

GENERAL REPORT
ON
PUBLIC INSTRUCTION
IN THE
United Provinces of Agra and Oudh
For the year ending **March 31, 1928**



ALLAHABAD:
THE SUPERINTENDENT, GOVERNMENT PRESS, UNITED PROVINCES
1929

Errata to the Educational Report for the year 1927-28.

<i>Page.</i>	<i>Detail.</i>
14	At the end of the page for "1,469" read "1,419" as the total enrolment for 1926-27.
23	In line 13 from the bottom for "1 7-28" read "1927-28".

TABLE OF CONTENTS.

CHAPTER I.—GENERAL SUMMARY.

	PAGE.		PAGE
Statistics	1	Graphical statistics	4

CHAPTER II.—UNIVERSITY EDUCATION.

Number of universities and the enrolment	13	(3) D. A.-V. College, Cawnpore	17
Expenditure	13	(4) S. D. College of Commerce, Cawnpore	17
Examination results	13	(5) Christ Church College, Cawnpore	18
Allahabad University	14	(6) Bareilly College	18
Lucknow University	14	(7) Meerut College	18
Isabella Thoburn College, Lucknow	15	(8) St. Andrew's College, Gorakhpur	18
Agra University	16	Benares Hindu University	19
The affiliated Colleges—		Aligarh Muslim University	20
(1) Agra College	17	Thomason Civil Engineering College, Roorkee	20
(2) St. John's College, Agra	17		

CHAPTER III.—SECONDARY EDUCATION.

Statistics of secondary education	22	Medical inspection	28
A.—English Education—		B.—Vernacular education—	
Intermediate colleges	23	Vernacular middle schools	29
High and middle schools	23	Teachers; methods of teaching and materials of instruction	30
Teachers and efficiency of institutions	23	Discipline	31
Public examinations	24	Examinations	31
Methods of teaching and materials of instruction	25	Buildings	31
Buildings	25	Libraries	31
Hostels	26	English in vernacular middle schools	32
Management of English institutions	26	Agriculture in vernacular middle schools	32
Discipline	27	Manual training and science	33
Medium of instruction	27	Physical training and scouting	33
Music classes	27	Hygiene and first aid in secondary schools	33
Physical training, scouting and games	28		

CHAPTER IV.—PRIMARY EDUCATION.

Expansion of primary education	34	Primary school buildings	36
Expenditure	34	Aided schools	37
Compulsory primary education in urban and rural areas	35	Night schools and schools for adults	37
Teachers; methods of teaching and materials of instruction	35	School gardens	38
Examinations	36	Circulating libraries in districts	38
		Physical training, games and scouting	38
		Administration and inspection	38

CHAPTER V.—THE EDUCATION OF GIRLS.

Number of institutions and enrolment	40	Intermediate colleges	42
Expenditure	40	High schools	43
Factors making for expansion	41	Middle schools	43
Staffing of girls' schools	41	Vernacular education	43
University education	42	Inspecting agency	44
Anglo-vernacular education	42		

CHAPTER VI.—EDUCATION OF SPECIAL CLASSES.

Schools for Europeans and their enrolment	45	Training of teachers	45
Expenditure	45	General remarks	46
Teachers	45	Muhammadan primary education	46
Examinations	45	Education of the depressed classes	47
		Government Reformatory School, Chunar	48

CHAPTER VII.—TRAINING INSTITUTIONS.

	PAGE.		PAGE.
A.—For Men—			
Number of institutions and enrolment ..	49	Training classes ..	51
Government Training College, Allahabad ..	49	Central training schools ..	51
Aligarh Muslim University Training College ..	49	Examination results ..	52
Benares Hindu University Training College ..	50	B.—For Women—	
Government Training College, Lucknow ..	50	Training institutions for women graduates ..	52
Government Training College, Agra ..	50	Training classes for the English teachers' certificate examination for women ..	52
Need for more trained teachers ..	51	Normal schools for girls ..	52
Changes in the under-graduate course ..	51	Training classes for the women's vernacular teachers' certificate examination ..	52
Normal schools ..	51	Examinations ..	53
		Women's primary training classes	53
		Supply of women teachers ..	53

CHAPTER VIII.—ORIENTAL INSTITUTIONS.

Government Sanskrit College, Benares ..	54	The Board of Sanskrit Studies ..	55
Improvements in organization ..	54	Arabic madrasas ..	56
Sanskrit pathshalas ..	54	Arabic and Persian examinations ..	56
Sanskrit examinations ..	54		

CHAPTER IX.—MISCELLANEOUS.

Education in the Legislative Council ..	57	Pamphlets published by the Department ..	60
Board of High School and Intermediate Education ..	57	Teachers' associations ..	60
Board of Vernacular Education ..	58	Boy scouts associations ..	60
Benefactions ..	58	Girl guides ..	61
Committees and conferences ..	59	State foreign scholarships ..	61
Text-book committee ..	59	Administration ..	62
Lantern lecture committee ..	59		

General Report on Public Instruction in the United Provinces for the year ending March 31, 1928.

CHAPTER I.

GENERAL SUMMARY.

The statement below gives the increase in the number of institutions and their enrolment:— Statistics.

Kind of institutions.	Institutions.				Enrolment.				
	1926-27.	1927-28.	Increase.	Percentage increase.	1926-27.	1927-28.	Increase.	Percentage increase.	
Recognised institutions.	Government.	238	249	+11	5%	36,636	38,396	+1,700	5%
	District board.	15,256	16,021	+765	5%	904,921	963,811	+58,890	6%
	Municipal board.	1,029	1,098	+69	7%	88,125	95,378	+7,253	9%
	Aided ..	5,861	5,734	+373	7%	239,519	253,275	+13,756	8%
	Unaided ..	184	168	-16	-9%	11,249	12,507	+1,258	11%
Total ..	22,068	23,270	+1,202	5%	1,230,450	1,368,807	+148,357	7%	
Unrecognised institutions.	2,752	2,578	-174	-6%	68,951	65,0	-3,415	-5%	
GRAND TOTAL ..	24,820	25,848	+1,028	4%	1,349,401	1,434,343	+84,942	6%	

During the year the number of scholars increased by 85,000. Recognised institutions increased by 5 per cent. and their enrolment by 7 per cent. The increase in the number of all kinds of institutions was 4 per cent. and in their enrolment 6 per cent. The increase in municipal board institutions and their enrolment was due mainly to the extension of compulsory primary education in municipalities. The decline in the number of unrecognised institutions is not a matter for regret as these institutions are usually inefficient. The decrease in the number of unaided institutions is due mainly to their conversion into aided institutions. The table below gives the percentage of scholars to total population:—

	Recognised institutions.		All institutions.	
	1928.	1927.	1928.	1927.
Males	5·22	4·88	5·47	5·15
Females	·58	·55	·60	·57
Total	3·01	2·82	3·16	2·97

The distribution of funds spent on education was as follows :—

	1926-27.	1927-28.	Increase.	Percentage to total expenditure on education in 1927-28.
	Rs.	Rs.	Rs.	
Provincial revenues	1,95,88,185	2,05,19,972	+9,31,787	57·95
District board funds	32,57,302	33,09,765	+52,463	9·35
Municipal board funds.. ..	11,91,591	12,37,208	+45,617	3·5
Fees	46,43,706	52,92,012	+6,43,306	14·95
Other sources.. ..	50,13,382	50,47,474	—45,908	14·25
Total	3,37,79,166	3,54,06,481	+16,27,265	100

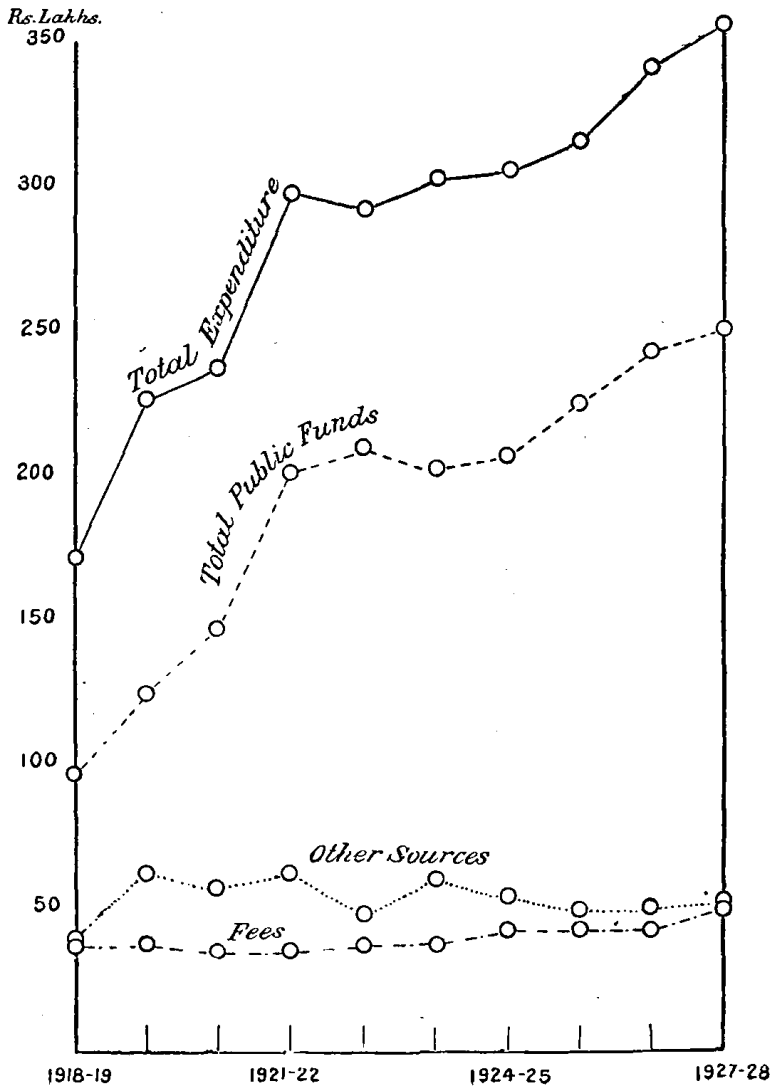
Towards a total expenditure of over rupees three and a half crores, Government contributed over rupees two crores. The proportion of Government to total expenditure on education was 57·95 per cent. as against 57·99 per cent. in 1926-27.

Graphical statistics.

The graphical diagrams which follow show the progress made during the last 10 years.

TOTAL EXPENDITURE ON EDUCATION IN

*Contributions from Public Funds, Fees,
and other Sources.*



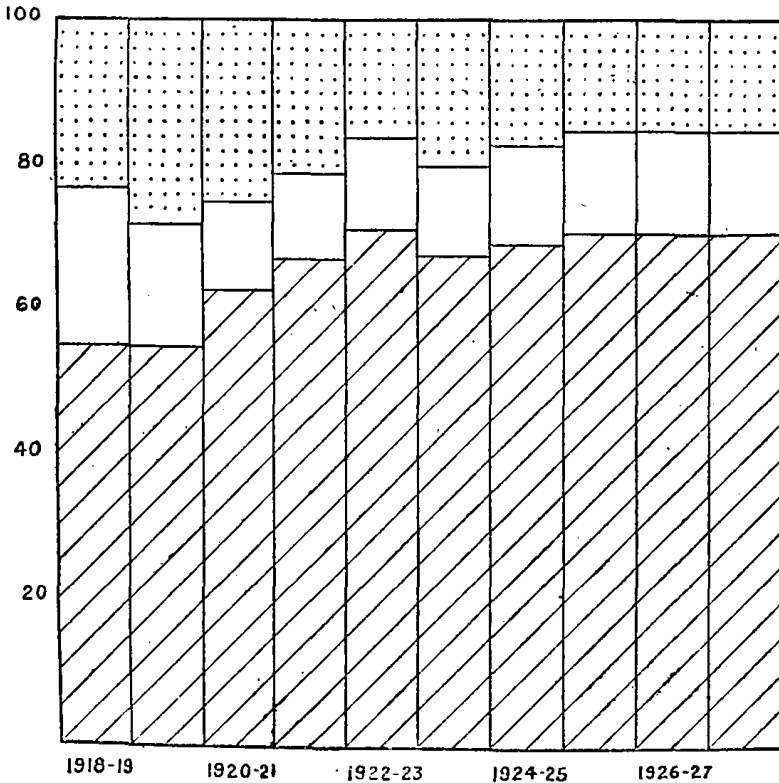
GENERAL SUMMARY.

THE UNITED PROVINCES, 1918 TO 1928.

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

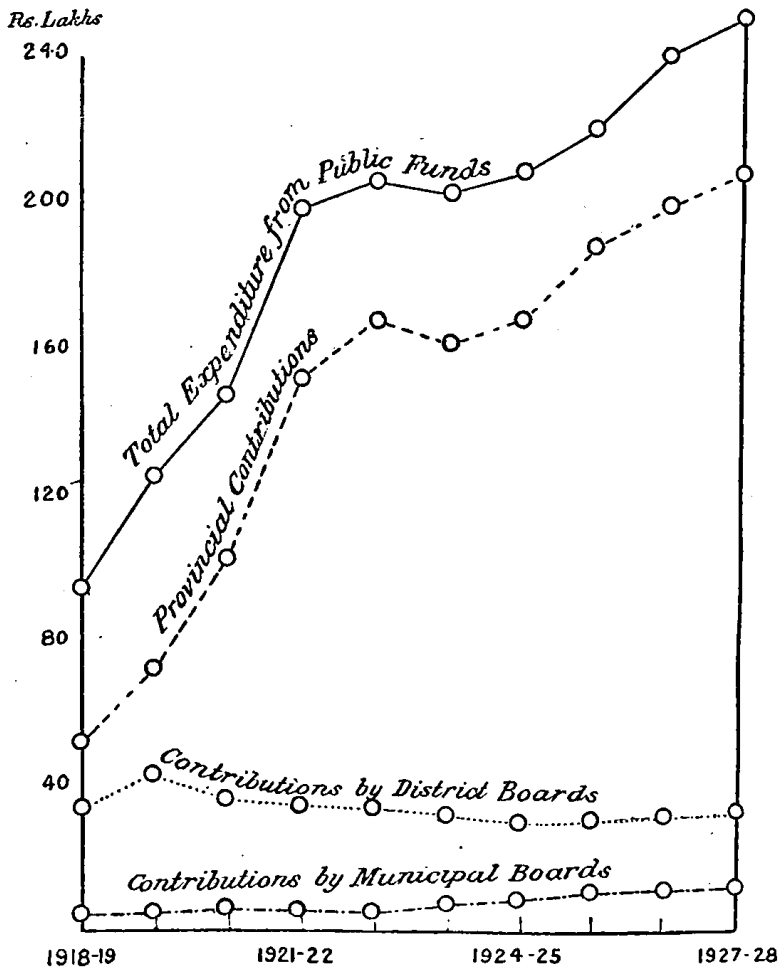


Rs. Lakhs



EXPENDITURE FROM ON EDUCATION IN THE UNITED

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

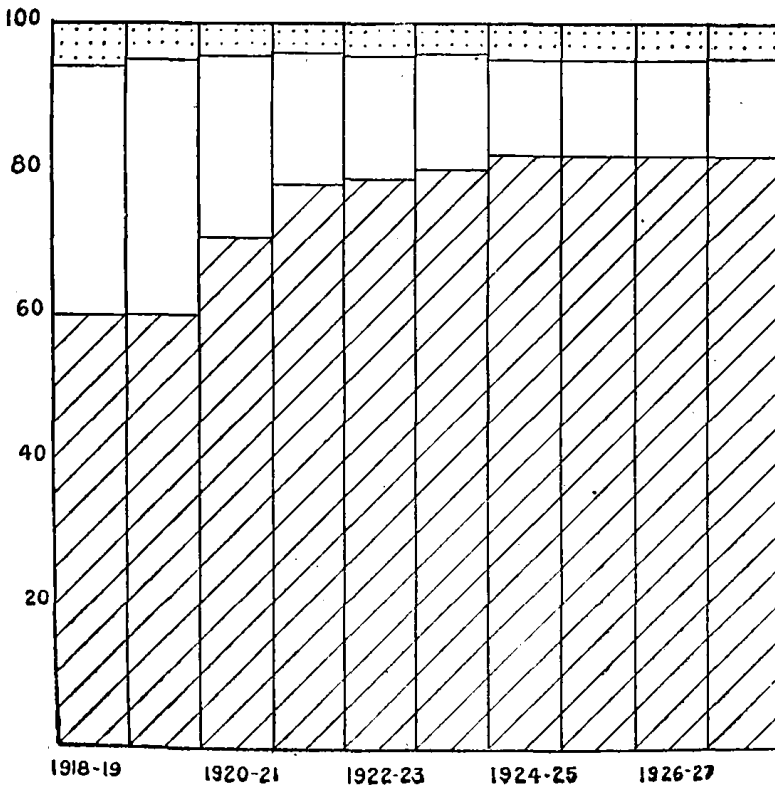


GENERAL SUMMARY.

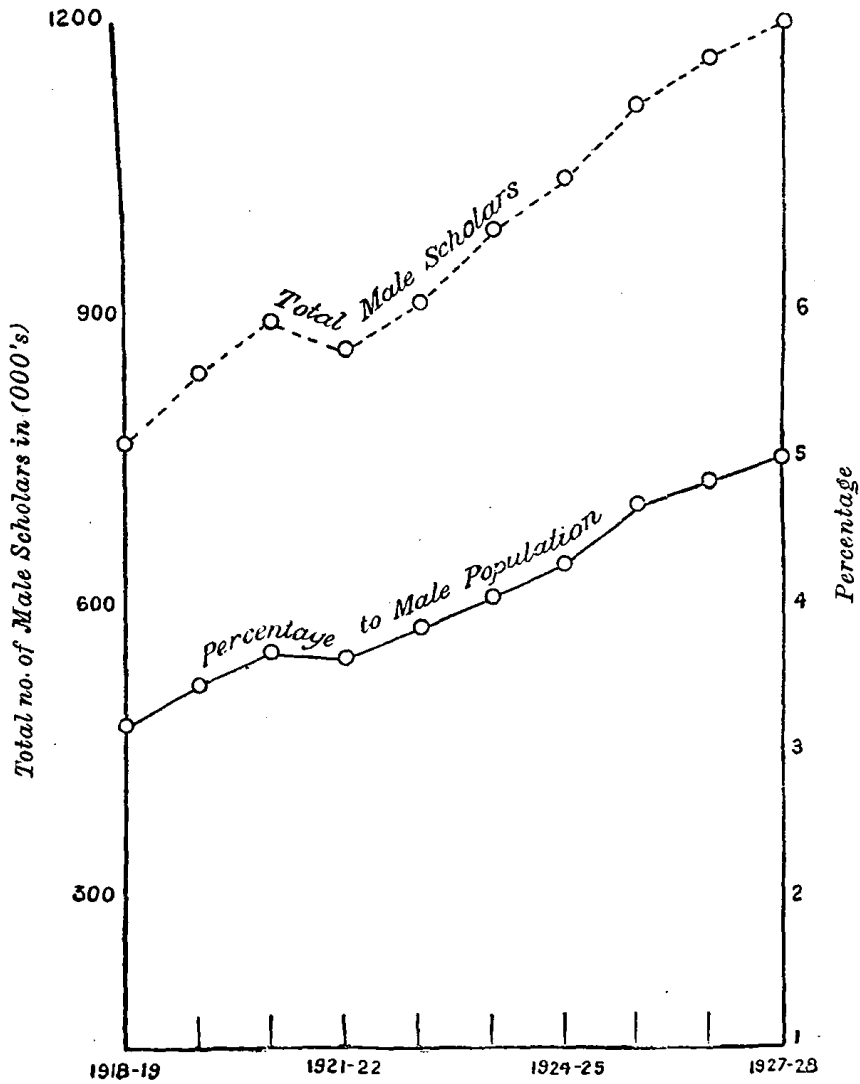
**PUBLIC FUNDS
PROVINCES, 1918 TO 1928.**

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

Provincial  *District Board*  *Municipal* 



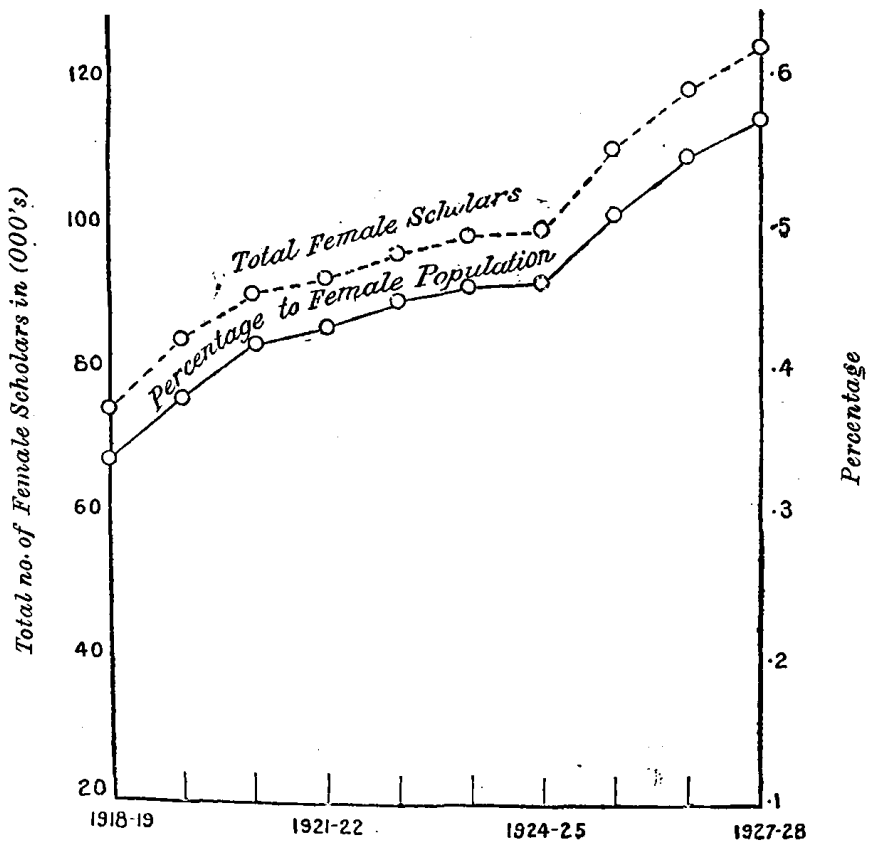
PROGRESS OF MALE AND FEMALE EDUCATION

Boys.

GENERAL SUMMARY.

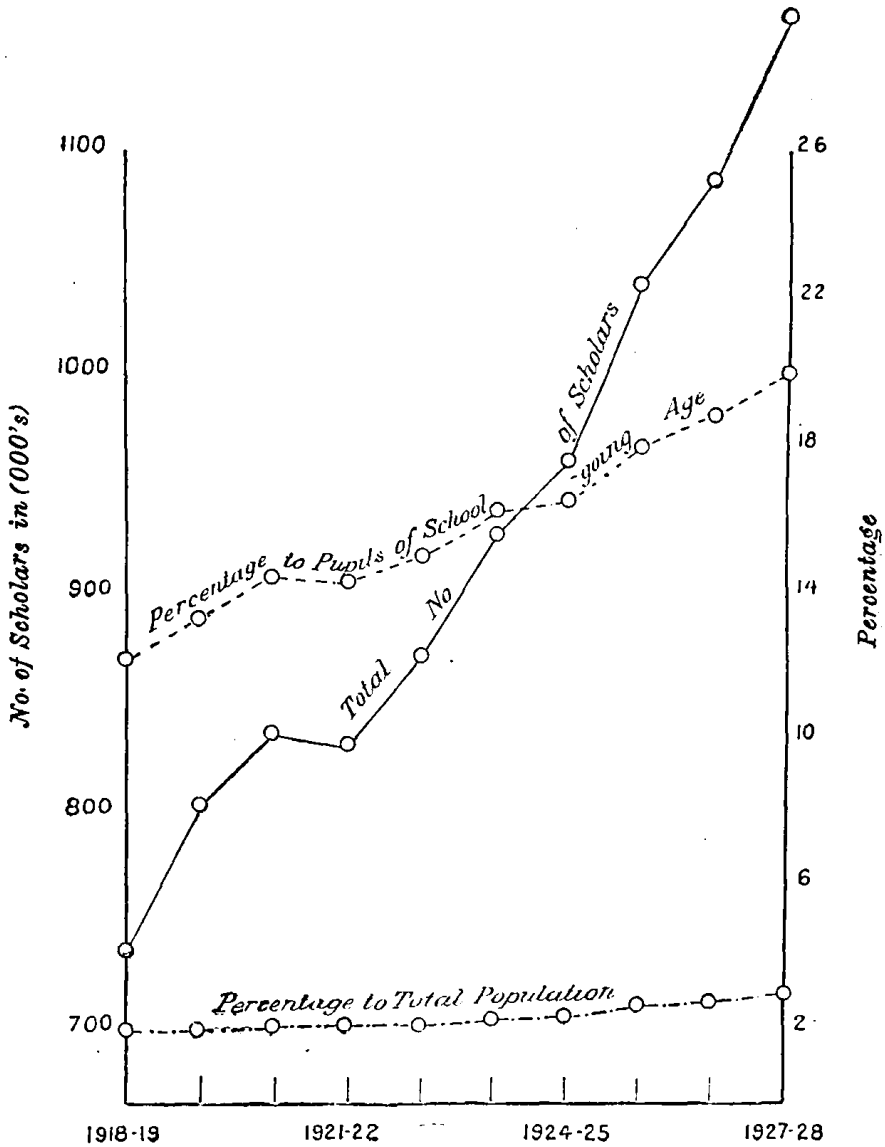
IN THE UNITED PROVINCES, 1918 TO 1928.

Girls.



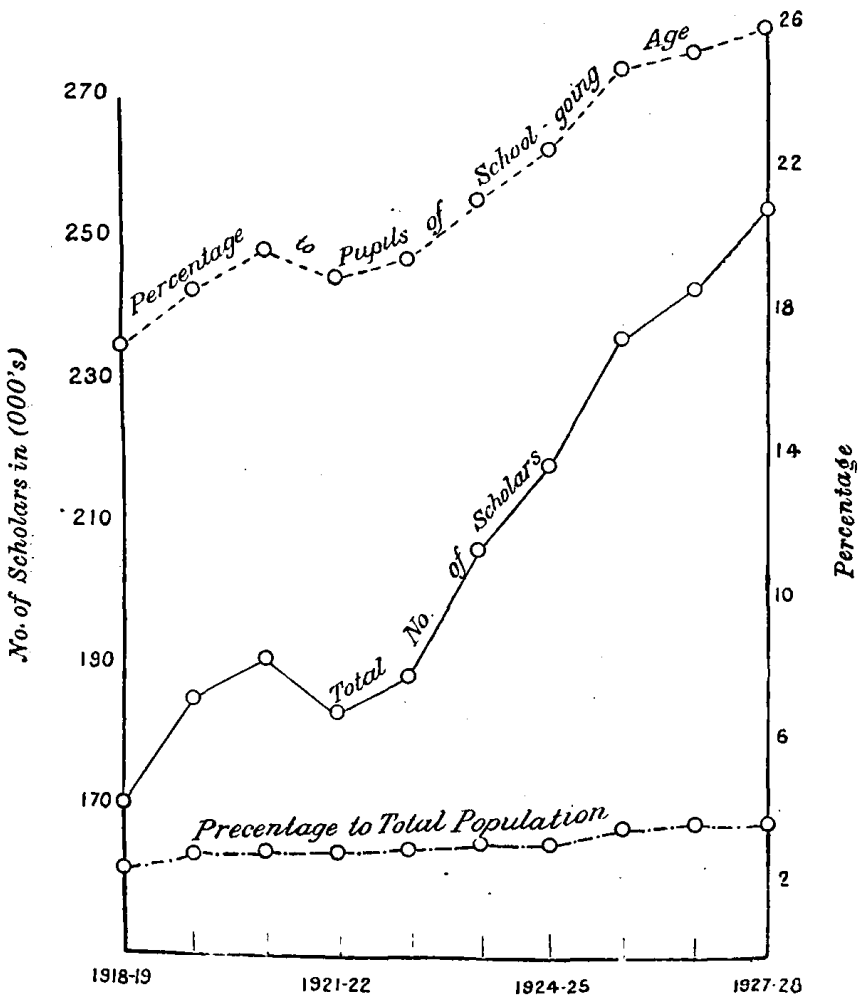
PROGRESS OF EDUCATION AMONG
IN THE UNITED PROVIN

Hindus.

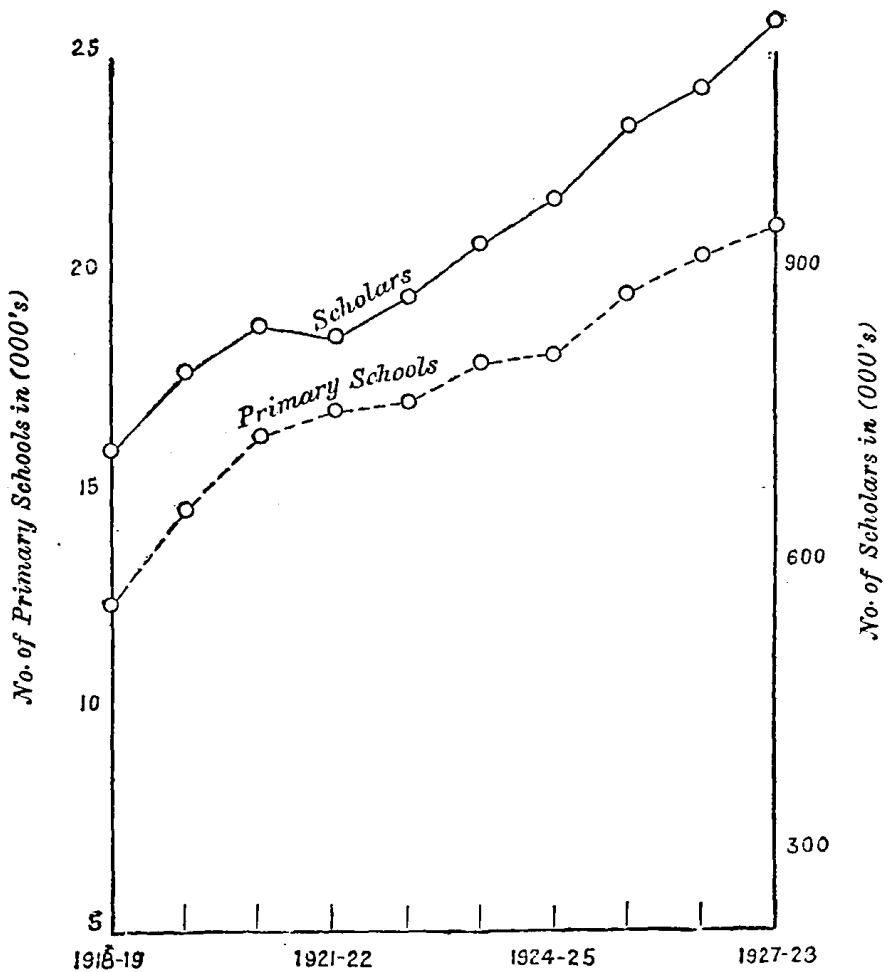


HINDUS AND MUHAMMADANS
CES, 1918 TO 1928.

Muhammadans.



PROGRESS OF PRIMARY EDUCATION IN THE UNITED PROVINCES, 1918 TO 1928.



CHAPTER II.

UNIVERSITY EDUCATION.

In July 1927 the external side of the Allahabad University was severed from it and constituted as an affiliating university at Agra, thereby raising the number of universities from four to five; the other four are unitary, residential universities. The total enrolment in the five universities was as follows:—

1926-27 ..	::	::	::	::	::	5,892
1927-28 ..	::	::	::	::	::	6,604

Number of universities and the enrolment.

The distribution of funds spent on university education is given in the statement below:—

Expenditure

				1926-27.	1927-28.	Increase.
				Rs.	Rs.	Rs.
Government funds	..	..	..	21,89,198	22,06,512	+17,814
Municipal board funds	..	..	..	200	200	..
Fees	..	..	..	5,69,519	8,17,628	+2,48,109
Other sources	..	..	..	11,38,037	6,50,139	-4,87,948
Total				88,97,004	96,74,479	-2,22,525

The decrease under "other sources" is accounted for by the fall in income of the Benares Hindu University which depends for its maintenance mainly on public support. Of the total expenditure on the university a sum of Rs. 3,23,808 was met from "other sources" in the year under report, whereas in the preceding year the income from "other sources" was Rs. 8,24,897.

The number of candidates who appeared and the percentages of passes in the various examinations of the five universities are given in the table below:—

Examination results.

Results of university examinations for the year 1928.

Examination.	Allahabad.		Lucknow.		Benares.		Aligarh.		Agra.	
	Candidates appeared.	Percentage of passes.	Candidates appeared.	Percentage of passes.	Candidates appeared.	Percentage of passes.	Candidates appeared.	Percentage of passes.	Candidates appeared.	Percentage of passes.
D. Sc. ..	..	..	..	..	1	100	..	..	..	..
M. A. (Final)	71	75	48	100	42	98	103	57	105	84
M. A. (Previous)	83	90	..	..	..	..	..	..	..	..
M. Sc. (Final)	35	91	24	100	19	84	9	55	22	95
M. Sc. (Previous)	42	64	..	..	..	..	..	..	..	..
B. A. (Honours)	..	..	16	88	10	30	3	100	..	..
B. Sc. (Honours)	9	89	9	89	8	88	..	..	..	..
B. A. (Pass)	241	72	181	59	207	58	274	79	686	51
B. Sc. (Pass)	110	69	95	63	92	65	68	50	156	76
LL. B. (Final)	226	96	184	85	89	87	148	63	186	70
LL. B. (Previous)	199	61	..	..	..	..	..	..	..	..
B. Com. ..	8	75	29	70	..	..	..	..	81	79

Allahabad
University.

The enrolment of the Allahabad University was 1,300, of whom all but 360 students were in residence in the various colleges and hostels of the university. In July 1927 the external side of the university was constituted as an affiliating university at Agra, and the Allahabad University was left free to function as a unitary teaching university. A separate department of Political Science was created and B.A. (Honours) courses were drawn up and have been introduced from July 1928. The university is gaining a reputation for the amount and importance of its original contributions to the advancement of knowledge. Dr. Acharya, Professor of Sanskrit, published during the year two volumes on Indian Architecture. Dr. Randle, Professor of Philosophy, made valuable contributions to Hindu philosophy, but unfortunately the university has lost his services as he has accepted the post of Assistant Librarian at the India Office. The contributions of staff and students of other departments of the Faculty of Arts were also of a high standard. It was, however, in the Faculty of Science that the most notable work was done under the inspiration of Drs. Saha and Dhar, Professors of Physics and Chemistry respectively. The papers contributed by these two departments to the various Indian, British and American scientific journals make a long list. The researches of Dr. Saha were recognised by the Royal Society by the conferment of its Fellowship on him. The zoology, botany and mathematics departments also did creditable research work. The corporate life of the university is maintained not only by the residence of students in the various colleges and hostels but by means of university societies and associations. The university ambulance corps did useful social work during the *Magh Mela* which was held during the year. The University Training Corps continues at its original strength of one company of 148 members. The students attended the annual training camp and were so keen that one more company could have been formed. It is reported that "the scheme of compulsory physical training introduced for the first time during the year has proved an unqualified success, as also the medical examination and inspection of students." A central dispensary under Dr. Anant Prasad, the energetic medical officer, is also maintained. There was an addition of 5,200 books during the year to the university library, making a total of about 67,500 books. Several buildings, namely, a new hostel, the new block for the oriental departments, the new gas plant, and the extensions of the zoological, botanical and chemical laboratories were completed during the year. Mahamahopadhaya Dr. Ganganath Jha continued to hold the office of Vice-Chancellor. Altogether the university has well maintained the traditions and high standards of the old Allahabad University and gives promise of developing amongst its students a vigorous intellectual and corporate life.

Lucknow
University.

The enrolment in the Lucknow University has increased from 1,419 in the preceding year to 1,530 in 1927-28. The distribution of students in the various faculties was as follows:—

					1927-28.	1926-27.
Arts	..	..	..	..	448	418
Science	..	..	..	..	203	172
Medicine	..	..	..	..	261	257
Law	..	..	..	..	403	354
Commerce	..	..	..	..	63	64
Arabic and Persian	..	..	..	..	148	154
				Total	1,580	1,469

As a result of a policy of retrenchment and of efforts to increase the income from subscriptions the finances of the university have improved and are in a satisfactory condition. The Government block grant was Rs. 7,27,622; the income for 1927-28, including the block grant, was Rs. 18,05,063 and the expenditure Rs. 16,72,406. General English up to the B. A. (pass) standard was made compulsory for science and commerce students and an additional lecturer in English was appointed for the purpose. The amount of research work and original contributions to the credit of various departments of the university during the year is very satisfactory. In addition, the State scholars and the members of the staff who had gone abroad for higher studies have distinguished themselves in various fields of research. The university organised 36 extension lectures as against 17 in the preceding year. A new chemistry block is under construction, the clinical theatre for the Medical College and a fern house for the botany department have been completed; a new playground and pavilion have been provided. Government gave grants aggregating Rs. 2,10,000 towards the cost of these projects. Six residences for the members of the staff have been constructed by the university out of its own funds. The library received a non-recurring grant of Rs. 8,000 from Government and an equal recurring amount from the university for the purchase of books and periodicals. The increasing popularity of the library is indicated by the figures given below:—

			Number of books issued.	Daily average issue.	Number of borrowers.
1926-27	..	..	35,070	190	940
1927-28	..	..	40,285	230	1,110

The University Union had a successful year's working under a reformed constitution. The Lucknow University Training Corps is efficient and on the whole keen, although some members shirk the annual camp and some drop out after a year's training. All newly-admitted students are medically examined and all under-graduates have to undergo a course of physical training. The usual games were played, and the university boat club has flourished. Dr. M. B. Cameron held the office of Vice-Chancellor throughout the year.

The Isabella Thoburn College, Lucknow, provides education of the university standard for women. The following table gives the enrolment in the university department of the college:—

The Isabella
Thoburn
College,
Lucknow.

—		Anglo- Indian.	Indian Christian.	Hindu.	Muslim.	Total.
B.A. and B.Sc., 1st year	..	8	5	3	..	11
B.A., 2nd year	..	..	4	4	1	9
Diploma in teaching	..	8	1	1	1	6
Total	..	6	10	8	2	26

M. A. students reside in the college hostel but attend lectures at the university. The examination results below testify to a successful year's working:—

	Number appeared.	Number passed.
M.A.	3	3
B.A.	9	7
Diploma in teaching	6	6

Social and athletic activities flourished. Miss Shannon, the Principal, has gone to America in order to secure additional financial support for the college.

The Agra
University.

The 14 associated colleges, six of which are in Central India and Rajputana and eight in the United Provinces, which formed the external side of the Allahabad University, are now affiliated to the new university established at Agra in July 1927. The establishment of the Agra University recognises the fact that the affiliating type of university cannot yet be abolished in the United Provinces without detriment to higher education. The affiliated colleges will be allowed to maintain intermediate classes preparing candidates for the examinations of the Board of High School and Intermediate Education; the university will exercise control over the standards of teaching in degree and post-graduate classes only. Government appointed Mr. Kichlu, Deputy Director of Public Instruction, on special duty from April 1927 to make arrangements for starting the university; on his deputation by the Government of India to South Africa on special duty, Mr. Tinker, Principal, Training College, Agra, carried on the preliminary work of organisation from November 1927 to the close of the year. The chief authorities of the university are the Senate and the Executive Council. The Senate is the supreme governing body of the university. It makes statutes, passes the budget, and lays down the general lines of policy of the university. The Executive Council among other duties, administers the funds of the university, frames the budget, admits colleges to the privileges of affiliation and recognition and appoints examiners. The academic authorities of the university are the Academic Board, the Board of Inspection and the Faculties of Arts, Science, Law and Commerce. The Academic Board advises the Executive Council in academic matters. The Board of Inspection deals with matters of affiliation and recognition of colleges and reports to the Executive Council the result of the periodical inspection of affiliated colleges. Each of the Faculties constitutes a Board of Studies which frames courses of study and recommends names of examiners to the Executive Council. His Excellency the Governor is *ex officio* the Chancellor. The Rev. Canon A. W. Davies, Principal, St. John's College, Agra, has been elected by the Senate as the first Vice-Chancellor of the university. All the bodies of the university were created during the year and are now working smoothly. The university grants the usual arts, science, commerce and law degrees and conducted its first examinations in April 1928. The income of the university for the year 1927-28 was as follows:—

	Rs.
Government grant	37,480
Examination fees	49,365
Other sources	12,144
Total	<u>93,989</u>

The expenditure was Rs. 41,938. As this was the first year of the life of the university the statement of income and expenditure cannot be taken as a reliable index for the future.

As the following figures show, the Agra College is providing higher education at a comparatively small cost :—

	1926-27.	1927-28.
Enrolment in post-intermediate arts and science classes	315	351
Enrolment in intermediate classes	360	352
Enrolment in law classes	178	202
Average daily attendance	609	615
Annual cost per student	Rs. 280	Rs. 283
Annual cost to Government	„ 108	„ 117

The affiliated colleges—
(1) Agra College.

The income for 1927-28 was Rs. 2,50,611 and the expenditure Rs. 2,33,297. The college staff consists of 45 professors and lecturers including the principal. The work both in Arts and Science is of a high standard and the social and athletic life of the college is vigorous. There were 306 students in residence in the hostels. A new hostel is being constructed by the Kayasth community with the aid of a government grant but it is making somewhat slow progress. The Agra College is well represented on the various bodies of the Agra University.

The enrolment of the St. John's College, Agra, increased from 362 to 382, of whom 193 were intermediate students. Of the 382 students 189 live in hostels. A new hostel which will provide facilities for the residence of Anglo-Indians is under construction. The college staff numbers 36; co-operation with the Agra College has been established in the teaching of English and History. The two colleges together sent two platoons to the University Training Corps camp held at Allahabad in December 1927. The tutorial system of teaching was maintained throughout the year. A considerable improvement on the Science side has been the erection of a new block for Physics. This building will provide facilities for the teaching of Physics up to the M. Sc. standard and will enable the biology departments to expand by utilising the rooms formerly allotted to Physics. The income and expenditure of the college during the year were approximately Rs. 1½ lakhs. The college is playing an important part in the life of the Agra University.

(2) St. John's College, Agra.

The enrolment of the Dayanand Anglo-Vedic College, Cawnpore, was 411, of whom 126 were post-intermediate students. A well-built block equipped for the teaching of Science was opened during the year and the college has been recognised to teach Physics and Chemistry up to the B. Sc. stage. Progress was made with the construction of the main building and a new block was added to the hostel. Of a total of 411 students, 253 reside in the college hostels. As usual, the results in university examinations were good. The total expenditure for the year amounted to Rs. 71,646. The income from fees was Rs. 25,682; the balance of the expenditure was met from the government grant and contributions made by the college society.

(3) Dayanand Anglo-Vedic College, Cawnpore.

The number of students on the rolls of the Sanatan Dharma College of Commerce, Cawnpore, was the same as last year, 316, of whom 203 were post-intermediate students—165 in Commerce and 38 in Arts. Of the 316 students, 238 reside in the college hostels. The main feature

(4) Sanatan Dharma College of Commerce, Cawnpore.

of the college is its strong commerce department. The results in the commerce examinations were as follows :—

	Number appeared.	Number passed.	Percentage of passes.
B. Com., Part I	87	48	55
B. Com., Part II	61	48	79

The total expenditure of the college during the year was Rs. 57,796 ; Rs. 24,048 were met from the government grant and the rest from fees and income from the endowment fund.

(5) Christ
Church
College,
Cawnpore.

The number of students at the Christ Church College, Cawnpore, increased by 28 to 208, of whom 153 were in the intermediate and 55 in the B. A. classes. A number had to be refused admission for want of hostel accommodation. The system of tutorial instruction in the college is well organised and is very successful. The college is building up an excellent reputation for its athletic and social activities.

(6) Bareilly
College.

The enrolment of the Bareilly College decreased by 9 to 263, of whom 79 were post-intermediate students. The number of students resident in hostels was 55. The teaching staff numbers 17. During recent years the college has received some contributions for buildings from generous people in Rohilkhand and consequently was able to obtain from Government assistance amounting to Rs. 22,000 during the year to meet non-recurring needs. It has been unfortunate in having had no permanent head but now has secured a principal of experience and proved capacity and the outlook for the future of the college is promising.

(7) Meerut
College.

The number of students, including intermediate students, in the Meerut College increased from 593 to 652 who were distributed among the various faculties as follows :— 338 in Arts, 167 in Science, 45 in Commerce, 69 in Law, and 33 in the business department. Additional class-room accommodation is urgently required to enable instruction to be carried on under satisfactory conditions. A special feature of the college is a society for the cultivation of intellectual interests ; the society has literary, scientific, dramatic, and social sections ; historical and Sanskrit sections have been added during the year. Post-graduate classes in Persian, Sanskrit, and Philosophy have been started. The tutorial system of instruction continued to work satisfactorily. The college sent a platoon to the University Training Corps camp at Allahabad and first and third years students had compulsory physical training. The finances of the college are in a satisfactory condition. The total expenditure amounts to approximately Rs. 1,40,000 but additional funds are required to provide for extra staff to cope with the expanding enrolment and for post-graduate courses.

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

The number of students at the St. Andrew's College, Gorakhpur, has slightly increased and is 215, of whom 58 were in the B. A. classes and 106 in the intermediate classes. The chief need is a new hostel, as at present there is accommodation for only 20 students

and Gorakhpur is a city in which it is difficult to find suitable lodgings. The college is maintained by the Church Missionary Society and all its activities are inspired by the high ideals which are characteristic of the educational work of the Society. It deserves public support, as it is the only institution of university rank in the Gorakhpur division and it welcomes students from all sections of the community.

The Vice-Chancellor of the Benares Hindu University in his survey of the progress made in various departments of the university stated in December 1927, that in spite of financial difficulties the university departments continued their activities with vigour. The enrolment has risen from 1,936 in 1926-27 to over 2,250 in the year under review. Admission had to be refused to 1,000 students for want of hostel and class-room accommodation. Two more hostels are urgently required; construction has been started with the help of private benefactions. The staff has been strengthened by the appointment of six assistant professors. The university has broken away from the traditions of Indian universities by providing advanced courses which prepare for industrial life. The most important of these are the Department of Industrial Chemistry and the College of Engineering. In the former, practical instruction was given in ceramics, oils, fats, and soaps. The College of Engineering under the guidance of the principal, Mr. King, has become one of the premier institutions in the country. It has maintained a high standard and its diploma is now recognised by employers as a guarantee of a sound training in mechanical and electrical engineering. Other departments of the university are also doing good work. Seth Ghanshyam Das Birla gave a donation of Rs. 50,000 towards the establishment of a Hindi Publication Board which will shortly bring out text-books in Hindi for the intermediate course. A recurring grant of Rs. 50,000 given by the United Provinces Government has enabled the university to start a separate department of Ayurvedic medicine. Its aims are the promotion of study and research in Ayurveda, the correlation of Ayurveda with other systems of medicine and the instruction and examination of students in the subject. The degree course in Ayurveda will cover a period of six years. A pharmacy and the Sir Sunderlal Hospital, which provides accommodation for 100 in-door patients, form part of the Ayurvedic College. The medical inspection of students introduced in 1923 has been continued with success. The number of students receiving military training in the University Training Corps was 74; the strength of the corps has been raised from two to three platoons. The university library is in need of a separate building. The donation of rupees two lakhs by the Chancellor, His Highness the Maharaja of Baroda, has enabled a beginning to be made with the construction of the central portion of the building; the estimated cost of the complete building is rupees ten lakhs. Seth Ghanshyam Das Birla has given an endowment of Rs. 50,000 for founding 20 scholarships of Rs. 15 each tenable for girls in residence at the university. The finances of the university are still in an unsatisfactory condition. Pandit Madan Mohan Malaviya continued to be the Vice-Chancellor and Mr. A. B. Dhruva, the Pro-Vice-Chancellor of the university.

Benares
Hindu
University.

The university is a monument to the devoted labours of the venerable pandit on behalf of his community.

Aligarh
Muslim
University.

The number of students was as follows :--

	1926-27.	1927-28.
University	1,174	1,152
Intermediate college	1,087	1,052

The decrease in numbers was due to the want of hostel accommodation: 423 students had to be refused admission into the university and over 200 into the intermediate college, although three new hostels were completed during the year and five houses were rented for the accommodation of boarders. But the university is wise to restrict admission to the number of students for whom there is suitable residential accommodation. It is much more important for the good of the Muslim community that the university should turn out men trained in body, mind, and character than that it should be merely a seminary where youths may work for a university degree. Permanent hostels designed for the residence of students, to replace the hired bungalows, and additional quarters for the staff are urgently required. Another need is a suitable building for the library, where staff and students may study in comfort. During the year Rs. 17,000 were spent on books; towards this sum the University contributed Rs. 7,000 and the local Government Rs. 10,000. The local Government have given to the University also a grant of Rs. 50,000 recurring for the opening of a Department of Unani Medicine. The course of study in this Department extends over five years; the number of students admitted so far is 24. During the year, Nawab Sir Mohammad Muzzamilullah Khan was the Vice-Chancellor; Dr. Ziauddin Ahmad, the Pro-Vice-Chancellor of the University proceeded, at the close of the year, on leave preparatory to retirement. The outstanding event of the year was the appointment of a Committee of Inquiry, consisting of Sir Ibrahim Rahimatoollah, as Chairman, and Sir Philip Hartog and Sir George Anderson, as members, by Her Highness the Begum of Bhopal, the Chancellor of the University, to examine and report on the working of the University and its associated institutions. The inquiries of the committee revealed grave defects in the working of the University. But they are all of a kind which can be remedied. The ideals of Sir Syed Ahmad are still alive and amongst staff and students there is a spirit of enthusiasm for their *alma mater*. The University stirs the imagination by its great possibilities. The report of the committee was drafted in a spirit of helpfulness and in the firm belief that the ideals of the founder could be restored. In this spirit the University authorities have accepted it. Constructive ability, courage, and determination are features of the Muslim character and there is reason to hope that these qualities will reveal themselves in a united effort on the part of the awakened Muslim public to build up a university which will be the pride of the community.

The Thomason Civil
Engineering
College,
Roorkee.

A notable event of the year was the visit of His Excellency the Viceroy to the college. His Excellency spent several hours in the college and after a thorough inspection expressed his appreciation of what he saw. The qualifying examination for entry to the competitive entrance examination of the civil engineer class has been raised and is now the intermediate examination. As a consequence the courses in mathematics and electrical engineering have been revised. The

work done throughout the session by staff and students has well maintained the reputation of the college for the high standard and thoroughness of its training. Great attention is devoted to physical training, games, and athletics and there is no doubt that in consequence the average Roorkee student is well fitted to stand the physical strain of an engineer's life.

CHAPTER III.
SECONDARY EDUCATION.

Statistics of
secondary
education.

The following table gives the increase in institutions and enrolment :—

Kind of institutions.	Institutions.				Enrolment.				
	1926-27.	1927-28.	Increase.	Percentage increase.	1926-27.	1927-28.	Increase.	Percentage increase.	
PUBLIC. { Government ..	65	65	..	..	22,217	22,932	+715	+3
	{ District board ..	576	591	+15	+3	55,628	63,617	+7,989	+14
	{ Municipal board ..	26	29	+3	+12	3,779	4,429	+650	+17
PRIVATE. { Aided	180	182	+2	+1	45,156	48,621	+3,465	+8
	{ Unaided	42	42	5,536	6,955	+1,369	+25
Total ..	889	909	+20	+2	132,366	146,554	+14,188	+11	

The number of institutions increased by 20, i.e., by 2 per cent., and the enrolment by 14,188, i.e., by 11 per cent. The distribution of funds spent on secondary education was as follows :—

	1926-27.	1927-28.	Increase.			
	Rs.	Rs.	Rs.			
PUBLIC FUNDS. { Provincial revenues ..	..	..	37,81,985	39,35,369	+2,03,384	
	{ District board funds ..	..	..	3,40,161	3,39,204	-957
	{ Municipal board funds ..	..	..	1,33,253	1,39,701	+6,448
PRIVATE SOURCES. { Fees ..	..	..	..	19,71,066	21,31,665	+1,60,599
	{ Other sources	8,54,690	8,41,466	-13,224
Total ..	..	..	70,31,155	73,87,405	+3,56,250	

Provincial funds met 53·7 per cent. of the total expenditure; the percentage last year was 53.

The increase in expenditure is rupees three lakhs of which over rupees two lakhs came from provincial revenues, the next appreciable

item being fees. There was an actual decline in income of about half a lakh of rupees from "other sources." This is regrettable as it indicates a decline in public effort.

A.—English Education.

The number of intermediate colleges is 28 against 27 last year, the B. N. Sanatan Dharma High School, Cawnpore, having been raised to the status of an intermediate college. Of the 28 intermediate colleges, eight are maintained by Government, eighteen are aided, and two are unaided. The total enrolment decreased by 36 to 4,199 and the total expenditure increased by Rs. 48,790 to Rs. 14,49,778, the increase being due mainly to increase in expenditure on government institutions. The three main types of intermediate colleges, viz., classes III—XII, IX—XII, and the intermediate classes in associated degree colleges still continue and a uniform standard type of intermediate college is not yet in sight. The opposition to intermediate colleges has almost died out with the establishment of an affiliating university at Agra. When the improvement in equipment recommended by the Intermediate Education Committee has been effected these colleges will play an increasingly important part in the development of an efficient system of higher secondary education. The initial handicap of lack of funds under which they were started has been the cause of disappointment to their supporters and of premature condemnation by the opponents of the system. Provision has been made for the teaching of Urdu and Hindi in intermediate classes of four government colleges, for Economics in two and for Biology in one government intermediate college. Non-government intermediate colleges also are including the vernaculars in their courses of study. The urgent need of intermediate colleges, not associated with degree colleges, is the development of their libraries and laboratories.

Intermediate colleges.

The following statements indicate the progress of these institutions during the year :—

High and middle schools.

	1926-27.	1927-28.
Number of institutions	236	243
Enrolment	67,678	73,436

In the 48 government high schools and one government middle school the enrolment increased by 735 to 20,497.

Expenditure on these schools from various sources was as follows :—

	1926-27.	1927-28.
	Rs.	Rs.
Total expenditure	41,66,690	43,74,455
From provincial funds	21,78,268	22,86,803
From boards' funds	87,691	84,636
Fees	13,68,994	14,81,542
Income from other sources	7,81,787	5,21,474

The middle schools as a class are reported to be inefficient, while the high schools vary in their efficiency.

The percentage of trained teachers in government and non-government institutions is 71 and 28 respectively. Last year's figures were the same. In government institutions the percentage of trained teachers will increase as untrained men retire but the majority of

Teachers and efficiency of institutions.

language and drawing teachers are untrained. In aided schools favouritism, low rates of pay, lack of future prospects and want of funds are said to be the reasons for the low proportion of trained men on the staff. The Inspector of Schools, Allahabad division attributes the unwillingness of managers to employ trained teachers to insufficient supply of trained undergraduate teachers, as managers cannot afford to employ trained graduates. It is expected that, with the increasing supply of trained teachers and with the inducement held out by the Department in the form of a staff grant for trained teachers coupled with the recent rules which prohibit aided institutions from employing untrained men permanently, conditions will improve. The following statement compares the cost and efficiency (as far as this can be judged from examination results) of government and non-government secondary institutions :—

Kind of institutions.	Number of institutions.	Enrolment.	Total cost.	Average expenditure per institution.	Average expenditure per scholar.	Number of students sent up for the Intermediate and High School Board Examinations and the percentage of passes.						
						Intermediate.			High School.			
						Number appeared.	Number passed.	Percentage of passes.	Number appeared.	Number passed.	Percentage of passes.	
1	2	3	4	5	6	7	8	9	10	11	12	
			Rs.	Rs.	Rs.							
Government ..	56	21,146	22,42,762	40,049	106	348	249	71.5	2,372	1,506	63	
Non-government ..	118	41,388	28,97,247	24,044	69	763	427	56	4,032	2,230	55	

The difference in average expenditure per institution and per scholar between government and non-government institutions is noticeable; the former's superiority of eight per cent. in percentage of passes in the high school examination is hardly commensurate with the increased cost. The superiority of government intermediate colleges is, judged by examination results, more marked.

The following is a comparative statement showing the results of the 1928 examinations :—

High School or equivalent examination conducted by—	Number of candidates appeared.	Number of candidates passed.	Percentage.
Board of High School and Intermediate Education, United Provinces.	8,581	4,674	54
Aligarh Muslim University ..	365	196	54
Benares Hindu University ..	331	222	56

Intermediate examination conducted by—	Number of candidates appeared.	Number of candidates passed.	Percentage.
Board of High School and Intermediate Education, United Provinces.	3,016	1,616	54
Aligarh Muslim University ..	755	418	55
Benares Hindu University ..	371	225	61

The figures for the Intermediate and High School examinations held by the Board of High School and Intermediate examination include figures of candidates from Central India and Rajputana also. For the Commercial Diploma examination 274 candidates appeared, of whom 163 were successful and for the Agricultural Diploma 43 passed out of 55 who sat for the examination.

The movement for leavening the curriculum with subjects with a non-literary bias continues. Nature study was introduced in the remaining eight government schools in the province: and now that all government schools will teach this subject, the Department is giving grants, recurring and non-recurring, to non-government institutions for maintaining nature study classes. The progress made in the teaching of hygiene and first aid has been remarkable and improvements have been made in physical training. The teaching of the mother-tongue has been extended to the intermediate classes of government institutions at Fyzabad, Lucknow, Jhansi, and Benares and in a number of non-government colleges. It is hoped that this step will modernise and lend dignity to the teaching of the subject in the school classes. There is some improvement in the teaching of drawing and science as a result of better equipment; but much remains to be done. Mathematics is taught fairly well; English and geography are in need of improvement and, to a greater degree, history and the classical languages. A hopeful sign is that managers and headmasters have become alive to the necessity of libraries well-equipped with modern books, both in English and the mother-tongue, and are applying for government aid for the purchase of books. The libraries and laboratories of intermediate colleges are improving slowly but they are yet below the standard of the intermediate classes of associated degree colleges.

Methods of teaching and materials of instruction.

A noticeable feature of the building programmes is that in spite of increasing demand for accommodation, due to serious overcrowding, in government high schools, aided institutions secured practically all the funds available for building; the Department's own children are starved. New buildings are required for the Government High Schools, Hapur and Bulandshahr; extension of buildings is needed at the Government High Schools, Lalitpur, Hamirpur, Rae Bareli, Sitapur, and Kheri; additional class-rooms are required at the Government High Schools, Orai, Bara Banki, Gonda, Deoria, Mirzapur, Jaunpur, Fatehpur, and Roorkee and science blocks at the Government High Schools, Basti and Deoria. Several government schools are reported to be without headmasters' quarters. The building operations at government institutions have been limited to the construction of a

Buildings.

science block at the Government High School, Najibabad, of boundary walls round two government schools and of minor works at other places. Additional buildings are in the course of construction at the Government Intermediate College, Allahabad. A number of non-government schools have completed their buildings, viz., the Dhan Singh Memorial High School, Kanth, the Kishori Raman High School, Muttra, and the Anglo-Vernacular Mission School, Ranikhet. Other projects completed have been the Kshattriya and Chitragupta hostels, Fyzabad, the Muzammil and Marris hostels at the Muslim University Intermediate College, Aligarh, eight class-rooms at the Abhir Kshattriya High School, Shikohabad, extension to the East Indian Railway High School, Tundla, a new wing at the Dayanand Anglo-Vedic High School, Cawnpore, five class rooms at the Kayastha Pathshala High School, Aligarh, minor works at the Messmore High School, Pauri, and electric installations in the Kali Charan and Amir-ud-Daulah High Schools, Lucknow. New buildings are being constructed for the Kayasth Pathshala Intermediate College, Allahabad, and the Kanyakubja High School, Cawnpore, and considerable additions are being made to the St. John's High School, Agra. Substantial additions have been made to the L. D. Meston High School, Ballia, the Kshattriya High School, Jaunpur, the Edward Memorial High School, Bareilly and the Saraswati Vidyalaya, Bareilly. The total grants-in-aid made by Government for these various projects amounted to about Rs. 5,20,000. While the progress made in the proper housing of aided high schools is gratifying, many middle schools continue to be housed in rented and unsuitable buildings.

Hostels.

While many government institutions have adequate and satisfactory hostel accommodation the same cannot be said of non-government schools. The majority of them have no hostels of their own and the boarders live in rented or borrowed buildings, ill-ventilated, insanitary, and situated in congested parts of the town.

Management of English institutions.

In connexion with each government institution a school committee consisting of officials, the district magistrate as *ex officio* chairman, representatives of the municipal and district boards, and residents of the town or district has been set up under paragraph 134 of the Educational Code. Paragraph 138 of the Code prescribes the functions of the committee. On the whole these committees have carried out their duties satisfactorily. In non-government institutions there has been some improvement in the relations between the managing bodies and the staffs. But one inspector reports that favouritism still rules and that changes in the staff are too frequent. Another writes that there is a tendency among "short-sighted lovers of autocracy to appoint subservient gentlemen as headmasters." Another says that headmasters are sadly hampered by managers, particularly at the time of admission, examinations, and promotions. The fact is that there is insufficient realization on the part of managing bodies of the respective functions of the head master and themselves. Instead of confining their activity to the raising of funds for the institution and laying down its general policy they often trenched on the headmaster's authority with disastrous results on the discipline and efficiency of the school. "In one case", a report says, "the manager of an aided school received the invited guests, read and presented the annual report to the district

magistrate who was presiding on the foundation day of the school, handed him the prizes for distribution to the scholars and conducted the ceremonies of the day ignoring the headmaster and staff who were looking on from the background huddled up among a crowd of school monitors." Wise managing bodies (unfortunately they are still in a minority) appoint a good headmaster and give him unfettered control of the internal administration and discipline of the school. It is a healthy sign that teachers' associations are endeavouring to define the respective functions of managing bodies and headmasters.

It has been said that the Indian school-boy is docile and easily amenable to discipline. The result is, as one inspector reports, that discipline is at best of the passive sort and is dependent too much on the personality of the headmaster and the freedom allowed to him in matters of school administration. There are indications, however, that the spread of the boy-scout movement, better organisation of games and physical training, and the inclusion in the curriculum of subjects with a non-literary bias, e.g., nature study, hygiene and first aid and manual training are tending slowly to create an internal, active sense of discipline among scholars. The inspectors, with the exception of the Inspector of Schools, Rohilkhand division, report that discipline was satisfactory. The latter mentions that a teacher in a government school was assaulted and belaboured by *budmashes* who were incited by "disgruntled students of the school." Other headmasters in this division were threatened with dire consequences if promotions were not lenient. There were two minor strikes amongst students, one in the Kumaun and the other in the Allahabad division, because the headmasters refused to allow them leave to celebrate a religious festival. Otherwise discipline has been normal.

Much has been said in previous reports regarding the introduction of the vernacular as the medium of instruction up to the middle stage in English schools and as an optional medium in subjects other than English for the high school examination. Inspectors have reported a deterioration in the knowledge of English on the part of scholars and the use of a strange mixture of English and vernacular which passes for Hindustani in the class-rooms. Both results were the inevitable consequences of the reform in its earlier stages. There was bound to be some deterioration in the attainments of scholars in English when the study of the language was confined to the English lesson periods. Until suitable text-books in the vernaculars become available anglicisms will tend to creep into teachers' and students' Hindustani in and outside the class-room. The responsibility of teachers in maintaining, as far as possible, the purity of the vernaculars during the period of transition, is great; with care they can train students to use these languages as flexible media of expression. The remedy for the deterioration in the knowledge of English is for school authorities to employ specialists in the language as teachers of English, where necessary on special rates of pay. The principle of employing specialist teachers for teaching languages is recognized in the West and it will, sooner or later, have to be adopted in India, if the teaching of the English language in our schools is to be improved.

Medium of instruction

In 1924 the Board of High School and Intermediate Education approved of music as an optional subject of instruction in high schools,

Music classes.

The Department has, therefore, encouraged the opening of music classes in aided institutions, by giving grants towards the salary of music teacher and equipment. If the experiment is successful it will be extended to government institutions also. In previous years, music classes were opened in the Kanyakubja Intermediate College, Lucknow, the Edward Memorial High School, Bareilly and the Shyam Sundar Memorial Intermediate College, Chandausi; they have now been started in the Pirthi Nath High School, Cawnpore, and the Modern High School, Allahabad. A number of other institutions are keen to open music classes. The Marris College of Hindustani Music will supply the need of qualified teachers.

Physical training, scouting and games.

Drill, miscalled physical training, continues to be taught in a lifeless manner by the old type of instructor. When he happens to be a retired army havildar he succeeds in enforcing a semblance of discipline among the scholars on parade, but in general his low status, professional ignorance and want of education result in a type of physical instruction which is dull, mechanical and inefficient. A beginning towards a better organisation of physical education has been made this year by the appointment of a Superintendent of Physical Training at the Training College, Allahabad. He will train teachers at the training college and normal school in both Western and indigenous methods of physical education and in organisation of school athletics and games. He will also hold short intensive courses in physical training for the benefit of the school drill instructors. The Superintendent has framed a provisional graded syllabus of physical exercises, drill and games for vernacular and anglo-vernacular schools. Two state scholars have been sent for training to the College of Physical Training and Hygiene, Dunfermline, Scotland, and on their return will be posted to the Training Colleges, Agra and Lucknow. Gymnastics are going out of fashion but hockey and football continue to be popular in English Schools. Headmasters, generally, are trying to carry out the spirit of the departmental orders making games compulsory in schools: awkwardness of school hours, limited income of parents and consequent lack of games clothes are obstacles. The Inspector of Schools, Allahabad division, also points out that "the question of school lunches is intimately connected with physical training, for most children have long intervals between their meals." In some non-government schools and in schools in the Kumaun division lack of playing grounds is a great difficulty. The Inspector of Schools, Jhansi division, reports much activity in scouting in his division. A scoutmaster's training camp was held at Jhansi and was a success. The movement is making headway also in the Benares and Kumaun divisions. Progress in other divisions is more or less stationary. A common criticism is that training in scout craft tends to be stereotyped and the interest of pupils therefore flags. There is need for a more varied appeal to the interests of boys through handicrafts, gardening, swimming, games and nature study.

Medical inspection.

The system of medical inspection of scholars in English schools by part time medical officers, introduced in 1919, under which they were paid Rs. 10 or Rs. 5 per mensem according to their status, has been replaced since 1926 at ten large centres of school population by the appointment of whole-time school medical officers. It has been in

operation for too short a period to justify definite conclusions, but the reports of medical officers and inspectors disclose a unanimity of opinion about certain important points. Almost all the medical officers complain of the apathy of parents in the matter of the health of their children. Their advice to parents for the medical treatment of the pupils is generally disregarded. The causes of this indifference are said to be ignorance, insufficient realization of the importance of good physique and lack of appreciation of the new system. With some exceptions the attitude of the staff and heads of schools is reported to be helpful and the measure of success achieved is attributed to such cooperation. Tactful handling on the part of medical officers has overcome the shyness of boys to disclose their complaints and the opposition of the older boys to stripping for medical examination. Lectures on hygiene to parents, teachers and students have succeeded in breaking down appreciably the apathy and ignorance of the public and have tended to create an hygienic conscience among parents. The medical reports show that a high percentage of the school population suffer from eye-trouble: the need for the appointment of an eye-specialist and for facilities of treatment is keenly felt. Effort is being made to secure the necessary funds for both. Among benefits derived from the new system, the reports mention preparation of medical history sheets of a fair percentage of the school population, better sanitation of school and hostel premises and detection and segregation of infectious diseases. All the medical officers report improvement in the general health of the scholars. They urge the establishment of a central school dispensary at each centre for the treatment of scholars, for they rightly maintain that medical inspection without treatment is of little avail. Other suggestions for improvement are better organization of physical training, provision of weighing machines in all schools and control of sale of food-stuffs in school premises. On the whole the scheme has been a success and will be extended to other centres as funds become available.

B.-- Vernacular Education.

The following tabulated statement shows the progress of vernacular secondary education :—

Vernacular
middle
schools.

Kind of institutions,	Institutions.				Enrolment.				
	1926-27.	1927-28.	Increase.	Percentage increase.	1926-27.	1927-28.	Increase.	Percentage increase.	
Public {	Government ..	8	8	..	..	1,729	1,676	- 53	- 3
	Local boards ..	195	612	+17	+2.8	57,544	66,003	+8,459	+15
Private {	Aided ..	12	11	- 1	- 8.3	601	860	+259	+43
	Unaided ..	11	7	- 4	-36.3	579	380	-199	-34
Total ..	626	638	+12	+2	60,453	68,919	+8,466	+14	

Although the number of schools has increased by twelve only the increase in enrolment is 8,466, i.e. 14 per cent. The demand for secondary vernacular education is, therefore, marked and threatens to outrun the accommodation available in existing and newly started schools. The distribution of expenditure on vernacular secondary schools is as follows :—

		1926-27.	1927-28.	Increase.
		Rs.	Rs.	Rs.
Public funds	{ Provincial revenues ..	8,52,041	8,90,573	+38,532
	{ District board funds ..	3,38,161	3,36,680	-1,481
	{ Municipal board funds ..	45,962	54,489	+8,527
Private sources	{ Fees	2,05,172	2,48,921	+43,749
	{ Other sources	22,141	82,509	+10,368
Total ..		14,68,477	15,63,172	+99,695

The increase in expenditure was about a lakh of rupees of which a large part was met from fees. This increase from fees was the result of increased enrolment; while the provincial and municipal board funds met a fair share of the expenditure, there was a decrease in district board contribution. The average annual cost per scholar was Rs. 22·7 against Rs. 24·2 in 1926-27.

Various causes have been assigned for the increasing demand for vernacular secondary education. Some parents see in the expansion of primary education a career for their children as teachers. English classes in vernacular middle schools provide for rural children an opening for English education which was not available before. The somewhat lax standard of some head teachers of primary schools in passing pupils at the end of the primary stage also account for increased admissions to vernacular middle schools. All these factors are undoubtedly operative, the attractions of the teaching profession and of "service" being the strongest; but the desire of the rural parent for education for his children for its own sake is not entirely absent. The desire may be feeble but it is discernible in the attitude of the parent towards the agricultural and manual training classes that have been started in vernacular middle schools. His initial disbelief in this kind of education is being overcome on a clearer realisation of its utility and his native shrewdness has already made him aware of the danger inherent in an education which may be a passport to an office stool or a teacher's desk but which is apt to unfit the people for an agricultural life.

Teachers;
methods of
teaching and
materials of
instruction.

The total number of teachers is 3,443 of whom 3,225 are trained, i.e., about 94 per cent.; the few untrained teachers are teachers of English, a subject for which trained men are not easily available. Considering this strength of trained staff the methods of teaching in vernacular middle schools are not as satisfactory.

as might have been expected. While the capacity for hard work of both teachers and pupils compares favourably with that in anglo-vernacular schools, the methods of teaching are dull and more stereotyped. The training in the normal school is probably mainly responsible for this state of affairs but the repressive effect of the unstimulating environment, intellectual and physical, in which the average teacher of a vernacular middle school works and has his being, should not be forgotten. While the written work is neat and in mathematics a fair amount of mechanical efficiency is attained, language is badly taught, written exercises are uncorrected, history and geography text-books are sometimes used as readers and lead to cramming and composition is badly taught. The vernacular final examination dominates the teaching. Learning by doing is conspicuous by its absence; the schools are not equipped for this purpose. But on the whole the majority of schools, although they do not impart education in the best sense, have maintained their reputation for efficient instruction. The Inspector of Schools, Jhansi division, however reports that instruction is not as good as in previous years. He attributes this deterioration to want of discipline among teachers.

While discipline among scholars has been reported to be satisfactory in all divisions, reports from three divisions mention a general decline in discipline among teachers. - All three of them attribute the deterioration in discipline to favouritism and patronage of individual teachers by chairmen or members of the boards. Discipline.

The total number of candidates registered to appear at the vernacular final examination was 20,857 against 18,416 in 1926-27. The percentage of successful candidates was 57 against 58 of the previous year. But the number of candidates who obtained 50 per cent. of marks or above was small. Examinations.

The majority of the boards' vernacular middle schools are housed in buildings of their own, which are, however, inadequate for their expanding needs. Where the schools are housed in borrowed or rented buildings conditions are still worse, for they are both overcrowded and insanitary. In view of the great and increasing demand for vernacular secondary education, the boards should lay down a regular building programme. They perhaps think that this would be a waste of time as they have no funds to spend on buildings. But they might at least state their needs clearly. The provision of hostel accommodation is far below requirements. Conditions in the Kumaun division are reported to be specially bad. A vernacular middle school in the Almora district "is held under a thatched shed and has to be closed when it rains"; scholars who are boarders live in cattle sheds. One school finds shelter in wooden huts; two others are housed in primary school buildings. Some boards do not use their meagre funds to the best advantage. In the Garhwal district a new hostel is being built on the ruins of the last which had cost the board Rs. 20,000 to build but which fell down within a year of its construction. Buildings.

Vernacular middle school libraries were started in 1925-26 in some of the district board schools of the Allahabad, Lucknow and Cawnpore districts with government grant of Rs. 500 per library. The number of libraries, similarly aided, rose to 123 in 1926-27 and to 199 in the present year. Some boards however failed to utilize the government Libraries.

grant to start libraries. This is regrettable as these libraries are reported to be utilized by pupils, ex-pupils, adults and teachers and have begun to be popular. Among the agencies for the spread and maintenance of literacy and the cultivation of the reading habit libraries, in both rural and urban areas, can do valuable work; their popularity gives good ground for hope for the future.

English in
vernacular
middle
schools.

The popularity of English classes in these schools continues to increase. Government gave aid for English classes to 113 schools against 74 in 1926-27. Seven schools failed to utilize government aid to open English classes; the funds will however be provided again for these schools in 1928-29. Some English classes have also been started by the boards from their own funds. The main reason for the popularity of these classes is that they are an avenue to English schools. Another reason is that a certain amount of prestige attaches, especially in rural surroundings, to a person with a knowledge of English. There is not a sufficient supply of trained English teachers to meet the demands of the boards. The pay offered is too meagre to obtain and retain the services of competent trained teachers of English, who are mostly city bred men and are reluctant to work in the small towns in which vernacular middle schools are located. It is, therefore, not surprising that the quality of teaching in English should be generally unsatisfactory. But in some schools, where trained teachers are employed, it is superior to that in many anglo-vernacular schools. The remedy is to raise the status, pay and prospects of the English teacher. The number of candidates who offered English as an optional subject in the vernacular final examination was 1,395 against 735 of last year and the number of those who appeared in English only, after having previously passed the vernacular final examination, was 357 against 325 in the previous year.

Agriculture
in vernacular
middle
schools.

In 1925 agriculture classes were opened in nine district board schools with a government grant of Rs. 2,000 per school towards initial equipment and cost. In 1926-27 the number of such classes continued to be nine, but has risen to 16 in the present year. It is expected that there will be 28 such classes in October, 1928 and three more classes will be opened by the district board, Agra, from its own funds. As was to be expected, the agriculture classes were not popular in the beginning. Reasons were the distaste of high caste pupils for manual occupations and the preference of clever boys for "soft jobs" as teachers or clerks; also the rural parent was suspicious of an experiment in education the success of which had yet to be demonstrated. Certain schools encountered difficulties in acquiring land for the school farm with the result that little practical work was done. There are also other difficulties inherent in a new scheme. The supply of teachers is limited by the number deputed for special training to the Agricultural school, Bulandshahr. Although it is premature to pronounce judgment, the scheme promises to be successful. Generally the inspectors report that while many practical difficulties have still to be overcome the initial prejudice against the experiment is disappearing. In some schools the teaching of agriculture has been firmly established. Six schools sent up 129 candidates in agriculture in the vernacular final examination of whom 98 passed.

The number of manual training classes in boards' vernacular middle schools was 15 in 1926-27 and the Government met the whole of the cost of these classes. The number of these government aided classes rose to 29 in the present year. Like the agriculture classes, they were not popular in the beginning and even now the optional second language is a formidable competitor. But as the nature of the subject acts as a welcome break in the monotony of the ordinary school curriculum manual training is beginning to be appreciated. A committee was appointed during the year to draw up a curriculum of elementary science for vernacular middle schools and to make recommendations regarding the necessary equipment and the training of teachers. The committee has submitted its report which is under consideration. These are attempts to give the middle school curriculum a practical, non-literary bias.

Manual training and science.

Physical training in vernacular schools usually takes the form of "drill"; in some schools hockey and football are played and there is some spasmodic scouting activity. As many of the schools have no playing grounds of their own, nothing better could be expected. An occasional tournament enlivens the monotony of the routine.

Physical training and scouting.

The St. John Ambulance Association school course in first aid, hygiene and sanitation known as the Mackenzie Scheme has been progressing satisfactorily as will be evident from the following figures :—

Hygiene and first aid in secondary schools.

	Number of candidates presented for the pass certificate.	Number awarded pass certificate.	Number of candidates appeared at first re-examination.	Number of successful candidates.	Number of candidates appeared at second re-examination.	Number of candidates successful.
1926-27 ..	1,013	891	153	116	39	47
1927-28 ..	1,124	890	201	175	50	46

A feature of the movement during the year has been the first annual competition for the Mackenzie School Course Shield held at the Government Intermediate College, Allahabad, on November 11, 1927. Twenty-one teams entered for the competition and the N. R. E. C. Intermediate College, Khurja, got the first prize and won the silver shield, which was presented by Rai Bahadur Jagmal Raja. The Government High Schools, Meerut, and Agra, won the second and third prize respectively. The scheme has been extended to 40 vernacular middle schools, but it has still to make headway and establish itself in these schools. Much of the credit for progress in the scheme is due to Mr. Deb Narayan Mukerjee, Joint Secretary of the St. John Ambulance Association.

CHAPTER IV.

PRIMARY EDUCATION.

Expansion of primary education.

The statement below gives the increase in primary institutions for boys and their enrolment:—

Kind of institutions.	Institutions.				Enrolment.			
	1926-27.	1927-28.	Increase.	Percentage increase.	1926-27.	1927-28.	Increase.	Percentage increase.
Government ..	14	13	+1	+7	894	831	-19	-1.4
District board ..	13,759	14,438	+679	+5	822,286	870,796	+48,510	+6
Municipal board ..	787	725	-12	-1.6	69,783	74,564	+4,776	+7
Aided ..	4,200	4,865	+165	+4	141,230	149,859	+8,139	+6
Unaided ..	107	81	-26	-24	4,203	3,697	-511	-12
Total ..	18,817	19,624	+807	+4	1,033,406	1,059,307	+60,901	+6

There were also 41,479 girls reading in boys' primary schools. The number of institutions increased by 4 per cent. and the number of scholars by 6 per cent. The decrease in the number and enrolment of unaided institutions is hardly a matter for regret as they are generally inefficient institutions. Excluding 266 pupils reading in the only three anglo-vernacular primary schools, the total enrolment in vernacular primary schools is 1,099,041 scholars of whom 931,260 are in the lower primary and 167,781 in the upper primary classes. The stagnation in infant and preparatory classes mentioned in earlier reports therefore continues. The gradual spread of compulsory education will improve attendance in the upper primary stage.

Expenditure.

The distribution of funds spent on primary education for boys was as follows:—

	1926-27.	1927-28.	Increase.
	Rs.	Rs.	Rs.
Provincial revenues	55,89,922	56,59,330	69,408
District board funds	13,50,092	14,74,630	1,24,538
Municipal board funds	5,03,867	5,17,921	14,054
Fees	2,07,147	2,26,025	18,878
Other sources	1,62,343	1,52,093	-10,250
Total	78,13,371	80,30,004	2,16,633

The district boards' contribution to the increase in expenditure was satisfactory. No significance need be attached to the decrease from "other sources" as primary education is financed mainly from the provincial and local funds.

The two landmarks in the spread of primary education during recent years have been the United Provinces Primary Education Act, 1919, which permitted municipalities to introduce compulsion within the areas under their control, and the United Provinces District Boards Primary Education Act, 1926, which extended similar facilities to rural areas. The Government and the local boards are following a definite policy of expansion of primary education in urban and rural areas. During the year compulsory primary education was introduced in the municipalities of Ghaziabad, Firozabad, Kasganj, Allahabad (in two wards), Benares, Mainpuri and Agra (in two additional wards). Out of a total of 85 municipalities, 29 municipalities had introduced compulsory primary education by the close of the year 1927-28. The Compulsory Education Act for rural areas was passed in 1926. During 1927-28, 32 district boards expressed their willingness to introduce compulsory primary education for boys in selected areas under their control. Of these only 24 district boards have submitted schemes for the introduction of compulsion for scrutiny by the Education Department. Government have given sanction to nine boards, namely, Bijnor, Lucknow, Bara Banki, Gonda, Partabgarh, Muttra, Allahabad, Mirzapur and Cawnpore, to introduce compulsory primary education in a total of 121 areas under their control. The schemes of these nine boards will take effect from 1928-29. Other district boards will doubtless soon follow their example.

Compulsory primary education in urban and rural areas.

The number of teachers in primary schools increased by 1,301 to 36,623. The percentage of trained staff was 65 in 1927-28 and 66.5 in 1926-27. The majority of inspectors report a decline in the number of boards' training classes. These small classes (for eight students) only served their purpose as a temporary expedient to supply trained teachers when a large number were required to provide staff for the schools established under the scheme of expansion adopted in 1918 by Sir Harcourt Butler's Government. The boards and the Department have now adopted a policy of improving and concentrating the training of teachers. Only the more efficient training classes are being retained and Government are opening central training schools with an enrolment of 32 students in each. A description of these central training schools is made in chapter VII. The methods of teaching in infant classes are generally reported to be inefficient and have been the subject of special attention on the part of the Department. The Deputy Director of Public Instruction is devising, in consultation with the headmasters of normal schools, methods of teaching suitable for infant classes. Teachers' work in the upper classes of the primary school also is far from satisfactory. The irregularity in attendance and unpunctuality of the teachers and their frequent transfers, especially during elections, have been mentioned in the last report as some of the causes of inefficiency of primary schools. Apart from these personal causes, there are other reasons for the inefficiency of primary schools. The village teachers' surroundings are unstimulating, his outlook is limited by poverty and lack of contact with the outside world and altogether his life is one of dull,

Teachers; methods of teaching and materials of instruction.

mechanical routine. The district inspecting staff do what they can to instruct teachers in methods of teaching, but the increase in the number of schools under the charge of a sub-deputy inspector (the average is 105 schools) does not give him sufficient time to establish personal contact with the teachers and to help them in their difficulties. The inspectors when possible hold teachers' conferences at district centres in their divisions. At these conferences the Inspector or the Assistant Inspector gives model lessons and holds discussions on methods of teaching and on school management. The district inspecting staff are required to give model lessons when inspecting village schools. The boards could help to improve methods of teaching by providing schools with necessary equipment. Generally schools have not sufficient material for teaching; some reports mention the lack even of blackboards, maps and books.

Examinations.

Since 1927 the primary examination has been conducted by the headmaster, except in the one-teacher school where it continues to be held by the district inspecting staff. As was perhaps inevitable, the standard of the examination has been lowered and the headmasters have been, in many cases, lenient in giving promotions. The reasons are that head teachers find it difficult to resist pressure from the parents and members of the district boards and are anxious to show good results in their schools. But the inspecting staff generally are hopeful that head teachers can be trained to conduct the examination fairly.

Primary school buildings.

Mention was made in the last report of the deplorable state of primary school buildings. Inspectors' reports reveal no marked improvement in state of affairs since last year. Improvement is mainly a question of money. The boards have no funds to spare for the purpose. Government have done what is possible. They gave grants in 1927-28 aggregating Rs. 3,80,400 to the eight district boards of Garhwal, Almora, Mainpuri, Farrukhabad, Etah, Budaun, Cawnpore and Bareilly for the construction of boys' primary school buildings on the following conditions:—

- (a) The average attendance of the school must not be less than 50 pupils.
- (b) The board shall provide the site.
- (c) The board shall advertise, in the form prescribed by Government, for tenders from contractors for the erection of buildings.
- (d) The buildings shall be in accordance with plans and specifications approved by Government.
- (e) The board shall send to the Director of Public Instruction within fifteen days of acceptance of tender, information regarding the contractor with details of the accepted tender.
- (f) Whenever possible a board may employ one contractor for all buildings to be erected from the grants.
- (g) The board shall enter into an agreement, in the form prescribed by Government, with the contractor whose tender is accepted.

- (h) The grant must be utilized within a period to be specified by Government.

Government also gave a non-recurring grant of Rs. 35,000 to the district board, Bara Banki, for erection of buildings in the area in which the board had introduced compulsory primary education. The Department estimates that Rs. 12 lakhs per annum will be required to enable the boards to provide within a period of five years buildings for primary schools, with an enrolment of over 50 children, which are at present housed in hired or borrowed buildings.

Contractors able and willing to undertake the erection of a number of primary school buildings in rural areas have not been found or have not been given the contracts by the boards to whom the grants have been made. The problems of financing a programme of building primary schools in sufficient numbers to overtake arrears, of designing a satisfactory and lasting primary school building which can be rapidly and efficiently erected by the available building agencies at a low cost and of securing that grants for primary school building are promptly and well utilized by local bodies are still exercising the Department.

Aided primary schools (excluding makhtabs, pathshalas and special schools for the depressed classes which are described in a later chapter) are usually "venture schools" which serve the educational needs of areas where there are no or insufficient number of boards' primary schools. They are generally inefficient as the managers provide no funds and depend wholly on the boards' grant-in-aid. They are ill-housed and are staffed by discontented, low-paid teachers whose salary is met from grants-in-aid given by the boards. Some of the less inefficient aided schools become board schools.

Aided
schools.

Local boards are allowed to open night schools for youths of twelve and above (provided there is an average of 20 in attendance). These night schools are reported to be inefficient; their condition is much the same as described in the last report. The inspectors, however, write in more favourable terms of the night schools for adults established by co-operative education societies organized by the Registrar of Co-operative Societies for the purpose. Government gave a grant of Rs. 3,550 during the year to the district boards of Lucknow, Rae Bareilly, Unao, Gonda, Partabgarh, Benares, Mainpuri, Muttra, Farrukhabad, Fatchpur and Banda for the maintenance of these night schools. The number was seven in the district of Benares, two in Mainpuri and one in each of the other districts. In the Benares district the schools were organized by a Rural Reconstruction Association formed under the guidance of the Collector, Mr. V. N. Mehta. The Registrar, Co-operative Societies, says, "As a result of the experience gained from the working of some adult schools for about a year, we realise that these institutions must be developed not so much as schools but as educative village clubs or young men's institutions; they have to become the centres of the communal life of the villages. The schools will never succeed if we confine them to the teaching of the three R's though that teaching must form the most important part of the work. . . . Our first need therefore is to have capable teachers who would understand the work and be able to interest the villagers.

Night
schools and
schools for
adults.

It is obvious that if these teachers are to discharge their functions adequately, they must themselves be taught as to what they are to do and how they are to instruct; their horizon too must be broadened. The success or failure of an adult school depends primarily on the personality of the teacher; if he is not of the right type everything else becomes useless and he is foredoomed to failure. A good teacher can make people who are not keen, quite enthusiastic; a bad teacher kills all keenness even where he finds it. . . . The next important factor is constant supervision; for this purpose concentration of our efforts is essential. It is impossible adequately to look after and attend to schools scattered about indiscriminately all over the province. The great thing to avoid is to let our enthusiasm run away with us and keep on starting schools which we are not able to look after adequately. Nor must there be the slightest hesitation about closing schools which are not working satisfactorily. On the whole I think that it may be said that from the small amount of money expended we are having a good return. These schools hold out great promise."

School
gardens.

The condition of school gardens is as described in the last report. What is required is not spasmodic activity on the part of teachers or boards but a will on the part of both to make school gardens an integral part of instruction in the primary school. The main obstacles are scarcity of water and lack of enclosures, but these can be overcome. The record of the districts of Sitapur and Deoria where almost every school has a garden is encouraging. Schools in the districts of Sultanpur and Partabgarh also are doing fairly well.

Circulating
libraries in
districts.

The circulating libraries established in four districts, Pilibhit, Jalaun, Gorakhpur and Banda in 1925-26 have become popular. In the Jalaun district during the year, 17,795 books were issued to different classes of people and in Banda 17,627. Of the books issued in Banda 6,226 were read by people other than teachers and students. The most popular books are story books, and these are followed in order of popularity by biographies, histories, literary readers and books of general knowledge. The Government sanctioned a recurring grant of Rs. 834 towards a total expenditure of Rs. 1,746 on the libraries in the four districts.

Physical
training,
games and
scouting.

Desi kasrat, drill and the usual games played in a somewhat lifeless manner form the staple of physical education in the schools. Occasional tournaments at district centres enliven the monotony. The causes of the apathy of boards and teachers are want of funds, lack of interest and tradition in games and inertia. The prevailing system of physical training does not interest the pupils. There should be in the schools a varied appeal to the play instincts of children, specially as their surroundings usually provide no outlet for their energies and are unstimulating. The revival of Indian games in the countryside would go far to engage children and adults in healthful activity and found a tradition of rural sports and games which would widen the interests of both.

Administra-
tion and
inspection.

In May, 1927 Government appointed a committee to make recommendations for improving the administration of vernacular education by district boards. The committee made important recommendations

which were accepted by Government and embodied in the United Provinces District Board (Amendment) Bill which was passed by the Legislative Council in February, 1928. Government have in view of the greater responsibilities which deputy inspectors will now discharge decided to raise their pay from the scale Rs. 170-10-320 to the scale Rs. 200-25-450. Much has been written in previous reports about the difficulties of the deputy inspector and the district inspecting staff under the dual control of the district board and the divisional inspector. To these difficulties the expansion of vernacular secondary and primary education has added the burden of heavier work ; in July 1927, the average number of schools under one sub-deputy inspector was 105. The cadre of sub-deputy inspectors was increased during the year by 14 new posts, from 195 to 209 ; as funds become available more sub-deputy inspectors will have to be appointed to bring the work of each sub-deputy inspector within manageable limits. Under present conditions efficiency in inspection cannot be expected. But the district inspecting staff do their best and on the whole are an earnest body of men, keen on their work. The Inspector of schools, Fyzabad division, reports that "great improvement has been noticeable in the inspection reports since the courses of instruction (refresher courses) held last year. These courses have been continued in other districts this cold weather and the district inspecting officers have responded with energy and intelligence."

CHAPTER V.

THE EDUCATION OF GIRLS.

Number of institutions and enrolment.

The number of recognized institutions has risen by 65, i.e., from 1,807 to 1,872. The number of primary schools has increased by 76 but 13 middle schools which have reverted to the primary standard account for some of these. This decrease in middle schools means that middle sections consisting of one or two girls have temporarily disappeared, but they will probably revive again next year. There are now 13 high schools as against 11 last year, but two high schools have not yet secured recognition for the high section. Unrecognized institutions for girls number 205 as against 177 last year, and have an enrolment of 4,143 as against 3,205. In recognized institutions the numbers have risen from 77,228 to 81,070 making an increase of 3,842. Taking recognized and unrecognized institutions together the figures of enrolment are:—

1926-27 ..	..	..	..	..	..	..	..	80,324
1927-28 ..	..	..	..	..	..	..	..	85,112

The increase in numbers has been greatest in the primary section, where the number in 1927-28 was 77,724 as against 74,183, making an increase of 3,451. The percentage of the total number of scholars enrolled in the different sections of recognized institutions is as follows:—

Preparatory section	..	..	..	..	..	65·8
Lower primary	..	..	..	..	..	23·9
Upper primary	..	..	..	..	..	7·2
Lower middle	..	..	..	..	..	2·3
Upper middle	..	..	..	..	..	·5
High section	..	..	..	..	..	·2
Intermediate	..	..	..	..	..	·1

Of the total enrolment 75 per cent. come from the higher castes of Hindus, 16 per cent. from Muhammadans, 5 per cent. from the Indian Christian community, 2 per cent. from the depressed classes and 2 per cent. from other communities.

Expenditure.

The distribution of funds spent on girls' education was as follows:—

		1926-27.	1927-28.	Increase.
		Rs.	Rs.	Rs.
Public funds.	{ Provincial revenues	.. .. 6,83,251	7,33,896	+ 45,545
	{ District board funds	.. .. 1,47,880	1,43,421	- 4,459
	{ Municipal board funds	.. .. 2,23,977	2,35,037	+ 8,060
Private sources.	{ Fees	.. .. 53,674	71,772	+ 18,098
	{ Other sources	.. .. 3,25,301	3,25,764	+ 463
Total		.. .. 14,42,133	1,09,890	+ 57,707

Of the increased expenditure of Rs. 67,707 the bulk came from government funds, the next appreciable item being fees. The increase in fees is accounted for by the larger enrolment. The need for more liberal contributions from district boards funds and private bodies towards girls' education is clearly indicated.

The percentage of the total female population at school is only '6. The scope for expansion is therefore unlimited and in the present state of a problem of such magnitude it is possible only to survey tendencies rather than to measure absolute results. While the latter are insignificant, the former gives good ground for hope for the future. Political, social and economic factors are making for the expansion of girls' education. Women have now the right to vote and it will no doubt be exercised against those who stand in the way of female education. Every year now sees a perceptible change in the attitude of parents to the education of girls. Women's efforts to secure economic independence in the West have not gone unheeded by their observant sisters in the East. In May, 1927 Government appointed a committee to make recommendations for the expansion of girls' education. The committee met in June and July, 1927 and made recommendations regarding —

Factors making for expansion.

- (1) the principles on which grants should be given to municipal and district boards for the expansion of girls' education and to English schools for girls;
- (2) the opening of additional vernacular schools and of English schools for girls;
- (3) the extension of facilities for the recruitment and training of teachers in girls' schools, and
- (4) the expansion of girls' education generally.

Under the last head the committee made recommendations regarding various matters connected with the administration, organization, courses and buildings of girls' schools. Action has been taken on some of the recommendations of the committee and others are under the consideration of Government. If funds become available a great expansion in girls' education may be expected.

The number of trained teachers employed in girls' schools is as follows:—

Staffing of girls' schools.

					Total staff.	Trained staff.
1926-27 ..	..	..	..	..	3,340	750
1927-28 ..	..	..	..	..	3,536	794

Pressure is being brought to bear on schools of all types to appoint more trained teachers but progress in this direction is slow, not only because of the paucity of supply, but because few schools have the funds needed for higher salaries. Teachers who hold the vernacular teachers' certificate now often find difficulty in getting posts as the boards either cannot or will not pay the salaries to which their qualifications entitle them.

University
education.

Facilities for university education are provided at the Isabella Thoburn College, Lucknow, and the Crosthwaite Girls' College, Allahabad; these colleges being the departments of the respective universities at those places. The number of students at the former was 26 and at the latter 18.

Anglo-
vernacular
education.

The enrolment in girls' anglo-vernacular institutions was as follows :—

Year.				Intermediate colleges.	High schools.	Middle schools.	Total.
1926-27	..	..	..	87	2,023	4,570	6,680
1927-28	..	..	..	95	2,910	4,106	7,111
Increase	..	..	..	+8	+887	-464	+431

The decrease in enrolment in middle schools was due to the reclassification of one school and the abolition of the lower middle section of another. Although the total increase was only 431, the demand for English education for girls is much greater than is indicated by this figure. In the words of the Chief Inspectress of girls' schools, "It has made itself felt within the last year or two and it seems probable that within the next few years it will prove necessary to have an anglo-vernacular school in every town of any size. Indications of this desire are found in the efforts of a number of aided vernacular schools to appoint a teacher for English, and both in normal and in government vernacular schools a certain proportion of the parents are dissatisfied because it is not taught. In Allahabad especially pupils are withdrawn, often with reluctance, from vernacular schools and sent instead to an anglo-vernacular school. The Arya Kanya Pathshala in Allahabad, which was formerly a vernacular school has become anglo-vernacular during the year, and its enrolment has increased considerably in consequence. The cause for this development seems to be the recognition of the value of some knowledge of English for social life. The educational qualifications of the bride is an important factor in marriage arrangements among a certain class, and this consideration has much influence on the nature of girls' up-bringing."

Intermediate
colleges.

The Isabella Thoburn and Crosthwaite colleges comprise intermediate and the latter college lower classes also. The third intermediate college, the Theosophical National College, Benares, has intermediate and lower classes. The Benares Hindu University also proposes to open an intermediate college for girls. As in the case of intermediate college for boys, no standard type of intermediate college has yet evolved. The Isabella Thoburn intermediate classes are attached to the university classes and have now no connexion with the high school from which they originally sprang, but in both the Theosophical and the Crosthwaite colleges the intermediate classes are only part of an institution which includes all sections from the preparatory upwards. This is probably inevitable for the present but means that the colleges cannot realize their full possibilities, especially as regards the life of the hostel.

There are thirteen high schools against eleven last year; four of the high schools are unrecognized. While some of the high schools are well established others are struggling to maintain a precarious status as such.

High
schools.

There were 30 aided middle schools receiving grants-in-aid from provincial and boards' funds. Only three of these schools are full-fledged middle schools; the rest have classes up to the lower middle section only and prepare pupils for the anglo-vernacular middle examination. Since girls leaving schools at this stage receive only a smattering of English education, there is a certain amount of wastage as some of them cannot follow up in their homes the meagre instruction which they receive in English at school. The desire of Hindu and Muslim parents to keep their girls longer at school is welcome and is leading some middle schools to open upper middle and even high sections also. This development is at present slow. In the anglo-vernacular middle examination 286 girls passed out of 418 who appeared.

Middle
schools.

Vernacular schools numbered 1,784 in 1927-28 as against 1,621 in 1926-27. The number of primary schools rose from 1,568 to 1,644 but the number of middle schools fell from 152 to 140, making a decrease of 12 in all. The number of government middle schools has remained stationary at 47. District boards have only 14 middle schools as against 26 last year; municipal boards have added three; and aided and unaided middle schools have decreased by three and one respectively. Thus district boards are chiefly responsible for the decrease in middle schools, though to counterbalance it there are 30 additional district board primary schools. This fall in standard is not difficult to understand in view of the reports received on the working of many of the district board schools. The inspectress of Agra writes that reductions in salaries of servants are to be made and grants are to be withdrawn from certain schools; she reports also a lack of regularity in the payment to women teachers. In the Meerut circle eleven schools have been closed for lack of funds, a contrast, as the inspectress says, to the introduction of compulsory education for boys. The inspectress of girls' schools, Shahjahanpur, reports that the state of boards' school buildings is extremely unsatisfactory. In other reports there is mention of the lack of equipment in the schools and of the failure to pay any attention to their needs. In some districts the work is well organized but many boards have no sense of responsibility for girls' education. Little substantial progress can be made in the vernacular education of girls till the teachers are better paid, and the schools better equipped and housed. In government schools closer supervision and greater continuity of work are possible and at the same time funds are forthcoming for better staff and equipment with the result that as a rule a considerably higher standard of achievement is possible. Here again however the housing of the schools is often unsatisfactory though a certain number have good buildings of their own. The chief development in these schools during the year has been an increase in the provision for teaching Urdu and the number of pupils attracted thereby makes the addition of still more teachers necessary. The increased provision for teaching Urdu in government schools has been much appreciated. The number of candidates in the vernacular lower middle examination was 735 and of these 311 passed.

Vernacular
education.

Inspecting
agency.

The Chief Inspectress of girls' schools writes: "There have been no changes in the personnel of the government inspecting agency except those involved by leave arrangements. An effort is occasionally made by boards to appoint an inspectress for district work, but there has so far been no continuity in an appointment of this kind. An experienced and elderly Panjabi lady with vernacular qualifications was appointed in Azamgarh and seems to have been helpful to the schools, but the difficulties of the life, combined with the shortage of funds for travelling allowance are likely to prove too much for her endurance. In Banda a mistress who was dismissed from government service was appointed by the district board as inspectress and held the post for two months, but the appointment was terminated when an objection was raised by the Department. Five municipal boards have inspectresses of their own and with one exception these do very useful work. If girls' schools are to progress thorough supervision is essential in order to encourage and spur on teachers who have not the stimulus of contact with the outer world, and to give guidance and help to those whose own knowledge is usually pitifully inadequate. If the better organized schools, and also those whose position renders them inaccessible are ignored, there remain between 1,200 and 1,300 schools to be visited by the nine inspectresses, or an average of over 130 each. It is quite impossible for them to give even a brief visit, to all these in the year, and the number of inspections reported cannot be considered satisfactory in view of all that remains to be done."

CHAPTER VI.

EDUCATION OF SPECIAL CLASSES.

There is no change in the number of recognised institutions, which remain at 55. There has been only re-organisation and consequent regrading of a girls' school and its branches at Agra. The number of scholars increased by 144 to 6,357. Schools for Europeans and their enrolment.

The total expenditure amounted to Rs. 22,90,112, showing a decrease of Rs. 1,00,842 over last year's figure. Provincial funds met 40.3 per cent. of the expenditure. The decrease in expenditure is due to decreased capital expenditure on buildings and to the omission of recoverable items, such as food, clothes, and other boarding charges, from the accounts. Expenditure.

The total number of teachers employed was 462, of whom 85 were graduate teachers and 331 were trained teachers, the percentage of the latter to the total staff being 71.6 per cent. The total number of teachers last year was 455, of whom 65 per cent. were trained. The notable losses of the year have been the resignation of Miss Sellers, Principal, Wellesley Girls' High School, Naini Tal, after a meritorious service of thirty years and the sudden death of Mr. Fleming, Vice-Principal, Philander Smith College, Naini Tal, who was a popular and successful teacher. Teachers.

The following statement shows the results of the Cambridge local examinations. The total number of candidates who sat for the examination was 834 as compared with 768 in the previous year :— Examinations.

	Appeared.	Passed.	Percentage.
Higher certificate	19	7	37
School certificate	214	127	57.6
Junior certificate	325	214	66
Preliminary certificate	276	207	75

Private candidates are not admitted to the last two examinations; the number of such candidates are however included in the figures for the first two examinations. A few of the boys' schools present candidates for the Intermediate examination of the Board of High School and Intermediate Education; 18 such candidates appeared, of whom 13 passed in the 1927 examination.

The principal training centre for male teachers is the Sanawar Training Class and for women teachers there are training classes attached to the All Saints' Diocesan College, Naini Tal, and the Woodstock College, Mussoorie. The courses for women are a three years' advanced course (concurrently with preparation for the Cambridge Higher Certificate examination) leading to the High School Teachers' Certificate, the ordinary two years' course leading to the Middle School Teachers' Certificate, and a two years' course leading to the Preparatory Classes Teachers' Certificate. The advanced Training of teachers.

course continued to be popular and the examiners reported favourably on the work of the students who took up this course. The preparatory teachers' course is not so popular and is now confined to the All Saints' Diocesan College, Naini Tal, which provides very good facilities for the purpose. Only four candidates appeared for the examination and did very well; the examiners draw special attention to the excellence of the handwork.

General
remarks.

There was slight building activity in the year; three colleges in Naini Tal completed or started some necessary extension to their buildings. The schools as a whole are reported to be well attended. Mr. Tinker held the office of Inspector of European Schools alternately with Mr. Richardson, the permanent Inspector, who was on leave for about six months.

Muhammad-
an primary
education.

The following table gives the increase in the number of Islamia schools and maktabs and the enrolment of Muslim scholars:—

Year.	Number of Muslim scholars in boards' mixed schools.	Islamia schools.		Aided maktabs.		Unaided maktabs.	
		Number of schools.	Enrolment.	Number of schools.	Enrolment.	Number of schools.	Enrolment.
1926-27	100,260	693	25,166	1,250	43,973	1,059	23,490
1927-28	106,606	685	26,252	1,302	46,975	1,190	27,683
Increase	+6,346	-8	+1,086	+52	+3,002	+131	+4,193

The increase of Muslim scholars was largest in the boards' mixed schools. The unaided and aided maktabs were also popular; the Islamia schools recorded the smallest increase. The total number of Muslim scholars in all kinds of vernacular primary institutions was as follows:—

1926-27	::	::	::	::	192,889
1927-28	::	::	::	::	207,516
					<u>+14,627</u>

The Inspector, Fyzabad division, attributes the decrease in Islamia schools in his division "partly to the apathy of district boards and partly to their inferiority to ordinary schools. Maktabs enjoy popularity because they offer religious instruction and provide a living to local maulvis." The Inspector of Muhammadan Schools says that "the attitude of district boards to Islamia schools is one of indifference or toleration." The expenditure on Islamia schools and aided maktabs increased during the year by Rs. 7,308 to Rs. 4,41,535. Government have abolished the Islamia training classes on the recommendation of a committee appointed by them to inquire into and report on the state of primary education of boys of the Muslim community. The Inspector of Muhammadan Schools writes, "The proportion of trained teachers in Islamia schools is sufficiently high in most divisions . . . The number of

trained men in maktabs is so small as to be negligible." There has been no marked change since last year in the conditions of housing, equipment, and tuition of these special schools. Although there has been an increase of Muslim scholars in boards' ordinary schools, there has unfortunately been no corresponding increase in the proportion of Muslim teachers in these schools. There has been even a slight decrease. The Inspector suggests that the district inspecting staff should be required to make special efforts to depute Muslim candidates for training as teachers for staffing ordinary primary schools. The desirability of increasing the number of Muhammadan teachers in boards' schools was emphasised in the last report. The boards will be hastening the advent of the desirable consummation of an ordinary mixed primary school for all classes of the community if they put forth special efforts to obtain and appoint a larger proportion of Muslim teachers in their schools.

The number of special institutions for the depressed classes and their enrolment has increased as below:—

Education of the depressed classes

				Number of schools.	Enrolment.
1926-27	::	::	::	814	22,926
1927-28	::	::	::	869	27,020

But more encouraging than these figures is the fact that the number of boys belonging to the depressed classes who are enrolled in the ordinary schools is increasing. The Inspector, Allahabad division, says that "it is gratifying to find that the prejudice against the admission of the depressed class children to ordinary schools is steadily dying out" and the Commissioner, Benares division, summarises the position with regard to the education of depressed classes in his division as follows:—"Some progress has been made in the education of the depressed classes. The prejudice against scholars belonging to the classes is steadily disappearing and in time it may not be necessary to maintain separate schools for them . . . My own opinion is that the only real solution of the problem is compulsory education." Government, on the recommendation of a committee appointed to inquire into and report on the state of primary education of boys of educationally backward communities, which submitted its report early in 1927, have made additions to the district board education rules to the effect that in areas occupied by members of the depressed classes the board should establish boards' ordinary primary schools in preference to establishing special schools exclusively for these classes and that the board may appoint a supervisor for depressed class schools, provided that he is fit for the post and belongs to the depressed classes. They have also laid it down that in boards' primary and aided schools established in areas in which these classes are resident, the teachers belonging to depressed classes should, as far as possible, be appointed. There are economic, social, political, and religious influences at work making for the uplift of depressed classes. There are indications that they are becoming conscious of the value of their services, however lowly, to the general community and have consequently rights which they can assert. Social reformers, from humanitarian motives, are also at work among them. Political organizations now make the

uplift of depressed classes a plank in their programmes and religious bodies are striving to bring the depressed classes within their fold. With all these influences at work there is good hope for the future.

Government
Reformatory
School,
Chunar.

The Reformatory School, Chunar, is maintained by Government for the detention and reformation of juvenile offenders. The period of detention varies from three to seven years. The age of admission is from seven to fifteen years and no boy can be detained after the age of eighteen. The number of boys in the early part of the year was 161; 45 more were admitted and 42 were released during the course of the year, leaving in all 164 at the close of 1927-28. Of this number 116 were Hindus, 47 were Muhammadans, and one was Christian; out of the total of 164, 132 were literate and 32 illiterate. Literary instruction is imparted to the inmates of the school in a vernacular primary school up to class IV; training in handicrafts such as carpentry, tailoring, weaving, and agriculture is also given. Agriculture has been introduced during the year and the Superintendent reports that "the boys have grown most of the vegetables used in their diet." Some difficulties about the acquisition of land for the teaching of agriculture have still to be overcome. The introduction of the subject will, it is hoped, predispose boys who have learnt the subject in the Reformatory School to an agricultural life after their release. Deputy inspectors reported that 52 per cent. of the 141 boys released during the past three years maintained a good character after their release. The Superintendent reports a "marked improvement in the conduct and general behaviour" of the present inmates of the school and the Assistant Inspector of Schools, Benares division, who visited the school, remarked that "the general tone of the school has considerably improved." The improvement may be attributed to more intelligent supervision on the part of supervisors and trained instructors, the starting of the boy-scout movement in the school, and to the healthy outlet provided by games, which were regularly played. As a consequence the health of the boys was good throughout the year. There is ample accommodation for the present and future needs of the school for a considerable time to come. The recurring cost of the maintenance of the Reformatory School was Rs. 55,095 in 1927-28 as against Rs. 56,389 in 1926-27.

CHAPTER VII.

TRAINING INSTITUTIONS.

A—For men.

There are, as described in the last report, four types of training institutions; their number and enrolment are as follows :—

Number of institutions and enrolment.

	Number.	Enrolment.	
		1926-27.	1927-28.
Training colleges for graduates	9	143	157
Ditto for under-graduates.. ..	2	115	108
Normal schools	8	707	718
Training classes	67	516	546
Total	80	1,481	1,524

The college admits men graduates only. The enrolment was 63 as against 59 in the previous year. Of recent years candidates with superior academic qualifications have been attracted to the college; of the number admitted in 1927, 14 were M. A's or M. Sc's, one was a first class B. Sc., and 17 were second class B. A's or B. Sc's. The college has severed its connexion with the Allahabad University and has become a purely departmental institution; it will prepare candidates for a departmental diploma examination instead of for the university degree. There has been no deterioration in efficiency and the quality of the students admitted is reported to have improved. Special features of the year's work were that 62 out of the 63 students qualified in hygiene and first aid and manual training was made compulsory for all; every student received instruction in the elements of drawing and sketching. Students made good use of the library. The appointment of a well-qualified superintendent of physical training on the staff at the college should result in considerable improvement in physical training in secondary schools. Not the least important part of the training given at the college is imparted through its social and athletic activities, which flourished during the year. The number of candidates presented for the L. T. examination was 69, including trained teachers deputed for a three months' course of training in special subjects; of these 66 were successful. Twenty-six students specialised in a number of high school subjects. The students of the college readily obtain employment.

Government Training College, Allahabad.

The training college constitutes the Education department of the Aligarh Muslim University. The college offers a one year's course, leading to the B. T. degree to graduates and another one year's course, leading to the C. T. diploma, to those who have passed the intermediate examination. The examination in both courses includes

Aligarh Muslim University training college.

theory and practice of teaching. Students may also specialise in the usual subjects of the school curriculum. The results of the 1928 examination are as follows :—

Part of the examination.	B. T.		C. T.	
	Number appeared.	Number passed.	Number appeared.	Number passed.
Theory	56	47	11	10
Practice	50	50	12	12

The enrolment in the 1928-29 session of the B. T. class is 46 and in the C. T. class 14. The university has not yet appointed a permanent principal. A feature of the year's work was a series of vacation lectures given by the university professors and the college staff for the benefit of teachers and others interested in education.

Benares
Hindu
University
training
college.

The Benares Hindu University maintains a teachers' training college open only to graduates. The college offers a one year's course leading to the L. T. degree. It attracts a number of students from outside the province. The university has now appointed a principal—a retired government educational officer. The examination results were as follows :—

	Number appeared.	Number passed.
1926-27	31	29
1927-28	36	35

Government
Training
College,
Lucknow.

The college is meant mainly for under-graduate teachers. It is open to both men and women, although the number of the latter seeking admission is negligible. The total enrolment in the preparatory and final classes was 48, three of whom were non-stipendiary students. Of the total number thirteen had passed the intermediate examination and the rest the high school or equivalent examinations. The number of practising schools was increased from three to six, and consequently the amount of practical teaching was increased. This work was supervised by the college staff under a system of tutorial instruction introduced during the year. Each tutor was in charge of a dozen students and his duty was to give helpful criticism and suggestions to the pupil teachers. The college maintained its reputation for physical training and games. Twenty-nine students passed out of the 33 whom the college sent up for the anglo-vernacular teachers' certificate examination.

Government
Training
College,
Agra.

Like the Training College, Lucknow, this college is meant mainly for under-graduate teachers. There were 60 students; of these 37 appeared for the anglo-vernacular teachers' certificate examination and 34 passed. Under the inspiration of the principal the practising school has introduced the Dalton Plan. The results of the year's work are creditable, especially as there were frequent changes in the staff and the permanent principal was absent on special duty for the greater part of the session.

The output of the two colleges for under-graduates finds ready employment in the schools of the province. The Inspector of Schools, Allahabad division, reports a shortage of trained under-graduate teachers to which he attributes the inability of managers of non-government institutions to employ trained men in their schools. If the supply continues to fall short of the demand, either the output of the Training Colleges, Agra and Lucknow, will have to be increased by making provision for the training of a larger number of teachers at those institutions or another training college will have to be opened.

Need for more trained teachers.

As a result of the recommendation of a committee presided over by the Director of Public Instruction, Government have decided that at each of the training colleges for under-graduates there should be (a) a one year's course for those who have passed at least the intermediate examination and (b) a two years' course for those who have passed the high school or equivalent examination; the one year's course will no longer be open as at present to those who have passed the high school examination and have served as teachers for at least three years in a recognised school. The maximum age-limit for admission has been fixed at twenty-eight years.

Changes in the under-graduate course.

These schools are meant for the training of teachers, head teachers of vernacular middle schools, and head teachers of primary schools and training classes; their number was eight with an enrolment of 713. The qualification for admission is the vernacular final examination and the length of the course is two years. The normal schools are doing good work and students greatly benefit from the training which they give. They turn out efficient teachers but their methods tend to be mechanical and lack stimulus. Under the guidance of the Deputy Director of Public Instruction they have begun to devise methods of teaching suitable for infant classes. To provide for the maximum enrolment possible some of the normal schools require additional hostel accommodation and the expansion of vernacular secondary and primary education has created a demand for more such schools. Of the 1,048 candidates registered for the vernacular teachers' certificate examination about 54 per cent. were successful, as against 50 per cent. last year.

Normal schools.

Training classes attached to selected primary schools are maintained by municipal and district boards for the training of teachers required for primary schools. Each training class consists of eight pupil teachers taught by a head teacher, sometimes assisted by an assistant teacher, and prepares candidates, after a year's course, for the primary teachers' certificate examination. There were 67 of these classes with an enrolment of 546. The Department views the disappearance of many of them without regret. It encourages the boards to retain only the more efficient, as it expects much better results from a new type of training school—the "central training school"—which is intermediate in type between the normal school and training class.

Training classes.

The central training school prepares candidates after a one year's course of training for the primary teachers' certificate examination. It has an enrolment of 32 students and is well-housed. The staff consists of a trained under-graduate headmaster (in government service) and trained vernacular teachers selected by the inspector and lent by

Central training schools.

the district board. Government bear all the recurring charges of these central training schools. There are at present seven of them and being well-housed and staffed they are a more efficient type of institution than the training classes. The expansion of compulsory primary education will necessitate the opening of at least one central training school in each district.

Examination results.

The results of the primary teachers' certificate examination were as follows :—

—						Number appeared.	Percentage of passes.
1926-27	..	..	..	..	..	1,809	53
1927-28	..	..	..	..	..	1,404	57.5

B—For women.

Training institutions for women graduates.

The training department at the Isabella Thoburn College, Lucknow, for women graduates leads after a one year's course to the B. T. degree of the Lucknow University. The number of students under training was the same as last year, six. The enrolment is small partly because there are few recruits available and partly also because the demand is limited. The number of institutions which can absorb trained graduate teachers is small. Government award annually a State scholarship tenable in England for two years to a suitable Indian lady graduate for training in Western methods of education.

Training classes for the English teachers' certificate examination for women.

These classes provide a two years' course and admit only those who have passed the high school or equivalent examination. There are four such classes, attached to the Isabella Thoburn College, Lucknow, the Crosthwaite Ladies' College, Allahabad, the Queen Victoria Girls' High School, Agra, and the A. P. Mission Girls' High School, Dehra Dun.

Normal schools for girls.

The course for the women's vernacular teachers' certificate is of two years' duration. The qualification for admission is the vernacular lower middle or the anglo-vernacular middle examination for girls. There are three government normal schools at Allahabad, Bareilly, and Lucknow, respectively. These schools are very popular. The enrolment is so high at Allahabad that it has outgrown the accommodation; many applicants had therefore to be refused admission. There is pressing need for the opening of at least two more normal schools.

Training classes for the women's vernacular teachers' certificate examination.

The training classes, seven in number, are attached to aided mission schools and train mostly Christian teachers who are absorbed in mission schools. Like the normal schools, these classes train women for the vernacular teachers' certificate. Similar classes for Hindus and Muhammadans are required in order to provide the agency required for the expansion of girls' education.

The results of the English and vernacular teachers' certificate examination for women are tabulated below :—

Examinations.

Year.	English Teachers' Certificate.		Vernacular Teachers' Certificate.	
	Number appeared.	Number passed.	Number appeared.	Number passed.
1926-27	26	21	94	70
1927-28	26	24	108	75

These classes number 19, an increase of one since last year. The course for the training of women teachers for primary schools is one of two years and the qualification for admission is the primary examination. The Chief Inspectress reports that "the number of students in the classes and the quality of the work done vary considerably, but a certain number of useful teachers are passed out each year."

Women's primary training classes.

The supply of well-qualified women for the teaching profession is much short of the demand. There is need for more Hindu and Muhammadan candidates for the training course for the English teachers' certificate. The great majority of candidates for this certificate are Christian. There are however social and economic influences at work which give some ground for hope that before long well-educated Hindu and Muhammadan girls may take to the teaching profession. In large towns Hindus are gradually freeing themselves from the "purdah" system and both Hindus and Muhammadans are beginning to recognise the advantages which the teaching profession offers to women. As prejudices die the supply of women teachers for the expansion of girls' high school education will increase. The expansion of high school education will in turn increase the supply of teachers. The rise in the standard and cost of living and the consequent loosening of the joint family tie, with the result that widows and unmarried girls are being compelled by necessity to look for a means of livelihood, are also likely to increase the number of recruits for the teaching profession.

Supply of women teachers.

CHAPTER VIII.

ORIENTAL INSTITUTIONS.

Government
Sanskrit
College,
Benares.

The number of scholars in the Sanskrit College, Benares, rose during the year from 582 to 662. The college presented 462 students for the various Sanskrit examinations, of whom 229 passed. There are five classes: the Prathama, Madhyama, Shastri, Acharya, and Post-Acharya in the college, besides the anglo-sanskrit department. The principal reports that the professors do not now find time to do justice to all classes, and that if the numbers continue to increase it may be necessary to separate the Prathama and Madhyama classes from the senior classes and form them into a junior section of the college. But during the year, the staff was strengthened by the appointment of an assistant professor of Vyakarana and an assistant librarian. The Post-Acharya and the six Sadholal scholars did creditable work; one of the latter brought out a commentary on the Brahma Sutras which is in the press. Other publications by the college staff consisted of five texts; the assistant librarian produced a literary work of merit called the "Vidvachcharita Panchakam" and the librarian contributed an interesting paper to the Saraswati Bhawan Studies. Among manuscripts acquired by the college was the collection belonging to the family of Mahidhara, the great Vedic and Tantric scholar of mediæval India. This was a valuable acquisition.

Improve-
ments in
organization.

In order to ensure efficient conduct of the Sanskrit examinations additional clerical staff was sanctioned and the office of the Inspector of Sanskrit Pathshalas was separated from that of the Principal, Sanskrit College; the separation has resulted in the smooth working of both offices.

Sanskrit
pathshalas.

The number of pathshalas rose from 618 to 667. The Inspector of Sanskrit Pathshalas inspected 72 as against 77 in the previous year. The system of demonstration lessons introduced in 1925-26 has been continued with success. As a consequence there has been some improvement in the methods of teaching. But keys and cram books are creeping into the pathshalas although the Inspector does his best to discourage them. Two glaring defects of the pathshalas are lack of libraries, with books which will encourage students to extend their knowledge beyond their text-books, and neglect of the study of Hindi. Some of the more ambitious pathshalas have opened classes in Ayur-vedic medicine but without proper facilities for the teaching of the subject.

Sanskrit
examina-
tions.

There has been a rapid growth in the number of candidates appearing at the Sanskrit examinations—

Year.						Number of candidates.
1926	..	..	..	..	..	5,889
1927	..	..	..	..	..	6,739
1928	..	..	..	..	..	8,028

The increase in the number of candidates has necessitated the appointment of additional clerical staff and an assistant registrar to

help the registrar (who is also the principal of the Sanskrit College and superintendent of Sanskrit studies) to conduct the examinations efficiently. The following are particulars regarding the examinations :--

Name of examination.	Number of candidates.	Percentage of passes.
Prathama	3,993	84 per cent.
Madhyama	3,413	58 "
Shastri	929	43 "
Acharya.. .. .	283	58 "

The principal attributes the poor results in the Prathama examination to the candidates' lack of knowledge of Hindi. Of 16 blind candidates who appeared for the examinations seven were successful. There were 18 girl candidates, six more than last year, of whom nine passed.

The Board of Sanskrit Studies has been re-organised during the year. The Board formerly consisted of the following six members :—

The Board
of Sanskrit
Studies.

- (1) The Principal, Sanskrit College, Benares, (*Chairman*),
- (2) The Librarian, ditto (*Secretary*),
- (3) The Inspector of Sanskrit Pathshalas,
- (4) First Professor, Sanskrit College, Benares,
- (5) A pandit not engaged in preparing candidates for the Sanskrit College examinations,
- (6) A representative of the public of Benares.

The Board has been enlarged and strengthened as follows :—

- (7) One representative of the pathshalas preparing candidates for the Sanskrit College examinations (nominated by Government).
- (8) Three Sanskrit scholars of standing (nominated by Government).

The main functions of the Board are—

- (a) to advise regarding courses of study prescribed for the examinations ;
- (b) to decide questions of recognition of pathshalas for the various examinations ;
- (c) to advise on other matters referred to the Board by the Government, the Director of Public Instruction or brought to the notice of the Board.

The conduct of the examinations is entrusted to a smaller body constituted as follows :—

- (1) The Principal, Sanskrit College, Benares, (*Convener*).
- (2) The Inspector of Sanskrit Pathshalas, and three members nominated by Government from among the members of the Board.

Arabic
madrasas.

The number of Arabic madrasas in receipt of Government grant-in-aid was as follows :—

—						Number of aided madrasas.	Government grant.
							Rs.
1926-27	..	..	..	..	..	29	85,244
1927-28	..	..	..	..	..	34	44,088

The Inspector of Arabic Madrasas inspected 43 madrasas in 18 districts as against 39 in the preceding year. There was no marked change in the tuitional condition of madrasas during the year. The Inspector reports that the two chief needs of Arabic madrasas are hostel accommodation and libraries.

Arabic and
Persian
examina-
tions.

The popularity of the departmental Arabic and Persian examinations continues to grow. The following are the figures for the examinations of 1928 :—

Name of examination.						Number of candidates.	Number of successful candi- dates.
Arabic	..	{	Maulvi ..	..	..	79	80
			Alim ..	..	..	122	48
			Fazil ..	..	..	72	40
Persian	..	{	Munshi..	..	..	403	182
			Kamil ..	..	..	173	104
Total						854	404

The number of candidates for the Persian examinations is increasing rapidly.

CHAPTER IX.

MISCELLANEOUS.

An important educational measure passed during the year was the United Provinces District Boards (Amendment) Act, 1928. This Act provides for the appointment by the boards of educational committees, consisting of from nine to twelve members for the administration of vernacular education in rural areas. The Act provides also for the appointment on the committee of three or four educational experts who are not members of the board. The powers of the chairman of the education committee and of the district inspecting staff have been defined. Henceforth the district boards in the sphere of education will confine themselves to general policy and finance, and must delegate their executive functions to the education committees. The chairman of the education committee will have all powers regarding the appointment and control of teachers, subject to an appeal in the case of punishments to the chairman of the board and the inspector jointly and to the delegation of minor powers of control to the district inspecting staff. The deputy inspectors will be *ex-officio* secretaries of the education committees. Early in the year the Council adopted a resolution re-affirming the policy of compulsion in rural areas. During the debate on the supplementary estimates, in June, 1927, questions regarding physical education in schools, grants for primary education to district boards, and additional clerical staff for the office of the Director of Public Instruction were discussed and the amount required was voted. The attitude of the Council during the budget debate in March, 1928, was one of vigilant sympathy. Among the important matters raised by members during the debate were girls' education and grants to the Benares Hindu and Aligarh Muslim Universities. The Council deplored the present state of girls' education and pressed for expansion; Government gave assurances of sympathy and have promised to give a high place to girls' education in the list of educational demands. Government have also promised that if funds become available during 1928-29 the claims of the Benares Hindu and the Aligarh Muslim Universities for additional grants will be considered. Other matters brought under criticism or review were university and intermediate education.

Education in
the Legisla-
tive Council.

The Board of High School and Intermediate Education granted during the year permanent recognition to five institutions, three for the intermediate, one for the high school, and one for the agricultural diploma examination. Permanent recognition in additional optional subjects was granted to five institutions. Six new institutions were provisionally recognised for the high school examination and three for the intermediate examination. Other notable changes made by the Board during 1927-28 in the courses of study, the examinations, and the system of education are—

The Board
of High
School and
Intermediate
Education.

- (1) Spinning and weaving and book-binding have been added to the list of optional subjects prescribed for the high school examination.

- (2) The addition of physiology, hygiene, and elementary psychology (for boys only) in the list of optional subjects prescribed for the intermediate examination has been approved.
- (3) The curriculum for the middle section of anglo-vernacular schools for boys and girls for 1928-29 has been revised. The alternative curriculum for the middle and high sections of anglo-vernacular schools for girls who did not wish to read for the high school examination has been abolished.
- (4) The Board has decided that a course in general science (physics, chemistry, and biology) should ultimately replace the present course in science for the high school examination and should be continuous with the course in elementary science including nature study which has been prescribed for the middle section of anglo-vernacular schools.
- (5) Private candidates for the board's examinations (including failed candidates of a previous year) will not be permitted to offer any subject requiring practical work or involving a practical examination.
- (6) The Board has framed a regulation allowing the aggregate marks of a candidate to be communicated to him on payment of a prescribed fee.
- (7) The Board has approved of the policy of instituting refresher courses for science teachers of intermediate classes and for drawing masters. A refresher course in zoology for the teachers of intermediate classes was held at the Lucknow University in October, 1927, and was a success.

The Board of Vernacular Education.

The constitution of the Board of Vernacular Education, as reconstituted in 1925, was given in the last year's report. The Board is an advisory body whose functions are confined to a consideration of matters relating to vernacular education. The Board met in April and June, 1927, and considered principally the curriculum of vernacular middle schools and the question of its own constitution. The recommendations of the Board were given full weight in the re-arrangement which has since been effected in the vernacular middle school curriculum and in the recent re-organization of the Board itself.

Benefactions.

Two important private benefactions have been made during the year to the cause of education. Seth Gauri Shankar Goenka Sahib of the Bulandshahr district has created a trust with an endowment fund of Rs. 1½ lakhs to encourage and promote advanced study and research in Sanskrit. Another endowment trust has been formed with government securities of the value of about Rs. 74,000 and valuable landed property for the maintenance of the Dhian Singh Memorial High School, Kanth, district Moradabad, founded by Chaudh-rain Jamna Kunwar Sahiba of Kanth. Messrs. Bhagirathiram Gharib-das, a firm of Mirzapur bankers, purchased, at a cost of Rs. 33,437, the building in which the Rani Suryapal Kunwar High School, Mirzapur (formerly the London Mission High School, Mirzapur) was housed and presented the building to the school committee. There were also several smaller benefactions. Thakurs Shamsher Bahadur Sinha and Mata Prasad Singh of Benares have endowed landed property of the value of over Rs. 2,000 to encourage and promote education among

Thakurs of village area in the district of Sultanpur. Four small endowments aggregating Rs. 6,700 have been made for the award of scholarships and medals.

Several committees and conferences were held during the year and did useful work. Reference has been made in chapter IV to the committee appointed in May, 1927, to make recommendations for improving the administration of vernacular education by district boards. Another committee appointed by Government to make recommendations for the introduction of a course of elementary science in vernacular middle schools has submitted its report which is under the consideration of the Department. The report of the committee appointed by Government in 1925 to inquire into and make recommendations on the state of primary education of boys of the Muslim community and of educationally backward communities was considered by Government during the year. A committee consisting of the headmasters of government normal schools for boys and some lady educationists was held in January, 1928, under the chairmanship of the Deputy Director of Public Instruction to recommend improvements in the methods of teaching of infant classes and in training of teachers for those classes. In May, 1927, Government appointed a committee to make recommendations for the expansion of girls' education. The committee has made recommendations regarding the principles on which grants should be given to municipal and district boards for expansion of girls' education, the opening of additional vernacular schools and of government English schools for girls, grants-in-aid to the latter, the extension of facilities for recruitment and training of women teachers, and for the expansion of girls' education generally. Government have taken action on some of the recommendations and others are under consideration. Two purely departmental conferences were also held during the year. One of them recommended certain changes in the courses of the under-graduates training colleges, Agra and Lucknow, and the second dealt with the organization of physical training.

Committees and conferences.

The constitution and functions of the text-book committee were given in the last report. There was only one meeting of the committee; out of nine sub-committees, eight held one meeting each. The work of the committee has increased; it dealt with 1,671 books, including maps and charts, as against 1,190 in the previous year. Of the total, 986 books were recommended for various purposes, 13 were referred back to sub-committees and 18 to the Board of High School and Intermediate Education, and 654 were rejected.

Text-book committee.

During the year 1927-28 twelve district boards, three municipal boards, eighteen educational institutions, ten co-operative banks, two Seva Samiti organisations, and certain officers of the agricultural and co-operative societies departments borrowed lanterns and slides. Fifteen lanterns and 2,090 slides were issued. Of the twelve district boards which borrowed lanterns, five sent nine lecturers and operators for training in the use of lanterns. The Assistant Registrar of Co-operative Societies, Agra, sent three probationary assistant registrars and one inspector and the E. A. S. High School and the Dayanad Anglo-Vernacular High School, Muzaffarnagar, sent two assistant masters for similar training. These

Lantern lecture committee.

lecturers and operators were trained as usual at the Training College, Allahabad. The total number of lanterns was the same as last year, 40, and the number of slides increased by 1,758 to 15,693. A few of the sets of slides (numbering 1,605) which were largely in demand were duplicated at a cost of Rs. 1,480 and 1,632 damaged slides were replaced at a cost of Rs. 806. During the year the committee spent Rs. 3,991 from its normal budgetted allotment of Rs. 4,000; of the total expenditure, Rs. 1,652 were spent on the purchase of new slides.

Pamphlets
published by
the Depart-
ment.

During the year the Education Department published two pamphlets, "Primary Education for every Boy and Girl in the United Provinces" and "Notes for Inspecting Officers and for Teachers in Vernacular Schools". The former states the case in favour of compulsory primary education for boys and outlines the procedure to be followed by the boards in the preparation of their compulsory schemes. It devotes a chapter to the education of girls and makes a strong plea for the expansion of girls' education. It is a useful handbook for members of the Legislative Council, educationists, members of local boards, and the educated public generally. The pamphlet "Notes for Inspecting Officers and for Teachers in Vernacular Schools" has been written for the guidance of the district inspecting staff. It gives model inspection notes and model lessons on language teaching and other subjects.

Teachers'
associations.

There are two teachers' associations recognised by the Department. The United Provinces Secondary Education Association is an association of headmasters and assistant masters of recognised non-government English schools in the United Provinces and was first recognised by Government in 1922. The association publishes a journal called "Education" and has so far held seven conferences of its members. The other association, which also was recognised by Government in 1922, confines its membership to government servants of the subordinate educational service and is called the Non-Gazetted Educational Officers' Association. The association has so far held eight conferences and publishes a journal "United Provinces Education". This association organised an educational exhibition in connexion with its recent annual conference. A satisfactory feature of these associations is that they do not confine themselves to questions which affect their members personally but also endeavour to broaden the outlook and raise the standard of professional knowledge of their members.

Boy-Scouts
Associations.

Both the Baden-Powell and the Seva Samiti Boy-Scouts' Associations, each of which is in receipt of a government grant of Rs. 12,000 per annum, are making steady progress. A marked feature of the activities of both associations during the year was the success of the training camps held by each and the enthusiasm of the teachers who attended them. Both associations also held their usual boy-scout rallies and jamboorees. The Seva Samiti Boy Scouts' Association rendered valuable service during the last Magh Mela held at Allahabad and generally the associations took advantage of opportunities for doing social service work during fairs and on other occasions. The Seva Samiti Boy Scouts' Association, Allahabad, is extending its

operations in other provinces. The following are the particulars of the two associations :—

	Local associations.		Number of scouts, scouters, cubs, etc.	
	1926-27.	1927-28.	1926-27.	1927-28.
Baden-Fowell Boy Scouts' Association, Lucknow.	20	28	6,523	4,984
Seva Samiti Boy Scouts' Association, Allahabad.	10	16	15,678	16,450

The figures for the Seva Samiti Boy Scouts' Association include some girl guides also.

Government give a grant of Rs. 5,000 to the United Provinces Girls Guides Association which is doing very useful work. The association obtained during the year the services of a trainer from England and her appointment has been fully justified by the results so far achieved.

Girl guides.

The following statements show the progress of the girl guides movement :—

Year.	Local associations.	Companies.	Ranger companies.	Packs.	Cadet corps.
1926	12	46	3	11	1
1927	15	49	2	20	2

Year.	Commissioners.	Secretaries.	Guiders.	Guides.	Rangers.	Brownies.	Cadets.	Total.
1926	16	11	78	848	38	260	15	1,261
1927	12	7	81	1,066	18	277	15	1,476

The number of State foreign scholarships awarded in 1928 was the same as in the preceding year. Six scholarships (including one for an Indian lady graduate) were awarded for the study of Western methods of education, one for research work in physics and one for research in physical chemistry. The scholarships for men are of the value of £290 per annum tenable for two years; for the lady graduate the value of the scholarship is £322 per annum tenable for the same period. The scholars have been admitted into the London, Edinburgh, Leeds, and Bristol Universities.

State foreign scholarships.

Administra-
tion.

Mr. K. P. Kichlu, Deputy Director of Public Instruction, remained throughout the year on special duty, first in connexion with the establishment of the Agra University and later as the educational expert of the Government of India on the Natal Commission of Enquiry on the Education of Indians. Mr. H. R. Harrop, Assistant Director, and Mr. Said-ud-din Khan, Additional Assistant Director, have been officiating as the Deputy and Assistant Director of Public Instruction respectively. Pandit H. N. Wanchoo, Principal, Government Intermediate College, Etawah, has been officiating as Additional Assistant Director. Rai Bahadur A. C. Mukerji, Secretary, Board of High School and Intermediate Education, Mr. W. Gawke, Pay and Accounts Officer, Mr. A. K. Majumdar, Personal Assistant to the Director, Mr. Raghunath Das, Registrar, Departmental Examinations, continued to hold their respective posts. Mr. J. C. Kempster, Principal, Training College, Lucknow, and Mr. E. F. Tipple, Inspector of Schools, Meerut division, retired during the year on attaining the age of superannuation, after long and meritorious services. I am indebted to the officers both on the directorate and the inspectorate for their ready response to the constantly increasing demands of work and responsibility and for their helpful co-operation. I am obliged to Pandit H. N. Wanchoo for valuable assistance in connexion with the preparation of this report.

A. H. MACKENZIE, M.A., C.I.E.,
Director of Public Instruction,
United Provinces.

November 10, 1928.

 GENERAL EDUCATIONAL TABLES.

	PAGES.
General summary of educational institutions and scholars on March 31, 1928	3A-4A
General summary of expenditure on education	5A
I.—Classification of educational institutions	6A-7A
II-A.—Distribution of scholars attending educational institutions for males	8A-9A
II-B.—Distribution of scholars attending educational institutions for females	10A-11A
III-A.—Expenditure on education for males	12A-15A
III-B.—Expenditure on education for females	16A-19A
IV-A.—Race or creed of male scholars receiving general education.. .. .	20A
IV-B.—Race or creed of female scholars receiving general education	21A
V-A.—Race or creed of male scholars receiving vocational and special education	22A
V-B.—Race or creed of female scholars receiving vocational and special education	23A
VI-A.—Men teachers	24A
VI-B.—Women teachers	25A
VII.—European education	26A
VIII.—Examination results	27A-28A

 APPENDICES.

PROVINCIAL TABLE A.—Showing the number of scholars and percentage under instruction in each district for the year ending March 31, 1928	30A-31A
PROVINCIAL TABLE B.—Giving particulars of vernacular primary schools for boys for the year ending March 31, 1928	32A-33A

GENERAL SUMMARY.

General Summary of Educational Institutions and Scholars for the official year 1927-28.

Area in square miles—106,497.		(1) Percentage of scholars to population.					
		Recognized Institutions.		All Institutions.			
		1928.	1927.	1928.	1927.		
Population—							
Males ..	23,787,745	Males ..	5.22	4.88	5.47	5.15	
Females ..	21,588,042	Females ..	.58	.55	.60	.57	
Total ..	45,375,787	Total ..	3.01	2.82	3.16	2.97	

	Institutions.			Scholars.			Stages of instruction of scholars entered in column 4.
	1928.	1927.	Increase or decrease.	1928.	1927.	Increase or decrease.	
	1	2	3	4	5	6	
RECOGNIZED INSTITUTIONS.							
Universities ..	5	4	+1	4,137	3,748	+389	
<i>For males.</i>							
Arts Colleges ..	(2)41	40	+1	6,006	5,781	+225	(a) 1,109 (3) (b) 4,235.
Professional Colleges	(4)10	18	-8	(5)3,227	3,063	+164	(a) 1,579 (b) 820.
High schools ..	161	161	..	64,156	59,788	+4,368	(c) 51,523 (d) 12,633.
Middle schools ..	733	714	+19	81,129	71,177	+9,952	(c) 75,330 (d) 5,799.
Primary schools ..	19,625	18,818	+807	10,99,328	10,38,452	+60,876	(d) 1,099,328.
Special schools ..	734	463	+316	25,339	17,020	+8,319	
Total ..	21,959	20,223	+1,186	1,283,322	1,159,029	+84,293	
<i>For females.</i>							
Arts Colleges ..	5	5	..	133	117	+16	(a) 98 (b) 95.
Professional Colleges	..	..	..	6	6	..	
High schools ..	28	27	+1	5,070	4,260	+810	(c) 1,363 (d) 3,702.
Middle schools ..	177	192	-15	21,920	21,663	+257	(c) 1,773 (d) 20,147.
Primary schools ..	1,657	1,580	+77	57,478	54,513	+2,965	(d) 57,473.
Special schools ..	43	41	+2	878	862	+16	
Total ..	1,910	1,845	+65	85,485	81,421	+4,064	
UNRECOGNIZED INSTITUTIONS.							
For males ..	2,373	2,575	-202	61,398	65,746	-4,353	
For females ..	205	177	+28	4,143	3,205	+938	
Total ..	2,578	2,752	-174	65,536	68,951	-2,415	
GRAND TOTAL ..	25,847	24,620	+1,027	1,484,843	1,349,401	+84,942	

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

	Recognized institutions.		All institutions.	
	1928.	1927.	1928.	1927.
Males	1,243,284	1,161,235	1,303,148	1,235,165
Females	125,523	119,215	131,200	124,236
Total	1,368,807	1,280,450	1,434,348	1,359,401

- (2) The number includes eight Degree Colleges, one Benares Sanskrit College and thirty-two Intermediate Colleges.
- (3) This number does not include 662 scholars of Benares Sanskrit College.
- (4) Eight Commercial Diploma classes attached to the Intermediate Colleges have been excluded and not shown as separate institutions.
- (5) 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 courses.

General summary of expenditure on education for the official year 1927-28.

	Total expenditure.			Percentage of expenditure from—				Cost per scholar to—				Total cost per scholar.
	1928.	1927.	Increase or decrease.	Government funds.	Board funds.	Fees.	Other sources.	Government funds.	Board funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11		12
	Rs.	Rs.	Rs.					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction and inspection ..	18,61,667	13,24,219	+37,448	95·5	4·5	..	..	..	..	..	..	..
Universities ..	36,74,479	38,97,004	-2,22,525	60·05	..	22·25	17·7	..	..	..	..	..
Boards of Secondary and Intermediate Education.	1,94,577	1,69,188	+25,389	..	..	100	..	..	..	..	..	..
Miscellaneous* ..	81,76,288	69,80,309	+11,95,974	45·15	17·9	10·81	26·14	..	..	..	..	..
Total ..	1,34,97,006	1,23,70,720	+10,36,283	53·7	11·37	14·14	20·79	..	..	..	..	..
<i>Institutions for males.</i>												
Arts colleges, including Associated Intermediate Colleges.	6,97,327	6,46,498	+50,834	50·57	2·62	34·19	12·62	109 5 6	5 10 8	73 14 7	27 4 9	216 3 6
Professional colleges ..	9,97,495	9,26,764	+70,731	64	..	6·69	29·81	302 2 7	..	68 0 3	275 12 6	941 0 4
High schools, including Intermediate Colleges.	60,92,168	59,79,872	+1,12,297	52	·98	33·42	13·60	47 0 9	0 14 3	80 4 0	12 5 1	90 8 1
Middle schools ..	22,35,071	21,09,429	+1,25,642	50·5	18·76	20·87	9·87	13 14 7	5 2 8	5 12 0	2 11 6	27 8 9
Primary schools ..	80,41,873	78,49,243	+1,92,630	70·41	24·76	2·92	1·89	5 2 5	1 13 0	0 3 4	0 2 2	7 5 0
Special schools ..	17,32,405	15,82,782	+1,49,623	75	8·7	1·8	14·5	51 4 0	5 15 0	1 3 9	9 15 2	68 5 11
Total ..	1,97,93,384	1,90,94,588	+7,01,751	61·87	13·34	15·52	9·27	9 9 4	2 1 1	2 6 6	1 7 0	15 7 11
<i>Institutions for females.</i>												
Arts colleges, including Associated Intermediate Colleges.	53,210	57,322	-4,112	42·76	..	16·32	40·92	242 1 0	..	92 6 4	231 9 8	566 1 0
Professional colleges ..	7,41,715	8,49,896	-1,08,183	48·14	2·16	31·49	18·21	70 0 11	3 2 2	45 13 2	26 8 0	145 8 3
High schools, including Intermediate Colleges.	5,98,114	6,27,687	-29,573	43·26	14·16	8·29	29·29	18 7 4	5 6 8	3 2 9	11 3 2	38 3 11
Middle schools ..	5,92,508	5,81,871	+10,637	38·7	47·24	3·36	10·7	3 15 10	4 13 11	0 5 6	1 1 8	10 4 11
Primary schools ..	2,17,544	1,97,085	+20,459	80·79	·54	4·66	14·01	200 3 0	1 5 4	11 8 8	34 11 4	247 12 4
Special schools ..	22,08,031	23,18,868	-1,10,772	48·73	17·83	14·61	19·33	12 8 11	4 7 6	3 12 3	4 15 8	25 12 4
Total ..	3,54,06,431	3,37,79,166	+16,27,265	57·95	12·84	14·95	14·26	14 15 10	3 5 2	3 13 10	3 11 0	25 13 10
GRAND TOTAL ..												

* Includes expenditure on buildings.

GENERAL SUMMARY.

GENERAL TABLE I.

Classification of Educational Institutions for the official year 1927-28.

	For males.						For females.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNIZED INSTITUTIONS.												
Universities .. .. .	..	..	..	5	..	5	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	1	..	..	..	..	1	..	..	..	..	..	..
Colleges—												
Arts and Science*	1	..	..	8	..	9	..	..	..	2	..	2
Law .. .. .	..	..	..	..	2	2	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Education	8	..	..	..	..	8	..	..	..	..	..	..
Engineering	1	..	..	..	..	1	..	..	..	..	..	..
Agriculture	1	..	..	..	1	2	..	..	..	..	..	..
Commerce .. .. .	..	..	..	1	..	1	..	..	..	..	..	..
Forestry	1	..	..	..	..	1	..	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate and 2nd grade Colleges ..	8	..	..	22	2	32	..	..	..	3	..	3
Total ..	16	..	..	36	5	57	..	..	..	5	..	5

High Schools	43	..	3	104	6	161	..	..	1	26	1	28
Middle schools {	English	1	..	5	60	29	95	..	..	86	1	97
		Vernacular	8	591	21	11	7	698	47	14	20	57	2	140
Primary schools	15		14,438	725	4,366	81	(a)19,625	19	839	200	589	10	(b)1,657
Total	72	15,029	754	4,541	123	20,519	66	853	221	708	14	1,862
Special schools:—												
Art schools	1	..	..	..	..	1	..	..	..	..	..	..
Law schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Medical schools.. ..	1	..	..	..	..	1	1	..	..	..	..	1
Normal and Training schools	8	55	12	..	..	75	15	1	2	16	1	95
Engineering schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial schools	80	10	8	75	..	118	1	..	..	5	1	7
Commercial schools .. ..	..	..	1	3	..	4	..	..	..	..	..	..
Agricultural schools	1	..	..	..	..	1	..	..	..	..	..	..
Reformatory schools	1	..	..	..	..	1	..	..	..	..	..	..
Schools for defectives .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for adults .. ..	..	67	101	152	14	334	..	..	..	..	..	..
Other schools	96	6	4	193	10	249	..	..	..	..	..	..
Total	78	188	121	423	24	784	17	1	2	21	2	48
Totals for Recognized Institutions	166	15,167	875	5,000	152	21,360	83	854	223	784	16	1,910
Unrecognized Institutions	..	..	..	..	2,373	2,373	..	..	..	..	205	205
Grand Total, all Institutions	166	15,167	875	5,000	2,525	23,733	83	854	223	784	221	2,115

* Includes one Oriental College.

(a) The number includes 869 Primary schools solely for depressed classes with 27,020 scholars in them.

(b) Ditto 1 ditto ditto 18 ditto it.

GENERAL TABLES.

180
7A

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 ..	662	498	14	..	..	..	..	..	..
Law	759	662	154	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..	..	..	..
Education	171	166	162	..	..	..	..	..	..
Engineering	188	185	166	..	..	..	..	..	..
Agriculture	155	137	149	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..
Forestry	64	64	64	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..
Total ..	1,999	1,712	709	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High schools ..	20,387	17,647	2,246	..	..	..	1,484	1,805	..
„ Middle schools { English ..	110	91	44	..	..	..	559	456	..
„ Vernacular ..	1,676	1,388	179	68,617	52,841	19,750	2,386	1,983	139
„ Primary schools ..	881	668	..	870,796	660,696	1,276	74,564	53,011	..
Total ..	23,054	19,794	2,469	934,413	713,537	21,026	78,993	56,735	139
In Art schools	204	151	43	..	..	..	..	..	..
„ Law schools .. .. .	..	..	..	..	..	..	..	..	..
„ Medical schools	316	278	..	..	..	..	..	..	..
„ Normal and Training schools	713	680	98	464	455	449	82	80	6
„ Engineering schools ..	..	..	..	..	..	..	..	..	..
„ Technical and Industrial schools.	1,762	1,404	412	135	117	10	177	164	..
„ Commercial schools ..	..	..	..	..	..	..	18	12	..
„ Agricultural schools ..	98	86	89	..	..	..	..	..	..
„ Reformatory schools ..	161	141	..	..	..	..	..	..	..
„ Schools for Defectives ..	..	..	..	..	..	..	..	..	..
„ Schools for Adults .. .. .	..	..	..	1,646	1,220	..	2,605	1,758	..
„ Other schools	1,861	1,651	10	141	114	..	269	190	..
Total ..	5,115	4,391	1,222	2,986	1,906	459	3,151	2,204	6
Totals for Recognized Institutions.	80,168	25,897	4,480	936,799	715,443	21,485	82,144	58,959	145
In recognized Institutions ..	..	..	..	..	..	..	..	..	..
Grand Total, all Institutions ..	80,168	25,897	4,480	936,799	715,443	21,485	82,144	58,959	145

- (a) Scholars reading Arts and Science in the Teaching Universities; of this number
(b) Includes 306 scholars also reading Law.
(c) Includes 662 scholars in Oriental College, and 1,109 reading Arts and Science in the
(d) This is the number of scholars in Intermediate classes.

GENERAL TABLES.

TABLE II-A.

Institutions for males for the official year 1927-28.

Aided.			Unaided.			Grand Total of—			Number of females included in column 16.
Scholars on roll on March 31.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll.	Average attendance.	Residents in approved hostels.	
10	11	12	13	14	15	16	17	18	19
4,137	3,242	2,462	..	..	..	(a) (b) 4,137	3,242	2,462	} 21
1,109	967	491	..	..	..	(c) 1,771	1,465	505	
3,063	2,592	1,360	413	356	271	(d) 4,235	3,610	1,785	2
845	728	393	173	137	37	1,018	865	430	1
258	258	207	..	..	..	258	258	207	..
94	76	21	..	..	..	265	242	183	..
455	373	394	..	..	..	643	553	560	..
..	..	..	55	49	54	210	186	203	..
769	636	380	..	..	..	769	636	380	..
..	..	..	..	..	..	64	64	64	..
..
10,730	8,872	5,703	641	542	362	13,370	11,126	6,779	24
39,010	34,067	5,763	3,275	2,905	894	64,156	55,924	8,903	53
8,556	7,356	765	2,935	2,471	243	12,210	10,326	1,052	206
860	668	171	380	237	82	63,919	57,167	20,321	6
149,950	115,026	241	3,697	2,859	53	1,099,323	832,260	1,570	41,430
197,816	157,069	6,940	10,337	8,522	1,272	1,244,613	955,677	81,846	41,745
..	..	..	..	..	..	204	151	43	..
..
..	..	..	..	..	..	316	278	..	..
..	..	..	..	..	..	1,219	1,215	1,153	..
..
1,714	1,308	630	..	..	..	3,788	2,993	1,052	40
296	202	77	..	..	..	314	214	77	6
..	..	..	..	..	..	58	86	89	..
..	..	..	..	..	..	161	141	..	..
4,077	3,219	..	285	263	..	8,613	6,460	..	42
7,901	6,410	273	414	333	94	10,536	8,698	377	41
13,988	11,139	980	659	596	94	25,339	20,236	2,791	129
222,534	177,080	13,628	11,677	9,660	1,723	1,233,322	987,039	41,416	41,398
..	..	..	61,393	..	21	61,393	..	21	1,635
222,534	177,080	13,628	73,070	9,660	1,749	1,344,715	987,039	41,437	43,533

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

Degree Colleges; this number includes 93 scholars reading *Law* also.

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 .. ..	..	..	..	..	..	..	150	115	..
„ Middle schools { English	6,786	4,716	100	1,022	708	8	2,110	1,863	..
„ Middle schools { Vernacular	1,209	865	..	25,988	13,743	..	11,467	7,803	..
„ Primary schools .. ..	..	..	..	..	..	..	..	..	..
Total	7,995	5,581	100	27,010	19,451	8	13,727	9,281	..
In Medical schools	56	62	55	..	..	..	..	..	..
„ Normal and Training schools	111	103	81	2	2	..	7	8	..
„ Technical and Industrial schools.	6	6	..	..	..	..	..	..	..
„ Commercial schools .. ..	..	..	..	..	..	..	..	..	..
„ Agricultural schools .. ..	..	..	..	..	..	..	..	..	..
„ Schools for Adults .. ..	..	..	..	..	..	..	..	..	..
„ Other schools .. ..	..	..	..	..	..	..	..	..	..
Total	173	171	136	2	2	..	7	8	..
Totals for Recognized Institutions.	3,163	5,752	236	27,012	19,453	8	13,734	9,239	..
In Unrecognized Institutions .. ..	..	..	..	..	..	..	..	..	..
Grand Total, all institutions— for females.	3,163	5,752	236	27,012	19,453	8	13,734	9,239	..
Grand Total, all institutions— males and females.	33,336	31,649	4,606	563,811	734,306	21,493	95,973	63,245	145

TABLE II-B.

Institutions for females for the official year 1927-28.

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
138	117	108	..	..	..	138	117	108	..
.. 6	.. 6	.. 6	..	..	..	.. 6	.. 6	..	..
139	123	114	..	..	..	139	123	114	..
4,857	4,151	2,163	63	54	..	5,070	4,320	2,163	571
4,572	3,776	2,048	151	140	..	4,723	3,916	2,048	449
7,044	4,789	12	235	147	..	17,197	11,723	120	109
18,454	13,976	188	360	261	16	57,478	41,648	154	731
84,927	26,692	4,361	899	602	16	84,468	61,607	4,485	1,800
..	..	..	..	..	..	56	62	55	..
185	176	147	16	13	16	321	302	244	..
490	390	190	5	5	..	501	401	190	..
..
..
..
..
675	566	337	21	18	16	878	765	489	..
95,741	27,381	4,812	830	620	32	85,485	62,495	5,088	1,860
..	..	..	4,143	3,352	73	4,143	3,352	73	101
85,741	27,381	4,812	4,973	3,972	105	89,628	65,847	5,161	1,961
253,275	204,461	13,440	78,043	13,632	1,854	1,434,343	1,052,836	46,593	45,494

GENERAL
EXPENDITURE ON EDUCATION FOR
*Expenditure on buildings includes Rs. 1,12,346 spent by
"Miscellaneous" includes the*

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

	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.
Universities ..	..	..	..	..	..	..	..	..
Board of Secondary and Intermediate Education.	..	..	..	1,94,577	..	1,94,577	..	..
Arts Colleges ..	48,393	..	..	..	..	48,393	..	..
Professional Colleges ..	..	..	..	..	..	..	..	..
Law ..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..
Education ..	1,49,020	..	..	..	604	1,49,624	..	..
Engineering ..	1,75,893	..	..	32,019	2,37,188	4,45,100	..	..
Agriculture ..	1,11,359	..	..	4,738	..	1,16,137	..	..
Commerce ..	..	..	..	..	..	..	..	..
Forestry ..	1,81,538	..	..	..	..	1,81,538	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..
Intermediate Colleges	4,97,678	..	..	1,24,633	3,847	6,26,158	..	..
Total ..	11,63,921	..	..	3,55,967	3,41,639	17,61,527	..	..
<i>School Education—General.</i>								
High schools ..	12,18,787	..	..	3,82,613	8,204	16,16,604	..	..
Middle { English ..	10,533	..	..	1,795	11	12,339	..	..
schools { Vernacular ..	32,532	..	..	1,427	..	33,959	8,44,253	3,33,003
Primary schools ..	7,252	1,297	..	3	..	8,552	51,05,293	12,57,315
Total ..	12,69,104	1,297	..	3,92,838	8,215	16,71,454	59,59,546	15,90,313
<i>Special.</i>								
Art schools ..	64,615	..	..	2,061	3,278	69,954	..	..
Law schools ..	..	..	..	..	..	..	..	..
Medical schools ..	1,34,024	..	..	5,445	7,488	1,46,957	..	..
Normal and Training schools.	1,98,201	..	..	..	753	1,98,954	98,331	35,299
Engineering schools ..	..	..	..	..	..	..	..	..
Technical and Industrial schools.	5,72,225	..	..	1,746	82,284	6,56,255	3,056	14,435
Commercial schools ..	..	..	..	..	..	..	..	..
Agricultural schools ..	26,401	..	..	..	..	26,401	..	..
Reformatory schools ..	52,974	..	..	..	..	52,974	..	..
Schools for Defectives ..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	1,851	4,320
Other schools ..	27,898	1,759	..	11,187	1,832	40,676	..	1,533
Total ..	10,74,338	1,759	..	20,489	95,635	11,92,171	1,04,133	55,537
GRAND TOTALS ..	35,07,363	3,056	..	7,69,244	3,45,439	46,25,152	60,63,634	16,45,905

GENERAL

EXPENDITURE ON EDUCATION FOR
Expenditure on buildings includes Rs. 1,12,346 spent by
"Miscellaneous" includes the

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

	Aided institutions.					
	Govern- ment 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>						
Universities	15,17,479	..	200	5,80,547	2,31,310	23,20,036
Board of Secondary and Inter- mediate Education .. .. .	..	..	..	..	..	..
Arts Colleges	3,04,248	9,550	8,725	2,38,371	88,040,	6,48,934
Professional Colleges .. .. .	..	..	..	..	..	..
Law .. .. .	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..
Education .. .. .	..	..	..	..	..	..
Engineering .. .. .	..	..	..	..	..	..
Agriculture .. .. .	..	..	..	..	..	..
Commerce	20,448	..	..	18,029	16,732	55,209
Forestry .. .. .	..	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..	..
Intermediate Colleges	3,81,678	..	3,300	3,61,542	2,07,855	9,54,375
Total	22,23,853	9,550	12,225	11,58,489	5,44,437	39,38,554
<i>School Education—General.</i>						
High schools	10,38,386	2,524	20,566	10,16,017	3,66,516	24,53,009
Middle schools .. { English	2,22,339	..	11,832	1,50,255	1,13,430	4,97,856
{ Vernacular	1,178	3,677	961	1,881	10,956	18,653
Primary schools	3,35,188	2,03,627	81,859	16,470	1,00,590	7,38,134
Total	15,97,091	2,09,828	1,24,218	11,84,623	5,91,892	37,07,652
<i>Special.</i>						
Art schools .. .. .	..	..	..	..	..	..
Law schools .. .. .	..	..	..	..	..	..
Medical schools .. .. .	..	..	..	..	..	..
Normal and Training schools .. .. .	..	..	..	..	..	..
Engineering schools .. .. .	..	..	..	..	..	..
Technical and Industrial schools	62,738	16,429	5,282	24	39,430	1,23,903
Commercial schools	2,900	..	..	8,394	6,462	17,756
Agricultural schools .. .. .	..	..	..	..	..	..
Reformatory schools .. .. .	..	..	..	..	..	..
Schools for Defectives .. .. .	..	..	..	..	..	..
Schools for adults	5,264	6,104	1,574	..	1,392	14,334
Other schools	29,410	23,784	15,979	58	83,383	1,57,963
Total	1,00,312	46,317	22,735	8,476	1,36,116	3,19,956
GRAND TOTAL	39,21,256	2,65,695	1,59,178	23,91,588	12,72,445	80,10,163

GENERAL TABLES.

TABLE III-A—(concluded).

MALES FOR THE OFFICIAL YEAR 1927-28.

the Public Works Department on educational buildings.

following main items :—

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

			Total expenditure from—					
			Government funds.	District funds.	Municipal funds.	Fees.	Other sources.	Grand total.
			28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	..	..	2,17,895	..	..	..	..	2,17,895
Inspection	..	..	9,79,443	15,018	35,875	..	..	10,80,336
Buildings, etc.	..	..	23,77,890	6,17,836	75,484	12,888	12,03,669	42,92,767
Miscellaneous	..	..	17,36,780	5,77,779	1,20,876	8,81,106	10,01,089	43,17,630
Total	..	..	53,12,008	12,10,633	2,32,235	8,93,994	22,09,758	98,58,628
Recognized Unaided Institutions.								
Fees.	Other sources.	Total.						
25	26	27						
Rs.	Rs.	Rs.						
..	..	..	15,17,479	..	200	5,80,547	2,31,810	23,30,036
..	..	..	..	..	..	1,94,577	..	1,94,577
..	..	..	3,52,641	9,550	8,725	23,887	88,040	*6,97,327
..
8,473	..	8,473	..	..	..	8,473	..	8,473
..	..	..	1,49,020	..	..	..	604	1,49,624
..	..	..	1,75,893	..	..	32,019	2,37,188	4,45,100
3,540	37,874	41,414	1,11,399	..	..	8,273	37,374	1,57,551
..	..	..	20,448	..	..	18,029	16,732	55,209
..	..	..	1,81,538	..	..	..	..	1,81,538
..
43,544	1,36,892	1,90,436	8,79,856	..	3,800	5,29,719	3,48,594	17,60,969
55,557	1,74,766	2,30,323	93,87,774	9,550	12,225	16,10,013	9,60,842	59,80,404
65,498	1,05,721	1,71,219	2,18,741	2,524	54,303	15,06,483	4,80,466	43,31,194
58,005	74,578	1,32,583	2,33,176	..	23,254	2,17,450	1,88,019	6,71,899
1,016	7,403	8,419	8,90,573	3,36,680	54,489	2,48,921	32,509	15,63,172
..	30,152	30,152	56,62,639	14,74,630	5,17,921	2,34,585	1,52,038	80,41,873
1,34,519	2,17,854	3,42,373	90,78,301	18,13,834	6,54,972	22,07,439	8,53,092	1,46,08,138
..	..	..	64,615	..	..	2,061	3,278	69,954
..
..	..	..	1,34,024	..	..	5,445	7,483	1,46,957
..	..	..	3,02,613	35,299	15,023	..	753	3,53,693
..
..	..	..	6,39,169	30,864	3,474	1,770	1,22,912	8,03,189
..	..	..	2,900	..	205	8,394	6,462	17,961
..	..	..	26,401	..	..	..	..	26,401
..	..	..	52,974	..	..	..	..	52,974
..
..	233	233	20,580	10,424	3,200	..	1,630	35,884
..	15,153	15,153	55,308	27,076	19,834	13,672	1,09,502	2,25,392
..	15,441	15,441	12,08,534	1,03,663	46,741	31,342	2,52,075	17,32,405
1,80,076	4,03,061	5,83,137	1,90,77,167	31,37,680	9,46,173	47,42,788	42,75,767	3,21,79,575

* Includes expenditure on associated intermediate colleges.

GENERAL

EXPENDITURE ON EDUCATION FOR
Expenditure on buildings includes Rs. 290 spent by

"Miscellaneous" includes the

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

	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..	1,12,274	..	..	2,261	7	1,14,542	4,112	8,441
Primary schools ..	25,625	..	..	424	..	26,049	1,28,214	92,927
Total ..	1,97,899	..	..	2,685	7	1,40,591	1,32,326	1,01,863
<i>Special.</i>								
Medical schools ..	34,520	..	..	..	..	34,520	..	..
Normal and Training schools.	80,287	..	..	395	21	80,653	320	160
Technical and Industrial schools.	55	..	..	..	..	55	..	..
Commercial schools ..	..	..	..	..	..	..	..	..
Agricultural schools ..	..	..	..	..	..	..	..	..
Schools for adults ..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..
Totals ..	1,14,812	..	..	395	21	1,15,228	320	160
Grand Total, Females..	2,52,711	..	..	3,080	28	2,55,819	1,32,646	1,01,523
Grand Total, Males ..	85,07,863	3,056	..	7,63,244	3,45,489	46,25,152	60,63,684	16,45,905
Grand Total, for all ..	87,60,074	3,056	..	7,72,324	3,45,517	43,80,971	61,96,330	17,47,433

GENERAL TABLES.

TABLE III-B.

FEMALES FOR THE OFFICIAL YEAR 1927-28.

the Public Works Department on educational buildings.

following main items :—

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

Board Institutions.				Municipal Board Institutions.					
Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..
..
..
..
..
..
..
..	..	..	..	5,592	..	8,156	796	..	14,544
2,483	28	..	15,059	1,200	..	34,674	..	..	35,874
..	164	500	2,21,805	1,392	..	1,29,337	11	..	1,30,740
2,483	187	500	2,36,864	8,184	..	1,72,167	807	..	1,81,158
..
..	..	..	480	2,078	..	..	..	..	2,078
..
..
..
..
..	..	..	480	2,078	..	..	..	..	2,078
2,483	187	500	2,37,844	10,262	..	1,72,167	807	..	1,83,236
81,790	4,50,018	36,029	82,27,421	2,72,856	12,391	5,22,970	57,673	3,985	8,70,075
84,273	4,50,200	36,529	84,64,765	2,88,118	12,391	6,95,137	58,680	3,985	10,58,311

GENERAL
EXPENDITURE ON EDUCATION FOR
Expenditure on Buildings includes Rs. 290 spent by
“ Miscellaneous ” includes the

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

	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	23,774	..	..	8,685	21,771	53,210
Professional Colleges .. .. .	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..
Education .. .. .	..	..	..	..	..	..
Intermediate Colleges	38,652	..	400	9,387	12,867	61,306
Total	61,406	..	400	18,072	34,638	1,14,516
<i>School Education—General.</i>						
High schools	3,12,836	..	7,430	2,13,014	1,22,226	6,55,506
Middle schools { English	1,18,445	8,026	4,100	43,345	97,684	2,66,000
{ Vernacular	52,650	7,043	24,944	3,942	72,342	1,61,421
Primary schools	74,027	31,534	26,093	19,339	58,703	2,07,701
Total	5,57,958	41,603	62,567	2,79,640	3,51,460	12,93,228
<i>Special.</i>						
Medical schools .. .. .	..	..	..	..	..	..
Normal and Training schools	53,462	..	..	9,740	26,119	89,321
Technical and Industrial schools	5,095	290	720	..	2,412	8,517
Commercial schools .. .. .	..	..	..	..	..	..
Agricultural schools .. .. .	..	..	..	..	..	..
Schools for adults .. .. .	..	..	..	..	..	..
Other schools .. .. .	..	..	..	..	..	..
Totals	58,557	290	720	9,740	28,531	97,838
Grand Total, Females	6,77,921	41,893	63,687	3,07,452	4,14,629	17,05,582
Grand Total, Males	39,21,255	2,65,695	1,59,178	23,91,588	12,72,445	80,10,162
Grand Totals for all	45,99,177	3,07,588	2,22,865	26,99,040	16,87,074	95,15,744

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

TABLE III-B—(concluded).

FEMALES FOR THE OFFICIAL YEAR 1927-28.

the Public Works Department on educational buildings.

following main items:—

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

			Total expenditure from—					
			Government funds.	District funds.	Municipal funds.	Fees.	Other sources.	Grand Total.
			28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection			1,03,131	2,570	7,735	..	..	1,18,436
Buildings, etc.			83,888	9,064	13,532	11,634	1,54,831	2,72,949
Miscellaneous			1,82,246	17,030	31,431	2,15,705	1,90,968	6,97,880
Total			3,69,265	28,664	52,698	2,27,339	3,45,799	10,28,765
Recognized Unaided Institutions.								
Fees.	Other sources.	Total.						
25	26	27						
Rs.	Rs.	Rs.						
..	..	..	22,754	..	..	8,685	21,771	*53,210
..
..
..	..	..	38,652	..	400	9,387	12,867	61,306
..	..	..	61,406	..	400	18,072	94,638	1,14,516
10,359	..	10,359	3,18,428	..	15,586	2,24,169	1,22,226	6,80,409
..	..	..	1,18,445	3,026	4,100	43,345	97,684	2,66,600
..	4,618	4,618	1,70,236	15,434	62,101	6,226	77,467	3,31,514
..	4,213	4,213	2,29,258	1,24,461	1,55,430	19,938	63,421	5,92,508
10,359	8,831	19,190	8,36,367	1,42,971	2,37,217	2,93,678	3,60,798	18,71,03
..	..	..	34,520	..	..	..	..	34,520
..	1,920	1,920	1,36,097	160	..	10,135	28,060	1,74,452
..	..	..	5,150	230	720	..	2,412	8,572
..
..
..
..
..	1,920	1,920	1,75,767	450	720	10,135	30,472	2,17,544
10,359	10,751	21,110	14,42,305	1,72,085	2,91,035	5,49,224	7,71,707	32,26,856
1,80,076	4,08,061	5,88,137	1,90,77,167	31,37,680	9,46,173	47,42,788	42,75,767	3,21,79,575
1,50,435	4,18,812	6,09,247	2,05,19,972	33,09,765	12,37,203	52,92,012	50,47,474	3,54,06,431

Allahabad, is met by the University of Allahabad and is therefore included in the University not in this amount.

GENERAL TABLE IV-A.

Race or creed of Male Scholars receiving General Education for the official year 1927-28.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	
				Higher castes.	Depressed classes.							
		1	2	3	4	5	6	7	8	9	10	
Total, Population	..	21,403	87,610	20,243,949		3,388,151	300	520	8,959	86,853	23,787,745	
<i>School Education.</i>												
Classes.												
Primary	.. {	Infants ..	517	1,253	381,684	58,896	95,144	1	12	151	74	537,732
		I	238	374	164,673	16,304	33,835	..	6	34	19	215,583
		II	292	336	111,398	8,638	22,327	..	4	39	14	143,098
		III	277	441	85,436	4,841	16,800	2	7	43	17	107,864
Middle	.. {	IV	350	302	59,790	2,371	11,446	1	11	49	3	74,323
		V	309	301	33,490	15	6,266	..	13	28	4	41,236
		VI	335	241	26,683	492	4,925	..	11	40	..	32,727
		VII	271	233	22,089	345	4,145	..	10	29	7	27,129
High	.. {	VIII	261	141	7,389	73	1,787	..	14	14	2	9,681
		IX	178	103	6,624	36	1,512	..	11	25	2	8,496
Intermediate	.. {	X	190	93	5,187	31	1,935	..	7	22	4	6,869
		XI	22	23	1,413	1	484	..	2	4	1	1,955
Total	.. {	XII	24	45	1,564	20	613	1	5	6	..	2,273
		Total	3,314	3,946	907,420	92,863	200,619	5	113	534	147	1,208,961
<i>University and Intermediate Education.</i>												
Intermediate classes.	{	1st year..	..	..	361	..	3	..	..	..	..	364
		2nd year..	..	..	276	2	1	..	..	2	..	281
Degree classes	{	1st year..	5	17	1,141	..	418	..	1	3	2	1,587
		2nd year..	9	18	1,073	1	416	..	2	3	1	1,523
		3rd year..	..	7	219	..	19	..	..	1	..	246
Post-graduate classes.	{	1st year..	1	6	349	..	234	..	1	4	..	595
		2nd year..	..	1	141	..	9	..	..	..	1	152
Research students	..	..	..	22	..	2	..	..	..	..	24	
Total	..	15	49	4,551	3	1,248	..	4	13	4	*5,887	
Number of scholars in recognized Institutions.	..	3,329	3,995	911,371	92,866	201,367	5	117	547	151	1,214,848	
Number of scholars in unrecognized Institutions.	..	..	260	23,686	3,491	27,370	..	..	26	26	59,359	
GRAND TOTAL	..	3,329	4,255	940,657	96,357	229,237	5	117	573	117	1,274,707	

* The number includes 959 Hindus and 146 Muhammadans reading in the Benares Sanskrit College and in the Oriental departments of Lucknow and Benares Hindu Universities.

GENERAL TABLES.

GENERAL TABLE IV-B.

Race or creed of Female Scholars receiving General Education for the official year, 1927-28.

	Europeans and Anglo-Indians.	Indian Christians	Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	
			Higher castes.	Depressed classes.							
	1	2	3	4	5	6	7	8	9	10	
Total, Population ..	10,540	81,153	18,966,±13		3,092,981	188	403	5,275	31,087	21,588,042	
<i>School Education.</i>											
Classes.											
Primary ..	Infants	514	1,371	64,877	3,081	13,730	1	15	42	336	83,967
	I	225	542	15,036	548	2,593	2	9	10	72	19,037
	II	257	519	7,933	261	1,214	1	2	6	46	10,239
	III	296	551	3,887	80	428	1	14	5	17	4,714
	IV	262	484	1,919	32	207	..	6	5	6	2,921
Middle ..	V	251	368	628	4	78	..	8	1	5	1,388
	VI	203	239	472	7	68	..	5	4	..	998
	VII	166	141	109	..	21	..	8	..	..	445
	VIII	146	68	90	1	13	1	1	..	1	321
High ..	IX	93	57	32	1	12	..	..	2	..	197
	X	86	81	41	1	10	..	2	..	1	172
Intermediate ..	XI	9	28	20	..	2	..	..	..	..	59
	XII	..	20	18	..	4	..	..	..	..	42
Total ..	2,448	4,414	94,562	4,016	18,375	6	70	75	484	124,450	
<i>University and Intermediate Education.</i>											
Intermediate classes.	1st year ..	..	..	4	..	..	..	..	..	..	4
	2nd year ..	..	..	..	..	..	..	..	..	..	..
Degree classes	1st year ..	5	11	9	..	..	..	..	..	..	25
	2nd year ..	..	5	9	..	1	..	..	..	..	15
	3rd year ..	..	..	1	..	..	..	..	..	..	1
Post-graduate classes.	1st year ..	1	1	6	..	..	..	..	..	..	8
	2nd year ..	1	..	4	..	1	..	..	..	..	6
Research students	..	..	..	..	..	..	..	..	..	..
Total ..	7	17	33	..	2	..	..	..	..	59	
Number of scholars in recognized institutions.	2,455	4,481	94,595	4,016	18,377	6	70	75	484	124,509	
Number of scholars in unrecognized Institutions.	..	210	2,555	364	2,510	..	..	12	26	5,677	
GRAND TOTAL ..	2,455	4,641	97,150	4,380	20,887	6	70	87	510	180,186	

GENERAL TABLE V-A.

Race or creed of Male Scholars receiving Vocational and Special Education for the official year 1927-28.

	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>School Education.</i>										
Art schools .. ..	..	2	184	..	66	..	..	2	..	204
Law schools .. ..	..	..	..	..	..	..	..	..	..	..
Medical schools .. ..	..	7	208	..	72	..	..	29	..	316
Normal and Training schools	..	..	1,000	25	233	..	..	..	..	1,259
Engineering and Surveying schools.	..	..	..	..	..	..	..	..	..	..
Technical and Industrial schools.	64	362	1,714	396	1,125	1	4	16	66	3,748
Commercial schools ..	12	32	173	..	88	..	2	1	..	308
Agricultural schools ..	..	..	70	..	28	..	..	..	..	98
Reformatory schools ..	..	1	98	19	43	..	..	..	..	161
Schools for defectives ..	..	..	..	..	..	..	..	..	..	..
Schools for adults .. ..	..	90	3,932	2,817	1,732	..	..	..	..	8,571
Other schools .. ..	..	..	8,556	91	1,896	..	..	1	1	10,545
Total ..	76	494	15,835	3,349	5,233	1	6	49	67	25,210
<i>University and Intermediate Education.</i>										
Law .. ..	..	3	765	2	243	..	1	2	1	1,017
Medicine .. ..	..	4	208	..	44	..	..	2	..	258
Education	1	9	179	..	76	..	..	..	..	265
Engineering	6	3	550	1	24	..	3	56	..	643
Agriculture	1	12	150	..	41	..	..	4	2	210
Commerce	1	16	694	..	55	..	2	1	..	769
Forestry .. ..	..	1	52	..	7	1	1	2	..	64
Veterinary Science ..	..	..	..	..	..	..	..	..	..	..
Total ..	9	48	2,558	3	490	1	7	67	3	3,226
GRAND TOTAL ..	85	542	18,433	3,352	5,773	2	13	116	70	28,436

GENERAL TABLE V-B.

Race or creed of Female Scholars receiving Vocational and Special Education for the official year 1927-28.

	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>School Education.</i>										
Medical schools	1	32	15	..	3	..	1	4	..	56
Normal and Training schools	47	137	119	1	17	..	..	..	..	321
Technical and Industrial schools	..	129	326	55	8	..	..	4	19	541
Commercial schools	1	5	..	..	..	..	..	..	..	6
Agricultural schools .. ..	..	..	..	..	..	..	..	..	..	..
Schools for Adults .. ..	..	..	10	32	..	..	..	..	..	42
Other schools .. ..	..	..	33	1	7	..	..	..	..	41
Total	49	308	503	89	35	..	1	8	19	1,007
<i>University and Intermediate Education.</i>										
Medicine .. ..	..	..	..	..	..	..	..	..	..	..
Education	3	1	1	..	1	..	..	..	..	6
Law .. ..	..	..	1	..	..	..	..	..	..	1
Total	3	1	2	..	1	..	..	..	..	7
GRAND TOTAL	52	304	505	89	36	..	1	8	19	1,014

GENERAL TABLE VI-A.

Men Teachers for the official year 1927-28.

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 .. .. .	..	..	18	8	2	..	..	..	7	28	7	35
Local Board .. .. .	..	2	18,655	8,321	26	..	..	..	6,879	22,004	6,379	28,383
Municipal Board .. .. .	..	..	1,149	175	10	..	68	..	1,045	1,334	1,103	2,442
Aided	1	2	18	54	1	..	17	1	5,190	243	5,203	5,451
Unaided .. .. .	..	..	9	7	..	..	..	..	297	16	297	813
Total	1	4	20,016	8,565	39	..	80	1	12,918	23,625	12,999	36,624
<i>Middle Schools.</i>												
Government	1	7	70	..	..	..	2	..	2	78	4	83
Local Board	1	45	2,607	350	3	..	11	..	142	3,006	153	3,159
Municipal Board	4	5	109	3	1	..	4	..	53	122	57	179
Aided	48	71	57	3	14	2	65	..	399	193	456	659
Unaided	8	15	19	1	1	..	27	1	210	44	238	232
Total	62	143	2,862	357	19	2	109	1	806	3,443	918	4,361
<i>High Schools.</i>												
Government	428	410	63	4	50	..	89	..	301	955	384	1,339
Local Board .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Municipal Board	14	13	4	..	..	1	7	..	82	91	40	71
Aided	421	212	125	9	24	5	516	9	1,093	791	1,628	2,414
Unaided	27	15	8	..	..	13	63	14	78	50	163	218
Total	890	650	200	13	74	19	669	23	1,504	1,927	2,215	4,042
GRAND TOTAL	953	797	23,078	8,985	132	21	858	25	15,228	28,895	16,132	45,027

GENERAL TABLE VI-B.

Women Teachers for the official year 1927-28.

1	Trained teachers with the following educational qualifications.					Untrained teachers.				11	12	13
	A degree.	Passed Intermediate, Metric or School Final.	Passed Middle school.	Passed Primary school.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
2	3	4	5	6	7	8	9	10	11	12	13	
CLASS OF INSTITUTIONS.												
<i>Primary schools.</i>												
Government ..	..	..	8	7	..	..	..	..	30	15	30	45
Local Board and Municipal Board.	..	..	106	62	5	..	48	..	1,144	178	1,192	1,365
Aided ..	4	24	46	11	2	..	7	8	697	87	712	799
Unaided ..	..	..	..	1	..	..	..	..	15	1	15	16
Total ..	4	24	160	81	7	..	55	8	1,886	276	1,949	2,225
<i>Middle schools.</i>												
Government ..	3	9	32	22	..	..	2	..	165	116	167	288
Local Board and Municipal Board.	..	..	34	13	2	..	4	..	79	49	88	132
Aided ..	17	72	135	21	1	..	29	4	387	296	420	716
Unaided ..	1	1	7	..	..	..	2	..	13	9	15	24
Total ..	21	82	308	56	3	..	37	4	644	470	685	1,155
<i>High schools.</i>												
Government ..	..	..	..	..	..	..	..	..	..	..	..	..
Local Board ..	..	..	..	..	..	..	..	..	..	..	..	..
Municipal Board..	2	2	5	..	..	..	1	..	1	9	2	11
Aided ..	57	147	49	..	..	3	61	13	103	253	180	433
Unaided ..	..	4	..	..	..	2	..	..	8	4	10	14
Total ..	59	153	54	..	..	5	62	13	112	266	192	458
GRAND TOTAL ..	84	259	522	137	10	5	154	25	2,642	1,012	2,826	3,838

GENERAL TABLE VII.
European Education (1927-28).

Total European population	Male .. 18,171 Female .. 6,990 Total .. 25,161		Percentage to European population of those at school— Males. 20·02 Females. 38·91 Total. 25·27								
	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—					
	1	2	3	4	Trained.	Untrained.	Government funds.	Local funds.	Fees.	Other sources.	Total expenditure.
					5	6	7	8	9	10	11
<i>Institutions for males.</i>							Rs.	Rs.	Rs.	Rs.	Rs.
Intermediate Colleges ..	4	36	..	9	88	9	1,21,863	200	1,28,517	61,111	3,11,191
Training Colleges ..	..	..	..	..	..	..	..	..	..	..	..
High schools ..	8	2,425	28	217	78	33	1,33,812	150	2,20,794	1,33,037	5,37,843
Middle schools ..	5	505	192	32	26	14	54,974	300	21,597	13,924	90,795
Primary schools ..	1	21	1	2	2	..	3,309	..	8,560	..	11,869
Training schools ..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial schools ..	..	..	..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..	..	..	..
Total ..	18	2,987	221	260	144	61	3,63,453	650	3,79,468	2,03,122	9,51,698
<i>Institutions for females.</i>											
Arts Colleges ..	..	..	..	..	..	..	..	..	..	..	..
Training Colleges ..	..	..	..	..	..	..	..	..	..	..	..
High schools ..	15	2,160	393	209	136	38	2,12,751	970	1,92,766	3,190	4,66,677
Middle schools ..	7	617	199	35	31	16	41,137	790	33,930	14,490	90,356
Primary schools ..	13	549	277	36	24	16	30,638	540	17,822	27,392	76,392
Training schools ..	2	44	..	..	6	..	20,598	..	5,586	5,072	31,256
Technical and Industrial schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial schools ..	..	..	..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..	..	..	..
Total ..	37	3,370	871	380	197	70	3,05,124	3,300	2,50,113	1,00,144	6,53,631
Grand Total for Institutions.	55	6,357	1,092	590	341	131	6,68,532	3,950	6,29,581	3,03,266	16,10,379
Expenditure on buildings includes no amount spent by the Public Works Department.											
Inspection ..	..	..	..	..	..	..	32,642	..	..	..	32,642
Buildings, etc. ..	..	..	..	..	..	..	66,149	..	19,488	97,508	1,83,140
Miscellaneous ..	..	..	..	..	..	..	54,895	..	..	19,405	74,300
Boarding House expenditure ..	..	..	..	..	..	..	99,795	..	3,10,897	78,939	3,39,651
"Miscellaneous" includes the following main items :— Boarding grants, Training class stipends, European school scholarships, other miscellaneous expenses.											
Total ..	..	..	..	..	..	..	2,53,431	..	2,30,335	1,95,867	6,79,733
GRAND TOTAL ..	..	..	..	..	..	..	9,22,063	3,950	8,59,966	3,04,133	22,90,113

GENERAL TABLE VIII.

Examination Results for the official year 1927-28.

Examinations.	Male.						Female.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	*Public.	Private.	*Total.	*Public.	Private.	Total.	*Public.	Private.	Total.	*Public.	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
<i>Degree Examinations</i>												
<i>Arts and Science.</i>												
D. Litt. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Ph.D. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
D.So.	1	..	1	1	..	1	..	..	..	..	..	..
M.A. { (Previous)	80	..	80	74	..	74	3	..	3	1	..	1
{ (Final) ..	301	57	358	237	39	276	8	3	11	8	3	11
M.Sc. { (Previous)	42	..	42	27	..	27	..	..	..	..	..	..
{ (Final) ..	105	3	108	95	2	97	1	..	1	1	..	1
B.A.—(Honours) ..	29	..	29	20	..	20	..	..	..	..	..	..
B.Sc.—(Honours) ..	26	..	26	19	..	19	..	..	..	..	..	..
B.A.—(Pass)	1,341	224	1,565	868	79	947	18	6	24	13	5	18
B.Sc.—(Pass)	455	6	461	309	2	311	..	..	..	..	..	..
<i>Law.</i>												
Master of Law .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor { (Previous)	199	..	199	122	..	122	..	..	..	..	..	..
of Law. { (Final) ..	792	..	792	646	..	646	1	..	1	1	..	1
<i>Medicine.</i>												
M.D.	2	..	2	1	..	1	..	..	..	..	..	..
M.B.B.S.	43	..	43	25	..	25	..	..	..	..	..	..
L.M.S.—(Bombay) ..	..	..	..	..	..	..	..	..	..	..	..	..
M.C.P. & S.—(Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M.S.F.M.—(Calcutta)	..	..	..	..	..	..	..	..	..	..	..	..
M.S.	1	..	1	..	..	..	..	..	..	..	..	..
M.—Obstetrics .. ..	..	..	..	..	..	..	..	..	..	..	..	..
B.Hyg. .. ..	..	..	..	..	..	..	..	..	..	..	..	..
D.P.H.	9	..	9	6	..	6	..	..	..	..	..	..
B.Sc.—(Sanitary) ..	..	..	..	..	..	..	..	..	..	..	..	..
D.T.M.—(Calcutta)..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Engineering.</i>												
Bachelor of C.E.	26	..	26	26	..	26	..	..	..	..	..	..
Bachelor of M.E.	39	..	39	36	..	36	..	..	..	..	..	..
Bachelor of Mining and Metallurgy.	6	..	6	6	..	6	..	..	..	..	..	..
<i>Education.</i>												
B.E.B.T. & L.T.	159	5	164	145	4	149	..	..	..	..	..	..
<i>Commerca.</i>												
Bachelor of Commerce.	104	14	118	77	13	90	..	..	..	..	..	..
<i>Agriculture.</i>												
Master of Agriculture	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture.	17	..	17	13	..	13	..	..	..	..	..	..

*i.e. appearing from a recognized institution.

GENERAL TABLE VIII.

Examination Results for the official year 1927-28.

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 Actst..	2,818	899	3,717	1,631	849	2,080	44	18	62	37	11	48
Intermediate in Science	345	18	363	177	5	182	..	..	..	..	..	..
Licentiate of Civil Engineering.	..	..	..	..	..	..	..	..	..	..	..	..
Licence, Diploma or certificate in Teaching.	70	0	70	68	5	68	24	..	24	23	..	22
Intermediate or Diploma in Commerce.	245	20	274	150	18	168	..	..	..	..	..	..
Licentiate of Agriculture.	66	..	66	51	..	51	..	..	..	..	..	..
Veterinary Examinations.	..	..	..	..	..	..	..	..	..	..	..	..
<i>School Examinations.</i>												
(a) On completion of High School Course.	..	..	..	..	..	..	..	..	..	..	..	..
Matriculation ..	..	..	..	..	..	..	..	..	..	..	..	..
School Final, etc. ..	8,115	1,082	9,197	4,689	327	5,016	72	58	180	52	24	76
Cambridge Higher School Certificate Examination.	5	2	7	1	..	1	12	..	12	6	..	6
Cambridge Senior ..	127	72	199	74	6	80	69	3	72	51	1	52
(b) On completion of Middle School Course.	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge Junior ..	217	..	217	141	..	141	108	..	108	78	..	78
European Preliminary Examination.	185	..	185	150	..	150	91	..	91	57	..	57
Anglo-Vernacular Middle.	..	..	..	..	..	..	282	38	320	220	20	240
Vernacular Middle ..	16,836	3,606	19,442	10,195	1,258	11,448	32	285	637	175	106	281
(c) On completion of Primary Course.	..	..	..	..	..	..	..	..	..	..	..	..
Upper Primary ..	56,183	47	56,230	45,987	37	45,974	1,545	89	1,634	1,112	42	1,154
Lower Primary ..	104,719	539	105,258	83,159	486	83,645	6,034	12	6,096	4,633	11	4,644
(d) On completion of Vocational Course.	..	..	..	..	..	..	..	..	..	..	..	..
For Teacher's Certificate.	..	..	..	..	..	..	15	..	15	15	..	15
Vernacular, Higher ..	351	614	965	331	292	623	30	6	36	56	4	60
Vernacular, Lower ..	154	843	1,396	404	396	800	38	1	39	29	1	30
At Art Schools ..	24	..	24	24	..	24	..	..	..	..	..	..
At Law Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools ..	81	..	81	65	..	65	15	..	15	8	..	8
At Engineering Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Technical and Industrial Schools.	1,387	3	1,390	1,100	2	1,102	311	..	311	265	..	265
At Commercial Schools	91	..	91	80	..	80	3	..	3	3	..	3
At Agricultural Schools	35	..	35	30	..	30	..	..	..	..	..	..
At other Schools ..	1,201	246	1,447	694	130	824	..	..	..	..	..	..

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

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

APPENDICES.

PROVINCIAL TABLE A.—Showing the number of scholars and percentage under instruction in each district for the year ending March 31, 1928.

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	7,649	1,918	9,562	5·96	2·27	4·50
Saharanpur	515,908	421,563	937,471	25,574	1,885	27,459	4·95	·44	2·92
Muzaffarnagar	434,907	359,958	794,265	22,651	2,822	25,473	5·21	·78	3·20
Meerut	809,994	689,030	1,499,074	50,628	4,227	54,855	6·25	·61	3·65
Bulandshahr	562,529	503,990	1,066,519	26,943	2,294	29,237	4·78	·45	2·74
Total	2,450,914	2,058,658	4,509,572	133,445	13,141	146,586	5·44	·63	3·25
Aligarh	575,379	486,866	1,061,745	30,533	4,237	34,825	5·30	·83	3·27
Muttra	341,150	277,988	619,138	20,252	2,753	23,010	5·98	·99	3·71
Agra	503,298	415,857	924,155	34,460	6,317	40,777	6·77	1·51	4·41
Mainpuri	411,981	336,046	748,027	19,809	2,868	22,677	4·80	·85	3·03
Etah	449,162	380,598	829,760	19,066	3,137	22,223	4·24	·82	2·67
Total	2,285,970	1,896,855	4,182,825	124,145	19,367	143,512	5·43	1·02	3·43
Bareilly	544,835	468,990	1,013,875	26,339	4,260	30,649	4·84	·90	3·02
Bijnor	383,643	350,539	740,132	21,949	2,853	24,807	5·63	·81	3·35
Budaun	527,823	447,524	975,347	16,110	2,329	18,939	3·03	·63	1·94
Moradabad	639,022	559,631	1,198,653	30,668	3,826	34,494	4·79	·68	2·87
Shahjahanpur	452,337	386,273	839,115	21,162	2,851	24,013	4·67	·73	2·86
Pilibhit	229,130	202,471	431,601	10,832	1,596	12,478	4·74	·73	2·89
Total	2,733,340	2,415,433	5,198,773	127,160	13,220	145,380	4·56	·75	2·79
Farrukhabad	469,009	387,624	856,633	26,711	5,071	31,782	5·69	1·30	3·71
Etawah	404,323	329,209	733,532	23,490	3,734	27,224	5·80	1·13	3·71
Cawnpore	637,819	511,345	1,149,164	40,636	6,496	47,132	6·87	1·26	4·10
Fatehpur	341,527	310,865	652,392	19,639	1,263	20,922	5·75	·40	3·20
Allahabad	722,188	632,257	1,404,445	51,663	5,236	56,899	7·15	·76	4·05
Total	2,574,366	2,221,300	4,795,666	162,159	21,800	183,959	6·29	·98	3·33

Jhansi	..	315,590	280,909	606,499	21,225	2,890	24,115	6.72	.99	3.97
Jalaun	..	218,384	192,055	405,489	14,757	1,725	16,482	6.91	.89	4.06
Hamirpur	..	224,389	215,806	440,245	15,077	1,476	16,553	6.71	.68	3.75
Banda	..	313,644	299,470	613,114	17,838	2,096	19,934	5.68	.69	3.25
Total	..	1,067,007	998,290	2,065,297	68,897	8,187	77,084	6.45	.82	3.73
Benares	..	461,688	439,624	901,312	51,923	5,199	57,122	11.24	1.18	6.93
Mirzapur	..	361,635	362,448	724,183	21,643	1,745	23,388	5.98	.48	3.22
Jaunpur	..	574,490	580,625	1,155,105	42,595	3,175	45,770	7.41	.54	3.96
Ghazipur	..	424,640	407,649	832,289	23,065	2,073	30,138	6.60	.50	3.62
Ballia	..	426,520	404,489	831,009	36,909	2,685	39,597	8.65	.66	4.75
Total	..	2,248,963	2,194,935	4,443,898	181,185	14,890	196,015	8.05	.67	4.41
Gorakhpur	..	1,658,592	1,603,238	3,266,830	78,881	3,930	82,811	4.72	.24	2.51
Basti	..	984,741	940,487	1,925,228	49,685	2,679	52,364	5.04	.28	2.72
Azamgarh	..	776,369	752,388	1,528,657	44,145	3,817	47,962	5.68	.50	3.13
Total	..	3,419,502	3,301,113	6,720,715	172,211	10,426	182,637	5.08	.31	2.71
Naini Tal	..	160,798	116,077	276,875	9,541	1,521	11,062	5.93	1.31	3.99
Almora	..	265,253	265,085	530,338	23,593	1,587	25,180	8.89	.59	4.74
Garhwal	..	232,858	252,923	485,186	19,652	453	20,105	8.43	.17	4.14
Total	..	653,914	633,485	1,292,399	52,786	3,561	56,347	8.01	.56	4.35
Lucknow	..	392,559	331,785	724,344	33,348	3,896	37,244	8.40	1.17	5.14
Unao	..	433,618	385,515	819,123	20,203	1,426	21,629	4.65	.34	2.64
Rae Bareilly	..	474,742	461,661	936,403	24,678	1,006	25,684	5.19	.21	2.74
Sitapur	..	581,655	507,326	1,089,481	23,294	1,836	25,120	4.00	.36	2.30
Hardoi	..	586,166	498,244	1,084,410	25,804	4,002	29,806	4.40	.80	2.74
Kheri	..	483,177	428,298	911,475	13,845	1,412	15,257	2.85	.32	1.67
Total	..	2,953,912	2,613,329	5,567,241	141,172	13,578	154,750	4.77	.51	2.77
Fyzabad	..	583,485	583,445	1,171,930	28,036	2,193	30,229	4.76	.27	2.57
Gonda	..	752,896	720,202	1,473,098	21,103	1,080	26,183	3.33	.14	1.77
Bahraich	..	554,548	510,829	1,065,377	20,361	1,174	21,535	3.67	.22	2.02
Sultanpur	..	494,593	509,319	1,003,912	22,215	1,186	23,401	4.49	.23	2.33
Partabgarh	..	417,339	437,791	855,130	25,509	923	26,432	6.11	.21	3.09
Bara Banki	..	536,336	493,058	1,029,394	18,309	1,484	20,293	3.50	.30	1.97
Total	..	3,844,757	3,254,644	6,599,401	143,038	8,040	148,078	4.18	.24	2.24
GRAND TOTAL	..	23,787,745	21,588,042	45,375,787	1,303,143	131,200	1,434,343	5.47	.60	3.16
GRAND TOTAL FOR PREVIOUS YEAR.	..	23,787,745	21,588,042	45,375,787	1,225,165	124,236	1,349,401	5.15	.57	2.97

PROVINCIAL TABLE B.—Giving particulars of Vernacular Primary Schools for Boys for the year ending March 31, 1928.

District.	Number of schools—						Total.	Number of scholars.						Expenditure on schools.		
	Under public management.		Under private management.					Under public management.		Under private management.				Total.	Under public management.	Aided.
	Primary.	Preparatory.	Aided.		Unaided.			Upper.	Lower.	Aided.		Unaided.			Under public management.	
			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
Debra Dun ..	41	27	..	16	..	..	84	569	8,127	24	587	..	..	4,807	Rs. 88,195	Rs. 5,954
Baharanpur ..	152	75	12	87	..	..	926	2,434	10,022	90	8,286	..	..	15,782	1,05,074	11,914
Muzaffarnagar ..	155	108	2	58	..	..	828	2,687	11,841	83	1,642	..	..	16,258	1,21,774	8,378
Meerut ..	242	290	20	254	..	..	806	6,025	22,883	575	9,116	..	..	38,549	2,08,866	89,751
Bulandshahr ..	208	45	36	33	..	..	917	3,494	13,324	392	2,546	..	..	19,756	1,82,042	18,114
Total ..	793	545	70	448	..	..	1,856	15,209	61,147	1,164	17,127	..	..	94,647	6,00,951	84,111
Aligarh ..	171	173	6	71	..	..	421	3,806	17,121	189	2,812	..	..	23,928	1,57,834	10,289
Muttra ..	163	118	4	30	..	..	320	3,032	14,248	86	1,150	..	..	18,581	1,22,804	7,313
Agra ..	219	148	8	55	..	..	430	3,148	20,360	103	2,564	..	..	26,175	1,77,276	13,100
Mainpuri ..	186	162	3	48	3	1	358	2,553	14,459	59	1,584	89	289	18,883	1,18,687	9,823
Etah ..	251	43	26	14	1	..	335	2,713	13,892	174	1,035	10	44	17,918	1,22,882	5,973
Total ..	945	644	47	218	4	1	1,859	15,267	80,075	616	9,145	49	283	105,435	6,94,483	46,948
Bareilly ..	149	146	22	100	..	..	417	2,343	14,405	216	3,488	..	..	20,452	1,47,179	17,617
Budaun ..	140	128	1	65	..	..	334	2,070	10,275	184	1,578	..	..	14,057	1,13,742	13,691
Bijnor ..	128	92	7	109	..	..	336	2,810	10,630	73	3,818	..	..	17,381	1,10,191	16,298
Moradabad ..	168	188	7	85	5	24	477	2,782	17,332	172	3,573	71	1,186	25,166	1,62,546	15,884
Shahjahanpur ..	152	195	6	120	..	..	478	2,541	13,687	22	3,868	..	..	20,113	1,82,831	17,903
Pilibhit ..	70	84	2	78	..	..	234	1,277	5,893	95	2,133	..	..	9,338	64,570	10,181
Total ..	807	833	45	557	5	24	2,271	13,823	72,212	712	18,453	71	1,186	103,457	7,80,559	91,474
Farrukhabad ..	186	186	1	184	..	..	557	3,668	15,325	146	5,316	..	..	24,455	1,56,045	22,086
Etawah ..	169	164	8	41	..	..	382	4,350	15,085	183	1,341	..	..	20,959	1,81,827	8,323
Cawnpore ..	244	216	6	82	..	2	550	6,685	22,953	48	2,763	..	151	32,600	2,59,914	29,865
Fatehpur ..	144	98	17	55	..	..	314	2,998	13,061	274	2,017	..	..	18,350	1,25,489	8,568
Allahabad ..	308	252	9	227	..	..	796	4,842	27,883	78	6,733	..	..	39,088	2,77,952	32,450
Total ..	1,051	916	41	589	..	2	2,599	22,543	93,807	729	18,172	..	151	185,402	9,50,627	1,01,742

Jhansi ..	125	162	12	69	..	..	368	2,202	18,018	146	2,601	..	..	17,967	1,20,692	18,276
Jalaun ..	134	95	2	34	8	7	280	2,177	9,433	12	881	164	682	13,349	86,519	5,765
Banda ..	140	180	..	43	1	1	365	2,423	13,619	108	1,193	176	36	17,555	1,33,055	7,524
Hamirpur ..	164	45	7	63	..	..	294	1,273	10,741	349	1,875	..	..	14,233	97,940	13,219
Total ..	563	482	21	214	9	8	1,297	8,075	46,811	615	6,550	340	718	63,109	4,38,206	44,784
Benares ..	260	100	18	56	1	7	442	5,847	30,290	348	3,351	1	128	39,965	2,95,597	18,725
Mirzapur ..	176	124	3	40	3	6	352	2,521	15,758	28	1,215	66	357	19,945	1,35,283	9,857
Jaunpur ..	273	206	31	107	1	1	619	5,032	30,287	247	4,466	5	74	40,111	2,27,083	20,484
Ghazipur ..	239	68	1	79	..	..	382	4,348	17,656	75	2,795	..	..	24,374	1,71,199	23,373
Ballia ..	285	105	6	73	..	..	469	5,450	23,854	200	3,892	..	..	33,396	2,09,779	11,937
Total ..	1,233	598	59	355	5	14	2,264	23,198	117,845	898	15,719	72	559	158,291	10,38,946	83,876
Gorakhpur ..	440	184	8	203	..	..	835	10,706	46,649	175	3,036	..	..	65,566	3,56,506	23,245
Basti ..	325	174	9	246	..	..	754	5,636	28,875	121	3,422	..	..	43,054	2,51,971	24,839
Azamgarh ..	268	232	12	179	..	..	691	5,154	27,123	121	7,176	..	..	39,579	2,27,410	34,457
Total ..	1,033	590	29	628	..	..	2,280	21,496	102,652	417	23,634	..	..	148,199	8,35,887	87,541
Naini Tal ..	82	96	1	11	..	..	190	1,053	6,447	9	406	..	..	7,915	70,373	2,132
Almora ..	175	98	5	82	..	..	360	2,788	14,862	46	3,077	..	..	20,773	1,44,134	14,825
Garhwal..	130	203	1	45	..	..	379	2,604	12,826	80	1,352	..	..	16,812	1,29,205	4,551
Total ..	387	397	7	188	..	..	929	6,445	34,135	85	4,835	..	..	45,500	3,43,712	21,503
Lucknow ..	145	110	7	77	..	..	339	2,637	15,607	200	2,722	..	..	21,166	1,67,598	11,474
Unao ..	161	55	8	86	..	..	310	2,581	12,931	37	2,355	..	..	18,404	1,09,641	13,530
Rae Bareli ..	169	75	1	95	..	..	340	3,206	15,412	33	2,909	..	..	21,560	1,42,003	13,374
Sitapur ..	173	136	1	53	..	1	364	2,865	14,679	35	1,954	..	25	19,558	1,43,705	7,475
Hardoi ..	198	306	..	39	..	..	593	3,639	18,177	108	2,434	..	..	24,408	1,83,635	12,403
Kheri ..	101	117	6	37	..	..	311	1,642	7,943	164	2,632	..	..	12,381	92,331	3,631
Total ..	947	799	23	487	..	1	2,257	16,570	84,749	577	15,556	..	25	117,477	8,39,463	66,937
Fyzabad..	195	85	2	32	..	..	364	3,397	17,643	35	3,191	..	..	24,271	1,57,948	23,563
Gonda ..	179	130	1	33	..	3	396	3,139	16,265	3	2,717	..	37	22,211	1,42,333	14,333
Bahraich ..	160	159	4	64	..	1	388	2,218	13,623	156	2,547	..	24	18,568	1,24,673	14,778
Sultanpur ..	157	69	12	35	..	..	273	3,607	14,544	231	1,640	..	..	20,022	1,22,961	10,293
Partabgarh ..	179	54	4	47	1	..	285	3,417	17,964	45	1,637	11	34	23,158	1,36,124	10,014
Bara Banki ..	135	113	6	46	2	1	308	2,503	11,857	42	1,304	5	32	16,294	1,16,164	9,340
Total ..	1,005	610	29	357	3	5	2,009	18,281	91,901	513	13,536	16	227	124,524	8,00,753	82,331
GRAND TOTAL ..	8,764	6,414	371	3,991	26	55	19,621	160,907	785,334	6,326	142,777	548	3,149	1,039,041	72,73,537	7,11,362
GRAND TOTAL FOR PREVIOUS YEAR.	7,995	6,515	315	3,833	22	85	18,315	147,962	745,006	4,538	136,467	505	3,703	1,033,231	70,72,696	7,06,412