754	Rs. 4,754
Saharanpur	188	82	6	86	..	..	312	2,236	10,690	47	2,010	..	..	15,993	99,684	11,662
Muzaffarnagar	122	120	4	48	..	..	294	2,273	11,162	55	1,726	..	..	15,216	104,791	7,890
Meerut	213	260	12	255	..	..	770	4,169	21,257	256	8,476	..	..	34,158	1,94,945	26,865
Bulandshahr	172	71	10	55	1	1	310	2,934	11,583	185	2,415	24	50	17,146	1,27,989	21,441
Total	685	596	36	456	1	1	1,775	12,062	57,559	501	16,216	24	50	86,412	5,58,113	72,612
Aligarh	140	146	2	54	..	..	342	2,974	14,951	45	2,054	..	..	20,024	1,98,811	9,793
Muttra	113	127	1	41	..	1	283	2,024	10,668	29	1,581	..	22	14,819	1,00,335	12,514
Agra	176	163	9	86	1	..	385	2,644	17,466	153	1,786	10	56	22,115	1,65,193	11,007
Mainpuri	109	141	5	88	..	..	293	1,845	11,758	85	3,417	..	..	15,055	1,10,207	9,155
Etah	135	180	6	11	1	..	283	1,715	11,837	25	604	18	40	14,289	1,14,210	5,004
Total	678	707	23	180	2	1	1,586	11,202	66,725	287	7,442	23	118	85,802	6,28,756	47,413
Bareilly	104	111	21	65	..	..	301	1,639	11,808	199	2,634	..	..	16,280	1,05,571	15,832
Budaun	186	181	8	48	..	..	318	1,763	10,009	69	1,285	..	..	13,126	1,10,027	6,723
Bijnor	117	106	4	66	..	..	293	2,062	10,814	23	2,517	..	..	15,416	1,05,341	12,579
Moradabad	143	177	3	57	2	25	407	1,832	15,365	62	2,381	33	975	20,648	1,41,491	10,497
Shahjahanpur	127	197	5	121	..	..	450	2,238	13,014	212	3,474	..	..	18,938	1,23,982	18,145
Pilibhit	81	40	2	44	..	..	167	872	5,435	14	1,241	..	..	7,562	61,295	5,538
Total	708	762	38	401	2	25	1,936	10,406	66,445	579	13,532	33	975	91,970	6,47,707	68,869
Farrukhabad	174	186	..	53	..	..	418	2,442	14,738	..	1,417	..	..	18,597	1,53,224	7,108
Etawah	153	108	3	67	..	1	332	2,526	12,930	33	1,962	..	30	17,481	1,13,031	12,500
Cawnpore	225	224	4	47	..	2	502	4,749	20,723	33	1,403	..	135	27,043	2,33,298	16,456
Fatehpur	138	95	..	41	..	..	274	1,952	11,134	..	1,070	..	..	14,206	99,993	4,214
Allahabad	277	172	8	205	..	..	662	3,462	22,371	42	5,325	..	..	31,700	2,47,385	22,086
Total	967	785	15	413	..	3	2,133	15,131	81,946	103	11,677	..	165	109,027	8,51,881	62,364

Jhansi	187	182	6	51	..	..	326	1,681	11,407	44	1,751	..	..	14,883	1,05,547	9,203
Jalaun	103	122	1	51	6	10	258	1,379	9,647	18	1,214	117	670	13,045	91,916	6,858
Banda	128	153	..	49	1	1	332	1,637	11,998	..	1,242	80	17	14,974	1,27,622	9,542
Hamirpur	128	66	8	53	..	..	250	1,364	8,364	20	1,450	..	..	11,198	89,254	9,894
Total	496	473	10	204	7	11	1,201	6,061	41,416	82	5,657	197	687	54,100	4,14,839	35,497
Bénarés	219	85	9	45	3	11	372	3,818	25,958	85	1,787	174	442	32,259	2,58,550	11,638
Mirzapur	185	130	1	36	3	10	315	1,791	13,698	14	1,039	47	140	17,099	1,18,300	3,870
Jaunpur	244	179	1	96	..	..	521	4,649	24,792	51	3,289	5	43	32,881	2,21,467	14,266
Ghazipur	154	169	1	92	..	..	406	2,351	17,137	13	2,305	..	..	22,302	1,45,453	17,328
Ballia	235	135	1	78	..	..	452	3,830	20,301	9	2,450	..	..	26,570	1,84,750	6,995
Total	987	701	13	397	3	21	2,066	16,939	101,881	172	10,820	226	1,027	131,065	9,28,220	54,143
Gorakhpur	386	210	10	149	..	..	754	6,394	39,557	84	6,158	..	..	52,193	3,08,443	20,969
Basti	237	233	6	114	..	..	645	4,502	27,120	23	4,038	..	..	35,728	2,37,365	1,39,816
Azamgarh	221	227	6	121	..	..	575	3,731	20,236	46	4,466	..	..	28,479	2,00,747	19,117
Total	844	725	22	389	..	..	1,974	14,627	86,913	153	14,707	..	..	116,400	7,46,555	54,072
Naini Tal	68	78	3	17	..	..	166	810	5,983	17	680	..	..	7,445	57,611	6,545
Almora	137	94	6	51	..	..	288	2,211	11,592	60	1,966	..	..	16,359	1,11,333	11,963
Garhwal	106	174	1	48	..	..	329	1,262	11,423	27	1,443	..	..	14,155	1,14,236	4,965
Total	311	346	10	116	..	..	783	4,283	23,958	104	4,119	..	..	37,459	2,83,680	23,474
Lucknow	134	132	6	45	..	..	317	2,668	16,582	50	1,586	..	..	20,336	1,61,237	8,735
Unao	105	93	5	31	..	..	230	1,801	10,070	16	2,377	..	..	14,264	90,625	11,696
Ras Bateli	132	81	..	97	..	..	310	2,148	13,775	..	2,998	..	..	18,921	1,28,251	12,386
Sitapur	162	150	4	39	1	..	346	2,441	13,258	35	1,453	4	29	17,230	1,34,411	6,117
Hardoi	135	272	4	45	..	..	506	3,099	17,434	100	1,476	..	..	22,109	1,66,289	10,522
Kheri	136	133	5	43	..	..	272	1,420	7,603	47	1,580	..	..	10,630	90,244	6,887
Total	795	866	24	355	1	..	2,041	13,577	78,722	243	11,430	4	29	104,060	7,71,007	56,343
Fyzabad	170	93	9	57	..	..	334	3,415	14,850	181	2,051	..	..	20,497	1,47,856	13,637
Gonda	161	132	3	51	1	2	350	2,162	14,946	21	1,623	17	92	18,966	1,25,001	14,333
Bahraich	138	144	7	13	..	1	303	1,729	13,654	132	1,015	..	27	16,557	1,11,299	7,597
Sultanpur	130	82	2	39	..	..	253	2,444	12,723	43	1,293	..	..	16,508	1,12,329	5,331
Partabgarh	167	167	2	40	2	..	263	2,241	14,309	13	1,274	27	104	17,973	1,18,324	7,437
Bara Banki	129	120	..	38	1	2	290	1,765	11,373	..	1,235	17	83	14,522	1,11,343	6,030
Total	395	633	23	238	4	5	1,793	13,756	81,859	395	8,646	61	306	103,023	7,26,657	55,013
GRAND TOTAL	7,361	6,594	214	3,033	24	67	17,343	118,044	692,419	2,629	104,296	573	3,357	921,313	65,57,215	5,32,804
GRAND TOTAL FOR PREVIOUS	7,101	6,506	219	2,603	13	52	16,504	110,191	678,850	2,515	91,345	262	2,409	885,572	63,61,806	4,50,929

ORDERS OF GOVERNMENT.

No. 400-G.

EDUCATION DEPARTMENT.

Dated May 11, 1926.

RESOLUTION.

READ—

The General Report on public instruction in the United Provinces for the year ending March 31, 1925.

OBSERVATIONS.—The Director's report gives an account of the various educational activities of the year and here it is only necessary to refer to its more salient features.

2. *University education.*—The chief features in University education are the continued increase in numbers and the persistent disparity in standards. Each of the two Provincial Universities of Lucknow and Allahabad have more than 1,000 post-Intermediate students. In the Aligarh Muslim University the number of such students is over 800, and in the Benares Hindu University, including students in the Intermediate classes, the total number is over 1,900. In the examination for the B.A. pass degree the percentage of successful candidates varied from 55 to 91.4. It is to the universities primarily that the province must look for its future leaders of thought and of action and unless a high standard of intellectual attainment is maintained and quality is not sacrificed to quantity, the universities will have failed of their purpose. It is for them to take concerted action to prevent the lowering of standards. The universities have, however, achieved success in other directions to which the Director refers. In the Allahabad University the Training Corps has proved popular and successful; extension lectures were well attended; the number of research scholars has increased and post-graduate work has been carried out successfully. The University received an endowment of Rs. 50,000 from the estate of the late Lieut.-Colonel Kamta Prasad for the chemical analysis of Indian medicinal herbs. Government desire to convey to his daughter, Mrs. Gupta, their warm appreciation of this posthumous benefaction.

Colonel Needham inspected the King George's Medical College, which is maintained by the Lucknow University and found its methods of teaching to be satisfactory. Thirteen departments of the University were engaged in research work and twenty extension lectures were given.

The Aligarh Muslim University have opened a department of Geography.

3. It is now generally recognized that the Allahabad University cannot develop freely as a teaching and residential University so long as it is hampered by an external side. Government have, therefore, decided to proceed with the Agra University Bill, which, if passed, will enable the Allahabad University to develop as a residential and teaching University.

4. *English Secondary Schools.*—The large majority of English secondary schools and Intermediate colleges are aided: of 225 English High and Middle schools only 48 are maintained by Government; of 26 Intermediate colleges only 8 are Government institutions. In the Intermediate classes there were over 4,000 students and in the High schools there were more than 50,000. Here again, as in the case of the universities, there is a marked disparity of standards. In this province there are three distinct bodies which are responsible for the High School and Intermediate Examinations or Examinations equivalent thereto, namely, the Board of High School and Intermediate Education, the Intermediate Examination Board of the Aligarh Muslim University and the Benares Hindu University. The percentage of passes in the Intermediate Examination varied from 47 to 67. There is a natural tendency among students to take those examinations where their chances of success are the greatest.

5. The working of the Intermediate Board has been criticized and Government have, therefore, appointed a committee to examine the matter. Government are also anxious to see a few schools on the model of the English Public Schools established at suitable centres in the province. Steps are being taken to improve the quality of teaching by sending teachers abroad to study Western methods of teaching. Among the more noticeable features of secondary education referred to by the Director are—the large building grants given by Government to aided Intermediate colleges and high schools to improve their accommodation; the introduction of music in the Kanya-kubja Intermediate College, Lucknow; the good work done

by boy scouts during the floods of 1924 and during fairs ; the gratifying progress made in the teaching of Hygiene and First Aid.

The difficulty of attracting suitable men as teachers in aided schools which was mentioned in last year's report continues. The Education department have drawn up a draft form of agreement to be entered into by teachers of aided schools which will, it is hoped, do something to improve the relations between the teachers and the managers of aided schools.

6. The present system of medical inspection of schools has been found to be seriously defective and Government have recently taken steps to improve it. They propose to appoint ten medical officers for the inspection of schools in the more important towns.

7. *Vernacular Middle Schools.*—These are mostly maintained by district boards and have nearly 50,000 pupils reading in them. To give them a rural bias, agriculture has been introduced in ten such schools: English as an optional subject has also been introduced with two objects: first, to give boys, who wish to enter into business, a working knowledge of English, and secondly, to keep as many of them as possible from drifting from the country-side to the towns, in search of English education. It has yet to be seen to what extent these hopes will be realized.

8. *Primary education.*—Mr. Kichlu has made important proposals in regard to the improvement and expansion of primary education. These will be dealt with in a separate resolution. The number of primary schools increased during the year by more than 800 and the number of scholars by more than 35,000. The total expenditure on vernacular primary education was over 71 lakhs, of which Government contributed more than 50 lakhs. It is clear that when Government are contributing roughly two-thirds of the total cost of primary education they are entitled to see that local bodies spend it to the best advantage. Some local bodies seem to regard any measure of Government supervision as unjustified interference with the activities of self-governing institutions. Government would be failing in their duty to the tax-payer if they were not to watch closely how the money was being spent. Eighteen municipal boards had introduced compulsory primary

education by the end of the year. The Director reports that with the exception of Bareilly, Moradabad and Lakhimpur boards the other boards have made good progress with their schemes and that their schools are now better staffed and equipped than they were before compulsion was introduced. The responsibilities of a board do not end by simply introducing compulsion. It should see that all the boys who ought to be at school are there, that attendance is regular and that the staff does its work conscientiously and well. The chief need is constant supervision and not merely spasmodic enthusiasm in the cause of primary education.

9. *Female education.*—The Director points to a slackening of effort on the part of district boards which accounts for the decrease in the numbers attending the primary schools. Many schools are still held in inadequate buildings; the teachers are ill-paid and the equipment is often poor. The education of girls is, however, now receiving increased attention; and taken as a whole it has expanded more rapidly than in the previous years. The three Normal schools at Lucknow, Bareilly and Allahabad are doing good work but have reached the limits of expansion and in the opinion of the Director another normal school is urgently required. Government will await the Director's proposals. The two colleges of University rank, viz., the Crosthwaite College, Allahabad, and the Isabella Thoburn College, Lucknow, had a successful year. The latter institution is now housed in a fine building and is doing noteworthy work for the higher education of women.

10. *Education of special classes.*—European schools have continued to do well. The Director draws attention to the increasing difficulty of finding suitable employment for both boys and girls after they leave school. A number of schools, specially for the poorer classes, are, therefore, now turning their attention to vocational training to enable students to earn a decent living.

The Colvin Talukdars' School is not doing as well as it might and the Governor, acting with his Ministers, has noted with concern the decline in enrolment. Before the school can reach a high level of efficiency and can provide an adequate training, it is essential that its staff should be strengthened.

11. *Muslim education.*—The total number of Musalmans reading in vernacular schools is a little over 175,000 of whom about 25 per cent. are reading in Islamia schools and maktabas. The total number of Musalmans under instruction has increased by 5.91 per cent. Government hope that district boards will take full advantage of the provisions of the new Primary Education Act and will work them with scrupulous regard to the interests of all communities.

12. *Education of depressed classes.*—The education of the depressed classes in special schools has continued to receive attention, and there were over 23,000 scholars reading in such schools at the close of the year. There are clear signs that the depressed classes are becoming increasingly alive to the value of education.

13. *General.*—The Intermediate Board have established a new examination called the Agricultural Diploma Examination. They have also made a regulation, which has been sanctioned by the Hon'ble Minister of Education, which permits candidates for the High School Examination to answer questions in English, Urdu and Hindi in all subjects other than English. The regulation will come into force from 1927, and will apply in the first instance to the subjects of history, geography, the classical languages and agriculture. The change is of a far-reaching character.

The first Board completed its term during the year and Government desire to acknowledge their services.

14. There has been much discussion lately as to the value of the education which we are giving at present. It is urged that our education is divorced from the economic needs of the people; that our English schools and colleges are turning out men who cannot find employment, and who may, therefore, become a danger to society. All this criticism is not wholly justified, but there can be no doubt that our system of education should not be cast into a rigid mould, but should be elastic and able to adapt itself to the rapidly changing conditions of social life in this province. "Knowledge is its own reward" cannot be offered as a complete scheme of life for the great majority of students who leave our schools and colleges. Government are fully alive to the urgency and gravity of the problem and will explore all avenues in order to make the educational system respond to the changing needs of the people.

15. Another subject to which more attention should be paid than hitherto is the urgent need for organizing the physical training of our students. A committee has been appointed to examine this important question and to advise Government as to the best method of dealing with it.

16. The Governor, acting with his Ministers, wishes to thank Mr. Mackenzie for an interesting report and for the tact and devotion with which he has carried out his arduous duties.

ORDER.—Ordered that a copy of this resolution be forwarded to the Director of Public Instruction, United Provinces, for information.

Ordered also, that this resolution be published in the *United Provinces Government Gazette*, for general information.

By order of the Governor, acting with his Ministers,

JAGDISH PRASAD,

Secretary to Government, United Provinces

RESOLUTION.

Dated Allahabad, August 10, 1926.

READ :—

The report on the improvement and expansion of primary education for boys in the United Provinces of Agra and Oudh by Mr. K. P. Kichlu, M.A., Deputy Director of Public Instruction, United Provinces.

OBSERVATIONS:—In August, 1924, Mr. K. P. Kichlu was placed on special duty to examine:—

- (1) how the present expenditure on primary education can be made to yield better results, and
- (2) how far it is possible to introduce compulsion in rural areas and with what limitations.

In order to collect necessary statistics and other information, Mr. Kichlu went on tour throughout the province and discussed the question with various officials and non-officials. He visited also the Punjab and examined there the working of schemes which have been introduced in that province. Mr. Kichlu submitted his report in February, 1925. The report was published for general information in the *United Provinces Government Gazette*, dated February 28, 1925, and opinions on it were invited from the chairmen, district boards, and divisional inspectors of schools.

2. The Report shows that all is not well with our present system of rural education. There is great waste of effort and progress is very slow. A real expansion can only come by producing conviction in the minds of the country people that education is worth having. It is to be feared that rural parents will not value education or even take the right view of it so long as all the various authorities who are concerned in directing it do not keep the conditions of rural life steadily in view.

3. The chief needs, therefore, seem to Government to be (1) to evolve a type of teacher who understands not merely child psychology, but also understands the rural parent, and (2) to ruralise as far as possible the character of our rural schools. The training arrangements for teachers should aim at giving them greater technical skill, but at the same time a rural outlook. There is a certain danger that the more the training of a teacher is directed to child psychology the more likely he is to become professionalized and the less ready to sympathise with or share in village life. But it is undoubtedly important that tech-

nical efficiency should somehow be reconciled with the enthusiasm and understanding which would make the village teacher a successful propagandist in the cause of education.

4. The Government desire to see the actual teaching in the village school adapted to the needs of village life, and not based on the requirements of the city child. Two special points are worth attention: the adjustment of holidays to agricultural requirements, and the development of cultivated plots attached to the school. There should not be any difficulty about holidays, now that Government have modified the method of examination at the end of the primary stage. The hours of school session may be a more difficult matter but this question should be examined by the Director of Public Instruction. As regards the second point, the Government realise that school cultivation which is a failure may be worse than none at all, and that the town trained teacher is not likely to have much natural enthusiasm for it. But they think that at this point the Education department should join their efforts with those of the Agricultural department. There seems no reason why school agriculture should not be successfully developed at a select number of prospering schools, and why the department of Agriculture should not help with its seeds and methods, so as to make the school a lesson to parents. This question should be examined by the Director in consultation with the Agricultural department and definite proposals should be submitted to Government.

5. Mr. Kichlu has made various proposals to remedy specific defects, but concludes that no changes within our compass will so commend a voluntary system of education to rural parents as to spread a moderate measure of learning widely in villages; Government accordingly, after full consideration, accepted this opinion and have introduced the Bill which has since become law as the United Provinces District Boards Primary Education Act, 1926: and an officer has been placed on special duty to formulate plans for giving effect to the new law. The Government trust that full advantage will be taken by the boards of the new powers with which they have been invested.

6. In other respects the report covers a comprehensive field. It deals with the reorganization of primary schools; examinations; inspection; moral instruction; school gardens; the duration of the middle stage; uneconomic schools; compulsion; buildings; training of teachers; adult

education ; district inspecting staff and grants to boards.

7. In dealing with Mr. Kichlu's detailed proposals in the paragraphs which follow, the Governor acting with his Ministers has kept steadily in view the advancement of rural education ; and if he is cautious on some points, it is because the history of past laborious and earnest efforts, no less thorough and thoughtful than those being attempted now, justifies caution.

8. The recommendations contained in the report are so inter-connected that Government do not think it necessary to pass orders on each recommendation separately. The conclusions at which they have arrived are as follows :—

I.—*Development of preparatory schools into primary schools.*

(1) Government will, within the limits of the funds available, assist district boards to develop as many district board preparatory schools as possible into schools teaching the full primary course.

(2) With this end in view the following changes in the existing rules will be made :—

(a) In place of the existing preparatory classes A and B, there will be one class called the "infant class." Admission to this class will ordinarily be made only twice a year in July and January.

(b) The standard of staffing should be as follows :—

(i) A school will have only one teacher until the average attendance reaches 31.

(ii) When the average attendance is between 31 and 60, inclusive, a second teacher should be provided.

(iii) When the average attendance is between 61 and 90, inclusive, a third teacher should be provided ; and so on, one teacher being provided for every 30 additional pupils in average attendance.

(iv) A corresponding reduction in staff should be made if the average attendance falls.

NOTE.—The average attendance should be calculated for each school annually in May, on the basis of actual attendance for the previous ten months or for the months during which the school was open, if it was started in the previous year.

(c) Rule 24 of the District Board Educational Rules will be modified so as to allow classes, III and IV to be opened

in one-teacher schools, provided that the headmasters of such schools will not be entitled to the rate of pay sanctioned for headmasters in rule 15 of the District Board Educational Rules until the average attendance of the school reaches 31 and a second teacher is added.

II.—*The primary examination.*

(1) The primary examination will be conducted by the headmaster of the primary school concerned, except in the case of one-teacher schools, for which it will be conducted as hitherto by the district inspecting staff.

(2) The deputy inspector will arrange each year for a systematic inquiry into the standard of the primary examination. This inquiry will be conducted in a definite proportion (to be laid down by the divisional inspector) of primary schools in the district. The inquiry will include a scrutiny of the methods and results of the examination in the primary schools and a test of the pupils who have passed from them to the middle schools. If a headmaster is found to have been unsatisfactory in his standard, his school will be placed, for as long as the deputy inspector considers necessary, on the list of schools to be examined by the district inspecting staff. The deputy inspector will each year in May make to the divisional inspector a special report on the result of his inquiry into the standard of the primary examination in his district.

III.—*Length of primary school course.*

(1) Ordinarily the length of the primary course will be five years, but the headmaster will have power to give promotion in all classes in the course of the year.

(2) To ensure steady progress, the following procedure should be followed :—

(a) The headmaster should prepare annually for the district inspecting officer a list of scholars in the various classes who have not made sufficient progress to qualify them for promotion to the next higher class at the end of the year.

(b) This list will be kept in the school and will be scrutinised by the district inspecting officer when he visits the school. He will discuss the list with the headmaster and take what steps are possible to ensure that all normal boys who join the lowest classes complete the full course in the maximum

period of five years, that progress is steady and uniform, and that there is no neglect of duty in the matter on the part of the headmaster.

- (c) The district inspecting officer should see also that the boys in the different classes have actually attained the standard of the classes to which they have been promoted.

IV.—Moral instruction.

Government consider that every series of readers approved for use in primary schools should include moral lessons on such topics as punctuality, honesty, truthfulness, cleanliness, etc. But the crux of the whole problem of moral teaching in schools is how to secure teachers of the right type. The example of a teacher who does his work honestly and lives a good life is of far more value than precept. The boards, therefore, should take great pains to secure men of the right type for the teaching profession.

V.—School gardens.

Efforts should be made as far as is possible within the narrow limits of the primary curriculum to teach pupils something that will be of real value to them in country life and predispose them to rural pursuits. School gardens should be developed in order to arouse in pupils a love of nature, develop an aptitude for practical rural work, create a respect for work done by the hands and stimulate a liking for country life. The first essential for success is to secure teachers who themselves are interested in nature study. Now that the subject has been included in the curriculum of normal schools, teachers with the necessary qualifications will be available in increasing numbers.

VI.—Duration of the Middle Stage.

Government are not in favour of the reduction of the middle vernacular school course to two years, especially in view of the fact that English, manual training, and agriculture have been introduced in the middle section of vernacular schools.

VII.—Training of teachers for vernacular schools.

(a) *Training classes* :—There is at present some waste, as many of the students trained at normal schools have already passed through the training classes and thus spend three years over their training. It is necessary to find a remedy for this waste of effort. Government think an efficient training class, in which students can be trained in a rural environment, is in some ways preferable to a normal school for the training of

teachers for rural schools and that the retention of training classes in districts where there is need for them is desirable if they can be made efficient. The Director should examine the matter and submit his proposals to Government for improving the buildings and staff of all training classes that after careful inspection are found to be worth improving. The Director should also submit proposals for establishing Government Central Training classes in some districts. The headmaster of such training classes should be a trained teacher in Government employment, and the remaining staff should be district board teachers selected by divisional inspectors and lent by the boards to Government. These institutions, if adequately housed and staffed, will provide a type of institutions half way between the normal school and the district training class and will be suitable for training teachers up to the level of the primary teachers' certificate examination. Efforts should be made to establish, in connexion with the central training schools, well equipped practising schools which will serve as model rural primary schools in which the teaching is closely associated with the environment of the children.

(b) *Normal schools*.—Government have decided that the number of teachers to be trained in the existing normal schools (except Almora) should be raised to 100 where adequate accommodation and facilities for practical teaching exist or can be provided. The number at Almora will be 60. Projects for normal schools at Chandausi (Moradabad) and Sheopur (Benares) will be taken in hand. The normal school course and examination should be reorganized as follows :—

- (1) The two years' continuous course at the normal school for the vernacular teachers' certificate examination ~~should be divided into two distinct and self-contained courses of one year each.~~ The first year's course will be the course for the primary teachers' certificate examination, which is covered by the present training classes, and the second year's course will be an advanced course in continuation of the lower course but complete and self-contained.
- (2) Untrained teachers selected for training at a normal school will be admitted in the first instance to the junior course for one year. Admission to the senior course will be open

only to teachers who have passed the primary teachers' certificate examination and have proved by subsequent work as teachers for at least one year their fitness to benefit by a further course of training.

(c) Candidates admitted to training classes or normal schools should not be less than 18 or more than 27 years of age.

(d) The chief weakness in the teaching imparted in primary schools is in the infant classes. In order to achieve better results in these classes special measures are necessary for imparting at normal schools and training classes training in the teaching of infants. The aim should be to adopt in these institutions and apply in the schools methods of teaching which will prevent stagnation in the lower classes. Government will appoint a special committee to make recommendations for the improvement of teaching in infant classes.

Detailed proposal for the improvement of training institutions on the lines outlined above should be worked out and submitted to Government by the Director.

VIII.—*Adult education.*

The Director should examine and submit detailed proposals in regard to the education of adults.

IX.—*District inspecting staff.*

Government think that an increase in the district inspecting staff is necessary to provide for adequate supervision. A reasonable standard would be one district inspecting officer (excluding the Deputy Inspector) for every 80 schools subject to

modifications according to local conditions. The needs of each district should be carefully examined by the Director and proposals submitted for the orders of Government. The Director should examine also the question of the provision of travelling allowance required to ensure that every district inspecting officer will do the necessary amount of touring.

X.—*Grants to district boards.*

The question of the principles on which further assistance should be given to the district boards for the expansion and improvement of vernacular education is an important one and needs careful consideration. The Director should examine the matter and after obtaining information regarding the boards' finances submit detailed proposals for the orders of Government.

XI.—In conclusion, His Excellency the Governor, acting with his Ministers, desires to thank Mr. Kichlu for a report which is clear, precise and business-like.

ORDER:—Ordered that copies of the above resolution be forwarded to the Director of Public Instruction; the Commissioners of divisions, the district officers, and to the chairmen, district and municipal boards, United Provinces, for information and necessary action.

Ordered also that the above resolution be published in the *United Provinces Government Gazette*.

By order of His Excellency the Governor, acting with his Ministers,

JAGDISH PRASAD,

*Secretary to Government,
United Provinces.*