

GENERAL REPORT
ON
PUBLIC INSTRUCTION
IN THE
United Provinces of Agra and Oudh
For the year ending March 31, 1926



ALLAHABAD:-
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Errata to the Educational Report for the year 1925-26.

Page.	Detail.
14	In line 38 from the top for "mad" read "made."
18	In line 2 from the bottom for "school" read "schools."
40	In lines 1 and 2, just below the statement, for "Moslem" read "Muslim."
43	Put a stop after Rs. 30,000 in the last line.
44	In line 17 from the top for "Moslem" read "Muslim."

General Report on Public Instruction in the United Provinces of Agra and Oudh for the year ending March 31, 1926.

CHAPTER I.

PRELIMINARY.

General summary.

The total number of all classes of educational institutions has increased during the year by 1,098, from 23,154 to 24,252. There has been an increase of 1,067 in the number of recognized institutions, which now stands at 21,360; the corresponding increase in the previous year was 837. Unrecognized institutions show an increase of 31, whereas in 1924-25 there had been a decrease of 50; the number of these institutions was 2,892 at the end of 1925-26. The total enrolment has risen from 1,192,415 to 1,293,625, i.e., by 1,01,210. Of the total number 1,221,420 read in recognized institutions. The increase in enrolment in recognized institutions has been 96,237 or 8·5 per cent. In unrecognized institutions the number of pupils has increased from 67,232 to 72,205, i.e., by 7·6 per cent. The percentage ratios of scholars to population is as shown in the following table :—

Number of institutions and scholars.

	Recognized institutions.		All institutions.	
	1925-26.	1924-25.	1925-26.	1924-25.
Males	4·67	4·31	4·94	4·57
Females	·51	·46	·54	·48
Total	2·69	2·48	2·85	2·62

The total expenditure during the year has been Rs. 3,13,53,880, i.e., Rs. 9,68,284 more than in the previous year. Towards this amount Government contributed Rs. 1,78,61,927, i.e., 56·9 per cent., as against 56·7 per cent. in 1924-25. The contribution from boards' funds was Rs. 42,02,067 and from "fees and other sources" Rs. 92,89,886. The contribution from "fees and other sources" shows a decrease; while fees realized Rs. 1,08,608 more than in the previous year, the income from "other sources" decreased by Rs. 2,73,296; the continued decrease from private funds is disappointing. The relative increases and decreases are well illustrated in the first two graphical diagrams following.

Expenditure.

The total number of university students (post-intermediate) on March 31, 1926 was 5,666 as against 5,145 on the same date of the previous year. Including 61 students of the Government Training College, Allahabad, and 823 studying in the post-intermediate classes of Associated Colleges, the number in the Allahabad University is 1,977, an increase of 196. In Lucknow University the number has risen from 1,194 to 1,355; in these

University education.

PRELIMINARY.

figures the students reading for the diplomas in Arabic and Persian are also included. The Aligarh Muslim University registers an increase of 118 from 841 to 959. In the Benares Hindu University post-intermediate students number 1,375 as against 1,329 in the previous year; in the intermediate classes of this University 672 students are studying, the corresponding number in the previous year being 617.

Secondary schools.

The increase in enrolment has been 10,272. The number of pupils in English schools increased by 4,796 to 66,516. The proportionate increase in the enrolment of vernacular middle schools was greater; the enrolment in these schools is 54,810, i.e., 5,476 more than in the previous year.

Indian primary schools.

Indian primary schools number 18,220 with 998,592 pupils; there have been increases of 875 in the number of schools and of 77,098 in the number of pupils; the corresponding increases in the previous year were 838 and 35,687 respectively. The number of municipal boards which have introduced compulsory primary education is 23, five boards having taken advantage in 1925-26 of the Primary Education Act of 1919.

The education of girls.

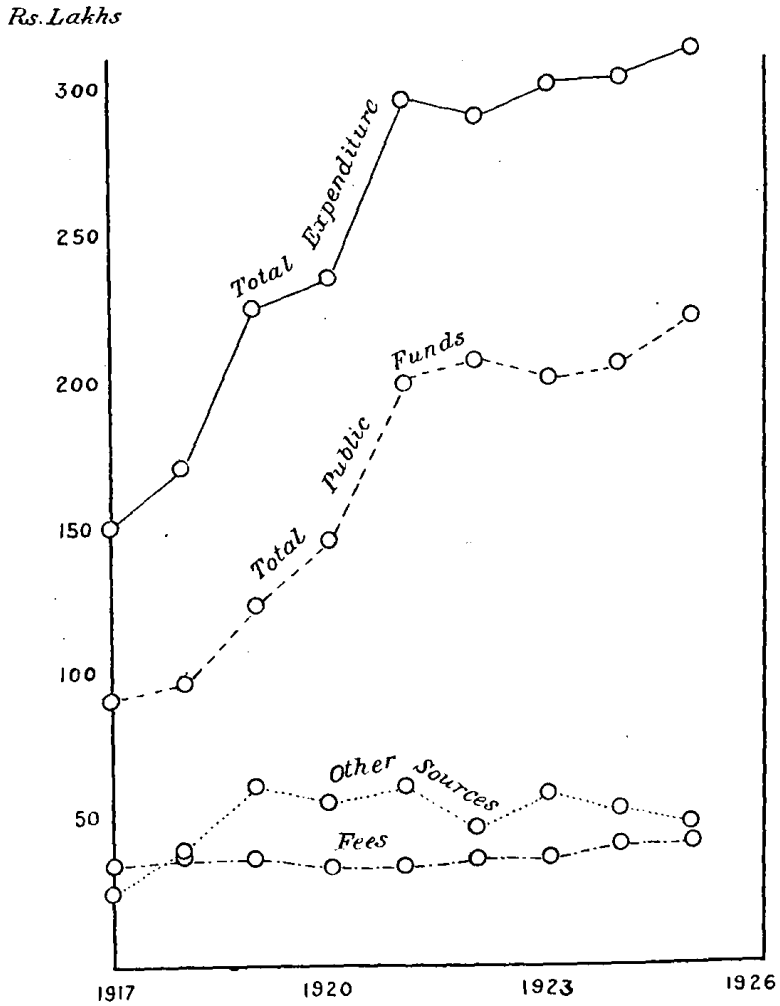
There has been a notable expansion of female education during the year. The total enrolment has increased by 7,532 to 76,355 and the number of institutions by 128 from 1,809 to 1,937. The increases noted in the previous year were 2,187 in the number of scholars and 98 in the number of institutions. It is hoped that this accelerated progress will be continued.

Graphical statistics.

The graphical diagrams in the following pages show the progress made in the ten years up to and including the year under report.

TOTAL EXPENDITURE ON EDUCATION IN

Contributions from Public Funds, Fees, and Other Sources.

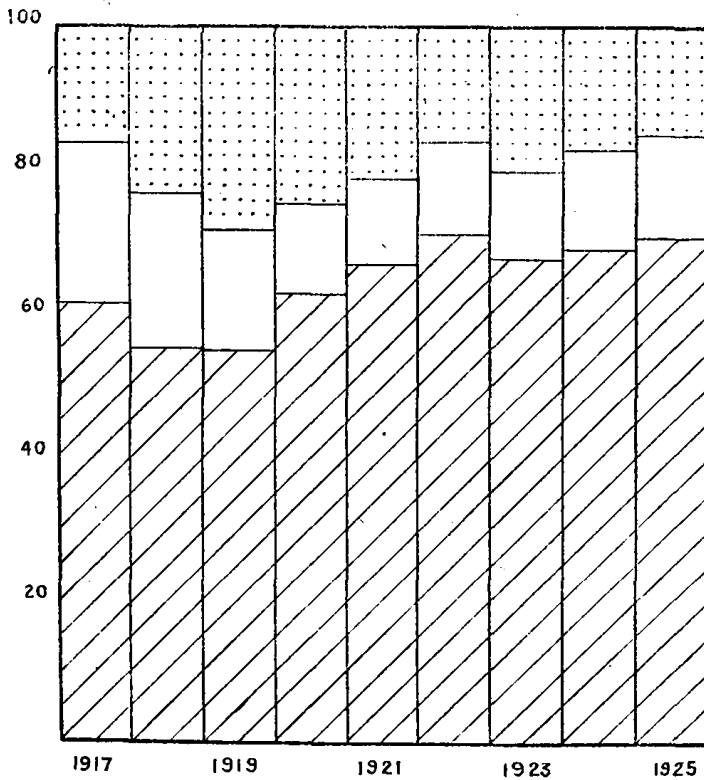


THE UNITED PROVINCES 1917 TO 1926.

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



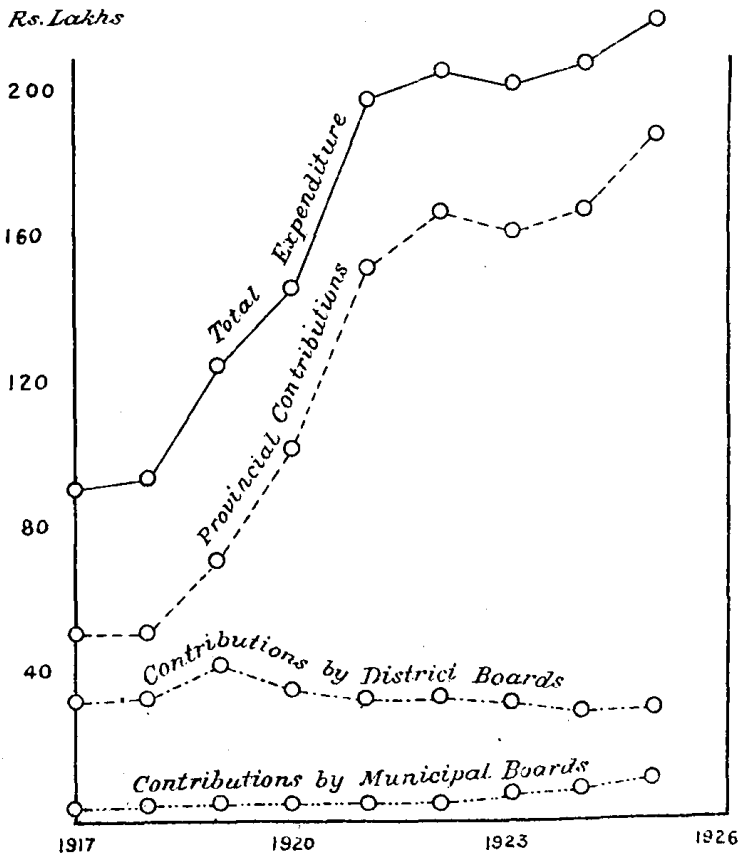
Rs. Lakhs



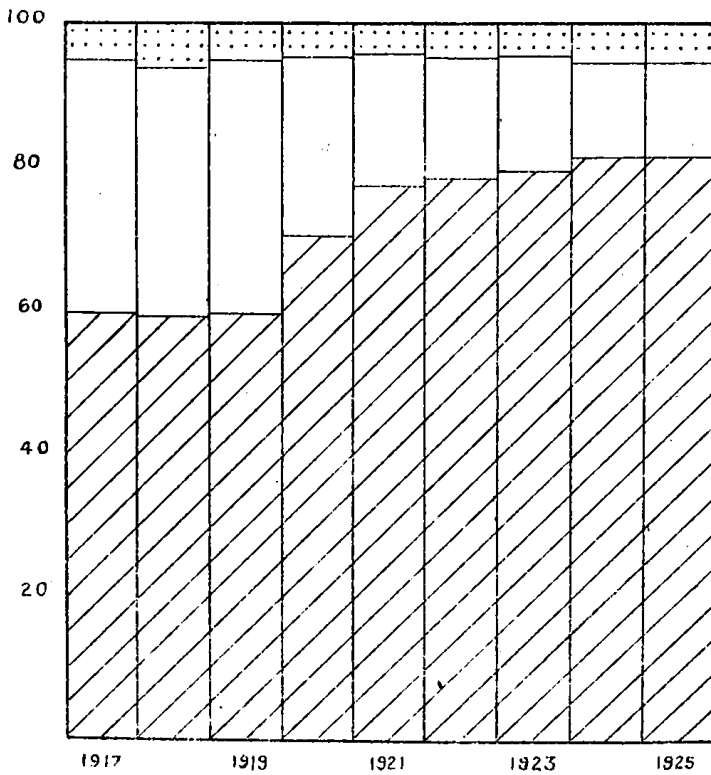
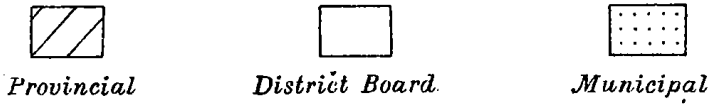
EXPENDITURE FROM ON EDUCATION IN THE UNITED

Contributions by

Provincial, District, and Municipal Authorities.

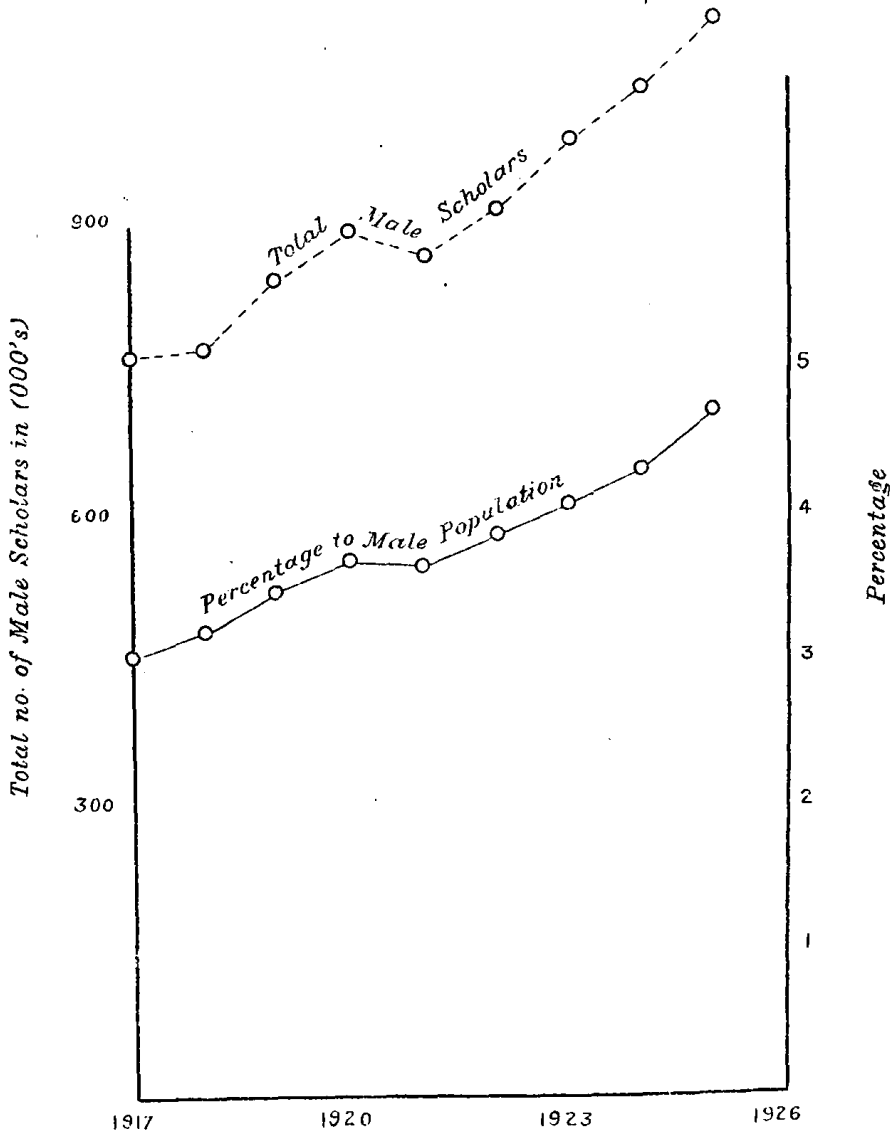


PUBLIC FUNDS
PROVINCES 1917 TO 1926.



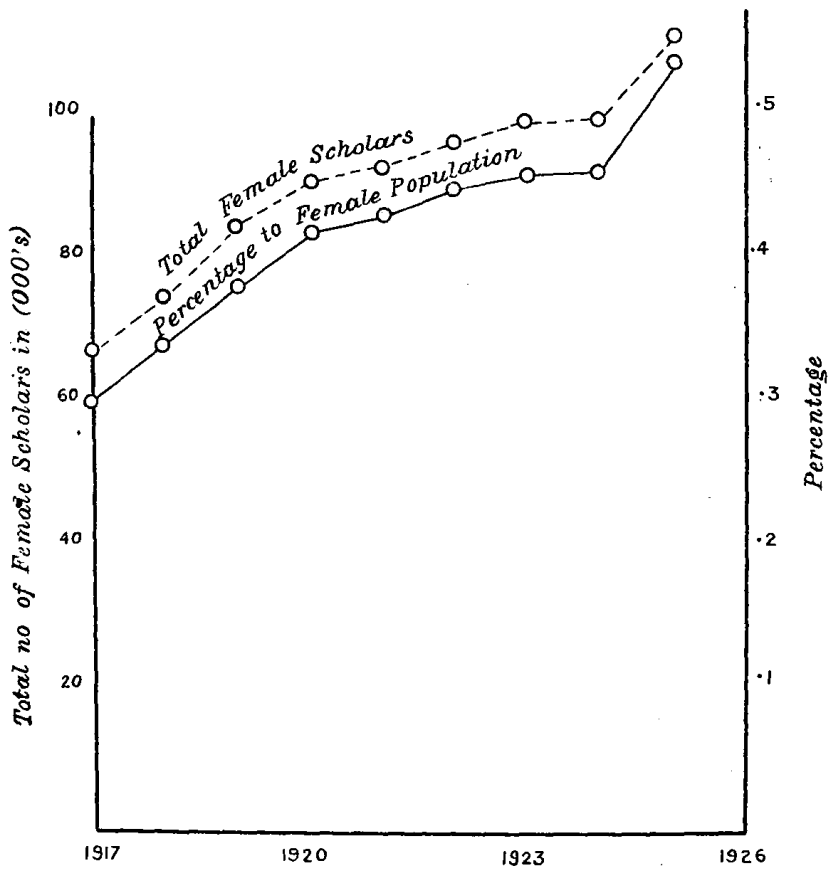
PROGRESS OF MALE AND FEMALE EDUCATION

Boys



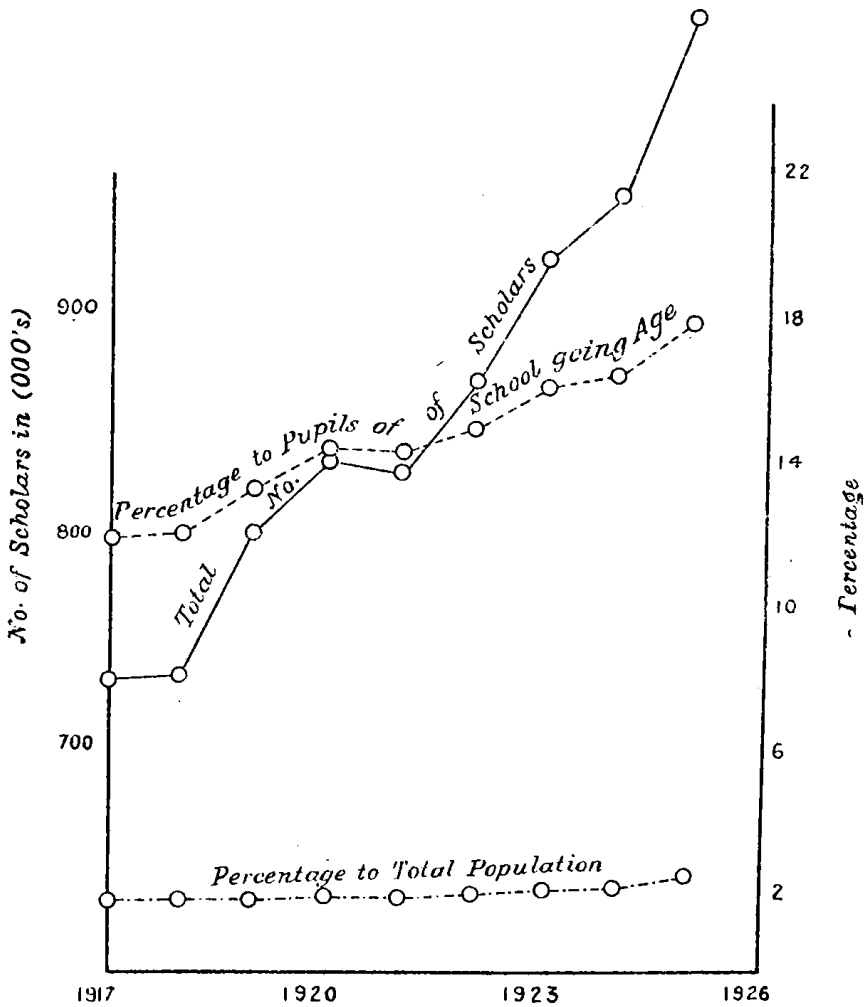
IN THE UNITED PROVINCES 1917 TO 1926,

Girls



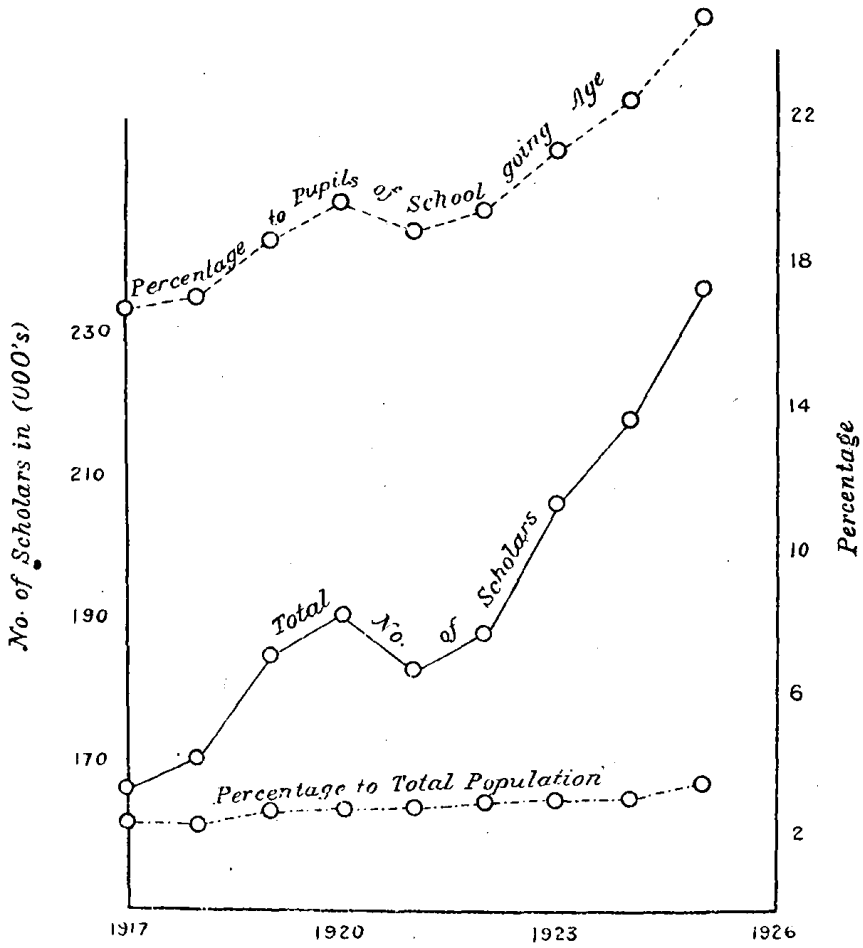
PROGRESS OF EDUCATION AMONG IN THE UNITED PROVI

Hindus

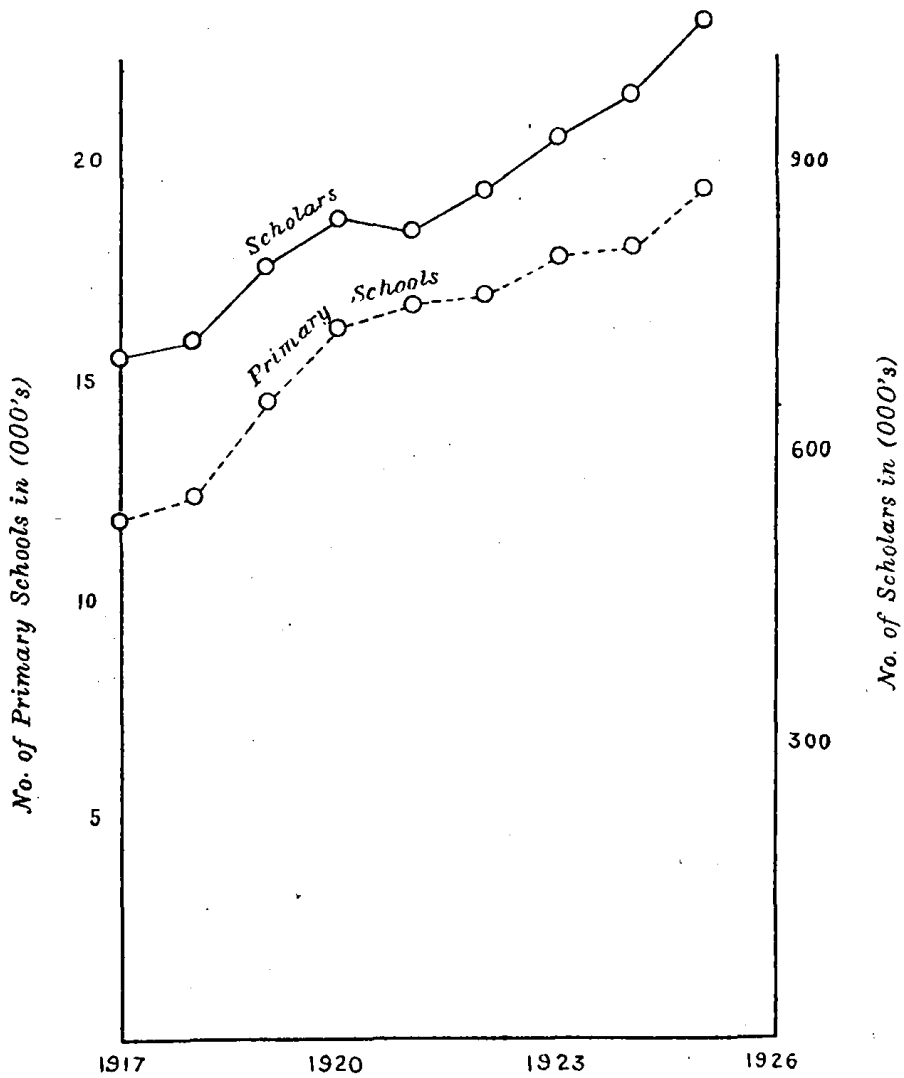


HINDUS AND MOHAMMADANS
NCES 1917 TO 1926.

Muhammadans



PROGRESS OF PRIMARY EDUCATION IN THE UNITED PROVINCES 1917 TO 1926.



CHAPTER II.

UNIVERSITY EDUCATION.

The Allahabad University has had a successful year. Greater care and time have been devoted to post-graduate teaching and have resulted in considerable improvement; valuable research work has been carried on in the various Science departments. A three-years' course of study leading to the degree of B.Sc. with Honours has been instituted. The numbers of students reading in the different Faculties are reported to be as follows:—

Allahabad
University.

				1924-25.	1925-26.
Arts (including education)	..	..	..	514	543
Science	..	..	..	274	285
Law	..	..	..	302	386
Commerce	..	..	..	14	18

NOTE.—The figures under "Law" include also students reading simultaneously in other Faculties.

Thus the enrolment has increased by 133. Three lady lecturers have been appointed during the year for the teaching of women students. The University Proctor has been vested with magisterial powers to try cases of petty offences committed by students; this should enable the University to exercise discipline under conditions which will develop the self-respect of students. Arrangements for the medical inspection of the students and also for the inspection of the associated colleges were made. A gymnasium has been built for the students and the University Training Corps has been maintained as usual. The various academic societies and associations have been as active as previously. The Kayastha Pathshala University College has now a building of its own with about 80 rooms, each accommodating a single student. Tutorial instruction in the hostels and the University Colleges has been satisfactorily carried on. The University Library has had a notable addition of 9,855 volumes during the year; of this number 1,404 were presented to the Library. The University balance sheet made up to March 31, 1926 shows a closing credit balance of Rs. 2,31,196; the net surplus on the year's working is Rs. 1,81,196. Yet the block grant given by Government is reported to be inadequate, and the University authorities state that, unless the grant is increased, they will find it difficult to embark on new schemes, to make necessary increases of staff, or to meet the demands of the Science departments occasioned by the larger number of students and the institution of the honours courses. Faced with the urgent necessity of large expenditure for the improvement and expansion of primary education Government are unable to meet all the demands of the University. The further expansion of university education is an eminently suitable object for private benefaction. It cannot be said that the University has made much effort to tap this source of income or has appealed for assistance to its alumni who are already considerable, and rapidly swelling, in number.

The distribution of students in the different Faculties during the years 1924-25 and 1925-26 was as follows:—

Lucknow
University.

					1924-25.	1925-26.
Arts	..	..	..	..	321	357
Science	..	..	..	..	164	178
Medicine	..	..	..	..	289	283
Law	..	..	..	..	334	353
Commerce	..	..	..	..	72	77
Diploma in Arabic and Persian	..	..	..	..	61	150

Some important academic changes have been the following :—

(1) The *viva voce* examination for the Honours B.A. and for the M.A. and LL.B. degrees has been abolished.

(2) The degree of D. LITT. will in future be awarded "*honoris causa*" only; the degree of D. PHIL. will be awarded to Masters of Arts, of not less than three years' standing, who present a suitable thesis or dissertation deemed worthy of the degree; the degree of D.Sc. will be awarded to Masters of Science who have conducted meritorious research for not less than three years in, and under the supervision of, the University.

(3) Courses of study have been prescribed in Hindi and Urdu as subjects for the B.A. degree, and arrangements were made for starting classes from August, 1925.

(4) A general test in English for all Arts and Science students has been made compulsory; all students must pass in the general section of the English examination for the B.A. Pass degree before they become eligible for a degree.

Some additions were made to the number of scholarships annually awarded by the University, and it was decided that the University should award annually, from 1926, seven Fellowships each of the value of Rs. 75 per mensem tenable for 21 months. The research work in the University has been vigorously carried on. The University Union has been affected by communalism and has been inactive throughout the year. The Mahmudabad Hostel was completed and opened during the year. About 53 per cent. of the students live in hostels and under hostel discipline. In the University Library cataloguing proceeded apace, the number of books now catalogued being 22,000; 636 books were purchased for the Library and 132 publications were presented during the year. The University authorities state that the year has been one of financial difficulty on account of the inadequacy of the annual block grant of Rs. 7,87,000 sanctioned by Government for the period of five years; the grant does not include the provision for the King George's Hospital the expenditure for which is met by a separate grant from Government in the Medical department. Retrenchment and economy are said to have been the watch-words of the year. Application for revision of the block grant has been made to Government. At the same time it has to be remarked, as in the case of the Allahabad University, that the University can provide a fruitful field of activity for the private benefactor; except for three endowments for award of medals, there is nothing to record in this connexion during the year, nor does it appear that the University has made much effort to stimulate the generosity of its members; instead, it seems to place almost absolute reliance on Government to supply the necessary funds to bring its schemes to fruition.

Aligarh
Muslim
University.

In December, 1925 the Aligarh Muslim University celebrated its jubilee, or rather the jubilee of the Muhammadan Anglo-Oriental College, Aligarh, which was the nucleus of the present university. The celebrations were presided over by Nawab Sir Muhammad Muzammil-ullah Khan, Khan Bahadur, K.C.I.E., O.B.E., in the unavoidable absence of Her Highness the Begum of Bhopal, the Chancellor of the University. In the death of the Treasurer, Nawab Syed Muhammad Ali, the University has sustained a great loss. The enrolment has increased from 841 to 959. Expansion on all sides is stated to be required. Two new hostels are proposed to be built but have not yet been begun. Library accommodation requires

extension; the number of students who use the reading room is too great for the capacity of the room, with the result that many have to keep standing or moving about, thus impeding study. During the year the number of books in the Library increased by 1,150 as against 700 in the preceding twelve months. Laboratories hardly suffice for B.Sc. work; they are quite inadequate for post-graduate work. An expansion of the Oriental Department is considered necessary. The first honours examination in some of the recognized subjects was held during the year, although no separate teaching in the honours course could be given. It may fairly be doubted whether the pace of development and the growth in the number of students is not too rapid for the resources of the University; the wisest course would be to consolidate the position already gained. Several of the University teachers published results of research work done by them during the year, and the University contemplates the publication of an annual summary of such researches. All the Indian Universities and the Universities of Great Britain, with the exception of Cambridge, have accorded recognition of the degrees of the Aligarh Muslim University. The numerous literary and scientific societies flourished and all the sporting activities were maintained with the usual zest.

It is reported that the Colleges of Oriental Learning and Theology and also the Ayurvedic Department and the Engineering College of the Benares Hindu University are achieving great popularity. Valuable research work has been carried on in the departments of Economics, Philosophy, Sanskrit and Ancient History. The teaching staff has been strengthened by two important appointments in the departments of History and Industrial Chemistry. Religious instruction continues to be an important feature in the teaching. The hostel for women students was completed during the year; it provides accommodation for 100 residents, though only five women at present are in the enjoyment of its advantages. Each student of the University was subjected to a medical examination during the year. Two platoons of the University Training Corps are maintained and were given regular training; instruction in wrestling and in various Indian games was also given. The lighter side of students' activities was not neglected, and such bodies as the Union, the Parliament, the Dramatic Society, etc., had a busy and successful season.

Benares
Hindu
University.

The following table gives the comparative percentages of passes in the different examinations held by the four Universities in the United Provinces in the year 1925-26 :—

University
examination
results.

Name of examination.	Percentage of passes.			
	Allahabad University.	Lucknow University.	Benares Hindu University.	Aligarh Muslim University.
D.Sc. .. ..	..	..	..	..
M.A. (Final)	80	} 95	} 95	} 62
M.A. (Previous)	70			
M.Sc. (Final)	66	} 88	} 83	} 58
M.S. (Previous)	80			
B.A. (Honours) .. ..	..	100	80	66
B.Sc. (Honours) .. ..	..	83	90	75
B.A. (Pass)	58	56	75	76
B.Sc. (Pass)	74	71	68	55

These results show greater uniformity than those of the previous year.

Associated
Colleges of
the
Allahabad
University.

The Agra Colleges had their work disorganized to some extent by the outbreak of plague in Agra. The work of Agra College is stated to have been satisfactory. Out of 526 students on the rolls 296 live in hostels or boarding houses. A new hostel for Kayastha students of the College is in course of construction. St. John's College, Agra, reports an increase in the number of its post-graduate students. It proposes to give up its post-graduate work in Physics and Botany and to concentrate on Chemistry and Zoology. There has been a gratifying amount of co-operation with the Agra College in this work. The College has got a library of over 8,000 volumes, but requires standard works in different branches of study, particularly in English. The Bareilly College has lacked a permanent principal since October 1, 1925. Science has been introduced and the first year B.Sc. class started in July, 1925. A science block is in course of erection towards which a private benefactor has made a generous donation of Rs. 14,000. Meerut College has had an increase from 148 to 203 in the enrolment of graduate and post-graduate classes and a large increase also in the intermediate classes. An increase in the staff has been necessitated and two whole-time and three part-time lecturers have been appointed. The advantages of engaging part-time teachers are doubtful. Examination results are regarded as very satisfactory. Physical training is particularly encouraged and is compulsory on first year students; the University Training Corps is flourishing as are all forms of games. The Dayanand Anglo-Vedic College, Cawnpore, has increased its enrolment by 43 to 124. Examination results were excellent, three university scholarships being gained as well as two university gold medals. Application for association in science to the degree standard will be made in 1926-27 to the University; meanwhile the science block is being constructed. The Sanatan Dharm College, Cawnpore, also reports increased enrolment; 17 students read in the B.A. and M.A. classes opened in July, 1925. The results in the examinations in Commerce were very satisfactory. The St. Andrew's College, Gorakhpur, has recovered from a temporary set-back and has done good work during the year; the most urgent requirement of the college is a new hostel. Thus the progress in all the degree colleges recorded in last year's report has been well maintained.

Thomason,
Civil
Engineering
College,
Roorkee.

The most notable change introduced in the courses of instruction given in this college was the decrease of specialization and the extension of general technical training likely to be useful to a Civil Engineer in India. In the Civil Engineering course more attention has been given to design. The theoretical teaching received by the students was supplemented by visits paid to engineering works and has been tested by large projects executed by them, individually and unassisted, at the end of their course. The surveying equipment was completed during the year under report and a high standard is now attained in surveying. Additional apparatus has been provided for Electrical Engineering and for Mechanical Engineering. The work of the college press has increased and has won the appreciation of government departments as well as private individuals. A scheme for supplying electrical power to the College and hostels is under the consideration of the Government. Military training continues to be compulsory for all civil engineering students.

CHAPTER III.

ORIENTAL INSTITUTIONS.

The number of scholars in the Sanskrit College, Benares, rose during the year from 437 to 518, while that in the Anglo-Sanskrit Department fell from 64 to 58. Sanskrit College.

The work of the Post Acharya and research scholars was satisfactory.

Two numbers of the Saraswati Bhawana Texts (19 and 20) and the fifth volume of the Saraswati Bhawan studies were published during the year.

The Inspector of Sanskrit Pathshalas inspected 82 pathshalas in 20 districts. For the first time the Inspector was invited by managers of private pathshalas to inspect and to suggest improvements and help in the organization of their pathshalas. The Inspector reports a distinct improvement in the teaching staff, and the system of model lessons introduced during the year is likely to prove helpful in improving the tuition given in the pathshalas. Sanskrit pathshalas.

The number of candidates who appeared at the various Sanskrit examinations conducted by the department is given below :— Sanskrit examinations.

Examination.	Number of candidates appeared.	Number of candidates passed.
Prathama	2,409	955
Madhyama	2,516	1,374
Shastri	804	359
Acharya	160	66

The Prathama classes do not yet receive adequate attention, which mainly accounts for the large number of failures in this particular examination.

The Inspector of Arabic Madrasas inspected 44 institutions in 24 districts. No improvement is noticeable in the tutorial condition of Arabic Madrasas or in the quality of the staff. The Inspector, however, reports that the result of introducing curricula prepared on modern lines in these old-type institutions has on the whole exercised a healthy influence and has aroused genuine interest among students for the study of classical languages. Arabic madrasas.

A new examination in Persian with the title of the Kamil Examination was introduced during the year.

The number of candidates who appeared at the various Arabic and Persian examinations is as follows :—

Examination.	Number of candidates appeared.	Number of candidates passed.
Munshi (Persian)	221	104
Kamil (do.)	42	29
Maulvi (Arabic)	71	38
Alim	85	43
Fazil	66	49
Total	485	273

CHAPTER IV.

SECONDARY EDUCATION.

Schools,
scholars
and
expenditure.

The number of secondary institutions including intermediate colleges, English high and middle schools and vernacular middle schools is now 852, representing an increase of 28 over the number existing in the previous year. The total enrolment has increased by 10,272 from 1,11,054 to 1,21,326. Excluding the expenditure on intermediate classes in colleges associated with the Allahabad University, the total expenditure was Rs. 66,19,243 or Rs. 3,39,333 more than the expenditure of the previous year; the contribution from provincial funds was Rs. 35,20,469 towards the total, the corresponding contribution in 1924-25 being Rs. 33,57,993.

English Education.

Interme-
diate
colleges.

There are 26 intermediate colleges, the same as last year. The number of scholars, however, has increased from 3,546 to 4,107. The expenditure, excluding that on intermediate classes in associated degree colleges, has increased by Rs. 72,233 to Rs. 13,46,368; of this amount Rs. 6,44,424 came from provincial funds which contributed Rs. 36,098, or 50 per cent. of the increase. Receipts from fees and "other sources" show increases of Rs. 26,727 and Rs. 9,233, the totals for the year under these heads being Rs. 3,67,101 and Rs. 3,32,143 respectively.

English
high and
middle
schools.

There have been increases of one high and two English middle schools, the numbers being 155 English high schools and 73 middle English schools. The total enrolment is 62,409 as against 58,174 in 1924-25; the enrolment in high schools increased by 3,341 to 53,891 and that in middle schools by 894 to 8,518; the proportions indicate that the increase took place mainly in the lower classes. The total expenditure on these schools, which was Rs. 37,08,935 in 1924-25, has increased by Rs. 1,87,971 to Rs. 38,96,906. The increase was met by provincial funds to the extent of Rs. 1,17,634; municipal and district board funds contributed Rs. 3,326, while fees accounted for Rs. 82,904 of the increase, but receipts from "other sources" declined by Rs. 15,893. The contribution from provincial revenues to the total expenditure was Rs. 20,71,814 and contributions from boards' funds and from fees were Rs. 83,224 and Rs. 12,49,381 respectively; the ratio of fees to provincial contributions, now 60 per cent., shows a very small but gratifying rise.

Teachers
and their
work.

The number of teachers in English schools has increased by 144 and is now 4,439. Of these 1,686 or 38 per cent. are trained; it is to be remarked, however, that among untrained teachers are included Maulvis and Pandits and the majority of drawing masters. Nearly 70 per cent. of teachers in government schools are trained and the percentage of trained teachers in non-government schools falls just short of 25 per cent. It is gratifying to note the increase of trained teachers; of the 144 noted above 117 were trained and 27 untrained, while of the increase of 126 teachers in non-government school no less than 105 were trained. Inspectors and others are united in their opinion of the advantages that training gives to

a teacher in rendering him more efficient; yet many inspectors note that the increase in the number of trained teachers has not resulted in the degree of improvement that might legitimately have been expected, and that sometimes an institution, at a disadvantage as regards trained staff, has produced better results than another seemingly more efficiently staffed. One Inspector reports that in one school where the headmaster was the only trained member on the staff and where the average teacher's salary was Rs. 58, the results were much better than in a neighbouring government school with 12 trained teachers on an average salary of Rs. 101. This and similar phenomena are due to causes unconnected with training. The security of tenure and the time-scale of pay in government service have resulted only too frequently in producing a state of inertia in teachers from headmasters downwards. There are numerous honourable exceptions, of course, but it is reported by the Inspector of the Agra division that "the time-scale of pay in government service is largely responsible for inefficient work." The Inspector of the Allahabad and Jhansi divisions writes in similar strain. The Inspector of Gorakhpur division reports that "the older men are in too many cases apathetic and, to put in bluntly, not out-to-do an honest day's work." The Inspector of the Rohilkhand division writes that "nothing short of summary dismissal in a few cases, and of stoppage of increment in a good many, will enable headmasters to get the full work out of some of these men." Non-government schools are generally less efficient than government institutions, and it is curious to note that inefficiency is largely due to causes exactly the opposite of those which produce the same effect in government schools, namely, to insecurity of tenure and to insufficient pay often irregularly disbursed; that the work of teachers is often unsatisfactory is hardly to be wondered at. The percentage of trained teachers on the staffs of non-government schools continues woefully small; the feeling of gratification that of 126 additional teachers appointed during the year 1924-25 75 per cent. were trained has to be tempered by the reflection that of the vacancies normally occurring, on account of death, retirement, acceptance of service in another school or other cause, in a cadre of 2,975 (the number of teachers in 1924-25 in non-Government English schools), 78 per cent. must have been filled by appointment of untrained men. The Inspector of the Lucknow division writes:—"Some of the schools are making an effort to secure trained teachers, but others have to be carefully watched. Cheapness or employment of a friend's son is still sometimes the chief reason for appointment. The recent circular of the Board of High School and Intermediate Education has not helped. They use the phrase 'preferably trained' instead of laying down that no permanent appointment of any but trained men will be recognized after a certain date. An excellent opportunity of doing a real service to education has thus been lost by the Board."

Managers of impecunious schools seem to be getting rid of a former habit of giving notice to teachers, who have served throughout the session, that their services will be dispensed with before the commencement of the vacation. The teachers' vacation pay was thus saved to the school and fresh teachers engaged after the vacation. This practice has been steadily discouraged and frowned on by the department. Some schools offer a scale of pay incremental for a few years; but signs are not wanting of the birth of a habit no less pernicious than the foregoing, namely, that of dispensing with the services of a teacher as soon as he reaches the maximum

salary and engaging in his place a man on the minimum of the scale. This is a short-sighted policy and one not calculated to foster the growth of that very tender plant, mutual confidence between teachers and managers.

Subjects of instruction in English schools.

Science and commerce continue to be much in demand. Book-keeping, however, is not much in favour, the alternative subject of typewriting being preferred. Nature study is popular and a considerable number of boys study languages. Manual training fails to attract boys. Drawing is not taught satisfactorily. But a class for the training of teachers of drawing has now been opened in the Lucknow School of Arts and Crafts; in future our teachers of drawing will be recruited from this class. As regards the compulsory subjects, the Inspector of the Gorakhpur division puts forward the suggestion that pupils might be graded in mathematics separately from other subjects; thus a boy might read in class VII in mathematics, but in class VIII in other subjects; this would be possible if the mathematics period were the same in all classes throughout the school. In geography the practical work is frequently scamped. The standard of English is said to be deteriorating. The Inspector of the Fyzabad division suggests that in the Allahabad Training College English might be made the subject for a special qualification as are geography and other subjects.

The extension of the use of the vernacular as a medium of instruction and examination.

Such Inspectors as report on the use of the vernacular in classes IX and X do so in unfavourable terms. No one writes in its favour. The Inspector of the Agra division states that the change of the medium of instruction has been pushed too far and too fast and suggests that the adoption of the vernacular by the teacher should be voluntary until he gets accustomed to its use. The Inspector of the Gorakhpur division makes similar remarks, while the Allahabad Inspector has observed that the chief result appears to be that teachers lecture more and teach less. The Inspector of the Rohilkhand division writes:—"The subordination of English to the mother tongue would certainly be most desirable, if there were likelihood of the development of a national language. I have listened to dozens of lessons in classes IX and X where the masters were using what purported to be the vernacular. It was the simplest household speech interlaced with strange Anglicisms; for example 'Is ka yih historical significance hai,' 'Yih policy nihayat unpopolar thi.' He further notes that the habit of speaking English is disappearing and there is less ready response in that language from boys in the top classes of schools, just at a time when the need for English in public life is necessary.

Discipline.

Discipline has been normal, there being few serious breaches. The Indian school boy is most amenable to the ordinary discipline of the classroom, yet at the same time curiously susceptible to outside influences. There have been a few cases of general rather than individual indiscipline in schools, usually traceable to dissensions in the school committee, intrigue among the masters and communal differences in the district. The inclusion of classes III—XII in one institution is not conducive to good discipline and some Inspectors have observed a deterioration in the manners of the senior boys in intermediate colleges. In this connexion may be remarked the wide variation in age to be found in pupils in the same class; the Inspector of the Meerut division has observed a range of variation of 5 to 7 years in the lowest class rising to a range of 10 years

in class X. It is not desirable that boys of such widely varying ages should sit in the same class, and the Gorakhpur Inspector recommends the introduction of a strict system of superannuation, boys beyond a certain age in each class failing to get promotion to be struck off the school rolls.

A special committee was appointed to examine and make suggestions for the improvement of physical education. Its recommendations are under the consideration of Government. Scouting continues vigorous in its growth and development. Scouts are reported to have rendered good service in times of flood and consequent distress as well as at melas. The bulk of the organization is in the hands of teachers, and consequently scouting is looked upon as a school occupation and scout-mastery as a qualification for teachers and one expected of them by managers. Private individuals take little interest or show little inclination to serve as scout officers; when they do so, they seldom attempt to fit themselves for the duties of the post. Communalism also seems to be spreading to the movement; of the two organizations the Seva Samiti Boy Scouts may be regarded as predominantly Hindu, and Muhamadan and Christian scouts prefer to join the Baden Powell organization. It is a great pity that the two bodies cannot see their way to unite to form one strong provincial association. The difficulty is not with the scouts themselves but with their elders. If the grown-ups would agree to work together they would soon find that the scouts would live in amity. Complaint is made that the training is superficial. It has to be impressed that social service is not the be-all and end-all of the movement; more attention must be paid to the formation of character and to the implanting and encouragement of good habits in the boy himself. A curious and ingenuous instance of departure from the scouting spirit is that afforded by a scout-master who reported that in "good turn" weeks those scouts who performed notable deeds of goodness were given prizes.

Physical education, games and scouting.

There still continues the great need for the members of the managing committees of English schools to take greater interest in the progress and development of the institutions for which they are responsible. There predominates the tendency to leave management and control in the hands of an energetic honorary secretary who in his enthusiasm is apt to interfere in matters of control of staff and discipline which properly pertain to the sphere of the headmaster. The relations between officers of the department and managing committees have been in general most cordial.

English school managing committee.

The number of boys residing in hostels attached to English schools is steadily increasing, showing that the benefits of hostel life are being more and more appreciated. Most high schools have their own hostels, but not very many middle schools are so provided. The Inspector of the Fyzabad division commenting on the number of independent hostels writes:—"These hostels are communal in origin, but do admit boys of other castes if there is room. They serve a useful purpose and represent the interest of the community in the welfare of the boys. They should, however, be formally recognized and regularly inspected. It is open to question whether communal educational institutions are desirable or not; but communal hostels are better than communal schools and have the advantage that common arrangements can be made for religious observance and for feeding."

Hostels attached to English schools.

Examinations.

The following tables show the results of the high school and intermediate examinations:—

High school or equivalent examination conducted by—	Number of candidates appeared.	Number of candidates passed.	Percentage.
(a) Board of High School and Intermediate Education, United Provinces.	6,320	3,398	54
(b) Aligarh Muslim University	1,172	553	47
(c) Benares Hindu University	277	154	55

Intermediate examination conducted by—	Number of candidates appeared.	Number of candidates passed.	Percentage.
(a) Board of High School and Intermediate Education, United Provinces.	2,472	1,237	50
(b) Aligarh Muslim University	735	359	49
(c) Benares Hindu University	381	261	68

Two hundred and forty-three candidates appeared in the Commercial Diploma Examination held by the Board of High School and Intermediate Education and 159, i.e., 65 per cent., passed; two candidates appeared in and passed the examination for the Agricultural diploma.

English school buildings.

The year has been one of considerable building activity. Large and important extensions have been made to government institutions at Moradabad, Lakhimpur, Sultanpur and Ghazipur. Projects are under consideration for buildings for the intermediate classes at the Government Intermediate College, Allahabad, and for similar institutions at Partabgarh and Sitapur.

Among aided institutions, the buildings of the Balwant Rajput and Victoria High Schools, Agra, for which Government had given considerable grants, have at last attained tardy completion, and the Islamia Anglo-Vernacular Middle School, Allahabad, has, after many weary months, abandoned its utterly unsuitable building and has removed to a new and more commodious dwelling towards the cost of which it had received Rs. 15,000 from Government. The building for the Muslim University School, Aligarh, estimated to cost Rs. 1,20,000, the major portion of which had been contributed by Government, is reported to be nearing completion, as is also the Anglo-Sanskrit High School building at Basti to which a grant of Rs. 21,000 had been given. Rupees 8,040 were granted to the Ratan Sen High School, Bansi, for repairs and the building of the George High School, Azamgarh, has been extended. Five out of eight new class rooms have been completed for the Dharamsamaj High School, Aligarh, which received a grant of Rs. 28,362, and substantial grants towards the cost of buildings erected or in course of erection were given to the Kshattriya High School, Jaunpur, the D. A.-V. High School, Benares, and the City High School Ghazipur. With the aid of a government grant the Ajit Sombansi High School, Partabgarh, has built a new block towards which the Rani Sahiba of Partabgarh made a generous

contribution of Rs. 10,000. The activities of the Aman Sabha, Gonda, have also to be recorded; the Sabha has collected about Rs. 1,00,000 of which Rs. 50,000 is to be invested as endowment for the Aman Sabha High School, while, it is hoped, to construct a building with the balance, supplemented by a government grant, for which application has been made.

Vernacular Education.

There has been an increase of 25 in the number of middle vernacular schools, which now stands at 598. Of the new schools, 20 are municipal or district board and five are unaided schools. The enrolment is 54,810 being an increase of 5,476 over last year's figure of 49,334. Expenditure has risen by Rs. 79,134 to Rs. 13,75,969; of this amount Rs. 8,04,231 came from provincial revenues, Rs. 3,24,981 from district and Rs. 46,601 from municipal board funds; fees contributed Rs. 1,82,092 and "other sources" Rs. 18,064.

Middle
vernacular
schools.

Only a small percentage of teachers in middle vernacular schools is untrained; the greater number of untrained teachers occurs among the teachers of English classes. The ordinary work is reported as fairly satisfactory though there is a tendency on the part of the teacher to "slack off" after the first few years of professional practice. The middle schools are, generally speaking, less liable than primary schools to interference by the district board, and work is not so much interrupted by transfer of teachers. But there are some instances of overstaffing of schools by the boards; in some districts the number of teachers in middle schools could be reduced by 25 per cent. without loss of efficiency, or, to put it in other words, the number of middle schools could be increased by one-fourth without necessitating an increase of staff. There is a general practice for boys in the top class to work for at least twelve hours a day during the few months preceding the vernacular final examination; and, so far from recognizing the baneful effects on the boys' health, head teachers actually encourage and some times even enforce this excessive work. Though charges of dishonesty and neglect are occasionally made against head teachers, there are many whose keenness and energy should put to shame their brethren in more exalted posts.

Teachers
and their
work.

Middle vernacular school buildings are generally much inferior to those in which English schools are housed; yet, on the whole, in the plains the buildings are fairly satisfactory and some boards are alive to the local needs and endeavour to meet them. Grants amounting to Rs. 2,82,177 from provincial revenues were distributed to district boards towards the cost of buildings. In Kumaun the buildings are reported to be wretched and boards to be lethargic; when new buildings have been constructed they have frequently tumbled down shortly after being brought into use. Hostel buildings are much more unsatisfactory than school buildings, and not much in the way of improvement is being done. In certain districts it has been found that hostellers sleep in the school room, merely keeping their belongings in what are meant to be the dormitories, which are damp, dark and ill-ventilated.

Middle
vernacular
school
buildings.

Government provided a sum of Rs. 9,840 (recurring) in the education budget of 1925-26 as grant-in-aid towards the opening of English classes in one middle vernacular school in each of the 41 districts. The aid given is at the rate of Rs. 30 per mensem to each class. Thirty-eight such classes were started during the year; the remaining three districts were unable to open

English
classes in
middle
vernacular
schools

the classes until July, 1926. There were previously seven districts which had English classes aided by Government, so that in the current year each of the 48 districts in the province has at least one English class aided by Government. The scheme of aid towards these classes is being further extended in 1926-27. But these figures do not sufficiently indicate the popularity of English as a subject of study by boys in secondary vernacular schools. There are many districts which have schools with recognized English classes to which Government do not contribute, and the number of these has greatly increased. In the Lucknow division the number of English classes has increased from 8 to 16 and in Agra from 9 to 20, and other divisions report smaller increases. It cannot be said, however, that the teachers appointed by the boards possess uniformly satisfactory qualifications or that the quality of their work is of a good standard. The educational and professional qualifications laid down for the teacher of a recognized class are the possession of (1) a certificate of having passed the High School or equivalent examination, and (2) a certificate of training from a government training college or in lieu thereof three years' experience of teaching in an English school. Young trained teachers are reported to be the best for these classes; old teachers such as ones retired from government service are uninspiring and past work; and the untrained man merely produces a mechanical knowledge which can prove of little use to boys in after-life. It is in the appointment of teachers to such posts as these that boards appear in a most unfavourable light. Excellent character, or relationship to old and faithful servants of the board or perhaps to friends of members are frequently considered to compensate for lack of qualifications and to excuse inefficiency.

Agriculture
in middle
schools.

The ten teachers deputed last year by ten district boards completed their course of training at the Agricultural School, Bulandshahr, in September, 1925, and returned to their districts in readiness to introduce the teaching of the subject. Grants of Rs. 2,000 each were sanctioned to the boards for the purchase of land and equipment of farm; but delays have occurred and two boards have postponed starting the class until 1926; in seven cases the classes have been started with makeshift arrangements pending the establishment of the farms, but it is only a matter of time before the classes are in full and proper working. In the tenth case the board, having developed an ambitious idea of starting a vernacular agricultural college, considered the introduction of such a class in a middle school as too trifling and has refused to start it. Inspectors regard the experiment with a somewhat dubious eye, but it is too early to form any definite opinion. Agriculture will be a compulsory subject of instruction in these schools and a special curriculum in ordinary subjects will be followed. Government intend to extend the scheme by training ten more teachers at Bulandshahr in 1926-27 who will, after having qualified themselves, return in September, 1927, to their districts. The whole cost of their training is to be met by Government which also will provide half the cost of the land and equipment necessary for the farms to be attached to the schools.

Manual
training in
middle vernacular
schools.

This subject will be taught as a compulsory subject in certain selected middle vernacular schools from July, 1926. Fifteen district boards deputed teachers who underwent a special course in manual training at the Government Training College, Lucknow. Steps have been taken and money provided for the construction and equipment of manual training rooms in the 15 middle schools to which the teachers will return.

Government will for the present bear the whole cost of the scheme. As in the case of agriculture some Inspectors are doubtful whether the introduction of this subject is a step in the right direction. In Rohilkhand the experiment of a carpentry class attached to a middle school, though not under a trained teacher, has been tried and the Inspector after two inspections reports that the results are not up to expectations; in spite of scholarships of Rs. 25 being given, only two boys who started the course persisted in it and the quality of the work was very bad. He ascribes the result to (1) laxity of discipline in details and (2) unsuitable teachers, and remarks that the success depends almost entirely on the teacher, who should be fully trained. These are defects which the present scheme seeks to avoid; the teachers have gone through the full general training before being selected to undergo the special training course.

The ordinary middle vernacular school curriculum is of too literary a character. The intention of the introduction of agriculture and manual training is not to turn out expert agriculturists and carpenters but to develop in boys skill of hand and eye and make them conscious of aptitudes which will predispose them to practical pursuits. The schemes are only in the experimental stage but, despite the fears of some educationists, the experiment is one worthy of trial, and for the trial to be fair it must be extended over more than one year and with a larger number of schools and teachers than at present.

The number of candidates who appeared in the Vernacular Final Examination in 1926 was 16,139 of whom 9,683 or 60 per cent. passed; the number includes two women candidates of whom one was successful. The number appearing in 1925 was 14,296 when the percentage of passes was the same. In the advanced language examination in Hindi and Urdu 476, including 9 women candidates, presented themselves; 207 passed of whom two were women. There has been an increase of 117 in the number of candidates and the percentage of passes has risen from 30 to 43 per cent.

Vernacular
Final Examination and
Examination in advanced
Hindi and
Urdu.

The system of medical inspection previously in force continued during the year. Under this system medical officers, who are assistant or sub-assistant surgeons of the Medical department, pay monthly visits to secondary schools and inspect the scholars. The remuneration of Rs. 5 to Rs. 10 per mensem paid is too small for the work expected, and in most cases it has been largely a labour of love on the part of the medical officer. The first steps in a new and, it is hoped, an improved scheme have been taken in the current year. Ten medical officers have been recruited by the Education Department and will work under the orders of the Director of Public Instruction. They have been posted to the following cities:—Allahabad, Lucknow, Cawnpore, Agra, Benares, Meerut, Jhansi, Fyzabad, Gorakhpur and Bareilly, and will receive from Rs. 120 to Rs. 200 per mensem, according to the importance of the centre, with conveyance allowance. They will be responsible for the medical inspection of training colleges, normal schools, English secondary schools and intermediate colleges and will assist in giving instruction in hygiene and allied medical subjects to students in training colleges and normal schools. Under their guidance headmasters will maintain medical records of their pupils and arrangement will be made for following up inspection by treatment when necessary. It is hoped that the experiment will be a success and that an extension of the scheme will follow.

Medical
inspection of
schools.

Teaching of
hygiene in
secondary

It was noted in last year's report that the St. John Ambulance Association school course in First Aid, Hygiene and Sanitation had made remarkable progress. Somewhat of a reaction appears to have set in during the year under report. The number of schools (including normal schools) recognized for the conduct of classes is 140, an increase of 6 over the number recognized previously. But of these only 44 presented candidates for examination, whereas in the previous year there were 208 classes held in 134 schools. The number of candidates examined was 1,123 against 1,641 last year. Nine hundred and fifty-two certificates were awarded on the results of the examination; this number includes 160 first and 14 second re-examination certificates. A new manual on the subject has been introduced. An attempt to extend the scheme to vernacular middle schools failed owing to lack of teachers and examiners of approved qualifications. It would seem, however, that the normal schools with their annual outturn of trained vernacular school teachers should provide a useful channel for the spread of knowledge of these necessary subjects to classes and districts unreached hitherto. The Department acknowledges the debt owed to the teachers of the classes, the doctors who acted as examiners, and the officials of the United Provinces Provincial Centre of the St. John Ambulance Association.

CHAPTER V.

PRIMARY EDUCATION.

The total number of primary schools has increased by 875 and is now 18,220. Of these, government schools number 14, the same as last year ; board schools have increased by 332 to 14,273 and aided schools by 429 to 3,728, while unaided schools now number 205 as against 91 in 1924-25. The enrolment, which was 921,494 last year, has increased to 998,592, i.e. by 77,098. The total expenditure was Rs. 75,20,455, an increase of Rs. 3,87,061 over that of the previous year. The contributions towards the total expenditure were, Rs. 52,63,968 from provincial funds, Rs. 14,07,545 from district board and Rs. 4,79,630 from municipal board funds, and Rs. 3,69,312 from fees and other sources ; there were increases under all heads except "fees" which declined by Rs. 11,498.

Schools,
scholars and
expenditure.

The total number of teachers in primary schools is 34,023, i.e., 1,596 more than the number reported last year. Trained teachers increased in number by 534 to 22,964 and untrained teachers by 1,062 to 11,059. Thus of the additional teachers two untrained were appointed to each trained teacher, and the percentage of trained teachers in the total which had shown a continuous rise to 69.2 per cent. during the preceding five years has fallen to 67.5 per cent. While little can be hoped in this matter from private schools, it is matter of regret that the boards in making new appointments of teachers have fallen away from their previous standards ; particularly has this been the case in regard to municipal boards which increased the number of their trained men by 118 but that of their untrained teachers by 120. This emphasizes the need for increasing the number of training institutions. The increase in the total number of teachers is not a reliable index to the expansion of primary education. Under some district boards the schools are overstaffed. The Inspector, Benares division, states that Jaunpur was overstaffed to the extent of 150 teachers and had to dismiss 120 men ; Benares was still worse, having 280 more teachers than were actually required. As an example of bad distribution of teachers it may be mentioned that at one place in the Gorakhpur division 212 pupils had only four teachers while at another with 111 boys there were six teachers. The school rolls contain many fictitious names, and in Benares more than 1,000 such names were removed by the inspecting staff. The District Magistrate, Fyzabad, comments as follows :— "There is an insuperable reluctance on the part of the board to dispense with the services of any teachers. The result is that very little is spent on the upkeep of buildings. Many buildings have fallen into ruins but the schools to which they belong are not closed nor are other buildings provided. Many schools are of negligible utility as the numbers of pupils attending regularly are very small, though the registers may show satisfactory attendance." The Commissioner, Allahabad division, notes that in Cawnpore district there are too many primary schools the average enrolment being 22. The Inspector, Rohilkhand division, reports that the schools in municipalities appear to be started for the benefit of teachers and not of boys ; the system is not efficient but an efficient system could be run with the same number of teachers, if, instead of there being schools containing all classes up to the upper primary taught by one teacher and situated within a stone's throw of each other, there were upper primary centres with full-sized classes in one or more mohallas and other schools

Teachers and
their work.

with full-sized preparatory classes. He complains of the unpunctuality and also of the lack of the sense of responsibility of teachers, particularly those in remote schools, where enrolment is small and often largely fictitious, who take leave without permission and whose attendance is unpunctual and intermittent; in short, these teachers draw but do not earn their salaries. Another cause of serious inefficiency is the frequent and unnecessary transfer of teachers, often at the mere whim of the chairman.

Primary
school
buildings.

Reports from inspectors and from chairmen of boards on primary school buildings afford depressing reading. Many primary school buildings are not housed at all; in the Benares division 327 schools are reported to assemble under trees; in the Gorakhpur division there are 156; in other divisions the numbers are less. The majority of primary schools are accommodated in rented or borrowed buildings which are generally unsuitable and, according to one chairman, "like pigeon holes." It is becoming increasingly difficult to rent or borrow a building, especially the latter, and the Chairman, Meerut District Board, notes that "since the non-official board has come into existence many house-owners have begun to ask for the evacuation of their buildings or to demand the cost of repairs to be borne by the board." Not only have boards generally made little or no progress with new buildings but they have neglected ordinary repairs, frequently until the buildings have collapsed or been seriously damaged. This has been particularly the case in the Rohilkhand and Kumaun divisions. The Chairman, District Board, Garhwal, writes:—"But the nature of the climate of the district is such that for most of the year the children sit out in the open and hence do not suffer much physically." The plea is always insufficiency of funds and while a great measure of government assistance is necessary, there is no doubt that the boards do not make the wisest use of the funds at their disposal and that there is considerable wastage. The Chairman, District Board, Bareilly, however, reports that contracts for school buildings estimated to cost Rs. 40,000 were given before the close of the year.

Aided
vernacular
primary
schools.

The number of aided primary schools is 3,728 and the enrolment is 1,24,911; last year's figures were 3,299 and 1,07,101 respectively. A large number of pathshalas and other unaided schools have been converted during the year into district board primary aided schools. Aided schools employ 4,560 teachers, of whom only 212, i.e., 4.6 per cent. are trained. It may here be remarked that there has been an increase of 60 in the trained members of the staff of unaided schools who now number 77 or 14 per cent. of a total of 553 teachers employed in such schools. In respect of qualified teachers, buildings and equipment, aided schools compare very unfavourably with the boards' schools, and it is no matter for surprise that their tuitional condition is much inferior. In many cases these schools are only "venture" schools, originally established for the education of the children or wards of local zamindars or money-lenders, and prospering only for so long as their founders have relations to educate. Yet, poor, badly housed, ill-equipped, with unqualified teachers and apathetic managers, these schools continue to exist and to do a certain amount of useful work in backward areas.

Free
primary
education.

Several district boards had applied for permission to abolish fees in their primary schools, and they were allowed to do so on condition that the loss in fee-income was made good by each board from its own funds and that no increased cost to Government would result. Several other boards

made primary education in their areas free without any sanction. In some cases there has been abnormally increased enrolment, but this has occurred largely in preparatory classes and in aided pathshalas. The Chairman, District Board, Lucknow, noting an enrolment decreased by 146, but an average attendance increased by 98, remarks :—" Better results cannot be achieved until these schools are organized on a better footing and the principle of compulsion is introduced to check the wastage." The Inspector, Lucknow division, states that the general opinion is that free primary education is of little good without compulsion, and the Inspector, Agra division, writes to similar effect. The District Board, Muttra, after trying the experiment of free education for six months, has reverted to the former practice of levying fees.

It is the policy of Government that universal free and compulsory primary education of boys should be reached by a definite programme of progressive expansion. The United Provinces Primary Education Act of 1919, which allowed municipalities to introduce compulsory education within their areas for boys between the ages of six and eleven years, was the first step. The United Provinces District Boards Primary Education Act of 1926 is the second step, and extends similar facilities to district boards for rural areas under their control. Government have placed an officer on special duty to formulate plans for giving effect to the new law. The number of municipal boards which have introduced compulsory primary education is now 23, the five boards of Muttra, Aligarh, Agra, Jhansi and Meerut having come into the scheme during the year. Applications from other boards are under consideration. The progress made shows great variation from board to board. In Brindaban municipality the enrolment in classes A and B has doubled and in classes I to IV has multiplied five times, the total enrolment being more than three times what it was three years ago, but other municipalities do not show the same degree of improvement. Of the three boards noted as unsatisfactory in last year's report two have shown improvement, while an outbreak of plague has impeded the progress of Lakhimpur. Meerut, Farrukhabad, and Ghazipur must be considered as unsatisfactory. On the whole the progress generally has been good, though not so good as may reasonably have been expected and as could have been made. Tuition, staff, and buildings have already been remarked on. The reason for the rather inadequate progress is to be found in the board's failure to apply the Act. Many boards, eager and even clamorous for the introduction of compulsory education, seem to lose energy and interest soon after their request has been granted. Suitable attendance officers have not always been appointed; when the attendance officer is efficient and energetic, the school committees have proved inert and slack in enforcing attendance or having resort to prosecution; when prosecutions have been successful the penalties imposed have often been ludicrously inadequate. With a view to making a comprehensive survey of the working of the scheme, to find out defects and consider how they may be removed, and to secure uniformity in the methods adopted by the boards, Government intend to place an officer on special duty in the year 1926-27; he will visit each municipality which has adopted the scheme and inspect the working of the scheme on the spot.

Drill and desi kasrat are the regular forms of physical training. The Inspector, Fyzabad division, notes that though the prescribed course in desi kasrat receives attention in every school, it is too monotonous to arouse interest or keenness. Other inspectors, too, complain that teachers are not

Compulsory
primary
education.

Physical
training and
games.

interested. Football and hockey are played to some extent but the cost of materials and the lack of suitable play-grounds are deterrents to rapid extension of these games. Indigenous games are encouraged and scouting is stated to be making good progress in some districts. The holding of district or tahsil tournaments is reported as having an encouraging effect upon these branches of school activity.

Half-time schools.

Half-time schools cannot be considered a success. They exist in a few divisions only. They have never been popular, though in the Jhansi division the number is eleven as against nine in 1924-25 and the enrolment has increased from 241 to 312. It is reported, however, that boys in some of these schools are kept for the greater part of the day, and that they are not really half-time schools. In Bulandshahr district some so-called half-time schools are working but they are said to differ little from ordinary day schools.

Night-schools.

The Inspectors of the Agra and Jhansi divisions report increases in the number of night-schools. In Jhansi there are 37 such schools with an enrolment of 936 as against 30 with 747 pupils in 1924-25; in Agra the number of schools is now 46 with 1,226 pupils whereas last year there were 28 schools with an enrolment of 788. There are slight increases in other divisions. To these schools only boys over twelve years of age who are not in attendance at a day school are admitted, and the teachers are generally day-school teachers who receive additional remuneration. While these schools are said to be appreciated, they are poorly equipped, badly housed, and badly lighted, and, though enrolment appears large, the attendance is irregular and unsatisfactory. Day scholars have also been found to be in attendance at these schools. More careful supervision is required; and guidance should be given to the teacher in his arrangement of work and in classification and grouping of his pupils. This field, however, seems to afford promise of development.

Village school libraries.

The reports received do not show that much progress has been made in increasing the number or extending the use of village libraries. Some boards report the purchase of so many books or the starting of so many libraries. A few add the information that the teachers and boys make little use of them. Teachers are said to show little interest in any but their text-books, and in that case nothing can be expected from the boys. But such a report as that from the Chairman, Etawah District Board, shows that it is not impossible to arouse interest. He writes:—"Eleven town schools and 29 primary schools have got libraries. Books on literature, morals, biographies and stories, worth Rs. 500 were purchased during the year and issued to these schools. The books are issued to all the teachers and scholars of these schools in the circle and have proved very beneficial to all. Much improvement is desirable in this direction as the number of books is miserably small." Other two or three boards give similar accounts of their necessarily modest efforts, so there is hope of gradual improvement; the first essentials are a suitable selection of books, and a keen and interested teacher-librarian.

School gardens.

In the matter of school gardens there seems to have been some improvement. More boards have taken interest and provided facilities; but a much larger proportion of middle schools than of primary schools have got gardens attached to them, and some inspectors remark the occasional provision of malis which destroys their practical educational value. Generally, however, the garden as an adjunct to the school is absent or, if present, is in

a sorry state, existing during the rainy season and for a few weeks thereafter. Both boards and teachers, or one of the parties is apathetic. Excuses put forward are want of funds to supply seeds, scarcity of water, lack of fences or compound walls and want of scientific knowledge on the part of the teacher. There is no doubt that apathy or sloth on the part of the teacher is the main obstacle. Where there is a will, there is a way, and the Chairman, Meerut District Board, remarks that "the teachers who take special interest manage somehow or other for the supply of water." Still, the improvement is gratifying and it is hoped that greater improvement will ensue.

The work of the district inspecting staff has been satisfactory. The number of schools has increased so as to necessitate an increase in the number of sub-deputy inspectors; an average of 90 schools is too large to be efficiently inspected by one officer. The question of increase of the inspecting staff is being considered. Though the relations of district inspecting officers with the district boards are improving, the lot of the deputy or sub-deputy inspector is frequently an uncomfortable one. Too often does he become the victim of faction in the board, or of the animosity of the chairman, and his transfer is sought on some flimsy pretext. The transfer has frequently to be made, not on public grounds but in the interest of the officer; if left in his post he is exposed to all sorts of malicious attacks devised by his enemies. No doubt these abuses will vanish in the fulness of time when members of public bodies become educated to a proper exercise of their powers and a full sense of their responsibilities, but until then the district inspecting officer occupies a position of much difficulty and great possible discomfort.

Inspecting
staff.

CHAPTER VI.

TRAINING INSTITUTIONS.

Government
Training
College,
Allahabad.

Admission to the Government Training College, Allahabad, is confined to graduates of whom there were 61, including two women, under training during the session; the number in 1924-25 was 66, all males. No significance is to be attached to the decrease. As regards academic qualifications eleven were in possession of the Master's degree, while of the Bachelors one had passed in the first and twelve in the second division. Unfortunately several of the better qualified lacked any previous experience of teaching. As the training-course lasts for less than ten months, graduates with one or two years' actual teaching experience previous to entry derive much greater benefit from the course than do persons fresh from the completion of their Arts or Science course of study. The latter require longer time to settle down to new ideas and novel work, and a lengthy process of adaptation leaves too short a time for development of their powers to the full extent desired, and possible in the case of those who have previous experience. All the students completed the course and 63 were successful in the L. T. examination; ten in Theory and two in Practice being placed in the first division. The special course in Geography, History, Mathematics, Science, and Nature Study were taken by 7, 7, 5, 2, and 3 students respectively, all being successful in obtaining the special qualification in the subject. This result does not indicate undue leniency. Many more students join the courses at the beginning but careful selection is made, and cumberers of the ground are weeded out in the early stages, and have to restrict themselves to the ordinary curriculum. The 'First Aid' course of instruction was attended by 52 students and 48 qualified for the certificate of the St. John Ambulance Association. The hostel was full throughout the session and the health of students was generally good. Participation in games is compulsory and football, hockey, cricket, and tennis were played with zest. An innovation was the conduct of physical education of the students themselves by selected students under the supervision of the Hostel Superintendent. The lighter and social sides of college life were by no means neglected and did much to promote 'esprit de corps' among all members of the College.

Muslim
University
Training
College,
Aligarh.

The Aligarh Muslim University Training College unfortunately continued without the services of a permanent principal. The Aligarh University session, unlike that in other universities, runs from October to July. The total number of students in the classes both graduate and under-graduate in the session 1924-25 was 56; 49 students appeared in the B. T. examination of 1925, of whom 41 were successful; eight under-graduates passed out of ten who appeared for the C. T. examination. The total number of graduates and under-graduates at present in training is 54.

Benares
Hindu
University
Training
College.

The work of the college receives no direct mention in the report received from the Benares Hindu University. The statistics furnished show that 31 candidates appeared in the L. T. examination of the University, of whom 28 passed; two in Theory and two in Practice were placed in the first division. The college continues without a permanent principal.

This college exists for the training of under-graduate teachers' only. The course is one of two years for ordinary students who have passed the High School examination and of one year for Intermediate-passed students or for High School-passed students with approved teaching experience. During 1925-26 there were 51 students under training, fifteen in the Preparatory and 36 in the Final classes; the latter number included thirteen members of the previous year's Preparatory Class. Thirty-three of the 36 candidates who appeared for the C. T. examination were successful, five being placed in the first division in Practice. The hostel was full and general health is reported as having been satisfactory. The usual games were played. Eleven drill masters received a month's intensive training. In addition fifteen teachers from middle vernacular schools underwent a special course in Manual Training to enable them to teach the subject on their return to their respective schools.

Government
Training
College,
Lucknow.

This college is of similar type to the Government Training College at Lucknow. It opened with a total of 54 students on its rolls. Nineteen students formed the Preparatory Class and there were 35 in the Final Class. Thirty-four students appeared in the C. T. examination at the end of the course; of these 33 passed, one in Theory and five in Practice being placed in the first division. A serious outbreak of plague in the city caused great interference with college work and would have rendered the practical examination impossible but for the assistance of another local institution, which, happily situated and continuing free from all disease, kindly lent itself for the purpose. The hostel was full; the general health was good, there being but one case of serious illness; games and other activities flourished. The Principal remarks with appreciation on the improvement in hostel grounds and in playing-fields but notes the necessity for fencing if damage is to be prevented from human and other trespassers.

Government
Training
College,
Agra.

Eight hundred and fifty candidates appeared in the V. T. C. examination and 433, i.e., 51 per cent. passed. Of these 355 appeared and 247 passed from public institutions, the remainder being private candidates. Thus 70 per cent. of candidates from the normal schools were successful. The normal schools number eight as previously. There is need both for additional normal schools and for increasing the accommodation in the present schools. Early action will be taken in this direction; two additional normal schools at Chandausi and Sheopur are projected and it is hoped that funds to make a commencement with the buildings of one of these will be allotted in 1927. The number of teachers to be trained at each normal school (except Almora) will be raised to 100, if facilities for teaching practice can be provided. There is criticism of the curriculum as being old-fashioned and also in some instances of the model schools attached to the normal schools being too small to afford sufficient practice in teaching to the students in training.

Normal
schools.

The number of candidates in the Vernacular Teachers' Certificate Examination has declined from 896 to 850, of whom 433 or 51 per cent. were successful; last year's successes were 477 or 51.6 per cent. Of the candidates 355 appeared from public institutions and 495 were private candidates. The percentages of passes of these candidates were 70 per cent. and 37.6 per cent. respectively.

Vernacular
Teachers'
Certificate
Examina-
tion.

Training classes and Primary Teachers' Certificate Examination.

Inspectors of nearly all divisions report a further large decrease in the number of training classes conducted by the boards. The reduction is ostensibly ascribed to have been in anticipation of action being taken on Mr. Kichlu's recommendation for extending and increasing the number of normal schools; but some inspectors assert the real reason to be the boards' desire to save money. The number of training classes is now 78 as against 128 in 1924-25 and 180 in 1923-24; the expenditure has fallen from Rs. 2,46,912 to Rs. 1,65,454. The total number of candidates appearing for the P. T. C. examination was 1,775, of whom 1,071, i.e., 60 per cent. passed.

The training of women teachers.

A training course was instituted last year at the Isabella Thoburn College, Lucknow. All nine members of the first class appeared for the examination for the Diploma in Teaching of the Lucknow University and were successful; one was placed in the first division in Theory and three in Practice. The number of students reading in the class of 1925-26 has fallen to three. Two candidates were presented in 1926 for the examination for the Diploma in Teaching, both being successful. It is hoped that the number will increase but it is difficult to estimate the extent to which aided schools will be able to absorb the output of such teachers as scantiness of funds will prevent them from offering the salaries expected.

Number of women under training.

Excluding the women students trained or in training at the Isabella Thoburn College, Lucknow, and the Government Training College, Allahabad, and those in training for service in European schools, the number of women under training in all other classes shows a slight increase of six, being now 233. The majority were preparing for the Women's Vernacular Teacher's Certificate examination.

Classes for the Women's Vernacular Teachers' Certificate.

Owing to the closing of the class at the Muslim School, Aligarh, the number of Vernacular Teachers' Certificate classes was ten as against eleven in the previous year. The number of candidates appearing for the certificate examination was 73, of whom 66 were successful. The three normal schools at Lucknow, Bareilly, and Allahabad presented 26, all of whom were successful in the examination. These schools were full in the year under report having 60 students under training. The practising schools attached to the normal schools are full to the limit of their accommodation, the number being 322 in Lucknow, 200 in Bareilly, and 185 in Allahabad. There were 78 students in training in the seven classes attached to aided mission schools; the number last year was 65.

Primary Training classes for women teachers.

Fifty-nine students have been in training in Primary Training Classes of which there are seventeen; ten of these classes are attached to model schools, two to district, and three to municipal board schools, and two to aided schools. These classes are doing good work in providing teachers for village schools.

Training institutions for women teachers in European schools.

The new advanced course inaugurated last year continues to be popular. It is too early to judge of its success, but the experience so far gained would indicate promise of better results if the conditions of admission were made more stringent, and if the Higher Certificate Examination were taken in the second year of training. In the ordinary teachers' course of training five candidates appeared for examination, all being successful. Only two candidates took the Preparatory Teachers' Certificate

examination and both passed with credit. The number of entrants to this course has increased, showing a welcome recovery from the set-back noted last year as coincident with the institution of the advanced course. Preparatory teachers' training is now confined to All Saints' College, Naini Tal; facilities there have recently been much improved and it is hoped that fuller advantage will be taken of them.

CHAPTER VII.

FEMALE EDUCATION.

Schools,
scholars, and
expenditure.

The total number of educational institutions for girls has increased by 128, from 1,809 to 1,937. There has been a decrease of fourteen in the number of private schools. Public institutions have, however, increased from 1,623 to 1,765. University Colleges have increased by one; this increase is nominal, the degree and pre-university sections of the Crosthwaite College at Allahabad being now reckoned as separate institutions. English middle schools have increased by two and vernacular middle schools by nine, while primary schools show an increase of 126. In addition, four technical schools with a total enrolment of 48 have been started. The total enrolment has increased by 7,532 to 76,355; there has been a noteworthy increase from 1,599 to 1,818 in the enrolment in high schools. The total expenditure was Rs. 14,46,638, i.e., Rs. 1,57,753 more than in the previous year. The contribution from provincial revenues increased by Rs. 63,250 to Rs. 6,47,063; municipal funds contributed Rs. 2,08,093 as against Rs. 1,78,423; fees and "other sources" show an increase of Rs. 73,086; but the contribution from district funds has further declined by Rs. 8,253 and is now only Rs. 1,41,607.

NOTE.—Institutions for the medical training of women are not included in the foregoing.

English education.

University
education.

There are two University colleges for women, the Crosthwaite College in Allahabad and the Isabella Thoburn College in Lucknow. The Vice-Chancellor of the Allahabad University reports that three lady lecturers have been appointed during the session and a fourth lady lecturer will commence duty from August, 1926; he considers that the instruction imparted by these lecturers is not inferior to that given to male students by other lecturers of the University. In the Isabella Thoburn College 31 students were studying during the session. There were five post-graduate students, one for the M.A. degree, one for the M.Sc. degree, and three were reading for the diploma in Teaching. Of the 26 under-graduates 21 were reading for degrees in Arts and five for degrees in Science; Economics and History seem to be the favourite optional subjects of study in Arts; the Science students take Botany, Zoology, and Chemistry. The Principal reports that the Isabella Thoburn College opened the session encumbered with a large building debt and closed with most bills paid; this satisfactory state of affairs is mainly due to the generosity of the Women's Foreign Missionary Society of the Methodist Episcopal Church which assumed indebtedness to the extent of Rs. 4 lakhs; Government also sanctioned a grant of Rs. 35,000 in the current year towards repayment of the debt.

Intermediate
colleges.

No new college has been opened and the recognised classes are still confined to the Isabella Thoburn College, Lucknow, the Crosthwaite College, Allahabad, and the Theosophical National School, Benares. Few high schools can face the expense of opening and maintaining intermediate classes. The unrecognised class opened in connexion with the Muslim

School, Lucknow, has ceased temporarily to exist, for want of pupils. The class maintained in the Muslim School, Aligarh, has applied for recognition; three pupils read in it last year. The total number reading in intermediate classes has risen from 58 to 71, but the Isabella Thoburn College accommodates the bulk, namely 51 of this number. The most noteworthy increase in that college has been in the number taking Science; the number is fifteen in the first year as against four in the second year class.

There has been no change in the number of Girls' High Schools. The enrolment has risen from 1,599 to 1,818. The classes in the high section of most schools are small; they are largest in those institutions which have also an intermediate section, but the Isabella Thoburn College has applied for permission to transfer classes IX and X back to the school as the authorities expect a larger enrolment in those classes if they are attached to the school and not to the college. In one or two of the newer high schools there is a tendency to devote too much attention to the higher classes, to the detriment of the junior section. An interesting introduction has been that of a Montessori class in the Theosophical National High School, Benares, in charge of an English lady who was trained by Dr. Montessori, and who is training four young teachers to carry on the work after her departure.

English high schools.

The number of English Middle schools has risen from 30 to 32 and the enrolment from 3,943 to 4,090. Five middle schools as against three last year have classes A to VIII; the remainder teach up to class VI, pupils who wish to study further joining high schools. Comparatively few, however continue beyond the lower middle stage. Most of these schools are conducted by mission societies and on the whole their work is satisfactory. A large number of pupils are boarders, a circumstance which provides opportunity for fuller training than can be given to day scholars. Drawing appears to be the weakest and most neglected subject of those taught.

English middle schools.

The number of candidates appearing in the Anglo-Vernacular Middle Examination from the United Provinces was 262, representing an increase of 48; the number of successes, however, was only 133 against 144 of the previous year. The numbers appearing and successful from Indian States were 81 and 30 respectively, while the corresponding numbers in the previous year were 82 and 39.

Examinations in English schools.

Each year sees an improvement in English school buildings; vernacular schools are in much worse condition in that respect. The Shahjahanpur M. E. Mission School has erected new dormitories; at Agra a school house is in erection for the C. M. S. school for Hindus and Muhammadans. The school buildings of the C. M. S. school at Jeyi, Meerut district, have been repaired and extended. The Crosthwaite School, Allahabad, is in great need of an improved building for its junior classes; and the Theosophical National School, Benares, also provides inadequate accommodation for its lower classes.

English school buildings.

VERNACULAR EDUCATION.

The number of middle schools has risen from 112 to 121 and the enrolment from 12,432 to 13,462. Primary schools have increased from 1,437 to 1,563 and their enrolment from 47,287 to 52,534.

Vernacular schools.

The following table shows the enrolment in the different types of schools with the corresponding figures for last year :—

Type of school.	Number of schools.		Enrolment.	
	In 1924-25.	In 1925-26.	In 1924-25.	In 1925-26.
Government model schools	65	65	6,450	6,922
District board schools	730	792	21,955	24,370
Municipal board schools	202	214	11,027	12,490
Aided schools	541	563	20,002	21,631

Recognised vernacular schools accommodate 55 per cent. of the total number of girls in attendance in girls' schools, English and vernacular; and about 95 per cent. of the aided vernacular schools are practically dependent for their existence on grants received from the boards. Hence the responsibility of the boards towards the education of girls is very great; yet, year by year, most boards reduce their contribution towards the expenditure under this head, and depend more and more on provincial grants which were intended to supplement their own contributions. This reduction in expenditure greatly hampers progress. Staffing presents difficulties as the supply of women teachers is not equal to the demand for their services. Amongst the boards reported by the Chief Inspectress as taking particular interest in the education of girls and in the careful management of schools are those of Allahabad, Benares, Fyzabad and Lucknow.

Curriculum
in vernacu-
lar schools.

A criticism frequently made on the curriculum is that it does not provide sufficiently for instruction in domestic duties required of girls in their homes. Instruction is particularly desired in needlework and cookery. The former is a subject included in the curriculum, but competent mistresses are few. Another difficulty is the cost of materials, which the pupils or their parents are rarely willing to meet and for which inadequate allowances are given by the boards. The same difficulties and others would exist in the case of cookery if it were introduced. In the case of subjects mainly of utilitarian value and expensive in upkeep there seems to be justification in expecting the pupils to provide the materials or their cost or for the levying of special fees.

Examination
in vernacu-
lar schools.

Four hundred and sixty-eight candidates from the United Provinces and 70 from Indian States appeared in the Vernacular Lower Middle Examination; the successes were 265 and 47 respectively.

Vernacular
school
buildings.

New buildings costing Rs. 29,000 were constructed for the Government Model Girls' School, Aligarh; quarters for teachers at the Model School, Shahjahanpur, are nearing completion; the Model School, Banda, has occupied the old Government High School building, round which a boundary wall is being erected. The condition of board and aided schools' buildings is unsatisfactory; few of these schools have buildings of their own; the schools are poorly equipped, badly housed, insanitary and unattractive.

CHAPTER VIII.

EDUCATION OF SPECIAL CLASSES.

There is no change in the number of recognized institutions, which remains at 55. Some change in the classification of schools has occurred: certain mixed primary schools being now classed as girls' instead of boys' schools, and a co-educational high school being reclassified as a boys' instead of as a girls' school; there has also been a certain amount of regrading of schools.

Schools for Europeans.

Expenditure exclusive of that under inspection, buildings and "miscellaneous" shows an increase of Rs. 1,04,355 over that of the previous year. The corresponding increase last year was Rs. 1,60,905. The total expenditure as defined above was Rs. 16,44,592, of which Government funds met 37.91 per cent., the percentage last year being 38.64. The total expenditure under all heads was Rs. 21,67,696 an increase of Rs. 94,761 over the previous year's figure.

Expenditure on European schools.

The number of teachers has risen by five to 464. Rather less than one-quarter of this number are graduates. Trained teachers are 289, a decrease of one, while untrained teachers have increased in number by six to 175. Amongst the uncertificated teachers are included, however, members of religious orders, most of whom have considerable experience and some of whom have received special training as teachers.

Teachers in European schools.

One hundred and nineteen out of 209 candidates, i.e., 57 per cent., passed the School Certificate Examination; 325 students appeared for the Junior Certificate and 187 or 57.5 per cent. were successful; in the Preliminary Examination the passers were 204 out of 274 or 74.5 per cent.

Examinations in European schools.

These remain the same as reported last year; special classes for training telegraphists are maintained in two schools, while such subjects as shorthand, book-keeping and type-writing are taught in a number of schools and dress-making in girls' schools.

Vocational classes in European schools.

The Inspector remarks that the schools which cater mainly for the children of families in a position to pay substantial fees command confidence and respect, as is shown by the increasing desire of Indians to seek for the admission of their children to them. The reverse however is the case with schools to which the poorer classes, who are able to pay little or no fees, send their children. These schools are unable to employ well-qualified teachers and can provide nothing beyond the bare minimum of education. Their pupils too often have no advantages of home or environment; they generally belong to impoverished families domiciled in India for several generations and retaining little affinity with English habits of thought and life. A purely English system of education is alien and unsuitable to them. Few of them complete the course for the school certificate and few of those who fall out by the way are fitted for any useful walk in life. This is the most unsatisfactory aspect of European education in India.

General remarks on European schools.

The number of boys in the Colvin Taluqdars' School was 48 as against 49 in 1924-25. Five boys appeared for the High School Examination but none were successful; they were considered weak, although one boy was expected to pass. The Principal considers class IX also as very

Colvin Taluqdars' School, Lucknow.

weak, but has much more promising material in class VIII and lower classes. After next year there should be a welcome improvement in the examination results. The school is well organized and great attention is paid to games. A supplementary addition of Rs. 24,000 to the government grant of Rs. 6,000 has enabled the management to mature schemes for improvement. It is hoped to add a lady teacher of English to the staff from next year, with consequent benefit to the junior boys.

Muhammad-
an primary
education.

The number of boys in Islamia schools and maktabs rose by 7,921 as detailed below :—

	Islamia schools.	Maktabs—		Total.
		Aided.	Unaided.	
1924-25	25,394	37,846	23,256	86,496
1925-16	25,443	40,832	23,087	94,417
	+54	+3,036	+4,831	+7,921

In the boards' mixed schools the number of Moslem boys rose by 5,709. The increase of Moslem boys in all kinds of vernacular primary schools was thus 13,630, the total enrolment of Muslim boys being 1,89,719. The total expenditure on Islamia schools and maktabs amounted to Rs. 3,88,585, which is the normal figure. The apparent decrease of Rs. 86,620 as compared with last year's amount of Rs. 4,75,206 is accounted for by the fact that the last year's figure included abnormal expenditure on buildings and equipment from savings which accrued to the boards before the commencement of the three years' contract. Islamia schools and maktabs generally are reported to have made appreciable progress although replacement of unqualified by qualified teachers in Islamia schools in all divisions is very slow. Maktabs are still staffed by men of poor qualifications from whose antiquated methods secular education worth the name can hardly be expected. The three supervisors appointed at Basti, Bareilly and Hardoi at government expense were continued. The results of the scheme of supervisors have not yet been such as to warrant an extension of the scheme to other districts. The Allahabad District Board appointed a supervisor of Islamia schools and maktabs from its own funds.

The total number of Hindus under instruction increased by 83,056 or 8.68 per cent. and that of Muhammadans by 18,432 or 8.41 per cent. The increase of Hindus and Muhammadans in Arts and Intermediate colleges was 11 and 21.3 per cent., respectively.

Education of
depressed
classes.

As explained in last year's report, lump grants for vernacular education as a whole are given to district boards, a minimum amount for expenditure being prescribed under each head. The minimum allotment for the education of depressed classes is Rs. 1,19,600 and grants amounting to Rs. 5,000 are given to non-official bodies. The district boards maintained 784 depressed class schools with a total enrolment of 24,269 pupils as against 777 schools with 23,030 scholars last year. Inspectors of all divisions except Benares and Rohilkhand report an increase in the

number of schools and scholars. In Rohilkhand a decrease of 288 in the number of scholars has occurred, but in Benares the decrease amounts to the large figure of 3,070. To some extent the appointment of unsuitable supervisors is responsible for the decrease, but in the Benares division it is reported to be due to discouragement of this class of education by the boards, the Jaunpur district board in particular, and that of Ghazipur in a less degree, obtaining discreditable mention. The standard of tuition is rising, and in most cases the schools compare favourably with other primary schools. Many boards give scholarships to boys from the depressed classes to continue their studies in middle schools. There is now no strong opposition to these boys reading in the boards' ordinary schools and the number of such boys is increasing. Still stronger evidence of the breaking down of class prejudice is to be found in one inspector's report that high caste boys were found to be reading in a number of schools meant for the depressed classes.

The Government Reformatory School is accommodated in the ancient fort at Chunar and exists for the reformation of convicted criminal boys. The age of admission is from seven to fifteen years but more than one half of the newly-admitted boys are between twelve and fourteen years old. The period of detention varies from three to seven years but no boy is kept after he attains the age of eighteen. The boys are educated and receive instruction in useful crafts. The number of boys in the institution on January, 1925, was 174; on December 31, 1925, it was 164. Forty-two boys were admitted during the year, 51 boys were released and one died. Several important changes and improvements have been effected during the years 1924 and 1925. The most important was the abolition of the individual iron cubicles in barracks in which boys were confined for the night, and their replacement by dormitories under dormitory supervisors. Each supervisor has his quarters at one end of the dormitory in such a position that he has an uninterrupted view at any time of the whole dormitory. He comes into close personal contact with the boys, supervises their work and amusements in the dormitory in the evenings, and occupies the position of a 'house-father.' Formerly, also, all the boys went to school at one time of the day and to the factory at another; now they are divided into two groups according to age; boys under thirteen years go to school in the morning and to the factory in the afternoon, while the older boys go to the factory first and later in the day to school. The consequent smaller numbers render the conditions of the work in school and factory more pleasant and efficient, while it has enabled the teachers to devote themselves entirely to teaching work and at the same time has rendered a reduction in the staff possible. The trades taught are carpentry, blacksmithy, tailoring, shoemaking, cane-work, weaving, masonry and gardening. The industrial instructing staff is gradually being improved; two well qualified carpentary instructors were appointed during the year under report. The boys now receive a more generous allowance of clothing. Games such as football, cricket and hockey are played, and the playground inside the fort has been extended and improved, the boys themselves supplying the great labour necessitated by the rocky nature of the ground. Altogether the boys are brought up in much more healthy surroundings, moral as well as physical, than in their homes, and there is no reason why they should not be happier under detention than in the enjoyment of freedom with its temptations to crime.

Government
Reformatory
School,
Chunar.

CHAPTER IX.

MISCELLANEOUS.

The Board
of High
School and
Intermediate
Education.

In April, 1925, a new board was constituted under section 3 of the Intermediate Education Act, 1921. The new board held its first meeting in November, 1925. The following are the most important changes made by the board during the year under report in the courses of study, the examinations and the system of education :—

- (1) Candidates for the High School Examination have, with effect from 1927, been permitted to answer in English, Urdu or Hindi, questions in History and Geography, Sanskrit and Hindi, Arabic, Persian and Urdu and Agriculture.
- (2) Failed candidates eligible for the compartmental examination have been allowed two chances of re-appearing in the examination in two consecutive years.
- (3) Facilities have been given to persons who have already passed the Intermediate Examination to appear, subject to certain conditions, at a subsequent Intermediate Examination in any subject in which they have not previously passed the examination.
- (4) The old syllabus in Drawing for the High School Examination has been revised so as to provide for free-arm drawing in place of freehand drawing from the flat.
- (5) Spinning and weaving has been made an optional part of the course in Domestic Science for girl candidates for the High School Examination.
- (6) Adequate measures have been adopted by the board to ensure the continuance of practical laboratory work by Science students preparing for the High School Examination.
- (7) The principle of instituting "refresher courses" for teachers of Biology in Intermediate Colleges has been approved by the Board.
- (8) Conferences of teachers of Economics and Biology in Intermediate Colleges were held to discuss the syllabuses, the methods of teaching, the equipment and other similar matters.

Permanent recognition was granted by the board to four institutions—one for the Intermediate and Commercial Diploma Examinations and three for the High School Examination. Five institutions were granted permanent recognition in additional optional subjects. Two new institutions were granted provisional recognition—one for the High School Examination and one for the Intermediate Examination.

Text-book
Committee.

Three general meetings of the committee were held during the year; there were fifteen meetings of sub-committees. Of 680 books considered 383 were recommended for various purposes, 294 rejected and three kept under reference.

Important matters dealt with by the committee were—

- (1) fixing a maximum limit to the number of text-books prescribed as alternative text-books in any subject, and a minimum period for which an approved book should remain on the list,
- (2) permitting, and laying down conditions for, the inclusion of patriotic songs and poems in text-books used in schools,
- (3) framing general instructions for the guidance of sub-committees in the matter of quality of paper used, covers, binding, etc., of text-books, and approximate suitable prices of text-books.

A sub-committee was also formed to select books for vernacular middle school libraries and another to consider books for travelling and circulating libraries in villages.

The number of boards participating in the lantern lecture scheme was eight. Three of the boards deputed five men for training as lecturers and operators; in addition, the Registrar of Co-operative Societies deputed three from his department and fourteen from district co-operative banks, and the Agricultural Department also sent one man to the training course; thus 23 lecturers and operators were trained during the year. Lectures on "Dental Hygiene" and "Human Physiology" were printed; others on "First Aid", "Alcohol and the Human Body", etc., are in preparation. The sets of slides on "Malaria", "First Aid", "Human Body", "Tuberculosis", "Dental Hygiene" and "Alcohol and the Human Body" have been duplicated at a cost of Rs. 1,850. Sets of slides on other provinces, Madras, Bombay, Burma and Bengal, have also been purchased at a cost of Rs. 500. This part of the committee's work is being extended and slides are being regularly issued on loan to various bodies, schools, boards, district co-operative banks, and to the Police, Agriculture and Co-operative departments. Thus the declension in the last three years in the number of boards participating in the scheme is compensated by an increase in other bodies, government and private, seeking to take advantage of the facilities offered for the dissemination of useful information and instruction among the masses.

Lantern
Lecture
Committee.

Among notable benefactors of the year is the Raja Saheb of Tirwa, who has given a sum of Rs. 1,30,000 for the erection of a building for the Aditya Kumari High School, Tirwa. The Kantit estate has taken over the London Mission High School, Mirzapur, the name of which has been changed to the "Rani Suryopal Kunwar High School," and it is understood that the Rani Sahiba of Kantit has generously endowed it, certain villages producing about Rs. 11,000 per annum being made over to a trust for the benefit of the school. To the London Missionary Society, whose beneficent labours in India have extended over a century and whose educational institutions have borne a high and well-deserved reputation, these provinces owe a deep debt of gratitude, and it is with regret that it has to be recorded that the society finds itself compelled to withdraw from the north and concentrate its energies in Southern India. The Rani Sahiba of Partabgarh, as already mentioned, gave Rs. 10,000 for the construction of a building for the Ajit Sombansi High School, Partabgarh. Babu Narotam Das has taken over the Church Mission Anglo-Vernacular Middle School, Chunar, which was about to be closed and to which he has given his name and an endowment of Rs. 30,000

Benefactions.

The widow of the late Babu Brij Mohan Lal came to the help of the Bareilly College, giving Rs. 15,000 towards the construction of a science block of two laboratories and a lecture theatre. Four endowments of a total value of Rs. 6,100 have been created for scholarships and a larger number of such schemes is under examination. It is doubtful whether a scholarship is the best form of small educational endowment, though it is the one that occurs most readily to the mind of the modest educational benefactor. It may be suggested to pious donors that endowments can be usefully applied to educational institutions or to specific branches of their activities, e.g., for the encouragement of geography, science etc., or for the library; the individuality of the endowment and its association with the person it commemorates can be maintained just as in the case of a scholarship endowment.

Exhibitions
and
conferences.

Educational exhibitions and the Lucknow Fine Arts and Music Conference may be mentioned as noteworthy features of the year under report. An educational exhibition was organized by the authorities of the Aligarh Moslem University in connexion with its jubilee celebrations. The special features of the exhibition were magic lantern shows, demonstrations of new methods, lectures on educational topics of the day, and literature and apparatus bearing on most of the modern educational tendencies. Work done by school children in different subjects and in schools of all grades in India and in other countries were displayed side by side. The department itself organized an educational exhibition at Allahabad at which specimens of work, illustrating modern developments, from schools in England, were exhibited side by side with the work of local schools. Comparative exhibits were shown from all the schools in writing, map drawing, essay writing, manual work, etc. There was a display of physical activities and model lessons were given in arithmetic, geography and classical languages. Smaller educational exhibitions were held in various districts. The Fine Arts Exhibition at Lucknow displayed exhibits covering all periods of Indian history and showing varieties of cultures and expressions of their different ideals. Special facilities were afforded to students to attend the exhibition.

Physical
training
in schools.

The question of physical training in schools was thoroughly examined by special committees appointed by Government. The preliminary committee which met at Naini Tal, in June, 1925, considered the existing arrangements for physical training and made recommendations for the consideration of the larger committee. The latter met at Lucknow in March, 1926, and has since submitted its report, which is under the consideration of the Government. Among other proposals the committee has recommended the appointment of a provincial superintendent of physical education, to be assisted by three assistant superintendents.

Education
in the
Legislative
Council.

Education received its due share of attention from the members of the Council. About 600 questions were asked, covering the whole range of educational activity. The department is ever ready to furnish information which members may require but the labour is a considerable strain on an office which is always working under pressure. Six resolutions were moved. The Council adopted a recommendation to the Government "to take steps for the promotion of adult education" and rejected one which aimed at "reducing the secondary education course to eleven years followed by a three years' course for the ordinary B. A. degree." Government accepted a resolution that grant-in-aid should not be given to institutions which exclude Indians from their managing committees or from

sharing in their benefits. Two resolutions were withdrawn—one for giving retrospective effect to the new scale of pay for teachers in the Subordinate Educational Service, and the other for extending facilities for the education of the depressed classes. At the close of the year the Council negatived a resolution which recommended that the universities should introduce a system of compartmental examinations and that schools should hold supplementary examinations for students who failed to get class promotion.

Good progress was made with the Agra University draft Bill, which after scrutiny by the Legal Remembrancer was submitted to the Government of India in January, 1926, for the previous sanction of the Governor General to the introduction of the Bill in the Legislative Council.

Agra
University.

Mr. H. R. Harrop, Assistant Director of Public Instruction having proceeded on eight months' leave at the end of the previous year, Mr. R. H. Moody officiated in his post. I myself was on leave for five months from May 1, 1925 and Mr. K. P. Kichlu officiated as Director of Public Instruction, Mr. Moody taking Mr. Kichlu's place as Deputy Director, and Mr. H. Tinker officiating as Assistant Director. This arrangement lasted until my return in the end of September when the previous arrangement was reverted to. In November, 1925, Mr. Harrop resumed his duties as Assistant Director of Public Instruction and continued until the end of the year. Mr. W. Gawke took over the charge of education accounts from Rai Saheb Pandit Kali Prasad in July, 1925. A new United Provinces Educational Service post of Additional Assistant Director of Public Instruction, temporary in the first instance, was created, to which Munshi Said-ud-din Khan was appointed, while Mr. A. K. Majumdar became Personal Assistant to the Director in place of Munshi Said-ud-din Khan. Rai Bahadur A. C. Mukharji continued throughout the year as Secretary to the Board of High School and Intermediate Education, and Babu Raghunath Das as Registrar of Departmental Examinations. All these officers have done their duty in a thoroughly satisfactory manner. The inspectorate lost the services of Mr. W. Hardie, Indian Educational Service, and Rai Sahib Pandit Sukhdeo Tiwari, United Provinces Educational Service, both of whom retired on attaining the age of superannuation after many years of meritorious service. With deep regret I have to record that Mr. Hardie survived his retirement by only a few months. I gratefully acknowledge my indebtedness to the inspectors and all other officers whose zealous and efficient discharge of their duties has contributed so materially to the successful working of the department during the year. I am indebted to Mr. Moody in particular for valuable assistance in connexion with the preparation of this report.

Administra-
tion.

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

November 18, 1926,

*Director of Public Instruction,
United Provinces.*

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General Summary of Educational Institutions and Scholars for the official year 1925-26—INDIANS AND EUROPEANS.

Area in square miles—106,497.				(a) Percentage of scholars to total population.			
				Recognized Institutions.		All Institutions.	
				1926.	1925.	1926.	1925.
Population—							
Males ..	23,787,745	Males ..	4·67	4·31	4·94	4·57	
Females ..	21,588,042	Females ..	·51	·46	·54	·48	
Total ..	45,375,787	Total ..	2·69	2·48	2·85	2·62	

	Institutions.			Scholars.			Percent- age of scholars in each class of institu- tions.
	1926.	1925.	Increase or decrease.	1926.	1925.	Increase or decrease.	
	1	2	3	4	5	6	
RECOGNIZED INSTITUTIONS.							
Universities ..	4	4	..	3,599	3,326	+273	·31
<i>For males.</i>							
Degree Colleges in- cluding Associated	(b)13	13	..	2,656	2,293	+363	·23
Arts Colleges, } Intermediate Col- } leges.							
Intermediate Colleges of new type.	24	24	..	2,841	2,439	+402	·25
Professional Colleges ..	16	16	..	3,244	2,744	+500	·28
High schools ..	163	162	+1	56,258	52,691	+3,567	4·91
Middle schools { English ..	78	76	+2	8,948	7,988	+960	·78
{ Vernacular ..	598	573	+25	54,810	49,334	+5,476	4·79
Primary schools ..	18,221	17,351	+870	998,632	9,21,882	+76,750	87·14
Special schools ..	440	417	+23	15,037	13,836	+1,151	1·31
Total ..	19,557	18,636	+921	1,140,025	1,056,533	+83,442	100
<i>For females.</i>							
Degree Colleges in- cluding Associated	(c)4	2	+2	102	70	+32	·14
Arts Colleges, } Intermediate Col- } leges.							
Intermediate Col- leges of new type.	1	2	-1	9	14	-5	·01
Professional Colleges ..	..	..	..	(d)2	9	-7	·002
High schools ..	26	23	-2	3,838	3,743	+95	5·09
Middle schools { English ..	38	36	+2	4,615	4,502	+113	6·12
{ Vernacular ..	121	112	+9	13,462	12,432	+1,030	17·855
Primary schools ..	1,576	1,443	+133	52,988	47,470	+5,518	70·23
Special schools ..	37	34	+3	379	360	+19	·503
Total ..	1,803	1,657	+146	75,395	68,600	+6,795	100
UNRECOGNIZED INSTITUTIONS.							
For males ..	2,720	2,675	+45	63,143	63,990	+4,158	94·4
For females ..	172	186	-14	4,057	3,242	+815	5·6
Total ..	2,892	2,861	+31	72,205	67,232	+4,973	100
GRAND TOTAL ..	24,252	23,154	+1,098	1,293,625	1,192,415	+101,210	..

GENERAL SUMMARY.

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

	Recognized Institutions.		All Institutions.	
	1926.	1925.	1926.	1925.
Males	1,110,477	1,026,089	1,176,382	1,033,137
Females	110,943	99,094	117,243	104,276
Total ..	1,221,420	1,125,183	1,293,625	1,137,415

(b) The number includes six Degree Colleges, six Associated Intermediate Colleges and one Oriental College.

(c) The number includes the Degree classes and the Intermediate classes attached to Isabella Thoburn College, Lucknow, and the Crosthwaite Girls' College, Allahabad.

(d) The number of students in the Training department of the Isabella Thoburn College, Lucknow.

General Summary of Expenditure on Education for the official year 1925-26—INDIANS AND EUROPEANS.

	Total expenditure.			Percentage of expenditure from—				Cost per scholar to—				Total cost per scholar.
	1926.	1925.	Increase or decrease.	Government funds.	Board funds.	Fees.	Other sources.	Government funds.	Board funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11		12
	Rs.	Rs.	Rs.					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction and inspection ..	12,95,651	12,27,856	+67,795	95.71	4.29	..	..	..	..	..	..	..
Universities ..	22,39,463	22,62,717	-23,294	66	.01	24.2	9.79	..	..	..	..	..
Miscellaneous* ..	75,71,510	78,84,960	-3,13,450	89.44	17.5	11.52	31.54	..	..	..	..	..
Total ..	11,106,624	1,13,75,578	-2,68,949	51.86	12.43	12.73	23.43	..	..	..	..	..
<i>Institutions for males.</i>												
Arts Colleges including Associated Intermediate Colleges.	5,60,869	4,86,038	+74,831	50.35	3.12	36.47	10.06	106 5 2	6 9 7	77 0 1	21 3 10	211 2 8
Professional Colleges ..	8,95,020	7,47,858	+1,47,162	63.71	..	10.59	25.7	530 7 6	..	88 3 0	213 14 5	332 3 11
High schools including Intermediate Colleges.	56,34,646	52,82,303	+3,52,338	50.29	1.06	30.66	17.99	47 15 2	1 0 2	29 3 8	17 2 6	95 5 6
Middle schools { English ..	5,66,419	5,01,158	+65,261	32.95	4.88	28.57	29.6	23 6 2	3 1 6	18 1 4	18 11 9	63 4 9
{ Vernacular ..	13,75,969	12,96,835	+79,134	58.45	27.01	13.23	1.31	14 10 9	6 12 6	3 5 2	0 5 3	25 1 8
Primary schools ..	75,33,904	71,81,532	+3,52,372	69.92	25.05	3	2.03	5 4 5	1 14 3	0 3 7	0 2 6	7 8 9
Special schools ..	15,26,669	14,86,962	+39,707	79.65	6.36	1.6	11.39	80 13 11	6 15 7	1 9 10	12 1 1	101 8 5
Total ..	1,80,93,496	1,69,82,691	+11,10,805	61.8	13.6	14.5	10.1	9 12 10	2 2 8	2 4 9	1 9 6	15 13 9
<i>Institutions for females.</i>												
Arts Colleges including Associated Intermediate Colleges.	63,036	63,783	-5,727	27.36	..	11.77	60.87	169 1 7	..	72 12 3	376 2 2	618 0 0
Professional Colleges ..	..	..	..	..	..	..	..	..	..	..	..	..
High schools including Intermediate Colleges.	7,64,531	7,63,363	+1,163	44.1	.5	27.73	27.67	87 10 2	0 15 4	55 2 3	55 0 0	198 11 9
Middle schools { English ..	8,01,129	2,92,650	+8,479	40.81	4.09	13.6	41.5	26 10 3	2 10 9	3 13 11	27 1 1	65 4 0
{ Vernacular ..	2,80,667	2,43,033	+32,634	50.97	25.23	1.6	22.2	10 10 1	5 4 2	0 5 4	4 10 0	20 13 7
Primary schools ..	5,43,156	4,63,431	+80,725	36.62	43.4	2.76	12.17	3 12 8	5 0 4	0 4 7	1 4 2	10 5 9
Special schools ..	1,95,241	1,86,067	+9,174	78.12	.24	2.94	17.07	402 7 6	1 4 0	20 4 7	91 2 3	515 2 4
Total ..	21,53,760	20,27,332	+1,26,428	45.22	16.41	13.36	25.01	12 14 9	4 11 0	3 13 0	7 2 3	28 9 0
GRAND TOTAL ..	3,18,53,380	3,03,85,596	+1,68,284	57	13.4	13.8	15.8	14 10 0	3 7 1	8 7	4 1 0	25 10 8

* Includes expenditure on buildings.

GENERAL SUMMARY.

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GENERAL TABLE I.—INDIANS AND EUROPEANS.

Classification of Educational Institutions for the official year 1925-26.

	For Males.						For Females.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNIZED INSTITUTIONS.												
Universities .. .. .	..	..	..	4	..	4	..	..	..	..	..	..
Colleges :—												
Arts and Science	1	..	..	6	..	7	..	..	..	2	..	2
Law .. .. .	..	..	..	..	2	2	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Education	3	..	..	..	..	3	..	..	..	..	..	..
Engineering	1	..	..	..	..	1	..	..	..	..	..	..
Agriculture	1	..	..	..	..	1	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Forestry .. .. .	..	..	..	8	..	8	..	..	..	..	..	..
Veterinary Science	1	..	..	..	..	1	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	8	..	..	20	2	80	..	..	..	3	..	3
Total	15	..	..	38	4	57	..	..	..	5	..	5
High schools	48	..	3	107	5	168	..	..	..	25	1	26
Middle schools { English	1	..	4	54	19	78	..	..	1	36	1	38
{ Vernacular	8	552	19	12	7	598	..	..	17	46	3	121
Primary schools	14	13,568	705	3,729	205	(a)18,221	44	11	197	530	47	1,576
Total	71	14,120	731	3,902	236	19,060	65	792	215	687	52	1,761

Special schools—														
Art schools	1	..	..	..	..	1	..	..	..	..	..	..	..	..
Law school .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical schools	1	..	..	..	..	1	1	..	..	..	..	..	1	1
Normal and Training schools ..	8	70	8	..	..	86	13	2	3	13	1	..	82	..
Engineering and Survey schools.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial schools	22	8	1	99	..	70	..	..	..	3	1	..	4	..
Commercial schools .. ..	..	..	..	3	..	3	..	..	..	..	..	..	..	..
Agricultural	1	..	..	..	..	1	..	..	..	..	..	..	..	..
Reformatory	1	..	..	..	..	1	..	..	..	..	..	..	..	..
Schools for Defectives..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other schools	97	23	13	151	13	277	..	..	..	..	..	..	..	..
Total	71	101	62	193	13	440	14	2	3	16	2	97		
Total for Recognized Institutions..	157	14,221	793	4,133	253	19,557	79	794	213	653	54	1,803		
Unrecognized Institutions	..	..	1	..	2,719	2,720	..	..	..	..	172	172		
Grand Total, all Institutions ..	157	14,221	794	4,133	2,972	22,277	79	794	213	653	226	1,975		

* Includes one Oriental College.

(a) The number includes 784 primary schools solely for depressed classes with 24,269 scholars in them.

GENERAL TABLES.

7A

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GENERAL TABLE

Distribution of scholars attending Educational

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Art and Science ..	526	381	25	..	..	..	..	..	..
Law ..	766	670	132	..	..	..	..	..	..
of medicine ..	..	..	..	..	..	..	..	..	..
Education ..	180	174	156	..	..	..	..	..	..
Engineering ..	203	190	169	..	..	..	..	..	..
Agriculture ..	123	96	123	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..	..	..
Forestry ..	53	53	53	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..
Total ..	1,856	1,564	663	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High schools ..	18,857	16,671	2,337	..	..	..	1,301	1,153	..
„ Middle schools } English ..	92	82	30	..	..	..	530	439	7
„ Middle schools } Vernacular ..	1,641	1,305	178	800,554	41,187	15,640	1,500	1,276	159
„ Primary schools ..	730	521	..	800,554	570,464	1,132	64,957	45,657	..
Total ..	21,920	18,579	2,545	851,430	611,651	16,772	68,288	48,525	166
In Art schools ..	160	139	33	..	..	..	..	..	..
„ Law schools ..	..	..	..	..	..	..	..	..	..
„ Medical schools ..	325	287	..	..	..	..	..	..	..
„ Normal and Training schools ..	699	671	698	563	547	491	57	56	8
„ Engineering and Survey schools ..	..	..	..	..	..	..	..	..	..
„ Technical and Industrial schools ..	1,342	1,056	369	94	81	12	6	6	..
„ Commercial schools ..	..	..	..	..	..	..	..	..	..
„ Agricultural schools ..	55	48	55	..	..	..	..	..	..
„ Reformatory schools ..	127	125	127	..	..	..	..	..	..
„ Schools for Defectives ..	..	..	..	..	..	..	..	..	..
„ Schools for Adults ..	..	..	..	..	..	..	..	..	..
„ Other schools ..	1,798	1,516	8	655	505	14	1,465	1,058	22
Total ..	4,506	3,882	1,295	1,312	1,133	517	1,528	1,120	30
Total for Recognized Institutions ..	27,682	24,025	4,503	852,742	612,784	17,289	69,816	49,645	196
In Unrecognized Institutions ..	..	..	..	..	..	..	27	..	..
Grand Total, all Institutions ..	27,682	24,025	4,503	852,742	612,784	17,289	69,843	49,645	196

(a) Scholars reading Arts and Science in the Teaching Universities ; of this number
 (b) Includes 472 scholars also reading Law.
 (c) Scholars reading Arts and Science in the Degree Colleges ; this number includes
 (d) The number of scholars reading in Intermediate classes.

IIA.—INDIANS AND EUROPEANS.

Institutions for males for the official year 1925-26.

Aided.			Unaided.			Grand total of—			Number of females included in column 16.
Scholars on roll on March 31.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll.	Average attendance.	Residents in approved hostels.	
10	11	12	13	14	15	16	17	18	19
3,599	2,960	2,234	..	..	..	(a)(b) 3,599	2,960	2,234	} 4 .. 3 1 1 2
823	749	509	..	..	..	(c)1,349	1,130	534	
2,988	2,347	1,309	394	350	197	(d)4,148	3,367	1,638	
875	784	338	221	169	83	1,096	903	421	
233	238	203	..	..	..	233	238	203	
86	70	22	..	..	..	266	244	178	
530	525	476	..	..	..	733	715	645	
..	..	..	..	..	..	123	96	128	
730	613	359	..	..	..	730	613	359	
..	..	..	..	..	..	53	53	53	
9,869	8,236	5,450	615	519	280	12,340	10,319	6,393	11
33,594	29,208	5,236	2,506	2,222	891	56,258	49,254	8,464	64
6,639	5,612	392	1,637	1,279	38	8,948	7,412	967	142
547	454	23	246	200	20	54,810	44,422	16,020	4
124,951	94,115	243	7,440	5,626	..	998,632	716,383	1,375	86,937
165,781	129,389	6,394	11,829	9,327	949	1,118,648	817,471	26,326	37,147
..	..	..	..	..	..	160	139	38	..
..
..	..	..	..	..	..	325	287	..	..
..	..	..	..	..	..	1,319	1,274	1,197	..
..
1,142	873	484	..	..	..	2,584	2,016	865	20
232	177	30	..	..	..	232	177	30	2
..	..	..	..	..	..	55	48	55	..
..	..	..	..	..	..	127	125	127	..
..
5,928	4,749	236	339	224	33	10,235	8,092	313	62
7,302	5,799	750	389	224	33	15,037	12,158	2,625	84
182,952	143,424	12,594	12,833	10,070	1,262	1,146,025	829,948	35,844	37,242
..	..	..	68,121	..	..	63,143	..	..	2,340
182,952	143,424	12,594	80,954	10,070	1,262	1,214,173	839,948	35,844	39,582

237 scholars read in the Oriental departments of Lucknow and Benares Hindu Universities.

523 scholars in the Oriental College and 67 scholars also reading Law.

GENERAL TABLE

Distribution of schools attending Educational

	Government.			District board.			Municipal board.		
	Scholars on roll on March 31.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Arts and Science .. ..	..	..	..	..	..	..	..	..	..
Medicine .. ..	..	..	..	..	..	..	..	..	..
Education .. ..	..	..	..	..	..	..	..	..	..
Total .. ..	..	..	..	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High schools .. ..	..	..	..	..	..	..	..	..	..
„ Middle schools { English .. ..	..	..	..	..	..	..	115	87	..
„ Middle schools { Vernacular	5,516	3,808	86	815	590	9	1,327	878	..
„ Primary schools	1,406	964	..	23,555	16,496	..	11,163	7,535	..
Total	6,922	4,772	86	24,370	17,086	9	12,605	8,500	..
In Medical schools	64	56	45	..	..	..	..	..	..
„ Normal and Training schools	96	89	58	4	4	..	11	10	..
„ Technical and Industrial schools .. ..	..	..	..	..	..	..	..	..	..
„ Commercial schools .. ..	..	..	..	..	..	..	..	..	..
„ Agricultural schools .. ..	..	..	..	..	..	..	..	..	..
„ Schools for Adults .. ..	..	..	..	..	..	..	..	..	..
„ Other schools .. ..	..	..	..	..	..	..	..	..	..
Total	160	145	103	4	4	..	11	10	..
Total for Recognized Institutions	7,082	4,917	189	24,374	17,090	9	12,616	8,510	..
In Unrecognized Institutions .. ..	..	..	..	..	..	..	..	..	..
Grand Total, all Institutions	7,082	4,917	189	24,374	17,090	9	12,616	8,510	..

IIB.—INDIANS AND EUROPEANS.

Institutions for females for the official year 1925-26.

Aided.			Unaided.			Grand total of—			Number of males included in column 16.
Scholars on roll on March 31.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls.	Average attendance.	Residents in approved hostels.	
10	11	12	13	14	15	16	17	18	19
111	99	91	..	..	..	111	99	91	..
.. 2	.. 2	.. 2	..	..	..	.. 2	.. 2	.. 2	..
113	101	93	..	..	..	113	101	93	..
3,765	3,200	2,035	73	62	..	3,838	3,262	2,035	448
4,340	3,918	2,192	160	158	..	4,615	4,163	2,192	435
5,545	3,745	169	259	163	..	13,462	9,184	264	190
16,540	13,099	216	324	216	..	52,988	37,310	216	619
30,190	22,002	4,612	816	599	..	74,903	53,919	4,707	1,692
..	..	..	..	..	..	64	56	45	..
134	130	109	18	18	..	263	251	167	..
45	45	42	4	4	..	52	49	42	2
..
..
..
182	175	151	22	22	..	979	356	254	2
30,435	23,238	4,856	838	621	..	75,395	54,376	5,054	1,694
3	..	..	4,054	..	..	4,057	..	..	97
30,438	23,238	4,856	4,892	621	..	79,452	54,376	5,054	1,791

GENERAL TABLE IIIA.—
EXPENDITURE ON EDUCATION FOR
Expenditure on buildings includes Rs. 2,28,717 spent by
“Miscellaneous” includes the

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

	Government Institutions.					
	Govern- ment funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>University and Inter- mediate Education.</i>						
Universities ..	..	..	..	..	..	..
Arts Colleges ..	45,513	..	..	..	..	45,513
Professional Colleges ..	..	..	..	..	..	..
Law ..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..
Education ..	1,62,811	..	..	..	3,640	1,66,451
Engineering ..	1,50,076	..	..	66,741	2,26,309	4,43,126
Agriculture ..	1,04,400	..	..	3,071	..	1,07,471
Commerce ..	..	..	..	..	..	..
Forestry ..	1,25,812	..	..	..	..	1,25,812
Veterinary Science ..	..	..	..	..	..	..
Intermediate Colleges ..	4,33,453	..	..	1,27,071	5,537	5,66,061
Total ..	10,22,065	..	..	1,96,883	2,35,486	14,54,434
<i>School Education— General.</i>						
High schools ..	11,20,855	..	..	3,55,404	3,391	14,84,650
Middle { English ..	12,237	..	..	1,616	11	13,864
schools { Vernacular ..	30,172	..	..	1,160	..	31,332
Primary schools ..	9,326	1,151	..	6	..	10,383
Total ..	11,72,490	1,151	..	3,58,186	8,402	15,40,229
<i>Special.</i>						
Art schools ..	57,905	..	..	2,401	1,973	62,279
Law schools ..	..	..	..	..	..	..
Medical schools ..	1,45,130	..	..	3,933	6,358	1,55,421
Normal and Training schools.	2,00,998	390	843	..	620	2,02,851
Engineering and Survey schools.	..	..	..	..	..	..
Technical and Industrial schools.	5,22,095	350	635	2,606	11,890	5,37,576
Commercial schools ..	..	..	..	..	..	..
Agricultural schools ..	20,106	..	..	..	..	20,106
Reformatory schools ..	58,532	..	..	..	..	58,532
Schools for Defectives ..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..
Other schools ..	25,864	1,978	..	10,307	1,942	40,091
Total ..	10,30,630	2,718	978	19,247	22,783	10,76,356
GRAND TOTAL ..	32,25,185	3,869	978	5,74,316	2,66,671	40,71,019

INDIANS AND EUROPEANS.

MALES FOR THE OFFICIAL YEAR 1925-26.

the Public Works Department on Educational buildings.

following main items:—

and non-recurring), 4—Petty repairs to school buildings, 5 - Educational Gazette charges.

10 Medicines, 11—Rates and taxes, 12—Other miscellaneous expenses.

District Board Institutions.					Municipal Board Institutions.				
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	:
..
..
..
..
..
..
..
..
..
..
..
7,63,867	8,20,930	4,701	1,75,926	8,311	12,79,785	27,480	..	24,783	29,785
47,74,464	12,51,895	22,069	2,00,186	26,095	62,74,159	3,600	..	14,598	3,991
..	..	..	..	..	..	2,609	..	40,355	3,129
..	..	..	..	..	..	1,90,951	813	3,78,352	8,046
55,44,831	15,72,925	26,770	3,76,062	34,406	75,53,894	2,24,640	813	4,58,288	44,951
..
..
1,15,789	34,962	96	..	..	1,50,847	3,032	..	11,575	..
..
2,897	7,777	..	..	34	10,758	..	..	700	..
..
..
..
..
1,040	3,956	120	..	3,302	8,918	6,891	..	2,764	..
1,19,726	46,695	216	..	3,886	1,70,523	9,923	..	15,039	..
56,64,057	16,19,020	26,966	3,76,062	88,292	77,24,417	2,34,563	813	4,73,627	44,951

GENERAL TABLE IIIA.—
EXPENDITURE ON EDUCATION FOR
Expenditure on buildings includes Rs. 2,28,717 spent
“ Miscellaneous ” includes the

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

	Municipal Board Institutions.		Aided Institutions.					
	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.
	17	18	19	20	21	22	23	24
<i>University and Intermediate Education.</i>	<i>Rs.</i>	<i>Rs.</i>	<i>Rs.</i>	<i>Rs.</i>	<i>Rs.</i>	<i>Rs.</i>	<i>Rs.</i>	<i>Rs.</i>
Universities ..	..	..	14,78,159	..	200	5,41,674	2,19,430	22,39,463
Arts Colleges ..	..	..	2,36,832	9,600	7,930	2,04,529	56,415	5,15,356
Professional Colleges ..	..	..	..	..	..	..	..	..
Law ..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..
Engineering ..	..	..	..	..	..	..	..	..
Agriculture ..	..	..	..	..	..	..	..	..
Commerce ..	..	..	27,168	..	..	17,030	..	44,248
Forestry ..	..	..	..	..	..	..	..	..
Veterinary science ..	..	..	..	..	..	..	..	..
Intermediate Colleges..	..	..	3,17,625	..	2,700	3,01,070	2,88,911	9,10,306
Total ..	..	..	20,59,834	9,600	10,830	10,64,353	5,64,756	37,09,373
<i>School Education—General.</i>								
High schools ..	32	32,030	9,34,300	2,490	29,632	3,35,792	4,67,866	22,71,130
Middle (English ..	138	22,327	1,93,439	2,063	11,035	1,29,933	1,24,534	4,61,004
Schools. { Vernacular ..	41	46,134	1,583	4,051	1,545	1,625	7,025	1,5,829
Primary schools ..	4	5,78,666	2,92,776	1,54,186	78,709	17,182	1,00,224	6,43,077
Total ..	215	7,29,207	14,22,098	1,62,790	1,20,971	9,85,532	6,99,649	33,91,040
<i>Special.</i>								
Art schools ..	..	..	..	..	..	..	..	..
Law schools ..	..	..	..	..	..	..	..	..
Medical schools ..	..	..	..	..	..	..	..	..
Normal and Training schools.	..	14,607	..	..	..	..	..	..
Engineering and Survey schools.	..	..	..	..	..	..	..	..
Technical and Industrial schools.	..	700	26,543	7,052	1,716	715	36,072	72,108
Commercial schools ..	..	..	2,400	..	131	2,658	6,325	11,517
Agricultural schools ..	..	..	..	..	..	..	..	..
Reformatory schools ..	..	..	..	..	..	..	..	..
Schools for defective ..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..
Other schools ..	..	9,655	26,812	20,511	9,752	97	89,588	1,46,795
Total ..	..	24,962	55,755	27,598	11,602	3,470	1,31,995	2,30,420
GRAND TOTAL ..	215	7,54,169	35,37,637	1,90,388	1,48,403	20,73,355	13,96,400	73,30,833

* Includes expenditure also on six

INDIANS AND EUROPEANS.

MALES FOR THE OFFICIAL YEAR 1925-26.

by the Public Works Department on Educational buildings.

following main items :—

and non-recurring), 4—Petty repairs to school buildings, 5—Educational Gazette charges, 10—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.
Direction	1,94,739	..	..	..	..	1,94,739
Inspection	9,31,834	13,684	29,768	..	..	9,75,286
Buildings, etc. .. .	16,52,927	5,73,634	76,487	21,775	9,01,920	32,26,743
Miscellaneous .. .	10,61,050	4,83,917	1,09,594	7,44,102	12,16,634	36,15,297
Totals	38,40,550	10,71,235	2,15,349	7,65,877	21,18,554	80,12,065
Recognized Unaided Institutions.						
	Fees.	Other sources.	Total.			
	25	26	27			
	Rs.	Rs.	Rs.			
..	..	..	..	14,78,159	..	200
..	..	..	..	2,82,395	9,600	7,930
7,912	..	7,912	..	..	..	7,912
..	..	..	..	1,62,811	..	..
..	..	..	..	1,50,076	..	..
..	..	..	..	1,04,400	..	..
..	..	..	..	27,168	..	..
..	..	..	..	1,25,812	..	..
31,356	1,45,400	1,76,756	..	7,51,078	..	2,700
39,268	1,45,400	1,84,668	..	..	..	4,59,497
..	..	..	..	30,81,899	9,600	10,830
..	..	..	..	..	..	13,00,504
..	..	..	..	..	..	9,45,642
..	..	..	..	..	..	58,48,475
45,798	97,865	1,43,663	20,82,635	2,490	54,465	12,67,779
26,285	42,989	69,224	2,09,276	2,063	25,633	5,74,154
252	2,687	2,939	3,04,231	3,24,981	46,601	1,61,825
685	26,934	27,619	52,67,417	14,07,545	4,79,630	1,82,092
78,020	1,70,425	2,43,445	83,63,559	17,37,079	6,06,329	1,58,257
..	..	..	57,905	..	..	2,401
..	..	..	..	..	..	1,973
..	..	..	1,45,130	..	..	3,933
..	..	..	3,19,819	35,352	12,014	6,358
..	..	..	..	..	..	620
..	..	..	5,51,535	15,189	3,051	49,046
..	..	..	2,400	..	134	6,325
..	..	..	20,106	..	..	..
..	..	..	58,532	..	..	..
..
1,601	22,307	24,408	60,607	26,470	12,636	1,18,149
1,601	22,307	24,408	12,16,084	77,011	27,835	24,318
1,13,889	3,38,682	4,52,521	1,65,02,042	28,94,925	8,60,843	39,28,450
						41,53,704
						2,83,45,024

Associated Intermediate Colleges.

GENERAL

EXPENDITURE ON EDUCATION FOR

Expenditure on buildings includes Rs. 11,685 spent by

"Miscellaneous" includes the

1—Scholarships, 2—Examination charges, 3—Boarding houses charge (recurring and non-purchased, 7—Prizes, 8—Rents, 9—Games charges, 10—Medicines,

	Government Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>University and Intermediate Education.</i>						
Arts Colleges ..	..	..	..	..	..	..
Professional Colleges ..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..
Education..	..	..	..	..	..	..
Intermediate Colleges	..	..	..	..	..	..
Total ..	..	..	..	..	..	..
<i>School Education—General.</i>						
High schools ..	..	..	..	..	..	..
Middle (English	..	..	..	..	..	..
schools. { Vernacular ..	99,339	..	..	1,707	..	1,01,046
Primary schools ..	24,435	..	..	421	..	24,856
Total ..	1,23,774	..	..	2,128	..	1,25,902
<i>Special.</i>						
Medical schools ..	33,770	..	..	..	..	33,770
Normal and Training schools.	74,852	..	..	306	..	75,158
Technical and Industrial schools.	..	..	..	..	..	..
Commercial schools ..	..	..	..	..	..	..
Agricultural schools ..	..	..	..	..	..	..
Schools for adults ..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..
Total ..	1,08,622	..	..	306	..	1,08,928
Grand totals, Females	2,32,396	..	..	2,434	..	2,34,830
Grand Total, Males ..	32,25,185	3,869	978	5,74,316	2,66,671	40,71,019
Grand Total for all ..	34,57,581	3,869	978	5,76,750	2,66,671	43,05,349

TABLE IIIB.—INDIANS AND EUROPEANS.

FEMALES FOR THE OFFICIAL YEAR 1925-26.

the Public Works Department on Educational buildings.

following main items :—

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

District Board Institutions.						Municipal Board Institutions.			
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..
..
..
..
..
..
..
..	..	..	..	..	..	7,261	..	4,943	479
3,337	8,792	..	..	..	12,129	2,400	..	27,898	..
1,04,523	99,133	731	172	500	2,05,064	5,591	..	1,17,747	117
1,07,865	1,07,925	731	172	500	2,17,193	15,252	..	1,50,583	596
..
..
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..
..
201	101	302	3,156	..	131	..
..
..
..
..
..
..
..
..
..
201	101	302	3,156	..	131	..
1,08,066	1,08,026	731	172	500	2,17,495	18,403	..	1,50,714	596
56,64,057	16,19,020	26,936	3,76,063	38,292	77,24,417	2,34,563	813	4,73,627	44,951
57,72,123	17,27,046	27,717	3,76,234	38,792	79,41,912	2,52,971	813	6,24,341	45,547

GENERAL
EXPENDITURE ON EDUCATION FOR
Expenditure on buildings includes Rs. 11,685 spent by
"Miscellaneous" includes the

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

	Municipal Board Institutions.		Aided Institutions.					
	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.
	17	18	19	20	21	22	23	24
<i>University and Intermediate Education.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts colleges ..	..	..	17,243	..	..	7,422	38,366	63,036
Professional Colleges ..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..
Intermediate Colleges..	..	..	48,320	..	..	6,396	43,706	98,422
Total ..	..	..	65,568	..	..	13,818	82,072	1,61,453
<i>School Education—General.</i>								
High schools ..	..	..	2,88,307	1,477	2,220	1,97,321	1,67,878	6,57,408
Middle (English ..	..	12,683	1,15,667	2,672	4,713	40,465	1,24,929	2,83,446
schools } Vernacular ..	..	30,293	38,008	9,335	24,798	2,765	8,266	1,33,167
Primary schools ..	..	1,23,455	66,553	23,541	24,917	14,444	62,799	1,92,254
Total ..	..	1,66,431	5,09,030	37,025	56,648	2,54,995	4,13,872	12,71,570
<i>Special.</i>								
Medical schools ..	..	..	..	..	..	..	..	..
Normal and Training..	..	3,237	37,988	..	..	7,011	30,034	75,093
schools.								
Technical and Industrial	..	..	2,570	240	..	..	656	3,466
schools.								
Commercial schools ..	..	..	..	..	..	..	..	..
Agricultural schools ..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..
Total ..	..	3,237	40,558	240	..	7,011	80,740	73,549
Grand Total, Female ..	..	1,69,718	6,15,156	37,265	56,648	2,75,824	5,26,684	15,11,577
Grand totals, Males ..	215	7,54,169	35,37,687	1,99,988	1,43,403	20,53,355	13,96,400	73,30,333
Grand totals for all ..	215	9,23,887	41,52,843	2,37,253	2,00,051	23,29,179	19,23,084	88,42,410

* The expenditure on the Degree classes attached to Crosthwaite Girls' College, Allahabad, is not in this

TABLE IIIB.—INDIANS AND EUROPEANS.

FEMALES FOR THE OFFICIAL YEAR 1925-26.

the Public Works Department on Educational buildings

following main items :—

recurring), 4—Petty repairs to school buildings, 5—Educational Gazette charges, 6—Cost of books
11—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 .. ..	..	..	1,13,388	5,588	6,700	..	..	1,25,626
Buildings, etc. .. ..	..	..	1,02,630	11,725	14,319	32,943	87,544	2,49,061
Miscellaneous .. ..	..	..	1,69,841	20,228	34,405	73,865	1,82,070	4,80,409
Total			3,85,859	37,491	55,424	1,06,708	2,69,114	8,55,096
Recognized Unaided Institutions.								
Fees.	Other sources.	Totals.						
25	26	27						
Rs.	Rs.	Rs.						
..	..	..	17,248	..	..	7,422	38,366	* 63,036
..
..
..	..	..	48,320	..	..	6,396	42,706	98,422
..	..	..	65,568	..	..	13,813	82,072	1,61,458
8,406	..	8,406	2,38,807	1,477	2,220	2,05,727	1,67,878	6,66,109
..	..	..	1,22,928	2,672	9,656	40,944	1,24,529	3,01,129
..	4,032	4,032	1,43,079	18,127	52,691	4,472	62,298	2,80,667
..	3,527	3,527	2,01,107	1,22,674	1,43,395	15,154	66,825	5,49,156
8,406	7,559	15,965	7,55,921	1,44,950	2,07,962	2,66,297	4,21,931	17,97,061
..	..	..	33,770	..	..	..	..	33,770
372	2,994	3,366	1,16,197	101	131	7,689	33,078	1,57,196
..	809	809	2,570	240	..	..	1,465	4,275
..
..
..
372	3,803	4,175	1,52,537	341	131	7,689	34,543	1,95,241
8,778	11,362	20,140	13,59,835	1,82,782	2,63,517	3,94,512	8,08,160	30,08,856
1,13,889	3,38,632	4,52,521	1,65,02,042	28,94,925	8,60,843	39,23,450	41,58,76	2,83,45,024
1,22,667	3,49,994	4,72,661	1,78,61,927	30,77,707	11,24,360	43,22,962	49,66,924	3,13,53,880

met by the University of Allahabad and is therefore included in the University expenditure and amount.

GENERAL TABLE IVA.—INDIANS AND EUROPEANS.

*Race or creed of scholars in Institutions for the General Education of Males
for the official year 1925-26.*

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadians.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	
			Higher castes.	Depress- ed classes.							
	1	2	3	4	5	6	7	8	9	10	
Total, Population ..	21,403	87,610	20,243,949		3,385,151	300	520	9,959	36,853	23,787,745	
<i>School Education.</i>											
Classes.											
Primary ..	A	121	617	260,897	38,554	68,616	5	2	81	25	368,908
	B	119	328	152,125	16,199	32,023	1	7	90	39	200,931
	I	140	372	137,092	12,185	27,965	2	10	55	28	177,849
	II	203	274	93,829	6,787	18,776	5	8	28	17	119,927
	III	269	354	70,683	3,444	13,391	2	14	43	18	83,218
	IV	322	345	43,734	1,624	9,452	2	9	40	12	60,540
Middle ..	V	348	250	26,017	537	5,116	1	10	36	..	32,315
	VI	317	223	21,768	334	4,215	1	13	27	1	26,899
	VII	261	165	18,321	227	3,416	1	11	28	1	22,431
	VIII	199	126	6,164	47	1,502	..	8	29	3	8,073
High ..	IX	144	106	5,472	25	1,243	..	8	14	3	7,015
	X	166	110	4,245	65	924	..	7	8	2	5,537
Intermediate ..	XI	14	37	1,416	1	566	..	3	10	1	2,048
	XII	22	42	1,494	3	528	1	5	5	..	2,100
Total ..	2,645	3,949	848,247	80,032	187,743	21	115	494	150	1,122,796	
<i>University and Intermediate Education.</i>											
Intermediate classes.	{ 1st year ..	..	..	828	14	6	..	..	..	..	348
	{ 2nd year ..	..	..	314	7	2	..	..	1	..	324
Degree classes	{ 3rd year ..	2	12	828	1	322	..	1	3	1	1,170
	{ 4th year ..	3	12	954	1	383	..	1	3	1	1,358
	{ 5th year ..	1	4	217	..	19	..	..	2	..	243
Post-graduates classes.	{ 6th year ..	3	4	235	..	156	..	..	1	..	449
	{ 7th year ..	..	2	92	..	105	..	..	..	..	199
Research students ..	..	..	28	..	5	..	1	..	..	34	
Total ..	9	34	3,719	23	1,143	..	3	10	2	4,943*	
Number of scholars in Re- cognized Institutions.	2,654	3,883	851,966	80,055	188,891	21	118	504	152	1,127,744	
Number of scholars in Un- recognized Institutions.	..	409	34,503	2,656	30,561	..	..	2	12	63,148	
GRAND TOTAL ..	2,654	3,792	886,474	82,711	219,452	21	118	506	164	1,195,892	

* The number includes 673 Hindus and 150 Muhammadans reading in the Benares Sanskrit College and in the Oriental departments of Lucknow and Benares Hindu Universities.

GENERAL TABLE IV-B,—INDIANS AND EUROPEANS.

Race or creed of scholars in Institutions for the General Education of Females for the official year 1925-26.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadians.	Buddhist.	Parsis.	Sikhs.	Others.	Total.
				Higher castes.	Depressed classes.						
		1	2	4	4	5	6	7	8	9	10
Total, Population ..		10,540	81,153	18,366,513		3,092,881	188	405	5,275	31,087	21,583,042
<i>School Education.</i>											
Classes.											
Primary	A	380	1,023	26,516	1,181	7,078	..	7	23	26	30,234
	B	347	573	10,170	402	2,260	..	19	9	15	13,795
	I	320	653	7,585	247	1,499	..	4	10	7	10,325
	II	287	603	4,720	114	731	..	4	7	10	6,481
	III	295	592	2,056	54	262	..	9	3	4	3,275
	IV	243	389	1,165	23	145	..	7	..	2	1,979
Middle	V	232	305	470	7	61	..	5	..	..	1,080
	VI	189	219	954	9	38	..	2	1	..	812
	VII	172	98	74	..	13	..	2	1	..	360
	VIII	126	68	52	..	8	..	4	1	..	259
High..	IX	82	89	29	..	4	..	..	1	..	155
	X	83	92	27	..	5	..	..	1	..	143
Intermediate	XI	6	22	16	..	2	..	..	..	1	47
	XII	1	10	11	..	2	..	..	..	..	24
Total		2,768	4,631	53,245	2,037	12,108	..	63	57	65	74,974
<i>University and Intermediate Education.</i>											
Intermediate classes.	1st year	..	..	..	..	..	..	..	..	..	..
	2nd year	..	..	..	..	..	..	..	..	..	..
Degree classes	3rd year	1	5	6	..	3	..	..	..	..	15
	4th year	2	10	4	..	3	..	..	..	..	19
	5th year	..	..	..	..	..	..	..	..	..	..
Post-graduate classes.	6th year	..	..	3	..	..	..	..	..	..	3
	7th year	..	..	3	..	..	..	..	..	..	3
Research students		..	..	..	..	..	..	..	..	..	..
Total		3	15	16	..	6	..	..	..	..	40
Number of scholars in Recognized Institutions.		2,771	4,646	53,261	2,037	12,114	..	63	57	65	75,014
Number of scholars in Unrecognized Institutions.		..	178	1,989	167	1,723	..	..	1	..	4,057
GRAND TOTAL		2,771	4,824	55,250	2,204	13,836	..	63	58	65	79,071

GENERAL TABLE VA.—INDIANS AND EUROPEANS.

Race or creed of scholars in Institutions for the Vocational and Special Education of Males for the official year 1925-26.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
			Higher caste.	Depressed classes.						
	1	2	3	4	5	6	7	8	9	10
<i>Schools.</i>										
Arts schools .. ..	..	3	104	..	52	..	..	1	..	160
Law schools .. ..	..	..	..	..	..	..	..	..	..	..
Medical schools ..	5	216	..	..	76	..	..	28	..	325
Normal and Training schools.	..	..	1,033	26	253	..	..	..	7	1,319
Engineering and Survey schools.	..	..	..	..	..	..	..	..	..	..
Technical and Industrial schools.	71	357	1,216	216	712	..	2	9	1	2,584
Commercial schools ..	13	27	115	33	44	..	..	..	..	232
Agricultural schools ..	..	..	32	..	23	..	..	..	..	55
Reformatory schools ..	..	..	83	12	32	..	..	..	..	127
Schools for Defective ..	..	..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..	..	..
Other schools .. ..	..	45	7,238	369	2,574	1	..	..	8	10,235
Total	69	648	9,821	656	3,766	1	2	93	16	15,037
<i>Colleges.</i>										
Law	1	4	840	1	238	..	1	3	8	1,096
Medicine .. ..	..	6	193	..	36	..	1	2	..	238
Education	1	10	170	1	84	..	..	..	..	266
Engineering	10	1	586	9	31	..	..	102	..	733
Agriculture .. ..	..	1	87	..	39	..	..	1	..	123
Commerce	1	11	671	..	43	..	2	2	..	730
Forestry	3	2	36	1	4	3	..	4	..	53
Veterinary Science ..	..	..	..	..	..	..	..	..	..	..
Total	16	35	2,583	6	475	3	4	114	8	3,244
GRAND TOTAL	105	683	12,404	662	4,241	4	6	152	24	18,281

GENERAL TABLE VB.—INDIANS AND EUROPEANS.

Race or creed of scholars in Institutions for the Vocational and Special Education of Females for the official year 1925-26.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
			Higher caste.	Depressed classes.						
	1	2	3	4	5	6	7	8	9	10
<i>Schools.</i>										
Medical schools ..	2	41	16	..	2	..	2	1	..	64
Normal and Training schools	33	108	108	..	19	..	..	..	..	263
Technical and Industrial schools.	..	4	10	36	..	..	..	..	2	52
Commercial schools ..	..	..	..	..	..	..	..	..	..	..
Agricultural schools ..	..	..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..	..	..
Total ..	35	148	134	36	21	..	2	1	2	379
<i>Colleges.</i>										
Medicine ..	..	..	..	..	..	..	..	..	..	..
Education ..	..	1	1	..	..	..	..	..	..	2
Total ..	..	1	1	..	..	..	..	..	..	2
GRAND TOTAL ..	35	149	135	36	21	..	2	1	2	381

GENERAL TABLE VI.—INDIANS AND EUROPEANS.

Teachers (men and women) for the official year 1925-26.

CLASS OF INSTITUTIONS.	Trained teachers with the following educational qualifications—					Untrained teachers.				Total, Trained teachers.	Total, Untrained Teachers.	Grand Total of Teachers.
	A degree.	Passed Intermediate, Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
<i>Primary schools.</i>												
Government ..	..	..	17	17	..	..	..	..	46	34	46	80
Local Board ..	..	..	18,695	2,815	33	..	85	..	5,972	21,543	6,057	27,600
Municipal Board ..	..	1	1,106	181	6	..	23	..	1,252	1,294	1,275	2,569
Aided ..	5	18	197	68	3	..	24	8	4,897	291	4,929	5,220
Unaided ..	..	..	67	11	..	..	2	..	523	78	530	608
Total ..	5	19	20,032	3,092	42	..	134	8	12,635	23,240	12,837	36,077
<i>Middle schools.</i>												
Government ..	2	14	128	18	..	..	5	..	152	162	157	319
Local Board ..	1	27	2,695	6	4	1	9	..	108	2,733	118	2,851
Municipal Board ..	1	4	116	18	..	..	2	..	101	139	103	242
Aided ..	40	110	200	25	9	2	64	2	794	334	862	1,246
Unaided ..	6	4	18	1	..	..	13	2	153	29	163	197
Total ..	50	159	3,157	68	13	3	93	4	1,308	3,447	1,403	4,855
<i>High School.</i>												
Government ..	417	387	58	3	57	..	35	..	313	922	398	1,320
Local Board ..	..	..	..	..	..	..	..	..	..	..	..	..
Municipal Board ..	10	11	4	..	..	1	9	..	31	25	41	66
Aided ..	403	295	145	11	27	11	522	31	1,240	831	1,804	2,635
Unaided ..	22	13	4	..	..	1	54	1	77	39	133	173
Total ..	852	706	211	14	84	13	670	32	1,661	1,867	2,376	4,243
GRAND TOTAL ..	907	884	23,450	3,174	139	16	897	44	15,664	23,554	16,621	45,175

GENERAL TABLES.

GENERAL TABLE VII.

European Education.

Total European Population	Male .. 18,171		Female .. 6,990		Total .. 25,161		Percentage to European population of those at school—				
	Males. 18·9		Females. 35·3		Total. 23·47						
Institutions.	Scholars on roll on March 31.	Average daily attendance.	Number of females in institutions for males and vice versa.	Teachers.		Expenditure from—					
				Trained.	Untrained.	Government funds.	Board funds.	Fees.	Other sources.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	
<i>Institutions for Males.</i>						Rs.	Rs.	Rs.	Rs.	Rs.	
Intermediate Colleges..	4	41	29	..	38	14	1,06,654	..	92,396	1,07,705	3,06,755
Training Colleges..	..	..	..	..	..	..	..	..	..	..	..
High schools ..	8	2,367	2,220	48	89	39	1,70,671	510	1,56,166	2,09,274	5,36,621
Middle schools ..	5	430	397	129	19	18	49,426	917	24,057	40,015	1,14,415
Primary schools ..	1	40	37	1	3	3	3,449	..	10,000	..	13,449
Training schools ..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial schools ..	..	..	..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..	..	..	..
Total ..	18	2,878	2,683	178	144	74	3,30,200	1,427	2,82,619	3,56,994	9,71,240
<i>Institutions for Females.</i>											
Arts Colleges ..	..	..	..	..	..	..	..	..	..	..	..
Training Colleges ..	..	..	..	..	..	..	..	..	..	..	..
High schools ..	16	2,020	1,999	358	106	61	2,18,294	1,477	1,38,179	1,05,515	5,13,465
Middle schools ..	6	525	573	172	15	22	32,090	1,567	26,465	11,414	71,536
Primary schools ..	13	454	330	214	20	18	28,669	640	14,084	26,094	69,491
Training schools ..	2	30	28	..	4	..	14,140	..	4,720	..	18,860
Technical and Industrial schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial schools ..	..	..	..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..	..	..	..
Total ..	37	3,029	2,930	739	145	101	2,93,193	3,634	2,33,452	1,43,023	6,73,352
Grand totals for Institutions.	55	5,907	5,613	917	289	175	6,23,393	5,111	5,16,071	5,00,017	16,44,592
Expenditure on Buildings includes no amount spent by the Public Works department—											
Inspection ..	..	..	..	..	..	..	30,520	..	..	..	30,520
Buildings, etc. ..	..	..	..	..	..	..	1,14,052	..	40,119	1,22,660	2,76,831
Miscellaneous ..	..	..	..	..	..	..	1,62,602	..	28,046	25,105	2,15,753
"Miscellaneous" includes the following main items:— Boarding grants to orphanages, stipends and travelling allowance to students at training class, Sanawar, and European School Scholarships.											
Total ..							3,07,174	..	68,165	1,47,765	5,23,104
GRAND TOTAL ..							9,30,567	5,111	5,84,236	6,47,782	21,67,696

GENERAL TABLE VIII.

Examination Results for the Official year 1925-26.

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.</i>												
<i>Arts and Science.</i>												
D. Litt. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Ph.D. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
D.Sc. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
M.A.	434	126	560	354	56	410	6	1	7	5	1	6
M.Sc.	153	5	158	116	2	118	..	..	..	..	..	..
B.A.—(Honours) ..	20	..	20	17	..	17	1	..	1	1	..	1
B.Sc.—(Honours) ..	27	..	27	17	..	17	..	..	..	..	..	..
B.A.—(Pass)	1,011	80	1,091	673	95	768	19	4	23	13	4	17
B.Sc.—(Pass)	423	..	423	298	..	298	6	..	6	6	..	6
<i>Law.</i>												
Master of Law .. ..	..	2	2	..	..	..	..	..	..	..	..	..
Bachelor of (Previous	456	..	456	195	..	195	1	..	1	..	..	..
Law. { Final	761	..	761	575	..	575	1	..	1	1	..	1
<i>Medicine.</i>												
M.D.	1	..	1	1	..	1	..	..	..	..	..	..
M.B.B.S.	34	..	34	15	..	15	1	..	1	..	..	..
L.M.S.—(Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M.C.P. & S.—(Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M.S.F.M.—(Calcutta)	..	..	..	..	..	..	..	..	..	..	..	..
M.S. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
M.—Obstetrics .. ..	..	..	..	..	..	..	..	..	..	..	..	..
B.Hyg. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
D.P.H.	8	..	8	8	..	8	..	..	..	..	..	..
B.Sc.—(Sanitary) ..	..	..	..	..	..	..	..	..	..	..	..	..
D.T.M.—(Calcutta)	..	..	..	..	..	..	..	..	..	..	..	..
<i>Engineering.</i>												
Bachelor of C. E. ..	57	..	57	49	..	49	..	..	..	..	..	..
Bachelor of M.E. ..	23	..	23	22	..	22	..	..	..	..	..	..
<i>Education.</i>												
B.E., B.T. & L.T. ..	156	1	157	137	..	137	2	..	2	2	..	2
<i>Commerca.</i>												
Bachelor of Commerce.	73	3	76	57	2	59	..	..	..	..	..	..
<i>Agriculture.</i>												
Master of Agriculture.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture.	..	..	..	..	..	..	..	..	..	..	..	..

*i.e., appearing from a recognised institution.

GENERAL TABLE VIII.

Examination Results for the official year 1925-26.

Examinations.	Male.						Female.					
	Number of examinees.			Number passed.			Number of examinees.			Number passed.		
	*Public.	Private.	Total.	*Public.	Private.	Total.	*Public.	Private.	Total.	*Public.	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
<i>Intermediate Examinations.</i>												
Intermediate in Arts	1,729	589	2,318	928	197	1,125	26	10	36	20	5	25
Intermediate in Science.	1,179	51	1,230	667	26	693	4	..	4	4	..	4
Licentiate of Civil Engineering.	41	..	41	41	..	41	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching.	70	5	75	65	2	67	10	..	10	8	..	8
Intermediate or Diploma in Commerce.	227	16	243	150	9	159	..	..	..	..	..	..
Licentiate or Diploma in Agriculture.	23	..	23	22	..	22	..	..	..	..	..	..
Veterinary Examinations.	..	..	..	..	..	..	..	..	..	..	..	..
<i>School Examinations.</i>												
<i>(a) On completion of High School Course.</i>												
Matriculation ..	147	124	271	97	55	152	..	6	6	..	2	2
School Final, etc. ..	6,278	1,130	7,408	3,471	430	3,901	54	30	84	38	12	50
European High School Cambridge Senior ..	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge Senior ..	125	52	177	75	8	83	76	6	82	42	1	43
<i>(b) On completion of Middle School Course.</i>												
Cambridge Junior ..	210	..	210	124	..	124	115	..	115	63	..	63
European Preliminary Examination.	166	..	166	142	..	142	108	..	108	62	..	62
Anglo-Vernacular Middle.	..	..	..	..	..	..	283	27	260	119	13	132
Vernacular Middle..	13,501	2,636	16,137	8,680	1,004	9,684	284	198	482	180	85	265
<i>(c) On completion of Primary Course.</i>												
Upper Primary ..	48,251	15	48,266	36,077	13	36,090	1,600	56	1,656	1,195	41	1,236
Lower Primary ..	1,04,644	397	1,04,981	85,439	296	85,735	4,670	101	4,771	3,696	69	3,765
<i>(d) On completion of Vocational Course.</i>												
<i>For Teacher's Certificates.</i>												
Vernacular, Higher ..	955	495	850	247	186	433	82	..	82	73	..	73
Vernacular, Lower ..	616	1,159	1,775	460	611	1,071	10	..	10	e	..	6
At Art Schools ..	12	..	12	12	..	12	..	..	..	..	..	..
At Law Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools..	99	..	99	80	..	80	9	..	9	8	..	8
At Engineering Schools.	..	..	..	..	..	..	..	..	..	..	..	..
At Technical and Industrial Schools.	907	57	964	770	50	820	45	..	45	36	..	36
At Commercial Schools.	104	..	104	79	..	79	..	..	..	..	..	..
At Agricultural Schools.	43	..	43	43	..	43	..	..	..	..	..	..
At other schools ..	1,053	299	1,292	687	143	830	..	..	..	..	..	..

* i.e., appearing from a recognised institution.

APPENDICES.

PROVINCIAL TABLE A.—Showing the number of scholars and percentage under instruction in each district for the year ending March 31, 1926.

District.	Population.			Number of scholars.			Percentage of male scholars to male population.	Percentage of female scholars to female population.	Percentage of total scholars to total population.
	Male.	Female.	Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10
Dehra Dun	128,176	84,067	212,243	7,114	1,696	8,810	5·55	·2	4·15
Saharanpur	515,908	421,563	937,471	26,006	1,974	27,980	5·04	·47	2·9
Muzaffarnagar	434,307	359,958	794,265	21,036	1,913	22,949	4·81	·53	2·83
Meerut	809,994	689,080	1,499,074	55,832	4,053	49,885	5·66	·59	3·33
Bulandshahr	562,529	503,990	1,066,519	22,956	2,116	25,072	4·08	·42	2·35
Total	2,450,914	2,058,658	4,509,572	122,944	11,752	134,696	5·01	·57	2·98
Aligarh	575,379	485,366	1,061,745	27,332	2,993	30,325	4·75	·61	2·85
Muttra	341,150	277,988	619,138	13,143	2,047	20,190	5·32	·73	3·26
Agra	503,298	415,857	924,155	30,201	5,429	35,630	5·94	1·3	3·85
Mainpuri	411,981	336,046	748,027	16,625	2,317	19,442	4·03	·84	2·6
Etah	449,162	380,598	829,760	16,194	2,736	18,980	3·60	·73	2·29
Total	2,235,970	1,896,855	4,132,825	103,495	16,072	124,567	4·74	·85	2·97
Bareilly	544,885	468,990	1,013,875	23,652	4,293	27,945	4·34	·91	2·75
Bijnor	339,643	350,539	740,182	21,680	3,447	25,127	5·56	·98	3·39
Budaun	527,823	447,524	975,347	15,190	2,907	18,097	2·87	·65	1·85
Moradabad	639,022	559,631	1,198,653	26,942	3,322	30,764	4·21	·63	2·57
Shahjahanpur	452,337	336,278	839,115	20,233	2,710	22,943	4·47	·70	2·73
Pilibhit	239,130	202,471	431,601	9,264	1,415	10,679	4·04	·7	2·47
Total	2,733,340	2,415,433	5,198,773	116,961	13,594	135,555	4·202	·77	2·607
Farrukhabad	469,009	337,624	856,633	24,193	4,444	28,637	5·16	1·15	3·34
Etawah	404,323	329,209	733,532	20,114	3,305	23,419	4·97	1·00	3·2
Cawnpore	637,919	511,345	1,149,664	35,190	5,321	40,511	5·52	1·04	3·52
Fatehpur	341,527	310,865	652,392	17,636	1,267	18,903	5·16	·41	2·89
Allahabad	722,183	632,257	1,404,445	45,858	4,965	50,823	6·35	·73	3·62
Total	2,574,366	2,221,300	4,795,666	142,991	19,302	162,293	5·55	·87	3·38

Jhansi	..	..	815,590	290,509	606,499	20,907	2,706	23,013	6.43	.98	3.79
Jalaun	..	..	213,334	192,055	405,439	15,750	1,368	17,618	7.38	.97	4.84
Hamirpur	..	..	224,939	215,856	440,245	14,346	1,283	15,629	6.4	.59	3.55
Banda	..	..	313,644	299,470	613,114	12,850	1,289	14,139	4.09	.43	2.306
Total	..	..	1,067,007	998,290	2,065,297	63,258	7,146	70,399	5.93	.71	3.41
Benares	..	..	461,688	439,624	901,312	47,158	4,246	1,404	10.21	.96	5.7
Mirzapur	..	..	361,635	362,548	724,183	20,428	1,581	22,009	5.64	.43	3.04
Jauupur	..	..	574,430	580,625	1,155,105	40,551	3,465	44,016	7.06	.59	3.81
Ghazipur	..	..	424,640	407,649	832,289	24,334	1,951	26,985	5.83	.47	3.23
Ballia	..	..	426,520	404,489	831,009	32,533	2,155	34,688	7.62	.58	4.17
Total	..	..	2,243,968	2,124,985	4,443,898	125,654	13,398	179,052	7.36	.61	4.03
Gorakhhur	..	..	1,653,592	1,603,288	3,266,820	70,296	3,339	74,195	4.24	.24	2.27
Basti	..	..	984,741	940,487	1,925,228	44,048	2,098	46,136	4.43	.22	2.4
Azamgarh	..	..	776,269	752,888	1,523,657	37,853	2,939	40,792	4.87	.39	2.67
Total	..	..	3,419,602	3,301,113	6,720,715	152,197	8,326	161,123	4.45	.27	2.39
Naini Tal	..	..	160,798	116,077	276,375	9,339	1,357	10,726	5.82	1.17	3.87
Almora	..	..	265,253	265,085	530,388	21,173	1,484	22,657	7.1	.56	4.27
Garhwal	..	..	232,863	252,323	485,185	19,161	323	19,484	3.23	.13	4.19
Total	..	..	658,914	633,485	1,292,399	49,703	3,164	52,867	7.54	.49	4.09
Lucknow	..	..	892,519	891,785	724,344	31,978	3,760	35,798	3.14	1.13	4.93
Unao	..	..	433,613	385,515	819,128	17,767	984	18,701	4.09	.24	2.23
Rae Bareli	..	..	474,742	461,661	936,403	21,165	905	23,070	4.67	.19	2.46
Sitapur	..	..	581,655	507,326	1,089,481	21,556	1,579	23,135	3.70	.31	2.12
Hardoi	..	..	586,166	498,244	1,034,410	24,943	3,323	23,366	4.26	.78	2.66
Kheri	..	..	485,177	428,298	913,475	12,146	1,280	13,376	2.50	.28	1.46
Total	..	..	2,953,912	2,613,829	5,567,241	130,555	12,331	142,386	4.42	.47	2.56
Fyzabad	..	..	583,485	583,445	1,171,930	24,345	1,656	26,001	4.13	.28	2.22
Gonda	..	..	752,896	720,202	1,473,098	22,299	1,031	23,330	2.96	.14	1.58
Bahraich	..	..	524,543	510,329	1,065,377	18,815	766	19,581	3.89	.14	1.83
Sultanpur	..	..	494,593	503,319	1,003,912	19,691	1,052	20,743	3.98	.20	2.06
Partabgarh	..	..	417,339	437,791	855,130	21,103	801	21,509	5.05	.18	2.56
Bara Banki	..	..	536,393	493,058	1,029,954	17,371	1,252	18,623	3.23	.25	1.80
Total	..	..	3,344,717	3,254,644	6,599,401	123,629	6,553	130,187	3.69	.201	1.97
GRAND TOTAL	..	..	23,787,745	21,588,042	45,375,737	1,176,332	117,243	1,293,625	4.94	.54	2.85
GRAND TOTAL FOR PREVIOUS YEAR.	..	..	23,787,745	21,588,042	45,375,737	1,088,137	104,278	1,192,415	4.57	.48	2.62

(31A)

PROVINCIAL TABLE B.—Giving particulars of Vernacular Primary Schools for Boys for the year ending March 31, 1926.

District.	Number of schools—							Number of scholars—						Expenditure on schools—		
	Under public management.		Under private management.				Total.	Under public management.		Under private management.				Total.	Under public management.	Aided.
	Primary.	Preparatory.	Aided.		Unaided.			Upper.	Lower.	Aided.		Unaided.				
			Primary.	Preparatory.	Primary.	Preparatory.				Upper.	Lower.	Upper.	Lower.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
															Rs.	Rs.
Dohra Dun	42	27	4	14	..	..	87	42	3,032	8	695	..	..	4,197	33,536	5,032
Saharanpur	141	79	7	85	..	..	312	2,311	10,665	49	3,172	..	..	16,197	1,05,553	12,318
Muzaffarnagar ..	125	121	4	50	..	..	300	2,376	10,716	63	1,565	..	..	14,720	1,09,917	8,504
Meerut	220	313	21	232	..	..	791	4,381	22,626	326	8,294	..	..	35,627	2,09,117	29,647
Bulandshahr	180	63	20	48	1	..	317	3,031	11,346	270	2,489	7	27	17,170	1,31,395	13,391
Total	708	613	56	429	1	..	1,807	12,561	53,385	716	16,215	7	27	87,911	5,90,018	74,392
Aligarh	146	154	6	56	..	..	362	3,208	15,655	122	2,282	..	..	21,277	1,41,180	9,076
Muttra	124	141	2	84	1	4	306	2,332	12,397	..	1,097	13	220	16,609	1,09,567	12,183
Agra	187	161	10	54	2	..	414	2,865	13,385	138	2,365	14	124	23,391	1,69,966	13,039
Mainpuri	116	141	6	42	..	..	305	2,131	12,497	43	1,583	..	..	16,254	1,03,574	10,136
Etah	133	135	6	15	1	..	290	1,773	11,333	151	579	20	43	14,409	1,10,010	3,982
Total	706	732	30	201	4	4	1,677	12,359	71,272	464	7,906	47	392	92,440	6,34,297	43,471
Bareilly	134	123	9	91	..	..	352	1,877	13,243	161	3,280	..	..	18,566	1,23,030	14,265
Budaun	137	124	1	67	..	..	329	1,813	9,651	5	1,72	..	..	13,041	1,12,106	8,412
Bijnor	120	102	6	67	..	..	295	2,267	11,495	75	2,604	..	..	16,441	1,12,559	12,953
Moradabad	151	175	6	69	..	29	430	2,141	15,976	142	2,961	81	795	22,046	1,51,390	13,620
Shahjahanpur ..	130	191	1	120	..	..	442	2,493	12,912	19	3,631	..	..	19,060	1,27,022	20,564
Pilibhit	83	42	4	55	..	..	184	1,006	5,634	53	1,515	..	..	8,203	63,368	7,756
Total	755	762	27	439	..	29	2,042	11,602	63,916	435	15,563	31	795	97,362	6,94,525	77,570
Farrukhabad ..	182	171	3	136	..	..	432	2,753	15,473	188	3,344	..	..	22,268	1,50,604	13,118
Etawah	153	115	3	58	..	..	334	2,729	13,743	66	1,712	..	..	18,250	1,20,667	10,971
Cawnpore	224	219	4	69	..	2	503	5,204	20,855	36	1,803	..	122	28,115	2,47,400	19,373
Fatehpur	135	113	22	86	..	..	305	2,313	12,636	217	1,381	..	..	16,597	1,14,634	6,566
Allahabad	297	174	2	213	..	..	636	4,026	23,372	11	6,153	..	..	34,032	2,55,412	32,945
Total	996	792	34	502	..	2	2,326	17,030	86,634	518	14,933	..	122	119,292	8,97,736	83,473

Jhansi	141	170	7	59	..	..	877	1,822	13,644	78	2,262	..	..	17,801	1,80,688	9,168
Jalaun	109	116	1	48	6	11	286	1,647	9,817	11	1,060	124	684	13,948	92,859	6,280
Banda	182	150	2	81	1	..	316	1,712	12,453	80	889	12	119	15,215	1,29,143	8,662
Hamirpur	186	67	2	66	..	..	271	1,475	9,094	6	1,760	..	..	12,937	90,610	11,408
Total	518	508	12	199	7	11	1,250	6,656	45,008	122	5,971	186	808	53,695	4,38,348	35,518
Benares	239	109	12	56	..	13	429	4,527	29,915	314	2,624	..	267	87,647	2,79,678	24,618
Mirzapur	141	128	..	81	3	15	313	1,935	14,903	..	898	42	665	13,448	1,19,967	5,560
Jaunpur	244	171	1	122	1	100	639	5,038	25,565	58	4,551	7	3,518	88,752	2,20,271	14,587
Ghazipur	171	136	1	84	..	..	392	3,177	17,183	102	2,350	..	..	23,317	1,54,802	21,926
Ballia	255	110	10	72	..	..	447	4,183	22,530	95	2,721	..	..	29,529	2,02,451	18,837
Total	1,050	649	24	365	4	123	2,220	18,885	1,10,151	569	13,689	49	4,450	147,748	9,78,169	80,528
Gorakhpur	409	206	10	163	1	..	789	7,902	45,795	149	6,354	26	98	60,326	8,25,962	27,446
Basti	245	250	7	166	..	..	638	4,545	27,412	222	5,620	..	..	87,779	2,81,809	17,222
Azamgarh	299	203	7	176	..	..	625	3,951	21,836	67	6,678	..	..	82,517	2,06,605	32,767
Total	898	659	24	505	1	..	2,052	16,398	95,049	408	18,647	28	98	180,622	7,63,976	77,485
Naini Tal	71	81	1	20	..	..	178	956	6,112	1	680	..	..	7,699	59,040	6,189
Almora	147	92	5	64	..	..	308	2,367	18,866	69	2,587	..	..	13,390	1,21,808	18,455
Garhwal	126	186	1	51	..	..	364	1,870	13,254	24	1,584	..	..	16,432	1,84,516	7,995
Total	344	359	7	135	..	..	845	4,893	32,732	94	4,751	..	..	42,470	8,15,364	26,939
Lucknow	196	131	3	56	..	..	326	2,556	16,197	57	2,129	..	..	20,939	1,65,151	8,922
Unao	128	91	5	79	..	..	298	2,097	11,752	42	2,214	..	..	16,105	96,524	13,026
Rae Bareilly	184	88	..	95	..	..	317	2,405	14,760	..	2,847	..	..	19,912	1,81,895	12,646
Sitapur	158	145	4	40	1	4	82	2,742	18,853	72	1,498	2	145	18,812	1,93,537	5,954
Hardoi	194	277	8	91	..	..	565	3,170	18,135	61	2,854	..	..	24,220	1,75,506	12,279
Kheri	88	124	6	47	..	..	260	1,444	7,628	44	1,732	..	..	10,848	83,404	8,660
Total	828	576	21	403	1	4	2,118	14,414	82,225	276	13,274	2	145	110,386	7,95,577	59,487
Fyzabad	174	94	9	58	..	..	335	2,974	16,057	68	2,375	..	..	21,474	1,45,874	14,519
Gonda	161	135	1	62	..	4	358	2,462	15,506	8	1,962	..	..	19,972	1,35,887	10,094
Bahraich	188	175	5	19	..	1	338	1,807	14,867	108	1,158	..	26	17,461	1,16,218	10,587
Sultanpur	141	78	3	43	..	..	260	2,741	13,558	37	1,660	..	..	17,991	1,18,290	9,512
Partabgarh	175	54	19	80	1	..	279	2,438	15,310	144	1,479	16	40	19,427	1,28,222	8,014
Bara Banki	129	120	6	81	1	2	291	1,960	11,902	831	888	18	74	15,217	1,11,321	5,203
Total	913	651	45	283	2	7	1,351	14,382	86,695	741	9,417	29	279	111,643	7,55,848	57,878
GRAND TOTAL	7,711	6,576	280	3,046	20	185	18,218	129,180	787,061	4,368	120,371	329	7,111	998,415	68,63,208	6,21,737
GRAND TOTAL FOR PREVIOUS YEAR.	7,861	6,594	214	3,083	24	67	17,848	118,044	692,419	2,629	104,296	573	8,357	921,318	65,57,215	6,82,804