

GENERAL REPORT
ON
PUBLIC INSTRUCTION
IN THE
United Provinces of Agra and Oudh
For the quinquennium ending
March 31, 1927



ALLAHABAD:
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1927

PREFACE.

MR. R. H. MOODY, M.A., Inspector of Schools, Allahabad division, was placed on special duty to assist in the preparation of this report; on him devolved the task of selection and arrangement of material and of drafting the bulk of the report. The care and thoroughness with which he discharged these duties have minimized my labour and rendered my task a pleasant one.

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

Director of Public Instruction,

November, 1927.

United Provinces.

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*Errata to the General Report on Public Instruction for the
quinquennium ending March 31, 1927.*

PAGE.	DETAIL.
6	In line 11 from the bottom <i>for</i> "1,020,565" <i>read</i> "1,029, 565".
6-7	In diagram 111(b), Chapter II, <i>for</i> figures "1, 2, 3, etc.," of percentage <i>read</i> "·1, ·2, ·3, etc."
22	In line 4 from the bottom <i>for</i> "recognised" <i>read</i> "reorganized".
49	<i>Delete</i> "Rs." from the statement.
52	In line 15 <i>for</i> "resitial" <i>read</i> "residential".
53	In the first line <i>for</i> "condition" <i>read</i> "condition".
53	In line 12 from the bottom <i>delete</i> the heading "Increase".
58	In the third column of the statement <i>insert</i> the word "in" between "candidates" and "English".
69	In line 22 <i>for</i> "totally" <i>read</i> "totalling".
76	In line 10 <i>for</i> "disgested" <i>read</i> "digested".
91	In the second statement <i>for</i> "Hostels, boarding-houses, etc.," <i>read</i> "Miscellaneous".
92	In line 9 <i>for</i> "Hostels, etc.," <i>read</i> "Miscellaneous".
95	In line 18 <i>for</i> "areas" <i>read</i> "arrears".
101	From line 6 from the bottom <i>delete</i> the phrase "the contract expired on March 31, 1927".

APPENDICES.

10A	In column 7, opposite "Primary schools" <i>for</i> "11,156" <i>read</i> "11,136".
12A	In column 4, opposite "Intermediate Colleges" <i>for</i> "122,862" <i>read</i> "122,662".

General Report on Public Instruction in the United Provinces for the quinquennium ending March 31, 1927.

CHAPTER I.

PRELIMINARY.

The quinquennium under review is noteworthy not only for progress which can be measured by statistics in almost every branch of education but also for the initiation of new movements or acceleration of movements already in progress. The potentialities of these movements are undoubted, but sufficient time has not yet elapsed for manifestation of results on which a definite judgment may be pronounced. Perhaps the most far-reaching is the development that has taken place in the study of the vernacular languages. At the close of the last quinquennium a vernacular language was one of the compulsory subjects in public examinations up to and including the high school stage, and the vernacular as a medium of instruction in primary and middle classes had but lately been introduced into anglo-vernacular schools. Candidates in the high school examination are now allowed to use the vernacular in answering question-papers in certain subjects; Hindi and Urdu are now optional subjects of study and examination in the intermediate stage; the vernacular languages have succeeded also in establishing a footing in universities in which courses of instruction are now provided, and candidates in the faculty of arts for the bachelor's or the master's degree may offer Hindi or Urdu as a subject for examination; and an academy for the promotion of Hindustani literature has been established.

Introductory
review.

The euthanasia of the Indian Educational Service may also be noted; the European members of that service now enjoy the benefits of improved pay and free passages recommended by the Lee Commission; but, recruitment having been discontinued, the service as presently constituted is in gradual dissolution and the service which will take its place has not yet achieved birth.

The scheme of compulsory primary education in municipalities has been introduced and has been in operation sufficiently long for defects to manifest themselves and for counteracting measures to be devised; and the United Provinces District Board Primary Education Act of 1926 is being followed by the development of schemes of district boards for the introduction of compulsion within their areas. The stagnation prevalent in the infant classes of primary schools has been receiving careful consideration, and amending schemes, although not yet mature, are being devised to deal with this and to render the primary course more suited to the needs of villagers.

Adaptations have been made in the course of secondary education to render it more suitable as a preparation for more specialized training for a life career, and agriculture and manual training have been introduced into vernacular middle schools. There has been marked progress in technical and industrial schools affording specialized training. Music has become a subject of instruction in anglo-vernacular schools and a college has been established for its advanced study.

Compulsory physical training has been introduced into some universities and degree colleges; in schools such training is compulsory and measures have been devised for rendering it more efficient. A new system of medical inspection of schools and scholars has been experimentally introduced in ten important educational centres.

Although the advantages of the unitary teaching and residential university are admitted, the necessity, in the present conditions of the country, of the continuance of the affiliating institution is recognized; the establishment of the Agra University has separated the affiliating university from the other universities in these provinces and will allow both types of institutions freedom to work out their separate destinies.

Indian
Educational
Service.

The numbers of posts in the Indian Educational Service at the beginning and end of the quinquennium are shown in the following statements :—

—	Posts occupied.		Posts vacant.		Total number of posts.	
	Men.	Women.	Men.	Women.	Men.	Women.
1921-22	43	3	6	1	49	4
1926-27	29	1	13	1	42	2

Seven men's posts and two women's posts in the Indian Educational Service have thus been abolished.

The numbers of European and Indian officers in the Indian Educational Service in 1921-22 and 1926-27, were as follows :—

—	Men.			Women.		
	European.	Indian.	Total.	European.	Indian.	Total.
1921-22	32	11	43	3	..	3
1926-27	17	12	29	1	..	1

The decrease in the number of European male officers is accounted for as follows :—

Retired on superannuation pension	4
Retired on proportionate pension	9
Died	1
Transferred to Bombay Presidency	1
Total	15

The increase in Indian members of the service is explained as follows :—

Appointed in 1922-23	2
Died	1
Increase	1

It is sad to have to record the deaths of two officers, Mr. J. A. Ewing in 1924 and Dr. A. P. Sarkar in 1925, both professors of the Muir Central College, Allahabad, who had rendered valuable service in that institution.

Of the officers who retired on attaining the age of superannuation, particular mention must be made of Sir Claude de la Fosse, D. Litt., M.A., C.I.E., Director of Public Instruction for the long period of 15½ years. The close of his tenure of office will be permanently marked by great reforms in the sphere of university and secondary education and by establishment of a secure basis for expansion schemes of vernacular education which are now coming to fruition. He played a most important part in the establishment of the Lucknow University and in the reorganization of the University of Allahabad. As Vice-Chancellor of the latter university he continued to show the administrative ability which made him a conspicuous Director of Public Instruction and he rendered invaluable service to the university in its first years as a teaching and residential institution. Mr. P. S. Burrell, M.A., C.I.E., who retired on superannuation in 1926, was also a highly valued officer of the Allahabad University in which he was Professor of Philosophy and Dean of the Faculty of Arts. His range of experience on the administrative, inspecting, and collegiate sides was unique among the members of the service and gave additional weight to the counsel and criticism which, when called on, he never refused to give; as a professor and teacher he has left a wide circle of former pupils and fellow-workers who remember him with affection and respect for his wide learning, great intellectual ability and strong yet kindly personality.

Recruitment for the Indian Educational Service has ceased since July, 1922, and will not be resumed; the number of officers of that service will, therefore, progressively decline. The recommendations of the Lee Commission that there should be no further recruitment for the Indian Educational Service and that the personnel required for this branch of administration should be recruited and appointed by local Governments have been accepted by His Majesty's Government. As posts in the Indian Educational Service become vacant they are held temporarily in abeyance and temporary posts in the United Provinces Educational Service are created in order that the work may be carried on. This, however, is but a temporary expedient and the formation of a new superior Provincial Educational Service on lines suggested by the Government of India to replace the Indian Educational Service is at present engaging the attention of Government.

No change has yet taken place in the scheme of school classes and in the links connecting the vernacular middle school with the higher, and necessarily anglo-vernacular, educational institution. In anglo-vernacular institutions there is a continuous course from class III to class XII terminating in the intermediate examination. The vernacular course of education ends after class VII with the Vernacular Final Examination. A boy, knowing little or nothing of English, passing out of the vernacular middle school, has normally to spend two years in special classes in an anglo-vernacular school before being admitted to class VIII of that institution; thereafter his course is identical with that of the other pupils of the anglo-vernacular school; but he has spent two years more than the others in the course from class III to class XII. The introduction of the vernacular as the medium of instruction in English schools and the opening of English classes in large numbers in vernacular middle schools will remove to a very great extent the necessity of the special classes; but these events have been of too recent occurrence for the manifestation of any appreciable effect.

The
educational
ladder.

Vernacular in English schools, and English in vernacular schools.

More than ten years ago English ceased to be the medium of instruction in the primary and middle classes of anglo-vernacular schools. The Board of High School and Intermediate Education has now permitted candidates in the high school examination to answer in their vernacular questions in subjects other than English. The introduction of the vernacular as a medium of examination in the high section of anglo-vernacular schools and the simultaneous extension of English classes in vernacular schools and introduction of English as an optional subject in the Vernacular Final Examination make a step, the significance of which can at present be hardly sufficiently appreciated; it may be considered to mark the beginning of the break-down of the division between anglo-vernacular and vernacular schools with their different curricula and examinations.

Although inspecting officers consider that the change of medium of instruction has resulted in deterioration, much of that deterioration is of a temporary nature being due to the inefficiency of the teacher to teach in the vernacular; the deterioration in English, however, is likely to be more permanent but it may be minimized. It is permissible now to envisage an ideal, however incapable of realization it may be in the near future, of a uniform course of education leading from the primary to the intermediate stage, marked at the close of the middle stage by an examination which includes English as one of its optional subjects, and at the high and intermediate stages by examinations in which English is compulsory; a single continuous curriculum may be devised governing the instruction imparted in primary schools, middle schools with or without English as an optional subject, and high and intermediate institutions in which English will be a compulsory subject of instruction in middle and higher classes.

Vocational training in schools.

There has been during the quinquennium a demand for the introduction of vocational subjects into schools of all stages. Those who press for the introduction of vocational training in the ordinary schools appear to think that a boy on leaving school at any of the well-marked stages should be able immediately thereafter to earn his own living in some vocation taught him in school. The Board of High School and Intermediate Education carefully considered the whole question of introducing vocational subjects into the courses for the high school and intermediate examinations. The Board came to the definite conclusion that vocational education is not an essential part of education in anglo-vernacular schools, and that the demand would be best met by special institutions which should grant diplomas in the various subjects offered. The Board did, however, attempt so to group the subjects included in the intermediate examination, that, while providing for an introduction to university study, they should also fit students to enter upon higher specialised courses in technical and professional institutions. At the other end of the course the Board of Vernacular Education felt that vocational education should be postponed later than the primary stage and at one of its meetings passed a somewhat negative resolution to the effect that it had no objection to the introduction of vocational education in primary schools where there is a teacher capable of giving it and where there is an industry that could provide a livelihood for those who are given this education. The Director of Industries, United Provinces, is insistent in his view that schools designed to impart general education

cannot, by the mere inclusion of industrial subjects in the courses taught, turn out boys or men who will find employment straight away in a particular industry, and that such schools should not make the attempt; it will still be necessary for their students to go to factories or technical schools for practical workshop training before they can expect to have any value in the labour market. He considers that "training for definite employment in industries and commerce must be preceded by a good general education of a practical character given in primary and secondary schools. What is wanted is not the tacking on of a vocational or technical subject to existing schools and colleges but the imparting of a practical turn to the curriculum; not the undertaking of preparation for a particular profession but the training of physical and mental faculties with the object of bringing about the desired educational results."

It may be agreed that the concern of the ordinary school is to give the pupil a sound basis of general education which is both necessary and suitable as an introduction to the specialized study required for the practice of the craft or profession chosen by him. The department has introduced agriculture and manual training in selected middle vernacular schools, not with a view of turning out practical farmers and carpenters, but because these subjects are in themselves of high educative value, and, possessing a vocational bias, are particularly suitable for adoption as subjects to be taught in favourably situated schools.

CHAPTER II.

SUMMARY.

Number of institutions.

The changes in the number of educational institutions in the quinquennia 1917—1922 and 1922—1927, are shown in the following statement :—

	Number of institutions.			Percentage increase in period	
	1916-17.	1921-22.	1926-27.	1917—1922.	1922—1927.
Recognized institutions ..	12,912	13,555	22,068	+44%	+13%
Unrecognized institutions ..	4,816	3,011	2,752	-37% (decrease).	-8%
Total ..	17,728	21,566	24,820	+20%	+15%

The great reduction that took place in the number of unrecognized institutions during the period 1917—1922 was stated in the last quinquennial report to be due to the extension of grants-in-aid. The number has declined during the quinquennium 1922—1927 more gradually but progressively except for the year 1926-27 when there was a transitory increase of 31 institutions.

Enrolment.

The following statement corresponding to the one foregoing shows the enrolments at the beginning and end of the quinquennia 1917—1922 and 1922—1927 :—

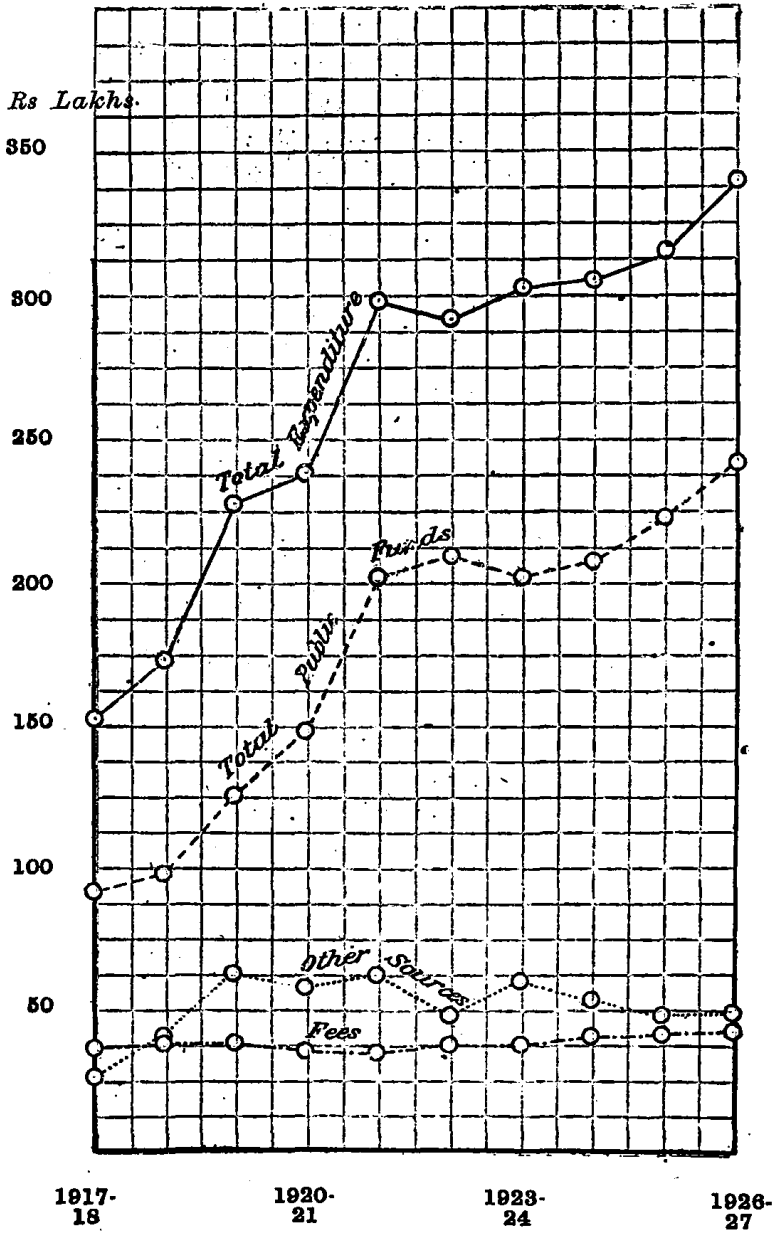
	Enrolment on March 31.			Percentage increase in period.	
	1917.	1922.	1927.	1917—1922.	1922—1927.
Recognized institutions ..	805,420	965,059	1,280,450	+20%	+33%
Unrecognized institutions ..	89,466	64,506	63,951	-28%	+7%
Total ..	894,886	1,029,565	1,344,401	+15%	+31%

Expenditure.

The increase in total expenditure has been much less and more gradual during the period 1922—1927 than during the preceding quinquennium 1917—1922. The total expenditure has risen from Rs. 2,98,13,563 in 1921-22 to Rs. 3,37,79,166 in 1926-27, an increase of 13 per cent.; the preceding quinquennium had seen a rise of over 100 per cent. from Rs. 1,47,45,922. Diagram I(a) following shows graphically the annual increase throughout the decade in the total expenditure and the variation in the component amounts of that expenditure met from (1) public funds, (2) fees and (3) other sources; diagram I(b) illustrates the proportions contributed from these

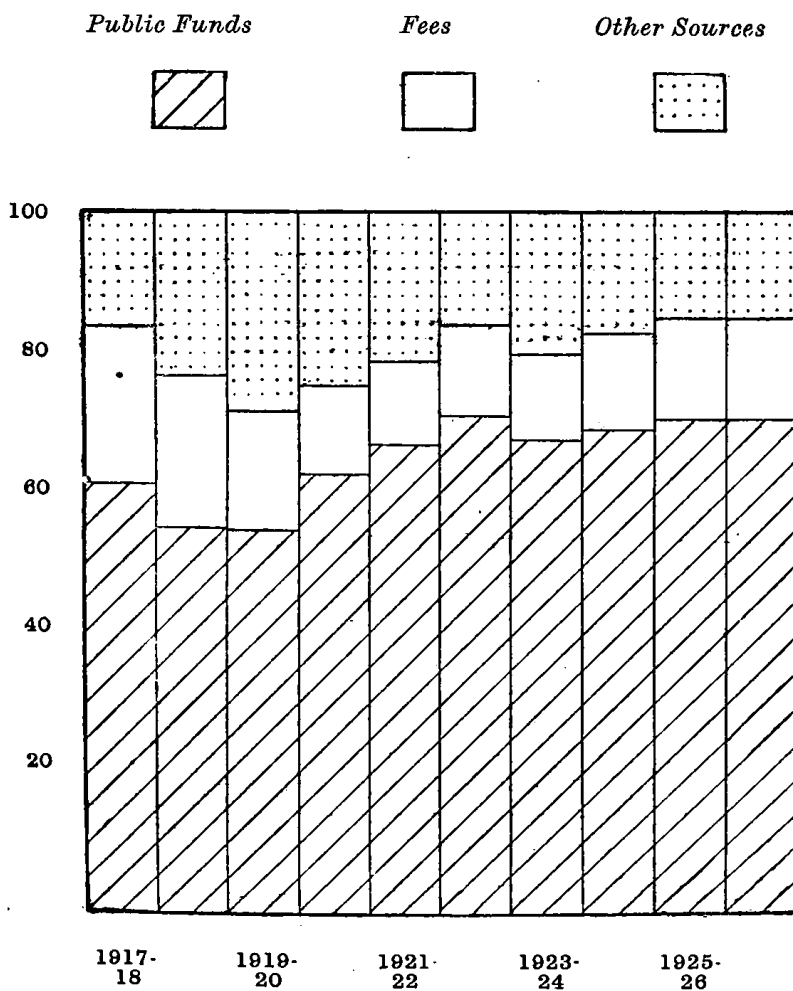
TOTAL EXPENDITURE ON EDUCATION IN I (a).

Contributions from Public Funds, Fees, and other Sources.



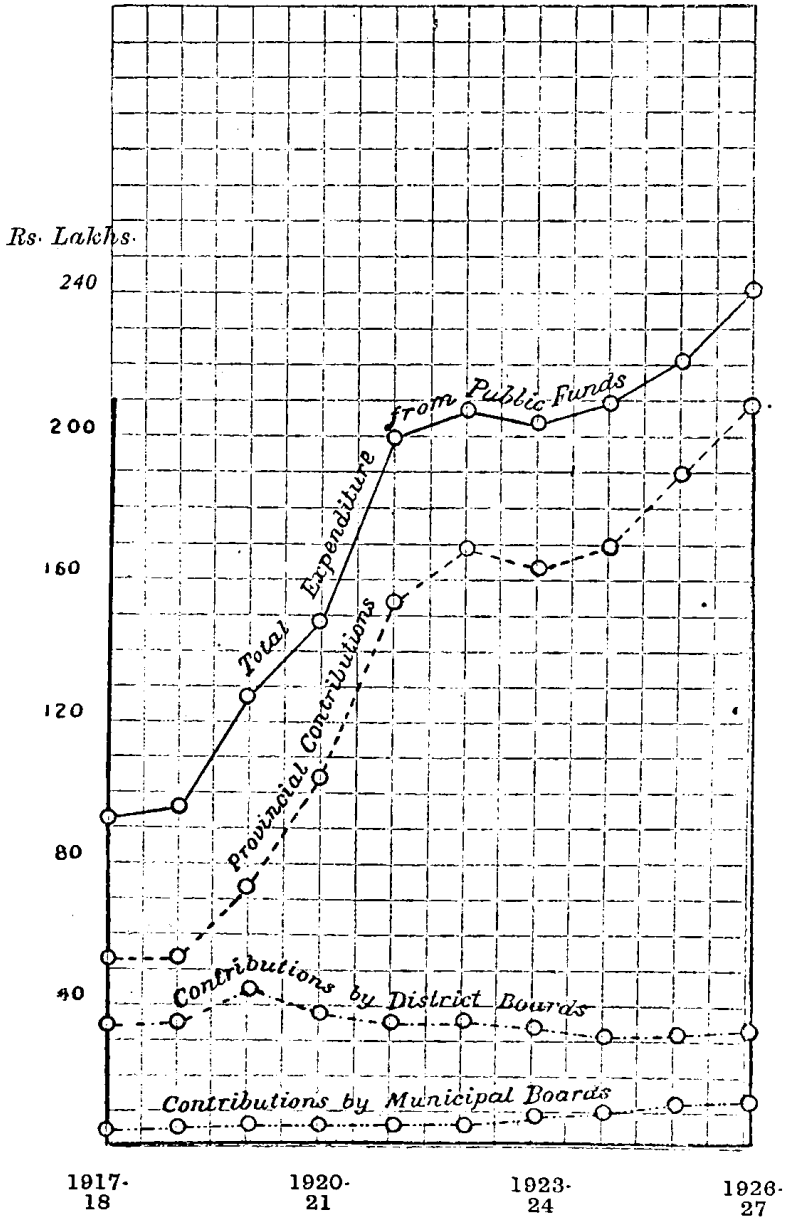
THE UNITED PROVINCES, 1917 TO 1927.

I (b).

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

EXPENDITURE FROM ON EDUCATION IN THE UNITED II (a).

*Contributions by
Provincial, District, and Municipal Authorities.*

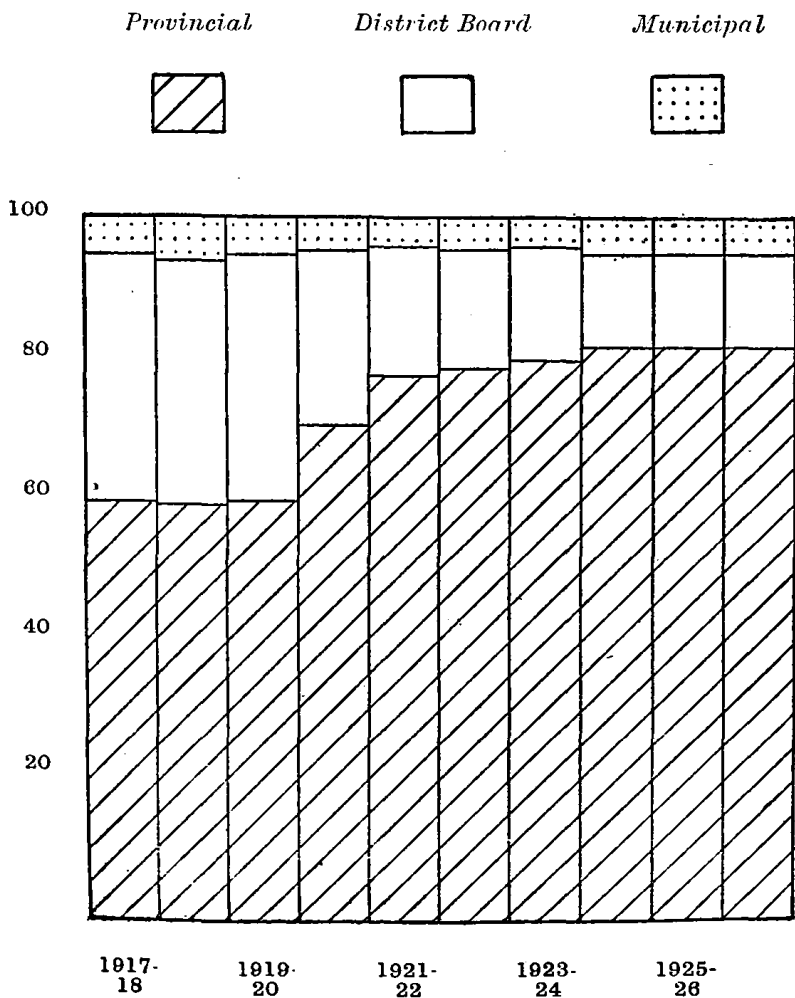


PUBLIC FUNDS

PROVINCES, 1917 TO 1927.

II (b).

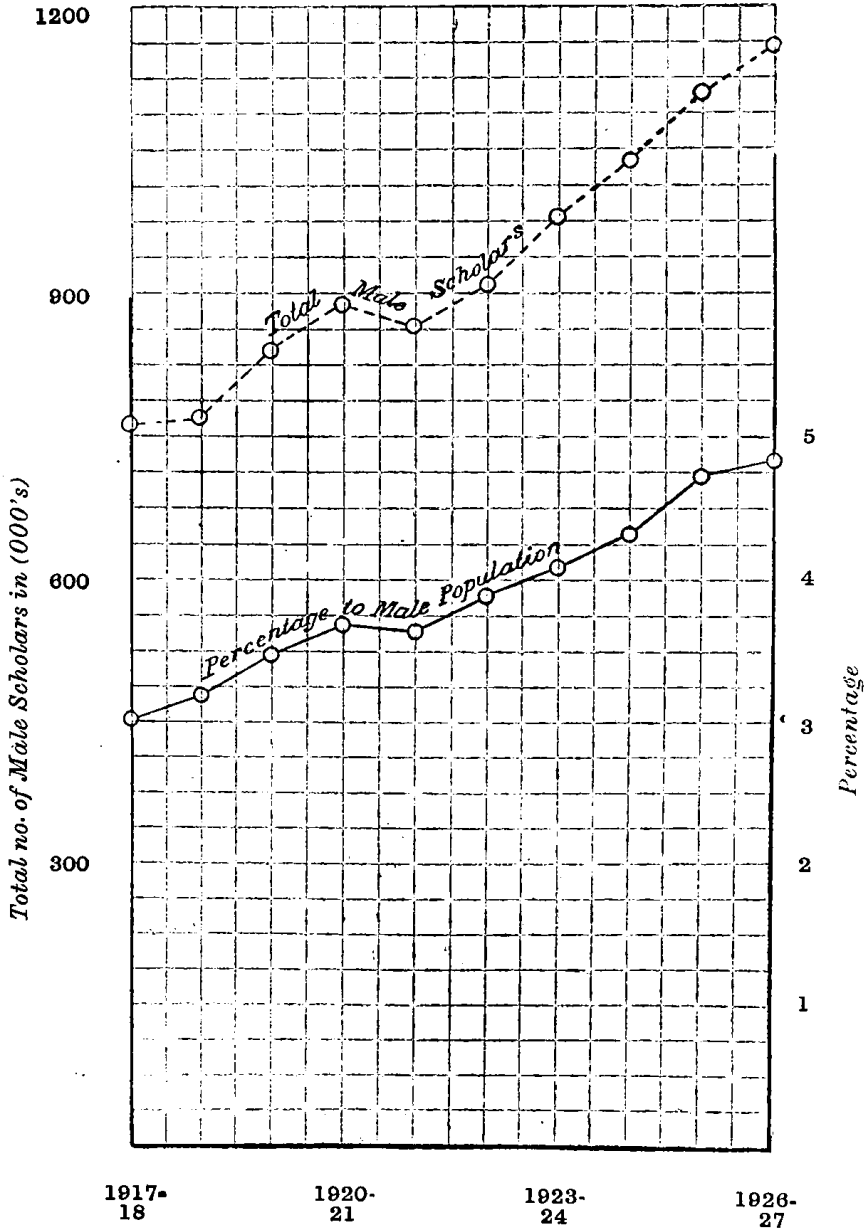
*Proportions Contributed by
Provincial, District Board, and Municipal Authorities.*



PROGRESS OF MALE AND FEMALE EDUCATION

III (a).

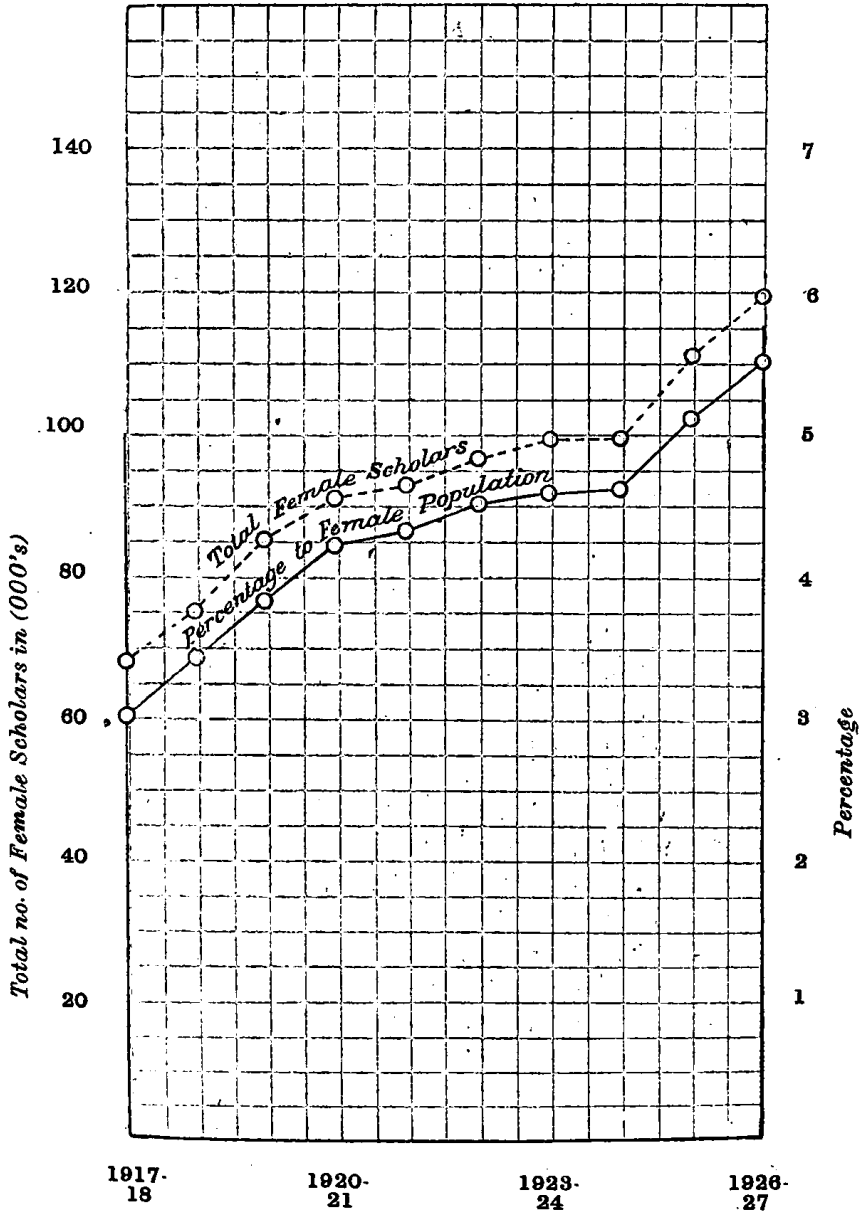
Boys.



IN THE UNITED PROVINCES, 1917 TO 1927.

III (b).

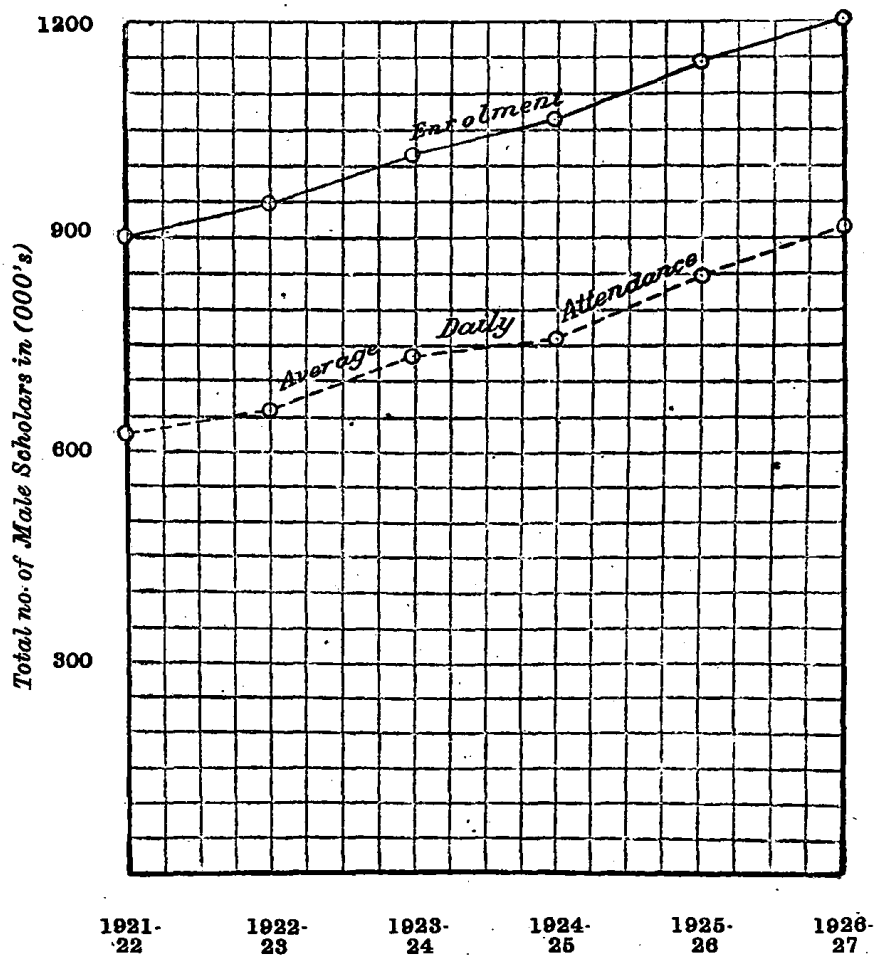
Girls.



PROGRESS OF MALE AND FEMALE EDUCATION

Enrolment and Average Attendance IV (a).

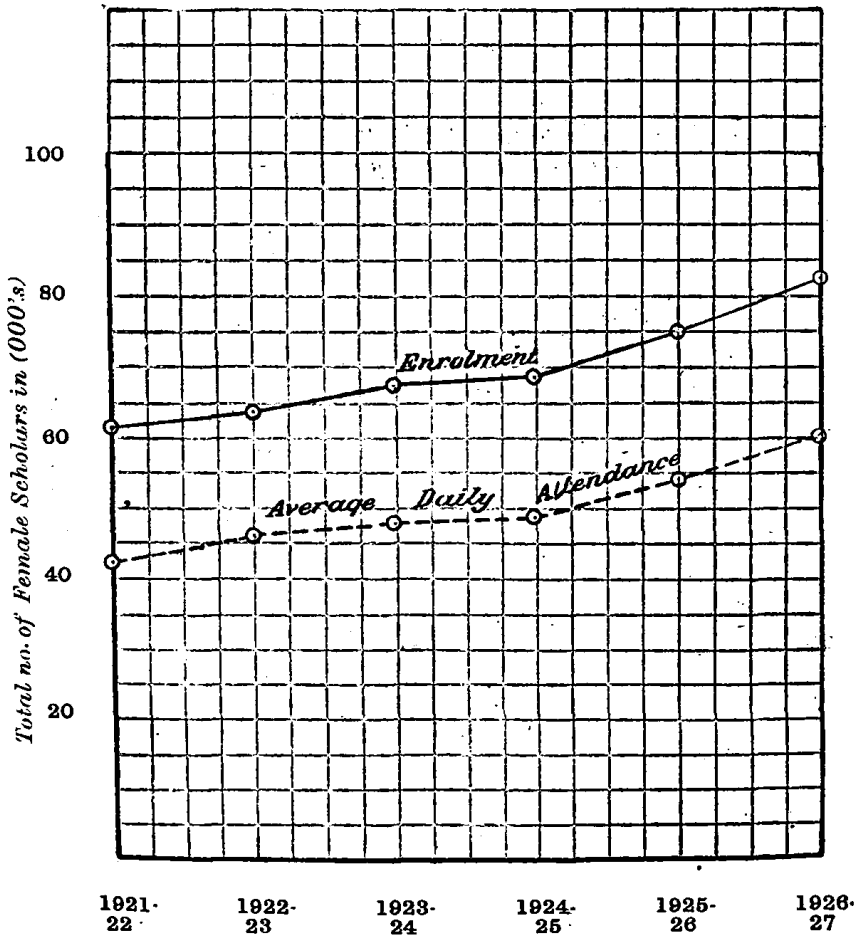
Boys.



in Recognised Institutions

IV (b).

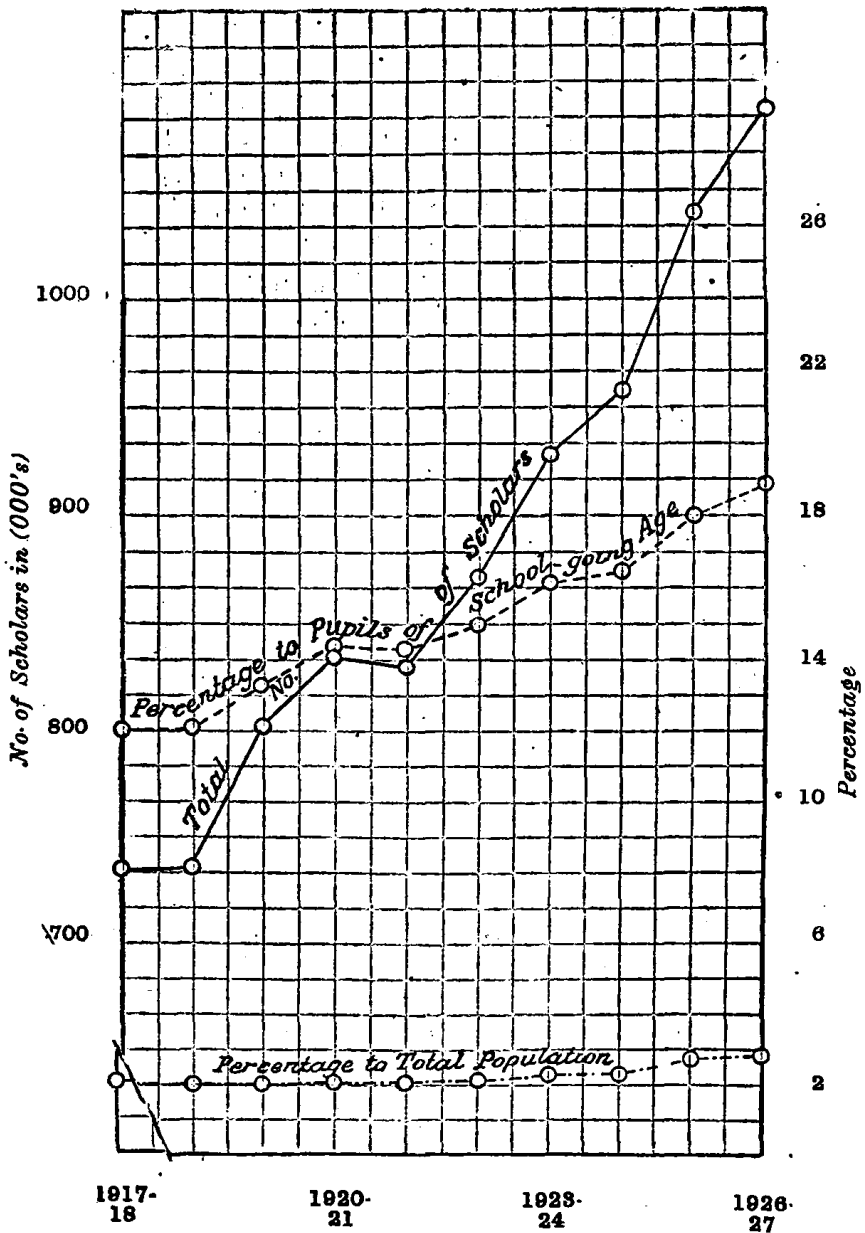
Girls.



PROGRESS OF EDUCATION AMONG IN THE UNITED PROV

V (a).

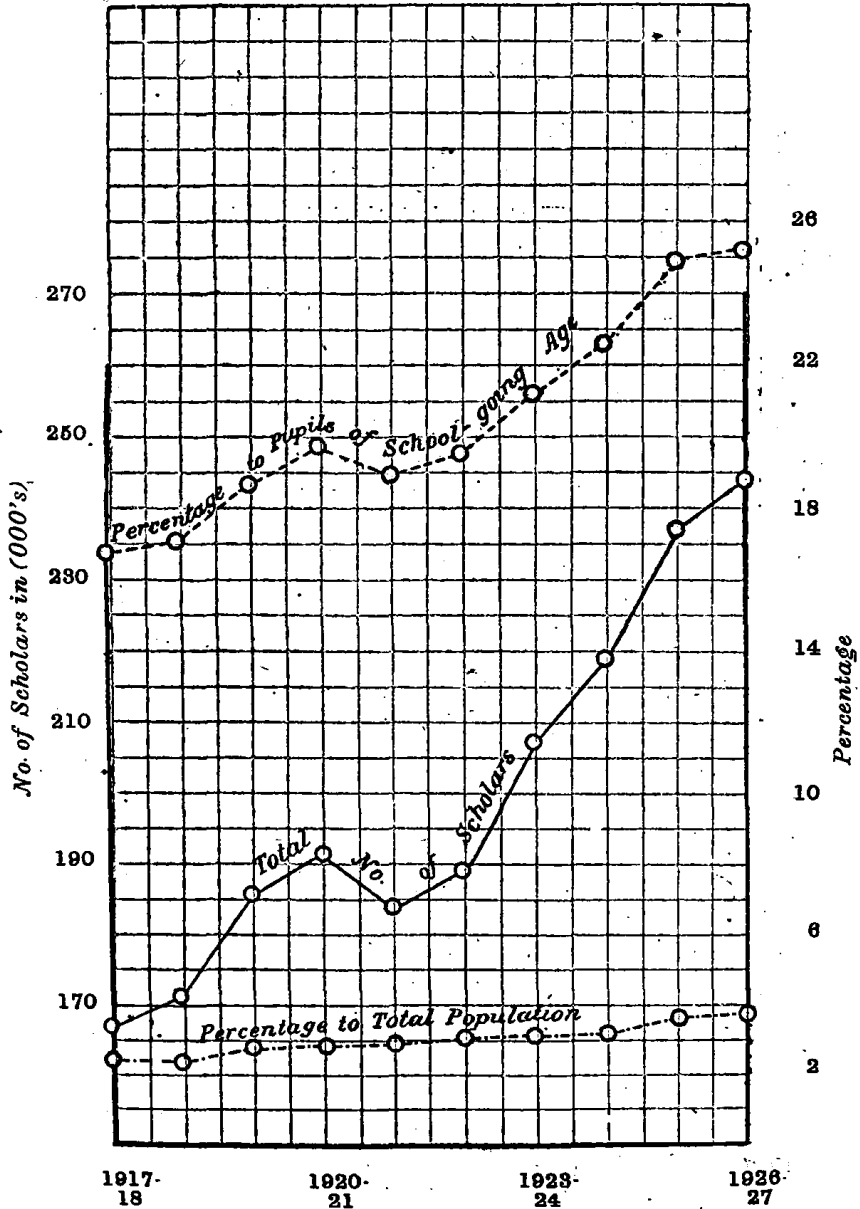
Hindus.



HINDUS AND MOHAMMADANS
INCES, 1917 TO 1927.

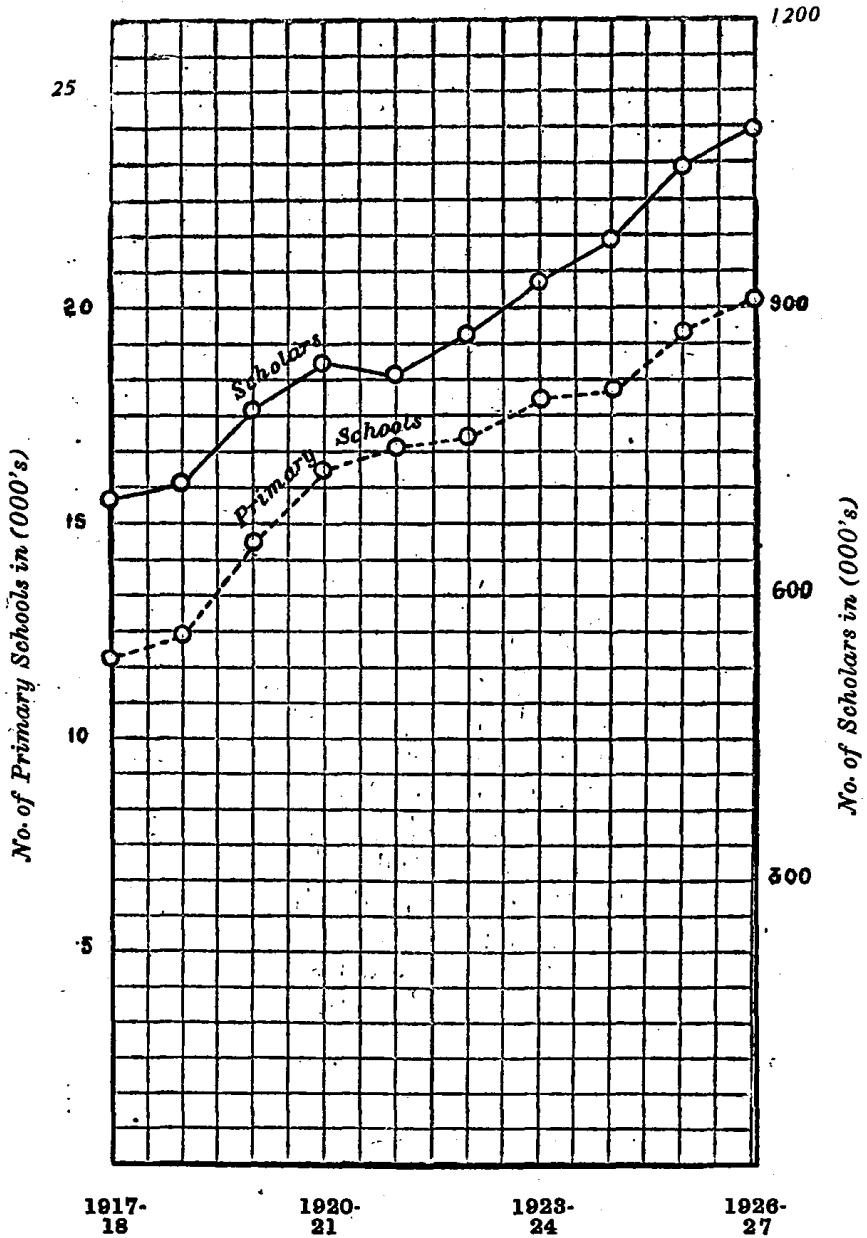
V (b).

Mohammadans.



PROGRESS OF PRIMARY EDUCATION IN THE UNITED PROVINCES, 1917 TO 1927.

VI.



GENERAL SUMMARY.

7

sources, respectively. Diagrams II(a) and II(b) give a similar pictorial treatment to the total expenditure from public funds analysing it into its components (1) provincial funds, (2) district board funds and (3) municipal board funds. The proportionate distribution of expenditure under various heads in 1926-27 and five years previously is as follows :—

	1921-22.	1926-27.
University education.. .. .	10·6	11·5
Collegiate education	10·4	4·8
Secondary education	22·7	28·3
Primary education	22·6	25
Special education (training engineering, etc.)	6·5	5·2
Buildings and equipment	15·2	11·8
Direction	·5	·7
Inspection	3·4	3·3
Miscellaneous.		
Scholarships, boarding, etc.	8·1	9·4
Total	100	100

The graphs and diagrams at the end of this chapter are illustrative of the progress of education during the decade 1917—1927. The first and second of these [I(a) and I(b)] show the growth of total expenditure and analyse it into its three contributories public funds, fees, and other sources. Diagrams II(a) and II(b) offer a similar analysis of expenditure from public funds into its components, provincial, district board and municipal board. Graphs III and V show the progressive enrolment on the last day of each financial year; while graphs IV show the growth in average attendance during the last six years only, as, owing to changes in the statistical tables, data for the full decade are not available; the parallelism of the two graphs of average attendance and enrolment show the uniformity of the percentage of attendance to enrolment. The last graph VI shows the progress in primary education.

Graphs and diagrams.

CHAPTER III.

CONTROLLING AND ADMINISTRATIVE AGENCY.

Minister of
Education.

At the beginning of the quinquennium collegiate and secondary education formed part of the portfolio of the Minister of Education and Industries and primary education was included in that of the Minister of Local Self-Government and Public Health. On the resignation in May, 1923, by the Hon'ble Mr. C. Y. Chintamani and the Hon'ble Pandit Jagat Narayan of their offices as Minister of Education and Industries and Minister of Local Self-Government and Public Health, respectively, both branches of education were included under one Minister, the Hon'ble Raja Parmanand whose tenure of office was regrettably short being terminated by his lamented death in December 1923. He was succeeded as Minister of Education by the Hon'ble Rai Rejeshwar Bali who continues to hold that office.

Director of
Public
Instruction.

Sir Claude de la Fosse, M.A., D. Litt., C.I.E., the permanent Director of Public Instruction at the beginning of the quinquennium, continued on deputation as Vice-Chancellor of the University of Allahabad until May 12, 1923, when he proceeded on leave preparatory to his retirement on November 11, 1923. During the period of his deputation and leave Mr. A. H. Mackenzie was Director, at first sub. pro tem., and later provisionally substantive, until November 12, 1923, when he was confirmed in the post. In April, 1923, the secretariat and departmental offices were amalgamated and the Director of Public Instruction became *ex officio* Deputy Secretary to Government in the Education department. The amalgamation has resulted in the speeding up of administrative machinery, but the consequent abolition of the posts of Under Secretary and Assistant Secretary threw additional work upon the departmental officers. It has therefore been found necessary to create an additional post of Assistant Director. Except for a period of five months in 1923 during which he was on leave Mr. Mackenzie continued in charge of his combined posts; during his absence Mr. K. P. Kichlu, Deputy Director of Public Instruction, officiated as Director of Public Instruction and Deputy Secretary to Government.

Deputy
Director of
Public In-
struction.

Mr. K. P. Kichlu, I.E.S., has been the permanent Deputy Director of Public Instruction; his period of active charge of the duties of the post during the quinquennium has been broken by (1) leave for 11½ months in 1923, (2) special duty in connexion with the improvement and expansion of primary education from August 27, 1924 to February 24, 1925, (3) officiating as Director of Public Instruction and Deputy Secretary to Government from May 1, 1925 to September 23, 1925, and (4) leave from May 1, 1926 to March 31, 1927. During these periods Messrs. H. R. Harrop and R. H. Moody have alternated in officiating in the post; Mr. H. R. Harrop is at present officiating as Deputy Director of Public Instruction.

Assistant
Director of
Public In-
struction.

Mr. H. R. Harrop, I.E.S., is the permanent Assistant Director of Public Instruction. As already stated, for some time he officiated as Deputy Director of Public Instruction. He was on leave from

February 25, 1925 to November 5, 1925, and on special duty in connexion with the improvement and expansion of primary education from March 25, 1926 to September 30, 1926. In these intervals Pandit M. L. Zutshi, Mr. R. H. Moody, Mr. H. Tinker, and Mr. Abul Hasan, all officers of the Indian Educational Service, have officiated in succession as Assistant Director of Public Instruction.

An additional post of Assistant Director of Public Instruction in the United Provinces Educational Service was created from April 1, 1925. Munshi Said-ud-din Khan, Personal Assistant to the Director of Public Instruction was appointed to the post.

Additional Assistant Director of Public Instruction.

The post of Personal Assistant to the Director of Public Instruction is a post in the United Provinces Educational Service created in 1922 to replace the post of head assistant which was abolished. It was held by Munshi Said-ud-din Khan, United Provinces Educational Service who, on appointment to the post of Additional Assistant Director of Public Instruction in 1925, was succeeded by Babu Aditya Kumar Mazumdar, United Provinces Educational Service.

Personal Assistant to Director of Public Instruction.

Babu (now Rai Sahib) Raghunath Das, United Provinces Educational Service, has been Registrar of Departmental Examinations, United Provinces, since the conversion of the post in 1922 into a post in the United Provinces Educational Service; it was previously a post in the Indian Educational Service.

Registrar, Departmental Examinations, United Provinces.

In connexion with a scheme for the separation of accounts from audit, the work of accounts was transferred to heads of departments as an experimental measure. A post of Assistant Director of Public Instruction (Accounts) was created in 1924 in the Education department, as an experimental measure, and was held by Rai Sahib Pandit Kali Prasad until 1925, when, it having been decided to post Pay and Account Officers to fill such posts, Mr. W. Gawke was appointed to take charge of Education Accounts.

Pay and Accounts Officer, Education Department.

The following statement shows the number of inspecting posts (men) at the beginning and the end of the quinquennium under review :—

Inspecting branch of the department.

—	Inspectors	Assistant inspectors.	Deputy inspectors.	Sub-Deputy inspectors.	Special inspectors.	Total.
1921-22	15	10	58	195	4	282
1926-27	14	10	57	195	..	276

One inspector's post—that of Chief Inspector of Vernacular Education has been converted into the post of Deputy Director of Public Instruction. The post of Deputy Inspector of Muhammadan Schools, Kumaun division, was abolished; it had never been filled since its creation in 1916 on account of the smallness of the Mudamman population in that division. The four special inspectorships of (1) Drawing and Manual Training, (2) Science, (3) Arabic and Persian and (4) Sanskrit have also been abolished.

The number of posts of inspectresses and assistant inspectresses shows no change during the quinquennium, being as follows :—

—		Inspectres- ses.	Assistant inspectres- ses.	Total.
1921-22	.. ..	11	1	12
1926-27	.. ..	11	1	12

The two posts of Chief Inspectress of Girls' Schools and Inspectress of Training Institutions are in the Indian Educational Service; the nine circle inspectresses are officers of the United Provinces Educational Service (women's branch); while the assistant inspectress is in the subordinate educational service.

Divisional
Inspectors.

The ten educational divisions are conterminous with revenue divisions. In 1923 the Economy Committee recommended that the number of divisional inspectors should be reduced by two. In November, 1923, Fyzabad division was placed along with the Lucknow division under one inspector, each division, however, retaining its own assistant inspector. In similar fashion the Jhansi division was combined with the Allahabad division in 1925. This arrangement has not proved to be a success. The burden of educational administration varies very considerably from division to division, and, while Fyzabad and Jhansi are the two lightest divisions (excepting the Kumaun division where the difficulties of communication counterbalance the fewness of districts and the comparatively small number of educational institutions), Lucknow and Allahabad to which they have been temporarily attached are two of the largest and most burdensome; the addition therefore has resulted in a certain loss in efficiency of inspection and administration. The charge of anglo-vernacular education in the Kumaun division was transferred in 1923 from the inspector of European schools to the assistant inspector of the division; the inspector was thus able to concentrate upon the special problems and difficulties of European education in the province, and the assistant inspector was practically in independent charge of a division. It is not possible without serious detriment to the cause of advancing education to continue the work of inspection and administration with the present depleted numbers. That work has increased on the anglo-vernacular side during the last five years on account of the transfer of intermediate education from the universities, the extension of the teaching of science in schools, the new scheme of medical supervision and in various other ways; the vernacular side has seen the opening of English classes in large numbers in middle vernacular schools and the starting of middle schools teaching agriculture and manual training, all of which are likely to increase greatly in number; and, particularly, the expansion of primary education by the introduction of compulsion both in urban and in rural areas has added greatly, and will continue to add to the burden of the inspecting staff. For this work a minimum of ten divisional and ten assistant inspectors is required; and they will suffice only, if, by some scheme of redistribution, the disparity at present existing between the divisions can be removed or reduced in amount.

Mr. Abul Hasan who was inspector of the Jhansi division held also the post of inspector of Muhammadan schools. On his transfer in July, 1924, to the inspectorship of the Gorakhpur division he was relieved of the duties of inspector of Muhammadan schools which are now carried on, in addition to his own duties, by the inspector of Arabic madrasas. In each division, except Kumaun, there is a deputy inspector of Muhammadan schools who concerns himself with Islamia schools and other special institutions for primary education among Muhammadans and is directly subordinate to the divisional inspector; the latter officer forwards the deputy inspector's reports and other similar communications to the chairman of the boards concerned and to the special Inspector of Muhammadan schools.

Inspector of
Muhamma-
dan schools.

The work of the assistant inspector who assists the divisional inspector in regard to vernacular education in the division has increased considerably with the development of vernacular education. Assistant inspectors number 10 at present and no reduction in the number will be possible.

Assistant
inspectors

The chief inspecting officer in each district is the deputy inspector of schools. Excluding the deputy inspectors of Muhammadan schools who are divisional officers and nine in number, there are 48 such officers. The deputy inspector of schools is in the unfortunate position of having to serve two masters; he is subordinate to the divisional inspector on one side and to the chairman of the board on the other. His work is at all times strenuous; frequently he is but ill-provided with clerical assistance; and, with a board which assumes executive functions, his position often becomes one of difficulty and discomfort. There is good hope, however, that time and experience will secure amelioration in these respects. Deputy inspectors have hitherto been recruited by promotion of sub-deputy inspectors. With effect from April, 1925, they have been put upon a time-scale of pay and the following statement shows the present as compared with the position at the beginning of the quinquennium :—

District
inspectors.

1921-22.		1926-27.	
Rs.			
16 Deputy inspectors	on 150 per mensem.	57 Deputy inspectors	on Rs. 170—10—
25 " "	" 175 " "	320	per mensem with an efficiency bar at
10 " "	" 200 " "		Rs. 270.
7 " "	" 250 " "		

There are 195 sub-deputy inspectors of schools. Their pay also has been revised during the quinquennium as follows :—

1921-22.		1926-27.	
Rs.			
30 Officers at	.. 100 per mensem.	195 Officers	on Rs. 70—5—120—10—
75 " "	.. 110 " "	160	with an efficiency bar at Rs. 120.
60 " "	.. 120 " "		The initial salary of a trained graduate,
30 " "	.. 140 " "		trained under-graduate and a vernacular
			trained teacher is Rs. 80, 75, and 70 per
			mensem, respectively.

Candidates for sub-deputy inspectorships must be trained and have had at least three years' teaching experience in a recognized school in the United Provinces.

The number of sub-deputy inspectors is inadequate for the work of inspection; the average number of schools allotted to a sub-deputy inspector is more than 90; in some districts the numbers have reached

100 and in a few extreme cases 120. Government have expressed the opinion that a reasonable staff would be one district inspecting officer (excluding the deputy inspector) for 80 schools subject to modifications according to local conditions. Steps are being taken to increase the number of inspecting officers and 14 new posts of sub-deputy inspector of schools will be added from July, 1927.

District
boards.

The United Provinces District Boards Act, 1922, reconstituted the district boards and gave them an elected chairman in place of an official chairman. The boards continue to be responsible for the district administration of vernacular education. The educational department works as an inspecting and advising agency through the district deputy inspector and sub-deputy inspectors of schools who are appointed by the Director of Public Instruction, as well as through the divisional inspector and assistant inspector of schools to whom the district inspecting staff are subordinate. The chairman of the district board is the chief executive officer in control of local vernacular education. The district inspecting staff is responsible to him and is subject to his general control in all matters concerning the administration of vernacular schools including the arrangements for the opening of new schools, the supply of furniture to schools, the preparation of the educational statements appended to the board's annual report and the preparation of the educational schedule of the board's budget. The powers of the chairman embrace the appointment, leave, punishment, dismissal, transfer and control of teachers. As may naturally be expected, the capacity and efficiency of chairmen in different districts vary considerably. Many chairmen evince a keen and genuine interest in the advancement of education in their districts, and, being men of ability and of strong character, the impress of their personality is deep and marked. Others, however, are weaker, or their interest in education is slight and they are preoccupied with the other manifold duties of a chairman. Being elected officers, they are susceptible to the influence of individual members or parties of the board, especially, in the event of their desiring re-election, when the end of their term of office is approaching; here is probably to be found the explanation of numerous appointments of persons unqualified as teachers, of the excessive number of transfers made by them in disregard of the advice of the deputy inspector of schools, of the opening of schools unnecessarily or in unsuitable localities and most other instances of abuse of their powers. Yet these abuses are such as may be expected to occur in the early days of non-official authority, and to diminish in number as these authorities and bodies acquire greater experience and a fuller sense of their responsibilities.

Inspectresses
of Girls'
schools.

The Chief Inspectress of Girls' schools is in general control of girls' education in the United Provinces. She is directly in charge of the three government normal schools and is the Registrar of Girls' Examinations. The post is in the Indian Educational Service Women's Branch and is held by Miss Stuart. Miss A. H. Lawrence, Inspectress of Training Institutions for Women Teachers, Indian Educational Service, resigned her appointment from December, 1922 and since then that post has been held in abeyance. The extension of female education has greatly increased office work and this side of her duties has necessarily taken up a large part of the time of the Chief Inspectress involving a restriction in her touring activities and in

actual inspection of institutions. The need for assistance is clearly indicated. The question of creating a temporary post of Personal Assistant to the Chief Inspectress in the United Provinces Educational Service is under consideration. During Miss Stuart's absence on leave, Miss McReddie, Inspectress, United Provinces Educational Service, is officiating in a temporary post of Chief Inspectress of Girls' Schools in the United Provinces Educational Service. In the work of inspection the Chief Inspectress is assisted by nine circle inspectresses; the inspectresses visit all recognized girls' schools that are accessible to them and arrange with the district deputy inspectors for the inspection of the remaining schools. There is one Assistant Inspectress of Girls' Schools in the subordinate educational service who is posted at Lucknow. A few municipal and district boards have their own supervisors or inspectresses; but because of the nature of the work and the conditions under which it must be carried out it is exceedingly difficult to find persons suitable for the post of district inspectress.

The Board of High School and Intermediate Education was established under the Intermediate Education Act, 1921. The Board consists of:—

The Board of High School and Intermediate Education.

- (a) the Director of Public Instruction (*ex officio* chairman),
- (b) two principals of government intermediate colleges,
- (c) four principals of non-government intermediate colleges,
- (d) one headmaster of a government high school,
- (e) two headmasters of non-government institutions,
- (f) one representative of each of the following:— (1) engineering, (2) agriculture, (3) the medical profession, (4) the staff of teachers' training colleges, (5) industries and (6) women's education,
- (g) representatives elected by United Provinces universities, in number as nearly as possible one-third of the total number of the other members of the board,
- (h) three representatives elected by the non-official members of the Legislative Council,
- (i) one member each appointed by (1) the Upper India Chamber of Commerce, (2) the United Provinces Chamber of Commerce, (3) the British Indian Association and (4) the Agra Landholders' Association.

The chief committees of the Board are the Recognition Committee, the Examinations Committee, the Finance Committee, the Curriculum Committee, and the Committees of Courses.

For the purpose of inspection of intermediate colleges the Director of Public Instruction may associate with the divisional inspector of schools one or more persons chosen from a list of persons nominated by the Board who are actually engaged in the work of teaching in the United Provinces. An account of the work of the Board during the quinquennium will be found in the chapter on "Secondary Education."

Rai Bahadur A. C. Mukherji, Indian Educational Service, has been the Secretary to the Board of High School and Intermediate Education since the establishment of the Board.

Secretary,
Board of
High School
and Interme-
diate Educa-
tion, United
Provinces.

CHAPTER IV.

UNIVERSITY EDUCATION.

General
Remarks.

The University of Allahabad was established in 1887; it was a university of the affiliating type and its territory of jurisdiction embraced the United Provinces of Agra and Oudh, the Central Provinces including Berar, and the States included in the Rajputana and Central India Agencies. For thirty years it served the needs of higher education in this wide area without rival in its control. In 1917 the Benares Hindu University, established in the previous year, began to function as a residential and teaching university. The Muhammadan Anglo-Oriental College, Aligarh, one of the affiliated colleges of the Allahabad University, was converted into the Aligarh Muslim University in 1920. In 1920, also, the Lucknow University Act was passed, and the following year marked a period of transition for the affiliated colleges at Lucknow which severed their connexion with the Allahabad University, and either have been incorporated into the new local university, or, giving up their degree classes, have concentrated their energies upon their intermediate work. Although the Benares Hindu and Aligarh Muslim universities are all-India institutions, they are, like the Lucknow University, residential teaching universities. The establishment of these three universities reduced the authority of the parent university only to the extent of removing the local colleges at Benares, Aligarh and Lucknow from its control. Vital changes, however, were made in the Allahabad University itself in consequence of the Allahabad University Act of 1921, and from 1922 that university was divided into two sides—the 'internal' side being a unitary teaching and residential institution comprising the Allahabad colleges, and the 'external' side consisting of the associated, formerly affiliated, colleges situated at other centres. The university discontinued its first and second year classes, and the intermediate examination became the examination qualifying for admission to the university. But the associated colleges continued to retain and still keep their intermediate classes.

The Agra University Act was passed in August, 1926; by it the external side is removed from the Allahabad University, and a new university of the affiliating type is established at Agra comprising the former associated colleges of the Allahabad University. The Allahabad University will therefore become altogether a unitary teaching and residential university, while the traditions of the original affiliating university of Allahabad will be carried on by the new Agra University. The establishment of a university at Nagpur had already removed all the colleges of the Central Provinces from the jurisdiction of the Allahabad University. The opening year of the new quinquennium will therefore see five universities established in the United Provinces; four of them, Allahabad, Aligarh, Benares and Lucknow, of the teaching and residential type, and one, at Agra, an affiliating university of the old type. In spite of the undoubted superiority of the newer kind of university, conditions in these parts of India are such as will, for a period, render necessary the continuance of the affiliating institution.

The Benares Hindu University and the Aligarh Muslim University, being all-India institutions, receive no recurring grant from provincial revenues, except that in the case of the latter the recurring grant formerly paid to the Muslim Anglo-Oriental College is continued to the university; both these universities are in receipt of grants from the Government of India. The Lucknow and Allahabad universities are in receipt of government block grants which were fixed for a period of 5 years. In addition, these universities receive the salaries of government officers deputed to their service; in the event of the reversion of a government officer and his replacement by an officer appointed by the university, an addition is made to the block grant in respect of the salary of the post so filled by the university. The respective amounts of block grant are—

					Rs.
Lucknow University	..	..	..	..	6,30,000
Allahabad University	..	..	..	..	4,78,500

The following comparative statements show the numbers of candidates appearing and the percentages of passes in the final examinations held by the four universities in the session 1926-27 :—

Examination.	Allahabad.		Lucknow.		Benares.		Aligarh.		
	Candidates appeared.	Percentage of passes.	Candidates appeared.	Percentage of passes.	Candidates appeared.	Percentage of passes.	Candidates appeared.	Percentage of passes.	
		%		%		%		%	
LL. D.	
LL. M.	
LL. B.	..	245	69	121	75	76	75	184	70
D. Litt.	..	1	100	..	..	..	..	..	..
M.A.	..	166	81	50	96	25	30	123	69
B.A. (Honours)	11	100	12	25	12	58
B.A. (Pass)	..	563	41	164	67	163	65	275	67
D. Sc.	..	1	100	2	50	..	..	..	..
M. Sc.	..	65	81	10	100	17	76	7	96
B. Sc. (Honours)	..	7	86	5	80	9	22	9	100
B. Sc. (Pass)	..	201	77	56	73	87	59	65	48
M.B., B.S.	64	50	..	..	..	..
B. Com.	..	83	90	31	71	..	..	..	..

Enrolment.

The enrolment of students of post-intermediate classes in universities has risen from 3,103 in 1921-22 to 5,892 in 1926-27.

Military training ;
University Training Corps.

An important feature of the quinquennium was the institution of the University Training Corps towards the end of 1922. The original distribution of the corps was as follows:—Allahabad, Lucknow and Aligarh two platoons each; Cawnpore and Agra each one platoon. The strength of the battalion was raised in September, 1924; it now consists of 22 officers and 592 other ranks distributed as follows:—

Allahabad	..	..	..	6 officers,	143 other ranks.
Lucknow	..	..	..	3 "	148 "
Benares	..	..	..	3 "	74 "
Aligarh	..	..	..	2 "	74 "
Agra..	..	..	..	3 "	74 "
Roorkee	..	..	..	2 "	37 "
Meerut	..	..	..	3 "	37 "

The battalion has been given arms, equipment, uniform and musketry appliances. An annual camp is held, also an annual competition in musketry. Officers are recruited from the teaching staffs of the colleges. Lieut.-Colonel T. F. O'Donnell, M.C., Principal, Meerut College, is the commanding officer.

University of Allahabad.

Administra-
tion.

The supreme governing body of the Allahabad University is the Court. Amongst other powers the Court may make statutes, cancel ordinances and pass resolutions on the annual report, the annual accounts and the financial estimates of the university; it is concerned with broad lines of policy and with the general finances of the university. The Executive Council is the chief executive body of the university. Its chief functions are to hold, control and administer the property and funds of the university, to frame the budget, to appoint officers (other than the Chancellor, Vice-Chancellor and the Treasurer), teachers and other servants of the university and to define their duties, to appoint examiners and publish results of examinations and to make ordinances. The Academic Council has the control and general regulation and is responsible for the maintenance of standards of teaching and examination within the university. It has the right to advise the executive council on all academic matters. These are the three principal bodies controlling both the internal and the external sides of the university. The Faculties are responsible, subject to the control of the academic council, for the organization of teaching research and examination work on the 'internal' side; they recommend the names of examiners to the academic council and regulate the conditions for the award of degrees, diplomas and other distinctions in the teaching university. The Council of Associated Colleges has the powers of constituting courses of study for the 'external' side, recommending the association of any institution beyond the limits of the teaching university, drafting ordinances relating to associated colleges, and advising the executive and academic councils on any matter affecting associated colleges. The executive committee of the council of associated colleges conducts the examinations of the university for students of associated colleges and recommends examiners to the academic council.

The chief executive officers of the university are the Vice-Chancellor, the Treasurer and the Registrar.

Sir Claude de la Fosse, M.A., D.Litt., C.I.E., was the first Vice-Chancellor of the reorganized university. Having seen the institution safely past its early difficulties he proceeded on leave on May 12, 1923, preparatory to his retirement on November 11, 1923. His retirement has already been noticed in the preliminary chapter of this report. Mahamahopadhyaya Ganga Nath Jha, M.A., D.Litt., Principal, Sanskrit College, Benares, was elected Vice-Chancellor in succession to him and is now holding that office for a second term.

The courses of study for both sides of the university were the same until the examinations of 1926 when different courses were prescribed for the internal and external sides. The important changes introduced during the quinquennium in the courses for the various examinations are as follows :—

Courses of study.

- (1) Urdu and Hindi have been added to the list of subjects for the B.A. and M.A. degree examinations. French, German and Italian have been added to the list of modern European languages for the B.A. examination. On the internal side only, Politics is a subject both in the B. A. and M.A. degree examinations and a *viva voce* test in English has been introduced in the examination for the B.A. degree.
- (2) English is no longer a compulsory subject for the B.Sc. degree examination, but candidates are allowed at their option to take General English, and, if they qualify, the fact is stated in their diploma. On the internal side only, honours courses for the B.Sc. degree have been introduced; the candidate offers one honours subject of examination, the course for which is of three years' duration; he must also pass in two subsidiary subjects on the standard of the ordinary degree at the end of his second year. The first honours examinations were held in 1927 when six students were successful.
- (3) The B.Com. degree has been instituted. The course of study is of three years' duration and the examination is in two parts, Part I being taken at the end of the second year and Part II at the end of the third year. At the end of the first year a departmental examination is held.

The following are the university faculties with the departments comprised in each :—

Internal side
(a) Faculties
and teaching
staff.

- (1) Faculty of Arts—English, Philosophy, History, Sanskrit, Arabic and Persian, Urdu and Hindi—staffed by five professors, six readers, 25 lecturers, three junior lecturers and two part-time teachers.
- (2) Faculty of Science—Mathematics, Physics, Chemistry, Botany and Zoology—staffed by two professors, ten readers, nine lecturers, twelve demonstrators, and two part-time teachers.
- (3) Faculty of Commerce and Economics with two departments—Economics and Commerce, staffed by three readers and six lecturers.
- (4) Faculty of Law, staffed by one professor, two readers and one part-time teacher.

Thus in 1926-27 the teaching staff of the university consisted of 84 full-time and five part-time teachers; in 1922-23, the first year of working, there were 56 full-time and 13 part-time teachers.

The salaries of full-time teachers of the university have been fixed by the executive council on the following scales :—

				Rs.
(1) Professor	..	..	..	800—50—1,250 per mensem.
(2) Reader	..	..	..	450—25—850 " "
(3) Lecturer	..	..	..	250—25—450 " "
(4) Lady lecturer	..	..	..	200—20—400 " "
(5) Junior lecturer	..	..	..	150 " "
(6) Demonstrator	..	..	..	150—10—200 " "

(b) Colleges and hostels.

The Muir Central College was transferred by Government to the university and became the nucleus of the university teaching in subjects other than Law. The Ewing Christian College, the Kayastha Pathshala and the Crosthwaite Ladies' College, all located at Allahabad, were recognized as colleges of the university within the meaning of section 2(a) of the Allahabad University Act, 1921. Each of these colleges constitutes a unit of residence for students of the university and provides for their tutorial and supplementary instruction. The university maintains two hostels, the Muir Hostel (formerly the Government Hostel attached to the Muir Central College) and the Sir Sundar Lal Hostel (formerly the Law Hostel of the Allahabad University); these accommodate 54 and 208 students, respectively.

The local hostels recognized by the university are the MacDonnell Hindu Boarding House, the Muslim Hostel and the Jain Boarding House which provide accommodation for 216, 100 and 19 students, respectively. Besides these the Vedic Hostel and the Seva Samiti Lodge have been recognized temporarily as lodging houses but they can accommodate only a small number of students.

(c) Accommodation of the Faculties.

Previous to its reorganization the university had a central administration block, including the Senate Hall, a Law College building accommodating that department, and a library block which provided accommodation for the two research departments of the university, viz., History and Economics. On reorganization the university acquired the extensive buildings of the Indian Press immediately adjoining the university buildings, and the combined blocks provided accommodation for the Faculty of Arts, which was removed from the Muir Central College, and the new Faculty of Economics and Commerce in addition to the Faculty of Law, the library and the administration. The Faculty of Science was accorded the exclusive use of the buildings of the Muir Central College.

(d) Buildings.

Necessary additions and alterations to the Indian Press buildings referred to above were made at a cost of Rs. 99,760. A separate laboratory block in the Muir Central College grounds was built for the accommodation of the department of Botany, which previously had to remain satisfied with very cramped quarters in the same block as the department of Zoology; the cost of the block for the Botanical department was Rs. 1,10,544. Extension to the Physical and Chemical laboratories were made at a cost of Rs. 41,200. Further addition to the Botanical and Zoological laboratories are reported to be required; these are estimated to cost Rs. 24,000 and Rs. 8,000, respectively. The block in which the Oriental department is located has proved very unsuitable for instructional purposes and it is hoped shortly to take in hand the construction of a new building for this department at a cost of Rs. 40,000. The university has acquired several plots of land

and bungalows with compounds adjoining the university buildings at a cost of about Rs. 1,48,000. On one of these plots a hostel is being constructed; it will cost about Rs. 2,25,000 and will accommodate 126 students. Government have given a grant of Rs. 2 lakhs for the work; it is hoped that it be ready for occupation by July, 1928. But, if the rate of increase in the number of students continues as at present, it is not improbable that still another hostel will have to be erected in the near future. Other needs of the university are residences for its administrative and teaching officers and a hostel for women students and teachers. Seven teachers of the university have residences within the university area; plans are in preparation for building other residences on lands which have been acquired and hopes are expressed that in a few years several more members of the university staff will be in residence in the area. Several university teachers have built or are building private residences for their own occupation on plots sold by the Improvement Trust; these are adjacent to the university and may be considered as supplementing the university quarter. The Kayastha Pathshala authorities have built a fine college on a plot of land immediately in front of the main university buildings; about 80 students are accommodated there.

The number of post-intermediate students has increased from 794 in 1922-23, which was the first year of functioning of the teaching university, to 1,353 in 1926-27. The distribution of students in the various faculties in the last two years is shown in the following table:—

	1925-26.	1926-27.
Arts (including education)	543	924
Science	285	
Law	386	400
Commerce	18	29

NOTE.—The figures under "Law" include certain students reading simultaneously in other faculties.

"A special feature of the quinquennium is the arrangement made for the teaching of girls of B.A. classes by lady teachers separate from boys at the Crosthwaite Girls' College, Allahabad. The experiment has proved a success. It has however not been possible to make similar arrangements for the teaching of girls of B.Sc. and post-graduate classes." The Girls' College is one with classes from the primary stage upwards and the university students live in the college hostel. In spite of the view of the university authorities stated above, the association of students of university classes with school-girls must be condemned as undesirable. The hope may be expressed that the university will take early steps to provide teaching and residential accommodation for its students separate from that utilised by girls attending the school and intermediate sections of the college.

In addition to the formal classes held in the university, tutorial instruction is regularly imparted in the colleges, and for such students as do not receive tutorial instruction in colleges seminar classes are held in the teaching departments of the university. Public extension lectures for the benefit of students as well as of the general public have been regularly delivered by members of the teaching staff; the university also arranges, when possible, public lectures on popular subjects. Facilities for research are provided by the university in

(e) Enrolment.

(f) Women students.

(g) Tuition and research.

almost all its teaching departments. There are numerous research scholarships at the disposal of the university. Papers have been contributed by members of the staff and by research students to the leading journals, and the university publishes its own "University Studies", a record of research work done in the university.

(h) Library.

During the quinquennium a sum of Rs. 61,000 has been spent in India and £ 5,200 abroad on the purchase of books and periodicals for the library. The library annual allotment has been increased from Rs. 8,000 to Rs. 10,000. The library now contains over 62,000 volumes and is in receipt of about 350 journals.

(i) Finance.

The university is practically entirely dependent upon Government grant and fee-income for its support. It possesses endowments aggregating Rs. 2,91,622 the income from which is devoted to the provision of scholarships, medals and prizes. In 1925 Government fixed for five years a block grant of Rs. 6,94,000; this amount includes the salaries of government servants deputed to the service of the university. Although the block grant is appreciated it is reported that the amount is inadequate to meet the growing needs of the university.

(j) Discipline.

The university proctor enforces discipline. A delegacy consisting of the proctor and four other persons supervises and controls the life of students who do not reside in a college or hostel. The proctor has recently been vested with magisterial powers.

(k) Physical training and medical inspection.

Physical training has been made compulsory for all male students in the first year classes. Exemption is given on medical grounds and to those who have joined the university training corps. No student, unless exempted, is promoted to the second year class unless he has attended at least 75 per cent. of the meetings for physical training or of the U. T. C. parades. There is a whole-time medical officer and a central dispensary with two sick-rooms attached. Every male student is required to be medically examined within two months of his admission and a health register is maintained for each student.

External side,
(a) Associated Colleges.

In the year previous to its reorganization there were twenty-five colleges outside Allahabad affiliated to the Allahabad University up to the degree standard. This number included colleges in Lucknow, Aligarh and the Central Provinces which on the establishment of separate universities severed their connexion with the Allahabad University. In 1926-27 there were 14 associated colleges of the university, six of which are situated in the Central Indian States and Rajputana; the eight associated colleges in the United Provinces are located at Agra, Cawnpore, Meerut, Bareilly and Gorakhpur. All of them continue to maintain intermediate as well as university classes. The system of tutorial groups obtains in most of these colleges and is reported to have beneficial results not only as regards studies but also in connexion with social and physical activities and games. The Agra colleges contribute two platoons and the Meerut college maintains one platoon of the university training corps; all three platoons attended the annual training camp held at Allahabad in October, 1926. There is a strong demand from the Cawnpore colleges for similar facilities for military training. From July, 1927, these colleges will be transferred from Allahabad University to the newly constituted university of Agra.

At Agra, the seat of the new university, there are two colleges. The Agra College, which celebrated its centenary in January, 1924, had in 1926-27 an enrolment of 755 students, of whom 360 are reading in intermediate classes. Post-graduate students in Arts and Science numbered 92; and there were 178 students reading in the Law classes which number, however, includes 98 students reading in other faculties also. One hundred and five under-graduates read in the faculty of Arts and 118 in that of Science. Three hundred and twenty-one students were resident in the college hostels. There are 44 members of the teaching staff, which has to serve for intermediate as well as for university classes. The total recurring annual expenditure in 1926-27 was about Rs. 2,13,000. The most pressing need of the college appears to be improvement of the library. Regretful mention must be made of the death of the veteran principal, Mr. T. C. Jones, for long a conspicuous member of the senate and syndicate of the old Allahabad University and later of the corresponding bodies in the reorganized university; he rendered devoted service to the cause of higher education in these provinces and was an enthusiastic supporter of the claims of Agra to be the seat of a university, although he did not live to see the fulfilment of his dream.

(b) Agra
Colleges.

St. John's College, Agra, had 362 students on its rolls in 1926-27, of whom 187 read in intermediate classes. There were 60 post-graduates reading in M.A. and M.Sc. classes and the 115 under-graduate university students were distributed as follows amongst the faculties:— Arts 56, Science 34 and Commerce 25. There were 171 students resident in the college hostels. The college teaching staff numbers 36 and there are in addition nine student tutors and demonstrators. A sum of £ 10,250 has been added to the college endowment fund from gifts in England and the annual recurring college expenditure is about Rs. 1,34,000. Plans have been prepared for a new Physics block which is expected to be ready for use in the course of next session. A new hostel building to accommodate about 30 students and additional staff residences are in contemplation. The library contains about 9,000 volumes, but is reported to be deficient in modern standard works in the different branches of study for which a large non-recurring grant is said to be required.

Cawnpore, the commercial centre of the United Provinces, has had a rapid rise in becoming also an important educational centre; apart from the technical and agricultural collegiate institutions, there are three colleges of degree standing. Christ Church College, the oldest of the Cawnpore colleges, discontinued its degree classes and combining with the Christ Church high school, became an intermediate college in 1923, in whole-hearted accordance with the principles underlying the Intermediate Education and Allahabad University Acts. Conditions necessary for the success of the experiment were, however, lacking and, realising the uncertainty of prosperous existence and the dubious nature of the educational value of an intermediate college situated in close proximity to degree colleges maintaining intermediate classes, the college authorities decided to restart degree classes. Having obtained the necessary permission from the university, they separated once more the intermediate from the high school classes and opened a first year B. A. class in 1926. In 1925-26 there were 180 students on the rolls, 152 being intermediate students and 28

(c) Cawnpore
Colleges.

under-graduates reading in the faculty of Arts. The new session 1927-28 is reported to have opened with 170 intermediate and 56 university under-graduate students. The college hostels accommodate 80 boarders. The teaching staff numbers 16 members. The science laboratories were replenished with apparatus for intermediate classes in 1923 and 1924 at a cost of Rs. 6,000, and new furniture to the value of Rs. 4,000 was obtained in 1925. There are about 8,000 volumes in the library but the economics section is short of necessary books. The annual recurring expenditure of the college in 1926-27 was Rs. 53,400.

The Dayanand Anglo-Vedic College, Cawnpore, founded in 1919, presented 84 candidates for the B.A. examination in 1927, the largest number presented for that examination by any associated college of the university; in 1922 the number presented was twelve. The college enrolment has risen from 140 in 1921-22 to 410 in 1926 of whom 272 read in intermediate and commercial diploma classes and 138 in B.A. classes. B.Sc. classes are being opened from July, 1927. Two hundred and forty-nine of the students were resident in hostels, 180 of them in the college hostel, and the remainder in bungalows rented for hostel purposes. The annual recurring expenditure in 1926-27 was about Rs. 59,900. College buildings costing about Rs. 2,12,000 have been erected and a hall is under construction; the hostel building accommodating 180 students was also erected during the quinquennium at a cost of Rs. 1,34,000.

The Sanatan Dharam College of Commerce, Cawnpore, started work in July, 1921, with classes preparing for the commercial diploma (i.e., intermediate standard) examination. In 1923 the Allahabad University instituted the degree in commerce and the college was recognized for the B. Com. examination. It opened Arts classes (B.A.) in English, Economics, History and Sanskrit and M.A. class in Economics in 1925. The enrolment has increased from 75 in 1922-23 to 316 in 1926-27 and the staff consists now of a principal, six professors and nine lecturers. Buildings costing over Rs. 5 lakhs (including college building, Rs. 2,34,000, and hostel building, Rs. 1,90,000) have been erected. The annual recurring expenditure in 1926-27 was about Rs. 63,800.

(d) Meerut College.

The Meerut College had in 1922-23, 249 students on its rolls; in 1926-27 the enrolment was 593 distributed over faculties as follows:— Arts 323, Science 152, Commerce 45, Law 47, Business Department 35; nine students taking law were reading also in the M.A. classes. The foregoing numbers include, however, intermediate as well as university students. The college hostels accommodate about 270 boarders. There are 34 members of the teaching staff. The library contains about 8,000 volumes. The chief building additions have been the construction of a large lecture gallery and the completion of the third Hindu hostel. The recurring total annual expenditure has risen from Rs. 74,690 in 1922-23 to Rs. 1,18,205 in 1926-27. Mr. W. Jesse, Principal of the college, retired in 1924 after having occupied that position for over twenty years; his experience and versatility made him a prominent figure in the councils both of the old and of the recognized university.

(e) Bareilly College.

The enrolment of the Bareilly College, Bareilly, has risen from 142 in 1922-23 to 272 in 1926-27. These numbers include intermediate

as well as university students. The college hostel had 68 students in residence in 1926-27. The college was an Arts college until 1925 when commercial diploma and B.Sc. classes were opened. There are 16 members of the teaching staff besides the principal; the college unfortunately has been for two years without a permanent principal. The chief building construction during the quinquennium has been a chemistry block towards the cost of which the family of the late Lala Brij Mohan Lal contributed Rs. 18,000.

St. Andrew's College, Gorakhpur, had 131 students (85 intermediate, 46 university) on its rolls in 1922-23; the enrolment rose in 1926-27 to 207 (159 intermediate, 48 university). The college hostel has 20 boarders on the average. The university students read in the faculty of Arts. Intermediate science classes were opened in 1924-25, buildings having been erected and equipment provided at a total cost of Rs. 83,000. There were 16 members of the teaching staff in 1926-27 as against 10 in 1922-23.

(f) St. Andrew's College, Gorakhpur.

Lucknow University.

The previous quinquennial report contained an account of the constitution of the Lucknow University which came into existence towards the close of the last quinquennium.

Dr. G. N. Chakravarti, Rai Bahadur, D.Sc., D.Litt., I.S.O., retired in December, 1926, from the office of Vice-Chancellor which he had held for six years since the inception of the university. Dr. Chakravarti has rendered invaluable service to the university in the many difficult problems which it has been called to face in the early years of its establishment. In his place Dr. M. B. Cameron, late Principal of the Canning College, Lucknow and Professor of Philosophy, Lucknow University, has been elected Vice-Chancellor.

Administration.

The following are the university faculties with the departments comprised in each:—

Faculties and teaching staff.

- (1) Faculty of Arts—English, European History, Indian History, Political Science, Economics and Sociology, Philosophy, Sanskrit and Hindi, Persian and Urdu, and Arabic—staffed by five professors, eleven readers and 24 lecturers.
- (2) Faculty of Science—Mathematics, Physics, Chemistry, Botany and Zoology—staffed by five professors, four readers, seven lecturers and four demonstrators.
- (3) Faculty of Law with six part-time readers.
- (4) Faculty of Commerce with two departments, Commerce and Economics, and a staff of two readers and two lecturers.
- (5) Faculty of Medicine with ten departments and a staff of eight professors, four readers, nine lecturers, and six demonstrators. The total university teaching staff numbers 18 professors, 27 readers, 42 lecturers and 10 demonstrators.

With the exception of teachers in the Faculty of Medicine the salaries of full-time teachers are on the following scales:—

	Rs.	Rs.
(1) Professor	800	1,200 per mensem.
(2) Reader	500	800 " "
(3) Lecturer	250	400 " "

Previous to the establishment of the Lucknow University, education of university standard for male students was provided in the

Accommodation of the faculties.

Canning and Reid Christian Colleges affiliated in Arts and Science to the old Allahabad University, and in the King George's Medical College also affiliated to the same university. After the Lucknow University was established, these colleges ceased their connexion with the Allahabad University, and the Reid Christian College continued to maintain its degree classes for the period of transition only, abolishing these higher classes when the transition became complete.

The Canning College, founded by the Taluqdars of Oudh and opened in 1864, ceased to admit students to its intermediate classes after 1921 and was transferred to the University by the Canning College Act of 1922.

The King George's Medical College was incorporated in the Lucknow University in 1921. Both these colleges are managed by the Executive Council of the University through Boards of Management.

The Isabella Thoburn College for Women ceased its connexion with the Allahabad University; it is now recognized by the Lucknow University and forms the Women's Department of the University. Thus the "colleges" of the University are three in number.

Enrolment.

The number of students has increased from 632 in 1921-22 to 1,419 in 1926-27. There is great demand for admission to the study of medicine but class-room and laboratory accommodation do not permit of the admission of more than 50 per cent. of the applicants. The distribution of students in the various faculties in the last two years is shown in the following table:—

				1925-26.	1926-27.
Arts	..	..	..	360	418
Science	..	..	..	178	172
Medicine	..	..	..	239	257
Law	..	..	..	358	354
Commerce	..	..	..	79	64
Diploma in Arabic and Persian	..	..	..	150	154
			
			Total	1,364	1,419

The number of post-graduate and research students has risen from 41 in 1921 to 160 in 1926-27.

Courses of study.

In the faculties of Arts and Science, in addition to courses for the ordinary bachelor's degree, honours courses have been introduced. These courses extend over three years; a further course of one year after taking the degree of B.A. or B.Sc. with Honours leads to the M.A. or M.Sc. degree examination. The university report states that the value of these honours degrees is not yet recognized by Government or by the public, with the result that the best men do not always prefer to go through an honours course. The M.A. and M.Sc. degrees are open to pass B.A.'s or B.Sc.'s after two years further study. The following is an extract from the University Report of 1926:—

"It is distinctly noticeable that admissions to the honours courses (which extend over three years against two years' pass courses) are on the decline, and that the popularity of the post-graduate course has come to stay. Until the economic value of the honours degrees, as distinct from the pass degree, is established, and so long as the master's degree is open to students by either channel, the pass or the honours course, the popularity of the honours courses will, it seems, remain in doubt. The academic authorities of the university subjected the honours courses to a severely critical examination in the light of experience gained during five years of their working,

but the result of this introspection was practically the *status quo*, the pass graduates being allowed now as a permanent measure to proceed to a two-years' course for the master's degree. It was further decided that honours students will not be eligible to take the pass degree at the end of the second year of their three-years' course. This has presumably affected the new admissions to honours classes adversely."

There has been considerable laboratory extension during the quinquennium. The Botany laboratory of the Canning College was extended and a new laboratory built for Zoology. A new laboratory for Chemistry is in course of construction to replace the old laboratory of the Canning College which had become inadequate. The Canning College had, previously to its transfer, built a good Physics laboratory. But all these laboratories had to be provided with additional equipment for the higher teaching undertaken in the university. For the Medical faculty the Anatomy laboratory was extended to provide for the additional students and the Physiology laboratory was also extended for Chemistry and research purposes. A clinical theatre is under construction. A Pathology museum was created and additional equipment given to the Pathology laboratory.

Buildings
and
equipment.

Hostel accommodation has been considerably extended—accommodation being provided for 400 residents in the Canning College hostels against a previous number of 150; and the Medical College hostels also obtained an extension. Several bungalows have been erected for the residence of members of the university staff.

In 1922 the Canning College handed over about 13,000 books to the university library; in 1922–1927 about 19,000 books have been added at a cost of Rs. 1,64,485. There are now about 32,000 volumes on the library shelves. The books have been carefully selected and the university must be regarded as well-equipped with books of reference in most branches of university study. The King George's Medical College has a separate library of about 4,000 books.

Library.

There is a Health, Residence and Discipline Board to look after these matters. Compulsory physical training was introduced for first-year students in 1922 and the results have been so gratifying, that in 1926 the same compulsion was extended to all under-graduate students. Arrangements have been made for medical examination of all students on admission to hostels. As there was an unduly large number of students in 1926–27 seeking exemption from physical training on medical grounds, steps are being taken to check this method of evasion. It is reported that there are noticeable signs of improved physique among students. The university furnishes one full company to the 3rd United Provinces Battalion of the University Training Corps, Indian Territorial Force; the company has improved in efficiency each year and distinguished itself in 1926 by winning the Battalion Cups in hockey, football and shooting. Cricket, football, hockey and volley ball are regularly played and a boat club has been started.

Physical
culture and
military
training.

The following is an extract from the report received from the university authorities:—"The University was founded with promises of subscription by the Taluqdars of Oudh and other members of the public to the extent of thirty lakhs of rupees out of which about 24 lakhs have already been realized. The Financial Secretary to Government

Finance.

was appointed the first Honorary Treasurer. In 1923, however, Government appointed a committee to co-ordinate the efforts of the Lucknow and Allahabad universities and the committee recommended a block grant to be fixed for a period of five years in the case of each university. Government have contributed largely towards the recurring and non-recurring expenditure of the university, although a substantial portion of the capital has been used up towards the initial expenditure. The following figures will give some idea of the development of the institution during the quinquennium :—

Year.			Income. Rs.	Expenditure. Rs.
1921-22	..	..	.. 12,77,968	8,69,978
1926-27	..	..	.. 17,14,496	14,70,454

These figures are taken from the actuals and include all recurring and non-recurring items, subscriptions, sale-proceeds, etc. The principal sources of income are (a) interest from endowments, (b) statutory taluqdars' subscription to the Canning College, (c) tuition and other fees, (d) recurring block grant from Government and (e) non-recurring and special grants from Government."

The following also may be quoted from the Treasurer's report embodied in the Annual Report of the University for 1926 :—"Our financial position as compared with what it was last year is decidedly better, and I hardly feel any anxiety in regard to our finances for the normal conduct of the university business. The development and growth of the university will, however, depend entirely on additional grants from Government."

The last sentence of the foregoing extract would seem to render it desirable to repeat the remark from the General Report on Public Instruction in the United Provinces for 1925-26 :—"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."

Isabella
Thoburn
College for
Women,
Lucknow.

The Isabella Thoburn College is a college recognized by the Lucknow University and comprises the women's department of the university. The college is maintained by the Women's Foreign Missionary Society of the Methodist Episcopal Church of America. The institution comprised both a school and college and was originally located at some distance from the university; but new buildings have now been erected in the university area at a total cost of 12½ lakhs of rupees towards which Government contributed Rs. 77,559; all other funds were given by friends in America. The high and intermediate section classes along with the university and teachers' training departments were moved to the new building. The difference between high school and university classes, however, is felt to be such that they should not be maintained in the same institution; and action taken by the Board of High School and Intermediate Education in 1926 permitted the

opening of high section classes in the original school building and made it possible to relieve the Isabella Thoburn College of these two classes. Science and Teaching course were organized in 1924. So far it is the intermediate science course that has been the more successful in its appeal. The Principal reports:—"The intermediate science course has developed from an enrolment of three or four to the full capacity of the department; in the present year twenty-one students are enrolled. The popularity of the medical course for women is one reason for this large increase and the discovery that intermediate science need not particularly interfere with the success of an Arts course for the university degree is another. The combination of Arts and Science now made possible by the revised intermediate curriculum is popular. The difference in enrolment between the intermediate and university classes is still very large. This is a normal condition and does not indicate a lack of appreciation of the degree courses. The definite end of the intermediate course with a government examination makes it very easy for students to consider that a stopping place. The large proportion of intermediate students who go into a medical college after completing the intermediate science course draws heavily from a possible university enrolment."

Regarding the Teachers' Training department the Principal states:—"The demands on the Training department have become very heavy, although that department suffers from instability of applications. If applications are accepted early in the year it has been found that, almost invariably, several candidates drop out at the last moment, and others who have been refused for lack of room are no longer able to come into the vacancies. The new regulations which require that all teachers engaged in middle and high schools shall have been trained will probably decrease the number who go into the teaching profession directly after completing the intermediate course. The course in graduate training is firmly established and draws each year a number of university graduates."

The following table shows the number and distribution of university students in the college in the last two years:—

	1925-26.	1926-27.
	Rs.	Rs.
Under-graduates in Arts	21	19
Ditto Science	5	..
Reading for M.A. degree	1	2
Reading for M.Sc. "	1	1
Reading for teaching diploma	3	6
Total	31	29

Benares Hindu University.

The Benares Hindu University has completed the second quinquennium of its existence. The supreme governing body of the university is the Court of which every member must be a Hindu. The academic authority is the Senate of which body at least three-fourths must be Hindus. The Council and the Syndicate are the executive bodies of the Court and Senate, respectively. The chief officers of the university are the Chancellor, the Vice-Chancellor and the Pro-Vice-Chancellor. His Highness the Maharaja Sri Sayaji Rao Gaekwar Bahadur, G.C.S.I., G.C.I.E., Maharaja of Baroda, has held

Administra-
tion.

the office of Chancellor throughout the quinquennium. The Vice-Chancellor is Pandit Madan Mohan Malaviya, and Mr. A. B. Dhruva, M.A., LL.D., is the Pro-Vice-Chancellor of the university.

Colleges
of the
University.

The university has seven constituent colleges (1) the Central Hindu College formed in 1898 which became a constituent college in 1917, (2) the College of Oriental Learning established in 1918, (3) the College of Theology established in 1918, (4) the Teachers' Training College which dates from 1918, (5) the Engineering College established in 1919, (6) the Law College established in 1923 and (7) the Ayurvedic College which was established in 1925.

Faculties
and teaching
staff.

The following are faculties of the university :—

- (1) Faculty of Arts staffed by one professor, 14 readers and 30 lecturers.
- (2) Faculty of Science with five professors, 11 readers, 20 lecturers and 17 demonstrators.
- (3) Faculty of Oriental Learning staffed by one professor, 10 readers and 11 lecturers.
- (4) Faculty of Theology with one professor, two readers and one lecturer, and
- (5) Faculty of Law staffed by two readers.

Thus the total teaching staff consists of eight professors, 39 readers, 62 lecturers and 17 demonstrators. In addition to these there were 21 honorary university professors in 1926-27. An independent department of Mining and Metallurgy was opened in 1923.

Enrolment.

The university is residential. It is an all-India institution open to persons of all castes and creeds. It is denominational only to the extent of making special provision for instruction in Hindu theology and religion and in making instruction in Hindu religion compulsory for Hindu students. Distinct from other universities in the United Provinces (for which the intermediate examination is the qualifying admission test) the Benares Hindu University maintains its matriculation examination, and the course of study for the bachelor's degree is one of four years after matriculation. An intermediate examination is held at the end of the second year. The following statement shows the enrolment and distribution of students among the faculties in 1921-22 and in 1926-27 :—

	Arts.	Science.	Oriental.	Theology.	Law.	Total enrolment.
1921-22	867	476	123	3	..	1,469
1926-27	653	923	246	10	143	1,936

The figures under Law include 68 students who read also in the Faculty of Arts.

The above figures include students of intermediate classes; in 1921-22 there were 556 such students and the number has risen to 639 in 1926-27.

Courses of
study.

The most important changes introduced during the quinquennium in courses of study were the following :—

- (1) The regulations were modified so as to allow women candidates to take Music, Domestic Science and Painting as optional subjects in the various university examinations.
- (2) Courses of study in Hindi, Civics, Politics and Ancient Indian History and Culture were instituted.
- (3) A diploma examination in Mechanical and Electrical Engineering and degree examinations in Mining and Metallurgy have been instituted.
- (4) Industrial Chemistry has been made an optional subject for the B.Sc. degree examination and an independent subject for the M.Sc. degree examination.

There are facilities for research in almost all the Arts and Science subjects taught in the university. The university awarded two research scholarships of Rs. 75 per mensem in each of the years 1921, 1922, 1923 and 1924; ten scholarships of the value of Rs. 25 per mensem are awarded annually to Acharya students. Provision has been made for the publication of lectures on Ancient Indian History and Culture out of the funds endowed for the Maumdra Chandra Chair of Ancient Indian History and Culture.

Facilities for research.

The system of medical inspection of students was introduced in 1923. Every student is examined and a record of the inspection is kept; cases which require attention are referred to the parents or guardians concerned.

Medical inspection.

The Benares Hindu University Training Corps forms part of D. Company of the 3rd United Provinces Battalion, U. T. C., I. T. F., and is composed of two platoons; both students and members of the teaching staff are eligible for enrolment.

Military training

Building work costing over Rs. 4 lakhs has been completed during the quinquennium or is now in hand; the most important items are a hospital building costing Rs. 1,94,000 and a women's hostel building for 100 residents costing Rs. 1,93,000. About Rs. 60,000 have been expended in furniture and equipment.

Buildings and equipment.

The number of books in the library has risen from 13,000 in 1922 to 23,000 in 1927. Books and journals costing Rs. 54,500 were purchased during the quinquennium.

Library.

The total non-recurring expenditure during the quinquennium amounted to Rs. 27,49,060. The recurring annual expenditure has increased from Rs. 7,48,617 in 1921-22 to Rs. 9,24,306 in 1926-27. The university is in receipt of a recurring grant from the Government of India and its main other sources of income are—(1) interest on government securities, (2) income from university estates, (3) grants from darbars and (4) fees and other sources. It is at present carrying a heavy burden of debt which greatly hampers its development.

Expenditure and income.

Aligarh Muslim University.

By the Muslim University Act of 1920 the Muhammadan Anglo-Oriental College, Aligarh, was converted into the Aligarh Muslim University. His Excellency the Viceroy and Governor-General of India is *ex officio* the Lord Rector of the University. The chief officers of the University are the Chancellor, the Pro-Chancellor, the Vice-Chancellor and the Pro-Vice-Chancellor. Her Highness the Begam

Administration.

of Bhopal has held the office of Chancellor throughout the quinquennium and His Highness Agha Sir Sultan Muhammad Shah, Agha Khan, has been the Pro-Chancellor. There have been three changes during the quinquennium in the incumbency of the Vice-Chancellorship:—

- (1) The Maharaja of Mahmudabad who held office from December, 1920 to February, 1923.
- (2) Nawab Sir M. Muzamilullah Khan, who held office from March to December, 1923, and now holds office for the second time and
- (3) Sahibzada Aftab Ahmad Khan.

Dr. Zia-ud-din Ahmad, C.I.E., is the Pro-Vice-Chancellor.

The authorities of the University are:—

- (1) The Court which is the supreme governing body of the University,
- (2) the Executive Council which is the executive body of the University and
- (3) the Academic Council which is responsible for the control and general regulation of instruction, examination, discipline and health of the students.

Departments of studies and teaching staff.

There are 17 departments of studies now in the University; three new departments of Education, Geography and Islamic Studies having been opened during the quinquennium. The departments are not distributed among faculties as is usual in other universities but are directly subordinate to the Academic Council to which they report and make recommendations. The teaching staff has increased in number from 37 in 1922 to 75 in 1927. There are now 14 professors, 15 readers, 29 lecturers and 17 assistants or demonstrators on the staff against nine professors, nine readers, 14 lecturers and five assistants or demonstrators at the beginning of the quinquennium. More detailed reference to the Department of Education or Teachers' Training is made in the chapter on "Training Institutions."

Enrolment.

The number of university students has increased from 392 to 1,174 in the period 1922—1927.

Finances.

The university authorities report as follows:—

"The budget of the university, including the expenditure of the intermediate college and the school, has increased during the last quinquennium from Rs. 4,10,374 to Rs. 6,93,007 per annum. The finances of the university are sound, but unless we receive a substantial grant from the Government or handsome donations from the public, it will not be possible to carry on some of the most urgent improvements in the university. The Government of India gave a grant of Rs. 2,00,000 for non-recurring expenditure, which is being utilized in building science laboratories and staff quarters, and increased the recurring grant from Rs. 1,00,000 to Rs. 1,25,000. The United Provinces Government gave a non-recurring grant of Rs. 20,000 for the university library. We are using this amount for building up seminar libraries for each department. The library is still very poor. It has got no permanent building and does not possess back issues of literary periodicals." During the jubilee celebrations of the Muhammadan Anglo-Oriental College in 1925, a sum of over Rs. 3,00,000 was collected for the needs of the university.

During the quinquennium the university has built the Osmania hostel to accommodate about 100 students; it has cost Rs. 1,25,000 of which His Exalted Highness contributed Rs. 50,000, the remainder coming from the jubilee fund already referred to. Five lecture rooms have been built and a biological laboratory building is nearing completion, the cost coming from the same fund. Several bungalows have been built for the residence of members of the staff. A new hostel to accommodate 40 boarders has been built for Hindu students; the cost has been met by private subscriptions. For the intermediate college four new hostels were built. Her Highness the Chancellor paid the cost of one and Nawab Sir M. Muzammilullah Khan that of a second; private individuals subscribed the cost of the third hostel which is in memory of His Excellency Sir William Marris; and the cost of the fourth has been met from government grant and from the jubilee fund. The school building is now completed; it has been built out of government grant.

Buildings.

The most important event during the quinquennium was the celebration of the jubilee of the Muslim University, or rather of the Muhammadan Anglo-Oriental College, Aligarh, which was started in 1875 and was converted into the Muslim University in 1920. About 5,000 guests from all parts of India came to the celebration and nearly all of the Indian universities and some British universities sent their representatives.

Jubilee celebration.

Before the incorporation of the University, the old institution consisted of a college and a school department. The University still maintains the University School comprising eight classes, i.e. of the standard of a middle school and the University Intermediate College with four classes IX - XII. The enrolment in the school increased from 146 to 383 and that of the intermediate college from 504 to 1,087 during the quinquennium.

Other institutions maintained by the University.

CHAPTER V.

SECONDARY EDUCATION.

Number of institutions, enrolment and expenditure.

The growth of secondary education during the quinquennium is shown in the following statement giving the number of secondary institutions (including intermediate colleges, anglo-vernacular high and middle schools and vernacular middle schools), the total enrolment of pupils in these institutions, the total expenditure on them and the contribution from provincial funds towards this expenditure. From the figures of expenditure and provincial contribution, however, are excluded such amounts as relate to intermediate classes maintained in degree colleges as these colleges do not maintain separate accounts for their intermediate classes :—

Year.				Number of institutions.	Enrolment.	Total expenditure.	Contributed by provincial funds.
						Rs.	Rs.
1921-22	..	..	..	801	98,159	51,17,378	25,96,303
1922-23	..	..	..	792	99,171	55,89,934	29,37,002
1923-24	..	..	..	801	1,05,822	60,22,713	31,63,192
1924-25	..	..	..	824	1,11,054	62,79,905	32,57,993
1925-26	..	..	..	852	1,21,826	66,19,243	35,20,469
1926-27	..	..	..	889	1,32,866	70,31,155	37,31,985

The enrolment has therefore increased by 42 per cent. during the quinquennium; there has been an increase of 37 per cent. in the total expenditure and of 44 per cent. in the contributions from provincial funds. Provincial funds now meet 53 per cent. of the total expenditure as against 50 per cent. met from the same source in 1921-22.

A.—English Education.

The Board of High School and Intermediate Education.

Consequent on its re-organization the Allahabad University ceased to concern itself with education below the standard indicated by the intermediate examination, which now became the examination qualifying for admission to the University. A Board of High School and Intermediate Education was therefore established by an Act of the Local Legislature in April, 1922, to supervise and regulate secondary education in the United Provinces. The Board conducts examinations, prescribes courses of study and recognises institutions from which candidates may appear for its examinations. This Board established its own High School examination in place of the School Leaving Certificate Examination conducted by the Department of Education and of the Matriculation Examination of the Allahabad University, and its Intermediate Examination in place of the Allahabad University Intermediate Examination. The territorial limits of the old Allahabad University for these examinations extended, however, beyond the borders of the United Provinces; and, while the needs of the Central Provinces were provided for by the establishment of a local University and board, the requirements of other areas remained unsatisfied. As a temporary measure, therefore, the Board was empowered to recognize

SECONDARY EDUCATION.

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institutions in Central India, Rajputana and Ajmere-Merwara and to admit candidates from them to its examinations. Sixty of these institutions had been affiliated to the Allahabad University and during the quinquennium the Board granted recognition to 13 more, making a total of 73 institutions now recognized beyond the borders of the United Provinces.

The following statement shows the increase in number of these extra-provincial institutions:—

Year.	High Schools.	Inter-mediate Colleges.	Total.
1923 ..	54	6	60
1924 ..	58	7	65
1925 ..	60	7	67
1926 ..	62	8	70
1927 ..	65	8	73

The institutions in the United Provinces recognized for the Board's examinations are shown in the following statement:—

(a) Recognized institutions.

Year.	For High School Examination.	For Inter-mediate Examination.	For Commercial Diploma Examination.	For Agricultural Diploma Examination.
1924	179	28	5	..
1925	186	32	6	..
1926	189	32	8	1
1927	190	32	9	2

The school-leaving certificate and the matriculation and other examinations of 1923 were conducted as formerly by the Department and the Allahabad University respectively. The Board took over the conduct of the examinations with effect from the examination of 1924; in that year on account of minor differences in syllabus and examination, separate papers had to be set for candidates who had prepared the school-leaving certificate and the matriculation courses. The following statement shows the steady increase in the number of candidates, allowance being made for the fact that the number in 1924 included also candidates for matriculation from the Central Provinces:—

(b) Examinations conducted by the Board.

Year.	High School Examination.		Intermediate Examination.		Commercial Diploma Examination.		Agricultural Diploma Examination.	
	Number of candidates.	Percent- age suc- cessful.	Number of candi- dates.	Percent- age suc- cessful.	Number of candi- dates.	Percent- age suc- cessful.	Number of candi- dates.	Percent- age suc- cessful.
1924 { S. L. C. ..	5,600	55.2	1,708	54	198	70	..	..
{ Matric. ..	1,172	44.6						
1925	6,262	61.3	2,028	47	249	66	..	..
1926	6,320	59.8	2,472	50	243	65	2	100
1927	7,431	54.9	2,898	55	294	66	34	59

The Board has introduced the following important changes in regard to examinations :—

- (1) Private candidates are eligible to appear at the Board's examinations without restriction as to occupation or profession; previously, only teachers in recognized institutions and educational inspecting officers were eligible to appear as private candidates.
- (2) Persons who have passed a recognised public examination in oriental languages may be admitted to the high school and intermediate examinations in the subject English only.
- (3) The vernaculars, Hindi and Urdu, have been introduced as media, optional with English, of answering questions in certain specified subjects in the high school examination.
- (4) Candidates who fail in one subject only but have attained a certain standard of competence, may appear for examination in that subject only at a subsequent examination within two years after so failing.
- (5) The importance of the Indian vernaculars is recognised by making a vernacular language, Hindi or Urdu, a full optional subject for the intermediate examination.
- (6) Economics, Civics and Drawing have been added as optional subjects of intermediate examination; Physiology with Hygiene and Child Study has been introduced as an optional subject for female candidates at the intermediate examination; and Spinning and Weaving now form part of the syllabus of Domestic Science in the high school examination.

The old school-leaving certificate examination included a practical examination in science and an oral examination in English, both examinations being conducted in the school attended by the candidates; in the matriculation examination there was no such practical or oral examination. Practical difficulties of examination and administration, consequent on the increased number of institutions and candidates, led the Board to abolish both practical examination in science and oral examination in English in the high school examination, safeguards being, however, provided to ensure that candidates in science have satisfactorily performed the experiments prescribed in the practical course. External and foreign educational authorities have for the most part accorded to the Board's examinations the same measure of recognition as was granted to the corresponding examinations of the old Allahabad University.

There has been considerable criticism, much of it ill-informed, of the working of the Board and the intermediate colleges started under its auspices. Accordingly a representative committee was appointed by Government to examine the criticisms and to suggest changes that might be considered desirable and possible within the Intermediate Education Act, 1921. The report of the committee has been published for general information and opinions have been invited before the report is considered by Government.

Types of
intermediate
colleges.

Before the re-organization of the Allahabad University and the institution of the Board of High School and Intermediate Education, the university course commenced immediately after the High School

course and the intermediate course formed the first half of the full university degree course; intermediate education was therefore dealt with as a part of university education. Thus there was in the preceding quinquennium no institution exactly corresponding to the intermediate college. Even yet it is not possible to define the standard type of intermediate college. Several of the larger and more efficient government and aided high schools became intermediate colleges by opening classes XI and XII, strengthening their staffs and making necessary additions to their buildings and equipment; these form intermediate colleges with ten classes, III to XII. Some of these have since separated the four junior classes into a separate junior school and may be regarded as intermediate colleges with six classes from class VII to class XII. A few of the degree colleges formerly affiliated to the Allahabad University, which had high schools, although separate, associated with them, discontinued or made separate provision for their post-intermediate work, and taking over classes IX and X from the associated high school became intermediate colleges with classes IX and XII, the high school consequently becoming a middle school. Other degree colleges associated with the Allahabad University continued their intermediate classes as before in the same institution with the same staff and management as the classes of university standard. It had been contemplated that, within a comparatively short period of five years, intermediate classes might be completely severed from university classes, and that the colleges in which both co-existed would have decided their fate by developing into university colleges and shedding their intermediate classes, or by confining themselves to the humbler but no less important role of intermediate colleges. It is, however, evident that for a considerable time to come the co-existence of intermediate and university classes in the same institution will have to continue. Thus there are at present intermediate institutions of four distinct classes, and it cannot yet be decided which will ultimately evolve as the standard type. There is a general disapproval of the institution comprising classes III to XII, and the most desirable types would appear to be those institutions comprising six classes from VII to XII, or four classes IX to XII.

Excluding institutions for European and female education, there are 27 intermediate colleges; of these 8 are government institutions, 17 receive aid from provincial funds and 2 are unaided. The number of institutions with intermediate classes in 1921-22 was 14, and 23 in 1922-23. The number of scholars reading in intermediate classes rose from 2,514 in 1922-23 to 4,235 in 1926-27; the number in 1925-26 was 4,107. Comparison is made with the figures of 1922-23 in which year the Board of High School and Intermediate Education commenced to function.

Number of intermediate colleges and enrolment of pupils.

Expenditure (excluding expenditure on intermediate classes in degree colleges) has increased from Rs. 8,41,940 in 1922-23 to Rs. 14,00,988 in 1926-27. Provincial funds, whose contribution was Rs. 4,75,958 in 1922-23, contributed Rs. 7,01,676 in 1926-27. Fee-income has risen from Rs. 2,03,465 in 1922-23 to Rs. 3,96,900 in 1926-27; and income from "other sources", which was Rs. 1,62,517 in 1922-23, increased by Rs. 1,38,295 to Rs. 3,00,812 in 1926-27.

Expenditure on intermediate colleges

English high and middle schools. The following statements indicate the progress of these institutions since the beginning of the regime of the Board of High School and Intermediate Education :—

(a) Number.	(a) Number of institutions—		1922-23.	1926-27.
	High Schools	.. ..	154	153
	Middle Schools	.. ..	63	83
	Total	.. ..	<u>217</u>	<u>236</u>

There are 48 government high schools and one government middle school.

(b) Enrolment.	(b) Enrolment of pupils—		1922-23.	1926-27.
	In high schools	.. ..	45,312	57,433
	In middle schools	.. ..	6,129	10,245
	Total	.. ..	<u>51,941</u>	<u>67,678</u>

(c) Expenditure.	(c) Expenditure, provincial contributions, fee-income, income from "other sources"—		1922-23.	1926-27.
			Rs.	Rs.
	Total expenditure	.. ..	34,83,879	41,66,690
	Contributions from provincial funds	.. ..	17,76,572	21,78,265
	Contributions from boards' funds	.. ..	72,909	85,691
	Fee-income	.. ..	11,06,983	13,68,994
	Income from other sources	.. ..	5,27,415	5,31,737

Management of non-government institutions

The following extract from the report of one divisional inspector is not inapplicable to other divisions also :—

"There is great diversity in the degree of interest shown, and of activity taken by managing committees in the affairs of the schools under their administration. In some cases, among which are included more than one large and important school, no effort appears to be made by the management to shoulder its responsibilities; recurring expenditure is met almost entirely from fees and grants from public funds; there is no endowment income; private contributions provide for an infinitesimal percentage of the expenditure and no effort is made to increase the income from that source; buildings are allowed to become dilapidated through continued neglect of annual repairs; for the good work that continues to be done in these schools the teaching staff alone seems to deserve the credit. Other committees of management are more energetic, thanks generally to an enthusiastic secretary, but several of them cannot altogether escape criticism in that their enthusiasm too frequently lacks discretion. In their eagerness to meet the public demand they commit themselves to expenditure, without having counted the cost, or without making adequate provision to meet it; they are prone to open new classes or sections in their schools without having obtained the previous sanction, or without having consulted the officers of the Education department, and with quite insufficient accommodation, furniture or staff. They realize too imperfectly that development of a school should not be restricted to expansion on the expenditure side but that the sources of income should also be developed and new sources found. In some cases the construction of new buildings has been started when the committee has collected an altogether inadequate sum; the educational officers of the division have not been consulted in the

matter nor their advice regarding the building plans sought, and, before the divisional inspector is aware of what is taking place, construction has proceeded so far that he can offer little practicable suggestion. One high school building I saw when the walls were twelve feet high; no information had reached me that building had been commenced, nor had any plan been submitted; it was obvious that several rooms were too small for full-sized classes, but it was too late to make any change. The ground floor of the building of another institution had been completed and was in use; most of the rooms were far too large for class requirements and hence there had been great extravagance. Both of these institutions are, or will be applying for non-recurring grant-in-aid from Government and both doubtless hope that full allowance will be made for the expenditure incurred by them on the buildings.

Not a few schools, however, can boast of committees fully alive to their responsibilities and lacking neither in zeal nor in discretion; their schools are carefully and wisely managed and the management is worthy of highest praise."

The quinquennium 1917—22 was marked by the erection of many new government school buildings; the later years have seen much financial stringency and there is less to record in this connexion for the period 1922—27, although the government intermediate colleges at Allahabad, Lucknow and Moradabad and several government high schools elsewhere have received important additions. But there has been little or no slackening in the activity of private institutions in erecting buildings for their own accommodation, in most cases aided by liberal government grants. In the Allahabad division the Halim Muslim High School, Cawnpore, is now accommodated in new buildings towards the construction of which the management received a large grant from Government; the Dayanand Anglo-Vernacular College, Cawnpore, has constructed part of what will ultimately be a very fine collegiate building; the B. N. Sanatan Dharma Intermediate College, Cawnpore, has completed and is using the ground floor of its new building and the construction of the upper storey is in progress; and the Kanya Kubja High School, Cawnpore, has a new building under construction. The Islamia High School, Etawah, has built a new science block. In the Benares division, Government had given grants totalling Rs. 1,37,000 towards the cost of new buildings erected for the Dayanand Anglo Vedic, the Anglo-Bengali and the Harish Chandra High Schools at Benares, and the Kshatriya High School, Jaunpur. At Akbarpur and at Gonda in the Fyzabad division new high school buildings have been erected with government assistance, and the Ajit Sombansi High School, Partabgarh, has had important additions. The Messmore High School, Pauri, Garhwal is now accommodated in a fine double-storeyed building towards the construction of which Government contributed Rs. 93,000. In the Meerut division the N. R. E. S. Intermediate College, Khurja, received from Government Rs. 74,000, the Dayanand Anglo-Vedic Intermediate College, Dehra Dun Rs. 73,000, and the Anglo-Vernacular School, Anupshahr, Rs. 30,000 for building purposes. The Muslim University Intermediate College, Aligarh, has been provided with a new building which is already proving inadequate for its enrolment of over one thousand pupils, and the Radha Swami Educational Institute, Agra,

Buildings.

has had considerable building extensions. From the Lucknow division is reported the completion of the Kanya Kubja Intermediate College building at Lucknow and the new buildings for the Dayanand Anglo-Vedic and Amir-ud-daula Islamia High Schools, Lucknow, the King George Kshatriya High School, Hardoi, and the Raja Anglo-Vernacular High School, Sitapur. At Moradabad the Coronation High School and the Hewett Muslim High Schools are now in occupation of newly erected buildings, and the construction of a building for the Anglo-Vernacular Middle School, Nagina, has been completed; a new high school building at Kanth is approaching completion and there have been many extensions and other smaller building projects carried out in other schools in the Rohilkhand division. The divisional inspector, Gorakhpur, has reported that the King George Anglo-Vernacular Middle School, Barhaj Bazar, has moved into new buildings which cost Rs. 41,000, the Anglo-Sanskrit School, Basti, has constructed a building costing Rs. 44,000 and Rs. 65,500 have been spent on extensions to the Smith High School, Azmatgarh.

These are but the most important of the building operations of the quinquennium. Very few high schools are now without buildings of their own; in many cases, however, their enrolment has so increased that the accommodation afforded is cramped and extension is necessary. Middle schools are by no means so well provided; many of them are housed in rented or borrowed buildings in congested parts of towns, the class-rooms are ill-lighted and the surroundings insanitary. Great though the progress in building has been, effort must not be allowed to slacken in providing sufficient and suitable accommodation. There still remain some government high schools whose ancient buildings should be condemned and replaced, and the provision of residential quarters for the headmaster is an urgent need in many places.

Standard
type of
school
building.

Previous to 1920 the standard design of a high school building provided for a hall, with rooms for the accommodation of the headmaster and office, occupying the central portion of the front of the building; each of the remaining portions of the front consisted of two rows of class-rooms separated by a medial corridor; wings at the extremities composed of single rows of class-rooms allowed for reasonable extension to a compactly designed building. Experience, however, proved that the acoustics of these buildings were such as to cause serious interference with class work, and other minor defects in the design manifested themselves; and in 1920 a new standard design was adopted, which differed from its predecessor mainly in the substitution of a single row of class-rooms with verandah on one side, for the central corridor with class-rooms on both sides; this type of school obviously required a more extensive site for its construction but was free from the defects of the other type. Financial stringency at a later date spurred the Department in 1924 to issue revised instructions in order to make available funds go as far as possible. While the type of school building consisting of two rows of class-rooms with an intervening corridor is condemned, school managers are allowed full discretion to design single or double-storeyed buildings for their schools or hostels. A hall, although desirable, is not considered a necessity for a high school or intermediate college, even for purposes of examination. The minimum dimensions of an ordinary

high school class-room should be 26' × 20' and one for a full-sized intermediate class 29' × 25', the enrolment in high school and intermediate classes being subject to a maximum of 35 and 45 pupils respectively. The following minimum requirements for a single section high school are laid down:—

Ten rooms 26' × 20'.

(Eight class-rooms, one science lecture room and one drawing room with proper north lighting).

Two rooms 29' × 25'.

(Laboratory and geography room).

Two store-rooms 20' × 10'

(One science and one general).

Two rooms 15' × 12'.

(Headmaster's and office).

Two rooms 15' × 20'.

(Library and teachers').

The school or college hall, however, is one of the features which managers projecting a new building are extremely reluctant to give up, and upon it and its embellishment they are prepared to spend money which they can ill afford and which could be spent to better effect upon other details of the building.

The standard of equipment of anglo-vernacular schools and colleges is fair and is rising. During the quinquennium Government have given numerous grants to institutions towards the cost of modernising or adding to their equipment, and considerable expenditure has been incurred in improving the apparatus and furniture of government schools.

Equipment.

The numbers of trained and untrained teachers in English schools (including intermediate colleges) in each year of the quinquennium are shown in the following statement:—

Teachers
(a) Number.

—	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Trained	1,340	1,466	1,569	1,686	1,883
Untrained	2,764	2,773	2,726	2,753	2,770
Total	4,104	4,239	4,295	4,439	4,653
Percentage of trained element in total staff.	33	35	36	38	40

The figures indicate a satisfactory rate of increase in the proportion of trained staff. The percentages of trained to total staffs in government and non-government institutions during the quinquennium are as follows:—

—	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Trained percentage in government schools.	67	68	70	70	71
Trained percentage in non-government schools.	16	19	22	25	28

It has to be added that among untrained teachers are included pandits, maulvis and the majority of drawing masters; if these teachers be excluded, 89.6 per cent. of the ordinary class-teachers in government English institutions are trained. It has now been ruled that no untrained teacher may in future be appointed permanently as an ordinary class master of high or middle school classes, and the employment of trained men has been made a condition of increased grant-in-aid; assistance will be afforded, where necessary, to school managers to enable them to secure trained teachers. Government schools can absorb but a small number of the trained men who pass out from the training colleges, so that a large residuum is left for employment by other institutions. But the extension of the scheme of English classes in vernacular schools may necessitate a larger provision for the training of undergraduate teachers in the province.

(b) Pay.

Heads of government institutions (except of certain intermediate colleges whose principals are in the Indian Educational Service) are in the United Provinces Educational Service, of which the initial pay is Rs. 250 per mensem, rising to Rs. 675 per mensem by annual increments of Rs. 25, and there is a selection grade with pay Rs. 700—50—800 per mensem. Teachers, other than language teachers, of intermediate classes are in a special grade of the Subordinate Educational Service in the scale of pay Rs. 200—25—450 per mensem. Teachers of classical and vernacular languages to intermediate classes, and trained graduate teachers in high schools receive an initial pay of Rs. 100 per mensem, rising annually by Rs. 10 per mensem to Rs. 300 per mensem. Trained undergraduates, pandits, maulvis and drawing masters are in scales of initial pay Rs. 50 per mensem rising to Rs. 150 per mensem; for 25 per cent. of the cadre of trained undergraduates there is a selection grade, the pay of which rises to a maximum of Rs. 200 per mensem. In non-government institutions teachers are under much worse conditions of pay than their fellows in government service. The initial pay obtained by a teacher freshly trained may approximate to that obtained by his class-mate fortunate enough to be appointed to a government school; most frequently it is less. But he has no hope of attaining the same ultimate maximum; he is lucky if he gets regular increments of salary, and very lucky if he is placed in a scale of pay the maximum of which is two-thirds of the corresponding maximum in government institutions. Several aided institutions compare very favourably, both in number of pupils and in quality of work as shown by results, with the largest and best run government schools; it cannot be matter of pleasurable reflection to the heads of such institutions that the headmaster of a small government high school in an out-of-the way place may draw a salary 50 per cent. higher than his own. The disparity in pay between teachers in government and in non-government institutions does not tend towards general educational efficiency; and the interests of education appear to demand that steps should be taken to reduce the disparity.

(c) Provident Fund in recognized schools.

The Government Provident Fund scheme is almost universally taken advantage of in recognized institutions; a few institutions retain their own schemes. Teachers permanently appointed are required to contribute one anna per rupee of salary monthly; the management add one-half anna per rupee of the teacher's salary and the total amount is invested in the post-office savings bank. On the teacher's retirement

from the service the amount is allowed to be withdrawn, and Government add thereto one-third of the total amount standing to the teacher's credit in the fund.

The relation of management and staff in aided institutions is slowly being established on an improved basis. On both sides in the past there have been cases where one party has treated the other with scant consideration: these cases have diminished in number. A practice, common among managers of impecunious schools, of giving notice to teachers that their services will be dispensed with before the commencement of the annual vacation has practically disappeared, and managers generally recognize that a teacher who has served for the whole of the school session should receive pay for the ensuing vacation or, if appointed during the vacation to another post, until he enters upon the duties of the new post. A complaint, however, is now sometimes heard among teachers that a manager, after having appointed a teacher upon a fixed advertised scale of pay, finds means to discharge him when he is nearing his maximum pay in order to effect economy by engaging a new teacher at the minimum of the scale. The Department has now drawn up a form of agreement to be entered into by teacher and manager and it is proposed to make its execution a condition of the receipt of government grant.

(d) Relations between staff and managers of aided schools.

The introduction of the present time-scale of pay of teachers in government schools, which dates from April 1, 1921, has resulted in an improvement in the quality of candidates admitted to training colleges, and there is keen, almost fierce, competition for appointment to government service among freshly trained teachers. Government schools, therefore, each year secure the pick of groups of trained men who are of better quality than their predecessors of some years earlier were. There has also been an increase in the proportion of trained staff. But inspectors report that the work of teachers in government schools is not of the standard that may reasonably be expected. Their remarks in this respect do not apply as yet to intermediate classes, and there are, of course, honourable exceptions to be found amongst teachers of school classes. For the first two or three years after appointment the teacher generally works well; his initial zest has not worn itself out and, further, he has not yet been confirmed in his appointment. But after confirmation he sees that many years must elapse before he may be considered for promotion to a headship or to a selection grade. Secure in the tenure of his post and in the enjoyment of annual increment accruing to his salary without effort on his part, he too often becomes slothful and maintains his work just a little above the standard of positive inefficiency. The difference in quality between the work of a teacher of ten or more years' service in a government school and that of his brother of similar standing and service in an aided institution is not as a rule sufficient to justify the wide difference existing between the pay drawn by the two teachers. Although the new scales of pay should have rendered private tuition unnecessary as a means of adding to the teacher's income, and an improved standard of tuition, should have diminished the necessity of the pupils for such tuition, the practice still flourishes. One divisional inspector states that "there are very few teachers in government high schools who have not taken one, or in the majority of cases two private tuitions and have not been found neglectful of their class work. There is certainly

(e) Quality of teacher's work.

something wrong with class tuition when a large number of boys finds it necessary to have private tutors who, by solving all difficulties in mathematics, translation and other subjects for their private pupils, may in the long run prove themselves to be a curse rather than a blessing to them". Without exonerating the teacher, it must be remarked that the headmaster of a school in which private tuition persists to an excessive extent cannot be absolved from responsibility. The headmaster should be acquainted not only with the amount of private tuition undertaken by his assistants but also with the extent to which the pupils of his school engage tutors and the subjects in which they find tuition necessary. If he finds that many boys of a class require coaching in a particular subject, he may conclude that the class teaching in that subject is defective; his regular visitation of classes when teaching is in progress, and periodical scrutiny of teachers' diaries and boys' written work may confirm this conclusion and he may devise remedial measures. There is little doubt that there are some headmasters who suffer from the lethargy which is noticeable among assistant masters, and, as schools and staffs very readily take on the impress of the headmaster, it is not matter of surprise that inspectors have remarked instances of an aided school with an ill-qualified and ill-paid staff securing better results than the neighbouring government high school.

In non-government schools an unsatisfactory standard of work is due to lack of spirit in the teachers and lack of a sufficient strong trained element amongst them. The former is probably the main cause. Insecurity of tenure, unsatisfactory conditions of work and insufficient pay, often irregularly disbursed, must in many cases prevent a teacher from putting his whole heart into his work, and discontent is not likely to be lessened by contemplation of better conditions in neighbouring schools and of the great disparity between the pay of teachers in aided schools and that of the corresponding members of the staff of the local government school. More than one inspector, moreover, remark that the freshly trained teacher labours under the impression that his college training is all-sufficient and that no further study or knowledge of up-to-date methods is required; comparatively few take any real interest in the literature of their profession; in class-lessons reference is seldom made to books outside of the prescribed text-books, even to volumes in the school library. There is not sufficient co-operation among the members of the staff; in many schools each teacher acts as if he considered that his subject bears no relation to subjects taught by other masters, and no proportion is observed between the amounts of home work in the various subjects. These, however, are faults that the head of the institution should be competent to deal with; systematic class-visitations to see the teachers actually at work, regular inspection of teachers' diaries and occasional scrutiny of boy's written work should place the headmaster in a position to evaluate the work of his subordinates and to aid and stimulate them with suggestion and criticism. While the failings of a weak and inefficient headmaster are speedily reflected in the quality of work carried on in the school, it is equally true that a strong and capable head can soon infuse life and efficiency into his subordinates. There are many schools, although still too few, to

which the foregoing criticisms are not applicable and which afford excellent examples for the guidance of other institutions where the organization is defective.

In 1916 the vernacular became the sole medium of instruction for classes, up to and including the middle stage, of anglo-vernacular institutions. At that time 'the main fear of the objectors to the change was that the standard of English would deteriorate. To quote the quinquennial report for 1917-22, "Opponents of the change had prophesied a lowering of the standard of attainment in English, but so far as can be made out the English in schools is somewhat better than it was at the beginning of the quinquennium and with the intensification of teaching in the periods allotted to the English language there should be further improvement." Candidates in the high school examination are permitted to answer question-papers in certain subjects in their vernacular, and in some high schools the vernacular is used as the medium of instruction beyond the middle stage. But improvement in English and in other subjects is slow in coming. The principal of one intermediate college writes:—"The vernacular medium was used with due adaptation for teaching the high section subjects. It is too early yet to pronounce upon its success but there is no gainsaying the fact that, given a command over his native speech on the part of the teacher, the boys will always appreciate a subject better when taught through the vernacular. But it must be confessed with shame that the language the teachers use at present is far from ideal. Since the commencement of this session every effort is made to discourage the use of the ludicrous jargon in which even the school master expresses his thought." Inspectors in their reports for 1926-27 continue to remark on this feature of anglo-vernacular education. One inspector finds that the standard in English in class VIII is certainly lower than it was, and it does not appear that the standard in other subjects has improved. Another states that in the opinion of almost all the headmasters in his division the change of medium has impaired the standard of English. A third inspector reports that "boys in class IX or X cannot talk correct English; when spoken to, they fail to reply because they have not understood." A fourth inspector writes:—"One of the outcries has been for the abolition of English in public examinations with the object of giving opportunities for greater power of expression to the candidate in his own vernacular. But no effort is made to reform the vernaculars. The subordination of English to the mother-tongue would certainly be most desirable, if there was a likelihood of the development of a national language. At present the vernacular used in the class-room consists of a heterogeneous mixture of Urdu, Hindi, Persian, Sanskrit and English technicalities". In subjects other than English the teacher is found to use the curious jargon referred to by the last quoted inspector. Yet the reports received on the teaching of English in vernacular middle schools are not unpromising; in those schools the teacher, even if he employs the "direct method," must on occasion fall back on the vernacular language for explanatory purposes. It would appear, therefore, that there has not been a whole-hearted change in the medium of instruction on the part of teachers in anglo-vernacular schools. English is the medium in which they themselves were instructed. Being accustomed to think and express their thoughts on any advanced subject in English

Medium of instruction.

they find it difficult to teach in the vernacular and are often at a loss to express themselves; they do not exert themselves to acquire the necessary proficiency, but when in difficulty fall back on the use of English as the easiest way out. So far as teachers are concerned the difficulty of language is not insurmountable, and hardly sufficient attention has hitherto been paid in training colleges to ensure that the students in training acquire the necessary proficiency. Less use is reported to be made of school libraries than was formerly the case, and this seems not unconnected with the relegation of English to the place of a foreign language. It is necessary to increase the number of good books in the vernacular, both reference books and books for general reading: at present books of a satisfactory standard are few. Here, also, effort by the teacher, if exerted, would effect a great improvement; the teacher should encourage his pupils to read books and aid them in selection and reading. The strongest objection to the vernacular as the medium of instruction lies in the fact that there is no single vernacular language universal in this province; the matter is complicated by the co-existence in practically every school of Hindi and Urdu. In view of these difficulties it is advisable to pause yet a while in order to prepare the ground thoroughly before extending the use of the vernacular as the instructional medium to the high section classes.

Teaching of subjects of the curriculum in English schools.

The criticisms following apply to high and middle schools. In intermediate classes the standard of instruction compares very favourably with the average standard maintained in the corresponding classes under the régime of the old Allahabad University, and the results in the intermediate examination obtained by many new intermediate colleges equal and in some cases surpass, those of the classes maintained in the associated colleges of the Allahabad University.

(a) English.

The standard of English is generally reported to have deteriorated. As the Board of High School and Intermediate Examination has abolished the oral test in English in the high school examination, the deterioration has been very popularly ascribed to this cause; but whatever effect the abolition of the oral test may have had is infinitesimal in comparison with that produced by the change in the medium of instruction. One inspector writes:—"The universal employment of the 'direct methods', and the more intensive teaching of the subject which a lightening of the curriculum would render possible, might stop this (progressive deterioration). Now that the employment of trained teachers in aided schools is being insisted on, this should be possible, but it will be some time before the old untrained teachers retire, and little can be expected while they are still in the schools. The translation method, as used in the majority of the schools of the division, is hopeless. Instead of giving the substance of the passage read in their own words, boys are made to translate it literally, word for word, into the vernacular. Written work as a whole is quite insufficient, and is untidy and badly corrected. Reading and pronunciation are almost invariably bad, intonation especially being poor, while expression is entirely neglected. Where the 'direct method' was employed the difference was very noticeable, and boys entirely taught by this method are much above the others in fluency and correctness. But it is remarkable how few masters can teach

the text satisfactorily; few seem to have any method and there seems little doubt that proper preparation by the teacher is not the common practice. Grammar is still a difficulty which might be overcome by prescribing a simple book where the rules are clearly laid down and not obscured by a mass of exceptions. Passages for translation are almost invariably too long and so cannot be finished within the assigned period, while loose paraphrase is allowed to take the place of the close translation which is wanted. Composition is too stereotyped; 'The Cow,' or worse 'Cow,' 'A Rainy Day,' 'A letter to the Headmaster asking for leaves' are staple subjects, while correction leaves very much to be desired. Headmasters can do much by insisting on proper preparation and careful correction by the teacher. Much more practice in expression, both oral and written, is essential. The vernacular should be used as little as possible and the 'direct method' introduced wherever feasible." Other inspectors write in somewhat similar terms. It may be emphasised that the "direct method" is not likely to be successful when employed by the average untrained teacher. The slavish adherence of teachers to some of the approved methods used in teaching is commented on by some inspectors; it is an excellent thing to insist on boys re-writing correctly words that they have mis-spelled, but a very brief consideration on the part of the teacher should convince him of the harm done by making a boy write, six or ten times, such words as "too," "off," "bare," etc., and, by using his brains, the teacher can devise safeguarding modifications.

Inspectors generally consider the teaching of Mathematics as better than it was. "Answers given by the boys are more methodical, more to the point and more clearly expressed than in other subjects." Better supervision of the class is required when the boys are engaged in working out examples. The method should be discontinued of engaging one boy to work out an example on the black board while the rest of the class looks idly on. Tidiness should be insisted on and there should be more application of mathematics to problems within the daily experience of the boys.

(b) Mathematics.

History and Geography have now been separated in high section classes. With effect from 1927, only one of these subjects is compulsory in the examination while the other may be taken as an optional subject; previously History and Geography was a compulsory combined subject, one paper being assigned to each. The separation can hardly be considered to be a wise step. A boy on leaving school should possess a knowledge both of History and, of Geography higher than that connoted by the standard of class VIII, and, although under the new system his knowledge of one of these subjects may be wider and deeper than formerly, this knowledge does not sufficiently compensate for the deficiency in the second of the hitherto associated subjects. Some inspectors consider that the present method of teaching History in the lower classes entails too little effort on the pupils, and do not approve of the instruction laid down in the curriculum that preparation of the lesson should not be essential but that the teacher should first break the ground. Lack of preparation is also attributed to teachers, and one inspector states that "the history lesson generally degenerates into a reading lesson where the teacher paraphrases

(c) History and Geography.

the language of the text-book in less idiomatic phrases." The history section of school libraries is reported to be generally deficient, and the provision of more illustrated books, pictures, reproductions of coins and other historical material is urged. In the teaching of geography several inspectors record a gratifying improvement but there is still room for improvement, particularly in map-drawing, and more use may be made of local geographical features.

(d) Vernacular languages.

No improvement in the teaching of the vernacular languages is reported, except in government schools and in aided schools in which the headmaster transfers the teaching, in the higher classes at least, to experienced ordinary class-masters. The old type Moulvi or Pandit too often believes in the virtue of cramming: training in modern methods is essential to progress.

(e) Science.

Compulsory science has been introduced into many schools up to the middle stage. The subject is taught by qualified teachers; inspectors consider that it is well-taught and that the smaller boys in particular evince great interest. Government afford special assistance to schools which introduce the subject. The practical test in the high schools examination has been abolished; this is universally regretted but its necessity is recognized; it is feared that the assurance of the headmaster that the boy has performed the experiments laid down in the course is hardly sufficient and that practical work in schools will diminish in amount and in quality. The popularity of the subject with boys is great and is increasing.

(f) Nature study.

This is a subject which is being introduced into schools and is generally reported to be popular with the junior classes. Its extension is dependent on the supply of properly-trained teachers which is as yet inadequate. One inspector is doubtful whether progress is being maintained; but other inspectors do not bear him out in this opinion, and teaching appears to be generally satisfactory and the nature-study garden is a pleasing feature in many schools.

(g) Drawing.

The new syllabus prescribed for classes IX and X is appreciated and some inspectors report that some of the pastel work seen by them is excellent. But they are not satisfied with the teaching of drawing in the lower classes which they describe as formal and uninteresting. They consider a new curriculum from class III to be required. Paper-folding, cardboard and raffia work, and colour work might be included; drawing masters are quite capable of undertaking this work.

(h) Commerce.

Commerce is a subject which has gained in favour as its practical utility is more generally recognized. Typewriting is preferred to book-keeping. The teaching is improving in quality but one inspector still reports that slovenly methods are in vogue.

(i) Manual training.

Manual training is not a popular subject with boys in the higher classes, mainly because it leads nowhere. In the schools where it has been introduced as a compulsory subject up to class VIII, excellent work is reported as being done. As might be expected, the subject in itself appeals to the boys and affords a valuable training. One inspector considers that the teaching is not very intelligent and that the course might be extended with ease and advantage. He considers that the compulsory course should be introduced wherever

possible, but adds that parents harbour a prejudice against it, thinking that its main purpose is to turn their children into carpenters.

In the general report on public instruction in these provinces for 1923-24 it was stated:—

The Dalton plan.

“With the advice and help of Mr. N. A. Rust, M.A., Inspector of Schools, Lucknow division, the Dalton plan of work has been introduced in the Kanya Kubja Intermediate College, Lucknow, by the Principal Mr. S. M. Chaturvedi, M.A., L.T. The essence of the plan is that the boys are not thought as a class but learn as individuals with the guidance and help of instructors. The work in each subject in which the plan has been introduced is set out before each boy. He is allowed to work as long as he likes at each subject, provided he completes a minimum in each subject each week, and roughly levels his standard of attainment in all subjects at intervals of approximately one month. A boy's progress depends on himself and not on his class-fellow. He is promoted to the next higher class of work as soon as he is ready. Each boy is examined independently, not as one of a class. He receives individual instruction as he requires it. He learns responsibility and self-discipline.

The working of the system involves careful control and hard work on the part of the headmaster and the instructors. It is clear that to study each boy and to help him over his own peculiar difficulties involves more labour than teaching boys in batches, some of whom the teacher knows must fail to do the year's work properly within the year. But the teacher is relieved of the strain of trying to drive the members of an uneven team all at the same pace. The lazy boy, the dull boy, the backward boy do not hinder the industrious, bright and forward boys. All can go their own pace and the teacher's task is to see that each boy keeps up a pace suited to his own abilities. So far at the Kanya Kubja Intermediate College the Dalton plan has been successfully introduced in classes V, VI, VII and VIII in the subjects English, Mathematics, History, Geography, Hindi, Science and Drawing, and it is proposed to extend it to Urdu and Sanskrit in 1925-26. A pamphlet on the plan has been published by the principal.”

The initial driving energy and enthusiasm having exhausted themselves, it is doubtful whether the teachers have maintained the sustained effort necessary for the successful working of the plan. The divisional inspector's remark on the enrolment in 1926-27 is somewhat significant:—“The decrease in the Kanya Kubja Intermediate College is due to the apprehension of the boys that the Dalton system might be extended to the higher classes and to want of accommodation.” The Principal, Government Intermediate College, Almora, reports that “the Dalton method was continued in Economics and History in class XI.” The Janki Prasad Anglo-Sanskrit High school, Khurja, is reported to have introduced the system into its classes and other aided high schools in the Meerut division are showing a lively interest in this and other educational methods recently developed.

Besides the Board of High School and Intermediate Education, two of the United Provinces universities conduct examinations of the high school and intermediate standards. The Aligarh Muslim University conducts high school and intermediate examinations which

Examinations.

were intended to be local in character. The Allahabad, Lucknow and the new Agra Universities do not admit to their courses students who have not passed the intermediate examination, but the course of the Benares Hindu University is of the old type, in so far as it is one of four years after the matriculation examination, and there is an intermediate examination midway in the course at the end of the second year; the matriculation or admission examination of that university is equivalent to the high school examination conducted by the board. The following is a comparative statement relating to the examination of 1927 :—

High school or equivalent examination conducted by—	Number of candidates appearing.	Number of candidates successful.	Percentage.
Board of High School and Intermediate Education.	7,431	4,077	55
Aligarh Muslim University ..	916	447	49
Benares Hindu University ..	338	215	64

Intermediate examination conducted by—	Number of candidates appearing.	Number of candidates successful.	Percentage.
Board of High School and Intermediate Education.	2,938	1,601	55
Aligarh Muslim University ..	810	455	56
Benares Hindu University ..	400	269	67

In addition to the above there is the high school scholarship examination conducted by the department. This is a competitive examination for boys of class VIII under sixteen years of age. Five hundred and twenty-one candidates appeared from 162 recognized English schools (out of a total of 280 such institutions in the province) in the examination of 1927, and 100 government and 23 district board scholarships were awarded on the results of the examination. It was remarked in the last quinquennial report that certain schools had established reputations for securing scholarships for their pupils and that success was probably dependent upon the intensive methods of tuition employed in these schools. Government have decided to abolish these scholarships and also the examination with effect from the year 1928; their place will be taken by high school stipends of Rs. 10 per mensem tenable for two years in the high section, i.e., classes IX and X; one such stipend will be awarded annually in each high school to a poor and meritorious student on the recommendation of the headmaster.

Music in
anglo-
vernacular
schools.

The Board of High School and Intermediate Education decided in 1924 that Indian music should be included as an optional subject in the curriculum of high schools and that no public examination in it should be held, but that the head of the institution should grant a certificate to such students as complete satisfactorily a four years' course in the

subject. Music classes have been started in three institutions, the Kanya Kubja Intermediate College, Lucknow, from July, 1925, the Edward Memorial High School, Bareilly, from July, 1926, and the Shyam Sunder Memorial Intermediate College, Chandausi; government grants, both non-recurring and recurring, have been given to these institutions towards the cost of equipment and maintenance of these classes. The Inspector of Rohilkhand division writes as follows about the class in the Edward Memorial High School, Bareilly:—"The enlistment for this class was confined to classes III, IV and V for the present and 80 boys are stated to be under instruction. Boys are reported to have been very regular in their attendance. The Pandit is a trained man from Gwalior. The boys are being taught the elements of written music. The parents like the innovation and the choir is a feature on the speech day of the school."

The Marris Academy of Music, Lucknow, was established from July, 1926. A non-recurring building grant of Rs. 50,000 was sanctioned to the institution in 1926-27 and a recurring grant of Rs. 500 per mensem paid to it in that year; the recurring grant for 1927-28 has been raised to Rs. 8,000 per annum. The Academy provides courses of instruction and will grant diplomas to successful candidates completing its courses.

Advanced instruction in music.

A combined junior course in hygiene, sanitation and first aid drawn up in consultation with the provincial centre of the St. John's Ambulance Association was introduced in 1922-23 in 16 anglo-vernacular schools and normal schools. The experiment proved a success; the Council of the St. John Ambulance Association recognized the syllabus for the purposes of a new certificate, called the School Certificate, awarded by the Association. First and Second Re-examination Certificates are also awarded, the standard required in re-examination being higher than that in the original examination. The number of classes and candidates presented for examination reached their maxima of 208 and 1,641 respectively in 1924-25; thereafter, there was a fall which may be considered as due to some evaporation of initial enthusiasm, and the present numbers represent the result of work established on a sound substantial basis. The following statement shows the result of the five years' working of the course as well as of the last year of the quinquennium:—

Hygiene in secondary schools.

	Period 1922-27 (5 years).	Period 1926-27 (1 year).
	Rs.	Rs.
Total number of candidates presented for the Pass certificate..	4,041	1,013
Number awarded Pass certificates	3,186	891
Number presented for First Re-examination	974	153
Number successful in First Re-examination	335	116
Number presented for Second Re-examination	72	59
Number successful in Second Re-examination	63	47

An attempt has lately been made to extend the scheme into vernacular middle schools through the district boards, and Cawnpore and (onda have made a move in this direction; ten vernacular middle schools have been recognized but so far no examination has been held. Lack of teachers and of examiners of approved qualifications are serious obstacles, but normal schools in which the scheme was originally introduced may be able to supply the need of teachers who may spread the knowledge of hygiene and sanitation among classes and in districts hitherto unreached. A new and improved text-book has been introduced and this has been translated into Hindi, Urdu and Bengali. The self-sacrificing labours of the teachers who conducted the classes, the doctors who acted as examiners and the officials of the United Provinces Provincial Centre of the St. John's Ambulance Association deserve grateful acknowledgment.

Libraries.

Students of the intermediate classes which continue to be held in colleges associated to the Allahabad University and those in such former degree colleges as, giving up their post-intermediate work, became intermediate colleges have access to libraries, much better furnished with books than are to be found in the intermediate colleges which have developed into such from high schools. In these last the libraries are adequate merely for high school purposes and require large additions of modern books before they can be considered satisfactory for intermediate classes. Such as they are, they are well used by the boys, both in connexion with their studies and for general reading to which their teachers and the debating and literary societies in the college urge them. Although all high schools are possessed of libraries, they are of varying degree of adequacy and the extent of use made of them likewise varies. In many schools a much larger number of books is required and a better selection is desirable; the annual allotment for expenditure on books for the library is too small in most aided and in many government schools. While it is true that there are several schools in which boys are taught how to make proper use of the library and where they are encouraged to read books, there seems to be little doubt that both boys and teachers read fewer library books than formerly, and that the deterioration in this respect is associated with the change from English to the vernacular language as the medium of instruction in the middle section. The inspector of the Fyzabad division reports that "libraries are not now used so much as they should be. In two large classes I found only one boy who had read Robinson Crusoe. A system is in vogue in Partabgarh where the monitor draws fifteen books from the library and issues them to members of the class; this does not teach the boy to use the library. As far as I have seen, boys have little inclination to use the library either for pleasure or for profit". The report from Rohilkhand division states: "Some school libraries are very poorly stocked, while others, though they possessed books, lack readers. The use of books of reference is hardly understood and it appears that the fault lies with the masters who read little themselves and cannot give to boys the help they require." The Lucknow divisional inspector writes:—"As a rule teachers do not use libraries, as they think it needless to read further after they have entered into service and thus they lose what they learnt at the training institution. In order to stimulate them to activity the departmental inspectors

should record in their inspection reports which of the teachers neglect to take sufficient advantage of the school libraries." The responsibility of the headmaster in such institutions must not, however, be overlooked; the headmaster is failing in his duty if he allows the school library to fall into practical disuse; it is for him to take measures in order that the fullest use by his subordinate teachers and by the boys is made of the facilities provided in the school. Middle schools and the middle section of high schools appear to be poorly provided with library books; more vernacular books for the smaller boys are required and a better selection in history; books well furnished with good illustrations are, in particular, to be desired.

The non-co-operation movement had a very injurious effect upon the discipline in anglo-vernacular schools. In some places the effect of the injury still persists and one divisional inspector writes:— "In some towns it has become the practice of the citizens to 'shikar' the headmaster or some member of his staff." But generally matters may be considered to have righted themselves to a large extent, and the present standard of discipline maintained is satisfactory. External influences, however, exert a greater effect on school discipline than they formerly did, and the Indian school boy although very amenable to ordinary class discipline is at the same time extremely susceptible to such external influence. The fomenters of communal strife in the district sometimes succeed in introducing a general spirit of indiscipline in the senior classes of a school, but the manifestation of such a spirit in strikes has happily become rarer. Indiscreet and aggressive interference by the secretary or other members of the managing committee with the internal affairs of the school, which pertain to the sphere of the headmaster, tends to destroy his authority and affords scope for intrigue by disaffected members of the staff; discipline must suffer in these circumstances. It is essential that managers should realize the line of demarcation between matters to be dealt with by them and those that fall within the competence of the headmaster of the school, and, as a general rule, the headmaster in exercising his authority should receive full support from the governing body of the school. Where there is a strong and respected man at the head of an institution there is a little fear of internal disorder. It is to be regretted that parents do not evince a more active and sustained interest in the progress of their children's education; the majority seem to leave everything to the staff of the school but at the time of annual promotion—or rather detention—become clamorous in their requests for reconsideration of the cases of their sons, even appealing to the divisional inspector and accusing headmasters and teachers of injustice and animosity. At the same time, one divisional inspector states that only one or two headmasters in his division welcome the co-operation of parents in education, and it is to be hoped that in other divisions enlightened headmasters of this type exist in greater number. In many schools the day opens with a general assembly of the school and prayer; in others there is a parade of the whole school, or in some intermediate colleges of the primary and middle sections, and the headmaster or principal inspects the classes drawn up in their ranks before they march off to their respective class-rooms; this personal inspection by the head of the institution each day has an excellent

effect in making the boys careful of their appearance, in enforcing habits of punctuality and generally in raising the tone of the school.

Hostels.

The number of students resident in hostels is steadily increasing and during the quinquennium there has been considerable construction of new buildings for the accommodation of boarders both in government and aided institutions. Most high schools have got hostels attached to them either in their own or in rented buildings, but not very many middle schools are so provided. The high schools unprovided with hostels are generally situated in large cities, on the inhabitants of which they can draw for day scholars, but even in their case a hostel is almost a necessity. There is a demand for more hostel accommodation. Hostel buildings belonging to the schools are generally well designed and afford highly satisfactory accommodation, although in some cases, in a few government schools, the buildings are old residential bungalows demanding demolition and replacement. Rented or borrowed bungalows are not so well suited but in the main the average standard of hostel accommodation in anglo-vernacular schools is satisfactory. In some large intermediate colleges the hostels are run on the "house" system, each block being in the charge of a resident "house-master" who is a member of the teaching staff, and a senior member of the staff, directly subordinate to the principal, is superintendent of the hostel as a whole. In most high schools the hostel, or each hostel if there is more than one, is in the charge of a hostel superintendent, who is an assistant master in the school; the superintendent enforces rules regulating the hours of rising, retiring; work and play, and looks after the health, morals and general behaviour of the boarders; he also keeps in touch with the parents of the boys. The system of appointing monitors from among the hostel residents is generally prevalent. There have also come into existence a few independent hostels concerning which the inspector of the Fyzabad division wrote in his report for 1925-26:— "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." The divisional inspector, Gorakhpur, in his report for 1926-27 writes:—"The unrecognized hostels informally attached to the Wesley Mission High school, Azamgarh, are useful institutions and deserve mention here. The Principal reports:—"The health, the discipline and the spirit of the hostel have been matter of much satisfaction and thankfulness to us. A spirit of healthy friendly rivalry has grown up, and I think that the tone of the hostels is having a beneficial effect on the schools."

Medical inspection.

The system of medical inspection of schools which was instituted in 1919 still continues. Under it doctors of the status of assistant and sub-assistant surgeons inspected recognized anglo-vernacular and normal schools at regular intervals, and were paid allowances of Rs. 10 and Rs. 5 per mensem according to their grade, the cost being met by Government. Although the measures taken certainly resulted in a

marked improvement in the sanitary condition of school premises, the doctor's authority unfortunately does not extend to areas immediately outside the school compound. These officers also, as a rule, have not been able to devote the desired measure of attention to individual boys and the remuneration is so small that in most cases their work must be regarded as a labour of love. A scheme of school medical officers has been devised and introduced as an experimental measure in ten centres; viz., Allahabad, Lucknow, Agra, Cawnpore, Benares, Meerut, Bareilly, Gorakhpur, Fyzabad and Jhansi. One medical officer is appointed at each centre in medical charge of all the anglo-vernacular schools and the normal school and training college, if any. These doctors are paid at the rate of Rs. 120 to Rs. 200 per mensem according to the educational importance of the town, and also receive a conveyance allowance; outside of the periods of the day that have to be devoted to the work of the schools they are allowed to carry on private practice. They are responsible for the medical inspection of training colleges, normal schools, and recognized anglo-vernacular secondary schools, and intermediate colleges in their centres and of the pupils in those institutions; they assist, if required, in giving instruction in hygiene and allied medical subjects to students in training for the teaching profession. Medical records of the boys are maintained in the schools and, when necessary, arrangements are made for following up inspection by treatment. While the heads of government institutions are somewhat dubious of the advantages of the new over the old system, principals and headmasters of aided colleges and schools are enthusiastic about the potentialities of the new scheme and have suggested that it should be supplemented by arrangements for treatment and the supply of medicine, either gratis or the cost to be met by the imposition of a monthly medical fees as one of the regular school charges; suggestions have also been made for the provision of a central dispensary in each town where there is a school medical officer, and for other elaborations of the scheme. But all agree that it is too early to pronounce definitely on the success of a scheme introduced in the latter part of 1926, and obviously a longer experience of its working is required before modification or extension of any magnitude can be made.

B.—Vernacular education.

The number of vernacular middle schools has increased by 70 from 556 in 1921-22 to 626 in 1926-27. The distribution of the schools in the two years is shown in the following statement:—

	1921-22.	1926-27.	Increase.
Government.. .	7	8	
Local Board ..	530	595	
Aided ..	14	12	
Unaided ..	5	11	
Total ..	556	626	

Vernacular
middle
schools and
enrolment.

The government middle schools are model schools attached to the normal schools; the establishment of a new normal school at Jhansi in 1922 accounts for the increase in the number of these institutions. The total enrolment has increased from 43,074 in 1921-22 to 60,453 in 1926-27, i.e., an increase of 40 per cent. There is a demand for an increase in the number of these schools. The Commissioner of the

Benares division writes :—“ There is a genuine demand everywhere for more middle schools. Some reports express the usual dissatisfaction about the result of this education. The writers think that the middle school education often ruins the life of an agriculturist's son as it makes him dissatisfied with village life. Such had been, to a large extent, my own view till my last winter tour in the Ballia district. There I found many middle passed men doing farmer's work or living happily in their villages. I think that it is now only a small number who regard middle school education merely as a road to employment as a clerk or a teacher.” Few chairmen or other officials share these views. They would rather agree to the universal application of the remarks of the Commissioner of the Kumaun division regarding the Tharu :—“ It is all a question of the employment offering. The Tharu will not leave the Tarai and the number of appointments under Government and the boards in that area is limited, while the general effect of a middle school education seems to be to disincline the scholar to continue his ancestral occupation.” But it is hardly necessary to be as extreme as a district board chairman who writes :—“ They (middle-passed boys) have no openings whatsoever for employment. Thus they are becoming a danger to society. The system is so bad that they do not like to follow their fathers' occupations”. Inspectors seem to agree that the object of boys in middle schools is to seek entrance to government service as patwaris, etc., or to the teaching or clerical professions ; and this would seem to explain the demand for the second form of the vernacular to be taught as an additional subject in the schools which have agriculture and manual training. The improvement of the whole course of vernacular education and its better adaptation to the needs of modern life is necessary ; a committee, appointed to consider the curricula of normal schools, training schools, and vernacular schools, has with these objects in view made recommendations which are under the consideration of Government.

Number and
pay of
teachers.

The number of teachers in these schools has increased from 2,915 in 1921-22 to 3,181 in 1926-27. The untrained element accounts for less than six per cent. of the total. The supply of qualified men is adequate for ordinary purposes, but some inspectors report that there is difficulty in obtaining teachers for the English classes opened in middle vernacular schools. These latter are required to hold a training college certificate, and prefer service in anglo-vernacular schools in towns where there are opportunity of private tuitions and facility for the education of their families. Under some boards over-staffing of schools is reported to occur ; in the extreme cases 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 has been no change in the pay of ordinary teachers during the quinquennium ; the scales are as follows : -

Assistant masters	20 % @ Rs. 25 per mensem.
	50 " " " 30 " "
	20 " " " 35 " "
Headmasters	20 " " " 40 " "
	40 " " " 50 " "
	40 " " " 60 " "

The rates are adequate enough to attract plenty of qualified candidates to the profession. Provident funds are maintained by the boards,

the teacher contributing at the rate of one anna per rupee of his salary and the board's contribution being one-half or sometimes a larger fraction of the teacher's contribution.

Expenditure on middle vernacular schools has increased from Rs. 12,00,646 in 1921-22 to Rs. 14,63,477 in 1926-27. The incidence of expenditure in the two years has been as follows :—

	1921-22.		1926-27.	
	Amount.	Percentage.	Amount.	Percentage.
	Rs.		Rs.	
Provincial Funds	6,20,272	51.7	8,52,041	58.4
District Board Funds	3,95,652	32.9	3,38,161	23.1
Municipal Board Funds	44,058	3.7	45,962	3.1
Fees	1,27,476	10.6	2,03,172	14
Other sources.. ..	13,188	1.1	22,141	1.5
Total	12,00,646	100	14,63,477	100

The average annual cost for a boy reading in a middle vernacular school was Rs. 27.9 in 1921-22 and Rs. 24.2 in 1926-27.

Vernacular middle schools are in much worse condition than anglo-vernacular schools as regards buildings. About seventy per cent of their number are housed in their own buildings; thus in the Agra division 38 out of 54 district board schools have buildings of their own; in Benares 55 out of 77 schools are similarly accommodated and in Allahabad the percentage of middle schools with their own buildings is reported to be seventy. Of the remainder most are held in rented or borrowed buildings which are generally inadequate and unsuitable; some find cramped accommodation in a portion of the building meant for the local primary school; and a few are allowed to fare as best they can in the open, as in the Benares division, where three schools are reported to have no habitation. Even those schools which have their own buildings cannot be considered to be always satisfactorily accommodated, as there is reported to be overcrowding and need of extension of the building in many cases. Building activity on the part of the boards during the quinquennium cannot be said to have kept pace with the increase in the number of their secondary schools. Attempts to stimulate them to greater exertion is almost invariably met by the plea that funds are not available. Reports have been received of slow and intermittent construction work, in some cases years elapsing between the commencement and completion of a building, and of inefficient supervision in other cases, the material used in construction being so inferior that deterioration had set in before the building was complete. Had boards drawn up proper building programmes and carried them out in business-like fashion, the present inadequacy and unsuitability of accommodation would

Buildings
and equip-
ment.

have been minimised. Hostel accommodation is inadequate and inferior; about fifty per cent. of the schools have no hostel buildings of their own, and buildings rented or borrowed offer damp, dark and insanitary accommodation. From all quarters of the province come reports of the use of class-rooms as dormitories; the Gorakhpur divisional inspector writes:—"In the majority of hostels inmates do not get the prescribed accommodation, or sleep at night in the school building and use the so-called hostel for keeping their things in"; the inspector of the Jhansi division reports that "in many schools the boys sleep in the school-rooms and put their charpoys and other belongings in the verandahs in the morning, but this is much better than their being crowded together in small dormitories"; from Kumaun and Meerut come similar reports, although the inspector of the latter division reports that messing arrangements are satisfactory and boys look cheerful and healthy; but the use of the school-rooms as dormitories is a practice that cannot be sufficiently condemned. Inspectors make little complaint about the equipment of vernacular middle schools which, except for the maps in some, and for library books in nearly all cases, appears to be reasonably satisfactory.

Tuition.

The vernacular secondary school is much less liable than the primary school to interference by members of the local board, and transfers of teachers, being less frequent, interfere in a less degree with the continuity of the work. Although a tendency has been observed on the part of the teacher to "slack off" after his first few years of professional practice, the work of the majority is reported to be honest and conscientious, and in this respect the vernacular school teacher appears in a favourable light when compared with his better paid brother in the anglo-vernacular institution. But inspectors are not sparing in their criticism of the teaching as being mechanical and lifeless; one ascribes it largely to the training given in the normal schools where "instructors are generally teachers who have got into a regular rut and go on, year in year out, in a dry routine manner, teaching the dry bones of organization without method and method without imagination"; more inspectors lay stress on the dearth of good and suitable literature and the fewness and smallness of libraries in middle schools, the teachers frequently having nothing beyond the text-books which they share with the boys. As remarked elsewhere in this report, changes are taking place in the system of training of teachers and the scheme of attaching small libraries to middle schools is now making headway. The practice of "cramming" for examination is far from uncommon; boys are frequently found to be in the habit of working for at least twelve hours a day during the few months preceding the vernacular final examination, and, so far from recognizing the baneful effects of the practice, head teachers are said to encourage and in some instances enforce this excessive work; it is due mainly to the unsatisfactory standard of the previous teaching in the primary school and the natural desire of the head teacher to obtain a high percentage of successes in the vernacular final examination. The following remarks contain the gist of inspectors criticisms of ordinary class subject:—

- (a) Language is the worst-taught subject in the school. Grammar and word-meanings at present form the be-all and the

end-all of lessons with many teachers. Composition is badly corrected; teachers make inadequate preparation and boys are either not helped to prepare the outline before they begin to write, or the outlines prepared give hardly any indication of logical arrangement or of thought on the part of the teacher and the taught.

- (b) Mathematics is not unsatisfactory; but the memorising of proofs in theoretical geometry is fairly common.
- (c) History lends itself to the cramming up of important events and dates. One inspector thus describes a lesson:—"The teacher restates the facts of the text-books in language inferior to that of the book; in language more inferior still the pupils repeat the facts stated by the teacher; finally a bare summary is written on the blackboard and then copied down by the boys in their note books." Neither the boys nor the teacher has any other source of information beyond the text-book; more books are required and boards might do something in the way of supplying historical pictures and other material such as were shown at various educational exhibitions.
- (d) Geography, according to the reports received from some inspectors, suffers from the same defects as history and is mechanically taught, no practical local geography being done nor plans made of the village or locality; map-drawing is mechanical and perfunctory; but one inspector writes that "the capacity of some middle school masters for making the most out of a little is commendable; one continually comes across elaborate wall maps made by boys and masters and even home-made globes that serve their purpose excellently."

The following statement shows the increase that has taken place in the number of candidates appearing at the vernacular final examination:—

Vernacular
final exam-
ination.

—	1922.	1923.	1924.	1925.	1926.	1927.
Candidates ..	12,929	13,742	14,004	14,297	16,139	17,645
Percentage of passes ..	49%	64%	61%	60%	60%	58%

In the last two years of the quinquennium the number of girl candidates, which previously had been uniformly one in each year, rose to nine and eleven in the years 1926 and 1927, respectively. The percentage of successes in each year would seem to show that the decline remarked in the last quinquennial report was a temporary phenomenon of no special significance. The increase in the number of candidates is proportionate to the increase that has taken place in the enrolment.

A satisfactory standard of discipline is reported to be maintained in middle schools throughout the province.

Discipline.

The teaching of English was introduced into vernacular schools early in the last quinquennium, and the conditions under which it was then carried on were explained in the report for the

English in
vernacular
middle
schools.

quinquennium 1917—22. In 1921-22 there were seven vernacular middle schools teaching English as a second language and all were in receipt of government grant towards the maintenance of the English classes. In 1922-23 and 1923-24 English was being taught in 24 and 33 schools, respectively, but the number in receipt of government grant remained seven as before. Government, however, had been considering simplification of the scheme and extension of facilities for the teaching of English, and introduced a modified scheme in 1925-26. The financial guarantee of Rs. 30 per mensem formerly required was dispensed with, and, instead of a fixed additional fee of Re. 1 per mensem being prescribed, it was left to the option of each board to charge such rate as might be suited to local conditions, subject to a minimum rate of 8 annas per mensem, in addition to the ordinary rate. The teacher's minimum educational qualifications were prescribed as the possession of a certificate of passing the high school or equivalent examination, and he had to hold a certificate of training from a government training college or to have had not less than three years' experience of teaching in a recognized anglo-vernacular school. A minimum rate of Rs. 50 per mensem and a maximum of Rs. 60 per mensem were laid down for his salary. Government gave aid at the uniform rate of Rs. 30 per mensem.

In 1925-26 the number of schools receiving aid in respect of English classes was 45; the number rose to 74 in 1926-27 and it is hoped that funds will be available in 1927-28 to aid the maintenance of English classes in 120 middle vernacular schools in these provinces.

In addition to the English classes in respect of which boards receive the special grants, English classes are maintained by boards in several schools out of their own funds.

The number of candidates who offered English as a subject of examination in the vernacular final examination in each year of the quinquennium is seen in the following statement :—

Year of examination.	Number of candidates offering English.	Number of schools presenting candidates English.
1923	81	10
1924	99	16
1925	221	31
1926	381	45
1927	558	66

To the 66 schools presenting candidates in the examination held in 1927 must be added those schools in which English classes were opened in 1925-26 and 1926-27, and from which candidates will appear for the first time English in the vernacular final examinations of 1928 and 1929, respectively. The reports received from chairmen of municipal and district boards show that there is great demand for the opening of more English classes; these are supported by the fact that the boards maintained several such classes without Government assistance. The inspector of the Meerut division reports that "side by side with this scheme there has been an increasing tendency on the part of district and municipal boards to satisfy the desire for English education

by starting anglo-vernacular middle schools" but he adds, "I am of opinion that vernacular middle schools do better than anglo-vernacular middle schools in the majority of cases".

The success or otherwise of the English class in a school depends almost wholly upon the teacher but several boards have paid little or no regard to qualifications, and the personal relation of a candidate to some member of the board has been the deciding factor in his appointment. Boards have appointed men with little qualification and no experience, or of proved inefficiency, and have persisted in retaining them in their posts until the recognition of the school in English has been withdrawn by the inspector. Inspectors report the character of the work to be satisfactory when the classes are conducted by trained teachers. The best teachers are young trained men from the Lucknow and Agra Training Colleges. One goes so far as to remark: "Comparatively, the boys in these classes use English more intelligently than boys of anglo-vernacular schools". He reports that the direct method is in use in almost all the classes and that the degree of success varies in accordance with the intelligence of the teacher. The untrained teacher is less satisfactory, even although he may have gained his experience in an anglo-vernacular institution. Certificated teachers retired from government service may still render good service, but as a rule, they are uninspiring and lifeless. Inexperienced men are quite unsatisfactory. It would seem that trained teachers are available in sufficient numbers, yet complaint is fairly general that they do not come forward. From Gonda comes a complaint:—"The educational authorities do not supply trained men and have now after a lapse of ten months pointed out a way to get a qualified teacher and the board has not been able to get a man". Bara Banki seems less unfortunate: "As no qualified teacher was available the class had to be closed. However, efforts have not slackened to obtain a qualified teacher and advertisements in the leading papers are appearing as a result of which applications are pouring in every day". The inspector reports of Bahraich:—"The difficulty of supply of qualified men was solved by the board by deputing their own men under a contract to the training college".

The fact appears to be that trained men are not sufficiently attracted by these posts. Several inspectors have pointed out difficulties that may arise because the assistant master enjoys a greater measure of respect than his headmaster by virtue of his knowledge of English, his college training and, perhaps, his higher pay. One inspector has reported that troubles arose in this connexion on account of the jealousy of the headmasters, but that they have now ceased. Many more trained teachers would probably be induced to undertake the work if prospects were improved. At present many certificated teachers who have joined are continually on the outlook for better posts. One inspector suggests the execution of a three years contract by the teacher on appointment. Another suggestion is that the attractions of the post would be enhanced, if recruitment were to be made from amongst the best teachers of English in vernacular schools for sub-deputy inspectorships and for the junior posts on the staff of normal schools. The supply of qualified teachers will be an important matter for consideration in the extension of the teaching of English in vernacular schools.

Normally a boy who has passed the vernacular examination from class VII of a vernacular middle school and who joins an anglo-vernacular school has to spend two years in a special class before being admitted to class VIII. One result of the scheme therefore is to reduce the necessity for these special classes, inasmuch as the English-knowing boy from the vernacular school should be fitted for admission direct to the ordinary class of the anglo-vernacular school, for which the headmaster of the latter institution may consider him suited after testing his knowledge and ability.

Agriculture
in vernacular
middle
schools.

A strong committee appointed in 1922 to consider the question of establishing vernacular agricultural middle schools recommended the introduction of agriculture as a compulsory subject in selected vernacular middle schools situated in tracts which were highly cultivated or which contained a large ratio of occupancy tenants. The object is not to produce expert agriculturists, but to stimulate and strengthen the interest of the boys in nature and the life and labour of the field, and to create in them a sense of the dignity of their hereditary profession and of the need of education and skill in its successful practice. The committee suggested a scheme which was accepted by Government. From among the district boards which had expressed their willingness ten boards, selected in consultation with the Director of Agriculture, each deputed one teacher for training to the Government Agricultural School, Bulandshahr in October, 1924; these teachers finished their course in September, 1925. In the interim, steps were taken to acquire five acres of land and to equip a demonstration farm attached to the selected middle school to which the teacher would be sent on return from training. The full cost of training was met by Government, which also made a grant of Rs. 2,000 towards the initial cost of establishing and equipping the farm. The ten teachers returned to their districts in September, 1925, and in nine districts agricultural classes have been started. The tenth district board, that of Sultanpur, however, refused to proceed further with the scheme, having formed the grandiose idea of establishing an agricultural college in its district. The Commissioner of the Fyzabad division has noted that the board's action, or rather inaction, is matter of regret as "the agricultural college may take long to materialise." As the boards were in favour of the introduction of the subject, Government decided to extend the scheme; ten teachers were therefore selected and deputed for training in October, 1926, and they will return to their districts in September, 1927, while a further batch will be sent for training in October of that year.

It is too early to pronounce judgment on the success or otherwise of the scheme. As the course is a three years' one for classes V, VI and VII and only commenced in 1925, it will not be in full working until the session 1928-29 when the subject will be taught to all three classes in the nine schools in which the introduction was first made: As regards the classes whom the scheme is intended to benefit, the chairman of one district board writes, "I am given to understand that even the sons of agriculturists and zamindars have not any great liking for the subject in the school. This is largely due to the insufficiently capable class of agricultural instructors improvised by the Education Department—a normal teacher of a vernacular school, who has never had anything to do with agriculture in his life before, is deputed for a

period of ten months to the agricultural school at Bulandshahr and at the end of it returns a full-fledged agricultural instructor." These remarks are not in agreement with the recorded opinions of other chairmen, and may be regarded as somewhat jaundiced by reason of the fact that the board desired to appoint, instead of the teacher deputed by it for training as agricultural instructor, a gentleman who was not regarded by the Department as qualified to teach the subject. There appears to be some ground for the statement that the subject does not at first appeal to parents and guardians as it ought. With the exception of one school where the Brahmin boys refused to plough on religious grounds and had to be removed from the school, the pupils have shown no aversion to the subject which in fact appeals to their natural desire for physical activity. One board has approved the suggestion that the pupil should receive as an encouragement one half of the produce of his labour. But their parents or guardians do not send them to a middle school with the intention that thereafter they should return to the ancestral occupation. They desire that their sons should secure some other form of service as teachers, patwaris, etc. This may explain why, in one district, where the middle school became an agricultural middle school, the demand immediately arose amongst the parents for the establishment of an ordinary middle school at a place four miles distant. The relative success of the two schools will be a test of the popularity of the scheme. In some other agricultural middle schools the request has been made for the introduction of the second form of the vernacular as an optional additional subject of instruction, and where the request has been granted this subject has been taken by all the pupils, although it is taught outside the regular school periods and is in addition to the compulsory subject of agriculture. The attitude of the parents instead of disproving may be held to emphasise the need for the scheme. But with regard to the future it may be necessary to utter a note of warning to the local authorities in regard to the following points, viz. :-

- (1) Some authorities are apt to consider the subject as purely vocational, the object of its introduction being to turn out farmers. It has to be emphasised that the subject while possessing a vocational bias has been introduced because of its general educative value.
- (2) Some chairmen and others consider that an important feature of the middle agricultural school is that it should provide a model farm for the district and should effect improvement in agricultural methods. Such improvement may and probably will ensue, but it should do so incidentally and accidentally; the school is established for the pupils and the education of the pupils should be its main, if not its sole concern.
- (3) It has also been suggested that the farm attached to the school should be managed on commercial lines and should be made to pay its way. The opinion has been expressed that the present area allotted, viz., five acres, is insufficient for this purpose and should be increased to ten acres. There appears, therefore, to be some danger of subordinating the educational to the economic aspect of the scheme. As the inspecting staff must be considered to possess no greater

knowledge of this branch of work than the ordinary layman, the further extension of the scheme would seem to suggest the desirability of placing all these schools under the supervision of a specially qualified inspector.

Manual
training in
vernacular
middle
schools.

Following on their decision to introduce agriculture in vernacular middle schools in 1924, Government in the following year decided to introduce woodwork in vernacular middle schools as a form of manual training of high educative value and possessing a vocational bias ; this subject is one which trains hand and eye as well as mind, and may predispose boys towards industrial pursuits. Fifteen district boards, selected from those which had declared their willingness to try the experiment, each deputed in August, 1925 one teacher to undergo a special course of training at the Government Training College, Lucknow. Manual training blocks were constructed and equipped from the government grants made to the district boards and classes were started in 15 schools in July, 1926. The scheme was extended in the next year, 15 more teachers being deputed for training at the same college of whom 14 will have completed the course in April, 1927, one teacher having been removed during the course on account of illness. Arrangements are being made for the training of a third batch of 15 teachers in 1928-29 at the Government Normal School, Allahabad, if funds for the purpose are voted by the Legislative Council.

As in the case of agriculture it is too early yet to pass judgment upon the success or otherwise of the scheme which will not be in full operation until 1928-29 in the 15 schools in which it was first started. Manual training is a compulsory subject of instruction in these schools and a special curriculum in other subjects is being followed. So far the progress has not been unsatisfactory ; various unforeseen difficulties as may be expected in a new scheme have arisen and been dealt with satisfactorily, and the Manual Training Lecturer at the Government Training College, Lucknow, made a special tour of inspection in February-March, 1927, of the 15 schools in which the classes had been started and made suggestions in regard to their working. The course in manual training equally with that in agriculture can hardly be said to have found much favour with parents or guardians. These hanker after a pedagogic or clerical career for their sons, and this is shown by the demand for the second form of the vernacular as an optional additional subject in several schools in which manual training is taught ; when the optional addition was permitted it has been found that boys without exception have exercised their option in taking the subject, although it is taught outside the school hours. Boards however appreciate the value of manual training and are keen on the extension of the scheme, although the following extract from the report of one chairman of a district board betrays a misconception of the object of the course :—" Many more (boys) would come forward to take up this subject, if the training they undergo in the three years of their life spent in the vernacular middle school were enough to make them useful workmen in the woodworking profession."

In some cases boards have been trying the experiment of a carpentry class attached to a middle school but not necessarily drawing pupils from the school. The results are not encouraging. The chairman of one board states, " I doubt the popularity of the school and it can do no good unless it is well attended. There is no separate building

for the class and it is held in one of the rooms of the middle school. The arrangement is not satisfactory as the teachers of the middle school fail to keep the boys attentive when the practical work of the carpenters class is in progress". In another division the inspector reports that the attraction of scholarships of Rs. 5 per mensem to pupils has failed to make the school a success, and he ascribes failure to (a) laxity of discipline in details of tuition, such as sharpening of tools, etc., (b) insufficiency and unsuitability of materials, (c) unsuitability of teachers and pupils; most of the latter joined the class because they failed to find work elsewhere and the former were untrained and failed as teachers. Unless the teachers are fully trained for the work the classes cannot be expected to achieve success.

In 1912 Government recommended to district boards that small libraries of selected books for general reading should be supplied to a few upper primary schools. As reports from inspectors and from chairmen of district boards showed that little progress had been made with the scheme, Government reconsidered the question, and in 1921 invited local boards, both district and municipal, to embark, with government assistance, on a more extensive scale on a programme for the establishment of vernacular school libraries. Three types of libraries were suggested, viz., (1) for primary schools, (2) for middle schools and (3) for training classes; the books were to be arranged in three sections for pupils, for ex-pupils and for teachers, respectively. Rates, non-recurring and recurring, were approved for the establishment and maintenance of these libraries and for the remuneration of the teacher-librarian. Government proposed to pay one half of the cost, both recurring and non-recurring. Financial stringency operated to prevent the scheme being brought into effect at the time. In order to make a modest beginning it was decided to establish in 1924-25, as an experimental measure, vernacular middle school libraries in the districts of Lucknow, Allahabad and Cawnpore, and grants, both recurring and non-recurring, were sanctioned for the purpose. But the district boards concerned found difficulties one way or another, and the libraries were not actually started until 1925-26. They are reported to be now working satisfactorily. Besides these districts, 43 other districts were given grants in 1926-27 for the establishment of 72 libraries at the rate of Rs. 500 per library, raising the total number of libraries to 96. Funds also have been provided in 1927-28 for the opening of 76 more libraries. It is too early to remark upon the success of the scheme but it has now been introduced into all the districts of these provinces and is ensured a fair and adequate trial with good hope of success.

A committee was appointed in 1921 by Government to advise upon the best methods of improving and increasing the number of public libraries and upon the inauguration of a system of travelling and circulating libraries in these provinces. In accordance with the recommendations of this committee, Government, in 1924, decided to establish as an experimental measure in 1925-26 circulating libraries in a few selected districts. Pilibhit, Jalaun and Gorakhpur were selected and government grants were given to the boards of these districts in 1925-26. The scheme was extended in the next year to Banda which also received grant. Thus the experiment is being tried in four districts. Reports received indicate that the experiment is

Vernacular
school
libraries.

Circulating
libraries in
districts.

meeting with a fair measure of success. One inspector remarks that, although the scheme seems successful, better facilities are required to be given for the circulation of the books, as delay often occurs in sending the boxes of books from one place to another owing to the teachers receiving nothing for their carriage. Another inspector says that the libraries are being well used, but points out that they consist mainly of text-books and lack books on History or Geography or for general reading. Lists of suitable books have been supplied to the boards which may also, with the approval of the inspector, purchase books not included in the lists.

Secondary
education
in canton-
ments.

The requirements of the inhabitants of cantonment areas in the matter of secondary education are usually met by the extra-cantonment anglo-vernacular and vernacular institutions, government, board or aided, situated in the municipal or district board area. The Meerut cantonment committee manages a high school which has adequate buildings, an enrolment of 228 boys and a staff of 15, including two trained teachers; the committee contributed Rs. 937 in 1926-27 to its maintenance. The Rooke's anglo-vernacular middle cantonment school at Bareilly, had in 1926-27 an enrolment of 100 boys and a staff of ten teachers of whom four were trained; it receives an annual recurring grant of Rs. 1,200 from Government; the remaining expenditure of 1926-27 was met from fee-income and Rs. 1,711 granted by the cantonment authority. The cantonment committee at Ranikhet grants an annual contribution of Rs. 960 to the local mission anglo-vernacular school. In other cantonments where there are no secondary schools within the cantonment, the children of residents attend the local secondary schools along with those resident within the municipal area, and no special arrangement seems to be required.

CHAPTER VI.
PRIMARY EDUCATION.

Under the three years' programme of expansion of primary education, which came to an end in 1921-22, the amount of grant allotted to a board in any one year was the amount required to enable it to work up to the cost of its scheme in that year; from this a deduction was made of the amount of recurring grant unutilised in the previous year, if the board had not regularly expended the full amount of grant received by it. In making grants for further expansion in 1922-23 Government introduced a new condition that only expenditure on account of staff and institutions added after June 30, 1922, should be debitable to the allotment then made for expansion. This necessitated the submission by the boards of annual returns showing actual annual expenditure and staff employed before and after June 30, 1922. Scrutiny of these returns and consequential calculation occupied considerable time with the result that delay occurred in payment of grant, and some months elapsed in each year before boards knew what grants they would actually receive for that year from Government. It was found that because of this uncertainty district boards adopted a policy of caution and were not able to utilize the available funds to the full extent. Proposals for a three years' contract with the district boards were, therefore, worked out in 1923-24, and the scheme was introduced with effect from April 1, 1924. The main features of the contract scheme are:—

Contract
with district
boards.

- (1) Government prescribe for each board the minimum amount which it is bound to provide in its budget under each of five heads, viz.—(a) vernacular middle schools; (b) ordinary primary schools, including training classes; (c) Islamia schools and makhtabs; (d) depressed class education and (e) female education.
- (2) Towards the total expenditure by the boards under these heads Government give a lump general grant.
- (3) Each board has, therefore, to provide in its budget an amount under each head not less than the minimum prescribed for that head. The difference between the amount provided in the budget and the amount actually expended is required to be credited to an education fund for each head; this fund can be used only for new buildings, equipment and similar non-recurring items of expenditure under the head for which these savings have accrued.
- (4) A board may not transfer, from the minimum prescribed expenditure, funds between the five heads specified but may from funds at its disposal increase the provision under any of these heads, provided that it does not reduce the expenditure under any head below the prescribed minimum.
- (5) If a board decides in any year to increase its recurring expenditure under any head over the prescribed minimum, it does so on the clear understanding that the board is committed to the increased recurring expenditure in future years, and that

the minimum prescribed under that head will consequently be reckoned at the increased figure.

The contract expired on March 31, 1927, and Government have continued the general grant for 1927-28 on the same conditions. The lump grants given under the 1924-27 contract did not include non-recurring grants or special recurring grants for—(a) English classes; (b) manual training; (c) middle school libraries; and (d) supervision of maktabas.

The contract system has worked satisfactorily although some boards have been apt to make lavish expenditure under heads favoured by the majority of their members, but to give no generous response to demands for expansion under other heads; in such cases they allege inability to meet increased expenditure under these heads, unless Government increase the allotment and the grant for the purpose.

During the three years of the original contract the government contribution was Rs. 65,42,600 towards a total minimum expenditure by district boards of Rs. 95,86,000. For the ensuing year 1927-28 the government contribution will be Rs. 68,62,600; while the total minimum expenditure by the boards prescribed for the whole province will be Rs. 1,01,78,180.

Expansion of primary education in rural areas.

In 1924 Government placed an officer (Mr. Kichlu) on special duty to examine the possibilities of securing better results from the present expenditure on primary education and of the introduction of compulsory primary education in rural areas. After publication of his report and consideration of criticisms received, Government in 1926 issued a resolution stating their conclusions. In the same year was passed the United Provinces District Boards Primary Education Act, 1926, which extended to district boards facilities for the introduction of compulsory primary education similar to those granted to municipalities by the United Provinces Primary Education Act of 1919. In connexion with the new Act, Government placed an officer (Mr. Harrop) on special duty in 1926. The special officer presented his report in September, 1926; and the recommendations made in this report are being considered by Government in the present year (1927-28). Rules under section 17 of the Act have been framed by Government, and a sum of Rs. 3 lakhs recurring has been provided in the budget for 1927-28 for the expansion of vernacular education; the money will be distributed to district boards to assist them to give effect to schemes of compulsory primary education. Government propose to pay two-thirds or more of the extra recurring cost of the compulsory schemes introduced by boards under the Act, according as these boards are at present in receipt of more or less than that proportion of the prescribed minimum expenditure on education.

Compulsory primary education in municipalities.

The United Provinces Primary Education Act permitting municipalities to introduce compulsion within the areas under their control was passed in 1919. Under the Act, compulsion applies to boys between the ages of 6 and 11 years only, and, before introducing compulsion, the municipality concerned was required to take a census of boys of these ages living in the proposed area of compulsion and to submit a progressive three years' scheme. An allowance of 20 per cent. was made in respect of boys exempted or being educated in anglo-vernacular schools; and it was proposed to procure the compulsory

enrolment of 60 per cent. (or 75 per cent. of the remaining 80 per cent.) in the first year, 72 per cent. in the second year, the full remainder being in enrolment in the third year which, therefore, should see 80 per cent. of the total number of boys between 6 and 11 years of age in the area receiving education in the board's primary schools. Government proposed to give financial aid to the extent (1) of two-thirds of the additional cost involved, including the cost of remission of fees and also (2) the total additional cost in raising the minimum pay of teachers up to the minimum rates prescribed for district boards, provided that the total contribution from Government should not exceed 60 per cent. of the total cost of primary education in the municipality. The preliminary work of preparation took considerable time, and it was not until 1922 that the municipal board of Cawnpore led the way by introducing compulsory education in two of its wards. The example of Cawnpore was followed by 11 municipalities in 1923, 5 in 1924, 6 in 1925, and 2 in 1926; the action of the last-mentioned, however, was delayed until the very end of 1926, and their activities may, therefore, be considered as falling within the next quinquennium. Four other municipalities are expected to start compulsion in 1927, bringing the total number to 29. Of the 23 municipalities in which compulsion is in active and full operation, 13 have introduced it into part only of the areas under their control. The progress made has shown great variation from board to board. Five of the municipalities which introduced compulsion in 1923 did well with their first year's programme, but failed to make good the next year with the second year's programme, which they were required to repeat so as to bring the scheme to completion in 1926. Most of the municipalities which came under the scheme in 1925 failed in the satisfactory completion of the first year's programme. The scheme has not been unsuccessful, but it has not attained the degree of success that was possible. There appear to be various reasons for this. The enthusiasm of some boards which introduced the scheme to the sound of trumpets died away when the opening fanfare ceased. Lack of success is also, in some measure, due to the lack of experience of the boards; failure to co-ordinate the duties of the superintendent of education and the attendance officer has been a contributory factor. The application of compulsion to part only, one or two wards, of the municipal area has sometimes resulted in the migration of boys to wards not affected by compulsion; this, of course, will cease when compulsion will be introduced into the whole of the municipal area. The main factor, however, appears to have been the inability or hesitancy of boards to apply the powers bestowed on them under the Act; as one divisional inspector remarks "the absence of the element of compulsion appears to be at the root of the matter." The inspector of the Lucknow division instances the analogous case of France, where compulsory education has long been in operation, and where an increase in illiteracy observed in conscripts joining the army from rural areas has been traced to the hesitation of elected mayors and councillors to enforce the law of compulsion in areas where economic conditions are such that parents can ill-afford to spare the services of their children from trades or field labour. He states that in his division there have been cases of hardships among widows whose children have been compelled to go to school, thus failing to contribute by their earnings to

joint support, and he urges the necessity for maintenance scholarships in such cases. But there are several boards, notably in the Agra division, where the progress has fully justified the scheme; the total numbers of boys between 6 and 11 years of age in attendance at compulsory schools is for the whole division (although in defect for two boards) in excess of the numbers estimated in the scheme, and the divisional inspector draws attention to a significant increase in the number of boys in attendance whose ages are outside the prescribed limits, thus indicating that boys are continuing in greater numbers to remain in attendance at school after they have passed the age of compulsion. Government in the latter part of 1926 placed an officer on special duty to investigate the working of the scheme in the municipalities in which it had been introduced, to examine the defects and other causes of inadequate progress and to make suggestions for improvement. That officer has submitted a report which is under the consideration of Government.

Free primary
education.

The district board rules prescribe minimum and maximum rates of fees to be levied in boards' primary or preparatory schools. Exemptions are to be given freely to children of poor parents. No fees are charged in the special schools for depressed classes, in night schools or in half-time schools. No fees also are charged in girls' primary schools, and girls reading in boys' schools are exempt from the fees charged therein. Several district boards had applied for permission to abolish fees in their primary schools and 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 from the abolition; several others made primary education free in their areas without any sanction. Some boards considered the abolition of fees as a good antecedent measure to the introduction of compulsory primary education, and some doubtless thought that with the introduction of free education compulsion would be unnecessary, but one inspector expresses the opinion that the abolition of fees by some boards in his division was a bid for popularity on their part. Whatever the motive may have been, it is clear from the reports of divisional inspectors that free primary education has achieved no result except a loss of income to the boards. The inspector of the Lucknow division writes:—"Primary education has been made free in Lucknow, Unao and Rae Bareli with no appreciable results. A loss or gain of only a few annas per month does not count much with parents." The inspector of the Agra division reports that three districts in that division introduced free primary education, but that after a short trial two of them re-imposed fees in their schools. Regarding the Agra board which continues to impart free education he writes:—"It is difficult to say what this board has gained by offering free education; the comparative increase in the number of scholars is appreciably greater in the districts where fees are levied than in the Agra district." In Agra there has been an increase of 18 per cent. in the enrolment, but the other districts register increases ranging from 25 per cent. to 40 per cent. The reports from other divisions bear out these remarks, and the conclusion is inevitable that the imposition of fees, along with the exemption allowed under the present rules, is no deterrent to a parent who desires his children to receive primary education, and that the introduction of free primary education, unless

it is accompanied by measures of compulsion, merely entails a loss of income to the board with no accruing benefit to the district administered by it.

Arrangements for the primary education of children within cantonment areas vary from cantonment to cantonment. In some cases the cantonment authority maintains primary schools of its own; elsewhere it aids private schools or pays a contribution to the local board which maintains such schools within its area; and in other cantonments the children of residents attend schools in the municipal area outside cantonments. In Almora a regimental school provides education for the children of soldiers. The Allahabad cantonment committee maintains four primary schools within its area; the enrolment in these schools was 215 and the annual cost was Rs. 1,886 in 1926-27. In Agra the cantonment authority contributes Rs. 2,000 annually to the maintenance by the district board of four primary schools within the cantonment area. Three hundred rupees are annually contributed by the Ranikhet Cantonment Committee towards the maintenance of a district board girls' school, and at Naini Tal Rs. 50 are given annually by the cantonment authority towards the cost of a municipal primary school at Talli Tal in which eleven boys from the cantonment area were reading. In Meerut seven primary schools in cantonments with 363 pupils in 1926-27 received grant-in-aid totally Rs. 1,488 per annum from the cantonment committee. The Lucknow Cantonment Committee gives grants-in-aid totalling Rs. 960 per annum to four schools which have an average attendance of 182 scholars. In Jhansi cantonment area there are three aided boys' schools with 138 pupils and one aided girls' schools with 55 girls on its rolls in 1926-27.

Primary education in cantonments.

The following statement shows the progressive increases during the quinquennium in the number of primary institutions, the enrolment and the total expenditure :—

Schools, scholars and expenditure.

	1921-22.	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Primary schools ..	15,491	15,908	16,507	17,345	18,220	18,817
Enrolment ..	7,87,507	8,32,088	8,85,807	9,21,494	9,98,592	10,38,406
Expenditure ..	62,65,406	65,05,724	68,47,526	71,33,394	75,20,455	78,13,371

The relative increases in this and the preceding quinquennium are as follows :—

	Percentage increase in period 1917-22.	Percentage increase in period 1922-27.
Number of schools ..	.. 47 per cent.	21 per cent.
Enrolment ..	.. 21 "	32 "
Expenditure ..	.. 148 "	25 "

The average annual cost of a pupil in a primary school has decreased from Rs. 8 in 1921-22 to Rs. 7.5 in 1926-27. The cost of a pupil in 1926-27 in each class of institution was as follows :—In a government primary school Rs. 11 per annum, in a board's school Rs. 7.9, in an aided school Rs. 5, and in an unaided school Rs. 6 per annum.

The majority, viz, 77 per cent. of primary schools are maintained by district and municipal boards and they accommodate the bulk of the pupils, their enrolment being 86 per cent. of the total. The

number of board's schools increased from 12,936 in 1921-22 to 14,496 in 1926-27, and the enrolment in them rose from 708,317 in the former to 892,074 in the latter year. Aided institutions, which numbered 2,418 with an enrolment of 74,349 pupils in 1921-22, rose to 4,200 schools in 1926-27 having 141,230 boys reading in them. The number of unaided schools fell from 132 in 1921-22 to 107 in 1926-27 and their enrolment declined from 4,669 to 4,207. Government primary schools numbered only 14 in 1926-27, and the enrolment in them was 894; these numbers are insignificant fractions of the total numbers of institutions and of pupils, but, as they include the model schools attached as practising schools to the eight normal schools, their importance is considerably greater than the proportions would appear to indicate.

Expenditure in 1921-22 and 1926-27 was met from the various sources as shown in the following table:—

	1921-22.	1926-27.	Increase.
Provincial revenues	41,97,911	55,89,322	13,92,011
District board funds	13,30,424	13,50,092	19,668
Municipal board funds	3,91,918	5,03,867	1,11,949
Fees	2,55,024	2,07,147	—47,877 (decrease).
Other sources	90,219	1,62,343	72,124
Total	62,65,496	78,13,371	15,47,875

Thus 90 per cent. of the increased expenditure on primary education has been met from provincial revenues. The expenditure from district board funds has remained almost constant. The diminution in fee-income is accounted for by the introduction of compulsory, and consequently free, education by certain municipal boards within their areas, and by the abolition of fees by certain other local boards.

Number of
teachers and
trained
element.

The changes in the total number of teachers and in the number and percentage of the trained element are shown in the following statement:—

	1921-22.	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Total number of teachers.	29,189	29,884	30,753	32,427	34,023	35,324
Trained teachers	16,683	19,146	21,043	22,430	22,964	23,486
Percentage of trained teachers in total staff.	57.1	64%	68.3%	69.2%	67.2%	66.5%

It will be seen from the above that the percentage of trained element in the total staff has been falling in the last two years of the quinquennium. This is obviously due to the reduction in the number of training classes maintained by the boards preparing for the primary teachers' certificate examination. This point is touched on in the subsequent chapter on training institutions; but the falling proportion of trained teachers clearly indicates the necessity of measures for opening additional training institutions or for increasing the output of those now being maintained.

Head masters of boards' primary schools are graded on the following scale of pay :—

50 per cent. on ..	..	..	..	Rs. 22 per mensem.
30 " "	..	..	..	25 "
20 " "	..	..	..	30 "

Pay of teachers in district board service.

Persons appointed as head masters of boards' primary schools must be in possession of a certificate of training from a normal school or a training class.

Trained assistant masters are placed in the following grades :—

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

Untrained assistant masters in boards' primary schools receive incremental pay Rs. 12—1—14 per mensem.

Government have now prescribed that one teacher shall be provided for every thirty boys in average attendance at a primary school and one teacher for the excess, if any, of the number in average attendance over a complete multiple of thirty. Government have also permitted classes III and IV to be opened in one-teacher schools, provided that the average attendance is not in excess of 30 and that the teacher will not be entitled to be paid according to the scale approved for head masters ; if the average attendances should reach 31, a second teacher will have to be added and the school then becomes an ordinary full primary school.

Standard of staffing.

The position as regards building accommodation for primary school classes was, if anything, more unsatisfactory at the close than at the beginning of the quinquennium. Many schools are held in the open.

Primary school buildings and equipment.

The Commissioner of the Benares division remarks :—

“Everywhere schools are badly housed and badly equipped. It is pathetic to see a school held in an open space by the roadside. But parents prefer to send their children to schools close to their homes, however badly housed and equipped they may be, rather than to let them walk two or three miles to school.”

The following statement shows the position in a few divisions :—

Division.	Total number of board's schools.	In boards' buildings.	In rented or borrowed houses.	In the open.
Gorakhpur	1,557	762	710	85
Lucknow	1,692	763	905	34
Benares	1,817	715	717	385

In the Ballia district alone 185 schools have no buildings at all and are accommodated in the open. Construction work has not kept pace with the rapid increase in the number of primary schools. The inspector of the Allahabad division states that the building programmes prepared by the boards remained unfulfilled in every year of the quinquennium. In Gorakhpur boards are said to have had no proper building programmes. Insufficiency of funds is most

frequently alleged to be responsible, but it is also true that boards have not shown much inclination to utilize the funds available with the result that large amounts have remained unspent. Full utilization of the boards' education funds as well as large government grants will be required before any appreciable amelioration can be effected. New construction in large quantity is necessary because each year it is becoming more difficult to borrow buildings, or even to rent, except on extortionate conditions, houses for the accommodation of schools. It has been reported that, since the non-official boards have come into existence, house-owners are less willing to allow their buildings to be used by the boards, whether on payment of rent or otherwise. Overcrowding is frequent in boards' own buildings; of 762 boards' buildings in the Gorakhpur division 157 are in urgent need of extension. In rented and borrowed buildings conditions are worse. Municipalities are no better off than rural areas and more than one inspector complains of boards which have introduced compulsory education within their areas without providing adequate accommodation of a satisfactory hygienic and sanitary standard for the pupils whom they compel to attend school. Worse, however, than the inability of boards to construct a sufficiency of new buildings has been their failure to maintain the existing buildings in a fit condition for efficient work to be carried on in them. Not a few new buildings are reported to have fallen down a few years after erection. In the main this has been due to faulty construction or to the bad work of unworthy contractors to whom, in some cases on personal considerations, the work of construction has been given. The Rohilkhand divisional inspector writes:—"The question of supplying suitable buildings for primary schools is getting more and more difficult under the newly-constituted boards, and, while new buildings are rarely constructed, the old buildings are falling down for want of timely repairs." The assistant inspector of the Kumaun division reports: "Most of the buildings have not been repaired for a number of years except where the teacher by his private efforts and with the aid of local subscription has managed to keep the building in a tolerably satisfactory condition." The inspector of the Lucknow division writes:—"Timely repairs are not carried out with the result that the building ultimately collapses. Reports of inspecting officers do not receive attention for years, and the schools practically remain closed during the rainy season for want of accommodation and repairs." These extracts from divisional inspectors' reports are typical; other inspectors report in similarly doleful terms upon the state of buildings in their divisions. Equipment is not better than might be expected in such buildings. *Tat*-matting is often insufficient and pupils have to sit upon the bare ground. Apparatus is deficient in amount, badly kept and sometimes unsuitable.

Stage-wise
distribution
of scholars.

Inspectors continue to remark the inordinate disproportion that exists between the enrolment in the higher classes of primary schools and that of the lower classes. One inspector has noted some schools in which more than two-thirds of the total number of scholars were enrolled in classes A and B. The unduly large enrolment in the lower classes has received some, although insufficient, attention, and there has been a little improvement. Thus the inspector of the Allahabad division reports that 17·4 per cent. of the total number of pupils

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is enrolled in the upper primary classes against a corresponding percentage of 13.6 in 1921-22. In the Benares division 14.2 per cent. of the enrolment was in the upper primary classes in 1926-27, the percentage in 1921-22 being 12.3. In the Kumaun division 5,927 of a total enrolment of 45,047 in 1926-27 were reading in classes III and IV, i.e., 13 per cent.; in 1921-22 3,575 pupils or 10 per cent. of the total number, 35,804, were reading in those classes. The inspector of the Agra division supplies the following details of distribution in his division :—

	Percentage enrolment.				Total enrolment.
	Infant (Classes A and B).	Classes I and II.	Classes III and IV.	Total.	
1921-22	61.8	26.5	11.7	100	72,500
1926-27	54.8	30.4	14.8	100	98,468

The figures show that, in spite of the improvement, the present condition must be regarded as still unsatisfactory. Classes A and B are stated to be placed in the charge of the least qualified teachers in the school, who are incompetent and careless and can neither group the boys suitably according to their advancement nor keep them properly engaged to work. It is suggested that the best teachers should have charge of the lowest classes. Government in their resolution on Mr. Kichlu's report have recognized that the chief weakness in the teaching imparted in primary schools is to be found in the infant classes; in order to achieve better results special measures are necessary for imparting at normal schools and training classes training in the teaching of infants; the aim should be to adopt methods of teaching which will prevent stagnation in the lower classes.

The unsatisfactory condition of the teaching of infant classes has already been remarked. It cannot be said that the standard of tuition in other classes has risen during the quinquennium. Some inspectors consider that there has been some improvement in certain subjects, but in the opinion of others there has been general deterioration. The inspector of the Gorakhpur division writes :—“ Teaching in primary schools is on the whole poor. There is no life about the lessons and I have not come across a single teacher who shows any initiative. Much more attention must be paid by the inspecting staff to methods of teaching and of efforts must be made to make the children interested. The present dull mechanical grind is, I am convinced, a large factor in the wastage that goes on. The organization in most primary schools is rudimentary and the allocation of work most unsatisfactory. The language lessons are invariably dull and depressing; reading is badly supervised and composition is set and jejune. Writing varies, but little attempt is made to teach the proper methods; pencils and pens are most often mere stumps and correct posture is not insisted on. Arithmetic is done in a routine way and no attempt is made to apply it practically. The teaching of number in the infant class is mechanical and uninspiring and much

Tuition and discipline in district board schools.

of the work is very untidy. As regards geography I have seen no instance of any endeavour to use local examples to illustrate the lesson; plans of fields and villages are never made, but the subject is taught by rote." The chief reason for this state of things is the quality of the teaching agency. The inspector of the Fyzabad division remarks that "the rural teacher is slow to adapt himself to changing environment; even after undergoing a course of instruction for two years in a normal school, on his return to the village school he falls into the old rut, taking little advantage of the stock of knowledge and experience acquired by him during his two years of training." This, however, is no new phenomenon, but many inspectors point to factors contributory to the unsatisfactory condition of tuition that have come into operation since the advent of the non-official chairman. Among teachers appointed in recent years there have been not a few persons who are absolutely unsuitable for the work. Again, there was formerly some incentive to trained teachers to continue their studies; from most districts some teachers used to appear annually in the departmental examinations in Urdu and Hindi, and success in these examinations earned them preference in grade promotion, but now-a-days in promoting teachers little attention seems to be paid to improved qualifications or to good work; the tendency of such teachers who still pursue their studies seems to be to take the departmental Persian and Sanskrit examinations which qualify them for vernacular, Persian, and Sanskrit teachership in anglo-vernacular schools. But the excessive or inopportune exercise by the chairman of his powers of transferring teachers is most potent in preventing the teacher from rendering the efficient service that should be expected of him. Some inspectors report as disquieting features the number of transfers made during the currency of the school session in addition to the large number made in the annual arrangements in July. In some cases teachers have been transferred and re-transferred three times during the year. From many divisions come reports that transfers are made to please individual teachers or to gratify particular members of the board. A glaring instance is reported of a chairman who made numerous transfers of teachers in a single day for election purposes, besides making a large number of transfers on other dates on the same account. The advice of the inspecting staff in these matters is frequently unsought, and when advice is tendered it is often ignored. Small wonder is it that the teacher finds it necessary to devote the greater part of his energies towards ingratiating himself with some influential member of the board in order to obtain a transfer to a more desirable locality or to secure his retention in his present desirable school. The chairman of one district board writes that "some of the teachers devote much of their time to paying frequent visits to members in order to get themselves transferred or in trying to get the order of their transfer cancelled." The effect upon the discipline among the teachers and the tuition in the schools is deplorable, and disaster must certainly follow in those districts where these practices are allowed to continue.

Teachers
under
municipal
boards and
their work.

In respect of primary education, municipal boards fall into two classes: (1) those which manage and maintain their own schools and (2) those which pay a contribution to the district board for maintaining

primary schools within the municipal area. The majority of municipalities belong to the former class and their number is constantly being increased by transfer from the second class. To the second class apply the criticisms already made in respect of teachers and tuition in district board schools. But of municipal boards, which maintain and manage their own schools, inspectors unanimously express the opinion that the standard of education provided is inferior to that given under the district boards. The inspector of the Fyzabad division writes:—"All these schools draw their scholars from literate, semi-literate or artisan classes, and thus cater for the needs of those who have better aptitude for learning than the rural boy. Notwithstanding this advantage over the rural boy, the standard of tuition in these municipal schools is much poorer with greater stagnation despite better attendance." There appears to be a smaller proportion of trained teachers among the total staff in municipal service than in district board service. The following two examples are typical:—In the Agra division, in 1926-27 75·5 per cent. of district board primary school teachers were trained, but in municipal board schools the trained element formed only 49·7 per cent. of the whole; in the Gorakhpur division the percentages of trained element was 64 in district boards' school but only 33 in municipal schools; the divisional inspector of Rohilkhand states that "the chief causes of the poor standard of instruction is the inefficiency and insufficiency of the staff. Through influential men teachers who have been dismissed by the district boards and even ex-criminals have been engaged as teachers. Men who have had no connexion with education throughout their lives have been appointed as supervisors." There is difference also in the pay of teachers in district board and in municipal service, the difference not being one in favour of the latter teachers; the inspector of the Gorakhpur division writes:—"Teachers in district board schools are paid according to the scale laid down by Government, but municipal boards are rather arbitrary and do not pay their teachers in accordance with the scale, although as a matter of fact they should pay at a higher rate, as their schools are situated in urban areas where the cost of living is higher than in rural areas." Another reason for the unsatisfactory state of primary education in municipalities is the nature of supervision and inspection; the extract quoted above from the report received from the inspector of Rohilkhand shows that in some cases unsuitable persons are appointed as supervisors. Many of the smaller municipalities do not employ supervisors of their own, but rely on the district inspecting staff to inspect their schools and even then pay little or no attention to the inspector's criticisms and suggestions. The Fyzabad divisional inspector writes:—"Except in two of the municipalities they (deputy and sub-deputy inspectors) have little voice in the management of the schools. Rare are the occasions on which any action is taken on their notes by the municipal boards." The inspecting staff is rarely consulted about the appointment or retention of teachers. The inspector suggests that a separate deputy inspector should be set apart for municipal schools and should be attached to the office of the divisional inspector in the same manner as the deputy inspector of Muhammadan schools. The inspector of the Lucknow division makes a somewhat similar suggestion, while the Rohilkhand divisional inspector states that "the whole system of primary education in municipalities needs overhauling, and, so long as

definite rules and regulations on the lines of those which apply to district boards are not framed for municipalities and scrupulously followed, so long the present state of affairs is not likely to change."

Depressing as are the accounts of appointment of teachers and of the standard of tuition, it has to be remembered that there has been, and will continue to be, great expansion in primary education. Both district and municipal boards are as yet acquiring experience by the early exercise of their powers; such conscious exercise will necessarily be followed by development of the sense of responsibility and there is good hope that boards, having read, marked, and inwardly digested the fruits of their early essays, will set about devising means to secure greater efficiency and to improve the quality of the instruction as well as to increase the number of the taught.

Aided
schools.

Most of the aided schools belong to the categories of maktabas, pathshalas or special schools for depressed class boys, which are treated of elsewhere in this report. The others at their best are much inferior to board schools although they do serve a useful purpose by providing some facilities for education in backward areas. A very small minority of chairmen has something to say in their favour. One such chairman writes:—"Aided schools generally prove less troublesome, as buildings and equipment are offered free and the teachers, knowing that their employment will cease immediately on the stoppage of grant-in-aid, work very hard in increasing enrolment and showing better results; while teachers in boards' schools are generally indifferent because they know they will retain their posts in spite of abolition of the school. Aided schools with middle passed teachers are, therefore, much better than bogus preparatory schools, and it is the policy of this board to replace the latter by the former in order to get better work and more scholars for the same amount of expenditure." Another chairman, representative of the majority, states that "the managers take little or no interest in the schools under their charge and do not generally supplement the district board grants. The teachers who get very little pay are indifferent to their work and make the schools unpopular." The opinion of divisional inspectors is evident from the following typical extracts from their reports:—

- (1) "As a matter of fact, the aided schools are of little utility. They are mostly maintained for the benefit of the individual teachers rather than for any public good. There were found instances in which not a single boy was passed on to the upper primary classes although the institutions had been in existence for more than twenty years.
- (2) "Aided schools are a cheap kind of institution opened to test the local demand for primary education. They are converted into district board schools as soon as their permanency is assured. Teaching in them is often of very poor quality, but one occasionally finds a really good school under an untrained man. The teachers get very little help from the so-called managers and are solely dependent on the aid given by the boards. In general the schools are poorly staffed and sparingly equipped.
- (3) "These aided schools which are in most cases venture schools are an inferior type of institution, but serve a useful purpose in extending the field of education. They offer a

livelihood to many unqualified teachers who cannot get employment in boards' schools. There are few trained teachers in them and most of these are teachers dismissed or superannuated from the boards' service. There is no doubt that this is a cheap system of bringing education to the doors of village people. With the introduction of free and compulsory education in rural areas most of these schools will disappear and be replaced by schools maintained by the board."

A change has occurred in the primary examination which formerly was conducted by members of the district inspecting staff. With effect from 1927 it will be conducted by the headmaster of the primary school concerned, except in one-teacher schools where the deputy or sub-deputy inspector of schools will hold it as hitherto. In order to secure uniformity the district deputy inspector of schools will arrange each year for a systematic inquiry into the standard of the examination. The methods and results of the examination in a definite proportion of the primary schools in the district will be scrutinized and there will be held tests of the pupils who have passed from the primary to the middle schools. Headmasters who are found not to maintain a satisfactory standard will be placed on a black list of headmasters whose schools will be examined by the district inspecting staff for such period as the deputy inspector considers necessary. Each year the deputy inspector will make a special report to the divisional inspector on the result of his inquiry. The Commissioner of the Benares division remarks that "the board is enthusiastic about the new system of examination by headmasters, but there is certainly a real danger of headmasters adopting low standards;" and the chairman of the district board, Bareilly, writes:—"I fear that this system will not prove beneficial, as the teachers are sure to give promotion to weak students and thus the standard of education will be brought down. The real state of affairs will be disclosed when the boys who pass the primary examination this year will appear for the vernacular final examination." No surprise should be felt if in the first years of the new system lapses from the standard hitherto prevailing are found to be frequent. Headmasters have been accorded new powers and the sense of responsibility in their exercise is not immediately acquired. It is obvious, also, that the system of check cannot be in full and efficient operation until after the expiry of at least two years, when boys who have passed the primary examination can be judged on their performance of the work in middle school classes. But the new system adds to the dignity and the authority of the primary school headmaster, and there is no reason to despair of his ability to prove himself worthy of it.

The district board education rules enjoin that, so far as may be practicable, an enclosed compound containing ground for a school garden should be attached to every primary school. Although some improvement has to be recorded of recent years, such improvement is not general. In some districts boards have taken interest, but teachers are inert; in others teachers are striving to cultivate small gardens but receive little or no assistance from the boards. In all cases of failure the excuses are put forward of scarcity of water, lack of

Primary
examination

Gardens
attached to
vernacular
schools.

enclosure giving protection from invading animals, and disinclination on the part of boys. The true reason appears to be apathy on the part of boards or teachers or both. If the boards really interest themselves in the matter, they easily stimulate the teachers to activity, and the latter should find little difficulty in securing the active co-operation of their pupils in cultivation of a small plot in the school compound. The chairman of one board is surely wrong in his opinion that "a school garden can only be maintained in a flourishing condition if a gardener is employed to interest the boys in the pastime of gardening as the majority of schoolmasters have no enthusiasm for the subject; the problem of water-supply can only be solved by providing a pair of bullocks with at least one more man besides the gardener." But another chairman remarks with much truth that "the majority of primary school teachers are generally apathetic towards school gardens and do not know how to make use of the garden in lessons or in nature study; no record of development of seeds and plants is maintained either by boys or by teachers." The report of the inspector of the Jhansi division on the boards' inactivities is depressing; he says: "In Bundelkhand school gardens are not very numerous on account of water scarcity, but still some attempts are made by teachers to sow flower seeds in the rainy season in all the districts of the division. The boards take no interest in school gardens, nor do they afford any kind of assistance to the teachers in their cultivation." Several other divisions are almost as bad although in them some districts are found praiseworthy. The inspector, Meerut division, writes: "Bulandshahr district board is the only board which has supplied implements necessary for sowing, weeding, etc., and awards prizes to teachers who show good work in this direction, and the district is unique in having very fair flower and vegetable gardens, though small in size, in a very large number of its schools." The inspector, Lucknow division, awards the palm to Sitapur in his division, although he gives creditable mention to Kheri district where seven middle schools have been provided with enclosures during the year, and tools and implements were furnished to nine schools and seeds also were supplied. Ghazipur, Pilibhit, and Deoria seem to be honourable exceptions in the apathy prevalent in the Benares, Rohilkhand and Gorakhpur divisions, respectively. The inspector, Fyzabad division, commends the Sultanpur and Partabgarh districts: "The gardens are in a better state in Sultanpur and Partabgarh districts. Upper primary school, Sahibganj (Partabgarh), with its enthusiastic teacher has reared a model farm, using seeds obtained from the Government agricultural farms. The farm was divided into several beds, each under the care of three or four boys who did the whole manual labour under the guidance and with the co-operation of the class teacher."

Primary
school com-
mittees.

Under the district board educational rules the board shall, as soon as possible, form for each primary circle a local committee of three or four residents. It is the duty of the committee to supervise and encourage the schools in its circle by endeavouring to increase the enrolment, by insisting on regularity and punctuality on the part of both teachers and scholars, by providing or recommending necessary improvements, by assisting the board in fixing the fees levied in the schools and the exemptions to be given, by recommending the hours

of school attendance and the periods during which school should be closed at times of harvest, by arranging for an annual distribution of prizes and by otherwise advising and assisting the board. These school committees have proved themselves of little use so far. In some districts they have not yet been formed. Most chairmen report that, with a few honourable exceptions, they do nothing and take no interest in the schools. The chairman of one district board states that where they are active they are "merely meddling in disciplinary arrangements, being concerned with the teachers individually rather than with the improvement in the enrolment of the schools." Another chairman remarks that "a considerable percentage of their members dictate their inspection remarks to the teachers and sign or apply their thumb impressions to the inspection notes for they cannot themselves write them; such members are gradually being replaced." Divisional inspectors corroborate these remarks; one writes of their misapplied activities: "The members prefer to exercise an inordinate influence over the appointment and posting of teachers and to keep the upper hand in the management of the schools. Most of the transfers and promotions are arranged by them. Their duties as to the improvement of the enrolment and attendance, repairs to school buildings, supply of necessary furniture and check over teachers' movements are very often more remarkable for their breach than for their performance. The district inspecting officers sometimes find themselves in a very difficult position, as the changes suggested by them, and agreed to by the chairmen, are often reversed at the instance of the interested members. In fact, the methods of the committees are such as are sure to have a very bad effect on discipline, the morale of teachers, and the future progress of primary education in this backward division." One chairman suggests that the inspecting staff should devote their special attention when on tour to creating a sense of responsibility in the members of the committee. The objection exists, however, that sub-deputy inspectors of schools, on account of their inadequate numbers, are already overburdened and cannot be expected to undertake this additional task. But some district boards are applying themselves to secure improvement by the replacement of illiterate or otherwise unsuitable members and by the issue of printed instructions explaining their duties and powers; and it is pleasant to quote an extract from the report of the Chairman, Lucknow district board:—"The members of the school committee of Pirnagar Barawan Khurd Primary School go on regular rounds with the teacher for the collection of boys. The result of this is a well-filled and flourishing school at a place which had long defied the efforts of many a teacher."

Reference to schools maintained in factories is made in the reports received from the inspectors of the Agra and the Allahabad divisions. In the Agra division there are two such schools against three in 1921-22. The school at one of the Hathras mills ceased to exist in 1924. Of the two which continue to exist one is maintained in the Agra United Mills, Agra: it had an enrolment of 128 boys in 1926-27, showing a decrease from the number, viz., 149, of pupils on the rolls in 1921-22; towards its total annual expenditure of Rs. 681 in 1926-27 it received recurring grants of Rs. 240 and Rs. 144 from Government and the Agra municipal board, respectively. The third

Schools
maintained
in factories.

school is maintained by Government in connexion with the Postal Workshop at Aligarh, the annual expenditure is about Rs. 500, and the enrolment in 1926-27 was 51 as against 70 in 1921-22; it has a trained staff and is managed by the superintendent of the workshop. The inspector states that the government school at Aligarh is more efficiently managed and better attended than the aided school at Agra; but he doubts whether either school is doing sufficiently useful or satisfactory work; both schools teach up to class II only; forty-one boys of the 51 enrolled in the Aligarh school are reading in classes A and B, while at Agra 116 out of a total enrolment of 128 are in the same preparatory classes. The inspector of the Allahabad division reports that the preparatory school maintained for boys working in the Government Press, Allahabad, had 29 boys on its rolls in 1926-27; five years ago the enrolment was 23; the number is too small to justify the employment of two teachers at a cost of Rs. 60 per mensem. A primary school is maintained at the Harness and Saddlery Factory, Cawnpore, for the education of juvenile operatives of the factory; it had 78 boys on its rolls in 1926-27; it is staffed by two teachers on pay of Rs. 60 and Rs. 40 per mensem; it has been aided by Government since 1922-23, the present monthly grant being Rs. 48.

Half-time schools.

Half-time schools have proved to be a failure. In a few divisions only do they continue to exist; there they differ little from ordinary schools; boys are wont to attend both meetings of the school and are encouraged to do so by their parents and their teachers so that these schools are really full-time schools masquerading under another name.

Night schools.

Local boards may, under the rules, establish night schools in places where an attendance of 20 can be assured. No boy under the age of twelve is allowed to attend these schools. Divisional inspectors' reports indicate generally that, as maintained at present, these schools are of little use. One inspector suggests that the number of teachers, one per school, is inadequate and the period of instruction too short to make individual attention possible; he considers that there should be one teacher for each eight or ten pupils. One district board chairman casts the blame on the "absurdly inadequate sum of Rs. 5" given as monthly allowance to the teachers. Most inspectors, however, agree that the lack of success is due partly to mismanagement and partly to lack of real interest, and that there is great potentiality of good in these schools if they are encouraged and properly looked after. One inspector roundly declares that in many places they are maintained merely in order that an allowance may be given to the teacher. This is supported by evidence from several divisions of irregular attendance and unreliable figures of attendance entered in the registers, by the presence in the night classes of boys who also attend the day primary school, and of boys under the age of twelve years and even of girls between the ages of eight and ten years. Provided that capable and conscientious teachers and supervisors are available night schools should prove to be a successful medium for the spread of adult education; they should be situated in localities where they may be readily and frequently visited by board or departmental inspecting officers. Government have considered the extension of the system of night schools in municipalities and propose to give assistance to the

extent of 50 per cent. of the cost of new night schools opened. Under the proposed scheme the night schools should be one-teacher schools of two classes and should be held in the day-school building. Enrolment should not exceed 30 in each school and should be confined to males over twelve years of age and not in attendance at a day school. Instruction should be confined to the three R's and the teachers should be chosen from teachers employed in day schools; such teachers should receive remuneration, and Rs. 8 per mensem has been suggested as an average suitable rate. Arrangements for efficient and regular supervision should be made; the supervisor (who should receive an allowance for the work) should be the superintendent of education or a teacher employed in a local high school. The proposals received from municipal boards in regard to extension of night schools will be considered in connexion with the budget of 1928-29.

An interesting scheme in regard to the education of adults is the formation of co-operative adult education societies for the purpose of maintaining night schools for illiterate adults. It is proposed that the Registrar of Co-operative Societies should at places, selected by him, where a suitable teacher can be found and a co-operative society exists, organize co-operative adult education societies. The members of such a society will contribute twice a year, at harvest times, each according to his means, but not less than eight annas a head; and funds thus collected will be used for the purchase of books for the society's library and for such other educational objects as the society may determine. The school will meet in any convenient place at least twice a week, except at harvest or other times when it may not be possible to hold such meetings. The teacher's duty would be not merely to give instruction in reading, writing, and arithmetic, but to read and expound to the villagers from interesting books or periodicals, and to give lectures or talks on geography, history, or other subjects that may be of general interest to the villagers. In certain cases, after the school has been established, the teacher may be given, with the consent of the district board, instruction in the use of a magic lantern and lantern lectures and slides could be lent. A sum of Rs. 5,000 is being provided in the budget for 1927-28 to make grants to district boards in connexion with this scheme.

Co-operative
adult
education
societies.

CHAPTER VII.

THE EDUCATION OF GIRLS.

Number of institutions and enrolment.

The following statement shows the progressive increases in the number of institutions of all kinds for Indian girls and the enrolment:—

—	1921-22.	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Number of institutions of all kinds.	1,641	1,649	1,711	1,309	1,937	1,934
Total enrolment ..	60,711	63,209	66,636	63,823	76,355	81,285

It is evident that there has been a continuous and gratifying expansion in girls' education during the quinquennium; the rate of increase in enrolment continued practically uniform until the year 1925-26 when there was a sudden acceleration, the increase in that year being about three times the previous average yearly increase. In 1926-27 the rate of increase fell somewhat, but the increase in that year was still 50 per cent. in excess of the average annual increase in the first three years of the quinquennium; thus of the total increase of 20,574 in enrolment during the quinquennium 12,462, or roughly 60 per cent., has taken place in the last two years. Public institutions in 1921-22 numbered 1,490 with an enrolment of 57,721; their number has increased to 1,796 in 1926-27 and the enrolment to 77,544. There were 151 private institutions with 2,990 pupils in 1921-22; in 1926-27 the number of private institutions was 177 and the enrolment in them was 3,205. Of the total enrolment of girls 90 per cent. are reading in the lower primary and preparatory sections, as against 92 per cent. at the beginning of the quinquennium; in view of the obstacles to the advancement of female education in India the improvement, although small, is by no means unsatisfactory.

The relative progress among the chief communities is shown below; the figures do not include pupils in private institutions and in training schools and classes:—

—	Indian Christians.	HINDU,		Muham- madans.
		Higher Classes.	Depressed Classes.	
1921-22	4,060	44,527	464	8,266
1926-27	4,437	57,110	2,221	12,643

The enrolment of Muhammadan girls has, therefore, increased by 53 per cent. in the period 1922-27. Still more noteworthy is the increase of depressed class girls receiving education; the number in

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1926-27 is almost five times that of 1921-22. Seventeen girls of these classes are reading beyond the primary stage and one is in class IX; five years ago no depressed class girl had passed beyond the primary stage.

The total expenditure on girls' education has risen from Rs. 11,01,082 in 1921-22 to Rs. 14,42,183 in 1926-27. The distribution in the two years is shown in the following statement:—

Expenditure.

	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other Sources.	TOTAL.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	4,87,690	1,80,695	1,67,443	29,100	2,86,154	11,01,082
1926-27	6,88,351	1,47,880	2,26,977	58,674	3,25,301	14,42,183

The increase from provincial funds is due mainly to—(1) Outlay on training schools, including government normal schools and training classes; (2) increase in pay of teachers in government schools; (3) additional grants to aided schools; and (4) special grants to district boards. The outlay from district and municipal funds is mainly on primary schools. The contribution from fees occurs chiefly in aided English schools, and more particularly in aided mission schools. The Chief Inspectress has supplied the following figures of average cost compared with the figures stated in the last quinquennial report:—

Stage.	Average Annual cost per Pupil.	
	1926-27.	1921-22.
	Rs.	Rs. a.
College	1,019	818 8
High school	80	132 0
English middle school	48	59 0
Vernacular middle school	18	24 8
Primary school	9	10 8
Training class	480	£07 0

The reduction in all cases, except that of college students, is apparently due to the increased number of students. In colleges, however, although the number of students has increased the average cost also has increased; this seems to be due to a widening of the course of study and to an increased outlay on staff.

The Chief Inspectress of Girls' Schools writes as follows on teachers:—

Teachers and their work.

“The number of teachers employed in girls' schools has risen from 2,720 to 3,340 in the quinquennium. The majority consists of untrained teachers in vernacular schools, but the number of trained teachers has increased from 525 in 1922 to 750 in 1927. High schools and English middle schools employ the largest proportion of trained teachers. There has been an improvement in the standard of teaching, due not only to the greater number of trained teachers in service, but also to the ambition of untrained teachers who have improved by private study and as the natural result of increased experience. This advance is more marked in mission schools because of the constant

presence of the missionary ladies in charge . . . A large number of male teachers are employed in girls' schools and this will continue for some years owing to the inadequate supply of mistresses and the difficulty of placing women in schools distant from their homes. When parents do not object to their daughters being taught by a man there is no reason why male teachers should not be employed as a temporary expedient. In general the older girls remain in school longer when they are taught by a mistress in whom they and their parents have confidence. In addition to this all that can be said regarding the value of male teachers is that they vary as do women. Some are keenly interested in their work for its own sake, others do the minimum amount of work which will save them from dismissal."

Buildings.

Each year sees an improvement in English school buildings. The mission schools lead the way in this matter, but some other schools such as the Balika Vidyalaya, Cawnpore, are now accommodated in fine new buildings. Two of the most important English institutions, the Crosthwaite Girls' College, Allahabad, and the Theosophical National College, Benares, provide sadly inadequate accommodation for their lower classes. Vernacular school buildings are much inferior to English school buildings. Even the so-called "model girls' schools" are not beyond reproach, although it has to be recorded that new buildings have been constructed for the government model girls' school, Aligarh, at a cost of Rs. 29,000, important additions have been made to the model school, Shahjahanpur, and the model school, Banda, has been accommodated in the old buildings of the government high school, round which a wall has been built. The condition of board and aided schools' buildings is unsatisfactory; few of these schools have buildings of their own; most are badly housed, insanitary, lacking proper ventilation and lighting, and poorly equipped; little progress has been made, lack of funds being usually alleged as the reason.

Girl guides in anglo-vernacular and vernacular schools.

The girl guides movement is confined to a few girls' schools in these provinces. This is not due to lack of interest among school authorities, but to other difficulties the chief of which is the paucity of instructors. The provincial Committee of the Girl Guide Association is unable to supply a sufficient number of instructors; several otherwise capable instructors are unfamiliar with the vernacular languages. In the case of day schools it is not easy to arrange for the classes hours convenient both for the guides and the instructor. About ten schools hold girl guide classes; they include the government normal schools at Lucknow and Bareilly and the model girls' school, Naini Tal. The classes are much appreciated in the schools in which they are held; the training develops a sense of responsibility and self-reliance in the girls; the course includes first-aid and ambulance work, signalling, cooking, sewing, and nature study.

Anglo-vernacular education of girls.

University education of women.

Education of university standard is imparted in two institutions—the Crosthwaite Girls' College, Allahabad, and the Isabella Thoburn College, Lucknow, which form the women's departments of the Allahabad and Lucknow Universities, respectively. There were nine women students in the university classes of the Crosthwaite Girls' College

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and 29 in the university classes of the Isabella Thoburn College. Reference to these classes is made in the section of this report dealing with the Universities of Allahabad and Lucknow, respectively. Colleges, however, are not confined exclusively to university work also include intermediate and lower classes.

There are three intermediate colleges for girls: the Crosthwaite Girls' College, Allahabad, the Isabella Thoburn College, Lucknow, and the Theosophical National College, Benares. As has already been remarked, the first two institutions provide for university classes as well. The Isabella Thoburn College is the most important of the trio; it had 60 girls in the intermediate section at the close of the year 1926-27, and of these 21 were taking science. When the new buildings were completed classes IX and X were removed from the Lal Bagh Girls' High School and accommodated in the new buildings with the intermediate and university sections. It is felt that the association of high school with university classes is a mistake, and the high school classes will, therefore, be re-transferred to the Lal Bagh School, which, after having been reduced to a middle, will again become a high school.

There were 17 girls reading in the intermediate section of the Crosthwaite Girls' College, Allahabad. Here, also, the Chief Inspector considers that the association of university with school classes has got serious drawbacks and she urges the separate provision of buildings for university teachers and students. The Theosophical College, Benares, had ten girls in the intermediate classes in 1926-27. This institution requires additional buildings, and the question of providing them is under consideration.

The Muhammadan Anglo-Oriental School, Aligarh, had a very small intermediate section which has not been recognised by the Board of High School and Intermediate Education; it is, therefore, included among the high schools for the purpose of this report.

For a short time, at the beginning of the quinquennium, there was a small intermediate section in the Muslim Girls' High School, Lucknow, but this section has ceased to exist.

The intermediate classes now existing are, except in the case of the Isabella Thoburn College, very meagrely attended; and it is clear, therefore, that new expenditure incurred in opening intermediate sections in other centres is for the present hardly justifiable.

The number of pupils reading in the high and middle sections has risen from 1,239 in 1921-22 to 2,145 in 1926-27; there is, therefore, an increase of 73 per cent. in enrolment in these sections. The distribution over the two sections is shown in the following statement:—

High and middle stages.

—	High Section.	Middle Section.	TOTAL.
1921-22 ..	78	1,161	1,239
1926-27 ..	159	1,992	2,145

It is gratifying to note that the number of girls reading in classes IX and X has almost doubled in the quinquennium; the increase has been mainly amongst Indian Christians and Hindus; the former

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and in number from 42 to 77, while the number of Hindu girls fell from 19 to 61. The number of Muhammadan girls fell, however, from 17 to 12; the decrease seems to be of the nature of an ordinary fluctuation because in every other stage there has been a marked increase in the number of Muhammadans.

English schools.

Excluding the three intermediate colleges which maintain high school classes there are eleven high schools, but of these three are not recognised by the Board of High School and Intermediate Education. The Chief Inspectress writes in this connexion :—

“ There is a strong tendency to open classes of the high stage for one or two pupils who for various reasons will not leave the school near their homes to go elsewhere to continue their studies further. In some cases such schools cannot, for financial reasons, provide sufficiently well-qualified teachers to obtain recognition. Classes IX and X continue, however, to exist and the girls appear for the high school examination as private candidates. The result of this tendency and lack of co-operation is to increase unnecessarily the cost of education in the high stage. In addition to reducing expenditure closer co-operation would produce better results in the higher classes, and in the lower sections as well, as the poorer schools, being relieved from the necessity of maintaining highly-paid teachers for two or three girls, would be free to devote all their funds to the improvement of the middle and primary section.”

The Crosthwaite Girls' College and the Theosophical National College, Benares, continue to attract pupils from all over India. In classes A to X there were enrolled 283 in the former and 244 in the latter institution. There were 72 boarders in the Crosthwaite and 68 in the Theosophical institution; among these are included intermediate and university students. There are two Muhammadan girls' high schools—the Muslim School, Lucknow, and the Muhammadan Anglo-Oriental School, Aligarh. The Government Girls' High School, Lucknow, being unable to compete successfully with the other local high schools was closed down; the buildings were made over to the Muslim Girls' School which had 82 pupils on its rolls in 1926-27. The enrolment of the Muhammadan Anglo-Oriental Girls' School, Aligarh, was 97.

The Mahadevi Kanya Pathshala, Dehra Dun, and the Mahila Vidyalaya, Lucknow, provide for Hindu girls.

The Jagat Taran School, Allahabad, provides for Bengali girls; enrolment in higher classes is small, and the consequent cost is high. The Kashmiri Mohalla Girls' Schools, Lucknow, is managed by the municipal board; high section classes were opened in 1926-27, but are not well-established, and there is difficulty in providing suitable staff.

High schools maintained by missions are the Mary Wanamaker High School at Allahabad, High Schools at Dehra Dun, Meerut, and Almora, and the Queen Victoria School in Agra. All these schools are well-managed and continue to do valuable and efficient work. Finding it increasingly difficult to obtain donations or subscriptions from the public all but one of the high schools now levy tuitional fees. This is a step in the right direction.

English middle schools.

The majority of English middle schools are boarding schools maintained by missionary bodies. There is no marked change to

record. Valuable work is being done by them as in the past, and there has been continuous improvement in the methods of instruction. The Lal Bagh School, Lucknow, is the largest, having 288 scholars on its rolls in 1926-27. This school will once again resume its former status of a high school; class IX will be opened in 1927 and class X in the following year, these classes being simultaneously closed in the Isabella Thoburn College.

Of non-mission schools the Balika Vidyalaya, Cawnpore, the Central Hindu School, Benares, and the Partab Singh Girls' School, Moradabad, have upper middle sections and aspire to become high schools in the near future. All the other middle schools teach up to class VI only and prepare girls for the anglo-vernacular middle examination.

In the anglo-vernacular middle examination there were 361 candidates in 1927, of whom 251 passed; in 1922, 238 candidates appeared and 192 were successful in the examination.

Vernacular education of girls.

The number of vernacular middle schools has risen from 79 in 1922 to 153 in 1927. Their distribution in the two years is shown in the following statement :—

	1921-22	1926-27.
Government	35	47
District board	} 18	26
Municipal board		17
Aided	25	60
Unaided	1	3

Vernacular middle schools.

Aided middle schools are almost altogether dependent on grants without which it would be impossible to employ teachers capable of teaching middle section classes. None of the middle schools referred to in the above statement has classes of the upper middle section, and in most classes V and VI are very small. Classes of the upper middle section have been opened in the practising schools attached to two government normal schools, and it is hoped that similar classes will ere long be opened in other government vernacular schools. Although the higher classes in them are small, most of the middle schools in urban areas are well-established, but this cannot be said of such schools in rural areas in a number of which a great rise or a great decline may occur in a single year. But, even if a village middle school ceases to exist, its memory remains and acts as an incentive towards its re-establishment in the future. The difficulty of maintaining a middle school in a rural area is due to the scarcity of competent teachers and not to a dearth of pupils.

The number of primary schools for girls has risen from 1,337 in 1922 to 1,568 in 1927, and the enrolment from 45,055 to 54,118; the average attendance has risen from 30,293 to 39,413. The primary sections of high and middle schools and the scholars in those sections

Primary education.

are not included in these figures. The distribution of schools and scholars is shown in the following statement :—

	Primary Schools.		Enrolment.	
	1921-22.	1926-27.	1921-22.	1926-27.
Government	31	18	1,858	1,124
District board	689	808	20,736	24,691
Municipal board	176	195	9,205	11,186
Aided	430	532	12,940	16,821
Unaided	11	15	816	346

The decrease in government primary schools is counterbalanced by the increase in government vernacular middle schools. There is a very marked increase in the number of district board schools. Special grants were given to district boards at the beginning of the quinquennium to encourage a forward policy in girls' education. The result is seen in the larger number of district board schools; a portion of the additional funds was utilized in improving teachers' salaries and in increasing the grants to aided schools with the consequence that teachers are now more contented; but very little has been done to provide better accommodation for girls' schools in villages. If girls in increasing numbers are to be expected to attend schools they have a right to be accommodated in dry, well-ventilated, and well-lighted rooms adequately supplied with suitable furniture; it is only too often that schools are found to fail in those respects. Under the contract with district boards girls' education is one of the heads under which a minimum expenditure by the boards is prescribed, a lump grant being paid to the board towards its total expenditure under all heads. The total prescribed minimum expenditure on girls' education for all the boards was Rs. 3,35,240 annually for the three years 1924-27 of the period of the contract; for the year 1927-28, for which the contract has been renewed, the amount is fixed at Rs. 3,75,760.

In obtaining teachers village schools are at a disadvantage compared with schools in towns, as the better qualified mistresses are unwilling to migrate to villages, on account of their being separated from their friends and relations and being placed in unfamiliar surroundings. In order to ensure adequate and suitable staffing of village schools it is very necessary that village women should be induced to continue their studies and to offer themselves for training. More training classes and normal schools and an increase in the number and value of stipends will be required.

Municipal schools have progressed, but not to the extent that might have been expected. They do not, or should not, experience the same degree of difficulty in staffing as village schools. Unfortunately, however, too small a proportion of the total number of girls attending school are permitted to remain in school sufficiently long to pass through the higher classes,

EDUCATION OF GIRLS.

In 1921-22 there were 33,058 girls reading in primary schools boys or, roughly, 35 per cent. of the total number of girls in India educational institutions of all kinds. In 1926-27 there were 39,200 girls reading in boys' primary schools, i.e., 31.55 per cent. of the total. They are mostly in the preparatory stage. Most girls attending boys' schools do so because they have brothers or other near relations reading in the same school, or because there are no girls' schools near their homes. Few girls complete the primary course in a mixed school, and it is but very rarely that one sees a girl of ten years of age in such a school. Girls are allowed to attend a boys' school up to the age of ten years and, reciprocally, boys not more than eight years old may read in girls' schools. There were 216 boys in 1921-22 and 414 in 1926-27 reading in girls' primary schools.

CHAPTER VIII.

EDUCATION OF SPECIAL CLASSES.

A.—Education of Europeans and Anglo-Indians.

Institutions:
their num-
ber and
classifica-
tion.

A comparison of General Table VII (at end of this volume) with the corresponding General Table IIIB (on page 10A of last quinquennial report) would seem to show that European education in these provinces has undergone an upheaval; that the number of institutions has fallen from 61 to 55 during the quinquennium; and that institutions of certain types have been wholly swept away. No such change has, however, actually occurred. The number of separate institutions is 53, the same as before. The two training classes, although still receiving separate entry, have always been attached to schools. A railway school at Aligarh and an infant school at Fatehgarh disappeared during the quinquennium; but two schools, the Henry Allen Memorial School, Mussoorie, and the Hampton Court Convent School, Mussoorie, which were formerly parts of other schools, achieved separate existence. The apparent change is due to re-classification having been made. Several institutions are now omitted which formerly obtained entry in the table, although they had no existence separate from other institutions already entered, e.g., technical schools which were really vocational classes, still existing, attached to ordinary schools. Other changes, too, are apparent and not real. The two Arts Colleges for women which in 1922 prepared their pupils for the intermediate examination of the Allahabad University still carry on their work without depreciation of standard; but, as they now prepare for the Cambridge Higher Certificate examination, and not for the Intermediate examination conducted by the Board of High School and Intermediate Education, United Provinces, they are not recognized as colleges by the Board and are not now classified as colleges. The four Intermediate Colleges for males now shown do not represent new institutions; five of the larger boys' schools always maintained a senior class for boys who wished to take the intermediate examination of the Allahabad University or examination for admission to engineering or other professional colleges; of these four have obtained recognition from the Intermediate Board for its examination, but the fifth prefers to prepare for the Cambridge Higher Certificate Examination and is, therefore, not classified as an intermediate college. The other changes in classification of middle schools have no significance.

Enrolment.

There has been an increase of 699 in the enrolment, which, from 5,514 in 1921-22, has risen to 6,213 in 1926-27, an increase of 12·7 per cent. The increase is partly accounted for by the larger number of Indian pupils now attending these schools. Indian pupils in attendance numbered 285 in 1921-22; in the quinquennium they have increased by 243 or 87 per cent. and now number 528. The increase in European and Anglo-Indian scholars is, therefore, 456 or .8·7 per cent. of the number of such pupils in attendance in 1921-22. The increase appears small, but it is remarkable that there should be any increase at all when the rate of change in the numbers of the

EDUCATION OF SPECIAL CLASSES.

community in these provinces is considered. Data are not available to connect the increase in numbers with a longer duration of school life, although the latter is, doubtless, a factor contributing to the former. The inspector of European schools says: "There has certainly been a tendency for the numbers taking the school certificate and the higher certificate or intermediate examinations to increase in the last few years, and I am inclined to think that the average length of school life in girls' schools tends to increase."

The total expenditure has risen from Rs. 21,19,183 in 1921-22 to Rs. 23,90,954 in 1926-27, i.e., an increase of Rs. 2,71,771 or 12.8 per cent. Provincial revenues met 33.3 per cent. of the total expenditure in 1926-27; the percentage from that source in 1921-22 was 38.4. The following statement gives details at interval of five years during the last decade:—

Expendi-
ture.

—	1916-17.	1921-22.	1926-27.	Increase, 1917-22.	Increase, 1922-27.
Direct expenditure ..	9,06,380	12,11,331	19,31,803	3,04,951	7,20,477
Indirect expenditure ..	4,16,534	9,07,852	4,59,146	4,91,318	—4,48,706 (decrease)
Total expenditure ..	13,22,914	21,19,183	23,90,954	7,96,269	2,71,771

The relative increase and decrease in direct and indirect annual expenditure, respectively, that have taken place in the quinquennium 1922-27 calls for obvious remark; but it has to be observed that a change has taken place in the tables since 1923 whereby certain items which were previously classed as "Indirect Expenditure" now come under the head "Direct Expenditure." The most important of these is recurring expenditure on hostels and boarding-houses which is now direct expenditure. Thus the increase in direct and the decrease in indirect expenditure is partly accounted for by the transfer of items. Another important contributory factor to the increase in direct expenditure is teachers' salaries and provident fund, to which the government contribution was Rs. 1,82,535 in 1921-22 and Rs. 2,93,914 in 1926-27, i.e., the increase in government contribution was Rs. 1,11,379 and the increase in teachers' salaries and provident fund is double that amount, i.e., Rs. 2,22,758.

The details of indirect expenditure in 1921-22 and 1926-27, viz. :—

—	1921-22.	1926-27.	Increase.
	Rs.	Rs.	Rs.
1. Buildings and equipment ..	4,86,032	2,26,758	—2,59,274 (decrease).
2. Inspection ..	..	30,776	30,776
3. Hostels, boarding-houses, etc. ..	4,21,820	2,01,612	—2,20,208 (decrease).
TOTAL ..	9,07,852	4,59,146	—4,48,706 (decrease).

show that there has been a considerable decrease in expenditure on buildings. This is to be explained by the fact that many building projects were being financed in 1921-22, having been postponed from the lean years during and immediately after the war; the building deficiencies having been made up, expenditure naturally declined to the normal level. The increase under head "Inspection" is due to the separation of the inspectorship from the inspectorship of the Kumaun division; that item of expenditure was formerly shown in the tables for the Kumaun division. The decrease in item "Hostels, etc.," is explained by the transfer of recurring hostel expenditure to the main head "Direct Expenditure."

Teachers,
number,
qualifica-
tions, and
pay.

The position in respect of staffing of European schools on March 31 of each of years 1917, 1922, and 1927, is indicated in the following statement:—

		1917.	1922.	1927.
Total number of teachers employed	..	.. 390	427	455
Trained teachers	.. ..	.. 196	244	309
Graduate teachers	.. ..	.. 45	64	89
Percentage trained of total staff	..	.. 50%	57%	68%

The increase in the percentage of trained staff is gratifying. It may be remarked that in both periods, 1917-22 and 1922-27, the increase in the number of trained teachers exceeded the increase in total staff, and the relative increase was much greater in the latter than in the former quinquennium. This indicates a progressively increasing rate of replacement of untrained by trained teachers. The increase is attributable, in a large measure, to the government assistance which schools receive towards the payment of salary of trained teachers, and which enables them to offer more attractive salaries; provident funds, towards which grant-in-aid is given, provide an additional attraction. All but three schools, which are unaided, have a provident fund system; 35 schools receive aid for the purpose and 13 railway schools participate in the Railway Provident Fund. The number of graduate teachers is, however, still small but is increasing at an accelerated rate. In the quinquennium 1917-22, 19 out of 37, and in 1922-27, 16 out of a total increase of 28, were graduates; thus more than 50 per cent. of the increase in total staff is graduate.

The salaries paid are generally in accordance with the scale approved for salary grants by Government in 1921 and quoted in the quinquennial report for 1917-22. The scale is somewhat more generous for schools in the plains than for those in the hills; but, in spite of this, the former institutions find it necessary to offer a higher initial salary than that of the scale. In particular, the small isolated railway schools, where conditions are difficult, and orphanages and free schools, where funds are low and equipment is poor, find difficulty in obtaining suitable teachers. Specialist teachers are difficult to obtain. Amongst the domiciled community science teachers are hardly to be found, and science is taught either by teachers imported from England or by Indian science masters; in few girls' schools is the subject taught. It is often difficult to provide language teachers, and in girls' schools mathematics, domestic science, and physical training offer difficulties in recruitment of teaching staff. There is, too, an unexpected shortage of well-qualified teachers for infant classes, which is, perhaps, due to a feeling that a teacher specialising in infant work has more limited

prospects than a teacher possessing a general training for elementary or secondary work.

The number of candidates appearing in the Cambridge local examinations has increased from 737 in 1921-22 to 768 in 1927; 515 candidates, or 67 per cent. of the total number, were successful in 1927 as against 65.3 per cent. in 1922. The percentage of pass fairly uniform in the three examinations, being 64 per cent. in the school certificate, 65 per cent. in the junior, and 70 per cent. in the preliminary examination. Male candidates outnumber females and obtain better results, particularly in the school certificate examination, which some boys' schools in the hills attain noteworthy success. A growing number of successful candidates obtain honours, most frequently in the subjects of Religious Knowledge, Mathematics, and English although other subjects are not unrepresented in the list of honours obtained.

The curriculum is still dominated by the syllabuses for the Cambridge local examinations for which schools present candidates. These schools, representing three-fourths of the total school population, are generally satisfied with the Cambridge examinations, which are not beyond the capacity of the children and offer a wide range of subjects. Many of the heads of these schools would agree that nothing short of the school certificate is adequate as a foundation for specialised training, and that specialised training can be better given in special institutions other than the schools, for instance in the commercial classes attached to the Y.M.C.A. and Y.W.C.A. in large centres. The remaining schools, with a total enrolment of about 1,500 pupils, can be clearly differentiated from the majority: they consist of the seven orphanages and some of the day schools connected with the parish churches; they are very poor and are unable to afford expensive plant and equipment. These schools cannot make the most of such opportunities as the present system of examination offers; they cannot, for example, afford to teach science. Yet their curricula are framed on the lines of those of schools in which boys normally remain until the age of 18; their curricula are too literary and too ambitious. Most of these schools, however, do make some provision for vocational subjects, e.g., commercial subjects, dress-making and cooking, and in two boys' schools manual training is taught. But it is the general course in these schools that is defective; this is largely due to the teaching, the poverty of the schools being reflected in the quality of the staff. In respect of these schools there is much to be said against an alien system of examination such as the Cambridge Locals; they are out of touch with the schools and with lives and experience of the children, and they are most misleading when they dominate the work of the lower classes. But, in spite of their faults, these examinations have benefited and continue to benefit the schools which cater for the better classes and these schools constitute the majority, three-fourths of the whole. It has to be remarked, however, that Indian high schools, intermediate colleges and universities provide a continuous educational course, the stages of which are marked by the high school, the intermediate and the university degree examinations. It is naturally to be expected that the boy attending the European schools will, if he continues his formal studies,

Courses in schools.

EDUCATION OF SPECIAL CLASSES.

in a university or other higher educational institution in India. It is a pity though the Cambridge examinations may be for a boy leaving school and directly entering on a business or profession, the examinations marked by them hardly coincide with any definite stage of the Indian educational course, and it is difficult, with restrictions hampering choice of subjects, etc., to render them suitable as entrance examinations to the courses of study provided in Indian universities. It would appear desirable that at least those schools which cater for the poorer classes should be assisted towards the introduction of such subjects as Science, Manual Training, Art and Domestic Science, towards the employment of qualified teachers and especially towards securing head teachers of broad outlook, possessing knowledge, experience and sympathy with their pupils and their pupils' people. Guidance should be given to them in the framing of curricula more suited to their needs.

Training of teachers.

There is no special training college in these provinces for male teachers in European schools. Graduates are admissible to the Government Training College, Allahabad, which offers a one-year course leading to the L. T. degree of Allahabad University, and that college does in some years number amongst its students one or two who are destined to teach in European schools; but the number is very small. Positive information on the point is not available, but it is unlikely that any would-be teachers in European schools seek admission to the graduate training colleges maintained by the Benares Hindu and Aligarh Muslim Universities. The government training colleges for undergraduate teachers do not provide teachers for European schools. The main training ground for recruitment to these schools is the Sanawar Training Class and the United Provinces Government, every year, offer four stipends of Rs. 50 per mensem tenable at this class. There are two training classes for women teachers in these provinces at All Saints' Diocesan College, Naini Tal, and Woodstock College, Mussoorie, respectively. The courses of training in these classes were re-organised in 1924, the object being to secure a better standard of general education amongst the students. An alternative three years' course was provided, which included, concurrently with professional training, preparation for the Cambridge Higher Certificate examination. The two years' course was retained with certain modifications, an examination being introduced at the end of the first year's work for the sake of those students who for one reason or another prove unable to take the longer course. The more advanced course is popular and is now taken by the majority of students, and examiners report a marked improvement in the general quality of the work of the students taking the longer course.

Controlling agency.

In 1922 a change in the administration of European schools was made, the inspector of European schools being relieved from administration of the Indian schools of the Kumaun division. It is now possible for him to give adequate time to the European schools and to concentrate upon their problems.

B.—Colvin Taluqdars' School.

The Colvin Taluqdars' School, at Lucknow, for the sons of landholders, is maintained by contributions from the taluqdars of Oudh

supplemented by recurring government grant. The enrolment which was 72 in 1922, sustained a heavy fall from 71 to 49 in 1925 and was 48 on March 31, 1926 and March 31, 1927. The school has been in existence for 37 years and the average annual enrolment during that period has been between 40 and 50 boys.

The tuitional expenditure on the school has increased from Rs. 39,590 in 1921-22 to Rs. 54,239 in 1926-27, i.e., by Rs. 14,649. In 1925-26 the tuitional expenditure was Rs. 39,408, practically the same as four years earlier. The increase of Rs. 14,831 that has occurred in the last year of the quinquennium is due to improvements in the pay of teachers and to the creation of a new post of a lady-teacher. The average annual cost per scholar has risen from Rs. 542 in 1921-22 to Rs. 1,130 in 1926-27 which is due partly to increased expenditure on staff referred to above and partly to the fall in enrolment that occurred in 1925. The average income from fees per student rose from Rs. 90 per annum in 1921-22 to Rs. 245 in 1926-27 the amount was Rs. 373 in 1925-26 and the decrease in 1926-27 is due to non-realization of fees in areas. The school was in receipt of an annual grant of Rs. 6,000 from Government until the last year of the quinquennium when the amount of grant was raised to Rs. 29,967.

The school is organized on the principles of a residential English public school modified to suit Indian conditions. Special attention is paid to games and physical training, including swimming and riding. Examination results have varied from year to year and, as a rule, compare unfavourably with the results in anglo-vernacular secondary schools; but the staff has to contend against the disinclination to continuous work that naturally prevails among young men with an assured income; hence it is gratifying to record that all three candidates from the school who appeared in the high school examination of 1927 were successful. The Principal remarks that examination results can be improved, provided that boys enter at the right age, remain at school during working days and apply themselves to their studies; these are the only conditions that lead to success. An English lady teacher was added to the staff in November, 1926; she teaches English for one period daily to the lower classes and is reported to exert an excellent influence in the character forming of small boys. Classes in agriculture are held regularly in the school, and it is interesting to note that one "old boy," S. Momin Ali, has laid out a farm in his own district; it is hoped that this excellent example will have many followers among other old boys of the school.

The divisional inspector of schools remarks:—

"In view of the number of the Taluqdars of Oudh—some 270—this school should be overflowing. The committee might consider the value of propaganda and carry out a "revival" campaign: an illustrated hand-book, an organized and business-like assault on recalcitrant taluqdars, the co-operation of commissioners of divisions and alterations in the staff of the school might secure the support of many whose interest in the school at present is nil."

C.—Special primary schools—General.

There is no doubt that a single mixed school maintained by the local board is the most economic medium of primary education and the one most suitable for the promotion of co-operative self-government.

Schools specially reserved for a particular section or class of the community have great difficulty in maintaining, for a prolonged period, a standard of efficiency equal to that obtaining in the board's ordinary schools. But such special schools are at present a necessity and must continue for some time. The ignorance, shyness, and poverty of the depressed classes render special efforts necessary for the extension of education to them; and long-continuing caste prejudice, though decreasing, restricts and often forbids their admission to ordinary schools; for them, therefore, special institutions must be provided. There is also evidence on all sides of a desire for religious instruction in schools. Years ago this found expression in the demand among Muhammadans for Islamia schools and maktabas. The demand for maktabas seems to be somewhat intensified and a similar demand for pathshalas has arisen more recently among Hindus; it is impossible to determine yet how far the desire is based upon true religious zeal or upon sectarian or communal prejudice, but there is no doubt that the latter is an important if not the predominant underlying factor. During the quinquennium a large number of Hindu pathshalas have been established; they can hardly be considered as spontaneous in origin; suggestions for the establishment of such institutions were broadcast from a few sources to chairmen and boards throughout the provinces. Many boards, alleging poverty for their refusal to meet increased demands from schools already established, yet hastened to aid by lavish grants the establishment of the new institutions. The increase in the number of such special schools is, therefore, not matter of unalloyed gratification; and a reduction in their number would not be deplored, provided that the reduction is compensated by increased enrolment in board's ordinary schools. But some years must elapse before the ideal is attained of single mixed schools maintained by the board and meeting the needs of primary education of all classes of the community.

C.—(1) Primary education of Muhammadans.

Types of institutions for Muhammadan primary education.

Besides the ordinary mixed schools maintained by district and municipal boards to which Muhammadan pupils are being admitted in greater numbers the boards maintain special Islamia primary schools. There are also maktabas, maintained by private agency which may, or may not receive aid from local boards.

Enrolment of Muhammadan pupils in primary institutions.

The special inspector of Muhammadan schools reports that in the quinquennium there has been an increase of 53,428 in the total number of Muhammadans reading in primary institutions of all kinds. The number was 1,92,889 on March 31, 1927, the number on March 31, 1922, having been 1,39,461. More than one-half of Muhammadan boys, viz., 100,260, in 1926-27, attended the ordinary mixed schools; the number receiving instruction in the special Muhammadan schools was 92,629. The corresponding figures in 1921-22 were 81,405 and 58,056, the increases were, therefore, 18,855 and 34,573 Muhammadan boys in ordinary mixed and special schools, respectively. These figures would seem to indicate that the enrolment in special schools is developing in much greater proportion than the enrolment in ordinary schools. Examination of the figures for the last two years of the quinquennium shows, however, that the relatively more rapid development of special schools has ceased, while the enrolment in ordinary schools has

recovered from the set-back marked in the two closing years of the preceding quinquennium. The increase of 13,630 Muhammadan pupils in 1925-26 was shared by ordinary and special schools to the extent of 5,709 and 7,921, respectively. The next year 1926-27 has seen an increase of 3,170 only from 189,719 to 192,889; ordinary schools gained 4,958 Muhammadan pupils, but the enrolment in special Muhammadan schools declined by 1,788.

It was remarked in the last quinquennial report that in the two years 1920-22 there had been a decline of 8,436 in Muhammadan pupils attending ordinary board schools. The loss has been more than made good in the quinquennium 1922-27, there having been a gratifying increase of 18,855 of which the last two years, 1925-27, account for an increase of 10,667.

(a) Enrolment in board's ordinary primary schools.

The following table shows the progress of Islamia schools and aided maktabas :—

(b) Enrolment in Islamia schools and aided maktabas.

YEAR.	ISLAMIA SCHOOLS.		AIDED MAKTABS.	
	Number of Schools.	Enrolment.	Number of Schools.	Enrolment.
1916-17	92	3,093	291	8,898
1921-22	745	21,595	762	22,968
1922-23	762	22,725	862	26,230
1923-24	775	25,283	999	32,780
1924-25	715	25,394	1,106	37,846
1925-26	707	25,448	1,118	40,882
1926-27	693	25,166	1,250	43,973

The figures show that the number of Islamia schools after continuously rising reached its maximum in 1923-24, and has declined continuously in the last three years; the enrolment, however, continued to increase until 1925-26, and only commenced to fall in 1926-27. In the five years there has been a decrease of 52 Islamia schools, but an increase of 4,571 in the number of pupils. In 1926-27 the decreases were 14 schools and 282 scholars. The progress of aided maktabas, on the other hand, has been continuous throughout, showing that such institutions are popular and meet the special desires of the community. The figures seem to confirm the opinion expressed by the special inspector in 1917, that "where it is possible to open maktabas they are preferable to special Islamia board schools."

Unaided maktabas numbered 1,044 with 13,493 pupils in 1922; on March 31, 1927, the number was 1,059 with an enrolment of 23,490. The net increase in five years has, therefore, been 15 institutions and 9,997 pupils. But like Islamia schools, these unaided maktabas reached a maximum within the quinquennium. The enrolment in 1925-26 had increased by 4,831 from 23,256 to 28,087; the next year, the last of the quinquennium, has seen the disappearance of 100 institutions and a decline of 4,597 from 28,087 to 23,490 in the number of scholars. The last quinquennial report remarked that "the Muhammadan community has been gratified by having separate schools and has

(c) Enrolment in unaided maktabas.

patronised them freely, but at the sacrifice of a sounder secular education that could be found in the ordinary district board schools." There is no doubt that the ordinary board school continues to impart a sounder secular education than is given in the special school, and in so far as the decrease in the enrolment in special schools is compensated by an increase in the ordinary mixed school such decrease is not to be deplored.

Expenditure
on Islamia
schools and
maktabas.

The following table shows the advance in expenditure at five years intervals during the last decennium:—

	1916-17.	1921-22.	1926-27.
	Rs.	Rs.	Rs.
Islamia schools	9,721	1,70,784	2,58,570
Maktabas	15,157	90,939	*1,75,657
Total	24,878	2,61,723	4,34,227

*NOTE.—The figures for 1926-27 are exclusive of expenditure from private sources which is, however, included in the figures for 1921-22.

The large increase in the expenditure on Islamia schools during the last five years is mainly due to improvement in teachers' pay and in equipment.

Muhamma-
dan teachers.

From figures reported by the Inspector of Muhammadan schools it appears that of a total of 28,857 teachers employed in boards' primary and preparatory schools, including Islamia schools 4,013 are Muhammadans. The percentage of the Muhammadan element in the teaching staff is 13·9. This shows a regrettable decrease from the percentage 16·5 reported in 1921-22. It is therefore most desirable that the number of Muhammadan teachers in ordinary board schools should be increased, especially in view of the fact that the flow of Muhammadan boys is turning more to the ordinary board school than to the special schools for that community. There is, however, strong evidence of reluctance among Muslim boys to enter the teaching profession, and the first essential is to secure an adequate supply of suitable candidates from the community. Muttra, Hamirpur, Etawah and Ballia are mentioned as localities where the number of Muhammadans serving under district and municipal boards is very low. The qualification of the teaching staff in Islamia schools have improved and few teachers now remain unqualified; Dehra Dun, Shahjahanpur, Cawnpore and Etawah are backward in this respect. Maktab teachers are generally of poor qualifications but the standard is slowly rising. Islamia training classes are inferior to the ordinary training classes. Owing to the difficulty of obtaining Muhammadan pupil teachers the qualifying standard for admission was reduced to the passing of the primary examination, and it has been found almost impossible to do much in a year with men of such poor calibre. The number of these classes has diminished from 16 in 1922-23 to 2 in 1926-27, and their output from 58 to 9 qualified teachers. The fall is in sympathy with the decrease in ordinary training classes, but it is clear that the Islamia training classes have not produced the exact type of teacher required. The Islamia trained teacher is not fit to teach in the boards' ordinary or Islamia schools and is not liked by Muhammadans of

the old school of thought who prefer to employ in their maktaba a Hafiz of Koran with little or no knowledge of secular subjects rather than an Islamia trained man.

The standard of tuition in the special schools is inferior to that given in the ordinary board schools. In reading and writing the former compare not unfavourably with the latter, but arithmetic and geography are weak and teachers are generally not competent in these subjects. One divisional inspector states:—"The inferiority of tuition in Islamia schools and particularly in maktabas is largely due to the indifference of teachers in the former and their incompetence in the latter institutions." The same inspector and also another inspector remark that, although the qualifications of teachers in the boards' Islamia schools are the same as in their ordinary schools, these schools attract only the worst qualified men. Service in these schools is not sought after by the best type of Muhammadan schoolmaster because they are considered to offer less chance of promotion than the ordinary schools. Although the special inspector draws attention to the low pay of teachers and poor equipment of maktabas, he also points out the fact that the claims of religious instruction and the additional class in these schools prevent the teacher from giving the proper meed of time and attention to the secular education of the pupils. It therefore seems inevitable that such schools will always remain inferior to the ordinary non-sectarian school.

Tuition.

As a rule the special schools are ill-housed and boards cannot be said to have done much to meet their needs in this respect. In most districts allotments have sufficed only for recurring expenditure and there have been no savings available for building purposes. Boards have no funds to spare from their present resources, even for buildings for schools permanently established. There have been one or two exceptions, and the Ballia district board is mentioned as one of the most liberal boards in this connexion. Islamia schools are now better supplied with furniture and apparatus. Maktabas, however, are worse housed and worse equipped than Islamia schools; sometimes they even lack matting. The inspector remarks that in maktabas teachers acquainted with the use of appliances are rare.

Buildings
and-
equipment.

There is a special provincial inspector of Muhammadan schools. In each division there is also a special deputy inspector of Muhammadan schools. The district inspecting staff take part in the inspection of these schools. The inspector of Muhammadan schools is of opinion that in each district all the special Muhammadan schools should be put under the charge of a Muhammadan sub-deputy inspector who might also have a certain number of ordinary schools assigned to him. He reports that this system is in vogue in Muttra and Etah districts. It is doubtful whether such a proposal would be productive of improvement or would meet with general acceptance. One divisional inspector attributes the inferiority of these schools as due in some measure to a separate inspectorate:—"The deputy inspector of Muhammadan schools, by being constantly in association with a low standard of work, lowers his own standard of criticism and examinations, and his reports are so meagre, uninteresting and uninformative that they serve no useful purpose to the teachers concerned." During the

Controlling
agencies.

quinquennium grants were given to the district boards of Bareilly, Basti and Hardoi towards the employment of supervisors of maktabs; the Allahabad district board appointed a supervisor from its own funds. Although the special inspector reports that attendance and teaching have shown improvement in the districts where supervisors have been appointed, three of the above-mentioned districts have participated in the decline in institutions and enrolment in 1926-27, while Hardoi has been practically stationary in that respect: Gorakhpur is the one outstanding district which shows a remarkable increase during the year. It therefore cannot be yet said that the results of the scheme of supervisors have been definitely such as to warrant its extension.

C (2).—Hindu Pathshulas.

Under rule 79 of the district board education rules a board may make a grant-in-aid to an elementary pathshala in which Hindu religion forms part of the curriculum. In the latter part of the quinquennium a provincial Hindu sabha issued suggestions to the boards urging them to aid in the establishment of Hindu pathshalas. Some boards eagerly adopted the suggestion and these pathshalas came into existence in considerable numbers. As they are included in the statistics of aided primary institutions separate totals for them are not available, but from individual extracts quoted below from reports the total must be large. The Chairman, Farrukhabad district board, states:—“The number of the Hindu pathshalas rose (in 1926-27) from 79 to 122 and the enrolment from 2,050 to 3,138. The demand for more pathshalas is pressing. The experiment has proved a real success. The opening of Hindu pathshalas has given great satisfaction to the Hindu public but the demand is still unsatisfied. It seems that they represent the type of the schools required by the Hindu public for educating the boys of tender years.” The District Magistrate, with whom the Commissioner is in general agreement, remarks on this report:—“The district board has increased its expenditure largely on such objects as pathshalas and maktabs and middle schools in spite of the fact that its income was already insufficient for the pressing needs of other departments. I personally think that pathshalas and maktabs have little educative value and that the movement in their favour is largely an artificial one.” Bijnor reports an increase of aided schools from 19 to 50 during the year; the increase of 31 schools being due to the opening of a number of Hindu pathshalas. The Kheri district board opened eleven Sanskrit pathshalas from November 1923; the Chairman says that these are working satisfactorily. An extract from the report of the Chairman, district board, Bara Banki, runs as follows:—“The year under report is remarkable for having witnessed a fair increase in the number of aided institutions owing to the addition of 11 new pathshalas; there are 50 aided schools against 39 in the previous year and 38 in 1924-25 . . . Grants in-aid are given to 16 maktabs. The axe of retrenchment fell on the grants-in-aid to these maktabs owing to reduced government grant, and in several cases the aid given is rather poor and inadequate and some maktabs are crying for increment. There is every likelihood of further increase both in enrolment

and number of institutions, should the allotment be benevolently increased by Government." The Chairman, Sultanpur district board, writes:—"Among Hindu members there is a growing tendency to increase the number of pathshalas but I am afraid their enthusiasm is wasted." Divisional inspectors of schools by no means agree with the satisfaction expressed by the majority of chairmen. The inspector, Gorakhpur division, states that they are run on the lines of makhtabs and are reported to follow the prescribed curriculum but in many cases do not do so closely: as to their value little can be said; in general they are inefficient and poorly staffed. The inspector, Fyzabad division, remarks that there is little doubt that the freedom associated with the reformed district board has expressed itself in support of communal schools. He further reports that there was an attempt to divert to the support of these pathshalas funds allotted to the common primary schools, and on the attempt being checked the pathshalas concerned terminated their ephemeral existence. Of the tuition in these pathshalas he has an unfavourable opinion. The inspector, Jhansi division, reports a decline in the enrolment in these institutions and states:—"They are, in fact, Sanskrit schools where a little Hindi is taught in order to earn a grant-in-aid. They are an imitation of makhtabs and more or less the result of communal jealousy. The resultant good to vernacular education is not at all commensurate with the amount of money spent over them." It is too early to say whether these schools are in the main the product of communal or of true religious feeling. The former basis can certainly provide no foundation of permanent good; and the superior quality of the tuition given in the ordinary primary schools of the boards would suggest that any money at the disposal of boards would be expended to better purpose on extending their own primary schools than in further assisting these special schools.

C (3).—Education of depressed classes.

Special efforts had been made in the latter part of the previous quinquennium to encourage education among the depressed classes, and in the last quinquennial report it was stated that Government had given recurring grants amounting to Rs. 78,920 towards the maintenance of free schools, the pay of special supervisors and for post-primary scholarships. As explained elsewhere, the contract system was introduced in 1924, by which a minimum amount was prescribed for the boards under certain heads of expenditure and a lump grant was given by Government towards the total expenditure. It was open to any board to increase the expenditure under any of the heads over the prescribed minimum, provided that it met the increase from funds at its disposal. The total prescribed minimum amount for depressed class education for the whole province was Rs. 1,19,600 in each of the years 1924-25 and 1925-26, and Rs. 1,19,820 in 1926-27; the contract expired on March 31, 1927; the contract expired on March 31, 1927, but has been renewed and the total maximum prescribed expenditure on depressed class education for the year 1927-28 is Rs. 1,45,410. Recurring grants of Rs. 5,000 per annum have been given to non-official bodies during the quinquennium. The following statement shows the number of special schools maintained by the

district boards and the enrolment in them of pupils belonging to the depressed classes :—

Year.	Number of schools.	Enrolment of depressed class boys.
1921-22	582	14,610
1922-23	622	16,622
1923-24	687	22,243
1924-25	777	23,030
1925-26	784	24,269
1926-27	814	22,926

In several divisions there was a decline in 1926-27 in enrolment, and, in some, also in the number of these schools. In Jhansi in particular, there were 68 schools with 1,902 pupils in 1925-26, but in the next year the numbers fell to 52 schools with an enrolment of 1,559. The inspector ascribes the decrease as in some measure due to the partial failure of both the *rabi* and the *kharij* crops, but also largely to slackness of effort on the part of the boards. The depressed class schools follow the same curriculum as the ordinary primary schools, but the standard of tuition is much inferior in the former. This is due mainly to the inferior quality of the teacher. Very few teachers of the depressed classes are available—the inspector of the Meerut division reports 152 Hindu, 20 Christian, 2 Muhammadan and 1 depressed class teacher as serving in these special schools in that division—and although teachers of higher castes and other communities are to be found willing to serve in these schools, it is only the less qualified ones who are so and they do not put their heart into the work. The supervisors also generally belong to the higher castes, and some inspectors consider that in such cases they lack enthusiasm, one inspector with a touch of hyperbole referring to them as “wolves in sheep’s clothing.” It is desirable that the teachers in these schools should be qualified and should belong to the classes for whom the schools are intended; it is, however, vastly more important for the spread of education among these classes that the supervisor should be a qualified member of the depressed classes; at present the number of suitable men is extremely small and far too few for the purpose, and hence the necessity of encouraging a larger number of boys to continue their education in secondary institutions. The number of boys of these classes receiving secondary education is to be seen in the following statement:—

Number reading in—	1921-22.	1926-27.
Post-intermediate classes .. ..	..	4
Intermediate stage .. ..	..	11
High stage	7	41
Middle stage	392	1,359

In addition 29 members of the depressed classes were receiving training in 1926-27 in normal schools and teachers' training classes. Although one inspector, while not regarding the progress of these schools as discouraging, is of opinion that it is incommensurate with the expenditure incurred and with the efforts made to extend education amongst these classes, the number of these schools and their enrolment should not be the criterion by which the success of the scheme should be judged. The view has already been expressed in this report that the single mixed primary school is the most economical and the most efficient type of primary institution. These special schools therefore should be regarded as institutions of temporary expediency, which will serve the purpose of bridging the period until the community agrees that its needs can be fully served by the mixed school, and is willing to use that institution and to allow it to be used without let or hindrance by all classes of the community. The progress of education among the depressed classes should be estimated by the numbers of pupils from these classes reading in all kinds of educational institutions. The following statement shows for each division the number of pupils of these classes reading in the special and in other schools and the total number enrolled :--

Division.	Enrolment of depressed class pupils.					
	1921-22.			1926-27.		
	Special schools.	Other schools.	Total.	Special schools.	Other schools.	Total.
Agra	1,498	1,922	3,420	3,269	6,913	10,182
Jhansi	743	2,923	3,666	1,559	6,052	7,611
Benares	1,473	2,932	4,405	2,495	10,023	12,518
Fyzabad	883	531	1,414	1,132	3,058	4,190
Rohilkhand	1,402	1,321	2,723	1,370	5,517	7,387
Meerut	2,181	299	2,480	4,587	3,245	7,832
Gorakhpur	1,715	1,850	3,565	2,165	8,098	10,263
Lucknow	1,760	6,626	8,385	1,340	10,353	11,699
Allahabad	1,338	4,254	5,592	2,530	10,887	13,467
Kumaun	1,556	2,148	3,704	1,929	4,899	6,828
Total*	14,549	24,805	39,354	22,926	69,051	91,977

* The figures do not include girls of the depressed classes reading in girls' schools.

The statement above shows considerable variations from division to division and an examination of the details of each division shows variation from district to district. Chairmen of backward boards allege the ignorance, shyness, poverty and avarice of these classes and even that "a vernacular final passed man begins to consider himself above the status of his parents and therefore does not command any respect in his society" in explanation of the lack of progress made. It is no doubt true that the remuneration in certain occupations has hitherto been so low that it has been found impossible for families in depressed classes to do without the earnings of their children. It has also been suggested that zamindars and employers have no desire to increase education among their employees fearing that discontent will thereby be created ;

and that the literate members of other classes are averse from increasing literacy among the depressed classes, being afraid of competition for posts of patwaris, schoolmasters, etc. But the characteristics of the depressed classes do not vary so widely from division to division and vary still less between districts in the same division, and lack of adequate progress must be considered to be mainly due to lack of enthusiasm on the part of the district board, perhaps coupled with apathy or inefficiency on the part of the supervisor. The Fyzabad division and certain districts in the Jhansi, Meerut, Rohilkhand, Lucknow and Benares divisions are lagging behind the other parts of the provinces. The figures, however, show most gratifying increases both in the total number of pupils (the increase being 133 per cent.), and in the number of depressed class boys in attendance at other than their special schools. About 75 per cent. of the total number of depressed class pupils attend mixed schools. This indicates that caste prejudices are dying down and that the higher castes make much less objection to the admission of these boys to the ordinary school. Still stronger proof of the breaking down of prejudice is to be found in the presence of pupils belonging to the higher caste in the special depressed class schools. In the Allahabad division 16 per cent. of the enrolment of depressed class schools belongs to higher caste; in the Lucknow division 1,021 boys of other castes were reading in the special schools attended by 1,340 depressed class boys, and somewhat similar are cases elsewhere. These facts show that, while the necessity for furtherance of education amongst the depressed classes continues as strong as if not stronger than formerly, the need of having special schools for the purpose is diminishing as the ordinary mixed school tends more and more to meet the needs of all classes of the community. More propaganda work is necessary, and more teachers and especially supervising, or preferably attendance, officers drawn from these classes are required for the purpose.

The Agricultural School,
Umedpur,
Moradabad

At Umedpur the S. P. G. Mission maintains a school in which primary education and agricultural training are co-ordinated. The pupils are Christians, originally belonging to the Chamar community. The institution is a residential one and there are at present 58 pupils, 31 being in the senior primary school and 27 in the nursery school. Of the pupils 15 are orphans; the remaining children have been sent voluntarily by their parents who live in the neighbourhood or in outlying villages of the districts. The parents or guardians pay monthly visits to their children or wards, and the latter are allowed to go home for Christmas holidays and for summer vacations. Mr. Dutta, a graduate in agriculture of Ohio University is in charge of the senior school, the farm and the garden, and Miss Cruddas, an honorary worker, is in charge of the nursery school; with them are two female and six male assistants, one manual instructor, only one farm servant and a chaukidar. The whole establishment is under the superintendence of the Rev. Canon Crosthwaite.

The total non-recurring expenditure has been about Rs. 36,000 and the recurring expenditure on pay of staff is Rs. 5,256 per annum. The buildings are all pucca, and comprise school and hostel buildings, farm buildings, a chapel, a dispensary and teachers' quarters. The session lasts from July until May; the annual examinations are held in March before the commencement of the harvest work. The hours for

the senior primary school are from 1 p.m. to 4 p.m. and the boys spend one and a half hours at study in the evening. They work in the farm from 8 a.m. to 11.30 a.m. and again from 4.30 p.m. to 6.30 p.m. Thus 5 hours are spent at agricultural work and $4\frac{1}{2}$ hours at school and private study. The younger children in the nursery school have less work; school periods for them are for two hours only, and on the farm their labour is confined to assisting the bigger boys. All the work on the farm is done by the boys, the farm servant merely maintaining the continuity of the work while the children are at school. Boys are allowed remuneration for the work done on the farm at the rate of one anna per hour of work; a grant of Re. 1-8 per mensem is made for tools required by each boy for personal use, and each boy is given pocket-money at the rate of one anna for each rupee earned. The headmaster keeps an account of the income and expenditure of each boy. The average monthly expenditure of each boy for food, clothing and implements is about Rs. 8. While the earnings of boys differ and many boys appear therefore in the account as debtors (they are, of course, supported out of mission funds, but their liabilities are recorded with the idea that they will clear them off in future), only a few of the senior boys are in debt, and the majority earn sufficient to meet their personal expenses; eight boys in the three highest classes had sums ranging from Rs. 16 to Rs. 57 at their credit in the school accounts. The gross income from farm and garden produce is about Rs. 3,700 per annum. The school curriculum is on the lines of that of the ordinary primary school and the agricultural training comprises farm and garden work, looking after farm animals, irrigation work and manual training. Boys are reported to be healthy and well-behaved and imbued with a spirit of self-help and self-reliance.

D.—Education of Defectives.

No public provision is made for the education of defectives in these provinces. As reported in the last quinquennial report there is an institution for the blind maintained by missionary enterprise at Rajpur in the Dehra Dun district where some 40 women and girls are taught knitting and spinning and to read and write by the Braille method. The inspector, Agra division, reports that a school for the blind is being built at Aligarh by Sahibzada Aftab Ahmad Khan, until lately Vice-Chancellor of the Muslim University, at his own cost in memory of his deceased father, and that the opening of the school is expected to take place towards the end of 1927.

E.—Schools for Criminal Tribes.

There are four primary schools maintained for criminal tribes (Bhantus and Habooras) by the Salvation Army in their settlements at Rajabad (district Bareilly), Fazalpur and Asapur (district Moradabad) and Najibabad (district Bijnor). These schools are of a residential type attended by children of both sexes living in the settlements. There are about 260 pupils receiving instruction in these schools. Two of the schools (Asapur and Najibabad) receive aid of Rs. 10 per mensem each from the local district board.

Institutions
and
enrolment.

The teachers employed are generally uncertificated and themselves possess but a meagre education; their deficiencies however are somewhat compensated by the efficient supervision exercised by the managers in charge of the settlements.

Teaching
staff.

School
curriculum.

The ordinary curriculum of primary schools confined to reading, writing and arithmetic is followed.

Equipment
and
buildings.

Buildings are commodious and suitable, and a fairly satisfactory standard of equipment is maintained.

Tuition.

Three hours in the morning and two hours in the afternoon are devoted to school work ; senior scholars take part also in weaving and other industries carried on in the settlement.

Adult educa-
tion.

There is no provision for the education of adults in the settlement, and the effect of the education on the younger members in the settle- ment is greatly minimised by their continuous contact with ignorant elders whose strain of viciousness extends back through many gene- rations. Night schools for adults and pupils who are too old for atten- dance at the day schools might serve in continuation of the primary education imparted in the day schools, and also to impart some know- ledge to the parents who live in the settlements.

F.—Reformatory School, Chunar.

The ancient fort of Chunar accommodates the Government Reform- atory School which is maintained for the reformation of convicted criminal boys. The periods of detention of boys vary from three to seven years ; the period of five years claims more boys than any other period, and the average term of detention is for 4·3 years. No boy is detained in the institution after he attains the age of 18 years. The ages of boys on admission vary from seven to fifteen years, but boys admitted at each of the ages of 12, 13 and 14 greatly outnumber those of other ages. Very few boys under the age of ten years have been admitted and it certainly seems possible and preferable to apply to very young boys of criminal proclivity other reformatory methods than those of a public reform- atory institution. The average age of boys on admission is just over 13 years. The average number of boys annually admitted is 40. The quinquennium has seen a great but steady decline in the number of inmates of the institution ; the number which was 265 on April 1, 1922, has fallen to 161 on March 31, 1927. In each year the number of boys released was in excess of the number admitted. The boys receive literary instruction of a primary type up to class IV. They are also taught useful crafts, carpentry, blacksmithy, tailoring, shoemaking, cane-work, weaving, masonry and gardening being carried on in the institution ; and the labour of the boys helps to a great extent to meet the needs of the institution in these particulars. In addition orders are received from outside the school and the value of articles made in the factory exceeds Rs. 3,000 annually.

The important changes and improvements introduced during the quinquennium include the following :—

- (a) abolition of the individual iron cubicles in which boys were confined at night, and the conversion of the barracks into dormitories accommodating a number of boys and each under a dormitory supervisor, who occupies quarters at one end of the building and has at all times an uninterrupted view of the whole dormitory under his charge ;
- (b) division of the boys into two groups according to age and re- arrangement of work in school and factory so that one group goes to school and the other to the factory in the morning and *vice versa* in the afternoon, in place of the old system

whereby all boys went simultaneously to school or to factory. This "shift" system has improved hygienic conditions both in school and in factory, and has rendered possible the reduction of the teaching staff from nine to five teachers ;

- (c) introduction of a more generous dietary and a larger allowance of clothing for boys ;
- (d) levelling of play and other grounds and improvement of amenities within the fort ;
- (e) replacement of six warders by six literate dormitory supervisors who act as "house-fathers" to the boys.

These changes have probably contributed in no small measure to a gratifying improvement in the general health of the boys shown in the following statement of admissions of boys to hospital :—

Year.					Number of cases of malaria.	Number of other diseases.	Total admissions.
1922-23	..	..	..	..	32	122	154
1923-24	..	..	..	..	201	167	368
1924-25	..	..	..	..	62	83	145
1925-26	..	..	..	..	34	85	119
1926-27	..	..	..	..	9	68	77

The decline, both in malarial cases and cases of other diseases, is remarkable, even after allowance is made for reduced number of boys in the institution ; it is hoped that it will be permanent.

Boys play games regularly ; cricket, hockey and football, being team games, are found to be the most beneficial from every point of view and several matches each year are played against local teams.

The recurring cost of the institution has fallen from Rs. 70,465 in 1921-22 to Rs. 54,745 in 1926-27.

An endeavour is made to keep in touch with the boys after release through the deputy inspector of schools of the district to which the boy proceeds on release ; and a stipend of Re. 1 per mensem for three years is offered as an inducement to the boy to report himself regularly for its payment ; but so far the scheme has met with indifferent success. A proposal to increase the stipend to Rs. 3 per mensem and reduce the period to one year is under consideration.

The following statement refers to after-careers of released boys :—

Period.	Total number released.	Employed.	Unemployed.	Reconvicted.	Under police surveillance.	Dead.	Untraced.
1917-22	180	76	7	12	..	8	77
1922-27	267	92	53	23	..	4	100

CHAPTER IX.

ORIENTAL INSTITUTIONS.

Sanskrit
College,
Benares.

The number of scholars on the rolls of the Sanskrit College, Benares, has increased continuously during the quinquennium from 324 on March 31, 1922, to 582 on March 31, 1927. The number of students reading in the Anglo-Sanskrit department which was 48 in 1922 remained less than 50 until 1925 when it suddenly increased to 64 and then slightly declined to 61 on March 31, 1927.

The post-Acharya scholars and the Sadho Lal scholars, the latter numbering 8 in 1926-27, are reported to have worked satisfactorily; but the principal complains that the present staff of the Sanskrit College is unable to do full justice to the teaching of these scholars, as the ordinary teaching work of the college in connexion with the Acharya Shastri and lower classes does not leave them much time for advanced teaching work; the pandits generally take their advanced pupils and give them lessons in the afternoon at their homes in conformity with old practice.

The texts published by the Sarasvati Bhawana up to date number 22, and six volumes of the Sarasvati Bhawana Studies have now been issued.

The library of Sanskrit manuscripts continues to grow by purchase, transcription and presentation. About Rs. 1,000 were spent on acquisition of manuscripts in 1926-27, and 20 bundles of manuscripts were presented to the library by Rai Bahadur Batuk Prasad Khattri of Benares. The acquisition of manuscripts is becoming more difficult; the number of such manuscripts is growing less, and the foundation of other manuscript libraries in Benares has made competition keener.

Three hundred and ninety-eight students of the college presented themselves for the various Sanskrit examinations and 229 were successful.

Sanskrit
pathshalas.

The inspector of Sanskrit pathshalas inspected 77 of these institutions in 25 districts in the year 1926-27. Very few of these institutions have any buildings of their own; the majority of them are held in temples and dharamsalas. Few have any endowment; the majority have to depend upon subscriptions irregularly paid and supplemented by provincial aid or by grants from the municipal and district boards. No fees are charged to the pupils; the pathshala students are generally too poor to defray their expenses and receive assistance in the form of food, clothing and books. The inspector thus quaintly describes the pupil's daily life: "The Sanskrit students generally lead an innocent and religiously pure life, free from the turmoils of politics and indifferent to the fashions of society. Their food is of a coarse sort and in most cases insufficient. They do not get sufficient clothing to cover them. Their times are regulated; rising early, bathing, performing sandhya ceremonies and reading for morning; cooking, eating and resting for the noon; reading for the afternoon; performing sandhya ceremonies, referring their difficulties to their teachers—for the evening; sleeping—for the night. All this keeps them healthy. The day they would hanker after fashionableness they would become

unhealthy. Even now some students, living in great cities where politics are discussed, are not so healthy in body or mind, because such discussion creates discontent and discontent causes ill-health." The inspector introduced a system of demonstration lessons in 1925-26 in order to improve the teaching and continued the system in 1926-27; the demonstrations are reported to have been appreciated by the pandits and may improve the tuitional methods in the pathshalas.

In 1922, 432 pathshalas sent up 3,480 candidates for the various examinations from all parts of Northern India. In 1927, 6,739 candidates were sent up from 770 pathshalas from all parts of India except Madras and Assam; of these 5,931 belonged to these provinces and 808 came from beyond the provincial border.

The following table shows the distribution of candidates over the various examinations of 1927 and the percentage of passes:—

Name of examination.	Number of candidates.	Percentage of passes.
Prathama	2,795	46 per cent.
Madhyama	2,362	60 "
Shastri	865	66 "
Acharya	217	60 "

Sanskrit examinations.

It is interesting to remark that 5 out of 12 female candidates were successful in 1927, while 8 girls appeared in 1922 of whom 4 passed; and 10 out of 14 blind candidates passed in 1927, the corresponding numbers in 1922 being 2 and 4 respectively. The registrar reports that, on account of the great increase in the number of candidates, great difficulty is found in providing seating accommodation at the time of examination, and that the increased work is overtaxing the strength of his clerical staff.

The inspector of Arabic madrasas inspected 39 institutions situated in 21 districts in 1926-27. The number of madrasas which received aid from Government in 1926-27 was 29, against 20 in 1921-22; Government gave Rs. 35,244 for their maintenance in 1926-27. Teaching methods are reported to be conservative and old-fashioned, and improvement in the tuitional condition or in the quality of the staff is being made very slowly. The inspector suggests that a training class for teachers in madrasas might be started in one madrasa with the aid of government grant. Two modern books, one on Logic and one on Psychology, have been introduced in 1926-27 and are stated to be finding favour. Persian, which had been discarded by the madrasas, is again finding a place and becoming a popular subject of study. Discipline, which had deteriorated during the days of non-co-operation, is now recovering its former standard in these schools. Buildings are poor and inadequate: the inspector reports that many students are given food and live in the madrasa building and that cheap boarding houses are required. Libraries generally contain only copies of the books taught in the school and lack good books of reference and books for general reading.

Arabic madrasas.

Arabic and
Persian
examina-
tions.

An advanced examination with the title of Kamil was introduced in 1926.

The following table shows the progress in these examinations during the quinquennium :—

Name of examination.	Number of candidates.					Percent- age of passes in 1927.
	1923.	1924.	1925.	1926.	1927.	
Munshi (Persian) ..	128	161	177	221	327	60 %
Kamil ( „ ) ..	..	..	..	42	101	60 %
Maulvi (Arabic) ..	78	66	78	71	83	54 %
Alim („) ..	65	90	91	35	136	61 %
Fazil („) ..	24	48	77	66	40	80 %
Total ..	295	365	423	435	687	

CHAPTER X.

A.—TRAINING INSTITUTIONS FOR MALE TEACHERS.

The training institutions for male teachers in the United Provinces fall into two main classes according as they train teachers for anglo-vernacular or for vernacular schools. Each group is divided into two sub-classes, a higher and a lower. For anglo-vernacular teachers higher grade training colleges offer a one-year course open to university graduates and leading to a university degree; there are lower-grade training colleges which admit, to a one-year or a two years' course, candidates who have passed the intermediate or high school examinations respectively. The government normal schools offer a two years' course to students who have passed the vernacular final examination and are preparing for the Vernacular Teachers' Certificate Examination; the Vernacular Teachers' Certificate qualifies a man for service as a trained teacher in the middle vernacular schools. The training classes are the field for recruitment of trained teachers in primary schools; the course for the Primary Teachers' Certificate Examination is of one year's duration.

Types of training institutions.

The following comparative table shows the number of institutions and pupils in 1921-22 and 1926-27 respectively :—

Number of institutions and pupils.

	1921-22.		1926-27.	
	Institutions.	Students.	Institutions.	Students.
Colleges for graduates	2	129	3	155
Ditto under-graduates	2	88	2	115
Normal schools	7	590	8	707
Training classes	483	3,203	65	116

The numbers of the total staff and trained teachers and the percentage of trained male teachers on the staff of Indian schools are shown in the following comparative statement :—

Trained elements in total teaching staff.

	March 31, 1922.			March 31, 1927.		
	Total number of teachers.	Number of trained teachers.	Percentage of trained element.	Total number of teachers.	Number of trained teachers.	Percentage of trained element.
High schools	3,331	1,105	33%	3,748	1,646	44%
Middle „	3,496	2,806	80%	4,021	3,186	79%
Primary „	29,189	16,693	57%	35,324	23,486	66%

NOTE.—The figures under "High School" for 1927 include the teachers of intermediate classes other than those in degree colleges.

Expenditure. The total expenditure on all training institutions has fallen from Rs. 10,61,588 in 1921-22 to Rs. 5,11,171 in 1926-27. The decrease is due to the large reduction in the number of training classes for primary teachers. The incidence of expenditure in the two years is shown in the following table :—

	1921-22.	1926-27.
	Rs.	Rs.
Provincial funds	8,14,348	4,58,097
District board funds	2,15,340	38,372
Municipal funds	17,887	12,593
Fees .. ..	..	..
Other sources	14,563	2,109
Total	10,61,588	5,11,171

Higher
anglo-
vernacular
training
institutions.
(a) Govern-
ment
Training
College,
Allahabad.

The Government Training College, Allahabad, provides facilities for training 60 teachers per annum. The actual number trained in the quinquennium was 317, of whom 301 passed out into the schools as duly qualified teachers. The principal reports a gratifying increase in the number of Muhammadan graduates seeking training, as well as a larger proportion of candidates with higher university qualifications possessing the M.A. or M.Sc. degree. It would appear that the prospects of employment in government or in the better-managed of aided institutions are such as to attract men with good degrees to enter the teaching profession. The staff consists of two Indian Educational Service officers, five officers in the United Provinces Educational Service, and one officer in the Subordinate Educational Service. There has been no important change or addition to buildings. The general method of training remains the same as before, although changes in the details of the various courses have been made in order to provide for changes introduced in the courses for high schools and intermediate colleges, and additions have also been made to the syllabuses of the compulsory subjects. Practical training is now concentrated in the Government Intermediate College instead of being distributed, as formerly, over certain neighbouring schools; more effective use can thus be made of the staff, and closer supervision exercised over the teaching practice of the weaker students. Courses are conducted for those who wish to specialise in the teaching of Geography, History, Mathematics, Science and Nature Study, and the special qualification is sought after and highly valued by practising teachers as well as by students in training.

(b) Training
Departments
at Benares
Hindu and
Aligarh
Muslim
Universities.

The training colleges or departments maintained by the Benares Hindu and Aligarh Muslim Universities have hitherto been somewhat Cinderella-like departments whose activities have received scant mention in university reports and for which as yet no permanent principals have been appointed. The Benares Hindu University opened its training department in 1918; it admits graduates to a one-year course of study for the L. T. examination of the university. The staff was increased in 1923, and now consists of an acting principal and three lecturers. Of late years the wholesome policy has been followed of limiting the number of admissions; these were 74 in 1921-22 but in the last two years of the quinquennium have been reduced to 33 annually; the reduction is a step in the direction of efficiency. In the five years, 1922-27, the college has turned out 174 trained teachers of whom 140 are engaged in schools, five in professorial work in higher colleges, five

are known to be engaged in other professions and 24 are untraced. The average initial salary obtained by a teacher on leaving the college is reported to be Rs. 80 per mensem. The course is generally on the same lines as the course in the Allahabad Training College, but there are no courses for specialist teachers of high school subjects and no special qualification is granted. The college receives a government grant of Rs. 6,000 per annum to provide stipends of Rs. 30 per mensem for 10 months to 20 students in training.

The Aligarh Muslim University entered the field of pedagogical training in 1923. The academic session of this university is unique, extending from October until June. A one-year course is maintained for graduates preparing for the B. T. examination of the University; there is also conducted a one-year training course for intermediate passed students who are granted a certificate of training after passing an examination. The number of trained teachers produced is reported to be as follows:—

						B. T.	C. T.
1924	..	..	..	..	..	24	11
1925	..	..	..	..	..	49	10
1926	..	..	..	..	..	60	8
Total						..	133
							29

All the teachers who passed out of the training college are reported to have secured immediate employment, the average initial salary being Rs. 125 per mensem; the high average salary is mainly due to the high salaries paid by the Hyderabad state. The staff at present consists of a Reader who obtained the M. Ed. degree from the University of Leeds, England, and three lecturers. The department organised special educational exhibitions in 1923, 1924 and 1925 and made arrangements for a vacation course of lectures in 1927 which is the first experiment of its kind in these provinces.

The two government lower grade training colleges are situated at Lucknow and Agra. They provide accommodation for about 100 students. Candidates who have passed the intermediate examination, or who, in addition to having passed the high school examination, have three years' teaching experience, are admitted to a one-year course of training, while a two-years' course is provided for other candidates who have passed the high school examination; both groups take the same final examination for the teachers' certificate. The numbers who appeared and passed the examination from each college are given in the following statement:—

Lower anglo-vernacular training institutions.

	1923.		1924.		1925.		1926.		1927.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
Government Training College, Lucknow ..	42	40	45	42	44	39	40	34	44	38
Government Training College, Agra ..	29	23	34	34	35	33	35	33	35	31
Total ..	71	63	79	73	79	72	75	67	79	69

The figures include candidates who passed the practical examination and failed in theory in one year and appeared in theory only in a subsequent year. Thus, during the quinquennium the Lucknow college turned out 193, and the Agra college 159 qualified teachers, a total of 352. The number of students in training in 1926-27 were 53 at Lucknow and 48 at Agra. The superior staff of each college consists of a principal who is an Indian Educational Service officer and five lecturers who belong to the United Provinces Educational Service. At Lucknow there are in addition an assistant manual training instructor and a drill and gymnastic instructor. The Principal of the Agra Training College has made critical comparison of the relative merits of the candidates taking the one-year and the two years' course, much in favour of the latter, even although the one-year student has the advantage of better educational qualifications or of teaching experience; he has also pointed out the difficulties of organising the work side by side of the second-year student and of the one-year course student. The question of the possibility of introducing a single uniform course of training into the colleges is being considered by the Department.

A special one-month's course of physical training for drill masters is held each year in the Lucknow Training College; 12 drill masters took the course and received certificates in 1926-27. The Lucknow College has also provided training for the special vernacular teachers of manual training required in the lately introduced scheme for teaching manual training in vernacular middle schools; 15 normal-passed vernacular teachers were deputed for the course in 1925-26 and the same number in 1926-27; the course is one of ten months and the vernacular teachers taking the course receive stipends of Rs. 25 per mensem.

The lower-grade training section forming part of the training department of Aligarh Muslim University has been already referred to.

There are eight normal schools maintained by Government as against seven such institutions in 1922; a new normal school was established at Jhansi during the quinquennium. The number of students in training has risen from 590 in 1921-22 to 707 in 1926-27. There has been improvement of the curriculum by the addition of Nature Study and the introduction of First Aid as a subject of instruction in all the normal schools. Although these courses are reported to be working well, the curriculum is found to be old-fashioned and not adequate to present-day needs. There is undoubted need for increasing facilities for training, and Government in their resolution upon Mr. Kichlu's report decided that the number of students in each normal school, except in Almora, should be raised to 100, provided that adequate accommodation and facilities for practice in teaching can be provided; the number in the Almora normal school is to be 60. Government decided also that the long-contemplated projects of normal schools at Sheopur (Benares) and at Chandausi (Moradabad) should be taken in hand. The course of training, which has hitherto been a continuous one of two years' duration, is in future to consist of two parts each of one year; the first year's course is to be the same as that for the Primary Teachers' Certificate examination which will be taken at the end of the course; the second year's course will be an advanced course in continuation of the lower course but complete and self-contained.

Training institutions for teachers of vernacular middle schools.

Only teachers who have passed the Primary Teachers' Certificate examination and who have been teaching for one year, during which they will have proved their fitness for further training, will be admitted to the second year's course of training. Thus the two courses are separated by at least one year spent in active professional practice. The improvement of the curricula in normal schools, training schools and vernacular schools was referred to a departmental curriculum committee and to the Board of Vernacular Education; the proposals of these bodies are now under consideration by Government.

The number of candidates who appeared in 1927 in the examination for the Vernacular Teachers' Certificate was 929 of whom 480 or 52 per cent. were successful. In 1922 there were 805 candidates and the percentage of successful candidates was 55. Of the candidates who appeared at the examination in 1927, 354 did so from normal schools and 220 were successful, i.e., 62 per cent., the remaining 575 were so-called "compartmental" candidates, i.e., failures of preceding years of whom only 260 or 45 per cent. passed the examination.

Vernacular
Teachers'
Certificate
Examination

The number of training classes has progressively decreased during the quinquennium as appears from the following statement:—

Training
classes and
Primary
Teachers'
Certificate
examination.

—	1921-22.	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Number of classes ..	492	303	180	128	78	65

These training classes afford a one year's course of training for the examination for the Primary Teachers' Certificate. The numbers of candidates appearing directly from the training classes for this examination and the numbers successful were as follows:—

—	1922.	1923.	1924.	1925.	1926.	1927.
Number of candidates..	8,224	2,285	1,331	953	616	518
Number of passes ..	1,945	1,545	911	680	460	334
Percentage of passes ..	60	68	68	71	75	65

The total numbers of candidates taking the examination (including both the foregoing candidates and private, i.e., previously failed, candidates) and the numbers successful are shown in the following statement:—

—	1922.	1923.	1924.	1925.	1926.	1927.
Total number of candidates ..	5,392	4,850	3,527	2,446	1,775	1,386
Total number of passes ..	2,934	2,742	1,867	1,376	1,071	732
Percentage of passes ..	54	55	53	56	60	53

A large number of temporary training classes was originally started because the alarming preponderance of untrained teachers in primary schools necessitated an increase in training facilities. At the end of

the preceding quinquennium boards were able to begin a reduction in the number of the classes and the reduction continued as the number of trainable but untrained teachers decreased. The reduction, however, proceeded too far; in several divisions the supply of trained teachers has become insufficient to meet requirements. The special officer (Mr. Kichlu) in his report in 1925 on the improvement and expansion of primary education had drawn attention to the fact that two-thirds of the students undergoing training at normal schools had previously attended the training classes for one year and passed the Primary Teachers' Certificate examination and that this overlapping involved obvious wastage of money and energy. He recommended that teachers in primary schools should be normal trained and that normal schools should be extended to meet the consequent demand. It was probably because they anticipated that Government would take action in the direction recommended by Mr. Kichlu that boards continued to close down training classes after the equilibrium point had been passed.

As already stated, the normal school and training class courses are to be co-ordinated; so that the training class will correspond exactly to the first year class of the normal school. The course for both these classes will be complete and self-contained and will terminate in the examination for the Primary Teachers' Certificate. Admission to the second year class of a normal school will be confined to selected holders of the Primary Teachers' Certificate who have rendered one year's active service after passing the Primary Teachers' Certificate examination.

Inspectors generally do not hold a high opinion of the teachers hitherto trained in these training classes. At Narwal, district Cawnpore, the experiment of a large central training class, equal to four ordinary training classes has been tried, and must be considered more satisfactory than small isolated classes with meagrely qualified and remunerated instructors and depending for their inspection on the district inspecting staff; the larger institution can have a better qualified staff and the divisional inspector and assistant inspector can exercise more frequent and direct supervision over its work. Steps are being taken to open more training classes of this type.

Islamia training classes are remarked on in the paragraph "Muhammadan Teachers" in Chapter VIII of this report.

B.—TRAINING INSTITUTIONS FOR WOMEN TEACHERS.

The Chief Inspectress of Girls' Schools reports:—

"The number of teachers employed has risen from 2,720 to 3,340 during the quinquennium. The majority consists of untrained teachers in vernacular schools but the number of trained teachers has increased from 525 in 1922 to 750 in 1927. High schools and English middle schools employ the largest proportion of trained teachers."

Previous to 1924 occasional women graduates were admitted to the Government Training College, Allahabad, for the course leading to the L. T. diploma examination of the Allahabad University. There were four such students in training in 1922-23 and two, as special cases, in 1925-26. In 1924 a class was opened in the Isabella Thoburn College which forms the women's department of the University of Lucknow and a course was instituted preparing for the B. T. degree

Islamia
training
classes.

Total num-
ber of tea-
chers and
trained
element in
staff.

Training
institutions
for women
graduates.

examination of the University. The numbers of students in training in this class in the years 1924-25, 1925-26 and 1926-27 were nine, three and six respectively.

Recognized training classes which prepare candidates for the English Teachers' Certificate examination are attached to certain aided schools. The course is one of two years' duration and candidates for admission must have passed the high school or equivalent examination. There were three such training classes in 1921-22; in 1926-27 there were four, attached to the Isabella Thoburn College, Lucknow, the Crosthwaite Ladies College, Allahabad, the Queen Victoria Girls' High School at Agra and the A. P. Mission Girls' High School at Dehra Dun. For a time the number in these classes fell very low but there is again a great demand for admission, and at Agra and Lucknow applicants had to be refused as all available stipends had been allotted and the classes were full. The number of students was 48 in 1926-27. Practically all the students are Indian Christians; it is to be regretted that very few Hindu and Muhammadan girls take this course. The number of candidates appearing and those successful in the examination for the English Teachers' Certificate are shown in the following statement:—

Training classes for the Women's English Teachers' Certificate examination.

	1922.	1923.	1924.	1925.	1926.	1927.
Total number of candidates ..	3	6	17	18	8	26
Number of passes ..	3	4	16	17	6	21

The course for the Women's Vernacular Teachers' Certificate is also one of two sessions; the qualification for admission is the passing of the vernacular lower middle or the anglo-vernacular middle examination for girls. Classes are maintained in government normal schools and also are attached to certain aided schools. There are three government normal schools, situated at Lucknow, Bareilly and Allahabad; in 1922 there were only two, the normal school at Allahabad being opened during the quinquennium. The number of training classes attached to aided schools has risen from four in 1921-22 to seven in 1926-27. They are all attached to aided mission schools. Thus the total number of classes preparing for the Vernacular Teachers' Certificate has risen from six to ten during the quinquennium. There is reported to be a great demand for admission to these classes and each year applicants have to be refused on account of want of accommodation. The Government Normal School at Lucknow admits both Hindus and Muhammadans, but Hindus only are admitted to the normal schools at Bareilly and Allahabad, as it has not yet been found possible to make adequate parda arrangement for Muhammadans. In the training classes attached to mission schools, practically all the students are Indian Christians, who after training are for the most part employed in mission schools. Many more teachers of this grade are required and the question of opening normal schools at Meerut and Agra has long been under consideration; lack of funds and difficulty in obtaining suitable sites have been the deterrent factors.

Training classes for the Women's Vernacular Teachers' Certificate examination.

The following statement gives the details of the Vernacular Teachers' Certificate examination for each year of the quinquennium:—

—	1922.	1923.	1924.	1925.	1926.	1927.
Candidates appearing..	32	54	81	86	73	94
Candidates successful..	29	38	53	80	66	70

Training classes for women teachers in primary schools.

Training classes for teachers in primary schools are attached to selected government model schools for girls; certain approved recognized non-government are also allowed to open such classes. The course is very elementary; candidates are required to have passed only the primary examination before they are admitted to the two-years' course training. Nevertheless some of the women who have passed out have done and are doing very useful work. More such classes are required, but their number is limited owing to the difficulty of obtaining competent instructors; these instructors are supplied by the normal schools. The following statement shows the number of these classes in each year of the quinquennium:—

1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
9	14	18	17	18

Training of women teachers in European schools.

The training of teachers for European schools is dealt with in Chapter VIII of this report.

CHAPTER XI.

ENGINEERING, MEDICAL, AGRICULTURAL AND INDUSTRIAL EDUCATION.

A.—Thomason Civil Engineering College, Roorkee.

The Thomason Civil Engineering College, Roorkee, is the premier institution in the province for the training of engineers. Its original activities lay in training men for the Public Works Department and the Military Works Services; but, from time to time, as the demand arose, various technical and industrial classes were opened in the college, which, after having been successfully launched, were transferred to more convenient centres; thus the mechanical apprentice class was transferred to Lucknow where the railway workshops afforded suitable employment to qualified students passing from the class, and the cotton-spinning and weaving classes were transferred to Cawnpore, a more convenient centre. At the beginning of the quinquennium only one such class, the mechanical and electrical engineer class, remained in the college and this was closed down in 1923, after the faculty of engineering had been established in Benares Hindu University. The college was thus enabled to concentrate upon its original objective—the training of civil engineers for the various branches of the Public Works Department and for service under local bodies. As the newly established Indian Service of Engineers provided more openings for qualified candidates trained in India, steps were taken by Government to ensure that the training at Roorkee should be maintained at as high a standard as possible. The scheme of reorganization described in the last quinquennial report came into effect, the staff was improved and strengthened and the admissions to the civil engineer class were increased by fifty per cent. At the same time the upper and lower subordinate classes were abolished, a new overseer class being established in their place, and the draftsman class formerly attached to the photo-mechanical and litho department was revived. The question of extending the duration of the civil engineering course to four years was considered but it was decided to retain the present three years' course, at the same time raising the standard of the entrance examination so that the work of the curriculum may be accomplished within the period; the new examination will come into operation in 1928. The college conducts its own entrance examinations. In 1926, 204 candidates for admission to the civil engineer class were examined, 34 passed the examination and 32 were admitted to the class; 40 out of 182 candidates passed the admission examination and were admitted to the overseer class. The following statement shows the enrolment and the distribution of students on the first day of April in each of the years of the quinquennium:—

Class.	1922.	1923.	1924.	1925.	1926.	1927.
Civil Engineer ..	76	84	88	86	88	85
Apprentice overseer ..	9	11	..	6	16	2
Overseer ..	..	28	67	82	81	79
Draftsman ..	84	15	13	26	34	34
Salt department ..	..	..	1	..	..	1
Mechanical and electrical engineer ..	21	14	..	..	..	..
Upper subordinate ..	56	27	9	..	..	..
Lower subordinate ..	41	..	..	..	..	..
Total ..	237	179	178	200	219	201

Formerly a certain number of appointments were guaranteed by Government to students passing out highest on the college list. These posts have ceased to be guaranteed and appointment to the Indian Service of Engineers is now open to general competition. College students are reported to have done very well under the altered conditions; students not seeking, or not successful in securing, service under Government appear to have no difficulty in finding posts elsewhere and it is reported that the college unemployment register contains at present no name of a qualified student.

The superior staff of the college consists of a principal, seven professors, two assistant professors, and eleven lecturers; there are also a superintendent and two assistants in the photo-mechanical department and a personal assistant to the principal. The pay of the principal is Rs. 2,000 per mensem rising to Rs. 2,500 per mensem; professors are in the scale of pay of Rs. 600—50—1,600 per mensem and assistant professors in that of Rs. 400—30—1,000 per mensem; overseas allowances are admissible to professors and assistant professors of non-Asiatic domicile; the scale of pay for lecturers is Rs. 250—25—750 per mensem. The college is organized in six departments, viz., surveying and drawing, pure and applied mathematics, electrical engineering and physics, applied chemistry, and mechanical engineering, and the photo-mechanical and litho department.

The college estate covers an area of 366 acres with seven miles of metalled roads. There are extensive cricket, hockey, football and sports grounds. Outdoor recreation is an important feature of college life, and, besides the sports mentioned, boating on the Ganges canal is very popular, the regatta being one of the principal annual sporting events of the college.

Many of the buildings on the estate are more than 60 years old; most of them have been remodelled during the quinquennium, their walls have been strengthened, and pucca roofs built upon jack arches have replaced the old thatched roofs; only four old thatched buildings remain to be reroofed. Class-rooms have been remodelled to accommodate the expanding classes. Improvement has been effected in sanitation. The students are now better housed and they are provided with furniture which formerly they hired, often with difficulty, from the bazaar.

Regarding the recurring expenditure of the college the Principal writes:—"The total cost of working the college amounts to approximately Rs. 5 lakhs per annum. During the last five years the variation has been from Rs. 4,85,000 minimum to Rs. 5,10,000 maximum. The nett cost to the United Provinces Government has been reduced during the quinquennium from Rs. 3,50,000 to Rs. 1,87,000. This latter figure represents the average during the last three years and the reduction is chiefly due to the increase in receipts from students domiciled outside the United Provinces who have now to pay for the cost of their training.

B.—Medical Schools.

Agra Medical
School.

The Agra Medical School provides a four years' course of training leading to the qualification of L.M.P.

In 1921-22 there were 528 male and 65 women students. Women medical students are now provided for in the Women's Medical School.

The number of students in 1926-27 was 305; the decrease in enrolment is due to the passing out in 1922, 1923 and 1924 of the abnormal number of military students admitted during and immediately after the Great War. Military students now number 74; the number of students of the civil class has remained fairly constant. The output of trained practitioners during the quinquennium was 408, or an average of 82 per annum; the average is high because of the abnormally large numbers of military students in the first two years of the quinquennium.

The Principal, who is an Indian Medical Service officer, gives lectures on clinical medicine; the Civil Surgeon, also an officer of the Indian Medical Service, lectures on clinical surgery; besides these there are eleven lecturers and six assistant lecturers.

In 1926 the United Provinces States Medical Faculty was created in place of the State Board of Medical Examinations. An improved four years' course of training open to candidates who have passed the high school examination, and a higher course of five years to which intermediate passed candidates are admitted are aimed at. The courses will lead to the qualifications of Licentiate and Member respectively of the State Medical Faculty (L.S.M.F. and M.S.M.F.). The establishment of the higher course is under consideration of Government. The membership examination can at present be taken only by students who have completed the university medicine course but have failed to obtain the university degree. As a temporary measure for four years, a post-L.M.P. course extending over 12 months will be started from August, 1927, leading to the M.S.M.F. examination; the course will be open to present L.M.P.'s.

Since October, 1923, the medical instruction of women has been separated from that given to men students, and all lectures have been given and classes conducted by women lecturers and demonstrators, with the exception of those in Mental Diseases which are held at the Mental Hospital, Agra. The teaching staff consists of the Principal, five lecturers and three demonstrators. The Principal and one other teacher are officers of the Women's Medical Service. There are also four lady house-surgeons.

Women's
Medical
School, Agra.

Until 1924 the standard of preliminary education was that of class VI of the middle anglo-vernacular school; thereafter the standard of admission was raised and is now that of class VIII of the anglo-vernacular school. During the quinquennium 1922-27, 86 students have been admitted to the school and 48 students have passed out with the L.M.P. diploma.

C.—Agricultural Institutions.

Under the department of Agriculture are maintained the Government Agricultural College, Cawnpore, and the Government School of Agriculture, Bulandshahr. There is one non-Government institution, the Agricultural Institute, Naini, Allahabad, maintained by the American Presbyterian Mission.

Number of
institutions.

There are three courses of instruction carried on in the Government Agricultural College, Cawnpore: (1) a four years' course leading to the examination for the college diploma of Licentiate in Agriculture, recognised as equivalent to the B.Sc. degree of an Indian university,

Government
Agricultural
College,
Cawnpore.
(a) Courses.

(2) a two years' course, of recent introduction, for the examination for the agricultural diploma awarded by the Board of High School and Intermediate Education, (3) a two years' vernacular course terminating in an examination for the college certificate in agriculture.

In order to provide for the second course the college syllabus had to be revised in 1923-24; but the revision of the syllabus is again under consideration in order to make the examination a step towards a degree course in the event of the college being affiliated at some future date to a university.

(b) Enrolment.

The enrolment of the college has steadily increased during the quinquennium, as is evident from the following table:—

	Number of students.				
	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Diploma courses	74	48	51	78	127
Vernacular courses	49	80	80	80	53
Total	123	128	131	158	185

On account of the increasing number of students seeking admission to the diploma courses, it is proposed to abolish the vernacular course. A new agricultural school will probably shortly be opened at Gorakhpur; this school with the existing school at Bulandshahr will cater for vernacular students.

(c) Buildings and equipment.

Important extensions to the Agricultural College buildings have been made during the quinquennium. A new library comprising the central block of the college extensions is nearing completion; this will provide reading accommodation for at least 50 students and from ten to twenty thousand scientific books at hand for reference. The new laboratories for Entomology, Plant Pathology, Chemistry and Physics completed and equipped will increase the efficiency of the college for purposes of research and advanced study. The instructional farm of 380 acres, acquired in 1922, has been properly developed. The farm now supplies the college dairy with fodder which formerly had to be purchased in the market. A butter-house has been added to the dairy and accommodation is provided for practical work on milk hygiene: a poultry farm has also been made part of the activities of the instructional farm. Students receive practical instruction on the farm and have special facilities for practical study of land, water, manures, etc., and of agricultural implements and machinery, including electrical machinery and oil-engines.

(d) Careers of students.

The relative number of candidates entering the college with the sole object of securing government appointments is diminishing; the majority desire to follow agriculture as a profession, with a preference for serving under Government. The following table shows the

ENGINEERING, MEDICAL, AGRICULTURAL AND INDUSTRIAL 123
EDUCATION.

intentions of students in the college in 1922-23 and 1926-27 in regard to their future careers :—

		Government service only.	Government service or private employ.	Not for Government service.	Total.
1922-23	Diploma students ..	41	18	15	74
	Vernacular students ..	24	..	25	49
1926-27	Diploma students ..	16	91	20	127
	Vernacular students ..	2	42	14	58

The number of students who passed out with the college diploma during the quinquennium 1922-27 has been 62; of these 27 have been employed by Government, 23 are known to be engaged on their own land or in private service, and the employment of the remaining 12 is not known. Of 93 students who obtained the vernacular course certificate, 34 secured service under Government, 17 are known to be engaged on their own land or in private employ; it is not known how the remaining 42 ex-students are engaged.

The Government School of Agriculture, Bulandshahr, was started in 1921. The school is a vocational one and has a farm of 75 acres. The number of students on the roll was 48 in 1922-23 and has risen to 87 in 1926-27. The school provides (1) a two-year vernacular course in agriculture, (2) a course for fieldmen, and (3) a course for engine-drivers and farm mechanics. The school provides also for the training of the teachers employed to teach agriculture in middle vernacular schools; 10 of these teachers were trained in 1925-26 and 10 were deputed to undergo training in 1926-27. The following table shows the distribution of students who passed out from the school during the quinquennium :—

Government school of Agriculture, Bulandshahr

Year.	Two years' course.	Fieldmen.	Engineer and train mechanics.	Teachers.
1923	22	..	..	..
1924	23	..	..	..
1925	17	..	..	10
1926	16	7	4	..

The Allahabad Agricultural Institute, Naini, Allahabad, which was founded in 1912 and is maintained by the American Presbyterian Mission, continues to render excellent service to agricultural education. The Principal, Dr. Higginbottom, writes as follows :—

The Allahabad Agricultural Institute.

“The five-year period, 1922—27, has witnessed large changes in the institute. At the beginning of the period the institute was not recognized for any public examination, but issued a diploma of its own. It

was the first private school to be recognized for the intermediate diploma in agriculture, provisional recognition being given for the examination of 1926, and this recognition has been continued. The institute has also been recognized by the Imperial Government for the Indian Dairy Diploma. The staff has been enlarged and improved. Since 1922 the American staff has increased from five to seven men giving full time to this work. The Indian staff has also been increased, so that there are now four well qualified Indian teachers. A classroom and laboratory building has been constructed and equipped—one-half the cost of this building being a grant-in-aid from Government—and a hostel and practical equipment also have been added. During the first years of the intermediate diploma in agriculture only a few students were enrolled. In the two examinations held thus far only four students from this institution have appeared, of whom three were successful. In recent years a much greater interest in this subject has been shown, and more students have applied than could be admitted. There are at present 24 students in the second year class and 33 in the first year. The institute has always been supported almost entirely by the gifts of friends in America. These generous donations continue, but are not sufficient to provide all of the equipment which is highly desirable. A government grant would make much better work possible. Most of the students who have completed a course of study are at work either on their own lands, or are working for land-owners as managers, or are in charge of agricultural work in connexion with various mission rural schools, or are working in various government posts. Some are working in the co-operative movement, some in the revenue departments of Indian states. A large majority are working at the profession for which they were trained."

Dr. Higginbottom draws attention to the difficulty experienced by a holder of the intermediate diploma in agriculture in securing admission to the third year class of a university course in agriculture owing to lack of uniformity of corresponding courses in various universities; and he urges the institution of a university course in the subject in the United Provinces. He adds:—"The Royal Commission has stirred up public opinion in the matter, and we can expect greater demands being made upon the facilities of those institutions that teach agriculture. The path of wisdom seems to point to an increase in these facilities. A first class agricultural college takes more than money to establish. The location of the farm with respect to the university is of importance. The staff and equipment, buildings, roads, herds and flocks take years to accumulate. The institute at Allahabad was organized with the idea of teaching for the degree in agriculture and would be glad to co-operate with the authorities in establishing a degree course in agriculture."

D.—Institutions controlled by the department of Industries.

The number of educational institutions of all kinds controlled or aided by the department of Industries has risen from 24 to 121 during the quinquennium. They cover a wide field of industrial activity and range in standard from a research institute down to a knitting school. In equipment and efficiency of working those which are maintained by Government stand first; following them are institutions maintained by non-official denominational organizations such as

ENGINEERING, MEDICAL, AGRICULTURAL EDUCATION.

missionary bodies and orphanages with industrial classes; the schools maintained by local boards come last, mainly because they receive less personal attention and supervision from members of the board than the denominational institutions do from their managers. Although the number of applicants for admission to technical schools is much in excess of the number admitted and it might therefore appear that there is a great and increasing demand for technical education, it is clear that the demand is to a large extent artificial. Neither government nor aided schools have succeeded in attracting the best products of the schools or colleges. The great majority of students in technical schools are those who have either been attracted by stipends or who have no hope of securing an appointment elsewhere. So far not a single United Provinces candidate has joined the Harcourt Butler Technological Institute as a non-stipendiary student, although many candidates from other provinces have obtained admission, not only to the Technological Institute but to other technical institutions. Graduates in science of universities in these provinces who have joined have all taken their degrees previously in the second and third divisions. The true industrial spirit is lacking, and progress is greatly hampered by the prevalent disinclination for industrial pursuits which seems to be more pronounced in these than in other provinces, with the possible exception of Bihar and Orissa.

The Government Technological Institute, Cawnpore, which now bears the name of the first Governor of the United Provinces, had only two courses in 1921-22, in general applied chemistry and in oil chemistry. Leather chemistry was added in 1922-23 and sugar in 1926-27. The courses are of three years' duration. The students in their first year go through a short course in mechanical engineering at the Government Technical School, Lucknow, followed by instruction in general chemical technology in the institute; arrangements are in hand to equip a good engineering workshop at the institute in order that the training in engineering may be given there. In their second and third years students are engaged in the special branch of chemical technology selected by them. Practical work is included in the curriculum of the institute; arrangements are made for the practical training of students also in local factories and by visits to important mills in various parts of the province. The teaching staff consists of the principal, the head of the oil department, three other lecturers, four assistant chemists and a workshop superintendent. The laboratories are still housed in temporary buildings, but the construction of new buildings, estimated to cost over Rs. 3 lakhs, is being proceeded with. The annual expenditure has risen from over Rs. 1½ lakhs to nearly Rs. 2 lakhs. The enrolment is 30 students; in each department there are three students who receive scholarships. The value of scholarships was reduced from Rs. 75 per mensem to Rs. 40 per mensem in 1924-25 and a fee of Rs. 12 per mensem was charged from 1925 in accordance with the recommendations of the Economy Committee; the reduction in the amount of stipend and the imposition of fee have proved to be unpopular and have resulted in a substantial decrease in the number of applications for admission. The six non-stipendiary candidates admitted in 1925-26 belong to other provinces. A considerable

The Harcourt
Butler Tech-
nological
Institute,
Cawnpore.

MEDICAL, AGRICULTURAL AND INDUSTRIAL
EDUCATION.

amount of research work, both independent and on behalf of commercial firms, has been carried out in the institute during the quinquennium, mainly in connexion with the chemistry of leather and tanning, sugar and alcohol and lac, and the preparations and refining of various oils and essences.

Government
engineering
schools.

There are three Government engineering—so-called “technical”—schools, the Government Technical Schools at Lucknow, Gorakhpur and Jhansi. These schools are housed in Government buildings of substantial construction.

The enrolment in these schools in 1921-22 and 1926-27 is shown in the following statement:—

				1921-22.	1926-27.
Lucknow	..	..	..	187	260
Gorakhpur	..	..	..	147	225
Jhansi	..	..	..	98	101
			Total	432	586

The automobile drivers' class at the Lucknow school was abolished in 1922-23 and the junior class in 1923-24. The Government Technical Schools at Lucknow and Gorakhpur have got the following classes:—

- (1) Foreman mechanics' classes with a three years' course supplemented by two years' apprenticeship in a railway or other workshop; and
- (2) Artizans' classes with a three years' course.

The Lucknow institution has also a painting and polishing class with a course of two to three years and a class for oil-engine drivers which lasts five months. The standard for admission to the foreman mechanics' class has been raised from the middle stage (class VIII) to the high stage (class X) of anglo-vernacular schools. These technical schools are working up to the standard of the London City and Guilds' Examination which the students are encouraged to take. After completing their training, students secure employment in railway workshops, in private factories and in workshops of municipal boards. The Government Technical School, Jhansi, provides for the instruction of regular apprentices of the Great Indian Peninsula Railway. Admission to this school is now by open competition and after passing out of the school the boys are employed by the Great Indian Peninsula Railway. The total annual expenditure on the three technical schools has arisen from Rs. 1,47,000 in 1922-23 to Rs. 1,59,000 in 1926-27.

Government
Schools of
Arts and
Crafts.

There are three such schools, of which the most important is the Government School of Arts and Crafts, Lucknow. It is housed in a fine building with a hostel attached. The staff consists of a principal, a vice-principal, a headmaster and 19 assistant masters. The annual expenditure was Rs. 80,718 in 1926-27. The enrolment rose from 106 in 1921-22 to 164 in 1926-27. The school aims at providing instruction in those branches of arts, designs and handicrafts which bear on the more artistic trades practised or likely to be developed in these provinces. The classes are divided into two groups:—

- (a) Fine art section with 10 students, and
- (b) Industrial art section with 150 students.

Examinations are conducted by the staff of the school. In addition to the foregoing, a class for training drawing masters in schools was opened in 1926-27; admissions to this class are limited to eight in number. A number of ex-students of the school have been absorbed in this and other arts schools recently started with Government aid; a few trained in smithy and wood-working have secured employment on the railway; some are employed in schools as drawing masters; others are engaged in the factories of jewellers, silversmiths, etc., and the remainder are carrying on their own businesses in these crafts. The other two schools are minor ones, established only two years ago with the object of aiding local industries, and no student has yet completed the course; they are the Dible Industrial School, Nagina, with 22 pupils on its rolls in 1926-27 and the Brassware School, Benares, with an enrolment of 19 in that year.

A small metal-working school has recently been opened by Government at Aligarh. There are 18 students on the rolls; the school has not been sufficiently long in existence to enable the course to be completed by the first students admitted.

There are ten government textile schools:—

- (1) Government Textile School, Cawnpore;
- (2) Government School of Dyeing and Printing, Cawnpore;
- (3) Central Weaving Institute, Benares;
- (4) Government Weaving and Cotton Printing School at Bulandshahr;
- (5) to (10) Six model weaving schools at Sandila, Saharanpur, Shahjahanpur, Najibabad, Almora and Mau (Azamgarh district).

The Textile School at Cawnpore, the school at Bulandshahr and four of the model schools have come into existence during the quinquennium. The Government Textile School and the School of Dyeing and Printing at Cawnpore are housed together in a government building and have a double-storeyed hostel attached to them. The Central Weaving Institute, Benares, also has its own buildings. The remaining schools are housed in rented buildings, except the model weaving school at Sandila for which a building was purchased in 1926.

There are a principal and nine lecturers and instructors in the Government Textile School, Cawnpore. The School of Dyeing and Printing, Cawnpore, is staffed by a principal with six assistants. The Central Weaving Institute, Benares, has a principal and twelve instructors. The model weaving schools are staffed each by one superintendent and two instructors.

The Textile School, Cawnpore, provides technical training in cotton carding, spinning and weaving on power machinery; it trains men both of the foreman and artisan type; for admission to foremen's classes candidates must have reached the high school stage of education. The Central Weaving Institute, Benares, undertakes experimental and research work for the handloom industry; it has advanced classes for instructors, senior classes, junior classes and artisan classes. It also provides training in the hosiery industry. The educational standard of admission to senior classes is that of the high school. The School of Dyeing and Printing, Cawnpore, trains foremen dyers and artisans

Government
Metal-
working
School,
Aligarh.
Government
textile
schools.

in the most recent methods of dyeing and printing. All three institutions prepare candidates for the London City and Guild's examinations. The model weaving schools provide a one year's course, but insist on a further six months' practical training for students of the non-weaver classes. The Government Weaving and Cotton-Printing School, Bulandshahr, has a one year's course in weaving and a two years' course in printing. The enrolment in the ten government institutions increased from 321 in 1921-22 to 354 in 1926-27; in the former number are included, however, pupils of peripatetic weaving schools, which have, with one exception, ceased to exist, or rather have been replaced by the superior school permanently fixed at a centre. The annual recurring cost of the government institutions has risen from Rs. 1,18,000 in 1922-23 to Rs. 2,11,000 in 1926-27.

Government
carpentry
schools.

There are four government carpentry schools located at Bareilly, Allahabad, Naini Tal and Fyzabad. The first two institutions are housed in government buildings. The schools at Naini Tal and Fyzabad are of quite recent establishment; they had in 1926-27 enrolment of 24 and 20 boys respectively and are staffed each by a head and two assistant instructors. They offer a three years' course and a two years' course respectively in general carpentry. The Wood-working Institute, Bareilly, is staffed by a principal, a cabinet instructor and 24 assistants. It is equipped with machinery and has a modern seasoning kiln for the artificial seasoning of all classes of timbers; research work with Indian timbers on an experimental scale is carried on. It aims at improving the wood-working crafts generally and the furniture making industry in particular. It offers the following courses:—

- (1) Three years' course in elementary cabinet-making and joinery.
- (2) Two years' advanced course in cabinet-making and joinery.
- (3) Two years' artisan course in cabinet-making and joinery.
- (4) Three years' machine-tool course.
- (5) Two years' course in painting, polishing and wood-finishing.
- (6) Two years' course in upholstery.

There were 202 students on its rolls in 1926-27.

The Carpentry School, Allahabad, has a teaching staff consisting of a principal and 25 instructors. The aim of the school is to impart practical instruction in all branches of wood-work, including design, construction and finish. The following courses are taught:—

- (1) Three years' artisan course.
- (2) Three years' general wood-working course.
- (3) Three years' advanced wood-working course.
- (4) Three years' course in polishing and painting.
- (5) Three years' course in upholstery; there is also
- (6) A teacher's training course of two years, admission to which is restricted to men who have passed through the general or advanced classes in a carpentry school.

There were 165 students in the Carpentry School, Allahabad, in 1926-27. The annual expenditure on these four institutions was Rs. 2,14,000 in 1926-27.

Government
leather-
working
schools.

There are three leather-working schools situated at Cawnpore, Meerut and Agra, the last named having been established in 1925-26. The Meerut school is accommodated in a government building and

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has a hostel in a rented house. The schools at Agra and Cawnpore are housed in rented buildings and the Cawnpore school has a hostel attached to it in the same building as the school. The schools have staffs of five instructors at Cawnpore, six instructors at Meerut and four instructors at Agra, headmasters being included in these figures. A two years' course of instruction in the making of boots, shoes and other articles of leather is provided in all three schools. The number of students in training has increased from 76 in 1921-22 to 194 in 1926-27. The expenditure in 1926-27 was nearly Rs. 44,000. While several ex-students of these schools find employment as managers in private factories or as instructors in aided or government schools, most of them have started their own factories.

The Government School of Needlework, Lucknow, which received mention in the last quinquennial report was closed during the year 1922-23, as its enrolment no longer justified its maintenance.

The peripatetic weaving schools which were in existence during the last quinquennium were abolished on the recommendation of the Weaving Committee. One peripatetic school attached to the Government School of Dyeing and Printing, Cawnpore, continues to exist and gave practical lessons in fast dyeing of silks in several silk manufacturing centres such as Benares where there were 100 pupils, and Shahjahanpur where 40 dyers attended the class.

Night classes are held at the Government technical schools at Gorakhpur, Lucknow and Jhansi, at the leather-working schools in Meerut and Cawnpore, and at the Lucknow School of Arts and Crafts. These classes are successful; in 1926-27 there were 93 boys at the night classes at the technical school, Lucknow, and in 1925-26 there were 56 at the Gorakhpur technical school; night classes were opened in the Jhansi technical school towards the close of 1926-27. Afternoon classes were started in Lucknow for the benefit of Indian railway apprentices to whom the railway company allowed the concession of two hours' leave three times a week during working hours; the enrolment was 28. In the leather-working schools at Cawnpore and Meerut there were respectively 21 and 17 boys in attendance at night classes in 1926-27.

Grant-in-aid is given to numerous schools maintained by local boards, missions and other bodies and to orphanages where useful industries are taught to the inmates. The subjects of instruction comprise carpentry, weaving of cloth and durries, tailoring, needlework, and manufacture of hosiery, smith and metal-work, leather-work and training for commerce. The commerce classes are quite distinct from classes preparing for the commercial diploma granted by the Board of High School and Intermediate Education; they teach typewriting, shorthand, book-keeping and general business methods; the most important commercial institution is the Christian School of Commerce, Lucknow, with 149 pupils in these classes in 1926-27.

In 1926-27 the Industries department in conjunction with the Ceramic department of the Benares Hindu University opened a pottery class, the aim being to assist the revival and development of pottery by training managers and workmen in improved methods. Four intermediate (science) passed students and four professional potters were

Government School of Needlework; Lucknow. Peripatetic weaving schools.

Night and afternoon classes.

Aided schools.

Pottery class.

CHAPTER XII.

MISCELLANEOUS.

The Legislative Council has accorded to education its full meed of attention and has maintained towards it an attitude of vigilant sympathy. The latter part of the quinquennium has been marked by two educational measures of major importance--the United Provinces District Board Primary Education Act passed by the Council in February, 1926, and the Agra University Act which was passed in August, 1926. The former represents the second step towards the establishment of universal free and compulsory primary education of boys in these provinces; the United Provinces Primary Education Act of 1918 allowed municipalities to introduce compulsory primary education within their areas for boys between six and eleven years of age; the new measure extends similar facilities to district boards for rural areas under their control. The Agra University Act abolishes the external side of the Allahabad University and establishes a University at Agra of the affiliating type embracing the present associated colleges of the Allahabad University.

Education in
the Legisla-
tive Council.

Resolutions affecting education have averaged about six in each year. They have touched upon all the branches of activity of the Educational department and may be collected under their various heads.

(a) *University and higher education.*—Resolutions adopted in 1923 and again in 1924, recommending the separation of the external side from the Allahabad University and the establishment of an affiliating University at Agra, may be regarded as preludes to the Agra University Act of 1926. A resolution was adopted in 1925 recommending that grants be made to the Benares Hindu and the Aligarh Muslim Universities, and another resolution in respect of the former University in 1927; but Government have consistently insisted that in the consideration of demands on provincial revenues these all-India Universities must take a second place to institutions which are exclusively provincial. A proposal brought forward in 1925 to establish a technical university at Cawnpore was defeated, as was also one in 1926 advocating compartmental examinations in universities. In 1925 a motion recommending the institution by Government of higher examinations of university standard in the vernaculars was defeated. A resolution for the establishment of a school of music met, in 1924, with a sympathetic reception in all quarters of the Council, but was withdrawn when the dearth of teachers and shortage of funds were pointed out; another resolution to establish an academy for the promotion of Hindi and Urdu literature was withdrawn in 1926 on assurance being given by Government of their intention to take some steps in that direction; Government have since proved their practical sympathy with the objects of both motions by providing funds for and instituting the Marris College of Music at Lucknow, and an academy of the type suggested for the encouragement of vernacular literature.

(b) *Secondary education.*—In 1922 a resolution was adopted recommending the modification of the "conscience clause," in order to meet the requirements of such communities as consider compulsory religious

instruction of their own boys in their own faith to be essential. In 1925 the Council passed a resolution recommending the introduction of technical education into vernacular and anglo-vernacular schools; other resolutions adopted in that year were for the improvement of physical training in schools, the introduction of the vernacular as the medium of instruction and examination up to the high school stage, and, with some modification, for the introduction into schools of patriotic poems, manual training, and training in social service. Resolutions withdrawn or defeated were for the co-ordination of the curricula of vernacular and anglo-vernacular schools, and for the lowering of the standard of middle and high school examinations.

(c) *Primary education.*—Precursors of the United Provinces District Board Primary Education Act of 1926 are to be found in a resolution adopted in 1924, and one withdrawn in 1925, regarding free and compulsory primary education. In 1924 a resolution was adopted making "charka-" spinning compulsory in girls' schools. In 1925 the Council adopted a recommendation to the Government to take steps for the promotion of adult education. A resolution for extending the facilities for the education of depressed classes was withdrawn in 1925.

(d) *The educational services.*—In 1922 the Council adopted the latter part of a resolution urging the provincialization of deputy inspectors and the introduction of time-scale of pay for sub-deputy inspectors of schools; another resolution, recommending a time-scale of pay for teachers in model schools attached to government normal schools, was also adopted. A resolution recommending that retrospective effect should be given to the new scale of pay for teachers in the Subordinate Educational Service was withdrawn in 1925. In 1927 the Council adopted a resolution urging Government to cancel a notification promoting Dr. Phillips, a member of the Indian Educational Service, to the selection grade of that service, in supersession of a previous notification by which Rai Bahadur A. C. Mukerji, I.E.S., was promoted to the selection grade.

The annual budgets have met with little difficulty on the whole in their passage through the Council, although full advantage was taken by members of the opportunities of elucidating or criticising the policy of Government.

Questions asked during the quinquennium numbered about 2,000 and ranged over the entire field of educational activity. The commonest question was of a communal type, e.g. asking for statistics regarding the distribution by communities of the holders of posts or scholarships or the recipients of grants. Many questions were of a parochial character, and some exceedingly trivial, e.g. one regarding the price of exercise books. The labour involved in collecting the desired information is seldom realized by the questioner, and is often out of proportion to the value derived by him from it when it is supplied; in many cases the information was readily available in public reports and need not have required a question to be put in Council. But the number and the variety of the questions testify to the keen interest taken by members of Council in the state of education in these provinces.

Reference has been made to the proposal moved in the Legislative Council, early in 1926, to establish an academy for the promotion

of Hindi and Urdu literature. Government, which had already been considering by what means the vernacular literature in these provinces could best be fostered and developed, have decided to establish a Hindustani Academy in these provinces, and have placed Rs. 25,000 at the disposal of the Academy for the purpose of stimulating the development of Hindi and Urdu literature. The Academy, which will be registered as a society under Act XXI of 1869 under articles of association approved by Government, will include (1) a Council, (2) an Executive Committee, and ultimately (3) Fellows to be elected to the Academy by the Council.

The Council will consist of a President, six *ex-officio* members and thirty members (including a General Secretary) nominated by Government. The Council will have power to co-opt six additional members and will meet ordinarily twice a year; it will be concerned with general questions of policy. Sir Tej Bahadur Sapru, K.C.S.I., has been appointed President of the Council of the Academy. The Hon'ble Minister of Education, the Director of Public Instruction and the Vice-Chancellors of the Universities of Allahabad, Lucknow, Benares and Aligarh are the *ex-officio* members of the Council, and 30 members have been nominated by Government.

The Executive Committee, which will consist of the President and the General Secretary of the Council as *ex-officio* chairman and secretary and treasurer respectively of the committee, with seven other members nominated by Government will give effect to the decisions of the Council on matters of policy and will otherwise arrange to carry on the work of the Academy.

The Academy will itself determine the methods by which it will pursue its objects; but Government have suggested the following as some of the means that may be adopted:—

- (1) The award of prizes for the production of the best books on particular subjects.
- (2) The translation of books into Urdu and Hindi by paid translators and publication by the Academy of the translations.
- (3) The encouragement of original work or of translations in Hindi and Urdu by grants to universities and literary associations or otherwise, and
- (4) The election of eminent writers to Fellowship of the Academy.

In consequence of the control of secondary English education having passed to the Board of High School and Intermediate Education, Government reconstituted, in 1925, the Board of Education as a Board of Vernacular Education. Both this board and its predecessor were advisory bodies, but the functions of the new board are, as implied in its title, confined to vernacular education. The Board of Vernacular Education will act as the adviser of Government in regard to such matters as may be referred to it by Government or by the Director of Public Instruction, and it may also advise in regard to any other matter brought before it by a member with the permission of the chairman. The board consists of—

- (a) the Deputy Director of Public Instruction (Chairman);
- (b) four official members, nominated by the Government as follows:—One inspector of schools, one assistant inspector

The Board of
Vernacular
Education.

- of schools, one deputy inspector of schools, and one headmaster of a normal school ;
- (c) three members, elected from among themselves by the non-official members of the United Provinces Legislative Council ;
 - (d) five non-officials nominated by Government, of whom three represent local bodies and two are non-official educationists.

The Personal Assistant to the Director of Public Instruction, United Provinces, is *ex-officio* Secretary of the Board.

The reconstituted board has considered such questions as the establishment of a vernacular high school, the introduction of weaving, mahajani and other vocational subjects in vernacular schools, the introduction of animal husbandry into schools, and the duties and powers of village school committees.

The constitution of the Provincial Text-book Committee was modified in 1924. It consists now of 23 members, viz. :—

- (a) four *ex-officio* members : The Director of Public Instruction, (President), the Deputy Director of Public Instruction, the Registrar of Departmental Examinations and the Chief Inspectress of Girls' Schools ;
- (b) two principals of intermediate colleges and two headmasters of high schools, nominated by the Board of High School and Intermediate Education, United Provinces ;
- (c) three members representing inspection : two representatives of teaching and one representative of girls' education nominated by the Director of Public Instruction, United Provinces ;
- (d) nine members nominated by the local Government, three of whom represent local bodies, two represent special interests, two represent the Legislative Council, and two should be non-official educationists.

The main duties of the committee are (1) to recommend text-books for vernacular schools and for primary classes in English schools ; (2) to recommend to the consideration of the Intermediate Board books suitable for classes, other than primary, in English schools ; and (3) to recommend books for libraries and prizes.

Books submitted to the committee are classified under seven different heads, and the general committee appoints a sub-committee—seven in all—to examine and report upon the books in each section. In 1926 the committee appointed two additional sub-committees to advise upon (1) libraries of middle schools, and (2) travelling and circulating libraries of district boards in villages.

The following comparative statement illustrates the increase in the number of books dealt with by the committee :—

Period.	Books considered.	Books approved for some purpose.	Books referred to other committees.	Books not finally disposed of.	Books not approved.
1917—22	2,200	852	13	83	1,302
1922—27	3,279	1,718	20	431	1,110

Religious and moral instruction.

As a rule religious instruction is not imparted in vernacular schools other than pathshalas, maktabs and a few Islamia schools. The

divisional inspector of Rohilkhand, however, reports that religious instruction was made compulsory in all primary schools of the Moradabad municipality for boys of school-going age ; it was hoped that the introduction of such instruction would induce Muhammadan parents to send their boys to schools without enforcing compulsion, but the experiment has not proved successful and there remains a very large number of Muhammadan boys of school-going age not in attendance at a school of any kind. In denominational anglo-vernacular institutions the day is generally commenced with prayer ; in some of them religion is taught to children of the denominational community and in certain Christian mission institutions, which renounced government grant-in-aid because of the " conscience clause ", attendance at the Scripture class is compulsory.

Moral instruction is imparted in every school by periodical direct lessons, and indirectly in connexion with occasional lessons on temperance and hygiene. More reliance, however, is being placed upon the force of example than on precept, and the conduct of teachers and senior boys outside school hours and school premises is being recognized as a powerful factor in the maintenance of a high moral standard in schools.

Provision is made for physical exercise in educational institutions of all kinds, except maktabs and pathshalas where it is greatly neglected. Mention has already been made of the extent to which physical training is compulsory in universities and the associated colleges. Government and aided anglo-vernacular schools have their drill-masters, generally of the retired military non-commissioned officer type, who have undergone a special short course of instruction at the training college, Lucknow, or some other centre. Although drill in some schools may attain a high standard of mechanical perfection, the intellectual limitations of the drill-masters and their comparatively low status render it difficult for them to command respect and to control the boys of senior classes. It may be possible ultimately to dispense with these special drill-masters and to distribute their task among the younger ordinary class-masters. Steps are being taken to improve the qualifications of the ordinary trained teacher in this respect. Two of the foreign scholarships for educational training have been awarded in 1927 to students who will undergo in Britain a special course of training as physical training instructors. In vernacular middle schools drill is taught by the ordinary teaching staff and is fairly satisfactory, but in out-of-way places and in primary schools this portion of his work is frequently scamped by the teacher. The employment by some boards of peripatetic drill instructors is favourably commented on by inspectors. Anglo-vernacular schools are as a rule well provided with play-grounds, although some institutions in congested parts of towns still lack this admitted school necessity and have to content themselves with more or less satisfactory make-shift arrangements. Hockey and football are the most useful and popular school games ; cricket is somewhat less generally played, and in the larger and collegiate institutions tennis is a popular pastime. Many vernacular middle schools now possess good play-grounds ; football is played, and hockey also in a few schools. Desi-kasrat is popular and the extension of scouting has added much to the variety of school games, which have penetrated into schools where no formal scouting

Physical
Training.

has yet been introduced. Annual tournaments are organized in most districts for the boys of vernacular schools and are encouraged by the boards, but some divisional inspectors find objection to them, as teachers and boys have to travel long distances and incur considerable expense and inconvenience. In a few districts it is proposed to hold petty tournaments at suitable centres in the district in place of the annual tournament for the whole district.

Boy scout-
ing.

Scouting for boys has made enormous progress during the quin-
quennium. There are two Boy Scouts' Associations in these provinces
each of which is in receipt of a recurring government grant of Rs. 12,000
per annum :—

(1) The Baden Powell United Provinces Boy Scouts' Association
has its headquarters at Lucknow. St George H. S. Jackson, Esq., M.L.C.,
is the Provincial Commissioner and the Hon'ble Mr. Justice Gokaran
Nath Misra is President of the Council. The following figures indicate
the progress made since 1921 : —

Date.	October 1.					August 31, 1926.
	1921.	1922.	1923.	1924.	1925.	
Number of scouters, scouts and cubs.	171	1,451	2,106	3,302	4,721	6,726

The Provincial Commissioner reports that there are many more boys willing to join either scout troops or cub-packs, but, unfortunately, there is a deficiency of workers to handle the new material. Practically all the scouters are teachers in European or English schools, who have only limited time at their disposal and therefore can deal only with part of the available material. It is necessary that their numbers should be augmented from persons outside the teaching profession. The number of local associations decreased from 22 in 1925-26 to 20 in 1926-27, the decrease being due to the death of one local secretary and the transfer of another ; this illustrates the need for workers and active supporters. The Provincial Commissioner further adds :—“ The training of Indian lads in the principles of scouting on Baden-Powell lines has by now been fully recognized officially and by the public in these provinces. The Government has certainly very generously given an annual grant of some thousands. The public has not been seriously invited to do its share. To secure the adequate co-operation of the public, however, requires more influence than this association possesses. A strong and urgent invitation to the public can be made by gentlemen, who can, if they like, throw their whole heart into the task ” He points out the need for a special training group and a headquarters building. Six training camps were held during the year 1926-27 attended by 229 scouters.

(2) The Seva Samiti Boy Scouts' Association operates from Allah-
abad. Pandit Hirday Nath Kunzru, M.L.A., is the Chief Commissioner.
For the organization of the movement the Samiti has appointed a
National Council, and for better supervision of the work the United

Provinces has been divided into the Eastern and the Western Circles under two organizing Commissioners. On March 31, 1922, the Seva Samiti had 60 scout troops with 2,500 boy scouts. There are now about 500 troops in the United Provinces with 15,678 boy scouts on the rolls. Not only has the movement progressed in anglo-vernacular colleges and schools, but it has penetrated to rural areas and the following district boards have introduced scouting in their areas under the auspices of the Seva Samiti Association : (1) Allahabad, (2) Moradabad, (3) Banda, (4) Bulandshahr, (5) Saharanpur, (6) Shahjahanpur, (7) Lakhimpur, (8) Unao, (9) Basti, and (10) Jalaun.

During the quinquennium 96 training classes or camps were held. They were attended by 2,179 candidates, i.e. an average of 19 training camps attended by 436 candidates in each year. In each of the last four years of the quinquennium a "hike" was organized in the hills; the distance travelled ranged from 150 to 500 miles. The association maintains an equipment department for the sale of swadeshi articles of equipment, and has published numerous books and booklets on scouting subjects in the vernaculars; for these the demand is reported to be great. At the headquarters in Allahabad a small scout hostel is maintained; there are music and band classes, swimming and first-aid are taught, and there are occasional lantern lectures. Similar activities prevail at other centres. Divisional inspectors are generally appreciative in their remarks on the effect of scouting in the schools, particularly in the vernacular schools.

Regret has been expressed that it has not been possible by union of the two associations to form one strong provincial association. But the field for expansion is sufficiently extensive for both associations to ply their activities to the utmost in friendly rivalry; the isolated reported instance of a district board ordering the troops in its schools to detach themselves from one and to join the other association is to be deplored. One divisional inspector considers that scoutmasters receive insufficient training, and that the short courses of training offered in training camps and classes are inadequate; the men too frequently return from the training to schools and do very little, except put on their uniforms for an inspection; he, however, reports that there is much enthusiasm, and also records more than one instance of distinguished and gallant service rendered by individual scouts. Another divisional inspector has observed that scouting has added much to the number and variety of school games everywhere, even in schools where no scout troops are maintained, and that primary school boys take keen and ready interest in flag signalling. The inspector of the Jhansi division reports that Jhansi is a great centre of activity, there being 18 troops in that city. The Agra divisional inspector writes:—"Scouting has done much to improve the discipline of the schools in which it has been introduced. What is most remarkable about a scout is that he is altogether a better boy physically and morally, and generally behaves better both in and out of school than one who is not a scout."

In 1926-27 the President of the Girl Guides' Association in the United Provinces was Mrs. N. C. Stiffe, Naini Tal; Mrs. W. S. Cassels, Lucknow, was Provincial Commissioner, and Mrs. Ferrell, Lucknow, Provincial Secretary, and there were fifteen District Commissioners.

Girl Guides.

The following statements show the progress in the movement during the year :—

Year.	Local Associations.	Companies.	Ranger Companies.	Flocks.	Cadet Companies.
1925 ..	..	36	2	8	..
1926 ..	12	46	3	11	1

Year.	Com-mission-ers.	Secre-taries.	Guiders.	Guides.	Rangers.	Bluebirds.	Cadets.	Total.
1925..	13	6	60	853	36	203	15	1,191
1926..	16	11	73	848	38	260	15	1,261

Indian guides in the United Provinces are mostly in the tenderfoot stage. Companies are mostly school companies; few girls go on with guiding after they leave school. Noteworthy events of the year 1926 were the inter-company rally at Lucknow at which purdah guides competed successfully, and the conference and training course held at Mussoorie in May, 1926.

United Provinces Students' Advisory Committee.

The Students' Advisory Committee was originally created in order to render advice and assistance to students intending to proceed abroad for the purposes of study. In consequence of the multiplication of universities in the United Provinces, the Committee has been remodelled, and now consists of a President, ten members nominated by Government, one correspondent nominated by each of the four universities, and five members co-opted annually by the Committee. The Hon'ble the Chief Justice of the High Court at Allahabad is *ex-officio* President of the Committee. Mr. P. N. Sapru, Allahabad, who succeeded Mr. R. K. Sorabji as Secretary to the Advisory Committee, continues as Secretary to the remodelled committee. The number of inquiries dealt with by the Secretary has been between three and five hundred annually; they related to all branches of education—research in arts and science, legal, medical, engineering, agricultural and technical, including factories where practical training may be obtained—and to institutions in America and the European Continental countries as well as in Britain. The total number of applicants for admission to institutions abroad who forwarded their certificates through the Secretary in the period 1922—27 was 95.

Government scholarships for foreign study.

Two State scholarships were awarded in 1923: one for training in educational methods and the other for research. The number was increased to four in each of the years 1924 and in 1925, two of which were awarded on the recommendations of the Allahabad and Lucknow Universities; the other two were for the training of a male and a female scholar respectively in Western methods of education. Two further scholarships for training in educational methods were awarded in 1926, the total number in that year being six. Thus sixteen State scholarships in all have been awarded in the department of Education.

Of these nine (including three for women) have been for training in Western methods of education, and the remaining seven have been for advanced study and research being distributed as follows:—two in Mathematics, and one in each of the subjects History, Zoology, Botany, Chemistry and Banking and Statistics. The tenure of the scholarship is for two years; they are of value of £250 for men and £300 for women, *plus* a bonus. The centres of educational training chosen by scholars were London and Leeds, and the research scholars selected London, Oxford and Cambridge as the universities in which to pursue their advanced study. The number awarded in 1927 is six—the same as in 1926, one being reserved as previously for a woman; but a change has occurred, in that two of them have been awarded to scholars for instruction in methods of physical training who will proceed to the College of Hygiene and Physical Training, Dumfermline, Scotland, for a one year's course in that subject. Six technical scholarships have been awarded in the department of Industries during the quinquennium, one in each of the following industries:—glass, textile dyeing and printing, leather, sugar, electrical engineering and mechanical engineering. Some difficulty, however, is experienced in the absorption into the industry of such returned scholars, who before proceeding abroad were merely B. Sc.'s without practical workshop experience in this country. Greater importance is now being attached to the previous possession by the scholar of practical experience in the industry. A system of short-term scholarships has recently been introduced in order to provide men possessing practical knowledge of the processes of manufacture in India with an opportunity of improving their knowledge and productive capacity by study abroad; the value of these scholarships is Rs. 2,500, and four such scholarships were awarded in 1926-27.

Information about unrecognized schools is both meagre and unreliable; frequently the managers of such institutions are unwilling to give details. Of those with a non-religious aim most are small private venture schools which impart a little instruction in the three R's and, inefficient as they may be, achieve a useful purpose as pioneers in backward localities; others have a more immediate utilitarian aim, providing, in addition to the three R's, some instruction in English and commercial subjects, and a few of them present candidates for examinations for certificates granted by foreign bodies such as the London Chamber of Commerce; they exist on fee-income and the local examination centre fees. A notable exception to this type is the Prem Maha Vidyalaya, Brindaban, founded by Raja Mahandra Pratap in 1909, with an endowment producing Rs. 30,000 per annum. It is not affiliated to any university and maintains absolute independence. It is a free institution open to students of all castes and creeds, and its special feature is the combination of literary with industrial or technical education. The medium of instruction is Hindi, but English is taught from the beginning. In the Vidyalaya classes the literary standard attained is that of matriculation, and each student must take either carpentry, weaving or ceramics in addition to his literary subjects. There were 97 pupils in these classes in 1926-27. There are more advanced classes in mechanical engineering and commerce with courses of three years and 12 to 18 months respectively for pupils who have reached matriculation standard. Industrial classes, which were attended by 43 boys in 1926-27, are held in (1) mechanical engineering,

Unrecognized
institutions.

(2) carpentry, (3) cloth-weaving, (4) carpet-weaving, (5) ceramics and pottery, and (6) moulding, lathe-work and fitting; all students in this group receive instruction in Hindi and Arithmetic, Commercial classes comprise typewriting, shorthand and book-keeping; there were 19 boys under instruction in these classes; these pupils are also taught civics and economics. The institution is provided with class rooms and well equipped workshops, and a boarding-house; its library contains 5,000 books; the staff numbers 28 members and its total annual income and expenditure are each about Rs. 85,000.

Lantern
lectures.

During the Great War lantern lecture tours were arranged for the purpose of propaganda, the organizing agency being the same as that of the War Journal. The value of lantern lectures as an educational factor being recognized, the Lantern Lecture Committee continued to function as a supplementary branch of the Education department after the War Journal had ceased to be issued. Lantern slides and lectures were prepared and loaned out, and training for lecturers and lantern operators was provided at the Government Training College, Allahabad. District boards at first showed enthusiasm, but their enthusiasm rapidly declined; thus 36 men deputed by boards were trained in 1922-23, but the number was 13 in 1923-24 and continued to decline to 3 in 1926-27; but, while district boards fell out, other bodies came in, and men have been sent for training by co-operative societies, the Seva Samiti, the Agricultural department, and by anglo-vernacular and European educational institutions. The total number trained in each year of the quinquennium was as follows:—

1922-23.	1923-24.	1924-25.	1925-26.	1926-27.	Total.
36	13	3	19	26	103

Slides and lanterns have been loaned out to the Police department in addition to the bodies mentioned above. The Lantern Lecture Committee receives a fixed grant of Rs. 4,000 per annum from Government; of this amount about Rs. 2,300 are utilized in purchasing, preparing or duplicating slides and accessories; the remainder meets expenditure on administration, office and contingencies.

The committee has 45 lanterns with acetylene generators and accessories; this number it considers sufficient for its present purposes. There are 139 different sets of slides, the number of slides in a set ranging from 2 to 122; many sets are multiplied, there being 40 replicas of the "small-pox" set and 30 of a new set on agriculture; the total number of slides is nearly 16,000. Eight multiply sets, comprising about 4,800 slides, which deal exclusively with the War must be regarded as obsolescent. Other sets deal with agriculture, agricultural insects, agricultural irrigation, cattle, etc., industries (wool, glass, etc., one set to each industry), hygiene, sanitation and disease (flies, child welfare, mosquitoes, small-pox, cholera, etc., one set to each), Indian provinces and cities, other countries and cities of the world, scientific subjects, and subjects of general interest. The sets dealing with agricultural subjects and health and sanitation are in multiply as also are several of those picturing parts of India. The following is the record of slides and lanterns issued during the quinquennium:—

	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Slides	.. 1,549	1,977	1,972	2,578	2,089
Lanterns	.. 4	6	8	14	15

The utility of the work is recognized, but while its expansion in anglo-vernacular and European schools is welcomed, the fact that contraction seems to have occurred in vernacular schools and villages is to be regretted. It is in rural areas that lantern lectures are likely to be productive of most benefit, and it may be suggested that training in lecturing and in the use of the lantern might with advantage form part of the course in normal schools whose students proceed forth to staff the vernacular middle schools.

It is not possible to ascertain the total amount of benefactions from private donors during the quinquennium. Occasional mention of some of the more important donations to educational institutions is found in the reports received from divisional inspectors, but such reports cannot be considered to be exhaustive even of the larger private benefactions, and a host of smaller gifts, probably aggregating a large amount, must pass unnoticed except in the records of the institutions concerned. Among such major benefactors are to be found the Raja Sahib of Tirwa in respect of the Aditya Kumari Kshattriya High School, Tirwa, and the Rani Sahiba of Partabgarh who made a generous donation for the construction of a building for the Ajit Sombansi High School, Partabgarh. Babu Narotam Das also took over the school at Chunar which now bears his name and generously endowed it, and the widow of the late Babu Brij Mohan Lal has aided the Bareilly College to construct science laboratories. Endowments created under the Charitable Endowments Act, which have their funds vested with the Treasurer of Charitable Endowments, United Provinces, must represent only fraction of the total amount of benefactions. The number of such charitable endowments created during the quinquennium has been thirty-seven, of an aggregate value of nearly Rs. 4½ lakhs besides landed property. The principal endowments are:—

Educational
benefactions.

Name of endowment.	Name of donor.	Amount of endowment.	Purpose of endowment.
		Rs.	
L. D. Meston High School Trust, Ballia.	Mahant Satish Chandra Giri Tarkeshwar (Bengal).	95,900 (also landed property).	Maintenance of school.
Vareshvara Krishna Yagurveda Pathshala Endowment Trust Fund, Benares.	Pandit Vireshvara Shashtri Diavidy, ex-Professor Maharaja's College, Jaipur.	28,600	Maintenance of pathshala at Benares.
Sir William Marris Commerce Scholarships Endowment Trust.	Hon'ble Lieutenant Nawab Muhammad Ahmad Sa'id Khan, C.I.E., M.B.E., of Chatari.	10,000	Scholarships.
Kamta Prasad Research Scholarship Endowment Trust, United Provinces.	Lieut.-Colonel Kamta Prasad, I.M.S.	50,000	Science research scholarships.

Name of endowment.	Name of donor.	Amount of endowment.	Purpose of endowment.
Nagar Education Endowment Trust, Upper India.	Public subscription ..	Rs. 15,100	Scholarships.
Mehta Pathshala and Library Endowment Trust, Soron, Etah.	Ditto ..	27,000	Maintenance of pathshala and library.
Aman Sabha Public School Trust Fund, Gonda.	Aman Sabha Trust Committee, Gonda.	50,000 (and landed property).	Maintenance of school.
Maharani Surat Kumari Charitable Endowment Trust Fund, Kheri.	Maharani Surat Kunwar, o.B.E., of Khairigarh Estate, district Kheri, Oudh.	1,27,500	Maintenance of a boys' school and a girls' school.

Of the thirty-seven endowments created it may be observed that twenty-eight are for the award of scholarships, medals and prizes; the value of these individual scholarship endowments is generally small--from Rs. 400 upwards. It is obvious that the thought of the donor of a modest benefaction for educational purposes turns naturally towards the establishment of a medal or a scholarship. But it may be urged that the educational institution often stands in greater need of assistance than individual students. The income derived from one endowment created during the quinquennium is designed to be spent on the upkeep of science in a school. It is suggested that other small donors might well follow this example. A small endowment the annual income from which is to be expended on a particular activity of the school--e.g. providing greater facilities in the teaching of a particular subject, the supplementing of a specific section of the library, the literary society or the games of the school--will aid the institution and be of more general benefit to pupils than the founding of a prize or scholarship to be awarded to an individual boy, while such an endowment can be equally commemorative of the person in association with whose name it has been established.

Mission
schools.

As in the last quinquennial report, a statement showing the number of schools conducted by missionary organizations, the enrolment in them and the expenditure incurred has been appended. The statement is more complete than its predecessor, in that it has been extended to include missions other than Christian, and more careful distinction has been made between the various Christian organizations. The most noteworthy difference between this and the corresponding statement of five years earlier is the fact that the London Missionary Society no longer figures in it. That society in 1921-22 conducted 26 schools, including three high schools, with a total enrolment of 1,887 in 1921-22. Most of its educational activities have been taken over by other missionary bodies. Of its three high schools the Ramsay College, Almora, and the London Mission High School, Benares, have been so transferred; the Kantit Raj took over the former London Mission High School which is now the Rani Suryapal Kunwar High School, Mirzapur. 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.

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

Director of Public Instruction,

United Provinces.

November, 1927.

Statement showing information regarding mission schools in the United Provinces during the year 1926-27.

Name of mission.	Mission institutions.							Total institutions.	Expenditure met from—					Total expenditure.	
	Colleges.	High schools.	English middle schools.	Vernacular middle schools.	Primary schools.	Training schools.	Other special schools.		Provincial revenues.	Local funds.	Fees.	Mission funds.	Other sources.		
<i>Christian Missions.</i>															
Church Mission Society.	Institutions	4	3	1	2	24	..	..	34	} 1,33,074	} 3,004	} 98,102	} 31,120	} 6,084	} 2,66,384
	Pupils ..	567	1,057	203	79	711	..	..	2,617						
M. E. Mission ..	Institutions	1	7	6	1	30	..	5	50	} 1,83,303	} 6,343	} 1,64,727	} 1,06,973	} 26,802	} 4,33,143
	Pupils ..	394	2,231	942	38	1,327	..	125	5,057						
A. P. Mission ..	Institutions	1	3	2	..	5	1	..	12	} 38,637	} 880	} 87,948	} 1,20,305	} 25,939	} 2,73,709
	Pupils ..	1,059	1,003	303	..	143	15	..	2,533						
Wesleyan Methodist Mission.	Institutions	..	1	..	1	11	..	..	13	} 12,012	} 191	} 9,763	} 9,063	} 1,196	} 32,230
	Pupils ..	..	310	..	5	186	..	..	501						
S. P. G. Mission ..	Institutions	2	..	..	..	4	..	..	6	} 30,996	} 2,068	} 21,804	} 14,934	} 939	} 70,791
	Pupils ..	477	..	..	..	131	..	..	608						
Baptist Mission ..	Institutions	..	..	..	..	13	..	..	13	} 1,221	} 120	} ..	} 3,060	} ..	} 4,401
	Pupils ..	..	..	..	..	440	..	..	440						
American Christian Mission.	Institutions	..	..	..	..	11	..	..	11	} ..	} 1,121	} 92	} 2,669	} ..	} 3,832
	Pupils ..	..	..	..	..	450	..	..	450						
Church of England	Institutions	1	4	5	..	1	1	..	12	} 1,93,446	} 1,770	} 73,356	} 32,298	} 13,337	} 3,19,237
	Pupils ..	8	569	594	..	39	19	..	1,229						
Roman Catholic Mission.	Institutions	2	10	7	..	1	..	..	20	} 2,25,122	} 3,340	} 2,52,201	} 75,464	} 1,14,405	} 6,70,532
	Pupils ..	17	2,160	648	..	46	..	..	2,361						

The Indian Disciples of Christ Mission, America.	Institutions	..	..	1	..	8	..	..	4	}	..	720	1,038	5,800	1,100	8,158
		Pupils	114	..	298		407	12,960	33,873	..	46,838
Seventh Day Adventist.	Institutions	..	1	..	..	..	..	..	108	}	..	..	..	..	..	..
		Pupils	..	108		1	..	360
Salvation Army	Institutions	..	..	..	..	35	..	..	35	}	..	..	..	..	..	..
		Pupils	4		6	2,412	2,801	4,127	9,340
Zanana Bible Medical Mission.	Institutions	..	..	2	..	4	..	..	398	}	..	..	..	..	..	..
		Pupils	193	..	260		2	24,487	873	17,934	7,891	1,771	52,956
Methodist Missionary Society of Australasia.	Institutions	..	2	..	..	..	..	..	796	}	..	143	..	2,167	..	2,910
		Pupils	..	796	9		9
Reformed Episcopal Mission of America.	Institutions	..	..	..	..	..	..	..	230	}	..	..	..	..	..	..
		Pupils	230		230
Total	Institutions	..	11	31	24	4	117	2	5	}	8,44,710	20,933	7,34,955	4,47,973	2,00,750	22,49,321
		Pupils	..	2,522	8,229	2,942	122	4,291	34		125	18,265
<i>Other missions.</i>																
Arya Samaj	Institutions	..	3	4	2	..	29	..	40	}	1,22,057	8,141	99,346	14,392	11,952	2,55,888
		Pupils	..	1,529	1,093	352	..	1,132	..		1,047	5,153
Ram Krishna Paramhansa Mission.	Institutions	..	..	..	..	..	2	..	..	}	96	120	5	..	32	253
		Pupils	55		55
Seva Samiti Mission	Institutions	..	..	..	..	..	3	..	..	}	252	..	24	..	99	375
		Pupils	99		99
Total	Institutions	..	8	4	2	..	34	..	40	}	1,22,405	8,261	99,375	14,392	12,083	2,56,516
		Pupils	..	1,529	1,073	352	..	1,286	..		1,047	5,307
Grand Total	Institutions	..	14	35	26	4	151	2	45	}	9,67,115	29,194	8,34,830	4,62,365	2,12,833	25,05,837
		Pupils	..	4,051	9,322	3,294	122	5,577	34		1,172	23,572

NOTE.—The statement includes statistics of mission schools for European girls and does not include those for Indian girls.

Statement showing mission institutions for Indian girls, 1926-27.

	Mission institutions.							Total number of institutions.	Expenditure met from—					Total.	
	Colleges.	High schools.	English middle schools.	Vernacular middle schools.	Primary schools.	Training schools.	Other special schools.		Provincial revenues.	Local funds.	Fees.	Mission funds.	Other sources.		
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
<i>Christian Missions.</i>															
Church Mission ..	{ Institutions ..	1	5	8	5	4	1	19	}	28,757	2,156	14,967	44,599	10,052	99,931
	{ Pupils ..	106	537	246	227	33	30	1,199							
S. P. G. Mission ..	{ Institutions ..	..	..	1	..	..	..	1		
	{ Pupils ..	..	..	45	..	..	..	45		
Roman Catholic Mission.	{ Institutions ..	..	..	2	..	..	..	2		
	{ Pupils ..	..	..	287	..	..	..	287		
Union Mission ..	{ Institutions ..	..	1	1	..	..	..	2			
	{ Pupils ..	..	160	120	..	..	..	280			
B. C. M. S. ..	{ Institutions ..	..	1	..	2	..	..	3				
	{ Pupils ..	..	44	..	71	..	..	115				
Salvation Army ..	{ Institutions ..	..	..	..	1	..	1	2				
	{ Pupils ..	..	..	..	45	..	50	95				
Z. B. Medical Mission.	{ Institutions ..	..	1	..	5	..	..	6				
	{ Pupils ..	..	78	..	388	..	..	466				
M. E. Mission ..	{ Institutions ..	2	2	15	6	6	..	21							
	{ Pupils ..	118	813	2,040	284	99	..	2,854							
American Presbyterian Mission.	{ Institutions ..	..	2	1	4	6	2	15						
	{ Pupils ..	..	233	240	467	330	19	1,289						
Indian Mission Disciples of Christ.	{ Institutions ..	..	..	..	2	..	..	2		
	{ Pupils ..	..	..	..	112	..	..	112		
<i>Other Missions.</i>															
Arya Samaj ..	{ Institutions ..	..	1	14	4	1	..	20						
	{ Pupils ..	..	154	1,930	239	7	..	2,330						
Theosophical Society.	{ Institutions ..	1	1	..	..	..	..	2			
	{ Pupils ..	254	140	..	..	..	..	394			
Total ..	{ Institutions ..	3	5	26	25	31	2	105							
	{ Pupils ..	372	652	3,413	3,095	1,636	158	9,466							
									2,27,315	21,292	89,225	3,99,522	31,545	7,68,899	

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General Summary of Educational Institutions and Scholars for the official year 1926-27.

Area in square miles—106,497.		(1) Percentage of scholars to population.					
		Recognized Institutions.		All Institutions.			
		1927.	1926.	1927.	1926.		
Population—							
Males ..	23,787,745	Males ..	4.98	4.67	5.15	4.94	
Females ..	21,588,042	Females ..	.55	.51	.57	.54	
Total ..	45,375,787	Total ..	2.82	2.69	2.97	2.85	

	Institutions.			Scholars.			Stages of instruction of scholars entered in column 4.
	1927.	1926.	Increase or decrease.	1927.	1926.	Increase or decrease.	
	1	2	3	4	5	6	
RECOGNIZED INSTITUTIONS.							
Universities ..	4	4	..	3,748	3,599	+149	
<i>For males.</i>							
Arts Colleges (2) ..	40	37	+3	5,781	5,497	+284	(a) (3) (b) 926-4,273.
Professional Colleges	18	16	+2	3,063	3,244	-181	(4)-(a) 569
High schools ..	161	163	-2	59,788	56,258	+3,530	(b) 395.
Middle schools ..	714	676	+38	71,177	63,758	+7,419	(c) 47,263
Primary schools ..	18,818	18,221	+597	10,33,452	9,98,632	+39,820	(d) 12,525.
Special schools ..	468	440	+28	17,020	15,037	+1,983	(c) 65,058
Total ..	20,223	19,557	+666	1,199,029	1,146,025	+53,004	(d) 6,119.
<i>For females.</i>							(d) 1,038,452.
Arts Colleges ..	5	5	..	117	111	+6	
Professional Colleges ..	..	..	..	6	2	+4	(a) 30 (b) 87.
High schools ..	27	26	+1	4,260	3,898	+422	(c) 1,568 (d) 2,672.
Middle schools ..	192	159	+33	21,668	18,077	+3,586	(c) 1,562 (d) 20,101
Primary schools ..	1,580	1,576	+4	4,513	52,938	+1,525	(d) 54,513.
Special schools ..	41	37	+4	862	379	+483	
Total ..	1,845	1,803	+42	81,421	75,395	+6,026	
UNRECOGNISED INSTITUTIONS.							
For males ..	2,575	2,720	-145	65,746	68,148	-2,402	
For females ..	177	172	+5	3,205	4,057	-852	
Total ..	2,752	2,892	-140	68,951	72,205	-3,254	
GRAND TOTAL ..	24,620	24,252	+568	1,949,401	1,293,625	+55,776	

(a) In graduate and post-graduate classes. (b) In Intermediate classes. (c) In secondary stage. (d) In primary stage.

GENERAL SUMMARY.

(1) Percentages of scholars to population has been calculated on the basis of the following numbers of male and female scholars separately :-

	Recognized institutions.		All institutions.	
	1927.	1926.	1927.	1926.
Males	1,161,235	1,110,477	1,227,165	1,176,382
Females	119,215	110,943	124,236	117,243
Total ..	1,280,450	1,221,420	1,349,401	1,293,625

(2) The number includes eight Degree Colleges, one Benares Sanskrit College and thirty-one Intermediate Colleges.

(3) This number does not include 532 scholars of Benares Sanskrit College.

(4) The distribution into Intermediate and Post-intermediate classes of all the scholars in the professional institutions is not possible owing to the nature and duration of the courses.

General summary of expenditure on education for the official year 1926-27.

	Total expenditure.			Percentage of expenditure from—				Cost per scholar to—				Total cost per scholar.
	1927.	1926.	Increase or decrease.	Government funds.	Local funds.	Fees.	Other sources.	Government funds.	Local 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 ..	13,24,219	12,95,651	+28,568	95·67	4·33	..	..	..	..	..	..	..
Universities ..	21,81,866	22,39,463	- 57,597	62·84	·01	24·09	13·06	..	..	..	..	..
Miscellaneous* ..	88,64,635	75,71,510	+12,93,125	45·26	17·34	10·4	27	..	..	..	..	..
Totals ..	1,23,70,720	1,11,06,624	+12,64,096	53·7	13	11·7	21·6	..	..	..	..	..
<i>Institutions for males.</i>												
Arts colleges including Associated Intermediate Colleges.	6,46,493	5,60,369	+85,624	50·93	2·81	35·71	10·55	107 13 6	5 15 3	75 10 0	22 5 3	211 12 0
Professional colleges ..	9,26,764	8,95,020	+31,744	75·86	..	9·27	14·87	697 7 6	..	85 4 3	126 10 9	919 6 6
High schools including Intermediate Colleges.	59,79,872	56,34,646	+3,45,226	50·29	1·08	32·06	16·57	43 0 5	1 0 6	30 9 11	15 13 2	95 8 0
Middle schools ..	21,09,429	19,42,338	+1,67,041	50·71	19·45	18·84	11	15 0 5	5 12 3	5 9 4	3 4 2	29 10 2
Primary schools ..	73,49,243	75,33,904	+3,15,339	71·26	23·62	2·72	2·4	5 6 2	1 12 7	0 3 3	0 3 0	7 9 0
Special schools ..	15,82,782	15,26,669	+56,113	77·1	7·87	2·96	12·07	71 11 2	7 5 1	2 12 1	11 3 7	92 15 11
Totals ..	1,90,94,583	1,80,93,496	+10,01,037	62·44	12·94	15·15	9·47	9 15 9	2 1 1	2 6 10	1 8 3	15 15 11
<i>Institutions for females.</i>												
Arts colleges including Associated Intermediate Colleges.	57,322	63,036	- 5,714	34·89	..	11·75	53·36	222 3 6	..	74 12 6	339 13 6	636 14 6
Professional colleges ..	..	..	..	..	..	..	..	..	..	..	..	..
High schools including Intermediate Colleges.	8,49,898	7,64,531	+85,367	89·66	1·18	27·65	31·51	78 10 0	2 5 6	54 13 0	62 7 6	198 4 0
Middle schools ..	6,27,687	5,81,796	+45,891	46·08	13·42	7·39	33·11	13 5 3	3 14 2	2 2 3	9 9 6	28 15 7
Primary schools ..	5,81,871	5,49,156	+32,715	36·54	48·7	2·55	12·21	3 14 5	5 3 2	0 4 4	1 4 10	10 10 3
Special schools ..	1,97,085	1,95,241	+1,844	79·92	1·21	3·2	15·67	132 11 10	2 12 6	7 4 8	35 13 2	228 10 2
Totals ..	23,13,863	21,53,760	+1,60,103	43·93	16·42	13·36	26·29	12 7 9	4 10 8	3 12 9	7 7 6	28 6 3
GRAND TOTALS ..	3,37,79,166	3,13,53,880	+24,25,286	57·99	13·17	13·76	15·08	15 4 9	3 7 7	3 10 1	3 15 3	26 6 1

* Includes expenditure on buildings.

'Local Funds' include both District Board and Municipal Funds.

GENERAL SUMMARY.

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5A

GENERAL TABLE I.

Classification of Educational Institutions for the official year 1926-27.

	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*	..	..	..	8	..	9	..	..	..	2	..	2
Law .. .. .	..	..	..	..	2	2	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Education	8	..	..	..	..	8	..	..	..	..	..	..
Engineering	1	..	..	..	..	1	..	..	..	..	..	..
Agriculture	1	..	..	..	1	2	..	..	..	..	..	..
Commerce .. .. .	..	..	..	9	..	9	..	..	..	..	..	..
Forestry	1	..	..	..	..	1	..	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate and 2nd grade Collegos ..	8	..	..	21	2	31	..	..	..	3	..	3
Totals ..	15	..	..	42	5	62	..	..	..	5	..	5

High Schools	..	..	..	48	..	8	105	5	161	..	..	1	25	1	27
Middle schools	{	English	1	..	4	57	26	88	88	1	99
		Vernacular	8	576	19	13	11	626	47	26	17	60	3	158
Primary schools	..	..	..	14	18,759	737	4,201	107	(a)18,818	18	808	195	544	15	(b)1,580
Totals			..	71	14,335	768	4,375	149	19,693	65	834	213	667	20	1,799	
Special schools :—																
Art schools	..	..	..	1	..	..	..	..	1	..	..	..	..	..	..
Law schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical schools	..	..	..	1	..	..	..	..	1	1	..	..	..	..	1
Normal and Training schools	..	..	..	8	58	7	..	..	73	14	1	2	16	1	34
Engineering schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial schools	..	..	..	24	12	1	68	..	105	..	..	..	6	..	6
Commercial schools	..	..	..	..	..	1	3	..	4	..	..	..	..	..	..
Agricultural schools	..	..	..	1	..	..	..	..	1	..	..	..	..	..	..
Reformatory schools	..	..	..	1	..	..	..	..	1	..	..	..	..	..	..
Schools for Adults	..	..	..	..	11	15	..	..	26	..	..	..	..	..	..
Other schools	..	..	..	86	5	27	179	9	256	..	..	..	..	..	..
Totals			..	72	86	51	250	9	468	15	1	2	22	1	41	
Totals for Recognized Institutions			..	158	14,421	814	4,667	163	20,223	80	835	215	694	31	1,345	
Unrecognized Institutions			..	..	..	2	..	2,573	2,575	..	..	..	..	177	177
Grand Totals, All Institutions			..	158	14,421	816	4,667	2,736	22,793	80	835	215	694	198	2,022	

* Includes one Oriental College.

(a) The number includes 814 Primary schools solely for depressed classes with 22,926 scholars in them.

(b) Ditto 7 ditto ditto ditto 312 ditto

GENERAL

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 ..	582	391	21	..	..	..	..	..	..
	726	647	143	..	..	..	..	..	..
Law .. .. .	..	..	..	..	..	..	..	..	..
Medicine .. ..	..	..	..	..	..	..	..	..	..
Education	174	171	150	..	..	..	..	..	..
Engineering	193	191	165	..	..	..	..	..	..
Agriculture	147	118	144	..	..	..	..	..	..
Commerce .. ..	..	..	..	..	..	..	..	..	..
Forestry	61	61	61	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..
Total	1,888	1,579	684	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High schools	19,671	17,464	2,862	..	..	..	1,408	1,256	..
„ Middle schools { English ..	91	85	41	..	..	..	453	394	..
„ Middle schools { Vernacular ..	1,729	1,373	160	55,628	45,871	16,793	1,916	1,501	147
„ Primary schools	894	654	..	822,286	613,099	1,123	69,788	60,049	..
Total	22,385	19,576	2,553	877,914	658,970	17,922	73,567	53,200	147
In Art schools	104	150	32	..	..	..	..	..	..
„ Law schools .. ..	..	..	..	..	..	..	..	..	..
„ Medical schools	305	290	..	..	..	..	..	..	..
„ Normal and Training schools	707	679	707	465	447	445	51	49	13
„ Engineering schools .. ..	..	..	..	..	..	..	..	..	..
„ Technical and Industrial schools.	1,625	1,262	377	126	113	13	174	138	..
„ Commercial schools .. ..	..	..	..	..	..	..	15	10	..
„ Agricultural schools	83	68	83	..	..	..	..	..	..
„ Reformatory schools	151	140	..	..	..	..	..	..	..
„ Schools for Defectives .. ..	..	..	..	..	..	..	..	..	..
„ Schools for Adults .. ..	..	..	..	274	167	..	449	320	..
„ Other schools	1,861	1,656	13	105	88	..	836	559	..
Total	4,896	4,255	1,212	970	810	458	1,505	1,076	13
Total for Recognized Institutions.	29,169	25,410	4,459	878,884	659,780	18,380	77,072	54,276	160
In Unrecognized Institutions ..	..	..	..	..	..	..	171	..	..
Grand Total, all Institutions, for males.	29,169	25,410	4,459	878,884	659,780	18,380	77,243	54,276	160

- (a) Scholars reading Arts and Science in the Teaching Universities; of this number
(b) Includes 418 scholars also reading *Law*.
(c) Scholars reading Arts and Science in the Degree Colleges; this number includes 582
(d) The number of scholars in Intermediate classes.

TABLE II-A.

Institutions for males for the official year 1926-27.

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.	Residence in approved hostels.	
10	11	12	13	14	15	16	17	18	19
3,748	2,953	2,183	..	..	..	(a) (b) 3,748	2,953	2,183	14
926	823	435	..	..	..	(c) 1,503	1,214	456	..
3,133	2,644	1,400	409	354	208	(d) 4,273	3,647	1,811	2
753	630	390	118	64	11	871	694	401	1
254	254	205	..	..	..	254	254	205	1
84	65	24	..	..	..	258	236	174	1
475	330	422	..	..	..	673	571	587	..
..	..	..	27	25	24	174	142	168	..
772	672	447	..	..	..	772	672	447	..
..	..	..	..	..	..	61	61	61	..
..
10,150	8,421	5,566	554	443	243	12,592	10,443	6,493	19
36,699	32,138	5,293	2,010	1,786	799	59,788	52,644	8,444	64
7,456	6,217	949	2,722	2,219	259	10,724	8,915	1,249	189
601	437	67	579	445	79	60,453	49,677	17,246	4
141,276	107,772	202	4,208	3,467	70	1,038,452	775,041	1,401	39,202
185,032	146,614	6,501	9,519	7,917	1,207	1,169,417	886,277	28,340	39,409
..	..	..	..	..	..	164	150	32	..
..
..	..	..	..	..	..	305	290	..	..
..	..	..	..	..	..	1,223	1,175	1,165	..
1,536	1,284	544	..	..	..	..	..	..	..
..	..	..	..	..	..	3,441	2,797	934	..
239	139	43	..	..	..	254	149	43	..
..	..	..	..	..	..	83	68	83	..
..	..	..	..	..	..	151	140	..	..
..
7,601	5,835	233	..	..	..	723	487	..	..
..	..	..	273	217	12	10,676	8,360	258	26
9,376	7,258	820	273	217	12	17,020	13,616	2,515	26
205,558	162,293	12,887	10,346	8,577	1,462	1,199,029	910,336	37,348	39,504
..	..	..	65,575	..	25	15,746	..	25	1,925
205,558	162,293	12,887	75,921	8,577	1,437	1,264,775	910,336	37,373	41,429

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

scholars of the Oriental College, Benares; and 107 scholars also reading *Law*.

GENERAL

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>									
Arts and Science .. ..	..	..	..	..	..	..	..	..	..
Medicine .. ..	..	..	..	..	..	..	..	..	..
Education .. ..	..	..	..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High schools .. ..	..	..	..	..	..	..	133	93	..
„ Middle schools { English ..	..	..	..	..	..	..	..	..	..
„ Middle schools { Vernacular ..	6,191	4,278	98	1,341	1,022	9	1,773	1,129	..
„ Primary schools	1,124	786	..	24,691	18,052	..	11,156	7,418	..
Total ..	7,315	5,064	98	26,032	19,074	9	13,042	8,640	..
In Medical schools	46	45	46	..	..	..	..	..	..
„ Normal and Training schools	106	105	72	5	5	..	11	10	..
„ Technical and Industrial schools.	..	..	..	..	..	..	..	..	..
„ Commercial schools .. ..	..	..	..	..	..	..	..	..	..
„ Agricultural schools .. ..	..	..	..	..	..	..	..	..	..
„ Schools for Adults .. ..	..	..	..	..	..	..	..	..	..
„ Other schools .. ..	..	..	..	..	..	..	..	..	..
Total ..	152	150	118	5	5	..	11	10	..
Totals for Recognized Institutions.	7,467	5,214	216	26,037	19,079	9	13,053	8,650	..
In Unrecognized Institutions ..	..	..	..	..	..	..	..	..	..
Grand totals, all Institutions— for females.	7,467	5,214	216	26,037	19,079	9	13,053	8,650	..
Grand totals, all institutions— males and females.	36,636	30,624	4,675	904,921	678,359	13,339	83,256	62,926	160

TABLE II-B.

Institutions for females for the official year 1926-27.

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
117	118	100	..	..	..	117	113	100	..
.. 6	.. 6	.. 6	..	..	..	.. 6	.. 6	.. 6	..
123	119	106	..	..	..	123	119	106	..
4,061	3,557	2,124	66	60	..	4,260	3,710	2,124	552
5,034	4,079	2,268	165	150	..	5,199	4,229	2,268	458
6,851	4,731	171	308	147	..	16,464	11,807	278	97
17,216	13,171	133	346	239	..	54,513	39,716	133	603
33,162	25,538	4,696	885	640	..	80,436	58,962	4,803	1,710
.. 176	.. 166	.. 166	.. 18	.. 17	.. 15	46	45	46	..
500	339	206	..	..	..	316	303	253	..
..	..	..	..	..	..	500	339	206	..
..
..
..
676	505	372	18	17	15	862	687	505	..
33,961	26,162	5,174	1,003	663	15	81,421	59,768	5,414	1,710
..	..	..	3,205	..	..	3,205	..	..	109
33,961	26,262	5,174	4,108	663	15	84,626	59,768	5,414	1,819
239,519	183,415	18,061	80,029	9,240	1,502	1,349,401	970,104	42,787	43,248

GENERAL
EXPENDITURE ON EDUCATION FOR
Expenditure on buildings includes Rs. 3,27,485 spent by
"Miscellaneous" includes the
1—Scholarships, 2—Examinations charges, 3—Boarding house charges,
6—Prizes. 7—Rents, 8—Rates and taxes,

	Government Institutions.						District	
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.
	1	2	3	4	5	6	7	8
<i>University and Intermediate Education.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ..	..	..	..	..	..	..	..	..
Arts Colleges ..	46,844	..	..	..	..	46,844	..	..
Professional Colleges ..	..	..	..	..	..	..	..	..
Law ..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..
Education ..	1,66,255	..	..	..	1,492	1,67,747	..	..
Engineering ..	2,64,190	..	..	53,106	1,08,957	4,26,253	..	..
Agriculture ..	1,01,181	..	..	4,060	..	1,05,241	..	..
Commerce ..	..	..	..	..	..	..	..	..
Forestry ..	1,45,941	..	..	..	..	1,45,941	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..
Intermediate Colleges ..	4,57,932	..	..	1,22,862	4,314	5,84,908	..	..
Total ..	11,82,343	..	..	1,79,828	1,14,763	14,76,934	..	..
<i>School Education—General.</i>								
High schools ..	11,72,038	..	..	3,75,672	8,815	15,56,525	..	..
Middle schools { English ..	11,245	..	..	1,690	16	12,950	..	..
{ Vernacular ..	32,377	..	..	1,336	..	33,713	8,16,004	3,35,065
Primary schools ..	8,567	1,294	..	8	..	9,869	50,52,466	11,32,952
Total ..	12,24,227	1,294	..	3,78,706	8,830	16,13,057	58,68,470	15,18,017
<i>Special.</i>								
Art schools ..	62,078	..	..	1,926	3,190	67,194	..	..
Law schools ..	..	..	..	..	..	..	..	..
Medical schools ..	1,40,132	..	..	4,844	5,884	1,50,860	..	..
Normal and Training schools.	1,90,793	..	..	..	617	1,91,410	93,731	38,372
Engineering schools ..	..	..	..	..	..	..	..	..
Technical and Industrial schools.	5,33,692	..	..	1,820	1,999	5,37,511	3,451	16,952
Commercial schools ..	..	..	..	..	..	..	..	..
Agricultural schools ..	23,020	..	..	..	..	23,020	..	..
Reformatory schools ..	56,282	..	..	..	..	56,282	..	..
Schools for Defectives ..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	600	..
Other schools ..	25,235	1,274	..	11,200	1,921	39,630	577	1,237
Total ..	10,31,232	1,274	..	19,790	13,611	10,65,907	1,03,359	56,561
GRAND TOTALS. ..	34,37,802	2,568	..	5,78,324	1,97,204	41,55,898	59,71,829	15,74,573

GENERAL TABLES.

TABLE III-A.

MALES FOR THE OFFICIAL YEAR 1926-27.

the Public Works department on Educational buildings.

following main items:—

4—Petty repairs to school buildings. 5—Cost of books purchased,

9—Medicines, 10—Other miscellaneous expenses.

			Total expenditure from					Grand total.
			Government funds.	District funds.	Municipal funds.	Fees.	Other sources.	
			28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	..	..	2,20,244	..	..	..	..	2,20,244
Inspection	..	..	9,47,667	13,199	33,543	..	..	9,94,409
Buildings, etc.	..	..	18,66,816	7,36,759	1,00,868	1,21,276	7,32,974	35,58,693
Miscellaneous	..	..	17,10,433	5,13,186	1,01,852	7,26,522	13,41,200	43,98,627
Total	..	..	47,45,160	12,68,144	2,36,263	8,47,798	20	1,71,973
Recognized Unaided Institutions.								
Fees.	Other sources.	Total.						
25	26	27						
Rs.	Rs.	Rs.						
..	..	..	13,71,041	..	200	5,25,624	2,85,001	21,81,866
..	..	..	3,29,251	9,550	8,625	2,30,885	68,182	6,46,493*
7,970	..	7,970	..	..	..	7,970	..	7,970
..	..	..	1,66,255	..	..	..	1,492	1,67,747
..	..	..	2,64,190	..	..	53,106	1,08,957	4,26,253
3,953	18,715	22,068	1,01,181	..	..	7,413	13,715	1,27,309
..	..	..	25,432	..	..	17,458	8,604	51,544
..	..	..	1,45,941	..	..	..	..	1,45,941
52,913	1,36,588	1,89,501	3,15,648	200	1,600	4,81,374	4,27,945	17,26,767
64,236	1,55,303	2,19,539	32,18,989	9,750	10,425	13,28,830	9,18,896	54,81,890
46,187	1,08,540	1,54,727	21,91,639	2,330	60,237	14,36,023	5,62,876	42,53,105
49,493	77,783	1,27,275	2,17,727	880	25,454	1,92,174	2,09,767	6,45,952
1,436	8,773	10,259	3,52,041	3,38,161	45,962	2,05,172	22,141	14,63,477
500	25,173	25,673	55,93,542	13,50,092	5,03,867	2,13,952	1,87,790	78,49,243
97,666	2,20,268	3,17,934	88,54,949	16,91,413	6,35,520	20,47,821	9,82,574	1,42,11,777
..	..	..	62,078	..	..	1,926	3,190	67,194
..	..	..	1,40,132	..	..	4,844	5,884	1,50,860
..	..	..	2,91,842	93,372	12,593	..	617	3,43,424
..	..	..	5,35,290	84,117	4,234	2,377	30,663	6,56,731
..	..	..	4,800	..	518	9,453	12,407	27,178
..	..	..	23,020	..	..	..	..	23,020
..	..	..	56,282	..	..	..	..	56,282
..	..	..	2,766	..	910	..	..	3,676
16,516	42,169	58,685	54,098	23,529	10,239	28,252	1,38,299	2,54,417
16,516	42,169	58,685	12,20,303	96,018	28,544	46,852	1,91,060	15,32,732
1,78,418	4,17,740	5,96,158	1,80,39,406	30,65,325	9,10,752	42,65,801	41,07,133	3,04,48,422

* Includes expenditure also on associated intermediate colleges.

GENERAL
EXPENDITURE ON EDUCATION FOR
Expenditure on buildings includes Rs. 669 spent by
"Miscellaneous" includes the

2—Examination charges, 3—Boarding house charges, 4—Petty repairs to school
miscellaneous

	Government Institutions.						District	
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.
	1	2	3	4	5	6	7	8
<i>University and Intermediate Education.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ..	..	..	..	..	..	..	..	..
Professional Colleges..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..
Intermediate Colleges	..	..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..	..	..
<i>School Education—General.</i>								
High schools ..	..	..	..	..	..	..	..	..
Middle (English ..	..	..	..	..	..	..	..	..
schools (Vernacular..	1,11,495	..	90	1,941	10	1,13,536	4,266	8,466
Primary schools ..	23,990	..	..	435	..	24,425	1,15,097	1,03,312
Total ..	1,85,485	..	90	2,376	10	1,37,961	1,19,363	1,11,778
<i>Special.</i>								
Medical schools ..	33,890	..	..	..	..	33,890	..	..
Normal and Training schools.	76,031	..	..	387	7	76,425	920	160
Technical and Industrial schools.	..	..	..	..	..	..	..	..
Commercial schools ..	..	..	..	..	..	..	..	..
Agricultural schools ..	..	..	..	..	..	..	..	..
Schools for adults ..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..
Total ..	1,09,921	..	..	387	7	1,10,315	920	160
Grand total, Females..	2,45,406	..	90	2,763	17	2,48,276	1,19,683	1,11,933
Grand total, Males ..	34,37,803	2,568	..	5,78,324	1,37,204	41,55,893	59,71,829	15,74,573
Grand total, for all ..	36,83,208	2,568	90	5,81,037	1,37,221	44,04,174	60,91,512	16,86,516

GENERAL TABLES.

TABLE III-B.

FEMALES FOR THE OFFICIAL YEAR 1926-1927.

the Public Works Department on educational buildings.

following main items :—

buildings, 5—Cost of books purchased, 6—Prizes, 7—Rents, rates and taxes, 8—expenses.

Board Institutions.				Municipal Board Inst					
Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..
..
..
..
..
..
..	..	..	..	7,416	..	5,679	857	..	19,952
2,195	4	..	14,981	2,400	..	31,100	..	..	33,500
961	187	888	2,20,440	5,437	607	1,32,587	152	597	1,39,680
3,156	191	888	2,35,971	15,253	607	1,69,666	1,009	597	1,87,132
..
..	..	..	480	1,020	..	216	..	..	1,236
..
..
..
..
..	..	..	480	1,020	..	216	..	..	1,236
3,156	191	888	2,35,851	16,278	607	1,69,882	1,009	597	1,88,368
74,281	3,89,891	38,286	80,43,865	2,34,883	653	4,44,842	45,907	76	7,26,361
77,437	3,90,082	34,169	82,79,716	2,51,156	1,260	6,14,724	46,916	673	9,14,729

GENERAL TABLES,

GENERAL
EXPENDITURE ON EDUCATION FOR
Expenditure on Buildings includes Rs. 669 spent by
"Miscellaneous" includes the
-Examination charges, 3—Boarding house charges, 4—Petty repairs to school
miscellaneous

	Aided Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.
	19	20	21	22	23	24
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>University and Intermediate Education.</i>						
Arts Colleges	20,000	..	..	6,736	80,536	57,322
Professional Colleges .. .. .	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..
Education .. .. .	..	..	..	..	..	..
Intermediate Colleges	42,144	..	..	4,320	8,628	55,092
Total	62,144	..	..	11,056	89,214	1,12,414
<i>School Education—General.</i>						
High schools	2,87,515	1,670	2,700	2,21,503	2,59,165	7,72,552
Middle schools { English	1,26,373	4,735	5,944	40,838	1,46,952	3,24,842
{ Vernacular	44,722	6,784	24,906	8,591	53,522	1,33,525
Primary schools	68,104	26,456	19,116	14,054	66,036	1,98,766
Total	5,26,714	30,645	52,666	2,79,985	5,25,675	14,24,635
<i>Special.</i>						
Medical schools .. .. .	..	..	..	..	..	..
Normal and Training schools	40,055	..	43	5,898	24,298	70,294
Technical and Industrial schools	6,204	840	1,140	..	5,256	13,440
Commercial schools .. .. .	..	..	..	..	..	..
Agricultural schools .. .. .	..	..	..	..	..	..
Schools for adults .. .. .	..	..	..	..	..	..
Other schools .. .. .	..	..	..	..	..	..
Total	46,259	840	1,183	5,898	29,554	83,784
Grand Total, Females	6,85,117	40,485	53,849	2,96,939	5,94,443	16,20,833
Grand total, Males	36,49,782	2,19,382	1,55,366	22,25,463	15,04,224	77,54,167
Grand totals for all	42,84,849	2,59,867	2,09,215	25,22,402	20,98,667	93,75,000

* The expenditure on the degree classes attached to Crosthwaite Girls' College

GENERAL TABLES.

TABLE III-B.

TABLE IV-B.

FEMALES FOR THE OFFICIAL YEAR 1926-27

the Public Works department on education

following main items:—

buildings, 5—Cost of books purchased, 6—Prizes, 7—Rents, rates and taxes, expenses.

			Total expenditure from						
			Government funds.	District funds.	Municipal funds.	Fee			
			28	29	30	31			
			Rs.	Rs.	Rs.	Rs.			
Inspection			98,938	3,695	6,937	..			
Buildings, etc.			2,52,622	15,819	14,876	7,022			
Miscellaneous			1,89,740	19,443	32,049	66,679			
Total			5,32,300	38,947	53,862	73,701	3,18,011		
Recognized Unaided Institutions.									
Fees.	Other sources.	Totals.							
25	26	27							
Rs.	Rs.	Rs.							
..	..	..	20,000	..	..	6,736	30,586	*57,322
..	
..	
..	..	..	42,144	..	..	4,320	8,628	55,092
..	..	..	62,144	..	..	11,056	39,214	1,12,414
8,302	..	8,302	2,94,931	1,670	8,379	2,30,661	2,59,165	7,94,806	
..	..	..	1,26,373	4,735	5,944	40,838	1,46,952	3,24,842
..	7,353	7,353	1,62,833	15,250	53,291	5,536	60,885	3,02,845	
..	3,560	3,560	2,12,628	1,30,375	1,52,964	14,328	71,076	5,81,871	
8,302	10,918	19,215	7,96,815	1,52,030	2,25,578	2,91,363	5,38,078	20,04,364	
..	..	..	33,330	..	..	..	..	33,330
..	1,320	1,320	1,17,426	160	219	6,235	25,625	1,49,755	
..	..	..	6,204	840	1,140	..	5,256	13,440
..	
..	
..	
..	
..	1,320	1,320	1,57,520	1,000	1,399	6,235	30,881	1,97,035	
8,302	12,233	20,535	15,48,773	1,91,977	2,80,839	3,32,905	9,26,244	33,30,744	
1,78,418	4,17,740	5,96,158	1,80,39,406	30,65,325	9,10,752	42,65,801	41,67,133	3,04,48,422	
1,86,720	4,29,973	6,16,693	1,95,98,135	32,57,302	11,91,591	46,43,706	50,93,362	3,87,79,166	

Allahabad, is included in the expenditure of the University of Allahabad.

TABLES.

TABLE IV-A.

for the General Education of Males
1926-27.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Sikhs.	Others.	Total.
				Higher castes.	Depressed classes.						
				1	2							3	4	5	6	7	8	9	10
Population	..	21,408	87,610	20,243,949		3,388,151	300	520	3,950	36,853	23,787,745
<i>School Education.</i>											
Classes.											
Primary	{ A	94	651	271,359	41,765	68,860	5	3	120	57	382,914
	{ B	123	813	136,288	16,030	31,284	9	2	64	..	184,163
	{ I	164	362	147,459	14,036	29,720	3	12	70	39	191,865
	{ II	197	334	102,771	8,049	20,342	6	9	35	9	131,752
	{ III	263	387	77,750	4,263	14,531	4	8	53	4	97,213
	{ IV	309	353	55,787	1,986	10,687	3	17	36	6	69,189
Middle	{ V	345	233	28,487	635	5,273	4	4	29	3	35,063
	{ VI	311	240	24,405	433	4,765	4	9	37	4	30,214
	{ VII	304	185	20,115	254	3,594	2	13	27	2	24,496
	{ VIII	240	135	6,633	32	1,585	..	12	20	2	8,709
High	{ IX	130	102	5,960	19	1,365	1	9	25	1	7,612
	{ X	171	91	4,820	22	1,107	..	4	11	1	6,227
Intermediate	{ XI	16	40	1,375	1	51	..	3	4	..	1,990
	{ XII	25	33	1,533	4	623	..	3	6	1	2,233
Total	..	2,692	3,469	884,843	87,584	194,237	41	108	537	129	1,173,690
<i>University and Inter- mediate Education.</i>											
Intermediate classes.	{ 1st year..	..	..	261	4	1	..	..	3	..	269
	{ 2nd year..	..	..	366	2	2	..	..	..	..	370
Degree classes	{ 3rd year..	5	21	894	..	326	1	1	4	1	1,253
	{ 4th year..	2	13	918	1	414	..	2	2	..	1,352
	{ 5th year..	..	6	243	..	107	..	..	3	..	364
Post-graduate classes.	{ 6th year..	..	6	306	..	97	..	..	3	..	412
	{ 7th year..	1	3	170	..	21	..	..	..	..	195
Research students	..	..	..	23	..	2	..	..	..	..	30
Total	..	8	49	4,050	7	1,122	1	3	15	1	5,256*
Number of scholars in re- cognized Institutions.		2,700	3,518	838,833	87,591	195,409	42	111	552	130	1,173,946
Number of scholars in Un- recognized Institutions.		..	407	31,434	3,652	30,138	..	..	28	87	65,746
GRAND TOTAL		2,700	3,925	920,327	91,243	225,547	42	111	580	217	1,244,692

* The number includes 859 Hindus and 152 Muhammadans reading in the Benares Sanskrit College and in the Oriental departments of Lucknow and Benares Hindu Universities.

GENERAL TABLE IV-B.

*Race or creed of Scholars in Institutions for the General Education c
for the official year, 1926-27.*

		Europeans and Anglo-Indians.	Indian Christians	Hindus.		Muhammadians.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
				Higher castes.	Depressed classes.						
		1	2	3	4	5	6	7	8	9	10
Total, Population	..	10,540	31,153	18,366,513		3,092,881	188	405	5,275	31,097	21,588,042
<i>School Education.</i>											
Classes.											
Primary	{ A	379	886	27,679	1,232	7,157	1	59	6	63	37,462
	{ B	443	495	11,490	421	2,341	..	15	4	14	15,223
	{ I	356	579	8,441	319	1,620	..	15	10	12	11,332
	{ II	293	569	5,202	164	931	..	9	5	12	7,185
	{ III	300	583	2,418	36	298	1	12	4	4	3,656
	{ IV	314	511	1,413	32	152	..	1	1	4	2,423
Middle	{ V	236	323	561	..	78	..	11	2	..	1,224
	{ VI	198	218	395	4	54	1	3	2	1	876
	{ VII	160	122	94	2	15	1	..	1	1	396
	{ VIII	154	85	54	2	13	..	2	1	..	311
High	{ IX	89	84	38	1	7	..	2	1	1	173
	{ X	84	45	33	..	6	..	2	..	..	170
Intermediate	{ XI	1	18	17	..	3	..	..	..	..	39
	{ XII	6	21	19	..	2	..	..	..	..	48
Total	..	2,993	4,494	57,854	2,221	12,677	4	131	37	112	80,523
<i>University and Intermediate Education.</i>											
Intermediate classes.	{ 1st year..	..	..	..	..	..	..	..	..	..	..
	{ 2nd year..	..	..	..	..	..	..	..	..	..	..
Degree classes	{ 3rd year..	1	4	5	..	1	..	..	..	..	11
	{ 4th year..	1	5	7	..	2	..	..	..	..	15
	{ 5th year..	..	1	..	..	2	..	..	..	..	8
Post-graduate classes.	{ 6th year..	..	..	..	..	..	..	..	..	..	..
	{ 7th year..	..	1	..	..	..	..	..	..	..	1
Research students	..	..	..	..	..	..	..	..	..	..	..
Total	..	2	11	12	..	5	..	..	..	..	30
Number of scholars in recognized Institutions.	..	2,995	4,505	57,866	2,221	12,682	4	131	37	112	80,553
Number of scholars in unrecognized Institutions.	..	..	100	1,138	131	1,793	..	42	1	..	3,205
GRAND TOTAL	..	2,995	4,605	59,004	2,352	14,475	4	173	38	112	83,758

GENERAL TABLE V-A.

Creed of Scholars in Institutions for the Vocational and Special Education of males for the official year, 1926-27.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
			Higher castes.	Depressed classes.						
	1	2	3	4	5	6	7	8	9	10
<i>Schools.</i>										
Art schools .. .. .	..	2	117	..	45	..	..	..	..	164
Law schools .. .. .	..	..	..	..	..	..	..	..	..	..
Medical schools .. ..	..	5	203	..	71	..	..	26	..	305
Normal and Training schools	..	..	948	29	246	..	..	..	..	1,223
Engineering and Surveying schools.	..	..	..	..	..	..	..	..	..	..
Technical and Industrial schools.	80	405	1,703	311	931	..	2	8	1	3,441
Commercial schools ..	12	31	155	..	53	..	1	..	2	254
Agricultural schools ..	..	..	54	..	29	..	..	..	..	83
Reformatory schools ..	..	1	87	19	44	..	..	..	..	151
Schools for defectives ..	..	..	..	..	..	..	..	..	..	..
Schools for adults .. ..	..	..	467	88	163	..	..	..	..	723
Other school .. .. .	..	1	7,450	570	2,629	..	..	16	..	13,676
Total	92	445	11,194	1,017	4,216	..	3	50	9	17,020
<i>Colleges.</i>										
Law .. .. .	..	5	668	2	180	..	1	2	13	871
Medicine .. .. .	..	4	205	..	42	..	1	2	..	254
Education	2	18	152	..	95	..	..	1	..	253
Engineering	6	1	565	1	29	..	..	58	13	673
Agriculture .. .. .	..	7	117	..	42	..	..	4	4	174
Commerce .. .. .	..	15	702	..	10	..	3	2	..	772
Forestry	1	..	43	..	7	4	1	5	..	61
Veterinary Science ..	..	..	..	..	..	..	..	..	..	..
Total	9	50	2,452	3	435	4	6	74	30	3,033
GRAND TOTAL	101	495	13,646	1,020	4,651	4	9	124	33	20,083

GENERAL TABLE V-B.

Race or creed of Scholars in Institutions for the Vocational and Special Education of Females for the official year, 1926-27.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadians.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
			Higher castes.	Depressed classes.						
	1	2	3	4	5	6	7	8	9	10
<i>Schools.</i>										
Medical schools	8	29	10	..	2	..	1	1	..	46
Normal and Training schools	40	185	120	1	20	..	..	..	..	316
Technical and Industrial schools.	..	105	320	43	..	..	..	5	17	500
Commercial schools .. .. .	..	..	..	..	..	..	..	..	..	..
Agricultural schools .. .. .	..	..	..	..	..	..	..	..	..	..
Schools for Adults .. .. .	..	..	..	..	..	..	..	..	..	..
Other schools .. .. .	..	..	..	..	..	..	..	..	..	..
Total	48	269	450	54	22	..	1	6	17	862
<i>Colleges.</i>										
Medicine .. .. .	..	..	..	..	..	..	..	..	..	..
Education	1	2	1	..	2	..	..	..	..	6
Totals	1	2	1	..	2	..	..	..	..	6
GRAND TOTAL	44	271	451	54	24	..	1	6	17	868

GENERAL TABLE VI-A.

Men Teachers for the official year, 1926-27.

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 .. .. .	..	..	8	11	..	..	..	..	4	19	4	23
Local Board .. .. .	..	2	18,602	3,282	33	..	..	..	5,524	21,924	5,524	27,448
Municipal Board .. ..	..	..	1,033	200	5	..	55	..	965	1,233	1,020	2,253
Aided	2	1	211	62	2	..	15	..	4,953	273	4,968	5,246
Unaided .. .. .	..	..	17	10	..	..	..	..	320	27	320	347
Total	3	3	19,371	3,565	45	..	70	..	11,766	23,436	11,836	35,322
<i>Middle Schools.</i>												
Government	1	5	61	..	..	..	2	..	2	67	4	71
Local Board	1	44	2,766	3	3	..	11	..	115	2,817	126	2,943
Municipal Board	2	3	93	..	..	..	3	..	45	93	45	146
Aided	44	67	43	5	8	..	53	1	337	172	446	613
Unaided	6	10	26	..	..	..	20	1	192	42	213	255
Total	54	129	2,994	8	11	..	94	2	741	3,196	837	4,033
<i>High Schools.</i>												
Government	428	393	59	4	59	..	82	..	298	943	380	1,323
Local Board .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Municipal Board	13	13	4	..	..	1	6	..	31	30	33	63
Aided	398	202	115	6	20	11	464	15	1,116	741	1,606	2,347
Unaided	19	13	6	..	..	..	18	3	67	33	123	166
Total	858	621	184	10	79	12	610	18	1,512	1,752	2,152	3,904
GRAND TOTAL	914	733	23,049	3,583	135	12	774	20	14,019	28,434	14,825	43,259

GENERAL TABLE VI-B.

Women teachers for the official year, 1926-27.

1	Trained teachers with the following educational qualifications.					Untrained teachers.				11	12	13
	2	3	4	5	6	Possessing a degree.		Possessing no degree.				
						7	8	9	10			
	A degree.	Passed Intermediate, Metric or School final.	Passed Middle school.	Passed Primary school.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Total, Trained Teachers.	Total, Untrained Teachers.	Grand Total of Teachers.
	2	3	4	5	6	7	8	9	10	11	12	13
CLASS OF INSTITUTIONS.												
<i>Primary schools.</i>												
Government ..	..	..	11	3	..	..	..	..	34	14	34	48
Local Board ..	..	..	77	38	2	..	..	..	845	117	845	962
Municipal Board..	..	..	45	19	..	..	..	..	314	64	314	378
Aided ..	6	17	44	19	2	..	1	6	190	33	597	685
Unaided ..	..	..	2	..	..	..	..	..	22	2	22	24
Total ..	6	17	179	79	4	..	1	6	1,805	235	1,812	2,097
<i>Middle schools.</i>												
Government ..	3	10	75	17	..	..	2	..	148	105	150	255
Local Board ..	..	..	13	1	1	..	..	..	47	15	47	62
Municipal Board..	..	..	16	10	..	..	..	..	50	26	50	76
Aided ..	13	63	172	22	3	1	17	5	431	278	444	722
Unaided ..	..	..	7	..	..	..	..	2	13	7	15	22
Total ..	16	73	283	50	9	1	19	7	679	431	706	1,137
<i>High schools.</i>												
Government ..	..	..	..	..	..	..	..	..	..	..	..	..
Local Board ..	..	..	..	..	..	..	..	..	..	..	..	..
Municipal Board..	1	3	5	..	..	..	2	..	..	9	2	11
Aided ..	64	111	34	..	5	3	37	19	95	214	154	368
Unaided ..	..	..	..	..	..	..	..	4	4	..	8	8
Total ..	65	114	39	..	5	3	39	23	99	223	164	387
GRAND TOTAL ..	87	204	501	129	13	4	59	36	2,583	939	2,682	3,621

GENERAL TABLE VII.
European Education (1926-27).

Total European population	Male .. 18,171		Female .. 6,990		Total .. 25,161		Percentage to European population of those at school—					
	Males.		Females.		Total.							
	19'6		38		24'7							
	Institutions.	Scholars on roll on March 31.	Number of females in institutions for males and vice versa.	Number of non-Europeans on roll.	Teachers.		Expenditure from—					
					Trained.	Untrained.	Government funds.	Local 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	38	..	7	34	14	1,13,972	200	84,474	1,27,132	3,25,779	
Training Colleges .. ..	..	..	..	..	..	..	..	..	..	..	..
High schools	8	2,355	49	200	54	45	1,78,861	330	2,43,053	2,05,850	6,23,099	
Middle schools	5	479	172	36	22	16	52,237	330	16,145	85,056	1,04,263	
Primary schools	1	46	2	6	4	1	3,620	..	6,805	23,447	33,372	
Training schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Other schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Total	18	2,918	223	249	144	76	3,43,690	1,360	3,50,432	3,93,436	10,94,013	
<i>Institutions for females.</i>												
Arts Colleges .. ..	..	..	..	..	..	..	..	..	..	..	..
Training Colleges .. ..	..	..	..	..	..	..	..	..	..	..	..
High schools	16	2,237	463	192	118	40	2,13,335	1,670	2,10,035	2,07,966	6,33,056	
Middle schools	7	629	201	73	24	17	33,499	2,940	28,362	37,218	1,07,019	
Primary schools	12	395	139	14	19	13	26,174	540	13,433	31,683	71,835	
Training schools	2	34	..	..	4	..	16,180	..	3,700	6,000	25,830
Technical and Industrial schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Other schools .. ..	..	..	..	..	..	..	..	..	..	..	..
Total	37	3,295	853	279	165	70	2,94,233	5,150	2,55,530	2,82,872	3,37,790	
Grand totals for Institutions.	55	6,213	1,031	528	309	143	6,42,923	6,510	3,05,012	3,76,353	19,31,803	
Expenditure on buildings includes no amount spent by the Public Works department :—												
Inspection .. ..	..	..	..	..	..	..	30,776	..	..	..	30,776
Buildings, etc. .. ..	..	..	..	..	..	..	1,52,182	272	12,351	61,953	2,26,758
Miscellaneous .. ..	..	..	..	..	..	..	1,69,797	196	7,300	33,269	2,01,612
"Miscellaneous" includes the following main items :— Boarding grants, Training class stipends, European school scholarships, other miscellaneous expenses.												
Total	3,43,755	468	19,701	95,222	4,59,146
Grand total	9,86,633	6,973	6,25,713	7,71,580	23,50,954

NOTE.—Local funds include both district and municipal funds.

*The figures of enrolment are those of students reading in the intermediate stage only. The figures of expenditure are for the institution as a whole and include expenditure on the primary middle and high school classes of these institutions.

GENERAL TABLE VIII.

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Examination Results for the official year 1926-27.

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 Arts and Science.</i>												
D. Litt.	1	..	1	1	..	1	..	..	..	..	..	..
Ph.D.	1	..	1	1	..	1	..	..	..	..	..	..
D.Sc.	3	..	3	3	..	3	..	..	..	..	..	..
M.A. .. { Previous	169	46	215	140	20	160	4	..	4	4	..	4
{ Final..	312	52	364	252	36	288	4	1	5	3	..	3
M.Sc. .. { Previous	56	..	56	45	..	45	1	..	1	1	..	1
{ Final..	102	5	107	88	2	90	1	..	1	1	..	1
B.A.—(Honours) ..	35	..	35	21	..	21	..	..	..	..	..	..
B.Sc.—(Honours) ..	30	..	30	21	..	21	..	..	..	..	..	..
B.A.—(Pass)	1,046	101	1,147	696	40	736	15	3	18	10	1	11
B.Sc.—(Pass)	405	3	408	277	1	278	1	..	1	..	..	..
<i>Law.</i>												
Master of Law ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law { Previous	552	..	552	323	..	323	1	..	1	1	..	1
{ Final..	598	38	626	419	26	445	..	..	..	..	..	..
<i>Medicine.</i>												
M.D.	1	..	1	..	..	..	..	..	..	..	..	..
M.B.B.S.	64	..	64	31	..	31	1	..	1	..	..	..
L.M.S.—(Bombay) ..	..	..	..	..	..	..	..	..	..	..	..	..
M.O.P. & S.—(Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M.S.F.M.—(Calcutta)	..	..	..	..	..	..	..	..	..	..	..	..
M.S. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
M.—Obstetrics ..	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
D.P.H.	7	..	7	6	..	6	..	..	..	..	..	..
B.Sc.—(Sanitary) ..	..	..	..	..	..	..	..	..	..	..	..	..
D.T.M.—(Calcutta)..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Engineering.</i>												
Bachelor of C.E. ..	30	..	30	30	..	30	..	..	..	..	..	..
Bachelor of M.E. ..	54	..	54	51	..	51	..	..	..	..	..	..
<i>Education.</i>												
B.F.B.T. & L.T. ..	154	1	155	124	1	125	..	..	..	..	..	..
<i>Commerce.</i>												
Bachelor of Commerce.	113	1	114	96	1	97	..	..	..	..	..	..
<i>Agriculture.</i>												
Master of Agriculture.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture.	..	..	..	..	..	..	..	..	..	..	..	..

*i.e. appearing from a recognized institution.

GENERAL TABLE VIII.

Examination Results for the official year 1926-27.

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 (a)	2,898	804	3,697	1,749	328	2,077	53	9	62	40	3	43
Intermediate in Science	324	25	349	195	10	205	..	..	..	..	..	..
Licentiate of Civil Engineering.	40	..	40	37	..	37	..	..	..	..	..	..
Licence Diploma or certificate in Teaching.	72	7	79	63	6	69	31	1	32	26	1	27
Intermediate or Diploma in Commerce.	271	23	294	180	14	194	..	..	..	..	..	..
Licence or Diploma in Agriculture	45	..	46	27	..	27	..	..	..	..	..	..
Veterinary Examinations.	..	..	..	..	..	..	..	..	..	..	..	..
<i>School Examinations.</i>												
(a) On completion of High School Course.												
Matriculation ..	..	..	..	..	..	..	..	..	..	..	..	..
School Final, etc. ..	7,339	1,231	8,570	4,184	473	4,657	76	39	115	60	23	83
Cambridge Higher School Certificate Examination.	..	1	1	..	1	1	14	..	14	7	..	7
Cambridge Senior ..	139	56	195	98	13	111	70	..	70	37	..	37
(b) On completion of Middle School Course.												
Cambridge Junior ..	186	..	186	122	..	122	95	..	95	61	..	61
European Preliminary Examination.	192	..	192	149	..	148	86	..	86	49	..	49
Anglo-Vernacular Middle.	..	..	..	..	..	..	262	23	285	189	13	202
Vernacular Middle ..	14,547	3,037	17,634	8,953	1,239	10,192	306	243	554	156	136	332
(c) On completion of Primary Course.												
Upper Primary ..	57,030	121	57,201	44,561	92	44,653	1,568	70	1,638	1,156	34	1,190
Lower Primary ..	1,12,162	685	1,12,847	92,923	531	93,454	6,205	7	6,212	4,630	..	4,636
(d) On completion of Vocational Course.												
For Teacher's Certificates.	..	..	..	..	..	..	14	..	14	14	..	14
Vernacular, Higher ..	354	575	929	220	260	480	73	2	75	55	2	57
Vernacular, Lower ..	518	868	1,386	334	398	732	30	..	30	24	..	24
At Art Schools ..	17	..	17	17	..	17	..	..	..	..	..	..
At Law Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools ..	88	..	88	53	..	53	10	..	10	7	..	7
At Engineering Schools	..	..	..	..	..	..	..	..	..	..	..	..
At Technical and Industrial Schools.	1,207	36	1,243	996	21	1,017	23	..	23	19	..	19
At Commercial Schools	29	2	31	27	40	67	..	1	1	..	..	..
At Agricultural Schools	29	..	29	27	..	27	..	..	..	..	..	..
At other Schools ..	1,101	274	1,375	749	149	898	..	..	..	..	..	..

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

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

GENERAL TABLE IX.

Scholars by classes and ages (quinquennial) for the official year, 1923-27.

Ages.			Primary.				Middle.				High.			
			A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.
Below	5 ..	..	1,165	68	4	..	..	..	..	..	..	..	..
	5 to 6 ..	..	15,912	1,567	284	..	59	..	9	..	1	..	..
	6 to 7 ..	..	132,185	13,239	4,497	1,199	270	42	..	2	..	..	..
	7 to 8 ..	..	109,931	47,673	19,638	4,254	1,205	333	25	1	..	..	..
	8 to 9 ..	..	69,315	43,344	39,538	12,863	4,022	1,300	281	61	3	..	..
	9 to 10 ..	..	38,462	35,231	44,770	25,106	9,391	3,484	1,190	242	81	2	..
	10 to 11 ..	..	24,560	21,871	37,506	30,889	17,655	7,078	2,324	981	190	4	..
	11 to 12 ..	..	13,156	12,434	25,354	25,492	21,333	11,911	3,335	2,058	651	102	5
	12 to 13 ..	..	7,531	6,847	15,137	17,827	18,991	15,215	6,492	3,386	1,663	387	28
	13 to 14 ..	..	4,181	3,471	8,713	11,059	13,982	14,182	7,965	5,591	3,030	1,014	227
	14 to 15 ..	..	2,146	1,923	4,239	5,805	7,853	9,575	6,593	6,553	4,538	1,563	729
	15 to 16 ..	..	1,019	843	1,761	2,415	3,499	4,580	3,973	5,367	4,730	1,709	1,302
	16 to 17 ..	..	592	354	766	1,134	1,596	2,247	2,047	3,431	4,364	1,604	1,605
	17 to 18 ..	..	373	169	405	504	619	1,029	950	1,937	2,725	1,255	1,362
	18 to 19 ..	..	251	111	217	253	253	443	387	692	1,599	730	1,152
	19 to 20 ..	..	181	73	112	147	109	123	166	385	796	392	719
	Over 20 ..	..	666	173	261	181	72	124	117	195	482	253	653
	Total	..	420,376	199,386	203,197	133,937	100,369	71,617	36,237	31,090	24,892	9,020	7,785	6,397
	Withdrawals	..	175,546	43,700	42,954	33,833	23,229	33,394	11,009	7,179	10,936	2,032	1,470	2,431
	Admissions	..	232,376	46,723	33,701	26,646	33,837	21,486	23,895	9,110	8,407	2,227	2,196	1,146

GENERAL TABLES.

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GENERAL TABLE IX.

Scholars by classes and ages (quinquennial) for the official year, 1926-27.

Ages.	Intermediate.		Total.	Intermediate.		Degree.			Post-graduate.		Total.	GRAND TOTAL.
	XI.	XII.		First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.		
Below 5 .. .. .	..	..	1,232	..	..	..	..	..	..	..	..	1,232
5 to 6 .. .. .	..	..	17,282	..	..	..	..	..	..	..	..	17,282
6 to 7 .. .. .	..	..	156,384	..	..	..	..	..	..	..	..	156,384
7 to 8 .. .. .	..	..	182,455	..	..	..	..	..	..	..	..	182,455
8 to 9 .. .. .	..	..	173,727	..	..	..	..	..	..	..	..	173,727
9 to 10 .. .. .	..	..	157,799	..	..	..	..	..	..	..	..	157,799
10 to 11 .. .. .	..	..	142,761	..	..	..	..	..	..	..	..	142,761
11 to 12 .. .. .	..	..	116,876	..	..	..	..	..	..	..	..	116,876
12 to 13 .. .. .	..	..	93,506	..	..	..	..	..	..	..	..	93,506
13 to 14 .. .. .	..	..	73,489	..	..	..	..	..	..	..	..	73,489
14 to 15 .. .. .	..	..	51,670	..	..	..	..	..	..	..	..	51,670
15 to 16 .. .. .	..	..	31,799	..	..	..	..	..	..	..	..	31,799
16 to 17 .. .. .	..	..	21,265	..	..	..	..	..	..	..	..	21,265
17 to 18 .. .. .	..	..	13,233	..	..	..	..	..	..	..	..	13,233
18 to 19 .. .. .	..	..	3,843	..	..	..	..	..	..	..	..	3,843
19 to 20 .. .. .	..	..	5,085	..	..	..	..	..	..	..	..	5,085
Over 20 .. .. .	..	..	5,307	..	..	..	..	..	..	..	..	5,307
				41	89	3	2	..	..	..	2	31,801
				..	..	..	..	..	..	..	..	21,850
				85	..	..	..	..	..	..	85	21,850
				93	116	25	13	1	..	..	248	13,531
				58	82	154	74	1	..	..	364	8,707
				35	95	325	201	10	8	..	669	5,754
				47	88	755	1,077	355	409	226	2,907	8,714
Total	2,029	2,331	12,54,213	269	370	1,264	1,967	367	412	(a)226	4,275	1,258,488
Withdrawals	516	604	408,973	..	37	83	109	86	72	27	414	404,387
Admissions	2,197	1,428	500,377	294	..	1,183	717	294	325	221	3,039	503,416

(a) Includes 30 Research students.

APPENDICES.

PROVINCIAL TABLE A.—Showing the number of scholars and percentage under instruction in each district for the year ending March 31, 1927.

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	7,165	1,774	8,939	5·6	2·11	4·21
Saharanpur	515,908	421,563	937,471	25,246	1,899	27,145	4·89	·45	2·9
Muzaffarnagar	434,807	359,958	794,265	21,456	1,793	23,249	4·94	·5	2·92
Meerut	809,994	689,030	1,499,074	47,746	4,296	52,042	5·89	·62	3·47
Bulandshahr	562,529	503,990	1,066,519	28,713	2,955	26,668	4·21	·58	2·5
Total	2,450,914	2,058,658	4,509,572	125,326	12,717	138,043	5·11	·62	3·06
Aligarh	575,379	466,866	1,061,745	29,564	4,287	33,851	5·13	·83	3·19
Muttra	341,150	277,888	619,138	18,684	2,585	21,269	5·47	·93	3·43
Agra	508,298	415,877	924,155	32,253	6,069	38,312	6·34	1·45	4·14
Mainpuri	411,981	326,046	748,027	18,307	2,856	21,163	4·44	·85	2·82
Etah	449,162	380,598	829,760	16,797	2,697	19,494	3·72	·71	2·34
Total	2,285,970	1,896,855	4,182,825	115,545	13,484	134,029	5·05	·97	3·20
Bareilly	544,885	468,990	1,013,875	25,711	4,298	30,009	4·92	·91	2·96
Bijnor	383,643	350,539	740,182	22,495	3,154	25,649	5·77	·9	3·43
Budaun	527,823	447,524	975,347	16,240	2,893	19,133	3·07	·64	1·96
Moradabad	639,022	559,631	1,198,653	29,067	3,986	33,053	4·65	·71	2·76
Shahjahanpur	452,887	386,278	839,115	20,219	2,773	22,992	4·45	·72	2·73
Pilibhit	229,180	202,471	431,651	9,797	1,601	11,398	4·27	·79	2·64
Total	2,783,840	2,415,493	5,198,773	123,529	18,705	142,234	4·48	·77	2·73
Farrukhabad	469,009	387,624	856,633	25,999	5,150	31,149	5·64	1·32	3·03
Etawah	404,323	329,209	733,532	20,676	3,372	24,048	5·11	1·02	3·27
Cawnpore	637,319	511,345	1,148,664	38,440	6,166	44,606	6·08	1·20	3·88
Fatehpur	341,527	310,865	652,392	18,294	1,225	19,519	5·35	·4	2·99
Aliahabad	722,188	632,257	1,404,445	46,523	4,931	51,454	6·44	·72	3·66
Total	2,574,366	2,221,300	4,795,666	149,932	20,844	170,776	5·82	·94	3·56

Jhansi	315,590	290,909	606,499	20,385	2,788	23,173	6.46	.95	3.82
Jalaun	213,384	192,055	405,439	14,121	1,516	15,637	6.61	.79	3.85
Hamirpur	224,389	215,856	440,245	13,386	1,418	14,804	5.96	.65	3.96
Banda	313,644	299,470	613,114	17,089	1,561	18,650	5.44	.52	3.04
Total	1,067,007	993,290	2,065,297	64,981	7,233	72,264	6.09	.73	3.5
Benares	461,688	439,624	901,312	49,843	4,715	54,563	10.79	1.07	6
Mirzapur	361,635	362,543	724,133	21,091	1,509	22,600	5.83	.41	3.12
Jaunpur	574,480	580,625	1,155,105	38,865	2,760	41,125	6.68	.47	3.56
Ghazipur	424,640	407,649	832,239	27,624	2,348	29,972	6.55	.57	3.60
Ballia	426,520	404,489	831,009	34,429	2,003	36,432	8.07	.49	4.38
Total	2,248,963	2,194,935	4,443,893	171,857	13,335	184,692	7.62	.61	4.15
Gorakhpur	1,658,592	1,608,238	3,266,830	73,463	3,918	77,381	4.43	.24	2.37
Basti	984,741	940,487	1,925,228	46,263	2,315	48,583	4.69	.24	2.52
Azamgarh	776,269	752,388	1,528,657	40,061	3,377	43,438	5.16	.45	2.84
Total	3,419,602	3,301,113	6,720,715	159,792	9,610	169,402	4.67	.3	2.52
Naini Tal	160,798	116,077	276,875	9,509	1,422	10,971	5.91	1.26	3.96
Almora	265,253	265,035	530,338	22,326	1,604	23,930	8.11	.60	4.51
Garhwal	232,863	252,323	485,186	19,935	465	20,450	8.58	.18	4.21
Total	618,914	633,435	1,292,399	51,820	3,531	55,351	8.97	.55	4.3
Lucknow	392,559	331,785	724,344	31,768	3,843	35,601	8.09	1.15	4.91
Unao	433,613	385,515	819,128	18,218	1,016	19,234	4.20	.26	2.34
Rae Bareli	474,742	461,661	936,403	22,484	972	23,456	4.73	.21	2.50
Sitapur	581,655	507,826	1,089,481	22,098	1,720	23,818	3.8	.33	2.19
Hardoi	586,166	498,244	1,084,410	24,798	3,337	28,635	4.23	.77	2.64
Kheri	485,177	428,298	913,475	13,238	1,223	14,461	2.72	.28	1.58
Total	2,953,912	2,613,329	5,567,241	132,594	12,611	145,205	4.48	.48	2.60
Fyzabad	583,485	583,445	1,171,930	26,909	1,993	28,902	4.57	.24	2.47
Gonda	752,396	720,202	1,473,098	22,925	977	23,902	3.04	.13	1.62
Bahraich	554,548	510,829	1,065,377	19,391	996	20,387	3.49	.19	1.91
Sultanpur	494,593	509,319	1,003,912	20,526	1,125	21,651	4.15	.22	2.15
Partabgarh	417,339	437,791	855,130	22,813	744	23,557	5.46	.17	2.15
Bara Banki	536,896	493,058	1,029,954	17,725	1,231	19,006	3.30	.26	2.15
Total	3,344,757	3,254,644	6,599,401	130,289	7,116	137,405	3.9		
GRAND TOTAL	23,787,745	21,588,042	45,375,787	1,325,165	124,236	1,349,401	5.15		
GRAND TOTAL FOR PREVIOUS YEAR.	23,787,745	21,588,042	45,375,787	1,176,382	117,243	1,293,625			

PROVINCIAL TABLE B.—Giving particulars of Vernacular Primary Schools for Boys for the year

District.	Number of schools—						Total.	Number of scholars.						Under public management.	Aided.	
	Under public management.		Under private management.					Under public management.		Under private management.						
	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
Dehra Dun ..	40	27	3	15	..	..	85	544	2,918	5	725	..	..	4,192	Rs. 33,149	Rs. 5,884
Saharanpur ..	143	80	12	30	..	..	315	2,469	10,076	118	3,101	..	..	15,764	1,03,540	12,241
Muzaffarnagar ..	132	113	4	56	..	..	305	2,637	10,791	49	1,726	..	..	15,203	1,16,199	9,409
Meerut ..	230	303	26	229	..	..	787	5,408	21,963	517	8,341	..	..	36,229	2,02,777	34,043
Bulandshahr ..	182	65	20	46	1	..	314	3,397	11,111	170	2,423	8	32	17,141	1,33,153	18,385
Total ..	727	537	65	426	1	..	1,806	14,455	56,859	859	16,316	8	32	88,529	5,89,723	79,462
Aligarh ..	153	171	4	67	..	..	395	3,574	16,241	89	2,720	..	..	22,624	1,50,972	9,690
Muttra ..	141	121	2	62	..	..	316	2,703	12,737	43	1,646	..	..	17,134	1,16,750	13,566
Agra ..	197	163	7	56	1	..	424	3,297	13,960	100	2,717	8	47	25,124	1,76,002	14,233
Mainpuri ..	117	158	6	44	..	1	326	2,338	13,600	56	1,557	..	33	17,534	1,05,017	10,429
Etah ..	186	101	11	22	1	..	321	2,328	12,371	136	1,047	19	51	15,932	1,13,509	3,665
Total ..	794	714	30	241	2	1	1,782	14,245	73,959	424	9,637	22	131	98,468	6,65,250	53,533
Bareilly ..	144	124	6	130	..	..	404	2,133	13,307	150	4,066	..	..	20,156	1,41,479	17,354
Budaun ..	131	136	1	73	..	..	341	2,018	10,310	136	1,932	..	..	14,396	1,11,856	11,204
Bijnor ..	120	100	10	102	..	..	332	2,633	11,312	97	3,657	..	..	17,601	1,14,333	16,249
Moradabad ..	151	176	11	64	4	25	451	2,231	16,642	161	3,221	93	979	23,327	1,52,743	13,910
Shahjahanpur ..	130	183	1	114	..	..	433	2,634	12,624	17	3,823	..	..	19,078	1,23,134	17,329
Pilibhit ..	79	66	2	66	..	..	203	1,133	5,714	43	1,776	..	..	8,716	65,714	9,373
Total ..	755	780	31	549	4	25	2,144	12,334	70,309	604	18,475	93	979	1,03,294	7,14,309	86,419
Farrukhabad ..	183	187	3	131	..	..	554	3,209	15,556	127	4,960	..	..	23,352	1,59,099	21,516
Etawah ..	153	129	5	42	..	..	334	3,076	14,263	94	1,275	..	..	18,708	1,23,223	10,365
Cawnpore ..	229	222	8	67	..	2	528	5,955	22,546	135	2,335	..	..	31,155	2,52,605	27,550
Fatehpur ..	138	103	23	39	..	..	308	2,627	12,768	246	1,666	..	..	17,807	1,17,952	8,930
Allahabad ..	299	190	3	133	..	..	635	4,423	22,435	19	5,732	..	..	34,664	2,77,770	29,371
Total ..	1,007	836	42	622	..	2	2,409	21,295	87,613	621	16,018	..	134	1,25,636	9,30,654	98,532

Jhansi ..	128	151	22	64	..	..	365	1,989	12,850	165	2,690	..	..	17,684	1,11,217	14,584
Jalaun ..	115	93	1	49	6	8	272	1,860	8,930	10	1,232	196	690	12,908	92,854	6,583
Banda ..	138	155	2	34	1	16	346	2,036	13,149	69	953	154	401	16,767	1,29,236	7,980
Hamirpur ..	138	65	4	61	..	..	268	1,617	9,348	28	1,808	..	..	12,801	94,849	12,703
Total ..	519	464	29	208	7	24	1,251	7,502	44,327	272	6,678	290	1,091	60,160	4,28,156	41,700
Benares ..	246	104	16	67	1	15	449	5,454	29,614	389	3,586	1	331	39,375	3,04,041	19,688
Mirzapur ..	147	132	..	39	8	10	331	2,247	14,965	..	1,085	69	689	19,005	1,26,377	11,785
Jannpur ..	243	163	2	143	1	..	552	4,983	25,819	7	5,430	4	46	36,339	2,21,535	17,642
Ghazipur ..	201	101	1	90	..	..	393	3,683	18,858	68	3,314	..	..	25,928	1,62,350	23,882
Ballia ..	280	95	6	85	..	..	466	4,699	22,833	26	3,533	..	..	31,091	2,00,297	12,189
Total ..	1,117	595	25	424	5	25	2,191	21,071	1,12,039	490	16,998	74	1,016	1,51,738	10,14,600	85,186
Gorakhpur ..	415	203	13	181	..	..	812	9,386	45,628	180	7,271	..	..	62,465	3,40,855	30,661
Basti ..	249	243	8	192	..	..	697	5,069	27,959	43	6,506	..	..	39,577	2,43,245	22,579
Azamgarh ..	247	215	9	206	..	..	677	4,333	23,231	67	7,310	..	..	34,991	2,16,129	37,239
Total ..	911	666	30	579	..	..	2,186	18,838	96,918	290	21,087	..	..	1,37,033	3,00,229	90,479
Naini Tal ..	73	96	1	13	..	..	183	1,005	6,410	7	469	..	..	7,891	62,155	6,320
Almora ..	155	100	5	89	..	..	349	2,539	14,106	60	3,045	..	..	19,750	1,26,026	13,841
Garchwal..	130	207	1	43	..	..	386	2,286	13,591	30	1,499	..	..	17,406	1,25,510	6,572
Total ..	358	403	7	150	..	..	918	5,830	34,107	97	5,013	..	..	45,047	3,13,691	26,733
Lucknow ..	140	126	4	64	..	..	334	2,624	15,706	142	2,163	..	..	20,635	1,73,461	9,404
Unao ..	126	87	8	32	..	..	303	2,322	11,620	34	2,617	..	..	16,593	1,00,775	13,305
Rae Baroli ..	139	81	..	93	..	..	313	2,745	14,223	..	2,893	..	..	19,861	1,34,498	13,851
Sitapur ..	164	138	5	42	1	2	352	2,334	14,023	61	1,646	2	91	18,712	1,53,090	7,130
Hardoi ..	201	265	4	111	..	..	581	3,257	17,272	72	3,321	..	..	23,322	1,79,894	17,025
Kheri ..	86	139	4	66	..	..	295	2,032	7,877	34	1,847	..	..	11,340	93,304	7,689
Total ..	856	836	25	463	1	2	2,183	15,864	80,726	392	14,337	2	91	1,11,463	3,35,022	68,404
Fyzabad..	137	89	5	31	..	..	362	3,314	17,303	36	3,118	..	..	23,326	1,51,761	13,331
Gonda ..	164	132	1	61	..	3	361	2,485	15,637	3	2,072	..	88	20,285	1,37,363	19,890
Bahraich ..	146	166	4	48	..	1	365	1,942	13,741	104	1,915	..	30	17,732	1,22,408	13,418
Sultanpur ..	145	76	10	41	..	..	272	3,257	13,616	163	1,684	..	..	13,720	1,31,290	10,230
Partabgarh ..	178	51	6	45	1	..	281	2,910	16,036	64	1,645	11	40	20,766	1,32,730	9,439
Bara Banki ..	131	120	5	45	1	2	304	2,120	11,796	113	1,374	5	71	15,484	1,15,010	5,656
Total ..	951	634	31	321	2	6	1,945	16,028	88,194	538	11,803	16	229	1,16,313	7,31,062	75,964
GRAND TOTAL ..	7,995	6,515	315	3,883	22	85	18,315	1,47,962	7,45,006	4,588	1,26,467	505	3,703	10,38,231	70,72,696	7,06,412
GRAND TOTAL FOR PREVIOUS YEAR.	7,711	6,576	280	3,046	20	185	18,218	1,29,180	7,37,061	4,363	1,20,371	329	7,111	9,93,415	68,63,203	6,21,737