

GENERAL REPORT
ON
PUBLIC INSTRUCTION

IN THE
United Provinces of Agra and Oudh

For the year ending
March 31, 1936

S



ALLAHABAD :

SUPERINTENDENT, PRINTING AND STATIONERY, UNITED PROVINCES, INDIA

1937

Price, 6 annas]

LIST OF AGENTS

Authorized to sell United Provinces Government Publications

Towns	Names	Towns	Names
Agra ..	Gaya Prasad & Sons, Booksellers, Publishers and Stationers. Lackshmi Narain Agarwal, Educational Publishers, Hospital Road. Manager, English Book Depot, T-1 Road.	Cawnpore ..	Advani Brothers, Booksellers, News Agents and Stationers, Post Box no. 100 The Mall. Sampson William & Co., 127B The Mall.
Aizmeer ..	Messrs. Barithya & Co., Ltd., Booksellers, etc. Kutchery Road.	Gazach Bihar	Student & Co.
Aizhabad ..	Kitabistan, Booksellers, 17-A City Road. Manager, Leader Press. North India Christian Tract and Book Society, 18 Clive Road. Ram Doyal Agarwal, Rai Sahib, 210 Katra Road. Ram Narain Lall, Booksellers, 1 Bank Road.	Delhi ..	J. M. Jaina & Brother, Booksellers, etc., More Gate, Post Box nos. 76, and 641 Pico House, Connaught Place, New Delhi. B. S. Thomsara & Son, Publishers, etc., opposite Fort Gate.
Banaras ..	Brij Shushan & Co., Booksellers, Publishers, Thaterec Bazar, City Agent for Sanskrit Series. Manager, The Indian Book Shop. Nand Kishore and Brothers, Publishers and Booksellers, Chowk. Secretary, Chowkhamba Sanskrit Series Office, City Agent for Sanskrit Series only.	Karachi ..	Allies Stores, Booksellers, Stationers and Dealers in Educational requisites, Bunder Road. Sind College Depot, Booksellers.
Bombay ..	D. B. Taraporewala Sons & Co., 210 Hornby Road, Treasure House of Book, Taj Building. Secretary The Western India Automobile Association, 32 Nicol Road, Ballard Estate, Agent for United Provinces Road Book and Map only. Sri Shanker Karnatak Pustak Bhandara, Malarn-Idi Dharwar (Presidency). Sunder Pandurang, Kalkadevi Road. Thacker & Co., Booksellers, Post Box no. 190.	Lahore ..	Gulab Singh and Son, Government Printers and Publishers and Booksellers. Moti Lal Banarsi Dass, Proprietor, Punjab Sanskrit Book Depot, Saidmette Street. Ram Krishan and Son, Booksellers, Anar Kall Street.
Beroda ..	M. C. Kothari, Booksellers, Publishers and Newspaper Agents, Aspura Road.	Lucknow ..	Mehar Chand Lachman Dass, Oriental and Foreign Booksellers, Sainmetta Bazar. Newal Kishore Press, Book Depot. Upper India Publishing House Ltd., Booksellers.
Calcutta ..	Burmerworth & Co., India, Ltd., Post Box no. 251, Avenue House, Chowringhee Square. Oxford Book and Stationery Co., 37/39 Park Street. E. C. Cambray & Co., 11A Halder Lane, Bow Bazar. S. K. Lahiri & Co., College Street. Secretary, Automobile Association of Bengal, 87 Park Street, Agent for United Provinces Road Book and Map. Thacker, Spink & Co., Publishers, 3 Esplanade Road. W. Newman & Co., 3 Old Court House Street, Post Box no. 76.	Madras ..	Higginbotham, Mount Road. S. Murthey & Co., Printers, Post Box no. 152.
		Meerut ..	The Prakash Educational Stores, Booksellers, etc. near Tahsil, Meerut City.
		Mussooree ..	Mussooree Book Society, Booksellers and Stationers, United Provinces.
		Nagpur ..	Neston Jacques & Co., Booksellers, etc., Kamptee Road. Shastri and Sons, Agents, Titaghur Paper Mills, Walker Road.
		raini Tal ..	Reynold & Co., Chemist, Agent for "A Historical and Descriptive Account".
		Patna ..	Raghunath Prasad and Sons, Pardi-Ki-Havelli.
		Poona ..	International Book Service, Booksellers, Publishers, News Agents and Stationers, Deccan Gyankhana Colony. Oriental Book Agency, 15 Shalcawar.
		Rangoon ..	American Baptist Mission Press, 549 Merchant Street. Burma Book Club Ltd., 64 Phayre Street, Post Box no. 1088.

GENERAL REPORT
ON
PUBLIC INSTRUCTION

IN THE
United Provinces of Agra and Oudh

For the year ending
March 31, 1936

SERVANTS OF INDIA SOCIETY'S
BRANCH LIBRARY
BOMBAY



ALLAHABAD :
SUPERINTENDENT, PRINTING AND STATIONERY, UNITED PROVINCES, INDIA
1937

TABLE OF CONTENTS

CHAPTER I—GENERAL SUMMARY

	Page	Page
Statistics	1	2
Expenditure		2

CHAPTER II—UNIVERSITY EDUCATION

Number of Universities and enrolment	4		
Allahabad University	4	4. Christ Church College, Cawnpore	9
Lucknow University	5	5. Dayanand Anglo-Vedic College, Cawnpore	9
Isabella Thoburn College	6	6. Sanatan Dharm College, Cawnpore	9
Hindu University, Benares	6	7. St. Andrew's College, Gorakhpur	9
Muslim University, Aligarh	6	8. Meerut College Meerut	10
Agra University	7	9. Thomason College, Roorkee	10
The affiliated colleges—			
1. Agra College	8		
2. St. John's College, Agra	8		
3. Bareilly College	8		

CHAPTER III—SECONDARY EDUCATION

Special feature	12	St. John Ambulance and Junior Red Cross	22
Number and enrolment	12	Medical inspection of schools	22
Expenditure	13	Co-education	22
<i>A—English Education</i>			
Intermediate colleges	13	<i>B—Vernacular secondary education</i>	
Tuition	14	Number and enrolment of vernacular middle schools	23
High and middle schools	14	Expenditure	23
Expenditure	15	Buildings	24
Management and Finances of Anglo-Vernacular schools	16	Teachers	24
Equipments	17	Tuition	25
Buildings	17	English	25
Hostels	18	Rural knowledge	25
Teachers and their efficiency	18	Agriculture	26
Tuition	19	Manual training	26
Music	21	Vernacular Final Examination	26
Examinations	21	Libraries	26
Discipline	21	Discipline	27
Physical training and games	21	Physical training and games	27
Scouting	22	Boy Scouts	27
School meals	22	First Aid and Hygiene	27

CHAPTER IV—PRIMARY EDUCATION

Number and enrolment	28	Handicrafts	36
Expenditure	29	Boy scouting	36
Training of teachers	30	Rural welfare work	36
Tuition	30	Night schools for adults in municipalities	37
Buildings	30	Night schools in rural areas	37
Equipment	30	Education in Cantonments	37
Compulsory primary education (a) in municipalities	31	Factory Schools	37
Compulsory primary education (b) in rural areas	33	Restoration of 6½ per cent. cut in the grant to District Boards	37
Examinations	36	District Board Education Finance Committee	38
School gardens	36		

CHAPTER V—EDUCATION OF GIRLS

Page	Page		
Number of institutions and schools ..	39	Examination results	43
Expenditure	40	Buildings	43
University and Intermediate colleges ..	40	Compulsory education	44
High schools	41	Improvement of District Boards' schools	44
English middle schools	42	Other activities	45
Vernacular schools	42	Inspecting agency	45
Other schools	43		

CHAPTER VI—EDUCATION OF SPECIAL CLASSES

A—Education of Europeans and Anglo-Indians	46	Secondary education	51
Number of institutions and enrolment	46	D—Depressed classes	51
Expenditure	46	School and scholars	52
Teachers	46	Population and literacy	52
Examinations	47	Expenditure	52
Training of teachers	47	District Depressed class education committee	52
Provincial Board	47	Provincial Depressed class education committee	52
B—The Colvin Taluqdars' Intermediate College, Lucknow	47	Supervisors	52
C—Muslim education	48	Scholarships and Stipends	53
Vernacular Primary education	48	Text books	53
University education	50	General	53
Intermediate education	51	E—Reformatory schools, Chunar	53

CHAPTER VII—TRAINING INSTITUTIONS

A—For men	55	Government Training College, Lucknow	58
Number and enrolment	55	Teachers Training College, Lucknow	59
Employment of teachers	55	Christian College	59
Government Training College, Allahabad	55	Government Drawing and Handicraft Centre	59
Benares Hindu University Training College	56	Normal schools	59
Aligarh Muslim University Training College	57	Central training schools	59
Lower grade training colleges	58	Training schools	59
Government Training College, Agra	58	Private training institutions	59
		B—For women	60

CHAPTER VIII—ORIENTAL INSTITUTIONS

Government Sanskrit College, Benares	61	Examinations	62
Sanskrit pathshalas	62	Arabic madrasas	63
		Examinations	63

CHAPTER IX—MISCELLANEOUS

Education in the Legislative Council	64	Education endowments	65
Board of Vernacular Education	64	State scholarships	66
Provincial Muslim Education Committee	64	Boy Scouts	66
Hindustani Academy	64	Girl Guides	66
Academy of Sciences	65	Inter. Normal school-contest	66
Marris College of Hindustani Music	65	St. John Ambulance	67
Prayag Sangit Samiti	65	School clinics	67
Music Conference of the University of Allahabad	65	Administration	67

General Report on Public Instruction in the United Provinces for the year ending March 31, 1936

CHAPTER I GENERAL SUMMARY

The number of institutions of all kinds and their enrolment during 1935-36 is given below :

Kind of institutions	Number of institutions			Enrolment		
	1934-35	1935-36	Differ- ence	1934-35	1935-36	Difference
Government ..	268	272	+4	44,726	45,064	+338
District Board ..	15,324	15,094	-230	1,020,397	1,027,619	+7,222
Municipal Board	1,235	1,272	+37	138,142	142,933	+4,791
Aided ..	5,614	5,663	+49	315,398	325,961	+10,563
Unaided ..	149	214	+15	13,906	16,367	+2,461
Total ..	22,640	22,515	-125	1,532,569	1,557,944	+25,375
Unrecognized schools.	2,065	2,058	-7	62,371	62,316	-55
GRAND TOTAL ..	24,705	24,573	-132	1,594,940	1,620,260	+25,320

It will be noted that as in 1934-35 the number of District Board schools continues to decrease as also the number of unrecognized schools. The diminution in the number of District Board schools is a welcome feature indicating that these bodies have begun to realize the unecological character of the small single teacher school.

The enrolment continues to increase. The increase for this year is 25,320 as against 16,251 in the previous year. The main increases are, in round figures 11,600 in primary schools, 3,380 in secondary schools, 8,350 in girls' schools.

The table below shows the percentage of scholars under instruction to the total population :

Percentage of scholars to the total population

	Recognized institution		All institutions	
	1936	1935	1936	1935
Males	5.3	5.2	5.52	5.5
Females .. .. .	.9	.8	.94	.89
Total	3.22	3.16	3.35	3.29

There is a small but perceptible increase in these percentages. It is generally accepted that the children between the ages of six and eleven years form some 13 per cent. of the entire population and when this is borne in mind the unsatisfactory nature of the present situation becomes apparent. Less than one boy in three of those who should be in school and only one girl out of 20 is enrolled in our schools. With a literacy percentage well under 10 per cent. the need for action to bring more and more of the boys and girls to schools and keep them there is apparent.

The following table shows the expenditure from different heads :

Heads	1934-35	1935-36	Difference	Percentage to the total	
				1935	1936
	Rs.	Rs.	Rs.	Per cent.	Per cent.
Government funds ..	2,01,76,130	2,07,00,208	+5,24,078	53	53.1
District Board funds..	32,49,032	33,67,160	+1,18,128	8.5	8.6
Municipal funds ..	17,70,290	17,34,725	-35,565	4.6	4.5
Fees	76,94,033	79,66,658	+2,72,625	20.3	20.5
Other sources ..	51,52,353	51,80,418	+28,065	13.6	13.3
Total	3,80,41,838	3,89,49,169	+9,07,331	100	100

There has been an increase in the expenditure on education of Rs.9.07 lakhs, the increase in the previous year was Rs.10.11 lakhs. Of the increase Rs.1,11,960 have gone to primary education and Rs.1,92,650 to middle education and Rs.5,25,540 on high schools. Fees continue to rise but the increase is not so great as was expected. Contributions from other sources also are not maintained on so liberal a scale as in previous years.

The percentage distribution of expenditure on various heads of education is as follows :

Heads					1934-35	1935-36
					Per cent.	Per cent.
University Education	..	..	..	..	12·5	12·1
College education	..	..	..	..	2·6	2·7
Secondary education	..	..	..	..	22·7	33·8
Primary education	..	..	..	..	24·4	24·2
Special education, Training, Engineering, etc.	..	..	..	..	6·4	6·6
Building and equipment	..	..	..	..	6·1	5·1
Direction	..	..	..	..	0·6	0·7
Inspection	..	..	..	..	3·6	3·7
Miscellaneous (scholarship, etc.)	..	..	..	..	11·1	11·1
				Total	100	100

It will be seen that the expenditure on University, Collegiate and Secondary education absorbs 48·6 per cent. while that on primary accounts for 24·2 only. This marked disproportion merits earnest attention. There is perhaps no other country in the world where the expenditure on the higher branches of education is twice that on primary education and when it is borne in mind that less than 10 per cent. of the population is literate, the need for an alteration in these figures is apparent. The outstanding feature of the year was the continued growth of attention to the need for reorganization of education. The publication of the report of the Unemployment Committee revealed the need for the existence of vocational training amongst the learned classes and indicated the desirability of reorganization of education and its higher branches to cope with the serious defects disclosed by the report. In addition numerous other bodies urged upon Government the need for taking steps to adjust the courses of education so as to make the students more fit to take their place as members of organized societies. To this end Government placed Mr. R. S. Weir, Deputy Director of Public Instruction (now D. P. I.) on special duty to report on the reorganization of secondary education.

The education of girls continued to receive special attention and marked advancement was made by the provision of Rs.3·17 lakhs for this. This sum arose from the restoration of the 6¼ per cent. cut on primary and compulsory education of boys in District Board areas. Government issued a circular indicating how this sum could be expended and asked local bodies to submit schemes in connexion therewith. These schemes covered all sections of girls' education including high schools, middle schools, the training of teachers and the provision of Inspectresses. Miss Gandhi was placed on special duty to consider the schemes and to report.

CHAPTER II

UNIVERSITY EDUCATION

Number of Universities and enrolment—Of the five Universities in the province the Benares Hindu and the Aligarh Muslim Universities are All-India Universities and denominational in character.

The total enrolment in the five universities was as follows :

1934-35	..	..	..	..	..	8,488
1935-36	..	..	..	..	..	9,044

The enrolment in the Allahabad and the Benares Hindu Universities declined, but the numbers rose in the Lucknow and the Aligarh Muslim Universities. In the Allahabad University the Faculty of Arts and the Law Departments showed a decrease and in the Benares University the numbers decreased in the Law Department. In the Engineering Department also there was a decrease.

Owing to financial stringency it was not possible to revive the system of block grants to the Allahabad and Lucknow Universities. These universities received grants based on the year's estimates.

Allahabad University—Numbers show a decrease of 166 from 2,096 in 1934-35 to 1,930. The decrease is due to fall in admissions to the Faculty of Arts and Law Departments.

The number of resident students was 986 and of home students 944.

The number of women students remained unchanged, viz. 59.

The M.A. Examination in Economics has been transferred from the Faculty of Arts to the Faculty of Commerce.

The General English papers for B. Com. and B.A. Examinations will be common from 1938.

A woman's Advisory Board has been established to advise the University in regard to matters affecting the higher education of women and the proper supervision of the arrangements provided for the women living in the University Hostel.

The ordinances for the degree of D.Sc. and D.LITT., have been thoroughly revised and a lower research D.PHIL. degree has been instituted under the Faculties of Arts and Science. The research work continued to be satisfactory. The number of scholars doing research work increased from 28 to 31. The degree of D.Sc. was conferred on three scholars while one more has been recommended for the degree.

The number of volumes in the library increased from 88,437 to 90,827.

Besides the valuable research work of Dr. Saha with the aid received from the Royal Society of London Dr. N. R. Dhar of the Chemistry Department has commenced research work with the aid received from the Imperial Council of Agricultural Research, Delhi.

The health and discipline of resident students continued to be satisfactory.

The University Training Corps maintained its full strength of 148 N.C.O.'s and men. The company attended the Battalion Annual Training Camp at Bareilly, from 1st November to 15th November, 1935. The company mounted the Guards of Honour on 4th November, 1935 outside the Vizianagram Hall on the occasion of His Excellency the Governor's visit to the annual meeting of the Court and on 5th December at the Railway Station on the occasion of the arrival of His Highness the Ruler of Bhopal.

The total income of the University from sources other than Government grant was Rs.3,87,686 against Rs.3,98,004 a decrease of Rs.10,318 which was reported to be mainly due to the decrease in the number of students. The expenditure was Rs.11,54,507 against Rs.10,91,334 an increase of Rs.63,173. The increase was mainly due to salaries of the staff and the withdrawal of the 5 per cent. cut. The expenditure of Rs.11,54,507 included a non-recurring expenditure of Rs.39,611.

The post of the Chief Instructor in Physical Training was created combining some posts carrying smaller salaries. The Politics Department has been strengthened by the appointment of a temporary lecturer. Sir Charles Weir was again appointed as a Professor of Law for three years but his term was cut short by his sudden death in February, 1936. Pandit Iqbal Narain Gurtu, M.A., LL.B., was re-elected as Vice-Chancellor.

Lucknow University—The total enrolment, including women and students in the Oriental Department was 2,371, an increase of 147. Excluding the Oriental Department there were 2,172 students against 2,042 last year, an increase of 130. Of these 524 were in the Law classes.

Seven hundred and thirty-eight students lived in hostels, more hostels accommodation is needed. Discipline is reported to be maintained at a high standard.

A Sports' pavillion has been erected and an All-India Inter-University Tennis Tournament was conducted at Lucknow.

An old boys' association has been formed.

The University Training Corps record of training was good. The company attended the annual camp at Bareilly in November, 1935, and maintained an excellent level of efficiency.

For the B. Sc., biology group, a second section was opened. Arrangements have been made for the teaching of Physiology as a subject of study for the B.Sc. degree.

Important research publications were made by the staff and students of the Faculties of Arts, Science and Medicine. Dr. Birbal Sahni was honoured by the Asiatic Society of Bengal by the award of Barclay Memorial Medal for research in Biology.

The number of books in the Library increased by 2,004 to 51,619. The scheme for a new Library building received consideration and plans have been prepared.

An All-India Library Conference was organized at Lucknow.

The total income of the University from all sources was Rs.14,57,445 against Rs.12,78,633 in 1934-35. The total expenditure was Rs.14,00,353 this included Rs.50,720 non-recurring. The year closed with a credit balance of Rs.57,052.

Dr. R. P. Paranjpye was re-appointed Vice-Chancellor and Mr. S. M. Habibullah as Honorary Treasurer.

Isabella Thoburn College—This is the women's college of the Lucknow University. The enrolment was 75 distributed as follows:

B.A. I—30. B.A. II—30.
B.Sc. I—4. B.Sc. II—1.
D. T.—10.

Of these 69 were residents in hostels.

In B.A. classes Economics, Political Science and Indian History were popular subjects while Mathematics and Oriental Language were offered by some. All the five B.Sc. students offered Zoology, Botany and Chemistry.

Hindu University Benares—There was a fall in the enrolment from 3,711 in 1934-35 to 3,417 in 1935-36. The latter figure included 102 women students. The enrolments in the Engineering College and Law Department came down to 379 and 258 against 470 and 270 respectively in the previous year. Regulations for the establishment of a Faculty of Technology were framed and approved by the Visitor. Science classes were separated from the Central Hindu College and were re-organized under a separate college of Science. Eleven new appointments were made partly to strengthen the staff and partly to fill up vacancies.

The work of the University Training Corps continued to be satisfactory. The Corps once more won the Efficiency Cup in the camp held at Bareilly.

The progress of the University Library was satisfactory; 5,615 books were added. A large number of valuable coins were received from Babu Durga Prasad Saheb of Benares as a gift to the Coin Cabinet of the University.

Donations worth Rs.2,39,818 were received during the year.

Muslim University, Aligarh—His Exalted Highness the Nizam of Hyderabad accepted the Chancellorship of the University. Dr. Zia-ud-din Ahmad was elected Vice-Chancellor, Khan Bahadur M. Mohammad Obaidur Rahman Khan, Honorary Treasurer, while Professor A. B. A. Haleem was elected as Pro-Vice-Chancellor.

There were some changes in the staff in the Mathematics, Law and History Departments.

The admission to the University was satisfactory. The number rose from 1,241 in 1934-35 to 1,479 in 1935-36; an increase of 238.

Activity was shown in carrying on research work. The Degree of Doctor of Philosophy was awarded to Mr. Rafat Husain Siddiqi by the Chemistry Department.

The members of the Department of Physics have been working in co-operation with those of the Departments of Chemistry and Mathematics on a new theory of chemical linkage.

The Department of Geography made marked progress. A member of the Department prepared an Agricultural Atlas of Bihar and Orissa which was approved by the Education Minister of that province.

The Aligarh Demonstration Farm has been given to the University by the Government of the United Provinces for a term of ten years and Agricultural classes have been opened in both the affiliated schools. A beginning in Technological Training has been made with a portion of the grant made by the Junagadh Darbar.

The Honorary Degree of Doctor of Laws was conferred on His Excellency the Viceroy.

The University budget showed a deficit of Rs.32,381 but the difficulty was tided over by exercising close scrutiny of items of expenditure and strict economy.

The University Training Corps has been able to develop the physique and to strengthen the sense of discipline among the students. The Corps in spite of certain disadvantages carried off several trophies in the camp held at Bareilly.

Agra University—The number of constituent colleges rose from 15 to 16, while the enrolment increased from 3,720 to 3,920.

The number of candidates appearing at the various examinations was 3,345 of whom 400 were teachers and 29 women. The number of women candidates in the previous year was 16.

The income and the expenditure during the year were Rs.1,68,762 and Rs.1,66,791 respectively. The year closed with a credit balance of Rs.10,534.

Arrangements were made for a series of University extension lectures at each of the affiliated colleges. Dr. K. C. Mehta continued his research on rusts of wheat and barley under the auspices of the Imperial Council of Agricultural Research.

Efforts are being made to develop the University Library and as a first step a grant of Rs.9,600 has been sanctioned for 1936-37.

An important change was made in the course of study in English for B.A. Examination to take effect from 1939.

The University has drafted courses for the B.Sc. degree in Pharmaceutical Chemistry.

Dr. P. Basu continued to be the Vice-Chancellor.

UNIVERSITY EDUCATION

The Affiliated Colleges

Agra College—The enrolment was 605 including 180 in the Law classes. While the enrolment in Post-graduate classes came down from 70 in 1934-35 to 59 in 1935-36 and in the law classes from 192 to 180, in the degree classes it rose from 331 to 366. In the Intermediate the number rose from 408 to 426.

Income and expenditure were Rs.2,68,421 and Rs.2,71,206 respectively.

Of the 57 members on the staff, 10 possessed European qualifications.

Physical training was in charge of a whole-time teacher trained in Europe.

The examination results were satisfactory. The students won several scholarships. In the B.Sc Examination the college occupied 2nd and 4th places.

The health of the students was unusually good and there were no breaches of discipline during the year.

St. John's College, Agra—The total number of students decreased by 16 to 450, of whom 221 were day scholars and 140 resided in hostels.

The number of women students increased from 21 to 24; this includes 16 for E. T. Certificate Course.

There were 44 members in the staff including 12 with European qualifications. Thirteen members of the staff resided in the college premises.

The number of books in the Library was 13,580 against 13,000 in the previous year.

Rural economic research was encouraged by the Collector of Agra who invited the college to take part in rural uplift work.

Broadcasting has been further developed with the help of the Government grant.

The percentage of passes was B.A. 46.6; B.Sc., 52.5; B. Com. I, 81.2; B. Com. II, 100.

The college contributed two officers and 30 men to the half company to which the Agra detachment is limited. Local training continued regularly on the college grounds. The Band assisted in the camp.

The work of the Social Service League continued along the lines of last year. A second Night School for Harijans was started.

Nine appeared for and passed the examination for First Aid to the Injured. A Home Hygiene class has been started.

Barcilly College—The number on roll increased from 763 to 769. Of these 83 were in Law, 384 in the Intermediate classes and the rest in the degree classes. The number in hostel dropped from 80 in the beginning of the session to 72 towards the end of the year. The activities of the college are somewhat hampered by lack of adequate finances.

Various indoor and outdoor games are played regularly.

The library has been growing steadily; 536 volumes were added making the total 10,069.

General health and discipline were good.

The examination results were on the whole satisfactory. One student in LL.B., one in M.Sc., Final one in B.A. and one in B.Sc., were placed in the First Division.

Christ Church College, Cawnpore—The enrolment increased from 230 to 246. The number of women students rose to 17.

The examination results were satisfactory. Three students secured positions of merit, two of these being women students.

The college kept up its meritorious record in games and sports.

Literary Societies worked in full vigour.

D. A.-V. College, Cawnpore—The number of students increased by 53 to 683; of these 285 were in Intermediate classes, 94 in Law and 304 in degree classes.

255 students resided in hostels.

The results of examinations continued to be satisfactory, several students winning scholarships.

The college maintained its reputation in games and sports by winning several cups and shields in the Intermediate College Tournament.

The college added another block to the cubicles constructed last year thus improving the hostel accommodation. The total expenditure during the year was Rs.1,27,554.

Sanatan Dharma College, Cawnpore—The number on the roll was 466 against 424 last year.

The finances of the college were improved by raising donations. Government gave a non-recurring grant of Rs.1,600 for the purchase of typewriters in addition to the recurring grant of Rs.35,966.

A high degree of efficiency was maintained in the examination results.

The playfields continued to be a centre of interest to the students.

The number of books in the library increased.

The various literary and social associations of the college continued their activities. The year witnessed the holding of a successful Provincial Debate under the auspices of the College Literary Association. Numerous colleges of the province took part in it.

St. Andrew's College, Gorakhpur—There was no change in the management of the college or in the teaching staff.

The number of students was 296 against 287 in the previous year; of these 81 were in degree classes and the rest in Intermediate classes.

The examination results showed an improvement over those of the previous year.

The college has been able to maintain its finances in a fairly satisfactory condition.

The hostel building was extended by the addition of four extra rooms for students and also rooms for a warden and sub-warden.

The Library contains 6,400 books. The number of books borrowed by the student showed a marked increase over last year's figure.

The tutorial system has been maintained in the English classes for Intermediate students and the college authorities wish to extend it further, but are at present hampered for lack of staff and funds.

On 10th February, 1936, a "College Day" was held for the first time. About 300 guests were present including 100 old boys of the college.

Meerut College—The enrolment rose from 1,142 in 1934-35 to 1,190 in 1935-36. Of these 692 were in Arts, 261 in Science, 83 in Commerce, 127 in Law and 27 in Business Department.

The numbers in Hindu Hostels and Muslim Hostel were 247 and 76 respectively.

The tutorial activities had to be curtailed for financial reasons.

720 volumes were added to the library making the total of 15,000 volumes.

The examination results were satisfactory.

A Biological Laboratory was constructed and a portion of the old college was converted into class rooms besides a few minor constructions.

The Physical Training Parade was made compulsory for all students except those of the Law and post-graduate classes. The College platoon of the U. T. C. went through the usual course of Annual Training and Musketry with success.

The finances were in satisfactory condition. The total expenditure was Rs.1,81,713 and the total income was Rs.1,81,292.

Thomason College, Roorkee—No decision of Government was received on the report of the special committee appointed to report on the revision of the syllabus and course of study of the Civil Engineering class.

The Departments of the College were not changed in any way during the session. The number of candidates who competed for the three entrance examinations and the number successful are given below :

	Number competing	Number successful
1. Civil Engineering	88	24
2. Overseer	184	48
3. Draftsman	21	4

The demand for admission is no longer what it used to be. This is due to the abolition of the guaranteed appointments.

Sixteen Civil Engineering class students passed out successfully; all except one obtained a year's practical training in various Public Works Departments and Railways. Of the 26 overseers class students who were successful 8 secured paid apprenticeship in the Public Works Department of these provinces, 4 were made state students, 7 accepted offers of unpaid apprenticeships, the rest refused such offer.

On the whole the health of the staff and students was satisfactory. All students of the Civil Engineering class formed the College platoon of the University Training Corps. The staff of the University Training Corps under took efficiently the physical training of the students of the overseer class.

The discipline was well maintained during the session. The Principal reports that one 1st year Civil Engineering class student had to be asked to leave the College for misbehaviour.

The College has a very valuable library. There are over 30,000 volumes in it. The card indexing system has been introduced but it will take some years to complete the task. The latest works on all subjects have been added to the library as far as funds permitted.

The grant for the annual maintenance of the Buildings and Grounds was further reduced by Rs.5,000. Hence only very essential maintenance work could be undertaken. During the year the only allotment for original work was Rs.150 for the installation of meters for electric current consumed for power.

Since the sinking of 3 tube wells in what were the existing surface water wells and a judicious re-arrangement of the distribution piping a great improvement has been made in the water supply system of the college and its buildings. The College staff seized the opportunity of sinking tube wells on the estate to demonstrate to the students how the work is done. Sir William Stampe kindly lent the plants for sinking these wells and both the staff and students are deeply grateful to him for the help.

Under the able guidance of Professor K. N. Kathpalia, the Thomson Society awakened to a fresh lease of life. The object of the Society is to train students in the art of public speaking and lucid expression.

All students were encouraged to play games, and matches in all were played with neighbouring teams. Annual sports were held in December. Boating on account of expense was restricted to the Civil Engineering class only. It is hoped to find a way in which it may be possible to bring in the Overseer class students.

Indian Commissioned Officers from the Indian Military Academy first joined the Civil Engineering Class of the college in this session, in accordance with arrangements made between the Government of the United Provinces and Army Headquarters.

CHAPTER III

SECONDARY EDUCATION

Special features—The outstanding features of the year under review were the proposals submitted, in response to the resolution of the United Provinces Government on secondary education published in August, 1934, with a view to elicit public opinion, by various bodies, associations, educationists and institutions for its reorganization, and the appointment in March, 1936, of Mr. R. S. Weir, Deputy Director of Public Instruction, as officer on Special Duty to examine the material received and to report on the reorganization of secondary education. Another notable event bearing on this branch of education was the publication of the report of the Committee set up by the United Provinces Government with the Right Hon'ble Sir T. B. Sapru as the Chairman to examine the problem of unemployment of the educated youth and to suggest ways and means for reducing the same. It was in pursuance of this Committee's report that Mr. R. S. Weir was placed on Special Duty as mentioned above. The normal growth of secondary education is recorded in the facts and figures which follow :

Number and enrolment—The table below gives the number of secondary institutions and their enrolment :

		Institutions			Enrolment		
		1934-35	1935-36	Difference	1934-35	1935-36	Difference
Public	Government	65	65	..	24,201	24,207	+106
	District Board.	647	657	+10	75,871	75,754	-117
	Municipal Board.	42	41	-1	7,205	7,458	+253
Private	Aided ..	276	274	-2	76,717	78,082	+1,365
	Unaided ..	59	74	+15	6,075	7,792	+1,717
Total ..		1,083	1,111	+22	1,90,063	1,93,393	+3,324

The figures include both anglo-vernacular and vernacular secondary institutions. There is an increase of 22 in the number of institutions and of 3,324 in enrolment. The increase in the number of institutions is confined to the opening of new vernacular middle schools only. The fluctuation in the enrolment of district board middle schools noted last year has continued, since there is a decrease of 117 in the number of scholars, whereas the number of schools has increased by 10.

Expenditure

Heads	1934-35	1935-36	Increase or decrease
	Rs.	Rs.	Rs.
Provincial Revenues	49,38,552	52,04,115	+2,65,563
District Boards Funds	2,86,489	3,22,447	+35,958
Municipal Boards Funds	2,41,436	2,49,891	+8,455
Fees	31,90,064	32,98,961	+1,08,897
Other sources	8,51,393	9,42,780	+91,387
Total	95,07,934	1,00,18,194	+5,10,260

The table above shows the expenditure under different heads. The proportion of expenditure from provincial funds to the total is 51.9, as in the previous years. The total increase of over Rs.5 lakhs in expenditure, against rupees three lakhs in the previous years, was due to the increased expenditure from provincial funds and other sources. The increased expenditure met from the latter is gratifying, since there was a fall in expenditure met from other sources last year. The increase of over rupees one lakh from fees was not as great as the increased amount from fees Rs.1,42,699 in the previous year.

A—ENGLISH EDUCATION

Enrolment and expenditure in Intermediate Colleges are shown in the table given below :

Kind of institution	Year	Number of—		Expenditure from—				
		Inter Colleges	Schools	Provincial revenue	District board or Municipal board funds	Fees	Other sources	Total
				Rs.	Rs.	Rs.	Rs.	Rs.
Government	1935-36	8	1,246	5,77,565	..	1,62,817	5,482	7,45,864
	1934-35	8	1,254	5,41,222	..	1,59,674	5,577	7,06,473
Aided ..	1935-36	21	4,876	3,39,054	7,535	5,14,143	2,22,624	10,83,356
	1934-35	21	4,830	3,26,525	7,335	4,93,602	1,83,481	10,10,943
Unaided ..	1935-36	1	126	..	..	18,503	30,813	49,316
	1934-35	1	99	..	..	17,795	25,274	43,069
Total ..	1935-36	30	6,248	9,16,619	7,535	6,95,463	2,58,919	18,78,536
	1934-35	30	6,183	8,67,747	7,335	6,71,071	2,14,332	17,60,485
Increase or decrease.	..	..	+65	+48,872	+200	+24,392	+44,587	+1,18,051

There is no change in the number of Intermediate Colleges, viz. 30 and an inappreciable increase in enrolment. The increased expenditure under head provincial revenues is due to normal increases—an increase in expenditure of Rs.44,587 met from "Other Sources" is noteworthy since there was an actual decrease in expenditure under this head in the previous years. The total increase of over rupees one lakh in expenditure compares very favourably with the total increased expenditure of Rs.14,466 in the previous years. The increased expenditure without appreciable change in enrolment is significant in that there has been lack of funds with consequent loss of efficiency in Intermediate Colleges.

Tuition—Teaching still continues to be stereotyped and dominated by the needs of the examination. A change and some improvement in methods of teaching Hindi and Urdu are reported by one inspector. There is no improvement in the teaching of English, which continues to be taught unimaginatively and without a planned method. The essential elements of successful work in and outside the class room are the enthusiasm of the teachers in the pupils and their subjects and the creation of interest among scholars in what they learn or do.

Many Principals of Intermediate Colleges now realize the need for infusing education with a vital interest for both teachers and taught. Among the hopeful signs are the stressing of extra-curricular activities and formation of unions and societies for the culture of the intellect. The proper organization of the library and the reading room allowing time and facility of access to pupils should prove a valuable adjunct to class instruction in an Intermediate College.

High and Middle Schools—The table below shows the numbers of high and English middle schools and enrolment under different heads :

-Kind of institution				Year	Schools	Scholars
A.-V. High Schools	Government	..	..	1935-36 ..	48	21,219
				1934-35 ..	48	21,145
	Municipal board	..	..	1935-36 ..	6	2,280
				1934-35 ..	5	2,100
	Aided	..	..	1935-36 ..	154	62,238
				1934-35 ..	152	60,677
	Unaided	..	..	1935-36 ..	1	688
				1934-35 ..	1	641
	Total			1935-36 ..	209	86,425
				1934-35 ..	206	84,563
Increase or decrease ..				..	+ 3	+ 1,862

Kind of institution				Year	Schools	Scholars
A.-V. Middle Schools	Government	..	..	1935-36 ..	1	120
				1934-35 ..	1	112
	Boards	..	..	1935-36 ..	4	465
				1934-35 ..	5	584
	Aided	..	..	1935-36 ..	49	6,504
				1934-35 ..	50	6,597
	Unaided	..	..	1935-36 ..	54	5,350
				1934-35 ..	44	4,406
	Total			1935-36 ..	108	12,439
				1934-35 ..	100	11,699
Increase or decrease..			..	+8	+740	
Total A.-V. High and Middle Schools			1935-36 ..	317	98,864	
			1934-35 ..	306	96,262	
Total increase or decrease			..	+11	+2,602	

The number of high schools increased by three, two aided and one unaided, and their enrolment by 1,862. There was an increase of eight English middle schools, although the increase in enrolment was 740 only. The total enrolment in middle, high and intermediate stages of English education was 105,112 against 102,465 last year.

Expenditure

Kind of institution	Year	Provincial revenues	District board funds	Municipal board funds	Fees	Other sources	Total	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
A.-V. High Schools	Government	1935-36	16,25,157	..	262	4,25,908	11,918	20,63,245
		1934-35	15,19,488	..	..	4,22,500	10,475	19,52,463
	Municipal board	1935-36	30,228	..	73,330	47,307	23	1,50,888
		1934-35	24,156	..	72,763	42,389	23	1,39,331
	Aided	1935-36	14,31,737	1,648	54,465	14,89,140	4,45,580	34,22,570
		1934-35	13,59,247	1,665	53,153	14,15,612	4,24,983	32,54,640
	Unaided	1935-36	..	..	..	6,178	5,896	12,074
		1934-35	..	..	..	1,702	5,257	9,959
	Total	1935-36	30,87,122	1,648	1,28,057	19,68,523	4,63,417	56,48,777
		1934-35	29,02,891	1,665	1,25,916	18,85,203	4,40,718	53,56,393
Increase or decrease.		..	+1,84,231	-17	+2,141	+83,330	+2,92,383	

Kind of institution	Year	Provincial revenue	District board funds	Municipal board funds	Fees	Other sources	Total	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
English Middle Schools	Government ..	1935-36	13,902	..	..	2,300	29	16,231
		1934-35	11,633	..	..	2,120	25	13,778
	Beards ..	1935-36	2,484	..	9,621	9,390	52	21,547
		1934-35	4,416	..	9,102	10,458	536	24,512
	Aided ..	1935-36	1,31,668	1,250	10,514	1,24,165	69,594	3,87,148
		1934-35	1,26,841	800	11,614	1,26,235	43,069	3,38,579
	Unaided ..	1935-36	..	..	..	92,265	1,00,917	1,93,182
		1934-35	..	..	..	80,777	78,525	1,59,302
	Total ..	1935-36	1,48,054	1,250	20,135	2,28,120	1,70,592	5,68,151
		1934-35	1,42,890	800	20,716	2,19,590	1,52,175	5,33,171
Increase or decrease.	..	+5,164	+450	-581	+8,530	+18,417	+31,980	
Total A-V. High or Middle Schools.	1935-36	32,35,176	2,898	1,48,192	21,96,653	6,34,009	62,16,928	
	1934-35	30,45,781	2,465	1,46,632	21,04,793	5,92,893	58,92,564	
Total increase or decrease.	..	+1,89,395	+433	+1,560	+91,860	+41,116	+3,24,364	

There was an increase of Rs.3,24,364. The total expenditure on English, adding the figure of Rs.18,78,536 for intermediate education; amounted to Rs.80,95,464, a total increase of Rs.4,42,415. Of this Rs.1,89,395 came from provincial revenues. Fees increased by Rs.91,860 in high and middle schools, due to larger enrolment and voluntary enhancement in rates of fees.

The cost of education in an institution with classes III to XII was Rs.77 per student per annum and in a school with classes from III to X Rs.62-14 as against Rs.74-11 and Rs.61-3 respectively in the year before.

Management and Finances of Anglo-Vernacular Schools—The financial condition of a large number of schools continued to be very disquieting. A great majority of recognized schools exist without a stable private income from endowments and benefactors. The managements

of aided schools strive to balance school budgets, with only the fee-income and the grant-in-aid. The difficulties and devices to which these efforts lead are not conducive to the contentment of staff or a healthy educational atmosphere for the scholars. Further the economies in equipment, library and appliances are such as to lower the efficiency of instruction seriously. An attempt is made to neutralise this weakness by the staff coaching up pupils for a high percentage of passes in the examination to maintain the reputation and prestige of the school. These have to be maintained to attract pupils, so that the school finances may not further deteriorate through a fall in enrolment. A number of schools voluntarily enhanced the rate of fees in order to raise income. One Inspector suggests that it should be prescribed that a certain proportion of the expenditure be met by the management from their own resources—presumably other than fees and enforced subscriptions or cuts from the salaries of the staff. The management should at least realize regularly the subscription for membership of the managing committee of the school in accordance with its own rules in the matter. The financial position has deteriorated to such an extent that few schools can now disburse salaries regularly and punctually, increments to teachers have stopped and cases exist where salaries of staff have had to be cut. Insecurity of tenure of teachers has also continued; it is too early to form an opinion on the effects of the new rules for the arbitration board for disputes between the management and the school teacher. The indirect influence of local party politics is also not conducive to healthy relations between members of managing committees and teachers. The above description may appear depressing, but there is room for optimism in that relations between the great majority of managers and the large body of teachers have been happy. There is good ground for believing that an alleviation of the prevailing economic distress in a more normal period will lead to the fuller recognition of mutual rights and obligations on the part of managements and school teachers.

Equipment—Furniture needs addition and replacement in the great majority of schools, including Government institutions. Science laboratories are not so starved. Geography rooms are much better equipped than history rooms. The following description by the Inspector of Fyzabad is typical of school libraries; “the library in a private school is a miscellaneous collection of publishers’ samples, teachers’ copies of text books, odd books presented (or rejected) by some kind well-wisher of the school and a few ponderous volumes of the Victorian era. Modern readable books are few, and fewer still are those in vernacular.” No part of the school equipment requires as much improvement as does the library.

Buildings—One inspector writes that very few institutions keep their buildings in any reasonable standard of repairs. Class rooms are disfigured by marks of ink and pencil on the walls. All the Government institutions are also in need of special repairs. Complaints of insufficient accommodation and cramped buildings continued. Construction of new and the extension of old school buildings have not been adequate to the growth in enrolment.

Government spent Rs.92,930 on its own schools and gave grants-in-aid to private schools amounting to Rs.54,037. A few of the main items were :

	Rs.
Government Intermediate College, Almora	11,904
Government High School, Bareilly	2,296
B. A.-V. High School, Meerut .. ..	..
Thomson High School, Gonda .. ..	..
Kayasth Pathshala High School, Jaunpur .. ..	..
D. A.-V. High School, Azamgarh .. ..	..
Anglo-Bengali High School, Benares .. ..	..
Shibli George High School, Azamgarh	2,035
Hewett Muslim High School, Moradabad	2,421
Hindu High School, Amroha	1,500
A.-V. Mission High School, Dwarahat	1,394

Hostels—Hostels attached to Intermediate Colleges are popular and fairly full, while those of high schools have not yet regained their popularity. The main reasons for the half empty school hostels attributed by inspectors are economic distress, opening of English schools in rural areas and the restraints imposed in residence in the hostel. The requirements of hostel life, that it should be stimulative to intellectual pursuits and attractive in the amenities provided in the playing field, need to be developed by heads of institutions and the superintendents. The Inspector, Agra, has struck a hopeful note; the rise in the number of boarders residing in hostels attached to non-Government high schools indicates that the parents are realising the importance of keeping their wards in boarding houses.

Teachers and their efficiency—The following statement gives the number of trained and untrained teachers, excluding language teachers and teachers of special subjects such as drawing, manual training and commerce in anglo-vernacular institutions, viz. Intermediate colleges high and middle schools :

Circle	Government A.-V. Schools			Non-Govt. A.-V. Schools		
	Trained	Untrained	Total	Trained	Untrained	Total
1st Circle, Meerut ..	136	..	136	482	58	540
2nd Circle, Agra ..	103	5	108	452	66	518
3rd Circle, Bareilly ..	124	6	130	331	61	392
4th Circle, Allahabad ..	120	7	127	449	70	528
5th Circle, Benares ..	76	7	83	427	54	481
6th Circle, Lucknow ..	108	..	108	234	76	360
7th Circle, Fyzabad ..	122	8	130	235	55	290
Total .. 1935-36 ..	789	33	822	2,060	449	3,109
1934-35 ..	809	40	849	2,475	630	3,105
Increase or decrease ..	-20	-7	-27	+185	-181	+4

Of the total number 482, of trained teachers, many have obtained the Acting Teachers' Certificate. In another quinquennium, at this rate of progress anglo-vernacular schools will be staffed almost wholly by trained personnel.

The Inspector, Bareilly, writes that in aided schools efficiency varies from school to school. Teachers in aided schools work very hard as their retention and promotion depend upon the examination results. Generally speaking the work of teachers in government schools is fairly efficient.

The Inspector, Benares, notes that efficiency at present seems to be governed by the personal factor, the interest which the teacher has in his vocation. The Inspector, Lucknow, reports that the quality of work done by teachers in general is of the average standard and mentions the continuance of the practice of private tuition by teachers in aided schools owing to their meagre emoluments. The Inspector, Fyzabad, notes that there are no signs of improvement among language teachers and teachers of classical languages. Nevertheless the body of teachers in aided or unaided recognized institutions are a hard worked lot, a not unimportant reason being that these schools are seldom adequately staffed by management who cannot afford to be lavish in expenditure on their maintenance. Every labourer is worthy of his hire and it is therefore necessary, in the interest of efficiency, for the managing body of the school to secure the teachers' contentment.

Tuition—Improvised methods and ill-prepared lessons still continue to reduce teaching to a mechanical and uninteresting business in a large number of schools. Inspectors report continued deterioration in the teaching of English. The Inspector, Lucknow, says that several headmasters attribute this to the vernacular medium of instruction. The Inspector, Fyzabad, does not agree with this popular view of the matter because he finds that both graduate and undergraduate teachers themselves have poor English. Therefore, while this language is usually taught by the direct method in the upper primary section the teaching is vitiated by mispronunciation and wrong idiom. In the upper classes there is a change in method also, the teacher is handicapped by this weak foundation and his own inadequate knowledge and not unoften lacks interest in teaching English. Since the pupils' power of expression is very weak, a few inspectors advocate the revival of the oral English test for the High School examination. Improvement of the school library, easy access to it under the supervision of the English teacher and the appointment of competent teachers of the subject are other remedial measures suggested. The majority of schools have been content so far merely to coach up pupils in English to pass the High School Examination. This leads to undue emphasis on textual study, sterile grind in paraphrasing and inadequate practice in the mastery of simple and correct English, both spoken and written. The teaching of mathematics is reported to be satisfactory as judged by the results of examination and mechanical precision in doing sums. The felt need for relating pupils knowledge of mathematics to the simpler problems of everyday life still continues to remain unfulfilled. The abstractions of mathematics have yet to be made real in school practice. Reports in

the improvement of history teaching continue on the whole to be favourable. History class rooms have begun to be equipped with charts, maps, and pictures and occasionally pupils are taken out on excursions. The aims of history teaching to younger children have however not been adequately grasped by teachers and little or nothing has been done to stimulate boys' imagination or to arouse their interest in the past. Recital of the facts and drama of history should convey the spirit underlying both. A dry and matter of fact recital will fail to stir the imagination of the younger children and may only lead to cramming. Correlation of history and language and literature has still to be developed as text books are now being taught in the mother tongue.

The teaching of Geography has continued to grow in popularity and efficiency. In spite of well-equipped class rooms and aids the teaching in lower classes still suffers from defects similar to those in history teaching. The material facts of geography need to be related to human needs at every stage of instruction, if the pupils and particularly younger children are to retain any interest in learning the subject. Elementary science is popular with children when taught out-of-doors rather than in the class room. The teachers have to take pains to make nature study an effective business of the pupils themselves. General science is reported to be satisfactory in schools where it is taught; more adequate equipment is however required. The teaching of science is on the whole satisfactory. Replacement and renewal of apparatus and material need more funds so that the teaching should be more practical and less academic. The revival of the practical test in science for the High School examination has the support of headmasters. Pupils have not acquired the art of applying their scientific knowledge—to explain to themselves or others the simple phenomena of practical everyday life around them. The subject should cease to be "Science in school" and become "commonsense and science." Classical languages are reported to be losing popularity owing to decline as commercial value and also because of the inefficient and low standard adopted in their teaching. Unfortunately the mechanical and old fashioned methods of teaching of the classical languages have spread to Hindi and Urdu which are living, growing and spoken languages. There is however a hopeful sign in the teaching of the vernaculars. A better type of teacher, a graduate or a trained teacher, is now available for recruitment and recent appointments in government and aided schools have been made from this class of men. It is hoped that in a short time there will be a marked improvement in the teaching of the mother-tongue through the addition of this new type to the ranks of maulvis and pandits. While it is permissible to use a minimum of English technical terms in the study of the curriculum, a real and rapid improvement in Hindi and Urdu teaching will come about if teachers avoid unnecessary English words in their Hindustani. A mixed spoken language has proved an unmixed evil in school and social life. Drawing and manual training have continued to be popular, although they are still taught as curriculum and examination subjects. Their extensive utility and correlation with other subjects have been insufficiently realized. These useful arts and crafts need to be extensively developed and more firmly established in the schools to meet the

popular demand for a practical and vocational bias in education. Commerce and agriculture are taught in a few schools and are gaining popularity although the equipment required for teaching them proves costly for some institutions. Agriculture particularly has great possibilities of development in rural high schools and as gardening in English middle schools. Farmwork is no longer regarded with disfavour by pupils who elect to study agriculture. The Inspector, Benares, writes that the age old prejudice of Hindu boys against handling the plough has practically died out. The only depressing feature is that the majority of the school farms are running at a loss. Unless they are made self supporting, boys cannot learn rural economy.

Music—A music class was started in the Government Intermediate college, Fyzabad, as an experimental measure, with 29 students who attended on alternate days after college hours. The music class has so far been maintained out of fees and private subscriptions. Music is taught in 21 aided institutions and is gradually gaining in popularity—in spite of the difficulties of a heavy curriculum and the lack of separate accommodation.

Examinations—The percentage of passes in the High School examination was 53 against 63 in the previous year; the comparative percentages for the Intermediate examination were 60 against 57 last year. One Inspector notes that in some schools a high percentage of passes in the High School examination is secured by detaining a large number of boys in class IX. Another Inspector laments that the school promotion examinations are not a true test of merit and intelligence because class records and the rate of progress of pupils do not receive adequate consideration in determining promotion. A system of testing and examination has yet to be devised which will be less open to objection than the promotion based on the school annual and terminal examinations.

Discipline—Discipline has been reported to be generally satisfactory. Two inspectors note that extra curricular activities produce good discipline. A few institutions have introduced school badges and others the house system. A notable example has been set by a small but growing number of institutions who have a school uniform for their pupils. Parental co-operation has been sought with partial success in a few schools. Fixation of age-limits for each class has also been conducive to smooth discipline.

Physical training and games—The organization of games for all fit pupils still presents difficulties of inadequate playgrounds, material and supervision. These have been successfully overcome wherever the head of the institution has shown keenness and evoked the co-operation of his staff. On the whole the progress in physical training and games has been maintained. Schools report improvement in the health of the scholars. The Inspector of Benares again reports a successful year in the efforts of the Intermediate school and college Sports Association which is the central organization co-ordinating the scattered activities of different schools and colleges in the city and suburbs of Benares. Group physical exercises during school hours will meet the needs of all fit scholars who

cannot owing to distance of home and school participate adequately in afternoon games. It is encouraging to note that physical education is receiving a more appreciable measure of attention in educational institutions than it did in the past.

Scouting—Scouting has continued to make satisfactory progress in schools as a result of the activities of the Boy Scouts and the Seva Samiti Associations. Fyzabad reports a large number of scout rallies and camp fires. The vigorous activities of the two scout organizations have given a renewed impetus to scouting in anglo-vernacular schools and the Inspectors' reports reveal the rapid growth of the scout movement.

School meals—While the midday meal of germinating gram has been introduced with appreciable success in a great majority of schools and has proved generally popular the need felt for variety of school refreshment which will be equally simple and nourishing has still to be met. Pasteurised milk, fruits and nuts could alternate with sprouted gram provide a change in the menu. Sprouting gram as a school meal has the advantages of simplicity of preparation, nourishing diet and low cost and it should continue to be given until the widespread use of pasteurised milk becomes practicable in anglo-vernacular schools.

St. John Ambulance and Junior Red Cross—The Mackenzie School Course in First Aid and Hygiene has continued to grow in popularity. The annual provincial competition held at Fyzabad has been useful in spreading the course and making it popular in anglo-vernacular schools. The circles report substantial extra curricular activity in this direction in many schools. Junior Red Cross groups have made rather slower progress. The report from Lucknow is encouraging. One government high school in that circle has an enrolment of 155 in its groups which have maintained a vegetable garden and the vegetables are sent to the local orphanage. These groups also supervised the cleanliness of the school vernadaha and class rooms.

Medical inspection of schools—The Inspector, Benares, reports that the Central School Dispensary did very useful work under its energetic school health officer. Out of 5,594 scholars in 17 anglo-vernacular schools within the Benares Municipality 2,319 were examined thoroughly. Of the vouchers issued, 95 per cent. were utilized against 57.5 per cent. in the preceding year. The report from Lucknow is also encouraging; the average daily attendance at the school clinic under a whole-time school health officer being 37.

The medical inspection by district or municipal health officers is not reported to be satisfactory because these officers have other duties of their own and cannot devote adequate time and attention to schools also special facilities for treatment of scholars have to be provided. The interest of the staff and the co-operation of the parents have also to be evoked to get the best results out of the scheme of medical inspection of schools in the improved health and physique of the scholars.

Co-education—The number of girls reading in boys' institutions reported from different circles are as follows:

Benares 16 against 12 last year, Lucknow 14 an increase of one girl over last year. One school alone in the Bareilly circle has an enrolment of 21 another of 12 girls, the rest have only one or two. The Dharam Samaj Intermediate College, Aligarh, in the Agra circle has 4 girls, one of whom is reading in class XII.

B— VERNACULAR MIDDLE SCHOOLS

Number and enrolment—The number and enrolment in vernacular middle schools is given below :

Kind of institution	Institution			Enrolment		
	1934-35	1935-36	Variation	1934-35	1935-36	Variation
Government ..	8	8	..	1,680	1,722	+ 32
District Board ..	647	657	+10	75,871	75,754	-117
Municipal Board..	32	31	-1	4,521	4,713	+192
Aided.. ..	53	50	-3	4,613	4,464	-149
Unaided ..	13	18	+5	929	1,628	+ 699
Total ..	753	764	+11	87,624	88,281	+657

The 764 schools had an enrolment of 88,281, giving an average of 116. The number of schools maintained by District Boards increased by 10 and that of unaided ones by 5. Other variations are negligible. The average number per district is about 14 and per municipality about one. In many cases district boards maintain schools within the municipal areas. The percentage distribution among the three classes is 40, 32 and 28 respectively.

Expenditure—The expenditure in the vernacular middle schools is given in the statement below :

Expenditure on Vernacular Middle Schools

Hoads	1934-35	1935-36	Variation
	Rs.	Rs.	Rs.
Provincial Revenue.. ..	10,25,024	10,52,320	+ 27,296
District Board Funds	2,84,024	3,19,549	+ 35,525
Municipal Board Funds	87,469	94,164	+ 6,695
Fees	4,14,200	4,06,845	- 7,355
Other sources	44,168	49,852	+ 5,684
Total	18,54,885	19,22,730	+ 67,845

The total cost of educating 88,281 scholars was Rs.19,22,730 giving a cost per head of about Rs.22. Last year it was Rs.21. The increase was due to the decline in fee income and expenses specially on salaries which are on time-scale basis. The number of scholars increased by 657. It appears that the acuteness of the economic depression is becoming less. The demand for this type of education is again increasing.

Building—The condition of buildings continued almost as last year. This was due to money having been needed for tuition and extra classes. Over crowding is a common feature in several circles. Only nine new buildings could be constructed from funds provided by district boards and three from Government grants. The need for new buildings and improvement of existing ones is great. The condition of hostels is as bad as ever. Equipment is absent or rickety. In several schools students use the class rooms as dormitories. Local bodies find it difficult to allot the money, about Rs.16,000 for a school and a hostel, for new buildings.

The Inspector of Schools, Agra, reports that one school building with a hostel was constructed at Barha, district Agra, with a Government grant of Rs.6,750 also the Municipal Board, Muttra, converted a large hall into a class room at a cost of Rs.1,746. The Inspector of Schools, Meerut, says that there has been no improvement in his circle; the percentage of schools having their own building is on the decline. The Inspector of Schools, Allahabad, says that the vernacular middle school building at Bilhaur, district Cawnpore, was completed. A new building at Katera in Jhansi District was constructed. The construction of a new building at Karwi was held over as the acquisition of the land for building purpose was not complete.

The Inspector, Benares, says that the District Board, Benares, completed the building at Mirza Murad with a Government grant of Rs.4,950. The District Board, Ballia, erected school buildings at Maniar Ratsar from its own funds. The school building at Garwar, district Ballia, was remodelled. The Municipal Board, Azamgarh, constructed a building with a Government grant of Rs.2,543. The Inspector, Lucknow, reports that four new buildings were constructed one in each of the districts of Unao, Kheri, Rae Bareli and Hardoi. One in each of the districts of Bara Banki and Rae Bareli is under construction.

Teachers—In vernacular middle schools teachers are almost all trained. With the exception of teachers of English, untrained teachers are found only in the aided middle schools. The vernacular teachers certificate which they hold is becoming more effective with the new orientation in educational training. Still it does not connote much and the individuals trained often relapse into the lifeless ways, from which they were reclaimed. The teacher's surroundings also are hardly stimulating. There is no incentive nor inclination to useful private study. His means are meagre no doubt for investing much in books, still his indifference is not always the result of lack of resources. A newer type of teacher is,

however, coming into existence and this is encouraging to the education department.

But as a rule the teacher lacks initiative though he is a willing enough worker that too, unfortunately, so long as he is driven. One reason of the inertia in his incapacity to obtain enjoyment from the work he does.

Tuition—The percentage of passes in vernacular middle examination was 70 per cent. This is a high level, but this success is still achieved by means of memorising the contents of books. Perceptibly, however, a change for the better is being brought about by means of better books, rational methods, refresher courses, educational exhibitions and more searching questions. It is hoped that with these improvements this section of secondary education will yield results more valuable than hitherto.

English—The curriculum for the vernacular middle schools includes the optional subjects of Manual Training, Agriculture, Rural Knowledge and English. The table below shows the number of schools in which these optionals are offered. It will be noticed that the schools offering English outnumber the others taken together :

Number of schools taking manual training	Number of schools taking agriculture	Number of schools taking English	Number of schools taking rural knowledge
34	36	251	126

The number of schools teaching English increased by 24, from 227 of last year. The popularity of the subject is greater than ever. Special fees are charged and the staff is required to possess special qualifications. But owing to a large number of untrained teachers the teaching is yet far from satisfactory. One reason for this is the solitary nature of a class in somewhat unfavourable surroundings. The maximum salary of Rs.60 cannot attract trained teachers who will stay permanently. The curriculum covered by the three years V, VI and VII in the vernacular middle school is designed to be equal to that of the III, IV, V and VI of the anglo-vernacular school, and boys who take English in the Vernacular Final Examination gain one year on admission to an Anglo-Vernacular High School.

Rural Knowledge—There were 126 classes, 3 less than in the previous year. The classes are maintained with the help of Government grant. The teachers are on a graded pay of Rs.30—2—60. A recurring grant for the expenditure on these salaries as also a recurring grant of Rs.180 per class are given by Government. The boards are encouraged to fence the plots and to provide quarters for the teachers. The board of Fyzabad is maintaining a rural knowledge class from its own resources. The course in this subject is varied and designed to give information on those subjects which are likely to be of use and of interest to the village boys. The utility and the popularity of the course are now beyond question. But even such an interesting

subject is sometimes found being taught in a mechanical and academical fashion. Like other subjects in middle schools it tends to become a book subject largely because this is the easiest way of teaching a subject is sometimes found being taught in a mechanical and academical initiative of the teacher.

Agriculture—The number of classes was 36 as in previous year. These classes differ from the rural knowledge class, in the areas of farms which are of 5 acres against 1 acre in the cases of rural knowledge. The course also is entirely an agricultural course. The teachers get an allowance of Rs. 10 per mensem in addition to their graded pay. The boards have been encouraged to fence the farms and to provide quarters for the teachers. No classes were opened by district boards in the year under report. A special officer supervises these classes. He reports that several classes are run excellently and some make handsome profits. Others are not doing well. The classes are a source of inspiration to the rural populations, besides imparting a fairly sound training in farming to the student. Cultivators often come to see the crops and to obtain supplies of seed also.

Manual Training—The number of schools with manual training classes remained steady at 34. The classes enjoy marked popularity. In spite of there being a marked need for replacements no special grants could be allowed for replacing the tools which have generally worn out. The local bodies do not realize the need to effect steady replacements of tools. Funds year by year for this are inadequate. The salary of the teachers was fixed at Rs.30—2—60 per mensem.

Vernacular Final Examination—The examination registered 32,392 candidates as against 34,233. The decline in numbers is thought to be due to economic conditions and is expected to be temporary. The percentage of passes was 70 as against 66.5. Agriculture was offered by 813 and manual training by 582. In the previous year the figures were 742 and 562 respectively. Rural knowledge was taken by 2,651 candidates an increase of 110 on the last year. The popularity of English is increasing. Three thousand, five hundred and seventy-eight candidates appeared in it against 3,280 in the previous year. The English paper only was taken by 592 candidates who had passed the vernacular final examination, an increase of 151 on the previous year's figures.

Libraries—The position as regards libraries remained unchanged. In vernacular middle schools there are 199 libraries run with Government aid. No grants could be given to the district boards which applied for grants. Demands for additional libraries have not been met for want of funds. The District Board of Mainpuri opened two libraries and District Board, Gonda, established a circulating library. There are travelling and circulating libraries under District Boards, Jalaun, Gorakhpur, Pilibhit, Banda and Etawah. The number of books in these on 1st April, 1935, was 12,949, six hundred and twenty-three being added during the year. Vernacular magazines and periodicals are subscribed for each of the boards gets Rs.400 per annum being half of the maintenance cost.

The establishment and maintenance of libraries in rural areas specially is one of the most urgent needs of education. Without these literacy cannot advance effectively. They are needed both for those under instruction and for the young men who have left school. But the cost will be some thing like Rs.2½ lakhs with about quarter of a lakh for maintenance, if a library is attached to every existing middle school.

Disciplina—Satisfactory reports were received from all over the province except Bareilly where a few breaches were reported and in Bara Banki where laxity in discipline was noted.

Physical Training and Games—A Committee on Physical Training was appointed to draw up tables for physical exercises in primary and middle classes of vernacular schools and primary classes of anglo-vernacular schools. In addition to country games football, hockey and volley-ball were played. The latter game bids fair to become quite popular. In Agra refresher course were held. In Bareilly also a similar course was held and a tournament took place at Haldwani. In Allahabad a tournament was held at Jhusi. Fyzabad encouraged inter-school tournaments. Lucknow organized similar activities besides providing three vernacular middle schools with playgrounds. Benares organized a training camp of 40 teachers.

Boy Scouts—Scouting progressed satisfactorily. Agra held two camps and rallies at Farrukhabad. The District Board, Etawah, appointed a boy scout organizer. Bareilly reported 87 scout troops in vernacular middle schools. A refresher course was held and a training camp. Allahabad held a number of camps and rallies at Banda and the scouts troops participated in all-India scouts mela at Agra.

In Benares rapid progress is reported from various districts. The scouts of Mamoorganj (Benares) won a prize and a trophy at Agra. Lucknow had 10,565 scouts and cubs, camps and rallies were held. All the vernacular middle schools had scouts troops in Fyzabad and a rally was held at Fyzabad and training camps at Fyzabad, Gonda, Bahraich and Gorakhpur.

First Aid and Hygiene.—All the vernacular schools held health courses in Meerut. Agra taught the Mackenzie Certificate and First Aid courses in all the schools. Bareilly had similar courses. Good progress was reported from other circles of the provinces. The Junior Red Cross movement gained in popularity.

CHAPTER IV

PRIMARY EDUCATION

Primary education continues as before to be administered mainly by local bodies. A few schools attached to training institutions are maintained by Government for the purpose of training young teachers. The following statement shows the number of primary schools of all kinds and their enrolment in the years 1934-35 and 1935-36 :

Number and enrolment

Kind of institutions	Number of schools			Enrolment		
	1934-35	1935-36	Variations	1934-36	1935-36	Variations
Government ..	15	15	..	1,161	1,204	+43
District Board ..	13,675	13,446	-229	908,551	9,14,554	+6,103
Municipal Board..	823	824	+1	103,678	105,542	+1,864
Aided ..	4,146	4,483	+37	158,992	162,253	+3,261
Unaided ..	101	103	+2	5,182	5,551	+369
Total ..	18,760	18,571	-189	1,177,564	1,189,204	+11,640

The statement will show that there has been a decline of 189 in the number of primary schools but the enrolment has increased by 11,640. The average enrolment per school is 64 made up as follows :

1. Government ..	..	..	..	..	..	80
2. District Board ..	..	..	..	..	..	68
3. Municipal Board..	..	..	..	..	..	128
4. Aided ..	..	..	..	..	..	39
5. Unaided ..	..	..	..	..	..	54

The decrease in the number of schools has continued from the previous year when it was 454. But the increase in the enrolment has also maintained itself; as 11,640 more scholars attended the schools. This is a welcome state of things, for nobody feels any anxiety on the score of the abolition of inefficient superfluous schools. Even at present there is room for further decline in the numbers. A really effective and efficient school should have not less than 120 students.

The expenditure on primary education is shown in the table below :

Expenditure

Heads	1934-35	1935-36	Variation
	Rs.	Rs.	Rs.
Provincial revenues	57,95,401	58,13,332	+ 17,931
District board funds	17,17,310	17,91,973	+ 74,663
Municipal board funds	6,32,193	6,35,017	+ 2,824
Fees	3,09,503	3,08,335	- 1,168
Other sources	1,73,328	1,82,696	+ 9,368
Total ..	86,27,735	87,31,053	+ 1,03,318

The increase of Rs.1,03,318 is due to the opening of new schools and raising of the schools from preparatory to primary status, expenditure on account of building and equipment.

The cost of educating 1,189,204 pupils was Rs.87,31,053 the average being 7'6. This figure is too low to ensure efficient return from the money and labour spent on primary education.

In the year of report the flat cut of 6½ per cent. introduced in the years of low provincial finances was restored by Government in January, 1936. The money was distributed to district boards to be used for promoting girls' education. Mr. Weir's report, among other things, focused attention on the stupendous waste which remains an outstanding feature of primary education. It was shown how over 2 lakhs of students left school between the infant class and class I, with a further drop of about 60,000 between classes I and II. The enormous waste in effort and in money implicit in these figures does not seem adequately to be realized by the education committees of the boards. The decline in the number of schools is due to action having been taken by several boards on the lines suggested in the Weir report. But a large number of district boards still have not taken adequate steps to stop waste. The suggestion of the department is one school within the radius of 1½ mile and the distribution of the boards' schools, maktabs, aided schools and pathshalas over reasoned areas instead of the present casual arrangement.

Action on the lines suggested has still to be taken on a province wide scale. Government published for objections a rule that no school shall be aided within 1½ mile walking distance of a district board school. Objections were almost nil and this rule has been incorporated in District Board Education Rules.

The sound principle of discouraging the one-teacher school and having schools with at least 2 teachers with an enrolment of over 50, has not yet been adopted by all the district boards.

The percentage of expenditure on primary education from Provincial revenue was slightly less being 66.6 against 67 per cent. of the previous year.

The percentage of expenditure on primary education as contrasted with secondary, collegiate, University and other education was 24.2 against 25. [This is a low figure, because primary education which is the foundation of all education is receiving less financial assistance than it deserves.] Other kinds of education accounted for 48 per cent. of total Government aid. There is a rise of 1 per cent., as last year it was 47 per cent.

Aided schools continue to employ untrained teachers still. The expenditure on these schools is not commensurate with the result as the schools are inefficient.

Central Training Schools—Normal schools and local training schools look after the training of teachers which is a very important work. The certificates are of two kinds, the Vernacular Teachers Certificate and the Primary Teachers Certificate. The percentage of trained teachers has been steadily rising from 68 per cent. in 1932-33; the figure for the year under report was 73. The district board training classes have now disappeared in most districts. The boards will in future establish training schools like that at Bharwari, in Allahabad District.

There are now 6 central training schools and 8 district boards training schools maintained by district boards. The number of district board schools has decreased by one because the Narwal School in Cawnpore District was taken over by Government in July 1935-36. Of the other schools six were in Benares, one in Agra and one in Allahabad circles.

The six Government training schools at Faridnagar (Meerut), Kuraoli (Mainpuri), Bahjoi (Moradabad), Kerakat (Jaunpur), Biswan (Sitapur) and Bara Banki continued during 1935-36. The teachers in these schools are deputed from district boards for 5 years.

The central training school of Jhusi which is run by the Rural Education Society of Allahabad is the only institution of its type where private effort is devoted to the training of teachers. Training classes attached to vernacular middle schools are now maintained by 21 district boards. The salary of the teacher who is graded with headmasters of vernacular middle schools, and for whose salary Government grants the sum of Rs.640 per annum recurring is in charge of the class as well as the whole practising school. Several boards, namely Mainpuri, Hardoi, Sultanpur and Lucknow closed their training schools and, therefore, did not receive the grants.

Tuition—Lack of buildings and equipment combined with the inertia of the teachers are largely responsible for the disappointing results in primary education. [The child in most cases leaves the school before he reaches class IV, which only could impart the minimum of useful education. Of five children enrolled in the infant class only one remains in school to class IV. The home conditions being very unfavourable the relapse into illiteracy is almost certain.]

One gratifying feature of rural education is the steady increase in the number of girls attending boys' schools. The prejudice against co-education is dying out and parents gladly send girls to boys' schools, especially when a teacher from the locality and belonging to the predominant local community is employed on the staff. Women teachers in boys' schools are extremely rare still. Primary education would advance greatly if women teachers taught in the infant class in mixed or purely boys' schools.

Buildings—These continue as before, the state being far from satisfactory. Buildings are either wanting or in bad repairs. Meerut reports that primary schools are still generally held in chaupals.

Agra—The position is reported unsatisfactory. Only three schools were constructed in Farrukhabad.

Allahabad—A large number of schools are held in rented or borrowed buildings.

Benares—Two hundred and thirty schools reported without buildings. Last year there were 113.

Lucknow—The condition of buildings was deplorable; 22 schools were without buildings.

Fyzabad—Eighty schools were without buildings.

The condition in municipalities is almost as unsatisfactory. The schools there are situated in dark houses and often without even the most primitive types of conveniences.

Equipment—The equipment is sometimes entirely absent. The *tats* are often worn out rags and there are schools in which boys sit on bare floors. District boards unwisely economize on this item as well on repairs to buildings, which for want of looking after get damaged hopelessly. It is worth mentioning that in some cases even text-books to teachers are not supplied for a considerable time. In this connexion it is a matter of satisfaction to note that some exceptions also exist. In the Agra circle Mainpuri and Aligarh spent well on equipment.

COMPULSORY PRIMARY EDUCATION

(a) *In municipalities*—The number of municipalities with compulsory primary education remained unaltered at 36. No new schemes have been sanctioned since the last one of Saharanpur town in 1931-32. The reason is lack of funds.

Statement showing classwise analysis of boys of the compulsory age for 1931-32 to 1935-36 reading in vernacular schools of the 36 municipalities where compulsion has been introduced.

Serial no.	Municipality	Class infant year 1931-32	I	II	III	IV
			1932-33	1933-34	1934-35	1935-36
1	Aligarh	385	143	96	41	24
2	Hathras	884	352	100	124	76

PRIMARY EDUCATION

Serial no.	Municipality	Class infant year 1931-32	I	II	III	IV
			1932-33	1933-34	1934-35	1935-36
3	Muttra	900	600	388	189	86
4	Brindaban	304	272	123	51	22
5	Agra	2,535	1,221	762	379	172
6	Firozabad	483	169	84	60	21
7	Mainpuri	269	169	80	39	14
8	Soran	33	27	21	15	4
9	Kasganj	305	178	102	68	26
10	Bareilly	4,467	1,056	574	263	108
11	Bijnor	363	156	110	52	25
12	Budaun	128	84	26	14	4
13	Moradabad	2,491	902	461	226	67
14	Unao	216	119	77	34	12
15	Sitapur	505	180	101	53	19
16	Hardoi	388	229	102	51	16
17	Lakhimpur	336	193	112	40	17
18	Lucknow	3,782	1,122	764	346	134
19	Roorkee	299	117	66	13	2
20	Muzaffarnagar	130	56	37	16	6
21	Meerut	1,270	463	279	125	50
22	Ghaziabad	524	124	82	40	39
23	Hapur	1,024	173	94	24	2
24	Bulandshahr	564	245	149	82	32
25	Sikandrabad	391	271	145	80	12
26	Naini Tal	122	116	91	38	16
27	Kashipur	286	88	79	52	22
28	Cawnpore	3,067	1,115	753	705	272
29	Allahabad	2,285	838	430	172	83
30	Jhansi	451	133	117	93	101
31	Konch	385	186	77	34	12
32	Benares	615	207	125	72	46

Serial no.	Municipality	Class infant year 1931-32	I	II	III	IV
			1932-33	1933-34	1934-35	1935-36
33	Ghazipur	805	239	136	94	33
34	Mirzapur	214	161	88	35	23
35	Balrampur	197	72	31	16	2
36	Saharanpur	2,050	472	271	116	41
	Total	33,456	12,239	7,223	3,863	1,646
	Per cent. distribution ..	57	21	12	7	3

The new table of progress is about as gloomy a reading as the former one. Out of 33,456 in the infant class only 1,646 reached class IV. But the later figure is for the vernacular primary schools. A large number of students also join Anglo-vernacular schools. Their number taken with the enrolment of class IV in vernacular primary schools for municipal areas was 6,481. This means that for every five children one at least reaches class IV of one or the other kind of schools.

The Government grant towards expenditure was Rs.2,89,196 against Rs.2,51,549.

The committees responsible for the administration of compulsory primary education remain lethargic. Meetings are few. The schools continue inefficient. In several cases the staff is not properly qualified.

The percentage of attendance is generally below 80, for children of compulsory age. Private schools often prevent boys from attending boards' schools and also the Act is not fully enforced.

Only one-third of the schools are housed in boards' own buildings. The rest are held in rented houses which leave much to be desired in sanitation and ventilation. Equipment is fairly adequate.

(b) *In rural areas*—The amount of compulsory education schemes grant was Rs.33,31,155. The schemes could not be extended for want of funds. The percentage of attendance was about 80 per cent. But the tuitional progress was far from satisfactory. There is marked stagnation in the lower classes and only a small percentage reach the uppermost class, the wastage of children in the progress to class IV being still great. One reason of inefficiency is the unsuitability of many of the areas selected for the application of the Act. The school committee of Srinagar in district Cawnpore did not meet even once and those of the Benares District were very inactive. Etawah, Ghazipur, Benares, and Sitapur are, however reported to be making progress. The housing of schools is still bad; many buildings are rented or borrowed and are not always satisfactory. Schoolmasters are part-time attendance officers. This has not conduced to

efficiency. There was no complaint about the supply of necessary equipment.

In order to test the rate of wastage in the primary schools and to ascertain what return Government were getting for the money expended, a statement was prepared to trace the history of the boys admitted in July 1930, in areas with Voluntary Primary Education and for areas with Compulsory Primary Education.

In areas with voluntary primary education 12,772 boys were admitted in July 1930. Five years later 233 had died. The numbers still reading in schools were—

Infants	..	..	I	II	III	IV	Total
29	..	..	261	813	1,478	703	3,284

1,238 had passed class IV.

The number leaving in each class during the quinquennium were—

Infants	..	..	I	II	III	IV	Total
4,711	..	..	1,540	874	543	349	8,017 or 63%

Assuming permanent literacy is reached by admission to class IV we have

1,238 passed.

349 left in class IV.

703 reading in class IV.

2,290 out of 12,772 or 18%.

As boys stay on in these primary schools to 14 and 15 years of age it would be reasonable to add to the 2,290 at least 700 out of the 1,473 remaining, a total say of 3,000 in all or 24 per cent. at most. Voluntary Primary Education in *Primary Schools* may, therefore, be taken as having an efficiency of 25 per cent., i.e. out of four boys admitted to our primary schools one becomes literate.

The case of preparatory schools was not examined where tuition stops after class II; out of the 17,000 odd schools for boys maintained or aided by district board, 8,000 are preparatory and if preparatory schools are included this percentage efficiency will be very heavily reduced.

From the total 8,017 reported to have left school deduct 349 who had reached class IV and we get 7,668 leaving school before class IV or 60 per cent. of the enrolment the expenditure on whom is definitely wasted. These boys will relapse into illiteracy. The numbers leaving or dying each year is worked out roughly as—

1st year in school	..	..	..	..	3,000
2nd year in school	..	..	..	..	2,000
3rd year in school	..	..	..	..	1,500
4th year in school	..	..	..	..	1,000
5th year in school	..	..	..	..	800

In the areas under compulsion 2,851 admissions were recorded in July 1930. Of these 55 died leaving 2,796. Of these the following were reading in school five years later :

Infant	..	..	I	II	III	IV	Total
11	..	..	110	192	190	139	642

169 boys had passed class IV.

The numbers leaving schools in the five years were—

Infant	..	..	I	II	III	IV	Total
1,001	..	..	462	302	158	61	1,982

Analysing these as before we have a sure efficiency of—

169 passed class IV.

139 still in class IV.

61 left in class IV.

369 or

369 out of 2,851 or 13 per cent.

Adding most of the 190 still in class III we get say 500 permanent literates or 18 per cent. Compulsory Primary Education may thus be taken as 20 per cent. efficient yielding one boy in five as contrasted with one boy in four in voluntary primary schools.

The definite wastage is 1,982—61 or 1,921 who left school without reaching class IV. One thousand nine hundred and twenty-one is 67 per cent. just over two-thirds of the enrolment. It should not be held that compulsory education is less efficient than voluntary on the grounds that the wastage quoted here is 67 per cent. while in paragraph 5 the wastage in voluntary primary schools is stated to be 60 per cent. The latter figure is not truly indicative of the wastage in voluntary education. It is the wastage in primary schools and excludes that from preparatory schools.

If we take 66 per cent. as being an average statement of the definite waste associated with primary education, compulsory and voluntary, it appears that the money spent without return is two-thirds of 74 lakhs, i.e. 49 lakhs.

This question of wastage has been engaging attention for many years. Mr. Weir's estimate of 49 lakhs wastage per annum might be compared with Mr. Mackenzie's in 1927 when he put it at 40 lakhs. The latest figures for the province as a whole come to the following :

	Rs.
Infant class	4,84,000
Class I	2,63,700
Class II	1,66,900
Class III	1,22,100
Class IV	88,500

This would show that the amount of wastage is stupendous. There is no royal remedy however. Co-education, women teachers, all-round public enlightenment bringing about improvement in home conditions and a better value set on education, more efficient teaching and supervision and the evolving of a civic conscience in the representatives of the proletariat are the main factors on which hope for the future is centred.

Examinations—The new scheme introduced in 1933-34 which provides for the class IV examination to be conducted at centres by the Sub-Deputy Inspector helped by a board of local headmasters is reported to be working well all over the province.

School Gardens—Where facility for watering exists and where soils are responsive, gardens are planted and maintained, their importance being realized by all concerned. But still apathy is shown in spite of the presence of favourable conditions and there are unfortunately schools which collect together some plants for the occasion of the inspection somehow to create gardens.

Handicrafts—All the circles furnish reports of the increasing popularity of handicrafts. In several schools good serviceable articles like tats, ropes newar, fans, pankha frills, envelopes, decorative articles and even soaps and pencils are turned out. The aim of handicrafts is mainly to supplement book education as well as to create love for manual labour which still is considered as derogatory to the honour by several sections of the population. The student is helped by these handicrafts to form habits of self-reliance and the mind is trained through the hand. Steadiness, perseverance, planning and pursuing a pre-conceived plan through the various stages to a definite end are traits which this kind of work helps to develop.

Boy Scouting—Very gratifying reports have been received from the circles. In Meerut 224 scout troops existed. In Agra training camps were held at Aligarh, Mainpuri and Etawah and the number registered a phenomenal rise. In Allahabad 378 schools had scout troops. Fyzabad held 10 training camps, 569 scoutmasters were trained, the number of scouts was 5,226.

Rural Welfare work—Three tahsils were specially selected to give effect to the scheme of rural welfare work in 1935. They were :

- (1) Mohanlalganj, Lucknow.
- (2) Sadr tahsil, Gorakhpur.
- (3) Belari, Moradabad.

The cost of training was Rs.20,691 all met by Government. Sixty teachers were trained for each tahsil. They received an honorarium of Rs.30 per annum. The work was done with the assistance of the Department of Public Health and Agriculture Department and the teachers were under the supervision of a specially trained Sub-Deputy Inspector.

The teachers' work is expected to touch all the important aspects of village life. They make an effort to become centres and organizers of the various social and utilitarian village activities, like Katha reciting, village dramas, games, medical aid, fighting epidemics, agriculture, sanitation, veterinary work and co-operative work.

The Court of Wards, Ajodhya Raj, organized a unit of uplift work at Mosoda and made over the control of the area to the Inspector of Fyzabad in July 1935. Thirteen schools with teachers at modest salaries housed in buildings of their own and having gardens attached and with sanitary arrangements suited to village conditions are reported to have taught about 700 children with special stress on cleanliness.

Night schools for adults in Municipalities—There were 84 night schools with 2,157 scholars. Total expenditure on these was Rs.13,240 all met by Government.

The schools were started in 1921-22 as an experimental measure. Twelve night schools were opened in the municipalities of Allahabad, Lucknow, Cawnpore, Meerut, Bareilly and Agra. The night schools are restricted to males of above 12 and the instructions is in the rudiments of arithmetic, reading and writing. No fees are charged and the entire cost is met from Government grant.

Statement showing particulars of night schools maintained by the Municipalities of Agra, Allahabad, Bareilly, Cawnpore, Meerut and Lucknow in 1935-36.

Serial no.	Name of the municipality	Number of night schools	Total enrolment on 31st March, 1936	Particular of adults in		Remarks
				Junior class	Senior class	
1	Agra ..	14	419	287	132	*Include two night schools for depressed classes for which a separate grant is given.
2	Allahabad ..	12	390	178	212	
3	Bareilly ..	12	344	325	19	
4	Cawnpore ..	14*	376	293	83	
5	Meerut ..	20	349	219	130	
6	Lucknow ..	12	279	204	75	

Night schools in Rural Areas—The night schools in the villages have declined in numbers in some circles, while there has been no change in the others. The decrease in Benares was considerable being 15 from 44. This is due to the weakness of the schools and also to the opening of evening institutions. The latter are more attractive as they provide amusements like singing, as well as ordinary instruction. Only the Lucknow Circle reported an increase from 21 to 24. The schools are reported as unsatisfactory. There is lack of accessories and also lack of enthusiasm, for the paid teacher is usually a tired man trying to instruct a class of tired pupils.

Education in Cantonments—In the Meerut Circle only one school is maintained at Lansdowne. In Agra there were 4 schools. In Bareilly circle there were 3 schools. Allahabad had 6 schools. Benares had only one. The expenditure on these was met by the cantonment board. The staff is mostly trained and the schools are better than in the District Board schools.

Factory schools—There were four such schools. The largest one is at Cawnpore, maintained by the Government Harness and Saddlery Factory. It had 78 pupils.

Restoration of the 6½ per cent. cut in the grants to district boards—In 1932-33 a cut of 6½ per cent. was made in the recurring grants made from provincial revenues to district boards for ordinary and compulsory

schools for boys on account of the need for stringent economy. In January 1936 Government decided that this cut in the grants to district boards for education be restored and that the money thus set free for the restoration of the 6½ per cent. cut be mainly utilized by district boards on the improvement of the education of girls.

District Board Education Finance Committee, United Provinces—In January 1936 Government appointed a committee (with Mr. D. L. Drake-Brockman, I.C.S., Senior Member, Board of Revenue, United Provinces, as its Chairman) to examine the question of Government grant paid to district boards towards expenditure on vernacular education and its proportion to the contribution, which they are required to make for the purpose from their own funds, to make recommendations regarding the finances of district boards in their relation to education, and to suggest ways and means to bring about on a more equitable basis a re-adjustment of the grants at present paid by Government to the boards towards vernacular education. The Committee was also required to make a survey of the entire position as regards fees in vernacular schools especially from the point of view of the repercussion on district boards and provincial revenues. The report of the Committee is awaited.

SERVANTS OF INDIA SOCIETY'S
BRANCH LIBRARY
BOMBAY

recurring grants from provincial revenues in 1932-33 for district board primary schools for boys and which is now restored to the boards will be spent on the education of girls belonging to rural areas. The scheme to work out which an officer, Miss Gandhi, was specially deputed, will include not only the improvement of vernacular village education for girls, but also the establishment of English middle schools or high schools with a hostel attached, to provide accommodation for village girls. The scheme, if taken full advantage of, by the boards will in time give the more advanced village girl the same privileges as the town girl. A circular to this effect was published by the Director of Public Instruction on 20th January, 1936, and schemes were invited. Since complete plans could not be expected to mature before the close of the financial year, Rs.2,00,000 or the equivalent of the 6½ per cent. cut for the year was distributed among the forty-eight districts of this province to meet small schemes of improvements for girls' schools already in hand.

Other Activities—An all India girl-guide camp was held at Lucknow in January, 1936, under the kind patronage of Lady Haig. The camp was attended by guides and trainers from all over India. The camp was a great success. Several other small camps were held in the province during the year for the training of guiders. The success of these camps has been largely due to the patient and cheerful spirit of Miss Taraporewalla, our trainer from Bombay, and to the sympathetic co-operation of the inspecting staff.

Inter-school sports continue to flourish. For the first time there was a common Olympic provincial meet for boys and girls, in which the colleges also participated. The meet was held in Allahabad. The girls showed as much enthusiasm as the boys.

An effort was also made to extend the field of the Junior Red Cross work in schools and to popularise the Mackenzie School Course in First Aid and Hygiene.

Inspecting Agency—There was no change in the numerical strength of the inspecting staff. Miss E. C. Williams, M.A., L.T., continued to officiate as Chief Inspectress of the province.

in primary schools. There were 304 middle schools and 1,733 primary schools in the province, but the total enrolment of girls in these middle schools was more than one half the total enrolment of girls in primary schools on 31st March, 1936. This would have been a cause for alarm, had there not been a sufficiently large number of girls reading in boys' primary schools. Co-education in boys' schools is helping to solve some of the problems in the way of primary education for girls; but the provision for primary education for girls, both in quality and extent, is not relative to the demand.

The total number of girls reading in all kinds of institutions during the year was 211,514 showing an increase of 10,381 girls as compared with the figures of the previous year.

Expenditure—The following statement shows expenditure under heads spent on girls' education, exclusive of expenditure on buildings, equipment and miscellaneous :

Expenditure		1934-35	1935-36	crease
		Rs.	Rs.	Rs.
Provincial revenues	.. ..	11,27,159	12,04,956	77,797
District Board Funds	.. ..	1,52,399	1,55,848	3,449
Municipal Board Funds	.. ..	3,90,436	4,37,104	46,668
Fees	.. ..	2,43,429	2,62,305	18,876
Other sources	.. ..	3,30,030	3,95,776	65,746
Total		22,43,453	24,55,980	2,12,536

There was a general increase in expenditure on girls' education from district board, municipal board, provincial and other funds. The total increase for the year under report was Rs.2,12,536. The fact that the figures of expenditure on girls' education for the last three years show a steady progressive increase of over a lakh of rupees a year, in spite of the financial stringency of the times, in a large measure, testifies to the effort that is being made to provide more adequately for the education of girls than has been done in the past.

University and Intermediate Colleges—The number of these institutions remained constant during the year. There are six Intermediate colleges in the province. Of these two prepare candidates for University degrees. The Isabella Thoburn College, Lucknow, prepares women candidates for degrees from the Lucknow University; and the Crosthwaite Girls' College, Allahabad, prepares women candidates for

degrees from the Allahabad University. Details of enrolment in the six Intermediate colleges is given in the statement below :

Name of College	Class XII		Class XI		Class X		Class IX		Classes A-XII	
	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36
Isabella Thornburn College, Lucknow.	33	30	42	45	..	..	..	..	78	75
Crosthwaite Girls' College, Allahabad.	22	25	34	32	23	21	19	29	335	338
Mahila Vidyalaya Intermediate College, Lucknow..	7	8	9	10	18	23	22	25	521	544
Theosophical Girls' College, Benares.	8	7	10	12	11	17	15	23	317	320
Muslim Girls' College, Aligarh.	6	12	13	14	12	13	16	30	184	227
Balika Vidyalaya Intermediate College, Cawnpore.	..	7	8	7	11	14	17	12	451	433
Total ..	79	89	116	120	75	88	89	119	1,886	1,937

High Schools—There are now 17 high schools for girls in the province. The number recorded in the last report was 15. Of the two additional high schools, the Morari Lal Khattri High School, Agra, opened as a new school in July, 1934. Within a year it was given provisional recognition as a high school by the Board of High School and Intermediate Education. This school was opened with the trust left by the late Lala Morari Lal Kapoor, and is managed by a number of trustees. The quick progress made by this institution is commendable. The other additional high school was the Central Hindu Girls' School at Benares which gradually developed from a middle school of many years standing into a high school. In 1935-36 it was recognized by the Benares University as a high school. Three out of these 17 high schools have shown promise of developing into Intermediate Colleges in the near future. Intermediate classes were opened at the Partap Singh Girls' High School, Moradabad, but recognition was withheld for various reasons. The other two institutions that applied for permission to open Intermediate classes were the Muslim Girls' High School, Lucknow and the Mahadevi Kanya Pathshala, Dehra Dur. The total enrolment in the 17 high schools reported was 6,304

on the 31st March, 1936, showing an increase of 720 for the year. Of the total enrolment 3,568 were in the primary stage and 2,736 were in the secondary stage.

English Middle Schools—The number of English Middle Schools increase from 57 to 61 during the year. The increase was virtually six new schools, as two of the old ones moved into the ranks of high schools. A new English middle school was opened at each of the following places: Dehra Dun, Agra, Farrukhabad, Sultanpur, Lucknow, and Orai. The enrolment in these middle schools rose from 8,174 to 8,829, showing an increase of 655. The increase for the year was more than double that of the year previous. On the other hand, there was a marked decrease in the number of boarders in these schools. English middle schools have usually provided accommodation for more than half the total number of boarders in all institutions for girls; but the English middle schools for 1935-36 reported a decrease from 2,683 to 1,894 boarders during the year. Taking into account the new admissions for the year, there were over a thousand more girls attending school as day-scholars than the year previous. This is a fact to be regretted. Apart from the point of view of discipline, attendance and efficiency, which are ordinarily better maintained in a boarding institution than in a day-school, the strain of conveyance charges on the public budget has become acute. The Department has now formulated a policy that in future conveyances used in girls' schools shall be self-supporting. Parents will be expected to pay more conveyance fees than they have done in the past.

Vernacular Schools—There are 243 vernacular middle schools and 1,733 primary schools for girls in the province. The total enrolment in these two kinds of institutions is 38,767 and 74,622 respectively against 35,203 and 71,331 of the previous year. The table below gives details of vernacular middle and primary girls' schools and their enrolment:

Kind of schools	Middle schools	Enrolment	Primary schools	Enrolment
Government ..	77	13,064	9	590
District Board ..	41	3,617	892	32,227
Municipal Board ..	34	5,220	236	20,713
Aided	89	16,554	588	20,778
Unaided	2	312	8	314
Total	243	38,767	1,733	74,622

The increase in enrolment for the year under report was 3,564 girls in middle schools and 3,391 in primary schools. The number of vernacular middle schools increased from 227 to 243 and the number of primary schools from 1,727 to 1,733. It will be seen from the table above that vernacular middle schools are primarily maintained by Government and private bodies and societies aided by Government, and the primary education of girls is mainly carried on by the district and municipal boards.

Other Schools—There are three schools; a technical school at Meerut, a school for blind girls at Rajpur and a school for the untainted children of lepers at Naini. None of these schools is recognized by the Department as they do not follow the prescribed curriculum, but get support from Government through other channels. There were also two adult schools in the Lucknow District aided by the district board but they were closed in August, 1935 for lack of funds.

Examination results—The results of the various public examinations are given in the table below with the figures for the previous year :

Examination	1934-35		1935-36	
	Number examined	Number passed	Number examined	Number passed
Intermediate Arts and Science	104	81	158	120
High Schools	291	204	430	216
Vernacular Upper Middle ..	535	269	768	410
Anglo-Vernacular Middle ..	956	633	925	632
Vernacular Lower Middle ..	2,263	1,335	2,624	1,887

Buildings—The difficulties experienced in girls' schools because of inadequate and improper housing conditions will continue to exist for some time yet. The need for improvement in this direction is so general, that no matter how great an effort is made to meet it, no scheme for improvement can hope to meet more than a fractional part of the total demand in the province. But schemes for improvement continue to be considered against a time when money will be more plentiful than it is now; and the actual achievement in construction work yearly is not too discouraging, considering the scarcity of money at the present time. During the year 1935-36 the Government expenditure on buildings for girls' schools was Rs.50,826. Of this Rs.15,822 were given in small grants to twelve aided schools for minor works. In some cases, the money was used by the school to buy land. In other cases, to build garages or additional class rooms, but no project exceeded Rs.5,000. The amount spent on Government schools was Rs.35,504, the allotments of which are given below :

	Rs.
(1) For the construction of Junior Teachers' quarters Government Girls' High School, Bareilly ...	7,622
(2) For the School-house of the Government Vernacular Girls' School, Kasganj. The school was held hitherto in a rented building	6,000
(3) For the construction of quarters for the Headmistress and Matron and hostel for boarders and a boundary wall of the Girls' Normal School, Budaun...	21,882
Total	35,504

Compulsory Education—Compulsory education for girls was introduced for the first time in this province during the year under report. Compulsion on a large scale is not yet practicable as the provision in accommodation and staff is inadequate. Schemes for the introduction of compulsory education for girls were carefully scrutinized and only the best were allowed to materialize. Three Municipal Boards and one District Board enforced compulsion in certain areas during the year. The Municipality of Cawnpore introduced compulsory primary education for girls in its Patkapur, Sadr Bazar, Anwarganj and Moulganj wards on 11th September, 1935. A grant of Rs.11,014 was sanctioned as assistance towards its recurring expenditure by Government. The Municipal Board, Mirzapur, introduced primary education for girls in Ganeshganj and Wellesleyganj wards on 2nd January, 1936. A grant of Rs.1,253 was given to this Municipality towards its recurring expenditure, and Rs.10,000 towards the construction of two new school-buildings for the new schools opened in this connexion. Compulsory education for girls was introduced by the Municipal Board of Muttra in Holidarwaza ward no. 2, on 2nd January, 1936. Government sanctioned Rs.750 towards equipment and Rs.954 towards the general recurring charge for the introduction of this scheme. The District Board of Etawah introduced compulsory primary education for girls in the Ekdil village area on 18th March, 1936. Government sanctioned Rs.370 as assistance towards equipment for the girls' schools in this unit.

Improvement of District Board Schools—In spite of the improvement made in urban areas, the problem of female education is yet unsolved when one considers the condition of village schools. The bulk of the population lives in villages; yet village schools for girls are almost entirely primary schools, which are more often than not, incomplete, one-teacher school, teaching not even up to the full primary grade. The wastage therefore in these schools is immense, as only a small percentage of the girls who enter school at the infant stage reach class IV. The problem of how to bring a better form of education to the village girl has occupied many minds. Accommodation, staff, equipment, supervision and control are all too inadequate. The insufficiency of public funds available for general improvement is the rock on which the solution to the problem splits. Any circumstance therefore that tends to bring about better conditions for girls in village schools is looked upon with favour. The recent influx of village girls into boys' schools, by the hundreds, is a matter to be rejoiced over; for these girls have themselves solved their difficulty, despite all purdah objections. Boys' schools are better equipped and provide for a better education than the average type of village girls' schools. The Department will in future encourage the employment of at least two women teachers in those village boys' schools, where girls seek admission. If co-education becomes general in villages in the primary stage, village girls will be persuaded to go further in their studies than they do now, as the quality of teaching will be better than it is now. The Department thinks the time has come to provide for yet higher education for rural areas. In accordance with this policy the 6½ per cent. cut which was made in the

recurring grants from provincial revenues in 1932-33 for district board primary schools for boys and which is now restored to the boards will be spent on the education of girls belonging to rural areas. The scheme to work out which an officer, Miss Gandhi, was specially deputed, will include not only the improvement of vernacular village education for girls, but also the establishment of English middle schools or high schools with a hostel attached, to provide accommodation for village girls. The scheme, if taken full advantage of, by the boards will in time give the more advanced village girl the same privileges as the town girl. A circular to this effect was published by the Director of Public Instruction on 20th January, 1936, and schemes were invited. Since complete plans could not be expected to mature before the close of the financial year, Rs.2,00,000 or the equivalent of the $6\frac{1}{2}$ per cent. cut for the year was distributed among the forty-eight districts of this province to meet small schemes of improvements for girls' schools already in hand.

Other Activities—An all India girl-guide camp was held at Lucknow in January, 1936, under the kind patronage of Lady Haig. The camp was attended by guides and trainers from all over India. The camp was a great success. Several other small camps were held in the province during the year for the training of guiders. The success of these camps has been largely due to the patient and cheerful spirit of Miss Taraporewalla, our trainer from Bombay, and to the sympathetic co-operation of the inspecting staff.

Inter-school sports continue to flourish. For the first time there was a common Olympic provincial meet for boys and girls, in which the colleges also participated. The meet was held in Allahabad. The girls showed as much enthusiasm as the boys.

An effort was also made to extend the field of the Junior Red Cross work in schools and to popularise the Mackenzie School Course in First Aid and Hygiene.

Inspecting Agency—There was no change in the numerical strength of the inspecting staff. Miss E. C. Williams, M.A., L.T., continued to officiate as Chief Inspectress of the province.

CHAPTER VI

EDUCATION OF SPECIAL CLASSES—1935-36

A—Education of Europeans and Anglo-Indians

Number of institutions and enrolment—The number of recognized institutions including four Intermediate Colleges was 51, which is four less than that of the previous year. The East Indian Railway Schools, Cawnpore and Ghaziabad and the B. B. & C. I. Railway School, Fatchgarh were closed during the year, while the Colvin Free School and Bishop Johnson Orphanage, Allahabad have been amalgamated with the Boys' and Girls' High School, Allahabad, with effect from 1st January, 1936. The enrolment has risen from 6,783 to 7,046. The increase of 263 is made up of 153 Europeans and Anglo-Indians and 110 Non-Europeans. Among Europeans and Anglo-Indians, there was an increase of 117 boys and 36 girls. The total number of Non-European students in these schools is now 1,130 against 1,020 in the preceding year. The enrolment of the training class for women teachers attached to the All Saints' Diocesan College, Naini Tal is 38, the same as in the preceding year.

Expenditure—The total expenditure rose from Rs.24,95,289 to Rs.25,28,934, of which 36·14 per cent. was met from Government funds as against 36·52 per cent. in 1934-35. The increase has been mainly in expenditure from sources other than public revenues and fees.

Government grants towards buildings and equipment amounted to Rs.23,789 against Rs.37,339 in the preceding year, and the total expenditure under this head from all sources also decreased by Rs.49,221 mainly in expenditure from public revenues and sources other than fees. St. Joseph's High School, Allahabad, All Saints' Diocesan College, Naini Tal, and the Girls' High School, Allahabad, were given building grants of Rs.3,500, Rs.2,000, and Rs.2,100 respectively. The expenditure on boarding houses increased from Rs.6,95,574 to Rs.7,16,596.

Teachers—There has been an increase of 23 teachers during the year, the total number being 508 as against 485 in the preceding year. The increase is made up of 17 trained and 6 untrained teachers. The percentage of trained teachers was 77, the same as in the preceding year :

	Trained		Untrained		G. aduates	
	Men	Women	Men	Women	Men	Women
1935-36	144	250	36	78	72	68
1934-35	132	245	35	73	67	56

Examinations—1935-36

	Intermediate		Higher certificate		Sch ol certificate		Junior Cambridge	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Number of Examinees ..	57	..	8	3	176	100	211	116

The percentage of passes in the Intermediate was 59, the same as in the preceding year. The Cambridge School Certificate Examination results showed a fall from 71 per cent. to 64.49 per cent. while the percentage of passes in the Cambridge Junior Examination increased from 67.2 to 77.3. In the School Certificate Examination, the girls did better than boys, the percentage of passes being 69 and 61.9 respectively while the reverse was the case in the Cambridge Junior Examination, the percentage of passes being 75 for girls against 78.6 for boys.

Three girls in the advanced training class attached to All Saints' Diocesan College, Naini Tal, appeared for the Cambridge Higher School Certificate Examination and only one passed.

Training of Teachers—The training class attached to All Saints' Diocesan College, Naini Tal, presented 14 candidates including five kindergarten teachers for the Women Teachers' Certificate Examination and all passed.

Provincial Board—The third and fourth meetings of the Provincial Board of Anglo-Indian and European Education, United Provinces, were held in Naini Tal and Allahabad on Monday, 10th June, 1935 and 6th January, 1936, respectively. At the second meeting held on 2nd February, 1935, the Board recommended that scholarships under the Code of Regulations for schools for Anglo-Indians and Europeans should be awarded according to the means of the parents. The recommendation has been accepted by Government and scholarships for 1936-37 will be awarded accordingly. At the request of Government, the Board considered the present scales of pay for trained teachers and at its fourth meeting made recommendations for new scales which are being considered by Government.

Mr. W. G. P. Wall, M.Sc., I.E.S., again held charge of the Office of the Inspector of European Schools, United Provinces, in addition to his duties as Principal, Training College, Allahabad.

B—Colvin Taluqdars' Intermediate College, Lucknow

The enrolment was 86 of whom 55 were boarders and the rest day-scholars. The Intermediate section has 16 boys, 8 in each of the two classes. The institution is conducted as a public school and a sound physical education is the principal feature of the college. Games, physical exercises, riding, swimming and scouting have been thoroughly well organized. The staff is exceptionally strong and individual attention is given to scholars and study is supervised in the morning and at night. Five boys were sent up for the Intermediate Examination of

whom 2 passed, and 7 out of 9 sent up for the High School examination also passed. The college has a literary society and a class for the Mackenzie School Course in First Aid Sanitation and Hygiene.

C—Muslim Education

Vernacular Primary Education—The following table shows the number of Muslim scholars in different types of Vernacular primary institutions :

Year	Ordinary primary schools	Islamia Schools		Aided Maktabas		Unaided institutions		Total
		Schools	Scholars	Number	Scholars	Number	Scholars	
1935-36 ..	117,317	667	31,002	1,495	58,978	1,414	25,005	232,302
1934-35 ..	117,827	674	30,459	1,475	59,118	1,446	25,942	232,346
Increase or decrease.	-510	-7	+543	+20	+860	-32	-937	-44

The total number remained practically the same as last year. In ordinary primary schools an increase in the Bareilly and Benares circle was more than counterbalanced by the total decrease in others, the fall in Fyzabad and Agra circles being comparatively larger. The Muslim scholars were distributed in different schools in the following proportions

Year	Ordinary Primary Schools	Islamia Schools	Aided Maktabas	Unaided institution
	Per cent.	Per cent.	Per cent.	Per cent.
1935-36 ..	50.5	13.3	25.4	10.8
1934-35 ..	50.7	13.1	25.0	11.2

The shortage under ordinary schools and unaided institutions was nearly balanced by a rise under Islamia schools and maktabas. The total expenditure on special Muslim schools rose by Rs.6,865 to Rs.4,67,844 mainly due to payment of the bills for the last three months of the preceding year in 1935-36, in a district, in the Bareilly circle. As reported by the Inspector of Muhammadan Schools, the demands for extra recurring grants, for the establishment of new institutions and improvement of the existing ones as well as for non-recurring grants to provide suitable buildings to flourishing Islamia schools, continue. It is worth mentioning that the Benares District Board increased the allotment for Islami schools and maktabas by Rs.420 per annum, out of its own resources. The percentages of Non-Muslims enrolled in Islamia schools and maktabas were 12.2 and 5.8, respectively. Three hundred and thirty-eight (or 50.1 per cent.) Islamia schools and 201 (or 13.4 per cent.) maktabas taught up to the full Primary standard. The percentage of scholars in upper

primary classes was 13·7 in the former and 4·8 in the latter. The proportion of trained teachers in Islamia schools rose from 69·5 per cent. to 72·1 per cent. Of the teachers in maktab, 5·2 per cent. are trained and 45·2 per cent. hold the Vernacular Final or other Departmental Certificates. The total number of Muslim teachers in the ordinary primary schools maintained and aided by the boards increased by 206 to 3,755 and by 190 to 341, respectively. Thus the percentage was 11·9 against 11·4 in boards' schools and 9·5 against 4·6 in aided institutions. The proportion of Muslim candidates deputed to the various training institutions was 19·6 per cent. as compared with 20·5 per cent. in the previous year.

The tuition of Islamia schools is reported, by the Inspector of Muhammadan Schools, to be of the same standard as of boards' ordinary primary schools. The use of play-way methods and cheap home-made apparatus is encouraged in them. Vocational training, Junior Red-Cross activities, Boy Scouting, Rural Development work and gardening have been introduced in many of them with success. The steady increase in the number of qualified teachers in maktab is proving helpful in improving their tuitional efficiency, but the pace of progress is, for obvious reasons, rather slow. The work of maktab having unqualified teachers on the staff is generally poor. Due, however, to the religious instruction provided in them, the maktab continue to be popular among the Muslims.

Out of 667 Islamia Schools, 145 (or 21·7 per cent.) were housed in boards' buildings, 299 (or 44·8 per cent.) in rental buildings and 223 (or 33·5 per cent.) in borrowed ones. Of the maktab, only 12·8 per cent. meet in their own buildings, 3·7 per cent. in hired ones, and the rest in mosques or private houses of a non-descript character, which are mostly inadequate, insanitary or otherwise unsuitable.

The district Muhammadan education committees functioned as usual. They advised the education committees of District Boards in matters concerning Islamia schools and maktab. Some of them were also watched over the Muslim interests in other branches of Vernacular primary education. No organized efforts were made by them to do educational propaganda. However, sixty-one members inspected 157 schools in the circles assigned to them. Almost all the education committees of District Boards paid due consideration to such recommendations of their Muhammadan committees as did not involve the grant of additional funds.

The number of supervisors for maktab fell by 1 to 6, due to the abolition of a post in the Sultanpur District. Three of them, at Bareilly, Hardoi and Basti were, as before, maintained with Government grants, those at Bijnor and Allahabad were paid by the District Boards out of their own resources and the one at Jaunpur out of the minimum standard allotment for Islamia schools and maktab. The work of the first four is reported to be quite satisfactory. There was a demand for supervisors in Saharanpur, Meerut, Muzaffargarh, Farrukhabad, Budaun Sitapur and Unao Districts.

University Education—The proportion of Muslim scholars in different departments of University education, as on 31st March, 1936, was as under :

Department	Total enrolment	Number of Muslim scholars	Promotion of Muslim scholars to the total
			Per cent.
1. Arts and Sciences	7,593	1,384	18·2
2. Law	1,499	304	20·3
3. Medicine	(a)507	101	20·0
4. Commerce	1,091	61	5·8
5. Education	(b)445	132	29·7
6. Engineering	(c)381	11	1·9
7. Agriculture	281	26	9·2
Total	12,002	2,019	16·8

NOTE—(a) Includes 74 for Tibbia College, Aligarh and 182 Ayurvedic College, Benares.

(b) Includes the figures for Government Training College, Allahabad.

(c) Includes the figures for Thomason Civil Engineering College, Roorkee.

The above table shows the representation of Muslim scholars in Arts and Sciences, Law, Medicine and Teaching to be fairly satisfactory. It is worth mention, in this connexion, that the Aligarh Muslim University, which is an All-India institution and has on its rolls students hailing from other Provinces, substantially contributes in raising the proportion of Muslim in all these departments. The percentage of Muslims in Engineering is very low and in Commerce and Agriculture, far from satisfactory.

During the year under review, the Aligarh Muslim University opened a technological institute, having electrical and mechanical sections. The former section includes as optional subjects training in Sound and Radio engineering. The latter provides training in Automobile Engineering.

The number and percentage of Muslim candidates passing the various examinations, held in this Province, were as follows :

—	Doc- torate	M.A.	M.Sc.	B.A. Hons. and Pass	B.Sc. Hons. and Pass	B. Com.	B. Agr.	LL.B.	B.T. or L.T.
Number of Muslim candidates passed.	3	76	22	289	49	4	11	102	53
Percentage* ..	50	16	13	16	8·9	3	20	14·1	29·8

*NOTE—The total figures on the basis of which the percentages have been worked out comprise the statistics of some Degree colleges, outside the United Provinces, affiliated to the Agra University.

Intermediate Education—Out of a total enrolment of 7,732 in the Intermediate classes, there were 1,537 Muslims. This gives a percentage of 19·9. The Muslim candidates passing the Intermediate examination numbered, in all, 590, out of a total of 3,363, i.e., 17·5 per cent.

Secondary Education—In both the Anglo-Vernacular and Vernacular schools, there were, in all, 28,408 Muslims out of a total number of 167,624 scholars enrolled in them, giving a percentage of 16·9. The following comparative statement shows the percentage of scholars, in each class, in proportion to the total enrolments :

Class				Proportion of students of all creeds to the total enrolment	Proportion of Muslim students to the total number of Muslims
				Per cent.	Per cent.
V	..	..	..	27·8	26·9
VI	..	..	..	25·1	23·5
VII	..	..	..	24·2	22·1
VIII	..	..	..	8·2	9·8
IX	..	..	..	7·8	9·4
X	..	..	..	6·9	8·3

The fact that the percentages of Muslim students in classes VIII to X, in proportion to their total enrolment in secondary schools, are slightly higher than the corresponding percentages of boys of all creeds leads to the inference that the progress of the former is, comparatively, quicker.

Considering the enrolments of Anglo-Vernacular and Vernacular secondary schools, separately, the percentage of Muslims in the former institutions was, approximately, 21 per cent. and in the latter, 13 per cent.

Of the candidates passing the High School (including the Admission examination of the Benares Hindu University), 1,304 or 16·6 per cent. were Muslims. In the Vernacular Final Examination, the number and proportion of successful Muslim candidates were 2,872 and 12·7 per cent. respectively.

D—Depressed Classes

Like the preceding year, this year also has been one of marked improvement both in the number of institutions and scholars attending them, as the following comparative statement shows :

Year	Schools	Enrolment			Number of Depressed class scholars in all kinds of schools	
		Depressed class	Others	Total		
1934-35	..	737	18,440	9,295	27,735	135,190
1935-36	..	773	20,454	9,810	30,264	152,246
Increase	..	36	2,014	515	5,529	17,056

Schools and Scholars—In the preceding year some of the special schools run by District Boards were abolished owing to their being uneconomical; but in the current year others were opened in the areas not catered for by the existing ordinary schools. This accounts for the increase in the number of special schools. It is, however, reassuring to note that the number of depressed class scholars in the ordinary schools has continued to grow the increase in the year under report being as high as 15,000 as against 11,500 in the preceding year.

Population and literacy—Even the total increase of 17,000 depressed class students is a mere drop in the vast ocean of illiteracy prevailing among the depressed classes. Much lee-way has yet to be made up before their level of literacy is raised to a reasonable level.

Expenditure—A sum of Rs.2,73,530 was earmarked for recurring expenditure on the education of depressed classes, of which Rs.2,33,040 or over 85 per cent. was contributed by Government, and the balance was met by district boards.

District Depressed Class Education Committees—As indicated in last year's report, these committees with the exception of the one at Rae Bareilly were established during the current year. Of the 49 committees including that for the Deoria sub-board, 23 were set up by correspondence with the District Magistrates, but the remaining 26 were formed on the spot by the Officer on Special Duty after he had established a personal contact with the chief representatives of the depressed classes of the districts concerned. Special care was taken to see that mostly the influential people such as the Chaudharies or Mukhias or Panches of the different castes among the depressed classes were appointed as members of the committee in proportion to the numerical strength of each caste.

In the hilly districts of Mirzapur and Garhwal, where means of communications are difficult and where some areas are not easily accessible, a departure was made from the usual practice by setting up sub-committees at the headquarters of some of the tahsils of the district to work under the central or the district committee. The question of having similar sub-committees for the Naini Tal district is under consideration.

Most of these committees are serving as useful links between the depressed class community and the education and other departments. A set of instructions was also issued in October, 1935, for the guidance of these committees.

Provincial Depressed Class Education Committee—The Provincial Depressed Classes Education Committee reorganized in the preceding year was reconstituted with effect from January 2, 1936. It met at Lucknow on January 6, 1936, and passed a number of resolutions for the consideration of Government.

Supervisors—Seven more supervisors of depressed class schools were appointed in the districts of Dehra Dun, Saharanpur, Pilibhit, Bahraich, Fatehpur and Banda, and Deoria sub-board in the Gorakhpur district, where there were no supervisors. The number of these supervisors was

thus raised to 58 including nine of them attached to municipal boards. 46 of these men belong to the depressed classes proper, three to the backward classes, and the remaining nine to caste Hindus.

Scholarships and Stipends—It was observed during the year that the scholarships sanctioned for the Anglo-Vernacular Schools under the scheme of 1932. were not being availed of in full and that some of the awarding officers were not quite clear about the number of scholarships to be awarded, or about the method of awarding them. The misunderstanding was removed by the Special Officer during the course of his tour in the provinces.

A separate scheme for the award of stipends to depressed class students reading in municipal primary schools was formulated on lines similar to those for district board schools and submitted to Government for sanction. The scheme was formally sanctioned to be given effect to from July, 1936.

Text books—The allotment for grants to District Boards for the supply of free text books was doubled and a sum of Rs.12,000 was distributed among the district boards of the province for the purpose, which provided more than 18,000 students of the depressed classes with text books free of cost. Six District Boards, viz. Dehra Dun, Aligarh, Budaun, Cawnpore, Allahabad and Fyzabad however, failed to utilize the grant given to them during the year.

A grant of Rs.1,500 was also given to those municipal boards which had introduced compulsory primary education for boys in their wards. Of the 35 boards given grants only 24 utilized them and distributed books to about 3,200 depressed class students.

General—The Officer on Special Duty and his assistant continued to work during the year under report, but there was a change in their personnel. Rai Sahib Babu Asharfi Lal took up the work of special Officer from April 17, 1935, after the death of Mr. M. L. Agarwala and Babu Dularey Lal Jatava replaced Babu Jagat Narain as the assistant special officer from August 15, 1935.

During the year special stress was laid on propaganda work among the depressed classes through the agency of the supervisors in particular and the members of the district depressed class education committees in general. This has created interest among the people and they have been awakened to an appreciable extent from their torpor of ages in many of the districts in the provinces.

R.—Reformatory School, Chunar

The year opened with 96 inmates against 108 in the previous year. There were 18 admissions in the year and 27 were discharged. No casualties occurred during the year under report. Out of the total 87, 59 were Hindus, 27 Muslims and 1 Christian. The decline in numbers which has been marked for the last several years continued even this year.

The expenditure during the year was Rs.46,057 as against Rs.42,564. The increase is due to Rs.1,593 having been spent on lightning conductors and Rs.2,600 on the pumping plant. Thus the actual expenditure was

Rs.41,863, or Rs.404 per head. The high cost of maintenance is unavoidable, owing to the peculiar nature of the charge and the number of buildings which have to be kept up.

The boys received industrial training during the year in various occupations as under :

Carpentry	..	..	..	..	..	29
Tailoring	..	..	..	..	..	14
Cloth weaving	..	..	..	..	..	19
Shoe-making	..	..	..	..	..	13
Gardening and market gardening			..	..	..	7
Masonry	..	..	..	..	..	4

Reports on released boys show that about 23 per cent. followed the trade they learnt in the school and the same percentage followed other professions. Thirteen per cent. were reconvicted and 4 shifted to unknown places and one died. No definite reports were available regarding 29 boys.

Discipline was satisfactory. Fifteen appeared for the examination at the end of class IV and all were successful. Six attended the local vernacular middle school during the year of whom one passed the Vernacular Final examination. Hockey continued in favour and the school team visited Allahabad and won a match against the 1st eleven of Government Intermediate College. Magic Lantern show and music were also arranged to break the monotony of the lives of the boys. There were 42 scouts. One scout master was sent to Mirzapur for a refresher course. Fourteen were awarded certificates in First Aid by St. John Ambulance Association.

The Civil Surgeon of Mirzapur inspected the school twice. Other officials also paid a visit.

CHAPTER VII

TRAINING INSTITUTIONS

A—For men

Number and enrolment—The number and enrolment of the various types of training institutions were as follows :—

Kind of institutions	1934-35		1935-36	
	Number of institutions	Enrolment	Number of institutions	Enrolment
College for graduates ..	3	177	3	185
Colleges for undergraduates ..	3	192	3	158
Normal Schools	8	713	8	698
Central Training Schools ..	17	532	15	491
Taining classes	38	336	32	305
Total ..	69	1,950	61	1,837

The training colleges, viz. the Government Training College, Allahabad and the two training colleges attached respectively to the Benares Hindu University and the Aligarh Muslim University admit graduates only. The number of applications for admission is increasing annually. The total enrolment in those colleges taken together increased. The qualifications of those who sought admission have improved considerably. The recommendations of Government in respect of the training colleges at Agra and Lucknow were carried out by increasing the duration of the course and by establishing boards for selection of candidates.

Employment of teachers—One hundred and fifty-nine teachers passed out of the three Government Training Colleges. Of these 124 were reported to have obtained work. Of the remaining 35 the majority gave no reply to the enquiry about their employment. It is possible that some few did not find work and it is felt that the supply is now somewhat in excess of the demand.

Government Training College, Allahabad—This college offers a course of training in the theory and practice of teaching, extending over one academic session of 10 months at the end of which students take the Licentiate of Teaching Examination controlled by the Education Department. The total enrolment was 74, including 7 women students against 75 of the past year which included 7 women. Two men left

college to take up employment and one died. The qualifications of the remaining 71 are shown below.

Division	M.A.	M.Sc.	B.A.	B.Sc.	B.Sc. in Agriculture	Total
I ..	3 (1 woman)	8	..	..	..	11
II ..	16 (1 woman)	4	7	4	..	31
III ..	16 (2 women)	1	7 (2 women)	4 (1 woman)	1	29
Total ..	35	13	14	8	1	71

Thirty-three had teaching experience. Fifteen came from rural areas. No candidate from the depressed classes applied for admission. Muslims were 13, Hindu higher castes 46, backward 2; Christians 9 and Parsee 1.

Twenty-two stipends at the rate of Rs.20, and forty-eight stipends at the rate of Rs.15, were sanctioned for ten months but the rates were reduced to Rs.15 and Rs.12 respectively as a measure of economy.

No special short classes were held for want of funds.

Thirty-three students who completed courses in special subjects were distributed as follows :

Mathematics 6, General Science 3, Science 3, History 6, Geography 4, Physical Training 11; out of these 29 passed.

Training in Hand-work comprising Drawing, Black Board sketching, charcoal, and oil colour model making was given.

Attention continued to be given to outdoor and indoor games.

Lectures in Physiology, Hygiene and Infectious diseases were given to all the students. Out of 60 examinees of First Aid 56 passed against 34 examinees and 29 passes of last year.

Excursions were organized as begun last year. Places of historical, geographical, industrial and scientific interest were visited. The aim was to widen the general, but specially the educative outlook.

Seventy-one sat for the final examination, 66 passed, the failures were in theory only.

The total expenditure was Rs.79,913 which includes Rs.9,778, for stipends. The decrease in expenditure on stipends was due to the reduction in the value of stipends. The Principal remained in charge of the duties of the Inspector of European Schools as in the previous year.

Benares Hindu University Training College—The college prepares candidates for the B. T. examination of the Benares Hindu University. Students are recruited from all over India. The enrolment was 70 including 10 women. This shows an increase of 10 over last year's number. Of these 26 came from Indian States, 37 were residents of the

United Provinces and 7 were from other provinces. Twenty-three were graduates from the Benares University, 36 from the Universities in the Province and the remainder from other universities in the country. The qualifications were as below :

	I Division	II Division	III Division	Total
M.A.	1	7	12	20
M.Sc. .. ..	..	1	4	5
B.A. .. ..	..	12	25	37
B.Sc.	1	3	4	8
				70

The college moved into the new building known as Raja Baldeo Das Vidyamandir. A sum of Rs.8,000 received as donation for the college was spent on improving the premises and purchasing new furniture.

All the students with the exception of one, who failed in theory passed the examination. Special courses in English, Mathematics, Geography, History and Science were given.

The total expenditure amounted to Rs.34,992 against previous expenditure of 34,415 including Rs.6,000 from Government for stipends to United Provinces students. Owing to the increase in numbers, one additional lecturer was appointed.

Physical Training and games continued to claim attention. About two-thirds of the students joined the music class.

The Aligarh Muslim University Training College—Forty-five students were admitted.

The qualifications were as below :

	I Division	II Division	III Division	Total
M.A. .. ..	..	7	9	16
M.Sc.	1	1	..	2
B.A. .. ..	..	11	13	24
B.Sc. .. ..	..	1	2	3
Total ..	1	20	24	45

A majority had experience of teaching. Twenty-four students came from the United Provinces and the rest were from Indian states and other provinces. Forty-six including 4 ex-students passed out in theory and 40 in practice. The College is stated to have continued to make steady progress.

Lower grade training colleges—Three institutions prepare candidates for the Anglo-Vernacular Teachers' Certificate examinations. These are Government Training colleges at Lucknow and Agra and the Training College attached to the Lucknow Christian College. The course of study now spreads over two years in all the colleges.

Government Training College, Agra—The college began session with 78 students including 3 women. They were distributed as under :

Final class 38, Preparatory 40.

There were 58 Hindus, 2 Depressed class students, 16 Muslims and 2 Christians. The qualifications of those admitted are given in the statement below :

	I Division	II Division	III Division	Compartmental	Total
B.Sc. .. ..	..	2	..	..	2
B.A. .. ..	..	2	4	..	6
Intermediate ..	1	17	11	2	31
High Schools ..	7	15	15	..	37
Matric .. ..	..	1	..	..	1
Admission examination.	..	..	..	..	1
Total ..	8	37	30	2+1 Admission examination.	78

Seventy-six sat for the A.-V. T. C. examination. Seventy were successful.

All the students took a course of physical training and 12 students of the final class specialized in it. The usual games were played. Health remained satisfactory. Seventeen students were trained as scout masters. Sixteen secured First Aid certificates of the St. John Ambulance. Aims and methods of Junior Red Cross were expounded with emphasis. Excursions to places of interest were organized.

Twenty-three students attended the refresher courses of history and Geography.

Mackenzie music competitions was organized like previous years which proved a great success.

Government Training College, Lucknow—The college began with 55 students, 15 in final and 40 in junior class. There were five women of whom one left the college. Four men likewise left studies. Fourteen sat for A.-V. C. T. examination and thirteen passed. Twenty-five teachers took the refresher course in English and Mathematics. The total expenditure for the year was Rs.56,000.

All the male students took the special course of physical exercise. General health was satisfactory. Thirty-two took the First Aid Examination and of these 20 were successful.

Teachers' Training College, Lucknow Christian College—The session opened with 30, 15 in the junior and 15 in the senior. Students specialized in their second year in one of the following, English, Mathematics, History, Geography and Nature Study. Fifteen sat for the final examination and 14 passed. Games were played. Students supervised games of the Christian College. The summer class at Sat Tal was held as before. Sixty-five attended. A scout-masters' training camp was also conducted.

Government Drawing and Handicraft Training Centre—There were 39 students in the 1st and 2nd year class in April, 1935. Out of these 19 passed the final examination. Owing to the lack of funds no new admissions were made in July, 1935. During the year under report the buildings for the Manual Training class at Government Intermediate College, Moradabad, was completed and seven new classes were started at Government High School, Fatehgarh, Sultanpur, Amroha, Bara Banki, Lalitpur, Srinagar and Muzaffarnagar commenced work. Fourteen Manual Training classes in aided schools to whom equipment grant was provided also commenced work. The total number of Manual Training classes is now 77. Several classes serve as Manual training centres for a group of schools, this is a new feature. Forty-one institutions sent candidates for High School examination against 25 of previous year and the number was 251 against 189. The number of students taking Drawing was 2,380.

Normal Schools—The number of normal schools remained 8. The total enrolment was 698 as compared to 713 of the previous year. Besides the usual work physical training, scouting, First Aid and games were continued. Scouting received special attention. Play methods, dramatization were introduced in teaching the infant and primary classes. Gardening, and weaving several materials was also taught. Training in magic lantern was also given.

The Inter-Normal School tournament was held.

Central Training Schools—The number was 15 against 17 of last year. Six were Government institutions. The total enrolment was 491. Refresher courses and the usual activities, like physical training, First Aid, continued as also play-methods, soap making, paper cutting and mat making were taught. The "Look and say" method was emphasized.

Training Schools—The number of Training schools was 32, against 38 last year. Several of the Training schools were closed for want of funds. These schools are far from efficient and if funds were forthcoming they would be replaced by Central Training schools.

Private training institutions—The one training school at Jhusi was provided with a building grant and occupied the new house.

The "Ingram Institute," Ghaziabad, belonging to the Methodist-Episcopal Mission, continued to do good work.

B.—For Women

There are three colleges which prepare women graduates for a degree in teaching. The Lucknow University confers the Diploma of Teaching on women trained at the Isabella Thoburn College, Lucknow. A limited number of seats is reserved in the Government Training College, Allahabad, for women. These candidates secure the degree of Licentiate of Teaching from the Allahabad University; and the Benares University confers the same degree on women candidates admitted into the local men's college, Benares. The total output of trained women graduates during the year was 26. There were also a few women of High School qualifications who were admitted into the lower grade Training Colleges for men at Agra and Lucknow. Five secured certificates of training during the year.

The table below gives details of figures in Training classes maintained in the province exclusively for women :

Serial no.	Kind of Training Class	Government	Government aided	Municipal board	Total number of candidates examined	Total number of candidates passed
1	English Teachers' Certificate.	1	4	..	51	41
2	Vernacular Teachers' Certificate.	4	8	..	117	77
3	Primary Teachers' Certificate.	32	2	2	114	86
	Total ..	37	14	2	282	204

The total enrolment in the above 53 training classes was 541. The number of candidates examined was 282. The remaining 259 students were in the first year class. Each of the above training courses is a two year course. The total output of trained women teachers in the province for 1935-36 was 235. This number excludes candidates from the Native States of Indore and Nasirabad, who were enrolled with the candidates of this province for examination.

CHAPTER VIII

ORIENTAL INSTITUTIONS

Government Sanskrit College, Benares—The number of scholars fell by 103 to 621. Four hundred and twenty-five candidates appeared in the various examinations and 275 passed. The percentage of passes was 37·2 in the Prathama, 65·9 in the Madhyama, 64·8 in the Shastri and 75·7 in the Acharya, against 26·6, 56·8, 62·8 and 61·4, respectively, in the previous year. In the Anglo-Sanskrit department there were 81 scholars as compared with 78 in 1934-35. The results of the annual examination of the department were satisfactory. The post-Acharya Scholars numbered 18. They carried on research work in different branches of Indian philosophy, dialectics, astronomy and mathematics, under the college staff. There were 7 Sadholal scholars. One of them did supplementary research in connexion with his monograph on the early history of Sankhya philosophy. Another devoted himself to a critical study of the theory of "Devata" as illustrated in the sacred literature of the ancient Hindus, Buddhists and Jains. One of the junior scholars, a Shastri in Nyaya Sastra, has been deputed to Calcutta to complete, with the help of Sanskrit manuscripts available there, the compilation of a thorough bibliography of Nyaya Vaisesika literature. Of the five students deputed to the College by other provinces, three came from Darbhanga, one from Dharwar and one from the Central Provinces. Sixty-nine new printed books and forty well chosen manuscripts on different subjects were acquired for the College library, the latter mainly through the efforts of Pandit Narayan Shastri Khiste, Assistant Librarian. Some of the Manuscripts, especially those on the Atharva-Veda and Mimansa are very rare and valuable. The need of additional funds for some important foreign research journals is keenly felt. Under the general editorial supervision of the Principal, ten classical Sanskrit texts on Hindu religion law, philosophy, and grammar were printed during the year. One of the texts, namely Madhava Mukha'ankara was published at the expense of Swami Satyadhana Tiratha of Uttaradi Math. The Principal expresses his gratitude to the band of illustrious scholars at Benares and elsewhere for their co-operation and assistance in bringing out the ancient Sanskrit texts. The Chair of Itihasa-Purana lately created through the munificence of Seth Gauri Shankar Goenka was made permanent from 16th December, 1935. The provision of a hostel for students coming from remote places to join the College is as before, highly needed. The librarian and his assistants have, practically completed the important work of preparing classified Catalogues of all the sections of the library. Pandit Mangal Deo Shastri, Officer in charge of the library was engaged, in preparing critical editions of (1) the Upendra Vijnana sutra, and (2) the Shabdalak-shana of Vera-ruchi. The Assistant Librarian, in charge of the Manuscripts, continued to do the work relating to the publications of the Prince of Wales' Saraswati Bhawan Texts series. Several scholars and professors of the Benares Hindu

University visited the library in connexion with their research work. Mr. A. G. Shirreff, I.C.S. lately Commissioner of Benares Division, who is himself a good Sanskrit scholar also visited the library, during the year.

Sanskrit Pathshala—The total number of recognized pathshalas was nearly the same, as in the preceding year, i.e. about 910. The pathshalas receiving grants-in-aid numbered, as before 97. The Inspector inspected 83 institutions in 24 districts, as against 97 in twenty-five districts, in 1934-35. The tuitional work is reported to be improving, but progress is slow. Owing, however to inadequacy of the staff in individual pathshalas the teaching of beginners in the Priveshika class does not receive due attention. The managing committee of the aided pathshalas are now getting themselves registered. The Committees running the pathshalas with private contributions consist of persons sincerely interested in their work. But the financial position of these institutions is, generally, insecure. The management of those having good endowments for their maintenance is, in some cases, not satisfactory. Most of the pathshalas are accommodated in insufficient and unsuitable buildings. Efforts to improve the pathshala libraries were continued. The general health of scholars is reported to be satisfactory. Some institutions have begun to make regular arrangement for physical training on modern lines. Discipline was satisfactory.

Examinations—The total number of pathshalas which sent up candidates for the Sanskrit College examinations was 1,169. Of these 903 were in the United Provinces and 266 in other parts of India. The examinations were held at 43 centres, twelve of which were outside the United Provinces. A new centre was opened at Raipur in the Central Provinces. The one at Fatehpur (Jaipur) was closed, owing to local difficulties, just before the examinations. Another new centre was established at Beawar in place of the old one at Ajmere. Due to the ever increasing popularity of the Sanskrit College Examinations there is a constant demand for opening new centres, not only in the United Provinces, but also in other parts of the country. In the present circumstances the Shastri and Acharya examinations are held at two centres in Benares only. Consequently candidates from distant places appearing in them have to undertake long journeys. This year the number of candidates was 13,077, that is, 731 more than last year.

The results for the different examinations are given below :

Year	Prathama	Madhyama	Shastri	Acharya
1935-36				
Candidates ..	4,671	6,060	1,772	574
Percentage passed ..	38·32	Khanda .. 62·12 Sampurna .. 53·15	60·81	62·79
1934-35				
Candidates ..	4,704	5,437	1,655	550
Percentage passed ..	50·26	Khanda .. 65·62 Sampurna .. 50·72	57·31	52·75

Seventy-nine girls appeared in the Prathama, Madhyama and Shastri examinations and 57 passed. Nineteen blind candidates were registered of whom fourteen sat for the various examinations and nine passed. The total number of successful Non-Brahmin candidates was 297 against 359 in the previous year.

Arabic Madrasas—Thirty-two Arabic Madrasas received grants-in-aid. The accounts of the aided Madrasas are maintained correctly. Due to the increasing popularity of the departmental examinations many of the Madrasas, run on traditional lines, have also opened classes to coach candidates in the prescribed courses. Some Madrasas in Rajputana and Central India Agency have also been recognized and a new centre for the departmental examinations was opened at Bhopal. The Board of Arabic and Persian studies has recommended the creation of a new section of classical and modern philosophy in the Fazil examination and proposed courses for the primary section of the Madrasas. The Inspector inspected 35 institutions in 16 districts, as compared with 39 Madrasas in 17 districts last year. The tuitional condition of the Madrasas is reported to be satisfactory on the whole.

Examinations—The results of various examinations are noted below :

				Number appeared		Percentage passed	
				1935-36	1934-35	1935-36	1934-35
Arabic	..	{	Maulvi	95	77	51.6	62.3
			Alim	92	108	55.4	55.5
			Fazil	67	54	58.2	66.6
Persian	..	{	Munshi	550	480	54.6	57
			Kamil	200	189	53.5	53.4

CHAPTER IX

MISCELLANEOUS

Education in Legislative Council—A resolution was moved by Mr. C. Y. Chintamani to the effect that "this Council recommends to the Government to direct the Department of Education to accord completely equal treatment to the two Scout organizations (Boy Scouts Association, United Provinces, and Seva Samiti Boy Scout Association, United Provinces) in these provinces. It was passed by the Council but no action was necessary on the resolution. The Department follows a policy of accord- ing completely equal treatment to the two Scout organizations.

A Bill to amend the Agra University Act, 1926 (VIII of 1926) was moved by Rai Bahadur Vikramajit Singh and was referred to a Select Committee elected by the Council.

Board of Vernacular Education—Seven sub-committees examined books for the Board and submitted recommendation on the books to be used as text-books and library books, etc., in Vernacular Schools and English primary schools. A new Book Committee 'G' was created during the year for the consideration of books for vernacular middle schools, normal schools and training classes for girls, thereby relieving Book Committee "F" which now considers books for the use of infant and primary classes of girls' schools. Each committee consists of eight members.

The date for the submission of books for the consideration of the Board of Vernacular Education or Books Committee for English Institutions has now been changed from 31st July (as laid down in paragraph 422 of the Educational Code) to 31st March, for text-books for primary schools and 30th April for text-books for vernacular middle schools and all sorts of library books.

The Board met twice during the year.

Provincial Muslim Education Committee—The annual meeting of the Committee was held at Moradabad on 9th and 10th November, 1935. The Committee's request that it should be consulted in some matters relating to primary education and the various recommendations made by it concerning the district Muhammadan Education Committees and Islamia Schools and Maktabs are under consideration.

Hindustani Academy—The composition of the Council and the Executive Committee remained unaltered in 1935-36. The executive Committee met 4 times. Total expenditure was Rs.24,197 of which Rs.6,435 was on publications. Government gave a grant of Rs.25,000. The publication of the journal "Hindustani" in both Urdu and Hindi continued. Eight books, four in each of the vernaculars were published. The anthology of Urdu and Hindi poetry has been sent to press. The library contains 7,558 volumes including books in English Urdu and Hindi.

Academy of Science—The members now number 175. The Journal continued to receive recognition in India and outside. Government gave a grant of Rs.2,000. The Academy received Rs.500, Rs.250 and Rs.100 from the Universities of Allahabad, Agra and Nagpur respectively. A donation of Rs.250 was received from Sir Shah Muhammad Sulaiman, Chief Justice, and also one of Rs.100 from Pandit Iqbal Narain Gurtu.

Marris College of Hindustani Music—The College began its tenth year with an enrolment of 264. There were 233 new admissions, average attendance was 189.

The staff has 13 teachers excluding the Principal and office superintendent, both of whom teach classes also. The demand for admission continues. The staff is insufficient, as the number of classes has increased to 37 from 35. A dancing class has also been started. The College needs a building of its own. At present it is held in the old council chamber.

The income and expenditure of the College were Rs.13,499, exclusive of Rs.4,800 rent for the accommodation. Government grant was Rs.6,708 for maintenance, fee Rs.4,556. Music and Art associations contribution Rs.650.

Seven students passed out of the College including 3 women.

The College has not evoked any substantial response from the general public as far as financial aid is concerned. This is disappointing as it stands for reviving an art in which India once attained high efficiency and which had all but decayed in the beginning of the century.

Prayag Sangit Samiti—This was the seventh year of its existence. A music conference was organized. Enrolment was 54, against 98 of previous year. Government grant Rs.1,777.

Music Conference by the University of Allahabad—A music Conference of an all-India nature was held under the auspices of the Allahabad University. The Conference was opened by Mr. H. R. Harrop who in his speech emphasized the great value and power of music.

Educational endowments—Three endowments were created during the year, one of which exceeded Rs.5,000 in value as noted below. Government Securities of the value of Rs.53,700 belonging to the Central Hindu Vidyarthi Sahayak Sabha, Benares City, were vested in the Treasurer, Charitable Endowments, for the benefit of the students reading in the Central Hindu School, Benares, by awarding merit prizes to those students who stand first or second in various classes in the annual examination or for special subjects and by providing poor students of the school within the funds available with scholarships for tuition, food, etc. and with books, clothes, examination fees and medicines (including spectacles).

Government Stock of the 3½ per cent. loan of 1865 of the value of Rs.5,000 donated by Mr. Lal Bahadur of Bahraich were vested in the Treasurer of Charitable Endowments for the award of four scholarships of the value of Rs.4 per mensem each tenable for 10 months in a year to

deserving boys of the Kayastha, Srivastava Dusre sect reading in classes VII to X of the Maharaj Singh High School, Bahraich.

An endowment of the value of Rs.1,000 was vested in the name of "The Lady Azizuddin Ahmad Medal Endowment Trust Fund" for the award of a gold medal of the value of Rs.35 in alternate years to a Muslim and a Hindu girl who obtains the highest marks in the High School Examination of the Board of High School and Intermediate Education, United Provinces.

The name of the Trust hereto known as "Seth Gauri Shanker Goenka Sanskrit Specialization Dakshina Endowment Trust, Benares" was changed to "Gauri Shankar Goenka Charities for Sanskrit Studies" and an addition of a sum of Rs.35,000 was made to the original endowment of Rs.1,76,500. The scheme for the administration of the Trust was also revised.

State Scholarship—A Foreign scholarship of £216 per annum (exclusive of tuition fees which will be borne by Government) was awarded during 1935-36 to Miss E. B. Mukand M.A., for the study of Western methods of education for nineteen months from 1st September, 1935, to 31st March, 1937.

Boy Scouts—His Excellency Sir Harry Haig is the Chief Scout. Right Hon'ble Sir Tej Bahadur Sapru is the Provincial President. Hon'ble Mr. Justice Iqbal is the Provincial Commissioner. Mr. Sankar Saran, Assistant Provincial Commissioner. Mr. Bartlet continued as honorary provincial organizing secretary. The enrolment swelled to 36,000. The Provincial Commissioner toured in twelve important towns all over India. The magazine was over hauled and special numbers such as the Christmas, Id, and Ardh Khumb were issued.

The Chief Scout and Lady Haig were present at a special rally, in their honour.

The Seva Samiti Boy Scouts reported an enrolment of 70,000. A Scout Mela was held at Dayalbagh, Agra. The opening ceremony was performed by the Hon'ble Minister of Education.

A lady organizer was appointed.

Girl Guides—The guides numbered 1,617 blue birds 1,003. One hundred and eighty-seven teachers attended the various camps, of which 10 were held. Nine districts were visited by trainers. An all-India camp was held at Lucknow in January, 1936. A conference of provincial commissioners was also held in February, 1936. Steady progress continued to be made in the province and the Trainer visited Partabgarh, Rae Bareli, Cawnpore, Jhansi, Banda, Agra, Sultanpur, Mirzapur and Benares and training evenings were held for guides in Cawnpore and Jhansi.

Inter-Normal Schools contests—The fourth Normal School contest was held at Allahabad. Mr. R. S. Weir, I.E.S., presided over it. Competitions took place in elocution, in declamation, demonstrating lessons, sports, physical drill and scout craft.

St. John Ambulance—The Mackenzie scheme was making a very rapid progress and up to the end of the year 1935, 41,392 candidates were trained for the Pass Certificate 6,557 for the First Re-examination and 1,651 for the Second Re-examination Certificate. Altogether 49,600 candidates and 771 A.-V. and European vernacular and girls schools have been recognized. A new centre was opened at Auraiya, district Etawah. No brigade has yet been formed. Cadets divisions are in the course of formations in Coronation Hindu High School, Moradabad and A. B. Intermediate College, Allahabad. One hundred and twenty-two teams participated in the competition which was held at Fyzabad on 9th to 11th January, 1936. The new feature of competition was the holding of United Provinces, Provincial Junior Red Cross Competition along with St. John Ambulance Association and a trophy called the Harrop Jubilee Trophy was awarded by Rai Sahib Deb Narayan Mukerji, B.Sc., L.T., of the United Provinces Service. The Mackenzie schools shield competition for A.-V. School for Jagmal Raj Shield was won by the Coronation Hindu High School Moradabad. The Mackenzie School competition for girls for Trilokinath Bhargava shield was won by Government Girls' School, Fyzabad "A" team. The Mackenzie School shield competition for Mustajab Khan shield boys of vernacular schools, was won by Government Model School, Fyzabad. The First aid challenge shield competition for the Kanhaiya Lal Bhargava shield was won by Government Normal School, Jhansi. Sir Thomas Smith Challenge Shield Competition for United Provinces Police was won by the District Police, Fyzabad. Sahu Ram Bharose Lal Pedley Misra Cadet Division Challenge Shield, was won by Government Intermediate College, Moradabad. The Junior Red Cross competition for the Harrop's trophy was won by Government Intermediate College, Fyzabad. The Lady Kendall challenge shield for Junior Red Cross was won by Arya Samaj, Fyzabad. Of the Provincial awards the Kendall Jubilee shield was won by Government Normal School, Jhansi and the Harrop Jubilee shield by Government High School, Rae Bareilly.

Numerous officers of various departments and private practitioners gave their services free of cost in training boys and in judging at the contests.

School Clinics—The five central school clinics at Allahabad, Agra, Benares, Lucknow and Cawnpore continued to serve the students of the localities. They were attended by about 16,000 students out of the enrolment of about 37,000. Cases of defective vision numbered 1,700. About 500 indigent boys were supplied with glasses free of charge. Five hundred and fifty cases of bad teeth and gums were attended to. Ill nourished and poor boys were given a drink of milk free of charge, at the clinics and their progress was watched. Several private doctors assisted in some places, for which kind help the Department is thankful.

The scheme of school clinics could not be extended for want of funds though the great utility of the system is manifest.

Administration—Mr. H. R. Harrop, M.A., I.E.S., continued to be Director and Deputy Secretary in the Education Department. Mr. R. S. Weir, M.A., I.E.S., continued to be Deputy Director of Public

Instruction, United Provinces, and Under Secretary in the Education Department up to 14th March, 1936. Thereafter he was placed on special duty for about seven weeks to examine the report of the Unemployment Committee in its relation to education reorganizations and make a report and recommendation regarding the reorganization of secondary education. Mr. J. C. Powell-Price, was on leave with effect from 1st April, 1935 to 6th November, 1935, thereafter he continued as Assistant Director of Public Instruction up to 14th March, 1936. He, however, officiated as Deputy Director of Public Instruction and Under Secretary in the Education Department for the period 15th March, to 31st March, 1936. During the absence on leave of Mr. Powell-Price Messrs. Nepal Singh and Said Uddin Khan officiated as Assistant Director of Public Instruction. Khan Bahadur Said Uddin Khan took over charge of his appointment as Secretary Board of High School and Intermediate Education, United Provinces, on 26th June, 1935, and remained as such during the remaining months of the year 1935-36.

R. S. WEIR, M.A., B.Sc., I.E.S.,
Director of Public Instruction,
United Provinces.

31st March, 1937.

GENERAL EDUCATIONAL TABLES

	PAGES
General summary of educational institutions and scholars on March 31, 1936	3A-4A
General summary of expenditure on education	5A
I.—Classification of educational institutions	6A-7A
II-A.—Distribution of scholars attending educational institutions for males	8A-9A
II-B.—Distribution of scholars attending educational institutions for females	10A-11A
III-A.—Expenditure on education for males	12A-15A
III-B.—Expenditure on education for females	16A-19A
IV-A.—Race or creed of male scholars receiving general education ..	20A
IV-B.—Race or creed of female scholars receiving general education ..	21A
V-A.—Race or creed of male scholars receiving vocational and special education	22A
V-B.—Race or creed of female scholars receiving vocational and special education	23A
VI-A.—Men teachers	24A
VI-B.—Women teachers	25A
VII.—European education	26A
VIII.—Examination results	27A-28A
IX.—Statistics of educational institutions in rural areas	29A-31A

General summary of Educational Institutions and Scholars for the official year 1935-1936

Area in square miles—106,248				Percentage of scholars to total population (
				Recognized institutions		All institutions			
				1936*	1935†	1936*	1935†		
				Population—					
Males ..	25,445,006	Males ..	5.3	5.2	5.52	5.5			
Females ..	22,963,757	Females ..	.9	.8	.94	.89			
Total ..	48,408,763	Total ..	3.22	3.16	3.35	3.29			

—	Institutions			Scholars			Stages of instruction of scholars entered in column
	1936*	1935†	Increase or decrease	1936*	1935†	Increase or decrease	
	1	2	3	4	5	6	
RECOGNIZED INSTITUTIONS							
<i>For Males</i>							
Universities ..	5	5	..	6,556	6,674	-118	(2) (a) 4,544 (b) 1,406
Arts Colleges ..	43	43	..	8,937	8,842	+95	(3) (a) 1,957 (b) 6,359
Professional Colleges ..	8	7	+1	4,461	4,437	+24	(a) 2,942 (b) 683
High Schools ..	218	215	+3	88,938	86,978	+1,960	(c) 72,339 (d) 16,599
Middle Schools	874	856	+18	101,102	99,676	+1,426	(c) 95,340 (d) 5,762
Primary Schools	18,571	18,761	-190	1,189,204	1,177,598	+11,606	(d) 1,189,204.
Special Schools	639	619	+20	24,993	22,970	+2,023	
Total ..	20,358	20,506	-148	1,424,191	1,407,175	+17,016	
<i>For Females</i>							
Arts Colleges ..	8	8	..	335	303	+32	(a) 114 (b) 221
Professional Colleges ..	..	..	..	10	7	+3	
High Schools ..	33	31	+2	8,898	8,062	+836	(c) 3,801 (d) 5,097
Middle Schools	313	293	+20	48,525	44,241	+4,284	(c) 6,435 (d) 42,090
Primary Schools	1,742	1,739	+3	75,061	71,826	+3,235	(d) 75,061
Special Schools	60	62	-2	924	955	-31	
Total ..	2,156	2,133	+23	133,753	1,25,394	+8,359	
UNRECOGNIZED INSTITUTIONS							
For Males ..	1,945	2,065	-120	59,655	59,590	+65	
For Females ..	113	126	-13	2,661	2,781	-120	
Total ..	2,058	2,191	-133	62,316	62,371	-55	
GRAND TOTAL	24,572	24,830	-258	1,620,260	1,594,940	+25,320	

* Year under report.

† Previous year.

(a) In graduate and post-graduate classes.
(b) In intermediate classes.

(c) In secondary stages.
(d) In primary stages.

GENERAL SUMMARY

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

	Recognized institutions		All institutions	
	1936	1935	1936	1935
Males	1,347,901	1,332,763	1,404,625	1,390,018
Females	210,043	199,806	215,635	204,922
Total	1,557,944	1,532,569	1,620,260	1,594,940

(2) The number does not include 606 scholars reading in the Oriental Departments of the Benares Hindu and Lucknow Universities.

(3) The number does not include 621 scholars of the Benares Sanskrit College.

(4) The number includes also students reading in the professional departments attached to the teaching Universities and to degree colleges. The distribution into Intermediate and Post-intermediate classes of all the classes in the professional institutions is not possible owing to the nature and duration of courses.

General summary of expenditure on education for the official year 1935-36

	Total expenditure			Percentage of expenditure from				Cost per scholar to				Total cost per scholar
	1936	1935	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 ..	17,27,849	15,96,473	+1,31,376	80.4	19.6	..	..	..	..	..	..	..
Universities ..	47,07,590	47,32,505	-24,915	53.9	..	23.4	22.7	..	..	..	..	..
Board of Secondary and Intermediate Education.	2,67,367	2,51,592	+15,774	..	..	99.8	..	..	..	..	..	..
Miscellaneous*	60,42,364	63,19,719	-2,77,355	27.9	17.2	24.1	30.8	..	..	..	..	..
Totals ..	1,27,45,170	1,29,00,290	-1,55,120	44	10.8	22.2	23	..	..	..	..	..
<i>Institutions for males</i>												
Arts colleges including Associated Intermediate colleges.	10,35,697	9,36,820	+98,877	47.6	1.3	41.3	9.8	88 6 7	2 7 8	76 11 1	18 3 7	185 12 11
Professional colleges ..	7,05,564	7,07,596	-2,032	60.4	..	34	5.6	589 11 1	..	331 8 1	54 10 11	975 14 1
High schools including Intermediate colleges.	83,10,269	78,60,485	+4,49,784	52.2	1.7	35.3	10.8	46 1 11	1 7 5	31 3 9	9 9 0	88 6 1
Middle schools ..	25,43,700	24,46,076	+97,624	48.6	12.6	29.8	9	12 3 9	4 4 10	6 5 8	2 4 3	25 2 6
Primary schools ..	87,31,053	86,41,385	+89,668	66.6	27.8	3.5	2.1	4 14 2	2 0 8	0 4 2	0 2 5	7 5 5
Special schools ..	16,17,453	14,99,852	+1,17,601	78.8	6.9	2.5	15.8	48 5 4	4 7 4	1 10 4	10 3 5	64 10 5
Total ..	2,29,43,736	2,20,92,214	+8,51,522	58.9	13.6	20	7	9 11 4	2 3 11	3 4 10	1 3 8	16 7 9
<i>Institutions for females</i>												
Arts colleges ..	35,054	30,984	+4,070	38.1	..	21.4	10.5	177 15 7	..	100 0 0	189 6 7	467 6 2
Professional colleges ..	..	..	..	..	..	..	..	..	..	..	..	..
High schools including Intermediate colleges.	10,83,487	10,07,726	+75,761	46.8	1.4	32.8	19.7	55 11 4	1 10 2	38 14 9	22 8 8	118 12 11
Middle schools ..	12,23,475	11,33,446	+90,029	51.8	16.4	12	19.8	13 2 0	4 2 3	3 0 11	4 15 10	25 5 0
Primary schools ..	6,85,267	6,62,975	+22,292	33.3	55.3	3	8.4	3 0 7	5 0 8	0 4 6	0 12 3	9 2 0
Special schools ..	2,27,980	2,14,203	+13,777	81.4	5	4.4	13.7	200 14 2	1 2 5	10 14 11	33 12 2	246 11 8
Total ..	32,60,263	30,49,334	+2,10,929	48.2	18.3	16.6	16.9	11 12 1	4 7 3	4 0 10	4 1 11	24 6 1
GRAND TOTAL ..	3,89,49,169	3,80,41,838	+9,07,331	53.1	13.1	20.5	13.3	13 4 7	3 4 6	5 1 10	3 5 2	25 0 1

* Includes expenditure on buildings.

NOTE—The amount of Rs.47,07,590 entered against the side heading "Universities" includes Rs.13,35,246 as miscellaneous expenditure of which Rs.2,37,301 was met from Government funds, Rs.2,10,632 from fees and Rs.8,87,312 from other sources.

GENERAL TABLE I

Classification of Educational Institutions for the official year 1935-36

	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 .. .. .	..	..	..	5	..	5	..	..	..	..	..	..
Board of Secondary and Intermediate Education.	1	..	..	..	..	1	..	..	..	..	..	..
Colleges—												
Arts and Science* ..	1	..	..	8	..	9	..	..	..	2	..	2
Law .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Education	(a) 4	..	..	..	..	4	..	..	..	..	..	..
Engineering	1	..	..	..	..	1	..	..	..	..	..	..
Agriculture	1	..	..	..	1	2	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Technology .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Forestry	1	..	..	..	..	1	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate and 2nd grade colleges.	8	..	..	25	1	34	..	..	..	6	..	6
Total ..	17	..	..	38	2	67	..	..	..	8	..	8

High Schools	148	..	6	161	3	218	1	..	..	30	2	33	
Middle Schools ..	English ..	1	..	4	50	55	110	2	2	5	58	3	70
	Vernacular ..	8	657	31	50	18	764	77	41	34	89	2	243
Primary Schools	15	13,446	824	4,183	103	(b)18,571	9	892	236	597	8	1,742	
Total	72	14,103	865	4,444	179	19,663	89	935	275	774	15	2,088	
Special schools—													
Art Schools	1	1	..	..	..	2	..	..	..	..	..	..	..
Law Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools	1	..	..	1	..	2	1	..	..	..	..	..	1
Normal and Training Schools ..	16	29	8	3	..	55	37	..	2	15	..	..	54
Engineering Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools	24	6	3	52	..	85	..	..	..	4	..	..	4
Commercial Schools .. ..	..	..	..	1	..	1	..	..	..	..	..	..	..
Agricultural Schools	1	..	..	..	1	2	..	..	..	..	..	..	..
Reformatory Schools	1	..	..	..	..	1	..	..	..	..	..	..	..
Schools for Defectives .. ..	..	..	..	1	..	1	..	..	..	..	1	..	1
Schools for Adults .. ..	..	14	112	143	1	270	..	..	..	..	..	..	..
Other Schools	13	6	7	179	15	220	..	..	..	..	..	..	..
Total	56	56	130	380	17	639	38	..	2	10	1	..	60
Total for Recognized Institutions ..	145	14,159	995	4,862	198	20,359	127	935	277	801	16	..	2,156
Unrecognized Institutions .. ..	..	..	..	..	1,945	1,945	..	..	..	..	113	..	113
GRAND TOTAL, ALL INSTITUTIONS ..	145	14,159	995	4,862	2,143	22,304	127	935	277	801	129	..	2,269

* Includes one Oriental College maintained by Government.

(a) The number includes the Prince of Wales' Royal Indian Military College, Dehra Dun.

(b) The number includes 773 Primary Schools for depressed classes with 80,265 scholars in them.

Distribution of Scholars attending Educational Institutions

	Government			District Board			Municipal Board		
	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING IN RECOGNIZED INSTITUTIONS									
<i>University and Intermediate Education</i>									
Arts and Science ..	621	490	..	..	..	..	..	..	..
Law ..	1,246	1,108	235	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	329	314	291	..	..	..	..	..	..
Engineering ..	122	115	122	..	..	..	..	..	..
Agriculture ..	157	134	146	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..	..	..
Technology ..	..	..	..	..	..	..	..	..	..
Forestry ..	27	27	27	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..
Total ..	2,502	2,188	821	..	..	..	..	..	..
<i>School and Special Education</i>									
In High Schools ..	21,219	19,261	1,515	..	..	..	2,280	2,092	..
„ Middle Schools (English ..	120	109	50	..	..	..	465	471	..
„ Middle Schools (Vernacular ..	1,722	1,373	207	75,754	65,899	18,288	4,713	4,154	150
„ Primary Schools ..	1,204	929	..	914,654	711,749	528	105,542	80,862	..
Total ..	24,265	21,672	1,772	990,408	777,648	18,816	118,000	87,579	150
In Art Schools ..	273	273	38	68	60	..	..	..	..
„ Law Schools ..	..	..	..	..	..	..	..	..	..
„ Medical Schools ..	280	252	157	..	..	..	..	..	..
„ Normal and Training Schools ..	932	880	929	412	408	410	70	70	46
„ Engineering Schools ..	..	..	..	..	..	..	..	..	..
„ Technical and Industrial Schools ..	1,344	1,258	407	56	45	..	15	10	..
„ Commercial Schools ..	..	..	..	..	..	..	..	..	..
„ Agricultural Schools ..	53	47	53	..	..	..	..	..	..
„ Reformatory Schools ..	87	77	87	..	..	..	..	..	..
„ Schools for Defectives ..	..	..	..	..	..	..	..	..	..
„ Schools for Adults ..	..	..	..	485	352	..	2,953	2,064	..
„ Other Schools ..	718	670	..	232	215	12	119	80	..
Total ..	3,687	3,457	1,671	1,253	1,080	422	3,157	2,224	46
Totals for Recognized Institutions.	30,454	27,317	4,264	991,661	778,728	19,238	116,157	89,803	196
In Unrecognized Institutions ..	..	..	..	..	..	..	..	..	..
GRAND TOTAL, ALL INSTITUTIONS.	30,454	27,317	4,264	991,661	778,728	19,238	116,157	89,803	196

(a) Total number of scholars reading Arts and Science in the Teaching Universities. The number includes 301 students reading Law along with Arts and Science and 606 scholars of the Oriental Departments of the Lucknow and Benares Hindu Universities.

(b) Includes 621 scholars of Benares Sanskrit College and 1,957 scholars reading Arts and Science in the degree colleges.

TABLE II A

for males for the official year 1935-36

Aided			Unaided			Grand total of—			Number of females included in column 10
Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll	Average attendance	Residents in approved hostels	
10	11	12	13	14	15	16	17	18	19
6,556	5,449	3,170	..	..	..	(a) 6,556	5,449	3,170	(f) 121
1,957	1,718	570	..	..	..	(b) 2,578	2,208	570	9
4,987	4,427	1,340	126	115	60	(c) 6,359	5,659	1,635	33
1,327	1,149	614	172	151	50	1,499	1,300	664	..
509	426	378	..	..	..	509	426	378	2
(d) 144	108	124	..	..	..	473	422	415	28
459	403	420	..	..	..	581	518	542	..
(e) 66	59	55	58	52	57	281	245	258	..
1,091	972	396	..	..	..	1,091	972	396	..
..
..	..	..	..	..	..	27	27	27	..
..
17,096	14,711	7,067	356	318	167	19,954	17,217	8,055	193
64,361	58,733	5,797	1,078	978	477	88,938	81,064	7,789	242
6,873	5,908	325	5,363	4,740	342	12,821	11,228	717	259
4,464	3,829	734	1,628	1,402	73	88,281	76,657	19,452	71
162,253	127,713	252	5,551	4,348	107	1,189,204	925,691	887	78,150
237,951	196,183	7,108	13,620	11,468	999	1,379,244	1,094,550	28,845	78,722
..	..	..	..	..	..	341	333	38	6
..
63	57	..	..	..	..	343	309	157	..
80	74	57	..	..	..	1,494	1,432	1,442	..
..
1,060	1,641	617	..	..	..	3,375	2,954	1,024	14
..
22	10	..	..	..	..	22	10	..	..
..	..	..	17	15	..	70	62	53	..
..	..	..	..	..	..	87	77	87	..
..	..	..	..	..	..	21	20	..	4
21	20	..	..	..	..	..	..	..	0
4,537	3,437	..	18	14	..	7,993	5,867	..	9
9,219	7,301	358	959	753	138	11,247	9,019	508	313
15,002	12,540	1,032	994	782	138	24,993	20,083	3,309	346
270,949	223,434	15,207	14,970	12,568	1,304	1,424,191	1,131,859	40,209	79,261
..	..	..	59,655	..	..	59,655	..	..	3,000
270,949	223,434	15,207	74,625	12,568	1,304	1,483,846	1,131,859	40,209	82,261

(c) The number of students in the Intermediate classes.

(d) The enrolment of training departments attached to Benares Hindu and Aligarh Muslim Universities and the Christian College, Lucknow.

(e) Number of students reading Agriculture in the Allahabad University and K. E. M. Uday Bhan Jat Intermediate College, Lakhaoti.

(f) The number includes 2 girls reading in the Oriental Department of the Lucknow University.

GENERAL

Distribution of Scholars attending Educational

	Government			District Board			Municipal Board		
	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING IN RECOGNIZED INSTITUTIONS									
<i>University and Intermediate Education</i>									
Arts and Science .. }	..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..
Totals ..	..	..	..	..	..	..	..	..	..
<i>School and Special Education</i>									
In High Schools ..	372	312	24	..	..	..	..	..	..
In Middle (English ..	195	138	..	114	91	..	831	683	..
Schools. { Vernacular	13,064	10,209	112	3,617	2,541	..	5,220	3,647	..
In Primary schools ..	590	477	2	32,227	23,965	..	20,713	14,760	..
Totals ..	14,221	11,136	138	35,958	26,597	..	26,764	19,090	..
In Medical Schools ..	68	78	67	..	..	..	..	..	..
„ Normal and Training Schools.	321	300	192	..	..	..	12	10	..
„ Technical and Industrial Schools.	..	..	..	..	..	..	..	..	..
„ Commercial Schools ..	..	..	..	..	..	..	..	..	..
„ Agricultural Schools ..	..	..	..	..	..	..	..	..	..
„ Schools for Adults ..	..	..	..	..	..	..	..	..	..
„ Other Schools ..	..	..	..	..	..	..	..	..	..
„ Schools for Defective..	..	..	..	..	..	..	..	..	..
Totals ..	389	378	259	..	..	..	12	10	..
Total for Recognized Institutions.	14,610	11,514	397	35,958	26,597	..	26,776	19,100	..
In Unrecognized Institutions.	..	..	..	..	..	..	..	..	..
Grand totals, all Institutions.	14,610	11,514	397	35,958	26,597	..	26,776	19,100	..
Grand totals, all Institutions for Males and Females.	45,031	38,831	4,631	1,027,619	805,325	19,238	142,933	108,903	196

(a) Graduate and post-graduate students.

(b) Intermediate classes students.

TABLE II-B

Institutions for females for the official year 1935-36

Aided			Unaided			Grand total of—			Number of males included in column 16
Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on rolls	Average attendance	Resi- lents in approved hostels	
10	11	12	13	14	15	16	17	18	19
114	108	75	..	..	..	(a) 114	108	75	..
221	207	105	..	..	..	(b) 221	207	105	..
..
10	9	10	..	..	..	10	9	10	..
345	324	190	..	..	..	345	324	190	..
8,269	7,258	1,968	257	254	192	8,898	7,824	2,184	883
8,184	6,486	1,910	434	411	138	9,758	7,809	2,048	840
16,554	12,195	7	312	250	..	38,767	28,842	119	45
21,203	16,389	..	328	265	81	75,061	55,856	83	1,169
54,210	42,328	3,885	1,331	1,180	411	132,484 ^(c)	100,331	4,434	2,937
..	..	..	..	..	..	68	78	67	..
246	238	170	..	..	..	579	548	362	..
211	209	211	..	..	..	211	209	211	34
..
..
..
..	..	..	66	54	..	66	54	..	..
447	447	381	63	54	..	924	889	640	34
55,012	41,039	4,456	1,397	1,234	411	133,753	101,544	5,264	2,971
..	..	..	2,661	..	..	2,661	..	..	69
55,012	43,099	4,456	4,058	1,234	411	136,414	101,544	5,264	3,040
325,961	266,533	19,663	78,683	13,802	1,715	1,620,269	1,233,394	45,473	(c) 85,301

(c) Number of males and females included in column 16 of General Tables II-A and II-B.

GENERAL

EXPENDITURE ON EDUCATION FOR
 [Expenditure on buildings includes Rs.85,900 spent by
 ["Miscellaneous" includes the

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

	Government institutions						District	
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals	Government funds	Board funds
	1	2	3	4	5	6	7	8
<i>University and Intermediate Education</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ..	..	..	..	..	..	..	..	..
Board of Secondary and Intermediate Education ..	..	..	..	2,66,837	530	2,67,367	..	..
Arts Colleges ..	59,099	..	..	..	..	59,099	..	..
Professional Colleges :								
Law ..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..
Education ..	1,81,911	..	..	1,30,539	41	3,12,491	..	..
Engineering ..	61,735	..	..	92,093	9,450	1,63,278	..	..
Agriculture ..	1,49,124	..	..	10,383	..	1,59,507	..	..
Commerce ..	..	..	..	..	..	..	..	..
Forestry ..	31,580	..	..	..	..	31,580	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..
Intermediate Colleges ..	5,77,565	..	..	1,62,817	5,482	7,45,864	..	..
Totals ..	10,61,014	..	..	6,62,669	15,503	17,39,186	..	..
<i>School Education—General</i>								
High Schools ..	16,25,157	..	262	4,25,908	11,918	20,63,245	..	..
Middle Schools { English ..	13,902	..	..	2,300	29	16,231	..	..
{ Vernacular ..	34,378	..	..	1,419	..	35,797	10,05,043	3,09,568
Primary Schools ..	9,962	..	..	129	..	10,091	51,86,722	16,04,966
Totals ..	16,83,399	..	262	4,29,756	11,947	21,25,364	61,91,765	19,14,544
<i>Special</i>								
Arts Schools ..	51,393	..	..	3,603	..	54,996	..	5,251
Law Schools ..	..	..	..	..	..	..	..	..
Medical Schools ..	1,25,456	..	..	11,363	5,042	1,41,861	..	..
Normal and Training Schools ..	2,24,203	4,938	617	..	453	2,30,211	57,738	27,936
Engineering Schools ..	..	..	..	..	..	..	..	..
Technical and Industrial Schools ..	5,65,747	..	..	1,475	37,347	6,04,569	740	6,364
Commercial Schools ..	..	..	..	..	..	..	..	..
Agricultural Schools ..	17,499	..	..	..	..	17,499	..	..
Reformatory Schools ..	46,057	..	..	..	..	46,057	..	..
Schools for defectives ..	..	..	..	..	..	..	..	..
Schools for adults ..	..	..	..	..	..	..	749	671
Other schools ..	11,915	..	..	3,905	133	15,953	..	1,041
Totals ..	10,42,270	4,938	617	20,346	42,975	11,11,146	59,227	41,263
GRAND TOTAL ..	37,86,683	4,938	879	11,12,771	70,425	49,75,696	62,50,992	19,55,797

GENERAL

EXPENDITURE ON EDUCATION FOR

[Expenditure of buildings includes Rs. 85,900 spent by
[“ Miscellaneous ” includes the

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

	Aided institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
	19	20	21	22	23	24
<i>University and Intermediate Education</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	22,99,035	..	..	8,99,617	1,73,719	33,72,344
Board of Secondary and Intermediate Education.	..	..	..	..	..	..
Arts Colleges	4,33,706	5,600	8,206	4,13,898	1,01,599	9,63,009
Professional Colleges :						
Law .. .. .	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..
Education	(a)2,900	..	..	2,400	3,312	7,712
Engineering .. .. .	..	..	..	..	..	..
Agriculture .. .. .	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..	..
Intermediate Colleges	4,63,570	..	7,535	6,50,154	2,97,738	14,18,997
Totals	31,98,284	5,600	15,741	19,66,069	5,76,368	57,62,062
<i>School Education—General</i>						
High Schools	7,64,028	1,648	54,855	15,97,597	4,88,591	37,82,976
Middle Schools { English	1,68,087	1,250	10,514	1,28,991	78,304	3,87,146
{ Vernacular	11,999	9,981	1,845	12,068	21,505	57,298
Primary Schools	2,44,363	1,87,007	85,946	18,128	1,34,143	6,69,587
Total	20,64,634	1,99,886	1,53,160	17,56,784	7,22,543	48,97,007
<i>Special</i>						
Arts Schools .. .. .	..	..	..	..	..	..
Law Schools .. .. .	..	..	..	..	..	..
Medical Schools .. .. .	..	540	220	..	..	760
Normal and Training Schools	2,237	850	228	376	2,107	5,798
Engineering Schools .. .. .	..	..	..	..	..	..
Technical and Industrial Schools.	57,778	6,477	6,726	5,797	99,703	1,76,481
Commercial Schools .. .. .	..	..	120	..	..	120
Agricultural Schools .. .. .	..	..	..	..	..	..
Reformatory Schools .. .. .	..	..	..	..	..	..
Schools for defectives	600	..	175	..	1,160	1,935
Schools for adults	6,552	2,650	799	1,720	829	12,550
Other schools	23,242	15,376	5,633	10,403	85,174	1,39,828
Totals	90,409	25,893	13,901	18,296	1,88,973	3,37,472
GRAND TOTAL	33,63,327	2,31,379	1,82,802	37,41,149	14,87,884	1,09,96,541

(a) Expenditure on unaided Law classes.

TABLE III-A (continued)

MALES FOR THE OFFICIAL YEAR 1935-35

the Public Works Department on educational buildings [

following main item :

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

			Total expenditure from—					
			Government funds	District funds	Municipal funds	Fees	Other sources	Grand total
			28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ..	..	..	2,78,689	..	..	..	..	2,78,689
Inspection ..	..	..	9,87,937	2,40,555	85,411	..	35	13,13,938
Buildings etc.	..	..	3,97,070	3,81,373	42,132	98,090	8,74,147	17,92,812
Miscellaneous	..	..	11,64,874	3,56,095	1,36,804	13,19,175	15,53,072	45,30,020
Total ..	..	..	28,28,570	9,78,023	2,64,347	14,17,265	21,27,254	79,15,459
Recognized unaided institutions								
Fees	Other sources	Totals						
25	26	27						
..	..	..	22,99,008	..	..	8,90,617	1,73,719	33,72,544
..	..	..	..	..	..	2,66,837	530	2,67,367
(a) 13,789	..	12,589	4,92,805	5,600	8,206	4,27,487	1,01,599	(b) 10,35,697
..
..	..	..	1,83,911	..	..	1,32,939	3,353	3,20,203
..	..	..	61,735	..	..	92,093	9,450	1,63,278
4,263	26,733	30,996	1,49,124	..	..	14,646	23,733	1,90,503
..	..	..	31,580	..	..	..	..	31,580
18,503	30,813	49,316	10,41,135	..	7,535	8,31,474	3,34,033	22,14,177
36,355	57,546	94,901	42,59,298	5,600	15,741	26,65,093	6,49,417	75,95,149
34,401	64,582	98,983	32,95,670	1,648	1,28,447	21,05,213	5,65,114	60,96,092
94,935	1,01,081	1,96,046	1,84,473	1,250	20,135	2,35,646	1,79,466	6,20,970
13,395	19,825	33,220	10,52,320	3,19,549	94,164	4,06,845	49,852	19,22,730
1,110	36,163	37,273	58,13,332	17,91,973	6,35,017	3,08,035	1,82,696	87,31,053
1,43,871	2,21,651	2,65,522	1,03,45,795	21,14,420	8,77,763	30,55,739	9,77,128	1,73,70,845
..	..	..	51,393	5,251	..	3,603	4,453	64,700
..	..	..	1,25,456	540	220	11,363	5,042	1,42,621
..	..	..	2,87,229	33,724	13,998	376	2,713	3,38,040
..	..	..	6,24,265	12,841	12,368	7,438	1,37,201	7,94,113
..	..	..	..	..	120	..	..	120
..	737	737	17,499	..	..	..	737	18,236
..	..	..	46,057	..	..	..	..	46,057
..	..	..	600	..	175	..	1,160	1,935
..	42	42	19,112	3,405	3,596	1,720	871	28,704
..	15,940	15,901	36,928	16,417	9,139	16,135	1,04,308	1,82,927
..	1,679	16,679	12,08,539	72,178	39,616	40,635	2,56,485	16,17,453
1,80,226	2,95,876	4,76,102	1,86,42,202	31,79,221	11,97,467	71,78,732	43,10,284	3,44,98,906

(b) Includes expenditure on associated Intermediate Colleges.

(c) Expenditure on the Training Department attached to the Christian College, Lucknow.

GENERAL

EXPENDITURE ON EDUCATION FOR FEMALES

[Expenditure on buildings includes nil spent by the

["Miscellaneous" includes the

1—Scholarships, 2—Examinations charges, 3—Boarding house charges (recurring and non-books purchased, 7—Prizes, 8—Rent of school buildings, 9—Games charges,

	Government institutions						District	
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals	Government funds	Board funds
	1	2	3	4	5	6	7	8
<i>University and Intermediate Education</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ..	..	..	..	..	..	..	..	..
Professional Colleges ..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..
Intermediate Colleges ..	..	..	..	..	..	..	..	..
Totals ..	..	..	..	..	..	..	..	..
<i>School Education—General</i>								
High Schools ..	24,457	..	..	5,941	736	31,144	..	..
Middle English ..	11,941	..	..	1,981	2	13,924	2,294	2,558
Schools, Vernacular ..	2,79,836	..	..	24,044	9	3,03,889	14,981	22,345
Primary Schools ..	7,208	..	..	478	..	7,686	1,56,264	92,098
Totals ..	3,23,452	..	..	32,444	747	3,56,643	1,73,539	1,17,001
<i>Special</i>								
Medical Schools ..	33,854	..	..	..	..	33,854	..	..
Normal and Training Schools.	97,385	..	..	1,003	217	98,605	..	..
Technical and Industrial Schools.	..	..	..	..	..	..	..	..
Commercial Schools ..	..	..	..	..	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..
Other Schools ..	..	..	..	..	..	..	..	..
Schools for defectives ..	..	..	..	..	..	..	..	..
Totals ..	1,31,239	..	..	1,003	217	1,32,459	..	..
Grand Totals Females	4,54,691	..	..	33,447	964	4,89,102	1,73,539	1,17,001
Grand Totals Males ..	37,86,683	4,938	879	11,12,771	70,425	49,75,696	62,50,992	19,55,797
Grand Totals for all ..	42,41,374	4,938	879	11,46,218	71,389	54,64,798	84,24,531	20,72,798

GENERAL

EXPENDITURE ON EDUCATION FOR

[Expenditure on Buildings includes nil spent by

["Miscellaneous" includes the

1—Scholarships, 2—Examinations charges, 3—Boarding house charges (recurring and non-books purchased, 7—Prizes, 8—Rent of school buildings, 9—Games charges,

	Aided institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
	19	20	21	22	23	24
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education						
Arts Colleges	13,347	..	..	7,500	14,207	35,054
Professional Colleges .. .. .	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..
Education .. .. .	..	..	..	..	..	..
Intermediate Colleges	95,365	..	3,100	50,464	28,207	1,77,136
Totals	1,08,712	..	3,100	57,964	42,414	2,12,190
School Education—General						
High Schools	3,88,159	1,800	10,020	2,73,965	1,49,486	8,23,430
Middle Schools (English	2,10,107	1,509	9,443	95,275	1,42,178	4,58,512
(Vernacular	1,03,246	8,969	42,949	15,941	68,159	2,39,264
Primary Schools	50,396	26,569	28,629	19,667	50,602	1,75,863
Totals	7,51,908	38,847	91,041	4,04,848	4,10,425	16,97,069
Special						
Medical Schools .. .. .	..	..	..	..	..	..
Normal and Training Schools	51,711	..	..	9,102	19,771	80,584
Technical and Industrial Schools	1,080	..	..	..	2,614	3,694
Commercial Schools .. .. .	..	..	..	..	..	..
Agricultural Schools .. .. .	..	..	..	..	..	..
Schools for Adults	(a)163	..	..	..	..	163
Other Schools .. .. .	..	..	..	..	..	..
Schools for defectives .. .. .	..	..	..	..	..	..
Totals	52,954	..	..	9,102	22,385	84,441
Grand Totals Females	9,13,574	38,847	94,141	4,71,914	4,75,224	19,93,700
Grand Totals Males	63,53,327	2,31,379	1,82,802	37,41,149	14,87,884	1,09,96,541
Grand Totals for all	62,66,901	2,70,226	2,76,943	42,13,063	19,63,108	1,29,90,241

(a) The two schools for adults were abolished from August, 1935.

TABLE III-B—(continued)

FEMALES FOR THE OFFICIAL YEAR 1935-36

the Public Works Department on educational buildings]

following main items :

recurring), 4—Petty repairs to school buildings, 5—Educational Gazette charges, 6—Cost of 10—Medicines, 11—Rates and taxes, 12—Other miscellaneous expenses.]

			Total expenditure from—					
			Government funds	District funds	Municipal funds	Fees	Other sources	Grand total
			28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection ..	..	..	1,21,891	1,282	12,047	..	2	1,35,222
Buildings, etc.	..	..	91,789	23,197	18,012	3,821	57,067	1,93,886
Miscellaneous ..	..	..	2,72,358	16,612	67,437	2,42,058	2,62,427	8,60,892
Totals ..	..	..	4,86,038	41,091	97,496	2,45,879	3,19,496	11,90,000
Recognized Unaided Institutions								
Fees	Other sources	Totals						
25	26	27						
Rs.	Rs.	Rs.						
..	..	..	13,347	..	..	7,500	14,207	35,054
..
..
..	..	..	95,365	..	3,100	50,464	28,207	1,77,136
..	..	..	1,08,712	..	3,100	57,964	42,414	2,12,190
24,691	27,086	51,777	4,12,626	1,800	10,020	3,04,597	1,77,308	9,06,351
3,382	27,305	30,687	2,35,094	4,067	41,685	1,06,253	1,70,796	5,57,895
53	3,243	3,296	4,01,855	31,314	1,23,941	42,059	71,411	6,70,580
720	5,716	6,436	2,28,060	1,18,667	2,59,954	21,069	57,517	6,85,267
28,846	63,350	92,196	12,77,635	1,55,848	4,35,600	4,73,978	4,77,032	28,20,093
..	..	..	33,854	..	..	..	..	33,854
..	..	..	1,50,524	..	1,062	10,105	19,988	1,81,679
..	..	..	1,080	..	..	..	2,614	3,694
..
..
..	..	..	163	..	..	..	..	163
..	8,590	8,590	..	..	..	..	8,590	8,590
..	8,590	8,590	1,85,621	..	1,062	10,105	31,192	2,27,980
28,846	71,940	1,00,786	20,58,006	1,96,939	5,37,258	7,87,926	8,70,134	44,50,263
1,80,226	2,95,876	4,76,102	1,86,42,202	31,70,221	11,97,467	71,78,732	43,10,284	3,44,98,906
2,09,072	3,67,816	5,76,888	2,07,00,208	33,67,160	17,34,725	79,66,658	51,80,418	3,89,49,169

GENERAL TABLE IV-A

Race or creed of male scholars receiving General Education for the official year 1935-36

	Europeans and Anglo-Indians	Indian Christians	Hindus		Muhammadans	Buddhists	Parsis	Sikhs	*Others	Total	Pupils from rural areas	
			Higher castes	Depressed classes								
	1	2	3	4	5	6	7	8	9	10	11	
Total population	23,416	38,231	21,488,425		3,780,453	400	563	26,662	36,856	25,445,006	..	
School Education												
Classes												
Infants	536	5,755	302,596	73,424	94,467	1	13	299	2,272	479,363	389,270	
Primary	I	270	478	189,851	30,617	43,358	1	15	121	1,464	266,175	221,256
	II	293	390	126,303	15,962	28,017	3	10	99	966	172,043	141,054
	III	303	495	96,574	8,043	19,489	3	15	99	919	125,940	98,557
	IV	337	473	71,313	4,556	14,828	12	13	85	697	92,314	69,141
Middle	V	302	353	36,033	1,691	7,650	32	11	77	360	46,529	28,869
	VI	286	281	33,204	1,255	6,685	2	23	59	332	42,127	26,153
	VII	252	289	32,394	1,020	6,286	..	12	54	331	40,638	24,987
High	VIII	219	225	10,094	173	2,783	1	10	30	202	13,737	4,668
	IX	176	170	9,772	109	2,655	1	6	32	158	13,079	4,665
Inter-mediate.	X	166	145	8,600	74	2,349	2	10	21	147	11,514	3,933
	XI	<i>Vide entries made against Intermediate Class, 1st year.</i>										
Totals	Ditto ditto 2nd year.											
	3,140	9,054	916,754	136,924	228,567	58	138	976	7,848	1,303,459	1,012,559	
University and Intermediate Education												
Inter-mediate classes.	1st year	52	36	2,931	7	733	..	4	11	54	(a)3,830	1,211
	2nd year	55	60	2,917	7	804	..	2	10	47	(b)3,902	1,240
Degree classes.	1st year	10	30	1,745	3	478	..	2	3	29	2,300	732
	2nd year	14	20	1,969	1	414	..	2	7	46	2,473	764
Post-graduate classes.	3rd year	..	..	62	..	28	..	..	..	2	92	12
	1st year	2	11	555	1	167	..	..	5	12	753	209
Research students	2nd year	7	11	484	..	109	..	2	4	9	626	165
		1	..	96	..	32	..	..	..	..	129	10
Totals	141	170	10,759	19	2,765	..	12	40	199	(c)15,330	(d)4,812	
Number of scholars in recognized institutions.	3,281	9,224	927,513	136,943	231,332	58	150	1,016	8,047	1,318,789	1,017,371	
Number of scholars in unrecognized institutions.	..	819	26,569	3,991	24,781	..	11	20	533	56,724	32,560	
GRAND TOTAL	3,281	10,043	954,082	140,934	256,113	58	161	1,036	8,580	1,375,513	1,049,931	

* The column includes figures of Jain scholars also.

(a) The number includes 3,178 boys reading in class XI of Intermediate Colleges.

(b) The number includes 3,148 boys reading in class XII of Intermediate Colleges.

(c) The number includes 1,066 Hindus and 156 Muhammadans and 3 others reading in the Benares Sanskrit College and in the Oriental Departments of Lucknow and Benares Hindu Universities.

(d) Includes 463 students of Benares Sanskrit College who reside in rural areas.

GENERAL TABLE IV-B

Race or creed of female scholars receiving General Education for the official year 1935-36

	Europeans and Anglo-Indians	Indian Christians	Hindus		Muhammadans	Buddhists	Parsis	Sikhs	*Others	Total	Pupils from rural areas	
			Higher castes	Depressed classes								
	1	2	3	4	5	6	7	8	9	10	11	
Total population	11,328	82,031	19,417,161		3,401,474	330	428	19,838	31,167	22,962,757	..	
<i>School Education</i>												
Classes												
Infants	572	2,432	88,598	5,107	19,198	1	19	91	1,356	117,374	63,724	
Primary	I	242	583	31,264	1,145	4,806	..	12	44	486	38,582	
	II	291	480	17,853	607	2,444	3	12	27	204	21,891	
	III	272	578	9,966	207	939	2	8	27	158	12,157	
	IV	273	478	6,284	130	661	..	9	19	79	7,933	
Middle	V	285	427	2,593	41	367	..	8	10	22	3,753	
	VI	247	372	2,236	25	257	..	5	12	32	3,186	
	VII	179	198	875	7	138	..	7	8	15	1,427	
High	VIII	148	180	554	10	116	..	1	2	2	1,013	
	IX	105	104	249	1	54	..	4	1	3	521	
Inter-mediate.	X	91	56	219	5	51	..	4	3	432	23	
	XI	Vide entries made against Intermediate class, 1st year.										
Total	Ditto ditto 2nd year.											
	2,675	5,888	160,691	7,285	29,031	6	89	244	2,360	208,269	103,890	
<i>University and Intermediate Education</i>												
Inter-mediate classes.	1st year	4	31	104	..	22	..	2	3	..	(a) 166	2
	2nd year	6	32	80	1	18	1	..	(b) 138	1
Degree classes..	1st year	3	21	47	..	6	1	..	78	..
	2nd year	3	17	50	1	6	1	..	78	..
Post-graduate classes.	1st year	3	3	18	..	1	25	..
	2nd year	1	2	6	1	1	..	11	..
Research students	..	..	..	..	..	..	..	..	..	..	..
Total	20	106	305	3	53	..	2	7	..	(c) 498	3	
Number of scholars in recognized institutions.	2,895	5,994	160,996	7,288	29,084	6	91	251	2,360	208,767	103,893	
Number of scholars in unrecognized institutions.	..	196	2,656	269	2,352	..	..	11	108	5,592	3,348
GRAND TOTAL	2,895	6,190	163,652	7,557	31,436	6	91	262	2,468	214,359	107,241	

*This column includes number of Jain scholars also.

(a) The number includes 26 girls reading in the Benares Hindu University.

(b) Ditto 24 ditto.

(c) The number includes 2 girls reading in the Oriental Department of the Lucknow University.

GENERAL TABLE V-A

*Race or creed of male scholars receiving Vocational and Special Education
for the official year 1935-36*

	Europeans and Anglo-Indians	Indian Chris- tians	Hindus		Muhammadians	Buddhists	Parsis	Sikhs	* Others	Total	Pupils from rural areas	
			Higher castes	Depressed classes								
	1	2	3	4	5	6	7	8	9	10	11	
<i>School Education</i>												
Arts schools	2	217	16	98	..	..	2	..	335	146	
Law schools	
Medical schools	6	286	..	49	..	..	2	..	343	35	
Normal and Training schools	4	1,100	97	289	..	..	..	4	1,484	1,366	
Engineering and Survey- ing schools	
Technical and Industrial schools	29	230	1,920	426	754	1	3	11	21	3,395	1,224	
Commercial schools	20	..	2	..	..	..	..	22	..	
Agricultural schools	57	..	13	..	..	..	..	70	..	
Reformatory schools	1	46	13	25	..	..	..	2	87	32	
Schools for defectives	12	..	5	..	..	..	..	17	..	
Schools for adults	4	3,442	3,041	1,477	..	..	2	18	7,984	3,350	
Other schools	1	8,498	111	2,294	1	..	1	28	10,934	6,780	
Totals	29	248	15,598	3,704	5,006	2	3	18	73	24,681	12,933	
<i>University and Intermediate Education</i>												
Law	1	6	1,153	4	304	5	26	1,499	492
Medicine	1	2	396	..	101	2	5	507	142
Education	30	259	2	132	..	2	18	2	445	116
Engineering	4	19	515	..	11	..	7	10	15	581	107
Agriculture	2	13	228	..	26	..	4	4	4	281	126
Commerce	9	994	..	61	..	1	3	23	1,091	183
Technology	
Forestry	1	14	..	12	27	..
Veterinary Science	
Totals	8	80	3,559	6	647	..	14	42	75	4,431	1,166
GRAND TOTAL	37	328	19,157	3,710	5,653	2	17	60	148	29,112	14,099

* The number of Jain students is included in column 9.

GENERAL TABLE V-B

*Race or creed of female scholars receiving Vocational and Special Education
for the official year 1935-36*

	Europeans and Anglo-Indians	Indian Christians	Hindus		Muhammadans	Buddhists	Parsis	Sikhs	Others	Total	Pupils from rural areas
			Higher castes	Depressed classes.							
	1	2	3	4	5	6	7	8	9	10	11
<i>School Education</i>											
Art schools	1	1	2	..	2	..	..	..	..	6	..
Medical schools .. .	..	31	28	1	4	..	..	4	..	68	19
Normal and Training schools.	41	167	303	5	62	..	..	..	1	579	39
Technical and Industrial schools.	..	127	36	27	1	..	..	..	..	191	..
Commercial schools ..	..	..	..	..	..	..	..	..	..	..	..
Agricultural schools ..	..	..	..	..	..	..	..	..	..	..	..
Schools for adults ..	..	..	1	8	..	..	..	..	..	9	4
Other schools .. .. .	..	..	89	3	211	..	10	..	..	313	253
Schools for defective ..	..	66	4	..	..	..	..	..	..	70	..
Total	42	392	463	44	280	..	10	4	1	1,236	315
<i>University and Intermediate Education</i>											
Medicine .. .. .	..	2	..	..	..	..	..	..	..	2	..
Education	1	11	24	1	..	..	..	1	..	38	..
Law .. .. .	..	..	..	..	..	..	..	..	..	..	..
Agriculture .. .. .	..	..	..	..	..	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..	..	..
Technology .. .. .	..	..	..	..	..	..	..	..	..	..	..
Total	1	13	24	1	..	..	..	1	..	40	..
GRAND TOTAL	43	405	487	45	280	..	10	5	1	1,276	315

GENERAL TABLE VI-A

Men teachers for the official year 1935-36

	Trained teachers with the following educational qualifications					Untrained teachers				Total, trained teachers	Total, untrained teachers	Grand totals of teachers
	A degree	Passed Intermediate Matric. or School Final	Passed middle school	Passed primary school	Lower qualifications	Possessing degree		Possessing no degree				
						Certificated	Uncertificated	Certificated	Uncertificated			
1	2	3	4	5	6	7	8	9	10	11	12	
CLASS OF INSTITUTIONS												
<i>Primary schools</i>												
Government ..	..	..	14	7	..	..	..	5	8	21	13	34
Local Board ..	..	1	21,877	3,387	4	..	..	663	3,097	25,269	3,760	29,029
Municipal Board	..	5	1,956	324	2	..	7	159	918	2,287	1,084	3,371
Aided ..	64	58	268	37	3	9	7	772	4,658	430	5,446	5,876
Unaided ..	6	12	17	6	..	2	4	15	218	41	239	280
Totals ..	70	76	24,132	3,761	9	11	18	1,614	8,399	28,048	10,542	38,590
<i>Middle Schools</i>												
Government ..	1	5	65	..	..	2	..	1	1	71	4	75
Local Board ..	10	70	3,092	150	2	5	17	25	177	3,324	224	3,548
Municipal Board	13	24	212	2	..	4	5	8	34	251	51	302
Aided ..	77	130	191	2	7	28	24	86	203	407	341	748
Unaided ..	49	62	67	2	9	37	22	96	191	189	346	535
Totals ..	150	291	3,627	156	18	76	68	216	606	4,242	966	5,208
<i>High Schools</i>												
Government ..	493	379	75	7	57	4	70	38	216	1,011	328	1,339
Local Board ..	..	..	..	..	..	..	..	..	..	..	..	..
Municipal Board	31	24	9	..	2	10	1	10	31	66	52	118
Aided ..	962	525	139	13	74	429	193	544	766	1,713	1,932	3,645
Unaided ..	11	4	2	..	..	4	10	2	17	17	33	50
Totals ..	1,497	932	225	20	133	447	274	694	1,030	2,807	2,345	5,152
GRAND TOTALS..	1,717	1,299	27,954	3,937	160	534	360	2,424	10,535	35,097	13,853	48,950

GENERAL TABLE VI-B

Women teachers for the official year-1935-36

CLASS OF INSTITUTIONS	Trained teachers with the following educational qualifications					Untrained teachers				Total, trained teachers	Total, untrained teachers	Grand totals of teachers
	A degree	Passed Intermediate, Matric, or School Final	Passed middle school	Passed primary school	Lower qualifications	Possessing 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 ..	..	..	7	3	..	..	..	2	5	10	7	17
Local Board ..	1	..	41	90	5	..	..	73	778	137	851	988
Municipal Board ..	..	5	96	38	18	..	..	175	279	157	454	611
Aided ..	2	20	32	6	..	..	..	76	550	60	626	686
Unaided ..	..	1	1	..	..	..	..	..	79	2	79	81
Totals ..	3	26	177	137	23	..	..	326	1,691	366	2,017	2,383
<i>Middle Schools</i>												
Government ..	12	34	242	43	..	..	15	100	94	331	209	540
Local Board ..	..	..	20	12	..	..	1	13	77	32	91	123
Municipal Board ..	5	10	58	8	4	..	7	55	79	85	141	226
Aided ..	34	115	377	42	1	13	24	109	471	569	617	1,186
Unaided ..	..	3	14	..	..	..	..	3	18	17	21	38
Totals ..	51	162	711	105	5	13	47	280	739	1,034	1,079	2,113
<i>High Schools</i>												
Government ..	3	7	9	..	..	..	1	..	1	19	2	21
Local Board ..	..	..	..	..	..	..	..	..	..	..	..	..
Municipal ..	..	..	..	..	..	..	..	..	..	..	..	..
Aided ..	134	152	66	7	..	32	52	49	85	359	218	577
Unaided ..	9	20	..	..	..	..	..	1	2	29	3	32
Totals ..	146	179	75	7	..	32	53	50	88	407	223	630
GRAND TOTALS	200	367	963	249	28	45	100	656	2,518	1,807	3,319	5,126

GENERAL TABLE VII
Anglo-Indian and European Education 1935-36

Total European and Anglo-Indian population.	Male .. 23,416 Female .. 11,323 Total .. 34,744		Percentage to European and Anglo-Indian population of those at school— Males .. 16.6 Females .. 27.7 Total .. 20									
	Institutions	Scholars on roll on 31st March, 1936	Number of males in institutions for males and vice versa*	Number of non-Europeans*	Teachers	Expenditure from—						
	1	2	3	4	Trained	Untrained	Government funds	Board funds	Fees	Other sources	Total expenditure	
					5	6	Rs.	Rs.	Rs.	Rs.	Rs.	
<i>Institutions for males</i>												
†Intermediate colleges.	4	111	..	23	56	8	1,24,516	..	1,36,011	75,114	3,35,641	
Training colleges	..	..	..	..	..	..	..	..	..	..	..
High schools ..	9	2,513	59	414	96	21	2,08,548	390	1,36,680	1,01,697	4,47,315	
Middle schools ..	2	382	140	65	15	11	36,419	..	7,526	8,874	52,819	
Primary schools ..	1	40	7	10	3	..	4,250	..	7,395	5,478	17,123	
Training schools	..	..	..	..	..	..	..	..	..	..	..
Technical and industrial schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial schools	..	..	..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	16	3,046	206	512	170	40	3,73,733	390	2,87,612	1,91,163	8,52,898	
<i>Institutions for females</i>												
Arts colleges ..	..	..	..	..	..	..	..	..	..	..	..
Training colleges	1	38	..	1	2	4	17,217	..	3,900	..	21,117	
High schools ..	16	2,594	557	397	161	51	2,50,045	1,950	2,13,501	1,09,818	5,75,314	
Middle schools ..	9	929	290	161	40	16	67,279	708	45,841	29,380	1,43,208	
Primary schools	9	439	215	59	23	7	22,471	..	16,500	15,664	54,635	
Training schools	..	..	..	..	..	..	..	..	..	..	..
Technical and industrial schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial schools	..	..	..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	35	4,000	1,062	618	226	78	3,57,012	2,658	2,79,742	1,54,862	7,94,274	
Grand totals for institutions.	51	7,046	1,268	1,130	396	118	7,30,745	3,048	5,67,354	3,46,025	16,47,172	
Inspection ..	..	..	..	..	..	..	18,475	..	..	..	18,475
Buildings, etc. ..	..	..	..	..	..	..	23,789	..	6,419	44,803	75,011
Miscellaneous ..	..	..	..	..	..	..	1,41,142	..	3,75,027	2,72,107	7,88,276
Expenditure on buildings includes nil spent by the Public Works Department, etc.												
"Miscellaneous" includes the following main items : Scholarships and stipends, boarding house expenditure and examination charges.												
						Total ..	1,83,406	..	3,81,446	3,16,910	8,81,762	
						GRAND TOTAL ..	9,14,151	3,048	9,48,800	6,62,935	25,28,934	

*The term "Non-Europeans" does not include domiciled Europeans or Anglo-Indians.

†Figures of enrolment are those of students reading in the Intermediate stage only. The figures of expenditure are for the institution as a whole and include the expenditure in the Primary, Middle and High School classes of the institution.

GENERAL TABLE VIII

Examination results for the official year 1935-36

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>Degree Examinations, Art and Science</i>												
D. Litt .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D.	4	..	4	3	..	3	..	..	..	..	..	..
D. Sc.	3	..	3	3	..	3	..	..	..	..	..	..
M. A.	443	104	547	387	70	457	15	9	24	14	8	22
M. Sc.	184	3	187	167	1	168	1	1	2	1	1	2
B. A.—(Honours) ..	66	..	66	60	..	60	..	..	..	..	..	..
B. Sc.—(Honours) ..	23	..	23	19	..	19	..	..	..	..	..	..
B. A.—(Pass) ..	2,400	256	2,746	1,573	104	1,677	90	17	107	73	12	85
B. Sc.—(Pass) ..	817	4	821	547	1	548	6	..	6	2	..	2
<i>Law</i>												
Master of Law ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law ..	1,026	8	1,034	717	5	722	..	..	..	..	..	..
<i>Medicine</i>												
M. D.	2	..	2	1	..	1	..	..	..	..	..	..
M. B. B. S.	47	..	47	21	..	21	1	..	1	1	..	1
L. M. S. ....	..	..	..	..	..	..	..	..	..	..	..	..
M. C. P. & S.—(Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M.—(Calcutta)	..	..	..	..	..	..	..	..	..	..	..	..
M. S.	2	..	2	..	..	..	..	..	..	..	..	..
M.—Obstetrics ..	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg. ....	..	..	..	..	..	..	..	..	..	..	..	..
J. P. H. ....	..	..	..	..	..	..	..	..	..	..	..	..
B. Sc.—(Sanitary) ..	..	..	..	..	..	..	..	..	..	..	..	..
J. T. M.—(Calcutta)	..	..	..	..	..	..	..	..	..	..	..	..
J. O. (Diploma Ophthalmology.)	..	..	..	..	..	..	..	..	..	..	..	..
<i>Engineering</i>												
Master of E. E. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of E. E. ..	100	..	100	87	..	87	..	..	..	..	..	..
Bachelor of C. E. ..	16	..	16	16	..	16	..	..	..	..	..	..
Bachelor of Mining and Metallurgy.	17	..	17	11	..	11	..	..	..	..	..	..
<i>Education</i>												
B. E. B. T. & L. T. ..	168	14	182	159	12	171	16	1	17	16	1	17
<i>Commerce</i>												
Bachelor of Commerce ..	141	3	144	129	2	131	..	..	..	..	..	..
Master of Commerce ..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Technology</i>												
Master of Technology ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Technology ..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Agriculture</i>												
Master of Agriculture ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture ..	61	..	61	55	..	55	..	..	..	..	..	..
<i>Intermediate Examinations</i>												
Intermediate in Arts (I)	3,619	787	4,386	2,385	272	2,657	138	71	209	125	37	162
Intermediate in Science	416	26	442	211	11	222	5	..	5	5	..	5
Licentiate of Civil Engineering.	26	..	26	25	..	25	..	..	..	..	..	..
Degree, Diploma or certificate in Teaching.	63	30	93	53	15	71	56	10	66	46	10	56
Intermediate or Diploma in Commerce	389	43	432	229	20	249	..	..	..	..	..	..

* i.e. appearing from a recognized institution

GENERAL TABLE VIII—(concluded)

Examination results for the official year 1935-36—(concluded)

Examination	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—(concluded)</i>												
Licentiate of Agriculture.	77	..	77	68	..	68	..	..	..	..	..	..
Veterinary Examinations.	..	..	..	..	..	..	..	..	..	..	..	..
<i>School Examinations</i>												
(a) On completion of High School Course.												
High School School Final, etc.	11,410	2,905	14,315	6,720	824	7,544	298	356	654	194	117	311
Cambridge Higher certificate.	..	5	13	..	4	4	..	3	3	..	1	1
Cambridge School certificate.	176	121	297	109	20	129	99	10	109	69	..	71
(b) On completion of Middle School Course.												
Cambridge Junior Anglo-Indian and European Middle.	211	..	211	166	..	166	116	..	116	87	..	87
Anglo-Vernacular Middle.	..	..	..	..	..	..	789	147	936	547	85	632
Vernacular Upper Middle.	..	..	..	..	..	..	291	552	843	185	225	410
Vernacular Middle..	24,744	7,648	32,392	18,614	4,063	22,677	1,569	1,330	2,899	1,249	664	1,913
(c) On completion of Primary Course.												
Upper Primary ..	81,224	18	81,242	64,693	15	64,708	5,140	313	5,453	3,665	172	3,837
Lower Primary ..	152,528	694	153,222	121,265	630	121,895	14,705	79	14,784	10,943	62	11,005
(d) On Completion of Vocational Course.												
European Women Teachers.	..	..	..	..	..	..	14	..	14	14	..	14
For Teachers' Certificates.	..	..	..	..	..	..	..	..	..	..	..	..
{ Vernacular, Higher	400	571	971	379	288	667	99	20	119	65	12	77
{ Vernacular, Lower	798	679	1,477	671	375	1,046	96	18	114	75	11	86
At Art Schools ..	34	..	34	24	..	24	..	..	..	..	..	..
At Law Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools	90	..	90	63	..	63	24	..	24	18	..	18
At Engineering Schools.	..	..	..	..	..	..	..	..	..	..	..	..
At Technical and Industrial Schools	1,148	8	1,156	982	4	986	26	14	40	20	8	28
At Commercial Schools.	..	..	..	..	..	..	..	..	..	..	..	..
At Agricultural Schools.	49	..	49	49	..	49	..	..	..	..	..	..
At other Schools ..	312	153	465	245	100	345	..	..	..	..	..	..

* i.e. appearing from a recognized institution.

(I) This includes also the number of Science candidates who appeared in the Intermediate Examination held by the Board of High School and Intermediate Education.

GENERAL TABLE IX

Statistics of educational institutions in rural areas, United Provinces, for the year 1935-36

Types of institutions	No. of institutions and scholars								Expenditure on institutions				No. of teachers			
	Government		District Board		Private		Total		From Government Funds	From District Board Funds	From other sources	Total expenditure	In Government schools	In District Board schools	In Private schools	Total
	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
I—RECOGNIZED INSTITUTIONS									Rs.	Rs.	Rs.	Rs.				
<i>For males</i>																
Arts Colleges ..	..	..	..	..	2	433	2	433	26,076	154	1,09,015	1,35,845	..	..	58	58
High Schools ..	1	277	..	..	14	3,353	15	3,630	1,47,717	914	1,01,370	3,40,001	16	..	224	240
Middle Schools, } English	1	120	..	..	12	1,136	13	1,256	22,117	10	55,139	77,266	11	..	104	115
} Vernacular	..	..	397	50,055	54	5,020	451	55,075	6,66,435	3,51,889	1,73,066	11,91,190	..	2,021	183	2,204
Primary Schools ..	13	884	12,982	8,67,307	3,219	1,08,873	16,214	977,064	51,92,143	21,03,770	2,29,884	75,25,797	24	26,715	3,755	30,494
Training Schools ..	16	932	29	385	3	80	47	1,397	3,56,711	37,620	4,811	3,99,142	109	76	11	196
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for adults ..	..	..	12	345	96	2,521	108	2,866	5,035	2,774	121	8,530	..	11	86	97
Other schools * ..	6	309	3	76	140	5,631	149	6,016	16,198	16,136	44,825	77,159	10	3	203	216
Total ..	36	2,522	13,423	918,168	3,540	127,047	16,990	1,047,737	64,33,632	25,13,067	8,08,231	97,54,930	170	28,826	4,624	33,620

GENERAL TABLE IX

Statistics of educational institutions in rural areas, United Provinces, for the year 1935-36

Types of institutions	No. of institutions and scholars								Expenditure on institutions				No. of teachers			
	Government		District Board		Private		Total		From Government funds	From District Board funds	From other sources	Total, expenditure	In Government schools	In District Boards schools	In Private schools	
	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
<i>For females</i>																
Arts Colleges	Rs.	Rs.	Rs.	Rs.	..	..	..
High Schools	1	37	1	37	7,157	..	6,780	13,946	..	..	16	
Middle Schools { English	6	635	6	635	11,892	..	15,460	27,352	..	..	31	
{ Vernacular	..	183	11	663	10	434	23	1,280	10,378	12,078	3,691	26,147	7	36	44	
Primary Schools	690	23,905	359	10,396	1,079	34,301	1,40,106	97,420	6,344	2,43,870	798	798	451	
Training Schools	29	..	..	3	10	5	39	4,153	..	3,012	7,165	2	..	7	
Agricultural Schools	
Schools for adults	
Other schools *	1	52	1	52	720	..	7,298	8,018	..	..	3	
Total	4	212	701	24,568	410	11,564	1,115	36,344	1,74,406	1,09,498	42,594	3,26,498	9	834	552	
Grand total for all recognized institutions.	40	2,734	14,124	942,736	3,950	138,611	18,114	1,084,081	66,08,038	26,22,565	8,50,825	1,00,81,428	179	29,660	5,176	

II--UNRECOGNIZED INSTITUTIONS			
For males ..		1,197	32,085
For females ..		66	1,580
Total ..		1,263	33,665
Grand total for all institutions.		19,377	1,117,746

Explanatory notes :

- (1) Figures for *urban* areas (i.e. municipal, cantonment, notified and small town committee areas) are excluded from this table.
- (2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.
- (3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.
- (4) This table includes statistics relating to *training schools*, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in *rural* areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in *urban* areas.

* Include medical schools, technical and industrial schools, commercial schools, etc.